دليل مهارات الكتابة وتلخيص الأفكار الرئيسية



تم تحميل هذا الملف من موقع المناهج الإماراتية	
موقع المناهج ⇦ المناهج الإماراتية ⇦ الصف الحادي عشر المتقدم ⇦ لغة انجليزية ⇦ الفصل الأول ⇦ ملفات متنوعة ⇦ الملف	
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ملفات ا كتب للمعلم ا كتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس	المزيد من مادة لغة انجليزية:
إعداد: Khazaleh Hekmat	

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

المزيد من الملفات بحسب الصف الحادي عشر المتقدم والمادة لغة انجليزية في الفصل الأول	
1	هيكل اختبار نهاية الفصل
2	دليل المفردات لاختبار نهاية الفصل
3	أوراق عمل مراجعة الوحدة الأولى Talks Money
4	قائمة مفردات الوحدة الأولى والثانية
5	تدريبات قواعد مع الحل

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

ENGLISH LANGUAGE · END-OF-TERM 1 · 2026–2027

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1. Part 4 · Writing 1.1 — Main ideas of a text (15 marks)

You read a text of about 180 words that presents two sides of an argument, one in each paragraph. You write **4–5 sentences** giving the main ideas in your own words. Themes: **Nail That Job! · Essential Skills for Your Future Career** or **Money Talks · The Effects of Advertising**.

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

Use one of these two frames

Frame A

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

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

Frame B

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

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

Useful language – FL.46 Evidence-based argument · FL.16 Opinion · FL.24 Advice

Presenting evidence	Contrasting views	Giving reasons
research shows that · according to · for example · as shown by	however · whereas · on the other hand · in contrast · unlike	because · since · as · due to · as a result · therefore

How to fill the frame in three steps

1. **Find the two claims.** The claim is usually the first sentence of each paragraph. Write it after *supports the idea that* / *defends the idea that*.
2. **Pick three reasons from each paragraph.** Write them after *such as* as a list of three short phrases.
3. **Change the words.** Never copy more than three words in a row from the text.

The text says	Write instead
believes / thinks	maintains, is convinced that, takes the

The text says	Write instead
	view that
is worried / warns	is concerned that, has reservations about
skills like teamwork	soft skills, practical abilities
a degree / certificate	academic qualifications
buy without thinking	buy on impulse
adverts	advertising, commercials, promotions
costs too much	is expensive, is beyond their budget

Practice texts

Read each text and answer in the right-hand column. Model answers are in Section 7.

W1.1 · Degree or Skills? (Nail That Job!)

TEXT	YOUR SUMMARY
Ahmed, a recruitment manager at a large company in Abu Dhabi, believes that skills now matter more than certificates. In his experience, graduates with excellent grades often struggle in their first job because they cannot work in a team, communicate clearly or adapt when plans change. He points out that many technical facts learned at university become outdated within a few years, while abilities such as problem-solving and flexibility stay useful for a whole career. For this reason, his company now tests candidates with real tasks instead of simply reading their transcripts. Fatima, a university professor in Sharjah, warns against undervaluing qualifications. She argues that a degree proves a student can work hard for years, meet deadlines and master difficult knowledge, which are qualities employers cannot easily check in a short interview. In fields such as medicine, engineering and law, she adds, deep subject knowledge is not optional; it protects people's lives and safety. Moreover, she believes that good universities already teach teamwork and communication through projects and presentations. In her view, skills and qualifications should be seen as partners, not rivals.	**Task:** Read the text. Write the main ideas in your own words. Write 4–5 sentences. (15 marks) **Frame A:** *Based on the text, there are two different opposing views. The first opinion supports the idea that ……. by providing some evidence and reasons such as ……. . However, the second opinion defends the idea that ……. by presenting some justifications such as ……. .* **Frame B:** *According to the passage, there are two contrasting perspectives. The first point of view believes that ……. and this opinion is supported by some causes like ……., ……. and ……. . On the other hand, the second view thinks that ……. and this opinion is enhanced by some justifications such as ……., ……. and ……. .* **Your answer**

W1.2 · Advertising and Teenagers (Money Talks)

TEXT	YOUR SUMMARY
Khalid, a marketing manager in Dubai, sees advertising aimed at teenagers as harmless and even useful. He explains that adverts inform young people about new products, special offers and events they might otherwise miss. He also argues that today's teenagers are smart consumers who compare prices online and read reviews before they buy, so they are not easily fooled. Furthermore, he points out that advertising pays for many free apps, games and websites that young people enjoy every day. Aisha, a school counsellor in Ajman, takes a far more critical view. She has noticed that many students feel pressure to own the latest phone or trainers because adverts link these products with popularity and success. Since teenagers are still developing self-control, she believes they are more likely than adults to buy on impulse and regret it later. She also warns that adverts on social media are often disguised as normal posts, which makes them harder to recognise. For her, schools should teach students to question every advert they see.	**Task:** Read the text. Write the main ideas in your own words. Write 4–5 sentences. (15 marks) **Frame A:** *Based on the text, there are two different opposing views. The first opinion supports the idea that ……. by providing some evidence and reasons such as ……. . However, the second opinion defends the idea that ……. by presenting some justifications such as ……. .* **Frame B:** *According to the passage, there are two contrasting perspectives. The first point of view believes that ……. and this opinion is supported by some causes like ……., ……. and ……. . On the other hand, the second view thinks that ……. and this opinion is enhanced by some justifications such as ……., ……. and ……. .* **Your answer**

W1.3 · Should Students Work Part-Time? (Nail That Job!)

TEXT	YOUR SUMMARY
Saeed, a business owner in Al Ain, encourages university students to take part-time jobs. He believes that working in a café or shop teaches lessons that lectures cannot: arriving on time, dealing politely with difficult customers and managing money. He has also found that students who have worked before are more confident in interviews and more likely to be shortlisted, because they can give real examples of their skills. In addition, the extra income helps them avoid borrowing money for their studies. Mariam, an academic adviser, is more cautious. She has seen students whose grades fell sharply because they worked late into the night and arrived at morning classes exhausted. In her opinion, university is a short and valuable period that should be used mainly for learning, research and building friendships. She also points out that many part-time jobs have little connection to a student's future career, so the experience may not be as useful as it seems. She advises students to choose internships related to their studies instead.	**Task:** Read the text. Write the main ideas in your own words. Write 4–5 sentences. (15 marks) **Frame A:** *Based on the text, there are two different opposing views. The first opinion supports the idea that ……. by providing some evidence and reasons such as ……. . However, the second opinion defends the idea that ……. by presenting some justifications such as ……. .* **Frame B:** *According to the passage, there are two contrasting perspectives. The first point of view believes that ……. and this opinion is supported by some causes like ……., ……. and ……. . On the other hand, the second view thinks that ……. and this opinion is enhanced by some justifications such as ……., ……. and ……. .* **Your answer**

W1.4 · Influencers: Honest Reviews or Paid Promotion? (Money Talks)

TEXT	YOUR SUMMARY
Noura, a university student in Abu Dhabi, trusts social media influencers more than traditional adverts. She explains that influencers test products in their daily lives and show how they really work, which feels more honest than a polished television commercial. Because she follows people who share her interests, she discovers useful products she would never have found alone. She adds that influencers in the UAE who earn money from advertising must now hold a licence, which makes the system more professional. Hamad, a writer on consumer rights, is far less convinced. He argues that when an influencer is paid by a company, the review can no longer be fully independent, even if the influencer is a likeable person. He has also noticed that the words "paid partnership" are often small and easy to miss, so many followers do not realise they are watching an advert. Finally, he warns that influencers often present expensive lifestyles as normal, which can push young people to spend more than they can afford.	**Task:** Read the text. Write the main ideas in your own words. Write 4–5 sentences. (15 marks) **Frame A:** *Based on the text, there are two different opposing views. The first opinion supports the idea that ……. by providing some evidence and reasons such as ……. . However, the second opinion defends the idea that ……. by presenting some justifications such as ……. .* **Frame B:** *According to the passage, there are two contrasting perspectives. The first point of view believes that ……. and this opinion is supported by some causes like ……., ……. and ……. . On the other hand, the second view thinks that ……. and this opinion is enhanced by some justifications such as ……., ……. and ……. .* **Your answer**

W1.5 · Should Everyone Learn to Code? (Nail That Job!)

TEXT	YOUR SUMMARY
Omar, a software engineer in Dubai, believes that every student should learn to code, whatever career they plan to follow. In his view, technology is now part of almost every job, from banking to farming, and people who understand how programs work can solve problems faster. He also argues that coding teaches logical thinking and patience, because a single small mistake can stop a whole program from running. Finally, he notes that the UAE is investing heavily in digital industries, so these skills will open many doors. Layla, a careers adviser, agrees that digital skills matter but questions whether coding is essential for everyone. She points out that tools are becoming easier to use, and artificial intelligence can now write simple programs, so the most valuable skills may be creativity, communication and judgement. She also worries that forcing all students to code could take time away from subjects they love and are good at. For her, students should understand technology, but only some need to become programmers.	**Task:** Read the text. Write the main ideas in your own words. Write 4–5 sentences. (15 marks) **Frame A:** *Based on the text, there are two different opposing views. The first opinion supports the idea that …….. by providing some evidence and reasons such as …….. . However, the second opinion defends the idea that ……. by presenting some justifications such as …….. .* **Frame B:** *According to the passage, there are two contrasting perspectives. The first point of view believes that ……. and this opinion is supported by some causes like ……., ……. and ……. . On the other hand, the second view thinks that ……. and this opinion is enhanced by some justifications such as ……., ……. and ……. .* **Your answer**

2. Part 4 · Writing 1.2 — Opinion essay (25 marks)

You write an opinion essay of **at least 200 words** in four paragraphs. One sentence introduces the topic, and three prompts tell you what to include: usually an explanation, your opinion with reasons and examples, and advice or a suggestion. Aim for **200–220 words**.

The 4 parts of an essay introduction

Hook → Thesis Statement → Purpose → Your Touch

1. Hook	2. Thesis statement	3. Purpose	4. Your touch
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 … · a personal point of view concerning …	As well as, a personal opinion along with some recommendations will be presented in the conclusion.

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 …

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 …
2 Body 1	Prompt 1: 3–4 points with examples	First and foremost, there are several … to be

Paragraph	What to write	Starters
		considered. For instance, … Also, … Further, … Moreover, …
3 Body 2	Prompt 2: the other side or further reasons	Undoubtedly, there are a lot of … to be suggested in this context. For example, … Furthermore, … In addition, … Also, …
4 Conclusion	Opinion + example + recommendation (prompt 3)	In conclusion, I do believe that … As a consequence, I recommend that …

Essay template – use it 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, _____.

Conclusion: In conclusion, I do believe that _____. [Your example.] As a consequence, I recommend that _____.

Checklist: ✔️ 200–220 words ✔️ 4 paragraphs ✔️ all 3 prompts answered ✔️ evidence and examples ✔️ your opinion, an example and a recommendation

Practice prompts

Write at least 200 words in paragraphs for each. Model essays are in Section 7.

E1 · Essay prompt (linked to W1.1)

ESSAY PROMPT	ESSAY PLANNER
Many employers say that skills matter more than qualifications. Write an opinion essay in which you: (25 marks) • explain whether skills or qualifications are more important for finding a good job • give reasons and examples to support your opinion • suggest how students can prepare for their future careers.	**Plan your essay (200–220 words)** **1. Introduction** *As a matter of fact, … The current essay aims to reveal … As well as, a personal opinion along with some recommendations will be presented in the conclusion.* **2. Body 1** *First and foremost, there are several … to be considered. For instance, … Also, … Further, … Moreover, …* **3. Body 2** *Undoubtedly, there are a lot of … to be suggested in this context. For example, … Furthermore, … In addition, … Also, …* **4. Conclusion** *In conclusion, I do believe that … [example] … As a consequence, I recommend that …*

E2 · Essay prompt (linked to W1.2)

ESSAY PROMPT	ESSAY PLANNER
Young people see hundreds of adverts every day. Write an opinion essay in which you: (25 marks) • explain how advertising influences young people's choices • say whether this influence is mainly positive or negative, with reasons • give advice to teenagers on becoming smarter consumers.	**Plan your essay (200–220 words)** **1. Introduction** *As a matter of fact, … The current essay aims to reveal … As well as, a personal opinion along with some recommendations will be presented in the conclusion.* **2. Body 1** *First and foremost, there are several … to be considered. For instance, … Also, … Further, … Moreover, …* **3. Body 2** *Undoubtedly, there are a lot of … to be suggested in this context. For example, … Furthermore, … In addition, … Also, …* **4. Conclusion** *In conclusion, I do believe that … [example] … As a consequence, I recommend that …*

E3 · Essay prompt (linked to W1.3)

ESSAY PROMPT	ESSAY PLANNER
More and more students combine study with part-time work. Write an opinion essay in which you: (25 marks) • explain the benefits and drawbacks of working while studying • say whether you would take a part-time job, giving reasons • give advice to students who decide to work.	**Plan your essay (200–220 words)** **1. Introduction** *As a matter of fact, … The current essay aims to reveal … As well as, a personal opinion along with some recommendations will be presented in the conclusion.* **2. Body 1** *First and foremost, there are several … to be considered. For instance, … Also, … Further, … Moreover, …* **3. Body 2** *Undoubtedly, there are a lot of … to be suggested in this context. For example, … Furthermore, … In addition, … Also, …* **4. Conclusion** *In conclusion, I do believe that … [example] … As a consequence, I recommend that …*

E4 · Essay prompt (linked to W1.4)

ESSAY PROMPT	ESSAY PLANNER
Influencers now play a major role in advertising. Write an opinion essay in which you: (25 marks) • explain why many young people trust influencers • say whether influencer advertising needs stricter rules, giving reasons • give advice to followers who want to shop wisely.	**Plan your essay (200–220 words)** **1. Introduction** *As a matter of fact, … The current essay aims to reveal … As well as, a personal opinion along with some recommendations will be presented in the conclusion.* **2. Body 1** *First and foremost, there are several … to be considered. For instance, … Also, … Further, … Moreover, …* **3. Body 2** *Undoubtedly, there are a lot of … to be suggested in this context. For example, … Furthermore, … In addition, … Also, …* **4. Conclusion** *In conclusion, I do believe that … [example] … As a consequence, I recommend that …*

E5 · Essay prompt (linked to W1.5)

ESSAY PROMPT	ESSAY PLANNER
The world of work is changing quickly. Write an opinion essay in which you: (25 marks) • choose three skills that you think are essential for future careers • explain why each one matters, with examples • suggest how schools could help students develop them.	**Plan your essay (200–220 words)** **1. Introduction** *As a matter of fact, … The current essay aims to reveal … As well as, a personal opinion along with some recommendations will be presented in the conclusion.* **2. Body 1** *First and foremost, there are several … to be considered. For instance, … Also, … Further, … Moreover, …* **3. Body 2** *Undoubtedly, there are a lot of … to be suggested in this context. For example, … Furthermore, … In addition, … Also, …* **4. Conclusion** *In conclusion, I do believe that … [example] … As a consequence, I recommend that …*

3. Part 1 · Vocabulary (10 marks)

Part 1 is one text of about 170 words with 5 gaps. Each gap has three options taken from the target words, and only one fits both the meaning and the grammar. Learn each word with its Arabic meaning, then practise with the mazes.

Word bank — the target words

Word	Arabic meaning	Word	Arabic meaning
broke	مُفلِس	career	مسيرة مهنية
income	دخل	occupation	مهنة
make ends meet	يغطّي نفقاته	labor	عمالة / عمل
raise capital	يجمع رأس المال	internship	تدريب عملي
student loan	قرض طلابي	adaptability	القدرة على التكيّف
scholarship	منحة دراسية	communication	التواصل
put aside	يدّخر	experience	خبرة
withdrawal	سحب (مال)	shortlisted	في القائمة المختصرة
take risks	يخاطر	background	خلفية
risk-taker	شخص مُغامِر	flexible	مرن
influence	تأثير / يؤثّر	rigid	صارم / جامد
persuade	يُقنِع	telecommuting	العمل عن بُعد

Money Talks: broke → persuade · Nail That Job!: career → rigid. **Bonus words (Part 2 theme):** workforce (القوى العاملة), job security (الأمان الوظيفي), outsourcing (الاستعانة بمصادر خارجية), globalization (العولمة), upgrade skills (يطوّر المهارات), drawback (عيب).

Practice mazes

Read each text. Choose the correct word to complete each gap: a, b or c. (5 × 2 marks = 10 marks each.) Across the five mazes, **every target word is the correct answer exactly once**, plus *workforce* from the Part 2 theme list. Answers are in Section 7.

V1 · Studying Without Going Broke (Money Talks)

TEXT	QUESTIONS
When Hessa started university in Al Ain, she quickly discovered how expensive student life could be. Books, transport and meals added up, and by the end of her first month she was completely **(1)** _____. Her only regular **(2)** _____ was a small monthly allowance from her parents, which did not cover all her costs. She even stopped meeting friends at cafés to save money. Many of her friends faced the same problem and struggled to **(3)** _____, especially when they had to pay for laptops or field trips. Some considered taking out a **(4)** _____, but they worried about repaying the money after graduation. Hessa chose a different path. With help from her academic adviser, she applied for a **(5)** _____ offered by a local company to outstanding engineering students. After an interview and a short test, she was successful, and the award now covers her tuition and books. "It changed everything," she says. "Now I can focus on my studies instead of worrying about money every single week."	**(1)** a) broke b) rigid c) flexible **(2)** a) withdrawal b) income c) scholarship **(3)** a) take risks b) put aside c) make ends meet **(4)** a) student loan b) scholarship c) withdrawal **(5)** a) internship b) scholarship c) student loan

V2 · From Savings to Start-Up (Money Talks)

TEXT	QUESTIONS
Ever since secondary school, Rashid had dreamed of opening a small coffee roastery in Ras Al Khaimah. To make his dream possible, he decided to **(1)** _____ part of his salary every month in a separate savings account. He was careful not to touch it: in three years, he made only one **(2)** _____, when his car needed urgent repairs. Even so, his savings were not enough to buy equipment and rent a shop, so he had to **(3)** _____ from other sources. He presented his business plan to a government fund that supports young Emirati entrepreneurs, and he persuaded two cousins to invest. His father was nervous at first. "Starting a business means you have to **(4)** _____," he warned, "and many new businesses fail in their first year." Rashid agreed, but he believed that careful planning would reduce the danger. Today, his roastery supplies cafés across the emirate, and his family proudly describe him as a sensible **(5)** _____ who knew when to be brave.	**(1)** a) put aside b) make ends meet c) raise capital **(2)** a) income b) withdrawal c) scholarship **(3)** a) put aside b) raise capital c) take risks **(4)** a) take risks b) make ends meet c) put aside **(5)** a) risk-taker b) background c) workforce

V3 · Landing the First Job (Nail That Job!)

TEXT	QUESTIONS
Choosing a **(1)** _____ is one of the biggest decisions a young person makes, and Mansour wanted his to be in aviation. During his third year at university, he completed a summer **(2)** _____ at an airline in Dubai, where he worked alongside engineers and learned how aircraft are inspected. When he graduated, he applied for twelve positions. For most of them he received no reply, but for three he was **(3)** _____ and invited to an interview. The interviewers were interested in his **(4)** _____: they asked about his family, his studies and the volunteer work he had done at a local hospital. Above all, they wanted to know what practical **(5)** _____ he had gained. Thanks to his summer at the airline, Mansour could describe real tasks he had carried out, and he gave examples of problems he had helped to solve. A week later, he received his first job offer. "The certificate opened the door," he says, "but the summer placement got me through it."	**(1)** a) workforce b) career c) background **(2)** a) scholarship b) withdrawal c) internship **(3)** a) persuaded b) shortlisted c) influenced **(4)** a) background b) adaptability c) occupation **(5)** a) income b) background c) experience

V4 · Skills That Survive Change (Nail That Job!)

TEXT	QUESTIONS
Experts predict that many of today's students will change their **(1)** _____ several times during their working lives, as new technologies create some jobs and remove others. In such a fast-changing world, **(2)** _____, the ability to adjust quickly to new situations, has become one of the most valued qualities. Employers also look for strong **(3)** _____, because even the best idea is useless if a person cannot explain it clearly to colleagues and customers. Working patterns are changing too. Many companies in the UAE now offer **(4)** _____ hours, allowing employees to start earlier or later so that they can avoid traffic or care for their families. By contrast, organisations with **(5)** _____ rules, which never allow exceptions, often find it harder to keep talented staff. As one manager in Abu Dhabi explained, "People want to know that their workplace can bend a little when life becomes complicated." The message for students is clear: knowledge matters, but the ability to learn, share and adapt matters even more.	**(1)** a) occupation b) workforce c) background **(2)** a) communication b) adaptability c) experience **(3)** a) background b) adaptability c) communication **(4)** a) rigid b) flexible c) broke **(5)** a) flexible b) shortlisted c) rigid

V5 · Who Will Do the Work? (Nail That Job!)

TEXT	QUESTIONS
The UAE's **(1)** _____ is one of the most international in the world, with people from more than two hundred nationalities working side by side. For decades, many industries depended on manual **(2)** _____, especially in construction and farming. Today, however, machines are taking over some physical tasks, and new jobs require digital skills. Technology has also changed where people work. Since 2020, **(3)** _____ has become common in many offices: employees connect from home and attend meetings online, saving hours of driving. Some companies have even opened small offices in residential areas so that staff can work closer to home. Not everyone is convinced. Some managers believe that working in the same building helps teams build trust, and they try to **(4)** _____ staff that returning to the office is worthwhile by offering free parking and healthy lunches. Experts say that senior leaders have a strong **(5)** _____ on which model a company chooses. In the end, the most successful organisations may be those that combine both approaches, giving employees the freedom to choose what works best for each task.	**(1)** a) labor b) workforce c) occupation **(2)** a) workforce b) labor c) income **(3)** a) communication b) adaptability c) telecommuting **(4)** a) influence b) persuade c) shortlist **(5)** a) influence b) persuade c) background

4. Part 2 · Grammar (10 marks)

Part 2 is one expository text of about 170 words on **Nail That Job! · Career Trends in a Changing World**, with 5 gaps and three options each. Seven grammar points are tested.

The rules at a glance

Rule (spec code)	Correct form
R1 Verb forms (G.19.2)	verb + -ing: *enjoy avoiding* · verb + to-infinitive: *decided to introduce* · verb + object + to-infinitive: *encouraged him to join* · let/make + object + bare infinitive: *let employees choose*
R2 Present continuous passive (G.10.3)	am/is/are + **being** + past participle: *A new system is being tested.* · *Candidates are being interviewed by managers.*
R3 Non-defining relative clauses (G.4.2)	comma + **who** (people) · **which** (things) · **whose** (possession) · **where** (places) — never *that* after a comma
R4 Reported speech (G.18)	tenses move back: *spends → spent* · *will → would* · *have been missed → had been missed* · reported questions use statement order: *asked her why she was applying*
R5 Adverbs of degree (G.2.8)	*extremely / very* + adjective · *fairly / quite* + adjective · adjective + **enough**: *clever enough, not enough*
R6 Subordinating conjunctions (G.6.2)	contrast: *although* · reason: *because, since* · condition: *as long as, unless*
R7 Present simple passive (G.10.1)	is/are + past participle: *Each robot is controlled …* · *Courses are offered …* · negative: *isn't required*

Sharp distinctions examiners love

- **is tested vs is being tested:** use the continuous passive for something happening *now / this year*.
- **which vs that:** after a comma, use *which*, never *that*.
- **enough** comes *after* an adjective (*clever enough*) but *before* a noun (*enough time*).
- **as long as vs unless:** *as long as* = only if; *unless* = if not.

- **let + bare infinitive:** *let employees choose*, never *let them to choose*.

How to attack a grammar gap (20 seconds)

1. Read the sentence before and after the gap: what is the **logical** job of the missing words?
2. Eliminate the option with an obvious form error.
3. Between the last two, check agreement, tense and word order.

Practice mazes

Read each text and choose the correct word(s) to complete the sentences: a, b or c. (5 × 2 marks = 10 marks each.) Each maze tests five different rules, and **no grammar point is tested twice** across the 25 gaps.

Rule	Points tested (maze · gap)
R1 Verb forms	verb + -ing (G1·2) · verb + to-inf (G2·2) · verb + object + to-inf (G3·1) · let + bare inf (G4·2)
R2 Present continuous passive	singular (G1·1) · plural (G2·3) · negative (G4·5) · with *by* (G5·2)
R3 Non-defining relatives	which (G1·3) · who (G2·4) · whose (G3·3) · where (G5·1)
R4 Reported speech	present → past (G1·4) · will → would (G3·4) · → past perfect (G4·4) · reported question (G5·3)
R5 Adverbs of degree	extremely (G1·5) · fairly (G4·1) · enough (G5·4)
R6 Subordinating conjunctions	although (G2·5) · because (G3·5) · as long as (G5·5)
R7 Present simple passive	singular (G2·1) · plural (G3·2) · negative (G4·3)

G1 · Working From Home

TEXT	QUESTIONS
Since 2020, telecommuting has changed the way many people in the UAE work. Several government departments now allow employees to work from home on certain days, and this year a new system **(1)** _____ in some offices to measure how productive remote teams are. The results so far are encouraging. Productivity has stayed high, and many employees say they enjoy **(2)** _____ the long morning drive. Remote work also helps companies save on office space, **(3)** _____ is especially expensive in central Dubai. However, not everyone finds it easy. Last month, a manager in Abu Dhabi told reporters that her team **(4)** _____ more time in online meetings than before, which left less time for real work. Experts say that clear rules are **(5)** _____ important: employees need to know when they must be available and when they can switch off. With good planning, they believe, working from home can benefit employers and staff alike, and it may soon become a normal part of working life across the country.	**(1)** a) is tested b) is being tested c) is testing **(2)** a) to avoid b) avoiding c) avoid **(3)** a) which b) that c) where **(4)** a) spends b) spent c) is spending **(5)** a) extremely b) enough c) too much

G2 · Robots in the Warehouse

TEXT	QUESTIONS
At a huge logistics centre near Jebel Ali Port, robots now move thousands of parcels every day. Each robot **(1)** _____ by a central computer that plans the fastest route around the shelves. The company **(2)** _____ the robots three years ago, after demand for online shopping grew rapidly. Many people feared that the machines would replace human workers. Instead, most employees **(3)** _____ to repair, program and supervise the robots, and some have moved into better-paid roles. One of them is Yousef, **(4)** _____ joined the company as a packer and is now a team supervisor. **(5)** _____ the robots are fast and accurate, they still cannot handle unusual items, such as fragile glass or oddly shaped furniture, so people remain essential. Managers say the key is balance: machines take care of repetitive tasks, while humans focus on problem-solving, customer service and safety. For workers who are willing to learn, they add, automation can be an opportunity rather than a threat to their future careers.	**(1)** a) is controlled b) controls c) are controlled **(2)** a) decided introducing b) decided to introduce c) decided introduce **(3)** a) are being trained b) are training c) is being trained **(4)** a) whose b) which c) who **(5)** a) Because b) Although c) Unless

G3 · Back to the Classroom at Fifty

TEXT	QUESTIONS
When Hamdan's company introduced new accounting software, he was worried. At fifty-two, he had used the same methods for almost thirty years. His children were amused to see their father doing homework in the evenings. Fortunately, his manager encouraged him **(1)** _____ a free evening course run by the company. Such courses **(2)** _____ to all employees who want to upgrade their skills, and the number of people attending grows every year. In his first class, Hamdan sat next to Salma, a young graduate **(3)** _____ knowledge of the software was impressive. They soon formed a good team: she explained the technology, and he shared his experience of real clients. At the end of the course, the trainer told Hamdan that he **(4)** _____ use the software confidently within a month. She was right. Today, Hamdan trains other colleagues, **(5)** _____ he understands both the old system and the new one. "Learning never stops," he says. "In a changing world, the most dangerous thing is to believe that you already know enough."	**(1)** a) join b) joining c) to join **(2)** a) are offered b) is offered c) offer **(3)** a) who b) whose c) which **(4)** a) will b) would c) can **(5)** a) although b) unless c) because

G4 · One Team, Five Time Zones

TEXT	QUESTIONS
Globalization means that many UAE companies now work with partners all over the world. At one engineering firm in Abu Dhabi, a single project team includes members in Dubai, India, Germany, Brazil and Japan. Managing such a team is **(1)** _____ challenging, but the company has found solutions. Shared online calendars let employees **(2)** _____ meeting times that suit everyone, so nobody is expected to join calls at midnight. The team also uses a shared online board where everyone can see the progress of each task. A fixed office location **(3)** _____ for most roles. Of course, some problems remain. Last year, a team leader reported that several deadlines **(4)** _____ because colleagues had misunderstood each other's emails. Since then, all important decisions have been confirmed in short video calls, and new members **(5)** _____ left to learn the system alone: each one is given a mentor for the first month. As a result, the team now completes projects faster than many offices where everyone sits in the same room every day.	**(1)** a) fairly b) enough c) too much **(2)** a) to choose b) choosing c) choose **(3)** a) isn't required b) doesn't require c) aren't required **(4)** a) have been missed b) had been missed c) are missed **(5)** a) isn't being b) aren't being c) aren't having

G5 · Inside the Careers Fair

TEXT	QUESTIONS
This week, thousands of students are visiting the careers fair at the Abu Dhabi National Exhibition Centre, **(1)** _____ more than two hundred employers are presenting their opportunities. At this moment, hundreds of candidates **(2)** _____ by managers from banks, airlines and technology companies, and some are even receiving internship offers on the spot. Shamma, a final-year student, arrived early with copies of her CV. At the first stand, a recruiter asked her **(3)** _____ for a job in renewable energy. She explained that she was interested in solar power and had completed a project on it. By lunchtime, she had learned an important lesson: being clever is not **(4)** _____; you also need to present yourself with confidence. One recruiter told her that she would be invited to a second interview **(5)** _____ she sent a short video about her project by Friday. She plans to record it this evening, and she already feels far more confident about her future.	**(1)** a) which b) where c) who **(2)** a) are being interviewed b) are interviewing c) is being interviewed **(3)** a) why was she applying b) why she was applying c) why she applying **(4)** a) enough b) too c) extremely **(5)** a) as long as b) although c) unless

5. Part 3A · Reading at Grade Level (24 marks)

Part 3A is one expository text of 300–330 words on **Money Talks · Consumerism and the Human Brain, Does Money Talk?**, with 8 questions worth 3 marks each. Questions follow the order of the text, and the last one always covers the whole text.

The five distractor traps

1. **Word-match trap:** the option copies words from the text but changes the meaning.
2. **True but not the answer:** a fact from the text that answers a different question or belongs to a different paragraph.
3. **Too extreme:** *always, only, never, completely, every* — writers rarely go that far.
4. **Reversed relation:** cause and effect, or "more than / less than", swapped.
5. **Swapped detail:** a detail that belongs to a different person, place or example in the same text.

The correct answer paraphrases; the wrong answers repeat. The right option says the text's idea in different words. Wrong options usually reuse real words from the text with a changed meaning.

Practice texts

Read each text and choose the correct answers. Choose a, b or c. (8 × 3 marks = 24 marks each.) Answers are in Section 7.

R3A-1 · Why Sales Make Us Spend

TEXT	QUESTIONS
Every winter, the Dubai Shopping Festival fills malls with banners promising discounts of up to ninety per cent. Shoppers queue before the doors open, and many leave with bags full of things they had not planned to buy. Why are sales so powerful? Scientists who study the brain have some surprising answers. When we see a price that has been crossed out and replaced with a lower one, the brain's reward system becomes active, in a similar way to when we receive a gift. The original price acts as an "anchor": it makes the new price seem like a bargain, even if the product was never worth the higher amount. Researchers have found that people often feel happier paying 100 dirhams for a jacket "reduced from 200" than paying 80 dirhams for the same jacket with no discount at all. Time limits make the effect even stronger. Signs such as "today only" or "last few items" create a fear of missing out. Under this pressure, the parts of the brain that weigh up costs and benefits have less time to work, so shoppers rely on quick feelings rather than careful thought. Retailers understand this well. Music, bright lighting and free samples are all designed to keep customers relaxed and in a buying mood. Even the position of products matters: expensive items are often placed at eye level, while cheaper alternatives sit on the bottom shelf.	**Q1** During the Dubai Shopping Festival, many shoppers ___ a) buy items they did not intend to b) queue for gifts before the doors open c) pay only ninety per cent of the price **Q2** A crossed-out price makes the brain react as if ___ a) it is paying the higher price b) it has received a present c) the product is worthless **Q3** The "anchor" makes a new price seem ___ a) higher than the original price b) fixed at its full amount c) better value than it really is **Q4** Time limits encourage shoppers to ___ a) weigh up costs and benefits b) act on feelings instead of reasoning c) buy only the last few items **Q5** Paragraph 4 mainly shows that stores ___ a) design the setting to encourage buying b) place cheap items at eye level c) give free samples to relaxed customers **Q6** Expensive products are often placed ___ a) on the bottom shelf b) where shoppers look first c) beside the free samples **Q7** The writer suggests that a

TEXT	QUESTIONS
None of this means that sales are bad. A real discount on something you already needed is simply good value. The problem begins when the thrill of saving money becomes more important than the item itself. Experts suggest a simple test: before buying, ask yourself whether you would still want the product at its full price. If the answer is no, the "bargain" may be the most expensive thing you buy all year.	"bargain" becomes costly when ___ a) the discount is less than half b) people buy something they don't really want c) the item is sold at its full price **Q8** The text mainly explains ___ a) why discounts strongly affect our buying choices b) how the Dubai Shopping Festival began c) why all sales should be avoided

R3A-2 · Can Money Buy Happiness?

TEXT	QUESTIONS
"Money can't buy happiness," the old saying goes. Yet when people are asked what would improve their lives, many still say "more money". So who is right? Research over the past fifty years suggests that the answer is more complicated than either side believes. Up to a point, income clearly matters. People who struggle to pay for food, housing and healthcare report much lower levels of well-being than those whose basic needs are met. For them, an increase in income brings real relief from daily worry. However, several large studies have found that once people earn enough to live comfortably, extra money adds less and less to their happiness. A pay rise that feels exciting at first soon becomes normal, and people begin comparing themselves with those who earn even more. How money is spent seems to matter as much as how much we have. Studies suggest that spending on experiences, such as a family trip to the mountains of Hatta or a course to learn a new skill, brings more lasting satisfaction than buying objects. A new watch or phone quickly loses its sparkle, but memories of shared experiences often grow more precious with time. Even a simple dinner with friends after a long week can stay in the memory far longer than a new pair of shoes. Generosity also plays a role. In experiments, people who were given money and asked to spend it on others	**Q1** People whose basic needs are not met ___ a) report much higher well-being b) feel less satisfied with life c) earn more than they spend **Q2** Once people live comfortably, extra money ___ a) makes a smaller difference to their mood b) brings real relief from daily worry c) stops them comparing themselves with others **Q3** A pay rise often loses its effect because people ___ a) spend it on food and housing b) receive it only once a year c) get used to it and look at richer people **Q4** According to the text, spending on experiences ___ a) quickly loses its sparkle b) gives longer-lasting pleasure than objects c) costs more than a new phone **Q5** Paragraph 4 mainly shows that ___ a) giving to others can raise our happiness b) charities in the UAE need more money c) people spend on themselves in Ramadan **Q6** The writer mentions Ramadan to show that ___ a) people are given money in experiments

TEXT	QUESTIONS
reported feeling happier than those who spent it on themselves. This finding will not surprise many people in the UAE, where helping relatives and supporting charities during Ramadan are deeply rooted traditions. Money, then, is best seen as a tool rather than a goal. It can remove stress and create opportunities, but it cannot replace friendship, purpose or good health. Perhaps the old saying should be updated: money cannot buy happiness, but used wisely, it can certainly help.	b) generosity is part of local culture c) charities are busiest in the summer **Q7** "A tool rather than a goal" suggests that money should be ___ a) used to support a good life b) saved rather than spent c) the main aim of our work **Q8** The writer's main argument is that ___ a) money and happiness are not connected b) money helps happiness only when used wisely c) more money always brings more happiness

R3A-3 · Buy Now, Pay Later: Convenience or Trap?

TEXT	QUESTIONS
A few years ago, buying a new phone in the UAE usually meant paying the full price at once or using a credit card. Today, many online shops offer a third option: "buy now, pay later". With a few taps, customers can split the cost into four interest-free payments, and the product arrives the next day. The service is popular, especially among young shoppers. It feels simple and fair: there is no interest to pay, and spreading the cost makes expensive items seem affordable. Several popular apps now offer the service, and it can be used in many well-known stores. For people who plan carefully, it can genuinely help them manage their monthly budget. Psychologists, however, point to a hidden effect on the brain. Humans tend to value what happens now much more than what happens later, a habit known as "present bias". When the pain of paying is pushed into the future, the pleasure of buying feels stronger and the cost feels smaller. As a result, shoppers often spend more than they would with cash, and some use the service several times in the same month. The danger appears when these small payments add up. A customer might have five or six plans running at the same time, each one manageable on its own but heavy together. If a payment is missed, late fees may be charged, and in some cases the customer's credit record can be affected, making	**Q1** In the past, phones in the UAE were usually bought ___ a) with four interest-free payments b) in one payment or on credit c) online with next-day delivery **Q2** With "buy now, pay later", customers ___ a) spread the price without extra charges b) pay the full price at once c) pay interest on four payments **Q3** The service can help people who ___ a) shop several times a month b) organise their money with care c) want to avoid paying cash **Q4** "Present bias" means that people ___ a) care more about now than later b) prefer to pay in cash c) plan their spending carefully **Q5** Paragraph 4 mainly explains that ___ a) several small plans can become a heavy burden b) customers usually have five or six plans c) late fees are charged on every payment **Q6** Missing a payment may ___ a) cancel all of the customer's plans b) make future borrowing more difficult c) stop the product from arriving **Q7** A shopper who follows the

TEXT	QUESTIONS
it harder to borrow money in the future. Financial advisers do not say that the service should be avoided completely. Instead, they recommend a few rules: use it only for things you truly need, never have more than one plan at a time, and check that you could afford the item even if you paid for it today. Used in this way, "buy now, pay later" can remain a convenience rather than becoming a trap.	advisers' rules will probably ___ a) avoid getting into money trouble b) stop using the service completely c) have several plans at the same time **Q8** The text mainly explains ___ a) how to apply for a credit card b) the benefits and risks of paying in parts c) why online shopping is always cheaper

R3A-4 · Why We Love Brands

TEXT	QUESTIONS
Imagine two identical bottles of water. One has a famous logo; the other has a plain label. Most people will happily pay more for the first, even though the water inside is exactly the same. Why do brand names have such power over us? Part of the answer lies in the brain. In a well-known study, volunteers tasted two cola drinks without knowing which was which, and their preferences were almost evenly split. When the same people were shown the brand names, many changed their choice, and brain scans showed increased activity in areas linked to memory and emotion. In other words, the brand changed not only what people chose but also how much they enjoyed the taste. Brands work by building trust and identity. A familiar name tells shoppers what quality to expect, which saves them time when choosing among hundreds of products. At the same time, many people use brands to express who they are. Wearing a particular sports label or carrying a certain phone can send a message about a person's lifestyle, values or status. Some people stay loyal to the same car or phone brand for their entire lives. Companies spend enormous sums to create these feelings. Advertising links products with happiness, success or adventure, and sponsorship of football clubs, concerts and festivals places logos beside experiences people	**Q1** In the bottle example, most people pay more for ___ a) water that tastes better b) the bottle with a well-known name c) the bottle with a plain label **Q2** When volunteers tasted the drinks without labels, their choices were ___ a) roughly equal between the two b) mostly for the famous cola c) linked to memory and emotion **Q3** Seeing the brand names changed ___ a) the ingredients of the drinks b) the volunteers' memories c) people's enjoyment of the flavour **Q4** A familiar brand helps shoppers by ___ a) lowering the price of products b) making choices quicker and easier c) sending a message about status **Q5** Paragraph 4 mainly explains how companies ___ a) connect their products with positive emotions b) organise football clubs and concerts c) spend money on after-sales service **Q6** Sponsorship places logos ___ a) on plain water bottles b) next to events people enjoy c) inside brain-scan studies **Q7** "A logo is partly a story we have

TEXT	QUESTIONS
already love. Famous athletes and actors are also paid to appear with products, so that fans connect the brand with their heroes. Over time, customers form an emotional bond with a brand that can last for decades. Understanding this does not mean we should reject all brands. A trusted name can genuinely signal quality and good after-sales service. However, it is worth remembering that a logo is partly a story we have been told. Before paying extra, smart consumers ask a simple question: am I paying for the product, or for the feeling it gives me?	been told" suggests that ___ a) a brand's value is partly created by advertising b) logos usually give false information c) stories are printed on product labels **Q8** The text mainly explains ___ a) why people should never buy brands b) how brands shape our feelings and choices c) how cola drinks are tested

R3A-5 · The Habit of Saving

TEXT	QUESTIONS
When Maitha received her first salary as a junior engineer in Abu Dhabi, she planned to save a quarter of it every month. By the end of the year, however, her savings account was almost empty. Like many young people, she had spent much of her money on small treats: coffee on the way to work, takeaway dinners and online shopping. Her experience is common. Most people agree that saving is important, yet many find it surprisingly difficult. Part of the problem is that the brain treats the future self almost like a stranger. Studies using brain scans have found that when people think about themselves in twenty years' time, their brain activity looks similar to when they think about another person. As a result, giving up a treat today to help that "stranger" later feels unnatural. Researchers have discovered several ways to overcome this. One of the most effective is automation. When a fixed amount is moved into a savings account on the day salary arrives, people never see the money in their current account and rarely miss it. Some employers in the UAE now offer workplace savings schemes that do exactly this. Another approach is to make goals specific and visible. Saving "for the future" feels vague, but saving for a car, a wedding or a master's degree gives the brain a clear reward to imagine. Some banking apps even let	**Q1** Maitha first intended to save ___ a) ten per cent of her salary b) one quarter of her monthly pay c) enough for a trip to Japan **Q2** After her first year, Maitha's savings were ___ a) nearly gone b) enough for emergencies c) moved automatically **Q3** Brain studies show that people think of their future selves ___ a) more often than of other people b) only when they are saving money c) as if they were someone else **Q4** Automatic saving works because people ___ a) hardly notice the money leaving b) check their accounts every day c) receive an extra salary **Q5** Paragraph 4 mainly suggests that saving is easier when ___ a) goals are clear and easy to picture b) the future is kept vague c) apps fill up a progress bar **Q6** Some banking apps help users by ___ a) choosing their savings goals for them b) showing how close they are to a goal c) paying for weddings and degrees **Q7** If Maitha keeps using her system, she will probably ___

TEXT	QUESTIONS
users attach a photo to each goal and show a progress bar that fills up as they save. Maitha tried both methods in her second year. She arranged an automatic transfer of ten per cent of her salary and named her account "Trip to Japan". Twelve months later, she had enough for the trip and an emergency fund as well. Her lesson is simple: saving is less about willpower than about building a system that makes the right choice easy.	a) continue to reach her savings targets b) stop saving after her trip c) need more willpower each month **Q8** The writer's main message is that saving ___ a) depends mainly on strong willpower b) works best with simple systems and clear goals c) is impossible for young workers

6. Part 3B · Reading Beyond Grade Level (16 marks)

Part 3B is one expository text of 300–330 words at **B2.2** on **Nail That Job! · A Man's or a Woman's Job?**, with 8 questions worth 2 marks each. Many answers are not stated directly, so you must read between the lines and judge the writer's attitude.

Tone words you must know

Tone	Means	Clue words in the text
cautionary	warning against a mistake	*risks, may, must not*
hopeful / encouraging	positive about the future	*progress, opportunity, one day*
balanced / objective	gives both sides fairly	*supporters argue … critics warn …*
critical / sceptical	doubts a claim	*not quite, questionable*
analytical	explains causes and effects	*because, as a result, reveals*
proud	celebrates an achievement	*first, remarkable, celebrated*
pessimistic	expects things to go badly	*hopeless, impossible, decline*

Rule of thumb: when the text contains both praise and doubt, the moderate option (*proud but realistic, hopeful but aware*) is usually right.

Applying the text's lesson to a new situation

1. Reduce the lesson to one short rule.
2. Check each option: does it **apply** the rule, **ignore** it, or **contradict** it?
3. Reject options that copy a surface detail from the text but miss the principle.

Practice texts

Read each text and choose the correct answers. Choose a, b or c. (8 × 2 marks = 16 marks each.) Answers are in Section 7.

R3B-1 · Women Who Reach for the Stars

TEXT	QUESTIONS
When the UAE's Hope Probe reached Mars in 2021, the celebrations in the control room showed something that surprised many viewers abroad: a large number of the engineers and scientists cheering were women. In fact, women made up around a third of the mission team, and a woman led its science work. For many young Emirati girls watching at home, the message was clear: space science is not only a man's world. This was not an accident. Over the past two decades, women in the UAE have entered science and engineering degrees in large numbers; in many universities, they now outnumber men in these subjects, and they often achieve some of the highest grades. Government programmes have encouraged this trend, and companies in the space, energy and technology sectors actively recruit female graduates. Yet the picture is not perfect. Around the world, women who study science are more likely than men to leave the field after a few years, often because of long working hours, a lack of flexible arrangements or a feeling that they do not belong. Researchers call this the "leaky pipeline": talent enters at one end, but some of it is lost before it reaches senior positions. Role models seem to be one of the most powerful ways to stop the leak. When girls see women like themselves designing satellites or leading research teams, they are far more likely to	**Q1** According to the text, the Hope Probe team ___ a) was led entirely by women b) had a large share of female members c) surprised viewers at home **Q2** In many UAE universities, women ___ a) are more numerous than men in science b) leave science after a few years c) lead most of the research teams **Q3** The term "leaky pipeline" suggests that ___ a) too few women start science degrees b) science laboratories need urgent repairs c) skilled women leave before reaching the top **Q4** Women often leave science because of ___ a) a lack of university places b) long hours and inflexible working conditions c) low marks in their degrees **Q5** Inviting female engineers to schools is meant to ___ a) help girls picture themselves in such jobs b) replace science teachers in class c) select the next astronaut **Q6** Which action would best help to "stop the leak"? a) a university reducing places in science b) a firm offering flexible hours

TEXT	QUESTIONS
imagine such careers for themselves. That is why many UAE schools now invite female engineers to talk to students, and why the selection of the country's first female astronaut was celebrated so widely. Social media has also helped, as young female scientists share their daily work with thousands of followers. Progress, then, is real but unfinished. The question is no longer whether women can succeed in science; the Hope Probe answered that. The question now is whether workplaces will change enough to keep them there.	and mentoring to women c) a school replacing science clubs with sports **Q7** The writer's attitude is ___ a) worried and pessimistic b) completely satisfied c) proud but aware of challenges **Q8** The text mainly discusses ___ a) how the Hope Probe reached Mars b) women's progress in science and its obstacles c) why men leave science careers

R3B-2 · Men Who Care

TEXT	QUESTIONS
Ask a group of children to draw a nurse, and most will draw a woman. Ask them to draw an engineer, and most will draw a man. These images reflect long-standing ideas about which jobs suit which gender, ideas that affect not only women but men as well. Nursing is a clear example. In many countries, fewer than one nurse in ten is male. Men who choose the profession sometimes face jokes or questions about why they did not become doctors instead. Similar pressures exist in early-childhood education, where male teachers are rare and parents may at first be uncertain about leaving young children in their care. Yet there are strong reasons to welcome more men into these roles. Hospitals report that patients sometimes feel more comfortable being cared for by someone of their own gender, so a mixed nursing team can serve everyone better. In schools, children benefit from seeing both men and women as caring, patient adults. And as populations age and the demand for care grows, no country can afford to recruit from only half of its people. In the UAE, attitudes are changing. Emirati men now work as nurses in major hospitals, and several have spoken publicly about the pride they feel in their work. Universities have also run campaigns to show that nursing offers a stable, respected and	**Q1** When children are asked to draw a nurse, they usually ___ a) draw a man in uniform b) picture a woman c) choose an engineer instead **Q2** Male nurses are sometimes asked ___ a) why they did not study medicine b) to work with young children c) to care for female patients only **Q3** Parents' uncertainty about male teachers suggests that ___ a) male teachers are less qualified b) old stereotypes still affect people's trust c) parents prefer older teachers **Q4** Mixed nursing teams help because ___ a) male nurses earn higher salaries b) hospitals then need fewer doctors c) some patients prefer carers of their gender **Q5** "No country can afford to recruit from only half of its people" implies that ___ a) future care needs will require both men and women b) half of all nurses should be men c) countries should spend less on care **Q6** Which situation best shows the stereotype weakening? a) a hospital hiring only female nurses b) a boy proudly telling friends he

TEXT	QUESTIONS
well-paid career, with opportunities to specialise in areas such as intensive care or emergency medicine. Some hospitals have also created mentoring schemes in which experienced male nurses guide new students. Changing deep-rooted ideas takes time, and some families still hesitate when a son announces that he wants to become a nurse. However, every male nurse who comforts a frightened patient, and every male teacher who reads a story to a class of four-year-olds, weakens the old stereotype a little more. Perhaps one day, children asked to draw a nurse will draw a man as often as a woman.	will study nursing c) a family refusing their son's career plan **Q7** The tone of the final paragraph is ___ a) hopeful b) angry c) amused **Q8** The text mainly argues that ___ a) men should avoid caring jobs b) caring careers benefit from more men c) children's drawings are inaccurate

R3B-3 · Pink Toys, Blue Toys

TEXT	QUESTIONS
Walk into almost any toy shop and you may notice a clear division. One aisle is filled with pink dolls, kitchens and beauty sets; another with blue cars, building blocks and science kits. Many parents think nothing of it. Researchers, however, believe that these early messages can shape children's ambitions for years. Studies show that by the age of six, many girls already believe that boys are "naturally" better at maths and building, while many boys think that caring for babies or decorating is "for girls". These beliefs are not based on real differences in ability. They are learned from the toys, books, films and comments children meet every day. Even the words adults use can send a message, for example praising girls for being pretty and boys for being strong. Toys matter because they build skills. Construction sets develop spatial thinking, which is useful later in engineering and architecture, while dolls and role-play encourage empathy and communication. When children play with only one type of toy, they may miss the chance to develop the other set of skills, which narrows the careers they later feel capable of. Some companies have responded. Several large toy shops around the world have removed "boys" and "girls" signs from their aisles, and some manufacturers now show girls building robots and boys cooking in their adverts. In the UAE, science	**Q1** In many toy shops, science kits are usually found ___ a) in the pink aisle with dolls b) beside the blue cars and blocks c) near the beauty sets **Q2** By the age of six, many girls believe that ___ a) boys have a natural advantage in maths b) dolls develop spatial thinking c) caring is only for boys **Q3** The writer suggests that children's beliefs about ability come mainly from ___ a) real differences in talent b) what they see and hear around them c) their results in maths tests **Q4** Construction toys help children develop ___ a) skills useful in design and engineering b) empathy and communication c) an interest in cooking **Q5** Workshops being "fully booked within days" implies that ___ a) the workshops are too expensive b) only boys are allowed to attend c) many families are keen to take part **Q6** Which shop best reflects the writer's idea of "real choice"? a) a shop sorting toys by type, not by gender b) a shop labelling aisles for boys and girls

TEXT	QUESTIONS
festivals and coding workshops for children are deliberately promoted to both boys and girls, and many are fully booked within days. Critics argue that the issue is exaggerated and that children should simply be allowed to choose what they enjoy. Supporters reply that this is exactly the point: real choice is only possible when every toy is presented as suitable for every child. A box of building blocks, after all, has no idea whether the hands opening it belong to a boy or a girl.	c) a shop selling only dolls to girls **Q7** The writer's attitude towards gender-neutral toys is ___ a) hostile b) supportive c) indifferent **Q8** The text mainly discusses ___ a) how to run a successful toy shop b) how gendered toys may limit children's futures c) why boys prefer cars to dolls

R3B-4 · Flying Against the Stereotype

TEXT	QUESTIONS
For most of the twentieth century, the image of a pilot was almost always a man in uniform. Women who wanted to fly faced doubts about their strength, their ability to stay calm under pressure and whether passengers would trust them. In some countries, they were simply not allowed to apply. Today, that picture is changing, though slowly. Worldwide, women still make up only around five per cent of commercial pilots. The UAE, however, has produced several notable examples. In the late 2000s, the country's first female fighter pilot completed her training, and she later took part in military missions. Emirati airlines now employ female captains and first officers, and their training academies actively encourage young women to apply. Women now also work as air traffic controllers and aircraft engineers at the country's busiest airports. Research has found no difference between men and women in the skills that matter most in the cockpit: decision-making, concentration and teamwork. Some studies even suggest that mixed crews communicate better, because they are more likely to check each other's decisions instead of following one dominant voice. Pilots of both genders go through the same demanding tests and simulator training. Why, then, are the numbers still low? The cost of training is one barrier, but	**Q1** In the past, women who wanted to fly were often ___ a) doubted or even refused entry b) trusted more by passengers c) trained as fighter pilots **Q2** Worldwide, female commercial pilots ___ a) make up about half of all pilots b) are still a small minority c) work only for UAE airlines **Q3** Mixed crews may communicate better because ___ a) women make most of the decisions b) one dominant voice controls the flight c) members are more willing to double-check each other **Q4** Airlines are encouraging women by ___ a) shortening pilot training b) offering financial help and flexible hours c) reducing trips away from home **Q5** "The aircraft does not know who is flying it" suggests that ___ a) gender has no effect on flying ability b) aircraft are flown automatically c) pilots should not be seen **Q6** Which example best fits the writer's main lesson? a) an airline reducing its number of pilots b) a firm opening engineering training to girls c) a school removing aviation

TEXT	QUESTIONS
expectations are another. Girls rarely see female pilots in books or films, and some families worry about long trips away from home. Airlines are responding with scholarships, flexible schedules for parents and visits to schools by female crew members. Change in aviation shows how quickly a "man's job" can become simply a job when doors are opened. The aircraft does not know who is flying it; it only responds to skill. The real challenge lies on the ground, in the ideas that decide who is encouraged to take the controls in the first place. Every young woman who completes her training makes the path a little easier for the next.	books **Q7** The writer's tone is ___ a) encouraging but realistic b) bitter and resentful c) light-hearted **Q8** The text mainly explains ___ a) how to become a fighter pilot b) why few women fly and how this is changing c) how much pilot training usually costs

R3B-5 · Equal Work, Equal Pay?

TEXT	QUESTIONS
In 2020, the UAE introduced a law requiring private companies to pay women and men equally for work of equal value. The change made the country one of the first in the region to write this principle into its labour law, and it was widely welcomed as a sign of the growing role of women in the economy. Laws, however, are only part of the story. Around the world, women on average still earn less than men, even when they have similar qualifications. Part of this "pay gap" comes from discrimination, but much of it reflects the types of jobs people take and the career breaks women are more likely to have when they start families. Caring responsibilities play a key role. In many households, mothers reduce their working hours or leave work for several years to look after children, while fathers' careers continue uninterrupted. When mothers return, they may find that colleagues have been promoted ahead of them, and their salaries never fully catch up. Over a whole career, these small differences can add up to a large amount of money. Some countries have tried to rebalance this by encouraging fathers to take parental leave. Where fathers take time off to care for a new baby, studies show that they often remain more involved in childcare for years, allowing mothers to return to work sooner. The UAE has also introduced paid parental leave for private-sector	**Q1** The 2020 law requires private companies to ___ a) give the same salary for equivalent work b) hire more women than men c) offer longer holidays to mothers **Q2** According to the text, much of the pay gap comes from ___ a) differences in qualifications b) job choices and breaks for family c) laws in the region **Q3** When mothers return to work, they may feel ___ a) left behind by their colleagues b) better paid than before c) more qualified than others **Q4** Fathers who take parental leave often ___ a) earn more later in their careers b) stay more involved in raising children c) leave work for several years **Q5** The writer implies that leave for fathers can ___ a) help mothers' careers recover b) reduce men's salaries c) replace the equal-pay law **Q6** Which workplace best supports the writer's ideas? a) a company that promotes only full-time staff b) an office that forbids working from home c) a firm with flexible hours and leave for both parents

TEXT	QUESTIONS
employees, which both parents can use. Closing the gap fully will require more than legal rules. It depends on employers offering flexible work, on families sharing responsibilities more evenly, and on young people choosing careers based on their interests rather than old expectations. Schools also have a role, by showing students that every career is open to everyone. Equal pay may be written in law, but making it real is a task for everyone.	**Q7** The writer's tone is ___ a) angry and accusing b) balanced and constructive c) indifferent **Q8** The text mainly argues that ___ a) laws alone have closed the pay gap b) equal pay needs action by employers and families too c) women should earn more than men

7. Answer keys and model answers

Writing 1.1 — model answers (Frame A / Frame B)

W1.1 Degree or Skills? — Frame A

Based on the text, there are two different opposing views. The first opinion supports the idea that practical abilities now count for more than certificates by providing some evidence and reasons such as top graduates often lacking teamwork and adaptability, technical knowledge quickly becoming out of date, and firms now judging applicants through real tasks.

However, the second opinion defends the idea that academic qualifications remain essential by presenting some justifications such as a degree showing years of effort and discipline, expert knowledge being vital for safety in professions like medicine, and universities already developing soft skills through projects.

W1.2 Advertising and Teenagers — Frame B

According to the passage, there are two contrasting perspectives. The first point of view believes that adverts aimed at teenagers do little harm and this opinion is supported by some causes like keeping young people informed about offers, teenagers being careful shoppers who compare prices, and advertising paying for free apps and websites.

On the other hand, the second view thinks that such advertising puts unfair pressure on young people and this opinion is enhanced by some justifications such as linking products with popularity, teenagers' weaker self-control leading to impulse buying, and hidden adverts on social media being hard to spot.

W1.3 Should Students Work Part-Time? — Frame A

Based on the text, there are two different opposing views. The first opinion supports the idea that part-time work benefits university students by providing some evidence and reasons such as learning punctuality and customer skills, feeling more confident in job interviews, and reducing the need to borrow money.

However, the second opinion defends the idea that students should focus mainly on their studies by presenting some justifications such as tiredness causing lower grades, university being a short time for learning and friendships, and many jobs having no link to future careers.

W1.4 Influencers — Frame B

According to the passage, there are two contrasting perspectives. The first point of view believes that influencers are more trustworthy than ordinary adverts and this opinion is supported by some causes like showing products in real daily use, recommending items that suit followers' interests, and licensing making the system more professional.

On the other hand, the second view thinks that influencer reviews cannot be fully trusted and this opinion is enhanced by some justifications such as payment affecting honesty, sponsored posts being poorly labelled, and luxury lifestyles encouraging young people to overspend.

W1.5 Should Everyone Learn to Code? — Frame A

Based on the text, there are two different opposing views. The first opinion supports the idea that coding should be compulsory for all students by providing some evidence and reasons such as technology being part of nearly every job, programming developing logic and patience, and the UAE's growing digital economy creating opportunities.

However, the second opinion defends the idea that only some students need to become programmers by presenting some justifications such as tools and artificial intelligence making coding easier, creativity and judgement becoming more valuable, and compulsory coding taking time from students' favourite subjects.

Writing 1.2 — model essays (4-paragraph template)

E1 · Skills or qualifications?

As a matter of fact, the question of whether skills or qualifications matter more is widely discussed as a significant matter that deserves to be highlighted. The current essay aims to reveal which of the two helps young people most when looking for a good job. As well as, a personal opinion along with some recommendations will be presented in the conclusion.

First and foremost, there are several reasons why skills are important to be considered. For instance, employers need staff who can work in teams and solve problems. Also, technical knowledge changes quickly, whereas abilities like flexibility last a lifetime. Further, many companies now test candidates with real tasks. Moreover, good communication helps employees win customers' trust.

Undoubtedly, there are a lot of strengths of qualifications to be suggested in this context. For example, a degree proves that a person can work hard for years. Furthermore, doctors and engineers cannot work safely without deep knowledge. In addition, universities teach research skills. Also, certificates help candidates pass the first stage of selection.

In conclusion, I do believe that skills and qualifications work best together. My cousin, an engineer in Dubai, was hired because of both his degree and his internship. As a consequence, I recommend that students study hard and also join clubs, volunteer and complete internships to build real skills.

E2 · The influence of advertising on young people

There is no doubt that advertising is a debatable issue, with opinions divided over its implications for young people. The current essay aims to discuss how adverts

influence teenagers and whether this influence is mainly positive or negative. As well as, a personal opinion along with some recommendations will be presented in the conclusion.

First and foremost, there are several positive effects of advertising to be considered. For instance, adverts tell young people about useful products and special offers. Also, they pay for many free apps and websites. Further, some campaigns spread healthy messages about sport and safe driving. Moreover, adverts help small local businesses reach new customers.

Undoubtedly, there are a lot of negative effects to be suggested in this context. For example, adverts often link products with popularity, which makes teenagers feel pressure to buy. Furthermore, young people may buy on impulse and regret it later. In addition, hidden adverts on social media are hard to recognise. Also, expensive lifestyles shown online can make teenagers unhappy with what they have.

In conclusion, I do believe that the influence of advertising is mostly negative unless young people learn to think critically. My friend once bought expensive trainers after seeing an advert and used them only twice. As a consequence, I recommend that teenagers wait one day before buying anything they see advertised.

E3 · Working while studying

It is undeniable that working while studying is widely discussed as a significant matter that deserves to be highlighted. The current essay aims to explain the benefits and drawbacks of part-time jobs for students. As well as, a personal opinion along with some recommendations will be presented in the conclusion.

First and foremost, there are several benefits of part-time work to be considered. For instance, students learn to be punctual and responsible. Also, they earn money and depend less on loans. Further, dealing with customers improves communication skills. Moreover, work experience makes a CV stronger and helps graduates get shortlisted.

Undoubtedly, there are a lot of drawbacks to be suggested in this context. For example, long working hours can leave students exhausted in class. Furthermore, grades may fall when there is little time to study. In addition, some jobs are not connected to students' future careers. Also, students may miss university activities and friendships.

In conclusion, I do believe that I would take a part-time job, but only for a few hours a week. My older sister worked at a library at weekends, and she learned a lot without harming her studies. As a consequence, I recommend that working students plan a clear timetable and choose jobs related to their future careers.

E4 · Influencer advertising

It has been recognized that influencer advertising is a debatable matter, as there are opposing opinions regarding it. The current essay aims to discuss why young people trust influencers and whether this type of advertising needs stricter rules. As well as, a personal opinion along with some recommendations will be presented in the conclusion.

First and foremost, there are several reasons why young people trust influencers to be considered. For instance, influencers show products in their real daily lives. Also, followers feel that they know them personally. Further, influencers often share the same interests as their audience. Moreover, their reviews seem more natural than television commercials.

Undoubtedly, there are a lot of reasons for stricter rules to be suggested in this context. For example, paid posts are not always clearly labelled. Furthermore, a paid review may not be fully honest. In addition, influencers sometimes promote products they have never used. Also, luxurious lifestyles can push followers to spend too much money.

In conclusion, I do believe that influencer advertising needs clearer rules, especially about labelling paid posts. Last year, I bought a skincare product recommended by an influencer, but it did not suit me at all. As a consequence, I recommend that followers check independent reviews and compare prices before buying anything promoted online.

E5 · Essential skills for future careers

As a matter of fact, the skills needed for future careers are widely discussed as a significant matter that deserves to be highlighted. The current essay aims to reveal three essential skills for the future and explain how schools can develop them. 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, adaptability helps workers cope when technology changes their jobs. Also, communication allows people to share ideas clearly with colleagues and customers. Further, digital skills are now needed in almost every profession. Moreover, these three skills support each other in a modern workplace.

Undoubtedly, there are a lot of ways for schools to help to be suggested in this context. For example, group projects can teach students to communicate and cooperate. Furthermore, coding clubs can build digital confidence. In addition, changing tasks during lessons can train students to adapt quickly. Also, internships and career days can connect learning with real jobs.

In conclusion, I do believe that adaptability, communication and digital skills will decide who succeeds in the future. At my school, a robotics competition taught me

all three in just one term. As a consequence, I recommend that schools give every student the chance to join practical projects and clubs.

Vocabulary key

Set	1	2	3	4	5
V1	a	b	c	a	b
V2	a	b	b	a	a
V3	b	c	b	a	c
V4	a	b	c	b	c
V5	b	b	c	b	a

Grammar key

Maze	1	2	3	4	5
G1	b	b	a	b	a
G2	a	b	a	c	b
G3	c	a	b	b	c
G4	a	c	a	b	b
G5	b	a	b	a	a

Reading 3A key (3 marks each)

Text	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
R3A-1	a	b	c	b	a	b	b	a
R3A-2	b	a	c	b	a	b	a	b
R3A-3	b	a	b	a	a	b	a	b
R3A-4	b	a	c	b	a	b	a	b
R3A-5	b	a	c	a	a	b	a	b

Reading 3B key (2 marks each)

Text	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
R3B-1	b	a	c	b	a	b	c	b
R3B-2	b	a	b	c	a	b	a	b
R3B-3	b	a	b	a	c	a	b	b
R3B-4	a	b	c	b	a	b	a	b
R3B-5	a	b	a	b	a	c	b	b

Score tracker

Practice set	Maximum	Score
Vocabulary V1–V5	5 × 10 = 50	
Grammar G1–G5	5 × 10 = 50	
Reading 3A, 5 texts	5 × 24 = 120	
Reading 3B, 5 texts	5 × 16 = 80	
Writing 1.1, 5 summaries	5 × 15 = 75	
Writing 1.2, 5 essays	5 × 25 = 125	