



# English Language Booklet

Eleventh Grade

Second Semester



(Recovery Stage)

Stage 2



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## Introduction

This booklet is provided by the Ministry of Education (MOE) to the students of the Eleventh grade with an essential summary of English language textbook (Action Pack 11) for the second semester. This summary is designed to reinforce self-learning and to compensate what students in Jordan schools missed for varied reasons.

Self- learning is defined as an acquisition of knowledge, skills, and experiences for individuals in a self-process way by relying on themselves. It aims at improving and developing the autonomous learners' personality, abilities and skills by practicing a collection of instructional activities.

# Unit 5: Earth's Resources

## Reported Speech

### Reporting statements:

A **statement sentence** declares a fact, an opinion or an idea and ends with a full stop.

It never asks a question, gives a command or makes a request.

For example: "I don't like going out late at night."

Now, look at this picture:

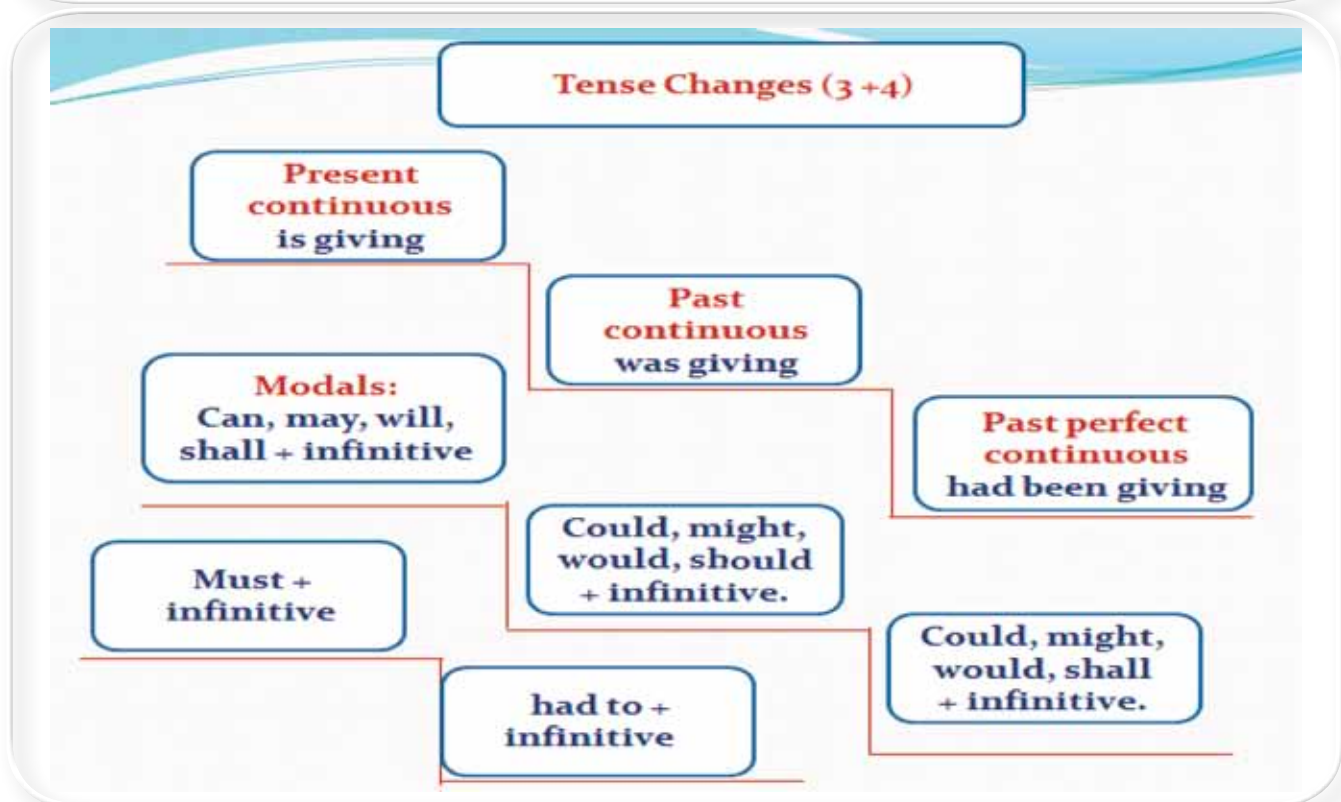
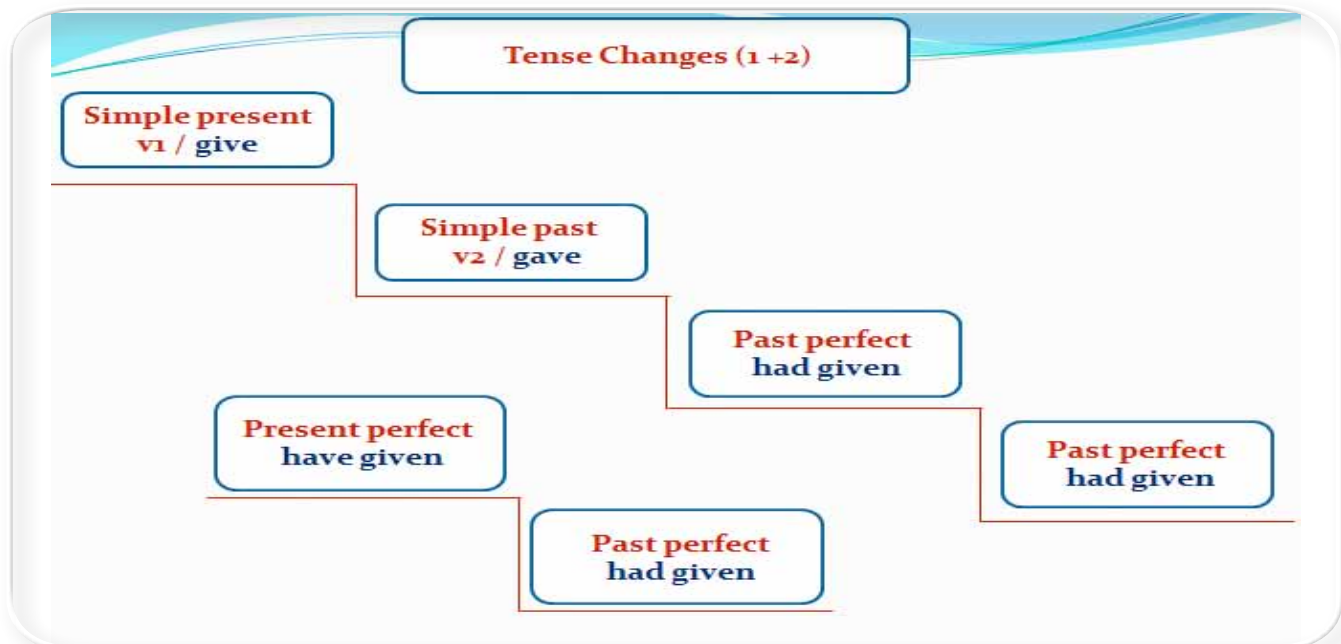


We use **reported speech** to tell someone what someone else has said in the past.

In **reported speech**, we need to make some changes to a sentence:

- We have to change **the verb tense** (that means 'further back' in the past.) This is called 'backshift'.
- We also need to change other words (if found in a sentence) like **pronouns and adverbs of time and place**.
- In reported speech, we use **said** (or other reporting verb) + (that) to introduce what the person said.

## First: Tense changes:



### Examples:

- "Nader **is** doing the project with his friend." (direct speech)

The teacher said (that) Nader **was** doing the project with his friend. (reported speech)

- "The manager **will** take the files as soon as possible." (direct speech)

Laila said (that) the manager **would** take the files as soon as possible. (reported speech)

## Second: pronouns changes:

### Pronouns changes in reported speech

Direct speech pronoun	Reported speech Pronoun
I	He\ She
My	His\ Her
Me	Him\ Her
We	They
Our	Their
Us	Them
We	They
Our	Their
Us	Them

"**I lost my** passport in the airport."

Ali said that **he had lost his** passport in the airport.

"**I can** take **my** bag to the party."

Sawsan said that **she could** take **her** bag to the party.



### Third: Time reference and demonstrative pronouns changes:

Time reference change in reported speech	
Direct speech	Reported speech
Now	Then
At the moment	At that moment
Today	That day
Yesterday	The day before.\ the previous day
Last (week\ month\ year)	The (week/ month \year) before.\ The previous (week/ month \year)
Tomorrow	The following day.\ The day after
Next (week\month\year)	The following (week\month\year)\ The (week\month\year) after
Here	There
This	That
These	Those
Ago	Before
Tonight	That night

#### Example:

1. “**We are** working **here** in **this** lab.”

Ali said (that) **they were** working **there** in **that** lab.

2. “**I am** using **these** tools today.”

Hadeel said (that) **she was** using **those** tools **that day**.

**Exercise 1:**

Rewrite the following sentences, so the new sentence has a similar meaning to the one before:

- 1. "I have borrowed five books so far."  
Huda said (that) .....
- 2. "I have some cookies for the children."  
Ali said that .....
- 3. "I was preparing for the interview in the university."  
Hadeel said (that) .....
- 4. "I can't swim in the sea."  
She said that .....
- 5. "We are studying reported speech."  
The teacher said that .....
- 6. "You have to call your parents at 10:00 pm."  
Adnan told Ali that .....
- 7. "The manager has to give you a chance. "  
Salwa told Hassan that .....

## Exercise 2:

Ahmad was in a school trip to Jordan Renewable Energy Society. Read this page from his diary and then change all the sentences into reported speech.



Jordan Renewable Energy  
Society

*Saturday March 3<sup>rd</sup>*

- Yesterday, our science teacher took us in an amazing field trip.
- We went to Jordan's Renewable Energy Society in Amman.
- We had the chance to see amazing inventions there.
- A scientist took us in a tour and I asked him many questions.
- The best thing my friends enjoyed was watching a movie about biomass energy and solar energy and how Jordan enjoys a lot of sunshine around the year.
- After we had finished our tour, I felt the importance of taking advantage of my country's natural resources and preserving the world environment.

Ahmad said that the previous day, their science teacher had taken them in an amazing field trip.

- He said that

.....

- He said that

.....

- He said that

.....

- He said that

.....

- He said that

.....

### Exercise 3:

- Write your own diary page describing an experience you had or your favorite day.

A rectangular area with horizontal lines, intended for writing a diary entry. It contains 15 lines in total.

- Now, rewrite the sentences you have in your diary into reported speech. You can check the changes tables as you do that.

A rectangular area with horizontal lines, intended for rewriting sentences from the diary entry into reported speech. It contains 15 lines in total.

## Unit 6: Natural Resources

### Reported Speech:

#### Wh- Questions - Yes/ No Questions

We use reported questions to report a question that someone has asked. Therefore, you should apply the rules you have learnt about reported speech, in addition to some other changes regarding questions.

Direct Speech	Indirect Speech
' <i>Could you write that down for me?</i> '	He asked me <i>if I could write</i> that down for <i>him</i> .
' <i>Do you work from home?</i> '	He asked me <i>if I worked</i> from home.
' <i>Who did you see?</i> '	She asked <i>me who I had seen</i> .

#### We have two types of questions:

##### 1- Wh-Questions

In reported question, we use *ask* (or other reporting verb) to introduce the reported questions. *Also, the subject comes before the main verb.*

When we report questions that contain the auxiliary verbs *do\ does\ did*, we omit them except in negative questions. There is *no question mark (?)* at the end of a reported question.



### Exercise 1:

Report the following questions:

- 1) "Where **are they** going?"

Adnan asked where \_\_\_\_\_.

- 2) "What **does he need** to start a new business?"

Salwa asked \_\_\_\_\_.

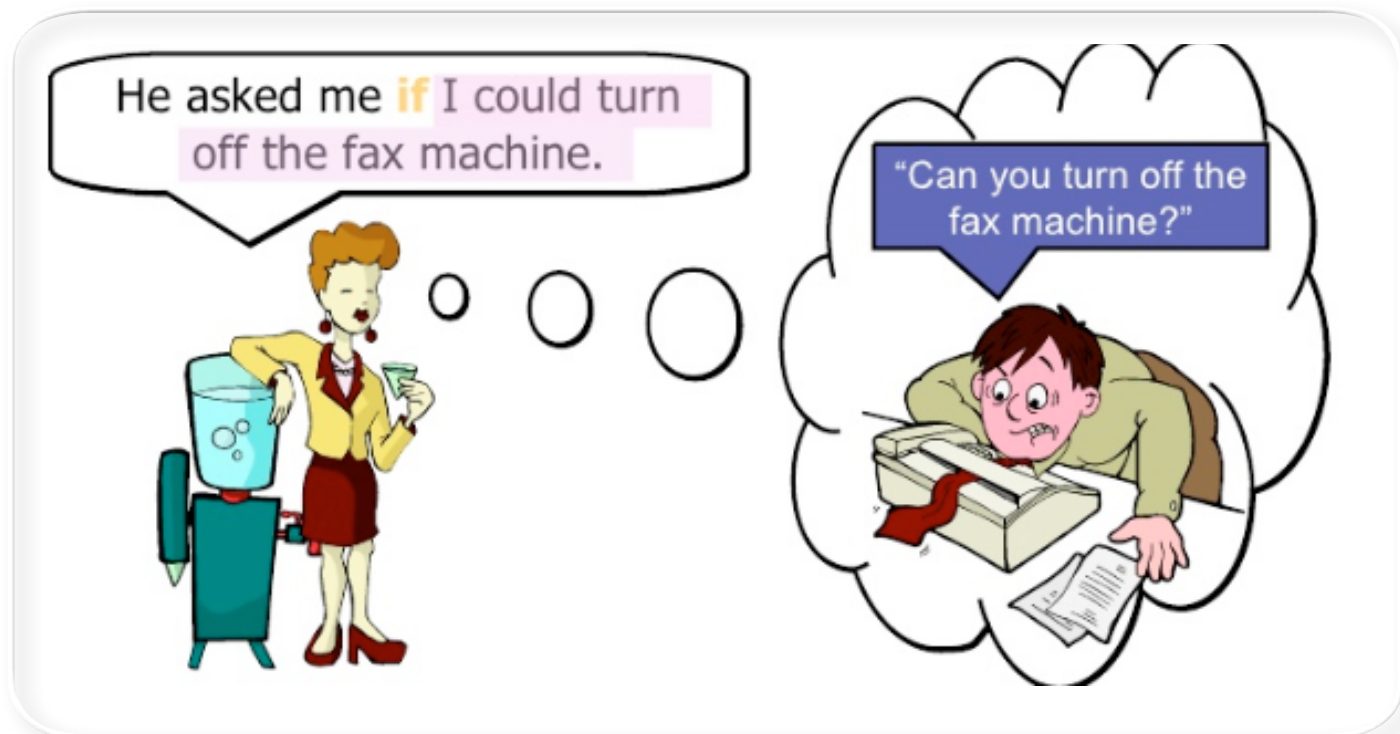
- 3) "What **did doctors** say about coronavirus?"

Lana asked what \_\_\_\_\_.

## 2- Yes/No-Questions

When we report a yes-no question, we follow the same way we use in Wh-Reported Questions.

As we don't have a Wh- question word (why, where, when etc...), we use **if** or **whether**.



### Exercise 2:

Rewrite the following sentences, so that the new sentence has a similar meaning to the one before.

1. "Does she go to the library? "

Ali asked.....

2. "Have the players won the game yesterday? "

Sami asked me.....

3. "Were the passengers trying the new system yesterday? "

Huda asked me.....

### Exercise 3

**Read the following sentences, and then correct the verbs between brackets.**

1. They asked me whether they..... the keys there an hour before.(leave)
2. Ola asked Hind what she .....for the exam the day before.(do)
3. Hani asked what they .....doing in the classroom then. (be)
4. Laila asked Hani whether he.....the project the previous week.(finish)
5. The head teacher asked what the teachers..... do a week after. (will)
6. My sister asked me whether she .....use my computer. (can)
7. Ali asked me what they .....do for the wedding party the following month. (shall)
8. She asked whether the teacher .....the papers the week before. ( check)
9. They asked what people .....doing in the curfew time then. (be)



## Unit 7: Literature

### Verbs followed by gerunds and infinitives

Some verbs in English are followed by an - ing form (gerund), other verbs are followed by an "infinitive" form of the verb. There are also verbs that can be followed by either an – ing form (gerund) or an "infinitive" form of the verb.

#### Verbs followed by an -ing form (gerund)

*{avoid, consider, dislike, enjoy, finish, suggest, practice}*

1. The Jordanian government suggests doing more reforms.
2. She dislikes taking notes.

#### Verbs followed by an "infinitive" form of the verb.

*{agree, ask, attempt, choose, decide, expect, hope, afford, manage, offer, prepare, promise, seem, want}*

1. Ahmad decided to study English privately.
2. Did you expect to meet him in the conference?

• Verbs followed by either an – ing gerund or an infinitive form **without any difference in the meaning of the sentence. e.g.**

*{begin, continue, hate, intend, like, love, start, prefer}*

1. Samah intended writing a story about Jordanian people.

Samah intended to write a story about Jordanian people

2. Sami likes taking photos when he goes sightseeing.

Sami likes to take photos when he goes sightseeing.

## Verbs Followed by Gerund or Infinitive with a difference in the meaning of the sentence:

*{forget, remember, stop, try}*

### Forget

He **forgot opening** the window at night. (He opened the window, but he forgot that he did that.)

He **forgot to open** the window at night. (He was supposed to open the window, but he didn't open it.)

### Remember

I **remembered locking** the door. (I had a memory in my mind of locking the door; I locked the door earlier.) (It means remembering doing something in the past)

I **remembered to lock** the door. (I thought about locking the door, and then I did that) (it means to remember to do something)

### Stop

He **stopped chatting**. (He was chatting, and then he stopped.)

He **stopped to chat**. (He was doing something else, and then he stopped in order to chat.)

### Try

He **tried getting** up earlier and do some exercise. (Try = experiment)

I **tried to stay** awake, but I was too sleepy. (Try = attempt)

### Exercise 1:

#### Correct the verb between brackets.

- 1- He remembered \_\_\_\_\_ to children playing outside, as he sat indoors. (listen)
- 2- He always preferred \_\_\_\_\_ from a book before he goes to bed. (read)
- 3- Charles had always wanted \_\_\_\_\_ a writer. (be)
- 4- Sandra promised her mother to \_\_\_\_\_ a high mark in the exam. (get)
- 5- Dani will practise \_\_\_\_\_ after he finishes the final exams. (drive)

## Exercise 2:

**Correct the verb between brackets and make sure that the form suits the meaning of the sentence: (an - ing (gerund) or an infinitive):**

1- I remember \_\_\_\_\_ to the beach when I was a child. (go)

2- I just remembered \_\_\_\_\_ milk. I am going now. (buy)

3- Have we really studied this topic before? I forgot \_\_\_\_\_ about it. (read)

4- I forgot \_\_\_\_\_ my mother. I think she is very worried. (call)

# Unit 8: Communication

## Narrative tenses

**Narrative tenses** are verb tenses that we use to tell stories and describe past events.

We use **past simple** to describe actions that happened at a specific time in the past and also for completed events in the past. We use the **Past Perfect** to talk about events that happened earlier than other events in the past. The **Past Continuous** is used to describe ongoing (unfinished) events or repeated actions that were happening over a period of time in the past.

### Forms of Narrative tenses:

**Past simple:** Affirmative= Subject + V2      Negative= Subject + didn't V1

Ahmad wrote an article = My friends didn't catch the bus



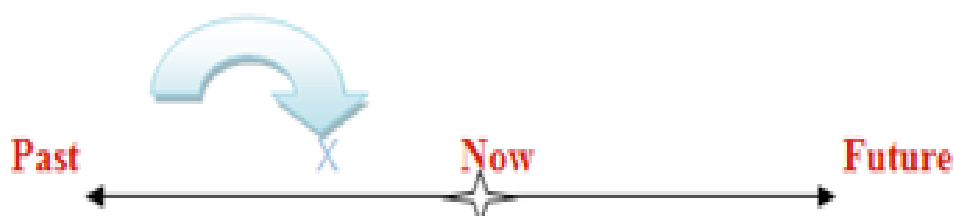
**Past continuous:** Affirmative= Subject + was/were Ving      Negative= Subject + was/were not Ving

He was riding a horse = They weren't studying



**Past perfect:** Affirmative= Subject + had V3      Negative= Subject + hadn't V3

Suha had made a delicious cake = I hadn't painted my room



## Examples of narrative tenses:

When I **got** to the restaurant, all my friends **had left**.

Everybody **was sleeping** when the electricity **went** off.

Before I **called** my friend, I **had done** my homework.

### Exercise 1:

**A- Read the following passage from the book “The Story of My Life” by Helen Keller, and underline all the narrative tenses in it.**



Someone was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand she spelled into the other the word water, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten—a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew then that “w-a-t-e-r” meant the wonderful cool something that was flowing over my hand.

**B- Write all the tenses you underlined in the paragraph in the box below:**

**C- Now, write each of the following verb tenses under the correct heading in the following table:**

was drawing, placed, gushed, had fixed, spelled, stood, was flowing, had known

Simple past	Past continuous	Past perfect

## Exercise 2:

**Correct the form of the verb between brackets.**

- 1- Salwa went to bed after she ..... (finish) typing the report.
- 2- I ..... (chat) with my friend when the match started.
- 3- By the time we reached the station, the train ..... already ..... (leave).

## Exercise 3:

- Imagine a short story or try to remember one, and then draw pictures of its events in the empty story board template.
- Write sentences to describe what happened under each picture, then write a short story using your pictures and narrative tenses.

A story board template

Title _____	Scene _____	Page _____
<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>
<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>
<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>

### Grammar: The Causative

The **causative form** is used to say that we do not do an action, but instead ask someone else to do it for us. In other words, when we have something done for us, we cause it to happen.

**Forms of causative sentences:** present, past and future simple

#### 1. Present Simple

<b>Affirmative</b>	Subject + have/ has + Object + p.p.
<b>Negative</b>	Subject + don't/doesn't have + Object + p.p.

I cannot repair my car. (A mechanic repairs it)

- I have my car repaired.
- I don't have my car repaired.

#### 2. Past Simple

<b>Affirmative</b>	Subject + had + Object + p.p.
<b>Negative</b>	Subject + didn't have + Object + p.p.

He did not cut his hair. (A barber cut it)

- He had his hair cut.
- He didn't have his hair cut.

#### 3. Future Simple

<b>Affirmative</b>	Subject + will have + Object + p.p.
<b>Negative</b>	Subject + will not have + Object + p.p.

They will not paint their house. (A painter will paint it)

- They will have their house painted.
- They will not have their house painted.



**Note:**

**We can also use (get, want) instead of (have).**

**Example:**

He got pizza delivered to his house.

He had pizza delivered to his house.

**Exercise 1:**

- Rewrite the following sentences in the causative form: \_

1- Ahmad doesn't do his homework. (his friend does it)

**Ahmad has his homework done.**

2- My sister didn't clean her room. (Her mother cleaned it)

\_\_\_\_\_

3- They will not fix the broken window. (someone will fix it)

\_\_\_\_\_

4- I didn't check my teeth. ( a dentist did that)

\_\_\_\_\_

## Exercise 2:

- Yesterday, Chef Ali asked some people to help him in the restaurant. Look at the different dishes from all over the world and write causative sentences using the given ingredients and required actions below each picture:
- Note: read the example sentence and use the verbs between brackets to write your sentences.



**Musakhan**

- 1- Roast the chicken
- 2- Add lemon slices
- 3- Cut the bread (not)



**Lazania**

- 4- Make the sauce
- 5- Order the layers
- 6- Mix the cheese?



**Chinese dumplings**

- 7- Spice the soup
- 8- Chop the parsley
- 9- overheat the dish (not)

**Example:** Chef Ali wanted the chicken roasted.

- 1- He \_\_\_\_\_ . (have)
- 2- He \_\_\_\_\_ . (want)
- 3- He \_\_\_\_\_ .(get)
- 4- He \_\_\_\_\_ (want)
- 5- Did he \_\_\_\_\_ ? (have)
- 6- He \_\_\_\_\_ (get)
- 7- He want \_\_\_\_\_ (want )
- 8- He never \_\_\_\_\_ (have)

### Exercise 3:

Look at the following things that Huda needs to do and create correct causative sentences:

(prepare her presentation): (have)

Huda \_\_\_\_\_ yesterday.

(maintain the garden): (have)

She \_\_\_\_\_ tomorrow.

(repair the roof ): (get)

She \_\_\_\_\_ sometimes.

(pay the bills): (want)

She \_\_\_\_\_ yesterday.



(organize a meeting): (get)

She \_\_\_\_\_ next week.

(wash her clothes): (have)

She usually \_\_\_\_\_.

1- Huda \_\_\_\_\_ yesterday.

2- She \_\_\_\_\_ sometimes.

3- She \_\_\_\_\_ next week.

4- She \_\_\_\_\_ tomorrow.

5- She \_\_\_\_\_ yesterday.

6- She usually \_\_\_\_\_.

### Exercise 4:

Try to remember all the things you need to do this week, write them in the empty calendar form, then make your own causative sentences in the future tense about actions you can't do and you want someone else to do them for you.

This is an example:

Sunday	Monday	Tuesday	Wednesday
Clean my room			
Thursday	Friday	Saturday	

1- On Sunday, I will have my room cleaned.

2- \_\_\_\_\_

3- \_\_\_\_\_

4- \_\_\_\_\_

5- \_\_\_\_\_

6- \_\_\_\_\_

7- \_\_\_\_\_

### Grammar: Modal verbs

#### Modal verbs

Can/could	}	+ infinitive
Shall / should		
May / might		
Will / would		
Must		

They are used to express:

*possibility, obligation, permission and advice.*

#### Modal verbs to speculate the past:

Can/could	}	+ have + P.P. (v3)
Shall / should		
May / might		
Will / would		
Must		

## We use modal verbs with (have + the past participle) in the past to:

### 1- make guesses or speculations in the past.

**Example:** I **might have had** a less healthy diet.

She was very late. She **could have taken** the wrong bus.

### 2- say that something was impossible in the past.

**Example:** They **couldn't have worked** late.

She **can't have taken** the car.

### 3- say that we are sure that something was true in the past.

**Example:** The manager **must have forgotten** about the meeting.

### Exercise 1:

#### Circle the correct modal verb between brackets:

- 1- I (might / can't) have given her the money; I'm not sure.
- 2- Maha (must / couldn't) have said that, she is very honest.
- 3- Erica (couldn't / must) have gone out. Her bag is still here.
- 4- He (could/ mustn't) have finished his work. I saw him leaving.

### Important note:

#### Possibility percentage for each modal verb:

- must have + p.p = 100%
- Could / may / might have + p.p = 50%
- Couldn't have + p.p = 0%

## Exercise 2:

Read the following sentences, and then correct the mistake in each sentence.



1. Ancient Chinese could have carve on the stones.



2. The Sumerians must has developed a system of irrigation.



3. Before 2000 years, people might lived in caves.



4. Egyptian pharaohs must have has great wealth.

Rewrite the corrected sentences:

1- \_\_\_\_\_

2- \_\_\_\_\_

3- \_\_\_\_\_

4- \_\_\_\_\_

### Exercise 3:

Read the following facts about the ancient city of Machu Picchu, then make your own past modal sentences using the percentage given next to each fact:

- 1- In the native language of Peru, Machu Picchu meant “Old Peak” or Old Mountain” (100%)
- 2- Spanish invaders didn’t reach the city, but disease reached it from the Spanish. (50 %)
- 3- Many theories speculate that it was a royal estate for the king or a ceremonial site. (50 %)
- 4- After the Spanish invaders entered the city, they didn’t destroy the trail that lead to it. (0%) .



Example:

1- In the native language of Peru, Machu Picchu must have meant “old Peak” or “old Mountain”.

2- \_\_\_\_\_  
\_\_\_\_\_

3- \_\_\_\_\_  
\_\_\_\_\_

4- \_\_\_\_\_  
\_\_\_\_\_



# Answer key

## Unit 5:

### Exercise 1:

- 1- She had borrowed five books so far.
- 2- He had some cookies for the children.
- 3- She had been preparing for the interview in the university.
- 4- She couldn't swim in the sea.
- 5- They were studying reported speech.
- 6- He had to call his parents at 10:00 pm.
- 7- The manager had to give him a chance.

### Exercise 2:

- 1- The previous day, their science teacher had taken them in an .....
- 2- they had gone to .....
- 3- they had had .....
- 4- a scientist had taken them in a tour and he had asked .....
- 5- the best thing his friends had enjoyed, had been watching a movie and how Jordan enjoyed ...
- 6- after they had finished their tour, he had felt the importance of taking advantage of his country's .....

## Unit 6:

### Exercise 1:

1. where they were going.
2. what he needed to start a new business.
3. what doctors had said about coronavirus.

### :Exercise 2

1. if she went to the library.
2. if the players had won the game the day before.
3. if the passengers had been trying the new system the previous day.

### Exercise 3:

1. had left
2. had done
3. were
4. had finished
5. would
6. could
7. should
8. had checked
9. were

## unit 7:

### Exercise 1:

1. listening
2. reading / to read
3. to be
4. to get
5. driving

### Exercise 2:

1. going
2. to buy
3. reading
4. to call

## Unit 8:

### Exercise 1:

1. was drawing / placed/ gushed / spelled / stood / fixed / felt/ knew / meant/ was flowing.

Simple past	Past continuous	Past perfect
placed gushed spelled stood	was drawing was flowing	had fixed had known

### :Exercise 2

1. had finished
2. was chatting.
3. had already left.

**Exercise3:** student's own answer.

## Unit 9

### Exercise 1:

2. My sister had her room cleaned.
3. They will have the broken window fixed.
4. I had my teeth checked.

### Exercise 2:

2. He **had** the lemon slices **added**.
3. He **didn't want** the bread **cut**.
4. He **got** the sauce **made**.
5. He wanted the layers **ordered**.
6. **Did** he **have** the cheese **mixed**?
7. He **got** the soup **spiced**.
8. He **wanted** the parsley **chopped**.
9. He never **had** the dish **overheated**.

### Exercise 3:

- 1- Huda had her presentation prepared yesterday.
- 2- She gets the roof repaired sometimes.
- 3- She will get a meeting organised next week.
- 4- She will have the garden maintained tomorrow.
- 5- She wanted the bills paid yesterday.
- 6- She usually has her clothes washed.

### Exercise 4:

Student's own answer

## Unit 10:

### Exercise 1

1. might.
- 2- couldn't.
- 3- must.
- 4- could.

### Exercise 2:

1. ~~earve~~ / carved
2. ~~has~~ / have
3. have lived
4. ~~has~~ / had

### Exercise 3:

Student's own answers

- 2- Spanish invaders might have reached the city
- 3- Many theories speculate that it might have been a royal estate
- 4- After the Spanish invaders entered the city, they couldn't have destroyed the trail.

