اللغة الإنجليزية

"الفصل الثاني"

المنهاج الجديد

GRAMMAR

الدورة المكثفة

إعداد ثائر النمّورة

مدارس أكاديمية الروّاد الدوليــة

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The Impersonal Passive

Use (Function):

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

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 <u>the object + infinitive</u>.**

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 <mark>if or whether</mark>.**
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**?**

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?

EXERCISES

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?

 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 ……………………………………………………………<u>?</u>

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: --

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، وربما 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. <u>I didn't bring a coat</u>.
2. We're late. <u>we didn't get up early.</u>
3. I feel ill. <u>I ate so many sweets</u>.
4. Fadi has lost his wallet. <u>He wasn't careful enough</u>.
5. Huda was too busy to visit us yesterday. <u>She wasn't able to come</u>.
6. I've broken my watch. <u>I dropped it</u>.

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)

Unit 6: Quantifiers to make comparisons
محددات الكمية لعمل المقارنات

Comparatives

الصفات القصيرة

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

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

الصفات الطويلة

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

*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	better than أفضل من
bad سيء	worse than أسوأ من
far بعيد	farther than أبعد من
many كثير	more than أكثر من
much كثير	more than أكثر من
little قليل	less than أقلّ من

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

<u>Superlatives</u>

<div align="center">الصفات القصيرة</div>

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 **<u>the shortest</u>** student in the class. (short)
2. This man is **<u>the strongest</u>** one. (strong)

<div align="center">الصفات الطويلة</div>

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 **<u>the most beautiful</u>**. (beautiful)
2. Sameh is **<u>the most successful</u>** engineer. (successful)

<div align="center">الصفات غير المنتظمة</div>

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 **<u>the best</u>** one. (good)
2. Raneem's market is **<u>the farthest</u>**. (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 …………………………………………………………

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 advice **, 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
   using the word in brackets.   conditional,
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. Plants die if they ……………… enough water.　　**(not, get)** ► 2017 (W)

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

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

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

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

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

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

Revision B

مراجعة ذاتية بيتية شاملة

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.

LANGUAGE FUNCTIONS

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 ….**