مدرسة الشروق
ALSHOROUQ SCHOOL
Education is not received.It is achieved

Grade (11 Advanced)

End of Term 1 Revision

2025-2026

Part 1 (Vocabulary & Grammar)

Academic Year 2025-2026: End of Term 1 Exam Test Specifications:
Grade 12 GLG - Grade 11 Advanced/12 General/12 Applied – Stage 8 – B2.1

Grade Level Goal	Grade 12 GLG	Learning Continuum Stage	8
Class	11 Advanced / 12 General / 12 Applied	CEFR	B2.1

Language Domain	Reading & Viewing and Writing & Representing	Total Marks	Reading: 60	Writing: 40
		Platform	SwiftAssess	Paper-based

Part	Level	Theme	Vocabulary	
Part 1A: Vocabulary	**Towards Grade Level Goal** Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message, overall organisation, structure and word choices, adjusting reading rate, skimming, scanning and reading on to understand and interpret texts.	**Money Talks** | Making a profit and helping people, Entrepreneurs	determined, independently, motivate, pride, primarily, reward, successfully, surprising, found, highly, hire, identify, in common, quantity, raise capital, remarkable, take risks, vision	
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Gap Fill _____ Choose the correct words to complete the sentences.	**Reading Strategies** ENG.08.RV.S.3.3: Apply a wide range of reading strategies, including, using context, own culture and experiences, the main message, overall organisation, structure, key points and word choices, adjusting reading rate, skimming, scanning and reading on to understand, interpret and analyse extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language	▪ 1 text of 170 words (10% either way) with 7 gaps focusing on the target vocabulary. ▪ 3 options, one of which is the correct answer ▪ 2 marks each (total: 14)

Part	Level	Theme	Vocabulary	Grammar
Part 1B: Grammar	**At Grade Level Goal** Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message, overall organisation, structure and word choices, adjusting reading rate, skimming, scanning and reading on to understand and interpret texts.	**Nail that job** | Career trends in a changing world	distract, overworked, worldwide, drawback, livelihood, secure, upgrade, workaholism, gridlock, overcrowding, background, overwork, overdo, overdue, overcrowded, overestimate, overpopulated	G.1.6 Adjectives (compound adjectives) Using Participles as Adjectives – interest -> interesting/interested, bore -> boring/bored. E.g. Contestants on fear Factor have to complete many _____ frightened/frightening tasks. G.9.7 Nouns (compound nouns)
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Gap-Fill _____ Read the text and choose the correct word(s) to complete the sentences.	**Reading Strategies** ENG.04.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, the main message and known words, adjusting reading rate, skimming, scanning, rereading and reading on to understand and interpret simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	▪ 1 expository text of 160 words (10% either way) with 7 gaps ▪ 3 options, one of which is the correct answer ▪ 2 marks each (total 14)

Word	Definition	Example Sentence
determined	Having a strong will to achieve something despite difficulties	She was **determined** to finish her project on time.
independently	Without help or influence from others	He solved the math problem **independently**.
motivate	To inspire someone to take action or work harder	Good teachers **motivate** their students to learn.
pride	A feeling of satisfaction from one's own achievements	She felt great **pride** in her team's success.
primarily	Mainly; for the most part	This course is **primarily** designed for beginners.
reward	Something given for good work or effort	The company gave a bonus as a **reward** for hard work.
successfully	In a way that achieves the desired goal	He **successfully** launched his first app last year.
surprising	Unexpected or unusual	It's **surprising** how fast technology changes.
found	To establish or start something (like a company or organization)	She **founded** her own fashion brand in 2018.
highly	Very; to a great degree	The hotel is **highly** recommended by travelers.
hire	To give someone a job	The company plans to **hire** more engineers this year.
identify	To recognize or name someone or something	Scientists can **identify** animal species by their DNA.
in common	Shared by two or more people	We have a lot **in common** — we both love travel.
quantity	The amount or number of something	The store sells large **quantities** of fresh fruit.
raise capital	To collect money needed to start or expand a business	The startup is trying to **raise capital** from investors.
remarkable	Worthy of attention; extraordinary	Her progress in just one year was truly **remarkable**.
take risks	To do something that might fail or be dangerous	Entrepreneurs often **take risks** to achieve success.
vision	A clear idea about the future or goals	The leader shared her **vision** for a greener city.
distract	To take someone's attention away from something	The loud music can distract students from their studies.
overworked	Working too much; exhausted from work	She felt overworked after pulling several all-nighters.
worldwide	Extending or reaching across the world	The Internet has become a worldwide phenomenon.
drawback	A disadvantage or negative aspect	One drawback of living in the city is the high cost of housing.
livelihood	The means of earning a living	Farming is the main livelihood of people in this village.

secure	Safe, protected, or guaranteed	He worked hard to secure a stable job.
upgrade	To improve something to a better version	They decided to upgrade their software to the latest version.
gridlock	Complete stoppage of traffic or progress	Rush-hour gridlock makes commuting a nightmare in big cities.
overcrowding	Having too many people or things in a space	Overcrowding in schools can affect learning quality.
background	One's experience, education, or family history	She has a scientific background in biology.
overwork	To work too much or beyond one's limits	Doctors often suffer from overwork in busy hospitals.
overdo	To do something to an excessive degree	Don't overdo the spices in the soup.
overdue	Not done by the expected time	The library books are overdue and must be returned today.
overcrowded	Too full of people or things	The train was overcrowded during rush hour.
overestimate	To think something is greater or more important than it is	Don't overestimate your ability to finish the project alone.
overpopulated	Having too many people in one area	Some cities are overpopulated, causing housing and traffic problems.
Access	The ability or right to approach, enter, or use something	Students have access to the library after school.
Consume	To use up or eat/drink something	People consume a lot of energy when using air conditioners.
Consumers	People who buy or use goods and services	Consumers are demanding more eco-friendly products.
Economy	The system of production, consumption, and trade in a country or region	The economy is growing faster than last year.
Identical	Exactly the same	The twins wore identical outfits.
Items	Individual objects or things	Please pack all the items in the box.
Victim	Someone harmed, injured, or affected by something	The victims of the accident received medical help.
Sustainably	In a way that avoids harming the environment or depleting resources	We should consume resources sustainably.
Consumerism	The focus on buying and consuming goods	Consumerism leads people to buy unnecessary items.
Motivation	The reason or drive behind an action	Her motivation to study comes from her ambition to succeed.
Accomplishment	Something achieved successfully	Graduating from university was a great accomplishment.
Autonomy	Independence or freedom to make decisions	Students should develop autonomy in their learning.

Creativity	The ability to produce original ideas	Art classes encourage creativity.
Critical thinking	The ability to analyze and evaluate information objectively	Critical thinking helps solve complex problems.
Mastery	Complete knowledge or skill in a subject	She showed mastery in playing the piano.
Purpose	The reason for which something exists or is done	His purpose in life is to help others.
Job-hunting	The process of looking for employment	She spends several hours every week job-hunting online.
Unique	Being the only one of its kind; special	His painting style is truly unique.
Long-term career	A profession or job pursued over a long period of time	She aims to build a long-term career in medicine.
Approach	A way of dealing with something	His approach to problem-solving is very practical.
Encourage	To give support, confidence, or hope	Teachers should encourage students to ask questions.
Evaluate	To assess or judge the value, quality, or importance of something	The manager will evaluate your performance next week.
Accomplishment	Something achieved successfully	Winning the competition was a huge accomplishment for her.
Uncover	To reveal or discover something hidden	The investigation helped uncover the truth.
Motivated	Being driven or eager to do something	He is highly motivated to finish his project on time.
Distracted	Unable to focus because attention is diverted	She was distracted by the noise outside the classroom.
Leisure time	Free time for relaxation or hobbies	Reading is her favorite activity during leisure time.
Powerful	Having great strength or influence	Education is a powerful tool for change.

Cloze Reading Test – Part 1A: "Money Talks | Making a profit and helping people, Entrepreneurs"

Vocabulary Task 1:

Many young people dream of becoming entrepreneurs because they are **(1)** __to create something new. They often start small and work **(2)** ___, managing every task themselves. To launch a company, they need to **(3)** ____so they can buy equipment and hire staff. A **(4)** _____leader inspires others to believe in the project. Successful businesses focus **(5)** ___ on providing value, not just profit. Although taking **(6)** ___can be scary, it is often the only way to grow. Every challenge faced and overcome becomes a source of **(7)** _

#	a	b	c
1	motivated	determined	rewarded
2	independently	carefully	powerfully
3	raise capital	find help	make money
4	common	remarkable	hired
5	primarily	rarely	fully
6	risks	quantities	jobs
7	pride	identity	quantity

Vocabulary Task 2:

When people start a new company, they must first **(1)** ___what the market needs. If they can **(2)** _____the problem and offer a strong solution, they are more likely to succeed. Investors are often **(3)** _____interested in creative ideas that help others. The amount of money needed to begin depends on the **(4)** _____of the product and the team's skills. Once they have a clear business plan, they can **(5)** _the right employees. Although results may be **(6)** ___, success often comes after many failures. Entrepreneurs who work hard usually achieve their goals **(7)** _.

#	a	b	c
1	identify	found	hire
2	identify	take risks	calculate
3	hardly	highly	clearly
4	reason	quantity	vision
5	hire	teach	buy
6	surprising	certain	easy
7	successfully	quickly	mainly

Vocabulary Task 3:

Entrepreneurs often have a strong (1)____ for their company's future. They must stay (2) even when things don't go as planned. A good business owner will always try to (3) ____their team through difficult times. They understand that success is not only about money but about helping others. Businesses that operate (4) ____can adapt to change faster. It's (5) ____

how quickly small ideas can grow when people believe in them. The company that focuses (6) ___ on quality will usually earn long-term trust. Eventually, the results can be truly (7) ____ .

#	a	b	c
1	certain	vision	target
2	lazy	unsure	determined
3	motivate	replace	avoid
4	independently	quickly	together
5	expected	surprising	clear
6	primarily	randomly	rarely
7	remarkable	limited	regular

Vocabulary Task 4:

Starting a business can be difficult, but people who **(1)** _____with confidence are more likely to succeed. They know that even small achievements bring **(2)** _____. At first, they might need to **(3)** employees to handle the extra work. They may not have much **(4)** _____with other companies, but their creativity sets them apart. When they make mistakes, they learn and improve. A team that works **(5)** _____shows great potential. It is often **(6)** _to see how dedication leads to success. Every entrepreneur must sometimes **(7)** _____to reach their goals.

#	a	b	c
1	found	begin	start
2	value	reward	price
3	invite	hire	contact
4	competition	in common	advantage
5	successfully	slowly	daily
6	hard	surprising	normal
7	share ideas	take risks	rest

Vocabulary Task 5:

To **(1)** ___a business is to turn an idea into reality. However, not everyone is ready to **(2)** ___. Some prefer to stay safe rather than challenge themselves. Entrepreneurs who think **(3**_____have the courage to act. They are often **(4)** ____focused on solving real problems instead of chasing fame. They must learn to **(5)** ------ when facing difficulties. The amount of work depends on the **(6)** _____of the project and the available money. In the end, those who keep their **(7)** --------clear and strong will build something lasting.

#	a	b	c
1	found	start	open
2	stay safe	take risks	delay
3	independently	slowly	together
4	rarely	quickly	primarily
5	stop	stay determined	change
6	quantity	size	number
7	mission	vision	result

Vocabulary Task 6: Choose the right word to fill in the blanks

Every successful entrepreneur is a (1) **determined / doubtful / reward** individual who never gives up easily. They work (2)**pride/ independently / impatiently** /, often taking tough decisions on their own. What keeps them going is their ability to (3) **ignore/ primarily/ motivate** themselves and their team during challenges. Entrepreneurs know that every risk taken comes with either a lesson or a (4) **reward / independently / punishment**. They take great (5) **motivate/pride / fear** in building something from scratch and seeing it grow. Their efforts are (6) **primarily / surprising / temporarily** focused on solving real problems rather than chasing fame. Those who stay consistent often manage to run their businesses (7) **successfully / nervously / unsuccessfully** despite all odds.

Vocabulary Task 7:

In today's world, it's not (1) **boring / surprising / founding** to see how money influences most decisions. The (2) **founder / worker / customer** of many modern companies is to earn profit above all else. People often (3)**hardly / highly / rarely** those who can make or manage money well, and some even (4) **pride / hire / blame** others just because they are wealthy. It's quite (5)**rewarding / disappointing / surprising** how often success is measured by the (6)**quantity / quality / shape** of money a person owns. Yet, if we look closely, people who share values and goals (7)**in quantity / in trouble / in common** often realize that real wealth lies beyond money.

Vocabulary Task 8:

Fill in the blanks with the correct words from the options given below:

Starting a business is never easy. Entrepreneurs need to (1) **raise capital / spend randomly / take risks** to turn their ideas into reality. Only those who are willing to (2) **avoid change / follow others / take risks** and face challenges with courage can move forward. A clear (3) **determined / vision / rule** helps them stay focused when things get tough. The journey of many business leaders is truly (4) **successfully / doubtful / remarkable**, filled with lessons and growth. They remain (5) **rewarded / determined / confused** even when others doubt them, and they continue to(6) **motivate / complain / pride** their teams to do better. With patience and persistence, they often manage to run their businesses (7)**primarily / successfully / carelessly** in the long run.

Vocabulary Task 9:

Many Entrepreneurs are often 1 **(determined - surprising – primarily)** individuals who start ventures to solve problems and pursue opportunities. Many prefer to work 2 **(independently - successfully – highly)**and manage projects with minimal oversight, relying on self-discipline and initiative. A clear business 3 (**vision - identify - reward)** helps them attract partners, define goals, and stay focused during setbacks. To grow a company, founders must sometimes **4 (take risks -raise capital - hire)**and accept uncertain outcomes; bold choices can lead to innovation and market advantage. Successful leaders also know how to 5 **(hire - motivate - reward)** talent and assemble a team that complements their skills. While profits can be an important 6 **(reward - pride - quantity)** many entrepreneurs are driven by challenge, curiosity, and the satisfaction of creating something new. When a start-up is launched and later proves viable, the results can be **7(remarkable - successfully - surprising)** and inspire others to follow a similar path. They must identify market needs and pitch to investors to raise capital when growth requires funding. The journey is often surprising and demands stamina; setbacks teach lessons and build pride when achievements are reached. This often benefits society.

Vocabulary Task 10:

Entrepreneurs are often admired for their ability to turn ideas into reality. They are usually very 1 **(surprising – determined - found)** people who set clear goals and work hard to achieve them. Starting a business is never easy, and success often depends on the willingness to **2(take risks - reward - raise capital)** and learn from failure.

When someone decides to **3 (hire – found - identify)** a company, they must first **4 (identify – motivate - raise capital)** the right opportunity and plan carefully. In the early stages, they need to **5 (raise capital - take risks – reward)** to cover expenses and build a team. It is **6 (surprising – pride – determined)** how many successful founders begin with little experience but a strong **7 (quantity – vision - in common)** of what they want to create. Their achievements are truly remarkable, and they take great pride in the results.

Vocabulary Task 11:

Choose the correct word (a, b, or c) for each gap (1-7) to complete the text.

Starting a successful business is difficult, but social entrepreneurs face an even tougher challenge: making a profit while doing social good. These individuals are usually **1 (primarily - determined – motivate**) by a deep desire to help the community, not **2 (primarily – found – surprising**) by financial gain. They must be **3 (identified - determined –highly)** and resilient, ready to confront problems where traditional businesses often fail.

Achieving their dual goals requires a **4 (quantity - surprising – remarkable)** business plan and the ability to **5 (succeed - raise capital - hire)** early on. It is not 6(rewarding - surprising – independently) to find that their biggest obstacle is securing investment, as many traditional investors are unwilling to **7 (take risks - hire – identify)** on ventures that prioritize social impact over maximum financial return. Yet, the sense of personal **8 (reward - vision – pride)** they get from their work is often the greatest compensation.

Part 2: Grammar:

Grammar Point	Rule / Use	Form / Structure	Example
Future Tense – "Going to"	Planned action or prediction based on present evidence	Subject + am/is/are + going to + base verb	- I am going to visit my grandmother tomorrow. - Look at those clouds! It's going to rain.
Modal Verb: Can	Expresses ability or possibility	can + base verb	- She can speak three languages. - You can take this road to reach the station.
Modal Verb: Should	Expresses advice, recommendation, or expectation	should + base verb	- You should eat more vegetables. - Students should submit homework on time.
Compound Adjectives	Two words joined (often hyphenated) to describe a noun	word1-word2 + noun	- a well-known author - a high-speed train
Participles as Adjectives	**-ing** = causes a feeling, **-ed** = experiences a feeling	-ing / -ed	- The movie was **boring**. / I was **bored**. - A **frightening** task / I felt **frightened**.
Compound Nouns	Two or more words form one noun	Closed / Hyphenated / Open form	- toothpaste (closed) - mother-in-law (hyphenated) - swimming pool (open)

Future Tense (Going to)

Meaning : Going to' is used to talk about plans and intentions

*"I **am going to meet** John tomorrow."*

*"They **are going to do** their homework now."*

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

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

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

Uses:
'Going to' can be used to talk about future plans and intentions:
*I am **going to go** on holiday this winter.*
*What are you **going to do** after the meeting?*

It can also be used to make predictions or conclusions, usually based on present evidence:
*Look at the sky; I think it's **going to rain**.*
*Is that poster **going to fall down**? It looks dangerous!*

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

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

Activity
Complete the table according to the instructions to the right.

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

Q. Choose the correct answers.

1. She _____ her grandparents next weekend.

a) is going to visits **b) are going to visit** **c) is going to visit**

2. They _____ a movie tonight because they have a lot of homework.

a) are not going to watched **b) are not going to watch** **c) is not going to watching**

3. _____ you _____ your brother with his project?

a) Are / going to helps **b) Is / going to help** **c) Are / going to help**

4. I _____ a new phone. I already saved the money!

a) am going to buys **b) am going to buy** **c) are going to buyed**

5. He is going to play volleyball with his friends. **Change into negative.**

a) He not is going to play volleyball with his friends.

b) He is going not to play volleyball with his friends.

c) He isn't going to play volleyball with his friends.

2: Compound Adjectives

Meaning

Participles as Adjectives (-ing / -ed)

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

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

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

Remember:

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

Example Sentence

- Contestants on Fear Factor have to complete many **frightening** tasks.
- The tasks are **frightening** (they cause fear). The contestants feel **frightened**
- **Interesting**: The teacher gave us an interesting story to read.
- **Interested**: The students were interested in the ending

Activity 1: Choose the Correct Adjective

1. I was really _____(exciting / excited) to see my favorite singer.

2. That horror movie was so _____(frightening / frightened)!

3. The teacher's explanation was _____(confusing / confused).

4. We were _(amazing / amazed) by the fireworks show.

5. Doing homework on the weekend is _____(boring / bored).

6. The news was _____(shocking / shocked).

7. He felt __(embarrassing / embarrassed) after his mistake.

8. This math problem is _____(challenging / challenged).

Compound Nouns

A **compound noun** is **a noun made of two or more words** that together form **one idea or thing**.
Usually, the **first word** tells us **what kind of** person, place, or thing it is, and the **second word** is the **main noun**.

Types of Compound Nouns

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

How to make Compound Nouns

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

How to Use Compound Nouns in Sentences

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

Grammar Tip

The main word (the last word) tells you what kind of thing it is.
Example: school bus → It's a bus (used for school).

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

Activity 1

A. Circle the compound nouns in each sentence.

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

2: Fill in the blanks with the correct words from the options given below:

The job market today has changed greatly, especially with the rise of (1) **online / internet / classroom** platforms. Many professionals now work for companies located (2) **abroad / overseas / locally**, without ever meeting their employers in person. This global shift has created a diverse (3) **overwork / classroom / workforce** with employees from different countries and cultures. However, one major (4) **drawback / backpack / benefit** is that competition has increased, making it harder to stand out. To stay relevant, workers must constantly (5) **degrade / forget / upgrade** their skills and adapt to new technologies. The demand for talent is now (6) **worldwide / workaholism / seasonal**, as businesses look for experts who can contribute from anywhere in the world.

Modal Verbs (Present)

Meaning

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

Modal verb	Function	Example
can	ability	I can run.
	permission	Can I use the car, please?
	possibility	Eating too much sugar can cause health problems.
could	ability in the past	When I was younger, I could run fast.
	polite permission	Could I ask you a question, please?
	possibility	It could rain tomorrow.
may	permission	May I leave the table, please?
	possibility / probability	There's a chance it may rain later.
might	polite permission	Might I suggest we do something slightly different?
	possibility / probability	We might run into some problems.
shall	offers / suggestions	Shall I cook dinner, tonight?
	express formal obligations	All documents shall be presented on time.
	make promises	I shall not be late!
	describe the future formally	All roads shall be closed until further notice.
should	50% obligation	I should finish my homework.
	advice	You should practice more if you want to improve.
	logical conclusion	They left hours ago; they should be here by now.
	describe the future	Next year will be a wonderful year!
	make predictions	The red car will finish the race first.
	decision at the time of speaking[1	Ah, I forgot my wallet; I'll just go back for it.

will	make a request	Will you help me choose?
	make promises and offers	I'll drive you to the airport, no problem.
	consequences of an action	If it is sunny, we will have a picnic!
would	polite requests	Would you help me with the shopping?
	hypothetical consequences	If I had more money, I would buy a new car.
	habitual actions in the past	We would meet every Thursday and have a coffee.
	future in the past	When I was young, I thought I would be rich!
	being less direct	I would suggest trying again.
must	strong obligation	You must wear your seat belt at all times.
	logical conclusion	You must be hungry if you haven't eaten all day.
Ought to	Moral duty, advice, or expectation (similar to should but slightly stronger).	You ought to respect your teachers. (moral duty) You ought not to lie to your friends.

Form

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

He can run. **correct**
He cans run. **incorrect**
We should try. **correct**
We shoulded tried. **incorrect**
They must go home. **correct**
They musting go home. **incorrect**

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

I must go. **correct**
I must to go. **incorrect**
We can stay here. **correct**
We can to stay here. **incorrect**
My friend should study. **correct**
My friend should to study. **Incorrect**

The negative form is usually made by adding ‘not’ after the modal verb. This is often contracted to ‘modal + ‘nt’. However, there are some exceptions.
*Usually the negative of ‘can’ is written as one word, ‘cannot’, or the contracted form, ‘can’t’.
**The contracted form of ‘will not’ is ‘won’t’.
***The negative form of ‘shall not’ is ‘shan’t’ but is less common.
**** ‘May not’ is usually not contracted.

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

Q. Read the sentences then correct the mistakes.

1. He can to drive a car when he was sixteen.

2. Can you to help me with my homework?

3. She can sings very well.

4. They will can go to the park tomorrow.

5. You don’t must be late to class.

6. He might to come to the party tonight.

7. Should to we study for the quiz now?

8. You ought not forget your ID card.

Q. Complete the sentences with the correct modal verb.

1. You _____finish your homework before you go out.

2. She _____speak three languages fluently.

3. You _____eat so much junk food. It’s unhealthy.

4. You _____ wear a uniform at school. It's the rule.

5. _____ I borrow your pen, please?

6. You _____ be tired after that long trip.

7. Students _____ talk during the exam.

8. If you want to pass, you _____ study more.

9. We _____ go to the beach tomorrow if it doesn't rain.

10. You _____ call the police if you see an accident

1. Modals of Ability (Can/Can't)

Complete the sentences with can or can't to indicate ability.

a. Maria speaks three languages fluently, so she _____ work as a translator.

b. I _____ afford a new car right now because I have a very tight budget.

c. We _____ manage our finances better if we track every expense.

d. The new employee is still learning, so he _____ operate the advanced machinery yet.

e. With a successful business plan, anyone _____ become an entrepreneur.

2. Giving Advice (Suggest/Recommend)

Choose the correct option (A, B, C, or D) to complete the advice sentences.

1. I suggest you _____ out for two years to gain experience.

a. **works** **b. to work** **c. working** **d. work**

2. My teacher recommended _____ a course in financial literacy.

a. **Taking** **b. to take** **c. that I took** **d. I should take**

3. Why don't you _____ a bank account to manage your savings?

a. **Opening** **b. open** **c. to open** **d. opens**

4. If I were you, I _____ start a small budget immediately.

a. **Ought** **b. had better** **c. would** **d. would to**

5. The advisor suggested that he _____ his investments.

a. **to diversify** **b. diversify** **c. diversifying** **d. diversifies**

6. She recommends _____more time to research her target market.

a. **to spend** **b. that she spend** **c. spending** **d. spends**

7. We ought _asking for a raise since we work overtime so often.

a. **to consider** **b. consider** **c. considering** **d. considered**

8. You had better _____asking your father for more money.

a. **to stop** **b. stopping** **c. stop** **d. stopped**

9. They suggest _____an online payment system for customers.

a. **to implement** **b. implementing** **c. implemented** **d. that they implement**

10. What do you think I _____to do about my excessive debt?

a. **Should** **b. better** **c. ought** **d. must**

Reported Speech

Reported speech (also called **Indirect Speech**) is used to tell what someone said **without quoting their exact words**.

Example:

Direct Speech: *Ali said, "I am tired."*
Reported Speech: *Ali said that he was tired.*

Step 1: Identify the sentence type

Type	What it looks like
Statement	"I am tired." / "We like English."
Question	"Do you like tea?" / "Where are you?"
Command / Request	"Sit down." / "Please help me."

Step 2: Change the structure based on the type

a) Statements → use said / told + (that) + clause

Direct	Reported
"I am tired."	She said (that) she was tired.
"We have finished."	They explained (that) they had finished.

b) Yes/No Questions → asked / wanted to know + if / whether + clause (no question

mark)

Direct	Reported
“Do you like pizza?”	She asked if I liked pizza.
“Can you swim?”	He asked whether I could swim.

c) WH-Questions → asked + WH word (what/where/why/when/how/who) + clause (no question mark)

Direct	Reported
“Where are you going?”	He asked where I was going.
“What do you want?”	She asked what I wanted.

d) Commands / Requests → told / asked / advised / warned + object + to + verb (use “not to” for negatives)

Direct	Reported
“Sit down!”	She told me to sit down.
“Please help me.”	He asked me to help him.
“Don’t touch that!”	She warned me not to touch it.

Step 3: Backshift the tense (move one step back)

Only when the reporting verb is past (said/told). If the fact is still true or the reporting verb is present, you can keep the same tense.

Direct Tense	Change To	Example
am / is / are	was / were	“I am happy.” → She said she was happy.
do / does	did	“I do my homework.” → He said he did his homework.
have / has	had	“I have finished.” → She said she had finished.
will	would	“I will go.” → He said he would go.
can	could	“I can swim.” → She said she could swim.
may	might	“I may come.” → He said he might come.
must / have to	had to	“I must leave.” → She said she had to leave.

Step 4: Change pronouns

Direct	Reported
“I love you.”	He said he loved me.
“We are late.”	They said they were late.
“You should study.”	She told me I should study.

Step 5: Change time and place words

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

Step 6: Fix punctuation and small details

- Remove quotation marks.
- No question mark in reported questions.
- You may keep or drop "that" after said/told (both are correct).

Step 7: Special reporting verbs (shortcuts)

Verb	Pattern	Example
promise	to + verb	He promised to call me.
remind	object + to + verb	She reminded me to bring my book.
invite	object + to + verb	He invited me to his party.
advise	object + to + verb	The teacher advised us to study.

<u>Practice (Convert to Reported Speech)</u>

1) "I am busy now," Mary said.

_____

2) "We will travel tomorrow," Ahmed said.

_____

3) "Do you like coffee?" she asked me.

_____

4) "Where is your book?" the teacher asked Ali.

_____

5) "Don't be late," my father said to me.

_____

6) "Please open the window," she said to Omar.

3. Choosing the Correct answer to complete the sentences :

Modern In today's **overpopulated** world, people face increasing pressure to balance employment and personal life. Many professionals become **1 (overworked - overdoing - boring)** because they spend too many hours at work without proper rest. This pattern of **2(workaholism - overcrowding - background)** can harm both physical and mental health. In large cities, **3 (gridlock - livelihood - drawback)** and long commutes add to daily exhaustion, leaving employees too tired to enjoy free time.

Another **4(drawback - upgrade - secure)** of modern living is that many workers remain constantly connected to their jobs through technology, which can **5 (distract - overestimate - overdo)** them from family and friends. While people work hard to **secure** a stable **livelihood**, they may forget to relax or take breaks. Experts recommend that companies **6 (upgrade - overwork - overdue)** their facilities and schedules to support healthier routines and reduce stress. When organizations promote a more balanced lifestyle, employees become more **7(interested - interesting - overworked)**and creative, improving productivity **worldwide**.

2. **Choose one word to fill the maze.**

In today's fast-changing work environment, finding a fulfilling career can be both exciting and challenging. Many young professionals are looking for jobs that offer 1 **(challenged/challenging/challenger**) tasks to keep them motivated. Employers also value candidates with strong problem-solving skills and **2 (team-teamwork/teamwork)** experience, as most projects require collaboration.

One growing trend is the rise of flexible, **3 (remote-working/remote-worked/remote-work)** positions that allow employees to balance work and personal life. While these jobs can be rewarding, they may also bring **4 (stressful/stressed/stress)** situations, such as tight deadlines or virtual meeting overload.

Mentorship programs have become a popular way to help employees feel supported and **5 (motivating/motivated/motive**) in their roles. Additionally, attending **6 (career-development/career-developing/career-developed**) workshops can boost skills and confidence. Choosing a workplace with a healthy, **7 (work-life-balanced/work-life-balance/work-lifed)** culture is increasingly important for long-term success.

For each gap, choose the most appropriate option.

The world of work is undergoing a significant and 1. _____ (interest) transition. Fueled by rapid technological change, the traditional career path is being replaced by a more fluid model that demands constant adaptation. Experts agree that the jobs of the future will require 2. _____ (solve) and 3. _____ (think) skills, rather than routine, repetitive tasks. This shift can leave many job seekers feeling 4. _____ (frighten) or even paralyzed by uncertainty. However, embracing lifelong learning is key to success. Companies are increasingly seeking candidates with a 5. _____ (grow) mindset who are not 6. _____ (interest) in just one narrow field. The rise of the 7. _____ (freelance) is also reshaping the employment landscape, offering flexibility but requiring workers to be proactive in managing their personal brand and professional development. Staying informed and continuously upgrading your skills is the best way to secure your place in this new environment.

1. (interest) **A.** ***interesting*** **B.** ***interested*** **C.** ***interest-focused***

2. (solve) **A.** ***problem-solved*** **B.** ***problem-solving*** **C.** ***problem-solvable***

3. (think) **A.** ***critical-thinking*** **B.** ***critical-thought*** **C.** ***critical-thinker***

4. (frighten) **A.** ***frightening*** **B.** ***frightened*** **C.** ***frightenly***

5. (grow) **A.** ***growing*** **B.** ***grow-focused*** **C.** ***growth***

6. (interest) **A.** ***uninterested*** **B.** ***uninteresting*** **C.** ***disinterested***

7. (freelance) **A.** ***freelancer-work*** **B.** ***freelance economy*** **C.** ***freelancing-work***