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

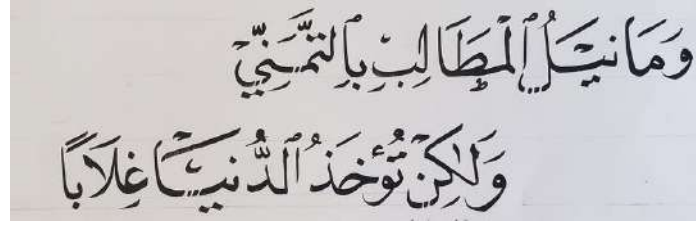|	
1	الدليل الإرشادي (الهيكل الوزاري) للقواعد المقررة في الامتحان النهائي المستوى 9.1 المسار النخبة
2	الدليل الإرشادي (الهيكل الوزاري) للقواعد المقررة في الامتحان النهائي المستوى 8.2 المسار المتقدم
3	مقرر نهاية الفصل الدراسي الأول للقواعد والوظائف اللغوية المستوى 8.2
4	مخطط تقييم المقرر 8.2 LEVEL PLANNER ASSESSMENT ENGLISH

ENGLISH GUIDE/ GRADE 12 ADVANCED/

2025-2026 TERM. 1

وَمَا نَيْلُ ٱلْمَطَالِبِ بِٱلتَّمَنِّي
وَلَٰكِن تُؤْخَذُ ٱلدُّنْيَا غِلَابًا

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Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	**At Grade Level Goal** Produce clear, extended and detailed written or multimodal texts, expressing comparisons, justifications and conditions where appropriate. Express ideas, information, opinions, feelings, emotions and personal perspectives, giving detailed reasons and explanations at some length. Produce extended, structured written or multimodal texts that clearly follow conventional text-type features appropriate to the task, contain paragraphs with topic sentences and supporting details, and show a clear awareness of audience. Use a wide range of cohesive devices, and referencing or substitution to connect ideas clearly in texts, ensuring coherence throughout.	**Rise to the Challenge |** Two Different Ways of Living: A Personal Viewpoint (Resource 05, 06)	Term 1 Vocabulary	Stage 9 grammar	FL.26 Comparing and contrasting FL.16 Expressing opinion Describing advantages and disadvantages Expressing agreement and disagreement

Task Description	Learning Outcomes	Construct Limits
Guided constructed response 4.1 Read the text carefully. What are the two different points of view presented in the text? Summarise them in your own words. 4.2 Read the text again. Main writing prompt. • prompt 1 • prompt 2 • prompt 3 Write at least 220 words.	**Fluency in text production** ENG.09.WR.P.1.1: Produce clear, extended and detailed written or multimodal texts on concrete and some abstract topics, expressing comparisons, justifications and conditions where appropriate, where meaning is clear, although there may be repetition of language and structures at times, and more complex language may result in occasional inaccuracies. **Presentation and development of ideas** ENG.09.WR.P.2.1: Express ideas, information, opinions, feelings, emotions and personal perspectives on concrete and some abstract topics, giving detailed reasons and explanations at some length using simple and complex language and expressions in extended written or multimodal texts, although there may be repetition of language and structures at times, and more complex language may result in occasional inaccuracies. **Text structure** ENG.09.WR.P.9.1: Produce extended, structured written or multimodal texts on concrete and some abstract topics that clearly follow conventional text-type features appropriate to the task, contain paragraphs with topic sentences and supporting details, and show a clear awareness of audience, although there may be repetition of language and structures at times, and more complex language may result in occasional inaccuracies. **Coherence and cohesion** ENG.09.WR.S.5.1 : Use a wide range of cohesive devices, and referencing or substitution to connect ideas clearly in extended, structured written or multimodal texts on concrete and some abstract topics, ensuring coherence throughout, although there may be repetition of language and structures at times, and more complex language may result in occasional inaccuracies.	4.1 One text of 200 words related to theme that is structured on two thoughts. Organise the discussion of each aspect into separate paragraphs. One question asking what the two points of view presented in the text are, in their own words. 4.2 • One question asking them to write a comparative essay in response to the text. • Three prompts comparing the points of view, explaining which point of view they agree with (giving reasons) and supporting their choices with evidence from the text. • Word count: 220 words • 40 marks (based on rubric)

To answer the first question, you are advised to use this form

Based on the text, there are two different opposing views. The first opinion supports the idea that …………………………… by providing some evidence and reasons such as …………………….

However, the second opinion defends the idea that ……………. By presenting some justifications such as ……………………………

Or

According to the passage, there are two contrasting perspectives. The first point of views believes that …………………and this opinion is supported by some causes like ……, …., and ………

On the other hand, the second view thinks that…………and this opinion is enhanced by some justifications such as ………., …., and ……

TEXT 1/ Urban Life or Rural One

Jana and Sama hold contrasting views on where life is best lived—cities or the countryside. Jana strongly believes urban life offers more opportunities and convenience. She points to the UAE's dynamic cities like Dubai and Abu Dhabi, where advanced healthcare, top-tier schools, diverse job markets, and entertainment options are all within reach. For her, city living means access, efficiency, and constant innovation. Public transport, 24/7 services, and cultural diversity make urban centers exciting and practical, especially for young professionals and families seeking growth and connectivity.

Sama, however, finds rural life more peaceful and meaningful. She values the quiet, clean air, open spaces, and stronger sense of community found outside the city. In her view, rural living fosters deeper human connections, reduces stress, and allows people to live in harmony with nature. She also appreciates the slower pace, which encourages mindfulness and family time— something she feels is often lost in the rush of urban routines.

While Jana sees cities as hubs of progress and possibility, Sama sees the countryside as a refuge for well-being and authenticity. Their perspectives reflect a universal tension between convenience and calm, ambition and balance. In a rapidly developing country like the UAE— where both modern metropolises and serene desert villages coexist—each lifestyle offers unique strengths, and the "better" choice ultimately depends on personal values and life goals.

Q.1 Indicate the two points of view mentioned in the text in your own words!

According to the passage, there are two contrasting perspectives. The first point of view believes that urban life is better and this opinion is supported by some causes like greater access to advanced healthcare and top-tier schools, diverse job opportunities, convenient public transport and 24/7 services, and a vibrant, culturally diverse environment that supports growth and   connectivity.
On the other hand, the second view thinks that rural life is more fulfilling and this opinion is enhanced by some justifications such as peaceful surroundings with clean air and open spaces, stronger community bonds, reduced stress, a slower pace of life that encourages mindfulness, and more quality family time.

TEXT 2/ Smart Homes or Traditional Ones

Dana and Mona have very different views on what makes a home ideal. Dana is a strong advocate for smart homes, where technology enhances comfort, security, and efficiency. She appreciates how voice-controlled lighting, automated climate systems, and remote security cameras make daily life easier and safer. In her view, smart homes—especially in a forward-looking country like the UAE—reflect progress, save energy, and adapt to modern lifestyles. For busy families or people with disabilities, she argues, these innovations offer real convenience and independence.

Mona, however, believes traditional homes provide a warmer, more authentic living experience. She values natural materials like wood and stone, manual controls, and spaces designed for human connection rather than digital interaction. To her, the constant presence of screens and sensors can feel impersonal or even intrusive. She also worries about privacy risks and overdependence on technology that may fail or become outdated.

While Dana sees smart homes as the future—efficient, responsive, and sustainable—Mona cherishes the simplicity, craftsmanship, and emotional comfort of traditional design. Their debate mirrors a broader conversation about balancing innovation with humanity. In the end, the choice between a smart or traditional home isn't just about gadgets or aesthetics; it's about what kind of life one wants to lead.

Q.1 Indicate the two points of view mentioned in the text in your own words!

Based on the text, there are two different opposing views. The first opinion supports the idea that smart homes are ideal for modern living by providing some evidence and reasons such as increased comfort, security, and energy efficiency through technology like voice-controlled lighting, automated climate systems, and remote security cameras; they also offer independence for busy families and people with disabilities, reflecting progress and adaptability in countries like the UAE.

However, the second opinion defends the idea that traditional homes provide a more authentic and emotionally satisfying experience. By presenting some justifications such as the use of natural materials like wood and stone, spaces designed for human connection rather than digital interaction, concerns about privacy risks, and the impersonal or intrusive feeling of constant technology, which can also become outdated or fail.

TEXT 3/ Living in a Multicultural or a Monocultural Community

In today's diverse societies, people hold different views on whether it's better to live in a multicultural or a monocultural community. Jasmine believes that multicultural communities—like many neighborhoods in the UAE—offer significant benefits. She argues that living alongside people from different backgrounds encourages open-mindedness, sparks creativity, and helps young people develop the skills needed in a globalized world. For her, sharing spaces with different cultures doesn't weaken identity; instead, it deepens understanding and builds stronger, more adaptable communities.

On the other hand, Razan supports monocultural communities, where people share the same language, traditions, and values. She feels this kind of environment creates a stronger sense of belonging and makes it easier to pass down cultural heritage to future generations. Razan worries that too much diversity can sometimes lead to misunderstandings or a loss of local identity, especially if cultural differences aren't respected or balanced carefully.

Both perspectives are valid and reflect real concerns. Jasmine sees diversity as a strength; Razan sees unity through shared culture as equally important. In a country like the UAE—where Emirati traditions thrive alongside a rich mix of international influences—finding a thoughtful balance between these two views is key to building inclusive yet cohesive communities.

Q.1 Indicate the two points of view mentioned in the text in your own words!

According to the passage, there are two contrasting perspectives. The first point of view believes that living in a multicultural community is beneficial and this opinion is supported by some causes like encouraging open-mindedness, sparking creativity, helping young people develop global skills, and deepening mutual understanding without weakening one's own identity.

On the other hand, the second view thinks that monocultural communities are preferable and this opinion is enhanced by some justifications such as fostering a stronger sense of belonging, making it easier to preserve and pass down cultural heritage, and reducing the risk of misunderstandings or loss of local identity when cultural differences are not properly respected or balanced.

To commence, many people face a difficult choice: should they live in a city or in the countryside? Both options offer different lifestyles, advantages, and challenges. This decision often depends on what someone values most—convenience and excitement, or peace and simplicity. The current essay aims to unveil the main differences between urban and rural life to help readers make a thoughtful choice.

In fact, cities provide easy access to jobs, schools, hospitals, entertainment, and public transport. Life is fast and full of opportunities, but it can also be noisy, expensive, and stressful. Air pollution, traffic congestion, and high living costs are common drawbacks. On the other hand, rural areas offer fresh air, quiet surroundings, lower costs, and close-knit communities. Residents often enjoy stronger social bonds and a closer connection to nature. However, they may lack essential services, diverse job options, reliable internet, and cultural or social activities, which some people—especially younger adults—find limiting.

In my opinion, rural life is more appealing because it supports a calmer, healthier, and more connected way of living. While cities are exciting, they often feel overwhelming and impersonal. The countryside allows people to enjoy nature, build real relationships, and live with less pressure.

Some recommendations are suggested in the conclusion: consider your personal needs, lifestyle priorities, and long-term goals. Visit both settings if possible, and remember that a mix of both—like living in a small town near a city—might be the best solution for many, offering balance without compromise.

Example 2

To commence, modern technology has transformed the way we live, especially in our homes. Today, people must choose between smart homes—filled with automated devices and internet-connected systems—and traditional homes that rely on manual controls and simpler designs. This decision reflects a balance between convenience and comfort, innovation and familiarity. The current essay aims to unveil the key differences between smart homes and traditional ones to help individuals make an informed choice.

Smart homes offer many benefits: they can save energy, improve security, and make daily tasks easier through voice commands or smartphone apps. For example, you can adjust lighting, monitor door locks, or start your coffee maker remotely. However, these systems can be expensive, require regular updates, and sometimes fail due to technical glitches or internet outages. Traditional homes, by contrast, are often more affordable, easier to maintain, and don't depend on constant connectivity. They provide a sense of stability, reliability, and simplicity that many people find deeply comforting.

In my view, traditional homes are still the better choice for most families. While smart technology is impressive, it can also be complicated, intrusive, and unnecessary for everyday living. A home should feel warm and welcoming—not like a high-tech control center full of gadgets.

Some recommendations are suggested in the conclusion: consider your lifestyle, budget, and comfort with technology. If you enjoy innovation but value simplicity, adding a few smart devices to a traditional home may be the perfect middle ground—offering convenience without sacrificing peace of mind.

Example 3

To commence, one of the most important decisions people make about where to live involves the cultural makeup of their community. Should they choose a multicultural neighbourhood—where many cultures, languages, and traditions mix—or a monocultural one, where most people share the same background and customs? Each option shapes daily life in different ways. The current essay aims to unveil the main differences between living in a multicultural or a monocultural community.

Multicultural communities offer rich experiences: people can enjoy diverse foods, festivals, music, and perspectives. This environment encourages openness, tolerance, and lifelong learning. However, it may sometimes lead to misunderstandings or social tension if individuals do not respect each other's beliefs or practices. In contrast, monocultural communities often provide a strong sense of belonging, shared values, and clear social norms. Life can feel more predictable, stable, and peaceful, but it may also limit exposure to new ideas, global awareness, and creative thinking.

In my opinion, living in a multicultural community is more beneficial in today's interconnected world. It helps people grow, become more adaptable, and build meaningful friendships across cultures—skills that are valuable in both personal and professional life.

Some recommendations are suggested in the conclusion: communities should promote mutual respect, language exchange programs, and inclusive cultural events to strengthen unity. Whether multicultural or monocultural, the key to a happy neighbourhood is kindness, understanding, and a genuine willingness to connect with others.

Academic Year 2025-2026: End of Term 1 Exam Test Specifications:

Grade Level Goal	Beyond Grade 12 GLG		Learning Continuum Stage	9
Class	12 Advanced / 12 Elite		CEFR	B2.2

Language Domain	Reading & Viewing and Writing & Representing	Total Marks	Reading: 60	Writing: 40
		Platform	SwiftAssess	Paper-based

Part	Level	Theme	Vocabulary	
Part 1A: Vocabulary	**Towards Grade Level Goal** Apply a wide range of reading strategies, including, using context, own culture and experiences, the main message, overall organisation, structure, key points and word choices, adjusting reading rate, skimming, scanning and reading on to understand, interpret and analyse texts.	**Pushing Boundaries	Nature or Nurture**	roots, identical, be reunited, significant, due to, heritable, thrill, powerful, brain, mind, memory, identity, personality, behavior, insight, knowledge, colleague, peer, attitude, chemicals, natural trait, personality trait, genetics	

		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Gap Fill _____ Choose the correct words to complete the sentences.	**Reading Strategies** ENG.09.RV.S.3.3: Apply a wide range of reading strategies, including, using context, own culture and experiences, the main message, overall organisation, structure, key points, and word and language choices, adjusting reading rate, skimming, scanning and reading on to understand, interpret, evaluate and critically analyse extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.	• 1 text of 180 words (10% either way) with 7 gaps focusing on the target vocabulary. • 3 options, one of which is the correct answer • 2 marks each (total: 14)

Part	Level	Theme	Vocabulary	Grammar
Part 1B: Grammar	**At Grade Level Goal** Apply a wide range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, the main message and known words, adjusting reading rate, skimming, scanning, rereading and reading on to understand and interpret texts.	**Rise to the Challege!| My roof is alive!**	insulation, conservation, original, creation, structural, layer, reduction, overflow, additions, historical, drawbacks, lightweight, wildlife, rainwater, outweigh, overconfident, cost-cutting, fastest-growing, low-priced, planet-friendly, long-term	Zero conditional First conditional G.8.1 Modals (present) G.9.7 Nouns (compound nouns)

		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Gap-Fill _____ Read the text and choose the correct word(s) to complete the sentences.	**Reading Strategies** ENG.09.RV.S.3.3: Apply a wide range of reading strategies, including, using context, own culture and experiences, the main message, overall organisation, structure, key points, and word and language choices, adjusting reading rate, skimming, scanning and reading on to understand, interpret, evaluate and critically analyse extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.	• 1 expository text of 180 words (10% either way) with 7 gaps • 3 options, one of which is the correct answer • 2 marks each (total 14)

Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading	**Towards Grade Level Goal** Identify specific information **At Grade Level Goal** Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. Identify, interpret, critically analyse and evaluate conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types. Analyse and evaluate explicit and implicit connections between ideas, themes or perspectives and own experience, background knowledge, other texts or the wider world to support interpretation.	**Pushing Boundaries** | The truth about multi-tasking	Multitask, rare exception, impression, solve, concentration, competent, computer-based, participants, memory skills, research, inefficient, stressful	Stage 9 Grammar

Task Description	Learning Outcomes	Construct Limits
Multiple-Choice Read the text. Choose the correct answer.	**Comprehension Skills** Specific Information: ENG.09.RV.CS.2.1: Read and identify specific information in extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language. Inference ENG.09.RV.CS.4.1: Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. when reading extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language. Connections ENG.09.RV.CS.3.1 Analyse and evaluate explicit and implicit connections between ideas, themes or perspectives and own experience, background knowledge, other texts or the wider world to support interpretation when reading extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language. Text features ENG.09.RV.S.2.1: Identify, interpret, critically analyse and evaluate conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types when reading extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.	• 1 argumentative text of 330-350 words (10% either way) • 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	**At Grade Level Goal** Identify specific information **Beyond Grade Level Goal** Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. Identify, interpret, critically analyse and evaluate conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types. Analyse and evaluate explicit and implicit connections between ideas, themes or perspectives and own experience, background knowledge, other texts or the wider world to support interpretation.	**Rise to the Challenge** | Overpopulation Fuels Megacities, for Better or worse	urbanization, rural, migrate, manufacturing, dwellers, thriving, infrastructure, incorporate, optimal, emissions	Stage 9 Grammar

Task Description	Learning Outcomes	Construct Limits
Multiple-Choice Read the text. Choose the correct answer.	**Comprehension Skills** Specific Information: ENG.09.RV.CS.2.1: Read and identify specific information in extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language. Inference ENG.09.RV.CS.4.1: Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. when reading extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language. Connections ENG.09.RV.CS.3.1: Analyse and evaluate explicit and implicit connections between ideas, themes or perspectives and own experience, background knowledge, other texts or the wider world to support interpretation when reading extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language. Text features ENG.09.RV.S.2.1: Identify, interpret, critically analyse and evaluate conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types when reading extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.	• 1 expository text of 330-350 words (10% either way) • 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)

1. **Roots – Origin or source**

الجذور

2. **Identical – Exactly the same**

متطابق

3. **Be reunited – Meet again after separation**

أن يُجتمع مجددًا

4. **Significant – Important or meaningful**

مهم

5. **Due to – Because of**

بسبب

6. **Heritable – Passed down through genes**

وراثي

7. **Thrill – Sudden excitement**

إثارة

8. **Powerful – Strong or influential**

قوي

9. **Brain – Organ that controls thought and action**

الدماغ

10. **Mind – Faculty of thinking and feeling**

العقل

11. **Memory – Ability to recall information**

الذاكرة

12. **Identity – Who someone truly is**

الهوية

13. **Personality – Distinctive character traits**

الشخصية

14. **Behavior – Way of acting**

السلوك

15. **Insight – Deep understanding**

بصيرة

16. **Knowledge – Information and understanding**

المعرفة

17. **Colleague – Work partner**

زميل (في العمل)

18. **Peer – Equal in age or status**

قرين

19. **Attitude – Way of thinking or feeling**

الموقف

20. **Chemicals – Substances used in reactions**

مواد كيميائية

21. **Natural trait – Inborn characteristic**

سمة طبيعية

22. **Personality trait – Characteristic behavior pattern**

سمة شخصية

23. **Genetics – Study of heredity**

علم الوراثة

24. **Insulation – Material that blocks heat/sound**

عزل

25. **Conservation – Protecting nature/resources**

المحافظة

26. **Original – First or authentic version**

أصلي

27. **Creation – Act of making something**

خلق

28.   Structural – Related to structure

هيكلي

29.   Layer – Thin sheet or level

طبقة

30.   Reduction – Making smaller or less

تقليل

31. Overflow – Spill over the edge

فيضان

31.   Additions – Things added

إضافات

32.   Historical – Related to history

تاريخي

34.   Drawbacks – Disadvantages

عيوب

35.   Lightweight – Very light

خفيف الوزن

36.   Wildlife – Animals in nature

الحياة البرية

37.   Rainwater – Water from rainfall

مياه الأمطار

38.   Outweigh – Be greater than

يفوق

39.   Overconfident – Too sure of oneself

مغرور

40.   Cost cutting – Reducing expenses

خفض التكاليف

41. **Fastest-growing – Growing most quickly**

الأسرع نموًا

42. **Low-priced – Inexpensive**

منخفض السعر

43. **Planet friendly – Eco-friendly**

صديق للبيئة

44. **Long-term – Over a long period**

طويل الأمد

45. **Multitask – Do several things at once**

أداء مهام متعددة

46. **Rare exception – Uncommon case**

استثناء نادر

47. **Impression – Immediate feeling or idea**

انطباع

48. **Memorize – Learn by heart**

يحفظ

49. **Solve – Find an answer**

يحل

50. **Concentration – Focused attention**

تركيز

51. **Competent – Skilled and capable**

كفؤ

52. **Computer-based – Using computers**

معتمد على الحاسوب

53. **Participants – People taking part**

المشاركون

54. **Memory skills – Ability to remember**

مهارات الذاكرة

55. **Research – Systematic study**

بحث

56. **Inefficient – Wasteful or ineffective**

غير فعَال

57. **Stressful – Causing stress**

مرهق

58. **Urbanization – Growth of cities**

التحضر

59. **Rural – Related to the countryside**

ريفي

60. **Migrate – Move to a new place**

يهاجر

61. **Manufacturing – Making goods**

التصنيع

62. **Dwellers – Residents**

سكان

63. **Thriving – Flourishing or successful**

مزدهر

64. **Infrastructure – Basic public systems**

البنية التحتية

65. **Incorporate – Include as part of**

يدمج

66. **Optimal – Best possible**

أمثل

67. **Emissions – Released gases or substances**

انبعاثات

Urban planners today face complex challenges as cities expand rapidly. One major issue is managing (1) [emissions / rural / layer] from vehicles and industries, which worsen air quality and public health. To address this, many governments are investing in green (2) [infrastructure / manufacturing / thrill], such as electric buses, bike lanes, and renewable energy grids. Experts also encourage people to (3) [migrate / incorporate / dwellers] sustainable habits into daily life—like recycling or using less plastic. While some (4) [participants / dwellers / overconfident] resist change, believing old systems are sufficient, data shows otherwise. In fact, eco-friendly policies often (5) [outweigh / reduction / optimal] short-term costs through long-term savings and cleaner environments. Planners now aim for (6) [thriving / stressful / computer-based] communities—places where people, nature, and technology coexist. Achieving this requires (7) [optimal / identical / roots] coordination between engineers, ecologists, and local residents. Without such collaboration, even the most innovative designs may fail to create lasting impact.

Dr. Rasha studies whether long-lasting patterns in how people think and act come from biology or from how they are raised. Her research shows that what we often call a (1) [genetics / chemicals / natural trait] might actually be a steady tendency based on biology. She finds that (2) [identity / personality / behavior] stays mostly the same even when people grow up in very different homes—especially in identical (monozygotic) twins. These findings give us deep (3) [knowledge / insight / memory] into how our sense of self is formed. This consistency seems strongly (4) [identical / heritable / powerful], meaning it can be passed from parents to children. The results are (5) [significant / peer

/ due to] for understanding mental health and why people are different. In emotional cases, twins who were separated at birth later managed to (6) [roots / chemicals / be reunited], and discovered they liked similar things and had similar life paths. In the end, Dr. Rasha argues that while life experiences shape how traits are shown, the human (7) [mind / identity / attitude] is shaped by both genes and environment.

Dr. Marwa studies what makes people who they are. She explains that eye colour is a (1) [personality trait / natural trait / insulation]—something you're born with. In contrast, being shy or outgoing is a (2) [genetics / personality trait / layer] shaped by both genes and life. Her work in (3) [conservation / genetics / original] helps us understand how traits pass from parents to children. In another project, she looked at building design. Good (4) [structural / creation / insulation] keeps homes warm in winter and cool in summer. She also supports (5) [chemicals / conservation / reduction] to protect forests and clean water. When restoring old houses, she always respects the (6) [layer / original / personality trait] design. One house had a hidden (7) [insulation / layer / natural trait] of wood under the floor. She avoids harmful (8) [creation / chemicals / conservation] in paints and cleaners. The (9) [structural / genetics / creation] of safe buildings depends on strong materials. Finally, she says every invention starts with an idea—the (10) [original / layer / creation] of something new.

Maha is an engineer working on a new park in the city. She wants to protect local (1) [rainwater / wildlife / cost-cutting], so she designs spaces where birds and insects can live safely. Her plan includes special tanks to collect (2)

[overflow / historical / rainwater] from rooftops for watering plants. Some people suggested (3) [additions / cost-cutting / drawbacks] like using cheap pipes, but Maha warned of hidden (4) [wildlife / drawbacks / lightweight]— they might break quickly. She also added small ponds to handle (5) [overflow / overconfident / historical] during heavy storms. The park includes (6) [lightweight / historical / outweigh] benches made from recycled plastic— they're strong but easy to move. At first, some officials were (7) [overconfident / additions / rainwater] and thought old methods were best, but Maha showed that the benefits of her design outweigh the extra effort. Her work blends nature, smart design, and respect for the city's past.

The human (1) [mind / brain / memory] is not just a biological organ but the epicenter of consciousness and decision-making. While the (2) [identity / mind / personality] encompasses our capacity for reasoning and emotion, the physical structure enabling it is the brain. Recent breakthroughs in (3) [conservation / genetics / infrastructure] demonstrate that predispositions to anxiety or sociability can be (4) [powerful / rural / heritable], transmitted across generations via DNA. Yet, upbringing and culture significantly mold how these traits manifest in daily (5) [overflow / behavior / colleague]. This dynamic shapes long-term emotional patterns and social interactions. Researchers argue that such findings offer deep (6) [insight / thrill / layer] into psychological resilience. Crucially, personal (7) [additions / manufacturing / roots]—the ancestral and experiential foundations of who we are—interact continuously with present circumstances. Thus, identity is never static; it evolves through a dialogue between inherited tendencies and environmental input. Understanding this complexity helps clinicians design more effective therapeutic strategies, moving beyond symptom management toward holistic well-being. The convergence of neuroscience and psychology continues to illuminate how biology and biography co-create the human experience.

Preserving global biodiversity demands more than goodwill—it requires strategic (1) [conservation / reduction / insulation] policies that address systemic threats. (2) [Wildlife / Rainwater / Peer] populations are declining due to habitat loss driven by rapid urbanization and industrial (3) [dwellers / manufacturing / memorize]. While some advocate for technological fixes, experts warn that ignoring ecological limits leads to irreversible damage. Effective strategies often involve creating protected zones and promoting (4) [stressful / planet friendly / overconfident] practices in agriculture and energy. However, these initiatives face real (5) [drawbacks / knowledge / structural], including high initial costs and resistance from stakeholders prioritizing short-term profit. Despite this, evidence shows that sustainable models can support (6) [rural / thriving / identical] local economies through ecotourism and green jobs. Success hinges on inclusive governance that respects the needs of both human (7) [dwellers / competence / creation] and non-human species. Long-term thinking must replace reactive policymaking. When ecological health and community well-being are aligned, conservation becomes not a sacrifice but an investment in planetary resilience.

In the digital age, cognitive performance increasingly depends on sustained (1) [multitask / concentration / lightweight]. The ability to focus deeply enables individuals to (2) [solve / migrate / incorporate] complex problems and retain critical information. Unfortunately, constant digital interruptions undermine (3) [memory skills / memory / attitude], making learning less efficient. While some believe frequent task-switching enhances productivity, research shows that true (4) [competent / fastest-growing / historical] performers minimize distractions and prioritize depth over speed. Effective learners often use (5) [computer-based / optimal / natural trait] strategies like spaced repetition and active recall. These methods build durable neural connections, improving long-term retention. Moreover, emotional regulation plays a key role: a calm, reflective (6) [attitude / colleague / insight] fosters better decision-making under pressure. Interestingly, the capacity for focus is not fixed—it can be strengthened through mindfulness. Thus, in an era of information overload, the most valuable skill may not be access to data, but the ability to engage with it meaningfully. Cultivating this mental discipline is essential for personal (7) [creation / emissions / layer] of value.

Mass (1) [insulation / urbanization / reduction] has reshaped the 21st-century landscape, drawing millions from (2) [powerful / identical / rural] communities into expanding cities. This shift strains housing, transport, and sanitation systems, particularly in the Global South. Urban (3) [planners / participants / peers] now face the urgent task of designing resilient, inclusive environments. Key solutions include green infrastructure, affordable public transit, and policies that (4) [overflow / incorporate / cost cutting] climate adaptation from the outset. However, top-down approaches often fail without input from local (5) [manufacturing / insight / dwellers], whose lived experience reveals practical needs. Paradoxically, some of the most (6) [heritable / lightweight / historical] yet effective innovations—like permeable pavements or rooftop gardens—offer high impact at low cost. These measures manage (7) [thrill / rainwater / personality trait] runoff while cooling urban heat islands. Long-term success requires balancing economic growth with ecological limits. When cities prioritize sustainability over speed, they become engines of equity rather than inequality.

Authentic (1) [identity / personality / behavior] transcends social masks and reflects one's core values, beliefs, and emotional truths. While (2) [natural trait / personality trait / memory skills] such as openness or conscientiousness may be influenced by genetics, they are also shaped by culture, trauma, and relationships. In multicultural contexts, individuals often navigate multiple selves, which can be enriching yet psychologically (3) [planet friendly / fastest-growing / stressful]. Developing a coherent sense of self requires honest self-reflection and resistance to external pressures. Psychologists emphasize that identity is not (4) [low-priced / structural / identical] across individuals—even twins raised together evolve distinct inner worlds. This uniqueness stems from the interplay of inherited tendencies and personal history. Over time, repeated choices solidify into patterns that define one's (5) [colleague / attitude / insulation] toward life's challenges. Critically, a stable identity fosters resilience. Yet, in an age of curated online personas, many struggle to distinguish performance from authenticity. True selfhood emerges not from conformity but from the courage to integrate contradictions. Ultimately, understanding one's (6) [additions / roots / emissions]—both ancestral and experiential—is key to living with purpose.

Rigorous scientific (1) [peer / manufacturing / research] demands more than data collection—it requires interpretive depth and methodological precision. A truly (2) [rural / competent / overflow] investigator combines empirical evidence with intuitive (3) [insight / thrill / layer] to uncover hidden patterns. Collaboration with (4) [dwellers / reduction / peers] from diverse disciplines often sparks innovation, as varied perspectives challenge assumptions. However, (5) [original / inefficient / lightweight] practices—such as poor experimental design or biased sampling—can invalidate years of work. To ensure credibility, studies must be transparent, replicable, and ethically sound. Only then can findings contribute meaningfully to collective (6) [colleague / insulation / knowledge] and inform policy or clinical practice. The goal is never speed but (7) [cost cutting / significant / multitask] understanding that withstands scrutiny. In an era of misinformation, the scientific method remains our best tool for discerning truth. Yet its power depends on humility: recognizing uncertainty, welcoming critique, and revising conclusions in light of new evidence. This iterative process builds reliable knowledge that improves lives.

Simple Tenses

Present Simple

- Use: To express general truths, habits, routines, or permanent situations.

- Time markers: always, usually, often, sometimes, rarely, never, every day/week, etc.

- Structure (Active):

  - Affirmative: Subject + base verb (add *-s/-es* for third-person singular)
    Example: Mohammad likes coffee.

  - Negative: Subject + do/does + not + base verb

  - Question: Do/Does + subject + base verb?

Past Simple

- Use: For completed actions that happened at a specific time in the past.

- Time markers: yesterday, last week, in 1999, ago, etc.

- Structure (Active):

  - Affirmative: Subject + past simple verb (V2)
    Example: Mohammad left home yesterday.

  - Negative: Subject + did not (didn't) + base verb

  - Question: Did + subject + base verb?

Future Simple

- Use: For predictions, promises, decisions made at the moment of speaking, or scheduled future events.

- Time markers: tomorrow, next week, in 2026, etc.

- Structure (Active):

  - Affirmative: Subject + will + base verb
    Example: He will finish his homework tomorrow.

  - Negative: Subject + will not (won't) + base verb

  - Question: Will + subject + base verb?

Continuous (Progressive) Tenses

Present Continuous

- Use: For actions happening now, temporary situations, or fixed future plans.

- Time markers: now, at the moment, currently, this evening (for plans), etc.

- Structure (Active): Subject + am/is/are + verb-ing
  Examples: Mohammad is studying English. We are talking to each other.

Past Continuous

- Use: For actions in progress at a specific time in the past, often interrupted by another event.

- Structure (Active): Subject + was/were + verb-ing
  Example: When I arrived, Mohammad was watching a movie.

Future Continuous

- Use: For actions that will be in progress at a specific time in the future.

- Structure (Active): Subject + will be + verb-ing
  Example: Mohammad will be driving his car from 5 to 6 p.m. today.

- **Perfect Tenses**
- Present Perfect

- Use: For actions that happened at an unspecified time before now, actions that started in the past and continue to the present, or recent events with present relevance.

- Time markers: already, just, yet, ever, never, for, since, etc.

- Structure (Active): Subject + has/have + past participle (V3)
  Example: Mohammad has lived in Sharjah for three years.

- Past Perfect

- Use: To show that one past action was completed before another past action.

- Structure (Active): Subject + had + past participle (V3)
  Example: Mohammad had prayed before he went out.

- Future Perfect

- Use: For actions that will be completed before a specific time in the future.

- Structure (Active): Subject + will have + past participle (V3)
  Example: Mohammad will have completed high school by 2026.

- **Perfect Continuous Tenses**
  Present Perfect Continuous

- Use: For actions that started in the past and are still continuing, often emphasizing duration.

- Time markers: for, since, all morning/day, etc.

- Structure (Active): Subject + has/have been + verb-ing
  Example: Mohammad has been studying for six hours.

  Past Perfect Continuous

- Use: For actions that were ongoing before another point or action in the past.

- Structure (Active): Subject + had been + verb-ing
  Example: Mohammad had been studying for 12 years before he went to university.

  Future Perfect Continuous

- Use: For actions that will have been ongoing up to a specific point in the future.

- Structure (Active): Subject + will have been + verb-ing
  Example: He will have been working in Dubai for 10 years by next month.

Passive Voice

The passive voice is used when the focus is on the action or the object, rather than who performs it. It is formed with a form of be + past participle (V3). The agent (doer) can be included with *by*, but is often omitted.

Present Tenses (Passive)

- ➕ Simple: Object + am/is/are + past participle
  Dubai is visited by tourists monthly.

- ➕ Continuous: Object + am/is/are + being + past participle
  The cake is being baked now.

- ➕ Perfect: Object + has/have + been + past participle
  Three novels have been written by Suhaila.

Past Tenses (Passive)

- ➕ Simple: Object + was/were + past participle
  A project was started last year.

- ➕ Continuous: Object + was/were + being + past participle
  Coffee was being drunk when I entered.

- ➕ Perfect: Object + had + been + past participle
  Three papers had been studied before the exam.

Future Tenses (Passive)

- ➕ Simple: Object + will be + past participle
  The research will be prepared soon.

- ➕ Continuous: Object + will be being + past participle
  Her friend will be being called at 7 p.m. (Note: This form is grammatically correct but rarely used; speakers often rephrase.)

- ➕ Perfect: Object + will have been + past participle
  The assignment will have been completed by Friday.

Modal Verbs (Passive)

- ➕ Structure: Object + modal + be + past participle
  The report must be submitted by noon.
  The documents should be signed before departure.

1. Tense Backshift (Sequence of Tenses)
   When the reporting verb (e.g., *said*, *told*, *asked*) is in the past tense, the tense of the original statement usually shifts "back" in time:

   - Present Simple → Past Simple
     "I work here." → She said she worked here.

   - Present Continuous → Past Continuous

   - Present Perfect → Past Perfect

   - Past Simple → Past Perfect

   - Will → Would

   - Can → Could

   - May → Might

Exception: If the original statement expresses a universal truth, permanent fact, or something that is still true at the time of reporting, the tense does not change:
"The Earth orbits the Sun," he said. → He said the Earth orbits the Sun.

2. Pronoun Adjustment
   Pronouns change to reflect the new speaker's perspective:

   - *I → he/she*

   - *we → they*

   - *my → his/her*

   - *our → their*

   - *me → him/her*
     Example: *"I've finished my project," she said. → She said she had finished her project.*

3. Time and Place References
   Words indicating time or place are adjusted to maintain logical consistency from the reporter's viewpoint:

   - *now → then*

- *today → that day*
- *yesterday → the day before*
- *tomorrow → the next/following day*
- *here → there*
- *this → that*
- *these → those*

Reporting Different Types of Utterances

1. Statements

Structure:

- Subject + said (that) + clause
  (Use *that* optionally; it's often omitted in informal speech.)

- Subject + told + indirect object + (that) + clause
  (*Tell* always requires an object; *say* does not.)

Examples:

- Direct: *"I am tired," she said.*
  → Reported: *She said (that) she was tired.*

- Direct: *"I'll help you," Tom told me.*
  → Reported: *Tom told me (that) he would help me.*

2. Yes/No Questions

Structure:
Subject + asked + if/whether + subject + verb (in appropriate past tense)
(Note: No auxiliary inversion—word order follows a statement, not a question.)

Examples:

- Direct: *"Do you like tea?"*
  → Reported: *She asked if I liked tea.*

- Direct: *"Can they swim?"*
  → Reported: *He asked whether they could swim.*

3. Wh- Questions

Structure:

Subject + asked + wh-word + subject + verb (in appropriate past tense)

(Again, no inversion—maintain statement word order.)

Examples:

- Direct: *"Where do you live?"*
  → Reported: *She asked where I lived.*

- Direct: *"Why did you leave?"*
  → Reported: *He asked why I had left.*

4. Commands and Requests (Imperatives)

Imperatives are reported using to-infinitive constructions.

- Affirmative commands:
  Subject + told/asked/ordered + object + to + base verb
  "Open the door." → She told me to open the door.

- Negative commands:
  Subject + told/asked/warned + object + not to + base verb
  "Don't be late!" → He told me not to be late.
  "Don't touch the wires!" → The engineer warned us not to touch the wires.

Conditional Sentences in English

Conditional sentences express real or hypothetical situations and their consequences. They consist of two parts:

- The if-clause (the condition)

- The main clause (the result)

There are four main types: Zero, Type 1, Type 2, Type 3—and mixed conditionals for more complex time relationships.

Zero Conditional: General Truths and Facts

Use: To state scientific facts, universal truths, or habitual outcomes that are always true.

Structure: *If + present simple, present simple*

Examples:

- If you heat ice, it melts.

- If I don't sleep well, I feel tired the next day.

This type describes cause-and-effect relationships that are always or generally valid. The word *if* can often be replaced with *when* without changing the meaning: *When you heat ice, it melts.*

Type 1 Conditional: Real or Likely Future Situations

Use: For possible or probable conditions and their likely future results.
Structure: *If + present simple, will + base verb*

Examples:

- If Mahmoud works hard, he will win the prize.

- If you bring me coffee, I'll give you 5 AED.

Alternatives to *if*:

- *Unless* (= if not): *Unless you study, you won't pass.*

- *As long as*, *provided that*, *on condition that*:
  You can borrow my car provided that you return it by 8 p.m.

These alternatives are followed by the present simple, just like in standard Type 1 conditionals.

Type 2 Conditional: Unreal or Hypothetical Present/Future

Use: For imaginary, unlikely, or impossible situations in the present or future.
Structure: *If + past simple, would + base verb*

Examples:

- If she learned English, she would travel to Canada.

- If I had more time, I would help you.

The past tense in the *if*-clause does not refer to the past—it signals unreality.

Type 3 Conditional: Unreal Past Situations

Use: To imagine a different outcome for something that already happened (or didn't happen) in the past—often expressing regret.

Structure: *If + past perfect, would have + past participle*

Examples:

- If I had bought a villa, I would have been happy.

- If she had had a new car, she would have moved every day.

Both clauses refer to the past, and the situation is contrary to reality.

Mixed Conditionals

Used when the time of the condition and the result don't match.

- Past condition → Present result:
  If I had studied harder, I would have a better job now.
  (I didn't study → I don't have a good job today.)

- Present condition → Past result (less common):
  If I weren't so shy, I would have spoken up yesterday.
  (I am shy now → I stayed silent in the past.)

TYPE	IF-CLAUSE (CONDITION)	MAIN CLAUSE (RESULT)	USE
0	Present Simple	Present Simple	General truths, scientific facts, habits
1	Present Simple	**will** + base verb	Real or likely future situations
2	Past Simple	**would** + base verb	Unreal or hypothetical present/future
3	Past Perfect (**had** + past participle)	**would have** + past participle	Unreal past situations (regret, missed opportunities)

Mixed Conditionals

IF-CLAUSE (CONDITION)	MAIN CLAUSE (RESULT)	MEANING EXAMPLE
Past Perfect (**had** + past participle)	**would** + base verb	Past action → **present** consequence *If I had studied harder, I would be*
Past Simple	**would have** + past participle	Present/fact → **past** consequence *If I weren't afraid, I would have spok*

<mark>Wish Rule</mark>

Using "Wish" to Express Regret, Desire, or Dissatisfaction

The verb wish is used to express a desire for a situation that is different from reality—whether in the present, past, or future. It always refers to something untrue, unlikely, or impossible at the time of speaking.

1. Wishes About the Present

To talk about a current situation you would like to be different:
Structure: *wish + past simple*

For all subjects, "were" is preferred in formal English (instead of "was").

☑ *I wish I knew the answer.*
☑ *She wishes she were in a better school.* (formal)
☑ *I wish I had more time.*

Note: Even though the verb is in the past tense, the meaning refers to the present.

2. Wishes About the Past

To express regret about something that happened (or didn't happen) in the past:
Structure: *wish + past perfect (had + past participle)*

☑ *I wish I had finished my project last year.*
☑ *He wishes he hadn't said that.*

This implies the action did not happen, and the speaker regrets it.

3. Wishes About the Future (or Other People's Actions)

To complain about a recurring situation or ask (indirectly) for someone to change their behavior:
Structure: *wish + would/could + base verb*

☑ *I wish you would listen to me.* (You don't listen now—and I'm frustrated.)
☑ *I wish I could travel next year.* (I probably won't be able to.)

As If / As Though

1. Unreal or Hypothetical Present/Future

Use the past subjunctive—especially "were" for all subjects with the verb *to be*—to indicate the situation is not true.

☑ *She acts as if she were a queen.* (She is not a queen.)
☑ *He talks as though he knew everything.* (He doesn't.)

Note: In formal English, "were" is preferred over "was" in hypothetical contexts, even with *I/he/she/it*.

2. Unreal Past Situation

Use the past perfect to refer to an imagined or untrue situation in the past.

☑ *He looked as though he had seen a ghost.* (He hadn't actually seen one—or it's uncertain.)

3. Ellipsis (Omission for Conciseness)

When the subject and verb are clear from context, they can be omitted:

☑ *He stared as if in shock.* (= as if he were in shock.)
☑ *She smiled as though relieved.* (= as though she were relieved.)

Present and Past Participles in Participle Clauses

Participle clauses are shortened adverbial or relative clauses that provide background information (such as reason, time, condition, or description) in a more concise and elegant way. They must refer to the same subject as the main clause.

1. Present Participle (–ing) → Active Meaning

Used when the subject performs the action.

   ♦ Structure: *Present participle + ...*

➕ Function: Shows simultaneous action, reason, or description (active voice).

☑ *Feeling tired, she left.*
   = Because she felt tired, she left.

☑ *Walking to school, he saw an accident.*
   = While he was walking to school, he saw an accident.

The subject (she, he) is doing the action (*feeling*, *walking*).

2. Past Participle (–ed / V3) → Passive Meaning

Used when the subject receives the action (i.e., something is done to it).

➕ Structure: *Past participle + …*

➕ Function: Often expresses reason or description in passive voice.

☑ *Built in 1900, the house is over 120 years old.*
   = Because it was built in 1900, the house is old.

☑ *Stolen from the museum, the painting was never recovered.*
   = Because it was stolen from the museum, the painting was never recovered.

Having + Past Participle – Expressing Completed Prior Actions

The structure "Having + past participle" is used in participle clauses to show that one action was fully completed before another action began—with the same subject in both actions.

Function

It replaces a full clause with "after + past perfect", making the sentence more concise and formal.

Structure

Having + past participle (V3), + subject + main verb

☑ *Having finished work, I went home.*
   = After I had finished work, I went home.

☑ *Having studied all night, she felt confident in the exam.*
   = After she had studied all night, she felt confident.

The Present Subjunctive in English

The present subjunctive is a formal verb form used to express demands, suggestions, recommendations, necessities, or statements of importance—typically in clauses introduced by "that". It conveys a sense of unreality, obligation, or formality, and always refers to a present or future situation that has not yet occurred or is not guaranteed.

When to Use the Present Subjunctive

Use the subjunctive after:

- Verbs of demand or insistence: *demand, insist, order, require, request*
- Verbs of suggestion or recommendation: *suggest, recommend, propose, advise*
- Expressions of necessity or importance:
  It is essential / important / necessary / vital / crucial that…
- Nouns expressing formal requests:
  a suggestion, a requirement, a demand, a proposal that…

How to Form the Present Subjunctive

- Use the base form of the verb (infinitive without *to*).
- No -s is added for third-person singular (*he, she, it*).
- The verb "be" is always "be", regardless of subject or tense.

☑ *She demands that he leave now.* (Not: *leaves*)
☑ *It's essential that she be informed immediately.* (Not: *is*)
☑ *I suggest that they study harder.* (Not: *studies*)
☑ *The policy requires that every employee submit a report.*

Indirect Questions

Indirect questions are used to ask for information politely or formally, often embedded within another sentence (e.g., after phrases like *Can you tell me…?*, *I wonder…*, *Do you know…?*).

Key Features:

- No subject–auxiliary inversion (unlike direct questions).
- No question mark if the main clause is a statement.

➕ Word order follows that of a statement, not a question.

☑ Direct: *"Where is the bank?"*
→ Indirect: *Can you tell me where the bank is?*
☑ Direct: *"Did she finish the report?"*
→ Indirect: *I wonder if she finished the report.*

Note: Tense and pronouns may shift in reported contexts, but the defining trait of indirect questions is the statement word order in the embedded clause.

Inversion (for Emphasis or Formality)

Inversion involves reversing the usual subject–verb order for rhetorical effect, emphasis, or formality. It is common in written English, especially in literary, academic, or elevated styles.

Common Triggers for Inversion**:**

1. Negative or limiting adverbials at the beginning of a sentence:

   o *Never have I seen such beauty.* (Not: *I have never seen…*)

   o *Rarely does he arrive on time.*

   o *Not only did she win, but she also broke a record.*

2. Conditional clauses (Type 2 & 3) with "had," "were," or "should" (omitting *if*):

   o *Had I known, I would have helped.* (= If I had known…)

   o *Were she here, she would agree.* (= If she were here…)

   o *Should you need help, call me.* (= If you should need help…)

I. Cause / Reason

Used to explain why something happens.

Expression	Followed by	Example
because	subject + verb (full clause)	Because it was raining, we stayed in.
since	subject + verb	Since you're here, let's begin.
as	subject + verb	As he was tired, he left early.
for(formal/literary)	subject + verb	She must be asleep, for there's no light.
because of	noun phrase	Because of the storm, flights were delayed.
due to	noun phrase	The delay was due to technical issues.
owing to	noun phrase	Owing to his illness, he missed class.
as a result of	noun phrase	As a result of the accident, traffic stopped.
as a consequence of	noun phrase	As a consequence of the strike, services halted.
inasmuch as	subject + verb	Inasmuch as you asked, I'll help.
seeing that	subject + verb	Seeing that it's late, we should go.

Expression	Followed by	Example
given (that)	subject + verb (optional *that*)	Given (that) you're here, let's start.
on the assumption that	subject + verb	On the assumption that he'll come, we'll wait.

II. Purpose / Intention

Used to state why someone does something (goal or aim).

Expression	Followed by	Example
to	base verb (infinitive)	I came here to learn English.
in order to	base verb	She studied hard in order to pass.
so as to	base verb	He left early so as to avoid traffic.
so that	subject + verb (+ modal: *can, could, will, would, may, might*)	I'll explain clearly so that you understand.
in order that	subject + verb (+ modal, often *may/might*)	We left early in order that we might arrive on time.
lest	subject + verb (*should* + base verb – formal)	Study hard lest you should fail.
to the end that	subject + verb (+ modal)	He saved money to the end that he might travel.

☑ Key: Purpose with *to*, *in order to*, *so as to* → infinitive.
With *so that*, *in order that*, *lest* → full clause.

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III. Result / Consequence

Used to show what happens as an effect.

Expression	Followed by	Example
so	subject + verb	She was tired, so she slept.
as a result	subject + verb (new sentence)	He didn't study. As a result, he failed.
as a consequence	subject + verb	The factory closed. As a consequence, jobs were lost.
hence	subject + verb (often inverted or with comma)	The road is closed. Hence, we turned back.
thus	subject + verb	He trained daily. Thus, he succeeded.
therefore	subject + verb	It's raining. Therefore, take an umbrella.
consequently	subject + verb	He ignored warnings. Consequently, he was fined.
accordingly	subject + verb	The plan was flawed. Accordingly, we revised it.
with the result that	subject + verb	He missed the turn, with the result that he was late.
resulting in	noun phrase	Poor planning led to chaos, resulting in delays.

IV. Condition

Used to express circumstances under which something happens.

Expression	Followed by	Example
if	subject + verb	If it rains, we'll stay in.
unless	subject + verb	You won't pass unless you study.
provided that / providing that	subject + verb	You can go provided that you finish.
on condition that	subject + verb	You may borrow it on condition that you return it.
as long as / so long as	subject + verb	You can stay as long as you behave.
in case	subject + verb	Take an umbrella in case it rains.
even if	subject + verb	I'll help even if no one else does.
only if	subject + verb	You'll pass only if you study.
supposing (that)	subject + verb	Supposing he's late, what then?
granting (that)	subject + verb	Granting this is true, what next?

V. Contrast / Concession

Used to show opposition or unexpected result.

Expression	Followed by	Example
although / though / even though	subject + verb	Although it was cold, we swam.
while / whereas	subject + verb	While I agree, I have doubts.
despite / in spite of	noun phrase	Despite the rain, we walked.
much as	subject + verb	Much as I'd like to help, I can't.
admittedly / granted	subject + verb (often with comma)	Admittedly, the plan has flaws.
be that as it may / having said that / that said	subject + verb	Be that as it may, we proceed.

☑ Despite / in spite of → noun phrase only (not a clause).
☑ Although, while, whereas → full clause.

VI. Addition / Similarity

Used to add information or show similarity.

Expression	Followed by	Example
also / moreover / furthermore / in addition	subject + verb (new sentence)	The house is big. Moreover, it's affordable.
in addition to	noun phrase	In addition to English, she speaks French.
as well as	noun phrase	He speaks Englishas well as Spanish.

Expression	Followed by	Example
Besides	subject + verb or noun	It's cheap. Besides, it's durable.
likewise / similarly	subject + verb	She studies hard. Likewise, her brother does.
too / as well	end of clause	I'm coming too. / Come with us as well.
not to mention / what's more	noun phrase or clause	He's rich, not to mention famous.

VII. Comparison

Used to compare people, things, or actions.

Expression	Followed by	Example
as...as	adjective/adverb +as+ subject + verb	She's as tall as her brother.
not as/so...as	adjective/adverb +as+ subject + verb	This isn't as good as that.
than	subject + verb (often with auxiliary)	He's taller than I am.
like	noun phrase	She looks like her mother.
unlike	noun phrase	Unlike his brother, he's shy.
compared to / in comparison to	noun phrase	Compared to last year, sales rose.

Expression	Followed by	Example
such...that	subject + verb	It was such a good day that we went out.
so...that	subject + verb	She was so tired that she fell asleep.

☑ Like / unlike / compared to → noun phrase
☑ as...as / so...that / such...that → full clause after *that*

VIII. Time

Used to indicate when something happens.

Expression	Followed by	Example
when / whenever	subject + verb	When I arrived, the meeting started.
while / as(time)	subject + verb	While I cooked, the phone rang.
since(time)	subject + verb	Since I moved here, I've been happy.
until / till	subject + verb	Wait until I return.
before / after	subject + verb	Finish before dinner.
as soon as / the moment / the minute	subject + verb	As soon as I arrive, I'll call.
Once	subject + verb	Once you understand, it's easy.
by the time	subject + verb	By the time we came, it ended.

Expression	Followed by	Example
no sooner...than / hardly...when	inversion + subject + verb	No sooner had I left than it rained.
meanwhile / thereafter / henceforth	subject + verb (new sentence)	He cooked. Meanwhile, she set the table.

IX. Clarification / Restatement

Used to explain or rephrase.

Expression	Followed by	Example
that is (to say) / i.e.	restatement	He's bilingual, that is, he speaks two languages.
in other words	restatement	He's frugal; in other words, he saves money.
namely	list/noun phrase	We need two things: namely, time and money.
to wit(formal)	List	Three members, to wit: A, B, and C.

X. Alternatives / Choices

Expression	Followed by	Example
either...or	parallel structure	Either tea or coffee
neither...nor	parallel structure	Neither John nor Mary came
both...and	parallel structure	Both the teacher and students

Expression	Followed by	Example
not only...but also	parallel structure (often inversion)	Not only did he win, but also he broke a record
whether...or (not)	subject + verb	Whether you like it or not, we'll go.
rather than	base verb or noun phrase	Walk rather than drive.

Comparatives & Superlatives

Comparatives **(comparing** two **things)**

- Short adjectives (1–2 syllables): -er + than
  tall → taller than, small → smaller than, healthy → healthier than

- Long adjectives (2+ syllables): more + adjective + than
  beautiful → more beautiful than, dangerous → more dangerous than

- Irregular:
  good → better than, bad → worse than, far → farther than, little → less than, many/much → more than

☑ *Cats are smaller than dogs.*
☑ *Lions are more dangerous than wolves.*
☑ *Dubai is farther than Umm Al Quwain.*

Superlatives **(comparing** one **in a group of** three or more**)**

- Short adjectives: the + -est
  tall → the tallest, thin → the thinnest

- Long adjectives: the most + adjective
  amazing → the most amazing, careful → the most careful

- Irregular:
  good → the best, bad → the worst, far → the farthest, little → the least, many/much → the most

☑ *Ahmad is the tallest in the class.*
☑ *RAK is the farthest from Abu Dhabi.*

Double Comparatives

Structure:
The + comparative…, the + comparative…

This pattern shows that two things increase or decrease together—as one changes, the other changes in response.

☑ *The more you practice, the better you get.*
☑ *The older I get, the happier I am.*
☑ *The faster she drives, the more nervous I feel.*

Key Notes:

✦ Use -er for short adjectives/adverbs (*hard → harder*).

✦ Use more + adjective/adverb for longer ones (*successful → more successful*).

✦ Both parts of the sentence must use the comparative form.

Modal Verbs (Including Modals of Deduction)

Modal	Uses	Example
can	Ability, permission, possibility	She can speak French. /Can I leave early?
could	Past ability, polite request, possibility	I could run fast when I was young. /Could you help me?
may	Permission, possibility	May I come in? / It may rain later.

Modal	Uses	Example
might	Slight possibility	It might snow tomorrow.
shall	Formal future (mostly British English), offers/suggestions	Shall we dance?
should	Advice, expectation	You should see a doctor.
will	Future, willingness, promises	I will call you later.
would	Polite requests, hypotheticals, past habits	Would you like tea? / When I was a kid, I would play outside.
must	Necessity, strong obligation, logical conclusion	You must wear a seatbelt. / She must be tired.

Modals of Deduction (Logical Guesses)

Modals of Deduction (also called modals of probability or epistemic modals) are used in English to express how certain or uncertain we are about a situation—based on evidence, logic, or assumptions. They help us make guesses or conclusions about the past, present, or future.

Common Modals of Deduction:

Modal	Certainty	Example
must	Very certain (≈ 95–100%)	Logical conclusion based on evidence
may / might / could	Possible (≈ 30–70%)	Uncertain guesses—things that are possible but not confirmed
can't / couldn't	Very unlikely or impossible (≈ 0–5%)	Strong disbelief or impossibility

🔍 Present/Future Deduction

Modal	Example	Meaning
must be	He must beat home. His car is in the driveway.	I'm almost sure he's home.
may/might/could be	She might be stuck in traffic.	It's possible—that's why she's late.
can't/couldn't be	That can't be Sarah—she's in Paris!	I'm sure it's not her.

◀ Past Deduction
BACK

To talk about the past, use modal + have + past participle:

Modal	Example	Meaning
must have + past participle	She must have forgotten the meeting.	I'm sure she forgot.

Modal	Example	Meaning
may/might/could have + past participle	They might have missed the train.	It's possible they missed it.
can't/couldn't have + past participle	He can't have stolen the money—he was with me!	It's impossible; I have proof.

Cleft Sentences

Cleft sentences are used to emphasize one specific part of a sentence—such as who, what, when, where, or why—by splitting the idea into two clauses. This draws the listener's or reader's attention to the most important information.

There are two main types:

1. It-Cleft Sentences

Start with "It was…" (or *It is…*, *It will be…*, etc.), followed by the emphasized element and a relative clause.

Structure:

It + be + [emphasized part] + that/who/when/where + [rest of clause]

- Use who for people
- Use that (or sometimes which) for things
- Use when for time
- Use where for place

Examples from a normal sentence:

Normal: Tom broke the window.

- Emphasizing who:
  → It was Tom who broke the window.

- Emphasizing what:
  → It was the window what Tom broke.

- Emphasizing when:
  → It was yesterday when he broke the window.

- Emphasizing where:
  → It was in the kitchen where he broke the window.

2. Wh-Cleft (What-Cleft) Sentences

Start with "What…" (or *Who…*, *Where…*, etc.) and highlight the thing that is important, surprising, or needed.

Structure:

What/Who/Where… + subject + verb + be + [emphasized information]

These often express needs, feelings, discoveries, or reactions.

Examples:

Normal: I need a holiday.
Cleft: What I need is a holiday.

- What surprised me was her honesty.

- What they really want is more time.

- Where I feel most at peace is by the ocean.

You can also use similar emphatic phrases:

- The thing that matters most is your health.

- All that I asked for was a little respect.

- The person who changed my life was my teacher.

Why Use Cleft Sentences?

☑ To correct someone:

"It wasn't me who ate the cake—it was Ben!"

☑ To add emotional impact:

"What broke my heart was her silence."

☑ To clarify or highlight key points in writing or speech (especially in essays, stories, or debates).

20. Countable and Uncountable Nouns with Quantifiers

☑ Countable vs. Uncountable Nouns & Compatible Quantifiers

Quantifier	Used with	Meaning	Example
Many	☑ Countable (plural)	A large number	*Many books, many students*
Few	☑ Countable (plural)	A small number (often negative tone)	*Few people came.*
a few	☑ Countable (plural)	A small number (positive/neutral tone)	*I have a few friends.*
Several	☑ Countable (plural)	More than two, but not many	*She visited several countries.*
a number of	☑ Countable (plural)	An unspecified but noticeable quantity	*A number of errors were found.*
Much	☑ Uncountable only	A large amount (usually in questions/negatives)	*We don't have much time./Is there much sugar?*
Little	☑ Uncountable only	A small amount (negative tone)	*There's little hope.*
a little	☑ Uncountable only	A small amount (positive/neutral tone)	*I have a little money.*

Quantifier	Used with	Meaning	Example
an amount of	☑ Uncountable only	Formal way to say "some" (quantity)	*A large amount of evidence was collected.*
Some	☑ Both	An unspecified quantity/number	*Some apples*(countable) *Some water*(uncountable)
Any	☑ Both	Used in questions/negatives (like*some*)	*Do you have any pens? There isn't any milk.*
a lot of / lots of	☑ Both	Informal for "many" or "much"	*A lot of cars*(countable) *Lots of advice*(uncountable)

1. Countable Nouns

> Have singular/plural forms (*book → books*)
>
> Can be used with numbers (*three ideas*)
>
> Examples: *car, idea, student, banana, problem*

2. Uncountable (Non-countable) Nouns

> No plural form (*information*, NOT *informations*)
>
> Treated as singular
>
> Examples: *water, advice, furniture, rice, knowledge, luggage, news*.

GRAMMAR

Text 1/The Human Brain and Neuroplasticity

Neuroscientists have discovered that the brain *(is adapting / has been adapting / has adapted)* to new challenges throughout life. By the time adults reach 60, they *(will have been forming / will form / will have formed)* trillions of neural connections. Before MRI technology existed, little *(was known / were known / had known)* about real-time brain activity. Today, every scan *(must interpret / must have interpreted / must be interpreted)* by trained specialists. Many patients wish they *(start / would start / had started)* cognitive training earlier. Some elderly individuals speak as if they *(have been / were / was)* incapable of learning—but this is a myth. Remarkably, skills lost after injury *(are recovering / have recovered / have been recovered)* through targeted therapy. If only society *(value / would value / had valued)* lifelong learning more, fewer people would face cognitive decline today.

Text 2/ Smart Homes and Privacy Concerns

If a smart speaker records private conversations, it *(violate / will violate / would violate)* user trust. A security expert once told consumers *(disabling / to disable / disabled)* always-on microphones. Last year, data *(was collecting / had collected / was collected)* without explicit consent in several devices. That company *(might hiding / must be hiding / can't be hiding)* more breaches—it's too secretive. Never *(users have been / did users be / have users been)* so exposed to surveillance. Manufacturers design these systems *(to / so that / in order to)* convenience outweighs caution. Ironically, smart homes are often *(not as secure than / less secure than / the least secure than)* traditional ones. Should a hacker access your thermostat, they *(might have controlled / could be control / can control)* your entire network. The assistant claimed the device *(never shared / would never share / will never share)* data—but evidence suggests otherwise.

Text 3/ Urban vs. Rural Life

Among the seven emirates of the UAE, RAK is (farther / the most far / the farthest) from Dubai. As cities expand, (More crowded / The more crowded / The most crowded) they become, (less peaceful / the least peaceful / the less peaceful) life feels for their residents. To improve access to care, national plans ensure that by 2030, all rural clinics (will have upgraded / will upgrade / will have been upgraded) to modern standards. This highlights the vulnerability of remote communities: that less populated areas (might survive / must have survived / can't have survived) the severe drought without aid—their wells were dry for months, and no relief arrived in time. Despite these pressures, it was the community elders (that preserved / who preserved / which preserved) local traditions in the face of rapid modernization. Yet research offers limited clarity: there's (few / little / a little) evidence that urban happiness correlates strongly with income. In fact, by the time migrants settle into city life, many say they miss the quiet of the countryside. What surprised researchers (be / was / were) the deep sense of belonging still present in small towns—even as populations shift toward urban centers.

Text 4/ Overpopulation and Resource Scarcity

In the 20th century, millions of hectares of forest *(cleared / had cleared / were cleared)* for housing. A journalist once asked if experts *(have predicted / predict / had predicted)* this crisis. If birth rates exceed death rates, populations grow—that's a *(truth that was always valid / truth that will always be valid / truth that is always valid)*. All policies *(must have revised / should revise / should be revised)* to prioritize sustainability. Water shortages are *(so severely that / such severe that / so severe that)* agriculture is collapsing in some regions. Not only *(governments did ignore / have governments ignored / did governments ignore)* warnings, but they also subsidized overconsumption. Several nations *(had implemented / implement / have implemented)* family planning successfully since they felt the negative effects of the overpopulation. One official stated that Earth *(orbited / had orbited / orbits)* the Sun—a reminder that some truths are fixed, unlike human behavior.

Text 5/ Green Practices in Modern Industry

Right now, sustainable materials (have tested / are being tested / are testing) in construction labs across Europe and Asia, as engineers race to replace carbon-intensive concrete and steel. Innovations like mycelium-based insulation, bamboo composites, and self-healing bio-concrete show promise. By 2027, engineers (will be used / will be using / will use) recycled concrete in 60% of urban infrastructure projects, thanks to new EU mandates. Before regulations changed, little progress (had made / was made / had been made) on industrial emissions—factories operated with minimal oversight for decades. Today, companies adopt green tech (so that / for / in order to) meet global standards like ISO 14001 and attract ESG investors. Although upfront costs are high, long-term savings and environmental benefits outweigh them. (Having designed / Designed / Designing) for disassembly, modern buildings reduce waste by allowing components to be reused or recycled at end-of-life. A client recently asked (that the roof / whether the roof / if or not the roof) could be solar-integrated without compromising aesthetics. Experts agree that innovation (has been / is / was) accelerating nowadays—but policy must catch up to scale these solutions globally and equitably.

Text 6/ Eco-Friendly Lifestyles

If everyone (had reduced / reduces / reduced) meat consumption even slightly, global carbon footprints would shrink dramatically, given livestock's massive methane output. Many individuals are trying, but systemic change remains slow. I wish I (afforded / could afford / would afford) an electric car—it's still too expensive for average earners, despite government incentives. Fortunately, plastic waste (bans / has banned / is banned) in many supermarkets now, with reusable containers and bulk bins becoming standard. (What does motivate / What motivating / What motivates) lasting change is personal responsibility combined with community support—people act when they see neighbours doing the same. There's (a few / a little / little) hope if individuals act alone, but collective action creates momentum. (Because / Since / For) she moved to the countryside, her lifestyle has become truly sustainable: she grows food, composts, and uses solar power. That couple (can't be composting / might be composting / must be composting)—their garden is thriving with lush vegetables and zero chemical inputs. Unless cities invest seriously in

recycling infrastructure and public education, progress (would stall / stalls / will stall), and landfill crises will worsen.

Before green standards existed, energy efficiency (was ignoring / had ignored / had been ignored) in most designs; buildings were sealed glass boxes that guzzled power for heating and cooling. If architects (would prioritize / prioritized / had prioritized) sustainability earlier, cities (will be / would have been / would be) significantly cooler today, avoiding the urban heat island effect. Now, all new buildings (must insulate / must have insulated / must be insulated) to strict thermal standards to reduce emissions and energy dependence. Engineers install green roofs (to / in order that / so as to) lower urban heat, manage stormwater, and support biodiversity. Despite high initial costs, eco-design is gaining traction among developers and clients alike. (Building / Having built / Built) with local stone, the new desert museum blends seamlessly into the landscape, minimizing visual and ecological disruption. The thing that matters most (are / were / is) long-term environmental impact, not fleeting aesthetic trends. There isn't (a lot / much / many) data yet on 50-year durability of novel materials like hempcrete or cross-laminated timber—but early results from pilot projects in Scandinavia and Canada are promising, showing resilience to weather, pests, and time.

1 (Due to / Result of / The reason for) the recent article on the advantages of having a smart home, I highly 2 (predict / likely / regret) not looking into this option sooner. In fact, if I 3 (have / had / has) known about its efficiency before, I 4 (never would have imagined / certainly would have considered / doubtfully would've thought of) having one installed. Having a smart home that is economical is 5 (most important than / more than important / more important than) having a traditional home that costs a fortune in monthly bills. The very first smart home ever built was described as being 6 (some of the worst / among the best / one of the most) built houses in the world. Today, smart homes 7 (are being / will be / were being) installed by homeowners to control their lights, appliances, and thermostats remotely. It 8 (was reported / was believed to have / is thought to be) that smart homeowners feel 90% safer living in their smart home than their previous homes and argue that this surely 9 (might / must / should) be

because of their security capabilities. After reading this article, I predict that many people will move towards smart homes within the near future.

Text 9/ Health in the UAE

In the next twenty years, **1** (since / despite / for) public information warnings, people in the UAE are predicted be less healthy **2** (then / there / than) ever before. By 2040, fitness levels will **3** (have been / has be / have be) reduced to the lowest rates since records began. A combination of the availability of fast food, the heat making it difficult to exercise outside and work-life balance could be about **4** (to / for / with) cause a national health crisis. "The fact **5** (was / is / am) that, even if people who make poor lifestyle choices have never been ill in their youth, as they get older, they start to feel the effects," said Dr Ahmed Saad of Sharjah health authority. "If they had **6** (exercised / exercise / exercising) more when they were young, they **7** (would / will / won't) have better health now.

Text 10/ Unhealthy Future

In the next twenty years, **1** (since / despite / for) public information warnings, people in the UAE are predicted be less healthy **2** (then / there / than) ever before. By 2040, fitness levels will **3** (have been / has be / have be) reduced to the lowest rates since records began. A combination of the availability of fast food, the heat making it difficult to exercise outside and work-life balance could be about **4** (to / for / with) cause a national health crisis. "The fact **5** (was / is / am) that, even if people who make poor lifestyle choices have never been ill in their youth, as they get older, they start to feel the effects," said Dr Ahmed Saad of Sharjah health authority. "If they had **6** (exercised / exercise / exercising) more when they were young, they **7** (would / will / won't) have better health now. Since they now come to us for medical help, we educate people about their lifestyles. Having recognized that they need to change, we teach them that improving cardiovascular health by regular exercise is the key to their futures.

Text 1/ Alternative Energy Now!

Alternative Energy Now! is being released to encourage global leaders to do more to tackle complex factors, such as overpopulation of urban developments, which are resulting in rising temperatures. The documentary looks at the alternative energy sources that are being employed by nations in order to battle the climate crisis and focuses mainly on the countries which are more interested in making real change than others. One of the most concerning aspects of the documentary is that a report stated some of those in global positions speak positively for change and share their innovative ideas during global climate meetings. However, when it comes to implementing these projects, they do very little. What shocked me the most was the report that suggested if countries had, in fact, studied the data in the early nineties when concerns were raised, we would have a much more positive outlook today. Spoiler alert: Experts predict a frightening future.

The documentary explains how wind energy is thought to be among the best and cleanest energy sources because it has little negative impact on the environment, and therefore, reduces the reliance on sources that create fossil fuels. In China and the US, wind turbines are being placed in coastal regions, open plains, and mountains areas, making them a constant source of energy from the continuing high winds. The turbines gather kinetic energy through air in motion and use it to generate electricity.

More good news! Roofs are being replaced with greener options across American cities to combat rising temperatures. In 2001, Chicago covered 20,000 square feet of its city hall roof with vegetation. It was reported to have made a 50-degree difference in temperature to the building, which resulted in a reduction in cooling and heating costs and overall energy demand in comparison to a nearby tar roof building.

Solar power is believed to be more popular with individual households today than other energy sources. This might be because it was reported by a European government that installing the panels can also make homes more cost efficient. Although solar panels are easily accessible, meaning people can take more control of their energy use rather than relying on large scale government projects such as wind farms, they are extremely costly and only produce energy for half the day due to reliance on sunlight.

1. The documentary states that cities are heating up at a faster rate due to the _____.

    A. absence of climate change initiatives

    B. lack of alternative energy sources

    C. growth of the population

2. A number of world leaders _____ when it's time to put climate initiatives in place.

    A. are lazy and uninterested

    B. appear enthusiastic and positive

    C. often share their ideas

3. The author was surprised by the report because countries didn't _____.

    A. review the statistics earlier

    B. have a positive outlook

    C. predict this negative outcome

4. What is the main focus of paragraph 2?

    A. the harmful emissions generated by China and the US

    B. the actions taken to generate clean energy

    C. the negative effect of a renewable energy technology

5. What is located in coastal spaces?

    A. solar panels

    B. roof vegetation

    C. wind technology

6. What is being installed on top of urban buildings to battle temperature increases?

    A. wind turbines

    B. tar roofs

    C. plants

7. According to the author, solar power is becoming more commonly known because _____.

    A. solar panels are said to be more economical

    B. government-run alternative energy initiatives are too slow

    C. the panels are not expensive to buy

8. According to the documentary, what is a significant difference between solar energy and wind energy?

    A. Solar energy is more widely used in the US and China than wind energy.

    B. Solar energy is less efficient than wind energy.

    C. Solar energy makes homes more cost efficient, unlike expensive wind-powered homes.

2026 will be the most significant year yet for combating climate change. Two recent developments have made this possible.

First, while scientists warn the world that the worst impacts of climate change will soon be felt if we do not reduce emissions dramatically, these impacts can already be seen. From the historic and deadly wildfires in Australia and California, to severe flooding around the world, there is no denying that climate change is already disrupting our daily lives. At the same time, support for climate action has never been stronger as society is ever more unified against the threat of climate change.

Second, we are seeing promising technologies which will bring carbon-free energy within reach. Not long ago it was very hard to imagine a constant carbon-free electricity supply as the wind does not always blow and there is no sun at night. However, better energy storage and the reduction of costs associated with wind and solar power, have made the world more optimistic. Compared to ten years ago, it costs 70% less to produce wind power and this reduction is even higher, 89%, when it comes to the production of solar power.

Another one of those promising technologies is artificial intelligence (AI). Mainly technological companies use AI to optimise electricity consumption in their workplaces. Their approach can also be used by other commercial buildings, including airports and shopping malls. AI can also be used to make wind power more predictable, which will increase the value, utilization and adoption of renewable energy.

Technology is helping cities reduce their carbon emissions. This is a critical step forward as cities contribute over 70% of the world's greenhouse-gas emissions. Technology is also helping communities adapt to the effects of climate change that are already apparent. Scientists, for example, are in a position to use satellite data to map wild-fires in real time and better predict how they might spread. In India, flood forecasting models use AI to predict when floods will hit and how deep the waters will get, helping save lives.

There is no doubt that global frameworks to ensure we are working towards the same goals. This is possible as we have seen this kind of collaboration during the pandemic. The private sector and governments have worked together to deliver personal protective equipment, medical devices and contacting apps needed to fight the virus. This strong partnership will be just as critical in fighting climate change.

1. Australia and California have already suffered from _____.
   A) very serious floods
   B) dramatic emissions
   C) wildfires that killed people

2. What is true about society?
   A) Society is unified against climate change.
   B) There is weak support in favour of climate change.
   C) There is no disruption in everyday life.

3. Constant carbon-free energy _____.
   A) will never be possible
   B) is a reality because of promising technologies
   C) is based on wind blowing at night

4. What has helped the development of carbon-free energy?
   A) The lack of storage methods.
   B) The increase in cost using the sun.
   D) The reduction of costs producing it.

5. Artificial intelligence (AI) _____.
   A) cannot be used in commercial buildings
   B) helps companies improve electricity consumption
   C) is used at airports but not shopping malls

6. Predicting wind power with the use of AI will _____ of renewable energy.
   A) increase the value and utilization
   B) decrease the utilization and adoption
   C) decrease the value or adoption

7. How do scientists use satellite data?
   A) They predict when the next wild-fire will happen.
   B) They map wild-fires as they happen.
   D) They map where the next wild-fire will hit.

8. During the pandemic _____.
   A) only the private sector has delivered medical devices to the world
   B) only governments have set up contacting apps to fight it
   C) governments and the private sector have collaborated.

A healthy mind and a healthy body are deeply interconnected and essential for overall well-being. When individuals prioritize both mental and physical health, they are better equipped to lead balanced, fulfilling, and resilient lives.

Maintaining a healthy mind involves managing stress, practicing consistent self-care, nurturing positive relationships, and engaging in activities that support emotional stability. Techniques such as mindfulness, deep breathing, journaling, or simply taking time to rest contribute significantly to mental wellness. Importantly, seeking professional support during difficult times is a vital part of sustaining psychological health.

On the physical side, a healthy body relies on regular exercise, proper nutrition, and adequate sleep. Physical activity not only strengthens muscles and improves cardiovascular function but also stimulates the release of endorphins—chemicals in the brain that promote a positive mood and reduce feelings of anxiety and depression. A balanced diet rich in fruits, vegetables, whole grains, lean proteins, and healthy fats provides the nutrients necessary for energy, immune function, and cellular repair. Meanwhile, getting 7 to 9 hours of quality sleep each night allows the brain to process emotions and memories while giving the body time to heal and regenerate.

The relationship between mental and physical health is reciprocal. Regular movement enhances cognitive function, lowers stress levels, and boosts self-esteem. Conversely, strong mental health encourages people to make healthier lifestyle choices—such as eating nutritious foods, staying physically active, avoiding harmful substances, and seeking timely medical care.

When both mind and body are cared for, individuals experience improved resilience, higher energy levels, greater focus, and an enhanced sense of happiness and purpose. This holistic approach to well-being enables people to manage daily challenges more effectively and enjoy a higher quality of life.

Sufficient sleep plays a crucial role in this balance, as it allows both the mind and body to recharge and function optimally. Without it, concentration, mood, and physical performance all decline.

In essence, mental and physical health are not separate—they continuously influence one another. Investing in both creates a powerful foundation for long-term health and personal growth.

1. **The relationship between a healthy mind and a healthy body is _____.**
   A) They have no relationship
   B) They are completely independent of each other
   C) They are interconnected and important for overall well-being

2. **Some aspects of maintaining a healthy mind include _____.**
   A) Regular physical activity and proper nutrition
   B) Managing stress and practicing self-care
   C) Engaging in relaxation techniques and seeking medical care

3. **How does physical activity support mental well-being?**
   A) It replaces the need for therapy and medication
   B) It releases endorphins that promote a positive mood and reduce anxiety
   C) It prevents all forms of mental illness permanently

4. **A balanced diet contributes to a healthy body by _____.**
   A) It supports overall health and immune function
   B) It promotes positive mental well-being
   C) It helps manage stress and improve self-esteem

5. **Prioritizing mental health impacts physical well-being by _____.**
   A) It reduces stress and improves cardiovascular health
   B) It promotes a positive mood and encourages relaxation
   C) It leads to healthier habits and better medical care choices

6. **The potential benefits of nurturing a healthy mind and body include _____.**
   A) Improved resilience and increased energy levels
   B) Reduced cognitive function and weakened immune system
   C) None of the above

7. **Physical activity affects mental well-being by _____.**
   A) It increases stress levels and reduces self-esteem
   B) It promotes a positive mood and enhances cognitive function
   C) It has no impact on mental well-being

8. **The importance of sufficient sleep for overall well-being is that it _____.**
   A) It allows the mind and body to recharge and function optimally
   B) It promotes positive relationships and emotional well-being
   C) It releases endorphins and strengthens the immune system

The environment is a complex and interconnected system that sustains all life on Earth. However, human activities have disrupted this delicate balance, leading to severe consequences such as climate change, deforestation, and loss of biodiversity. One of the most pressing issues is the increase in greenhouse gas emissions, primarily from burning fossil fuels. These emissions trap heat in the atmosphere, causing global temperatures to rise. This phenomenon, known as global warming, has led to melting ice caps, rising sea levels, and more frequent extreme weather events.

Another critical environmental concern is deforestation. Forests act as the planet's lungs, absorbing carbon dioxide and releasing oxygen. They also provide habitats for countless species. Yet, millions of hectares of forests are cleared annually for agriculture, logging, and urban development. This not only contributes to climate change but also threatens the survival of many plants and animals, pushing some to the brink of extinction.

Pollution is another major threat to the environment. Plastic waste, for instance, has become a global crisis. Millions of tons of plastic end up in oceans each year, harming marine life and entering the food chain. Chemical pollutants from industries and agriculture contaminate air and soil, posing risks to human health and ecosystems.

Efforts to address these challenges are underway, but progress is slow. Renewable energy sources like solar and wind power are gaining traction, offering cleaner alternatives to fossil fuels. Reforestation projects aim to restore lost forests, while conservation programs work to protect endangered species. However, these initiatives require global cooperation and significant investment to be effective.

The responsibility to protect the environment lies with everyone. Governments must enforce stricter regulations, businesses should adopt sustainable practices, and individuals can make a difference by reducing waste, conserving energy, and supporting eco-friendly products. The future of our planet depends on the actions we take today.

1. **The primary cause of global warming is ----**
   a. Deforestation
   b. Toxic gases
   c. Loss of biodiversity

2. **Forests contribute to the environment-----**
   a. By maintaining greenhouse gases
   b. By providing wood and areas for farming
   c. By protecting different kinds of plants and animals

3. **One of these is NOT a consequence of deforestation**
   a. Climate Change
   b. Probable extinction of species
   c. Survival of many plants and animals

4. **A major source of ocean pollution is -----**
   a. chemical pollutants
   b. non-biodegradable materials
   c. Contaminated air

5. **Renewable energy plays a role in environmental protection as ----**
   a. They offer cleaner resources
   b. They restore forests
   c. They protect endangered animals

6. **A key challenge in addressing environmental issues is---**
   a. Lack of international efforts
   b. Lack of clean alternatives
   c. Lack of reforestation projects

7. **Individuals can help protect the environment----**
   a. By adopting sustainable practices
   b. By imposing strict laws
   c. By following eco-friendly behaviors

8. **The main message of the text is-------**
   a. Environmental problems are irreversible
   b. Protecting the environment requires collective action
   c. Air pollution harms human health

Although the use of free time has changed greatly over the centuries, today, we have more time for leisure than ever before. We have plenty of time for physical exercise such as running that can not only improve heart health and combat muscle weakness, but also release mood-improving chemicals in the brain. Meanwhile, people all over the world are now aware of yoga, an activity which can help strengthen your muscles and improve flexibility. Furthermore, studies have shown that spending leisure time reading or completing puzzle books can improve concentration and help prevent memory loss.

However, what has really changed is the introduction of a range of digital technologies into daily life. The overuse of social media in free time has been linked to an increase in anxiety-related issues which often manifests in digestive issues such as indigestion. In addition, many jobs today involve sitting at desks with computers and it is no wonder that so many modern people suffer with back problems. Not only this sedentary workday, but also a diet of modern fast foods, has led to health factors such as an increase in obesity, amongst other issues.

Contrast this to workers in the past who, having started work in farms and fields very early in the morning and continued until night, felt fatigue and muscle weakness after this full day at work, which had a major impact on their ability to do fitness-related activities in their free time. This is not to say that nobody thought about it, though. In fact, we have recordings of ancient medieval exercise guides similar to the kind of workouts people do today. When to do this was an important concern and the guidance was not to have an empty stomach but rather starting exercise once a meal had started to settle.

Modern life, with its focus on technology, is very different. As technology continues to advance, we may see even bigger changes in how we spend our leisure time to focus on our wellbeing. New developments in VR (virtual reality) could possibly give us full control over our leisure activities and create programmes specifically for our personal physical and mental requirements. Smart AI-driven virtual trainers may leave us feeling as if we had just spoken with a real person. On top of this, changes in our economy could give us improved work-life balance and more time to enjoy these innovations.

1. According to the text, what can help you improve your mental health?

A. reading a lot of books

B. taking up running

C. doing a yoga flow

2. How is modern technology described in the text?

A. a source of information about employment

B. as connecting us with new practices such as yoga

C. the cause of stomach problems in some people

3. What does the text mention as a cause of excess weight?

A. mental health issues

B. spinal injuries

C. an unhealthy diet

4. Why was exercise in leisure time difficult in the past?

A. People felt tiredness after work.

B. People had limited time outdoors in nature.

C. People didn't have guides on how to do it well.

5. In the past, when was exercise recommended to begin?

A. slightly after eating

B. after a day of work

C. in the early morning

6. What is the topic of the final paragraph?

A. some predictions about leisure activities in the future

B. the development of VR over the last few years

C. possible dangers of not communicating to other people

7. What does the text say could be a result of future developments in leisure technology?

A. matching activities to individual needs

B. people having a better work-life balance

C. more opportunities for real human interactions

8. What connects multiple leisure activities in the text?

A. diet affects our ability to do them

B. an improvement in our heart muscles

C. the positive effect they have on our brains

Many people pride themselves on multitasking—answering emails while in a video call, texting during lectures, or scrolling social media while watching a movie. They believe juggling tasks makes them more efficient. But neuroscience tells a different story. The brain doesn't actually perform two complex activities at once; instead, it rapidly switches attention between them. Each switch costs time and mental energy, leading to more mistakes and slower overall performance.

For students, this habit is especially harmful. Research shows that those who check their phones while studying remember far less than those who focus on one task. Even having a phone nearby—turned off—can reduce cognitive capacity. Background noise with words, like talk radio or lyrical music, also interferes with reading comprehension because both tasks compete for the same language-processing regions in the brain.

That said, not all multitasking is equal. Combining a routine physical task (like walking or folding laundry) with a passive cognitive one (like listening to a podcast) usually works fine. The problem arises when two high-focus tasks overlap—like writing an essay while chatting online.

Frequent multitaskers often feel productive but are typically less efficient. They take longer to finish work, make more errors, and report higher stress levels. Over time, this constant switching may even shrink attention spans, making deep work feel exhausting.

The solution isn't perfection—it's awareness. Turning off non-essential notifications, using "focus mode" on devices, and scheduling dedicated blocks for single tasks can dramatically improve results. Some people even practice "monotasking" as a form of mindfulness, rediscovering the satisfaction of full presence.

In a world designed to distract, the ability to concentrate without interruption has become a rare and powerful skill. True productivity isn't about doing more at once—it's about doing the right thing well, one thing at a time.

1. **What appears to be multitasking is actually the brain _____.**
   a) Focusing on two tasks at the same time
   b) rapidly switching attention between tasks
   c) Juggling tasks inefficiently

2. **The first paragraph seems to-------**
   a. Highlight some misconceptions about multitasking

b. Show the advantages of multitasking

c. Highly evaluate those who multitask efficiently

3. Students who check phones while studying typically _____.
a) retain significantly less information than focused students
b) enhance their cognitive abilities through varied input
c) activate language-processing regions more intensely

4. Walking while listening to a podcast usually works because _____.
a) the two tasks demand intense focus from the same brain areas
b) one action is automatic, and the other requires minimal cognitive input
c) it requires advanced coordination skills

5. A key consequence of habitual multitasking is that it _____.
a) enhances mental agility and processing speed
b) allows for flawless execution of multiple demanding activities
c) impairs the capacity for deep, sustained mental engagement

6. Background speech like talk radio interferes with reading because _____.
a) it increases physical coordination demands
b) both activities draw upon the same linguistic processing faculties
c) it helps clear mental clutter

7. Over time, frequent task-switching may lead to _____.
a) larger brain volume in attention-related regions
b) improved emotional regulation under pressure
c) a reduction in sustained attention and increased mental fatigue

8. "Monotasking" is practiced as a form of _____.
a) digital detox through complete technological isolation
b) cultivating undivided attention on a single task
c) compressing multiple duties into one for efficiency

Human identity and behavior are not sculpted by one single force but by the complex interplay among genetics, environment, and the expanding reach of technology. At its foundation, DNA provides the biological script that guides our physical and psychological traits—eye color, height, health risks, temperament, and cognitive potential. Yet, this script is not a finished story. Genes merely offer possibilities; the environment determines which possibilities come alive.

From the moment we are born, our surroundings—family, education, culture, peers, and socioeconomic conditions—shape how our genes express themselves. A child with a natural aptitude for languages may never master communication without exposure to rich conversation, while another from a supportive environment may overcome genetic vulnerabilities and build emotional strength. Thus, nature and nurture dance together, each influencing the other throughout life.

In the modern world, technology has emerged as a third major force in shaping who we become. Genetic testing and personalized medicine can reveal inherited risks and guide preventive healthcare. However, such knowledge can also cause emotional distress or a false sense of inevitability, leading some to believe that DNA alone defines their fate. Likewise, digital platforms—especially social media—transform self-perception by creating mirrors of constant comparison. The way we present ourselves online can either enhance confidence or erode it, depending on feedback and exposure.

Emerging technologies such as gene editing and artificial intelligence introduce deeper ethical and psychological questions. They blur the boundaries between what is naturally inherited and what is humanly designed. If we can alter intelligence, temperament, or appearance, what remains authentically human? What becomes of free will and individuality?

Ultimately, identity in the twenty-first century is fluid, negotiated daily between inherited biology, lived experience, and digital influence. Understanding this triad is vital for educators, policymakers, and individuals alike, reminding us that human development cannot be confined to "nature versus nurture." Instead, it must acknowledge technology's growing power as a co-author of the human story.

1. DNA serves primarily as a blueprint that _____.
   A) establishes physical and psychological foundations for development
   B) dictates every aspect of human destiny without exception
   C) limits individuals to predetermined social roles

2. The environment influences identity by _____.
   A) isolating people from technological change
   B) erasing inherited traits entirely over time
   C) activating or suppressing genetic potentials through experience

3. A naturally gifted child may fail to thrive if they _____.
   A) lack stimulating surroundings that encourage growth
   B) receive constant encouragement from caregivers
   C) participate in genetic research programs

4. One psychological risk of genetic testing is _____.
   A) complete freedom from emotional stress
   B) heightened anxiety due to awareness of inherited risks
   C) ignorance of personal medical history

5. Social media can reshape identity by _____.
   A) influencing how individuals evaluate themselves through comparison
   B) ensuring fair access to education for all users
   C) strengthening genetic expression in daily life

6. Emerging technologies such as gene editing create dilemmas because they _____.
   A) remove emotional influences from decision-making
   B) prevent ethical reflection on scientific advancement
   C) blur the difference between natural inheritance and human design

7. In the twenty-first century, identity is best described as _____.
   A) determined exclusively by economic background
   B) dynamic and continuously shaped by multiple forces
   C) completely immune to technological influence

8. The text suggests that human development should be understood as _____.
   A) entirely governed by biological determinism
   B) the product of genes, environment, and technology interacting together
   C) unrelated to cultural and social conditions

The modern home is becoming a hub of intelligence. Smart systems connect lights, thermostats, door locks, and entertainment through the Internet of Things (IoT), promising convenience, energy efficiency, and security. Imagine lights that dim automatically, a thermostat that learns your daily habits, or a doorbell that shows visitors on your phone. Together, these innovations create a living space that feels responsive—almost alive.

Energy conservation is one of their strongest advantages. Smart devices can detect when a room is empty, shutting off appliances and reducing waste. Over time, such small efficiencies lower electricity bills and promote eco-friendly lifestyles, contributing to sustainable cities.

However, this new comfort brings hidden complications. Many devices collect voice, image, or movement data and transmit it to companies for storage or analysis. This constant monitoring raises serious concerns about privacy and surveillance, especially when users are unaware of what is recorded. Moreover, dependence on internet connectivity can backfire; a network failure might lock a garage door or disable a security camera at the worst possible moment.

Installation and operation are not always seamless. Despite claims of "plug-and-play," users often face technical challenges—software updates, Wi-Fi interruptions, or app incompatibility. Elderly or less tech-savvy individuals may feel excluded rather than empowered. Financially, smart systems can be expensive. Beyond the initial purchase, monthly subscription fees for data storage or app control turn convenience into a recurring cost. Worse still, if a company ends its product line, devices can become obsolete even when fully functional.

Developers are now responding with improved data protection, offline control options, and universal protocols that allow devices from different brands to communicate smoothly. Looking ahead, future systems might sense emotional states—adjusting lighting or music to match mood, offering comfort that feels almost human.

Ultimately, the "smart" home is not defined by how many gadgets it contains, but by how thoughtfully it serves its inhabitants. Technology should support human well-being, not dominate it. The smartest choice is a balanced one—guided by awareness, privacy, and personal values.

1. Smart home technology primarily aims to _____.
   A) simplify routines and improve energy efficiency
   B) eliminate human decision-making entirely

C) replace traditional homes with automated factories

2. One environmental benefit of smart homes is that they _____.
   A) require constant power to stay online
   B) conserve electricity by deactivating unused devices
   C) promote overconsumption of electronic products

3. A major privacy issue arises when devices _____.
   A) delete stored files after short intervals

   B) refuse to update automatically
   C) record and transmit user data without full consent

4. Internet disruptions can prevent homeowners from _____.
   A) accessing essential systems like locks and cameras
   B) charging electronic vehicles in public spaces
   C) contacting support teams during daytime hours

5. Despite marketing promises, setup often proves difficult because _____.
   A) all devices function perfectly from the start

   B) users encounter software errors and connection issues
   C) manufacturers handle every installation step

6. The long-term cost of smart systems often increases due to _____.
   A) reduced electricity consumption
   B) monthly subscription fees and service charges
   C) decreased need for maintenance

7. Developers are improving reliability by introducing _____.
   A) more complex and incompatible applications
   B) offline operation modes and better data security
   C) devices requiring constant human supervision

8. According to the text, a truly "smart" home is one that _____.
   A) aligns with its residents' values, privacy, and needs
   B) includes every high-tech gadget available

C) functions independently of human oversight

Overpopulation occurs when the number of people exceeds the Earth's capacity to sustain them with sufficient food, water, energy, and space. While global fertility rates are slowly declining, humanity has already surpassed eight billion, placing immense pressure on natural systems. In many places, forests are cleared for farmland, groundwater is overdrawn, and fisheries are depleted faster than they can recover.

This strain is most visible in rapidly expanding cities, particularly across Africa and Asia. Urban infrastructure often fails to keep pace with population growth. Residents face overcrowded housing, traffic congestion, and weak sanitation networks that contribute to disease outbreaks. At the same time, people in wealthy nations consume resources far beyond their fair share—each individual in a developed country uses many times more energy than someone in a low-income nation.

Experts emphasize that overpopulation is not merely a matter of numbers, but of distribution and consumption. Wasteful energy systems, poor resource management, and inequality intensify the problem. When women gain access to education and reproductive healthcare, family sizes tend to decrease naturally, proving that empowerment is a sustainable solution to population pressure.

Technological innovation offers partial relief: drought-resistant crops, solar microgrids, and water recycling systems can increase resilience. However, technology alone cannot fix social injustice or greed. Sustainable development requires investment, political will, and a moral commitment to fairness.

The path forward depends on collaboration. Reducing food waste, improving education, and transitioning to renewable energy are global responsibilities. Addressing population growth is not about restricting lives, but about ensuring dignity and opportunity for all. A balanced planet is one where human well-being and environmental health coexist—achieved not through fear of numbers, but through wisdom in how we live and share the Earth.

1. Overpopulation occurs when the human population _____.
   A) surpasses the environment's ability to meet basic needs
   B) declines sharply due to lower fertility rates
   C) reaches equal distribution across all nations

2. Urban strain in many regions is seen through _____.
   A) an abundance of farmland and clean air
   B) overcrowding, pollution, and inadequate infrastructure
   C) the disappearance of major global cities

3. Resource inequality is worsened when _____.
   A) developing nations invest in renewable energy
   B) wealthier countries consume far more energy per person
   C) rural populations migrate to small villages

4. Birth rates often decline when women _____.
   A) lose employment opportunities in industry
   B) move from cities to rural areas
   C) have access to quality education and healthcare

5. Technology contributes to solutions by _____.
   A) encouraging unlimited consumption
   B) increasing social inequality through automation
   C) improving agriculture and water use efficiency

6. However, technological fixes alone cannot _____.
   A) replace political action or social responsibility
   B) provide clean energy to urban areas
   C) improve access to modern medicine

7. Sustainable development depends on _____.
   A) limiting education to urban elites
   B) global cooperation and ethical consumption
   C) ignoring renewable energy options

8. The ultimate goal of managing population growth is to _____.
   A) prioritize industrial expansion
   B) restrict migration between nations
   C) balance human welfare with ecological integrity

A *megacity* is an urban area containing more than ten million residents. Today, over three dozen such cities—Tokyo, Delhi, Lagos, Mexico City, and many others—house hundreds of millions of people and drive global economic growth. Megacities often symbolize innovation, cultural exchange, and ambition. Yet their size also exposes deep structural challenges that smaller cities rarely face.

Commuting in these vast metropolises can consume hours each day. Public transport systems buckle under demand, while traffic clogs narrow streets and fills the air with fumes. Millions live in informal settlements, often without reliable electricity, sanitation, or clean water. Air pollution, noise, and overcrowding can lead to chronic stress and respiratory illness. Still, migrants continue to arrive, drawn by opportunities for education, employment, and hope for a better life.

Some cities have responded with forward-thinking strategies. Tokyo's earthquake-resistant architecture and famously punctual trains keep an immense population moving efficiently. Singapore integrates rooftop gardens and vertical greenery into its skyline, proving that density and sustainability can coexist. Medellín, Colombia—once notorious for violence—rebuilt its identity by connecting poor hillside neighborhoods to the urban core with cable cars, parks, and libraries, creating a powerful symbol of social inclusion.

Nevertheless, rapid growth frequently outpaces planning. Weak governance, corruption, or lack of long-term vision can turn progress into inequality: luxury towers rise beside sprawling slums. Climate change compounds the strain. Coastal megacities such as Jakarta, Dhaka, and Miami face rising seas and stronger storms, threatening millions of lives and billions in infrastructure.

The future of megacities depends on inclusive policies that prioritize people over profit. Investments in affordable housing, renewable energy, efficient public transport, and climate-resilient design are not optional luxuries—they are moral imperatives. As humanity becomes increasingly urban, the defining question is not how large our cities can grow, but how livable, equitable, and sustainable they can become.

1. A megacity is defined as a city that has _____.
   A) a population exceeding ten million people
   B) underground transport as its main system
   C) no rural surroundings within its borders

2. Daily commuting in megacities often results in _____.
   A) reduced stress and cleaner air quality
   B) congestion, pollution, and long travel hours
   C) spontaneous population decline

3. Informal settlements typically lack _____.
   A) proximity to job opportunities
   B) community spirit among residents
   C) stable access to clean water and sanitation

4. Tokyo and Singapore demonstrate that _____.
   A) megacities cannot integrate nature successfully
   B) density inevitably leads to decline
   C) careful planning can balance growth and sustainability

5. Medellín transformed its image by _____.
   A) linking marginalized areas through cable cars and public spaces
   B) restricting cultural projects in hillside districts
   C) displacing residents to remote rural zones

6. Climate change intensifies risks for coastal megacities by _____.
   A) lowering global sea levels permanently
   B) increasing floods and severe storms
   C) cooling tropical climates year-round

7. Without effective governance, megacities risk becoming _____.
   A) models of perfect urban equality

   B) divided landscapes of wealth and poverty
   C) completely self-sufficient regions

8. The sustainable future of megacities relies on _____.
   A) inclusive, people-centered planning and renewable infrastructure
   B) maximizing commercial profit above all else
   C) restricting population movement between nations

ANSWERS

TEXT 1

1. **emissions**
2. **infrastructure**
3. **incorporate**
4. **dwellers**
5. **outweigh**
6. **thriving**
7. **optimal**

TEXT 2

1. **natural trait**
2. **personality**
3. **insight**
4. **heritable**
5. **significant**
6. **be reunited**
7. **mind**

TEXT 3

1. **natural trait**
2. **personality trait**

3. genetics

4. insulation

5. conservation

6. original

7. layer

8. chemicals

9. structural

10.creation

TEXT 4

1. wildlife

2. rainwater

3. cost-cutting

4. drawbacks

5. overflow

6. lightweight

7. overconfident

TEXT 5

1. brain

2. mind

3. genetics

4. heritable

5. behavior

6. insight

7. roots

TEXT 6
1. conservation
2. Wildlife
3. manufacturing
4. planet friendly
5. drawbacks
6. thriving
7. dwellers

TEXT 7
1. concentration
2. solve
3. memory
4. competent
5. optimal
6. attitude
7. creation

TEXT 8
1. urbanization
2. rural
3. planners
4. incorporate
5. dwellers
6. lightweight
7. rainwater

TEXT 9

1. identity
2. personality trait
3. stressful
4. identical
5. attitude
6. roots

TEXT 10

1. research
2. competent
3. insight
4. peers
5. inefficient
6. knowledge
7. significant

GRAMMAR PRACTICE TEXTS (Gap-Fill Exercises)

Text 1

1. has been adapting
2. will have formed
3. was known
4. must be interpreted
5. had started
6. were
7. have been recovered

8. had valued

Text 2

1. would violate

2. to disable

3. was collected

4. must be hiding

5. have users been

6. so that

7. less secure than

8. can control

9. would never share

Text 3

1. the farthest

2. The more crowded

3. the less peaceful

4. will have been upgraded

5. can't have survived

6. who preserved

7. little

8. was

Text 4

1. were cleared

2. had predicted

3. truth that is always valid

4. should be revised

5. so severe that

6. did governments ignore

7. have implemented

8. orbits

Text 5

1. are being tested

2. will be using

3. had been made

4. in order to

5. Designed

6. whether the roof

7. is

Text 6

1. reduced

2. could afford

3. is banned

4. What motivates

5. little

6. Since

7. must be composting

8. will stall

Text 7

1. had been ignored

2. had prioritized

3. would have been

4. must be insulated

5. to

6. Built

7. is

8. much

Text 8

1. Due to
2. regret
3. had
4. certainly would have considered
5. more important than
6. one of the most
7. are being
8. is thought to be
9. must

Text 9

1. despite
2. than
3. have been
4. to
5. is
6. exercised
7. would

Text 10

1. despite
2. than
3. have been
4. to
5. is
6. exercised
7. would

TEXT 1: Alternative Energy Now!

1. **C. growth of the population**

2. **B. appear enthusiastic and positive**

3. **A. review the statistics earlier**

4. **B. the actions taken to generate clean energy**

5. **C. wind technology**

6. **C. plants**

7. **A. solar panels are said to be more economical**

8. **B. Solar energy is less efficient than wind energy.**

TEXT 2: The Power of Green Technology

1. **C) wildfires that killed people**

2. **A) Society is unified against climate change.**

3. **B) is a reality because of promising technologies**

4. **D) The reduction of costs producing it.**

5. **B) helps companies improve electricity consumption**

6. **A) increase the value and utilization**

7. **B) They map wild-fires as they happen.**

8. **C) governments and the private sector have collaborated.**

TEXT 3: A Healthy Mind and a Healthy Body

1. **C) They are interconnected and important for overall well-being**

2. **B) Managing stress and practicing self-care**

3. **B) It releases endorphins that promote a positive mood and reduce anxiety**

4. **A) It supports overall health and immune function**

5. **C) It leads to healthier habits and better medical care choices**

6.   A) Improved resilience and increased energy levels

7.   B) It promotes a positive mood and enhances cognitive function

8.   A) It allows the mind and body to recharge and function optimally

TEXT 4: The Fragile Balance of Our Environment

1. b. Toxic gases

2. c. By protecting different kinds of plants and animals

3. c. Survival of many plants and animals

4. b. non-biodegradable materials

5. a. They offer cleaner resources

6. a. Lack of international efforts

7. c. By following eco-friendly behaviours

8. b. Protecting the environment requires collective action

TEXT 5: Free Time

1. B. taking up running (*Releases mood-improving chemicals*)

2. C. the cause of stomach problems in some people

3. C. an unhealthy diet

4. A. People felt tiredness after work.

5. A. slightly after eating

6. A. some predictions about leisure activities in the future

7. A. matching activities to individual needs

8. C. the positive effect they have on our brains

TEXT 6: Multitasking: Efficiency or Illusion?

1. b) rapidly switching attention between tasks

2. a. Highlight some misconceptions about multitasking

3. a) retain significantly less information than focused students

4. b) one action is automatic, and the other requires minimal cognitive input

5. c) impairs the capacity for deep, sustained mental engagement

6. b) both activities draw upon the same linguistic processing faculties

7. c) a reduction in sustained attention and increased mental fatigue

8. b) cultivating undivided attention on a single task

TEXT 7: Genetics, Environment, and Technology

1. A) establishes physical and psychological foundations for development

2. C) activating or suppressing genetic potentials through experience

3. A) lack stimulating surroundings that encourage growth

4. B) heightened anxiety due to awareness of inherited risks

5. A) influencing how individuals evaluate themselves through comparison

6. C) blur the difference between natural inheritance and human design

7. B) dynamic and continuously shaped by multiple forces

8. B) the product of genes, environment, and technology interacting together

TEXT 8: Smart Homes – Comfort, Risk, and Responsibility

1. A) simplify routines and improve energy efficiency

2. B) conserve electricity by deactivating unused devices

3. C) record and transmit user data without full consent

4. A) accessing essential systems like locks and cameras

5. B) users encounter software errors and connection issues

6. B) monthly subscription fees and service charges

7. B) offline operation modes and better data security

8. A) aligns with its residents' values, privacy, and needs

TEXT 9: Overpopulation – Pressures on a Crowded Planet

1. A) surpasses the environment's ability to meet basic needs

2. B) overcrowding, pollution, and inadequate infrastructure

3. B) wealthier countries consume far more energy per person

4. C) have access to quality education and healthcare

5. C) improving agriculture and water use efficiency

6. A) replace political action or social responsibility

7. B) global cooperation and ethical consumption

8. C) balance human welfare with ecological integrity

TEXT 10: Megacities Around the World

1. A) a population exceeding ten million people

2. B) congestion, pollution, and long travel hours

3. C) stable access to clean water and sanitation

4. C) careful planning can balance growth and sustainability

5. A) linking marginalized areas through cable cars and public spaces

6. B) increasing floods and severe storms

7. B) divided landscapes of wealth and poverty

8. A) inclusive, people-centered planning and renewable infrastructure

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