



جامعة البعث  
كلية العلوم

## قسم الجيولوجيا

السنة الثانية

مقرر اللغة الإنكليزية (4)

أ: رشا ناصر

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## While You Read

**Tip!** Think about why you read. Have you ever seen a drawing of our solar system on a poster or in a book? As you read, look for information about the objects in our solar system.

### Our Solar System

A solar system is made up of a star, the planets that orbit (or circle) it, and everything else that is held in by the gravity of the star. Our solar system is made up of the Sun, the planets, and millions of smaller objects, such as asteroids, comets, and meteoroids. Our solar system is one of many solar systems in the universe. Astronomers have found at least fifty other solar systems so far.

The Sun comprises only gases. Gas, such as air, is matter that has no shape. The middle, or core, of the Sun contains hydrogen gas, which comes from the chemical hydrogen. Hydrogen goes through fusion to make a different kind of gas, called helium. Fusion gives off heat and light energy. This energy is so powerful that the core of the Sun has a temperature of about 15 million degrees Celsius (27 million degrees Fahrenheit). Everything that lives on Earth needs the heat and light of the Sun in order to survive.

In our solar system, Mercury, Venus, Earth, and Mars are the inner planets. They are the closest planets to the Sun. They are a group of rocky planets. The inner planets are surrounded, or circled, by a large ring of asteroids, called an asteroid belt. Jupiter, Saturn, Uranus, and Neptune are the outer planets. They are farther away from the Sun. They probably do not have solid surfaces. They have thick outer layers of gas. Thin rings of dust, rock, and ice surround each of the outer planets. Most of the planets have at least one moon.

Pluto is the planet farthest from the Sun. Pluto is a tiny, solid planet with a strange orbit. The path it makes around the Sun is not like the paths of the other planets. Most astronomers do not think of Pluto as a very important planet.

Many smaller objects orbit the Sun. Asteroids are the largest of these objects. Most asteroids are found in the asteroid belt between Mars and Jupiter. The largest known asteroid, Ceres, is about 925 kilometers (575 miles) across.

Comets are made of ice and rock. Comets come from the coldest parts of our solar system. Objects in this part of the solar system are sometimes pushed into new orbits. As a comet gets close to the Sun, the ice in its core turns to gas. It leaves a trail of glowing dust and gases behind it, called a tail.

The other objects in our solar system break off from asteroids, comets, and moons. These broken chunks of rock and metal are called meteoroids. Sometimes one of these space rocks lands on Earth. When this happens, it reminds us that there are other objects in our solar system.

#### CONTENT CONNECTION

The planets are listed in order of their closeness to the Sun. The temperature on Mercury is very hot. Why do you think it is so hot?

#### LANGUAGE CONNECTION

Living things such as dogs and lizards have tails. A comet is not alive but has a tail. What are the tails of other things made of? Kites? Airplanes? Ponytails?

## B. Comprehension Skills



**Think about how to find answers.** Look back at what you read. The information is in the text, but you may have to look in several sentences to find it.

Mark box **a**, **b**, or **c** with an **X** before the choice that best completes each sentence.

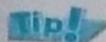
### Recalling Facts

- Jupiter is a
  - a. moon.
  - b. planet with a thick outer layer of gas.
  - c. rocky planet that is close to the Sun.
- The star at the center of our solar system is
  - a. Pluto.
  - b. Ceres.
  - c. the Sun.
- Meteoroids are
  - a. stars.
  - b. liquid planets.
  - c. pieces of rock and metal.
- A solid planet with a strange orbit around the Sun is
  - a. Pluto.
  - b. Uranus.
  - c. Neptune.
- We call a star, along with the planets and smaller objects that orbit it,
  - a. a comet.
  - b. helium gas.
  - c. a solar system.

### Understanding Ideas

- Astronomers do not group Pluto with the other planets because it is
  - a. a star.
  - b. close to the Sun.
  - c. very different from the other planets.
- From the article, you can conclude that planets are found
  - a. only in our solar system.
  - b. outside our solar system.
  - c. only within the asteroid belt.
- At the very center of a solar system is a
  - a. star.
  - b. comet.
  - c. planet.
- From the article, you can conclude that all large and small objects in a solar system orbit
  - a. a star.
  - b. a moon.
  - c. the largest planet.
- You can also conclude that as a comet moves away from the Sun,
  - a. it collides with a planet.
  - b. it leaves the solar system.
  - c. its gases change back to ice.

## While You Read



**Think about why you read.** Hurricanes occur often on our planet. Do you think it would be useful to understand how they form? As you read, think about how people might use this information.

## What Makes a Hurricane?

A hurricane is a powerful storm with strong winds and **intense** rains. The word *hurricane* comes from a word of the Taino people of the Caribbean. The Taino word means “god of evil.” It is related to a word in another language that means “god of wind and storm.” People also use the words *cyclones* or *typhoons* when they talk about hurricanes. When a hurricane occurs in Asia, people may call it a cyclone or a typhoon. Meteorologists, or scientists who study the weather, often use the words *tropical cyclones* when they talk about hurricanes.

Hurricanes form over the ocean in places near the **equator**. In order for these storms to form, the air and water must be in certain conditions. The ocean water must be 27 degrees Celsius (80 degrees Fahrenheit) or warmer. The air must be warm and moist, or filled with tiny droplets of water.

Air is made up of particles, or small pieces of matter. When the air is warm, the particles are far apart. When the air is cold, the particles are closer together. Warm air forms an area with low **air pressure**. Cold air forms a high-pressure area. Hurricanes can form only in places with low-pressure air. Warm ocean waters heat the low-pressure air. This makes the air travel higher and form tall clouds. As the warmed air rises, high-pressure air quickly comes in from the sides. This creates wind.

The rotation, or turning, of Earth causes the growing storm to spin. If the storm stays over warm water, it keeps growing. If the winds reach a speed of 61 kilometers (38 miles) per hour, meteorologists call the storm a tropical storm. If the winds reach a speed of 119 kilometers (74 miles) per hour, meteorologists call the storm a hurricane.

A hurricane is shaped like a thick ring with a hollow, or empty, center. The center is called the eye. Inside the eye, the winds are calm and the sky has no clouds. Sometimes people make a mistake by thinking a hurricane is over when the eye passes over them. The eye is surrounded by strong winds and tall thunderclouds that cause heavy rains. The **duration** of a hurricane can be as short as a few hours or as long as a few weeks. It will not stop or get weaker until it moves over cold water or land.

Hurricanes cause millions of dollars in **damage**. The powerful winds destroy homes, rip roofs off buildings, break windows, knock down trees, and tear down electrical wires. The storm’s heavy rains and huge **waves** that are made by the strong winds cause **flooding**. During strong hurricanes, the sea can rise more than 5 meters (16.5 feet) higher than normal. This high water is called a storm surge. The flooding from a hurricane often kills more people than the winds do.

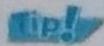
### LANGUAGE CONNECTION

*Homographs* are words that are spelled the same way but have different meanings. You can write in a *form*, or document. Clouds can *form* shapes in the sky. Can you think of another homograph? Hint: Think of what baseball players use to hit the ball.

### CONTENT CONNECTION

In 1992 Hurricane Andrew caused between \$15 billion and \$30 billion in damage. Why do you think the amount was so high?

## B. Comprehension Skills



**Think about how to find answers.** Look back at different parts of the text. What facts help you figure out how to complete the sentences?

Mark box **a**, **b**, or **c** with an **X** before the choice that best completes each sentence.

### Recalling Facts

- Meteorologists call a hurricane a
  - a. tropical storm.
  - b. tropical cyclone.
  - c. spirit of the wind.
- A hurricane grows weaker when it moves over
  - a. land.
  - b. warm water.
  - c. tropical oceans.
- A storm surge occurs when
  - a. heavy rains hit land.
  - b. strong winds knock over trees.
  - c. the water in the ocean suddenly gets higher.
- A hurricane can form only in an area of
  - a. cold, dry air.
  - b. low-pressure air.
  - c. high-pressure air.
- A storm with heavy rains and winds of at least 119 kilometers per hour is a
  - a. hurricane.
  - b. thunderstorm.
  - c. tropical storm.

### Understanding Ideas

- A storm that has wind speeds of 80 kilometers per hour would be called a
  - a. hurricane.
  - b. storm surge.
  - c. tropical storm.
- From the article, you can conclude that a hurricane could form
  - a. above an icy lake.
  - b. over a large desert.
  - c. over an ocean.
- Most people who are killed during hurricanes probably
  - a. drown.
  - b. are burned.
  - c. are struck by flying objects.
- From the article, you can conclude that hurricanes are storms that
  - a. can kill.
  - b. are harmless.
  - c. are dangerous only sometimes.
- You can also conclude that hurricanes form
  - a. only in certain places.
  - b. everywhere in the world.
  - c. over every body of water in the world.

## While You Read

**Tip!** Think about why you read. Have you ever written with chalk? Do you know what chalk is made from? As you read, try to find the answer.

# How Sedimentary Rock Forms

Sedimentary rock covers about three-fourths of Earth's land surface. It forms when **deposits** of minerals and other materials settle in layers. (Minerals are natural substances usually found in the ground.) These layers are called **strata**. People can see strata clearly in rock walls, such as those in the Grand Canyon in Arizona.

Earth has many kinds of sedimentary rock. Each kind forms in a different way. Some sedimentary rocks form as wind and water leave behind small bits of rock and sand. Others form from chemicals or from the **remains** of living things.

The most common kinds of sedimentary rock come from deposits **left behind** by water. The **water wears away rocks**—**carrying away**, and then leaving behind, sand and small bits of rock. **Over time** the deposits **pile up** into layers. **Over thousands of years**, new layers **cover up** old layers. The weight of the layers presses the bits of rock together. Water **seeps**, or moves slowly, through the layers and **leaves behind** minerals. These minerals **glue** the bits together.

Some sedimentary materials are formed by either water, wind, or large moving sheets of ice called **glaciers**. Sandstone is rock made from **grains** of sand left behind by water. People can see huge sandstone **formations** in Monument Valley in Arizona. Loess is a **crumbly**, or easily broken, sedimentary material. It comes from dust and dirt blown by the wind and is a **yellowish-brown** color. Loess covers large areas of the world. **Tillite** is a sedimentary material made up of **clay**, large rocks, and other minerals pressed together. Moving glaciers form tillite.

Most kinds of sedimentary rock are formed from the minerals that **accumulate** in water over time. As the water flows, it leaves these minerals behind in different places. **Stalactites** and **stalagmites** are examples of rock formed in this way. They are found in dark openings in Earth's surface, called caves. Travertine is another rock of this type. It is formed by hot springs, or hot streams of water that flow right out of the ground. People can see travertine formations at Mammoth Hot Springs in Yellowstone National Park. These formations are made up of large, flat pieces sitting on top of each other like an **uneven stack** of trays.

Sedimentary rock can also come from the remains of living things. **Chalk** and coal are two kinds of rock that form this way. Chalk comes from animal skeletons and shells that gather on the bottom, or floor, of the sea. Coal comes from the remains of plants. Over time, the layers of animal and plant remains become solid chalk and coal. All sedimentary rock takes a long time to form. The **ongoing** process can take thousands or even millions of years.

### LANGUAGE CONNECTION

Sedimentary rock comes from mineral deposits. People also use the word *deposit* when they put money into a bank. Have you ever made a deposit at a bank?

### CONTENT CONNECTION

The letter *c* in the word *stalactite* can remind you that stalactites hang from the *ceiling* of a cave. The letter *g* in the word *stalagmite* can remind you that stalagmites *rise up* from the *ground* of a cave. Can you think of a way to remember what travertine is?

## B. Comprehension Skills



**Think about how to find answers.** Look back at what you read. The information is in the text, but you may have to look in several sentences to find it.

Mark box **a**, **b**, or **c** with an **X** before the choice that best completes each sentence.

### Recalling Facts

- The most common kinds of sedimentary rock come from deposits left by
  - a. wind.
  - b. water.
  - c. plants.
- Stalactites and stalagmites are examples of rock formed by
  - a. wind.
  - b. water.
  - c. the Sun.
- Chalk and coal are sedimentary rocks that come from
  - a. sand.
  - b. gemstones.
  - c. the remains of living things.
- Sedimentary rock forms
  - a. overnight.
  - b. over 10 to 20 years.
  - c. over thousands of years.
- Sedimentary rock covers
  - a. a small part of Earth's surface.
  - b. about one-third of Earth's surface.
  - c. about three-fourths of Earth's surface.

### Understanding Ideas

- From the article, you can conclude that sedimentary rock forms from minerals deposited
  - a. in layers.
  - b. in tall piles.
  - c. into deep holes.
- Sedimentary rocks such as sandstone, travertine, and coal form
  - a. in the same way.
  - b. in different ways.
  - c. from the same materials.
- Most sedimentary rocks are composed of minerals
  - a. found in caves.
  - b. that come from lava.
  - c. that used to be part of other rocks.
- From the article, you can conclude that sedimentary rock formations can
  - a. be seen mainly underwater.
  - b. be seen in many different kinds of places.
  - c. no longer be seen in most parts of the world.
- You can also conclude that all types of sedimentary rock form from
  - a. the force of the wind.
  - b. exactly the same materials.
  - c. layers of matter left behind over time.

throw away <sup>يرمي</sup> / make sth up <sup>يُفكر</sup> / dispose of <sup>يُتخلص من</sup> / get rid of <sup>يُتخلص</sup> / take away <sup>يُزيل</sup> / make use of <sup>يُستعمل</sup>

cut down (on) <sup>يُقلل</sup> / Pick up <sup>يُلقط</sup> / break down <sup>يُتجزئ / يُفقد</sup>

### While You Read

**Think about why you read.** People who recycle help keep the environment clean. Do you think recycling is important? As you read, think about the ways recycling can help the environment.

## Recycling Reduces Pollution

تكرير فضلات التلوث

15 dissolve <sup>يُذيب</sup>  
 16 <sup>يُذوب</sup>

#### CONTENT CONNECTION

Who picks up your garbage? Many cities and towns use tax money to pay workers to pick up garbage. What problems might occur if no one picked up garbage?

overtime <sup>زيادة في ذلك</sup>  
 plant <sup>مصانع فرق الرشاشات</sup>

#### LANGUAGE CONNECTION

Sometimes the prefix re- means "again." If you reuse something, you use it again. Can you think of other words that begin with re- and mean "to do (something) again"? Hint: Think of the word you use when you read something again.

Most families in the United States **throw away** almost 3,000 kilograms (about 3 tons) of **trash** each year. Paper, plastics, glass, and cans **make up** more than half of the trash we throw away. Food waste, or garbage from food, makes up another large **portion** of our trash. People in the United States use millions of glass bottles and metal cans every day. Much of this glass and metal simply becomes garbage, but some people **recycle** their bottles and cans. Other people can use these recycled bottles and cans to make new things.

**Pollution** from waste is a very big problem. Waste disposal **companies** are companies that help **dispose of**, or **get rid of**, garbage. They **take away** garbage and **bury it** in landfills. Landfills are places where people bury garbage underground. Many landfills are full, and it can be hard to find a **site** for a new landfill in some areas. **Over time**, trash slowly **dissolves**, or **melts**, into chemicals. Some of these chemicals are **poisonous** and can pollute water. Another way to dispose of trash is to burn it. **At incineration plants**, people burn trash to make energy. **Although this is a good way to make use of trash**, some of the gas made **through the process pollutes the air**.

To reduce, or **cut down on**, the pollution made by waste, people can try to make less trash. They can do this by "reducing, reusing, and recycling" trash.

1 To reduce trash, people use fewer new things. One way to use fewer new things is to write on **both sides of a sheet of paper**. Another way is to carry **cloth bags** when you shop. A third way is to buy things made from recycled materials.

2 To reuse something, people can save bags, containers such as boxes or jars, clothing, books, and toys. People can wash and reuse plastic bags and containers. They can use clothing, books, and toys again or give them to other people.

3 To recycle something, people can **separate things** that can be used again to make new products. Paper, cans, glass, and plastic can be recycled. In many cities and towns, workers **pick up** recyclables (things that can be recycled) from people's homes. People who live in towns that do not have pickup workers may need to bring their recyclables to a recycling center near their home.

Another way to recycle is to use food waste to make **compost**. People can pile food waste (such as vegetable and fruit scraps, tea leaves, and coffee grounds) outside in a wooden box. Straw and dead leaves can also go into the box. The food waste, straw, and leaves **break down** and become compost. People can use the compost to **fertilize** gardens. If we reduce, reuse, and recycle the products we use every day, we can **cut down on** trash and pollution.

## B. Comprehension Skills



Think about how to find answers. Look back at what you read. The information is in the text, but you may have to look in several sentences to find it.

Mark box **a**, **b**, or **c** with an **X** before the choice that best completes each sentence.

### Recalling Facts

- Each year, most families in the United States throw away about
  - a. half a ton of trash.
  - b. 3 tons of trash.
  - c. 5 tons of trash.
- Waste disposal companies take trash away and bury it in areas called
  - a. landfills.
  - b. volcanoes.
  - c. wells.
- Making new things out of old things is
  - a. disposal.
  - b. pollution.
  - c. recycling.
- At incineration plants, people
  - a. bury trash.
  - b. burn trash.
  - c. melt trash into chemicals.
- One way to cut down on pollution caused by waste is to
  - a. reuse more goods.
  - b. build more landfills.
  - c. burn chemical waste.

### Understanding Ideas

- Garbage disposal is a problem in the United States because
  - a. pollution is destroying many cities.
  - b. there are fewer and fewer places to bury garbage.
  - c. there are not enough recycling centers to handle the material.
- Recycling decreases pollution by
  - a. reducing trash.
  - b. making more trash.
  - c. burning trash.
- Old landfills may
  - a. take up space that should be used for glass factories.
  - b. cause more pollution than cars do.
  - c. contain poisonous chemicals that can leak into underground water.
- Someone who finds stale food in a refrigerator could reduce waste by
  - a. throwing it in the garbage.
  - b. putting it in a compost pile.
  - c. taking it to a recycling center.
- From the article, you can conclude that the amount of household waste that is thrown away is
  - a. too much.
  - b. just right.
  - c. not enough.

instead of بدلاً من  
go down with (sth) ينزل مع  
dry up يجف / يجف

### While You Read

**Tip!** Think about why you read. Have you ever heard of a tide pool? As you read, try to find information about how tide pools help sea life survive the tides.

## Surviving the TIDES

For the animals and plants living at the **seashore**, each day is a **challenge**. The seashore **provides** many places to live. It has large rocks and **sand dunes**, or large **hills** of sand. Of course, it also has the open ocean. The movement of the **tides** makes the seashore a place that changes all the time. Sea plants and animals that are covered by water in the morning may be left in dry sand under the **heat** of the sun by afternoon. How can living things survive in this difficult **environment**?

In most oceans, the tide **reaches** its **farthest** point up the shore about every 12 hours. This is high tide, during **which** most of the beach is usually under water. Some forms of sea life, or sea animals and plants, **hang on** tightly to rocks, so the strong waves do not move them all to the shore. A sea snail uses its foot like a **suction cup** to hang on to rocks. **Hard-shelled** sea animals called **barnacles** produce a liquid that allows their shells to **stick** to rock. **Instead of** roots like a plant's, **seaweed** has a part called a **holdfast**. The holdfast **attaches** to rocks or to the **bottom** of the sea.

(These forms of sea life work hard not to let the waves carry them to shore, but they do not always succeed) As the water level **goes down** with the **receding** tide, some sea life is left behind on the shore. **Sea urchins**, sea stars, and seaweed are a few of the living things that may **eventually** die if they are left on the shore without water. Other sea life may survive in small pools, or puddles, of water left behind by the receding tide. These small pools, called tide **pools**, are homes for many sea plants and animals, including seaweed, **sea anemones**, sea stars, **crabs**, and **clams**. Each day, these **creatures struggle** to stay alive in the pools before the next high tide.

At high tide, cool water fills the tide pools. The ocean water is full of oxygen and tiny creatures called **plankton**. Some animals, such as barnacles, eat the tiny plankton. At low tide, the creatures are in danger of using up all the oxygen and food in the pool. Also, the water in the pool gets warm and begins to **dry up**. Some creatures do not survive. Animals such as sea anemones and clams **close up** their bodies or shells to keep water in. Some seaweed produces **mucus**, a substance that helps to keep it **moist**, or slightly wet. When the waves finally reach high tide again, they fill the pools with cool seawater. This may seem like a moment of **relief**. However, it is really just the beginning of a new challenge. Now the sea creatures must **avoid** being carried to shore by the waves.

- 1 challenge
- 2 provide
- 3 sand
- 4 dunes
- 5 hill
- 6 tide
- 7 heat
- 8 reach
- 9 farthest
- 10 which
- 11 suction
- 12 shell
- 13 attach
- 14 bottom
- 15 holdfast
- 16 attach

#### LANGUAGE CONNECTION

A hyphen can connect two words that describe something. In the phrase *hard-shelled sea animals*, *hard* describes the sea animals' shells. *Hard-shelled* describes the sea animals. In your own words, tell what a *long-haired cat* is.

- 17 level
- 18 receding
- 19 eventually
- 20 pool
- 21 sea anemone
- 22 clam

#### CONTENT CONNECTION

Some seaweed produces mucus for moisture. What other form of sea life in this article produces a liquid to help itself survive?

- 23 sea anemone
- 24 struggle
- 25 mucus
- 26 moist

## B. Comprehension Skills



**Think about how to find answers.** Think about what each sentence means. Try to say it to yourself in your own words before you complete it.

Mark box **a**, **b**, or **c** with an **X** before the choice that best completes each sentence.

### Recalling Facts

- At high tide, some kinds of sea life hold on to rocks, so they do not get
  - a. eaten by fish.
  - b. covered by water.
  - c. carried to shore by waves.
- As water in a tide pool dries up, sea anemones and clams close up, so they do not
  - a. drown.
  - b. get cold.
  - c. lose water.
- Some seaweed produces mucus that helps to
  - a. keep the seaweed moist.
  - b. keep flies off the seaweed.
  - c. keep waves from hitting the seaweed.
- While waiting for high tide, creatures in a tide pool are in danger of
  - a. drowning.
  - b. getting cold.
  - c. using up all the food in the pool.
- Cool seawater pours into tide pools at
  - a. low tide.
  - b. high tide.
  - c. all times of the day.

### Understanding Ideas

- From the article, you can conclude that most high tides occur about
  - a. every hour.
  - b. twice each day.
  - c. once each week.
- The article suggests that at high tide some forms of sea life struggle to
  - a. get enough oxygen.
  - b. stay above water level.
  - c. avoid being washed up on shore.
- The article also suggests that at low tide sea life in tide pools cannot always
  - a. get enough food and moisture.
  - b. escape large creatures like sharks.
  - c. protect itself from crashing waves.
- Sea creatures at the seashore work hard to survive in
  - a. bad weather.
  - b. changing conditions.
  - c. a polluted environment.
- From the article, you can conclude that the animals likely to survive in tide pools can
  - a. get oxygen from the air.
  - b. live only on seaweed.
  - c. live in shallow water for hours at a time.

## ***Section two***

### **A. Reported Speech**

We use a 'reporting verb' like 'say' or 'tell'. (**Click here for more about using 'say' and 'tell'.**) If this verb is in the present tense, it's easy. We just put 'she says' and then the sentence:

- Direct speech: I like ice cream.
- Reported speech: She **says** (that) she **likes** ice cream.

We don't need to change the tense, though probably we do need to change the 'person' from 'I' to 'she', for example. We also may need to change words like 'my' and 'your'.

(As I'm sure you know, often, we can choose if we want to use 'that' or not in English. I've put it in brackets () to show that it's

optional. It's exactly the same if you use 'that' or if you don't use 'that'.)

**But**, if the reporting verb is in the past tense, then usually we change the tenses in the reported speech:

- Direct speech: I like ice cream.
- Reported speech: She **said** (that) she **liked** ice cream.

<b>Tense</b>	<b>Direct Speech</b>	<b>Reported Speech</b>
<b>present simple</b>	I like ice cream	She said (that) she liked ice cream.
<b>present continuous</b>	I am living in London	She said (that) she was living in London.
<b>past simple</b>	I bought a car	She said (that) she had bought a car OR She said (that) she bought a car.

<b>past continuous</b>	I was walking along the street	She said (that) she had been walking along the street.
<b>present perfect</b>	I haven't seen Julie	She said (that) she hadn't seen Julie.
<b>past perfect*</b>	I had taken English lessons before	She said (that) she had taken English lessons before.
<b>will</b>	I'll see you later	She said (that) she would see me later.
<b>would*</b>	I would help, but..”	She said (that) she would help but...
<b>can</b>	I can speak perfect English	She said (that) she could speak perfect English.
<b>could*</b>	I could swim when I was four	She said (that) she could swim when she was four.

<b>shall</b>	I shall come later	She said (that) she would come later.
<b>should*</b>	I should call my mother	She said (that) she should call her mother
<b>might*</b>	I might be late	She said (that) she might be late
<b>must</b>	I must study at the weekend	She said (that) she must study at the weekend OR She said she had to study at the weekend

Occasionally, we don't need to change the present tense into the past if the information in direct speech is still true (but this is only for things which are general facts, and even then usually we like to change the tense):

- Direct speech: The sky is blue.
- Reported speech: She said (that) the sky **is/was** blue.

**Click here for a mixed tense exercise about practise reported statements.**

**Click here for a list of all the reported speech exercises.**

## **Reported Questions**

So now you have no problem with making reported speech from positive and negative sentences. But how about questions?

- Direct speech: Where do you live?

How can we make the reported speech here?

In fact, it's not so different from reported statements. The tense changes are the same, and we keep the question word. The very important thing though is that, once we tell the question to someone else, it isn't a question any more. So we need to change the grammar to a normal positive sentence. A bit confusing?

Maybe this example will help:

- Direct speech: Where do you live?

- Reported speech: She asked me where I lived.

Do you see how I made it? The direct question is in the present simple tense. We make a present simple question with 'do' or 'does' so I need to take that away. Then I need to change the verb to the past simple.

Another example:

- Direct speech: Where is Julie?
- Reported speech: She asked me where Julie was.

The direct question is the present simple of 'be'. We make the question form of the present simple of be by inverting (changing the position of) the subject and verb. So, we need to change them back before putting the verb into the past simple.

Here are some more examples:

<b>Direct Question</b>	<b>Reported Question</b>
------------------------	--------------------------

Where is the Post Office, please?	She asked me where the Post Office was.
What are you doing?	She asked me what I was doing.
Who was that fantastic man?	She asked me who that fantastic man had been.

So much for 'wh' questions. But, what if you need to report a 'yes / no' question? We don't have any question words to help us.

Instead, we use **'if'**:

- Direct speech: Do you like chocolate?
- Reported speech: She asked me **if** I liked chocolate.

No problem? Here are a few more examples:

<b>Direct Question</b>	<b>Reported Question</b>
Do you love me?	He asked me if I loved him.

Have you ever been to Mexico?	She asked me if I had ever been to Mexico.
Are you living here?	She asked me if I was living here.

## Mixed Exercise 1

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

2. "Where is your sister?" she asked me.

→ She asked me

3. "I don't speak Italian," she said.

→ She said

4. "Say hello to Jim," they said.

→ They asked me

5. "The film began at seven o'clock," he said.

→ He said

6. "Don't play on the grass, boys," she said.

→ She told the boys

7. "Where have you spent your money?" she asked him.

→ She asked him

8. "I never make mistakes," he said.

→ He said

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 advised the audience.

---

# B. English grammar – Indirect questions

## Form & meaning

1. If we do not begin a question directly, but begin it with something like: *Can you **tell** me...? Do you **know**...? I **wonder** if...?* The word order is the same as in an affirmative statement.

- Direct question: What **is he** doing?

Indirect question: Do you know what **he is** doing?

- Direct question: Where **have they** been?

Indirect question: I wonder where **they have** been?

2. If the direct question contains the auxiliary DO, we omit it in the indirect question.

- Direct question: What **do you** want?

Indirect question: Can you tell me what **you** want?

- Direct question: When **did she** leave?

Indirect question: Do you know when **she** left?

3. In yes/no questions, *if* or *whether* is used. The word order is the same as in reported questions.

- Direct question: **Have you** seen my dog?

Indirect question: Could you tell me **if you have seen** my dog?

4. 'Yes / no' questions for tenses with inversion:

Verb Tense	Direct Question	Indirect Question
<b>Present simple with 'be'</b>	Is he Spanish?	Can you tell me if he is Spanish?
<b>Present continuous</b>	Is the restaurant closing now?	Can you tell me if the restaurant is closing now?
<b>Past simple with 'be'</b>	Was he late for the meeting?	Can you tell me if he was late for the meeting?
<b>Past continuous</b>	Were you watching TV at 3pm?	Can you tell me if you were watching TV at 3pm?

<b>Present perfect</b>	Has Lucy been to Mexico?	Can you tell me if Lucy has been to Mexico?
<b>Present perfect continuous</b>	Has she been living here long?	Can you tell me if she has been living here long?
<b>Past perfect</b>	Had she found this job when she moved here?	Can you tell me if she had found this job when she moved here?
<b>Past perfect continuous</b>	Had she been living here long when she met you?	Can you tell me if she had been living here long when she met you?
<b>Future simple with 'will'</b>	Will she start her new job next week?	Can you tell me if she will start her new job next week?
<b>Future simple with 'going to'</b>	Is it going to rain later?	Can you tell me if it is going to rain later?
<b>Future continuous</b>	Will Lisa be meeting the boss later?	Can you tell me if Lisa will be meeting the boss later?

<b>Future perfect</b>	Will he have finished the report by tonight?	Can you tell me if he will have finished the report by tonight?
<b>Future perfect continuous</b>	Will he have been studying French for twenty years when he retires?	Can you tell me if he will have been studying French for twenty years when he retires?
<b>Modal verbs</b>	Should we start now?	Can you tell me if we should start now?

5.

**'Yes / no' questions with tenses that use 'do / does / did':**

Sometimes you want to make an indirect question using the present simple of any verb except 'be' or the past simple of any verb except 'be'. These tense make direct questions by using 'do / does / did'. When we want to make indirect 'yes / no' questions using these tenses, we need 'if' and we don't need 'do / does / did'.

Verb Tense	Direct Question	Indirect Question

Present simple with any verb except 'be'	Does David live in London?	Can you tell me if David lives in London?
Past simple with any verb except 'be'	Did Amanda call John yesterday?	Can you tell me if Amanda called John yesterday?

## 6. 'Wh' Questions

In the same way as with reported 'wh' questions, we use the question word and the word order of a normal positive sentence to make indirect 'wh' questions. We don't need to use inversion. Again, we also don't usually need to 'backshift' (change the tense of the verb) as we do with reported questions.

To change a direct question to an indirect question for tenses that make questions using inversion, you just add 'if' and change the word order back to a normal positive sentence.

**'Wh' questions for tenses with inversion:**

<b>Verb Tense</b>	<b>Direct Question</b>	<b>Indirect Question</b>
<b>Present simple with 'be'</b>	Why is he unhappy?	Can you tell me why he is unhappy?
<b>Present continuous</b>	When is the restaurant closing?	Can you tell me when the restaurant is closing?
<b>Past simple with 'be'</b>	Why was he late for the meeting?	Can you tell me why he was late for the meeting?
<b>Past continuous</b>	What were you doing at 3pm?	Can you tell me what you were doing at 3pm?
<b>Present perfect</b>	Where has Lucy been?	Can you tell me where Lucy has been?

<b>Present perfect continuous</b>	How long has she been living here?	Can you tell me how long she has been living here?
<b>Past perfect</b>	Why had she quit her job before she moved here?	Can you tell me why she had quit her job before she moved here?
<b>Past perfect continuous</b>	How long had she been living here when she met you?	Can you tell me how long she had been living here when she met you?
<b>Future simple with 'will'</b>	When will she start her new job?	Can you tell me when she will start her new job?
<b>Future simple with 'going to'</b>	When is it going to rain?	Can you tell me when it is going to rain?

<b>Future continuous</b>	What time will Lisa be meeting the boss?	Can you tell me what time Lisa will be meeting the boss?
<b>Future perfect</b>	When will he have finished the report?	Can you tell me when he will have finished the report?
<b>Future perfect continuous</b>	How long will he have been studying French when he retires?	Can you tell me how long he will have been studying French when he retires?
<b>Modal verbs</b>	What should we do now?	Can you tell me what we should do now?

7.

**'Wh' questions for tenses with 'do / does / did':**

Sometimes you want to make an indirect 'wh' question using the present simple of any verb except 'be' or the past simple of any verb except 'be'. Usually these tenses make questions by using 'do / does / did'. However, when we want to make indirect 'wh' questions using these tenses, we don't need 'do / does / did'.

Instead, we use a question word and then normal positive sentence word order.

<b>Verb Tense</b>	<b>Direct Question</b>	<b>Indirect Question</b>
<b>Present simple with any verb except 'be'</b>	Where does David live?	Can you tell me where David lives?
<b>Past simple with any verb except 'be'</b>	Why did Amanda call John yesterday?	Can you tell me why Amanda called John yesterday?

1) Where does she play tennis?

[.]

2) Does he live in Paris?

[.]

3) Is she hungry?

[.]

4) What is this?

[.]

5) Do they work in Canada?

[.]

6) When do John and Luke meet?

[.]

7) Is he a lawyer?

[.]

8) When is the party?

[.]

9) Do they often go out?

[.]

10) What does he do at the weekend?

[.]

11) Are the children on holiday this week?

[.]

12) Who is she?

[.]

13) Why do you like travelling so much?

[.]

14) Does Lizzie like ice cream?

[.]

15) Are they from Chile?

[.]

16) Where is the station?

[.]

17) Where do you study Chinese?

[.]

18) Where is the nearest supermarket?

[.]

19) Do you drink coffee?

[ . ]

20) Is Richard always late?

---

## C. Tag questions

Tag questions (or question tags) turn a statement into a question. They are often used for checking information that we think we know is true.

Tag questions are made using an auxiliary verb (for example: **be** or **have**) and a subject pronoun (for example: **I, you, she**). Negative question tags are usually contracted: It's warm today, **isn't** it (not 'is it not')

Usually if the main clause is **positive**, the question tag is **negative**, and if the main clause is **negative**, it's **positive**. For example: It's cold (positive), isn't it (negative)?

And: It isn't cold (negative), is it (positive)?

If the main clause has an auxiliary verb in it, you use the same verb in the tag question.

If there is no auxiliary verb (in the present simple and past simple) use **do / does / did** (just like when you make a normal question).

There is one weird exception: the question tag after **I am** is **aren't I**.

For example: I'm in charge of the food, aren't I?

### **Positive sentences, with negative tags**

#### **Present simple 'be'**

She's Italian, **isn't she?**

#### **Present simple other verbs**

They live in London, **don't they?**

#### **Present continuous**

We're working tomorrow, **aren't we?**

#### **Past simple 'be'**

It was cold yesterday, **wasn't it?**

#### **Past simple other verbs**

He went to the party last night, **didn't he?**

#### **Past continuous**

We were waiting at the station, **weren't we?**

#### **Present perfect**

They've been to Japan, **haven't they?**

#### **Present perfect continuous**

She's been studying a lot recently, **hasn't she?**

#### **Past perfect**

He had forgotten his wallet, **hadn't he?**

**Past perfect continuous**

We'd been working, **hadn't we?**

**Future simple**

She'll come at six, **won't she?**

**Future continuous**

They'll be arriving soon, **won't they?**

**Future perfect**

They'll have finished before nine, **won't they?**

**Future perfect continuous**

She'll have been cooking all day, **won't she?**

**Modals**

He can help, **can't he?**

**Modals**

John must stay, **mustn't he?**

**Negative sentences, with positive tags**

**Present simple 'be'**

We aren't late, **are we?**

**Present simple other verbs**

She doesn't have any children, **does she?**

**Present continuous**

The bus isn't coming, **is it?**

**Past simple 'be'**

She wasn't at home yesterday, **was she?**

**Past simple other verbs**

They didn't go out last Sunday, **did they?**

**Past continuous**

You weren't sleeping, **were you?**

**Present perfect**

She hasn't eaten all the cake, **has she?**

**Present perfect continuous**

He hasn't been running in this weather, **has he?**

**Past perfect**

We hadn't been to London before, **had we?**

**Past perfect continuous**

You hadn't been sleeping, **had you?**

**Future simple**

They won't be late, **will they?**

**Future continuous**

He won't be studying tonight, **will he?**

**Future perfect**

She won't have left work before six, **will she?**

**Future perfect continuous**

He won't have been travelling all day, **will he?**

**Modals**

She can't speak Arabic, **can she?**

**Modals**

They mustn't come early, **must they?**

## *Drills*

1. She is collecting stickers, ?
2. We often watch TV in the afternoon, ?
3. You have cleaned your bike, ?
4. John and Max don't like math, ?
5. Peter played handball yesterday, ?
6. They are going home from school, ?
7. Mary didn't do her homework last Monday, ?
8. He could have bought a new car, ?

9. Kevin will come tonight, ?

Check

---

## D. Passive Voice

<b>Tense</b>	<b>Active</b>	<b>Passive</b>
<b>present simple</b>	I <b>make</b> a cake.	A cake <b>is made</b> (by me).
<b>present continuous</b>	I <b>am making</b> a cake.	A cake <b>is being made</b> (by me).
<b>past simple</b>	I <b>made</b> a cake.	A cake <b>was made</b> (by me).
<b>past continuous</b>	I <b>was making</b> a cake.	A cake <b>was being made</b> (by me).
<b>present perfect</b>	I <b>have made</b> a cake.	A cake <b>has been made</b> (by me).

<b>pres. perf. continuous</b>	I <b>have been making</b> a cake.	A cake <b>has been being made</b> (by me).
<b>past perfect</b>	I <b>had made</b> a cake.	A cake <b>had been made</b> (by me).
<b>future simple</b>	I <b>will make</b> a cake.	A cake <b>will be made</b> (by me).
<b>future perfect</b>	I <b>will have made</b> a cake.	A cake <b>will have been made</b> (by me).

## Examples

- **Active:** He gave me the book / He gave the book to me.

You can choose either of the two objects to be the subject of the passive sentence.

- **Passive:** I was given the book (by him)/ The book was given to me (by him).

Other verbs like this are: ask, offer, teach, tell, lend, promise, sell, throw.

- **Active:** I thought that Mary had kissed John.
- **Passive:** I thought that John had been kissed by Mary.

- **Active:** He knew that people had built the church in 1915.
- **Passive:** He knew that the church had been built in 1915.

## Drills

**Rewrite the sentences in passive voice.**

1. John collects money. -
2. Anna opened the window. -
3. We have done our homework. -
4. I will ask a question. -
5. He can cut out the picture. -
6. The sheep ate a lot. -
7. We do not clean our rooms. -
8. William will not repair the car. -
9. Did Sue draw this circle? -
10. Could you feed the dog? -

1) The Government is planning a new road near my house.

[.]

2) My grandfather built this house in 1943.

[.]

3) Picasso was painting Guernica at that time.

[.]

4) The cleaner has cleaned the office.

[.]

5) He had written three books before 1867.

[.]

6) John will tell you later.

[.]

7) By this time tomorrow we will have signed the deal.

[.]

8) Somebody should do the work.

[.]

9) The traffic might have delayed Jimmy.

[.]

10) People speak Portuguese in Brazil.

[.]

11) Everybody loves Mr Brown.

[.]

12) They are building a new stadium near the station.

[.]

13) The wolf ate the princess.

[.]

14) At six o'clock someone was telling a story.

[.]

15) Somebody has drunk all the milk!

[.]

16) I had cleaned all the windows before the storm.

[.]

17) A workman will repair the computer tomorrow.

[.]

18) By next year the students will have studied the passive.

[.]

19) James might cook dinner.

[.]

20) Somebody must have taken my wallet.

[.]

---

## E. Comparative and superlative adjectives

### How to form comparative and superlative adjectives

We usually add *-er* and *-est* to **one-syllable words** to make comparatives and superlatives:

<i>old</i>	<i>older</i>	<i>oldest</i>
<i>long</i>	<i>longer</i>	<i>longest</i>

If an adjective **ends in -e**, we add *-r* or *-st*:

<i>nice</i>	<i>nicer</i>	<i>nicest</i>
<i>large</i>	<i>larger</i>	<i>largest</i>

If an adjective **ends in a vowel and a consonant**, we double the consonant:

<i>big</i>	<i>bigger</i>	<i>biggest</i>
<i>fat</i>	<i>fatter</i>	<i>fattest</i>

If an adjective **ends in a consonant and -y**, we change *-y* to *-i* and add *-er* or *-est*:

<i>happy</i>	<i>happier</i>	<i>happiest</i>
<i>silly</i>	<i>sillier</i>	<i>silliest</i>

We use *more* and *most* to make comparatives and superlatives for most two syllable adjectives and for all adjectives with three or more syllables:

<i>careful</i>	<i>more careful</i>	<i>most careful</i>
<i>interesting</i>	<i>more interesting</i>	<i>most interesting</i>

However, with **these common two-syllable adjectives**, you can **either** add *-er/-r* and *-est/-st* or use *more* and *most*:

<i>common</i>	<i>narrow</i>
<i>cruel</i>	<i>pleasant</i>
<i>gentle</i>	<i>polite</i>
<i>handsome</i>	<i>simple</i>
<i>likely</i>	<i>stupid</i>

He is certainly **handsomer** than his brother.

His brother is handsome, but he is **more handsome**.

She is one of **the politest** people I have ever met.

She is **the most polite** person I have ever met.

The adjectives **good**, **bad** and **far** have irregular comparatives and superlatives:

<i>good</i>	<i>better</i>	<i>best</i>
<i>bad</i>	<i>worse</i>	<i>worst</i>
<i>far</i>	<i>farther/further</i>	<i>farthest/furthest</i>

## Drills

### COMPARATIVE - SUPERLATIVE

*Fill in the gaps with the comparative form of the adjectives given.*

1. A rock is  than a leaf. (heavy)

2. Our house is  than yours. (big)

3. The princess is  than the witch. (beautiful)

4. Tom is a  student than Mary. (good)

5. Bicycles are  than motorbikes. (safe)

6. July is  than January. (hot)

7. A lion is  than a cat. (dangerous)

8. Helen is  than Mary. (happy)

9. Computers are  than telephones. (expensive)

10. I think golf is  than football. (boring)

Fill in the gaps with the superlative form of the adjectives given.

1. It is the  shop in town. (large)

2. Monday is the  day of the week. (bad)

3. Ben was the  person in his family. (noisy)

4. Sam is the  in the class. (popular)

5. Which is the  subject at school? (difficult)

6. Jim is the  player in the football team. (good)

7. Elephants are the  animals. (heavy)

8. Let's pick the  apple of the tree. (big)

9. Mary is the  girl in the class. (thin)

10. That is the  sofa in our house. (comfortable)

Fill in the gaps with the comparative or the superlative form of the adjectives given.

1. This armchair is  than the old one. (comfortable)

2. Trains are  than aeroplanes. (slow)

3. I bought the  souvenir I could afford. (expensive)

4. In this classroom there are  girls than boys. (many)

5. Ann is the  child in the family. (young)

6. That TV set is the  of all. (cheap)

7. You are  here than there. (safe)

8. Fifi is  than Kate. (pretty)

9. This is the  film i have ever seen. (exciting)

10. Tim is  than Peter. (talented)

---

## F. Conditional sentences

Conditional sentences are sometimes confusing for learners of English as a second language.

Watch out:

1. Which type of conditional sentences is it?
2. Where is the if-clause (e.g. at the beginning or at the end of the conditional sentence)?

There are three types of conditional sentences.

<b>type</b>	<b>condition</b>
I	condition possible to fulfill
II	condition in theory possible to fulfill

<b>type</b>	<b>condition</b>
III	condition not possible to fulfill (too late)

## 1. Form

<b>type</b>	<b>if-clause</b>	<b>main clause</b>
I	<b>Simple Present</b>	<b>will-future</b> or ( <b>Modal + infinitive</b> )
II	<b>Simple Past</b>	<b>would + infinitive *</b>
III	<b>Past Perfect</b>	<b>would + have + past participle *</b>

## 2. Examples (if-clause at the beginning)

type	if clause	main clause
I	If I <b>study</b> ,	I <b>will pass</b> the exam.
II	If I <b>studied</b> ,	I <b>would pass</b> the exam.
III	If I <b>had studied</b> ,	I <b>would have passed</b> the exam.

## 3. Examples (if-clause at the end)

type	main clause	if-clause
I	I <b>will pass</b> the exam	if I <b>study</b> .
II	I <b>would pass</b> the exam	if I <b>studied</b> .

type	main clause	if-clause
III	I <b>would have passed</b> the exam	if I <b>had studied</b> .

#### 4. Examples (affirmative and negative sentences)

type		Examples	
		long forms	short/contracted forms
I	+	If I <b>study</b> , I <b>will pass</b> the exam.	If I <b>study</b> , I' <b>ll pass</b> the exam.
	-	If I <b>study</b> , I <b>will not fail</b> the exam.	If I <b>study</b> , I <b>won't fail</b> the exam.

type	Examples		
	long forms	short/contracted forms	
	If I <b>do not study</b> , I <b>will fail</b> the exam.	If I <b>don't study</b> , I'll <b>fail</b> the exam.	
	+	If I <b>studied</b> , I <b>would pass</b> the exam.	If I <b>studied</b> , I'd <b>pass</b> the exam.
II	-	If I <b>studied</b> , I <b>would not fail</b> the exam. If I <b>did not study</b> , I <b>would fail</b> the exam.	If I <b>studied</b> , I <b>wouldn't fail</b> the exam. If I <b>didn't study</b> , I'd <b>fail</b> the exam.

type	Examples		
	long forms	short/contracted forms	
III	+	<p>If I <b>had studied</b>, I <b>would have passed</b> the exam.</p>	<p>If I'<b>d studied</b>, I'<b>d have passed</b> the exam.</p>
	-	<p>If I <b>had studied</b>, I <b>would not have failed</b> the exam.</p> <p>If I <b>had not studied</b>, I <b>would have failed</b> the exam.</p>	<p>If I'<b>d studied</b>, I <b>wouldn't have failed</b> the exam.</p> <p>If I <b>hadn't studied</b>, I'<b>d have failed</b> the exam.</p>

# Drills

1. If I were you, I ..... him right away.

- will dismiss
- would dismiss
- would have dismissed

2. If I ..... you, I wouldn't do this.

- am
- was
- were

Either was or were

3. If I had known, I .....

- will help
- would help
- would have helped

4. Millions of people will die if they ..... aid soon.

don't receive

won't receive

wouldn't receive

5. .... you to lose your job, how would you feel?

- Were
- Had
- Will
- Should

6. If I had been there, I ..... have helped.

- would
- could
- Either could be used here.

7. If he ..... in time, he would get the job.

- apply
- applied
- had applied

8. If the boss ..... now, we will be in trouble.

- arrives
- arrived
- had arrived

9. If I liked it, I ..... it.

- will buy
- would buy
- would have bought

10. If she is late, we ..... without her.

- will leave
- would leave
- would have left

11. Should you see her, .....her to get in touch with me?

- will you ask
- would you ask
- would you have asked

12. If he should be late, we ..... to start without him.

- will have to
- would have to
- Either could be used here

## Answers

1. If I were you, I **would dismiss** him right away.
2. If I were you, I **wouldn't do** this.
3. If I had known, I **would have helped**.
4. Millions of people will die if they **don't receive** aid soon.
5. **Were** you to lose your job, how would you feel?
6. If I had been there, I **would / could** have helped.
7. If he **applied** in time, he would get the job.
8. If the boss **arrives** now, we will be in trouble.
9. If I liked it, I **would buy** it.
10. If she is late, we **will leave** without her.
11. **Should** you see her, **will you ask** her to get in touch with me?
12. If he should be late, we **will have** to start without him.