

## حل مراجعة نهائية Revision Final وفق الهيكل الوزاري الجديد المسار المتقدم



### تم تحميل هذا الملف من موقع المناهج الإماراتية

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المزيد من مادة  
لغة انجليزية:

إعداد: Hassan Ali

### التواصل الاجتماعي بحسب الصف الحادي عشر



صفحة المناهج  
الإماراتية على  
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الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

### المزيد من الملفات بحسب الصف الحادي عشر والمادة لغة انجليزية في الفصل الأول

مراجعة شاملة جميع الوحدات استعداداً للاختبار النهائي المسار العام

1

مراجعة تدريبات Writing كتابة وفق الهيكل الوزاري الجديد المسار المتقدم

2

مراجعة تدريبات Reading الفهم القرائي وفق الهيكل الوزاري الجديد المسار المتقدم

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# تربية وتعليم

## English Revision Booklet

Grade **11** ADV & **12** GEN

End of Term 1 – 2025/2026



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## EoT1 Vocabulary Coverage – G11 ADV & 12 GEN

### Unit 1 ( Money Talks )

| Word / Phrase<br>(PoS) | Arabic<br>Meaning      | English Definition                                               | Vocabulary in Sentence                                                       |
|------------------------|------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------|
| determined (adj.)      | مُصَمِّم / عازم        | having a strong desire to do something and not giving up easily  | She was determined to finish her studies despite many challenges.            |
| independently (adv.)   | بشكلٍ مستقل            | without help or influence from others                            | He completed the project independently without any assistance from his team. |
| motivate (v.)          | يُحفِّز / يُشجِّع      | to make someone want to do something or work harder              | Good teachers motivate their students to achieve their goals.                |
| pride (n.)             | فخر                    | a feeling of satisfaction and happiness about one's achievements | She took pride in her artwork because she had worked hard on it.             |
| primarily (adv.)       | أساسًا                 | mainly; for the most part                                        | The company focuses primarily on developing eco-friendly products.           |
| reward (n./v.)         | مكافأة / يُكافئ        | something given in return for good work or achievement           | The employee received a reward for excellent performance.                    |
| successfully (adv.)    | بنجاح                  | in a way that achieves the desired result                        | The team successfully completed the project ahead of schedule.               |
| surprising (adj.)      | مُفاجئ                 | unexpected or causing astonishment                               | It was surprising to see snow in the desert.                                 |
| found (v.)             | يؤسِّس / ينشئ          | to start or establish an organization, business, or institution  | Elon Musk founded several innovative companies, including Tesla.             |
| highly (adv.)          | جداً / بدرجة عالية     | to a great degree or level; very                                 | She is highly skilled in computer programming.                               |
| hire (v.)              | يوظِّف / يستأجر        | to give someone a job or employ them                             | The company plans to hire new engineers this year.                           |
| identify (v.)          | يُحدِّد / يتعرَّف على  | to recognize or name someone or something                        | The witness identified the suspect in the lineup.                            |
| in common (phrase)     | مُشترك / على نحو مشترك | sharing similar interests, ideas, or characteristics             | The two friends have a lot in common, such as music and sports.              |
| quantity (n.)          | كمية                   | an amount or number of something                                 | The store ordered a large quantity of fresh fruits.                          |
| raise capital (v)      | جمع رأس المال          | to collect money needed to start or grow a business              | The entrepreneur raised capital from investors to launch her company.        |
| remarkable (adj.)      | رائع / لافت للنظر      | unusual or extraordinary; worthy of attention                    | His progress in English has been truly remarkable.                           |

| Word / Phrase (PoS)    | Arabic Meaning        | English Definition                                                                 | Vocabulary in Sentence                                              |
|------------------------|-----------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| take risks (v.)        | يُخاطر                | to do something even though it might fail or be dangerous                          | Successful businesspeople often take risks to achieve their dreams. |
| vision (n.)            | رؤية                  | a clear idea of what you want to achieve in the future                             | The company's vision is to make technology accessible to everyone.  |
| access (n.)            | وصول / إمكانية الدخول | the ability or right to approach, enter, or use something                          | Students now have easy access to online learning materials.         |
| consume (v.)           | يستهلك                | to use up a resource or to eat/drink something                                     | People consume large amounts of water every day.                    |
| consumers (n.)         | المستهلكون            | people who buy and use goods or services                                           | Consumers are becoming more aware of eco-friendly products.         |
| economy (n.)           | اقتصاد                | the system by which goods and services are produced, sold, and bought in a country | The global economy is recovering after the crisis.                  |
| identical (adj.)       | متماثل                | exactly the same in every detail                                                   | The twins wore identical outfits to the party.                      |
| items (n.)             | عناصر / مواد / أغراض  | individual things, especially as part of a list or collection                      | She packed all the necessary items for the trip.                    |
| victim (n.)            | ضحية                  | a person who suffers harm or loss due to an accident or crime                      | The victim of the robbery was taken to the hospital.                |
| sustainably (adv.)     | بشكلٍ مستدام          | in a way that can continue over time without harming the environment               | The company produces furniture sustainably using recycled wood.     |
| consumerism (n.)       | النزعة الاستهلاكية    | the belief that buying and owning many products makes people happier               | Modern consumerism often leads to waste and pollution.              |
| motivation (n.)        | دافع / تحفيز          | the reason or desire to act or achieve something                                   | Her main motivation for studying was to help her family.            |
| accomplishment (n.)    | إنجاز                 | something that has been achieved successfully                                      | Graduating from university was a great accomplishment for him.      |
| autonomy (n.)          | استقلالية             | the ability to make decisions independently                                        | The project allows students autonomy in choosing their topics.      |
| creativity (n.)        | إبداع                 | the ability to produce new and original ideas                                      | Good teachers encourage creativity in their students.               |
| critical thinking (n.) | التفكير النقدي        | the ability to analyze and judge information carefully                             | Critical thinking helps students solve problems more effectively.   |
| mastery (n.)           | إتقان                 | great skill or understanding of a subject                                          | After years of practice, she achieved mastery in piano playing.     |
| purpose (n.)           | هدف / غاية            | the reason for which something is done or created                                  | His purpose in life is to help others and make a difference.        |

## Maze 1

Read the following text , and choose the correct answer below:

Amina had always been (1) \_\_\_\_\_ to build something useful for her city. After graduating, she decided to work (2) \_\_\_\_\_, learning both marketing and product design on her own. Her family's support helped, but what really kept her going was the chance to (3) \_\_\_ others — she wanted her product to make people's daily lives easier. At first it was (4) \_\_\_\_\_ that she could design a prototype that people liked, but small wins increased her (5) \_\_\_\_\_ and pushed her to improve the product.

When she prepared to expand, Amina needed to (6) \_\_\_\_\_ so she could hire a small team and buy equipment. Friends told stories of founders who never gave up; Amina's progress felt (7) \_\_\_ compared with those stories, and she started to share her long-term (8) \_\_\_\_\_ for the company with investors and partners.

### Options

- |                         |                            |                         |
|-------------------------|----------------------------|-------------------------|
| 1. a. remarkable        | 2. a. <b>independently</b> | 3. a. hire              |
| b. surprising           | b. highly                  | b. <b>motivate</b>      |
| c. <b>determined</b>    | c. in common               | c. identify             |
| 4. a. <b>surprising</b> | 5. a. reward               | 6. a. found             |
| b. different            | b. <b>pride</b>            | b. <b>raise capital</b> |
| c. proud                | c. successfully            | c. take risks           |
| 7. a. motivated         | 8. a. progress             |                         |
| b. <b>different</b>     | b. dream                   |                         |
| c. in common            | c. <b>vision</b>           |                         |

## Maze 2

Read the following text , and choose the correct answer below:

When Laila and Omar decided to start their own company, they wanted to create something truly (1) \_\_\_\_\_ in the technology world. They had a clear (2) \_\_\_\_\_ of building smart devices that could save energy and improve people's lives. To make their idea real, they needed to (3) \_\_\_\_\_ money from investors.

At first, it wasn't easy. They had to (4) \_\_\_\_\_ talented designers and programmers who shared their goals. Laila also tried to (5) \_\_\_\_\_ which features customers wanted most, so she gathered feedback from hundreds of users. The team quickly discovered that they had a lot (6) \_\_\_\_\_ with one another — everyone valued teamwork and creativity.

Although they had to (7) \_\_\_\_\_ and face many challenges, their hard work paid off. The company grew rapidly and began producing a large (8) \_\_\_\_\_ of products that were sold worldwide.

### Options

- |                      |                       |                        |
|----------------------|-----------------------|------------------------|
| 1. a. ordinary       | 2. a. <b>vision</b>   | 3. a. lend             |
| b. <b>innovative</b> | b. access             | b. invest              |
| c. identical         | c. economy            | c. <b>raise</b>        |
| 4. a. advertise      | 5. a. <b>identify</b> | 6. a. <b>in common</b> |
| b. <b>hire</b>       | b. raise              | b. remarkable          |
| c. consume           | c. develop            | c. identical           |
| 7. a. plan           | 8. a. access          |                        |
| b. grow              | b. economy            |                        |
| c. <b>take risks</b> | c. <b>variety</b>     |                        |

## Maze 4

Read the following text , and choose the correct answer below:

Salem wanted to improve his study habits, so he set clear goals that gave him (1) \_\_\_\_\_ to work hard every day. He believed that learning should lead to personal (2) \_\_\_\_\_, like finishing challenging projects successfully.

His school encourages (3) \_\_\_\_\_, allowing students to make decisions about their own learning and explore their interests freely. Teachers also design activities that develop (4) \_\_\_\_\_, helping students generate original ideas and solutions.

In addition, students are taught (5) \_\_\_\_\_ to analyze problems carefully and make good decisions based on evidence. Over time, consistent practice and reflection help students achieve (6) \_\_\_\_\_ in their subjects, gaining deep knowledge and skills.

Although modern society often promotes (7) \_\_\_\_\_, focusing on buying and owning more things, Salem prefers to study with a sense of (8) \_\_\_\_\_, understanding why each task is important for his growth.

### Options:

- |                         |                             |                          |
|-------------------------|-----------------------------|--------------------------|
| 1. a. mastery           | 2. a. critical thinking     | 3. a. purpose            |
| b. <b>motivation</b>    | b. autonomy                 | b. consumerism           |
| c. creativity           | c. <b>accomplishment</b>    | c. <b>autonomy</b>       |
| 4. a. <b>creativity</b> | 5. a. autonomy              | 6. a. <b>proficiency</b> |
| b. accomplishment       | b. mastery                  | b. motivation            |
| c. motivation           | c. <b>critical thinking</b> | c. purpose               |
| 7. a. creativity        | 8. a. <b>purpose</b>        |                          |
| b. <b>consumerism</b>   | b. autonomy                 |                          |
| c. critical thinking    | c. accomplishment           |                          |

## Unit 2 ( Money Talks )

| Word / Phrase<br>(PoS) | Arabic<br>Meaning               | English Definition                                         | Example Sentence                                                  |
|------------------------|---------------------------------|------------------------------------------------------------|-------------------------------------------------------------------|
| distract (v.)          | يُسْتَتِ الانتباه               | to take someone's attention away from what they are doing  | The loud music distracted her from studying.                      |
| overworked (adj.)      | مُجْهَد من العمل                | having too much work; exhausted from working too much      | Many employees feel overworked at the end of the week.            |
| worldwide (adv./adj.)  | عَالَمِيًّا                     | existing or happening all over the world                   | The pandemic affected people worldwide.                           |
| drawback (n.)          | عَيْب                           | a disadvantage or negative aspect of something             | One drawback of living in a big city is traffic congestion.       |
| livelihood (n.)        | مَعِيشَة                        | the way someone earns money to live                        | Fishing is the main livelihood of the village.                    |
| secure (v./adj.)       | يُؤَمِّن / آمِن                 | to make safe; protected; certain                           | She secured a scholarship to study abroad.                        |
| upgrade (v./n.)        | يُطَوِّر / تَطْوِير / تَرْقِيَة | to improve something or make it better                     | The company upgraded its computers to faster models.              |
| workaholism (n.)       | إِدْمَان العمل                  | a condition of being addicted to work                      | His workaholism caused him to miss family events.                 |
| gridlock (n.)          | ازدحام مروري تام / شلل مروري    | complete traffic congestion; situation where nothing moves | Morning gridlock made him late for work.                          |
| overcrowding (n.)      | ازدحام شديد                     | too many people in one place                               | The train station suffers from overcrowding during rush hour.     |
| background (n.)        | سيرة / خَلْقِيَّة / بِيئَة      | a person's education, experience, or family history        | She has a scientific background, so she understands the research. |
| overwork (v./n.)       | يُرهق نفسه بالعمل               | to work too much; excessive work                           | Employees often overwork, leading to stress.                      |
| overdo (v.)            | يُبَالِغ / يُفْرِط في           | to do too much of something                                | Don't overdo it at the gym or you'll get injured.                 |
| overdue (adj.)         | مُتَأَخِّر عن الموعد            | late; past the expected time                               | The library books are overdue and must be returned.               |

|                       |                      |                                                                           |                                                        |
|-----------------------|----------------------|---------------------------------------------------------------------------|--------------------------------------------------------|
| overcrowded (adj.)    | مزدحم                | containing too many people; too full                                      | The subway was overcrowded during peak hours.          |
| overestimate (v.)     | يُبَالِغ في التقدير  | to think something is larger, better, or more important than it really is | Don't overestimate your abilities on the first day.    |
| overpopulated (adj.)  | مكتظ بالسكان         | having too many people living in one area                                 | The city is overpopulated, causing housing shortages.  |
| job-hunting (n.)      | البحث عن عمل         | the process of looking for a job                                          | She spent several weeks job-hunting after graduation.  |
| unique (adj.)         | فريد / متميّز        | being the only one of its kind; special                                   | His style of painting is truly unique.                 |
| long-term career (n.) | مسيرة مهنية طويلة    | a profession pursued over many years                                      | She plans to build a long-term career in medicine.     |
| approach (n./v.)      | أسلوب / يقترب / منهج | a method or way of doing something; to come near                          | His approach to problem-solving is very creative.      |
| encourage (v.)        | يُشجّع               | to give support, confidence, or hope to someone                           | Teachers encourage students to ask questions.          |
| evaluate (v.)         | يُقيّم               | to judge or assess the value or quality of something                      | The manager will evaluate the team's performance.      |
| accomplishment (n.)   | إنجاز / تحقيق        | something achieved successfully through effort                            | Graduating from university was a great accomplishment. |
| uncover (v.)          | يكشف / يُظهر         | to discover something hidden                                              | Investigators uncovered an evidence in the case.       |
| motivated (adj.)      | مُتحمّس              | driven or eager to do something                                           | She is highly motivated to succeed in her studies.     |
| distracted (adj.)     | مُشتت الانتباه       | unable to concentrate because attention is drawn elsewhere                | He was distracted by the noise outside the classroom.  |
| leisure time (n.)     | وقت الفراغ           | free time for relaxation or activities                                    | Reading is her favorite leisure time activity.         |

## Maze 1

Read the following text , and choose the correct answer below:

In modern cities, many people feel (1) \_\_\_\_\_ because of long working hours and high demands. This is often a sign of (2) \_\_\_\_\_, which can affect health and family life.

Traffic is another problem; rush hours often cause (3) \_\_\_\_\_, making commuting stressful and slow. The number of cars also contributes to (4) \_\_\_\_\_ in public.

ic transport and streets.

Workers try to (5) \_\_\_\_\_ their jobs by improving their skills or getting promotions. New security measures also help (6) \_\_\_\_\_ data and personal information.

For some, the main (7) \_\_\_\_\_ of city life is the high cost of living. These issues are not local; they affect people (8) \_\_\_\_\_, showing that urban challenges are a global concern.

### Options:

- |                        |                       |                     |
|------------------------|-----------------------|---------------------|
| 1. a. secure           | 2. a. gridlock        | 3. a. challenge     |
| b. <b>overworked</b>   | b. overcrowding       | b. <b>gridlock</b>  |
| c. distracted          | c. <b>workaholism</b> | c. drawback         |
| 4. a. upgrade          | 5. a. <b>upgrade</b>  | 6. a. <b>secure</b> |
| b. livelihood          | b. overestimate       | b. drawback         |
| c. <b>overcrowding</b> | c. secure             | c. overdo           |
| 7. a. <b>drawback</b>  | 8. a. locally         |                     |
| b. livelihood          | b. <b>globally</b>    |                     |
| c. advantage           | c. positively         |                     |

## Maze 2

Read the following text , and choose the correct answer below:

Salem has been busy with (1) \_\_\_\_\_, trying to find the perfect position after graduation. His educational (2) \_\_\_\_\_ gives him strong skills in science and research.

He wants a (3) \_\_\_\_\_ in engineering, so he carefully plans each step of his career. While applying for jobs, he must not (4) \_\_\_\_\_ his abilities and should be realistic about his skills.

Sometimes tasks become (5) \_\_\_\_\_, like submitting applications after the deadline. Working too much without breaks is called (6) \_\_\_\_\_, which can lead to stress.

During his research, Salem noticed the city is heavily (7) \_\_\_\_\_, making commuting difficult. Finally, he realized that having a (8) \_\_\_\_\_ perspective can help him stand out among other candidates.

### Options:

- |                     |                     |                     |
|---------------------|---------------------|---------------------|
| 1. a. overworking   | 2. a. background    | 3. a. overdue       |
| b. overestimating   | b. approach         | b. long-term career |
| c. job-hunting      | c. ling-term career | c. approach         |
| 4. a. overestimate  | 5. a. overdue       | 6. a. overestimate  |
| b. overdo           | b. overpopulated    | b. overwork         |
| c. overpopulate     | c. overcrowded      | c. overdue          |
| 7. a. overestimated | 8. a. unique        |                     |
| b. unique           | b. approach         |                     |
| c. overcrowded      | c. overdue          |                     |

### Maze 3

Read the following text , and choose the correct answer below:

Students often need guidance and support to reach their full potential. Teachers can (1) \_\_\_\_\_ learners by giving positive feedback and creating a motivating environment.

Regularly, students are asked to (2) \_\_\_\_\_ their own work to understand their strengths and areas for improvement.

Completing challenging tasks brings a sense of (3) \_\_\_\_\_, which boosts confidence and motivates students to take on more difficult projects. Research activities allow them to (4) \_\_\_\_\_ new ideas and knowledge that they might not find in textbooks alone.

Being well-prepared and organized helps students stay (5) \_\_\_\_\_ and focused on their goals, while avoiding becoming (6) \_\_\_\_\_ by noise, social media, or other interruptions. It is also important for students to enjoy (7) \_\_\_\_\_, which provides relaxation and helps refresh the mind.

Finally, developing strong communication skills enables students to give (8) \_\_\_\_\_ presentations and share their ideas effectively, inspiring others and enhancing their learning experience.

#### Options:

- |                        |                       |                          |
|------------------------|-----------------------|--------------------------|
| 1. a. distracted       | 2. a. <b>evaluate</b> | 3. a. organization       |
| b. <b>encourage</b>    | b. motivated          | b. leisure time          |
| c. powerful            | c. leisure time       | c. <b>accomplishment</b> |
| 4. a. evaluate         | 5. a. powerful        | 6. a. motivated          |
| b. <b>uncover</b>      | b. distracted         | b. <b>distracted</b>     |
| c. encourage           | c. <b>motivated</b>   | c. encouraged            |
| 7. a. accomplishment   | 8. a. <b>powerful</b> |                          |
| b. <b>leisure time</b> | b. motivated          |                          |
| c. evaluate            | c. encouraged         |                          |

## 1. Future Tense “Going to”

### ◆ Usage

We use “**be going to**” to talk about:

1. **Plans or intentions** (something we have already decided to do).  
👉 I’m going to study medicine next year.
2. **Predictions based on present evidence** (we can see that something will happen).  
👉 Look at those dark clouds! It’s going to rain.

### ◆ Structure

| Subject         | Verb “to be” | Going to | Base Verb | Example                  |
|-----------------|--------------|----------|-----------|--------------------------|
| I               | am           | going to | study     | I’m going to study.      |
| You / We / They | are          |          | travel    | They’re going to travel. |
| He / She / It   | is           |          | eat       | She’s going to eat.      |

### ● Negative form:

**Subject + am/is/are not + going to + base verb**

👉 He isn’t going to watch the movie.

### ● Question form:

**Am/Is/Are + subject + going to + base verb?**

👉 Are you going to come tonight?

👉 What are you going to do this weekend?

### ◆ Examples

- I’m going to call my friend after class.
- She’s going to bake a cake for her birthday.
- We’re not going to go out tonight.
- Are they going to play football tomorrow?
- Look! He’s going to fall off his bike!

### ◆ Time Expressions Used with “Going to”

👉 Tomorrow, next week, tonight, soon, in a few days, later, this weekend, next month, Look!

## ◆ Practice Exercises

✂ A. Fill in the blanks with the correct form of “be going to”.

1. I \_\_\_\_\_ (visit) my grandparents this weekend.
2. She \_\_\_\_\_ (not / buy) that expensive dress.
3. \_\_\_\_\_ you \_\_\_\_\_ (study) for the test tonight?
4. Look at the clouds! It \_\_\_\_\_ (rain).
5. We \_\_\_\_\_ (travel) to Japan next summer.

## Practice

🧠 Choose the correct answer.

1. We \_\_\_\_\_ our grandparents this weekend.  
a. are going to visit  
b. is going to visit  
c. going to visit
2. She \_\_\_\_\_ a new phone next month.  
a. going to buy  
b. is going to buy  
c. will to buy
3. They \_\_\_\_\_ a movie tonight.  
a. are to watch  
b. are going to watch  
c. are go to watch
4. He didn't do well in the first round. I think he \_\_\_\_\_ the race.  
a. will be lose  
b. was going to losing  
c. is going to lose
5. She doesn't study for the exam. I think she \_\_\_\_\_ the exam.  
a. not go to pass  
b. is not go to pass  
c. is not going to pass
6. \_\_\_\_\_ you \_\_\_\_\_ travel to London this year?  
a. Are / going to  
b. b) Are / go to  
c. c) Am / going

### 3. Model Verbs “ Can “

#### . Explanation

The modal verb “**can**” is used to express:

1. **Ability** – ( what someone is/ / isn’t able to do)  
👉 I can swim very fast.  
He can’t speak a foreign language.
2. **Permission** – ( when someone is allowed to do something)  
👉 You can go out after you finish your homework.
3. **Possibility** – when something is possible.  
👉 Learning English can be fun!
4. **Requests or Offers** – to ask or offer politely.  
👉 Can you help me, please?  
👉 Can I open the window?

#### ◆ Structure

| Type               | Formula                              | Example         |
|--------------------|--------------------------------------|-----------------|
| <b>Affirmative</b> | Subject + can + base verb            | She can dance.  |
| <b>Negative</b>    | Subject + can’t (cannot) + base verb | He can’t drive. |
| <b>Question</b>    | Can + subject + base verb?           | Can you swim?   |

#### ● Remember:

- The verb after **can** is **always in the base form** (without “to”).  
👉 I can speak English. (✅)  
👉 I can to speak English. (❌)

#### ◆ Examples

- I can play the guitar. 🎸
- She can’t come to school today.
- Can we sit here?
- You can borrow my book if you want.
- Can you please close the door?

## ◆ Common Uses

| Function    | Example                        |
|-------------|--------------------------------|
| Ability     | My brother can run very fast.  |
| Permission  | You can use my computer.       |
| Possibility | It can be very cold in winter. |
| Request     | Can you help me?               |
| Offer       | Can I carry your bag?          |

## ◆ Practice

Choose the correct answer.

1. She \_\_\_\_\_ very well.
  - a. can to sing
  - b. can sing
  - c. can singing
2. \_\_\_\_\_ I use your phone for a moment?
  - a. Do
  - b. Am
  - c. Can
3. They \_\_\_\_\_ come to the meeting because they are busy.
  - a. can
  - b. can't
  - c. cans
4. He \_\_\_\_\_ speak Spanish, but he can't write it very well.
  - a. can
  - b. can to
  - c. cans
5. \_\_\_\_\_ you help me carry these boxes, please?
  - a. Do
  - b. Can
  - c. Did
6. He's only five years old, so he \_\_\_\_\_ read yet.
  - a. can't
  - b. can
  - c. can to

## 5. Model Verbs “Should”

### ◆ Explanation

The modal verb “**should**” is used to give **advice, suggestions, opinions**, or to express **what is the right or best thing to do**.

We use **should** to say that something is **a good idea** or **the right thing**.

### ◆ Structure

| Type        | Formula                         | Example                           |
|-------------|---------------------------------|-----------------------------------|
| Affirmative | Subject + should + base verb    | You should study harder.          |
| Negative    | Subject + shouldn't + base verb | You shouldn't eat too much sugar. |
| Question    | Should + subject + base verb?   | Should I call her now?            |

● **Note:** The verb after *should* is always in the **base form** (no *to*).

✓ *You should go now.*

✗ *You should to go now.*

### ◆ Common Uses

| Use         | Example                       |
|-------------|-------------------------------|
| Advice      | You should drink more water.  |
| Suggestion  | We should take a taxi.        |
| Opinion     | He should be more careful.    |
| Expectation | The train should arrive soon. |

### ◆ Examples

- You should sleep earlier.
- He shouldn't talk to strangers.
- Should we order pizza for dinner?
- You should visit your grandparents more often.
- It shouldn't take long to finish this project.

## ◆ Practice

1. He \_\_\_\_\_ spend all his money on video games.
- should
  - shouldn't
  - could to
2. We \_\_\_\_\_ hurry or we'll be late for school.
- should
  - shouldn't
  - mustn't
3. You \_\_\_\_\_ eat too much fast food. It's unhealthy.
- should
  - can
  - shouldn't
4. Students \_\_\_\_\_ review their lessons every day.
- should
  - shouldn't
  - can
5. It's cold outside. You \_\_\_\_\_ wear a jacket.
- shouldn't
  - should
  - can
6. \_\_\_\_\_ we call the police if there's an accident?
- Should
  - Can
  - Should to
7. People \_\_\_\_\_ drink a lot of water every day. It's healthy.
- must
  - shouldn't
  - should
8. He's very tired. He \_\_\_\_\_ go to bed early tonight.
- should
  - shouldn't
  - can

## 6. Compound Adjectives

### ◆ Explanation

A **compound adjective** is made up of **two or more words joined together** (usually with a **hyphen**) that work as **one adjective** to describe a noun.

👉 A **well-known** actor

👉 A **high-speed** train

👉 A **part-time** job

Compound adjectives help make descriptions more precise and interesting.

### ◆ Structure

adjective/adverb + past participle / noun / present participle

| Type                     | Example                      | Meaning                  |
|--------------------------|------------------------------|--------------------------|
| adj + past participle    | <b>old-fashioned</b> dress   | not modern               |
| adj + present participle | <b>good-looking</b> man      | handsome                 |
| adv + past participle    | <b>well-prepared</b> student | ready and organized      |
| noun + past participle   | <b>sun-dried</b> tomatoes    | dried in the sun         |
| noun + adjective         | <b>world-famous</b> singer   | known all over the world |
| number + noun            | <b>five-star</b> hotel       | hotel with high rating   |

### ● Remember:

- Use a **hyphen (-)** between the words when they come **before the noun**.

👉 She has a **well-paid** job.

- ❌ Don't use a hyphen when the adjective comes **after the noun**.

👉 Her job is **well paid**.

### ◆ Examples

- He bought a **second-hand** car.
- She's a **hard-working** student.
- It's a **mouth-watering** meal.

They live in a **twenty-story** building.

He's a **kind-hearted** person.

We stayed in a **four-star** hotel.

## ◆ Common Compound Adjectives

- well-known
- old-fashioned
- short-term
- brightly-lit
- good-looking
- open-minded
- long-term
- world-famous
- part-time
- narrow-minded
- middle-aged
- five-star
- full-time
- brand-new
- snow-covered
- heart-breaking
- time-saving
- user-friendly
- kind-hearted
- far-reaching

## Practice

1. She works as a \_\_\_\_\_ teacher.
  - a. full time
  - b. full-time
  - c. full timed
2. He's a \_\_\_\_\_ actor; everyone knows him.
  - a. world fame
  - b. world famous
  - c. world-famous
3. We stayed in a \_\_\_\_\_ hotel during our vacation.
  - a. five-star
  - b. five star
  - c. five stars
4. My father drives a \_\_\_\_\_ car because it's cheaper.
  - a. second hand
  - b. second-hand
  - c. second-handed
5. This website is very \_\_\_\_\_. It's easy to use.
  - a. user friend
  - b. user friendly
  - c. user-friendly
6. He's a \_\_\_\_\_ man who always helps others.
  - a. kind-hearted
  - b. kind heart
  - c. kindly hearted

## 7. Participles as Adjectives

### ◆ Explanation

**Participles** are **verb forms** (**usually ending in -ing or -ed**) that can function as **adjectives** to describe nouns or pronouns.

There are **two main types**:

1. **Present participles** → end in **-ing**

👉 Describe how something causes a feeling.

➤ The movie was interesting. (= The movie caused interest.)

2. **Past participles** → usually end in **-ed**

👉 Describe how someone feels about something.

➤ I was interested in the movie. (= I felt interest.)

### ◆ Structure

| Type               | Form       | Example                        | Meaning                |
|--------------------|------------|--------------------------------|------------------------|
| Present participle | verb + ing | The game is exciting.          | (It causes excitement) |
| Past participle    | verb + ed  | We are excited about the game. | (We feel excitement)   |

### ● Remember:

- **-ing** adjectives describe the **thing or situation**.
- **-ed** adjectives describe **how people feel**.

### ◆ Examples

- The lecture was **boring**.
- The students were **bored**.
- I saw a **frightening** movie last night.
- She was **frightened** by the noise.
- This is a **confusing** question.
- I'm **confused** about the answer.

## ◆ Common Participles Used as Adjectives

| -ing adjectives | -ed adjectives | -ing adjectives | -ed adjectives |
|-----------------|----------------|-----------------|----------------|
| interesting     | interested     | tiring          | tired          |
| boring          | bored          | confusing       | confused       |
| exciting        | excited        | frightening     | frightened     |
| amazing         | amazed         | surprising      | Surprised      |
| shocking        | shocked        | satisfying      | satisfied      |

## ◆ Practice

- I was \_\_\_\_\_ when I saw the big spider.
  - frightening
  - frightened
  - frighten
- The children were \_\_\_\_\_ after playing all day.
  - tired
  - tiring
  - tire
- This math problem is so \_\_\_\_\_!
  - confused
  - confusing
  - confuse
- We were \_\_\_\_\_ by the magician's tricks.
  - amazing
  - amaze
  - amazed
- I'm \_\_\_\_\_ because I don't understand this lesson.
  - confusing
  - confuse
  - confused
- The students felt \_\_\_\_\_ during the long lecture.
  - boring
  - bored
  - bore
- The news about yesterday's accident was \_\_\_\_\_.
  - shocked
  - shocking
  - shock
- My little brother was \_\_\_\_\_ by the loud thunder.
  - frightened
  - frightening
  - frighten

## 8. Compound Nouns

### ◆ Explanation

A compound noun is made up of **two or more words that function as one noun**.

Compound nouns can be written in three ways:

1. **Closed form** → words are joined together  
👉 toothpaste, bedroom, notebook
2. **Hyphenated form** → words are joined with a hyphen (-)  
👉 mother-in-law, check-in, sister-in-law
3. **Open form** → words are written separately but used together  
👉 post office, swimming pool, bus stop

**Purpose:** Compound nouns create specific meanings and make sentences more concise.

### ◆ Structure

| Type                      | Example        | Meaning               |
|---------------------------|----------------|-----------------------|
| Noun + Noun               | toothbrush     | a brush for teeth     |
| Adjective + Noun          | blackboard     | a board that is black |
| Verb + Noun               | swimming pool  | a pool for swimming   |
| Noun + Verb               | rainfall       | amount of rain        |
| Noun + Preposition + Noun | mother-in-law  | your spouse's mother  |
| Number + Noun             | ten-speed bike | bike with ten gears   |

### ● Remember

- The first word often describes the second word.
- The compound noun acts as a single noun in the sentence

### ◆ Examples

- I need a new notebook for school.
- He bought a toothbrush and toothpaste.
- My mother-in-law is visiting us.
- We meet at the bus stop
- There's a swimming pool in our hotel.
- She works in a post office.

## ◆ Common Compound Nouns

- |                 |              |               |              |
|-----------------|--------------|---------------|--------------|
| • toothpaste    | • bus stop   | • hairdresser | • toothpaste |
| • bedroom       | • check-in   | • classroom   | • playground |
| • swimming pool | • notebook   | • supermarket | • newspaper  |
| • mother-in-law | • rainfall   | • breakfast   | • haircut    |
| • sister-in-law | • toothpaste | • football    | • airport    |

## ◆ Practice

1. I read the \_\_\_\_\_ every morning.
- a. news paper  
b. **newspaper**  
c. news-paper
2. He works as a \_\_\_\_\_ in a big salon at the Grand Mall.
- a. **hairdresser**  
b. hair-dresser  
c. hair dresser
3. We arrived at the hotel \_\_\_\_\_ at 3 pm.
- a. checkin  
b. check in  
c. **check-in**
4. She went shopping at the \_\_\_\_.
- a. **supermarket**  
b. super market  
c. super-market
5. I gave my son a \_\_\_\_\_ for his birthday.
- a. ten speed bike  
b. tens peed-bike  
c. **ten-speed bike**
6. She bought a \_\_\_\_\_ haircut.
- a. new style  
b. **new-style**  
c. newstyle

# General Practice

## Maze 1

In today's world, starting a business is exciting but challenging. A young entrepreneur (1) \_\_\_\_\_ take risks and explore new ideas. Many people believe that a (2) \_\_\_\_\_ is essential for success.

If you want to earn money, you (3) \_\_\_\_\_ save regularly and invest wisely. This year, I (4) \_\_\_\_\_ launch my own small business. It will be a (5) \_\_\_\_\_ project that attracts many customers.

A successful entrepreneur should also create (6) \_\_\_\_\_ strategies that impress clients. Some startups fail because they are not (7) \_\_\_\_\_. Always remember, if you work hard and plan carefully, you (8) \_\_\_\_\_ achieve your goals.

## Options

- |                           |                             |
|---------------------------|-----------------------------|
| 1. a. can't               | 2. a. business-plan         |
| b. <b>should</b>          | b. businessplan             |
| c. be able                | c. <b>business plan</b>     |
| 3. a. <b>should</b>       | 4. a. going to              |
| b. can                    | b. <b>am going to</b>       |
| c. shouldn't              | c. go to                    |
| 5. a. <b>money-making</b> | 6. a. well-thought out      |
| b. money making           | b. well thought out         |
| c. money make             | c. <b>well- thought-out</b> |
| 7. a. well prepared       | 8. a. <b>can</b>            |
| b. wellprepared           | b. should                   |
| c. <b>well-prepared</b>   | c. cannot                   |

## Maze 2

Lina is an ambitious woman .This summer, she (1) \_\_\_\_\_ start her own business. She knows it would be a (2) \_\_\_\_\_ journey, but she is ready to face challenges.

Before launching, she realizes she (3) \_\_\_\_\_ research the market carefully. Her friend advised her to create a (4) \_\_\_\_\_ plan to attract investors.

Lina will invest in a (5) \_\_\_\_\_ product that was both innovative and environmentally friendly. The beginning of the project will be tough, and she feels (6) \_\_\_\_\_ by all the new responsibilities.

However, with a (7) \_\_\_\_\_ marketing strategy and hard work, Lina knows she (8) \_\_\_\_\_ succeed and grow her business.

### Options

1. a. goes to  
b. going to  
c. is going to

2. a. reallife  
b. real-life  
c. real life

3. a. can  
b. should  
c. can't

4. a. state-of-the art  
b. state of the art  
c. state-of-the-art

5. a. user-friendly  
b. user friendly  
c. userfriendly

6. a. confusing  
b. confused  
c. confuse

7. a. cutting edging  
b. cutting edge  
c. cutting-edge

8. a. can  
b. should  
c. cannot