

شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية



كتيب التقييم النهائي المسار العام

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التواصل الاجتماعي بحسب الصف الثاني عشر



روابط مواد الصف الثاني عشر على تلغرام

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

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Grammar Point # 1

Past Perfect Simple

Example:

I **had planned** to stay in the hotel all month, but unfortunately, I have to leave sooner than expected.

Meaning:

The subject of the sentence is staying in a hotel. The plan was to stay one month. ~~Something has made them change their plan and leave the hotel early.~~

Rule:

~~had + past participle + to + infinitive verb + but (to mark change in situation) + additional information.~~

Usage:

We often use the past perfect to refer to situations which have changed. The past perfect is used to describe the previous plan.

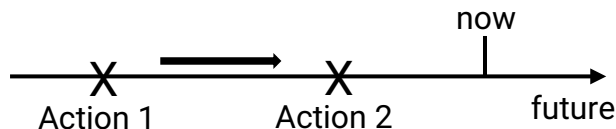
But
However
yet

Other examples:

- She had decided to walk to work, but in the end, she took the car.
- Maryam had wanted to get the latest smartphone. However, she felt she couldn't really afford it.
- I'm very happy working as an engineer, but I had wanted to be an actor when I was younger.

Grammar Point # 2

Past Perfect – Adverbial Linkers



Example:

He noticed he had left his laptop charger at home **after** he arrived at the airport.

Meaning:

The person is going to the airport. He gets to the airport first. Then he finds out that he has left something at home.

Rule:

past perfect + adverbial clause of time

Usage:

An adverbial clause of time is a subordinate clause used to show when something happens. It uses conjunctions like **when, before, after, as, by the time, while, until, as soon as, till, since, no sooner than, as long as** to add information to the main clause. We can use adverbial clauses of time with past perfect to show the order of two past events. The past perfect clause is the action that happened first.

Other examples:

- She had finished her work **before** the computer broke down.
- **When** the scientists announced their discovery, they had already checked all the data.
- **By the time** the smartphone was invented, people had already started texting.

Grammar Point # 2

Past Perfect – Adverbial Linkers

Past perfect (had+V3)	when	past simple
Past perfect (had+V3)	while	past simple
Past perfect (had+V3)	before	past simple
Past perfect (had+V3)	since	past simple
when	past simple	, past perfect (had + v3)
While	past simple	, past perfect (had + v3)
Before	past simple	, past perfect (had + v3)
Since	past simple	, past perfect (had + v3)
Past simple	after	past perfect (had + v3)
Past simple	as soon as	past perfect (had + v3)
Past simple	as long as	past perfect (had + v3)
After	past perfect (had + v3)	, Past simple
As soon as	past perfect (had + v3)	, Past simple
As long as	past perfect (had + v3)	, Past simple

Examples:

- By the time the concert was over, we had already left the venue.
- The house looked entirely different after they had completed the renovations.
- By the time she arrived, the meeting had already concluded.
- The cat had already eaten the fish before the man noticed.
- After the storm had passed, they discovered the damage to their property.
- They celebrated their victory as soon as they had finished the marathon
- Before she realized it, he had already prepared breakfast.

Grammar Point # 2

Past Perfect – Adverbial Linkers

1. By the time they ----- at the cinema, the movie -----.
 had arrived – had already begun
 arrived – had already begun
 arrived – already began
2. After the party had ended, they cleaned up the entire house.
 ended – had cleaned
 had ended – had cleaned
 had ended - cleaned
3. As soon as she -----her training, she ----- more confident in her new job.
 completed – had felt
 had completed – had felt
 had completed - felt
4. Before the store -----, they -----all the necessary supplies.
 had closed – had already purchased
 closed – had already purchased
 closed- purchased
5. As long as they -----for that company, they -----such a challenging project.
 had worked – had never faced
 had worked – never faced
 worked – had never faced
6. After the guests -----, they ----- a lost wallet under the sofa.
 departed – had found
 had departed – had found
 had departed - found

Grammar Point # 3

Past Perfect Passive

Example:

The computer had been broken in class last week, so we couldn't use it.

Meaning:

Someone or something had broken the computer before they tried to use it. They couldn't use it because it was broken.

Rule:

object + had been + V3 (past participle) + rest of sentence

Usage:

We use the past perfect for actions that start and finish in the past. It is used to make it clear that one event happened before another in the past. We use the passive form to describe the actions that have been done to an object in the past when the action is more important than the doer of the action.

Other examples:

- The school I am attending had been built three years ago.
- She said the smartphone I lost had been found and given to the police.
- The house had been lived in by an important businessman for many years before I bought it.

Grammar Point # 3

Past Perfect Passive

Q1. Change the underlined sentences into passive.

1. They had solved the problem before the manager arrived.

2. By the time the guests arrived, my mom had already cooked the dinner.

3. They had eaten the cake before the birthday celebration even started.

Q2. Choose the correct answers.

By the time the error was noticed, the funds -----.

- had already transferred
- had already been transferred
- already transferred

The car -----before the mechanic identified the underlying issue.

- had repaired
- had been repair
- had been repaired

The concert -----before the audience was informed.

- had canceled
 - had been cancel
 - had been canceled
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-

Grammar Point # 4

Defining and Non-defining Relative Clauses

We can use words such as which, who, where, whose, when to form relative clauses.

Defining relative clauses defines or identifies the noun we are talking about.

Non-defining relative clauses only provide additional information and not essential information about the noun we are talking about

- The person who took my umbrella left it at the reception
- Sarah's dress, which she wore to the party, caught everyone's attention.

In sentences that give essential information, (that) can be used instead of (which or who)

- The house which\that Jack built is now a historical landmark.
- Tom is the person who\that always arrives early for meetings.

Example:

I found a phone yesterday. Someone must know who it belongs to.

Meaning:

The speaker is stating that they found a phone. They are also making a deduction about the information available about the owner.

Rule:

object + who / which / that + rest of clause + preposition.

Usage:

We use relative clauses to add more information to the subject or object in a sentence. In informal English, **we can end the relative clause with a stranded preposition (a preposition that is not followed by its complement – here the complement precedes the preposition)**. The most common prepositions that end relative clauses are 'with', 'for', 'to' and 'of'.

Other examples:

- Saqr Park, which we frequently go to, is in Ras al Khaimah.
- That's the best way of doing it that I know of.
- Our neighbor's garden, which we often play in, is very beautiful.
- I have some great friends who I like to play with.

Grammar Point # 4

Defining and Non-defining Relative Clauses

1. The book -----is on the table. (you have many books)
 - that I bought yesterday
 - ,that I bought yesterday,
 - who I bought yesterday
 2. She is the doctor ----- . (there are many doctors)
 - ,who saved my brother's life.
 - who saved my brother's life.
 - ,that saved my brother's life.
 3. The car -----is now in the garage. (I have only one car.)
 - who he borrowed from me
 - ,which he borrowed from me,
 - which he borrowed from me
 4. The newest model ----- is incredibly popular. (there is one model)
 - which was released last month
 - ,which was released last month,
 - that was released last month
 5. My aunt-----is coming to visit us next week. (you have many aunts)
 - ,who lives in Paris,
 - which lives in Paris
 - that lives in Paris
 6. John's laptop -----was stolen at the airport. (he has only one laptop)
 - ,which he had just bought,
 - which he had just bought
 - that he had just bought
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Grammar Point # 5

Verb Forms - Gerund

Example:

My computer needs updating because it works very slowly now.
The students enjoy being given difficult problems to solve.

Meaning:

The computer is not working properly. It must be fixed and made better.
The students like it when the teacher gives them difficult work.

Rule:
noun phrase + needs + verb phrase gerund (passive)
noun phrase + verb phrase + verb phrase gerund (passive)

Need
Enjoy being

Usage:

We use 'need' with verbs in the gerund to express necessity.

We use gerunds in the passive form to emphasize actions that are done to the subject noun rather than who is doing the action.

Other examples:

- The grass needed cutting because it was too long.
- The telephone needs answering. It might be important!
- We all enjoy being praised for our work.

Grammar Point # 5

Verb Forms - Gerund

1. I need ----- regularly to stay healthy.
 - exercising
 - exercise
 - to exercising
2. She -----before going to bed to relax.
 - need reading
 - needs reading
 - needing reading
3. He -----in gatherings.
 - enjoy being listened to
 - enjoy listening to
 - enjoys being listened to
4. They -----for their creative artwork.
 - enjoy be complimented
 - enjoy being compliment
 - enjoys being complimented
5. That article ----- . It has many mistakes.
 - rewriting
 - needs rewrite
 - need rewriting
6. Ahmad -----to go outside to play as a reward for his hard work at school.
 - enjoy being allowed
 - enjoys being allow
 - enjoys being allowed

Grammar Point # 6

Subordinating Conjunctions

Example:

You will finish the work by the deadline, **provided that** you concentrate on each task.

You will get the job, **on the condition that** you will work on Saturday.

As long as my old TV works, I won't buy a new one.

Meaning:

The employee will only complete his work if he focuses on it. (1st conditional)

The person will get the job only if they will work at the weekend. (2nd conditional)

The person will only buy a new TV if the one he has stops working. (3rd

conditional)

Rule:

clause1 (action or event) + 'on condition that/as long as / providing that / provided that' + clause 2 (condition)

Usage:

We use conjunctions to join the two clauses of a conditional sentence. When placed at the beginning of the clause, these conjunctions describe the condition that needs to be met for something to happen.

Other examples:

The dog won't bite, **as long as** you don't touch it.

He might become famous, **providing that** lots of people buy his music.

I would have gone to the event, **on the condition that** you had come with me.

Grammar Point # 6

Subordinating Conjunctions

Conditionals Rules:

If Type Zero

Present simple + present simple

If you heat the ice, it melts

If Type One

Present simple + future

If you eat too much, you will gain weight.

If Type Two

Past simple + would + V1

If I had time, I would visit my parents.

If Type Three

Past perfect + would have + V3

If I had earned a lot of money, I would have bought a house.

Replace the following with (if) to understand the sentence better:

Provided that

Providing that

On the condition that

As long as

Verbs that are used in the place of (will) are:

Can

May

Must

might

Grammar Point # 6

Subordinating Conjunctions

1. You finish your homework. You can join us at the party. (use **provided that**)

2. He apologizes. He will forgive him. (use **on the condition that**)

3. You study regularly. You will pass the exam. (use **as long as**)

Providing that the weather had been clear, we -----a picnic in the park.

- had
- would have had
- would have

Provided that you keep the noise down, you -----up a bit later.

- can stay
- can stayed
- stay

On the condition that you ----- before 9 o'clock, you'll secure a good seat for the show.

- arrived
- arrive
- will arrive

Language Function

1. Expressing opinion

Examples:

- I can't help thinking that online shopping is dangerous and addictive!
- The way I see it, life changed for everyone when the internet was invented.
- From my perspective, it seems as though technology has made life easier for most people.

2. Describing causes and consequences

Examples:

- Due to unforeseen circumstances, the shop is closed.
- The cause of the damage was water in the computer keyboard.
- The production was delayed as a consequence of a fault detected in the design.

3. Describing past experiences and events

Examples:

- I had begun working as a scientist fifty years ago, before the invention of the internet. At that time, we didn't have the technology to perform complex experiments.
- You weren't at the meeting yesterday. What happened?
- A long time ago, people didn't have personal computers or smartphones.

Inference

The skill of inference involves using clues or information provided in a text or situation to draw conclusions or make interpretations that are not explicitly stated. Inference enhances critical thinking, reading comprehension, and analytical skills.

1. **Reading Passages:** Provide short passages, stories, or poems and students make educated guesses or predictions about elements not explicitly mentioned. Students should support their inferences with evidence from the text.
2. **Visual Inference:** Show pictures, paintings, or photos without giving any background information. Students infer what might have happened before or after the image was captured. Students explain their reasoning.
3. **Context Clues:** Choose a few unknown words from a text, and students infer their meanings based on the surrounding sentences or paragraphs. This helps students understand how to use context to make inferences.
4. **Dialogue Analysis:** Provide dialogues between characters from a story or play. Students infer the relationships, feelings, or motives of the characters based on their conversation.

question will ask you to make a logical inference based on textual details.
Explain your answer by referencing the text.

Every day after work Paul took his muddy boots off on the steps of the front porch. Alice would have a fit if the boots made it so far as the welcome mat. He then took off his dusty overalls and threw them into a plastic garbage bag; Alice left a new garbage bag tied to the porch railing for him every morning. On his way in the house, he dropped the garbage bag off at the washing machine and went straight up the stairs to the shower as he was instructed. He would eat dinner with her after he was “presentable,” as Alice had often said.

1. What type of job does Paul do?

_____ Evidence from the text:

2. Describe Alice:

_____ Evidence from the text:

3. What relationship do Paul and Alice have?

_____ Evidence from the text:

Crack! Thunder struck and rain poured. Max stared blankly out the window, trying to contain his emotions that raged like the weather. He was beginning to lose it. Dropping the kite from his hand, Max broke out into full sobs. His mother comforted him, “There, there, Max. We’ll just find something else to do.” She began to unpack the picnic basket that was on the counter and offered him a sandwich. Max snapped, “I don’t wanna sand-mich!” A flash from the sky lit up the living room. *Boom!* Mom sighed.

1. Why is Max upset?

_____ Evidence from the text:

2. What was Mom planning on doing today?

_____ Evidence from the text:

Explain your answer by referencing the text.

Inference Activities

“Tommy!” Mom called out as she walked in the front door. “Tommy,” she continued shouting, “I sure could use some help with these groceries. There was still no reply. Mom walked into the kitchen to put the grocery bags down on the counter when she noticed shattered glass from the picture window all over the living room floor and a baseball not far from there. “I’m going to kill you, Tommy!” Mom yelled to herself as she realized that Tommy’s shoes were gone.

1. What happened to the window?

_____ Evidence from the text:

2. Why did Tommy leave?

_____ Evidence from the text:

Today was a special day in Ms. Smith’s class. Some of the children were walking around the room, some of them were standing in small groups, and some of them were at their desks, putting finishing touches on cardboard mailboxes. After coloring a cool flame on the side of his racecar mailbox, Johnny hopped off his chair, strutted over to Veronica’s desk, and dropped a small white envelope into her princess castle mailbox. Veronica blushed and played with her hair. While this was happening, Bartleby was frantically trying to put a small white envelope into everyone’s mailbox. After giving one to Ms. Smith, Bartleby pulled out a medium-sized red envelope from his pocket. He blushed and tried to put it in Veronica’s mailbox, but it wouldn’t quite fit. Bartleby struggled with it for a few seconds and then ran off with the envelope. Veronica rolled her eyes and popped her gum.

1. Why is today a special day?

_____ Evidence from the text:

2. Which boy does Veronica like?

_____ Evidence from the text:

3. Why did Bartleby run?

_____ Evidence from the text: