

## مراجعة للاختبار النهائي



### تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ← المناهج الإماراتية ← الصف العاشر ← لغة انجليزية ← الفصل الثالث ← اختبارات ← الملف

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المزيد من مادة  
لغة انجليزية:

إعداد: Ghzayel Ben Hanen

### التواصل الاجتماعي حسب 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 الثالث

The Most Important Vocabulary

1

شرح الهيكل الوزاري لسنة 2026

2

Vocabulary Mazes for EOT 3 Exam

3

10 Complete Advanced Exam Models

4

مراجعة للاختبار النهائي

5

# ENGLISH LANGUAGE

11 GEN / 10 ADV

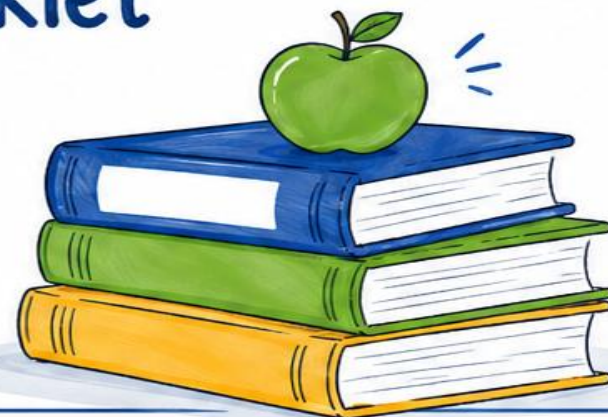
## End of Term 3 Final English Exam Review Booklet

Believe  
in yourself.  
You've got  
this!



Stay focused.  
Work hard.  
Make it  
count!

Dream it. Believe it. Achieve it. ★



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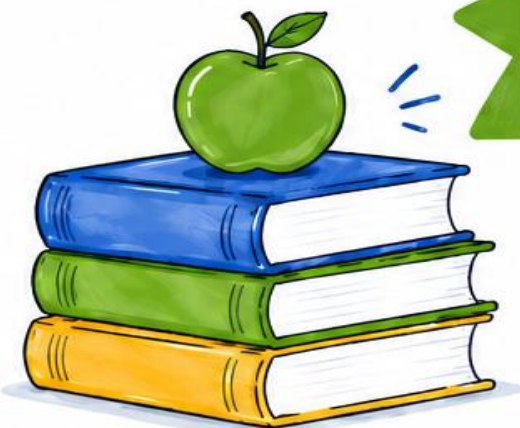
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# PART 1:

# VOCABULARY

## DEFINITIONS AND PRACTICE



T. Hanen Ben Ghzayel

Learn the words. Understand the world.  
You've got this! 



## Part 1 specifications according to the MOE assessment planner.

Exam part: Vocabulary

Academic Year 2025-2026: End of Term 3 Exam Test Specifications:  
Grade 11 GLG - Grade 10 Advanced/11 General/11 Applied – Stage 7 - B1.2-B2.1

10 Grade 10 Advanced

11 Grade 11 General

11 Grade 11 Applied

| Grade Level Goal | Grade 11 GLG                          | Learning Continuum Stage | 7           |
|------------------|---------------------------------------|--------------------------|-------------|
| Class            | 10 Advanced / 11 General / 11 Applied | CEFR                     | B1.2-2.1    |
| Language Domain  | Reading & Viewing                     | Total Marks              | 100         |
|                  |                                       | Platform                 | SwiftAssess |

| Part                  | Level                    | Theme                                                                                                                            | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                        |
|-----------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 1:<br>Vocabulary | Towards Grade Level Goal | <b>Live and Learn!</b>   Life on Campus, Lecture: Science Literacy - Connected Learning                                          | identification, for short, major, works out, dormitory, fill out, rush, pretty well, appealing, approach, complex, concept, conduct, focus, memorize, observe, process, symbol                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                        |
|                       |                          | <b>Bright Lights, Big City</b>   Student Housing, Phone Etiquette, Requesting and Giving Directions                              | accommodate, budget, calculate, commute, cramped, expenses, facilities, pros and cons, tenant, furnished, secure building, leaking, repair, repairs, rent, utilities, intersection, corner, opposite, across from                                                                                                                                                                                                                                                                   |                                                                                                                                                                                        |
|                       |                          | Task Description                                                                                                                 | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Construct Limits                                                                                                                                                                       |
|                       |                          | Multiple-Choice Gap-Fill<br><br>Read the text and choose the correct word(s) to complete the sentences. Choose <b>A, B or C.</b> | <b>Reading Strategies</b><br>ENG.07.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message, overall organisation, structure and word choices, adjusting reading rate, skimming, scanning and reading on to understand and interpret extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. | <ul style="list-style-type: none"> <li>5 sentences with a gap</li> <li>3 options, one of which is the correct answer, two are distractors</li> <li>2 marks each (total: 10)</li> </ul> |

**Topic:** *Live and Learn! | Life on Campus, Lecture:  
Science Literacy – Connected Learning*

| Word           | Simple Definition                   | Arabic                 |
|----------------|-------------------------------------|------------------------|
| identification | recognizing or naming something     | التعرّف / تحديد الهوية |
| for short      | in a shorter form                   | باختصار                |
| major          | main subject of study at university | التخصص                 |
| works out      | happens successfully                | ينجح / يسير بشكل جيد   |
| dormitory      | student residence building          | سكن الطلاب             |
| fill out       | complete a form                     | يملأ (استمارة)         |
| rush           | hurry                               | يسرع                   |
| pretty well    | fairly well                         | بشكل جيد إلى حد ما     |
| appealing      | attractive or interesting           | جذاب                   |
| approach       | way of doing something              | أسلوب / طريقة          |
| complex        | complicated                         | معقد                   |

| Word     | Simple Definition           | Arabic      |
|----------|-----------------------------|-------------|
| concept  | idea                        | مفهوم       |
| conduct  | carry out; behavior         | يجري / سلوك |
| focus    | give attention to           | يركز        |
| memorize | learn by heart              | يحفظ        |
| observe  | watch carefully             | يلاحظ       |
| process  | series of actions or steps  | عملية       |
| symbol   | sign representing something | رمز         |



**Topic:** *Bright Lights, Big City | Student Housing, Phone Etiquette, Requesting and Giving Directions*

| Word            | Simple Definition                  | Arabic               |
|-----------------|------------------------------------|----------------------|
| accommodate     | Provide Space/ housing             | يستوعب / يوفر سكناً  |
| Budget          | spending plan                      | ميزانية              |
| Approximate     | work out a number                  | يحسب                 |
| Commute         | travel regularly to work or school | يتنقل                |
| cramped         | too small and crowded              | ضيق                  |
| expenses        | costs; money spent                 | مصروفات / نفقات      |
| Facilities      | services or equipment provided     | مرافق                |
| pros and cons   | Advantages and disadvantages       | الإيجابيات والسلبيات |
| tenant          | person who rents a place           | مستأجر               |
| Furnished       | containing furniture               | مفروش                |
| Secure building | Safe Building                      | مبنى آمن             |

| Word         | Simple Definition                      | Arabic                     |
|--------------|----------------------------------------|----------------------------|
| leaking      | Letting Liquid Escape                  | يتسرب                      |
| repair       | fix something                          | يصلح                       |
| repairs      | fixing work                            | إصلاحات                    |
| rent         | money paid to live in a place          | إيجار                      |
| utilities    | services such as water and electricity | المرافق (ماء، كهرباء، غاز) |
| intersection | place where roads meet                 | تقاطع                      |
| corner       | point where two streets meet           | زاوية / ركن                |
| opposite     | across from                            | مقابل                      |
| across from  | on the other side of                   | على الجهة المقابلة من      |

Topic: *Live and Learn! | How to Avoid Plagiarism*

| Word             | Simple Definition                     | Arabic                           |
|------------------|---------------------------------------|----------------------------------|
| plagiarism       | using someone else's work as your own | الانتحال الأدبي / السرقة الفكرية |
| source           | where information comes from          | مصدر                             |
| citation         | giving credit to a source             | توثيق / استشهاد                  |
| reference        | information about a source            | مرجع                             |
| quote            | repeat someone's exact words          | اقتباس                           |
| paraphrase       | express an idea in different words    | إعادة الصياغة                    |
| summarize        | give the main points briefly          | يلخص                             |
| author           | writer of a book or article           | مؤلف                             |
| original         | new and not copied                    | أصلي                             |
| credit           | acknowledgment of someone's work      | نسب الفضل                        |
| academic honesty | being truthful in academic work       | النزاهة الأكاديمية               |
| research         | careful study to find information     | بحث                              |

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Topic: *Bright Lights, Big City | Planet Under Stress*

| Word           | Simple Definition                     | Arabic           |
|----------------|---------------------------------------|------------------|
| planet         | a large body that moves around a star | كوكب             |
| under stress   | experiencing pressure or problems     | تحت ضغط          |
| environment    | the natural world around us           | البيئة           |
| pollution      | harmful substances in the environment | التلوث           |
| climate change | long-term changes in weather patterns | تغير المناخ      |
| global warming | increase in Earth's temperature       | الاحتباس الحراري |
| waste          | unwanted materials                    | نفايات           |
| recycle        | process materials to use again        | يعيد التدوير     |

| Word             | Simple Definition                        | Arabic           |
|------------------|------------------------------------------|------------------|
| conserve         | protect and save resources               | يحافظ على        |
| resource         | something useful that people use         | مورد             |
| endangered       | at risk of disappearing                  | مهدد بالانقراض   |
| habitat          | natural home of plants or animals        | موطن طبيعي       |
| ecosystem        | community of living things and nature    | نظام بيئي        |
| renewable energy | energy from sources that can be replaced | طاقة متجددة      |
| carbon footprint | amount of carbon emissions produced      | البصمة الكربونية |

**Topic:** *Live and Learn! | The Role of Online Education*

| Word              | Simple Definition                   | Arabic               |
|-------------------|-------------------------------------|----------------------|
| role              | function or purpose                 | دور                  |
| online education  | learning through the internet       | التعليم عبر الإنترنت |
| platform          | website or system for learning      | منصة                 |
| virtual classroom | online learning environment         | فصل افتراضي          |
| instructor        | person who teaches                  | مدرّب / معلم         |
| assignment        | piece of work given to students     | واجب                 |
| interaction       | communication between people        | تفاعل                |
| access            | ability to use or obtain something  | إمكانية الوصول       |
| flexible          | easy to change or adapt             | مرن                  |
| distance learning | learning away from a school campus  | التعليم عن بُعد      |
| technology        | use of scientific tools and systems | التكنولوجيا          |
| participate       | take part in an activity            | يشارك                |
| discussion board  | online place for sharing ideas      | منتدى نقاش           |
| webinar           | seminar held online                 | ندوة عبر الإنترنت    |
| digital skills    | skills for using technology         | مهارات رقمية         |

## Topic: *Bright Lights, Big City | A City That's Doing Something Right*

| Word                  | Simple Definition                               | Arabic               |
|-----------------------|-------------------------------------------------|----------------------|
| do something right    | do something correctly or successfully          | يفعل شيئاً بشكل صحيح |
| sustainable           | able to continue without harming the future     | مستدام               |
| public transportation | buses, trains, and other public travel services | النقل العام          |
| community             | people living in the same area                  | مجتمع                |
| innovation            | a new idea or method                            | ابتكار               |
| improve               | make better                                     | يحسن                 |
| efficient             | working well without waste                      | فعال                 |
| infrastructure        | basic systems such as roads and utilities       | بنية تحتية           |
| green space           | parks and natural areas in a city               | مساحة خضراء          |
| development           | growth and improvement                          | تطوير                |
| initiative            | new plan or action                              | مبادرة               |
| quality of life       | level of comfort and well-being                 | جودة الحياة          |

| Word           | Simple Definition                       | Arabic         |
|----------------|-----------------------------------------|----------------|
| urban planning | designing and organizing cities         | التخطيط الحضري |
| citizen        | person who belongs to a country or city | مواطن          |
| achievement    | something accomplished successfully     | إنجاز          |



T. Hanen Ben Ghzayel

**Grade 11 GLG – Part 1 Vocabulary Revision Practice****Format:** Multiple-Choice Gap-Fill**Instructions:** Read the sentence and choose the correct word(s) to complete it. Choose **A, B, or C**.

1. Students living in a \_\_\_\_\_ share common areas such as kitchens and study rooms.

- A. dormitory
- B. University
- C. process

2. The professor asked us to \_\_\_\_\_ the experiment carefully and write down our findings.

- A. memorize
- B. observe
- C. rush

3. The apartment is fully \_\_\_\_\_, so you do not need to buy furniture.

- A. Leaking
- B. Repair
- C. Furnished

4. If you are late, do not \_\_\_\_\_ through your presentation because people may not understand you.

- A. rush
- B. quickly
- C. focus



5. Before beginning the project, the teacher explained the basic \_\_\_\_\_ to the class.

- A. concept
- B. tenant
- C. utility

6. Students should \_\_\_\_\_ on understanding ideas rather than memorizing every detail.

- A. rent
- B. focus
- C. accommodate

7. The university residence offers excellent \_\_\_\_\_, including a gym and study rooms.

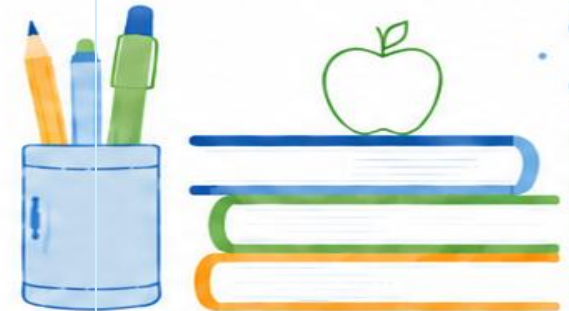
- A. facilities
- B. roommates
- C. classes

8. The researcher used a different \_\_\_\_\_ to solve the problem.

- A. facility
- B. approach
- C. leak

9. After reviewing the monthly costs, Sara created a \_\_\_\_\_ to manage her money.

- A. budget
- B. process
- C. major



10. The science experiment was too \_\_\_\_\_ for younger students to understand.  
A. appealing  
B. secure  
C. complex
11. The new student found the campus map very \_\_\_\_\_ because it was easy to read.  
A. appealing  
B. strange  
C. confusing
12. The building manager arranged for several \_\_\_\_\_ after a storm damaged the roof.  
A. majors  
B. repairs  
C. symbols
13. The coffee shop is on the \_\_\_\_\_ of King Street and Park Avenue.  
A. concept  
B. intersection  
C. square
14. The professor asked students to \_\_\_\_\_ the survey before leaving the classroom.  
A. fill out  
B. work out  
C. observe



15. Students often need to show their \_\_\_\_\_ to enter the examination hall.

- A. identification
- B. facilities
- C. expenses

16. Ahmed travels from a nearby town every day, so he has a long \_\_\_\_\_.

- A. Commute
- B. Apartment
- C. Vehicle

17. The teacher asked students to \_\_\_\_\_ the experiment and record the results.

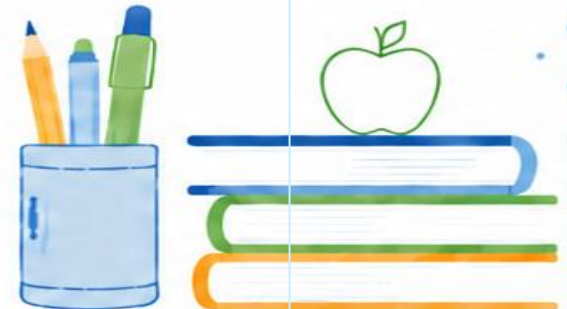
- A. conduct
- B. rent
- C. furnish

18. Electricity, water, and internet services are common \_\_\_\_\_ included in some rental agreements.

- A. utilities
- B. tenants
- C. concepts

19. The apartment looked small and \_\_\_\_\_ because too much furniture was inside.

- A. spacious
- B. cramped
- C. further



20. The scientist asked students to \_\_\_\_\_ the changes in the plants over two weeks.

- A. repair
- B. observe
- C. conduct

21. It is important to consider the \_\_\_\_\_ before making a big decision.

- A. pros and cons
- B. identification
- C. dormitory

22. "USA" is \_\_\_\_\_ "United States of America."

- A. Short for
- B. opposite
- C. Complex

23. After studying for the test, Mariam understood the chapter \_\_\_\_\_.

- A. pretty well
- B. for short
- C. across from

24. The students share the monthly \_\_\_\_\_ for their apartment.

- A. rent
- B. repair
- C. Symbol

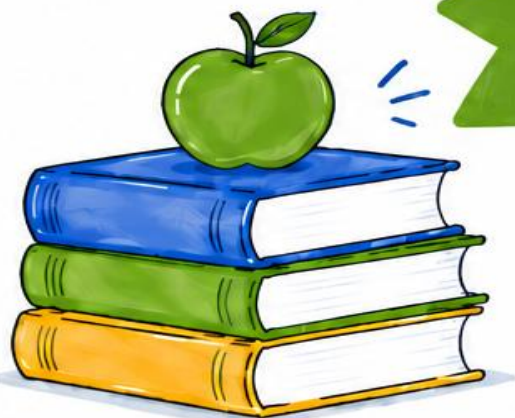


# PART 2:

# GRAMMAR

## RULES AND PRACTICE

Learn the rules. Use them with confidence.  
Great writing starts here! ♡



T. Hanen Ben Ghzayel



## Part 2 specifications according to the MOE assessment planner.

Exam part: Grammar

| Part            | Level               | Theme                                                                                                                                                       | Grammar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                      |  |
|-----------------|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Part 2: Grammar | At Grade Level Goal | Live and Learn!   How to Avoid Plagiarism                                                                                                                   | <a href="#">G.2.4 Adverbs (adverbial linkers)</a><br><a href="#">G.8.1 Modal verbs (present)</a><br><a href="#">G.1.2 Adjectives (comparative)</a><br><a href="#">G.5.2 First Conditional</a><br><a href="#">G.19.2 Verb forms ((verb + to + infinitive; verb + infinitive; verb + '-ing')</a><br><a href="#">G.13.3 Present time (present perfect simple)</a><br><a href="#">G.5.3 Second Conditional</a><br><a href="#">G.17.4 (Questions) Indirect questions</a>                                                  |                                                                                                                                                                                                                                                                                                                      |  |
|                 |                     | Task Description                                                                                                                                            | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Construct Limits                                                                                                                                                                                                                                                                                                     |  |
|                 |                     | <p>Multiple-Choice Gap-Fill</p> <hr/> <p>Read the text and choose the correct word(s) to complete the sentences. Choose <b>A</b>, <b>B</b> or <b>C</b>.</p> | <p><b>Reading Strategies</b><br/>                     5 x ENG.07.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message, overall organisation, structure and word choices, adjusting reading rate, skimming, scanning and reading on to understand and interpret extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> | <ul style="list-style-type: none"> <li>1 narrative text (B1.2-B2.1) of 160 words (10% either way) with 5 gaps</li> <li>3 options, one of which is the correct answer</li> <li>Items require:<br/>Multiple words (e.g., <i>is going, has been playing, if it were me</i>)</li> <li>2 marks each (total 10)</li> </ul> |  |



## G.2.4 Adverbs (Adverbial Linkers)

Exam part: Grammar

Adverbial linkers are words used to **connect** ideas and show *addition, contrast, result, cause* or *sequence*.

أدوات ربط تُستخدم لربط الأفكار والجمل.

| Function                          | Linkers                                  |
|-----------------------------------|------------------------------------------|
| Addition (الإضافة)                | also, moreover, furthermore, in addition |
| Contrast (التباين / التعارض)      | however, nevertheless, on the other hand |
| Cause and Result (السبب والنتيجة) | therefore, consequently, as a result     |
| Sequence (التسلسل / الترتيب)      | first, next, then, finally               |



## Adverbial Linkers: Examples

### Addition (الإضافة)

Used to add information.

- also = أيضًا
- moreover = علاوة على ذلك
- furthermore = بالإضافة إلى ذلك
- in addition = بالإضافة إلى ذلك

#### Example:

- The apartment is affordable.

**Moreover**, it is close to campus.

- الشقة ميسورة التكلفة. علاوة على ذلك، فهي قريبة من الجامعة.

### Contrast (التباين / التعارض)

Used to show a difference or opposite idea.

- however = لكن / ومع ذلك
- nevertheless = رغم ذلك
- on the other hand = من ناحية أخرى

#### Example:

- The room is small. **However**, it is comfortable.

- الغرفة صغيرة، ولكنّها مريحة.

## Exam part: Grammar

### Cause and Result (السبب والنتيجة)

Used to show a result.

- therefore = لذلك
- consequently = وبالتالي
- as a result = نتيجة لذلك

#### Example:

- He studied hard. **Therefore**, he passed the exam.

- درس بجد؛ لذلك نجح في الاختبار.

### Sequence (التسلسل / الترتيب)

Used to show the order of events.

- first = أولاً
- next = بعد ذلك
- then = ثم
- finally = أخيراً

#### Example:

- First**, read the instructions. **Then**, answer the questions.

- أولاً، اقرأ التعليمات. ثم، أجب عن الأسئلة.



## G.8.1 Modal Verbs (Present)

Exam part: Grammar

Modal verbs express ability, possibility, permission, advice, or obligation.

### Structure:

**Subject + Modal + Base Verb**

- ✓ She **can** swim.
- ✗ She can swims.

| Modal  | Meaning     | Arabic     |
|--------|-------------|------------|
| can    | ability     | يستطيع     |
| could  | possibility | يمكن       |
| may    | permission  | قد / يُسمح |
| might  | possibility | ربما       |
| should | advice      | ينبغي      |
| must   | obligation  | يجب        |

### Examples:

- She **can** swim.
- You **should** study harder.
- Students **must** wear uniforms.
- It **might** rain later.



## G.1.2 Adjectives (Comparatives)

Exam part: Grammar

Comparative adjectives are used to compare two things.

المقارنة بين شخصين أو شيئين.

### Short Adjectives Structure:

**adjective + er + than**

- sharp → sharper
- large → larger

### Examples:

- Ali is **sharper than** Omar.
- A dorm is **larger than** an apartment.

### Long Adjectives Structure:

**more + adjective + than**

- more interesting
- more convenient

### Examples

- This book is **more interesting than** that one.
- Online learning is **more convenient than** classroom learning.

### Irregular adjectives:

| Adjective | Comparative     |
|-----------|-----------------|
| good      | better          |
| bad       | worse           |
| far       | farther/further |



## G.5.2 First Conditional and G.5.3 Second Conditional

Exam part: Grammar

The first conditional is used for **real** and **possible future** situations.

شرط حقيقي أو متوقع في المستقبل.

Structure:

If + Present Simple, will + verb

Examples:

- If you **study** hard, you **will pass**.
- If it **rains**, we **will stay** home.
- We **will go** out if the weather **is** nice.

Compare the 1<sup>st</sup> and 2<sup>nd</sup> Conditionals:

- If I **study**, I **will pass**. (possible)
- If I **studied**, I **would pass**. (imaginary)

Used for **unreal** or **imaginary** situations.

شرط غير حقيقي أو خيالي.

Structure:

If + Past Simple, would + verb

Examples:

- If I **had** more money, I **would buy** a car.

**Be Careful!**

In hypothetical unreal situations, we use "**were**" instead of "was" with the pronoun "I".

Example:

If I **were** a bird, I would fly around the world ✓

**NOT:** If I **was** bird, I would fly around the world. ✗



## G.19.2 Verb Forms

### Exam part: Grammar

#### A. Verb + -ing

بعض الأفعال يأتي بعدها فعل **+ing**.

Common verbs:

- Enjoy/love/hate
- finish
- avoid
- practice

#### Examples

- I enjoy **reading**.
- She finished **writing** her essay.

#### B. Verb + To + Infinitive

بعض الأفعال يأتي بعدها

**to + verb**.

Common verbs:

- want
- need
- decide
- hope
- plan

#### Examples

- I want **to learn** English.
- She decided **to move**.

#### C. Modal + Base Verb

بعد الأفعال المساعدة نستخدم الفعل مجرداً.

Common modal verbs:

- Can
- Should
- May
- Might
- Must
- Would

#### Examples

- You should **study**.
- We can **help**.

## G.13.3 Present Perfect Simple

Exam part: Grammar

The present perfect simple is used for:

1. **something that started in the past and continues in the present:**

*They've been married **for** nearly fifty years.*

*She has lived in Liverpool **all her life**.*

2. **when we are talking about our experience up to the present:**

*I've played the guitar ever **since** I was a teenager.*

- We often use **the adverb ever** to talk about **experience up to the present:**

*My last birthday was the worst day I have **ever** had.*

- and we use **never** for the negative form:

*Have you **ever** met George?*

3. **for something that happened in the past but is important in the present:**

*I can't get in the house. I've **lost** my keys.*

We often use the present perfect with:

- adverbials **which refer to the recent past:** *recently / just / only just / already*
- or adverbials which include the present: *so far / until now / up to now / ever (in questions) / yet (in questions and negatives)*

- **Be careful!**

We **do not use the present perfect** with **adverbials** which refer to a **finished past time**: *yesterday / last week, month, year / in 2017 / when I was younger*, etc.

## G.17.4 Indirect Questions

Exam part: Grammar

### ○ What are they?

More **polite** forms of questions.

أسئلة غير مباشرة وأكثر أدبًا.

### ○ Common Starters

➤ *Could you tell me...*

➤ *Can you tell me...*

➤ *Do you know...*

➤ *I was wondering...*

➤ *Would you mind telling me...*

### Examples

○ Direct question:

➤ Where is the bank?

○ Indirect question:

➤ **Could you tell me where** the bank is?

○ Direct question:

➤ What time does the class start?

○ Indirect question:

➤ **Do you know what** time the class starts?

### Yes/No Questions

○ Direct question:

➤ Is there a library nearby?

○ Indirect question:

➤ Do you know **if/whether** there is a library nearby?

### **Be Careful!**

After the introductory phrase, the **subject comes before the verb** in indirect questions.

Could you tell me where the bank **is**?

**NOT:** Could you tell me where **is** the bank?

### A New Student at University

Ahmed has recently started university. His campus is much **(1)** \_\_\_\_\_ his old school, so it took him some time to find his classes. He **(2)** \_\_\_\_\_ already met many new friends and enjoys spending time with them. His teachers say that students **(3)** \_\_\_\_\_ attend all lectures regularly. Ahmed hopes **(4)** \_\_\_\_\_ engineering in the future. If he studies hard, he **(5)** \_\_\_\_\_ succeed in his courses. **(6)** \_\_\_\_\_, he knows that university life requires a lot of effort. "Could you tell me **(7)** \_\_\_\_\_?" Ahmed asked a student. **(8)** \_\_\_\_\_ more free time, he would join more clubs.

#### Instruction:

Read the text.  
Fill in the gaps.  
Choose **A, B,**  
**OR C.**

**1.**

- A. larger than
- B. the largest
- C. large

**2.**

- A. has
- B. is having
- C. had had

**3.**

- A. should
- B. Should have
- C. should to

**4.**

- A. study
- B. studying
- C. to study

**5.**

- A. would
- B. will
- C. can

**6.**

- A. However
- B. First
- C. Therefore

**7.**

- A. where is the lab
- B. Where the lab is
- C. Where the lab are

**8.**

- A. If he has
- B. If he had
- C. If he will have

**Planning for the Future**

Mariam wants to become a doctor. She (1) \_\_\_\_\_ interested in science since primary school. Her older sister (2) \_\_\_\_\_ her at chemistry, but Mariam works very hard. She knows she (3) \_\_\_\_\_ every day to achieve her goal. She (4) \_\_\_\_\_ about the human body and medical discoveries. If she continues working hard, she (5) \_\_\_\_\_ medical school. (6) \_\_\_\_\_, she also participates in volunteer activities. Mariam asked her classmate, "(7) \_\_\_\_\_ what time the science club starts?". Mariam has been recently thinking that if she were a doctor today, (8) \_\_\_\_\_ children around the world.

**Instruction:**

Read the text.  
Fill in the gaps.  
Choose **A, B,**  
**OR C.**

**1.**

- A. has been
- B. Was
- C. is

**2.**

- A. is good than
- B. is better than
- C. the best

**3.**

- A. may study
- B. would studying
- C. should study

**4.**

- A. loves learn
- B. enjoys learning
- C. doesn't like learning

**5.**

- A. would enter
- B. will enter
- C. will have entered

**6.**

- A. Moreover
- B. Finally
- C. Nevertheless

**7.**

- A. I was wondering
- B. Could you
- C. would you mind

**8.**

- A. she won't help
- B. she will help
- C. she would help

## Technology and Education

Many schools have introduced online learning platforms. Students have (1) \_\_\_\_\_ many digital skills through these systems. Online learning is often (2) \_\_\_\_\_ flexible than traditional learning. Students (3) \_\_\_\_\_ technology responsibly. Teachers encourage students (4) \_\_\_\_\_ on time. If students use technology effectively, they (5) \_\_\_\_\_ perform better in school. (6) \_\_\_\_\_, technology should not completely replace face-to-face interaction. If schools had unlimited funding, they (7) \_\_\_\_\_ more advanced technology.

### Instruction:

Read the text.  
Fill in the gaps.  
Choose **A, B, OR C.**

1.

- A. learning
- B. learned
- C. learner

2.

- A. much
- B. much most
- C. much more

3.

- A. should use
- B. have use
- C. should to use

4.

- A. submitting their assignments
- B. submit their assignments
- C. to submit their assignments

5.

- A. would
- B. will
- C. are

6.

- A. However
- B. Although
- C. Despite

7.

- A. like providing
- B. would provide
- C. will provide



### Avoiding Plagiarism

Many students worry about plagiarism when writing research papers. Recently, our (1) \_\_\_\_\_ us how to use sources correctly. She explained that plagiarism (2) \_\_\_\_\_ than many students think because it can affect grades and academic honesty. Students (3) \_\_\_\_\_ credit to the original author. One student asked, "Could you tell me where I (4) \_\_\_\_\_ reliable sources?" The teacher advised him (5) \_\_\_\_\_ the school library database.

#### Instruction:

Read the text.

Fill in the gaps.

Choose **A, B, OR C**.

1.

- A. teacher has taught
- B. teacher have taught
- C. teacher taught

2.

- A. is more serious
- B. is the most serious
- C. much less serious

3.

- A. must to always give
- B. should always give
- C. haven't always give

4.

- A. can found
- B. to can find
- C. can find

5.

- A. using
- B. to use
- C. use



### Learning Online

Online education has become popular in recent years. Many students **(1)** \_\_\_\_\_ courses since the beginning of the school year. Some students believe that online learning **(2)** \_\_\_\_\_ convenient than traditional learning because they can study from home. However, students **(3)** \_\_\_\_\_ their time carefully to succeed. If students organize their schedules well, they **(4)** \_\_\_\_\_ their work on time. That's why, one student asked his teacher **(5)** \_\_\_\_\_ any extra online lessons available.

#### Instruction:

Read the text.

Fill in the gaps.

Choose **A, B, OR C.**

1.

- A. took online
- B. has taken online
- C. have taken online

2.

- A. must be most
- B. is more
- C. would be much

3.

- A. shouldn't manage
- B. will to manage
- C. must manage

4.

- A. will complete
- B. will completing
- C. will completed

5.

- A. if there is
- B. if there are
- C. whether there aren't



**Future Plans**

Ola wants to study medicine in the future. She **(1)** \_\_\_\_\_ in science for many years. Her classmate Raya is **(2)** \_\_\_\_\_ at chemistry than she is, but Ola works harder. She hopes **(3)** \_\_\_\_\_ a doctor one day. If she studies hard, she **(4)** \_\_\_\_\_ achieve her goal. She asked her teacher if he **(5)** \_\_\_\_\_ recommend any science clubs.

**Instruction:**

Read the text.

Fill in the gaps.

Choose **A, B, OR C.**

**1.**

- A. had been interesting
- B. has been interested
- C. was interested

**2.**

- A. good
- B. better
- C. best

**3.**

- A. become
- B. becoming
- C. to become

**4.**

- A. would
- B. will
- C. can

**5.**

- A. to could
- B. could
- C. could have



### An Imaginary Situation

Many students dream about changing the world. (1) \_\_\_\_\_ a scientist, I would develop new sources of clean energy. Renewable energy (2) \_\_\_\_\_ than ever before. Scientists (3) \_\_\_\_\_ together to solve environmental problems. Recently, many countries (4) \_\_\_\_\_ renewable energy projects. I always wonder how these projects (5) \_\_\_\_\_ life in the future.

#### Instruction:

Read the text.

Fill in the gaps.

Choose **A, B, OR C.**

1.

- A. If I am
- B. If I were
- C. If I will be

2.

- A. is more important
- B. was the most important
- C. has been much important

3.

- A. must to work
- B. must working
- C. must work

4.

- A. have investment
- B. has invested
- C. have invested in

5.

- A. can improve
- B. could improved
- C. will improving



## Research Skills and Academic Honesty

When students write research papers, they need to use information carefully. Many students (1) \_\_\_\_\_ about plagiarism since the beginning of this school year. Our teacher says that (2) \_\_\_\_\_ is more important than simply copying information. Students (3) \_\_\_\_\_ how to paraphrase ideas correctly. If they follow these guidelines, they (4) \_\_\_\_\_ better assignments. One student asked (5) \_\_\_\_\_ any online tools that could help check citations.

### Instruction:

Read the text.

Fill in the gaps.

Choose **A, B, OR C**.

1.

- A. had been learning
- B. has learned
- C. learned

2.

- A. citing sources
- B. to citing sources
- C. to cited sources

3.

- A. should learn
- B. should learnt
- C. should have learn

4.

- A. will be produce
- B. will produce
- C. would produce

5.

- A. if are there
- B. if there is
- C. if there are



**Writing Original Work**

Writing original work takes time and effort. Students often decide **(1)** \_\_\_\_\_ extra research before starting an assignment. Teachers believe that original writing is **(2)** \_\_\_\_\_ valuable than copied work. Moreover, students **(3)** \_\_\_\_\_ always include references when using information from other sources. If a student copies someone else's work, he or she **(4)** \_\_\_\_\_ face academic consequences. Could you tell me where the reference list **(5)** \_\_\_\_\_ in the report?

**Instruction:**

Read the text.

Fill in the gaps.

Choose **A, B, OR C**.**1.**

- A. doing
- B. do
- C. to do

**2.**

- A. more
- B. most
- C. much

**3.**

- A. must
- B. musts
- C. to must

**4.**

- A. would
- B. will
- C. can

**5.**

- A. is
- B. are
- C. be



## Avoiding Plagiarism at University

University students are expected to follow academic honesty rules. Many universities (1) \_\_\_\_\_ strict plagiarism policies over the years. These rules (2) \_\_\_\_\_ than having no guidelines at all. Students (3) \_\_\_\_\_ only their own work. If they break the rules, (4) \_\_\_\_\_ strict consequences. If I (5) \_\_\_\_\_ for university policies, I would provide more training on academic honesty.

### Instruction:

Read the text.

Fill in the gaps.

Choose **A, B, OR C**.

1.

- A. have introduced
- B. has introduced
- C. introduced

2.

- A. is less effective
- B. are the most effective
- C. are more effective

3.

- A. wish submit
- B. like to submits
- C. should submit

4.

- A. they would face
- B. they will face
- C. they won't facing

5.

- A. were responsible
- B. am responsible
- C. was responsible



# PART 3:

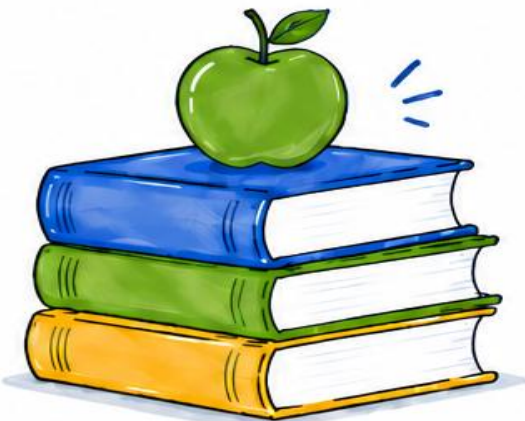


# READING

# COMPREHENSION

## PRACTICE

Learn the rules. Use them with confidence.  
Great writing starts here! ♥



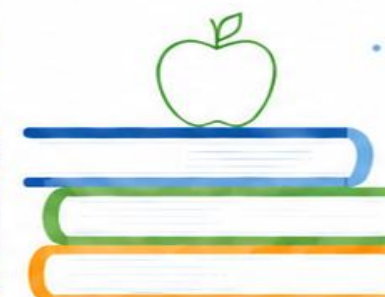
T. Hanen Ben Ghzayel



## Part 3-A specifications according to the MOE assessment planner.

Exam part: 3-A Reading

| Part             | Level                       | Theme                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                              |
|------------------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 3A: Reading | Towards Grade Level<br>Goal | Bright Lights, Big City   Planet Under Stress                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                              |
|                  |                             | Task Description                                                                                                                           | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Construct Limits                                                                                                                                                                                                                                                                                             |
|                  |                             | <p>True, False, Not Given</p> <hr/> <p>Read the text. Choose the correct answer. Choose <b>True</b>, <b>False</b> or <b>Not Given</b>.</p> | <p><b>Comprehension Skills</b><br/>Specific Information<br/>1 x ENG.07.RV.CS.2.1: Read and identify specific information in extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> <p><b>Details</b><br/>3 x ENG.07.RV.CS.5.1: Read and identify details in extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> <p><b>Inference</b><br/>1 x ENG.03.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> <p><b>Main Points</b><br/>1 x ENG.07.RV.CS.6.1: Read and identify the main points of extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> | <ul style="list-style-type: none"> <li>1 expository text (B1.1) of 250-270 words (10% either way)</li> <li>6 statements with 3 options, one of which is the correct answer (4 marks each, total: 24)</li> <li>Ensure one of each: True (supported), False (contradicted), Not Given (no evidence)</li> </ul> |



**Instruction:** Read the text. Choose the correct answer **True**, **False**, or **Not Given**.

### ***Planet Under Stress: The Challenge of Plastic Waste***

Plastic pollution has become one of the biggest environmental problems in the world. Every year, millions of tons of plastic waste enter rivers, lakes, and oceans. Because plastic does not break down quickly, it can remain in the environment for hundreds of years. As a result, many animals are affected by plastic pollution.

Marine animals often mistake plastic for food. Sea turtles may eat plastic bags because they look like jellyfish. Birds and fish can also swallow small pieces of plastic. This can make them sick and sometimes cause death. In addition, plastic waste can damage natural habitats and reduce the quality of water.

Many communities are working to reduce plastic pollution. Some cities have banned single-use plastic bags, while others encourage people to recycle more materials. Schools and environmental organizations also organize clean-up campaigns along beaches and rivers. These activities help remove waste and raise awareness about environmental issues.

Scientists are developing new materials that are more environmentally friendly than traditional plastics. Some of these materials can break down naturally in a short period of time. However, experts agree that reducing plastic use is still one of the most effective solutions. People can help by using reusable bags, bottles, and containers instead of disposable plastic products.

Although progress has been made in some countries, plastic pollution remains a global challenge. Governments, businesses, and individuals all have a responsibility to protect the environment. Working together can make a significant difference for future generations.

T. Hanen Ben Ghzayel



## Reading Practice n 1

Exam part: 3-A Reading**Instruction:** Read the text. Choose the correct answer **True**, **False**, or **Not Given**.

1.

Plastic pollution is one of the largest environmental problems in the world.

- ☐ True  
☐ False  
☐ Not Given

2.

Plastic usually breaks down within a few months after being thrown away.

- ☐ True  
☐ False  
☐ Not Given

3.

Sea turtles sometimes consume plastic as they believe it is food.

- ☐ True  
☐ False  
☐ Not Given

4.

All countries have banned single-use plastic bags.

- ☐ True  
☐ False  
☐ Not Given

5.

Scientists have already completely replaced traditional plastics with environmentally friendly materials.

- ☐ True  
☐ False  
☐ Not Given

6.

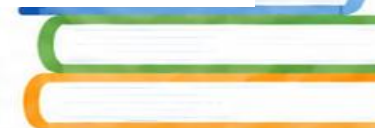
The author believes that cooperation between governments, businesses, and individuals is important.

- ☐ True  
☐ False  
☐ Not Given

7.

The text suggests that Finland is the top country globally for sustainability.

- ☐ True  
☐ False  
☐ Not Given



**Instruction:** Read the text. Choose the correct answer **True**, **False**, or **Not Given**.

### ***Protecting Wildlife in a Changing Environment***

Wildlife around the world faces many challenges today. Changes in climate, pollution, and habitat loss make it difficult for some animals to survive. In many regions, forests and grasslands are becoming smaller because of human activities. As a result, animals often struggle to find food, water, and shelter.

Conservation groups work hard to protect endangered species and improve environmental conditions. They create protected areas where animals can live safely without danger from hunting or development projects. These areas also help preserve natural resources for future generations.

Communities play an important role in conservation efforts. Local volunteers often participate in projects that improve habitats and protect wildlife. For example, some groups plant trees, while others clean rivers and beaches. These actions help create healthier environments for both people and animals.

Scientists are also studying how animals adapt to changing conditions. Some species have successfully adjusted to new environments, while others continue to face difficulties. Researchers believe that education and public awareness can encourage people to make better decisions about the environment.

Although many positive steps have been taken, conservation remains an ongoing responsibility. Governments, organizations, and individuals must continue working together to protect wildlife and natural habitats around the world.

T. Hanen Ben Ghzayel



## Reading Practice n 2

Exam part: 3-A Reading ☆

**Instruction:** Read the text. Choose the correct answer **True**, **False**, or **Not Given**.

1.  
Habitat loss is one of the challenges that wildlife faces today.  
☐ True  
☐ False  
☐ Not Given
2.  
All animal species have successfully adapted to environmental changes.  
☐ True  
☐ False  
☐ Not Given
3.  
Some conservation groups create protected areas for animals.  
☐ True  
☐ False  
☐ Not Given
4.  
The text states that local volunteers receive payment for conservation work.  
☐ True  
☐ False  
☐ Not Given

5.  
Researchers believe schools can help people make better environmental decisions.  
☐ True  
☐ False  
☐ Not Given
6.  
The protected areas mentioned in the text are located mainly in deserts.  
☐ True  
☐ False  
☐ Not Given



**Instruction:** Read the text. Choose the correct answer **True**, **False**, or **Not Given**.

### ***A Valley Faces Environmental Challenges***

For many years, Green Valley was known for its rich soil, clean water, and peaceful landscape. Farmers in the region grew a variety of crops, and wildlife thrived in the area. However, environmental conditions have changed significantly over the last two decades.

One major problem is erosion. Strong winds and heavy rainfall have gradually removed layers of soil, making farming more difficult. In some places, desertification has started to affect the land. As vegetation disappears, the soil becomes weaker and less productive. Experts warn that if these conditions continue, some parts of the valley may no longer support farming.

The local community has responded by launching several conservation projects. Volunteers have planted thousands of trees to protect the soil and improve environmental conditions. Schools have also introduced programs to teach students about responsibility and sustainable use of natural resources.

Although flooding is not a frequent problem, unusually heavy rainfall has occasionally caused damage to roads and farmland. Scientists continue to study the region and recommend practical solutions. They believe that cooperation between residents, local authorities, and environmental organizations is essential for long-term success.

Many people are optimistic about the future. They recognize that protecting the environment requires effort, but they also understand that small actions can make a meaningful difference over time.



## Reading Practice n 3

Exam part: 3-A Reading ☆

**Instruction:** Read the text. Choose the correct answer **True**, **False**, or **Not Given**.

1.

The valley's environmental problems developed suddenly within the last few years.

- ☐ True
- ☐ False
- ☐ Not Given

2.

According to the text, changes in the land could eventually affect farming activities.

- ☐ True
- ☐ False
- ☐ Not Given

3.

Tree-planting projects are presented as one way of dealing with environmental concerns.

- ☐ True
- ☐ False
- ☐ Not Given

4.

The writer suggests that flooding is currently the most serious environmental issue in the valley.

- ☐ True
- ☐ False
- ☐ Not Given

5.

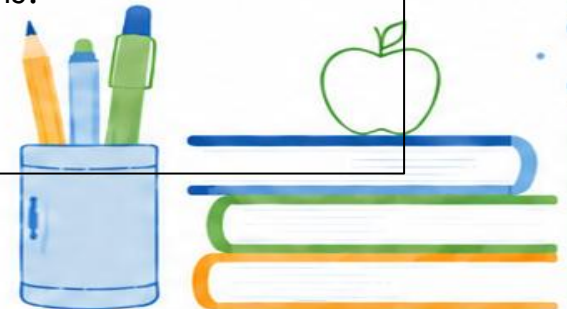
The success of environmental efforts depends on more than one group of people.

- ☐ True
- ☐ False
- ☐ Not Given

6.

Most residents of the valley have changed their jobs because of environmental problems.

- ☐ True
- ☐ False
- ☐ Not Given



**Instruction:** Read the text. Choose the correct answer **True**, **False**, or **Not Given**.

### **When Cities Grow Too Fast**

Overpopulation has become a major challenge in many parts of the world. As cities continue to grow, more people need housing, transportation, water, and energy. While population growth can bring economic benefits, it can also place pressure on natural resources and public services.

In some regions, rapid population growth has led to crowded neighborhoods and increased waste production. Local authorities often struggle to provide enough services for everyone. For example, roads may become congested, public transportation can become overcrowded, and healthcare facilities may have difficulty meeting demand.

The environment can also be affected. As cities expand, natural habitats may disappear to make room for new buildings and infrastructure. This can reduce the amount of green space available for both people and wildlife. In addition, higher levels of consumption often lead to greater use of water and energy resources.

Many communities are working to address these challenges. Some cities are investing in renewable energy projects and improving public transportation systems. Others are creating parks and encouraging recycling programs to reduce waste. Experts believe that careful planning and responsible use of resources can help cities grow in a sustainable way.

Although overpopulation presents serious challenges, many researchers remain optimistic. They argue that cooperation between governments, businesses, and local communities can lead to effective solutions that improve quality of life while protecting the environment.

## Reading Practice n 4

Exam part: 3-A Reading ☆**Instruction:** Read the text. Choose the correct answer **True**, **False**, or **Not Given**.

1.

The writer suggests that population growth has *only* negative effects on cities.

- ☐ True  
☐ False  
☐ Not Given

2.

The text indicates that some public services may struggle when the population increases rapidly.

- ☐ True  
☐ False  
☐ Not Given

3.

According to the text, wildlife can be affected when cities continue to expand.

- ☐ True  
☐ False  
☐ Not Given

4.

Most cities have successfully solved the problems caused by overpopulation.

- ☐ True  
☐ False  
☐ Not Given

5.

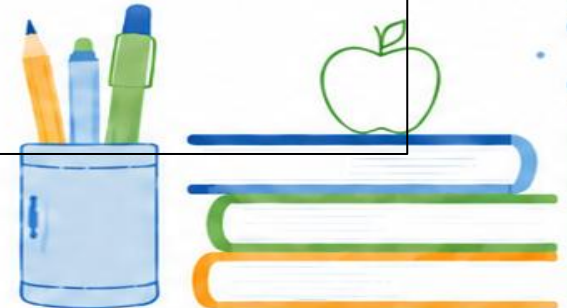
The passage implies that managing resources wisely is an important part of dealing with population growth.

- ☐ True  
☐ False  
☐ Not Given

6.

The researchers mentioned in the text conducted their studies in the same country.

- ☐ True  
☐ False  
☐ Not Given



**Instruction:** Read the text. Choose the correct answer **True**, **False**, or **Not Given**.

### ***Growing Cities and Rising Challenges***

In many parts of the world, cities are growing faster than ever before. People often move from rural areas to cities in search of jobs, education, and better opportunities. However, when population growth happens too quickly, cities can face serious challenges.

One of the main concerns is poverty. In some regions, there are not enough jobs for everyone, which means many families struggle to earn a stable income. As a result, some people live in overcrowded housing with limited access to healthcare, education, and other important services. Local governments often work hard to improve conditions, but meeting the needs of a rapidly growing population can be difficult.

Overpopulation can also place pressure on natural resources. The demand for water, energy, and food increases as the population grows. In addition, larger amounts of waste are produced, creating environmental concerns. Some communities have launched projects to improve public services and encourage responsible use of resources.

Despite these challenges, many cities have made progress. Community organizations provide support for families in need, while governments invest in education and job-training programs. Experts believe that reducing poverty requires long-term planning, cooperation, and sustainable development. They argue that improving access to education can help people find better employment opportunities and improve their quality of life.

Although there is no single solution, many people remain hopeful that cities can create a better future for their growing populations.



## Reading Practice n 5

Exam part: 3-A Reading ☆

**Instruction:** Read the text. Choose the correct answer **True**, **False**, or **Not Given**.

1.

The passage suggests that people move to cities mainly because they want a different lifestyle.

- ☐ True
- ☐ False
- ☐ Not Given

2.

According to the text, rapid population growth can make it harder for governments to provide services.

- ☐ True
- ☐ False
- ☐ Not Given

3.

The writer implies that poverty is connected to more than one social issue.

- ☐ True
- ☐ False
- ☐ Not Given

4.

Most families living in overcrowded housing recently moved from rural areas.

- ☐ True
- ☐ False
- ☐ Not Given

5.

The text presents education as part of a possible response to poverty.

- ☐ True
- ☐ False
- ☐ Not Given

6.

Community organizations in the region receive financial support from international companies.

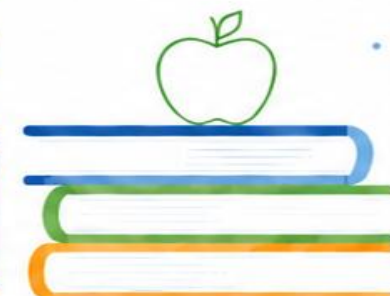
- ☐ True
- ☐ False
- ☐ Not Given



## Part 3-B specifications according to the MOE assessment planner.

Exam part: 3-B Reading

| Part             | Level               | Theme                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                    |
|------------------|---------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 3B: Reading | At Grade Level Goal | Live and Learn!   The Role of Online Education                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                    |
|                  |                     | Task Description                                                                                        | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Construct Limits                                                                                                                                                                                                   |
|                  |                     | <p>Multiple-Choice</p> <p>Read the text. Choose the correct answer. Choose <b>A, B</b> or <b>C</b>.</p> | <p><b>Comprehension Skills</b></p> <p><b>Specific Information</b><br/>1 x ENG.07.RV.CS.2.1: Read and identify specific information in extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> <p><b>Details</b><br/>2 x ENG.07.RV.CS.5.1: Read and identify details in extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> <p><b>Inference</b><br/>2 x ENG.03.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> <p><b>Mood and Tone</b><br/>1 x ENG.07.RV.CS.7.1: Identify mood, tone or attitude when reading extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> <p><b>Overall Meaning</b><br/>1 x ENG.07.RV.CS.1.1: Read and identify the overall meaning of extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> | <ul style="list-style-type: none"> <li>1 expository text (B1.2-2.1) of 270-300 words (10% either way)</li> <li>7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)</li> </ul> |



**Instruction:** Read the text. Choose the correct answer **A, B, OR C**.

### **Online Education: Learning Beyond the Classroom**

Over the last decade, online education has become an important part of learning around the world. Advances in technology have made it possible for students to attend classes, submit assignments, and communicate with teachers without being physically present in a classroom. As a result, many schools, universities, and training centers now offer online courses.

One of the main advantages of online education is **flexibility**. Students can often choose when and where they study, making it easier to balance education with other responsibilities. This is especially helpful for people who work full-time or live far from educational institutions. In addition, online platforms provide access to a wide range of learning materials, including videos, interactive activities, and discussion forums.

However, online learning also presents challenges. Some students find it difficult to stay alert when studying alone. Others may experience technical problems, such as poor internet connections or limited access to devices. Successful online learners usually develop strong time-management skills and take responsibility for their own learning.

Researchers have found that online education can be just as effective as traditional classroom learning when students are **actively engaged** in the process. Teachers play an important role by creating interactive lessons and providing regular feedback. Although online education is unlikely to replace all face-to-face learning, experts believe it will continue to be an important part of education in the future.



## Reading Practice n 1

Exam part: 3-B Reading

**Instruction:** Read the text. Choose the correct answer **A, B, OR C**.

**1. Why has online education become more common in recent years?**

- A. Students prefer shorter school days.
- B. Improvements in technology have made it easier.
- C. Traditional schools no longer exist.

**2. According to the text, online education is particularly useful for people who:**

- A. want to avoid homework.
- B. dislike technology.
- C. have other responsibilities or live far from schools.

**3. What does the word "flexibility" in paragraph 2 most nearly mean?**

- A. The ability to study at convenient times and places.
- B. The ability to learn difficult subjects.
- C. The ability to finish courses quickly.

**4. Which of the following is mentioned as a challenge of online learning?**

- A. Students are given too many textbooks.
- B. Some students struggle to remain focused.
- C. Teachers struggle to provide feedback.

**5. The phrase "actively engaged" in paragraph 4 suggests that students:**

- A. participate and take part in learning activities.
- B. study only when required.
- C. learn without communicating with others.

**6. What is the tone of the text?**

- A. Playful and unserious
- B. Balanced and generally positive
- C. Uninterested and cynical

**7. What is the main purpose of the text?**

- A. To explain the benefits and challenges of online education.
- B. To compare different universities.
- C. To encourage students to stop attending traditional schools.

**Instruction:** Read the text. Choose the correct answer **A, B, OR C**.

### **How Online Discussion Boards Improve Learning**

One important feature of online education is the discussion board. A discussion board is a digital space where students can share ideas, ask questions, and respond to their classmates. Many online learning platforms include discussion boards because they support interaction between learners, even when students are studying in different locations.

Researchers have found that discussion boards can increase student participation. In traditional classrooms, some students may feel nervous about speaking in front of others. Online discussions give learners more time to think about their responses before sharing them. As a result, students who are usually quiet in class often participate more actively in online environments.

Discussion boards also help students develop important communication skills. When responding to a classmate's comment, learners must explain their ideas clearly and support their opinions with evidence. This process encourages critical thinking and deeper understanding of the topic being studied. In addition, students are exposed to different viewpoints, which can **broaden** their knowledge and improve problem-solving skills.

However, discussion boards are not always effective. Some students post very short answers without interacting with the ideas of others. In these situations, teachers play an important role by guiding discussions and encouraging meaningful participation. Clear instructions and regular feedback can help improve the quality of online interaction.

Experts believe that discussion boards will continue to be an important part of online education. While they cannot completely replace face-to-face conversations, they provide valuable opportunities for collaboration, reflection, and active learning.

## Reading Practice n 2

Exam part: 3-B Reading

**Instruction:** Read the text. Choose the correct answer **A, B, OR C**.

**1. Why do many online learning platforms include discussion boards?**

- A. To reduce the amount of homework students receive.
- B. To encourage interaction among students.
- C. To replace teachers during lessons.

**2. According to the text, why might some students participate more online than in a traditional classroom?**

- A. They have more time to prepare their responses.
- B. They find it easier to participate online.
- C. They are required to answer every question.

**3. What does the word "broaden" in paragraph 3 most nearly mean?**

- A. Test
- B. Expand
- C. Organize

**4. Which skill is developed when students support their opinions with evidence?**

- A. Memorization
- B. Critical thinking
- C. Time management

**5. The writer suggests that discussion boards are *less effective* when students:**

- A. disagree with one another.
- B. use different learning platforms.
- C. contribute without engaging deeply with ideas.

**6. What is the writer's attitude toward discussion boards?**

- A. supportive without reservations.
- B. Generally positive while recognizing limitations.
- C. Mostly critical.

**7. What is the main purpose of the text?**

- A. To explain how discussion boards contribute to online learning.
- B. To compare online schools in different countries.
- C. To persuade students to avoid face-to-face learning.



**Instruction:** Read the text. Choose the correct answer **A, B, OR C.**

### **Can Online Education Reduce Educational Inequality?**

Access to quality education is not the same for everyone. In some regions, students live far from schools or have limited access to **qualified** teachers. For these learners, online education can provide opportunities that might otherwise be unavailable. Through digital platforms, students can attend lessons, access educational resources, and communicate with instructors regardless of their location.

One advantage of online education is that it can connect students with courses that are not offered in their local communities. For example, a student in a small town may be able to study advanced subjects or learn from specialist teachers through online programs. As a result, learners often have access to a wider range of educational opportunities.

However, experts point out that online education is not a complete solution to educational inequality. Students need reliable internet connections and suitable devices in order to participate fully. In some areas, these resources are not easily available. In addition, some learners may require extra support to develop the independent study skills needed for online learning.

Governments and educational organizations are working to address these challenges. Some projects provide laptops to students, while others improve internet access in remote regions. Researchers suggest that combining technology with traditional support systems may be the most effective approach.

Although online education cannot solve every problem, many educators believe it can play an important role in making learning more accessible. When supported by **appropriate resources** and planning, it has the potential to help more students achieve their educational goals.

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## Reading Practice n 3

Exam part: 3-B Reading

**Instruction:** Read the text. Choose the correct answer **A, B, OR C**.

**1. According to the text, how can online education benefit students in remote areas?**

- A. It allows them to access lessons and teachers from different locations.
- B. It guarantees better examination results.
- C. It removes the need for schools completely.

**2. What example does the writer give to show the benefits of online learning?**

- A. Students can avoid difficult subjects.
- B. Students in small towns can access specialized courses.
- C. Students can complete school in less time.

**3. What does the word "qualified" in paragraph 1 most nearly mean?**

- A. Experienced and properly trained
- B. Popular and well-known
- C. Friendly and helpful

**4. Why do some experts believe online education cannot completely solve educational inequality?**

- A. Online courses are more expensive than traditional courses.
- B. Some students lack the resources and skills needed to learn online.
- C. Teachers prefer traditional classrooms.

**5. The phrase "appropriate resources" in the final paragraph refers mainly to:**

- A. support such as internet access, devices, and educational tools.
- B. sports facilities and school buildings.
- C. free textbooks only.

**6. What is the writer's attitude toward online education?**

- A. It is useful but works best with proper support.
- B. It must replace traditional education.
- C. It creates more problems than benefits.

**7. What is the main purpose of the text?**

- A. To compare internet providers in different regions.
- B. To discuss how online education can increase access to learning while facing certain challenges.
- C. To encourage students to study only online.

**Instruction:** Read the text. Choose the correct answer **A, B, OR C**.

### ***The Importance of Feedback in Online Learning***

Feedback is an essential part of education, whether learning takes place in a classroom or online. In online education, feedback refers to the comments, suggestions, and guidance that teachers provide to help students improve their work. Because online learners often study independently, feedback plays an especially important role in keeping them engaged and helping them understand their progress.

Research has shown that students learn more effectively when they receive regular feedback. Instead of simply telling learners whether an answer is correct or incorrect, effective feedback explains why mistakes were made and suggests ways to improve. This allows students to identify their weaknesses and develop stronger learning strategies.

Technology has created new ways for teachers to provide feedback. In addition to written comments, instructors can use audio recordings, videos, and virtual meetings to communicate with students. Some learning platforms even provide immediate feedback through **automated** quizzes, allowing learners to review mistakes as soon as they occur.

However, not all feedback has the same impact. Experts argue that feedback should be clear, specific, and timely. Comments that are too general may not help students understand what they need to improve. Similarly, feedback that arrives long after an assignment has been completed may be less useful than feedback provided soon after the work is submitted.

As online education continues to grow, many educators believe that high-quality feedback will remain one of the most important factors influencing student success. While technology can support the process, meaningful communication between teachers and learners is still essential.

## Reading Practice n 4

Exam part: 3-B Reading**Instruction:** Read the text. Choose the correct answer **A, B, OR C**.**1. Why is feedback particularly important in online education?**

- A. Students usually work more independently.
- B. Online courses are more difficult than classroom courses.
- C. Teachers cannot assess student work directly.

**2. According to the text, effective feedback does more than identify mistakes. What else does it do?**

- A. It increases the number of assignments.
- B. It explains errors and suggests improvements.
- C. It allows students to skip difficult tasks.

**3. What does the word "automated" in paragraph 3 most nearly mean?**

- A. Controlled by technology without direct human action
- B. Written by teachers
- C. Difficult to understand

**4. Which method of providing feedback is mentioned in the text?**

- A. Telephone interviews only
- B. Audio recordings and virtual meetings
- C. handwritten comments

**5. The writer implies that feedback may be less effective when it:**

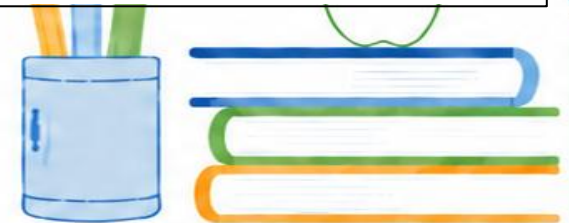
- A. focuses on specific weaknesses.
- B. is given immediately after a task.
- C. arrives late, after the work is completed.

**6. What is the writer's attitude toward the role of feedback in online learning?**

- A. It is important but likely to become unnecessary.
- B. It is a key factor in helping students succeed.
- C. It is less useful than classroom instruction.

**7. What is the main purpose of the text?**

- A. To explain why feedback is important in online education and how it can be improved.
- B. To compare different online learning platforms.
- C. To persuade students to study independently.



**Instruction:** Read the text. Choose the correct answer **A, B, OR C**.

### ***Why Self-Discipline Matters in Online Learning***

One of the biggest differences between online education and traditional classroom learning is the level of independence expected from students. In a classroom, teachers often remind learners about deadlines, monitor their progress, and provide immediate support. In online courses, however, students are usually responsible for managing their own schedules and completing tasks without constant **supervision**.

For this reason, self-discipline is considered one of the most important skills for online learners. Self-disciplined students are more likely to attend virtual lessons regularly, complete assignments on time, and participate actively in discussions. They are also better at avoiding distractions, such as social media or entertainment websites, while studying.

Researchers have found that students who create study plans often perform better in online courses. A clear schedule helps learners organize their time and balance educational responsibilities with other activities. In addition, setting personal goals can increase motivation and encourage consistent effort throughout a course.

Despite its importance, self-discipline is not a skill that develops automatically. Many students need guidance to build effective study habits. Teachers can support learners by providing clear instructions, regular feedback, and opportunities for reflection. Some online platforms also include tools that help students track their progress and manage their workload.

As online education continues to expand, experts predict that self-discipline will become even more valuable. While technology provides access to learning opportunities, student success often depends on how effectively individuals manage their own learning process.

## Reading Practice n 5

Exam part: 3-B Reading

**Instruction:** Read the text. Choose the correct answer **A, B, OR C**.

**1. According to the text, what is a major difference between online and classroom learning?**

- A. Online courses do not include assignments.
- B. Online learners are expected to be more independent.
- C. Classroom teachers do not monitor student progress.

**2. Which behavior is associated with self-disciplined students?**

- A. Completing assignments on time.
- B. Following their teachers' instructions.
- C. Studying at home according to no schedule.

**3. What does the word "supervision" in paragraph 1 most nearly mean?**

- A. Guidance and monitoring.
- B. Competition between students.
- C. Access to technology.

**4. Why do researchers believe study plans are useful?**

- A. They reduce the number of assignments students receive.
- B. They help students organize their time effectively.
- C. They make online courses shorter.

**5. The writer suggests that self-discipline:**

- A. is a natural ability that students are born with.
- B. can be developed with support and practice.
- C. is less important than technology.

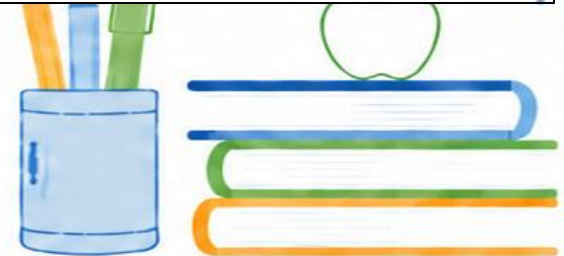
**6. What is the writer's attitude toward self-discipline in online education?**

- A. It is an essential factor in student success.
- B. It is useful but not very important.
- C. It creates unnecessary pressure for students.

**7. What is the main purpose of the text?**

- A. To explain why self-discipline is important in online learning.
- B. To compare online learning mediums.
- C. To analyze the evolution of self-discipline in students.

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## Part 3-C specifications according to the MOE assessment planner.

Exam part: **3-C Reading**

| Part             | Level                   | Theme                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                |
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| Part 3C: Reading | Beyond Grade Level Goal | Bright Lights, Big City   A City That's Doing Something Right                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                |
|                  |                         | Task Description                                                                                              | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Construct Limits                                                                                                                                                                                               |
|                  |                         | <p>Multiple-Choice</p> <hr/> <p>Read the text. Choose the correct answer. Choose <b>A, B</b> or <b>C</b>.</p> | <p><b>Comprehension Skills</b><br/>Details:<br/>2 x ENG.07.RV.CS.5.1: Read and identify details in extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> <p>Inference<br/>2 x ENG.03.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> <p>Predictions<br/>1 x ENG.07.RV.CS.4.2: Make inferences or predictions about text content, line of argumentation, and the meaning of sections of text, using whole text comprehension, and text features and organisation when reading extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> <p>Mood and Tone<br/>1 x ENG.07.RV.CS.7.1: Identify mood, tone or attitude when reading extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> <p>Overall Meaning<br/>1 x ENG.07.RV.CS.1.1: Read and identify the overall meaning of extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> | <ul style="list-style-type: none"> <li>1 expository text (B2.1) of 270-300 words (10% either way)</li> <li>7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)</li> </ul> |



**Instruction:** Read the text. Choose the correct answer **A, B, OR C.**

### ***How Green Transport Is Changing River City***

Many cities around the world face problems such as traffic congestion, air pollution, and long commuting times. Ten years ago, River City experienced many of these challenges. Large numbers of residents relied on private cars, and traffic delays became a daily problem. In response, city leaders launched an ambitious initiative to improve transportation while reducing environmental impact.

One of the first changes was the expansion of public transportation. The city invested in electric buses and created **dedicated** bus lanes to make travel more efficient. At the same time, officials built hundreds of kilometers of cycling paths and improved pedestrian areas. These changes encouraged many residents to choose alternatives to driving.

The results have been significant. According to city reports, the number of daily car journeys has decreased, while public transportation use has increased steadily. Air quality has also improved in several districts. In addition, local businesses located near cycling routes have reported increased customer activity. Experts suggest that people who walk or cycle are more likely to stop at nearby shops than those travelling by car.

Despite these successes, challenges remain. Some residents still prefer private vehicles because they believe public transportation is less convenient. City planners are now exploring additional ways to improve services and encourage wider participation. They hope that future investments in technology and infrastructure will make sustainable transport even more attractive.

Many other cities are now studying River City's approach. Although no single solution works everywhere, the experience suggests that carefully planned changes can improve both urban mobility and quality of life.

## Reading Practice n 1

Exam part: 3-C Reading

**Instruction:** Read the text. Choose the correct answer **A, B, OR C**.

**1. Why did River City introduce transportation reforms?**

- A. To attract more tourists.
- B. To address problems related to traffic and the environment.
- C. To reduce the city's population.

**2. Which action was taken as part of the city's transportation initiative?**

- A. Closing public transportation routes.
- B. Building additional highways through the city center.
- C. Expanding cycling infrastructure and bus services.

**3. What does the word "dedicated" in paragraph 2 most nearly mean?**

- A. Reserved for a particular purpose.
- B. Newly constructed.
- C. Difficult to maintain.

**4. The statement that businesses near cycling routes reported increased activity suggests that:**

- A. cyclists may contribute to local economic growth.
- B. cycling routes are expensive to maintain.
- C. businesses prefer customers who arrive by bicycle.

**5. Based on the final two paragraphs, what is River City most likely to do next?**

- A. Remove cycling paths and return to older transport systems.
- B. Continue developing and improving sustainable transportation.
- C. Ban all private vehicles immediately.

**6. What is the writer's attitude toward River City's transportation strategy?**

- A. Supportive but realistic about its remaining challenges.
- B. Strongly critical of the city's decisions.
- C. Uncertain whether any progress has been made.

**7. What is the main purpose of the text?**

- A. To explain how one city has improved transportation through sustainable planning.
- B. To compare transportation systems in different countries.
- C. To persuade readers to buy electric vehicles.

**Instruction:** Read the text. Choose the correct answer **A, B, OR C**.

### ***Turning Empty Spaces into Community Gardens***

Several years ago, Eastwood City faced a common urban problem. Many empty plots of land were left unused after old buildings were demolished. These **neglected** spaces often collected waste and attracted unwanted activity. Rather than leaving the land unused, city officials introduced a project that encouraged local residents to transform these areas into community gardens.

The initiative allowed neighborhoods to apply for small grants and receive gardening equipment. Residents worked together to grow vegetables, herbs, and flowers. Schools also became involved, giving students opportunities to learn about sustainable food production and environmental responsibility.

The project produced benefits that extended beyond agriculture. Researchers found that community gardens strengthened relationships among residents by creating shared spaces where people could meet and collaborate. In some neighborhoods, local crime rates decreased after the gardens were established. Experts suggest that increased community involvement may have contributed to this change.

Environmental improvements were also reported. The gardens added green space to densely populated areas and helped reduce small-scale urban heat effects during the summer months. In addition, some residents began composting food waste, reducing the amount of rubbish sent to landfills.

Despite these positive outcomes, maintaining the gardens requires ongoing commitment. Volunteers must regularly care for plants, manage resources, and organize activities. However, city leaders believe the long-term benefits outweigh the challenges. As a result, plans are being considered to expand the program into additional districts over the next few years.

Today, Eastwood City's community garden initiative is frequently cited as an example of how relatively simple projects can improve urban life while strengthening local communities.

**Instruction:** Read the text. Choose the correct answer **A, B, OR C.**

**1. Why was the community garden project originally introduced?**

- A. To create more shopping areas.
- B. To make use of neglected urban land.
- C. To increase housing construction.

**2. What role did schools play in the project?**

- A. They provided financial support for residents.
- B. They managed all of the gardens.
- C. They helped students learn about sustainability.

**3. What does the word "neglected" in paragraph 1 most nearly mean?**

- A. Ignored and not properly cared for.
- B. Recently developed.
- C. Difficult to reach.

**4. What can be inferred about community gardens from paragraph 3?**

- A. Their benefits may include social improvements as well as environmental ones.
- B. They are mainly designed to reduce crime.
- C. They are more successful in wealthy neighborhoods.

**5. Based on the final paragraph, what is most likely to happen in the future?**

- A. The city will close most of the gardens.
- B. Similar projects may be introduced in more districts.
- C. Residents will stop volunteering.

**6. What is the writer's attitude toward the project?**

- A. Supportive and optimistic.
- B. Neutral and uncertain.
- C. Critical and negative.

**7. What is the main purpose of the text?**

- A. To explain how a community gardening project improved different aspects of city life.
- B. To compare farming methods in urban and rural areas.
- C. To encourage people to become professional gardeners.



**Instruction:** Read the text. Choose the correct answer **A, B, OR C**.

### ***A City's Plan to Reduce Food Waste***

Food waste has become a growing concern in many cities. Large amounts of edible food are often thrown away by households, restaurants, and supermarkets. This not only wastes valuable resources but also creates environmental problems when food ends up in landfills. Five years ago, the city of Greenhaven decided to address this issue through a comprehensive food waste reduction program.

The initiative involved several strategies. Restaurants were encouraged to donate unused food to local charities, while supermarkets partnered with community organizations to distribute products approaching their expiration dates. The city also launched educational campaigns to help residents understand how to plan meals, store food correctly, and reduce unnecessary purchases.

Technology played an important role in the program. A mobile application was developed to connect businesses with charities that could collect **surplus** food. As a result, food that might previously have been discarded was redirected to people in need. According to city reports, thousands of meals have been provided through this system each year.

The program has also benefited the environment. By reducing the amount of food sent to landfills, the city has lowered waste-management costs and decreased greenhouse gas emissions. Environmental experts note that food waste contributes to climate-related challenges because decomposing food releases gases that affect the atmosphere.

Although the initiative has achieved positive results, officials acknowledge that more work remains to be done. They are currently exploring additional partnerships and technologies to increase participation. Many observers believe that Greenhaven's approach could serve as a model for other cities seeking practical solutions to environmental and social challenges.

## Reading Practice n 3

Exam part: 3-C Reading

**Instruction:** Read the text. Choose the correct answer **A, B, OR C**.

**1. What problem was Greenhaven trying to address?**

- A. Rising transportation costs.
- B. The large amount of food being wasted.
- C. A shortage of supermarkets.

**2. Which action was included in the city's program?**

- A. Encouraging restaurants to donate unused food.
- B. Limiting the number of restaurants in the city.
- C. Requiring residents to grow their own food.

**3. What does the word "surplus" in paragraph 3 most nearly mean?**

- A. Expensive
- B. Extra or more than needed
- C. Imported

**4. What can be inferred about the mobile application?**

- A. It helped improve communication between businesses and charities.
- B. It was mainly designed to advertise restaurants.
- C. It reduced the price of food products.

**5. Based on the final paragraph, what is Greenhaven most likely to do next?**

- A. End the food waste program.
- B. Continue expanding and improving its efforts.
- C. Focus only on environmental issues.

**6. What is the writer's attitude toward Greenhaven's initiative?**

- A. Generally positive while recognizing that challenges remain.
- B. Critical of the city's methods.
- C. Uncertain about the program's impact.

**7. What is the main purpose of the text?**

- A. To explain how one city reduced food waste through community action and technology.
- B. To compare food prices in different cities.
- C. To persuade readers to become restaurant owners.

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**Instruction:** Read the text. Choose the correct answer **A, B, OR C**.

### ***Copenhagen: A City Built for Cyclists***

Many cities are trying to reduce traffic congestion and air pollution, but few have been as successful as Copenhagen, the capital of Denmark. Over several decades, the city has invested heavily in cycling infrastructure and encouraged residents to choose bicycles instead of cars for short journeys.

Today, Copenhagen has more than 400 kilometers of dedicated cycling lanes. These routes are designed to make cycling both safe and convenient. In some parts of the city, cyclists even have their own traffic signals. As a result, commuting by bicycle has become a practical option for many residents.

According to city statistics, more people travel to work or school by bicycle than by car. The benefits extend beyond transportation. Increased cycling has contributed to lower carbon emissions and improved public health. Researchers have found that regular cycling can reduce the risk of several health problems while also lowering healthcare costs. In addition, fewer cars on the road help reduce noise pollution and create a more pleasant urban environment.

Building a cycling culture, however, did not happen overnight. City leaders introduced changes gradually and invested in infrastructure for many years. They also worked to ensure that cycling was **integrated** with other forms of public transportation. For example, many train stations provide secure bicycle parking, making it easier for people to combine different methods of travel.

Although Copenhagen still faces challenges related to population growth and transportation demand, many urban planners view the city as a model for sustainable development. Its experience demonstrates how long-term planning and consistent investment can improve quality of life while addressing environmental concerns.

## Reading Practice n 4

Exam part: 3-C Reading

**Instruction:** Read the text. Choose the correct answer **A, B, OR C**.

### 1. Why is Copenhagen discussed in the text?

- A. It has one of the largest populations in Europe.
- B. It provides an example of successful urban transportation planning.
- C. It recently banned all private vehicles.

### 2. What feature of Copenhagen's transport system is mentioned?

- A. Cyclists have access to dedicated lanes and signals.
- B. Public buses are free for all residents.
- C. Cars are not allowed in the city center.

### 3. What does the word "integrated" in paragraph 4 most nearly mean?

- A. Replaced
- B. Connected and coordinated with
- C. Separated from

### 4. What can be inferred about Copenhagen's cycling culture?

- A. It developed through long-term effort rather than quick changes.
- B. It was created mainly by private companies.
- C. It became successful immediately after the first cycling lane was built.

### 5. Based on the text, what is most likely to happen in the future?

- A. Other cities may use Copenhagen's experience when planning transportation systems.
- B. Copenhagen will remove most of its cycling lanes.
- C. Residents will stop using public transportation.

### 6. What is the writer's attitude toward Copenhagen's approach?

- A. Positive and respectful.
- B. Doubtful and critical.
- C. Neutral and uninterested.

### 7. What is the main purpose of the text?

- A. To explain how Copenhagen improved urban life through investment in cycling infrastructure.
- B. To compare transportation costs across Europe.
- C. To encourage readers to move to Denmark.

**Instruction:** Read the text. Choose the correct answer **A, B, OR C.**

### ***Curitiba: The Brazilian City That Reimagined Public Transport***

Curitiba, a city in southern Brazil, is often recognized for its innovative approach to urban planning. During the 1970s, the city faced rapid population growth, increasing traffic congestion, and rising pressure on public services. Instead of building expensive underground rail systems, city planners developed a new transportation model based on high-capacity buses.

The system, known as Bus Rapid Transit (BRT), uses dedicated lanes that allow buses to move efficiently through the city without being delayed by traffic. Special stations were designed so that passengers could board quickly, reducing waiting times and improving reliability. Over time, the network expanded and became one of the most successful examples of public transportation in the world.

The impact of the system extended beyond transportation. Because the BRT network connected residential areas with business districts, it helped shape the city's development. Many businesses and housing projects were built along major transit routes, reducing the need for long commutes. This approach also helped limit urban sprawl and made city services easier to provide.

Curitiba introduced additional environmental initiatives as well. The city increased green spaces, improved waste-management programs, and encouraged recycling. Residents who collected recyclable materials could exchange them for food or transportation tickets, creating **incentives** for community participation.

Although Curitiba continues to face challenges related to growth and infrastructure, its transportation model has inspired cities on several continents. Urban planners frequently study Curitiba's experience when searching for practical and affordable solutions to modern city problems.

**Instruction:** Read the text. Choose the correct answer **A, B, OR C.**

**1. Why did Curitiba create the Bus Rapid Transit system?**

- A. To replace all forms of transportation.
- B. To address challenges caused by population growth and traffic.
- C. To encourage tourism in the city.

**2. What feature helped make the BRT system efficient?**

- A. Dedicated lanes for buses.
- B. Free transportation for all passengers.
- C. Underground tunnels across the city.

**3. What does the word "incentives" in paragraph 4 most nearly mean?**

- A. Rewards that encourage certain actions.
- B. Rules that restrict behavior.
- C. Resources provided by businesses.

**4. What can be inferred about Curitiba's planning strategy?**

- A. City leaders focused only on transportation issues.
- B. Transportation improvements were connected to broader urban development goals.
- C. Businesses were responsible for designing the transport system.

**5. Based on the final paragraph, what is most likely to happen in the future?**

- A. More cities may adapt ideas from Curitiba's transportation model.
- B. Curitiba will stop investing in public transportation.
- C. The BRT system will be replaced by railways.

**6. What is the writer's attitude toward Curitiba's approach?**

- A. Positive, while acknowledging that challenges still exist.
- B. Negative because the city still faces problems.
- C. Uncertain about whether the system works.

**7. What is the main purpose of the text?**

- A. To explain how Curitiba used innovative planning to improve transportation and urban life.
- B. To compare transportation systems in South America.
- C. To describe the history of Brazilian cities.

## Credits and Acknowledgements

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### Acknowledgements

This booklet was developed using curriculum materials, publicly available educational resources, and AI-assisted drafting tools. Some activity formats and pedagogical approaches (page 24) were inspired by resources from the British Council. Any trademarks, logos, or copyrighted materials remain the property of their respective owners.

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The texts and excerpts in this booklet were developed with the assistance of artificial intelligence tools. All content was reviewed, edited, adapted, and approved by the author.

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Version 1.0  
June 2026



== YOU'VE GOT ==  
== THIS! ==



== GREAT WORK, KEEP GOING! ==

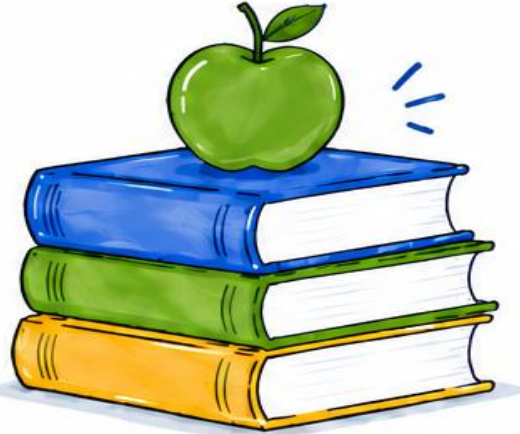
You've studied. You've practiced.  
Now go in with *confidence* and *do your best!*



BELIEVE IN YOURSELF.  
SUCCESS IS YOURS!



اللَّهُمَّ لَا سَهْلَ إِلَّا مَا جَعَلْتَهُ سَهْلًا وَأَنْتَ تَجْعَلُ الْحَزْنَ إِذَا شِئْتَ سَهْلًا



T. Hanen Ben Ghzayel

