

English Support Booklet - Unit 1: Pushing Boundaries



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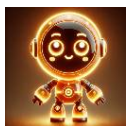
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المزيد من مادة
لغة انجليزية:

إعداد: Aljameel Rasha

التواصل الاجتماعي بحسب الصف الثاني عشر المتقدم



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

English Support Booklet

1

Grammar Review

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Writing Task.1 Practice

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دليل الطلبة شامل 2025 المفردات والنصوص المطلوبة

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الدليل الإرشادي (الهيكل الوزاري) للقواعد المقررة في الامتحان النهائي المستوى 9.1 المسار النخبة

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NATIONAL CHARITY SCHOOL

AJMAN - AL BUSTAN BRANCH

ENGLISH LANGUAGE DEPARTMENT

ENGLISH SUPPORT BOOKLET

GRADE 12 ADVANCED · B2.2

TERM 1 | ACADEMIC YEAR 2026–2027

UNIT 1

PUSHING BOUNDARIES

PREPARED BY MS. RASHA ALJAMEEL

ENGLISH COORDINATOR · AL BUSTAN BRANCH



National Charity School

Ajman · Al Bustan Branch



ENGLISH SUPPORT BOOKLET

Grade 12 Advanced · Level B2.2 · Term 1 · 2026 – 2027

Unit 1: Pushing Boundaries · aligned with the CCG (Weeks 1 – 10)

READING

5 passages · 35 MCQs

GRAMMAR

11 CCG topics · 88 MCQs · 4 mazes

WRITING

8 exam-style tasks · model answers

Student name:

Class / Section:

12 Advanced /

Teacher:

Ms. Rasha Aljameel

English Department · Al Bustan Branch

WELCOME

Contents and How to Use This Booklet

Section 1 • Reading	Five B2-level passages on the themes of Unit 1 (Smart Homes · The Human Brain · Facial Recognition · Personality · Sailing Around the Globe), each followed by 7 multiple-choice questions on main idea, detail, vocabulary in context, reference, inference, purpose and tone.
Section 2 • Grammar	The 11 grammar items of the Term 1 CCG. Each topic has a full explanation, a table of forms, key rules, examples and 8 MCQs. Then 4 maze passages (7 gaps each) that test all CCG grammar in context.
Section 3 • Writing	How to write a B2 essay, 8 exam-style tasks from Unit 1 with planning questions and model answers, and further tasks with writing pages.
Answer Key	Answers to all reading, grammar and maze questions.

Exam tips

- 1 Reading:** Read the questions before the text. The answers are rarely in the same words as the passage: look for **paraphrases**, decide what the writer **implies**, and eliminate options that are too extreme, only partly true or not mentioned.
- 2 Grammar:** Read the whole sentence before you choose. Check **subject-verb agreement**, **tense**, **word order** and what comes **after** the gap.
- 3 Maze:** Read the whole paragraph first for meaning, then choose the option that is correct in **grammar** and in **logic**.
- 4 Writing:** Spend 5 minutes planning. Answer **every part** of the task, use paragraphs, linkers and a range of grammar, and check your work at the end.

Note to students

The answers in this booklet are not written in the same words as the passages; they **paraphrase** the ideas. Read the whole text, understand the meaning, then **eliminate** the wrong options. This is the format of the Ministry exam.

SECTION 1 · READING · PASSAGE 1

Living with Intelligent Homes*Unit 1 · Pushing Boundaries · Smart Homes*

Read the text carefully, then choose the correct answer: **A, B, C or D.**

- 1 A decade ago, the idea of a house that could adjust its own temperature, lock its doors and order groceries belonged to science fiction. Today, smart-home devices are installed in millions of households, and the UAE, where many new residential towers are designed with integrated technology from the start, is among the region's fastest adopters. Supporters argue that such homes represent a natural step in the way people live; critics are less convinced.
- 2 The most persuasive argument in favour of smart homes concerns energy. Sensors detect when a room has been empty for several minutes and switch off lights and air conditioning automatically, while learning thermostats study a family's routine and cool the house only shortly before people return. In a climate where air conditioning can account for a large share of household electricity use, even modest savings soon become significant, both for utility bills and for the environment.
- 3 Convenience is the second attraction. A parent stuck in traffic can open the door for a child who has forgotten a key; an elderly relative living alone can be reminded to take medication, and a family member can be alerted if no movement is detected in the morning. For many users, it is this sense of security, rather than novelty, that justifies the cost.
- 4 Yet the same connectivity that makes these homes useful also makes them vulnerable. Every device that records when residents wake, leave and sleep creates information that companies can store, analyse and, in some cases, share. Security researchers have repeatedly shown that poorly protected cameras and locks can be accessed by outsiders. Moreover, a home that depends on the internet may stop functioning properly when the connection fails, leaving residents unable to control the very systems designed to serve them.
- 5 None of this means that smart homes should be rejected. It does suggest, however, that buyers ought to treat them less like gadgets and more like long-term investments: choosing reputable brands, updating software regularly and reading privacy settings carefully. Technology, after all, is only as intelligent as the people who use it.

Passage 1 • Questions*Living with Intelligent Homes*

Choose the correct answer: **A, B, C or D**. Refer back to the passage for every question.

1. What is the main purpose of the passage?
 - A) to persuade readers to buy as many smart devices as possible
 - B) to explain how smart sensors are manufactured
 - C) to present a balanced view of smart homes and encourage responsible use
 - D) to warn readers never to connect home devices to the internet
2. According to paragraph 2, why are energy savings particularly valuable in the UAE?
 - A) Cooling homes uses a considerable proportion of household energy.
 - B) Electricity is provided free of charge to most homes.
 - C) Smart thermostats are cheaper in the UAE than elsewhere.
 - D) Families in the UAE rarely leave their homes.
3. The writer mentions the elderly relative in paragraph 3 mainly to show that smart homes can ...
 - A) replace the need for family visits
 - B) help older people learn new technology
 - C) reduce the cost of medication
 - D) offer safety and peace of mind, not just novelty
4. The word **vulnerable** in paragraph 4 is closest in meaning to ...
 - A) expensive
 - B) exposed to harm
 - C) out of date
 - D) difficult to operate
5. Which of the following is NOT mentioned as a drawback of smart homes?
 - A) Smart devices consume more electricity than ordinary ones.
 - B) Companies may share data about residents.
 - C) Outsiders may gain access to cameras and locks.
 - D) Systems may not work properly without the internet.
6. What can be inferred from the final sentence of the passage?
 - A) Smart homes will soon make human decisions unnecessary.
 - B) The benefits of smart technology depend on how wisely people use it.
 - C) Most users are not clever enough to operate smart devices.
 - D) Technology companies are responsible for all security problems.
7. The writer's attitude towards smart homes can best be described as ...
 - A) enthusiastic and uncritical
 - B) hostile and dismissive
 - C) cautiously positive
 - D) indifferent

SECTION 1 · READING · PASSAGE 2

A Brain Under Construction

Unit 1 · Pushing Boundaries · The Human Brain

Read the text carefully, then choose the correct answer: **A, B, C or D.**

- 1 For most of the twentieth century, scientists believed that the human brain was essentially fixed by early childhood. Once its structure was in place, the thinking went, it could only decline. This view has now been overturned. Research using brain-imaging technology has revealed that the brain continues to reorganise itself throughout life, forming new connections between nerve cells and weakening those that are rarely used — a capacity known as neuroplasticity.
- 2 Nowhere is this process more dramatic than in adolescence. Studies have found that the brain does not reach full maturity until a person is in his or her mid-twenties. The last region to develop is the prefrontal cortex, the area behind the forehead that is responsible for planning, judging risk and controlling impulses. The regions linked to emotion and reward, meanwhile, develop earlier. This imbalance may help to explain why teenagers are sometimes more willing to take risks, especially in the company of friends, even when they clearly understand the dangers involved.
- 3 Researchers are keen to stress, however, that the teenage brain should not be viewed simply as an unfinished adult brain. Its flexibility is also a remarkable advantage. Because connections are still being shaped, young people can learn languages, musical instruments and new skills with an efficiency that adults often envy. For the same reason, habits formed during the teenage years — good or bad — tend to have lasting effects.
- 4 This has practical implications for students. Activities that are repeated regularly, such as reading, solving problems or practising a sport, strengthen the pathways in the brain associated with them. On the other hand, habits that divide attention, such as constantly checking notifications, may train the brain to expect frequent interruptions, making deep concentration harder over time. Sleep is equally important: it is during sleep that the brain consolidates what it has learned during the day.
- 5 The message from neuroscience is therefore an optimistic one. Intelligence and ability are not simply fixed quantities that we inherit. To a considerable extent, the brain becomes what we repeatedly ask it to do.

Passage 2 • Questions*A Brain Under Construction*

Choose the correct answer: **A, B, C or D**. Refer back to the passage for every question.

1. Which of the following is the best title for the passage?
A) Why Teenagers Should Avoid All Risks **B)** The Limits of Brain-Imaging Technology
C) How to Learn a Musical Instrument **D)** A Brain That Keeps Developing
2. According to paragraph 1, what did scientists previously believe?
A) The brain could improve at any stage of life.
B) The brain's structure was set early and could only deteriorate.
C) Nerve cells were unable to form any connections.
D) Brain-imaging technology gave unreliable results.
3. The phrase **this imbalance** in paragraph 2 refers to the fact that ...
A) emotional areas of the brain mature before the area that controls impulses
B) teenagers spend more time with friends than with family
C) teenagers know more about danger than adults do
D) children's brains are smaller than adults' brains
4. Why does the writer mention languages and musical instruments in paragraph 3?
A) to argue that adults are unable to learn new skills
B) to recommend specific hobbies for students
C) to illustrate an advantage of the teenage brain
D) to compare the brains of teenagers and children
5. The word **consolidates** in paragraph 4 is closest in meaning to ...
A) forgets **B)** divides
C) questions **D)** strengthens and stores
6. Which statement would the writer most probably agree with?
A) Students who check their phones constantly may find it harder to focus deeply.
B) Sleep has little influence on how well students learn.
C) A person's intelligence is fully determined at birth.
D) Teenagers take risks because they cannot understand danger.
7. The tone of the final paragraph is best described as ...
A) pessimistic **B)** hopeful **C)** sarcastic **D)** doubtful

SECTION 1 · READING · PASSAGE 3

Faces in the Crowd

Unit 1 · Pushing Boundaries · Facial Recognition

Read the text carefully, then choose the correct answer: **A, B, C or D.**

- 1 Unlocking a phone with a glance has become so ordinary that few people stop to consider the technology behind it. Facial recognition systems work by mapping the geometry of a face — the distance between the eyes, the shape of the jaw, the width of the nose — and converting these measurements into a numerical code. This code can then be compared with thousands, or even millions, of images stored in a database.
- 2 Not all systems are equally powerful. Some are designed merely to estimate general characteristics such as age or gender; advertising screens in shopping centres, for instance, may use them to display products thought to appeal to the person passing by. Others are capable of identification, matching a face to a specific name. It is this second type that has prompted the most debate.
- 3 The benefits are considerable. At airports, automated gates allow travellers to pass through passport control in seconds rather than minutes. Police forces have used the technology to locate missing persons and to identify suspects from security footage. Banks increasingly rely on it to confirm that the person opening an account is who he or she claims to be, reducing the risk of fraud.
- 4 Critics, however, point to two main concerns. The first is accuracy. Studies have shown that some systems perform less reliably for certain groups of people, and an incorrect match can have serious consequences for an innocent individual. The second concern is privacy. Unlike a password, a face cannot be changed if the data is stolen. Furthermore, images that people share freely on social media can be collected and used to build databases without their knowledge.
- 5 Many governments are now attempting to strike a balance between security and personal freedom, introducing rules about where the technology may be used and how long data may be stored. Meanwhile, individuals can reduce their own exposure by thinking carefully before posting photographs publicly. As the technology grows more sophisticated, such awareness is likely to become not just sensible but necessary.

Passage 3 • Questions*Faces in the Crowd*

Choose the correct answer: **A, B, C or D**. Refer back to the passage for every question.

1. What is the main idea of the passage?
A) Facial recognition is used mainly for advertising.
B) Most governments have banned facial recognition.
C) Facial recognition is too slow to be used at airports.
D) Facial recognition offers real benefits but raises concerns about accuracy and privacy.
2. According to paragraph 2, what makes the second type of system more controversial?
A) It can only estimate a person's age and gender.
B) It can link a face to a particular person's identity.
C) It is used only in shopping centres.
D) It does not need a database to work.
3. The word **prompted** in paragraph 2 is closest in meaning to ...
A) prevented **B)** ended **C)** caused **D)** measured
4. All of the following benefits are mentioned in paragraph 3 EXCEPT ...
A) helping doctors to diagnose illnesses **B)** faster passport control
C) locating missing people **D)** confirming the identity of bank customers
5. Why does the writer compare a face with a password in paragraph 4?
A) to show that passwords are less secure than faces
B) to suggest that faces are easier to remember
C) to recommend that people stop using passwords
D) to emphasise that stolen facial data cannot be replaced
6. What can be inferred from paragraph 4?
A) A system error could lead to an innocent person being suspected.
B) All facial recognition systems are equally accurate.
C) Social media companies never collect users' images.
D) Critics want all security cameras to be removed.
7. What does the writer advise individuals to do?
A) avoid travelling through airports
B) stop using smartphones altogether
C) think carefully before sharing photographs publicly
D) campaign against government rules

SECTION 1 · READING · PASSAGE 4

Born This Way?*Unit 1 · Pushing Boundaries · Personality: Nature or Nurture*

Read the text carefully, then choose the correct answer: **A, B, C or D.**

- 1 Why do two children raised in the same home sometimes grow up with strikingly different personalities, while two strangers may share surprising habits? The question of whether we are shaped more by our genes ("nature") or by our upbringing and experiences ("nurture") has been debated by philosophers for centuries. Today, scientists largely agree that the question itself is misleading: both factors matter, and they constantly interact.
- 2 Much of the evidence comes from studies of identical twins, who share virtually all of their genes. Of particular interest are twins who were separated in infancy and raised by different families. If such twins prove more alike than two randomly chosen people, the similarity is likely to have a genetic basis. Researchers have repeatedly found that separated identical twins resemble each other not only in appearance but also in traits such as shyness, anxiety and even the tendency to seek excitement.
- 3 These findings, however, are frequently misunderstood. Saying that a trait is "50 percent heritable" does not mean that half of a person's shyness comes from genes and half from the environment. Rather, it means that, across a population, about half of the variation between individuals can be linked to genetic differences. Furthermore, no single gene "causes" a personality trait; instead, many genes each have a small effect, often by influencing brain chemicals that affect mood.
- 4 Crucially, genes do not determine destiny. A child with a natural tendency towards anxiety who grows up in a calm, supportive environment may learn to manage that tendency well, whereas the same child in a stressful environment might struggle. Scientists sometimes describe genes as seeds and the environment as the soil and weather — an image that captures how inherited tendencies may never develop unless circumstances encourage them.
- 5 For parents and teachers, the implication is clear. Rather than trying to force children into a single mould, adults can observe each child's natural strengths and provide the conditions in which those strengths can flourish.

Passage 4 • Questions*Born This Way?*

Choose the correct answer: **A, B, C or D**. Refer back to the passage for every question.

1. Why does the writer describe the nature–nurture question as **misleading** in paragraph 1?
 - A) It suggests that one factor must win, when both work together.
 - B) Scientists have stopped studying personality.
 - C) Philosophers answered it centuries ago.
 - D) Genes have been shown to have no effect.
2. Why are identical twins who were raised apart especially useful to researchers?
 - A) They usually choose to live together later.
 - B) Their similarities are more likely to be genetic, as their environments differed.
 - C) They have different genes from each other.
 - D) They are easier to find than other twins.
3. According to paragraph 3, the statement that a trait is "50 percent heritable" means that ...
 - A) half of each person's trait comes from his or her parents
 - B) the trait appears in half of all children
 - C) about half of the differences between people in a group are linked to genes
 - D) a single gene controls half of the trait
4. What is the main purpose of paragraph 3?
 - A) to introduce the method of twin studies
 - B) to give practical advice to parents
 - C) to describe a famous pair of twins
 - D) to correct a common misunderstanding of research findings
5. The image of seeds, soil and weather in paragraph 4 suggests that ...
 - A) inherited tendencies may depend on circumstances in order to develop
 - B) genes are unimportant for personality
 - C) the environment never changes
 - D) children should spend more time outdoors
6. The word **flourish** in paragraph 5 is closest in meaning to ...

A) disappear	B) remain hidden
C) be measured	D) develop successfully
7. Which statement would the writer most probably agree with?
 - A) A shy child will inevitably become a shy adult.
 - B) A supportive environment can help a child manage a natural tendency.
 - C) A single gene is responsible for anxiety.
 - D) Parents should guide all children in exactly the same direction.

SECTION 1 · READING · PASSAGE 5

Beyond the Horizon*Unit 1 · Pushing Boundaries · Sailing Around the Globe*

Read the text carefully, then choose the correct answer: **A, B, C or D.**

- 1 In July 2009, a seventeen-year-old named Zac Sunderland sailed into the harbour of Marina del Rey, California, after thirteen months at sea. He had just become the first person under the age of eighteen to sail around the world alone. At sixteen, he had used his own savings to buy a 36-foot sailboat, and he spent months preparing it for a journey that would take him across three oceans.
- 2 The voyage was far from smooth. Fierce storms damaged his boat on more than one occasion, forcing him to carry out repairs in remote ports. In one tense episode, he was followed by a boat that he believed to be carrying pirates, and he spent an anxious night preparing for the worst before the vessel finally turned away. He kept in touch with his family by satellite phone, but at sea, every decision was ultimately his own.
- 3 Zac's achievement attracted admiration, yet it also provoked criticism. Within weeks, his record had been broken by an even younger sailor, and commentators began to ask whether such journeys were sensible at all. Some accused parents of allowing their children to risk their lives for the sake of fame. Others replied that these young sailors were not reckless thrill-seekers but experienced, well-prepared individuals who had grown up around boats and understood the dangers better than most adults.
- 4 Psychologists who study risk point out that the desire to test one's limits is particularly strong during adolescence. Left without direction, this desire can lead to dangerous behaviour; channelled into a long-term goal that demands planning and discipline, it can produce extraordinary achievements.
- 5 Few readers will ever attempt to sail around the world. The real lesson of such stories, perhaps, is a broader one: our boundaries are often further away than we assume, and what separates courage from recklessness is not age but preparation.

Passage 5 • Questions*Beyond the Horizon*

Choose the correct answer: **A, B, C or D**. Refer back to the passage for every question.

1. Paragraph 1 mainly ...
 - A) describes the dangers of sailing alone
 - B) explains how a sailboat is prepared for a voyage
 - C) introduces Zac and the nature of his achievement
 - D) criticises Zac's parents for their decision
2. What can be inferred from paragraph 2?
 - A) Zac's family made the important decisions for him.
 - B) The journey required Zac to deal with serious problems independently.
 - C) Pirates attacked Zac's boat during the night.
 - D) Zac never needed to stop in any port.
3. The word **provoked** in paragraph 3 is closest in meaning to ...
 - A) triggered
 - B) prevented
 - C) ignored
 - D) reduced
4. According to their supporters in paragraph 3, young sailors like Zac ...
 - A) mainly wanted to become famous
 - B) were younger than the critics believed
 - C) should be stopped by law
 - D) had relevant experience and understood the risks
5. The phrase **this desire** in paragraph 4 refers to the desire to ...
 - A) become famous
 - B) test one's own limits
 - C) receive direction from adults
 - D) break a world record
6. What does the writer suggest in paragraph 4?
 - A) Teenagers should avoid every kind of risk.
 - B) Psychologists strongly oppose solo sailing.
 - C) Discipline is impossible for most teenagers.
 - D) A natural appetite for challenge can lead to positive results if it is properly directed.
7. What does the writer conclude in the final paragraph?
 - A) Careful preparation is what makes bold actions courageous rather than reckless.
 - B) Everyone should try to sail around the world.
 - C) Age is the most important factor in staying safe.
 - D) World records have no real value.

SECTION 2 · GRAMMAR 1 · CCG G.13.1

Present Simple

Use

We use the present simple for **facts and general truths**, **habits and routines**, **states** (with stative verbs such as *know*, *believe*, *understand*, *prefer*, *belong*), and **fixed timetables**.

Subject	Affirmative	Negative	Question
I / you / we / they	They study .	They don't study .	Do they study ?
he / she / it	It studies .	It doesn't study .	Does it study ?

- **Third person -s**: works · watches · goes · studies (consonant + y → ies) · plays (vowel + y → s)
- **Adverbs of frequency** go **before** the main verb but **after** *be*: She **usually** arrives early. · She **is usually** early.
- **Stative verbs** are not normally used in the continuous form: × I am knowing → ✓ I **know** the answer.
- **Academic use**: research findings are often reported in the present simple: *Studies show that the brain changes throughout life.*

Practice · Choose the correct answer

- The prefrontal cortex _____ planning and decision-making.
A) is controlling B) controls C) control D) are controlled
- Most researchers _____ that both nature and nurture shape personality.
A) are agreeing B) agrees C) agree D) is agree
- Light _____ faster than sound.
A) travels B) travel C) is travelling D) travelling
- Which sentence is correct?
A) She always is late for class. B) Always she is late for class.
C) She late is always for class. D) She is always late for class.
- I _____ what you mean about privacy concerns.
A) am understanding B) understand C) understands D) am understand
- _____ facial recognition work well in low light?
A) Do B) Is C) Does D) Are
- Teenagers _____ always realise how much sleep they need.
A) don't B) doesn't C) aren't D) isn't
- The smart thermostat _____ to the family's daily routine.
A) adapt B) adapting C) is adapt D) adapts

SECTION 2 · GRAMMAR 2 · CCG G.8.1

Modal Verbs (Present)

Use

Modal verbs add meaning to a main verb: **ability, possibility, advice, obligation, prohibition** and **lack of necessity**. They are followed by the **base form** of the verb.

Modal	Function	Example
can / can't	ability · possibility · impossibility	Smart locks can be hacked.
may / might / could	possibility (less certain)	It might rain later.
should / ought to	advice · recommendation	You ought to check your sources.
must / have to	strong obligation · rule	Passengers have to show their passports.
mustn't	prohibition (not allowed)	You mustn't use phones in the exam.
don't have to / needn't	no obligation (not necessary)	You don't have to bring a laptop.
must / can't (deduction)	logical certainty	That can't be Sara's phone; hers is red.

- ▶ **Form:** modal + base verb. No -s, no to (except *ought to* and *have to*): × She can **to** swim · × He **cans** swim.
- ▶ **mustn't ≠ don't have to:** *mustn't* = it is forbidden; *don't have to* = it is not necessary, but you can if you want.
- ▶ **must vs have to:** *must* often expresses the speaker's opinion; *have to* often describes an external rule.

Practice · Choose the correct answer

- Visitors _____ take photographs inside the laboratory; it is strictly forbidden.
A) don't have to B) needn't C) might not D) mustn't
- You _____ bring your own laptop; the university provides computers.
A) don't have to B) mustn't C) can't D) ought not
- Smart locks _____ be hacked if their software is not updated.
A) must B) can C) ought D) have to
- Students _____ check their sources carefully before citing them.
A) can't B) needn't C) should D) mustn't
- That _____ be Sara's phone — hers is red, and this one is black.
A) can't B) mustn't C) doesn't have to D) shouldn't
- All passengers _____ show their passports at the gate. It's the law.
A) may B) could C) needn't D) have to
- Take an umbrella; it _____ rain later this afternoon.
A) must B) might C) has to D) ought
- Which sentence is correct?
A) She can to speak French fluently. B) You must to wear a uniform.
C) He ought to apologise to his friend. D) They shoulds leave early.

SECTION 2 · GRAMMAR 3 · CCG G.10.1

The Passive (Present Simple)

Use

We use the passive when the **action or the result** is more important than the person who does it, when the doer is **unknown or obvious**, and in **formal and scientific writing**.

am / is / are + past participle (+ by + agent)

Active	Passive
People upload millions of photos every day.	Millions of photos are uploaded every day.
The system stores the data on secure servers.	The data is stored on secure servers.
Does an expert check the results?	Are the results checked by an expert?
Companies don't share personal data.	Personal data isn't shared .

- **Agreement:** the verb *be* agrees with the new subject: The data **is** ... · The devices **are** ...
- **by + agent** is used only when the doer is important: *The Burj Khalifa was designed by Adrian Smith.* Otherwise omit it.
- **Irregular participles:** write → written · speak → spoken · build → built · send → sent · know → known · take → taken

Practice · Choose the correct answer

- Millions of photos _____ to social media every day.
A) are uploaded B) upload C) are uploading D) is uploaded
- Arabic _____ from right to left.
A) writes B) is written C) is writing D) are written
- The data _____ on secure servers.
A) stores B) are store C) storing D) is stored
- Passengers' faces _____ automatically at the gate.
A) scan B) is scanned C) are scanned D) are scan
- Personal information _____ shared without the user's permission.
A) does not B) not is C) is not D) are not
- _____ the results checked by an independent expert?
A) Are B) Does C) Is D) Do
- Choose the passive form of: "Engineers design these robots in Japan."
A) These robots designed in Japan. B) These robots are designed in Japan.
C) These robots are designing in Japan. D) These robots is designed in Japan.
- English _____ as a second language in many countries.
A) speaks B) is speaking C) are spoken D) is spoken

SECTION 2 · GRAMMAR 4 · CCG G.18.1 / 18.2 / 18.3

Reported Speech

Use

We use reported speech to tell someone **what another person said, asked or ordered**, without quoting their exact words. When the reporting verb is in the past, the tense usually moves **one step back**.

Direct speech	Reported speech
"I am preparing my talk."	He said (that) he was preparing his talk.
"We can finish today."	They said they could finish that day.
"I will email you."	She said she would email me.
" Is the test difficult?"	He asked whether / if the test was difficult.
"Where does she work ?"	He asked where she worked .
"Turn off your phones." / "Don't touch it."	She told us to turn off our phones. / She warned us not to touch it.

- **Time and place:** now → then · today → that day · tomorrow → the next / following day · yesterday → the day before · here → there
- **say vs tell:** say (that)... · tell + object: He **told me** that... (× He told that...)
- **Reported questions** use statement word order and no *do / does / did*.

Practice · Choose the correct answer

- "I am preparing my presentation," Omar said. → Omar said that he _____ his presentation.
A) is preparing B) was preparing C) prepared D) has preparing
- "We can finish the project today," they said. → They said they _____ finish the project that day.
A) can B) will C) could D) must to
- "Turn off your phones," the teacher said. → The teacher told us _____ our phones.
A) to turn off B) turn off C) turning off D) turned off
- "Where does the professor work?" she asked. → She asked where _____.
A) does the professor work B) the professor does work
C) did the professor work D) the professor worked
- "Is the test difficult?" he asked. → He asked me _____ the test was difficult.
A) that B) whether C) what D) does
- "I will email you tomorrow," Huda said. → Huda said she would email me _____.
A) tomorrow B) yesterday C) the day before D) the following day
- The coach _____ the players that they had trained well.
A) told B) said C) spoke D) talked
- "Don't touch the sensor," the engineer said. → The engineer warned us _____ the sensor.
A) don't touch B) to not touching C) not to touch D) not touch

SECTION 2 · GRAMMAR 5 · CCG G.5.1

Zero Conditional

Use

We use the zero conditional for **facts, scientific truths and situations that are always true**. *If* has a similar meaning to *when* or *whenever*.

If / When + present simple , present simple

- ▶ **Examples:** If you heat water to 100 °C, it **boils**. · When a room **is** empty, the sensor **switches** off the lights. · The brain **suffers** if it **doesn't get** enough sleep.
- ▶ **Word order:** the *if*-clause can come first (use a comma) or second (no comma): *Plants die if they don't get light*.
- ▶ **Unless = if ... not:** *Unless you charge it, the battery runs out.* = *If you don't charge it, ...*
- ▶ *Do not use will* **in a zero conditional:** ✗ *If you heat ice, it will melt.* → ✓ *it melts* **.

Practice · Choose the correct answer

1. If you _____ water to 100 °C, it boils.
A) heat B) heated C) will heat D) heats
2. If the brain _____ enough sleep, memory suffers.
A) don't get B) won't get C) didn't get D) doesn't get
3. When a sensor detects no movement, the lights _____ off automatically.
A) will to switch B) switch C) switched D) switching
4. Plants _____ if they don't receive enough sunlight.
A) dies B) died C) die D) dying
5. Which sentence is a zero conditional?
A) If I see her, I'll tell her. B) If I were you, I'd study harder.
C) If she had asked, I'd have helped. D) If you mix blue and yellow, you get green.
6. If people _____ stressed, they often find it hard to concentrate.
A) are B) is C) will be D) be
7. Unless you charge a phone, its battery eventually _____ out.
A) run B) will running C) runs D) ran
8. If you press this button, the screen _____.
A) lit up B) lights up C) lighting up D) light up

SECTION 2 · GRAMMAR 6 · CCG G.5.2

First Conditional and Unless

Use

We use the first conditional for **real or likely situations in the future** and their results. It is common in **persuasive speeches and essays** to warn or to encourage action.

If + present simple , will / may / might / can / should + base verb (or imperative)

- ▶ **Examples:** If we **don't act** now, there **will be** water shortages. · If you **feel** tired, **take** a short break.
- ▶ **Unless = if ... not:** *Unless you install updates, your devices may be hacked.* (= If you don't install updates ...)
- ▶ ***No will after if:** × *If it will rain, we'll stay inside.* → ✓ *If it rains*, we'll stay inside.*
- ▶ **Persuasive frames:** *Unless we ..., we will ... · If we ..., we can ... · It is crucial to ... if we want to ...*

Practice · Choose the correct answer

1. If we _____ now, there will be serious water shortages in the future.
A) won't act B) didn't act C) don't act D) not act
2. You _____ the exam unless you revise regularly.
A) won't pass B) pass C) will pass D) didn't pass
3. _____ you install updates, your devices may be hacked.
A) If B) When C) Because D) Unless
4. If the internet connection fails, the smart lock _____ work properly.
A) didn't B) may not C) not D) hasn't
5. If she _____ early, she'll get a good seat at the lecture.
A) will arrive B) arrived C) arriving D) arrives
6. I'll help you with your essay if I _____ time this evening.
A) will have B) have C) had D) having
7. Which sentence is correct?
A) If it rains, we'll stay inside. B) If it will rain, we stay inside.
C) If it rains, we stayed inside. D) If it rained, we will stay inside.
8. Unless you _____ sunscreen, you will get sunburnt.
A) don't wear B) won't wear C) wear D) wore

SECTION 2 · GRAMMAR 7 · CCG G.1.2

Comparative Adjectives

Use

We use comparatives to **compare two people, things, places or situations**. They are essential in comparative essays and when describing data.

Adjective type	Rule	Examples
one syllable	+ -er	fast → faster · cheap → cheaper
CVC ending	double + -er	big → bigger · hot → hotter
ending in -y	y → -ier	busy → busier · easy → easier
two or more syllables	more / less + adj.	more expensive · less polluting
irregular	—	good → better · bad → worse · far → further

- ▶ **Equality:** *as + adj. + as · not as / not so + adj. + as*: Small towns are **not as crowded as** megacities.
- ▶ **Modifiers:** *much / far / a lot / slightly + comparative*: The new system is **far more efficient**.
- ▶ **Progressive change:** *worse and worse · more and more expensive* · **Parallel:** *The more you practise, the more confident you become.*
- ▶ **Common errors:** × more faster · × more better · × bigger **then** → ✓ bigger **than**

Practice · Choose the correct answer

- Life in a megacity is usually _____ than life in a small town.
A) faster B) more fast C) fastest D) more faster
- Housing in large cities is generally _____ than in rural areas.
A) expensiver B) the most expensive C) more expensiver D) more expensive
- This year's results are _____ than last year's.
A) gooder B) better C) more good D) best
- Small towns are not _____ crowded _____ big cities.
A) more / than B) so / than C) as / as D) as / than
- Public transport is _____ polluting than private cars.
A) fewer B) least C) little D) less
- The new security system is far _____ than the old one.
A) efficient B) more efficient C) efficienter D) most efficient
- Traffic in the city centre is getting _____ every year.
A) worse and worst B) more bad C) worse and worse D) badder
- The more you practise, _____ you become.
A) the more confident B) more confident C) the most confident D) confident more

SECTION 2 · GRAMMAR 8 · CCG G.17.4

Indirect Questions

Use

Indirect questions are **more polite and formal** than direct questions. They are used when asking for information or clarification, for example from a teacher, a lecturer or an official.

Introductory phrase + question word / if / whether + subject + verb

Direct question	Indirect question
Where is the library?	Could you tell me where the library is ?
How long does the course last ?	Do you know how long the course lasts ?
When did the twins meet again?	I'd like to know when the twins met again.
Will the lecture be recorded?	I wonder whether the lecture will be recorded.

- **Introductory phrases:** Could you tell me ... · Do you know ... · Can you explain ... · I wonder ... · I'd like to know ... · Would you mind telling me ...
- **Word order:** subject before verb; remove *do / does / did* and put the tense on the main verb.
- **Yes / No questions:** use *if* or *whether*. Use a question mark only if the introductory phrase is itself a question.

Practice · Choose the correct answer

- Could you tell me where _____?
A) the library is B) is the library C) does the library D) the library does
- I wonder _____ the lecture will be recorded.
A) that B) what C) does D) whether
- Do you know how long _____?
A) does the course last B) the course lasts
C) lasts the course D) the course does last
- Can you explain what _____?
A) does "neuroplasticity" mean B) means "neuroplasticity"
C) "neuroplasticity" means D) did "neuroplasticity" mean
- "When did the twins meet again?" → Do you know _____?
A) when did the twins meet again B) when the twins did meet again
C) when met the twins again D) when the twins met again
- I'd like to know _____ you prefer group work or independent study.
A) that B) what C) if D) do
- Which question is grammatically correct?
A) Could you tell me why the bus is late? B) Could you tell me why is the bus late?
C) Could you tell me why does the bus late? D) Could you tell me the bus why is late?
- Would you mind telling me how many people _____ the conference?
A) did attend B) attended C) attended did D) did they attend

SECTION 2 · GRAMMAR 9 · CCG G.2.5

Adverbial Linkers

Use

Linkers show the **logical relationship between ideas**: addition, contrast, cause and result, example and conclusion. Accurate use of linkers is a key criterion for coherence in essays.

Function	Sentence linkers (+ comma)	Clause linkers
addition	Moreover, · Furthermore, · In addition,	and · as well as
contrast	However, · Nevertheless, · On the other hand,	although · whereas · while · but
result	Therefore, · Consequently, · As a result,	so
example	For example, · For instance,	such as
similarity	Similarly, · Likewise,	just as
conclusion	In conclusion, · To sum up, · Overall,	—

- **Sentence linkers** start a new sentence (or follow a semicolon) and take a comma: *It is useful; however, it is costly.*
- **Clause linkers** join two clauses in one sentence: ***Although** cities offer more jobs, many people prefer small towns.*
- Do not use *although* and *but* together: × Although it is expensive, but ...

Practice · Choose the correct answer

- Smart homes save energy. _____, they can be expensive to install.
A) However B) Moreover C) Therefore D) For instance
- The prefrontal cortex matures late. _____, teenagers may struggle to control impulses.
A) However B) Similarly C) As a result D) Although
- _____ cities offer more jobs, many people prefer to live in small towns.
A) However B) Although C) Therefore D) Moreover
- Facial recognition speeds up airport checks. _____, it helps the police find missing people.
A) Nevertheless B) Whereas C) Otherwise D) Furthermore
- Some traits are largely heritable, _____ others depend mainly on the environment.
A) therefore B) moreover C) whereas D) as a result
- Identical twins share their genes. _____, twins raised apart provide valuable evidence.
A) Nevertheless B) In contrast C) Although D) Consequently
- Living roofs reduce heat in buildings. _____, they provide habitats for birds and insects.
A) On the other hand B) In addition C) Despite D) Even though
- Which sentence is correctly punctuated?
A) The device is useful; however, it is costly.
B) The device is useful however it is costly.
C) The device is useful however, it is costly.
D) The device is useful, however it is costly.

SECTION 2 · GRAMMAR 10 · CCG G.2.2

Adverbs of Sequence

Use

Sequencing adverbs show the **order of steps, events or ideas**. They are used in presentations (signposting), narratives and descriptions of processes.

Beginning	Middle	End
First / Firstly · To begin with · Initially	Second / Secondly · Then · Next · After that · Afterwards	Finally · Lastly · Eventually · In the end

- ▶ **Signposting in a presentation:** ***First**, I will define facial recognition. **Then**, I will discuss its uses. **Finally**, I will explain the risks.*
- ▶ ***After that** is an adverb (+ comma); **after** is a preposition (+ noun / -ing): **After** comparing the images, the system identifies the person.*
- ▶ ***Eventually** = in the end, after a long time or a lot of effort. **Finally*** introduces the last item in a list.

Practice · Choose the correct answer

- _____, I will define facial recognition. Then I will discuss its uses.
A) Finally B) First C) Lastly D) Afterwards
- Read the question carefully. _____, underline the key words.
A) Finally B) Firstly C) Next D) In conclusion
- The sensor detects movement. _____, it sends a signal to the controller.
A) Firstly B) Finally C) Before D) Then
- _____, I would like to thank you all for listening. (end of a presentation)
A) Finally B) To begin with C) First D) Next
- Which sequence is logical?
A) Finally – First – Then B) First – Next – Finally
C) Then – Finally – First D) Next – First – Finally
- "To begin with" is closest in meaning to ...
A) firstly B) eventually C) after that D) lastly
- _____ comparing the face with stored images, the system identifies the person.
A) Finally B) Then C) After D) Next
- After many failed attempts, he _____ succeeded in sailing around the world.
A) firstly B) to begin with C) next D) eventually

SECTION 2 · GRAMMAR 11 · CCG G.2.9

Adverbs of Degree and Quantity (Describing Data)

Use

These adverbs describe **how much** and **how quickly** something changes. They are essential when interpreting charts, graphs and tables.

Degree of change	Verb + adverb	Adjective + noun
very small	increased slightly / marginally	a slight increase
slow and regular	rose gradually / steadily	a gradual / steady rise
large	grew significantly / sharply	a significant / sharp growth
very large	fell dramatically	a dramatic fall

- **Trend verbs:** increase · rise · grow ↑ | decrease · fall · decline · drop ↓ | remain stable · level off → | peak · fluctuate
- **Approximation:** approximately / roughly / about (± a little) · nearly / almost (just below) · just over / more than (just above)
- **Accuracy:** verb + **adverb** (rose *sharply*) but **adjective** + noun (a *sharp* rise).

Practice · Choose the correct answer

- The city's population rose _____ from 2 million to 8 million in twenty years.
A) slightly B) dramatically C) slight D) dramatic
- Temperatures increased _____, by only 0.2 °C.
A) sharply B) significantly C) dramatically D) slightly
- There was a _____ rise in housing prices between 2010 and 2020.
A) steady B) steadily C) steadiness D) steadying
- Pollution levels showed no change between 2015 and 2020; they _____.
A) fluctuated B) peaked C) remained stable D) rose sharply
- "Approximately" is closest in meaning to ...
A) exactly B) completely C) hardly D) roughly
- Car use fell _____ in 2020 and then recovered the following year.
A) sharply B) sharp C) sharpness D) more sharp
- "Nearly 80 percent" means ...
A) more than 80 percent B) exactly 80 percent
C) a little less than 80 percent D) far less than 80 percent
- Visitor numbers _____ in July, before falling again in August.
A) fluctuated B) peaked C) remained stable D) declined steadily

SECTION 2 · GRAMMAR IN CONTEXT

Maze Passages

Each passage has 7 gaps. Circle the ONE option that is correct in grammar and meaning.

How to answer

Read the **whole paragraph** first to understand the meaning. Then, in each bracket, circle the ONE option that is correct in **grammar** and in **logic**.

Maze 1

Smart Homes in the UAE

Grammar tested: present simple · passive · zero conditional · comparatives · modals · unless · linkers

Across the UAE, a growing number of families (1) [live / lives / living] in homes that are connected to the internet. In these homes, lights and air conditioners (2) [control / are controlling / are controlled] through a mobile application. If nobody (3) [are / is / will be] in a room, the system switches off the lights automatically. Supporters argue that such homes are (4) [efficient / most efficient / more efficient] than traditional ones because they waste less electricity. However, experts warn that owners (5) [should to / should / shoulds] update their software regularly. (6) [Unless / If / Because] they do so, their devices may be exposed to hackers. (7) [Whereas / In addition / Although], users need to read the privacy settings of every device carefully.

Maze 2

A Visit to the Brain Laboratory

Grammar tested: adverbs of sequence · reported speech · indirect questions

Last week, our class visited a university laboratory that studies the human brain. (1) [Finally / First / Lastly], a researcher showed us how brain scans are produced. She told us that her team (2) [was studying / is study / study] the sleep patterns of teenagers at that time. One of my classmates asked her (3) [that / does / what] the most surprising discovery had been. The researcher said that she (4) [could / can to / cans] show us a short video about it. After the video, I wanted to know (5) [what / whether / that] students could volunteer for their experiments. She told us (6) [fill / filling / to fill] in an online form on the university website. (7) [Firstly / To begin with / Finally], we thanked her for her time and returned to school.

Maze 3

Megacities and Small Towns

Grammar tested: adverbs of degree and quantity · comparatives · linkers

Over the past fifty years, the world's urban population has grown (1) [**dramatically / dramatic / drama**]. Today, the largest cities, such as Tokyo and Delhi, are each home to (2) [**most than / much / more than**] 30 million people. Life in these megacities is often (3) [**more busy / busier / busiest**] than life in small towns, and housing is usually (4) [**far most expensive / far more expensive / far expensiver**]. (5) [**Moreover / Therefore / However**], megacities offer a far wider range of jobs, universities and services. Small towns, (6) [**on the other hand / as a result / for example**], provide a calmer pace of life and a stronger sense of community. In recent years, the number of people moving to cities has continued to rise (7) [**steady / steadily / steadiness**].

Maze 4

The Truth About Multitasking

Grammar tested: modals · present simple · passive · zero & first conditional · comparatives

Many students believe that they (1) [**can / cans / can to**] study effectively while chatting online. Research, however, (2) [**suggest / suggests / suggesting**] the opposite. When people switch between tasks, valuable time (3) [**loses / is losing / is lost**], and concentration suffers. If you (4) [**interrupt / interrupted / will interrupt**] yourself every few minutes, your brain needs extra time to refocus. For this reason, experts say that students (5) [**should to / shoulds / should**] turn off notifications while they study. If you (6) [**will follow / follow / followed**] this advice, you will remember more and finish faster. Multitasking may feel (7) [**more productive / productive / most productive**] than focusing on one task, but in reality it is far less efficient.

SECTION 3 · WRITING

How to Write a B2 Essay

Use this page before every writing task.

Before you write: 5 minutes

- Analyse the task:** Underline the **topic**, the **text type** (essay, blog, article), the **purpose** (opinion, compare, discuss, persuade, describe data) and **every part** you must answer.
- Brainstorm:** Note ideas for both sides. Choose your **2-3 strongest** points.
- Plan:** For each body paragraph: **topic sentence** → **explanation** → **example / evidence**.

Structure and useful language

Part	Purpose	Useful language (B2)
Introduction	Hook + background + thesis (your position or the aim of the essay).	It is often argued that ... · In recent years, ... · This essay will examine ... · In my view, ...
Body 1	First main point with explanation and an example.	The main advantage of ... is ... · One reason for this is ... · For instance, ...
Body 2	Second point, or the other side of the argument.	Furthermore, ... · On the other hand, ... · Critics argue that ... · However, ...
Body 3 (opt.)	Counter-argument and your response, or a third point.	Admittedly, ... Nevertheless, ... · While it is true that ..., ...
Conclusion	Restate your position in new words; final thought, recommendation or question.	To sum up, ... · Overall, ... · If we ..., we will ... · Unless ..., ...

Assessment checklist

- ☐ I answered every part of the task and used the correct text type.
- ☐ My position is clear in the introduction and conclusion.
- ☐ Each paragraph has one main idea, supported by explanation and examples.
- ☐ I used a range of linkers (however, moreover, as a result, whereas, in conclusion).
- ☐ I used a range of grammar: passive, conditionals, modals, comparatives, reported speech.
- ☐ I used topic vocabulary from Unit 1 accurately.
- ☐ I checked spelling, punctuation, capital letters and agreement.

Tip

Write **200–250 words** for an essay and **120–150 words** for a data description, unless the task says otherwise. Do not memorise the model answers: learn their **structure** and **useful language**.

SECTION 3 · WRITING TASK 1

Facial Recognition: Helpful Tool or Threat to Privacy?*Blog post · Advantages and disadvantages + opinion***Read the statement / information***"Facial recognition makes our lives safer and easier, but every time a camera recognises us, we lose a little of our privacy."***TASK****Write a blog post for your school website in which you outline the advantages and disadvantages of facial recognition technology and express your own view.****Think and plan: answer these questions in note form****1.** Where is facial recognition used today (airports, phones, banks, shopping centres)?**2.** How does it make life safer or more convenient?**3.** What risks does it create for accuracy and privacy?**4.** What should governments and individuals do?**5.** What is your final opinion, and why?

Model Answer • Task 1*Facial Recognition: Helpful Tool or Threat to Privacy?***INTRODUCTION**

Not long ago, recognising a face was something only humans could do. Today, cameras at airports, in shopping centres and even on our phones can identify us in seconds. While this technology offers clear benefits, I believe it must be used within strict limits.

BODY 1

On the positive side, facial recognition makes daily life faster and safer. Smart gates at airports allow travellers to pass through passport control without waiting in long queues. In addition, the police use the technology to find missing people and identify suspects, which helps to protect society. Banks also rely on it to confirm customers' identities, reducing the risk of fraud.

BODY 2

However, the same technology raises serious concerns. First, no system is perfect, and an incorrect match could cause an innocent person to be suspected of a crime. Second, a face, unlike a password, cannot be changed if the data is stolen. Moreover, photos that we share on social media can be collected without our permission and stored in databases.

CONCLUSION

In my view, the solution is not to ban facial recognition but to control it carefully. Governments should decide where it can be used and how long data may be kept, and individuals should think twice before posting photos publicly. If we use this technology responsibly, we will enjoy its benefits without losing our privacy. What do you think? Share your views in the comments below.

(230 words)

SECTION 3 · WRITING TASK 2

Is Multitasking Really Efficient?*Opinion article for a student forum***Read the statement / information***"I can study, chat with my friends and listen to music at the same time. Multitasking saves me hours every day."***TASK****Write an article for a student forum in which you respond to this statement. Express your opinion and support it with reasons, evidence and examples. Invite your readers to comment.****Think and plan: answer these questions in note form****1.** Can the brain really focus on two demanding tasks at once?**2.** What happens to time and accuracy when we switch between tasks?**3.** What does research show about multitasking?**4.** Are there situations where multitasking is harmless?**5.** What practical advice can you give students?

Model Answer • Task 2*Is Multitasking Really Efficient?***INTRODUCTION**

Many of us are proud of our ability to do several things at once. We reply to messages while watching a lecture, or listen to music while writing an essay. However, research suggests that multitasking is far less efficient than most people believe.

BODY 1

To begin with, the human brain cannot fully concentrate on two demanding tasks at the same time. What feels like multitasking is actually rapid switching between tasks. Each time we switch, we lose a few seconds and some of our focus. As a result, a task that should take one hour may take much longer, and the final work often contains more mistakes.

BODY 2

Furthermore, the evidence is clear. A 2010 study at the University of Utah found that 97.5 percent of participants performed worse when they tried to drive while completing memory tasks. Surprisingly, people who multitask most often tend to be worse at it than those who rarely do.

BODY 3

Of course, some people argue that multitasking helps them avoid boredom. While this may be true for simple activities, such as listening to the radio while tidying a room, it is not true for studying or other complex work.

CONCLUSION

In conclusion, the most productive approach is to do one thing at a time. Students should turn off notifications, set clear goals and take short breaks. If we focus fully on each task, we will finish faster and remember more. Do you agree? Leave a comment below.

(239 words)

SECTION 3 · WRITING TASK 3

Smart Homes: Are They Worth It?*Discursive essay · Advantages and disadvantages***Read the statement / information***"In the future, every home will be a smart home."***TASK****Write an essay discussing the advantages and disadvantages of living in a smart home. Would you choose to live in one? Give reasons for your answer.****Think and plan: answer these questions in note form**

1. How can a smart home help to save energy and reduce utility bills?

2. In what ways is a smart home convenient and secure?

3. What problems might owners face (cost, internet, privacy)?

4. Would you live in a smart home? Under what conditions?

Model Answer • Task 3*Smart Homes: Are They Worth It?***INTRODUCTION**

Imagine a home that cools itself before you arrive, switches off the lights when you leave and warns you if a door is left open. Smart homes have made this possible, and they are becoming increasingly common in the UAE. Although they offer many advantages, they also have disadvantages that buyers should consider.

BODY 1

The main advantage of a smart home is that it saves energy. Sensors switch off appliances in empty rooms, which lowers utility bills and protects the environment. Another benefit is convenience: residents can control almost everything remotely using a mobile application. Smart security systems also provide peace of mind, especially for families with elderly relatives or young children.

BODY 2

On the other hand, smart homes are expensive to install, and they depend heavily on a reliable internet connection. If the connection fails, some devices may stop working. A more serious problem is privacy. Smart devices collect information about our daily routines, and if this data is not properly protected, it may be accessed by hackers.

CONCLUSION

Personally, I would choose to live in a smart home, but I would do so carefully. I would buy devices from trusted companies, update the software regularly and read the privacy settings before using any system. In my opinion, a smart home is only truly smart when its owner uses it wisely.

(219 words)

SECTION 3 · WRITING TASK 4

Should Teenagers Be Allowed to Take Big Risks?*Opinion essay***Read the statement / information**

At sixteen, Zac Sunderland began a solo voyage around the world with his parents' support. Some people admire such courage; others believe it is far too dangerous for a teenager.

TASK

Should teenagers have the right to make decisions about dangerous adventures, such as sailing around the world alone? Write an essay giving your opinion, with reasons and examples.

Think and plan: answer these questions in note form

1. What qualities can young people develop through difficult challenges?

2. Why do teenagers often want to test their limits?

3. What are the dangers, and why do some people object?

4. Under what conditions, if any, should such adventures be allowed?

Model Answer • Task 4*Should Teenagers Be Allowed to Take Big Risks?***INTRODUCTION**

When Zac Sunderland set sail around the world at the age of sixteen, many people admired his courage, while others questioned his parents' judgement. His story raises an important question: should teenagers be allowed to take part in dangerous adventures? In my opinion, they should, but only under certain conditions.

BODY 1

Firstly, challenging experiences can help young people grow. Facing difficulties far from home teaches independence, responsibility and resilience, qualities that are difficult to learn in a classroom. Zac, for example, had to repair his boat and make important decisions alone, which made him far more mature than many people of his age.

BODY 2

Secondly, teenagers naturally want to test their limits. If this desire is not directed towards a positive goal, it may lead to risky behaviour such as dangerous driving. A well-planned adventure, by contrast, turns this energy into something meaningful.

BODY 3

Nevertheless, I understand why some people are worried. The teenage brain is still developing, and young people may underestimate danger. For this reason, no teenager should attempt such a challenge without proper training, experience and the support of both family and experts.

CONCLUSION

To sum up, adventures can be valuable experiences for teenagers as long as they are carefully prepared. Courage is admirable, but it must always be combined with planning and responsibility.

(213 words)

SECTION 3 · WRITING TASK 5

What Shapes Our Personality?*Discursive essay · Nature or nurture***Read the statement / information***"We are born with our personality, and nothing can change it."***TASK****To what extent do you agree with this statement? Discuss the roles of genes and environment in shaping a person's personality and behaviour throughout life.****Think and plan: answer these questions in note form****1.** What do twin studies suggest about the influence of genes?**2.** How do family, teachers and friends influence who we become?**3.** How can experiences, both pleasant and unpleasant, change us?**4.** Can people choose to change their habits and behaviour?

Model Answer • Task 5*What Shapes Our Personality?***INTRODUCTION**

Why are some people outgoing while others are shy? For centuries, people have argued about whether our personality is determined by our genes or by our environment. I disagree with the idea that personality cannot change. In my view, both factors matter, but our environment and choices decide how our natural traits develop.

BODY 1

There is strong evidence that genes influence personality. Studies of identical twins who were separated at birth show that they often share similar habits, interests and traits, such as shyness or a love of excitement, even though they grew up in different families. This suggests that we are born with certain tendencies.

BODY 2

However, genes are only part of the story. The people around us, especially our family, teachers and friends, shape the way we think and behave. A naturally shy child who receives encouragement at home and at school may become a confident speaker. Similarly, our experiences teach us how to deal with challenges. Unlike animals, humans can also make conscious choices to change their habits.

CONCLUSION

In conclusion, our personality is the result of a constant interaction between nature and nurture. Our genes may give us a starting point, but our environment and the decisions we make determine who we become. Therefore, parents and teachers should recognise children's natural talents and provide the best conditions for them to develop.

(222 words)

SECTION 3 · WRITING TASK 6

Recycling Is Everyone's Responsibility*Persuasive essay · Problem and action***Read the statement / information***"Everyone must recycle."***TASK****Write a persuasive essay in which you convince your readers that recycling is a serious issue and persuade them to take action. Use persuasive language and conditional sentences.****Think and plan: answer these questions in note form**

1. What is the problem, and why is it serious?

2. What will happen if people do not change their habits? (if / unless)

3. What practical actions can people take at home and at school?

4. How can you respond to people who say one person cannot make a difference?

Model Answer • Task 6*Recycling Is Everyone's Responsibility***INTRODUCTION**

Every day, the UAE produces thousands of tonnes of waste, and a large part of it ends up in landfills. Many people think that recycling is the government's job. In reality, the problem cannot be solved unless every one of us takes action.

BODY 1

Why is this such a serious issue? Landfills take up valuable land, release harmful gases and pollute the soil. Plastic, in particular, can take hundreds of years to break down. If we continue to throw away materials that could be reused, we will waste natural resources and damage the environment for future generations.

BODY 2

Fortunately, the solution is simple. First, you should separate plastic, paper and glass at home and take them to the nearest recycling point. Next, try to reduce waste by using refillable water bottles and reusable shopping bags. Finally, encourage your family and friends to do the same, because small changes become powerful when many people make them.

BODY 3

Some people say that one person's effort makes no difference. However, if every resident recycles just one bottle a day, millions of bottles will be saved each year.

CONCLUSION

It is crucial to act now. Unless we change our habits today, we will leave a polluted world to our children. Start recycling this week — our planet is counting on you.

(213 words)

SECTION 3 · WRITING TASK 7

Life in a Megacity or a Small Town?*Comparative essay***Read the statement / information**

More than half of the world's population now lives in cities, and the number of megacities with over ten million people continues to grow.

TASK

Write an essay comparing life in a megacity with life in a small town. Discuss at least two points of comparison and say where you would prefer to live.

Think and plan: answer these questions in note form

1. Which points will you compare (jobs and education, cost of living, transport, pollution, community)?

2. What are the main similarities between the two?

3. What are the main differences?

4. Which comparative structures and linkers will you use (whereas, in contrast, similarly, far more ... than)?

5. Where would you prefer to live, and why?

Model Answer • Task 7*Life in a Megacity or a Small Town?***INTRODUCTION**

Today, more people live in cities than ever before, and megacities such as Tokyo, Delhi and Cairo continue to grow. Yet many people still choose the quieter life of a small town. This essay will compare the two in terms of opportunities and quality of life.

BODY 1

The most obvious difference concerns opportunities. Megacities offer a far wider range of jobs, universities and hospitals than small towns do. A young graduate, for example, is much more likely to find a well-paid position in a large city. In contrast, small towns usually have fewer employers, so some residents have to travel long distances to work or study.

BODY 2

Quality of life, however, is a different matter. Life in a megacity is often faster and more stressful, as residents face heavy traffic, crowded public transport and higher levels of pollution. Housing is also considerably more expensive. Small towns, on the other hand, are generally calmer and cleaner, and people tend to know their neighbours. Similarly, both places can offer a strong sense of community, but this is easier to find in a small town.

CONCLUSION

In conclusion, megacities are better for career and educational opportunities, whereas small towns provide a healthier and more peaceful lifestyle. Personally, I would prefer to study and begin my career in a city, and later move to a small town to raise a family.

(224 words)

SECTION 3 · WRITING TASK 8

Urban Trends: Describing Data*Data description (120–150 words)***Read the statement / information**

The table shows the population of a city in the Gulf region between 2000 and 2020 (in millions).

Year	2000	2005	2010	2015	2020
Population (millions)	1.0	1.2	1.9	2.7	2.8

TASK

Summarise the information by selecting and reporting the main features, and make comparisons where relevant. Write 120–150 words.

Think and plan: answer these questions in note form

1. What does the table show, where and when? (Write this in your own words.)

2. What is the overall trend? (Overview)

3. When was the change slow, and when was it fast?

4. What happened in the last five years?

5. Which adverbs of degree and approximation will you use (gradually, sharply, slightly, nearly, almost)?

Model Answer • Task 8*Urban Trends: Describing Data***INTRODUCTION**

The table illustrates how the population of a Gulf city changed over a twenty-year period, from 2000 to 2020.

OVERVIEW

Overall, the population grew considerably, almost tripling during this period, although the rate of growth was not constant.

DETAILS

In 2000, the city had approximately one million inhabitants. Over the following five years, the figure rose only slightly, reaching 1.2 million in 2005. However, the period between 2005 and 2015 saw a sharp increase, as the population more than doubled to 2.7 million. After that, growth slowed dramatically, and the number of residents increased marginally to 2.8 million by 2020.

SUMMARY

In summary, the city experienced its most rapid growth between 2005 and 2015, while the population remained relatively stable in the final five years.

(122 words)

SECTION 3 • YOUR TURN

Further Writing Tasks

Task 9 • Social Networking Sites

"Social networking sites are a waste of time." Write a persuasive essay in which you agree or disagree with this statement. Support your position with reasons, examples and conditional sentences.

Task 10 • Improving Your Brain

Scientists now know that the brain continues to change throughout life. Write an article for teenagers explaining what they can do every day to improve their concentration, memory and learning.

Task 11 • Cars in City Centres

"Cars should be forbidden in downtown areas." Write an essay discussing the advantages and disadvantages of this idea and give your own opinion.

Planning space

Rasha Alijan

Writing Page 1

Task number: _____ Title: _____ Words: _____

Lined area for writing.

Rasha Aljameel



Writing Page 2

Task number: _____ Title: _____ Words: _____

Blank lined area for writing.

Rasha Aljameel



Writing Page 3

Task number: _____ Title: _____ Words: _____

Lined area for writing.

Rasha Aljameel



ANSWER KEY

Answers: Reading, Grammar and Maze

Section 1 • Reading

Passage	1	2	3	4	5	6	7
1 Living with Intelligent Homes	C	A	D	B	A	B	C
2 A Brain Under Construction	D	B	A	C	D	A	B
3 Faces in the Crowd	D	B	C	A	D	A	C
4 Born This Way?	A	B	C	D	A	D	B
5 Beyond the Horizon	C	B	A	D	B	D	A

Section 2 • Grammar

Topic	1	2	3	4	5	6	7	8
1 Present Simple	B	C	A	D	B	C	A	D
2 Modal Verbs (Present)	D	A	B	C	A	D	B	C
3 The Passive (Present Simple)	A	B	D	C	C	A	B	D
4 Reported Speech	B	C	A	D	B	D	A	C
5 Zero Conditional	A	D	B	C	D	A	C	B
6 First Conditional and Unless	C	A	D	B	D	B	A	C
7 Comparative Adjectives	A	D	B	C	D	B	C	A
8 Indirect Questions	A	D	B	C	D	C	A	B
9 Adverbial Linkers	A	C	B	D	C	D	B	A
10 Adverbs of Sequence	B	C	D	A	B	A	C	D
11 Adverbs of Degree and Quantity (Describing Data)	B	D	A	C	D	A	C	B

Section 2 • Maze Passages

Maze	1	2	3	4	5	6	7
1	live	are controlled	is	more efficient	should	Unless	In addition
2	First	was studying	what	could	whether	to fill	Finally
3	dramatically	more than	busier	far more expensive	However	on the other hand	steadily
4	can	suggests	is lost	interrupt	should	follow	more productive

Section 3 • Writing

Answers will vary. Assess with the checklist on the writing guide page and the school writing rubric (task achievement, organisation, vocabulary, grammar).