دليل مهارات الكتابة وتلخيص وجهات النظر – نهاية الفصل



تم تحميل هذا الملف من موقع المناهج الإماراتية

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إعداد: Khazaleh Hekmat

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	نموذج اختبار تجريبي
2	نماذج تدريبات القراءة وفق الهيكل الوزاري
3	نماذج تدريبية لمهارات القراءة وفق الهيكل الوزاري
4	اختبار كتابة للتحضير للامتحان النهائي وفق الهيكل
5	تدريبات قراءة متقدمة حول الطبيعة والتنشئة

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1. Part 4 · Writing 1.1 — Summary of two views (15 marks)

You read a text of about 200 words that presents two opposing views, one in each paragraph. You write 4–5 sentences that state both views and their reasons in your own words. Themes: **Smart Homes** or **Comparing Places: A Critical Response**.

Task: Read the text carefully. What are the two different points of view presented in the text? Compare and contrast them, and summarise the main ideas in your own words. (15 marks)

Use one of these two frames

Frame A

Based on the text, there are two different opposing views. The first opinion supports the idea that ..... by providing some evidence and reasons such as .....

However, the second opinion defends the idea that ..... by presenting some justifications such as .....

Frame B

According to the passage, there are two contrasting perspectives. The first point of view believes that ..... and this opinion is supported by some causes like ....., ..., and .....

On the other hand, the second view thinks that ..... and this opinion is enhanced by some justifications such as ....., ..., and .....

Useful language – FL.26 Comparing and contrasting

Contrast	Similarity	Giving reasons
whereas · while · however · on the other hand · in contrast · unlike · conversely · nevertheless	similarly · likewise · both … and … · neither … nor … · in the same way	because · since · as · due to · as a result · therefore · consequently

How to fill the frame in three steps

1. **Find the two claims.** The claim is usually the first sentence of each paragraph. Write it after *supports the idea that* / *defends the idea that*.
2. **Pick three reasons from each paragraph.** Write them after *such as* as a list of three short phrases.
3. **Change the words.** Never copy more than three words in a row from the text.

The text says	Write instead
believes / thinks	maintains, is convinced that, takes the view that
is worried / fears	is concerned that, warns that, has reservations about
cheap / saves money	cost-effective, economical, affordable
records / listens to people	monitors, collects personal data, threatens privacy
easy to use	convenient, user-friendly, effortless
more people move to cities	rapid urbanisation, population growth in cities
traffic jams	congestion, heavy traffic

Practice texts

Answer each text using Frame A or Frame B. Model answers are in Section 7.

W1.1 · The Fridge That Does the Shopping (Smart Homes)

TEXT	YOUR SUMMARY
Khalid, a software engineer in Dubai, is convinced that connected kitchens are the next significant step in home automation. His refrigerator uses internal cameras to record what is inside, warns him when milk or vegetables are about to expire, and adds missing items to an online order before he even notices they are gone. Because the fridge suggests recipes based on what needs to be used first, his family throws away far less food. He estimates that the device paid for itself within two years and argues that, for busy working parents, it removes the daily interruptions of checking cupboards and writing lists. Noura, a consumer-rights adviser, believes such appliances solve problems that most households do not really have. She notes that a connected fridge can cost three times as much as a standard model and often stops receiving software updates long before the motor wears out, leaving owners with an expensive box that no longer "thinks". More worryingly, every order builds a database of a family's eating habits, which supermarkets and insurance companies would value highly. In her opinion, a simple shopping list and a little attention achieve the same result without surrendering either money or privacy.	**Task:** What are the two different points of view presented in the text? Compare and contrast them, and summarise the main ideas in your own words. (15 marks) **Frame A** *Based on the text, there are two different opposing views. The first opinion supports the idea that …… by providing some evidence and reasons such as …… . However, the second opinion defends the idea that …… by presenting some justifications such as …… .* **Frame B** *According to the passage, there are two contrasting perspectives. The first point of view believes that …… and this opinion is supported by some causes like ……, …… and …… . On the other hand, the second view thinks that …… and this opinion is enhanced by some justifications such as ……, …… and …… .* **Your answer**

W1.2 · Voice Assistants in Children's Bedrooms (Smart Homes)

TEXT	YOUR SUMMARY
Latifa, a primary-school teacher in Ajman, has noticed that children who use voice assistants at home often arrive at school more curious. Because the devices answer questions instantly, young learners can explore topics such as space or animals long after their parents are too tired to respond. She also points out that auditory learners benefit from hearing stories, spelling and times tables read aloud, and that children who cannot yet read gain a sense of freedom when they can play music or set alarms by themselves. Ahmed, a child psychologist, takes a more cautious position. He argues that a device which obeys every command without "please" or "thank you" may teach children that rudeness has no consequence. Moreover, he worries that instant answers discourage the patient searching and questioning that build real understanding: a child who is never bored, he says, rarely invents anything. Finally, he reminds parents that these speakers are designed to listen continuously, so children's voices and private conversations may be stored by companies that parents know little about. Technology in the bedroom, he concludes, should be the exception rather than the rule.	**Task:** What are the two different points of view presented in the text? Compare and contrast them, and summarise the main ideas in your own words. (15 marks) **Frame A** *Based on the text, there are two different opposing views. The first opinion supports the idea that …… by providing some evidence and reasons such as …… . However, the second opinion defends the idea that …… by presenting some justifications such as …… .* **Frame B** *According to the passage, there are two contrasting perspectives. The first point of view believes that …… and this opinion is supported by some causes like ……, …… and …… . On the other hand, the second view thinks that …… and this opinion is enhanced by some justifications such as ……, …… and …… .* **Your answer**

W1.3 · Smart Locks: Keyless Freedom or a New Open Door? (Smart Homes)

TEXT	YOUR SUMMARY
For Saeed, who manages several holiday apartments in Ras Al Khaimah, smart locks have transformed his business. Guests receive a digital code on their phones before they arrive, so nobody needs to wait at the building to hand over keys, and each code expires automatically when the booking ends. If a cleaner or a plumber needs access, he can open the door remotely from anywhere in the world. He insists that the locks are more secure than traditional ones, because there are no keys to lose or copy, and every entry is recorded with the exact time. Mariam, a cybersecurity researcher, believes this sense of safety can be misleading. A metal key can only be copied by someone who physically holds it, she explains, whereas a poorly protected smart lock can be attacked by a criminal sitting thousands of kilometres away. She also warns that locks which depend on batteries, Wi-Fi or a company's servers may fail at the worst moment, leaving families locked out in extreme heat. In addition, the entry records that Saeed values reveal exactly when a home is empty. For her, convenience should never come before reliability at the front door.	**Task:** What are the two different points of view presented in the text? Compare and contrast them, and summarise the main ideas in your own words. (15 marks) **Frame A** *Based on the text, there are two different opposing views. The first opinion supports the idea that …… by providing some evidence and reasons such as …… . However, the second opinion defends the idea that …… by presenting some justifications such as …… .* **Frame B** *According to the passage, there are two contrasting perspectives. The first point of view believes that …… and this opinion is supported by some causes like ……, …… and …… . On the other hand, the second view thinks that …… and this opinion is enhanced by some justifications such as ……, …… and …… .* **Your answer**

W1.4 · University in the Big City or a Small-Town Campus? (Comparing Places)

TEXT	YOUR SUMMARY
Dana, a university admissions adviser in Dubai, encourages students to choose universities in megacities. In her view, large cities offer internships with major companies, world-class libraries and museums, and guest lectures from leading experts who rarely travel to smaller places. She believes that living among millions of people from many cultures teaches independence and confidence, qualities that employers value highly. Although rents are high and journeys can be long, she argues that the professional contacts students make during these years are worth far more than the extra cost. Faisal, a lecturer at a university in a small town, sees things differently. He points out that students on a compact campus spend minutes, not hours, travelling to classes, which leaves more time for study and sport. Because classes are smaller, lecturers know each student by name and can offer individual support, and students are more likely to lead clubs and societies. He adds that lower living costs mean fewer students need part-time jobs that distract them from their courses. For him, a quieter setting allows young people to focus on learning rather than on simply surviving the city.	**Task:** What are the two different points of view presented in the text? Compare and contrast them, and summarise the main ideas in your own words. (15 marks) **Frame A** *Based on the text, there are two different opposing views. The first opinion supports the idea that ……. by providing some evidence and reasons such as …… . However, the second opinion defends the idea that …… by presenting some justifications such as …… .* **Frame B** *According to the passage, there are two contrasting perspectives. The first point of view believes that …… and this opinion is supported by some causes like ……, …… and …… . On the other hand, the second view thinks that …… and this opinion is enhanced by some justifications such as ……, …… and …… .* **Your answer**

W1.5 · Raising Children: City Centre or Garden Town? (Comparing Places)

TEXT	YOUR SUMMARY
Salama, a mother of three living in central Abu Dhabi, believes that the city gives her children advantages a smaller town cannot match. Museums, libraries, specialist hospitals and a wide choice of schools are all within a short drive, and her children meet classmates from dozens of nationalities, which she sees as preparation for a globalised world. She admits that apartments are small, but argues that excellent public parks and indoor sports centres more than make up for the lack of a private garden. Obaid, a father who moved his family from the capital to Al Ain five years ago, sees things differently. He values the slower pace, cleaner air and greater biodiversity of an oasis city, where his children can walk among date palms and see wildlife rather than traffic. Because distances are shorter and roads less crowded, he spends two extra hours a day with his family instead of in his car. He accepts that some specialist services require a trip to the capital, yet he insists that childhood is shaped less by the number of facilities nearby than by time, space and a strong sense of community.	**Task:** What are the two different points of view presented in the text? Compare and contrast them, and summarise the main ideas in your own words. (15 marks) **Frame A** *Based on the text, there are two different opposing views. The first opinion supports the idea that …… by providing some evidence and reasons such as …… . However, the second opinion defends the idea that …… by presenting some justifications such as …… .* **Frame B** *According to the passage, there are two contrasting perspectives. The first point of view believes that …… and this opinion is supported by some causes like ……, …… and …… . On the other hand, the second view thinks that …… and this opinion is enhanced by some justifications such as ……, …… and …… .* **Your answer**

2. Part 4 · Writing 1.2 — Comparative essay (25 marks)

You write at least 220 words in four paragraphs on the same theme as Writing 1.1, comparing two options. Three prompts always ask you to compare the two sides, say which you agree with and why, and support your choice with examples. Aim for **220–230 words**.

The 4 parts of an essay introduction

Hook → Thesis Statement → Purpose → Your Touch

1. Hook	2. Thesis statement	3. Purpose	4. Your touch
As a matter of fact, … · There is no doubt that … · It is undeniable that … · It has been recognized that … · Undoubtedly, … · First and foremost, …	_____ is a debatable matter, as there are opposing opinions regarding it. · _____ is a debatable issue, with opinions divided over its implications. · _____ is widely discussed as a significant matter that deserves to be highlighted.	The current essay aims to reveal / discuss / explain / clarify / elaborate / unveil … the advantages and disadvantages of … · a personal point of view concerning …	As well as, a personal opinion along with some recommendations will be presented in the conclusion.

The conclusion

Concluding phrase	Opinion	Recommendation
Finally, · In conclusion, · To sum up, · To conclude, · Last but not least, · Lastly,	I do believe that … · In my opinion, … · From my point of view, … · From my perspective, …	As a result, I recommend that … · As a consequence, I recommend that …

Essay skeleton – 4 paragraphs

Paragraph	What to write	Starters
1 Introduction	Hook + thesis + purpose + your touch	As a matter of fact, … The current essay aims to reveal … As well as, a personal opinion …
2 Body – Side A	3–4 points with examples	First and foremost, there are several … to be

Paragraph	What to write	Starters
		considered. For instance, … Also, … Further, … Moreover, …
3 Body – Side B	3–4 points that contrast with Side A	Undoubtedly, there are a lot of … to be suggested in this context. For example, … Furthermore, … In addition, … Also, …
4 Conclusion	Opinion + example + recommendation	In conclusion, I do believe that … As a consequence, I recommend that …

Essay template – use it for every essay

Introduction: As a matter of fact, _____ is widely discussed as a significant matter that deserves to be highlighted. The current essay aims to reveal _____. As well as, a personal opinion along with some recommendations will be presented in the conclusion.

Body 1 – Side A: First and foremost, there are several _____ to be considered. For instance, _____. Also, _____. Further, _____. Moreover, _____.

Body 2 – Side B: Undoubtedly, there are a lot of _____ to be suggested in this context. For example, _____. Furthermore, _____. In addition, _____. Also, _____.

Conclusion: In conclusion, I do believe that _____. [Your example.] As a consequence, I recommend that _____.

Checklist: ✔️ 220–230 words ✔️ 4 paragraphs ✔️ all 3 prompts answered ✔️ comparing words (whereas, unlike, in contrast) ✔️ your opinion, an example and a recommendation

Practice prompts

Write at least 220 words in paragraphs for each. Model essays are in Section 7.

E1 · Essay prompt (linked to W1.1)

ESSAY PROMPT	ESSAY PLANNER
Write an essay about running a household, in which you compare **using automated smart appliances** with **managing the home by hand in the traditional way**. (25 marks) • Compare the benefits and drawbacks of each approach. • Explain which approach you agree with more, giving reasons. • Support your choice with examples from your own family or community.	**Plan your essay (220–230 words)** **1. Introduction** *As a matter of fact, … The current essay aims to reveal … As well as, a personal opinion along with some recommendations will be presented in the conclusion.* **2. Body – Side A** *First and foremost, there are several … to be considered. For instance, … Also, … Further, … Moreover, …* **3. Body – Side B** *Undoubtedly, there are a lot of … to be suggested in this context. For example, … Furthermore, … In addition, … Also, …* **4. Conclusion** *In conclusion, I do believe that … [example] … As a consequence, I recommend that …*

E2 · Essay prompt (linked to W1.2)

ESSAY PROMPT	ESSAY PLANNER
Write an essay about how children should learn at home, in which you compare **learning with smart devices and voice assistants** with **learning through books, games and conversation with family**. (25 marks) • Compare the advantages and disadvantages of each approach. • Explain which approach you consider more effective, giving reasons. • Support your view with examples from your own experience.	**Plan your essay (220–230 words)** **1. Introduction** *As a matter of fact, … The current essay aims to reveal … As well as, a personal opinion along with some recommendations will be presented in the conclusion.* **2. Body – Side A** *First and foremost, there are several … to be considered. For instance, … Also, … Further, … Moreover, …* **3. Body – Side B** *Undoubtedly, there are a lot of … to be suggested in this context. For example, … Furthermore, … In addition, … Also, …* **4. Conclusion** *In conclusion, I do believe that … [example] … As a consequence, I recommend that …*

E3 · Essay prompt (linked to W1.3)

ESSAY PROMPT	ESSAY PLANNER
Write an essay about keeping a family home safe, in which you compare **smart security systems (digital locks, cameras, alarms)** with **traditional security (keys, neighbours, guards)**. (25 marks) • Compare how well each protects a home and its privacy. • Explain which you would choose for your own family, giving reasons. • Support your choice with examples from your community.	**Plan your essay (220–230 words)** **1. Introduction** *As a matter of fact, … The current essay aims to reveal … As well as, a personal opinion along with some recommendations will be presented in the conclusion.* **2. Body – Side A** *First and foremost, there are several … to be considered. For instance, … Also, … Further, … Moreover, …* **3. Body – Side B** *Undoubtedly, there are a lot of … to be suggested in this context. For example, … Furthermore, … In addition, … Also, …* **4. Conclusion** *In conclusion, I do believe that … [example] … As a consequence, I recommend that …*

E4 · Essay prompt (linked to W1.4)

ESSAY PROMPT	ESSAY PLANNER
Write an essay about where to go to university, in which you compare **studying in a megacity** with **studying on a small-town campus**. (25 marks) • Compare the opportunities and challenges of each place. • Explain which you would choose, giving reasons. • Support your choice with examples from your country or community.	**Plan your essay (220–230 words)** **1. Introduction** *As a matter of fact, … The current essay aims to reveal … As well as, a personal opinion along with some recommendations will be presented in the conclusion.* **2. Body – Side A** *First and foremost, there are several … to be considered. For instance, … Also, … Further, … Moreover, …* **3. Body – Side B** *Undoubtedly, there are a lot of … to be suggested in this context. For example, … Furthermore, … In addition, … Also, …* **4. Conclusion** *In conclusion, I do believe that … [example] … As a consequence, I recommend that …*

E5 · Essay prompt (linked to W1.5)

ESSAY PROMPT	ESSAY PLANNER
Write an essay about choosing a place to raise a family, in which you compare **a busy city centre** with **a quiet, green town**. (25 marks) • Compare the benefits and drawbacks of each place for children. • Explain which you believe is better for family life, giving reasons. • Support your view with examples from your own family or community.	**Plan your essay (220–230 words)** **1. Introduction** *As a matter of fact, … The current essay aims to reveal … As well as, a personal opinion along with some recommendations will be presented in the conclusion.* **2. Body – Side A** *First and foremost, there are several … to be considered. For instance, … Also, … Further, … Moreover, …* **3. Body – Side B** *Undoubtedly, there are a lot of … to be suggested in this context. For example, … Furthermore, … In addition, … Also, …* **4. Conclusion** *In conclusion, I do believe that … [example] … As a consequence, I recommend that …*

3. Part 1 · Vocabulary (10 marks)

Part 1 is one ≈180-word text with 5 gaps; each gap has three options drawn from the 24 target words, and only one fits both the meaning and the grammar. Learn each word with its Arabic meaning, then practise with the mazes below.

Word bank — the 24 target words

Word	Arabic meaning	Word	Arabic meaning
privacy	خصوصية	megacity	مدينة ضخمة
freedom	حرية	urbanisation	التحضّر، التمدّن
automation	أتمتة	congestion	ازدحام
cost-effective	اقتصادي، فعّال من حيث التكلفة	pollution	تلوّث
interruptions	مقاطعات، انقطاعات	infrastructure	بنية تحتية
distractions	مشتِّتات	innovative	مبتكر
voyage	رحلة طويلة (بحرية)	kinaesthetic	حركي
destination	وجهة	auditory	سمعي
heritable	قابل للتوريث	insulation	عزل
significant	كبير، ملحوظ، مهم	drainage	تصريف المياه
consequence	عاقبة، نتيجة	biodiversity	التنوّع الحيوي
database	قاعدة بيانات	vegetation	غطاء نباتي

Words 1–12: Pushing Boundaries · Words 13–24: Rise to the Challenge!

Bonus roof words (Part 2 theme): living roof, rooftop, absorb (يمتص), urban heat (حرارة المدن), habitat (موطن طبيعي), sustainable (مستدام).

Practice mazes

Read each text. Choose the correct word to complete each gap: a, b or c. (5 × 2 marks = 10 marks each.) Across the five mazes, **every one of the 24 target words is the correct answer exactly once**, and the 25th gap uses *habitat* from the Part 2 theme list. Answers and clues are in Section 7.

V1 · The Hope Probe Reaches Mars (Pushing Boundaries)

TEXT	QUESTIONS
In July 2020, the UAE's Hope Probe was launched from Japan on a **(1)** _____ of nearly 500 million kilometres. It took about seven months to reach its **(2)** _____: an orbit high above Mars, from which it could study the planet's weather and atmosphere. Because radio messages between Earth and Mars can take up to twenty minutes each way, engineers at the Mohammed bin Rashid Space Centre in Dubai could not control every move in real time. Instead, the spacecraft depended on **(3)** _____: its computers fired the engines and adjusted its path without waiting for instructions. Communication was not always smooth. From time to time, the Sun moved between the two planets, causing **(4)** _____ in contact that lasted for days. The most nervous moment came in February 2021, when the probe had to slow down to enter orbit. Any small error could have had a serious **(5)** _____: the spacecraft might have flown past Mars and been lost in space. When the signal finally confirmed success, the control room in Dubai burst into celebration, and the UAE became the first Arab country to reach the red planet.	**(1)** a) destination b) voyage c) database **(2)** a) voyage b) consequence c) destination **(3)** a) automation b) privacy c) insulation **(4)** a) distractions b) interruptions c) destinations **(5)** a) consequence b) interruption c) automation

V2 · Reading the Nation's Genes (Pushing Boundaries)

TEXT	QUESTIONS
A few years ago, the UAE began a national programme to study the genes of its citizens. Volunteers give a small blood sample, and scientists study it to learn which health conditions are **(1)** _____, passed down from parents to children. The project could bring **(2)** _____ benefits: if doctors know that someone has a much higher risk of a disease such as diabetes, they can advise early changes in diet or exercise. Information from hundreds of thousands of samples is kept in a secure national **(3)** _____, which researchers can search to find patterns that would be impossible to see in a single family. Because genetic information is very personal, the programme has strict rules to protect people's **(4)** _____, so that results cannot be shared without permission. Taking part is a personal choice, and citizens have the **(5)** _____ to decide whether they want to learn about their own health risks. Experts believe that, in the future, this knowledge could help doctors give each patient treatment that suits their own body, instead of the same treatment for everyone.	**(1)** a) heritable b) significant c) cost-effective **(2)** a) heritable b) significant c) auditory **(3)** a) database b) destination c) infrastructure **(4)** a) freedom b) privacy c) automation **(5)** a) privacy b) consequence c) freedom

V3 · Three Emirates, One City? (Rise to the Challenge!)

TEXT	QUESTIONS
Over the last fifty years, rapid **(1)** _____ has turned the UAE from a land of small towns and villages into one of the most urban countries in the world, with most people now living in cities. Dubai and Sharjah have grown so close together that some experts believe they, together with Ajman, may one day form a single **(2)** _____ of more than ten million people. This growth has placed great pressure on the area's **(3)** _____: roads, bridges, water pipes and power lines must constantly be expanded. Every morning, thousands of cars move slowly between Sharjah and Dubai, and this **(4)** _____ can turn a twenty-minute drive into a journey of more than an hour. The exhaust from so many vehicles also adds to air **(5)** _____, which can affect people with asthma on still, humid days. To tackle these problems, the government has expanded the metro, added bus lanes and encouraged companies to offer flexible working hours, so that not everyone travels at the same time.	**(1)** a) urbanisation b) automation c) congestion **(2)** a) destination b) megacity c) database **(3)** a) infrastructure b) vegetation c) insulation **(4)** a) pollution b) congestion c) drainage **(5)** a) congestion b) urbanisation c) pollution

V4 · Classrooms That Move (Rise to the Challenge!)

TEXT	QUESTIONS
Imagine a mathematics lesson in which nobody sits down. At a primary school in Fujairah, teachers have introduced an **(1)** _____ programme that turns the playground into a giant number line: pupils jump between numbers to add and subtract, and they measure angles by stretching ropes between classmates. The idea is particularly helpful for **(2)** _____ learners, who understand ideas best through movement and physical activity. Pupils who learn better by listening have not been forgotten either. For these **(3)** _____ learners, teachers record short podcasts explaining each topic, which can be replayed at home as many times as needed. Perhaps surprisingly, the school also removed tablets from its younger classes. Teachers had noticed that notifications, games and videos had become constant **(4)** _____, pulling children's attention away from the task in front of them. The changes did not need expensive equipment: ropes, chalk and a free recording app cost far less than new computers, which made the project highly **(5)** _____. After one year, mathematics results had risen, and teachers reported that pupils were more eager to come to lessons.	**(1)** a) auditory b) innovative c) heritable **(2)** a) kinaesthetic b) auditory c) innovative **(3)** a) cost-effective b) kinaesthetic c) auditory **(4)** a) interruptions b) distractions c) consequences **(5)** a) significant b) innovative c) cost-effective

V5 · A Park on Top of the Mall (Rise to the Challenge!)

TEXT	QUESTIONS
When engineers designed a new shopping centre in Abu Dhabi, they decided to cover its enormous flat roof with a public park instead of tiles. First, a waterproof layer and a thick sheet of **(1)** _____ were laid over the concrete to stop the desert heat from entering the shops below. Above these, a network of pipes and gravel provides **(2)** _____, carrying away any rainwater that the soil cannot hold, so the roof never floods. The park itself contains thousands of plants, from date palms to low ghaf seedlings, and this dense **(3)** _____ shades the walking paths and lowers the temperature of the air around it. Within three years, ecologists had recorded more than sixty species of birds, butterflies and beetles on the roof, a level of **(4)** _____ almost unknown in the surrounding streets. For migrating birds such as bee-eaters, the park has become a valuable **(5)** _____, offering food, water and shelter in the middle of a city of glass and concrete. Families seem to love it too: on cool winter evenings, they picnic on the grass while the shops continue to trade beneath their feet.	**(1)** a) drainage b) insulation c) vegetation **(2)** a) insulation b) biodiversity c) drainage **(3)** a) vegetation b) biodiversity c) pollution **(4)** a) urbanisation b) biodiversity c) vegetation **(5)** a) habitat b) infrastructure c) database

4. Part 2 · Grammar (10 marks)

Part 2 is one ≈180-word expository text on **My roof is alive!** with 5 gaps; options are often whole clauses, and two of the three are usually *almost* right. Seven grammar points are tested: zero conditional, comparatives, adverbs of quantity, present simple passive, indirect questions, adverbial linkers and adverbs of sequencing.

The seven rules at a glance

Rule (spec code)	Correct form
R1 Zero conditional (G.5.1)	*If/When* + present simple, present simple: *If rain falls on the soil, the plants absorb it.*
R2 Comparatives (G.1.2)	*cooler than · more sustainable than · much/far cooler · (not) as cool as · three times as much … as*
R3 Adverbs/words of quantity (G.2.9)	uncountable: *much, (a) little, less, hardly any* · countable: *many, (a) few, fewer*
R4 Present simple passive (G.10.1)	*am/is/are* + past participle: *The seeds are planted.*
R5 Indirect questions (G.17.4)	wh-word/*if*/*whether* + **subject + verb**, no *do/does*: *I wonder how the roof copes.*
R6 Adverbial linkers (G.2.5)	contrast *However, Nevertheless* · addition *Moreover, Furthermore* · result *Therefore, As a result* · similarity *Similarly*
R7 Adverbs of sequencing (G.2.2)	*First (of all), To begin with → Then, Next, After that → Finally, Lastly*

Four sharp distinctions examiners love

- **Finally vs Eventually:** *Finally* = the last step in a list. *Eventually* = after a long time or many problems. In a process, choose *Finally*.
- **Nevertheless vs However:** both contrast, but *Nevertheless* means "in spite of what I just said, this is still true" — perfect after a drawback followed by a positive.
- **Less vs fewer:** *less water, less heat, less energy* (uncountable) but *fewer plants, fewer species* (countable).
- **Subject agreement in the passive:** find the real subject. *Each roof **is** maintained · The plants **are** chosen · Much of the rainwater **is** absorbed.*

How to attack a grammar gap (20 seconds)

1. Read the sentence before and after the gap: what is the **logical** job (step, result, contrast, question, comparison)?
2. Eliminate the option with an obvious form error (*more cooler*, *does* in an indirect question).
3. Between the last two, check agreement, tense (present simple for processes and facts) and countable/uncountable.

Practice mazes

Read each text and choose the correct word(s) to complete the sentences: a, b or c. (5 × 2 marks = 10 marks each.) Each maze tests five different rules, and **no grammar point is tested twice** across the 25 gaps. Answers with the rule tested are in Section 7.

Rule	Points tested (maze · gap)
R1 Zero conditional	*if* + present (G1·3) · *when* + present (G2·5) · *unless* (G4·5) · result clause first + *if* (G5·4)
R2 Comparatives	*more* + long adjective (G1·4) · irregular *worse* (G3·2) · *not as … as* (G4·4) · *the …-er, the …-er* (G5·3)
R3 Quantity	*fewer* + countable (G2·1) · *hardly any* (G3·4) · *much of* + uncountable (G4·1) · *dramatically* vs *slightly* (G5·2)
R4 Present simple passive	singular *is* + p.p. (G1·2) · plural *are* + p.p. (G2·3) · negative *are not* + p.p. (G3·5) · passive + *by* agent (G4·2)
R5 Indirect questions	*why* + statement order (G2·2) · *if* for yes/no (G3·1) · *Could you tell me how much …* (G5·1)
R6 Adverbial linkers	contrast *However* (G1·5) · result *As a result* (G3·3) · similarity *Similarly* (G5·5)
R7 Sequencing	beginning *First of all* (G1·1) · middle *After that* (G2·4) · end *Finally* (G4·3)

G1 · How a Living Roof Is Built

TEXT	QUESTIONS
A living roof may look like a simple garden, but it is built in carefully planned layers. **(1)** _____, checking that the structure is strong enough to carry wet soil, which can weigh several hundred kilograms per square metre. Next, a waterproof membrane is laid across the whole surface, followed by a root barrier that stops the plants from damaging the building. Then a drainage mat **(2)** _____ on top, so that excess water can flow towards the gutters instead of collecting in pools. Only after these hidden layers are complete is the soil spread and the planting begun. The result is worth the effort. If the sun beats down on a planted roof, **(3)** _____, because the leaves shade the surface and moisture evaporates from the soil. The rooms beneath a living roof are therefore **(4)** _____ those under a conventional roof in summer, when air conditioners in the Gulf work hardest. **(5)** _____, the initial cost is higher, and owners must budget for regular maintenance, especially during the first two years while the plants are becoming established.	**(1)** a) Finally, an engineer inspects the existing roof b) First of all, an engineer is inspected the existing roof c) First of all, an engineer inspects the existing roof **(2)** a) are placed b) is placed c) places **(3)** a) the temperature underneath barely rises b) the temperature underneath will barely rise c) the temperature underneath would barely rise **(4)** a) comfortabler than b) more comfortable as c) more comfortable than **(5)** a) Moreover b) However c) Therefore

G2 · Fewer Floods, Busier Bees

TEXT	QUESTIONS
In April 2024, the UAE had its heaviest rainfall in seventy-five years: water rushed off roofs and roads, filled the drains and flooded many streets. Engineers point out that neighbourhoods with many living roofs usually experience **(1)** _____ than areas covered in concrete, because the soil absorbs rain and releases it slowly. Visitors often ask **(2)** _____. The answer lies in the way they are designed. The plants **(3)** _____ for their ability to survive both heavy rain and long dry periods, and sedum, a small succulent with thick leaves, is a common choice. Each roof is planted in stages. First, hardy ground-cover plants are established to protect the soil from being washed away. **(4)** _____, wildflowers are added to attract bees and butterflies. Living roofs also help wildlife in hot weather. When temperatures rise, **(5)** _____, offering insects a cool place to rest and feed. For city bees, whose natural habitat has largely disappeared under buildings and car parks, these small green islands can make a real difference to their chances of survival.	**(1)** a) far fewer floods b) far less floods c) much less floods **(2)** a) why do these roofs cope so well with storms b) why cope these roofs so well with storms c) why these roofs cope so well with storms **(3)** a) are chosen b) is chosen c) chose **(4)** a) To begin with b) After that c) In the beginning **(5)** a) the soil would release moisture that cools the air b) the soil will have released moisture that cools the air c) the soil releases moisture that cools the air

G3 · Is It Worth the Weight?

TEXT	QUESTIONS
Some building owners are not convinced that living roofs are a good investment. Many of them want to know **(1)** _____, especially on older buildings. Engineers say that most modern structures can, but older ones sometimes need extra support. Supporters point to the long-term benefits. In a hot climate, a bare concrete roof absorbs heat all day and releases it at night, making urban heat **(2)** _____ in densely built areas. A planted roof, by contrast, protects the waterproof layer beneath it from direct sunlight and sudden changes in temperature. **(3)** _____, the membrane can last up to twice as long as one exposed to the sun. Maintenance is also simpler than many people expect. Mature sedum roofs need **(4)** _____ watering except during the hottest months, and fertiliser is usually applied only once a year. Of course, some problems remain. Weeds can spread quickly if they are ignored, and most green roofs **(5)** _____ for public use unless safety rails are installed. Nevertheless, as energy prices rise, more owners are deciding that the benefits outweigh the extra weight.	**(1)** a) if their roof can carry the extra load b) whether can their roof carry the extra load c) if can their roof carry the extra load **(2)** a) more worse b) more bad c) even worse **(3)** a) In contrast b) As a result c) Similarly **(4)** a) hardly no b) hardly some c) hardly any **(5)** a) do not design b) are not designed c) are not designing

G4 · From Rooftop to Restaurant

TEXT	QUESTIONS
On top of a hotel in Dubai, the kitchen now grows **(1)** _____, including herbs, salad leaves and even small tomatoes. The rooftop garden was planned by a local landscape architect, and today it **(2)** _____ by the hotel's chefs, who pick ingredients every morning before breakfast is served. The journey from garden to plate is remarkably short. First, the chefs check which plants are ready. Then they harvest only what they need for that day's menu. **(3)** _____, the herbs are washed and served within an hour of being picked. Guests say the difference is noticeable: herbs bought from a supermarket are often **(4)** _____ those picked minutes before a meal, because they may have travelled for days in refrigerated lorries. The garden also has its limits. **(5)** _____ in summer, many delicate plants dry out within days, so the chefs grow tougher crops between June and September. Even so, the hotel estimates that the garden has reduced its herb deliveries by more than half, and guests often ask to visit the roof after dinner to see where their food was grown.	**(1)** a) many of its own produce b) much of its own produce c) much its own produce **(2)** a) looks after b) is looking after c) is looked after **(3)** a) To begin with b) Finally c) First **(4)** a) not as fresh as b) not as fresher as c) not so fresh than **(5)** a) Unless the beds will be shaded and watered twice a day b) Unless the beds aren't shaded and watered twice a day c) Unless the beds are shaded and watered twice a day

G5 · Measuring a Living Roof

TEXT	QUESTIONS
Last spring, a group of secondary-school students in Sharjah decided to measure the effect of the living roof on their science building. Before they began, they emailed the company that had installed it: "Could you tell me **(1)** _____?" The reply surprised them: the roof had cost less than they expected, and the energy savings would repay the investment in about eight years. The students then placed thermometers on the planted roof and on a bare concrete roof nearby, and they recorded the readings every hour for a week. On the hottest afternoon of the year, the bare surface reached 70°C, while the planted surface stayed at 35°C. In other words, the temperature fell **(2)** _____. They also discovered a clear pattern: **(3)** _____ the soil was, the lower the temperature of the classroom below. The plants matter as well. A roof stays cooler **(4)** _____, because wet leaves and soil lose heat through evaporation. The students' findings matched research from other countries. **(5)** _____, tests on buildings in Abu Dhabi suggest that planted roofs lower indoor temperatures and cut cooling costs.	**(1)** a) how much did the roof cost b) how much cost the roof c) how much the roof cost **(2)** a) slightly b) dramatically c) a little **(3)** a) the deeper b) the more deeper c) the most deep **(4)** a) if its plants would be watered regularly b) if its plants are watered regularly c) if its plants will be watered regularly **(5)** a) In contrast b) Therefore c) Similarly

5. Part 3A · Reading at Grade Level (24 marks)

Part 3A is one argumentative text of 330–350 words on **Personality: Nature or Nurture?** with 8 questions worth 3 marks each — the most valuable marks in the exam. Questions follow the order of the text, and the last one always covers the whole text.

The five distractor traps

1. **Word-match trap:** the option copies words from the text but changes the meaning (*"twins raised apart become more sociable"*).
2. **True but not the answer:** a fact from the text that answers a different question or a different paragraph.
3. **Too extreme:** *always, only, never, proves, completely* — argumentative writers rarely go that far.
4. **Reversed relation:** cause and effect, or "greater than / less than", swapped.
5. **Opposite of the writer's view:** often the view the writer quotes in paragraph 1 in order to challenge it.

Argumentative texts have a pattern: paragraph 1 states the popular belief, paragraphs 2–4 complicate it, paragraph 5 gives the writer's balanced conclusion. If an "overall" option matches paragraph 1 only, it is almost certainly wrong.

Practice texts

Read each text and choose the correct answers. Choose a, b or c. (8 × 3 marks = 24 marks each.) Keys with explanations are in Section 7.

R3A-1 · Are Leaders Born or Made?

TEXT	QUESTIONS
Every year, when students at a secondary school in Al Ain choose their student council president, teachers hear the same comment: "Hamad is a natural leader." The idea that some people are simply born to lead is very old. In the past, many people believed that leaders had special qualities from birth that ordinary people could never learn, and the same belief can still be heard in offices and sports clubs today. There is some truth in this view. Studies of twins suggest that genes may explain between a quarter and a third of the differences in whether people take on leading roles. Qualities such as confidence and energy are partly passed from parents to children, and they can make it easier to speak in front of a group. However, this leaves most of the picture unexplained. People who study leaders in the army, business and sport find again and again that the most important skills — listening carefully, making decisions under pressure and admitting mistakes — are learned over time, often through difficult experiences. Many respected leaders say they were shy as children and became leaders only because life gave them no choice: a father fell ill, a teacher trusted them, or a team suddenly needed a captain. The belief in "born leaders" can also do harm. When managers look for someone who "looks like a leader", they often choose the loudest person	**Q1** In the past, people thought leaders ___ a) had inborn abilities others lacked b) learned special qualities in offices c) were ordinary people chosen by others **Q2** Twin studies show that genes ___ a) explain most of the differences in leading roles b) pass confidence and energy to all children c) account for a minority of who takes charge **Q3** Listening and admitting mistakes are ___ a) qualities passed from parents to children b) abilities developed gradually through life c) skills used mainly in the army **Q4** As children, many respected leaders ___ a) spoke confidently in front of groups b) were chosen as team captains early c) took charge when circumstances demanded it **Q5** Paragraph 4 mainly shows that this belief ___ a) may cause reserved talent to be overlooked b) helps managers build trust in teams c) makes young people put

TEXT	QUESTIONS
in the room and ignore quieter colleagues who may be better at building trust. Even worse, young people who do not match this picture may never put themselves forward for the experiences that would help them grow. The sensible conclusion is not that genes do not matter, but that they are a starting point, not a finishing line. Leadership is less like the colour of your eyes and more like learning a language: some people learn faster, but everyone who practises gets better. Schools that treat leadership as a skill to train, not a gift to find, will discover far more leaders than they expected.	themselves forward **Q6** Young people who do not fit the picture may ___ a) put themselves forward more often b) miss chances to develop c) grow faster through experiences **Q7** The language comparison suggests that ___ a) leadership is fixed, like eye colour b) only those who practise learn faster c) all can improve, but at different rates **Q8** The writer mainly argues that leadership ___ a) can be developed, though genes help b) is a gift that schools must find c) depends mainly on confidence and energy

R3A-2 · Personality Tests at Work

TEXT	QUESTIONS
When Mariam applied for a job at a large company in Dubai, she was surprised to be asked questions such as "Do you prefer big parties or quiet evenings at home?" Her answers were turned into a short personality profile, and the company used it to decide whether she would "fit" into the team. Today, many employers use tests like this, and their popularity suggests that personality can be measured as easily as height. The most famous of these tests sorts people into sixteen types. It was created in the 1940s by a mother and daughter who had no formal training in psychology. It treats every person as either an introvert or an extrovert, yet most people are somewhere in the middle. In fact, studies have found that up to half of the people who take the test again a few weeks later receive a different type. This does not mean that personality cannot be measured at all. Psychologists usually prefer a model that gives people scores on five scales, such as how organised or how sociable they are, instead of putting them into boxes. These scores stay fairly stable over time, and some are useful: people who are organised and responsible, for example, tend to perform well in many jobs. The real problem is how the results are used. A test shows how someone usually behaves, but it says little about how that person could behave with training, support or a different	**Q1** The sixteen-type test was created by ___ a) trained psychologists in the 1940s b) a large company in Dubai c) two relatives with no specialist background **Q2** The writer criticises this test because it ___ a) forces most people into extremes b) asks about parties and quiet evenings c) has sixteen types instead of five **Q3** When people retook the test, ___ a) half of them became extroverts b) their results often did not match c) their personality changed in weeks **Q4** The five-scale model ___ a) puts people into five boxes b) predicts success in every job c) shows how much of a quality people have **Q5** Which quality predicts good job performance? a) being careful and reliable b) being sociable and outgoing c) scoring high on every scale **Q6** Paragraph 4 says that companies ___ a) should not hire quiet people for sales b) see changeable behaviour as permanent c) need better training and managers

TEXT	QUESTIONS
manager. When a company rejects someone for being "too quiet for sales", it treats a habit as a fixed limit and may lose a person who would have learned to do the job very well. A low score may even mean that the candidate was simply nervous on the day. Personality tests, then, are best used as mirrors, not as judges. They can start a useful conversation about strengths and habits. But when they are used to label people or close doors, they repeat an old mistake: the belief that who we are is decided in advance.	**Q7** "Decided in advance" suggests that misused tests ___ a) treat character as unchangeable b) are taken before the interview c) start conversations about habits **Q8** The writer's main view is that tests ___ a) should be removed from companies b) measure personality as easily as height c) help self-reflection, not judging people

R3A-3 · Does Culture Shape Character?

TEXT	QUESTIONS
Ask people in different parts of the world to describe themselves, and you will hear very different answers. In many Western countries, people tend to list personal qualities: "I am ambitious" or "I am creative". In the UAE and much of the Arab world, people are more likely to describe their relationships: "I am the eldest son of my family" or "I am from Fujairah". Such differences suggest that personality may be shaped not only by genes and parents but by whole cultures. Psychologists have tried to measure these effects. Studies comparing many countries show that average levels of qualities such as being outgoing differ from one nation to another. Even more interesting, the children of families who move abroad often score somewhere between their parents' culture and their new country's, and the longer they stay, the more their scores look like those of their neighbours. However, some experts warn against reading too much into these numbers. The differences between people inside one country are much bigger than the differences between countries, so knowing where someone comes from tells you very little about them. Also, people answer personality questions by comparing themselves with those around them. A person who is fairly punctual in a relaxed society may describe himself as very organised, while the same behaviour in a strict society would seem normal.	**Q1** Western people describe themselves through ___ a) their family and home town b) their individual traits c) their country's whole culture **Q2** Children of families abroad tend to ___ a) keep their parents' scores b) become more outgoing than neighbours c) slowly resemble local people **Q3** Experts say that someone's nationality ___ a) is a poor guide to character b) explains most differences between people c) matters more than personal differences **Q4** The punctual person example shows that people ___ a) become organised in strict societies b) rate their own traits by local standards c) describe themselves as very punctual **Q5** Paragraph 4 mainly shows that ___ a) quiet children are always praised b) Emiratis listen before they speak c) communities encourage the traits they admire **Q6** In a self-promotion culture, a quiet child may be ___ a) urged to be more outspoken

TEXT	QUESTIONS
Still, culture clearly influences which qualities are valued and rewarded. In the traditional majlis, young Emiratis learn to listen respectfully to their elders before they speak, so a quiet child may be praised for good manners. In a culture that celebrates self-promotion, the same child might be called shy and pushed to speak up. A child who is praised for a quality usually shows it more often, while one who is criticised for it learns to hide it. Culture, in other words, does not replace biology; it gives it direction. Our genes may provide the raw material of our character, but our society decides which parts are polished and which are left rough. Understanding this should make us slower to judge people from other backgrounds as "too loud" or "too quiet".	b) praised for good manners c) taught to respect elders **Q7** "Polished" and "rough" suggest that society ___ a) provides the raw material of character b) strengthens some inborn traits more than others c) removes the rough parts of character **Q8** The text mainly argues that ___ a) culture replaces biology b) nationality explains character c) upbringing and values steer inborn tendencies

R3A-4 · Is Talent Born or Made?

TEXT	QUESTIONS
When twelve-year-old Saif won a national oud competition in Abu Dhabi, many people said he had been "born with a gift". Others pointed out that he had practised for two hours every day since he was six. Which explanation is right? A famous study of young violin players once reported that the best students had practised for about 10,000 hours by the age of twenty, far more than the others. The number spread quickly through popular books, and many people concluded that anyone could become an expert with enough practice. Later research has made the story more complicated. When scientists combined the results of many studies, they found that practice explained an important part of the differences in performance, but far less than half — about a quarter in music and in games such as chess, and even less in many jobs. What explains the rest? Partly, genes. Studies of twins suggest that musical ability, and even the desire to practise, are partly inherited. In one large study, when one identical twin had practised much more than the other, the two often ended up with very similar musical skill. Children who find music easy may simply enjoy practising more, so ability can lead to practice as well as the other way round. Yet this does not support the opposite extreme. Practice is still essential: nobody becomes an excellent musician without years of hard work.	**Q1** The best violin students ___ a) won national competitions b) had trained much longer than others c) were born with a gift **Q2** Popular books claimed that ___ a) effort alone can produce top performers b) only violinists need 10,000 hours c) talent matters more than practice **Q3** Combined studies showed that practice ___ a) explained over half of the differences b) mattered more in jobs than in music c) accounted for a minority of performance gaps **Q4** The twin who practised more ___ a) was often no more skilful b) gained much greater musical ability c) found music easier **Q5** Paragraph 4 mainly says that ___ a) natural ability is all that matters b) training and good chances are still crucial c) good teachers matter more than practice **Q6** The child in a home without music shows that ___ a) ability is unimportant for musicians b) children must practise at home c) ability may stay hidden without

TEXT	QUESTIONS
Moreover, early opportunities, good teachers and family encouragement decide whether a child's talent is ever discovered. A gifted child who grows up in a home without music may never hold an instrument. The honest answer, then, is that excellence needs both natural ability and the effort to develop it. The danger lies in choosing only one side. Telling children that talent is everything may discourage those who start slowly; telling them that hours are everything may make hard-working students blame themselves when their progress stops. Parents and teachers would do better to praise effort while accepting that people are different.	help **Q7** Saying "hours are everything" may ___ a) leave diligent learners feeling guilty b) discourage children who start slowly c) stop parents praising effort **Q8** The writer mainly argues that excellence ___ a) comes from 10,000 hours of practice b) requires inborn gifts and dedication c) depends mainly on early opportunities

R3A-5 · Are Risk-Takers Born?

TEXT	QUESTIONS
Some people queue for hours to fly down the zipline on Jebel Jais, the highest mountain in the UAE; others feel sick just watching them. Psychologists call this difference "sensation seeking", and for many years it was seen as a clear case of nature winning over nurture. Early studies linked it to genes that affect a brain chemical connected with pleasure and reward, and some newspapers excitedly announced the discovery of a "thrill-seeking gene". Parents of adventurous children were told, in effect, that their sons and daughters had simply been born that way. The truth turned out to be less exciting. Larger studies could not confirm most of these single-gene links, and scientists now believe that hundreds of genes each make a tiny contribution. Sensation seeking is partly inherited, but no test can tell parents whether their baby will one day jump out of a plane over the Palm Jumeirah. Meanwhile, the evidence for the role of environment has grown. Sensation seeking rises sharply in the teenage years and falls steadily after the early twenties, a pattern found in many cultures. One explanation is that the parts of the brain that look for rewards develop earlier than the parts that control sudden actions. Friends matter too: teenagers take far more risks when their friends are watching, even in computer driving games where nothing real is at stake.	**Q1** Early studies linked sensation seeking to ___ a) feeling sick when watching others b) a single gene from adventurous parents c) a substance linked to enjoyment **Q2** Larger studies suggested that ___ a) the trait has countless small genetic causes b) one thrill-seeking gene exists c) the trait is completely inherited **Q3** Sensation seeking usually ___ a) rises throughout the twenties b) peaks during adolescence c) appears in only a few cultures **Q4** The driving-game research shows that teenagers ___ a) drive dangerously in real life b) take fewer risks in computer games c) are bolder with peers around **Q5** Paragraph 4 mainly says that the need for excitement ___ a) can be channelled, not removed b) should be stopped completely c) disappears with supervision **Q6** Supervised programmes appear to ___ a) remove the need for excitement b) mainly improve debating skills c) cut down risky actions **Q7** "Less exciting" suggests that early reports were ___ a) completely false b) exaggerated

TEXT	QUESTIONS
Perhaps the most useful finding is that the need for excitement can be guided rather than stopped. Programmes that offer teenagers challenging but supervised activities, such as rock climbing in Hatta, sailing or competitive debating, appear to reduce dangerous behaviour such as reckless driving. The need itself does not disappear; it simply finds a safer outlet. The lesson for parents and schools is that a child who loves adventure is not a problem to be fixed but an energy to be directed. Genes may decide how strongly a young person is attracted to risk, but the opportunities adults provide largely decide what that young person does with it.	c) confirmed by larger studies **Q8** The writer mainly argues that ___ a) biology sets the strength; upbringing guides the use b) adventurous children are a problem c) people are simply born risk-takers

6. Part 3B · Reading Beyond Grade Level (16 marks)

Part 3B is one expository text of 330–350 words at **C1.1** on **Megacities and Small Towns**, with 8 questions worth 2 marks each. It is the hardest part of the paper: many answers are not stated directly, so you must read between the lines and judge the writer's attitude.

Tone words you must know

Tone	Means	Clue words in the text
cautionary	warning against a mistake	*a sobering lesson, risks, may, must not*
cautiously optimistic / supportive	positive, but with limits	*encouraging, yet, still, not perfect*
balanced / objective	gives both sides fairly	*supporters argue … critics warn …*
critical / sceptical	doubts a claim	*not quite, questionable, exaggerated*
analytical	explains causes and effects	*because, as a result, reveals*
insistent / emphatic	urges the reader strongly	*must, cannot afford to, far more than*
celebratory	praises without doubt	*triumph, miracle, remarkable success*
mocking / sarcastic	makes fun of an idea	*so-called, supposedly* + exaggeration
nostalgic	longs for the past	*once, in the old days, lost*

Rule of thumb: C1 expository writers are rarely *mocking*, *bitter* or purely *celebratory*. When one option is extreme and another is moderate, the moderate one is usually right — if the text contains both praise and doubt.

Applying the text's lesson to a new situation

1. Reduce the lesson to one short rule (*"Leave room for the unplanned."*).
2. Check each option: does it **apply** the rule, **ignore** it, or **contradict** it?
3. Reject options that copy a surface detail from the text (*"shaped like a bird"*) but miss the principle.

Practice texts

Read each text and choose the correct answers. Choose a, b or c. (8 × 2 marks = 16 marks each.) Keys with explanations are in Section 7.

R3B-1 · From Fishing Town to Global City

TEXT	QUESTIONS
In the 1950s, Dubai was a small trading town of perhaps twenty or thirty thousand people, most of whom earned their living from fishing, pearl diving and trade along the Creek. Today, the emirate is home to more than three and a half million residents, and its skyline is recognised around the world. Old photographs show wooden boats, called dhows, crowding the Creek, with low houses of coral stone behind them. Few cities on Earth have grown so far, so fast. Such rapid growth brings a difficult balancing act. Roads, water pipes, schools and hospitals must be planned years before the people who will use them arrive. When planning falls behind, the results are felt every day: traffic jams on Sheikh Zayed Road, crowded schools in new neighbourhoods and long journeys between home and work. Because so many workers live in neighbouring emirates such as Sharjah and Ajman, the morning rush can begin well before sunrise. For many years, the answer was simply to build more roads. More recently, planners have tried a different approach: making it easier for people to leave their cars at home. The Dubai Metro, which opened in 2009, now carries hundreds of thousands of passengers on a typical day, and trams, buses and water taxis connect with it. Air-conditioned walkways now link some stations to nearby offices and malls. The city has also announced plans for "20-minute	**Q1** In the 1950s, most people in Dubai ___ a) built dhows along the Creek b) travelled from Sharjah and Ajman c) depended on the sea and trade **Q2** The "balancing act" means ___ a) preparing facilities before residents come b) reducing traffic on Sheikh Zayed Road c) planning schools after people arrive **Q3** The early rush hour suggests that workers ___ a) avoid driving in the heat b) live far from their jobs c) start work before sunrise **Q4** Recently, planners have mainly tried to ___ a) build more roads b) open more schools in new areas c) reduce car use **Q5** "Changing habits may prove harder" implies that ___ a) attitudes may slow progress b) railways cost less than roads c) the metro was hard to build **Q6** Which best fits a "20-minute neighbourhood"? a) a fast motorway between emirates b) homes close to shops and schools c) car parks at every station **Q7** The writer's attitude is ___

TEXT	QUESTIONS
neighbourhoods", in which most daily needs can be reached within a short walk or bicycle ride. These changes are not easy. Summer temperatures above 45°C make walking unattractive for months each year, many families still see a large car as a sign of success, and some residents live far from the nearest station. Changing habits may prove harder than building railways. Still, Dubai's story challenges a common assumption about city growth: that more people must always mean more cars. The city's next chapter may depend less on how tall its towers become than on how easily its residents can move between them.	a) openly critical b) too enthusiastic c) hopeful but realistic **Q8** The text mainly explains ___ a) how a fast-growing city is rethinking transport b) why Dubai grew so fast in the 1950s c) why more people need more cars

R3B-2 · The Mountain Town That Chose Its Pace

TEXT	QUESTIONS
About an hour and a half's drive from the towers of Dubai, the mountain town of Hatta feels like a different world. Surrounded by the rocky peaks of the Hajar Mountains, it was for centuries a quiet farming community, known for its date palms, its old stone watchtowers and the falaj channels that carried water to its fields. In recent years, Hatta has changed quickly. A development plan has brought new roads, mountain-bike trails, campsites and kayaking on the turquoise water of Hatta Dam. Weekend visitors now arrive in their thousands, especially in the cooler months, and local businesses, from honey farms to small guesthouses, have found new customers. The old heritage village has also been restored, giving visitors a picture of mountain life in the past. Supporters believe this is the best way to keep a small town alive. Many young people from rural areas move to large cities in search of jobs, and without new opportunities, towns like Hatta could slowly empty. Instead of trying to copy the city, with its shopping malls and nightlife, Hatta offers what the city cannot: fresh mountain air, starry skies, local honey and a slower pace of life. Some residents who once worked in Dubai have returned to open businesses at home. Others are more cautious. On busy weekends, traffic fills the narrow mountain roads, and rubbish is	**Q1** In the past, Hatta was mainly ___ a) a weekend tourist spot b) an agricultural village c) a kayaking centre **Q2** The development plan brought ___ a) malls and nightlife b) new honey farms and guesthouses c) new outdoor activities **Q3** Supporters say Hatta attracts people with ___ a) a calm, natural lifestyle b) shopping malls and nightlife c) jobs for rural young people **Q4** Residents returning from Dubai suggest that ___ a) the town now provides a living b) Dubai has fewer jobs c) Dubai's traffic is too heavy **Q5** The "theme park" warning suggests Hatta might ___ a) attract too many weekend visitors b) lose its weekend tourists c) lose the everyday life of its people **Q6** Which plan matches the planners' aim? a) banning all new buildings b) new guesthouses near carefully kept old sites c) a mall to compete with Dubai **Q7** The tone of the final paragraph is ___ a) balanced b) bitter

TEXT	QUESTIONS
sometimes left at popular picnic spots. Some older residents worry that rising land prices will make it harder for local families to stay, and that their town could become a place that visitors enjoy but locals cannot afford. A town that changes too much, they warn, could become a theme park rather than a real community. Hatta's future may depend on the balance it finds. The aim, its planners say, is not to stop change but to choose it carefully: to welcome visitors while protecting the heritage, nature and neighbourly spirit that make the town special. In that sense, a slower pace is less about speed than about control.	c) triumphant **Q8** The text mainly describes ___ a) why young people leave small towns b) how Hatta attracts weekend visitors c) the gains and risks of developing a town

R3B-3 · Water in a Desert Nation

TEXT	QUESTIONS
The UAE receives very little rain, usually less than 100 millimetres a year, and it has no permanent rivers or lakes. For centuries, communities survived by using wells and the falaj system, a network of channels that carried underground water from the mountains to farms and oases such as Al Ain. Water was precious, and every drop was shared carefully. Today, the picture is very different. The population has grown many times over, and most drinking water now comes from desalination plants that remove salt from seawater. These plants have made modern life possible in the desert. Today, many of these plants line the coast from Abu Dhabi to Fujairah, but they come at a price. They use large amounts of energy, and the very salty water they release can harm sea life in the shallow waters of the Gulf. At the same time, underground water, which once supported the farms and oases, is being used far faster than rain can replace it. In some areas, wells have become salty or dried up altogether, and farmers have had to dig deeper and deeper to find water. Experts point out a painful contrast: although water is scarcer here than almost anywhere, average water use per person in the UAE is among the highest in the world, partly because water has long been cheap and easy to get. These facts show that the country's water challenge is not caused by	**Q1** In the past, water came mainly from ___ a) groundwater brought by channels b) rivers and lakes c) desalination plants **Q2** Desalination plants ___ a) do not affect the Gulf b) take water from old wells c) need much power and hurt marine life **Q3** In some areas, underground water ___ a) is replaced by rain b) has become unusable c) supports more farms **Q4** The "painful contrast" suggests that ___ a) the UAE gets more rain b) low prices encouraged heavy use c) underground water is costly **Q5** Calling water-saving "not exciting" implies it ___ a) gets little attention b) costs more than new plants c) is impossible for families **Q6** Which action follows the final advice? a) building a bigger plant b) waiting for a water shortage c) a school repairing dripping taps **Q7** The tone of the text is ___ a) hopeless b) analytical and urgent c) light-hearted

TEXT	QUESTIONS
nature alone. Growing demand, generous use and the cost of producing fresh water all play a part. Encouragingly, recent years have shown that change is possible. Abu Dhabi has stored huge amounts of desalinated water in an underground reserve in the Liwa desert for emergencies, newer plants use far less energy, and treated waste water now irrigates many parks and roadsides. The next step may be the hardest: changing everyday habits. Shorter showers, careful garden watering and fixing leaking pipes are not exciting projects, and they rarely make headlines. Yet for a desert nation, they may prove as valuable as any new plant or pipeline.	**Q8** The text mainly explains ___ a) why water problems are mostly human-made b) how the falaj system worked c) why desalination is the only answer

R3B-4 · Old Town, New City

TEXT	QUESTIONS
Walk a few minutes from the busy Dubai Creek and you enter a quieter world. In the Al Fahidi Historical Neighbourhood, narrow sandy lanes wind between houses built of coral stone and gypsum, and tall wind towers, known as barjeel, rise above the rooftops. Small shaded courtyards sit at the centre of most houses, giving families privacy and cool air. Built more than a century ago by merchant families, the district offers a rare view of life before oil. By the late twentieth century, however, the neighbourhood was in poor condition. Many families had moved to modern villas with air conditioning, some houses stood empty, and parts of the area were knocked down to make way for new buildings. For a time, it seemed that the district might disappear altogether. Instead, it was saved. The houses were carefully restored using traditional materials, and the lanes now host museums, art galleries, cafés and cultural events such as an annual art festival. Visitors can now enter several restored homes to see how families once lived. The wind towers, which once caught the breeze and sent it down into the rooms below, are now studied by architects looking for ways to cool buildings without using so much electricity. Yet the restored district is not quite the living old town it may appear to be. Few families actually live there today, and most visitors are tourists who	**Q1** The old houses were built ___ a) by modern architects b) as museums and galleries c) by traders using local materials **Q2** By the late twentieth century, the area ___ a) was a popular attraction b) was neglected and partly demolished c) was full of modern villas **Q3** Architects study the wind towers because they ___ a) reduce the need for air conditioning b) were knocked down for villas c) attract tourists in the afternoon **Q4** "Not quite the living old town" implies the area ___ a) has completely failed b) is noisy and crowded c) is mostly empty of residents **Q5** Critics suggest that the restoration ___ a) improved family life b) saved buildings but lost community c) should not have happened **Q6** Which project follows Al Fahidi's lesson? a) restoring an old fort beside new homes b) replacing old houses with a tower c) turning a market into parking **Q7** The writer's attitude is ___ a) dismissive

TEXT	QUESTIONS
come for an afternoon. Some critics argue that the area has become more of a museum than a neighbourhood, and that the everyday sounds of family life, such as children playing and neighbours talking at their doors, have been replaced by the quiet footsteps of visitors. Even so, Al Fahidi has influenced how the UAE thinks about its past. It has encouraged other cities, such as Sharjah, to restore their own historic districts, and it reminds planners that old buildings can still teach modern lessons. Its message is not that the city should stop building towers, but that progress does not have to mean forgetting where it came from.	b) purely celebratory c) admiring but realistic **Q8** The text mainly explains ___ a) how wind towers were invented b) the successes and limits of a restoration c) why Dubai should stop building towers

R3B-5 · Masdar City: A Dream Meets Reality

TEXT	QUESTIONS
In 2006, Abu Dhabi announced one of the world's most ambitious building projects: Masdar City, a new town near the airport designed to run on clean energy and produce almost no waste. Its planners promised a place where cars would be unnecessary, where buildings would stay cool with little air conditioning, and where around 50,000 people would live and work. The design borrowed ideas from traditional Arab towns. Streets were kept narrow and shaded so that people could walk comfortably even in summer, and buildings were raised on a platform to catch cooling breezes. Walls were covered with screens inspired by the traditional mashrabiya to block the strong sun. A modern wind tower was built to draw air down into a public square, and small driverless electric pods were planned to carry people beneath the city. The project soon met difficulties. When the world economy slowed in 2008 and 2009, building work was slowed and the completion date was moved back by many years. The driverless pods were limited to a short route, and ordinary cars were eventually allowed into parts of the city. Some critics described Masdar as a beautiful idea that had become an expensive office park. Supporters, however, see the story differently. Masdar now hosts a university, the headquarters of the International Renewable Energy	**Q1** Masdar City was first planned to ___ a) need no petrol or private vehicles b) be built far from the airport c) house half a million people **Q2** The narrow, shaded streets were meant to ___ a) carry driverless electric pods b) keep pedestrians out of the hot sun c) attract technology companies to the city **Q3** The transport changes suggest that ___ a) pods were more popular than cars b) cars were banned everywhere c) the original plan was hard to achieve **Q4** Supporters see Masdar today as ___ a) a place for useful experiments b) a city that met every target c) home to 50,000 residents **Q5** "Expensive office park" implies that Masdar ___ a) has too many residents b) cost less than expected c) lacks real community life **Q6** Which project reflects the final lesson? a) copying an existing city b) trying new designs in one small district c) cancelling plans that might fail

TEXT	QUESTIONS
Agency and hundreds of companies working on clean technology. Ideas tested there, from shaded streets to energy-saving building materials, have influenced projects across the region, and thousands of students and researchers work there every day. In their view, a city that did not meet every target can still succeed as a laboratory. Masdar's experience offers a lesson for planners everywhere. It is much easier to design a perfect city on paper than to build one in the real world, where budgets change and people's habits are hard to predict. Yet without bold experiments, cities would have far fewer good ideas to learn from, and the next generation of towns in the region may be greener because of what Masdar tried.	**Q7** The writer's attitude is ___ a) balanced b) dismissive c) too enthusiastic **Q8** The text mainly explains ___ a) why the economy slowed in 2008 b) how driverless pods work c) the hopes, problems and value of Masdar

7. Answer keys and model answers

Writing 1.1 — model answers (Frame A / Frame B)

W1.1 The Fridge That Does the Shopping — Frame A

Based on the text, there are two different opposing views. The first opinion supports the idea that connected fridges are an important step forward in home automation by providing some evidence and reasons such as tracking food and ordering missing items automatically, cutting the amount of food the family wastes, and saving busy parents time while repaying their cost within two years.

However, the second opinion defends the idea that such appliances are an expensive answer to a problem most families do not have by presenting some justifications such as costing far more than ordinary fridges, becoming outdated when software updates stop, and collecting data about families' diets that companies could exploit.

W1.2 Voice Assistants in Children's Bedrooms — Frame B

According to the passage, there are two contrasting perspectives. The first point of view believes that voice assistants make children more curious and independent and this opinion is supported by some causes like answering questions instantly, helping children who learn by listening, and allowing young children to carry out simple tasks by themselves.

On the other hand, the second view thinks that these devices should be used only occasionally and this opinion is enhanced by some justifications such as encouraging impolite behaviour, weakening the patience needed for real understanding and creativity, and recording children's private conversations.

W1.3 Smart Locks — Frame A

Based on the text, there are two different opposing views. The first opinion supports the idea that smart locks make managing property easier and safer by providing some evidence and reasons such as sending guests temporary codes that expire automatically, letting workers in from a distance, and removing keys that could be lost or copied while recording every entry.

However, the second opinion defends the idea that this feeling of security is misleading by presenting some justifications such as the risk of criminals hacking the locks from far away, the possibility of the system failing and leaving families outside in dangerous heat, and entry records revealing when a house is empty.

W1.4 University in the Big City or a Small-Town Campus? — Frame B

According to the passage, there are two contrasting perspectives. The first point of view believes that students should choose universities in very large cities and this opinion is supported by some causes like internships with major employers, access

to excellent libraries, museums and expert speakers, and the independence and professional contacts gained by living among many cultures.

On the other hand, the second view thinks that a small-town campus is a better place to learn and this opinion is enhanced by some justifications such as shorter journeys that leave more time for study, smaller classes with personal support and leadership opportunities, and lower costs that reduce the need for part-time jobs.

W1.5 Raising Children: City Centre or Garden Town? — Frame A

Based on the text, there are two different opposing views. The first opinion supports the idea that a capital city offers children advantages that smaller places cannot provide by providing some evidence and reasons such as having schools, hospitals and cultural facilities nearby, mixing with classmates from many nationalities, and using public parks and sports centres to make up for small homes.

However, the second opinion defends the idea that a calmer oasis town is better for children by presenting some justifications such as cleaner air and closer contact with nature, shorter journeys that give parents more family time, and a strong community that matters more than nearby facilities.

Writing 1.2 — model essays (4-paragraph template)

E1 · Smart appliances or traditional home management?

As a matter of fact, smart home appliances are widely discussed as a significant matter that deserves to be highlighted. The current essay aims to compare running a household with automated devices with managing it by hand traditionally. As well as, a personal opinion along with some recommendations will be presented in the conclusion.

First and foremost, there are several advantages of smart appliances to be considered. For instance, a connected fridge tracks food and reorders missing items, so families waste less. Also, automation removes small daily tasks, giving parents more time. Further, smart thermostats cool only occupied rooms, which lowers electricity bills. Moreover, devices can be controlled remotely.

Undoubtedly, there are a lot of benefits of traditional home management to be suggested in this context. For example, it costs far less, whereas smart appliances are expensive and soon become outdated. Furthermore, families keep their personal information private instead of sharing it with companies. In addition, children learn useful skills such as planning meals and budgeting. Also, simple appliances keep working when the internet fails.

In conclusion, I do believe that a balanced approach is wisest, with people making the key decisions. In my family, we use a smart thermostat, but my mother still writes the weekly shopping list. As a consequence, I recommend that families buy only the devices that solve real problems and check privacy settings.

E2 · Smart devices or books and conversation?

There is no doubt that children's learning at home is a debatable issue, with opinions divided over its implications. The current essay aims to compare learning through smart devices and voice assistants with learning through books, games and family conversation. As well as, a personal opinion along with some recommendations will be presented in the conclusion.

First and foremost, there are several advantages of smart devices to be considered. For instance, voice assistants answer questions instantly, which feeds children's curiosity. Also, auditory learners benefit from hearing stories and explanations aloud. Further, educational apps are updated constantly, so information stays current. Moreover, young children gain independence when they can find answers by themselves.

Undoubtedly, there are a lot of advantages of traditional learning to be suggested in this context. For example, reading with a parent builds vocabulary and deeper understanding, unlike quick answers from a speaker. Furthermore, board games teach patience, turn-taking and problem-solving. In addition, conversation strengthens family relationships. Also, children are protected from the distractions and privacy risks of connected devices.

In conclusion, I do believe that traditional learning is more effective, although technology can play a supporting role. When I was younger, my grandfather's stories about life in the UAE taught me more history than any application. As a consequence, I recommend that parents limit screen time and read with their children every evening.

E3 · Smart or traditional home security?

It is undeniable that keeping the family home safe is widely discussed as a significant matter that deserves to be highlighted. The current essay aims to compare smart security systems with traditional security based on keys, neighbours and guards. As well as, a personal opinion along with some recommendations will be presented in the conclusion.

First and foremost, there are several benefits of smart security to be considered. For instance, owners receive instant alerts and can watch their front door from anywhere. Also, temporary digital codes allow visitors to enter without copying keys. Further, every entry is recorded, which helps the police after a crime. Moreover, visible cameras discourage thieves.

Undoubtedly, there are a lot of strengths of traditional security to be suggested in this context. For example, a metal lock keeps working when the battery dies or the Wi-Fi fails, whereas smart locks can leave families stranded outside. Furthermore, traditional systems cannot be hacked from another country. In addition, neighbours who know each other notice unusual activity. Also, no recordings of passers-by are stored.

In conclusion, I do believe that traditional security, supported by simple technology, is the safer choice. In our neighbourhood in Sharjah, residents watch each other's homes during the holidays, and break-ins are almost unknown. As a consequence, I recommend that families strengthen community ties and choose smart devices with strong passwords.

E4 · University in a megacity or a small town?

It has been recognized that choosing where to study at university is a debatable matter, as there are opposing opinions regarding it. The current essay aims to compare studying in a megacity with studying on a small-town campus. As well as, a personal opinion along with some recommendations will be presented in the conclusion.

First and foremost, there are several advantages of megacity universities to be considered. For instance, students can find internships with major companies. Also, they have access to world-class libraries, museums and conferences. Further, living among people from many cultures builds independence and confidence. Moreover, the professional contacts made in a large city can support a whole career.

Undoubtedly, there are a lot of advantages of small-town universities to be suggested in this context. For example, rent and transport are much cheaper, whereas students in megacities often need part-time jobs. Furthermore, short distances leave more time for study and sport. In addition, smaller classes allow lecturers to give individual support. Also, students have more chances to lead clubs and societies.

In conclusion, I do believe that a small-town university is the better choice for most students. My cousin studied in Al Ain, saved money, and graduated with excellent grades because he could concentrate fully on his courses. As a consequence, I recommend that students compare living costs and class sizes before applying, not only a university's location.

E5 · City centre or green town for family life?

As a matter of fact, choosing the right place to raise children is a debatable issue, with opinions divided over its implications. The current essay aims to compare bringing up a family in a busy city centre with raising children in a quiet, green town. As well as, a personal opinion along with some recommendations will be presented in the conclusion.

First and foremost, there are several benefits of city-centre living to be considered. For instance, schools, hospitals and libraries are all close by. Also, children meet classmates from many nationalities, which prepares them for a global world. Further, museums and sports centres offer endless activities. Moreover, parents usually live near their workplaces.

Undoubtedly, there are a lot of benefits of green towns to be suggested in this context. For example, the air is much cleaner, whereas city children often breathe traffic pollution. Furthermore, larger homes and gardens give children space to play outdoors. In addition, neighbours know each other, so children feel safer. Also, shorter journeys give parents more time with their families.

In conclusion, I do believe that a quiet, green town provides a healthier childhood. My family moved from central Abu Dhabi to a quieter suburb, and my younger sisters now cycle in the park every evening instead of watching screens. As a consequence, I recommend that parents consider time, space and community when choosing a home.

Vocabulary key

Maze	1	2	3	4	5
V1	b	c	a	b	a
V2	a	b	a	b	c
V3	a	b	a	b	c
V4	b	a	c	b	c
V5	b	c	a	b	a

Grammar key

Maze	1	2	3	4	5
G1	c	b	a	c	b
G2	a	c	a	b	c
G3	a	c	b	c	b
G4	b	c	b	a	c
G5	c	b	a	b	c

Reading 3A key (3 marks each)

Text	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
R3A-1	a	c	b	c	a	b	c	a
R3A-2	c	a	b	c	a	b	a	c
R3A-3	b	c	a	b	c	a	b	c
R3A-4	b	a	c	a	b	c	a	b
R3A-5	c	a	b	c	a	c	b	a

Reading 3B key (2 marks each)

Text	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
R3B-1	c	a	b	c	a	b	c	a

Text	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
R3B-2	b	c	a	a	c	b	a	c
R3B-3	a	c	b	b	a	c	b	a
R3B-4	c	b	a	c	b	a	c	b
R3B-5	a	b	c	a	c	b	a	c

Score tracker

Practice set	Maximum	Score
Vocabulary V1–V5	5 × 10 = 50	
Grammar G1–G5	5 × 10 = 50	
Reading 3A, 5 texts	5 × 24 = 120	
Reading 3B, 5 texts	5 × 16 = 80	
Writing 1.1, 5 summaries	5 × 15 = 75	
Writing 1.2, 5 essays	5 × 25 = 125	