

أوراق عمل مراجعة إثرائية نهاية الفصل مجابة



تم تحميل هذا الملف من موقع المناهج القطرية

موقع المناهج ← المناهج القطرية ← الصف الحادي عشر ← لغة انجليزية ← الفصل الأول ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 19:59:35 2025-12-07

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: Alzboun Wisam

التواصل الاجتماعي بحسب الصف الحادي عشر



صفحة المناهج
القطرية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

أوراق عمل مراجعة إثرائية نهاية الفصل غير مجابة

1

أوراق عمل اختبارات Tests Practice مجابة

2

أوراق عمل اختبارات Test Practice غير مجابة

3

حل تقاويم الوحدات الثالثة والرابعة والخامسة

4

حل أوراق عمل إثرائية شاملة نهاية الفصل من مدرسة الأندلس

5

**Grade 11
English**

ALRAYAN

Final Revision 1st Term



Vocabulary

on behalf of	نيابةً عن	in a hurry	مستعجل
on display	معروض	in a mess	في فوضى
on fire	مشتعل	in cash	نقدا
on good terms	على علاقة طيبة	in charge of	مسؤول عن
on holiday	في إجازة	in debt	مدين
on purpose	عمداً / عن قصد	in particular	خصوصاً
on sale	عليه تخفيض	in public	أمام الناس / علناً
on second thoughts	بعد إعادة التفكير	in sb's interest	يساعد شخص
on the phone	على الهاتف	in tears	بالدموع / باكياً
on the run	هارب	in the future	في المستقبل
on the verge of	على وشك	in the long run	على المدى البعيد
on tour	في جولة	in the meantime	في هذه الأثناء
		in the mood for	في مزاج مناسب لـ
		in trouble	في مشكلة

Choose the correct answer:

- The students were _____, so they finished the project quickly.
a) in cash **b) in a hurry** c) in public d) in tears
- After the storm, the whole room was _____.
a) **in a mess** b) in the long run c) in charge of d) in the mood for
- He paid for the new phone _____.
a) in debt b) in tears **c) in cash** d) in trouble
- Sara is _____ the school trip; she organizes everything.
a) **in charge of** b) in a hurry c) in public d) in a mess
- Many students graduate while still _____.
a) in cash b) in trouble **c) in debt** d) in a mood
- I like all kinds of music, but classical music _____ is my favorite.
a) in the meantime **b) in particular** c) in public d) in the future
- He never argues _____; he prefers to keep things private.
a) in tears b) in a mess **c) in public** d) in the future



8. The decision was made because it was _____ the students' interest.
a) in b) in trouble c) in cash d) **in sb's interest**
9. She ran out of the room _____.
a) **in tears** b) in the long run c) in charge of d) in the mood for
10. Nobody knows what will happen _____.
a) in particular b) **in the future** c) in a mess d) in public
11. _____, exercising every day will benefit your health.
a) **In the long run** b) In a hurry c) In cash d) In tears
12. The movie starts in one hour; _____, we can get something to eat.
a) In trouble b) **In the meantime** c) In public d) In debt
13. I'm not _____ studying today; I just feel tired.
a) **in the mood for** b) in the long run c) in charge of d) in public
14. The boy was _____ after breaking the school rules.
a) in the mood for b) **in trouble** c) in cash d) in particular
15. The painting was put _____ at the museum for everyone to see.
a) **on display** b) on good terms c) on sale d) on fire
16. She apologized after they argued, and now they are _____ again.
a) on tour b) **on good terms** c) on sale d) on fire
17. The shop has many items _____ this week, so prices are low.
a) **on sale** b) on good terms c) on display d) on fire
18. The forest was _____ after a lightning strike.
a) on display b) on good terms c) on sale d) **on fire**
19. He said he broke the window _____, not by accident.
a) **on purpose** b) on tour c) on second thoughts d) on the run
20. She is travelling across Europe with her band; they are currently _____.
a) on display b) on good terms c) on sale d) **on tour**
21. After thinking again, she changed her mind _____.
a) on purpose b) on tour c) **on second thoughts** d) on the run
22. The criminal is still _____ and police can't catch him.
a) on purpose b) on tour c) on second thoughts d) **on the run**
23. She was speaking _____ when I entered the office.
a) on the run b) **on the phone** c) on the verge of d) on tour



Phrasal verb

take after	يشبه شخص
take off	يقطع
take over	يتولى أمر
take on	يواجه تحدي / يتحمل (عمل)
take down	يدون / يسجل

get away	يفر من - يهرب
get along with	ينسجم مع شخص
get by	يدبر أموره / يمضي حاله
get through to	يتصل بشخص
get around to	يجد وقتاً للقيام بعمل ما

Choose the correct answer:

- She really _____ her mother; they look so similar.
a) takes off **b) takes after** c) takes down d) takes on
- The plane will _____ in a few minutes, so fasten your seatbelt.
a) take off b) take over c) take after d) take on
- The company will _____ a new manager next month.
a) take down b) take after **c) take on** d) take off
- He was asked to _____ the notes from the board before leaving class.
a) take down b) take on c) take off d) take after
- After the CEO resigned, the deputy had to _____ the whole project.
a) take after b) take down **c) take over** d) take on
- I finally _____ calling my friend after postponing it for weeks.
a) got through to **b) got around to** c) got by d) got away
- It's hard to _____ him; he never understands what I'm trying to say.
a) get by b) get away **c) get through to** d) get around to
- She doesn't earn much, but she manages to _____.
a) get by b) get through to c) get along with d) get around to
- The thieves were able to _____ before the police arrived.
a) get away b) get by c) get along with d) get around to
- I really _____ my coworkers; they're friendly and helpful.
a) get through to b) get away c) get around to **d) get along with**



Past Simple

Structure Form :

Affirmative

Sub + V2

Negative

Sub + didn't + v1(base form).....

Question

(Wh) did +Sub + v1(base form).....?

TIME EXPRESSIONS: ago, yesterday, in 1998, last week/month/night, etc.

The Past Simple is used:

- to describe a completed action in the past (the time is usually mentioned or implied).

We went to the Natural History Museum yesterday.

لوصف حدث **مكتمل** في الماضي (عادة ما يتم ذكر الوقت أو ضمنياً)

- to describe completed actions that happened one after the other in the past.

Dad got up early, made coffee and then he left for work.

لوصف الأحداث المكتملة التي حدثت **واحدة تلو الأخرى في الماضي**.

- to describe past habits or repeated actions in the past (often used with adverbs of frequency).

When my sister was young, she visited her grandparents every weekend.

لوصف **العادات السابقة** أو الأحداث المتكررة في الماضي (غالباً ما تستخدم مع ظروف التكرار).

- to describe permanent situations in the past.

We lived in a house with a big garden when we were young.

لوصف الحالات الدائمة في الماضي

- to describe an action in the past that interrupted a 'longer' action in progress.

I was doing my homework when the lights went out.

لوصف حدث في الماضي قطع حدث مستمر

1. I _____ (not / drink) any coffee last night.
2. She _____ (get on) the bus in the centre of the city yesterday.
3. What time _____ (he / get up) yesterday?
4. Where _____ (you / get off) the train last night?
5. I _____ (not / change) trains at Victoria last trip.



Past Progressive

Structure Form :

Affirmative

Sub + **was** + ving
were

Negative

Sub + **wasn't** / **weren't** + ving

Question

(Wh) **was/were** + Sub + ving?

TIME EXPRESSIONS:

When + sub + **v2** , sub + **was/were +ing**

While **was/were +ing**, sub + **v2**

As sub + **was/were +ing**, sub + **was/were +ing**

yesterday evening,

The Past Progressive is used:

- to describe an action in progress at a certain time in the past. لوصف حدث مستمر في وقت محدد في الماضي.
'What were you doing at eight o'clock yesterday evening?'
'I was having dinner with my family.'
- to describe actions that were happening at the same time in the past (usually with **while** or **as**). لوصف الإجراءات التي كانت تحدث في نفس الوقت في الماضي (خاصة مع **while** or **as**).
While Mark was making pizza, Steve was watching TV.
- to set the scene in a story. لتعيين المشهد في قصة.
There were a lot of children at the park. Some were playing football, others were riding their bikes and a few were talking on their mobile phones.
- to describe temporary past states or actions. لوصف الحالات أو الإجراءات السابقة المؤقتة.
My brother was working in a restaurant in those days.
- to describe repetitive or annoying actions (with the adverbs of **frequency** **always**, **continually**, etc.) لوصف الإجراءات المتكررة أو المزعجة (مع ظروف التكرار **always**, **continually** , إلخ).
My cousins were always fighting when they were young.



- to describe an action in progress in the past that was interrupted by another action.

لوصف حدث مستمر في الماضي تم قطعه بحدث آخر

While Philip was swimming in the pool, he heard someone call his name.

- We use the Past Progressive and the Past Simple in the same sentence when one action interrupted another in the past.

نستخدم الماضي المستمر والماضي البسيط في نفس الجملة عندما يقطع حدث آخر في الماضي.

As/While/When Dad was washing the car, it started to rain.

He was reading a book when the doorbell rang.

1. It was raining (rain) when we came (come) out of the shopping centre.
2. He broke (break) his leg when he was skiing (ski).
3. Soft music was playing (play) when I went (go) into the room.
4. While I was looking (look) after the children my wife was shopping.

We commonly use **as soon as** with the Past Simple.
*As soon as the kids **got** their presents, they **opened** them.*

used to + base form
didn't use to

used to + base form is used:

- to describe permanent past states.

لوصف حالات دائمة في الماضي

My grandfather used to be very good at tennis when he was young.

- to describe past habits.

لوصف أشياء أو عادات في الماضي

My brother used to ride his bike to school, but now he takes the bus.

- to describe repeated actions in the past.

لوصف أحداث متكررة في الماضي

I used to go jogging every morning, but I don't anymore.

would + base form

would + base form is used:

- to describe past habits.

لوصف أشياء أو عادات في الماضي وتركها وغالباً معه ظرف تكرار

*Our parents **would** **often** take us to the zoo when we were younger.*

- to describe typical behaviour in the past.

لوصف سلوك نمذجي متكرر في الماضي

Every evening, my brother would return from football practice, take a shower and make

We can't use **Would** with **stative verb**.

was/were going to + base form

is used to talk about actions somebody intended to do in the past (but probably didn't).

تستخدم للتعبير عن شيء كنت تنوي القيام به في الماضي ولكن لم تفعل

1. I was going to call you, but I got busy.
2. They were going to travel to London, but the trip was cancelled.

Choose the correct option:

1. When I was a child, I ____ ride my bike every afternoon.

- a) would ☒
- b) use to
- c) will
- d) am going to

2. She ____ live in New York before moving to London.

- a) would
- b) used to ☒
- c) will
- d) is going to

3. Every summer, we ____ go to the beach together.

- a) will
- b) would ☒
- c) use to
- d) are going to

4. He ____ have long hair when he was in college.

- a) would
- b) used to ☒
- c) will
- d) is going to

5. My grandparents ____ tell me stories about their childhood.

- a) will



- b) used to ☒
- c) would
- d) are going to

6. I ____ like pizza when I was younger, but now I don't.

- a) would
- b) used to ☒
- c) will
- d) am going to

7. When we were kids, we ____ play hide-and-seek every evening.

- a) will
- b) would ☒
- c) use to
- d) are going to

8. She ____ be very shy as a teenager.

- a) would
- b) used to ☒
- c) will
- d) is going to

Rewrite the following sentences

When I was a child, I rode my bike every afternoon. (**used to**)

I used to ride my bike every afternoon.

She lived in New York before moving to London. (**used to**)

She used to live in New York.

Every summer, we went to the beach together. (**would**)

We would go to the beach every summer.

He had long hair when he was in college. (**used to**)

He used to have long hair in college.

My grandparents told me stories about their childhood. (**would**)

They would tell me stories about their childhood.

I liked pizza when I was younger. (**used to**)



I used to like pizza when I was younger.

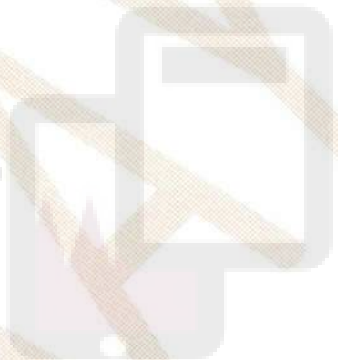
When we were kids, we played hide-and-seek every evening. (**would**)

We **would** play hide- and-seek every evening.

almanahj.com/qa

2026

2025



Module four

delicate	لطيف - رقيق	Prey	فريسة
food chain	السلسلة الغذائية	Predator	يفترس
marine	بحري	Ecosystem	نظام بيئي
Pose	يسبب	Biodiversity	تنوع البيئي

Fill in the gaps with correct words:

Predator	food	chain	marine	Pose	Prey
Predator	delicate	Ecosystem	Biodiversity		

1. Be careful with the vase; it's very **delicate**.
2. In the ocean, the plankton is at the bottom of the food **chain**.
3. Whales are **marine** mammals that live in the sea.
4. Smoking can **pose** serious health risks.
5. The mouse ran quickly to escape from its **prey**, the owl.
6. The tiger is a powerful **predator** in the jungle.
7. Protecting forests helps maintain a healthy **ecosystem**.
8. Coral reefs are famous for their rich **biodiversity**.

Prepositions

advantage of	يستفيد من	impact on	تأثير على	reason for	السبب ب
importance of	أهمية	effect on	يؤثر على	solution to	حل
decrease in	انخفاض	feed on	يتغذى على	threat to	خطر على
increase in	في الازدياد	need for	يحتاج الى	damage to	تضرر ل

1. There has been a _____ in pollution levels this year.
A. **decrease** B. effect C. need D. importance
2. There are many _____ of learning English at an early age.
A. decrease B. effect C. need D. **advantages**
3. Teachers always stress the _____ of reading every day.
A. decrease B. effect C. need D. importance
4. We expect an _____ in student enrollment next semester.



A. reason

B. **increase**

C. advantage D. importance

Fill in the gaps with the correct words:

impact

effect

feed

need

1. The medicine had no **effect** on her symptoms.
2. Climate change has a serious **impact** on wildlife.
3. Many fish **feed** on small insects in the water.
4. There is a growing **need** for clean energy.

reason

solution

threat

damage

5. We need a **solution** to the water shortage problem.
6. The storm caused severe **damage** to the buildings.
7. Pollution is a major **threat** to marine life.
8. The main **reason** for the delay was heavy traffic.

Overachieve	يتفوق دراسيا	Underachieve	غير ناجح
overcharge	نفقة زائدة	undercharge	نفقات زائدة
Overcook	مطبوخ زيادة	undercook	غير ناضج
overestimate	يبالغ في التقدير	underestimate	يقلل من أهمية
Overfeed	تغذية زائدة	Underfeed	سوء تغذية-نقص
Overpay	يدفع بإفراط	underpay	اجر متدني
Overrate	يبالغ في التقدير	Underrate	يقلل من قيمته
Overuse	استعمال مفرط	Underuse	قليل الاستخدام

Overachieve

Underfeed

overcharge

Underrate

Overcook

underpay

1. Many workers feel that their companies **underpay** them.
2. Don't **overcook** the pasta; it will become too soft.
3. She always tries to **overachieve** in her exams.
4. Some restaurants **overcharge** customers during holidays.
5. That movie is **underrated**; it's actually excellent.



Past perfect

Structure Form :

Affirmative

Sub + **had + P.P**

Negative

Sub + **hadn't + P.P**

Question

(Wh) **had** + Sub + **P.P**.....?

TIME EXPRESSIONS:

Before } **v2 (past simple) , had+pp**
By the time }

After } **had+ pp , v2 (past simple)**
because }
As soon as }

The Past Perfect Simple is used:

• لوصف فعل تم الانتهاء منه قبل نقطة زمنية محددة في الماضي.

- to describe an action which was completed before a specific point of time in the past.

I had finished my homework by eight o'clock.

- to describe an action that was completed before another action in the past. The second action is in the Past Simple. لوصف فعل حدث قبل فعل آخر في الماضي. الفعل الثاني في زمن الماضي البسيط.

The film had already started when we got to the cinema.

Choose the correct answer:

1. By the time we arrived, the film _____.

a) has started b) **had started** c) started d) is starting

2. She didn't want to go to the restaurant because she _____ there before.

a) was eating b) eats c) **had eaten** d) has eaten

3. They were tired because they _____ all night.

a) **had worked** b) work c) have worked d) worked

4. After he _____ his homework, he went out with his friends.

a) finished b) has finished c) finishing d) **had finished**



Put the verbs in brackets in the correct form.

5. By 10 pm, they **had finished** (finish) dinner.
6. I didn't understand the movie because I **hadn't seen** (see) the first part.
7. She was tired because she **had worked** (work) all day.
8. After he **had written** (write) the letter, he went to bed.
9. They were shocked because someone **had stolen** (steal) their car.
10. They didn't recognize him because he **had changed** (change) a lot.

A **clause of reason** explains **why** something happens.

Linkers

Clause of reason: جمل السبب

A **clause of reason** explains **why** something happens.

because
since
as

Sub+ verb

As it was late, we decided to leave.
We stayed home **because** it was raining.

because of
due to

Noun / verb -ing

The match was canceled **because of** the weather.
The flight was delayed **due to** fog.

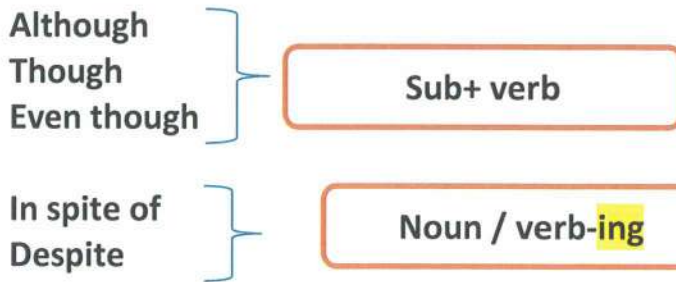
Complete the sentences with the correct conjunction:

1. He passed the exam because he studied hard.
2. We couldn't go out because of the traffic.
3. As it was late, we decided to leave.



4. *Since* you know the answer, please explain it.
5. The shops were closed *due to* a public holiday.

Clauses of Concession جمل التناقض



1. **Although** it was raining, we went for a walk.
2. **Though** he was tired, he finished the work.
3. **Even though** she studied hard, she failed the test.
4. **In spite of** the rain, we played football.
5. **Despite** working hard, he didn't get promoted.

Choose the correct answers

1. _____ he was sick, he went to work.
a) Despite b) **Although** c) In spite of d) because
2. _____ the heavy traffic, we arrived on time.
a) Although d) because c) Even though d) **In spite of**
3. The match was cancelled _____ the storm.
a) because b) **because of** c) although d) In spite of
4. _____ she studied very hard, she failed the exam.
a) **Even though** b) Despite c) In spite of d) because
5. She stayed home _____ she was sick.
a) **because** b) due to c) in spite of d) Although
6. _____ the bad weather, the flight left on time.
a) Though b) **Despite** c) Although
7. The road was closed _____ an accident.
a) although b) In spite of **c) due to** d) because
8. _____ he was tired, he didn't stop working.
a) In spite of b) **Though** c) Despite d) because

Rewrite the sentences

9. He was very tired. He continued studying. (rewrite using **although**)
Although he was very tired, he continued studying.
10. It was raining heavily. They went out. (Rewrite using **in spite of**)
In spite of the heavy rain, they went out.
11. The weather was bad. We stayed indoors.
We stayed indoors because of the bad weather
12. She didn't feel well. She went to work. (Rewrite using **even though**)



Even though she didn't feel well, she went to work.

13. There was a fire. The school closed.

The school closed due to the fire.

Clause of Result

Expressing the result of an action or a conclusion

so + adjective/adverb + (that)

- We say **so** + **much** / **many**, but **such** + **a lot of**.
- *That* can be omitted, especially in spoken English.

1. The soup was so hot that I couldn't eat it.
2. She was so tired that she fell asleep in class.
3. The movie was so boring that we left early.

such + (a/an) + (صفة) + اسم (that)

1. It was such a hot day that we stayed at home.
2. She is such a kind person that everyone loves her.
3. He told such an interesting story that we all listened carefully.
4. They are such good friends that they never argue.
5. It was such a difficult exam that many students failed.
6. The weather was ____ cold that we couldn't go outside.
a) such b) so c) such d) because
7. It was ____ an interesting movie that I watched it twice.
a) such b) so c) such d) because
8. She is ____ intelligent that she always gets top marks.
a) such b) so c) such an d) because
9. He bought ____ an expensive car that everyone was surprised.
a) such b) so c) such d) because
10. They are ____ nice people that everybody likes them.
a) such b) so c) such a d) because

Rewrite the following sentences.

11. It was a very expensive dress. She didn't buy it. (such)

It was such an expensive dress that she didn't buy it.

12. He is a very fast runner. He won the race. (such)

He is such a fast runner that he won the race.

13. They made a lot of noise. The neighbours complained. (so)

They made so much noise that the neighbours complained.



(Clauses of Purpose) جمل الغرض

to / so as to / in order to + base form

1. I study hard **to** get good marks.
2. She whispered **so as to** not wake the baby.
3. He left early **in order to** catch the first bus.
4. He spoke quietly **so as not to** disturb anyone.
5. She left early **in order not to** be late.

so that + can / may / will (not)

Used when the purpose refers to the **present or future**.

1. I'm saving money **so that I can** buy a new laptop.
2. She speaks loudly **so that everyone will** understand her.
3. They leave early **so that they won't** get stuck in traffic.

so that + could / might / would (not)

Used when the purpose refers to the **past**.

1. He left early **so that he could** meet his friend.
2. She studied a lot **so that she might** pass the test.
3. They spoke quietly **so that they wouldn't** wake the baby.

Choose the correct answers:

1. He turned off the lights _____ save electricity.
a) so that he can b) **to** c) so as not to d) such
2. She left her phone at home _____ she wouldn't get distracted.
a) so that b) in order to c) **so that**
3. I'm studying hard _____ I can pass the exam.
a) **so that** b) so as to c) in order not to
4. They arrived early _____ they might get good seats.
a) **to** b) so c) such d) because
5. He closed the window _____ the room wouldn't get cold.
a) so as to b) **so that** c) to d) although

Rewrite the following sentences:

6. I went to the gym. I wanted to get fit. (to)
I went to the gym to get fit.
7. He took notes. He didn't want to forget the lesson. (so as not



to)

He took notes **so as not** to forget the lesson.

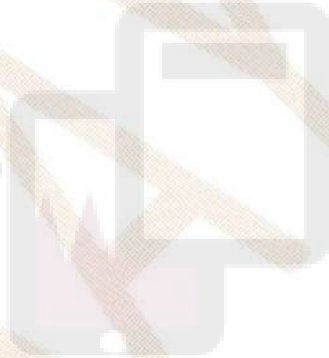
8. She bought a ticket. She wanted to enter the museum. (**so that**)

She bought a ticket **so** that she could enter the museum

almanahj.com/qa

2026

2025



Unit Five

Vocabulary

To describe things	المعنى	To describe how people feel	المعنى
fascinating	ساحر / رائع للغاية	fascinated	مندهبش / منبهر
annoying	مززعج	annoyed	منزعج
boring	ممل	bored	شعر بالملل / ضجر
confusing	مربك	confused	مرتبك
disappointing	مخبب للآمال	disappointed	محبب / خائب الأمل
exciting	مثير	excited	متحمس
frightening	مخيف	frightened	خائف
interesting	مثير للاهتمام	interested	مهتم
surprising	مفاجئ	surprised	مندهبش / متفاجئ

fascinating confusing boring annoying

1. The lecture was so **boring** that many students fell asleep.
2. The documentary about space was **fascinating**; I learned so many new things.
3. The loud noise coming from the street was very **annoying**.
4. The instructions were **confusing**, so I didn't know what to do.

excited disappointed frightened annoying surprised

1. I was **disappointed** when the event was cancelled at the last minute.
2. She was very **excited** about starting her new job.
3. The child was **frightened** by the loud thunder.
4. He is **interested** in learning more about renewable energy.
5. We were **surprised** to see them arrive so early.



Tion		ation		ment	
decide	decision	explain	explanation	disappoint	disappointment
introduce	introduction	satisfy	satisfaction	cancel	cancellation
describe	description	imagine	imagination	achieve	achievement
connect	connection	inspire	inspiration	measure	measurement
prevent	prevention	motivate	motivation	announce	announcement
reflect	reflection	cancel	cancellation		
fascinate	fascination	realise	realisation		
		expect	expectation		

Complete with the correct form of the words in capitals.

1. Losing the last match of his long career came as a huge _____ to him. **DISAPPOINT**
2. I'm sorry sir, but we have no record of the _____ of your booking. **CANCEL**
3. Is it my _____, or does it feel colder inside than outside today? **IMAGINE**
4. The artist's _____ for this painting was a little cottage he stayed in last summer. **INSPIRE**
5. It's not surprising that the workers at the factory have no _____ when their wages are so low. **MOTIVATE**
6. I consider building up a successful business as my greatest _____. **ACHIEVE**
7. The Internet _____ at the hotel was really slow. **CONNECT**
8. Exercising and a healthy diet play an important role in the _____ of heart disease. **PREVENT**



-al		-ive		-y	
benefit	beneficial	intense	intensive	health	healthy
finance	financial	decide	decisive	dirt	dirty
education	educational	cooperate	cooperative	risk	risky
globe	global	protect	protective	dust	Dusty
environment	environmental	act	active	wealth	wealthy

-ous / -ious		-able / -ible	
Space	spacious	access	accessible
Adventure	adventurous	predict	predictable
Humor	humorous	reuse	reusable
Fury	furious	advise	Advisable
Mystery	mysterious	wear	Able
Fame	famous	sense	sensible

Complete with the correct form of the words in capitals.

- Eating fresh fruit and vegetables is beneficial to your health. **BENEFIT**
- The company is facing financial difficulties this year. **FINANCE**
- The museum trip was very educational for the students. **EDUCATION**
- The website is accessible to all users, including those with disabilities. **ACCESS**
- The ending of the movie was very predictable. **PREDICT**
- She bought a reusable water bottle to reduce plastic waste.
- Eating a balanced diet helps you stay healthy. **HEALTH**
- The children came home with dirty clothes after playing outside. **DIRT**
- It is risky to drive fast on a wet road. **RISK**
- She is taking an intensive English course to improve quickly. **INTENSE**
- The coach made a decisive decision that changed the outcome of the match.
- The old house had a mysterious atmosphere that made everyone curious. **MYSTERY**
- Paris is famous for its beautiful landmarks and delicious food. **FAME**



Grammar

Modal Verbs

Expressing ability: للقدرة	
<p>Can / can't/ (is/am/are able to) express ability/inability in the present.</p> <p>التعبير عن القدرة في الوقت الحاضر</p> <p>Could/ couldn't / (was /were able to): expresses ability in the past.</p> <p>التعبير عن القدرة في الماضي</p>	<p>The baby can walk.</p> <p>The baby is able to walk.</p> <p>He could ride a bike when he was four.</p> <p>He was able to ride a bike when he was four.</p>
Expressing obligation: الاجبار	
<p>must + base form expresses personal obligation in the present or future.</p> <p>التعبير عن الالتزام الشخصي في الوقت الحاضر والمستقبل كما انها تستخدم مع القوانين</p> <p>have to + base form: expresses external obligation in the present or future.</p> <p>الزام من شخص اخر في الوقت الحاضر والمستقبل</p> <p>had to استخدم في الماضي</p>	<p>I must go to the dentist for my toothache.</p> <p><i>Seat belts must be worn by all passengers.</i></p> <p><i>You have to buy a ticket before you enter the art gallery. (= It's the law.)</i></p> <p><i>When I was ill, I had to take medication every three hours.</i></p>

Prohibition: المنع	
<p>can't / mustn't/ expresses prohibition in the present or future.</p> <p>التعبير عن المنع في الوقت الحاضر او المستقبل</p>	<p>You mustn't/can't take photos in the museum. (= You aren't allowed to.) .</p>
Expressing necessity and absence of necessity: للضرورة او عدمها	
<p>need to + base form expresses necessity in the present or future</p> <p>التعبير عن الضرورة في الوقت الحاضر والمستقبل</p> <p>don't have to / don't need to / needn't + base form</p> <p>في الماضي استخدم</p>	<ul style="list-style-type: none"> ➤ I need to buy a sleeping bag before my camping trip. ➤ You don't have to pay me back today. (= It isn't necessary.) ➤ Bill doesn't need to wear glasses anymore. ➤ You needn't shout. I can hear you.



<p>needed to + base form</p> <p>didn't have to / didn't need to + base form</p> <p>needn't + have + past participle</p>	<ul style="list-style-type: none"> ➤ I didn't have to / didn't need to cook dinner. ➤ You needn't have brought anything. (= It wasn't necessary, but you did.)
Permission / Request الاستئذان / الطلب	
<p>can / could / may / might</p> <p>Can I..?, Could I..?, May I..?, Might I..? to ask for permission. الاستئذان</p> <p>can / could / may / will / would</p> <p>Making requests الطلب</p> <p>We use Can / Could / Will / Would you..? to make polite requests and ask for a favour.</p> <p>Could and Would are more polite.</p> <p>تستخدم للطلب المهذب</p>	<p>Can/Could/May I play in the garden?</p> <p>Can/Could/May I make a phone call?</p> <p>Can/Could/Will/Would you show me how this works?</p>
Expressing possibility: الامكانية	
<p>can / could / may / might + base form express possibility in the present or future للاحتمالية في الحاضر او المستقبل</p> <p>may not / might not + base form express the possibility that something will not happen in the present or future.</p>	<p><i>It could/may/might take us hours to hike through the forest.</i></p> <p><i>We may not / might not have time to go shopping today.</i></p>
Giving advice: للنصيحة	
<p>should / shouldn't / ought to</p> <p>to ask for and give advice.</p> <p>to express an opinion</p> <p>to make a suggestion.</p> <p>to express mild obligation.</p> <p>had better</p> <p>We use had better + base form to give strong advice. It often expresses threat or warning</p>	<ul style="list-style-type: none"> ➤ Should I talk to my parents about this? ➤ She should join a gym ➤ You should try the chocolate ice cream. It's fantastic! ➤ Students should not be late for class.



and it's stronger than *should / ought to*. It refers to **the present or future**, not the past

تستخدم للنصيحة القوية والتهديد أو التحذير في الزمن الحاضر أو المستقبل ولا تستخدم مع الماضي

النفي:

Its negative form is **had better not**. In spoken English the short form is commonly used (*I'd better, you'd better, etc.*).

You'd better inform your teacher that you're going to be late.

You'd better not come home so late again.

Making Deductions الاستنتاج

must + base form expresses certainty that something is true.

*This juice is made with fresh fruit so it **must be** very healthy.*

can't + base form expresses belief that something is impossible.

*Jack isn't wearing a jacket so it **can't be** cold outside.*

may / might + base form إذا كنت غير متأكد

*He's not here yet. He **might be** stuck in traffic.*

Modal verbs + have + past participle

- We use **may / might + have + PP** to express possibility in the **past**.

*I **may / might have seen** the film, but I'm not sure.*

- We use **could + have + past participle** to express possibility in the past which was not fulfilled.

*You **were** lucky. You **could have been** hurt.*

- We use **must + have + past participle** to express certainty that something happened in the past.

*I **must have left** my wallet at home.*

- We use **can't/couldn't + have + past participle** to express certainty that something didn't happen.

*You **can't/couldn't have met** their parents. They **live in** Canada.*

- We use **should or ought to + have + past participle**:

– to express **regret** about something that didn't happen in the past.

*We **should have come** home earlier.*

– to **criticise** somebody's behaviour.

*You **should have called** me and let me know you weren't coming.*

- We use **shouldn't or ought not to + have + past participle**:

– to express **regret** about something that happened in the past.

*I **shouldn't have shouted** at Larry today.*



Choose the correct answer

1. You _____ finish your homework before going out.
a) mustn't b) might c) could d) have to
2. She _____ be at work; her car is not in the driveway.
a) must b) should have c) might d) could
3. They _____ left early; the house is empty.
a) must have b) should have c) might d) could
4. She _____ come to the party tonight.
a) must have b) should have c) might d) ought to
5. You _____ bring your own lunch; food will be provided.
a) must b) don't need to c) might d) could
6. You _____ woken up so early; the meeting was postponed.
a) must b) needn't have c) might d) could
7. I _____ call my grandmother today, it's her birthday.
(a) need (b) should (c) must (d) can't
8. You _____ wash the car , I'll do it.
(a) shouldn't (b) don't have to (c) mustn't (d) may not
9. You _____ feed animals in the zoo , it's not allowed.



(a) need (b) **mustn't** (c) should (d) might

10. You _____ eat so much chocolate – it's bad for you..

(a) couldn't (b) mustn't (c) needn't (d) **shouldn't**

11. I _____ speak French very well when I was at school.

(a) **couldn't** (b) hadn't to (c) mustn't (d) can't

12. You _____ wear a seatbelt while driving. It's the law.

A. can B. **must** C. may D. could

10. She _____ speak three languages fluently.

A. must B. **can** C. should D. might

11. You _____ leave early if you finish your work.

A. must B. might C. **can** D. should

12. He looks tired. He _____ be sick. (Logical deduction)

A. can B. **must** C. should D. might to

13. _____ you pass me the salt, please?

A. **can** B. Must C. Should D. Might

14. You _____ study more if you want to improve your English.

A. can B. **should** C. mustn't D. might

15. It _____ rain later, so take an umbrella just in case.

A. should B. must C. **might** D. can't

16. They _____ won the game, but they made too many mistakes.

A. should B. must have C. could have D. can't

Rewrite the sentences using modal verbs between brackets.

1. You are not allowed to enter the lab. (mustn't)

You mustn't enter the lab.

2. It's a good idea to take up a hobby. (should)

You should take up a hobby.

3. Don't litter the streets; it's the law. (mustn't)

You mustn't litter the streets.

4. You aren't allowed to eat here. (can't)



You can't eat here.

5. Is it OK if I leave now? (may)

May I leave now?

6. He's obliged to wear a suit at work. (has to)

He has to wear a suit at work.

7. It is against the law to drive without a licence. (mustn't)

You mustn't drive without a licence.

8. Perhaps it was hypnosis that cured her insomnia. (might)

It might have been hypnosis that cured her insomnia.

9. I'm sure Ian wasn't feeling" well yesterday. (can't)

Ian mustn't have been feeling well yesterday.

10. It is important to follow the safety rules. (ought to)

You ought to follow the safety rules.

11. It's necessary for you to wear a helmet. (must)

You must wear a helmet.

12. It is not necessary for them to come early. (don't have to)

They don't have to come early.

13. It's a good idea to drink more water. (should)

You should drink more water.

14. It's forbidden to park here. (mustn't)

You mustn't park here.

15. I think he is possibly at home. (might)

He might be at home.

16. It's necessary for her to finish the report today. (has to)

She has to finish the report today.

17. I advise you to study for the exam. (should)

You should study for the exam.

18. I'm sure this can't be his phone; it's too old. (can't)

This can't be his phone; it's too old

19. It's possible that the boys have gone to the cinema. (may)

The boys may have gone to the cinema.

20. I'm certain she is the best student in the class. (must)

She must be the best student in the class.



Future Simple

Form of The Future "will"

Positive	Sub+ will+ V1 (inf) مصدر I will read the newspaper from tomorrow.
negative	Sub+ will not/ won't+ V1 مصدر I won't read the newspaper from tomorrow.
Question	Will I read the newspaper from tomorrow?

The Future will is used: استخداماتها

1. to **make predictions** about the future, usually with **perhaps** or after the verbs **believe, think, hope, expect, be sure, probably** etc.

التنبؤ بشيء بغير وجود أدلة مع وجود أحد الأفعال التالية:

perhaps, believe, think, hope, expect, be sure, probably

➤ *He'll **probably** send you the document later this afternoon.*

2. to talk about **spontaneous decisions**.

قرار لحظي

➤ *We've run out of bread. **I'll go** and buy some.*

• **for promises.** مع الوعود

I'll help you with your project, don't worry!

• **for offers and requests.** عرض أو طلب

I'll cook dinner tonight.

Will you help me hang the washing on the line?

• **for threats and warnings.** تحذير أو تهديد

Form of (be) going to

Positive	Sub+ (is/am/are) going to مصدر
negative	Sub+ (isn't/aren't am not) going to + V1 مصدر

The Future be going to is used:

1. to talk about **future plans / intended / decided**

خطط مستقبلية أو نية لعمل شيء بالمستقبل

*My sister **is going to** study Mechanical Engineering.*

• to make **predictions based on evidence.**

تنبأ مع وجود دليل

*Look out! You're **going to** step in the puddle.*

Present Simple

Future timetables

*My plane **leaves** at 7.30 in the morning.*

Present Progressive

Future arrangements

*I'm **spending** my next summer holidays in Australia. I **have bought** the tickets.*



I won't extend your deadline ever again!

Future Progressive

Structure form:

Positive	Sub+ will+ be +Ving I'll be studying
negative	Sub+ will not/ won't+ be +Ving It won't be eating
Question	will+ Sub+ be +Ving Will you be studying?

The Future Progressive is used:

- to talk about actions that will be in progress at a specific time in the future.

التحدث عن الإجراءات التي ستكون قيد التنفيذ في وقت محدد في المستقبل

At 10 o'clock tomorrow, she'll be speaking at a conference.

TIME EXPRESSIONS

This time
At 7:00 pm } + { next
tomorrow

This time tomorrow, I will be watching a movie in the cinema.

Choose the correct answers

1. It _____ rain tomorrow. Look at the dark clouds.
A. will B. is going to C. will be D. is going
2. Don't worry, I _____ you with your homework.
A. am going to help B. will help C. am helping D. will be helping
3. This time tomorrow, we _____ to London.
A. will fly B. are flying C. will be flying D. are going to fly
4. The train _____ at 7:45, so we must hurry.



A. will leave B. is going to leave C. leaves D. will be leaving

5. She bought paint because she _____ her room this weekend.
A. will redecorate B. is going to redecorate C. is redecorating D. will be redecorating
6. At 9 p.m. tonight, I _____ for my exam.
A. will study B. am studying C. will be studying D. study
7. They _____ married next April. The date is already set.
A. will get B. are going to get C. are getting D. will be getting
8. The bus _____ at 6:20 every morning.
A. will arrive B. is going to arrive C. arrives D. will be arriving

Correct the form of the verbs between brackets

1. Look at those clouds! It (snow) _____ is going to snow _____ soon.
2. We (visit) _____ are going to visit _____ our grandparents next weekend.
3. The students (not understand) _____ will not understand _____ the homework.
4. He (buy) _____ is going to buy _____ a new laptop because his old one is broken.
5. The phone (ring) _____ will ring _____ in a minute.
6. This time tomorrow, I (fly) _____ will be flying _____ to Paris.
7. My team (win) _____ will win _____ the match.
8. Don't call me at 9 p.m. I (watch) _____ will be watching _____ the football match.
9. At midnight, they (still drive) _____ will still be driving _____ through the desert.
10. The train (leave) _____ leaves _____ at 7:30 a.m. sharp.
11. We (see) _____ will see _____ our cousins tomorrow.
12. The phone (ring) _____ will ring _____ in a minute.
13. My flight (depart) _____ departs _____ at noon.
14. The concert (start) _____ starts _____ at 8 o'clock tonight.
15. I think she (come) _____ will come _____ to the party.
16. Don't worry, I (carry) _____ will carry _____ your bag.
17. He (not finish) _____ will not finish _____ his project on time.
18. They (travel) _____ will travel _____ to London next week.



19. The teacher (explain) _____ **will explain** _____ the lesson again.

20. I promise I (call) _____ **will call** _____ you later.

Reading Comprehension

Directions:

In this section, you will read a passage and answer (2) selected response questions and (2) constructed response ones. Be sure to put your answer in the space provided.

1 Environmental protection has become one of the most pressing issues of our time. As the planet faces increasing threats from pollution, climate change, and habitat destruction, the role of individuals and communities in safeguarding the environment has never been more critical. Every person has the power to make a difference through daily choices and actions.

2 One of the most effective ways individuals can contribute is by reducing waste and practicing recycling. For example, separating paper, plastic, and glass for proper disposal helps minimize landfill overflow and conserves natural resources. Many neighborhoods have set up recycling bins and organize regular collection drives, making it easier for residents to participate. Schools often run educational campaigns and competitions to encourage students to recycle and reuse materials creatively. These efforts not only reduce environmental harm but also foster a sense of collective responsibility and environmental **stewardship** among community members.

3 Energy conservation is another vital aspect of environmental protection. Simple actions like turning off unused lights, unplugging electronics, using energy-efficient appliances, and relying on public transportation can significantly reduce carbon emissions. In many cities, local governments promote green initiatives such as bike-sharing programs, solar panel subsidies, and the installation of electric vehicle charging stations to support sustainable living. Community centers sometimes host workshops on energy-saving techniques and distribute free LED bulbs to encourage households to lower their energy consumption.

4 Protecting biodiversity is equally important. Human activities such as deforestation, pollution, and urban expansion threaten countless species and disrupt delicate ecosystems. Individuals can support wildlife conservation by avoiding products made from endangered animals, participating in habitat restoration projects, and supporting organizations that protect natural habitats. Community groups often organize tree-planting events and clean-up campaigns in local parks and rivers. Technology also plays a growing role, with drones and satellite imaging helping scientists monitor endangered habitats, track illegal activities, and gather data for conservation efforts. Social media platforms are used to raise awareness and mobilize volunteers for environmental causes.

5 In conclusion, environmental protection is a shared responsibility. While governments and organizations play a major role, individual actions are equally impactful. By making conscious choices,



supporting community initiatives, and embracing technological solutions, people can work together to create a healthier planet for future generations.

3. What is the MAIN idea of the text?

- A. The importance of recycling in schools
- B. The role of technology in wildlife conservation
- C. Shared responsibility for environmental protection
- D. The impact of environmental protection on future generations

4. Which of the following is CLOSEST in meaning to the word “stewardship” in paragraph (2)?

- A. pollution
- B. expansion
- C. destruction
- D. supervision

5. Read the text again and decide if the statements below are True, False or Not Mentioned.

Write (T), (F) or (NM).

A. Community centers never provide free LED bulbs to households.
B. Scientists can monitor endangered habitats using drones and satellite imaging.



6. Based on paragraph (2), mention TWO ways neighborhoods make it easier for residents to participate in recycling.

Way 1:	
Way 2:	

7. According to paragraph (4), mention TWO human activities that threaten biodiversity.

Activity 1	
Activity 2	



Writing / Part 2: Prompt

Directions:

11. In this section, you will respond to ONE writing prompt.

Choose only ONE topic:

Topic A

Write a cause and effect essay in which you discuss the possible causes and effects of "air pollution".

Helpings tips:

Causes

- Burning of Fossil Fuels
- Agricultural Activities
- Factories and Industries
- Mining Activities

Helpings tips:

Effects

- Diseases caused by air pollution
- Global warming
- Acid rain
- Effects on Animals

Your essay will be evaluated on the basis of clear and organized ideas, strong details and effective sentences.

OR

Topic B

Write a **STORY** describing a memorable experience that taught you a lesson for life.

Your story will be evaluated on the basis of clear and organized ideas, strong details and effective sentences.

or

Topic 3:

Write an **ARGUMENTATIVE ESSAY** to discuss both the advantages and disadvantages of **studying online**.

Helping tips:

- **pros:** flexible times - chance to do a part-time job - saves money & time.
- **cons:** no face-to-face contact with teachers - physical inactivity - difficulty to make friends ... etc.

** Your essay will be evaluated on basis of clear and organized ideas, strong details, and effective sentences....*

Writing

There has been a lot of discussion recently about الموضوع Some people see that it has many advantages while others believe that it has many disadvantages, so what exactly are the advantages and disadvantages of الموضوع ?

To start with, there are many advantages to الموضوع Firstly, الإيجابية الأولى مع التوضيح

For example, مثال In addition, الإيجابية الثانية مع التوضيح

On the other hands, there are also some drawbacks to الموضوع In the first place, السلبية الأولى مع التوضيح مثال For example, What is

more, السلبية الثانية مع التوضيح

To sum up, الموضوع is often seen as a double-edged sword While it offers numerous advantages, it also presents several challenges. It's essential for us to remain cautious, capitalize on the positive elements of الموضوع and discard the negative ones.



unforgettable day story

It was a bright morning, and the sea looked calm and endless. I stepped into the water, feeling the cool waves touch my feet. The sound of the sea was soft, like a song. As I swam farther, the sun shone on the surface, making the water sparkle.

I saw small fish moving together, quick and shiny, like silver arrows. Fish appeared, jumping high before splashing back down. Everyone nearby laughed, amazed by the sight. The waves carried us gently, and we floated without worry.

Later, we sat on the sand, watching the sky change colors as the sun went down. Orange, pink, and purple filled the horizon. The sea grew quiet, and the air felt fresh.

That day was simple, but it stayed in my heart. I learned that happiness often comes from nature's beauty and sharing moments with others.



Cause and effect essay

In recent years, global warming has become a cause for great concern. The reason is that the average global temperature has increased faster over the past fifty years than at any time in recorded history. To make matters worse, there is growing evidence that this increase is speeding up. To better understand this phenomenon and the impact that it is having, we need to examine the underlying causes and consequences.

The main cause of global warming is the increase in greenhouse gases in the atmosphere. Greenhouse gases, for instance, carbon dioxide (CO₂) and methane (CH₄), are actually produced naturally, and they play a crucial role in making the Earth's climate liveable by trapping heat. However, human activities are significantly increasing the amount of these gases in our atmosphere. One such activity is the burning of fossil fuels to create electricity and power our cars. Other activities include farming, mining, the production of goods and services and the burning or clearing of forests.

The consequences of global warming are devastating. Firstly, it is leading to extreme weather conditions such as severe storms, floods, droughts and wildfires. These cause not only a loss of human life but also damage to the environment and man-made structures. Secondly, global warming is causing habitat destruction by changing the conditions in different ecosystems. This is leading to higher wildlife extinction rates because local species are finding it hard to adjust to the new conditions. Apart from this, higher temperatures are beginning to melt arctic sea ice, glaciers and ice sheets. As a consequence, sea levels are beginning to rise, which is leading to the flooding and destruction of coastal regions and low-lying areas.

To sum up, global warming clearly poses a significant threat both to humankind and the natural environment. It is evident that we need to take effective measures to reduce the greenhouse gases we produce. If we do not, the extreme conditions we are experiencing now will become even worse in the future. The question is, how much worse do things need to get before we decide to take action?

When writing a cause/effect essay:

- underline the key words in the writing task to get a clear idea of what your essay should focus on.
- use a variety of print and digital resources to find information on the topic.
- create a mind map to establish connections and organise the information.
- divide your essay into paragraphs that serve a specific function or deal with a specific aspect of the issue.
- use one of the two outlines featured in this module depending on how you want to present your information.
- expand on your ideas by explaining them clearly and supporting them with reasons or examples.
- use linking words (to list points, give examples and express result/consequence, etc.).
- write in a formal style and do not use abbreviations or short forms.
- begin or end your essay using a rhetorical question or thought-provoking idea to give your reader something to think about and/or emphasise a point.

TIP

