مراجعة جاهزية لاختبار نهاية الفصل

تم تحميل هذا الملف من موقع المناهج الإماراتية	
موقع المناهج ⇦ المناهج الإماراتية ⇦ الصف الثاني عشر العام ⇦ لغة انجليزية ⇦ الفصل الأول ⇦ اختبارات ⇦ الملف	
تاريخ إضافة الملف على موقع المناهج: 2026-11-25 16:00:25	
المزيد من مادة لغة انجليزية:	ملفات ا كتب للمعلم ا كتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس

التواصل الاجتماعي بحسب الصف الثاني عشر العام					
صفحة المناهج الإماراتية على فيسبوك					
المواد على تلغرام	التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات	

المزيد من الملفات بحسب الصف الثاني عشر العام والمادة لغة انجليزية في الفصل الأول	
1	مراجعة جاهزية لاختبار نهاية الفصل
2	مراجعة هيكل امتحان نهاية الفصل
3	اختبار تدريبي نهاية الفصل
4	تدريب على اختبار الكتابة نهاية الفصل - الجزء الرابع: الاستجابة الموجهة
5	اختبار نهاية الفصل عن الأفلام

تحميل تطبيق المناهج للهواتف الذكية	
تطبيق المناهج على App Store (آبل)	تطبيق المناهج على Play Google (أندرويد)

Exam Ready: End-of-Term 1

Grade 12 General · Stage 8 · CEFR B2.1

Reading & Viewing and Writing & Representing · 40-minute revision lesson

Academic Year 2026–2027

Our Class Rules

WELCOME · 1 MIN

1. Notebook & pen ready

Open your notebook and write today's date and title now.

2. Raise your hand

Wait to be called on before you answer or ask.

3. English only

Discuss, ask and answer in English during the lesson.

4. Respect every idea

Disagree politely: "I see your point, but…"

5. Listen actively

When someone speaks, everyone listens.

6. Stay on task

We have only 40 minutes – every minute counts!

Learning Objectives & Success Criteria

WELCOME · 1 MIN

By the end of the lesson, I will be able to:

1. Describe the format, marks and question types of all four exam parts.
2. Use the spec vocabulary and grammar in every part of the exam.
3. Use reading strategies to find details, main ideas and the writer's attitude.
4. Plan an opinion essay with evidence and advice.

I know I've succeeded if I can:

- Say how many marks each part is worth.
- Get at least 4 out of 5 in each mini practice.
- Answer one HOTS question with clear reasons.
- Write the main ideas of a text in 4–5 sentences, in my own words.

Our 40 Minutes

WELCOME · 1 MIN

3 min	3 min	6 min	7 min	6 min	6 min	7 min	2 min
Rules & aims	**Starter**	**Part 1 Vocab**	**Part 2 Grammar**	**Part 3A Reading**	**Part 3B Reading**	**Part 4 Writing**	**Exit ticket**

Every part follows the same pattern: learn the spec → notebook activity → mini exam task → on-screen activity → HOTS question. Look for the spec words in every part!

The Exam at a Glance

OVERVIEW · 1 MIN

60

marks · Reading

40

marks · Writing

Part 1 · Vocabulary

1 text (~170 words), 5 gaps, A/B/C

5 × 2 = 10

Part 2 · Grammar

1 expository text (~170 words), 5 gaps, A/B/C

5 × 2 = 10

Part 3A · Reading

Expository text (B2.1), 300–330 words, 8 questions

8 × 3 = 24

Part 3B · Reading

Expository text (B2.2), 300–330 words, 8 questions

8 × 2 = 16

Part 4 · Writing

1.1 main ideas (15) + 1.2 opinion essay, 200+ words (25)

15 + 25 = 40

Starter: Think – Pair – Share

STARTER · 3 MIN

Would you choose a career you love with a small income, or a job you don't enjoy with a big income? Why?

THINK · 1 min

Notebook: write 2–3 sentences. Use at least TWO spec words, e.g. career, income, make ends meet, take risks, experience.

PAIR · 1 min

Compare with a partner. Find one idea you agree on and one you disagree on.

SHARE · 1 min

Two pairs share with the class. Which answer gave the best reason?

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Part 1: Vocabulary – What to Expect

PART 1 · 6 MIN

The task

- Multiple-choice gap fill
- 1 text of about 170 words
- 5 gaps · 3 options (A, B, C)
- 2 marks each = 10 marks
- Level: Towards Grade Level Goal
- Themes: Money Talks & Nail That Job!

How to answer: 5 smart steps

1. **Skim first:** Read the whole text quickly for the main message before looking at gaps.
2. **Read around the gap:** Look at the words BEFORE and AFTER – the clue is often in the next sentence.
3. **Name the word class:** Do you need a noun, adjective or verb? (e.g. a/an/the → noun)
4. **Predict:** Think of your own word before reading A, B and C.
5. **Test & reread:** Put each option in the gap and reread the full sentence.

Part 1: Your Vocabulary Bank

PART 1 · VOCAB

MONEY TALKS

broke
having no money at all

income
money you earn regularly

make ends meet
have just enough money to live

raise capital
collect money to start a business

student loan
money borrowed to pay for university

scholarship
money given to a student to pay for study

put aside
save money for later

withdrawal
taking money out of the bank

take risks
do something that might fail

risk-taker
a person who likes taking risks

influence
the power to change what people do

persuade
make someone agree or do something

NAIL THAT JOB!

career
the work you do for most of your life

occupation
a job or profession

labor
work, especially hard physical work

internship
short work experience for students

adaptability
ability to change in new situations

communication
sharing ideas and information

experience
knowledge you get by doing something

shortlisted
chosen for the final group, e.g. interview

background
your education, family and past

flexible
able to change easily

rigid
not able to change; very strict

Find these words in Parts 2, 3A, 3B & 4!

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Part 1: Notebook Activity

BEFORE · NOTEBOOK

Word Map Sort

You need: *notebook, pen, the Vocabulary Bank slide*

Step 1 (1 min) Draw 3 big circles in your notebook. Label them with the 3 headings on the right.

Step 2 (2 min) Write each of the 23 spec words in the correct circle.

Step 3 (1 min) Find one pair of opposites and write them together.

Your 3 circles

Money

Jobs & Careers

Personal Qualities

Example answer: Money: income, broke, student loan … | Personal Qualities: risk-taker, flexible … | Opposites: flexible ↔ rigid

Part 1: Mini Exam Practice

PART 1 · TRY IT

Choose the correct word: A, B or C

After university, Sara was completely (1) _____. Her (2) _____ from a part-time job was so small that she could hardly (3) _____. She also had to pay back her (4) _____ every month. However, Sara was a (5) _____ who was not afraid to try new things. She found an (6) _____ at a design company, where she learned that good (7) _____ with clients is essential. Two years later, she wanted to start her own company, so she tried to (8) _____ from investors.

Gap	A	B	C
1	broke	flexible	shortlisted
2	occupation	income	influence
3	put aside	persuade	make ends meet
4	scholarship	student loan	withdrawal
5	risk-taker	background	labor
6	career	adaptability	internship
7	experience	communication	income
8	take risks	put aside	raise capital

Show your answer! Write all 8 answers in your notebook, then show 1, 2 or 3 fingers for A, B or C.

Part 1: On-Screen Activity

AFTER · ON-SCREEN

Odd One Out

You need: *mini-whiteboard or notebook*

Step 1 **(30 sec)** Read the 4 words on the right.

Step 2 **(30 sec)** Write the odd one out on your whiteboard.

Step 3 Hold it up when the teacher says "Show me!"

Step 4 **(1 min)** Explain your reason in ONE sentence.

Step 5 **(Homework)** Make your own Word Slide. Use the models at the end of this presentation.

Which word is the odd one out?

More than one answer can be right – your reason is what matters!

income	scholarship	student loan	rigid

Example answer: "Rigid is the odd one out because the other three words are about money."

Part 1: HOTS Questions

HIGHER-ORDER THINKING

Think Deeper

You need: *notebook, pen*

Step 1 **(1 min)** Choose ONE question.

Step 2 **(2 min)** Write 3–4 sentences: your answer + TWO reasons.

Step 3 Use at least 2 spec words.

Step 4 **(1 min)** Share with a partner. Did they give strong reasons?

Choose one question

1. Is it better to be a risk-taker or to put money aside? Give two reasons.
2. Should universities give more scholarships instead of student loans? Why?
3. Which is more important for your future career: experience or communication skills? Justify.

Example answer: "I think it is better to put money aside because nobody knows the future. However, risk-takers can raise capital and build successful businesses."

Part 2: Grammar – Career Trends

PART 2 · 7 MIN

The task

- 1 expository text (~170 words)
- 5 gaps · A, B or C
- 2 marks each = 10
- At Grade Level Goal

Topic words

job security · outsourcing · workforce · telecommuting · flexible / rigid · globalization · upgrade (skills) · drawback

Code	Grammar point	Form	Example (career trends)
G.19.2	**Verb forms**	verb + to / verb + -ing	Workers decide to upgrade their skills. I enjoy telecommuting.
G.10.3	**Present continuous passive**	am/is/are being + past participle	More jobs are being outsourced.
G.4.2	**Non-defining relative clauses**	, who / , which … ,	Telecommuting, which saves time, is popular.
G.18	**Reported speech**	said (that) + tense back	She said that job security was important.
G.2.8	**Adverbs of degree**	very, quite, extremely, too	Job security is extremely important.
G.6.2	**Subordinating conjunctions**	although, because, unless, while	Although it is flexible, it has a drawback.
G.10.1	**Present simple passive**	am/is/are + past participle	Many tasks are done by machines.

Part 2: Notebook Activity

BEFORE · NOTEBOOK

Grammar Detective

You need: *notebook, pen, the grammar table slide*

Step 1 (3 min) Write 7 sentences about jobs and careers – one for each grammar point on the right.

Step 2 Use at least 4 topic words: workforce, telecommuting, drawback, globalization …

Step 3 (1 min) Underline the grammar in each sentence.

The 7 grammar points

1. Verb forms (to / -ing)
2. Present continuous passive
3. Non-defining relative clauses
4. Reported speech
5. Adverbs of degree
6. Subordinating conjunctions
7. Present simple passive

Example answer: Present continuous passive: “New jobs are being created online.” Reported speech: “My teacher said that experience was important.”

Part 2: Mini Exam Practice

PART 2 · TRY IT

Read and choose A, B or C

The world of work is changing fast. Today, more and more jobs (1) _____ to other countries, because globalization makes this cheaper. Telecommuting, (2) _____ allows people to work from home, is now very common. Many workers enjoy (3) _____ from home because they save time. (4) _____ telecommuting is flexible, it has one big drawback: people can feel lonely. Last year, my manager said that job security (5) _____ more important than salary. Experts believe that workers need (6) _____ their skills regularly. Today, many simple tasks (7) _____ by machines. This is why a flexible workforce is (8) _____ important.

Gap	A	B	C
1	are being outsourced	are outsourcing	is being outsourced
2	that	which	who
3	work	to work	working
4	Although	Because	Unless
5	is being	was	were
6	upgrade	to upgrade	upgrading
7	are done	do	are doing
8	extreme	much	extremely

Name the grammar! Write each answer AND the grammar point it tests (e.g. "reported speech").

Part 2: On-Screen Activity

PART 2 · ON-SCREEN

AFTER · ON-SCREEN

Fix the Mistake

You need: *mini-whiteboard or notebook, a partner*

Step 1 (2 min) With a partner, find the mistake in each sentence.

Step 2 Write the correct sentence.

Step 3 Name the grammar point it tests.

Step 4 Show your answers when the teacher says "Show me!"

Each sentence has ONE mistake

1. More jobs are been outsourced every year.
2. My boss said that she is busy yesterday.
3. I enjoy to work from home.
4. Telecommuting that saves time is popular.

Example answer: "Many tasks is done by machines." → "Many tasks are done by machines." (present simple passive)

Part 2: HOTS Questions

HIGHER-ORDER THINKING

Think Deeper

You need: *notebook, pen*

Step 1 **(1 min)** Choose ONE question.

Step 2 **(2 min)** Write 3–4 sentences: your answer + TWO reasons.

Step 3 Use at least 2 spec words.

Step 4 **(1 min)** Share with a partner. Did they give strong reasons?

Choose one question

1. Why do texts about work trends often use the passive, e.g. “jobs are being outsourced”?
2. What is the biggest drawback of telecommuting? Use “although” in your answer.
3. Will globalization give your generation more job security or less? Give two reasons.

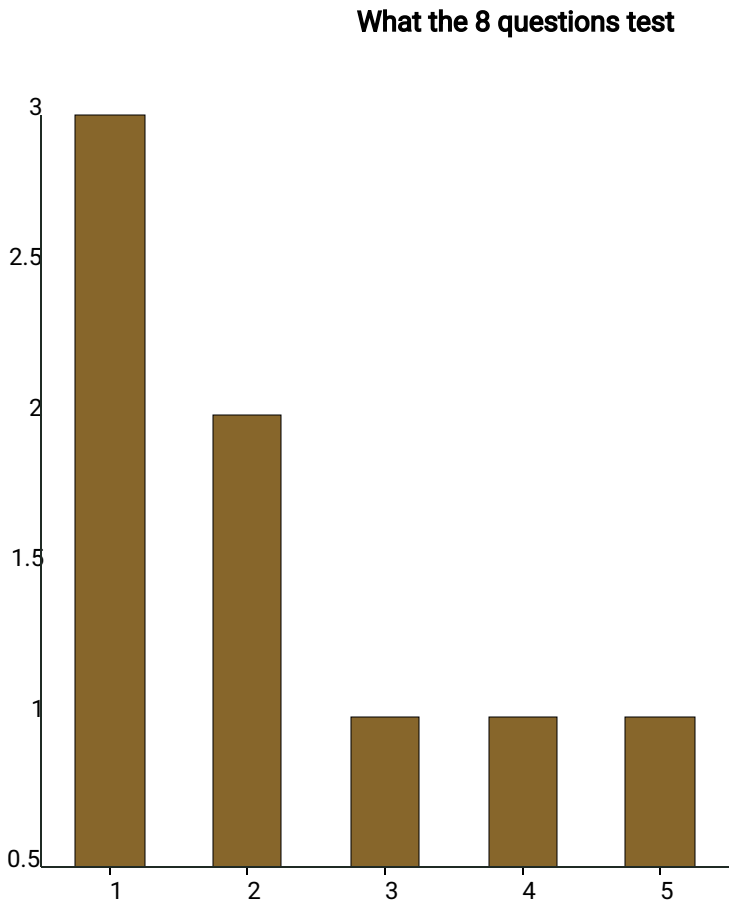
Example answer: “Although telecommuting is flexible, its biggest drawback is that workers can feel lonely because they do not meet their colleagues.”

Part 3A: Reading – Does Money Talk?

PART 3A · 6 MIN

The task

- 1 expository text (B2.1)
- 300–330 words
- 8 multiple-choice questions, A/B/C
- 3 marks each = 24 marks
- At Grade Level Goal
- Theme: Money Talks – Consumerism and the human brain



Find the facts

- Topic sentence – the first sentence of each paragraph
- Facts & examples – numbers, names, research
- Signal words – however, for example, as a result
- Read the questions first, then scan for key words.
- Watch out: an option can be true in real life but NOT in the text!

Part 3A: Read the Text

PART 3A · READ

Your task: read the whole text carefully (3 min). Do not answer questions yet – first do the reading activity on the next slide.

Why Do We Spend So Much?

Every day, we see hundreds of advertisements. Their job is to **persuade** us to buy things we often do not need. Scientists say that shopping makes the brain release dopamine, a chemical that makes us feel happy for a short time. This is why buying something new can feel so exciting.

However, the happy feeling does not last long. Soon, we want something else. Social media has a strong **influence** on this cycle, because we see friends and celebrities with new clothes and phones every day. Some young people spend their whole **income** and are **broke** before the end of the month.

Experts give simple advice. First, wait 24 hours before buying anything expensive. Second, **put aside** a small amount of money every month. Finally, check your bank app after every **withdrawal**, so you know how much is left. People who follow these steps usually find it easier to **make ends meet**.

Spec words in this text (in bold): persuade · influence · income · broke · put aside · withdrawal · make ends meet

Part 3A: Notebook Activity

PART 3A · NOTEBOOK

BEFORE · NOTEBOOK

Paragraph Summary

You need: *notebook, pen, the text on this slide*

Step 1 (2 min) Read the text on this slide again. For each paragraph, write ONE short sentence (8 words or fewer) that gives its main idea.

Step 2 Circle the paragraph that gives advice.

Step 3 (1 min) Compare with a partner. Do you agree?

Why Do We Spend So Much?

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In your notebook

Paragraph 1: _____

Paragraph 2: _____

Paragraph 3: _____

Example: Paragraph 1: “Shopping makes our brain feel happy.”

Part 3A: Answer the Questions

PART 3A · QUESTIONS

Why Do We Spend So Much?

Every day, we see hundreds of advertisements. Their job is to **persuade** us to buy things we often do not need. Scientists say that shopping makes the brain release dopamine, a chemical that makes us feel happy for a short time. This is why buying something new can feel so exciting.

However, the happy feeling does not last long. Soon, we want something else. Social media has a strong **influence** on this cycle, because we see friends and celebrities with new clothes and phones every day. Some young people spend their whole **income** and are **broke** before the end of the month.

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1. What does dopamine do? (Details)

A It makes us feel happy for a short time.
B It helps us put aside money.
C It makes advertisements cheaper.

2. How long should you wait before buying? (Specific info)

A one hour
B 24 hours
C one month

3. The main point of paragraph 2 is… (Main points)

A celebrities are always broke.
B the happy feeling is short, so we keep buying.
C dopamine lasts for a long time.

4. "Broke before the end of the month" suggests… (Inference)

A they spend more than they can afford.
B they earn a very high income.
C they put aside too much money.

5. The text is mainly about… (Overall)

A how advertisements are made.
B how banks work.
C why we spend and how to control it.

Part 3A: On-Screen Activity

AFTER · ON-SCREEN

True / False / Not Given

You need: *notebook, the text on this slide*

Step 1 (3 min) Read each statement in the box on the right.

Step 2 Write T, F or NG next to each number.

Step 3 Underline the words in the text (middle of this slide) that prove your answer.

Step 4 Next slide: complete the Text Map together.

Why Do We Spend So Much?

Every day, we see hundreds of advertisements. Their job is to **persuade** us to buy things we often do not need. Scientists say that shopping makes the brain release dopamine, a chemical that makes us feel happy for a short time. This is why buying something new can feel so exciting.

However, the happy feeling does not last long. Soon, we want something else. Social media has a strong **influence** on this cycle, because we see friends and celebrities with new clothes and phones every day. Some young people spend their whole **income** and are **broke** before the end of the month.

Experts give simple advice. First, wait 24 hours before buying anything expensive. Second, **put aside** a small amount of money every month. Finally, check your bank app after every **withdrawal**, so you know how much is left. People who follow these steps usually find it easier to **make ends meet**.

Statements

T = the text says it · F = it says the opposite · NG = not in the text

1. Advertisements try to persuade us to buy things.
2. The happy feeling from shopping lasts for weeks.
3. Most young people in the UAE are broke.
4. Experts say we should put aside some money every month.
5. Bank apps charge money for every withdrawal.

Example: "Social media influences how we spend." → TRUE: "Social media has a strong influence on this cycle".

Part 3A: Text Map

PART 3A · FILL IN

Fill in together: students answer each question; the teacher types the answers into the boxes. Copy the map into your notebook.

1. Topic	2. Cause	3. Problem	4. Effect	5. Solutions
What is the text about?	*Why does shopping make us feel happy?*	*Why does the happy feeling not last?*	*What happens to some young people?*	*What advice do experts give?*

Part 3A: HOTS Questions

HIGHER-ORDER THINKING

Think Deeper

You need: *notebook, pen*

Step 1 **(1 min)** Choose ONE question.

Step 2 **(2 min)** Write 3–4 sentences: your answer + TWO reasons.

Step 3 Use at least 2 spec words.

Step 4 **(1 min)** Share with a partner. Did they give strong reasons?

Choose one question about "Why Do We Spend So Much?"

1. Which piece of advice in the text is the most useful? Why?
2. Should advertisements for expensive products be banned on social media? Justify.
3. How might your spending change when you have to make ends meet with your first income?

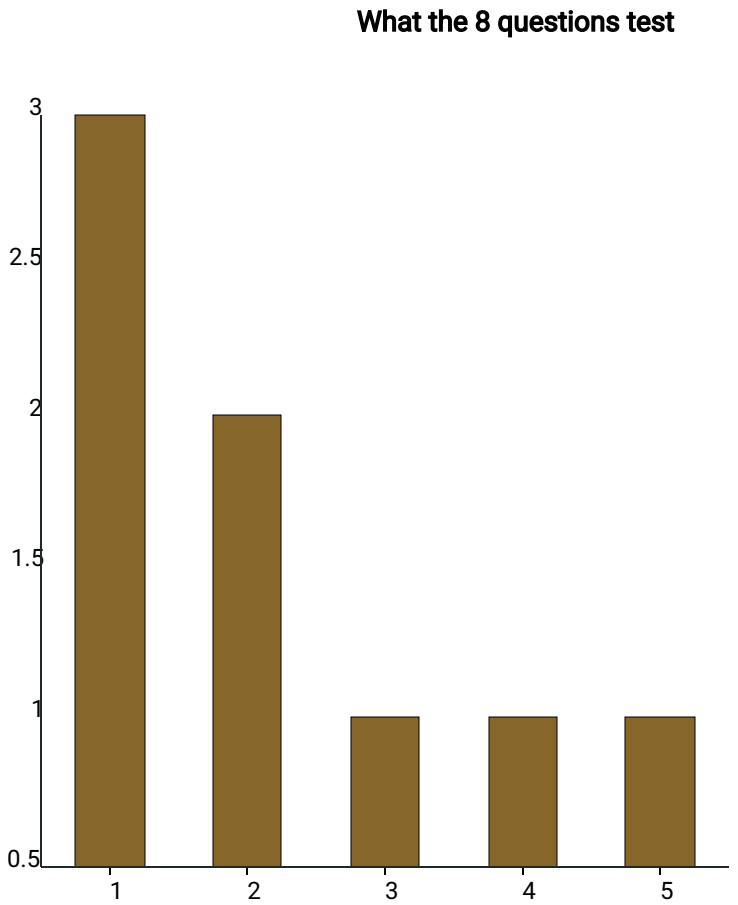
Example answer: "The most useful advice is to wait 24 hours, because many people buy things they do not need when they are excited."

Part 3B: Reading – A Man's or a Woman's Job?

PART 3B · 6 MIN

The task

- 1 expository text (B2.2 – harder!)
- 300–330 words
- 8 multiple-choice questions, A/B/C
- 2 marks each = 16 marks
- Beyond Grade Level Goal
- Theme: Nail That Job! – A Man's or a Woman's Job?



Tone word bank

positive	negative
hopeful	critical
neutral	concerned
realistic	balanced

Tone clues: describing words (rigid, growing, uneven) and contrast words (yet, however, but).

Part 3B: Read the Text

PART 3B · READ

Your task: read the whole text carefully (3 min). Do not answer questions yet – first do the reading activity on the next slide.

Breaking Old Rules

For generations, many **occupations** were divided by gender. Heavy **labor**, such as construction, was seen as a man's job, while nursing and teaching were considered **careers** for women. These **rigid** ideas often decided a person's future before they had any **experience** of the work.

Today, this picture is slowly changing. Women now make up a growing part of the **workforce** in engineering and aviation, and more men are choosing to become nurses. Employers increasingly value skills such as **adaptability** and **communication** rather than a candidate's gender or family **background**.

Yet progress remains uneven. In some industries, women are still paid less for the same work, and men who enter caring professions sometimes face jokes from friends. **Flexible** working hours have helped many parents, but old expectations do not disappear overnight.

Perhaps the real question is not whether a job suits a man or a woman, but whether it suits the person.

Key words in this text (in bold): occupations · labor · careers · rigid · experience · workforce · adaptability · communication · background · flexible

Part 3B: Notebook Activity

PART 3B · NOTEBOOK

BEFORE · NOTEBOOK

Tone Hunt

You need: *notebook, pen, the text on this slide*

Step 1 (1 min) Read the text on this slide. Find 4 strong describing words.

Step 2 Label each one: positive (+), negative (–) or neutral (=).

Step 3 (1 min) Complete the sentence in the box on the right.

Breaking Old Rules

For generations, many **occupations** were divided by gender. Heavy **labor**, such as construction, was seen as a man's job, while nursing and teaching were considered **careers** for women. These **rigid** ideas often decided a person's future before they had any **experience** of the work.

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Yet progress remains uneven. In some industries, women are still paid less for the same work, and men who enter caring professions sometimes face jokes from friends. **Flexible** working hours have helped many parents, but old expectations do not disappear overnight.

Perhaps the real question is not whether a job suits a man or a woman, but whether it suits the person.

Complete this sentence

The writer's tone is _____ because _____.

Tone bank:
positive · hopeful · critical · concerned · realistic · balanced

Example: rigid (–), growing (+), uneven (–), helped (+) → "The writer's tone is hopeful but realistic because they show progress and problems."

Part 3B: Answer the Questions

PART 3B · QUESTIONS

Breaking Old Rules

For generations, many **occupations** were divided by gender. Heavy **labor**, such as construction, was seen as a man's job, while nursing and teaching were considered **careers** for women. These **rigid** ideas often decided a person's future before they had any **experience** of the work.

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Yet progress remains uneven. In some industries, women are still paid less for the same work, and men who enter caring professions sometimes face jokes from friends. **Flexible** working hours have helped many parents, but old expectations do not disappear overnight.

Perhaps the real question is not whether a job suits a man or a woman, but whether it suits the person.

1. In the past, construction was seen as… (Details)

A a career for women.
B a man's job.
C a flexible occupation.

2. Employers today value… (Details)

A a candidate's gender.
B a candidate's family background.
C skills like adaptability and communication.

3. The writer's attitude to change is… (Tone)

A completely negative.
B hopeful but realistic.
C angry and unfair.

4. "… do not disappear overnight" suggests… (Inference)

A change takes time.
B change has already finished.
C people never change.

5. The last paragraph connects most to… (Connections)

A men being better engineers.
B women only working as teachers.
C choosing a job that suits your own skills.

Part 3B: On-Screen Activity

AFTER · ON-SCREEN

Jobs: Then and Now

You need: *notebook, pen*

Step 1 **(1 min)** Think of one job that has changed: who did it in the past, and who does it today?

Step 2 Raise your hand to share. The teacher types your ideas into the table on the next slide.

Step 3 Use the spec words on the right.

Step 4 Copy the finished table into your notebook – use it in your essay!

Spec words to use

- occupation
- labor
- workforce
- flexible
- rigid

Example answer: "In the past, engineering was seen as a man's occupation, but today more women are joining this workforce."

Part 3B: Jobs – Then and Now

PART 3B · FILL IN

Fill in together: students share ideas; the teacher types them into the table. Copy it into your notebook – you can use it in your essay.

Topic	In the past	Today
Construction & engineering		
Nursing & teaching		
What employers value		
Working hours		

Word bank: occupation · labor · career · workforce · flexible · rigid · background · experience · adaptability · communication

Part 3B: HOTS Questions

HIGHER-ORDER THINKING

Think Deeper

You need: *notebook, pen*

Step 1 **(1 min)** Choose ONE question.

Step 2 **(2 min)** Write 3–4 sentences: your answer + TWO reasons.

Step 3 Use at least 2 spec words.

Step 4 **(1 min)** Share with a partner. Did they give strong reasons?

Choose one question about “Breaking Old Rules”

1. Are there still jobs in your community that people call 'a man's job' or 'a woman's job'? Why?
2. Why might employers care more about adaptability than background today?
3. What advice would you give a friend who wants a career that is unusual for their gender?

Example answer: “Employers care more about adaptability because technology changes quickly. A worker with the right skills is more useful than a worker with a famous background.”

Part 4: Writing – What to Expect

PART 4 · 7 MIN

IN THE EXAM, THE THEME WILL BE ONE OF THESE

Today's practice text: "Essential Skills for Your Future Career" – see slide 34

Nail That Job! Essential Skills for Your Future Caree **Money Talks!** The Effects of Advertising

Task 1.1 · Main Ideas — 15 marks

- In the exam, you will read a ~180-word text that states facts and presents arguments.
- Answer the question: what are the main ideas?
- Write the main ideas in YOUR OWN words.
- Write 4–5 sentences.

Task 1.2 · Opinion Essay — 25 marks

- In the exam, one sentence will introduce the topic.
- Write an opinion essay that answers THREE prompts.
- At least 200 words, in paragraphs.

Essay structure (1.2)

Introduction
Topic + your opinion

›

Body 1
Reason 1 + evidence / example

›

Body 2
Reason 2 + evidence / example

›

Conclusion
Repeat your opinion + give advice

Part 4: Opinion, Evidence & Advice Toolkit

PART 4 · LANGUAGE

Opinion (FL.16)

- In my opinion, …
- I strongly believe …
- From my point of view, …
- I agree / disagree that …
- It seems to me that …

Evidence (FL.46)

- Research shows that …
- According to …
- For example, …
- This proves that …
- As a result, …

Advice (FL.24)

- You should …
- If I were you, I would …
- It's a good idea to …
- Why don't you …?
- I'd recommend …

1.1 Main ideas frame

1. The text is about ___.

2. First, it explains that ___.

3. It also says that ___ because ___.

4. Finally, the writer argues that ___.

5. Overall, ___.

Part 4: Read the Text

PART 4 · READ

Your task: read the text carefully (3 min). Underline the main idea of each paragraph. Then do the notebook activity on the next slide.

Essential Skills for Your Future Career

Many students believe that good grades are all they need for a successful **career**. However, a recent survey of employers shows that skills are just as important as qualifications. The two skills employers mention most often are **communication** and **adaptability**.

Communication matters because almost every job involves working in a team. Employers want people who can explain ideas clearly, listen carefully and write professional emails. Adaptability is important because technology is changing quickly. Workers who are **flexible** and willing to learn new tools are more likely to keep their jobs.

Experience also makes a big difference. Students who complete an **internship** are more likely to be **shortlisted** for interviews, even if their **background** is not perfect. Some companies even offer a **scholarship** to interns who perform well.

For these reasons, experts argue that students should start building their skills early. Joining clubs, volunteering and doing part-time work are simple ways to prepare for the world of work.

Spot words in this text (in bold): career · communication · adaptability · flexible · experience · internship · shortlisted · background · scholarship

Part 4: Notebook Activity

BEFORE · NOTEBOOK

Essay Planner

You need: *notebook, pen, the toolkit slide*

Step 1 (1 min) Draw 4 boxes in your notebook with the headings on the right.

Step 2 (2 min) Write 2–3 bullet ideas in each box for the essay: "Are skills more important than grades?"

Step 3 (1 min) Add 1 opinion phrase, 1 evidence phrase and 1 advice phrase you will use.

Your 4 boxes

Intro	Body 1	Body 2	Conclusion

Example answer: Body 1 – Reason 1: communication helps in teams. Evidence: employers mention it most often.

Part 4: Mini Exam Practice

PART 4 · TRY IT

Essential Skills for Your Future Career

Many students believe that good grades are all they need for a successful **career**. However, a recent survey of employers shows that skills are just as important as qualifications. The two skills employers mention most often are **communication** and **adaptability**.

Communication matters because almost every job involves working in a team. Employers want people who can explain ideas clearly, listen carefully and write professional emails. Adaptability is important because technology is changing quickly. Workers who are **flexible** and willing to learn new tools are more likely to keep their jobs.

Experience also makes a big difference. Students who complete an **internship** are more likely to be **shortlisted** for interviews, even if their **background** is not perfect. Some companies even offer a **scholarship** to interns who perform well.

For these reasons, experts argue that students should start building their skills early. Joining clubs, volunteering and doing part-time work are simple ways to prepare for the world of work.

Task 1.1 (notebook, 3 min): What are the main ideas of the text? Use the frame to write 4–5 sentences in your own words.

Sample Task 1.2

Some people think that skills are more important than grades for getting a job.

Write an opinion essay in which you:

- say whether you agree or disagree
- give two reasons with evidence or examples
- give advice to students preparing for their future career

Write at least 200 words in paragraphs.

Today: plan only – homework: write it!

Part 4: On-Screen Activity

AFTER · ON-SCREEN

Rate the Summary

You need: *notebook, the main ideas frame slide*

Step 1 **(1 min)** Read the student answer on the right.

Step 2 Rate it from 1 to 5. Show your score with your fingers.

Step 3 **(2 min)** Find what is wrong. Rewrite ONE sentence in your own words.

Step 4 Next slide: plan the essay together.

A student's Task 1.1 answer

"Many students believe that good grades are all they need for a successful career. The two skills employers mention most often are communication and adaptability. Students who complete an internship are more likely to be shortlisted for interviews."

Example answer: Copied: "Students who complete an internship are more likely to be shortlisted." → Own words: "Work experience helps students get job interviews."

Part 4: Essay Plan – Skills or Grades?

PART 4 · FILL IN

Fill in together: complete each box together, then copy the plan. Homework: write the full essay (200+ words).

Introduction

Nowadays, many people think that …
In my opinion, …

Body 1 – Reason 1

Firstly, …
For example, research shows that …

Body 2 – Reason 2

Secondly, …
This proves that …

Conclusion & advice

In conclusion, I strongly believe …
If I were you, I would …

Opinion, evidence and advice phrases I will use: _____

Part 4: HOTS Questions

HIGHER-ORDER THINKING

Think Deeper

You need: *notebook, pen*

Step 1 **(1 min)** Choose ONE question.

Step 2 **(2 min)** Write 3–4 sentences: your answer + TWO reasons.

Step 3 Use at least 2 spec words.

Step 4 **(1 min)** Share with a partner. Did they give strong reasons?

Choose one question about the career skills text

1. Which is more important for getting shortlisted: grades or experience? Justify.
2. Should every school make an internship compulsory for Grade 12 students? Why?
3. Advertising can persuade us to buy things. Can it also influence our career choices? Give an example.

Example answer: "I strongly believe that experience is more important, because employers want people who can do the job. For example, interns already know how a company works."

Exit Ticket: 3 – 2 – 1

WRAP-UP · 2 MIN

3 things I know about the exam format

2 spec words I will use in my essay

1 HOTS question I can now answer with reasons

Write it in your notebook and show your teacher at the door.

Exam-day checklist

- Revise all 23 Part 1 words + 8 career-trend words.
- Practise the 7 grammar points.
- Read the questions BEFORE the text.
- Check the writer's tone and attitude.
- Main ideas in your OWN words, 4–5 sentences.
- Essay: 200+ words, 4 paragraphs, opinion + evidence + advice.

Word Slides: Models & Template

EXTRA · VOCAB

How to make your Word Slide

1. Choose ONE word from the Part 1 Vocabulary Bank (your teacher may give you a word).
2. Look at the 4 model slides that follow: income, internship, adaptability, persuade.
3. Copy the blank template slide (the last slide) and fill in every box.
4. Add a picture that shows the meaning of your word.
5. Share your slide – together we will build a class vocabulary presentation!

Word Slide: income

MODEL



income

noun

in · come

Meaning

Money that you earn regularly from work.

Example sentence

Her monthly income was too small to make ends meet.

Word family

high / low / monthly income (collocations)

Related spec words

broke, make ends meet, put aside

Word Slide: internship

MODEL



internship

noun

in · tern · ship

Meaning

A short period of work experience for students.

Example sentence

After her internship, she was shortlisted for a full-time job.

Word family

intern (person) · internship (the job)

Related spec words

experience, career, shortlisted

Word Slide: adaptability

MODEL



adaptability

noun

a · dapt · a · bil · i · ty

Meaning

The ability to change when situations change.

Example sentence

Adaptability is essential because technology changes every year.

Word family

adapt (verb) · adaptable (adjective)

Related spec words

flexible, communication, rigid (opposite)

Word Slide: persuade

MODEL



persuade

verb

per · suade

Meaning

To make someone agree to do or believe something.

Example sentence

Advertisements try to persuade young people to spend more.

Word family

persuasion (noun) · persuasive (adjective)

Related spec words

influence, take risks

Word Slide: Your Turn

TEMPLATE

Add a picture

my word

word class: _____

syllables: _____

Meaning

Example sentence

Word family

Related spec words