

UNIT ONE**NOUNS**

Unit objective: At the end of this unit, the students should be able to:

- ♦ define noun
- ♦ explain the use of nouns
- ♦ mention kinds of nouns

Definition

Nouns are words that are used to name persons, places, things qualities, or activities.

Examples

Person: Fanuel wont take any non sense or excuses.

Place: My older sister moved to Georgia because of her job.

Thing: The cheese on this cracker tastes delicious.

Quality: A thing of beauty is a joy forever.

Activity: Swimming has become a major sport.

Exercise one

Decide whether the underlined noun is used as name of person, place thing, quality or activity.

1. Does Ali know the title of that song? Person.
2. Alaska and Hawali are the newest states?_____
3. A man's house is his castle?_____
4. I admire her childhood innocence?_____
5. One of the best books on studying is now out of print?_____

1.1 The Use of Nouns

A noun can have many functions in a sentence.

1.1.1 Subject

Examples

- ♦ Beauty is in the eyes of the beholder.
- ♦ Mother just came.

1.1.2 Direct Object of a Verb

Example

- ♦ The children love their parents.
- ♦ The university has graduated many noted scholars.

1.1.3 Object of a Preposition

Examples

- ♦ The students are waiting for their teacher.
- ♦ We went to the apartment the first Sunday of the month.

1.1.4 Object of a Verbal

Examples

- ♦ I fail to see the advantages of Kana Channel.
- ♦ Fighting the lion, he slowly escaped.

1.1.5 Indirect Object of a Verb

Examples

- ♦ The children gave their father a hug.
- ♦ I will knit Abel a sweater.

1.1.6 Predicate and Object Complement

Examples

- ♦ Nathnael is my cousin. (predicate)
- ♦ Tamerat never called her step father, father. (object)
- ♦ The director appointed her secretary. (object complement)

1.1.7 Modifier of Another Noun

Examples

- ♦ Stone walls were built throughout Britain.

Stone modifying walls

- ♦ John collected postage stamps.

Postage modifying stamps

Exercise two

Write whether the underlined noun is used as subject, direct object of verb, object of preposition, indirect object of verb, predicate and object complement or modifier of another noun.

1. Gebrehana is a wise man. _____
2. He feeds the poor. _____
3. Up and down the river, there was solid ice. _____
4. Thomas tried hard to become a teacher, but only succeed in becoming an accountant. _____
5. Semir gave all his admirers a brief talk. _____
6. Mikias was my student. _____
7. The committee represented her monitor. _____
8. Glass doors were installed in the kitchen. _____

II. Construct sentences based on the given instruction.

1. Noun as a subject of verb

A. _____

B. _____

2. Noun as direct object of a verb

A. _____

B. _____

3. Noun as object of a preposition

A. _____

B. _____

4. Noun used as indirect object of verb

A. _____

B. _____

5. Noun used as object complement

A. _____

B. _____

6. Noun as subject complete (predicate)

A. _____

B. _____

1.2 Noun phrases

- ♦ A phrase is a group of related words used as a single part of speech and does not contain a verb and its subject.

Examples

1. Life is not a bed of roses.
 2. He found the shoes under a bag.
- ♦ There are nine kinds of phrases. From those kinds of phrases noun phrase is the one.
 - ♦ A noun phrase is made up of a noun and its modifiers. The words in a noun phrase together do the same work as a noun. They name someone or something.

Examples

The small, dusty shoe lay in the closet. (shoe is a noun. It is modified by the words the and small and dusty. Together they make a noun phrase).

2. The first car that I bought has crashed.

The above underlined words in the sentence are noun phrases.

A noun phrase can be the subject or object of a verb.

Example: My father wants to buy a new car.

Exercise three**I. Underline the noun phrase in each sentence given below.**

1. The football coach got very upset with his team.
2. I hope to win the first prize.
3. I went to watch the beautiful play.
4. Has anyone seen my big brown dog?
5. She is my favorite English teacher.
6. The kids were surprised by the summer rain.
7. We are excited about the championship game.

1.3 Noun Clauses

Clause is a word or group of words containing a verb and its subject/predicate and is used as a part of a sentence. A clause may stand by itself to express a complete thought; or a clause may depend on some additional words to complete its meaning.

- ♦ There are different kinds of clauses: noun clause is one of it. A noun clause is a dependent clause used as a noun.
- ♦ In most cases a noun clause begins with one of the following pronouns: that, what, whatever, whichever, who, whom, whenever, whomever.

Examples

- ♦ That you have come pleases me.

The underlined noun clause is used as subject.

- ♦ She knew what he had really said. (noun clause as object)
- ♦ People are often influenced by what they see in commercials. (noun clause as object)

Exercise four

I. Identify and circle the noun clause in the following sentence

1. He said that he would not go.
2. It was fortunate that he was present.
3. I don't know where he has gone.
4. I cannot reply on what he says.

5. the belief that the soul is immortal is almost universal.
6. It is certain that we will have to admit defeat.
7. He asked whether the servant had polished his shoes.

II. Label whether the underlined word is noun clause or noun phrase

1. I fear that I shall fail. _____
2. How she did it was a mystery. _____
3. I understood what they wanted. _____
4. Ignorant people have some amazing home remedies. _____
5. The sad looking climber had nearly fallen off the steep hill.

6. He replied that he would come. _____
7. I want to know how far it is from here. _____
8. I went to see what had happened. _____
9. It grieved me to hear that she was ill. _____
10. The coach predicted that the game would be canceled.

Kinds of clauses

There are two kinds of clauses.

- ♦ Independent clauses
- ♦ Dependent clauses

1. Independent clauses

An independent clauses or main clause expresses a complete thought and can stand by itself as sentence.

Examples

- ♦ Since a lot of people like swimming, the government built a swimming pool.
- ♦ If you study hard, you can pass the test.

2. Dependent clauses

A dependent clause also called subordinate clause depends on other words to complete its meaning. It can't stand alone.

Example

- ♦ The crowds gathered to greet Haile when he landed in Addis Ababa.
- ♦ **Independent clause:** the crowds gathered to greet Haile.
- ♦ **Subordinate (dependent) clause:** when he landed in Addis Ababa.

Exercise five**I. Identify the underlined clause as dependent or independent clause.**

1. The traffic police shouted at bus driver to stop for him.

2. I wonder how you are getting on. _____

3. Because you have done this, I shall punish you. _____

4. Will you wait till I return? _____

5. I fear that I shall fail. _____

6. When we saw the game, we sat in the bleachers? _____

7. They went where living was cheaper. _____

8. She behaved as if she was my boss. _____

9. After my father had eaten, I took him for a walk. _____

10. I do it because I choose to. _____

1.4 Possessive forms of nouns

- ♦ Pronouns have special possessive forms.
- ♦ But nouns do not have any such forms.
- ♦ Nouns make their possessive forms by adding a special case –ending called apostrophe. Its sign is (').

The apostrophe

Examples

A

_____ 1. Mac's book

_____ 2. The boy's tie

_____ 3. The beggar's bowl

_____ 4. Men's hats

B

A. Jesus' birthday

B. Girls' ribbons

C. Beggars' bowls

D. Keats' poems

A) To nouns, singular or plural not ending in s, the apostrophe and s ('s) are added to make their possessive forms (see examples under column A above).

B) To nouns, singular or plural ending in s, only the apostrophe (') is added to make their possessive forms. (see examples under column B).

C) Compound nouns, use the a apostrophe as shown below.

1. My father in law's house

2. The passerby's shout for help

D) With titles, the apostrophe is used as shown below

1. Alexander, the Great's policy
2. Hennery II's reign

E) The apostrophe is used with many nouns when they are followed by the word worth; as:

1. Four rupee's worth of rice
2. A rupee's worth of butter

The use of - OF

A) The preposition -of- is also used to make possessive forms of nouns; as:

1. The toys of the children = children's toys
2. The stripes of the tiger = Tiger's stripes

B) The apostrophe is not used with lifeless things as:

- | | | |
|-----------------|---|------------------|
| 1. Chair's legs | } | incorrect |
| 2. Room's floor | | |

But

- | | | |
|--------------------------|---|----------------|
| 1. the legs of the chair | } | correct |
| 2. the floor of the room | | |

Exercise six**I. Correct each phrase using - of -**

1. The cot's legs _____
2. The house's owner _____
3. The table's drawer _____
4. The school's gate _____
5. The farm's owner _____

II. Rewrite each phrase using an "apostrophe".

1. The horns of a bull. _____
2. The playthings of a child. _____
3. The daughter of the principal. _____
4. The hammer of the carpenter. _____
5. The club of the postman. _____

UNIT TWO**PRONOUNS**

Unit objective: At the end of this unit the student would be able to:

- ⇒ define the term pronoun
- ⇒ differentiate between personal, possessive, interrogative and demonstrative pronouns
- ⇒ be familiar with the rules for using pronouns
- ⇒ understand the order of personal pronouns

Definition

The word pronoun means supporter of a noun.

- ♦ It is clear that pronouns are words that stand for nouns.
- ♦ Pronouns are useful words which prevent people from having to use the same nouns over and over again.

Examples

1. Marta is a girl, she is in grade VI.
2. Daniel owns an ox, but he needs a log splitter.

Rules for using pronouns

1. Each pronoun must be of the same number and gender as its noun.
 - A. Children are playing with their bats.
 - B. She is doing her homework.
2. A pronoun should not be used unless its noun has been used.

This rule is to be more carefully followed while expressing sentences in passive voice, as:

Example

1. Eden reads her book. **active**
2. Eden's book is read by her. **passive**

2.1 Kinds of pronouns

Pronouns fall into eight classes.

1. Personal pronoun
2. Reflexive pronoun
3. Interrogative pronoun
4. Relative pronoun
5. Demonstrative pronoun
6. Indefinite pronoun
7. Distributive pronoun
8. Possessive pronoun

1. Personal pronouns

Nouns name person, places, animals and objects. Pronouns can also be used for all of them. But some pronouns are used for persons only. They are:

		Cases			
Number	Person	Subject	Object	Possessive pronoun	Possessive adjective
Singular	First Second Third	I you he, she, it	me you him, her, it	mine yours his, hers	my your his, her, its
Plural	First Second Third	we you they	us you them	ours yours theirs	our your their

Three persons

In English grammar, there are three persons.

1. The first person: the person who speaks
2. The second person: the person who is spoken to (listener)
3. The third person: the person who is spoken of (other than both)

Order of personal pronouns

If pronouns of different persons are used in one and the same sentence, their order should be as under:

(a) Correct

1. You, I and he
2. You and I
3. He and I
4. You, he and I

(b) incorrect

- I, you and he
- I and you
- I and he
- he and you

2. Reflexive pronouns

Reflexive pronouns are in fact personal pronouns. But they are called so as they reflect (turn back) the action of the doer to him or her. In other words, the doer of the action is both the subject and the object of the action.

Examples

1. The queen saw herself in a mirror.

2. I hurt myself.

3. God helps those who help themselves.

Note: reflexive pronouns end in **self** or **selves**.

Reflexive pronouns are used for emphasis also. In that case, a reflexive pronoun is called an emphasizing pronoun.

Examples

1. I myself cooked my meal.

2. We ourselves saw the robbers kill him.

Exercises one

I. Underline the personal pronouns in the following sentences and write for what each stands.

1. He is handsome but his wife is ugly. _____

2. I was ignorant of your illness. _____

3. The horse fell down and broke its leg. _____

4. Birds build their nests in trees. _____

5. You will be rewarded for this achievement. _____

6. She invited us to her wedding. _____

7. We are not in a position to help you. _____

8. We eat food so that we may live. _____

II. Complete the following sentences by using either reflexive or emphasizing pronoun.

1. It is important for all of us to be honest with_____.
2. I am not angry with you. I am angry with _____.
3. "You_____ have to make that decision", Ruth _____ suggested this.
4. You may think she is telling the truth, but I _____-don't believe her.
5. I can't help you, Eyoel. You will have to solve your problem by _____.
6. When people are alone, they often talk to _____.
7. We convinced_____ that we needed a new car.
8. He fell off the ladder, but he didn't hurt_____.

3. Interrogative pronouns

Interrogative pronouns are used to ask question about the nouns which they stand for.

Example:

1. Who has made my bed?
2. What brings you here, Mary?

4. Relative pronouns

A relative pronouns, as its name shows, stands for a noun mentioned before it and also relates two sentences; as:

1. We went into a room which was very dark.
2. I saw a robber who had a revolver.
3. She is the girl whom I will marry.
4. Here is the man whose wife died yesterday.

The noun to which a relative pronoun is related is called its **antecedent**.

In the above sentences, the underlined words are relative pronoun and the word room, robber, girl and man are antecedents.

Exercise two

I. Sort out interrogative and relative pronouns and name them in the blanks.

1. Who is jumping on the roof?—————
2. She has a parrot that talks like men. —————
3. What made you weep, my son?—————
4. What is your father, Robins?—————
5. I know the boy who broke your slate. —————
6. Whose are these red ribbons?—————
7. I greeted the woman whom I saw in the garden. —————
8. The man whose opinions I respect the most is my father. ———
9. I know the man whose bicycle was stolen. —————
10. The girl who spoke to me has just won a scholarship.—————

5. Demonstrative pronouns

Demonstrative pronouns are used to point out specific people, places and things.

There are four demonstrative pronouns. They are this, that, these and those.

Examples

1. This is a new invent.
2. That is her sharpener.
3. Those are expensive cars.
4. These are ripe sweet mangoes.

Note: Be careful not to use a noun after a demonstrative pronoun. The pronouns stand for nouns.

- If a noun is used after a demonstrative pronoun, it will become a demonstrative determiner; as:

Demonstrative pronouns

- These are ripe mangoes.
- This is a very fine pen.

Demonstrative determiners

- These mangoes are ripe.
- This pen is very fine.

Exercise three**I. Choose the correct demonstrative pronoun or demonstrative determiner to complete the sentences.**

1. (This, These) car is very fast.
2. (This, These) are some of the things I don't like.
3. My mittens are (them, those) on the top shelf.
4. (This, These) is my sister; (those, this) are my friend's sisters.
5. (This, Those) islands used to be inhabited.

6. Indefinite pronouns

Indefinite pronouns refer to people, places or things in general

They do not refer to specific person or thing.

The following are commonly used indefinite pronouns.

all	each	more	one	someone
another	either	most	others	many
any	everybody	something	anyone	neither
any body	every one	much	somebody	nobody
anything	everything	no one	some	
both	few	nothing	enough	several

Uses of indefinite pronoun**A) Singular indefinite pronouns.**

We use singular verb with the following indefinite pronouns.

any body	either	neither	one
anyone	everybody	no one	other
anything	everyone	nobody	somebody
each	everything	nothing	someone
something			

Examples

- ♦ I hope someone answers my questions.
- ♦ Everybody joins in the chorus.

B) Plural indefinite pronouns.

We use plural verbs with the indefinite pronouns: both, few, many and several.

Examples

- ♦ Both of the boys are clever.
- ♦ Several students pass the test.

C) Singular or plural indefinite pronouns.

The following pronouns may be singular or plural depending on the use.

- ♦ If they are used with plural countable nouns, they take plural verbs.
- ♦ But if they are used with uncountable nouns, we use singular verbs. They are:

All some most none any more

Examples

- ♦ Some of the mail has arrived.
- ♦ Most of the milk has been spilled.

Exercise Four

I. Use the correct indefinite pronouns to complete the sentences.

1. Did you talk to _____ about your problem?
2. Hana didn't give me _____ for my birthday.
3. My sister is sitting at the desk. She is writing a letter to _____.
4. Henok told _____ about his problem.
5. _____ was at home last night. Both my roommate and I were out.

7. Possessive pronouns

Possessive pronouns stand for their nouns and also indicate their possession.

Each personal pronoun has two possessive forms as under.

	<i>Possessive form</i>	
Pronouns	Possessive adjectives	Possessive pronouns
I	my	mine
we	our	ours
you	your	yours
he	his	his
she	her	hers
it	its	_____
they	their	theirs

- ♦ Possessive pronouns are never followed by nouns

Example: This book is mine and that is your.

- ♦ Possessive adjectives are followed by nouns.

Examples: my book, your shirt, their school

8. Distributive pronouns

Distributive pronouns refer to their nouns separately.

Examples

1. The two soldiers have a gun each.
2. Each of them is bold and strong.
3. Either of the two sisters is pretty.
4. Neither of the two sisters is fat.

Exercise five

I. Sort out distributive and possessive pronouns in these sentences. Write the kind of each pronoun in the blank.

1. Each of the girls has a hair-pin. _____
2. All of us shall go boating on Sunday. _____
3. Either of them has his own bat. _____
4. The two sisters love each other dearly. _____
5. I met a friend of mine in the market. _____
6. He has taken his book, you can take yours. _____
7. Are these towels ours or theirs? _____
8. Neither of the answers is correct. _____

UNIT THREE

THE ADJECTIVE

Unit objective : At the end of this unit the student would be able to

- ⇒ define adjective as a describing word
- ⇒ generate a list of common adjectives
- ⇒ identify adjectives in sentences
- ⇒ use the various kinds of adjectives in their own sentence

Definition

- ♦ The word adjective is pronounced as ajektive (d being silent). Adjectives are words that modify a noun or pronoun.
- ♦ Adjectives are called modifiers because they limit, or modify the meaning of the word they describe.

Example

1. Ezana drives a small van.
2. An honest man is praised by all.

Small and honest describe the nouns **Van** and **man** respectively.

- ♦ Adjectives tell what kind, which one, how many or how much about nouns and pronouns.
- ♦ Adjectives can come before or after the words they modify.

Adjectives tell what kind

- ♦ Some adjectives tell what kind of person, place or thing.
- ♦ The adjectives in the following sentences tell “what kind”.

1. The doctor wore **woolen** gloves and a **colorful** scarf.
2. Abenezzer flies **a bright, graceful** kite.

Adjectives tell how many

Adjective can tell how many persons, places or things you are talking about. The adjectives in the following sentences tell **how many**.

Examples

1. Alamudin owns **twenty** trucks.
2. Some trucks have **frequent** breakdowns but few accidents.

Adjectives tell which ones

Some adjectives tell which person, place or thing you are talking about. The adjectives in the following sentences **tell which ones**.

Example

1. **Those** trees have grown two feet this year.
2. **These** trucks hold nine rooms of furniture.

Adjectives tell how much**Examples**

1. There is **little** time for preparation. (how much time?)
2. I showed **much** patience.

Exercise one**I. Underline the adjective in the following sentence.**

1. which road should I take to Jimma.
2. He has written several stories.
3. John won the second prize.

4. He is a man of few words.
5. The car sustained heavy damage in the accident.
6. She was absent from her class.
7. She calls me every day.

3.1 KINDS OF ADJECTIVES

The following are the main kinds of adjectives.

1. Adjectives of quality
2. Adjectives of number
3. Demonstrative adjectives
4. Adjectives of quantity
5. Interrogative adjectives
6. Emphasizing adjectives
7. Exclamatory adjectives
8. Possessive adjectives
9. Distributive adjectives

3.1.1 Adjectives of quality

- ♦ Adjectives of quality or descriptive adjectives show the kind or quality of a person or thing.
- ♦ Proper adjectives are generally grouped with adjectives of quality. Proper adjectives are adjectives formed from proper nouns.

Example

1. I love the **Ethiopian** music.
2. **Good** students attend to their lessons.
3. His father is a **renowned** lawyer.
4. The beggar was wearing a **torn** shirt.

3.2 Order of adjectives

When a number of adjective are used together, the order depends on the function of the adjective. The usual order is:

Quantity, value/opinion, size, Temperature, Age, shape, color, origin, Material

What the adjective expresses	Example
Quantity	two, thirteen, a few, many
Value/opinion	tasty, beautiful, smart
Size	tall, huge, short
Temperature	hot, cold
Age	old, young, 6 years old, new
Shape	circle, oval, triangle
Color	blue, yellow, red
Origin	American, Ethiopian, Dutch
Material	wooden, golden, glass

Example

She has a **lovely new yellow** dress.

We bought a **beautiful Victorian golden** ring.

Exercise one**I. Choose the most natural sounding order of adjectives to complete the sentences.**

1. He was wearing a _____ shirt.
 - A. dirty old flannel
 - B. flannel old dirty
 - C. old dirty flannel
2. Pass me the _____ cups.
 - A. plastic big blue
 - B. big blue plastic
 - C. big plastic blue
3. He recently married a _____ woman.
 - A. young beautiful Ethiopian
 - B. beautiful young Ethiopian
 - C. beautiful Ethiopian young
4. This is a _____ movie.
 - A. new Mexican wonderful
 - B. wonderful Mexican new
 - C. wonderful new Mexican
5. He sat behind a _____ desk.
 - A. big wooden brown
 - B. big brown wooden
 - C. wooden big brown

II. Most of these sentences have adjectives in the wrong position. Tick “✓” or “✗” and then rewrite them correctly.

Example

♦ I was looking for plastic little spoon. _____ ✗

♦ I was looking for a little plastic spoon. _____ ✓

1. There are excellent indoor facilities here.

2. The German entire team played well.

3. There's new nothing in the Christian main value.

4. You'll need hiking leather comfortable boots.

5. The wine made a red small stain.

6. The window are in circular wooden huge frames.

7. They are the northern industrial major nations.

8. I like those marvelous new Ethiopia designs.

9. We like economic recent American polices.

10. Her mother was in the chaos total.

3.2.2 Adjectives of quantity (quantitative adjectives)

Quantitative adjectives show the quantity or degree of a thing. They show how much of a thing is meant. The most common adjectives of this class are: much, little, no or none, some, any, enough, all etc.

Example

1. She has little intelligence.
2. She didn't eat any food.
3. I am good enough to help you.
4. All her life, she has worked hard.

3.2.3 Adjectives of number (numeral adjectives)

Numeral adjectives show how many person or things are meant, or in what order a person or thing stands. Numeral adjectives are divided into two main classes.

- i. Definite
- ii. Indefinite

i. Definite Numeral Adjectives:

- ♦ Express some exact number. Those which show how many persons or things (as one, two, three etc) are called cardinals.
- ♦ Those which show the serial order in which a person or thing stands (as first, second, third, etc) are called ordinals.

ii. Indefinite numeral adjectives:

- ♦ Denote number of something without specifying the exact number.
- ♦ Some of them are: all, some, enough, none, many, few, several etc.

Examples

- ♦ Our hand has five fingers.
- ♦ He has eaten some mangoes.
- ♦ September is the first month of the year.

The same adjective may be classed as of quantity or number according to its use.

Adjective of quantity

- I ate some rice.
- She has worked hard all her life.

Adjective of number

- Some boys are clever.
- She has got insured all her belongings.

- Is there any jam in the jar?
- I have enough sugar.
- Are there any students in the class?
- There are not enough spoons.

3.2.4 Demonstrative Adjectives

- ♦ Demonstrative adjectives point out which person or thing is meant. They answer the question which? The most common demonstrative adjectives are: this, that, these and those.
- ♦ **This** and **that** are used with singular nouns.
- ♦ **These** and **those** are used with plural nouns.

Example

1. That girl is industrious.
2. These mangoes are ripe.
3. Those trees were planted by our fore fathers.

3.2.5 Interrogative Adjective

1. Interrogative adjectives are adjectives which are used with nouns to ask question.

Examples

1. What day is it today?
2. Whose bag is this?
3. Which way leads to the bus station?

3.2.6 Distributive Adjectives

- ◆ Distributive adjectives are adjectives which refer to each one of the numbers. The most common distributive adjectives are the following: each , every, neither and either.

Example

1. Each girl must take her turn.
2. Either pencil will do.
3. Neither boys are liar.
4. Ethiopia expects every citizen to do their duty.

3.2.7 Possessive Adjectives

- ◆ The genitive forms: my, their, his, her, its, our, your, when used attributively before nouns are called possessive adjective.

Example

1. My school is far from our house.
2. Her father is ill.
3. The tree is a gift from God. Its shade protects us against the sun.

3.2.8 Exclamatory Adjectives

- ◆ An exclamatory adjective is a word that modifies a noun and expresses strong feeling/emotion/. What is the common word used in an exclamatory adjective.

Examples

1. What an idea!
2. What a blessing!
3. What a genius!
4. What a folly!

3.2.9 Emphasizing Adjective (Empathic Adjective)

- ♦ Emphatic adjectives are adjectives that emphasize the particular object: “own” and “very” are the common emphasizing adjectives.

Examples

1. This is the very dog that bit me.
2. It is the same story as I told you.
3. This is my own car.

Two ways of using adjectives.

- ♦ Adjectives are mostly used before their nouns. But sometimes they are used after the verb as a part of the predicate.

Adjectives used before noun

1. Tewodros was a noble king.
2. She is a graceful lady.

Adjective used after verbs

1. The king was noble.
2. The lady is graceful.

Note:

1. An adjective used before its noun is called an attributive adjectives.
2. An adjective used after the verb is called a predicative ad-
jectives.

Exercise two**I. Identify the adjective of quality in each sentences and write in the blank space.**

1. Our soldiers are really very brave. _____
2. They are living in a grand house. _____
3. Both the sisters are intelligent. _____
4. Solomon was a very wise king. _____
5. A sick child does not like to play. _____
6. Beware of silent dogs! _____

II. Write in the blank whether the adjective in the sentence is emphatic, interrogative or proper.

1. What time is it by your watch? _____
2. He is a strict vegetarian. _____
3. Chinese soldiers are not very brave. _____
4. Which period is going on? _____
5. English ladies kept pet dogs in the past. _____

III. Underline the adjective in each sentence and write its kind in the blank.

1. A cool breeze was blowing. _____
2. Dark clouds had covered the sky. _____
3. This is the pen that I lost on Monday. _____
4. Which T-shirt do you want to buy. _____
5. I believe that he is an absolute idiot. _____
6. The Australian team lifted the world cup. _____
7. Your son is a promising lad. _____

3.3 More about adjectives

- ♦ We have learnt that adjectives are describing words. They are used to qualify nouns and pronouns. In this chapter, we shall learn some more important facts about adjectives.
- ♦ Some rules regarding the use of adjectives:

Rule 1

Adjectives of quality have the same form to be used with nouns in both the numbers and in all the genders as well as persons, as:

1. A good boy good boys
2. A good girl _____ good girls

_____→

Rule 2

If two or more adjectives qualify the same noun, they should not be separated by **commas** or **by** and etc. as:

1. A tall thin figure
2. A big round rubber ball
3. Curly golden hair
4. A fat stocky policemen

Rule 3

If an adjective of quality is preceded by “the”, it becomes a common noun of plural number; as:

1. The poor = poor people
2. The brave = brave people
3. The wicked = wicked people
4. The dead = those who have died

These nouns always take plural verbs.

1. The poor are often generous and merciful.
2. The brave deserve to be honored.
3. The wicked have to pay for their misdeeds.
4. The dead are either burnt or buried.

Rule 4

When a word or a phrase is linked to an adjective, it is put after its noun; as:

1. He is a man true to his word.
2. Japan is a land rich in resources.
3. She is a wife faithful to the backbone.

3.4 Other parts of speech as adjective**3.4.1 Participle as adjectives**

- ♦ Present and past participles are often used as adjectives.
- ♦ We use adjective derived from present participle to describe the source or cause of an action or feeling.
- ♦ We use adjectives derived from past participles to describe the one affected by the action or feeling.

Examples

- ♦ The news was surprising.
- ♦ My parents were surprised.
- ♦ The teacher drew a very confusing diagram on the board.
- ♦ The confused students said that they couldn't understand it.
- ♦ We can treat people and other thing as the source of a feeling. (He's boring.) or the one affected by it (I am bored).

Exercise three**I. Fill in the blank space with the following words.**

disappointing	disappointed	excite	fascinating	surprised	confused
---------------	--------------	--------	-------------	-----------	----------

1. I was _____.
2. Dawit was a _____-person.
3. The _____-students said that they couldn't understand it.
4. The news was _____.
5. Why is the dog getting too _____.
6. My parents were _____.

3.4.2 Compound adjectives

Compound adjectives can consist of an adjective, verb or noun and either a present participle or a past participle. Compound with present participles are often based on active verb compounds with past participles are often based on passive verb.

Examples

1. I am in slow moving traffic.
2. Was it a well planned trip?
3. It is a house cleaning service.

Exercise four**I. Make an appropriate compound adjective from each pair of words and add them to the sentences.**

distance / long

end / never

grow / fast

Keep / peace

educate / well

home / make

Wash / write

gunny / lock

Example

- ♦ Ghana had to increase food imports to meet the needs of a fast growing population.
- 1. Burtukan offered us scones with cream and her _____ jam.
- 2. Please don't use this phone to make any _____ calls.
- 3. Soldiers have to learn to talk rather than fight when they are sent on a _____-mission.
- 4. The president's wife seemed to have a _____ supply of new shoes and hand bags.
- 5. That _____ piece of cloth at the end of each selves is called a frill.
- 6. We rented a small cottage in Adama, with a red tilled roof and _____ walls.

3.4.3 Adjective as nouns

Nouns often function as adjectives.

Example

1. Give me the bachelor life.
2. Farmer cheese is no longer made daily in our area.

UNIT FOUR

SYLLABLE

Unit objective : At the end of this unit the student would be able to

- ⇒ define syllable and syllabication
- ⇒ count the number of syllables in words
- ⇒ understand the rules of syllabication

Syllable

What is syllable?

- ♦ Is a basic unit of speech generally containing only one vowel sound.
- ♦ A unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word.

Example: water= has two syllables

Wa + ter = water

4.1 Syllabication

- ♦ Syllabication is the process of dividing a word into its component sounds called syllables.
- ♦ Syllabication is necessary in pronouncing words correctly

4.2 Rules of syllabication

1. Recognize that a syllable involves a single vowel sound.

Example: “Flat” has one vowel sound and therefore only one syllable.

2. Divide doubled consonants in the middle to make syllables.

Example: silly - sil - ly
 letter - let - ter
 marble - mar - ble

The only exceptions to this rule are consonant digraphs which are single sounds represented by two consonants.

Common consonant digraphs include: ph, sh, th, wh, wr, ck, ng and ch sounds.

These should be treated like a single consonant and should not be divided.

Example: rather = rath - er not rat-her

 Ti - ger, fi - ber

3. Divide words with single consonants sandwiched between vowels before the consonant.

This does not work for all words but it will work most of the time.

Example: Ha- bit

 Cab-in

 Sec-ond

4. Divide the word after the middle consonant only if dividing before the consonant doesn't sound right.

This method works for about 45% of words.

Example: habit = ha-bit

Exercise one**I. Find the correct syllabication of the given words.****Example:** Teacher A. t-eacherB. **tea-cher**

C. teach-er

D. te-acher

Teacher sounds like tea-cher.

- | | | |
|------------|-------------|-------------|
| 1. Happy | A. ha-ppy | C. hap-py |
| | B. happ-y | D. h-appy |
| 2. Grammar | A. gram-mar | C. gramm-ar |
| | B. gr-ammар | D. gra-mmар |
| 3. Disease | A. dis-ease | C. di-sease |
| | B. disea-se | D. diseas-e |
| 4. Giant | A. gian-t | C. gi-ant |
| | B. gia-nt | D. g-iant |
| 5. Arrive | A. a-rrive | C. arr-ive |
| | B. ar-rive | D. arriv-e |

II. Syllabicate the following words.

- | | |
|---------------------|--------------------|
| 1. important _____ | 6. another _____ |
| 2. suddenly _____ | 7. property _____ |
| 3. Advantage _____ | 8. alphabet _____ |
| 4. government _____ | 9. equipment _____ |
| 5. direction _____ | 10. possible _____ |

UNIT FIVE**VERB**

Unit objective : At the end of this unit the student would be able to:

- ⇒ define verb with examples
- ⇒ identify action words, facts and happenings
- ⇒ list and describe kinds of verbs
- ⇒ determine the use of verbs
- ⇒ construct sentence using verbs

Definition

A verb is a word that tells or asserts something about the subject. It is the most important word in a sentence. It affirms or predicates an action, a fact or a happening. It is through the verb that a thought becomes known without it, a sentence cannot make any sense. All the other words of the sentence revolve around it. So, it is considered to be the chief word of a sentence.

A. Actions 1. The farmer is **reaping** the crop.

2. The cat chased the rat.

B. Facts 1. Food is our chief basic need.

2. Plants are also living things.

C. Happenings 1. Suddenly the roof collapsed.

2. It rained heavily and through the night.

The underlined words in the **sentences A** show actions, in the **sentences B** show facts and in the **sentences C** show happenings.

5.1 Kinds of verbs

There are four kinds of principal verbs

1. Transitive verbs
2. Intransitive verbs
3. Di transitive verbs
4. verbs of incomplete predication

5.1.1 Transitive verbs

A transitive verb is a verb that denotes an action which passes over from the subject to an object.

Example

- ♦ Alemitu spilled the milk on the table.
- ♦ Divorce hurts many children.
- ♦ The player kicked the football very hard.
- ♦ He called the barber for a hair-cut.

In these sentences

- ♦ The action of **spilled** passed on from **Alemitu** to the **milk**.
- ♦ The action of **hurts** passed on from **divorce** to **children**.
- ♦ The action of **kicking** passed on from the player to the football.
- ♦ The action of **calling** passes on from **he** to the **barber**.

5.1.2 Intransitive verbs

The word intransitive means “not crossing over”. No person or thing receives the action of an intransitive verbs. There is no object of the verb.

Examples

- ♦ The old man laughed aloud.
- ♦ I slept very soundly at night.
- ♦ The hen kept hopping in the compound.
- ♦ It rained heavily all the day long.
- ♦ Birds fly to their nests after sunset.

The words in Italic in the above sentences are subjects; doers of actions. They are: man, I, hen, it, birds.

The words in bold types in the above sentences. Laughed, slept, kept, rain, fly are verbs. The action expressed by each of these verbs stops with the subject. It does not pass on to any other noun or pronoun. So, such verbs are called insensitive verbs.

5.1.3 Di-transitive verbs

We know that a transitive verb takes an object after it. Generally there is only one object for a transitive verb. But there are verbs that may take two objects each.

Examples

- ♦ I gave her a gold ring.
- ♦ Miss asked me a question.
- ♦ My aunt sent me a present.
- ♦ The president gave me an award.

Each sentence has a transitive verb which is followed by two objects. One of these objects is a person while the other is a thing. Such verbs are called Di-transitive verbs.

- ♦ Di-transitive verb takes two objects: one a person and the other a thing.

Remember that incase of a di-transitive verb:

A) The object, that is a thing, is the direct object of its verb.

B) The object, that is a person, is the indirect object.

Exercise-one

I. Write in the blank whether the verb is transitive, in-transitive or Di-transitive.

Kinds of verb

1. The teacher is teaching the lesson. _____
2. The sun is setting. _____
3. She reads a story for them. _____

4. The fish swims in the pond. _____
5. My mother talks to me today. _____
6. All plants keep growing. _____
7. The teacher checked their exercise books. _____
8. She offered me a cup of tea. _____
9. My uncle sent me a fine present. _____
10. A cobra runs very fast. _____
11. Our school is over at 3:30 pm. _____
12. How did you solve this sum? _____
13. The farmers reaped the harvest last week. _____

II. Sort out the objects in each sentence and write which is the direct object and which is the indirect object.

1. I have paid him his salary.

Direct _____ Indirect _____

2. The king rewarded me a gold medal.

Direct _____ Indirect _____

3. The juggler showed her wonderful feats.

Direct _____ Indirect _____

4. The father left his children a huge property.

Direct _____ Indirect _____

5. Grandpa sent his love for all the children.

Direct _____ Indirect _____

UNIT SIX**ADVERB**

Unit objective : At the end of this unit the students would be able to:

- ⇒ define the role/function of adverbs.
- ⇒ articulate that adverbs modify verbs.
- ⇒ differentiate the types of adverb.
- ⇒ use adverbs in sentence correctly.

Definition

An adverb is a word used to qualify a verb, an adjective or another adverb.

A) Adverbs are used to qualify verbs.

1. The hare ran fast.
2. She walked slowly.
3. A child is sitting there.
4. He went away.

B) Adverbs are used to qualify adjectives.

1. I am extremely sorry for my mistake.
2. The child is very lazy indeed.
3. It is quite fair and just

C) Adverbs are used to qualify other adverbs.

1. She behaved quite politely towards us.
2. Why did you go so far?
3. You have acted very foolishly.

D) Adverbs give answers to the questions:

1. How ?
2. When?
3. Where?
4. Why?
5. How much/ often?

6.1 **Kinds of adverbs.**

There are five kinds of adverbs.

1. Adverb of time
2. Adverb of manner
3. Adverb of frequency
4. Adverb of place
5. Adverb of degree

A) Adverbs of time: Change or qualify the meaning of a sentence by telling us when something happens. They are usually placed before the main verb but after auxiliary verbs.

♦ Observe these sentences.

1. Do it now before my eyes.
2. I shall be back soon.
3. We shall go to the movies today.

♦ The underlined words in the above sentences are all adverbs of time because each of them indicates the time of the action denoted by the verb.

- ♦ An adverb of time is the adverb that indicates the time of the action or happening.

B) Adverbs of place: Talk about the location where the action of the verb is being carried out. They are normally placed after a sentence's object or main verb.

Example

1. Come in.
2. The lift is going up.
3. The gun went off.
4. What are you doing here, mister?
5. A suit case is lying there.
6. You had better get away at once.

The underlined words qualify verbs. So, they are adverbs but each of them denote a place or direction, so they are adverbs of place.

An adverb of place is the adverb that points to the place or direction of an action.

C) Adverbs of manner: Used to tell us the way or how something is done. They usually come after the main verb.

Examples

1. The boy ran fast.
2. The baby slept soundly.
3. The servant works hard.

Underlined words qualify verbs, so they are adverbs. Each of them denotes the manner of doing the action expressed by the adverbs. An adverb of manner is the adverb that denotes the manner of doing an action.

D) Adverbs of degree or extent: Tell us the intensity or degree of an action, an adjective or another adverb. They are usually placed before the word that they modify.

Examples

1. Lunch is almost ready.
2. I am fully prepared.
3. It is very strange on your part.

E) Adverbs of frequency: Describe how often something is done. They may come after the verb to be, before the main verb or between the auxiliary and the main verb.

Examples

1. I always try to do my best.
2. Barking dogs seldom bite.
3. I have told you twice.

The underlined words in the above sentences qualify verbs. So, they are adverbs. Each of them denotes the frequency of an action.

Adverbs of frequency answer the question how often or how many repeated times.

Exercise one

I. Identify the kinds of the underlined adverbs then write in the given place.

Kinds of adverb

1. I looked for you every where. _____
2. She will reach here tomorrow. _____
3. I can dance perfectly. _____
4. She comes here daily. _____
5. Walk backward. _____
6. The horse galloped away. _____
7. I hurt my knee yesterday. _____
8. The station is quite near. _____
9. The principal came in quietly. _____
10. Our soldiers fought bravely in the war. _____

II. Sort out the adverb and write it in the blank. Also write its kind.

- | | Adverb | Kind |
|-----------------------------------|---------------|-------------|
| 1. We arrived earlier than you. | _____ | _____ |
| 2. He can speak English well. | _____ | _____ |
| 3. I have been there twice. | _____ | _____ |
| 4. She hasn't turned up yet. | _____ | _____ |
| 5. You are often late for office. | _____ | _____ |
| 6. They usually get up late. | _____ | _____ |

7. It is too hot to drink. _____
8. The films are fairly good. _____
9. The oranges are absolutely delicious. _____
10. I rarely go to bed at 4:30 pm. _____
11. He looked admiringly at us. _____
12. What did you go there for? _____
13. I shall look into this matter then. _____

III. Define the following kinds of adverbs.

1. An adverb

2. An adverb of degree

3. An adverb of frequency

4. An adverb of manner

5. An adverb of place

6. An adverb of time

6.2 Position of Adverbs

As a general rule, an adverb should be placed next to the word that it modifies.

Note the different meanings given to the sentences by using “only” in different position.

Examples

- ♦ Only he lent me 10 birr.

i.e Only he and no body else lent me 10 birr.

- ♦ He only lent me 10 birr.

i.e he only lent me the money and did not give me the money as a free gift.

1. Adverbs of manner like quickly, fast, well, bad, etc. are usually placed after the verb or after the object if there is one or before the past participle in a passive verb.

Example

- ♦ The bus is going slowly. (after the verb)
- ♦ She does her work carefully. (after there object)
- ♦ My brother speaks English well. (after the object)
- ♦ The trip was well organized. (before the past participle in a possessive verb)

2. Adverbs of place such as away, every where, here, there, etc. are usually placed after the verb or after the object if there is one.

Example

- ♦ She will live here.
- ♦ They went away.

3. Adverbs of time such as afterwards, eventually, lately, now, recently, soon, then, today, tomorrow etc. are placed either in front position or end position.

Examples

- ♦ Then I went home. I went home then.

4. Adverbs of frequency such as always, never, often, rarely, usually, frequently, once, twice, sometimes, ever, never, rarely, scarcely, seldom are normally placed after the auxiliary verbs and before the main verbs.

Examples

- ♦ He always comes late.
- ♦ The students sometimes stay up all night.

5. Adverbs of degree like absolutely, almost, barely, completely, enough, entirely, extremely, fairly, far, hardly, just, much, nearly, only, quite, rather, really, scarcely, so, too, very are placed before the adjective or adverb.

Examples

- ♦ You are absolutely wrong.
- ♦ But enough is always placed after the word which it modifies.

Examples

- ♦ The box is big enough.
- ♦ He didn't work quickly enough.

6. Order of adverbs: When there are two or more adverbs after a verb, the normal order is adverbs of manner, adverb of place and adverb of time.

Examples

- ♦ They worked hard in the garden today.
- ♦ He spoke earnestly at the meeting last night.

Exercise two**I. Insert the given adverbs (or adverb phrases) in their normal position.**

1. That is not good. (enough)

2. She goes to the cinema. (seldom)

3. We should come. (here, one morning)

4. He has been in time for meals. (never)

5. Almaz arrives. (always, at 9 o'clock, at the office)

II . Decide whether each underlined modifier is an adverb or an adjective.

1. Do you use your imagination well when you read? _____

2. When a writer uses good descriptive language, read slowly.

3. Don't feel bad if this isn't easy at first. _____

4. Is this good soil. _____

5. She did extremely well in the course. _____

6. The train runs fast. _____

7. The baby is fast asleep. _____

8. Tariku is a hard worker. _____

9. The train was late. _____

10. Your English is good. _____

UNIT SEVEN**TENSE**

Unit objective : At the end of this unit the student would be able to:

- ⇒ define tense (present, past and future)
- ⇒ identify the verb and tense in a sentence by circling and labeling
- ⇒ write sentence using the present, past and future tense

Definition

Tense is a word that tells the time of action.

7.1 types of tenses

Tense is divided into four categories. They are:

- ♦ Present tense
- ♦ Past tense
- ♦ Perfect tense
- ♦ Future tense

1. **Simple present tense** is used to express:

A. Repeated or habitual actions.

Example: He goes to school everyday.

B. General truth or fact

Example: Hydrogen and oxygen give water.

C. Predetermined event in the future or future time when used with verbs like sail, leave, go....

Example: Our new ship leaves for Spain tomorrow.

D. After when, where, as soon as, before, till, until, while, directly, since and unless; In cases when we are thinking of the future.

Example: I will wait for him till he comes.

2. **The present continuous (present progressive)**

A. am, is, are, + ing form of the main verb

Example: write – writing
run – running

The present continuous expresses an action or process which is going on now, at the time of speaking.

- ♦ It tells us that the action is in progress; that it has begun but not ended.
- ♦ It often goes with words and phrases like; now, at this moment, today, this month, this week. etc.

Example:

- ♦ I am reading this book, (I've started reading; I'm in the middle of reading; and I haven't finished it yet.)

B. The present continuous tells the beginning of the progression, or the end of an action.

- ♦ My backache is getting worse; it wasn't that bad in the morning.

C. Like the simple present it also tells of future action.

Example:

- ♦ She is going to study French next year.
- ♦ There are a few English verbs which are usually (if not always found without a continuous -ing) form.
- ♦ They can be grouped as:

A. State verbs or verbs of the senses.

- ♦ Feel, hear, see, smell, taste....

B. Verb of emotion

- ♦ Hate, distrust, forgive, love.....

C. Verbs of mental processes

- ♦ Agree, believe, doubt, forget.....

Example:

- ♦ This year, I'm studying hard to pass my exam.
- ♦ At the moment, my wife is doing all the house work.
- ♦ HIV/ AIDS is spreading here very fast.

Exercise one**I. Change the verbs in parentheses into either the simple present or present continuous tense whichever is appropriate.**

1. We (listen) to the radio, please don't disturb us.

2. My sister (prepare) lunch and I (read) this book.

3. The earth (revolve) around the sun.

4. He usually (type) slowly, but today (type) rapidly.

5. I (speak) two foreign languages and I am now (learn) French.

6. The book which Jerusalem (read) (belong) to the school.

7. You (believe) what they (talk) about?

8. Getachew and his wife (not agree) about the schooling of their children

3. The present perfect

♦ Have / has + past participle form of the main verb.

have brought

have studied...

has helped

⇒ The present perfect expresses an activity which begun at sometime in the past and is going on up to the present. The result of the action is either relevant now or has an effect on the present.

- ♦ The teacher has opened the window.

⇒ The present perfect looks back into the past from a present view point that is, it has a connection with the present.

- ♦ I have finished the letter. (=it is now been completed).

The present perfect may show an event has taken place at least once with in an existing experience.

- ♦ I have been to Axum twice.

⇒ The present perfect may help to answer the question “how long” up to now?

How long have you been a teacher?

- ♦ I have been a teacher since 1975. (I'm still a teacher.)

⇒ Adverbs such as already, ever, ever since, never, for, just, lately, often, recently, since, until, and yet are usually used with the present perfect.

Example:

- ♦ Would you like something to drink? No, thanks. We have just had a lot.
- ♦ Please wait outside. We haven't finished talking yet.

⇒ The present perfect is also used to describe an action which doesn't refer to a specific time.

- ♦ Have you ever seen Lalibela? (= Do you know the place?)
- ♦ Have you read War and Peace? Yes, I read it when I was in Moscow.

Exercise two

II. Write the correct form of the words from the bracket.

1. She _____ (has, have) known him all her life.
2. They have _____ (wrote, written) all the books.
3. He _____ (has, have) just come back.
4. I have _____ (has, had) my dinner.
5. We have _____ (saw, seen) the film.

Example: I went to Lalibela last year.

I was in wollo during the famine

III. Rewrite the sentences with the present perfect forms of the words in the parentheses.

1. How many times you (see) that film since last year?

2. I (see) that film but I don't understand it.

3. Have you (ever be) to Gondar?

4. Mr. Sisay (write) many books since he left school.

5. How often you (visit) her?

6. Mr. Yared (lived) in Addis Ababa for thirty years.

4. The present perfect continuous

♦ Have has + ing form

♦ Have been listening

♦ Have been writing

⇒ The present perfect continuous is used in the same way as the present perfect, but it shows the idea of a continuous or progressive action.

⇒ The main interest here is not on the result or effect of the action but on the duration or length of the time taken to do the action or to accomplish the task.

Example: -They have been digging for oil for many years.

I have been teaching for the whole day and I'm now tired.

Present perfect continuous

- She has been cooking Doro wat.

present perfect

- She has prepared doro wat.

The following are the major differences between these two tenses.

- A. The present perfect continuous is not used in the passive .
- B. He has been ill since the beginning of this year cannot be expressed in the continuous form.
- C. The present perfect often has time phrases which tell us the beginning and duration of the action; but this is less common in the case of the present perfect continuous.

Exercise three

I. Change the following sentences into present perfect continuous

1. I (be) the manager of this company for the last ten years.

2. I (not buy) any new shoes since I came here.

3. You (ever be) to New York?

4. How many times I (tell) you that I love you?

5. I (be) a lecture since then.

6. Look! I (find) some money.

7. They are tired because they (just, run) eight kilometers.

8. Bring a cloth! Hanna (drop) a dish of soup on the floor.

9. Selhadin (buy) one pen already. So he doesn't need another.

10. The team (play) five matches without defeat.

II. Change the following sentences into questions using “How long”.**Example:** How long have you been writing to her?

1. She has been teaching English for ten years.

2. He has been ill since the beginning of this year.

3. I've been reading novels since I left school.

4. They've been playing tennis since morning.

5. The simple past

do = did

sleep = slept

go = went

work = worked

We use the simple past form:

A. When we want to express (or want to know about) an action which started and finished in the past,

♦ Usually time indicators like yesterday, last week, years ago, etc.

Example: I went to Lalibela last year.

I was in wollo during the famine.

B. In situations where the time of action is undefined or not mentioned.

Example: They robbed the city and ran away.- The child died of hunger.

C. To express an activity that occurred for a short or long period in the past and then stopped.

Example:

- ♦ I was sick while I was in Jimma.
- ♦ She studied English when she was in Sudan.

Note: In the simple past the verb normally takes “-ed”.

- ♦ Kill- killed
- ♦ Work- worked
- ♦ Start- started

But if the verb ends in “e”, add “d”

- ♦ Taste- tasted
- ♦ Arrive- arrived

If the verb ends in consonant- vowel- consonant (CVC), double the last consonant.

- Drop- dropped
- Slip- slipped
- fit- fitted

If the verb ends in “y”, the “y” changes to “i” and add “- ed”

- Copy- copied
- Cry- cried

But there are a lot of exceptions to this rule. For irregular verbs you need to study them individually.

- Eat- ate
- Write- wrote
- ride- rode
- cut- cut

Exercise four**I. Put the verbs in brackets into either the simple present or simple past whichever is appropriate**

1. Ghana (be) once called the Gold Coast.

2. The world’s largest ocean (be) the pacific.

3. The first white men (come) to Africa to teach the Bible

4. The nineteenth century (bring) great progress.

5. Muslims often (go) to Mecca.

6. The simple past continuous

- ♦ Was, were + ing of the verb.

I was reading.

She was cooking.

The simple past continuous expresses an activity or activities which took place for some period in the past.

A. One long continuous action such as:

- ♦ Last year we were all watching the world cup.

B. Two long actions taking place simultaneously.

- ♦ Tedi was studying while his sister was singing.

C. An action taking place for some time until it was interrupted by some other action or event.

I was peeling orange when my child came.

Past continuous

When they came, we were having a meeting.

(= They came in the middle of the meeting.)

simple past

- When they came, we had a meeting.

(=They came before we started the meeting)

7. The past perfect

♦ Had + past participle

- Had studied - had reached

- Had taught - had brought

⇒ The past perfect is used when we want to refer to an activity which took place in the past before another past action began.

It is sometimes called before tense.

Example

Police: Tell me what happened?

Office boy: I arrived at work early in the morning and found that someone had broken into the cashier's office during the night

⇒ The past perfect is commonly accompanied by such expressions as the day before, the previous month, a long time before, previously....

⇒ The past perfect is also used with the verbs hope, intend, suppose, think, want, expect.

Example:

- ♦ The men had hoped that they would be released (but they aren't released)
- ♦ The walls were dirty. They hadn't painted them for years. (this is a long time ago and by now they may have painted them)

Exercise five

I. Choose the correct answer from the given alternatives.

1. I still (not /get) _____ any information about it.

a. hadn't gotten

c. hadn't gotted

b. hadn't getted

d. hadn't got

2. Natan (not/ speak) _____ to Victoria before because he was too shy to start a conversation.

a. hadn't spoke

c. hadn't spoken

b. hadn't spoken

d. hadn't speaks

3. Was your sister still waiting for you?

No, she (already / go out) _____.

a. had already gone out

c. had already going out

b. had already goes out

d. had already went out

4. I told my teacher that I (leave) _____ my homework at home.

a. having leaving

c. had left

b. has leaves

d. have leave

5. I (study) _____ a little English before I went to Gondar .

a. had studied

c. have study

b. having study

d. has studies

6. Esmael fell into the mud after Mohammed (over take) _____ him.

a. had overtook

c. had over taken

b. have overtook

d. have over talked

II. Change the past continuous into past perfect.

1. It was raining when I left home.

2. My brother was shopping when I called him.

3. The children were running around the house.

4. I was cleaning my room.

5. I wasn't wearing my new shoes.

8. The past perfect continuous

- ♦ Had been + - ing form

Had been painting

Had been waiting

- ♦ This tense expresses the duration of a past action up to the time of some other past action.
- ♦ It is different from the past perfect only in that action is continuous

Example:

- ♦ She had been working as a shop keeper before she started her own business.
- ♦ The farmers had been looking for new method of farming before they visited the state farms.

Compare

- ♦ When I came home, my children were sitting in front of the TV. I then saw piles of banana skin. They were eating banana. (simple past continuous)
- ♦ When I came home, my children were sitting in front of the TV. I saw no banana skin, but there was a smell of banana. They had been eating banana (past perfect continuous)
- ♦ In the above sentence, we can also use the past perfect had eaten.

Exercise six**I. Put the verbs in past perfect continuous from.**

1. I (wait) for her impatiently for almost two hours when at last she (come) with her younger brother.

2. I (take) malaria tablets even before I (leave) for Gambella.

3. . He (be, work) in that job for ten years before he (leave) it in 1980.

4. The child (cry) when I (see) him.

5. Sirak (learn) French for two years before he (go) to Addis Ababa.

9 The simple future

- Will come
- Will attend
- Will go
- Shall respond

The simple future can be expressed by using **will** or **shall**.

Shall is used for first person singular and plural. This role works mainly for British usage while the American usage permits the use of will for all persons.

- ♦ I shall let you know by tomorrow.
- ♦ I will let you know by tomorrow.
- ♦ I shall be thirty years old next month.
- ♦ The short form is I'll = I will or I shall.
- ♦ The short form negative of will not is won't.

Note: It is a must to use "shall" in question with the first persons: I and we

Affirmatives

- ♦ I'll = I will/ I shall
- ♦ you'll = you will
- ♦ it'll = it will

We can often use "going to" instead of will to refer to the future

Example:

- ♦ The price of petrol will go up 5% next year.
- ♦ The price of petrol is going to rise by 5% next year.
- ♦ There will be an election soon. (simple future)
- ♦ There is going to be an election soon. (more sure to happen)

Exercise seven**I. Change the verbs in parentheses into the simple future. (use the most appropriate word or phrase)**

1. Are you sure she (come)? Yes.

2. When he (come)? Tomorrow.

3. He (come) tomorrow? No , he won't.

4. Where you (eat) lunch today?

5. He is (give) a lecture this afternoon.

II. Re – write the following sentences changing the verbs into future tense.

1. Do you think she (bring) the baby?

2. I (stay) here until he (return).

3. He (not come) until you (phone) him.

4. They (go) by bus.

5. We (begin) our work.

10. The future continuous

- will be watching
- shall be writing
- will be working
- shall be sleeping

The future continuous is used for an action which will begin sometime in the future and is going to last for a long time in the future.

Example:

A) will you help me this afternoon?

B) will you be helping me this afternoon?

Sentence A is most naturally understood as a request. Here, will you?
Means are you willing?

Exercise eight**I. Write the correct future continuous for the given sentence.**

1. It (rain) _____ tonight.

2. I (walk) _____ to school tomorrow morning.

3. She (not see) _____ her doctor tonight.

4. _____ your mother (sleep) _____ when your father arrives?

5. I (not/ fly) _____ to America at this time tomorrow.

11. The future perfect

- ♦ Will have gone
- ♦ Will have stopped
- ♦ Will have finished

⇒ It is used to express an action which is expected to complete by a certain point of time in the future.

⇒ It is always used with a time adverbs.

♦ It is formed as will / shall + have + v₃.

Exercise nine

I. Put the verbs in parentheses into either future perfect or future continuous

1. We (wait) for them when they come out.

2. By the end of the typing course, she (type) for 360 hours.

3. I (finish) reading the new book by dinner time tomorrow.

4. It's eleven o'clock; the plane (land) by now.

5. She (become) an old woman by the time her husband gets out of prison.

II. Decide which one of the choices (A, B, C, D) is the best to complete the sentence.

1. The old school is likely _____ by time.

A. to have torn down

B. to tear down

C. to be tearing down

D. to have been torn down

2. I _____ when my mother came to wake me up.
A. slept C. have slept
B. was sleeping D. am sleep
3. This work _____ be finished not later than this afternoon.
A. may C. might
B. could have D. must
4. Belayneh _____ to his office nearly everyday.
A. walks C. is walking
B. walk D. has walked
5. The books _____ here for sale since last week.
A. were C. have been
B. are D. had been
6. It is the bandits who _____ for all the damages.
A. has to blame C. is to be blamed
B. have to blame D. are to be blamed
7. She was watching TV when she _____ the bad news.
A. heard C. had heard
B. hear D. was hearing
8. Lazy student seldom, if ever, _____ tests.
A. have passed C. pass
B. had passed D. passed
9. There is always danger of panic when a theatre _____ fire.
A. catch C. caught
B. catches D. is catching
10. He mounted his horse and _____ away.
A. rode C. has ridden
B. ride D. was riding

UNIT EIGHT

GERUND AND INFINITIVE

Unit objective : At the end of this unit the student would be able to:

- ⇒ identify the function of gerunds and infinitive in sentence.
- ⇒ use a variety of gerund and infinitive structure in sentences.
- ⇒ distinguish gerunds from infinitive
- ⇒ use gerunds as subjects, objects of preposition and phrasal verbs.

Definition

- ♦ An infinitive or an- ing form may be used as the subject or object of a sentence or a clause.
- ♦ A Gerund is a verb in the “ -ing” form acting as a noun.

Example:

- ♦ Swimming is a good exercise
- ♦ Racing is a common sport in highland Ethiopia.

The verb swimming and racing are serving as subjects of the sentences.

Example:-

- ♦ I enjoy staying here.
- ♦ Children are fond of going to the cinema

The verb staying and going are gerunds serving as direct objects.

Note: When a prepositional phrase modifies the noun, **the** may be used with the **ing**.

Example:

- ♦ The reading of medical descriptions requires knowledge of technical terms.

- ♦ The making of pottery is an art.

In such sentences, you cannot leave out the, and in many cases the addition of the + of to the gerund would sound very strange.

Certain verbs can be followed by either gerunds or infinitives. Some of these verbs are.

Advise	Begin	decide	Happen	learn	offer	Pre-	remember
Agree	Cease	Dislike	Permit	Promise	Choose	tended	Regret
Aim	hate	Leave	prefer	Propose	expect	Intend	Prepare
Allow	fail	study	love	contin-	hesitate	hope	Mange
Attempt		forget	com-	ue	tend	Try	refuse
mean			mence			Wish	
						train	
						plain	

From these verbs, **forget**, **mean regret**, **remember** and **try** often show a slight difference of meaning between the gerund and the infinitive forms.

Example:

- ♦ I forgot going there.
- ♦ (I didn't remember whether or not I had been there)
- ♦ I forget to go there.
- ♦ (I should have gone there, but I forgot to do so.)
- ♦ I remember going there.
- ♦ (I went there before, and I still remember having done so.)
- ♦ I must remember to go there.

- ♦ (I must not forget to go there.)
- ♦ I remembered to go there.(I didn't forget to go.)

I. Verbs followed by either the infinitive or gerund with practically little or no differences of meaning

Begin	like
Continue	neglect
Dislike	plan
Dread	prefer
Intend	star

Example:

- ♦ The workers began to work.
- ♦ The workers began working.
- ♦ The soldiers continued to shoot.
- ♦ The soldiers continued shooting.

II. Verbs often followed by gerund.

admit	imagine
appreciate	keep (on)
avoid	mind
consider	miss
delay	postpone
deny	practice
dislike	quit
enjoy	resist
escape	suggest
finish	worth
give up	stop

Example:

- ♦ The student admitted cheating in the examination.
- ♦ The villagers resisted being vaccinated.
- ♦ Your suggestion is not worth mentioning here.
- ♦ The thief escaped being beaten by the (rowed).

III. Verbs often followed by the infinitive

care	promise	hope	arrange
decide	want	seem	learn
mean	wish	refuse	suggest

Gerunds and infinitives with perception verbs.

feel	look at	see	recognize
hear	observe	smell	watch
listen to	perceive	notice	

All these verbs except smell and recognize can be followed by the gerund or by the infinitive form. We use the gerund form when we want to show that the result of the action continues even after the time of the condition started. The infinitive implies that the action of the verb is not yet complete.

Exercise one**I. Put an appropriate verb form (to or ing).**

1. When Almaz get tired, she stops _____. (work)
2. Instead of____, Esmael went to a ball game with some friends. (study)
3. He prefers _____ television to _____ to the radio. (watch, listen)
4. I enjoy _____ through the garden every morning. (work)
5. What did he agree _____? (do)
6. We cannot leave until it stops_____. (do)
7. The children promised _____ more quietly. (play)
8. I wouldn't mind _____ a political. (be)
9. I got Hana _____ me to the post office. (take)
10. The ring is too expensive for me _____. (buy)

II. Change the verbs in parentheses into either a gerund or an infinitive.

1. I suggest (do) more exercises in this lesson.

2. I finally got her (accept) to my love.

3. It has stopped (rain), so you can go now.

4. The students from the country side asked (leave) directly at the end of school.

5. She promised (invite) me to her new villa.

6. The prime minister has decided (go) to New York next week.

7. The thief admitted (steal) the money.

8. She told us (read) a love poem.

Gerund as subject

Pacing	is	fun
Painting		

Verb + Gerund

Gerund as object

He `s doing the	cooking
	Cleaning
	Ironing

They	enjoy Prefer don` t mind avoid	taking train working an Sunday
------	---	-----------------------------------

Verb + object + gerund

I	Remember don't like	her	talking about her husband
		the	children playing in the streets
		her	using my towel

Before + Gerund _____

I took a shower before	I got	dressed
	getting	

After + Gerund

She went home after	She left	the school
	leaving	

Be used + Gerund

I 'm not used to	Working at night
	drinking alcohol
	living alone

Get + used to + Gerund

You'll get used to	Working at night
	drinking alcohol
	living alone

Gerund after prepositions

He is	interested in tired of	calling long distances Writing letters
I`m	afraid of worried about	losing my job being late
Mom	believes in Insists on	getting up early studding every day

Exercise two**I. Fill in the blanks with the correct forms of the verbs given in brackets.**

Example: I`ve given up _____.(smoke)

I`ve given up smoking.

1. I`m not going _____ (take) you money.
2. Do you mind _____ (open) the window?
3. They`ve two letters _____ (write) this evening.
4. Are you _____ (watch) TV or _____ (listen) to the radio.
5. Do you always _____ (wait) for him so long.
6. He insisted on _____ (pay) the bill.
7. What do you like _____ (do) during your free time?
8. He always likes _____ (drink) late evening.
9. I would love _____ (go) with you.
10. Did you remember _____ (post) the letters?

UNIT Nine**PREPOSITION**

Unit objective : At the end of this unit the student would be able to

- ⇒ State the definition of a preposition and object of a preposition
- ⇒ Recognize preposition and their objects
- ⇒ Recognize preposition phrases and state that they are composed of preposition and their objects.
- ⇒ Use preposition and prepositional phrases in sentence

Definition

A preposition is a word placed before a noun or a pronoun to show in what relation the person or thing denoted by it stands in regard to something else.

Relating to verbs**Example**

She found the wallet in her bedroom. (where did she find her wallet?)

They hide their money under the coach. (where did they hide their money?)

Relating to nouns and pronouns**Examples**

She felt the love of the entire family. (whose love? the love of the entire family)

I want something by that author. (What do I want by that author?)

Relating to adjectives**Example**

The trees are alive with color in the autumn.

She was young in heart.

Prepositional verbs

The smell word in a two – word verb maybe a preposition or an adverb particle.

Verb + preposition

- Look at this.
- Don` t sit on that chair.
- We ran out of the house.
- She climbed up the ladder.
- I fell in the river.
- I got off the bus.

Verb + adverb particle

- Look out!
- Sit down.
- Come back.
- She cut the wood up/cut -
up the wood.
- I filled the form in/ I filled
in the form.
- Switch the light off / Switch
off the light.

Verbs with adverb particle are often called phrasal verbs;

- ♦ The meaning of a prepositional verb may be idiomatic.
- ♦ We only use a preposition when there is an object.

Example

- ♦ I don` t believe in ghosts.
- ♦ She insisted on paying.
- ♦ I thought of resigning.

Note: the object may be an – ing form.

Exercise one**I. Identify the underlined preposition as preposition (pr) or adverb particle (AP)?**

1. I fell off the chair. _____
2. I looked up the street to see if Andy was coming. _____
3. I'll think about your suggestion. _____
4. She turned up the next card. _____
5. Can you look after the kids for a few minutes? _____
6. Nobody understood why she broke off their engagement. _____
7. We drove around the town looking for a hotel. _____
8. She cut it up. _____

II. Put "in" four times, "about" five times, and "at", "for" and "to" once each.

1. Have you heard _____ Mary? She`s getting married in June.
2. Some English children have never heard _____ Shakespeare.
3. Don`t shout _____ me; I don`t appreciate it.
4. Could you shout _____ Lucy and tell her lunch is ready?
5. I dreamed _____ horses again last night.
6. I dream _____ making enough money to stop working.
7. That boy only thinks _____ food.
8. What remind me _____ my new idea?
9. You remind me _____ one of my old school friends.
10. Can you remind Hana _____ the meeting?
11. Geriatric nurses care _____ old people.
12. I don`t think she cares _____ anybody except herself.

UNIT TEN

WHAT IS A SENTENCE?

Unit objective : At the end of this unit the student would be able to:

- ⇒ define sentence
- ⇒ identify the various sentence problems
- ⇒ differentiate between the different types of sentence problems
- ⇒ write simple, compound, complex and compound complex sentence correctly

Definition

- ♦ A sentence is a group of related words that express a complete thought. A group of words is not a sentence unless it expresses a complete thought.
- ♦ When you are writing, make sure your sentences answer these two questions.
 - ⇒ What happened?
 - ⇒ Who or what did it?
- ♦ In the previous grade, we read about four kinds of sentences: simple, compound, complex and compound complex
- ♦ Now in this chapter, we will learn about problems of different sentence structure.

Sentence problems

- ♦ There are many ways in which sentences are different from each other.
- ♦ They may have different purposes.
- ♦ They may express different ideas.
- ♦ All sentences, however, have one thing in common.
- ♦ Every sentence expresses a complete thought.

- ♦ Some groups of words do not express a complete thought. So writing often fails to communicate what the writer means.

Most errors in sentence construction are four kinds. Fragments. Run-on, dangling or misplaced modifiers and non parallel structure. But in this level we will learn two of them. Fragment and run -on.

Sentence fragments

A sentence fragment is a group of words that does not express a complete thought. A sentence that is missing key words cannot complete its thought.

Examples

- ♦ My parents

(this group of words is a fragment. It lacks predicate)

- ♦ Complete sentence: My parents live in Addis Ababa.

- Lived on a farm. (fragment)

- ♦ My family lived on a farm. (complete)

To avoid fragments, ask these questions:

- ♦ Does this group of words have subject?
- ♦ Does this group of words have a predicate?
- ♦ Does this group of words express a complete thought?

Run on sentence

A run on sentence is two or more sentences written as one or incorrectly joined.

Examples

- ♦ It was a foggy night everything was still.

- ♦ Alex promised to help she worked on fixing it up.

In the above two sentences, the appropriate conjunctions and punctuation marks are left out.

The correct form of the sentence are:

- ♦ It was a foggy night, so everything was still.
- ♦ Alex promised to help; she worked on fixing it up.

In general there are three basic ways of correcting run on sentences.

Method 1. Write a run on sentence as two separate sentences

Example

Run - on sentence: Ayele wandered into the desert, nobody could find him.

Separate sentences: Abebe wandered into the desert. Nobody could find him.

Method 2. Join the parts of a run on sentence by adding a comma and a coordinating conjunction.

Examples

Run on sentence: The continent of Europe covers over four million square miles it is the second smallest continent.

Correct sentence: The continent of Europe covers over four million square miles, and it is the second smallest continent.

Method 3. Join the parts of a run on sentence with a semicolon

Examples

Run on sentence: It was a pleasant drive the sun was shining.

Correct sentence: It was a pleasant drive; the sun was shining.

Exercise one

Write “F” for fragment and “R” for run-on sentences.

1. The German army had conquered most of Europe by 1941 it then invaded Russia. _____
2. Ran back to the house. _____
3. Africa a long and interesting history. _____
4. Since he studied hard. _____
5. They are winners they are standing at the gate. _____
6. When the time being. _____
7. You know how. _____
8. Followed Netsanet to her school. _____
9. Look through the window you can see the rain. _____
10. It was delicious food every body finished it. _____

11.2 Sentence patterns

The pattern of a sentence means the order of its words and word groups.

There are basically five sentence in English grammar. They are:

SV	Subject + verb
SVO	Subject + Verb + object
SVIODO	Subject + Verb + Indirect object + Direct object
SVC	Subject + Verb + Complement
SVOC	Subject + Verb + Object + Complement

Note: Adjective, conjunctions or adverbials could be added to all these five patterns.

Sentence pattern 1

- ♦ Sentence pattern 1 is made up of a subject and an intransitive verb.

Subject + verb (SV)

Example: **The** woman walked away.

The girl hurried to school.

Sentence pattern 2

- ♦ Sentence pattern 2 is made up of subject, verb and object

Subject + Verb + Object (SVO)

Example: I finished the word.

David scold the boy.

Sentence pattern 3

- ♦ Sentence pattern is made up of subject, verb, direct object and indirect object .

Subject + Verb + Indirect object + Direct object (SVIODO)

Example: We wish you a happy new year.

The principal gave him the medal.

Sentence pattern 4

- ♦ Sentence pattern 4 is made up of subject , verb and complement .

Subject + Verb + Complement (SVC)

Example: They are players.

The class became noisy.

Sentence pattern 5

- ♦ Sentence pattern 5 is made up of subject , verb, object and complement .

Subject + Verb + Object + Complement (SVOC)

Example: They made him captain.

She learnt music last year.

Exercise two**I. Identify the pattern of the following sentences.**

1. They did a lot of work. _____
2. She sold him her house. _____
3. I enjoyed a lot. _____
4. The leaves turn yellow. _____
5. He made his son a doctor . _____
6. She resembles her father. _____
7. the doctor gave her medicine. _____
8. The baby cried. _____
9. They elected him president. _____
10. I am an Indian. _____

Any sentence pattern in a statement form can be turned into a question. To form a question, change the place of the subject and the verb in the statement.

Examples

- ♦ **Statement:** Abebe is laughing.
- ♦ **Question:** is Abebe laughing?

A statement without an auxiliary verb can be made into a question by adding a verb to do (do, does, did) in front of the subject.

Examples

Statement: She had what she wanted.

Question : Did she have what she wanted?

II. Using sentence pattern, write two sentences for each of the following sentence patterns.

1.SV

2. SVOC

3. SVO

4. SVC

5. SVIoDO

UNIT ELEVEN

ARTICLE

Unit objective : At the end of this unit the student would be able to

- ⇒ Define definite and indefinite articles
- ⇒ Determine the difference between the use of definite and indefinite article
- ⇒ Understand the rules of omitting articles

There are three basic articles in the English Language; these are:

- ♦ a
- ♦ an
- ♦ the

The first two “**a**” and “**an**” are referred to as indefinite articles. The last one, “**the**” is known as the definite article.

12.1 **Indefinite article /a/ an/**

⇒ Used with singular countable nouns

They point to any member of group of similar people, places or things.

Article `A`

Before nouns that start with consonant sound or before words starting with vowel letters but are pronounced as consonants.

Examples

- ♦ Hana is **a university** student.
- ♦ I met **a European** girl yesterday.
- ♦ `An` before nouns which start with vowel sounds or those that start with consonant letters but are pronounced as vowels.

Examples

- ♦ Yonas is an honest boy.
- ♦ I am an optimist.
- ♦ They were here an hour ago.

Uses of the indefinite article A or An

1. To refer to a thing or person for the first time

Examples

- ♦ There is a police woman outside.
- ♦ There is an old man at the door.

2. To express somebody`s job.

Examples

- ♦ Mulu is a nurse.
- ♦ I am an engineer.

3. A/An in descriptions

Example

- ♦ She has got an oval face.

4. Before a predicate noun after a verb to be

Examples

- ♦ Aster Awoke is a famous singer.
- ♦ She is a dedicated teacher.

5. In exclamation before a singular countable noun

Examples

- ♦ What a smart boy!
- ♦ What a pity!

Omitting A/An

1. Before plural countable nouns

Examples

- ♦ Girls are good at language.

A girls are good at language. **Not**

2. Before uncountable nouns such as advice, information, news, homework, water, coffee, milk, oil, bread, mail, furniture, machinery, luggage etc.

Example

- ♦ My friend gave me a piece of advice.

My friend gave me advice. **Not**

- ♦ Can you give me a bit of information about this matter?

Not can you give me an information about this matter? Not

3. Before names of meals except when preceded by an adjective

Examples

- ♦ Have you had your dinner?
- ♦ We were served a good dinner.

Exercise one**I. Fill in the blank spaces in each of the following sentence with “a” or “an”.**

1. Britain is _____ island.
2. I have _____ idea, let's go on _____ picnic on Saturday.
3. Would you like to have _____ apple for breakfast?
4. Hana has _____ part – time job.
5. Quite _____ unknown person until very recently, Mr. Otombe is _____ Ugandan professor lecturing, in _____ university in Kenya.
6. I trust him very much because he is _____ honest man.
7. I spent half _____ hour at _____ hostel near the municipality.
8. My friend is married to _____ European girl.
9. She has _____ unusual job.
10. She is reading _____ article of clothing

12.2 Definite article ‘the’

- ♦ Used with both singular and plural nouns
- ♦ Used with both countable and uncountable nouns
- ♦ Used for the second mention of an indefinite noun

Examples

⇒ There are a pen and a book on the table. Please give me the book.

Before a noun if it is modified by a phrase or phrases following it

Examples

- ♦ The girl at the door wants to speak to you
- ♦ I like the people I work with
- ♦ For adverbial superlative

Examples

- ♦ She is the best student in the class.
- ♦ She is the most devoted teacher.

For adverbials function before comparative

Example

1. The sooner, the better.
2. The more he gets, the more he wants

With some adjectives to talk about groups of people. In this case, the adjectives function as nouns.

poor	sick	blind	rich	healthy
bad	weak	deaf	good	strong
dead	old	dumb	Living	young

Examples

- ♦ He helps the poor. But we can't say:
- ♦ He helps the poor's

Note: - if these adjectives are the subject of the sentence, the verb must be in the plural.

Examples

- ♦ The poor need help.

Before singular countable noun which is used as a representative of a class of things of travel.

Example

- ♦ The train is one of the fastest means of travels.
- ♦ To talk about compass directions.

Example

- ♦ The north, the south, the east, the west.

Examples

- ♦ They are building a road in the south of Ethiopia to Kenya.
- ♦ The + nationality.
- ♦ The with some nationality adjectives to mean the people of that country.

Examples

- ♦ The Ethiopians are famous for their hospitality.
- ♦ The Chinese invented printing.

With musical instrument the guitar, the piano, the trumpet etc.

Examples

- ♦ I am learning to play the trumpet.
- ♦ Before names of seas, rivers, ocean, islands, canals, newspapers, mountains, deserts and plural names of people and countries.

Examples

- ♦ The Sahra
- ♦ The Atlantic
- ♦ The Philippines
- ♦ The alps
- ♦ The Addis zemen
- ♦ The awash
- ♦ With cinema , theater, radio and sometimes television when we refer to the television set only

Examples

- ♦ I often listen to the radio.
- ♦ I often go to the cinema.
- ♦ Can you turn off the television, please? (television set)
- ♦ I often watch television.

We also use the before nouns which are considered as one.

Examples

- | | | |
|-------------|--------------|--------------------|
| 1.The earth | 4. The sea | 7. The weather |
| 2.The sun | 5. The sky | 8. The country |
| 3.The moon | 6. The world | 9. The environment |

Omitting definite article

We omit “the” in the following situations.

School, church, market, prison, hospital, college, university chapel, court, table and take no article when we are thinking of the general idea of these places and what they are used for. But when the reference is to the building or the place an article is used.

Compare	
- Daniel's brother is in prison for robbery. (he is prisoner)	- Daniel went to the prison to visit his brother (he went as a visitor, not as a prisoner)
- Elias had an accident last week. He was taken to hospital. (as a patient)	- Elias has gone to the hospital to visit Alex. (as a visitor)
- When I leave school, I want to go to university.	- Excuse me, where is the university? (building)
- I am getting old. Bed is the place for me.	- The bed was a big four poster.

Titles like Mr./Mrs./captain, doctor etc. with name we do not use the

Example

- ♦ Mr. Rick is a doctor. But it is used before the title alone.

Examples

- ♦ The doctor seemed happy with his job.

For languages or academic subject

Examples

- ♦ There are a lot of English speaking countries in the world.
- ♦ I am studying chemistry.

Concrete nouns like heaven, hell, paradise, parliament, congress and abstract nouns like fortune, fate, nature providence, take no definite article.

Examples

- ♦ The road to hell is paved with good intentions
- ♦ Die and go to heaven.

Names of companies, airlines etc without 'the'

Example

- ♦ Fiat, Sony, Kodak.

Games and sports without 'the'

Examples

- ♦ Swimming is a good sport.
- ♦ He plays tennis.
- ♦ Plural count nouns or non-count nouns without 'the' when they are making generalization

Examples

- ♦ Gold is a metal.
- ♦ Doctors are paid more than teachers.

Exercise two**I. Fill in the blank spaces with “a”, “an”, “the” where necessary.**

1. _____ Soviet Union was _____ first socialist country in _____ world.
2. I play _____ guitar very well.
3. _____ woman you have just greeted is my aunt.
4. I lay down on ground looked up at _____ sky.
5. Abebe spends most of his time watching _____ television.
6. _____ television was on, but nobody was watching it.
7. _____ moon goes around _____ earth every 27 days.
8. There were some people waiting outside _____ school to meet their children.
9. In your country, do many people go to _____ university?
10. She has spent all her life caring for _____ sick.
11. I went to _____ market to buy onions, cabbage, and potatoes.
12. I would like to go to _____ china and see _____ great wall
13. Look at _____ apples on the tree. They are very big.
14. When Tewodros was younger, he hated _____ school.
15. This is _____ most interesting book I have ever read.

II. In the following sentence, “the” has been omitted. Put “the” where it would be required to make the sentence correct.

1. Dogs I breed are all for hunting game.

2. Camel is referred to as ship of desert.

3. Airplane is fastest means of travel.

4. Could you close door, please?

5. Have you finished with book I lent you?

6. Faith is finest of human qualities, but faiths of west differ widely from those of east.

7. In history of Kenya, 1978 marked end of a political era.

III. Fill in the blank spaces in each of the following sentences with “a”, “an” or “the” where necessary.

1. We saw _____ European and _____ African yesterday. Surprisingly, _____ European was driving small car while African was a Mercedes.

2. That was _____ luggage I lost in the bus.

3. Life is all right if you have _____ jib, but thing are not so easy for _____ unemployed.
4. _____ letter in that envelope is _____ interesting one.
5. I was ill, so I went to _____ doctor.
6. Yesterday I bought _____ jacket and _____ shirt. _____ jacket was cheap but _____ shirt was expensive.
7. _____ young have the future in their hands.
8. _____ young have the future in their hands.
9. _____ sky is blue and _____ sun is shining.
10. _____ aero plane flies in the air while _____ ship sails in _____ sea.
11. _____ death is _____ nature`s way of telling you to show to slow down.
12. A banker is _____ man who lends you _____ weather is fair, and takes it away from you when it rains.
13. _____ dog is _____ only thing on earth that loves you more than you love yourself.
14. When I was born, I was so surprised that I couldn`t talk for _____ year.

UNIT TWELVE

TAG QUESTIONS

Unit objective :At the end of this unit the student would be able to:

- ⇒ define tag question and question tag
- ⇒ understand the various forms of tag question
- ⇒ give appropriate responses for question tags

Definition

Tags question are question added at the end of a sentence.

<u>Question</u>	<u>expected answer</u>
- Meri is here, isn't she?	- Yes, she is or No, she isn't.
- You like tea, don't you?	- Yes, I do, or No, I don't.
- They have left, haven't they?	- Yes, they have or No, they haven't.
- These are your books, aren't they?	- Yes, they are or No, they

The other forms, of tag question

- ♦ When the subject of the sentence is a word like no – one, some-one, everyone, somebody, anyone, anybody, the tag uses the pronoun “they”.

Example: Everyone is coming tonight, aren't they?

Somebody told me that, didn't they?

Someone has taken my pen, haven't they?

- ♦ Sentences with negative subject like no one, nothing; neither, anyone etc. behave like negative sentences and have positive tag.

Example: Nobody saw you, did they? (Yes, they did.)
 I don't think anyone is coming, are they?
No one tries to do that, do they?

- ♦ Imperative sentences use will in tag.

Example: Don't do that again, will you?
 - Don't Open the windows, will you?
 - Help your mom in the kitchen, will you?

1. Sentences with let (let's) is followed by "shall" in the tag.
 (i.e let's is followed by shall we?)

Example: let's go there tomorrow, shall we?

Let's start homework now, shall we?

- ♦ **Negative questions** can perform a similar function tags with a falling intonation.

- It's cold today, isn't it?
 (= isn't it cold today?)

- ♦ **Don't forget:** The question tag "am I not" is totally incorrect always

Say! "Aren't I"

- I am late, am not I? (wrong)
 - I am late, aren't I?(right)

Additions and responses

(So am I, so do I) neither am I) neither do I)

Form of additions and responses

These additions work with

-is	- was	- have	- did, can
-am	- were	- do/does	- could, will / would etc
-are			

Statement	Parallel addition	Contrast
-Hiwot <u>is</u> a teacher - Hiwot <u>isn't</u> a teacher. - Hiwot <u>speaks</u> Arabic. Hiwot <u>didn't</u> make cakes. - Hiwot <u>should</u> go there. - Hiwot <u>has got</u> full mark. - Hiwot <u>hasn't</u> got full mark.	-So am I / I am, too. - Neither am I. / I am not either. - So do I / I do, too. - Neither did I. / I didn't either. - So should I. / I should too. - So have I. / I have too. - Neither have I. / I haven't either.	- but Selam isn't - but Semal is - but Selam does. - but Selam did - but Selam shouldn't - but Selam hasn't - but Selam has

Note: “nor” can be used in the same way as neither.

a. I don't know her name.

b. Neither do I = nor do I = I don't either

♦ “So am I / so do I” is used in the same way as:

I am tap/ I do, too

A. I am happy today.

B. So am I = I am, too.

C. I speak English well.

D. So do I = I do, too.

If the addition uses an affirmative word verb the response should be affirmative (positive)

- Example:**
- So am I.
 - So does /is/ can Abebe.
 - So can I.
 - So do they etc.
 - So did I.

If the addition uses a negative word (verb) the response should also be a negative.

- Example:**
- Neither do / can/ am/ did I
 - Neither is / can/ was/ did Abebe
 - Neither do the students, etc.

Note: the right order in response should be:

So + verb +subject
Neither + verb + subject.

Compare

- ♦ I went to the new hotel yesterday.
- ♦ So I did. (wrong)
So did I (right)
- ♦ I can't play Guitar.
- ♦ Neither I can. (wrong)
Neither can I. (Right)

Exercise one**I. Write the correct response to the following questions**

1. Jemal: I can ride a bicycle.

Mesfin: _____

Clue: The sentence is affirmative/ positive. The verb is `can` so two possible responses are there:

- ♦ So can I and I can, too (NOT: I ride, too.)

(We should depend on a verb used in a sentence.)

Answer: so can I

2. Samson: I don't like snake.

Redwan: What a coincidence! _____

3. Hawa: I watched a film last night.

Sara: _____

4. Getu: Some people don't eat raw meat, how about you?

Dawit: _____

5. Fitsum: I like our English teacher, what do you say?

Jemal: _____

6. Teacher: Hayat is an outstanding student

Director: Sure you are, and _____ her sister.

7. He is a good teacher, _____?

8. They want to come, _____?

9. A: why didn't you come to lunch with us? Weren't you angry?

B: _____, I had a late breakfast.

10. Tadesse: _____?

Alemu: She lives in Canada.

II. Choose the correct answer from the given alternatives.

1. Man: _____?

Boy: 300 miles.

A. How far it is to Los Angeles?

B. How far is it to Los Angeles?

2. Tizita: What did you do last night?

Fasil: _____

A. I am studying.

C. I studied.

B. I do nothing.

D. Why do ask me?

3. Lemlem: _____?

Bonsa: once a week

A. How often you go to church

B. how do you often go

C. How much do you go

D. how often do you go to church

4. A: _____?

B: He is an electrician.

A. What does your father do?

B. Do you know your father?

C. What is your father like?

D. When does your father work?

5. Boru: _____?

Duresa: I need five dollar.

A. How much money you need

B. How many money do you need

C. How much money do you need

D. How far money do you need

6. Let`s go there tomorrow, _____?
A. will we B. shall we C. can we
7. Nobody knows what will happen tomorrow, _____?
A. don`t they B. do they C. do them
8. Don`t touch that pan again, _____?
A. will you B. shall you C. do you
9. I am very happy, _____?
A. aren`t I B. am I not C. amn`t I
10. They had a nice weekend, _____?
A. hasn`t she C. didn`t they
B. hadn`t they D. aren`t you

UNIT THIRTEEN

ACTIVE AND PASSIVE VOICE

Unit objective: At the end of this unit, the students should be able to:

- ♦ define voice, active and passive voice.
- ♦ change active voice sentences into passive and vice versa.

Definition

“Voice” is the part of the verb that tells us whether the subject is acting (the one doing the action) or being acted upon (having the action done to him/her/it).

When the subject of a sentence is doing the action, the sentence is said to be in the **active voice**.

When the subject of a sentence is being acted up on, the sentence is said to be in the **passive voice**.

Here are some examples

Active voice: He served us.

Passive voice: We were served by him.

Active voice: The dog chased the cat.

Passive voice: The cat was chased by the dog.

14.1 General rules

When active voice is changed to passive;

- ♦ The object of the active becomes the subject of the passive, and
- ♦ The subject of the active may be dropped or expressed by means of an agentive preposition ‘by’
- ♦ If the verb in the active is in the simple present form, either am, is or are is introduced.

Active voice: The waiter brings the tea.

Passive voice: The tea is brought by the waiter.

Active tenses and their passive equivalents

Tense	Active voice	Passive voice
simple present	keeps	is kept
present continuous	is keeping	is being kept
simple past	kept	was kept
past continuous	was keeping	was being kept
present perfect	has kept	has been kept
past perfect	had kept	had been kept
future	will keep	will be kept
perfect participle	having kept	having been kept
gerund	keeping	being kept
present infinitive	to keep	to be kept

Exercise one**I. Determine whether each sentence below is active or passive.**

1. This homework was done by the group. _____
2. This result can be achieved in several ways. _____
3. Dawit painted this picture. _____
4. These doors must/should be shut. _____
5. The cat was chased by the dog. _____
6. Aster was teaching this class. _____
7. The ball was kicked by the girl. _____

II. Rewrite the following sentences in passive voice.

1. Somebody cleans the room everyday.

2. They are building a new ring road around the city.

3. They cancelled all the flights because of the fog.

4. They didn't give me the money.

5. They have postponed the concert.

6. People do not use this road very often.

8. Genet's college will give her present when she gets retired.

9. How do people learn language?

II. Rewrite the following sentences in Active voice.

1. The camels are being milked.

2. The Lalibela churches were built around 640-BC.

3. Penicillin was discovered by Alexander in 1928.

4. The fence is being painted.

5. The window has been cleaned.

6. Football is played all over the world.

IV. Arrange those in brackets into passive questions.**Example:** (Japan/all/in/cars/made/these)Are all these cars made in Japan?

1. (need/workers/more/when)

2. (many/bottles/how/how/beer/everyday/of/produced)

3. (arrested/thief/the/yesterday)

4. (know/gold/in ancient times)

5. (gold/use/for/nowadays/what)

UNIT FOURTEEN

DIRECT AND INDIRECT OBJECT (REPORTED SPEECH)

Unit objective: At the end of this unit, the students should be able to:

- ♦ Define reported speech
- ♦ Report some others speech using direct and indirect reporting.

- There are two ways of relating what a person has said: direct and indirect

- In direct speech, we repeat the exact words of the speaker. It is also called direct reporting.

Example: He said, “I am learning Amharic”.

Remarks thus repeated are placed between inverted commas, and a comma or colon is placed immediately before the remark. Direct speech is found in conversation in books, in plays, and in quotations.

In indirect speech, we give the exact meaning of a remark or a speech without necessarily using the speaker’s exact words.

Example: He said (that) he had lost his umbrella.

There is no comma after say. In direct speech **that** can usually be omitted after say and felt object, point out, protest etc. Indirect speech is normally used when conversation is reported verbally though direct speech is sometimes employed here to give a more dramatic effect.

When we turn direct speech into indirect, some changes are usually necessary. These are most easily studied by considering statements, questions, and commands separately.

15.1 Tense changes

Direct speech	Indirect speech
Simple present "I never eat meat;" he explained.	Simple past he explained that he never ate meat.
Present continuous "I'm waiting for Ann;" he said.	Past continuous He said that he was waiting for Ann.
Present perfect "I have found a flat;" he said.	Past perfect He said that he had found a flat.
Present perfect continuous He said, "I've been waiting for ages"	Past perfect continuous He said he had been waiting for ages.
Simple past "I took it home with me;" she said.	Past perfect She said she had taken it home with her.
Future He said, "I will/shall be in Paris on Monday."	Conditional He said he would be in Paris on Monday.
Future continuous "I will/shall be using the car myself on the 24 th ;" she said	Conditional continuous She said she'd be using the car herself on the 24 th .

Adverbs of time and place and a few other expressions also change. Here are some examples.

Speaker's words	Reported statement
tomorrow	The next day/ the following day
yesterday	The day before
here	There
today	That day
this morning	That morning
tonight	The night
next/on Tuesday	The following Tuesday
last Tuesday	The previous Tuesday
the day after tomorrow	In two day's time
ago	Before/ previous.....

Exercise one

I. Identify the direct and indirect object.

Type

1. She sent **her friend** an email .
2. Sally will help **you** with your housework.
3. Where did **you** put the keys?
4. He gave **them** a bag full of money.
5. **Alice** wrote a book on the French revolution .
6. I need **your help**.
7. He offered her **a flower**.
8. My father bought **us** a new TV set.
9. John sold me **his car**.
10. I wish **you** good luck

II. Rewrite the following sentences putting the indirect objects before the direct objects.

1. Jane told a secret to me.

2. John's father left a huge property for him.

3. Call a taxi for me.

4. They promised their help for us.

5. My mother gifted a necklace to me.

6. My friend did a great favor for me.

7. She lent her necklace to me.

8. The principal granted leave for us.

9. I promised my support for him.

10. The President awarded a gold medal to him.

11. Our guest told an interesting story to us.

12. I bade a sad farewell to my friends.

UNIT FIFTEEN**PUNCTUATION**

Unit objective : At the end of this unit the student would be able to:

- ⇒ understand the importance of punctual in writing
- ⇒ identify and name the common punctuation
- ⇒ punctual simple sentence correctly
- ⇒ write sentence of their own with the appropriate punctuation.

Definition

- ♦ Punctuation marks are symbols used in writing to ensure that the written information is conveyed clearly. Although punctuation is mostly used to bring out the clarity of sentences, it is also used to bring out special meanings in words.
- ♦ Punctuation is an essential aid to the correct interpretation of the written message.

9.1 The most common punctuation marks**A. End punctuation marks**

- ♦ The period (.)
- ♦ The question mark (?)
- ♦ The exclamation point (!)

B. Internal punctuation marks

- ♦ Comma (,)
- ♦ Quotation mark (“ ”)
- ♦ Hyphen (-)
- ♦ Apostrophe (‘ ’)
- ♦ Semicolon (;)
- ♦ Colon (:)
- ♦ Dash (_)
- ♦ Parentheses ()

- ♦ Brackets []
- ♦ Italics /underlining _____
- ♦ Ellipsis (. . .)
- ♦ Slash (/)

1 End punctuation marks

End punctuation marks indicate that a sentence has come to an end. There are three ways to end a sentence: a period, a question mark and exclamation mark.

The period

- ♦ The period, also known as “a full stop” is used at the end of a sentence.
- ♦ A sentence may be defined as a group of words which makes a complete thought. The period, therefore, signifies the end of this thought.

Use

- ♦ to end a declarative sentence
- ♦ A declarative sentence makes a statement of fact or expresses an opinion.

Examples

- ♦ I like your bag.
- ♦ Ocean water is always moving.
- ♦ to close an imperative sentence

Examples

- ♦ Please open the window.
- ♦ to end a sentence that contains an indirect question

Examples

- ♦ Abebe asked me if I could stay.
- ♦ Sarah asked what the matter was.

- ♦ to show decimals or dollars and cents

Examples

- ♦ In decimals, two and three quarter is written 2.75.
- ♦ His wallet costs \$ 6.25.

The question mark

- A question mark follows a sentence that asks a question

Uses

At the end of an interrogative sentence.

Example: Why has he changed?

2 The exclamation mark

- An exclamation mark indicates strong feeling or emotion such surprise, disbelief or admiration.

Use

⇒ To end exclamatory sentence

Example

- ♦What a wonderful idea!
- ♦What a smart boy you are!

⇒ At the end of an imperative sentence that expresses a strong feeling

Examples

- ♦Don` t move!
- ♦Sit down!

After an interjection expressing strong emotion

Example

- ♦Great! You did a nice job.
- ♦Oh! Look what I found.

Exercise one

I. Use an appropriate end mark for each sentence.

1. How far north do palm trees grow
2. Go to bed right this minute
3. Mother asked why you didn't empty the rubbish can
4. I shall cook dinner
5. How tasty the soup is
6. How many stars are on the flag
7. Oh what a large bird that is
8. Please hand me the books
9. Abebe told me to come either at 10.30 am or at 5:00 pm
10. Julius Caesar was born in 100 BC

9.1.2 Internal punctuation marks

- ♦ Internal punctuation marks are used within the sentence to indicate an interruption in the flow of thought in the sentence.

3. Comma

Uses

1. to set off items in a series
- ♦ A series is made up of three or more words, phrases or clause.

Examples

- ♦ **Phrase:** she lowered the shade, closed the curtain, turn off the light and went to bed.
- ♦ **Word:** I need to buy paper, pencils and pens
- ♦ **Clause:** (if it's clause, a comma should be used before a conjunction)
- ♦ I don't know who runs the meeting, where it is, and what time it is.

2. To separate two or more adjective that come before a noun.

Examples

Abel is a tall, slim, dark- haired man.

The rabbits disappeared into the tall, thick forest.

Before a coordinating conjunction (and, or but, for, and yet.)

Examples

1. Deliver this message immediately, and call Abera before tomorrow morning.
2. Meron drank water, but she was still thirsty.
3. After introductory words, phrases, and clauses.

Examples

1. Yes, the newspaper has arrived (introductory words)
2. Waiting in the rain, we were furious where she was.
(introductory phrases)
3. Before she left, Almaz watered the plants.(Introductory clauses)

5. Commas with letter parts.

Examples

- ♦ February 15, 1987
- ♦ Dear sir / madam,
- ♦ Sincerely,

Exercise two

I. Inserting commas where needed.

1. Of course I may change my mind.
2. Mekdes has gone to town Mary is asleep and Tigist is ironing.
3. “No never!”
4. If you study hard you can pass the test.
5. Astonished by the news Abebe stared at us.
6. No I think it is too early.
7. Sincerely yours

4. Quotation marks

Use

1. To enclose the exact words of a person

Example: 1. Alex asked, “I have a permission to interview the coach.”

“Eat your bread,” said Abebe. “It`s good for you.”

“Who is hungry?” asked Abel.

2. To enclose the title of a short story: an article, an essay, a short poem, a song, a radio and TV shows.

Examples

1. My favorite essay by Montaigne is “on silence”
2. My favorite poem story is “The Tell – Tale Heath”

Exercise three**I. Insert quotation marks and comas where necessary.**

1. Where asked Abebe did you find these earrings.
2. I am sure she missed the city Abebe said.
3. The six and final episode entitled today`s environment was informative.
4. Who said I want to go home? Asked Alex
5. Do you like farming he asked her.
6. The chapter is called your creative child.
7. I don`t think peter said their team has a chance.
8. The poem trees was written by Joyce Kilmer.

5. Hyphen

A hyphen is used mainly to connect words and words and word elements into compounds to divide a word at the end of a line.

Uses

1. to write compound numbers between twenty – one and ninety- nine

Examples

1. I borrowed twenty – seven dollars.
2. Sixty – one people attended the meeting.

2. to mean up to between numbers and dates

Examples

- ♦ There will be 10-15 people.
- ♦ 1960- 1965

3. In word with the prefix all- , ex- , and self- and the suffix elect.

Examples

- ♦ Ex-wife
- ♦ Self – American

4. after a prefix followed by a proper noun or a proper adjective

Examples

- ♦ Pre- Columbian
- ♦ Mid – October

5. All “in- laws” take a hyphen

Examples

- ♦ Brother- in – law
- ♦ Mother – in – law

6. To write compound nouns

Examples

- ♦ He is a well- known man
- ♦ Self- supporting girl
- ♦ Half – done bread

Don't hyphenate a compound adjective that use “ly” before or after the word they modify.

Example

- ♦ A barely moving train – a train which is barely moving.
- ♦ A highly developed muscle – his muscles were highly developed.

7. to show a syllable division

Example

- ♦ Hyper – tension or hyper ten- sion
- ♦ Pre- paration or prepara- tion
- ♦ Note: don't divide a one – syllable word or a proper noun.

Examples

1. Talk

3. Joint

2. Abebe

4. Washed

Don't divide a word so that the only one letter appears at the end or at the beginning of a line.

Example

- ♦ Enough don't break e – nough
- ♦ Healthy don't break – health-y

Don't, as a rule, divide words unless at least three letters will carry over to the next line

Examples

- ♦ Don't break = hang- er
Part- ly

Divide words having double consonants between the double consonants.

Examples

- ♦ Tomor- row
- ♦ Shim- mer
- ♦ Oc- cur

Divide only a hyphenated word only after the hyphen.

Examples

- ♦ Self – conscious
- ♦ Wrong self – con– scious

Exercise four

I. Use a hyphen where necessary.

1. My mother in law has cuff links made from mother of pearl.
2. Yes, two thirds recipe will serve twenty five people.
3. There are twenty six amendments to our constitution.
4. The president wrote a book about politics.
5. Belay is less self conscious than he used to be.
6. The social studies test was one half written and half oral.
7. There is much pro– british feeling where we spent our vacation.

6. The semicolon

Semicolon is used to connect main clauses and to clarify meaning in a sentence that contains a number of commas.

Uses

1. to join closely related independent clauses

Examples

- ♦ This committee wants to know your opinions; let`s hear from you.
- ♦ Ask not what your country can do for you; ask what you can do for your country.
- ♦ I knocked; no one came.
- ♦ To join independent clauses that are joined by a conjunctive adverbs.
- ♦ Common transitional words that are precede by a semicolon and followed by a comma are the following.

Accordingly	further more	in other word
Consequently	hence	In addition
For example	however	thus
For instance	moreover	other wise
In fact	besides	there fore
On the other hand		mean while
		Like wise
		Instead
		Nevertheless

Exercise five**I. Insert colon for each of the following sentences**

1. Ayele went to the post office with an armful of materials to mail letters, parcels and postcards.
2. Abel grows several kinds of crops on his farm maize, beans, potatoes, cabbages and onion.
3. The following people are likely to be chosen Abebe, Ali and ke-dir.
4. The movie can be seen at the following times 145,3/30 and 5/15
5. He has three great faults bad temper, careless-ness and selfishness.
6. These are my favorite sports tennis, soccer and boxing.
7. Dear Daniel Thank you very much for your helpful letter.
8. Choose a book about one of these topics animals, conservation or oceanography.

7. The Apostrophe**Use**

1. To form contractions and indicate that letters or figures have been omitted.

Examples

- | | |
|-------------------|---------------------------|
| - Can` t (cannot) | - I` d (I would or I had) |
| - I` ll (I will) | - It`s (It is or it has) |

2. An apostrophe and an “s” (’s) to form the plural of letters, numbers, symbols, figures.

Examples

- ♦ You use too many whoever`s.
- ♦ Her 2`S always looked like her 4`s.
- ♦ With expressions of time, space and amount

Examples

- ♦ I bought a dollar`s worth of candy.
- ♦ I will be there in an hour`s time.

4. to indicate possession with noun “s”

- An apostrophe alone for any singular noun if it ends in s

Example: Keats ----- Keats` poem

An apostrophe and (’s) for any singular noun if it does not end in “s”.

Example

Men ----- men`s

Children----- children`s

The settlers` land

Use the possessive form only the last person`s name when a thing is jointly owned.

Example

- ♦ Tommy and Linda`s puppy has been lost for two days.
- ♦ Netsanet and Helen`s country is so beautiful.
- ♦ Use the possessive form of each name when two or more people each possess separate items.

Example

1. Abebe`s and Kebede`s bags are exactly alike.

Note: do not add an apostrophe or`s to possessive personal pronouns such as:

- | | | | |
|---------|--------|--------|----------|
| - Mine | - his | - its | - theirs |
| - Yours | - hers | - ours | - whose |

They already show ownership

Exercise four**I. Use an apostrophe where necessary and re-write the sentences**

1. Lets hurry! Its after twelve o clock.

2. The childrens singing and playing were delightful.

3. I read two of Charles Dickens books.

4. How many ss are there in the word Mississippi?

5. The Childs writing had bs like ds and fs like ts

6. The class vote was tied with sixteen yess and sixteen nos.

7. The minces cages is kept in the science laboratory.

Ellipsis(...)

It is a set of three periods or dots.

It is used to show an omission or pause in written or quoted material.

Examples

1. "Four score and seven years ago, our fathers brought forth up on this continent a new nation..."

2. Cats catch mice and dogs...

II. Re- write the sentences by using

Coffee machine`s broken

Wife`s not well.

I haven`t got all the papers that I expected to have.

Are you and Gillian getting married? We hope to get married. We hope to get married

There aren`t so many butterflies as there are used to be.

Exercise five**Re- write the sentences by using Ellipsis.**

1. Coffee machine`s broken

2. Wife`s not well.

3. I haven`t got all the papers that I expected to have.

4. Are you and Gillian getting married? We hope to get married.

5. There aren`t so many butterflies as there are used to be.