

English Final Exam Booklet



تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ← المناهج الإماراتية ← الصف الثاني عشر المتقدم ← لغة انجليزية ← الفصل الثالث ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 2026-06-17 20:18:59

ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي | للمدرس

المزيد من مادة
لغة انجليزية:

إعداد: Dhaheri Al Shamma

التواصل الاجتماعي حسب الصف الثاني عشر المتقدم



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

Grade 12 Writing Exam Trainer

1

Unit Six Vocabulary Exercises

2

Grade 12 Writing Exam Trainer

3

English Language Revision Workbook

4

End of Term 3 Revision English

5

Mubazzarah Al Khadraa School

End of Term Three

English Final Exam Booklet

Grade 12 Advanced

CEFR Level: B2.2

Academic Year 2025 – 2026

Prepared by	E.T. Shamma Al Dhaheri
Student Name	
Class / Section	

Exam Specifications

Academic Year 2025–2026 • End of Term 3 Exam Test Specifications

Beyond Grade 12 GLG — Grade 12 Advanced / 12 Elite — Stage 9 — B2.2

Grade Level Goal	Beyond Grade 12 GLG	Learning Continuum Stage	9
Class	12 Advanced / 12 Elite	CEFR	B2.2

Language Domain	Reading & Viewing and Writing & Representing	Total Marks	Reading: 60	Writing: 40
		Platform	SwiftAssess	SwiftAssess

Reading & Viewing 60 Marks	Writing & Representing 40 Marks	Total 100 Marks
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Part	Level	Task Type	Items × Marks	Marks
READING & VIEWING				
Part 1: Vocabulary	Towards GLG	Multiple-Choice Gap Fill	7 × 2	14
Part 2: Grammar	At GLG	Multiple-Choice Gap-Fill	7 × 2	14
Part 3A: Reading	At GLG	Multiple-Choice	8 × 2	16
Part 3B: Reading	Beyond GLG	Multiple-Choice	8 × 2	16
Reading & Viewing — Subtotal				60
WRITING & REPRESENTING				
Part 4.1: Writing	At GLG	Summary (guided response)	Rubric	15
Part 4.2: Writing	At GLG	Opinion essay (guided response)	Rubric	25
Writing & Representing — Subtotal				40
TOTAL				100

Notes

- Parts 1, 2, 3A and 3B are objective items (Multiple-Choice), each worth 2 marks.
- Part 4 (Writing) is marked against a rubric: 4.1 Summary = 15 marks, 4.2 Opinion essay = 25 marks.
- Reading & Viewing is delivered on SwiftAssess (60 marks); Writing & Representing on SwiftAssess (40 marks).

Part 1: Vocabulary			Towards Grade Level Goal	
Let's Get to the Heart of the Matter				
Word	English Meaning	Arabic Meaning	Word Type	Example Sentence
cardiac muscles	the muscles of the heart wall that contract to pump blood	عضلات القلب	noun (phrase)	The cardiac muscles contract steadily to keep blood flowing around the body.
chamber	a hollow space or compartment, especially one of the four sections of the heart	حُجْرَة / تَجْوِيف	noun	Each chamber of the heart fills with blood before pushing it onward.
contract	to become smaller or tighter; (of a muscle) to shorten	يَنْقُصُ / يَنْقَلِصُ	verb	The heart muscles contract to force blood out of the chambers.
hollow	having an empty space inside; not solid	أَجُوف / مُجَوِّف	adjective	The heart is a hollow organ with four chambers inside.
lean	to bend or incline towards something; to tend towards	يَمِيلُ / يَتَّكِي	verb	Doctors encourage patients to lean towards a healthier, more active lifestyle.
peel	to remove the outer skin or covering of something	يُقَشِّرُ	verb	She began to peel the orange before sharing it with her friends.
pump	a device that pushes liquid or gas; to move fluid by pressure	مِضْنَجَة / يَضْحُجُ	noun / verb	The heart works like a powerful pump that never stops.
strip	a long, narrow piece of something; to remove a covering	شَرِيحَة / شَرِيح	noun / verb	The nurse placed a thin strip of tape over the small cut.
tick tack	the sound a clock makes, suggesting time passing	دَقَّةُ السَّاعَةِ (تَك تَاك)	noun (onomatopoeia)	The steady tick tack of the clock reminded her of a beating heart.
vary	to change or differ; to be different at different times	يَتَغَيَّرُ / يَتَفَاوَتُ	verb	The number of heartbeats per minute can vary with activity.

Part 1: Vocabulary			Towards Grade Level Goal	
Let’s Get to the Heart of the Matter				
Word	English Meaning	Arabic Meaning	Word Type	Example Sentence
have a change of heart	to change your opinion or decision about something	يُغَيِّرُ رَأْيَهُ	idiom	He planned to quit the team, but he had a change of heart and stayed.
have a heart-to-heart talk	to have an honest, personal conversation about feelings	يُجْرِي حَدِيثًا صَرِيحًا مِنَ الْقَلْبِ	idiom	After the argument, the two friends had a heart-to-heart talk.
take something to heart	to be deeply affected by something; to take it seriously	يَأْخُذُ الْأَمْرَ عَلَى مَحْمَلِ الْجَدِّ	idiom	She took the teacher's advice to heart and worked harder.
follow one’s heart	to do what you feel is right or what you truly want	يَتَّبِعُ قَلْبَهُ	idiom	He decided to follow his heart and study music instead of law.
have one’s heart set on	to want something very much	يَعْبُدُ الْعِزْمَ عَلَى / يَتَعَلَّقُ بِقَلْبِهِ بِـ	idiom	She had her heart set on becoming a doctor one day.

Avian Flu – A Potential Pandemic?				
Word	English Meaning	Arabic Meaning	Word Type	Example Sentence
contagious	(of a disease) easily spread from one person to another	مُعْدٍ	<i>adjective</i>	The flu is highly contagious and spreads quickly in crowded places.
outbreak	a sudden start and spread of something, especially a disease	تَفَشٍ / انْتِشَارٍ مُفَاجِئٍ	<i>noun</i>	An outbreak of avian flu was reported on several farms.
susceptible	easily affected or harmed by something	عَرُضَةً / قَابِلٌ لِلْإِصَابَةِ	<i>adjective</i>	Young children are especially susceptible to infection.
virus	a tiny agent that causes disease and reproduces inside living cells	فيروس	<i>noun</i>	Scientists studied the virus in order to develop a vaccine.
vaccination	the act of giving a vaccine to protect against disease	تَطْعِيمٍ / تَلْقِيحٍ	<i>noun</i>	Vaccination helps protect the whole population from serious illness.

Part 1: Vocabulary			Towards Grade Level Goal	
Avian Flu – A Potential Pandemic?				
Word	English Meaning	Arabic Meaning	Word Type	Example Sentence
strain	a particular type or variety of a virus or bacteria	سَلَالَة	noun	A new strain of the virus worried health experts.
unprecedented	never having happened before; without previous example	غَيْر مَسْبُوق	adjective	The disease spread at an unprecedented speed across the region.
transmit	to pass something on from one person or place to another	يَنْقُلُ / يُعْدي	verb	The disease can transmit from animals to humans.
mutation	a change in the genes of an organism or a virus	طَفْرَة	noun	A single mutation can make a virus much more dangerous.
hybrid virus	a virus formed by combining two different viruses	فيروس هَجِين	noun (phrase)	Experts feared the creation of a deadly hybrid virus.
orthodontist	a dentist who corrects the position of teeth and jaws	أَخْصَائِي تَقْوِيم الأسنان	noun	The orthodontist fitted her with braces to straighten her teeth.
pharmacist	a person trained to prepare and give out medicines	صِنْدَلِي	noun	The pharmacist explained how to take the medicine safely.
psychiatrist	a medical doctor who treats mental illness	طَبِيب نَفْسِي	noun	The psychiatrist helped him manage his anxiety.
pediatrician	a doctor who specializes in the care of children	طَبِيب أَطْفَال	noun	The pediatrician examined the newborn baby carefully.
therapist	a person trained to treat illness or help with physical/mental problems	مُعَالِج / أَخْصَائِي عِلَاج	noun	The therapist gave her exercises to recover from the injury.
ophthalmologist	a doctor who specializes in eyes and eye diseases	طَبِيب عُيُون	noun	The ophthalmologist tested his vision and prescribed glasses.

Part 1: Vocabulary	Towards Grade Level Goal
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Avian Flu – A Potential Pandemic?

Word	English Meaning	Arabic Meaning	Word Type	Example Sentence
dermatologist	a doctor who treats skin conditions	طَبِيب جِلْدِيَّة	noun	The dermatologist treated her skin allergy with a cream.
neurologist	a doctor who treats disorders of the nervous system	طَبِيب أَعْصَاب	noun	The neurologist examined the patient's brain scans.

Home Remedies – Is Alternative Therapy Right for You?

Word	English Meaning	Arabic Meaning	Word Type	Example Sentence
adventure-prone	likely to get into adventures or risky situations	مَيَّالٌ لِلْمُعَامَرَةِ	adjective	My adventure-prone brother often comes home with cuts and bruises.
bruises	marks on the skin caused by a knock, where blood shows underneath	كُدَمَات / رُضُوض	noun (plural)	She had bruises on her knees after falling off her bike.
soothing	making someone feel calm or relieving pain	مُهْدِّئ / مُرِيح	adjective	A cup of warm tea can be soothing for a sore throat.
mixture	a combination of different substances	خَلِيط / مَزِيج	noun	She made a mixture of honey and lemon to ease her cough.
remedy	a cure or treatment for an illness	عِلَاج / دَوَاء	noun	Ginger tea is a popular home remedy for an upset stomach.
effectiveness	the degree to which something is successful in producing a result	فَعَالِيَّة / نَجَاعَة	noun	Doctors questioned the effectiveness of the new treatment.
allergic reaction	the body's harmful response to a substance it is sensitive to	رَدِّ فِعْل تَحَسُّسِي	noun (phrase)	He had an allergic reaction to the medicine and broke out in a rash.
treatment	the care or method used to cure or manage an illness	عِلَاج / مُعَالَجَة	noun	The doctor recommended a new treatment for her condition.
relieve	to reduce or remove pain or discomfort	يُخَفِّف / يُزِيل	verb	These tablets should relieve the headache quite quickly.

Part 1: Vocabulary

Towards Grade Level Goal

Home Remedies – Is Alternative Therapy Right for You?

Word	English Meaning	Arabic Meaning	Word Type	Example Sentence
treat	to give medical care; to deal with an illness	يُعَالِج	<i>verb</i>	Doctors use antibiotics to treat bacterial infections.
symptoms	signs that show you have an illness	أَعْرَاض	<i>noun (plural)</i>	Fever and a cough are common symptoms of the flu.
natural	existing in or produced by nature; not artificial	طَبِيعِي	<i>adjective</i>	Many people prefer natural remedies to manufactured medicines.
alternative	available as another choice; outside conventional methods	بَدِيل	<i>adjective / noun</i>	Some patients try alternative therapies such as herbal medicine.
side effects	unwanted effects caused by a medicine or treatment	آثَارُ جَانِبِيَّة	<i>noun (phrase)</i>	This medicine may cause side effects such as drowsiness.

Part 1: Vocabulary

Towards Grade Level Goal
Total: 14 marks

Themes & Vocabulary

Let's Get to the Heart of the Matter — Key Vocabulary

cardiac muscles, chamber, contract, hollow, lean, peel, pump, strip, tick tock, vary; have a change of heart, have a heart-to-heart talk, take something to heart, follow one's heart, have one's heart set on

Avian Flu – A Potential Pandemic? — Key Vocabulary

contagious, outbreak, susceptible, virus, vaccination, strain, unprecedented, transmit, mutation, hybrid virus; orthodontist, pharmacist, psychiatrist, pediatrician, therapist, ophthalmologist, dermatologist, neurologist

Home Remedies – Is Alternative Therapy Right for You? — Key Vocabulary

adventure-prone, bruises, soothing, mixture, remedy, effectiveness, allergic reaction, treatment, relieve, treat, symptoms, natural, alternative, side effects

Activity A — Close Reading

Read each text carefully and choose the correct word to complete each gap. Choose A, B or C. Each text has 7 gaps (2 marks each — 14 marks per text).

The Hard-Working Heart

The human heart is a remarkable organ. Although it looks solid, it is actually (1) _____ inside, with four spaces that fill with blood. Each (2) _____ collects blood and then pushes it onward. With every beat, the muscular walls (3) _____ to force blood out of the heart, and then relax. In this way, the heart works like a powerful (4) _____ that never stops. The number of beats per minute can (5) _____ greatly: it slows when we rest and speeds up when we exercise. Doctors often encourage patients to (6) _____ towards a more active lifestyle, and many people who once ignored this advice later (7) _____ and begin to take better care of themselves.

(Multiple-Choice Gap-Fill)

- | | | |
|------------------------------|----------------------------|-----------------------|
| 1. A) hollow | B) lean | C) contagious |
| 2. A) strain | B) chamber | C) remedy |
| 3. A) contract | B) peel | C) transmit |
| 4. A) mixture | B) pump | C) outbreak |
| 5. A) vary | B) relieve | C) soothe |
| 6. A) lean | B) strip | C) treat |
| 7. A) have a change of heart | B) take something to heart | C) follow one's heart |

Part 1: Vocabulary

Towards Grade Level Goal
Total: 14 marks

Close Reading 2: Avian Flu: A Potential Pandemic?

Avian Flu: A Potential Pandemic?

Avian flu is a highly (1) _____ disease that spreads rapidly among birds and, in rare cases, to people. Scientists become alarmed whenever a new (2) _____ of the virus appears, because it may be able to (3) _____ from animals to humans. People with weaker immune systems are especially (4) _____ to infection. A sudden (5) _____ in one country can cross borders within weeks, so health authorities strongly recommend (6) _____ to protect the wider population. Most worrying of all, if the virus undergoes a (7) _____, it could become far more dangerous than before.

(Multiple-Choice Gap-Fill)

- | | | | |
|----|----------------|----------------------|--------------------|
| 1. | A) contagious | B) soothing | C) hollow |
| 2. | A) chamber | B) strain | C) remedy |
| 3. | A) transmit | B) relieve | C) peel |
| 4. | A) natural | B) susceptible | C) adventure-prone |
| 5. | A) outbreak | B) mixture | C) treatment |
| 6. | A) vaccination | B) symptoms | C) bruises |
| 7. | A) side effect | B) allergic reaction | C) mutation |

Part 1: Vocabulary

Towards Grade Level Goal
Total: 14 marks

Close Reading 3: Home Remedies and Natural Therapies

Home Remedies and Natural Therapies

When we feel unwell, many of us reach for a home (1) _____ before visiting a doctor. A warm drink of honey and lemon, for example, can be very (2) _____ for a sore throat. Some people prefer (3) _____ treatments, such as herbs and plants, because they believe these are gentler than manufactured medicines. A simple (4) _____ of ginger and hot water is said to (5) _____ the (6) _____ of a common cold. However, experts warn that “natural” does not always mean “safe”: certain herbs can cause an (7) _____ in people who are sensitive to them.

(Multiple-Choice Gap-Fill)

- | | | | |
|----|----------------------|----------------|----------------|
| 1. | A) remedy | B) outbreak | C) chamber |
| 2. | A) contagious | B) soothing | C) hollow |
| 3. | A) natural | B) susceptible | C) hybrid |
| 4. | A) strain | B) mixture | C) vaccination |
| 5. | A) relieve | B) transmit | C) contract |
| 6. | A) symptoms | B) bruises | C) chambers |
| 7. | A) allergic reaction | B) side effect | C) treatment |

Part 1: Vocabulary

Towards Grade Level Goal
Total: 14 marks

Activity B — Vocabulary Multiple-Choice Questions

Choose the correct answer for each question. Choose A, B or C. (2 marks each)

1. Which specialist treats disorders of the skin?
 - A) neurologist
 - B) dermatologist
 - C) pediatrician
2. The idiom “to have a change of heart” means:
 - A) to change a decision or opinion
 - B) to have heart surgery
 - C) to feel very frightened
3. The word “soothing” most nearly means:
 - A) irritating
 - B) calming
 - C) confusing
4. A person who is “susceptible” to an illness is someone who:
 - A) is immune to it
 - B) is easily affected by it
 - C) has fully recovered from it
5. A “remedy” is best described as:
 - A) a symptom
 - B) a cure or treatment
 - C) a side effect
6. If two viruses combine, the result may be called a:
 - A) hybrid virus
 - B) vaccination
 - C) chamber

Part 2: Grammar

1. Reported SpeechMeaning

Reported speech is a way to tell someone what someone else said. Instead of repeating the exact words, you say what they said in your own words. For example, your friend, Ali, says, *"I am going to the cinema."* Later that day, you want to tell another friend what Ali said so you say, *"Ali said he was going to the cinema."*

Form – Reported Statements

- When we report what someone said, we often use a tense which is 'further back' in the past than the original tense used.

Direct speech (original statement): *"I **want** some water."*

Reported speech: *He said he **wanted** some water.*

This is because we are generally reporting on a past event. The table below shows the changes in tense. Note that when the direct speech is in the past perfect, we don't make any changes. This is because we can't go further back than the past perfect.

Direct speech	Reported speech
Present simple	Past simple
Present continuous	Past continuous
Present perfect	Past perfect
Present perfect continuous	Past perfect continuous
Past simple	Past perfect
Past continuous	Past perfect continuous
Past perfect	NO CHANGE
Past perfect continuous	NO CHANGE
Future simple	would
Future continuous	would
Future perfect	would
Future perfect continuous	would
Can	could

Part 2: Grammar

- If what the speaker said is still true or relevant, we don't need to change the tense:
 Direct speech: *"I've **hurt** my leg."*
 Reported speech: *She said she **has hurt** her leg, so she won't be at work today.*
- We can use 'that' after the reporting verb
*He said **that** he wanted some water.*
*She told me **that** she has hurt her leg, so she won't be at work today.*
- 1. We also need to make changes to pronouns when using reported speech if we are reporting what someone else said:
 Direct speech: *"**I** want some water."*
 Reported speech: *He said **he** wanted some water.*
 Direct speech: *"**We** can't come to the meeting."*
 Reported speech: *They said **they** couldn't come to the meeting.*
- If we are the person or the one who spoke, the pronouns don't change:
 Direct speech: *"I'm working at home today."*
 Reported speech: *I said I was working at home today.*
- 1. Sometimes, we need to make changes to demonstratives and adverbs of time and place if they are no longer appropriate:
 Direct speech: *"This is my house."*
 Reported speech: *He said this is his house. (You are currently in front of the house.)*
 Reported speech: *He said that was his house. (You are not currently in front of the house.)*
 Direct speech: *"I'll do it today."*
 Reported speech: *He said he'll do it today. (It is currently the same day.)*
 Reported speech: *He said he would do it that day. (It is not the same day.)*
 Direct speech: *"It's so nice here."*
 Reported speech: *She said it is so nice here. (You are currently in the place she likes.)*
 Reported speech: *She said it was so nice there. (You are not currently in the place she likes.)*

The table below shows some more examples of changes to demonstratives and adverbs of time and place:

Direct speech	Reported speech
this	that
these	those
today	yesterday/that day
yesterday	the day before
tomorrow	the next/following day
last week/month/year	the previous week/month/year
next week/month/year	the following week/month/year
now	then
here	there

Part 2: Grammar

Form – Reported Questions

Similarly, we can report questions. If your friend, Aisha, asks, “*What are you doing at the weekend?*”, you can tell someone else what Aisha asked you by saying, “*She asked me what I was doing at the weekend.*”

•Change the pronouns, tense, demonstratives, and adverbs of time and place as in reported statements.

•Change the word order: in reported questions, we usually change the word order. We put the subject (the person or thing) before the verb – just like in a normal sentence:

Direct speech: “*Where are you going?*”

Reported question: → *He asked him where he was going.* ✓
 → *He asked him where was he going* ✗

1. **Yes/no questions:** we use *if* or *whether* to report the question. ‘*If*’ is more common.

Direct question: “*Are you going to work?*”

Reported question: *He asked me if I was going to work.*

He asked me whether I was going to work.

1. **Wh- questions:** in what, where, why, who, which, when, and how questions, we use the question word to report the question.

Direct speech: “*Where did you go?*”

Reported question: *She asked us where we had gone.*

Direct speech: “*Why are you studying chemistry?*”

Reported question: *He asked her why she was studying chemistry.*

1. **Choice questions:** reported questions which offer a choice follow the same structure as yes/no questions, but ‘*whether*’ is more common.

Direct speech: “*Do you want tea or coffee?*”

Reported question: *He asked me whether I wanted tea or coffee.*

Direct speech: “*Is she Australian or American.*”

Reported question: *She asked her whether she was Australian or American.*

➤ **Remember!** Don’t use question marks in reported questions.

Form – Reporting Verbs

We use a range of reporting verbs in reported speech. This allows us to accurately, effectively, and clearly convey the thoughts, words, and emotions of the original speaker.

Direct speech: “*I made a mistake.*”

Reported statement: *He **admitted** he had made a mistake.*

Direct speech: “*What time is the meeting?*”

Reported question: *He **enquired** about the time of the meeting.*

Part 2: Grammar

The table below shows some more common reporting verbs:

Reported statements	Reported questions
say	ask
tell	enquire
advise	want to know
promise	wonder
refuse	question
suggest	
recommend	
remind	
inform	
claim	
state	
agree	
offer	

- We often use specific verb patterns with certain verbs, for example, *verb + infinitive* or *verb + -ing*, or *verb + object*:

He asked me to help him. (request)

We told them to stop complaining. (statement)

She offered to get me a cup of coffee. (offer)

They recommended buying the latest model. (suggestion)

Q. Change the following sentences and questions into reported speech.

- "I am studying for my English exam," Sara said.

- "We visited the museum yesterday," the students explained.

- "My brother will travel to Dubai next week," Ali told his friend.

- "Do you enjoy reading novels?" the teacher asked.

- "Where did you buy this laptop?" my cousin asked me.

- "Would you like tea or coffee?" the waiter asked the customer.

Part 2: Grammar

2. Modals (Passive)**Meaning**

Modal verbs, in general, can be used to express a wide variety of functions such as asking for and giving permission, talking about ability, probability and possibility, giving advice, or showing obligation and prohibition. And the passive voice is used to focus on the object of an action rather than the doer of the action.

Form**To talk about present or permanent states or situations:**

modal verb (positive or negative) + be + past participle

- ☐ *The machine **must be operated** by a trained technician.*
- ☐ *The store **will be closed** for further repairs.*
- ☐ *I **can be contacted** by telephone during work hours.*

To talk about past states or situations:

modal verb (positive or negative) + have been + past participle

- ☐ *The machine **must have been damaged** by something.*
- ☐ *The store **would have been closed** by the manager.*
- ☐ *It **could have been cleaned** earlier.*

Part 2: Grammar

Q1. Choose the correct form of the verb.

1. The classroom should _____ before the students arrive tomorrow.
☐ clean
☐ be cleaned
☐ have been cleaned
2. The documents must _____ by the manager yesterday.
☐ sign
☐ be signed
☐ have been signed
3. The windows could _____ during the storm last night.
☐ damage
☐ be damaged
☐ have been damaged
4. The food should _____ now because the guests are coming soon.
☐ prepare
☐ be prepared
☐ have been prepared
5. The problem might _____ earlier if the workers had checked the machine carefully.
☐ fix
☐ be fixed
☐ have been fixed
6. The lights must _____ before leaving the building every day.
☐ turn off
☐ be turned off
☐ have been turned off

Q2. Change the following sentences into the passive voice.

- The company will announce the results tomorrow.

- The teacher should explain the lesson more clearly today.

- The storm must have damaged the bridge last night.

- The police could have arrested the thief earlier.

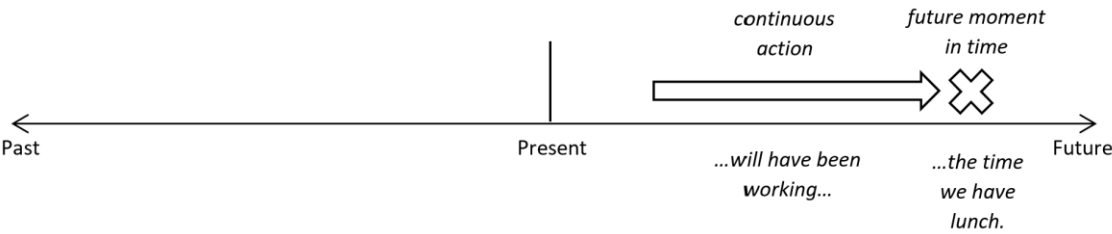
Part 2: Grammar

3. Future Perfect Continuous

Meaning

The future perfect continuous is similar to the future perfect simple, but is used to focus on, or emphasize, how long an activity has been in progress at a specific point in the future.

*“I **will have been working** for three hours by the time we have lunch.”*
*“Next year, we **will have been living** in this house for ten years.”*



Form

The future perfect continuous is formed with ‘will have been’ + ‘present participle’.

For example:

subject	will have	present participle
You	will have been	working
I	will have been	studying

Examples of all the forms of future perfect continuous with the verb ‘to wait’.

affirmative	negative	question	negative question
She will have been waiting	She won’t have been waiting	Will she have been waiting ...?	Won’t she have been waiting ...?
They will have been waiting	They won’t have been waiting	Will they have been waiting ...?	Won’t they have been waiting ...?
It will have been waiting	It won’t have been waiting	Will it have been waiting ...?	Won’t it have been waiting ...?
We will have been waiting	We won’t have been waiting	Will we have been waiting..?	Won’t we have been waiting ...?

Part 2: Grammar

We often use time expressions to show that the action is completed before or on a moment in time in the future. Common time expressions are:

- *by – **By 6pm** I will have been working for 8 hours.*
- *by the time – **By the time** the film starts, we will have been waiting for an hour.*
- *when – **When** I graduate, I will have been studying Japanese for 4 years.*
- *next (plus a date) – **Next August**, I will have been working here for 10 years!*

We usually use ‘for’ with an amount of time when using the future perfect continuous. For example:

- *“I will have been living here **for five years** by September.”*
- *“They will have been waiting in line **for about 2 hours** now”.*

Remember, we don’t use ‘state’ verbs, such as, ‘know’, ‘have’, ‘seem’, or ‘be’ in the continuous form. Instead, we use the future perfect simple. Compare these sentences:

- | | |
|--|-----------|
| • <i>“I will have ~~been knowing~~ my friend for ten years, by this September.”</i> | incorrect |
| • <i>“I will have known my friend for ten years, this September.”</i> | correct |
| • <i>“We will have ~~been having~~ the same neighbors for many years.”</i> | incorrect |
| • <i>“We will have had the same neighbors for many years.”</i> | correct |

Uses:

The future perfect continuous is used to project ourselves into the future and look back on an action or event that is currently unfinished but will be finished at some point in the future.

- *“By the time I finish this course, I **will have been learning** Korean for five years.”*
- *“How long **will you have been working** here, come next September?”*

The future perfect continuous can also be used to talk about what we believe or imagine is happening around now. For example:

- *“Thousands of fans **will have been waiting** in line to buy a ticket.”*
- *“All my friends **will have been watching** the news to find out what happened.”*

Part 2: Grammar

Q. Choose the correct answers.

- By next month, Sarah _____ at the company for five years.
 - ☐ will have worked
 - ☐ will have been working
 - ☐ will be working

- By the end of this week, I _____ here long enough to know everyone's name.
 - ☐ will have been staying
 - ☐ will not have been staying
 - ☐ will have stayed

- _____ the students _____ for more than two hours by the time the teacher arrives?
 - ☐ Will / have studied
 - ☐ Will / have been studying
 - ☐ Have / been studying

- By midnight, he _____ for twenty-four hours because of the emergency.
 - ☐ will not be sleeping
 - ☐ has not been sleeping
 - ☐ will not have been sleeping

- By 10 p.m., they _____ on the project for twelve hours without a break.
 - ☐ will have been working
 - ☐ will not have been working
 - ☐ have been working

Part 2: Grammar

4. Modals of Possibility

Modal verbs of possibility are used when we are not completely sure about something. They show different levels of certainty about the present, past, or future.

The main modals of possibility are:

- may
- might
- could
- can
- must (for strong logical certainty)
- can't / couldn't (for strong impossibility)

Here is the general rule for modal verbs:

Structure:

Subject + modal verb + base form of the verb

Examples:

- She may come tomorrow.
- They might visit us later.
- He could win the competition.

Notice:

After a modal verb, we always use:

- the base form of the verb
- no "to"
- no "s / ed / ing"

Correct:

- He might go.
- She can swim.

Wrong:

- He might goes.
- She can to swim.

Modal	Meaning	Example
may	possible	It may rain.
might	less certain possibility	She might call later.
could	possible	This could help you.
must	almost certain	He must be busy.
can't	impossible	That can't be true.

Part 2: Grammar

Q1. Write the correct modal.

The weather looks strange today. It _____ (**may rain – might to rain- may raining**) in the afternoon, and the roads _____ (**could becomes – could become – could to become**) slippery. My brother _____ (**might stay – must to stay – might to stay**) at home because he feels sick. However, my parents _____ (**must to be – must be – must can be**) at work because their car is gone. Our cousins _____ (**can't be – can't to be – could be**) here yet because their flight arrives tonight.

Q2. Choose the correct answers.

•The sky is very dark. It _____ later tonight.

- ☐ may rains
- ☐ may raining
- ☐ may rain

•Ahmed looks confused. He _____ the instructions.

- ☐ might not understands
- ☐ might not understand
- ☐ might not understanding

• _____ before the meeting starts?

- ☐ Might arriving they
- ☐ Might they arrive
- ☐ Might they arrives

•This answer is completely wrong. It _____ correct.

- ☐ can't being
- ☐ can't be
- ☐ can't is

•Sarah studied all night for the exam. She _____ exhausted now.

- ☐ must being
- ☐ must is
- ☐ must be

Part 2: Grammar

5. Defining Relative ClausesMeaning

A defining relative clause gives specific or essential information about the person, place, or thing we are talking about. We need this information to know or understand what is being talked about.

Compare the following sentences:

- I like films.* (This is a very general statement. **Which** kind of films?)
*I like films **which** have lots of action.* (This gives more detail and tells us **which** kind of films)
I know a man. (This is a very general statement. **Who** do you know?)
*I know a man **who** works in the bank.* (This gives more detail and tells us **who** the man is.)

Defining relative clauses are often used to give definitions of people, places, and objects.

- A doctor is a person **who** works in a hospital.
- A school is place **where** you study.
- Scissors are an object **that/which** you use to cut paper.
- 8:00 is the time **when** start school.

Form

Use a relative pronoun, such as 'who', 'which', 'that', 'where', 'when', or 'whose' to add information that refers to and defines what we are talking about.

- (People) I spoke to the man **who/that*** had a red tie.
- (Places) Lincoln is the city **where** I went to university.
- (Things) We bought the car **which/that*** has the most room in the back.
- (Time) It was November **when** I got promoted.
- (Possession) That is the man **whose** car you saw.

*Notice that we can use '**that**' instead of '**which**' for things or '**who**' for people.

It is possible to leave out '**who**', '**which**', or '**that**', when this word is **NOT** the subject of the relative clause.

Compare the following examples:

- That is the man (who) I spoke to today. (The subject is 'I', not 'who', so we can leave it out)
 That is the man **who** works with me. (The subject is the man, so we cannot leave out 'who')
 That is the bag (that) she bought on holiday. (The subject is 'she', not the bag, so we can leave out 'that')
 That is the bag **that** has lots of pockets. (The subject is the bag, so we need to use 'that')

'What' is never used as a relative pronoun in defining relative clauses.

- London is the city **what** I visited last year.
 London is the city **that** I visited last year.

incorrect
correct

Part 2: Grammar

Q. Choose the correct answers.

1. The teacher _____ explained the lesson clearly helped the students understand the topic better.
☐ who was patient and kind
☐ which was patient and kind
☐ where was patient and kind
2. The museum _____ we visited during the school trip had many ancient artifacts.
☐ who displayed old paintings
☐ where displayed old paintings
☐ which displayed old paintings
3. The student _____ project won first place received a special award.
☐ whose science experiment
☐ who science experiment
☐ which science experiment
4. The café _____ my friends usually meet after school serves delicious desserts.
☐ when my friends usually meet
☐ where my friends usually meet
☐ who my friends usually meet
5. The book _____ talks about space exploration became very popular among teenagers.
☐ who explains the future of planets
☐ which explains the future of planets
☐ where explains the future of planets
6. The woman _____ lives next door is a famous artist.
☐ whose lives next door
☐ which lives next door
☐ who lives next door
7. The day _____ is still unforgettable to me.
☐ where we first met
☐ when we first met
☐ who we first met
8. The laptop _____ screen was damaged stopped working suddenly.
☐ whose
☐ who
☐ where
9. The restaurant _____ attracts many tourists every year.
☐ that serves traditional Emirati food
☐ when serves traditional Emirati food
☐ whose serves traditional Emirati food
10. The park _____ every evening was recently renovated.
☐ where children play safely
☐ who children play safely
☐ which children play safely

Part 2: Grammar

6. Comparative Adjectives**Meaning**

Comparative adjectives are used to say how two things are different.

Form

type of adjective	example	comparative	rule
one-syllable	old	older	adjective + er
some two-syllable adjectives	quiet	quieter	
adjectives ending in:			
-e	large	larger	adjective + r
-y	happy	happier	adjective – y + ier
-ow	shallow	shallower	adjective + er
consonant + vowel + consonant	big	Bigger	double the final consonant of the adjective + er
many two-syllable adjectives	boring	more boring	more/less + adjective
all longer adjectives	interesting	less interesting	
irregular adjectives	good	better	
	bad	worse	
	little	less	

*Remember, always use 'than' before the second item being compared.

Summer is hotter **than** winter.

Maths is more difficult **than** English.

If it is clear what is being compared, there is no need to use 'than'.

I like winter, but I think summer is nicer.

Maths is difficult. I like English because it is easier.

Some adjectives have two possible forms of comparison (-er and more).

adjective	comparative form
clever	cleverer / more clever
common	commoner / more common
likely	likelier / more likely
pleasant	pleasanter / more pleasant
polite	politer / more polite

Part 2: Grammar

Uses/Functions

To add emphasis, use '*much / a lot more*' + *adjective* + '*than*'

- Summer is ***much hotter than*** winter.
- Cars are ***a lot more expensive than*** bicycles.
- I felt ***much better*** today ***than*** I did yesterday.

To show that two things are equal, use '*as*' + *adjective* + '*as*'.

- My bike is ***as good as*** his bike.
- I am ***as fast as*** you.
- This restaurant is ***as good as*** any other.

To show one thing is inferior to another, use '*not as*' + *adjective* + *as*.

- Spain is ***not as hot as*** the UAE in summer.
- Copper is ***not as expensive as*** diamonds.
- My brother is ***not as tall as*** me.

Q. Choose the correct answers.

1. A cheetah is _____ than a lion when it runs across long distances.

- ☐ more fast
- ☐ faster
- ☐ fastest

2. This math problem is _____ than the one we solved yesterday.

- ☐ difficulter
- ☐ more difficult
- ☐ most difficult

3. My younger sister is _____ than me at drawing realistic portraits.

- ☐ gooder
- ☐ better
- ☐ more good

4. The blue suitcase is _____ than the black one, so I can carry it easily.

- ☐ lighter
- ☐ more light
- ☐ lightest

5. Dubai Mall is _____ than many shopping centers in the region.

- ☐ bigger
- ☐ more big
- ☐ biggest

Part 2: Grammar

6. The weather today is _____ than it was last week.
☐ hotter
☐ hotter
☐ more hotter
7. This documentary was _____ than I expected it to be.
☐ interestinger
☐ more interesting
☐ most interesting
8. My cousin feels _____ today after taking some medicine.
☐ more well
☐ better
☐ gooder
9. The road near the mountains is _____ than the highway at night.
☐ narrowwer
☐ narrower
☐ more narrow
10. A tablet is usually _____ than a desktop computer.
☐ less expensive
☐ expensiver
☐ more cheapest
11. Sara's presentation was _____ than all the others in the class.
☐ clearer
☐ more clear
☐ clearest
12. This chair is _____ as the sofa in the living room.
☐ as comfortable
☐ more comfortable
☐ comfortable than
13. My grandfather is _____ than he was ten years ago.
☐ weaker
☐ more weak
☐ weakest
14. The test was _____ difficult as the teacher had warned us.
☐ not
☐ not as
☐ less
15. Winter in Canada is _____ than winter in the UAE.
☐ much colder
☐ more colder
☐ coldest

Part 2: Grammar

At Grade Level Goal
Total: 14 marks

Grammar Points Assessed

Fun? It'll Cost Ya — Grammar Focus

G.8.3 Modals (Passive) • G.15.6 Future Time (future perfect continuous) • G.18.1/2/3 Reported Speech • G.4.1 Clauses and phrases (defining relative clauses) • G.8.1 Modals of Possibility • G.1.2 Adjectives (comparatives)

Close Reading — Multiple-Choice Gap-Fill (Grammar)

Read the text below and choose the correct word(s) to complete each gap. Choose A, B or C.
(7 gaps × 2 marks = 14 marks)

Fun? It'll Cost Ya

Going out for the evening is far more expensive than it used to be. A few years ago, two cinema tickets (1) _____ for the price of one ticket today. Prices have risen so quickly that, by the end of this year, families (2) _____ on entertainment far more than they spent a decade ago. One parent (3) _____ complaining that even a simple trip to the bowling alley now costs a small fortune. The amusement park (4) _____ is nearest to our town has become noticeably (5) _____ than it was last summer. Of course, prices (6) _____ fall again if more visitors stay away, but few people expect that to happen. For now, anyone who wants a fun day out (7) _____ to budget carefully before leaving home.

- | | | | |
|----|----------------------|----------------------------|-------------------|
| 1. | A) could be bought | B) could buy | C) could buying |
| 2. | A) will spend | B) will have been spending | C) have spent |
| 3. | A) said that she was | B) said she is | C) say that she |
| 4. | A) which | B) who | C) where |
| 5. | A) more expensive | B) expensiver | C) most expensive |
| 6. | A) might | B) must | C) should |
| 7. | A) ought | B) may | C) would |

Part 3A: Reading

At Grade Level Goal
Total: 16 marks

Reading Comprehension — Multiple-Choice

Read the text below carefully. Then answer the questions. Choose A, B or C. (8 questions × 2 marks = 16 marks)

Delicious Food, Deadly Stoves

For billions of people around the world, the kitchen stove is the warm heart of the home. It cooks the meals that bring families together and fills the air with tempting smells. Yet behind this comforting picture lies a danger that too many of us choose to ignore. The simple truth is that traditional stoves, which burn wood, coal, or animal dung, are quietly harming the very people they are meant to feed.

When solid fuels burn, they release a thick cloud of smoke containing tiny particles and poisonous gases. In a closed kitchen with little ventilation, this smoke has nowhere to go. The cook — usually a woman or a young girl — breathes it in hour after hour, day after day. According to health experts, this household air pollution contributes to millions of early deaths every year, far more than most people realise. Children are especially vulnerable, since their lungs are still developing.

Some argue that these stoves are cheap, familiar, and part of long-standing tradition. They insist that families cannot afford expensive modern alternatives. While this concern is understandable, it cannot justify ignoring a problem of this scale. Cleaner stoves and fuels already exist, and many are surprisingly affordable. Governments and charities can help by lowering costs and teaching communities about the risks.

The benefits of change would be enormous. Improved stoves use less fuel, which saves both money and the forests that are cut down for wood. They produce far less smoke, protecting the health of millions. They also free up the countless hours that women and children spend gathering fuel — time that could be spent studying or working.

In the end, no meal is worth a life. We should not have to choose between feeding our families and keeping them safe. By replacing deadly stoves with cleaner ones, we can protect both the food on our tables and the people gathered around them. The solution is within reach; what we need now is the will to act.

Part 3A: Reading

At Grade Level Goal
Total: 16 marks

Reading Comprehension — Multiple-Choice

1. Which fuels does the text say traditional stoves burn? *[Specific Information]*
 - A) Gas, electricity, and oil
 - B) Wood, coal, or animal dung
 - C) Charcoal and kerosene only
2. According to the text, who usually does the cooking? *[Specific Information]*
 - A) A woman or a young girl
 - B) Older men in the family
 - C) Professionally trained chefs
3. Why is the smoke especially dangerous in many kitchens? *[Details]*
 - A) Because the kitchen has little ventilation
 - B) Because the stoves are extremely old
 - C) Because families always cook outdoors
4. What does the text say about improved stoves? *[Details]*
 - A) They use more fuel than traditional stoves
 - B) They use less fuel, saving money and forests
 - C) They are always provided free of charge
5. When the writer says “no meal is worth a life,” this suggests the writer believes: *[Inference]*
 - A) Cooking at home should be banned completely
 - B) Safety matters more than keeping old traditions
 - C) Families should eat far smaller meals
6. The writer mentions children’s developing lungs mainly in order to: *[Inference]*
 - A) Suggest that children should learn to cook
 - B) Emphasize that children are at greater risk
 - C) Prove that the smoke is actually harmless
7. How would you best describe the writer’s tone? *[Mood & Tone]*
 - A) Concerned, but hopeful that change is possible
 - B) Amused and light-hearted about the topic
 - C) Angry and convinced nothing can be done
8. What is the main message of the text? *[Overall Meaning]*
 - A) Traditional food tastes better than modern food
 - B) Deadly stoves should be replaced with cleaner ones to protect health
 - C) Women should stop cooking for their families

Part 3B: Reading

Beyond Grade Level Goal
Total: 16 marks

Reading Comprehension — Multiple-Choice

Read the text below carefully. Then answer the questions. Choose A, B or C. (8 questions × 2 marks = 16 marks)

What's the Diagnosis?

When most of us feel unwell, we expect a doctor to examine us, ask a few questions, and quickly name the illness. In reality, reaching a correct diagnosis is one of the most difficult tasks in medicine. The human body is astonishingly complex, and a single symptom such as a headache or tiredness can point to dozens of different conditions, from the harmless to the life-threatening.

Doctors are trained to work like detectives. They gather clues from a patient's history, listen carefully to descriptions of pain, and order tests that reveal what the eye cannot see. Yet even the most experienced specialist can be misled. Two patients with the same disease may show completely different signs, while two very different diseases may produce almost identical symptoms. This is why a hasty conclusion can be dangerous.

In recent years, technology has begun to transform the process. Powerful computer programs can now scan thousands of medical images in seconds and flag patterns that a tired human eye might miss. Some argue that machines will soon diagnose illness more accurately than doctors ever could. Supporters point to studies in which software has spotted early signs of disease that specialists overlooked, sometimes months before any human noticed that something was wrong.

Critics, however, warn against placing too much faith in technology. A computer, they say, cannot truly understand a frightened patient, nor can it weigh the countless small details that an experienced doctor notices almost without thinking. Medicine, they argue, is as much an art as a science, built on trust between a patient and a human being who listens.

The most sensible path probably lies between these two views. Machines are likely to become valuable assistants rather than replacements, handling routine analysis so that doctors can focus on the things only humans do well: comforting, explaining, and caring. The diagnosis of the future, it seems, will be made not by people or machines alone, but by the two working together.

Part 3B: Reading

Beyond Grade Level Goal
Total: 16 marks

Reading Comprehension — Multiple-Choice

1. According to the text, what can a single symptom such as a headache point to?
 - A) Only one specific illness
 - B) Dozens of different conditions
 - C) Nothing of any importance
2. Why does the text compare doctors to detectives? *[Details]*
 - A) Because they gather clues and order tests to find the cause
 - B) Because they wear uniforms while working
 - C) Because they rarely speak to their patients
3. What does the text say about two different diseases? *[Details]*
 - A) They always produce clearly different symptoms
 - B) They may produce almost identical symptoms
 - C) They can never be diagnosed correctly
4. Why do supporters believe computers may help with diagnosis? *[Inference]*
 - A) Because software has spotted early disease that specialists missed
 - B) Because computers are cheaper than doctors
 - C) Because patients prefer talking to machines
5. What can be inferred about the writer's view of technology in medicine? *[Inference]*
 - A) It should completely replace human doctors
 - B) It is useful but should support, not replace, doctors
 - C) It has no real place in modern medicine
6. How does the idea that "medicine is as much an art as a science" connect to the wider argument? *[Connections]*
 - A) It supports the view that human judgement and care still matter
 - B) It proves that science is unimportant in medicine
 - C) It shows that patients should diagnose themselves
7. How would you best describe the writer's tone in the final paragraph? *[Mood & Tone]*
 - A) Balanced and thoughtful
 - B) Bitter and hopeless
 - C) Mocking and dismissive
8. What is the main message of the text? *[Overall Meaning]*
 - A) Diagnosis is simple once the right test is done
 - B) The best future diagnosis will combine human doctors and machines
 - C) Computers should never be used in hospitals

Part 4: Writing

At Grade Level Goal
Total: 40 marks

Theme & Functional Language

Habits of Happiness / Describing Trends: Stress Levels and Wellness Habits — Focus

Functional Language: FL.16 Expressing opinion • FL.41 Describing causes and consequences. Use vocabulary related to the task and theme (well-being, stress, balance, productivity, rest, gratitude, lifestyle).

Read the Text

Read the following text carefully. You will use it to answer questions 4.1 and 4.2.

The Secret to a Happier Life

What makes a person truly happy? Experts do not always agree, and two very different points of view have become popular in recent years.

On one side are those who believe that happiness comes from staying busy and productive. According to this view, people feel best when they set ambitious goals, fill their days with activity, and achieve visible results. Supporters claim that hard work gives life meaning, and that boredom, not stress, is the real enemy of well-being. A packed schedule, they argue, leaves little room for worry.

On the other side are those who insist that the modern obsession with productivity is exactly what makes us unhappy. They believe that constant busyness raises our stress levels and slowly damages our health. Real happiness, in their opinion, is found in rest, quiet moments, and time spent with the people we love. Slowing down, practising gratitude, and protecting our sleep, they say, matter far more than any to-do list or list of achievements.

Both sides want the same thing — a happier, healthier life — but they disagree sharply about how to reach it. One group measures a good day by what was accomplished; the other measures it by how peaceful and rested they feel. Perhaps the truth lies somewhere in between.

Task 4.1 — Summary (15 marks)

Read the text carefully. What are the two different points of view presented in the text? Summarize them in your own words. Write at least 4–5 sentences.

Part 4: Writing

At Grade Level Goal
Total: 40 marks

Part 4: Writing — Model Answers - Task 4.1 — Summary (sample response)

Sample answer (5 sentences):

The text presents two opposing opinions about what truly makes people happy. The first view argues that happiness comes from staying busy and productive, because setting goals and achieving results gives life meaning and leaves no time for worry. The second view claims the opposite: that constant busyness actually raises stress and harms our health. According to this second opinion, real happiness is found in rest, gratitude, good sleep, and time spent with loved ones. In short, one side values achievement and activity, while the other values balance and rest.

Main Idea Writing Rubric

Score	Task Completion	Language Use	Organisation and Clarity
5	Accurately identifies the main idea in original wording, capturing the full message of the text. Shows complete understanding and avoids relying on copied phrases.	Uses clear, precise, and accurate language with strong grammar and spelling control, including a range of complex sentence forms. Errors are minor and never affect meaning.	Well-organised, cohesive, and easy to follow. Ideas flow smoothly with clear connections.
4	Identifies the main idea mostly in own words with solid understanding. May copy short phrases but meaning remains accurate.	Mostly accurate language with minor errors that do not affect clarity. Sentences are generally clear with some variation, though occasionally repetitive. Uses some complex forms.	Logical and mostly clear organisation. Some transitions may be basic or slightly abrupt.
3	Shows partial understanding of the main idea. May miss an important element or include unnecessary details. Some reliance on copied wording.	Basic language with repetition or errors that sometimes affect clarity. Sentence control is uneven.	Some organisation but weak cohesion. Ideas may be loosely connected or not smoothly sequenced.
2	Attempts the main idea but mostly misunderstands it, or conveys only a small part. May confuse details for the main point.	Frequent errors in grammar and vocabulary that interfere with meaning. Sentence structures may be unclear.	Organization is weak or unclear. Meaning is difficult to follow due to poor sequencing.
1	Does not identify the main idea. The response may be irrelevant, copied, or show no understanding.	Very limited or inaccurate language that blocks meaning. Sentence structure is minimal or fragmentary.	Disorganized or incoherent. Meaning is extremely difficult or impossible to follow.
0	No response, or entirety of response plagiarized.		

Part 4: Writing

At Grade Level Goal
Total: 40 marks

Task 4.2 — Opinion Essay (25 marks)

Read the text again.

In your opinion, what is the best way to live a happy and healthy life?

Write an opinion essay responding to the text. Give reasons, examples or evidence to support your opinion. In your essay, answer these three prompts:

1. Which point of view do you agree with more, and why?
2. Give an example from your own life or experience that supports your opinion.
3. What advice would you give to a teenager who feels stressed or unhappy?

Write at least 220 words in paragraphs.

Theme Option 1: Habits of Happiness

Task 4.2 — Opinion Essay (sample response, ~230 words)

Sample answer:

In my opinion, the best way to live a happy and healthy life is to find a balance between staying active and taking time to rest. While I understand both points of view in the text, I agree more strongly with the second one, which values well-being over constant productivity.

It is true that working hard and reaching our goals can give us a sense of purpose. However, I believe that filling every single hour with activity eventually leads to exhaustion rather than happiness. When people never stop, they lose the energy and good mood they need to enjoy their success. For this reason, rest is not a waste of time; it is what makes hard work possible in the first place.

I can give an example from my own life. During exam season last year, I studied late every night and felt constantly tired and anxious. Once I started sleeping properly and taking short breaks to walk or talk with my family, my marks actually improved and I felt much calmer.

My advice to a teenager who feels stressed would be simple: do not measure your worth only by your achievements. Make time for sleep, exercise, and the people you love. A happy life is not about doing everything; it is about doing the right things, and knowing when to stop.

Part 4: Writing

At Grade Level Goal
Total: 40 marks

Theme Option 1: Habits of Happiness

Sample Source Text (≈200 words, two points of view)

Model Answer 4.1 — Summary

Small Habits, Big Happiness

Many people dream of becoming happier, but they disagree about how to achieve it. Two different opinions are often heard.

Some people believe that lasting happiness requires big changes. According to this view, we become truly happy only when we reach major goals: a better job, a new home, or an exciting move abroad. Supporters argue that small daily routines are too minor to matter, and that real satisfaction comes from ambition and dramatic improvement. Without a bold dream to chase, they say, life feels empty and dull.

Others insist that happiness is built from small, everyday habits rather than grand events. In their opinion, simple actions — a morning walk, a few minutes of gratitude, a phone call to a friend — slowly shape a contented life. They point out that the excitement of a big achievement quickly fades, while gentle daily habits last for years. Happiness, they argue, is a skill we practice, not a prize we win.

Both sides agree that people can become happier, but they disagree about where to begin. One looks for happiness in life's biggest moments; the other finds it in its smallest ones.

Sample answer (5 sentences):

The text describes two opposing opinions about how to become happier. The first view claims that real happiness only comes from big changes and major goals, such as a new job or home, because small routines are too minor to matter. The second view argues the opposite: that happiness is built from small daily habits like walking, showing gratitude, or contacting friends. According to this opinion, the joy of big achievements fades quickly, while small habits create lasting contentment. In short, one side looks for happiness in life's biggest moments, while the other finds it in the smallest ones.

Part 4: Writing

At Grade Level Goal
Total: 40 marks

Model Answer 4.2 — Opinion Essay (≈220–230 words)

Theme Option 1: Habits of Happiness

Sample answer:

In my opinion, the most reliable way to become happier is to focus on small, daily habits rather than waiting for one big change. Although both views in the text are reasonable, I agree more strongly with the second one.

It is true that reaching a major goal, such as passing an important exam or moving to a new city, can bring great joy. However, I believe this kind of happiness rarely lasts. After a short time, the excitement fades and we begin chasing the next big thing. Small habits, on the other hand, work quietly every single day and slowly build a calmer, more positive life.

I can give an example from my own experience. Last year I felt low while waiting for exam results that I hoped would change everything. What actually helped was a small habit: every evening I wrote down three good things from my day. Within a few weeks my mood had improved, even though nothing major in my life had changed.

My advice to anyone who wants to feel happier is to start small. Do not wait for a perfect job or a dramatic event. Instead, build gentle routines — a short walk, a kind message, a moment of thanks — and let them grow. Happiness is a habit, not an accident.

Part 4: Writing	At Grade Level Goal Total: 40 marks
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Theme Option 2: Describing Trends: Stress Levels and Wellness Habits

Sample answer:

The trends described in the text are clear and concerning: as stress among young people has increased, their healthy habits have decreased. In my opinion, while both technology and academic pressure play a part, the heavier responsibility lies with academic pressure.

There is no doubt that smartphones can harm sleep and reduce exercise. However, I believe technology is often a symptom rather than the true cause. Many students turn to their phones late at night precisely because they are stressed and unable to relax after long hours of studying. If the pressure from school were lower, the unhealthy use of technology would probably fall as well.

I can give an example from my own school life. During exam periods, my stress rises sharply, my sleep drops to only a few hours, and I have no time for the sport I usually enjoy. The cause is not my phone; it is the fear of disappointing my family and teachers.

The consequences of this trend are serious, because tired and anxious students cannot learn well and their health suffers over time. My advice is that schools should reduce unnecessary testing and teach students how to manage stress. If we treat the real cause, both stress and poor wellness habits are likely to improve together.

Theme Option 3: Combined Themes (Happiness + Wellness)

Sample answer:

In my opinion, being busy and being well can go together, as long as we manage our habits wisely. While the first view in the text is understandable, I agree more with the second one.

It is true that an overloaded schedule can damage our health and happiness. When people are too busy, they often sacrifice sleep and exercise first, and their mood quickly suffers. However, I do not believe that the answer is always to do less, because for many students and workers that is simply not possible. Exams must be sat and jobs must be done.

Instead, I believe the key is to protect a few healthy habits no matter how busy we are. From my own experience, the busiest weeks are not always the unhappiest ones. During a demanding project last term, I kept two firm rules: I slept at the same time every night and walked for fifteen minutes after lunch. Despite the pressure, I felt calmer and worked better than classmates who studied non-stop.

My advice to a busy person who feels stressed is not to wait for a quiet, empty week that may never come. Instead, choose two or three small wellness habits and guard them carefully. A happy, healthy life is not about having less to do; it is about looking after yourself while you do it.

Part 4: Writing

At Grade Level Goal
Total: 40 marks

Stage 6-9 Writing Rubric

Score	Task Completion	Structure	Grammar	Vocabulary	Spelling and Punctuation
5	Student writes an extended and sophisticated response, with all aspects of the prompt covered in detail.	Entire response is appropriately structured with awareness of style and audience.	Response uses both simple and complex language structures. Language chosen is appropriate to the task, with only isolated minor mistakes, if any.	Response uses a range of technical and sophisticated vocabulary for the specific topic of the task.	Spelling and punctuation are consistently accurate, even within complex words and sentences.
4	Student writes an extended response, obviously achieving the expected length, which covers all aspects of the prompt.	Response is clearly structured appropriately in paragraphs with evident attempt at an introduction, main body and conclusion.	Response uses a range of simple and complex grammatical structures appropriate to the prompt/questions. Grammatical errors are infrequent and do not affect readability.	Response uses a few examples of more technical or sophisticated vocabulary for the specific topic of the task.	There are examples of accuracy in more complex spelling and punctuation. There may be multiple errors, but they mostly don't affect readability.
3	Student writes an adequately extended response, approximating the word count, with most aspects covered (no more than one area of the prompt missed).	Response is written using a paragraph or more which contain a topic sentence and supporting ideas.	Response uses a range of grammar appropriate to the prompt/questions. Grammatical errors may sometimes affect readability.	Vocabulary is adequate to communicate a response to the topic, but may largely depend on common/simple vocabulary.	Common vocabulary is mostly spelt accurately and sentences contain basic punctuation. There may be frequent spelling errors with more complex words.
2	Student expresses several ideas, but more than one area of the prompt is missed or not dealt with in sufficient detail.	Response is clearly structured into sentences but there is little to no attempt to structure into a paragraph.	Response uses only basic grammar to answer the prompt/questions. Grammatical errors may be frequent.	Vocabulary range is clearly limited, and is not sufficient to address some topics in the prompt.	There are examples of accurate spelling and punctuation throughout, but also frequent errors.
1	Student's writing does not cover any aspect of the prompt.	Response does not appear to be structured in any conventional sense, even in terms of sentences.	No attempt at grammatical structures is identifiable.	Response contains very little that can be identified as appropriate vocabulary for the task.	Response contains little to no punctuation and/or almost every word is spelt so as to be barely decipherable.
0	No response, or entirety of response plagiarized.				

Part 5: Functional Language

At Grade Level Goal

Use the phrases below to express your opinion and to explain causes and consequences clearly in your writing.

FL.16 — Expressing Opinions

Useful phrases — Phrase Bank

I think... • I believe... • I feel... • I guess... • I reckon... • My opinion is... • In my opinion... • I’m sure... • I strongly believe... • To be honest... • From my point of view... • From my perspective... • As far as I’m concerned... • The way I see it... • To my mind... • I am of the opinion that... • I can’t help thinking/feeling that... • I’m absolutely certain that... • Without a doubt... • Frankly...

Example pattern: “In my opinion, that is the right decision.” / “As far as I’m concerned, that is the right decision.”

Example in a short paragraph:

Expressing an opinion:

In my opinion, schools should start a little later in the morning. I strongly believe that teenagers need more sleep in order to learn well. As far as I’m concerned, the current timetable is simply too early, and to be honest, many students arrive feeling exhausted. From my point of view, a later start would improve both their mood and their results. Without a doubt, this small change would make a real difference.

FL.41 — Describing Causes and Consequences

Showing a cause (why something happens):

Phrase — Example	
because	The ice melted because it was hot.
because of	The ice melted because of the heat.
since	Since it is raining, we can’t go to the beach.
as	He failed the test as he didn’t study very hard.
for	Jane couldn’t attend, for she was ill.
due to	The snow melted due to the heat.
owing to	Owing to her work ethic, the deadline was met.
thanks to	Thanks to her work ethic, the deadline was met.
is caused by	The illness is caused by a virus.
is the result of	The illness is the result of a virus.
the reason for this is	The reason for this is that the temperature is hot.

Part 5: Functional Language

At Grade Level Goal

Showing a consequence (the result):

Phrase — Example	
therefore	He didn’t wake up early. Therefore, he was late to work.
consequently	He didn’t wake up early. Consequently, he was late to work.
as a result (of)	As a result of her broken watch, she was late.
as a consequence of	Many people got sick as a consequence of the virus.
a result of	Tiredness is a result of not sleeping.
due to (circumstances)	Due to unforeseen circumstances, the theme park is closed.

Example in a short paragraph:

Describing causes and consequences:

Stress levels among students have risen sharply in recent years. This is mainly caused by heavy workloads and constant testing. Because students often study late into the night, they lose valuable sleep. As a result of this tiredness, their health begins to suffer, and due to the pressure, many of them stop exercising. Consequently, both their well-being and their grades decline. Thanks to better time management, however, some students still manage to stay calm and healthy.