كتيب مراجعة اختبار نهاية الفصل



تم تحميل هذا الملف من موقع المناهج الإماراتية	
موقع المناهج ⇦ المناهج الإماراتية ⇦ الصف الثاني عشر المتقدم ⇦ لغة انجليزية ⇦ الفصل الأول ⇦ اختبارات ⇦ الملف	
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إعداد: Ghzayel Ben Hanen	

التواصل الاجتماعي بحسب الصف الثاني عشر المتقدم					
صفحة المناهج الإماراتية على فيسبوك					
المواد على تلغرام	التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات	

المزيد من الملفات بحسب الصف الثاني عشر المتقدم والمادة لغة انجليزية في الفصل الأول	
1	كتيب مراجعة اختبار نهاية الفصل
2	كتاب Interactions New في القراءة والكتابة المتقدمة
3	مراجعة قواعد نهاية الفصل
4	اختبار تجريبي نهاية الفصل (محلول)
5	اختبار تجريبي نهاية الفصل للغة الإنجليزية المتقدمة

تحميل تطبيق المناهج للهواتف الذكية	
تطبيق المناهج على Store App (آبل)	تطبيق المناهج على Play Google (أندرويد)



12 Advanced

Teacher Hanen Ben Ghzayel

ENGLISH LANGUAGE

End of Term 1 Final

English Exam Review Booklet

Academic Year 2026 – 2027

Reading & Viewing | Writing & Representing | Beyond Grade 12 Grade Level Goal | Stage 9 | CEFR B2.2

Educational Use, Attribution & Disclaimers

About This Booklet

This is an independent revision resource to help **Grade 12 Advanced** students prepare for the UAE Ministry of Education **End-of-Term 1** English assessment for the academic year **2026–2027**. Both Reading and Writing are on **SwiftAssess**.

It is *not* an official MOE publication and has *not* been endorsed by any organisation. It does *not* represent actual examination content.

How It Was Made

Every section follows the MOE *English Language Test Specifications, End-of-Term 1 Examinations, Cycle 3, 2026–2027* (Beyond Grade 12 GLG – Grade 12 Advanced – Stage 9 – B2.2). Texts, questions and vocabulary were developed with AI assistance and reviewed for accuracy and level. MOE specifications are included for alignment reference only and remain the property of the UAE Ministry of Education.

How to Use This Booklet

Work through the parts in order: **vocabulary** → **grammar** → **reading** → **writing**. In each part, first study the specification, the key words or rules and the exam tips. Then do the practice tasks *without* looking at the answers. Finally, check your work in the **Answer Key** at the back and read the explanations for any question you got wrong. Each practice task copies the format, length and difficulty of the real exam.

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Your Exam at a Glance

Exam part: Overview

Part	What you do	Questions	Marks	Skills tested
Part 1 Vocabulary	Read one text (about 180 words) and choose the correct word for each gap. **A, B or C.**	5	10 (2 each)	Using context to choose the right topic word
Part 2 Grammar	Read one **expository** text (about 180 words) – *My Roof Is Alive!* – and choose the correct word(s). **A, B or C.**	5	10 (2 each)	7 grammar points used in context
Part 3A Reading	Read one **argumentative** text (330–350 words, B2.2) – *Personality: Nature or Nurture?* Choose **A, B or C.**	8	24 (3 each)	1 specific information • 4 details • 1 main points • 1 inference • 1 overall meaning
Part 3B Reading	Read one **expository** text (330–350 words, C1.1) – *Megacities and Small Towns*. Choose **A, B or C.**	8	16 (2 each)	3 details • 2 inference • 1 mood/tone • 1 connection • 1 overall meaning
Part 4 Writing	**1.1** Compare and contrast **two points of view** in a text (about 200 words) and summarise them: **4–5 sentences.** **1.2** Write a **comparative essay**: **at least 220 words**.	2 tasks	40 (15 + 25)	Summarising • comparing & contrasting • cohesion • critical response

Platform & Totals

Parts 1–3: Reading & Viewing — on **SwiftAssess** — **60 marks**

Part 4: Writing & Representing — **SwiftAssess** — **40 marks**

Total: 100 marks

Exam-day Tips

Read the **whole** text before you answer.

Answer **every** question – there is no penalty for guessing.

In writing, cover **all three** bullet points and check your word count.

PART 1:
VOCABULARY

DEFINITIONS AND PRACTICE

Learn the words. Understand the world. You've got this! ♡



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Part 1 specifications according to the MOE assessment planner.

Exam part: Vocabulary

Academic Year 2026-2027: End-of-Term 1 Exam Test Specifications: Beyond Grade 12 GLG - Grade 12 Advanced – Stage 9 – B2.2

Grade Level Goal	**Beyond Grade 12 GLG**	**Learning Continuum Stage**	**9**
Class	**12 Advanced**	**CEFR**	**B2.2**
Language Domain	Reading & Viewing and Writing & Representing	**Total Marks / Platform**	Reading: 60 (SwiftAssess) | Writing: 40 (SwiftAssess)

Part	Level	Theme	Vocabulary	
Part 1: Vocabulary	**Towards Grade Level Goal**	**Pushing Boundaries**	privacy, freedom, automation, cost-effective, interruptions, distractions, voyage, destination, heritable, significant, consequence, database	
		Rise to the Challenge!	megacity, urbanisation, congestion, pollution, infrastructure, innovative, kinaesthetic, auditory, insulation, drainage, biodiversity, vegetation	
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Gap Fill _____ Choose the correct words to complete the sentences. Choose **A**, **B** or **C**.	**Reading Strategies** ENG.09.RV.S.3.3: Apply a wide range of reading strategies, including, using context, own culture and experiences, the main message, overall organisation, structure, key points, and word and language choices, adjusting reading rate, skimming, scanning and reading on to understand, interpret, evaluate and critically analyse extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.	▪ 1 text of 180 words (10% either way) with 5 gaps focusing on the target vocabulary. ▪ 3 options, one of which is the correct answer ▪ 2 marks each (total: 10)

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How to Answer Part 1

Exam part: Vocabulary

In Part 1 you read **one text of about 180 words** with **5 gaps**. All the answers are words from the **24 target words** on the next pages. Follow these steps for every gap:

1	Read the **whole text** quickly first.	Identify the topic: technology and privacy, automation, cities, or sustainable design?
2	Look at the **words before and after** the gap.	*a* _____ *amount* → an adjective. *stored in a huge* _____ → a noun (**database**).
3	Decide what **kind of word** you need – and its **form**.	Singular or plural (*consequence / consequences*)? Capital letter at the start of a sentence (*Kinaesthetic*)?
4	Think about the **precise meaning**.	*stop what they are doing* → **interruptions**; *take attention away* → **distractions**.
5	**Read the sentence again** with your answer.	Does it fit the logic of the whole paragraph? If yes, choose it and move on.

⚠ Common Mistakes

Confusing pairs: **interruptions** (something stops you) ↔ **distractions** (something pulls your attention); **voyage** (the journey) ↔ **destination** (the end point); **kinaesthetic** (doing) ↔ **auditory** (listening); **insulation** (stops heat) ↔ **drainage** (removes water); **urbanisation** (a process) ↔ **megacity** (a place); **vegetation** (plants) ↔ **biodiversity** (variety of life).

Collocations: **respect** privacy • **have consequences for** • **a significant** increase • **traffic** congestion • **invest in** infrastructure.

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Key Vocabulary (1/2)

Exam part: Vocabulary

Topic: Pushing Boundaries

Word	Type	Simple Definition	Example	Arabic
privacy	*noun*	the right to keep your personal life and information to yourself	*Many apps do not respect users' privacy.*	الخصوصية
freedom	*noun*	the right to act, speak or think as you want	*Students value the freedom to choose their own subjects.*	الحرية
automation	*noun*	the use of machines or computers to do work instead of people	*Automation has changed the way factories work.*	الأتمتة
cost-effective	*adjective*	giving good results for the amount of money spent	*LED lights are a cost-effective way to save energy.*	فعّال من حيث التكلفة
interruptions	*noun (plural)*	things that stop an activity for a short time	*I couldn't finish my essay because of constant interruptions.*	مقاطعات
distractions	*noun (plural)*	things that take your attention away from what you are doing	*Phones are the biggest distractions in the classroom.*	مشتّتات

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Key Vocabulary (2/2)

Exam part: Vocabulary

Topic: Pushing Boundaries

Word	Type	Simple Definition	Example	Arabic
voyage	*noun*	a long journey, especially by sea or in space	*The voyage to Mars would take about seven months.*	رحلة طويلة
destination	*noun*	the place someone or something is going to	*The probe finally reached its destination.*	وجهة
heritable	*adjective*	able to be passed from parents to children through genes	*Some personality traits are partly heritable.*	وراثي
significant	*adjective*	important or large enough to be noticed	*There was a significant increase in remote working.*	مهم / ملحوظ
consequence	*noun*	a result of something, often a bad one	*Lack of sleep can have serious consequences.*	عاقبة
database	*noun*	a large collection of information stored on a computer	*The hospital keeps patient records in a secure database.*	قاعدة بيانات

Remember! Words that go together (collocations)

invade / respect someone's privacy • **freedom of** speech / **the freedom to** choose
interruptions (something stops you) ↔ **distractions** (something takes your attention away)
a voyage to Mars ↔ **reach** your destination • **a significant** increase / difference / effect
have (serious) consequences for • **as a consequence (of)** • **store data in** a database

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Key Vocabulary (1/2)

Exam part: Vocabulary

Topic: Rise to the Challenge!

Word	Type	Simple Definition	Example	Arabic
megacity	*noun*	a city with more than ten million people	*Cairo and Mumbai are examples of megacities.*	مدينة ضخمة
urbanisation	*noun*	the process of more people moving to and living in cities	*Rapid urbanisation puts pressure on housing.*	التحضّر
congestion	*noun*	too much traffic, so that movement is slow	*Congestion makes the morning commute very long.*	الازدحام
pollution	*noun*	harmful substances in the air, water or land	*Air pollution is a serious health problem in many cities.*	التلوث
infrastructure	*noun*	the basic systems a city needs, e.g. roads, water and power	*The city is investing in new infrastructure.*	البنية التحتية
innovative	*adjective*	new, original and creative	*The architect proposed an innovative design.*	مبتكر

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Key Vocabulary (2/2)

Exam part: Vocabulary

Topic: Rise to the Challenge!

Word	Type	Simple Definition	Example	Arabic
kinaesthetic	*adjective*	(learning) through physical movement and doing	*Kinaesthetic learners like hands-on activities.*	حركي
auditory	*adjective*	connected with hearing	*Auditory learners prefer listening to explanations.*	سمعي
insulation	*noun*	material that stops heat or sound from passing through	*Good insulation keeps buildings cool in summer.*	العزل
drainage	*noun*	the system that carries water away from an area	*Poor drainage caused the streets to flood.*	الصرف
biodiversity	*noun*	the variety of plants and animals in an area	*Wetlands are rich in biodiversity.*	التنوع الحيوي
vegetation	*noun*	plants in general	*The hillside was covered in thick vegetation.*	الغطاء النباتي

Remember! Words that go together (collocations)

rapid urbanisation • **traffic** congestion • **air / water / noise** pollution
invest in infrastructure • **an innovative** solution / design
kinaesthetic (doing) ↔ **auditory** (hearing) ↔ visual (seeing) learners
thermal insulation • **a drainage** system • **protect / increase** biodiversity

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Vocabulary Warm-up 1

Exam part: Vocabulary

Instruction: Read the sentences. Fill in the gaps with words from the word bank below. There are **two** words you do not need.

1) Many people feel that social media apps do not respect their _____, as they collect huge amounts of personal data.

2) Thanks to _____, one factory worker can now control dozens of machines.

3) Eye colour is a _____ trait, which means it is passed from parents to children.

4) The first human _____ to Mars will probably take around seven months.

5) Solar panels are expensive to install, but they are _____ in the long term.

6) The police searched a national _____ to find information about the stolen car.

7) One _____ of rising sea levels could be the flooding of coastal cities.

8) There has been a _____ increase in the number of people working from home.



Word Bank

A	privacy	**B**	freedom	**C**	automation	**D**	cost-effective	**E**	voyage
F	destination	**G**	heritable	**H**	significant	**I**	consequence	**J**	database

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Vocabulary Warm-up 2

Exam part: Vocabulary

Instruction: Read the sentences. Fill in the gaps with words from the word bank below. There are **two** words you do not need.

1) Cities such as Cairo and Mumbai, each with well over ten million people, are examples of a _____.
2) There is so much _____ on the main road that it takes an hour to drive five kilometres.
3) Without good _____, streets can flood after just one hour of heavy rain.
4) _____ learners understand best when they can move, touch and build things.
5) Roads, bridges, water pipes and power lines are all part of a city's _____.
6) Rainforests have incredible _____; thousands of species live in a small area.
7) The rapid _____ of Asia means that hundreds of millions of people have moved to cities.
8) The company won a prize for its _____ design for a floating school.



Word Bank

A	megacity	**B**	urbanisation	**C**	congestion	**D**	pollution	**E**	infrastructure
F	innovative	**G**	kinaesthetic	**H**	auditory	**I**	drainage	**J**	biodiversity

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T. Hanen Ben Ghzayel
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Vocabulary Practice – Exam Style 1

Exam part: Vocabulary

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

Is Your Phone Watching You?

Every time you use a free app, you pay for it in a different way: with your personal data. Many apps collect information about where you go, what you search for and who you talk to. This raises serious questions about **(1)** _____ in the digital age.

Most of this information is stored in a huge **(2)** _____, where it can be analysed and sold to advertisers. Companies argue that this allows them to show users adverts that are more relevant and useful.

However, critics point out that people often have no idea how much information is being collected. Even if each piece of data seems unimportant, together they can reveal a **(3)** _____ amount about a person's life, habits and health.

The **(4)** _____ can be serious. Data can be stolen by criminals, and in some cases it has been used to try to influence people's opinions.

Experts say that users should check their app settings regularly and think carefully before agreeing to share information. After all, protecting your data also means protecting your **(5)** _____ to live your life without being watched.

1.	**2.**	**3.**	**4.**	**5.**
A) automation	A) database	A) cost-effective	A) interruptions	A) database
B) voyage	B) distraction	B) heritable	B) consequences	B) automation
C) privacy	C) destination	C) significant	C) voyages	C) freedom

Each question = 2 marks. **My score: _____ / 10**

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Vocabulary Practice – Exam Style 2

Exam part: Vocabulary

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

Robots at Work

In factories, warehouses and even restaurants, **(1)** _____ is transforming the way work is done. Machines can now pack boxes, assemble cars and prepare simple meals with remarkable speed and accuracy. Some supermarkets even use robots to check stock on their shelves overnight.

For many businesses, robots have proved extremely **(2)** _____. Although they are expensive to buy, they can work 24 hours a day without breaks, and they rarely make mistakes. Unlike human workers, they do not suffer from **(3)** _____ such as phone notifications or conversations with colleagues.

In offices, too, software is taking over routine tasks. Some office workers say that automated systems mean fewer **(4)** _____, because they no longer have to stop what they are doing to answer simple questions from customers.

However, automation also has **(5)** _____ for society. Some jobs are disappearing, and workers need to learn new skills to find new roles. Governments, schools and employers will need to work together to make sure that the benefits of technology are shared fairly and that nobody is left behind.

1.	**2.**	**3.**	**4.**	**5.**
A) automation	A) heritable	A) distractions	A) interruptions	A) destinations
B) privacy	B) cost-effective	B) databases	B) voyages	B) consequences
C) voyage	C) significant	C) freedoms	C) databases	C) databases

Each question = 2 marks. **My score: _____ / 10**

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Vocabulary Practice – Exam Style 3

Exam part: Vocabulary

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

Building the Cities of the Future

By 2050, around two thirds of the world's population is expected to live in cities. This rapid **(1)** _____ is creating huge challenges, especially in the world's largest urban areas, where housing, transport and public services are already under pressure.

A **(2)** _____ such as Lagos or Mumbai is home to more than ten million people. Every day, millions of vehicles fill the roads, causing **(3)** _____ that can turn a short journey into a two-hour trip. Exhaust fumes from all these vehicles also increase air **(4)** _____, which harms people's health and the environment.

To cope, cities must invest heavily in their **(5)** _____, including public transport, water supply and power networks. Some are also finding creative solutions. Singapore, for example, charges drivers to enter busy areas at certain times of the day, and Dubai has built a driverless metro system.

Urban planners believe that the cities which plan carefully today, by putting people before cars, will be the most pleasant and healthy places to live tomorrow.

1.	**2.**	**3.**	**4.**	**5.**
A) urbanisation	A) vegetation	A) congestion	A) infrastructure	A) pollution
B) biodiversity	B) megacity	B) biodiversity	B) vegetation	B) congestion
C) insulation	C) drainage	C) insulation	C) pollution	C) infrastructure

Each question = 2 marks. **My score: _____ / 10**

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Vocabulary Practice – Exam Style 4

Exam part: Vocabulary

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

Schools That Breathe

Around the world, architects are designing schools that are better for both students and the planet. Natural light, fresh air and green spaces are at the heart of these designs. One award-winning school has walls with thick **(1)** _____, which keeps classrooms cool in summer and reduces the need for air conditioning. The playground is covered with trees and other **(2)** _____ instead of concrete, and a small pond attracts birds and insects, increasing **(3)** _____ on the site.

The building is also designed for different types of learners. **(4)** _____ learners, who learn best by moving and doing, can use outdoor workshops and a large science garden. Meanwhile, quiet rooms with excellent sound quality support **(5)** _____ learners, who learn best by listening to explanations and discussions.

Teachers say that the results have been impressive. Students are calmer and more focused, attendance has improved, and the school's energy bills have fallen dramatically. Other schools are now visiting to learn from the design, and the architects have been asked to create similar buildings in three more countries.

1.	**2.**	**3.**	**4.**	**5.**
A) congestion	A) pollution	A) biodiversity	A) Auditory	A) innovative
B) insulation	B) vegetation	B) congestion	B) Innovative	B) auditory
C) drainage	C) infrastructure	C) urbanisation	C) Kinaesthetic	C) kinaesthetic

Each question = 2 marks. **My score: _____ / 10**

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PART 2:
GRAMMAR

RULES, EXAMPLES AND PRACTICE

Know the rules. Use them with confidence. You've got this! ♡



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Part 2 specifications according to the MOE assessment planner.

Exam part: Grammar

Academic Year 2026-2027: End-of-Term 1 Exam Test Specifications: Beyond Grade 12 GLG - Grade 12 Advanced – Stage 9 – B2.2

Grade Level Goal	**Beyond Grade 12 GLG**	**Learning Continuum Stage**	**9**
Class	**12 Advanced**	**CEFR**	**B2.2**
Language Domain	Reading & Viewing and Writing & Representing	**Total Marks / Platform**	Reading: 60 (SwiftAssess) | Writing: 40 (SwiftAssess)

<table>
<tr><th>Part</th><th>Level</th><th>Theme</th><th colspan="2">Vocabulary | Grammar</th></tr>
<tr><td rowspan="4">Part 2: Grammar</td><td rowspan="4">At Grade Level Goal</td><td>Rise to the Challenge! | My roof is alive!</td><td colspan="2">Vocabulary: living roof, rooftop, vegetation, insulation, drainage, absorb, urban heat, biodiversity, habitat, sustainable</td></tr>
<tr><td>Grammar</td><td colspan="2">G.5.1 Conditionals (Zero) • G.1.2 Adjectives (comparatives) • G.2.9 Adverbs (quantity) • G.10.1 Passives (present simple passive) • G.17.4 Indirect questions • G.2.5 Adverbial linkers • G.2.2 Adverbs (sequencing)</td></tr>
<tr><th>Task Description</th><th>Learning Outcomes</th><th>Construct Limits</th></tr>
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Read the text and choose the correct word(s) to complete the sentences.
Choose A, B or C.</td><td>Reading Strategies ENG.09.RV.S.3.3: Apply a wide range of reading strategies, including, using context, own culture and experiences, the main message, overall organisation, structure, key points, and word and language choices, adjusting reading rate, skimming, scanning and reading on to understand, interpret, evaluate and critically analyse extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.</td><td>▪ 1 expository text of 180 words (10% either way) with 5 gaps
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Key Vocabulary (1/2)

Exam part: Grammar

Theme words: Rise to the Challenge! | My Roof Is Alive!

These words appear in the Part 2 text about living roofs. Knowing them helps you understand the text quickly — so you can focus on the **grammar**.

Word	Type	Simple Definition	Example	Arabic
living roof	*noun*	a roof covered partly or completely with plants	*The new library has a living roof.*	سقف أخضر
rooftop	*noun*	the top outside surface of a building	*There is a garden on the rooftop.*	سطح المبنى
vegetation	*noun*	plants in general (see Part 1)	*Vegetation cools the air around it.*	الغطاء النباتي
insulation	*noun*	material that stops heat passing through (see Part 1)	*Soil provides natural insulation.*	العزل
drainage	*noun*	the system that carries water away (see Part 1)	*A drainage layer stops water building up.*	الصرف

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Key Vocabulary (2/2)

Exam part: Grammar

Theme words: Rise to the Challenge! | My Roof Is Alive!

These words appear in the Part 2 text about living roofs. Knowing them helps you understand the text quickly — so you can focus on the **grammar**.

Word	Type	Simple Definition	Example	Arabic
absorb	*verb*	to take in water, heat or light	*Plants absorb rainwater.*	يمتصّ
urban heat	*noun*	extra heat in cities caused by buildings and roads	*Trees reduce urban heat.*	حرارة المدن
biodiversity	*noun*	the variety of plants and animals (see Part 1)	*Green roofs increase biodiversity.*	التنوع الحيوي
habitat	*noun*	the natural home of an animal or plant	*The roof provides a habitat for bees.*	موطن طبيعي
sustainable	*adjective*	able to continue without harming the environment	*Living roofs are a sustainable design.*	مستدام

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How to Answer Part 2: Spot the Clue!

Exam part: Grammar

The Part 2 text is an **expository text** about **living roofs** and green cities. Each gap tests **one grammar point**. Look for the **clue** around the gap:

If you see…	…you probably need	Rule
If / When + present, or a **general fact / process**	Zero conditional (present + present)	**G.5.1**
than after the gap, or *the …, the …, much / far* before it	Comparative (cooler / more sustainable)	**G.1.2**
a gap **before a noun** (water / plants) or **after a verb** (cost ___ more)	Adverb / expression of quantity (little / few / a little)	**G.2.9**
is / are + gap in a **process** or **fact** (*the soil ___ spread*)	Present simple passive (is/are + pp)	**G.10.1**
wonder / ask / explain / unclear + gap	Indirect question (statement order)	**G.17.4**
a gap at the **start of a sentence** + comma, linking to the **previous** idea	Adverbial linker (Consequently / Nevertheless)	**G.2.5**
steps in a process (___, *the roof is checked*)	Sequencing adverb (First / Next / Finally)	**G.2.2**

Exam Tip

Process texts use the **present simple passive** and **sequencing adverbs** (*First, the roof is checked…*). **Scientific facts** use the **zero conditional** (*If it rains, the soil absorbs…*). Check whether the noun after a quantity word is **countable** (few / a few) or **uncountable** (little / a little).

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G.5.1 Conditionals (Zero Conditional)

Exam part: Grammar

We use the zero conditional for **general truths, scientific facts and processes** – things that **always** happen when a condition is true.

الجملة الشرطية الصفرية: للتعبير عن الحقائق العامة والعلمية والنتائج التي تحدث دائماً

Form	Examples
If / When + present simple, present simple *If plants **absorb** water, they **cool** the air.* *Water **boils** if you **heat** it to 100°C.* **if** = when (it is possible) • **when** = every time **unless** = if … not: *Plants **die unless** they **get** water.* Comma only when the **if-clause comes first**.	• If it **rains** heavily, a living roof **absorbs** much of the water. • When concrete **heats** up, it **releases** the heat at night. • Buildings **stay** cooler if they **have** good insulation. • If a roof **isn't** strong enough, it **cannot** support wet soil. • Plants **wilt unless** they **are** watered regularly.

⚠ Watch out!

Don't use **will** in a zero conditional: ✗ *If it rains, the soil will absorb the water.* (that is first conditional – a specific future event) ✓ *If it rains, the soil **absorbs** the water.* ✗ *unless it doesn't rain* ✓ *unless it rains*

✎ Quick Check *(answers in the Answer Key)*

1) If you _____ (heat) ice, it melts.	2) Living roofs _____ (reduce) flooding if it rains heavily.	3) Plants die _____ they get enough water.

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G.1.2 Adjectives (Comparatives)

Exam part: Grammar

At this level, comparatives are used to **compare data precisely** and to **evaluate options** in academic writing.

صيغة المقارنة: لمقارنة البيانات بدقة وتقييم الخيارات في الكتابة الأكاديمية

Advanced forms	Examples
-er / more / less … than: cooler, more sustainable, less expensive **Big difference:** much / far / considerably / significantly + comparative **Small difference:** slightly / marginally / a little + comparative **(not) as … as / not nearly as … as** **twice / three times as … as** **the + comparative …, the + comparative**: *The more trees there are, the cooler the street is.* **increasingly / more and more** + adjective	• Living roofs last **considerably longer than** traditional roofs. • A green roof is **slightly more expensive** to install. • Streets with trees can be **far cooler than** streets without them. • Asphalt is **not nearly as reflective as** a white surface. • **The denser** the vegetation, **the more** water it absorbs. • Green buildings are becoming **increasingly common**.

⚠ Watch out!

✗ *more cooler / much more cooler* ✓ *much cooler* ✗ *very cooler* ✓ *far cooler* ✗ *The more trees, the more cool* ✓ *the cooler* ✗ *twice more expensive as* ✓ *twice as expensive as*

✎ Quick Check *(answers in the Answer Key)*

1) Green roofs last _____ (considerably / long) than ordinary roofs.	2) The more plants there are, _____ (cool) the building.	3) Concrete is not nearly _____ (green) as a living roof.

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G.2.9 Adverbs (Quantity)

Exam part: Grammar

Adverbs and expressions of quantity tell us **how much** something happens or how much of something there is. They are essential for **precise, measured** academic statements.

ظروف الكمية: توضح مقدار حدوث الشيء أو كميته وتساعد على الدقة في الكتابة الأكاديمية

Forms	Examples
With verbs: a lot, a great deal, much (in negatives), a little, a bit, hardly, barely *Green roofs reduce energy use **a great deal**.* **With uncountable nouns:** much, little, a little, plenty of, enough, too much **With countable nouns:** many, few, a few, plenty of, enough, too many **little / few** = not much / not many (negative idea) **a little / a few** = some (positive idea)	• Desert plants need **very little** water. • **Few** buildings in the area have living roofs. (negative) • **A few** buildings already have living roofs. (positive) • Installation costs **a little** more, but repairs cost **much** less. • There is **hardly any** shade on most rooftops. • Living roofs need **little** maintenance.

⚠ Watch out!

✗ *few water / many maintenance* ✓ *little water / much maintenance* (uncountable). **hardly** already means 'almost not': ✗ *hardly no* ✓ *hardly any*. **much** is usually used in negatives and questions: *It doesn't cost **much**.*

✎ Quick Check *(answers in the Answer Key)*

1) Cacti need very _____ water. (little / few)	2) There are _____ green roofs in our city – only two. (few / little)	3) Living roofs cost _____ more to build, but they save energy. (a little / a few)

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G.10.1 Passives (Present Simple Passive)

Exam part: Grammar

We use the present simple passive to describe **processes, facts and how things are done**, especially in scientific and technical writing.

المبني للمجهول في المضارع البسيط: لوصف العمليات والحقائق وطريقة تنفيذ الأشياء في الكتابة العلمية والتقنية

Form	Examples (a process)
am / is / are + past participle **+** A waterproof layer **is placed** on the roof. **—** Ordinary soil **isn't used** because it is too heavy. **?** How **are** the plants **chosen**? **Formal patterns:** *It is estimated / believed / thought that…* *Living roofs **are thought to** reduce flooding.*	• First, the roof **is checked** by an engineer. • Then, a drainage layer **is added**. • Lightweight soil **is spread** on top. • Plants that need little water **are selected**. • **It is estimated that** green roofs can last twice as long as ordinary roofs.

⚠ Watch out!

Use the passive when the **process** matters more than the person. Don't forget **be**: ✗ *The plants chosen carefully.* ✓ *The plants **are** chosen carefully.* Singular / plural: *soil **is** / plants **are**.*

✎ Quick Check *(answers in the Answer Key)*

1) The roof _____ (check) before work begins.	2) Native plants _____ (often / choose) for living roofs.	3) It _____ (estimate) that cities are 3°C warmer than rural areas.

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G.17.4 Indirect Questions

Exam part: Grammar

Indirect questions are **polite and formal**. They are common in academic writing, interviews and formal emails. After the opening phrase, use **statement word order**.

الأسئلة غير المباشرة: أسلوب مهذب ورسمي، ويكون ترتيب الكلمات فيه مثل الجملة الخبرية

Structure	Examples
Openers: Could you explain…? / I would like to know… / I wonder… / It is unclear… / Researchers have asked… **Wh-:** opener + question word + **subject + verb** (no do / does / did) **Yes/No:** opener + **if / whether** + subject + verb **whether … or not** is common in formal writing.	How **do living roofs reduce** heat? → Could you explain how living roofs **reduce** heat? Why **are** cities hotter? → Have you ever wondered why cities **are** hotter? **Is** the roof strong enough? → Engineers must check **whether** the roof **is** strong enough. **Does** it **save** money? → It is unclear **whether** it **saves** money **or not**.

⚠ Watch out!

✗ *I wonder how much does it cost.* ✓ *I wonder how much it **costs**.* ✗ *Could you tell me what is biodiversity?* ✓ *…what biodiversity **is**?* No question mark after statement openers (*I wonder…*).

✎ Quick Check *(answers in the Answer Key)*

1) How long does a living roof last? → I'd like to know _____.	2) Is it worth the cost? → It is unclear _____.	3) Circle: She asked why (are cities / cities are) so hot.

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G.2.5 Adverbs (Adverbial Linkers)

Exam part: Grammar

Adverbial linkers connect sentences and paragraphs and show the **logical relationship** between ideas. A wide, accurate range is essential for **coherence** at this level.

أدوات الربط الظرفية: تربط الجمل والفقرات وتوضح العلاقة المنطقية بين الأفكار

Linkers by function	Examples
Addition: furthermore, moreover, in addition, what is more **Contrast:** however, nevertheless, nonetheless, in contrast, on the other hand **Result:** consequently, therefore, as a result, thus **Example:** for instance, for example **Concession:** admittedly, even so Punctuation: …. ***Nevertheless,*** … / …; ***however,*** …	• Concrete absorbs heat. **Consequently,** cities stay warm at night. • Living roofs are expensive. **Nevertheless,** they save money over time. • They reduce flooding. **Furthermore,** they provide habitats for insects. • Rural areas cool quickly at night. **In contrast,** cities stay warm. • **Admittedly,** not every roof is suitable. **Even so,** many are.

⚠ Watch out!

In contrast compares two different things; **Nevertheless** = despite this. ✗ *Moreover* for a contrast; ✗ *Consequently* for an example. Don't overuse *However* – vary your linkers.

✎ Quick Check *(answers in the Answer Key)*

1) Concrete absorbs heat. _____, cities are hotter at night.	2) Green roofs cost more. _____, many cities support them.	3) They cool buildings. _____, they increase biodiversity.

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G.2.2 Adverbs (Sequencing)

Exam part: Grammar

Sequencing adverbs show the **order of steps** in a process or the **order of points** in an argument. They make explanations clear and easy to follow.

ظروف الترتيب: توضح ترتيب الخطوات في عملية ما أو ترتيب النقاط في الحجة

Sequencers	Example: building a living roof
Beginning: first, firstly, first of all, to begin with **Middle:** second(ly), next, then, after that, subsequently **End:** finally, lastly, eventually **Time links:** once + clause, as soon as, before / after + -ing *Process:* first → next → then → after that → finally *Argument:* firstly → secondly → furthermore → finally	**First,** an engineer checks the structure. **Next,** a waterproof layer is added. **Then,** a drainage layer and lightweight soil are spread on top. **After that,** drought-resistant plants are planted. **Once** the plants are established, they need little care. **Finally,** the roof is inspected once or twice a year.

⚠ Watch out!

Finally = the last step; **eventually** = after a long time or difficulty. ✗ *At last* for a list (it means 'after a long wait'). ✗ *After that* + comma missing: *After that, …*

✎ Quick Check *(answers in the Answer Key)*

1) _____, the old roof is checked by an engineer. (beginning)	2) _____ the soil is in place, the plants are added. (time link)	3) _____, the roof is inspected every year. (last step)

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Grammar Practice – Exam Style 1

Exam part: Grammar

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

How a Living Roof Is Built

A living roof is a roof that is partly or completely covered with plants. They are becoming popular in many cities, but how is one actually built?

(1) _____, an engineer checks that the roof is strong enough, because wet soil and plants are surprisingly heavy. A waterproof layer is then placed on top to protect the building. Next, a drainage layer and a special lightweight soil **(2)** _____ on top of the waterproof layer.

After that, plants such as grasses, herbs and small flowers are planted. Species that need very little water are usually chosen, because rooftops can be extremely hot and windy.

Living roofs have many benefits. If it **(3)** _____ heavily, the plants and soil absorb much of the water, which helps to reduce flooding in the streets below. They also provide natural insulation, so buildings with living roofs stay **(4)** _____ in summer than buildings with ordinary roofs.

Although living roofs cost **(5)** _____ more to install, they often last twice as long as traditional roofs, because the plants protect the waterproof layer from the sun.



1.	2.	3.	4.	5.
A) First	A) are adding	A) rained	A) cooler	A) a few
B) Finally	B) are added	B) rains	B) more cool	B) few
C) Moreover	C) add	C) will rain	C) coolest	C) a little

Each question = 2 marks. **My score: _____ / 10**

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Grammar Practice – Exam Style 2

Exam part: Grammar

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

Fighting the Urban Heat Island

Have you ever wondered **(1)** _____ often hotter than the countryside, especially at night? The answer lies in the materials that cities are built from and in the way that buildings are arranged.

Concrete, brick and asphalt absorb large amounts of heat from the sun during the day and release it slowly after dark. **(2)** _____, temperatures in city centres can be several degrees higher than in nearby rural areas, even late at night. This effect **(3)** _____ the 'urban heat island'.

Vegetation offers one of the most effective solutions. When plants **(4)** _____ water through their leaves, they cool the air around them, in the same way that sweat cools our skin. Trees also provide shade, which stops the sun from heating roads and walls in the first place.

Studies show that streets with plenty of trees can be **(5)** _____ cooler than streets without any vegetation. For this reason, many cities, including several in the Gulf, are now planting more trees, creating green spaces and encouraging building owners to install living roofs. Some even offer financial support to help with the cost.

1.	**2.**	**3.**	**4.**	**5.**
A) why are cities	A) In contrast	A) is knowing as	A) release	A) considerably
B) why do cities be	B) Nevertheless	B) knows as	B) released	B) much more
C) why cities are	C) Consequently	C) is known as	C) will release	C) more

Each question = 2 marks. **My score: _____ / 10**

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Grammar Practice – Exam Style 3

Exam part: Grammar

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



A School with a Garden on Its Roof

When a group of students at a secondary school in Abu Dhabi asked their principal **(1)** _____ a garden on the school roof, she agreed to support the project – as long as the students did the research themselves. **(2)** _____, the students investigated which plants could survive the extreme summer heat. Local desert plants were eventually chosen, because they need very **(3)** _____ water and are naturally adapted to the climate. A drainage system was designed with help from an engineering company, and parents helped to carry the soil to the roof over two busy weekends.

Today, the garden **(4)** _____ by a student environmental club, which meets every Tuesday. The project has been a great success. The classrooms directly below the roof are noticeably cooler in summer. **(5)** _____, the garden attracts birds and butterflies, which students now observe and record in their biology lessons.

Other schools in the city have visited the roof, and several are now planning gardens of their own. The students have even written a short guide to help them get started.

1.	**2.**	**3.**	**4.**	**5.**
A) whether they could build B) could they build C) if could they build	A) However B) First C) Lastly	A) many B) few C) little	A) is looking after B) is looked after C) looks after	A) Furthermore B) Consequently C) Nevertheless

Each question = 2 marks. **My score: _____ / 10**

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Grammar Practice – Exam Style 4

Exam part: Grammar

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

Are Living Roofs Worth It?

Living roofs are becoming **(1)** _____ popular in cities around the world, from Singapore to Copenhagen. But are they really worth the investment, and should every new building have one?

Supporters point to clear energy savings. If a building **(2)** _____ a living roof, it usually uses less energy for cooling, because the soil and plants act as natural insulation. Living roofs also absorb rainwater and provide habitats for bees, birds and butterflies, which increases urban biodiversity.

However, they are not suitable for every building. Old roofs may not be strong enough to support the weight of wet soil. **(3)** _____, engineers must carefully check the structure before any work begins.

Cost is another issue. Living roofs are **(4)** _____ expensive than ordinary roofs to install, and building owners sometimes worry about leaks. Nevertheless, once the plants are established, living roofs need **(5)** _____ maintenance – usually only one or two visits a year – and they protect the roof underneath for decades. For many building owners, this long-term saving makes the extra cost worthwhile.

1.	**2.**	**3.**	**4.**	**5.**
A) most and most	A) has	A) In addition	A) much	A) little
B) much and much	B) will have	B) Therefore	B) most	B) few
C) more and more	C) had	C) Nevertheless	C) more	C) a few

Each question = 2 marks. **My score: _____ / 10**

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PART 3-A:
READING

AT GRADE LEVEL — PERSONALITY: NATURE OR NURTURE?

Read carefully. Find the evidence. You've got this! ♡



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Part 3-A specifications according to the MOE assessment planner.

Exam part: 3-A Reading

Academic Year 2026-2027: End-of-Term 1 Exam Test Specifications: Beyond Grade 12 GLG - Grade 12 Advanced – Stage 9 – B2.2

Grade Level Goal	**Beyond Grade 12 GLG**	**Learning Continuum Stage**	**9**
Class	**12 Advanced**	**CEFR**	**B2.2**
Language Domain	Reading & Viewing and Writing & Representing	**Total Marks / Platform**	Reading: 60 (SwiftAssess) | Writing: 40 (SwiftAssess)

Part	Level	Theme	Theme	
Part 3A: Reading	**At Grade Level Goal**	**Pushing Boundaries**	Personality: Nature or Nurture?	
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice _____ Read the text and choose the correct answers. Choose **A**, **B** or **C**.	**Comprehension Skills** 1 x ENG.09.RV.CS.2.1: Read and identify specific information in extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language. 4 x ENG.09.RV.CS.5.1 Read and identify details in extended and some complex written or multimodal texts … 1 x ENG.09.RV.CS.6.1 Read and identify the main points of extended and some complex written or multimodal texts … 1 x ENG.09.RV.CS.4.1: Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. … 1 x ENG.09.RV.CS.1.1 Read and identify the overall meaning of extended and some complex written or multimodal texts …	▪ 1 argumentative text (B2.2) of 330-350 words (10% either way) ▪ 8 questions with 3 options, one of which is the correct answer (3 marks each, total: 24)

T. Hanen Ben Ghzayel

T. Hanen Ben Ghzayel
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Reading Question Types & Strategies

Exam part: 3-A Reading

Question type	What it looks like	How to answer
Specific information (3A: 1)	What proportion…? What do psychologists call…?	**Scan** for the key word or number. Read the sentence around it.
Details (3A: 4 • 3B: 3)	Why? How? *According to paragraph 3…*	Find the paragraph, read **slowly**. Wrong options often reuse **words from the text** but change the meaning.
Main points (3A: 1)	*What is the main point of paragraph 4?*	Read the **topic sentence** and ask what **all** the sentences have in common. In argumentative texts, look for the **writer's claim**.
Inference (3A: 1 • 3B: 2)	*'draining' is closest in meaning to… / What does the writer imply by…?*	Use **context**, **word parts** (in-, re-, -ity) and the **writer's line of argument**. The answer must be **supported** by the text.
Mood, tone & attitude (3B: 1)	*Which best describes the tone / the writer's approach?*	Look for **evaluative language** and **hedging** (*it would be naïve, perhaps, appear to*). Is the writer balanced, critical, cautious, enthusiastic?
Connections & overall (3B: 1 + 1 • 3A: 1)	*Based on the text, which city…? / What is the main idea / argument?*	**Connections:** apply the text's logic to a new case. **Overall:** use the thesis and conclusion; reject options that are too narrow or too extreme.

★ 3-Step Method

1. Skim the whole text (1–2 minutes) for the main idea. **2.** Read each question and underline its key words. **3.** Find the evidence in the text **before** you look at the options — then choose the option that matches the evidence.

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Reading Practice 1

Exam part: 3-A Reading

Instruction: Read the text and choose the correct answers. Choose **A**, **B** or **C**.

Born or Made? The Truth About Personality

Are we born with our personalities, or do they develop as a result of our experiences? This question, often described as the 'nature versus nurture' debate, has fascinated thinkers for centuries. Today, I would argue, the scientific evidence points towards a simple but important conclusion: both matter, and they cannot be separated.

The strongest evidence for nature comes from twin studies. Identical twins share all of their genes, whereas non-identical twins share about half. By comparing the two groups, researchers can estimate how far a trait is heritable. Across many studies, around 40 to 50 per cent of the differences between people in traits such as shyness, anxiety and sociability appear to be linked to genetic differences. Remarkably, identical twins who were raised in different families often turn out to be strikingly similar.

However, this also means that roughly half of the variation is not explained by genes. Our families, friends, schools and cultures shape how we express our natural tendencies. A child who is naturally cautious, for example, may become a confident adult if she is gently encouraged to try new things, but a more anxious one if she is constantly protected from every challenge.

In fact, modern research suggests that genes and environment work together. Scientists have discovered that experiences such as stress or care can influence how certain genes are 'switched on' or 'off'. In other words, nature provides the raw material, while nurture decides how it is used.

Some people find the idea that personality is partly heritable depressing, as if it limits what we can become. I believe the opposite is true. Understanding our natural tendencies allows us to work with them rather than against them. An introvert who knows that busy social events are draining, for instance, can plan quiet time to recharge afterwards.

Ultimately, the nature-versus-nurture debate is based on a false choice. We are neither prisoners of our genes nor blank pages waiting to be written on. We are the product of a constant, lifelong conversation between the two.

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Reading Practice 1 – Questions

Exam part: 3-A Reading

Instruction: Read the text again. Choose the correct answer **A**, **B** or **C**.

1. According to twin studies, roughly what proportion of the differences in traits such as shyness is linked to genes?
A) about 10 per cent
B) nearly 90 per cent
C) around 40 to 50 per cent

2. Why do researchers compare identical and non-identical twins?
A) Because non-identical twins are more sociable.
B) Because the two groups share different amounts of their genes, which helps to estimate heritability.
C) Because identical twins are always raised in different families.

3. What often happens to identical twins who are raised in different families?
A) They turn out to be strikingly similar.
B) They become more anxious than other people.
C) They develop completely opposite personalities.

4. According to paragraph 3, how might a naturally cautious child become a confident adult?
A) if she is gently encouraged to try new things
B) if she is protected from every challenge
C) if she has an identical twin

5. How does the writer say an introvert can use knowledge of their own nature?
A) by avoiding all social events
B) by trying to become an extrovert
C) by planning quiet time to recharge after busy social events

6. What is the main point of paragraph 4?
A) Stress always has a harmful effect on genes.
B) Genes and the environment interact rather than acting separately.
C) Scientists can now choose which genes to switch off.

7. The word 'draining' in paragraph 5 is closest in meaning to …
A) exciting and enjoyable
B) boring and slow
C) making someone feel very tired

8. What is the writer's main argument?
A) Personality is completely decided by our genes.
B) Parents alone decide a child's personality.
C) Personality is the result of a lifelong interaction between genes and environment.

Each question = 3 marks. **My score: _____ / 24**



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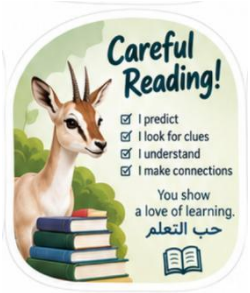
Reading Practice 2

Exam part: 3-A Reading

Instruction: Read the text and choose the correct answers. Choose **A**, **B** or **C**.



Not Just in the Genes: The Case for Nurture

Whenever a child is unusually talented, kind or difficult, people are quick to say that 'it runs in the family'. Genetic explanations have become increasingly popular in recent years, partly because they seem scientific and simple. Yet I believe that, by focusing so heavily on genes, we risk underestimating the enormous influence of the environment in which a person grows up.

Consider culture. Psychologists have found significant differences between societies in how people typically behave. In some cultures, children are encouraged to express their opinions openly; in others, modesty and respect for elders are more highly valued. These patterns cannot be explained by genetics alone, because they can change within a single generation when families move to a new country.

Relationships also play a vital role. Children who grow up with warm, consistent care tend to develop greater trust and emotional stability than those who experience neglect. Interestingly, some researchers argue that friends and classmates may influence a teenager's behaviour even more than parents do, because young people are strongly motivated to fit in with their peer group.

Education and opportunity matter too. A naturally curious child who has access to books, museums and inspiring teachers is far more likely to become a confident learner than an equally curious child who does not. Talent, in other words, needs the right conditions to grow, just as a seed needs good soil and water.

None of this means that genes are irrelevant. Twin studies clearly show that some traits are partly heritable. However, a tendency is not a destiny. Even strongly inherited characteristics can be expressed in very different ways depending on a person's surroundings.

This matters because the environment, unlike our DNA, can be changed. Schools can teach emotional skills, communities can support struggling families, and individuals can choose friends who bring out the best in them. If we believe that personality is fixed at birth, we may stop trying to help people grow. If we recognise the power of nurture, we have every reason to keep trying.

T. Hanen Ben Ghzayel

T. Hanen Ben Ghzayel
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Reading Practice 2 – Questions

Exam part: 3-A Reading

Instruction: Read the text again. Choose the correct answer **A**, **B** or **C**.

1. According to some researchers, who may influence a teenager's behaviour even more than parents? A) teachers B) friends and classmates C) grandparents	**5. Why does the writer think it matters that the environment can be changed?** A) Because it proves that personality is fixed. B) Because it shows that genes can also be changed. C) Because it means we can take action to help people grow.
2. According to the writer, why have genetic explanations become popular? A) Parents prefer them to other explanations. B) They have been proved completely correct. C) They seem scientific and simple.	**6. What is the main point of paragraph 4?** A) Curious children always become successful adults. B) Museums are more important than schools. C) Opportunities decide whether natural ability can develop.
3. Why can cultural differences in behaviour not be explained by genetics alone? A) Psychologists have not studied them yet. B) They can change within one generation when families move to a new country. C) All cultures have exactly the same genes.	**7. What does the writer mean by 'a tendency is not a destiny'?** A) A natural inclination does not decide your future. B) Everyone has the same future. C) People can never change who they are.
4. What do children who receive warm, consistent care tend to develop? A) higher intelligence B) stronger physical health C) greater trust and emotional stability	**8. What is the writer's main argument?** A) Genes have no effect at all on personality. B) Culture is more important than education. C) The environment strongly shapes personality and, unlike genes, it can be changed.

Each question = 3 marks. **My score: _____ / 24**



T. Hanen Ben Ghzayel

T. Hanen Ben Ghzayel
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Reading Practice 3

Exam part: 3-A Reading

Instruction: Read the text and choose the correct answers. Choose **A**, **B** or **C**.

Can You Change Your Personality?

For a long time, psychologists believed that personality was more or less fixed by early adulthood. One early researcher famously described it as being 'set like plaster'. According to this view, a shy twenty-five-year-old would remain shy for life. Today, however, a growing body of research suggests that this belief is, at best, only partly true.

Long-term studies that follow thousands of people over decades have found that personality continues to change throughout life. On average, people become more conscientious, more emotionally stable and more agreeable as they grow older. Psychologists sometimes call this the 'maturity principle'. It seems that new responsibilities, such as a first job or becoming a parent, encourage people to develop new habits that gradually become part of who they are.

Even more interesting is evidence that people can change their personality deliberately. In several studies, participants who wanted to become, for example, more outgoing were given weekly challenges, such as starting a conversation with a stranger. After a few months, many of them showed measurable changes – especially if they actually completed the tasks rather than simply wishing to change.

Critics point out that these changes are usually modest. A deeply introverted person is unlikely to become the life of every party. Moreover, some research suggests that people who try to change too much, too quickly, may feel exhausted or inauthentic.

Nevertheless, the evidence offers a hopeful message. Personality is perhaps better understood as a set of habits than as a fixed identity. Just as we can build physical strength through regular exercise, we can strengthen qualities such as patience, confidence or organisation through repeated practice.

The key, researchers say, is to focus on behaviour rather than labels. Instead of saying 'I am not a confident person', it is more useful to ask, 'What is one small confident action I could take today?' Over time, small actions, repeated consistently, can add up to significant change. Our personalities, it seems, are not finished products but works in progress.

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Reading Practice 3 – Questions

Exam part: 3-A Reading ☆

Instruction: Read the text again. Choose the correct answer **A**, **B** or **C**.

1. What do psychologists sometimes call the tendency to become more stable and agreeable with age?
A) the plaster effect
B) the maturity principle
C) the habit rule

2. What did psychologists once believe about personality?
A) It changed completely every few years.
B) It was decided only by parents.
C) It was more or less fixed by early adulthood.

3. How did participants in some studies try to become more outgoing?
A) They spent more time alone.
B) They read books about confident people.
C) They completed weekly challenges, such as talking to strangers.

4. Which participants showed the most change?
A) those who actually completed the tasks
B) those who were already outgoing
C) those who only wished to change

5. What do critics say about these personality changes?
A) They are usually modest.
B) They are impossible to measure.
C) They are always permanent.

6. What is the main point of paragraph 2?
A) Becoming a parent is always stressful.
B) Most people become less stable as they grow older.
C) Personality naturally continues to develop throughout adulthood.

7. The word 'inauthentic' in paragraph 4 is closest in meaning to …
A) not true to who they really are
B) extremely confident
C) physically unwell

8. What is the main message of the text?
A) Personality never changes after the age of 25.
B) Personality can change over time, both naturally and through deliberate practice.
C) Everyone should try to become more outgoing.

Each question = 3 marks. **My score: _____ / 24**



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PART 3-B:
READING

BEYOND GRADE LEVEL — MEGACITIES AND SMALL TOWNS

Think deeper. Connect and infer. You've got this! ♡



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Part 3-B specifications according to the MOE assessment planner.

Exam part: 3-B Reading

Academic Year 2026-2027: End-of-Term 1 Exam Test Specifications: Beyond Grade 12 GLG - Grade 12 Advanced – Stage 9 – B2.2

Grade Level Goal	**Beyond Grade 12 GLG**	**Learning Continuum Stage**	**9**
Class	**12 Advanced**	**CEFR**	**B2.2**
Language Domain	Reading & Viewing and Writing & Representing	**Total Marks / Platform**	Reading: 60 (SwiftAssess) | Writing: 40 (SwiftAssess)

Part	Level	Theme	Theme	
Part 3B: Reading	**Beyond Grade Level Goal**	**Rise to the Challenge!**	Megacities and Small Towns	
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice _____ Read the text and choose the correct answers. Choose **A**, **B** or **C**.	**Comprehension Skills** **Details:** 3 x ENG.09.RV.CS.5.1 Read and identify details in extended and some complex written or multimodal texts … **Inference:** 2 x ENG.09.RV.CS.4.1: Infer meaning and make predictions using a variety of strategies … **Mood and Tone:** 1 x ENG.09.RV.CS.7.1 Analyse and evaluate mood, tone or attitude, whether implicit or explicit … **Connections:** 1 x ENG.09.RV.CS.3.1: Analyse and evaluate explicit and implicit connections between ideas, themes or perspectives and own experience, background knowledge, other texts or the wider world … **Overall Meaning:** 1 x ENG.09.RV.CS.1.1 …	▪ 1 expository text (C1.1) of 330-350 words (10% either way) ▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)

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Part 3B: What Makes It Harder?

Exam part: 3-B Reading

Part 3B is **beyond** grade level (**C1.1**). The text uses academic vocabulary, long sentences and **hedging** (*appear to, it would be naïve, perhaps*). Two question types need special care: **tone** and **connections**. Study these worked examples.

Worked example: Tone

Text: "It would be naïve to describe this trend as a revolution. The numbers remain modest… Nevertheless, it demonstrates that something has fundamentally changed."

Q: Which best describes the writer's attitude to the trend?

Step 1 – Find signals: *naïve, modest* (caution) + *fundamentally changed* (positive).

Step 2 – Combine: positive, but not exaggerated.

Step 3 – Choose: *cautiously positive* (not *enthusiastic*, not *dismissive*). ✓

Worked example: Connection

Text: "Density only brings environmental benefits if it is supported by good public transport."

Q: City X is very dense but has almost no public transport. What is likely?

Step 1 – Find the condition: density + public transport = benefit.

Step 2 – Check the case: the condition is **not** met.

Step 3 – Conclude: City X will **not** enjoy the expected environmental benefits. ✓

⚠ Common traps in Part 3B

An option that is **true in real life** but **not supported by the text** is wrong — always choose what the text says or clearly suggests.

Words like **always, never, only, completely** often make an option too extreme.

Prediction questions about "the next paragraph": read the **last sentence** of the text very carefully.

Reading Practice 1

Exam part: 3-B Reading

Instruction: Read the text and choose the correct answers. Choose **A**, **B** or **C**.

Megacities: Engines of Opportunity or Overcrowded Giants?

In 1950, only two cities in the world – New York and Tokyo – had populations of more than ten million. Today there are dozens of such megacities, most of them in Asia, Africa and Latin America, and their number continues to grow. For millions of people, the move to a megacity represents the promise of a better life; for urban planners, it represents one of the greatest challenges of the twenty-first century.

The attraction is easy to understand. Megacities concentrate jobs, universities, hospitals and cultural life in a way that smaller places cannot. Wages are generally higher, and the sheer density of people creates opportunities for new businesses and ideas. Economists point out that large cities often produce a share of national wealth far greater than their share of the population. For ambitious young people, this concentration of opportunity can be almost irresistible.

Yet rapid growth frequently outpaces the ability of governments to provide basic infrastructure. In many megacities, a significant proportion of residents live in informal settlements without reliable access to clean water, sanitation or electricity. Congestion can turn short commutes into exhausting daily ordeals, and air pollution regularly reaches levels considered dangerous to health.

What is striking, however, is how differently megacities manage these pressures. Some have invested heavily in mass-transit systems, affordable housing and green spaces, demonstrating that size alone need not mean chaos. Others, overwhelmed by the speed of their expansion, struggle to meet even the most basic needs.

The difference, experts suggest, lies less in a city's size than in the quality of its planning and governance. Long-term investment, accurate data and the involvement of residents in decision-making appear to be essential ingredients of success, along with the political will to make difficult decisions.

As urbanisation accelerates, the question is no longer whether megacities will grow, but whether they can grow well. The answer will shape the daily lives of billions of people – and, given the scale of their environmental impact, the future of the planet itself.

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Reading Practice 1 – Questions

Exam part: 3-B Reading

Instruction: Read the text again. Choose the correct answer **A**, **B** or **C**.



1. How many cities had more than ten million people in 1950? A) dozens B) about ten C) two	**5. What does the writer imply by saying that 'size alone need not mean chaos'?** A) A very large city can still function well if it is well managed. B) Small towns are more chaotic than large cities. C) Large cities are always chaotic.
2. Why are megacities economically important, according to economists? A) They contain most of a country's farmland. B) They have lower wages, which attracts businesses. C) They often produce a share of national wealth far greater than their share of the population.	**6. Which best describes the overall tone of the text?** A) enthusiastic and uncritical B) balanced and thoughtful C) angry and pessimistic
3. According to experts, what mainly explains why some megacities succeed and others struggle? A) the quality of their planning and governance B) their climate C) their size	**7. A fast-growing city builds a metro system, creates new parks and asks residents for their views before major projects. Based on the text, this city is most likely to …** A) become more chaotic B) manage its growth successfully C) lose its population to small towns
4. The word 'ordeals' in paragraph 3 is closest in meaning to … A) short train journeys B) celebrations C) very unpleasant and difficult experiences	**8. What is the main idea of the text?** A) Megacities exist only in Asia and Africa. B) Megacities should be prevented from growing any further. C) Megacities offer major opportunities, but their success depends on good planning and governance.

Each question = 2 marks. **My score: _____ / 16**

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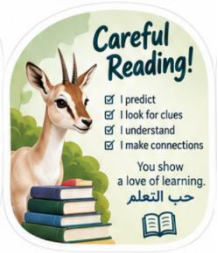
Reading Practice 2

Exam part: 3-B Reading



Instruction: Read the text and choose the correct answers. Choose **A**, **B** or **C**.

The Return of the Small Town

For most of the past century, the story of small towns was one of steady decline. Young people left in search of education and employment, shops closed, and populations aged. In many countries, the very survival of rural communities seemed in doubt. Recently, however, a quieter counter-trend has begun to emerge, and it is attracting growing attention from researchers.

The most significant driver of this change has been the spread of remote work. Once professionals no longer needed to be physically present in a city-centre office, many began to question whether the high costs and long commutes of urban life were worth it. For some, a small town offered an appealing alternative: lower housing costs, cleaner air, safer streets and a stronger sense of community.

Small towns themselves have been quick to recognise the opportunity. Some offer financial incentives to new residents, while others have invested in high-speed internet and shared workspaces, hoping to attract digital workers and young families. In several countries, once-abandoned villages have been revitalised by newcomers who renovated old buildings and opened cafés, workshops and small businesses.

It would be naïve, however, to describe this trend as a revolution. The numbers involved remain modest compared with the continuing growth of large cities, and newcomers sometimes discover that rural life has its own frustrations: limited public transport, fewer healthcare services and a narrower range of jobs for partners and teenagers. Long-standing residents, meanwhile, may welcome new energy but worry about rising house prices and changes to the character of their community.

What the small-town revival does demonstrate is that the relationship between where people live and where they work has fundamentally changed. Digital connectivity has given at least some people a genuine choice that previous generations simply did not have.

Whether this choice ultimately reshapes national population patterns remains to be seen. For now, the small town is no longer simply a place that people leave behind – for a growing minority, it is a place they actively choose.

T. Hanen Ben Ghzayel

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Reading Practice 2 – Questions

Exam part: 3-B Reading

Instruction: Read the text again. Choose the correct answer **A**, **B** or **C**.



1. Why did small towns decline for most of the past century? A) Governments closed their schools. B) Tourists stopped visiting them. C) Young people left in search of education and employment.	**5. Why does the writer say it would be 'naïve' to call the trend a revolution?** A) Large cities are shrinking quickly. B) The numbers are still small and rural life has real drawbacks. C) Small towns are still dying everywhere.
2. According to the text, what has been the most significant driver of the small-town revival? A) the growth of tourism B) new government laws C) the spread of remote work	**6. What is the writer's attitude towards the small-town revival?** A) completely uninterested B) cautiously positive C) strongly opposed
3. What do long-standing residents worry about? A) a lack of shops and cafés B) too much noise from newcomers' businesses C) rising house prices and changes to the character of their community	**7. Layla works for a company that allows full-time remote work. She pays very high rent in the city and spends two hours a day commuting. Based on the text, which option is she most likely to consider?** A) asking her company for a longer commute B) moving to a small town with high-speed internet C) giving up her job
4. The word 'revitalised' in paragraph 3 is closest in meaning to … A) made much smaller B) given new life and energy C) completely abandoned	**8. What is the main idea of the text?** A) Small towns will soon have more people than large cities. B) Everyone should leave cities and move to the countryside. C) Remote work has helped some small towns recover, although the trend is limited and has challenges.

Each question = 2 marks. **My score: _____ / 16**

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Reading Practice 3

Exam part: 3-B Reading

Instruction: Read the text and choose the correct answers. Choose **A**, **B** or **C**.

Are Megacities Better for the Planet?

At first sight, megacities look like environmental disasters. Their traffic jams, polluted skies and vast areas of concrete seem to represent everything that is wrong with modern urban life. Yet a growing number of researchers argue that, under the right conditions, large dense cities may actually be one of the most sustainable ways for humans to live.

The argument rests on efficiency. When people live close together, they need less land per person, and services such as water, electricity and public transport can be delivered more efficiently. Residents of dense cities tend to travel shorter distances, and many walk, cycle or use public transport rather than drive. Apartments, which share walls, also typically require less energy to heat or cool than detached houses. As a result, studies in several countries have found that average carbon emissions per person are often lower in large, compact cities than in suburbs or rural areas.

This argument, however, comes with important conditions. Density only brings environmental benefits if it is supported by good public transport, efficient buildings and careful planning. A sprawling megacity with weak public transport, where millions depend on private cars, can have exactly the opposite effect. Moreover, cities concentrate pollution, so even if emissions per person are lower, local air quality can be extremely poor.

There is also the question of what cities consume. Wealthy urban residents often have high levels of consumption – from imported food to electronics and air travel – whose environmental costs are felt far beyond the city's boundaries.

Perhaps the most useful conclusion is that size itself is neither good nor bad. What matters is design. Cities that combine density with green spaces, efficient public transport, well-insulated buildings and renewable energy can reduce their environmental footprint while improving residents' quality of life. Those that grow without such planning risk becoming exactly the environmental disasters their critics fear.

As more and more of humanity becomes urban in the coming decades, this distinction may prove decisive for the future of the planet.

T. Hanen Ben Ghzayel

Reading Practice 3 – Questions

Exam part: 3-B Reading

Instruction: Read the text again. Choose the correct answer **A**, **B** or **C**.

1. Why do apartments typically need less energy than detached houses? A) They share walls. B) They have smaller windows. C) They are always newer.	**5. What does the writer mean by 'size itself is neither good nor bad'?** A) The environmental impact of a city depends on how it is designed. B) Small towns are always better for the environment. C) Large cities are always better for the environment.
2. According to the text, when can a megacity have the opposite effect on the environment? A) when it has too many apartments B) when it has many green spaces C) when it sprawls over a large area with weak public transport and many people depend on cars	**6. Which word best describes the writer's approach to the topic?** A) humorous B) analytical C) emotional
3. Why can wealthy city residents have a large environmental impact? A) Their high consumption has costs that are felt far beyond the city. B) They live in very large houses in the city centre. C) They usually walk instead of using public transport.	**7. City A is dense and has an excellent metro system. City B spreads over a huge area, and most people drive everywhere. Based on the text, which city is likely to have lower carbon emissions per person?** A) City A B) City B C) Both will be exactly the same.
4. The word 'sprawling' in paragraph 3 is closest in meaning to … A) spreading over a large area in an unplanned way B) small and compact C) very tall and narrow	**8. What is the main idea of the text?** A) Everyone should live in rural areas to protect the planet. B) Megacities are always environmental disasters. C) Dense megacities can be sustainable, but only if they are well designed and planned.

Each question = 2 marks. **My score: _____ / 16**

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PART 4:
WRITING

SUMMARISE, PLAN AND WRITE

Plan it. Write it. Check it. You've got this! ♡



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Part 4 specifications according to the MOE assessment planner.

Exam part: Writing

Academic Year 2026-2027: End-of-Term 1 Exam Test Specifications: Beyond Grade 12 GLG - Grade 12 Advanced – Stage 9 – B2.2

Grade Level Goal	**Beyond Grade 12 GLG**	**Learning Continuum Stage**	**9**
Class	**12 Advanced**	**CEFR**	**B2.2**
Language Domain	Reading & Viewing and Writing & Representing	**Total Marks / Platform**	Reading: 60 (SwiftAssess) | Writing: 40 (SwiftAssess)

Part	Level	Theme	Functional Language	
Part 4: Writing	**At Grade Level Goal**	**Rise to the Challenge** | Smart Homes	FL.26 Comparing and contrasting	
		Rise to the Challenge | Comparing Places: A Critical Response	FL.26 Comparing and contrasting	
		Task Description	**Learning Outcomes**	**Construct Limits**
		Guided constructed response _____ **1.1** Read the text. Compare and contrast the two points of view presented. Summarize the main ideas in your own words. Write 4-5 sentences. **1.2** Write an essay about ____ in which you compare _____. • prompt 1 • prompt 2 • prompt 3 Write at least 220 words in paragraphs.	**Processing text in Writing – ENG.09.WR.S.6.1:** Summarise, paraphrase, synthesise, compare, contrast and explain information and arguments from a variety of sources … **Fluency in text production – ENG.09.WR.P.1.1:** Produce clear, extended and detailed texts … expressing comparisons, justifications and conditions where appropriate … **Presentation and development of ideas – ENG.09.WR.P.2.1:** Express ideas, information, opinions … giving detailed reasons and explanations at some length … **Text structure – ENG.09.WR.P.4.1:** Produce extended, structured texts that clearly follow conventional text-type features … and show a clear awareness of audience … **Coherence and cohesion – ENG.09.WR.S.5.1:** Use a wide range of cohesive devices, and referencing or substitution to connect ideas clearly … ensuring coherence throughout …	**1.1 (15 marks)** One text of 200 words (10% either way) related to the theme, presenting two different points of view, each in a separate paragraph. One question asking what the two points of view are, in their own words. **1.2 (25 marks)** ▪ A comparative essay based on ideas similar, but not identical, to the text ▪ Three prompts: compare the points of view, explain which they agree with (giving reasons) and support their choices ▪ Word count: 220 words **▪ 40 marks total**

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How Part 4 Works

Exam part: Writing

Task 1.1 — Compare & summarise (15 marks)

You read a text of about **200 words** with **two points of view**, each in a separate paragraph.

You **compare and contrast** the two views and summarise the main ideas **in your own words** in **4–5 sentences**.

✓ both views ✓ comparison linkers ✓ 4–5 sentences

✗ no copying ✗ no personal opinion ✗ no small details

Task 1.2 — Comparative essay (25 marks)

"Write an essay about … in which you **compare** …"

Compare the views, say **which you agree with and why**, and **support** your choice — answering **all three prompts**.

Write **at least 220 words** in **paragraphs** (on SwiftAssess).

Marked by your teacher with the **official MOE rubric** (25 marks).

The two themes for this exam:

⌂ Rise to the Challenge	⇄ Rise to the Challenge
Smart Homes Useful language: **comparing & contrasting** (FL.26), cohesion and referencing	Comparing Places: A Critical Response Useful language: **comparing & contrasting** (FL.26), evaluating perspectives

Suggested time plan for Part 4

Task 1.1: read (4 min) → underline main ideas (3 min) → write (8 min). **Task 1.2:** plan (5 min) → write (25 min) → check (5 min).

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Task 1.1: How to Write the Main Ideas

Exam part: Writing

1	Identify the **issue** and the **two points of view**.	Read the introduction, then label each paragraph: View 1 = …, View 2 = …
2	Find the **main arguments** of each view.	Underline 2–3 key arguments per paragraph. Ignore examples and minor details.
3	Find the **key contrast** (and any similarity).	What is the central difference? *convenience vs. risk; career vs. quality of life*.
4	Write **4–5 sentences** that **compare**.	Sentence 1: the issue. 2: view 1. 3: view 2 (*In contrast*…). 4–5: the key difference / similarity (*While*… , …).
5	**Check.**	Both views included? Comparison linkers used? Own words? No opinion of your own? 4–5 sentences?

Paraphrasing technique	Original text	Your own words
Use synonyms	*Critics believe that the risks are being underestimated.*	Opponents **argue** that the **dangers** are **more serious than people think**.
Nominalise	*Homeowners can check cameras and lock doors from anywhere.*	Smart homes offer **greater security and remote control**.
Combine & contrast	*Supporters say… / Critics say…*	**While** supporters emphasise convenience, critics **are concerned about** privacy.
Generalise	*…finance, technology and media…*	…**a wider range of professional fields**…

Useful sentence starters

The text compares two views on… • *The first view holds that… , whereas the second…* • *Supporters emphasise… ; critics, in contrast, are concerned that…* • *Both views agree that…; however, …* • *The key difference lies in…*

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Task 1.2: Writing Your Comparative Essay

Exam part: Writing

Paragraph	What to write	Useful language
1. Introduction (2–3 sentences)	Introduce the issue and **paraphrase both views**; preview your position.	*… has sparked debate. While some argue that…, others believe…*
2. Body 1 – compare	**Prompt 1:** similarities and differences between the two views.	*Both views… ; however, … / Whereas the former…, the latter… / In contrast, …*
3. Body 2 – your view	**Prompt 2:** which view you agree with and **why** (2–3 reasons); acknowledge the other side.	*On balance, I side with… because… Admittedly, … Nevertheless, …*
4. Body 3 – support	**Prompt 3:** concrete **examples** from experience or knowledge.	*This is illustrated by… / For instance, … / A clear example of this is…*
5. Conclusion	A clear, nuanced final judgement. No new arguments.	*In conclusion, … provided that… / Ultimately, …*

To get a 5 in Task Completion

Really **compare** the two views (similarities AND differences) – do not just describe them one after the other.

State **which view you agree with** clearly and give **reasons**.

Support your choice with **specific examples**.

To get a 5 in Coherence & Structure

Use **referencing and substitution** (*this, such, the former / the latter, do so*).

Vary your **comparison language** (*whereas, unlike, similarly, by contrast*).

Use **conditions** and **concessions** (*provided that, unless, admittedly*).

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Functional Language for Writing

Exam part: Writing

FL.26 Comparing & Contrasting	Presenting Two Points of View	Coherence & Cohesion (S.5.1)
• **Similarity:** Both… ; Similarly, … ; Likewise, … ; In the same way, … • **Difference:** whereas / while… ; In contrast, … ; By contrast, … ; Unlike…, … • **Degree:** far / considerably more…than; not nearly as…as • **Key contrast:** The main / key difference lies in… / … differ in that… • *Whereas supporters focus on convenience, critics emphasise risk.*	• **View 1:** Supporters / Proponents argue / maintain that… • **View 2:** Critics / Opponents claim / warn that… • **Your position:** On balance, I side with… / I find the second view more convincing because… • **Concession:** Admittedly, … / That said, … / Although…, … • **Condition:** provided that… / as long as… / unless…	• **Referencing:** this / these / such + noun (*this concern, such devices*) • **the former / the latter** (the first / the second view) • **Substitution:** one / ones; do so (*Many people want to move, but few can do so.*) • **Linkers:** furthermore, moreover, consequently, nevertheless • **Avoid repetition:** smart homes → such homes → they → these properties

⚠ Common mistakes

✗ *In the other hand* → ✓ *On the other hand* ✗ *Whereas … but …* → ✓ use one linker ✗ *Unlike cities, the life in villages…* → ✓ *Unlike life in cities, life in villages…* (compare like with like) ✗ *the former view are* → ✓ *the former view is*

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Writing Success Criteria (40 marks)

Exam part: Writing

Your writing is marked by your teacher using the official MOE rubric. These success criteria come from the Beyond Grade 12 GLG learning outcomes in the exam specifications.

Learning outcome	What it means	To score well, I…
Processing text in writing (1.1) ENG.09.WR.S.6.1	Summarise, paraphrase, synthesise, compare and contrast arguments.	present **both** views, **compare** them with linkers, paraphrase, write **4–5 sentences** with **no opinion**.
Fluency ENG.09.WR.P.1.1	Clear, extended, detailed texts with comparisons, justifications and conditions.	write **220+ words**; use comparisons, **justify** points and use **conditions** (*provided that, unless*).
Presentation of ideas ENG.09.WR.P.2.1	Detailed reasons and explanations at some length.	explain **which view I agree with** and **why**, and develop each reason with an **example**.
Text structure ENG.09.WR.P.4.1	Clear essay conventions; topic sentences; clear awareness of audience.	introduction, 3 body paragraphs (one per prompt), conclusion; formal academic style.
Coherence & cohesion ENG.09.WR.S.5.1	A wide range of cohesive devices, referencing and substitution.	use *this / such / the former / the latter / do so* and varied linkers so ideas flow logically.

Remember

Answer **all three prompts** in Task 1.2 – a missing prompt loses marks.

Copying sentences from the text or using memorised / AI-written essays is not allowed and can score **0**.

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My Writing Checklist

Exam part: Writing

Use this checklist after **every** writing practice. It follows the success criteria.

Task Completion	☐ I **compared** the two views (similarities and differences). ☐ I said clearly **which view I agree with** and **why**. ☐ I **supported** my choice with specific examples.
Structure	☐ I wrote **at least 220 words** in **5 paragraphs**. ☐ My introduction paraphrases both views; each body paragraph has a **topic sentence**. ☐ I used **referencing** (*this, such, the former / the latter*).
Grammar	☐ I used **conditions** and **concessions** (*provided that, unless, although, admittedly*). ☐ I used **comparatives** precisely (*far more, not nearly as… as*). ☐ I used complex sentences (relative clauses, passives) accurately.
Vocabulary	☐ I used **topic words** (infrastructure, congestion, privacy, automation…). ☐ I used **FL.26** language (*whereas, unlike, similarly, by contrast*). ☐ I avoided repetition by using synonyms and substitution.
Spelling & Punctuation	☐ Capital letters for *I*, names and sentence starts. ☐ Full stops and commas in the right places (*However, …*). ☐ I checked spelling of difficult words.

⚠ Important

Never copy sentences from the text in Task 1.2, and never use memorised essays or AI-written text: a response **wholly copied** from the question paper or any outside source (including AI tools) gets **0 in all criteria**.

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My Writing Rubric

Exam part: Writing

	Task Completion	Structure	Grammar	Vocabulary	Spelling and Punctuation
5	Addresses all parts of the prompt fully, with relevant, clear and detailed ideas, information and opinions, including feelings or personal perspectives where appropriate, on concrete and abstract aspects of the topic as the task requires. Develops points at length with detailed reasons and explanations, with clear emphasis on the most significant points, and with comparisons, justifications or conditions where the task calls for them. In a story or experience, describes the personal significance of the events where the task calls for it.	Organizes the response into well-developed paragraphs with clear topic sentences and supporting details. Clearly follows the conventional features of the text type (e.g. an introduction and conclusion in an essay, a greeting and sign-off in an email) and shows a clear awareness of audience through a consistent tone and level of formality suited to the reader and purpose. Ideas flow logically and are linked with a wide range of connectors within and between paragraphs.	Uses a wide range of simple and complex sentences (e.g. relative clauses, a range of conditionals, passive forms, reported speech, participle clauses) flexibly and accurately, so meaning is clear throughout. Repetition of structures occurs only at times; occasional errors occur only in more complex structures and do not affect meaning.	Uses a wide range of vocabulary, including less common, topic-specific and abstract words and expressions, precisely and flexibly to express ideas, opinions and perspectives and to emphasize significant points. Repetition occurs only at times.	Spells almost all words correctly, including challenging words; errors are rare. Uses a wide range of punctuation (e.g. commas in longer sentences, apostrophes, quotation marks, colons) accurately to make meaning clear.
4	Addresses all parts of the prompt with relevant, detailed ideas, but one part is less developed than the others, or the most significant points are not clearly emphasized. Supports most points with detailed reasons and explanations.	Organizes the response into paragraphs with clear topic sentences and supporting details. Follows the features of the text type and shows awareness of audience, though the tone or level of formality is not always consistent. Ideas are logically ordered and linked with a range of connectors, though some are repetitive.	Uses a range of simple and complex sentences flexibly and with good control. Some errors occur in more complex structures but rarely affect meaning.	Uses a wide range of vocabulary, including less common and topic-specific words, appropriately, with some repetition or occasional inaccurate choices that do not affect meaning.	Spells most words correctly, including most challenging words, with occasional errors. Uses a range of punctuation correctly in most sentences.
3	Addresses most parts of the prompt: one part is missing or only mentioned. Ideas are relevant but general, and reasons or explanations are limited or lack detail.	Organizes ideas into paragraphs, but topic sentences or supporting details are weak in some. Features of the text type are only partly followed, and awareness of audience is limited. Linking is basic or sometimes incorrect.	Uses simple and compound sentences with a limited range of complex sentences, which are often inaccurate. Errors sometimes affect meaning.	Uses mostly common vocabulary that is adequate to communicate the main ideas. Repetition or inaccurate choices sometimes cause confusion.	Spells most common words correctly; challenging words are often misspelled. Uses capital letters, periods, commas and question marks correctly in most sentences, with errors in other punctuation.
2	Addresses only part of the prompt; more than one part is missing or undeveloped. Points have little or no support.	Groups ideas into at most one paragraph or writes connected sentences with little or no paragraphing. The order of ideas is unclear in places.	Uses simple sentences with limited control; frequent errors often affect meaning.	Uses limited, repetitive vocabulary that is not sufficient for some parts of the prompt. Word choices often make meaning unclear.	Spells some common words correctly, with frequent errors; some misspelled words are hard to recognize. Uses capital letters and periods inconsistently.
1	Gives a few ideas loosely related to the prompt; ideas can hardly be identified.	Shows little order or connection; writes isolated sentences, phrases or words.	Writes mainly fragments, with little evidence of complete sentences.	Uses too few appropriate words to communicate ideas.	Spells almost no words correctly, and most words cannot be recognized. Uses little or no punctuation.
0	No response. Response unrelated to the task. Response wholly copied from the question paper, a source text or any other outside source, including AI tools. (Applies to the whole script: 0 in all criteria.)				

Writing Task A – Worked Example

Exam part: Writing

Theme: Rise to the Challenge | Smart Homes

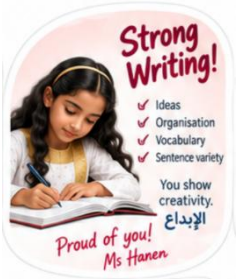
1.1 Read the text. Compare and contrast the two points of view presented. Summarize the main ideas in your own words. Write 4–5 sentences. *(15 marks)*

Smart Homes: Convenience or Concern?

Smart homes, in which lights, air conditioning, locks and appliances are connected to the internet and controlled by apps or voice commands, are becoming increasingly common. Opinions about them, however, are sharply divided.

Point of view 1: Supporters argue that smart technology makes daily life easier, safer and more sustainable. Lights and air conditioning can switch off automatically when a room is empty, reducing energy bills and emissions. Homeowners can check security cameras and lock doors from anywhere, and elderly or disabled people can live more independently by controlling their home with their voice. For busy families, automation saves time on routine tasks, allowing them to focus on more important things.

Point of view 2: Critics, on the other hand, believe that the risks are being underestimated. Every connected device collects data about our daily routines, and this information may be shared with companies or stolen by hackers. A smart lock that can be opened by an app could, in theory, also be opened by a criminal. Critics also warn that people may become too dependent on technology: when the internet fails or a company stops supporting a device, the 'smart' home can suddenly become very frustrating to live in.



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Writing Task A – Model Answers

Exam part: Writing

Model answer – 1.1 (comparison of the two views in 4 sentences):

The text presents two opposing views on smart homes, in which devices are connected to the internet and controlled remotely. Supporters believe that these homes improve daily life, because they save energy, increase security and help elderly and disabled people to live independently. In contrast, critics argue that connected devices create privacy and security risks, since personal data can be shared or stolen and smart locks could be hacked. While supporters focus on convenience and sustainability, critics are concerned that people will become too dependent on technology that can fail.

Why is this a good answer? It presents both points of view, uses comparison language (*In contrast, While*), paraphrases instead of copying, identifies the key difference between the views, and does not include the writer's own opinion.

1.2 Write an essay about technology in the home in which you compare the benefits and the risks of living in a smart home. In your essay:

- compare the two points of view presented in the text
- explain which point of view you agree with, giving reasons
- support your choice with examples from your own experience or knowledge

Write **at least 220 words** in paragraphs. *(25 marks)*



Writing Task A – Model Answer 1.2

Exam part: Writing

Smart technology is rapidly moving into our homes, and it has sparked a lively debate. **While** supporters see smart homes as the future of comfortable, sustainable living, critics warn that they put our privacy and security at risk.

Both sides agree that smart homes collect and use a great deal of information; **however,** they interpret this very differently. Supporters focus on what this data makes possible: lights that switch off automatically, air conditioning that adjusts itself and doors that can be checked from anywhere. Critics, **in contrast,** focus on who else might access **that** data. **Whereas** the first group sees convenience, the second sees vulnerability.

On balance, I side with the supporters, **although** I believe the critics' concerns should be taken seriously. The benefits are concrete and immediate. **For example,** my grandmother, **who** has difficulty walking, now controls her lights and air conditioning by voice, **which** has made her far more independent. In a hot climate like the UAE's, automatic systems that cool only occupied rooms can **also** make a significant difference to energy bills.

That said, the risks are real. **Unlike** an ordinary key, a smart lock can be attacked remotely. **Therefore,** users must choose trusted brands, update their devices regularly and use strong passwords. **Similarly,** homes should keep manual alternatives so that daily life does not stop when the internet fails.

In conclusion, smart homes offer advantages that outweigh their disadvantages, **provided that** users remain informed and careful. Technology should make our lives easier – **but** it is our responsibility to keep **it** safe.

How it works

Introduction: introduces the topic and both views (*While… critics…*).

Prompt 1 – compare the views: similarity and difference (FL.26: *Both…, In contrast, Whereas…*).

Prompt 2 – which view and why: a clear position with reasons and a concession (*On balance, I side with…, although…*).

Prompt 3 – support: a personal example and local knowledge (UAE climate).

Cohesion (S.5.1): referencing words (*that data, it, which, the first group / the second*).

Bold = functional language and linkers.



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Writing Task B – Worked Example

Exam part: Writing

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

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

Big City or Small Town?

Where should young adults choose to live once they have finished their studies? This question increasingly divides opinion.

Point of view 1: For many, a large city is the obvious choice. Cities offer far more job opportunities, especially in fields such as finance, technology and media, and salaries are generally higher. They also provide access to universities, hospitals, cultural events and international communities, which can broaden young people's horizons and expose them to new ideas. Supporters argue that the energy and diversity of city life help young professionals to build networks and develop their careers quickly.

Point of view 2: Others believe that small towns offer a better quality of life. Housing is much cheaper, so young people can save money or even buy a home much earlier. Life is calmer, with less traffic, cleaner air and stronger community ties, which many people find good for their mental health and their relationships with family and neighbours. With remote work now possible in many professions, supporters of small-town living argue that young people no longer need to sacrifice their well-being for their careers.



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Writing Task B – Model Answers

Exam part: Writing

Model answer – 1.1 (comparison of the two views in 4 sentences):

The text compares two views on where young adults should live after their studies. The first view argues that big cities are better, because they offer more jobs, higher salaries and access to education, healthcare and culture, which help young people build their careers. The second view, however, claims that small towns provide a better quality of life, as housing is cheaper and life is calmer, healthier and more community-focused. While the first view emphasises career development, the second suggests that remote work now allows people to protect their well-being without sacrificing their careers.

Why is this a good answer? It presents both points of view, uses comparison language (*In contrast, While*), paraphrases instead of copying, identifies the key difference between the views, and does not include the writer's own opinion.

1.2 Write an essay about where young people should live after they finish their studies in which you compare living in a big city with living in a small town. In your essay:

- compare the two points of view presented in the text
- explain which point of view you agree with, giving reasons
- support your choice with examples from your own experience or knowledge

Write **at least 220 words** in paragraphs. *(25 marks)*



Writing Task B – Model Answer 1.2

Exam part: Writing

Choosing where to live after graduation is one of the first major decisions young adults face. **The former** view in the text favours big cities for their opportunities, **whereas the latter** prefers small towns for their quality of life.

Both perspectives aim to give young people a successful future, **but** they define success differently. City supporters measure it mainly in terms of career progress and income. Small-town supporters, **by contrast,** emphasise affordability, health and community. **Moreover,** the second view challenges the first directly: remote work, it argues, has removed the main advantage of the city.

Personally, I agree more with the first view, at least for the early years of a career. Remote work is **not nearly as widespread as** some people suggest; many jobs in healthcare, engineering and hospitality still require people to be physically present. **Furthermore,** the networks that young professionals build in cities often lead to their next opportunity.

My cousin's experience **illustrates this**. After graduating, she moved to Dubai, **where** she worked for an international company. Within three years, she had gained skills and contacts that would have been almost impossible to find in a small town. **Nevertheless,** she admits that her rent was extremely high, **which** made saving difficult.

On balance, a big city seems the better choice for young graduates who want to build a career. **However,** once people are established, the calm and affordability of small-town life may become **increasingly** attractive – so the best answer may depend on the stage of life.

How it works

Introduction: paraphrases both views using *the former / the latter* (cohesion – S.5.1).

Prompt 1 – compare: similarities and differences (FL.26: *Both…, by contrast, Moreover*).

Prompt 2 – opinion & reasons: *Personally, I agree more with…* + comparative structures.

Prompt 3 – support: a concrete example with a balanced comment (*Nevertheless…*).

Conclusion: a nuanced final judgement.

Bold = functional language and linkers.

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Writing Task C – Your Turn

Exam part: Writing

Theme: Rise to the Challenge | Smart Homes

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

Robot Helpers in the Home

Robots that can clean floors, cut grass and even keep elderly people company are moving out of factories and into our homes. Their arrival has sparked a lively debate.

Point of view 1: Supporters argue that household robots give people more free time by taking over boring, repetitive chores. They can be especially valuable for elderly people who live alone, reminding them to take medicine and alerting family members if there is an emergency. Although robots are expensive to buy, supporters say they are cost-effective in the long term, because they work every day without needing to be paid or given time off.

Point of view 2: Critics, however, are less enthusiastic. Many home robots use cameras and sensors to create detailed maps of the inside of a house, which raises serious privacy concerns. Critics also fear that relying on robots may reduce human contact, particularly for elderly people, who need conversation and care, not just reminders. Some parents worry, too, that children who never do household chores will fail to develop independence and responsibility – skills they will need when they leave home.

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Writing Task C – Your Turn (1.1 & Plan)

Exam part: Writing

1.1 My comparison & summary (4–5 sentences):

1.2 Write an essay about technology in family life in which you compare the advantages and disadvantages of using robots at home. In your essay:

- compare the two points of view presented in the text
- explain which point of view you agree with, giving reasons
- support your choice with examples from your own experience or knowledge

Write **at least 220 words** in paragraphs. *(25 marks)*

Plan:

My opinion	Prompt 1	Prompt 2	Prompt 3

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Writing Task C – Your Turn (1.2)

Exam part: Writing

Word count: _____ **Self-check:** Task ☐ Structure ☐ Grammar ☐ Vocabulary ☐ Spelling ☐

(Continue on extra paper if you need more space.)

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Writing Task D – Your Turn

Exam part: Writing

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

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

Famous Cities or Hidden Villages?

When people plan a holiday, they face a choice: should they visit a world-famous city or a lesser-known destination? Travellers increasingly disagree about the answer.

Point of view 1: Some travellers believe that famous cities are popular for good reason. They offer iconic landmarks, world-class museums and a huge range of restaurants and activities. Their infrastructure is usually excellent, with reliable transport, plenty of hotels and information in many languages, which makes travel easier and safer, especially for families and first-time travellers. Famous cities also have many guided tours, so visitors can learn a great deal in a short time.

Point of view 2: Others argue that the best experiences are found off the beaten track. Small towns and villages often offer a more authentic picture of local culture, with fewer crowds, friendlier encounters with residents and lower prices. Visiting them can also be more sustainable: many famous cities now suffer from overtourism, which raises prices for residents and damages historic sites, whereas tourism can bring much-needed income and jobs to smaller communities that young people might otherwise leave.

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Writing Task D – Your Turn (1.1 & Plan)

Exam part: Writing

1.1 My comparison & summary (4–5 sentences):

1.2 Write an essay about choosing holiday destinations in which you compare visiting famous tourist cities with visiting lesser-known places. In your essay:

- compare the two points of view presented in the text
- explain which point of view you agree with, giving reasons
- support your choice with examples from your own experience or knowledge

Write **at least 220 words** in paragraphs. *(25 marks)*

Plan:

My opinion	Prompt 1	Prompt 2	Prompt 3

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Writing Task D – Your Turn (1.2)

Exam part: Writing

Word count: _____ **Self-check:** Task ☐ Structure ☐ Grammar ☐ Vocabulary ☐ Spelling ☐

(Continue on extra paper if you need more space.)

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ANSWER KEY

CHECK, CORRECT AND LEARN

Every mistake is a lesson. You've got this! ♡

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Answer Key – Vocabulary

Exam part: Answer Key

Warm-up 1	Warm-up 2
1) A privacy **2)** C automation **3)** G heritable **4)** E voyage **5)** D cost-effective **6)** J database **7)** I consequence **8)** H significant	**1)** A megacity **2)** C congestion **3)** I drainage **4)** G kinaesthetic **5)** E infrastructure **6)** J biodiversity **7)** B urbanisation **8)** F innovative

Exam-style practice	Q	Answer	Why?
Practice 1	1	**C** privacy	Personal data being collected → questions about privacy.
	2	**A** database	Information stored on a computer in one large collection = a database.
	3	**C** significant	A large, important amount = a significant amount.
	4	**B** consequences	The (bad) results of data being collected = the consequences.
	5	**C** freedom	Collocation: the freedom to live your life.
Practice 2	1	**A** automation	Machines doing work instead of people = automation.
	2	**B** cost-effective	Expensive to buy but work 24 hours → good value for money = cost-effective.
	3	**A** distractions	Things that take attention away (phones, conversations) = distractions.
	4	**A** interruptions	Having to stop what you are doing = interruptions.
	5	**B** consequences	Results for society (jobs disappearing) = consequences.
Practice 3	1	**A** urbanisation	More people living in cities = urbanisation.
	2	**B** megacity	A city with more than ten million people = a megacity.
	3	**A** congestion	Too much traffic that makes journeys slow = congestion.
	4	**C** pollution	Exhaust fumes → air pollution.
	5	**C** infrastructure	Public transport, water and power networks = infrastructure.

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Answer Key – Vocabulary (continued)

Exam part: Answer Key

Exam-style practice	Q	Answer	Why?
Practice 4	1	**B** insulation	Material in walls that keeps heat out = insulation.
	2	**B** vegetation	Trees and other plants = vegetation.
	3	**A** biodiversity	More birds and insects = more variety of life = biodiversity.
	4	**C** Kinaesthetic	Learning by moving and doing = kinaesthetic.
	5	**B** auditory	Learning by listening = auditory.

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Answer Key – Grammar Quick Checks

Exam part: Answer Key

Rule	Answers
G.5.1 Conditionals (Zero Conditional)	**1)** heat **2)** reduce **3)** unless
G.1.2 Adjectives (Comparatives)	**1)** considerably longer **2)** the cooler **3)** as green
G.2.9 Adverbs (Quantity)	**1)** little **2)** few **3)** a little
G.10.1 Passives (Present Simple Passive)	**1)** is checked **2)** are often chosen **3)** is estimated
G.17.4 Indirect Questions	**1)** how long a living roof lasts **2)** whether / if it is worth the cost **3)** cities are
G.2.5 Adverbs (Adverbial Linkers)	**1)** Consequently / Therefore / As a result **2)** Nevertheless / However / Even so **3)** Furthermore / Moreover / In addition
G.2.2 Adverbs (Sequencing)	**1)** First / First of all / To begin with **2)** Once / As soon as / After **3)** Finally / Lastly

How to use the answer key

Do not just mark ✓ or ✗. For every wrong answer, read the **Why?** column, find the rule page again and write one new example sentence of your own.

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Answer Key – Grammar Practice

Exam part: Answer Key

Practice	Q	Answer	Why?
Practice 1	1	**A** First	Sequencing: the first step in the process → First.
	2	**B** are added	Present simple passive in a process: a drainage layer and soil (plural) are added.
	3	**B** rains	Zero conditional (general truth): If + present simple.
	4	**A** cooler	Comparative with 'than': cool → cooler.
	5	**C** a little	Adverb of quantity with a verb/comparative: cost a little more (a few / few go with countable nouns).
Practice 2	1	**C** why cities are	Indirect question after 'wondered': question word + subject + verb.
	2	**C** Consequently	Result: materials release heat at night → so temperatures are higher → Consequently.
	3	**C** is known as	Present simple passive: this effect is known as…
	4	**A** release	Zero conditional (a scientific process): When + present simple.
	5	**A** considerably	Big difference + comparative: considerably cooler ('more cooler' is wrong).
Practice 3	1	**A** whether they could build	Indirect yes/no question: whether / if + subject + verb.
	2	**B** First	Sequencing: the first step of the project → First.
	3	**C** little	Quantity with an uncountable noun (water): very little.
	4	**B** is looked after	Present simple passive: the garden receives the action (by a club).
	5	**A** Furthermore	Addition: a second benefit → Furthermore.
Practice 4	1	**C** more and more	Comparative of increase: more and more popular.
	2	**A** has	Zero conditional (general truth): If + present simple.
	3	**B** Therefore	Result: old roofs may be weak, so engineers must check → Therefore.
	4	**C** more	Comparative with 'than': more expensive than.
	5	**A** little	Quantity with an uncountable noun (maintenance): little.

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Answer Key – 3-A Reading 1–2

Exam part: Answer Key

Reading Practice 1: Born or Made? The Truth About Personality

Q	Answer	Skill	Evidence / explanation
1	**C**	Specific information	Para 2: around 40 to 50 per cent.
2	**B**	Details	Para 2: identical twins share all genes, non-identical about half.
3	**A**	Details	Para 2: often turn out to be strikingly similar.
4	**A**	Details	Para 3: if she is gently encouraged to try new things.
5	**C**	Details	Para 5: plan quiet time to recharge afterwards.
6	**B**	Main points	Para 4: genes and environment work together.
7	**C**	Inference	Context: the introvert needs to 'recharge' afterwards.
8	**C**	Overall meaning	Thesis in para 1 and conclusion in para 6: both matter and cannot be separated.

Reading Practice 2: Not Just in the Genes: The Case for Nurture

Q	Answer	Skill	Evidence / explanation
1	**B**	Specific information	Para 3: friends and classmates may influence a teenager's behaviour even more than parents.
2	**C**	Details	Para 1: partly because they seem scientific and simple.
3	**B**	Details	Para 2: they can change within a single generation.
4	**C**	Details	Para 3: greater trust and emotional stability.
5	**C**	Details	Para 6: schools, communities and individuals can act.
6	**C**	Main points	Para 4: talent needs the right conditions to grow.
7	**A**	Inference	Context: inherited traits can be expressed differently depending on surroundings.
8	**C**	Overall meaning	The writer argues for the power of nurture while accepting a role for genes.

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Answer Key – 3-A Reading 3

Exam part: Answer Key

Reading Practice 3: Can You Change Your Personality?

Q	Answer	Skill	Evidence / explanation
1	**B**	Specific information	Para 2: Psychologists sometimes call this the 'maturity principle'.
2	**C**	Details	Para 1: fixed by early adulthood.
3	**C**	Details	Para 3: weekly challenges, such as starting a conversation with a stranger.
4	**A**	Details	Para 3: especially if they actually completed the tasks.
5	**A**	Details	Para 4: these changes are usually modest.
6	**C**	Main points	Para 2: personality continues to change throughout life.
7	**A**	Inference	Word parts: in- (not) + authentic (real, genuine); context: changing too much too quickly.
8	**B**	Overall meaning	The text presents evidence for natural and deliberate change, with some limits.

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Answer Key – 3-B Reading 1–2

Exam part: Answer Key

Reading Practice 1: Megacities: Engines of Opportunity or Overcrowded Giants?

Q	Answer	Skill	Evidence / explanation
1	**C**	Details	Para 1: only two cities – New York and Tokyo.
2	**C**	Details	Para 2: a share of national wealth far greater than their share of the population.
3	**A**	Details	Para 5: less in a city's size than in the quality of its planning and governance.
4	**C**	Inference	Context: congestion makes commutes 'exhausting daily …'.
5	**A**	Inference	Para 4: some megacities invested and managed well.
6	**B**	Mood, tone & attitude	The writer presents both opportunities and problems and avoids extreme judgements.
7	**B**	Connections	Paras 4–5: investment, green spaces and resident involvement are ingredients of success.
8	**C**	Overall meaning	Opportunities, problems, different outcomes, and the key role of planning.

Reading Practice 2: The Return of the Small Town

Q	Answer	Skill	Evidence / explanation
1	**C**	Details	Para 1: young people left in search of education and employment.
2	**C**	Details	Para 2: the spread of remote work.
3	**C**	Details	Para 4: rising house prices and changes to the character of their community.
4	**B**	Inference	Word parts: re- (again) + vital (alive); context: newcomers renovated and opened businesses.
5	**B**	Inference	Para 4: numbers remain modest; newcomers face frustrations.
6	**B**	Mood, tone & attitude	The writer sees real change (positive) but warns against exaggeration (cautious).
7	**B**	Connections	Para 2: high costs and long commutes push remote workers towards small towns.
8	**C**	Overall meaning	The trend is real, driven by remote work, but modest and not problem-free.

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Answer Key – 3-B Reading 3

Exam part: Answer Key

Reading Practice 3: Are Megacities Better for the Planet?

Q	Answer	Skill	Evidence / explanation
1	**A**	Details	Para 2: apartments, which share walls, require less energy.
2	**C**	Details	Para 3: a sprawling megacity with weak public transport.
3	**A**	Details	Para 4: high levels of consumption whose costs are felt far beyond the city.
4	**A**	Inference	Context: contrasted with dense, compact cities; people depend on cars.
5	**A**	Inference	Para 5: What matters is design.
6	**B**	Mood, tone & attitude	The writer weighs arguments, conditions and evidence carefully.
7	**A**	Connections	Paras 2–3: density + good public transport lower emissions per person; sprawl + cars has the opposite effect.
8	**C**	Overall meaning	Efficiency argument + conditions + conclusion: design matters.

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Answer Key – Writing Task C

Exam part: Answer Key

Model answer – 1.1 (main ideas):

The text presents two contrasting views on household robots. Supporters claim that robots free up time by doing repetitive chores and that they can support elderly people by reminding them about medicine and calling for help. They also believe robots save money over time. Critics, in contrast, are worried about privacy, because robots map the inside of homes, and they argue that robots may reduce human contact and stop children from learning responsibility.

Suggested plan – 1.2 *(your own ideas and opinion will be different — that is fine!)*

- **Introduction:** paraphrase the debate + preview your position (*While some see robots as…, others…*).
- **Prompt 1 – compare (FL.26):** *Both views agree that… However, whereas supporters…, critics… In contrast, …*
- **Prompt 2 – your view:** *On balance, I agree with… because… Admittedly, …*
- **Prompt 3 – support:** an example (a robot vacuum at home, an elderly relative, news about data leaks).
- **Conclusion:** a balanced final judgement. **Cohesion:** *the former / the latter, this, such devices*.

Check your answer with the **success criteria** and the **checklist**. Ask your teacher to mark it with the official rubric.

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Answer Key – Writing Task D

Exam part: Answer Key

Model answer – 1.1 (main ideas):

The text compares two attitudes towards choosing holiday destinations. The first view supports visiting famous cities, because they have well-known sights, many activities and good infrastructure, which makes travel convenient and safe. The second view, however, prefers lesser-known places, as they offer a more genuine cultural experience, fewer tourists and lower costs. This view also argues that visiting smaller places is more sustainable, since it reduces overtourism in big cities and supports small communities.

Suggested plan – 1.2 *(your own ideas and opinion will be different — that is fine!)*

- **Introduction:** paraphrase both views (*The former… whereas the latter…*).
- **Prompt 1 – compare (FL.26):** *Both… aim to…; however, … Unlike famous cities, villages…*
- **Prompt 2 – your view + reasons:** *Personally, I find the second view more convincing, because…*
- **Prompt 3 – support:** a trip you took (e.g. a famous city vs. a mountain village in Hatta / Fujairah) or a news example about overtourism.
- **Conclusion:** *On balance, … / Ultimately, the best choice depends on…*

Check your answer with the **success criteria** and the **checklist**. Ask your teacher to mark it with the official rubric.

T. Hanen Ben Ghzayel

بالميثاق نبلغ الافاق

Credits and Acknowledgements

Compiled and prepared by: T. Hanen Ben Ghzayel— English Language Teacher — Al Munaie School, Cycles 2&3 - Girls

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T. Hanen Ben Ghzayel



Good Luck on Your Final Exams

You are capable, prepared, and focused.
Do your best, stay calm, and have confidence in what you've learned.

اللَّهُمَّ يَسِّرْ لَنَا ووفقنا وَانْفَعْنَا بِمَا تَعَلَّمنَا

O Allah, make it easy for us, grant us success, and benefit us from what we have learned.