

تم تحميل هذا الملف من موقع المناهج الإماراتية



الملف مراجعة مهارات الوحدة التاسعة

[موقع المناهج](#) ⇨ [المناهج الإماراتية](#) ⇨ [الصف الثاني عشر](#) ⇨ [لغة انجليزية](#) ⇨ [الفصل الثالث](#)

روابط مواقع التواصل الاجتماعي بحسب الصف الثاني عشر



روابط مواد الصف الثاني عشر على تلغرام

[الرياضيات](#)

[اللغة الانجليزية](#)

[اللغة العربية](#)

[التربية الاسلامية](#)

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

General T3 WB Week 3	1
General T3 WB Week 5	2
General T3 CB Week 6	3
General T3 WB Week 4	4
تحميل دليل المدرس pdf	5

English Revision G 12/1

Term 3 Unit 9 2020 / 2021

English teachers

Term 3 skills			
Read to match paragraphs to the headings	6	Skimming to Find the gist or main idea.	1
Read to identify reporting verbs	7	Read to find detailed information	2
Identify and use the passive	8	Identify the true and false sentences	3
Use functional writing to improve your writing	9	Read to identify the best choice based on the text	4
Write a well-organised essay	10	Read to identify True, False or Not given According to the text	5

Student's name

Class / section:-

12-1

First skill: Skimming to Find the gist or main idea.

I. Reading Comprehension

Read the following passage carefully, then answer the questions below:

Hypnotherapy, which involves being induced into a light trance state usually by closing your eyes and listening to the therapist's voice. Though it directs itself to your unconscious mind, you remain aware of your surroundings.

Alison, who is a teacher, says, 'I often get stressed at work, and it makes me feel bad-tempered and really worked out. I'm very open-minded about alternative medicine, so I decided to see a therapist.

We spent a large part of the session looking back at my medical history and my life from when I was very small. She asked me what I was stressed about, to which the answer was 'everything.' The discussion was almost like therapy. I'd describe a stressful scenario, and she would look at it in a different way, explaining how things that happened in my childhood affect my reactions now.

'Afterward she taught me breathing exercises for relaxation. Then she got me to lie down and imagine a special place where I could go to relax. I thought of a rock pool in a green lagoon. She said that after she counted to ten very slowly she wanted me to be in my relaxed place in my mind, which was where I ended up.

She would then talk through whatever problems had come up at the beginning of the session, then she counted back to ten and took me out. The idea was that, when stressed, I would be able to close my eyes and remember that state of total relaxation and it's true, I can take myself back there if I want to. The infection hasn't been a problem since I started the treatment. When I find a classroom stressful, I take step back, breath and tell myself to chill out. A boy came up to me in the classroom the other day and said, 'Miss, what are you doing?' and I said, 'I'm counting to ten, Alex.

A) Give complete answers to the following questions (5 marks)

1- What were Alison's symptoms of stress?

.....

2- What was her initial attitude to therapy?

.....

3- What is Alison's relaxed place?

.....

4- After the therapy, what does Alison do when she finds a classroom stressful ?

.....

5- What was her evaluation of the treatment?

.....

I. Reading

Text 1

Read the following text and answer the questions below.

Paragraph 1 Camping is a great sport and can be enjoyed by an entire group of people or just by yourself. It gives you the **sense** of freedom to be able to build a tent on a piece of ground and relax in the great outdoors. But before you pitch that tent, there are some things you need to understand about the proper way to build a tent and how to protect yourself from any dangerous situations that may occur.

Paragraph 2 Locate ground that is flat and away from any flood areas. **Preferably** find some higher ground so that if it rains, the rain will run downhill away from your tent. Prepare the ground where you will be building your tent so that it is free of rocks and tree limbs. Spread a blanket on the ground to lay your tent on. This will keep you warm and keep the cold ground from seeping through the floor of the tent.

Paragraph 3 Spread the tent out on top of the blanket so that it is lying flat on the ground. Use tent stakes to **fasten** the tent to the ground. Start by fastening all four corners and then nail down the middle sections. Work in a diagonal, going from one side to the opposite side in order to get a tighter base.

Paragraph 4 Insert stand poles through the top of your tent and then connect them to the footers at the base of your tent. Tie off the stay ropes to nearby trees or pull tight and stake them to the ground.

Circle the most suitable answer from a, b, c or d.

- Complete the following table from Paragraph 4.**

Tools for building a tent		
8. _____	9. _____	10. _____

Text 2

Read the following text and answer the questions below.

- Paragraph 1 College is a busy and fast-paced time for everybody. Managing your time between college and a job can be difficult. It is said, there are many advantages to having a college job as well.
- Paragraph 2 The fact is that when you **graduate**, prospective employers will likely want you to have at least some work experience. Work experience shows that you are reliable and likely a good employee. Having a college job is an excellent way to get some valuable work experience. While this likely is not as big a factor as some other things, it is something to consider in the long run.
- Paragraph 3 One of the most important skills for a student to develop is time management. Knowing when it is necessary to start a project or get to work is a crucially important aspect of university and professional life. A college job can help you learn time management skills not only by forcing you to adhere to a **schedule**, but also by forcing you to make better use of your now-limited free time.
- Paragraph 4 The main disadvantage of having a college job is that it will use a great deal of your time. This means you will have less time to study, less time to engage in extracurricular activities and less time to socialize with friends.
- Paragraph 5 If you do decide to take a college job, it is extremely important that you manage your time well, ensuring that you do not fall behind in your other pursuits. You should not let your college job become so important that your college work begins to suffer, for example. You should be **confident** that you will be able to manage this issue before you begin to search for a college job.
-

Circle the most suitable answer from a, b, c or d.

11. The text is mainly about the pros and cons of _____.
 - a. work plans
 - b. college job
 - c. university life
 - d. curricular activities
12. The text would most probably be seen in a/an _____.
 - a. manual
 - b. calendar
 - c. medical dictionary
 - d. educational journal
13. According to Paragraph 2, employers usually prefer _____.
 - a. experienced employees
 - b. college graduates
 - c. responsible staff
 - d. junior workers
14. The word **graduate** in Paragraph 2 is a/an _____.
 - a. adjective
 - b. adverb
 - c. verb
 - d. noun
15. The word **schedule** in Paragraph 3 is similar in meaning to _____.
 - a. role
 - b. duty
 - c. timetable
 - d. project
16. Paragraph 3 is mainly about _____.
 - a. making good use of time
 - b. developing learning skills
 - c. starting a project
 - d. enjoying university life
17. Starting a job while studying at college negatively affects students' _____.
 - a. professional life
 - b. physical health
 - c. future goals
 - d. social life
18. The **OPPOSITE** of the word **confident** in paragraph 5 is _____.
 - a. enough
 - b. unsure
 - c. familiar
 - d. improbable
19. According to Paragraph 5, there should be a balance between college job and _____.
 - a. experience
 - b. salary
 - c. place
 - d. study
20. In which paragraph would the following sentence **BEST** fit?
"If you tend to procrastinate, this can cause huge problems when it comes to managing everything."
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4



Second skill- Read to identify and use the passive voice

Functions of the passive voice

The passive voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action. In other words, the most important thing or person becomes the subject of the sentence.

Examples

The passive voice **is used** frequently. (= we are interested in the passive voice, not in who uses it.)

The house **was built** in 1654. (= we are interested in the house, not in who built it.)

The road **is being repaired**. (= we are interested in the road, not in the people who are doing the repairs.)

Sometimes we use the passive voice because we don't know or do not want to express who performed the action.

Examples

I noticed that a window **had been left** open.

Every year thousands of people **are killed** on our roads.

All the cookies **have been eaten**.

My car **has been stolen**!

Exercise on Passive Voice - Simple Present

Rewrite the sentences in passive voice.

He opens the door.

We set the table.

She pays a lot of money.

I draw a picture.

They wear blue shoes.

They don't help you.

He doesn't open the book.

You do not write the letter.

Does your mum pick you up?

Does the police officer catch the thief?



Third skill- Read to identify and use reporting verbs

In the page about **reported speech**, we talked about how to change direct speech ("I love coffee") into reported speech (Seonaid said that she loved coffee), using the verbs 'say', 'tell' and 'ask'. However, we can also use many other verbs to report what someone said, like 'promise', 'warn', 'advise' and 'recommend'.

1: SAY

Let's look first at the verbs we've already talked about. The basic verb pattern for using 'say' for reported speech is:

say + (that) + clause

- She said (that) she had already eaten.

(The direct speech for this is "I've already eaten".)

2: TELL

On the other hand, with 'tell' we need to use an object, a person who we tell the information to. **See also my page about the difference between 'say' and 'tell' here.**

tell + someone + (that) + clause

- I told John (that) I had seen the new film.

(The direct speech for this is "I've seen the new film".)

When we are reporting orders, we can also use another pattern with 'tell':

tell + someone + to + infinitive

- She told the children to go to bed.

3: ASK

We use 'ask' to report questions or requests. For questions we use the pattern:

ask + someone + if / question word + clause

- I asked my boss if I could leave early.
- She asked them where the station was.

For requests we use the pattern:

ask + someone + to + infinitive



- I asked Lucy to pass me the salt.

(Remember, my first two examples with 'ask' are no longer real questions, so we use the normal sentence word order. We don't use inversion. We say 'she asked them where the station was', NOT ~~'she asked them where was the station'~~. You can read more about this on my page about **indirect questions** and on my page about **reported speech**.)

Other reporting verbs follow a variety of patterns. I'm afraid there aren't any rules about which verbs follow which patterns. You need to learn each one.

4: ADVISE*

(= Give someone advice. Notice the different spelling for the verb and the noun.)

Advise + someone + to + infinitive

- She advised him to see a doctor.

Advise + (that) + clause

- The staff advise that you carry water at all times.

Advise + against + verb-ing

- I'd advise against leaving early.

5: AGREE

Agree + to + infinitive

- We agreed to meet the following day.

Agree + (that) + clause

- I agreed that the children could do their homework later.

6: APOLOGISE

Apologise + (to + someone) + for + verb-ing

- They apologised to us for being late.
- She apologised for forgetting the book.

Apologise (+ to + someone) + for + noun

- She apologised for the delay.





7: DECIDE

Decide + to + infinitive

- They decided to go to the cinema.

Decide + (that) + clause

- They decided that they would go to the cinema.

8: ENCOURAGE

Encourage + someone + to + infinitive

- She encouraged him to take the exam again.
- The teacher encouraged the students to ask questions.

1. "I'd go and see a doctor if I were you," Julie said to me.

Julieme to go and see a doctor.

2. "Can you come and help me with this box?"

John..... me to help him with the box.

3. "This is an exam Mr. Jenkins!! Shut up now!!!"

The headmaster.....Mr. Jenkins to shut up.

4. "That road is very dangerous so just be very careful!"

His motherhim that the road was very dangerous and to be careful.

5. "Liverpool won the match last night."

The journalistthat Liverpool had won the match the previous night.





Forth skill – Use functional writing to improve your writing

Stating your own position on Topic

IT COULD BE ARGUED THAT + [YOUR SENTENCE].

“**It could be argued that** the benefits of regular yoga sessions outweigh aromatherapy and exercise.”

IT WOULD SEEM THAT + [YOUR SENTENCE]

It would seem that having time out helps best when it is taken regularly so you feel more active and comfortable.

ALTHOUGH [IDEA YOU DISAGREE WITH], [IDEA YOU AGREE WITH]”

“**Although** reports suggest that aromatherapy could help people to relax, there are too many other ways that give you great results with much comfort.

Presenting your own point of view

I strongly believe that...

To my mind...

As I see it....

It seems to me evident/obvious that...

I feel that...

I think/contend that...

There are many reasons why...

It is important/necessary to point out that...

The first thing to be considered is...

إكسبو 2020 EXPO

معرض دبي 2020

E mail: info@ampss.ae www.shk.ampss.ae

Tel: 025858621 / 025858760

رؤية المدرسة: مؤسسة تعليمية رائدة في الفكر والأداء والمخرجات

رسالة المدرسة: أداء مؤسسي متطور يضمن الجودة في المخرج ويحقق الشراكة في المجتمع المحلي ليؤهل جيلاً يملك المعارف والمهارات والقيم، وينتمي للوطن

مدرسة المنارة الخاصة - الشامخة



It is a fact that...

Supporting your view and adding more information

The first/second reason why...is...

Firstly/Secondly...

not only ...but also...

The most important...

In addition, ...

Furthermore, ...

What is more, ...

Another reason is ...

A further point is ...

Drawing a Conclusion

To sum up, ...

In a nutshell, ...

As a conclusion, ...

As a summary, ...

All in all,

To conclude, ...

Based on these researches, a connection can be made between...

مدرسة المنارة / الشامخة - أبوظبي

