Grade 12 Advanced – End of Term Reading Practice

Part 3: Reading (Parts 3A and 3B)

Name: _____ Class: _____ Date: _____

Time suggested: 35 minutes | Total: 40 marks

Instructions: Read each text carefully. Choose the correct answer: **A**, **B** or **C**. Circle one answer only.

Part 3A: Reading (At Grade Level Goal)

Theme: Pushing Boundaries | Personality: Nature or Nurture?

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

Born This Way? Why Nurture Deserves More Credit

Few debates have lasted as long as the question of whether our personalities are inherited or shaped by experience. For decades, popular books and television programmes have repeated the idea that we are simply "born this way": shy children become shy adults, and confident children grow into leaders. I would argue that this view is far too simple, and that nurture plays a much larger role than most people admit.

It is true that nature cannot be ignored. Studies of identical twins raised apart, which began at the University of Minnesota in 1979, found surprising similarities in their habits and temperaments. Genes, it seems, give each of us a starting point, such as a tendency to be anxious or adventurous. However, a starting point is not a destination.

Consider how much a person's surroundings change them. A naturally quiet girl who is encouraged by her teachers to speak in public may become an excellent debater by sixteen. A boy with a restless temperament may channel his energy into sport if his family can afford coaching, yet the same restlessness may be labelled "bad behaviour" in a school with no support. The trait is identical; the outcome is not. Research on brain development also shows that the brain keeps adapting throughout adolescence, which means that friendships, hobbies and failures all leave lasting marks on who we become.

Critics of this position say that if nurture were so powerful, siblings raised in the same home would turn out alike. In reality, brothers and sisters often differ dramatically. Yet this actually supports my argument: no two children experience the same family. An older sibling receives more attention at first, a younger one learns to compete, and each forms different friendships outside the home.

Ultimately, the "nature or nurture" question is misleading, because it suggests we must pick one side. Genes load the dice, but experience decides how they land. If we accept this, we should invest less energy in labelling children and more in giving them opportunities to grow.

Questions 1–8 (3 marks each)

1. According to the text, what did the studies of identical twins raised apart find?

- A. The twins developed completely different personalities.
- B. The twins showed surprising similarities in habits and temperament.
- C. The twins were more anxious than other children.

2. What does the writer say could happen to a naturally quiet girl?

- A. She may always avoid speaking in public.
- B. She may be labelled as badly behaved.
- C. She may become an excellent debater with her teachers' encouragement.

3. According to the writer, why might a restless boy be labelled as having "bad behaviour"?

- A. He attends a school that offers no support.
- B. His family can afford sports coaching.
- C. He refuses to take part in sport.

4. What does research on brain development suggest, according to the text?

- A. The brain stops changing in early childhood.
- B. The brain continues to adapt during adolescence.
- C. The brain is controlled entirely by genes.

5. According to the writer, why do brothers and sisters often differ so much?

- A. They inherit completely different genes.
- B. Their parents prefer one child to the other.
- C. No two children experience the same family in the same way.

6. What does the writer mean by "Genes load the dice, but experience decides how they land"?

- A. Inherited traits create possibilities, but experiences shape the final result.
- B. Personality is mostly a matter of luck.
- C. Experiences are less important than genes.

7. What is the main point of the fourth paragraph?

- A. Critics have proved that nurture is a weak influence.
- B. Siblings should be raised in different homes.
- C. Differences between siblings can be explained by nurture.

8. What is the overall message of the text?

- A. Personality is fixed at birth and cannot change.
- B. Nature and nurture can never be studied scientifically.
- C. Genes matter, but experience matters more than people think, so children need opportunities.

Part 3B: Reading (Beyond Grade Level Goal)

Theme: Rise to the Challenge! | Megacities and Small Towns

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

Megacities and Small Towns: Two Ways of Living

By 2030, the United Nations expects more than forty cities worldwide to be home to over ten million people each. These megacities, from Tokyo to Lagos, are often described as engines of progress, yet the small towns they leave behind are changing too. Understanding both kinds of place helps us see how people are adapting to a rapidly urbanising world.

Megacities offer a remarkable concentration of opportunity. Universities, hospitals, theatres and international companies sit within a short train ride of one another, and a young graduate can often find work in several industries without leaving the metropolitan area. Cultural life is equally rich, with festivals and museums attracting visitors from every continent. This density also makes some services more efficient. A single metro line can carry millions of passengers a day, producing fewer emissions per person than a road full of private cars.

Nevertheless, scale brings difficulties. Housing in popular districts can swallow more than half of a worker's salary, and residents may spend two hours a day commuting. Air pollution, noise and a lack of green space are common complaints, and some inhabitants say they hardly know their neighbours.

Small towns face almost the opposite challenge. They tend to be affordable, and communities are often close-knit; shopkeepers recognise their customers, and neighbours notice when someone needs help. But many of them struggle to keep their young people, who leave for education and rarely return. As a result, schools close, clinics lose their doctors and local businesses fade.

Some towns are now fighting back. Faster internet and the growth of remote work have persuaded a number of professionals to relocate, bringing fresh energy and income. Local councils have responded by opening shared offices and restoring old buildings for start-ups. Meanwhile, some megacities are building "villages within the city", where parks and local markets are within a ten-minute walk.

Neither model is perfect, but each can learn from the other. The challenge for planners is to combine the opportunities of the large with the warmth of the small.

Questions 9–16 (2 marks each)

9. Which advantage of a metro line is mentioned in the text?

- A. It makes housing cheaper.
- B. It removes the need for green space.
- C. It produces fewer emissions per person than private cars.

10. According to the third paragraph, what can happen in popular districts of megacities?

- A. Housing can cost more than half of a worker's salary.
- B. Workers usually have very short commutes.
- C. Residents quickly get to know all their neighbours.

11. Why do many small towns struggle to keep their young people?

- A. There is no internet access.
- B. The young people leave for education and rarely come back.
- C. Housing is too expensive.

12. What can be inferred from the statement that some inhabitants "hardly know their neighbours"?

- A. Some megacity residents may feel isolated.
- B. People in cities dislike company.
- C. Neighbours in cities are unfriendly by nature.

13. What is suggested by "schools close, clinics lose their doctors and local businesses fade"?

- A. Schools are no longer needed anywhere.
- B. Doctors prefer to work in private practice.
- C. A shrinking population can lead to a decline in local services.

14. How would you describe the tone of the text?

- A. Angry and critical of city life
- B. Balanced and thoughtful
- C. Humorous and light-hearted

15. Which example best illustrates the final paragraph's idea that "each can learn from the other"?

- A. A big city creates local markets and parks within walking distance of homes to build a neighbourhood feel.
- B. A small town closes its only school to save money.
- C. A megacity builds a larger airport.

16. What is the text mainly about?

- A. The history of Tokyo and Lagos
- B. The strengths and weaknesses of megacities and small towns, and how each can improve
- C. Why megacities should be abandoned

Answer Key and Skills Map (Teacher Copy)

Part 3A (24 marks)

- Q1 – **B** – ENG.09.RV.CS.2.1 (specific information)
- Q2 – **C** – ENG.09.RV.CS.5.1 (details)
- Q3 – **A** – ENG.09.RV.CS.5.1 (details)
- Q4 – **B** – ENG.09.RV.CS.5.1 (details)
- Q5 – **C** – ENG.09.RV.CS.5.1 (details)
- Q6 – **A** – ENG.09.RV.CS.4.1 (inference)
- Q7 – **C** – ENG.09.RV.CS.6.1 (main points)

- Q8 – **C** – ENG.09.RV.CS.1.1 (overall meaning)

Part 3B (16 marks)

- Q9 – **C** – ENG.09.RV.CS.5.1 (details)
- Q10 – **A** – ENG.09.RV.CS.5.1 (details)
- Q11 – **B** – ENG.09.RV.CS.5.1 (details)
- Q12 – **A** – ENG.09.RV.CS.4.1 (inference)
- Q13 – **C** – ENG.09.RV.CS.4.1 (inference)
- Q14 – **B** – ENG.09.RV.CS.7.1 (mood and tone)
- Q15 – **A** – ENG.09.RV.CS.3.1 (connections)
- Q16 – **B** – ENG.09.RV.CS.1.1 (overall meaning)

Total: 40 marks

Differentiated Versions: Four Groups

The worksheet above is Group 3 (At Level). Groups 1, 2 and 4 follow. All groups use the same themes, the same task format (8 questions per part, A/B/C) and the same skills map, so marks stay comparable: Part 3A = 24 marks, Part 3B = 16 marks, total 40.

- **Group 1 – Foundation:** shorter text, simpler language, direct questions (approx. A2+/B1)
- **Group 2 – Developing:** moderate length, some linking and contrast language (approx. B1+/B2.1)
- **Group 3 – At Level:** the full worksheet above (B2.2 / C1.1)
- **Group 4 – Extension:** advanced vocabulary and abstract ideas, more subtle inference (C1+)

GROUP 1 – Foundation

Name: _____ Class: _____ Date: _____

Instructions: Read each text. Choose the correct answer: **A**, **B** or **C**.

Part 3A: Reading

Theme: Pushing Boundaries | Personality: Nature or Nurture? (8 × 3 marks = 24)

Are We Born This Way?

People often ask: is our personality something we are born with, or does it come from our life? This is called “nature or nurture”. Nature means the things we get from our parents, such as our genes. Nurture means the things around us, such as family, school and friends.

Some scientists studied twins who grew up in different homes. When the twins met as adults, they had many of the same habits. This shows that nature is important.

But nurture matters too. Imagine a shy girl. If her teachers help her to speak in front of the class, she may become confident. Imagine a boy who has a lot of energy. If he joins a sports team, he can use his energy in a good way. If nobody helps him, people may call him “naughty”.

Brothers and sisters can also be very different. This is because each child has different experiences, even in the same family.

In my opinion, we should not choose between nature and nurture. We start with our genes, but our life helps us to grow. Adults should give children many chances to try new things.

Questions 1–8 (3 marks each)

1. Which people did the scientists study?

- A. Brothers and sisters in the same school
- B. Classmates
- C. Twins who grew up in different homes

2. What does “nurture” mean in the text?

- A. The genes we get from our parents
- B. The things around us, such as family, school and friends
- C. The things we do on holiday

3. What may happen to a shy girl if her teachers help her?

- A. She may become confident.
- B. She may leave school.
- C. She may become naughty.

4. What can happen when a boy with a lot of energy joins a sports team?

- A. He will stop having energy.
- B. He can use his energy in a good way.
- C. He will become shy.

5. Why can brothers and sisters be very different?

- A. They have the same experiences.
- B. They live in different countries.
- C. Each child has different experiences.

6. “If nobody helps him, people may call him ‘naughty’.” What does this suggest?

- A. Without help, a child’s behaviour may be judged badly.
- B. Boys are always naughty.
- C. Sports are bad for children.

7. What is the main point of the second paragraph?

- A. Twins never meet.
- B. Twins show that nature is important.

- C. Twins are always shy.

8. What is the writer's main message?

- A. Only nature matters.
- B. Only nurture matters.
- C. Both nature and nurture are important.

Part 3B: Reading

Theme: Rise to the Challenge! | Megacities and Small Towns (8 × 2 marks = 16)

Big Cities and Small Towns

More and more people live in very big cities. These cities are called megacities because more than ten million people live there. Tokyo is one example.

Big cities have many good things. There are lots of jobs, universities and hospitals. The metro can carry millions of people every day, and it is better for the air than many cars.

But big cities also have problems. Homes are expensive, and some people spend two hours travelling to work every day. There is also noise and pollution. Some people do not know their neighbours.

Small towns are different. Life is cheaper, and people know each other. A shopkeeper may remember your name. However, many young people leave to study and do not come back. Then schools and clinics may close.

Now some towns are trying new ideas. Because of fast internet, some workers can do their jobs from home, so they move to small towns. Some big cities are making small "villages" where people can walk to parks and markets.

Both places have good and bad points, and they can learn from each other.

Questions 9–16 (2 marks each)

9. What is a megacity?

- A. A city with a big airport
- B. A city where more than ten million people live
- C. A city with many hospitals

10. Why is the metro good for the air?

- A. It is cheap.
- B. It is fast.
- C. It carries many people and is better than many cars.

11. Why do some workers move to small towns?

- A. They can work from home with fast internet.
- B. Small towns have more universities.
- C. Small towns have a metro.

12. “Some people do not know their neighbours.” What does this suggest?

- A. Life in a big city can feel lonely.
- B. People in big cities hate each other.
- C. Neighbours are always rude.

13. Why may schools and clinics close in small towns?

- A. Doctors do not like towns.
- B. Teachers want more money.
- C. Fewer people live there when young people leave.

14. How would you describe the writer’s tone?

- A. Angry
- B. Fair and calm
- C. Funny

15. Which example is most like “they can learn from each other”?

- A. A town builds a bigger airport.
- B. A city closes its parks.
- C. A big city makes neighbourhoods with local markets, like a small town.

16. What is the text mainly about?

- A. Big cities and small towns both have good and bad points, and they can learn from each other.
- B. Tokyo is the best city in the world.
- C. Small towns are always better than cities.

Group 1 Answer Key (Teacher Copy)

Part 3A: Q1 **C** (CS.2.1) | Q2 **B** (CS.5.1) | Q3 **A** (CS.5.1) | Q4 **B** (CS.5.1) | Q5 **C** (CS.5.1) | Q6 **A** (CS.4.1) | Q7 **B** (CS.6.1) | Q8 **C** (CS.1.1)

Part 3B: Q9 **B** (CS.5.1) | Q10 **C** (CS.5.1) | Q11 **A** (CS.5.1) | Q12 **A** (CS.4.1) | Q13 **C** (CS.4.1) | Q14 **B** (CS.7.1) | Q15 **C** (CS.3.1) | Q16 **A** (CS.1.1)

GROUP 2 – Developing

Name: _____ Class: _____ Date: _____

Instructions: Read each text. Choose the correct answer: **A**, **B** or **C**.

Part 3A: Reading

Theme: Pushing Boundaries | Personality: Nature or Nurture? (8 × 3 marks = 24)

Is Personality Fixed at Birth?

Many people believe that personality is fixed at birth: a quiet baby will become a quiet adult, and an outgoing child will always be the centre of attention. Others disagree, arguing that the way we are brought up matters more. This debate is known as “nature versus nurture”, and I believe that nurture is more important than people think.

There is evidence for nature. Researchers who studied identical twins raised in separate families discovered that the twins often shared similar habits and interests, even though they had never met. This suggests that genes give us a starting point.

However, our experiences can change that starting point. A shy student who is encouraged to take part in school debates may gain confidence over time. In the same way, an energetic child who joins a football club may learn discipline, whereas a child with no activities may get into trouble. The personality trait is the same, but the result depends on the environment. Scientists have also found that teenage brains are still developing, so new friendships and challenges can shape a person.

Some people point out that brothers and sisters from the same family are often very different, which they say proves that genes are stronger. Nevertheless, children in one family do not have identical experiences: the eldest child may get more attention, while the youngest may have to compete.

To sum up, we are not simply “born this way”. Our genes are important, but our experiences decide what we do with them. Therefore, parents and teachers should give young people a wide range of opportunities instead of labelling them early.

Questions 1–8 (3 marks each)

1. What did researchers discover about identical twins raised in separate families?

- A. They had no similarities at all.
- B. They often shared similar habits and interests.
- C. They became close friends as adults.

2. What might happen to a shy student who is encouraged to join school debates?

- A. The student may gain confidence over time.
- B. The student may stay silent for ever.
- C. The student may be called energetic.

3. What may an energetic child learn by joining a football club?

- A. Patience with younger children
- B. How to win every match
- C. Discipline

4. What have scientists found about teenage brains?

- A. They are still developing.
- B. They are fully developed.
- C. They can no longer learn new things.

5. According to the writer, why may children in the same family be different?

- A. Their genes are completely different.
- B. They do not have identical experiences.
- C. Their parents treat them exactly the same.

6. “The personality trait is the same, but the result depends on the environment.” What does this suggest?

- A. The environment can change how a trait shows itself.
- B. Personality traits disappear in adulthood.
- C. The environment has no effect on children.

7. What is the main point of the fourth paragraph?

- A. Siblings are always identical.
- B. Differences between siblings do not prove that genes are stronger.
- C. Parents cause arguments between siblings.

8. What is the writer’s overall message?

- A. Labelling children early is helpful.
- B. Genes decide everything.
- C. Genes matter, but experiences shape us, so young people need many opportunities.

Part 3B: Reading

Theme: Rise to the Challenge! | Megacities and Small Towns (8 × 2 marks = 16)

Megacities and Small Towns

Over half of the world’s population now lives in cities, and the number of megacities, those with more than ten million inhabitants, keeps growing. From Tokyo to Mexico City, these giant places attract millions of people every year. At the same time, small towns are facing changes of their own.

Megacities offer many opportunities. Large universities, hospitals and international companies are close together, so young graduates can find work in different fields. Public transport is also efficient: one metro line can move millions of people daily and cause less pollution per person than private cars.

However, life in a megacity can be difficult. Rent in popular areas may take more than half of a person’s income, and long journeys to work are common. Residents also complain about noise, air pollution and a lack of parks. Some even say that, despite living among millions, they feel lonely.

In small towns, housing is cheaper and neighbours usually know each other. The disadvantage is that many young people move away to study and do not return, which leads to the closure of schools, clinics and shops.

Nevertheless, some small towns are recovering. Thanks to fast internet, more employees can work remotely, and a number of them have moved to the countryside. Councils are encouraging this by creating shared offices. Meanwhile, some megacities are building neighbourhoods where parks and markets are a short walk from home.

Both types of place have strengths and weaknesses, and planners can improve each by learning from the other.

Questions 9–16 (2 marks each)

9. What does the text say about a metro line?

- A. It is too expensive for most workers.
- B. It creates more pollution than private cars.
- C. It moves millions of people daily with less pollution per person.

10. What may happen to rent in popular areas of megacities?

- A. It may take more than half of a person's income.
- B. It may be lower than in small towns.
- C. It may be paid by employers.

11. What has encouraged some employees to move to the countryside?

- A. Cheaper trains
- B. Fast internet and remote work
- C. The closure of universities

12. "Despite living among millions, they feel lonely." What does this suggest?

- A. A large population does not guarantee social connection.
- B. Megacities have very few people.
- C. Loneliness only exists in small towns.

13. Why do schools, clinics and shops close in some small towns?

- A. Councils do not want them.
- B. Remote workers use them too much.
- C. Fewer people live there because young people move away.

14. How would you describe the tone of the text?

- A. Critical and bitter
- B. Balanced and informative
- C. Excited and persuasive

15. Which is the best example of "learning from the other"?

- A. A megacity creates a neighbourhood with local markets and parks within walking distance.
- B. A small town demolishes its clinic.
- C. A city increases rents in the centre.

16. What is the text mainly about?

- A. The population of Tokyo and Mexico City
- B. The strengths and weaknesses of megacities and small towns, and how they can learn from each other

- C. Why remote work is the best solution

Group 2 Answer Key (Teacher Copy)

Part 3A: Q1 **B** (CS.2.1) | Q2 **A** (CS.5.1) | Q3 **C** (CS.5.1) | Q4 **A** (CS.5.1) | Q5 **B** (CS.5.1) | Q6 **A** (CS.4.1) | Q7 **B** (CS.6.1) | Q8 **C** (CS.1.1)

Part 3B: Q9 **C** (CS.5.1) | Q10 **A** (CS.5.1) | Q11 **B** (CS.5.1) | Q12 **A** (CS.4.1) | Q13 **C** (CS.4.1) | Q14 **B** (CS.7.1) | Q15 **A** (CS.3.1) | Q16 **B** (CS.1.1)

GROUP 4 – Extension

Name: _____ Class: _____ Date: _____

Instructions: Read each text. Choose the correct answer: **A**, **B** or **C**.

Part 3A: Reading

Theme: Pushing Boundaries | Personality: Nature or Nurture? (8 × 3 marks = 24)

The Myth of the Born Personality

The notion that personality is a finished product, delivered at birth and merely unwrapped over the years, has proved remarkably durable. It flatters our wish for simple explanations: the “natural leader”, the “born worrier”. It also relieves us of responsibility: if nothing can be changed, nothing needs to be attempted. Yet a growing body of research suggests that such labels are less a description of reality than a convenient fiction, and that the environment in which we develop is far more influential than the folklore of heredity allows.

Nobody seriously denies that biology matters. Longitudinal studies of identical twins reared apart, notably the Minnesota project launched in 1979, uncovered striking resemblances in temperament, from preferred hobbies to levels of sociability. But resemblance is not destiny. Genes supply predispositions, and predispositions are, by definition, tendencies that may or may not be realised.

Whether they are realised depends largely on circumstance. Take two equally impulsive children: one is born into a household that can fund coaching and tutoring, and her impulsiveness is praised as “initiative”; the other attends an under-resourced school, where the same trait is punished as “disruption”. Neuroscientists add a further complication: the adolescent brain remains remarkably plastic, so friendships, mentors and even setbacks continue to remodel the circuitry that underpins character.

Sceptics object that if upbringing were decisive, siblings raised under one roof would be near-copies of one another. The reverse is true. Researchers refer to the “non-shared environment”: although siblings share an address, they do not share an experience. A firstborn enjoys undivided attention for a time, while a later child must negotiate for it; each cultivates different strategies, and different friends beyond the family. Far from undermining the case for nurture, sibling difference illustrates how finely personality responds to subtle variations in experience.

The sensible conclusion is not that genes are irrelevant, but that the question “nature or nurture?” is badly framed. Biology loads the dice; experience determines how they fall. If so, policymakers and parents would be wiser to stop sorting children into fixed types and to concentrate instead on widening the range of opportunities open to them.

Questions 1–8 (3 marks each)

1. According to the text, what did the Minnesota project find?

- A. Twins reared together were more alike than twins reared apart.
- B. Identical twins reared apart differed sharply in sociability.
- C. Identical twins reared apart showed striking resemblances in temperament.

2. Why might the same impulsive trait be praised in one child and punished in another?

- A. The children are of different ages.
- B. The children’s circumstances and resources differ.
- C. The children’s genes differ completely.

3. What do neuroscientists add to the argument?

- A. The adolescent brain remains plastic, so experiences keep reshaping character.
- B. The brain becomes fixed by the end of childhood.
- C. Setbacks have no lasting effect on the brain.

4. What is meant by the “non-shared environment”?

- A. Siblings share a home but not the same experiences.
- B. Siblings live at different addresses.
- C. Siblings inherit different genes from their parents.

5. According to the text, how does a later-born child differ from a firstborn?

- A. A later-born child enjoys undivided attention.
- B. A later-born child must negotiate for attention.
- C. A later-born child is usually ignored.

6. What does the phrase “a convenient fiction” suggest about labels such as “born worrier”?

- A. They have been scientifically proven.
- B. They are accurate but unfashionable.
- C. They are comforting simplifications that evidence does not support.

7. Which statement best summarises the fourth paragraph?

- A. Differences between siblings strengthen, rather than weaken, the case for nurture.
- B. Siblings raised together turn out almost identical.
- C. Upbringing has little influence on personality.

8. What is the overall meaning of the text?

- A. Genes have no influence on who we become.

- B. The “nature or nurture” framing is flawed; experience shapes how inherited tendencies develop, so opportunities matter.
- C. Children should be sorted into fixed types as early as possible.

Part 3B: Reading

Theme: Rise to the Challenge! | Megacities and Small Towns (8 × 2 marks = 16)

Megacities and Small Towns: Rethinking Scale

By 2030, the United Nations anticipates that more than forty cities will exceed ten million inhabitants. These megacities, from Tokyo to Lagos, are routinely celebrated as engines of innovation, yet the narrative of inexorable urban growth obscures an equally significant story: the quiet transformation of the small towns left behind.

The appeal of the megacity lies in its density. Universities, hospitals, theatres and multinational firms cluster within a single commuting radius, enabling a graduate to move between industries without relocating. Cultural life benefits likewise, as festivals and museums draw visitors from every continent. Density can also be environmentally prudent: a metro line carrying millions daily produces far fewer emissions per passenger than the equivalent number of cars.

Scale, however, exacts a price. In sought-after districts, housing can consume over half of a worker’s salary, while commutes of two hours are accepted as routine. Pollution, noise and scarce green space erode wellbeing, and sociologists have noted a paradox: surrounded by millions, many residents scarcely know the people next door.

Small towns confront the mirror image of these problems. Affordable and close-knit, they offer a sense of belonging in which shopkeepers recognise customers and neighbours notice distress. But they struggle to retain the young, who depart for education and seldom return. The consequences compound: schools consolidate, clinics lose their doctors, and local enterprise withers, giving departure further reason.

Yet decline is not inevitable. Reliable broadband and the normalisation of remote work have lured professionals away from the metropolis, bringing income and energy; councils have responded with co-working spaces and restored buildings for start-ups. Conversely, certain megacities are deliberately engineering “villages within the city”, in which parks and markets lie within a ten-minute walk.

Neither model is flawless, and neither holds a monopoly on the good life. The task for planners is to marry the opportunity of the large to the warmth of the small, and in doing so to treat the two not as rivals but as complements.

Questions 9–16 (2 marks each)

9. What environmental advantage of density does the text mention?

- A. Fewer cars are manufactured.
- B. A metro line produces lower emissions per passenger than the equivalent cars.
- C. Cities are quieter than towns.

10. What has lured professionals away from the metropolis?

- A. Reliable broadband and remote work
- B. Cheaper international flights
- C. The closure of city firms

11. How have small-town councils responded?

- A. By building metro systems
- B. By closing clinics to save money
- C. By creating co-working spaces and restoring buildings for start-ups

12. What does “giving departure further reason” imply?

- A. Councils discourage young people from leaving.
- B. Broadband is the cause of departure.
- C. Declining services give young people more reason to leave, worsening the cycle.

13. What is the “paradox” that sociologists have noted?

- A. Residents surrounded by millions may barely know their neighbours.
- B. Megacity housing is cheap but crowded.
- C. Commutes are long yet pleasant.

14. How would you describe the writer’s tone?

- A. Dismissive of urban life
- B. Measured and analytical
- C. Nostalgic and sentimental

15. Which scenario best reflects the idea that the two types of place are “complements”?

- A. A city bans remote work to protect local jobs.
- B. A town copies a megacity’s traffic jams.
- C. A region links a town’s affordable, close-knit community with a nearby city’s job market through fast transport.

16. What is the text mainly about?

- A. Megacities and small towns face different challenges, and planners should combine the strengths of both.
- B. Megacities are the only places with real opportunity.
- C. Small towns will soon disappear completely.

Group 4 Answer Key (Teacher Copy)

Part 3A: Q1 **C** (CS.2.1) | Q2 **B** (CS.5.1) | Q3 **A** (CS.5.1) | Q4 **A** (CS.5.1) | Q5 **B** (CS.5.1) | Q6 **C** (CS.4.1) | Q7 **A** (CS.6.1) | Q8 **B** (CS.1.1)

Part 3B: Q9 **B** (CS.5.1) | Q10 **A** (CS.5.1) | Q11 **C** (CS.5.1) | Q12 **C** (CS.4.1) | Q13 **A** (CS.4.1) | Q14 **B** (CS.7.1) | Q15 **C** (CS.3.1) | Q16 **A** (CS.1.1)