حزمة دراسة وتدريب وأسئلة اختبار نهاية الفصل للصفين الحادي عشر المتقدم والثاني عشر العام



تم تحميل هذا الملف من موقع المناهج الإماراتية	
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تاريخ إضافة الملف على موقع المناهج: 2026-11-23 02:44:45	
المزيد من مادة لغة انجليزية:	ملفات ا كتب للمعلم ا كتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس
	إعداد: Abdelghany Helmy

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	حزمة دراسة وتدريب وأسئلة اختبار نهاية الفصل للصفين الحادي عشر المتقدم والثاني عشر العام
2	دليل مهارات الكتابة وتلخيص الأفكار الرئيسية
3	هيكل اختبار نهاية الفصل
4	دليل المفردات لاختبار نهاية الفصل
5	أوراق عمل مراجعة الوحدة الأولى Talks Money

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

GRADE 11 ADV._12 GENERAL

Exam Quest

Study & Drill Pack

End-of-Term 1

Teacher: Helmy Abdelghany 0545883277

Part 1 Vocabulary	Part 2 Grammar	Part 3A Reading	Part 3B Reading+	Part 4 Writing

Your exam at a glance

Part	What you do	Marks	Target time
1 Vocabulary	Gap-fill, 170-word text, 5 gaps, A/B/C	10	8 min
2 Grammar	Gap-fill, 170-word expository text, 5 gaps	10	8 min
3A Reading	300–330-word expository text (B2.1), 8 questions × 3 marks	24	22 min
3B Reading	300–330-word expository text (B2.2), 8 questions × 2 marks	16	20 min
4 Writing	1.1 main ideas, 4–5 sentences (15) + 1.2 opinion essay, 200+ words (25)	40	45 min

Themes: Money Talks (spending, saving, consumerism, advertising) and Nail That Job! (careers, trends at work, a man's or a woman's job, essential skills).

My progress tracker (tick when done)

Part	First try	Second try	Score	Date
1 Vocabulary	☐	☐	/ 10	
2 Grammar	☐	☐	/ 10	
3A Reading	☐	☐	/ 24	
3B Reading	☐	☐	/ 16	
4 Writing	☐	☐	/ 40	

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PART 1 · VOCABULARY

Money Talks

Word	Meaning	Example
broke (adj)	having no money	I can't go out; I'm broke until payday.
income (n)	money you earn regularly	Her monthly income is 8,000 dirhams.
make ends meet	have just enough money for basic needs	Many families struggle to make ends meet.
raise capital	collect money to start or grow a business	The start-up raised capital from investors.
student loan (n)	money borrowed to pay for education	He will repay his student loan after graduation.
scholarship (n)	money given for study because of ability	She won a scholarship to university.
put aside	save money for later	I put aside 10% of my pay each month.
withdrawal (n)	taking money out of a bank account	There is a daily limit on cash withdrawal.
take risks	do things that may lead to loss or failure	Entrepreneurs must take risks.
risk-taker (n)	a person who often takes risks	He is a risk-taker who invests in new companies.
influence (v/n)	to affect what someone thinks or does	Adverts influence what we buy.
persuade (v)	to make someone do something by giving reasons	She persuaded him to apply.

Nail That Job!

Word	Meaning	Example
career (n)	the series of jobs in your working life	She has a successful career in medicine.
occupation (n)	a job or profession (formal)	What is your occupation?
labor / labour (n)	work, especially physical; workers as a group	Manual labour is tiring.
internship (n)	a short training job to gain experience	He did a summer internship at a bank.
adaptability (n)	ability to adjust to new situations	Adaptability is vital in a changing job market.
communication (n)	exchanging information and ideas	Good communication skills are essential.
experience (n)	knowledge gained from doing something	She has five years of experience.

Word	Meaning	Example
shortlisted (adj)	chosen for the final selection	Five candidates were shortlisted for interview.
background (n)	your education, experience and past	He has a background in engineering.
flexible (adj)	able to change easily	Flexible hours suit parents.
rigid (adj)	not able to change; very strict	A rigid timetable leaves no free time.

1.2 Word families and traps

- **Families:** persuade → persuasion, persuasive · influence → influential · adapt → adaptability · communicate → communication · risk → risky · employ → employer, employee, employment.
- **Confusing pairs:** *scholarship* (free money) ≠ *student loan* (must be repaid) · *job* (one position) ≠ *occupation* (type of work) ≠ *career* (long-term path) · *income* (all money earned) ≠ *salary* (fixed pay from an employer) · *withdrawal* (money out) ≠ *deposit* (money in) · *flexible* ≠ *rigid*.
- **Collocations:** make ends meet · raise capital · put money aside · take out a student loan · apply for a scholarship · shortlisted candidates · relevant experience · flexible working hours · strong communication skills · influence decisions.

THE 4-STEP METHOD 1) Read the whole text first. 2) Look before and after the gap: noun, verb or adjective? Check the tense. 3) Say the sentence with each option. 4) Re-read the finished text: all 5 answers must make sense together.

1.3 Practice Text 1A · Money Talks

Money is a topic that every university student quickly learns to take seriously. When Omar started his degree, he was almost **(1)** ____ by the end of every month because he spent without thinking. His family's **(2)** ____ was modest, and his father worked two jobs just to make ends meet. Fortunately, Omar won a **(3)** ____ that paid half of his tuition fees, so he did not need to take out a student loan. Still, he realised that he had to manage his money more carefully. A friend who studies economics **(4)** ____ him to open a savings account and to **(5)** ____ a small part of his allowance every week. At first, it felt difficult, but after six months he had saved enough for a new laptop. Omar now says that learning to control spending is as important as learning any subject at university, because good habits last for life. He even gives advice to younger students about how to avoid debt.

1. A) shortlisted B) broke C) rigid
2. A) withdrawal B) occupation C) income
3. A) scholarship B) internship C) background
4. A) persuaded B) shortlisted C) withdrew
5. A) take risks B) put aside C) raise capital

1.4 Practice Text 1B · Nail That Job!

Choosing a **(1)** ____ is one of the biggest decisions in a young person's life. Many graduates now start with an **(2)** ____, a short period of training in a real company that gives them practical skills. Employers usually receive hundreds of applications, so only a few candidates are **(3)** ____ for an interview. To be

successful, applicants need more than good grades: they need strong **(4) ____** skills to explain their ideas clearly, and the **(5) ____** to adjust quickly when a situation changes. Employers also look at a candidate's background, including education and previous experience. Companies that offer rigid schedules often find that young workers prefer more flexible hours. Experts therefore advise students to build their skills early, to join clubs and volunteer projects, and to keep their CV up to date throughout their studies. Those who prepare carefully have a much better chance of getting the job they want.

1. A) labor B) career C) scholarship
2. A) internship B) influence C) income
3. A) broke B) persuaded C) shortlisted
4. A) occupation B) communication C) income
5. A) adaptability B) capital C) labor

1.5 Quick-fire drill: choose the best word

1. She is ____; she has no money until Friday. (broke / flexible / shortlisted)

2. He took out a ____ to pay for university and must repay it. (student loan / scholarship / internship)

3. The ____ gave her free tuition because of her excellent grades. (scholarship / withdrawal / labor)

4. I try to ____ ten per cent of my salary every month. (put aside / persuade / influence)

5. Advertisements ____ our choices without us noticing. (influence / withdraw / shortlist)

6. A ____ will invest in a risky new company. (risk-taker / occupation / income)

7. "What is your ____?" "I am a nurse." (occupation / withdrawal / background)

8. Many companies now prefer ____ working hours. (flexible / rigid / broke)

9. She did a summer ____ to get work experience. (internship / income / scholarship)

10. The company needs to ____ before it can open new branches. (raise capital / put aside / make ends meet)

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PART 2 · GRAMMAR

Part 2 is an **expository text** about **career trends in a changing world**. Decide which structure fits each gap.

2.1 Work vocabulary you may need

Word	Meaning
job security	the certainty that you will keep your job
outsourcing	giving some work to another company or country
workforce	all the people who work in a company or country
telecommuting	working from home using the internet
flexible / rigid	able to change / unable to change
globalization	the growth of connections between countries and economies
upgrade (skills)	improve or update your skills
drawback	a disadvantage

2.2 The seven power rules

Verb forms	**verb + to + infinitive:** hope, manage, afford, refuse, agree, be willing. **modal + infinitive:** can, must, should. **verb + -ing:** enjoy, avoid, consider, risk, suggest, look forward to. *stop doing* (quit) ≠ *stop to do* (pause in order to). ➤ She hopes to work abroad. ➤ He avoids spending money on luxuries.
Present continuous passive	**am / is / are + being + past participle.** An action happening now or around now, when the doer is unknown or unimportant. ➤ A new office is being built. ➤ Jobs are being replaced by machines.
Present simple passive	**am / is / are + past participle.** General facts, processes and routines. ➤ Many jobs are outsourced to other countries. ➤ Applications are not accepted after Friday.
Non-defining relative clauses	Extra information between **commas**. Use **who / which / whose / where**. You **cannot** use *that*. ➤ Telecommuting, which has become popular, saves time. ➤ Mr Khan, who works in HR, is our manager.
Reported speech	Move the tense **back**: present → past, will → would, can → could, must → had to. Change time words (tomorrow → the next day). Questions: *asked if / whether*; no inversion. ➤ "I am looking for a job," she said. → She said (that) she was looking for a job. ➤ "Will you apply?" → He asked me if I would apply.

Degree adverbs	**very, extremely, highly, quite, fairly, rather, too** + adjective; **enough** comes **after** the adjective; **absolutely, completely** go with strong adjectives. ➤ a highly skilled workforce ➤ absolutely exhausted (not *very exhausted*) ➤ not high enough
Subordinating conjunctions	**although / even though / while / whereas** (contrast) · **because / since / as** (reason) · **unless** (if not) · **so that** (purpose) · **as soon as / until / whenever** (time). Never use *although … but*. ➤ Although the pay is low, the job offers training. ➤ You won't succeed unless you prepare.

2.3 Practice Text 2 · The Changing World of Work

The world of work is changing faster than ever before. At the moment, many routine tasks **(1)** ____ by machines, and companies are looking for workers who can learn new skills. Telecommuting, **(2)** ____ has become popular in recent years, allows employees to work from home. **(3)** ____ it saves time and money, it also has drawbacks, such as loneliness and difficulty separating work from private life. Globalization has encouraged firms to outsource some services to other countries, so job security is no longer guaranteed. As a result, workers must be willing **(4)** ____ their skills regularly. Last week, a manager told us that her company **(5)** ____ to hire more flexible workers the following month. Experts therefore suggest that graduates keep learning throughout their careers, build a strong network and stay open to change. Those who can adapt to the new workforce will probably find that opportunities are plentiful, while those with rigid attitudes may struggle.

1.	A) are being replaced	B) are replacing	C) have replaced
2.	A) that	B) what	C) which
3.	A) Because	B) Although	C) Unless
4.	A) upgrade	B) upgrading	C) to upgrade
5.	A) would try	B) will try	C) is trying

2.4 Mini-drills (two per rule)

Verb forms:

1. She hopes ____ (work) abroad.
2. He avoids ____ (spend) money on luxuries.

Present continuous passive:

3. A new office ____ (build) at the moment.
4. The candidates ____ (interview) now.

Present simple passive:

5. Many jobs ____ (outsource) to other countries.
6. Applications ____ (not accept) after Friday.

Non-defining relative clauses (join the sentences):

7. Mr Khan is our manager. He works in HR. → _____
8. Dubai is a global business hub. It attracts millions of workers. → _____

Reported speech:

9. “I am looking for a new job,” she said. → She said _____

10. “Will you apply?” he asked me. → He asked me _____

Degree adverbs:

11. He was ____ exhausted after the interview. (absolutely / very)

12. The salary is not high ____ to cover the rent. (enough / too)

Subordinating conjunctions:

13. ____ the pay is low, the job offers good training. (Although / Because)

14. You will not get the job ____ you prepare. (unless / until)

> **TIP** Signal words: *at the moment / now + by* → present continuous passive · commas around extra information → which / who (never *that*) · *said that / told us that* → move the tense back · *although* → contrast.

PART 3A · READING (Money Talks)

Skills tested: 2 specific information · 3 details · 1 main points · 1 inference/prediction · 1 overall meaning. **3 marks each.** The text is **expository** (B2.1, 300–330 words).

Question type	What to do
Specific information	**Scan** for the number, name or term, then read the sentence around it.
Detail	Find the sentence, then read the one before and after. The answer is a **paraphrase** of the text.
Main points	Which option sums up a whole paragraph or section? Wrong options are too narrow or not in the text.
Inference / prediction	Use context clues and the whole text. The answer is not stated, but the text strongly suggests it.
Overall meaning	What do ALL paragraphs share? Think about the title and the last paragraph.

DISTRACTOR TRAPS Options that copy words from the text but change the meaning · options that are true in real life but not in the text · extreme words like *always, never, only*.

3.1 Practice Text 3A

Why We Spend: Consumerism and the Human Brain

Every day, we are surrounded by messages telling us to buy something. Yet consumerism, the belief that buying goods leads to happiness, is not simply the result of clever advertising. Scientists who study the brain have discovered that our spending habits are closely connected to the way our minds work.

When we see something we want, a region of the brain called the nucleus accumbens becomes active and releases dopamine, a chemical linked to pleasure. Interestingly, this reaction occurs before we buy the product, which explains why anticipation can feel more exciting than ownership. Marketers understand this very well. Limited-time offers, countdown clocks and phrases such as ‘only three left’ are designed to create urgency and to push shoppers into quick decisions.

Another part of the brain, the insula, reacts to the pain of paying. Researchers in the United States found that people feel this ‘pain’ much more strongly when they pay with cash than when they use a card. As a result, shoppers who use cards tend to spend up to 20 per cent more. Online payment and ‘one-click’ purchases make the pain even weaker, which may partly explain the rise of impulse buying.

However, money does not only influence what we buy; it also shapes how we think about success. Studies suggest that people who focus mainly on wealth and possessions often report lower levels of satisfaction than those who value relationships and experiences. Psychologists call this the ‘hedonic treadmill’: we quickly get used to new purchases, so we constantly want more.

Does this mean we are helpless against advertising? Not at all. Experts recommend simple strategies, such as waiting 24 hours before buying non-essential items, writing a shopping list and setting a monthly budget. By understanding how the brain responds to money, consumers can make wiser decisions and enjoy a healthier relationship with spending.

3.2 Questions (3 marks each)

1. Which chemical is linked to pleasure?

A) serotonin
B) dopamine
C) insulin

2. By how much can card users spend more than cash users?

A) up to 20 per cent
B) up to 2 per cent
C) up to 50 per cent

3. When does the brain's pleasure reaction occur?

A) after we buy it
B) when we leave the shop
C) before we buy it

4. Why do cards make people spend more?

A) The pain of paying feels weaker.
B) Cards are cheaper than cash.
C) Shops give discounts to card users.

5. What do people who focus on wealth often report?

A) higher levels of satisfaction
B) lower levels of satisfaction
C) more time with friends

6. Which statement best sums up paragraph 2?

A) Dopamine is dangerous.
B) Marketers use the brain's pleasure response to create urgency.
C) Countdown clocks are illegal.

7. What can be inferred about 'one-click' purchases?

A) They are always cheaper.
B) They are illegal.
C) They may make people spend more.

8. What is the text mainly about?

A) Our spending is influenced by how the brain reacts, but we can learn to control it.
B) Advertising is the only cause of consumerism.
C) Cash is always better than cards.

PART 3B · READING (A Man's or a Woman's Job?) · B2.2

Skills tested: 3 details · 1 mood, tone and attitude · 2 inferences · 1 connection · 1 overall meaning. **2 marks each.** The text is **expository** (B2.2, 300–330 words).

- **Tone and attitude:** look at adjectives, adverbs and verbs the writer chooses (*hard to accept, fortunately, mockery*). Is the writer critical, hopeful, neutral or approving?
- **Inference:** the answer is not written, but the text clearly points to it. Use context and the whole text.
- **Connection:** match a new situation to the *idea* in the text, ignoring surface details.

TIME TIP 3B is harder and worth fewer marks per question. Spend no more than 2.5 minutes per question, mark it, and come back.

4.1 Practice Text 3B

A Man's or a Woman's Job?

Ask a group of children to draw a pilot, and most will draw a man; ask them to draw a nurse, and most will draw a woman. These instant images reveal how deeply gender stereotypes about work are rooted in our minds, long before we ever look for a job.

Historically, the division was clear. Men were expected to be the breadwinners, working in factories, offices and on building sites, while women were expected to stay at home and raise children. Although this picture has changed dramatically over the past century, it has not disappeared. Women still make up fewer than a quarter of the workers in engineering and information technology, whereas they represent more than eighty per cent of primary school teachers in many countries. Men who choose 'female' careers, such as nursing, are sometimes met with surprise or even mockery.

Supporters of traditional roles argue that these patterns simply reflect natural preferences. Yet this explanation is hard to accept. Researchers who studied thousands of students found that, at the age of ten, boys and girls performed equally well in mathematics, but by sixteen, many girls had lost their confidence in the subject. The difference, they concluded, came from encouragement and expectations, not from ability.

Fortunately, attitudes are slowly changing. In several countries, governments now fund programmes that invite girls to coding camps and encourage boys to consider careers in teaching and health care. Companies that employ mixed teams also report better decision-making, since people with different backgrounds bring different perspectives.

Still, real equality will take time. Perhaps the most important step is to change the language we use. When a job is described simply by its tasks, rather than by the gender of the person who usually performs it, everyone can imagine themselves in it. A career, after all, should be chosen because of talent and passion, not because of tradition.

4.2 Questions (2 marks each)

1. What do the children's drawings show?

A) Children dislike certain jobs.
B) Gender stereotypes about work are rooted in our minds from childhood.

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C) Children cannot draw well.

2. What proportion of engineering and IT workers are women?

A) more than half
B) exactly a third
C) fewer than a quarter

3. What did researchers find about mathematics at the age of ten?

A) Boys and girls performed equally well.
B) Boys performed much better.
C) Girls performed much better.

4. What is the writer's attitude towards traditional gender roles?

A) completely approving
B) critical, but hopeful about change
C) indifferent

5. The word **mockery** (paragraph 2) means:

A) giving someone a prize
B) asking for help
C) laughing at someone in an unkind way

6. Why does the writer mention the study about mathematics?

A) to show that differences come from expectations rather than ability
B) to prove that boys are better at mathematics
C) to criticise teachers

7. Which situation best illustrates the writer's final point?

A) A company only hires men for engineering.
B) A job advert describes the tasks and skills needed without mentioning gender.
C) A school gives boys and girls different uniforms.

8. What is the main idea of the text?

A) Women should not work in engineering.
B) Children always draw men as pilots.
C) Gender stereotypes still influence careers, but they can and should change.

PART 4 · WRITING (40 marks)

Themes: **Essential Skills for Your Future Career** and **The Effects of Advertising**. Functional language: **FL.46** developing an evidence-based argument · **FL.16** expressing opinion · **FL.24** asking for and giving advice.

5.1 Task 1.1 · Main ideas in your own words (15 marks)

Read a 180-word text that states facts and presents arguments. Write its main ideas **in your own words**, in **4–5 sentences**.

Step	What to do
1	Read twice. Underline the main idea of each paragraph.
2	Separate **facts** from **arguments**. Note who says what (critics, supporters, experts).
3	**Change the words:** use synonyms and your own structures. Do not copy.
4	Join with *however, whereas, in addition, as a result, overall*.
5	Check: 4–5 sentences, all main ideas, no personal opinion.

Practice text: Essential Skills for Your Future Career

Employers around the world agree that a university degree alone no longer guarantees a good job. According to a recent survey, more than seventy per cent of employers say that communication, teamwork and problem-solving are the skills they value most. Technical knowledge is important, but it can become outdated quickly, whereas these ‘soft skills’ remain useful throughout a career.

Another key quality is adaptability. Because technology is changing the workplace, new graduates will probably have several different jobs during their lives. Workers who are willing to learn new things are therefore more likely to succeed than those who rely only on what they learned at school.

However, some critics argue that universities should focus on technical subjects instead of soft skills, claiming that these qualities cannot really be taught. Supporters reply that skills such as presenting ideas or working in a team improve with practice, and that internships and group projects are an effective way of developing them. In the end, a combination of knowledge and personal skills seems to offer the best preparation for the future.

Your summary (4–5 sentences):

MODEL ANSWER Employers say that a degree is no longer enough, and they value soft skills such as communication, teamwork and problem-solving more than technical knowledge, which can quickly become outdated. Adaptability is also essential because technology is changing jobs, so graduates must keep learning. Some critics believe that universities should concentrate on technical subjects because soft skills cannot be taught. However, supporters claim that these skills improve through practice, for example during internships and group projects. Overall, the text suggests that the best preparation combines knowledge with personal skills.

5.2 Task 1.2 · Opinion essay (25 marks, at least 200 words)

Typical prompt: *Advertising plays a major role in modern life. Write an opinion essay in which you: (1) explain how advertising influences people's spending; (2) discuss whether advertising is more helpful or harmful, giving evidence; (3) give advice to young consumers. Write at least 200 words in paragraphs.*

Paragraph	Purpose	Words
1 Introduction	Introduce the topic + clear opinion (FL.16)	30–35
2 Body 1	Argument 1 + **evidence** (study, statistic, example) (FL.46)	50–55
3 Body 2	Opposite view or second argument + evidence; your response	50–55
4 Advice	Practical advice for the reader (FL.24)	35–40
5 Conclusion	Restate opinion; final thought	25–30

Model essay (about 230 words)

Advertising: Helpful Tool or Hidden Trap?

Advertising is everywhere in modern life, from television screens to social media feeds. In my opinion, it can be useful, but it has a much stronger influence on our spending than most people realise.

Firstly, advertising shapes our decisions, often without us noticing. According to marketing research, shoppers who see a product advertised repeatedly are far more likely to buy it, even when they do not need it. For instance, limited-time offers create a feeling of urgency, which pushes people into quick decisions. This shows that advertisers understand human psychology very well.

On the other hand, advertising also has benefits. It informs consumers about new products and encourages competition, which can lower prices. Furthermore, many free websites and apps exist only because of advertising income. Nevertheless, these advantages do not remove the risks, particularly for children, who find it difficult to recognise persuasion.

Therefore, I would advise young consumers to think before they buy. They should compare prices, read independent reviews and wait at least a day before making non-essential purchases. It is also a good idea to set a monthly budget.

In conclusion, although advertising is a useful source of information, its power to influence our choices is considerable. Consumers who stay critical and informed will make wiser decisions.

5.3 Common mistakes

✗ Wrong	✔ Right
He told that he was busy.	He said that he was busy. / He told me that he was busy.
She asked me where did I work.	She asked me where I worked.
Telecommuting, that is popular, saves time.	Telecommuting, which is popular, saves time.
I look forward to meet you.	I look forward to meeting you.
The office is building now.	The office is being built now.
Although the pay is low, but I like it.	Although the pay is low, I like it.
very exhausted / very impossible	absolutely exhausted / absolutely impossible
In my opinion, I think that…	In my opinion, … / I think that…

5.4 Your turn: choose a prompt and write

1. Having the right skills is more important than having a university degree. Write an opinion essay in which you: (1) explain which skills employers value most; (2) discuss whether a degree is still necessary, giving evidence; (3) give advice to a student who is preparing for the job market.

2. Many young people spend more money than they can afford. Write an opinion essay in which you: (1) explain why teenagers spend so much; (2) discuss the role of advertising and social media, using evidence; (3) advise a friend on how to save money.

Write here (200+ words):

Week	Focus	Daily 30–45 minute task
1	Vocabulary + grammar basics	Learn 6 words a day with your own sentences; one grammar rule a day plus its mini-drill
2	Part 2 + Part 3A	One practice gap-fill and one reading text; analyse every wrong answer
3	Part 3B + Part 4	Timed reading (20 min); write 1 summary and 1 opinion essay with evidence
4	Full mock exam	Do all parts in one sitting under exam time (type the writing if you sit it on SwiftAssess); fix your Error Log

NIGHT BEFORE ✓ Review the 23 words ✓ Re-read the 7 grammar rules ✓ Re-read the FL.46 / FL.16 / FL.24 phrases ✓ Sleep 8 hours ✓ Charge your device for SwiftAssess ✓ Bring pens if your writing is paper-based.

EXAM-DAY RULES Read the question before the text · never leave an answer blank (33% chance) · answer every prompt in writing · check your word count.

HELP KEY

Section	Answers
Part 1 · Text 1A	1 B broke · 2 C income · 3 A scholarship · 4 A persuaded · 5 B put aside
Part 1 · Text 1B	1 B career · 2 A internship · 3 C shortlisted · 4 B communication · 5 A adaptability
Quick-fire	1 broke · 2 student loan · 3 scholarship · 4 put aside · 5 influence · 6 risk-taker · 7 occupation · 8 flexible · 9 internship · 10 raise capital
Part 2 text	1 A are being replaced (present continuous passive) · 2 C which (non-defining clause) · 3 B Although (contrast) · 4 C to upgrade (willing + to) · 5 A would try (reported speech)
Part 2 drills	1 to work · 2 spending · 3 is being built · 4 are being interviewed · 5 are outsourced · 6 are not accepted · 7 Mr Khan, who works in HR, is our manager. · 8 Dubai, which attracts millions of workers, is a global business hub. · 9 (that) she was looking for a new job · 10 if / whether I would apply · 11 absolutely · 12 enough · 13 Although · 14 unless
Part 3A	1 B · 2 A · 3 C · 4 A · 5 B · 6 B · 7 C · 8 A
Part 3B	1 B · 2 C · 3 A · 4 B · 5 C · 6 A · 7 B · 8 C
Writing self-check	1.1: 4–5 sentences? All main ideas (facts + arguments)? Own words? No opinion? 1.2: 200+ words? All 3 prompts? Clear opinion (FL.16)? Evidence (FL.46)? Advice (FL.24)? Linkers? Proofread?

My Error Log

Date	Part	My mistake	Correct answer / rule	Fixed?
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Date	Part	My mistake	Correct answer / rule	Fixed?
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Good luck! Practise a little every day. Consistency beats cramming.