

كتيب مراجعة نهاية الفصل وفق الهيكل الوزاري المسار العام



تم تحميل هذا الملف من موقع المناهج الإماراتية

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المزيد من مادة
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إعداد: مدارس مدينة الرياض

التواصل الاجتماعي بحسب الصف الثاني عشر العام



صفحة المناهج
الإماراتية على
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الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

الدليل الإرشادي (الهيكل الوزاري) للقواعد المقررة في الامتحان النهائي المستوى 8.1 المسار العام

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مقرر نهاية الفصل الدراسي الأول للقواعد والوظائف اللغوية المستوى 8.1

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مخطط تقييم المقرر 8.1 LEVEL PLANNER ASSESSMENT ENGLISH

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أسئلة امتحان تجريبي

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English EOT review Booklet – 12 G

Madinat Al Riyadh School Cycle 2 and 3

Introduction

This booklet provides practice for the MOE exam and useful Grammatical rules.

Students' name	
Class	12 G

Vocabulary:

Word	Definition	Example Sentence	Arabic translation
determined	Having a strong will to achieve something despite difficulties	She was determined to finish her project on time.	
independently	Without help or influence from others	He solved the math problem independently .	
motivate	To inspire someone to take action or work harder	Good teachers motivate their students to learn.	
pride	A feeling of satisfaction from one's own achievements	She felt great pride in her team's success.	
primarily	Mainly; for the most part	This course is primarily designed for beginners.	
reward	Something given for good work or effort	The company gave a bonus as a reward for hard work.	
successfully	In a way that achieves the desired goal	He successfully launched his first app last year.	
surprising	Unexpected or unusual	It's surprising how fast technology changes.	
found	To establish or start something (like a company or organization)	She founded her own fashion brand in 2018.	
highly	Very; to a great degree	The hotel is highly recommended by travelers.	

hire	To give someone a job	The company plans to hire more engineers this year.	
identify	To recognize or name someone or something	Scientists can identify animal species by their DNA.	
in common	Shared by two or more people	We have a lot in common — we both love travel.	
quantity	The amount or number of something	The store sells large quantities of fresh fruit.	
raise capital	To collect money needed to start or expand a business	The startup is trying to raise capital from investors.	
remarkable	Worthy of attention; extraordinary	Her progress in just one year was truly remarkable .	
take risks	To do something that might fail or be dangerous	Entrepreneurs often take risks to achieve success.	
vision	A clear idea about the future or goals	The leader shared her vision for a greener city.	
distract	To take someone's attention away from something	The loud music can distract students from their studies.	
overworked	Working too much; exhausted from work	She felt overworked after pulling several all-nighters.	
worldwide	Extending or reaching across the world	The Internet has become a worldwide phenomenon.	
drawback	A disadvantage or negative aspect	One drawback of living in the city is the high cost of housing.	
livelihood	The means of earning a living	Farming is the main livelihood of people in this village.	
secure	Safe, protected, or guaranteed	He worked hard to secure a stable job.	

upgrade	To improve something to a better version	They decided to upgrade their software to the latest version.	
gridlock	Complete stoppage of traffic or progress	Rush-hour gridlock makes commuting a nightmare in big cities.	
overcrowding	Having too many people or things in a space	Overcrowding in schools can affect learning quality.	
background	One's experience, education, or family history	She has a scientific background in biology.	
overwork	To work too much or beyond one's limits	Doctors often suffer from overwork in busy hospitals.	
overdo	To do something to an excessive degree	Don't overdo the spices in the soup.	
overdue	Not done by the expected time	The library books are overdue and must be returned today.	
overcrowded	Too full of people or things	The train was overcrowded during rush hour.	
overestimate	To think something is greater or more important than it is	Don't overestimate your ability to finish the project alone.	
overpopulated	Having too many people in one area	Some cities are overpopulated, causing housing and traffic problems.	
Access	The ability or right to approach, enter, or use something	Students have access to the library after school.	
Consume	To use up or eat/drink something	People consume a lot of energy when using air conditioners.	

Consumers	People who buy or use goods and services	Consumers are demanding more eco-friendly products.	
Economy	The system of production, consumption, and trade in a country or region	The economy is growing faster than last year.	
Identical	Exactly the same	The twins wore identical outfits.	
Items	Individual objects or things	Please pack all the items in the box.	
Victim	Someone harmed, injured, or affected by something	The victims of the accident received medical help.	
Sustainably	In a way that avoids harming the environment or depleting resources	We should consume resources sustainably.	
Consumerism	The focus on buying and consuming goods	Consumerism leads people to buy unnecessary items.	
Motivation	The reason or drive behind an action	Her motivation to study comes from her ambition to succeed.	
Accomplishment	Something achieved successfully	Graduating from university was a great accomplishment.	
Autonomy	Independence or freedom to make decisions	Students should develop autonomy in their learning.	
Creativity	The ability to produce original ideas	Art classes encourage creativity.	

Critical thinking	The ability to analyze and evaluate information objectively	Critical thinking helps solve complex problems.	
Mastery	Complete knowledge or skill in a subject	She showed mastery in playing the piano.	
Purpose	The reason for which something exists or is done	His purpose in life is to help others.	
Job-hunting	The process of looking for employment	She spends several hours every week job-hunting online.	
Unique	Being the only one of its kind; special	His painting style is truly unique.	
Long-term career	A profession or job pursued over a long period of time	She aims to build a long-term career in medicine.	
Approach	A way of dealing with something	His approach to problem-solving is very practical.	
Encourage	To give support, confidence, or hope	Teachers should encourage students to ask questions.	
Evaluate	To assess or judge the value, quality, or importance of something	The manager will evaluate your performance next week.	
Accomplishment	Something achieved successfully	Winning the competition was a huge accomplishment for her.	
Uncover	To reveal or discover something hidden	The investigation helped uncover the truth.	

Motivated	Being driven or eager to do something	He is highly motivated to finish his project on time.	
Distracted	Unable to focus because attention is diverted	She was distracted by the noise outside the classroom.	
Leisure time	Free time for relaxation or hobbies	Reading is her favorite activity during leisure time.	
Powerful	Having great strength or influence	Education is a powerful tool for change.	

Grammar:

Grammar Point	Rule / Use	Form / Structure	Example
Future Tense – “Going to”	Planned action or prediction based on present evidence	Subject + am/is/are + going to + base verb	- I am going to visit my grandmother tomorrow. - Look at those clouds! It's going to rain.
Modal Verb: Can	Expresses ability or possibility	can + base verb	- She can speak three languages. - You can take this road to reach the station.
Modal Verb: Should	Expresses advice, recommendation, or expectation	should + base verb	- You should eat more vegetables. - Students should submit homework on time.
Compound Adjectives	Two words joined (often hyphenated) to describe a noun	word1-word2 + noun	- a well-known author - a high-speed train

Participles as Adjectives	-ing = causes a feeling, -ed = experiences a feeling	-ing / -ed	- The movie was boring . / I was bored . - A frightening task / I felt frightened .
Compound Nouns	Two or more words form one noun	Closed / Hyphenated / Open form	- toothpaste (closed) - mother-in-law (hyphenated) - swimming pool (open)

Part One: Reading

Part	Level	Theme	Vocabulary	
Part 1A: Vocabulary	Towards Grade Level Goal Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message, overall organisation, structure and word choices, adjusting reading rate, skimming, scanning and reading on to understand and interpret texts.	Money Talks Making a profit and helping people, Entrepreneurs	determined, independently, motivate, pride, primarily, reward, successfully, surprising, found, highly, hire, identify, in common, quantity, raise capital, remarkable, take risks, vision	
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap Fill Choose the correct words to complete the sentences.	Reading Strategies ENG.08.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 choices, adjusting reading rate, skimming, scanning and reading on to understand, interpret and analyse extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.	1 text of 170 words (10% either way) with 7 gaps focusing on the target vocabulary. 3 options, one of which is the correct answer 2 marks each (total: 14)

Choose the correct word to complete each sentence. (14 marks — 2 marks each)

Entrepreneurs are often admired for their ability to turn ideas into reality. They are usually very (1) _____ people who set clear goals and work hard to achieve them. Starting a business is never easy, and success often depends on the willingness to (2) _____ and learn from failure.

When someone decides to (3) _____ a company, they must first (4) _____ the right opportunity and plan carefully. In the early stages, they need to (5) _____ to cover expenses and build a team. It is (6) _____ how many successful founders begin with little experience but a strong (7) _____ of what they want to create. Their achievements are truly remarkable, and they take great pride in the results.

- (1) A. surprising
B. determined
C. found

- (2)
A. take risks
B. reward
C. raise capital

- (3)
A. hire
B. found
C. identify

- (4)
A. identify
B. motivate
C. raise capital

- (5)
A. raise capital
B. take risks
C. reward

- (6)
A. surprising
B. pride
C. determined

- (7)
A. quantity
B. vision
C. in common

Choose the correct word (a, b, or c) for each gap (1-7) to complete the text.

Starting a successful business is difficult, but social entrepreneurs face an even tougher challenge: making a profit while doing social good. These individuals are usually (1) _____ by a deep desire to help the community, not (2) _____ by financial gain. They must be (3) _____ and resilient, ready to confront problems where traditional businesses often fail.

Achieving their dual goals requires a (4) _____ business plan and the ability to (5) _____ early on. It is not (6) _____ to find that their biggest obstacle is securing investment, as many traditional investors are unwilling to (7) _____ on ventures that prioritize social impact over maximum financial return. Yet, the sense of personal (8) _____ they get from their work is often the greatest compensation.

- | | | | |
|-----|---------------|---------------|---------------|
| (1) | a) primarily | b) determined | c) motivate |
| (2) | a) primarily | b) found | c) surprising |
| (3) | a) identified | b) determined | c) highly |

- (4) a) quantity b) surprising c) remarkable
 (5) a) succeed b) raise capital c) hire
 (6) a) rewarding b) surprising c) independently
 (7) a) take risks b) hire c) identify
 (8) a) reward b) vision c) pride

Part	Level	Theme	Vocabulary	Grammar
Part 1B: Grammar	At Grade Level Goal Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message, overall organisation, structure and word choices, adjusting reading rate, skimming, scanning and reading on to understand and interpret texts.	Nail that job Career trends in a changing world	distract, overworked, worldwide, drawback, livelihood, secure, upgrade, workaholic, gridlock, overcrowding, background, overwork, overdo, overdue, overcrowded, overestimate, overpopulated	G.1.6 Adjectives (compound adjectives) Using Participles as Adjectives – interest -> interesting/interested, bore -> boring/bored. E.g. Contestants on fear Factor have to complete many _____ frightened/frightening tasks. G.9.7 Nouns (compound nouns)
		Task Description Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	Learning Outcomes Reading Strategies ENG.04.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, the main message and known words, adjusting reading rate, skimming, scanning, rereading and reading on to understand and interpret simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	Construct Limits 1 expository text of 160 words (10% either way) with 7 gaps 3 options, one of which is the correct answer 2 marks each (total 14)

2. Choose one word to fill the maze. (Marks: 2 each → Total 14)

In today's fast-changing work environment, finding a fulfilling career can be both exciting and challenging. Many young professionals are looking for jobs that offer _____ (challenged/challenging/challenger) tasks to keep them motivated. Employers also value candidates with strong problem-solving skills and _____ (team-teamwork/teamwork) experience, as most projects require collaboration.

One growing trend is the rise of flexible, _____ (remote-working/remote-worked/remote-work) positions that allow employees to balance work and personal life. While these jobs can be rewarding, they may also bring _____ (stressful/stressed/stress) situations, such as tight deadlines or virtual meeting overload.

Mentorship programs have become a popular way to help employees feel supported and _____ (motivating/motivated/motive) in their roles. Additionally, attending _____ (career-

development/career-developing/career-developed) workshops can boost skills and confidence. Choosing a workplace with a healthy, _____ (work-life-balanced/work-life-balance/work-lifed) culture is increasingly important for long-term success.

1. challenging / challenged / challenger
2. teamwork / team / team-teamwork
3. remote-working / remote-worked / remote-work
4. stressful / stressed / stress
5. motivated / motivating / motive
6. career-development / career-developing / career-developed
7. work-life-balance / work-life-balanced / work-lifed

For each gap, choose the most appropriate option.

The world of work is undergoing a significant and 1. _____ (interest) transition. Fueled by rapid technological change, the traditional career path is being replaced by a more fluid model that demands constant adaptation. Experts agree that the jobs of the future will require 2. _____ (solve) and 3. _____ (think) skills, rather than routine, repetitive tasks. This shift can leave many job seekers feeling 4. _____ (frighten) or even paralyzed by uncertainty. However, embracing lifelong learning is key to success. Companies are increasingly seeking candidates with a 5. _____ (grow) mindset who are not 6. _____ (interest) in just one narrow field. The rise of the 7. _____ (freelance) is also reshaping the employment landscape, offering flexibility but requiring workers to be proactive in managing their personal brand and professional development. Staying informed and continuously upgrading your skills is the best way to secure your place in this new environment.

1. (interest) A. *interesting* B. *interested* C. *interest-focused*
2. (solve) A. *problem-solved* B. *problem-solving* C. *problem-solvable*
3. (think) A. *critical-thinking* B. *critical-thought* C. *critical-thinker*
4. (frighten) A. *frightening* B. *frightened* C. *frightenly*

5. (grow) A. *growing* B. *grow-focused* C. *growth*

6. (interest) A. *uninterested* B. *uninteresting* C. *disinterested*

7. (freelance) A. *freelancer-work* B. *freelance economy* C. *freelancing-work*

Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading	Towards Grade Level Goal Identify specific information At Grade Level Goal Identify and analyse mood, tone or attitude. Identify the main points. Identify the overall meaning.	Money Talks Consumerism and the human brain, Does money talk?	access, consume, consumers, economy, identical, items, victim, sustainably, consumerism, motivation, accomplishment, autonomy, creativity, critical thinking, mastery, purpose	Stage 8 vocab
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice	Comprehension Skills Specific Information: ENG.08.RV.CS.2.1: Read and identify specific information in extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Mood, tone and attitude: ENG.08.RV.CS.7.1: Identify and analyse mood, tone or attitude when reading extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Main points ENG.08.RV.CS.6.1: Read and identify the main points of extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Overall Meaning ENG.04.RV.CS.1.1: Read and identify the overall meaning of extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.	1 expository text of 300-330 words (10% either way) 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)
		Read the text. Choose the correct answer.		

Expository Text: *Money Talks – Consumerism and the Human Brain*

In today's fast-paced economy, consumerism has become deeply embedded in our daily lives. From smartphones to sneakers, we are constantly encouraged to consume — not just out of necessity, but often as a form of self-expression or status. The human brain is wired to seek reward, and purchasing items can trigger feelings of accomplishment, autonomy, and even mastery. This psychological response explains why consumers often feel a rush of excitement when accessing new products, especially those marketed as exclusive or limited edition.

However, this motivation to consume can also make us victims of marketing strategies that exploit our desire for identity and purpose. Advertisements often present identical items with slight variations, convincing consumers that each purchase reflects their uniqueness. Over time, this cycle can erode critical thinking and creativity, replacing thoughtful decision-making with impulsive buying.

Consumerism also impacts sustainability. As people consume more, resources are depleted faster, and waste increases. While some consumers are shifting towards more sustainable choices, the overall trend still leans heavily toward convenience and instant gratification. This raises questions about how we can balance economic growth with environmental responsibility.

Ultimately, money may not “talk” in the literal sense, but it certainly influences how we think, feel, and behave. Understanding the psychological and societal effects of consumerism is essential for making informed choices — ones that reflect not just personal desires, but also long-term values and purpose.

Multiple-Choice Questions

Choose the correct answer. Each question is worth 2 marks.

1. What emotion is commonly triggered by purchasing new items?
2. A) Confusion B) Accomplishment C) Anger
3. How do advertisements often manipulate consumers?
4. A) By offering free products B) By promoting identical items as unique
C) By discouraging purchases
5. What part of the brain is involved in consumer behavior?
A) The reward system B) The digestive system C) The respiratory system
6. What can excessive consumerism erode?
A) Physical strength B) Critical thinking C) Language skills
7. What is one consequence of increased consumption?
A) Improved air quality B) Decreased waste C) Resource depletion
8. What is a growing trend among consumers?
A) Buying more luxury items B) Choosing sustainable options C) Avoiding all purchases
9. What does the text suggest about money?
A) It literally speaks B) It influences behavior C) It has no impact
10. What is the overall tone of the text?
A) Critical and reflective B) Humorous and sarcastic C) Indifferent and neutral

Does Money Talk?

In today’s fast-paced world, money seems to speak louder than ever. From the latest smartphones to designer clothes, consumers are constantly encouraged to buy more — not always because they need something, but because they are motivated by emotions rather than necessity. Advertising experts know this very well. They design campaigns that appeal to the human brain’s reward system, creating excitement and even a sense of accomplishment when people make a purchase.

Studies show that when people buy items they desire, the brain releases dopamine — the same chemical linked to pleasure. This explains why shopping can be addictive. Some consumers

become victims of overconsumption, buying things they rarely use and later feeling regret or guilt. On the other hand, sustainable consumerism is becoming a growing movement. People are beginning to ask themselves: *Do I really need this?* and *How was it made?*

Interestingly, consumer behaviour is also shaped by culture and social comparison. Many individuals want to own products identical to those of their friends or celebrities they follow online. This creates a false sense of belonging but reduces autonomy and creativity, as people rely on trends rather than personal choice.

Economists warn that when consumerism grows too quickly, it can harm both individuals and the planet. The economy may expand in the short term, but the long-term effects — such as pollution and resource depletion — can be damaging. True mastery, some argue, lies in learning to consume mindfully. Finding purpose beyond material possessions can lead to greater satisfaction and a healthier balance between spending and well-being.

Questions: Choose the correct answer A, B, or C. Each question = 2 marks

1. What is the main idea of the text?
 - A) Money controls global politics.
 - B) Consumerism affects the human brain and behaviour.
 - C) People no longer care about the economy.
2. According to the text, why do people often buy things they don't need?
 - A) Because shopping releases dopamine in the brain.
 - B) Because they want to save money.
 - C) Because advertisements make products cheaper.
3. The word *victims* in paragraph 2 refers to people who —
 - A) enjoy shopping for a purpose.
 - B) lose control of their spending habits.
 - C) refuse to buy expensive products.
4. What does the text suggest about sustainable consumerism?
 - A) It focuses on buying more products.
 - B) It encourages mindful and responsible purchasing.
 - C) It increases pollution and waste.
5. Why do some people want to buy identical items to others?
 - A) To feel part of a social group.
 - B) To show creativity.
 - C) To save money.
6. What effect does consumerism have on autonomy and creativity?
 - A) It strengthens them.

- B) It weakens them.
C) It has no effect.
7. What is one negative long-term effect of extreme consumerism mentioned in the text?
A) Cultural diversity.
B) Resource depletion and pollution.
C) Economic stability.
8. According to the final paragraph, what can bring true satisfaction?
A) Having more money.
B) Following every trend.
C) Finding purpose beyond material possessions.

Vocabulary Focus (Optional Extension)

Use the following words from the text in your own sentences:

access – consume – economy – motivation – accomplishment – autonomy – creativity – mastery – purpose – sustainable

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	At Grade Level Goal Identify details Beyond Grade Level Goal Analyse and evaluate mood, tone or attitude, whether implicit or explicit. Identify the main points. Identify the overall meaning.	Nail that job Creating a vision for your career	job-hunting, unique, long-term career, approach, encourage, evaluate, accomplishment, uncover, motivated, distracted, leisure time, powerful	Future tense (going to) Modal verbs (can, should)
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Details: ENG.08.RV.CS.5.1: Read and identify details in extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Mood, tone and attitude: ENG.08.RV.CS.7.1: Identify and analyse mood, tone or attitude when reading extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Main points ENG.08.RV.CS.6.1: Read and identify the main points of extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Overall Meaning ENG.04.RV.CS.1.1: Read and identify the overall meaning of extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.	1 expository text of 300-330 words (10% either way) 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)

Creating a Vision for Your Career

Finding the right career path is more than just *job-hunting*—it's about creating a clear vision for your future. Many young people rush into jobs without understanding what truly motivates them. They may get *distracted* by quick rewards or by following what others do, rather than discovering what makes them feel accomplished and fulfilled.

To create a *long-term career* vision, you first need to *evaluate* your strengths, interests, and values. What are you good at? What problems do you enjoy solving? When you *uncover* your personal motivations, you start to see what kind of work will make you feel successful in the future.

Having a vision doesn't mean everything will go as planned. You are *going to* face challenges, rejections, and changes. However, with a positive attitude, you *can* learn from each experience. Every step teaches you something new about yourself and the world of work.

You *should* also take time to learn from others—teachers, mentors, or professionals who inspire you. Their advice *can* help you see possibilities you may not have noticed before. Remember that success is not only about earning money but also about finding purpose.

Use your *leisure time* to explore your interests, volunteer, or take online courses. These experiences *are going to* make your profile more *unique* and show employers that you are *motivated* and proactive. The most *powerful* thing you can do for your future career is to believe in your potential and keep improving yourself.

Questions (2 marks each – Total 16 marks)

1. What is the main idea of the text?
 - a) How to earn more money quickly
 - b) The importance of having a clear vision for your career
 - c) Ways to apply for jobs effectively
2. According to the text, what often distracts young people from building a long-term vision?
 - a) Focusing only on quick rewards
 - b) Seeking advice from mentors
 - c) Taking online courses
3. What does the writer suggest you should evaluate when planning your career?
 - a) The salaries of popular jobs
 - b) Your strengths, interests, and values

- c) The opinions of your friends
- 4. What attitude does the author encourage readers to have toward challenges?
 - a) Avoid them completely
 - b) Learn from them
 - c) Blame others for them
- 5. The mood of the text can best be described as:
 - a) Critical and negative
 - b) Encouraging and optimistic
 - c) Serious and fearful
- 6. What does the author imply about leisure time?
 - a) It should always be used for rest
 - b) It can be used to explore and develop skills
 - c) It is unimportant for career development
- 7. Which of the following sentences uses the future tense correctly?
 - a) You going learn new things.
 - b) You are going to learn new things.
 - c) You are learn new things.
- 8. Which modal verb expresses advice in the text?
 - a) Can
 - b) Should
 - c) Might

Creating a Vision for Your Career

Finding the right job isn't just about sending out resumes—it's about knowing where you're going. When you create a vision for your career, you give yourself a powerful advantage. You're going to make smarter choices, stay motivated, and uncover opportunities that match your goals.

Start by evaluating what makes you unique. What accomplishments are you proud of? What tasks make you feel energized, and which ones leave you distracted? These clues help you uncover your strengths and guide your approach. For example, if you enjoy solving

problems, you might thrive in engineering or business. If you feel motivated by helping others, a career in education or healthcare could be a great fit.

Your leisure time can also reveal valuable insights. Do you spend weekends organizing events, designing graphics, or writing stories? These interests can point to careers in planning, design, or media. You should consider what kind of work environment suits you—do you prefer quiet focus or lively teamwork?

Once you've created a clear vision, you can tailor your job search. You're going to feel more confident when you know what you're aiming for. Employers often look for candidates who show direction and purpose. You can adjust your vision as you grow, but having one helps you stay on track.

Remember, job-hunting isn't just about finding any job—it's about building a long-term career that fits your values and strengths. With a thoughtful approach, you can turn your goals into reality.

Circle the correct answer. Each question is worth 2 marks.

1. What is the main idea of the text?
 - A) Job-hunting is only about sending resumes
 - B) Creating a career vision helps guide your job search
 - C) Employers prefer short-term workers
2. What should you evaluate when creating a career vision?
 - A) Your favorite movies
 - B) Your strengths and accomplishments
 - C) Your social media posts
3. What does the author suggest about leisure time?
 - A) It's unrelated to career planning
 - B) It can reveal career interests
 - C) It should be used for job applications
4. What tone does the author use throughout the text?
 - A) Encouraging and thoughtful
 - B) Humorous and casual
 - C) Critical and demanding
5. What kind of work environment should you consider?
 - A) One with free snacks
 - B) One that matches your personality
 - C) One with the highest salary

6. Which modal verb is used to give advice in the text?
 - A) Can
 - B) Should
 - C) Might
7. What does the phrase “tailor your job search” mean?
 - A) Apply for every job you see
 - B) Adjust your search to fit your goals
 - C) Ask others to find jobs for you
8. What attitude does the author express toward career planning?
 - A) It’s unnecessary for most people
 - B) It’s a powerful and helpful process
 - C) It’s only useful for creative jobs

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	At Grade Level Goal Produce clear, extended and detailed written or multimodal texts, expressing comparisons, justifications and conditions where appropriate. Express ideas, information, opinions, feelings, emotions and personal perspectives, giving Summarise, paraphrase, synthesise, compare, contrast and explain information and arguments from a variety of sources of extended and some complex texts, giving details where needed.	Nail that job My dream job and how I plan to get there	Term 1 Vocabulary	Prompts to elicit: G.18 Reported speech	FL.32 Expressing agreement and disagreement FL.16 Expressing opinion
		Task Description	Learning Outcomes		Construct Limits
		Guided constructed response 4.1 Read the text. Was the writer’s opinion in the text, and do you agree with it? Give a reason for your answer. 4.2 Read the text again. Main writing prompt. - prompt 1 - prompt 2 - prompt 3 Write at least 200 words.	Fluency in text production ENG.08.WR.P.1.1: Produce clear, extended and detailed written or multimodal texts on concrete and some abstract topics, expressing comparisons and justifications where appropriate, where meaning is clear, although there may be some repetition of language and structures, and some inaccuracies with more complex language. Presentation and development of ideas ENG.08.WR.P.2.1: Express ideas, information, opinions, feelings, emotions and personal perspectives on concrete and some abstract topics, giving detailed reasons and explanations using simple and complex language and expressions in extended written or multimodal texts, although there may be some repetition of language and structures, and some inaccuracies with more complex language. Processing text in Writing ENG.08.WR.S.6.1 : Summarise, paraphrase and synthesise information and arguments from a variety of sources of extended written, spoken or multimodal texts on concrete and some abstract topics, giving details where needed using simple and complex language and expressions in writing, although there may be some repetition of language and structures, and some inaccuracies with more complex language.		4.1 One text of 180 words related to theme that expresses opinion, states facts and presents arguments. One question asking what writer’s opinion was and if they agree with the writer. 4.2 ▪ One question asking about their own opinion on the issue raised in the text with clear reasons to support their opinion and examples from the text with three prompts to elicit an argumentative text. ▪ Word count: 200 words ▪ 40 marks (based on rubric)

Reading Text (~180 words)

Many people dream of having a job that not only pays well but also brings personal satisfaction. The writer believes that pursuing a dream job requires preparation, persistence, and self-motivation. According to the text, success does not come only from

talent but also from planning, learning new skills, and taking advantage of opportunities. The writer also mentions that facing challenges is part of the process and overcoming them builds resilience and confidence.

Some argue that luck plays a role in getting a dream job, while others think that hard work is the key. The writer agrees with the latter, stating that individuals who set goals, stay focused, and continuously improve their skills are more likely to succeed. Furthermore, the text encourages readers to seek advice from mentors, reflect on their strengths and weaknesses, and develop a long-term plan for their career.

Overall, the message of the text is clear: achieving a dream job is possible, but it requires dedication, self-discipline, and a willingness to learn from every experience.

Question:

What was the writer's opinion in the text, and do you agree with it? Give a reason for your answer.

Write your answer in 50–60 words.

Main Writing Prompt

Instructions:

- Write at least 200 words about **your dream job and how you plan to get there**. Use the prompts below:

Prompts:

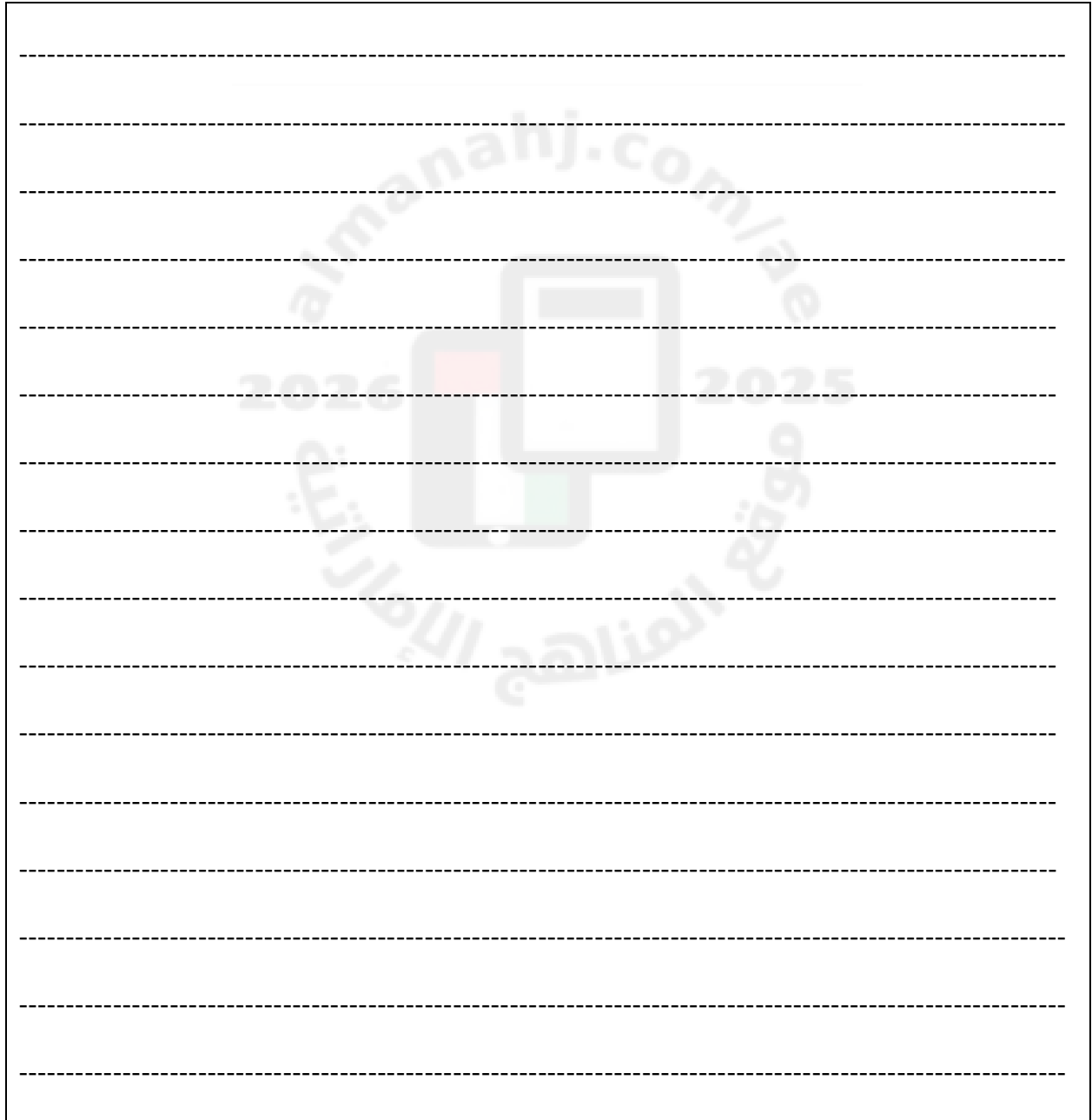
1. What is your dream job and why?
2. What skills, qualities, or experience do you need to achieve?

3. How will you overcome challenges or obstacles along the way?

Guidelines:

- Express your ideas, opinions, feelings, and personal perspective.
- Use comparisons, justifications, and conditions where appropriate.
- Include examples or evidence from the text where relevant.

Word count: minimum 200 words.



 Answer Key

- (1) **B. determined**
- (2) **A. take risks**
- (3) **B. found**
- (4) **A. identify**
- (5) **A. raise capital**
- (6) **A. surprising**
- (7) **B. vision**

- c) motivate**
- a) primarily**
- b) determined**
- c) remarkable**
- b) raise capital**
- b) surprising**
- a) take risks**
- c) pride**

1	B) Accomplishment	2
2	B) By promoting identical items as unique	2
3	A) The reward system	2
4	B) Critical thinking	2
5	C) Resource depletion	2
6	B) Choosing sustainable options	2
7	B) It influences behavior	2
8	A) Critical and reflective	2

No.	Question Summary	Correct Answer	Marks
1	Main idea	B	2
2	Reason for unnecessary buying	A	2
3	Meaning of “victims”	B	2
4	Sustainable consumerism	B	2
5	Buying identical items	A	2
6	Effect on autonomy/creativity	B	2
7	Long-term effects	B	2
8	True satisfaction	C	2
Total		16 marks	

Q	Answer	Marks
1	B	2
2	A	2
3	B	2
4	B	2
5	B	2
7	B	2
8	B	2

Question	Correct Answer
1	B
2	B
3	B
4	A
5	B
6	B
7	B
8	B

