



Kingdom of Morocco
 Mohamed I University
 Multidisciplinary Faculty,
 Module: Grammar, Reading Comprehension and Précis

English Studies, Nador
 Prof: Brahim EL Fida
 2020
 Group: B

I. Grammar:

A. THE PASSIVE VOICE

INTRODUCTION:

The passive of an active tense is formed by putting the verb **to be** into the same tense as the active verb and adding the past participle of the active verb. The subject of the active verb becomes the ‘agent’ of the passive verb. The agent is very often not mentioned. When it is mentioned it is preceded by **by** and placed at the end of the clause.

Active: My grandfather planted this tree.

Passive: This tree was planted by my grandfather.

PASSIVE VERB TENSES

PASSIVE VERB TENSES	ACTIVE VOICE	Passive Voice
Present Simple	He delivers the letters.	The letters are delivered .
Past Simple	He delivered the letters.	The letters were delivered .
Future Simple	He will deliver the letters.	The letters will be delivered .
Present Continuous	He is delivering the letters.	The letters are being delivered .
Past Continuous	He was delivering the letters.	The letters were being delivered .
Going to	He is going to deliver the letters.	The letters are going to be delivered .
Present Perfect	He has delivered the letters.	The letters have been delivered .
Past Perfect	He had delivered the letters.	The letters had been delivered .

Infinitive	<i>He has to deliver the letters.</i>	<i>The letters have to be delivered.</i>
Modals	<i>He must deliver the letters.</i>	<i>The letters must be delivered.</i>

Short answers

To make short answers:

1. We use the verb **to be** (am/is/are/was/were) for *Present Simple*, *Past Simple*, *Present Continuous*, *Past Continuous* and *Going To* questions.
2. We use the verb **have** (have/has/had) for *Present Perfect* and *Past Perfect* questions.
3. We use **will** for *Future Simple* questions.

USE:

The Passive is used:

1. When the **agent** (=the person who does the action) is **unknown**, **unimportant** or **obvious** from the context.

*Jane **was shot**. (We don't know who shot her.)*

*This church **was built** in 1815. (Unimportant agent)*

*He **has been arrested**. (Obviously by the police).*

2. To make more **polite** or **formal** statements.

*The car **hasn't been cleaned**. (more polite)*

(You haven't cleaned the car. – less polite).

3. When the **action is more important** than the agent, as in processes, instructions, events, reports, headlines, new items, and advertisements.

*30 people **were killed** in the earthquake.*

4. To put **emphasis on the agent**.

*The new library **will be opened by the Queen**.*

AGENT

To say who did the action that we are talking about, ie. to refer to the **agent**, we use the preposition **by** and the name (*by Peter*), noun (*by the teacher*) or pronoun (*by him*) at the end of the sentence.

We usually only refer to the agent when it gives us some important information which otherwise would be missing from the sentence.

*Our house **was designed by a famous architect**.*

We don't mention the agent:

1. if we don't know who has done what we are talking about.

*Our car **was stolen last night**. (We don't know who stole it).*

2. if we are not interested in who has done what we are talking about or it is not

important to mention it.

He has been taken to hospital. (What we are interested in is the fact that he has been taken to hospital and not who has taken him.)

3. if it is easy to understand who did something without it being mentioned.

The murderer was arrested last night. (It is not necessary to mention that he has been arrested by the police because it is self-evident.)

4. if the subject of the active voice sentence is something like **somebody, people, they, you, etc.**

Someone broke the window. → The window was broken.

ACTIVE TO PASSIVE

To change a sentence from the active voice to the passive voice:

1. The **object** of the active voice sentence becomes the **subject** of the passive voice sentence.

*Agatha Christie wrote **this book**.*

***This book** was written by Agatha Christie.*

2. We change the main verb of the active voice sentence into the passive voice. The tense remains unchanged.

3. The **subject** of the active voice sentence becomes the **agent** of the passive sentence. It is placed after the past participle and it is preceded by the preposition **by**.

BY OR WITH?

In the passive voice, we use:

1. **by** with the **agent** to refer to by whom the action is being done.

*The door was opened **by Mr Black**. (Mr Black = agent).*

2. **With** to refer to the instrument, object or material that was used for something to be done.

*The door was opened **with a key**. (a key = the object that was used).*

*The omelette was made **with eggs, cheese and peppers**. (eggs, cheese and peppers = the material that was used).*

DOUBLE OBJECT VERBS:

When we have verbs that take two objects like, for example, **give somebody something**, we can convert the active sentence into a passive one in two ways:

a. By making the **indirect** (animate) **object** the subject of the passive voice sentence, which is also the way that we usually prefer.

b. By making the **direct** (inanimate) **object** the subject of the passive voice.

*Rick gave me (indirect object) **this book** (direct object).*

I was given this book by Rick.

This book was given to me by Rick.

Some of the verbs that take two objects are: **give, tell, send, show, bring, write, offer, pay**, etc.

When the indirect object is alone after the verb in the passive voice sentence, it needs the preposition **to**.

If the indirect object of the active voice sentence is a personal pronoun it has to be changed into a subject pronoun to be the subject of the passive voice sentence.¹

<i>SUBJECT</i>	<i>OBJECT</i>	<i>SUBJECT</i>	<i>OBJECT</i>
I	←→ me	We	←→ us
You	←→ you	You	←→ you
He	←→ him	They	←→ them
She	←→ her		
It	←→ it		

EXERCISES:

1. Complete the sentences with the correct passive form of the verbs in brackets. Use the Present Simple.

- English (deliver)(speak) in many countries.
- The post (deliver) at about 7 o'clock every morning.
-(the building/use) any more?
- How often (the Olympic Games(hold))?
- How.....(your name/spell)?
- My salary (pay) every month.
- These cars(not make) in Japan.
- The name of the people who committed the crime(not know).
- His travel expenses(not pay) by his company.

¹ For further readings, see the following bibliography:

- A. J. Thomson and A.V. Martinet, *A Practical English Grammar*, Oxford University Press, 1986.
- V. Evans, *Round-Up* (English Grammar Practice), Longman, 1995.
- M. Carling and S. Jervis, *Grammar Time 4*, Longman, 2003.
- S. Jervis, *Grammar Time 5*, Longman, 2003.
- M. Carling, *Grammar Time 6*, Longman, 2003.

2. Complete the sentences with the correct passive form of the verbs in brackets. Use the Past Simple.

- a. My car.....(repair) last week.
- b. This song (not write) by John Lennon.
- c. (the phone/answer) by a young girl?
- d. The film (make) ten years ago.
- e. When (tennis/invent)?
- f. The car (not damaged) in the accident.
- g. The original building (pull) down in 1965.
- h. Where (this pot/make)?
- i. When (this bridge/build)?

3. Choose the correct form of the verbs in brackets. FIAT

Fiat 0 *was started* (started/was started) by a group of Italian businessmen in 1899. In 1903, Fiat..... (produced/was produced) 132 cars. Some of these cars(exported/were exported) by the company to the United States and Britain.

In 1920, Fiat.....(started/was started) making cars at a new factory at Lingotto, near Turin. There was a track on the roof where the cars..... (tested/were tested) by technicians. In 1936, Fiat launched the Fiat 500. This car.....(called/was called) the Topolino –the Italian name for Mickey Mouse. The company grew, and in 1963 Fiat..... (exported/was exported) more than 300,000 vehicles. Today, Fiat is based in Turin, and its cars.....(sold/are sold) all over the world.

4. Change the following sentences into passive sentences using the words in brackets.

- a. We sell tickets for all shows at the Box Office. (Tickets for all shows/sell/at the Box Office)
.....
- b. Thomas Edison invented the electric light bulb. (The electric light bulb/invent/by Thomas Edison).
.....
- c. Someone painted the office last week. (The office/paint/last week).
.....
- d. Several people saw the accident. (The accident/see/by several people).
.....
- e. Where do they make these video recorders? (Where/these video recorders/make).

.....

5. Rewrite these sentences in the passive voice.

a. Someone built this house 200 years ago.
.....

b. A thief stole my purse.
.....

c. The police will arrest the robbers.
.....

d. They produce cars in this factory.
.....

e. They serve breakfast at eight o'clock every day.
.....

f. People throw away tones of rubbish every day.
.....

g. They make coffee in Brazil.
.....

h. Someone stole Jim's bike last night.
.....

6. Rewrite these sentences in the passive voice.

a. They will build a new bridge next year.
.....

b. Brian Brody directed *The Ultimate Space Adventure*.
.....

c. Pierre Matie will design her costume.
.....

d. Someone found my wallet.
.....

e. One of the students broke the window.
.....

f. They will deliver my computer on Monday.
.....

g. Mary invited Paul to her birthday party.
.....

h. British astronomers discovered a new planet.
.....

7. Form the question.

- a. Paper is made from wood. Example 1: *Is paper made from wood?*
- b. The telephone was invented by Mr Bell.?
- c. This picture was painted by Peter.?
- d. The thieves will be arrested by the police.?
- e. Champagne is made in France.?

8. Read and complete. Use Past Simple.

- a. The toothbrush / invent / in the 15th century.
.....
- b. The first public basketball game / play / in 1892.
.....
- c. The first eyeglasses / wear / in the 1200s.
.....
- d. The first bicycle / ride in 1791
.....
- e. The first hot dog / eat / in the 1860s.
.....

9. Complete with the passive. Use Present Simple.

- a. This programme.....(watch) by millions of people.
- b. Paper.....(make) from wood.
- c. Hundreds of people.....(kill) in accidents every year.
- d. London.....(visit) by thousands of tourists every year.
- e. The biology class (teach) by Mr Green.

B. REPORTED SPEECH:

1. USE:

Reported speech is used to retell or report what other person has actually said. It is a very usual function in everyday language.

2. STRUCTURE:

2.1. Formal aspects:

We can find different ways of expressing the Direct Speech:

- John said: "It is quite hot today".
- "It is quite hot today," he said
- "It is quite hot today," said John.

All of them are reported in the same way, taking the usual word order (SVC):

John said it was quite hot that day

1. Reporting verbs:

The most usual verbs are SAY, TELL or ASK, but they only report the information without adding any extra meaning. "Say" may be followed by the indirect complement, always preceded by the preposition "to". "Tell" is always followed by the indirect complement, without preposition.

Mary said (to her mother) she was tired / Mary told her mother she was tired.

There are other verbs that also add the speaker's intention or the way, or intonation used while speaking:

- A. In statements: admit, agree, answer, apologize, boast, claim, complain, declare, deny, explain, inform, insist, offer, promise, refuse, remind.**
- B. In questions: enquire, request, want to know, wonder.**
- C. In orders: demand, order, shout, threaten, warn.**

D. **In insistent requests: beg**

E. **In other functions: advise, invite, suggest, recommend.**

TYPES OF SENTENCES:

- **Statements:**

Statements are affirmative and negative sentences. When reporting this type of sentences we have to take into consideration the changes in personal pronouns, demonstrative determiners, verbal tenses and adverbial expressions of time and place.

Changes in pronouns:

Pronouns and possessive adjectives usually change from first or second person to third person, except when the speaker is reporting his/her own words or is included in the conversation.

e.g.: "I've forgotten the combination of my safe", he said. → He said he had forgotten the combination of his safe.

"this" and "these" usually change into "that" and "those".

Changes in verbal tenses:

When the introductory verb (the main verb) is in the present tense, the verb of the words we are reporting doesn't change:

e.g.: She says: "It is a lovely day" → She says it is a lovely day.

But when the introductory verb is in the past tense, some verbal changes are required:

Direct speech	Indirect speech
Present simple	Past simple
Present continuous	Past continuous
Present perfect (continuous)	Past perfect (continuous)
Simple past	Past perfect or simple past
Past continuous	Past perfect continuous
Past perfect (continuous)	Past perfect (continuous)
Future simple (will)	Conditional (would)
Future continuous	Conditional continuous
Future perfect	Conditional perfect
Conditional	Conditional

Changes in expressions of time and place:

Direct speech	Indirect speech
Today	That day
Tonight	That night
Yesterday	The day before/ the previous day
The day before yesterday	Two days before
Tomorrow	The day after / the following day / the next day
The day after tomorrow	In two days" time / two days after
Next week / month / year...	The following week / month... The week / month... after
Last week / month / year...	The week / month... before The previous week / month...
A week / month/ year ago	A week / month... before
Now	Then / in that moment
Tomorrow morning / afternoon / evening / ...	The following morning / afternoon...
Yesterday morning/ afternoon....	The previous morning / afternoon...
Here	There

e.g.: “I don’t really like the food here. We will have lunch in the office tomorrow”, Ann told John.

→ Ann told John she didn’t really like the food there and they would have lunch in the office the following day.

• Questions:

Yes/no questions (the ones starting with an auxiliary verb): when reporting this type, we introduce them with IF and the subject-verb inversion and the question mark disappear.

Example 1:

He asked: “Is anyone here?” → He asked if anyone was there.

“Did you see the accident?” the policeman asked. → The policeman asked if he had seen the accident.

WH- questions:

when we report this kind of questions, the interrogative word remains and the subject-verb inversion and the question mark disappear.

Example:

“Where does he live?”, said Mary. → Mary asked where he lived.
She asked me: “What do you want?” → She asked me what I wanted.

• Orders:

A direct command usually has an imperative verb. When we report the command, this imperative changes into infinitive with “to”.

Example: He said: “Get your coat, Tom” → He said to Tom to get his coat.

Negative imperatives (don’t + infinitive) change to negative infinitives (not to inf.)

Example: “Don’t swim out too far, boys”, said the monitor.
→ The monitor told the boys not to swim out too far.

• Exclamations:

Exclamations usually become statements in indirect speech. The exclamation mark also disappears.

Exclamations beginning with “What a...” or “How...” can be reported by: “Exclaimed / said (that)...”

Example: He said: “What a dreadful idea!” / “How dreadful!” → He exclaimed it was a dreadful idea / he exclaimed it was dreadful.

Exclamations which are only a word or the transcription of a sound can be reported by “...gave an exclamation of delight /disgust /surprise...”.

“Ugh!!”, he exclaimed → he gave an exclamation of disgust.

Good!” she said. → She gave an exclamation of satisfaction.

• Special changes:

a) "shall I / we?" as requests for instructions or advice, is reported as "ASK / INQUIRE + SHOULD"

"Shall we post it, sir?" he asked → He asked him if they should post it.

b) "Shall I / we?" as an offering is reported with "OFFER + TO INFINITIVE"

"Shall I bring you some tea?", she said → She offered to bring me some tea.

c) "Shall we?" as a suggestion, is reported with "SUGGEST + VB-ING". The same happens with all the expressions to make suggestions (let's / how about / what about / why don't we?).

"Shall we meet at the theatre?" → He suggested meeting at the theatre.

d) Expressions to give advice are reported with "ADVICE TO INFINITIVE" or also "SUGGEST +VB-ING":

"You should take care of your things, Tom", she said → She advised Tom to take care of his things.

e) Expressions to ask for something are reported with "ASK FOR":

"Could I have your newspaper, sir?" asked the boy → The boy asked the man for his newspaper.

f) Requests are reported with "ASK (IC) TO INFINITIVE":

"Can you clear the table?" she said → She asked him to clear the table.

"Will you, please, lend me some money?" Tom asked Jane → Tom asked Jane to lend him some money / Tom insisted Jane on lending him some money.

"Would you be so kind as to stop talking?" said the man → The man asked him politely to stop talking.

g) Invitations are reported with "INVITE TO INFINITIVE" / "OFFER TO INFINITIVE OR NOUN".

“Would you like to come with me to the party, Sally?”, said John → John invited Sally to go with him to the party.

“Would you like some more cake?”, she asked me → she offered me to have some more cake / she offered me some more cake.

REPORTED SPEECH EXERCISES:

Rewrite the following sentences into reported speech:

1. **“Nothing grows in my garden. It never gets any sun”, she said.**
2. **“I’m going away tomorrow, mother”, he said.**
3. **“I’ve been in London for a month but so far I haven’t had time to visit the Tower”, said Rupert.**
4. **“The new underpass is being officially opened the day after tomorrow”, said the BBC announcer.**
5. **“I’ll come with you as soon as I’m ready”, she replied.**
6. **“I have a German lesson this afternoon and I haven’t done my homework yet”, said the small boy.**
7. **“Who is going to live in the big house?”, asked the boy.**
8. **“Which team won the previous match?”, said Bill.**
9. **“I don’t think your father likes me”, said the young wife.**
10. **“Don’t say that!” exclaimed her husband, “it’s nonsense”.**
11. **“I found an old Roman coin in the garden yesterday”, he said, “and I’m going to take it to the museum this afternoon”.**
12. **“Have you seen the new library?”, asked Ann.**
13. **“Is a return ticket cheaper than two singles?”, said my aunt.**
14. **He said: “Get out of my way! If not, I’ll call the police!”**
15. **“Please, pay at the desk”, said the assistant.**
16. **“Are you leaving today or tomorrow morning?”, said his secretary.**
17. **“Why do you think it may be dangerous?”, he asked her.**

18. "Switch off the TV", he ordered tom, "I don't like these reality shows".

19. "Don't believe everything you hear", he warned me.

20. "Don't touch that switch, Mary. The wire is not very safe", I said.

21. "What are you going to study?" asked Helena.

22. "If you leave home at six, you should be here by nine", he said.

23. He told his friends: "I'm quite a good cook and I do all my own washing and mending too".

EXERCISES:

STATEMENTS:

1. These people are saying these things. Report them, using *says that*.

a. Paul: "Atlanta is a wonderful city."

.....

b. Ruth: "I go jogging every morning."

.....

c. Anna: "Jenny isn't studying for her exams."

.....

d. Andrew: "I used to be very fat."

.....

e.- Jim: "I can't swim."

.....

2. People made these statements. Report them, using *said*.

a. "Mary works in a bank", Jane said.

.....

b. "I'm staying with some friends", Jim said.

.....

c. "I've never been to Russia", Mike said.

.....

d. "Tom can't use a computer", Ella said.

.....

e. "Everybody must try to do their best", Jill said.

.....

3. Report what the guests said at a wedding last Sunday.

a. Miss Moore: "They'll make a lovely couple."

.....

b. Mr Smith: "They're going to live in Brighton."

.....
c. Mrs Jones: "The bride and the groom are very nice young people."
.....

d. Mr Roberts: "The bride is wearing a beautiful wedding dress."
.....

4. **Change the following statements into the reported speech.**

a. "I have something to show you", I said to her.
.....

b. "I'm going away tomorrow", he said.
.....

c. "I've been in London for a month but I haven't had time to visit the Tower", said Rupert.
.....

d. "I'll come with you as soon as I'm ready", she replied.
.....

5. **Write these sentences in indirect speech.**

a. "I'm very tired", she said.
.....

b. "I'll see them soon", he said.
.....

c. "I'm going to the cinema", she said.
.....

d. "I see the children quite often", he said.
.....

e. "I'm having a bath", she said.
.....

Reported Questions

A. Change these direct questions into reported speech:

1. "Where is he?" She asked me
.....

2. "What are you doing?" She asked me
.....

3. "Why did you go out last night?" She asked me
.....

4. "Who was that beautiful woman?" She asked me
.....

5. "How is your mother?" She asked me
.....

6. "What are you going to do at the weekend?" She asked me

.....

7. "Where will you live after graduation?" She asked me

.....

8. "What were you doing when I saw you?" She asked me

.....

9. "How was the journey?" She asked me

.....

C. Modals: Can, could and (be) able to:

A. We use **can to say that something is possible or allowed, or that somebody has the ability to do something. We use **can** + **infinitive** (**can do/can see** etc.):**

1. We can see the lake from our hotel.
2. 'I don't have a pen.' 'You can use mine.'
3. Can you speak any foreign languages?
4. I can come and see you tomorrow if you like.
5. The word 'dream' can be a noun or a verb.

The negative is **can't** (= **cannot**):

I'm afraid I **can't come** to the party on Friday.

B. You can say that somebody **is able to do something, but **can** is more usual:**

1. We **are able to** see the lake from our hotel.

But **can** has only two forms: **Can** (present) and **could** (past). So, sometimes it is necessary to use (be) able to. Compare:

1. *I **can't sleep**.*
2. *Tom **can come** tomorrow.*
3. *Maria **can speak** French, Spanish and English.*
4. I **haven't been able to sleep** recently.
5. Tom **might be able to come** tomorrow.
6. Applicants for the job **must be able to speak** two foreign languages.

C. Sometimes **could is the past of **can**. We use could especially with:**

See hear smell taste feel remember understand.

1. We had a lovely room in the hotel. We **could see** the lake.
2. As soon as I walked into the room, I **could smell** gas.
3. I was sitting at the back of the theatre and **couldn't hear** very well.

We also use could to say that somebody had the ability to do something, or was allowed to do something:

1. My grandfather **could speak** five languages.
2. We were totally free. We **could do** what we wanted. (= we were allowed to do).

D. Could and was able to:

We use **could** for general ability and with **see**, **hear** (etc.):

1. My grandfather **could speak** five languages.
2. I **could see** them, but not very clearly.

But to say that somebody succeeded in doing something in a specific situation, we normally use **was/were able to** or **managed to (not could)**:

1. The fire spread quickly, but everybody **was able to** escape. (not **could escape**).
2. I didn't know where Max was, but I **managed to find** him in the end. (not **could find**).

Compare:

Jack was an excellent tennis player when he was younger. He **could beat** anybody. (= he was good enough to beat anybody, he had the ability).

But Jack and Andy played a match yesterday. Andy played well, but Jack managed to beat him. (= he succeeded in beating him this time).

The negative **couldn't** (**could not**) is possible in all situations:

My grandfather **couldn't swim**.

I looked for Max everywhere, but I **couldn't find** him.

Andy played well, but he **couldn't beat** Jack.

Time for Exercises?

A. Complete the sentences using **can** or **(be) able to**. If **can** is not possible, use **(be) able to**.

1. Gary has travelled a lot. He **can speak** five languages.
2. I haven't **been able to sleep** very well recently.
3. Nicole **drive**, but she doesn't have a car.
4. I used to **stand** on my head, but I can't do it anymore.
5. I can't understand Mark. I've never **understand** him.
6. I can't see you on Friday, but I **meet** you on Saturday morning.
7. Ask Katherine about your problem. She might **help** you.
8. You have to be careful in this part of the city. It **be** dangerous.
9. Michael has lived in Italy a long time, so he should **speak** Italian.

B. Write sentences about yourself using the ideas in brackets.

1. (something you used to be able to do)

I used to be able to sing well.

2. (something you used to be able to do):

I used.....

3. (something you would like to be able to do)

I'd

4. (something you have never been able to do)

I've

Example answers:

2. I **used to be able to run** fast.
3. I'd (=I would) **like to be able to play** the piano.
4. I've (=have) **never been able to get up** early.

**C. Complete the sentences with can/can't/could/couldn't + the following:
believe--- come--- hear--- run--- sleep---wait:**

1. I'm afraid I **can't come** to your party next week.
2. When Dan was 16, he100 metres in 11 seconds.
3. 'Are you in a hurry?' 'No, I've got plenty of time. I
4. I don't feel good this morning. Ilast night.
5. Can you speak a little louder? Iyou very well.
6. I was amazed when I heard the news. Iit.

D. Modal Verbs for Deduction:

Today's lesson will focus on using modal verbs for **certainty**, **probability**, and **deduction**. "Deduction" means using the information available to make a guess or draw a conclusion about the facts.

Depending on the information available, you might be more certain that your conclusion is true, or less certain that your conclusion is true -and we use different modal verbs to indicate the degree of certainty.

How certain are you?	Use these modal verbs:
100% - Completely or almost certain	must, can't, couldn't
80% - Expecting to be certain	should
50% - Maybe certain	might, may, could

Let's look at some examples.

1. Certainty

1.1. Certainty about the Present:

When making deductions about the present, we use **must** if we are sure something is true and **can't** if we are sure that something is impossible.

For example, if you see this guy, you can say:



1. He **must** be a chef. (*We are very certain, because of his uniform and what he is doing*).
2. He **can't** be a policeman. (*We are very certain he is NOT a policeman*).

Carla works every day from 9 AM to 5 PM. Right now it's 10:30 AM, so...

- She **must** be at work.
- She **can't** be at home.

Put it into practice!

You'll see five pictures accompanied by sentences. For each one, fill in the blank with **must** (if you think it is true) or **can't** (if you think it's not possible).



1. She.....be a vegetarian.



2. They be in love.

3. You studied all night. Yoube exhausted.

2+2=5..... 4. Thatbe right.



5. Helove her cat.

1.2. Certainty about the Past:

When we consider some present evidence and draw a reasonably certain conclusion about what happened in the past, we use **must have** and **couldn't have** plus the past participle of the verb.

Must have + past participle:

When we draw the conclusion that something DID happen:

- Sheila got a tan. She **must have spent** a lot of time in the sun lately.
- There was one banana left, but now it's gone. My husband **must have eaten** it.

Must not have + past participle:

When we draw the conclusion that something did NOT happen

- The car is still dirty. Paul **must not have washed** it yet.
- He barely touched his lunch. He **must not have been** hungry.

Couldn't have + past participle:

When we are certain that something was IMPOSSIBLE.

- Martha **couldn't have taken** your notebook; she wasn't even in class yesterday.
- The cookies are gone. But Eric **couldn't have reached** the cookies on the top shelf; he **must have asked** his older brother to get them. **Can't have** is also possible, but it is much less common than **couldn't have**.

Here's an example that illustrates the difference between **must not have** and **couldn't have**:

- I don't see the report here – she **must not have** printed it out. *(we draw the conclusion that she did not do it)*
- The printer's been broken for the past week, so she **couldn't have** printed out the report. *(we know it was IMPOSSIBLE for her to do it)*

Put it into practice!

You'll see five pictures accompanied by sentences. For each one, fill in the blank with **must have** (if you think it happened), **must not have** (if you think it didn't happen) or **couldn't have** (if you think it's impossible).

The thiefgotten in through the window.

Ileft my phone at work; I made a call on the drive home.

Shebeen happy when she heard the good news.

They.....bought a house without a loan because they had no savings.

He looks upset. He.....liked whatever she just said.

“How was your presentation?”

“Great! Itbeen better!”

1.2 Certainty about the Future:

Making deductions about the future is the same as making predictions. As you learned in the lesson about future tenses, we can use **will** or **going to** for saying what we believe will happen in the future. When you are quite sure that your prediction is correct, you can also add the word **definitely** to emphasize your certainty:

1. She's **definitely going to** love this book - it's by her favorite author.
2. The kids **will definitely** be thrilled when we tell them we're going to Disney World.

Two slightly more formal expressions that can be used for talking about the future with certainty is saying that something **is certain to** happen, or **is sure to** happen:

- Engineers **are certain to** develop even faster computers.
- The country **is sure to** come to the aid of its ally.

Expectation

Present/Future Expectation:

When you *expect* something to happen (although you are not completely, 100% certain), you can use **should/shouldn't** for the present or future:

- **Present:**

I took my car to the mechanic yesterday and he said the problem would be fixed in a day - so my car **should** be ready by now.

- **Future:**

Can you please type up these notes?
It **should** only take about half an hour.

- **Present:**

The weather is clear, so our flight **shouldn't** be delayed.

- **Future:**

I've written out all the instructions for this task step by step, so you **shouldn't** run into any problems when you try to do it.

Put it into practice!

What is one thing you expect to do or one thing you expect to happen within the next week? Create your own sentence using **should**:

Example: *Within the next week, I should finish the book I'm reading.*

Past Expectation:

For expectations about what was supposed to happen in the past, you can use **should have** and **shouldn't have** plus the **past participle**:

- I sent the package three weeks ago with express mail.
They **should have** received it already. = *I expect that they have already received it.*
- This car is brand new. It **shouldn't have** broken down. = *I expected it NOT to break down.*

Because **should/shouldn't** are also used for giving advice and recommendations, we can also use **should have** and **shouldn't have** for evaluating things in the past and declaring them to have been right or wrong, good or bad:

- Lindsay saw a woman who needed help, but did nothing.
"Lindsay, you **should have** helped her."
- I said something mean to my best friend during an argument.
"I **shouldn't have** said that. It really hurt her feelings."

Put it into practice!

Think of one thing you regret doing, and one thing you regret NOT doing. Make sentences about them using **should/shouldn't have + the past participle**:

- I **should have**...
- I **shouldn't have**...

Possibility

Present/Future Possibility:

We can use **may**, **might** and **could** to talk about things that are possible in the present and future.

Present:

- Where's Fred? He's not in his office.
He **may** be in the bathroom... or he **might** be in the conference room.
- Don't eat that mushroom. It **could** be poisonous.

Future:

- The weather forecast says it **may** rain tomorrow.
- Your daughter is really smart. She **could** be very successful someday.

- We **might** take a road trip this weekend.

Some people say that **might** is less certain than **may**, but in spoken English there is really no effective difference. It's probably best to use **might**. The word **may** is less common, and we can only use **could** in the positive form, not the negative form, for talking about possibility:

- Are you sure that's a good idea?
The boss **may not** / **might not** like it when he finds out.
The boss **could not** like it when he finds out.
- I **may not** / **might not** be the smartest person in the class, but I definitely work the hardest.

I **could not** be the smartest person in the class, but I definitely work the hardest.

Past Possibility:

When talking about past possibilities, we can use...**might have/may have / could have + past participle** (for positive possibilities) and **might not have / may not have + past participle** (for negative possibilities).

Positive Past Possibilities:

1. She's not home. She **might have** gone to the store.
2. He **may have** misunderstood you when you talked to him yesterday.
3. The person who stole the documents **could have** been one of the employees.

Could have is usually used in unreal conditions - when we are imagining a possibility if something in the past had been different: "If we had started this project earlier, we **could have** finished on time."

Negative Past Possibilities:

1. John's not here. He **might not have** known about the meeting.
2. If she hasn't called you back, she **may not have** listened to your voicemail yet.

Remember that **couldn't have** is only used when we are certain that something is logically *impossible* in the past:

- She **couldn't have** taken the car; she doesn't have a key.

Summary:

- | |
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| • Use must (present) and must have (past) when you are very certain that |
|--|

something is/was true.

Use **can't** (present) and **couldn't have** (past) when you are very certain that something is/was impossible.

Use **should/shouldn't** (present) and **should have / shouldn't have** (past) to talk about things you expect to be true, although you don't have complete certainty.

You can also use **should have / shouldn't have** for judging actions in the past to be good or bad.

Use **might** (most common), **may**, or **could** to talk about present and future possibilities.

Use **might have, may have, or could have** to talk about past possibilities.

For a possibility that something did NOT happen, use **might not have** and **may not have**

Exercise 1 – Complete the blanks with **must, can't, or might:**

1. Look at that guy's enormous muscles. Hework out a lot.
2. Michelle.....want to participate in the festival - it seems like the type of thing she'd be interested in. Why don't you ask her?
3. She goes camping every weekend. She.....really love the outdoors.
4. He worked hard on his report, then accidentally deleted the file from his computer. Hebe upset.
5. Yoube right - but I'm going to check to make sure.
6. We're not sure if this painting is an original. Itbe worth thousands of dollars.
7. Inot be able to go to the football game. It depends on whether I can get the afternoon off from work.
8. He's working full-time and studying for his Ph.D. That be easy.
9. You just ate a huge dinner! Yoube hungry again already!
10. Wow - look at that diamond necklace. Itcost a fortune.

Exercise 2 – Now complete the blanks with **must, should, shouldn't, or couldn't:**

1. I'm so thankful for your help with this project. I have done it without you!
2. The repairs I made have fixed the problem, but they didn't -so I'll have to take another look.
3. It have rained a lot last night - there are puddles everywhere.
4. Ihave watched that horror movie; it gave me nightmares.
5. Wehave known about this; nobody told us anything about it.
6. If you've been trying to lose weight, then you really.....have

eaten all that ice cream.

7. Hehave finished a 500-page book in a single day!

8. She never showed up. Shehave forgotten about our appointment.

9. He broke two of the plates while washing the dishes. Hehave been more careful.

10. They ate every bite of their dinner - theyhave enjoyed the food.



Kingdom of Morocco
Prof: Brahim EL Fida
Nador Module: Comprehension and Précis

English Studies
Multidisciplinary Faculty,
Fall 2020, S2 Students

I. Read the text carefully and answer the question below. Be as brief as possible.

The doctrinal differences between Muslims and missionaries were real and important in the missionary view of Islam. Of far more importance, however, was the difference in practical ethics, particularly sexual ethics. Indecisiveness and lack of moral certainty were not in the missionaries' character. Their sense of sin was rigid and absolute. They knew what was right and what was wrong, and what they saw in Islam was to them distinctly wrong. Missionaries viewed moral practice in Islam and found it wanting, because it was not American Calvinist moral practice.

The ethics of Islam were unquestionably different from those of the Protestant Christianity that was dominant in nineteenth-century America. It was not an age of tolerance for different ethical systems. Thus Islam was condemned for being Islam, not Protestantism. A common complaint was what was viewed as the lax Muslim concept of sin, guilt, and punishment. Islam made too many allowances for the failings of human nature. This was not acceptable. To Calvinists, Islam was too easy, especially in the area of sexual ethics. It did not take sin seriously enough and allowed far too many into heaven. One missionary complaint was the lack of consciousness of original sin in Islam. Islam only recognized guilt if the sinner had committed a conscious offense; it had no concept of inherent sin and guilt. Muslims depended on God's mercy and forgiveness even for the sins they committed. The missionary writers doubted whether Muslims had any proper idea of sin and repentance.

Another difficulty with Islam as seen by the missionaries was its violation of some of the most basic concepts of Protestant Christian ethics. The Calvinist ideals of the Congregationalists and Presbyterians who provided most of the missionaries to the Middle East did not admit anything but divine grace as a source of goodness. The two major philosophical enemies of the missionaries—Catholicism and Islam—had similar ideas of faith and good works. Islam and Catholicism both believed that people should do good and avoid doing evil first because of love of God but also out of fear of God's punishment and desire for God's reward in paradise; someone

who lived a good life only out of fear would still be saved. The missionary Calvinists held a different view: “The faithful Christian does right, speaks the truth, keeps himself socially pure, because it is the right thing to do....It is enough that he is obedient to God out of love to Him, that he serves men and seeks their welfare because brotherly love impels him.” Lesser motives fell outside the path of righteousness.

The missionary view of the Muslims was drawn in part from the same sources as their views on Islam, for they felt that the followers of...Muhammad could not help but be adversely affected by their religion. The critics also drew on the prejudices of their time. Like others in Europe and America, they effortlessly assumed the natural superiority of the West, which they believed was based on Christianity. They saw proof of their assumptions in the relative poverty and disorganization of the Middle East. Their writings reinforced these prejudices in themselves and in the Americans they affected.

To the American Protestants of the missionary establishment, Muslims were naturally seen as sinners. Indeed, in the prevailing theology those who were not Christians could not help but be sinners to one degree or another—no other option was available to non-Christians. Muslim sinfulness as reported to Americans, however, was no abstract fault attached to noble but mistaken humans who attempted to be good but could not succeed without God’s grace. It was hot-blooded sin, full of sex and violence. It is tempting to say that it was the sort of sin that made for interesting reading.

Justin McCarthy, *The Turk in America* (2010).

A. Vocabulary:

1. Give the meaning of the following words as they appear in the passage.

- a- **Importance:** - **Indecisiveness:**
- b- Rigid: -absolute:
- c- **Wanting:** - complaint:
- d- **Consciousness:** - **repentance:**
- e- Violation: - admit:
- f- Sinner: - **mistaken:**
- g-

B. Comprehension:

- 1. In one sentence, give the main theme of the passage.
- 2. In paragraph 2, the author says: “*A common complaint was what was viewed as the lax Muslim concept of sin, guilt, and punishment. Islam made too many allowances for the failings of human nature.*” Do you think this is true? Discuss and justify your answer.
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- 3. What can you say about the conception(s) of Islam mentioned in paragraph 4?
.....



Kingdom of Morocco
Prof: Brahim EL Fida
Nador
Module: Comprehension and Précis

English Studies
Multidisciplinary Faculty,
S2 Students

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III. Read the text carefully and answer the question below. Be as brief as possible.

Imagine a morning, not many years from now, on which you awaken after a long and safe slumber. The night before, you drifted to sleep with absolutely no fear that your house would be robbed or that you would be in any danger. Your household computer informs you that your breakfast is ready, so you proceed to the kitchen to enjoy the meal that your kitchen robot has prepared.

As you eat, you glance at the headlines of the morning news on the nearby video monitor, noting that unemployment has been virtually eliminated, the gross national product has increased 15 per cent over the past year, and your stocks are doing well. Before you leave, you remind the household robot to test the children on their math lesson, review them on their other studies, and finally, join them in a game of catch. You then step into your transportation vehicle, which whisks you away to the office for a full four hours of work. As you plan the remainder of the day, you decide to spend the rest of the morning playing racquetball with some friends, followed by some good reading. After you eat your already-prepared dinner with your family, you will work with one of the household computers for the rest of the evening, then drift off to a pleasant sleep once more.

A day like this would make many people think that they were in Utopia, yet this little excerpt from the life of one man is not as impossible as it might sound. In fact, parts of the preceding story are already true for some people. The factors guiding us into this more productive, less strenuous, and much more leisurely life-style are all centered around one thing: new technologies. These exciting advances, just emerging from the laboratories and factories, include bioengineering; personal computer, and extensive space exploration.

However, a personal robot is one machine that will probably have a more profound and widespread effect on society than any other invention. The dream of this creation has been portrayed in plays, movies and television, but only now is this exciting new tool beginning to demonstrate its potential.

Of course, new stories about the giant industrial robots in factories are seen frequently, and although these machines are efficient, productive, and useful, our lives have not been altered

dramatically by them. In fact, there are relatively new robots actually working in factories. If this is the case, how will robots make such a dramatic effect on so many people?

The fact that they will have a major effect on industry will be discussed later. But the type of robot that will cause the greatest changes is not an industrial, but rather a personal robot. Or, as I like to call it a probot.

Probots will have a more immediate and direct effect on us than industrial robots because personal robots will actually be in the home, doing household chores, teaching the children, and even walking the dog. Although industrial robots will eventually have a profound effect on both labor and productivity, it simply takes a longer time for their full impact to be felt.

C. Vocabulary:

2. Give the meaning of the following words as they appear in the passage.

- h-** Household chores:
- i-** Strenuous:
- j-** Slumber:
- k-** Drift off:
- l-** Potential:
- m-** Leisurely:

D. Comprehension:

- 8. In one sentence, give the main theme of the passage.
- 9. In paragraph 2, the author says: “noting that unemployment has been virtually eliminated.” Do you think he is serious? Justify your answer.
- 10. What is the author referring to when he says: “and your stocks are doing well”? (paragraph 2).
- 11. What does the author mean by the following statement? “A day like this...in Utopia”.
- 12. In what possible way(s) could “extensive space exploration” be part of the factors leading us to the life style mentioned in paragraph 3?
- 13. What can you say about the “quality” of life people will be leading if what the author is asking us to imagine comes true?
- 14. Comment on the tone of the passage.

IV. Précis:

In no more than 139 words, make a précis of paragraphs 1 to 4. Use the space below.

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Kingdom of Morocco
Mohamed I University
Multidisciplinary Faculty,
Module: Reading Comprehension

English Studies, Nador
Prof: Brahim EL Fida
Friday January 31st 2020
Groups: B

Tools of

Persuasion is the art of convincing someone to agree with your point of view. According to the ancient Greek philosopher Aristotle, there are three basic tools of persuasion: ethos, pathos, and logos.

Ethos is a speaker's way of convincing the audience that she is a credible source. An audience will consider a speaker credible if she seems trustworthy, reliable, and sincere. This can be done in many ways. For example, a speaker can develop ethos by explaining how much experience or education she has in the field. After all, you would be more likely to listen to advice about how to take care of your teeth from a dentist than a firefighter. A speaker can also create ethos by convincing the audience that she is a good person who has their best interests at heart. If an audience cannot trust you, you will not be able to persuade them.

Pathos is a speaker's way of connecting with an audience's emotions. For example, a speaker who is trying to convince an audience to vote for him might say that he alone can save the country from a terrible war. These words are intended to fill the audience with fear, thus making them want to vote for him. Similarly, a charity organization that helps animals might show an audience pictures of injured dogs and cats. These images are intended to fill the viewers with pity. If the audience feels bad for the animals, they will be more likely to donate money.

Logos is the use of facts, information, statistics, or other evidence to make your argument more convincing. An audience will be more likely to believe you if you have data to back up your claims. For example, a commercial for soap might tell you that laboratory tests have shown that their soap kills all 7,000,000 of the bacteria living on your hands right now. This piece of information might make you more likely to buy their brand of soap. Presenting this evidence is much more convincing than simply saying "our soap is the best!" Use of logos can also increase a speaker's ethos; the more facts a speaker includes in his argument, the more likely you are to think that he is educated and trustworthy.

Although ethos, pathos, and logos all have their strengths, they are often most effective when they are used together. Indeed, most speakers use a combination of ethos, pathos, and logos to persuade their audiences. The next time you listen to a speech, watch a commercial, or listen to a friend try to convince you to lend him some money, be on the lookout for these ancient Greek tools of persuasion.

Comprehension Check:

- 1) Give A suitable title to the passage:
- 2) As used in paragraph 2, what is the best **antonym** for **credible**?
 - A. unintelligent
 - B. boring
 - C. dishonest
 - D. amazing.
- 3) Amy is trying to convince her mother to buy her a pair of \$200 shoes. She says: “Mom, the shoes I have are really old and ugly. If I don’t get these new shoes, everyone at school is going to laugh at me. I will be so embarrassed that I will want to die.” What form of persuasion is Amy using here?
 - A. pathos
 - B. ethos
 - C. logos
 - D. a combination of ethos, pathos, and logos.
4. **According to the passage, logos can build ethos because:**
 - A. an audience is more easily convinced by facts and information than simple appeals to emotions like pity or fear.
 - B. an audience is more likely to trust a speaker who uses evidence to support his argument.
 - C. a speaker who overuses pathos might make an audience too emotional; audiences who are too frightened or too sad are unlikely to be persuaded.
 - D. a speaker can use misleading or false information to make his argument seem more convincing.
5. Gareth is running for mayor. He tells his audience: “Under our current mayor, there have been 15,000 new cases of unemployment. If he stays in office, who knows how many more people will lose their jobs? The number could go up even higher. When I was the CEO of Magnatech, I helped to create over 1,000 new jobs. I can do the same thing for this city if you vote for me.” Which form of persuasion is Gareth using here?
 - I. pathos
 - II. logos
 - III. Ethos.
 - A. I only



Kingdom of Morocco
Mohamed I University
Multidisciplinary Faculty,
Module: Reading Comprehension and Précis

English Studies, Nador
Prof: Brahim EL Fida
2020
Group: B

I. Comprehension:

A. Read the Text carefully and answer the questions below.

Edward Said, who died on 25 September 2003, had many friends and even more admirers. He was handsome and always sharp-suited. He was also stylish, sensitive, witty, learned and cultured. He played the piano and was exceptionally knowledgeable about classical music. He was a subtle and well-respected literary critic. An intellectual himself, he had always taken the duties of the intellectual extremely seriously. He was also a tireless campaigner for Palestinian rights and was appropriately sceptical about the Oslo agreement and the later ‘road map’ for peace in the Middle East. He opposed the corrupt and oppressive regime of Yasser Arafat and his coterie of favoured friends on the West Bank. When not actually engaged in furious debate with those whom he had identified as Zionist and imperialist enemies (and he took no hostages in debate), he was by all accounts a gentle and soft-spoken man. He was widely honoured in his lifetime, being, among other things, a member of the American Academy of Arts and Sciences, the Royal Society of Literature, the American Philosophical Society, and the American Academy of Arts and Letters.

Said was born in Jerusalem in 1935. This seems to have been because his parents preferred Jerusalem’s hospitals to those of Cairo. However, his parents, who were Christian Protestants, came from the Lebanon and Said, who was mostly educated in Egypt and then in the United States, had Egyptian and American citizenship. His family usually summered in Lebanon. In his memoir, *Out of Place*, Said wrote about his childhood and his life in Egypt with an overbearing father and an indulgent mother. He spent only a few months in a school in Jerusalem. So his self-presentation as a Palestinian is questionable. But perhaps the matter is not important. He certainly thought of himself as a Palestinian and passionately identified with their sufferings. He grew up in a wealthy household in which Arabic was used only to speak to the servants. (He only mastered literary Arabic much later in life after taking lessons.) Most of his schooling was at the smart Victoria College in Cairo, ‘a school designed to be the Eton of the Middle East’. The school houses were named after the heroes of British exploration and imperialism: Kitchener, Cromer, Frobisher and Drake. It was forbidden to speak Arabic within the grounds. Said was a rebel and an outsider in the school. The head prefect, Omar Sharif (the actor; original name Michael Shalhoub), was one of those who beat him. In *Out of Place*, Said

describes his response to another flogging, this time by a master: ‘a ruthless fury took over as I vowed to make “their” lives miserable, without getting caught, without allowing myself ever to get close to any of them, taking from them what they had to offer entirely in my own way.’

His further education took place in the United States from 1951 onwards. As he himself presented it, his youth was gilded yet unhappy. He was a driven young man, struggling to live up to his parents’ expectations and always looking for new goals to achieve, forever unwilling or unable to relax. All his life he suffered from insomnia. He was an undergraduate at Princeton and then did a doctorate on Joseph Conrad at Harvard. From 1962 to 1967 he was unhappily married. In 1970 he married again. In 1967 (the year of the Six Day War) he started teaching in the English department of Columbia University in New York and he continued to teach there for the rest of his life. Though he became an acclaimed and comfortably-off author and academic, who taught at an elite university and jet-setted all over the world, he chose to see himself as an outsider all his life.

The literary critic Erich Auerbach...was one of Said’s role models. Auerbach was a leading practitioner of romance philology and his great book, *Mimesis* (1946), was an exercise in comparative literature and, more specifically, a study of men’s changing perceptions of reality as reflected in literature. The range of texts was impressive, as he began with the Bible and Homer and ended with Proust. Auerbach used to work from the *Ansatzpunkt* (starting point) of the study of a particular text, or part of a text, in order to understand history and the world as a whole. One incidental factor behind Said’s adulation of Auerbach was the fact that the latter had written his masterpiece in exile in Istanbul. Said, who considered himself to be an exile from Palestine, used to quote Auerbach’s citation of Hugh of St Victor: ‘The man who finds his homeland sweet is still a tender beginner; he to whom every soil is as his native one is already strong; but he is perfect to whom the entire world is as a foreign land.’

Auerbach particularly revered the historian and professor of rhetoric, Giambattista Vico (1668–1744), and Said also followed him in this. Vico’s *Principi di una scienza nuova* (1725) attempted to study the cultures of past times on their own terms and argued that it was pointless to judge men according to the ethos of later times. Vico argued that cultures were very largely shaped by their own perception of their past. In every society, laws and codes of behaviour were based on a ‘*senso commune*’, a consensus based on common structures of thought and feeling. Said praised the ‘oppositional quality to Vico’s work—his being anti-Cartesian, anti-rationalistic and anti-Catholic’. Additionally Vico’s use of philological evidence to make broad historical points fascinated Said. But the adulation of Vico was a little odd,

given Vico's ferocious racialism. For example, Vico's derisive and patronizing comments about Chinese philosophy and painting would strike most modern readers as really rather shocking.

In 1966 Said published *Joseph Conrad and the Fiction of Autobiography*. Conrad was an appropriate choice, for not only was he an exile, but he was a specialist in fictions set in exotic locales and his *Heart of Darkness* must be read as a dark parable about colonialism. Said used Conrad's letters to study the ease with which Conrad presented his past life in order, as it were, to invent himself. Said's next book, *Beginnings: Intention and Method* (1975), was strongly influenced by Vico and by Michel Foucault (on whom see below). The notion of individual literary works being shaped by the discursive formation of the age rather than by the individual author is distinctively Foucauldian. In *Beginnings*, Said promoted the literary critic to the same status or even higher than the creative artist. He also fired off some early salvoes at the adventurer and literary fantasist, T. E. Lawrence. (Lawrence's self-invention in *The Seven Pillars of Wisdom* was even more flagrant than that of Conrad.) *Beginnings*, which was produced before Said had thought of reinventing himself as the defender of Islam against stereotypes and generalizations, contains some remarkable instances of just that sort of thing, for example: 'It is significant that the desire to create an alternative world, to modify, or augment the real world through the act of writing...is inimical to the Islamic world-view.'⁴ While on the subject of stereotypes, it is worth considering whether it is possible or even desirable to dispense with them altogether. As a leading mathematician has pointed out: 'many stereotypes permit the economy of expression necessary for rapid communication and effective functioning. *Chair* is a stereotype, but one never hears complaints from bar stools, recliners, bean bags, art deco pieces, high-back dining-room varieties, precious antiques, chaises longues, or kitchen instances of the notion.'

Robert Irwin, *For Lust of Knowing* (2007).

A. Rea the Text and write the main idea in the text.

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B. Write a Précis of the last two paragraphs in no more than 150 words.

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