

## حل مراجعة نهائية وفق الهيكل الوزاري المسار العام



### تم تحميل هذا الملف من موقع المناهج الإماراتية

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

تاريخ إضافة الملف على موقع المناهج: 2025-06-07 12:30:00

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



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 الثالث

حل نموذج اختبار قراءة Runner Ambitious An المسار المتقدم

1

حل نموذج اختبار قراءة Impact Human and Environment The المسار المتقدم

2

نموذج اختبار قراءة Runner Ambitious An المسار المتقدم

3

نموذج اختبار قراءة Impact Human and Environment The المسار المتقدم

4

حل نموذج اختبار قراءة Animals for Caring المسار المتقدم

5

Ministry of Education  
Green Mubazzarah School  
English Department  
2024-2025

Grade Twelve General  
Term Three  
EOT Booklet

This Booklet belongs to:

---

Grade 12G \_\_\_\_\_



E.T.  
Shamma Al Dhaheri



Grammar Point # 1: Cleft Sentences with “What” Clauses

Rule

We use **cleft sentences with "What..."** to **emphasize** a particular part of the sentence — usually to highlight the most important information. These sentences start with **"What" + clause** and are followed by **"is/was..."**.

Structure

**What + subject + verb + is/was + emphasized information**

Explanation

A cleft sentence allows us to shift focus and make our meaning clearer or more dramatic. Instead of saying everything in a simple sentence, we break it into two parts — putting **what we want to emphasize** at the end.

- This structure is useful when we want to:
- Highlight **actions** or **reasons**
- Focus the listener’s/reader’s attention on one idea
- Sound more **formal** or **expressive**

Examples

1.Simple sentence:

*He enjoys cooking the most.*

Cleft sentence: *What he enjoys the most is cooking.*

2.Simple sentence:

*I need a break.*

Cleft sentence: *What I need is a break.*

Steps to Turn a Simple Sentence into a Cleft Sentence ("What..." Clause)	
<b>Step 1: Identify the main idea or focus you want to emphasize.</b> Think about the <b>most important part</b> of the sentence — is it an action, a reason, or a result?	<b>Example:</b> <i>He enjoys painting.</i> What is important? → <b>He enjoys</b>
<b>Step 2: Start your new sentence with “What...”</b> Use <b>"What" + subject + verb</b> to begin the cleft sentence.	<i>What he enjoys...</i>
<b>Step 3: Add the verb “is” or “was” after the “What...” clause</b> Choose the correct form of <b>“to be”</b> based on tense (present = <b>is</b> , past = <b>was</b> ).	<i>What he enjoys is...</i>
<b>Step 4: Complete the sentence with the part you want to emphasize</b> Finish the sentence with the important detail you want to highlight.	<i>What he enjoys is painting.</i>
<b>Final Sentence:</b>	<i>What he enjoys is painting.</i>



**Grammar Point # 1: Cleft Sentences with “What” Clauses**

**Activity**

**Q1. Change the following sentences from simple to Cleft sentences.**

**1. She said something important.**

**Cleft sentence :** \_\_\_\_\_

**2. We want more time to prepare.**

**Cleft sentence :** \_\_\_\_\_

**3. They need to focus on their goals.**

**Cleft sentence :** \_\_\_\_\_

**4. They need more practice.**

**Cleft sentence :** \_\_\_\_\_

**What + subject + verb phrase + (be) → main point or focus of the sentence**

What I enjoy most at work is being part of a team.

What she loves most is travelling to new countries.

What I need right now is a break from work.

What they enjoyed most about the trip was the beautiful scenery.

**Grammar Point # 1: Cleft Sentences with “What” Clauses**

**Activity**

**Q1. Change the following sentences from simple to Cleft sentences.**

**1. She said something important.**

**Cleft sentence :** \_\_\_\_\_

***What she said was important.***

**2. We want more time to prepare.**

**Cleft sentence :** \_\_\_\_\_

***What we want is more time to prepare.***

**3. They need to focus on their goals.**

**Cleft sentence :** \_\_\_\_\_

***What they need to focus on is their goals.***

***What they need is to focus on their goals.***

**4. They need more practice.**

**Cleft sentence :** \_\_\_\_\_

***What they need is more practice.***

**Grammar Point # 2: Complex Conjunctions in Conditional Statements****Rule**

Conditional sentences express the **result** of a condition. They are often made up of **two clauses**:

- **If-clause** (the condition)
- **Main clause** (the result)

We use different types of **conjunctions** (not just "if") to introduce these conditions, especially at advanced levels.

**Structure**

Conditional Type	Use	Structure	Example
<b>Zero</b>	General truths or facts	If + present simple, present simple	If water reaches 100°C, it boils.
<b>First</b>	Real future possibility	If + present simple, will + base verb	If it rains, we will stay home.
<b>Second</b>	Unreal present or unlikely future	If + past simple, would + base verb	If I were rich, I would travel the world.
<b>Third</b>	Unreal past (regret)	If + past perfect, would have + past participle	If she had studied, she would have passed.

**Other Complex Conjunctions (Instead of just “if”)**

We can use other conjunctions in place of “if” to show different **conditions**, **reasons**, or **alternatives**.

Conjunction	Meaning	Example
<b>Unless</b>	If not	Unless you study, you won't pass.
<b>Provided (that)</b>	Only if	You can join, provided that you finish your work.
<b>As long as</b>	Only if / while	I'll help you as long as you ask politely.
<b>Even if</b>	No matter if	I'll go even if it rains.
<b>In case</b>	Because something might happen	Take an umbrella in case it rains.
<b>Suppose / Supposing</b>	Imagine that / What if	Suppose he missed the train — what would he do?

## Grammar Point # 2: Complex Conjunctions in Conditional Statements

### Examples:

1. **Unless** you hurry, you **will miss** the bus. (First conditional)
2. **Even if** he apologized, I **wouldn't forgive** him. (Second conditional)
3. **Supposing** she **had taken** the job, she **would have moved** to London. (Third conditional)
4. **As long as** you follow the rules, you **can stay**. (First conditional)
5. **In case** I'm late, you may **start** without me. (Zero/First conditional)

### Activity

**Q1. use the following linkers to write correct conditional sentences.**

You set an alarm. You'll probably oversleep tomorrow. (Start with "Unless")

---

She can join us for dinner. She finished her project on time. (Use "provided that")

---

You follow the instructions carefully. Nothing will go wrong. (Use "as long as")

---

**Clause 1 (action or event) + 'on condition that/as long as/ providing that/provided that' + clause 2 (condition)**

We will approve the project, providing that all the necessary documents are submitted.  
We will consider your application provided that you meet all the requirements  
You can go to the party on condition that you finish your homework first.  
I will lend you the book as long as you return it by Friday.

## Grammar Point # 2: Complex Conjunctions in Conditional Statements

### Examples:

1. **Unless** you hurry, you **will miss** the bus. (First conditional)
2. **Even if** he apologized, I **wouldn't forgive** him. (Second conditional)
3. **Supposing** she **had taken** the job, she **would have moved** to London. (Third conditional)
4. **As long as** you follow the rules, you **can stay**. (First conditional)
5. **In case** I'm late, you may **start** without me. (Zero/First conditional)

### Activity

**Q1. use the following linkers to write correct conditional sentences.**

You set an alarm. You'll probably oversleep tomorrow. (Start with "Unless")

---

Unless you set an alarm, you'll probably oversleep tomorrow.  
You will probably oversleep tomorrow unless you set an alarm.

She can join us for dinner. She finished her project on time. (Use "provided that")

---

**Provided that** she finishes her project on time, she can join us for dinner.  
She can join us for dinner **provided that** she finished her project on time.

You follow the instructions carefully. Nothing will go wrong. (Use "as long as")

---

Nothing will go wrong **as long as** you follow the instructions carefully  
**As long as** you follow the instructions carefully, nothing will go wrong.



**Grammar Point # 2: Complex Conjunctions in Conditional Statements**

**Activity**

**Q2. Choose the correct linker**

1. \_\_\_\_\_ it rains all day, we will still go hiking.  
☐ Unless  
☐ Even if  
☐ Provided that
2. \_\_\_\_\_ you forget your password, write it down somewhere safe.  
☐ In case  
☐ As long as  
☐ Suppose
3. \_\_\_\_\_ you missed the train — what would you do next?  
☐ Provided that  
☐ Suppose  
☐ Unless
4. \_\_\_\_\_ the weather stays nice, we will have the picnic outside.  
☐ Even if  
☐ Provided that  
☐ In case
5. \_\_\_\_\_ you keep practicing, you'll improve your English skills.  
☐ As long as  
☐ Unless  
☐ Suppose
6. \_\_\_\_\_ they invite me, I might not attend the party.  
☐ Provided that  
☐ Even if  
☐ Unless
7. \_\_\_\_\_ there's a power outage, keep a flashlight nearby.  
☐ In case  
☐ As long as  
☐ Suppose
8. \_\_\_\_\_ you had studied medicine — would you be a doctor now?  
☐ Unless  
☐ Suppose  
☐ Provided that

**Grammar Point # 2: Complex Conjunctions in Conditional Statements****Activity****Q2. Choose the correct linker**

1. \_\_\_\_\_ it rains all day, we will still go hiking.  
☐ Unless  
☒ Even if  
☐ Provided that
2. \_\_\_\_\_ you forget your password, write it down somewhere safe.  
☒ In case  
☐ As long as  
☐ Suppose
3. \_\_\_\_\_ you missed the train — what would you do next?  
☐ Provided that  
☒ Suppose  
☐ Unless
4. \_\_\_\_\_ the weather stays nice, we will have the picnic outside.  
☐ Even if  
☒ Provided that  
☐ In case
5. \_\_\_\_\_ you keep practicing, you'll improve your English skills.  
☒ As long as  
☐ Unless  
☐ Suppose
6. \_\_\_\_\_ they invite me, I might not attend the party.  
☐ Provided that  
☒ Even if  
☐ Unless
7. \_\_\_\_\_ there's a power outage, keep a flashlight nearby.  
☒ In case  
☐ As long as  
☐ Suppose
8. \_\_\_\_\_ you had studied medicine — would you be a doctor now?  
☐ Unless  
☒ Suppose  
☐ Provided that



Grammar Point # 3: Complex Comparisons Between Clauses (Using Comparatives)

Rule

In complex comparisons, we compare **two actions, situations, or states**, using comparative forms of adjectives or adverbs. Instead of comparing two **things**, we compare two **clauses** (groups of words with a subject and a ver.

Structure

Clause 1 + comparative adjective/adverb + than + Clause 2

Explanation

This type of comparison goes beyond:

*This book is **better** than that one.*

Instead, we compare **how** two actions or situations happen or **how true** one idea is in comparison to another.

Steps to Write a Complex Comparative Sentence Between Clauses	
<b>Step 1: Identify the two actions or situations you want to compare</b> These are your two <b>clauses</b> .	<i>Example: She runs fast. / He runs slower.</i>
<b>Step 2: Choose a suitable comparative form</b> Use either:	• <b>Adjective + -er</b> (for short adjectives): <i>faster, taller, easier</i> • <b>More/less + adjective</b> (for longer adjectives): <i>more confident, less successful</i>
<b>Step 3: Add “than” to link the two clauses</b> This shows you're making a comparison.	<i>faster <b>than</b> he does</i>
<b>Step 4: Rewrite or shorten the second clause (optional)</b> To avoid repetition, we can replace the verb with <b>do/does/did</b> , or just simplify the second clause.	<i>She runs faster <b>than he does</b>.</i> <i>The exam was harder <b>than expected</b>.</i>

✓ Examples

- He’s **more confident than he used to be**.*
- Learning online is **less effective than learning in person**.*
- The project was **easier than we had thought**.*



### Grammar Point # 3: Complex Comparisons Between Clauses (Using Comparatives) Activity

#### Q1. Join the two sentences using comparative.

1. The test was difficult. I had expected it to be easy.

---

2. He speaks clearly. His friend speaks unclearly.

---

3. Learning from videos is helpful. Reading the textbook is less helpful.

---

#### **Main clause + comparative adjective + than + dependent clause**

Switching to renewable energy is more effective than relying on temporary fixes.

Raising awareness about endangered species is easier than changing laws to protect them.

Finding a job that matches your skills is more satisfying than taking the first one that comes along.

Solar energy is less harmful to the environment than fossil fuels are.

**Grammar Point # 3: Complex Comparisons Between Clauses (Using Comparatives)**  
**Activity**

**Q1. Join the two sentences using comparative.**

1. The test was difficult. I had expected it to be easy.

---

The test was more difficult than I had expected.

2. He speaks clearly. His friend speaks unclearly.

---

He speaks more clearly than his friend does.

3. Learning from videos is helpful. Reading the textbook is less helpful.

---

Learning from videos is more helpful than reading the textbook.

**Grammar Point # 4: Mixed Conditional – Hypothetical Present Result of a Past Action****Rule**

We use this **mixed conditional** to express a **hypothetical result in the present** that is caused by something that **did not happen in the past**. The idea is **imaginary** or **unreal**.

**Structure**

- **If-clause:** describes a past event that didn't happen
- **Main clause:** shows the imaginary present result

**Explanation**

Unlike pure second or third conditionals, this structure **mixes the time frames**:

- The **“if” clause** is in the **past** (third conditional).
- The **result clause** is in the **present** (second conditional).

Use it to show how the present would be different if something else had happened in the past.

---

**Mixed conditionals**

If + **past perfect**, **would/wouldn't + infinitive**

If I had listened to your advice, I wouldn't be in this situation.

If + **past simple**, **would have + past participle**

If I were a good cook, I would have invited them to dinner.

## Grammar Point # 1 Mixed Conditionals

### Activity

#### Q1. Write the verbs in their correct forms.

1. If I had studied medicine, I \_\_\_\_\_ a doctor now. (be)
2. If he knew French, he \_\_\_\_\_ the instructions in Paris. (understand)
3. If she \_\_\_\_\_ the job in Dubai, she would live there today. (accept)
4. If she \_\_\_\_\_ more confident, she would have spoken during the meeting. (be)

#### Q2. Rewrite the sentences making the necessary changes.

1. I (am) taller. I (join) the basketball team. **(Start with If)**

---

2. He (train) harder, he (be) playing in the championship match today. **(Start with If)**

---

### **If + past perfect, subject + would + (infinitive) base verb**

If I had taken that job offer, I would be working in New York now.

If she had gone to bed earlier, she wouldn't be so tired now.

If they had taken that earlier flight, they would be at the conference by now.

If she had studied engineering, she would have a better job now.

## Grammar Point # 1 Mixed Conditionals

### Activity

#### Q1. Write the verbs in their correct forms.

1. If I had studied medicine, I **would be** a doctor now. (be)
2. If he knew French, he **would have understood** the instructions in Paris. (understand)
3. If she **had accepted** the job in Dubai, she would live there today. (accept)
4. If she **were** more confident, she would have spoken during the meeting. (be)

#### Q2. Rewrite the sentences making the necessary changes.

1. I (am) taller. I (join) the basketball team. **(Start with If)**

**If I were taller, I would have joined the basketball team.**

2. He (train) harder, he (be) playing in the championship match today. **(Start with If)**

**If he had trained harder, he would be playing in the championship match today.**



Grammar Point # 5: Past Modals – “Should(n’t) have...”

“should/shouldn’t” + base verb to give advice or suggestions.

*You should study.*  
*You shouldn’t be late.*

Rule	Subject + should(n’t) have + past participle
Explanation	We use “ <b>should have</b> ” or “ <b>shouldn’t have</b> ” to talk about: <ul style="list-style-type: none"><li>◆ <b>Regret</b>: feeling sorry about something that happened or didn’t happen</li><li>◆ <b>Disapproval or criticism</b>: judging an action as wrong or mistaken</li><li>◆ <b>Wishes</b>: expressing what would have been better in the past</li></ul>
Examples	<i>1. I should have studied for the exam.</i> → I didn’t study, and now I regret it. <i>2. She shouldn’t have shouted at her friend.</i> → It was wrong for her to shout. <i>3. We should have left earlier.</i> → Now we’re late because we didn’t leave on time.
Steps	<b>Example:</b> I failed the test. I didn’t study → I regret it. Use “should have” or “shouldn’t have” + past participle  <b>-I should have studied for the test.</b>

Feeling	Example Sentence
Regret	<i>I should have listened to you.</i>
Disapproval	<i>You shouldn’t have lied.</i>
Wish	<i>We should have taken the other road.</i>

Subject + ‘should/shouldn’t have’ + past participle

They should have listened to the weather report before going on that hike.

I shouldn't have spent so much money on clothes last month.

She shouldn't have gone to the event if she was feeling sick.

You should have told me you were running late.

We should have called ahead to book a table.

**Grammar Point # 5: Past Modals – “Should(n’t) have...”**

**Activity**

**Q. Use Should / Shouldn’t in the following situations and make the necessary changes to the verbs.**

1. **Situation:** Fatima keeps forgetting her homework at home.

---

2. **Situation:** Ahmed spoke rudely to his teacher yesterday.

---

3. **Situation:** You stayed up all night watching TV and now you're too tired to focus in class.

---

4. **Situation:** You saw your classmate being bullied.

---

5. **Situation:** They left their dog in the car on a hot day.

---

**Q. Choose the correct answers.**

1. She was very tired during the exam because she stayed up all night.

She \_\_\_\_\_ to bed earlier.

a) should have gone

b) should go

c) shouldn't go

2. I lost my phone because I left it on the bus.

I \_\_\_\_\_ it behind.

a) shouldn't leave

b) shouldn't have left

c) should have leave

3. We missed the concert because we didn’t book tickets early.

We \_\_\_\_\_ the tickets in advance.

a) should have book

b) should have booked

c) shouldn’t have booked

**Grammar Point # 5: Past Modals – “Should(n’t) have...”****Activity**

**Q. Use Should / Shouldn’t in the following situations and make the necessary changes to the verbs.**

1. **Situation:** Fatima keeps forgetting her homework at home.

**She should have packed her bag the night before.**

2. **Situation:** Ahmed spoke rudely to his teacher yesterday.

**He shouldn't have spoken like that to her.**

3. **Situation:** You stayed up all night watching TV and now you're too tired to focus in class.

**I should have gone to bed earlier.**

4. **Situation:** You saw your classmate being bullied.

**You should have told a teacher or an adult.**

5. **Situation:** They left their dog in the car on a hot day.

**They shouldn't have left the dog in the car.**

**Q. Choose the correct answers.**

1. She was very tired during the exam because she stayed up all night.

She \_\_\_\_\_ to bed earlier.

a) **should have gone**

b) should go

c) shouldn't go

2. I lost my phone because I left it on the bus.

I \_\_\_\_\_ it behind.

a) shouldn't leave

b) **shouldn't have left**

c) should have leave

3. We missed the concert because we didn’t book tickets early.

We \_\_\_\_\_ the tickets in advance.

a) should have book

b) **should have booked**

c) shouldn’t have booked



**Grammar Point # 6: Defining and Non-defining Relative Clauses**

<b>Explanation</b>	<b>Relative clauses give extra information about a noun.</b> They begin with relative pronouns: <b>who, that, which, whose, where, when.</b> There are two types:
<b>1. Defining Relative Clauses (Restrictive)</b>	<b>Purpose:</b> To specify <b>which person or thing</b> we are talking about. • <b>Essential information</b> — Without it, the sentence is unclear. • <b>No commas</b> are used.  Example: <i>The man <b>who lives next door</b> is a doctor.</i> <i>(There may be many men — this tells us which one.)</i> <i>I read the book <b>that you recommended</b>.</i>
<b>2. Non-defining Relative Clauses (Non-restrictive)</b>	• <b>Purpose:</b> To add <b>extra, non-essential information</b> . •The sentence makes sense <b>without</b> the clause. •We use <b>commas</b> before and after the clause. •Only <b>who</b> and <b>which</b> are used — not <b>that</b> .  Example: <i>My sister, <b>who lives in London</b>, is coming to visit.</i> <i>(I only have one sister — the clause adds extra info.)</i> <i>This book, <b>which I bought yesterday</b>, is amazing.</i>

**Key Differences**

Feature	Defining Clause	Non-defining Clause
Purpose	Identifies exactly who/what	Adds extra info
Commas	✗ No commas	✓ Commas used
“That”	✓ Yes	✗ No
Needed for meaning?	✓ Yes	✗ No

**More Examples****Defining Clauses:**

- 1.The girl **who won the race** is my cousin.
- 2.The movie **that we watched** was boring.
- 3.The school **which opened last year** is very modern.

**Non-defining Clauses:**

- 1.My car, **which I bought in 2020**, is very reliable.
- 2.Mr. Ahmed, **who teaches math**, is very friendly.

**Grammar Point # 6: Defining and Non-defining Relative Clauses****Activity****Q1. Choose the correct answers.**

1. The girl \_\_\_\_\_ is in Grade 6.
  - ☐ who won the spelling bee
  - ☐ ,who won the spelling bee,
  - ☐ ,that won the spelling bee,
2. My brother \_\_\_\_\_ is coming to visit next month.
  - ☐ who lives in Canada,
  - ☐ ,who lives in Canada,
  - ☐ who lives in Canada
3. Mount Everest \_\_\_\_\_ is in the Himalayas.
  - ☐ ,which is the highest mountain in the world,
  - ☐ which is the highest mountain in the world
  - ☐ ,who is the highest mountain in the world,
4. I met a girl \_\_\_\_\_.
  - ☐ ,who speaks four languages,
  - ☐ ,who speaks four languages.
  - ☐ that speaks four languages.

**Q2. Rewrite the sentences, adding who/which/ that and the necessary punctuation (,)**

1. The restaurant was excellent. (add “we ate at last night” with the correct relative pronoun)

---

2. Ms. Rinad is very smart and kind. (add “teaches Math” with the correct relative pronoun)

---

3. Dubai attracts many tourists. (add “is known for its modern architecture” with the correct relative pronoun)

---

4. The car is electric. (add “he drives” with the correct relative pronoun)

---

**Noun + relative pronoun (who/that/which) + defining information**

**Noun + [,] + relative pronoun (who/which/whose) + extra information**

My colleague, who works in marketing, is great at organising events.

My sister, who loves painting, is coming to visit tomorrow.

The book that is on the table is mine.

The car which I bought last year is already having problems.

**Grammar Point # 6: Defining and Non-defining Relative Clauses****Activity****Q1. Choose the correct answers.**

1. The girl \_\_\_\_\_ is in Grade 6.
  - ☒ who won the spelling bee
  - ☐ ,who won the spelling bee,
  - ☐ ,that won the spelling bee,
2. My brother \_\_\_\_\_ is coming to visit next month.
  - ☐ who lives in Canada,
  - ☒ ,who lives in Canada,
  - ☐ who lives in Canada
3. Mount Everest \_\_\_\_\_ is in the Himalayas.
  - ☒ ,which is the highest mountain in the world,
  - ☐ which is the highest mountain in the world
  - ☐ ,who is the highest mountain in the world,
4. I met a girl \_\_\_\_\_.
  - ☐ ,who speaks four languages,
  - ☐ ,who speaks four languages.
  - ☒ that speaks four languages.

**Q2. Rewrite the sentences, adding who/which/ that and the necessary punctuation (,)**

1. The restaurant was excellent. (add “we ate at last night” with the correct relative pronoun)

---

**The restaurant that we ate at last night was excellent.**

**The restaurant which we ate at last night was excellent.**

2. Ms. Nahid is very smart and kind. (add “teaches Physics” with the correct relative pronoun)

---

**Ms. Nahid, who teaches Physics, is very smart and kind.**

3. Dubai attracts many tourists. (add “is known for its modern architecture” with the correct relative pronoun)

---

**Dubai, which is known for its modern architecture, attracts many tourists.**

4. The car is electric. (add “he drives” with the correct relative pronoun)

---

**The car that he drives is electric.**

**The car which he drives is electric.**



## Maze Practice

What really changed my life (☐is – ☐was – ☐were) the moment I decided to study abroad, which was an opportunity that not everyone gets. I would miss it if I (☐didn't apply - ☐hadn't applied – ☐would have applied) before the deadline. (☐Even if - ☐Provided that – ☐Supposing) I maintain my grades, I can continue to receive the scholarship. (☐Provided – ☐As long as - ☐Even if) I feel homesick sometimes, I know I made the right choice. My current life is far more exciting (☐than it is back home – ☐than before - ☐than it was back home), where things were predictable and routine. My friend Sarah (☐,who encouraged me to take this step,- ☐who encouraged me to take this step- ☐that encouraged me to take this step,) is someone I truly admire. The university (☐which I attend - ☐,which I attend, - ☐that I attend) is known for its research programs (☐,that are recognized internationally. - ☐which are recognized internationally. - ☐,which are recognized internationally.) I know I (☐shouldn't doubted - ☐shouldn't have doubted - ☐should have doubted) myself at first, but I did. (☐Even if – ☐Unless – ☐Provided that) I stay focused, I might lose the progress I've made. And honestly, if I (☐had been – ☐were – ☐was) less determined, I would give up during the first semester.





**Maze Practice**

What really changed my life **was** the moment I decided to study abroad, which was an opportunity that not everyone gets. I would have missed it if I **hadn't applied** before the deadline. **Provided that** I maintain my grades, I can continue to receive the scholarship. Even if I feel homesick sometimes, I know I made the right choice. My current life is far more exciting **than it was back home**, where things were predictable and routine. My friend Sarah, **who encouraged me to take this step**, is someone I truly admire. The university **that I attend** is known for its research programs, **which are recognized internationally**. I know I **shouldn't have doubted** myself at first, but I did. **Unless** I stay focused, I might lose the progress I've made. And honestly, if I **were** less determined, I would have given up during the first semester.



English Word	Arabic Meaning
sustainable	مستدام
habitat	موطن طبيعي
employees	موظفون
initiative	مبادرة
population	عدد السكان
ambitious	طموح
renewable	متجدد
extinct	منقرض
social life	الحياة الاجتماعية
eco-friendly	صديق للبيئة
species	نوع / أنواع (بيولوجياً)
viral	سريع الانتشار (خاصة على الإنترنت)
climate change	تغير المناخ
threatened	مهدد بالانقراض
long-term goal	هدف طويل الأمد
fossil fuels	الوقود الأحفوري
preserve	يحافظ على / يصون
vision	رؤية
global warming	الاحتباس الحراري
hunting	الصيد

Q1. Choose the correct answers.

1. We must find \_\_\_\_\_ ways to protect our natural resources.
  - a) fossil
  - b) sustainable
  - c) endangered
2. The desert fox survives in a dry and hot \_\_\_\_\_.
  - a) population
  - b) habitat
  - c) employee
3. The company hired 50 new \_\_\_\_\_ to work at the factory.
  - a) employees
  - b) species
  - c) resources
4. The school launched an \_\_\_\_\_ to reduce plastic use.
  - a) extinction
  - b) habitat
  - c) initiative
5. The city's growing \_\_\_\_\_ is putting pressure on housing.
  - a) population
  - b) employee
  - c) climate
6. She's an \_\_\_\_\_ student who always aims for the top.
  - a) extinct
  - b) ambitious
  - c) threatened
7. Solar energy is a type of \_\_\_\_\_ energy source.
  - a) renewable
  - b) viral
  - c) extinct
8. The dodo bird is an example of a(n) \_\_\_\_\_ animal.
  - a) extinct
  - b) sustainable
  - c) global
9. A healthy \_\_\_\_\_ is important for mental well-being.
  - a) initiative
  - b) social life
  - c) long-term goal
10. The school uses \_\_\_\_\_ cleaning products to protect the environment.
  - a) eco-friendly
  - b) extinct
  - c) ambitious

11. Scientists discovered a new \_\_\_\_\_ in the rainforest.  
a) employee  
b) species  
c) energy
12. The video about saving sea turtles went \_\_\_\_\_ overnight.  
a) sustainable  
b) viral  
c) habitat
13. Many students are working on projects about \_\_\_\_\_.  
a) climate change  
b) initiative  
c) employee
14. Pandas are a \_\_\_\_\_ species because their numbers are low.  
a) viral  
b) threatened  
c) fossil
15. Her \_\_\_\_\_ is to become a marine biologist and work with dolphins.  
a) long-term goal  
b) vision  
c) climate
16. Burning \_\_\_\_\_ increases the level of pollution in the air.  
a) social life  
b) fossil fuels  
c) species
11. It is important to \_\_\_\_\_ our historical sites and traditions.  
a) species  
b) preserve  
c) threaten
12. \_\_\_\_\_ is causing ice caps to melt and sea levels to rise.  
a) Global warming  
b) Renewable  
c) Vision
13. Illegal \_\_\_\_\_ of animals has led to a decline in their numbers.  
a) climate  
b) social life  
c) hunting
14. His \_\_\_\_\_ for the future includes cleaner cities and green energy.  
a) habitat  
b) vision  
c) fossil

Q1. Choose the correct answers.

1. We must find \_\_\_\_\_ ways to protect our natural resources.  
a) fossil  
b) **sustainable**  
c) endangered
2. The desert fox survives in a dry and hot \_\_\_\_\_.  
a) population  
b) **habitat**  
c) employee
3. The company hired 50 new \_\_\_\_\_ to work at the factory.  
a) **employees**  
b) species  
c) resources
4. The school launched an \_\_\_\_\_ to reduce plastic use.  
a) extinction  
b) habitat  
c) **initiative**
5. The city's growing \_\_\_\_\_ is putting pressure on housing.  
a) **population**  
b) employee  
c) climate
6. She's an \_\_\_\_\_ student who always aims for the top.  
a) extinct  
b) **ambitious**  
c) threatened
7. Solar energy is a type of \_\_\_\_\_ energy source.  
a) **renewable**  
b) viral  
c) extinct
8. The dodo bird is an example of a(n) \_\_\_\_\_ animal.  
a) **extinct**  
b) sustainable  
c) global
9. A healthy \_\_\_\_\_ is important for mental well-being.  
a) initiative  
b) **social life**  
c) long-term goal
10. The school uses \_\_\_\_\_ cleaning products to protect the environment.  
a) **eco-friendly**  
b) extinct  
c) ambitious



11. Scientists discovered a new \_\_\_\_\_ in the rainforest.
  - a) employee
  - b) species**
  - c) energy
12. The video about saving sea turtles went \_\_\_\_\_ overnight.
  - a) sustainable
  - b) viral**
  - c) habitat
13. Many students are working on projects about \_\_\_\_\_.
  - a) climate change**
  - b) initiative
  - c) employee
14. Pandas are a \_\_\_\_\_ species because their numbers are low.
  - a) viral
  - b) threatened**
  - c) fossil
15. Her \_\_\_\_\_ is to become a marine biologist and work with dolphins.
  - a) long-term goal**
  - b) vision
  - c) climate
16. Burning \_\_\_\_\_ increases the level of pollution in the air.
  - a) social life
  - b) fossil fuels**
  - c) species
11. It is important to \_\_\_\_\_ our historical sites and traditions.
  - a) species
  - b) preserve**
  - c) threaten
12. \_\_\_\_\_ is causing ice caps to melt and sea levels to rise.
  - a) Global warming**
  - b) Renewable
  - c) Vision
13. Illegal \_\_\_\_\_ of animals has led to a decline in their numbers.
  - a) climate
  - b) social life
  - c) hunting**
14. His \_\_\_\_\_ for the future includes cleaner cities and green energy.
  - a) habitat
  - b) vision**
  - c) fossil

## Functional language point

- I totally agree with you that improving public transportation is essential for reducing traffic congestion.
- Yes, I believe you're right. Education is the key to solving many of the world's problems.
- I'm not sure I agree with that. I think more needs to be done to protect wildlife.
- I don't think that's true. In fact, I would argue that digital technology has improved education in many ways

Functional language point	<u>Expressing Agreement and Disagreement</u>
Associated grammar	Modals Adverbs Present tense

- We plan to move to a new city by the end of this year.
- They are hoping that the project will be finished on time.
- I was going to apply for a new job in marketing, but I changed my mind.

Functional language point	<u>Describing hopes and plans</u>
Associated grammar	Modals Future forms Verb tenses

- Do you have any ideas on how I could improve my writing?
- What would you recommend I do to prepare for the exam?
- Why don't we go for a walk and discuss the plan?
- You should definitely take some time off if you're feeling stressed.

Functional language point	<u>Asking for and making suggestions and recommendations</u>
Associated grammar	Modal verbs Conditionals

## Writing Prompts Pack: Environment, Animals, Jobs

### Topic: Environment

#### Writing Prompts with Helping Questions

- Should people do more to reduce plastic use?
  - Why is plastic dangerous for the environment and animals?
  - How can people reduce plastic use in daily life?
  - What are the long-term effects of not reducing plastic?
- Is recycling enough to save the environment?
  - What are the benefits of recycling?
  - What are its limitations?
  - What else can we do to protect the environment?
- How is climate change affecting our world?
  - What are the causes of climate change?
  - What changes are we seeing around us?
  - How can we reduce its impact?
- Should students learn more about protecting the environment?
  - Why is environmental education important?
  - What should students learn?
  - How can schools and students help?
- Is using renewable energy better for the planet?
  - What are examples of renewable energy?
  - How does it compare to fossil fuels?
  - What can countries do to use more of it?

## Writing Prompts Pack: Environment, Animals, Jobs

### Topic: Environment

#### Helping Words

pollution, reduce, reuse, recycle, plastic, climate, global warming, biodegradable, sustainable, environment, waste, ocean, energy, protect, clean

#### Sentence Starters

Introduction: One of the biggest problems we face today is..., Many people believe that..., In recent years, there has been growing concern about...

Body: Firstly,..., Another reason is that..., For example,..., In addition,..., As a result,...

Conclusion: In conclusion,..., To sum up,..., It is clear that..., Therefore, I believe that...

#### Linking Words and Phrases

Addition: moreover, in addition, furthermore, also

Contrast: however, on the other hand, although, while

Cause and Effect: because, since, as a result, therefore

Examples: for instance, for example, such as

Sequence: firstly, secondly, finally, next



## Writing Prompts Pack: Environment, Animals, Jobs

### Topic: Environment

#### Sample Essay:

#### Should people do more to reduce plastic use?

Plastic pollution is a serious global issue. People must do more to reduce plastic use because it harms the environment, animals, and even our health.

Firstly, plastic waste pollutes oceans, rivers, and land. It takes hundreds of years to break down and often ends up in the stomachs of sea animals, causing death and pollution in food chains. Reducing plastic helps protect wildlife and natural habitats.

Secondly, people can easily make small changes. For example, they can carry reusable bags, avoid plastic straws, and use refillable water bottles. If everyone takes part, these simple habits can lead to big improvements.

Lastly, if we don't reduce plastic use, our planet will suffer. Future generations might live in a world full of trash. To avoid this, we must act now and make better choices.

In conclusion, reducing plastic use is necessary. Each person can help protect the Earth by making eco-friendly decisions. A cleaner, healthier planet starts with us.

## Writing Prompts Pack: Animals

### Topic: Animals

### Writing Prompts with Helping Questions

- Should animals be kept in zoos?
  - What are the benefits and problems of zoos?
  - How do zoos help protect animals?
  - Are there better ways to protect animals?
- Why are some animals becoming endangered?
  - What causes animals to become endangered?
  - How does this affect the environment?
  - What can people do to help?
- Do humans have the right to use animals for food and clothing?
  - Why do people use animals for these purposes?
  - What are the ethical concerns?
  - Are there alternatives to using animals?
- What are the differences between wild animals and pets?
  - How do wild animals live compared to pets?
  - What care do pets need from humans?
  - What happens if wild animals are kept as pets?
- How can we protect animals from extinction?
  - What causes extinction?
  - What can people and governments do?
  - Why is animal protection important for the planet?

## Writing Prompts Pack: Animals

### Topic: Animals

### Helping Words

endangered, species, habitat, wildlife, extinction, protect, conservation, illegal hunting, environment, nature, survival, pollution, rescue, preserve, deforestation

### Sentence Starters

Introduction: Many animals around the world are..., One major problem today is..., People often ask...

Body: One reason is..., Another cause is..., For instance..., This is why..., Moreover...

Conclusion: To sum up..., Therefore, I believe..., In the end..., We must remember that...

### Linking Words and Phrases

Adding: also, as well as, in addition, besides

Contrasting: but, however, although, on the other hand

Cause and Effect: because, so, since, due to, as a result

Examples: such as, for example, like

Time/Order: first, then, later, finally, next

## Writing Prompts Pack: Animals

### **Topic: Animals**

### **Sample Essay:**

### **Why are some animals becoming endangered?**

Many animals today are endangered, which means they are at risk of disappearing forever. This is mostly caused by human activities such as deforestation, hunting, and pollution.

First, many animals lose their homes because forests are cut down to build cities or farms. Without their natural habitat, animals cannot find food or shelter, which puts their lives in danger. For example, tigers and orangutans are losing their forests every year.

Second, hunting and illegal trade also harm animal populations. Some people kill animals for their fur, horns, or meat. This reduces their numbers quickly and can make it hard for them to survive.

Finally, pollution and climate change are making the situation worse. Dirty water, plastic waste, and changing temperatures can make animals sick or destroy their food sources.

In conclusion, animals are becoming endangered because of human actions. We must protect nature, stop illegal hunting, and support conservation programs. If we don't act now, we may lose these beautiful creatures forever.

# Writing Prompts Pack: Jobs

## Topic: Jobs

### Writing Prompts with Helping Questions

- What is your dream job and why?
  - What job do you want in the future?
  - Why does this job interest you?
  - What skills or education do you need for it?
- Should students start working part-time during school?
  - What are the benefits of part-time work?
  - Can it affect their education?
  - How can it help their future career?
- Is it better to have a job you love or a job that pays well?
  - What are the advantages of each?
  - Can you be happy with a job you don't love?
  - What would you choose and why?
- How has technology changed the way we work?
  - What are examples of modern technology in the workplace?
  - How does it make work easier or harder?
  - What are some jobs that might disappear because of technology?
- What jobs will be important in the future?
  - What jobs are growing today?
  - Why are they important for society?
  - What should students do to prepare for them?

# Writing Prompts Pack: Jobs

## Topic: Jobs

### Helping Words

career, profession, skills, salary, training, opportunity, technology, experience, education, future, interview, employment, goals, job market, dream

### Sentence Starters

Introduction: Many people dream of..., A popular topic today is..., When I think about the future, I imagine...

Body: One reason is..., Another important point is..., For example..., This shows that..., In my opinion...

Conclusion: In conclusion..., I believe that..., To sum up..., That's why I think...

### Linking Words and Phrases

Adding: also, in addition, as well, moreover

Contrasting: but, however, although, even though

Cause and Effect: because, so, therefore, as a result

Examples: for example, such as, like

Time/Order: first, then, after that, finally

## Writing Prompts Pack: Jobs

### Topic: Jobs

#### Sample Essay:

#### What is your dream job and why?

My dream job is to become a doctor because I want to help people and make a difference in their lives. Being a doctor is a respected and meaningful career that requires a lot of knowledge, skill, and care.

First, I have always been interested in science and how the human body works. When someone is sick or injured, a doctor can help them feel better and live a healthy life. I think it is a great way to give back to the community.

Second, this job requires years of education and training, but I am ready to work hard. I want to study medicine, learn from professionals, and gain experience in hospitals. Helping others is more important to me than having a job that just pays a lot of money.

In conclusion, I believe being a doctor is the perfect job for me. It matches my interests and my goal to help people every day.

# Final Exam Writing Practice



# Environment Writing Task

## Part 1: Opinion Question

Do you think protecting the environment should be a personal responsibility or the government's responsibility? Why?

Write at least (2 sentences) giving your opinion. Support your answer with reasons or examples.

[illegible]

## Environment Writing Task

### Part 2: Planning Your Essay

Write a plan for the essay prompt below. Please note: this question asks for a plan, not a full essay. You will write the essay in the next question.

**Essay Prompt: Should individuals do more to protect the environment?**

## Environment Writing Task

### Part 3: Essay Writing

Now, write a full essay based on the prompt below. Use the ideas from your planning and follow the structure: introduction, three body paragraphs, and a conclusion. Use linking words to connect your ideas.

Essay Prompt: Should individuals do more to protect the environment?

Use these helping questions to guide your body paragraphs:

- 1. What are some daily actions people can take to help the environment?
- 2. Why does personal action matter in solving environmental problems?
- 3. What are the consequences of not taking care of the environment?

Write around 170 words.





**Inference question**

**A Green Step Forward**

Salma had always cared about the environment. Every time she walked past a beach filled with plastic or saw smoke rising from car exhausts, she felt a strong need to take action. One evening, while watching a documentary about endangered animals and polluted oceans, an idea came to her. What if she started a local project to encourage people to reduce waste and use less plastic? She thought about organizing clean-up events in her neighborhood, placing recycling bins in public areas, and giving talks at schools about climate change. She didn't want it to be just another campaign—she wanted it to make people truly change their habits. However, she also knew that changing people's behavior wouldn't be easy. Some people still didn't care, and others didn't know how their actions affected the planet.

Salma wasn't sure if her plan would succeed, but she believed even one small step could inspire others. With that hope, she began to write her proposal and reach out to people who might join her.

**Why do you think Salma chose to start a local project instead of a big national campaign?**

---

---

---

---

**Why do you think your answer is the best answer? Provide evidence from the text to support your answer.**

---

---

---

---

---

## Inference question

### A Green Step Forward

Salma had always cared about the environment. Every time she walked past a beach filled with plastic or saw smoke rising from car exhausts, she felt a strong need to take action. One evening, while watching a documentary about endangered animals and polluted oceans, an idea came to her. What if she started a local project to encourage people to reduce waste and use less plastic? She thought about organizing clean-up events in her neighborhood, placing recycling bins in public areas, and giving talks at schools about climate change. She didn't want it to be just another campaign—she wanted it to make people truly change their habits. However, she also knew that changing people's behavior wouldn't be easy. Some people still didn't care, and others didn't know how their actions affected the planet.

Salma wasn't sure if her plan would succeed, but she believed even one small step could inspire others. With that hope, she began to write her proposal and reach out to people who might join her.

**Why do you think Salma chose to start a local project instead of a big national campaign?**

Salma chose to start a local project because she believed that small steps can still make a big difference. She may have felt that starting locally would be more manageable and effective in creating real change in her community.

**Why do you think your answer is the best answer? Provide evidence from the text to support your answer.**

This is the best answer because the text says, “She didn't want it to be just another campaign—she wanted it to make people truly change their habits.” It also says she believed “even one small step could inspire others.” This shows that she was focused on starting something meaningful and realistic that could grow over time.

# ALL THE BEST

