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Lessons 1–2 **The first art gallery in Dubai**

- 1 Match these words connected with art and art galleries with the correct definitions. You can use a dictionary if you need to.

a proprietor    an exhibition    to showcase    mainstream    contemporary

- |  |                      |
|--|----------------------|
| 1 to display the best qualities of something             | <u>to showcase</u>   |
| 2 the owner of a business                                | <u>a proprietor</u>  |
| 3 of the present time                                    | <u>contemporary</u>  |
| 4 beliefs, opinions or ways accepted by most people      | <u>mainstream</u>    |
| 5 when objects such as paintings are shown to the public | <u>an exhibition</u> |

- 2 Tick the actions Alison talked about in the radio interview as being part of her job. Use a dictionary to look up any of the bold phrases you don't know.

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | <b>put on</b> exhibitions for artists                                 |
| <input type="checkbox"/> | <b>carry out</b> research for the gallery                             |
| <input type="checkbox"/> | <b>set out</b> different pieces of artwork in specific positions      |
| <input type="checkbox"/> | <b>keep up</b> with the news of the art world                         |
| <input type="checkbox"/> | <b>set apart</b> the Majlis Gallery from other galleries              |
| <input type="checkbox"/> | <b>set up</b> other galleries   |
| <input type="checkbox"/> | decide whether to display artwork that <b>turns up</b> at the gallery |
| <input type="checkbox"/> | <b>work out</b> how to make glass                                     |

**Language tip**

We often use verbs with prepositions like *on, out, up, apart, about, off, in*. These are phrasal verbs. Sometimes a phrasal verb can be created by combining different prepositions, for example:

<i>phrasal verb</i>	<i>preposition</i>
<i>keep up</i>	<i>with</i>
<i>set apart</i>	<i>from</i>
<i>turn up</i>	<i>at</i>

### Language tip

Sometimes a phrasal verb has an **object** and there are usually two positions for the **object**.

For example:

*She put on **an exhibition**. / She put **an exhibition** on.*

However, there are some phrasal verbs that can not be split without changing the meaning:

*She keeps up with **the art news**. (= she reads about new artists in magazines, etc.)*

*She's been to the gym every day this week. I hope she keeps **it** up. (= maintains the high level of exercise)*

*The painting turned up **yesterday**. (= the painting arrived yesterday)*

*The TV is too quiet, turn **it** up. (= increase the volume)*

### 3 Complete the sentences below with the correct form of the underlined words from Activity 2

1 Alison Set up the Majlis Art Gallery in her previous home.

2 Can you Work out the answer to this question?

3 I've Set out the table for dinner.

4 She's Putting on a show tonight.

5 Slow down! I can't Keep up with you!

6 He Carried out an investigation to support his theory.

7 She turned up at my house last night. I wasn't expecting her.

8 It was the only chicken sandwich, so he Set up it Set up from the others.

### 4 Imagine you are the proprietor of an art gallery. You are going to put on an exhibition and you need to plan what you are going to do so you can instruct your staff and the artists you are showcasing. Make notes for each question.

1 Which types of art are you going to showcase?

2 How are you going to set the pieces of art out?

3 How are you going to market the exhibition so lots of people turn up?

4 How will your exhibition be different to others?

## Lessons 3–4 Architecture as art

1 Think about the reading on page 70 of your Coursebook and choose the best definition for each word. Circle your answer.

1 **Architecture** is a noun that describes

**a** the design and construction of buildings.

**b** the person who designs buildings.

2 An **abstract idea** is

**a** difficult to understand/not real.

**b** a building.

3 To **combine** is to

**a** separate apart from.

**b** bring things together.

4 A **debate** is a

**a** discussion from two different opinions.

**b** an argument.

5 If something is **functional** it is

**a** very well-designed.

**b** practical and useful.

6 To **focus on** something is to

**a** discuss different points.

**b** concentrate on one aspect of it.

7 The word **primary** refers to

**a** the main part of something.

**b** a colour.

8 **Practical** means

**a** to provide a solution to a problem.

**b** to prepare for something.

9 A **shelter** is

**a** a place that provides protection.

**b** a shell of a building.

10 If something is **striking** it

**a** hits something.

**b** is noticeable and impressive.

11 **Truly** means

**a** not telling a lie.

**b** indeed/rightly.

12 **Proportion** means

**a** relative to size/ratio.

**b** a piece of something.

2 Choose words from the box below to complete the sentences.

architecture   abstract   combined   debate   functional   focus  
primary   practise   shelter   striking   truly   proportion

1 When we combined the two groups together we had one large class.

2 The class had a debate about the advantages and disadvantages of using technology for learning.

- 3 I want to **focus** on science this year because I would like to study this when I go to university next year.
- 4 Saif wants to play club football so he goes to **practise** every day.
- 5 It is a good idea to look for **shelter** from the sun on a summer's day in the UAE.
- 6 There are many **striking** buildings in the UAE.
- 7 I am **truly** very grateful for my family.
- 8 A larger **proportion** of people in the class prefer biryani to shawarma.
- 9 The UAE is a great place to see some amazing **architecture**.
- 10 The artist's ideas are **abstract**, it is difficult to imagine what type of image will be produced.
- 11 My family's kitchen is very **functional** it has everything you could need to cook and store food.
- 12 The **primary** reason I choose to study English is that I want to be able to study in Australia or the US in the future.

3 Look at the introduction paragraph in the text on page 70 of the Coursebook again and answer these questions.

- 1 Can you underline the author's thesis statement? **The last sentence**
- 2 Which sentence gives the author's position on the topic? **The last sentence**
- 3 Which sentence gives you an overview of the topic of the essay? **The second sentence**
- 4 Does the author provide an overview of the essay? **No**
- 5 Which sentence tries to capture the audience's attention? **The first sentence**

4 Copy the table to your note book. Put the following statements into the most appropriate column.

architecture can be beautiful	beauty is not art	some buildings are ugly
architecture needs creativity and imagination		architecture is functional
both art and architecture consider colour, shape and texture		
people like to visit great architecture	architects turn imaginative ideas into real life	
Architecture is art	Architecture is not art	
architecture can be beautiful	beauty is not art	
architecture needs creativity and imagination	some buildings are ugly	
both art and architecture consider colour, shape and texture	architecture is functional	
people like to visit great architecture	architects turn imaginative ideas into real life	

## Lessons 5–6 The art of Arabic literature

1 Match the words on the left with the sentences on the right.

- |                     |  |
|---------------------|--|
| 1 <u>b</u> inform   | a 'If I were you, I'd take an earlier flight.' |
| 2 <u>c</u> complain | b 'We will arrive at 5pm.'                     |
| 3 <u>a</u> advise   | c 'You are always turning up late!'            |
| 4 <u>d</u> tell     | d 'Please don't do that again.'                |
| 5 <u>e</u> wonder   | e 'What time do we start?'                     |

2 Transform the direct speech in Activity 1 into indirect speech, using the reporting verbs.

1 He advised me to take an earlier flight.

2 He complained that we are always turning up late.

3 She told me not to do it again.

4 We wondered what time we started.

3 Complete the sentences below with a reporting verb from the box. Remember to use the correct tense to match the context.

thank    suggest    apologise    demand    want to know    encourage

1 Our teacher always encouraged us to do the best we could.

2 He apologise for turning up late and making everyone wait.

3 Sultan thanked everyone for coming to his party.

4 He wanted to know what time the plane was landing.

5 Ayesha suggested meeting at the cinema 15 minutes before the film started.

6 His father demand they immediately tell him why they had got into trouble at school.

4 Transform the indirect speech in Activity 3 into direct speech.

'I'm sorry for being late.'

2 Thanks everyone for coming to my party.

3 What time is the plane landing?

4 Lets meet at the cinema 15 mintues before the film starts.

5 I want to know why you got trouble at school.

5 Write a short paragraph to complete the story of *The Bull and the Donkey*. Try to include some of the reporting verbs you have met earlier in the lesson.

This is a site from the UK. We present all cultures to our audience as best we can. There are Jewish stories (recently) and lots of Christian ones – and if you count Greek myths as pagan, well there are a few of those too. I'm no religious expert, but The God of Abraham, so I'm told, belongs to Islam, Judaism, and Christianity. And whereas our own Western Stories sometimes present dubious values – such as brutal revenge and helplessness – in a quite straightforward and unrepentant fashion – the 1001 nights are really interesting about women..... Yes, they are badly treated by the Sultan, but the heroine is a woman of great skill and courage who outwits him and risks her own life on behalf of her "sisters". The 1001 Nights – Aladdin, Sinbad, you don't want them -- really? Shall we just pretend that the Islamic world's rich culture stories doesn't exist?

As we say in the introduction, this story is as close to the original in spirit as we can make it, and the way the narrative sometimes calls on Allah is very characteristic and evocative. That's why we use it.

# Lessons 9–10 A picture pack story

1 Read the sentences and choose the best pairs of words to complete the gaps.

1 The ground was damp so I did not want to sit on it.

a damp/gather

b ground/damp

2 The teacher asked me what the capital of Latvia was. I \_\_\_\_\_ at him \_\_\_\_\_!

a stared/blankly

b scared/grabbed

3 I was \_\_\_\_\_ when the \_\_\_\_\_ descended on the mountain.

a grabbed/damp

b scared/mist

4 I had to \_\_\_\_\_ everything up, after I had \_\_\_\_\_ it on the ground.

a grabbed/gather

b gather/dumped

5 Ali \_\_\_\_\_ some lunch, \_\_\_\_\_ his bag and went to football training.

a grabbed/dumped

b grabbed/gathered

6 Reem \_\_\_\_\_ a time when she was \_\_\_\_\_ by dogs.

a blankly/scared

b recalled/scared

7 Zara \_\_\_\_\_ a reading about the tourist who got lost in the \_\_\_\_\_.

a recalled/damp/mist

b recalled/mist/damp

2 Look at the time expressions in the box and answer the questions that follow.

as soon as   until   before   by the time   while   as   just then   when   after

1 Which of these time expressions are used in the reading text? by the time   when  
after   while

2 Which two of the above means that something was happening at the same time?  
while   as

3 Which one of the above means something was happening up to a certain point?  
until

4 Which of the above means something happened unexpectedly? just then

5 Which is a synonym of *prior to*? before

3 Complete the paragraph below with one of the linking words from the box.

as soon as until before by the time while as just then

as soon as <sup>1</sup> I got up in the morning I went to pray. before <sup>2</sup> breakfast I had a shower.  
 by the time <sup>3</sup> I left for work the roads were very busy. I stayed at work until <sup>4</sup> four  
 o'clock. while <sup>5</sup> I was driving home I listened to the radio. I pulled into my garage  
 and opened the car door, just then <sup>6</sup> my phone rang; it was my mum she wanted milk.  
 as <sup>7</sup> I climbed back into the car I hit my head on the door.

4 The reading text on page 79 of the Coursebook mainly uses three different narrative tenses: past simple, present simple and past perfect. In the space below, write examples from the text, of each of these tenses.

Past simple	led, we had, we packed, we began
Present simple	to check, check the bag, it is not here, stick to the path
Past perfect	we had reached, had begun, had grown, had begun, had come, had read

5 Look at the reading text on page 79 of the Coursebook. Put a tick (✓) or a cross (✗) beside the features of narrative writing that are used.

1 Narratives are generally written in the past tense.	✓
2 Narratives often use direct speech.	✓
3 Narratives tell a story in time order, using time-linking words.	✓
4 Narratives often have dramatic twists in the story.	✗
5 Narratives often have a protagonist and an antagonist.	✗
6 Narratives often use descriptive language.	✓
7 Narratives often have a moral to the story.	✗
8 Narratives often use the first person as the narrator (I).	✓

# Lessons 11–12 Arts and theatre: plays and performing arts

Read each text below and decide if it is a) an informational text, b) a story or c) a play.

1 C

## ACT II

### SCENE III. A street in London.

*Enter two citizens meeting.*

**First Citizen:** Neighbour, well met: whither away so fast?

**Second Citizen:** I promise you, I scarcely know myself:

Hear you the news abroad?

**First Citizen:** Ay, that the king is dead.

**Second Citizen:** Bad news, by'r lady; seldom comes the better:

I fear, I fear'twill prove a troublous world.

*Enter another citizen*

**Third Citizen:** Neighbours, God speed!

**First Citizen:** Give you good morrow, sir.

**Third Citizen:** Doth this news hold of good King Edward's death?

2 B

Sire, there was once upon a time a fisherman so old and so poor that he could scarcely manage to support his wife and three children. He went every day to fish very early, and each day he made a rule not to throw his nets more than four times. He started out one morning by moonlight and came to the sea-shore. He threw his nets, and as he was drawing them towards the bank he felt a great weight. He thought he had caught a large fish, and he felt very pleased. But a moment afterwards, seeing that instead of a fish he only had in his nets the carcass of an ass, he was much disappointed.

3 A

Since its inception in 1993, the Sharjah Biennial was able to cause a drastic shift in the definition of visual arts both locally and internationally, and became an important artistic and cultural pillar that contributed in shaping artistic awareness and enhancing the aesthetic palate. Given its dynamism and flexibility, the Biennial had the capacity to accommodate and depict the changes and developments in the world of contemporary visual art, and was able to invent and advance a number of professional programs and projects that augmented the artistic movement in the region and the world.

Source: Sharjah Islamic Culture Capital

## Lessons 7–8 A traditional story

1 Match the words in the box with the idea they express.

huge   awful   deafening   brilliant   furious   terrible   stunning  
fantastic   beautiful   tiny   immense   superb   mad   poor

1 good brilliant, fantastic

2 bad awful, terrible, poor

3 loud deafening

4 pretty stunning, beautiful

5 angry furious, mad

6 big huge, immense

7 small tiny

2 Look at the following extract from *The Hare with Many Friends*. Underline the words which you think should be emphasised. Practise telling the story.

The hare then approached the goat but the goat was afraid that if he carried the hare he might injure his back again. He suggested that the hare ask the bull. He was sure to fight off the wolves with his horns. But the bull said he was busy and had arranged to meet some friends. The bull told the hare to go to the ram as he knew he was free and wasn't doing anything. The ram replied that he would really love to help the hare but didn't want to interfere as wolves have been known to kill and eat sheep.

3 Put the words in the box into the correct place in the story on page 58.

The following day    After that    a week later    One morning  
Many years ago    first    In the end    Next day    Next

1 The following day;

2 One day;

3 Next day;

4 In the end;

5 a week later;

6 Many years ago;

7 first

8 Next;

9 After that

Look at the story again. Put the paragraphs into the correct order.

**A** \_\_\_\_\_<sup>4</sup>, the shopkeeper arrived very early at the shop to check if the man was there. But when he got there he found that the window had been smashed and all the expensive items had been stolen. The shopkeeper was shocked and called the police immediately. He told the police that it must have been the man who had been sleeping in front of his shop for the last two days. He described him to the police and the police promised they would look for him.

**B** \_\_\_\_\_<sup>2</sup>, the shopkeeper came early to open his shop. He noticed that there was a man sleeping on the step in front of the shop. The man was wearing dirty and smelly clothes. The shopkeeper was angry because he thought that this man would frighten off all of his customers. He shouted at the man and chased him away.

**C** The \_\_\_\_\_<sup>3</sup>, when the shopkeeper came to open the shop, he saw the dirty man again lying in the same place. He was furious and grabbed the man by his neck, threw him into the street and told him never to come to his shop again.

**D** \_\_\_\_\_<sup>7</sup>, the shopkeeper learnt his lesson. He never judged people by their appearances and made every effort to help people less fortunate than himself.

**E** The shopkeeper heard nothing until about \_\_\_\_\_<sup>5</sup>. The police came and told him that they had caught the thief. The shopkeeper was very happy that the dirty man who had been sleeping in front of his shop had been caught and asked how they had managed to find him. The policeman told him that the shop on the opposite side of the road had a security camera and it had filmed everything. The policeman asked the shopkeeper to sit down because they wanted to show him the film.

**F** \_\_\_\_\_<sup>1</sup> there was a shopkeeper who owned a shop on the main road in the town where he lived. It was a big shop and sold many expensive things. Every evening, the shopkeeper used to lock up his shop and go home.

**G** The \_\_\_\_\_<sup>6</sup> film they showed him was from two nights before the robbery. A group of men were trying to break into the shop but they were chased away by the dirty and smelly man. The shopkeeper was shocked. \_\_\_\_\_<sup>6</sup>, they showed him the film from a night before the robbery. The same group of men were trying to break into the shop and, again, the dirty and smelly man chased them away. \_\_\_\_\_<sup>6</sup>, he watched the film from the night of the robbery. Of course, the man wasn't there, so the men were able to break into the shop.