### *Scientific Stream*

### *Introduction:*

### *In the name of Allah, the Merciful, the Most Compassionate; the following is a personal effort in which I tried to summarize the most important things in the grammar of the English programme for the third year secondary classes. I also gave you some tasks. At the end, you will find the answer key. But, please, don’t go to the answer key until you try to do the tasks by yourselves. I wish this would be beneficial for all of you.*

### *N.B:* Since you are meant to go through this all alone, I mean without the help of a teacher, I focused on the use of colours. Use them, they will certainly help you.

### *\* I decided to start with ‘I wish’*

### Use of I wish / if only:

### There are three distinct types of  **I wish / if only**  sentences:

1. Wish, wanting change for the present (or near future) with the simple past.
2. Regret with the past perfect.
3. Expressing a future wish (or Complaints) with would + stem.

### Expressing a present wish:

#### Form:

|  |
| --- |
| **If only / I wish +**[**simple past**](http://www.myenglishpages.com/site_php_files/grammar-lesson-simple-past.php) |

Example:

*If only/ I wish* I **knew** how to use a computer. (I don’t know how to use a computer and I would like to learn how to use it)

Use:

* To express a wish in the present (or in the near future).
* The simple past here is an unreal past.
* When you use the verb to be the form is “were”.   
  Example:  
  I wish I **were** a millionaire! (The truth is that I’m not a millionaire)

### Expressing regret:

#### Form:

|  |
| --- |
| **If only / I wish +**[**past perfect**](http://www.myenglishpages.com/site_php_files/grammar-lesson-past-perfect.php) |

Example: - If only/ I wish I **had woken** up early. (I didn't wake up early and I missed my bus.)

#### Use: \* To express a regret.

#### \* The action is past.

### Expressing a future wish/ Complaining:

#### Form:

|  |
| --- |
| **I wish / if only + would + verb** |

Examples: - I wish I **would** **travel** around the world. ( The speaker is expressing a wish of travelling around the world, his wish is meant to be realized at an unknown point in the future).

* I wish you **wouldn't** **arrive** so late all the time (I'm annoyed because you always come late and I want you to arrive on time)

Use:

* Express a wish which you may realize some day in the future.
* To complain about a behavior that you disapprove.
* Express impatience, annoyance or dissatisfaction with a present action.

***Practice :***  Try to do the tasks below using the rules you have just read.

***Task One: Decide whether these statements express a "present wish", a ‘’future wish’’ or a "regret":***

1. I wish I could fly.  . . . . . . . . . . . . .
2. I wish my country would develop. . . . . . . . . . . . . .
3. If only she had seen the doctor earlier. He could have saved her.. . . . . . . . . . . . .
4. I wish you would give more importance to your studies. . . . . . . . . . . . . .
5. If only I were in New York.. . . . . . . . . . . . .
6. I wish I had learned about his problem. . . . . . . . . . . . . .
7. I wish I were a doctor.. . . . . . . . . . . . .

***Task Two: Put the verbs in brackets into their correct forms:***

1. Alice didn't get a good mark. She wishes she (work)  . . . . . . . . . . . . . . . . . . . . . . . . . . . . .  harder.
2. Tom likes football very much. He wishes he (become)  . . . . . . . . . . . . . . . . . . . . . . . a professional football player soon.
3. He was running very fast when he had a heart attack. If only he (not/run)  . . . . . . . . . . . . . . . . . . . .  so fast.
4. She's keen on computers. She wishes she (study)  . . . . . . . . . . . . . . . . . . . . . . . . computer science next school year.
5. I am sorry I don’t know chinese at all.If only I(to speak) . . . . . . . . . . . . . . . . . . . . . . . . a little of it.
6. I wish (to have) I . . . . . . . . . . . . . . a big car.
7. I wish I (to be) . . . . . . . . . . . . . . . . . . . . on a beach.
8. I don’t know the way to the headmaster’s office, I wish you (to show) . . . . . . . . . . . . . me the way.

***Task Three: Respond to each of the situations below by writing a sentence starting with I wish . . . :***

1. a) Someone regretting having broken into a bank.

b) I wish . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

2. a) Someone expressing the wish of learning Japanese.

b) I wish . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

3. a) Someone wishing himself able to drive a car. ( Use ***can***)

b) I wish . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

4. a) Many people regret having bought that impure oil.

b) Many people wish . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

5. a) James is affraid to miss his daughter’s birthday.

b) I wish . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

6. a) Zlatan Ibrahimovic didn’t participate in the World Cup in Brazil.

b) Zlatan Ibrahimovic wishes . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

7. a) Farid is extremely bad at languages.

b. I wish I . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

8. a) All the Algerians are expressing the wish to live in peace and harmony.

b. We wish we . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

Now, we move to see something you have studied for such a long time. However, you are about to see the passive voice with different tenses. On the next page, there is a table which demonstrates how to move from the active voice to the passive voice. Pay attention to the verbs.

|  |  |  |
| --- | --- | --- |
| Tenses | Active voice | Passive voice |
| Present simple | The teacher corrects the exercise | The exercise is corrected by the teacher |
| Past simple | The teacher corrected the exercise | The exercise was corrected by the teacher |
| Present continuous | The teacher is correcting the exercise | The exercise is being corrected by the teacher |
| Past continuous | The teacher was correcting the exercise | The exercise was being corrected by the teacher |
| Present perfect | The teacher has corrected the exercise | The exercise has been corrected by the teacher |
| Past perfect | The teacher had corrected the exercise | The exercise had been corrected by the teacher |
| Present perfect continuous | The teacher has been correcting the exercise | The exercise has been being corrected by the teacher |
| Past perfect continuous | The teacher had been correcting the exercise | The exercise had been being corrected by the teacher. |
| Future simple | The teacher will correct the exercise | The exercise will be corrected by the teacher |

* Let’s now check your understanding by doing some tasks!

***Task One: Turn the following sentences into the passive form :***

1-Levi Strauss invented the blue jeans. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

2-Frank takes photos. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

3- The girls can play handball. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

4-My friend bought a new car. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

5-Is she preparing the party?  . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

6-Are they watering the flowers? . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

***Task Two: Re-write sentence B so it means the same as sentence A:***

1-She had to borrow the books from a friend. The books . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

2- Tomorrow, the parcel will be delivered by the postman.

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . tomorrow.

3- We must not give medicines to the small children. They may eat them.

a) Medicines. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . They . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

b) The small children . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

4- Teachers give rewards to the best students.

a) Rewards . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

b) The best students . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

5- Individual automobile ownership created a heavy demand for new petroleum supplies.

A heavy . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

6- We might provoke the destruction of our world by the abuse in energy use.

The destruction . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

7- Nature is being damaged by humans.

Humans . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

8- The wedding had been being organized by members of the family.

Members of the family . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

9- Fertelizers and insecticides made from petroleum can improve crop production.

Corp production . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

10- The mudjahidines had fought the French colonizers with simple weapons.

The French colonizers . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

11- The pupils might well miss their school after they get the baccalaureate.

The school . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

12- A big party will be organized if I succeed at my baccalaureate exam.

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

* There are four types of conditional in English, below are the four types with analysed examples along with the rule of each type and their uses.

\***If you mix red and yellow, you get orange.**

**If clause result clause**

**Present simple present simple**

***Reminder:***

This is conditional type 0, the condition is always true, a 100% correct. It never changes. It is a scientific truth. Conditional type O is also used so as to give instructions (orders). Examlpe: If you want to stop the machine, push this button.

***When*** can replace ***If*** in this type of conditional.

If + present simple → present simple

\* **If you don’t revise your lessons, you will not succeed ( you will fail)**

**If clause result clause**

**Present simple future simple**

***Reminder:***

This is conditional type 1, the condition isn’t always true, it can sometimes change. It is only a prediction. Remember to never use if + future, even when talking about actions in the future.

Eg: If you don’t revise your lessons, you will succeed. ( it can sometimes be possible to succeed even without preparation and studying).

If + present simple → future simple

**\* If I were rich, I would live in a castle**

**If clause result clause**

**Present simple would+stem**

***Reminder:***

This is conditional type 2, it is an unreal situation which may never happen, it is only an imagination.

The truth is that I am not rich and I cannot afford to live in a castle. Never say if I was/ it is if I were. The past here doesn’t refer to the past tense, but to the present. If I were rich now.

If + past simple → would + infinitive

**\* If I had found her address, I would have sent her an invitation.**

**If clause result clause**

Past perfect would +have+ past participle

***Reminder:***

This is conditional type 3, it refers to an impossible situation which can never be fulfilled because it refers to the past. I was asked to send the woman an invitation to a meeting which was held in last march, and I didn’t have her address. So, I didn’t send her the invitation, and now I ‘m saying if I had had her address, just to say it; because the meeting was held and it is impossible for her to attend it.

If + past perfect → would + have + past participle

|  |  |
| --- | --- |
| **Type** | **Condition** |
| I | condition possible to fulfill |
| II | condition in theory possible to fulfill |
| III | condition not possible to fulfill (too late) |

## *Form*

|  |  |  |
| --- | --- | --- |
| **Type** | **if clause** | **main clause** |
| I | **Simple Present** | **will-future (or Modal + infinitive)** |
| II | **Simple Past** | **would + infinitive** |
| III | **Past Perfect** | **would + have + past participle** |

## *Examples (if-clause at the beginning)*

|  |  |  |
| --- | --- | --- |
| **Type** | **if clause** | **main clause** |
| I | If I **study**, | I**will pass** the exam. |
| II | If I **studied**, | I **would pass** the exam. |
| III | If I **had studied**, | I **would have passed** the exam. |

## *Examples (if-clause at the end)*

|  |  |  |
| --- | --- | --- |
| **Type** | **main clause** | **if-clause** |
| I | I**will pass** the exam | if I **study**. |
| II | I **would pass** the exam | if I **studied**. |
| III | I **would have passed** the exam | if I **had studied**. |

## *Examples (affirmative and negative sentences)*

|  |  |  |  |
| --- | --- | --- | --- |
| **type** |  | **Examples** | |
|  |  | **long forms** | **short/contracted forms** |
| I | + | If I **study**, I**will pass** the exam. | If I **study**, I**'ll pass** the exam. |
| - | If I **study**, I **will not fail** the exam. If I **do not study**, I **will fail** the exam. | If I **study**, I **won't fail** the exam. If I **don't study**, I**'ll fail** the exam. |
| II | + | If I **studied**, I **would pass** the exam. | If I **studied**, I**'d pass** the exam. |
| - | If I **studied**, I **would not fail** the exam. If I **did not study**, I **would fail** the exam. | If I **studied**, I **wouldn't fail** the exam. If I **didn't study**, I**'d fail** the exam. |
| III | + | If I **had studied**, I **would have passed** the exam. | If I**'d studied**, I**'d have passed** the exam. |
| - | If I**had studied**, I **would not have failed**the exam. If I**had not studied**, I **would have failed**the exam. | If I**'d studied**, I **wouldn't have failed** the exam. If I**hadn't studied**, I**'d have failed** the exam. |

\* We can substitute **could** or **might** for **would** (**should**, **may** or **must** are sometimes possible, too).

|  |
| --- |
| I **would** pass the exam. |
| I **could** pass the exam. |
| I **might** pass the exam. |
| I **may** pass the exam. |
| I **should** pass the exam. |
| I **must** pass the exam. |

***Task One: Put the verbs in brackets in the correct form:***

1- If we meet at 9:00, we ( to have) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . plenty of time.

2- Lisa would find the milk if she (to look) . . . . . . . . . . . . . . . . . . . . . . . . . . in the fridge

3- If it rains, the boys (not to play) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . hockey.

4- If he (to grow) . . . . . . . . . . . . . . . . . . . . . . . his own vegetables, he wouldn't have to buy them.

5- Would you go out more often if you (not have to do) . . . . . . . . . . . . . . . . . . . . . . . . . so much in the house.

6- She wouldn't have yawned the whole day if she (not to stay) . . . . . . . . . . . . . . . . . . . . . . . . late last night.

7- If you (to wait) . . . . . . . . . . . . . a minute, I'll come with you.

8- If we had arrived at 10, we (not to miss). . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Tayler's presentation.

9- If a car (to run out) . . . . . . . . . . . . . . . . . . . of petrol, it (to stop) . . . . . . . . . . . . . . . . . . . .

10- We (to help) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . John if we'd known about his problems.

11- If the heart( to stop) . . . . . . . . . . . . . . . . , man (to die) . . . . . . . . . . . . . . . . . .

12- If they (to use) . . . . . . . . . . . . . . . . . . . . . . . . . new batteries, their camera would have worked correctly.

13- what you (to do) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . if you succeed in your Bac?

14- If I went anywhere, it (to be). . . . . . . . . . . . . . . . . . . . New Zealand.

15- He ( not/ to come) . . . . . . . . . . . . . . . . . . . . . . . . another time if he (to come) . . . . . . . . . . . . . . today.

16- If your father (to give) . . . . . . . . . . . . . . . . . an order, . . . . . . . . . . . . . .(to do) it without discussing.

***Task Two: Put the verbs in brackets into their correct forms :***

a-If I (to be) . . . . . . . . . . better looking, I (to work) . . . . . . . . . . . . . . . . . . . . . . as a modal.

b- If I (to know) . . . . . . . . . . . . . . . . . . . . . that you needed my help, I ( to help) . . . . . . . . . . . . . . . . . . . . . you.

c- If I (to have) . . . . . . . . . . . . . a million dollars, I (to build). . . . . . . . . . . . . . . . . . . . . . . myself a big house.

d- If my grand father ( to be) . . . . . . . . . . . . . . forty years younger, he (to get married) . . . . . . . . . . . . . . . . . .

e- If she (to work) . . . . . . . . . . . . . . . . harder, she (not/ to repeat). . . . . . . . . . . . . . . . . . . . . . . her Bac twice.

f- If I (to get) . . . . . . . . . . . any news, I (to tell) . . . . . . . . . . . . . . . . . you.

g- All metals (to expand) . . . . . . . . . . . . . . if you (to heat) . . . . . . . . . . . them.

h- If you (not/to have) . . . . . . . . . . . . . . . a pinafore, you (not/to enter) . . . . . . . . . . . . . . . . to the classroom.

i- If your parents (to be) . . . . . . . . . . . . . mad at you, . . . . . . . . . . . . . . (to ask) them to forgive you.

j- If I (to have) . . . . . . . . . . . . . . . . . enough time tomorrow, I (to come) . . . . . . . . . . . . . . . . . . . . and see you.

k- I (to be) . . . . . . . . . . . . . . . . . . . . . . surprised if she (to manage) . . . . . . . . . . . . . . . . . . . . . to sell that car.

l- (not/panic) . . . . . . . . . . . . . . . . . . . . . . if the second test(to be) . . . . . . . . . . .difficult.

***Task Three: Rewrire sentence B so it means the same as sentence A:***

1) a- Failing in your studies means the anger of your parents .

b- If you . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

2) a- The policeman wasn’t quick. That’s why he didn’t catch the thief.

b- If the policeman . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

3) a- It is not your birthday. Otherwise, I give you a nice gift.

b- If it . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

4) a- Emma didn’t open her own shop because she didn’t have enough money.

b- If Emma . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

5) a- I want you to go out tonight so that I watch a football match.

b- If you . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

6) a- Boiling water means that you turn it into steam.

b- If you . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . , it . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

7) a- Aliens don’t exist. That’s why, humans are able to live in peace and harmony.

b- If aliens . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

8) a- You dream to work in a multinational company. However, you are not good at English.

b- If I . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

* You must all know that *‘If ’* is used to express conditional, and *‘when’* can replace if in conditional type O. Actually, there are other conjunctions that express conditional: *‘As long as’*, *‘Providing that’ and ‘Provided that’*; and they mean *but only if*.

*Eg:* Algeria will devlop providing that/ as long as it fights corruption.

Main clause subordinate clause

Provided that Algeria’s economy doesn’t depend on oil, we will avoid any crisis.

subordinate clause Main clause

* Providing that, provided that and as long as are used with conditional type one.

***N.B:*** The main clause here is the one which is independent, understood by itself, it needs no further explanation.

***Task A: Link each of the pairs of sentences below using providing that, provided that or as long as. Be careful with the tenses of the verbs:***

A/a. People (to respect) you. b. You (to respect) them.

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

B/ a. The world (to never be) in peace. b. People (to stay) as greedy as they are.

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

C/ a. You (to go) on a serious diet. b. You (to lose) weight.

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

D/ a. Sarah (to attend) her friend’s wedding. b. She (to invite) her.

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

E/ a. I (to be) amazingly good at English. b. I (to go) live in England.

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

* Still, there is only one thing to deal with as far as conditional is concerned.

First of all, *‘unless’* means ***if not****. Egs:* - Come tonight unless I phone. (= . . . . . . if I don’t phone)

* I will take the job unless the pay is too law. (= . . . . . . . . . . if the pay is not too law/ if the pay is high)
* Use the present simple after unless even when you want to talk about the future.

***Task B: Write sentence B so it means the same as sentence A:***

A/ a. Please don’t call the doctor at weekends if it’s not important.

b. Please don’t call the doctor unless . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

B/ a. Unless you come with me, I won’t go to New York.

b. If . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

C/ a. If you don’t go now, I will call the police.

b. Unless . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

D/ a. I don’t cook much unless I have visitors.

b. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . if . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

E/ a. I’ll go to bed early if you don’t want a game of cards.

b. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . unless . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

F/ a. If you don’t pay cash, I won’t sell you a ticket.

b. Unless . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

G/ a. We usually go sailing at the weekend if Taylor doesn’t have a handball match.

b. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . unless . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . ..

While speaking, we use our own words and this, in English, is called *‘Direct Speech’*. Sometimes we repeat, report other persons words/ sentences to other persons and this is called *‘Indirect Speech’* or *‘Reported Speech’.*

Before I take you to what you have to study in the third year as far as the ‘Reported Speech’ is concerned, let me remind you what the reported speech is and how to report different types of sentences.

* *Reporting Statements:*  A statement is a sentence through which you express an opinion, you speak your thoughts out, your likes, you make a declaration . . . etc.

*Direct Speech Reported Speech*

The president said, ‘I fight corruption’ → The president said that he fought corruption.

So as to move from direct to indirect speech, you have to pay attention to the following:

1- The tense of the reporting verb (said), if it is in the past, changes in the tense, place/time markers happen. If it is in the present simple (says), only pronouns change.

2- Check the tense of the verb inside the sentence, like in our example, it is fight → present simple, it becomes fought → past simple.

* *Reporting questions:*  There are two types of questions:
* *1/ Auxilliary Questions/ Yes, No questions:*

*Direct Speech Reported Speech*

1)The teacher asked her pupil, ‘ Do you speak English?’ → The teacher asked her pupil if she spoke English. As you may notice, the same steps are used exept for the use of If rather than that. Remember that after if, always find the subject, then, go to the verb and change its tense if the reporting verb is in the simple past.

* *2/ Wh questions:*

*Direct Speech Reported Speech*

2) He asked, ‘ When do you study mathematics?’ → He asked us when we studied mathematics.

In the reported Speech, an indirect object is used, it is generally a pronoun. In our example us is used as an indirect object. Then, you put the ‘WH’ that you have, here, ‘when’ is used. Right after that, you put the subject which is taken from the indirect object. See: 1) her→ she / 2) us → we.Then, the verb.

* *Reporting advices/ orders:*

*Direct Speech Reported Speech*

The teacher said, ‘ Prepare yourselves for the exam’→The teacher told us to prepare ourselves for the exam.

Notice that the reporting verb for orders in the indirect speech is told; other verbs can be used such as: ordered, instructed . . . etc. The same procedure is used with advices. When reporting advices and orders, use To + infinitive; just be careful when the order or the advice are negative.

*Direct Speech Reported Speech*

The doctor said, ‘Don’t take the medicines all at once’. → The doctor advised me not to take the medicines all at once.

* Use not to + infinitive in the reported speech.

For now, let’s try to do some tasks to check your understanding for the previously mentioned examples. The tasks below are also meant to remind you some of the things you had seen in your English classes such as how to change the time and place markers, will . . . etc.

***Task One : Choose the appropriate answer.***

1-Zineb says,”Amira speaks French very well”.

1. Zineb says that Amira spoke French very well.
2. Zineb says that Amira is speaking French very well.
3. Zineb says that Amira speaks French very well.

2-The secretary said,”the manager is not here”.

1. The secretary said that the manager was not there.
2. The secretary said that the manager is not there.
3. The secretary said that the manager was not here.

3-he said,”Don’t touch the plug”.

1. He asked her to touch the plug.
2. He ordered her not to touch the plug
3. He ordered her don’t touch the plug.

4-The teacher asked us,” do you have English dictionaries?”

1. The teacher asked us do we have English dictionaries.
2. The teacher asked us if we had English dictionaries.
3. The teacher asked us did we have English dictionaries.

***Task Two : Complete sentence B so it means the same as sentence A***

1- a) He asked me, ‘Do you speak Spanish?’

b) He asked me if . . . . . . . . . . . . . . . . Spanish.

2-a) ‘He is not here now’, she told me.

b) She told me that he was not . . . . . . . . . . . . . . . . . . . . . . . . . . .

3-a) The interviewee said, ‘I don’t read newspapers’.

b) The interviewee said that . . . . . . . . . . . . . . . . . . . . . . . . . . . . . newspapers.

***Task Three: Complete the sentences in reported speech. Note whether the sentence is a request, a statement or a question.***

1. He said, ‘I like this song’.  
   → He said that . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
2. ‘Where is your sister?’, she asked me.  
   → She asked me . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
3. ‘I don't speak Italian’, she said.  
   → She said that . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
4. ‘Say hello to Jim’, they said.  
   → They asked me . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
5. ‘The film begins at seven o'clock’, he said.  
   → He said that . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
6. ‘Don't play on the grass, boys’, she said.  
   → She told the boys. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
7. ‘Where will you spend your holidays?’, she asked him.  
   → She asked him . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
8. ‘I never make mistakes’, he said.  
   → He said that . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
9. ‘Does she know Robert?’, he wanted to know.  
   → He wanted to know . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
10. ‘Don't try this at home’, the stuntman told the audience.  
    → The stuntman . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

***Task Four: Report the following sentences.***

1-‘Oussama wants to be a pilot’, Aniss told me.

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

2-I asked her, ‘When do you practise sport?’.

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

3-The interviewee says, ‘I like working here’.

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

4-The journalist said, ‘The president declares the war’.

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

5-He asked me, ‘Is Farid your uncle?’.

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

***Reminder:*** 1- When the reporting verb is in the present simple, there is no change in the tense.

2- When the reporting verb is in the past simple, the following changes occur:

|  |  |  |
| --- | --- | --- |
|  | **Direct speech** | **Indirect speech** |
| Tenses | Present simple | Past simple |
| Place markers | Here | There |
| Time markers | Now  Tomorrow  Now | Then  The next day/ the day after  Then/ at that moment |

What you have seen so far should have refreshed your memories and reminded you the basic things you had seen in the first and second year of your secondary education as far as the reported speech is concerned. Before I give you the rule applied to move from direct speech to reported speech in the other tenses, let me give you a simple trick which hopefully will enable you to do any example correctly.

Until now, we have seen that the present simple tense moves to the past simple tense. Actually, it is a backshift.

Past present future

---------------------------------------------------------\*--------------------------------------------------------------------→

He said, ‘I speak English’

Now, reported speech:

Past ← present future

--------------------------\*---------------------------------------------------------------------------------------------------→

He said that he spoke English.

Thus, the past simple:

Past present future

-----------------------------\*-------------------------------------------------------------------------------------------------→

He said, ‘I lived in London’

Goes to the tense before which is the past perfect:

Past Perfect ← Past present future

-------\*-----------------------------------------------------------------------------------------------------------------------→ He said that he had lived in London.

* Now, go through the table below very carefully.

|  |  |
| --- | --- |
| Direct Speech | Reported Speech |
| ***Present simple:***  *Eg:* Fred said, ‘ I decide to fight corruption’.  ***Past simple:***  *Eg:* the president said, ‘ I made a speech yesterday’  ***Present perfect:***  *Eg:* The president said, ‘I have made a speech to the people’  ***Past perfect:***  *Eg:* The president said, ‘I had made a speech to the people’  ***Present perfect continous:***  Eg: The minister said, ‘I have been fighting bribery’  ***Past perfect continous:***  *Eg:* The minister said, ‘I had been fighting bribery’  ***Past continous:***  Eg: The headmaster said, ‘ we were working to solve all our problems’  ***Present continous:***  *Eg:* The pupil said, ‘ I am studying English now’.  ***Future: Will***  *Eg:* The teacher said, ‘I will not teach here the next year’.  ***Modals:***  Can  May, might  Must, has/ have to  Shall  ***Wh questions:***  *Eg:* James asked, ‘ How do you define nepotism?’  ***Yes/ No questions:***  Eg: Jessica wanted to know, ‘ will you fight embezzelment?’  ***Imperative form:***  ***Positive:***  *Eg:* The jugde said, ‘take the embezzelers to jail’  ***Negative:***  *Eg:* ‘Don’t cheat at the exam’, the teacher told us. | ***Past simple:***  → Fred said that he decided to fight corruption.  ***Past perefct:***  → The president said that he had made a speech the day before  ***Past perfect:***  → The president said that he had made a speech to the people.  ***Past perfect:***  → The president said that he had made a speech to the people’  ***Past perfect continous:***  → The minister said that he had been fighting bribery.  ***Past perfect continous:***  → The minister said that he had been fighting bribery.  ***Past perfect continous:***  → The headmaster said that they had been working to solve all their problems.  ***Past continous:***  → The pupil said that he/ she was studying English then/ at that moment.  ***Would:***  → The teacher said that he would not teach there the following year.  ***Modals:***  → Could  → Might  → Had to  → Should  ***Wh question+ subject+ verb:***  → James asked us how we defined nepotism.  → James asked me how I defined nepotism.  → James asked her/him how she/he defined nepotism.  ***If/ Whether+ subject + verb:***  → Jessica wanted to know if/ whether I would fight embezzelment.  ***To + stem:***  → The judge ordered the policemen to take the embezzelzers to jail.  ***Not to + stem:***  The teacher ordered us not to cheat at the exam. |

* Below is a table that contains the changes that occur in the tenses:

|  |  |
| --- | --- |
| Direct Speech | Indirect Speech |
| Present simple  Past simple  Present perfect  Past perfect  Present perfect continous  Past perfect continous  Past continous  Present continous | Past simple  Past perfect  Past perfect continous  Past continous |

Here are now the changes that occur in the pronouns, demonstratives and the time/place markers:

|  |  |
| --- | --- |
| Direct Speech | Indirect Speech |
| ***Pronouns:***  I  We  My  Our  Me  Us | → I/ She/ He  → We/ They  → My/ His/ Her  →Our/ Their  → Me/ Him/ Her  → Us/ Them |
| ***Demonstratives:***  Here  This  These | → There  → That  → Those |
| ***Time markers:***  Now  Today  Tonight  Yesterday  Tomorrow  Hour/ Day/ Month/ Week/ Year ago  Ago . . . . .  Next . . . . .  Last . . . . . . | → Then/ At that moment  → That day  →That night  → The day before/ The previous day  → The following day/ The day after  → Hour/ Day/ Month/ Week/ Year before  → Before  → The following . . . . , the . . . . . . after  → The previous . . . . . . . / . . . . . . . .. before |

At the end, remember that there is no change as far as the verb form and the adverbs of time and place are concerned in case the reporting verb is in the present simple.

*Eg:* He says, ‘ I am preparing my Baccalaureate now’ → He says that he is preparing his Baccalaureate now.

He says, ‘ We will travel tomorrow’ → He says that they will travel tomorrow.

* What about you try to apply the rules you have seen and do the task below.

***Task: Write sentence B so it means the same as sentence A:***

1-a) Jerry said, ‘ I'm studying English a lot at the moment'.

b) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

2)a)Tom said, ‘I want to visit my friends this weekend’.

b- . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

3- a) ‘Has Caron talked to Kevin?’, my friend asked me.  
b) My friend asked me . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

4-a) ‘Where have you been?’, the mother asked her daughter.  
b) The mother asked her daughter . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

5- a) ‘I have been preparing myself’, the daughter answered her mom.

b) The daughter answered her mom . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

6- a) ‘What are they doing?’, she asked.  
b) She wanted to know . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

7- a) ‘I had never seen a beautiful beach until the last year’, he said.

b) He said that . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

8- a)They said, ‘ We've lived here for a long time’.

b) they said that . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

9- a) ‘Did you finish reading the newspaper’, she asked me.

b) She asked me . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

10- a) ‘I get up every morning at seven o'clock’, Peter said.

b) Peter said . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

11- a) Susan told me she could come that night.

b) Susan . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

12- a)She says, ‘I really wish I had bought that new car.'

b) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

13- a) Cheryl asked her how long she had lived there.

b) Cheryl asked her . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

14- a) He said, ‘I must go now. Otherwise, I'm going to be late’.

b) He said that . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

15- a)  She told me that she had worked there since she had left her last job.

She said, ‘. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

16- a)You said, ‘I will help you!’.

b) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

17- a) She asked us when we were going to leave.

b) She asked us, . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

18- a) ‘We had never been to Scotland until last year’. He said.

b) He said that. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

19- a) ‘ We’re working hard these days’ , they say.

b) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

20- a) ‘ She’s talking on the telephone now”, her son said.

b) Her son said that . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

21- a) Mark said, ‘Lucy is reading my book in front of the fire’.

b) Mark said that . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

22- a) ‘ I didn't go out at the weekend’, my friend told me.

b) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

23- a) ‘My family visited Japan last year”, Nora said.

b) Nora said that . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 24- a) ‘I didn’t do my homework yesterday’, Abdou said.

b) Abdou said that . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

25- He told me not to touch the electric wire or I would be struck.

b) He said . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

26- a) ‘She has visited Paris three times’, her brother told me.

b) Her brother told me that she . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

27- a) ‘ I'll go to the cinema later’, He said.

b) He said . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

28- a) ‘I will stop smoking tomorrow’, he said.

b) He told us that . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

29- a) ‘Please help me carry this", she said.

b) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

30- a) ‘Do your homework!’, the teacher said.

b) the teacher . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

In order to express result, adverbs and expressions such as: *Consequently*, *as a consequence*, *as a result . . . etc* are used. Eg: Hawaii is beautiful. *As a result*, it receives a lot of tourists every year.

There are also two different forms to express result. They are: so + adjective + that

*Eg:* Hawaii is so beautiful that it receives a lot of tourists every year.

And such + noun phrase + that (a noun phrase is a combination of an adjective+ a noun)

*Eg:* Hawaii is such a beautiful state that it receives a lot of tourists every year.

***N.B:*** An indefinite article is usually used before the noun phrase.

\* Let’s do some tasks.

***Task One: Match the pairs of sentences below with either so + adjective + that or such + noun phrase + that:***

A/ a. This class is crowded. B. It is hard to teach in it.

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

B/ a. This is an easy lesson. B. You can all understand it.

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

C/ a. Japan is developed. B. No other country has its technology.

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

D/ Coruption is a big problem. B. Everybody must be concerned by fighting it.

***Task Two: Rewrite sentences B with as a result, as a consequence, consequently; make necessary changes:***

1) a- My mind is so busy that I keep making the same mistakes over and over.

b- . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

2) a- China makes products of such a bad quality that many consumers have been hurt.

b- . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

3) a- The teacher gave us such an easy exam that the worst mark was a fifteen.

b- . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

4) a- The pupils worked so hard that I think they will all succeed.

b) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

If someone asked you what to use so as to express advice, you would say: *‘Should’ or ‘ought to’ .* ***Eg:*** You should study hard to do well at the baccalaureate exam. In this year’s programme, you have seen other ways, expressions, words, that help you give an advice. Let’s call them back.

* ***Had better/ ‘d better:***

Had better, or its contraction (short from) ‘d better, expresses *strong advice*. *Eg:* James had better do what his teacher tells him. Notice that the verb after had better is always in infinitive without to.

You also have to know that the short form ‘d better is only used with pronouns ( I, you, he/she/it, we, you, they). Egs: ∞ He ’d better/ had better not make the same mistake again. ∞- We ‘d better/ had better learn some English before we go to the USA.

* Do the task below.

***Task A: Rewrite the ‘b’ sentences below using had better/’d better or had better not/ ‘d better not:***

1- a. You look so tired, you must take a holiday.

b. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

2- a. The meeting is tomorrow, the secretary has to finish the report today.

b. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

3- a. People should realize that the world is in troubles, they shouldn’t add others.

b. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

4- a. I mustn’t stay longer, I have a work to do.

b. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

5- a. If I were you, I would avoid parking here.

b. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

***N.B:*** You must have noticed that in the last example, I used conditional type II in ordre to give an advice.

*Egs*: ∞ If I were you, I wouldn’t make the same mistake again. ∞- If I were you, I would learn some English before I go to the USA.

* ***It’s high time/ It’s about time:***

These forms are used to give advice about what to do, taking into consideration that the action advised about should have been done some time ago. In other words, it is a little bit late for doing that action. The verb following it’s (high/about) time is always in the past simple.

Eg: You are 40 years old, You ’d better get married. → You are 40 years old, it’s high time you got married.

Forty years old, in our society, is a little late for getting married. So, the one giving advice in this example is kind of saying: you are normally married now, you are late, you *should* get married as soon as possible.

***N.B:***  You must be careful in case you are given a sentence starting like this: It’s high time to . . . but not it’s high time . . ., put the verb in the infinitive.

Eg: We should warn people about the drawbacks of junk food. → It’s high time to warn people about the drawbacks of junk food.

→ It’s high time we warned people about the drawbacks of junk food.

* Let me see you practise.

***Task B: Rewrite the ‘b’ sentences below using it’s (high/about) time to give advices:***

Let me help you with this task by doing the first sentence☺:

1- a. You can’t stand the non-responsible actions people do at the street and you dream they would change.

b. It’s high time people changed their non-responsible actions.

2- a. Your plane is only in an hour, you ‘d better go now or you will be late.

b. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

3- a. You are fed up with the childish behaviour of your mate at school and you want him to grow up.

b. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

4- You feel strongly that the government should stop the exploration of the rock gas.

b. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

5- a. You think that all the Algerians should feel that they are responsible on developing their country.

b. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

6- a. You feel that the Algerian government must give more importance to education.

b. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

7- a. You think something must be done to fight fraud.

b. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

Consider the pair of sentences below:

* David slept well yesterday. - There was too much noise.

The relation between the two pairs here is a concessive relation, it has an opposite meaning. Normally, when there is noise, we can’t sleep well. But, still, David managed to sleep well. In order to match the pairs of sentences we use ‘*Although*’, ‘*Though*, ‘*Even though*’.

*Eg:* - David slept well yesterday *even though* there was too much noise.

- *Although* there was too much noise, David slept well yesterday.

The sentence ‘ *Although there was too much noise, David slept well ’* begins with a concessive clause ‘*Although there was too much noise* ’ and this has an opposite meaning of ‘ David slept well ’ which is the main part of the sentence.

\* 1- Note that a coma , is used between the two pairs in case ‘*Although*’, ‘*Though*’, ‘*Even though*’ are put at the begining.

2- ‘ In spite of’ , ‘despite’ have similar meaning to ‘although’ or ‘even though’. But, they don't introduce clauses(subject + verb). They have a different syntax. They are followed by nouns or gerunds (verb+ing).

*Eg:-* *Inspite of* the noise, David slept well yesterday.

- David slept well yesterday *despite* the noise.

*Although, even though:*

***Study these examples:***

*a) He had enough money. / b) He refused to buy a new car*.

The above two statements can be combined as follow :

|  |  |  |
| --- | --- | --- |
| Although/Though  *Even though* | he had enough money**,** | he refused to buy a new car |

OR

|  |  |  |
| --- | --- | --- |
| He refused to buy a new car | Although/Though  even though | he had enough money. |

|  |  |  |
| --- | --- | --- |
| Although /even though/though | subject | Verb |

***Structure****→  
Examples:*

Although he had an injury, he took part in yesterday’s match.

Even though she is very old, she runs fast.

*Despite / in spite of:*

***Study these examples:***

*a) He had enough money. / b) He refused to buy a new car*.

The above two statements can be combined as follows :

|  |  |  |
| --- | --- | --- |
| Despite  In spite of | all his money,  having enough money**,** | he refused to buy a new car |

OR

|  |  |  |
| --- | --- | --- |
| He refused to buy a new car | in spite of  despite | all his money.  having enough money. |

|  |  |
| --- | --- |
| Despite/ in spite of | + a noun,  + verb + ing. |

***Structure****→*

*Examples:*

*Despite* /*in spite* of his injury, he took part in yesterday’s match.

*Despite* /*in spite* of being injured, he took part in yesterday’s match.

***Remember:***

1. Although, even though + subject + verb. You can also use: However, but, yet, in spite the fact that.

2. In spite of, despite + noun or verb+ing. You can also use in spite the fact of.

|  |  |
| --- | --- |
| Although, even though, however, yet, but, though, in spite the fact that | subject + verb |
| In spite of, despite | noun or verb+ing |

* Before I give you some tasks, let me draw your attention to one little thing, Look at these two sentences:

1/ Mary prefers coffee, but Peter prefers tea.

2/ Although Mary usually prefers coffee, today she's drinking tea.

In the first example we have a simple contrast. There's no reason why Peter should prefer coffee just because Mary does.

But in the second example, we have something a little unexpected, something slightly surprising. Because Mary prefers coffee, we might expect her to be drinking coffee today, but no, she has decided to have tea instead.The second sentence is an example of concession, when something unexpected happens - Mary's drinking tea today.

***Note:***  With simple contrast, we are usually comparing a similar aspect of two different people, things or situations. With concession, we are often contrasting two different aspects of the same person, thing or situation.

Do the tasks that follow:

***Task One: Use one of the two words in brackets to fill in the spaces in the sentences below:***

1- . . . . . . . . . . . . . . . . . she is beautiful, everybody hates her. (Although/ In spite of)

2- . . . . . . . . . . . . . . . . . earning a low salary, Sara helped her parents. (Although/ In spite of)

3-The children slept deeply . . . . . . . . . . . . . . . . . . . . . . . . . . . . the noise. (Although/ In spite of)

4- Kate did not do well in the exam . . . . . . . . . . . . . . . working hard. (Even though/ Despite)

5- . . . . . . . . . . . . . . . . . . . . . . . . I was very hungry, I couldn't eat. (In spite of/ Though)

6- Anna never learned Italian . . . . . . . . . . . . . . . . . she lived in Napoli for two years. ( Even though/ Despite)

7- Anna never learned Italian . . . . . . . . . . . . . . . . . living in Napoli for two years. ( Even though/ Despite)

8- She accepted the job . . . . . . . . . . . . . . . . . . the salary, which was very high. (Because of / In spite of)

9- I didn't eat anything . . . . . . . . . . . . . . . . . . . . . . . . . being hungry. (In spite of / Because)

10- I couldn't get to sleep . . . . . . . . . . . . . . . . . the noise. ( Despite/ because of)  11- . . . . . . . . . . . . . the crisis, this sector of the economy has been doing quite well. (Despite/ Though)

12- The South of England is relatively flat. The North, . . . . . . . . . . . . . . . . . , is much hillier.( on the other hand/ though).

***Task Two: Rewrite the following sentences starting them with the given words(Make necessary changes)***

1- He worked hard, but he couldn’t pass the test.

In spite of . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 2- It was late, but we decided to go out.

Although . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

3- She is rich, but she is not happy.

Despite. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

4- She had a bad teacher. Still, she passed her exams.

In spite of . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

5- She lives next door but we rarely see each other.

Although . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

6- He faced many setbacks. However, he didn’t lose hope.

In spite of . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

7- Although she is a foreigner, she speaks English remarkably well.

In spite of. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

8- In spite of earning a good salary, she finds it difficult to make both ends meet.

Although . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

9- She lives close to her office. However, she is always late for work.

In spite of . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

10- Although she works three jobs in a day, she makes it a point to spend quality time with her kids.

In spite of . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

***Task Three: Write sentence B so it means the same as sentence A:***

1- a)The marks are high. The students level is low.

b) Although. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

2- a) It was dark. He managed to find the keys.

b) Despite. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3- a) He got up early. He arrived late to school.

b) . . . . . . . . . . . . . . . . . . . . . . However, . . . . . . . . . . . . . . . . . . . . . . . . . . . .

4- a)Tim is in good shape. He doesn’t get much exercise.

b) . . . . . . . . . . . . . . . . . . . . . . . . . .even though . . . . . . . . . . . . . . . . . . . . . . . . . . .

5- a) Samira was sad. She kept smiling and having fun.

b) . . . . . . . . . . . . . . . . . . . . . . . . . . in spite of. . . . . . . . . . . . . . . . . . . . . . . . . . . . .

6- a) She loves him. He treats her bad.

b) . . . . . . . . . . . . . . . . . . . . . . . . .in spite the fact that . . . . . . . . . . . . . . . . . . . . . . . .

7- a) He didn’t work hard. He passed the baccalaureat exam .

b) Despite the fact that. . . . . . . . . . . . . . . . . . . . . . . . . , . . . . . . . . . . . . . . . . . . . . . . . b) Despite . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

There are two types of articles, indefinite (a and an), and definite (the). When you don’t have to use an article, you say (zero article).

A and an, the indefinite articles, are used: 1 - Before singular countable nouns. *Eg:* a planet, a bribe, an orbit, an embezzeler . . . ( Note that you have to use a when the word starts with a consonant and an when the word starts with a vowel).

2- Before names of professions. *Eg****:*** an astronomer, an auditor, a teacher, a journalist.

3- Before expressions of measurments. *Eg:* Gold costs 5000 DA a gram.

The, the definite article, is used: 1- When talking about a particular person, thing or place. *Eg:* Here is the teacher who taught me English, the house of our neighbors is nice, the city where I was born . . .

2- Second reference, when we mention something for the second time. *Eg:* We have had an exam, the exam was easy.

3- When talking about institutions shared by the whole society. *Eg:* The television, the radio . . .

4- When the object is the only one that exists. *Eg:* The sun, the moon . . .

5- Before names of republics, kingdoms and states. *Eg:* The United Kingdom, The United States, The Algerian Republic . . .

You use no articles in one of the cases that follow: 1- Uncountable nouns. *Eg:* Ф hair, Ф water . . .

2- Abstract nouns. *Eg*: Ф honesty, Ф respect . . .

3- Names of countries, persons . . . *Eg*: Ф Algeria, Ф Taylor . . .

4- Plural nouns. *Eg:* Ф Bribes, Ф advertissments, Ф counterfeits . . .

***Task: Put either a, an, the or zero article before each of the words that follow:***

Customers, cilent, emperor, UAE, fear, publicity, air, I drunk water; water was

cold, Jupiter, bank, imitation, products, stupidity, bad quality, Chinese counterfeiters, employer, university, flavour, opposer, cooktops.

* Let’s finish by dealing a little with the pronunciation and spelling. ***First, let’s start by the pronunciation of the final ‘s’:***

The final ‘s’ has three possible pronunciations:

* /S/ when the last sound of the word is one of the following: /f/→ beliefs , /k/→ marks , /p/→ lips /t/ → students, /ϴ/ → myths.
* /Z/ when the last sound of the word is one of the following: /b/→ clubs, /d/→ cards, /g/→ bags, /l/→ walls, /m/→ dreams, /n/ → fans, /r/→ cars, /v/→ gloves, /j/→ plays, /ŋ/→ drawings, /ð/→ brothers + after a vowel. Eg:/flees/, /sees/ . . . etc.
* /IZ/when the last sound of the word is one of the following: /s/→ kisses, /ʃ/→ dishes, /ʈʃ/→ watches, /z/→ quizzes, /ʤ/→ garages.

↗ /S/ → /f/ , /k/ , /p/ , /t/ , /ϴ/.

Final ‘S’→ /Z/ → /b/ , /d/ , /g/ , /l/ , /m/ , /n/ , /r/ , /v/ , /j/ , /ŋ/ , /ð/ + after a vowel.

↘ /IZ/ → /s/ , /ʃ/ , /ʈʃ/ , /z/, /ʤ/.

* What about you do the task below :

***Task : Put the words in the table below according to the pronunciation of their final ‘s’ :***

***List of words :***rabishes, balances, stuffs, goods, shopoholics,addicts, needs, troubles, spices, savings, eggs, voices, tricks, bribes, embezzelments, laundrings, crimes, businesses, economists, abuses, accounts, counterfeits, evasions, ethics, auditors, issues, morals, losses, labours, consumers, exports, flavours,works, commercializations, shoppings, robots, planets, prices.

|  |  |  |
| --- | --- | --- |
| /S/ | /Z/ | /IZ/ |
|  |  |  |

***Let’s now move to the pronunciation of the final ‘ed’:***

The final ‘ed’ has three possible pronunciations:

* /t/ when the last sound of the word is one of the following: /f/→ laughed , /k/→ talked , /p/ → popped , /ϴ/→ frothed, /s/→ kissed , /ʃ/→ brushed , /ʈʃ/→ reached.
* /d/ when the last sound of the word is one of the following: /b/ → robbed , /g/→ begged , /l/ → rolled , /m/ → named , /n/→ chained , /r/ → cleared, /v/ → loved , /ŋ/ → banged , /ð/ → breathed, /z/ → raized , /ʤ/ → bridged.
* /Id/when the last sound of the word is one of the following: /t/→ created , /d/→ ended.

↗ /t/ → /f/ , /k/ , /p/ , /ϴ/, /s/ , /ʃ/ , /ʈʃ/

Final ‘ed’→ /d/ → /b/ , /d/ , /l/ , /m/ , /n/ , /r/ , /v/, /ŋ/ , /ð/, /z/ , /ʤ/.

↘ /Id/ → /t/ , /d/.

* Let’s have a task:

***Task : Put the verbs in the table below according to the pronunciation of their final ‘ed’ :***

*List of words :* harmed, proved, wanted, jumped, caused, poisoned, wasted, washed, revised, orbited, called, shaped, transmited, described, liked, matched, smashed, occured, rotated, believed, expressed, collided,watched.

|  |  |  |
| --- | --- | --- |
| /t/ | /d/ | /Id/ |
|  |  |  |

* Last but not least, below you will find some of the rules about both stress and silent letters in addition to tasks about the two.
* **The rules of stress patterns**

These can be the most common rules of stress that you can face during exams. You need just to learn them by heart and try to apply them.

**1. Stress on first syllable**

Most two-syllable nouns and adjectives have stress on the first syllable. Egs: **ta**ble, **ha**ppy

**2.** **Stress on last syllable**.

Most two-syllable verbs have stress on the last syllable. Eg: inc**rease**

**3.** **Stress on penultimate syllable (second from the end)**

Words ending in ‘ic’, ‘tion’, and ‘sion. Egs: eco**no**mic, **sta**tion, e**mi**ssion.

**4.** **Stress on ante-penultimate syllable (third from the end)**

Words ending in ‘cy’, ‘ty’, ‘phy’; ‘gy’. Egs: de**mo**cracy, uni**ver**sity, phi**lo**sophy, anthro**po**logy.

**5.** **Polysyllabic words (words with many syllables)**

These usually have more than one stress, i.e., primary and secondary stress. Often such words contain a prefix (as with ‘inter’ and ‘anti’ in international and antibiotic). This is common with many long technical words.

**6.** **Compound words (words with two parts)**

- If the compound word is a noun, the stress goes on the first part: eg; **green**house, **black**bird. If the compound word is an adjective, the stress goes on the second part; e.g., bad-**tempered**, old-**fashioned**.

- If the compound is a verb, the stress goes on the second part, e.g., under**stand**, over**look**.

You are usually asked to mark the stressed syllable by underlining it, circling it . . . etc. However, the stress is marked by a sloping dash ʹ .

Hey! Do the task, use ʹ the sloping dash.

***Task A***: ***Mark stress on the following words:***

***List of words:***

Killer, deceive, mother, comedy, comedian, alcoholic, strategic, permission, psychologic, criminality, sociology, postoffice, overcome, critical, scientific, postcard, detect, sewage, protect, policeman, contrast, demography, protection, policy, statistics, civilization, bribery, astrology, oversee, newspaper, undertake, historical, collision, dynamic, underground, determination, decrease, genuine, corruption, galaxy, society.

* **Silent letters:**

As for silent letters, there are multiple rules. Here I give them to you.However, they may be too much for you to remember. That’s why, I advise you to focus on reading the word carefully to find the silent letter, and to be able to do so, you had better read a lot in English. Here you start!

* Final ‘**b**’ before ‘**t**’→ de**b**t, dou**b**t . . ., or ‘**b**’ after ‘**m**’ → plum**b**er, com**b**, lam**b** . . .
* ‘**c**’ in ‘**sc**’ at the beginning of a word before ‘**i**’, ‘**e**’, ‘**y**’→ s**c**ene, s**c**ience, s**c**ythe . . .
* ‘**d**’ in the midlle of some words→ han**d**kerchief, han**d**some, We**d**nesday . . .
* ‘**g**’ in ‘**gm**’ at the end of a word→ phle**g**m, diaphra**g**m . . ., or in ‘**gn**’ at the beginning or the end of a word→ **g**nash( feel very angry), **g**naw( chew sthg until it disappears), si**g**n, forei**g**n . . .
* ‘**h**’ in ‘**rh**’ at the beginning of a word →r**h**yme, r**h**ythm . . ., or in ‘**wh**’ at the beginning of a word before ‘**a**’, ‘**i**’, ‘**e**’, ‘**y**’→ w**h**ere, w**h**y, w**h**ile, w**h**ale, w**h**eel . . .
* Initial ‘**k**’ before ‘**n**’ → k**n**ow, k**n**ife . . .
* ‘**l**’ at the end of a word before ‘**d**’, **‘f**’, ‘**k**’, ‘**m**’→ cou**l**d, shou**l**d, wou**l**d, ha**l**f, cha**l**k, ca**l**m . . .
* ‘**m**’ in the word→ **m**nemonic.
* ‘**n**’ at the end of a word after ‘**m**’→ autum**n**, colum**n** . . ., or middle→ gover**n**ment . . .
* Initial ‘**p**’ before ‘**s**’→ **p**sychology, **p**sychiatrist . . ., or before ‘**n**’→ **p**neumonia, **p**terodactyl . . ., or in other words → cu**p**board, recei**p**t, cou**p** . . .
* Final ‘**r**’→ fathe**r**, creato**r** . . .
* ‘**s**’ in these words→ ai**s**le, i**s**land, corp**s**, bourgeoi**s**.
* ‘**t**’ in words ending in ‘**stle**’ and ‘**sten**’→ cas**t**le, lis**t**en . . .,or in words such→ chris**t**mas, mor**t**gage, debu**t**, ches**t**nut, of**t**en, mus**t**n’t . . ., or in words ending in ‘**et**’, they are French words→ croche**t**, croque**t** . . .
* ‘**w**’ in the beginning of a word before ‘**h**’, ‘**r**’→ **w**ho, **w**hom, **w**hole, **w**rite, **w**rong . . ., or in these words→ ans**w**er, s**w**ord, t**w**o.
* ‘**gh**’ in words like→ ni**gh**t, hi**gh**, throu**gh** . . .
* ‘**u**’ in these words→ b**u**ild, g**u**itar, g**u**ilty, g**u**ide, g**u**ess.

***Task B: Try to find the silent letters in the following words, underline them once found.***

know, mother, knight, fight, sandwich, talk, drawing, right, write, honesty, walk, foreigner, half, daughter, yacht, pseudo, bomb, sight, heir, knock, psalm.

***Task One p 2:***

1 → present wish, 2→ future wish, 3→ regret, 4→ future wish, 5→present wish, 6→ regret, 7→ present wish.

***Task Two p 2:***

1→ had worked, 2→ would become, 3→ had not run, 4→ would study, 5→ spoke, 6→had, 7→were, 8→would show.

***Task Three p 2:***

1→ I wish I had not broken into a bank.

2→ I wish I would learn Japanese.

3→ I wish+ I could drive a car.

4→ Many people wish they hadn’t bought that impure oil.

5→I wish I wouldn’t miss my daughter’s birthday/ the birthday of my daughter.

6→ Zlatan Ibrahimovic wishes he had partcipated in the World Cup in Brazil.

7→ I wish I were good at languages/ I wish I weren’t bad at languages.

8→ We wish we would live in peace and harmony.

***Task One p 3:***

1→ The blue jeans was invented by Levi Strauss.

2→ Photos are taken by Frank.

3→ Handball can be played by the girls.

4→ A new car was bought by my friend.

5→ Is the party being prepared?

6→ Are the flowers being watered?

***Task Two p 3***

1→ The books had to be borrowed from a friend.

2→ The postman will deliver the parcel, tomorrow.

3→ a) Medicines mustn’t be given to small children, they may be eaten.

b) The small children mustn’t be given medicines, they may eat them.

4→ a) Rewards are given to the best students.

b) The best students are given rewards.

5→ A heavy demand for new petroleum supplies was created by individual automobile ownership.

6→ The destruction of our world might be provoked by the abuse in energy use.

7→ Humans are damaging nature.

8→ Members of the family have been organizing the wedding.

9→ Corp production can be improved by fertelizers and insecticides made from petroleum.

10→ The French colonizers had been fought by the Mudjahidines with simple weapons.

11→ The school might well be missed by the pupils after they get the baccalaureate.

12→ I will organize a big party if I succeed at my baccalaureate exam.

***Task One p 6:***

1→ will have, 2→ looked, 3→ will not play, 4→ had grown, 5→ didn’t have to do/ didn’t have so much to do, 6→ had not stayed, 7→ wait, 8→would not have missed, 9→ runs out, stops, 10→ would have helped, 11→ stops, dies, 12→ had used, 13→will you do, 14→ would be, 15→ will not come, comes, 16→ gives, do.

***Task Two p 6:***

a→ were/ would work, b→ had known/ would have helped, c→ had/ would build, d→ was/ would get married, e→ had worked/ wouldn’t have repeated, f→ get/ will tell, g→ expand/ heat, h→ don’t have/ will not enter, i→ are/ ask, j→ have/ will come, k→ will be/ manages, l→ don’t panic/ is.

***Task Three p 6:***

1) b- If you fail in your studies, your parents will be mad at you.

2) b- If the policeman had been quick, he would have caught the thief.

3) b- If it was your birthday, I would give you a gift.

4) b- If Emma had had enough money, she would have opened her shop.

5) b- If you go out tonight, I will watch a footbal match.

6) b- If you boil water, it turns into steam.

7) b- If aliens existed, humans wouldn’t be able to live in peace and harmony.

8) b- If I were good at English, I would work at a multinational company.

***Task A p 7:***

A/ People will respect you as long as you respect them.

B/ Providing that people stay as greedy as they are, the world will never be in peace.

C/ Provided that you go on a serious diet, you will lose weight.

D/ Sarah will attend her friend’s wedding as long as she invites her.

E/ I will be amazingly good at English provided that I go live in England.

***Task B p 7:***

A/ b. Please don’t call the doctor unless it is important.

B/ b. If you don’t come with me, I won’t go to New York.

C/ b. Unless you go now, I will call the police.

D/ b. I don’t cook much if I don’t have visitors.

E/ b. I will go to bed early unless you want a game of cards.

F/ b. Unless you pay cash, I won’t sell you a ticket.

G/ b. We usually go sailing at the weekend unless Taylor has a handball match.

***Task One p 9:***

1- c) Zineb says that Amira speaks French very well.

2- a) The secretary said that the manager was not there.

3- b) He ordered her not to touch the plug.

4- b) The teacher asked us if we had English dictionaries.

***Task Two p 9:***

1-b) He asked me if I spoke Spanish.

2- b) She told me that he was not there then/ at that moment.

3- b) The interviewee said that she/ he didn’t read newspapers.

***Task Three p 9:***

1. → He said that he liked that song.

2. → She asked me where my sister was.

3. → She said that she didn’t speak Italian.

4. → They asked me to say hello to Jim.

5. → He said that the film began at seven o’clock.

6. → She told the boys not to play on the grass.

7. → She asked him where he would spend his holidays.

8. → He said that he never made mistakes.

9. → He wanted to know if she knew Robert.

10. → The stuntman told the audience not to try that at home.

***Task Four p 10:***

1- Aniss told me that Oussama wanted to be a pilot.

2- I asked her when she practised sport.

3- The interviewee says that he likes working here.

4- The journalist said that the president declared the war.

5- He asked me whether/ if Farid was my uncle.

***Task p 12/13:***

1- b) Jerry said that he was studying English a lot at that moment/ then.

2- b) Tom said that he wanted to visit his friends that weekend.

3- b) My friend asked me if Caron had talked to Kevin.

4- b) The mother asked her daughter where she had been.

5- b) The daughter answered her mom that she had been preparing herself.

6- b) She wanted to know what they were doing.

7- b) He said that he had never seen a beautiful beach until the year before/ the previous year.

8- b) They said that they had lived there for a long time.

9- b) She asked me if I had finished reading the newspaper.

10- b) Peter said that he got up every morning at seven o’clock.

11- b) Susan said, ‘I can come tonight’.

12- b) She says that she really wishes she had bought that new car.

13- b) Cheryl asked her, ‘How long have you lived here?’

b) Cheryl asked her, ‘How long had you lived here?’

b) Cheryl asked her, ‘How long did you live here?’

14- b) He said that he had to go then. Otherwise, he was going to be late.

15- b) She said, ‘ I have worked here since I left my last job’.

16- b) You said/ told me that you would help me.

17- b) She asked us, ‘When are we going to leave?’.

18- b) He said that they had never been to Scotland until the year before.

19- b) They said that they had been working hard those days.

20- b) Her son said that she was talking on the telephone then.

21- b) Mark said that she was reading his book in front of the fire.

22- b) My friend told me that he hadn’t gone out at the weekend.

23- b) Nora said that her family had visited Japan the year before.

24- b) Abdou said that he had not done his homework the day before/ the previous day.

25- b) He said, ‘Don’t touch the electric wire or you will be struck’.

26- b) Her brother told me that she had visited Paris three times.

27- b) He said that he would go to the cinema later.

28- b) He said that he would stop smoking the next day/ the following day.

29- b) She asked me to help her carry that.

30- b) The teacher told me to do my homework.

b) The teacher told us to do our homework.

b) The teacher told them to do their homework.

b) The teacher told him/ her to do his/ her homework.

***Task One p14:***

A/ This class is so crowded that it is hard to teach in it.

B/ This is such an easy lesson that you can all understand it.

C/ Japan is so developed that no other country has its technology.

D/ Corruption is such a big problem that everybody must be concerned by fighting it.

***Task Two p14:***

1) b- My mind is busy. As a result, I keep making the same mistakes over and over.

2) b- China makes products with a bad quality. As a consequence, many consumers have been hurt.

3) b- The teacher gave us an easy exam. Consequently, the worst mark was a fifteen.

4) b- The pupils worked hard. As a result, I think they will all succeed.

***Task A p 15:***

1- b. You look so tired, you’d better take a holiday.

2- b. The meeting is tomorrow, the secretary had better finish the report today.

3- b. People had better realize that the world is in troubles, they’d better not add others.

4- b. I had better not stay longer, I have a work to do.

5- b. You’d better avoid parking here/ You’d better not park here.

***Task B p 15:***

2- b. Your plane is in an hour, It’s high time you went. (or you will be late)

3- b. It’s high time you grew up.

4- b. It’s high time the government stopped the exploration of the rock gas.

5- b. It’s about time the Algerians felt they are responsible on developing their country.

6- b. It’s high time the Algerian government gave more importance to education.

7- b. It’s about time something was done to fight fraud/ we did something to fight fraud.

***Task One p 17:***

1→ Although. 2→ In spite of. 3→ in spite of. 4→ despite. 5→ Though. 6→ even though. 7→ despite. 8→ because of. 9→ in spite of. 10→ because of. 11→ Despite. 12→ On the other hand.

***N.B:*** Hopefully, you could notice that the relations between the pairs in sentences 8,10 and 12 were not concessive. (8 and 10→ cause& effect / and 12 → contrast).

***Task Two p 17:***

1. In spite of working hard, he couldn’t pass the test.

2. Although it was late, we decided to go out.

3. Despite being rich, she is not happy.

4. In spite of having a bad teacher, she passed her test.

5. Although she lives next door, we rarely see each other.

6. In spite of facing many setbacks, he didn’t lose hope.

7. In spite of being a foreigner, she speaks English remarkably well.

8. Although she earns a good salary, she finds it difficult to make both ends meet.

9.  In spite of living close to her office, she is always late for work.

10. In spite of working three jobs in a day, she makes it a point to spend quality time with her kids.

***Task Three p 18:***

1- b) Although the marks are high, the students level is low.

2- b) Despite the darkness, he managed to find the keys.

3- b) He got up early. However, he arrived late to school.

4- b) Tim is in good shape even though he doesn’t get much exercise.

5- b) Samira kept smiling and having fun in sipte of being sad/ in spite of her sadness.

6- b) She loves him in spite the fact that he treats her bad.

7- b) Despite the fact that he didn’t work hard, he passed the baccalaureate exam.

b) Despite not working hard, he passed the baccalaureate exam.

***Task p 18:***

**Ф** Customers, **a** cilent, **an** emperor, **the** UAE, **Ф** fear, **a** publicity,**Ф** air, I drunk **Ф** water; **the** water was

cold, **Ф** Jupiter, **a** bank, **an** imitation, **Ф** products,**Ф** stupidity, **a** bad quality, **the** Chinese counterfeiters, **an** employer, **a** university, **a** flavour, **an** opposer, **Ф** cooktops.

***Task p 19:***

|  |  |  |
| --- | --- | --- |
| /S/ | /Z/ | /IZ/ |
| Stuffs- shopoholics- addicts- tricks- embezzelments- economists- accounts- counterfeits- ethics- exports- works- robots- planets. | Goods- needs- troubles- savings- eggs- bribes- laundrings- crimes- evasions- auditors- issues- morals- labours- consumers- flavours- commercializations- shoppings. | Rabishes- balances- spices- voices- businesses- abuses- losses- prices. |

***Task p 20:***

|  |  |  |
| --- | --- | --- |
| /t/ | /d/ | /Id/ |
| Jumped- washed- shaped- liked- matched- smashed- expressed. | Harmed- proved- caused- poisoned- revised- called- described- occured- believed. | Wanted- wasted- orbited- transmited- rotated- collided. |

***Task A p 21:***

***ʹKi***ller, deʹ***ceive***, ʹ***mo***ther, ʹ***co***medy, coʹ***me***dian, alcoʹ***ho***lic, straʹ***te***gic, perʹ***mi***ssion, psychoʹ***lo***gic, crimiʹ***na***lity, socʹ***io***logy, ʹ***post***office, overʹ***come***, ʹ***cri***tical, scienʹ***ti***fic, ʹ***post***card, deʹ***tect***, ʹ***se***wage, proʹ***tect***, ʹ***police***man, conʹ***trast***, deʹ***mo***graphy, proʹ***te***ction, ʹ***po***licy, staʹ***tis***tics, civiliʹ***za***tion, ʹ***bri***bery, aʹ***stro***logy, overʹ***see***, ʹ***news***paper, underʹ***take***, hiʹ***sto***rical, colʹ***li***sion, dyʹ***na***mic, ʹ***under***ground, determiʹ***na***tion, deʹ***crease***, ʹ***ge***nuine, corʹ***ru***ption, ʹ***ga***laxy, soʹ***ci***ety.

***Task B p 21:***

**k**now, mothe**r**, **k**ni**gh**t, fi**gh**t, san**d**wich, ta**l**k, drawin**g**, ri**gh**t, **w**rite, **h**onesty, wa**l**k, forei**g**ner, ha**l**f, dau**gh**te**r**, ya**ch**t, **p**seudo, bom**b**, si**gh**t, **h**eir, **k**nock, **p**salm .

***Conclusion:***

*Here we come to the end. Hopefully, you have found this document as interessting as you were hoping. I wish you the best at your exam, have faith in yourselves, pray for help and concentration, make us proud.*

*Finally, don’t you forget me with your prayers and thank you all.*

Mr. Hadj Benfetima Sidali .