اللغة الإنجليزية

"الفصل الثاني"
المنهاج الجديد

GRAMMAR

إعداد ثائر النمّورة

- We use question tags to check or query information. We add a negative question tag to a positive statement, and a positive question tag to a negative statement.
نستخدم الأسئلة الذيلية القصيرة للتأكد من المعلومات أو الاستفسار بشأنها، حيث نضيف سؤالاً ذيلياً قصيراً منفياً للجمل الخبرية المثبتة، وسؤالاً ذيلياً قصيراً مثبتاً للجمل الخبرية المنفية.

Examples:
1. You've read this book, haven't you?
2. You haven't read this book, have you?
3. Manal does speak English, doesn't she?
4. Manal doesn't speak English, does she?
5. You're tired, aren't you?
6. You aren't tired, are you?

With modal verbs, we use the same modal in the question tag. ومع الأفعال الشكلية فإننا نستخدمها نفسها في السؤال الذيلي القصير

Examples:
1. They should help, shouldn't they?
2. We can't walk away, can we?
3. They could go, couldn't they?
4. You won't forget, will you?
5. He might play tomorrow, mightn't he?
6. Tha'er Nammoura mustn't be late, must he?

- In the Present and Past Simple of (be), we use is/isn't/are/aren't <u>and</u> was/wasn't/were/weren't in the question tags.
Examples:
1. The meeting is next Wednesday, isn't it? It isn't tomorrow, is it?
2. They are coming, aren't they?
3. It wasn't last Wednesday, was it?
4. They were Algerian, weren't they?

- In the Present and Past Simple of other verbs, we use do/don't, does/doesn't and did/didn't in the question tags.
Examples:
1. Sally speaks English fluently, doesn't she?
2. He lives in Jerash, doesn't he?
3. You didn't meet him, did you?

-**In other verb forms, we use the auxiliary verb in the question tag.**
Example: They've had their lunch, haven't they?

- **With Let's … we use shall we as the question tag.**
Example: Let us go home now, shall we?

-**We can rephrase questions starting Shall I …? to use a question tag. This makes it more emphatic.**
Examples: Shall I help you with your homework?
I'll help you with your homework, **shall I**?

EXERCISES

Q1: Complete the following question tags. (WB, p.43)
1. You live in Zarqa, _____ you?
2. They can't hear, _____ they?
3. It's funny, _____ it?
4. **He has to go, _____ he?**
5. She went home, _____she?
6. I haven't won, _____ I ?
7. You won't be late, _____ you?
8. He wasn't very well, _____ he?

Answers:
1. don't 2. can 3. isn't **4. doesn't** 5. didn't 6. have 7. will 8. was

Q2: Write the question tags.
1. You did English at university last year, ----------------?
2. You don't understand what gender-neutral means, ----------------?
3. I'll tell you what I understand by the term, ----------------?
4. That doesn't help me to answer the question in my essay, ----------------?
5. I have to start my essay, -------------------?

Answers:
1. didn't you   2. do you 3. shall I   4. does it   5. don't I

Q3: Write the question tags.
1. You can't help me with this, ……………..?
2. She wasn't there yesterday, ………………?
3. We should try to help, ……………………?
4. You haven't got a pen I can borrow, ……..?
5. Your mother comes from Madaba, ……….?
6. They sold their house, ……………………?
7. You'll phone me later, ……………………?
8. It doesn't rain here, ………………………?

Answers:
1. can you   2. was she   3. shouldn't we   4. have you   5. doesn't she
6. didn't they   7. won't you   8. does it

أسئلة وزارية

Complete each of the following sentences by adding the correct <u>question tag</u> to the end of each of them.

► **2016 (W)**
1. I have to quit fatty food, ………………..... ?
2. The food in the restaurant wasn't extremely good, ……………….…..?
3. Let's walk along the beach, …………………?

► **2016 (S)**
Saleem and his brother spoke French in the conference, ……………. they? **(do)**

► **2017 (W)**
1. Kids mustn't eat too much chocolate, ……………………?
2. Children have had their lunch, ……………………?
3. Let's fight against poverty, ………………………?

► **2017 (S)**
The keyword …………… the student to answer the question, won't it? **(help)**

►**2018 (W)**
The English alphabet doesn't have 40 letters, ………………?
       (does it , did it , doesn't it , didn't it)

Answers: _____.

Revision of Passive Forms

- In passive sentences, the subject of the sentence has something done to it, or is affected by the action of the verb. The opposite is an active sentence, where the subject of the sentence performs the action. Passive sentences do not have to mention who or what is performing the action (the agent). If they do, the agent is introduced with (by).

الجدول الآتي يبين كيفية تغيير صيغة الفعل عند التحويل للمبني للمجهول: (مرتب بطريقة تسهل الحفظ)

No.	Tenses	Active	Passive
1	**Modal Verbs**	1. must, had to, will , would, shall, should, can, could …+ **baseform** 2. must, might, …+ have + **V.3** 3. **will + have + V.3** 4. **will + be + V-ing**	1. Modal (must, …) + be + V.3 2. must, might, … +have + been + V.3 3. **will + have + been + V.3** 4. **will + be + being + V.3**
2	**Present Simple**	V.1	is, am , are + V.3
3	**Past Simple**	V.2	was , were + V.3
4	**Present Continuous**	is, am, are + V-ing	is, am, are + being + V.3
5	**Past Continuous**	was, were + V-ing	was, were + being + V.3
6	**Present Perfect**	has / have + V.3	has / have + been + V.3
7	**Past Perfect**	had + V.3	had + been + V.3

Examples:
1. The boy **must do** the homework.   ► **Active**
   The homework **must be done** (by the boy).   ► **Passive**

2. The government **should solve** the problem of unemployment.► **Active**
   The problem of unemployment **should be solved** (by the government).
           ► **Passive**

3. They **might have saved** some of the historical sites. ► **Active**
   Some of the historical sites **might have been saved** (by them) ► **Passive**

4. My friends **have visited** the library. ► **Active**
   The library **has been visited** (by my friends). ► **Passive**

5. The children **are cleaning** the room. ► **Active**
   The room **is being cleaned** (by the children). ► **Passive**

6. Mr. Nammoura **will complete** the project before the deadline. ► **Active**
   The project **will be completed** before the deadline. ► **Passive**

7. I can't come tomorrow. A company **will be interviewing** me for a job.
   ► **Active**
   I can't come tomorrow. I **will be being interviewed** for a job. ► **Passive**

8. By 2025 CE, the government **will have changed** our public transport system.
   ► **Active**
   By 2025 CE, our public transport system **will have been changed**. ► **Passive**

9. The author **is editing** the manuscript of the new book. ► **Active**
   The manuscript of the new book **is being edited** by the author. ► **Passive**

10. Many young people **eat** junk food these days. ► **Active**
    Junk food **is eaten** these days by many young people. ► **Passive**

ملحوظات

1. تستخدم صيغة المبني للمجهول في حالات عدة منها:
- عندما نريد التركيز على المفعول به أكثر من الفاعل إضافة إلى التركيز على العملية أو الفكرة.
- عندما نجهل الفاعل، أو لا نريد أن نذكره، أو أنه غير مهم.
- لجعل الجملة أكثر رسمية.
- من باب التنويع في الأسلوب، وبشكل عام فإن الإنجليزية تميل لاستخدام المبني للمجهول أكثر من العربية.

2. في المبني للمعلوم يكون شكل الجملة: O + V + S ، في المبني للمجهول يكون شكلها V + O ... وبالتالي، فإن الأفعال المتعدية فقط هي التي نستطيع تحويلها للمبني للمجهول؛ لأننا بحاجة للمفعول به لوضعه في بداية الجملة.

3. جرت العادة الوزارية - حتى على النمط الجديد- أن يكون المفعول به مكتوبا في نص السؤال.

4. عند التحويل، يرجى الانتباه عند اختيار صيغة الفعل مفرد / جمع بأن الذي قد تسلم السلطات هو المفعول به فهو الذي يتحكم، وليس المرحوم (الفاعل)

Exercise

Rewrite the following sentences using the passive voice.

1- The candidates must do some practice.
   Some practice ………………………………………………………………………

2- The government must have considered the issue.
   The issue ………………………………………………………………………………

3- The specialists should test all vehicles.
   All vehicles ……………………………………………………………………………

4- The professor has divided the students into groups.
   The students…………………………………………………………….............

5- Nobody had finished the task.
   The task……………………………………………………………….……………

6- Muna was writing some articles for the newspaper.
   Some articles……………………………………………………………………..

7- I will visit my uncle tomorrow.
   My uncle ……………………………………………………………………….……

8- He has to have enough money to buy that book.
   Enough money ……………………………………………………………….………

Answers:

1. Some practice must be done (by the candidates).
2. The issue must have been considered (by the government).
3. All vehicles should be tested (by the specialists).
4. The students have been divided into groups (by the professor).
5. The task had not been finished (by anybody).
6. Some articles were being written for the newspaper (by Muna).
7. My uncle will be visited tomorrow (by me).
8. Enough money has to be had to buy that book (by him).

1. People saw smoke coming out of the forest.　　　　　► **2011 (W)**
    Smoke ---

2. The government must save the historical sites.　　　　► **2011 (S)**
    The historical sites ---

3. Different goods among countries **can be** ------------ **by** traders. (transport)
    　　　　　　　　　　　　　　　　　　　　　► **2014 (S)**

4. Jordan imports 96 % of its energy from the neighboring Arab countries.
    96 % of Jordan's energy --- **2015 (W)**

5. Parents must not give their children everything they want.　　► **2015 (W)**
    Children --

6. According to our teacher's instructions all of our compositions -------- in ink.
    He won't accept papers written in pencil. **(write)**　　　► **2015 (S)**

7. A new vocational school has ---------- recently in my area. **(build)** ► **2016 (W)**

8. Mr. Tareq will ------------------- a more responsible post by the manager. **(offer)**
    　　　　　　　　　　　　　　　　　　　　　► **2016 (S)**

9. Our final science project has ------------------- as the best project.
    　　　　　　　　　　　　　　　　(be, choose) ► **2017 (W)**

10. Sign language ----------------------- in the 16ᵗʰ century. **(invent)** ►**2018 (W)**

Answers:

_____
_____
_____

The Impersonal Passive

Use (Function):

- The impersonal passive is a formal way of reporting thoughts, sayings, beliefs
  and opinions.

تستخدم هذه الصيغة اللغوية كطريقة رسمية لنقل الأفكار والأقوال والمعتقدات والآراء.

   - We can use the impersonal passive with (say, think, claim, believe, know,
prove … etc.).

كما ويمكن استخدام الأفعال المذكورة لهذا الغرض.

Examples:
 1. Scientists say that dolphins are highly intelligent.
    It is said that dolphins are highly intelligent**.**

 2. People used to think that the Earth was flat.
    It used to be thought that the Earth was flat.

 3. Teachers believe that learners will absorb the grammar as they learn the
    vocabulary.
    It is believed that learners will absorb the grammar as they learn the vocabulary.

- The impersonal passive can also be formed with the object + infinitive.

ويمكننا استخدام المفعول به + (الفعل المجرد مع الـ to) في هذا الباب.

Examples:
 1. They believe that <u>the story</u> is true. → <u>The story</u> **is believed** to be true**.**
 2. People know that <u>he</u> is talented.   → <u>He</u> **is known to be talented.**

EXERCISES

Q1: Rewrite the sentences. Use the <u>impersonal passive</u> form. (Extra)
     1. Specialists **claim** that we do not speak a foreign language fluently unless we
          dream in it.
       We ……………………………………………………………………………………

     2. The government **thinks** that people are responsible for saving archaeological sites.
        People ……………………………………………………………………………………

3. Parents **believe** that teachers inspire their students.
   It is believed that …………………………………………………………………...

4. Exercise is said to improve our health.
   Doctors **say** that …………………………………………………………………..

Answers:
1. We are claimed not to speak a foreign language fluently unless we dream in it.
2. People are thought to be responsible for saving archaeological sites.
3. It is believed that teachers inspire their students.
4. Doctors say that exercise improves our health.

Q2: Rewrite the sentences. Use the impersonal passive in two different ways. (WB, p.36)
1. They say that fish is good for the brain.
   ----

2. People think that we only use a small percentage of our brain power.
   ----

3. They claim that we remember things we hear in our sleep.
   ----

4. People believe that solving puzzles keeps the brain active.
   ----

5. Experts have proved that exercise is good for concentration.

Answers:
1. It is said that fish is good for the brain.
   Fish is said to be good for the brain.
2. It is thought that we only use a small percentage of our brain power.
   We are thought to only use a small percentage of our brain power.
3. It is claimed that we remember things we hear in our sleep.
   We are claimed to remember things we hear in our sleep.
4. It is believed that solving puzzles keeps the brain active.
   Solving puzzles is believed to keep the brain active.
5. It has been proved that exercise is good for concentration.
   Exercise has been proved to be good for concentration.

1. **People believe that eating almonds reduces the risk of heart disease** ►2016 (W)

   Eating almonds …………………………………………………………….....

2. **Doing regular exercise is believed to reduce the risk of several diseases.** ► 2016 (S)

   People believe that …………………………………………………………

3. **They assumed that the last Olympic Games were a great success.** ►2017 (W)

   It ……………………………………………………………………………

4. **Experts have proved that eating fresh vegetables is good for the stomach.** ►2017(S)

   Eating fresh vegetables …………………………………………………………

5. **My English teacher says that English clubs are essential for learning English well.**

   English clubs …………………………………………………………. ► 2018 (W)

●**Use:**

- **We can use indirect questions to ask questions in a polite, formal way. (function)**

نستخدم الأسئلة غير المباشرة لطرح أسئلة بطريقة <u>مؤدبة ورسمية.</u>

- **We can begin impersonal questions with**
  Could you tell me … ; Do you know … ; Do you mind telling me … ;
  Could you explain … ; I wonder …

نبدأ الأسئلة غير الشخصية بـالمذكور أعلاه من الصيغ.

- **The structure is then the same as in reported questions. <u>Unlike</u> reported questions, the sentence ends with a question mark (?).**

يشبه هذا التركيب الأسئلة المنقولة ، ولكن يختلف عنها بأن الأسئلة غير المباشرة (درسنا اليوم) تنتهي بعلامة سؤال (**؟**)، وليس بنقطة (.).

- **Yes / No questions are introduced with <u>if or whether.</u>**

يتم تصدير سؤال الـ (نعم / لا) بـ   **if / whether**

Example: Do you know if / whether there's a postbox near here, Mr. Nammoura?

- **Other questions are introduced with *what, who, why, when, where, how*, etc.**

هناك أسئلة أخرى تبدأ بأدوات السؤال المذكورة ...., what

Examples:
1. What is the time , please?
   Could you tell me what the time is, please **?**

2. Who is that man?
   Do you know who that man is?

3. Why is the train late?
   Do you mind telling me why the train is late?

4. Where is the nearest bank, please?
   Could you tell me where the nearest bank is, please?

5. How did you solve this puzzle?
   Could you explain how you solved this puzzle?

Q1: Rewrite these direct questions as <u>indirect questions</u>. (EXTRA)

    1. What kind of books do bookshops sell?

     Do you mind telling me ……………………………………………………?

    2. Is there any suggested way to be protected from hackers on the Internet?

     Could you tell me ……………………………………………………......?

    3. What should I do to prepare for TOEFL?

     Do you know ……………………………………………………………?

    4. Please help me with my graduation project.

     Do you mind …………………………………………………………...?

    5. How much is this device?

     Could you tell me …………………………………………………….?

    6. Is it forbidden to use our mobile phones in this zone?

     Do you know …………………………………………………………?

Answers:

  1. Do you mind telling me what kind of books bookshops sell?

  2. Could you tell me if / whether there is any suggested way to be protected from
     hackers on the Internet?

  3. Do you know what I should do to prepare for TOEFL?

  4. Do you mind helping me with my graduation project, please?

  5. Could you tell me how much this device is?

  6. Do you know if / whether it is forbidden to use our mobile phones in this zone?

**Q2: Rewrite these direct questions as indirect questions using all the phrases in the
    box. (SB, p.51)**

Could you tell me …	Do you know …
Do you mind telling me …	Could you explain

    1. Where should I revise for exams?

    2. How much sleep do teenagers of our age need?

    3. Is it possible to improve your memory?

    4. What do you mean by 'mnemonics'?

    5. What should I do on the day before the exam?

Answers:

    1. Could you tell me where I should revise for exams?

    2. Do you know how much sleep teenagers of our age need?

    3. Do you know if it is possible to improve your memory?

    4. Do you mind telling me what you mean by 'mnemonics'?

    5. Could you explain what I should do on the day before the exam?

Complete the following item so that the new item has a similar meaning to the one before it, and write it down in your ANSWER BOOKLET.

1. How can I get to Queen Alia Airport by public transport? ► **2016 (W)**
   Could you tell me ……………………………………………………………?

2. Is there a connection between the amount of TV people watch and how fit they are?
   Do you know …………………………………………………………...?
   ► **2016 (S)**

3. Are students allowed to navigate the internet during the open exam? ► **2017 (W)**
   Do you know …………………………………………………………...?

4. Does the bell ring at eight or half past eight?   ► **2017 (S)**
   Do you know …………………………………………………………..?

5. "What can't we bring onto the plane?"   ► **2018 (W)**
   Could you tell me …………………………………………………………..?

Answers: --

- **A phrasal verb is a verb that is followed by one or two particles that change its** الفعل الاصطلاحي هو فعل متبوع بأداة (حرف جر،...إلخ) أو أكثر فيتغير معناه الأصلي. **meaning.**

    Example:
    We're asking candidates to **<u>carry out</u>** a short task.

- **Some phrasal verbs can have objects after them (they are called transitive verbs).** وبعض الأفعال الاصطلاحية يتبعها مفعول به (تسمى أفعالاً متعدية).
    Example:
    Mr. Tha'er Al-Nammoura came up with **<u>a good idea</u>**. We're looking into **<u>the problem</u>**.

- **Some phrasal verbs do not have objects (they are called intransitive verbs).** وبعضها لا يأخذ مفعولاً به (وتسمى أفعالا لازمة)
    Example:
    Where did you **<u>grow up</u>**?   /   My brother and I **<u>get on</u>** well.

- **Sometimes the object can go between the verb and the particle, so the verb and the particle are separated. With these verbs, object pronouns always go before the particle.** أحياناً، يمكن أن يأتي المفعول به بين الفعل وأداته، وبالتالي يتم الفصل بين الفعل وأداته ومع هذه الأفعال، إذا وقع المفعول به على شكل ضمير، فإنه يكون بين الفعل والأداة.
    Example:
    Please point **his father** out. Point **him** out. (**NOT** *Point out him.*)

     -Sometimes the verb and particle cannot be separated. أحياناً، لاااااااااا يمكن الفصل بين الفعل الاصطلاحي وأداته التي تتبعه.
    Example:
    They came up with a good idea. (**NOT** *they came a good idea up with.*)

No.	Phrasal Verbs	Meanings (E) / (Contexts)	Meanings (A)
1	come about	happen or take place	يحدث
2	come up with	produce something (an idea), especially when pressured or challenged / **think of**	يخرج بنتيجة أو فكرة
3	carry out	**to do / complete**	(يقوم بـ)
4	eat out	eat away from home , especially in a restaurant	يأكل خارج المنزل
5	get away with	to do something wrong without being discovered or with only a minor punishment / **not be blamed for**	يتفلت من العقاب
6	leave (someone or something) out	to not include someone or something / **omit**	يستثني
7	point (something) out	to show something to someone by pointing at it	يشير إلى
8	speed up	to hurry	يسرع
9	find out	to discover	يكتشف
10	look into	to investigate	يبحث، يتحرى
11	look up	(a word in a dictionary)	يستخرج كلمة
12	look for	(something you've lost)	يبحث
13	look forward to	(something exciting)	يتلهف، يتشوق لـِ
14	get over	(an illness, and feel better)	يتغلب على المرض
15	get up	(in the morning)	يستيقظ
16	get on	(with your work and complete it)	يواصل، يستمر

17	take up	(a new hobby)	يتخذ هواية
18	take away	(some fast food)	يأخذ الطعام خارج المطعم (سَفَري)
19	take off	(your shoes when you get home)	يخلع (حذاءه) ...
20	go away	(from home for a holiday)	يقضي عطلته خارجاً
21	go back	(to where you started)	يرجع (يعود)
22	go ahead with	(a plan, and do it)	يباشر العمل بـ

Exercises

Q1: Replace the words and phrases in bold with the box. One phrasal verb is not needed.

> **carry out , come about , come up with , get away with ,
> grow up , leave out , look at , look into , point out**

1. Let's **investigate** the story and discover what really happened.
2. I wish scientists would **think of** a way to prevent flu!
3. I was born in a small village, but I didn't **spend my childhood** there.
4. This Maths homework is difficult! Could you **show me** where I've gone wrong?
5. Before I can solve the problem, please tell me – how did it **happen**?
2. I need to **do** some research before I start my project.
3. Yaseen has replaced the plate he broke, so he will **not be blamed for** it.
4. **You don't have to include** your surname when you sign a friendly letter.

Answers:
1. look into 2. come up with 3. grow up 4. point out 5. come about
6. carry out 7. get away with 8. Leave out

● **When Omar gave a speech, the class looked at --------------- in admiration.**
   (he , his , him , them)   ► **2018 (W)**

Q2: Rewrite the sentences with phrasal verbs formed from the verbs in the box.

come (X 2) , find , leave , look , point , speed

1. Ahmad should hurry or he'll be late.
2. I thought of a great idea while I was swimming.
3. That's amazing news! How did you discover it?
4. That information is important. Don't omit it.
5. We'll drive past my old house. I'll show it to you.
6. It's a mystery how the mistake happened.

Answers:
1. Ahmad should **speed up** or he'll be late.
2. I **came up with** a great idea while I was swimming.
3. That's amazing news! How did you **find** it **out**?
4. That information is important. Don't **leave** it **out**.
5. We'll drive past my old house. I'll **point** it **out** to you.
6. It's a mystery how the mistake **came about**.

Q3: Rewrite the sentences by replacing the words in bold with the pronouns in the box. Some pronouns are needed twice. You may to change the word order.

her , him , it , them

1. The class looked at **Omar** in admiration when he gave a speech.
2. How did you come up with **the plan**?
3. Did you leave **Fatima** out? Remember, she's invited.
4. I'll look up **the train times** online.
5. Farid and I are going to carry out **the class survey**.
6. We'll look into **your complaints**.
7. Fatima pointed **her sister** out to us and introduced us to her.
8. I don't think the robbers will get away with **the crime**.

Answers:
1. The class looked at **him** in admiration when he gave a speech.
2. How did you come up with **it**?
3. Did you leave **her** out? Remember, she's invited.
4. I'll look **them** up online.
5. Farid and I are going to carry **it** out.
6. We'll look into **them**.
7. Fatima pointed **her** out to us and introduced us to her.
8. I don't think the robbers will get away with **it**.

Unreal Past Forms for Past Regrets

Function:

- We use (wish / If only + <u>had + V.3</u>) to express regrets about the past. We might use it to reflect on past actions if we are trying to improve our work or our behaviour.

نستخدم هذه الصيغة اللغوية للتعبير عن التحسر والأسى عن الماضي، ولربما نستخدمها لتسليط الضوء على أحداث في الماضي نحاول حالياً تحويلها لأفضل.

- The tense of the verb after (wish) is more in the past than the action it is describing.

الفعل المستخدم بعد wish يكون أقدم من الحدث الموصوف (الموجود في الجملة الأولى الأصلية).

Examples:
1. I **didn't do** much work for my exam. → I wish I **had done** more work for my exam.
2. I **bought** these shoes. They hurt my feet. → I wish I **hadn't bought** these shoes. They..
3. We **didn't catch** the earlier bus. → If only we **had caught** the earlier bus.

Unreal Past Forms for Present Wishes

- We use (wish or If only + V.2) to express wishes about the present that are impossible or unlikely to happen. **(Function)**

NOTE: We usually say I wish / If only + were
نستخدم هذه الصيغة للتعبير عن أمنيات في الحاضر ولكنها مستحيلة أو غير محتملة الوقوع.

Examples:
1. I **don't know** the answer. → I wish I **knew** the answer.
2. I **live** in a small flat. → I wish I **lived** in a bigger flat.
3. He **is not** tall enough. → He wishes he **were** taller.
4. We **aren't** old enough. → If only we **were** older.

EXERCISES

Q1: Choose the most suitable verb form to complete these sentences. (SB, p.68)
1. Ziad is not very good at basketball. He wishes he -------- taller! (is / were / was)
2. I can't do this exercise! I wish I ----- it. (understood / understand / understanding)
3. Mr Haddad does not understand the Chinese businessman. If only he ------------ Chinese. (speak / spoke / had spoken)
4. Jordan needs to import a lot of oil. If only it ----------------- larger oil reserves.
   (has / had / had had)

Answers: 1. were   2. understood   3. spoke   4. had

Q2: Rewrite the following sentences with (I wish or If only).
1. I'm cold. I didn't bring a coat.
2. We're late. we didn't get up early.
3. I feel ill. I ate so many sweets.
4. Fadi has lost his wallet. He wasn't careful enough.
5. Huda was too busy to visit us yesterday. She wasn't able to come.
6. I've broken my watch. I dropped it.

Answers:
1. I wish (If only) I'd brought a coat.
2. I wish we'd got up earlier.
3. I wish I hadn't eaten so many sweets.
4. I wish he'd been more careful.
5. I wish she'd been able to come.
6. I wish I hadn't dropped it.

Q3: Rewrite the sentences with the words in brackets. (WB, p. 45)
1. Samia regrets being angry at breakfast time. **(only)**
2. If only I had concentrated properly in class today.
   This homework is really difficult. **(I)**
3. Nader should have been more careful with his essay. He didn't get a good mark. **(wishes)**
4. I wish I had learnt English better when I was younger. **(if)**

Answers :
1. If only Samia hadn't been angry at breakfast time.
2. I wish I had concentrated properly in class today.

3. --

4. If only I had learnt English better when I was younger.

أسئلة وزارية

Complete each of the following items so that the new item has a similar meaning to the one before it, and write it down in your ANSWER BOOKLET.

1. Nader should have been more careful with his essay. He didn't get a good mark.

   Nader wishes ……………………………………………..► 2016 (W)

2. I regret living abroad for a long time.

   ………………………………………………… (wish)   ► 2016 (S)

3. I regret speaking aloud in my class.

   ………………………………………………… (wish)   ► 2017 (W)

4. Mahmoud didn't consult his career advisor, so he felt sorry.

   ……………………………………………………... (wish) ► 2017 (S)

5. I always have to get home early, I wish my parents **……………** me stay out later.

   (lets , won't let , would let , will let)   **► 2018 (W)**

Comparatives

الصفات القصيرة

Adjective (positive)	Comparative
short قصير	أقصر من short**er than**
nice رائع	أروع من nic**er than**
thin نحيف	أنحف من thin**ner than**
busy مشغول	مشغول أكثر من bus**ier than**
strong قويّ	أقوى من strong**er than**

1. George is **shorter than** Jack. (short)
2. This man is much **busier than** his colleague. (busy)

الصفات الطويلة

Adjective (positive)	Comparative
beautiful جميل	أجمل من **more** beautiful **than**
dangerous خطير	أخطر من **more** dangerous **than**
wonderful عجيب	أعجب من **more** wonderful **than**
successful ناجح	أكثر نجاحا من **more** successful **than**
important مهم	أهمّ من **more** important **than**

*ملحوظة: نستخدم (less) بدلاً من (more) في حال الكلام عن الأقل ....
1. The red car is **more beautiful than** the white one. (beautiful)
2. Sameh is **more successful than** his brother. (successful)

الصفات غير المنتظمة

Adjective (positive)	Comparative
good جيد	أفضل من better than
bad سيء	أسوأ من worse than
far بعيد	أبعد من farther than
many كثير	أكثر من more than
much كثير	أكثر من more than
little قليل	أقلّ من less than

Examples: 1. This solution is **better than** the previous one. (good)
2. Raneem's market is **farther than** Neveen's. (far)

<u>Superlatives</u>

الصفات القصيرة

Adjective (positive)	Superlative
short قصير	the shortest
nice رائع	the nicest
thin نحيف	the thinnest
busy مشغول	the busiest
strong قويّ	the strongest

1.George is **the shortest** student in the class. (short)
2. This man is **the strongest** one. (strong)

الصفات الطويلة

Adjective (positive)	Superlative
beautiful جميل	the most beautiful
dangerous خطير	the most dangerous
wonderful عجيب	the most wonderful
successful ناجح	the most successful
important مهم	the most important

1. The red car is **the most beautiful**. (beautiful)
2. Sameh is **the most successful** engineer. (successful)

الصفات غير المنتظمة

Adjective (positive)	Superlative
good جيد	the best
bad سيء	the worst
far بعيد	the farthest
many كثير	the most
much كثير	the most
little قليل	the least

1. This solution is **the best** one. (good)
2. Raneem's market is **the farthest**. (far)

● **Use (Function):**

- **We can use (more / less … than), (as … as) , (the most / the least) to compare adjectives and adverbs.**

نستخدم الصيغ المذكورة أعلاه لمقارنة الصفات والظروف في الإنجليزية.

Examples:

1. Which subjects are **the most** popular, and which are **the least** popular?

2. Is Maths **as** popular **as** Science, Mr. Tha'er Al-Nammoura?

3. Do you think Geography is **more interesting than** History, or **less** interesting?

- **We can also use (as … as) to compare adverbs.**

وبإمكاننا ـ أيضاً ـ استخدام (as … as) لمقارنة الظروف.

Examples:

1. I can't run **as fast as** you.

2. Ali works **as hard as** his friend.

- **We use (as much / as many) to compare quantities and numbers.**

ونستخدم (as much / as many) لمقارنة الكميات والأعداد.

Examples:

1. There are not **as many** people in our class **as** in yours.

2. I don't eat **as much** fast food **as** my brother.

- **We can also use (as … as) adverbially.**

كما ويمكننا استخدام (as … as) بطريقة ظرفية.

1. We practise our English **as often as** possible.

2. I don't like running **as much as** I like swimming.

Exercises

QUIZ

Complete.

as brilliant as , the longest , the most , as much as, shorter than

1. The Nile is ……………….. river in the world.
2. Amman is ………………... crowded governate in Jordan.
3. John got 29 out of 30 in the chemistry exam, but George got only 19. In fact, he isn't ……………... John.
4. The day in winter is ………………. the day in summer.
5. Khalid doesn't like reading books ……………. he likes playing football.
Answers: ---

Q: Complete the sentences so that they mean the same as the ones above them.

1. The cheapest thing on the menu is orange juice.
   The ……………………………………………………………………………..

2. There's less information on the website than there is in the book.
   There isn't ………………………………………………………………………...

3. Nothing is more important than making notes in lectures.
   Making notes in lectures ……………………………………………………………..

4. Ahmad and I went for a run. I ran ten kilometres. Ahmad stopped after eight kilometres.
   I ran …………………………………………………………………………..

5. The journey takes four hours by car and five hours by train.
   It takes ………………………………………………………………………....

6. I expected my friends to arrive at about 4 o'clock. In fact they arrived at 2.30.
   My friends …………………………………………………………………………...

7. John and George did badly in the test. John got 30% , but George only got 25%.
   George did ……………………………………………………………………………

8. The Maths exam isn't as difficult as the Physics exam.
   The Physics exam ……………………………………………………………………

9. This magazine is less useful than that book.
   This magazine isn't ………………………………………………………………..

10. Mazen has got three sons. Ali is 15 years old, Ahmad is 17 years old and Amjad is
    20 years old.
    Amjad ………………………………………………………………………..

Answers:
1. The least expensive thing on the menu is orange juice.
2. There isn't as much information on the website as in the book.
3. Making notes in lectures is the most important thing.
4. I ran farther / further than Ahmad.
5. It takes longer by train than by car.
6. My friends arrived earlier than I expected.
7. George did worse than John (in the test).
8. The Physics exam is more difficult than the Maths exam.
9. This magazine isn't as useful as that book.
10. Amjad is the oldest son.

أسئلة وزارية

1. Neither Maths nor Science are as popular as English. ► 2016 (S)

English …………………………………………………………………………..

2. Jordanian children start school a year later than English children. ► 2017 (W)

English children …………………………………………………………………..

3. Studying Physics is not as popular as studying Biology in Britain. ► 2017 (S)

Studying Biology …………………………………………………………………

4. The electronic newspapers are not as acceptable as the ordinary ones. ►2018 (W)

The ordinary newspapers …………………………………………………………

Derivation

لحل سؤال الاشتقاق على النمط الجديد لا بد من *حفظ الجدول (مع الإملاء) + قواعد المواضع.

*هااااام : قد يأتي من كلمات القطع - والتي هي موجودة بالـ glossary-

No	verb	noun	adjective	adverb
1	experience يجرّب	experience خبرة	experienced خبير	-
2	dominate يسيطر	dominance سيطرة dominant مسيطر	dominant مسيطر	dominantly بسيطرة
3	depend يعتمد على	dependence اعتماد	dependent معتمد على	dependently باعتماد
4	repeat يكرر	repetition تكرار	repeated مكرر	repeatedly بتكرار
5	correct يصحح	correction تصحيح	correct صحيح corrected مُصحَّح	correctly بشكل صحيح
6	circulate يسري	circulation دورة	circulated مدوّر	-
7	dehydrate يجفف	dehydration جفاف	dehydrated مجفف	-
8	advise ينصح	advice نصيحة advisor ناصح	advised منصوح	-
9	revise يراجع	revision مراجعة	revised مُراجَع	-
10	concentrate يركز	concentration تركيز	concentrated مركّز	concentratedly بتركيز
11	qualify يؤهل	qualification مؤهل	qualified مؤهَّل	-
12	recommend يوصي	recommendation توصية	recommended موصى به	-
13	succeed ينجح	success نجاح	successful ناجح	successfully بنجاح
14	-	youth شباب	young صغير السن	-
15	-	awareness إدراك	aware مدرك لـ	-
16	particularize يخصص	particularity خصوصية	particular خاص	particularly بشكل خاص
17	compete ينافس	competition منافسة competitor متنافس	competent ذو كفاءة competitive تنافسي	competitively بتنافس
18	know يعلم	knowledge معرفة	known معروف	knowingly بمعرفة
19	idealize يجعله مثالياً	ideality مثالية	ideal مثالي	ideally بشكل مثالي
20	organise ينظم	organisation منظمة، تنظيم organiser منظِّم	organised منظّم	-
21	create يبدع، يخلق، ينشئ	creation خلق، صنع، إنشاء creativity إبداع	created مصنوع creative إبداعي	creatively بإبداع
22	teach يعلّم	teaching تعليم	teaching تعليمي taught معلَّم	-

No	VERB	NOUN	ADJECTIVE	ADVERB
23	busy يشغل نفسه	business عمل busyness انشغال	busy مشغول	busily بانشغال
24	economize يقتصد	economy اقتصاد	economic اقتصادي economical موفـّر	economically اقتصاديّاً
25	criticize ينتقد	critic ناقد criticism نقد	critical ناقد / نقدي / حَرِج	critically بشكل ناقد
26	memorize يحفظ	memory ذاكرة	memorized محفوظ memorable قابل للتذكر	-
27	-	nutrition تغذية nutrient مادة غذائية	nutritious مغذي	nutritiously بشكل مغذي
28	educate يعلّم	education تعليم	educational تعليمي educated معلـَّم	educationally بشكل تعليمي
29	achieve يحقق، ينجز	achievement إنجاز achiever منجِز	achievable قابل للإنجاز achieved منجَز	-
30	develop يطور، ينمّي	development تطوير developer مطوّر	developed متطوّر developmental تطويري developing نام	-
31	-	nerve عصب	nervous خائف،عصبي	nervously بخوف
32	deepen يعمّق	depth عمق	deep عميق	deeply بعمق
33	care يعتني بــ	care عناية	caring مراعٍ للناس careful ≠careless	carefully بحذر، باهتمام carelessly بلا مبالاة
34	instruct يعطي تعليمات	instruction(s) تعليمات instructor مدرّس	instructed معلـَّم instructive تعليمي	instructively بشكل تعليمي
35	answer يجيب	answer جواب answerer مجيب	answered مجاب	-
36	confide يثق	confidence ثقة	confident واثق	confidently بثقة
37	-	-	previous سابق	previously بشكل سابق
38	discuss يناقش	discussion نقاش	discussed مُناقَش	-
39	frighten يخيف	fright خوف	frightening مخيف frightened خائف	frighteningly بخوف
40	design يُصمم	design تصميم designer مصمم	designed مصمـَّم designing تصميمي	-

الجدول الآتي يبين نهايات أقسام الكلام، مع إعطاء مثال مشهور(شائع) لكل منها:

Endings (suffixes)			
Noun	**Adjective**	**Verb**	**Adverb**
--**tion**: dicta**tion**	--**ful**: beauti**ful**	--**ise /ize**: organ**ise**	--**ly**: successful**ly**
--**sion**: revi**sion**	--**less**: care**less**	--**ate**: loc**ate**	
--**ment**: improve**ment**	--**y**: storm**y**	--**en**: wid**en**	
--**ance**: attend**ance**	--**ly**: friend**ly**	--**ify**: class**ify**	
--**ence**: occurr**ence**	--**ive**: comprehens**ive**	--**ed**: stopp**ed** (**V.2**)	
--**cy**: fluen**cy**	--**ing**: interest**ing**		
--**ity:** electri**city**	--**ed**: interest**ed**		
--**ism**: tour**ism**	--**al**: annu**al**		
--**dom**: wis**dom**	--**ous**: seri**ous**		
--**ship**: friend**ship**	--**ic**: econom**ic**		
--**ure**: press**ure**	--**ant**: import**ant**		
--**ness**: easi**ness**	--**ent**:effici**ent**		
--**ing**: writ**ing**	--**ish**: child**ish**		
--**al**: arriv**al**	--**like**: child**like**		
--**th**: streng**th**	--**ory**: obligat**ory**		
--**age**: short**age**	--**able**: print**able**		
Nouns for People	--**ible**: flex**ible**		
--**ist**: scient**ist**	--**ary**: prim**ary**		
--**er**: teach**er**	--**ate**: fortun**ate**		
--**or**: visit**or**			
--**ian**: music**ian**			
--**ee**: employ**ee**			
--**ant**: assist**ant**			
--**ent**: stud**ent**			
--**ate**: candid**ate**			

مواقع الاسم:

■ يقع الاسم فاعلاً للجملة:

 Chaos is unacceptable in all cases.

* Rule : <u>S</u> + V + O

■ يقع الاسم مفعولاً به:

We all should fight **violence**.

* Rule : S + V + <u>O</u>

■ يستخدم بعد الصفة:

Criminals should be punished harshly by strict **laws**.

* Rule: adj. + <u>n</u>   /// adj. + (and / or) adj. + <u>n</u>

■ يستخدم بعد حروف الجر (from, of, in, on, with, without, at, (to), into, for):

Our country has been turning from **development** to **development**.

* Rule : prep. + n

■ يستخدم بعد أداة التعريف (the)، وأداتيّ التنكير (a / an):

Migrants help with the **development** of the Gulf countries.

* Rule : the , a , an + n
the + <u>n</u> + of

* **ملحوظة:** إذا فصل بين الأداة والاسم فراغ، فإننا نضع صفة (.adj) في الفراغ.

The **great** <u>economy</u> of China is noticed.

* Rule : the , a , an + <u>adj</u> + n

■ يستخدم بعد أسماء الإشارة (this, that, these, those):

No one accepts this **chaos**.

* Rule : this, that , ... + n

■ **يستخدم الاسم كذلك بعد ضمائر الملكية ((my, his, her, your, its, their, our, ('s / s')):**

The criminal's **guilt** should be proved before any legal action.

* Rule : 's , my , his ,... + n

■
يستخدم بعد المحددات والمشددات

(several, many, much, any, few, little, some, no, enough, another, other, one, all, every, each,):

The man has suffered from many **infections**.

* Rule : many, no , another , ... + n

■ **في الاسم المركب (بعد اسم آخر):**

The rainforest **destruction** is ascribed to many reasons.

* Rule : n + n = a compound noun

2. The Adjective

مواقع الصفة:
■ **تأتي الصفة قبل الاسم:**

The criminal's guilt should be proved before any **legal** action.

* Rule : adj + n

■ **تستخدم الصفة بعد الأفعال الآتية:**

sound, seem, look, appear, become, get, taste, smell, feel, was / were found)

The boy became **violent** after he had watched that movie.

* Rule : become, feel , was/ were found ,... + adj

■ **تستخدم الصفة بعد فعل الـ (to be) عندما يكون فعلاً رئيسياً:**

The storm was terribly **disastrous** last night.

* Rule : be (main verb)+ (ly) + adj

3. The Verb

<div dir="rtl">

<u>**مواقع الفعل:**</u>

■ يستخدم الفعل المجرد (baseform) بعد (to) شريطة أن يكون الحرف بمعنى (لكي) أو (أن) ،
وليس بمعنى (إلى):

</div>

Online criminals try to **destroy** their victims' computers.

* Rule : (not) to + BASEFORM (INFINITIVE)

<div dir="rtl">

■ يستخدم الفعل المجرد بعد الأفعال الشكلية (modals):

</div>

(must, may, might, will, would, shall, should, can, could,…etc)

Everyone must **act** well in hard circumstances.

* Rule : MODALS + BASEFORM (INFINITIVE)

<div dir="rtl">

■ يستخدم الفعل المجرد بعد الأفعال المساعدة (do, does, did):

</div>

This disease doesn't **infect** others. Don't be afraid !

* Rule : do / does / did (not) + BASEFORM (INFINITIVE)

<div dir="rtl">

■ لا تقوم الجملة إلا بفعل بعد الفاعل:

</div>

These viruses **threaten** our operating systems miserably.

* Rule : S + <u>V</u> + O

<div dir="rtl">

■ يستخدم الفعل المجرد كفعل أمر في بداية الجملة:

</div>

Develop your language!

* Rule : V (baseform) + ... كفعل أمر

4. The Adverb

<div dir="rtl">

<u>**مواقع الظرف (الحال):**</u>
■ يستخدم الظرف (الحال) في بداية الجملة مباشرة ويتبع بفاصلة (,):

</div>

Economically, we should use public transport.

* Rule : 1. ------------ ly , ………

<div dir="rtl">

■ قبل الصفة:

</div>

This website is **legally** distinguished.

* Rule : be (is,...) - <u>ly</u> + adj

<div dir="rtl">

<u>**الفصل الثاني**</u> **ثائر النمورة**

</div>

■ يستخدم الحال قبل الفعل المتعدي في الجملة مباشرة:

Sami **violently** hit the man.

* Rule : - ly + transitive verb + O

■ بعد الفعل اللازم مباشرة:

The boy was behaving **violently**.

* Rule : intransitive verb + - ly

■ بعد المفعول به إذا كان الفعل متعدياً (ونختم الجملة به):

Khaled has done the task **chaotically**.

* Rule : S + V + O + ly

■ بين أجزاء الفعل:

It can be **skillfully** done without consulting a specialist.
* Rule : helping verb + ly + main verb

Exercises

Q1: Circle.
1. One of the most important things that we give children is a good ---------------.
   (educate , educated, education, educational)

2. If you work hard, I'm sure you will ------------------.
   (success, succeed, successful, successfully)

3. Congratulations! Not many people ------------------ such high marks.
   (achieve , achievement , achieved , achievable)

4. My father works for an ------------------- that helps to protect the environment.
   (organised , organisation , organise, organisations)

5. It's amazing to watch the --------------------- of a baby in the first year of life.
   (developmental, develop, development, developer)

6. I'm confused. Could you give me some --------------------, please?
   (advice, advise, advisable, advisor)

7. Before an exam, you must ---------------------- everything you've learnt.
   (revision , revise , revisable, revisor)

8. In hot weather our bodies are in danger of ---------------------.
   (dehydrate , dehydration , dehydrated, dehydratable)

9. Don't talk to the driver. He must --------------------.
   (concentrate , concentration, concentrated, concentrating)

10. How quickly does blood -------------------- round the body?
    (circulate, circulation, circulated, circulator)

11. Before you apply for a job, check that you have the correct ----------------.
    (qualified, qualify, qualifications, qualifiedly)

12. The company is pleased with your work and is happy to give you a -------------------.
    (recommended, recommendation, recommend, recommendable)

13. Congratulations on a very ----------------- business deal.
    (successfully, succeed, successful, success)

14. We should always be ready to listen to good ---------------------.
    (advise , advice, advisable, advisability)

15. My father often talks about what he did in his -------------------.
    (youth , young , younger , youngest)

16. It's important to have an --------------------- of different countries' customs.
    (aware , awareness, aware / awareness)

17. Have you had any ------------------------ of learning another language?
    (experienced, experience, experiencedly, experiential)

18. Is one side of the brain more ------------------ than the other?
    (dominated, dominant, domination, dominate)

19. Whether or not you remember something that you have learnt in the past ------------ on the experience you had while you were learning it.
    (dependent , dependence, depends , dependable)

20. Nuts contain useful ---------------------- such as oils and fats.
    (nutrition , nutrients, nutritious, nutritiously)

1. Kareem is a ---------------- journalist, he has worked previously for many scientific journals.   **(qualification)** ► **2016 (W)**

2. Doing lots of exercise won't keep you healthy if you don't eat ------------------ food as well.   **(nutrients)** ► **2016 (W)**

3. Services, mostly travel and tourism ------------------- the majority of our economy.
                                                                   (dominant) ► **2016 (S)**

4. Khaled is a very ---------------------- and adaptable worker, I believe that he can be successful in any position.   **(competence)** ► **2016 (S)**

5. Language ------------------ is becoming an important requirement for many jobs.
                                                                   (proficient) ►**2017 (W)**

6. My grandfather often tells us about what he did in his --------- . **(young)** ►**2017 (W)**

7. Olives which are -------------------- grown in the world, have been cultivated for 6,000 years. **(extend)** ► **2017 (S)**

8. It is important to have an ----------------------- of different countries' customs. **(aware)**
                                                                   ► **2017 (S)**

9. Maha shows great --------------------- for her new job as a lawyer in the court.
        (enthusiasm , enthusiastic , enthusiastically) ► **2018 (W)**

10. Our national team is now well- ---------------- for the second round of the competition.
        (qualify , qualification , qualified)   ► **2018 (W)**

11. With children, it is important to ----------------- the right balance between love and discipline.
        (achieve , achieved , achievable)   ► **2018 (W)**

ANSWERS:

_____

_____.

CONDITIONALS (If Clauses)

● **ZERO Conditional (If Clause - Type ZERO)**

Form: If + S + V.1 + comp. , S + V.1 + comp. (.)

Usage: To describe something that always happens (the inevitable consequence) after a certain action or event.

ويستخدم هذا النوع مع الحقائق والثوابت والعواقب الحتمية .

ملحوظة هامة: في هذا النوع يمكن استخدام (when) بدلاً من (if).

Examples:
1. If you **visit** the library, you **find** useful books there.
2. If people **respect** the country laws, you **don't see** these problems.
3. If plants **don't get** enough sunlight, they **die**.
4. Water **turns** to ice if the temperature **falls** below zero.

● **FIRST Conditional**

Form: If + S + V.1 + … , S + will + baseform + … (.)

Usage: **To describe a future outcome of a certain future action or event.**

ويستخدم للحديث عن نتيجة محددة لحدث أو أمر مستقبلي محدد.

Examples:
1. If you **get** an interview for a job in Microsoft, you **will need** to show real enthusiasm for electronics.
2. If you **study** hard for the English Exam next week, you'll get a high mark.

● **SECOND Conditional**

Form : If + S + V.2 + comp. , S + would + baseform + complement.

Usage: **To express imaginary situations at present**

للحديث عن الحالات غير الواقعية والخيالية في الوقت الحاضر.

Examples:
1. If I **saw** Ali in the mall , I **would give** him the money.
2. If I **were** you, I**'d forgive** him.

● **THIRD Conditional**

Form: If + S + (had + V.3) + comp. , S + would + have + V.3 + comp. (.)

Usage: to imagine past situations. These past situations are impossible, and did not happen at all.

ويستخدم النوع الثالث لتخيّل حالات في الماضي (مستحيلة الحدوث) ؛ لأنّ عجلة الماضي لا تعود للخلف.

Examples:
1. If I **had stayed** at home that day, I **would have missed** the celebration.
2. If I**'d studied** harder , I**'d have passed** the exam.

We can use provided that , as long as , unless and even if in the same way as **if**, but they don't all mean the same thing.

يمكننا استخدام الكلمات المذكورة أعلاه بنفس طريقة استخدامنا لـ **(if)**، ولكن مع فروقات بالمعنى.

Examples:
1. I'll buy the book **if / provided that / as long as** it isn't too expensive.
   (I won't buy it if it is too expensive.)
2. I'll buy it **unless** it's expensive. (I'll buy it if it isn't too expensive.)
3. I'll buy it **even if** it's expensive. (I will buy it. **The price isn't important.**)

The third conditional with (could) and (might)

● **When we are talking about the imaginary past, we can use (could + have + V.3**
 OR might + have + V.3) in place of (would + have + V.3).

نستخدم صيغة **(could + have + V.3 OR might + have + V.3)** عند الحديث عن الماضي التخيلي
مكان الصيغة التقليدية **(would + have + V.3)**

● **We use these past modals when we are less sure of the result of the impossible past**
  situation.

نستخدم هذه الأفعال الشكلية الماضية عندما نكون غير متأكدين بشأن نتيجة الحدث الماضي مستحيل الوقوع.

Examples:
1. If I had prepared better for the competition, I **might have won** the first prize.
   (The speaker is **not sure** that this would have been true.)
2. If I had slept better the night before the exam, I **could have concentrated** better.
   (It is possible that the speaker would have been able to concentrate.)
3. If I'd gone to a different school, I **might not have studied** French. I **could have taken**
   English.
4. Our team **could have won** the match if they'd trained harder, and then they
   might have been champions now if they'd won.

EXERCISES

Q1:
I. Circle.

1- Unless I learnt French, I ………… (**couldn't, can't , won't**) communicate with them.
2- If he hadn't eaten too much, he ……… **(wouldn't get, wouldn't have got, won't get**) sick.
3- If I find a solution to your problem, I ……………… (**told, will tell, would tell**) you.
4- I'd repair my car if I………………….. **(find   , had found , found)** a mechanic.
5- ……………………… (**If   ,   Unless**) you had advised me, I would have lost
everything. So, thank you indeed!

Answers: _____.

Q2: Rewrite the <mark>advice</mark> **, using the words in brackets. (WB, p. 52)**
1. You should practise the presentation several times. **(were)**
_____
2. It would be a good idea for you to make a list of questions. **(could)**
_____
3. You ought to get some work experience. **(don't)**
_____
4. You shouldn't look too casual. **(If)**
_____
5. You should do a lot of research. **(would)**
_____

Answers:
1. If I were you, I'd practise the presentation several times.
2. You could make a list of questions.
3. Why don't you get some work experience?
4. If I were you, I wouldn't look too casual.
5. If I were you, I would do a lot of research.

Q3:Read the situations and complete the sentences with the third conditional,
      using the word in brackets.
1. Saeed left his camera at home, so he wasn't able to take pictures of the parade. **(could)**
_____
2. I had a headache yesterday, and I didn't do well in the Maths test. **(might)**
_____
3. I didn't know your phone number, so I wasn't able to contact you. **(could)**
_____
4. You had a brightly-coloured T-shirt on. That's how I noticed you in the crowd.**(might not)**
_____
5. I worked really hard the day before the exam. I got top marks. **(might not)**
_____

Answers:

1. If Saeed hadn't left his camera at home, he could have taken pictures of the parade.
2. If I hadn't had a headache yesterday, I might have done well in the Maths test.
3. If I had known your phone number, I could have been able to contact you.
4. If you hadn't had a brightly-coloured T-shirt on, I might not have noticed you in the crowd.
5. If I hadn't worked really hard the day before the exam, I might not have got top marks.

1. Provided that it ………… , we will have a picnic next week.　　**(not , rain)► 2016 (W)**

2. If a city ………………… everything and doesn't throw anything away, it is zero waste.

　　　　　　　　　　　　　　　　　　　　　　　　　　(recycle)　► 2016 (S)

3. Saleem left his wallet at home, so he wasn't able to purchase his necessary items. **(could)**

………………………………………………………………………………… **► 2016 (W)**

4. studied really hard the day before the final exams. I achieved the first rank in my class.

　　　　　　　　　　　　　　　　　　　　　　　　(might not) ►2016 (W)

…………………………………………………………………………………………

5. Sami didn't apply immediately for the scholarship, so he didn't get it.

.... **(if / could)　　► 2016 (S)**

6. Marwan worked really hard the day before the exam. He got top marks.

………………………………………………………………….. **(if / might not) ► 2017 (W)**

7. Plants die if they ……………. enough water.　　　**(not, get)　► 2017 (W)**

8. Rawan always takes her mobile when she ……………………… . **(go out) ►2017 (S)**

9. The company didn't know your phone number, so they weren't able to contact you.

…………………………………………………………………….. . **(if / might) ►2017 (S)**

10. Ali will be upset, if you ……………… him to your party.　　**(not, invite) ►2018 (W)**

11. During Ramadan, Muslims eat …………….. the sun sets.　　　　　**► 2018 (W)**

　　(as long as　,　unless　,　when　,　even if)

Q1: Choose the correct option, a, b, c or d.

1. If Huda ………………. ill yesterday, she wouldn't have missed the exam.

   a. wasn't   b. hadn't been   c. hasn't been   d. hadn't

2. I haven't got as much homework ………………. my brother.

   a. so   b. than   c. as   d. like

3. I couldn't climb Mount Everest ………………… someone carried my equipment for me!

   a. even if   b. as long as   c. provided that d. when

4. That's a great idea. How did you come ………………….. it?
   a. up with   b. up to   c. up in   d. on with

Answers:

1. b   2. c   3. a   4. a

Q2: Rewrite.

1. I wish I'd done more revision. **(if only)**

   ---.

2. The police are investigating the cause of the accident. **(look into)**

   ---.

3. Where's the post office, please?

   Do you mind ---?

4. They say that fish is good for the brain.

   Fish --.

5. You shouldn't worry so much.

   If I --.

Answers:

1. If only I'd done more revision.

2. The police are looking into the cause of the accident.

3. Do you mind telling me where the post office is?

4. Fish is said to be good for the brain.

5. If I were you, I wouldn't worry so much.

Q3: Circle.

1. That exam wasn't very difficult, **wasn't / was** it?

2. If my father had gone to university, he **can / could** have been a teacher.

3. Jameel might not have become a musician if his parents **haven't / hadn't** encouraged him.
4. Which words did you need to look **up / over** in a dictionary?
5. Jaber looked as **if / only** he hadn't slept very well.
6. If only I **haven't / didn't / hadn't** lost my ticket!
7. If you **will want / want / wanted** to learn a new language, you need to be motivated.
8. You don't speak French, **don't you / you don't / do you**?

Answers:
1. was   2. could   3. hadn't   4. up   5. if   6. hadn't   7. want   8. do you

Q4: Complete.
1. People say that the brain is like a computer.
   It is ………………………………………………………………………………

2. Arab mathematicians invented algebra.
   Algebra ………………………………………………………………………………

3. Where does the bus go from, please?
   Could ……………………………………………………………………………….?

4. I am sorry that I didn't read that book.
   I wish ………………………………………………………………………………...

Answers:
1. It is said that the brain is like a computer.
2. Algebra was invented by Arab mathematicians.
3. Could you tell me where the bus goes from?
4. I wish I had read that book.

Linking words showing <u>cause</u> explain the reason for something.
- We couldn't go to the stadium **because / as / since** there weren't any ticket left.
- As / Since / because I was tired, I went to bed.
- We were late **because of / due to** the traffic.

Linking words showing <u>result</u> explain the consequences of an action.
- We were caught in traffic, **therefore / so** we missed the start of the play.
- She worked hard; **as a result, / because of that, / consequently,** she did very well in her exams.

Function : Giving Advice
- **You should … , no doubt about it.**
- **If I were … , I would …**
- **My main recommendation is that you …**
- **Have you thought about …?**
- **Why don't you …?**
- **You could ….**

Literature:

singing / silent ; soared / sank ► Technique: alliteration

سؤال وزاري

Study the following sentence and answer the question that follows.

We couldn't go to the stadium <u>**since**</u> there weren't any tickets left.

What is the function of using **since** in the above sentence? **(3 points)**

Appendix 3: Irregular verbs

Base Form	Past Simple	Past Participle	Base Form	Past Simple	Past Participle
be	was/were	been	lie	lay	lain
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
bend	bent	bent	mean	meant	meant
bite	bit	bitten	meet	met	met
blow	blew	blown	pay	paid	paid
break	broke	broken	prove	proved	proven/proved
bring	brought	brought	put	put	put
build	built	built	read	read	read
burn	burnt	burnt	ride	rode	ridden
buy	bought	bought	ring	rang	rung
catch	caught	caught	rise	rose	risen
choose	chose	chosen	run	ran	run
come	came	come	say	said	said
cost	cost	cost	see	saw	seen
cut	cut	cut	seek	sought	sought
deal	dealt	dealt	sell	sold	sold
do	did	done	send	sent	sent
draw	drew	drawn	sew	sewed	sewn/sewed
dream	dreamt	dreamt	shake	shook	shaken
drink	drank	drunk	shine	shone	shone
drive	drove	driven	show	showed	shown
eat	ate	eaten	shut	shut	shut
fall	fell	fallen	sing	sang	sung
feed	fed	fed	sit	sat	sat
feel	felt	felt	sleep	slept	slept
find	found	found	smell	smelt	smelt
fly	flew	flown	speak	spoke	spoken
forget	forgot	forgotten	spell	spelt	spelt
forgive	forgave	forgiven	spend	spent	spent
get	got	got	spill	spilt	spilt
give	gave	given	stand	stood	stood
go	went	gone	steal	stole	stolen
grow	grew	grown	stick	stuck	stuck
have	had	had	swim	swam	swum
hear	heard	heard	take	took	taken
hide	hid	hidden	teach	taught	taught
hit	hit	hit	tear	tore	torn
hold	held	held	tell	told	told
hurt	hurt	hurt	think	thought	thought
keep	kept	kept	throw	threw	thrown
know	knew	known	understand	understood	understood
lay	laid	laid	wake up	woke up	woken up
lead	led	led	wear	wore	worn
learn	learnt	learnt	weave	wove/weaved	woven/weavec
leave	left	left	win	won	won
lend	lent	lent	write	wrote	written
let	let	let			