

دليل التخطيط لاختبار نهاية الفصل



تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ⇨ المناهج الإماراتية ⇨ الصف الثاني عشر المتقدم ⇨ لغة انجليزية ⇨ الفصل الأول ⇨ ملفات متنوعة ⇨ الملف

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المزيد من مادة
لغة انجليزية:

إعداد: Khazaleh Hekmat

التواصل الاجتماعي بحسب الصف الثاني عشر المتقدم



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

مواصفات اختبار نهاية الفصل

1

كويز مفردات تشابتر واحد quiz vocabularies one Chapter

2

Grammar Revision

3

English Support Booklet - Unit 1: Pushing Boundaries

4

English Support Booklet

5

تحميل تطبيق المناهج للهواتف الذكية

تطبيق المناهج على Play Google (أندرويد)

تطبيق المناهج على Store App (آبل)

وَمَا نَيْلُ الْمَطَالِبِ بِالْتَّمَنِّي
وَلَكِنْ تُوْخَذُ الدُّنْيَا غَلَابًا

ENGLISH LANGUAGE

THE ASSESSMENT PLANNER

End-of-Term 1 · 2026 – 2027 · CEFR B2.2 → C1



Read smarter. *Write* stronger. *Score* higher.

Q1 · Q2

Writing

Summary frames, essay template & 4 model essays

40 marks

PART 1

Vocabulary

24 key words in Arabic & English + 11 mazes

10 marks

PART 2

Grammar

7 rules incl. sequencing adverbs + 11 mazes

10 marks

3A · 3B

Reading

10 texts · 80 MCQs with synonym-based answers

40 marks

Dr. HEKMAT KHAZALEH

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Bachelor Degree in Military Science بكالوريوس العلوم الادارية و العسكرية/ جامعة مؤتة/ الأردن	
Researcher & Writer باحث و مؤلف	
GOOGLE ME ▶ https://ejournal.um.edu.my/index.php/O-JIE/article/view/52410 ▶ https://ejournal.um.edu.my/index.php/aldaad/article/view/45631 ▶ https://www.researchgate.net/publication/396039638 (Expressions of Reassurance in the Quran)	

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CONTENTS

Term 1 · 2026–2027 · Grade 12 Advanced · Stage 9 · CEFR B2.2

- **Writing Task 1** Summary of two views · 2 frames · 4 texts with model answers
- **Writing Task 2** Comparative essay · template · 4 model essays (220–230 words)
- **Vocabulary** 24 target words (Arabic · English) · 11 practice mazes
- **Grammar** 7 rules incl. adverbs of sequencing · 11 practice mazes
- **Reading Task 1** Personality: Nature or Nurture? · 5 texts × 8 MCQs
- **Reading Task 2** Megacities and Small Towns (C1) · 5 texts × 8 MCQs
- **Answer Keys** Every answer key, together on the last two pages

How to use this planner: Learn the word bank and the grammar rules first, then do the mazes and reading tests under exam time. In every multiple-choice question the correct answer is a paraphrase (synonym) of the text, while wrong options reuse real words from the text – read for meaning, not for matching words.

Exam Blueprint – End-of-Term 1 Specifications

Question	Spec part	Theme	Task	Construct limits	Marks
Q1 Writing	Part 4 (4.1)	Smart Homes · Comparing Places	Summarise the two views in your own words	1 text of 200 words (±10%), two views	15
Q2 Writing	Part 4 (4.2)	Same theme as Q1	Comparative essay, 3 prompts (FL.26)	At least 220 words in paragraphs	25
Q Vocabulary	Part 1	Pushing Boundaries · Rise to the Challenge!	MC gap-fill (A, B, C)	180 words (±10%), 5 gaps	10
Q Grammar	Part 2	My roof is alive!	MC gap-fill (A, B, C)	Expository, 180 words, 5 gaps	10
Q Reading 3A	Part 3A	Personality: Nature or Nurture?	Multiple choice (A, B, C)	Argumentative, 330–350 words, 8 Qs	24
Q Reading 3B	Part 3B	Megacities and Small Towns	Multiple choice (A, B, C)	Expository C1.1, 330–350 words, 8 Qs	16

Totals: Reading 60 · Writing 40 · Exam 100 (SwiftAssess)

PART 4 · QUESTION 4.1

WRITING TASK 1

Summary of two opposing views · Smart Homes · Comparing Places

4

practice texts

2

answer frames

4–5

sentences

15

marks

Focus: Find the two views, then say them in your own words – never copy whole sentences from the text.

IN THIS PART

- Answer frames A and B
- FL.26 useful language
- 4 practice texts with model answers

WRITING TASK 1 · SUMMARY OF TWO VIEWS

Part 4 · Question 4.1 · 15 marks · 4–5 sentences in your own words

Task: Read the text carefully. What are the two different points of view presented in the text? Summarise them in your own words.

To answer the first question, you are advised to use this form

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	similarly · likewise · both ... and ... · neither ... nor ...	because · since · as · due to · as a result · therefore

Q1 Writing · Text 1: Smart Homes: Blessing or Burden?

Theme: Smart Homes · advantages vs disadvantages · ≈ 204 words

Noor, an engineer in Dubai, believes that smart homes are one of the greatest improvements to modern life. In her apartment, the air conditioning adjusts itself when the family leaves, the lights switch off in empty rooms, and the washing machine runs at night when electricity is cheaper. As a result, her monthly bill has fallen by almost thirty percent. She also values the security system, which sends a live video to her phone whenever someone approaches the door. “For elderly people living alone,” she adds, “sensors that detect a fall and call for help can be life-saving. Technology like this gives families peace of mind.”

Ghena, a cyber-security researcher, is far more cautious. She argues that every connected device is a door that hackers can open. Smart speakers listen constantly, cameras store images on distant servers, and many users never read the privacy policies they accept. “Convenience comes at the cost of control,” she warns. She also points out that smart systems are expensive to install and can fail when the internet goes down, leaving families locked out or in the dark. In her view, people should ask who collects their data and why, before they let technology run their homes.

Q1 Writing What are the two different points of view presented in the text? Summarise them in your own words. (15 marks)

Model answer (Frame A)

Based on the text, there are two different opposing views. The first opinion supports the idea that smart homes greatly improve modern life by providing some evidence and reasons such as lower energy bills through automatic systems, better protection through live video alerts, and sensors that can rescue elderly people who live alone.

However, the second opinion defends the idea that smart homes put people's privacy and control at risk, by presenting some justifications such as connected devices that can be hacked, personal data kept on faraway servers, high installation costs, and systems that stop working when the internet fails.

Q1 Writing · Text 2: Smart Home or Traditional Home?

Theme: Smart Homes · smart vs traditional · ≈ 207 words

Rahma, a young architect in Abu Dhabi, is convinced that the smart home is the house of the future. Its systems learn the family's habits, so lighting, cooling and even the oven can be controlled remotely with a single app. Solar panels and smart meters reduce energy waste, and owners can check every room from anywhere in the world. She points out that such homes also improve safety, as smoke and water sensors warn owners of danger immediately. "A modern house should work for you," she says, "not the other way round." Rahma also believes smart homes will be easier to sell in the future, as buyers increasingly expect connected features.

Najah, a heritage researcher, prefers the traditional Emirati house. Long before air conditioning existed, wind towers and shaded courtyards kept homes cool using nothing but clever design. Thick walls absorbed the heat of the day, and families gathered in one central space rather than in separate rooms with separate screens. "Traditional homes are simple to repair and never need a software update," she explains. In her opinion, smart technology makes people dependent on machines they do not understand, while older designs teach us to live in harmony with the climate and with one another.

Q1 Writing What are the two different points of view presented in the text? Summarise them in your own words. (15 marks)

Model answer (Frame B)

According to the passage, there are two contrasting perspectives. The first point of view believes that the smart home is the ideal house of the future and this opinion is supported by some causes like remote control of lighting and cooling, less wasted energy, instant warnings of danger, and a higher value when the house is sold.

On the other hand, the second view thinks that the traditional Emirati house is a wiser choice and this opinion is enhanced by some justifications such as natural cooling achieved through clever design, easy repairs without updates, and shared spaces that keep families close and in harmony with the climate.

Q1 Writing · Text 3: Urban or Rural Life?

Theme: *Comparing Places: A Critical Response* · ≈ 192 words

Hiba moved from a small village to Dubai to study medicine, and she has never regretted it. In the city, she has access to excellent universities, specialist hospitals and a wide range of jobs. The metro takes her almost anywhere in minutes, and she has made friends from more than twenty countries. “Every weekend there is a new exhibition, concert or festival,” she says. For Hiba, urban life is not only convenient but also inspiring, because it constantly exposes her to new ideas and opportunities that simply do not exist in rural areas.

Lujain, a teacher who lives in a mountain village near Hatta, sees things very differently. She believes rural life is healthier and more peaceful. The air is clean, the pace of life is slower, and housing costs a fraction of city prices. “Here, everyone knows their neighbours, and children can play outside safely,” she explains. Lujain admits that her village lacks some services and that the nearest hospital is an hour away. However, she argues that city residents pay a high price for convenience: traffic congestion, noise, high rents and constant stress.

Q1 Writing What are the two different points of view presented in the text? Summarise them in your own words. (15 marks)

Model answer (Frame A)

Based on the text, there are two different opposing views. The first opinion supports the idea that urban life is more rewarding by providing some evidence and reasons such as easy access to top universities, hospitals and jobs, fast public transport, and a rich cultural mix that inspires new ideas.

However, the second opinion defends the idea that rural life is healthier and calmer, by presenting some justifications such as fresh air, a relaxed pace, cheap housing and close neighbours, while city dwellers suffer from traffic, noise, expensive rents and pressure.

Q1 Writing · Text 4: Megacity or Small Town?

Theme: Comparing Places: A Critical Response · ≈ 198 words

Dr Norhan Haddad, an urban economist, argues that megacities are the engines of the modern world. Cities such as Tokyo and Shanghai bring millions of talented people together, and this concentration produces new businesses, inventions and higher salaries. Because residents live close together and rely on public transport, a megacity can even be greener per person than a spread-out town. “Size creates opportunity,” she says. In her view, governments should invest in better infrastructure so that megacities can continue to grow without the problems of congestion and pollution.

Maryam Al Nuaimi, a town planner, disagrees. She believes that small towns offer a more balanced and human way of living. Commutes are short, housing is affordable, and residents feel part of a real community rather than lost in a crowd of twenty million strangers. She warns that many megacities already struggle with overcrowded housing, dangerous traffic and polluted air. “Bigger is not always better,” she insists. She also notes that small towns preserve local traditions that are easily lost in giant cities. Now that remote work is common, Maryam thinks governments should develop small towns to reduce the pressure on overcrowded cities.

Q1 Writing What are the two different points of view presented in the text? Summarise them in your own words. (15 marks)

Model answer (Frame B)

According to the passage, there are two contrasting perspectives. The first point of view believes that megacities drive progress and this opinion is supported by some causes like gathering talented people, creating new businesses and better pay, and producing less pollution per person thanks to public transport.

On the other hand, the second view thinks that small towns offer a more balanced lifestyle and this opinion is enhanced by some justifications such as short journeys to work, affordable homes, a genuine sense of community, protected traditions, and less crowding now that people can work from home.

PART 4 · QUESTION 4.2

WRITING TASK 2

The comparative essay · FL.26 Comparing and contrasting

4

model essays

3

prompts

220+

words

25

marks

Focus: Hook, thesis, purpose, your touch – then two body paragraphs and a clear opinion with a recommendation.

IN THIS PART

- The 4 parts of an introduction
- Conclusion phrases and essay skeleton
- 4 model essays (220–230 words)

WRITING TASK 2 · THE COMPARATIVE ESSAY

Part 4 · Question 4.2 · 25 marks · at least 220 words

The 4 Parts of an Essay Introduction

Hook → Thesis Statement → Purpose → Your Touch

1. Hook	2. Thesis Statement	3. Purpose	4. Your Touch
عبارة جاذبة	العنوان مع بيان أهميته	الهدف من المقال	لمسة الكاتب (وعد برأي ونصيحة)
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 ... • Advantages & disadvantages of ... • Reasons and solutions of ... • Causes and effects of ... • A personal point of view concerning ...	Moreover, ... / Further, ... / Furthermore, ... / In addition, ... / Also, ... a personal opinion along with some recommendations will be proposed in the conclusion.
في الواقع... لا شك أن... مما لا يمكن إنكاره أن... لقد أُقرَّ بأن... بلا شك... أولاً وقبل كل شيء...	تُعدّ _____ مسألة مثيرة للجدل، إذ توجد آراء متباينة بشأنها. تُحظى _____ بنقاش واسع باعتبارها مسألة مهمة تستحق تسليط الضوء عليها.	تهدف هذه المقالة إلى الكشف عن / مناقشة / شرح / توضيح / تفصيل / إظهار	علاوة على ذلك... وبالإضافة إلى ذلك... سيتم طرح رأي شخصي مصحوباً ببعض التوصيات في الخاتمة.

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 ...
أخيراً، ...	في رأيي ...	ونتيجة لذلك، ...

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 ...

Paragraph	What to write	Starters
2 Body – Side A	3–4 points with examples	First and foremost, there are several ... to be 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, ...
4 Conclusion	Opinion + example + recommendation	In conclusion, I do believe that ... As a consequence, I recommend that ...

Essay template – use it as a reference 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, _____. Moreover, _____.

Conclusion: In conclusion, I do believe that further research and studies must be conducted to reorient priorities and raise awareness concerning this topic. As a consequence, I recommend that people should think intelligently about their choices before making decisions.

Fill the blanks with your own ideas. The model essays below follow this template but vary the hook, thesis, purpose, opinion and recommendation.

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

Q2 Writing · Model Essay 1: Smart Homes: Blessing or Burden?

Q2 Writing Write an essay about using smart technology to care for elderly people who live alone, in which you compare the safety it offers with the privacy and independence it may take away. (25 marks)

- ▶ Compare the benefits and the risks of using smart devices to look after older family members.
- ▶ Explain which point of view you agree with, giving reasons.
- ▶ Support your choice with examples from your own family or community.

Write at least 220 words in paragraphs.

As a matter of fact, using smart technology to care for elderly people who live alone is widely discussed as a significant matter that deserves to be highlighted. The current essay aims to compare the safety it offers with the privacy and independence it may take away. As well as, a personal opinion along with some recommendations will be presented in the conclusion.

First and foremost, there are several safety benefits to be considered. For instance, fall sensors can call an ambulance immediately. Also, cameras allow relatives to check on their parents from work. Further, voice assistants remind older people to take their medicine on time. Moreover, smart lights switch on automatically at night, which prevents dangerous falls.

Undoubtedly, there are a lot of risks to be suggested in this context. For example, cameras and microphones collect private information that could be hacked. Furthermore, constant monitoring may make elderly people feel watched rather than respected. In addition, some devices are complicated and stressful for older users. Also, a machine cannot offer warmth, so loneliness may increase. Moreover, families may visit less often.

In conclusion, I do believe that the safety these devices provide outweighs their risks when they are used respectfully. As a consequence, I recommend that families choose only necessary devices, discuss them with their elderly relatives first and keep visiting them regularly.

Word count: 224 words

Q2 Writing · Model Essay 2: Smart Home or Traditional Home?

Q2 Writing Write an essay about designing a new family home in the UAE, in which you compare modern smart features with traditional design ideas. (25 marks)

- ▶ Compare what smart features and traditional design each offer a family.
- ▶ Explain which approach you would choose for your own future home, giving reasons.
- ▶ Support your choice with examples related to climate, cost or family life.

Write at least 220 words in paragraphs.

There is no doubt that designing a new family home in the UAE is a debatable issue, with opinions divided over its implications. The current essay aims to compare modern smart features with traditional design ideas. Furthermore, a personal opinion along with some recommendations will be presented in the conclusion.

First and foremost, there are several advantages of smart features to be considered. For instance, smart thermostats and solar panels reduce energy bills during the long summer. Also, security cameras and smart locks can be controlled from a phone, so parents feel safer when they travel. Further, automated lighting saves time for busy families. Moreover, smart meters show exactly where energy is wasted.

Undoubtedly, there are a lot of strengths of traditional design to be suggested in this context. For example, wind towers and shaded courtyards kept Emirati homes cool without electricity. Furthermore, thick walls absorb the heat of the day. In addition, traditional houses are cheaper to repair. Also, they never stop working when the internet fails. Moreover, the central majlis brings the whole family together.

In conclusion, I do believe that the best home combines both approaches, such as a shaded courtyard together with solar panels and a security system. As a result, I recommend that families keep the wisdom of traditional architecture and add only the technology that suits their needs and budget.

Word count: 226 words

Q2 Writing · Model Essay 3: Urban or Rural Life?

Q2 Writing Write an essay about the best place to raise a family, in which you compare urban and rural areas. (25 marks)

- ▶ Compare the advantages and disadvantages of raising children in a city and in the countryside.
- ▶ Explain which point of view you agree with, giving reasons.
- ▶ Support your choice with examples from the UAE or your own experience.

Write at least 220 words in paragraphs.

It is undeniable that choosing the best place to raise a family is widely discussed as a significant matter that deserves to be highlighted. The current essay aims to clarify the advantages of raising children in cities and in the countryside. In addition, a personal opinion along with some recommendations will be presented in the conclusion.

First and foremost, there are several benefits of city life to be considered. For instance, Dubai and Abu Dhabi have excellent schools, universities and specialist hospitals nearby. Also, children can join clubs, museums and sports academies. Further, public transport makes daily life easier. Moreover, the cultural diversity of cities prepares young people for a global future.

Undoubtedly, there are a lot of rural advantages to be suggested in this context. For example, in villages near Hatta, children breathe clean air and play outside safely. Furthermore, housing is cheaper, so families can afford larger homes with gardens. In addition, neighbours know and support one another. Also, life is calmer, without traffic and noise. Moreover, children spend less time in front of screens.

In conclusion, I do believe that a small town near a big city is the ideal choice, because it combines rural peace with urban services. As a consequence, I recommend that parents think carefully about their children's education, health and safety before deciding where to settle.

Word count: 223 words

Q2 Writing · Model Essay 4: Megacity or Small Town?

Q2 Writing Write an essay about the future of development in your country, in which you compare investing in one very large city with developing several smaller towns. (25 marks)

- ▶ Compare the benefits and problems of very large cities and small towns.
- ▶ Explain which point of view you agree with, giving reasons.
- ▶ Support your choice with examples from the UAE or other countries.

Write at least 220 words in paragraphs.

It has been recognized that the future of development in the UAE is a debatable matter, as there are opposing opinions regarding it. The current essay aims to unveil the benefits of investing in one very large city compared with developing several smaller towns. Moreover, a personal opinion along with some recommendations will be presented in the conclusion.

First and foremost, there are several benefits of a megacity to be considered. For instance, when companies, universities and talented workers gather in one place, new ideas appear quickly. Also, a megacity attracts international investment and tourists, as Dubai has shown. Further, a metro system is more cost-effective when millions of people use it. Moreover, large cities offer a wide choice of jobs.

Undoubtedly, there are a lot of advantages of smaller towns to be suggested in this context. For example, they spread jobs and services more fairly. Furthermore, they offer short commutes and affordable housing. In addition, they avoid the congestion and pollution seen in Cairo and Jakarta. Also, residents enjoy a stronger sense of community. Moreover, local traditions are preserved.

In conclusion, I do believe that developing several medium-sized towns, such as Al Ain, Fujairah and Ras Al Khaimah, is the wiser choice. As a consequence, I recommend that the government invest in transport, healthcare and housing in smaller towns so that every region shares in the country's progress.

Word count: 229 words

PART 1 · TOWARDS GRADE LEVEL GOAL

VOCABULARY

Pushing Boundaries · Rise to the Challenge!

24

target words

11

practice mazes

55

gaps

10

marks

Focus: Learn each word with its meaning and part of speech – the wrong options are always other target words.

IN THIS PART

- Word bank: 24 words with Arabic and English meanings
- 11 practice mazes (5 gaps each)

VOCABULARY · 1. WORD BANK

Part 1 · 24 target words from the specifications · Arabic and English meanings

Theme 1: Pushing Boundaries

#	Word	Type	Arabic meaning	Short English meaning
1	privacy	noun	الخصوصية	being free from others watching you
2	freedom	noun	الحرية	the right to act or think as you wish
3	automation	noun	الأتمتة / التشغيل الآلي	using machines to do work automatically
4	cost-effective	adjective	فعال من حيث التكلفة	giving good value for the money spent
5	interruptions	noun	مقاطعات	things that stop an activity for a short time
6	distractions	noun	مُشْتَتَات	things that take your attention away
7	voyage	noun	رحلة بحرية طويلة	a long journey by sea or in space
8	destination	noun	وجهة	the place you are travelling to
9	heritable	adjective	وراثي / قابل للتوريث	able to pass from parents to children
10	significant	adjective	مهم / كبير	large or important enough to notice
11	consequence	noun	نتيجة / عاقبة	a result of an action
12	database	noun	قاعدة بيانات	an organised collection of data on a computer

Theme 2: Rise to the Challenge!

#	Word	Type	Arabic meaning	Short English meaning
13	megacity	noun	مدينة ضخمة	a city with over ten million people
14	urbanisation	noun	التمدّن / التحضر	the growth of cities as people move there
15	congestion	noun	ازدحام	too much traffic or too many people
16	pollution	noun	التلوث	harmful substances in air, water or land
17	infrastructure	noun	البنية التحتية	basic systems such as roads, water and power
18	innovative	adjective	مبتكر	new and original
19	kinaesthetic	adjective	حركي	learning best by doing and moving
20	auditory	adjective	سمعي	learning best by listening

#	Word	Type	Arabic meaning	Short English meaning
21	insulation	noun	العزل	material that keeps heat in or out
22	drainage	noun	التصريف	a system that carries water away
23	biodiversity	noun	التنوع البيولوجي	the variety of living things in a place
24	vegetation	noun	الغطاء النباتي	plants in general growing in an area

Grammar-text vocabulary (Part 2: My roof is alive!)

Word	Arabic meaning	Short English meaning
living roof	سقف حيّ / أخضر	a roof covered with growing plants
rooftop	سطح المبنى	the top surface of a building
absorb	يمتص	take in liquid, heat or sound
urban heat	الحرارة الحضرية	extra heat in cities from buildings and roads
habitat	موطن طبيعي	the natural home of an animal or plant
sustainable	مستدام	able to continue without harming the environment

VOCABULARY · 2. PRACTICE MAZES

Choose the correct words to complete the sentences. Choose A, B or C. (5 gaps × 2 marks)

Q Vocab · Maze 1: The Automated Office

Walk into a modern office in Dubai today and you may notice that many routine tasks are no longer done by people. Thanks to (1) _____, computer programs now sort emails, prepare invoices and book meeting rooms in seconds. Managers say this is highly (2) _____, because one program can replace hours of paid work every week. However, employees have mixed feelings. Some enjoy having fewer boring jobs, but others complain about constant (3) _____, such as pop-up alerts and instant messages that pull their attention away from important work. There are also questions about (4) _____. Many companies record every click, every call and every login, and all of this information is stored in a huge (5) _____ that managers can search at any time. Supporters argue that the records improve security. Critics, on the other hand, believe workers should be trusted, not watched. After all, a machine can work all night, but only people can think creatively. The challenge is clear: offices must use technology to help people, not to control them.

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|----------------------|-----------------|-----------------|
| 1. a) automation | b) vegetation | c) urbanisation |
| 2. a) cost-effective | b) heritable | c) auditory |
| 3. a) drainage | b) distractions | c) biodiversity |
| 4. a) insulation | b) congestion | c) privacy |
| 5. a) database | b) destination | c) voyage |

Q Vocab · Maze 2: A Voyage to Mars

For centuries, humans have dreamed of travelling to other planets. Modern rockets, however, have finally made that dream seem possible. Today, several space agencies are planning a (1) _____ to Mars that could take around seven months in each direction. The (2) _____ is far from welcoming: Mars is

freezing, its air cannot be breathed, and dust storms can cover the whole planet for weeks. Scientists admit that sending people there would be a (3) _____ risk. Long periods without gravity weaken bones and muscles, and radiation could damage astronauts' health for the rest of their lives. One serious (4) _____ of such a long trip is isolation: crew members would not see their families for years and would wait as long as twenty minutes for every message from Earth. Life on board would also offer very little personal (5) _____, since every hour of the day would be carefully planned. Even so, thousands of volunteers have applied for the mission. For them, the chance to explore a new world is worth every danger.

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|-------------------|----------------|----------------|
| 1. a) drainage | b) voyage | c) database |
| 2. a) destination | b) insulation | c) congestion |
| 3. a) auditory | b) heritable | c) significant |
| 4. a) automation | b) consequence | c) pollution |
| 5. a) megacity | b) vegetation | c) freedom |

Q Vocab · Maze 3: Born Curious?

Why are some people bold explorers while others prefer a quiet life? To answer this question, researchers in Sweden use a huge (1) _____ containing information about thousands of twins. By comparing identical and non-identical twins, they can estimate how far a trait is (2) _____, in other words, passed from parents to children. Their findings suggest that genes play a (3) _____ role in curiosity and thrill-seeking, but they are not the whole story. Children whose parents encourage them to explore tend to become more adventurous adults, whatever their genes. The environment also matters in less obvious ways. One study found that teenagers who study with frequent (4) _____ from their phones find it harder to concentrate later in life. Even short breaks to check a message can make it difficult to return to deep thinking. As a (5) _____, they may give up on difficult tasks more quickly. The researchers conclude that personality is like a seed: genes decide what kind of plant it can become, but the soil and the weather decide how well it grows.

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|-----------------------------|-----------------------|--------------------------|
| 1. a) database | b) drainage | c) voyage |
| 2. a) cost-effective | b) innovative | c) heritable |
| 3. a) kinaesthetic | b) significant | c) cost-effective |
| 4. a) biodiversity | b) vegetation | c) interruptions |
| 5. a) megacity | b) privacy | c) consequence |

Q Vocab · Maze 4: Life in a Megacity

By 2050, nearly seven out of ten people on Earth are expected to live in cities. This rapid **(1)** _____ is creating more and more **(2)** _____, cities with populations of over ten million people. Life in places such as Lagos, Cairo and Jakarta can be exciting, but it is rarely easy. Every morning, millions of commuters face terrible **(3)** _____, and some workers spend up to four hours a day stuck in traffic. The exhaust from all these vehicles adds to the **(4)** _____ that hangs over many large cities, causing breathing problems for children and older people. Housing is another serious problem: rents rise much faster than salaries, so many families are forced to live far from their workplaces. As populations grow, the city's **(5)** _____, including roads, water pipes and power lines, often cannot keep up. Some governments are responding by building new metro lines and moving offices to smaller towns. Others are encouraging people to work from home a few days a week. Whatever the solution, experts agree that cities must grow smarter, not just bigger.

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|-----------------------------|------------------------|------------------------|
| 1. a) urbanisation | b) insulation | c) automation |
| 2. a) databases | b) destinations | c) megacities |
| 3. a) freedom | b) congestion | c) privacy |
| 4. a) pollution | b) vegetation | c) biodiversity |
| 5. a) infrastructure | b) consequence | c) voyage |

Q Vocab · Maze 5: Learning Differently

Not every student learns in the same way. Some understand best by listening to explanations and discussions; these are often described as **(1)** _____ learners. Others need to move, build and touch things, and teachers call them **(2)** _____ learners. For years, schools ignored these differences and relied on long lectures in

which students sat silently for hours. Today, many teachers are trying more (3) _____ methods. In one Sharjah school, science students design robots instead of copying diagrams, and history lessons are taught through role-play and podcasts. A student who struggled with textbooks may suddenly shine when asked to build a model. Such lessons are noisy, of course, and some teachers worry about (4) _____ when students work in groups. However, the results are encouraging. Teachers report fewer (5) _____ caused by bored students, and exam results have improved. Students also say they enjoy coming to school more, and attendance has risen. Scientists point out that most people learn best through a mix of methods, so the most effective lessons combine listening, seeing and doing.

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|----------------------|-----------------|-----------------|
| 1. a) kinaesthetic | b) heritable | c) auditory |
| 2. a) cost-effective | b) kinaesthetic | c) auditory |
| 3. a) innovative | b) urbanisation | c) heritable |
| 4. a) insulation | b) distractions | c) vegetation |
| 5. a) interruptions | b) megacities | c) destinations |

Q Vocab · Maze 6: Green Buildings for Crowded Cities

Architects around the world are looking for ways to make crowded cities cooler and greener. One popular solution is to cover walls and roofs with plants. This (1) _____ does much more than make buildings look attractive. In summer, it provides natural (2) _____, keeping the rooms below several degrees cooler and reducing the need for air conditioning. In winter, it helps to keep heat inside. Plants also improve (3) _____: during heavy rain, the soil holds water and releases it slowly, so streets are less likely to flood. In addition, green roofs increase urban (4) _____, giving bees, butterflies and birds a place to feed and nest in the middle of the city. They also clean the air by trapping dust and pollution. Building a green roof is not cheap, but owners say it is (5) _____ over time because energy bills fall and the roof lasts longer. In Singapore, the government even helps to pay for new green walls. Perhaps one day, every city skyline will be as green as a forest.

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|----------------------|------------------|-----------------|
| 1. a) automation | b) vegetation | c) database |
| 2. a) congestion | b) privacy | c) insulation |
| 3. a) destination | b) drainage | c) freedom |
| 4. a) urbanisation | b) interruptions | c) biodiversity |
| 5. a) cost-effective | b) auditory | c) heritable |

Q Vocab • Maze 7: The Smart Classroom

At a new secondary school in Abu Dhabi, almost nothing happens by chance. Thanks to (1) _____, attendance is recorded the moment students walk through the door, and the lights adjust to the brightness outside. Every grade, homework task and reading score is stored in a central (2) _____, which teachers and parents can check online. Some parents, however, worry about their children's (3) _____: who else can see this information, and how long will it be kept? The head teacher, Ms Sedra, believes the system helps teachers understand how each student learns best. Students who learn by listening, the (4) _____ learners, can replay recorded lessons at home. Those who need to move and build things, the (5) _____ learners, spend part of every science lesson in a hands-on laboratory. "Technology does not replace good teaching," she says. "It simply gives us more time for it." Teachers can also see at a glance which topics a class finds difficult and plan extra support. So far, the results are encouraging: test scores have risen, and students say lessons feel more personal than ever before.

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|--------------------|---------------|---------------|
| 1. a) urbanisation | b) insulation | c) automation |
| 2. a) destination | b) megacity | c) database |
| 3. a) vegetation | b) privacy | c) drainage |
| 4. a) kinaesthetic | b) auditory | c) heritable |
| 5. a) kinaesthetic | b) innovative | c) auditory |

Q Vocab • Maze 8: A Year at Sea

After finishing school, eighteen-year-old Jana did something unusual: she joined a six-month (1) _____ on a sailing ship with twenty other young people from around the world. Their final (2) _____ was Cape Town, but the ship stopped at a dozen ports along the way. On board, there was little personal space and almost

no Wi-Fi. At first, Jana missed her phone, but she soon enjoyed the (3) _____ of days without notifications. “At home, my studying was full of (4) _____,” she explains. “Messages and calls broke my concentration every few minutes. At sea, I could read for hours.” Every evening, the students took turns writing the ship's logbook and cooking dinner for the whole crew. The trip was not always easy. Storms kept the crew awake for nights, and seasickness made some students want to give up. One unexpected (5) _____ of the journey, however, was a new confidence. Jana now plans to study marine biology at university. “I learned that I can cope with almost anything,” she says. “That lesson is worth more than any certificate.”

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|-------------------|-------------------|-----------------|
| 1. a) voyage | b) drainage | c) database |
| 2. a) congestion | b) consequence | c) destination |
| 3. a) pollution | b) infrastructure | c) freedom |
| 4. a) vegetation | b) interruptions | c) biodiversity |
| 5. a) destination | b) voyage | c) consequence |

Q Vocab · Maze 9: What Makes a Champion?

Why do some athletes reach the top while others, who train just as hard, never do? In fact, the difference between winning and losing is often less than one second. Scientists have long suspected that talent is partly (1) _____. Studies of sporting families suggest that genes influence height, muscle type and even how quickly the body recovers after exercise. However, researchers agree that practice plays an equally (2) _____ role. A young swimmer with perfect genes will achieve little without years of training. Coaches today use (3) _____ methods to help athletes improve, such as wearable sensors that measure every stroke and step. These devices were once extremely expensive, but they are now (4) _____ enough for many school teams. Modern athletes also face new challenges. Mobile phones and social media create constant (5) _____, making it harder to focus before competitions. Some coaches now ask athletes to switch off their phones an hour before a race. The message is clear: genes may open the door, but hard work, smart training and focus decide who walks through it.

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|--------------------|-------------------|-------------------|
| 1. a) heritable | b) cost-effective | c) auditory |
| 2. a) kinaesthetic | b) significant | c) innovative |
| 3. a) auditory | b) innovative | c) heritable |
| 4. a) significant | b) heritable | c) cost-effective |
| 5. a) insulation | b) distractions | c) infrastructure |

Q Vocab · Maze 10: Lagos – A City in a Hurry

Fifty years ago, Lagos was a medium-sized port city. Today it is a (1) _____ of more than fifteen million people, and it is still growing quickly. This rapid (2) _____ is driven by young Nigerians who move from rural areas in search of work and education. The city's economy is booming, but daily life can be exhausting. Traffic (3) _____ is so severe that some commuters leave home at five in the morning to arrive at work on time. Thousands of old vehicles also add to the air (4) _____, which causes breathing problems for many residents. Experts say the city's (5) _____, including roads, power lines and water pipes, was never designed for so many people. The government has responded by building a new railway line and improving ferry services across the lagoon. Young entrepreneurs have also started hundreds of technology companies, and some people now describe Lagos as one of Africa's leading start-up hubs. These projects take time, but residents are hopeful. "Lagos never stops," says one taxi driver. "It is crowded and noisy, but it is full of opportunity."

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|----------------------|----------------|-----------------|
| 1. a) megacity | b) voyage | c) database |
| 2. a) insulation | b) automation | c) urbanisation |
| 3. a) congestion | b) privacy | c) biodiversity |
| 4. a) vegetation | b) pollution | c) freedom |
| 5. a) infrastructure | b) consequence | c) destination |

Q Vocab · Maze 11: The Rain Garden

In many cities, heavy rain quickly turns streets into rivers because concrete cannot absorb water. One simple solution is the rain garden, a shallow bed of soil and plants that collects water from roofs and roads. Building one is simple: residents dig a shallow hole, fill it with loose soil and choose plants that tolerate both floods and

drought. The thick (1) _____ slows the water down and allows it to soak slowly into the ground, improving (2) _____ across the whole neighbourhood. Rain gardens offer other benefits too. Flowers and grasses attract insects and birds, increasing local (3) _____ in areas where nature has almost disappeared. When planted close to buildings, they also provide natural (4) _____, keeping walls cooler in summer. Because they need little maintenance and no expensive machinery, rain gardens are among the most (5) _____ ways to protect a city from floods. In Portland, in the United States, thousands of small rain gardens have been built along streets since the early 2000s. Other cities are now following this example, proving that small green spaces can make a real difference to urban life.

1. a) vegetation

b) automation

c) congestion

2. a) privacy

b) drainage

c) destination

3. a) interruptions

b) urbanisation

c) biodiversity

4. a) insulation

b) pollution

c) database

5. a) auditory

b) cost-effective

c) heritable

PART 2 · AT GRADE LEVEL GOAL

GRAMMAR

Rise to the Challenge! | My roof is alive!

7

grammar rules

11

practice mazes

55

gaps

10

marks

Focus: Zero conditional · comparatives · adverbs of quantity · present simple passive · indirect questions · linkers · sequencing adverbs.

IN THIS PART

- 7 rules with forms, examples and traps
- 11 practice mazes (5 gaps each)

GRAMMAR · 1. THE SEVEN RULES

Part 2 · My roof is alive! · including adverbs of sequencing

Part 2 tests exactly seven grammar points in one expository text about *Rise to the Challenge! – My roof is alive!*. Each rule below gives the form, the use, examples in the living-roof context and the trap students fall into.

Rule 1 – Zero Conditional (G.5.1)

Form	Use	Example
If / When + present simple, present simple	facts, scientific truths, things that always happen	If plants cover a roof, the building stays cooler.
Present simple + if / when + present simple	same meaning, clauses reversed	Water drains slowly if the soil is deep.
Unless + present simple, present simple	unless = if ... not	Unless it rains, the roof needs watering.

- ▶ Both clauses use the **present simple**. Never *will* in a zero conditional: *If you heat soil, it dries* (not *will dry*).
- ▶ Trap: options with *will* (first conditional) or *would* (second conditional) appear as distractors.

Rule 2 – Comparative Adjectives (G.1.2)

Form	Rule	Example
Short adjective	adjective + -er + than	Green roofs are cooler than concrete roofs.
Long adjective	more / less + adjective + than	Living roofs are more sustainable than metal roofs.
Irregular	good → better · bad → worse · far → further	Air quality is better near green buildings.
Equality	(not) as + adjective + as	A gravel roof is not as attractive as a garden roof.
Big difference	much / far / a lot + comparative	Planted roofs are far quieter.

Form	Rule	Example
Double comparative	the + comparative ..., the + comparative	The deeper the soil, the heavier the roof.

- ▶ Never double the comparison: *more cheaper* ✗ → *cheaper* ✓.

Rule 3 – Adverbs of Quantity (G.2.9)

Adverbs of quantity say **how much** something changes or **how many** there are.

Meaning	Adverbs	Example
Small amount	slightly, marginally, a little	Costs rose slightly.
Steady change	gradually, steadily	The plants spread gradually.
Large amount	significantly, considerably, a lot, much	Energy bills fell considerably.
Large and fast	sharply, dramatically	Rooftop temperatures dropped dramatically.
Close to a number	nearly / almost (a little less), approximately / about (roughly), just over (a little more)	Nearly 40% (= 38%) · just over 2,000 (= 2,050)
Too much / enough	too much, enough, hardly	The roof hardly needs any water.

- ▶ Read the numbers in the text: a change from 30°C to 29.8°C is *slightly*, not *dramatically*.

Rule 4 – Present Simple Passive (G.10.1)

- ▶ Form: **am / is / are + past participle** (*is planted, are absorbed*).
- ▶ Use: processes and facts when the action matters more than the person who does it; add *by + agent* only when the doer is important.
- ▶ Active → passive: *Gardeners plant the seeds in spring.* → *The seeds are planted in spring.*
- ▶ Negative and question: *The roof isn't watered daily.* · *Is the rainwater collected?*
- ▶ Trap: singular/plural agreement — *Rainwater is absorbed / Pollutants are absorbed.*

Rule 5 – Indirect Questions (G.17.4)

- ▶ Start with a polite phrase: *Could you tell me ...? · Do you know ...? · I wonder ... · Can you explain ...?*
- ▶ Then use **statement word order** (subject + verb) and no *do / does / did*.
- ▶ Direct: *How much does a living roof cost?* → Indirect: *Do you know how much a living roof costs?*
- ▶ Yes/No questions use **if / whether**: *I wonder whether the roof can hold the weight.*
- ▶ Trap: *Could you tell me how does it work?* ✗ → *how it works* ✓.

Rule 6 – Adverbial Linkers (G.2.5)

Function	Linkers	Example
Contrast	however, on the other hand, in contrast, nevertheless	Green roofs are expensive. However, they last longer.
Addition	moreover, furthermore, in addition, also	They cool buildings. Moreover, they support wildlife.
Result	therefore, as a result, consequently	The soil absorbs rain. As a result, streets flood less.
Similarity	similarly, likewise	Trees cool streets. Similarly, roofs cool buildings.

- ▶ *However, Moreover, Therefore* usually begin a new sentence and are followed by a comma. Choose the linker by the **logical relation** between the two sentences.

Rule 7 – Adverbs of Sequencing (G.2.2)

Sequencing adverbs show the **order of steps** in a process — very common in expository texts that explain how something is built or works.

Stage	Adverbs	Example
Beginning	first, firstly, first of all, to begin with	First, a waterproof layer is laid on the roof.
Middle	second(ly), then, next, after that, afterwards, subsequently	Next, a drainage layer is added.
End	finally, lastly	Finally, the plants are placed in the soil.
After a long time or effort	eventually, in the end	Eventually, the roof becomes a small habitat.

-
- ▶ *Finally* = the last step in a list; *eventually* = after a long time or many difficulties; *at first* = in the beginning, contrasting with later (*At first it looked bare, but ...*).
 - ▶ Trap: *Firstly* cannot describe the last step, and *eventually* does not introduce step 1.

How grammar is tested

One expository text of 180 words ($\pm 10\%$), 5 gaps, 3 options each (A, B, C), 2 marks per gap = 10 marks. A gap may test any of the seven rules; the six practice mazes below each cover five different rules so all seven are practised repeatedly.

GRAMMAR · 2. PRACTICE MAZES

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

Q Grammar · Maze 1: How a Living Roof Is Built

A living roof may look like a simple garden, but it is built in careful layers. (1) _____, builders check that the roof is strong enough to hold the extra weight of wet soil and plants. Next, a waterproof sheet is laid across the whole surface to protect the building below. After that, a drainage layer (2) _____ so that extra rainwater can flow away instead of collecting in pools. A thin layer of special soil goes on top, and the plants are chosen carefully. Engineers prefer low-growing plants such as sedum, which survive heat and drought. Finally, the young plants are watered regularly until their roots grow strong. If the soil (3) _____ too deep, the roof becomes dangerously heavy, so most living roofs use only ten to fifteen centimetres. Once the plants are established, the roof is much (4) _____ than an ordinary concrete roof in summer. Living roofs need little care. (5) _____, they are not maintenance-free: weeds must be removed and dry patches watered once or twice a year.

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|-----------------|---------------|--------------|
| 1. a) First | b) Eventually | c) Finally |
| 2. a) is added | b) are added | c) adds |
| 3. a) would be | b) is | c) will be |
| 4. a) coolest | b) more cool | c) cooler |
| 5. a) Similarly | b) However | c) Therefore |

Q Grammar · Maze 2: My Roof Is Alive!

When visitors climb to the top of Professor Malak Saleh's house in Sharjah, they are often surprised to find a garden of herbs, grasses and small desert flowers. The first thing most of them ask is whether (1) _____ the summer heat. Professor Saleh explains that she chose local species that need very little water. Since the roof was planted, the temperature inside her top-floor rooms has fallen (2) _____, from

34°C to about 27°C on a typical August afternoon. The secret lies in the soil and the leaves. Heat from the sun (3) _____ by the plants instead of the concrete, and water evaporating from the leaves cools the air around them. The roof has brought other benefits too. Birds and butterflies now visit every morning. (4) _____, her electricity bills have dropped, because the air conditioning works less hard. "Concrete roofs are hot and lifeless," she says. "A living roof is (5) _____ than any concrete one, and it gives something back to the city."

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|-----------------------------|-----------------------|-----------------------|
| 1. a) do the plants survive | b) survive the plants | c) the plants survive |
| 2. a) marginally | b) considerably | c) slightly |
| 3. a) is absorbed | b) are absorbed | c) absorbs |
| 4. a) However | b) In contrast | c) Moreover |
| 5. a) far more beautiful | b) far beautifuller | c) the most beautiful |

Q Grammar · Maze 3: Cooling the City

Cities are usually hotter than the countryside around them. This effect, known as urban heat, happens because roads and buildings store the sun's energy during the day and release it at night. This heat makes summer nights uncomfortable and increases the demand for air conditioning. If a dark roof (1) _____ in direct sunlight, its surface reaches 70°C or more. Covering roofs with vegetation reduces this problem (2) _____: a planted roof rarely gets hotter than 35°C, roughly half that temperature. In fact, studies show that green roofs are often (3) _____ than ordinary gravel roofs at cooling the air above them, because plants release moisture. So how does a city turn grey roofs green? (4) _____, planners map which buildings are strong enough to carry soil and plants. Next, engineers inspect each roof and design the layers it needs. Then, owners are offered grants to cover part of the cost. In Toronto and Copenhagen, living roofs (5) _____ on many large new buildings by law. As more roofs turn green, whole neighbourhoods become cooler, quieter and healthier places to live.

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|----------------------|-------------------|----------------|
| 1. a) will stand | b) stood | c) stands |
| 2. a) slightly | b) dramatically | c) marginally |
| 3. a) more effective | b) most effective | c) effectiver |
| 4. a) Finally | b) Eventually | c) First |
| 5. a) requires | b) are required | c) is required |

Q Grammar · Maze 4: Questions Before You Plant

Many homeowners in the UAE are curious about living roofs, but they are not sure where to start. A good first step is to contact a specialist and ask how much the project (1) _____. It is also wise to ask whether the building needs any changes before work begins. Experts usually begin by explaining a basic rule: whenever a roof is not strong enough, it (2) _____ under the weight of wet soil. For this reason, safety checks always come before planting. The process itself is simple. First, the roof is inspected. Then, the layers are installed, often in a single day. (3) _____, after a few months of growth, the roof is completely covered in green. The roof also lasts longer, because the plants protect it from sun and rain. Living roofs are not cheap to install. (4) _____, most owners agree that the investment is worthwhile. According to one local company, energy bills in homes with living roofs fall by (5) _____ 20 to 25 percent, depending on the size of the building.

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|---------------------|-----------------|------------------|
| 1. a) is costing it | b) does it cost | c) costs |
| 2. a) cracks | b) would crack | c) had cracked |
| 3. a) Firstly | b) Eventually | c) To begin with |
| 4. a) Similarly | b) Nevertheless | c) Therefore |
| 5. a) approximately | b) dramatically | c) exactly |

Q Grammar · Maze 5: A Home for Bees and Birds

Living roofs do not only cool buildings; they also create new habitats in the heart of the city. Seeds (1) _____ to the rooftops by wind and birds, and within a year a variety of wild plants may be growing among the planted ones. These small gardens support (2) _____ species than bare concrete roofs. Bees in particular benefit, because flowering roofs give them food in places where parks are rare. In

one study, researchers counted dozens of insect species on a single green roof. (3) _____, rooftops in Basel, Switzerland, have become homes for rare beetles and spiders. Many visitors wonder how such tiny habitats (4) _____ wildlife in such a busy environment. The answer lies in connection: when many green roofs are built close together, they form stepping stones that allow insects and birds to move across the city. Creating a wildlife-friendly roof is easy. First, choose native plants. Next, add logs or stones where insects can hide. (5) _____, leave a shallow dish of water for birds.

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|--------------------|------------------|------------------|
| 1. a) is carried | b) carries | c) are carried |
| 2. a) far more | b) far much | c) the most far |
| 3. a) Therefore | b) Similarly | c) However |
| 4. a) do they help | b) can help | c) can they help |
| 5. a) Firstly | b) To begin with | c) Finally |

Q Grammar · Maze 6: Do Living Roofs Pay Off?

Over the past ten years, the number of living roofs in many cities has risen (1) _____, from just a handful to several hundred. Supporters point to a simple fact: when a roof is covered with plants, it (2) _____ up to twice as long, because the plants shield it from sunlight and heavy rain. Yet many building owners still ask whether a living roof (3) _____ the money. The initial cost is certainly (4) _____ than that of a conventional roof, sometimes by forty percent. However, a planted roof saves energy every month and rarely needs repairs. (5) _____, many owners recover their investment within ten to fifteen years. Some cities even reduce property taxes for owners who install them, and banks are starting to offer special loans for green building projects. There are wider benefits too: cleaner air, less flooding and more space for wildlife. These cannot easily be measured in money, but they make cities healthier for everyone. In the end, the question may not be whether cities can afford living roofs, but whether they can afford to live without them.

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|--------------------------|-----------------------|---------------------|
| 1. a) sharply | b) marginally | c) slightly |
| 2. a) lasts | b) would last | c) will have lasted |
| 3. a) really is it worth | b) is it really worth | c) is really worth |
| 4. a) highest | b) higher | c) more high |
| 5. a) As a result | b) Similarly | c) In contrast |

Q Grammar • Maze 7: A Rooftop Farm in Dubai

High above a busy street in Dubai, a small team grows lettuce, herbs and tomatoes on the roof of a shopping centre. (1) _____, the team covers the roof with a light, waterproof layer to protect the building. Next, shallow trays of special soil are put in place. After that, drip pipes are connected so that every tray receives water at night. The seeds (2) _____ in winter, when temperatures are mild, and the vegetables are harvested about two months later. Growing food on a roof is (3) _____ than farming on the ground, because strong winds and summer heat can damage young plants. Visitors often ask the farm manager how (4) _____ in July. Sabreen, the farm manager, explains that shade nets and a careful watering system keep the crops alive. (5) _____, the rooftop farm helps the building itself: the plants absorb heat, so the floors below need less air conditioning. Restaurants in the shopping centre buy the fresh vegetables, so the food travels only a few metres from roof to plate. Customers say the salads taste fresher than anything they can buy elsewhere.

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|-----------------------------|-----------------------|-----------------------|
| 1. a) Eventually | b) Finally | c) First |
| 2. a) is planted | b) are planted | c) plant |
| 3. a) more difficult | b) most difficult | c) difficulter |
| 4. a) do the plants survive | b) the plants survive | c) survive the plants |
| 5. a) Similarly | b) However | c) In addition |

Q Grammar • Maze 8: Why Is the City So Hot?

On summer nights, the centre of a big city can be several degrees warmer than the desert around it. Scientists call this effect urban heat. The reason is simple: if dark surfaces such as asphalt (1) _____ sunlight, they release the stored heat slowly after sunset. In some cities, night-time temperatures have risen (2) _____, by

as much as 5°C, compared with nearby rural areas. Fortunately, the problem can be reduced. In many new projects, rooftops (3) _____ with plants or light-coloured materials, so less heat is stored. Plants also release water through their leaves, which cools the air around them. (4) _____, streets beside green buildings are noticeably cooler. Reducing urban heat takes several stages. (5) _____, planners use satellite images to find the hottest neighbourhoods. Then, they choose the buildings that can safely carry living roofs. Finally, they work with owners to plant and maintain them. Step by step, the city becomes cooler, greener and more comfortable for everyone. Some cities even offer owners lower taxes as a reward for planting their roofs.

- | | | |
|--------------------|----------------|------------------|
| 1. a) absorb | b) will absorb | c) would absorb |
| 2. a) considerably | b) marginally | c) slightly |
| 3. a) cover | b) are covered | c) is covered |
| 4. a) However | b) As a result | c) In contrast |
| 5. a) Eventually | b) Finally | c) To begin with |

Q Grammar · Maze 9: Planting a School Roof

Last year, students at a secondary school in Ras Al Khaimah decided to turn their empty roof into a garden. (1) _____, they wrote to the head teacher to explain their idea. In their letter, they asked whether the school (2) _____ the project. The head teacher agreed, and an engineer checked the roof. He explained a basic rule: if a roof (3) _____ too much weight, cracks appear in the ceiling below. For this reason, the students chose lightweight soil and small desert plants. Next, they built wooden boxes, filled them with soil and planted the seeds together after school. The new garden is far (4) _____ than the bare concrete it replaced. On a hot afternoon in May, the students measured the surface temperature: 64°C on the concrete and just 32°C among the plants – (5) _____ half. Now the roof is used as an outdoor classroom, where students study plants, insects and the weather. “We wanted to make our school more beautiful,” says Hala, one of the students, “but we ended up learning more science than ever.”

- | | | |
|---------------------|---------------------|--------------------|
| 1. a) In the end | b) Finally | c) First of all |
| 2. a) could support | b) could it support | c) can it supports |
| 3. a) would carry | b) carries | c) will carry |
| 4. a) coolest | b) more cool | c) cooler |
| 5. a) marginally | b) slightly | c) approximately |

Q Grammar • Maze 10: Insulation from Nature

Most buildings lose energy through their roofs. In summer, heat from the sun passes through the roof into the rooms below; in winter, warm air escapes in the opposite direction. A living roof is far (1) _____ than an extra layer of concrete at solving this problem. The layers of soil and plants (2) _____ as natural insulation, slowing the movement of heat in both directions. Engineers explain a simple fact: when soil is wet, it (3) _____ even more heat than when it is dry. Some engineers estimate that a building with a living roof can need (4) _____ less energy for cooling – sometimes a quarter less than an identical building beside it. Living roofs also protect the roof itself from strong sunlight, which normally damages building materials over time. (5) _____, they reduce noise from aircraft and traffic, because soil absorbs sound. For all these reasons, many architects now see the living roof not as a luxury, but as a practical and sustainable part of modern design. Some cities now offer grants to owners who choose this option.

- | | | |
|------------------|-------------------|-----------------------|
| 1. a) effectiver | b) more effective | c) the most effective |
| 2. a) are used | b) is used | c) use |
| 3. a) stored | b) stores | c) will store |
| 4. a) marginally | b) slightly | c) considerably |
| 5. a) Moreover | b) In contrast | c) However |

Q Grammar • Maze 11: Ask the Roof Gardener

Every spring, roof gardener Rahaf gives free talks to homeowners who want to start a living roof. The question she hears most often is how much water such a roof (1) _____. Her answer usually surprises people: if the right plants are chosen, very little. Desert species are (2) _____ than most garden flowers, and they

can survive weeks without rain. They also need far less fertiliser, which saves money. Rahaf advises beginners to follow a clear order. First, check the strength of the roof. Then, choose plants that suit the local climate. (3) _____, add a thin layer of gravel or bark to keep moisture in the soil. Many people also ask whether a living roof attracts insects. “Yes, it does,” Rahaf admits. (4) _____, most of them are bees and butterflies, which are harmless and important for nature. In her own garden, rainwater from the roof (5) _____ in a tank and used during the hottest months. “A living roof is not difficult,” she says. “It simply needs patience, and patience is free.”

- | | | |
|---------------------|-------------|---------------|
| 1. a) does it need | b) needs it | c) needs |
| 2. a) more tough | b) tougher | c) toughest |
| 3. a) To begin with | b) Firstly | c) Finally |
| 4. a) Similarly | b) However | c) Therefore |
| 5. a) is stored | b) stores | c) are stored |

PART 3A · AT GRADE LEVEL GOAL

READING TASK 1

Pushing Boundaries | Personality: Nature or Nurture?

5

argumentative texts

40

questions

B2.2

level

24

marks

Focus: The right answer says the same idea in different words. Options that copy words from the text are usually traps.

IN THIS PART

- 5 argumentative texts (330–350 words)
- 8 multiple-choice questions per text

Instruction: Read the text and choose the correct answer. Choose A, B or C. (8 × 3 = 24 marks)

Q READING 3A · TEXT 1

Are We Born With Our Personalities?

Parents of more than one child often notice something surprising. Although their children grow up in the same house, eat the same food and attend the same school, their personalities can be completely different. One child may be shy and careful, while another is loud and fearless from the day she can walk. For many scientists, this everyday observation points to a powerful conclusion: much of who we are is written in our genes before we are born.

The strongest evidence comes from twin studies. Identical twins share all of their genes, whereas non-identical twins share only about half. If identical twins are consistently more alike in personality, genes must be playing a role. The most famous research, carried out at the University of Minnesota, followed identical twins who had been separated as babies and raised by different families. Despite growing up apart, many of them shared remarkable similarities, from their sense of humour to their choice of careers. Overall, researchers estimate that traits such as anxiety, kindness and thrill-seeking are roughly forty to fifty percent heritable.

Critics argue that such numbers are misleading, because twins raised apart are often placed in similar homes. This is a fair point, but it does not explain why adopted children usually resemble their biological parents in temperament more than the parents who raised them. Brain research adds further support: differences in how people react to stress can be seen in babies only a few weeks old, long before parents or teachers have had any chance to influence them.

None of this means that our future is fixed. A gene that makes someone more sensitive to danger does not decide whether that person becomes a careful surgeon or a nervous recluse; upbringing, friendships and personal choices still matter. However, it would be naive to pretend that every child arrives as a blank page. Recognising the influence of nature can actually make us kinder, because it reminds us that a quiet student is not lazy and an energetic one is not simply badly behaved. Understanding where our differences come from is the first step towards accepting them.

Questions

Q1 Reading The writer mentions siblings to show that ____.

- a) shy children become fearless when they walk
- b) the same school shapes every child
- c) children raised alike can still differ greatly

Q2 Reading According to twin research, personality traits are ____.

- a) fifty percent shared by non-identical twins
- b) nearly half determined by heredity
- c) decided by the choice of careers

Q3 Reading The twins in the Minnesota study ____.

- a) were raised by the same families
- b) chose careers to stay separated
- c) turned out alike in spite of being reared separately

Q4 Reading To answer the critics, the writer notes that adopted children ____.

- a) take after their birth parents' nature
- b) react to stress within a few weeks
- c) are placed in similar homes

Q5 Reading In paragraph 4, "recluse" is closest in meaning to ____.

- a) a person sensitive to danger
- b) someone who avoids other people
- c) a careful surgeon

Q6 Reading According to the writer, a gene linked to sensitivity ____.

- a) means our future is fixed
- b) still allows home life and personal decisions to shape the outcome
- c) makes a person a nervous surgeon

Q7 Reading The final paragraph mainly claims that accepting inborn differences ____.

- a) encourages greater understanding of others
- b) turns every child into a blank page
- c) shows that quiet students are lazy

Q8 Reading Overall, the writer argues that personality ____.

- a) is partly inherited yet remains open to change
- b) can only be measured in babies
- c) is entirely shaped by parents

Q READING 3A · TEXT 2

Made, Not Born

Whenever a child behaves badly, someone is sure to say, "It's in his genes." The phrase is convenient, because it removes responsibility from parents, schools and society. Yet a growing body of research suggests that it is often simply wrong. Our personalities, I would argue, are shaped far more by our experiences than by the DNA we inherit.

Consider the tragic case of children raised in overcrowded orphanages in Romania during the 1980s. Many received food and shelter but almost no affection. Years later, researchers found that those who had stayed longest in such institutions struggled to form close relationships and to control their emotions. Crucially, children who were adopted into caring families before the age of two recovered far better than those adopted later. Their genes had not changed; their surroundings had.

Science now offers an explanation for how this happens. The field of epigenetics shows that experiences such as stress, diet and even loving touch can switch certain genes on or off. In one well-known study, rat pups whose mothers licked and groomed them frequently grew into calmer adults than pups who received little attention. In other words, the environment does not merely compete with our genes; it tells them how to behave.

Culture provides further evidence. In some societies, children are praised for being modest and quiet, while in others confidence and self-promotion are rewarded. Not surprisingly, adults from these cultures describe their own personalities in very different ways. Even within one family, the eldest child often faces different expectations from the youngest. Personality also continues to change throughout life: large studies show that most people become more responsible and agreeable as they take on jobs, marriages and parenthood.

Of course, genes provide the raw material. But raw material is not a finished building. If we treat personality as fixed at birth, we risk giving up on the children who most need our support. Teachers, parents and communities can make a real difference. Believing in the power of nurture is not only more accurate; it is also more hopeful.

Questions

Q1 Reading The writer criticises the phrase "It's in his genes" because it ____.

- a) is supported by a growing body of research
- b) proves that children behave badly
- c) lets adults escape blame

Q2 Reading The Romanian children recovered best when they joined new families ____.

- a) during the 1980s
- b) after staying longest in institutions
- c) before their second birthday

Q3 Reading The orphanage example shows that the children's problems came from ____.

- a) not having food and shelter
- b) a lack of warmth and care
- c) changes in their genes

Q4 Reading In the rat study, frequently groomed pups ____.

- a) received little attention
- b) grew up to be less anxious
- c) switched off their mothers' genes

Q5 Reading The phrase "it tells them how to behave" suggests that the environment ____.

- a) influences how genes work
- b) competes with our genes
- c) behaves like a parent

Q6 Reading As people take on adult roles, they usually ____.

- a) become modest and quiet
- b) grow more dependable and pleasant
- c) describe their culture differently

Q7 Reading The final paragraph warns that seeing personality as fixed may ____.

- a) lead us to abandon children in need
- b) make genes less accurate
- c) turn raw material into buildings

Q8 Reading The writer's overall argument is that personality ____.

- a) is the raw material of genes
- b) depends on praise for confidence
- c) is mostly the product of what happens to us

Q READING 3A · TEXT 3

It's Not Either-Or

For more than a century, scientists have argued about whether personality comes from nature or nurture. The debate has produced fascinating research, angry disagreements and countless popular articles. In my view, however, it has also been asking the wrong question. Personality is not a cake made of a fixed amount of genes and a fixed amount of upbringing; it is the result of the two constantly working together.

A striking example comes from the work of the paediatrician Thomas Boyce, who compared children to two kinds of flowers. Most children, he suggested, are like dandelions: they grow reasonably well almost anywhere. A smaller group, however, are like orchids. These highly sensitive children wilt in harsh or chaotic homes, but in supportive environments they often flourish more than anyone else. The same genetic sensitivity can therefore lead to very different outcomes, depending on the world around the child.

Genes can also shape the environments we experience. A naturally sociable child tends to seek out friends, join teams and attract attention from teachers, and these experiences then strengthen her confidence further. A shy child, by contrast, may avoid such situations and miss the practice that could have made him more comfortable with people. In this way, small inborn tendencies can grow larger over time, not because genes are all-powerful, but because they steer us towards particular experiences.

Recognising this interaction has practical consequences. Instead of asking whether a difficult teenager was "born that way" or "badly raised", teachers and parents can ask what kind of environment would help this particular young person develop. A sensitive student might need a quieter classroom and patient encouragement; a thrill-seeking one might need challenges that channel energy into sport or adventure rather than risky behaviour.

Nature versus nurture makes a good headline, but it is a poor description of human development. The more useful question is not which one matters more, but how they work together in each individual life. Answering that question will not end the debate, but it may finally make it useful.

Questions

Q1 Reading The writer believes the nature–nurture debate ____.

- a) is like a cake with fixed amounts
- b) has focused on a misleading issue
- c) has produced too few articles

Q2 Reading Thomas Boyce worked as a ____.

- a) gardener who grew orchids
- b) doctor specialising in children
- c) scientist studying dandelions

Q3 Reading According to Boyce, "orchid" children ____.

- a) make up most children
- b) grow reasonably well almost anywhere
- c) react strongly to their surroundings, for better or worse

Q4 Reading In paragraph 2, "wilt" most likely means ____.

- a) weaken and struggle
- b) flourish more than anyone else
- c) become highly sensitive

Q5 Reading A sociable child's confidence grows because she ____.

- a) attracts attention to her genes
- b) avoids such situations
- c) takes part in activities that build it further

Q6 Reading The main point of paragraph 3 is that inborn tendencies ____.

- a) make shy children miss practice
- b) are all-powerful over time
- c) can be magnified by the situations they lead us into

Q7 Reading The writer suggests a thrill-seeking teenager should be given ____.

- a) a quieter classroom
- b) tough, active pursuits that direct their drive productively
- c) the label "badly raised"

Q8 Reading The text as a whole argues that personality develops ____.

- a) from heredity and surroundings interacting
- b) mainly through nurture
- c) as a good headline suggests

Q READING 3A · TEXT 4

Your Personality in a Test Tube?

Imagine receiving a report on your sixteenth birthday that claims to describe your personality, your talents and even your likely career, all from a sample of your saliva. Several companies already sell genetic tests that promise exactly this, and some advertisers suggest that schools could one day use them to guide students. The idea may sound scientific and exciting. In my opinion, it is both misleading and dangerous.

The first problem is that the science simply cannot deliver what is promised. Although twin studies show that personality is partly heritable, no single gene controls a trait such as curiosity or patience. Instead, thousands of genes each make a tiny contribution, and together they explain only a small part of the differences between individuals. A test that claims to predict whether a teenager will be a leader or a follower is therefore closer to a horoscope than to a medical diagnosis.

The second problem concerns privacy. Genetic information is unlike a password: if it is stolen or shared, it cannot be changed. Once a student's DNA is stored in a company database, there is no guarantee about who might see it in the future, whether employers, insurers or advertisers. Young people who give a sample today may face consequences years later that they could never have imagined.

Finally, and perhaps most seriously, labels can become self-fulfilling. Psychologists have long known that when teachers expect less from certain students, those students tend to achieve less. A report stating that a girl is "genetically unsuited" to mathematics could easily discourage her from ever trying, even though her abilities might have developed with practice and good teaching.

Supporters argue that genetic tests could help teachers understand students better. Yet good teachers already do this by observing, listening and adapting. Personality grows through effort, relationships and opportunity, none of which can be read from a sample of saliva. Rather than looking for answers in our DNA, schools should invest in the experiences that help every student discover who they can become.

Questions

Q1 Reading According to paragraph 1, the tests claim to ____.

- a) celebrate a sixteenth birthday
- b) forecast character and future abilities
- c) replace schools as guides

Q2 Reading Traits such as patience are influenced by ____.

- a) a single gene that controls them
- b) numerous inherited factors, each contributing slightly
- c) twin studies

Q3 Reading The writer compares the tests to a horoscope because they ____.

- a) make predictions without a reliable basis
- b) offer a medical diagnosis
- c) identify leaders and followers

Q4 Reading Genetic data differs from a password in that it ____.

- a) can be stolen or shared
- b) is guaranteed safe in a database
- c) is permanent and irreplaceable

Q5 Reading In paragraph 4, "self-fulfilling" labels are ones that ____.

- a) bring about the outcome they predict
- b) teachers have long known about
- c) fill students with satisfaction

Q6 Reading The example of the girl shows that a negative report could ____.

- a) prove she is genetically unsuited
- b) develop her abilities with practice
- c) stop her from attempting the subject

Q7 Reading The final paragraph's main point is that understanding students ____.

- a) depends on careful observation by teachers rather than biology
- b) requires a sample of saliva
- c) is the purpose of genetic tests

Q8 Reading The writer's overall position is that genetic personality tests ____.

- a) are scientific and exciting
- b) could help teachers understand students
- c) should be rejected as unreliable and harmful

Q READING 3A · TEXT 5

Can You Change Your Personality?

Many people believe that personality is set in stone by the time we leave school. "That's just the way I am," we say, as if our habits were as permanent as our eye colour. I would argue that this belief is not only discouraging but also wrong. A growing body of research shows that adults can, and often do, change who they are.

The most convincing evidence comes from long-term studies that follow the same people for decades. One Scottish study assessed over a thousand fourteen-year-olds in 1950 and traced many of them again in their late seventies. Surprisingly, the researchers found almost no connection between the two sets of results. In other words, the quiet teenager and the confident grandparent were often the same person. Personality, it seems, is far more flexible than most of us assume.

Change does not only happen slowly, however. Psychologists at the University of Illinois asked volunteers to choose one trait they wanted to develop, such as being more organised or more sociable, and to set small weekly challenges. After sixteen weeks, many participants had shifted measurably in the direction they had chosen. The key, the researchers explained, was action rather than wishing: a shy person who joins one conversation each day slowly becomes someone who enjoys company.

Critics point out that genes still matter, and they are right. Twin studies suggest that roughly half of the differences between people are inherited. Yet inheriting a tendency is not the same as inheriting a destiny. A naturally anxious student may always feel nervous before an exam, but she can learn strategies that stop those nerves from controlling her.

Believing in change also has practical benefits. Students who think their abilities can grow tend to try harder, recover from failure more quickly and achieve better results. Teachers, too, should praise effort rather than talent. Schools should therefore teach young people that character is not a label but a project. Our personalities are not finished paintings; they are works in progress, and each of us holds the brush.

Questions

Q1 Reading In paragraph 1, the writer describes the belief that personality is fixed as ____.

- a) as permanent as our eye colour
- b) true by the time we leave school
- c) both disheartening and mistaken

Q2 Reading The Scottish study first assessed its participants when they were ____.

- a) in their early teens
- b) confident grandparents
- c) in their late seventies

Q3 Reading The results of the Scottish study suggest that ____.

- a) the two sets of results were closely connected
- b) character can alter greatly over a lifetime
- c) quiet teenagers stay quiet for decades

Q4 Reading In the Illinois study, volunteers were asked to ____.

- a) wait sixteen weeks before changing
- b) join one conversation each day
- c) decide on a quality to strengthen and complete modest regular tasks

Q5 Reading The phrase "inheriting a tendency is not the same as inheriting a destiny" implies that genes ____.

- a) influence us but do not decide our future
- b) explain half of our destiny
- c) make students anxious before exams

Q6 Reading According to the writer, an anxious student can ____.

- a) stop feeling nervous before an exam
- b) learn ways to keep her nervousness under control
- c) inherit strategies from her parents

Q7 Reading The final paragraph mainly claims that schools should ____.

- a) give every student a personality label
- b) teach painting as a project
- c) encourage students to view character as something they can develop

Q8 Reading The writer's main argument is that personality ____.

- a) can be reshaped through effort throughout life
- b) is roughly half inherited
- c) is set in stone by school age

PART 3B · BEYOND GRADE LEVEL GOAL

READING TASK 2

Rise to the Challenge! | Megacities and Small Towns

5

expository texts

40

questions

C1.1

level

16

marks

Focus: Watch for inference, tone and connection questions – read the whole paragraph before you choose.

IN THIS PART

- 5 expository texts (330–350 words)
- 8 multiple-choice questions per text

Instruction: Read the text and choose the correct answer. Choose A, B or C. (8 × 2 = 16 marks)

Q READING 3B · TEXT 1

The Paradox of the Megacity

In 1950, only two cities on Earth – New York and Tokyo – had populations exceeding ten million. Today there are more than thirty such megacities, and the United Nations projects that several more will join them before 2030. Most of this growth is occurring not in Europe or North America but in Asia and Africa, where cities such as Dhaka, Lagos and Kinshasa are expanding at a pace without historical precedent.

Economists explain the magnetic pull of these cities through what they call agglomeration. When millions of workers, firms and institutions cluster together, ideas spread faster, specialised services become viable and employers can choose from an enormous pool of talent. It is no coincidence that a handful of metropolitan regions generate a disproportionate share of global economic output. For a young graduate, the megacity offers something a small town rarely can: the sheer density of opportunity.

Yet the same density that fuels prosperity also magnifies its costs. Where housing construction fails to keep pace with migration, newcomers settle in informal neighbourhoods that lack clean water, sanitation and secure tenure. In parts of Mumbai and Lagos, by some estimates around half of residents live in such settlements, often within sight of glittering office towers. Congestion compounds the problem: commuters in the poorest districts may spend a fifth of their income and several hours a day simply reaching their workplaces.

Crucially, however, size alone does not determine whether a megacity thrives or struggles. Tokyo, home to some thirty-seven million people in its wider region, is widely regarded as one of the safest, cleanest and most efficient cities in the world. Its success rests less on wealth than on decades of patient investment in rail networks, flexible zoning that allows housing supply to respond to demand, and a culture of meticulous maintenance.

The lesson for rapidly growing cities is sobering but not hopeless. Megacities are neither inevitably chaotic nor automatically prosperous; they amplify whatever

policies shape them. Governance, rather than geography or population, is what ultimately separates a functioning metropolis from an overwhelmed one.

Questions

Q1 Reading Most current megacity growth is taking place ____.

- a) in New York and Tokyo
- b) at a historical pace in Europe
- c) outside the Western world

Q2 Reading The phrase "magnetic pull" refers to the cities' ____.

- a) strong power to attract people
- b) clusters of firms and institutions
- c) share of global economic output

Q3 Reading According to economists, clustering helps because ____.

- a) young graduates create small towns
- b) employers reduce the pool of talent
- c) knowledge circulates more quickly

Q4 Reading Informal neighbourhoods appear when ____.

- a) commuters spend a fifth of their income
- b) home building lags behind new arrivals
- c) office towers replace housing

Q5 Reading The mention of "glittering office towers" implies ____.

- a) a sharp gap between wealth and poverty
- b) that residents work in the towers
- c) that settlements have clean water

Q6 Reading A fast-growing city copying Tokyo's success should prioritise ____.

- a) increasing its wealth before anything else
- b) long-term transport and adaptable planning rules
- c) reaching thirty-seven million people

Q7 Reading The writer's tone in the final paragraph is ____.

- a) chaotic and overwhelmed
- b) hopeless and pessimistic
- c) realistic yet cautiously hopeful

Q8 Reading The text's main idea is that a megacity's fate ____.

- a) hinges on how well it is managed
- b) is determined by its geography
- c) depends on its population size

Q READING 3B · TEXT 2

The Quiet Revival of Small Towns

For most of the twentieth century, the story of small towns was one of steady decline. Young people left for universities and factory jobs, shops closed, schools merged and the remaining population grew older. In Japan alone, an estimated nine million homes now stand empty, many of them in rural communities that have lost half their residents within a generation.

Recently, however, a modest counter-current has emerged. The spread of fast internet connections and the normalisation of remote work during the pandemic have allowed many professionals to separate where they earn from where they live. Surveys in several European countries suggest that a significant minority of city workers would relocate permanently if their employers allowed it, and some regions have rushed to attract them. Italian villages have famously offered abandoned houses for as little as one euro, provided buyers commit to renovating them.

Newcomers frequently cite the same motivations: affordable space, cleaner air, a slower rhythm of life and the chance to know their neighbours. Their arrival can breathe new life into struggling places, filling empty classrooms and supporting local cafés and craftsmen. Some have even launched businesses that create local jobs for the first time in decades.

The revival is not without friction, however. Remote workers on city salaries can push house prices beyond the reach of long-standing residents, a process that has already sparked resentment in parts of Portugal and Spain. Moreover, many small towns lack the infrastructure that newcomers take for granted. A hospital ninety minutes away, an unreliable bus service or a single overcrowded clinic can quickly erode the romance of country living, particularly for families with young children or elderly relatives.

It would therefore be premature to declare the end of the urban era. The overwhelming majority of global migration still flows towards cities, and remote work remains a privilege of certain professions. Nevertheless, the experience of recent years has shown that decline is not inevitable. Towns that invest in broadband, healthcare and housing for existing residents may find that their best days are not entirely behind them.

Questions

Q1 Reading In the twentieth century, small towns declined because ____.

- a) nine million homes were built
- b) shops and schools were merged
- c) younger residents moved away for study and work

Q2 Reading In paragraph 2, a "counter-current" is a movement ____.

- a) opposite to the main trend
- b) of fast internet connections
- c) towards cities during the pandemic

Q3 Reading Buyers of one-euro houses in Italy must ____.

- a) relocate permanently
- b) work remotely for city employers
- c) agree to restore the properties

Q4 Reading The newcomers in paragraph 3 most resemble ____.

- a) a student moving to the city to fill classrooms
- b) a designer leaving a crowded capital for a cheaper, calmer town
- c) a craftsman opening a café in a megacity

Q5 Reading Long-standing residents feel resentment because ____.

- a) local homes become unaffordable for them
- b) newcomers lack infrastructure
- c) remote workers take their salaries

Q6 Reading "Erode the romance of country living" suggests that rural life ____.

- a) suits families with elderly relatives
- b) loses its appeal when services are poor
- c) becomes crowded with clinics

Q7 Reading The writer's attitude in the final paragraph is ____.

- a) measured and balanced
- b) convinced the urban era has ended
- c) dismissive of remote work

Q8 Reading The text mainly suggests that small towns ____.

- a) are declining inevitably
- b) can bounce back through smart spending on local services
- c) attract most global migration

Q READING 3B · TEXT 3

How Far Will We Travel?

In the 1990s, the Italian physicist Cesare Marchetti noticed a curious pattern. Across centuries and cultures, from ancient Rome to modern Los Angeles, people appear to have been willing to spend roughly one hour a day travelling to and from work. Marchetti argued that this "travel time budget" has quietly shaped the size of cities throughout history.

When most people walked, a city could stretch only a few kilometres across before the daily journey became intolerable; this explains why historic centres such as old Fez or medieval London feel so compact. Each improvement in transport speed – the horse-drawn tram, the railway, the motor car – allowed cities to expand outward while commuting times remained roughly constant. In this sense, the modern metropolis is less a product of population growth than of faster movement.

The theory also helps explain why some megacities feel so exhausting. Where transport infrastructure has failed to keep pace with sprawl, residents are forced to exceed the historical budget by a wide margin. In Nairobi, Manila or São Paulo, two- or three-hour daily commutes are not unusual, with predictable consequences for productivity, family life and health. Small towns, by contrast, tend to fall comfortably within the budget, which may partly account for the higher life satisfaction their residents frequently report.

Planners have drawn different conclusions from these findings. Some advocate ever faster transport, such as high-speed rail linking satellite towns to urban cores. Others, notably the urbanist Carlos Moreno, propose shrinking distances instead. His concept of the "fifteen-minute city", adopted in Paris under Mayor Anne Hidalgo, aims to place schools, shops, clinics and parks within a short walk or bicycle ride of every home, effectively recreating the convenience of a small town within the fabric of a large one.

Neither approach is a universal remedy. High-speed links are costly and may simply encourage further sprawl, while the fifteen-minute model is easier to implement in dense, wealthy centres than in sprawling informal suburbs. What both share, however, is a recognition that the true measure of a city is not how many people it contains, but how much of their lives it consumes in getting around.

Questions

Q1 Reading Marchetti observed that, throughout history, people ____.

- a) lived in cities like ancient Rome
- b) spent one hour a day at work
- c) accepted a similar daily commuting time

Q2 Reading Historic centres such as old Fez are compact because they suited ____.

- a) intolerable journeys
- b) travel on foot
- c) horse-drawn trams

Q3 Reading Faster transport allowed cities to ____.

- a) spread outwards without longer journeys
- b) increase commuting times
- c) grow mainly through population

Q4 Reading Some megacity residents exceed the budget because ____.

- a) small towns fall within the budget
- b) travel networks have lagged behind the city's growth
- c) they report higher life satisfaction

Q5 Reading The writer implies small-town residents may be happier partly because ____.

- a) their daily journeys are short
- b) their productivity is predictable
- c) they live like people in Manila

Q6 Reading Which project best reflects Carlos Moreno's idea?

- a) a neighbourhood where essential services can be reached on foot within minutes
- b) a city that shrinks its population into a small town
- c) a high-speed rail line to satellite towns

Q7 Reading The writer's tone towards both planning approaches is ____.

- a) enthusiastic and uncritical
- b) costly and sprawling
- c) even-handed and critically aware

Q8 Reading The text mainly argues that a city's quality depends on ____.

- a) the speed of high-speed rail
- b) the time its people lose to travel
- c) how many people it contains

Q READING 3B · TEXT 4

The Middle Way

Debates about urban life are often framed as a choice between two extremes: the vast, energetic megacity and the small, tight-knit town. Yet much of the world's urban growth is actually taking place in neither. According to UN-Habitat, cities with populations between one and five million are among the fastest-growing settlements on the planet, and in Africa and Asia they are expected to absorb a large share of the next billion urban residents.

Some governments have tried to accelerate this shift deliberately. Indonesia's decision to move its capital from Jakarta to Nusantara, a new city on the island of Borneo, was partly a response to chronic congestion and to the alarming fact that parts of Jakarta are sinking by several centimetres a year. Egypt, too, is constructing a new administrative capital in the desert east of Cairo, hoping to relieve pressure on one of Africa's most crowded cities.

Such grand projects attract headlines, but their record is mixed. Brasília, built in the 1950s to draw development inland, eventually grew into a major city, yet it was criticised for decades as sterile and car-dependent, and it did little to reduce the dominance of São Paulo and Rio de Janeiro. Critics fear that new capitals may simply relocate bureaucrats while ordinary migrants continue to head for the old economic centres.

A quieter strategy may prove more effective: strengthening existing secondary cities. These places already possess universities, markets and transport links, but they often lack the funding and administrative expertise that national capitals enjoy. Modest investments in water systems, local governance and regional rail could allow them to offer genuine alternatives to the megacity – sufficient opportunity for ambitious young people, without the extreme congestion and housing costs.

The middle-sized city is unlikely to inspire the same passion as the glittering metropolis or the idyllic village. Its virtues are less dramatic: reasonable commutes, affordable rents and room to grow. In an era of rapid urbanisation, however, unremarkable may turn out to be exactly what millions of people need.

Questions

Q1 Reading According to UN-Habitat, much urban growth is happening in ____.

- a) vast, energetic megacities
- b) cities of moderate size
- c) small, tight-knit towns

Q2 Reading One reason Indonesia is moving its capital is that Jakarta ____.

- a) is gradually subsiding
- b) lies in the desert east of Cairo
- c) is located on Borneo

Q3 Reading In paragraph 3, "sterile" suggests that Brasília was ____.

- a) dominant over São Paulo
- b) lacking in life and character
- c) a major city from the start

Q4 Reading The critics' fear would be confirmed if ____.

- a) bureaucrats refused to relocate
- b) migrants rushed to the new capital
- c) officials moved but job seekers still chose the old city

Q5 Reading Secondary cities often struggle because they ____.

- a) suffer extreme congestion and housing costs
- b) already possess universities and markets
- c) are short of money and management skills

Q6 Reading The final sentence implies that ____.

- a) ordinary, practical cities may serve people best
- b) idyllic villages inspire more passion
- c) people need glittering metropolises

Q7 Reading In the final paragraph, the writer's attitude to middle-sized cities is ____.

- a) quietly appreciative
- b) passionate and inspired
- c) dramatic and excited

Q8 Reading The main purpose of the text is to ____.

- a) compare Brasília with Rio de Janeiro
- b) celebrate new capitals in the desert
- c) promote mid-sized cities as a sensible option

Q READING 3B · TEXT 5

Small Fixes for Giant Cities

When people imagine solutions to the problems of megacities, they often picture vast projects: new capitals, eight-lane motorways or underground networks costing billions. Yet some of the most celebrated urban transformations of recent decades have come from relatively modest, carefully targeted interventions.

Medellín in Colombia offers a striking example. For years, its poorest neighbourhoods clung to steep hillsides, cut off from the city centre by a gruelling climb or an expensive bus journey. In 2004, the city opened the Metrocable, a cable-car system of the kind usually found at ski resorts, linking these districts directly to the metro. Journeys that had taken over an hour shrank to minutes, and libraries, parks and schools were built around the new stations. The project did not eliminate poverty, but it signalled that residents of the hillsides were part of the city rather than outsiders.

In Seoul, the intervention took the opposite form: removal rather than construction. An elevated highway that had covered the Cheonggyecheon stream for decades was demolished, and the waterway was restored as a public park running through the heart of the capital. Critics predicted traffic chaos, yet congestion proved manageable as drivers adapted their routes and bus services were reorganised. Temperatures along the stream are now measurably lower than on nearby streets, and the park attracts large numbers of visitors every day. The project also revived interest in the city's history, as old bridges were rebuilt along the banks.

Bogotá, meanwhile, chose buses over trains. Its TransMilenio system, launched in 2000, gave buses dedicated lanes and raised platforms, allowing them to operate almost like a metro at a fraction of the cost. Although the system has since struggled with overcrowding, it inspired similar networks in dozens of cities worldwide.

None of these projects was perfect, and each depended on local conditions that cannot simply be copied elsewhere. What they share is a willingness to ask what a city's residents actually need, rather than what looks most impressive. For fast-growing cities with limited budgets, that question may matter more than any single piece of infrastructure.

Questions

Q1 Reading According to paragraph 1, many admired urban improvements have come from ____.

- a) limited, well-aimed projects
- b) new capitals and motorways
- c) underground networks costing billions

Q2 Reading The phrase "clung to steep hillsides" suggests the neighbourhoods were ____.

- a) popular with ski resorts
- b) linked directly to the metro
- c) precariously placed on difficult terrain

Q3 Reading The Metrocable mainly helped hillside residents by ____.

- a) eliminating poverty in their districts
- b) cutting their travel time dramatically
- c) building cable cars for ski resorts

Q4 Reading The writer implies that the project's greatest value was ____.

- a) building libraries and parks
- b) removing outsiders from the city
- c) making excluded communities feel they belonged

Q5 Reading After the Seoul highway was removed, ____.

- a) buses replaced the stream
- b) traffic problems were less severe than feared
- c) congestion caused traffic chaos

Q6 Reading Which project is closest to Bogotá's approach?

- a) building an underground metro at great expense
- b) demolishing a highway to restore a river
- c) giving buses their own road space to work like a cheap metro

Q7 Reading In the final paragraph, the writer's attitude is ____.

- a) dismissive and critical
- b) appreciative but realistic
- c) impressed by perfect projects

Q8 Reading The text mainly suggests that ____.

- a) thoughtful, needs-based solutions can transform cities without huge budgets
- b) megacities need vast infrastructure projects
- c) Medellín's model should be copied everywhere

ANSWER KEYS

All the answers in one place · correct answers are synonyms of the text, never copies

Balance check Vocabulary a = 19 · b = 18 · c = 18 | Grammar a = 18 · b = 19 · c = 18 | Reading 3A a = 13 · b = 13 · c = 14 | Reading 3B a = 14 · b = 13 · c = 13

Q Vocabulary – Maze key

Maze	1	2	3	4	5
1. The Automated Office	a automation	a cost-effective	b distractions	c privacy	a database
2. A Voyage to Mars	b voyage	a destination	c significant	b consequence	c freedom
3. Born Curious?	a database	c heritable	b significant	c interruptions	c consequence
4. Life in a Megacity	a urbanisation	c megacities	b congestion	a pollution	a infrastructure
5. Learning Differently	c auditory	b kinaesthetic	a innovative	b distractions	a interruptions
6. Green Buildings for Crowded Cities	b vegetation	c insulation	b drainage	c biodiversity	a cost-effective
7. The Smart Classroom	c automation	c database	b privacy	b auditory	a kinaesthetic
8. A Year at Sea	a voyage	c destination	c freedom	b interruptions	c consequence
9. What Makes a Champion?	a heritable	b significant	b innovative	c cost-effective	b distractions
10. Lagos – A City in a Hurry	a megacity	c urbanisation	a congestion	b pollution	a infrastructure
11. The Rain Garden	a vegetation	b drainage	c biodiversity	a insulation	b cost-effective

Q Grammar – Maze key

R1 Zero conditional · R2 Comparatives · R3 Adverbs of quantity · R4 Present simple passive · R5 Indirect questions · R6 Adverbial linkers · R7 Sequencing adverbs

Maze	1	2	3	4	5
1. How a Living Roof Is Built	a First (R7)	a is added (R4)	b is (R1)	c cooler (R2)	b However (R6)
2. My Roof Is Alive!	c the plants survive (R5)	b considerably (R3)	a is absorbed (R4)	c Moreover (R6)	a far more beautiful (R2)
3. Cooling the City	c stands (R1)	b dramatically (R3)	a more effective (R2)	c First (R7)	b are required (R4)

Maze	1	2	3	4	5
4. Questions Before You Plant	c costs (R5)	a cracks (R1)	b Eventually (R7)	b Nevertheless (R6)	a approximately (R3)
5. A Home for Bees and Birds	c are carried (R4)	a far more (R2)	b Similarly (R6)	b can help (R5)	c Finally (R7)
6. Do Living Roofs Pay Off?	a sharply (R3)	a lasts (R1)	c is really worth (R5)	b higher (R2)	a As a result (R6)
7. A Rooftop Farm in Dubai	c First (R7)	b are planted (R4)	a more difficult (R2)	b the plants survive (R5)	c In addition (R6)
8. Why Is the City So Hot?	a absorb (R1)	a considerably (R3)	b are covered (R4)	b As a result (R6)	c To begin with (R7)
9. Planting a School Roof	c First of all (R7)	a could support (R5)	b carries (R1)	c cooler (R2)	c approximately (R3)
10. Insulation from Nature	b more effective (R2)	a are used (R4)	b stores (R1)	c considerably (R3)	a Moreover (R6)
11. Ask the Roof Gardener	c needs (R5)	b tougher (R2)	c Finally (R7)	b However (R6)	a is stored (R4)

Q Reading 3A – Key

Text	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1. Are We Born With Our Personalities?	c	b	c	a	b	b	a	a
2. Made, Not Born	c	c	b	b	a	b	a	c
3. It's Not Either-Or	b	b	c	a	c	c	b	a
4. Your Personality in a Test Tube?	b	b	a	c	a	c	a	c
5. Can You Change Your Personality?	c	a	b	c	a	b	c	a

Q Reading 3B – Key

Text	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1. The Paradox of the Megacity	c	a	c	b	a	b	c	a
2. The Quiet Revival of Small Towns	c	a	c	b	a	b	a	b
3. How Far Will We Travel?	c	b	a	b	a	a	c	b
4. The Middle Way	b	a	b	c	c	a	a	c
5. Small Fixes for Giant Cities	a	c	b	c	b	c	b	a