مراجعة واختبارات تدريبية نهاية الفصل



تم تحميل هذا الملف من موقع المناهج الإماراتية	
موقع المناهج ⇦ المناهج الإماراتية ⇦ الصف الثاني عشر المتقدم ⇦ لغة انجليزية ⇦ الفصل الأول ⇦ اختبارات ⇦ الملف	
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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
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التواصل الاجتماعي بحسب الصف الثاني عشر المتقدم					
صفحة المناهج الإماراتية على فيسبوك					
المواد على تلغرام	التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات	

المزيد من الملفات بحسب الصف الثاني عشر المتقدم والمادة لغة انجليزية في الفصل الأول	
1	مراجعة واختبارات تدريبية نهاية الفصل
2	مراجعة شاملة ومحاكاة الامتحان الوزاري نهاية الفصل
3	اختبار تجريبي نهاية الفصل
4	نماذج اختبارات قراءة C1 بمواصفات الهيكل الوزاري
5	اختبار وزاري إلكتروني في موضوع الطبيعة والتنشئة

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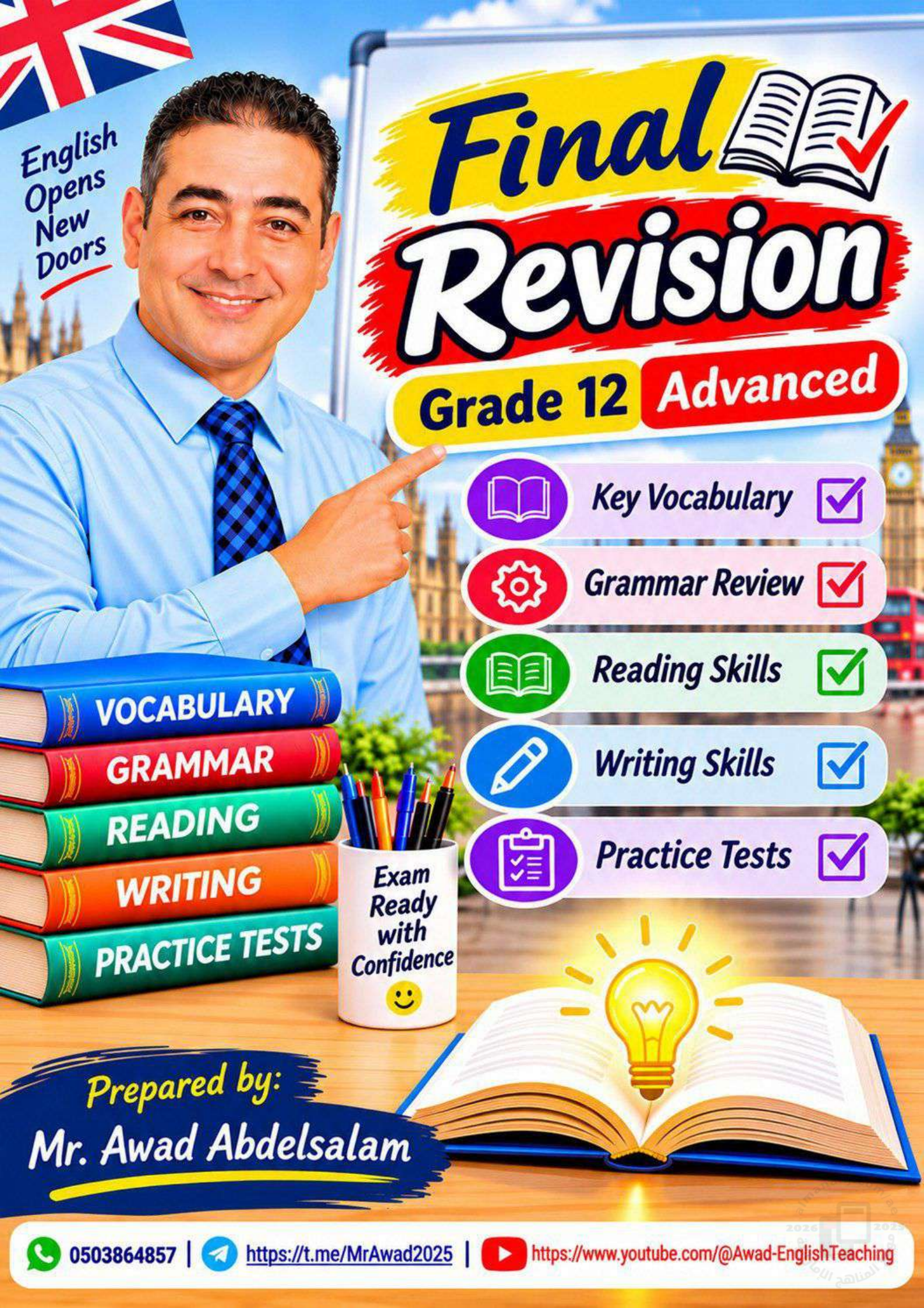
English Opens New Doors
Final Revision
Grade 12 Advanced
Key Vocabulary
Grammar Review
Reading Skills
Writing Skills
Practice Tests
VOCABULARY
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PRACTICE TESTS
Exam Ready with Confidence
Prepared by:
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END-OF-TERM 1

Revision & Practice Pack

English · Grade 12 Advanced

Beyond Grade 12 GLG · Grade 12 Advanced · Stage 9 · CEFR B2.2

Academic Year 2026–2027 · Cycle 3

Themes

Pushing Boundaries

Rise to the Challenge!

Student name: ……	**Class:** ……
Teacher: Mr. Awad Abdelsalam	**Contact:** 0503864857

MR.AWAD ABDELSALAM

"BEST OF LUCK"

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About this pack

Beyond Grade 12 GLG · Grade 12 Advanced · Stage 9 · CEFR B2.2

This pack prepares Grade 12 Advanced students for the English End-of-Term 1 exam (Cycle 3, 2026–2027). All content follows the official test specifications: the themes **Pushing Boundaries** and **Rise to the Challenge!**; every target vocabulary item; the grammar points **G.5.1, G.1.2, G.2.9, G.10.1, G.17.4, G.2.5 and G.2.2**; the reading text types and lengths; and the compare-and-contrast writing task. Work through Sections 1–3 first, then try the five sample exams under timed conditions.

What is inside

Section 1	**Vocabulary Bank:** every target word with its part of speech, English meaning, Arabic meaning and an example sentence (target word in bold).
Section 2	**Vocabulary Practice:** 32 multiple-choice questions (one for every target word) with an answer key.
Section 3	**Grammar Lessons:** 7 grammar points, each with a clear explanation, examples, common mistakes and 5 practice questions with explained answers. Plus a **Writing Toolkit** of functional language.
Section 4	**Five Sample Exams:** full End-of-Term 1 papers built to the official test specifications: Reading & Viewing (60 marks) and Writing & Representing (40 marks).
Section 5	**Answer Keys & Marking:** keys for all exams with the skill each question tests, model writing answers and a marking guide.

Exam blueprint (from the specification)

Part	Level	Theme / Text	Task	Marks
Part 1 Vocabulary	Towards GLG	Pushing Boundaries · Rise to the Challenge!: text of 180 words	5 gaps on target vocabulary; 3 options	10 (5 × 2)
Part 2 Grammar	At GLG	Rise to the Challenge! | My roof is alive!: expository text, 180 words	5 gaps; 3 options	10 (5 × 2)
Part 3A Reading	At GLG	Pushing Boundaries | Personality: Nature or Nurture?: argumentative text (B2.2), 330–350 words	8 multiple-choice questions	24 (8 × 3)
Part 3B Reading	Beyond GLG	Rise to the Challenge! | Megacities and Small Towns: expository text (C1.1), 330–350 words	8 multiple-choice questions	16 (8 × 2)
Part 4 Writing	At GLG	Rise to the Challenge: Smart Homes, or Comparing Places: A Critical Response (FL.26)	1.1 compare, contrast and summarise two points of view in a 200-word text (4–5 sentences); 1.2 comparative essay with 3 prompts, 220+ words	40 (15 + 25)

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Section 1 · Vocabulary Bank

Learn each word, its meaning and how it is used in a sentence. The target word is in bold in every example.

Pushing Boundaries (Part 1)

#	Word	Part of speech	Meaning	المعنى بالعربية	Example sentence
1	**privacy**	noun	the right to keep your personal life and information to yourself	الخصوصية	Many users worry that smart speakers threaten their **privacy** by recording conversations.
2	**freedom**	noun	the right or ability to act, speak or think as you want	الحرية	Remote work gives employees more **freedom** to choose where they live.
3	**automation**	noun	the use of machines and computers to do work instead of people	الأتمتة	**Automation** has reduced the number of workers needed in car factories.
4	**cost-effective**	adjective	giving good results for the amount of money spent	فعّال من حيث التكلفة	LED bulbs are a **cost-effective** way to cut electricity bills.
5	**interruptions**	noun (plural)	things that stop an activity for a short time	مقاطعات	Constant **interruptions** from notifications make it hard to finish an essay.
6	**distractions**	noun (plural)	things that take your attention away from what you should be doing	مُشتِّتات	Studying in a quiet library helps you avoid **distractions**.
7	**voyage**	noun	a long journey, especially by sea or into space	رحلة طويلة (بحرية أو فضائية)	The **voyage** from Earth to Mars took the Hope Probe about seven months.
8	**destination**	noun	the place that someone or something is going to	وجهة	The probe finally reached its **destination**, the orbit of Mars, in 2021.
9	**heritable**	adjective	able to be passed from parents to children through genes	وراثي / قابل للتوريث	Scientists believe that some personality traits are partly **heritable**.
10	**significant**	adjective	large or important enough to have an effect	مهم / كبير / ملحوظ	Sleep has a **significant** effect on memory and concentration.
11	**consequence**	noun	a result of an action, often a bad one	عاقبة / نتيجة	One **consequence** of too much screen time is poor sleep.
12	**database**	noun	a large collection of information stored on a computer	قاعدة بيانات	The hospital keeps patients' records in a secure **database**.

Rise to the Challenge! (Part 1)

#	Word	Part of speech	Meaning	المعنى بالعربية	Example sentence
13	**megacity**	noun	a very large city with more than ten million people	مدينة عملاقة	Cairo is a **megacity** of more than twenty million people.
14	**urbanisation**	noun	the process by which more people move from the countryside to cities	التحضّر / التمدّن	Rapid **urbanisation** has put pressure on housing and transport.
15	**congestion**	noun	a situation in which there is too much traffic or too many people	الازدحام	New metro lines help to reduce traffic **congestion** in Dubai.
16	**pollution**	noun	damage to air, water or land caused by harmful substances	التلوّث	Air **pollution** is a serious health problem in many big cities.
17	**infrastructure**	noun	the basic systems a city needs, such as roads, water and power	البنية التحتية	The government invested billions in new **infrastructure**, including roads and bridges.
18	**innovative**	adjective	using new and original ideas or methods	مُبتكَر	Masdar City is known for its **innovative** approach to sustainable living.
19	**kinaesthetic**	adjective	learning best through physical activity and doing things	حركي (التعلّم بالحركة)	**Kinaesthetic** learners understand best when they build or touch things.
20	**auditory**	adjective	connected with hearing; learning best by listening	سمعي	**Auditory** learners remember information better from podcasts and discussions.
21	**insulation**	noun	material that stops heat, cold or sound from passing through	العزل (الحراري)	Good **insulation** keeps homes cool in summer and lowers air-conditioning costs.
22	**drainage**	noun	the system that carries away rainwater or waste water	تصريف المياه	Poor **drainage** caused serious flooding after the storm.
23	**biodiversity**	noun	the variety of plants and animals in a particular area	التنوّع البيولوجي	Mangrove forests support rich **biodiversity** along the UAE coast.
24	**vegetation**	noun	plants in general, especially in a particular area	الغطاء النباتي	There is very little **vegetation** in the deep desert.

Rise to the Challenge! | My roof is alive! (Part 2)

#	Word	Part of speech	Meaning	المعنى بالعربية	Example sentence
25	**living roof**	noun	a roof that is partly or completely covered with plants	سطح أخضر (حيّ)	A **living roof** can lower the temperature of the rooms below it.
26	**rooftop**	noun	the top outside surface of a building	سطح المبنى	Some hotels have gardens and swimming pools on their **rooftops**.
27	**absorb**	verb	to take in liquid, heat or light	يمتصّ	Plants and soil **absorb** rainwater and reduce flooding.
28	**urban heat**	noun	extra heat in cities caused by buildings, roads and traffic	الحرارة الحضرية	Concrete and asphalt increase **urban heat**, especially at night.
29	**habitat**	noun	the natural home of an animal or plant	موطن طبيعي	Green roofs provide a **habitat** for birds, bees and butterflies.
30	**sustainable**	adjective	able to continue without harming the environment	مستدام	Solar power is a more **sustainable** way to produce energy.
31	**vegetation**	noun	plants in general	الغطاء النباتي	The **vegetation** on a living roof cools the air around it.
32	**insulation**	noun	material that stops heat from passing through	العزل الحراري	The soil layer acts as **insulation** and keeps the building cooler.
33	**drainage**	noun	a system that carries away water	تصريف المياه	A special **drainage** layer stops water from collecting on the roof.
34	**biodiversity**	noun	the variety of living things in an area	التنوّع البيولوجي	Living roofs can increase **biodiversity** in crowded cities.

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Section 2 · Vocabulary Practice

Choose the correct word to complete each sentence. Choose A, B or C.

1. Social media companies collect so much information that many users feel they have lost their _____.
A privacy B freedom C destination

2. Having a car gives young people the _____ to travel wherever they want.
A consequence B freedom C database

3. Thanks to _____, robots now pack most of the products in this warehouse.
A urbanisation B insulation C automation

4. Buying a second-hand laptop is a _____ choice for many students.
A cost-effective B auditory C heritable

5. The meeting had so many _____ that we never finished the agenda.
A habitats B destinations C interruptions

6. Phones, games and noise are common _____ when teenagers try to study.
A consequences B distractions C infrastructures

7. The sailors' _____ across the Indian Ocean lasted three months.
A database B voyage C congestion

8. Paris is the most popular tourist _____ in Europe.
A destination B drainage C vegetation

9. Eye colour is a _____ feature that children receive from their parents.
A cost-effective B innovative C heritable

10. There has been a _____ increase in the number of people working from home.
A auditory B sustainable C significant

11. Losing his job was a direct _____ of arriving late every day.
A consequence B destination C freedom

12. The police searched the _____ for the car's number plate.
A rooftop B database C megacity

13. Lagos has grown into a _____ with millions of residents.
A habitat B voyage C megacity

14. _____ has led to fewer people working on farms.
A Urbanisation B Automation C Insulation

15. Morning _____ on the main highway can add an hour to your journey.
A privacy B congestion C biodiversity

16. Plastic _____ is killing sea turtles and fish.
A pollution B freedom C vegetation

17. The city cannot grow without better _____, such as roads, water pipes and power lines.
A consequences B distractions C infrastructure

18. The company's _____ app lets farmers check their crops by drone.
A auditory B innovative C heritable

19. _____ learners enjoy experiments, role-plays and building models.
A Kinaesthetic B Significant C Auditory

20. She is an _____ learner, so she records the lessons and listens to them again.
A innovative B auditory C kinaesthetic

21. Thick _____ in the walls keeps the house warm in winter.
A drainage B pollution C insulation

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22. The football pitch flooded because the _____ was blocked.
A database B insulation C drainage

23. Cutting down forests reduces _____ because many species lose their homes.
A biodiversity B congestion C automation

24. After the rains, the desert was covered in green _____.
A urbanisation B vegetation C infrastructure

25. The office building has a _____ covered in grass and flowers.
A destination B living roof C database

26. We watched the fireworks from the hotel _____.
A rooftop B habitat C voyage

27. A sponge can _____ a lot of water.
A interrupt B automate C absorb

28. Trees and parks help to reduce _____ in big cities.
A urban heat B privacy C freedom

29. The wetlands are an important _____ for flamingos.
A rooftop B habitat C database

30. We need more _____ ways to produce food without damaging the planet.
A auditory B heritable C sustainable

Answer key

1. A 2. B 3. C 4. A 5. C 6. B 7. B 8. A 9. C 10. C 11. A 12. B 13. C 14. A 15. B 16. A 17. C 18. B 19. A 20. B
21. C 22. C 23. A 24. B 25. B 26. A 27. C 28. A 29. B 30. C

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Section 3 · Grammar Lessons

Each lesson explains one grammar point from the specification, then gives you 5 practice questions.

G.5.1 Conditionals: the zero conditional

We use the **zero conditional** for **general truths, scientific facts and things that always happen** in a certain situation. Both parts use the **present simple**.

1. Form and patterns

If / When + present simple, present simple	fact or general truth	**If** plants **get** enough water, they **grow** quickly.
Present simple + if / when + present simple	the clauses can change order (no comma)	Soil **absorbs** rain **when** it **falls** on a living roof.
unless + present simple (= if … not)	negative condition	Plants **die unless** they **get** water.
Imperative + if + present simple	instructions and advice	**If** the roof **leaks**, **call** a specialist.

2. How we use it

Scientific facts	**If** you **heat** water to 100°C, it **boils**.
Things that always happen	**When** traffic **increases**, air pollution **rises**.
When vs if: when = this always happens; if = it may or may not happen	**When** it **rains**, the drainage layer **carries** water away.

3. Common mistakes

✗ ~~If you will heat ice, it melts.~~ → ✓ If you **heat** ice, it **melts**.

✗ ~~If water reaches 0°C, it will freeze. (general fact)~~ → ✓ If water **reaches** 0°C, it **freezes**.

✗ ~~Unless you don't water the plants, they die.~~ → ✓ **Unless** you **water** the plants, they die. (unless is already negative)

> **Tip:** Can you replace **if** with **when / whenever** and keep the meaning? Then it is probably a zero conditional fact.

Practice: the zero conditional

Choose the correct answer. Choose A, B or C.

1. If you _____ ice, it melts.
A heat B will heat C heated

2. When rain falls on a living roof, the soil _____ most of it.
A will absorb B absorbs C absorbed

3. Plants _____ unless they get enough sunlight.
A didn't grow B won't grew C don't grow

4. If a building _____ good insulation, it uses less energy.
A has B will have C had

5. _____ the temperature rises above 40°C, people use more air-conditioning.
A Although B Unless C When

Answer key

1. A (heat): Zero conditional: if + present simple.
2. B (absorbs): Result clause: present simple for a general truth.
3. C (don't grow): Present simple result.
4. A (has): If + present simple.
5. C (When): When = this always happens.

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G.1.2 Adjectives: comparatives

At B2 level, comparatives help you **compare data, evaluate ideas and build arguments**. Use modifiers to show **how big** the difference is, and learn the double comparative **the …er, the …er**.

1. Form and patterns

short adjective + -er + than	cool → cooler, hot → hotter, busy → busier	A living roof is **cooler than** a concrete roof.
more / less + long adjective + than	sustainable, expensive, crowded	Small towns are **less crowded than** megacities.
irregular	good → better, bad → worse, far → further / farther	Congestion is **worse** at 8 a.m.
much / far / considerably / slightly + comparative	size of the difference	Green roofs are **considerably cooler** in summer.
the + comparative …, the + comparative	one change causes another	**The bigger** the city, **the worse** the traffic.
not as / not so + adjective + as; twice as … as	equality and multiples	Rents are **twice as high as** they were in 2015.

2. How we use it

Comparing data	The roof was **12°C cooler than** the street.
Evaluating options	Public transport is **far more cost-effective than** driving.

3. Common mistakes

✗ ~~Living roofs are more cheaper than solar panels.~~ → ✓ Living roofs are **cheaper than** solar panels.

✗ ~~The more big the city, the more bad the pollution.~~ → ✓ **The bigger** the city, **the worse** the pollution.

✗ ~~Megacities are very busier than towns.~~ → ✓ Megacities are **much busier** than towns.

> **Tip:** Use **far / much / considerably** for big differences and **slightly / a little / marginally** for small ones. Never use **very** with a comparative.

Practice: comparatives

Choose the correct answer. Choose A, B or C.

1. A living roof is _____ than a black tar roof in summer.
A more cool B much cooler C very cooler

2. _____ the city grows, the more infrastructure it needs.
A The more B The most C More

3. Traffic in the city centre is _____ than in the suburbs.
A more bad B worse C badder

4. Green roofs are _____ expensive to install than normal roofs, but they last longer.
A most B much C more

5. Rents in the capital are _____ as high as in small towns.
A double B twice C two times more

Answer key

1. B (much cooler): much + comparative; cool → cooler.
2. A (The more): the + comparative, the + comparative.
3. B (worse): bad → worse.
4. C (more): Long adjective: more + adjective.
5. B (twice): twice as + adjective + as.

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G.2.9 Adverbs: adverbs of quantity and degree

Adverbs of quantity tell us **how much** or **to what degree** something happens. They are common in expository texts that describe effects and results.

1. Form and patterns

a lot / a little / a bit (after the verb)	how much an action happens	Plants **cool** the air **a lot**.
very much / much (mainly negatives and questions)	large quantity	Traditional roofs don't **help** wildlife **much**.
too + adjective / adverb	more than is good	The soil is **too** shallow for trees.
adjective / adverb + enough	the right amount	The roof is not **strong enough** to hold heavy soil.
almost / nearly / hardly / barely	close to all / close to none	The roof is **almost completely** covered. We **hardly** use the AC now.
completely / entirely / partly / fully	degree of completeness	The system is **fully** automatic.

2. How we use it

enough comes AFTER adjectives but BEFORE nouns	**warm enough** / **enough water**
hardly is already negative	We **hardly ever** see birds here. (not: don't hardly)

3. Common mistakes

✗ ~~The building is enough strong.~~ → ✓ The building is **strong enough**.

✗ ~~It was too much hot on the roof.~~ → ✓ It was **too hot** on the roof. / It was **very hot** on the roof.

✗ ~~I don't hardly have time.~~ → ✓ I **hardly** have time.

Tip: Check the position: **too** goes **before** the adjective, **enough** goes **after** it.

Practice: adverbs of quantity and degree

Choose the correct answer. Choose A, B or C.

1. The old roof wasn't _____ to support a garden.
A strong enough B enough strong C too strong

2. Living roofs reduce cooling costs _____.
A enough much B too much C a lot

3. The soil layer was _____ thin, so the plants dried out.
A much B too C enough

4. After the storm, the drainage layer was _____ full of water.
A almost completely B completely almost C enough

5. We _____ use the air-conditioner since we installed the green roof.
A not hardly B don't hardly C hardly ever

Answer key

1. A (strong enough): adjective + enough.
2. C (a lot): a lot after the verb = a large amount.
3. B (too): too + adjective = more than is good.
4. A (almost completely): almost modifies completely.
5. C (hardly ever): hardly is already negative.

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G.10.1 Passives: the present simple passive

We use the **present simple passive** when the **action** or the **thing affected** is more important than **who** does it. It is very common in descriptions of **processes, systems and facts**.

1. Form and patterns

am / is / are + past participle	positive	The plants **are watered** automatically.
am not / isn't / aren't + past participle	negative	Chemicals **aren't used** on the roof.
Is / Are + subject + past participle?	question	How **is** the water **stored**?
… + by + agent	only when the agent is important	The system **is designed by** engineers.
modal + be + past participle	with can, must, should	Heavy soil **must be avoided**.

2. How we use it

Describing a process	First, a waterproof layer **is laid** on the roof.
Facts and statistics	Millions of tonnes of food **are wasted** every year.

3. Common mistakes

✗ ~~The plants is watered every morning.~~ → ✓ The plants **are** watered every morning.

✗ ~~The roof is cover with grass.~~ → ✓ The roof is **covered** with grass. (past participle)

✗ ~~The data stores in a database.~~ → ✓ The data **is stored** in a database.

> **Tip:** Ask: does the subject DO the action or RECEIVE it? If it receives it, use **be + past participle**.

Practice: the present simple passive

Choose the correct answer. Choose A, B or C.

1. Living roofs _____ on many new buildings in Europe.
A install B are installing C are installed

2. Rainwater _____ by the soil and plants.
A is absorbed B absorbs C are absorbed

3. The plants _____ chosen because they need very little water.
A be B are C is

4. How _____ the waterproof layer tested?
A is B does C has

5. The data _____ in a secure database.
A is keeping B is kept C keeps

Answer key

1. C (are installed): Plural subject + are + past participle.
2. A (is absorbed): Uncountable subject + is + past participle.
3. B (are): plants (plural) → are.
4. A (is): Passive question: Is + subject + past participle.
5. B (is kept): The data receives the action → passive.

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G.17.4 Questions: indirect questions

Indirect questions are polite and formal. They are common in interviews, surveys and academic writing. After the introductory phrase, use **statement word order** (subject + verb) and **no do / does / did**.

1. Form and patterns

Could you tell me + wh-word + subject + verb?	polite request	Could you tell me **how much a living roof costs**?
I wonder / I'd like to know + if / whether …	yes/no questions	I'd like to know **whether the roof needs watering**.
Do you know / Have you any idea + wh- …?	checking information	Do you have any idea **why megacities keep growing**?
Researchers asked + wh- / if + past tense	reported questions	They asked residents **how often they used public transport**.

2. How we use it

Indirect questions in academic writing (no question mark)	Scientists want to know **whether personality is heritable**.
Embedded questions after 'The question is …'	The question is **how cities can grow sustainably**.

3. Common mistakes

✗ ~~Could you tell me where is the station?~~ → ✓ Could you tell me where **the station is**?

✗ ~~I wonder does the roof need much water.~~ → ✓ I wonder **if / whether the roof needs** much water.

✗ ~~Do you know when did the project start?~~ → ✓ Do you know when **the project started**?

Tip: Remove the question form: **Where is it? → … where it is. Does it work? → … whether it works.**

Practice: indirect questions

Choose the correct answer. Choose A, B or C.

1. Could you explain how a living roof _____?
A does work B is working it C works

2. I'd like to know _____ the building needs extra support.
A whether B that C what

3. The architect asked us how much we _____ to spend.
A want did B did want C wanted

4. Do you know why _____?
A do cities get hotter B cities are getting hotter C are cities getting hotter

5. Scientists want to find out _____ personality is mostly heritable.
A whether B what C which

Answer key

1. C (works): Statement word order, no does.
2. A (whether): Yes/no → whether / if.
3. C (wanted): Reported question: past tense, statement order.
4. B (cities are getting hotter): Subject before verb.
5. A (whether): Embedded yes/no question.

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G.2.5 Adverbs: adverbial linkers

Adverbial linkers connect ideas across sentences and paragraphs. In B2 argumentative and expository writing, they show **contrast, result, addition and comparison**. They usually start the sentence and are followed by a **comma**.

1. Form and patterns

Contrast	however, nevertheless, on the other hand, in contrast, even so	Megacities offer opportunities. **However**, they are expensive.
Result	therefore, consequently, as a result, thus	Roofs absorb rain. **Consequently**, flooding decreases.
Addition	moreover, furthermore, in addition, besides, what is more	Green roofs cool buildings. **Furthermore**, they support wildlife.
Comparison	similarly, likewise, in the same way	Parks reduce urban heat. **Similarly**, living roofs cool the air.

2. How we use it

Linker inside the sentence (between commas)	Small towns, **however**, are often quieter.
Do not join two sentences with a comma + linker	The city grew fast**; therefore,** it needed new roads. / … fast**. Therefore,** …

3. Common mistakes

✗ ~~The roof is expensive, however it saves money.~~ → ✓ The roof is expensive. **However,** it saves money.

✗ ~~Small towns are quiet. Therefore, megacities are noisy.~~ → ✓ Small towns are quiet. **In contrast,** megacities are noisy.

✗ ~~Moreover the plants attract bees.~~ → ✓ **Moreover,** the plants attract bees.

Tip: Match the linker to the relationship: **contrast, result, addition** or **similarity**. A wrong linker changes the meaning of your argument.

Practice: adverbial linkers

Choose the correct answer. Choose A, B or C.

1. Living roofs are expensive to install. _____, they reduce energy bills for many years.
A Similarly B Nevertheless C Therefore

2. The drainage system was blocked. _____, the roof flooded.
A Nevertheless B Likewise C Consequently

3. Plants cool the air. _____, they provide a habitat for insects.
A However B Furthermore C In contrast

4. Trees reduce urban heat. _____, green roofs lower the temperature of buildings.
A Nevertheless B Consequently C Similarly

5. Megacities are crowded and noisy. Small towns, _____, are calm and safe.
A in contrast B moreover C therefore

Answer key

1. B (Nevertheless): Contrast.
2. C (Consequently): Result.
3. B (Furthermore): Addition.
4. C (Similarly): Similarity.
5. A (in contrast): Contrast between two places.

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G.2.2 Adverbs: sequencing adverbs

Sequencing adverbs show the **order of steps or events**. They are essential when you describe a **process**, such as how a living roof is built, or tell events in order.

1. Form and patterns

Beginning	first, firstly, first of all, to begin with, initially	**First**, the roof is checked for strength.
Middle	next, then, after that, afterwards, subsequently, second(ly)	**Next**, a waterproof layer is added.
Same time	meanwhile, at the same time, simultaneously	**Meanwhile**, the plants are grown in a nursery.
End	finally, lastly, eventually, in the end	**Finally**, the plants are placed on the roof.

2. How we use it

finally = the last step in a list; eventually = after a long time or many problems	After two years, the plants **eventually** covered the whole roof.
then is not followed by a comma; after that is	**Then** the soil is added. **After that,** the roof is watered.

3. Common mistakes

✗ ~~At first, the roof is cleaned. Then, … At last the plants are added.~~ → ✓ **First,** the roof is cleaned. … **Finally,** the plants are added.

✗ ~~After, the soil is spread.~~ → ✓ **After that / Afterwards,** the soil is spread.

✗ ~~Finally, after many years, the city eventually became a megacity.~~ → ✓ **Eventually,** the town became a megacity. (don't use both)

> **Tip:** Use **at first** to contrast the beginning with a later change (At first it was hard, but…). For steps in a process, use **first**.

Practice: sequencing adverbs

Choose the correct answer. Choose A, B or C.

1. _____, engineers check that the roof is strong enough.
A Meanwhile B First C Finally

2. The waterproof layer is laid. _____, a drainage layer is added on top.
A Next B Firstly C Eventually

3. The soil is spread. _____, the plants are grown in a nursery.
A At first B Lastly C Meanwhile

4. _____, the plants are placed and watered.
A Finally B Firstly C Meanwhile

5. The project faced many delays, but the roof was _____ completed in 2025.
A next B firstly C eventually

Answer key

1. B (First): The first step.
2. A (Next): The middle of the process.
3. C (Meanwhile): Two things at the same time.
4. A (Finally): The last step.
5. C (eventually): After a long time and many problems.

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Part 4 Writing Toolkit: functional language and essay plan

In Part 4 you **compare and contrast two points of view** (FL.26). Use the phrases below to compare ideas clearly, summarise the text and give your own evaluation.

FL.26 Comparing and contrasting: linking words

- whereas / while: City life is exciting, whereas small-town life is calm.
- in contrast / on the other hand: In contrast, smart homes collect data.
- similarly / likewise / in the same way: Similarly, both homes need insulation.
- unlike / compared with: Unlike traditional homes, smart homes learn our habits.
- both … and / neither … nor: Both views agree that cost matters.

Presenting two points of view (1.1 summary)

- The text presents two different views on …
- According to the first view, … / Supporters argue that …
- The second view, however, is that … / Critics, on the other hand, believe …
- While the first writer focuses on …, the second emphasises …
- Both views agree / disagree about …

Evaluating and giving your opinion (1.2)

- I agree more with the first / second point of view because …
- Although … has some advantages, I believe …
- The former / the latter is more convincing because …
- On balance, … / Overall, I would argue that …
- For example, … / This is supported by …

Plan for 1.2: comparative essay (at least 220 words)

Introduction	Introduce the topic and the two points of view; hint at your position.
Paragraph 1	Prompt 1: present the first point of view, with reasons and examples (UAE or personal).
Paragraph 2	Prompt 1 (continued): present the second point of view and contrast it with the first (whereas, in contrast, on the other hand).
Paragraph 3	Prompts 2 and 3: say which view you agree with, give reasons and support your choice with examples.
Conclusion	Sum up the comparison and restate your evaluation in different words.

1.1 Compare, contrast and summarise: 4–5 sentences

Start with **The text presents two views on …** Summarise **both** points of view and show how they are **similar or different** (whereas, in contrast, both). Use **your own words**, and do not add your opinion or minor details.

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Section 4 · Five Sample Exams

Each exam follows the official End-of-Term 1 test specification. Time yourself and answer every question.

SAMPLE EXAM 1

English End-of-Term 1 · Beyond Grade 12 GLG · Grade 12 Advanced
Stage 9 · CEFR B2.2 · Academic Year 2026–2027

Name:		**Class:**	
Date:		**Score:**	/ 100

Section	Platform	Marks
Reading & Viewing (Parts 1–3B)	SwiftAssess	60
Writing & Representing (Part 4)	SwiftAssess	40

Part 1: Vocabulary — Towards Grade Level Goal — 10 marks

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

Theme: Pushing Boundaries

Working from Home: Freedom or Distraction?

Since 2020, millions of employees around the world have started working from home for at least part of the week. For many, the biggest benefit is **(1)** _____: they can organise their own day, avoid long commutes and spend more time with their families.

Employers have also noticed advantages. Renting large offices is expensive, so allowing staff to work remotely can be a **(2)** _____ way to save money. Some companies have even closed entire floors of their buildings.

However, home working is not perfect. Video calls are often affected by **(3)** _____, such as poor internet connections or children walking into the room. In addition, televisions, social media and household chores can become powerful **(4)** _____ that make it difficult to concentrate.

Experts warn that one **(5)** _____ of working alone at home for long periods can be loneliness. Without colleagues nearby, some workers feel isolated and less motivated.

The solution, many believe, is a hybrid model, in which employees spend two or three days in the office and the rest at home. This approach combines flexibility with the teamwork and social contact that most people still need.

1.	A destination	B freedom	C database
2.	A auditory	B cost-effective	C heritable
3.	A habitats	B voyages	C interruptions
4.	A distractions	B destinations	C consequences
5.	A automation	B freedom	C consequence

Part 2: Grammar	At Grade Level Goal	10 marks

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

Theme: Rise to the Challenge! | My roof is alive!

What Is a Living Roof?

A living roof, also known as a green roof, is a rooftop that is partly or completely covered with vegetation. Living roofs **(6)** _____ on schools, offices and homes in many cities around the world, from Singapore to Copenhagen.

Living roofs work in a simple but clever way. When rain falls on them, the soil and plants **(7)** _____ much of the water. This takes pressure off the city's drainage system and reduces the risk of flooding.

Living roofs also help to fight urban heat. In summer, a green roof can be **(8)** _____ than a traditional dark roof, so less energy is needed for air-conditioning. The soil also works as insulation, keeping buildings warmer in winter.

(9) _____, living roofs create a habitat for birds, bees and butterflies, which increases biodiversity in crowded urban areas.

Of course, not every building is suitable. Some older roofs are not **(10)** _____ to carry the extra weight of soil and water. Nevertheless, as cities search for more sustainable solutions, living roofs are becoming increasingly popular.

6.	A are installed	B are installing	C install
7.	A absorbed	B absorb	C will absorb
8.	A very cooler	B much cooler	C more cool
9.	A However	B Therefore	C Furthermore
10.	A strong enough	B enough strong	C too strong

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Part 3A: Reading — At Grade Level Goal — 24 marks

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

Theme: Pushing Boundaries | Personality: Nature or Nurture?

Born This Way? Why Genes Matter More Than We Think

For much of the twentieth century, many psychologists believed that children were born as "blank slates" and that personality was shaped almost entirely by parents, schools and culture. Today, however, there is strong evidence that this view is too simple. In my opinion, our genes play a far bigger role in shaping who we are than most people realise.

The most convincing evidence comes from twin studies. Identical twins share all of their genes, while non-identical twins share about half. When researchers compare the two groups, identical twins are consistently more similar in traits such as shyness, anxiety and openness to new experiences. Most large studies suggest that around 40 to 50 percent of the differences in personality between people are heritable.

Even more striking are studies of identical twins who were separated at birth and raised in different families. In the famous Minnesota Twin Study, many pairs who met for the first time as adults discovered remarkable similarities in their habits, interests and temperament, despite growing up in completely different homes.

Of course, this does not mean that our personality is fixed from birth. Genes are not a set of instructions that decide our future; rather, they create tendencies. A child who is naturally cautious may become more confident if her parents gently encourage her to try new things. Experiences such as education, friendships and culture clearly shape how our natural tendencies are expressed.

Critics argue that focusing on genes is dangerous because it may make people believe they cannot change. This concern is understandable, but it is based on a misunderstanding. Knowing that we have certain tendencies can actually help us to manage them better.

Ultimately, the nature versus nurture debate presents a false choice. Personality is the product of both. Nevertheless, ignoring the significant influence of our genes would mean ignoring much of what science has discovered about human behaviour.

11. What kind of evidence does the writer find most convincing?
- **A** research comparing identical and non-identical twins
- **B** observations of children's behaviour at school over many years
- **C** surveys in which parents describe how they raised their children

12. What view of personality was common for much of the twentieth century?
- **A** It was decided by genes before a child was born.
- **B** It depended equally on genes and family income.
- **C** It was mainly a result of upbringing.

13. Why do researchers compare identical twins with non-identical twins?
- **A** to find out which type of twin is more likely to be shy
- **B** to measure how much shared genes affect similarity
- **C** to show that twins raised together develop the same habits

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14. What was surprising about the separated twins in the Minnesota study?
- **A** They had grown up in similar homes with similar parents.
- **B** They were alike despite different upbringings.
- **C** They became very close friends after meeting as adults.

15. According to the writer, how can a naturally cautious child change?
- **A** through gentle encouragement
- **B** only by moving to a new school and making new friends
- **C** by being protected from difficult new experiences

16. What is the main point of paragraph 5?
- **A** Critics are right that genetic research makes people afraid to change.
- **B** People who study genes misunderstand how personality develops.
- **C** Knowing our tendencies can help us manage them.

17. In paragraph 2, "consistently" is closest in meaning to ____.
- **A** only occasionally
- **B** in a surprising way
- **C** every time

18. What is the writer's main argument?
- **A** Personality is mostly shaped by parents, schools and culture.
- **B** Genes strongly shape personality, alongside experience.
- **C** Twin studies prove that personality is completely fixed from birth.

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Part 3B: Reading	Beyond Grade Level Goal	16 marks

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

Theme: Rise to the Challenge! | Megacities and Small Towns

The Rise of the Megacity

In 1950, only New York and Tokyo had populations of more than ten million people. Today, the world has more than thirty such megacities, most of them in Asia, Africa and Latin America. According to the United Nations, around 68 percent of the global population is expected to live in urban areas by 2050, compared with just 30 percent in 1950. This unprecedented wave of urbanisation is reshaping not only where we live, but how we live.

The attraction of large cities is easy to understand. They concentrate jobs, universities, hospitals and cultural life, offering opportunities that rural areas simply cannot match. For millions of migrants, moving to a city such as Lagos, Dhaka or Mumbai represents the best chance of escaping poverty.

Yet rapid growth comes at a price. In many megacities, infrastructure has failed to keep pace with population. Roads are permanently congested, public transport is overcrowded, and a significant proportion of residents live in informal settlements without reliable water or electricity. Air pollution in some cities regularly reaches levels that the World Health Organization considers dangerous.

Climate change adds a further layer of risk. Many megacities are located on coasts or river deltas, which makes them vulnerable to rising sea levels and flooding. At the same time, the urban heat island effect means that dense city centres can be several degrees hotter than the surrounding countryside.

None of this means that megacities are doomed. Some have shown remarkable creativity in tackling their problems. Seoul, for instance, removed an elevated highway and restored the Cheonggyecheon stream beneath it, creating a green corridor that has cooled the surrounding streets. Others are investing heavily in metro systems, green buildings and digital tools that manage traffic in real time.

The challenge for the coming decades is clear. If cities can grow in a way that is both inclusive and sustainable, they may offer the best hope for a crowded planet. If they cannot, the consequences will be felt by billions.

19. According to paragraph 1, how has the world's population changed since 1950?

- **A** A much larger share now lives in cities.
- **B** Megacities have grown, but fewer people live in urban areas.
- **C** Most people have moved from cities back to rural areas.

20. Why do many migrants move to megacities?

- **A** because rural areas have better schools but fewer hospitals
- **B** because cities have cleaner air and less traffic than villages
- **C** to escape poverty

21. Why are many megacities at risk from climate change?

- **A** They are built near the sea or rivers.
- **B** They are located far inland, where droughts are common.
- **C** Their parks and green spaces attract dangerous storms.

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22. In paragraph 1, "unprecedented" is closest in meaning to ____.
- A slow and expected
- B never seen before
- C easy to predict and control

23. What can be inferred about people living in informal settlements?
- A They may lack basic services.
- B They usually live in modern, well-planned neighbourhoods.
- C They chose to live there because it is close to parks.

24. How does the writer feel about the future of megacities?
- A unconcerned and uninterested
- B cautiously hopeful
- C completely pessimistic

25. Which project in a UAE city is most similar to what Seoul did?
- A adding extra lanes to a highway to reduce traffic jams
- B building a multi-storey car park in the city centre
- C turning a busy road into a shaded green walkway

26. What is the main idea of the text?
- A Rural areas now offer better opportunities than cities in developing countries.
- B Megacities are failing, so governments should stop people moving to them.
- C Megacities bring opportunity and risk, and need sustainable growth.

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Part 4: Writing	At Grade Level Goal	40 marks

Theme: Rise to the Challenge | Smart Homes

Smart Homes: Two Points of View

Smart homes, where lights, locks, appliances and air-conditioning are connected to the internet and controlled by apps or voice assistants, are becoming increasingly common. However, people disagree strongly about whether they really improve our lives.

Supporters argue that smart homes offer comfort, safety and efficiency. Residents can switch on the air-conditioning before they arrive, check security cameras from work and receive an alert if a door is left open. Automation also helps to save energy, because lights and devices switch off automatically when rooms are empty. For elderly people and people of determination, voice control can make daily life much more independent. Many new developments in the UAE now include these features as standard.

Critics, on the other hand, are concerned about privacy and reliability. Smart devices constantly collect information about our routines, conversations and movements, and this data may be shared with companies or stolen by hackers. They also point out that smart homes depend on electricity and internet connections; if either fails, simple tasks such as opening a door can become difficult. Finally, the devices are expensive and quickly become out of date.

1.1 Read the text. Compare and contrast the two points of view presented. Summarize the main ideas in your own words. Write 4–5 sentences. **(15 marks)**

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1.2 Write an essay about smart homes in which you compare the benefits and the risks of living in a smart home. **(25 marks)**

- compare the comfort and safety that smart homes offer with the risks to privacy and reliability
- explain which point of view you agree with, giving reasons
- support your choices with examples from your own life or from the UAE

Write at least **220 words** in paragraphs.

Word count: _____

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SAMPLE EXAM 2

English End-of-Term 1 · Beyond Grade 12 GLG · Grade 12 Advanced

Stage 9 · CEFR B2.2 · Academic Year 2026–2027

Name:		**Class:**	
Date:		**Score:**	/ 100

Section	Platform	Marks
Reading & Viewing (Parts 1–3B)	SwiftAssess	60
Writing & Representing (Part 4)	SwiftAssess	40

Part 1: Vocabulary — Towards Grade Level Goal — 10 marks

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

Theme: Rise to the Challenge!

Keeping a Fast-Growing City Moving

Over the past fifty years, the UAE has experienced some of the fastest **(1)** _____ in the world. Small coastal towns have grown into modern cities, and Dubai's population is now around four million.

This rapid growth has brought new challenges. During rush hour, traffic **(2)** _____ on major roads such as Sheikh Zayed Road can turn a twenty-minute journey into an hour-long trip. To keep up with demand, the government has invested heavily in **(3)** _____, including new bridges, tunnels and the Dubai Metro, which opened in 2009.

Cars are also a major source of air **(4)** _____. For this reason, the authorities encourage residents to use public transport, cycle or walk whenever possible, and many buses and taxis now run on cleaner fuels.

Dubai has also tested a number of **(5)** _____ ideas, from driverless metro trains to air taxis, which are expected to start carrying passengers in the near future.

No single solution will solve the problem. However, by combining smart planning, cleaner transport and new technology, fast-growing cities can remain pleasant places to live and work.

1.	**A** insulation	**B** urbanisation	**C** automation
2.	**A** congestion	**B** biodiversity	**C** privacy
3.	**A** vegetation	**B** infrastructure	**C** distractions
4.	**A** pollution	**B** drainage	**C** freedom
5.	**A** heritable	**B** auditory	**C** innovative

Part 2: Grammar — At Grade Level Goal — 10 marks

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

Theme: Rise to the Challenge! | My roof is alive!

How a Living Roof Is Built

Have you ever wondered **(6)** _____? The process is more complex than it looks.

(7) _____, engineers check whether the existing roof is strong enough to carry the extra weight. A living roof full of wet soil can be very heavy, so this step can never be skipped.

Next, a waterproof membrane **(8)** _____ over the whole surface. This layer protects the building from leaks. After that, a drainage layer is added. It allows extra water to flow away, while storing a little water for the plants to use later.

Then a light, specially designed soil is spread across the roof. The soil does not need to be deep; in many cases, ten centimetres is **(9)** _____ for small, hardy plants such as sedum, which store water in their thick leaves.

Finally, the plants are placed and watered. Once they are established, they need very little care. **(10)** _____, many building owners find that living roofs are surprisingly easy to maintain.

With good planning, almost any flat or gently sloping rooftop can be turned into a small green space that cools the building and attracts wildlife.

6. A how do engineers build a living roof — B how engineers build a living roof — C how engineers do build a living roof

7. A First — B Finally — C Meanwhile

8. A are laid — B lays — C is laid

9. A much — B enough — C too

10. A Similarly — B However — C As a result

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Part 3A: Reading — At Grade Level Goal — 24 marks

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

Theme: Pushing Boundaries | Personality: Nature or Nurture?

It's the Way You're Raised: The Case for Nurture

Why do some people become confident leaders while others prefer to stay in the background? It is tempting to blame our genes. However, I believe that the environment in which we grow up – our family, our school, our friends and our culture – has the greatest influence on the kind of people we become.

Consider the evidence from studies of children who spent their early years in difficult conditions. In the 1990s and 2000s, researchers followed children who had lived in overcrowded orphanages in Romania. Those who were placed with caring families before the age of two recovered remarkably well, while those who moved later were more likely to struggle with emotional problems. The timing of the change in their environment made a significant difference.

Parenting style also matters. Children whose parents set clear rules but also show warmth and listen to them tend to become more responsible and self-confident. In contrast, children who are constantly criticised may become anxious or rebellious.

Culture shapes personality in more subtle ways. In some societies, children are encouraged to speak up and compete; in others, they are taught to value harmony and respect for elders. As a result, behaviour that is seen as confident in one culture might be considered rude in another.

Supporters of the nature argument often point to twin studies. Yet even identical twins, who share all their genes, are never completely alike. If genes decided everything, twins would be exact copies of each other in personality as well as appearance.

I do not deny that we are born with certain tendencies. But tendencies are only a starting point. Whether a naturally energetic child becomes a successful athlete or a disruptive pupil depends largely on the guidance, opportunities and experiences he receives. This is good news: it means that parents, teachers and communities have real power to help young people become the best versions of themselves.

11. What kind of early environment had the Romanian children experienced?

- **A** crowded institutions
- **B** large, loving foster families in the countryside
- **C** boarding schools with very strict teachers

12. What made a significant difference to the children's recovery?

- **A** how strict their new parents were about schoolwork
- **B** how early they moved to a family
- **C** how many brothers and sisters they had in their new homes

13. Which kind of parenting does the writer link to confident, responsible children?

- **A** firm but caring
- **B** relaxed, with very few rules or expectations
- **C** strict, with frequent criticism to push children harder

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14. What point does the writer make about culture?
- A Culture affects language and food, but not behaviour.
- B All cultures encourage children to speak up and compete.
- C Judgements of behaviour vary between cultures.

15. Why does the writer mention identical twins?
- A to challenge the nature argument
- B to show that twins are usually raised in different homes
- C to prove that twins have exactly the same personalities

16. What is the main point of the final paragraph?
- A Parents have little power to change a child's natural character.
- B Energetic children always become successful athletes if they train.
- C Experience decides how tendencies develop.

17. In paragraph 3, "rebellious" is closest in meaning to ____.
- A hard-working and polite
- B defiant
- C extremely shy and quiet

18. What is the writer's main argument?
- A Genes decide personality, so parents cannot change their children.
- B Upbringing matters more than genes.
- C Culture is the only factor that shapes how people behave.

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Part 3B: Reading — Beyond Grade Level Goal — 16 marks

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

Theme: Rise to the Challenge! | Megacities and Small Towns

The Quiet Revival of Small Towns

For most of the past century, the story of human settlement has been one of steady migration from small towns to big cities. Young people, in particular, left rural communities in search of education, careers and excitement, leaving behind ageing populations and empty high streets. Recently, however, there are signs that this trend may be slowing, or even reversing in some places.

The most obvious driver is remote work. Since the pandemic, millions of professionals have discovered that they no longer need to live within commuting distance of an office. Freed from that constraint, many have chosen to swap expensive city apartments for larger, cheaper homes in towns where they can enjoy cleaner air, less congestion and a slower pace of life.

Rising housing costs in megacities have strengthened this movement. In cities such as London or San Francisco, even well-paid workers may spend a large part of their income on rent. For a young family, a small town can offer a garden, good schools and the chance to buy a home rather than rent one indefinitely.

Small towns themselves are responding creatively. Some offer financial incentives to newcomers; others have invested in high-speed internet, co-working spaces and cultural festivals to attract younger residents. In Italy, for example, several villages with shrinking populations have sold empty houses for as little as one euro, on condition that buyers renovate them.

Nevertheless, it would be premature to declare the end of the big city. Small towns still struggle to provide the specialist healthcare, public transport and career progression that cities offer, and some newcomers return after discovering that rural life can feel isolating. Moreover, the arrival of wealthier remote workers can push up local prices, making life harder for long-term residents.

What seems likely is a more balanced future, in which people choose where to live based on lifestyle rather than the location of their employer. If that happens, the quiet revival of small towns could become one of the most significant social changes of our time.

19. What is the main reason some professionals have left big cities?

- **A** Big cities have stopped offering jobs in their fields.
- **B** Small towns pay higher salaries than most big cities.
- **C** They can now work remotely.

20. What can a small town offer a young family, according to the text?

- **A** the chance to own a home
- **B** better specialist hospitals and faster public transport
- **C** more nightlife, shopping centres and cultural events

21. What do buyers of one-euro houses in Italy have to do?

- **A** promise to live there with their children for years
- **B** repair the property
- **C** agree to open a business in the village centre

22. In paragraph 5, "premature" is closest in meaning to ____.
- A too early
- B impossible to prove
- C completely unfair

23. What can be inferred about some long-term residents of small towns?
- A They earn much more than the remote workers who arrive.
- B They are moving to big cities to work for the newcomers.
- C Living costs may rise for them.

24. Which word best describes the writer's tone?
- A angry and critical
- B humorous and light-hearted
- C balanced

25. Which situation best illustrates the trend described in the text?
- A A designer leaves Dubai for Fujairah and works online.
- B A student leaves a small town to study at a university in a megacity.
- C A farmer moves from a village to the capital to find factory work.

26. What is the main idea of the text?
- A Remote work has failed, so people are returning to large cities.
- B Small towns are reviving, but cities still matter.
- C Big cities are disappearing because everyone is moving to the countryside.

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Part 4: Writing	At Grade Level Goal	40 marks

Theme: Rise to the Challenge | Comparing Places: A Critical Response

Megacity or Small Town?

As cities grow larger and life becomes faster, more people are asking whether it is better to live in a huge city or a small town. The two lifestyles are very different, and opinions are strongly divided.

People who prefer megacities argue that they offer unbeatable opportunities. Big cities are home to the best universities, hospitals and employers, and they offer an exciting mix of cultures, restaurants and events. Public transport networks make it possible to live without a car, and there is always something new to discover. They also point out that megacities are centres of innovation, where new ideas and businesses are born. For ambitious young people, they say, the city is where careers are built.

Supporters of small towns, however, believe that quality of life matters more than opportunity. Small towns are usually quieter, safer and less polluted, with far less traffic congestion. Housing is cheaper and more spacious, and neighbours often know and help each other. Children can play outside safely, and families spend less time commuting and more time together. With remote work becoming common, they argue, it is now possible to enjoy a calm lifestyle without giving up a good job.

1.1 Read the text. Compare and contrast the two points of view presented. Summarize the main ideas in your own words. Write 4–5 sentences. **(15 marks)**

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1.2 Write an essay about where to live in which you compare living in a megacity and living in a small town. **(25 marks)**

- compare the opportunities and the quality of life that each place offers
- explain which point of view you agree with, giving reasons
- support your choices with examples of places you know

Write at least **220 words** in paragraphs.

Word count: _____

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SAMPLE EXAM 3

English End-of-Term 1 · Beyond Grade 12 GLG · Grade 12 Advanced

Stage 9 · CEFR B2.2 · Academic Year 2026–2027

Name:		**Class:**	
Date:		**Score:**	/ 100

Section	Platform	Marks
Reading & Viewing (Parts 1–3B)	SwiftAssess	60
Writing & Representing (Part 4)	SwiftAssess	40

Part 1: Vocabulary — Towards Grade Level Goal — 10 marks

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

Theme: Pushing Boundaries

Hope: The UAE's Voyage to Mars

In July 2020, the UAE launched the Hope Probe, the Arab world's first mission to another planet. The **(1)** _____ covered nearly 500 million kilometres and lasted about seven months.

In February 2021, the probe reached its **(2)** _____ and entered orbit around Mars, making the UAE only the fifth country or space agency to reach the planet. It was a **(3)** _____ achievement for a nation that had established its space agency only a few years earlier.

Since then, the probe has studied the Martian atmosphere and weather across different seasons. All of the information it collects is stored in a huge **(4)** _____, which scientists around the world can access for free.

Because Mars is so far away, radio signals can take up to about twenty minutes to travel between the probe and Earth. As a result, the spacecraft relies heavily on **(5)** _____: it makes many decisions by itself, without waiting for instructions from the control room in Dubai.

The mission has inspired thousands of young Emiratis to study science and engineering. For many of them, Mars is just the beginning.

1.	A voyage	B congestion	C database
2.	A privacy	B consequence	C destination
3.	A auditory	B significant	C heritable
4.	A database	B habitat	C destination
5.	A urbanisation	B automation	C insulation

Part 2: Grammar — At Grade Level Goal — 10 marks

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

Theme: Rise to the Challenge! | My roof is alive!

Living Roofs and Urban Heat

On a hot summer afternoon, the surface of a dark tar roof can reach 70°C or more. This is one reason why city centres are often **(6)** _____ than the surrounding countryside, a problem known as the urban heat island effect.

Living roofs offer a natural solution. If sunlight **(7)** _____ a roof covered with plants, much of its energy is used to evaporate water from the leaves and soil instead of heating the building. In some studies, the surface of a green roof has been measured at up to 40°C cooler than a conventional roof on the same day.

Inside the building, the difference is noticeable too. Top-floor rooms stay cooler, so air-conditioners are used **(8)** _____ less. In hot countries, where cooling accounts for a large part of electricity use, the savings can be significant.

Today, green roofs **(9)** _____ as part of wider strategies to cool cities, along with trees, parks and reflective materials. **(10)** _____, a single green roof cannot cool an entire neighbourhood on its own. Many roofs are needed to make a real difference to urban heat.

6.	A more hot	B hottest	C hotter
7.	A hits	B hit	C will hit
8.	A too	B very	C a lot
9.	A are using	B are used	C use
10.	A However	B Moreover	C Therefore

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Part 3A: Reading — At Grade Level Goal — 24 marks

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

Theme: Pushing Boundaries | Personality: Nature or Nurture?

Is Shyness Written in Our Genes?

Most of us know a child who hides behind a parent when a stranger enters the room, and another who rushes over to say hello. Are these differences something children are born with, or something they learn? Research on temperament suggests that the answer is both, but that nature provides a more important starting point than many parents believe.

In a series of well-known studies that began in the late 1980s, the American psychologist Jerome Kagan exposed four-month-old babies to unfamiliar sights, sounds and smells. Around one in five reacted strongly, crying and moving their arms and legs; Kagan called them "high-reactive". When the same children were tested years later, many of the high-reactive babies had become cautious, quiet children, while many of the calm babies had grown into sociable, outgoing ones.

These findings suggest that some aspects of temperament are present very early in life, long before parents or schools have had much chance to influence them. Brain research supports this view: high-reactive children appear to have a more sensitive amygdala, the part of the brain that detects possible danger.

However, Kagan himself stressed that biology is not destiny. Only a minority of high-reactive babies became extremely shy adults. Many learned to control their nervousness, especially when parents gently encouraged them to face new situations rather than protecting them from every challenge. Interestingly, some grew up to be thoughtful, creative adults who were careful observers of the world around them.

What does this mean for parents and teachers? First, a shy child is not a problem to be fixed. Quiet children often have valuable strengths, including concentration, empathy and an ability to listen. Second, supportive adults can make a significant difference by giving children time, practice and confidence.

In other words, genes may decide which cards we are dealt, but experience strongly influences how we play them. Recognising both is the key to helping every child develop their full potential.

11. How did Kagan test the babies' temperament?
- **A** by asking their parents to complete a questionnaire
- **B** by showing them unfamiliar things
- **C** by watching them play with other children at nursery

12. How did "high-reactive" babies respond in the experiment?
- **A** by smiling and reaching towards the new objects
- **B** by sleeping calmly through the whole experiment
- **C** with strong physical reactions

13. What happened to many of the calm babies as they grew older?
- **A** They became shy adults who avoided new situations.
- **B** They became sociable.
- **C** They grew into cautious, quiet and anxious children.

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14. What does the text say about high-reactive children's brains?
- **A** Their brains develop more slowly than those of calm children.
- **B** The area that controls language is smaller than usual.
- **C** A danger-detecting area is more sensitive.

15. Which high-reactive children often learned to control their nervousness?
- **A** those gently encouraged to face new situations
- **B** those whose parents protected them from every possible challenge
- **C** those who were left alone to deal with problems by themselves

16. What is the main point of paragraph 5?
- **A** Quiet children should be left alone and not encouraged to change.
- **B** Shy children have a serious problem that teachers must fix quickly.
- **C** Shyness has strengths, and adults can help.

17. In paragraph 4, "biology is not destiny" means that ____.
- **A** biology is the least important school subject
- **B** our genes do not fix our future
- **C** scientists cannot explain human behaviour at all

18. What is the main idea of the text?
- **A** Nature sets temperament; experience shapes it.
- **B** Kagan's studies show that temperament cannot change after birth.
- **C** Shyness is learned entirely from parents in the first year of life.

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Part 3B: Reading — Beyond Grade Level Goal — 16 marks

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

Theme: Rise to the Challenge! | Megacities and Small Towns

Building Up or Spreading Out?

As urban populations continue to grow, city planners face a fundamental choice: should cities grow upwards, with tall buildings packed closely together, or outwards, with low-rise suburbs spreading across the surrounding land? Each model has passionate defenders, and the decision shapes everything from daily commutes to carbon emissions.

Supporters of vertical, high-density cities point to their efficiency. When people live close together, public transport becomes viable, because enough passengers live near each station to justify frequent services. Shops, schools and workplaces can be reached on foot, and the cost of providing water, electricity and drainage per household is lower. Hong Kong and Singapore, two of the densest places on Earth, have some of the most efficient metro systems in the world.

Urban sprawl, by contrast, tends to lock residents into car dependence. Low-density suburbs make public transport expensive to run, so families often need two or more vehicles. Commutes lengthen, congestion increases, and valuable farmland and natural habitats are swallowed up by new housing developments.

Yet density is not a perfect solution. Very crowded neighbourhoods can suffer from noise, a lack of green space and high housing costs, and poorly designed tower blocks have sometimes created isolated communities. Many people, especially families with children, still dream of a house with a garden.

For this reason, many planners now promote a middle path, sometimes called "gentle density": medium-height buildings, mixed-use streets where people live above shops and offices, generous parks and excellent public transport. The aim is to capture the benefits of compact cities without the drawbacks of overcrowding.

Ultimately, there is no single model that suits every city. Geography, climate, culture and history all play a role. What is increasingly clear, however, is that the age of endless, car-based sprawl is coming to an end, as cities search for ways to grow that are both liveable and sustainable.

19. According to supporters, why does public transport work well in dense cities?
- **A** Many people live near stations.
- **B** Governments in dense cities ban private cars completely.
- **C** Fuel and parking are too expensive for most residents.

20. What is one effect of low-density suburbs?
- **A** Farmland and natural habitats are better protected.
- **B** Public transport becomes cheaper and more frequent.
- **C** Families depend on cars.

21. Which drawback of very dense areas is mentioned?
- **A** housing that is too cheap to maintain
- **B** too little green space
- **C** too much farmland around the city

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22. In paragraph 2, "viable" is closest in meaning to ____.
- A dangerous for passengers
- B workable
- C free of charge for everyone

23. What does "swallowed up" in paragraph 3 suggest about farmland and habitats?
- A They are completely taken over.
- B They are carefully protected for the future.
- C They are sold at a much higher price.

24. What is the writer's attitude towards car-based urban sprawl?
- A enthusiastic and supportive
- B neutral and uninterested
- C critical

25. Which development best matches the idea of "gentle density"?
- A large villas on the edge of the desert, far from any metro
- B mid-rise flats above shops near a metro and a park
- C a 100-storey tower surrounded by car parks and highways

26. What is the main idea of the text?
- A Well-planned compact growth is often most sustainable.
- B Low-density suburbs are the best model for future urban growth.
- C Every city should build skyscrapers to solve its housing problems.

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Part 4: Writing	At Grade Level Goal	40 marks

Theme: Rise to the Challenge | Smart Homes

Should Our Homes Think for Us?

Today's smart homes can do far more than switch on the lights. Fridges can order groceries, robot vacuums clean the floor while residents are at work, and thermostats learn when family members wake up and go to bed. But should we let our homes make so many decisions for us?

Those in favour of automation believe it frees people from boring, repetitive tasks. Instead of spending hours on housework, families can use their time to study, exercise or relax together. Smart systems also make fewer mistakes than humans: they never forget to lock the door or switch off the oven. For busy working parents, this support can significantly reduce stress and make home life more organised.

Others, however, argue that too much automation makes people dependent and less capable. If machines do everything, children may never learn basic skills such as cooking, cleaning or managing a budget. Critics also warn that people who rely completely on technology feel helpless when it fails, for example during a power cut. In their view, a home should support its residents, not replace their effort and judgement.

1.1 Read the text. Compare and contrast the two points of view presented. Summarize the main ideas in your own words. Write 4–5 sentences. **(15 marks)**

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1.2 Write an essay about automation at home in which you compare the view that smart homes free people from housework with the view that they make people too dependent. **(25 marks)**

- compare the advantages and disadvantages of letting technology do daily tasks
- explain which point of view you agree with, giving reasons
- support your choices with examples from family life

Write at least **220 words** in paragraphs.

Word count: _____

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SAMPLE EXAM 4

English End-of-Term 1 · Beyond Grade 12 GLG · Grade 12 Advanced

Stage 9 · CEFR B2.2 · Academic Year 2026–2027

Name:		**Class:**	
Date:		**Score:**	/ 100

Section	Platform	Marks
Reading & Viewing (Parts 1–3B)	SwiftAssess	60
Writing & Representing (Part 4)	SwiftAssess	40

Part 1: Vocabulary — Towards Grade Level Goal — 10 marks

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

Theme: Rise to the Challenge!

Learning in the School Garden

Last year, our school in Al Ain turned an empty corner of the playground into a garden. What began as a small project soon became one of the most popular places on campus.

Students planted local trees, herbs and vegetables, and within a few months the area was covered in green **(1)** _____. Bees, butterflies and even small birds began to visit, and our science teacher used the garden to teach us about **(2)** _____ and how different species depend on each other.

The garden has also changed the way we learn. **(3)** _____ learners, who understand best by doing things with their hands, love measuring plants, testing soil and building watering systems. **(4)** _____ learners, on the other hand, benefit from discussions and short talks given by local farmers.

Our teachers have found other **(5)** _____ ways to use the space. In maths, we calculate the area of the beds; in English, we write reports and poems about the changing seasons; in art, we sketch the flowers.

The project shows that learning does not always have to happen inside a classroom. Sometimes, the best lessons grow outdoors.

1.	**A** congestion	**B** infrastructure	**C** vegetation
2.	**A** automation	**B** biodiversity	**C** urbanisation
3.	**A** Heritable	**B** Auditory	**C** Kinaesthetic
4.	**A** Auditory	**B** Kinaesthetic	**C** Cost-effective
5.	**A** innovative	**B** auditory	**C** heritable

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Part 2: Grammar — At Grade Level Goal — 10 marks

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

Theme: Rise to the Challenge! | My roof is alive!

Wildlife on the Rooftop

Ecologists are often asked **(6)** _____, several storeys above the ground. Surprisingly, the answer is: quite a lot.

When a living roof is planted with a variety of native plants, it **(7)** _____ insects such as bees and butterflies almost immediately. Birds soon follow, attracted by the insects and seeds. In London, rare species of spiders and beetles have been recorded on green roofs, and some cities now design roofs specifically for birds that nest on the ground.

Creating a wildlife-friendly roof is a careful process. **(8)** _____, ecologists study which species live in the area. Next, suitable plants and materials, such as logs, stones and sand, are chosen to create different micro-habitats.

Wildflower roofs are generally **(9)** _____ for biodiversity than roofs planted with just one type of grass, because they provide food and shelter for many more species.

These rooftop habitats **(10)** _____ by scientists to measure their impact over time. The results so far suggest that, in crowded cities with little vegetation, even small green roofs can act as valuable stepping stones for wildlife.

6. A how many species does a roof support B how many species can a roof support C how many species a roof can support

7. A attracted B attracts C will attract

8. A Finally B First C Eventually

9. A better B best C good

10. A are monitoring B monitor C are monitored

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Part 3A: Reading — At Grade Level Goal — 24 marks

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

Theme: Pushing Boundaries | Personality: Nature or Nurture?

Birth Order: Does It Really Shape Who We Are?

Firstborns are responsible and bossy, middle children are peacemakers, and the youngest are charming but spoilt – or so the popular theory goes. The idea that birth order shapes personality has been discussed for more than a century, and it still appears regularly in magazines and on social media. However, the scientific evidence suggests that its influence has been greatly exaggerated.

The theory was first popularised by the Austrian psychologist Alfred Adler in the early twentieth century. Adler argued that each child's position in the family creates a unique set of pressures. Firstborns, he claimed, lose their parents' full attention when a sibling arrives, which may make them anxious and eager to please.

For decades, small studies seemed to confirm these ideas. The problem was that many of them compared children from different families without considering other factors, such as family size or income. Larger families are, on average, less wealthy, so the "youngest children" in many studies came from very different backgrounds from the "only children".

In 2015, two major studies analysed data from more than 20,000 adults in Germany, the United States and the United Kingdom, and from around 377,000 American high-school students. Both reached a similar conclusion: birth order has almost no meaningful effect on personality traits such as extraversion, emotional stability or agreeableness. One small difference did appear – firstborns scored very slightly higher on intelligence tests – but the effect was too small to notice in everyday life.

Why, then, does the myth persist? Part of the answer is that people naturally compare siblings within the same family. An older brother will usually seem more mature than a younger one simply because he is older. We then mistake an age difference for a personality difference.

This does not mean that family life is unimportant. The quality of relationships between parents and children, and among siblings, clearly matters. But the simple order in which we are born appears to tell us far less about who we are than we like to believe.

11. Where does the idea about birth order often appear today?
- **A** mainly in university textbooks and research journals
- **B** in official school reports about students
- **C** in magazines and online

12. According to Adler, why might firstborns become anxious?
- **A** They lose some parental attention.
- **B** They are expected to earn money for the family.
- **C** They are usually spoilt by their grandparents.

13. What was the weakness of many early studies?
- **A** They only included children who were twins.
- **B** They ignored factors like family size.
- **C** They studied too many families in too many countries.

14. What did the large studies published in 2015 conclude?
- A Birth order barely affects personality.
- B Youngest children are more charming but more spoilt.
- C Firstborns are clearly more responsible than their siblings.

15. Which small difference did the studies find?
- A greater confidence among children with no siblings
- B more emotional stability among middle children
- C slightly higher test scores for firstborns

16. What is the main point of paragraph 5?
- A Parents should never compare their children with each other.
- B We confuse age with personality.
- C Older siblings really are more mature in their personalities.

17. In paragraph 5, "persist" is closest in meaning to ____.
- A change completely
- B disappear quickly
- C continue

18. What is the writer's main argument?
- A Birth order's influence is largely a myth.
- B Birth order is the strongest influence on who we become.
- C Family relationships have little effect on children's personalities.

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Part 3B: Reading — Beyond Grade Level Goal — 16 marks

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

Theme: Rise to the Challenge! | Megacities and Small Towns

Smart Solutions for Crowded Cities

Every weekday morning, millions of commuters in the world's largest cities waste hours sitting in traffic. Congestion is more than an inconvenience: it costs economies billions in lost productivity, worsens air pollution and adds to stress. Faced with these problems, a number of cities have experimented with bold, and sometimes controversial, solutions.

Singapore was one of the pioneers. As early as 1975, it began charging drivers to enter the city centre during peak hours, and in 1998 it introduced an electronic road pricing system that adjusts charges according to traffic levels. Combined with strict limits on car ownership and an excellent public transport network, the policy has kept Singapore's roads remarkably free-flowing for a city of its size.

London and Stockholm followed with their own congestion charges in the 2000s. Both cities saw traffic in the charging zones fall significantly in the first years, and the money raised was reinvested in buses, cycling routes and other public transport. Initially, many residents strongly opposed the charges; however, public support grew once people experienced quieter, cleaner streets.

Technology is also playing an increasing role. Smart traffic lights now use sensors and artificial intelligence to respond to real-time conditions, giving priority to buses or emergency vehicles. In Dubai, the metro, which opened in 2009, uses driverless trains, and planners are testing on-demand buses and autonomous taxis designed to reduce the number of private cars on the road.

Not everyone is convinced. Critics argue that congestion charges hit lower-income drivers hardest and that technological solutions can be expensive and slow to deliver results. Some urban experts insist that the only lasting answer is to design cities where people do not need to travel so far in the first place.

Even so, the experience of cities that have acted decisively offers grounds for cautious optimism. Congestion is not an unavoidable feature of urban life, but the result of choices – and different choices can produce very different cities.

19. Apart from road charges, what has helped Singapore keep its roads free-flowing?
- **A** lowering the price of fuel for drivers
- **B** limits on owning cars
- **C** building more highways through the city centre

20. How did London and Stockholm use the money from their charges?
- **A** to improve public transport
- **B** to reduce taxes for local car owners
- **C** to build new car parks in the city centre

21. What can smart traffic lights do?
- **A** stay green for longer at night to save energy
- **B** react to traffic as it happens
- **C** fine drivers who enter the city centre at peak times

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22. In paragraph 2, "pioneers" are ____.
- A cities that refused to change
- B places with no traffic problems
- C early innovators

23. What can be inferred about public opinion in London and Stockholm?
- A Support grew once people saw results.
- B Residents' opinions never changed, even after several years.
- C Most residents supported the charges from the very beginning.

24. What is the writer's overall attitude?
- A strongly opposed to new technology
- B indifferent to the problem
- C cautiously optimistic

25. Which UAE measure is most similar to the approach of Singapore, London and Stockholm?
- A lowering petrol prices to help commuters
- B Dubai's Salik toll gates
- C building more free car parks downtown

26. What is the main idea of the text?
- A Traffic congestion is an unavoidable part of life in every large city.
- B Technology alone will solve traffic problems without any new policies.
- C Bold policies and technology can ease congestion.

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Part 4: Writing	At Grade Level Goal	40 marks

Theme: Rise to the Challenge | Comparing Places: A Critical Response

Modern City or Historic City?

When choosing a city to visit or live in, many people find themselves comparing modern cities, such as Dubai or Singapore, with historic cities, such as Rome, Cairo or Istanbul. Each type of city has loyal fans, and both sides make strong arguments.

Admirers of modern cities praise their efficiency and comfort. Roads, metros and airports are well planned, buildings are clean and new, and services work smoothly. Modern cities often lead the world in innovation, with impressive skyscrapers, smart technology and world-class shopping and entertainment. For residents, they argue, this means a safer and more convenient daily life.

Lovers of historic cities, in contrast, believe that a city's soul comes from its past. Ancient streets, mosques, markets and monuments tell the story of the people who lived there for centuries, and every corner seems to hold a surprise. They admit that historic cities can be crowded, noisy and difficult to navigate, but they argue that these imperfections are part of their charm. In their view, modern cities may be impressive, but they can feel similar to each other and lack character.

1.1 Read the text. Compare and contrast the two points of view presented. Summarize the main ideas in your own words. Write 4–5 sentences. **(15 marks)**

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1.2 Write an essay about cities in which you compare modern cities and historic cities. **(25 marks)**

- compare what each type of city offers residents and visitors
- explain which point of view you agree with, giving reasons
- support your choices with examples of cities you know or have visited

Write at least **220 words** in paragraphs.

Word count: _____

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SAMPLE EXAM 5

English End-of-Term 1 · Beyond Grade 12 GLG · Grade 12 Advanced

Stage 9 · CEFR B2.2 · Academic Year 2026–2027

Name:		**Class:**	
Date:		**Score:**	/ 100

Section	Platform	Marks
Reading & Viewing (Parts 1–3B)	SwiftAssess	60
Writing & Representing (Part 4)	SwiftAssess	40

Part 1: Vocabulary — Towards Grade Level Goal — 10 marks

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

Theme: Pushing Boundaries

Your DNA in a Database

A few years ago, analysing a person's DNA was slow and extremely expensive. Today, thanks to new technology, home DNA tests have become a **(1)** _____ way for millions of people to learn about their ancestry and health. Customers simply send a sample of saliva to a laboratory and receive their results online a few weeks later.

The tests can reveal whether a person carries certain **(2)** _____ conditions that could be passed on to their children. Many users also enjoy discovering relatives they never knew they had.

However, there are serious concerns. After a test, a customer's genetic information is usually stored in a company's **(3)** _____, sometimes for many years. Experts warn that this raises important questions about **(4)** _____: who can see the data, and could it be sold to insurance companies or employers?

In 2023, one major testing company was hacked, and the personal information of millions of customers was exposed. The **(5)** _____ of such leaks can be serious because, unlike a password, you cannot change your DNA.

Before taking a test, experts advise reading the privacy policy carefully and deciding whether the benefits are worth the risks.

1.	A cost-effective	B auditory	C kinaesthetic
2.	A sustainable	B heritable	C congested
3.	A destination	B database	C voyage
4.	A privacy	B drainage	C vegetation
5.	A distractions	B destinations	C consequences

Part 2: Grammar	At Grade Level Goal	10 marks

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

Theme: Rise to the Challenge! | My roof is alive!

Are Living Roofs Worth It?

Many building owners want to know **(6)** _____ before they decide to install a living roof. The honest answer is that it depends on the building and its location.

Living roofs cost more to install than conventional roofs, mainly because of the extra layers and the need for a strong structure. **(7)** _____, they can save money over time. The plants and soil protect the waterproof layer from sunlight and extreme temperatures, so the roof usually lasts much longer.

Energy savings are another benefit. If a building **(8)** _____ a green roof, it usually needs less energy for cooling in summer. In some cities, owners can also receive financial support from local authorities, because green roofs reduce pressure on drainage systems during heavy rain.

In dry climates, however, plants must be chosen carefully. Species that need **(9)** _____ water are unsuitable; instead, hardy desert plants and grasses **(10)** _____, because they can survive long periods without rain.

For many owners, the decision is not only about money. A living roof also creates a pleasant green space and supports biodiversity, benefits that are difficult to measure in dirhams.

6.	**A** whether a living roof is worth the money	**B** does a living roof worth the money	**C** is a living roof worth the money
7.	**A** Therefore	**B** Similarly	**C** Nevertheless
8.	**A** had	**B** has	**C** will have
9.	**A** too many	**B** too much	**C** enough of
10.	**A** are used	**B** use	**C** are using

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Part 3A: Reading — At Grade Level Goal — 24 marks

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

Theme: Pushing Boundaries | Personality: Nature or Nurture?

Culture and Character: How Society Shapes Personality

When people move to a new country, they often notice that the locals seem to have a different "personality". Some cultures appear more talkative and expressive, others more reserved and polite. Are these differences simply stereotypes, or does culture really shape the kind of people we become? In my view, the evidence shows that culture has a powerful influence on personality, although it works together with our natural tendencies rather than replacing them.

Psychologists often describe cultures as more individualistic or more collectivist. In individualistic societies, such as the United States, children are encouraged to express their opinions, stand out and pursue personal goals. In more collectivist societies, including many in Asia and the Middle East, greater value is placed on family loyalty, cooperation and respect for elders. Studies have found that people raised in these settings describe themselves differently: Americans are more likely to mention personal qualities such as "I am confident", whereas people from collectivist cultures more often refer to their roles, such as "I am a daughter" or "I am a team member".

Culture also affects how emotions are expressed. In some societies, showing strong emotions in public is considered honest; in others, it is seen as a lack of self-control. A person's underlying feelings may be the same, but the way they display them is learned.

Critics point out that large differences exist within every culture, and that it is dangerous to assume that everyone from one country behaves in the same way. This is an important warning. Cultural patterns describe averages, not individuals. A shy American and an outgoing Emirati are both perfectly normal.

Nevertheless, it would be a mistake to ignore culture altogether. The values we absorb from our families, schools and communities influence what we consider polite, brave or successful, and therefore how we behave every day.

Ultimately, personality is shaped by a combination of inherited tendencies and cultural learning. Understanding both helps us to appreciate others, especially in diverse societies like the UAE, where people from around 200 nationalities live side by side.

11. How are children in individualistic societies encouraged to behave?
- **A** to stay quiet and respect group decisions
- **B** to put family needs before their own goals
- **C** to share their opinions

12. What is valued more in collectivist societies?
- **A** personal success and standing out from others
- **B** loyalty and cooperation
- **C** competition between classmates and colleagues

13. How do people from collectivist cultures often describe themselves?
- **A** in terms of their roles
- **B** by describing their confidence and abilities
- **C** by listing their personal achievements

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14. According to the text, what part of emotion is learned?
- **A** the ability to feel strong emotions
- **B** the feelings that people experience
- **C** how it is shown

15. What warning do critics give?
- **A** People within one culture differ greatly.
- **B** Culture has no real effect on how people behave.
- **C** Stereotypes are usually accurate descriptions of nations.

16. What is the main point of paragraph 4?
- **A** Studying cultural differences is dangerous and should stop.
- **B** Americans are always confident, while Emiratis are always quiet.
- **C** Patterns describe groups, not individuals.

17. In paragraph 1, "reserved" is closest in meaning to ____.
- **A** angry and impatient with others
- **B** quiet and restrained
- **C** booked in advance for guests

18. What is the writer's main argument?
- **A** Personality is decided only by the culture we grow up in.
- **B** Cultural differences between countries are simply stereotypes.
- **C** Culture and nature shape personality together.

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Part 3B: Reading	Beyond Grade Level Goal	16 marks

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

Theme: Rise to the Challenge! | Megacities and Small Towns

Can Small Towns Survive?

Across much of the developed world, thousands of small towns and villages are slowly emptying. In Japan, official figures show that around nine million homes stand vacant, many of them in rural areas where young people have left for Tokyo, Osaka and other large cities. Similar patterns can be seen in rural Spain, Italy and eastern Europe, where schools close, shops disappear and the remaining residents grow older each year.

The causes are well understood. Agriculture, once the main source of rural employment, now requires far fewer workers thanks to automation. Universities, hospitals and well-paid jobs are concentrated in cities, so ambitious young people feel they have little choice but to leave. Once a town begins to shrink, a vicious circle can develop: as the population falls, services become harder to justify, which in turn makes the town even less attractive.

Yet some communities are fighting back with remarkable creativity. In Japan, a number of towns offer cash payments to families who move there with children. In Spain, some villages have advertised for new residents online, promising cheap housing and a place in the local school. Elsewhere, towns have reinvented themselves as centres for eco-tourism, crafts or local food, attracting visitors who are tired of crowded cities.

Digital technology offers further hope. With reliable high-speed internet, a designer, programmer or translator can work for international clients from almost anywhere. Several countries now offer "digital nomad" visas, and some rural regions actively market themselves to remote workers.

Still, experts warn that there are no quick fixes. Bringing in newcomers is only the first step; keeping them requires good healthcare, transport and a welcoming community. Moreover, not every small town can be saved, and governments face difficult decisions about where to invest limited resources.

The future of small towns will depend on whether they can offer what megacities cannot: space, community and a slower, more human pace of life. For a growing number of people, that may prove a surprisingly powerful attraction.

19. Why have many young people left rural areas in Japan?
- **A** to work on farms in other countries
- **B** to move to big cities
- **C** to find cheaper homes in nearby villages

20. Why does agriculture provide fewer rural jobs than before?
- **A** Machines do much of the work.
- **B** Farmland has been turned into housing estates.
- **C** Young people are not allowed to own farms.

21. What do some Spanish villages offer new residents?
- **A** cheap homes and school places
- **B** free cars and well-paid government jobs
- **C** cash payments for every child they have

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22. In paragraph 2, a "vicious circle" is ____.
- **A** a group of people who work together closely
- **B** a problem that keeps making itself worse
- **C** a ring road that goes around a small town

23. What can be inferred from paragraph 5?
- **A** Governments have unlimited resources to invest in villages.
- **B** Every shrinking town can be saved with enough money.
- **C** Keeping newcomers is harder than attracting them.

24. Which phrase best describes the writer's tone?
- **A** angry and completely hopeless
- **B** realistic but hopeful
- **C** light-hearted and humorous

25. Which example best matches the strategies described in paragraph 3?
- **A** A town builds a large factory and closes its local school.
- **B** A village sells its farmland to build a new highway.
- **C** Hatta develops trails, eco-lodges and festivals.

26. What is the main idea of the text?
- **A** Creative strategies may save some small towns.
- **B** Everyone should move to a megacity for better opportunities.
- **C** Small towns have no future and will all disappear soon.

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Part 4: Writing	At Grade Level Goal	40 marks

Theme: Rise to the Challenge | Smart Homes

Smart Homes and the Environment

Smart homes are often advertised as a greener way to live. But do they really help the planet, or do they simply encourage us to buy more gadgets? People hold very different opinions.

Supporters argue that smart technology can greatly reduce energy waste. Smart thermostats learn residents' routines and cool rooms only when they are needed, while sensors switch off lights in empty rooms. Smart meters show families exactly how much electricity and water they use, which encourages them to change their habits. In hot countries like the UAE, where air-conditioning uses a large share of household energy, these savings can be significant.

Critics, however, believe that the environmental benefits are exaggerated. Smart devices require energy and rare materials to manufacture, and many are replaced every few years when newer models appear, creating large amounts of electronic waste. Some experts also suggest that people may use more energy once they feel their home is "efficient", for example by leaving the air-conditioning on for longer. In their view, simple measures such as good insulation, shading and sensible habits are cheaper and more effective than expensive technology.

1.1 Read the text. Compare and contrast the two points of view presented. Summarize the main ideas in your own words. Write 4–5 sentences. **(15 marks)**

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1.2 Write an essay about smart homes and the environment in which you compare the view that smart homes help the environment with the view that they harm it. **(25 marks)**

- compare the energy savings of smart homes with the environmental costs of smart devices
- explain which point of view you agree with, giving reasons
- support your choices with examples

Write at least **220 words** in paragraphs.

Word count: _____

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Section 5 · Answer Keys & Marking

For teachers and self-checking. The skill column shows the grammar point or learning outcome each question targets.

Sample Exam 1 · Answer Key

Q	Part	Key	Answer	Skill / focus
1	1 Vocabulary (2)	**B**	freedom	Vocabulary in context
2	1 Vocabulary (2)	**B**	cost-effective	Vocabulary in context
3	1 Vocabulary (2)	**C**	interruptions	Vocabulary in context
4	1 Vocabulary (2)	**A**	distractions	Vocabulary in context
5	1 Vocabulary (2)	**C**	consequence	Vocabulary in context
6	2 Grammar (2)	**A**	are installed	G.10.1 Present simple passive
7	2 Grammar (2)	**B**	absorb	G.5.1 Zero conditional
8	2 Grammar (2)	**B**	much cooler	G.1.2 Comparatives (much + -er)
9	2 Grammar (2)	**C**	Furthermore	G.2.5 Adverbial linkers (addition)
10	2 Grammar (2)	**A**	strong enough	G.2.9 Adverbs of quantity (enough)
11	3A Reading (3)	**A**	research comparing identical and non-identical twins	Specific information
12	3A Reading (3)	**C**	It was mainly a result of upbringing.	Details
13	3A Reading (3)	**B**	to measure how much shared genes affect similarity	Details
14	3A Reading (3)	**B**	They were alike despite different upbringings.	Details
15	3A Reading (3)	**A**	through gentle encouragement	Details
16	3A Reading (3)	**C**	Knowing our tendencies can help us manage them.	Main points
17	3A Reading (3)	**C**	every time	Inference (word meaning)
18	3A Reading (3)	**B**	Genes strongly shape personality, alongside experience.	Overall meaning
19	3B Reading (2)	**A**	A much larger share now lives in cities.	Details
20	3B Reading (2)	**C**	to escape poverty	Details
21	3B Reading (2)	**A**	They are built near the sea or rivers.	Details
22	3B Reading (2)	**B**	never seen before	Inference (word meaning)
23	3B Reading (2)	**A**	They may lack basic services.	Inference (text meaning)
24	3B Reading (2)	**B**	cautiously hopeful	Mood, tone & attitude
25	3B Reading (2)	**C**	turning a busy road into a shaded green walkway	Connections
26	3B Reading (2)	**C**	Megacities bring opportunity and risk, and need sustainable growth.	Overall meaning

Part 4 · Writing: model answers

1.1 Main ideas (model):

The text presents two contrasting views about smart homes. Supporters believe that connected homes make life more comfortable, safer and more energy-efficient, and that they help elderly people and people of determination to live independently. Critics, however, worry that smart devices collect personal data that could be shared or hacked. They also argue that smart homes stop working properly when the power or internet fails, and that the technology is costly and soon outdated. While the first group focuses on convenience, the second focuses on security and dependence.

1.2 Model response (233 words): Write an essay about smart homes in which you compare the benefits and the risks of living in a smart home.

Smart homes are no longer science fiction. In the UAE, many new villas and apartments now include smart locks, cameras and voice-controlled air-conditioning. Although these homes offer clear benefits, they also bring risks that we should not ignore.

On the one hand, smart homes provide a level of convenience and safety that traditional homes cannot match. Residents can cool their homes before they arrive, which is extremely useful in the UAE summer, and they can check their cameras while they are travelling. Automatic lights and thermostats also reduce electricity bills. For elderly relatives, a simple voice command can call for help in an emergency.

On the other hand, critics are right to worry about privacy and reliability. Every command we give and every movement a camera records becomes data, and companies may use this information in ways we do not expect. In addition, if the internet goes down, a smart lock may stop responding, whereas a traditional key always works.

Personally, I agree more with the supporters of smart homes, as long as people use them carefully. The benefits for safety and energy saving are significant, especially in a hot climate. However, residents should choose trusted brands, use strong passwords and keep a manual backup, such as a physical key.

In conclusion, smart homes are neither perfect nor dangerous in themselves. Used wisely, they can make our lives easier, safer and more sustainable.

Sample Exam 2 · Answer Key

Q	Part	Key	Answer	Skill / focus
1	1 Vocabulary (2)	**B**	urbanisation	Vocabulary in context
2	1 Vocabulary (2)	**A**	congestion	Vocabulary in context
3	1 Vocabulary (2)	**B**	infrastructure	Vocabulary in context
4	1 Vocabulary (2)	**A**	pollution	Vocabulary in context
5	1 Vocabulary (2)	**C**	innovative	Vocabulary in context
6	2 Grammar (2)	**B**	how engineers build a living roof	G.17.4 Indirect questions
7	2 Grammar (2)	**A**	First	G.2.2 Sequencing adverbs (first)
8	2 Grammar (2)	**C**	is laid	G.10.1 Present simple passive
9	2 Grammar (2)	**B**	enough	G.2.9 Adverbs of quantity (enough)
10	2 Grammar (2)	**C**	As a result	G.2.5 Adverbial linkers (result)
11	3A Reading (3)	**A**	crowded institutions	Specific information
12	3A Reading (3)	**B**	how early they moved to a family	Details
13	3A Reading (3)	**A**	firm but caring	Details
14	3A Reading (3)	**C**	Judgements of behaviour vary between cultures.	Details
15	3A Reading (3)	**A**	to challenge the nature argument	Details
16	3A Reading (3)	**C**	Experience decides how tendencies develop.	Main points
17	3A Reading (3)	**B**	defiant	Inference (word meaning)
18	3A Reading (3)	**B**	Upbringing matters more than genes.	Overall meaning
19	3B Reading (2)	**C**	They can now work remotely.	Details
20	3B Reading (2)	**A**	the chance to own a home	Details
21	3B Reading (2)	**B**	repair the property	Details
22	3B Reading (2)	**A**	too early	Inference (word meaning)
23	3B Reading (2)	**C**	Living costs may rise for them.	Inference (text meaning)
24	3B Reading (2)	**C**	balanced	Mood, tone & attitude
25	3B Reading (2)	**A**	A designer leaves Dubai for Fujairah and works online.	Connections
26	3B Reading (2)	**B**	Small towns are reviving, but cities still matter.	Overall meaning

Part 4 · Writing: model answers

1.1 Main ideas (model):

The text compares two opinions about where it is better to live. People who prefer megacities believe that big cities offer the best education, healthcare, jobs and culture, as well as good public transport and constant innovation. In contrast, supporters of small towns argue that quality of life is more important. They say small towns are calmer, safer, cleaner and cheaper, with closer communities and more family time. They add that remote work now allows people to have a good job without living in a big city.

1.2 Model response (244 words): Write an essay about where to live in which you compare living in a megacity and living in a small town.

Deciding where to live is one of the most important choices a person makes. While megacities attract millions with their opportunities, small towns offer a calmer and healthier lifestyle. Both have clear strengths, but they suit different people.

Megacities undoubtedly offer more opportunities. Cities such as London or Cairo have world-class universities, hospitals and companies, and they are full of museums, restaurants and events. Public transport makes it easy to move around without a car. For a young graduate who wants to build a career quickly, a big city is often the obvious choice.

Small towns, in contrast, offer a better quality of life for many people. In a town like Kalba or Dibba, there is little traffic, the air is cleaner and housing is much more affordable. Neighbours know each other, and children can play outside safely. However, specialist hospitals and well-paid jobs are less common, so residents sometimes have to travel to larger cities.

Personally, I agree with the supporters of small towns, especially for families. Although opportunities matter, I believe that health, safety and time with family are more valuable than an exciting nightlife. Moreover, thanks to remote work and good highways in the UAE, it is now possible to work for a big company while living somewhere quieter.

In conclusion, megacities are ideal for ambitious young people, whereas small towns are better for those who value peace and community. For my own future family, I would choose a small town.

Sample Exam 3 · Answer Key

Q	Part	Key	Answer	Skill / focus
1	1 Vocabulary (2)	**A**	voyage	Vocabulary in context
2	1 Vocabulary (2)	**C**	destination	Vocabulary in context
3	1 Vocabulary (2)	**B**	significant	Vocabulary in context
4	1 Vocabulary (2)	**A**	database	Vocabulary in context
5	1 Vocabulary (2)	**B**	automation	Vocabulary in context
6	2 Grammar (2)	**C**	hotter	G.1.2 Comparatives
7	2 Grammar (2)	**A**	hits	G.5.1 Zero conditional
8	2 Grammar (2)	**C**	a lot	G.2.9 Adverbs of quantity (a lot)
9	2 Grammar (2)	**B**	are used	G.10.1 Present simple passive
10	2 Grammar (2)	**A**	However	G.2.5 Adverbial linkers (contrast)
11	3A Reading (3)	**B**	by showing them unfamiliar things	Specific information
12	3A Reading (3)	**C**	with strong physical reactions	Details
13	3A Reading (3)	**B**	They became sociable.	Details
14	3A Reading (3)	**C**	A danger-detecting area is more sensitive.	Details
15	3A Reading (3)	**A**	those gently encouraged to face new situations	Details
16	3A Reading (3)	**C**	Shyness has strengths, and adults can help.	Main points
17	3A Reading (3)	**B**	our genes do not fix our future	Inference (word meaning)
18	3A Reading (3)	**A**	Nature sets temperament; experience shapes it.	Overall meaning
19	3B Reading (2)	**A**	Many people live near stations.	Details
20	3B Reading (2)	**C**	Families depend on cars.	Details
21	3B Reading (2)	**B**	too little green space	Details
22	3B Reading (2)	**B**	workable	Inference (word meaning)
23	3B Reading (2)	**A**	They are completely taken over.	Inference (text meaning)
24	3B Reading (2)	**C**	critical	Mood, tone & attitude
25	3B Reading (2)	**B**	mid-rise flats above shops near a metro and a park	Connections
26	3B Reading (2)	**A**	Well-planned compact growth is often most sustainable.	Overall meaning

Part 4 · Writing: model answers

1.1 Main ideas (model):

The text discusses whether smart homes should make decisions for us. The first view is that automation saves people from boring housework, giving families more free time, and that smart systems are more reliable than humans, which reduces stress for busy parents. The second view, in contrast, is that too much automation makes people dependent. Critics believe that children may not learn basic life skills and that people feel helpless when technology fails. They think homes should support people rather than replace their effort.

1.2 Model response (247 words): Write an essay about automation at home in which you compare the view that smart homes free people from housework with the view that they make people too dependent.

Smart technology is changing the way families live. Robot vacuums, smart fridges and automatic thermostats now do many jobs that people used to do themselves. Some see this as freedom from housework, while others fear it is making us too dependent on machines.

There is no doubt that automation brings real advantages. In my family, both of my parents work long hours, so a robot vacuum and a smart washing machine save them a lot of time. Instead of cleaning in the evening, we eat dinner together and talk. Smart systems also prevent mistakes; for example, our smart oven switches itself off, which makes our kitchen safer.

However, the critics make an important point. If teenagers never cook a meal or clean their room, they may struggle when they live alone at university. Moreover, technology is not always reliable. During a power cut last summer, our smart lock stopped working and we had to wait outside for an hour. A traditional key would have solved the problem immediately.

On balance, I agree more with the first point of view, but only if families use technology wisely. Machines should do the boring, repetitive jobs, while parents still teach children essential skills such as cooking and budgeting. In this way, technology supports us rather than replacing us.

In conclusion, smart homes can give families more time and safety. Nevertheless, we must make sure that we stay capable and independent, so that we are not helpless when the technology fails.

Sample Exam 4 · Answer Key

Q	Part	Key	Answer	Skill / focus
1	1 Vocabulary (2)	C	vegetation	Vocabulary in context
2	1 Vocabulary (2)	B	biodiversity	Vocabulary in context
3	1 Vocabulary (2)	C	Kinaesthetic	Vocabulary in context
4	1 Vocabulary (2)	A	Auditory	Vocabulary in context
5	1 Vocabulary (2)	A	innovative	Vocabulary in context
6	2 Grammar (2)	C	how many species a roof can support	G.17.4 Indirect questions
7	2 Grammar (2)	B	attracts	G.5.1 Zero conditional
8	2 Grammar (2)	B	First	G.2.2 Sequencing adverbs (first)
9	2 Grammar (2)	A	better	G.1.2 Comparatives (better than)
10	2 Grammar (2)	C	are monitored	G.10.1 Present simple passive
11	3A Reading (3)	C	in magazines and online	Specific information
12	3A Reading (3)	A	They lose some parental attention.	Details
13	3A Reading (3)	B	They ignored factors like family size.	Details
14	3A Reading (3)	A	Birth order barely affects personality.	Details
15	3A Reading (3)	C	slightly higher test scores for firstborns	Details
16	3A Reading (3)	B	We confuse age with personality.	Main points
17	3A Reading (3)	C	continue	Inference (word meaning)
18	3A Reading (3)	A	Birth order's influence is largely a myth.	Overall meaning
19	3B Reading (2)	B	limits on owning cars	Details
20	3B Reading (2)	A	to improve public transport	Details
21	3B Reading (2)	B	react to traffic as it happens	Details
22	3B Reading (2)	C	early innovators	Inference (word meaning)
23	3B Reading (2)	A	Support grew once people saw results.	Inference (text meaning)
24	3B Reading (2)	C	cautiously optimistic	Mood, tone & attitude
25	3B Reading (2)	B	Dubai's Salik toll gates	Connections
26	3B Reading (2)	C	Bold policies and technology can ease congestion.	Overall meaning

Part 4 · Writing: model answers

1.1 Main ideas (model):

The text compares two opinions about modern and historic cities. Admirers of modern cities value their efficient transport, clean new buildings, smooth services and innovation, which they believe make daily life safer and easier. Lovers of historic cities, on the other hand, believe that a city's character comes from its history, monuments and old streets. Although they accept that historic cities can be crowded and confusing, they see this as part of their charm and feel that modern cities often lack individuality.

1.2 Model response (241 words): Write an essay about cities in which you compare modern cities and historic cities.

Every city tells a story, but modern cities and historic cities tell very different ones. While modern cities impress us with technology and comfort, historic cities attract us with their culture and character.

Modern cities offer clear practical advantages. In Dubai, for example, the metro is clean and reliable, roads are well maintained and almost every service can be completed online. Visitors can enjoy world-class malls, theme parks and skyscrapers such as the Burj Khalifa. For residents, this efficiency makes daily life safer and more convenient.

Historic cities, in contrast, offer a deeper connection with the past. When I visited Cairo, I walked through the narrow streets of the old city, where markets and mosques have stood for hundreds of years. Every street felt different and full of history. However, the traffic was heavy and it was difficult to find my way, which sometimes made the experience tiring.

Personally, I agree with both points of view, but for different purposes. I would prefer to live in a modern city because comfort, safety and good services are essential for everyday life. On the other hand, I believe historic cities are more rewarding to visit, as they teach us about other cultures and give travel its meaning.

In conclusion, modern cities are better for living, whereas historic cities are better for exploring. Ideally, a city should combine both, as Dubai does by protecting old districts such as Al Fahidi alongside its modern towers.

Sample Exam 5 · Answer Key

Q	Part	Key	Answer	Skill / focus
1	1 Vocabulary (2)	**A**	cost-effective	Vocabulary in context
2	1 Vocabulary (2)	**B**	heritable	Vocabulary in context
3	1 Vocabulary (2)	**B**	database	Vocabulary in context
4	1 Vocabulary (2)	**A**	privacy	Vocabulary in context
5	1 Vocabulary (2)	**C**	consequences	Vocabulary in context
6	2 Grammar (2)	**A**	whether a living roof is worth the money	G.17.4 Indirect questions (whether)
7	2 Grammar (2)	**C**	Nevertheless	G.2.5 Adverbial linkers (contrast)
8	2 Grammar (2)	**B**	has	G.5.1 Zero conditional
9	2 Grammar (2)	**B**	too much	G.2.9 Adverbs of quantity (too much)
10	2 Grammar (2)	**A**	are used	G.10.1 Present simple passive
11	3A Reading (3)	**C**	to share their opinions	Specific information
12	3A Reading (3)	**B**	loyalty and cooperation	Details
13	3A Reading (3)	**A**	in terms of their roles	Details
14	3A Reading (3)	**C**	how it is shown	Details
15	3A Reading (3)	**A**	People within one culture differ greatly.	Details
16	3A Reading (3)	**C**	Patterns describe groups, not individuals.	Main points
17	3A Reading (3)	**B**	quiet and restrained	Inference (word meaning)
18	3A Reading (3)	**C**	Culture and nature shape personality together.	Overall meaning
19	3B Reading (2)	**B**	to move to big cities	Details
20	3B Reading (2)	**A**	Machines do much of the work.	Details
21	3B Reading (2)	**A**	cheap homes and school places	Details
22	3B Reading (2)	**B**	a problem that keeps making itself worse	Inference (word meaning)
23	3B Reading (2)	**C**	Keeping newcomers is harder than attracting them.	Inference (text meaning)
24	3B Reading (2)	**B**	realistic but hopeful	Mood, tone & attitude
25	3B Reading (2)	**C**	Hatta develops trails, eco-lodges and festivals.	Connections
26	3B Reading (2)	**A**	Creative strategies may save some small towns.	Overall meaning

Part 4 · Writing: model answers

1.1 Main ideas (model):

The text presents two opposing opinions about whether smart homes are good for the environment. Supporters believe that smart thermostats, sensors and meters cut energy waste and help families change their habits, which is especially useful in hot countries like the UAE. Critics, however, argue that these benefits are exaggerated. They point out that smart devices use resources to produce, are replaced often and create electronic waste, and that people may even use more energy. Instead, they recommend simple solutions such as insulation and shading.

1.2 Model response (235 words): Write an essay about smart homes and the environment in which you compare the view that smart homes help the environment with the view that they harm it.

Smart homes are often presented as the future of green living. Although they can reduce energy waste, they also have hidden environmental costs. Comparing both views helps us understand whether they really help the planet.

On the one hand, smart technology can save a lot of energy, especially in the UAE. In summer, air-conditioning is used almost all day, so a smart thermostat that cools rooms only when people are home can make a real difference. My uncle installed smart meters in his villa, and his family reduced their electricity bill by changing simple habits, such as switching off unused devices.

On the other hand, the critics raise important concerns. Smart devices are made from metals and plastics that require energy to produce, and many people replace their gadgets as soon as a new model appears. This creates electronic waste, which is difficult to recycle. Furthermore, a smart system is useless if the building has poor insulation and no shading.

Personally, I agree more with the supporters, but only when smart technology is combined with good building design. In a hot climate, the energy savings can be significant over many years. However, families should keep their devices for as long as possible and recycle them properly.

In conclusion, smart homes can help the environment, but they are not a magic solution. The greenest homes use both simple measures, such as insulation, and smart technology wisely.