

كتيب هام ملخص قواعد English language booklet المسار المتقدم



تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ← المناهج الإماراتية ← الصف الثاني عشر ← لغة انجليزية ← الفصل الثاني ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 01:37:28 2026-02-22

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

المزيد من مادة
لغة انجليزية:

إعداد: Aljameel Rasha

التواصل الاجتماعي بحسب الصف الثاني عشر



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف الثاني عشر والمادة لغة انجليزية في الفصل الثاني

نموذج اختبار قواعد Grammar test المسار المتقدم متبوع بالإجابات

1

أوراق عمل Activities Practice – Points Grammar المسار العام

2

أسئلة اختبار Writing and Grammar ,Vocabulary ,Maze المسار العام

3

ورقة عمل Perfect Present :Passive and Active المسار العام

4

أوراق عمل الوحدة الرابعة I the it made never NFL المسار المتقدم

5

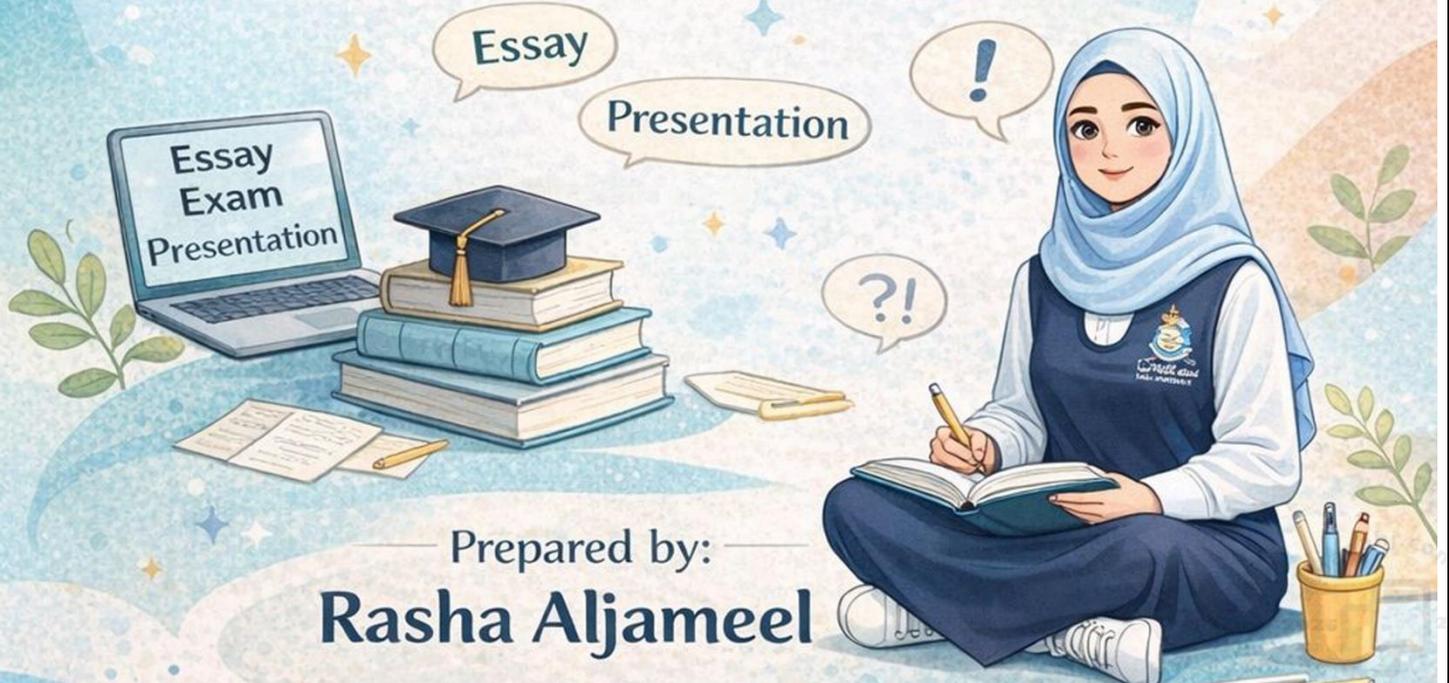


English Language Booklet

Grade 12 Advance6

Term 2

National Charity School
2025-2026



Prepared by:

Rasha Aljameel

Stage 9

Grade 12 Advanced

Grade 12 Elite

Academic Year 2025-2026: End of Term 2 School-Based Summative Assessment: Sample Test Specifications

Grade Stage	Grade 12 Advanced / 12 Elite 9	CEFR	B2.2
Language Domains	Reading and Writing	Total Marks	Reading: 60 Writing: 40

Part	Level	Theme	Vocabulary	GRAMMAR
Part 1: Grammar	Working at Grade Level Goal	Furnishing the Globe	retailer, chairman, distribution, diversify, market demands, manufacturers, sales revenues, net profits	Stage 9 Language Focus G.10.1 Passives (present simple passive) G.1.6 Adjectives (compound adjectives) G.11.3 Phrasal Verbs (three-part phrasal verbs) G.2.6 Adverbs (comparative adverbs) G.4.1 Clauses and phrases (defining relative clauses) G.5.3 Conditionals (Second) G.6.2 Conjunctions (subordinating)
		Task Description Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	Learning Outcomes (LOs) Reading Strategies ENG.09.RV.S.3.3: Apply a wide range of reading strategies, including, using context, own culture and experiences, the main message, overall organisation, structure, key points, and word and language choices, adjusting reading rate, skimming, scanning and reading on to understand, interpret, evaluate and critically analyse extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.	Construct Limits <ul style="list-style-type: none"> 1 text of 180 words (10% either way) with 5 gaps focusing on the target vocabulary. 3 options, one of which is the correct answer 4 marks each (total: 20)

Present Simple Passive

1. Rule & Structure

The Present Simple Passive is formed using:
am / is / are + past participle (V3)

It is used when the focus is on the action, process, or result rather than the agent.
It is especially common in academic, scientific, formal, and journalistic contexts.

2. Usage Notes

- Used when the agent is unknown, obvious, or deliberately omitted.
- Frequently used in reports and formal descriptions.
- Adverbs typically appear between 'be' and the past participle.
- Can appear in defining relative clauses.
- Often combined with modal verbs (must be, should be, can be).

3. Examples

1. The data are analysed using qualitative methods.
2. Ethical standards are strictly enforced in this institution.
3. The proposal is carefully examined before approval.
4. Public policies are frequently revised to reflect new evidence.
5. Each application is assessed according to specific criteria.

Multiple-Choice Exercises:

Choose the correct answer. Only ONE option is correct in each question.

1. The research findings _____ in several international journals every year.
A) publishes
B) are published
C) have published
D) publish

2. Strict regulations _____ to ensure workplace safety.

- A) applies
- B) are applying
- C) are applied
- D) applied

3. The final decision _____ by the board after careful consideration.

- A) is making
- B) makes
- C) is made
- D) has made

4. Each candidate _____ according to objective performance indicators.

- A) evaluates
- B) is evaluated
- C) evaluating
- D) has evaluated

5. The results _____ publicly unless confidentiality is required.

- A) do not announce
- B) are not announced
- C) have not announced
- D) not announce

6. Advanced technologies _____ widely in modern medical treatment.

- A) use
- B) are using
- C) are used
- D) have used

7. The documents _____ electronically before submission.

- A) verify
- B) are verifying
- C) are verified
- D) verified

8. A detailed explanation _____ in the appendix of the report.

- A) provides
- B) is provided
- C) provided
- D) has provided

Compound Adjectives

1) What are Compound Adjectives?

A compound adjective is an adjective made from two (or sometimes three) words that work together as ONE adjective to describe a noun. They are common in academic writing, reports, descriptions, and formal exam tasks because they make meaning precise and compact.

2) Hyphenation Rules (When to use a hyphen)

Use a hyphen when the compound adjective comes BEFORE the noun (attributive position):

- a long-term plan
- a well-established theory
- high-risk decisions

Usually, do NOT hyphenate when the adjective comes AFTER the verb (predicative position), especially with common patterns:

- The plan is long term. (often acceptable without hyphen)
- The theory is well established.

However, many style guides still keep the hyphen after the verb when clarity is needed or when the compound is less common (e.g., 'The process is high-risk'). In exams, the safest rule is: **hyphen before the noun; after the verb, hyphen only if it prevents confusion**.

3) High-Frequency Patterns (and how to build them)

A) Number + noun

Use the noun in singular form in the compound: 'a two-day trip', 'a ten-page report', 'a five-year contract'.

B) Adjective + noun / noun + adjective

Common in academic description: 'evidence-based practice', 'time-consuming task', 'cost-effective solution'.

C) Adverb + past participle (well/poorly/highly + V3)

Use hyphen before the noun: 'a well-researched essay', 'a poorly-written paragraph', 'a highly-regarded scholar'.

D) Adverb ending in -ly + adjective

Usually NO hyphen because -ly already signals adverb function: 'a carefully planned project', 'a highly sensitive issue'.

E) Adjective + present participle (V-ing)

Often describes effect/cause: 'thought-provoking ideas', 'record-breaking results', 'fast-growing sector'.

F) Noun + past participle (N + V3)

Common in formal writing: 'student-led initiatives', 'computer-generated data', 'government-funded programs'.

4) Meaning & Position: avoid ambiguity

Hyphens prevent misreading. Compare:

- a small-business owner (owner of a small business)
- a small business owner (an owner who is small)

Also note that some compounds become fixed (no hyphen) over time (e.g., 'worldwide', 'online'), but exam writing usually accepts the hyphenated form when used before a noun (e.g., 'online learning' is fine).

5) Advanced Examples (Exam-ready)

1. The committee proposed a **long-term** strategy to improve literacy outcomes.
2. Students submitted a **well-structured** report with **evidence-based** arguments.
3. The school introduced a **student-led** initiative to support peer tutoring.
4. Policymakers face **high-stakes** choices in times of economic uncertainty.
5. The study raised **thought-provoking** questions about social media use.
6. This is a **two-page** summary, not a full report.
7. They adopted a **cost-effective** approach without reducing quality.
8. The article includes **computer-generated** charts that require interpretation.

6) Common Exam Errors (and quick fixes)

- ERROR: 'a three days trip' → FIX: 'a three-day trip' (noun stays singular)
- ERROR: 'a well written essay' (before noun) → FIX: 'a well-written essay'
- ERROR: 'a highly-regarded teacher' vs 'a highly regarded teacher' → both are common, but with -ly adverbs you typically do NOT hyphenate unless the second word is a participle and the phrase is treated as a set expression. In exams, prefer: 'a highly regarded teacher'.

Exercise – Multiple Choice

Choose the correct option. Only ONE answer is correct in each question.

1. The school launched a _____ programme designed to support independent learners.

- A) student led
- B) student-led
- C) student-leaded
- D) students-led

2. She submitted a _____ report with accurate referencing and clear headings.

- A) well structured
- B) well-structured
- C) well-structure
- D) well-structuring

3. They introduced a _____ policy to reduce waste across the campus.

- A) long term
- B) long-term
- C) long-termed
- D) longer-termly

4. The experiment produced _____ results that required further verification.

- A) unexpected
- B) unexpectedly
- C) unexpected-like
- D) unexpecting

5. The company invested in a _____ solution without sacrificing performance.

- A) cost effective
- B) cost-effect
- C) cost-effective
- D) costly-effective

6. A _____ contract usually requires careful legal review.

- A) five-years
- B) five-year
- C) five year
- D) fifth-year

7. The article includes _____ images, so the source must be evaluated critically.

- A) computer-generated
- B) computer generating
- C) computerly-generated
- D) computing-generated

8. Choose the sentence with correct punctuation and meaning.

- A) He is a small-business owner who employs twenty people.
- B) He is a small business-owner who employs twenty people.
- C) He is a small business owner, who employs twenty people.
- D) He is a small-business-owner who employs twenty people.

9. The teacher assigned a _____ task that pushed students to think beyond the textbook.

- A) thought provoking
- B) thought-provoking
- C) thought provoked
- D) thoughts-provoking

10. Which option is grammatically correct and follows standard hyphenation rules?

- A) a carefully-planned project
- B) a carefully planned project
- C) a careful-ly planned project
- D) a carefully planed project

11. Choose the option that correctly follows standard rules for -ly adverbs, hyphenated compounds, and noun-based compounds.

- A) a highly-regarded researcher presenting a carefully-planned study
- B) a highly regarded researcher presenting a carefully planned study
- C) a highly-regarded researcher presenting a careful planned study
- D) a highly regarded researcher presenting a carefully-planned study

Three-Part Phrasal Verbs

1) Definition

A three-part phrasal verb consists of a verb + particle + preposition. It functions as one unit of meaning and is common in advanced spoken and written English.

2) Key Characteristics

- Object must come AFTER the preposition.
- The verb cannot be separated.
- Often idiomatic in meaning.

3) Common Three-Part Phrasal Verbs

- look forward to = anticipate with pleasure
- put up with = tolerate
- get away with = escape punishment
- come up with = invent/produce
- run out of = have no more
- look down on = consider inferior
- catch up with = reach same level
- get on with = have good relationship

4) Examples

I cannot put up with noisy neighbours.

She looks forward to meeting her family.

They got away with cheating.

He came up with a brilliant idea.

We ran out of time.

Exercise – Multiple Choice

Choose the correct option. Only ONE answer is correct in each question.

1. I will never _____ such disrespectful behaviour.

- A) get away with
- B) put up with
- C) look forward to
- D) run out of

2. She always _____ creative solutions to complex problems.

- A) runs out of
- B) comes up with
- C) gets away with
- D) looks down on

3. He was surprised that they _____ such a serious offence.

- A) put up with
- B) got away with
- C) came up with
- D) ran out of

4. I really _____ hearing from you soon.

- A) look forward
- B) look forward to
- C) look forward for
- D) look forwards to

5. She tends to _____ people who lack ambition.

- A) catch up with
- B) look down on
- C) run out of
- D) get on with

6. We have _____ sugar, so we must buy some.

- A) run out of
- B) run out from
- C) run off with
- D) run into

7. He finds it hard to _____ his colleagues.

- A) get on with
- B) get away with
- C) come up with
- D) look forward to

8. They struggled to _____ a solution.

- A) run out of
- B) come up with
- C) put up with
- D) catch up with

9. I can't _____ your constant complaints anymore.

- A) look down on
- B) put up with
- C) run out of
- D) come up with

10. She needs to _____ her classmates in mathematics.

- A) get away with
- B) catch up with
- C) look forward to
- D) run out of

T.P. Rasha ALJameel

Comparative Adverbs

1) Definition

Comparative adverbs are used to compare how two actions are performed. They describe the manner of an action and show whether something is done more, less, or to the same degree.

2) Forms

- One-syllable adverbs: add -er
fast → faster
hard → harder
- Adverbs ending in -ly: use more / less
carefully → more carefully
efficiently → less efficiently
- Irregular forms:
well → better
badly → worse
little → less
much → more

3) Sentence Structure

Subject + verb + comparative adverb + than + object

Example:

She works more efficiently than her colleagues.

4) Advanced Notes

- Do NOT use double comparatives
- Use 'than' after comparative adverbs.
- Comparative adverbs often appear in academic evaluation and reports.

5) Examples

He completed the task faster than expected.

She explained the concept more clearly than before.

They performed better than last semester.

This method works more effectively than the previous one.

He reacted worse than everyone else.

Exercise – Multiple Choice

Choose the correct option. Only ONE answer is correct in each question.

1. She answered the question _____ than the rest of the class.

- A) more confidently
- B) most confidently
- C) confidence
- D) confident

2. He completed the experiment _____ than his partner.

- A) efficient
- B) more efficient
- C) more efficiently
- D) most efficiently

3. This group performed _____ than last year.

- A) better
- B) best
- C) more better
- D) weller

4. She speaks _____ than her sister.

- A) clearly
- B) more clear
- C) more clearly
- D) clearest

5. The new system operates _____ than the old one.

- A) smooth
- B) smoother
- C) more smoothly
- D) most smoothly

6. He drives _____ than before.

- A) careful
- B) carefully
- C) more carefully
- D) most carefully

7. She handled the situation _____ than expected.

- A) calm
- B) calmer
- C) more calmly
- D) calmest

Defining Relative Clauses

1) Definition

Defining relative clauses give essential information about a noun. They help identify which person or thing we are talking about. Without this clause, the meaning of the sentence would be unclear.

2) Relative Pronouns

who → people

which → things

that → people or things

where → places

when → time

whose → possession

3) Structure

Noun + relative pronoun + verb + rest of clause

Example:

The student who studies regularly achieves high grades.

4) Key Rules

- No commas are used in defining relative clauses.
- 'That' can replace who/which in defining clauses.
- The relative pronoun can be omitted when it is the object.

5) Advanced Examples

The book that explains the theory is out of print.

Students who submit late work lose marks.

The company which employs her is expanding.

The scientist whose discovery changed medicine won an award.

The city where I grew up has changed dramatically.

Exercise – Multiple Choice

Choose the correct option. Only ONE answer is correct in each question.

1. The teacher _____ motivates students is very popular.
A) which
B) who
C) where
D) whose
2. The laptop _____ I bought yesterday is malfunctioning.
A) who
B) where
C) which
D) whose
3. The girl _____ father is a doctor won a scholarship.
A) who
B) whose
C) which
D) where
4. This is the school _____ we first met.
A) which
B) whose
C) where
D) who
5. The movie _____ we watched was inspiring.
A) who
B) whose
C) which
D) where
6. The man _____ lives next door is a pilot.
A) whose
B) which
C) who
D) where
7. The project _____ aims to reduce pollution was approved.
A) whose
B) which
C) who
D) when

Non-Defining Relative Clauses

1) Definition

Non-defining relative clauses give extra, non-essential information about a noun. They do NOT identify which person or thing we mean. If removed, the sentence is still clear.

2) Key Features

- Commas are ALWAYS used.
- 'That' is NOT used.
- Relative pronoun CANNOT be omitted.
- More common in formal and academic writing.

who → people

which → things

whose → possession

where → place

when → time

4) Structure

Main clause, relative pronoun + verb + rest of clause,

Example:

My teacher, who has twenty years of experience, inspires students.

5) Advanced Examples

Dubai, which is a global business hub, attracts investors.

My brother, who lives abroad, is visiting next month.

The research paper, which was published recently, gained recognition.

Her mother, whose advice I trust, supported my decision.

2025, when major reforms were introduced, changed the system.

Exercise – Multiple Choice

Choose the correct option. Only ONE answer is correct in each question.

1. My school, _____ was founded in 1995, has an excellent reputation.

- A) that
- B) which
- C) who
- D) where

2. Sara, _____ father is a doctor, wants to study medicine.

- A) who
- B) whose
- C) which
- D) where

3. The novel, _____ was translated into many languages, became famous.

- A) that
- B) who
- C) which
- D) whose

4. My uncle, _____ lives in Canada, is an engineer.

- A) which
- B) who
- C) that
- D) where

5. This year, _____ many changes were implemented, was challenging.

- A) which
- B) whose
- C) when
- D) who

6. The museum, _____ we visited yesterday, was impressive.

- A) that
- B) who
- C) which
- D) where

7. The scientist, _____ discovery saved millions, won a prize.

- A) who
- B) whose
- C) which
- D) where

Adverbial Linkers

1) Definition

Adverbial linkers are words or phrases used to connect ideas, sentences, or clauses logically. They show relationships such as contrast, cause and effect, addition, result, and sequence. They are essential in academic and formal writing.

2) Common Categories

Contrast: however, nevertheless, on the other hand, whereas

Addition: moreover, furthermore, in addition

Result: therefore, thus, consequently

Cause: because of this, due to this

Sequence: firstly, subsequently, finally

Example: however, therefore, moreover

3) Punctuation Rules

- Usually followed by a comma when starting a sentence.
- Can appear after a semicolon.
- Do NOT join two independent clauses with only a comma.

4) Examples

He studied hard; however, he did not pass the exam.

The system is outdated. Therefore, it must be upgraded.

Moreover, students need continuous feedback.

She was ill; nevertheless, she attended the meeting.

Consequently, performance improved.

Exercise – Multiple Choice

Choose the correct option. Only ONE answer is correct in each question.

1. The experiment failed; _____, the researchers repeated it.
A) however
B) therefore
C) because
D) although
2. She is highly qualified; _____, she lacks experience.
A) moreover
B) however
C) therefore
D) consequently
3. The deadline was missed; _____, the project was delayed.
A) however
B) moreover
C) consequently
D) whereas
4. He is talented; _____, he needs more practice.
A) therefore
B) however
C) because
D) so that
5. The data were incomplete; _____, the results were unreliable.
A) moreover
B) therefore
C) however
D) whereas
6. She speaks three languages; _____, she is learning a fourth.
A) however
B) moreover
C) therefore
D) consequently
7. The company expanded rapidly; _____, profits increased.
A) however
B) therefore
C) whereas
D) nevertheless

Second Conditional

1) Definition

The second conditional is used to talk about unreal, hypothetical, or unlikely situations in the present or future, and their imagined results.

2) Form

If / Unless + past simple, would / could / might + base verb

Example:

If I had more time, I would travel the world.

3) Key Rules

- The verb in the if-clause is past simple but refers to present/future time.
- 'Were' is used with all subjects in formal English.
- The clauses can be reversed without changing meaning.

4) Advanced Examples

If she were more confident, she would speak in public.

I would accept the offer if it paid better.

If they knew the truth, they might react differently.

He could achieve more if he worked harder.

If I were you, I would apologise.

Exercise – Multiple Choice

Choose the correct option. Only ONE answer is correct in each question.

1. If I _____ more money, I would buy a new car.
A) have
B) had
C) will have
D) would have
2. She _____ the job if it offered flexible hours.
A) accepts
B) will accept
C) would accept
D) accepted
3. If he _____ harder, he would succeed.
A) studies
B) studied
C) will study
D) study
4. If I were you, I _____ that opportunity.
A) take
B) will take
C) would take
D) took
5. They might travel more if they _____ closer to the airport.
A) live
B) lived
C) will live
D) living
6. If she _____ the answer, she would tell you.
A) knows
B) knew
C) will know
D) knowing
7. If the system _____ more efficient, costs would decrease.
A) is
B) were
C) will be
D) being

Subordinating Conjunctions

1) Definition

Subordinating conjunctions introduce dependent (subordinate) clauses and show the relationship between the dependent clause and the main clause. They express time, cause and effect, contrast, condition, purpose, and concession.

2) Common Subordinating Conjunctions by Function

Time: when, while, before, after, whenever, until

Cause/Reason: because, since, as

Condition: if, unless, provided (that), even if

Contrast/Concession: although, though, whereas, while

Purpose: so that, in order that

Result: so that

3) Structure

Subordinating conjunction + subject + verb, main clause

OR

Main clause + subordinating conjunction + subject + verb

Example:

Although she was tired, she finished her work.

She finished her work although she was tired.

4) Key Rules

- A comma is used when the subordinate clause comes first.
- No comma when the main clause comes first.
- Do not confuse subordinating conjunctions with coordinating conjunctions.

5) Advanced Examples

Although the task was difficult, they completed it successfully.

She stayed at home because she was ill.

He will continue studying even if he fails.

While I agree with you, I see the issue differently.

Exercise – Multiple Choice

Choose the correct option. Only ONE answer is correct in each question.

1. _____ she was exhausted, she continued working.

- A) Because
- B) Although
- C) So
- D) And

2. He stayed late _____ he could finish the report.

- A) because
- B) so that
- C) although
- D) whereas

3. I will go out _____ it rains.

- A) although
- B) because
- C) even if
- D) so that

4. She did not attend the meeting _____ she was ill.

- A) although
- B) whereas
- C) because
- D) while

5. _____ I respect his opinion, I disagree with him.

- A) Because
- B) Although
- C) Since
- D) So

6. We waited _____ the teacher arrived.

- A) because
- B) although
- C) until
- D) whereas

7. He studies hard _____ he wants to succeed.

- A) although
- B) because
- C) whereas
- D) while

MAZE Passage

Choose the correct option (A, B, or C) to complete the text.

The generation gap is an issue (1) _____ affects many families today. Young people depend heavily on technology; (2) _____, older people often prefer direct communication and personal interaction. Many teenagers are (3) _____ skilled users of digital platforms, which helps them learn new abilities quickly. Older people often say they look forward to (4) _____ more time with their loved ones because family bonds are essential.

If younger and older generations (5) _____ each other more, relationships would become stronger and healthier. Families that communicate honestly are more likely to solve problems (6) _____ and avoid unnecessary conflict. Technology (7) _____ widely used to connect relatives across long distances, but mutual respect remains the key to bridging the gap.

1) A) who B) which C) whose

2) A) however B) because C) therefore

3) A) careful B) carefully C) carefulness

4) A) spend B) spending C) to spend

5) A) understand B) understood C) will understand

6) A) peaceful B) peace C) peacefully

7) A) is B) are C) be

MAZE Passage 2

Choose the correct option (A, B, or C) to complete the text.

Family relationships are shaped by culture and social expectations, and they can vary significantly between countries. In the UAE, family life is strongly influenced by traditions and close connections to the extended family, (1) _____ in countries such as the United Kingdom, family structures have become more individualistic. In many Emirati families, there is a strong sense of responsibility towards relatives. Older family members, (2) _____ are respected for their experience, play a guiding role for younger generations, and children's upbringing often takes place within an extensive family network. As soon as young adults begin working, they contribute to family life and look forward to (3) _____ their parents when needed. In contrast, young adults in the UK usually leave the parental home as soon as they can support themselves financially; (4) _____, they still remain in contact with their families. If societies (5) _____ greater value on shared responsibility, family bonds would become even stronger. Today, many women are (6) _____ active members of the workforce while also enjoying motherhood, and flexible work arrangements (7) _____ widely used to help parents balance work and family responsibilities. Although family roles differ across cultures, mutual respect remains the key to maintaining strong and supportive families.

1) A) however B) because C) therefore

2) A) which B) who C) whose

3) A) support B) supporting C) to support

4) A) however B) because C) so

5) A) place B) placed C) will place

6) A) confident B) confidently C) confidence

7) A) is B) are C) be

Reading Comprehension

Reading Text:

Family life is influenced by traditions, historical background, and social expectations, which differ widely across cultures. In the UAE, families tend to remain closely connected, and strong bonds with relatives are considered essential. Respect for elders is deeply rooted, and older family members often guide younger generations. Children are usually raised within a large family network, and when young adults start working, they frequently contribute financially and emotionally to the household. Even as society becomes more modern, these responsibilities continue to be valued.

In comparison, family life in the United Kingdom is generally more individual-focused. While emotional support is still important, independence is strongly encouraged. Many young adults leave their parents' home once they can support themselves, and although they remain in contact, they are less likely to feel responsible for caring for extended family members.

Women's roles have also developed significantly over time. In the past, women were often expected to remain at home, but today increasing numbers of women pursue higher education and professional careers. Flexible working arrangements such as job-sharing and flexitime help many mothers balance their careers with family responsibilities.

Although family roles vary from one society to another, traditional family structures are not disappearing. Instead, they are evolving to meet the demands of modern life. Both the UAE and the UK demonstrate that, despite cultural differences, the family continues to play a central role in people's lives.

Choose the correct Answer:

1. What is the main reason extended families remain strong in the UAE?

- A) Government laws require families to live together.
- B) Cultural traditions emphasize close family connections.
- C) Young adults cannot live independently.
- D) Housing is too expensive for small families.

2. Which statement best describes young adults in the UK?

- A) They usually depend on their parents for financial support.
- B) They prefer living with extended family members.
- C) They aim to become independent as soon as possible.
- D) They avoid maintaining contact with their families.

3. Why do young adults in the UAE often contribute to family life after they start working?

- A) Because it is legally required.
- B) Because family responsibility is highly valued.
- C) Because they lack personal expenses.
- D) Because parents refuse to support them.

4. What change in women's roles is highlighted in the text?

- A) Women are abandoning family life completely.
- B) Women are working only in teaching and clerical jobs.
- C) Women are combining professional careers with motherhood.
- D) Women are no longer interested in education.

5. How do flexible work arrangements help families?

- A) They increase working hours.
- B) They reduce family contact.
- C) They help parents balance work and home duties.
- D) They eliminate the need for childcare.

6. What does the text suggest about traditional family structures?

- A) They are disappearing worldwide.
- B) They are identical in all countries.
- C) They are changing but still important.
- D) They exist only in traditional societies.

7. What is the writer's overall view of family across cultures?

- A) Family is becoming less important everywhere.
- B) Family roles are fixed and unchanging.
- C) Family remains central despite differences.
- D) Family is only important in Eastern cultures.

Reading Comprehension

Reading Text:

From an early age, I dreamed of becoming an engineer, not because it sounded impressive, but because I was curious about how things worked. I enjoyed taking objects apart and trying to rebuild them, even when I failed. Over time, this curiosity developed into a clear ambition. However, when I shared my goal with others, some people doubted my abilities and warned me that engineering required exceptional intelligence and endless effort. Their comments made me question myself, but they also pushed me to reflect seriously on what I wanted for my future.

Instead of giving up, I decided to change the way I approached my studies. I began setting realistic goals, organizing my time more carefully, and reviewing difficult topics regularly. I also learned to accept mistakes as part of the learning process. Each error became an opportunity to improve rather than a reason to feel discouraged. Gradually, my confidence increased, and my academic performance began to reflect my determination.

Support from my teachers played an important role in this transformation. They did not simply provide answers; they taught me how to think critically and solve problems independently. My family also encouraged me, reminding me that success is rarely immediate and that persistence matters more than talent alone.

As I near the end of school, I feel proud of the progress I have made. I have not yet achieved my final goal, but I am closer than I once imagined. This journey has taught me that ambition is not just about having a dream, but about developing the discipline and resilience needed to turn that dream into reality.

Choose the correct Answer:

1. What initially motivated the writer to choose engineering?

- A) The high salary associated with the job
- B) A natural curiosity about how things function
- C) Pressure from family members
- D) A desire for social status

2. How did other people's reactions affect the writer?

- A) They completely changed the writer's career choice.
- B) They caused the writer to lose interest in studying.
- C) They made the writer reflect more deeply on the future.
- D) They convinced the writer that success was impossible.

3. What strategy helped improve the writer's academic performance?

- A) Avoiding difficult subjects
- B) Memorizing information without understanding
- C) Setting goals and reviewing regularly
- D) Competing with classmates

4. What can be inferred about the writer's attitude toward mistakes?

- A) Mistakes are signs of failure.
- B) Mistakes should be hidden.
- C) Mistakes are learning opportunities.
- D) Mistakes cannot be corrected.

5. Why were the teachers' methods effective?

- A) They gave students all the answers.
- B) They focused on punishment.
- C) They encouraged independent thinking.
- D) They reduced the amount of work.

6. What role did the writer's family play?

- A) They chose the career for the writer.
- B) They discouraged ambition.
- C) They provided emotional support.
- D) They demanded immediate success.

7. What is the main message of the text?

- A) Talent is more important than effort.
- B) Dreams rarely come true.
- C) Ambition requires discipline and persistence.
- D) School success guarantees future happiness.

Reading Comprehension

Reading Text:

From a young age, Khaled carried a powerful dream: to become a professional athlete and represent his country on an international stage. Every evening, while others relaxed at home, he trained alone on an empty field, pushing his body beyond its limits. He believed that determination could compensate for lack of resources, and for many years, this belief seemed justified. His performance improved steadily, and coaches began to notice his potential. With each compliment he received, his confidence grew stronger.

However, ambition is rarely a smooth journey. During a crucial tournament, Khaled suffered a serious knee injury that forced him to leave the field in pain. Doctors warned that recovery would be long and uncertain. Suddenly, the future he had imagined appeared fragile. While his teammates continued to progress, Khaled spent months in rehabilitation, struggling not only with physical weakness but also with self-doubt. He questioned whether his dream had been unrealistic from the beginning.

When he eventually returned to training, he discovered that his speed had decreased and his reactions were slower than before. Worse still, he became overly cautious, afraid of making mistakes. This fear affected his performance, and criticism from others deepened his frustration. For the first time, Khaled considered abandoning the sport altogether.

Yet, giving up did not bring him peace. Instead, he searched for a new way to remain connected to the game that had shaped his identity. He began assisting a local coach with younger players, helping to organise training sessions and offering encouragement. Gradually, he realised that guiding others brought a different kind of satisfaction. Watching young athletes gain confidence reminded him of his own early passion.

Although Khaled never achieved the professional career he once imagined, he discovered a deeper understanding of success. He learned that dreams do not always end; sometimes, they simply change form. Through resilience and acceptance, Khaled found purpose beyond personal achievement, proving that fulfilment can exist even when original ambitions are not realised.

Choose the correct Answer:

1. What does Khaled's early training routine suggest about his character?

- A) He depended mainly on luck.
- B) He avoided working with others.
- C) He believed effort could overcome limitations.
- D) He preferred isolation to teamwork.

2. How did the injury change Khaled's perception of his future?

- A) It strengthened his confidence.
- B) It made his dream seem uncertain.
- C) It convinced him to change countries.
- D) It immediately ended his interest in sport.

3. What was Khaled's main difficulty after returning to training?

- A) Lack of support from coaches
- B) Fear of making mistakes
- C) Poor equipment
- D) Loss of interest in sport

4. Why did assisting younger players become important to Khaled?

- A) It provided financial income.
- B) It allowed him to compete again.
- C) It gave him a new sense of purpose.
- D) It helped him become famous.

5. What can be inferred about Khaled's understanding of success at the end of the text?

- A) Success depends only on winning.
- B) Success must include public recognition.
- C) Success can take different forms.
- D) Success is impossible without talent.

6. Which statement best describes the central message of the text?

- A) Injuries always destroy ambition.
- B) Dreams should never change.
- C) Personal growth can emerge from disappointment.
- D) Only professional athletes are successful.

7. Why does the writer describe Khaled's dream as "changing form"?

- A) Because Khaled forgot his dream.
- B) Because Khaled achieved a higher goal.
- C) Because Khaled found a different way to fulfil himself.
- D) Because Khaled returned to competition.

Answer Key

1. present simple passive

- 1) B
- 2) C
- 3) C
- 4) B
- 5) B
- 6) C
- 7) C

2. Compound Adjectives

- 1) B
- 2) B
- 3) B
- 4) A
- 5) C
- 6) B
- 7) A
- 8) A
- 9) B
- 10) B
- 11) B

3. Three-Part Phrasal Verbs

- 1) B
- 2) B
- 3) B
- 4) B
- 5) B
- 6) A
- 7) A
- 8) B
- 9) B
- 10) B

4. Comparative Adverbs

- 1) A
- 2) C
- 3) A
- 4) C
- 5) C
- 6) C
- 7) C

5. Defining Relative Clauses

- 1) B
- 2) C
- 3) B
- 4) C
- 5) C
- 6) C
- 7) B

6. Non-Defining Relative Clauses

- 1) B
- 2) B
- 3) C
- 4) B
- 5) C
- 6) C
- 7) B

7. Adverbial Linkers

- 1) A
- 2) B
- 3) C
- 4) B
- 5) B
- 6) B
- 7) B

Answer Key

8. Second Conditional

- 1) B
- 2) C
- 3) B
- 4) C
- 5) B
- 6) B
- 7) B

9. Subordinating Conjunctions

- 1) B
- 2) B
- 3) C
- 4) C
- 5) B
- 6) C
- 7) B

10. MAZE Passage 1

- 1) B
- 2) A
- 3) B
- 4) B
- 5) B
- 6) C
- 7) A

11. MAZE Passage 2

- 1) A
- 2) B
- 3) B
- 4) A
- 5) B
- 6) A
- 7) B

12. Reading Comprehension

- 1) B
- 2) C
- 3) B
- 4) C
- 5) C
- 6) C
- 7) C

13. Reading Comprehension 2

- 1) B
- 2) C
- 3) C
- 4) C
- 5) C
- 6) C
- 7) C

14. Reading Comprehension 3

- 1) B
- 2) C
- 3) C
- 4) C
- 5) C
- 6) C
- 7) C