

Unit 4

Unit (4) - Grammar Summary

Reported Statements الجمل الخبرية في الغير مباشر

1. When the reporting verb is in the present tense (e.g. **says**), the verbs in the original direct speech do not change tense.

عندما يكون فعل الإبلاغ في زمن المضارع فإن الأفعال في الخطاب المباشر الأصلي لا تتغير.

"I have attached some photos."

Game says that she has attached some photos.

2. When the reporting verb is in the past (He **said** that ..., she **told** me that ..., A man **shouted** that ...) the verbs which were in the direct speech often change

عندما يكون فعل الإبلاغ في زمن الماضي فإن الأفعال في الخطاب المباشر غالباً تتغير.

Present tenses become past tenses:

"The watch **is** expensive." He **said** that the watch **was** expensive.

"The dog **is** barking." He **said** that the dog **was** barking.

"The boys **walk** to school." He **said** that the boys **walked** to school.

Present perfect or past tenses become past perfect:

* "I **have lost** my mobile," said Sue
Sue **said** that she **had lost** her mobile.

* "I **took** it to school," she said
She **said** that she **had taken** it to school.

will becomes would:

"The exams **will** be hard."
He **said** that the exams **would** be hard.

"Not everyone **will** pass."
He **said** that not everyone **would** pass.

3. Other words can change, too:

- * "I **can't swim**," said George.
George **said** that he **couldn't** swim.
- * "I **can't understand you. Tom**," said Meg.
Meg **told** Tom that she **couldn't** understand him.
- * "My aunt **sends my presents**," said Meg.
Meg **said** that her aunt **sent** her presents.
- * "The cat **is ours**," said the girls.
The girls **said** that the car **was** theirs.
- * "It's **my cat**," said the boy.
The boy **said** that it **was** his cat.

Always think of the meaning of the sentences and you won't go wrong!

4. You can use many other verbs such as tell, whisper, shout, promise, insist, explain and admit.

Tom **told** his sister that he was feeling exhausted.

He **explained** that he had been playing basketball for five hours.

5. You can include or omit that in reported statements.

Annie **promised that** she would help her mother.

Annie **promised** she would help her mother.

Reported commands صيغة الأمر في الغير مباشر

1. When we report affirmative commands, we use tell + indirect object + infinitive.

"**Sit down.**" said the teacher.

The teacher **told** the students **to sit down.**

2. When we report negative commands, we use tell + indirect object + not + infinitive.

"**Don't make a noise!**" said the teacher.

The teacher **told** the students **not to make** a noise.

3. You can use other verbs such as order, instruct, command, ask, beg, depending on the situation.

"**Please, sit down!**" said the teacher.

The teacher **asked** the students **to sit down.**

Present Simple المضارع البسيط

1. We use the present simple for things that happen regularly.

نستخدم زمن المضارع البسيط للتعبير عن أشياء تقع بطريقة منتظمة.

We **go** to the seaside every summer.

Joe **watches** TV every day.

2. There are some verbs which are normally only used in the simple form.

like, love, hate, want, understand, remember, need, prefer, know, mean, sound, think

(have an opinion), **have** (possession).

3. We can use the present simple for fixed and certain events in the future.

نستخدم زمن المضارع البسيط للتعبير عن أحداث معينة تقع في المستقبل في أوقات ثابتة.

* **Statements about the calendar:**

Today **is** Monday so tomorrow **is** Tuesday.

* **Events which cannot change:**

When **is** the next full moon?

* **Planned, fixed events:**

What time **is** the football match?

* **With verbs such as: arrive, come, leave, start, etc,** when referring to trains, programs or schedules.

Our train **leaves** in ten minutes.

Affirmative	<p>I/ You/ We/ They + verb He/ She/ It + verb + s (or es) They take exams once a year. John plays football every day. Sara goes to school by bus.</p>
Negative	<p>I/ You/ We/ They + do not + verb. He/ She/ It + does not + verb. I do not like cold weather. It does not show in August.</p>
Interrogative	<p>Do + I/ you/ we/ they + verb +? Does + he/ she/ it + verb +? Do you speak French? Does she live in London?</p>
Short answers	<p>Yes, I/ you/ we/ they + do. Yes, we do. No, they don't. No, I/ you/ we/ they + don't. Yes, he/ she/ it + does. No, he/ she/ it + doesn't. Yes, he does. No, I doesn't.</p>

Revision based on Unit 4

A. Language functions

1. Supply the missing parts in the following dialogue: A reporter is talking to a professor during a press conference عقار - دواء مؤتمر صحفي about a new drug.

Reporter : Can this new drug prolong human life?

Professor : Yes, we believe it can.

Reporter :

Professor : Of course, further tests will be done soon.

Reporter :,please.

Professor : It is quite a complex subject to research and our process depends on team - work.

Reporter :

Professor : No, it's not available in the pharmacies yet.

Reporter : What about its side effects آثار جانبية ?

Professor : We hope.....

Reporter : Thank you for giving me some of your time, sir.

Professor :

B. Vocabulary & Structure

2. Choose the correct words in brackets.

1. My bedroom is four metres (**wide - width - by width - in wide**).
2. In the beginning, the king and queen used that building (**to - for - by - from**) their residence.
3. The Grand palace is no longer the (**permanent - woolly - gradual - silky**) home of the king of Thailand.
4. In my (**pressure - sure - leisure - treasure**) time, I go fishing.
5. The palace is (**dizzy - dose - charge - dazzling**) It's shiny.
6. That store (**open - opens - is open - opened**) at 9:00 A.M and closes at 7 P.M
7. I haven't (**last - since - ever - ago**) been a board.
8. When (**do - does - has -is**) your father's plane arrive at the airport?
9. The woman ordered (**his - him - her - hers**) servant to sweep the floor.
10. The teacher told her (**stop - to stopping - stopping - to stop**) talking.

2. Choose the correct words in brackets.

1. John said that he (**is - was - been - be**) tired.
2. The teacher told the boys (**to sitting - to sit - sits - sitting**) down.
3. Their train (**leave - leaving - leaves - is left**) in 5 minutes.
4. Our final exam (**begins - began - beginning - is begin**) next week.
5. Our plane to Australia (**don't - haven't - doesn't - isn't**) leave at six, it takes off at seven o'clock.

6. When the sun (**rose - raised - risen - aroused**) Marwa jumped out of her bed.
7. The helicopter had been (**hover - hovered - hovering - hovers**).
8. We should drink (**penny - plenty - penalty - salty**) of water every day.
9. Please go and hang (**around - up - onto - on**) your jacket in the hall.
10. The house was (**invited - decorated - said - failed**) with flowers and lights.

3. Rewrite the following sentences using the words in brackets:

1. My father designs buildings. (architect)
.....
2. We go to school by bus. (on)
.....
3. The palace was decorated in a special way. (uniquely)
.....
4. I'm pleased to go to the cinema with you. (pleasure)
.....
5. Noha said, "I am so thirsty." (that)
.....

3. Rewrite the following sentences using the words in brackets:

1. When she is free, she goes shopping. (leisure)
.....
2. Dad painted the house in a large quantity and expensively. (lavishly)
.....
3. You're a person who deceives visitors. (a trickster)
.....
4. My brother and his friends painted the front of the house last night. (facade)
.....
5. The plane to London flies at six o'clock. (takes)
.....

C. Reading comprehension

4. Read the following passage and answer the questions below:

A horrifying school day

On the morning of the 5th October, 2007, nine children were playing at their local nursery school when, suddenly, tornado sirens started going off. Jane Brown, who was the head teacher of the school was working in her office at the time. She didn't panic as tornado warning were common at that time of year. Then, the lights went out and the wind broke her office window. While Jane was running to the children's classroom, pieces of broken windows and glass were falling all around **her**. A witness, Alex Ross, saw the tornado hit the nursery school, the roof flew off and only the walls remained standing. Finally, the tornado moved on and, afterwards, there was a

terrifying silence. Alex ran into the school to help. Jane and the other teachers helped the children get out of the building. However, two children were trapped under parts of the roof. Alex pulled them out and carried them outside. Later, Alex said, 'I can't believe it! The tornado totally destroyed the nursery school, but miraculously, no one was seriously injured'.

A. Answer the following questions:

1. What were the children doing when tornado sirens started going off?
2. What was Jane Brown's job?
3. How did Alex help the two trapped children?

B. Choose the correct answers.

4. The underlined word "her" refers to (**Jane - Rose - the writer - witness**).
5. Tornado sirens go off (**once - twice - three times - four times**) a year.

D. Writing

5. Write a paragraph of six sentences on One Only of the following topics:

1- A school trip

2- A good teacher

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Test On Unit (4)

A. Language functions

1. Supply the missing parts in the following dialogue:

Amiir and Ramy are talking about Taha Hussein.

- Amir** : Hello, Ramy. What are you doing?
Ramy : Hello, Amir.....
Amir : A novel?.....?
Ramy : It was written by Taha Hussein.
Amir :?
Ramy : Well, he is a great writer. Do you know that he was blind?
Amir : He must have done great efforts to become so great.
Ramy :
Amir : Can you lend me this novel after finish reading it?
Ramy :

B. Vocabulary & Structures

2. Choose the correct words in brackets:

1. Playing tennis is not my (**thought - think - sing - thing**) I hate it very much.
2. Our garden is surrounded by a (**productive - protective - talkative - busy**) wall.
3. Most people are (**truly - sleepily - salty - oily**) interested in that place.
4. Yesterday's match was (**staining - standing - stalling - stunning**) and our team won the trophy.
5. Mohsen's flat is located on the Nile River (**bank - body - coast - coat**).
6. The tourists said that they (**will take - take - takes - would take**) some photos of castle.
7. Mum reminded me (**not to - to not - to - that**) forget my coat.
8. Omar asked his sister (**if give - that give - to give - to giving**) him a glass of water.
9. The tour guide asked the tourists to (**follow - following - follows - followed**) her.
10. When (**do - is - are - were**) the following quizzes?

3. Rewrite the following sentences using the words in brackets:

1. He said, "everyone has to wear special costumes". (**had to**)

2. "Maha is tired," said Hany. (**that**)

3. How big is the castle? (**size**)

4. Islam realized that he realized that he had called the wrong number, so he ended the call. (**hang**)

5. Our garden is surrounded by a fence.

(enclosure)

C. Reading comprehension

4. Read the following passage and answer the questions below:

Over the past twenty years, computers and the internet have become more and more important to us. In fact, depending on computer technology continues to grow every day. We seem to use computers for almost everything these days, in shopping, driving our car or communicating with relatives and colleagues.

This explosion in computer technology has results in a rush to install computers in every classroom and to "wire" every school to the Internet. In the USA, between 1984 and 1997 alone, the number of computers in secondary schools increased to more than 8 million units.

Both educators and students alike have been forced to **keep up** with this new wave of technology. Teachers have found that even though they themselves are still trying to learn the most basic of computer skills, they are expected to teach students about computer know - how.

Few people would question the role that computers could play in education. Some educators claim that students given the opportunity to use them in a classroom setting, will get better grades than those who learn without having had any computer experience. These people say that just as computer technology has improved the way cars work, computers will make the classroom a better place to teach concepts and ideas that students need to become brighter, more successful adults.

A. Answer the following questions:

1. How could computer help students become more successful?
.....
2. Give an example from the passage that shows that computers have been widely used in secondary education?
.....
3. Give some examples of everyday uses of computers in our lives?
.....

B. Choose the correct answers.

4. Teachers are expected to teach students how to use computers although
 - a) they know how to use computers.
 - b) they are still learning how to use computers
 - c) they know all the basics of computer skills.
 - d) they are forced to use computers
5. (A lot of - Little - Few - Much) people would question the role that computers could play in education.

D. Writing

5. Write a paragraph of six sentences on One Only of the following topics:

- 1- Polluted water
- 2- Education in Egypt

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E. Literature

6. Poetry: (Bed in summer)

Answer the following questions:

"I have to go to bed and see".

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- 1. Complete the stanza.
- 2. Paraphrase the stanza.