كتيب الطالب: دليل ومراجعة نهاية الفصل



تم تحميل هذا الملف من موقع المناهج الإماراتية	
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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	كتيب الطالب: دليل ومراجعة نهاية الفصل
2	مراجعة جاهزية لاختبار نهاية الفصل
3	مراجعة هيكل امتحان نهاية الفصل
4	اختبار تدريبي نهاية الفصل
5	تدريب على اختبار الكتابة نهاية الفصل - الجزء الرابع: الاستجابة الموجهة

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

تربية وتعليم

GRADE 12 GENERAL | 2026 – 2027

End of Term 1 English

Specification & Practice

Student booklet: grammar · writing · vocabulary · reading · 6 mock exams · answers · Chapters 1–2

Money… Talks!
Chapter 1

Nail That Job!
Chapter 2

Grammar
7 key points

Writing
Opinion essay

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Name: ..... **Class:** .....

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GRADE 12 GENERAL | END OF TERM 1 · 2026–2027

Your English Exam Made Easy!

Know the parts. Know the marks. Feel ready.

100 marks in total

60 **Reading**
Parts 1, 2, 3A, 3B
on SwiftAssess

40 **Writing**
Part 4
on SwiftAssess

1 Vocabulary — 10 marks

Read a text (about **170 words**) with **5 gaps**. Choose the right word: A, B or C. (2 marks each)

Learn these words:
Money Talks: broke, income, make ends meet, raise capital, student loan, scholarship, put aside, withdrawal, take risks, risk-taker, influence, persuade
Nail That Job: career, occupation, labor, internship, adaptability, communication, experience, shortlisted, background, flexible, rigid

2 Grammar — 10 marks

Read a text (about **170 words**) about **Career trends in a changing world**. Fill 5 gaps: A, B or C. (2 marks each)

Revise these:
Verb patterns: I enjoy working / I need to upgrade
Passive (present): Jobs are outsourced.
Passive (continuous): Jobs are being replaced.
Relative clauses: Telecommuting, which saves time, …
Reported speech: He said he needed help.
Adverbs of degree: extremely flexible
Conjunctions: although, because, unless

3A Reading — 24 marks

Read a text of **300–330 words**. Answer **8 questions**: A, B or C. (3 marks each)

Topic: Money Talks — consumerism and the human brain, does money talk?
You will: find facts and details · choose the main points · make an inference · choose the overall meaning

3B Reading ★ harder — 16 marks

A harder text (**300–330 words**). Answer **8 questions**: A, B or C. (2 marks each)

Topic: Nail That Job — a man's or a woman's job?
You will: find details · identify tone and attitude · make inferences · connect ideas to real life · choose the main idea

4 Writing — 40 marks

1.1 Summary — 15 marks

Read a text (about **180 words**).
Write the **main ideas in your own words**.
Write **4–5 sentences**.

Possible topics:
- Essential skills for your future career
- The effects of advertising

1.2 Opinion essay — 25 marks

Answer **all 3 bullet points**.
Write **at least 200 words** in paragraphs.

Useful language:
Opinion: *In my view… / I strongly believe…*
Evidence: *According to research… / For example…*
Advice: *I suggest that you… / If I were you…*

Suggested timing

15 min	25 min	20 min	15 min	35 min
Parts 1 + 2	Part 3A	Part 3B	Writing 1.1	Writing 1.2

Top tips for exam day · You've got this!

1. Read the questions first and underline key words.
2. Use the words around a gap or new word to guess its meaning.
3. Plan your essay: introduction, 3 bullets, conclusion.
4. Check spelling, verbs and count your words at the end.

T. Fatema Ali Alkhawwar

Grammar Guide & Practice

Part 2 tests these seven points inside a text about career trends. Learn each rule step by step, then practise. Answers are in the Answer Key.

1 Verb patterns: verb + to-infinitive / verb + -ing

G.19.2

Some verbs are followed by **to + verb**, others by **verb + -ing**. There is no rule you can 'work out' — you must learn the lists. This point appears in almost every Part 2 text.

Step by step

1. Find the verb before the gap (e.g. *enjoy*, *decide*, *need*).
2. Check which list it belongs to (table below).
3. List 1 → choose **to + base verb** (to work). List 2 → choose **verb-ing** (working).
4. After a **preposition** (in, of, about, at, for, without, before, after) always use **-ing**: *interested in working*.
5. After **make / let** and modal verbs (can, must, should) use the **base verb** with no 'to': *let me work*.

Form

Verb + to-infinitive	Verb + -ing
agree, afford, decide, expect, hope, learn, manage, need, offer, plan, promise, refuse, seem, want, would like	avoid, consider, enjoy, finish, imagine, keep, mind, miss, practise, recommend, risk, suggest, fear, can't stand, spend time
*She **decided to apply** for an internship.*	*He **enjoys working** from home.*
*Workers **need to upgrade** their skills.*	*The adviser **suggested saving** 20% of my income.*

More examples

- Verb + object + to-infinitive: *advise / encourage / persuade / ask / tell someone **to do** → My parents persuaded me **to put aside** money.*
- *Stop* and *remember* change meaning: *I stopped **buying** coffee* (I don't buy it now) / *I stopped **to buy** coffee* (I stopped walking in order to buy it).

Watch out!

- × I enjoy ~~to travel~~ → ✓ I enjoy travelling.
- × We need ~~upgrading~~ our skills → ✓ We need to upgrade our skills.
- × He is good at ~~to communicate~~ → ✓ He is good at communicating.

Practice 1: Choose the correct form.

1. Many young people want _____ (start) their own business.
2. I can't afford _____ (buy) a new laptop this month.
3. Have you finished _____ (write) your CV?
4. She avoided _____ (borrow) money from her friends.
5. The company offered _____ (pay) for my training course.
6. My teacher encouraged me _____ (apply) for the scholarship.
7. He is interested in _____ (work) abroad after university.
8. They managed _____ (make) ends meet by cooking at home.

TIP Read the WHOLE sentence before choosing — the words after the gap are the clue.

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2 Present simple passive

G.10.1

We use the passive when the **action** is more important than **who does it**, or when we don't know who does it. Very common in factual texts about work and money.

Step by step

1. Find the **object** of the action and make it the subject: *Companies advertise jobs* → ***Jobs …***
2. Choose **am / is / are** to agree with the new subject (singular → is, plural → are).
3. Add the **past participle** (3rd form): advertised, made, done, sent, paid.
4. Add **by + agent** only if it is important: *…by large companies*.
5. Check the time: present simple passive is for **facts, routines and general truths** (every year, usually, often).

Form

Active	Passive (am / is / are + past participle)
Companies **outsource** many jobs.	Many jobs **are outsourced**.
The bank **charges** a fee for each withdrawal.	A fee **is charged** for each withdrawal.
Employers **shortlist** only a few candidates.	Only a few candidates **are shortlisted**.

More examples

- Negative: *Interns **are not paid** in some companies.*
- Question: ***Is** the scholarship **given** every year?*

Watch out!

- × Jobs ~~is advertised~~ online → ✓ Jobs are advertised online.
- × The work ~~is outsource~~ → ✓ The work is outsourced (past participle!).
- × English ~~speaks~~ in many offices → ✓ English is spoken in many offices.

Practice 2: Rewrite the sentences in the passive.

1. People make most payments by card today.

2. Companies offer internships to final-year students.

3. The bank sends a statement every month.

4. Machines do many simple tasks.

5. Advertisers target teenagers on social media.

6. They pay workers at the end of the month.

3 Present continuous passive

G.10.3

Same idea as the passive above, but for actions happening **now / around now / at the moment** — trends and changes that are in progress.

Step by step

1. Look for time clues: **now, at the moment, currently, these days, right now, today, increasingly**.
2. Make the object the subject.
3. Use **am / is / are + being + past participle**.
4. Check agreement: *jobs **are** being… / the office **is** being…*

Form

Active (present continuous)	Passive (is / are + being + past participle)
Robots **are replacing** many factory jobs.	Many factory jobs **are being replaced** by robots.
The company **is training** new staff.	New staff **are being trained**.

TIP enjoy / avoid / suggest / finish + -ING. want / need / decide / hope + TO + verb.

5. Don't forget **being** — it is the word most students miss!

They **are building** a new office.	A new office **is being built**.

More examples

- *Right now, thousands of CVs **are being sent** to employers.*
- *Is your application **being checked** at the moment?*

Watch out!

- × Jobs are ~~replaced~~ right now → ✓ Jobs are being replaced right now.
- × The office is ~~being build~~ → ✓ is being built.
- × New skills ~~is being taught~~ → ✓ are being taught.

Practice 3: Complete with the present continuous passive of the verb in brackets.

1. At the moment, a new career centre _____ (build) at our school.
2. Currently, many customer service jobs _____ (move) abroad.
3. Your application _____ (check) right now.
4. These days, more and more meetings _____ (hold) online.
5. Old computers _____ (replace) in our office this week.
6. Young workers _____ (encourage) to upgrade their skills.

4 Non-defining relative clauses

G.4.2

A non-defining relative clause gives **extra information**. If you remove it, the sentence still makes sense. It always has **commas** around it.

Step by step

1. Is the information **extra**? Is it between **commas**? → It is non-defining.
2. Person → **who**. Thing / idea → **which**. Place → **where**. Possession → **whose**. Time → **when**.
3. **Never use 'that'** after a comma.
4. Don't repeat the subject: × *Dubai, where ~~it~~ is…*
5. Read the sentence without the clause — it must still be complete.

Form

Pronoun	Use	Example
who	people	*Mariam, **who** is an engineer, leads a team of thirty.*
which	things / ideas	*Telecommuting, **which** saves time, is popular.*
where	places	*India, **where** labour is cheaper, has many call centres.*
whose	possession	*Nurses, **whose** work is very demanding, deserve respect.*
when	times	*In 2021, **when** the law changed, salaries became equal.*

More examples

- Defining (no commas, essential): *The job **that/which** I want is in Dubai.*
- Non-defining (commas, extra): *My job, **which** I love, is in Dubai.*

Watch out!

- × My CV, ~~that~~ I wrote yesterday, … → ✓ My CV, which I wrote yesterday, …
- × Reem, ~~which~~ runs a business, … → ✓ Reem, who runs a business, …
- × The UAE, ~~which~~ I live, … → ✓ The UAE, where I live, …

TIP After a preposition (in, at, of, about, for) always use -ING: interested in working.

Practice 4: Join the sentences with who, which, where or whose.

1. Steve Jobs started Apple. He was a famous entrepreneur. (Steve Jobs, …)

2. Online shopping is very convenient. It encourages people to spend more.

3. Abu Dhabi has many international companies. My brother works there.

4. Khalid stays at home. His wife is a doctor.

5. My internship lasted six weeks. It taught me a lot.

6. Omar is a nurse. He volunteers at careers fairs.

5 Reported speech

G.18

We use reported speech to say what someone said, without quoting their exact words. The tense usually moves **one step back** when the reporting verb is in the past (said, told, explained, stated).

Step by step

1. Find the reporting verb: *said, told, explained, stated, reported, believed*.
2. Remove the quotation marks; add **that** (optional).
3. Change the pronouns: *I → he/she, my → his/her, we → they*.
4. Move the tense one step back (table).
5. Change time/place words: *now → then, today → that day, tomorrow → the next day, here → there*.
6. Questions: use *asked + if/whether* or *asked + wh-word* and normal word order.

More examples

- *"Can you start on Monday?" → The manager asked **if I could start** on Monday.*
- *"Where do you see yourself in five years?" → They asked me **where I saw** myself in five years.*
- Advice: *"You should save money." → Dad told me **I should save** money / advised me **to save** money.*

Form

Direct speech	Reported speech
present simple: "I **need** help."	past simple: She said she **needed** help.
present continuous: "I **am looking** for a job."	past continuous: He said he **was looking** for a job.
present perfect / past simple: "I **have worked** / **worked** here."	past perfect: He said he **had worked** there.
will / can / may	would / could / might
must / have to	had to

Watch out!

- × He said me that… → ✓ He **told** me that… / He **said** that…
- × She asked where ~~was the office~~ → ✓ She asked where the office was.
- × He said he ~~will~~ call → ✓ He said he would call.

TIP Does the subject DO the action? No passive: is / are + 3rd form (is made, are paid).

Practice 5: Change into reported speech.

1. "I am broke," said Jeff.

2. "We want to offer you the job," the manager told me.

3. "I will put aside some money," Sara said.

4. "I have never had an internship," Ali explained.

5. "Can you work flexible hours?" the interviewer asked.

6. "Why do you want this job?" she asked me.

6 Adverbs of degree

G.2.8

Adverbs of degree tell us **how much** or **to what extent**. They usually go **before an adjective or another adverb**.

Step by step

1. Look at the word after the gap. Is it an **adjective** (worried, expensive) or adverb (quickly)? → you need an **adverb** (often -ly).
2. Choose the strength: weak → *slightly, a bit, fairly*; medium → *quite, rather, pretty*; strong → *very, really, extremely, highly, incredibly*; total → *completely, totally, absolutely*.
3. **too** = more than enough (negative): *too expensive to buy*. **enough** goes after the adjective: *old enough*.
4. With 'extreme' adjectives (amazing, terrible, impossible) use **absolutely / completely**, not 'very'.
5. Watch the spelling: *quite* (adverb) ≠ *quiet* (adjective).

More examples

- *Outsourcing can be **seriously** harmful to local workers.*
- *Telecommuting is **increasingly** common.*

Form

Adverb	Strength	Example
slightly / a bit	weak	*Prices are **slightly** higher this year.*
fairly / quite / rather	medium	*The interview was **quite** difficult.*
very / really / extremely / highly	strong	*She is **highly** qualified and **extremely** flexible.*
completely / absolutely / totally	total	*I was **completely** broke.*
too / enough	more than needed / sufficient	*The course is **too** expensive. He isn't experienced **enough**.*

Watch out!

- × She is ~~extreme~~ worried → ✓ extremely worried.
- × It is ~~very impossible~~ → ✓ absolutely impossible.
- × He is ~~enough old~~ → ✓ old enough.

TIP 'Now / at the moment' + passive is / are BEING + 3rd form (are being replaced).

Practice 6: Choose the correct word.

1. The job interview was (extreme / extremely) stressful.
2. The new phone is (too / enough) expensive for me to buy.
3. He isn't experienced (enough / too) for a manager's job.
4. The results were (absolutely / very) amazing.
5. Prices have risen (slight / slightly) this year.
6. Mariam is (high / highly) respected by her team.

7 Subordinating conjunctions

G.6.2

Subordinating conjunctions join a **main clause** to a **dependent clause** and show the relationship between ideas (reason, contrast, time, condition, purpose). The meaning of the sentence tells you which one to choose.

Step by step

1. Read the **whole sentence** — both halves.
2. Ask: what is the link? Reason? Contrast? Condition? Time? Purpose?
3. Pick from the right group (table).
4. If the dependent clause comes **first**, put a comma after it: *Although it was hard, I finished.*
5. Don't mix: × *Although… but…* — use only one.

Form

Meaning	Conjunctions	Example
Reason	because, since, as	*I saved money **because** I wanted a laptop.*
Contrast	although, even though, while, whereas	***Although** the pay was low, I learned a lot.*
Condition	if, unless (= if not), as long as	*You won't be shortlisted **unless** you apply on time.*
Time	when, while, before, after, until, as soon as	*Research the company **before** you go to the interview.*
Purpose / result	so that, so … that, such … that	*She saved **so that** she could study abroad.*

More examples

- ***Even though** he had little experience, he got the job.*
- ***As long as** you keep learning, you will stay employable.*

Watch out!

- × ~~Although~~ it was expensive, ~~but~~ I bought it → ✓ Although it was expensive, I bought it.
- × I'll call you ~~unless~~ I get the job (wrong meaning) → ✓ I'll call you if I get the job.
- × ~~Because~~ of I was late → ✓ Because I was late / Because of the traffic.

TIP Comma before the gap? which (thing), who (person), where (place). NEVER 'that'.

Practice 7: Choose the best conjunction.

1. _____ she had no experience, she was shortlisted. (Because / Although)
2. You can't open an account _____ you are over 18. (unless / because)
3. He works part-time _____ he can pay his tuition fees. (so that / although)
4. I always check my balance _____ I go shopping. (before / unless)
5. Many people telecommute _____ it saves time. (although / because)
6. _____ some jobs are disappearing, new ones are being created. (While / If)

TIP said / told / explained → move the verb back: need → needed, can → could, will → would.

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Exam-style practice (Part 2 format)

Exam practice A — The Gig Economy

The "gig economy", **(1)** _____ includes jobs such as delivery driving and freelance design, is growing quickly. Every day, thousands of short tasks **(2)** _____ through mobile apps. Many young people enjoy **(3)** _____ for themselves and choosing their own hours. However, gig work can be **(4)** _____ insecure. A delivery driver told a newspaper that he **(5)** _____ work twelve hours a day to make ends meet.

1	(A) who	(B) which	(C) where
2	(A) offer	(B) are offered	(C) is offered
3	(A) working	(B) to work	(C) work
4	(A) extremely	(B) extreme	(C) extremes
5	(A) has to	(B) have to	(C) had to

Exam practice B — Women in Technology

More women are entering technology careers **(1)** _____ companies are working hard to recruit them. At the moment, special training programmes **(2)** _____ in many countries. Fatima, **(3)** _____ works as a software developer, decided **(4)** _____ computer science after attending a coding club. She said that the club **(5)** _____ her confidence.

1	(A) unless	(B) because	(C) although
2	(A) are being organised	(B) are organising	(C) is being organised
3	(A) which	(B) whose	(C) who
4	(A) studying	(B) study	(C) to study
5	(A) has changed	(B) had changed	(C) changes

TIP Before an adjective use an adverb: extremely, highly, quite, slightly (not extreme, high).

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Writing — How Part 4 Works

Part 4 is worth **40 marks** and has two tasks on ONE theme: **Essential Skills for Your Future Career** or **The Effects of Advertising**. The functional language tested is **FL.46 evidence-based argument**, **FL.16 expressing opinion** and **FL.24 asking for and giving advice**. Learn this page first, then study each topic one at a time.

1.1 Main ideas · 15 marks

Read a text (about 180 words) that states facts and presents arguments. Answer: *What are the main ideas of the text?* Write **4–5 sentences** in your own words, with no opinion.

1.2 Opinion essay · 25 marks

One sentence introduces the topic. Write an **opinion essay** that answers **3 bullet points** (usually: explain · give your opinion with evidence · give advice). **At least 200 words** in paragraphs.

What the markers look for

Area	What it means	How you show it
Processing text (1.1)	Summarise and paraphrase the main ideas of the text in your own words.	4–5 sentences, all main ideas, no copying.
Presentation & development of ideas	Express opinions with detailed reasons and explanations.	Clear opinion + reasons + examples for every bullet.
Text structure	Paragraphs with topic sentences and supporting details; awareness of reader.	Intro – body – conclusion; one idea per paragraph.
Fluency	Clear, extended, detailed writing with comparisons and justifications.	Linking words, mixed simple and complex sentences, few errors.

The 5-paragraph opinion essay plan

Paragraph	Length	What to write
Paragraph 1 — Introduction	2–3 sentences, ~35 words	Starter sentence about the topic + your clear opinion.
Paragraph 2 — Bullet 1	4–5 sentences, ~50 words	Topic sentence → explain → example / evidence.
Paragraph 3 — Bullet 2 (opinion)	4–5 sentences, ~50 words	Your opinion → reason 1 + evidence → reason 2.
Paragraph 4 — Bullet 3 (advice)	4–5 sentences, ~45 words	2–3 pieces of advice with advice language.
Paragraph 5 — Conclusion	2 sentences, ~25 words	In conclusion + repeat opinion in new words + final thought.

Fill-in templates (great for low achievers)

Paragraph 1: Nowadays, _____ is a very important topic for young people. Some people believe that _____, while others think that _____. In my opinion, _____.

Paragraph 2 (Bullet 1): Firstly, _____. This is because _____. For example, _____. As a result, _____.

Paragraph 3 (Bullet 2): In my view, _____. One reason is that _____. Research shows that / In my experience, _____. On the other hand, some people say _____; however, I believe _____.

TIP Plan for 5 minutes: 3 boxes, one for each bullet. Never start without a plan.

Paragraph 4 (Bullet 3): There are several things that _____ can do. First, you should _____. Second, I suggest that you _____. Finally, if I were you, I would _____.

Paragraph 5: In conclusion, I strongly believe that _____. If we _____, we will _____.

1.1 template: The text discusses _____. Some people believe that _____ because _____. They also say that _____. However, others argue that _____. In their opinion, _____.

TIP Answer ALL 3 bullets — one paragraph for each bullet.

Writing Topic 1 — The Effects of Advertising

Advertising is everywhere: TV, billboards, social media and influencers. In the exam you may be asked how advertising affects young people's spending, whether it does more harm than good, or how to avoid being influenced — and you will usually need to give advice.

Step 1 — Know your ideas

Area	Ideas you can use
Negative effects	buy things we don't need · waste money / become broke · debt and stress · unhealthy food · fear and low self-image · pressure on parents · waste and pollution
Positive effects	information about new products · compare prices · helps businesses and creates jobs · public campaigns (save water, wear seatbelts)
How adverts persuade us	emotions · celebrities and influencers · fear of missing out · repetition · special offers · smells and music in shops
Advice	wait 24 hours · make a budget · put aside money · compare prices · unfollow accounts · ask 'Do I really need this?'

Step 2 — Follow the steps

1. Read the question twice. **Underline the 3 bullet points** and number them 1, 2, 3.
2. Make a quick plan: 3 boxes (one per bullet) with 2–3 ideas from the idea table.
3. Choose a clear opinion. Keep the same opinion until the end.
4. Write the **introduction**: a starter sentence + your opinion.
5. Write **one paragraph for each bullet**: topic sentence → reason → example → result.
6. In the advice paragraph use 3 different advice phrases (You should… / I suggest that you… / If I were you…).
7. Write the **conclusion** with a conclusion sentence from the table.
8. Check with the checklist: 200+ words, all 3 bullets, spelling and verbs.

Step 3 — Useful sentences for this topic

Starter sentences (introduction)	Conclusion sentences
Nowadays, advertising is everywhere, from television to the phones in our pockets.	In conclusion, although adverts can be useful, I believe they do more harm than good.
Have you ever bought something just because you saw an advert?	To sum up, advertising will not disappear, but we can control how much it controls us.
Every day, we see thousands of adverts without even noticing them.	All in all, if we think before we buy, we will save money and make smarter choices.
Advertising has a powerful influence on what young people buy.	For these reasons, I strongly believe young people must learn how adverts work.
Some people think adverts are useful, while others believe they are harmful.	In the end, the choice is ours: we can follow the adverts or follow our needs.
This essay will discuss the effects of advertising and give my opinion.	

Connecting words — and when to use them

Purpose	Words	When to use them	Example
Add a point	Firstly, · In addition, · Moreover, · Also, · Another reason is	When you give another reason for the same opinion.	Adverts are everywhere. **Moreover,** they target teenagers.

TIP Give a clear opinion in the introduction and repeat it in the conclusion.

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Contrast	However, · On the other hand, · Although · while	When you show the other side or a different idea.	Adverts give information. **However,** they can mislead us.
Cause / reason	because · since · as · because of + noun	When you explain WHY.	Teamwork matters **because** most jobs involve others.
Result	As a result, · Therefore, · so · This means that	When you show what happens after.	They spend too much. **As a result,** they are broke.
Example / evidence	For example, · For instance, · such as · According to…	When you support your point with a fact or experience.	**For instance,** my cousin did an internship.
Order	Firstly, · Secondly, · Finally, · To begin with,	At the start of paragraphs or points.	**Firstly,** communication is essential.
Advice	You should… · I suggest that you… · If I were you, I would… · It is a good idea to…	In the advice bullet (FL.24).	**I suggest that you** wait 24 hours before buying.
Conclusion	In conclusion, · To sum up, · All in all,	At the start of the last paragraph.	**To sum up,** skills open doors.

Opinion words

Type	Phrases	When to use them
Strong opinion	I strongly believe that… · I am sure that… · There is no doubt that…	In the introduction and conclusion.
Normal opinion	In my opinion, … · In my view, … · I think that… · Personally, I feel…	In the opinion paragraph (bullet 2).
Partial agreement	I partly agree that… · To some extent, … · It is true that…, but…	When both sides have good points.
Evidence (FL.46)	Research shows that… · According to a survey, … · A clear example is…	Straight after your opinion, to prove it.
Advice (FL.24)	You should / ought to… · I would advise you to… · Why don't you…? · Try + -ing	In the advice paragraph (usually bullet 3).

Remember: every body paragraph needs a **reason + example**, and the last bullet usually asks for **advice**.

TIP Every body paragraph: reason + example. Use 'For example,' at least twice.

Step 4 – Model answer

1.1 Read the text. Write the main ideas in your own words. Write 4–5 sentences.

Adverts on Social Media

Today, most young people see more adverts on social media than on television. Companies spend billions of dollars every year to reach teenagers on apps such as Instagram and TikTok, because they know that teenagers spend several hours a day online.

Supporters of social media advertising say it is useful. Adverts are often short and entertaining, and they show products that match the user's interests. Small businesses can also reach customers cheaply, which helps them grow and create jobs.

However, critics believe that these adverts are dangerous for young people. Apps collect information about what users like, so adverts can target them very accurately. As a result, teenagers may feel pressure to buy the latest fashion or gadgets, even when they cannot afford them. Critics also warn that many adverts look like normal posts, so young people do not realise they are being persuaded. They believe schools should teach students how online advertising works.

Model answer 1.1

The text discusses advertising aimed at young people on social media. Companies spend a lot of money on these adverts because teenagers spend many hours online. Some people think the adverts are useful because they are entertaining, match users' interests and help small businesses. However, critics argue that apps use personal information to target teenagers, which makes them feel they must buy things they cannot afford. They also believe students should learn at school how online adverts work, because many adverts look like normal posts.

Why it works: topic sentence · main idea of each paragraph · own words · linking words · no opinion · 4–5 sentences.

1.2 Many young people see adverts on social media every day.

Write an **opinion essay** in which you:

- explain how social media adverts influence teenagers
- give your opinion on whether social media advertising should be controlled, with evidence or examples
- give advice to teenagers on how to protect themselves from online adverts

Write **at least 200 words** in paragraphs.

Model essay (annotated)

Every day, we see hundreds of adverts on social media without even noticing them. In my opinion, social media advertising has a strong and often negative influence on teenagers, so it should be more carefully controlled.

Firstly, social media adverts influence teenagers in many ways. Apps collect information about what we like, so the adverts we see match our interests perfectly. **Moreover,** many adverts are presented by influencers whom teenagers trust like friends. **As a result,** young people often buy clothes, gadgets and snacks they do not really need.

In my view, this kind of advertising should be controlled. It is true that adverts help small businesses reach customers. **However,** research shows that teenagers find it difficult to recognise adverts that look like normal posts. For example, a friend of mine bought an expensive skincare product because an influencer recommended it, and she later discovered it was a paid advert. This shows that clear labels for paid posts are necessary.

So what can teenagers do? **First,** I suggest that you unfollow accounts that make you want to spend money. **Second,** you should wait at least 24 hours before buying anything you see online. **Finally,** if I

TIP Use 3 different advice phrases: You should… / I suggest that you… / If I were you, I would…

were you, I would make a monthly budget and put aside some money every week.

To sum up, social media adverts will not disappear, but we can learn to control them. If teenagers think carefully before they buy, they will save money and make smarter choices.

242 words. Highlighted: opinion · evidence & examples · advice language · **linking words**

Step 5 — Your turn: guided practice

1.1 Read the text. Write the main ideas in your own words. Write 4–5 sentences.

Should Schools Allow Advertising?

Some schools around the world now allow companies to advertise on school buses, sports fields and websites. In return, the companies give money that schools use for new computers, books or sports equipment.

People who support this idea say that schools need more money than ever before. Advertising can pay for useful resources without asking parents to pay more. Supporters also point out that students already see thousands of adverts every day, so a few more in school will make little difference.

However, many parents and teachers are strongly against advertising in schools. They argue that school should be a safe place where children can learn without being persuaded to buy things. They are especially worried about adverts for fast food and sugary drinks, which can encourage unhealthy habits. In addition, they believe that companies may try to influence what students think about their brand from a very young age.

Guided questions — answer these first, then write your summary.

1. What is the **topic** of the text? (first paragraph) _____
2. What is the main idea of **paragraph 2**? _____
3. What is one more important point in paragraph 2? _____
4. What is the main idea of **paragraph 3**? _____
5. Which **linking words** will you use? (In addition / However / As a result) _____

Now write your answer (4–5 sentences):

TIP In 1.1 never write 'I think' — write the main ideas only.

1.2 Some companies want to advertise their products in schools.

Write an **opinion essay** in which you:

- explain how adverts in schools could affect students
- give your opinion on whether schools should allow advertising, with evidence or examples
- give advice to a school principal who has been offered money by a fast-food company

Write **at least 200 words** in paragraphs.

Guided planning

Paragraph	Guided questions	My notes
Introduction	What is the topic? What is your opinion? Which starter sentence will you use?	
Paragraph 2 — Bullet 1	Write 2–3 ideas for bullet 1. Which example will you give?	
Paragraph 3 — Bullet 2	What is your opinion? Give 2 reasons. Which evidence or example will you use (research, a survey, your experience)?	
Paragraph 4 — Bullet 3	Write 3 pieces of advice. Which 3 different advice phrases will you use?	
Conclusion	Which conclusion sentence will you use? Repeat your opinion in new words.	

✔ Checklist – tick each box when you finish

- ☐ 1.1: I wrote 4–5 sentences with the main idea of every paragraph.
- ☐ 1.1: I used my own words and did not copy whole sentences.
- ☐ 1.1: I did not give my opinion.
- ☐ 1.2: I have 5 paragraphs and at least 200 words.
- ☐ 1.2: I answered all 3 bullet points.
- ☐ 1.2: I gave a clear opinion in the introduction and conclusion.
- ☐ 1.2: I gave at least one example or piece of evidence.
- ☐ 1.2: I used 3 different advice phrases.
- ☐ 1.2: I used at least 6 different linking words.
- ☐ 1.2: I used topic vocabulary (influence, persuade, income / career, experience, flexible…).
- ☐ I checked spelling, capital letters, full stops and verb forms.

TIP Count your words: about 40 words × 5 paragraphs = 200. You need 200+.

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Write your essay here:

Word count: _____

TIP Short correct sentences score better than long sentences with mistakes.

The world of work is changing because of technology, globalization and telecommuting. In the exam you may be asked which skills young people need, whether schools prepare students well, or whether skills matter more than grades — and you will usually need to give advice to a student or friend.

Step 1 — Know your ideas

Area	Ideas you can use
Essential skills	communication · teamwork · adaptability / flexibility · problem-solving · digital skills · time management · creativity · leadership · positive attitude
Why they matter	technology and AI change jobs · less job security · telecommuting · employers want soft skills · globalization · competition for jobs
How to develop them	internship · volunteering · school clubs · group projects · online courses · presenting in class · part-time job · reading
Useful vocabulary	career · occupation · internship · experience · background · shortlisted · flexible · rigid · upgrade skills · workforce

Step 2 — Follow the steps

1. Read the question twice. **Underline the 3 bullet points** and number them 1, 2, 3.
2. Make a quick plan: 3 boxes (one per bullet) with 2–3 ideas from the idea table.
3. Choose a clear opinion. Keep the same opinion until the end.
4. Write the **introduction**: a starter sentence + your opinion.
5. Write **one paragraph for each bullet**: topic sentence → reason → example → result.
6. In the advice paragraph use 3 different advice phrases (You should… / I suggest that you… / If I were you…).
7. Write the **conclusion** with a conclusion sentence from the table.
8. Check with the checklist: 200+ words, all 3 bullets, spelling and verbs.

Step 3 — Useful sentences for this topic

Starter sentences (introduction)	Conclusion sentences
In today's fast-changing world, finding a good job is not easy.	In conclusion, grades open the door, but skills help you walk through it.
It is often said that good grades are all you need to succeed.	To sum up, young people who keep learning will be ready for any career.
Technology is changing the world of work faster than ever before.	All in all, schools and students must work together to develop these skills.
Employers today look for much more than good exam results.	For these reasons, I strongly believe soft skills are as important as grades.
Many students wonder which skills they will need in the future.	If students start preparing today, they will be ready for whatever the future brings.
This essay will discuss the skills young people need and give my opinion.	

Connecting words — and when to use them

Purpose	Words	When to use them	Example
Add a point	Firstly, · In addition, · Moreover, · Also, · Another reason is	When you give another reason for the same opinion.	Adverts are everywhere. **Moreover,** they target teenagers.

TIP Leave the last 5 minutes to check verbs, spelling, capital letters and full stops.

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Contrast	However, · On the other hand, · Although · while	When you show the other side or a different idea.	Adverts give information. **However,** they can mislead us.
Cause / reason	because · since · as · because of + noun	When you explain WHY.	Teamwork matters **because** most jobs involve others.
Result	As a result, · Therefore, · so · This means that	When you show what happens after.	They spend too much. **As a result,** they are broke.
Example / evidence	For example, · For instance, · such as · According to…	When you support your point with a fact or experience.	**For instance,** my cousin did an internship.
Order	Firstly, · Secondly, · Finally, · To begin with,	At the start of paragraphs or points.	**Firstly,** communication is essential.
Advice	You should… · I suggest that you… · If I were you, I would… · It is a good idea to…	In the advice bullet (FL.24).	**I suggest that you** wait 24 hours before buying.
Conclusion	In conclusion, · To sum up, · All in all,	At the start of the last paragraph.	**To sum up,** skills open doors.

Opinion words

Type	Phrases	When to use them
Strong opinion	I strongly believe that… · I am sure that… · There is no doubt that…	In the introduction and conclusion.
Normal opinion	In my opinion, … · In my view, … · I think that… · Personally, I feel…	In the opinion paragraph (bullet 2).
Partial agreement	I partly agree that… · To some extent, … · It is true that…, but…	When both sides have good points.
Evidence (FL.46)	Research shows that… · According to a survey, … · A clear example is…	Straight after your opinion, to prove it.
Advice (FL.24)	You should / ought to… · I would advise you to… · Why don't you…? · Try + -ing	In the advice paragraph (usually bullet 3).

Remember: every body paragraph needs a **reason + example**, and the last bullet usually asks for **advice**.

TIP Learn the fill-in template by heart — it gives you structure marks automatically.

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Step 4 — Model answer

1.1 Read the text. Write the main ideas in your own words. Write 4–5 sentences.

Internships for School Students

In many countries, school students now complete short internships before they graduate. During these internships, students spend one or two weeks working in a real company, hospital or government office.

Supporters say internships are one of the best ways to prepare for the future. Students learn how a workplace operates and practise skills such as communication, teamwork and time management. According to a recent survey, students who completed an internship felt much more confident about choosing their career. Internships can also help students decide which subjects to study at university.

However, some teachers worry that internships take time away from important lessons and exam preparation. They also point out that not all internships are useful; some students are given only simple tasks such as making photocopies. In their view, schools must work closely with companies to make sure that every internship offers real learning.

Model answer 1.1

The text discusses short internships for school students before graduation. Supporters think internships prepare students for the future because they learn how workplaces operate and practise important skills such as communication and teamwork. They also say internships increase students' confidence and help them choose their university subjects. However, some teachers worry that internships reduce time for lessons and exams. They add that some internships offer only simple tasks, so schools must work with companies to ensure students really learn.

Why it works: topic sentence · main idea of each paragraph · own words · linking words · no opinion · 4–5 sentences.

1.2 Many students believe that good grades are all they need to get a good job.

Write an **opinion essay** in which you:

- explain which skills you think are essential for a successful career
- give your opinion on whether skills are more important than grades, with evidence or examples
- give advice to a younger student on how to develop these skills

Write **at least 200 words** in paragraphs.

Model essay (annotated)

It is often said that good grades are all you need to succeed. **However,** in today's changing world of work, I strongly believe that personal skills are just as important as exam results, and sometimes even more important.

Firstly, there are several skills that every young person needs. Communication is essential, because almost every job involves explaining ideas and listening to others. Adaptability is also important, since technology and globalization are changing jobs very quickly. **In addition,** teamwork and problem-solving help employees deal with difficult situations.

In my opinion, skills are more important than grades in many cases. It is true that grades show what a student knows. **However,** according to a recent employer survey, more than 70 percent of companies say that graduates lack soft skills. For example, my cousin was shortlisted for a job together with candidates who had higher marks, but he got the job because he communicated better in the interview.

If you are a younger student, there are many ways to develop these skills. **First,** you should join a club or a sports team to practise teamwork. **Second,** I suggest that you present in class as often as possible to improve your communication. **Finally,** if I were you, I would apply for a summer internship to gain real experience.

TIP Plan for 5 minutes: 3 boxes, one for each bullet. Never start without a plan.

To sum up, good grades can help you get an interview, but skills help you get the job. If students start developing them now, they will be ready for any career.

245 words. Highlighted: opinion · evidence & examples · advice language · **linking words**

Step 5 — Your turn: guided practice

1.1 Read the text. Write the main ideas in your own words. Write 4–5 sentences.

Working from Home: The Future of Work?

Since 2020, millions of people around the world have worked from home for at least part of the week. Telecommuting is now common in jobs such as design, programming and customer service.

Many workers say that telecommuting has improved their lives. They save time and money because they do not travel to the office every day. They can also plan their own time and spend more time with their families. Some companies report that employees who work from home are just as productive as those in the office.

However, telecommuting also brings new challenges. Some workers feel lonely and miss talking to their colleagues. Others find it hard to concentrate because of distractions at home, such as television or family members. Experts say that people who telecommute need strong skills in self-discipline, time management and written communication. In their opinion, schools should help students develop these skills before they enter the workforce.

Guided questions — answer these first, then write your summary.

1. What is the **topic** of the text? (first paragraph) _____
2. What is the main idea of **paragraph 2**? _____
3. What is one more important point in paragraph 2? _____
4. What is the main idea of **paragraph 3**? _____
5. Which **linking words** will you use? (In addition / However / As a result) _____

Now write your answer (4–5 sentences):

TIP Answer ALL 3 bullets — one paragraph for each bullet.

1.2 More and more people work from home using the internet.

Write an **opinion essay** in which you:

- explain which skills people need to work successfully from home
- give your opinion on whether working from home is better than working in an office, with evidence or examples
- give advice to a friend who is starting a job that is mostly online

Write **at least 200 words** in paragraphs.

Guided planning

Paragraph	Guided questions	My notes
Introduction	What is the topic? What is your opinion? Which starter sentence will you use?	
Paragraph 2 — Bullet 1	Write 2–3 ideas for bullet 1. Which example will you give?	
Paragraph 3 — Bullet 2	What is your opinion? Give 2 reasons. Which evidence or example will you use (research, a survey, your experience)?	
Paragraph 4 — Bullet 3	Write 3 pieces of advice. Which 3 different advice phrases will you use?	
Conclusion	Which conclusion sentence will you use? Repeat your opinion in new words.	

✔ Checklist — tick each box when you finish

- ☐ 1.1: I wrote 4–5 sentences with the main idea of every paragraph.
- ☐ 1.1: I used my own words and did not copy whole sentences.
- ☐ 1.1: I did not give my opinion.
- ☐ 1.2: I have 5 paragraphs and at least 200 words.
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- ☐ 1.2: I gave at least one example or piece of evidence.
- ☐ 1.2: I used 3 different advice phrases.
- ☐ 1.2: I used at least 6 different linking words.
- ☐ 1.2: I used topic vocabulary (influence, persuade, income / career, experience, flexible…).
- ☐ I checked spelling, capital letters, full stops and verb forms.

TIP Give a clear opinion in the introduction and repeat it in the conclusion.

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Write your essay here:

Word count: _____

TIP Every body paragraph: reason + example. Use 'For example,' at least twice.

Vocabulary Bank & Practice

The first two tables are the exact words the specification tests in Part 1. The others come from the grammar text theme and the New Interactions Chapters 1–2 — they appear in the reading texts.

Money Talks — specification words

Word	Type	Meaning	Example
broke	adj	having no money	*I can't come to the mall; I'm broke until payday.*
income	n	money you receive from work or other sources	*Her monthly income is 6,000 dirhams.*
make ends meet	phr	to have just enough money to pay for what you need	*Many students work part-time to make ends meet.*
raise capital	phr	to collect money to start or grow a business	*He raised capital from friends to open his café.*
student loan	n	money borrowed to pay for studies, paid back later	*She took a student loan to pay her tuition fees.*
scholarship	n	money given to a student (often for good grades) that is not paid back	*He won a scholarship to study engineering.*
put aside	phr v	to save money for later	*I put aside 100 dirhams every week.*
withdrawal	n	taking money out of a bank account	*There was a withdrawal of 500 dirhams yesterday.*
take risks	phr	to do something that could fail or be dangerous	*Entrepreneurs must take risks to succeed.*
risk-taker	n	a person who is happy to take risks	*Reem is a natural risk-taker.*
influence	v / n	to have an effect on someone's ideas or actions	*Adverts influence what teenagers buy.*
persuade	v	to make someone agree to do something	*The advert persuaded me to buy the phone.*

Nail That Job! — specification words

Word	Type	Meaning	Example
career	n	the jobs you do over your working life	*She wants a career in medicine.*
occupation	n	a job or profession (formal)	*Please write your occupation on the form.*
labor / labour	n	work, especially physical work; workers	*Labour costs are lower in some countries.*
internship	n	a short period of work to gain experience	*I did a six-week internship at a bank.*
adaptability	n	the ability to change to suit new situations	*Adaptability is essential in modern jobs.*
communication	n	sharing information and ideas clearly	*Good communication skills impress employers.*
experience	n	knowledge or skill from doing something	*Do you have any work experience?*
shortlisted	adj	chosen as one of a small group for the final stage	*Only five applicants were shortlisted.*

TIP Learn 5 words a day: say the word, write it, then write your own sentence.

background	n	your education, experience and family history	*His background in IT helped him get the job.*
flexible	adj	able to change easily	*Flexible workers find jobs more easily.*
rigid	adj	not able or willing to change	*A rigid attitude can hold you back.*

Career trends (grammar text words)

Word	Type	Meaning	Example
job security	n	knowing you will not lose your job	*There is less job security today.*
outsourcing	n	paying another company (often abroad) to do work	*Outsourcing reduces costs for companies.*
workforce	n	all the people who work in a country or company	*The UAE has a very international workforce.*
telecommuting	n	working from home using the internet	*Telecommuting saves time spent in traffic.*
globalization	n	the world becoming more connected economically	*Globalization affects jobs everywhere.*
upgrade (skills)	v	to improve	*Workers must upgrade their skills regularly.*
drawback	n	a disadvantage	*The main drawback of the job is the long hours.*

Extra textbook vocabulary — Chapter 1

Word	Type	Meaning	Example
entrepreneur	n	someone who starts a business	*Steve Jobs was a famous entrepreneur.*
start-up	n	a new, small business	*She works for a tech start-up.*
funds	n	money available for a purpose	*The project needs more funds.*
donation	n	money given to help people	*They made a donation to the hospital.*
eligible	adj	meeting the requirements	*Are you eligible for a scholarship?*
sustainable	adj	able to continue for a long time	*A business must be sustainable.*
underprivileged	adj	poorer than most people	*The charity helps underprivileged children.*
pay back	phr v	to return money you borrowed	*I'll pay you back tomorrow.*
cost an arm and a leg	idiom	to be very expensive	*Concert tickets cost an arm and a leg.*
tight budget	n	a small amount of money to spend	*We're on a tight budget this month.*
tuition fees	n	money paid for teaching at a college	*Tuition fees are rising.*
deposit	n / v	money put into an account	*My salary is deposited on the 25th.*
balance	n	the money left in an account	*Check your balance before you shop.*
consumer / consume	n / v	a person who buys / to use up	*Consumers are influenced by adverts.*
identical	adj	exactly the same	*The two products are identical.*
irrational	adj	not based on logic	*Buying because of fear is irrational.*

Extra textbook vocabulary — Chapter 2

Word	Type	Meaning	Example
livelihood	n	the way you earn money to live	*Farming is their livelihood.*
career counselor	n	an adviser who helps people choose jobs	*The career counselor suggested nursing.*

TIP Learn phrases, not single words: make ends meet, put aside money, take risks.

job hopping	n	changing jobs often	*Job hopping is common in IT.*
permanent / temporary	adj	lasting for ever / for a short time	*He wants a permanent post, not a temporary one.*
distract	v	to stop someone concentrating	*Phones distract students.*
workaholism / workaholic	n	being unable to stop working	*Workaholism can damage your health.*
leisure	n	free time	*I have little leisure time.*
passionate	adj	having very strong feelings about something	*Be passionate about your work.*
self-confidence	n	belief in your own ability	*Losing a job can damage self-confidence.*
keep up with	phr v	to stay at the same level as	*Workers must keep up with technology.*
overwork / overdue / overcrowded	prefix over-	too much / late / too many people	*My library book is overdue.*
motivated skills	n	things you are good at and enjoy doing	*Find your motivated skills to find your dream job.*

TIP Decide the part of speech: 'a ___' = noun, 'very ___' = adjective, 'to ___' = verb.

Vocabulary practice

A. Match the words (1–8) with the meanings (a–h).

1. broke	a. working from home online
2. scholarship	b. chosen for the final stage
3. withdrawal	c. money for study you don't pay back
4. shortlisted	d. having no money
5. drawback	e. how you earn money to live
6. rigid	f. taking money out of an account
7. telecommuting	g. not willing to change
8. livelihood	h. a disadvantage

B. Complete the sentences with words from the box.

income · make ends meet · persuade · internship · adaptability · background · put aside · upgrade · outsourcing · job security

1. Many companies are _____ their customer service to other countries.
2. If you _____ 50 dirhams a week, you will have 2,600 dirhams after a year.
3. My _____ in computer science helped me get the job.
4. Her _____ is only 3,000 dirhams a month, so she lives with her parents.
5. During my summer _____, I learned how a real office works.
6. Clever adverts can _____ people to buy things they don't need.
7. There is less _____ today, so workers must be ready to change jobs.
8. With rising prices, many families find it hard to _____.
9. _____ is important because plans in the workplace change quickly.
10. You should _____ your digital skills every year.

C. Word forms. Use the word in capitals to make a word that fits.

1. Good _____ skills are essential. (COMMUNICATE)
2. She is very _____ and can work any hours. (FLEX)
3. Adverts have a strong _____ on teenagers. (INFLUENTIAL)
4. He is a successful _____. (RISK + TAKE)
5. The advert was very _____. (PERSUADE)
6. Some workers are _____ because they never stop. (WORK + -AHOLIC)
7. She has a lot of work _____. (EXPERIENCED)
8. Being able to _____ is a key skill. (ADAPTABILITY)

D. Collocations. Write two phrases for each verb/noun, then write one sentence with each.

make _____ / _____	**take** _____ / _____
raise _____ / _____	**put** _____ / _____
upgrade _____ / _____	**apply** _____ / _____
job _____ / _____	**pay** _____ / _____

TIP Cover the meaning column and test yourself. Tick the words you know.

E. The prefix over-. Write the word.

1. too many people in one place = over_____
2. past the due date = over_____
3. work too much = over_____
4. guess something is bigger than it is = over_____
5. spend too much money = over_____

TIP Make flashcards: word on the front, meaning + example on the back.

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Reading Practice

Five reading texts built on the exam vocabulary — the **bold** words are from the specification list. First learn the question types, then practise.

Question type	What it asks	How to answer	Trap to avoid
Specific information	Find a fact: number, date, name, place.	Underline the key word in the question (e.g. *how much, when, who*). Scan the text for numbers / capital letters. The answer is usually in one sentence.	Two options are often numbers that also appear in the text — check carefully which number goes with which fact.
Detail	Find information explained in one part of the text.	Find the paragraph. Read the sentence before and after. Choose the option that means the same, often with different words (paraphrase).	Options that copy words from the text but change the meaning.
Main points / main idea of a paragraph	What is the whole paragraph about?	Read the first and last sentence of the paragraph. Ask: 'What is the writer's message here?'	Options that are true but only about one small detail.
Inference	The answer is not written directly — you work it out.	Find the sentence the question refers to. Ask: 'What does this show / suggest?' Choose the option that is logical from the text, not from your own opinion.	Options that are your opinion or too extreme (always, never, all).
Mood, tone, attitude (3B)	How does the writer / person feel?	Look for feeling words, jokes, positive or negative adjectives. Useful words: optimistic, pessimistic, critical, humorous, ironic, balanced, regretful, confident.	Choosing a strong emotion (angry) when the text is only slightly negative.
Connecting ideas (3B)	Link the text to another idea, text or real life.	Decide the general message of the text (e.g. 'stereotypes can change'). Choose the option that shows the same message in a new situation.	Options about the same topic word but a different message.
Overall meaning	What is the whole text about / the writer's purpose?	Read the title and the first and last paragraphs. The answer covers the WHOLE text.	Options that are too narrow (one paragraph) or too wide.

5 steps for every reading text: 1. Read the title and questions first. 2. Skim the text for the general idea. 3. For each question, find the paragraph and read it carefully. 4. Cross out the clearly wrong option, then compare the other two with the text. 5. Never leave an answer blank.

TIP Read the questions BEFORE the text and underline the key words.

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R1 The Microloan Revolution

Grade level (like Part 3A)

Read the text and choose the correct answers. Choose A, B or C. (3 marks each)

In 1976, an economics professor in Bangladesh named Muhammad Yunus met a group of women who made bamboo stools. They worked hard every day, yet they remained extremely poor. The problem was that they had to borrow money from local lenders to buy bamboo, and the lenders charged such high interest that almost all of the profit disappeared.

Yunus lent the women 27 dollars from his own pocket. It was a tiny amount, but it helped them **raise capital** and allowed them to buy materials directly and sell their stools at a fair price. All of the women paid him back. Unlike a **student loan** or a bank loan with high interest, this money was easy to pay back. This simple experiment led Yunus to found the Grameen Bank, which gives small loans, known as microloans, to people who cannot get loans from traditional banks.

The idea spread quickly. Today, microlending organisations operate in more than a hundred countries, and millions of borrowers have used microloans to start small businesses, from sewing workshops to mobile phone repair stands. Surprisingly, most borrowers are women, and repayment rates are often higher than at ordinary banks.

In 2006, Yunus and the Grameen Bank received the Nobel Peace Prize for their work. However, microlending is not a perfect solution. Some critics point out that a few organisations have charged high interest rates, and that borrowers can fall into debt if their businesses fail. Others argue that loans alone cannot end poverty without education and healthcare.

Even so, the microloan story shows that people who are willing to **take risks** can change their lives, and how a small amount of money, used wisely, can change lives. It also reminds us that social entrepreneurs can make a profit and help people at the same time.

1 How much money did Yunus first lend the women?

(A) 7 dollars.
(B) 27 dollars.
(C) 270 dollars.

2 When did Yunus receive the Nobel Peace Prize?

(A) 1976.
(B) 1996.
(C) 2006.

3 Why were the women so poor at first?

(A) Lenders charged very high interest.
(B) Nobody wanted to buy their stools.
(C) They could not find bamboo.

4 What does the Grameen Bank do?

(A) It gives small loans to people traditional banks refuse.
(B) It sells bamboo products.
(C) It trains people to become bankers.

5 What is surprising about microloan borrowers?

(A) Most of them are men.
(B) Most of them never repay.
(C) Most of them are women and repay well.

6 What is the main point of paragraph 4?

(A) The Nobel Prize is given to bankers.
(B) Microlending has received praise but also criticism.
(C) Microloans have ended poverty.

7 What can we infer about the professor?

(A) He wanted to become rich.
(B) He worked for a traditional bank.
(C) He believed poor people could be trusted with loans.

8 What is the text mainly about?

(A) The history of Bangladesh.
(B) How to make bamboo stools.
(C) How microloans began and their effects.

TIP Questions follow the order of the text. Find the paragraph, then read slowly.

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R2 Do Brands Really Matter?

Grade level (like Part 3A)

Read the text and choose the correct answers. Choose A, B or C. (3 marks each)

Imagine two T-shirts. They are made in the same factory, from the same cotton, by the same workers. One has a famous logo and costs 250 dirhams; the other has no logo and costs 40. Which would you choose? Surprisingly, many people would pay more than six times the price for the first.

Psychologists say that brands **influence** us because they give us something more than a product. They offer identity. When we wear a certain brand, we are telling others who we are, or who we would like to be. Teenagers are especially sensitive to this, because they are still developing their sense of self and want to feel accepted by their friends.

Brands also save us time. In a supermarket with forty types of shampoo, a familiar name feels safe, so we choose it without comparing every bottle. Marketing experts call this "brand loyalty", and companies spend enormous amounts of money building it, often starting when customers are very young.

In a famous experiment, researchers asked volunteers to taste two cola drinks without seeing the labels. Most preferred one drink. When the labels were shown, many changed their answer and chose the more famous brand. Brain scans showed that seeing the logo activated areas linked to memory and emotion, not taste.

None of this means brands are bad. A well-known brand can be a sign of quality and good customer service. However, smart consumers ask whether they are paying for the product or for the logo. Sometimes the answer is worth the extra money; often, it is not, especially for students who struggle to **make ends meet**.

1 **How much does the T-shirt without a logo cost?**

(A) 25 dirhams.
(B) 40 dirhams.
(C) 250 dirhams.

2 **How many types of shampoo are mentioned in the supermarket example?**

(A) Forty.
(B) Fourteen.
(C) Twenty.

3 **According to psychologists, what do brands offer besides a product?**

(A) Lower prices.
(B) Identity.
(C) Better materials.

4 **Why are teenagers especially sensitive to brands?**

(A) They have more money than adults.
(B) They are developing their identity and want acceptance.
(C) They watch more television.

5 **What happened in the cola experiment when the labels were shown?**

(A) People could not taste any difference.
(B) Many people chose the more famous brand.
(C) Everyone chose the cheaper drink.

6 **What is the main point of paragraph 3?**

(A) Supermarkets sell too many products.
(B) Shampoo is cheaper than it looks.
(C) Familiar brands help us choose quickly, so companies build loyalty.

7 **What can we infer from the brain scans?**

(A) Feelings and memories affected people's choice.
(B) The famous drink tasted better.
(C) The volunteers were tired.

8 **What is the writer's main message?**

(A) Never buy famous brands.
(B) Cola is unhealthy.
(C) Brands affect our choices, so we should think before paying extra.

TIP For numbers and dates, scan for digits — then check the number matches the question.

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R3 The Rise of the Portfolio Career

Beyond grade level (like Part 3B)

Read the text and choose the correct answers. Choose A, B or C. (2 marks each)

For most of the twentieth century, a successful **career** resembled a ladder: you joined an organisation, climbed steadily, and retired with a pension and perhaps a gold watch. For a growing number of young professionals, that image now seems almost quaint. In its place has emerged the "portfolio **career**", in which a person combines several part-time roles, freelance projects and personal ventures simultaneously.

Dana, a 27-year-old from Sharjah, is a typical example. She works three days a week as a marketing assistant, designs logos for small businesses in the evenings, and runs a weekend baking business that she started with a modest loan from her uncle. "People ask when I'll get a real job," she says. "Honestly, this feels more real than anything I've done before."

Advocates argue that portfolio careers offer resilience and suit people who are **flexible** rather than **rigid**. If one source of **income** disappears, the others remain, which is a significant advantage in an economy where job security can no longer be taken for granted. They also allow people to develop a wider range of skills and to pursue interests that a single employer might never value.

Yet the model is not without its costs. Portfolio workers often lack paid holidays and health insurance, and managing several clients requires exceptional organisation. Some admit that the boundaries between work and rest have almost disappeared, raising concerns about burnout and a modern form of workaholism.

Whether portfolio careers represent the future or merely a phase remains a matter of debate. What seems clear is that the skills they demand, including **adaptability**, self-discipline and **communication**, together with broad work **experience**, are increasingly valuable whatever path a person chooses.

1 How many days a week does Dana work as a marketing assistant?

(A) Two.
(B) Three.
(C) Five.

2 How did Dana fund her baking business?

(A) With a bank scholarship.
(B) With a modest loan from her uncle.
(C) With her savings from marketing.

3 Which disadvantage of portfolio careers does the text mention?

(A) Lack of paid holidays and health insurance.
(B) Very low salaries in all jobs.
(C) Too much travel.

4 What is the writer's tone in the final paragraph?

(A) Strongly critical.
(B) Balanced and open-minded.
(C) Excited and enthusiastic.

5 The word "quaint" in paragraph 1 suggests that the ladder image now seems…

(A) modern and exciting.
(B) old-fashioned.
(C) dangerous.

6 What can we infer from Dana's comment "this feels more real"?

(A) She regrets her choices.
(B) She plans to find one full-time job.
(C) She finds her varied work meaningful.

7 How does paragraph 4 connect to ideas about workaholism in Chapter 2?

(A) Both say that working long hours always brings happiness.
(B) Both recommend avoiding part-time work.
(C) Both warn that work can take over personal life and cause stress.

8 What is the text mainly about?

(A) The advantages and risks of combining several jobs.
(B) How to start a baking business.
(C) Why everyone should have three jobs.

TIP Cross out the option that is clearly wrong first. Then compare the last two with the text.

R4 When Fathers Choose Nursery Teaching

Beyond grade level (like Part 3B)

Read the text and choose the correct answers. Choose A, B or C. (2 marks each)

In a bright classroom in Al Ain, twenty four-year-olds are sitting in a circle, singing loudly about the days of the week. Leading them, guitar in hand, is Yousef, one of very few male teachers in early-years education in his city. "The children don't think it's unusual at all," he says with a smile. "It's only adults who look surprised."

Yousef's **career** change was not planned. After eight years in banking, a **career** with a good **income**, he volunteered at his son's nursery during a week of annual leave and realised that he felt more energised by an afternoon of finger painting than by a month of financial reports. Within a year, after a short **internship** at a local school, he had completed a teaching qualification and accepted a significant cut in salary.

His decision raises uncomfortable questions about how societies value different kinds of work. Jobs involving the care of young children are vital, yet they are often poorly paid and regarded as requiring little skill. Some researchers suggest that this is precisely because such work has traditionally been done by women, often without payment, at home.

Interestingly, Yousef's presence appears to benefit more than the children. Colleagues report that parents, particularly fathers, have become more involved in school events since he arrived. One father admitted that he had previously felt like an outsider at the nursery, but now attends every parents' meeting.

Yousef is realistic about the challenges. The salary means his family has had to make careful adjustments, and he still meets people who assume he is the head teacher or the caretaker. Nevertheless, he insists he has never been happier. "I used to manage other people's money," he says. "Now I help shape the people themselves."

1 What did Yousef do before teaching?

(A) He worked in banking.
(B) He was a musician.
(C) He was a caretaker.

2 How did Yousef discover his interest in teaching?

(A) He studied education at university.
(B) He volunteered at his son's nursery.
(C) His manager suggested it.

3 What change have colleagues noticed since Yousef arrived?

(A) Children sing more often.
(B) Fathers are more involved in school events.
(C) More men apply to work at the nursery.

4 How would you describe Yousef's attitude to his career change?

(A) Regretful.
(B) Content and realistic.
(C) Angry and bitter.

5 What can we infer from "It's only adults who look surprised"?

(A) Children do not notice their teachers.
(B) Stereotypes about jobs are learned, not natural.
(C) Adults dislike nursery teachers.

6 According to some researchers, why is childcare often poorly paid?

(A) Because it was traditionally unpaid work done by women.
(B) Because it is easy work.
(C) Because there are too many nursery teachers.

7 Which idea connects Yousef's story to Khalid's or Omar's stories in this pack?

(A) All men should leave banking.
(B) Teaching is better paid than nursing.
(C) Men can succeed in roles traditionally seen as women's work.

8 What is the main idea of the text?

(A) A man's move into early-years teaching and what it shows about how we value care work.
(B) Banking is a stressful career.
(C) How to teach the days of the week.

TIP Be careful with extreme words: always, never, all, only — they are often wrong.

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R5 Saving for the Future: A Student's Story

Grade level (like Part 3A)

Read the text and choose the correct answers. Choose A, B or C. (3 marks each)

When Salem started his first year at college, he was excited about his new freedom. For the first time, he had his own bank account and a monthly **income** from a part-time job at a supermarket. Within two months, however, he was completely **broke**.

"I didn't plan anything," he admits. "I bought a new phone, ate in restaurants with friends and paid for everything by card. I never checked my balance." When he saw a large **withdrawal** from his account for a phone subscription he had forgotten, he realised he needed to change.

Salem's first step was to make a simple budget. He wrote down his **income** and all of his expenses, and he was surprised to see how much he spent on small things like coffee and snacks. Next, he decided to **put aside** 15 percent of everything he earned in a separate savings account. "It was hard at first," he says, "but after a few months it became a habit."

He also stopped letting adverts **persuade** him so easily. Whenever he wanted to buy something, he waited 24 hours to see whether he still wanted it. Most of the time, he didn't.

A year later, Salem had saved enough money to pay for a summer **internship** abroad, which gave him valuable work **experience** and helped him get **shortlisted** for a **scholarship**. He no longer needs a **student loan** for his final year.

Today, he gives talks to new students about managing money. His message is simple: "You don't need a big **income** to **make ends meet**. You just need a plan, a little patience and the courage to say no."

1 What did Salem have for the first time at college?

(A) A car and a credit card.
(B) His own bank account and an income.
(C) A scholarship and a student loan.

2 How much of his income did Salem decide to save?

(A) 5 percent.
(B) 15 percent.
(C) 50 percent.

3 What made Salem realise he needed to change?

(A) A large withdrawal he had forgotten about.
(B) His parents refused to help him.
(C) He lost his part-time job.

4 What did Salem do before buying something new?

(A) He asked his friends.
(B) He compared ten shops.
(C) He waited 24 hours.

5 What did his savings pay for?

(A) A new phone.
(B) A summer internship abroad.
(C) His university fees.

6 What is the main point of paragraph 3?

(A) Coffee is too expensive for students.
(B) Savings accounts are difficult to open.
(C) Making a budget and saving regularly helped Salem.

7 What can we infer from "Most of the time, he didn't"?

(A) Salem never bought anything again.
(B) Many purchases are based on short-term feelings.
(C) Adverts have no effect on students.

8 What is the main message of the text?

(A) Good planning and self-control can help anyone manage money.
(B) Students should not have part-time jobs.
(C) Only people with a high income can save money.

TIP The last question (overall meaning) must cover the WHOLE text, not one paragraph.

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MOCK EXAM 1 | GRADE 12 GENERAL · END OF TERM 1

English Language · Reading & Writing

Name: ..... **Class:** ..... **Score:** ..... / 100

1 Vocabulary — 10 marks

Read the text. Choose the correct word to complete each gap. Choose A, B or C. (2 marks each)

Living on a Student Budget

When Hamad started university, he quickly discovered how hard it is to manage money. His monthly **(1)** _____ came from a small part-time job at a café, and it was rarely enough. By the third week of every month, he was completely **(2)** _____ and had to ask his parents for help.

Hamad realised that he needed a plan. First, he applied for a **(3)** _____ from a local company that supports students with high grades. To his delight, he won it, and it covered half of his tuition fees. Next, he made a simple budget and promised himself that he would **(4)** _____ 200 dirhams every month for emergencies. He stopped buying expensive coffee and began cooking at home with his flatmates.

Slowly, things improved. By the end of the first year, Hamad could finally **(5)** _____ without borrowing from anyone. He says the experience taught him a valuable lesson: it is not how much you earn that matters, but how carefully you spend it.

1	(A) withdrawal	(B) income	(C) capital
2	(A) rich	(B) broke	(C) flexible
3	(A) student loan	(B) withdrawal	(C) scholarship
4	(A) take risks	(B) persuade	(C) put aside
5	(A) raise capital	(B) take risks	(C) make ends meet

2 Grammar — 10 marks

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C. (2 marks each)

The Changing Workplace

The world of work is changing faster than ever before. Today, many traditional jobs **(1)** _____ by machines and computer programs, especially in factories and banks. Globalization, **(2)** _____ connects companies across different continents, has also changed where work is done. For example, customer service is often outsourced to countries where labour costs are lower, and many young people now expect to change jobs several times.

At the same time, technology has created new opportunities. Many employees now enjoy **(3)** _____ from home, and telecommuting has become normal in fields such as design, marketing and programming. However, there is a drawback. Experts say that job security is decreasing, **(4)** _____ companies prefer short-term contracts to permanent posts.

A recent report on the future workforce stated that workers **(5)** _____ to upgrade their skills regularly if they wanted to stay employed. In short, the modern employee must be flexible rather than rigid, and ready to keep learning throughout their whole career, whatever industry they choose to work in.

1	(A) are replacing	(B) are being replaced	(C) is being replaced
2	(A) that	(B) who	(C) which
3	(A) to work	(B) work	(C) working
4	(A) because	(B) although	(C) unless
5	(A) needed	(B) need	(C) needing

TIP Part 1: look for clue words — 'won it' scholarship, 'no money' broke, 'save' put aside.

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3A Reading

24 marks

Read the text and choose the correct answers. Choose A, B or C. (3 marks each)

Why We Buy What We Don't Need

Every day, the average city dweller sees thousands of advertisements: on screens, buses, phones and even shopping bags. Most of us believe that we simply ignore them. However, scientists who study the brain have found that adverts influence us far more than we realise.

One reason is that our brains respond strongly to emotion. When an advert shows a happy family or a successful young person, an area of the brain linked to reward becomes active. We begin to connect the product with that good feeling. In a 2019 study at a European university, 64 percent of volunteers chose a drink they had seen in an emotional advert, even though they could not tell the difference between it and a cheaper brand in a blind taste test.

Advertisers also use our fears. Many adverts for shampoo, phones or cars suggest that without the product we will look old-fashioned or be left behind. Psychologists call this "fear of missing out", and it is especially powerful among teenagers, who care a great deal about how others see them.

Another clever technique is repetition. The more often we see a logo or hear a slogan, the more familiar and trustworthy it seems. This is why large companies spend millions repeating the same short message rather than giving detailed information about their products.

Of course, not all advertising is harmful. Adverts help new businesses reach customers, and public campaigns persuade people to wear seatbelts or save water. The problem appears when people make purchases without thinking and then struggle to make ends meet at the end of the month.

So what can consumers do? Experts recommend waiting 24 hours before buying anything that is not essential. During that time, the emotional effect of the advert fades, and the logical part of our brain has a chance to decide whether we really need it.

1 What percentage of volunteers chose the drink from the emotional advert?

(A) 24 percent
(B) 64 percent
(C) 84 percent

2 How long do experts recommend waiting before buying something that is not essential?

(A) 2 hours
(B) 12 hours
(C) 24 hours

3 What happens in the brain when we see an emotional advert?

(A) We stop noticing the product.
(B) An area linked to reward becomes active.
(C) The logical part of the brain makes the choice.

4 Why do large companies repeat the same short message?

(A) Repetition makes a brand seem familiar and trustworthy.
(B) Detailed information is too expensive to print.
(C) Customers ask for shorter slogans.

5 According to paragraph 3, fear-based adverts suggest that without the product people will…

(A) spend too much money.
(B) lose their jobs.
(C) look old-fashioned or be left behind.

6 What is the main point of paragraph 5?

(A) Advertising has benefits, but it becomes a problem when people buy without thinking.
(B) Public campaigns are the only useful kind of advertising.
(C) New businesses should not spend money on adverts.

7 What can we infer about the volunteers in the taste test?

(A) They always prefer cheaper drinks.
(B) Their choice was based on feelings, not on taste.
(C) They had never seen any adverts before.

8 What is the writer's main purpose?

(A) To persuade readers to stop using their phones.
(B) To compare different brands of drinks.
(C) To explain how adverts affect our choices and how to resist them.

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TIP 3A is worth 24 marks (3 each)! Read the 8 questions first and underline key words.

3B Reading ★

16 marks

Read the text and choose the correct answers. Choose A, B or C. (2 marks each)

Breaking the Mould

When Mariam Al Suwaidi told her family she wanted to become an aircraft engineer, her grandfather laughed and asked whether she would also be flying the plane. Fifteen years later, Mariam leads a team of thirty technicians at one of the region's busiest airports, and her grandfather proudly shows her photograph to every visitor.

Stories like Mariam's are becoming more common, yet the idea that certain occupations "belong" to one gender has proved remarkably persistent. Surveys across several countries reveal that children as young as six already associate nursing and teaching with women, and engineering and construction with men. These assumptions rarely come from direct experience; instead, they are absorbed from films, toys, advertisements and the casual remarks of adults.

The consequences are far from trivial. Employers who recruit from only half of the population inevitably miss talented candidates, and individuals who abandon a career path because it seems "unsuitable" may never discover their true abilities. Interestingly, the barriers work in both directions. Male nurses and kindergarten teachers report that they are frequently asked why they did not choose a "proper" job, a question which their female colleagues seldom hear.

Nevertheless, there are encouraging signs. Many universities now run outreach programmes that introduce girls to robotics and boys to careers in healthcare. Companies, too, are reconsidering how they write job advertisements, having discovered that words such as "competitive" and "dominant" discourage some women from applying, while terms like "supportive" attract a broader range of applicants.

Experts insist that the goal is not to push everyone into non-traditional roles. Rather, it is to ensure that a person's choice of career reflects genuine interest and ability instead of outdated expectations. As Mariam puts it, "Machines don't care who repairs them. They only care whether the job is done properly."

1 **According to the text, where do children's ideas about jobs mainly come from?**

(A) Films, toys, adverts and adults' remarks.
(B) Their own work experience.
(C) Lessons at school.

2 **What do male nurses say they are often asked?**

(A) Why they did not choose a "proper" job.
(B) How much money they earn.
(C) Whether they enjoy working with women.

3 **What have companies discovered about job advertisements?**

(A) Longer adverts attract more applicants.
(B) Women prefer adverts with pictures.
(C) Certain words discourage some people from applying.

4 **What is the writer's attitude towards the future of gender and careers?**

(A) Deeply pessimistic.
(B) Cautiously optimistic.
(C) Completely uninterested.

5 **What can we infer about Mariam's grandfather?**

(A) He still believes engineering is a man's job.
(B) He once worked at the same airport.
(C) He has changed his opinion of her career.

6 **In paragraph 2, the phrase "remarkably persistent" suggests that the idea…**

(A) has disappeared in recent years.
(B) is very difficult to change.
(C) is supported by scientific research.

7 **Which situation best matches the experts' view in the last paragraph?**

(A) A girl studies engineering because she loves designing machines.
(B) A school makes every boy study nursing.
(C) A company hires only women to improve its image.

8 **What is the text mainly about?**

(A) Why engineering is the best career for women.
(B) The history of aircraft engineering in the region.
(C) How gender stereotypes affect career choices, and how this is changing.

TIP 3B is harder — don't panic about difficult words. Answer the detail questions first.

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4 Writing

40 marks

Theme: ***Money Talks | The effects of advertising***

1.1 Read the text. Write the main ideas in your own words. Write 4–5 sentences. **(15 marks)**

Should Advertising Aimed at Children Be Banned?

Children today are surrounded by advertising. On average, a child in the UAE spends more than three hours a day in front of a screen, and much of that time includes adverts for snacks, toys and games. Some countries, such as Sweden and Norway, have already banned television adverts that target children under the age of twelve.

Supporters of a ban argue that young children cannot tell the difference between an advert and normal entertainment. As a result, they believe everything they see and pressure their parents to buy products they do not need. Doctors also point out that many adverts promote unhealthy food, which contributes to rising levels of childhood obesity.

On the other hand, opponents say that a ban would not solve the problem, because children now see most adverts online, where rules are difficult to enforce. They believe it is more effective to teach children how advertising works so that they can make sensible choices. In their view, parents, not governments, should be responsible for what children watch.

What are the main ideas of the text?

TIP 1.1 = main ideas only: The text discusses… / Some people believe… / However, others…

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1.2 Advertising is everywhere in our lives, from television and billboards to social media. **(25 marks)**

Write an **opinion essay** in which you:

- explain how advertising affects young people's spending habits
- give your opinion on whether advertising does more harm than good, supporting it with evidence or examples
- give advice to teenagers on how to avoid being influenced by adverts

Write **at least 200 words** in paragraphs.

Plan: Intro + opinion → Bullet 1 → Bullet 2 → Bullet 3 → Conclusion

TIP Answer all 3 bullets — number them on your plan and tick them when done.

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Word count: _____

TIP Use the 5-paragraph plan: Intro Bullet 1 Bullet 2 Bullet 3 Conclusion.

MOCK EXAM 2 | GRADE 12 GENERAL · END OF TERM 1

English Language · Reading & Writing

Name: ..... **Class:** ..... **Score:** ..... / 100

1 Vocabulary — 10 marks

Read the text. Choose the correct word to complete each gap. Choose A, B or C. (2 marks each)

From Intern to Employee

Last summer, Noura completed a six-week **(1)** _____ at a large engineering company in Abu Dhabi. She was nervous at first because she had very little work **(2)** _____, but her manager was patient and gave her real tasks to do.

Noura soon discovered that technical knowledge was not enough. Good **(3)** _____ skills were just as important, because she had to explain her ideas clearly to colleagues and clients. She also learned the value of **(4)** _____: plans changed almost every day, and she had to adjust quickly to new situations.

At the end of the programme, the company advertised a junior position. Over two hundred students applied, but only eight were **(5)** _____ for an interview. Noura was one of them. Her manager later told her that her positive attitude had impressed everyone. Today, Noura works full-time at the company, and she encourages younger students to apply for similar programmes as early as possible. "You learn things at work that no textbook can teach you," she says.

1	(A) occupation	(B) internship	(C) labor
2	(A) background	(B) experience	(C) career
3	(A) communication	(B) adaptability	(C) income
4	(A) rigid	(B) communication	(C) adaptability
5	(A) shortlisted	(B) persuaded	(C) influenced

2 Grammar — 10 marks

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C. (2 marks each)

Telecommuting: The Future of Work?

Telecommuting, **(1)** _____ means working from home using the internet, is now common in many industries around the world. Every year, thousands of new remote jobs **(2)** _____ on websites and social media. Many employees say they prefer working at home **(3)** _____ they save time and money on commuting. They also enjoy the freedom to plan their own day.

However, some managers are **(4)** _____ worried about productivity and teamwork. In a recent survey, one manager explained that she **(5)** _____ trust her team more when she could see them in the office every day. Others complain that it is harder to build strong relationships online.

Nevertheless, experts expect remote work to keep growing as globalization connects the workforce across borders. Companies can now hire talented people from any country, which means competition for jobs is increasing. Workers who want to succeed in this new world will need to upgrade their digital skills, communicate clearly in writing and stay flexible about how and where they work.

1	(A) who	(B) where	(C) which
2	(A) are advertised	(B) advertise	(C) is advertised
3	(A) because	(B) although	(C) unless
4	(A) extreme	(B) extremes	(C) extremely
5	(A) could	(B) can	(C) will

TIP Part 2: look at the 3 words before and after the gap. Which grammar point is it?

3A Reading

24 marks

Read the text and choose the correct answers. Choose A, B or C. (3 marks each)

Can Money Buy Happiness?

For centuries, people have argued about whether money can make us happy. Today, researchers are finally collecting the evidence needed to answer the question, and the results are more surprising than many people expect.

Studies show that money does matter, up to a point. People who are broke and cannot pay for food, housing or medicine are clearly less happy than those who can. When income rises enough to cover these basic needs, happiness rises too. A well-known study from Princeton University in 2010 suggested that, in the United States, happiness stopped increasing at an income of about 75,000 dollars a year. More recent research argues that the limit may be higher, but almost all experts agree that each extra dirham brings less joy than the one before.

What we do with money seems to matter more than how much we have. Psychologist Elizabeth Dunn found that people feel happier when they spend money on others rather than on themselves. In one experiment, volunteers were given a small amount of cash. Those told to buy a gift or donate the money reported feeling happier at the end of the day than those told to spend it on themselves.

Experiences also beat possessions. A new phone brings excitement for a few weeks, but we quickly get used to it. In contrast, a trip with friends or a cooking course creates memories and stories that we continue to enjoy for years.

Finally, financial security brings peace of mind. People who regularly put aside a small part of their income worry less about the future, even if they earn less than their neighbours.

So, does money talk? It certainly does, but it seems to say different things depending on how wisely we listen.

1 **In which year was the Princeton study carried out?**

(A) 2001
(B) 2010
(C) 2019

2 **According to the Princeton study, at what income did happiness stop increasing?**

(A) About 57,000 dollars a year.
(B) About 75,000 dollars a year.
(C) About 100,000 dollars a year.

3 **What happened to the volunteers who gave their money to others?**

(A) They felt happier at the end of the day.
(B) They regretted their decision.
(C) They asked for more money.

4 **Why do possessions bring less happiness than experiences?**

(A) We quickly get used to them.
(B) They are usually more expensive.
(C) They break easily.

5 **According to paragraph 5, people who save regularly…**

(A) worry less about the future.
(B) earn more than their neighbours.
(C) spend more on others.

6 **What is the main point of paragraph 2?**

(A) Poor people are always unhappy.
(B) Money increases happiness only until basic needs are met.
(C) Americans are happier than other nations.

7 **What does the writer suggest in the final sentence?**

(A) Money is not important at all.
(B) The effect of money depends on how we use it.
(C) Rich people are better listeners.

8 **Which is the best summary of the text?**

(A) Money can only make people unhappy.
(B) Money helps happiness, but how we spend and save it matters most.
(C) Spending on possessions is the key to happiness.

TIP Two questions ask for numbers or facts — scan for digits and names.

3B Reading ★

16 marks

Read the text and choose the correct answers. Choose A, B or C. (2 marks each)

The Stay-at-Home Dad

When Khalid's wife was offered a senior position at a hospital, the couple faced a decision that would have seemed unthinkable to their parents' generation. Someone needed to look after their two young children, and after weeks of discussion, Khalid resigned from his job in sales to become a full-time father.

The reaction from friends was mixed, to say the least. Some admired his courage; others made jokes about him "babysitting" his own children, as if a father caring for his family were simply doing someone a favour. "Nobody ever told my wife she was babysitting," Khalid remarks drily.

Khalid is part of a small but growing group. Research suggests that the number of fathers who stay at home has roughly doubled in several countries over the past twenty years. Economic factors partly explain the trend: in many families, the mother now earns the higher salary, so it makes financial sense for the father to step back. Yet attitudes are changing too. Younger men increasingly say that being closely involved in their children's lives is a measure of success, not a sign of failure.

That is not to say the role is easy. Managing a household involves budgeting, cooking, cleaning, organising appointments and helping with homework, which together can easily add up to sixty hours a week. Khalid admits that he underestimated it. "In sales, I had targets and a clear finishing time. At home, the job never really ends."

Despite the difficulties, he has no regrets. His children are confident and happy, his wife is thriving in her career, and Khalid has discovered skills he never knew he had, from planning meals on a tight budget to calming two arguing toddlers. He believes the real question is not whether a job belongs to a man or a woman, but whether it is done with care.

1 Why did Khalid decide to stay at home?

(A) He lost his job in sales.
(B) His parents asked him to.
(C) His wife was offered a senior job.

2 According to the text, why are more fathers staying at home?

(A) Mothers often earn more, and attitudes are changing.
(B) Governments pay fathers to stay at home.
(C) Sales jobs are disappearing.

3 How many hours a week can managing a household take?

(A) About thirty.
(B) About sixty.
(C) About forty.

4 What is Khalid's tone when he says, "Nobody ever told my wife she was babysitting"?

(A) Dry and slightly ironic.
(B) Angry and aggressive.
(C) Sad and regretful.

5 What can we infer about the couple's parents' generation?

(A) Fathers rarely stayed at home to raise children.
(B) Mothers usually earned higher salaries.
(C) Both parents worked in hospitals.

6 When Khalid says "the job never really ends", he means that housework…

(A) is badly paid.
(B) has no fixed finishing time.
(C) is easier than sales.

7 Which idea from the text links most closely to the chapter question "A man's or a woman's job?"

(A) A job's value depends on how well it is done, not on gender.
(B) Sales is a stressful career.
(C) Children need strict rules.

8 What is the text mainly about?

(A) How to save money on a tight budget.
(B) One father's experience of an unusual role, and changing attitudes to it.
(C) Why mothers should not work in hospitals.

TIP Tone question: is the writer positive, negative or balanced? Look for feeling words.

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4 Writing

40 marks

Theme: ***Nail That Job | Essential skills for your future career***

1.1 Read the text. Write the main ideas in your own words. Write 4–5 sentences. **(15 marks)**

The Skills Employers Really Want

Every year, thousands of graduates leave university with excellent grades, yet many struggle to find a job. According to a 2025 employer survey, more than 70 percent of companies say that graduates lack important "soft skills" such as communication, teamwork and problem-solving.

Employers argue that technical knowledge can be taught quickly in the workplace, but personal qualities take years to develop. A candidate who can listen carefully, explain ideas clearly and stay calm under pressure is often more valuable than one with perfect marks. Adaptability is also essential, because technology is changing jobs faster than ever.

However, some educators believe that this view is unfair to young people. They point out that schools are already overloaded with exams, which leaves little time for projects, debates or work experience. In their opinion, companies should also take responsibility by offering more internships and training programmes. Some schools in the UAE have already started career programmes with local companies. Only when schools and employers work together, they say, will graduates be fully prepared for the world of work.

What are the main ideas of the text?

TIP Read the first sentence of each paragraph — it usually gives the main idea.

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1.2 Many students believe that good grades are all they need to get a good job in the future. **(25 marks)**

Write an **opinion essay** in which you:

- explain which skills you think are essential for a successful future career
- give your opinion on whether schools prepare students well enough for the world of work, with evidence or examples
- give advice to a younger student on how to develop these skills before leaving school

Write **at least 200 words** in paragraphs.

Plan: Intro + opinion → Bullet 1 → Bullet 2 → Bullet 3 → Conclusion

TIP Write at least 200 words. Count them before you finish.

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Word count: _____

TIP Give one example in every body paragraph (your family, your school, the reading texts).

MOCK EXAM 3 | GRADE 12 GENERAL · END OF TERM 1

English Language · Reading & Writing

Name: _____ **Class:** _____ **Score:** _____ / 100

1 Vocabulary — 10 marks

Read the text. Choose the correct word to complete each gap. Choose A, B or C. (2 marks each)

Starting Small

At the age of nineteen, Reem decided to start her own online business selling handmade bags. She had no savings, so she needed to **(1)** _____ before she could begin. She considered taking a **(2)** _____ from the bank, but she was worried about paying it back with interest while she was still studying.

Instead, she entered a competition for young entrepreneurs and won a small grant. Reem knew that starting a business meant she would have to **(3)** _____, but she was confident in her product. Her friends described her as a natural **(4)** _____ who was never afraid of failure.

To sell her bags, Reem used social media to **(5)** _____ customers. She posted short videos showing how each bag was made, and people loved seeing the process. Within a year, she had more than 20,000 followers and regular orders from across the Gulf. "My advice is simple," she says. "Start small, learn from your mistakes and never stop improving."

1	(A) make ends meet	(B) put aside	(C) raise capital
2	(A) scholarship	(B) withdrawal	(C) student loan
3	(A) take risks	(B) be broke	(C) make ends meet
4	(A) risk-taker	(B) employee	(C) consumer
5	(A) persuade	(B) withdraw	(C) shortlist

2 Grammar — 10 marks

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C. (2 marks each)

Outsourcing: Good or Bad?

Outsourcing happens when a company pays another company, often in a different country, to do part of its work. Today, services such as customer support and computer programming **(1)** _____ to countries like India and the Philippines, **(2)** _____ labour is cheaper and the workforce is well educated.

Supporters say outsourcing helps companies reduce costs and offer lower prices to customers. However, critics argue that it can be **(3)** _____ harmful to local workers, who may lose their jobs. One factory worker told reporters that he **(4)** _____ his job for twenty years before it was moved abroad.

At the moment, many governments **(5)** _____ new ways to protect workers, for example by offering free training so that people can upgrade their skills. Most experts agree that globalization cannot be stopped. Instead, workers need to be flexible and ready to learn new skills throughout their careers. Those who refuse to change, they warn, may find it very difficult to stay in work in the future.

1	(A) is often outsourced	(B) often outsource	(C) are often outsourced
2	(A) which	(B) who	(C) where
3	(A) serious	(B) seriousness	(C) seriously
4	(A) has done	(B) had done	(C) does
5	(A) are being encouraged to find	(B) are encouraging finding	(C) encourage to find

TIP Part 2: enjoy / avoid + -ing; need / decide + to. Comma before the gap which / who / where.

3A Reading

24 marks

Read the text and choose the correct answers. Choose A, B or C. (3 marks each)

The Science of Shopping

Have you ever walked into a supermarket to buy milk and left with a full basket? If so, you are not alone. Shops are carefully designed to persuade us to spend more, and much of this design is based on research into the human brain.

Consider the layout of a typical supermarket. Essential items such as milk, bread and eggs are usually placed at the back of the store. To reach them, customers must walk past hundreds of other products, and every shelf is an opportunity to tempt them. Expensive brands are placed at eye level, while cheaper alternatives are often found near the floor, where fewer people look.

Our senses are also targeted. Many supermarkets bake bread on site, not only because it is fresh, but because the smell makes shoppers feel hungry and comfortable. One study found that customers spent around 10 percent more when the store smelled of freshly baked goods. Music plays a role too. Slow, relaxing music encourages people to walk more slowly, and the longer they stay, the more they buy.

Even the trolley has been redesigned. Over the past few decades, trolleys have become significantly larger. Marketing experts explain that a half-empty trolley makes people feel they have not bought enough, so they keep adding items.

Special offers can also be misleading. "Buy two, get one free" sounds generous, but shoppers often end up buying food they cannot finish, and much of it is thrown away.

None of these techniques is illegal, and shops argue that they simply create a pleasant shopping experience. Nevertheless, being aware of them gives consumers more control. Writing a shopping list, eating before you shop and comparing prices on lower shelves are simple ways to protect both your wallet and the environment.

1 Where are essential items such as milk and bread usually placed?

- (A) Near the entrance.
- (B) Next to the checkout.
- (C) At the back of the store.

2 How much more did customers spend when the store smelled of fresh bread?

- (A) Around 10 percent.
- (B) Around 20 percent.
- (C) Around 50 percent.

3 Why are expensive brands placed at eye level?

- (A) Shoppers notice them more easily.
- (B) They are heavier than other products.
- (C) Shop workers can reach them quickly.

4 What effect does slow music have on shoppers?

- (A) It makes them leave the shop quickly.
- (B) It makes them walk slowly and stay longer.
- (C) It makes them feel hungry.

5 Why have supermarket trolleys become larger?

- (A) Families buy more food than before.
- (B) A half-empty trolley makes people want to buy more.
- (C) Customers complained that trolleys were too small.

6 What is the main point of paragraph 5?

- (A) Special offers always save customers money.
- (B) Special offers can lead to buying more than we need.
- (C) Shops should give more free products.

7 Why does the writer mention the environment in the last sentence?

- (A) Because wasted food harms the environment.
- (B) Because supermarkets use too much electricity.
- (C) Because shopping lists are made of paper.

8 What is the writer's main message?

- (A) Supermarkets are breaking the law.
- (B) Shoppers should stop going to supermarkets.
- (C) Shops use clever techniques, but informed shoppers can resist them.

TIP Detail questions: find the right paragraph, then read every word carefully.

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3B Reading ★

16 marks

Read the text and choose the correct answers. Choose A, B or C. (2 marks each)

Jobs Without Labels

Omar remembers the moment his classmates found out he wanted to study nursing. "One of them asked if I'd failed my maths exam," he says, laughing. "In his mind, nursing was something you did if you couldn't become a doctor, and something men simply didn't do."

Ten years on, Omar is a senior nurse in an intensive care unit, and he has little patience for such assumptions. Nursing, he points out, demands an extraordinary combination of scientific knowledge, physical stamina and emotional intelligence. "On a single shift, I might calculate drug doses, lift a patient, and comfort a family who has just received terrible news. None of that is 'women's work' or 'men's work'. It's just work, and it's hard."

Statistics suggest that Omar's experience is still unusual. In many countries, fewer than one in ten nurses is male, while women remain under-represented in fields like engineering and computer science. Researchers argue that this imbalance has less to do with ability than with expectation. When young people rarely see someone like themselves in a profession, they often conclude, consciously or not, that it is not meant for them.

Visibility, therefore, matters enormously. Hospitals that feature male nurses in their recruitment campaigns have reported noticeable rises in applications from young men. Similarly, technology companies that send female engineers to speak in schools find that girls become far more likely to choose science subjects.

Omar now volunteers at careers fairs, where he talks to teenagers about his job. He is honest about the long hours and the stress, but he also describes the satisfaction of watching a critically ill patient walk out of hospital. "If one boy leaves thinking, 'Maybe I could do that,'" he says, "then the day has been worth it."

1 What did Omar's classmate assume about nursing?

- (A) It was a well-paid profession.
- (B) It was a choice for people who could not become doctors.
- (C) It required excellent maths skills.

2 According to Omar, which of these does nursing require?

- (A) Scientific knowledge, physical strength and emotional intelligence.
- (B) Mainly kindness and patience.
- (C) A degree in engineering.

3 What happened when hospitals showed male nurses in their campaigns?

- (A) Fewer women applied.
- (B) More young men applied.
- (C) Nurses' salaries increased.

4 How does Omar react to the old assumptions about nursing?

- (A) He feels embarrassed by them.
- (B) He agrees with some of them.
- (C) He is confident and slightly impatient with them.

5 What can we infer from the phrase "consciously or not" in paragraph 3?

- (A) Young people sometimes reject careers without realising why.
- (B) Young people always think carefully about their careers.
- (C) Researchers do not trust young people's answers.

6 Why does Omar volunteer at careers fairs?

- (A) He is paid by the hospital to recruit nurses.
- (B) He hopes to leave nursing and become a teacher.
- (C) He wants to show boys that nursing could be a career for them.

7 How does the information about female engineers in paragraph 4 connect to Omar's story?

- (A) It shows the opposite problem.
- (B) It proves that engineering is harder than nursing.
- (C) Both show that role models encourage people to enter less traditional careers.

8 What is the main idea of the text?

- (A) Career stereotypes are based on expectation, and visible role models can change them.
- (B) Male nurses earn less than female nurses.
- (C) Nursing is more stressful than engineering.

TIP Inference: the answer is NOT written directly. Ask: what does this phrase suggest?

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4 Writing

40 marks

Theme: ***Money Talks | The effects of advertising***

1.1 Read the text. Write the main ideas in your own words. Write 4–5 sentences. **(15 marks)**

Influencers: Friends or Salespeople?

Social media influencers have become one of the most powerful forms of advertising. In 2025, companies around the world spent more than 30 billion dollars paying influencers to promote their products, and many teenagers say they trust influencers more than traditional adverts.

Supporters of influencer marketing argue that it is more honest and useful than television advertising. Influencers often show how a product works in real life, and followers can ask questions and read other people's comments. For small businesses, it is also a cheaper way to reach young customers.

Critics, however, warn that the line between friendship and selling has become blurred. Followers may feel that an influencer is like a close friend, so they buy whatever he or she recommends without thinking. In addition, not all influencers clearly say when a post is paid for, although laws in the UAE and many other countries now require them to do so. Critics believe young people must learn to question what they see online.

What are the main ideas of the text?

TIP Write only 4–5 sentences, in your own words, with no personal opinion.

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1.2 Many young people follow influencers who regularly promote products on social media. **(25 marks)**

Write an **opinion essay** in which you:

- explain how influencers affect what young people buy
- give your opinion on whether influencer advertising should be more strictly controlled, with evidence or examples
- give advice to a friend who spends too much money because of influencers

Write **at least 200 words** in paragraphs.

Plan: Intro + opinion → Bullet 1 → Bullet 2 → Bullet 3 → Conclusion

TIP Advice bullet: You should… / I suggest that you… / If I were you, I would…

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Word count: _____

TIP Finish with: In conclusion, I strongly believe that...

MOCK EXAM 4 | GRADE 12 GENERAL · END OF TERM 1

English Language · Reading & Writing

Name: ..... **Class:** ..... **Score:** ..... / 100

1 Vocabulary — 10 marks

Read the text. Choose the correct word to complete each gap. Choose A, B or C. (2 marks each)

Choosing a Career Path

Choosing a (1) _____ is one of the most important decisions a young person will make. In the past, many people stayed in the same (2) _____ for their whole lives, often doing the same job as their parents. Today, things are very different.

Career counsellors say that employers now look for people who are (3) _____ and can adapt to change. A worker who is too (4) _____ and refuses to learn new methods may struggle to keep a job. This is because technology is changing the way almost every industry works, from medicine to farming.

Manual (5) _____ is also changing. Many physical tasks in factories and warehouses are now done by robots, so workers need technical skills to operate and repair machines. For this reason, experts advise students to choose subjects they enjoy, but also to keep learning new skills after they leave school. A successful career, they say, is no longer a straight line but a journey with many turns.

1	(A) income	(B) career	(C) background
2	(A) occupation	(B) internship	(C) scholarship
3	(A) rigid	(B) flexible	(C) broke
4	(A) flexible	(B) shortlisted	(C) rigid
5	(A) withdrawal	(B) labor	(C) communication

2 Grammar — 10 marks

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C. (2 marks each)

Job Hopping

In the past, most workers stayed with one employer for many years. Today, however, "job hopping", (1) _____ means changing jobs every two or three years, is becoming more common. Young people in particular seem to enjoy (2) _____ new challenges and different workplaces.

Experts say there are several reasons for this trend. Many people feel there is little reason to stay loyal to one company (3) _____ job security has decreased. In addition, workers who change jobs often receive higher salaries. One career counsellor said that she (4) _____ young clients to move on if they stopped learning in their current role.

However, job hopping also has a drawback. Some employers are (5) _____ cautious about hiring candidates who have changed jobs too often, because they worry these people will leave quickly. For this reason, experts recommend staying in each position long enough to achieve something real. That way, a CV shows not only movement, but also experience, progress and genuine skills.

1	(A) who	(B) which	(C) what
2	(A) trying	(B) to try	(C) try
3	(A) since	(B) unless	(C) although
4	(A) advised	(B) advises	(C) advising
5	(A) quiet	(B) quit	(C) quite

TIP Parts 1 + 2 = 20 marks in about 15 minutes. Don't spend too long on one gap.

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3A Reading

24 marks

Read the text and choose the correct answers. Choose A, B or C. (3 marks each)

Paying for Good Grades

Should parents pay their children for good school results? In many households, the idea seems perfectly reasonable. Adults are paid for their work, so why shouldn't students be rewarded for theirs? However, research suggests that money may not talk as loudly as parents hope.

In a large experiment carried out in several American cities, economist Roland Fryer offered students cash rewards for different achievements. In some schools, students were paid for test scores; in others, they were paid for actions such as reading books or attending class. The total cost of the programme was around 9 million dollars.

The results were surprising. Paying students for test results had almost no effect on their grades. Many students wanted the money, but they did not know how to improve their scores. In contrast, students who were paid for reading books did read more, and their reading skills improved slightly. The lesson seemed to be that rewards work better when they are linked to clear actions that students can control.

Psychologists also warn of a hidden danger. When people are paid for something they already enjoy, their natural interest can decrease. A child who loves reading may start to see it as a job rather than a pleasure, and stop reading when the payments end.

Not all experts are against rewards. Some argue that small rewards can help children build good habits, especially in families where learning has not been a priority. They recommend using praise and privileges, such as extra time with friends, rather than cash.

In the end, the research suggests that money can influence behaviour, but it cannot replace curiosity, effort and support from teachers and parents. These, it seems, are the real keys to success.

1 Who carried out the experiment described in the text?

(A) Psychologist Elizabeth Dunn.
(B) A group of teachers.
(C) Economist Roland Fryer.

2 How much did the programme cost in total?

(A) Around 9 million dollars.
(B) Around 90 million dollars.
(C) Around 900,000 dollars.

3 What happened when students were paid for test scores?

(A) Their grades improved a lot.
(B) Their grades hardly changed.
(C) They stopped attending class.

4 Why did paying for test results not work?

(A) Students did not know how to improve their scores.
(B) The rewards were too small.
(C) Parents did not agree with the idea.

5 Instead of cash, some experts recommend…

(A) expensive gifts.
(B) higher marks.
(C) praise and privileges.

6 What is the main point of paragraph 4?

(A) Children should be paid for reading.
(B) Paying people for things they enjoy can reduce their interest.
(C) Reading is a difficult job for children.

7 What can we infer about the students who were paid for reading?

(A) They already loved reading before the experiment.
(B) Rewards worked because the action was clear and in their control.
(C) They received more money than other students.

8 Which statement best expresses the writer's conclusion?

(A) Money is the best way to motivate students.
(B) Parents should never reward their children.
(C) Money can change behaviour, but real success needs curiosity, effort and support.

TIP Main point of a paragraph = read its first and last sentences.

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3B Reading ★

16 marks

Read the text and choose the correct answers. Choose A, B or C. (2 marks each)

Equal Work, Equal Pay?

Sara and her colleague Faisal joined the same architecture firm on the same day, with identical qualifications and almost identical portfolios. Three years later, during a casual conversation, Sara discovered that Faisal was earning noticeably more than she was. "I wasn't angry at first," she recalls. "I was just confused. Then I started asking questions."

The difference between what men and women earn, known as the gender pay gap, has narrowed considerably over recent decades, but it has not disappeared. Global estimates suggest that women still earn, on average, around 20 percent less than men. Economists are careful to explain that this figure does not always mean that a woman is paid less for exactly the same job. Much of the gap reflects the fact that women are more likely to work part-time, to take career breaks to care for children, and to be concentrated in lower-paid occupations.

Nevertheless, cases like Sara's do exist. Research shows that men are more likely to negotiate their starting salary, and that employers sometimes respond less positively when women do the same. Over time, small differences at the start of a career can grow into large gaps.

The UAE has taken a clear position on the issue. Since 2021, federal law has required equal pay for women and men doing work of equal value, placing the country among a growing number that treat pay equality as a legal right rather than simply a matter of good practice.

Sara eventually raised the matter with her manager, armed with evidence and a calm, professional manner. Her salary was adjusted within a month. She now encourages younger colleagues to research typical salaries before interviews. "Knowing your worth," she says, "isn't arrogance. It's preparation."

1 How did Sara learn that Faisal was earning more?

- (A) Her manager told her.
- (B) She read a company report.
- (C) She found out during a casual conversation.

2 According to economists, part of the pay gap exists because women are more likely to…

- (A) refuse to work in architecture.
- (B) change jobs frequently.
- (C) work part-time or take career breaks.

3 What has UAE federal law required since 2021?

- (A) That women work part-time.
- (B) That all salaries are made public.
- (C) Equal pay for work of equal value.

4 How would you describe Sara's attitude when she spoke to her manager?

- (A) Emotional and aggressive.
- (B) Nervous and uncertain.
- (C) Calm, prepared and professional.

5 What can we infer from the phrase "I started asking questions"?

- (A) Sara wanted to change her career.
- (B) Sara decided to find out the reason for the difference.
- (C) Sara did not trust Faisal.

6 What does Sara mean by "Knowing your worth isn't arrogance"?

- (A) It is sensible, not rude, to understand what your work is worth.
- (B) People should not talk about money at work.
- (C) Confident people always earn more.

7 How does the research in paragraph 3 connect to Sara's story?

- (A) It shows that Sara made a mistake.
- (B) It explains how a gap like hers can begin at the start of a career.
- (C) It proves that Faisal negotiated unfairly.

8 What is the text mainly about?

- (A) How to become an architect.
- (B) The gender pay gap, its causes, and how one woman dealt with it.
- (C) Why men are better at negotiation.

TIP Connecting ideas: choose the situation that has the SAME message as the text.

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4 Writing

40 marks

Theme: ***Nail That Job | Essential skills for your future career***

1.1 Read the text. Write the main ideas in your own words. Write 4–5 sentences. **(15 marks)**

Is a University Degree Still Essential?

For many years, a university degree was seen as the safest route to a good job. Today, however, more employers are questioning this belief. Several large technology companies have removed the degree requirement from many of their job advertisements, and they now focus on skills and experience instead.

Those who support this change argue that degrees are expensive and take years to complete, while technology changes very quickly. They believe that online courses, apprenticeships and internships can teach practical skills faster and more cheaply. They also say that removing degree requirements gives talented people from poorer backgrounds a fairer chance.

On the other hand, many experts insist that university still offers important benefits. Students learn to think critically, research independently and manage their time, which are skills that employers value highly. In addition, professions such as medicine, law and engineering will always require formal qualifications. In their view, the best approach is to combine a degree with real work experience, so that graduates have both knowledge and practical skills.

What are the main ideas of the text?

TIP Leave out small details, numbers and examples.

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1.2 The world of work is changing quickly because of technology and artificial intelligence. **(25 marks)**

Write an **opinion essay** in which you:

- explain which skills young people will need most for jobs in the future
- give your opinion on whether these skills are more important than qualifications, supporting your view with evidence
- give advice to students on how they can prepare for future careers while still at school

Write **at least 200 words** in paragraphs.

Plan: Intro + opinion → Bullet 1 → Bullet 2 → Bullet 3 → Conclusion

TIP Answer all 3 bullets — number them on your plan and tick them when done.

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Word count: _____

TIP Use the 5-paragraph plan: Intro Bullet 1 Bullet 2 Bullet 3 Conclusion.

MOCK EXAM 5 | GRADE 12 GENERAL · END OF TERM 1

English Language · Reading & Writing

Name: _____ **Class:** _____ **Score:** _____ / 100

1 Vocabulary — 10 marks

Read the text. Choose the correct word to complete each gap. Choose A, B or C. (2 marks each)

The Power of Persuasion

Advertisers are experts at changing how we think. Their main goal is to **(1)** _____ us to buy products, sometimes products we do not really need. To do this, they study human behaviour very carefully.

One common method is to use famous people. When a popular footballer or singer recommends a product, fans are more likely to buy it. Celebrities have a strong **(2)** _____ on young people in particular, who often want to copy their lifestyle.

Advertising can also affect our finances. Some young people spend so much on fashion and gadgets that they are **(3)** _____ before the end of the month. Others use credit cards and make a large **(4)** _____ from their savings every time they see a special offer.

However, advertising is not always negative. Entrepreneurs who want to **(5)** _____ for a new business often use adverts to attract investors. Good adverts can also share useful information about new services. The key, experts say, is to be a smart consumer: think carefully, compare prices and ask yourself whether you truly need the product.

1	(A) withdraw	(B) risk	(C) persuade
2	(A) influence	(B) income	(C) internship
3	(A) flexible	(B) broke	(C) shortlisted
4	(A) scholarship	(B) background	(C) withdrawal
5	(A) take risks	(B) raise capital	(C) make ends meet

2 Grammar — 10 marks

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C. (2 marks each)

Robots in the Workforce

Artificial intelligence is changing the global workforce at an amazing speed. Right now, thousands of robots **(1)** _____ in warehouses, hospitals and even restaurants around the world. Some people fear **(2)** _____ their jobs to machines, while others see exciting new opportunities for people who are ready to change.

Most simple, repetitive tasks **(3)** _____ by machines in modern factories. However, experts say that jobs **(4)** _____ require creativity, empathy and complex communication are much harder to automate. Nurses, teachers and designers, **(5)** _____ work involves understanding people, are unlikely to be replaced soon.

Machines may be fast and accurate, but they still cannot understand feelings. The best response, according to career advisers, is to upgrade your skills regularly. Workers who learn to use new technology will be more valuable, not less. Rather than competing with machines, they say, humans should learn to work alongside them. In short, the future belongs to those who stay flexible and curious, and who are willing to keep learning long after they leave school or university.

1	(A) are being installed	(B) are installing	(C) is being installed
2	(A) to lose	(B) lose	(C) losing
3	(A) are done	(B) do	(C) is done
4	(A) who	(B) where	(C) which
5	(A) whose	(B) who	(C) which

TIP Read the full text once before answering — the title tells you the topic.

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3A Reading

24 marks

Read the text and choose the correct answers. Choose A, B or C. (3 marks each)

The Pain of Paying

Not long ago, buying something meant opening your wallet, counting out notes and watching your money disappear. Today, a quick tap of a card or phone is enough. This change has made shopping faster and more convenient, but scientists believe it is also changing the way our brains think about money.

Researchers at Carnegie Mellon University have described something they call "the pain of paying". When we hand over cash, an area of the brain connected to physical pain becomes active. This small, unpleasant feeling acts as a natural brake on spending. With contactless payments, however, the feeling is much weaker, because we never actually see the money leave.

The evidence for this effect is growing. In a well-known experiment at MIT, students were invited to bid for tickets to a sports match. Those who were told they had to pay by card offered roughly twice as much as those who had to pay in cash. Other studies have found that people buying fast food with cards order more items and less healthy food.

"Buy now, pay later" services may increase the problem further. These apps allow shoppers to divide a purchase into several small payments. Because each payment seems small, the total cost feels less real, and some young people end up owing money to several companies at once.

Experts do not suggest that we should return to using only cash. Digital payments are safer in many ways and help businesses operate efficiently. Instead, they recommend tools that make spending visible again: setting monthly limits in banking apps, checking your balance every day, or keeping a simple record of every purchase. By making the pain of paying a little stronger, we can make smarter financial decisions.

1 **At which university did researchers describe "the pain of paying"?**

(A) Carnegie Mellon University.
(B) MIT.
(C) Princeton University.

2 **In the MIT experiment, how much did card-paying students offer compared to cash-paying students?**

(A) About twice as much.
(B) About half as much.
(C) About the same.

3 **What happens in the brain when we pay with cash?**

(A) We feel more excited about the purchase.
(B) An area connected to pain becomes active.
(C) The brain stops controlling spending.

4 **Why do "buy now, pay later" services increase spending?**

(A) They charge very high interest.
(B) They are only available to young people.
(C) Small payments make the total cost feel less real.

5 **Which tool do experts recommend?**

(A) Setting monthly limits in banking apps.
(B) Paying only with cash.
(C) Avoiding banking apps.

6 **What is the main point of paragraph 3?**

(A) Sports tickets are too expensive for students.
(B) Evidence shows people spend more when paying by card.
(C) Fast food is healthier when paid for with cash.

7 **What does the writer mean by "a natural brake on spending"?**

(A) A machine used in shops.
(B) A rule made by banks.
(C) Something that stops us from spending too much.

8 **What is the writer's main purpose?**

(A) To persuade readers to stop using cards.
(B) To advertise a new banking app.
(C) To explain how digital payments affect spending and how to control it.

TIP Inference: the answer is not written directly — choose what the text suggests.

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3B Reading ★

16 marks

Read the text and choose the correct answers. Choose A, B or C. (2 marks each)

Who Runs the Kitchen?

In homes across the world, cooking has traditionally been regarded as women's work. Yet walk into the kitchen of almost any famous restaurant, and the picture changes dramatically. Despite decades of progress, the overwhelming majority of head chefs in top restaurants are men, a contradiction that many in the industry find increasingly hard to justify.

Chef Layla Haddad, who runs a highly praised restaurant in Dubai, has thought about this paradox for years. "At home, cooking was seen as a duty, something unpaid and expected," she explains. "Once it became a respected, well-paid profession with status and awards, men suddenly dominated it." She is careful not to blame individuals, pointing instead to a culture that has historically rewarded long, unpredictable hours, physical toughness and a rather aggressive atmosphere.

That culture is beginning to shift. A new generation of chefs, both male and female, is questioning whether brilliant food really requires sixteen-hour shifts and shouting. Some restaurants have introduced fixed schedules and mentoring programmes, and report that staff stay longer and make fewer mistakes. Layla's own kitchen operates a four-day week, which she says has improved creativity rather than reducing it.

Change is also visible in training. Culinary schools in the region now report that roughly half of their students are women, a figure that would have been unimaginable a generation ago. Many of them say they were inspired by female chefs they watched online. Whether these graduates will reach the very top remains to be seen, but the signs are promising.

For Layla, the goal is simple. "A kitchen should be judged by what comes out of it," she says. "Nobody tasting a perfect dish asks whether a man or a woman made it."

1 **According to the text, who are most head chefs in top restaurants?**

(A) Men.
(B) Women.
(C) Equal numbers of men and women.

2 **What change has Layla made in her own kitchen?**

(A) She hires only women.
(B) She introduced a four-day week.
(C) She closed the restaurant at weekends.

3 **What do culinary schools in the region now report?**

(A) Fewer students want to become chefs.
(B) About half of their students are women.
(C) Most students are from abroad.

4 **What is Layla's attitude towards the men who dominate the industry?**

(A) She is fair and focuses on the culture rather than individuals.
(B) She blames them personally.
(C) She admires the aggressive atmosphere.

5 **What can we infer from "men suddenly dominated it"?**

(A) Men are naturally better cooks.
(B) Women stopped cooking at home.
(C) Status and money attracted men to professional cooking.

6 **The phrase "remains to be seen" in paragraph 4 suggests that…**

(A) nobody knows yet what will happen.
(B) the result is already clear.
(C) the graduates have failed.

7 **Which idea in the text connects with research on workaholism in Chapter 2?**

(A) Long, stressful hours do not necessarily produce better work.
(B) Chefs should work as many hours as possible.
(C) Mentoring makes staff leave sooner.

8 **What is the main idea of the text?**

(A) Restaurants in Dubai are the best in the world.
(B) How to become a chef in four days.
(C) A contradiction about gender in cooking, and how kitchen culture is changing.

TIP Overall meaning: choose the option that covers the whole text, not just one example.

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4 Writing

40 marks

Theme: ***Money Talks | The effects of advertising***

1.1 Read the text. Write the main ideas in your own words. Write 4–5 sentences. **(15 marks)**

Advertising and Consumerism

Modern advertising encourages people to buy more than ever before. Each year, global spending on advertising is more than 1 trillion dollars, and the average person is exposed to thousands of commercial messages every day. Many experts link this constant advertising to a culture of consumerism, in which people believe that buying new things will make them happier.

Critics argue that this has serious effects. Consumers are encouraged to replace phones, clothes and gadgets before they are worn out, which creates huge amounts of waste. Many people also borrow money or use credit cards to keep up with the latest trends, which can lead to debt and stress.

However, advertising also has positive effects on society. It helps businesses grow, which creates jobs and supports the economy. It informs consumers about new products and allows them to compare prices. Some adverts even promote positive behaviour, such as recycling or healthy eating. The challenge, therefore, is to enjoy the benefits of advertising without becoming a victim of it.

What are the main ideas of the text?

TIP Change words to paraphrase: buy → purchase, important → essential, help → support.

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1.2 Some people say that advertising makes us buy things we do not really need. **(25 marks)**

Write an **opinion essay** in which you:

- explain how advertising can affect people's lifestyles and the environment
- give your opinion on whether this statement is true, supporting it with evidence or examples
- give advice to consumers on how to make smart choices when they see adverts

Write **at least 200 words** in paragraphs.

Plan: Intro + opinion → Bullet 1 → Bullet 2 → Bullet 3 → Conclusion

TIP Write at least 200 words. Count them before you finish.

Word count: _____

TIP Give one example in every body paragraph (your family, your school, the reading texts).

MOCK EXAM 6 | GRADE 12 GENERAL · END OF TERM 1

English Language · Reading & Writing

Name: _____ **Class:** _____ **Score:** _____ / 100

1 Vocabulary — 10 marks

Read the text. Choose the correct word to complete each gap. Choose A, B or C. (2 marks each)

Getting Ready for Your First Interview

Being **(1)** _____ for a job interview is exciting, but it can also be stressful. Preparation is the key to success. First, research the company carefully and think about how your **(2)** _____ matches the job. For example, if you studied business or did volunteer work, explain how this has prepared you for the role.

Next, think about your **(3)** _____. Even if you have never had a full-time job, you may have useful experience from school projects, part-time work or clubs. Employers also value personal qualities. Many interviewers ask questions to test your **(4)** _____, such as how well you explain ideas and listen to others.

Finally, remember that modern workplaces change quickly. Show that you are **(5)** _____ and happy to learn new things. Interviewers often ask about a time when you had to adapt to a difficult situation, so prepare a short example. With careful preparation, a positive attitude and a smile, you will give yourself the best chance of getting the job.

1	(A) persuaded	(B) shortlisted	(C) withdrawn
2	(A) income	(B) labor	(C) background
3	(A) experience	(B) scholarship	(C) withdrawal
4	(A) influence	(B) communication	(C) occupation
5	(A) flexible	(B) rigid	(C) broke

2 Grammar — 10 marks

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C. (2 marks each)

Upgrading Your Skills

In today's job market, a qualification is only the beginning. New software **(1)** _____ almost every week, so many skills become out of date within a few years. As a result, workers need **(2)** _____ their skills throughout their careers.

Fortunately, there are many ways to do this. Online courses, **(3)** _____ are often free or cheap, allow people to study at their own speed. Many companies also offer training programmes, **(4)** _____ they know that a skilled workforce is more productive.

A recent report on the workforce found that employees who learn new skills are much more likely to receive promotions. One manager said that she **(5)** _____ always choose a curious, flexible employee over one with perfect qualifications but a rigid attitude. Her advice to young people was clear: never stop learning. Whether you read articles, watch tutorials or attend workshops, every new skill makes you more valuable, more confident and better prepared for the changes that are coming in the future.

1	(A) releases	(B) is releasing	(C) is released
2	(A) upgrading	(B) to upgrade	(C) upgrade
3	(A) who	(B) that	(C) which
4	(A) unless	(B) because	(C) although
5	(A) would	(B) will	(C) can

TIP Try each option in the gap and read the sentence in your head. Which sounds right?

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3A Reading

24 marks

Read the text and choose the correct answers. Choose A, B or C. (3 marks each)

Teenagers and Money

How well do teenagers understand money? According to a recent international study by the OECD, the answer is: not as well as they should. The study tested the financial knowledge of thousands of 15-year-olds in more than twenty countries and found that around one in five could not make even simple decisions about everyday spending.

This matters because young people are handling money earlier than ever. Many teenagers now have their own bank cards, shop online and use payment apps. Some earn an income from part-time jobs or online activities. Without basic financial skills, they may fall into debt, waste their savings or become easy targets for scams.

Interestingly, the study found that students who discussed money with their parents at least once a week performed much better than those who did not. Having a bank account also helped, because it gave students real experience of managing a balance and keeping track of deposits and withdrawals.

Schools are starting to respond. In the UAE, financial literacy has been introduced into the national curriculum, and students learn about budgeting, saving and the difference between needs and wants. Some schools organise projects in which students run a small business for a term, so they learn how to raise capital, set prices and calculate profit.

Experts say the most important lesson is to build good habits early. A simple rule, such as putting aside 20 percent of any money you receive, can make a huge difference over time. Learning to wait before buying, comparing prices and asking "Do I really need this?" are also valuable skills.

Money, after all, is a tool. Those who learn to use it wisely as teenagers are far more likely to make ends meet and achieve their goals as adults.

1 How old were the students tested in the OECD study?

(A) 13.
(B) 15.
(C) 18.

2 What percentage of any money received does the simple rule suggest saving?

(A) 10 percent.
(B) 20 percent.
(C) 50 percent.

3 Which students performed better in the study?

(A) Those who had part-time jobs.
(B) Those who discussed money with their parents weekly.
(C) Those who shopped online most often.

4 Why did having a bank account help students?

(A) It gave them real experience of managing money.
(B) It gave them extra money to spend.
(C) It allowed them to borrow money.

5 What do students learn in school business projects?

(A) How to apply for scholarships.
(B) How to raise capital, set prices and calculate profit.
(C) How to become social media influencers.

6 What is the main point of paragraph 2?

(A) Part-time jobs are bad for teenagers.
(B) Online shopping is dangerous.
(C) Teenagers handle money early, so they need financial skills.

7 What can we infer from the phrase "easy targets for scams"?

(A) People without financial knowledge can be tricked more easily.
(B) Teenagers are good at spotting dishonest offers.
(C) Scams only happen in banks.

8 Which is the best title for the text?

(A) Why Teenagers Should Not Have Bank Cards
(B) The Importance of Financial Literacy for Young People
(C) How to Start a Business at School

TIP Spend about 25 minutes on 3A. Every question is 3 marks — don't rush.

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3B Reading ★

16 marks

Read the text and choose the correct answers. Choose A, B or C. (2 marks each)

Men at the Front of the Classroom

Ask a group of children to draw a primary school teacher, and most will draw a woman. It is hardly surprising: in many countries, more than 85 percent of primary teachers are female, and in some schools, a child can pass through six years of education without ever being taught by a man.

Educational researchers are divided about how much this matters. Some argue that the gender of a teacher has little impact on learning; what counts is skill, patience and enthusiasm. Others maintain that a more balanced workforce benefits everyone, particularly children who do not have a positive male role model at home. Both sides agree, however, that the shortage itself reveals something about how society values the job.

Ahmed, who has taught Grade 2 for six years, has encountered the stereotypes first-hand. At his first parents' evening, one mother assumed he was the head teacher; another asked, only half joking, whether he was "between proper jobs". "People seem to believe that caring for young children requires some special feminine instinct," he says. "It doesn't. It requires training, energy and genuine interest in how children think."

Low status and modest salaries are frequently cited as reasons why fewer men apply, although these factors affect women just as much. Some education departments have begun targeted campaigns, highlighting the creativity and responsibility the role involves rather than presenting it as gentle or nurturing work alone.

Ahmed believes the most persuasive argument is the work itself. "Every year, I watch children go from struggling to read to devouring books," he says. "I can't think of a more important job, or one that's more fun." He pauses. "Well, maybe on a Friday afternoon, the fun part is debatable."

1 What percentage of primary teachers are female in many countries?

- (A) More than 50 percent.
- (B) More than 85 percent.
- (C) Exactly 100 percent.

2 What did one mother assume about Ahmed at his first parents' evening?

- (A) That he was a student teacher.
- (B) That he was the head teacher.
- (C) That he was another parent.

3 What do some education departments now highlight in their campaigns?

- (A) Higher salaries for men.
- (B) The creativity and responsibility of the job.
- (C) Shorter working hours.

4 What is the tone of Ahmed's final comment about Friday afternoons?

- (A) Bitter and tired.
- (B) Light-hearted and humorous.
- (C) Formal and serious.

5 What can we infer from the comment "between proper jobs"?

- (A) Some people do not see primary teaching as a real career for men.
- (B) Ahmed was looking for another job.
- (C) Teachers in Ahmed's school work part-time.

6 According to the text, why might low salaries not fully explain the shortage of male teachers?

- (A) Because salaries for teachers are very high.
- (B) Because men do not care about money.
- (C) Because women receive the same low salaries and status.

7 Which situation is most similar to Ahmed's experience?

- (A) A doctor is paid a high salary.
- (B) A student chooses to study maths.
- (C) A woman engineer is asked if she is the secretary.

8 What is the text mainly about?

- (A) The shortage of male primary teachers and the stereotypes behind it.
- (B) How to teach children to read.
- (C) Why teachers should earn more money.

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TIP If you are stuck, move on and come back later. Never leave a blank.

4 Writing

40 marks

Theme: ***Nail That Job | Essential skills for your future career***

1.1 Read the text. Write the main ideas in your own words. Write 4–5 sentences. **(15 marks)**

Teamwork or Independence?

In almost every single job advertisement today, employers ask for candidates who are "good team players". Modern projects are often complex, and they require people with different skills to work together. A 2024 survey of managers found that teamwork was the second most important skill they looked for, after communication.

Supporters of teamwork say that groups produce better ideas because members can share knowledge and check each other's work. Working in a team also helps people develop patience, listening skills and respect for different opinions, which are valuable in any career.

However, some experts warn that the ability to work independently is just as important. With the growth of telecommuting, many employees now work alone at home for most of the week. They need self-discipline, time-management skills and the confidence to make decisions without a manager watching them. These experts believe that schools should give students opportunities to develop both kinds of skills, through group projects as well as independent research tasks.

What are the main ideas of the text?

TIP 1.1 = main ideas only: The text discusses… / Some people believe… / However, others…

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1.2 Employers today look for much more than good exam results when they choose new employees.

~~(25 marks)~~

Write an **opinion essay** in which you:

- explain which personal skills are most important in the workplace and why
- give your opinion on whether personal skills are more important than qualifications, with evidence or examples
- give advice to a friend who is preparing for their first job interview

Write **at least 200 words** in paragraphs.

Plan: Intro + opinion → Bullet 1 → Bullet 2 → Bullet 3 → Conclusion

TIP Advice bullet: You should… / I suggest that you… / If I were you, I would…

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Word count: _____

TIP Finish with: In conclusion, I strongly believe that...

Answer Key

Mock Exam 1

Part 1 Vocabulary (2 marks each)

1 B income	**2 B** broke	**3 C** scholarship	**4 C** put aside	**5 C** make ends meet

Part 2 Grammar (2 marks each)

Answer	Correct form	Why
1 B	are being replaced	Present continuous passive: jobs (plural) + are being + past participle.
2 C	which	Non-defining relative clause (between commas) about a thing: which. Never 'that' after a comma.
3 C	working	enjoy + -ing.
4 A	because	Subordinating conjunction of reason.
5 A	needed	Reported speech: 'stated that' moves 'need' back to 'needed'.

Part 3A Reading (3 marks each)

1 B	2 C	3 B	4 A	5 C	6 A	7 B	8 C
Specific information	Specific information	Detail	Detail	Detail	Main points	Inference	Overall meaning

Part 3B Reading (2 marks each)

1 A	2 A	3 C	4 B	5 C	6 B	7 A	8 C
Detail	Detail	Detail	Mood, tone and attitude	Inference	Inference	Connecting ideas	Overall meaning

Part 4 Writing — 1.1 Main ideas to include (15 marks)

- Children spend many hours in front of screens and see a lot of advertising; some countries have banned adverts for under-12s.
- People who support a ban say young children cannot recognise adverts, so they believe them and ask parents for unnecessary things.
- Doctors add that adverts for unhealthy food are linked to childhood obesity.
- People against a ban say it would not work because most adverts are online and hard to control.
- They think education about advertising and parental responsibility are better solutions.

Part 4 Writing — 1.2 Marking points (25 marks)

Bullets to cover:

1. explain how advertising affects young people's spending habits
2. give your opinion on whether advertising does more harm than good, supporting it with evidence or examples
3. give advice to teenagers on how to avoid being influenced by adverts

Award marks for: all 3 bullets answered · clear opinion · reasons + evidence/examples · advice language · paragraphs with topic sentences · range of linking words · topic vocabulary · 200+ words · accuracy.

Model essay

Nowadays, advertising is everywhere, from television to the phones in our pockets. In my opinion, **although** adverts can be useful, they do more harm than good, especially to young people.

To begin with, advertising has a strong influence on teenagers' spending habits. Adverts often show celebrities and influencers with the latest phones and trainers, so young people feel they must buy the same products to fit in. **As a result,** many teenagers spend their pocket money on things they do not really need and are broke before the end of the month.

TIP Mark your mock honestly, then write down every question type you got wrong.

From my point of view, the harm is greater than the benefit. It is true that adverts give us information about new products. **However,** research shows that adverts target our emotions and fears rather than our logic. For example, a European study found that most volunteers chose a drink they had seen in an emotional advert, even though they could not taste any difference. This shows that adverts persuade us without us noticing.

So what can teenagers do? **First,** I would advise them to wait 24 hours before buying anything that is not essential. **Second,** they should make a budget and put aside some money every week. **Finally,** it is a good idea to unfollow accounts that make them want to spend.

In conclusion, advertising will not disappear, but we can control how much it controls us. If we think before we buy, we will save money and make smarter choices.

243 words

Mock Exam 2

Part 1 Vocabulary (2 marks each)

1 B internship	**2 B** experience	**3 A** communication	**4 C** adaptability	**5 A** shortlisted

Part 2 Grammar (2 marks each)

Answer	Correct form	Why
1 C	which	Non-defining relative clause about a thing (telecommuting): which.
2 A	are advertised	Present simple passive with a plural subject: are + past participle.
3 A	because	Reason: because.
4 C	extremely	Adverb of degree before an adjective: extremely worried.
5 A	could	Reported speech: 'I can trust' becomes 'she could trust'.

Part 3A Reading (3 marks each)

1 B Specific information	**2 B** Specific information	**3 A** Detail	**4 A** Detail	**5 A** Detail	**6 B** Main points	**7 B** Inference	**8 B** Overall meaning

Part 3B Reading (2 marks each)

1 C Detail	**2 A** Detail	**3 B** Detail	**4 A** Mood, tone and attitude	**5 A** Inference	**6 B** Inference	**7 A** Connecting ideas	**8 B** Overall meaning

Part 4 Writing — 1.1 Main ideas to include (15 marks)

- Many graduates with good grades cannot find jobs because they lack soft skills.
- Employers say technical skills are quick to learn at work, but personal qualities such as communication and calmness take longer to build.
- Being able to adapt is very important because technology is changing jobs.
- Some teachers think this is unfair because exams leave schools little time to teach these skills.
- They believe companies should offer internships and training, and work together with schools.

Part 4 Writing — 1.2 Marking points (25 marks)

Bullets to cover:

1. explain which skills you think are essential for a successful future career
2. give your opinion on whether schools prepare students well enough for the world of work, with evidence or examples
3. give advice to a younger student on how to develop these skills before leaving school

Award marks for: all 3 bullets answered · clear opinion · reasons + evidence/examples · advice language · paragraphs with topic sentences · range of linking words · topic vocabulary · 200+ words · accuracy.

Model essay

It is often said that good grades are all you need to get a good job. **However,** in today's changing world, I strongly believe that personal skills are just as important as exam results.

TIP Wrong in Part 2? Go back to the Grammar section and redo that point's practice.

Firstly, there are several skills that are essential for a successful career. Communication is the most important, because every job involves explaining ideas and listening to others. Adaptability is also vital, since technology is changing jobs faster than ever. **In addition,** teamwork and problem-solving help employees deal with difficult situations at work.

In my view, schools do not prepare students well enough for the world of work. Most lessons focus on exams, which leaves little time for projects, debates or work experience. For example, according to a recent survey, more than 70 percent of employers say that graduates lack soft skills. **On the other hand,** some schools are starting to offer career programmes, which is a positive step.

If I were a younger student, I would start developing these skills now. I suggest that you join a club or volunteer, because this builds teamwork and confidence. You should also try presenting in class to improve your communication. **Finally,** it is a good idea to apply for a summer internship to gain real experience.

To sum up, grades open the door, but skills help you walk through it. Only by developing both will students be truly ready for their future careers.

234 words

Mock Exam 3

Part 1 Vocabulary (2 marks each)

1 C raise capital	**2 C** student loan	**3 A** take risks	**4 A** risk-taker	**5 A** persuade

Part 2 Grammar (2 marks each)

Answer	Correct form	Why
1 C	are often outsourced	Present simple passive, plural subject (services): are + past participle.
2 C	where	Non-defining relative clause about a place: where.
3 C	seriously	Adverb of degree before an adjective: seriously harmful.
4 B	had done	Reported speech: 'I have done' moves back to 'had done'.
5 A	are being encouraged to find	Present continuous passive + encourage + to-infinitive.

Part 3A Reading (3 marks each)

1 C	2 A	3 A	4 B	5 B	6 B	7 A	8 C
Specific information	Specific information	Detail	Detail	Detail	Main points	Inference	Overall meaning

Part 3B Reading (2 marks each)

1 B	2 A	3 B	4 C	5 A	6 C	7 C	8 A
Detail	Detail	Detail	Mood, tone and attitude	Inference	Inference	Connecting ideas	Overall meaning

Part 4 Writing — 1.1 Main ideas to include (15 marks)

- Influencers are now a very powerful kind of advertising, with huge amounts of money spent on them, and teenagers often trust them.
- Supporters think influencer adverts are more honest and helpful because they show real use and allow questions.
- They are also cheaper for small businesses.
- Critics say followers treat influencers like friends and buy without thinking.
- Some influencers hide paid posts, so young people need to think critically about online content.

Part 4 Writing — 1.2 Marking points (25 marks)

Bullets to cover:

1. explain how influencers affect what young people buy
2. give your opinion on whether influencer advertising should be more strictly controlled, with evidence or examples
3. give advice to a friend who spends too much money because of influencers

Award marks for: all 3 bullets answered · clear opinion · reasons + evidence/examples · advice language · paragraphs with topic sentences · range of linking words · topic vocabulary · 200+ words · accuracy.

TIP Compare your essay with the model: did you answer all 3 bullets and give advice?

Model essay

Have you ever bought something just because an influencer recommended it? Today, millions of young people follow influencers who promote products every day. In my opinion, influencer advertising should be more strictly controlled.

To begin with, influencers have a huge effect on what young people buy. Followers often see influencers as friends, so they trust their recommendations without thinking. For instance, when a popular influencer shows a new skincare product, it often sells out within hours. Many teenagers feel that they must own the same things in order to fit in.

From my point of view, stricter rules are necessary. **Although** some influencers are honest, others do not clearly say when a post is paid for. This means that followers cannot tell the difference between a real opinion and an advert. In fact, laws in the UAE already require influencers to declare adverts, which shows that the government sees this as a real problem. **However,** these rules must be checked more carefully.

If my friend spent too much money because of influencers, I would give them some advice. **First,** I would recommend unfollowing accounts that make them feel they need to buy things. **Second,** they should always wait a day before buying. **Finally,** why don't they make a monthly budget and track every purchase?

In conclusion, influencers are powerful, and with power comes responsibility. Stronger control and smarter consumers will protect young people's money and confidence.

236 words

Mock Exam 4

Part 1 Vocabulary (2 marks each)

1 B career	**2 A** occupation	**3 B** flexible	**4 C** rigid	**5 B** labor

Part 2 Grammar (2 marks each)

Answer	Correct form	Why
1 B	which	Non-defining relative clause about a thing: which.
2 A	trying	enjoy + -ing.
3 A	since	Subordinating conjunction of reason: since (= because).
4 A	advised	Reported speech: past reporting verb, so 'advise' becomes 'advised'.
5 C	quite	Adverb of degree: quite cautious.

Part 3A Reading (3 marks each)

1 C Specific information	**2 A** Specific information	**3 B** Detail	**4 A** Detail	**5 C** Detail	**6 B** Main points	**7 B** Inference	**8 C** Overall meaning

Part 3B Reading (2 marks each)

1 C Detail	**2 C** Detail	**3 C** Detail	**4 C** Mood, tone and attitude	**5 B** Inference	**6 A** Inference	**7 B** Connecting ideas	**8 B** Overall meaning

Part 4 Writing — 1.1 Main ideas to include (15 marks)

- A degree used to be seen as the best way to get a good job, but some companies no longer require one and focus on skills instead.
- Supporters say degrees cost a lot and take time, while courses, apprenticeships and internships teach practical skills more quickly.
- They also believe this is fairer for people from poorer families.
- Others argue that university develops thinking, research and time-management skills.
- Some jobs, like medicine and law, still need degrees, so the best option is a degree plus work experience.

Part 4 Writing — 1.2 Marking points (25 marks)

Bullets to cover:

TIP Copy 3 good phrases from each model essay into your notebook and use them next time.

1. explain which skills young people will need most for jobs in the future
2. give your opinion on whether these skills are more important than qualifications, supporting your view with evidence
3. give advice to students on how they can prepare for future careers while still at school

Award marks for: all 3 bullets answered · clear opinion · reasons + evidence/examples · advice language · paragraphs with topic sentences · range of linking words · topic vocabulary · 200+ words · accuracy.

Model essay

In today's fast-changing world, technology and artificial intelligence are transforming almost every job. In my view, the skills young people need for the future are now even more important than their qualifications.

Firstly, young people will need strong digital skills, because nearly every career now uses technology. **Secondly,** creativity and problem-solving will be essential, since machines can already do many simple, repetitive tasks. **Furthermore,** communication and adaptability will help workers cooperate with others and adjust when their jobs change.

I am convinced that these skills matter more than qualifications. **Although** a degree is still necessary for jobs such as medicine and law, many large companies have removed degree requirements and now focus on skills and experience. For example, technology firms often hire people who have completed short online courses. This shows that employers care more about what you can do than about the certificate on your wall.

So how can students prepare while they are still at school? I would advise them to take free online courses to upgrade their digital skills. They should also join school projects and clubs to practise teamwork and leadership. **In addition,** it is a good idea to do an internship during the summer, as this gives real work experience.

All in all, qualifications may open the first door, but skills will keep you employed. If students start preparing today, they will be ready for whatever the future brings.

234 words

Mock Exam 5

Part 1 Vocabulary (2 marks each)

1 C persuade	**2 A** influence	**3 B** broke	**4 C** withdrawal	**5 B** raise capital

Part 2 Grammar (2 marks each)

Answer	Correct form	Why
1 A	are being installed	Present continuous passive (right now, plural): are being + past participle.
2 C	losing	fear + -ing (fear losing).
3 A	are done	Present simple passive, plural subject: are done.
4 C	which	Defining relative for things uses which/that; here 'jobs which require'. (Revise relative pronouns.)
5 A	whose	Non-defining relative clause showing possession: whose work.

Part 3A Reading (3 marks each)

1 A Specific information	**2 A** Specific information	**3 B** Detail	**4 C** Detail	**5 A** Detail	**6 B** Main points	**7 C** Inference	**8 C** Overall meaning

Part 3B Reading (2 marks each)

1 A Detail	**2 B** Detail	**3 B** Detail	**4 A** Mood, tone and attitude	**5 C** Inference	**6 A** Inference	**7 A** Connecting ideas	**8 C** Overall meaning

Part 4 Writing — 1.1 Main ideas to include (15 marks)

- Huge amounts are spent on advertising, and people see many adverts every day, which encourages consumerism.
- Critics say adverts push people to replace things too soon, creating a lot of waste.
- They also say people borrow money to follow trends, leading to debt and stress.

TIP Your score improves most when you study your mistakes, not when you do more tests.

- On the positive side, advertising supports businesses, jobs and the economy, and gives consumers useful information.
- Some adverts encourage good habits, so people should benefit from adverts without being controlled by them.

Part 4 Writing — 1.2 Marking points (25 marks)

Bullets to cover:

1. explain how advertising can affect people's lifestyles and the environment
2. give your opinion on whether this statement is true, supporting it with evidence or examples
3. give advice to consumers on how to make smart choices when they see adverts

Award marks for: all 3 bullets answered · clear opinion · reasons + evidence/examples · advice language · paragraphs with topic sentences · range of linking words · topic vocabulary · 200+ words · accuracy.

Model essay

Nowadays, we see thousands of adverts every day on our phones, on billboards and on television. Some people say that advertising makes us buy things we do not really need, and I completely agree with this statement.

Advertising has a great effect on people's lifestyles. Adverts encourage us to replace our phones, clothes and gadgets every year, even when they still work well. **As a result,** many people borrow money or use credit cards to keep up with trends, which leads to debt and stress. **Moreover,** this culture of consumerism harms the environment, because millions of old products end up as waste.

In my opinion, the statement is true. Advertisers use clever techniques, such as celebrities, emotional music and special offers, to persuade us. For instance, supermarket offers like "buy two, get one free" often make shoppers buy food that they later throw away. **On the other hand,** some adverts are useful, because they give information and support businesses. **However,** I believe the negative effects are greater.

To make smart choices, I would recommend that consumers ask themselves, "Do I really need this?" before buying. They should also compare prices and read reviews instead of believing the advert. **Finally,** it is a good idea to set a monthly budget in a banking app.

In conclusion, advertising does push us to buy more than we need. If we become smarter consumers, we can protect both our wallets and our planet.

239 words

Mock Exam 6

Part 1 Vocabulary (2 marks each)

1 B shortlisted	**2 C** background	**3 A** experience	**4 B** communication	**5 A** flexible

Part 2 Grammar (2 marks each)

Answer	Correct form	Why
1 C	is released	Present simple passive: software (uncountable, singular) is released by companies.
2 B	to upgrade	need + to-infinitive.
3 C	which	Non-defining relative clause (commas) about a thing: which.
4 B	because	Reason: because.
5 A	would	Reported speech: 'I will always choose' becomes 'she would always choose'.

Part 3A Reading (3 marks each)

1 B	2 B	3 B	4 A	5 B	6 C	7 A	8 B
Specific information	Specific information	Detail	Detail	Detail	Main points	Inference	Overall meaning

Part 3B Reading (2 marks each)

1 B	2 B	3 B	4 B	5 A	6 C	7 C	8 A
Detail	Detail	Detail	Mood, tone and attitude	Inference	Inference	Connecting ideas	Overall meaning

TIP Mark your mock honestly, then write down every question type you got wrong.

Part 4 Writing — 1.1 Main ideas to include (15 marks)

- Employers often ask for good team players, and a survey showed teamwork is the second most important skill after communication.
- Supporters say teams create better ideas because people share knowledge and check each other's work.
- Teamwork also builds patience, listening skills and respect.
- Other experts say working independently is equally important, especially with more people working from home.
- Independent workers need self-discipline and time management, so schools should develop both skills.

Part 4 Writing — 1.2 Marking points (25 marks)

Bullets to cover:

1. explain which personal skills are most important in the workplace and why
2. give your opinion on whether personal skills are more important than qualifications, with evidence or examples
3. give advice to a friend who is preparing for their first job interview

Award marks for: all 3 bullets answered · clear opinion · reasons + evidence/examples · advice language · paragraphs with topic sentences · range of linking words · topic vocabulary · 200+ words · accuracy.

Model essay

When employers choose new employees today, they look for much more than good exam results. In my opinion, personal skills are now more important than qualifications in the workplace.

The most important personal skill is communication, because every employee needs to share ideas clearly and listen to colleagues and customers. Teamwork is also essential, since most modern projects are too complex for one person. **In addition,** time management and self-discipline are vital, especially for people who telecommute and work alone at home.

I strongly believe that these skills matter more than qualifications. Qualifications show what you know, but personal skills show how you work with others. According to a 2024 survey, managers ranked communication and teamwork as the two most important skills they look for. For example, my cousin was shortlisted for an engineering job against candidates with higher grades, and he got the job because he performed better in the group interview.

If my friend were preparing for their first job interview, I would give them three pieces of advice. **First,** they should research the company carefully. **Second,** I suggest that they prepare examples of times they worked in a team or solved a problem. **Finally,** they had better arrive early, dress smartly and smile.

To sum up, good grades can help you get an interview, but personal skills help you get the job. For these reasons, students should develop both while they are still at school.

238 words

TIP Wrong in Part 2? Go back to the Grammar section and redo that point's practice.

Grammar practice answers

Practice 1: Verb patterns: verb + to-infinitive / verb + -ing

1. to start
2. to buy
3. writing
4. borrowing
5. to pay
6. to apply
7. working
8. to make

Practice 2: Present simple passive

1. Most payments are made by card today.
2. Internships are offered to final-year students.
3. A statement is sent (by the bank) every month.
4. Many simple tasks are done by machines.
5. Teenagers are targeted on social media (by advertisers).
6. Workers are paid at the end of the month.

Practice 3: Present continuous passive

1. is being built
2. are being moved
3. is being checked
4. are being held
5. are being replaced
6. are being encouraged

Practice 4: Non-defining relative clauses

1. Steve Jobs, who was a famous entrepreneur, started Apple.
2. Online shopping, which is very convenient, encourages people to spend more.
3. Abu Dhabi, where my brother works, has many international companies.
4. Khalid, whose wife is a doctor, stays at home.
5. My internship, which lasted six weeks, taught me a lot.
6. Omar, who is a nurse, volunteers at careers fairs.

Practice 5: Reported speech

1. Jeff said (that) he was broke.
2. The manager told me (that) they wanted to offer me the job.
3. Sara said (that) she would put aside some money.
4. Ali explained (that) he had never had an internship.
5. The interviewer asked if/whether I could work flexible hours.
6. She asked me why I wanted that job.

Practice 6: Adverbs of degree

1. extremely
2. too
3. enough
4. absolutely
5. slightly
6. highly

Practice 7: Subordinating conjunctions

1. Although
2. unless
3. so that
4. before
5. because
6. While

Exam practice A — The Gig Economy

1 B which · **2 B** are offered · **3 A** working · **4 A** extremely · **5 C** had to

Exam practice B — Women in Technology

1 B because · **2 A** are being organised · **3 C** who · **4 C** to study · **5 B** had changed

Extra reading answers

R1 The Microloan Revolution

1 B	2 C	3 A	4 A	5 C	6 B	7 C	8 C
Specific information	Specific information	Detail	Detail	Detail	Main points	Inference	Overall meaning

TIP Compare your essay with the model: did you answer all 3 bullets and give advice?

R2 Do Brands Really Matter?

1 B	2 A	3 B	4 B	5 B	6 C	7 A	8 C
Specific information	Specific information	Detail	Detail	Detail	Main points	Inference	Overall meaning

R3 The Rise of the Portfolio Career

1 B	2 B	3 A	4 B	5 B	6 C	7 C	8 A
Detail	Detail	Detail	Mood, tone and attitude	Inference	Inference	Connecting ideas	Overall meaning

R4 When Fathers Choose Nursery Teaching

1 A	2 B	3 B	4 B	5 B	6 A	7 C	8 A
Detail	Detail	Detail	Mood, tone and attitude	Inference	Inference	Connecting ideas	Overall meaning

R5 Saving for the Future: A Student's Story

1 B	2 B	3 A	4 C	5 B	6 C	7 B	8 A
Specific information	Specific information	Detail	Detail	Detail	Main points	Inference	Overall meaning

Vocabulary practice answers

A. Matching

1 d · **2** c · **3** f · **4** b · **5** h · **6** g · **7** a · **8** e

B. Gap fill

1 outsourcing · **2** put aside · **3** background · **4** income · **5** internship · **6** persuade · **7** job security · **8** make ends meet · **9** Adaptability · **10** upgrade

C. Word forms

1 communication · **2** flexible · **3** influence · **4** risk-taker · **5** persuasive · **6** workaholics · **7** experience · **8** adapt

D. Collocations (examples)

make ends meet / a profit / a decision / an impression · **take** risks / a loan / a break / responsibility · **raise** capital / money / prices · **put** aside money / forward an idea · **upgrade** skills / software · **apply** for a job / for a scholarship / for a loan · **job** security / hopping / interview / hunting · **pay** back a loan / attention / a fee

E. Prefix over-

1 overcrowded · **2** overdue · **3** overwork · **4** overestimate · **5** overspend

Writing practice answers (guided practice)

Topic 1 — The Effects of Advertising — 1.1 "Should Schools Allow Advertising?" points to include

- Some schools let companies advertise in exchange for money for resources.
- Supporters say schools need money and advertising can pay for equipment without asking parents.
- They also say a few more adverts make little difference because students already see many.
- However, many parents and teachers think school should be free from persuasion to buy things.
- They worry about unhealthy food adverts and companies influencing young children.

Topic 2 — Essential Skills for Your Future Career — 1.1 "Working from Home: The Future of Work?" points to include

- Since 2020, many people work from home, especially in jobs like design and programming.
- Workers say it saves time and money and gives them more family time.
- Some companies find that home workers are as productive as office workers.
- However, some people feel lonely or find it hard to concentrate because of distractions.
- Experts say telecommuters need self-discipline, time management and communication skills, which schools should teach.

1.2 practice essays: mark with the checklist and compare with the model essay for the same topic.

TIP Copy 3 good phrases from each model essay into your notebook and use them next time.

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