

كتيب شرح وتدريبات وفق الهيكل الوزاري المنهج الجديد المسار العام



تم تحميل هذا الملف من موقع المناهج الإماراتية

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

تاريخ إضافة الملف على موقع المناهج: 18:46:57 2025-10-30

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

المزيد من مادة
لغة انجليزية:

إعداد: Dhaheri Al Shamma

التواصل الاجتماعي بحسب الصف الثاني عشر العام



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

الدليل الإرشادي (الهيكل الوزاري) للقواعد المقررة في الامتحان النهائي المستوى 8.1 المسار العام

1

مقرر نهاية الفصل الدراسي الأول للقواعد والوظائف اللغوية المستوى 8.1

2

مخطط تقييم المقرر 8.1 LEVEL PLANNER ASSESSMENT ENGLISH

3

أسئلة امتحان تجريبي

4



وزارة التربية والتعليم
MINISTRY OF EDUCATION

Grade 12 General & 11 Advanced End of Term Booklet English Language

E.T. Shamma Al Dhaheri

This booklet belongs to:

Grade

Term 1- 2025-2026

Exam Specifications

Exam Parts

Part1A: Vocabulary

1 Text with 7 blanks

Multiple choice

(14) Marks

Total Marks:

Reading (60 Marks) on Swift Assess

Writing (40 Marks) on Swift Assess

Part 1B: Grammar

1 Text with 7 blanks

Multiple Choice

(14) Marks

Part 2: Reading Comprehension

1 Argumentative Text

8 Multiple Choice questions

(16) Marks

Part 3: Reading Comprehension

1 expository Text

8 Multiple Choice questions

(16) Marks

Part 4: Writing

4A

One text of 200 words related to theme that is structured on two thoughts. Organize the discussion of each aspect into separate paragraphs.

One question asking what the two points of view presented in the text are, in their own words.

4B

One question asking them to write a comparative essay in response to the text.

Three prompts comparing the points of view, explaining which point of view they agree with (giving reasons) and supporting their choices with evidence from the text.

§ Word count: 220 words

§ 40 marks (based on rubric)



Grammar Section

Compound Adjectives

Meaning

Participles as Adjectives (-ing / -ed)

Participles are forms of verbs that can be used as adjectives to describe nouns or pronouns. There are two main types: present participles (-ing) and past participles (-ed).

Type	Ending	Meaning	Describes
Present participle	-ing	What causes the feeling	Thing or situation
Past participle	-ed	How someone feels	Person

Verb	Present Participle (-ing)	Past Participle (-ed)	Example Sentences
interest	interesting	interested	The movie was interesting. / I was interested in the movie.
bore	boring	bored	The lecture was boring. / The students were bored.
frighten	frightening	frightened	The roller coaster was frightening. / She was frightened of the roller coaster.
amaze	amazing	amazed	The performance was amazing. / We were amazed by the performance.
confuse	confusing	confused	The instructions were confusing. / I was confused by the instructions.

Remember:

- Use -ing adjectives for things that cause the feeling.
- Use -ed adjectives for people who feel that way.



Example Sentence

✓ Contestants on Fear Factor have to complete many frightening tasks. The tasks are frightening (they cause fear). The contestants feel frightened.

Activity 1: Choose the Correct Adjective

- 1. I was really _____ (exciting / excited) to see my favorite singer.
- 2. That horror movie was so _____ (frightening / frightened)!
- 3. The teacher’s explanation was _____ (confusing / confused).
- 4. We were _____ (amazing / amazed) by the fireworks show.
- 5. Doing homework on the weekend is _____ (boring / bored).
- 6. The news was _____ (shocking / shocked).
- 7. He felt _____ (embarrassing / embarrassed) after his mistake.
- 8. This math problem is _____ (challenging / challenged).

Activity 2: Create Your Own Sentences

Write one sentence using each adjective correctly.

Example:

- **Interesting:** The teacher gave us an interesting story to read.
- **Interested:** The students were interested in the ending.



Compound Nouns

A **compound noun** is a **noun made of two or more words** that together form **one idea or thing**.

Usually, the **first word** tells us **what kind of** person, place, or thing it is, and the **second word** is the **main noun**.

Types of Compound Nouns

Type	Example	Explanation
One word	toothpaste, bedroom, policeman	The two words are joined together.
Hyphenated	mother-in-law, check-in, runner-up	The words are connected by hyphens.
Separated words	bus stop, swimming pool, ice cream	The words stay separate but act as one noun.

How to make Compound Nouns

Combination	Example	Sentence
Noun + Noun	coffee cup	I bought a new coffee cup.
Adjective + Noun	full moon	The full moon shone brightly.
Verb + Noun	swimming pool	The hotel has a large swimming pool.
Noun + Verb	rainfall	The rainfall increased last night.
Verb + Preposition	lookout	The guard kept a lookout for danger.
Preposition + Noun	underground	The underground is crowded in the morning.

How to Use Compound Nouns in Sentences

- The bus stop is near the school.
- I need a new toothbrush.
- Let’s go to the shopping mall after class.
- The rainfall this year has been heavy.

Grammar Tip

The main word (the last word) tells you what kind of thing it is.

Example: school bus → It’s a bus (used for school).

Example: police station → It’s a station (for the police).



Activity 1**A. Circle the compound nouns in each sentence.**

1. I left my notebook on the kitchen table.
2. The children waited at the bus stop.
3. My father-in-law is a great cook.
4. The classroom was full of noise.
5. She bought a new pair of sunglasses.
6. Don't forget your swimming pool towel.
7. Let's go to the coffee shop after school.

Activity 2**Choose the correct compound nouns.**

Last weekend, my family went on a short road trip to the mountains.

We packed our _____, took the bus stop near our neighborhood, and met my _____ there. The _____ was friendly and helped us load our backpacks.

During the ride, I listened to music on my headphones and looked through the _____ at the beautiful sunlight.

When we arrived, we found a small _____ next to the _____, where we enjoyed some snacks before checking into our _____.

It was such a fun day full of laughter and wonderful memories!

Now choose the correct compound noun form in each sentence below.

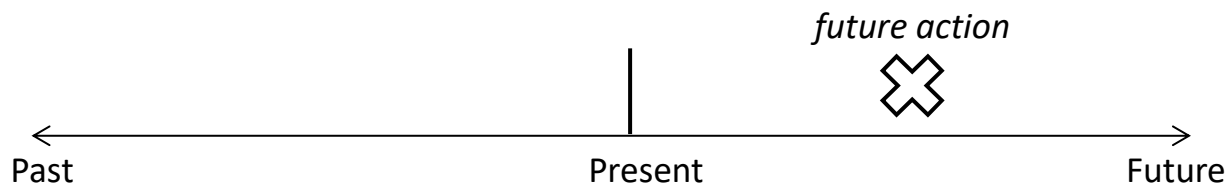
1. We packed our _____ before leaving.
A) suit cases B) suitcases C) suit-cases
2. My _____ met us at the station.
A) sister-in-law B) sister in law C) sisterinlaw
3. The _____ was very kind and polite.
A) bus driver B) bus-driver C) busdriver
4. I enjoyed sitting near the _____ to watch the view.
A) window seat B) windowseat C) window-seat
5. We stopped at a small _____ to get some coffee.
A) coffee shop B) coffeeshop C) coffee-shop
6. The little **store** was beside the _____.
A) post office B) postoffice C) post-office
7. We stayed overnight in a lovely _____.
A) guesthouse B) guest house C) guest-house



Future Tense (Going to)

Meaning

‘Going to’ is used to talk about plans and intentions.



- ☐ “*I am going to meet John tomorrow.*”
- ☐ “*They are going to do their homework now.*”

Form

	subject	to be	going	infinitive with ‘to’
Positive	I He / She / It You / We / They	am is are	going	to study.

	subject	to be	going	infinitive with ‘to’
Negative	I He / She / It You / We / They	am not is not / isn’t are not / aren’t	going	to study.



	to be	subject	going	infinitive with ‘to’
Question	Am Is Are	I He / She / It You / We / They	 going	 to study?

Uses:

‘Going to’ can be used to talk about future plans and intentions:

- ☐ I am **going to go** on holiday this winter.
- ☐ What are you **going to do** after the meeting?

It can also be used to make predictions or conclusions, usually based on present evidence:

- ☐ Look at the sky; I think it’s **going to rain**.
- ☐ Is that poster **going to fall down**? It looks dangerous!

‘Going to’ and ‘will’ are used for similar purposes and can be confusing for learners. Here are some important differences:

Will	Going to
A decision at the moment of speaking: “Oh, there’s no milk. I’ll go to the shop and buy some.”	A decision before the moment of speaking: “I noticed we have run out of milk. I’m going to go and get some more after I finish my homework.”
A prediction based on opinion: “I think Barcelona will win the cup.”	A prediction based on present evidence: “I think Barcelona are going to win. They are winning by two goals and there are only five minutes left.”



Activity

Complete the table according to the instructions to the right.

I (study) hard for the exams.	Sentence
I am going to study hard for the exams.	Future using (going to)
I am not going to study hard for the exams.	Negative
I'm not going to study hard for the exams.	Contraction
Are you going to study hard for the exams?	Question
Yes, I am. No, I am not.	Answers yes/no

She (visit) her grandmother this weekend.	Sentence
	Future using (going to)
	Negative
	Contraction
	Question
	Answers yes/no

My friends (play) football after school.	Sentence
	Future using (going to)
	Negative
	Contraction
	Question
	Answers yes/no

Modal Verbs (Present)**Meaning**

Modal verbs can be used to express a wide variety of functions such as asking for and giving permission, talking about ability, probability and possibility, giving advice, or showing obligation and prohibition (see the Useful Links below for further information).

Modal verb	Function	Example
can	ability	I can run.
	permission	Can I use the car, please?
	possibility	Eating too much sugar can cause health problems.
could	ability in the past	When I was younger, I could run fast.
	polite permission	Could I ask you a question, please?
	possibility	It could rain tomorrow.
may	permission	May I leave the table, please?
	possibility / probability	There's a chance it may rain later.
might	polite permission	Might I suggest we do something slightly different?
	possibility / probability	We might run into some problems.
shall	offers / suggestions	Shall I cook dinner, tonight?
	express formal obligations	All documents shall be presented on time.
	make promises	I shall not be late!
	describe the future formally	All roads shall be closed until further notice.
should	50% obligation	I should finish my homework.
	advice	You should practice more if you want to improve.
	logical conclusion	They left hours ago; they should be here by now.
will	describe the future	Next year will be a wonderful year!
	make predictions	The red car will finish the race first.
	decision at the time of speaking	Ah, I forgot my wallet; I'll just go back for it.
	make a request	Will you help me choose?
	make promises and offers	I'll drive you to the airport, no problem.
	consequences of an action	If it is sunny, we will have a picnic!
would	polite requests	Would you help me with the shopping?
	hypothetical consequences	If I had more money, I would buy a new car.
	habitual actions in the past	We would meet every Thursday and have a coffee.
	future in the past	When I was young, I thought I would be rich!
	being less direct	I would suggest trying again.
must	strong obligation	You must wear your seat belt at all times.
	logical conclusion	You must be hungry if you haven't eaten all day.
must not	prohibition	You must not drop litter.

Form

Unlike other verbs, modal verbs do not change their form. They do not take the third person singular 's', '-ed' or '-ing' forms.

<i>He can run.</i>	correct
<i>He cans run.</i>	incorrect
<i>We should try.</i>	correct
<i>We shoulded tried.</i>	incorrect
<i>They must go home.</i>	correct
<i>They musting go home.</i>	incorrect

Modal verbs are always followed by the infinitive without 'to'.

<i>I must go.</i>	correct
<i>I must to go.</i>	incorrect
<i>We can stay here.</i>	correct
<i>We can to stay here.</i>	incorrect
<i>My friend should study.</i>	correct
<i>My friend should to study.</i>	incorrect

The negative form is usually made by adding 'not' after the modal verb. This is often contracted to 'modal + 'nt'. However, there are some exceptions.

*Usually the negative of 'can' is written as one word, 'cannot', or the contracted form, 'can't'.

**The contracted form of 'will not' is 'won't'.

***The negative form of 'shall not' is 'shan't' but is less common.

**** 'May not' is usually not contracted.

I must not go. / I mustn't go.
They cannot play. / They can't play.
We will not leave. / We won't leave.
You should not litter. / You shouldn't litter.
She could not hear. / She couldn't hear.
He would not listen. / He wouldn't listen.

Q. Read the sentences then correct the mistakes.

1. He can to drive a car when he was sixteen.
2. You mustn't to eat in the classroom.
3. Can you to help me with my homework?
4. She can sings very well.
5. They will can go to the park tomorrow.
6. You don't must be late to class.
7. He might to come to the party tonight.
8. Should to we study for the quiz now?
9. You ought not forget your ID card.
10. May can I use your pen, please?

2. Reporting Questions

We report what someone asked — without using a question mark.

There are two main types: Yes/No Questions and WH- Questions.

A. Yes/No Questions

Structure: reporting verb (ask, wonder, want to know) + if / whether + clause

Example: She asked, “Do you like pizza?” → She asked if I liked pizza.

B. WH- Questions

Structure: reporting verb + wh-word (what, where, who, etc.) + clause

Example: He asked, “Where are you going?” → He asked where I was going.

3. Reporting Verbs

Reporting verbs show how or why something was said. Each verb may have a different structure after it.

Common Reporting Verbs for Statements

say → He said (that) he was late.

tell + object → She told me (that) she was busy.

explain → He explained (that) he had missed the bus.

add → She added (that) she liked the food.

mention → He mentioned (that) he would come.

Common Reporting Verbs for Questions

ask → He asked if I was free.

inquire → She inquired where he lived.

wonder → He wondered why she was sad.

want to know → She wanted to know if I liked tea.

Common Reporting Verbs for Commands or Requests

ask (someone) to → He asked me to help him.

tell (someone) to → She told him to sit down.

advise (someone) to → The teacher advised us to study.

warn (someone) not to → He warned me not to touch it.

Rules Summary

1. Change the tense back one step in reported speech (except when reporting something that is still true).
2. Change pronouns and time expressions accordingly.
3. No quotation marks in reported speech.
4. Keep the meaning the same, even if the words change.
5. Use appropriate reporting verbs for the situation (say, tell, ask, explain, etc.).

Examples Summary

Statement: "I'm studying." → He said he was studying.

Yes/No Question: "Are you ready?" → She asked if I was ready.

WH- Question: "Where do you live?" → He asked where I lived.

Command: "Close the door!" → She told me to close the door.

Request: "Please help me." → He asked me to help him.

Activity**Change these sentences into reported speech:**

1. "I am hungry," said Ahmed.

2. "Do you like English?" the teacher asked.

3. "Where is my book?" she asked.

4. "I will call you tomorrow," he said.

5. "Please sit down," the teacher said to the class.



Functional Language

Expressing agreement

I agree.

You're right.

I think so, too.

I completely agree.

I totally agree.

I strongly agree.

I absolutely agree.

I think you're absolutely right.

Absolutely!

Exactly!

I couldn't agree more!

That's a good point.

I see what you mean.

You make a good point.

I'm with you on that.

I hate to say it, but you're right.

Expressing opinions

I think *that is the right decision.*

I believe *that is the right decision.*

My opinion is *that is the right decision.*

In my opinion, *that is the right decision.*

I'm sure *that is the right decision.*

I feel *that is the right decision.*

I guess *that is the right decision.*

I strongly believe *that is the right decision.*

To be honest, *that is the right decision.*

I reckon *that is the right decision.*

From my point of view, *that is the right decision.*

From my perspective, *that is the right decision.*

As far as I'm concerned, *that is the right decision.*

The way I see it, *that is the right decision.*

To my mind, *that is the right decision.*

I am of the opinion *that it is the right decision.*

I can't help thinking/feeling *that it is the right decision.*

I'm absolutely certain *that it is the right decision.*

Without a doubt, *it is the right decision.*

Frankly, *it is the right decision.*

Communication Tip

These phrases show that we are only expressing our personal opinion, not a universal truth. Compare,

I think *Paris is a beautiful city.*

It is thought that *Paris is a beautiful city.*



Vocabulary Section

Word	Meaning (Arabic)	Meaning (English)	Type of Word	Sentence Example
independently	بشكل مستقل	without help from others	adverb	He likes to work independently.
pride	فخر	a feeling of satisfaction in what you or others have done	noun	She felt great pride in her achievements.
reward	مكافأة	something you get for doing something good	noun	He received a reward for his hard work.
surprising	مفاجئ	causing surprise or wonder	adjective	It was surprising to see snow in April.
found	يُنشئ / يؤسس	to start or establish something	verb	They found a new company together.
hire	يوظف	to give someone a job	verb	The company decided to hire more workers.
primarily	في الأساس / بشكل رئيسي	mainly or mostly	adverb	The program is primarily for young learners.
motivate	يشجع / يحفز	to make someone want to do something	verb	Teachers try to motivate students to learn.
determined	عازم / مُصمّم	having a strong will to do something	adjective	She is determined to pass her exams.
successfully	بنجاح	in a way that achieves a goal	adverb	She completed the project successfully.
highly	بدرجة عالية / جداً	very or extremely	adverb	She is highly intelligent.

Word	Meaning (Arabic)	Meaning (English)	Type of Word	Sentence Example
identify	يتعرّف / يحدّد على	to recognize or find something or someone	verb	Can you identify the main idea in the text?
in common	معاً / مشترك	shared by two or more people or things	phrase	They have a lot in common.
quantity	كمية	an amount or number of something	noun	We need a large quantity of paper.
raise capital	يجمع رأس المال	to collect money to start a business	phrase	He worked hard to raise capital for his shop.
remarkable	مدهش / رائع	unusual or amazing	adjective	She did a remarkable job on the project.
take risks	يخطر	to do something dangerous or uncertain	phrase	Entrepreneurs often take risks.
vision	تصور / رؤية	an idea of what you want for the future	noun	She has a clear vision for her future.
distract	يلهي / يشتت	to take someone's attention away	verb	The noise distracted me from my work.
overworked	مرهق من العمل	having too much work to do	adjective	He looks tired because he is overworked.
worldwide	في جميع أنحاء العالم	everywhere in the world	adverb/adjective	The brand is famous worldwide.
drawback	سلبية / عيب	a disadvantage or problem	noun	The only drawback of the plan is the cost.

Word	Meaning (Arabic)	Meaning (English)	Type of Word	Sentence Example
livelihood	مصدر رزق	the way someone earns money to live	noun	Fishing is their main livelihood.
secure	آمن / يؤمن	safe or protected	verb/adjective	He found a secure job at the bank.
upgrade	يطوّر / يحدث	to improve something	verb	I need to upgrade my computer.
workaholism	إدمان العمل	the habit of working too much	noun	Workaholism can affect health.
gridlock	ازدحام شديد	a situation where traffic cannot move	noun	There was gridlock in the city center.
overcrowding	اكتظاظ	too many people in one place	noun	Overcrowding is a big problem in cities.
background	خلفية	a person's experience, education, or history	noun	She has a background in education.
overwork	عمل مفرط	too much work	noun/verb	He got sick because of overwork.
overdo	يبالغ	to do something too much	verb	Don't overdo the exercise on your first day.
overdue	متأخر / فات موعده	not done or paid on time	adjective	The payment is overdue.
overcrowded	مكتظ	too full of people	adjective	The bus was overcrowded this morning.

Word	Meaning (Arabic)	Meaning (English)	Type of Word	Sentence Example
overestimate	يبالغ في التقدير	to think something is more than it really is	verb	He overestimated his ability to finish the task.
overpopulated	مكتظ بالسكان	having too many people living in one place	adjective	Some cities are overpopulated.
access	وصول/ دخول	the ability to enter or use something	noun	Students have access to the library.
consume	يستهلك	to use up something	verb	We consume too much water every day.
consumers	المستهلكون	people who buy goods or services	noun	Consumers need to be careful with spending.
economy	الاقتصاد	the system of money and trade in a country	noun	The country's economy is growing.
identical	مطابق/ متماثل	exactly the same	adjective	The twins wear identical clothes.
items	عناصر/ أغراض	things or objects	noun	She bought several items from the store.
victim	ضحية	someone who is hurt or suffers	noun	He was a victim of the accident.
sustainably	بشكل مستدام	in a way that can continue without harm	adverb	We should live sustainably to protect the planet.
consumerism	الاستهلاكية	the habit of buying many goods	noun	Consumerism affects the environment.

Word	Meaning (Arabic)	Meaning (English)	Type of Word	Sentence Example
motivation	دافع / تحفيز	the reason for doing something	noun	Good teachers give students motivation.
accomplishment	إنجاز	something that has been achieved successfully	noun	Graduating is a big accomplishment.
autonomy	استقلالية	the ability to make your own decisions	noun	The students enjoy their autonomy in learning.
creativity	إبداع	the ability to make new ideas	noun	Creativity is important in art and design.
critical thinking	التفكير النقدي	careful and logical thinking	noun	Critical thinking helps students solve problems.
mastery	إتقان	great skill or knowledge	noun	She gained mastery of the English language.
purpose	غاية / هدف	the reason for doing something	noun	Everyone needs a purpose in life.
job-hunting	البحث عن عمل	trying to find a job	noun	Job-hunting can be stressful.
unique	مميز / فريد	one of a kind	adjective	Every person has a unique personality.
long-term career	مهنة طويلة الأمد	a job you plan to do for many years	noun	She is planning her long-term career goals.
approach	طريقة / نهج	a way of doing something	noun	We need a new approach to teaching.



Word	Meaning (Arabic)	Meaning (English)	Type of Word	Sentence Example
encourage	يشجع	to give support or confidence	verb	Parents encourage their children to study.
evaluate	يقيم	to judge or assess something	verb	Teachers evaluate students' work carefully.
uncover	يكشف / يكتشف	to find out something hidden	verb	The research will uncover new facts.
motivated	متحفّز	having a strong reason to do something	adjective	She is very motivated to succeed.
distracted	مشتت	unable to concentrate	adjective	He got distracted by the noise outside.
leisure time	وقت الفراغ	free time for rest or fun	noun	She enjoys reading during her leisure time.
powerful	قوي	having great strength or influence	adjective	The speech was very powerful and emotional.



Writing Section

Writing an Opinion Essay

1. What is an Opinion Essay?

An opinion essay is a piece of writing where you clearly state your viewpoint on a topic and support it with reasons, examples, and evidence. It asks not just what you think, but why you think it, aiming to persuade the reader to understand your reasoning.

2. Why is this type of essay useful?

- Develops ability to form and express clear viewpoints.
- Teaches structure and logical reasoning.
- Common in senior high school exams.
- Strengthens academic writing and argumentative skills.

3. Before You Write: Planning

- a) Understand the prompt — what are you being asked?
- b) Choose your position — make sure your opinion is clear.
- c) Brainstorm reasons and examples to support your opinion.
- d) Consider counter-arguments and prepare refutations.
- e) Write a strong thesis statement expressing your opinion and key reasons.

4. Structure of the Essay

Introduction:

- Hook to grab attention.
- Background to set context.
- Thesis statement with opinion and reasons.

Body Paragraphs:

Paragraph 1: Reason 1 with evidence.

Paragraph 2: Reason 2 with evidence.

Paragraph 3: Counter-argument and refutation.

Conclusion:

- Restate opinion.
- Summarize main points.
- Show significance or suggest action.

5. Useful Vocabulary & Transition Words

For stating opinion: In my opinion, I believe, It seems to me that

For giving reasons: Firstly, Secondly, The main reason is

For adding: In addition, Furthermore, Moreover

For contrasting: However, On the other hand, Although

For concluding: In conclusion, To sum up, Therefore

6. Tips for ESL Students (Grade 12)

- Use clear and simple language.
- Focus each paragraph on one idea.
- Use linking words for flow.
- Revise grammar and sentence structure.
- Keep a semi-formal tone.
- Ensure evidence supports your opinion clearly.

7. Common Mistakes to Avoid

- Giving opinions without explanation.
- Losing focus or going off-topic.
- Weak or unclear thesis.
- Missing transitions between ideas.
- Ignoring counter-arguments.
- Adding new information in the conclusion.

8. Sample Outline

Topic Example: Should high-school students use smartphones in class?

1. Introduction – Hook, background, thesis, roadmap.
2. Body 1 – Smartphones distract students.
3. Body 2 – Smartphones harm social interaction.
4. Body 3 – Counter-argument: Some benefits exist, but risks dominate.
5. Conclusion – Restate opinion and summarize reasons.

Category	Transitional Words	Example Sentence	Arabic Meaning
Introducing Opinion	In my opinion, I believe that, I think that, From my point of view, It seems to me that, Personally, I feel that, As far as I'm concerned, In my view	In my opinion, reading every day helps students improve their language skills.	في رأيي، أعتقد أن، أظن أن، من وجهة نظري، يبدو لي أن، شخصيًا أشعر أن، حسب وجهة نظري
Giving Reasons or Supporting Ideas	Firstly, To begin with, First of all, In the first place, Secondly, Furthermore, Moreover, In addition, Also, Another reason is that	Firstly, social media connects people from all around the world.	أولاً، بادئ ذي بدء، في المقام الأول، ثانيًا، علاوة على ذلك، بالإضافة إلى ذلك، أيضًا، سبب آخر هو أن
Expressing Agreement	I agree that, I completely support, I strongly believe, That's true, Indeed, Exactly, Absolutely, Certainly, Without a doubt	I strongly believe that technology makes education more accessible to everyone.	أتفق مع ذلك، أؤيد تمامًا، أؤمن بشدة، هذا صحيح، بالفعل، بالتأكيد، دون شك
Expressing Disagreement	I disagree with, I don't believe that, I can't support that idea, On the contrary, However, Even though, Nevertheless, In contrast, Although	I disagree with the idea that homework is unnecessary for students.	لا أوافق على، لا أعتقد أن، لا يمكنني دعم هذه الفكرة، على العكس، ومع ذلك، رغم أن، ومع ذلك، في المقابل
Adding More Information	Moreover, Furthermore, In addition, Besides, What's more, Another point is that, Not only ... but also ...	Moreover, reading develops imagination and creativity.	علاوة على ذلك، بالإضافة إلى ذلك، فضلًا عن ذلك، نقطة بل ... أخرى هي أن، ليس فقط أيضًا
Giving Examples	For example, For instance, Such as, Namely, In particular, To illustrate	For example, students can use online resources to study at home.	على سبيل المثال، مثل، وبالتحديد، بشكل خاص، لتوضيح ذلك
Contrasting Ideas	However, On the other hand, In contrast, Although, Even though, Whereas, While, Yet, But	Online learning is convenient; however, some students prefer face-to-face interaction.	ومع ذلك، من ناحية أخرى، في المقابل، رغم أن، بينما، لكن
Showing Results or Consequences	Therefore, Thus, As a result, Consequently, For this reason, Hence, So	Students practice writing daily; therefore, their grammar improves over time.	لذلك، وهكذا، نتيجة لذلك، بالتالي، لهذا السبب، ومن ثم
Concluding Opinion	In conclusion, To sum up, To conclude, In summary, All in all, Ultimately, Overall, Finally	In conclusion, I believe that healthy eating is essential for a successful life.	في الختام، لتلخيص ذلك، في النهاية، بشكل عام، في المجمل، أخيرًا



EOT Sample Writing Task

1.1 Read the text. What is the writer’s opinion about their dream job? Do you agree with their point of view? Explain in your own words. Write at least 4-5 sentences.

Everyone dreams of finding a job that truly matches their interests and values. For me, becoming a teacher has always been my goal because it combines knowledge, creativity, and service. Teaching allows me to help others grow, share ideas, and discover their strengths. Some people say teaching is stressful and demanding, but I believe the rewards go far beyond salary. When a student finally understands a difficult lesson, that sense of achievement feels priceless. I also value the opportunity to keep learning. Teachers must update their skills, explore new technology, and adapt to social changes, which keeps the job dynamic and meaningful. Of course, there are challenges—long hours, heavy preparation, and high responsibility—yet these make the work more rewarding. In my opinion, a dream job should offer purpose, growth, and connection, not only financial success. It should inspire you to learn, to guide others, and to contribute something positive to society. Although teaching is not easy, it proves that meaningful work can bring both personal and professional satisfaction. Everyone deserves a career that challenges them and makes them proud every single day. For me, teaching is exactly that.

Handwriting practice lines consisting of 10 horizontal lines.



Task Completion	Language Use	Organisation and Clarity	Total
/5	/5	/5	/15

1.2 Read the text again. Now write a response to the text in which you:

- Share your own opinion about what makes a job meaningful.
- Give at least two reasons and an example from the text to support your opinion.
- Include what you’ve heard other people say about dream jobs.

Write at least 200 words.

almanahj.com/ae

2026 2025

موقع المناهج



Task Completion	Structure	Grammar	Vocabulary	Spelling and Punctuation	Total
/5	/5	/5	/5	/5	/25

	Task completion	Language Use	Organisation and Clarity
5	Accurately identifies the main idea in own words, fully capturing the meaning of the text.	Uses clear and precise language; minimal errors that do not affect meaning.	Response is well-organised, cohesive, and easy to follow.
4	Identifies the main idea mostly in own words, with minor copying or omission of small details.	Mostly accurate use of simple language; minor grammar or spelling errors.	Generally clear; ideas follow a logical order.
3	Partially identifies the main idea; shows some understanding but lacks full accuracy.	Uses basic language with some repetition or errors affecting clarity.	Some organisation present but may lack cohesion or clarity.
2	Attempts to state the main idea but misunderstands or only partly conveys it.	Limited language control; frequent errors may obscure meaning.	Response lacks clear organisation; meaning is hard to follow.
1	Does not identify the main idea; response is mostly copied or irrelevant.	Very limited or inaccurate language; meaning unclear.	Disorganised or incoherent.
0	No response, or entirety of response plagiarised.		

	Task completion	Structure	Grammar	Vocabulary	Spelling and punctuation
5	Student writes an extended and sophisticated response, with all aspects of the prompt covered in detail.	Entire response is appropriately structured with awareness of style and audience.	Response uses both simple and complex language structures. Language chosen is appropriate to the task, with only isolated minor mistakes, if any.	Response uses a range of technical and sophisticated vocabulary for the specific topic of the task.	Spelling and punctuation are consistently accurate, even within complex words and sentences.
4	Student writes an extended response, obviously achieving the expected length, which covers all aspects of the prompt.	Response is clearly structured appropriately in paragraphs with evident attempt at an introduction, main body and conclusion.	Response uses a range of simple and complex grammatical structures appropriate to the prompt/questions. Grammatical errors are infrequent and do not affect readability.	Response uses a few examples of more technical or sophisticated vocabulary for the specific topic of the task	There are examples of accuracy in more complex spelling and punctuation. There may be multiple errors, but they mostly don't affect readability.
3	Student writes an adequately extended response, approximating the word count, with most aspects covered (no more than one area of the prompt missed).	Response is written using a paragraph or more which contain a topic sentence and supporting ideas.	Response uses a range of grammar appropriate to the prompt/questions. Grammatical errors may sometimes affect readability.	Vocabulary is adequate to communicate a response to the topic, but may largely depend on common/simple vocabulary.	Common vocabulary is mostly spelt accurately and sentences contain basic punctuation. There may be frequent spelling errors with more complex words.
2	Student expresses several ideas, but more than one area of the prompt is missed or not dealt with in sufficient detail.	Response is clearly structured into sentences but there is little to no attempt to structure into a paragraph.	Response uses only basic grammar to answer the prompt/questions. Grammatical errors may be frequent.	Vocabulary range is clearly limited, and is not sufficient to address some topics in the prompt.	There are examples of accurate spelling and punctuation throughout, but also frequent errors.
1	Student's writing does not cover any aspect of the prompt.	Response does not appear to be structured in any conventional sense, even in terms of sentences.	No attempt at grammatical structures is identifiable.	Response contains very little that can be identified as appropriate vocabulary for the task.	Response contains little to no punctuation and/or almost every word is spelt so as to be barely decipherable.
0	No response, or entirety of response plagiarised.				