

English Support Booklet



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المزيد من مادة
لغة انجليزية:

إعداد: Aljameel Rasha

التواصل الاجتماعي بحسب الصف الثاني عشر المتقدم



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

Grammar Review

1

Writing Task.1 Practice

2

دليل الطلبة شامل 2025 المفردات والنصوص المطلوبة

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الدليل الإرشادي (الهيكل الوزاري) للقواعد المقررة في الامتحان النهائي المستوى 9.1 المسار النخبة

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الدليل الإرشادي (الهيكل الوزاري) للقواعد المقررة في الامتحان النهائي المستوى 8.2 المسار المتقدم

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NATIONAL CHARITY SCHOOL

AJMAN AL BUSTAN

ENGLISH LANGUAGE DEPARTMENT

ACADEMIC YEAR 2026–2027

GRADE 12 ADVANCED ENGLISH SUPPORT BOOKLET

TERM 1

BELIEVE IN YOUR PROGRESS

Every skill you strengthen brings you
closer to your goals.



READING • GRAMMAR • WRITING



PROUD OF THE UAE

RASHA ALJAMEEL | ENGLISH LANGUAGE COORDINATOR

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READING • GRAMMAR • WRITING

WELCOME

Contents and How to Use This Booklet

Section 1 · Reading	5 passages from the Term 1 themes: Smart Homes · The Human Brain · Facial Recognition · Nature or Nurture · Multitasking. 7 multiple-choice questions after each passage.
Section 2 · Grammar	11 grammar topics from the Term 1 Scope and Sequence. Each topic = one page: rule, table, examples, common mistake, Arabic note and 10 questions.
Section 3 · Writing	Essay guide · 2 models · 8 practice topics · writing frame · practice pages.
Answer Key	Answers for all reading and grammar questions (last page).

How to use this booklet

- 1 Reading:** read the questions first, then read the passage twice: fast for the main idea, then slowly for details.
- 2 Grammar:** read the rule, the table and the examples. Look at the Arabic note if you need help. Then answer the 10 questions.
- 3 Writing:** study the 5 steps and the model essays. Plan with the questions, then write your own essay on the lined pages.
- 4 Check:** use the Answer Key at the end. Circle your mistakes and read the rule again.

Reading tips · نصائح للقراءة

1. Read the question and underline the key words.
2. Find the same words in the passage.
3. For vocabulary questions, read the sentence before and after the word.
4. Never leave a question without an answer.

اقرأ السؤال أولاً، ثم ابحث عن الكلمات المهمة في النص لا تترك أي سؤال بدون إجابة.

SECTION 1 · READING · PASSAGE 1

Smart Homes

Unit 1 · Pushing Boundaries

- 1 A smart home is a house where many devices are connected to the internet. People can control the lights, the air conditioning, the security system and even the refrigerator from their phones. For example, if you forget to turn off the lights before you leave, you can switch them off **remotely** with an app. Sensors can also tell if a room is empty. When nobody is in the room, the lights and the air conditioner turn off automatically.
- 2 Smart homes have many benefits. First, **they** save energy, so families pay lower utility bills. Second, they are convenient. You can start the washing machine while you are at work, and your fridge can tell you when you need more milk. Third, smart security systems can recognise your face and open the door for you.
- 3 However, smart homes also have some disadvantages. Installing a smart system is expensive, and the devices need a good internet connection. If the internet stops working, some devices may not work. In addition, some people worry about privacy, because companies can collect information about how people live.
- 4 In the UAE, many new buildings already use smart technology. Experts believe that in the future, most homes will be smart. Until then, everyone can be smart about saving energy by turning off devices they are not using.

Questions · Choose A, B, C or D

1. What is the passage mainly about?
 A) How to install an air conditioner
 B) What smart homes are, and their benefits and problems
 C) Why the internet is dangerous
 D) How to buy a new refrigerator
2. According to paragraph 1, what happens when a room is empty?
 A) The door opens.
 B) The phone sends a message.
 C) The lights and air conditioner turn off automatically.
 D) The security camera turns on.
3. The word **remotely** in paragraph 1 means:
 A) from far away B) very quickly C) by hand D) every day
4. Which of these is NOT a benefit mentioned in the passage?
 A) saving energy B) being convenient
 C) recognising your face at the door D) cheaper internet
5. Why do some people worry about smart homes?
 A) The devices are too noisy.
 B) Companies can collect information about their lives.
 C) The lights are too bright.
 D) Fridges break easily.
6. The word **they** in "they save energy" (paragraph 2) refers to:
 A) smart homes B) families C) utility bills D) phones
7. What can we infer from the passage?
 A) Smart homes never have problems.
 B) All homes in the UAE are smart now.
 C) A smart home may not work well without the internet.
 D) Smart homes cost nothing to install.

SECTION 1 · READING · PASSAGE 2

The Human Brain

Unit 1 · Pushing Boundaries

- For many years, people believed that each person is either "left-brained" or "right-brained." They thought left-brained people are logical and good at maths, while right-brained people are creative and good at art. Today, neuroscientists say this idea is a myth. The two halves of the brain, called **hemispheres**, work together all the time. Solving a maths problem needs logic and creativity, and so does painting a picture.
- Scientists now know more about the teenage brain. It continues to develop during adolescence and early adulthood, and some areas change into a person's twenties. This may help explain why teenagers sometimes find it hard to control emotions or understand how others feel.
- Our daily habits can also change our brains. Some studies show that smoking damages the blood vessels that carry oxygen to the brain, so smokers may do worse on thinking tests. Too much information from phones and messages can also reduce our concentration. On the other hand, there is good news. Activities such as calm reflection, reading and learning new skills can make the brain stronger, just as exercise makes the body stronger.
- The message is clear: your brain is not fixed. With good habits, you can train it to work better.

Questions · Choose A, B, C or D

- Which is the best title for the passage?
 - How to Paint a Picture
 - The Dangers of Phones
 - New Discoveries About the Human Brain
 - Left-Handed People
- According to neuroscientists, the idea of "left-brained" and "right-brained" people is:
 - a myth
 - completely true
 - only true for teenagers
 - true only for artists
- The word **hemispheres** in paragraph 1 means:
 - blood vessels
 - brain cells
 - thinking tests
 - the two halves of the brain
- According to new studies, until when does the brain continue to change?
 - until the age of eight
 - until a person is in their twenties
 - until the age of twelve
 - until the age of sixty
- Why may smokers do worse on thinking tests?
 - They sleep too much.
 - They use their phones a lot.
 - Smoking damages the blood vessels that carry oxygen to the brain.
 - They do not read books.
- In "just as exercise makes the body stronger," the writer compares:
 - training the brain with exercising the body
 - smoking with reading
 - teenagers with adults
 - maths with art
- What is the writer's main message?
 - The brain cannot change.
 - Teenagers are not intelligent.
 - Phones are good for the brain.
 - Good habits can help the brain work better.

SECTION 1 · READING · PASSAGE 3

Facial Recognition Software

Unit 1 · Pushing Boundaries

- 1 Imagine you are walking through a shopping mall. A digital screen shows an advertisement for sports shoes, and it seems to "know" that you are a young man who likes sport. How is this possible? The answer is facial recognition software.
- 2 There are two main types of this technology. The first type can recognise general characteristics, such as a person's age, gender and body shape. However, it is unable to identify exactly who the person is. Shops use this type to display ads that match the people walking past. The second type is more powerful. It measures the face, for example the distance between the eyes and the width of the mouth. Then it compares the face with photos stored in a **database**. This type can identify a person by name.
- 3 Facial recognition has many useful purposes. At airports, it helps officers check passengers quickly. It also helps the police find criminals and missing people. Many phones use it to unlock the screen.
- 4 However, the technology can be dangerous if people use it **inappropriately**. If your photo and your name are on the internet, a stranger could take your picture in a public place and find out personal information about you. Criminals could also use this information to commit fraud.
- 5 For these reasons, many experts believe that governments must control this technology carefully, and that each of us must protect our personal information online.

Questions · Choose A, B, C or D

1. What is the main idea of the passage?
 - A) Shopping malls are dangerous places.
 - B) Airports use many cameras.
 - C) Phones can be unlocked easily.
 - D) Facial recognition has two types, many uses and some risks.
2. What can the first type of software do?
 - A) identify a person by name
 - B) recognise a person's age, gender and body shape
 - C) unlock phones
 - D) find criminals
3. The word **database** in paragraph 2 means:
 - A) a large collection of information stored on a computer
 - B) a camera
 - C) a shop
 - D) a digital screen
4. What does the second type of software measure?
 - A) a person's height
 - B) a person's voice
 - C) the distance between the eyes and the width of the mouth
 - D) a person's clothes
5. Which use is NOT mentioned in the passage?

A) checking passengers at airports C) unlocking phones	B) helping the police find criminals D) paying for shopping
---	--
6. The word **inappropriately** in paragraph 4 means:

A) carefully C) quickly	B) in a wrong or unsuitable way D) legally
--	---
7. According to the passage, what do many experts believe?
 - A) Governments must control this technology carefully.
 - B) All cameras should be stopped.
 - C) Everyone should put their photos online.
 - D) The technology has no dangers.

SECTION 1 · READING · PASSAGE 4

Personality: Nature or Nurture?

Unit 1 · Pushing Boundaries

- 1 Why are people different? Some scientists say that our personality comes from nature – the genes we get from our parents. Others say it comes from **nurture** – the environment we grow up in, such as our family, school and friends. This question is hundreds of years old. Today, most scientists agree that both nature and nurture play a role. The real question is: how much does each one matter?
- 2 To answer this question, researchers study identical twins. Identical twins have exactly the same genes. When twins grow up in different families, scientists can compare them and see which characteristics are similar. In one famous case, two twin brothers were separated soon after birth. When they met again at the age of 39, they discovered that they had many things in common. They had similar habits, liked the same things and even drove the same kind of car.
- 3 Studies like this show that many traits, such as shyness and anxiety, are partly **heritable**. This means they can pass from parents to children. However, genes do not control everything. Unlike animals, humans can make choices. A person who tends to feel anxious can choose a calm lifestyle and learn ways to relax.
- 4 For this reason, one psychologist advises parents to discover their children's natural talents and then give them the best possible environment to develop them.

Questions · Choose A, B, C or D

1. What is the passage mainly about?
 A) whether nature or nurture shapes our personality
 B) how to choose a car
 C) twins who play sports
 D) the lives of animals
2. The word **nurture** in paragraph 1 means:
 A) the genes from our parents
 B) animals
 C) the environment we grow up in
 D) a type of car
3. Why do researchers study identical twins?
 A) because they are famous
 B) because they have the same genes, so scientists can see the effect of the environment
 C) because they always live together
 D) because they are always shy
4. How old were the twin brothers when they met again?
 A) 5
 B) 18
 C) 25
 D) 39
5. The word **heritable** in paragraph 3 means:
 A) able to pass from parents to children
 B) easy to change
 C) dangerous
 D) learned at school
6. According to the passage, how are humans different from animals?
 A) Humans are stronger.
 B) Humans have more genes.
 C) Humans can make choices.
 D) Humans never feel anxious.
7. What does the psychologist advise parents to do?
 A) make their children exactly like them
 B) discover their children's natural talents and give them the best environment
 C) separate twins after birth
 D) ignore their children's talents

SECTION 1 · READING · PASSAGE 5

The Truth About Multitasking

Unit 1 · Pushing Boundaries

- Many students study while they listen to music, check their phones and chat with friends. They believe they are multitasking – doing several things at the same time. But are they really?
- Research shows that very few people can actually multitask. Most people are just moving their attention quickly from one task to another. In a 2010 study at the University of Utah, 200 people tried to drive while they memorised words and solved maths problems. About 97.5 percent of them did worse at both driving and memory. Only a small group, about 2.5 percent, did not get worse. Researchers called them "supertaskers."
- Multitasking is also stressful for the brain. Every time you switch from one task to another, you lose time and concentration. As a result, your **productivity** decreases and learning becomes slower. Another study found that students who multitask a lot are actually worse at it than students who multitask a little. In other words, practice does not make you better at multitasking.
- So what should students do? First, turn off phone notifications while studying. Second, focus on one task at a time. Third, take short breaks between tasks. If you follow these simple steps, you will study more efficiently and remember more.

Questions · Choose A, B, C or D

- What is the main idea of the passage?
 - Music helps students study.
 - Driving is very dangerous.
 - Most people cannot multitask well, so it is better to focus on one task.
 - Everyone is a supertasker.
- In the 2010 study, what percentage of people did worse when multitasking?
 - 2.5 percent
 - 50 percent
 - 200 percent
 - 97.5 percent
- Who were the "supertaskers"?
 - people who did two tasks at once without getting worse
 - bad drivers
 - the researchers
 - students who use phones
- The word **productivity** in paragraph 3 means:
 - stress
 - the amount of work you finish
 - music
 - free time
- According to the passage, what happens when you switch from one task to another?
 - You save time.
 - Your memory gets better.
 - You lose time and concentration.
 - Your brain rests.
- Students who multitask a lot are:
 - better at multitasking
 - all supertaskers
 - faster learners
 - worse at multitasking than students who multitask a little
- Which advice is NOT given in the passage?
 - Study with music on.
 - Turn off phone notifications.
 - Focus on one task at a time.
 - Take short breaks between tasks.

SECTION 2 · GRAMMAR 1 · G.13.1

Present Simple

When do we use it?

For **facts**, **general truths** and **habits** (things we do every day).

	Positive	Negative	Question
I / you / we / they	I study	I don't study	Do you study ?
he / she / it	She studies	She doesn't study	Does she study ?

Examples: The brain **controls** the body. · Ahmed **plays** football every Friday. · Smart homes **save** energy.

Spelling (he/she/it): play → **plays** · watch → **watches** · go → **goes** · study → **studies**

Time words: always · usually · often · sometimes · never · every day · on Mondays

Common mistake

✗ She **doesn't likes** tea.

✓ She **doesn't like** tea.

ملاحظة

نستخدم المضارع البسيط للحقائق والعادات. مع he / she / it نضيف s أو es للفعل. بعد doesn't أو does يرجع الفعل إلى شكله الأصلي بدون S.

Practice · Choose the correct answer

- The brain _____ the body.
A) control B) controls C) controlling D) are control
- My parents _____ in Ajman.
A) lives B) living C) live D) is live
- She _____ her phone while she studies.
A) doesn't use B) don't use C) doesn't uses D) not use
- _____ smart homes save energy?
A) Does B) Is C) Do D) Are
- Water _____ at 100 °C.
A) boil B) boils C) boiling D) is boil
- He usually _____ his homework after dinner.
A) do B) doing C) does D) dos
- _____ your brother study at university?
A) Does B) Do C) Is D) Are
- Teenagers _____ more sleep than adults.
A) needs B) need C) needing D) is need
- The teacher _____ the lesson clearly.
A) explain B) explaining C) explains D) explaines
- Sara _____ coffee. She prefers tea.
A) don't drink B) doesn't drink C) doesn't drinks D) not drink

SECTION 2 · GRAMMAR 2 · G.8.1

Modals – Present

When do we use it?

Modals give extra meaning to the verb: **ability**, **advice**, **rules** and **possibility**.

Modal	Meaning	Example
can / can't	ability, possibility	I can speak English.
should / shouldn't	advice	You should sleep early.
must	strong rule	You must wear a seatbelt.
mustn't	not allowed	You mustn't cheat in exams.
have to / has to	necessary	She has to wear a uniform.
don't have to	not necessary	We don't have to go today. It's a holiday.
may / might	possibility (maybe)	It might rain later.

Rule: modal + **base verb** (no **s**, no **to**). Only **have to** has "to".

Common mistake

✗ He **can swims**. / You **should to study**.

✓ He **can swim**. / You **should study**.

ملاحظة

بعد الأفعال الناقصة (can, should, must, might) يأتي الفعل في شكله الأصلي بدون to وبدون s. انتبه: mustn't تعني ممنوع، أما don't have to فتعني ليس ضرورياً.

Practice · Choose the correct answer

- You _____ turn off your phone in the exam. It's a rule.
A) must B) might C) can D) don't have to
- She _____ speak three languages.
A) cans B) can C) can to D) is can
- You look tired. You _____ go to bed early.
A) mustn't B) can't C) should D) might not
- Students _____ use phones during the test. It is not allowed.
A) should B) mustn't C) don't have to D) can
- Take an umbrella. It _____ rain later.
A) must B) might C) has to D) mustn't
- Tomorrow is a holiday, so we _____ wake up early.
A) don't have to B) mustn't C) must D) should
- Smart homes _____ save a lot of energy.
A) cans B) can to C) are can D) can
- He _____ to wear a uniform at school.
A) must B) should C) has D) can
- I _____ find my keys. Can you help me?
A) mustn't B) can't C) shouldn't D) don't have
- Which sentence is correct?
A) She should studies more. B) She should to study more.
C) She should study more. D) She shoulds study more.

SECTION 2 · GRAMMAR 3 · G.10.1

Passive – Present Simple

When do we use it?

When the **action** is more important than the person who does it, or when we **don't know** who does it.

am / is / are + past participle (+ by ...)

Active	Passive
People speak Arabic in the UAE.	Arabic is spoken in the UAE.
The teacher checks the homework.	The homework is checked by the teacher.
Factories make these phones.	These phones are made in factories.

Useful past participles: make → made · build → built · write → written · speak → spoken · send → sent · take → taken · use → used

Common mistake

✗ The phones **is** made in China.

✓ The phones **are** made in China. (plural → are)

ملاحظة

المبني للمجهول + is / are = التصريف الثالث للفعل. نستخدم is مع المفرد و are مع الجمع. نذكر الفاعل بعد by إذا أردنا.

Practice · Choose the correct answer

- English _____ in many countries.
A) speaks B) is spoken C) are spoken D) speaking
- These phones _____ in China.
A) are made B) is made C) make D) are make
- Facial recognition _____ at airports.
A) uses B) is using C) is used D) are used
- The lights _____ by an app.
A) are controlled B) controls C) is controlled D) controlling
- Choose the passive of "The teacher checks the homework."
A) The homework checks the teacher. B) The homework is checked by the teacher.
C) The homework are checked by the teacher. D) The homework checked by teacher.
- Information _____ in a database.
A) store B) are stored C) is stored D) stores
- Many emails _____ every day.
A) is sent B) are sent C) are send D) sends
- Our classroom _____ every morning.
A) clean B) cleans C) are cleaned D) is cleaned
- _____ the exam papers marked by the teacher?
A) Is B) Does C) Are D) Do
- Rice _____ in many Asian countries.
A) is grown B) grows by C) are grown D) is grew

SECTION 2 · GRAMMAR 4 · G.18

Reported Speech

When do we use it?

To tell someone **what another person said**, without using their exact words.

Direct speech	Reported speech (one step back)
"I am tired."	He said he was tired.
"I am leaving ."	He said he was leaving .
"I can swim."	She said she could swim.
"I will call you."	He said he would call me.

Time words: now → then · today → that day · tomorrow → the next day · here → there

say or tell? He **said** (that)... · He **told me** (that)... → tell + person

Questions: "Do you like it?" → She asked **if** I liked it. · "Where do you live?" → She asked where **I lived**.

Commands: "Close the door." → She told me **to close** the door. · "Don't be late." → He told us **not to be** late.

Common mistake

✗ She asked me where did I live.

✓ She asked me where I lived.

ملاحظة

في الكلام المنقول نرجع الزمن خطوة للماضي ونغيّر الضمائر وكلمات الوقت. بعد tell يأتي شخص دائماً. في السؤال المنقول لا نستخدم do / did ونضع الفاعل قبل الفعل.

Practice · Choose the correct answer

- "I am tired," said Ali. → Ali said that he _____ tired.
A) is B) was C) were D) be
- "I can swim," she said. → She said she _____ swim.
A) could B) can C) cans D) will
- "I will call you," he said. → He said he _____ call me.
A) will B) can C) would D) is
- The teacher _____ us to open our books.
A) said B) say C) talked D) told
- "Close the door," Mum said. → Mum told me _____ the door.
A) close B) closed C) to close D) closing
- "Don't be late," the teacher said. → The teacher told us _____ late.
A) not to be B) don't be C) to not D) no be
- "Do you like football?" → He asked me _____ I liked football.
A) that B) if C) do D) what
- "Where do you live?" → She asked me where _____.
A) do I live B) did I live C) I lived D) I live do
- "I study every day," Sara said. → Sara said she _____ every day.
A) studies B) studying C) studied D) study
- "I'm leaving tomorrow." → He said he was leaving _____.
A) tomorrow B) the next day C) yesterday D) today

SECTION 2 · GRAMMAR 5 · G.5.1

Zero Conditional

When do we use it?

For **facts** and things that are **always true**. Here **if** means **when / every time**.

If + present simple , present simple

Examples: If you heat ice, it **melts**. · If the room **is** empty, the lights **turn** off. · Plants **die** if they **don't get** water.

Comma rule: If the if-clause comes **first**, use a comma. If it comes **second**, no comma.

Compare: If you heat water to 100 °C, it boils. (always true → zero conditional)

Common mistake

✗ If you heat ice, it will melts.

✓ If you heat ice, it melts.

ملاحظة

الشرط الصغرى للحقائق العلمية والأشياء التي تحدث دائماً. الجملتان في المضارع البسيط. If هنا تعني "كلما" أو "عندما".

Practice · Choose the correct answer

- If you heat ice, it _____.
A) melt B) melts C) will melts D) melted
- If people don't drink water, they _____ thirsty.
A) gets B) got C) get D) getting
- If you _____ 2 and 2, you get 4.
A) add B) adds C) added D) will add
- Plants die if they _____ sunlight.
A) doesn't get B) don't get C) didn't got D) not get
- If the room _____ empty, the lights turn off.
A) are B) be C) were D) is
- If you mix red and white, you _____ pink.
A) gets B) will got C) get D) getting
- When I _____ tired, I drink coffee.
A) am B) is C) be D) was being
- Which sentence is a zero conditional?
A) If it rains, I will stay home.
B) If you press this button, the machine starts.
C) If I were rich, I would travel.
D) If I had studied, I would have passed.
- If you _____ the phone too much, the battery dies quickly.
A) uses B) use C) used D) using
- If you don't sleep, your brain _____ well.
A) don't work B) doesn't works C) not work D) doesn't work

SECTION 2 · GRAMMAR 6 · G.5.2

First Conditional and Unless

When do we use it?

For **real or possible** situations in the **future** and their results. We use it a lot in **persuasive speeches**.

If + present simple , will + base verb

Examples: If you study hard, you **will pass**. · If we **don't save** water, we **will face** shortages.

Unless = if not: **Unless** we save water, we will face shortages. (= If we don't save water...)

Other results: can · may · might · should · must · imperative → If you're tired, **go** to bed.

Common mistake

✗ If it **will** rain, I **will** stay home.

✓ If it **rains**, I **will** stay home. (no will after if)

ملاحظة

الشرط الأول للمستقبل المحتمل: if + مضارع بسيط، Will + فعل أصلي.
لا نضع will بعد if أبداً. unless تعني "إذا لم".

Practice · Choose the correct answer

- If it rains tomorrow, we _____ at home.
A) stay B) will stay C) stayed D) staying
- If you study hard, you _____ the exam.
A) will pass B) pass will C) passed D) will passes
- If she _____ early, she will catch the bus.
A) will leave B) leaves C) left D) leaving
- We will face water shortages _____ we save water.
A) if B) because C) unless D) so
- If you don't hurry, you _____ late.
A) are B) were C) will be D) be
- _____ you recycle, you will help the environment.
A) Unless B) If C) But D) So
- If I _____ time, I will help you.
A) will have B) had C) having D) have
- Unless you wear sunscreen, you _____ get sunburn.
A) might B) won't C) didn't D) don't
- Which sentence is correct?
A) If you will call me, I answer. B) If you call me, I will answer.
C) If you called me, I will answer. D) If you call me, I answered.
- If the internet _____, the smart devices won't work.
A) stop B) will stop C) stops D) stopping

SECTION 2 · GRAMMAR 7 · G.1.2

Comparative Adjectives

When do we use it?

To **compare two** things, people or places (for example, city life and village life).

Adjective	Rule	Comparative
short (1 syllable)	+ er	tall → taller , cheap → cheaper
vowel + consonant	double + er	big → bigger , hot → hotter
ends in y	y → ier	easy → easier , busy → busier
long (2+ syllables)	more + adj.	expensive → more expensive
irregular	-	good → better , bad → worse

Other ways: **less** stressful than · **as** busy **as** · **not as** crowded **as**

Examples: Dubai is **bigger than** Ajman. · Village life is **more peaceful than** city life.

Common mistake

✗ **more bigger / bigger then**

✓ **bigger / bigger than**

ملاحظة

للصفة القصيرة نضيف er، وللصفة الطويلة نضع more قبلها لا نجمع بين er و more أبداً. بعد صيغة المقارنة نستخدم than وليس then.

Practice · Choose the correct answer

- Dubai is _____ than Ajman.
A) big B) bigger C) bigger D) more big
- City life is _____ than village life.
A) more expensive B) expensiver C) most expensive D) more expensiver
- My English is _____ now than last year.
A) good B) better C) gooder D) best
- Villages are _____ than cities.
A) peacefuller B) more peaceful C) most peaceful D) peaceful more
- Traffic in the city is _____ than in a small town.
A) bad B) worst C) badder D) worse
- Small towns are not _____ crowded _____ megacities.
A) more / than B) as / as C) so / than D) as / than
- This test is _____ than the last one.
A) easier B) more easy C) easier D) easiest
- A train is faster _____ a bus.
A) as B) then C) than D) that
- Life in a village is _____ stressful than life in a city.
A) less B) least C) fewer D) little
- Which sentence is correct?
A) Abu Dhabi is more hotter than London. B) Abu Dhabi is hotter than London.
C) Abu Dhabi is hotter than London. D) Abu Dhabi is hotter that London.

SECTION 2 · GRAMMAR 8 · G.17.4

Indirect Questions

When do we use it?

To ask questions **politely**, for example when you ask a teacher or a professor for clarification.

Direct question	Indirect question
Where is the library ?	Could you tell me where the library is ?
What time does the lecture start ?	Do you know what time the lecture starts ?
What does this word mean ?	Can you explain what this word means ?
Is the test difficult?	Can you tell me if the test is difficult?

Starters: Could you tell me... · Do you know... · Can you explain... · I wonder... · I'd like to know...

Common mistake

✗ Do you know where does he live?

✓ Do you know where he lives?

ملاحظة

السؤال غير المباشر أكثر أدباً. بعد العبارة الافتتاحية نكتب الفاعل ثم الفعل مثل الجملة العادية، ونحذف do / does / did. إذا كانت الإجابة نعم أو لا نستخدم if أو whether.

Practice · Choose the correct answer

- Could you tell me where _____?
A) is the library B) the library is C) does the library D) the library does
- Do you know what time _____?
A) the class starts B) does the class start
C) starts the class D) the class start does
- Can you tell me _____ the test is difficult?
A) what B) does C) if D) is
- I wonder why he _____ late.
A) is he B) does C) be D) is
- Could you explain what _____?
A) does this word mean B) this word means C) means this word D) this word does mean
- Choose the correct indirect question for "Where does the professor work?"
A) Do you know where does the professor work?
B) Do you know where works the professor?
C) Do you know where the professor works?
D) Do you know where the professor does work?
- Can you tell me how many students _____ in the class?
A) there are B) are there C) there is D) is there
- Do you know _____ the lecture will be online?
A) that B) what C) does D) whether
- Which question is the most polite?
A) What's your name? B) Could you tell me what your name is?
C) Tell me your name. D) Your name what is?
- I'd like to know when the exam _____.
A) does start B) starts it C) starts D) start does

SECTION 2 · GRAMMAR 9 · G.2.5

Adverbial Linkers

When do we use it?

To **connect ideas** in essays and presentations. They make your writing clear and organised.

Purpose	Linkers
adding an idea	also · in addition · moreover · furthermore
contrast (opposite idea)	however · on the other hand · although · whereas · but
result	therefore · as a result · so
giving an example	for example · for instance
similarity	similarly · likewise · in the same way
conclusion	in conclusion · to sum up

Examples: City life is exciting. **However**, it can be stressful. · **Although** the city is expensive, many people live there.

Punctuation: at the start of a sentence, put a **comma** after the linker → **However**, ... · **As a result**, ...

Common mistake

✗ **However the city is noisy.**

✓ **However, the city is noisy.**

ملاحظة

أدوات الربط تربط الأفكار: however للتضاد، in addition للإضافة،
as a result للنتيجة، for example للمثال. بعد الأداة في بداية
الجملة نضع فاصلة.

Practice · Choose the correct answer

- City life is exciting. _____, it can be stressful.
A) However B) Moreover C) For example D) Similarly
- Villages are peaceful. _____, they are cheaper.
A) However B) In addition C) Although D) Whereas
- There is a lot of traffic in the city. _____, people waste time.
A) For instance B) Although C) As a result D) Similarly
- Big cities offer many jobs, _____ small towns offer fewer.
A) moreover B) therefore C) for example D) whereas
- Living roofs help the environment. _____, they reduce heat in buildings.
A) For example B) However C) Whereas D) Although
- _____ the city is expensive, many people want to live there.
A) However B) Although C) Therefore D) In addition
- Dubai has modern roads. _____, Abu Dhabi has excellent roads.
A) However B) Although C) Similarly D) As a result
- _____, both cities and villages have advantages and disadvantages.
A) For example B) Although C) Whereas D) In conclusion
- I wanted to study. _____, my phone kept ringing.
A) However B) Therefore C) Moreover D) Similarly
- Choose the correct punctuation.
A) However the city is noisy. B) However; the city is noisy.
C) However, the city is noisy. D) However. the city is noisy.

SECTION 2 · GRAMMAR 10 · G.2.2

Adverbs of Sequence

When do we use it?

To show the **order** of steps or ideas, especially in **presentations** and when describing a **process**.

Beginning	Middle	End
First · Firstly · To begin with	Second · Then · Next · After that	Finally · Lastly · In the end

Example (presentation): **First**, I will explain what visual learners are. **Then**, I will talk about auditory learners. **After that**, I will compare them with kinesthetic learners. **Finally**, I will give you some study tips.

Common mistake

✗ **After that I have dinner.**

✓ **After that, I have dinner. (use a comma)**

ملاحظة

كلمات الترتيب تساعد المستمع والقارئ على متابعة الأفكار. نبدأ بـ First، ثم Then / Next، ونهتّى بـ Finally. نضع فاصلة بعدها في بداية الجملة.

Practice · Choose the correct answer

- _____, I will talk about visual learners. Then I will talk about auditory learners.
A) Finally B) First C) After that D) Lastly
- First, read the question. _____, underline the key words.
A) Next B) Finally C) Firstly D) To begin
- _____, I would like to thank you for listening. (end of a talk)
A) First B) Then C) Next D) Finally
- Choose the correct order.
A) Then – First – Finally B) First – Then – Finally
C) Finally – First – Then D) First – Finally – Then
- To make tea, boil the water. _____, put the tea bag in a cup.
A) Lastly B) Firstly C) Then D) To start
- First, plan your essay. Then, write your draft. _____, check your spelling.
A) First B) Finally C) To begin D) To start
- "To begin with" means:
A) first B) at the end C) after that D) suddenly
- After school, I do my homework. _____ that, I have dinner.
A) Then B) First C) Finally D) After
- Which word shows the LAST step?
A) Next B) Then C) Lastly D) Secondly
- In my talk, I will _____ explain the problem, and then give solutions.
A) finally B) first C) lastly D) after that

SECTION 2 · GRAMMAR 11 · G.2.9

Adverbs for Describing Data

When do we use it?

To describe **charts and graphs**: how much something changed and how fast.

Size of change	Verb + adverb	Adjective + noun
very small	increased slightly	a slight increase
slow and regular	rose gradually / steadily	a gradual / steady rise
big	grew significantly / sharply	a sharp growth
very big	fell dramatically	a dramatic fall

Trend words: increase / rise / grow ↑ · decrease / fall / drop ↓ · remain stable → · peak (highest point) · fluctuate (up and down)

Numbers: about / approximately (not exact) · nearly / almost (a little less) · over / more than (a little more)

Example: The population **increased sharply** from 2 million in 2000 to **nearly** 8 million in 2020.

Common mistake

✗ The price rose sharp.

✓ The price rose sharply.

ملاحظة

لوصف الرسوم البيانية نستخدم فعل + ظرف ينتهي بـ ly مثل
a sharp increase. أو صفة + اسم مثل increased sharply
slightly = تغيّر بسيط، dramatically = تغيّر كبير جداً.

Practice · Choose the correct answer

- The population increased _____ from 2 million to 8 million.
A) slightly B) dramatically C) little D) slight
- The temperature rose _____ from 30 °C to 31 °C.
A) sharply B) dramatically C) slightly D) significant
- The number of cars went up _____ every year, by about 2%.
A) steadily B) suddenly C) sharp D) dramatic
- "Remain stable" means:
A) go up B) go down C) stay the same D) go up and down
- Prices _____. They went up and down many times.
A) peaked B) remained stable C) increased D) fluctuated
- There was a _____ increase in pollution.
A) sharp B) sharply C) sharpness D) sharpening
- Housing costs _____ significantly in 2020.
A) increase B) increasing C) increased D) increases
- "About" has a similar meaning to:
A) exactly B) approximately C) over D) less
- Visitors reached their highest number in July. They _____ in July.
A) fell B) fluctuated C) remained stable D) peaked
- Which sentence is correct?
A) The population grew gradual. B) The population grew gradually.
C) The population gradually grow. D) The population grew gradually.

SECTION 3 · WRITING · PART A

How to Write an Essay

A good essay has 3 parts: introduction, body paragraphs and conclusion.

The 5 steps

1	Read the question Underline the key words. Is it an opinion , a comparison , advantages and disadvantages or a graph ?
2	Brainstorm (5 minutes) Write all your ideas quickly as notes or a mind map.
3	Plan Choose your 2 or 3 best ideas. Give each idea a reason and an example .
4	Write Follow the structure below and use linking words.
5	Check (5 minutes) Spelling · capital letters · full stops · verb tenses · word count.

The structure

Part	What to write	Useful language
Introduction (2–3 sentences)	A general sentence about the topic + your opinion or the aim of the essay.	Nowadays, ... · Many people believe that ... · In my opinion, ... · This essay will compare ...
Body 1	Topic sentence (main idea) + reason + example.	First of all, ... · The main reason is ... · For example, ...
Body 2	Topic sentence + reason + example.	In addition, ... · Moreover, ... · For instance, ... · As a result, ...
Body 3 (optional)	The other side of the argument, then your answer to it.	Some people say that ... However, ... · On the other hand, ...
Conclusion (2–3 sentences)	Repeat your opinion in new words + a final thought or advice.	In conclusion, ... · To sum up, ... · If we ..., we will ...

ملاحظة مهمة

كل فقرة لها فكرة رئيسية واحدة في أول جملة (topic sentence)، ثم سبب، ثم مثال. استخدم أدوات الربط مثل First of all و In addition و However و In conclusion. اكتب جملاً قصيرة وواضحة، وبين 150 و 200 كلمة إلا إذا طلب السؤال عدداً مختلفاً.

Colour code used in the model essays:

INTRODUCTION	BODY PARAGRAPHS	CONCLUSION
--------------	-----------------	------------

SECTION 3 · WRITING · PART B

Model Essay 1: Opinion Essay

Question

Many students study while they use their phones, listen to music and chat with friends. **Is multitasking a good way to study?** Write an essay of **150–200 words** giving your opinion with reasons and examples.

Is Multitasking a Good Way to Study?

INTRO

Nowadays, many students study while they listen to music, check their phones and chat with friends. **In my opinion**, multitasking is not a good way to study, because it reduces concentration and wastes time.

BODY 1

First of all, multitasking reduces concentration. Our brain cannot focus on two difficult tasks at the same time. It only moves our attention quickly from one task to another. **For example**, a study at the University of Utah found that 97.5 percent of people did worse when they tried to drive and remember words together.

BODY 2

In addition, multitasking wastes time. Every time we stop one task and start another, we need time to focus again. **As a result**, homework that should take one hour can take two hours, and we remember less.

BODY 3

Some people say that multitasking helps them finish more work. **However**, research shows that people who multitask a lot are actually worse at it than people who multitask a little.

CONCLUSION

In conclusion, multitasking may look efficient, but it is not. **If** students want better results, they **should** turn off their phones and focus on one task at a time.

(about 188 words)

Look at the model

- ✓ The **opinion** is in the introduction.
- ✓ Each body paragraph starts with a **topic sentence**.
- ✓ The **linking words** are in orange: First of all · For example · In addition · As a result · However · In conclusion.
- ✓ The conclusion gives **advice** with a conditional and a modal: If students want..., they should...

SECTION 3 · WRITING · PART C

Model Essay 2: Comparative Essay

Question

Compare life in a big city with life in a small town. Write 150–200 words.

Life in a Big City and Life in a Small Town

INTRO

Today, more and more people move from small towns to big cities. Both places have advantages and disadvantages. **This essay will compare** them in two areas: opportunities and the pace of life.

BODY 1

First of all, big cities offer **more** opportunities **than** small towns. There are more universities, hospitals and jobs. **For example**, a young graduate can find many companies in Dubai. **In contrast**, small towns have fewer jobs, so some young people have to travel far to work.

BODY 2

On the other hand, life in a small town is **more peaceful**. There is less traffic and less pollution, and people usually know their neighbours. **However**, big cities are crowded and noisy, and life is **more stressful** and **more expensive**.

CONCLUSION

To sum up, big cities are **better** for jobs and services, **whereas** small towns are **better** for a calm and healthy lifestyle. **In my opinion**, the best place to live depends on a person's needs and age.

(about 160 words)

Comparison language

Similar: both · similarly · also · like **Different:** however · on the other hand · whereas · in contrast · unlike

Comparatives: bigger than · more peaceful than · less stressful than · better / worse than · not as crowded as

SECTION 3 · WRITING · PART D

Practice Essay Topics

Use these practice questions to review the booklet themes and plan your own essays.

Topic 1 Smart homes: advantages and disadvantages

1. What is a smart home? Give 2 examples of smart devices.
2. How can a smart home save energy and money?
3. Why is a smart home convenient?
4. What problems can smart homes have (cost, internet, privacy)?
5. Would you like to live in a smart home? Why or why not?

My notes:

Topic 2 Facial recognition: more useful or more dangerous?

1. Where do we see facial recognition today (airports, phones, malls)?
2. How does it help people and the police?
3. How can it be dangerous for our privacy?
4. What can governments and people do to stay safe?
5. What is your opinion, and what is your strongest reason?

My notes:

Topic 3 Multitasking (a blog for a school forum)

1. Do you multitask when you study? Give an example.
2. What happens to your concentration when you switch tasks?
3. Is there any situation where multitasking is useful?
4. What 3 pieces of advice (Dos and Don'ts) can you give students?

My notes:

Topic 4 Personality: nature or nurture?

1. What does "nature" mean? What does "nurture" mean?
2. Which traits do you share with your family?
3. How do your school, friends and environment change you?
4. Which plays a bigger role in your opinion? Give one example.

My notes:

Topic 5 Life in a big city vs life in a small town

1. Choose 2 or 3 points to compare (jobs, cost, transport, pollution, community).
2. What is the main advantage of a big city?
3. What is the main advantage of a small town?
4. Where would you prefer to live, and why?

My notes:

Topic 6 Persuasive essay: a problem and action (saving water, recycling, using less electricity)

1. What is the problem? Why is it bad?
2. What will happen if people don't take action? (use **if** / **unless**)
3. What 3 actions should people take?
4. How can you persuade your readers? (It's crucial to... · You should... · Unless we..., we will...)

My notes:

Topic 7 Learning styles and teaching methods

1. Are you a visual, auditory or kinesthetic learner? How do you know?
2. Which teaching method helps you most (lectures, group work, videos)?
3. Should universities change the traditional lecture? Why?

My notes:

Topic 8 Describing data: urban trends (practice data; write 120–150 words)

Year	2000	2005	2010	2015	2020
City population (millions)	2.0	2.5	4.0	6.5	8.0

1. What does the table show? (topic, place, years)
2. What is the overall trend? (increase / decrease / stable)
3. When was the biggest change? Use **sharply** or **dramatically**.
4. What was the population in 2000 and in 2020?

Writing frame

The table shows _____ between _____ and _____. **Overall**, the population _____. In 2000, it was _____. Between 2005 and 2015, it rose _____ from _____ to _____. By 2020, it reached **nearly** _____. **In conclusion**, _____.

SECTION 3 · WRITING · PART E

Your Turn: Write Your Essay

Task	What to write	Words
Task 1	Choose Topic 1 or Topic 2 . Write an opinion essay. Use your planning notes from Part D.	150–200
Task 2	Choose Topic 4 , Topic 5 or Topic 6 . Write an essay.	150–200
Task 3	Use the table in Topic 8 and the writing frame. Describe the data.	120–150

Fill-in frame for your essay • يمكنك استخدام هذا القالب

INTRODUCTION	Nowadays, _____. Many people think that _____. In my opinion, _____ because _____.
BODY 1	First of all, _____. This is because _____. For example, _____.
BODY 2	In addition, _____. As a result, _____. For instance, _____.
BODY 3	Some people say that _____. However, _____.
CONCLUSION	In conclusion, _____. If we _____, we will _____.

Self-check before you finish • راجع مقالك

- ☐ My introduction gives my opinion or the aim of the essay.
- ☐ Each body paragraph starts with a topic sentence.
- ☐ I gave reasons and at least one example.
- ☐ I used at least 4 linking words (First of all, In addition, However, In conclusion...).
- ☐ I used the present simple correctly (he / she / it + s).
- ☐ I used at least one modal (should, must, can) and one conditional (if / unless).
- ☐ Every sentence starts with a capital letter and ends with a full stop.
- ☐ My essay has the correct number of words.

Task 1 • My Opinion Essay

Topic 1 or Topic 2 · 150–200 words · use the 5 steps and the fill-in frame

Title: _____

Number of words: _____

Rasha Aljameel

Topic 4, Topic 5 or Topic 6 • 150–200 words

Number of words: _____

Rasha Aljameel

Task 3 • Describing Data

Topic 8 • 120–150 words • use the writing frame

Title: _____

Number of words: _____

Rasha Aljameel

ANSWER KEY

Answers: Reading and Grammar

Reading

Passage	1	2	3	4	5	6	7
1 Smart Homes	B	C	A	D	B	A	C
2 The Human Brain	C	A	D	B	C	A	D
3 Facial Recognition Software	D	B	A	C	D	B	A
4 Personality: Nature or Nurture?	A	C	B	D	A	C	B
5 The Truth About Multitasking	C	D	A	B	C	D	A

Grammar

Topic	1	2	3	4	5	6	7	8	9	10
1 Present Simple	B	C	A	C	B	C	A	B	C	B
2 Modals – Present	A	B	C	B	B	A	D	C	B	C
3 Passive – Present Simple	B	A	C	A	B	C	B	D	C	A
4 Reported Speech	B	A	C	D	C	A	B	C	C	B
5 Zero Conditional	B	C	A	B	D	C	A	B	B	D
6 First Conditional and Unless	B	A	B	C	C	B	D	A	B	C
7 Comparative Adjectives	C	A	B	B	D	B	A	C	A	B
8 Indirect Questions	B	A	C	D	B	C	A	D	B	C
9 Adverbial Linkers	A	B	C	D	A	B	C	D	A	C
10 Adverbs of Sequence	B	A	D	B	C	B	A	D	C	B
11 Adverbs for Describing Data	B	C	A	C	D	A	C	B	D	B

Writing

Answers will vary. Mark with the self-check list (Part E) and the school writing rubric.