

## The English coverage of Grade 10 advanced



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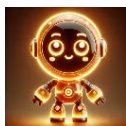
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المزيد من مادة  
لغة انجليزية:

إعداد: Ismail Basem

### التواصل الاجتماعي بحسب الصف العاشر المتقدم



صفحة المناهج  
الإماراتية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

|                                    |   |
|------------------------------------|---|
| مراجعة نهاية الفصل 2026م غير محلول | 1 |
| إجابة مراجعة نهاية الفصل 2026م     | 2 |
| حقيقتي التدريبية كراسة تدريبية     | 3 |
| هيكل الامتحان أسئلة وتدريبات 2026م | 4 |
| تدريبات وفق الهيكل                 | 5 |



# The English coverage of Grade 10 advanced

## New INTERACTIONS 2025-2026 - Term 3

| Part                          | Level                             | Theme                                                                                                                                   | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                          |
|-------------------------------|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Part 1 :<br><b>Vocabulary</b> | Towards<br>Grade<br>Level<br>Goal | Live and Learn!   Life on Campus, Lecture: Science Literacy - Connected Learning                                                        | identification, for short, major, works out, dormitory, fill out, rush, pretty well, appealing , approach, complex, concept, conduct, focus, memorize, observe, process, symbol                                                                                                                                                                                                                                                                                               |                                                                                                                          |
|                               |                                   | Bright Lights, Big City   Student Housing, Phone Etiquette, Requesting and Giving Directions                                            | accommodate, budget, calculate, commute, cramped, expenses, facilities, pros and cons, tenant, furnished, secure building, leaking, repair, repairs, rent, utilities, intersection, corner, opposite, across from                                                                                                                                                                                                                                                             |                                                                                                                          |
|                               |                                   | <b>Task Description</b>                                                                                                                 | <b>Learning Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Construct Limits</b>                                                                                                  |
|                               |                                   | Multiple-Choice Gap-Fill<br>-----<br>-----<br>Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C. | Reading Strategies<br>ENG.07.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message, overall organisation, structure and word choices, adjusting reading rate, skimming, scanning and reading on to understand and interpret extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some non-standard language or expressions. | 5 sentences with a gap<br>3 options, one of which is the correct answer, two are distractors<br>2 marks each (total: 10) |

## Vocabulary

Live and Learn! | Life on Campus, Lecture : Science Literacy - Connected Learning

### Identification

|                |                                                            |
|----------------|------------------------------------------------------------|
| Identification | 1 - the act of recognizing and naming someone or something |
|----------------|------------------------------------------------------------|



|          |                                                                                                                                                                                                                                        |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | 2 - Explaining the meaning of a term, word, or concept and defining its essence by mentioning its characteristics and features; With the aim of removing ambiguity and clarifying the meaning so that the concept has clear boundaries |
| Examples | Most of the bodies were badly burned, making <i>identification</i> almost impossible                                                                                                                                                   |
| Synonyms | Recognition - Verification - Determination                                                                                                                                                                                             |
| Listen   | <a href="#">Identification   7877 pronunciations of Identification in English</a>                                                                                                                                                      |

**For short**

|           |                                                                                                                                                                                                                                                 |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| For short | “a shorter or simpler version of a longer name.”                                                                                                                                                                                                |
| Examples  | “Grade Point Average, or GPA <i>for short</i> .”<br><br>“The International Baccalaureate program, IB <i>for short</i> .”<br><br>“The Periodic Table of Elements, PTE <i>for short</i> .”<br><br>“Computer-Aided Design, CAD <i>for short</i> .” |
| Synonyms  | abbreviated as - commonly shortened to - often called                                                                                                                                                                                           |
| Listen    | <a href="#">For Short   17187 pronunciations of For Short in English</a>                                                                                                                                                                        |



## Major

|          |                                                                                                               |
|----------|---------------------------------------------------------------------------------------------------------------|
| Major    | 1 - to study something as your main subject at college or university<br>2 - something very necessary          |
| Examples | Five subjects had a past history of <b>major</b> depression.<br>I have <b>majored</b> in physics at Cambridge |
| Synonyms | important - necessary - essential                                                                             |
| Listen   | <a href="#">Major   145510 pronunciations of Major in English</a>                                             |

## Works out

|           |                                                                                                                                                                          |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Works out | In school contexts—especially math, science, and problem-solving—“works out” is used to describe the final result after doing calculations, steps, or logical reasoning. |
| Examples  | If you divide 36 by 6, it <b>works out</b> to 6                                                                                                                          |
| Synonyms  | equals - results in - ends up being                                                                                                                                      |
| Listen    | <a href="#">Works Out   8997 pronunciations of Works Out in English</a>                                                                                                  |

## Dormitory

|           |                                                                        |
|-----------|------------------------------------------------------------------------|
| Dormitory | a large bedroom with a lot of beds, especially in a school             |
| Examples  | He had loose bowels and rested in the <b>dormitory</b> .               |
| Synonyms  | Student house - Hall of residence - Frat house                         |
| Listen    | <a href="#">Dormitory   568 pronunciations of Dormitory in English</a> |



## Fill out

|          |                                                                                                   |
|----------|---------------------------------------------------------------------------------------------------|
| Fill out | to complete all the required information on a form, worksheet, or document.                       |
| Examples | “Please <i>fill out</i> the worksheet.”<br>→ Write your answers in all the spaces.                |
|          | “ <i>Fill out</i> the registration form.”<br>→ Write your name, grade, ID number, etc.            |
|          | “Make sure you <i>fill out</i> every section of the exam paper.”<br>→ Don’t leave anything blank. |
|          | “Students must <i>fill out</i> the survey before leaving.”                                        |
| Synonyms | complete - write in all the required details - enter information into a form                      |
| Listen   | <a href="#">Fill Out   9458 pronunciations of Fill Out in English</a>                             |

## Rush

|          |                                                                                                           |
|----------|-----------------------------------------------------------------------------------------------------------|
| Rush     | 1 - to hurry or move quickly somewhere<br>2 - to make someone or something hurry                          |
| Examples | 1 - We had to <i>rush</i> to catch the bus<br>2 - The proctor <i>rushed</i> me to submit the test quickly |
| Synonyms | equals - results in - ends up being                                                                       |
| Listen   | <a href="#">Rush   14950 pronunciations of Rush in English</a>                                            |

## Pretty well

|             |                                                                                                                         |
|-------------|-------------------------------------------------------------------------------------------------------------------------|
| Pretty well | It’s used to describe performance, understanding, or progress that is good, solid, or above average, but not excellent. |
|-------------|-------------------------------------------------------------------------------------------------------------------------|



|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 | It expresses moderate positivity.<br>It's stronger than "okay", but weaker than "very well."                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Examples</b> | <p>"You understood the concept <i>pretty well</i>."<br/>→ You understood it clearly, but <i>there's still room to improve</i>.</p> <p>"The class did <i>pretty well</i> on the quiz."<br/>→ Most students scored well, <i>but not perfectly</i>.</p> <p>"Your essay is <i>pretty well</i> written."<br/>→ It's good overall, <i>with a few things to fix</i>.</p> <p>"I think I did <i>pretty well</i> on the exam."<br/>→ I feel confident, <i>but not 100% sure</i>.</p> |
| <b>Synonyms</b> | fairly well - quite well - reasonably well                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Listen</b>   | <a href="#">Pretty Well   20429 pronunciations of Pretty Well in English</a>                                                                                                                                                                                                                                                                                                                                                                                               |

## Appealing

|                  |                                                                                                                                                                                                                                                       |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Appealing</b> | 1 - an event in which a lot of people are asked to give money, information, or help<br>2 - the quality that makes you like someone or something                                                                                                       |
| <b>Examples</b>  | 1 - "During the exam, the student <i>appealed</i> to the teacher for clarification because the question seemed unclear."<br>2 - "The teacher used colorful diagrams and real-life examples to make the lesson more <i>appealing</i> to the students." |



|                 |                                                                         |
|-----------------|-------------------------------------------------------------------------|
| <b>Synonyms</b> | Attractive - Pleasing - Interesting                                     |
| <b>Listen</b>   | <a href="#">Appealing   7194 pronunciations of Appealing in English</a> |

## Approach

|                 |                                                                                                                                                                                                                                           |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Approach</b> | 1 - to come close in distance or time<br>2 - to deal with something<br>3 - a way of doing something                                                                                                                                       |
| <b>Examples</b> | 1 - "You are <b>approaching</b> the solution to this difficult question."<br>2 - I <b>approached</b> this question by solving it in the same way as the book<br>3 - "The teacher has several <b>approaches</b> to solving this question." |
| <b>Synonyms</b> | Method - Strategy - Technique                                                                                                                                                                                                             |
| <b>Listen</b>   | <a href="#">Approach   123967 pronunciations of Approach in English</a>                                                                                                                                                                   |

## Complex

|                 |                                                                                                             |
|-----------------|-------------------------------------------------------------------------------------------------------------|
| <b>Complex</b>  | made of a lot of different but connected parts, or difficult to understand                                  |
| <b>Examples</b> | 1 - a <b>complex</b> network of roads<br>2 - The essay was so <b>complex</b> that I couldn't understand it. |
| <b>Synonyms</b> | Multifaceted - Multipart - Difficult                                                                        |
| <b>Listen</b>   | <a href="#">Complex   80539 pronunciations of Complex in English</a>                                        |



## Concept

|          |                                                                                                                                                                                                            |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Concept  | an idea or principle                                                                                                                                                                                       |
| Examples | 1 - It is very difficult to define the <i>concept</i> of beauty.<br>2 - This is on us , all of us, together, because government is not an abstract institution or a <i>concept</i> . Our government is us. |
| Synonyms | Theory - Model - Impression                                                                                                                                                                                |
| Listen   | <a href="#">Concept   66886 pronunciations of Concept in English</a>                                                                                                                                       |

## Conduct

|          |                                                                                                                                                                                                                                                                              |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Conduct  | 1 - the way someone behaves<br>2 - to organize or do something                                                                                                                                                                                                               |
| Examples | 1 - "The teacher used the cobra's defensive <i>conduct</i> as an example to explain how animals behave when they feel threatened."<br>2 - We are <i>conducting</i> an exam.<br>We also <i>conducted</i> some studies on the effect of radiation for this set of experiments. |
| Synonyms | Behavior - Manner - Demeanor                                                                                                                                                                                                                                                 |
| Listen   | <a href="#">Conduct   22252 pronunciations of Conduct in English</a>                                                                                                                                                                                                         |

**Focus**

|          |                                                                                                         |
|----------|---------------------------------------------------------------------------------------------------------|
| Focus    | the person or thing that is getting most attention in a situation or activity                           |
| Examples | “During the science lesson, the volcano model became the main <i>focus</i> of the students’ attention.” |
| Synonyms | Attention - Motivation - Emphasis                                                                       |
| Listen   | <a href="#">Focus   186896 pronunciations of Focus in English</a>                                       |

**Memorize**

|          |                                                                       |
|----------|-----------------------------------------------------------------------|
| Memorize | to learn something so that you remember it exactly                    |
| Examples | I <i>memorized</i> the schedule 5 minutes before the test began       |
| Synonyms | Remember - Commit to memory - Learn by heart                          |
| Listen   | <a href="#">Memorize   4537 pronunciations of Memorize in English</a> |

**Observe**

|          |                                                                                                                                                                                                                        |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Observe  | to watch someone or something carefully                                                                                                                                                                                |
| Examples | 1 - The proctor <i>observer</i> was <i>observing</i> me closely because he doubted me<br>2 - The relative velocity of an object moved by a stationary <i>observer</i> is the same as the actual velocity of the object |
| Synonyms | Detect - Perceive - Witness                                                                                                                                                                                            |
| Listen   | <a href="#">Observe   18242 pronunciations of Observe in English</a>                                                                                                                                                   |



## Process

|          |                                                                                                                   |
|----------|-------------------------------------------------------------------------------------------------------------------|
| Process  | a series of actions that you take in order to do something                                                        |
| Examples | Conducting an experiment on the reaction of ammonium with hydroxide is a <i>process</i> that may take a long time |
| Synonyms | Course - Method - Development                                                                                     |
| Listen   | <a href="#">Process   343522 pronunciations of Process in English</a>                                             |

## Symbol

|          |                                                                    |
|----------|--------------------------------------------------------------------|
| Symbol   | a sign or object that is used to mean something                    |
| Examples | A heart shape is the <i>symbol</i> of love.                        |
| Synonyms | Figure - Sign - Mark                                               |
| Listen   | <a href="#">Symbol   18702 pronunciations of Symbol in English</a> |

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

## Accommodate

|             |                                                                             |
|-------------|-----------------------------------------------------------------------------|
| Accommodate | to provide with a place to live or to be stored in                          |
| Examples    | New students may be <i>accommodated</i> in halls of residence               |
| Synonyms    | Lodge - Billet - House                                                      |
| Listen      | <a href="#">Accommodate   7367 pronunciations of Accommodate in English</a> |



## Budget

|                 |                                                                                                                                                                               |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Budget</b>   | 1 - a plan to show how much money a person or organization will earn and how much they will need or be able to spend<br>2 - the amount of money you have available to spend   |
| <b>Examples</b> | 1 - The firm has drawn up a <b>budget</b> for the coming financial year.<br>2 - If you want to live in New Jersey, your monthly <b>budget</b> must be at least <b>5,500\$</b> |
| <b>Synonyms</b> | Financial plan - Reasonable - Modest                                                                                                                                          |
| <b>Listen</b>   | <a href="#">Budget   75988 pronunciations of Budget in English</a>                                                                                                            |

## Calculate

|                  |                                                                                                                                                      |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Calculate</b> | to judge the number or amount of something by using the information that you already have, and adding, taking away, multiplying, or dividing numbers |
| <b>Examples</b>  | After doing the <b>calculations</b> , I found that the cost of living in Dubai should not be less than 2,000 dirhams per month                       |
| <b>Synonyms</b>  | Compute - Analyze - Evaluate                                                                                                                         |
| <b>Listen</b>    | <a href="#">Calculate   17957 pronunciations of Calculate in English</a>                                                                             |



## Commute

|                 |                                                                     |
|-----------------|---------------------------------------------------------------------|
| <b>Commute</b>  | to make the same journey regularly between work and home            |
| <b>Examples</b> | I work 10 hours a day, I <i>commute</i> 2 hours a day.              |
| <b>Synonyms</b> | Travel - Shuttle - Transform                                        |
| <b>Listen</b>   | <a href="#">Commute   3909 pronunciations of Commute in English</a> |

## Cramped

|                 |                                                                     |
|-----------------|---------------------------------------------------------------------|
| <b>Cramped</b>  | not having enough space or time                                     |
| <b>Examples</b> | We have six desks in this room, so we're a little <i>cramped</i>    |
| <b>Synonyms</b> | Confined - Restricted - Small                                       |
| <b>Listen</b>   | <a href="#">Cramped   1194 pronunciations of Cramped in English</a> |

## Expenses

|                 |                                                                                                                                              |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Expenses</b> | 1 - the use of money, time, or effort<br>2 - something that makes you spend money                                                            |
| <b>Examples</b> | 1 - Buying a bigger car has proved to be well worth the <i>expense</i> .<br>2 - Our biggest <i>expense</i> this year was our summer holiday. |
| <b>Synonyms</b> | Costs - Incidentals - Expenditures                                                                                                           |
| <b>Listen</b>   | <a href="#">Expenses   10228 pronunciations of Expenses in English</a>                                                                       |



## Facilities

|                   |                                                                                                                                      |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>Facilities</b> | 1 - a place, especially including buildings, where a particular activity happens<br>2 - an ability to do something easily or well    |
| <b>Examples</b>   | 1 - Missile strikes were aimed at the country's nuclear <i>facilities</i> .<br>2 - His <i>facility</i> for languages is astonishing. |
| <b>Synonyms</b>   | Abilities - Amenities - Services                                                                                                     |
| <b>Listen</b>     | <a href="#">Facilities   30754 pronunciations of Facilities in English</a>                                                           |

## Pros

|                 |                                                                  |
|-----------------|------------------------------------------------------------------|
| <b>Pros</b>     | an advantage to or a reason for doing something                  |
| <b>Examples</b> | One of the big <i>pros</i> of living in Madrid is the night life |
| <b>Synonyms</b> | Advantages - Benefits - Features                                 |
| <b>Listen</b>   | <a href="#">Pros   6017 pronunciations of Pros in English</a>    |

## Cons

|                 |                                                                                                               |
|-----------------|---------------------------------------------------------------------------------------------------------------|
| <b>Cons</b>     | to make someone believe something false, usually so that that person will give you their money or possessions |
| <b>Examples</b> | The pollution is one of the most important <i>cons</i> that faces the big cities                              |
| <b>Synonyms</b> | Disadvantages - Limits - Downsides                                                                            |
| <b>Listen</b>   | <a href="#">Cons   4754 pronunciations of Cons in English</a>                                                 |



## Tenant

|                 |                                                                   |
|-----------------|-------------------------------------------------------------------|
| <b>Tenant</b>   | a person who pays rent for the use of land or a building          |
| <b>Examples</b> | He was cruel to his <i>tenants</i> .                              |
| <b>Synonyms</b> | Resident - Occupant - Renter                                      |
| <b>Listen</b>   | <a href="#">Tenant   3482 pronunciations of Tenant in English</a> |

## Furnished

|                  |                                                                        |
|------------------|------------------------------------------------------------------------|
| <b>Furnished</b> | containing furniture or containing furniture of a particular type      |
| <b>Examples</b>  | She's looking for a <i>furnished</i> flat                              |
| <b>Synonyms</b>  | Equipped - Supplied - Provided                                         |
| <b>Listen</b>    | <a href="#">Furnished   749 pronunciations of Furnished in English</a> |

## Secure building

|                        |                                                                                          |
|------------------------|------------------------------------------------------------------------------------------|
| <b>Secure building</b> | a building that is protected, controlled, and safe to enter because access is restricted |
| <b>Examples</b>        | We are the most <i>secure building</i> on campus                                         |
| <b>Synonyms</b>        | restricted-access building - protected facility - controlled-entry building              |
| <b>Listen</b>          | <a href="#">Secure Building   145 pronunciations of Secure Building in English</a>       |

## Leaking

|                |                                                                                                                                                                                                                                                         |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Leaking</b> | 1 - (of a liquid or gas) to escape from a hole or crack in a pipe or container; (of a container) to allow liquid or gas to escape<br>2 - a hole or crack through which a liquid or gas can flow out of a container, or the liquid or gas that comes out |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



|                 |                                                                                                                                                                              |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Examples</b> | 1 - Water was <b>leaking</b> from the pipe<br>2 - The kitchen roof is apt to <b>leak</b> when it rains<br>3 - If you suspect a gas <b>leak</b> , phone the emergency number. |
| <b>Synonyms</b> | Dripping - Permeable - Seeping                                                                                                                                               |
| <b>Listen</b>   | <a href="#">Leaking   2842 pronunciations of Leaking in English</a>                                                                                                          |

## Repair(s)

|                  |                                                                                                                                                                                               |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Repair(s)</b> | 1 - to put something that is damaged, broken, or not working correctly, back into good condition or make it work again<br>2 - the act of fixing something that is broken or damaged           |
| <b>Examples</b>  | 1 - The garage said the car was so old it wasn't worth <b>repairing</b><br>2 - I really must get my bike <b>repaired</b> this weekend<br>3 - The <b>repairs</b> to the roof will be expensive |
| <b>Synonyms</b>  | Patch-up - Overhaul - Darning                                                                                                                                                                 |
| <b>Listen</b>    | <a href="#">Repair   14472 pronunciations of Repair in English</a>                                                                                                                            |

## Rent

|                 |                                                                                                                                                                                                                                   |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Rent</b>     | 1 - a fixed amount of money that you pay regularly for the use of a room, house, car, television, etc. that someone else owns<br>2 - to pay or receive a fixed amount of money for the use of a room, house, car, television, etc |
| <b>Examples</b> | I pay a higher <b>rent</b> than the other <b>tenants</b> because my room is bigger                                                                                                                                                |
| <b>Synonyms</b> | Rental - Payment - Charge                                                                                                                                                                                                         |



|               |                                                                |
|---------------|----------------------------------------------------------------|
| <b>Listen</b> | <a href="#">Rent   19182 pronunciations of Rent in English</a> |
|---------------|----------------------------------------------------------------|

## Utilities

|                  |                                                                               |
|------------------|-------------------------------------------------------------------------------|
| <b>Utilities</b> | a service that is used by the public, such as an electricity or gas supply    |
| <b>Examples</b>  | The biggest financial worries are mortgages followed by <b>utility</b> bills. |
| <b>Synonyms</b>  | Values - Conveniences - Functions                                             |
| <b>Listen</b>    | <a href="#">Utilities   4853 pronunciations of Utilities in English</a>       |

## Intersection

|                     |                                                                                             |
|---------------------|---------------------------------------------------------------------------------------------|
| <b>Intersection</b> | the place where two or more roads join or cross each other                                  |
| <b>Examples</b>     | Go straight then , turn right at the next <b>intersection</b> to arrive to your destination |
| <b>Synonyms</b>     | Crossing - Joining - Meeting - Junction                                                     |
| <b>Listen</b>       | <a href="#">Intersection   10181 pronunciations of Intersection in English</a>              |

## Corner

|                 |                                                                                                                                                                                                                      |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Corner</b>   | 1 - the point, area, or line that is formed by the meeting of two lines, surfaces or roads<br>2 - a part of a larger area, often somewhere quiet or far away                                                         |
| <b>Examples</b> | 1 - There's a postbox on the <b>corner</b> (= the place where the street crosses another)<br>2 - They live <b>just around the corner</b> (= very close although not in the same road) - so we see them all the time. |



|                 |                                                                                          |
|-----------------|------------------------------------------------------------------------------------------|
|                 | 3 - They live in a <b>remote</b> <i>corner</i> of Scotland, miles from the nearest store |
| <b>Synonyms</b> | Place - Junction - Crook - Curve                                                         |
| <b>Listen</b>   | <a href="#">Corner   42531 pronunciations of Corner in English</a>                       |

## Opposite

|                 |                                                                                                                                  |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>Opposite</b> | being in a position on the other side                                                                                            |
| <b>Examples</b> | 1 - The two settlements are on <i>opposite</i> sides of the river.<br>2 - We're in the building <i>opposite</i> the gas station. |
| <b>Synonyms</b> | Reverse - Conflicting - Differing - Contrary                                                                                     |
| <b>Listen</b>   | <a href="#">Opposite   44559 pronunciations of Opposite in English</a>                                                           |

## Across from

|                    |                                                                                                                                                                                                                                                                                         |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Across from</b> | directly opposite something, on the other side of the street or area.<br><br>When giving directions, " <i>across from</i> " tells someone that a building or place is facing another building, with a road, walkway, or open space between them.<br>It describes location and position. |
| <b>Examples</b>    | "The student housing building is <i>across from</i> the library."<br>→ The two buildings face each other, with a street in between                                                                                                                                                      |
| <b>Synonyms</b>    | Reverse - Facing - Differing - Opposite                                                                                                                                                                                                                                                 |
| <b>Listen</b>      | <a href="#">Across From   19566 pronunciations of Across From in English</a>                                                                                                                                                                                                            |



Read the text below and choose the correct word to complete each sentence. Choose A, B, or C.

Every semester, hundreds of biology students gather in the main auditorium for their first big lecture. For many freshmen, adjusting to university-level science can be tough because the material is highly (1)\_\_\_\_\_ and requires a brand-new way of thinking. Instead of just trying to (2) \_\_\_\_\_ facts and definitions for an exam, professors expect students to truly analyze how things work.

To help with this transition, the university uses a system called Connected Learning, or CL (3) \_\_\_\_\_. In this program, students don't just sit and listen; they actually (4) \_\_\_\_\_ experiments and analyze real data. While mastering these scientific methods takes a lot of time and effort, it usually (5) \_\_\_\_\_ well in the end, leaving students much better prepared for their future careers.

### Multiple-Choice Options

1.

A) complex

B) dormitory

C) symbol

2.

A) rush

B) memorize

C) observe

3.

A) pretty well

B) works out

C) for short

4.

A) conduct

B) fill out

C) identification

5.

A) focuses

B) works out

C) appeals



Read the text below and choose the correct word to complete each sentence. Choose A, B, or C.

Stepping into a university lecture hall for the first time requires a completely fresh (1) \_\_\_\_\_ to academic life. In science courses, professors actively discourage students from relying on a passive learning (2) \_\_\_\_\_; instead, they want them to actively analyze real-world data.

For freshmen living in a busy campus (3) \_\_\_\_\_, balancing this intense workload with a new social life can be overwhelming. However, those who look closely at how modern research is done will find that sci-literacy is a highly (4) \_\_\_\_\_ skill that opens up global career opportunities. In the end, putting the extra hours into understanding scientific methodologies always (5) \_\_\_\_\_ for dedicated students.

### Multiple-Choice Options

1.

A) identification

B) approach

C) concept

2.

A) process

B) focus

C) symbol

3.

A) major

B) rush

C) dormitory

4.

A) appealing

B) complex

C) pretty well

5.

A) conducts

B) works out

C) fills out



Read the text below and choose the correct word to complete each sentence. Choose A, B, or C.

## Navigating City Living

Moving to a massive metropolitan area for university forces students to quickly learn how to manage their monthly (1) \_\_\_\_\_, such as food and transportation. Finding the right place to live is a major part of this process, prompting many to carefully weigh the (2) \_\_\_\_\_ of sharing an apartment versus living alone. For those who choose to live off-campus, finding an affordable place that can (3) \_\_\_\_\_ multiple roommates is often a top priority.

Once an apartment is chosen, a new (4) \_\_\_\_\_ must immediately sign a lease agreement and learn to communicate with the landlord. For instance, if a student notices a kitchen pipe (5) \_\_\_\_\_ water onto the floor, they need to know how to politely but firmly request immediate maintenance.

### Multiple-Choice Options

1.

A) utilities

B) expenses

C) budget

2.

A) pros and cons

B) facilities

C) repairs

3.

A) calculate

B) commute

C) accommodate

4.

A) tenant

B) corner

C) rent

5.

A) leaking

B) cramped

C) furnished



Read the text below and choose the correct word to complete each sentence. Choose A, B, or C.

## The Crisis of Modern Mega-Cities

As global populations rapidly concentrate in metropolitan areas, municipal governments are struggling to (1) \_\_\_\_\_ the massive influx of new residents requiring public services. With real estate prices skyrocketing, low-income workers are increasingly forced into (2) \_\_\_\_\_ living conditions or pushed to the absolute periphery of the city. This geographic displacement drastically lengthens the daily (3) \_\_\_\_\_ for thousands of workers, putting immense strain on aging public transit networks.

Beyond transportation issues, city planners must constantly maintain critical infrastructure to prevent catastrophic failures, such as water mains (4) \_\_\_\_\_ deep beneath major roadways. Ultimately, local authorities must carefully evaluate the (5) \_\_\_\_\_ of rapid technological expansion against the immediate, costly realities of maintaining basic public safety and infrastructure.

### Multiple-Choice Options

1.

A) calculate

B) accommodate

C) rent

2.

A) cramped

B) furnished

C) opposite

3.

A) expenses

B) intersection

C) commute

4.

A) repairing

B) leaking

C) facilities



5.

A) pros and cons

B) utilities

C) budget

| Part                       | Level                        | Theme                                                                                                                                               | Grammar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                          |  |
|----------------------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Part 2 :<br><b>Grammar</b> | At<br>Grade<br>Level<br>Goal | Live and Learn!   How to Avoid<br>Plagiarism                                                                                                        | G.2.4 <a href="#">Adverbs (adverbial linkers)</a><br>G.8.1 <a href="#">Modal verbs (present)</a><br>G.1.2 <a href="#">Adjectives (comparative)</a><br>G.5.2 <a href="#">First Conditional</a><br>G.19.2 Verb forms (( <a href="#">verb + to + infinitive</a> ;<br><a href="#">verb + infinitive</a> ; <a href="#">verb + '-ing'</a> )<br>G.13.3 <a href="#">Present time (present perfect simple)</a><br>G.5.3 <a href="#">Second Conditional</a><br>G.17.4 <a href="#">(Questions) Indirect questions</a>         |                                                                                                                                                                                                                                                                                                          |  |
|                            |                              | Task Description                                                                                                                                    | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Construct Limits                                                                                                                                                                                                                                                                                         |  |
|                            |                              | Multiple-Choice Gap-Fill<br>-----<br>-----<br>Read the text and choose<br>the correct<br>word(s) to complete the<br>sentences. Choose<br>A, B or C. | Reading Strategies<br>5 x ENG.07.RV.S.3.3: Apply a wide<br>range of reading strategies, including,<br>using context, first language, culture,<br>experiences, the main message, overall<br>organisation, structure and word<br>choices, adjusting reading<br>rateskimming, scanning and reading<br>on to understand and interpret<br>extended written or multimodal texts<br>on familiar and unfamiliar concrete<br>topics that are clearly structured and<br>may use some nonstandard language or<br>expressions. | 1 narrative text<br>(B1.2-B2.1) of<br>160<br>words (10%<br>either way) with<br>5 gaps<br>3 options, one of<br>which is the<br>correct answer,<br>two are<br>distractors<br>Items require:<br>Multiple words<br>(e.g., is going,<br>has<br>been playing, if<br>it were me)<br>2 marks each<br>(total: 10) |  |



## Adverbial linkers

**Adverbial linkers** are words or phrases which we use to connect ideas—usually, but not always, in two sentences. They are sometimes called **conjunctive adverbs** because they perform the same function as conjunctions

Some common examples of adverbial linkers are :

**However, Therefore, As a Result, That's Why, and In Addition**

Example :

'The best thing about living in New York is that there are so many things to do; that's why I'm never bored. I can go to the park, I can visit museums, I can go to the theater. In addition, there are so many shops that I can buy anything I want. However, too many people live and work in New York; therefore, it's a very busy place. As a result, there is a lot of traffic and noise.'

The basic pattern for using adverbial linkers is:

**Idea + Adverbial Linker + Idea**

The ideas are usually presented in two different sentences, with one of them introduced by the adverbial linker.

### Note :

In writing, we usually use a comma after the linker when it introduces another idea."

There are so many things to do. that's why , I'm never bored

It's a very busy place. As a result, there is a lot of traffic and noise.'

The Three Main Functions to use adverbial linkers are :

1 - To connect contrasting ideas

Used to introduce an idea that is different or opposite



Example for some words that could be used To connect contrasting ideas :

However , Nevertheless , Conversely , On the other hand

---

The best thing about living in New York is that there are many things to do ,

However , lots of people live and work there

---

Living in new York is a good thing because there are many things to do

However : introduces a contrasting opinion

The negative point that too many people live there

## 2 - To show cause and effect

Used to show the relationship between two things where one makes the other happen

Example for some words that could be used To show cause and effect :

As a result , Therefore , Consequently , That's Why

---

New York is a very busy place. As a result, there is a lot of traffic and noise.'

---

Cause : New York is a very busy place

As a result : show cause and effect

Effect : there is lots of traffic and noise in New York

## 3 - To add another point or idea

Used to list extra information

Example for some words that could be used To add another point or idea :

In addition , Furthermore , Moreover , What's more

---

I can go to the park, I can visit museums, I can go to the theater. In addition, there are so many shops that I can buy anything I want



The man is listing the things that he can do in New York

In addition : used to **add** another idea to this list

## Model Verbs ( Present )

We use them to change the meaning of a main verb. They allow us to express **ability**, **permission**, **advice**, **obligation**, or **degrees of certainty** about the present moment

### The function of main Model Verbs ( Present )

| Model         | Function (what it used for)                                                                      | Example                                                      |
|---------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| <b>Can</b>    | <b>Ability:</b> <i>Shows what someone is able to do</i>                                          | I <b>can</b> swim fast.                                      |
|               | <b>Permission:</b> <i>Asks for or gives informal permission</i>                                  | <b>Can</b> I use your phone?                                 |
| <b>Could</b>  | <b>Polite Requests:</b> <i>Makes a current request sound softer and more polite than "can."</i>  | <b>Could</b> you pass the salt, please?                      |
|               | <b>Polite Permission:</b> <i>Asks for permission in a formal way</i>                             | <b>Could</b> I ask a question?                               |
|               | <b>Present Possibility:</b> <i>Expresses a current chance or option that is not 100% certain</i> | We <b>could</b> go to the park, or we <b>could</b> stay home |
| <b>Shall</b>  | <b>Making Suggestions:</b> <i>Proposing an idea politely in the current moment</i>               | <b>Shall</b> we go for a walk?                               |
|               | <b>Offering Help:</b> <i>Volunteering to do something for someone right now.</i>                 | <b>Shall</b> I open the window for you?                      |
|               | <b>Asking for Advice:</b> <i>Inquiring about the best step to take next</i>                      | What <b>shall</b> we do now?                                 |
| <b>Should</b> | <b>Advice:</b> <i>Gives a recommendation or opinion on what is good to do</i>                    | You <b>should</b> sleep early                                |
|               | <b>Expectations :</b> <i>Show us an event that was 100% supposed to happen.</i>                  | The flight <b>should</b> be in time                          |
| <b>May</b>    | <b>Formal Permission:</b> <i>Asks for or gives polite permission</i>                             | <b>May</b> I enter the room ?                                |
|               | <b>Weak Possibility:</b> <i>Shows something is possible, but not certain</i>                     | It <b>may</b> rain later today                               |



|                 |                                                                                                                                        |                                                                                                 |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <b>Might</b>    | <b>Very Weak Possibility:</b> <i>Shows a very low chance of something happening</i>                                                    | I <b>might</b> go to the party, but I am tired                                                  |
| <b>Must</b>     | <b>Strong Obligation:</b> <i>States a strict rule, law, or necessary action</i>                                                        | Drivers <b>must</b> stop at a red light                                                         |
|                 | <b>Strong Certainty:</b> <i>Shows you are 100% sure about something based on evidence</i>                                              | The lights are on, so he <b>must</b> be home                                                    |
|                 | <b>Strong suggestions :</b> <i>Explains a proposal that can appeal to others</i>                                                       | You <b>must</b> try the cheddar popcorn                                                         |
| <b>Will</b>     | <b>Certainty / Future:</b> <i>States a definite future fact</i>                                                                        | The sun <b>will</b> rise tomorrow                                                               |
|                 | <b>Immediate Decision:</b> <i>Shows a choice made at the exact moment of speaking</i>                                                  | I <b>will</b> answer the phone                                                                  |
|                 | <b>Promises :</b> <i>It shows us a covenant between two people that confirms its occurrence in the future</i>                          | I <b>won't</b> be late to pick you up                                                           |
|                 | <b>Requests &amp; Offers:</b> <i>Makes asking for something or offering something</i>                                                  | <b>Will</b> you pack us some snacks , please ?                                                  |
| <b>Would</b>    | <b>Polite Requests &amp; Offers:</b> <i>Makes asking for something or offering something sound softer and more formal than "will."</i> | <b>Would</b> you like a cup of tea?<br>(Offering right now)                                     |
|                 |                                                                                                                                        | I <b>would</b> like a glass of water, please.<br>(Requesting in the present)                    |
|                 | <b>Hypothetical Present Situations:</b> <i>Imagining a current reality that is different from the truth (often used with "if").</i>    | If I had more time, I <b>would</b> learn to play the guitar. (But I do not have time right now) |
|                 | <b>Expressing a Present Wish (with "wish"):</b> <i>Describing something you want to change about the current situation</i>             | I wish it <b>would</b> stop raining. (It is raining right now)                                  |
|                 | <b>Advice:</b> <i>Gives a recommendation or opinion on what is good to do</i>                                                          | If I were you, I <b>would</b> listen to my father's words                                       |
| <b>Ought to</b> | <b>Giving Advice or Moral Obligation:</b> <i>Recommending the right or responsible thing to do right now.</i>                          | We <b>ought to</b> help the environment by recycling more                                       |
|                 | <b>Present Probability:</b> <i>Expecting something to happen based on a normal situation</i>                                           | The weather is clear, so the plane <b>ought to</b> arrive on time                               |
|                 | unlike true modals, " <b>Ought to</b> " requires the word " <b>to</b> " before the main verb                                           |                                                                                                 |



## *The form of the mode verbs*

S + MODEL VERB + The base form of the verb

Ex . I might bake a cake later

## *The form of the mode verbs in Questions*

We form questions by inverting the subject mode--verb word order

We don't use verb to do ( do / did )

S + MODEL VERB + The base form of the verb

↓

MODEL VERB + S + The base form of the verb

Ex. I can help you → Can I help you

## *The form of the mode verbs in Negative*

We form negatives by adding "not"

S + MODEL VERB + not + The base form of the verb

Can → Cannot = Can't

Should → Should not = Shouldn't

Will → Will not = Won't

Must → "Can't" not "Must not"



## Comparative adjectives

**Adjectives** are words that describe nouns

It can give us :

- 1 – Information : size or age over a noun ( big – tall – young )
- 2 – Some one's Opinion : ( Beautiful – Expensive – Delicious )
- 3 - Describe how someone is feeling : ( Happy – Tired – Hangry )

We use **comparative adjectives** to compare two nouns

**Comparative adjectives** tell us how one noun is different from the other

Ex .

She is **taller** **than** him

This painting is **more beautiful** **than** that painting

### The Form of comparative adjectives

The Form of comparative adjectives **depends on how many syllables the adjective has**

#### 1 - One Syllable adjectives

$n_1 + V_{be} + \text{adjective} + \text{-er} + \text{than} + n_2$

**Note:**

If the adjective ends in a “ constant – vowel – constant ” pattern

**We doubling the final constant before adding “-er”**

The “Physics book” is **bigger** **than** the “English book”



## 2 - Two Syllable adjectives (that end in "y")

We change "y" to "i" and add "-er"

$n_1 + V_{be} + \text{adjective}_{(\text{without } y)} + \text{-ier} + \text{than} + n_2$

The city is **noisier** than the village

## 3 - Two Syllable adjectives or more (2+)

$n_1 + V_{be} + \text{more} + \text{adjective} + \text{than} + n_2$

Porsche cars are **more expensive** than Mercedes cars

We can also use comparative adjectives in the past

Nokia phones were **better** than iPhones

## Exceptions

Some comparative adjectives don't follow the usual rules

| Adjective | Comparative Form  |
|-----------|-------------------|
| Good      | Better            |
| Bad       | Worse             |
| Far       | Farther / Further |

## First Conditional

We use the conditional mood for hypothetical situations

When we don't know if something will happen, we make a guess about the outcome

The **first conditional** is used to express likely or possible future situations and their probable consequences



If a certain conditional is met, the outcome will probably happen

## The form of First conditional

We can formulate the general rule for the first conditional in two ways

If clause + , + main clause

---

or we can say

main clause + If clause

---

If clause : if + Present simple

If clause : If + S + the base form of the verb

---

main clause : S + will + Present simple

main clause : S + will + the base form of the verb

---

Ex .

→ If we don't leave now, we will miss the train  
→ We will miss the train if we don't leave now

→ If you study hard, you will pass the exam  
→ You will pass the exam if you study hard

→ If I see my teacher, I will ask him  
→ I will ask my teacher If I see him



We can use the first conditional to talk about:

- 1 – Things that will probably be true
- 2 – The real word
- 3 – Specific situations

We can use models in the main clause instead of “will”

- 1 – To express a recommendation
- 2 – To express a degree of certainty
- 3 – To express permission

If we don't leave now, we might miss the train

If you study hard, you could pass the exam

If I see my teacher, I shall ask him

If it gets colder, we should light a fire

## Second Conditional

The second conditional discusses hypothetical, imaginary, or unlikely situations and their potential results, contrasting with the first conditional's focus on real future possibilities.

If an unlikely or imaginary condition were true, the outcome would happen



## The form of Second conditional

We can formulate the general rule for the **Second conditional** in two ways

If clause + , + main clause

---

or we can say

main clause + If clause

---

If clause : if + Past simple

If clause : If + S + V<sub>2</sub>

---

main clause : S + would + Present simple

main clause : S + would + the base form of the verb

---

Ex .

→ If I were the president of this country, I would make many changes

→ I would make many changes if I were the president of this country

→ If our teacher just gave us the answers, we wouldn't learn anything

→ We wouldn't learn anything if our teacher just gave us the answers



We can use the second conditional to talk about:

1 – Thing in the future that are probably not going to be true ( dreams and fantasies ) :

If I won the Lottery, I would buy a new house

2 – Things in the present that are impossible

In this case , it's very common to use

“I were” instead of “I was”

If I were you, I would study well

We can use the past continuous in the second conditional to talk about actions that are imagined as being in progress

Past continuous is used in the second conditional to describe an action that would be in progress if the condition were true

If that thing happened , that thing would be happening

Ex .

If I spoke French, I would be living in Paris

If I had an exam tomorrow, I would be studying all the night

If I were studying medicine, I would be treating poor people  
for free

If they were living in Dubai, they would visit us every week



## Verb forms

### To-infinitive construction(verb + to + infinitive)

We use infinitives to create verbal nouns

**Infinitives** : simplest form of a verb

*The form of infinitives*

to + **the base form of the verb**

Ex . to **walk** , to **eat** , to **study** , to **play** , to **love**

She expected **to walk** right in

*How we use infinitives ?*

**Remember** : the basic form of the sentence is

**Subject** + **Verb<sub>main</sub>** + **Object**

1 – as the “**Subject**” of the sentence

We can use infinitives as a “Subject” for:

- 1 – Giving instructions (To **cook** properly, place the fish skin side down)
- 2 – Giving directions (To **get** there, take the bus to the high-street and then cross the road)
- 3 - Quoting someone (To **quote others in an essay** is sometimes necessary)
- 4 – Giving Dictionary definition (**Major** : to **study** something as your main subject at college or university)



## 2 – as the “Object” of the sentence

There are some verbs that infinitives comes after it as Object like :

{ Agree , Demand , Manage , Plan , Want }

We agreed to never speak to each other again

They demanded to change their flight time

He managed to sell his house on the market

She is planning to quit her job after returning from her holiday

Ali wants to travel to Dubai by metro

## 3 – after Certain Verbs and Object combination

Subject + Verb<sub>main</sub> + Object + infinitive

They asked us to help with the washing up

She told him to bring home the cat food

He encouraged her to follow her dreams

## 4 – after Adjectives

He was happy to include her in the new project at work

They were sad to leave the island at the end of the holiday

We are pleased to Welcome you in our new house



## Bare infinitive (verb + infinitive “base form”)

*When we use Bare infinitives ?*

1 – After models ( Can , Could , May , Might , Shall , Should , Must )

Subject + Model Verb + Bare infinitive ( the base form of the verb ) + Object

I must visit my grandmother

You should tell her how do you feel

If we don't hurry , we might miss out the flight

2 – After certain verbs ( see , hear , feel , watch , notice , let , make )

I saw him cross the street

The teacher made us rewrite the essay

She let him borrow her car

3 – After ( and , or , expect , but , than , as , like )

Do you want to come with me or stay at home?

I would prefer to do something else like visit clients

4 – After ( Why , Why not )

Why call it now if you can email her?

Why not try doing it by yourself?



## 5 – After ( **Had better** , **Would rather** )

You **had better** study, otherwise you won't go to school  
after today

**I'd rather** stay home

Gerund form(verb + “-ing”)

**Gerunds** : it's a verb that ends in “-ing” that **acts as a nouns**

*The form of gerunds*

the base form of the verb + **ing**

Ex . **walking** , **eating** , **studying** , **playing** , **loving**

**Walking** always puts me in a good mood

**Note:**

Not every verb that ends in “-ing” is a gerund

Like : continuous tenses ( V<sub>be</sub> + Present Participle)

I am **eating** pizza

**Eating** here is not a gerund , **it's a verb**

*How we use gerunds?*

**Remember** : the basic form of the sentence is

**Subject** + **Verb<sub>main</sub>** + **Object**



## 1 – as the “Subject” of the sentence

Noun Phrase :

Playing the guitar was his favorite hobby

Studying Literature is a good way to relieve the stress

Noun :

Reading helps me keep my mind sharp

Baking is a very enjoyable way to spend your spare time

## 2 – as the “Object” of the sentence

There are some verbs that gerunds come after it as Object like :

{ Consider , Deny , Enjoy , Imagine , Suggest }

He considered moving to Spain last year

Mona denied cheating on her test

Kareem enjoys watching movies at weekends

We imagined waking up to a beautiful sunrise

Hadi suggested going to Dubai this weekend

Note:

We can use the verb “go” + gerund to talk about hobbies or recreational activities like :



{ go hiking , go shopping , going swimming , going fishing , went sightseeing , went snorkeling }

3 – as the “Object” of the sentence after a preposition

Before

Before he completing university, he had many jobs offers

By

By getting up early, I am ready for my morning runs

Since

I have been thinking of him nonstop since meeting him

Except

He loves all forms of creative expression except writing

Without

We decided to take a trip without planning

After

After recovering from his injury , Ali retired from rugby

---

There are some verbs allow you to use either a gerund or an infinitive after it :

{ Sleep , Eat , Work , Clean }



| Gerunds                                                  | Infinitives                                              |
|----------------------------------------------------------|----------------------------------------------------------|
| She hates <b>sleeping</b> late                           | She hates <b>to sleep</b> late                           |
| We prefer <b>eating</b> at home                          | We prefer <b>to eat</b> at home                          |
| They started <b>working</b> on the project at the school | They started <b>to work</b> on the project at the school |
| The car needs <b>cleaning</b>                            | The car needs <b>to clean</b>                            |

QUICK  
TIP!

If you are still unsure of when to use a gerund  
or infinitive

There is a little trick that can help you.

Just keep in mind that it doesn't work in EVERY  
.situation

### *When to use the infinitive ?*

If the first action leads to the second action

Ex . Ali wants **to eat** pizza for dinner

### *When to use the gerund ?*

If the first action is happening at the same time as the second action

Ex . Ali likes **eating** pizza for dinner



## Present time (present perfect simple)

The present perfect simple: is used to talk about an action or situation that happened in the past and has a connection to the present.

### *The usage of present perfect simple*

1 – To talk about an action that started in the past and hasn't ended until now

You have studied this subject for 3 hours

This means that you started studying this subject 3 hours ago and you are still studying it now.

2 – To talk about an action happened in the past and we don't when it happened exactly

His wallet has been stolen

This means that his wallet was stolen, but we don't now at what time exactly the wallet was stolen

### *The form of present perfect simple*

Subject + Verb<sub>have</sub> (have / has) + Past Participle (P.P) / V<sub>3</sub>

She has seen this movie already

They have taught English for seven years



### Note:

We can use “ since & for “ in the present perfect simple to refer to the time of an action

**Since:** It is used to talk about a specific point in time when the action started. It does not focus on how long the action has continued; it focuses on when the action started

**For:** It is used to talk about a period of time or the duration of the action. It does not focus on when the action started; it focuses on how long the action has continued

---

I have lived here since 2020.

She has studied English since last year.

Here, we know when the action started

---

I have lived here for 6 years.

She has studied English for one year.

Here, we know how long the action has continued

### Note:

We can use “already&yet “in the present perfect simple to refer to the order of an action



**Already:** is used in the present perfect simple to show that something happened earlier than expected or before now.

**Yet:** It is used to talk about a period of time or the duration of the action. It does not focus on when the action started; it focuses on how long the action has continued

I have already finished my homework.

She has already eaten dinner.

The action is completed, and this may be surprising because it happened sooner than expected.

Have you finished your homework yet?

I haven't finished my homework yet.

The action is expected to happen, but we want to know if it has happened already, or we say that it hasn't happened until now.

*The form of present perfect simple (Negative)*

Subject + Verb<sub>have</sub> (have / has) + not + Past Participle (P.P) / V<sub>3</sub>

She has not seen this movie already

They have not taught English for seven years

*The form of present perfect simple (Question)*

Verb<sub>have</sub> (Have / Has) + Subject + Past Participle (P.P) / V<sub>3</sub>



Has she seen this movie already?

Have they taught English for seven years?

### (Questions) Indirect questions

We can use an indirect question to make requests or ask someone for information. They are usually polite.

#### *The form of Indirect question (Yes or No Questions)*

**Polite phrase** ("Could you tell me .....", "Do you know.....") + **If** + **normal sentence** +?

**Normal sentence:** Subject + Verb

| Direct question                  | Indirect question                                  |
|----------------------------------|----------------------------------------------------|
| Can she arrive early?            | Could you tell me if she can arrive early?         |
| Do they play tennis on Tuesdays? | Do you know if they play tennis on Tuesday?        |
| Are you going to the meeting?    | Could you tell me if you are going to the meeting? |

**Note:**

We can make an indirect question as a sentence with these polite phrases:

{I wonder, I'd like to know}

I don't know if she is coming.



I wonder where he lives.

### *The form of Indirect question (WH - Questions)*

Polite phrase (“Could you tell me .....”, “Do you know.....”) + Wh - question + normal sentence + ?

| Direct question     | Indirect question                    |
|---------------------|--------------------------------------|
| Where does he live? | Could you tell me where he lives?    |
| Why did she leave?  | Do you know why she left?            |
| What is your name?  | Could you tell me what your name is? |
| Where he lives?     | I wonder where he lives.             |

Note:

If the direct question we don't use (do, does, or did)

Direct : Where does he live?

Indirect : Could you tell me where he lives?

### *Indirect question (Verb to be)*

Polite phrase (“Could you tell me .....”, “Do you know.....”) + Wh - question + Subject + Verb to be + ?

Direct : Where is Ali?

Indirect : Could you tell me where Ali is?

~~✗ Could you tell me where is Ali?~~



Read the narrative text below and choose the correct phrase to complete each sentence. Choose A, B, or C.

Last semester, Tariq faced a major academic challenge when writing his first research paper for university. He wanted (1)\_\_\_\_\_ a high grade, so he gathered sources from several online journals. However, he was unsure how to properly cite the authors and worried he might accidentally copy their work. He realized that if he did not include clear citations, his professor (2) \_\_\_\_\_ his paper as plagiarism.

Tariq knew he needed guidance, so he went to the campus writing center. The tutor explained that university rules are much (3) \_\_\_\_\_ than high school standards. The tutor asked, "Could you tell me (4) \_\_\_\_\_ formatting style your professor requires?" Tariq wasn't completely sure, but he learned how to paraphrase ideas correctly during the session. (5) \_\_\_\_\_, he felt far more confident about submitting his assignment safely without breaking any academic integrity guidelines.

### Multiple-Choice Options

1 .

A) to achieve

B) achieving

C) achieve

2 .

A) will reject

B) would reject

C) has rejected

3 .

A) strict

B) stricter

C) more strict

4 .

A) if which

B) that which

C) which

5 .

A) However

B) As a result

C) In addition



Read the narrative text below and choose the correct phrase to complete each sentence. Choose A, B, or C.

Fatima felt incredibly overwhelmed while preparing her first major university essay on global economic developments. She (1)\_\_\_\_\_ reading through various academic journals for over a week, but she was still terrified of committing accidental plagiarism. Her professor had made the course expectations very clear on the first day: if a student plagiarizes a paragraph, they (2)\_\_\_\_\_ an automatic failing grade for the assignment.

To prevent this outcome, Fatima decided to change her strategy. Instead of copying directly from web sources, she practiced rephrasing complex viewpoints in her own words. She quickly discovered that writing original summaries was much (3)\_\_\_\_\_ than copy-pasting raw text. Still, she needed to ensure her formatting matched the university guidelines, so she politely asked her classmate, "Do you know (4)\_\_\_\_\_ online citation tool our instructor prefers?" (5)\_\_\_\_\_, by learning to give proper credit to original authors, Fatima successfully completed her project with complete academic integrity.

### Multiple-Choice Options

1 .

A) is practicing

B) has practiced

C) practiced

2 .

A) would receive

B) will receive

C) received

3 .

A) better

B) more better

C) good

4 .

A) which is the

B) if which

C) which



5 .

A) However

B) As a result

C) In addition

Read the conversation below and choose the correct word(s) to complete each sentence. Choose A, B or C.

**Khaled:** Sarah, I am incredibly stressed about completing our first university essay on academic integrity. I (1) \_\_\_\_\_ several academic articles for days, but I still do not completely understand how to rewrite information without copy-pasting the authors' original phrasing.

**Sarah:** Calm down! The campus writing center tutor explicitly told me that if you paraphrase viewpoints carefully using your own vocabulary, you (2) \_\_\_\_\_ any serious issues with plagiarism.

**Khaled:** I understand that advice, but university citation expectations are much (3) \_\_\_\_\_ than our old high school standards. If (4) \_\_\_\_\_ a more confident writer, I would not feel so anxious about this assignment.

**Sarah:** None of us are experts yet, so you should not (5) \_\_\_\_\_ so much! By the way, could you tell me (6) \_\_\_\_\_ specific formatting style our professor prefers for references?

**Khaled:** He mentioned during the lecture that he prefers APA format.

**Sarah:** Perfect. (7) \_\_\_\_\_, we should visit the library website and check the reference guide together to ensure our citations are completely accurate before we submit anything.

### Multiple-Choice Options

1 .

A) am reviewing

B) have reviewed

C) reviewed



2 .

A) will not face

B) would not face

C) haven't faced

3 .

A) strict

B) stricter

C) more strict

4 .

A) I were

B) I was

C) I am

5 .

A) worry

B) to worry

C) worrying

6 .

A) that which

B) if which

C) which

7 .

A) However

B) Therefore

C) In addition

| Part                 | Level                             | Theme                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                        |
|----------------------|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 3A :<br>Reading | Towards<br>Grade<br>Level<br>Goal | Bright Lights, Big City   Planet Under Stress                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                        |
|                      |                                   | Task Description                                                                                                                             | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Construct Limits                                                                                                                                                                                       |
|                      |                                   | True, False, Not Given<br>-----<br>Read the text and choose the correct word(s) to complete the sentences. Choose True, False or Not Given.. | <b>Comprehension Skills</b><br><b>Specific Information</b><br>1 x ENG.07.RV.CS.2.1: Read and identify specific information in extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.<br><b>Details</b><br>3 x ENG.07.RV.CS.5.1: Read and identify details in extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. | 1 expository text (B1.1) of 250-270 words (10% either way)<br>6 statements with 3 options, one of which is the correct answer (4 marks each, total: 24)<br>Ensure one of each: True (supported), False |



|  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                            |
|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
|  |  |  | <p><b>Inference</b></p> <p>1 x ENG.03.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> <p><b>Main Points</b></p> <p>1 x ENG.07.RV.CS.6.1: Read and identify the main points of extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> | (contradicted),<br>Not Given (no evidence) |
|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|

**True** : This information is mentioned in the text correctly

**False** : This information is mentioned in the text but it'd not correctly

**Not Given** : This information is not mentioned in the text

Read the expository text below and determine if the following statements are True, False, or Not Given based on the information provided

### Planet Under Stress: The Real Cost of Mega-Cities

Today, more than half of the global population resides in urban environments, turning minor towns into massive, crowded mega-cities. While these bustling urban hubs offer incredible economic opportunities and lively cultural experiences, they also place an unprecedented amount of strain on our environment. This growing environmental pressure is causing many scientists to worry about the future health of our planet.

One of the most severe consequences of modern rapid urbanization is the drastic increase in air pollution. Millions of daily commuter vehicles, alongside expanding industrial zones, continuously release toxic gases into the atmosphere. This thick layer of urban smog traps heat and severely lowers the local air quality. Consequently, healthcare centers in major cities are reporting a massive surge in patients suffering from severe respiratory and breathing difficulties.



Furthermore, mega-cities generate massive amounts of solid waste that modern municipal systems struggle to manage. Huge quantities of single-use plastics and household garbage are constantly dumped into overfilled landfills, which slowly pollutes nearby soil and critical freshwater sources. Urban planning experts strongly emphasize that if local authorities do not implement sustainable, eco-friendly waste management strategies, these highly populated centers will soon become completely unlivable.

Ultimately, the main lesson of modern urban development is that our planet has strict natural boundaries. We cannot continue expanding our concrete jungles without thinking about the ecological consequences. Protecting the environment requires immediate action from both governments and individual citizens. If we want our future generations to thrive, city organizers must prioritize green initiatives, such as expanding public parks and investing heavily in clean, renewable energy grids.

### Multiple-Choice Options

1 . More than 50% of the world's population currently lives in cities.

- A) True                                      B) False                                      C) Not Given

2 . Urban smog helps to lower the overall temperature of city streets.

- A) True                                      B) False                                      C) Not Given

3 . Most of the single-use plastics found in urban landfills are imported from other countries.

- A) True                                      B) False                                      C) Not Given

4 . In the third paragraph, the word municipal most nearly means related to:

- A) A city or local government area  
B) An international environment group  
C) A private manufacturing company

5 . The author believes that protecting the environment is solely the responsibility of local governments.

- A) True                                      B) False                                      C) Not Given



6 . What is the main point of the passage?

- A) To explain why people prefer moving to big cities for work.
- B) To describe the specific types of renewable energy cities should use.
- C) To highlight how rapid urbanization creates severe environmental challenges.

Read the expository text below and determine if the following statements are True, False, or Not Given based on the information provided

### The Urban Environmental Dilemma

The relentless expansion of modern metropolitan areas has pushed global ecosystems to a critical breaking point. As concrete landscapes displace natural environments, cities worldwide are facing an unprecedented ecological crisis. While these vibrant economic centers attract millions of residents seeking career advancement, their rapid growth has outpaced the development of sustainable infrastructure. Consequently, the heavy toll on local natural resources has raised severe concerns among international environmental agencies.

The most visible consequence of this unsustainable expansion is the systematic degradation of air quality. Densely populated districts are constantly choked by emissions from millions of idling commuter vehicles and massive industrial zones. This concentrated atmospheric pollution produces a persistent canopy of smog that traps thermal radiation, drastically altering local weather patterns. Because of this, medical facilities in urban centers report an overwhelming influx of individuals suffering from chronic pulmonary diseases.

Furthermore, managing solid waste remains an almost impossible logistical hurdle for municipal authorities. Discarded packaging materials and single-use plastics overwhelm existing infrastructure, leading to massive, unregulated dumpsites on the outskirts of metropolitan areas. Toxic substances from these decomposing materials steadily leach into underground water tables, threatening the security of regional drinking supplies.

Ultimately, the fundamental takeaway from current urbanization trends is that modern development cannot continue ignoring ecological boundaries. Protecting our global ecosystem requires a paradigm shift from local authorities and residents alike. If urban centers are to remain viable for future generations, policymakers must immediately implement green initiatives, such as establishing extensive zero-emission zones and mandating the integration of renewable energy grids.



## Multiple-Choice Options

1. Rapid urban development has progressed faster than the implementation of eco-friendly infrastructure.

- A) True                                      B) False                                      C) Not Given

2. The thick layer of urban air pollution causes changes to local weather conditions.

- A) True                                      B) False                                      C) Not Given

3. In the second paragraph, the word pulmonary most nearly means related to the:

A) Lungs and respiratory system

B) Heart and blood circulation

C) Brain and nervous system

4. Government leaders have successfully banned all single-use plastics in major cities to protect water tables.

- A) True                                      B) False                                      C) Not Given

5. Underground water contamination is more severe in coastal cities than in landlocked cities.

- A) True                                      B) False                                      C) Not Given

6. What is the main point of the passage?

A) To explain how economic growth helps cities build safer roads.

B) To highlight the severe environmental and structural strains caused by rapid urbanization.

C) To argue that population growth in big cities should be completely stopped by law.



| Part                        | Level                        | Theme                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                        |
|-----------------------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 3B :<br><b>Reading</b> | At<br>Grade<br>Level<br>Goal | Live and Learn!   The Role of Online Education                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                        |
|                             |                              | Task Description                                                                                                                              | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Construct Limits                                                                                                                                                       |
|                             |                              | <p>Multiple-Choice Gap-Fill</p> <p>-----</p> <p>Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.</p> | <p><b>Comprehension Skills</b></p> <p><b>Specific Information</b></p> <p>1 x ENG.07.RV.CS.2.1: Read and identify specific information in extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> <p><b>Details</b></p> <p>3 x ENG.07.RV.CS.5.1: Read and identify details in extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> <p><b>Inference</b></p> <p>1 x ENG.03.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> <p><b>Mood and Tone</b></p> <p>1 x ENG.07.RV.CS.7.1: Identify mood, tone or attitude when reading extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions..</p> <p><b>Overall Meaning</b></p> <p>1 x ENG.07.RV.CS.1.1: Read and identify the overall meaning of extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> | <p>1 expository text (B1.2-B2.1) of 270-300 words (10% either way)</p> <p>7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28)</p> |



Read the expository text below and choose the correct answer (A, B, or C) for each question.

## The Role of Online Education in Modern Learning

The global educational landscape has experienced a monumental shift over the last decade, primarily driven by the rapid advancement of digital technology. Traditional classrooms, once considered the sole environments for academic growth, are now being supplemented—or in some cases, entirely replaced—by virtual learning platforms. This widespread integration of web-based instruction has completely transformed how knowledge is distributed, making education more accessible to a highly diverse population of global learners.

One of the most notable advantages of online education is its unprecedented flexibility. Unlike conventional schools with rigid timetables, virtual classrooms allow students to engage with instructional materials at their own pace. This self-directed approach enables individuals to balance their academic pursuits with personal responsibilities or employment. Furthermore, modern digital platforms utilize sophisticated interactive tools, such as discussion forums, video lectures, and multimedia simulations, which cater effectively to various learning preferences.

However, this educational shift is not devoid of challenges. Remote learning demands an extraordinary level of self-discipline and time management. Without the physical presence of an instructor, some students struggle to maintain their motivation, which often leads to procrastination. Additionally, the lack of face-to-face interaction can sometimes result in a sense of isolation among remote participants. Despite these drawbacks, the overall tone among educational experts remains highly optimistic; they view virtual platforms not as a threat to traditional systems, but as an invaluable tool that expands opportunities for lifelong learning.

Ultimately, online education has proven to be far more than a temporary trend. It represents a permanent evolution in pedagogy, breaking down geographical boundaries and democratizing access to high-quality information. As technology continues to mature, virtual learning will undoubtedly play an even more critical role in shaping future generations of thinkers.

### Multiple-Choice Options

1. According to the text, what has been the primary driver behind the major shift in the global educational landscape?

- A) A decline in traditional classroom enrollment
- B) The rapid advancement of digital technology
- C) A sudden drop in the cost of university tuition



2. The text states that virtual classrooms help students by allowing them to:

- A) Avoid taking mandatory final examinations
- B) Complete their degrees in half the normal time
- C) Interact with course materials at their own pace

3. Which interactive tools are specifically mentioned in the second paragraph as part of digital platforms?

- A) Electronic textbooks, automated grading, and live chatrooms
- B) Virtual reality headsets, audio podcasts, and shared blogs
- C) Discussion forums, video lectures, and multimedia simulations

4. According to the third paragraph, what is one major obstacle that remote learning students frequently face?

- A) Struggling to stay motivated without an instructor's physical presence
- C) Finding high-quality research materials on public websites
- B) Facing high fees for accessing online library databases

5. In the third paragraph, the phrase "not devoid of" most nearly means:

- A) Completely free from
- B) Not completely without
- C) Totally destroyed by

6. What is the overall attitude or tone of educational experts regarding virtual learning platforms as described in the text?

- A) Highly optimistic and supportive of their long-term value
- B) Deeply skeptical and worried about the decline of traditional schools
- C) Indifferent and unconcerned with how technology changes classrooms



7. What is the overall meaning of the text?

- A) Traditional universities will soon become completely obsolete due to technology.
- B) Online education is a permanent, flexible evolution that expands learning opportunities despite its challenges.
- C) Remote learning is too difficult for most students because it causes extreme isolation.

Read the expository text below and choose the correct answer (A, B, or C) for each question.

### The Digitalization of Higher Education

The global educational landscape has experienced an unprecedented paradigm shift over the last decade, primarily catalyzed by the relentless expansion of cutting-edge digital technologies. Traditional brick-and-mortar lecture halls, once universally considered the sole sanctuaries for rigorous academic advancement, are increasingly being decentralized by sophisticated virtual learning platforms. This widespread systemic integration of web-based instruction has completely revolutionized how knowledge is disseminated, democratizing high-quality academic resources for an exceptionally diverse and geographically dispersed population of modern scholars.

One of the most profound advantages of online education lies in its structural malleability. Unlike conventional educational institutions governed by rigid, unyielding timetables, virtual classrooms empower autonomous learners to engage with complex instructional modules entirely at their own discretion. This self-regulated approach seamlessly enables individuals to synthesize their rigorous academic pursuits with professional obligations or personal responsibilities. Furthermore, contemporary digital interfaces utilize highly dynamic pedagogical instruments, including asynchronous discussion forums, archived multimedia lectures, and interactive hypermedia simulations, which effectively satisfy a broad spectrum of cognitive learning styles.

Nevertheless, this fundamental instructional shift is by no means completely devoid of systemic friction. Remote education inherently demands a formidable degree of internal motivation, meticulous time management, and proactive cognitive engagement. Absent the physical proximity and real-time oversight of an instructor, less disciplined students frequently struggle to sustain their momentum, which predictably precipitates academic procrastination. Additionally, the complete subtraction of spontaneous face-to-face socialization can periodically engender a profound sense of isolation among remote participants. Despite these significant structural hurdles, the prevailing perspective among contemporary educational theorists remains demonstrably confident; they conceptualize virtual interfaces not as a destructive threat to classical pedagogy, but as an indispensable mechanism that infinitely expands the horizon for lifelong intellectual enrichment.



## Multiple-Choice Options

1. According to the first paragraph, what is the primary factor that catalyzed the decentralization of traditional lecture halls?

- A) A global decrease in university application rates
- B) The continuous expansion of advanced digital technologies
- C) A political movement to close physical school campuses

2. The author states in the second paragraph that modern digital platforms benefit students by:

- A) Allowing them to bypass challenging assignment deadlines
- B) Providing options to customize their own graduation criteria
- C) Giving them the freedom to study complex modules whenever they choose

3. Which specific pedagogical instruments are explicitly mentioned as features of contemporary digital interfaces?

- A) Automated virtual tutors, open-source textbooks, and peer-reviewed blogs
- B) Asynchronous discussion forums, archived multimedia lectures, and interactive hypermedia simulations
- C) Live stream broadcasts, digital portfolios, and gamified vocabulary applications

4. According to the third paragraph, what is a frequent, predictable outcome for remote students who lack strict personal discipline?

- A) They experience severe technical issues with their home internet connection.
- B) They fall into habits of delaying or postponing their academic work.
- C) They struggle to access the university's online library networks.

5. In the third paragraph, the word engender most nearly means to:

- A) To hide or conceal something deliberately
- B) To cause, create, or give rise to a feeling
- C) To resolve or eliminate a major problem



6. What is the overall tone or attitude of contemporary educational theorists toward online education as expressed in the text?

- A) Decidedly confident and supportive of its role in long-term intellectual growth
- B) Deeply cynical and critical of the structural flaws in digital platforms
- C) Completely indifferent and unconcerned about the future of traditional institutions

7. What is the overall meaning of the text?

- A) Virtual learning platforms have failed because they cause extreme social isolation and procrastination.
- B) Traditional brick-and-mortar classrooms are far superior to digital interfaces in every academic aspect.
- C) Online education is a permanent, flexible transformation in learning that offers massive accessibility despite its internal challenges.

Read the expository text below and choose the correct answer (A, B, or C) for each question.

### The Role of Online Education

Online education has experienced dramatic growth in recent years. According to a 2023 global survey, more than 60% of adults have taken at least one online course, and that figure is expected to rise. The main reason for this popularity is the flexibility to study from any location at any time.

Courses are generally offered in two modes: synchronous and asynchronous. Synchronous learning involves attending live virtual classes with an instructor, while asynchronous learning provides pre-recorded lectures that students can access whenever they choose. The second model is particularly valued by working professionals and parents because it does not require them to be online at a set hour.

To support these formats, institutions often use learning management systems that include interactive quizzes, discussion forums, and video lectures designed to explain complex ideas visually. These tools aim to recreate the active engagement of a traditional classroom.



However, online study has significant drawbacks. A frequently mentioned problem is a feeling of isolation, as students miss the informal chats and teamwork that happen naturally on campus. To address this, experts recommend participating in virtual study groups or online social events.

Another key requirement is that successful online learners must be very self-disciplined. Since there is no teacher monitoring their daily progress, they have to plan their own schedules and resist the urge to procrastinate. This demands a high level of personal responsibility.

Regrettably, the digital divide still stops millions from benefiting from online education. Unreliable internet connections and a shortage of modern devices continue to be serious barriers in many regions, widening the gap between those who have access and those who do not.

Despite these challenges, online education is expanding access to knowledge. It helps people in remote areas learn from world-class experts and enables lifelong learners to acquire new skills. Ultimately, it is a powerful tool reshaping how we live and learn.

## Multiple-Choice Options

1. According to the text, over \_\_\_\_ of adults have taken an online course.

- A. 40%
- B. 60%
- C. 80%

2. Asynchronous courses are popular among working adults because they \_\_\_\_.

- A. offer live interaction with instructors
- B. do not require a fixed schedule
- C. provide more challenging content

3. One feature of learning management systems mentioned in the text is \_\_\_\_.

- A. video lectures that explain ideas visually
- B. in-person tutoring sessions
- C. printed textbooks



4. The text states that online learners must be highly self-disciplined because \_\_\_\_.

- A. the courses are very difficult
- B. there is no teacher monitoring their daily progress
- C. they need to work in groups

5. The word “procrastinate” in paragraph 5 is closest in meaning to \_\_\_\_.

- A. work hard consistently
- B. delay doing something
- C. collaborate with others

6. The word “Regrettably” in paragraph 6 expresses a feeling of \_\_\_\_.

- A. satisfaction
- B. disappointment
- C. curiosity

7. The overall message of the text is that online education \_\_\_\_.

- A. is a perfect replacement for traditional schools
- B. offers many benefits but also faces serious obstacles
- C. is mainly useful for young students

| Part                 | Level                            | Theme                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                             |
|----------------------|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 3C :<br>Reading | Beyond<br>Grade<br>Level<br>Goal | Bright Lights, Big City   A City That's Doing Something Right                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                             |
|                      |                                  | Task Description                                                                                                                                    | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Construct Limits                                                                                                                                            |
|                      |                                  | Multiple-Choice Gap-Fill<br><br>-----<br><br>-----<br><br>Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C. | <b>Comprehension Skills</b><br><b>Details</b><br>3 x ENG.07.RV.CS.5.1: Read and identify details in extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.<br><b>Inference</b><br>1 x ENG.03.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may | 1 expository text (B1.2-B2.1) of 270-300 words (10% either way)<br>7 questions with 3 options, one of which is the correct answer (4 marks each, total: 28) |



|  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  |  | <p>use some nonstandard language or expressions.</p> <p><b>Predictions</b></p> <p>1 x ENG.07.RV.CS.4.2: Make inferences or predictions about text content, line of argumentation, and the meaning of sections of text, using whole text comprehension, and text features an organisation when reading extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> <p><b>Mood and Tone</b></p> <p>1 x ENG.07.RV.CS.7.1: Identify mood, tone or attitude when reading extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions..</p> <p><b>Overall Meaning</b></p> <p>1 x ENG.07.RV.CS.1.1: Read and identify the overall meaning of extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> |  |
|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

Read the text below and choose the correct answer (A, B, or C) for each question.

## A City That's Doing Something Right

### Curitiba: The Green City

Many big cities around the world suffer from terrible traffic jams and heavy pollution. However, one city in Brazil named Curitiba decided to do things differently. In the 1970s, instead of building expensive underground subway systems or making roads wider for more private cars, the city planners came up with a much cheaper and smarter plan. They created a special bus system that works just like a subway network on the surface of the city.

This system uses extra-long buses that travel in their own private, express lanes. This means normal cars cannot block them, allowing the buses to move very quickly without getting stuck in traffic. To make things even faster, passengers buy their tickets



at special glass tube stations before boarding the bus. This clever design lets hundreds of people get on and off the bus in just a few seconds. Today, more than seventy percent of Curitiba's residents use this public transit network every single day to go to work or school.

Because the system works so beautifully, Curitiba has much cleaner air than most other major urban centers. Visitors are always amazed by the peaceful atmosphere and the rows of green trees lining the clean streets. Local leaders are deeply proud of their achievement and continuously tell the world that any city can become green if it prioritizes its citizens over cars. Looking toward the future, the government plans to completely replace the current fuel-burning buses with zero-emission electric models. By continuing down this path of innovation, Curitiba will undoubtedly remain a global model for sustainable living for many decades to come.

### Multiple-Choice Options

1. According to the text, what did the city planners of Curitiba create instead of an expensive subway system?

- A) A network of wider highways for private cars
- B) A fast bus system that has its own private lanes
- C) An international airport close to the city center

2. The text states that passengers save time at the bus stations because they:

- A) Can ride the buses completely for free
- B) Buy their tickets before they get on the bus
- C) Do not have to show their identification cards

3. What percentage of the people in Curitiba use the public transit network every day?

- A) Exactly fifty percent
- B) More than seventy percent
- C) Less than thirty percent



4. In the third paragraph, the word prioritizes most nearly means:

- A) To treat something as more important than other things
- B) To completely ignore or forget about a problem
- C) To build something very quickly with less money

5. Based on the text, what is most likely to happen next in Curitiba's future?

- A) The city will stop using buses and build highways instead.
- B) The city will introduce clean, electric buses to replace old ones.
- C) The public transit system will shut down due to high costs.

6. What is the overall tone or attitude of the local leaders toward their city's bus system?

- A) Deeply proud and eager to share their success with the world
- B) Very worried and doubtful about the safety of the buses
- C) Bored and uninterested in changing how the city grows

7. What is the main idea of the whole text?

- A) Curitiba is a crowded city that needs a subway system to solve its traffic.
- B) Private cars are much better for the environment than public buses.
- C) Curitiba is an excellent example of how smart planning can create a clean, successful city.



Read the text below and choose the correct answer (A, B, or C) for each question.

## A City That's Doing Something Right

### Dubai: Shaping a Green Future

For many decades, the city of Dubai was famous primarily for its rapid growth, giant skyscrapers, and luxury lifestyle. However, as the global environment began to face extreme climate strain, the city's leaders recognized that urban expansion could not continue without a smart, eco-friendly strategy. Instead of ignoring these ecological limits, Dubai launched a massive development plan known as the Clean Energy Strategy to transform itself into a sustainable global hub.

A major example of this successful shift is a special district called "The Sustainable City." In this modern community, houses are specifically positioned to block direct sunlight, which naturally keeps the buildings cool and drastically cuts down on electricity usage. Furthermore, the entire neighborhood is completely powered by clean solar energy collected from panels on roofs and parking lots. To eliminate pollution inside the residential areas, regular gas-burning cars are banned; instead, citizens use electric buggies or walk along shaded pathways. Today, more than eighty percent of the water used in this district is recycled to nourish local organic farms and public parks.

International environmental experts are highly enthusiastic about Dubai's green initiatives. They frequently praise the city for proving that a desert metropolis can lead the world in ecological preservation. Local policymakers are incredibly proud of these achievements and continuously declare that any city can balance modern economic success with planet protection. Looking forward, Dubai plans to generate seventy-five percent of its total power from clean energy sources by 2050. By maintaining this steady investment in innovative green technology, the city will undoubtedly remain an inspiring global model for future urban planning.



## Multiple-Choice Options

1. According to the second paragraph, how do the houses in "The Sustainable City" reduce their electricity usage?
  - A) They are built completely underground.
  - B) They are positioned to naturally block direct sunlight.
  - C) They turn off all electronic devices during the daytime
2. What type of transportation is allowed inside Dubai's "The Sustainable City" district?
  - A) Regular gas-burning vehicles
  - B) Large diesel public buses
  - C) Electric buggies and walking
3. What percentage of the water used in the sustainable district is recycled for parks and organic farms?
  - A) Exactly fifty percent
  - B) More than eighty percent
  - C) Less than twenty percent
4. In the third paragraph, the word preservation most nearly means:
  - A) The act of keeping something safe from harm or damage
  - B) The process of building new skyscrapers very quickly
  - C) A complete refusal to use modern technology
5. Based on the city's current plans, what is most likely to happen in Dubai by the year 2050?
  - A) The city will stop using solar power and rely entirely on coal.
  - B) Three-quarters of the city's total energy will come from clean sources.
  - C) The government will ban all public parks to save water.



6. What is the overall tone or attitude of the international environmental experts toward Dubai's green initiatives?

- A) Highly enthusiastic and deeply impressed by the city's success
- B) Very worried and critical of the high financial costs
- C) Completely bored and unconcerned with desert planning

7. What is the overall meaning of the whole text?

- A) Dubai has failed to become sustainable because it is located in a hot desert.
- B) Building luxury skyscrapers is more important for a city's future than saving energy.
- C) Dubai is a successful example of how a modern city can use smart technology to protect the environment.

Read the text below and choose the correct answer (A, B, or C) for each question.

## A City That's Doing Something Right

### London: Fighting Traffic and Pollution

For over a century, London has been one of the busiest and most crowded cities in the world. As the population grew, the streets became packed with thousands of cars, delivery trucks, and buses. This massive amount of traffic caused two major problems: terrible daily delays for commuters and dangerous levels of air pollution. Instead of ignoring these difficulties, city leaders decided to take a bold step to fix the environment and change how people travel.

In 2003, London introduced a unique system called the Congestion Charge zone. Under this rule, drivers must pay a daily fee if they want to enter the center of the city during the busiest daytime hours. The plan was designed to discourage people from using private cars and to convince them to use public transport instead. To make this shift easier, the government used the money collected from the driving fees to purchase hundreds of new clean electric buses and upgrade the city's historic underground train network. Today, because of this rule, traffic inside the central zone has dropped by twenty percent, making the streets much quieter and safer.



International urban planning experts are highly impressed with London's approach. They frequently praise the city for showing that tough traffic rules can successfully improve the quality of life for millions of citizens. Local leaders are proud of these statistics and continuously state that major cities must actively control car usage to protect public health. Looking toward the future, the government plans to expand zero-emission zones across the entire metropolitan area. By continuing to enforce these smart transportation policies, London will likely remain an inspiring example of clean urban planning for decades to come.

### Multiple-Choice Options

1. According to the second paragraph, what must drivers do if they want to enter central London during busy daytime hours?

- A) They must obtain a special license from the police.
- B) They must pay a specific daily fee to enter.
- C) They must carry at least three passengers in the car.

2. What did the government do with the money collected from the driving fees?

- A) They built wider highways around the outside of the city.
- B) They gave free cash prizes to citizens who walked to work.
- C) They bought new electric buses and upgraded the underground train network.

3. By what percentage did traffic drop inside London's central zone after the new rule was introduced?

- A) Exactly twenty percent
- B) More than fifty percent
- C) Less than ten percent

4. In the third paragraph, the word enforce most nearly means:

- A) To stop using or completely cancel a plan
- B) To make sure that a law or rule is followed
- C) To argue or disagree about a problem in public



5. Based on the city's future plans mentioned in the text, what is most likely to happen next in London?

- A) The government will invite more private cars into the city center.
- B) The zero-emission clean zones will be expanded to cover a much larger area.
- C) The city will shut down all underground train networks to save money.

6. What is the overall tone or attitude of the international urban planning experts toward London's system?

- A) Highly impressed and supportive of the city's bold strategy
- B) Extremely worried and doubtful about the safety of public transit
- C) Completely bored and unconcerned with traffic issues

7. What is the overall meaning of the whole text?

- A) London is an unlivable city because traffic fees have made the citizens very angry.
- B) Public buses are much more dangerous for the air quality than private family cars.
- C) London is a successful example of how a major city can use smart rules and fees to reduce traffic and pollution.

Read the text below and choose the correct answer (A, B, or C) for each question.

## A City That's Doing Something Right

### Cairo: Building a Grand Future Across Centuries

For hundreds of years, Cairo has stood as the proud, beating heart of Egypt. However, managing such a massive metropolitan area has always required bold leadership and immense urban development plans. Throughout history, whenever the city faced extreme overcrowding and structural strain, visionary leaders stepped forward to rebuild its foundations and guide the nation toward a brighter, more modernized era.

In the 1820s, Mohammed Ali Pasha launched a historic transformation of Cairo. He recognized that to build a powerful nation, he had to systematically update the city's



old infrastructure. He cleared out ancient, ruined districts to make room for wide, straight avenues and beautiful public parks. He also constructed grand palaces and established Egypt's very first modern schools and factories right in the urban center. Under his ambitious leadership, Cairo quickly evolved from a traditional town into a beautifully structured regional hub.

Exactly two centuries later, in the 2020s, President Abdel Fattah El-Sisi faced similar challenges of massive population growth and terrible traffic congestion. To fix these modern problems, he initiated a historic expansion project by building the New Administrative Capital on the outskirts of Cairo. This brand-new, eco-friendly district is fully powered by clean solar energy and features extensive green areas alongside smart public transit lines.

International urban planning experts are highly enthusiastic about Egypt's continuous ability to reinvent its capital city. They frequently praise these grand projects for proving that ancient cities can successfully adapt to modern environmental needs. Local citizens feel incredibly proud of this historical timeline, believing their city will always find ways to overcome structural hurdles. Looking ahead, the government plans to fully transition Cairo's entire public transportation network into a zero-emission electric system. By maintaining this grand tradition of architectural innovation, Cairo will undoubtedly remain a global symbol of successful urban planning for centuries to come.

### Multiple-Choice Options

1. According to the second paragraph, what did Mohammed Ali Pasha do in the 1820s to modernize Cairo?

- A) He moved the entire capital city to a completely different country.
- B) He built wide avenues, public parks, and the first modern schools.
- C) He banned all factories from being built inside Egypt.

2. What modern solution was initiated in the 2020s under President Abdel Fattah El-Sisi to solve Cairo's overcrowding?

- A) The construction of the New Administrative Capital on the outskirts of the city.
- B) A law that prevents people from moving into the city center.
- C) The complete destruction of all historic buildings in old Cairo.



3. What type of energy is primarily used to power the new district built in the 2020s?

- A) Cheap coal energy
- B) Clean solar energy
- C) High-polluting diesel fuel

4. In the third paragraph, the word congestion most nearly means:

- A) The state of being extremely crowded and blocked with traffic
- B) A beautiful style of modern building design
- C) The process of planting new trees in public spaces

5. 5. Based on the city's future goals mentioned in the text, what will most likely happen next in Cairo?

- A) The government will replace clean solar energy networks with traditional coal.
- B) The entire public transportation network will change into a zero-emission electric system.
- C) The city will stop building roads and close all public schools to save money.

6. What is the overall tone or attitude of the local citizens regarding Cairo's development history?

- A) Highly proud and confident in their city's ability to solve big challenges
- B) Deeply worried and hopeless about the future of the environment
- C) Completely bored and unconcerned with urban changes

7. What is the overall meaning of the whole text?

- A) Cairo is an unlivable city because urban projects have caused too much daily confusion.
- B) Traditional old towns cannot be modernized without destroying their entire history.
- C) Across different centuries, Cairo has successfully used grand planning and innovation to solve major urban challenges.