

تم تحميل هذا الملف من موقع المناهج الإماراتية



## شرح الهيكل الوزاري نهاية الفصل مع تدريبات المسار المتقدم

موقع المناهج ← المناهج الإماراتية ← الصف الثاني عشر ← لغة انجليزية ← الفصل الثاني ← ملفات متنوعة ← الملف

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ملفات اكتب للمعلم اكتب للطالب الاختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل  
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي للمدرس

المزيد من مادة  
لغة انجليزية:

## التواصل الاجتماعي بحسب الصف الثاني عشر



صفحة المناهج  
الإماراتية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

مواضيع الكتابة Topics Writing وفق الهيكل الوزاري المسار المتقدم

1

عرض بوربوينت Extra practice listening تدريبات استماع إضافية

2

عرض بوربوينت حل درس السابع والثامن Kingdom Animal The مملكة الحيوان

3

عرض بوربوينت حل درس التاسع والعاشر life Plant من الوحدة الخامسة

4

عرض بوربوينت درس Speaking 3 الوحدة الرابعة

5

توجه الله

English EOT

Done By : Salma



| Paper exam: 40% of summative assessment term grade                           |      |                        |           | SwiftAssess exam: 60% of summative assessment term grade |                                 |                                    |           |
|--|------|------------------------|-----------|--|---------------------------------|------------------------------------|-----------|
| Bloom's  | Part | Activity               | Weighting | Bloom's  | Part                            | Activity                           | Weighting |
| Remember and Understand<br>Application and analysis<br>Higher-order thinking | 1    | Opinion                | 5%        | Remember and Understand<br>(c.25%)                       | 5                               | Below-level MAZE                   | 8%        |
|  | 2    | Plan                   | 5%        |  | 6                               | At-level MAZE                      | 16%       |
| Remember and Understand<br>Application and analysis<br>Higher-order thinking | 3    | Essay                  | 25%       | Application and analysis (c.35%)                         | 7                               | Below-level reading text questions | 10%       |
|  |      |                        |           |  | 8                               | At-level reading text questions    | 6%        |
| Higher-order thinking (5%)   | 4    | Inference question     | 2%        | 10   | At-level reading text questions | 6%                                 |           |
|  |      | Justification question | 3%        |  |                                 |                                    |           |

# How many mark for each part

## ✓ Paper :

- Essay : 25 mark
- Opinion : 5 mark
- Plane : 5 mark
- Inference : 2 mark
- Justification : 3 mark

## ✓ SwiftAssess :

- Maze : 24 mark
- Reading : 36 mark

# 1. Assessment Structure

✓ There are two main parts :

- **Paper Exam (40%) : Focuses on writing skills and reading comprehension.**
- **SwiftAssess Exam (60%) : A digital assessment covering grammar, vocabulary, and reading.**

## 2. Key Topics & Language Skills

### ✓ Themes Covered :

- **Business** : Topics related to companies, entrepreneurship, and marketing.
- **People** : Discussions on personal traits, emotions, and social interactions.
- **Environment** : Topics about climate, ecosystems, and sustainability.



## 2. Key Topics & Language Skills

### ✓ Grammar Focus :

- **Passive voice.**
- **Reported speech.**
- **Past perfect.**
- **Conjunctions.**
- **Cleft sentences.**

### ✓ Functional Language :

- **Expressing opinions.**
- **Agreeing and disagreeing.**
- **Making predictions and hypotheses.**

## 3. Evaluation Approach

### ✓ Essay Writing Process :

- **Opinion Writing : Writing a short response expressing personal views on a topic.**
- **Planning : Creating an outline before writing the full essay.**
- **Extended Essay Writing : Producing a 200-word essay with topic sentences and supporting details.**



## 3. Evaluation Approach

### ✓ Reading Comprehension Strategies :

- **Infer meaning : Understanding implied information.**
- **Identify the main idea : Recognizing the core message of a text.**
- **Analyze tone and mood : Understanding emotions and attitudes in a passage.**
- **Justify answers : Providing evidence from the text to support responses.**

## 3. Evaluation Approach

 **Higher-Order Thinking Skills :**

- **Justification questions require students to explain their reasoning.**
- **Analytical questions test deeper understanding beyond basic facts.**

| Business       | People         | Environment |
|----------------|----------------|-------------|
| brand          | ambitious      | ecosystem   |
| creativity     | arrogant       | extreme     |
| entrepreneur   | bad tempered   | habitat     |
| innovation     | selfish        | predator    |
| manufacture    | smart          | shelter     |
| market demands | characteristic | survive     |
| prototype      |                |             |

|                       |                  |  |
|-----------------------|------------------|--|
| <b>Brand</b>          | العلامة التجارية | A name, design, or symbol that represents a company or product.      |
| <b>Creativity</b>     | الإبداع          | The ability to produce original and innovative ideas.                |
| <b>Entrepreneur</b>   | رائد أعمال       | A person who starts and manages a business, taking financial risks.  |
| <b>Innovation</b>     | الابتكار         | The introduction of new ideas, products, or methods.                 |
| <b>Manufacture</b>    | التصنيع          | The process of producing goods in large quantities.                  |
| <b>Market Demands</b> | متطلبات السوق    | The needs and wants of customers in a particular market.             |
| <b>Prototype</b>      | النموذج الأولي   | An early model of a product used for testing before full production. |

|                       |            |   |
|-----------------------|------------|---|
| <b>Ambitious</b>      | طموح       | <b>Having a strong desire to achieve success.</b>           |
| <b>Arrogant</b>       | متكبر      | <b>Having an exaggerated sense of one's importance.</b>     |
| <b>Bad-tempered</b>   | سريع الغضب | <b>Easily annoyed or angered.</b>                           |
| <b>Selfish</b>        | أناني      | <b>Caring only about oneself and not others.</b>            |
| <b>Smart</b>          | ذكي        | <b>Having intelligence and quick thinking.</b>              |
| <b>Characteristic</b> | صفة مميزة  | <b>A quality or feature that defines a person or thing.</b> |

|                  |                |  |
|------------------|----------------|--|
| <b>Ecosystem</b> | النظام البيئي  | <b>A community of living organisms interacting with their environment.</b> |
| <b>Extreme</b>   | شديد           | <b>Very intense, severe, or beyond normal limits.</b>                      |
| <b>Habitat</b>   | الموطن الطبيعي | <b>The natural home of a plant or animal.</b>                              |
| <b>Predator</b>  | مفترس          | <b>An animal that hunts and eats other animals.</b>                        |
| <b>Shelter</b>   | مأوى           | <b>A place that provides protection from danger or weather.</b>            |
| <b>Survive</b>   | النجاة         | <b>To continue living despite difficult conditions.</b>                    |

Topic(s): Business, people, environment.

| ECFE Grammar                         | Prerequisite  | GSE Grammar  | Functional Language   |
|--------------------------------------|---|--|---|
| Passives: future perfect passive     | Can use the present perfect passive. (52)   | Can use the future perfect passive. (67)   | Expressing agreement and disagreement<br><br>Expressing opinion<br><br>Making predictions and hypothesising |
| Clauses and phrases: cleft sentences | Can use clauses with 'What ...' to emphasise the topic or main point. (59)                    | Can use initial 'No matter' with relative pronouns for emphatic statements about the present and near future. (68)<br>Other complex clefts and fronts. (See English Grammar Profile)   |   |
| Reported speech: passive             | Can use verbs of state change in the passive with object complements. (53)                    | Can express beliefs and opinions with 'is/are/was/were' + 'thought/believed to...' (69)  |   |
| Past time: past perfect continuous   | Can use the past continuous to refer to temporary or changing past states or situations. (51) | Can use past perfect continuous in relative clauses to give background information. (See English Grammar Profile)  |   |
| Conjunctions: correlative            | Can link clauses and sentences with a range of basic connectors.                              | Can add information using 'not only ... but also ...' (71)   |   |
| Past time: past perfect simple       | Can use the past perfect in a range of common situations. (54)                                | Can use past perfect simple with an inverted subject and auxiliary verb after 'never (before)' to talk about a unique event, often in formal contexts. (68 in English Grammar Profile) |   |



# Preparation : Grammar

|                       |  |
|-----------------------|--|
| Grammatical structure | Passives : future perfect passive object + will + have been + past participle + complement (time phrase)   |
| Usage                 | Future perfect passive is used to talk about actions or events that will be finished by a certain point in the future. A time phrase is used in the complement to indicate the specific time. We use the passive voice to emphasise the action, not the person doing the action, by moving the object of the sentence into the subject position. |
| Other examples        | The order will have been delivered by the time he receives his invoice.<br>A new sports arena will have been built by next year, creating many business opportunities.<br>The accounts for the project will have been completed by next week.  |

|                       |   |
|-----------------------|---|
| Grammatical structure | <p style="text-align: center;">Clauses and phrases : Clefting and fronting</p> <p style="text-align: center;">‘No matter’ + ‘how / what / when / where / which / who’ + rest of adverbial clause, + principal clause.</p>   |
| Usage                 | <p>We use ‘no matter’ with a relative pronoun (‘how / what / when / where / which / who’) to emphasise that something cannot be changed. The information given in the adverbial clause, with ‘no matter’, indicates an obstacle. The principal clause confirms that an action in the present or near future is unaffected by the obstacle and will continue regardless.</p> |
| Other examples        | <p style="text-align: center;">No matter how challenging the journey is, we are capable of doing it.<br/> No matter how hard you try, you cannot change the past.<br/> No matter where we go, we will always stay in touch.</p>   |

|                              |   |
|------------------------------|---|
| <p>Grammatical structure</p> | <p>Cleft sentences in the past, present and future tense :<br/>         It- cleft sentences: It + be + noun + that/who relative clause<br/>         Wh- cleft sentences: Wh- clause + be + emphasised word / phrase.</p>  |
| <p>Usage</p>                 | <p>We use cleft sentences to emphasise new information.<br/>         It-cleft sentences: The information that comes after it is emphasised. We use that to begin the clause that contains information that is already understood.<br/>         It's the Louvre (emphasised information) that houses the Mona Lisa (information that is already understood)!<br/>         Wh-cleft sentences: Usually with what, but we can also use why, where, how, etc. The information in the wh-clause is typically understood information, while the information in the following clause is new and emphasised:<br/>         What we need to do is (it is understood that they need to do something) go to Paris (this is the new information and is the focus of the cleft sentence).</p> |
| <p>Other examples</p>        | <p>It wasn't until he learnt how to control his anger that he felt happier.<br/>         What she said was she's been wanting to see the film, not that she's seen it.<br/>         How I feel about this demonstrates that it is very important to me.</p>   |

|                       |  |
|-----------------------|--|
| Grammatical structure | <p style="text-align: center;">Passive reporting statements :</p> <p style="text-align: center;">Noun phrase + 'be' + 'thought / considered / believed / reported / etc. to' + infinitive + rest of sentence</p>   |
| Usage                 | <p>Passives are used with reporting verbs such as 'thought, believed, considered, reported,' etc. to express opinions, assumptions, claims or reports, in a formal or impersonal way. The focus is on the information that is being reported, not the people who are reporting it. This is achieved by changing the active version of the sentence 'People think that the new owner of the company is a highly-skilled programmer' to the passive structure above.</p> |
| Other examples        | <p style="text-align: center;">They are reported to be the most talented chefs in town. (Report)</p> <p style="text-align: center;">Everyone was believed to have passed the exam. (Assumption)</p> <p style="text-align: center;">This mountain range is thought to be the most beautiful in the world. (Claim)</p>   |

|                       |  |
|-----------------------|--|
| Grammatical structure | Past time : past perfect continuous<br>subject + relative pronoun (who, which, that) + had + been + verb -ing + main clause.   |
| Usage                 | The past perfect continuous can be used in relative clauses to describe ongoing actions in the past that happened before another event in the past. The main clause 'The scientists published their findings' is an event that happened in the past while the relative clause 'who had been monitoring air pollution levels' describes the ongoing action that occurred prior to the main event. |
| Other examples        | The forest, which had been recovering slowly from years of deforestation, showed signs of new growth.<br>The company that had been struggling to increase its market share finally launched a successful product.  |

|                       |  |
|-----------------------|--|
| Grammatical structure | <p style="text-align: center;">Conjunctions : correlative<br/>not only _____(,) but (_____) also _____.</p>  |
| Usage                 | <p style="text-align: center;">We use the correlative conjunctive structure ‘not only ....but also’ to connect two nouns or clauses which hold equal value. In this example, both pieces of information (enduring extreme heat and adapting to a lack of food and water) are equally important. ‘But’ and ‘also’ can be split with a subject and verb in between. When ‘not only’ is used at the beginning of a sentence, invert the subject and the verb.</p> |
| Other examples        | <p style="text-align: center;">Skiing is not only an exciting sport to do, but also an enjoyable one to watch.<br/>Establishing a business is not only tiring, but it is also time consuming.<br/>Not only will we attend the entrepreneurial conference, but we’ll also visit the shopping mall afterwards.</p>   |

|                       |  |
|-----------------------|--|
| Grammatical structure | <p>Past time : past perfect simple</p> <p>Never (before) + auxiliary verb (had) + subject + main verb + clause.</p>  |
| Usage                 | <p>This structure is used to emphasise an experience or action that is being described as unique. It highlights the fact that this action (winning in such a dramatic way) did not occur before that specific moment. It often appears in formal or literary contexts to stress the rarity or significance of the event. The auxiliary verb 'had' and the subject are inverted after 'never (before)'.</p> |
| Other examples        | <p>Never had I seen such a beautiful sunset.</p> <p>Never before had she felt so confident about her future.</p> <p>Never had he visited such an interesting place, with magnificent forests, leaving him in awe of the scenery.</p>   |



# Preparation : Functional language

I couldn't have put it better myself.  
I see what you're saying, but I think there's more to it.  
That's a valid point, and I think you're right.  
I'm sorry, but I just don't agree with that.  
I think we might be looking at this in very different ways.  
I can understand your perspective, but I think there's an alternative.

Functional language point

Expressing agreement and disagreement

Associated grammar

modal verbs, present simple, adverbs of degree, conjunctions

## 1. Modal Verbs

- **Can:** Ability or permission.
- **Could:** Past ability or polite requests.
- **May:** Permission or possibility.
- **Must:** Necessity or strong recommendation.
- **Should:** Advice or suggestion.

## 2. Present Simple

- Used for regular actions, habits, or general truths.
- **Structure:**
  - **Affirmative:** Subject + base verb (or verb + "s" for third-person singular).
  - **Negative:** Subject + do/does + not + base verb.
  - **Question:** Do/Does + subject + base verb?

## 3. Adverbs of Degree

Used to modify adjectives or verbs to show the extent or degree of something:

- **Very:** Really.
- **Quite:** To some extent.
- **Too:** Really (sometimes with a negative meaning).
- **Enough:** Sufficiently.
- **Absolutely:** Completely.
- **Barely:** Almost not.

## 4. Conjunctions

Used to link words, phrases, or clauses:

- **Coordinating Conjunctions:** Like "and," "but," "or."
- **Subordinating Conjunctions:** Like "because," "although," "if."
- **Correlative Conjunctions:** Like "either... or," "not only... but also."

There's no question in my mind that we are heading in the right direction.  
There's no denying that some plans could have been better executed.  
I tend to think that there's more to life than the accumulation of finances.  
I've always believed that education plays a crucial role in shaping society.  
As far as I'm concerned, travelling is one of the best ways to learn about different cultures.

Functional language point

Expressing opinion

Associated grammar

modals of deduction, present perfect, verb phrases

## 1. Modals of Deduction

Used to express certainty or uncertainty about something:

- **Must:** Strong certainty.
  - **Example:** He **must** be at work.
- **Can't:** Strong certainty that something is impossible.
  - **Example:** She **can't** be at home.
- **Might / May / Could:** Expressing possibility.
  - **Example:** He **might** come to the party.
- **Must not:** Strong certainty that something is not true or not allowed.
  - **Example:** He **must not** be here.

## 2. Present Perfect

Used to show actions that happened in the past but are still relevant to the present:

- **Structure:** Subject + have/has + past participle.
  - **Example:** I **have** finished my homework.
- Used for:
  - Actions with an effect on the present.
  - Life experiences.
  - Actions that started in the past and continue.

## 3. Verb Phrases

Made up of a main verb and auxiliary verbs. They express different tenses:

- **Be + verb-ing:** Continuous tenses.
  - **Example:** She **is studying**.
- **Have + past participle:** Perfect tenses.
  - **Example:** I **have seen** that movie.
- **Will + verb:** Future tense.
  - **Example:** They **will leave** tomorrow.

The economy will improve by next year.  
The weather might get worse later this evening.  
They will have completed the construction of the bridge by next year.  
You'll miss the train if you don't leave soon.

Functional language point

Making predictions and hypothesising

Associated grammar

modals of prediction, future perfect, first conditional

## 1. Modals of Prediction

Used to predict future events:

- **Will:** For general predictions or strong certainty.
  - **Example:** It **will** rain tomorrow.
- **May / Might:** For possible or likely predictions.
  - **Example:** She **might** come to the party.
- **Could:** For less certain predictions.
  - **Example:** He **could** be the next president.
- **Shall:** Used mainly in formal contexts for predictions or suggestions (more common in British English).
  - **Example:** I **shall** call you when I arrive.

## 2. Future Perfect

Used to describe actions that will be completed before a certain point in the future:

- **Structure:** Subject + will have + past participle.
  - **Example:** By next year, I **will have graduated**.

## 3. First Conditional

Used to talk about possible future situations and their likely outcomes:

- **Structure:** If + present simple, will + base verb.
  - **Example:** If it **rains**, we **will stay** home.

For Writing



<https://qr.me-qr.com/m4ghntLl>



✓ For Practicing :

- <https://t.me/MrAhmedAbdelfattah>
- <https://t.me/kamalalatiq2024>
- <https://t.me/Ffilesstm>

*Good luck* 🌟!

2025

2024

موقع المنهاج الإلكتروني

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