كتيب تدريبات نهاية الفصل للغة الإنجليزية



تم تحميل هذا الملف من موقع المناهج الإماراتية
موقع المناهج ⇦ المناهج الإماراتية ⇦ الصف الثاني عشر المتقدم ⇦ لغة انجليزية ⇦ الفصل الأول ⇦ ملفات متنوعة ⇦ 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
إعداد: Noor

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	تدريبات مهارات القراءة لنهاية الفصل
2	تدريبات استيعاب مقروء حول الطبيعة والبيئة وفق الهيكل الوزاري
3	نماذج تدريبات استيعاب القراءة وفق الهيكل الوزاري
4	تدريبات القراءة لتطوير مهارات التحليل - وفق الهيكل الوزاري
5	تدريبات مهارات التلخيص والمقارنة - وفق الهيكل الوزاري

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GRADE 12 ADVANCED · ENGLISH · STAGE 9 · B2.2



✦ CLASS OF 2027 ✦

Road to *Graduation*

End-of-Term 1 Practice Booklet | Academic Year 2026–2027

5 PRACTICE SETS FOR EVERY PART

1	2	3A	3B	4
Vocabulary	Grammar	Reading at GLG	Reading beyond GLG	Writing

GRADUATE'S NAME _____

CLASS _____ SCHOOL _____

هذا الملف صدقة جارية، فلا تنسوني من دعائكم الدائم

PREPARED BY

Ms. Noor

Welcome, graduate!

This booklet follows the official Grade 12 Advanced End-of-Term 1 test specifications (Beyond Grade 12 GLG, Stage 9, CEFR B2.2) for the 2026–2027 academic year. Every part of the exam has five full practice sets written to the same text length, number of questions and mark scheme as the real test.

Part	Skill	Task	Marks each	Total
Part 1	**Vocabulary**	Multiple-choice gap fill: 1 text of about 180 words, 5 gaps, options A/B/C	5 × 2	10
Part 2	**Grammar**	Multiple-choice gap fill: 1 expository text of about 180 words, 5 gaps	5 × 2	10
Part 3A	**Reading (at GLG)**	1 argumentative text, B2.2, 330–350 words, 8 questions	8 × 3	24
Part 3B	**Reading (beyond GLG)**	1 expository text, C1.1, 330–350 words, 8 questions	8 × 2	16
Part 4	**Writing**	1.1 Summary, 4–5 sentences (15 marks) + 1.2 Comparative essay, 220+ words (25 marks)	15 + 25	40
Reading 60 + Writing 40 = 100 marks | Platform: SwiftAssess				

Themes in this exam

Part 1	Pushing Boundaries • Rise to the Challenge!
Part 2	Rise to the Challenge! | My roof is alive!
Part 3A	Pushing Boundaries | Personality: Nature or Nurture?
Part 3B	Rise to the Challenge! | Megacities and Small Towns
Part 4	Smart Homes • Comparing Places: A Critical Response (FL.26 Comparing and contrasting)

How to use this booklet

1. Learn the Vocabulary Bank on the next page before you start Part 1.
2. Time yourself. In the real exam, aim for about 8 minutes per gap-fill text and 15 minutes per reading text.
3. Write your score at the end of each set, then check the Answer Key at the back.
4. For Part 4, try the essay on your own first. The Writing Support Template is there if you need extra help.

Vocabulary Bank

Target words from the specifications with Arabic meanings. Tick each word when you can use it in a sentence.

Part 1 • Pushing Boundaries

✓	Word	Type	المعنى
☐	**privacy**	n.	الخصوصية
☐	**freedom**	n.	الحرية
☐	**automation**	n.	الأتمتة / التشغيل الآلي
☐	**cost-effective**	adj.	فعّال من حيث التكلفة / موفّر
☐	**interruptions**	n.	مقاطعات / انقطاعات
☐	**distractions**	n.	مُشتِّتات / مُلهيات
☐	**voyage**	n.	رحلة طويلة (بحرية أو فضائية)
☐	**destination**	n.	وجهة / مقصد
☐	**heritable**	adj.	قابل للتوريث / وراثي
☐	**significant**	adj.	مهم / كبير / ملحوظ
☐	**consequence**	n.	عاقبة / نتيجة
☐	**database**	n.	قاعدة بيانات

Part 1 • Rise to the Challenge!

✓	Word	Type	المعنى
☐	**megacity**	n.	مدينة ضخمة (أكثر من 10 ملايين نسمة)
☐	**urbanisation**	n.	التحضّر / التوسع العمراني
☐	**congestion**	n.	ازدحام (مروري)
☐	**pollution**	n.	تلوّث
☐	**infrastructure**	n.	البنية التحتية
☐	**innovative**	adj.	مبتكر
☐	**kinaesthetic**	adj.	حركي (يتعلم بالحركة واللمس)
☐	**auditory**	adj.	سمعي
☐	**insulation**	n.	عزل (حراري)
☐	**drainage**	n.	تصريف المياه
☐	**biodiversity**	n.	التنوع البيولوجي
☐	**vegetation**	n.	الغطاء النباتي

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Part 2 • My roof is alive!

✔	Word	Type	المعنى
☐	**living roof**	n.	سقف أخضر (مزروع)
☐	**rooftop**	n.	سطح المبنى
☐	**absorb**	v.	يمتص
☐	**urban heat**	n.	حرارة المدن
☐	**habitat**	n.	موطن طبيعي
☐	**sustainable**	adj.	مستدام

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Grammar Focus for Part 2

These seven grammar points are tested in the Part 2 text. Read the rule and example before you practise.

Code	Point	Form / Use	Example
G.5.1	**Zero conditional**	If + present simple, present simple. Used for facts and things that are always true.	*If plants cover a roof, the building stays cooler.*
G.1.2	**Comparatives**	adjective + -er than / more + adjective than / less + noun than	*A green roof is cooler and more cost-effective than a concrete one.*
G.2.9	**Adverbs of quantity**	too (more than needed), enough (as much as needed), a little, almost, hardly	*The roof is too hot to touch. The soil is deep enough.*
G.10.1	**Present simple passive**	am / is / are + past participle (by + agent)	*The waterproof sheet is laid first. Rainwater is absorbed by the soil.*
G.17.4	**Indirect questions**	Statement word order after Can you tell me / I wonder / They ask … (no do/does)	*They ask how much weight the roof can hold. (NOT can the roof hold)*
G.2.5	**Adverbial linkers**	However (contrast), Therefore / As a result / For this reason (result), In addition (adding)	*Green roofs are expensive. However, they last longer.*
G.2.2	**Sequencing adverbs**	First, Next, Then, After that, Finally	*First, the roof is checked. Next, a drainage layer is added.*

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1 Vocabulary

Towards Grade Level Goal • Multiple-choice gap fill • 5 gaps × 2 marks = 10

PRACTICE 1 | *Pushing Boundaries*

A Holiday Beyond the Sky

✎ *Choose the correct words to complete the sentences. Choose A, B or C.*

For most of human history, space was a place that only trained astronauts could hope to visit. Today, several private companies are selling tickets for the first commercial **(1)** _____ around the Moon. The journey will last about a week, and the final **(2)** _____ is not the lunar surface but a close orbit, where passengers can watch the Earth rise over the grey horizon. Engineers say that **(3)** _____ has made the plan possible. Computers now control most stages of the flight, so the crew can be small and the spacecraft can carry more paying guests. Critics argue that these trips are not **(4)** _____ at all. One seat costs millions of dollars, and the scientific return is small compared with the price. Supporters reply that every new technology begins as a luxury, and that prices fall once more people use it. There may also be an environmental **(5)** _____ that nobody has measured yet. If hundreds of rockets are launched every year, they will release gases high in the atmosphere, and scientists still do not know what effect this will have over the next fifty years.

1	A voyage	B privacy	C database
2	A interruption	B destination	C heritable
3	A freedom	B congestion	C automation
4	A cost-effective	B significant	C kinaesthetic
5	A database	B consequence	C privacy

My score: _____ / 10

PRACTICE 2 | *Pushing Boundaries*

The House That Listens

✎ *Choose the correct words to complete the sentences. Choose A, B or C.*

Smart speakers can now dim the lights, order groceries and remind you about a dentist appointment. For many families, this gives a new kind of **(1)** _____. Parents no longer need to remember every small task, and older relatives can live alone for longer without asking for help. However, the same devices raise serious questions about **(2)** _____. Every voice command is recorded, sent over the internet and stored in a company **(3)** _____, sometimes for several years. Few users read the long agreements that explain who can listen to these recordings. Smart homes can also make it harder to concentrate. A speaker announces a delivery, a phone vibrates with a notification, and the fridge reminds you that the milk is finished. Each of these **(4)** _____ lasts only a few seconds, but together they break a person's attention many times an hour. In a recent class survey, most Grade 12 students said that phones and smart devices were the biggest **(5)** _____ when they tried to study at home. Some families now switch everything to silent mode for two hours each evening so that homework gets done.

1	A voyage	B drainage	C freedom
2	A privacy	B vegetation	C destination
3	A insulation	B database	C megacity
4	A urbanisation	B consequence	C interruption
5	A distractions	B infrastructure	C biodiversity

My score: _____ / 10

PRACTICE 3 | *Pushing Boundaries*

Different Minds, Different Methods

✎ *Choose the correct words to complete the sentences. Choose A, B or C.*

Teachers have long noticed that students prefer to learn in different ways. Some are **(1)** _____ learners. They remember information best when they hear it, so a clear explanation, a podcast or a discussion with a partner works well for them. Others are **(2)** _____ learners, who need to move, build or touch things before an idea makes sense. For these students, sitting still through a long lecture can feel almost impossible. Scientists have asked whether such preferences are **(3)** _____, passed from parents to children through their genes. Studies of twins suggest that genes play a **(4)** _____ part in memory and attention, although the home and the school still matter a great deal. It is also worth remembering that most people use a mix of styles depending on the task. Some schools in the UAE are now testing **(5)** _____ methods to suit all of these learners. Classrooms have standing desks and quiet corners, teachers record short audio summaries of each lesson, and science topics are taught through building models rather than copying notes from the board.

1	A cost-effective	B auditory	C heritable
2	A kinaesthetic	B cost-effective	C significant
3	A auditory	B innovative	C heritable
4	A heritable	B significant	C kinaesthetic
5	A innovative	B auditory	C heritable

My score: _____ / 10

PRACTICE 4 | *Rise to the Challenge!*

Life in a City of Ten Million

✎ *Choose the correct words to complete the sentences. Choose A, B or C.*

A **(1)** _____ is usually defined as an urban area with more than ten million residents. In 1950, only a handful of places in the world reached that size. Today there are dozens, and most of them are in Asia, Africa and Latin America. The main cause is rapid **(2)** _____. Every year, millions of families leave villages and small towns because the jobs, universities and hospitals are in the city. Growth on this scale brings serious problems. Roads that were built for a few hundred thousand cars now carry millions, and **(3)** _____ turns a ten-kilometre journey into a two-hour trip. Exhaust from vehicles and smoke from factories also cause air **(4)** _____, which doctors link to asthma and other breathing problems. To cope, governments must spend huge sums on **(5)** _____ such as metro lines, water pipes, power stations and sewage systems. Some cities have managed this well. Others have grown so quickly that new neighbourhoods appear before any roads or pipes reach them, and residents wait years for the most basic services.

1	A megacity	B database	C voyage
2	A insulation	B urbanisation	C automation
3	A vegetation	B privacy	C congestion
4	A pollution	B biodiversity	C drainage
5	A destination	B consequence	C infrastructure

My score: _____ / 10

PRACTICE 5 | *Rise to the Challenge!*

Greening the Grey City

✎ *Choose the correct words to complete the sentences. Choose A, B or C.*

In many fast-growing cities, concrete and asphalt cover almost every surface. City planners are now trying to bring back **(1)** _____ such as trees, grass and climbing plants, and the results are encouraging. Plants growing on walls and roofs act as natural **(2)** _____. They keep heat out of buildings in summer and help to hold it inside on cold nights, so families use less energy for cooling and heating. Heavy rain is another challenge for crowded cities. When streets flood after a storm, it is often because the **(3)** _____ system cannot carry the water away quickly enough. Soil and roots absorb a large part of the rain before it reaches the drains. Green spaces also increase **(4)** _____. A single row of trees can attract dozens of species of birds, bees and butterflies that had disappeared from the area. Best of all, many local councils have found that planting trees is more **(5)** _____ than building larger pipes or installing extra air conditioning, because the trees keep working for decades with very little maintenance.

1	A urbanisation	B vegetation	C automation
2	A congestion	B destination	C insulation
3	A drainage	B pollution	C privacy
4	A infrastructure	B biodiversity	C interruption
5	A cost-effective	B auditory	C heritable

My score: _____ / 10

2 Grammar

At Grade Level Goal • Multiple-choice gap fill • 5 gaps × 2 marks = 10

PRACTICE 1 | *Rise to the Challenge! | My roof is alive!*

What Is a Living Roof?

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

Walk through some European cities and you may notice something unusual on top of the buildings: grass, flowers and even small trees. These are living roofs, and they are becoming popular in hot countries as well. A living roof **(1)** _____ with vegetation that grows in a thin layer of light soil. Visitors often ask **(2)** _____. The answer depends on the building, so engineers check the structure carefully before any work begins. **(3)** _____, a waterproof sheet is laid over the whole rooftop. Then a drainage layer, the soil and the plants are added on top. If the sun **(4)** _____ an ordinary dark roof, the surface heats up very quickly. Plants behave differently because they release water through their leaves, and this cools the air around them. As a result, a green rooftop stays much **(5)** _____ than a concrete one, and the rooms below need less air conditioning. The plants also give birds and insects a small habitat in the middle of the city. For people who live in flats, a shared rooftop garden can become a quiet place to sit outside in the evening.

1	A plants	B is planted	C planting
2	A how much weight the roof can hold	B how much weight can the roof hold	C how much weight does the roof hold
3	A Finally	B Afterwards	C First
4	A hits	B will hit	C hit
5	A cool	B cooler	C coolest

My score: _____ / 10

PRACTICE 2 | *Rise to the Challenge! | My roof is alive!*

Do Green Roofs Really Save Energy?

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

Many homeowners in hot countries want to know **(1)** _____ a green roof can lower their electricity bills. Engineers say the answer is usually yes, but the size of the saving depends on the building. On a summer afternoon, an ordinary dark roof can become **(2)** _____ hot to touch, and that heat moves down into the rooms below. On a living roof, much of the sun's energy **(3)** _____ by the plants and the damp soil, so far less heat reaches the ceiling. Measurements on buildings with green roofs show that the top floor stays noticeably cooler during the hottest months. **(4)** _____, green roofs are not cheap to build. The structure may need to be made stronger, and a specialist company is normally hired to install the different layers. Even so, many owners find the system **(5)** _____ in the long run than replacing a traditional roof every twenty years, because the plants protect the waterproof layer from strong sunlight and extreme temperatures. Some owners also add solar panels among the plants, since the panels work better when the air around them is cooler.

1	A whether does	B whether	C does
2	A too	B enough	C so much
3	A absorbs	B is absorbed	C absorbing
4	A Therefore	B As a result	C However
5	A more cost-effective	B most cost-effective	C as cost-effective

My score: _____ / 10

PRACTICE 3 | *Rise to the Challenge! | My roof is alive!*

Building a Living Roof, Stage by Stage

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

Turning a bare rooftop into a garden takes careful planning. **(1)** _____, an engineer visits the building to check that the roof is strong enough. Wet soil is heavy, and if a roof **(2)** _____ too much weight, it cracks or even collapses. Once the structure is approved, a waterproof sheet is laid across the whole surface. **(3)** _____, a drainage layer is added. This layer allows extra rainwater to flow away instead of collecting under the soil. After that, a light growing material, rather than ordinary garden soil, is spread on top. The plants that **(4)** _____ for most living roofs are small, tough species such as sedum, which survive on very little water. In the UAE, some designers also use local desert plants, because they need **(5)** _____ water than imported flowers. Finally, the new roof is inspected every few months so that blocked drains and weeds can be dealt with early. A well-built living roof can last for forty years or more, which is about twice as long as many ordinary roofs.

1	A Finally	B First	C Afterwards
2	A carries	B will carried	C carried
3	A Lastly	B First	C Next
4	A are chosen	B choose	C chose
5	A fewer	B least	C less

My score: _____ / 10

PRACTICE 4 | *Rise to the Challenge! | My roof is alive!*

Rooftops for Wildlife

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

Cities are often described as concrete deserts, where wild animals struggle to find food or shelter. Living roofs can bring nature back into them. When plants **(1)** _____ on a rooftop, insects soon arrive, and birds follow the insects. Ecologists are very interested in **(2)** _____ on these small, high habitats, so they visit green roofs regularly to count species. Surveys of green roofs in London, for example, have recorded uncommon spiders and beetles. A roof covered in many different native plants usually supports **(3)** _____ species than a roof planted with only one type of grass. **(4)** _____, designers now try to copy local landscapes on the roof, adding stones, old logs and small patches of sand where insects can shelter. Water is important too. After a storm, rainwater **(5)** _____ by the soil and released slowly, which gives birds a place to drink and bathe for several days. In this way, a flat roof that was once empty can become a busy stopping point for wildlife moving across the city.

1	A grow	B will grow	C grew
2	A which do animals live	B what animals do live	C which animals live
3	A more	B much	C most
4	A However	B As a result	C Although
5	A is collected	B collects	C collecting

My score: _____ / 10

PRACTICE 5 | *Rise to the Challenge! | My roof is alive!*

Can Living Roofs Cool a Whole City?

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

On a summer night, the centre of a big city is often several degrees warmer than the countryside around it. This is known as the urban heat island effect. Roads and buildings absorb heat all day, and they release it slowly after dark. Scientists want to find out **(1)** _____ their rooftops to reduce this problem. One answer is surprisingly simple. If you cover a roof with plants, its surface temperature **(2)** _____ dramatically, because the leaves release water vapour that cools the air around them. A single green roof makes only **(3)** _____ difference to a whole district, but hundreds of them together can have a measurable effect on urban heat. **(4)** _____, cities such as Toronto and Copenhagen now require green roofs on many new buildings. In these cities, a building permit **(5)** _____ only when the design includes vegetation on suitable flat roofs. Other cities are watching the results closely before they decide whether to introduce similar rules. In the Gulf, where summer temperatures are extreme, planners are also studying which local plants could survive on rooftops with very little water.

1	A how can cities use	B how cities can use	C how cities using
2	A fell	B would fall	C falls
3	A a little	B a few	C many
4	A However	B For this reason	C Although
5	A gives	B is given	C giving

My score: _____ / 10

3A Reading

At Grade Level Goal • Argumentative text (B2.2) • 8 questions × 3 marks = 24

PRACTICE 1 | *Pushing Boundaries | Personality: Nature or Nurture?*

Are Shy People Born That Way?

✎ *Read the text and choose the correct answer. Choose A, B or C.*

[1] Every parent of more than one child knows the moment. Two brothers grow up in the same house, eat the same meals and go to the same school, yet one walks into a room full of strangers and starts chatting, while the other stays close to his mother and says nothing for an hour. Many people explain this as simple personality, as if each child arrived in the world with it already packed.

[2] Research gives that view some support. In the late 1980s, the Harvard psychologist Jerome Kagan studied babies who were only four months old. He found that about one in five reacted strongly to new sights and sounds, crying and moving their arms and legs. Years later, many of these same children were still cautious with strangers. Kagan described them as having an inhibited temperament, and he believed it came partly from the way their brains responded to anything unfamiliar.

[3] However, the same research shows something that is easy to miss. Not every high-reactive baby became a shy teenager. A significant number grew into confident, sociable young people. The difference seems to have come from the home. Parents who gently encouraged their children to try new things, without forcing them, often saw the fear shrink over time. Parents who protected their children from every uncomfortable moment sometimes made the shyness stronger.

[4] This is why I believe the old question of nature or nurture is the wrong one to ask. Genes may decide where a child starts, but they do not decide where that child ends up. A shy temperament is like a starting position on a race track, not the finish line.

[5] There is a practical lesson here for teachers as well as parents. Calling a child 'the quiet one' in front of others can become a label that the child accepts and lives by. A better approach is to give quiet students small, safe chances to speak, for example by letting them answer in pairs before they address the whole class. Shyness is not a fault to be fixed, but it does not have to be a life sentence either.

Questions (3 marks each)

1. According to the text, how old were the babies in Kagan's study?

A four months
B four years
C one year

2. How did the high-reactive babies respond to new sights and sounds?

A They slept through them.
B They cried and moved their arms and legs.
C They smiled and reached out.

3. According to paragraph 3, which parents often helped their children become less fearful?

A those who made them meet strangers every day
B those who protected them from discomfort
C those who gently encouraged them to try new things

4. What does the writer compare a shy temperament to?

- **A** the finish line of a race
- **B** a starting position on a race track
- **C** a label given by teachers

5. What does the writer suggest teachers should avoid?

- **A** calling a child 'the quiet one' in front of others
- **B** using pair work in lessons
- **C** asking quiet students any questions

6. What is the main point of paragraph 3?

- **A** Kagan's research turned out to be wrong.
- **B** The home environment can change how shyness develops.
- **C** Shy babies always become shy adults.

7. What can be inferred about the writer's view of labels such as 'the quiet one'?

- **A** They can shape how children see themselves.
- **B** They help teachers organise their classes.
- **C** They have no real effect on children.

8. Which statement best sums up the writer's argument?

- **A** Shyness is decided completely by genes.
- **B** Shyness is caused only by parenting.
- **C** Genes give a starting point, but experience shapes the outcome.

My score: _____ / 24

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PRACTICE 2 | *Pushing Boundaries | Personality: Nature or Nurture?*

What Twins Can and Cannot Tell Us

✎ *Read the text and choose the correct answer. Choose A, B or C.*

[1] When scientists want to separate the effect of genes from the effect of upbringing, they often turn to twins. Identical twins share all of their genes, while non-identical twins share about half, just like ordinary brothers and sisters. If identical twins turn out to be much more alike than non-identical twins, researchers argue, then genes must be responsible for part of that similarity.

[2] The best-known work of this kind began at the University of Minnesota in 1979, when Thomas Bouchard and his team started studying twins who had been separated as babies and raised by different families. Some pairs met for the first time as adults and discovered surprising similarities, from the way they laughed to the jobs they had chosen. Studies like this have led many psychologists to conclude that roughly 40 to 50 percent of the differences in personality between people can be linked to genes.

[3] These findings matter, but I think they are often misunderstood. A figure of 50 percent does not mean that half of your personality comes from your parents' DNA and the other half from your bedroom and your school. It describes differences across a large group, not the make-up of one individual. Heritability can also change from place to place. In a society where every child has similar opportunities, genes will appear to matter more, simply because the environment varies less.

[4] A second problem is that the stories of separated twins are memorable, and memorable stories travel fast. Newspapers tend to report the pair who both named their dogs Toy, not the many pairs who turned out to be quite different. This creates the impression that our futures are written before we are born.

[5] Twin research should be taken seriously. It has shown, beyond reasonable doubt, that personality is partly heritable. We should still be careful not to turn a statistic about groups into a prediction about a single person. Your genes may load the dice, but they do not throw them.

Questions (3 marks each)

1. When did the Minnesota study of separated twins begin?

- A 1969
- B 1979
- C 1989

2. How much of their genes do non-identical twins share?

- A all of them
- B none of them
- C about half

3. What did some separated twins discover when they met as adults?

- A surprising similarities
- B that they disliked each other
- C that they had grown up in the same town

4. According to the writer, what does a heritability figure describe?

- A the make-up of one person
- B differences across a large group
- C the influence of a person's school

5. According to paragraph 4, why do newspapers report certain twin stories?

- **A** They are typical of most twins.
- **B** Scientists ask newspapers to report them.
- **C** They are memorable and spread quickly.

6. What is the main point of paragraph 3?

- **A** Heritability figures are often misunderstood.
- **B** Twin studies are useless.
- **C** Genes decide exactly half of every person's character.

7. What does the writer mean by 'Your genes may load the dice, but they do not throw them'?

- **A** Genes have no effect at all.
- **B** Luck matters more than genes.
- **C** Genes affect the chances without deciding the result.

8. What is the writer's overall position?

- **A** Twin studies prove that personality is fixed at birth.
- **B** Twin research is valuable, but its results are often over-interpreted.
- **C** Twin research should be stopped.

My score: _____ / 24

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PRACTICE 3 | *Pushing Boundaries | Personality: Nature or Nurture?*

The Myth of the Middle Child

✎ *Read the text and choose the correct answer. Choose A, B or C.*

[1] Ask a room full of people about birth order and you will hear confident opinions. Oldest children are said to be responsible and bossy. Youngest children are described as charming, creative and a little spoiled. Middle children, according to popular belief, feel forgotten and grow up to be peacemakers. These ideas appear in magazines, in parenting books and in jokes at family dinners.

[2] The theory sounds sensible. Parents do treat their children differently. A first child has the full attention of two nervous adults, while a third child is born into a busy house where the rules have already relaxed. It seems reasonable to expect that such different experiences would produce different personalities.

[3] Yet when researchers have looked carefully, the effect almost disappears. In 2015, a team of psychologists in Germany examined data from more than 20,000 adults in Germany, the United Kingdom and the United States. They compared brothers and sisters from the same families as well as people from different families. They found no meaningful link between birth order and traits such as extraversion, emotional stability or imagination. The only consistent difference was a very small advantage for first-borns on intelligence tests, too small to notice in everyday life.

[4] So why does the belief survive? Part of the answer is that we remember examples that fit the story and forget the ones that do not. If your older sister is organised, you treat it as proof. If your younger cousin is organised, you call it an exception. Families also tend to give children roles, such as 'the sensible one' or 'the funny one', and children sometimes grow into the role they are given.

[5] In my view, birth order is a poor guide to personality. A child's character is shaped far more by genes, friendships, school and personal choices than by the date on a birth certificate. Describing a child as a 'typical middle child' tells us more about our own expectations than about the child.

Questions (3 marks each)

1. How many adults were included in the 2015 study?

A about 2,000
B about 10,000
C more than 20,000

2. According to popular belief, what are youngest children like?

A charming and creative
B responsible and bossy
C forgotten and quiet

3. How does the writer describe the home a third child is born into?

A quiet and strict
B busy, with more relaxed rules
C empty and lonely

4. What was the only consistent difference the researchers found?

A a very small advantage for first-borns on intelligence tests
B middle children were more emotional
C youngest children were more creative

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5. According to paragraph 4, what sometimes happens to children who are given family roles?

A They refuse to accept them.
B They forget about them.
C They grow into them.

6. What is the main point of paragraph 3?

A First-borns are noticeably more intelligent in daily life.
B Careful research found birth order has almost no effect on personality.
C The German study was badly designed.

7. What can be inferred about why the belief in birth order survives?

A People notice examples that confirm what they already think.
B Most researchers still support it.
C It is taught in schools.

8. What is the writer's main purpose?

A to give parenting advice to oldest children
B to describe typical family dinners
C to argue that birth order has little influence on personality

My score: _____ / 24

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PRACTICE 4 | *Pushing Boundaries | Personality: Nature or Nurture?*

Can Your Personality Change After Thirty?

✎ *Read the text and choose the correct answer. Choose A, B or C.*

[1] For a long time, psychologists believed that personality was more or less fixed by early adulthood. The American psychologist William James wrote in 1890 that by the age of thirty, a person's character had 'set like plaster'. Many people still accept this idea. They say 'I'm just not an organised person' or 'I've always had a temper', as if the matter were closed.

[2] Modern research tells a different story. Large studies that follow the same people for decades show that most adults change in predictable ways. As people get older, they generally become more careful and reliable, kinder towards others and calmer under pressure. Psychologists call this pattern the maturity principle. The changes are gradual, but over twenty or thirty years they add up.

[3] Some findings are even more surprising. In 2016, researchers in Scotland located people who had been rated by their teachers at the age of 14, back in 1950. When the same people were assessed again in their late seventies, their scores showed almost no connection to the teenage ratings. The shy, untidy fourteen-year-old had, in many cases, become someone quite different.

[4] Life events seem to play a large part. Starting a first job, getting married or becoming a parent pushes people to take on new responsibilities, and they often rise to meet them. Change can also be deliberate. In several experiments, adults who set specific goals, such as speaking to one new person each day, showed measurable changes in their personality scores after a few months.

[5] None of this means that anyone can become anyone. Genes still set limits, and a naturally quiet person is unlikely to become the loudest voice in every room. But the idea that we stop changing at thirty is simply wrong. Saying 'that's just who I am' is a choice, not a scientific fact.

Questions (3 marks each)

1. According to William James, at what age did character 'set like plaster'?

- A thirty
- B twenty
- C forty

2. What is the 'maturity principle'?

- A the theory that personality is fixed
- B the idea that older people become forgetful
- C the tendency of adults to become more reliable, kind and calm with age

3. In the Scottish study, who rated the people at the age of 14?

- A their parents
- B their teachers
- C psychologists

4. Which of these is NOT given as an example of a life event?

- A starting a first job
- B becoming a parent
- C moving to another country

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5. In the experiments described, what did adults do to change their personality?

- **A** They set specific goals.
- **B** They took medicine.
- **C** They read self-help books.

6. What is the main point of paragraph 3?

- **A** Teachers rated their students unfairly.
- **B** Personality can change greatly between youth and old age.
- **C** Most fourteen-year-olds are untidy.

7. How would the writer most likely respond to someone who says, 'I've always had a temper'?

- **A** 'That's in your genes, so accept it.'
- **B** 'All adults are like that.'
- **C** 'You may be able to change this with effort.'

8. What is the overall message of the text?

- **A** Personality keeps developing throughout adult life.
- **B** Shyness can never be changed.
- **C** William James's theory is still correct.

My score: _____ / 24

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PRACTICE 5 | *Pushing Boundaries | Personality: Nature or Nurture?*

Is Talent Born or Made?

✎ *Read the text and choose the correct answer. Choose A, B or C.*

[1] We love stories of natural talent: the girl who plays the piano before she can read, the boy who scores a goal the first time he touches a ball. Stories like these make greatness seem like a gift that some people receive and others do not. They also give the rest of us a convenient excuse.

[2] In 1993, the Swedish psychologist Anders Ericsson published a study of violin students at a music academy in Berlin. He found that the best students were not simply more gifted. By the age of twenty, they had spent far more hours in what he called deliberate practice: focused, difficult work on specific weaknesses, usually with a teacher's feedback. The writer Malcolm Gladwell later popularised the idea as the '10,000-hour rule', suggesting that this amount of practice could turn almost anyone into an expert.

[3] The message was inspiring, but later research showed that it went too far. In 2014, a team of researchers combined the results of 88 studies. Practice mattered, but it explained only around a quarter of the differences in performance in games such as chess, about a fifth in music, and less than a fifth in sports. Other factors, including the age at which a person started, their memory and even their body shape, also counted.

[4] Should we return to the idea of the born genius, then? I don't think so. Even if practice is not the whole story, it is the part we control. A person with natural ability who never trains will be overtaken by a person with average ability who trains wisely. Many 'natural talents' also turn out, on closer inspection, to have had thousands of hours of early, informal practice that nobody counted.

[5] The most sensible position lies between the two extremes. Natural differences are real, and pretending otherwise can make people feel like failures when hard work does not bring instant results. Talent without effort, however, rarely goes far. For students, the useful question is not 'Am I talented?' but 'Am I practising the right way?'

Questions (3 marks each)

1. Where did Ericsson study violin students?

- A in Stockholm
- B in Berlin
- C in Vienna

2. What does 'deliberate practice' mean in the text?

- A focused, difficult work on specific weaknesses
- B playing music for enjoyment
- C practising alone without any feedback

3. Who popularised the '10,000-hour rule'?

- A Anders Ericsson
- B the Berlin music academy
- C Malcolm Gladwell

4. According to the 2014 research, how much of the differences in music performance did practice explain?

- A about a quarter
- B about a fifth
- C about half

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5. Which of these is mentioned as a factor besides practice?

A the age at which a person started
B their family's income
C their nationality

6. What is the main point of paragraph 3?

A Practice has no effect on performance.
B Chess is harder to master than music.
C Later research showed practice explains only part of performance differences.

7. What can be inferred from the writer's comment about 'natural talents' in paragraph 4?

A Talented people lie about their training.
B Some talent that looks natural actually comes from early practice.
C Children should not practise informally.

8. Which statement best expresses the writer's overall view?

A Success depends on both natural ability and effective practice.
B Natural talent is all that matters.
C Anyone can become an expert with 10,000 hours of practice.

My score: _____ / 24

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3B Reading

Beyond Grade Level Goal • Expository text (C1.1) • 8 questions × 2 marks = 16

PRACTICE 1 | *Rise to the Challenge! | Megacities and Small Towns*

The Pull of the Megacity

✎ *Read the text and choose the correct answer. Choose A, B or C.*

[1] Throughout most of history, the great majority of people lived in villages and small towns, close to the land that fed them. That balance has now tipped. According to United Nations figures published in 2018, 55 percent of the world's population lived in urban areas, and the proportion was expected to reach 68 percent by 2050. The most striking expression of this shift is the megacity, conventionally defined as an urban area of more than ten million inhabitants.

[2] The attraction is not difficult to understand. Megacities concentrate opportunity. Employers cluster where workers are plentiful, and workers migrate to where employers are, creating a self-reinforcing cycle that economists describe as agglomeration. Universities, hospitals and specialised services follow, because a large population makes them viable. A young engineer from a rural province may find that the only positions matching her qualifications are located in the capital.

[3] Yet the costs of concentration grow alongside its benefits, and they are rarely distributed evenly. Housing prices climb faster than wages, pushing lower-income residents towards informal settlements on the urban fringe, where infrastructure arrives late, if at all. Congestion turns short distances into long commutes, and air pollution in several of the largest cities regularly exceeds the limits recommended by the World Health Organization.

[4] Meanwhile, many small towns are experiencing the reverse process. As young people depart, schools close and local shops lose customers, which in turn gives the remaining young residents another reason to leave. In parts of Japan and southern Europe, entire villages have been left almost empty, inhabited mainly by elderly residents who remember them as lively places.

[5] None of this suggests that urbanisation can or should be reversed. It does suggest that the futures of megacities and small towns are linked. A country that pours its investment into one or two giant cities may find itself managing overcrowding at the centre and decline everywhere else. Balanced development, in which smaller centres receive enough investment to offer genuine opportunities, may prove the more sustainable path.

Questions (2 marks each)

1. According to the text, what proportion of the world's population lived in urban areas in 2018?

A 68 percent
B 10 percent
C 55 percent

2. According to paragraph 2, why do universities and hospitals locate in megacities?

A Governments force them to.
B A large population makes them viable.
C Land is cheaper there.

3. Where do lower-income residents often end up living?

A in informal settlements on the edge of the city
B in apartments in the city centre
C in small towns nearby

4. What can be inferred about the process described in paragraph 4?

A Each departure makes further departures more likely.
B New shops will soon attract young people back.
C Elderly residents also plan to leave.

5. The phrase 'where infrastructure arrives late, if at all' suggests that

A the government always builds roads first.
B infrastructure is cheaper on the urban fringe.
C some areas may never receive basic services.

6. How would you describe the writer's tone?

A angry and accusing
B balanced and analytical
C light and humorous

7. Which situation best illustrates the cycle of 'agglomeration'?

A A farmer buys more land to grow extra crops.
B A family moves to a village in search of peace.
C A company opens an office where many skilled workers live, and even more workers then move there.

8. What is the main idea of the text?

A The growth of megacities and the decline of small towns are connected, and balanced investment may help both.
B Megacities should be broken up into smaller towns.
C Small towns offer a better life than cities in every way.

My score: _____ / 16

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PRACTICE 2 | *Rise to the Challenge! | Megacities and Small Towns*

The Fifteen-Minute City

✎ *Read the text and choose the correct answer. Choose A, B or C.*

[1] For much of the twentieth century, cities were planned around the car. Homes were placed in one zone, offices in another and shopping centres in a third, connected by wide roads that encouraged residents to drive between them. In a city of a few hundred thousand people, the arrangement worked reasonably well. In a megacity, it produces hours of daily commuting and streets dominated by traffic.

[2] The 'fifteen-minute city' is one response to this problem. The idea, developed by Carlos Moreno, a professor at the Sorbonne in Paris, is that residents should be able to reach most of their daily needs, including work, school, food shops, healthcare and green space, within a fifteen-minute walk or bicycle ride from home. Rather than building more roads, planners mix different uses within each neighbourhood.

[3] Paris became the best-known example after the city's mayor, Anne Hidalgo, made the concept part of her 2020 re-election campaign. Car lanes have been converted into cycle paths, school playgrounds have been opened to the public at weekends, and some streets near schools have been closed to through traffic. Melbourne, in Australia, has pursued a similar goal under the name '20-minute neighbourhoods'.

[4] Critics raise several objections. Some argue that the model suits wealthy central districts, where shops and services already exist, but offers little to outer suburbs where jobs are scarce. Others point out that many people cannot choose to work near home; a nurse must go where the hospital is. A small but vocal group has even claimed, without evidence, that the plan is a scheme to restrict people's movement, a fear its supporters find puzzling, since nobody is prevented from travelling further.

[5] Interestingly, the fifteen-minute city describes something that small towns have always offered. In a town of twenty thousand people, the school, the market and the clinic are often within walking distance as a matter of course. In a sense, the planners of the world's largest cities are attempting to rebuild, district by district, the convenience of the small town without losing the opportunities of the metropolis.

Questions (2 marks each)

1. Who developed the idea of the fifteen-minute city?

- A Anne Hidalgo
- B Carlos Moreno
- C a group of planners in Melbourne

2. Which of these is NOT mentioned as a change made in Paris?

- A Car lanes were converted into cycle paths.
- B School playgrounds were opened at weekends.
- C Public transport was made free for everyone.

3. According to some critics, where does the model work best?

- A in outer suburbs
- B in wealthy central districts
- C in rural villages

4. Why does the writer mention a nurse?

- A to show that not everyone can choose to work close to home
- B to show that nurses prefer cycling
- C to argue that hospitals should move

5. What does the phrase 'a fear its supporters find puzzling' suggest?

- **A** The supporters share the same fear.
- **B** The supporters plan to restrict travel.
- **C** The supporters consider the fear unreasonable.

6. Which best describes the writer's attitude towards the critics?

- **A** dismissive of every objection
- **B** fair to some objections but sceptical of one
- **C** in complete agreement with all of them

7. In the final paragraph, the writer connects the fifteen-minute city to

- **A** the everyday layout of small towns.
- **B** car-based planning in the twentieth century.
- **C** the growth of outer suburbs.

8. What is the main purpose of the text?

- **A** to persuade readers to move to Paris
- **B** to argue that cars should be banned from cities
- **C** to explain the fifteen-minute city, how it has been applied and the debate around it

My score: _____ / 16

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PRACTICE 3 | *Rise to the Challenge! | Megacities and Small Towns*

Back to the Small Town?

✎ *Read the text and choose the correct answer. Choose A, B or C.*

[1] For decades, the story of small towns in many countries followed the same depressing script. Factories closed, young people left for university and never returned, and the main street slowly filled with empty shop windows. The rise of the internet was expected to accelerate the decline, as online shopping drew away the remaining customers.

[2] The pandemic that began in 2020 complicated this story. When offices closed, millions of professionals discovered that their work could be done from a kitchen table as easily as from a downtown tower. Some began to ask why they were paying high rents in crowded cities they rarely needed to visit. A portion of them moved, often to towns where housing cost a fraction of the price and a garden was not a luxury.

[3] Some local governments have actively encouraged the trend. Several towns in Sicily have offered abandoned houses for as little as one euro, on condition that buyers renovate them within a few years. In the United States, a programme called Tulsa Remote has offered remote workers a cash grant to relocate to Tulsa, Oklahoma, a mid-sized city that had been losing talented young residents to larger centres.

[4] The newcomers bring obvious benefits: new spending in local cafés, children to fill classrooms, and skills that small communities often lack. The change is not always welcomed, however. Long-time residents sometimes find that arrivals with city salaries push house prices beyond what local wages can afford. Others worry that the character of the place, its quiet streets and the sense that everyone knows everyone, will gradually disappear.

[5] It is too early to know whether this movement represents a lasting shift or a temporary reaction to an unusual period. Many companies have since asked employees to return to the office for at least part of the week, which makes living far from a city harder. What seems clear is that the assumption of one-way migration, from small places to large ones, is no longer as certain as it once appeared.

Questions (2 marks each)

1. What was expected to speed up the decline of small towns?

- A the internet and online shopping
- B the pandemic
- C new universities

2. What condition did Sicilian towns set for their one-euro houses?

- A Buyers had to be Italian citizens.
- B Buyers had to renovate the houses within a few years.
- C Buyers had to open a local shop.

3. Why did Tulsa start its programme?

- A It had too many residents.
- B It wanted to attract tourists.
- C It had been losing talented young people to larger cities.

4. What can be inferred about house prices in towns that attract many newcomers?

- A They may become unaffordable for local workers.
- B They will fall sharply.
- C They are fixed by the government.

5. According to paragraph 5, what might slow down the movement to small towns?

A cheaper rents in cities
B companies asking staff to return to the office
C new schools in small towns

6. How would you describe the tone of the final paragraph?

A excited
B critical
C cautious

7. The worries of long-time residents are most similar to the worries of

A residents of an old city district as wealthier people move in.
B tourists annoyed by crowded beaches.
C students preparing for exams.

8. What is the main idea of the text?

A Small towns have no future.
B Remote work has started a movement towards small towns that brings both benefits and tensions.
C Sicily is the best place for remote workers.

My score: _____ / 16

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PRACTICE 4 | *Rise to the Challenge! | Megacities and Small Towns*

Keeping the Taps Running

✎ *Read the text and choose the correct answer. Choose A, B or C.*

[1] Most residents of a large city rarely think about where their water comes from. They turn on a tap and it flows. Behind that simple action lies one of the most complex systems humans have ever built: reservoirs, treatment plants, pumping stations and thousands of kilometres of pipes, all of which must keep working around the clock for millions of people.

[2] In some megacities, that system is under severe strain. Mexico City was built on the bed of an ancient lake, and for decades it has met much of its demand by pumping water from underground. As the water is removed, the soft clay beneath the city compresses, and some districts are sinking by tens of centimetres a year. The sinking in turn cracks pipes, causing leaks that waste a considerable share of the water the city works so hard to obtain.

[3] Jakarta faces a similar problem, made worse by rising sea levels. The situation is serious enough that the Indonesian government has begun building a new capital, Nusantara, on the island of Borneo, partly to relieve pressure on the overcrowded and sinking city.

[4] Even cities with less dramatic geology can come close to running dry. In 2018, Cape Town in South Africa warned of a 'Day Zero' when municipal taps would be switched off after three years of drought. Residents were limited to 50 litres of water per person per day, roughly the amount used in a short shower and a few toilet flushes. Through strict rationing and remarkable public cooperation, the city avoided disaster, but the episode revealed how thin the margin can be.

[5] Small towns are not immune to water problems, but their scale offers certain advantages. Local sources such as wells and rivers may be sufficient, and leaks in a short network are easier to locate and repair. A growing number of engineers argue that megacities should learn from this by collecting rainwater, recycling wastewater and managing supply district by district rather than through a single, vast network.

Questions (2 marks each)

1. What was Mexico City built on?

- A a mountain plateau
- B a desert plain
- C the bed of an ancient lake

2. Why is Indonesia building Nusantara?

- A partly to relieve pressure on Jakarta
- B to create a new tourist resort
- C to move people away from Borneo

3. How much water were Cape Town residents allowed each day?

- A 15 litres per person
- B 50 litres per person
- C 500 litres per person

4. What does 'the episode revealed how thin the margin can be' suggest?

- A Cape Town had plenty of water in reserve.
- B The city had planned perfectly for the drought.
- C A city can come very close to running out of water.

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5. What can be inferred about the leaks in Mexico City?

- **A** They make the city's water shortage worse.
- **B** They are caused by rising sea levels.
- **C** They have now been completely repaired.

6. What is the writer's attitude towards the people of Cape Town in paragraph 4?

- **A** critical
- **B** admiring
- **C** indifferent

7. The idea of managing water 'district by district' is most similar to

- **A** dividing a large city into smaller, more self-sufficient neighbourhoods.
- **B** building one huge reservoir for the whole country.
- **C** moving all city residents to small towns.

8. What is the main idea of the text?

- **A** Mexico City is the most dangerous city in the world.
- **B** Small towns never experience water problems.
- **C** Water systems in megacities are under strain, and smaller-scale solutions may help.

My score: _____ / 16

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PRACTICE 5 | *Rise to the Challenge! | Megacities and Small Towns*

Strangers and Neighbours

✎ *Read the text and choose the correct answer. Choose A, B or C.*

[1] In 1903, the German sociologist Georg Simmel published an essay on how life in the great city shapes the mind. Bombarded by crowds, noise and constant change, he argued, the city dweller develops a 'blasé attitude', a kind of protective indifference. To react emotionally to every stranger on a crowded street would be exhausting, so people learn not to react at all.

[2] More than a century later, Simmel's observation still rings true for anyone who has stood in a packed metro carriage where nobody makes eye contact. Megacities can be lonely places. It is entirely possible to live for years in an apartment block without learning the names of the people next door.

[3] Yet the anonymity of the city also has a liberating side, which Simmel himself recognised. In a small town, where everyone knows your family and remembers your mistakes, there is constant, gentle pressure to conform. The city offers freedom from that scrutiny. A person whose interests or ambitions do not match local expectations may find, among millions of residents, a community of others who share them.

[4] Small towns, for their part, offer a form of social security that cities struggle to replicate. The anthropologist Robin Dunbar has suggested that humans can maintain stable relationships with around 150 people. In a town of a few thousand, a large proportion of the people you meet in a day may fall within that circle: the pharmacist, the teacher, the man who sells vegetables. When someone falls ill, neighbours notice and help.

[5] Some city planners now try to combine the two experiences. Community gardens, local markets and shared courtyards are designed to create small-town familiarity inside large cities, giving residents a chance to become neighbours rather than strangers who happen to share a wall. Whether such projects can fully recreate the bonds of a small town remains an open question. They do reflect a growing recognition that the quality of relationships within a city matters as much as the size of its economy.

Questions (2 marks each)

1. When did Simmel publish his essay?

- A 1803
- B 1903
- C 2003

2. According to Simmel, why do city dwellers develop a 'blasé attitude'?

- A They dislike other people.
- B They are taught it at school.
- C Reacting emotionally to everyone would be exhausting.

3. According to Robin Dunbar, about how many stable relationships can humans maintain?

- A around 150
- B around 1,500
- C around 15

4. What can be inferred about life in a small town from paragraph 3?

- A People may feel pressure to behave like everyone else.
- B Nobody cares about other people's mistakes.
- C Young people have more freedom than in cities.

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5. Why does the writer mention the pharmacist, the teacher and the vegetable seller?

- **A** to list common jobs in small towns
- **B** to show that everyday contacts are often familiar people
- **C** to criticise small-town shops

6. Which best describes the writer's attitude towards megacities and small towns?

- **A** strongly in favour of small towns
- **B** strongly in favour of megacities
- **C** balanced, seeing strengths and weaknesses in each

7. A student leaves her small town to study art in a large city, because her ambitions do not match local expectations. Which idea in the text does this illustrate?

- **A** the protective indifference of city dwellers
- **B** the freedom the city offers from local pressure
- **C** Dunbar's limit on relationships

8. What is the main idea of the text?

- **A** Big cities and small towns offer different kinds of social life, each with benefits and costs.
- **B** Megacities are always lonely places.
- **C** Community gardens have solved city loneliness.

My score: _____ / 16

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4 Writing

At Grade Level Goal • 1.1 Summary (15) + 1.2 Comparative essay (25) = 40 marks

What the examiner wants

Task	What you do	Length	Marks
1.1	Read a 200-word text with two points of view. Compare and contrast them and summarise the main ideas in your own words.	4–5 sentences	15
1.2	Write a comparative essay on a similar (not identical) topic. Answer all three prompts and say which view you agree with, giving reasons.	220+ words in paragraphs	25

Phrase Bank • FL.26 Comparing and contrasting

Similarity	both … and …, similarly, likewise, in the same way, just like, as … as	التشابه
Difference	whereas, while, unlike, in contrast, on the other hand, however	الاختلاف
Comparing	more … than, less … than, -er than, compared with, the main difference between X and Y is …	المقارنة
Opinion	In my opinion, From my point of view, I strongly believe that …, I agree with … because …	الرأي
Example	for example, for instance, such as, this is clear when …	الأمثلة
Result	therefore, as a result, for this reason, this means that …	النتيجة
Ending	To sum up, Overall, All things considered,	الخاتمة

قالب الكتابة
WRITING SUPPORT TEMPLATE

> ⚠️ **For students who need extra help only**
>
> This template is a help for students who find writing difficult. It gives you ready sentence starters so you can organise your ideas. Strong writers should not use it; write freely and use the Phrase Bank instead. In the exam you will not have the template, so practise until you can write the structure from memory.
>
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Task 1.1 • Summary frame (5 sentences)

Fill in the gaps with ideas from the text, in your own words املأ الفراغات بأفكار النص بأسلوبك

1 Main idea الفكرة الرئيسية

The text presents two different points of view about _____.

2 First point of view وجهة النظر الأولى

On the one hand, _____ believes that _____.

3 Evidence الدليل

For example, he / she says that _____.

4 Second point of view وجهة النظر الثانية

On the other hand, _____ thinks that _____.

5 Evidence الدليل

For instance, he / she points out that _____.

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Task 1.2 • Essay frame (220+ words, 5 paragraphs)

Paragraph 1 • Introduction المقدمة

Nowadays, many people _____. Some believe that _____, whereas others prefer _____. In this essay, I will compare _____ and _____, and explain which one I prefer.

Paragraph 2 • Prompt 1: the first side الفقرة الأولى: الجانب الأول

To begin with, _____ has several advantages. The main one is that _____. For example, _____. This means that _____. However, one problem is that _____.

Paragraph 3 • Prompt 1: the second side الفقرة الثانية: الجانب الثاني

On the other hand, _____ also has clear benefits. Unlike _____, it _____. For instance, _____. In addition, _____ is _____ than _____. Its main disadvantage is that _____.

Paragraph 4 • Prompts 2 & 3: your opinion + reasons الفقرة الثالثة: رأيك مع الأسباب

Personally, I agree with _____ because _____. From my own experience, _____. If _____, _____. For this reason, I would choose _____.

Paragraph 5 • Conclusion الخاتمة

To sum up, both _____ and _____ have advantages and disadvantages. While _____, _____. Overall, I believe that _____ is the better choice because _____.

Before you finish, check:

- ☐ I answered all three prompts.
- ☐ I wrote at least 220 words in 5 paragraphs.
- ☐ Each paragraph starts with a clear topic sentence.
- ☐ I used at least 4 comparing words from the Phrase Bank.
- ☐ I said which view I agree with and gave reasons and examples.
- ☐ I checked capital letters, full stops and spelling.

WRITING PRACTICE 1 | *Rise to the Challenge | Smart Homes*

Smart Homes: Helpful or Harmful?

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

Smart Homes: Helpful or Harmful?

Mariam, a 34-year-old engineer, moved into a smart apartment two years ago and says she would never go back. "I control the lights, the air conditioning and the washing machine from my phone," she explains. "If I leave work late, I switch on the cooling twenty minutes before I arrive, so I'm not wasting electricity all afternoon." Her electricity bill dropped noticeably in the first summer. She also feels safer, because a camera at the door sends her a video whenever someone rings the bell. For Mariam, the biggest benefit is time. The house handles small daily jobs, which gives her more hours with her children.

Khalid, a 52-year-old teacher, has refused to install any smart devices. "These speakers are always listening," he says. "I don't know where my voice recordings go or who reads them." He points out that companies store huge amounts of personal data and that anything connected to the internet can be hacked. He also worries about dependence. When his neighbour's internet failed last winter, the smart lock would not open and the family waited outside for an hour. "A key never needs a software update," Khalid jokes. He believes a simple home is cheaper, safer and easier to repair.

1.1 Your summary

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1.2 Write an essay about technology at home in which you compare living in a smart home with living in a traditional home. (25 marks)

In your essay:

- Compare the main advantages and disadvantages of each type of home.
- Explain which type of home you would prefer to live in, and why.
- Support your choice with reasons and examples from your own life.

Write at least 220 words in paragraphs.

Word count: _____

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WRITING PRACTICE 2 | *Rise to the Challenge | Smart Homes*

Smart Technology for Older People

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

Smart Technology for Older People

Dr Hessa Al Mansoori, who researches home care for elderly people, believes smart technology can change lives. Sensors in the floor can detect a fall and alert a family member within seconds. Smart pill boxes light up and beep when it is time to take medicine, and a tablet on the kitchen table makes video calls with one touch. "Most older people want to stay in their own homes for as long as possible," she says. "These tools make that safer." She adds that families feel calmer, because they can check on a parent from work without phoning every hour.

Saeed, whose 80-year-old father lives alone, has a different opinion. He installed cameras and sensors last year, but his father soon complained that he felt watched in his own house. "A machine can remind him to take his tablets, but it can't sit with him and drink coffee," Saeed says. His bigger fear is that technology gives families an excuse to visit less often. "People think the sensors will tell them if something is wrong, so they stop coming." For Saeed, loneliness is a greater danger to older people than a missed pill, and only human contact can solve it.

1.1 Your summary

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1.2 Write an essay about caring for older family members in which you compare using smart technology with providing personal, face-to-face care. (25 marks)

In your essay:

- Compare the benefits and drawbacks of each kind of care.
- Explain which approach you think is better for older people, and why.
- Support your choice with reasons and examples.

Write at least 220 words in paragraphs.

Word count: _____

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WRITING PRACTICE 3 | *Rise to the Challenge | Comparing Places: A Critical Response*

Big City or Small Town?

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

Big City or Small Town?

Layla, 23, moved from a small coastal town to a major city after graduating, and she has no regrets. "In my hometown there were two companies that needed graphic designers," she says. "Here there are hundreds." She enjoys the choice of museums, restaurants and evening courses, and she has made friends from more than ten countries. The metro takes her almost everywhere, so she does not need a car. For Layla, the city is a place where ambitious young people can test themselves and grow. "A small town would have been comfortable," she says, "but comfort isn't what I want at my age."

Rashid, 27, did the opposite. After four years in a crowded city, he returned to his hometown and now works remotely for the same company. "I was spending two hours a day in traffic and half my salary on rent," he explains. In his town, his commute is a ten-minute walk, the air is cleaner and his parents live around the corner. He knows his neighbours by name and feels part of a community. Rashid admits that there is less entertainment, but he believes a calm life with family is worth more than a busy social calendar.

1.1 Your summary

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1.2 Write an essay about where young people should start their careers, in which you compare working in a large city with working in a smaller town. (25 marks)

In your essay:

- Compare the opportunities and challenges of each place.
- Explain which place you would choose to start your own career, and why.
- Support your choice with reasons and examples.

Write at least 220 words in paragraphs.

Word count: _____

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WRITING PRACTICE 4 | *Rise to the Challenge | Comparing Places: A Critical Response*

Old Quarter or New District? Two Visitors' Views

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

Old Quarter or New District? Two Visitors' Views

Noura, an architecture student, spent a weekend exploring the city's old heritage quarter and left impressed. The narrow, shaded lanes stay cool even at midday, and the traditional wind towers show how people kept homes comfortable long before air conditioning. "Every wall tells a story," she says. She bought handmade crafts from local families and ate in a small café run by the same family for three generations. In her opinion, the new district across the creek, with its glass towers and chain restaurants, could be in any city in the world. "It has no identity," she argues.

Faisal, who visits the city regularly for business, sees things differently. He finds the new district efficient and welcoming. The metro station is beside his hotel, the pavements are wide and smooth, and the buildings are accessible for his mother, who uses a wheelchair. "The old quarter is charming for an hour," he says, "but the lanes are crowded, parking is almost impossible and there are very few public toilets." For Faisal, modern planning is not the enemy of culture. He believes a city must meet the needs of the people who live and work there today.

1.1 Your summary

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1.2 Write an essay about two places you know well (for example, two cities, two neighbourhoods, or a city and a village) in which you compare them. (25 marks)

In your essay:

- Compare the main features of the two places.
- Explain which place you prefer, and why.
- Support your choice with reasons and examples.

Write at least 220 words in paragraphs.

Word count: _____

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WRITING PRACTICE 5 | *Rise to the Challenge | Smart Homes*

Is a Smart Home Worth the Money?

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

Is a Smart Home Worth the Money?

Aisha installed a smart thermostat, automatic blinds and motion-sensor lights when she renovated her villa last year. The system cost more than she expected, but she says it is already paying for itself. The blinds close automatically when the afternoon sun hits the windows, and the lights switch off when a room is empty. "My children used to leave every light on," she laughs. "Now the house does the thinking." Her summer electricity bills fell, and a real-estate agent told her that smart features would raise the value of the villa if she ever decided to sell it.

Yousef, an electrician with twenty years of experience, is less enthusiastic. He has fixed many smart systems that stopped working after only a few years because the company no longer updated the software. Some devices also require monthly subscriptions, and repairs often need an expensive specialist. "People spend thousands on gadgets," he says, "when good insulation, thick curtains and planting a tree beside the west wall would save more energy for much less money." In his view, the simplest solutions are usually the most reliable and the most cost-effective in the long run.

1.1 Your summary

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1.2 Write an essay about saving energy at home in which you compare using smart technology with using simple, traditional methods. (25 marks)

In your essay:

- Compare the costs and benefits of each approach.
- Explain which approach you would choose for your own home, and why.
- Support your choice with reasons and examples.

Write at least 220 words in paragraphs.

Word count: _____

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Answer Key

Check your answers after you finish each practice set, and write the score at the end of the set.

Part 1 • Vocabulary

Practice	1	2	3	4	5
Practice 1	A	B	C	A	B
Practice 2	C	A	B	C	A
Practice 3	B	A	C	B	A
Practice 4	A	B	C	A	C
Practice 5	B	C	A	B	A

Part 2 • Grammar

Practice	1	2	3	4	5
Practice 1	B	A	C	A	B
Practice 2	B	A	B	C	A
Practice 3	B	A	C	A	C
Practice 4	A	C	A	B	A
Practice 5	B	C	A	B	B

Part 3A • Reading at GLG

Practice	1	2	3	4	5	6	7	8
Practice 1	A	B	C	B	A	B	A	C
Practice 2	B	C	A	B	C	A	C	B
Practice 3	C	A	B	A	C	B	A	C
Practice 4	A	C	B	C	A	B	C	A
Practice 5	B	A	C	B	A	C	B	A

Part 3B • Reading beyond GLG

Practice	1	2	3	4	5	6	7	8
Practice 1	C	B	A	A	C	B	C	A
Practice 2	B	C	B	A	C	B	A	C
Practice 3	A	B	C	A	B	C	A	B
Practice 4	C	A	B	C	A	B	A	C
Practice 5	B	C	A	A	B	C	B	A

Part 2: grammar point tested in each gap

Practice 1: (1) G.10.1 Present simple passive (2) G.17.4 Indirect questions (3) G.2.2 Adverbs (sequencing) (4) G.5.1 Zero conditional (5) G.1.2 Comparatives

Practice 2: (1) G.17.4 Indirect questions (2) G.2.9 Adverbs (quantity) (3) G.10.1 Present simple passive (4) G.2.5 Adverbial linkers (5) G.1.2 Comparatives

Practice 3: (1) G.2.2 Adverbs (sequencing) (2) G.5.1 Zero conditional (3) G.2.2 Adverbs (sequencing) (4) G.10.1 Present simple passive (5) G.1.2 Comparatives / G.2.9 Quantity

Practice 4: (1) G.5.1 Zero conditional (2) G.17.4 Indirect questions (3) G.1.2 Comparatives (4) G.2.5 Adverbial linkers (5) G.10.1 Present simple passive

Practice 5: (1) G.17.4 Indirect questions (2) G.5.1 Zero conditional (3) G.2.9 Adverbs (quantity) (4) G.2.5 Adverbial linkers (5) G.10.1 Present simple passive

Question skills (same order in every set)

3A: Q1 specific information • Q2–Q5 details • Q6 main point • Q7 inference • Q8 overall meaning

3B: Q1–Q3 details • Q4–Q5 inference • Q6 mood and tone • Q7 connections • Q8 overall meaning

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Model Answer • Writing Practice 1

Built with the Writing Support Template. Study how the sentence starters turn into a full answer.

1.1 Summary

The text presents two different points of view about living in a smart home. On the one hand, Mariam believes that smart devices make daily life easier and save money. For example, she says that she switches on the cooling from her phone before she gets home, and her electricity bill has dropped. On the other hand, Khalid thinks that smart homes are risky and depend too much on the internet. For instance, he points out that companies store people's voice recordings, and his neighbour's family was locked out when the internet failed.

1.2 Essay

Nowadays, many people are filling their homes with technology. Some believe that a smart home makes daily life safer and easier, whereas others prefer a traditional home that is simple and private. In this essay, I will compare the two types of home and explain which one I prefer.

To begin with, a smart home has several advantages. The main one is convenience, because lights, air conditioning and even the front door can be controlled from a phone. For example, a family can cool the house just before they arrive instead of leaving the air conditioning on all day. This means that smart homes can save both energy and money. However, one problem is that the devices collect a lot of personal data, and this information can be hacked.

On the other hand, a traditional home also has clear benefits. Unlike a smart home, it does not depend on the internet, so a power cut or a weak connection will not lock anyone out. For instance, a normal key always works. In addition, a traditional home is cheaper to build and easier to repair than a smart one. Its main disadvantage is that it needs more effort, since people must remember to switch things off themselves.

Personally, I agree with Mariam because I think the benefits of a smart home are greater than the risks. From my own experience, my family saved money last summer after we installed a smart thermostat. If people choose trusted brands and use strong passwords, most privacy problems can be avoided. For this reason, I would choose a smart home.

To sum up, both smart homes and traditional homes have advantages and disadvantages. While traditional homes are simpler and more private, smart homes are more comfortable and save energy. Overall, I believe that a smart home is the better choice because it gives families more time and helps them use less electricity.

Word count: 317



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فلا تنسوا معلمتكم من دعائكم الدائم

بالتوفيق والنجاح لكل طلاب دفعة 2027

Good luck, Class of 2027

WITH LOVE FROM

Ms. Noor