

English Revision Booklet



تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ⇨ المناهج الإماراتية ⇨ الصف العاشر العام ⇨ لغة انجليزية ⇨ الفصل الثالث ⇨ ملفات متنوعة ⇨ الملف

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

المزيد من مادة
لغة انجليزية:

إعداد: Ghfeli Al Mohammed Buti Ruqaya

التواصل الاجتماعي بحسب الصف العاشر العام



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف العاشر العام والمادة لغة انجليزية في الفصل الثالث

إمتحان نهائي (فصل ثالث)

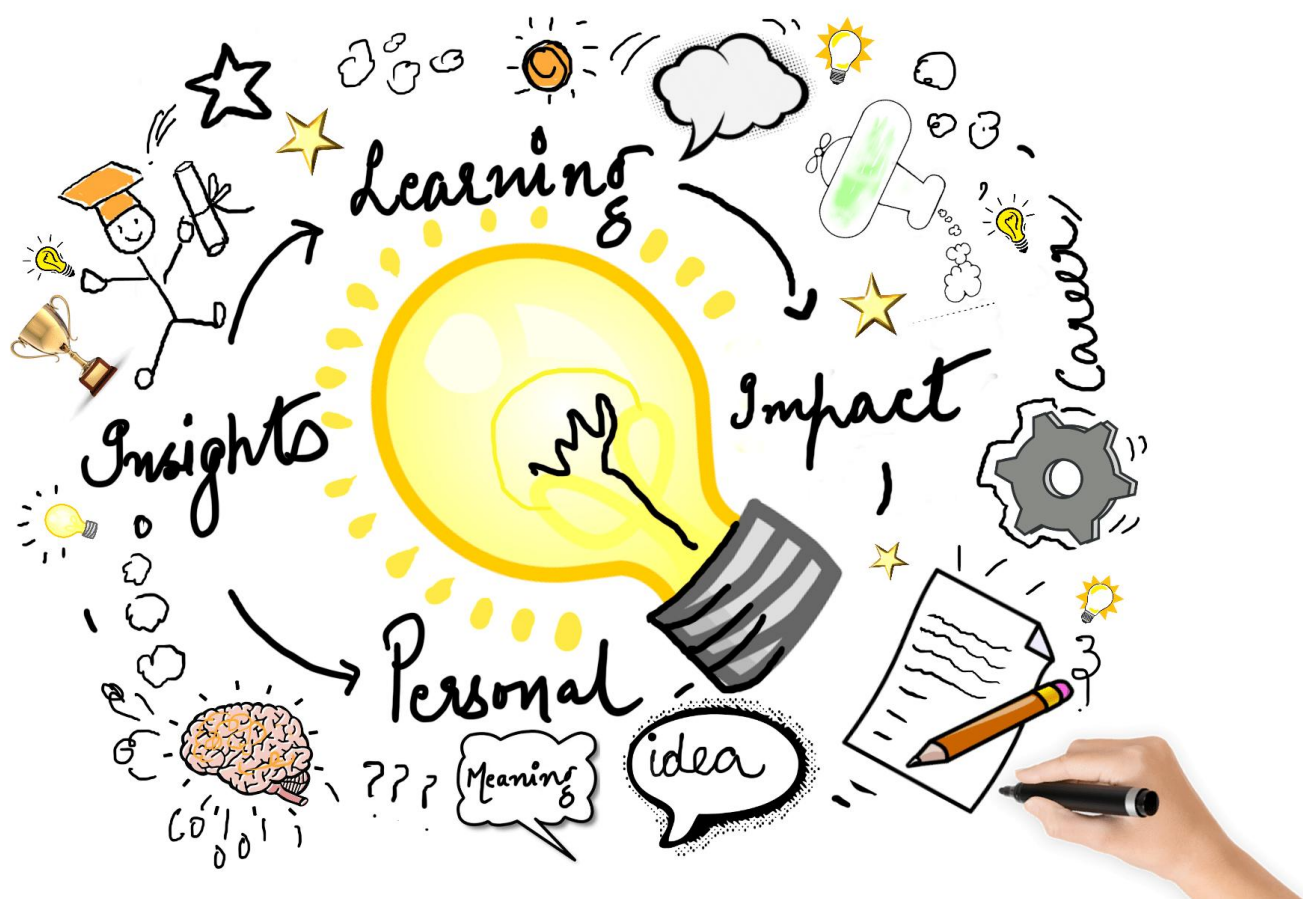
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English Revision Booklet

End of Term 3

2025/2026

Grade: 9 Advanced /10 General



T. Ruqaya Buti Mohammed Al Ghfeli

School Principal : Mahra Rashid Salem Al Ghfeli

PART 1: Vocabulary (5 Questions – Total: 10 Marks)

Part	Level	Theme	Vocabulary	
Part 1: Vocabulary	Towards Grade Level Goal	Make Yourself at Home Making Requests	accommodation, bus line, landlord, security deposit, require, be located, available, on-site, refundable, unfurnished, dorms, co-op, meal plan, shared facilities, single room, triple room, on campus, off campus, privacy, downside, request, problem, manager, fix, possible, sorry, afraid, mind, idea, impossible	
		Multicultural Communities "When in Rome, do as the Romans do!", Dining Customs	impression, amazed, leftovers, air conditioning, surprised, cultural norms, adapt, behave, formal, informal, custom, napkin, silverware, utensil, handle, serve, set the table	
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.	Reading Strategies ENG.06.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message and overall organisation, adjusting reading rate, skimming, scanning and reading on to understand and interpret simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	5 sentences with a gap 3 options, one of which is the correct answer, two are distractors 2 marks each (total: 10)

5 sentences with one gap. Each gap has 3 options to choose from. The word list related to this part is on the next page. Please revise the list and memorize the meaning of the words.

في هذا القسم سيكون الاختبار خمس جمل وكل جملة تحتوي على فراغ. هناك 3 إجابات لكل فراغ يقوم الطالب باختيار الإجابة الصحيحة من هذه الخيارات. الكلمات الخاصة بهذا الجزء موجودة في الصفحة التالية. الرجاء مراجعة الكلمة وحفظ معناها.



1.1 Vocabulary List:

Theme: Make Yourself at Home | Making Requests

Word	Meaning in English	المعنى بالعربي	Example Sentence
accommodation	a place to live or stay	سكن / إقامة	The university provides accommodation for students.
bus line	a route for buses	خط حافلات	There is a bus line near my apartment.
Landlord	the person who owns a building or apartment	مالك العقار	The landlord fixed the broken door.
security deposit	money paid before renting a place	مبلغ تأمين	I paid a security deposit before moving in.
Require	to need something	يتطلب	The dorms require a student ID.
be located	to be in a place	يقع	The school is located near the mall.
Available	ready to use or free	متوفر	A single room is available now.
Onsite	located at the same place	في الموقع	There is an onsite gym in the dorm.
Refundable	money that can be returned	قابل للاسترداد	The deposit is refundable after checkout.
Unfurnished	without furniture	غير مفروش	They rented an unfurnished apartment.
Dorms	student residence buildings	سكن الطلاب	Many freshmen live in dorms.
co-op	shared housing where people cooperate	سكن تعاوني	She stayed in a co-op near the university.
meal plan	a system for student meals	خطة وجبات	I bought a meal plan for the semester.
shared facilities	places used by many people	مرافق مشتركة	The kitchen and bathroom are shared facilities.
single room	a room for one person	غرفة فردية	I prefer a single room for privacy.
triple room	a room shared by three people	غرفة لثلاثة أشخاص	The triple room is cheaper than a single room.
on campus	inside the university area	داخل الحرم الجامعي	Students living on campus walk to class easily.
off campus	outside the university area	خارج الحرم الجامعي	He rented an apartment off campus.
Privacy	being alone without interruption	خصوصية	Everyone needs some privacy while studying.
Downside	a negative part of something	عيب / جانب سلبي	The downside of dorm life is the noise.
Request	to ask for something	يطلب	She requested a quieter room.
Problem	a difficulty or issue	مشكلة	We had a problem with the air conditioning.
Manager	the person in charge	المدير	The manager answered our questions quickly.
Fix	to repair something	يصلح	They will fix the sink tomorrow.
Possible	able to happen or be done	ممکن	Is it possible to change rooms?
Sorry	feeling bad about something	أسف	I am sorry for the inconvenience.
Afraid	feeling worried or unable	خائف / للأسف	I'm afraid the rooms are full.
Mind	to dislike something	يمانع	Do you mind sharing the room?
Idea	a thought or suggestion	فكرة	That is a great idea for student housing.
Impossible	not able to happen or be done	مستحيل	It is impossible to park here during the day.

Theme: Multicultural Communities "When in Rome, do as the Romans do!", Dining Customs			
Word	Meaning in English	المعنى بالعربي	Example Sentence
impression	an opinion or feeling about someone or something	انطباع	The hotel gave me a good impression.
amazed	very surprised	مندهش	I was amazed by the beautiful view.
leftovers	food that remains after a meal	بقايا الطعام	We ate the leftovers for dinner.
air conditioning	a system that cools the air	تكييف الهواء	The air conditioning is very cold today.
surprised	feeling unexpected shock	متفاجئ	She was surprised by the gift.
cultural norms	accepted behaviors in a society	العادات أو المعايير الثقافية	Cultural norms are different in every country.
adapt	to change to fit a new situation	يتأقلم	It takes time to adapt to a new school.
behave	to act in a certain way	يتصرف	Students should behave politely in class.
formal	official and serious	رسمي	He wore formal clothes to the meeting.
informal	relaxed and casual	غير رسمي	The party was informal and fun.
custom	a traditional way of doing something	عادة / تقليد	Removing shoes indoors is a custom in Japan.
napkin	a cloth or paper used during meals	منديل سفرة	She placed the napkin on her lap.
silverware	knives, forks, and spoons	أدوات المائدة	The silverware was neatly arranged.
utensil	a tool used for eating or cooking	أداة	Chopsticks are common eating utensils in Asia.
handle	to touch or use with the hands	يتعامل مع / يمسك	Please handle the glass carefully.
serve	to give food or drinks to others	يقدم	They serve lunch at noon.
set the table	to prepare the table for eating	يرتب المائدة	My brother helped set the table before dinner.



1. Vocabulary Practice:

Theme: Make Yourself at Home | Making Requests

1. The university offers comfortable _____ for international students.
- A. accommodationB. leftoversC. silverware
2. Is there a _____ near the apartment that goes to the university?
- A. meal planB. bus lineC. privacy
3. The _____ agreed to repair the broken window quickly.
- A. landlordB. customerC. classmate
4. Before moving in, students must pay a _____.
- A. downsideB. requestC. security deposit
5. Some apartments _____ students to sign a contract first.
- A. requireB. behaveC. serve
6. The new dormitory is _____ near the sports center.
- A. adaptedB. locatedC. amazed
7. A triple room is still _____ for next semester.
- A. formalB. impossibleC. available
8. The residence hall has an _____ cafeteria and gym.
- A. onsiteB. informalC. refundable
9. The payment is fully _____ if students cancel early.
- A. privateB. refundableC. shared
10. The apartment was _____, so we had to buy furniture.
- A. availableB. possibleC. unfurnished
11. Many first-year students choose to live in _____.
- A. dormsB. customsC. utensils
12. A _____ is a place where students share responsibilities together.
- A. co-opB. landlordC. bus line
13. I chose a _____ because it includes breakfast and dinner.
- A. meal planB. security depositC. downside
14. In some dorms, students use _____ like kitchens and bathrooms.
- A. shared facilitiesB. cultural normsC. single rooms
15. Sara wanted a _____ because she likes studying alone.
- A. triple roomB. single roomC. co-op

16. **Three students can stay together in a _____.**
 A. meal plan B. triple room C. landlord
17. **Living _____ makes it easy to walk to classes.**
 A. on campus B. off campus C. onsite
18. **Some students prefer living _____ for more independence.**
 A. off campus B. on campus C. available
19. **Ahmad likes having _____ when he studies in his room.**
 A. privacy B. silverware C. leftovers
20. **One _____ of living in dorms is the noise at night.**
 A. request B. downside C. custom
21. **I sent a _____ to change my room assignment.**
 A. request B. problem C. utensil
22. **There is a _____ with the air conditioning in my room.**
 A. problem B. idea C. meal plan
23. **The residence hall _____ helped us solve the issue.**
 A. manager B. landlord C. tenant
24. **Could someone _____ the broken light in the hallway?**
 A. fix B. require C. adapt
25. **Is it _____ to move into the dorm this weekend?**
 A. refundable B. possible C. afraid
26. **I'm _____ for arriving late to the meeting.**
 A. sorry B. available C. onsite
27. **I'm _____ there are no empty rooms left.**
 A. afraid B. formal C. located
28. **Do you _____ if I open the window?**
 A. mind B. serve C. locate
29. **That is a great _____ for improving dorm life.**
 A. idea B. downside C. request
30. **It is _____ to enter the building without an ID card.**
 A. possible B. impossible C. available
31. **Some students need more _____ to focus on studying.**
 A. leftovers B. privacy C. silverware
32. **The student center is _____ next to the library.**
 A. adapted B. amazed C. located

33. Would you _____ helping me carry these boxes?
A. require B. serve C. mind
34. The university dorms are cleaner than many old _____ in town.
A. requests B. dorms C. customs
35. Your fee is _____ if you cancel before June.
A. impossible B. refundable C. private
36. We had a _____ with the internet connection yesterday.
A. custom B. problem C. meal plan
37. I chose a _____ because I like quiet places.
A. triple room B. single room C. bus line
38. The building has an _____ coffee shop for residents.
A. shared B. afraid C. onsite
39. A _____ can save students money because three people share it.
A. landlord B. single room C. triple room
40. The building _____ answered all our questions politely.
A. customer B. manager C. landlord
41. My cousin rented an _____ apartment near campus.
A. available B. unfurnished C. formal
42. The student asked for cheaper _____ near the university.
A. utensils B. leftovers C. accommodation
43. Fatima had an excellent _____ for decorating the dorm room.
A. downside B. idea C. problem
44. Students in a _____ share chores and cooking duties.
A. co-op B. downside C. bus line
45. Students who live _____ can join more university activities.
A. off campus B. impossible C. on campus
46. I'm _____ the office is closed right now.
A. amazed B. private C. afraid
47. Some apartments have _____ such as gyms and laundry rooms.
A. leftovers B. cultural norms C. shared facilities
48. The dorms _____ students to follow the rules carefully.
A. request B. handle C. require
49. Is it _____ to change my meal plan this month?
A. possible B. afraid C. onsite

1. The invitation said the event was _____, so jeans were acceptable.

A. impossible B. informal C. formal
2. We used the _____ because the weather was very hot.

A. security deposit B. air conditioning C. meal plan
3. Please place the _____ on your lap before eating.

A. leftover B. silverware C. napkin
4. My first _____ of the dorm was very positive.

A. impression B. utensil C. downside
5. It is important to respect local _____ when traveling abroad.

A. meal plans B. leftovers C. cultural norms
6. The cafeteria will _____ lunch at noon.

A. refund B. serve C. locate
7. We saved the _____ from dinner for lunch the next day.

A. leftovers B. utensils C. requests
8. The teacher asked everyone to _____ respectfully during the meeting.

A. fix B. behave C. serve
9. At the wedding, everyone wore _____ clothes.

A. onsite B. informal C. formal
10. Please _____ the glass carefully because it is fragile.

A. handle B. adapt C. require
11. The visitors were _____ when they saw the large campus.

A. formal B. surprised C. afraid
12. The drawer contains forks, knives, and other _____.

A. accommodation B. air conditioning C. silverware
13. The students had to _____ to their new environment quickly.

A. adapt B. request C. locate
14. Could you pass me a clean _____, please?

A. co-op B. landlord C. napkin
15. Please _____ customer complaints politely and calmly.

A. require B. handle C. locate
16. I was really _____ by how beautiful the apartment looked.

A. amazed B. formal C. private

17. A spoon is an eating _____.
A. co-op B. utensil C. manager

18. In many countries, greeting guests politely is part of the _____.
A. leftovers B. bus line C. cultural norms

19. My brother helped _____ before the guests arrived.
A. set the table B. behave C. fix the bus line

20. We had an _____ dinner with close friends at home.
A. impossible B. refundable C. informal

21. The waiter will _____ our drinks in a few minutes.
A. adapt B. serve C. fix

22. Everyone was _____ by the delicious food at the restaurant.
A. amazed B. impossible C. onsite

23. Children should _____ politely when guests visit the house.
A. locate B. behave C. request

24. It is a common _____ to remove shoes before entering the house.
A. privacy B. bus line C. custom

25. The students quickly _____ to dorm life after a few weeks.
A. adapted B. refunded C. handledly

26. The restaurant provided clean _____ for all the guests.
A. landlord B. custom C. silverware

27. My sister usually helps _____ before dinner every evening.
A. refund the deposit B. behave C. set the table

28. In some cultures, sharing food is an important _____.
A. custom B. downside C. security deposit

29. Chopsticks are common eating _____ in many Asian countries.
A. leftovers B. utensils C. dorms

30. We turned on the _____ because the room felt too warm.
A. downside B. silverware C. air conditioning

31. The hotel staff tried to _____ the angry customer politely.
A. require B. handle C. refund

32. We were _____ when we saw how large the new campus was.
A. surprised B. impossible C. onsite

33. During formal dinners, people usually use different kinds of _____.
A. leftovers B. meal plans C. silverware

34. The exchange students learned to _____ to a different culture quickly.
- A. adapt B. request C. locate
35. The family had an _____ gathering with close friends at home.
- A. impossible B. informal C. formal
36. Could you please pass me a clean _____ for dinner?
- A. co-op B. landlord C. napkin
37. Everyone should _____ politely during school events.
- A. behave B. serve C. locate
38. The restaurant will _____ dessert after the main course.
- A. adapt B. fix C. serve
39. Many visitors are _____ by the beauty of the city.
- A. amazed B. private C. formal
40. In some countries, it is a _____ to greet older people first.
- A. security deposit B. downside C. custom

PART 2: Grammar (5 Questions – Total: 10 Marks)

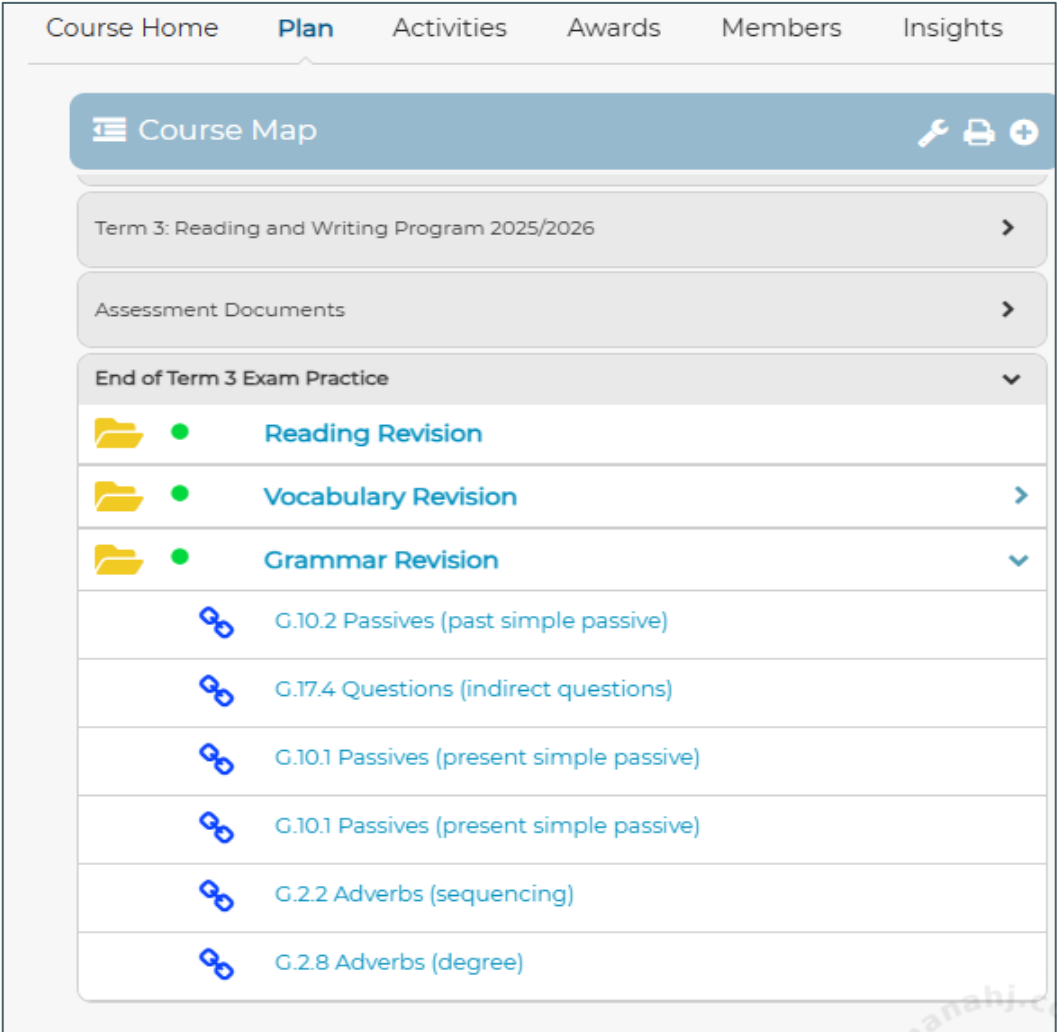
Part	Level	Theme	Grammar		
Part 2: Grammar	At Grade Level Goal	Make Yourself at Home A Short History of...	G.10.2 Passives (past simple passive) G.17.4 Questions (indirect questions) G.10.1 Passives (present simple passive) G.1.2 Adjectives (comparatives) G.2.2 Adverbs (sequencing) G.2.8 Adverbs (degree)		
		Task Description	Learning Outcomes	Construct Limits	
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.	Reading Strategies ENG.06.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message and overall organisation, adjusting reading rate, skimming, scanning and reading on to understand and interpret simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	1 narrative text (B1.2) of 160 words (10% either way) with 5 gaps 3 options, one of which is the correct answer - Items require: Multiple words (e.g., <i>is going</i>, <i>has been playing</i>) 2 marks each (total 10)	

A narrative paragraph of 160 words about a topic. It has 5 gaps, where you have 3 options to choose from. Students will choose the correct option based on the grammatical rule. 6 Grammar rules are targeted in this part of exam.

في هذا القسم سيكون الاختبار عبارة عن قصة من 160 كلمة. يحتوي هذا النص على خمس فراغات وهناك 3 إجابات لكل فراغ يقوم الطالب باختيار الإجابة الصحيحة من هذه الخيارات. القواعد الخاصة بهذا الجزء موجودة في الصفحة التالية. الرجاء مراجعة القواعد قبل حلها.

Note the following:

All Grammar interactive links will be on LMS – End Of Term 3 Exam Practice – Grammar. You can watch the videos and practice the Grammar rules.



2. Grammar Rules:

1. Past Simple Passive

1. What is the Passive Voice?

We use the passive voice when the action is more important than the person who does it, or when we do not know who did the action.

Active: The chef cooked the meal.

Passive: The meal was cooked by the chef.

2. Form of the Past Simple Passive

Structure:

Subject + was/were + past participle (V3)

Examples:

- The room was cleaned.
- The books were delivered.

3. Examples

The teacher explained the lesson. → The lesson was explained.

Someone stole my bag. → My bag was stolen.

They repaired the car. → The car was repaired.

4. Was / Were

Use 'was' with singular nouns.

Use 'were' with plural nouns.

Example:

- The homework was finished.
- The windows were cleaned.

5. Common Past Participles

build → built	write → written	make → made	break → broken
eat → eaten			

Exercise 1: Multiple Choice Questions

1. The cake ____ baked yesterday.

- A. was
- B. were
- C. are

2. The emails ____ sent this morning.

- A. was
- B. is
- C. were

3. The movie ____ watched by many students last week.

- A. were
- B. was
- C. are

4. The classroom ____ cleaned after school.

- A. was
- B. were
- C. be

5. The pictures ____ taken during the trip.

- A. was
- B. were
- C. is

6. The homework ____ completed on time.

- A. were
- B. was
- C. are

7. The new library ____ built in 2022.

- A. were
- B. was
- C. are



8. The sandwiches ____ prepared by my sister.

- A. was
- B. is
- C. were

9. The song ____ written many years ago.

- A. was
- B. were
- C. are

10. The cars ____ repaired yesterday.

- A. was
- B. were
- C. is

Exercise 2: Fill in the Blank

1. The classroom _____ yesterday. (clean)

2. The students _____ to the party last night. (invite)

3. The story _____ by a famous author. (write)

4. The bridge _____ in 2015. (build)

5. The windows _____ this morning. (clean)

6. My bag _____ found near the library.(find)

7. The food _____ by my mother yesterday. (cook)

8. The letters _____ last week. (send)

9. The house _____ last month. (paint)

10.The chairs _____ before the meeting. (arrange)

11.The computer _____ yesterday afternoon. (fix)

12.The photos _____ during the school trip. (take)

13.The homework _____ before dinner. (finish)

14.The rooms _____ by the workers. (clean)

15.The cake _____ quickly by the children. (eat)

16.The trees _____ near the park. (plant)



2. Indirect Questions

1. What are Indirect Questions?

Indirect questions are more polite and formal than direct questions. We use them when speaking politely or asking strangers for information.

2. Direct vs Indirect Questions

Direct: Where is the bank?

Indirect: Could you tell me where the bank is?

Direct: Is the room available?

Indirect: Could you tell me if the room is available?

3. Important Rule

In indirect questions, we do NOT invert the subject and verb.

Correct: Could you tell me where she lives?

Incorrect: Could you tell me where does she live?

4. Common Starters

- Could you tell me...
- Do you know...
- Can you tell me...
- Would you mind telling me...
- I wonder...

5. Structure

WH- Questions:

Indirect starter + WH word + subject + verb

Yes/No Questions:

Use if / whether

Exercise 1: Multiple Choice Questions

1. Could you tell me where the cafeteria ____?

- A. is
- B. are
- C. does

2. Do you know if the rooms ____ available?

- A. was
- B. are
- C. be

3. Can you tell me when the class ____?

- A. start
- B. starts
- C. starting

4. Would you mind telling me where she ____?

- A. lives
- B. does live
- C. living

5. Could you tell me if the bus ____ late?

- A. were
- B. is
- C. be

6. Do you know where the students ____?

- A. study
- B. do study
- C. studying

7. Can you tell me why he ____ early?

- A. left
- B. did leave
- C. leaving

8. Would you mind telling me if the shop ____ open?

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



9. Do you know when the movie ____?
- A. beginB. beginningC. begins
10. Could you tell me where I ____ buy tickets?
- A. canB. doC. am

Exercise 2: Change to Indirect Questions

1. Where is the library?
- Answer: _____?
2. When does the lesson start?
- Answer: _____?
3. Is the room available?
- Answer: _____?
4. Why did he leave early?
- Answer: _____?
5. Where can I buy tickets?
- Answer: _____?
6. Does the bus stop here?
- Answer: _____?
7. What time does the class end?
- Answer: _____?

Exercise 3: Fill in the Blank

1. Could you tell me where the station _____?
2. Do you know if the teacher _____ absent today?
3. Can you tell me when the meeting _____?
4. Would you mind telling me where they _____?
5. Do you know whether the shop _____ open?
6. Could you tell me why she _____ late?
7. Do you know where he _____?
8. Can you tell me if the buses _____ on time?



3. Present Simple Passive

1. What is the Present Simple Passive?

We use the **present simple passive** when:

- the action is more important than the person who does it.
- we talk about routines, facts, rules, or processes.

2. Form of the Present Simple Passive

Structure

Subject + am / is / are + past participle (V3)		
Subject	Verb “be”	Past Participle
The room	is	cleaned
The books	are	delivered

3. Examples

Active	Passive
The chef cooks the food.	The food is cooked.
They clean the classrooms every day.	The classrooms are cleaned every day.
People speak English worldwide.	English is spoken worldwide.

4. When to Use Am / Is / Are

Singular	Plural
is	are

Examples

- The homework **is checked** daily.
- The windows **are cleaned** every morning.

5. Common Past Participles

Base Verb	Past Participle
make	made
clean	cleaned
write	written
build	built
speak	spoken
deliver	delivered

Exercise 1: Multiple Choice Questions

1. The classrooms ____ cleaned every day.

- A. is
- B. are
- C. was

2. English ____ spoken in many countries.

- A. is
- B. are
- C. were

3. The meals ____ prepared in the kitchen.

- A. is
- B. was
- C. are



4. Homework _____ checked by the teacher daily.

A. are

B. is

C. were

5. The books _____ delivered every Monday.

A. are

B. is

C. was

6. The rooms _____ cleaned every morning.

A. is

B. are

C. be

7. Rice _____ grown in many Asian countries.

A. is

B. are

C. were

8. The emails _____ answered quickly.

A. is

B. was

C. are

9. Coffee _____ served in the cafeteria.

A. is

B. are

C. were

- 10.The projects _____ completed on time.

A. is

B. are

C. was

Exercise 2: Fill in the Blank

1. The classrooms _____ every day. (clean)

2. English _____ in many countries. (speak)

3. The food _____ by professional chefs. (prepare)

4. The letters _____ every morning.(delivery)

5. The homework _____ by the teacher. (check)

6. The rooms _____ before guests arrive. (clean)

7. The lesson _____ clearly by the teacher. (explain)

8. The cars _____ every weekend. (wash)

9. The students _____ English grammar. (teach)

10. Tea _____ in the afternoon. (serve)

11. The emails _____ every morning. (send)

- 12.The building _____ by security cameras. (protect)

- 13.The flowers _____ daily. (water)

4. Comparative Adjectives

1. What are Comparative Adjectives?

We use **comparative adjectives** to compare **two people, places, or things**.

Examples

- A house is **bigger** than an apartment.
- My room is **cleaner** than yours.

2. Form of Comparative Adjectives

Short Adjectives

adjective + er + than

Adjective	Comparative
small	smaller
tall	taller
fast	faster

Examples

- This room is smaller than that room.
- Ali is taller than Omar.

Long Adjectives

more + adjective + than

Adjective	Comparative
expensive	more expensive
comfortable	more comfortable
beautiful	more beautiful

Examples

- Dorms are more affordable than hotels.
- This apartment is more comfortable than the old one.

3. Spelling Rules

Rule	Example
big → double last letter	bigger
nice → add r only	nicer
happy → y → i	happier

4. Irregular Comparatives

Adjective	Comparative
good	better
bad	worse
far	farther / further

Examples

- This restaurant is better than the other one.
- Today’s weather is worse than yesterday’s.



Exercise 1: Multiple Choice Questions

1. My new apartment is _____ than my old one.

A. bigger

B. biggest

C. big
2. Dorm life is _____ than living alone for some students.

A. more exciting

B. exciting

C. most exciting
3. This room is _____ than the triple room.

A. quieter

B. quietest

C. quiet
4. Online classes are _____ than traditional classes for some learners.

A. flexible

B. more flexible

C. most flexible
5. My brother is _____ than me.

A. taller

B. tallest

C. tall
6. This restaurant is _____ than the cafeteria.

A. good

B. better

C. best
7. A house is usually _____ than a dorm room.

A. spacious

B. more spacious

C. most spacious
8. Today's weather is _____ than yesterday's.

A. bad

B. worse

C. worst
9. This bag is _____ than mine.

A. heavier

B. heaviest

C. heavy
- 10.The blue sofa is _____ than the brown one.

A. comfortable

B. more comfortable

C. most comfortable

Exercise 2: Fill in the Blank

1. My room is _____ (clean) than my brother’s room.
2. A villa is usually _____ (expensive) than an apartment.
3. Sara is _____ (happy) now than before.
4. This exam is _____ (easy) than the last one.
5. The new bus line is _____ (fast) than the old one.
6. Math is _____ (difficult) than English for some students.
7. My new phone is _____ (good) than my old phone.
8. This chair is _____ (comfortable) than the other one.
9. The red car is _____ (fast) than the blue car.
- 10.Living on campus is _____ (convenient) than living far away.
- 11.My sister is _____ (young) than me.
- 12.This movie is _____ (interesting) than the last movie.
- 13.The weather today is _____ (bad) than yesterday.
- 14.A single room is usually _____ (quiet) than a shared room.



5. Adverbs of Sequencing

1. What are Adverbs of Sequencing?

Adverbs of sequencing show the **order of actions or events**.

They help organize ideas clearly when:

- giving instructions
- telling a story
- explaining a process

2. Common Sequencing Adverbs

Adverb	Meaning
First	البداية
First of all	أولاً
Next	بعد ذلك
Then	ثم
After that	بعد ذلك
Later	لاحقاً
Finally	أخيراً

3. Examples

- **First**, we entered the classroom.
- **Next**, the teacher explained the lesson.
- **Then**, we completed the activity.
- **Finally**, we submitted our work.

4. Using Sequencing Adverbs in Sentences

Sequencing adverbs usually come:

- at the beginning of the sentence
- followed by a comma

Example

- First, I cleaned my room.
- After that, I did my homework.

Exercise 1: Multiple Choice Questions

1. _____, we checked into the hotel.

A. Finally

B. First

C. Later
2. We finished dinner and _____ watched a movie.

A. then

B. first

C. finally
3. _____, the students submitted their projects.

A. Next

B. First

C. Finally
4. I packed my clothes. _____, I called a taxi.

A. After that

B. First of all

C. Finally
5. _____, mix the eggs and sugar together.

A. Finally

B. First

C. Later



- | | | | |
|--|-----------------|---------------|------------|
| 6. We visited the museum. _____, we went shopping. | A. Then | B. Finally | C. First |
| 7. _____, the teacher explained the homework instructions. | A. First of all | B. Later | C. Finally |
| 8. The students studied hard. _____, they took the exam. | A. First | B. Next | C. Finally |
| 9. _____, we arrived home after a long day. | A. Finally | B. Then | C. First |
| 10. I cleaned the kitchen. _____, I washed the dishes. | A. First | B. After that | C. Finally |

Exercise 2: Fill in the Blank

Use: **First – Then – Next – After that – Finally**

- _____, I woke up early in the morning.
 - I ate breakfast. _____, I went to school.
 - We completed the project. _____, we printed it.
 - She cleaned her room. _____, she watched TV.
 - _____, the teacher collected the papers.
-
- _____, the students entered the classroom.
 - We studied for the test. _____, we took the exam.
 - He finished his homework. _____, he played football.
 - _____, everyone went home after the meeting.
 - She prepared the ingredients. _____, she started cooking.
 - _____, the waiter gave us the menu.

Exercise 4: Put the Events in Order

- ___ We ate dinner.
- ___ We ordered food.
- ___ We entered the restaurant.
- ___ We paid the bill.

6. Adverbs of Degree

1. What are Adverbs of Degree?

Adverbs of degree tell us **how much**, **how strong**, or **to what extent** something happens.

They modify:

- adjectives
- verbs
- other adverbs

2. Common Adverbs of Degree

Adverb	Meaning
very	جداً
really	حقاً / جداً
too	أكثر من اللازم
enough	بما فيه الكفاية
quite	إلى حد ما
extremely	للغاية
almost	تقريباً
a little	قليلاً

3. Examples

- The room is **very** clean.
- The test was **extremely** difficult.
- She speaks English **quite** well.
- The bag is **too** heavy.
- The apartment is big **enough** for a family.

4. Position of Adverbs of Degree

Usually:

adverb + adjective/adverb

Examples:

- very expensive
- really fast
- extremely noisy

With **enough**:

adjective + enough

Example:

- The room is large enough.

Exercise 1: Multiple Choice Questions

1. The apartment is _____ expensive for students.

A. too

B. enough

C. almost
2. My room is _____ clean and organized.

A. really

B. enough

C. too



3. The test was _____ easy, so everyone passed.

A. enough

B. very

C. almost
4. The bag is not light _____ to carry.

A. too

B. extremely

C. enough
5. She was _____ tired after the long trip.

A. almost

B. extremely

C. enough
6. The coffee is _____ hot to drink right now.

A. too

B. enough

C. a little
7. He speaks English _____ well.

A. quite

B. too

C. enough
8. The classroom is _____ full today.

A. really

B. enough

C. almost
9. The movie was _____ boring, so we left early.

A. enough

B. too

C. almost
- 10.The water is warm _____ for swimming.

A. too

B. really

C. enough

Exercise 2: Fill in the Blank

Use: **very – too – enough – really – extremely**

1. The homework was _____ difficult.
2. The room is big _____ for three students.
3. I am _____ happy with my new apartment.
4. The soup is _____ hot to eat now.
5. The classroom is _____ clean today.

Exercise 4: Correct the Mistake

1. The bag is enough heavy.
→
2. The exam was too very difficult.
→
3. She is enough tall to reach the shelf.
→
4. The food is really too delicious.
→
5. The room was extremely very noisy.
→



Exam Practice: Narrative Texts with Mixed Grammar Rules (B1.2)

Text 1: A Short History of Student Housing

Last year, Sami moved into a student dorm near his university. At first, he felt nervous because he had never lived away from home before. The dorm was much (1) _____ than his old bedroom, but it was comfortable enough for studying and relaxing.

First, Sami unpacked his clothes and books. (2) _____, he met his two roommates from different countries. They taught him about their cultural customs and how students behave in their homes. Sami was surprised because some traditions were very different from his own.

One evening, the air conditioning stopped working. Sami politely asked the manager if it (3) _____ quickly. The problem was fixed the next morning. After that, Sami felt much happier in the dorm.

Now, Sami believes dorm life is (4) _____ exciting than living alone because he has made many friends. He also learned that meals (5) _____ every evening in the shared kitchen by the student staff.

- | | | |
|------------------|------------|-------------------|
| 1. A. small | B. smaller | C. smallest |
| 2. A. Then | B. Finally | C. First |
| 3. A. fixes | B. fixed | C. could be fixed |
| 4. A. more | B. most | C. very |
| 5. A. are served | B. served | C. were serving |



Text 2: A New Apartment Experience

Last month, Huda moved into a small apartment off campus. At first, she thought living alone would be easy, but she soon discovered that it was (1) _____ difficult than she expected.

First, she cleaned the kitchen and arranged her furniture. (2) _____, she invited her cousin to help set the table for dinner. While they were eating, the lights suddenly went out. Huda called the building manager and politely asked if the electricity (3) _____ repaired soon.

The next morning, the problem was fixed. Huda felt much calmer and realized that apartment life was (4) _____ enjoyable than she had imagined. She also learned that the building rules (5) _____ clearly to all new residents every month.

1. A. more

B. most

C. very

2. A. Finally

B. Then

C. First

3. A. can fix

B. fixes

C. could be

4. A. most

B. more

C. enough

5. A. explain

B. explained

C. are explained

Text 3: Life in a Co-op House

When Khalid started university, he decided to live in a co-op house with other students. The house was (1) _____ cleaner than he expected because everyone shared responsibilities.

First of all, each student prepared meals on different days. (2) _____, they cleaned the shared kitchen together. Khalid enjoyed learning about different cultural customs from his housemates. He was especially amazed by how politely everyone behaved during meals.

One day, the washing machine stopped working. Khalid asked the manager if it (3) _____ fixed before the weekend. Luckily, the machine was repaired quickly.

Now, Khalid believes co-op living is (4) _____ comfortable than living alone because students support each other. He also noticed that weekly meetings (5) _____ every Friday night to discuss house rules.

Questions

- | | | |
|----------------|----------|------------|
| 1. A. most | B. much | C. much |
| 2. A. Finally | B. Next | C. First |
| 3. A. could be | B. fixes | C. fixing |
| 4. A. more | B. most | C. enough |
| 5. A. are held | B. held | C. holding |



Text 4: Staying in a Student Dorm

Aisha moved into a student dorm at the beginning of the semester. At first, she missed her family a lot because the dorm room was (1) _____ smaller than her bedroom at home.

First, she unpacked her clothes and books. (2) _____, she met her roommate, who came from another country. They talked about cultural norms and different eating customs. Aisha was surprised because some habits were completely new to her.

Later that week, the air conditioning stopped working. Aisha politely asked the receptionist if it (3) _____ repaired that day. Fortunately, the problem was solved quickly.

Today, Aisha thinks dorm life is (4) _____ exciting than living at home because she meets new people every day. She also learned that breakfast (5) _____ in the cafeteria every morning before classes begin.

1. A. very

B. much

C. more

2. A. First

B. Finally

C. Then

3. A. could be

B. repairs

C. repairing

4. A. more

B. most

C. enough

5. A. served

B. is served

C. serving

3. Reading Comprehension (3A):

Part	Level	Theme		
Part 3A: Reading	Towards Grade Level Goal	Multicultural Communities What is Beautiful Architecture?		
		Task Description	Learning Outcomes	Construct Limits
		True, False, Not Given Read the text. Choose the correct answer. Choose True, False or Not Given .	Details: 3 x ENG.06.RV.CS.5.1: Read and identify details in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Inference 2 x ENG.06.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 simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Main Points 1 x ENG.06.RV.CS.6.1: Read and identify the main points of simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	1 expository text (B1.1) of 250-270 words (10% either way) 6 statements with 3 options, one of which is the correct answer (4 marks each, total: 24) - Ensure one of each: True (supported), False (contradicted), Not Given (no evidence)

Reading 1: A Text of 250-270 words about a topic related to chapter 6 (Multicultural Communities) with 6 statements and 3 options (True, False, Not given) . Each question is 4 marks each. The following part has different samples of reading Comprehensions about the same topic. The more you practice, the better you get.

نص القرائي 1: في هذا القسم سيكون الاختبار عبارة عن نص معلوماتي من 250-270 كلمة. يحتوي هذا النص على ست جمل وهناك 3 إجابات لكل فراغ (صحيح – خطأ – لم يذكر في النص) يقوم الطالب باختيار الإجابة الصحيحة من هذه الخيارات بناء على النص. كل سؤال سيكون ب 4 درجات. القسم القادم يحتوي على نصوص تدريبية مختلفة لنفس الفكرة. التدريب الكثير في النصوص القرائية يقوي مهارة البحث لديك.

How to Know if a Statement is True, False, or Not Given in Reading Comprehension?

1. TRUE ☒

A statement is True when the information in the statement matches the text.

Example

Text:

“Sara lives in a small apartment near her university.”

Statement:

“Sara lives close to her university.”

☒ TRUE

(“near” = “close to”)

2. FALSE ☒

A statement is False when the information in the statement contradicts the text.

Example

Text:

“Sara lives in a small apartment near her university.”

Statement:

“Sara lives far from her university.”

☒ FALSE

(The text says “near,” not “far.”)

3. NOT GIVEN ☒

A statement is Not Given when the text does not mention the information.

Example

Text:

“Sara lives in a small apartment near her university.”

Statement:

“Sara shares the apartment with her sister.”

☒ NOT GIVEN

(The text never says who lives with Sara.)

Easy Strategy:

Step 1	Read the statement carefully.
Step 2	Find the related part in the text.
Step 3:	Ask yourself:
Same meaning? → TRUE ☒	
Opposite meaning? → FALSE ☒	
No information? → NOT GIVEN ☒	

Text 1 | What is Beautiful Architecture?

Architecture means more than designing buildings. It reflects the culture, history, and values of communities around the world. In multicultural cities, people often see many styles of architecture in one place. For example, modern glass towers may stand beside traditional houses or religious buildings. This mixture creates unique neighborhoods that tell stories about different cultures and generations.

Many people believe beautiful architecture should be both useful and attractive. A building may look impressive, but if it is uncomfortable or difficult to use, people may not enjoy spending time there. Architects often try to design spaces that are practical, environmentally friendly, and visually pleasing at the same time.

Traditional architecture also remains important in many multicultural communities. In hot countries, older homes were designed with small windows and thick walls to keep rooms cool before air conditioning existed. Today, some architects still use these ideas in modern buildings because they save energy naturally.

In addition, public buildings such as museums, libraries, and mosques can help communities feel connected.

- 1. Modern glass towers and traditional buildings can exist in the same city. (.....)
- 2. The text says that beautiful architecture only needs to look attractive. (.....)
- 3. Older homes in hot countries were designed with large windows to increase airflow. (.....)
- 4. Some modern architects still use traditional building ideas today. (.....)
- 5. The passage explains how museums earn money from tourists. (.....)
- 6. Architecture in cities may become more diverse in the future. (.....)

Text 2 | Architecture and Community Life

In many multicultural cities, architecture reflects the lifestyles and traditions of different groups of people. Some neighborhoods contain colorful markets, modern apartments, and historic buildings in the same area. Tourists often enjoy visiting these places because they can experience several cultures at once.

Architects today try to design buildings that are both attractive and practical. For example, many public spaces are planned carefully so families can meet, relax, and spend time together. In some communities, parks and libraries are built near apartment buildings to encourage social interaction.

Traditional architecture is still respected in many countries. In desert regions, homes were often designed with thick walls to protect people from the heat.

1. Multicultural neighborhoods may include both old and modern buildings. (.....)
2. The text says tourists dislike visiting multicultural neighborhoods. (.....)
3. Libraries are sometimes built near apartments to encourage social activities. (.....)
4. Traditional desert homes often had thin walls. (.....)
5. The passage explains how architects are trained at universities. (.....)
6. The writer believes architecture may mix ideas from different cultures in the future. (.....)



Text 3 | The Meaning of Public Buildings

Public buildings are important parts of multicultural communities. Buildings such as museums, mosques, community centers, and libraries help people connect with one another. In many cities, these places are designed to reflect local culture while also welcoming visitors from different backgrounds.

Beautiful architecture is not only about appearance. A building should also be comfortable and useful for the people who use it every day. For this reason, architects often include large open spaces, natural light, and environmentally friendly materials in their designs.

In older times, communities built structures using materials that were easy to find locally.

1. Public buildings can help people feel connected in communities. (.....)
2. The text explains how much modern buildings cost to construct. (.....)
3. Modern architects sometimes combine traditional materials with new technology. (.....)
4. Ancient communities mainly used imported materials from other countries. (.....)
5. The passage says appearance is the only important part of architecture. (.....)
6. The writer suggests cities may need more shared public spaces in the future. (.....)



Text 4 | Traditional and Modern Design

Architecture changes over time as societies develop and cultures influence one another. In multicultural communities, people may see buildings with traditional designs beside modern skyscrapers. This combination can make cities more interesting and attractive to visitors.

Some people prefer traditional architecture because it represents history and cultural identity. Others enjoy modern buildings because they are often more convenient and technologically advanced.

Climate also affects architectural design. In rainy countries, roofs are often built at steep angles to allow water to flow away easily.

1. Multicultural cities may contain both traditional and modern buildings. (.....)
2. The text says all people prefer modern architecture. (.....)
3. Roofs in rainy countries are often designed to remove water easily. (.....)
4. Buildings in warm regions never include outdoor spaces. (.....)
5. The passage explains the exact population of crowded cities. (.....)
6. Some architects hope sustainable buildings can improve city life. (.....)



3. Reading Comprehension (3B):

Part	Level	Theme		
Part 3B: Reading	At Grade Level Goal	Make Yourself at Home Homes Through Time		
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answer. Choose A , B or C .	Comprehension Skills Specific information: 1 x ENG.06.RV.CS.2.1: Read and identify specific information in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Details: 2 x ENG.06.RV.CS.5.1: Read and identify details in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Main Points: 2 x ENG.06.RV.CS.6.1: Read and identify the main points of simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Inference 2 x ENG.06.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 simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	1 expository text (B1.2) of 250-270 words (10% either way) 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)

Reading 2: A Text of 250-270 words about a topic related to chapter 5 (Make Yourself At Home) with 7 questions and 3 options. Each question is 4 marks each. The following part has different samples of reading Comprehensions about the same topic. The more you practice, the better you get.

نص القرائي 2 : في هذا القسم سيكون الاختبار عبارة عن نص معلوماتي من 250-270 كلمة. يحتوي هذا النص على سبع أسئلة وهناك 3 خيارات لكل فراغ يقوم الطالب باختيار الإجابة الصحيحة من هذه الخيارات بناء على النص. كل سؤال سيكون ب 4 درجات. القسم القادم يحتوي على نصوص تدريبية مختلفة لنفس الفكرة. التدريب الكثيف في النصوص القرائية يقوي مهارة البحث لديك.



Text 1: Make Yourself at Home | Homes Through Time

Homes have changed greatly throughout history. Long ago, people built homes using materials that were easy to find nearby. In cold regions, homes were often made of stone or wood because these materials could protect families from harsh weather. In warmer areas, people sometimes used mud bricks because they helped keep homes cool during hot days.

As societies developed, homes became larger and more comfortable. Wealthy families often lived in houses with several rooms, while poorer families usually lived in smaller homes. Over time, new building techniques allowed people to create stronger structures that lasted longer. Windows also became more common, allowing natural light to enter homes more easily.

The Industrial Revolution brought significant changes to housing. Many people moved to cities to work in factories, which increased the demand for homes. As a result, rows of houses and apartment buildings were constructed quickly to **accommodate** growing populations. Although these homes were practical, some were crowded and lacked modern facilities.

Today, homes vary widely around the world. Some people live in apartments in busy cities, while others live in houses in rural areas. Modern homes often include electricity, air conditioning, internet access, and energy-saving technology. However, many architects still study traditional homes because they provide useful ideas for creating comfortable and environmentally friendly buildings.

Understanding how homes have changed over time helps us appreciate both historical traditions and modern innovations. Homes are not only places to live; they also reflect the culture, technology, and needs of different societies.

1. What material was sometimes used in warm regions to keep homes cool?

- A. Steel
- B. Mud bricks
- C. Glass

2. Why did windows become more common in homes?

- A. To make houses taller
- B. To reduce construction costs
- C. To allow more natural light inside

3. What happened during the Industrial Revolution?

- A. Many people moved to cities for factory jobs
- B. Most people moved to farms
- C. Homes became smaller everywhere

4. What is the main idea of paragraph 3?

- A. Factories were dangerous places to work.
- B. Housing changed because city populations increased.
- C. Apartment buildings are more popular today.

5. What is the main idea of the passage?

- A. Homes have changed over time to meet people's needs.
- B. Modern homes are better than old homes.
- C. People should only live in cities.

6. The word "harsh" in paragraph 1 is closest in meaning to:

- A. difficult or severe
- B. comfortable
- C. pleasant

7. The word "accommodate" in paragraph 3 is closest in meaning to:

- A. decorate
- B. provide space for
- C. remove

Text 1: Homes in Different Climates

People have always built homes that suit the climate where they live. In cold regions, houses were often made from wood or stone because these materials helped keep heat inside. In snowy areas, roofs were usually steep so that snow could slide off easily. In contrast, homes in hot regions often had thick walls and small windows to keep indoor temperatures cooler.

As transportation improved, people gained access to more building materials. This allowed architects to design homes that combined traditional and modern features. For example, a modern house may use large glass windows while still including thick walls to reduce heat from the sun.

Today, many homeowners are interested in sustainable housing. Solar panels, energy-efficient lighting, and better insulation help reduce energy use. These features not only lower electricity bills but also reduce environmental impact.

Although homes look different around the world, they all serve the same basic purpose: providing shelter, comfort, and security. By studying homes from different climates, people can learn valuable lessons about designing buildings that are both practical and environmentally friendly.

1. What material was commonly used in cold regions?

- A. Plastic
- B. Wood
- C. Glass

2. Why were roofs often steep in snowy areas?

- A. To collect rainwater
- B. To make houses taller
- C. To allow snow to slide off

3. What helps reduce energy use in modern homes?

- A. Solar panels
- B. Larger kitchens
- C. More bedrooms

4. What is the main idea of paragraph 3?

- A. Modern homes are expensive.
- B. Sustainable features can save energy.
- C. Solar panels are difficult to install.

5. What is the main idea of the text?

- A. Homes are designed differently to suit various climates and needs. .
- B. Cold regions have the best houses.
- C. Modern homes should only use traditional materials.

6. The word "sustainable" is closest in meaning to:

- A. harmful
- B. environmentally friendly
- C. temporary

7. The word "insulation" most likely refers to:

- A. material that helps control temperature
- B. a type of window
- C. building decoration

Text 3: The Rise of Apartment Living

Many people around the world now live in apartments rather than traditional houses. Apartment living became more common as cities grew larger and land became more expensive. Building upward instead of outward allowed cities to provide homes for more people in limited spaces.

In the past, most families lived in detached houses with gardens. However, as urban populations increased, developers began constructing apartment buildings to meet housing demands. These buildings often included shared facilities such as elevators, parking areas, and recreational spaces.

Modern apartments offer many advantages. They are often located near schools, shops, and public transportation. In addition, apartment residents may spend less time maintaining their homes because building management handles many repairs and services.

Despite these benefits, some people prefer traditional houses because they offer more privacy and outdoor space. Both housing options have advantages, and the best choice often depends on a person's lifestyle and needs.

1. Why did apartment living become more common?

- A. Cities became larger and land became expensive
- B. Houses were banned in cities
- C. Apartments were easier to build than houses

2. What was common in detached houses?

- A. Elevators
- B. Gardens
- C. Parking garages

3. Which facility may be shared in apartment buildings?

- A. Private offices
- B. Libraries
- C. Elevators

4. What is the main idea of paragraph 3?

- A. Apartments provide several conveniences.
- B. Apartments are larger than houses.
- C. Public transportation is expensive.

5. What is the main idea of the passage?

- A. Apartments are always better than houses.
- B. Housing choices have changed as cities developed.
- C. Everyone should live in apartments.

6. The word "developers" most likely means:

- A. people who build housing projects
- B. apartment residents
- C. government workers

7. The word "maintaining" is closest in meaning to:

- A. selling
- B. repairing and caring for
- C. decorating

Text 4: Smart Homes of the Future

Technology is changing the way people live at home. Smart homes use connected devices that allow homeowners to control lighting, heating, security systems, and appliances through smartphones or computers. These technologies can make daily life more convenient and efficient.

The idea of home automation began many years ago, but modern technology has made it more accessible. Today, smart speakers can answer questions, control devices, and even help manage daily schedules. Some systems can automatically adjust room temperatures or turn off lights when no one is present.

Smart homes may also help save energy. Automated systems can reduce unnecessary electricity use and improve efficiency. As a result, homeowners may spend less money on utility bills while reducing their environmental impact.

However, some people worry about privacy and cybersecurity. Because smart devices collect information, homeowners must take steps to protect their personal data. Despite these concerns, experts believe smart home technology will continue to become more popular in the future.

1. What devices are used to control smart homes?

- A. Smartphones or computers
- B. Televisions only
- C. Security guards

2. What can smart speakers do?

- A. Build homes
- B. Answer questions and control devices
- C. Install internet connections

3. How can smart homes help homeowners?

- A. By increasing electricity use
- B. By reducing energy waste
- C. By making homes larger

4. What is the main idea of paragraph 3?

- A. Smart homes can improve energy efficiency.
- B. Utility bills are increasing.
- C. Electricity is expensive.

5. What is the main idea of the text?

- A. Smart technology is changing modern homes.
- B. Smartphones are better than computers.
- C. Traditional homes are disappearing.

6. The word "accessible" is closest in meaning to:

- A. difficult to use
- B. easy to obtain or use
- C. expensive

7. The word "cybersecurity" most likely refers to:

- A. online protection and digital safety
- B. home decoration
- C. building design

3. Reading Comprehension (3C):

Part	Level	Theme		
Part 3C: Reading	Beyond Grade Level Goal	Multicultural Communities Intercultural Communication, An Anecdote About Miscommunication, National Stereotypes		
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answer. Choose A, B or C .	Comprehension Skills Details: 3 x ENG.06.RV.CS.5.1: Read and identify details in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Inference 2 x ENG.06.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 simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. 1 x ENG.06.RV.CS.3.1 : Make logical connections between ideas, perspectives or themes and own experience, background knowledge, other familiar texts or the wider world and explain how the connections influence meaning when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Main Points 1 x ENG.06.RV.CS.6.1: Read and identify the main points of simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	▪ 1 argumentative text (B1.2-B2.1) of 250-270 words (10% either way) ▪ 7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)

Reading 2: An argumentative Text of 250-270 words about a topic related to chapter 6 (Multicultural Communities) with 7 questions and 3 options. Each question is 4 marks each. The following part has different samples of reading Comprehensions about the same topic. The more you practice, the better you get.

نص القرائي 3 : في هذا القسم سيكون الاختبار عبارة عن نص نقاشي من 250-270 كلمة. يحتوي هذا النص على سبع أسئلة وهناك 3 خيارات لكل فراغ يقوم الطالب باختيار الإجابة الصحيحة من هذه الخيارات بناء على النص. كل سؤال سيكون ب 4 درجات. القسم القادم يحتوي على نصوص تدريبية مختلفة لنفس الفكرة. التدريب الكثير في النصوص القرائية يقوي مهارة البحث لديك.



Text 1: Multicultural Communities | Intercultural Communication, Miscommunication, and National Stereotypes

In today's multicultural communities, people from different cultural backgrounds interact more frequently than ever before. While this diversity can create opportunities for learning and cooperation, it can also lead to misunderstandings. For this reason, intercultural communication is an important skill in modern society. A common example of miscommunication occurred during an international student orientation at a university. A student from one country was invited to a group project meeting at 3:00 p.m. He arrived exactly on time, but some students from other cultures had arrived earlier and believed that arriving at the exact time was slightly late. As a result, both sides felt confused about what was considered polite behavior. Although no one intended to be rude, cultural expectations created an unexpected misunderstanding. Some people believe that national stereotypes can help them understand others more easily. For example, they may assume that all people from a certain country are punctual, friendly, or reserved. However, relying on stereotypes can be misleading because individuals often behave differently from general expectations. Judging people based on stereotypes may prevent meaningful relationships from developing. Therefore, it is better to approach intercultural communication with curiosity and respect. Asking questions, listening carefully, and avoiding assumptions can help people understand one another more effectively. In multicultural communities, successful communication depends not only on language skills but also on understanding different cultural perspectives.

1. Why is intercultural communication important in modern society?

- A. Because people travel less than before.
- B. Because people from different cultures interact frequently.
- C. Because all cultures communicate in the same way.

2. What caused the misunderstanding at the university meeting?

- A. The students spoke different languages.
- B. The meeting was canceled.
- C. Different cultural expectations about punctuality.

3. According to the passage, what is a risk of relying on national stereotypes?

- A. They can prevent meaningful relationships from developing.
- B. They improve communication automatically.
- C. They help people understand everyone perfectly.

4. The word "punctual" in paragraph 3 is closest in meaning to:

- A. friendly
- B. arriving on time
- C. talkative

5. The word "reserved" in paragraph 3 most likely means:

- A. quiet and not very expressive
- B. extremely confident
- C. always late

6. Which statement best connects the text to real life?

- A. People should avoid meeting others from different cultures.
- B. Cultural differences can influence communication and lead to misunderstandings.
- C. Stereotypes are always correct.

7. What is the main idea of the passage?

- A. International students should never work in groups.
- B. National stereotypes are useful in every situation.
- C. Respect, curiosity, and cultural understanding improve communication in multicultural communities.

Text 2 | The Problem with National Stereotypes

In multicultural communities, people often meet individuals from different countries and cultural backgrounds. While this diversity can help people learn new ideas and customs, it can also lead to misunderstandings. One reason is that people sometimes rely on national stereotypes instead of getting to know individuals personally.

For example, a business manager once expected a new employee from another country to be very quiet because of a common stereotype. However, the employee turned out to be confident, friendly, and highly active in team discussions. The manager later admitted that his assumption was inaccurate. This experience taught him that individuals cannot always be described by general beliefs about their nationality.

Some people argue that stereotypes are useful because they provide quick information about unfamiliar cultures. However, critics believe that stereotypes oversimplify people and ignore individual differences. When stereotypes are accepted without question, they may create unfair judgments and limit opportunities for genuine communication.

To improve intercultural communication, people should focus on listening, observing, and asking respectful questions. Understanding individuals as unique people rather than as representatives of a group can help build stronger relationships. In diverse communities, successful communication depends on openness and a willingness to learn from others.

1. Why can stereotypes cause problems?

- A. They encourage people to travel.
- B. They ignore individual differences.
- C. They improve language skills.

2. What did the manager expect about the employee?

- A. The employee would be quiet.
- B. The employee would be late.
- C. The employee would resign.

3. What lesson did the manager learn?

- A. Nationality determines personality.
- B. Employees should work alone.
- C. Individuals may differ from stereotypes.

4. The word "assumption" is closest in meaning to:

- A. guess or belief without proof
- B. argument
- C. achievement

5. The word "oversimplify" most likely means:

- A. make something too simple
- B. explain carefully
- C. compare ideas

6. Which idea from the text connects to real life?

- A. First impressions can sometimes be incorrect.
- B. People should avoid teamwork.
- C. Stereotypes are always accurate.

7. What is the main idea of the passage?

- A. Managers should hire international employees.
- B. People should avoid stereotypes and understand individuals.
- C. Communication is only important in business.

Text 3 | A Small Gesture, A Big Misunderstanding

Intercultural communication involves understanding how people from different cultures express ideas and emotions. Even small actions can have different meanings in different societies. As a result, misunderstandings may occur even when people have good intentions.

An international student once invited classmates to his home for dinner. During the meal, one guest politely refused a second serving of food. The host assumed that the guest disliked the meal and felt disappointed. Later, he learned that in the guest's culture, politely refusing food at first was considered respectful. The misunderstanding was resolved when they discussed their cultural traditions.

This anecdote shows that communication includes more than words. Body language, social customs, and cultural expectations all influence how messages are understood. People who are unaware of these differences may interpret situations incorrectly.

For this reason, intercultural communication requires patience and flexibility. Instead of making quick judgments, people should try to understand the cultural context behind others' actions. This approach can reduce confusion and strengthen relationships in multicultural communities.

1. Why did the host feel disappointed?

- A. The guest arrived late.
- B. He thought the guest disliked the meal.
- C. The dinner was canceled.

2. Why did the guest refuse more food?

- A. He was angry.
- B. He disliked the food.
- C. It was considered respectful in his culture.

3. How was the misunderstanding resolved?

- A. They discussed their cultural traditions.
- B. The guest left early.
- C. They stopped speaking.

4. The word "resolved" is closest in meaning to:

- A. ignored
- B. solved
- C. repeated

5. The word "context" most likely means:

- A. background or situation
- B. language rule
- C. opinion

6. Which real-life lesson can be learned from the text?

- A. Cultural customs may influence behavior.
- B. Guests should never refuse food.
- C. Meals often create arguments.

7. What is the main idea of the passage?

- A. Dinner parties are difficult to organize.
- B. Cultural differences can affect communication and understanding.
- C. International students should cook at home.

Text 4 | Learning Through Cultural Differences

Many multicultural communities encourage people from different backgrounds to work, study, and live together. Although communication challenges sometimes occur, these experiences can also create opportunities for personal growth and learning.

For example, a group of students from different countries worked together on a school project. At first, they disagreed about how tasks should be completed. Some preferred detailed planning, while others preferred a more flexible approach. These differences caused frustration, but the students eventually learned to appreciate each other's perspectives.

Experts argue that exposure to different cultures helps people develop empathy and adaptability. Empathy allows individuals to understand how others feel, while adaptability helps them adjust to new situations. These skills are increasingly important in a globalized world.

Rather than viewing cultural differences as obstacles, many educators believe they should be seen as valuable learning opportunities. When people communicate respectfully and remain open-minded, diversity can become a source of strength rather than conflict.

1. What challenge did the students face?

- A. They disagreed about completing tasks.
- B. They failed the project.
- C. They spoke the same language.

2. What did the students eventually learn?

- A. To avoid teamwork.
- B. To appreciate different perspectives.
- C. To work separately.

3. According to experts, what can exposure to different cultures develop?

- A. Empathy and adaptability.
- B. Competition and stress.
- C. Wealth and success.

4. The word "empathy" is closest in meaning to:

- A. understanding others' feelings
- B. leadership ability
- C. creativity

5. The word "adaptability" most likely means:

- A. ability to adjust to new situations
- B. ability to teach others
- C. ability to travel

6. Which statement best connects to the wider world?

- A. Working with different people can improve communication skills.
- B. Diversity creates only problems.
- C. Teamwork is unnecessary.

7. What is the main idea of the passage?

- A. Cultural differences can provide valuable learning experiences.
- B. School projects are difficult.
- C. Students should always agree.

This is the End of the Booklet. All the Best 😊

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