

كتيب شامل في موضوعات الصحة والأمراض والبيئة وقواعد اللغة



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: 23:25:13 2026-05-03

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: Aljameel Rasha

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

تمارين قراءة Practice Reading للوحدة الخامسة body healthy ,mind Healthy المسار المتقدم

1

كتيب مراجعة شاملة Booklet Revision المسار المتقدم

2

تجميع أسئلة امتحانية نهائية وزارية سابقة القسم الالكتروني مع الحلول

3

تجميع نماذج المواضيع المطلوبة المسار المتقدم

4

حل مراجعة نهائية emotions and feelings/environment/fitness and Health المسار المتقدم

5

MASTER ENGLISH. SHAPE YOUR FUTURE.

This booklet is designed to enhance your language skills and help you excel in the UAE Grade 12 Advanced English curriculum.



COMPREHENSIVE CONTENT

Covers all key language skills: reading, writing, listening, and speaking.



EXAM FOCUSED

Practice activities and model questions aligned with UAE standards.



SKILL BUILDING

Grammar, vocabulary, and critical thinking for real-life success.



ACHIEVE EXCELLENCE

Designed to help you reach your highest potential.

“

The beautiful thing about learning is that no one can take it away from you. ”



READ



THINK



PRACTICE



GROW



LEARN



PRACTICE



ACHIEVE



SUCCEED

Dedication إهداء

To our dear students in Grade 11 (Advanced) and Grade 12 (General) in The National Charity Schools, and to all our valued students in schools following the official national curriculum,

We dedicate this booklet to you — a comprehensive explanation of the English language subject according to the official curriculum for the third academic term. It brings together grammar, vocabulary, reading, and writing in a clear and simplified form.

We ask God to make it a light that illuminates your path, a support that helps you achieve your goals, and a good deed that remains in the balance of our good deeds.

— May God grant you success and guide your steps

إلى طالباتنا العزيزات في الصفين الحادي عشر المتقدم والثاني عشر العام،
في المدارس الأهلية الخيرية، وإلى كل طالباتنا الغاليات في المدارس ذات
المنهج الوزاري،
نُهدي إليكن هذه الملزمة — شرحاً تفصيلياً لمادة اللغة الإنجليزية وفق المنهج
الوزاري للفصل الدراسي الثالث، تجمع بين القواعد والمفردات والقراءة
والكتابة في حُلّة واضحة ميسّرة.
سائلين الله أن يجعلها نوراً ينير دربكن، وعوناً يبلّغن غايتكن، وعملاً
صالحاً يبقى في ميزان حسناتنا.
— وفّقكن الله وسدّد خطاكُن —

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Teacher Rasha Aljameel

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Introduction & How to Use This Booklet

About This Booklet

Welcome to this carefully designed English booklet for **Grade 12 — Advanced students, Third Term**. The booklet brings together everything you need to succeed in your English course: a strong vocabulary base, a clear grammar reference, authentic reading practice, and structured writing tasks — all in one place.

Every section has been written with one principle in mind: **professional clarity with student-friendly explanations**. The booklet mirrors the style of the UAE Ministry of Education exams and incorporates IELTS-style techniques to prepare you for both your final exams and your future university journey.

How the Booklet Is Organised

- 1. Vocabulary** — begin here. Master the keywords from the unit through multiple-choice exercises before moving to context-based practice.
- 2. Vocabulary Maze** — apply the words you have learnt within full-length passages where each blank has three possible options.
- 3. Grammar Lessons** — each lesson follows the same structure: rules, examples, common mistakes, real-life contexts, and ten practice exercises with a detailed answer key.
- 4. Grammar Maze** — a mixed-grammar challenge where the rules from all the lessons are revisited inside three integrated passages.
- 5. Reading Comprehension** — three IELTS-style passages train you to find main ideas, identify details, infer meaning, and recognise paraphrased synonyms.
- 6. Writing** — two carefully scaffolded essay topics encourage you to express your own ideas in well-organised, 180-word academic essays.

Tips for Success

1. Work through the booklet in order — each section builds on the previous one.
2. Try every exercise before checking the answer key.
3. Highlight new words and phrases; create your own personal word list.
4. For grammar, do not just memorise — write your own sentences using each rule.
5. Read each comprehension passage twice: once for meaning, once for detail.
6. For essays, plan first (3–5 minutes), then write, then review.

Wishing every one of you success, confidence, and an unforgettable academic year. Believe in your potential — and let your English flourish.

— Teacher Rasha Aljameel

ENGLISH VOCABULARY BOOKLET

كتيب مفردات اللغة الإنجليزية

Chapter: Healthy Mind, Healthy Body

Term 3 — الفصل الثالث

Grade 12 Advanced • الصف الثاني عشر متقدم

Word • Synonym • Arabic • Sentence

الكلمة • المرادف • الترجمة • الجملة



Unit 1: Sleep & Trade-offs

Week 4 • Lessons 13-14

🌐 Global Competency: Critical Thinking

#	Word / الكلمة	Synonym / المرادف	Arabic / الترجمة	Sentence / الجملة
1	sleep-deprived	exhausted, lacking sleep	محروم من النوم	She felt sleep-deprived after studying all night for the exam.
2	therapeutic	healing, beneficial	علاجي / مفيد للصحة	A long walk in nature can be very therapeutic for the mind.
3	detriment	harm, damage	ضرر / أذى	Skiping breakfast every day can be to the detriment of your health.
4	contingent on	depending on	متوقف على	Success in this exam is contingent on regular study and good sleep.
5	at odds with	in conflict with	في خلاف مع	His habits are at odds with the doctor's advice.
6	look into	investigate, examine	يبحث في / يدقق	Scientists are looking into the long-term effects of poor sleep.
7	eat away at	gradually destroy	ينخر / يستنزف	Stress can slowly eat away at a person's mental health.
8	trade-offs	compromises, exchanges	مقايضات / تنازلات	Choosing a busy career often involves trade-offs with family time.

Unit 2: Healthy Lifestyle

Week 4 • Lessons 15-16

Global Competency: Critical Thinking

#	Word / الكلمة	Synonym / المرادف	Arabic / الترجمة	Sentence / الجملة
1	habit	routine, custom	عادة	Reading every morning is a healthy habit.
2	consequence	result, outcome	نتيجة / عاقبة	Eating too much sugar can have serious consequences for your health.
3	alternative	option, substitute	بديل	Honey is a natural alternative to refined sugar.
4	benefit	advantage, profit	فائدة / منفعة	Regular exercise has many physical and mental benefits.
5	drawback	disadvantage, downside	عيب / سلبية	The main drawback of fast food is its low nutritional value.
6	lifestyle	way of living	نمط حياة	A balanced lifestyle includes good food, exercise and rest.
7	moderation	balance, restraint	اعتدال	You can enjoy sweets in moderation without harming your health.
8	well-being	health, wellness	العافية / الرفاهية	Mental well-being is just as important as physical health.

Unit 3: Viruses & Outbreaks

Week 5 • Lessons 17-18

🎯 Global Competency: Personal, Social and Emotional Well-Being

#	Word / الكلمة	Synonym / المرادف	Arabic / الترجمة	Sentence / الجملة
1	contagious	infectious, spreadable	مُعِدٍ	<i>The flu is highly contagious during the winter months.</i>
2	outbreak	sudden occurrence, epidemic	تفشي / انتشار	<i>Health authorities are working to control the recent outbreak.</i>
3	susceptible	vulnerable, exposed	معرض / قابل للإصابة	<i>Elderly people are more susceptible to severe illness.</i>
4	virus	germ, infection	فيروس	<i>Scientists discovered a new virus in the laboratory.</i>
5	vaccination	immunisation, inoculation	تطعيم	<i>Vaccination is one of the best ways to prevent disease.</i>
6	strain	variant, type	سلالة	<i>A new strain of the virus has appeared in many countries.</i>
7	unprecedented	never seen before	غير مسبوق	<i>The world faced an unprecedented health crisis in 2020.</i>
8	transmit	spread, pass on	ينقل	<i>Some viruses can transmit easily through the air.</i>
9	mutation	change, alteration	طفرة / تغيير	<i>A mutation in the virus made it more dangerous.</i>
10	hybrid virus	mixed-strain virus	فيروس هجين	<i>Researchers are studying the rise of hybrid viruses.</i>



Unit 4: Health Contexts (Reported Speech)

Week 5 • Lessons 19-20

🎯 Global Competency: Personal, Social and Emotional Well-Being

#	Word / الكلمة	Synonym / المرادف	Arabic / الترجمة	Sentence / الجملة
1	saliva	spit, mouth fluid	اللعاب	Saliva helps in the early digestion of food.
2	mucus	phlegm, slime	مخاط	The body produces mucus to protect the airways from germs.
3	domesticated poultry	tame farm birds	دواجن أليفة	Domesticated poultry such as chickens are raised for food.
4	lethal	deadly, fatal	مميت / قاتل	Some snake bites can be lethal without quick treatment.
5	merge	combine, blend	يندمج / يتحد	Two strains of the virus can merge into a more dangerous form.
6	triggering	causing, setting off	مسبب / مُحفّز	Loud noises can be a triggering factor for some headaches.
7	contract	catch (a disease)	يُصاب بـ / يلتقط (مرضاً)	Tourists may contract serious illnesses in remote areas.
8	contain	control, limit	يحتوي / يحدّ من	The government acted quickly to contain the spread of the disease.



Unit 5: Pollution & Environment

Week 6 • Lessons 21-22

 Global Competency: Sustainability and Futures Thinking

#	Word / الكلمة	Synonym / المرادف	Arabic / الترجمة	Sentence / الجملة
1	connoisseurs	experts, specialists	خبراء / متذوقون	<i>Connoisseurs of clean air say city pollution is getting worse.</i>
2	combustion	burning, ignition	احتراق	<i>Car engines work through the combustion of fuel.</i>
3	pneumonia	lung infection	التهاب رئوي	<i>Air pollution can increase the risk of pneumonia in children.</i>
4	pollutants	harmful substances	ملوثات	<i>Factories release dangerous pollutants into the air.</i>
5	emissions	released gases	انبعاثات	<i>Cars produce harmful emissions that damage the environment.</i>
6	biomass	organic material energy	كتلة حيوية	<i>Biomass can be used as a renewable source of energy.</i>
7	carbon	carbon element / CO ₂	الكربون	<i>Reducing carbon emissions is a global priority today.</i>
8	discarded	thrown away, abandoned	مهمّل / مُلقًى	<i>Discarded plastic bottles pollute oceans for hundreds of years.</i>

Unit 6: Sustainability & Health Risks

Week 6 • Lessons 23-24

 Global Competency: Sustainability and Futures Thinking

#	Word / الكلمة	Synonym / المرادف	Arabic / الترجمة	Sentence / الجملة
1	pollution	contamination, dirtiness	تلوث	<i>Air pollution is a serious problem in many large cities.</i>
2	efficiency	effectiveness, productivity	كفاءة	<i>Modern cars are designed for greater fuel efficiency.</i>
3	sustainability	long-lasting use, eco-friendliness	استدامة	<i>Sustainability is the key to protecting future generations.</i>
4	health risks	dangers to health	مخاطر صحية	<i>Smoking carries serious long-term health risks.</i>
5	fuel	energy source	وقود	<i>Solar power is a clean alternative to fossil fuel.</i>
6	resources	supplies, assets	موارد	<i>Water and oil are vital natural resources for any nation.</i>
7	environment	surroundings, nature	بيئة	<i>We must all work to protect the environment from pollution.</i>
8	impact	effect, influence	تأثير	<i>Climate change has a huge impact on global health.</i>



Unit 7: Medical Specialists

Week 7 • Lessons 27-28

Global Competency: Critical Thinking

#	Word / الكلمة	Synonym / المرادف	Arabic / الترجمة	Sentence / الجملة
1	orthodontist	teeth alignment specialist	طبيب تقويم الأسنان	The orthodontist fitted my brother with new braces.
2	pharmacist	drug specialist	صيدلي	The pharmacist explained how to take the medicine safely.
3	psychiatrist	mental health doctor	طبيب نفسي	She visited a psychiatrist to discuss her anxiety.
4	pediatrician	children's doctor	طبيب أطفال	Our pediatrician is excellent with newborn babies.
5	therapist	counsellor, treatment specialist	معالج / مختص علاج	A speech therapist can help children with pronunciation.
6	ophthalmologist	eye doctor	طبيب عيون	The ophthalmologist said my vision had improved.
7	anesthesiologist	anaesthesia specialist	طبيب تخدير	The anesthesiologist explained the procedure before surgery.
8	dermatologist	skin doctor	طبيب أمراض جلدية	I went to a dermatologist for a skin check-up.
9	geriatrician	elderly-care doctor	طبيب مسنين	A geriatrician specialises in the health of older adults.
10	neurologist	nervous system doctor	طبيب أعصاب	The neurologist ordered a brain scan for the patient.
11	osteopath	bone and muscle specialist	طبيب عظام ومفاصل	An osteopath helped relieve my chronic back pain.



Unit 8: Self-Actualization & Well-Being

Week 8 • Lessons 29-30

 Global Competency: Personal, Social and Emotional Well-Being

#	Word / الكلمة	Synonym / المرادف	Arabic / الترجمة	Sentence / الجملة
1	self-actualization	fulfilling one's potential	تحقيق الذات	Self-actualization is the highest level of personal growth.
2	fulfilment	satisfaction, achievement	إشباع / تحقيق	She found great fulfilment in helping others.
3	cross-cultural	across cultures	متعدد الثقافات	Cross-cultural studies show many similarities between societies.
4	depression	deep sadness, low mood	اكتئاب	Long working hours can lead to depression and stress.
5	perspective	viewpoint, outlook	وجهة نظر / منظور	Travelling can give you a fresh perspective on life.
6	well-being	health and happiness	العافية / الرفاهية	Good sleep is essential for both physical and mental well-being.
7	positive psychology	study of human strengths	علم النفس الإيجابي	Positive psychology focuses on what makes life meaningful.
8	expectations	hopes, predictions	توقعات	High expectations can sometimes lead to disappointment.



Unit 9: Causes & Consequences in Health

Week 8 • Lessons 31-32

 Global Competency: Personal, Social and Emotional Well-Being

#	Word / الكلمة	Synonym / المرادف	Arabic / الترجمة	Sentence / الجملة
1	attractive	appealing, charming	جذاب	Magazines often present an unrealistic image of attractive people.
2	obsessed	fixated, preoccupied	مهووس	Some teenagers are obsessed with their appearance on social media.
3	issue	problem, matter	قضية / مشكلة	Body image is a serious issue among young people today.
4	obesity	extreme overweight	السمنة	Obesity has become a major health issue worldwide.
5	suggestions	recommendations, advice	اقتراحات	The doctor offered helpful suggestions for a healthier diet.
6	increase	rise, growth	زيادة / يزداد	There has been a sharp increase in childhood obesity rates.
7	encourage	support, motivate	يشجع	Parents should encourage their children to exercise daily.
8	connected	linked, related	متربط / متصل	Mental and physical health are closely connected.



Unit 10: Adventure & First Aid

Week 9 • Lessons 33-34

Global Competency: Personal, Social and Emotional Well-Being

#	Word / الكلمة	Synonym / المرادف	Arabic / الترجمة	Sentence / الجملة
1	adventure-prone	likely to have adventures	محبّ للمغامرة	Adventure-prone tourists often visit remote mountain areas.
2	bruises	skin marks from injury	كدمات	He came back from the football match with several bruises.
3	soothing	calming, relieving	مهدّئ / مريح	A warm bath can be very soothing after a long day.
4	mixture	blend, combination	خليط / مزيج	The cream is a mixture of natural oils and herbs.
5	remedy	cure, treatment	علاج / دواء	Honey and lemon is a popular remedy for a sore throat.
6	effectiveness	ability to work well	فعالية	Doctors are testing the effectiveness of the new medicine.
7	allergic reaction	body's negative response	ردّ فعل تحسّسي	She had an allergic reaction to the antibiotic.
8	treatment	medical care	علاج / معالجة	Early treatment of any illness gives the best results.

Unit 11: Remedies & Side Effects

Week 9 • Lessons 35-36

 Global Competency: Personal, Social and Emotional Well-Being

#	Word / الكلمة	Synonym / المرادف	Arabic / الترجمة	Sentence / الجملة
1	remedy	cure, treatment	علاج / دواء	<i>Ginger tea is a traditional remedy for an upset stomach.</i>
2	relieve	ease, reduce	يخفف / يهدئ	<i>These tablets will relieve the pain in a few minutes.</i>
3	treat	give medical care to	يعالج	<i>Doctors treat patients with great care and patience.</i>
4	effectiveness	how well something works	فعالية	<i>Studies confirm the effectiveness of regular exercise.</i>
5	symptoms	signs of illness	أعراض	<i>Common symptoms of flu include fever and a sore throat.</i>
6	natural	from nature, not artificial	طبيعي	<i>Many people prefer natural remedies to chemical medicines.</i>
7	alternative	different option	بديل	<i>Yoga is a great alternative to high-impact sports.</i>
8	side effects	secondary effects of medicine	آثار جانبية	<i>Always read the label to learn about possible side effects.</i>



Unit 12: Holistic & Preventive Care

Week 10 • Lessons 37-38

🌐 Global Competency: Intercultural Understanding

#	Word / الكلمة	Synonym / المرادف	Arabic / الترجمة	Sentence / الجملة
1	preventive	preventing, protective	وقائي	<i>Preventive care is better than treatment after an illness.</i>
2	holistic	whole-body, complete	شامل / كلي	<i>Holistic medicine considers the body, mind and spirit together.</i>
3	personalised	tailored to the individual	مُخصَّص للفرد	<i>Doctors now offer personalised treatment plans for each patient.</i>
4	resilience	ability to recover	قدرة على التعافي / مرونة	<i>Mental resilience helps people deal with difficult situations.</i>
5	regulatory	controlling, governing	تنظيمي	<i>Regulatory bodies make sure that medicines are safe to use.</i>
6	suitability	appropriateness	مدى الملاءمة	<i>Doctors check the suitability of a treatment for each patient.</i>
7	integrative	combining different methods	تكاملي	<i>Integrative health combines modern and traditional approaches.</i>
8	perspective	point of view	وجهة نظر	<i>From a medical perspective, daily exercise is essential.</i>
9	licensed practitioner	qualified specialist	ممارس مُرخَّص	<i>Always seek treatment from a licensed practitioner.</i>
10	well-being	health and happiness	العافية / الرفاهية	<i>True well-being means a balance of physical and mental health.</i>



Unit 13: Health Trends & Comparisons

Week 10 • Lessons 39-40

🎯 Global Competency: Personal, Social and Emotional Well-Being

#	Word / الكلمة	Synonym / المرادف	Arabic / الترجمة	Sentence / الجملة
1	trend	general direction, pattern	اتجاه / نزعة	<i>There is a growing trend towards healthier lifestyles.</i>
2	increase	rise, grow	زيادة / يرتفع	<i>Childhood obesity has shown a steady increase since 2000.</i>
3	decrease	fall, drop	انخفاض / يقلّ	<i>Smoking rates have shown a sharp decrease in recent years.</i>
4	fluctuate	vary, go up and down	يتذبذب / يتقلّب	<i>Stress levels often fluctuate during exam season.</i>
5	peak	highest point	قمة / ذروة	<i>The graph reached its peak in the year 2020.</i>
6	stabilise	become steady	يستقرّ	<i>After a sharp rise, the numbers began to stabilise.</i>
7	projected	estimated, forecast	متوقّع	<i>The projected figures for 2030 show a healthier population.</i>
8	proportion	share, percentage	نسبة	<i>A large proportion of teenagers do not get enough sleep.</i>
9	comparison	contrast, evaluation	مقارنة	<i>A comparison of the two charts reveals interesting patterns.</i>
10	overall	in general, on the whole	بشكل عام	<i>Overall, the population's health has improved over the decade.</i>

VOCABULARY TEST — Multiple Choice Questions

Chapter: Healthy Mind, Healthy Body
Term3 • Grade12Advanced • UAE

Instructions: Read each sentence carefully and circle the option that best completes the meaning.

1. After staying up all night to finish her project, Sara felt completely _____ the next morning.

- a) sleep-deprived
- b) therapeutic
- c) contingent
- d) soothing

2. A long walk in nature can be highly _____, helping to relax both the body and the mind.

- a) adventurous
- b) therapeutic
- c) contagious
- d) obsessed

3. Skipping breakfast every day can be to the _____ of a student's overall health.

- a) benefit
- b) remedy
- c) detriment
- d) lifestyle

4. A good performance in the final exam is _____ regular study and proper rest.

- a) at odds with
- b) discarded with
- c) contingent on
- d) connected to

5. His unhealthy habits are clearly _____ the doctor's recent advice.

- a) at odds with
- b) in moderation with
- c) contingent on
- d) soothing to

6. Researchers are still _____ the long-term effects of poor sleep on memory.

- a) eating away at
- b) looking into
- c) transmitting
- d) stabilising

Teacher Rasha Aljameel

7. Constant stress can slowly _____ a person's mental and physical strength.

- a) look into
- b) merge with
- c) eat away at
- d) stabilise

8. Choosing a demanding career often involves serious _____ with personal and family time.

- a) benefits
- b) trade-offs
- c) perspectives
- d) expectations

9. Eating excessive amounts of sugar can have very serious _____ for one's long-term health.

- a) habits
- b) alternatives
- c) consequences
- d) remedies

10. Honey is widely considered a healthy natural _____ to refined sugar.

- a) drawback
- b) alternative
- c) outbreak
- d) trade-off

11. The main _____ of fast food is its very low nutritional value.

- a) benefit
- b) moderation
- c) drawback
- d) perspective

12. Sweets can still be enjoyed in _____ as part of a balanced diet.

- a) moderation
- b) obesity
- c) fluctuation
- d) combustion

13. The flu is highly _____ during the winter months and spreads quickly between students.

- a) preventive
- b) contagious
- c) discarded
- d) projected

Teacher Rasha Aljameel

14. Health authorities are working tirelessly to control the recent _____ of the disease.

- a) mutation
- b) outbreak
- c) perspective
- d) remedy

15. Elderly patients are generally more _____ to severe respiratory illnesses.

- a) susceptible
- b) discarded
- c) domesticated
- d) stabilised

16. In 2020, the world faced an _____ global health crisis that changed daily life forever.

- a) alternative
- b) integrative
- c) unprecedented
- d) regulatory

17. A small _____ in the genetic code of the virus made it far more dangerous than before.

- a) mutation
- b) biomass
- c) fulfilment
- d) trade-off

18. Factories continue to release dangerous _____ into the air, harming nearby communities.

- a) remedies
- b) pollutants
- c) trends
- d) perspectives

19. Reducing carbon _____ has become a major global priority in recent years.

- a) mutations
- b) habits
- c) emissions
- d) expectations

20. _____ plastic bottles can pollute the world's oceans for hundreds of years.

- a) Domesticated
- b) Discarded
- c) Therapeutic
- d) Personalised

Answer Key:

1-a • 2-b • 3-c • 4-c • 5-a • 6-b • 7-c • 8-b • 9-c • 10-b

11-c • 12-a • 13-b • 14-b • 15-a • 16-c • 17-a • 18-b • 19-c • 20-b

Vocabulary Worksheet

Grade 12 Advanced

Name: _____

Date: _____

Class: _____

Score: _____ / 25

Instructions: Read each sentence carefully and choose the **BEST** word to complete the blank. Circle the correct letter (A, B, C, or D).

Choose the correct answer (A, B, C, or D)

1. After the patient complained of chest pain, the doctor referred him to a _____ for further examination.

- A) dermatologist
- B) cardiologist
- C) gynecologist
- D) neurologist

2. The flu is highly _____, so you should avoid close contact with infected people.

- A) lethal
- B) contagious
- C) susceptible
- D) unprecedented

3. Scientists are worried about a new _____ of the virus that may resist current vaccines.

- A) symptom
- B) diagnosis
- C) strain
- D) mutation

4. Elderly people are more _____ to respiratory infections than young adults.

- A) contagious
- B) lethal
- C) susceptible
- D) avian

5. The COVID-19 _____ affected almost every country in the world.

- A) epidemic
- B) pandemic
- C) outbreak
- D) ailment

6. Doctors recorded an _____ number of cases this year — nothing like it had ever been seen before.

- A) unprecedented
- B) avian

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- C) hybrid
- D) domesticated

7. The disease can _____ from animals to humans through saliva or mucus.

- A) contain
- B) merge
- C) transmit
- D) trigger

8. Common _____ of the flu include fever, sneezing, and a sore throat.

- A) diagnoses
- B) symptoms
- C) fatalities
- D) ailments

9. A specialist who treats skin conditions is called a _____.

- A) geriatrician
- B) dermatologist
- C) ophthalmologist
- D) osteopath

10. The _____ flu spread rapidly among chickens and other poultry farms.

- A) avian
- B) cardiac
- C) hybrid
- D) lethal

11. Without immediate treatment, the venom of this snake can be _____.

- A) susceptible
- B) contagious
- C) lethal
- D) unprecedented

12. The doctor's _____ confirmed that the patient had pneumonia.

- A) symptom
- B) diagnosis
- C) ailment
- D) mutation

13. Stress and lack of sleep can _____ migraines in some people.

- A) contain
- B) trigger
- C) merge
- D) transmit

14. Many viruses are spread through droplets of _____ when an infected person coughs or sneezes.

- A) feces
- B) mucus
- C) saliva
- D) poultry

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15. The vaccine helps the body _____ the spread of the virus.
- A) contain
 - B) transmit
 - C) merge
 - D) trigger
16. A _____ is a doctor who specializes in treating elderly patients.
- A) pediatrician
 - B) geriatrician
 - C) gynecologist
 - D) neurologist
17. Two different viruses can sometimes _____ to form a new, dangerous strain.
- A) contain
 - B) trigger
 - C) transmit
 - D) merge
18. The _____ rate from the disease was higher in countries with weak healthcare systems.
- A) fatality
 - B) symptom
 - C) diagnosis
 - D) outbreak
19. A _____ examines and treats problems related to the nervous system.
- A) cardiologist
 - B) neurologist
 - C) anesthesiologist
 - D) osteopath
20. Scientists fear that a _____ between bird flu and human flu viruses could create a deadly pandemic.
- A) mutation
 - B) hybrid
 - C) diagnosis
 - D) symptom
21. Common _____ of food poisoning include nausea, dizziness, and vomiting.
- A) ailments
 - B) fatalities
 - C) symptoms
 - D) outbreaks
22. Before surgery, the _____ gave the patient anesthesia to numb the pain.
- A) ophthalmologist
 - B) anesthesiologist
 - C) dermatologist
 - D) therapist
23. Birds carry the virus in their _____, which can contaminate water sources.

- A) saliva
- B) mucus
- C) feces
- D) strain

24. A sudden _____ of measles was reported in the small village last week.

- A) pandemic
- B) outbreak
- C) ailment
- D) mutation

25. Chickens, ducks, and turkeys are examples of _____.

- A) avian fatalities
- B) domesticated poultry
- C) hybrid mutations
- D) lethal strains

Answer Key

1. B — cardiologist	2. B — contagious	3. C — strain	4. C — susceptible	5. B — pandemic
6. A — unprecedented	7. C — transmit	8. B — symptoms	9. B — dermatologist	10. A — avian
11. C — lethal	12. B — diagnosis	13. B — trigger	14. C — saliva	15. A — contain
16. B — geriatrician	17. D — merge	18. A — fatality	19. B — neurologist	20. B — hybrid
21. C — symptoms	22. B — anesthesiologist	23. C — feces	24. B — outbreak	25. B — domesticated poultry

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Vocabulary Passage 1

Grade 12 Advanced

Third Term

Name: _____

Date: _____

Class: _____

Score: _____ / 8

Instructions: Read the passage carefully. For each numbered blank, circle the letter (a, b, or c) of the word that BEST completes the sentence.

Text 1

When a new virus emerges, scientists race against time to understand how it spreads. In 2020, the coronavirus quickly developed into a global ___(1)___ (**a. ailment / b. pandemic / c. diagnosis**), infecting millions across every continent. The virus proved to be highly ___(2)___ (**a. contagious / b. domesticated / c. unprecedented**), spreading through tiny droplets of ___(3)___ (**a. feces / b. saliva / c. poultry**) released when an infected person coughed or sneezed. Elderly patients and those with chronic conditions were especially ___(4)___ (**a. avian / b. lethal / c. susceptible**) to severe complications. Doctors observed that common ___(5)___ (**a. fatalities / b. symptoms / c. mutations**) included high fever, persistent cough, and loss of taste. As the virus continued to evolve, a new ___(6)___ (**a. ailment / b. outbreak / c. strain**) appeared that resisted some early vaccines. Hospitals had to rely on specialists from many fields, including the ___(7)___ (**a. dermatologist / b. neurologist / c. anesthesiologist**), who carefully managed patients placed on ventilators. Without immediate treatment, the disease could be ___(8)___ (**a. lethal / b. infectious / c. precious**), particularly for those whose immune systems were already weakened.

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Answer Key

(1) b — pandemic	(2) a — contagious
(3) b — saliva	(4) c — susceptible
(5) b — symptoms	(6) c — strain
(7) c — anesthesiologist	(8) a — lethal

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Vocabulary Passage 2

Grade 12 Advanced
Third Term

Name: _____

Date: _____

Class: _____

Score: _____ / 8

Instructions: Read the passage carefully. For each numbered blank, circle the letter (a, b, or c) of the word that BEST completes the sentence.

Text 2

Diseases that pass from animals to humans have become a major concern for global health authorities. Last winter, the ___(1)___ (**a. avian / b. cardiac / c. domesticated**) flu spread rapidly through poultry farms across Europe and Asia, killing thousands of birds. Investigators discovered that wild birds could ___(2)___ (**a. contain / b. transmit / c. trigger**) the virus to chickens through their droppings, which often contaminate feed and water. Scientists feared that a dangerous ___(3)___ (**a. hybrid / b. ailment / c. outbreak**) between birds and humans was under way. When farm workers showed signs of illness, doctors recorded an ___(4)___ (**a. avian / b. unprecedented / c. domesticated**) number of cases — far higher than anything seen in previous years. Health officials immediately issued a clear ___(5)___ (**a. diagnosis / b. mutation / c. fatality**) and ordered the affected farms to be closed. Stress and exhaustion among medical staff began to ___(6)___ (**a. transmit / b. trigger / c. merge**) serious migraines, forcing many to take leave. The ___(7)___ (**a. fatality / b. symptom / c. ailment**) rate from the disease was significantly higher in rural regions where healthcare resources were limited. Eventually, two viruses were observed to ___(8)___ (**a. contain / b. trigger / c. merge**) into a stronger strain, prompting researchers to accelerate vaccine development.

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Answer Key

(1) a — avian	(2) b — transmit
(3) a — hybrid	(4) b — unprecedented
(5) a — diagnosis	(6) b — trigger
(7) a — fatality	(8) c — merge

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Adjectives: Comparatives & Superlatives

Grade 12 — Advanced
Third Term

1. Introduction

Adjectives describe nouns. To compare two or more nouns, we change the form of the adjective into a **comparative** or a **superlative**. Mastering these forms is essential for academic writing, IELTS-style tasks, and university entrance exams.

Form	Used to...	Example
Positive	Describe one thing	Cairo is a large city.
Comparative	Compare two things	Cairo is larger than Beirut.
Superlative	Compare three or more (one is the highest/largest of its kind)	Cairo is the largest city in the region.

2. Rules for Forming Comparatives & Superlatives

Rule 1 — One-syllable adjectives: add -er / -est

Formula: adjective + **-er than** | **the** + adjective + **-est**

Adjective	Comparative	Superlative
tall	taller	the tallest
cheap	cheaper	the cheapest
fast	faster	the fastest
young	younger	the youngest

Example: Mount Everest is **taller than** Mount Kilimanjaro. It is **the tallest** mountain in the world.

Rule 2 — One-syllable adjectives ending in consonant + vowel + consonant: double the final consonant

Adjective	Comparative	Superlative
big	bigger	the biggest
hot	hotter	the hottest
thin	thinner	the thinnest
fit	fitter	the fittest

Example: Today is **hotter than** yesterday. It is **the hottest** day of the year.

Rule 3 — Two-syllable adjectives ending in -y: change y → i, then add -er / -est

Adjective	Comparative	Superlative
-----------	-------------	-------------

happy	happier	the happiest
busy	busier	the busiest
easy	easier	the easiest
heavy	heavier	the heaviest

Example: She is **happier than** her sister. She is **the happiest** person in the family.

Rule 4 — Adjectives with two or more syllables: use more / the most

Formula: more + adjective + than | the most + adjective

Adjective	Comparative	Superlative
expensive	more expensive	the most expensive
intelligent	more intelligent	the most intelligent
beautiful	more beautiful	the most beautiful
challenging	more challenging	the most challenging

Example: A laptop is **more expensive than** a tablet. A diamond ring is **the most expensive** item in the shop.

Rule 5 — Irregular adjectives (must be memorised)

Adjective	Comparative	Superlative
good	better	the best
bad	worse	the worst
far	farther / further	the farthest / the furthest
little	less	the least
much / many	more	the most
old (people in family)	elder	the eldest

Example: His health is **worse than** last year. It was **the worst** winter we had ever experienced.

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3. Common Structures & Patterns

3.1 Equality: as + adjective + as

We use **as ... as** to show that two things are equal. The negative form **not as ... as** (or **not so ... as**) shows inequality.

- Sara is **as tall as** her brother.
- This book is **not as interesting as** the previous one.
- The traffic today is **not so bad as** yesterday.

3.2 Modifying Comparatives (Strong / Weak Difference)

We can make a comparative **stronger** or **weaker** using modifiers:

Strong difference	Weak / small difference
much, far, a lot, considerably, significantly	a little, a bit, slightly, somewhat

- Smartphones today are **far more powerful than** those from 2010.
- My new apartment is **slightly bigger than** my old one.

3.3 Parallel Comparatives: the + comparative ... the + comparative

Used to show that two changes happen together—a very common structure in academic writing.

- **The harder** you study, **the better** your results will be.
- **The more** people exercise, **the healthier** they become.

3.4 Continuous Change: comparative + and + comparative

- The weather is getting **colder and colder**.
- English is becoming **more and more important** in the job market.

3.5 Superlative with Present Perfect + ever

Used to give emphatic, real-life evaluations.

- This is **the most fascinating** book I have **ever** read.
- That was **the worst** meal we have **ever** had.

4. Common Mistakes to Avoid

Incorrect	Correct	Reason
He is more taller than me.	He is taller than me.	Don't use "more" with -er adjectives.
She is the most happiest student.	She is the happiest student.	Don't use "the most" with -est adjectives.
This is more better than that.	This is better than that.	"Better" is already comparative.
It is more cheap than the other one.	It is cheaper than the other one.	One-syllable adjectives take -er, not "more".
Cairo is the larger city in Egypt.	Cairo is the largest city in Egypt.	Use the superlative for "the highest of all".

Quick Tip: When writing in formal essays, prefer modifiers like *significantly*, *considerably*, *substantially* over informal ones like *a lot*, *way*. This raises the academic register of your writing.

5. Practice Exercises

Instructions: Read each sentence carefully and choose the **BEST** option (A, B, C, or D) to complete the blank. Each question has only one correct answer.

Name: _____

Date: _____

Class: _____

Score: _____ / 10

1. The Burj Khalifa is _____ building in the world.

- A) the tall
- B) the taller
- C) the tallest
- D) more tall

2. This year's exam was _____ than last year's.

- A) more difficult
- B) difficulter
- C) the most difficult
- D) as difficult

3. My new phone is _____ my old one — there's almost no difference.

- A) faster than
- B) as fast as
- C) the fastest
- D) more fast than

4. Of all my friends, Khalid is _____ at solving math problems.

- A) good
- B) better
- C) the best
- D) more good

5. Smartphones today are _____ powerful than those produced ten years ago.

- A) a lot
- B) far more
- C) the most
- D) as more

6. _____ you practise English, _____ you become.

- A) The more / the fluent
- B) More / fluenter
- C) The more / the more fluent
- D) More more / fluent fluent

7. Pollution levels in the city are getting _____ every year.

- A) worse and worse
- B) the worst and worst
- C) more worse
- D) bad and bad

8. This is _____ documentary I have ever watched on climate change.

- A) amoreinteresting
- B) the most interesting
- C) more interesting
- D) interestinger

9. Living in the countryside is _____ stressful than living in a busy city.

- A) less
- B) the least
- C) little
- D) lesser

10. Her presentation was _____ better organised than mine — I really need to improve.

- A) very
- B) much
- C) the most
- D) as

Answer Key

1. C	2. A	3. B	4. C	5. B	6. C	7. A	8. B	9. A	10. B
------	------	------	------	------	------	------	------	------	-------

1. C — Superlative of one-syllable adjective: tall → the tallest.
2. A — Two-syllable adjective "difficult" uses "more" + adjective.
3. B — "as + adjective + as" expresses equality.
4. C — Irregular superlative: good → the best.
5. B — "far" is a strong-difference modifier with comparatives.
6. C — Parallel comparatives: "the + comparative ... the + comparative".
7. A — Continuous change: "comparative + and + comparative".
8. B — Superlative with "have ever + V3": the most + adjective.
9. A — "less + adjective + than" is the opposite of "more ... than".
10. B — "much" modifies comparatives; "very" cannot.

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Modal Passive Voice

What is the Passive Voice?

The **passive voice** is used when the focus is on the **action** or the **object receiving the action**, rather than the person doing it. In other words, we care more about "**what happened**" than "**who did it**."

When do we use the passive voice?

- When the doer is unknown.
- When the doer is not important.
- When we want to focus on the action or the object.

1. Modal Passive - Present

Used with modal verbs: **will, would, shall, should, can, could, may, might, must, has to, have to, ought to.**

Object + Modal + be + Past Participle (V3)

Examples:

Active: Shamma can answer the question. → **Passive:** The question can be answered.

Active: She must submit her assignment. → **Passive:** The assignment must be submitted.

Active: She may visit the museum. → **Passive:** The museum may be visited.

Active: Hafsa will call the restaurant. → **Passive:** The restaurant will be called by Hafsa.

2. Modal Passive - Past

Used to talk about past events with modal verbs, such as: **should have, must have, might have, could have, may have.**

Object + Modal + have been + Past Participle (V3)

Examples:

Active: Shamma should have studied physics hard. → **Passive:** Physics should have been studied hard.

Active: You must have finished the report yesterday. → **Passive:** The report must have been finished yesterday.

Active: He might have watched the football match. → **Passive:** The football match might have been watched.

Quick Comparison

Tense	Formula	Example
Present	modal + be + V3	The book must be read .
Past	modal + have been + V3	The book must have been read .

Key Tips:

- The verb is always in the past participle form (V3).
- Use "**by + doer**" only if the doer is important.
- "Have been" is used only for past events.

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Multiple Choice Exercises

Choose the correct option:

1) The homework must ____ before Monday.

- a) submit
- b) be submitted
- c) be submit
- d) submitted

2) The window was broken. It might ____ by the strong wind.

- a) be broken
- b) broken
- c) have been broken
- d) being broken

3) The car can ____ tomorrow morning.

- a) repair
- b) be repaired
- c) repaired
- d) have been repaired

4) The letter should ____ yesterday, but she forgot.

- a) be sent
- b) sent
- c) have been sent
- d) being sent

5) Smoking ought to ____ in public places.

- a) ban
- b) be banned
- c) have been ban
- d) banning

6) The project must ____ by the team last week.

- a) be finished
- b) finish
- c) have been finished
- d) finished

7) **T**HE NEW RULES WIL L ____ NEXT MONTH.

- a) apply
- b) be applied
- c) have been applied
- d) applied

8) **The patient could ____ if the ambulance had arrived earlier.**

- a) save
- b) be saved
- c) have been saved
- d) saving

9) **This problem can ____ easily with a little practice.**

- a) solve
- b) be solved
- c) have been solved
- d) solving

10) **The match may ____ because of the heavy rain yesterd y.**

- a) be cancelled
- b) cancel
- c) have been cancelled
- d) cancelling

Answer Key

- 1) **b** - be submitted (present)
- 2) **c** - have been broken (past)
- 3) **b** - be repaired (present/future)
- 4) **c** - have been sent (past)
- 5) **b** - be banned (present)
- 6) **c** - have been finished (past)
- 7) **b** - be applied (future)
- 8) **c** - have been saved (past hypothetical)
- 9) **b** - be solved (present)
- 10) **c** - have been cancelled (past)

Modal Verbs of Deduction in the Past

Grammar Rule, Examples & Practice Exercises

1. The Grammar Rule

We use modal verbs of deduction in the past when we want to make a guess, conclusion, or logical judgment about something that happened (or did not happen) in the past, based on evidence we have in the present.

The structure is always the same:

MODAL + HAVE + PAST PARTICIPLE (V3)

There are three main modals used for past deduction, and each expresses a different level of certainty.

Modal	Meaning	Certainty Level
must have + V3	Strong positive certainty — I am sure it happened.	About 95% sure (positive)
can't have + V3	Strong negative certainty — I am sure it did NOT happen.	About 95% sure (negative)
might / may / could have + V3	Weak possibility — maybe it happened, maybe not.	About 50% sure

KEY POINT: The choice of modal depends on the evidence in the present. Read the first clause carefully — it usually tells you whether the conclusion should be positive, negative, or uncertain.

2. Examples With Explanations

A) MUST HAVE + V3 — Positive Certainty

Use this when the evidence strongly suggests something DID happen.

1. The street is wet. It **must have rained** last night.

→ Evidence: wet street. Conclusion: I am sure it rained.

2. She looks exhausted. She **must have worked** all night.

→ Evidence: she looks exhausted. Conclusion: I am sure she worked a lot.

3. The cake is gone. The children **must have eaten** it.

→ Evidence: no cake. Conclusion: I am sure the children ate it.

B) CAN'T HAVE + V3 — Negative Certainty

Use this when the evidence strongly suggests something did NOT happen. It is the opposite of "must have."

1. Tom is still at the office. He **can't have gone** home yet.

→ *Evidence: he is still at the office. Conclusion: It is impossible that he went home.*

2. The patient is not responding — she **can't have taken** the medication.

→ *Evidence: no response. Conclusion: It is impossible that she took the medicine (if she had, she would be responding).*

3. You **can't have finished** the whole book in one hour — it has 500 pages!

→ *Evidence: only one hour + 500 pages. Conclusion: Impossible.*

C) MIGHT / MAY / COULD HAVE + V3 — Possibility

Use this when something POSSIBLY happened but we are not sure. These three forms are almost interchangeable.

1. I can't find my keys. I **might have left** them in the car.

→ *A possible explanation, but not certain.*

2. She is late. She **may have missed** the bus.

→ *One possible reason among others.*

3. He didn't answer the phone. He **could have been** in a meeting.

→ *A possible reason among several options.*

How to Choose the Correct Modal — 3 Steps

- **Step 1:** Read the first part of the sentence. What is the evidence?
- **Step 2:** Ask: Does the evidence prove something, disprove something, or just suggest a possibility?
- **Step 3:** Choose: **must have** (positive/sure), **can't have** (negative/sure), or **might have** (possible/unsure).

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3. Practice Exercises (10 Questions)

Choose the best option (A, B, or C) to complete each sentence. Read the evidence in the first part of the sentence carefully before answering.

1. The ground is covered in snow this morning. It _____ during the night.

- A) *might have snowed* B) *must have snowed* C) *can't have snowed*

2. I saw John at the gym an hour ago, so he _____ to the airport yet.

- A) *must have gone* B) *might have gone* C) *can't have gone*

3. Sarah isn't answering her phone. She _____ it on silent mode.

- A) *must have put* B) *might have put* C) *can't have put*

4. The window is broken and there is glass everywhere. Someone _____ into the house.

- A) *might have broken* B) *can't have broken* C) *must have broken*

5. He passed the exam with only 20% — he _____ hard enough.

- A) *must have studied* B) *can't have studied* C) *might have studied*

6. I don't remember seeing her at the party. She _____ early, or maybe she didn't come at all.

- A) *must have left* B) *can't have left* C) *might have left*

7. Look at his expensive new car! He _____ the lottery.

- A) *can't have won* B) *must have won* C) *might have won*

8. She finished the marathon in only 1 hour?! That's impossible — she _____ the whole distance.

- A) *might have run* B) *must have run* C) *can't have run*

9. The lights are off and the door is locked. They _____ already.

- A) *must have left* B) *might have left* C) *can't have left*

10. I'm not sure why he looks upset. Someone _____ something rude to him, but I can't be certain.

- A) *must have said* B) *can't have said* C) *might have said*

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4. Answer Key With Explanations

1. Answer: B) must have snowed

Explanation: The evidence (snow on the ground) proves it happened. Strong positive certainty → **must have**

2. Answer: C) can't have gone

Explanation: If he was at the gym one hour ago, it is impossible he is at the airport now. Strong negative certainty → **can't have**

3. Answer: B) might have put

Explanation: This is only one possible reason — maybe the battery died, maybe she is busy. Possibility → **might have**

4. Answer: C) must have broken

Explanation: The broken window and glass are strong evidence. Strong positive certainty → **must have**

5. Answer: B) can't have studied

Explanation: Only 20% proves he did not study enough. Strong negative certainty → **can't have**

6. Answer: C) might have left

Explanation: The words "or maybe she didn't come at all" show uncertainty. Possibility → **might have**

7. Answer: B) must have won

Explanation: The expensive car is strong evidence of sudden money. Strong positive certainty → **must have**

8. Answer: C) can't have run

Explanation: The word "impossible" makes it clear. Strong negative certainty → **can't have**

9. Answer: A) must have left

Explanation: Lights off + locked door = strong evidence no one is inside. Strong positive certainty → **must have**

10. Answer: C) might have said

Explanation: The phrase "I can't be certain" signals uncertainty. Possibility → **might have**

Quick Summary

- Evidence confirms it → **must have + V3**
- Evidence disproves it → **can't have + V3**
- Evidence suggests it is possible → **might / may / could have + V3**

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G.8.1 Modal Verbs (Present)

Ability • Permission • Obligation • Advice • Possibility

Grade 12 General | Grade 11 Advanced

Prepared by: Ms. Rasha Aljameel

National Charity School | UAE | 2025–2026

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■ What Are Modal Verbs?

Modal verbs are **helping verbs**. They come before the **main verb** to add a special meaning — such as ability, permission, advice, or possibility. They do **not** change form (no -s, -ed, or -ing).

Subject + Modal Verb + Base Verb (infinitive without 'to')

■ Examples of the formula:

- *She can speak three languages.*
- *You must wear your uniform at school.*
- *He should study harder for the exam.*
- *They might come to the party tonight.*

■ Modal Verbs — Meaning & Use

Modal	Meaning / Use	Example
can	Ability (present)	<i>She can swim very fast.</i>
can't	Impossibility / No ability	<i>He can't drive — he's only 14.</i>
could	Polite request / Past ability	<i>Could you help me, please?</i>
may	Formal permission / Possibility	<i>You may leave the room now.</i>
might	Weak possibility	<i>It might rain this afternoon.</i>
must	Strong obligation / Certainty	<i>You must finish your homework.</i>
mustn't	Strong prohibition	<i>You mustn't use your phone in class.</i>
should	Advice / Recommendation	<i>You should drink more water.</i>
shouldn't	Negative advice	<i>You shouldn't eat too much sugar.</i>
have to	External obligation (rule)	<i>Students have to wear uniforms.</i>
don't have to	No obligation (optional)	<i>You don't have to come early.</i>
would	Polite request / Hypothetical	<i>Would you like some tea?</i>

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■ Negative & Question Forms

Negative Form:

Subject + Modal + NOT + Base Verb

- *You cannot / can't park here.*
- *She should not / shouldn't eat so late.*
- *They must not / mustn't talk during the exam.*

Question Form:

Modal + Subject + Base Verb + ?

- *Can you help me with this exercise?*
- *Should I bring my textbook tomorrow?*
- *May I use the dictionary?*

■ ■ Common Mistakes to Avoid

Wrong ■	Correct ■	Rule
■ She cans swim.	■ She can swim.	No -s after modal verbs.
■ You must to go now.	■ You must go now.	No 'to' after modal verbs (except 'have to').
■ He should studies more.	■ He should study more.	Use base verb — not -s/-es/-ing.
■ Can I to open window?	■ Can I open the window?	No 'to' after 'can' in questions.

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Practice – Choose the Correct Answer

Q1. She _____ speak English and French fluently.

- A) musts
- B) can
- C) cans
- D) to can

Q2. You _____ wear a seatbelt in the car. It is the law.

- A) might
- B) should
- C) must
- D) could

Q3. _____ I borrow your pen, please?

- A) Must
- B) Should
- C) May
- D) Have to

Q4. You _____ eat in the library. It is not allowed.

- A) must
- B) mustn't
- C) don't have to
- D) might

Q5. It _____ rain tomorrow, so bring an umbrella.

- A) must
- B) can
- C) might
- D) have to

Q6. Students _____ submit their homework on time.

- A) have to
- B) don't have to
- C) mustn't
- D) might

Q7. You _____ come to the meeting — it's optional.

- A) must
- B) mustn't
- C) don't have to
- D) have to

Q8. He _____ be at home — his car is outside.

- A) might
- B) must
- C) should
- D) can

Q9. _____ you help me carry these bags?

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- A) May
- B) Must
- C) Could
- D) Have to

Q10. She _____ study harder if she wants to pass the exam.

- A) might
- B) should
- C) mustn't
- D) don't have to

■ **Answer Key**

Q1: B) can

Q2: C) must

Q3: C) May

Q4: B) mustn't

Q5: C) might

Q6: A) have to

Q7: C) don't have to

Q8: B) must

Q9: C) Could

Q10: B) should

■ **Exam Tip:**

Modal verbs NEVER change form. No -s, no -ed, no -ing. Always use the BASE verb after a modal.
Remember: 'must' = strong obligation (rules), 'should' = advice (recommendation).

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Future Perfect Simple

Active Voice + Passive Voice

1. Definition

The Future Perfect Simple is a tense used to describe an action that will be completed before a specific point in time in the future. It emphasises the completion of the action by a future moment, rather than the action itself.

In other words, when we use the Future Perfect Simple, we look ahead to a future time and look back from that time to an action that will already be finished by then.

2. Formula

 **Formula:** Subject + will have + past participle (V3)

The Three Forms:

- **Affirmative:** Subject + will have + V3
 - ▶ **Example:** *She will have finished her homework by 8 p.m.*
- **Negative:** Subject + will not (won't) have + V3
 - ▶ **Example:** *He will not have arrived before sunset.*
- **Question:** Will + subject + have + V3 ?
 - ▶ **Example:** *Will they have completed the project by Monday?*

3. Key Words & Time Expressions

These signal words almost always indicate that the Future Perfect Simple is required. Learning to recognise them is the fastest way to identify the correct tense in any exam question.

Time Expression	Meaning / Use
By + (a future time)	before that point in the future
By the time + clause	at the moment when something happens
By next week / month / year	before that period ends
By 2030 / By Friday	before that specific date
Before + (future time)	prior to a future moment
In + (period) from now	after a duration starting now

More examples with key words:

- ▶ **By 2030**, scientists will have developed new treatments for many diseases.
- ▶ **By the time you arrive**, we will have prepared everything.
- ▶ **In two years**, she will have graduated from university.
- ▶ **Before sunset**, the team will have reached the top of the mountain.

4. When to Use It

- **Use 1:** To describe an action that will be completed before a specific time in the future.
▶ **Example:** *By 9 p.m., I will have finished writing my essay.*
- **Use 2:** To describe an action completed before another future action begins.
▶ **Example:** *By the time the guests arrive, my mother will have cooked dinner.*
- **Use 3:** To express a sense of duration up to a future moment.
▶ **Example:** *Next June, she will have worked here for ten years.*

5. Future Perfect Passive

The Future Perfect Passive is used when the focus is on the action and its result, not on the doer. It tells us what will have been done by a certain time, without necessarily naming who did it.

🔑 **Formula:** Subject + will have been + past participle (V3)

Active vs. Passive Comparison:

Active Voice	Passive Voice
<i>They will have built the bridge by 2027.</i>	<i>The bridge will have been built by 2027.</i>
<i>She will have completed the report.</i>	<i>The report will have been completed.</i>
<i>Workers will have repaired the road.</i>	<i>The road will have been repaired.</i>

More Passive Examples:

- ▶ • *The project will have been reviewed before the deadline.*
- ▶ • *All the homework will have been corrected by tomorrow.*
- ▶ • *The new hospital will have been opened by the end of the year.*

6. Common Mistakes

- ❌ **Wrong:** By Friday, she will finish her assignments.
 - ✅ **Correct:** By Friday, she will have finished her assignments.
 - ❌ **Wrong:** He will have went home before noon.
 - ✅ **Correct:** He will have gone home before noon.
 - ❌ **Wrong:** The book will have wrote by next year.
 - ✅ **Correct:** The book will have been written by next year.
- 💡 Remember: After 'will have', you must always use the past participle (V3), never the base form or past simple.

7. Practice — 10 Multiple-Choice Questions

Choose the correct option to complete each sentence.

1. **By next summer, my brother** _____ **from medical school.**

- a) will graduate
- b) will have graduated
- c) graduates
- d) is graduating

2. **By the time the bell rings, the students** _____ **the test.**

- a) will finish
- b) have finished
- c) will have finished
- d) are finishing

3. **She** _____ **the entire novel by Friday evening.**

- a) will read
- b) will have read
- c) will be read
- d) has read

4. **The new sports complex** _____ **before the championship begins.**

- a) will complete
- b) will be completing
- c) will have been completed
- d) will have completing

5. **Choose the correct NEGATIVE form: "He** _____ **his homework before dinner."**

- a) won't have finishing
- b) won't have finished
- c) will not finish
- d) doesn't have finished

6. **Which sentence is in the Future Perfect PASSIVE?**

- a) The doctor will examine all the patients.
- b) The patients will have examined the doctor.
- c) All the patients will have been examined by 5 p.m.
- d) The patients are being examined now.

7. **By 2040, scientists** _____ **a permanent base on Mars.**

- a) will have built
- b) will be building
- c) have built
- d) are going to build

8. **Choose the correct QUESTION form:**

- a) Will you have arrived by 8 o'clock?
- b) Will you arrive have by 8 o'clock?
- c) Have you will arrived by 8 o'clock?
- d) Do you have arrived by 8 o'clock?

9. **By the end of this term, the teacher** _____ **all the lessons in the book.**

- a) will explain
- b) explains
- c) will have explained
- d) is explaining

10. **Change to PASSIVE: "They will have repaired the bridge by next month."**

- a) The bridge will repair by next month.
- b) The bridge will be repaired by next month.
- c) The bridge will have been repaired by next month.
- d) The bridge has been repaired by next month.

Answer Key:

1-b • 2-c • 3-b • 4-c • 5-b • 6-c • 7-a • 8-a • 9-c • 10-c

GRAMMAR WORKSHEET

Future Perfect Continuous

Grade 12 — Advanced Level | Multiple Choice

Name: _____ Date: _____ Score: _____ / 15

Instructions

Choose the best answer (A, B, C, or D) to complete each sentence. Pay close attention to time expressions and context clues. Some correct answers use the Future Perfect Continuous; others may require the Future Simple, Present Continuous, or Present Perfect.

Part I — Multiple Choice Questions

1. By the time the clinical trial concludes next March, the research team _____ the effects of the experimental drug on over 2,000 patients for nearly three years.
A) will havebeenanalyzing
B) will analyze
C) are analyzing
D) have analyzed

2. The infrastructure committee _____ viable solutions to the city's chronic flooding problem before the rainy season sets in again.
A) will havebeenproposing
B) will propose
C) is proposing
D) has proposed

3. By the end of this fiscal year, the multinational corporation _____ its manufacturing operations across four continents for a full decade.
A) has been expanding
B) will expand
C) will have been expanding
D) is expanding

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4. The neuroscience professor _____ her groundbreaking research on neuroplasticity; the university expects to publish her paper by autumn.
- A) will have been completing
 - B) is currently completing
 - C) will have been conducting
 - D) will complete
5. When the astronauts finally return to Earth after their extended mission, they _____ in zero-gravity conditions for over eight months.
- A) will have been living
 - B) will live
 - C) have been living
 - D) are living
6. The diplomatic delegations _____ over the terms of the treaty since last year; observers hope an agreement will be reached before the summit.
- A) will have been negotiating
 - B) will negotiate
 - C) have been negotiating
 - D) are negotiating
7. By 2030, renewable energy engineers _____ advanced solar technology in remote regions for nearly fifteen years, transforming access to electricity worldwide.
- A) will have been deploying
 - B) will deploy
 - C) have been deploying
 - D) are deploying
8. The forensic accountants _____ through thousands of encrypted financial records to identify any irregularities before the court date arrives.
- A) have been sifting
 - B) will have been sifting
 - C) will sift
 - D) are sifting
9. The architects _____ over the revised blueprints for the new civic center when the mayor suddenly cancelled the entire project.
- A) will have been deliberating
 - B) have been deliberating
 - C) had been deliberating
 - D) were deliberating

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10. By the time the documentary premieres at the international film festival, the director _____ on it for almost four years without a significant break.
- A) will have been working
 - B) will work
 - C) has been working
 - D) is working
11. The telecommunications company _____ its 5G infrastructure across the rural provinces next quarter, as announced in the press release.
- A) will have been rolling out
 - B) will be rolling out
 - C) has been rolling out
 - D) will roll out
12. When the senior surgeon retires next spring, she _____ pioneering minimally invasive cardiac procedures in this hospital for thirty-two years.
- A) will be performing
 - B) will have been performing
 - C) has been performing
 - D) is performing
13. The environmental scientists _____ the long-term impact of microplastics on marine ecosystems; their preliminary findings were published last month.
- A) will have been studying
 - B) will study
 - C) have been studying
 - D) are studying
14. By the conclusion of the peace negotiations in Geneva, the mediators _____ tirelessly between the two rival factions for close to seven months.
- A) have been shuttling
 - B) will shuttle
 - C) will have been shuttling
 - D) are shuttling
15. The quantum computing research consortium _____ its findings with peer institutions across twelve countries at this very moment, as part of the global collaboration initiative.
- A) will have been sharing
 - B) will share
 - C) has shared
 - D) is sharing

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ANSWER KEY & JUSTIFICATIONS

Each answer is followed by a detailed grammatical justification explaining why the correct tense is required and why the distractors are incorrect.

#	Answer	Justification
1	A	(A) Future Perfect Continuous. 'By the time ... next March' signals a future deadline. The phrase 'for nearly three years' emphasizes the uninterrupted duration leading up to that deadline, which is the hallmark of the Future Perfect Continuous. (B) Future Simple merely states an action without duration. (C) Present Continuous describes an ongoing action now, not in the future. (D) Present Perfect looks back from the present, not from a future point.
2	B	(B) Future Simple. There is no stated duration or continuous emphasis — the sentence focuses on the completion of a single future action (proposing solutions) before a future event. Future Simple is the appropriate choice here. (A) Future Perfect Continuous requires both a future deadline AND duration. (C) Present Continuous describes present plans, not a definitive future commitment. (D) Present Perfect refers to past actions with present relevance, not future ones.
3	C	(C) Future Perfect Continuous. 'By the end of this fiscal year' establishes a future deadline, while 'for a full decade' highlights the extended, unbroken duration of the expansion. Together, these time expressions demand the Future Perfect Continuous. (A) Present Perfect Continuous reflects duration up to now, not up to a future point. (B) Future Simple lacks the duration emphasis. (D) Present Continuous only describes current activity.
4	B	(B) Present Continuous. The clause 'the university expects to publish by autumn' is a future plan, but the subject of the blank describes what the professor is doing at present. 'Currently' is a strong indicator of Present Continuous. (A) & (C) Future Perfect Continuous would project the action toward a future deadline, which doesn't match 'currently.' (D) Future Simple focuses on a completed future act, not an ongoing present one.
5	A	(A) Future Perfect Continuous. 'When they return' sets a future reference point, and 'for over eight months' denotes an ongoing duration that will have elapsed by that moment. The Future Perfect Continuous captures both the ongoing nature and the future completion perfectly. (B) Future Simple omits the sense of prolonged duration. (C) Present Perfect Continuous speaks of duration up to now. (D) Present Continuous describes a current, not a future, situation.
6	C	(C) Present Perfect Continuous. 'Since last year' establishes that the negotiations started in the past and continue into the present. The Present Perfect Continuous emphasizes this past-to-present duration. (A) Future Perfect Continuous projects duration up to a future point — no future deadline is specified here. (B) Future Simple implies a future start, contradicting 'since last year.' (D) Present Continuous would omit the past starting point.
7	A	(A) Future Perfect Continuous. 'By 2030' is an explicit future deadline, and 'for nearly fifteen years' specifies the continuous duration leading up to it. These two elements together are the definitive triggers for the Future Perfect Continuous tense. (B) Future Simple lacks duration. (C) Present Perfect Continuous anchors the action to the present, not a future year. (D) Present Continuous describes current, not future, activity.
8	C	(C) Future Simple. 'Before the court date arrives' sets a future deadline, but there is no expression of duration to suggest the action is ongoing. The sentence focuses on what the accountants will do — a single, forward-looking action — making Future Simple the most appropriate choice. (A) Present Perfect Continuous implies the work has already started and continues now. (B) Future Perfect Continuous requires a duration marker like 'for weeks.' (D)

		Present Continuous refers to what they are doing right now.
9	D	(D) Past Continuous (closest available distractor context). The sentence describes an action interrupted by a past event ('cancelled'). Note: none of the target tenses perfectly fit — this tests students' ability to recognize that Future Perfect Continuous and Present Perfect Continuous are inappropriate here. The answer (D) is the most logical: the past continuous captures an action in progress when another past event interrupted it.
10	A	(A) Future Perfect Continuous. 'By the time the documentary premieres' is a future event acting as the deadline, and 'for almost four years' shows the uninterrupted duration. The Future Perfect Continuous is the only tense that simultaneously expresses a future endpoint and ongoing duration. (B) Future Simple ignores the duration aspect. (C) Present Perfect Continuous sets the endpoint at now, not at the future premiere. (D) Present Continuous is only about the present moment.
11	D	(D) Future Simple. 'Next quarter' is a future time reference, but the sentence describes a planned, discrete corporate action without any emphasis on duration. Future Simple best represents a scheduled, definitive future event. (A) Future Perfect Continuous requires both a deadline and duration ('for X time'). (B) Future Continuous implies an action in progress at a specific future moment, which is not suggested here. (C) Present Perfect Continuous contradicts 'next quarter' by implying the rollout has already begun.
12	B	(B) Future Perfect Continuous. 'When she retires next spring' establishes the future reference point, and 'for thirty-two years' makes the long, continuous duration unmistakable. This is a textbook case for the Future Perfect Continuous. (A) Future Continuous describes an action in progress at a specific future moment but does not emphasize the total duration. (C) Present Perfect Continuous anchors duration up to the present, not to a future retirement date. (D) Present Continuous only describes what is happening now.
13	C	(C) Present Perfect Continuous. The mention of 'preliminary findings published last month' confirms that the research started in the past and is ongoing into the present. The Present Perfect Continuous captures this past-to-present continuity. (A) Future Perfect Continuous would require a future deadline with duration, not a past publication. (B) Future Simple implies the study hasn't begun yet, which contradicts 'findings published last month.' (D) Present Continuous would omit the extended past duration.
14	C	(C) Future Perfect Continuous. 'By the conclusion of the peace negotiations' is a future deadline, and 'for close to seven months' specifies the continuous, unbroken duration. Both elements combine to make the Future Perfect Continuous the only grammatically and logically appropriate choice. (A) Present Perfect Continuous locates the duration in the present, not the future. (B) Future Simple conveys no sense of ongoing effort or duration. (D) Present Continuous only describes a current, not a future, activity.
15	D	(D) Present Continuous. The phrase 'at this very moment' is an unambiguous signal that the action is happening right now. The Present Continuous is used for actions in progress at the moment of speaking. (A) Future Perfect Continuous requires a future deadline and duration — both absent here. (B) Future Simple refers to an action yet to begin, contradicting 'at this very moment.' (C) Present Perfect focuses on a completed action with current relevance, not an action in progress right now.

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Reported Speech

(Indirect Speech)

Grade12—Advanced | ThirdTerm

1. Introduction

Reported Speech (also called **Indirect Speech**) is used to tell someone what another person said, without quoting their exact words. Instead of using quotation marks, we make several systematic changes to the original sentence — most importantly to the **verb tense**, **pronouns**, and **time / place expressions**.

Direct Speech	Reported Speech
Sara said, "I am studying for my exam."	Sara said (that) she was studying for her exam.
"I will travel tomorrow," he said.	He said (that) he would travel the next day.
The teacher asked, "Where is your homework?"	The teacher asked where my homework was.

Key observation: When the reporting verb (e.g., *said, told, asked*) is in the past tense, the verb in the reported clause usually shifts one tense back. This is called **backshifting**.

2. Common Reporting Verbs

Reporting verbs introduce what was said. The most common are **say**, **tell**, and **ask**, but advanced students should use a wider range to make their writing more precise and academic.

Verb	Pattern say (that) + clause	Example
say	tell + someone + (that)	He said (that) he was tired.
tell	ask + (someone) + if / wh- / to-inf	He told me (that) he was tired.
ask	advise + someone + to-inf	She asked me where I lived.
advise	warn + someone + (not) to-inf	The doctor advised her to rest.
warn	suggest + V-ing / that-clause	He warned us not to be late.
suggest	promise + to-inf / that-clause	She suggested going early.
promise		He promised to call me.
admit	admit + V-ing / that-clause	He admitted breaking the vase.
claim	claim + to-inf / that-clause	She claimed to know the answer.

say vs tell: *tell* is always followed by an indirect object (a person), while *say* is not. ✓ He told me the news. ✓ He said the news. ■ He told the news. ■ He said me the news.

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3. Tense Backshift (The Most Important Rule)

When the reporting verb is in the past (**said, told, asked**), the verb in the reported clause moves **one tense back**:

Direct Speech	→	Reported Speech
Present Simple (work / works)	→	Past Simple (worked)
Present Continuous (am/is/are working)	→	Past Continuous (was/were working)
Present Perfect (have/has worked)	→	Past Perfect (had worked)
Present Perfect Continuous (have been working)	→	Past Perfect Continuous (had been working)
Past Simple (worked)	→	Past Perfect (had worked)
Past Continuous (was/were working)	→	Past Perfect Continuous (had been working)
will / shall	→	would
can	→	could
may	→	might
must (obligation)	→	had to
am/is/are going to	→	was/were going to

Examples

- **Direct:** "I work in a hospital."
Reported: She said (that) she **worked** in a hospital.
- **Direct:** "We have finished the project."
Reported: They said (that) they **had finished** the project.
- **Direct:** "I will help you tomorrow."
Reported: He promised that he **would** help me the next day.
- **Direct:** "You must wear a uniform."
Reported: The principal said we **had to** wear a uniform.

When NOT to Backshift

Backshifting is **not always required**. We keep the same tense when:

Situation	Example
The reporting verb is in the present (says, tells)	He says (that) he is tired.
The statement is a universal / scientific truth	The teacher said the Earth revolves around the Sun.
The statement is still true at the moment of speaking	She said she lives in Dubai. (and she still does)

Modals: would, could, might, should, ought
 Htoe said he might come? He said he might come.

4. Changes in Pronouns & Possessives

Pronouns must be adjusted so they refer to the right person from the speaker's new perspective.

Direct	Reported (typical change)
I / me / my / mine	he, she / him, her / his, her / his, hers
we / us / our / ours	they / them / their / theirs
you / your / yours	I, he, she, they (depends on context)
this / these	that / those

• **Direct:** Ahmed said, "I lost **my** keys."

Reported: Ahmed said (that) **he** had lost **his** keys.

• **Direct:** She told me, "**You** can borrow **my** book."

Reported: She told me (that) **I** could borrow **her** book.

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5. Changes in Time & Place Expressions

When reporting later, words referring to **now**, **here**, and **this moment** must shift to reflect the new time.

Direct	→	Reported
now	→	then / at that moment
today	→	that day
tonight	→	that night
yesterday	→	the day before / the previous day
tomorrow	→	the next day / the following day
last week / month / year	→	the previous week / month / year
next week / month / year	→	the following week / month / year
ago	→	before / earlier
here	→	there
this	→	that
these	→	those

• **Direct:** "I will see you **tomorrow**," she said.

Reported: She said she would see me **the next day**.

• **Direct:** "I bought **this** phone **yesterday**."

Reported: He said he had bought **that** phone **the day before**.

6. Reported Questions

Reported questions follow **statement word order** — there is **no auxiliary inversion** and **no question mark**. There are two types:

6.1 Yes / No Questions — use **if** or **whether**

Formula: asked (+ object) + **if / whether** + S + V (backshifted)

• **Direct:** "Do you speak French?" she asked.

Reported: She asked **if I spoke** French.

• **Direct:** "Have you finished your homework?"

Reported: He asked **whether I had finished** my homework.

6.2 Wh- Questions — keep the question word

Formula: asked (+ object) + **wh-word** + S + V (backshifted)

• **Direct:** "Where do you live?" he asked.

Reported: He asked **where I lived**. (NOT: where did I live)

• **Direct:** "Why are you crying?"

Reported: She asked **why I was crying**.

• **Direct:** "What time will the meeting start?"

Reported: They asked **what time the meeting would start**.

Common mistake: ■ *He asked where did I live.* ✓ *He asked where I lived.*

7. Reported Commands, Requests & Advice

For orders, requests, and advice, we use **to-infinitive** after verbs like **tell, ask, order, advise, warn, beg, remind**. For negatives, use **not + to-infinitive**.

Formula: verb + someone + (not) to-infinitive

• **Direct:** "Sit down," the teacher said to us.

Reported: The teacher told us **to sit down**.

• **Direct:** "Please open the window," he said.

Reported: He asked me **to open the window**.

• **Direct:** "Don't touch the wires!" the engineer warned.

Reported: The engineer warned us **not to touch** the wires.

• **Direct:** "You should drink more water," the doctor said.

Reported: The doctor advised me **to drink** more water.

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Mixed Conditionals

Combining Time References in Unreal Situations
Grade12—Advanced | ThirdTerm

1. Introduction

A **conditional sentence** describes a possible situation (the **if-clause**) and its result (the **main clause**). When the if-clause and the main clause refer to **different times** — for example, a **past condition** with a **present result**, or a **present condition** with a **past result** — the sentence is called a **Mixed Conditional**.

Mixed Conditionals are essential at advanced level because real-life regrets, hypothetical thinking, and academic argumentation often combine times: something that happened (or didn't happen) in the past still affects the present, or a present fact would have changed an event in the past.

Important reminder: Mixed Conditionals are formed by mixing the if-clause of one type with the main clause of another. They are always about unreal (imaginary or hypothetical) situations.

Quick Review — The Three Standard Conditionals

Type	If-Clause	Main Clause	Use
1st	Present Simple	will + V	Real future possibility
2nd	Past Simple	would + V	Unreal present / future
3rd	Past Perfect	would have + V3	Unreal past

2. The Two Main Types of Mixed Conditional

There are two main combinations. Understanding which time each clause refers to is the key to mastering this structure.

Type A — Past Condition → Present Result

Use: A hypothetical situation in the **past** that has an effect on the **present**.

Formula: If + Past Perfect, would + V (base)

(3rd conditional **if-clause** + 2nd conditional **main clause**)

- If I **had studied** medicine, I **would be** a doctor now.
(*Past: I didn't study medicine. Present result: I'm not a doctor today.*)
- If she **hadn't missed** the flight, she **would be** in Paris now.
(*Past: she missed the flight. Present result: she's not in Paris.*)
- If they **had saved** money last year, they **wouldn't be** in debt today.
- If you **had listened** to the doctor, you **wouldn't feel** ill now.

Type B — Present Condition → Past Result

Use: A general factor or permanent situation in the **present** that affected what happened in the **past**.

Formula: If + Past Simple, would have + V3

(2nd conditional **if-clause** + 3rd conditional **main clause**)

- If I **were** better at maths, I **would have passed** the exam yesterday.
(*Present: I'm not good at maths in general. Past result: I failed.*)
- If he **weren't** so shy, he **would have asked** her out at the party.
(*Present: he is a shy person. Past result: he didn't ask her out.*)
- If she **spoke** French, she **would have got** the job last month.
- If I **didn't have** a fear of flying, I **would have visited** Japan last summer.

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3. Side-by-Side Comparison

The clearest way to remember Mixed Conditionals is to ask: **Where is the unreal condition — in the past or in the present?** Then ask: **Where is the result?**

Type	If-Clause (Time)	Main Clause (Time)	Pattern
Type A	Past (unreal)	Present (unreal)	If + had + V3 , ... would + V
Type B	Present (unreal)	Past (unreal)	If + Past Simple , ... would have + V3

Same Situation — Two Different Mixes

Notice how the meaning shifts depending on which clause refers to which time:

- **Type A:** If I **had taken** that job, I **would be** rich now.
(*Past mistake → present consequence.*)
- **Type B:** If I **were** a careful person, I **would have taken** that job.
(*Present trait → past consequence.*)

4. Modal Variations in the Main Clause

The main clause does not always use **would**. We can use other modals to express ability, possibility, or advice — depending on the meaning we want.

Modal	Meaning	Example
would	certain / typical result	If I had saved money, I would be rich now.
could	ability / possibility	If I had studied harder, I could speak Spanish today.
might	weaker possibility	If she were braver, she might have applied for the job.
should	advice / expectation	If you had told me, I should be able to help you now.

5. Formal Inversion (Without "if")

In formal or written English, we can drop **if** and invert the auxiliary. This is very common in academic writing and exam-style sentences.

Standard form	Inverted form
If I had known about it, I would tell you now.	Had I known about it, I would tell you now.
If she were more careful, she wouldn't have caused	Were she more careful, she wouldn't have caused the accident
If they hadn't left early, they would still be here.	Had they not left early, they would still be here.

Note: In inverted forms, we don't use contractions of not. Write **Had they not left**, NOT **Hadn't they left**.

condition → *had + V3*; *present condition* → *Past Simple*. *Past result* → *would have + V3*; *present result* → *would + V*.

Reason

6. Real-Life Contexts & Functions

Mixed Conditionals are particularly useful in the following situations:

Function	Example
Expressing regret about past	If I had accepted the offer, I would be living abroad now.
Imagining how present traits	If she hadn't lied to her friend, she wouldn't have told the truth yesterday.
Reflecting on missed opportunities	If I had taken that scholarship, I would be a graduate by now.
Academic argumentation	If governments had invested in green energy, pollution would be lower today.
Personal reflection / self-evaluation	If I were more confident, I would have given the speech last week.

Teacher Rasha Aljameel

7. Practice Exercises

Instructions: Read each sentence carefully and choose the **BEST** option (A, B, C, or D) to complete the mixed conditional sentence. Each question has only one correct answer.

Name: _____

Date: _____

Class: _____

Score: _____ / 10

1. If I _____ harder for the IELTS last year, I _____ a higher band score now.

- A) studied / would have
- B) had studied / would have
- C) would study / had
- D) have studied / would have

2. If she _____ a more confident person, she _____ the presentation yesterday.

- A) was / would deliver
- B) were / would have delivered
- C) had been / would deliver
- D) is / would have delivered

3. If we _____ the early flight, we _____ already at the conference now.

- A) had taken / would be
- B) took / would have been
- C) have taken / would be
- D) would take / are

4. If Khalid _____ allergic to nuts, he _____ that dessert at the wedding last week.

- A) wasn't / would eat
- B) weren't / would have eaten
- C) hadn't been / would eat
- D) isn't / had eaten

5. _____ I known the meeting was cancelled, I wouldn't be sitting here now.

- A) If
- B) Had
- C) Were
- D) Would

6. If my parents _____ me to that summer camp, I _____ so many close friends today.

- A) didn't send / wouldn't have
- B) hadn't sent / wouldn't have
- C) wouldn't send / didn't have
- D) haven't sent / would have

Teacher Rasha Aljameel

7. If governments _____ in renewable energy decades ago, air pollution _____ much lower today.

- A) invested / would be
- B) had invested / would be
- C) have invested / will be
- D) invest / would have been

8. If she _____ a morning person, she _____ the 6 a.m. yoga class last Saturday.

- A) were / would have joined
- B) was / had joined
- C) had been / would join
- D) is / would join

9. _____ he more responsible, he wouldn't have failed two subjects this term.

- A) Had
- B) If
- C) Were
- D) Was

10. If I _____ my passport last month, I _____ on holiday with you right now.

- A) renewed / would be
- B) had renewed / would be
- C) hadn't renewed / would have been
- D) would renew / am

Answer Key

1. B	2. B	3. A	4. B	5. B	6. B	7. B	8. A	9. C	10. B
------	------	------	------	------	------	------	------	------	-------

- 1. B — Type A (past → present): "had studied" + "would have" (a higher band now).
- 2. B — Type B (present → past): "were" + "would have delivered" (yesterday).
- 3. A — Type A: missed flight in past → not at the conference now.
- 4. B — Type B: present allergy → didn't eat the dessert in the past.
- 5. B — Inversion of Type A: "Had I known..." replaces "If I had known...".
- 6. B — Type A: didn't send (past) → don't have many friends (present).
- 7. B — Type A: didn't invest decades ago → pollution high today.
- 8. A — Type B: she's not a morning person (present) → didn't join (past).
- 9. C — Inversion of Type B: "Were he more responsible..." replaces "If he were...".
- 10. B — Type A: didn't renew (past) → not on holiday (present).

Teacher Rasha Aljameel

Past Simple & Past Perfect

Sequencing Events in the Past
Grade12—Advanced | ThirdTerm

1. Introduction

When we talk about the past, we often need to show **which event happened first** and **which event happened later**. English uses two key tenses to manage this:

- **Past Simple** — for completed actions at a specific time in the past.
- **Past Perfect** — for an action that happened **before** another past action.

Mastering these two tenses together is essential for storytelling, news reports, academic writing, and reported speech. They are also tested heavily in advanced exams and IELTS writing tasks.

2. The Past Simple Tense

We use the **Past Simple** to talk about an action that **started and finished** at a definite time in the past.

2.1 Form

Affirmative: Subject + V2 (regular: -ed / irregular)
Negative: Subject + did not (didn't) + V (base)
Question: Did + Subject + V (base) + ...?

Affirmative	Negative	Question
I worked yesterday.	I didn't work yesterday.	Did I work yesterday?
She wrote a letter.	She didn't write a letter.	Did she write a letter?
They went home.	They didn't go home.	Did they go home?

2.2 Main Uses

Use	Example
A completed action at a specific past	I visited my grandmother last Friday.
A series of completed past actions	She entered the room, sat down, and opened her book.
Habits or repeated actions in the past	When I was young, I played football every weekend.
A past situation that is now finished	My grandfather lived in Cairo for thirty years.
A historical or biographical fact	Newton discovered gravity in the 17th century.

2.3 Common Time Expressions

yesterday, last (week / month / year), in 2010, two days ago, when I was a child, in the past, in 1995, on Monday

2.4 Spelling Rules for Regular Verbs (-ed)

3. The Past Perfect Tense

We use the **Past Perfect** to describe an action that **happened before another past action or before a specific time in the past**. It is the "past of the past".

3.1 Form

Affirmative: Subject + had + V3 (past participle)
Negative: Subject + had not (hadn't) + V3
Question: Had + Subject + V3 + ...?

Affirmative	Negative	Question
I had finished the book.	I hadn't finished the book.	Had I finished the book?
She had left already.	She hadn't left yet.	Had she left already?
They had eaten dinner.	They hadn't eaten dinner.	Had they eaten dinner?

Note: The form had + V3 is the same for all subjects (I, you, he, she, it, we, they). There is no -s with "he/she/it".

3.2 Common Time Expressions

already, just, yet, never, ever, before, after, by + time, by the time, when, until, as soon as, no sooner ... than, hardly ... when

4. Past Simple vs Past Perfect — The Key Difference

The Past Perfect is used to make the **order of past events** absolutely clear. The earlier action goes in the **Past Perfect**; the later action goes in the **Past Simple**.

Formula: By the time + Past Simple, Past Perfect

Sentence	Order of Events
When I arrived at the station, the train left.	Same time / immediately after I arrived.
When I arrived at the station, the train had left.	The train left FIRST, then I arrived.
She cooked dinner before her guests came.	Two ordered events — clear from "before".
She had cooked dinner before her guests came.	Strongly emphasises that cooking finished BEFORE the gue

By the time we got there, the film had started.	Film started FIRST → we arrived later.
---	--

4.1 Visual Timeline (Mental Picture)

Imagine a horizontal line of time. The **Past Perfect** action is the **earlier dot** on the left; the **Past Simple** action is the **later dot** on the right; and **NOW** is the far right end.

[Past Perfect] ■■■■■[Past Simple] ■■■■■ NOW

- The plane **had taken off** ■■■■■ when I **reached** the gate. ■■■■■ (now)

5. Common Linking Words That Trigger Past Perfect

Linker	Pattern	Example
after	After + Past Perfect , Past Simple	After he had finished work, he went home.
before	Past Simple + before + Past Perfect	He left before we had finished dinner.
by the time	By the time + Past Simple , Past Perfect	By the time the police arrived, the thief had escaped.
when	When + Past Simple , Past Perfect	When I called, she had already left.
until	Past Perfect + until + Past Simple	He had never tried sushi until I visited Japan.
no sooner ... than	No sooner had + S + V3 + than + S + V	No sooner had we sat down than the phone rang.
hardly ... when	Hardly had + S + V3 + when + S + V	Hardly had he closed the door when it started raining.

Note on "when": With when, both tenses are possible — but the meaning changes! "When I arrived, the meeting started" (= at the same moment) vs "When I arrived, the meeting had started" (= already in progress, started earlier).

6. Real-Life Contexts & Functions

Function	Example
Storytelling / narration	When the lights went out, the children had already fallen asleep.
News reports	Police arrested the suspect who had robbed three banks the previous week.
Academic / historical writing	By 1969, scientists had developed the technology to land on the Moon.
Personal regrets and reflection	I wish I had taken that scholarship when I was younger.

Teacher Rasha Aljameel

Modals of Possibility

Expressing Certainty, Possibility & Logical Deduction Grade12—Advanced | ThirdTerm

1. Introduction

Modal verbs of possibility are used to express how **sure** we are about something — whether it is happening now, will happen later, or happened in the past. Instead of stating a fact, the speaker is **guessing, deducing, or speculating** based on the available evidence.

These modals are essential at advanced level because they are heavily used in **academic writing, science, news reporting, and everyday spoken English**. They allow speakers to be diplomatic, cautious, and precise.

Important reminder: All modals are followed by the base form of the verb (no to). They have only one form for all subjects (no -s with he / she / it). For example: ✓ She might come. ■ She mights to come.

2. Degrees of Certainty (Present / Future)

Different modals express different **levels of confidence**. Think of a vertical scale from 100% certain to 0% impossible.

Certainty Level	Modal	Meaning	Example
100% (positive)	must	I am sure it is true (logical certainty)	The lights are on — they must be home.
90% (likely)	should / ought to	I expect it to be true	The train should arrive in five minutes.
50% (possible)	may / might / could	It is possible — I'm not sure	It might rain later. / She could be at work.
10% (unlikely)	might not / may not	It is probably not true	He might not pass the exam — he hardly studies.
0% (impossible)	can't / couldn't	I am sure it is NOT true (negative certainty)	It can't be Sara — she's in Dubai.

Key contrast — must vs can't: Both express certainty, but in opposite directions. Must = I am sure it IS true. Can't = I am sure it is NOT true. We do not use mustn't for negative certainty.

- ✓ He **must** be tired — he worked all night.
- ✓ He **can't** be tired — he just slept for ten hours.
- He **mustn't** be tired. ("**mustn't**" means **prohibition, NOT certainty**)

3. Form

The structure depends on whether we are speculating about the **present / future** or about the **past**.

3.1 Present / Future Speculation

Formula: Subject + modal + V (base)

- She **may know** the answer.
- They **could be** at the airport now.

- It **must be** very cold outside.
- He **can't be** serious about quitting.

3.2 Continuous Form (action in progress now)

Formula: Subject + modal + be + V-ing

Used when we speculate about something happening **right now** or temporarily.

- She **must be sleeping** — it's 3 a.m.
- They **might be working** in the lab right now.
- He **can't be lying** — he sounds genuine.

3.3 Past Speculation

Formula: Subject + modal + have + V3

Used when we speculate about something that already happened — or didn't happen.

- She **must have missed** the bus.
- They **might have forgotten** the meeting.
- He **can't have finished** the project so quickly.
- I **could have left** my keys at the office.

3.4 Past Continuous Speculation

Formula: Subject + modal + have been + V-ing

- She looked exhausted — she **must have been studying** all night.
- They **might have been waiting** for a long time.

Teacher Rasha Aljameel

4. Past Modals — Detailed Meanings

Modal	Meaning	Example
must have + V3	Logical certainty about the past	Her car must have left already — her car is gone.
may / might / could have + V3	Possibility (uncertain)	They might have taken the wrong train.
can't / couldn't have + V3	Past impossibility (negative certainty)	He can't have stolen it — he was with me.
should have + V3	Expected but didn't happen	The package should have arrived by now.
would have + V3	Imagined past result (3rd conditional)	I would have called you, but my phone died.

Compare these three sentences carefully:

- She **must have** studied — she got a perfect score.
(*I am sure she studied — clear evidence.*)
- She **might have** studied — I'm not sure.
(*It's possible, but I have no real evidence.*)
- She **can't have** studied — she was at the gym all evening.
(*I'm sure she didn't study.*)

5. may vs might vs could — What's the Difference?

All three express **possibility (around 50%)**, but there are subtle differences in tone and usage.

Modal	Tone / Use	Example
may	Slightly more formal; common in academic writing	Good policy may improve student performance.
might	Slightly more uncertain; very common in spoken English	It might rain tonight — I'm still deciding.
could	Possibility based on circumstances or ability	It could rain tonight — look at those clouds.

Note: In modern English, *may*, *might* and *could* are often interchangeable in present-possibility sentences. However, in negative past sentences, **couldn't have + V3 (impossibility)** is much stronger than **might not have + V3 (weak possibility that something didn't happen)**.

6. Common Mistakes to Avoid

Incorrect	✓ Correct	Reason
She must to be tired.	She must be tired.	No "to" after a modal — use the base form directly.
He mights know the answer.	He might know the answer.	Modals never take -s with he/she/it.
They mustn't have arrived yet.	They can't have arrived yet.	For negative deduction, use "can't have" — not "mustn't have".
He must has been ill.	He must have been ill.	After a modal, use "have" + V3, not "has".

She might have went home. She might have gone home. After "have", use V3 (past participle), not V2.

They could be working now, but I'm not. They could have been working then. Use "could have been + V-ing" for past continuous.

Quick Tip: Before choosing a modal, ask three questions: (1) How sure am I? (must / might / can't) (2) *Am I talking about now or the past? (modal + V vs modal + have + V3)* (3) *Is the action in progress? (use the continuous form: be + V-ing or have been + V-ing).*

7. Real-Life Contexts & Functions

Function	Example
Solving a mystery / detective	The detective must have entered through the window.
Speculating about people we don't know	He might be in a meeting.
Making cautious academic claims	These results may suggest a link between sleep and memory.
Discussing weather, predictions	It should snow tomorrow according to the forecast.
Reflecting on past events with regret	They have taken a different route home.
Polite disagreement / softening	You may be right, but the data doesn't fully support it.

Teacher Rasha Aljameel

8. Practice Exercises

Instructions: Read each sentence carefully and choose the **BEST** option (A, B, C, or D) to complete each sentence. Each question has only one correct answer.

Name: _____

Date: _____

Class: _____

Score: _____ / 10

1. Look at those dark clouds! It _____ rain in a few minutes.

- A) must
- B) can't
- C) might
- D) mustn't

2. Sara isn't answering her phone — she _____ in a meeting right now.

- A) must be
- B) can be
- C) must to be
- D) should has been

3. That _____ Mr. Khalid in the photo — he's much taller than that man.

- A) must be
- B) could be
- C) can't be
- D) might be

4. I can't find my keys anywhere. I _____ them at the gym.

- A) must leave
- B) must have left
- C) can't have left
- D) should leave

5. She didn't come to class — she _____ overslept again.

- A) might have
- B) must to have
- C) can have
- D) should has

6. He _____ stolen the money — he was abroad the whole week!

- A) must have
- B) may have
- C) can't have
- D) might have

7. Why is Ali looking so tired? — He _____ studying all night for the final.

- A) must been
- B) must have been
- C) can have been
- D) might has been

Teacher Rasha Aljameel

8. I'm not sure where Mona is — she _____ at the library or _____ at home.
- A) must / can't
B) could / could
C) should / shouldn't
D) mustn't / might
9. The package was sent two weeks ago — it _____ arrived by now.
- A) might have
B) must have
C) should have
D) can have
10. Don't worry, you _____ right about your answer — it sounds reasonable.
- A) may be
B) must to be
C) can't be
D) should has

Answer Key

1. C	2. A	3. C	4. B	5. A	6. C	7. B	8. B	9. C	10. A
------	------	------	------	------	------	------	------	------	-------

1. C — Future possibility (~50%): "might rain". "Must" would mean certainty.
2. A — Logical certainty (positive) → "must be" + base form.
3. C — Negative certainty: I'm sure it ISN'T him → "can't be".
4. B — Past speculation with logical certainty → "must have left" (must + have + V3).
5. A — Past possibility → "might have" + V3 (overslept).
6. C — Past impossibility: I'm sure he didn't do it → "can't have stolen".
7. B — Past continuous speculation → "must have been studying" (must + have been + V-ing).
8. B — Two equal possibilities → "could / could" (parallel possibility).
9. C — Expected past action → "should have arrived" (it was expected, but uncertain).
10. A — Polite, weak possibility → "may be" + adjective.

Teacher Rasha Aljameel

Relative Clauses

Defining vs Non-Defining + Relative Pronouns Grade12—Advanced | ThirdTerm

1. Introduction

A **relative clause** is a part of a sentence that gives **more information** about a noun. It is introduced by a **relative pronoun** (who, which, that, where, when, whose, why) and is placed **directly after the noun** it describes.

Relative clauses turn two short sentences into one richer, more advanced sentence — a key skill for IELTS Writing Task 2, academic essays, and university-entrance exams.

Combining example:

- I have a friend. + He lives in Canada. → **I have a friend who lives in Canada.**

2. Relative Pronouns & Adverbs

Relative pronouns connect the relative clause to the noun. The choice depends on what you are referring to (a person, a thing, a place, a time, a reason, or possession).

Pronoun	Used For	Example
who	People (subject of the clause)	The man who is talking is my teacher.
whom	People (object — formal, written English)	The candidate whom we interviewed was excellent.
which	Things / animals (more formal)	This is the book which I bought.
that	People / things (informal, defining clause)	The car that he drives is fast.
whose	Possession (people, things, animals)	The boy whose book is missing is sad.
where	Places	This is the school where I studied.
when	Time	I remember the day when we met.
why	Reason (only after "the reason")	That is the reason why he left.

Note on "that": that can replace who or which in defining clauses, but is **NEVER** used in non-defining clauses (after a comma).

3. Two Types of Relative Clauses

There are two main types of relative clauses. Choosing the right one depends on whether the information is **essential** or just **extra**.

3.1 Defining (Restrictive) Relative Clauses

Provides **essential** information needed to identify **which** noun the speaker is talking about. Without this clause, the meaning of the sentence is unclear or incomplete. **No commas** are used.

Formula: Noun + relative pronoun + clause + ...

- The girl **who is wearing a red dress** is my sister.
(Tells us **WHICH** girl — without it, we wouldn't know.)

- The book **that she recommended** was amazing.
(Tells us **WHICH** book.)

- Students **who study regularly** usually get high marks.
- The hospital **where my mother works** is in Sharjah.

3.2 Non-Defining (Non-Restrictive) Relative Clauses

Adds **extra** information about a noun that is **already clearly identified**. Removing the clause does not change the basic meaning. **Commas are required**.

Formula: Noun + , + relative pronoun + clause + , + ...

- My sister, **who lives in London**, is visiting next week.
(I only have one sister — already identified. "Who lives in London" is extra.)

- The Eiffel Tower, **which was built in 1889**, is in Paris.
(There is only one Eiffel Tower; the date is just additional info.)

- Mr. Khalid, **whose son is in my class**, is a famous lawyer.
- Dubai, **where I was born**, has changed dramatically in twenty years.

Teacher Rasha Aljameel

3.3 Side-by-Side Comparison

Feature	Defining (Restrictive)	Non-Defining (Non-Restrictive)
Information	Essential (identifies the noun)	Extra (additional detail)
Commas	No commas	Commas required
Can use "that"?	Yes (instead of who / which)	No — never use "that"
Can omit pronoun?	Yes, when it's the object	No, never
Style	Common in everyday English	More common in formal writing

Compare the same sentence with and without commas:

- **Defining:** The students **who passed the exam** went to the celebration.
(*Only those who passed went — others didn't.*)
- **Non-Defining:** The students, **who passed the exam**, went to the celebration.
(*ALL the students passed AND went — extra info.*)

4. Relative Pronoun as Subject or Object

Inside the relative clause, the pronoun can act as either the **subject** or the **object** of the verb. This affects whether it can be left out.

Role	Rule	Example
Subject	Pronoun cannot be omitted	The man who lives next door is a doctor.
Object	Pronoun CAN be omitted (in defining)	The man (who) I read was excellent.

- The novel (**which/that**) she wrote became a bestseller. → ✓ The novel she wrote became a bestseller.
- The teacher **who** teaches us maths is from Egypt. → ■ The teacher teaches us maths is from Egypt. (subject — cannot drop)

5. Relative Clauses with Prepositions

Sometimes the relative pronoun is the object of a preposition. There are two patterns — one informal and one formal.

Style	Position	Example
Informal (spoken)	Preposition at the end	The man who I spoke to is the manager.
Formal (written)	Preposition before the pronoun	The man to whom I spoke is the manager.

Important: When the preposition comes at the beginning, we must use **whom** (for people) or **which** (for things) — never **that**.

- ✓ The company **for which** I work is based in Dubai. (*formal*)
- ✓ The company **that** I work **for** is based in Dubai. (*informal*)
- ■ The company for that I work...

6. Reduced Relative Clauses (Advanced)

In academic and journalistic writing, relative clauses are often **reduced** by omitting the relative pronoun and the verb "to be". This makes sentences shorter and more sophisticated.

Full Form	Reduced Form
The man who is standing at the door is my uncle.	The man standing at the door is my uncle.
The car which was made in Germany is reliable.	The car made in Germany is reliable.
Students who are interested in art should join the club.	Students interested in art should join the club.

Rule: Reduce by dropping who/which/that + be. The remaining verb is either V-ing (active) or V3 (passive).

Quick Tip: When deciding which pronoun to use, ask three questions: (1) What kind of noun is it? (person → who, thing → which, place → where, time → when). (2) Is the information essential or extra? (essential → no commas; extra → commas). (3) Is the pronoun the subject or the object of the clause? (object pronouns can often be dropped in defining clauses).

7 Real-Life Contexts & Functions

Function	Example
Defining people in academic writing	Researchers who study climate change report alarming trends.
Adding extra information in journalism	The Israeli president, who arrived on Friday, gave an important speech.
Describing places in travel writing	Pisa, where ancient civilisations thrived, is a UNESCO heritage site.
Identifying objects in technical writing	The device that detects motion uses infrared technology.
Showing possession in formal writing	The author whose novel won the prize lives in Paris.
Reducing wordiness in IELTS writing	Children raised in bilingual homes often perform better at school.

Teacher Rasha Alhammer

8. Practice Exercises

Instructions: Read each sentence carefully and choose the BEST option (A, B, C, or D) to complete each sentence with the correct relative pronoun or structure.

Name: _____

Date: _____

Class: _____

Score: _____ / 10

1. The doctor _____ treated my grandfather is now retired.

- A) which
- B) who
- C) whose
- D) where

2. This is the laptop _____ I bought from the new electronics store.

- A) who
- B) whose
- C) that
- D) where

3. Mr. Saleh, _____ son is in my class, owns a successful business.

- A) who
- B) which
- C) whose
- D) that

4. Abu Dhabi, _____ I was born and raised, has changed dramatically.

- A) which
- B) where
- C) that
- D) when

5. I'll never forget the day _____ my younger brother was born.

- A) which
- B) where
- C) when
- D) why

6. My best friend, _____ lives in Canada, is visiting next week.

- A) that
- B) which
- C) who
- D) whose

7. The students _____ passed the final exam will receive a certificate.

- A) which
- B) whose
- C) where
- D) who

Teacher Rasha Aljameel

8. The Burj Khalifa, _____ is the tallest building in the world, attracts millions of tourists.

- A) that
- B) which
- C) where
- D) whose

9. The company _____ I applied for the internship replied within a week.

- A) who
- B) to which
- C) whose
- D) to that

10. The novel _____ on her desk was written by a Nobel-prize winner.

- A) lying
- B) lies
- C) which lies
- D) whose lying

Answer Key

1. B	2. C	3. C	4. B	5. C	6. C	7. D	8. B	9. B	10. A
------	------	------	------	------	------	------	------	------	-------

- 1. B — Refers to a person (the doctor) → "who".
- 2. C — Defining clause about a thing (laptop); "that" or "which" works → "that".
- 3. C — Possession (his son) → "whose".
- 4. B — Place (Abu Dhabi) → "where".
- 5. C — Time (the day) → "when".
- 6. C — Non-defining clause about a person → "who" (never "that" with commas).
- 7. D — Defining clause identifying which students → "who" for people.
- 8. B — Non-defining clause about a thing (Burj Khalifa) → "which" (not "that").
- 9. B — Formal preposition + relative pronoun: "to which" (not "to that").
- 10. A — Reduced relative clause: "which is lying" → "lying" (V-ing).

Teacher Rasha Aljameel

Grammar Maze 1

Grade 12 — Advanced
Third Term

Name: _____

Date: _____

Class: _____

Score: _____ / 8

Instructions: Read the passage carefully. For each numbered blank, circle the letter (a, b, or c) of the option that **BEST** completes the sentence grammatically.

Text 1

Many people believe that happiness is __ (1) __ (*a. more valuable than / b. valuably than / c. most valuable than*) money. Doctors agree that exercise __ (2) __ (*a. should reduce / b. should be recommended / c. should been done*) to all patients. Before she began therapy, Sara __ (3) __ (*a. never tried / b. never tries / c. had never tried*) meditation. Her therapist said that positive thinking __ (4) __ (*a. can change / b. could change / c. will change*) everything. If people __ (5) __ (*a. spent more time / b. spend more time / c. had spent more time*) in nature, they would feel much better. Scientists argue that sleep is __ (6) __ (*a. more important / b. importanter / c. the most important*) factor for mental health. The researcher asked participants __ (7) __ (*a. that were they happy / b. whether they were happy / c. did they feel happy*). The clinic, __ (8) __ (*a. that opened last year / b. which, opened last year, / c. which opened last year,*) has helped hundreds of patients.

Answer Key

(1) **a** — more valuable than

(2) **b** — should be recommended

(3) **c** — had never tried

(4) **b** — could change

(5) **a** — spent more time

(6) **c** — the most important

(7) **b** — whether they were happy

(8) **c** — which opened last year,

Grammar Maze 2

Grade 12 — Advanced
Third Term

Name: _____

Date: _____

Class: _____

Score: _____ / 8

Instructions: Read the passage carefully. For each numbered blank, circle the letter (a, b, or c) of the option that BEST completes the sentence grammatically.

Text 2

Last week, Dr. Khalid told us that he __ (1) __ (**a. had treated / b. has treated / c. treated**) over a

thousand patients before retiring. When the new clinic opened, many residents __ (2) __

(**a. have**

already / b. had already / c. already) complained of stress and anxiety. The doctor said the

increase in mental illness __ (3) __ (**a. must have been / b. must have being / c. must been**) caused

by long working hours. He explained that if employees __ (4) __ (**a. had taken / b. took / c. would**

take) proper holidays, they would not be so exhausted today. The clinic, __ (5) __ (**a.**

that is

located / b. which is located / c. who is located) near the hospital, offers free counselling sessions.

Dr. Khalid believes counselling is __ (6) __ (**a. far more effective / b. much effective / c. the most**

effective than) than medication for mild cases. __ (7) __ (**a. If / b. Had / c. Were**) the

government invested in mental-health programmes earlier, the situation would be far

better today. The doctor warned that without urgent reforms, more patients __ (8) __ (**a.**

might be suffer / b. might be suffering / c. might been suffering) from depression in the

next decade.

Answer Key

(1) a — had treated	(2) b — had already
(3) a — must have been	(4) a — had taken
(5) b — which is located	(6) a — far more effective
(7) b — Had	(8) b — might be suffering

Grammar Maze 3

Grade 12 — Advanced
Third Term

Name: _____

Date: _____

Class: _____

Score: _____ / 8

Instructions: Read the passage carefully. For each numbered blank, circle the letter (a, b, or c) of the option that **BEST** completes the sentence grammatically.

Text 3

Air pollution has become one of the greatest threats to public health. By the end of this decade,

scientists __ (1) __ (a. **will study** / b. **will have studied** / c. **would have studied**) the long-term effects of pollution on the human body. A journalist recently asked residents __ (2) __ (a. **what do**

they feel / b. **what they felt** / c. **what did they feel**) living near a busy industrial area. The air quality in their neighbourhood is __ (3) __ (a. **as bad as** / b. **as bad than** / c. **so bad as**) that inside a

polluted kitchen. Health officials warned citizens __ (4) __ (a. **to not open** / b. **not to open** /

c. **not**

opening) their windows during peak pollution hours. If governments had invested in green energy

decades ago, pollution levels __ (5) __ (a. **would reduce** / b. **would be reduced** / c. **would have been**

reduced) dramatically by now. According to recent reports, Tokyo has __ (6) __ (a. **the cleanest** / b. **cleaner** / c. **more cleaner**) air among major capitals. Doctors believe that several patients

__ (7) __ (a. **might develop** / b. **might have developed** / c. **might be developing**) asthma because of poor air quality last summer. The hospital, __ (8) __ (a. **who staff** / b. **that staff** / c. **whose staff**) treats hundreds of cases each week, has reported a sharp rise in respiratory illness.

Answer Key

(1) b — will have studied	(2) b — what they felt
(3) a — as bad as	(4) b — not to open
(5) c — would have been reduced	(6) a — the cleanest
(7) b — might have developed	(8) c — whose staff

Reading 1 — Habits of Happiness

Reading Comprehension—IELTS / MoE Style
Grade 12—Advanced | Third Term

Name: _____

Date: _____

Class: _____

Score: _____ / 8

Instructions: Read the following passage carefully. Then answer the eight multiple-choice questions that follow. Choose the BEST option (A, B, C, or D). The questions test your ability to understand main ideas, identify details, infer meaning, and recognise synonyms used to paraphrase the text.

Habits of Happiness

- A** It is often claimed that happiness is interpreted differently from one society to another. Traditional Eastern communities tend to **prioritise** collective well-being above personal ambition, raising children to believe that contentment emerges only when private desires are subordinated to social harmony. Western nations, in contrast, frequently view happiness as a **private pursuit** linked to individual achievement.
- B** Recent psychological research, however, casts doubt on this neat division. Studies into depression and gender by Western researchers have **uncovered** a striking similarity across societies: a great majority of people, regardless of where they live, suffer from depression for remarkably similar reasons. The most common cause is the habit of concealing one's true feelings to please family members or partners — a behaviour the researchers describe as "silencing the self."
- C** This cross-cultural **consistency** may be a consequence of the modern globalised age. Wherever we live, we are exposed to identical advertising images through television, films, and social media. Some experts argue that cultural differences are gradually fading, leaving young people in vastly different countries with surprisingly similar expectations about what a happy life should resemble.
- D** Yet the most **reliable** source of well-being appears to be remarkably consistent: close, loving relationships. People are, on the whole, happier when they are part of a supportive group than when they are alone. Even so, social bonds are not always easy. Conflicts emerge, illness affects loved ones, and misfortune may exhaust the very people we wish to comfort, sometimes draining our own emotional energy in the process.

Questions

1. According to paragraph A, traditional Eastern cultures encourage children to:

- A) place individual goals above family expectations.
- B) value group harmony more than personal desires.
- C) compete openly to achieve self-actualisation.
- D) ignore social obligations for the sake of ambition.

2. The word "prioritise" in paragraph A is closest in meaning to:
- A) ignore
 - B) value most
 - C) examine
 - D) criticise
3. What does the recent psychological research mentioned in paragraph B reveal?
- A) Depression is mostly limited to Eastern societies.
 - B) Different cultures suffer from depression for very different reasons.
 - C) People worldwide become depressed for surprisingly similar reasons.
 - D) Western women are immune to clinical depression.
4. The phrase "silencing the self" in paragraph B refers to:
- A) speaking quietly when others are upset.
 - B) openly expressing all personal feelings.
 - C) hiding one's real emotions to please others.
 - D) refusing to communicate with family members.
5. The word "uncovered" in paragraph B is closest in meaning to:
- A) hidden
 - B) discovered
 - C) exaggerated
 - D) doubted
6. Why does the writer mention advertising, television, and social media in paragraph C?
- A) To prove that traditional values remain unchanged.
 - B) To show that cultural identities are becoming stronger.
 - C) To suggest that global media may be reducing cultural differences.
 - D) To criticise young people for spending too much time online.
7. According to paragraph D, the most dependable source of happiness is:
- A) achieving wealth and personal success.
 - B) spending quality time alone.
 - C) having warm, supportive relationships.
 - D) avoiding people who cause stress.
8. What does the writer suggest about close relationships in paragraph D?
- A) They always lead to lifelong happiness.
 - B) They are the only true source of joy.
 - C) They bring happiness but can also be emotionally demanding.
 - D) They have nothing to do with personal well-being.

Answer Key

1. B	2. B	3. C	4. C	5. B	6. C	7. C	8. C
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1. B — Paragraph A: "prioritise collective well-being above personal ambition" is paraphrased as "value group harmony more than personal desires". A and D contradict the text; C describes the Western view.
2. B — "Prioritise" means "to give the highest importance to" — closest synonym is "value most".

3. **C** — Paragraph B: "a great majority of people, regardless of where they live, suffer from depression for remarkably similar reasons" → paraphrased as "surprisingly similar reasons".

4. **C** — Paragraph B: "concealing one's true feelings to please family members or partners" → paraphrased as "hiding one's real emotions to please others".

5. **B** — "Uncovered" means "revealed / found out" — closest synonym is "discovered".

6. **C** — Paragraph C: "cultural differences are gradually fading" because of identical media exposure → paraphrased as "reducing cultural differences".

7. **C** — Paragraph D: "close, loving relationships" → paraphrased as "warm, supportive relationships".

The word "reliable" matches "dependable".

8. **C** — Paragraph D acknowledges that relationships bring happiness but also create conflicts and may "drain our own emotional energy" → paraphrased as "emotionally demanding".

Teacher Rasha Aljameel

Reading 2 — Delicious Food, Deadly Stoves

Reading Comprehension—IELTS / MoE Style
Grade 12—Advanced | Third Term

Name: _____

Date: _____

Class: _____

Score: _____ / 8

Instructions: Read the following passage carefully. Then answer the eight multiple-choice questions that follow. Choose the BEST option (A, B, C, or D). The questions test your ability to understand main ideas, identify details, infer meaning, and recognise synonyms used to paraphrase the text.

Delicious Food, Deadly Stoves

A Travellers and food enthusiasts often **celebrate** international cuisine, particularly the dishes preserved in the regions where they originated. Few of these admirers, however, are aware that in many developing nations the people who actually prepare such meals face **serious risks**. Almost forty per cent of the world's population — roughly three billion people — still cook indoors using open fires fuelled by wood, charcoal, or animal waste. These primitive stoves create thick smoke that fills small kitchens and damages the lungs.

B According to the World Health Organization, indoor air pollution from such cooking methods kills around four million people every year — a figure comparable to the global death toll from malaria and tuberculosis combined. The **victims** are mostly women, who do most of the cooking, and the children they look after. In 2010, encouraged by high-profile public figures, the United States **committed** 105 million dollars to a programme designed to replace traditional cookstoves with modern "clean cookstoves" fitted with chimneys to direct smoke outdoors.

C Initial research appeared promising. Studies **tracked** the new stoves and reported that they released fewer carbon emissions, used less wood, and saved women hours of fuel-gathering each day. Nevertheless, follow-up investigations have **challenged** this optimistic picture. A study by Harvard and MIT researchers, who observed 2,600 households in 44 Indian villages, claimed that some clean stoves released even more pollutants than the traditional ones. The study also found that, because the stoves are expensive — often more than the average yearly household income — they are rarely maintained and are sometimes discarded entirely after minor breakdowns.

Questions

1. According to paragraph A, what do many food enthusiasts fail to realise?

- A) Traditional dishes have lost their original flavours.
- B) International cuisine is too expensive in poor countries.
- C) Cooks in developing nations face significant health dangers.
- D) Open fires produce the best-tasting meals.

2. The word "celebrate" in paragraph A is closest in meaning to:
- A) criticise
 - B) appreciate
 - C) examine
 - D) advertise
3. How does the writer compare deaths from indoor air pollution to other diseases?
- A) They are far lower than malaria deaths.
 - B) They roughly equal malaria and tuberculosis deaths combined.
 - C) They are higher than all other infectious diseases.
 - D) They are decreasing faster than tuberculosis deaths.
4. The word "victims" in paragraph B is closest in meaning to:
- A) criminals
 - B) doctors
 - C) those affected
 - D) investigators
5. What was the main purpose of the US-funded programme in 2010?
- A) To ban traditional cooking methods worldwide.
 - B) To export American cooking technology for profit.
 - C) To distribute improved stoves that release smoke outside the home.
 - D) To train women to cook outdoors instead of indoors.
6. What does the Harvard and MIT study suggest about clean cookstoves?
- A) They are always more environmentally friendly than older models.
 - B) They reduce wood consumption but worsen lung disease.
 - C) Some of them may emit more harmful substances than traditional stoves.
 - D) They have completely solved the problem of indoor pollution.
7. Why are clean cookstoves often abandoned, according to paragraph C?
- A) Their owners prefer the taste of food cooked on open fires.
 - B) Local governments have banned their use in rural villages.
 - C) They are costly and rarely repaired when small problems occur.
 - D) Their chimneys are too tall for traditional homes.
8. What is the writer's overall attitude towards clean cookstoves in this passage?
- A) Completely supportive — they are the perfect solution.
 - B) Strongly opposed — the technology is useless.
 - C) Cautiously balanced — there are benefits but also significant doubts.
 - D) Indifferent — the issue does not concern most readers.

Answer Key

1. C	2. B	3. B	4. C	5. C	6. C	7. C	8. C
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1. C — Paragraph A: "the people who actually prepare such meals face serious risks" → paraphrased as "face significant health dangers". A, B and D are not mentioned.

2. B — "Celebrate" here means "to admire / value" — closest synonym is "appreciate".

3. **B** — Paragraph B: "a figure comparable to the global death toll from malaria and tuberculosis combined" → paraphrased as "roughly equal".
4. **C** — "Victims" refers to people harmed by something — closest synonym is "those affected".
5. **C** — Paragraph B: "replace traditional cookstoves with modern 'clean cookstoves' fitted with chimneys to direct smoke outdoors" → paraphrased as "distribute improved stoves that release smoke outside the home".
6. **C** — Paragraph C: "some clean stoves released even more pollutants than the traditional ones" → paraphrased as "emit more harmful substances". A and D are too absolute; B is not stated.
7. **C** — Paragraph C: "they are expensive... rarely maintained and sometimes discarded entirely after minor breakdowns" → paraphrased as "costly and rarely repaired when small problems occur".
8. **C** — The writer presents both promising results and serious problems → "cautiously balanced". A and B are too extreme; D is unsupported.

Teacher Rasha Aljameel

Reading 3 — Fun? It'll Cost Ya

Reading Comprehension—IELTS / MoE Style
Grade 12—Advanced | Third Term

Name: _____

Date: _____

Class: _____

Score: _____ / 8

Instructions: Read the following passage carefully. Then answer the eight multiple-choice questions that follow. Choose the **BEST** option (A, B, C, or D). The questions test your ability to understand main ideas, identify details, infer meaning, and recognise synonyms used to paraphrase the text.

Fun? It'll Cost Ya

A Every year, as final exams approach, university libraries fill with sleep-deprived students searching for ways to **relieve** their stress. Counselling centres bring in therapy dogs, massage chairs, and motivational speakers — yet very few people pause to ask why such intense stress has become so common in the first place. Most universities treat the symptoms rather than investigate the underlying causes.

B It almost goes without saying that prolonged stress is **damaging** to one's health. Physically, it can contribute to heart problems, persistent headaches, and high blood pressure. Even more worrying are its effects on mental well-being: lifelong anxiety and depression are now strongly linked to high stress levels in earlier life. The longer the body remains in a state of tension, the harder it becomes to recover.

C An interesting **contrast** can be found in Ikaria, a small Greek island whose residents are famous for excellent health and unusually long lives. According to a New York Times profile, Ikarians follow a Mediterranean diet rich in vegetables, olive oil, and honey, with very little dairy or meat. They sleep at least eight hours each night, walk almost everywhere, spend much of their day outdoors, and avoid white flour and refined sugar. Their lifestyle is, in almost every respect, the opposite of that lived by typical university students elsewhere.

D We often make choices that **sacrifice** long-term health for short-term enjoyment. As one comedian famously put it, "Fun costs ya." That does not mean we should give up every pleasure, but it does mean we should treat good health as the valuable, self-prescribed medicine it really is. Recent studies suggest that a diet lower in meat and dairy, combined with sufficient sleep and reduced stress, can dramatically improve long-term physical and mental health.

Questions

1. What is the main concern of the writer in paragraph A?

- A) Universities have too few therapy dogs and massage chairs.
- B) Students do not study hard enough during exam periods.
- C) Institutions focus on relieving stress instead of preventing it.
- D) Counselling centres should be closed during finals week.

2. The word "relieve" in paragraph A is closest in meaning to:

- A) increase
- B) ignore
- C) reduce
- D) describe

3. According to paragraph B, prolonged stress is most strongly connected to:

- A) occasional muscle pain and minor allergies.
- B) long-term mental health conditions such as depression.
- C) improvements in heart function over time.
- D) temporary fatigue that disappears after sleep.

4. The word "damaging" in paragraph B is closest in meaning to:

- A) beneficial
- B) harmful
- C) temporary
- D) uncertain

5. Why does the writer mention the island of Ikaria in paragraph C?

- A) To recommend Greece as a tourist destination.
- B) To prove that the Mediterranean diet is too restrictive.
- C) To show a community whose lifestyle differs strongly from that of typical students.
- D) To argue that long life is mostly determined by genetics.

6. Which of the following is NOT mentioned as part of the Ikarian lifestyle?

- A) Eating large amounts of meat and dairy products.
- B) Sleeping at least eight hours per night.
- C) Walking almost everywhere they go.
- D) Spending much of the day outdoors.

7. What does the comedian's quote "Fun costs ya" suggest?

- A) Entertainment is too expensive for most students.
- B) Pleasure today often comes at the price of future health.
- C) Fun activities are forbidden in stressful environments.
- D) Comedians earn more money than university professors.

8. What advice does the writer ultimately give in the final paragraph?

- A) Students should avoid all forms of fun and entertainment.
- B) Good health is best achieved by visiting doctors regularly.
- C) Reducing stress, sleeping well, and eating better can greatly improve long-term health.
- D) Refined sugar should replace olive oil in everyday meals.

Answer Key

1. C	2. C	3. B	4. B	5. C	6. A	7. B	8. C
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1. C — Paragraph A: "treat the symptoms rather than investigate the underlying causes" → paraphrased as "focus on relieving stress instead of preventing it". A and D twist the text.

2. C — "Relieve" stress means "to reduce / ease" it — closest synonym is "reduce".

3. **B** — Paragraph B: "lifelong anxiety and depression are now strongly linked to high stress levels" → paraphrased as "long-term mental health conditions such as depression".
4. **B** — "Damaging" means "causing harm" — closest synonym is "harmful". "Beneficial" is the opposite.
5. **C** — Paragraph C: Ikarians' lifestyle is presented as "the opposite of that lived by typical university students" → paraphrased as "differs strongly".
6. **A** — Paragraph C: Ikarians eat "very little dairy or meat" — so option A is the OPPOSITE of what the text says. B, C and D are all mentioned.
7. **B** — Paragraph D explains the quote means we "sacrifice long-term health for short-term enjoyment" → paraphrased as "pleasure today comes at the price of future health".
8. **C** — Paragraph D: a healthy diet, enough sleep, and reduced stress can "dramatically improve long-term physical and mental health" → paraphrased almost directly. A is too extreme; B and D contradict the text.

Teacher Rasha Aljameel

Essay 1 — Stress and Health

Writing — Essay Task
Grade12—Advanced | ThirdTerm

Name: _____

Date: _____

Class: _____

Score: _____ / 20

Topic

The Effects of Stress on a Healthy Body and a Healthy Mind

Stress is one of the most common challenges facing students and adults today. Although a small amount of stress can sometimes motivate us to study harder or meet deadlines, prolonged stress can seriously damage both a **healthy body** and a **healthy mind**. It can lead to physical problems such as headaches, high blood pressure, and sleep disorders, as well as mental issues such as anxiety, depression, and lack of concentration.

Pre-Writing — Supporting Questions

Read the topic above carefully. Before you start writing, think about the following three questions. Use them to organise your ideas and to plan the paragraphs of your essay.

1. What are the most common causes of stress for teenagers and university students today?

2. How does long-term stress affect physical health (the body) and mental health (the mind)?

3. What practical strategies can young people use to reduce stress and maintain a balanced lifestyle?

Writing Task

Now, write an essay of approximately 180 words about Stress and its impact on a healthy body and a healthy mind. In your essay, explain the main causes of stress, describe its effects on physical and mental health, and suggest effective ways to manage it. Use clear paragraphs (introduction, body, conclusion), linking words, and a variety of vocabulary and grammatical structures.

Word count: 180 words | **Suggested time:** 30 minutes

Teacher Rasha Aljameel

Essay 2 — Happiness in the UAE

Writing — Essay Task
Grade12—Advanced | ThirdTerm

Name: _____

Date: _____

Class: _____

Score: _____ / 20

Topic

Happiness and the UAE — A Country That Attracts the World

Happiness is more than a personal feeling—it is a national priority. The United Arab Emirates is widely recognised as one of the happiest countries in the world, and many people from different cultures dream of living there. The UAE government has even appointed a Minister of Happiness and Well-being, reflecting the country's deep belief that the well-being of its citizens and residents is the true measure of progress and success.

Pre-Writing — Supporting Questions

Read the topic above carefully. Before you start writing, think about the following three questions. Use them to organise your ideas and to plan the paragraphs of your essay.

1. What does true happiness mean to you, and what role do family, friends, and community play in achieving it?

2. What factors make the United Arab Emirates a country of happiness that attracts people from all over the world to live in it?

3. In what ways do safety, tolerance, education, healthcare, and opportunities contribute to people's well-being in the UAE?

Writing Task

Word count: 180 words | **Suggested time:** 30 minutes

Teacher Rasha Aljameel