

دليل تقييم مهارات لنهاية الفصل



تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ← المناهج الإماراتية ← الصف الثاني عشر العام ← لغة انجليزية ← الفصل الأول ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 2026-10-21 17:30:11

ملفات اكتب للمعلم اكتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل
منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس

المزيد من مادة
لغة انجليزية:

إعداد: Khazaleh Hekmat

التواصل الاجتماعي بحسب الصف الثاني عشر العام



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

دليل تقييم مهارات لنهاية الفصل

1

كتيب شرح وتدريبات وفق الهيكل الوزاري المنهج الجديد المسار العام

2

الدليل الإرشادي (الهيكل الوزاري) للقواعد المقررة في الامتحان النهائي المستوى 8.1 المسار العام

3

مقرر نهاية الفصل الدراسي الأول للقواعد والوظائف اللغوية المستوى 8.1

4

مخطط تقييم المقرر 8.1 LEVEL PLANNER ASSESSMENT ENGLISH

5

تحميل تطبيق المناهج للهواتف الذكية

تطبيق المناهج على Play Google (أندرويد)

تطبيق المناهج على Store App (آبل)

وَمَا نَيْلُ الْمَطَالِبِ بِالتَّمَنَّى
وَلَكِنْ تَوْخِذُ الدُّنْيَا غَلَاظًا

THE

ASSESSMENT PLANNER

End-of-Term 1 · 2026 – 2027 · CEFR B2.1 → B2.2

GRADE
12
GENERAL

Read smarter. Write stronger. Score higher.

Q1 · Q2

Writing

Narrative and descriptive
essay templates & 4 full
practice essays

40 marks

PART 1

Vocabulary

20 key academic words
in context & 11 new
puzzle exercises

10 marks

PART 2

Grammar

Focus on advanced
tenses, modal verbs, and
direct speech

10 marks

3A · 3B

Reading

8 longer texts · 60 deep
comprehension questions
and 20 critical thinking tasks

40 marks

Money Talks · Consumerism in the brain

Nail That Job! · A Man's or a Woman's Job?

PREPARED BY

Dr. HEKMAT KHAZALEH

Ph.D. in Linguistics



Email: Hekmat1977@yahoo.com

Tel: 0543011441



Dr. HEKMAT KHAZALEH



English Teacher & Head of Department	مدرس/ رئيس قسم اللغة الانجليزية	
UAE Teaching License (Pedagogy & Specialization)	رخصة معلم/ الامارات العربية المتحدة/ تربوي + اختصاص	
Doctorate in Linguistics (Ph.D.)	دكتوراه اللغويات / جامعة مالايا / كوالالمبور	
 Universiti Malaya: 56th worldwide QS World University Rankings 2027 جامعة مالايا – المرتبة 56 عالمياً		
Master Degree in Linguistics	ماجستير اللغويات / جامعة آل البيت/ الأردن	
Bachelor Degree in English	بكالوريوس اللغة الانجليزية/ جامعة مؤتة / الأردن	
Bachelor Degree in Military Science	بكالوريوس العلوم الادارية و العسكرية/ جامعة مؤتة/ الأردن	
Researcher & Writer	باحث و مؤلف	
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Email: Hekmat1977@yahoo.com Tel: 0543011441		

CONTENTS

Term 1 · 2026–2027 · Grade 12 General · Stage 8 · CEFR B2.1

- **Writing Task 1** Main ideas in your own words · 2 frames · 4 texts with model answers
- **Writing Task 2** Opinion essay · template · 4 model essays (200+ words)
- **Vocabulary** 23 target words (Arabic · English) · 11 practice mazes
- **Grammar** 7 rules from the specifications · 11 practice mazes
- **Reading Task 1** Money Talks: Consumerism and the human brain · 5 texts × 8 MCQs
- **Reading Task 2** Nail that Job: A Man's or a Woman's Job? · 5 texts × 8 MCQs
- **Answer Keys** Every answer key, together on the last two pages

How to use this planner: Learn the word bank and the grammar rules first, then do the mazes and reading tests under exam time. In every multiple-choice question the correct answer is a paraphrase (synonym) of the text, while wrong options reuse real words from the text – read for meaning, not for matching words.

Exam Blueprint – End-of-Term 1 Specifications

Question	Spec part	Theme	Task	Construct limits	Marks
Q1 Writing	Part 4 (1.1)	Essential Skills for Your Future Career · The Effects of Advertising	Write the main ideas in your own words (4–5 sentences)	1 text of 180 words that states facts and presents arguments	15
Q2 Writing	Part 4 (1.2)	Same theme as Q1	Opinion essay, 3 prompts (FL.46 · FL.16 · FL.24)	At least 200 words in paragraphs	25
Q Vocabulary	Part 1	Money Talks · Nail That Job!	MC gap-fill (A, B, C)	170 words (±10%), 5 gaps	10
Q Grammar	Part 2	Career trends in a changing world	MC gap-fill (A, B, C)	Expository, 170 words, 5 gaps	10
Q Reading 3A	Part 3A	Consumerism and the human brain	Multiple choice (A, B, C)	Expository B2.1, 300–330 words, 8 Qs	24
Q Reading 3B	Part 3B	A Man's or a Woman's Job?	Multiple choice (A, B, C)	Expository B2.2, 300–330 words, 8 Qs	16

Totals: Reading 60 · Writing 40 · Exam 100 (SwiftAssess)

PART 4 · QUESTION 1.1

WRITING TASK 1*Main ideas in your own words · Essential Skills · The Effects of Advertising***4**

practice texts

2

answer frames

4–5

sentences

15

marks

Focus: Find the main facts and arguments, then say them in your own words – never copy whole sentences from the text.

IN THIS PART

- Answer frames A and B
- Useful language: FL.46 · FL.16 · FL.24
- 4 practice texts with model answers

WRITING TASK 1 · MAIN IDEAS

Part 4 · Question 1.1 · 15 marks · 4–5 sentences in your own words

Task: Read the text. What are the main ideas of the text? Write them in your own words. Write 4–5 sentences.

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

Frame A

The text mainly discusses First, it explains that In addition, the writer states that Moreover, ... Finally, the writer argues that

Frame B

According to the passage, ... is an important issue. The writer presents several facts, such as and The writer also argues that In addition, ... Overall, the main idea is that

Useful language – FL.46 · FL.16 · FL.24

Evidence-based argument (FL.46)	Expressing opinion (FL.16)	Giving advice (FL.24)
According to research, ... · Studies show that ... · For example, ... · This is supported by ... · As a result, ...	In my opinion, ... · I strongly believe that ... · From my point of view, ... · It seems to me that ... · I agree / disagree that ...	You should ... · It is a good idea to ... · I would advise you to ... · If I were you, I would ... · Why don't you ...?

Q1 Writing · Text 1: Soft Skills: The Key to Employment

Theme: Nail that Job! · Essential Skills for Your Future Career · ≈ 173 words

Many students believe that good grades are all they need to find a job. However, research shows that employers increasingly look for soft skills such as communication, teamwork and problem-solving. According to a survey by LinkedIn, most hiring managers say that soft skills are just as important as technical knowledge, and many find these skills hard to find in young applicants.

There are clear reasons for this. Modern workplaces depend on teams, and a brilliant engineer who cannot explain her ideas or listen to others may slow everyone down. In addition, technology is changing jobs so quickly that the ability to learn and adapt is now more valuable than any single qualification. Machines can calculate, but they cannot yet show empathy, lead a team or solve unexpected problems creatively.

The good news is that soft skills can be developed. Volunteering, joining clubs, taking part in debates and doing part-time work all help young people practise them. Students who build these skills early will have a clear advantage when they enter the job market.

Q1 Writing What are the main ideas of the text? Write them in your own words. Write 4–5 sentences. (15 marks)

Model answer (Frame A)

The text mainly discusses the importance of soft skills for finding a job. First, it explains that employers now value abilities like communication and teamwork as much as academic results. In addition, the writer states that modern jobs depend on teamwork and change fast, so adaptability matters more than a single certificate. Moreover, people can still do things that machines cannot, such as leading and showing understanding. Finally, the writer argues that young people can develop these skills through volunteering, clubs and part-time jobs.

Q1 Writing · Text 2: Digital Skills for Every Job

Theme: Nail that Job! · Essential Skills for Your Future Career · ≈ 170 words

Twenty years ago, digital skills were mainly needed by programmers and engineers. Today, almost every occupation requires them. Nurses update patient records on tablets, farmers use apps to check soil and weather, and shop assistants manage stock with computer systems. Studies by the European Commission suggest that around nine in ten jobs now need at least basic digital skills.

The writer believes that schools must respond to this change. Students should not only learn how to use technology but also how to use it safely and responsibly. Skills such as protecting personal data, judging whether online information is reliable and working with digital tools in teams are essential for every career, not just technical ones.

Furthermore, digital skills can open doors. Young people who can create websites, edit videos or analyse data can find freelance work while they study, earning income and experience at the same time. Those who ignore technology, on the other hand, risk being left behind in a job market that is becoming more digital every year.

Q1 Writing What are the main ideas of the text? Write them in your own words. Write 4–5 sentences. (15 marks)

Model answer (Frame B)

According to the passage, digital skills have become necessary in almost all jobs. The writer presents several facts, such as nurses, farmers and shop workers all using technology, and research showing that most jobs need basic computer skills. The writer also argues that schools should teach students to use technology safely, check online information and work with digital tools. In addition, these skills help young people earn money and gain experience through freelance work. Overall, the main idea is that people without digital skills may fall behind in the modern job market.

Q1 Writing · Text 3: How Advertising Shapes Young Shoppers

Theme: Money Talks · The Effects of Advertising · ≈ 174 words

Advertising is everywhere in young people's lives. Teenagers see adverts on social media, in games, on billboards and even in the videos they watch for school. Some studies estimate that a young person may see thousands of advertising messages every week, many of them designed specifically for their age group.

Advertisers understand what teenagers care about. Adverts often suggest that owning the latest phone, trainers or clothes will make young people more popular, attractive or confident. Because teenagers are still developing their identity, these messages can strongly influence their choices and their self-esteem. Some young people spend money they do not have, while others feel unhappy when they cannot afford the products their friends own.

However, advertising also has positive effects. It informs people about new products, supports free websites and apps, and sometimes spreads useful messages about health and safety. The writer argues that the solution is not to ban advertising but to teach young people to think critically about it, so that they can enjoy its benefits without being controlled by it.

Q1 Writing What are the main ideas of the text? Write them in your own words. Write 4–5 sentences. (15 marks)

Model answer (Frame A)

The text mainly discusses how advertising affects teenagers' spending and feelings. First, it explains that young people are exposed to a huge number of adverts every day through many different media. In addition, the writer states that adverts link products to popularity and confidence, which can damage teenagers' self-esteem and lead to overspending. However, advertising also provides information and pays for free online services. Finally, the writer believes that young people should learn to question adverts rather than having advertising banned.

Q1 Writing · Text 4: The Rise of Influencer Marketing

Theme: Money Talks · The Effects of Advertising · ≈ 172 words

In the past, companies advertised mainly on television and in newspapers. Today, many brands pay social media influencers to promote their products. Influencer marketing has grown into a global industry worth billions of dollars, and some popular influencers earn more from one post than many people earn in a month.

Influencers are effective because their followers trust them. Unlike traditional adverts, their posts feel personal and honest, as if a friend is recommending a product. As a result, young people are often more easily persuaded by influencers than by celebrities or official adverts. Research also shows that many teenagers find it difficult to tell the difference between a sponsored post and a genuine opinion.

For this reason, many countries now require influencers to label paid posts clearly. In the UAE, influencers who advertise must have a licence from the authorities. The writer argues that these rules are necessary, but followers also need to protect themselves. Before buying anything, they should check reviews, compare prices and ask whether the influencer is being paid.

Q1 Writing What are the main ideas of the text? Write them in your own words. Write 4–5 sentences. (15 marks)

Model answer (Frame B)

According to the passage, influencer marketing has become a huge and very profitable form of advertising. The writer presents several facts, such as brands paying influencers large amounts and young people trusting them more than ordinary adverts. The writer also explains that many teenagers cannot easily recognise when a post has been paid for. Because of this, several countries, including the UAE, have introduced rules for influencers. Overall, the main idea is that both laws and careful followers are needed to deal with influencer advertising.

PART 4 · QUESTION 1.2

WRITING TASK 2

*The opinion essay · FL.46 Evidence · FL.16 Opinion · FL.24 Advice***4**

model essays

3

prompts

200+

words

25

marks

Focus: Give your opinion, support it with evidence, and finish with clear advice and a recommendation.

IN THIS PART

- The 4 parts of an introduction
- Conclusion phrases, essay skeleton and essay template
- 4 model essays (200+ words)

WRITING TASK 2 • THE OPINION ESSAY

Part 4 • Question 1.2 • 25 marks • at least 200 words

The 4 Parts of an Essay Introduction

Hook → Thesis Statement → Purpose → Your Touch

1. Hook	2. Thesis Statement	3. Purpose	4. Your Touch
عبارة جاذبة	العنوان مع بيان أهميته	الهدف من المقال	لمسة الكاتب (وعد برأي ونصيحة)
As a matter of fact... There is no doubt that... It is undeniable that... It has been recognized that... Undoubtedly, ... First and foremost, ...	_____ is a debatable matter, as there are opposing opinions regarding it. _____ is a debatable issue, with opinions divided over its implications. _____ is widely discussed as a significant matter that deserves to be highlighted.	The current essay aims to reveal / discuss / explain / clarify / elaborate / unveil ... • Advantages & disadvantages of ... • Reasons and solutions of ... • Causes and effects of ... • A personal point of view concerning ...	Moreover, ... / Further, ... / Furthermore, ... / In addition, ... / Also, ... a personal opinion along with some recommendations will be proposed in the conclusion.
في الواقع... لا شك أن... مما لا يمكن إنكاره أن... لقد أُقرَّ بأن... بلا شك... أولاً وقبل كل شيء...	تُعدّ _____ مسألة مثيرة للجدل، إذ توجد آراء متباينة بشأنها. تُحظى _____ بنقاشٍ واسع باعتبارها مسألة مهمة تستحق تسليط الضوء عليها.	تهدف هذه المقالة إلى الكشف عن / مناقشة / شرح / توضيح / تفصيل / إظهار	علاوة على ذلك... وبالإضافة إلى ذلك... سيتم طرح رأي شخصي مصحوباً ببعض التوصيات في الخاتمة.

The Conclusion

Concluding Phrase	Opinion	Recommendation
Finally, / In conclusion, / To sum up, / To conclude, / Last but not least, / Lastly,	I do believe that / In my opinion, / From my point of view, / From my perspective, ...	As a result, I recommend that ... / As a consequence, I recommend that ...
أخيراً، ...	في رأيي ...	ونتيجة لذلك، ...

Essay skeleton – 4 paragraphs

Paragraph	What to write	Starters
1 Introduction	Hook + thesis + purpose + your touch	As a matter of fact, ... The current essay aims to reveal ... As well as, a personal opinion ...

Paragraph	What to write	Starters
2 Body – Reasons	3–4 reasons or facts with evidence (FL.46)	First and foremost, there are several ... to be considered. For instance, ... Also, ... Further, ... Moreover, ...
3 Body – Advice	3–4 pieces of advice (FL.24)	Undoubtedly, there are a lot of ... to be suggested in this context. For example, ... Furthermore, ... In addition, ...
4 Conclusion	Opinion (FL.16) + recommendation	In conclusion, I do believe that ... As a consequence, I recommend that ...

Essay template – use it as a reference for every essay

Introduction: As a matter of fact, _____ is widely discussed as a significant matter that deserves to be highlighted. The current essay aims to reveal _____. As well as, a personal opinion along with some recommendations will be presented in the conclusion.

Body 1: First and foremost, there are several _____ to be considered. For instance, _____. Also, _____. Further, _____. Moreover, _____.

Body 2: Undoubtedly, there are a lot of _____ to be suggested in this context. For example, _____. Furthermore, _____. In addition, _____. Also, _____. Moreover, _____.

Conclusion: In conclusion, I do believe that further research and studies must be conducted to reorient priorities and raise awareness concerning this topic. As a consequence, I recommend that people should think intelligently about their choices before making decisions.

Fill the blanks with your own ideas. The model essays below follow this template but vary the hook, thesis, purpose, opinion and recommendation.

Checklist: ✓ at least 200 words ✓ 4 paragraphs ✓ all 3 prompts answered
 ✓ evidence for your opinion ✓ clear advice and a recommendation

Q2 Writing · Model Essay 1: Soft Skills: The Key to Employment

Q2 Writing Employers today say they value soft skills as much as qualifications.

Write an opinion essay in which you: (25 marks)

- ▶ explain which skills you think are most important for your future career,
- ▶ support your opinion with reasons and evidence,
- ▶ give advice to students who want to develop these skills.

Write at least 200 words in paragraphs.

As a matter of fact, the skills young people need for their future careers are widely discussed as a significant matter that deserves to be highlighted. The current essay aims to reveal the most important skills for the modern job market. As well as, a personal opinion along with some recommendations will be presented in the conclusion.

First and foremost, there are several essential skills to be considered. For instance, communication helps employees explain ideas clearly and avoid mistakes. Also, teamwork is vital because most projects are completed by groups. Further, adaptability allows workers to cope with rapid changes in technology. Moreover, surveys show that employers find these skills harder to find than technical knowledge.

Undoubtedly, there are a lot of pieces of advice to be suggested in this context. For example, students should join clubs and debates to practise speaking confidently. Furthermore, volunteering teaches responsibility and cooperation. In addition, part-time jobs and internships provide real experience. Also, students should take online courses to upgrade their digital skills. Moreover, they should ask teachers for honest feedback.

In conclusion, I do believe that soft skills such as communication and adaptability are the key to a successful career. As a consequence, I recommend that students start developing them at school rather than waiting until they graduate.

Word count: 214 words

Q2 Writing · Model Essay 2: Digital Skills for Every Job

Q2 Writing Some people believe that work experience is more useful than university grades. Write an opinion essay in which you: (25 marks)

- ▶ say whether you think internships are more valuable than good grades,
- ▶ give reasons and examples to support your view,
- ▶ give advice to students who are looking for an internship.

Write at least 200 words in paragraphs.

There is no doubt that the value of internships compared with grades is a debatable issue, with opinions divided over its implications. The current essay aims to explain why practical experience matters so much to employers. Furthermore, a personal opinion along with some recommendations will be presented in the conclusion.

First and foremost, there are several benefits of internships to be considered. For instance, interns learn how a real workplace operates. Also, they build professional contacts who may offer them jobs later. Further, an internship helps students discover whether a career really suits them. Moreover, many employers say that relevant experience makes a CV stand out more than high marks alone.

Undoubtedly, there are a lot of pieces of advice to be suggested in this context. For example, students should start looking for internships early, ideally a year in advance. Furthermore, they should prepare a clear, short CV. In addition, they should research each company before applying. Also, they should not reject unpaid volunteering. Moreover, they should keep a record of every skill they learn.

In conclusion, I do believe that both grades and experience are important, but internships give students an advantage that grades cannot. As a result, I recommend that every student completes at least one internship before graduating.

Word count: 211 words

Q2 Writing · Model Essay 3: How Advertising Shapes Young Shoppers

Q2 Writing Teenagers see thousands of advertisements every week. Write an opinion essay in which you: (25 marks)

- ▶ explain how advertising affects young people's spending,
- ▶ say whether advertising aimed at teenagers should be limited, giving reasons,
- ▶ give advice to young consumers.

Write at least 200 words in paragraphs.

It is undeniable that the effect of advertising on teenagers is widely discussed as a significant matter that deserves to be highlighted. The current essay aims to clarify how adverts influence young people's spending. In addition, a personal opinion along with some recommendations will be presented in the conclusion.

First and foremost, there are several effects of advertising to be considered. For instance, adverts make teenagers believe that new products will make them popular. Also, constant online adverts encourage impulse buying. Further, influencers persuade young followers to buy things they do not need. Moreover, some teenagers spend all their pocket money quickly and feel unhappy when they cannot afford the latest trends.

Undoubtedly, there are a lot of pieces of advice to be suggested in this context. For example, young people should wait a day before buying anything. Furthermore, they should put aside part of their money every month. In addition, they should compare prices and read reviews. Also, they should ask whether an influencer is being paid. Moreover, they should unfollow accounts that make them feel inadequate.

In conclusion, I do believe that advertising aimed at teenagers should be limited, especially on social media. As a consequence, I recommend that schools teach young people to question adverts and manage their money wisely.

Word count: 213 words

Q2 Writing · Model Essay 4: The Rise of Influencer Marketing

Q2 Writing Influencers now promote products to millions of followers every day. Write an opinion essay in which you: (25 marks)

- ▶ discuss whether influencer advertising is honest,
- ▶ give reasons and evidence for your opinion,
- ▶ give advice to followers who want to avoid being misled.

Write at least 200 words in paragraphs.

It has been recognized that influencer advertising is a debatable matter, as there are opposing opinions regarding it. The current essay aims to discuss whether influencers are honest with their followers. Moreover, a personal opinion along with some recommendations will be presented in the conclusion.

First and foremost, there are several reasons for doubt to be considered. For instance, influencers are paid to promote products, so they may hide their true opinions. Also, sponsored posts often look like personal recommendations. Further, research shows that many teenagers cannot recognise paid content. Moreover, some influencers promote products they have never used, which can mislead followers and waste their money.

Undoubtedly, there are a lot of pieces of advice to be suggested in this context. For example, followers should look for labels such as “ad” or “sponsored”. Furthermore, they should read independent reviews before buying. In addition, they should compare prices in several shops. Also, they should follow influencers who share both positive and negative experiences. Moreover, they should report misleading posts.

In conclusion, I do believe that influencer advertising is not always honest, although some influencers are responsible. As a consequence, I recommend that followers think critically and that authorities continue to require clear labels on paid posts.

Word count: 206 words

PART 1 · TOWARDS GRADE LEVEL GOAL

VOCABULARY

Money Talks · Nail That Job!

23

target words

11

practice mazes

55

gaps

10

marks

Focus: Learn each word with its meaning and part of speech – the wrong options are always other target words.

IN THIS PART

- Word bank: 23 words with Arabic and English meanings
- 11 practice mazes (5 gaps each)

VOCABULARY • 1. WORD BANK

Part 1 • 23 target words from the specifications • Arabic and English meanings

Theme 1: Money Talks

#	Word	Type	Arabic meaning	Short English meaning
1	broke	adjective	مُفلس	having no money
2	income	noun	دَخْل	money you receive regularly
3	make ends meet	phrase	يُغَطِّي نفقاته	have just enough money to live
4	raise capital	phrase	يجمع رأس مال	collect money to start or grow a business
5	student loan	noun	قرض طلابي	money borrowed to pay for study
6	scholarship	noun	منحة دراسية	money given to a student to study
7	put aside	phrasal verb	يَدَّخِر / يضع جانباً	save money for later
8	withdrawal	noun	سَحْب (نقود)	taking money out of an account
9	take risks	phrase	يُخَاطِر	do things that might fail
10	risk-taker	noun	شخص مُجازف	someone who is happy to take risks
11	influence	verb / noun	يؤثر / تأثير	have an effect on someone
12	persuade	verb	يُقْنِع	make someone agree to do something

Theme 2: Nail That Job!

#	Word	Type	Arabic meaning	Short English meaning
13	career	noun	مسيرة مهنية	the jobs you do during your working life
14	occupation	noun	مهنة / وظيفة	a person's job
15	labor	noun	العمل / العمالة	work, especially physical work; workers
16	internship	noun	تدريب عملي	a short period of work to gain experience
17	adaptability	noun	القدرة على التكيف	being able to change for new situations
18	communication	noun	التواصل	sharing information with others
19	experience	noun	خبرة	knowledge gained by doing something

#	Word	Type	Arabic meaning	Short English meaning
20	shortlisted	adjective	ضمن القائمة المختصرة	chosen for the final group of candidates
21	background	noun	خلفية	a person's education, family and past experience
22	flexible	adjective	مرن	able to change easily
23	rigid	adjective	جامد / صارم	not able or willing to change

Grammar-text vocabulary (Part 2: Career trends in a changing world)

Word	Arabic meaning	Short English meaning
job security	الأمان الوظيفي	knowing that you will keep your job
outsourcing	الاستعانة بمصادر خارجية	paying another company to do work
workforce	القوى العاملة	all the people who work in a company or country
telecommuting	العمل عن بُعد	working from home using the internet
flexible / rigid	مرن / جامد	able to change / not able to change
globalization	العولمة	the world's economies becoming connected
upgrade (skills)	يطوّر (المهارات)	improve your skills
drawback	عيب / سلبية	a disadvantage or problem

VOCABULARY · 2. PRACTICE MAZES

Choose the correct words to complete the sentences. Choose A, B or C. (5 gaps × 2 marks)

Q Vocab · Maze 1: A Student on a Budget

When Reem started university in Al Ain, she quickly discovered how expensive student life can be. By the end of her first month, she was completely (1) _____ and had to borrow money from her sister. Reem realised that she needed a plan. Her only (2) _____ was a small amount she earned from tutoring younger students twice a week. To (3) _____, she started cooking at home instead of buying lunch on campus. She also opened a savings account and decided to (4) _____ a small amount every Friday, even when it was only fifty dirhams. Some of her friends took out a (5) _____ to pay for books and transport, but Reem preferred to avoid debt. By the end of the year, she had saved enough to buy a second-hand laptop, and she even had a little money left for a weekend trip with her family. “Budgeting is not about saying no to everything,” she says. “It is about knowing where your money goes.”

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|---------------------|-------------------|-----------------|
| 1. a) rigid | b) broke | c) flexible |
| 2. a) income | b) internship | c) withdrawal |
| 3. a) raise capital | b) make ends meet | c) take risks |
| 4. a) put aside | b) persuade | c) influence |
| 5. a) scholarship | b) career | c) student loan |

Q Vocab · Maze 2: Starting a Small Business

At just nineteen, Suhaila turned her love of baking into a small business. At first, she sold cakes to neighbours, but soon she wanted to open a proper shop. To do this, she needed to (1) _____, so she presented her idea to a local investment programme for young Emiratis. Starting a business means you must be ready to (2) _____, because there is no guarantee of success. Suhaila admits that she is a natural (3) _____ who enjoys challenges. However, she also plans carefully. In her first year, the shop's (4) _____ was lower than she had hoped, and she had to make a large (5) _____ from her personal savings to pay the rent. Instead of giving up, she started selling online and offering cakes for weddings and graduation parties. Today, her shop employs four people, and she is planning to open a second branch in Abu Dhabi next year. “Every problem taught me something new,” she says. “If I had been afraid of failure, I would never have started.”

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|----------------------|------------------|------------------|
| 1. a) make ends meet | b) raise capital | c) put aside |
| 2. a) influence | b) persuade | c) take risks |
| 3. a) risk-taker | b) background | c) occupation |
| 4. a) labor | b) income | c) communication |
| 5. a) withdrawal | b) internship | c) scholarship |

Q Vocab · Maze 3: The Power of Advertising

Every day, young people see hundreds of adverts on their phones, on billboards and even inside video games. These messages are carefully designed to (1) _____ what we buy and how we see ourselves. Advertisers use bright colours, catchy music and famous faces to (2) _____ us that we need the latest trainers or phone. Some teenagers spend all their pocket money in the first week of the month and are (3) _____ by the second. Experts say that one simple habit can help: before buying anything, wait twenty-four hours and ask yourself whether you really need it. Another good idea is to (4) _____ part of your money as soon as you receive it, so that it is not available for spending. Banks also recommend checking your account regularly, because a single cash (5) _____ can be easy to forget. Some families also agree on a monthly spending limit for each child. Advertising is not always bad, but smart consumers know that the final decision should be theirs.

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|---------------------|-------------------|----------------|
| 1. a) withdraw | b) influence | c) shortlist |
| 2. a) put aside | b) make ends meet | c) persuade |
| 3. a) broke | b) rigid | c) flexible |
| 4. a) raise capital | b) take risks | c) put aside |
| 5. a) background | b) withdrawal | c) scholarship |

Q Vocab · Maze 4: Winning a Scholarship

When Sara received an email telling her that she had won a full (1) _____ to study engineering, she could hardly believe it. For two years, she had worked hard to improve her grades, volunteered at a community centre and practised for her interviews. Without this support, she would have needed a (2) _____, and her family worried about the debt. Her father, a taxi driver, had always struggled to (3) _____, so the news brought tears to everyone's eyes. Sara says that her chemistry teacher had a strong (4) _____ on her decision to study engineering. "She never told me what to do," Sara explains, "but she showed me what was possible." It was also her teacher who helped (5) _____ her parents that a daughter could succeed in a technical field. Now Sara visits schools to encourage younger girls to apply for scholarships. Her advice is simple: start early, keep records of everything you achieve, and never think a dream is too big.

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|----------------------|----------------|------------------|
| 1. a) student loan | b) scholarship | c) withdrawal |
| 2. a) student loan | b) risk-taker | c) scholarship |
| 3. a) make ends meet | b) take risks | c) raise capital |
| 4. a) background | b) withdrawal | c) influence |
| 5. a) put aside | b) raise | c) persuade |

Q Vocab • Maze 5: My First Internship

Last summer, Fatima spent six weeks on an **(1)** _____ at a hospital in Sharjah. She hoped that the experience would help her decide whether a **(2)** _____ in medicine was right for her. On her first day, she was nervous because she had no work experience at all. However, the staff were friendly and patient. Fatima soon learned that clear **(3)** _____ is essential in a hospital: doctors, nurses and patients must understand each other quickly and accurately. She also gained valuable practical **(4)** _____ by helping nurses record patient information and organise medical supplies. Some days were calm, while others were extremely busy, so she had to change her plans quickly. Her supervisor praised her **(5)** _____ and said that this quality is just as important as knowledge. She also learned how to stay calm when patients were worried or in pain. By the end of the summer, Fatima was certain that she wanted to become a doctor. “I learned more in six weeks than in a whole year of reading,” she says.

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|----------------------------|-------------------------|------------------------|
| 1. a) internship | b) occupation | c) income |
| 2. a) career | b) labor | c) withdrawal |
| 3. a) background | b) communication | c) adaptability |
| 4. a) income | b) experience | c) scholarship |
| 5. a) communication | b) influence | c) adaptability |

Q Vocab · Maze 6: Getting Shortlisted

Applying for a job can be stressful, especially when hundreds of people apply for the same position. Recruiters usually read each application for less than a minute, so your CV must make a strong first impression. Only a small number of candidates are (1) _____ and invited to an interview. To stand out, you should explain how your (2) _____, including your education and activities, has prepared you for the role. Employers also value relevant (3) _____, even if it comes from volunteering or part-time work. Ruqaia, a recent graduate, applied for a marketing job at an airline. Although marketing was not her original (4) _____ – she had worked as a receptionist – she showed how her customer-service skills could help the company. She also explained that she was (5) _____ and happy to work different shifts. A week later, she received a phone call inviting her to an interview, and two weeks after that she was offered the job. “The secret,” she says, “is to connect your story to the employer's needs.”

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|------------------|----------------|----------------|
| 1. a) flexible | b) shortlisted | c) broke |
| 2. a) withdrawal | b) income | c) background |
| 3. a) experience | b) occupation | c) scholarship |
| 4. a) labor | b) occupation | c) internship |
| 5. a) broke | b) flexible | c) rigid |

Q Vocab · Maze 7: Jobs of the Past

A hundred years ago, most people in the Gulf earned a living through hard physical (1) _____. Pearl diving, fishing and trading were common jobs, and many sons followed the same (2) _____ as their fathers. Working life was often (3) _____: there were fixed seasons for diving and very few chances to change direction. Today, the situation is completely different. Modern workers expect a (4) _____ schedule, and many can work from home for part of the week. Young people also expect to change jobs several times during their (5) _____, moving between companies and even between industries. Historians say that this change happened very quickly and transformed family life as well as work. In just two generations, the UAE moved from an economy based on the sea to one based on oil, tourism and technology. Grandparents who once dived for pearls now have grandchildren who design apps. Remembering the past helps young Emiratis appreciate the opportunities they enjoy today and the hard work that made them possible.

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|--------------------|-----------------|------------------|
| 1. a) labor | b) adaptability | c) communication |
| 2. a) withdrawal | b) occupation | c) scholarship |
| 3. a) rigid | b) flexible | c) shortlisted |
| 4. a) broke | b) rigid | c) flexible |
| 5. a) student loan | b) income | c) career |

Q Vocab • Maze 8: The Young Entrepreneur

Islam was only twenty-two when she launched an app that helps students find study partners. Her friends described her as a (1) _____ because she left a secure job at a bank to follow her idea. “You have to (2) _____ if you want to build something new,” she explains. The hardest part was trying to (3) _____ for the project. Islam presented her app to more than thirty investors before one finally agreed to support her. Good (4) _____ skills helped her explain her idea clearly in only five minutes. Interestingly, Islam had studied business at university on a full (5) _____, so she did not graduate with any debt. This gave her the freedom to try something unusual. Today, her app has more than fifty thousand users across the region, and it has won two national awards for young entrepreneurs. Islam's advice to young people is clear: “Start small, listen to your users and do not be afraid of mistakes. Every failure teaches you something that success cannot.”

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|----------------------|------------------|------------------|
| 1. a) risk-taker | b) workforce | c) scholarship |
| 2. a) make ends meet | b) put aside | c) take risks |
| 3. a) persuade | b) raise capital | c) influence |
| 4. a) labor | b) background | c) communication |
| 5. a) scholarship | b) withdrawal | c) student loan |

Q Vocab • Maze 9: Interview Day

After being (1) _____ for a position at a technology company, Maram had just three days to prepare for her interview. She began by researching the company's history, products and values. She then asked her brother to act as an interviewer and practised answering common questions, such as “Tell us about your (2) _____.” Maram explained that she had studied computer science and completed a three-month (3) _____ at a software company in Dubai. When the interviewer asked how she dealt with change, she described a project in which the plan changed completely at the last minute. Her story showed her (4) _____ and her ability to stay calm under pressure. The interviewer also asked what she would do if a manager had very (5) _____ ideas and refused to listen to suggestions. Maram said she would respectfully present evidence and suggest a small trial. One week later, she received a job offer. “Preparation gave me confidence,” she says. “I walked in feeling ready rather than nervous.”

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| 1. a) broke | b) shortlisted | c) rigid |
| 2. a) income | b) withdrawal | c) background |
| 3. a) internship | b) occupation | c) scholarship |
| 4. a) influence | b) labor | c) adaptability |
| 5. a) flexible | b) shortlisted | c) rigid |

Q Vocab · Maze 10: Saving for the Future

Financial experts agree that the habit of saving should start early. Lana, a nineteen-year-old student, receives a monthly allowance and earns extra (1) _____ by designing posters for local businesses. Every month, she tries to (2) _____ twenty percent of what she earns in a separate account. At first, it was difficult to (3) _____ with the money that was left, but she soon learned to plan her spending. Lana avoids unnecessary visits to the cash machine, because every small (4) _____ makes it harder to reach her goals. Her aim is to save enough to study abroad next year. Although she has applied for a (5) _____, she knows that living costs in another country can be high, so her savings will give her extra security. “Saving is not exciting,” Lana admits, “but it gives me freedom. When I need money, I do not have to ask anyone.” Her younger brother has now started saving too. Her parents are proud of her discipline and say she manages money better than they did.

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|----------------------|------------------|----------------|
| 1. a) income | b) internship | c) career |
| 2. a) take risks | b) persuade | c) put aside |
| 3. a) make ends meet | b) raise capital | c) influence |
| 4. a) background | b) withdrawal | c) scholarship |
| 5. a) scholarship | b) student loan | c) risk-taker |

Q Vocab • Maze 11: From the Factory to the Office

Over the last fifty years, the type of (1) _____ that most people do has changed dramatically. In the past, factories employed thousands of workers to make clothes, cars and electronic goods by hand. Today, machines do much of this work, and many people have an (2) _____ that involves computers rather than tools. Technology has had a huge (3) _____ on the skills employers need. Companies now want workers who can analyse data, solve problems and work in teams. Weam, a careers adviser, tries to (4) _____ students to think about the future when they choose their subjects. “The jobs you see today may not exist in fifteen years,” she warns. She encourages students to plan a (5) _____ that is built on skills rather than a single job title. Learning languages, coding and public speaking, she says, will help them succeed whatever changes the future brings. Her message is simple and clear: the most valuable thing you can learn is how to keep learning.

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|---------------------|-----------------|-----------------|
| 1. a) communication | b) labor | c) adaptability |
| 2. a) occupation | b) withdrawal | c) scholarship |
| 3. a) withdrawal | b) background | c) influence |
| 4. a) raise capital | b) persuade | c) put aside |
| 5. a) income | b) student loan | c) career |

PART 2 · AT GRADE LEVEL GOAL

GRAMMAR

Nail that Job! | Career trends in a changing world

7

grammar rules

11

practice mazes

55

gaps

10

marks

Focus: Verb patterns · present continuous passive · non-defining relative clauses · reported speech · adverbs of degree · subordinating conjunctions · present simple passive.

IN THIS PART

- 7 rules with forms, examples and traps
- 11 practice mazes (5 gaps each)

GRAMMAR · 1. THE SEVEN RULES

Part 2 · Career trends in a changing world

Part 2 tests seven grammar points in one expository text about *Nail that Job! – Career trends in a changing world*. Each rule below gives the form, the use, examples in the career context and the trap students fall into.

Rule 1 – Verb Patterns (G.19.2)

Pattern	Common verbs	Example
verb + to + infinitive	decide, want, hope, plan, agree, refuse, manage, afford, offer, learn, expect, need	She decided to apply for the internship.
verb + object + to + infinitive	encourage, ask, tell, advise, allow, expect, want	The company encourages staff to learn new skills.
verb + infinitive (no to)	modals (can, must, should), make, let, help	My manager let me leave early.
verb + -ing	enjoy, avoid, finish, suggest, recommend, consider, mind, keep, practise, give up	Many workers enjoy working from home.

- ▶ Verbs after prepositions also take **-ing**: She is good at **solving** problems.
- ▶ Trap: suggest to do ✗ → suggest **doing** ✓ · decide doing ✗ → decide **to do** ✓.

Rule 2 – Present Continuous Passive (G.10.3)

Form	Use	Example
am / is / are + being + past participle	an action happening now or around now, when the doer is not important	New offices are being built in Dubai.
Negative	am / is / are + not + being + past participle	The report isn't being checked today.
Question	Am / Is / Are + subject + being + past participle?	Are the staff being trained this week?

- ▶ Look for time clues: *at the moment, now, currently, these days, this week.*

- ▶ Trap: are developing (active) ✗ when the subject receives the action → are **being** developed ✓.

Rule 3 – Non-defining Relative Clauses (G.4.2)

Pronoun	Use	Example
who	people	My sister, who works in a bank, loves her job.
which	things / a whole idea	Telecommuting, which saves time, is popular.
whose	possession	Lana, whose mother is a pilot, wants to fly.
where	places	Dubai, where many firms have offices, is busy.
when	times	In 2020, when offices closed, people worked online.

- ▶ The clause adds **extra** information and is separated by **commas**.
- ▶ Trap: never use **that** in a non-defining clause: Dubai, that is ... ✗ → Dubai, **which** is ... ✓.

Rule 4 – Reported Speech (G.18)

Direct speech	Reported speech
present simple / continuous	past simple / continuous
past simple / present perfect	past perfect
will / can	would / could
now / today / tomorrow	then / that day / the next day

- ▶ **say** + (that) ...: She **said** (that) she was tired. • **tell** + person: She **told me** (that) she was tired.
- ▶ Reported questions use statement order: He asked where I **worked** (not where did I work).
- ▶ Trap: She said me ✗ → She **told** me ✓.

Rule 5 – Adverbs of Degree (G.2.8)

Adverb	Use	Example
very, extremely, really	make normal adjectives stronger	The job is extremely demanding.
quite, fairly, rather	medium degree (rather = often negative)	The interview was fairly easy.
absolutely, completely, totally	with extreme adjectives (essential, exhausted, amazing)	It is absolutely essential.
too + adjective (+ to)	more than needed – a problem	It is too late to apply.
adjective + enough (+ to)	the right amount	She is old enough to work.
so + adjective / such + (a) + noun	emphasis, often + that ...	It was so busy that ... / such a busy day

- ▶ Trap: enough old ✗ → old **enough** ✓ · very essential ✗ → **absolutely** essential ✓.

Rule 6 – Subordinating Conjunctions (G.6.2)

Meaning	Conjunctions	Example
Reason	because, since, as	She works from home because it saves time.
Contrast	although, even though, while, whereas	Although it pays well, the job is stressful.
Condition	if, unless (= if not), as long as	Unless you practise, you will not improve.
Purpose	so that	She studies online so that she can work too.
Result	so	Wages are low, so many workers leave.
Time	when, while, before, after, until, once	Once you finish the course, you get a certificate.

- ▶ Choose the conjunction by the **logical relation** between the two clauses.

Rule 7 – Present Simple Passive (G.10.1)

- ▶ Form: **am / is / are + past participle** (is offered, are trained).

- ▶ Use: facts, processes and routines when the action matters more than the doer; add *by* + *agent* only when important.
- ▶ Active → passive: Companies outsource many tasks. → Many tasks **are outsourced**.
- ▶ Trap: agreement – Reports **are** sent / The report **is** sent.

GRAMMAR · 2. PRACTICE MAZES

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

Q Grammar · Maze 1: The Rise of Telecommuting

Telecommuting, (1) _____ means working from home using the internet, has become extremely popular in recent years. Many employees enjoy (2) _____ long journeys to the office, and companies save money on office space. At the moment, new digital tools (3) _____ to help remote teams communicate more easily. However, telecommuting is not suitable for everyone. Some workers find it (4) _____ difficult to concentrate at home, especially when they have young children. Others miss the conversations and friendships that happen naturally in an office. Experts suggest that the best solution is a hybrid model, in which employees spend part of the week at home and part at work. (5) _____ telecommuting offers more freedom, it also requires strong self-discipline. Workers need a quiet space, a clear routine and regular breaks. Companies, in turn, should trust their staff and judge them by results rather than hours. With the right balance and good communication, telecommuting can make working life healthier and more productive for everyone.

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|-----------------------|-------------------|------------------------|
| 1. a) who | b) what | c) which |
| 2. a) to avoid | b) avoiding | c) avoid |
| 3. a) being developed | b) are developing | c) are being developed |
| 4. a) such | b) enough | c) too |
| 5. a) Although | b) Because | c) Unless |

Q Grammar · Maze 2: Outsourcing Explained

Outsourcing happens when a company pays another business to do some of its work. For example, many customer-service calls (1) _____ by staff in other countries, where wages are lower. Outsourcing helps companies reduce costs and focus on their main activities, such as designing new products. A manager at a large airline (2) _____ reporters that outsourcing had allowed her company to expand quickly. However, outsourcing has drawbacks too. Some customers refuse (3) _____ with call centres that cannot solve their problems quickly. In addition, local workers may lose their jobs, which can affect job security in the whole community. The Philippines, (4) _____ millions of people work in call centres, is one of the world's biggest outsourcing destinations. (5) _____ some economists see outsourcing as a natural result of globalization, others believe governments should protect local jobs. In the UAE, many companies outsource services such as cleaning, security and IT support. What is certain is that outsourcing will continue, so workers need to upgrade their skills to remain competitive.

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|--------------|-----------------|----------------|
| 1. a) answer | b) are answered | c) is answered |
| 2. a) told | b) spoke | c) said |
| 3. a) deal | b) to deal | c) dealing |
| 4. a) which | b) that | c) where |
| 5. a) While | b) So that | c) Because |

Q Grammar • Maze 3: Upgrade Your Skills

In today's job market, learning does not stop when you leave school. Experts recommend (1) _____ short courses regularly to keep your skills up to date. Fortunately, it has never been (2) _____ easy to learn online. Thousands of free courses in coding, design and languages are available on the internet. At the moment, many companies' training programmes (3) _____ online so that employees can study at their own pace. A careers expert told our class that she (4) _____ jobs three times before she was thirty, and that learning had always helped her. Upgrading your skills also improves job security, because workers with modern skills are less likely to be replaced by machines. Each year, millions of digital certificates (5) _____ to people who complete online courses. Some learners study for just twenty minutes a day on their phones. Others listen to podcasts while they travel to work. The key is consistency: small steps, taken every day, can lead to big changes in your career.

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|-------------------|--------------------|----------------|
| 1. a) to take | b) take | c) taking |
| 2. a) such | b) too | c) so |
| 3. a) being moved | b) are being moved | c) are moving |
| 4. a) had changed | b) changes | c) has changed |
| 5. a) is awarded | b) award | c) are awarded |

Q Grammar · Maze 4: Job Security in a Changing World

In the past, many people stayed with the same company for their whole working life. Today, job security is much less certain, (1) _____ technology and globalization are changing industries very quickly. Workers in factories, (2) _____ often perform the same task every day, are particularly at risk of being replaced by machines. Every year, thousands of routine tasks (3) _____ in factories and offices around the world. However, experts say it is (4) _____ essential to see this change as an opportunity, not a reason to panic. New technologies also create new jobs, such as app developers, data analysts and drone pilots. Workers who are flexible and keep learning can move into these new roles. Governments can help by offering free training programmes for adults. Many people now decide (5) _____ a second skill as a kind of insurance. A nurse might study data management, for example, or an accountant might learn graphic design. In a changing world, the safest job is the one you are prepared to change.

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|---------------------|---------------|-----------------|
| 1. a) unless | b) because | c) although |
| 2. a) which | b) who | c) whose |
| 3. a) are automated | b) automate | c) is automated |
| 4. a) very | b) absolutely | c) fairly |
| 5. a) learn | b) learning | c) to learn |

Q Grammar • Maze 5: Globalization and Your Career

Globalization means that the world's economies are more connected than ever before. Today, products are designed in one country, made in another and sold everywhere, often within a few weeks. At the moment, more and more young Emiratis (1) _____ by international companies with offices in Dubai and Abu Dhabi. Lana, (2) _____ mother works for a global shipping company, says that the world feels much smaller than it did twenty years ago. Her mother (3) _____ that she spoke with colleagues in five different countries every week. Globalization brings exciting opportunities, but it also increases competition. Workers now compete for jobs with people from all over the world, (4) _____ it is important to develop skills that make you stand out. Speaking several languages and understanding different cultures are (5) _____ valuable in a global workforce. Students who take part in exchange programmes or international competitions gain confidence and experience that employers appreciate. In a connected world, your career can begin anywhere.

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|---------------------------|--------------------|-------------------|
| 1. a) are being recruited | b) being recruited | c) are recruiting |
| 2. a) who | b) which | c) whose |
| 3. a) asked | b) said | c) told |
| 4. a) so | b) while | c) although |
| 5. a) enough | b) extremely | c) too |

Q Grammar · Maze 6: A Day in the Life of a Remote Worker

Ruba is a graphic designer who works from her apartment in Ras Al Khaimah. Her clients are based in Europe, Asia and the Gulf, and she has never met most of them in person. Ruba usually starts work at eight o'clock, after she has finished (1) _____ in the park near her home. Her designs (2) _____ to clients through an online platform, and their comments arrive within hours. At the moment, her latest project (3) _____ by a team in Singapore. Ruba loves the freedom of remote work, but she admits that it can feel (4) _____ lonely at times. To solve this problem, she works from a co-working space twice a week, where she can chat with other freelancers. (5) _____ she sets clear working hours, her job can easily take over her whole day. Her family also helps by respecting her working hours. That is why she switches off her laptop at six o'clock and refuses to check emails in the evening.

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|--------------------|-------------------|----------------------|
| 1. a) to exercise | b) exercise | c) exercising |
| 2. a) are sent | b) send | c) is sent |
| 3. a) is reviewing | b) being reviewed | c) is being reviewed |
| 4. a) enough | b) rather | c) such |
| 5. a) Because | b) Unless | c) Although |

Q Grammar · Maze 7: Robots in the Workplace

Robots are no longer found only in science-fiction films. Today, they are used in factories, hospitals, warehouses and even restaurants. At the moment, robot waiters (1) _____ in several cafés in Dubai, where they deliver food to customers' tables. Supporters say robots can work without breaks, make fewer mistakes and perform dangerous tasks safely, such as handling chemicals or very heavy materials. In many factories, heavy parts (2) _____ by robotic arms, which reduces injuries among workers. However, not everyone is enthusiastic. A factory worker in Germany (3) _____ a newspaper that she was worried about losing her job. Experts believe that robots will replace some routine jobs but create new ones, such as robot technicians and programmers. Workers, (4) _____ will need new skills, should be offered training by their employers. Many companies already encourage their staff (5) _____ how to operate and repair machines. The future workplace will probably be a partnership between humans and robots, not a competition.

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|--------------------|----------------|---------------------|
| 1. a) being tested | b) are testing | c) are being tested |
| 2. a) lift | b) is lifted | c) are lifted |
| 3. a) told | b) said | c) talked |
| 4. a) which | b) who | c) whose |
| 5. a) to learn | b) learn | c) learning |

Q Grammar · Maze 8: Interview with a Career Adviser

Last week, our school newspaper interviewed Dima, a career adviser who helps young people plan their futures. We asked her what the biggest mistake students (1) _____. She said that many students chose a university subject without researching the jobs it could lead to. Dima suggests (2) _____ to people who already work in a field before making a decision. “An hour with a real engineer will teach you more than a day of searching online,” she explained. (3) _____ marks are important, she believes that soft skills such as teamwork and communication are equally valuable. According to Dima, employers are (4) _____ interested in candidates who can adapt to change. She also recommends internships, (5) _____ give students a realistic picture of working life. She also advised us to keep a journal of our achievements and skills. Finally, she reminded us that it is normal to feel unsure about the future. “Your first job is not your last job,” she said. “Careers are built step by step.”

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|----------------|-------------|-----------------|
| 1. a) made | b) did make | c) make they |
| 2. a) to talk | b) talking | c) talk |
| 3. a) Although | b) So that | c) Because |
| 4. a) such | b) enough | c) increasingly |
| 5. a) which | b) where | c) who |

Q Grammar • Maze 9: The Flexible Office

The traditional office, with its rows of desks and fixed working hours, is disappearing. In many modern companies, employees (1) _____ to choose when and where they work. At the moment, older office buildings (2) _____ with open spaces, quiet rooms and areas for video calls. Supporters argue that flexible offices make employees happier and more productive. The changes are (3) _____ popular with younger workers, who value freedom and balance. However, the flexible office has drawbacks. Some employees complain that they never have the same desk two days in a row. Others feel that the boundary between work and home is disappearing. (4) _____ companies set clear rules, flexibility can benefit everyone. One manager (5) _____ that her team met in person every Tuesday to plan the week, and worked remotely on the other days. She added that the results had been excellent and that her team had never been happier. The office of the future may look very different, but people will still need to work together.

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|-----------------------|-------------------------|---------------------|
| 1. a) is allowed | b) allow | c) are allowed |
| 2. a) are redesigning | b) are being redesigned | c) being redesigned |
| 3. a) quite | b) enough | c) such |
| 4. a) As long as | b) Although | c) Unless |
| 5. a) asked | b) told | c) explained |

Q Grammar · Maze 10: The Changing Workforce

The workforce of the UAE is one of the most diverse in the world. People from more than two hundred countries live and work here, (1) _____ makes workplaces rich in languages and cultures. In recent years, experts have recommended (2) _____ training in communication and teamwork so that people from different backgrounds can work together effectively. At the same time, the needs of employers are changing. Every year, new jobs (3) _____ in areas such as renewable energy, cybersecurity and space science. At the moment, thousands of young Emiratis (4) _____ for these roles through government programmes. Experts say the changes are happening (5) _____ quickly that schools must update their courses regularly. In addition, universities are working more closely with employers. Rigid study plans that do not change for years can leave students unprepared. Flexible programmes, on the other hand, allow schools to add new skills as they become important. The message for students is clear: be curious, keep learning and be ready for jobs that do not exist yet.

- | | | |
|-------------------------|-----------------|-----------------|
| 1. a) where | b) who | c) which |
| 2. a) to offer | b) offering | c) offer |
| 3. a) create | b) are created | c) is created |
| 4. a) are being trained | b) are training | c) been trained |
| 5. a) such | b) too | c) so |

Q Grammar • Maze 11: Should Companies Outsource?

Outsourcing is one of the most debated topics in business today. Supporters claim that it helps companies save money and work faster. Critics, however, point out several drawbacks. When work (1) _____ to another country, companies may lose control over quality. Communication can also become difficult (2) _____ teams work in different time zones and speak different languages. At the moment, some large firms (3) _____ for moving jobs abroad while their local workers struggle to find employment. A business professor, (4) _____ has studied outsourcing for twenty years, believes the answer depends on the type of work. She (5) _____ that routine tasks could be outsourced safely, but creative and strategic work should stay inside the company. Many companies, especially in the technology sector, now choose a mixed approach, keeping key teams at home while outsourcing simpler tasks. As globalization continues, the debate is unlikely to end soon, but smart companies will choose carefully rather than follow trends.

- | | | |
|----------------------------|---------------------|--------------------|
| 1. a) are outsourced | b) outsources | c) is outsourced |
| 2. a) because | b) although | c) unless |
| 3. a) are being criticised | b) being criticised | c) are criticising |
| 4. a) which | b) who | c) whose |
| 5. a) asked | b) said | c) told |

PART 3A · AT GRADE LEVEL GOAL

READING TASK 1

Money Talks | Consumerism and the human brain · Does money talk?

5

expository texts

40

questions

B2.1

level

24

marks

Focus: The right answer says the same idea in different words. Options that copy words from the text are usually traps.

IN THIS PART

- 5 expository texts (300–330 words)
- 8 multiple-choice questions per text

Instruction: Read the text and choose the correct answer. Choose A, B or C. ($8 \times 3 = 24$ marks)

Q READING 3A · TEXT 1

Why Shopping Feels So Good

Have you ever felt excited while waiting for a parcel to arrive, only to feel disappointed once you opened it? Scientists say there is a clear explanation for this, and it lies inside the human brain. Understanding it could change the way we shop.

When we see something we want to buy, the brain releases a chemical called dopamine. Dopamine is often described as a “pleasure chemical”, but researchers now believe it is more closely linked to anticipation – the feeling of looking forward to a reward. In a well-known study at Stanford University, scientists scanned the brains of volunteers while they looked at products and prices. The reward centre of the brain became active as soon as participants saw an item they liked, even before they decided to buy it.

This explains why the moment before a purchase often feels better than owning the product. Once the item is ours, the excitement quickly fades, and the brain starts looking for the next reward. Marketers understand this very well. Countdown timers, “new arrivals” sections and limited-edition products are all designed to keep our anticipation high.

Online shopping makes the effect even stronger. With just one click, a new product is on its way, and tracking the delivery allows us to enjoy the waiting period for several days. Each notification about the parcel's journey gives the brain another small reward. Some psychologists warn that this cycle can become a habit, especially for teenagers, whose brains are more sensitive to rewards.

Understanding how the brain works can help us shop more wisely. Experts suggest creating a “waiting list”: instead of buying something immediately, write it down and check the list a week later. Very often, the desire has disappeared. In this way, we can enjoy the pleasure of planning without spending money on things we do not really need.

Questions

Q1 Reading According to the text, dopamine is mainly connected with ____.

- a) looking forward to something pleasant
- b) disappointment after opening a parcel
- c) the pleasure of owning products

Q2 Reading In the Stanford study, the brain's reward area reacted ____.

- a) before volunteers had chosen to purchase
- b) only after volunteers paid the price
- c) when the scanners showed prices

Q3 Reading The writer says that, after we buy something, ____.

- a) we feel better than before the purchase
- b) our enthusiasm soon disappears
- c) the product becomes a reward

Q4 Reading Countdown timers and limited-edition products are used to ____.

- a) keep customers eager to buy
- b) reduce the price of products
- c) show new arrivals in the shop

Q5 Reading Tracking a delivery makes shoppers ____.

- a) receive their parcels several days earlier
- b) experience the pleasure of waiting for longer
- c) click on new products more quickly

Q6 Reading The writer suggests teenagers ____.

- a) are psychologists who study rewards
- b) understand the cycle better than adults
- c) may be more at risk of forming shopping habits

Q7 Reading The “waiting list” idea mainly helps people ____.

- a) check their deliveries every week
- b) plan a list of their favourite shops
- c) avoid buying things on impulse

Q8 Reading The main idea of the text is that ____.

- a) online shopping is better than visiting shops
- b) knowing how our minds react to shopping can help us control spending
- c) dopamine is a chemical found in parcels

Q READING 3A · TEXT 2*The Pain of Paying*

Do you spend more when you pay by card than when you pay with cash? If so, you are not alone. Millions of people around the world do the same, often without realising it. Researchers have discovered that the way we pay has a powerful effect on how much we spend.

Psychologists call this effect “the pain of paying”. When we hand over banknotes, we see and feel our money disappearing, and the brain registers a small sense of loss. Paying by card or phone, however, feels almost painless, because nothing physical leaves our hands. In a famous experiment at the Massachusetts Institute of Technology (MIT), students took part in an auction for sports tickets. Those who were told they had to pay by credit card offered, on average, about twice as much as those who had to pay in cash.

Modern technology has made payment even easier. Contactless cards, digital wallets and “buy now, pay later” services allow us to purchase items in seconds. Online shops save our card details, so we do not even need to type a number. This convenience is one reason why online spending has grown so rapidly in recent years. While this is convenient, it also removes the moment of reflection that might stop us from buying something unnecessary.

Some experts recommend simple strategies to bring back the pain of paying. One is to use cash for everyday purchases such as snacks and coffee. Another is to check your banking app every evening, so that you can see exactly where your money has gone. Some people even delete their saved card details from shopping websites.

None of this means that cards are bad. They are safe, fast and useful, especially when travelling. The key is awareness: if we understand how payment methods affect our feelings, we can make sure that convenience does not cost us more than we expect.

Questions

Q1 Reading The “pain of paying” refers to ____.

- a) the high cost of sports tickets
- b) the difficulty of using contactless cards
- c) the feeling of loss when money leaves us

Q2 Reading Paying by card feels easier because ____.

- a) no money can be physically seen going
- b) cards are safer than banknotes
- c) the brain cannot register numbers

Q3 Reading In the MIT experiment, students using credit cards ____.

- a) were willing to spend roughly double
- b) refused to take part in the auction
- c) paid twice for the same tickets

Q4 Reading According to paragraph 3, saved card details ____.

- a) make online shops more reliable
- b) take away a chance to stop and think
- c) help people type numbers faster

Q5 Reading Which strategy is mentioned to make spending feel real again?

- a) saving card details on every website
- b) buying snacks with a digital wallet
- c) using notes and coins for small daily items

Q6 Reading Checking a banking app every evening helps people ____.

- a) see clearly how they have spent their money
- b) receive their salary more quickly
- c) delete their card information

Q7 Reading The writer's attitude towards cards in the last paragraph is that they ____.

- a) are only useful for travellers
- b) are helpful if used with understanding
- c) should be replaced by cash

Q8 Reading Overall, the text suggests that ____.

- a) students spend more money than adults
- b) technology has made shopping impossible to control
- c) the method we use to pay affects how much we spend

Q READING 3A · TEXT 3*Can Money Buy Happiness?*

“Money can't buy happiness” is one of the most common sayings in the world. But is it true? Over the past twenty years, economists and psychologists have studied this question carefully, and their answers are more interesting than the old proverb suggests.

In 2010, Nobel Prize winner Daniel Kahneman and economist Angus Deaton analysed surveys from hundreds of thousands of Americans. They found that day-to-day happiness increased as income rose, but only up to about 75,000 dollars a year. Above that level, extra money seemed to make little difference to people's daily mood. More recent research, however, has challenged this idea. A 2021 study by Matthew Killingsworth, which used data collected on smartphones, found that happiness continued to rise with income, even for people who earned much more.

Researchers agree on one point: how we spend money matters as much as how much we have. In one experiment, Canadian psychologist Elizabeth Dunn gave participants envelopes containing five or twenty dollars. Some were told to spend the money on themselves, while others were told to spend it on someone else. By the end of the day, those who had spent money on others reported feeling happier, regardless of the amount.

Other studies suggest that buying experiences, such as trips or concerts, brings more lasting happiness than buying objects. Experiences create memories and stories that we share with others, while new possessions quickly become ordinary and are soon replaced by newer models.

So, can money buy happiness? The evidence suggests that it can help, especially when it reduces stress and gives us security. Having enough money to pay bills and save for emergencies clearly improves people's lives. However, the greatest benefits seem to come not from owning more, but from using money to connect with other people.

Questions

Q1 Reading Kahneman and Deaton's study was based on ____.

- a) smartphone data collected in 2021
- b) information from a very large number of people
- c) envelopes containing twenty dollars

Q2 Reading According to the 2010 study, earning more than 75,000 dollars ____.

- a) had hardly any effect on everyday mood
- b) was the average American income
- c) doubled people's daily happiness

Q3 Reading Killingsworth's research ____.

- a) used surveys from Canada
- b) questioned the earlier findings
- c) proved that money cannot buy happiness

Q4 Reading In Dunn's experiment, the happiest participants were those who ____.

- a) spent the money on themselves
- b) received twenty dollars instead of five
- c) used the money for other people

Q5 Reading The amount of money in the envelopes ____.

- a) made givers less happy
- b) was chosen by participants
- c) did not change the result

Q6 Reading Why do experiences bring more lasting happiness than objects?

- a) they give us memories we can talk about
- b) they quickly become ordinary
- c) they cost less than possessions

Q7 Reading It can be inferred that the writer thinks the old proverb is ____.

- a) more interesting than the research
- b) too simple to be completely accurate
- c) proved correct by every study

Q8 Reading The main message of the text is that ____.

- a) economists disagree about everything
- b) rich people are always the happiest
- c) money helps most when it is spent wisely and shared

Q READING 3A · TEXT 4*The Tricks Shops Play*

When you walk into a supermarket to buy just bread and milk, why do you so often leave with a full bag? The answer is that shops are carefully designed to encourage you to spend more than you planned. Every detail, from the floor plan to the music, has a purpose.

Store layout is the first trick. Essential items such as milk, eggs and bread are usually placed at the back of the shop, so customers must walk past hundreds of other products to reach them. Fresh flowers and fruit are often positioned near the entrance, because their bright colours and pleasant smells put shoppers in a good mood. Meanwhile, expensive brands are placed at eye level, while cheaper alternatives sit on the bottom shelves.

Prices are also designed with psychology in mind. A product that costs 9.99 dirhams feels much cheaper than one costing 10 dirhams, even though the difference is tiny. This happens because our brains pay most attention to the first number we see. Shops also use “decoy pricing”: by placing a very expensive option next to a medium-priced one, they make the second option seem like good value.

Music and lighting play a role too. Studies have found that slow music encourages customers to move more slowly through a shop and spend more time – and money – inside. Warm lighting in clothing shops makes products look more attractive and customers feel more relaxed.

Even the size of shopping trolleys has grown over the years, encouraging people to fill more space. Of course, none of these techniques is illegal, and many shoppers enjoy a pleasant shopping environment. However, being aware of them helps us make better decisions. Writing a shopping list, setting a budget and avoiding shopping when we are hungry are simple ways to make sure that we, not the shop, decide what goes into our basket.

Questions

Q1 Reading Milk and bread are usually found at the back of shops so that customers ____.

- a) can find essential items quickly
- b) carry them to the entrance
- c) pass many other goods on the way

Q2 Reading Flowers and fruit are placed near the entrance because they ____.

- a) are cheaper than other products
- b) help shoppers feel cheerful
- c) sit on the bottom shelves

Q3 Reading Expensive brands are displayed ____.

- a) where customers look most naturally
- b) on the lowest shelves
- c) next to fresh flowers

Q4 Reading A price of 9.99 dirhams seems cheaper because ____.

- a) the difference is very large
- b) shops pay attention to numbers
- c) people focus mainly on the first digit

Q5 Reading The purpose of “decoy pricing” is to ____.

- a) remove cheap alternatives from shops
- b) sell the most expensive option
- c) make a middle-priced product look worthwhile

Q6 Reading According to studies, slow music makes customers ____.

- a) leave the shop more quickly
- b) stay longer and buy more
- c) feel relaxed in clothing shops

Q7 Reading The writer believes that the shops' techniques ____.

- a) are not enjoyed by shoppers
- b) are lawful but worth recognising
- c) should be made illegal

Q8 Reading The best title for the text would be ____.

- a) How Stores Influence What We Buy
- b) Why Milk Is Expensive
- c) The History of Supermarkets

Q READING 3A · TEXT 5*Experiences or Things?*

Imagine you have 3,000 dirhams to spend. Would you buy a new phone or go on a short trip with your family? According to a growing body of research, the second choice is more likely to make you happy in the long run.

In 2003, psychologists Leaf Van Boven and Thomas Gilovich asked people to think about recent purchases. Most participants said that experiences, such as holidays, concerts and meals with friends, had made them happier than material possessions. Later studies confirmed this pattern in several countries and across different income groups, from students to retired people.

There are several reasons for this. First, we adapt to new objects very quickly. A new phone feels exciting for a few weeks, but it soon becomes a normal part of life. Experiences, on the other hand, live on in our memories, and they often become even more positive over time as we forget small problems such as long queues or bad weather.

Second, experiences are usually shared. Travelling, cooking or attending events with others strengthens our relationships, and human connection is one of the strongest sources of happiness. Third, experiences become part of our identity. We are more likely to tell stories about a desert camping trip than about a new pair of shoes.

Even the waiting time is different. Researchers have found that people enjoy anticipating an experience more than anticipating a purchase, which often comes with impatience. Planning a trip, for example, allows us to imagine and enjoy it for weeks before it happens. This does not mean that possessions are worthless. A good laptop can make study easier, and comfortable shoes can make every day more pleasant. However, when we are choosing between two ways to spend money, the research suggests that memories may be a better investment than things.

Questions

Q1 Reading In the 2003 study, participants were asked to ____.

- a) spend 3,000 dirhams on a trip
- b) compare phones from different countries
- c) reflect on things they had recently bought

Q2 Reading Most participants reported that ____.

- a) activities had brought them more joy than objects
- b) possessions made them happier than holidays
- c) concerts were more expensive than meals

Q3 Reading Later research showed that the results ____.

- a) applied only to rich participants
- b) changed completely over time
- c) were similar in different places and income levels

Q4 Reading According to the writer, a new phone ____.

- a) strengthens our relationships
- b) becomes more positive in our memories
- c) loses its excitement after a short time

Q5 Reading Memories of experiences often improve because ____.

- a) minor difficulties are forgotten
- b) the weather is usually good
- c) queues become shorter

Q6 Reading The example of the desert camping trip shows that experiences ____.

- a) are more expensive than shoes
- b) help shape who we are
- c) are less enjoyable than possessions

Q7 Reading Waiting for a purchase is often linked to ____.

- a) a lack of patience
- b) a better investment
- c) stronger relationships

Q8 Reading The main conclusion of the text is that ____.

- a) people should never buy laptops
- b) spending on experiences usually brings more lasting satisfaction
- c) possessions are completely worthless

PART 3B · BEYOND GRADE LEVEL GOAL

READING TASK 2

Nail that Job | A Man's or a Woman's Job?

5

expository texts

40

questions

B2.2

level

16

marks

Focus: Watch for inference, tone and connection questions – read the whole paragraph before you choose.

IN THIS PART

- 5 expository texts (300–330 words)
- 8 multiple-choice questions per text

Instruction: Read the text and choose the correct answer. Choose A, B or C. ($8 \times 2 = 16$ marks)

Q READING 3B · TEXT 1

Breaking the Glass Ceiling

The term “glass ceiling” describes an invisible barrier that prevents women from reaching the highest positions in companies. Although women now make up nearly half of the workforce in many countries, they remain under-represented in boardrooms and senior management.

In 2003, Norway took a bold step to change this situation. The government passed a law requiring large public companies to ensure that at least forty percent of their board members were women. Companies that did not comply within a few years faced serious penalties, including the possibility of being closed down. At the time, critics warned that there were not enough qualified women and that the law would damage businesses.

Their fears proved largely unfounded. Within a few years, Norwegian companies had reached the target, and many of the new female board members were highly educated and experienced. Several other European countries, including France, Italy and Germany, later introduced similar rules. In 2022, the European Union agreed on a directive requiring large listed companies to increase the share of women on their boards.

Nevertheless, the results have been mixed. Researchers have found that while the number of women on boards increased dramatically, the number of female chief executives has risen much more slowly. Some experts argue that quotas change the top of the organisation but not the culture underneath it. Long working hours, limited parental leave and informal networks that exclude women continue to slow their progress.

Supporters of quotas believe they are a necessary first step. Once women are visible in leadership roles, they argue, younger employees gain role models and companies begin to see the value of diverse perspectives. Critics prefer voluntary targets and better childcare, arguing that women should be chosen only for their skills. Both sides agree, however, that talent is wasted when capable people are prevented from rising because of their gender.

Questions

Q1 Reading The “glass ceiling” refers to ____.

- a) a law about women in boardrooms
- b) the number of women in the workforce
- c) an unseen obstacle that limits women's promotion

Q2 Reading According to the Norwegian law, companies that ignored the rule ____.

- a) received help from the government
- b) could be forced to stop operating
- c) had to train more qualified women

Q3 Reading It can be inferred that critics in 2003 ____.

- a) were female board members
- b) supported the forty percent target
- c) were proved mostly wrong

Q4 Reading The EU directive of 2022 aimed to ____.

- a) raise the proportion of women on company boards
- b) replace national laws in France
- c) close companies in Norway

Q5 Reading The writer suggests that quotas have ____.

- a) ended long working hours
- b) produced many female chief executives
- c) changed boards more than everyday company life

Q6 Reading Which situation best reflects the concerns in paragraph 4?

- a) a firm with a balanced board but few women managers below it
- b) a board where all members are female
- c) a company with no women in its workforce

Q7 Reading The writer's tone in the final paragraph is ____.

- a) angry and critical
- b) balanced and fair
- c) humorous and light

Q8 Reading Overall, the text mainly explains ____.

- a) how quotas have tried to help women reach top jobs, with mixed success
- b) that quotas have completely solved inequality
- c) why Norway is the richest country in Europe

Q READING 3B · TEXT 2*Men in Caring Jobs*

When people imagine a nurse, a kindergarten teacher or a social worker, they often picture a woman. In many countries, fewer than one in ten nurses and early-years teachers are men. While a great deal of attention has been paid to encouraging women into science and engineering, much less has been said about the shortage of men in caring professions.

This imbalance has real consequences. Many countries face a serious shortage of nurses and care workers as populations grow older. If half of the population rarely considers these careers, the shortage becomes harder to solve. Furthermore, research suggests that young children benefit from having both male and female role models in their early education, particularly boys who grow up without a father at home.

Why do so few men choose these jobs? Stereotypes play a major role. From a young age, boys may hear that caring is “women's work”, and those who enter these professions sometimes face jokes or suspicion. Some men also worry about what their friends and families will think. Low pay is another factor, since men are still often expected to be the main earners in their families.

Some countries are trying to change this. Hospitals in the United Kingdom have run campaigns showing male nurses at work, and several Scandinavian countries offer scholarships to men who train as preschool teachers. Male nurses themselves often say that the job is rewarding and varied, with new challenges every day, and that patients quickly stop noticing their gender.

Experts believe that real change will require both better pay and a cultural shift. If caring jobs are respected and fairly paid, they argue, more people of every gender will see them as worthwhile careers. After all, the qualities these jobs require – patience, kindness and good communication – belong to no single gender.

Questions

Q1 Reading According to paragraph 1, in many countries men ____.

- a) are the majority of kindergarten teachers
- b) make up a very small share of nurses
- c) are encouraged into science

Q2 Reading Why is the lack of men in caring jobs a problem?

- a) children prefer female teachers
- b) nurses are paid too much
- c) staff shortages are growing as societies age

Q3 Reading It can be inferred that boys without fathers at home ____.

- a) may particularly gain from male teachers
- b) should become nurses in the future
- c) do not need role models

Q4 Reading Which reason for the imbalance is mentioned?

- a) a lack of nursing colleges
- b) fixed ideas about what men should do
- c) boys being better at engineering

Q5 Reading The scholarships in Scandinavia are offered to ____.

- a) women training as engineers
- b) male nurses in the UK
- c) men studying to teach young children

Q6 Reading Male nurses describe their job as ____.

- a) poorly respected by patients
- b) satisfying and full of variety
- c) full of jokes and suspicion

Q7 Reading Which example best matches the experts' view in the last paragraph?

- a) reducing the number of nurses
- b) making caring jobs only for women
- c) raising the salaries and status of care workers

Q8 Reading The writer's main point is that ____.

- a) caring professions should be open and attractive to everyone
- b) only pay determines career choice
- c) men are naturally better nurses

Q READING 3B · TEXT 3*Emirati Women in Science and Space*

In many parts of the world, women remain a minority in science, technology, engineering and mathematics (STEM). The United Arab Emirates, however, presents a rather different picture. Emirati women make up a large majority of university graduates, and a high proportion of students in STEM subjects at government universities are female.

This success is visible in some of the country's most ambitious projects, especially in space science. When the Emirates Mars Mission sent the Hope Probe towards Mars in 2020, women made up around a third of the team, and the mission was led by a woman, Sarah Al Amiri, who later became Minister of State for Public Education and Advanced Technology. In 2021, Nora AlMatrooshi was selected as the first Arab woman to train as an astronaut, and she later completed her training with NASA.

Several factors explain these achievements, and many of them began decades ago. Education is free for Emirati citizens, and families have increasingly encouraged their daughters to pursue higher education. Government policies have also promoted gender balance, including a council established in 2015 to support women's participation in the economy and leadership.

Nevertheless, challenges remain. While many young women study STEM subjects, fewer go on to work in technical careers in the private sector. Some find it difficult to balance demanding jobs with family responsibilities, and certain workplaces still lack flexible arrangements such as remote work or childcare facilities.

Experts believe that the next step is to turn education into long-term careers. Universities can also build stronger links with companies through internships. Mentoring programmes, flexible working hours and visible role models can help women remain in science and reach senior positions. The country's space programme has already shown what is possible; the challenge now is to make such success stories common rather than exceptional.

Questions

Q1 Reading According to paragraph 1, the UAE differs from many countries because ____.

- a) a large share of its science students are women
- b) men make up most university graduates
- c) women are a minority in technology

Q2 Reading Sarah Al Amiri is mentioned as someone who ____.

- a) trained with NASA as an astronaut
- b) headed the mission to Mars
- c) launched the Hope Probe in 2015

Q3 Reading Nora AlMatrooshi's selection was important because she was ____.

- a) the first minister for advanced technology
- b) the leader of the Emirates Mars Mission
- c) the first Arab woman chosen for astronaut training

Q4 Reading It can be inferred that free education ____.

- a) made it easier for many women to study
- b) is only available to men
- c) reduced the number of graduates

Q5 Reading According to paragraph 4, one problem is that ____.

- a) fewer women continue into technical jobs in companies
- b) too many women work in the private sector
- c) STEM subjects are no longer popular

Q6 Reading Which change would best address the challenge in paragraph 4?

- a) a university closing its science faculty
- b) a company with longer, fixed working hours
- c) a firm offering remote work and on-site childcare

Q7 Reading The writer's attitude towards the UAE's achievements is ____.

- a) doubtful and negative
- b) completely uninterested
- c) proud but realistic

Q8 Reading The text mainly argues that ____.

- a) women should only study at government universities
- b) Emirati women have achieved a great deal in science, but more support is needed
- c) the space programme should be stopped

Q READING 3B · TEXT 4*Equal Pay for Equal Work*

In most countries, it has been illegal for decades to pay women less than men for the same job. Yet in almost every economy, women still earn less on average. International organisations estimate that, globally, women earn around twenty percent less than men. This difference is known as the gender pay gap.

The causes are complex. Part of the gap exists because women are more likely to work in lower-paid sectors, such as care and retail, and less likely to hold senior positions. Women also take on most unpaid caring responsibilities, so many work part-time or take career breaks after having children, which slows their progress. Economists sometimes call this the “motherhood penalty”. However, studies show that even when these factors are considered, a small unexplained gap often remains.

Some governments have introduced stronger measures. In 2018, Iceland became the first country to require companies with twenty-five or more employees to prove that they pay men and women equally for work of equal value. Companies must obtain an official certificate or face fines. In the United Kingdom, large employers must publish their gender pay gap every year, which has encouraged many to examine their pay structures more closely.

Critics argue that such rules create extra paperwork for businesses. Supporters reply that transparency is the only way to reveal hidden unfairness. They also point out that many companies discover unfair differences only after checking their data. When salaries are kept secret, they say, it is almost impossible for employees to know whether they are being treated equally.

Closing the pay gap will probably require several changes at once: transparent salaries, shared parental leave, affordable childcare and encouragement for women to enter well-paid fields. Many experts believe these measures benefit not only women but also families, businesses and the economy as a whole.

Questions

Q1 Reading The “gender pay gap” describes ____.

- a) a law that makes unequal pay illegal
- b) the salary of part-time workers
- c) the average difference between men's and women's earnings

Q2 Reading According to paragraph 2, one cause of the gap is that women ____.

- a) work longer hours than men
- b) more often work in sectors with lower salaries
- c) refuse senior positions

Q3 Reading The term “motherhood penalty” suggests that having children ____.

- a) can hold back a woman's career
- b) is punished by law
- c) increases women's salaries

Q4 Reading It can be inferred from paragraph 2 that ____.

- a) economists have solved the problem
- b) not all of the gap can be explained by job choices
- c) women earn more than men in care jobs

Q5 Reading Iceland's law requires companies to ____.

- a) show evidence that they pay fairly
- b) publish salaries every year
- c) employ at least twenty-five women

Q6 Reading Supporters of transparency believe that secret salaries ____.

- a) encourage women to work part-time
- b) make unfair pay hard to discover
- c) reduce paperwork for businesses

Q7 Reading Which policy is most similar to the UK rule?

- a) a company sharing its pay data with the public each year
- b) a company giving all workers a certificate
- c) a company keeping salaries confidential

Q8 Reading Overall, the writer suggests that the pay gap ____.

- a) has already disappeared in Europe
- b) is caused only by discrimination
- c) needs several solutions working together

Q READING 3B · TEXT 5*Skills Have No Gender*

From an early age, children receive messages about which jobs are “for boys” and which are “for girls”. Toy shops often separate construction sets and science kits from dolls and kitchen sets, and children's books still sometimes show men as doctors and pilots while women appear as nurses and teachers.

These messages have measurable effects. In a study published in the journal *Science* in 2017, researchers in the United States told children a story about a person who was “really, really smart”. At the age of five, both boys and girls tended to think the person was of their own gender. By the age of six, however, girls were significantly less likely than boys to choose a woman, and they were also less interested in games described as being for “very smart” children.

Such beliefs can shape future careers and even the subjects children choose at school. If girls decide early that they are not suited to technical subjects, or if boys learn that caring is not for them, both lose opportunities. The economy loses too, because talent is not used where it is needed.

Fortunately, stereotypes can be challenged. Research suggests that meeting role models who do not fit traditional expectations – a female engineer or a male nurse, for example – can change children's ideas about what they can become. Some schools invite parents with unusual careers to speak to students, while toy companies have begun designing products that appeal to all children.

Parents and teachers play an important role as well. Praising effort rather than natural talent, encouraging children to try a wide range of activities and avoiding phrases such as “that's a boy's job” can make a real difference. In the end, skills such as problem-solving, creativity and empathy belong to everyone, and every child deserves the chance to discover them.

Questions

Q1 Reading According to paragraph 1, toy shops often ____.

- a) sell science kits only to girls
- b) show women as doctors and pilots
- c) display products for boys and girls apart

Q2 Reading At the age of five, children in the study ____.

- a) were less interested in games
- b) usually linked intelligence with their own gender
- c) chose a woman as the smart person

Q3 Reading It can be inferred that between five and six, girls ____.

- a) begin to absorb stereotypes about intelligence
- b) become smarter than boys
- c) stop playing any games

Q4 Reading According to paragraph 3, early beliefs about jobs can ____.

- a) make boys better at caring
- b) help the economy use talent
- c) limit the choices of both boys and girls

Q5 Reading Meeting a female engineer is given as an example of ____.

- a) a parent with an ordinary career
- b) a role model who breaks traditional expectations
- c) a toy designed for all children

Q6 Reading Which school activity reflects the ideas in paragraph 4?

- a) giving prizes only for natural talent
- b) inviting a male nurse to talk about his job
- c) separating boys and girls in science lessons

Q7 Reading The writer's tone in the last paragraph is ____.

- a) hopeful and encouraging
- b) worried and hopeless
- c) neutral and uninterested

Q8 Reading The main idea of the text is that ____.

- a) children should be free to develop any skills, whatever their gender
- b) toy companies are responsible for all stereotypes
- c) boys are naturally better at technical subjects

ANSWER KEYS

All the answers in one place · correct answers are synonyms of the text, never copies

Balance check Vocabulary a = 19 · b = 18 · c = 18 | Grammar a = 18 · b = 18 · c = 19 | Reading 3A a = 13 · b = 13 · c = 14 | Reading 3B a = 14 · b = 13 · c = 13

Q Vocabulary – Maze key

Maze	1	2	3	4	5
1. A Student on a Budget	b broke	a income	b make ends meet	a put aside	c student loan
2. Starting a Small Business	b raise capital	c take risks	a risk-taker	b income	a withdrawal
3. The Power of Advertising	b influence	c persuade	a broke	c put aside	b withdrawal
4. Winning a Scholarship	b scholarship	a student loan	a make ends meet	c influence	c persuade
5. My First Internship	a internship	a career	b communication	b experience	c adaptability
6. Getting Shortlisted	b shortlisted	c background	a experience	b occupation	b flexible
7. Jobs of the Past	a labor	b occupation	a rigid	c flexible	c career
8. The Young Entrepreneur	a risk-taker	c take risks	b raise capital	c communication	a scholarship
9. Interview Day	b shortlisted	c background	a internship	c adaptability	c rigid
10. Saving for the Future	a income	c put aside	a make ends meet	b withdrawal	a scholarship
11. From the Factory to the Office	b labor	a occupation	c influence	b persuade	c career

Q Grammar – Maze key

R1 Verb patterns · R2 Present continuous passive · R3 Non-defining relative clauses · R4 Reported speech · R5 Adverbs of degree · R6 Subordinating conjunctions · R7 Present simple passive

Maze	1	2	3	4	5
1. The Rise of Telecommuting	c which (R3)	b avoiding (R1)	c are being developed (R2)	c too (R5)	a Although (R6)
2. Outsourcing Explained	b are answered (R7)	a told (R4)	b to deal (R1)	c where (R3)	a While (R6)
3. Upgrade Your Skills	c taking (R1)	c so (R5)	b are being moved (R2)	a had changed (R4)	c are awarded (R7)

Maze	1	2	3	4	5
4. Job Security in a Changing World	b because (R6)	b who (R3)	a are automated (R7)	b absolutely (R5)	c to learn (R1)
5. Globalization and Your Career	a are being recruited (R2)	c whose (R3)	b said (R4)	a so (R6)	b extremely (R5)
6. A Day in the Life of a Remote Worker	c exercising (R1)	a are sent (R7)	c is being reviewed (R2)	b rather (R5)	b Unless (R6)
7. Robots in the Workplace	c are being tested (R2)	c are lifted (R7)	a told (R4)	b who (R3)	a to learn (R1)
8. Interview with a Career Adviser	a made (R4)	b talking (R1)	a Although (R6)	c increasingly (R5)	a which (R3)
9. The Flexible Office	c are allowed (R7)	b are being redesigned (R2)	a quite (R5)	a As long as (R6)	c explained (R4)
10. The Changing Workforce	c which (R3)	b offering (R1)	b are created (R7)	a are being trained (R2)	c so (R5)
11. Should Companies Outsource?	c is outsourced (R7)	a because (R6)	a are being criticised (R2)	b who (R3)	b said (R4)

Q Reading 3A – Key

Text	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1. Why Shopping Feels So Good	a	a	b	a	b	c	c	b
2. The Pain of Paying	c	a	a	b	c	a	b	c
3. Can Money Buy Happiness?	b	a	b	c	c	a	b	c
4. The Tricks Shops Play	c	b	a	c	c	b	b	a
5. Experiences or Things?	c	a	c	c	a	b	a	b

Q Reading 3B – Key

Text	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1. Breaking the Glass Ceiling	c	b	c	a	c	a	b	a
2. Men in Caring Jobs	b	c	a	b	c	b	c	a
3. Emirati Women in Science and Space	a	b	c	a	a	c	c	b
4. Equal Pay for Equal Work	c	b	a	b	a	b	a	c
5. Skills Have No Gender	c	b	a	c	b	b	a	a