

ODA SPECIAL BOARDING SCHOOLS

**A STUDY GUIDE TO UNIT 1 AND 2 OF
GRADE 10 ENGLISH STUDENT TEXTBOOK
BY
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**OCTOBER, 2021
BISHOFTU, ETHIOPIA**

INTRODUCTION: HOW TO USE THIS GUIDE

This study guide is aimed to assist you with major language focus sections found in the first two units of G-10 textbook. In order to make a better use of the material,

First go through the lesson objectives set at the beginning of each unit and the key grammatical points. Then read the short explanations and examples in each language focus sections. As you read, try to remember the objectives set and see if you are attaining them. After you have completed a section, go to your textbook and find the section with the same topic/theme. Read additional explanations there and complete the exercises. If possible, do it with your friend. Finally, try review questions included at the end of each unit.

A Pdf format of reference book is also attached for further reading on the key grammatical points included in unit 1 and 2 of your textbook:

Intermediate English Grammar In Use by Raymond Murphy

UNIT ONE

SPORTS AND FITNESS

General objectives of the unit: At the end of this unit you will be able to:

- List as many sport and fitness activities as possible.
- Talk about these sport and fitness types.

- Discuss the rules for different sport games.
- Talk about your favorite sports and Ethiopian athletes.
- Connect pieces of information using relative pronouns
- Share stories of familiar athletes, Express developments over a period of time since a specific time in the past
- Use adverbs of frequency to talk about repetition of actions/events
- Tell your personal arrangements/plans using different language structures.
- Compare people and things using structures of comparison
- Complete different tasks related to the topic of the unit and major language themes

Key Grammatical Points:

- Present perfect
- Adverbs of time and frequency
- Relative Pronouns
- Modal of advice/suggestion/recommendation /, obligation and necessity
- Auxiliary verbs for intentions, plans and prediction

Section I: Pre-reading

Brainstorming activities

List sports and fitness activities

What are your favorite sports and leisure time activities?

Who is your favorite/role model athlete? Why?

Why are sports and leisure activities performed? How important are they?

LANGUAGE FOCUS 1 : RELATIVE PRONOUNS

Who, whom, whose, which, that and whose

1. MEANING AND USE

As their name indicates, relative pronouns relate the topic/subject of our sentence, the noun antecedent to its description. The description that begins with a relative pronoun is called RELATIVE CLAUSE.

Based on the function of the description, relative clauses can be of two types:

1. Relative clauses that are used to make clear which person or thing we are talking about.

- The information is essential/very important.

2. Relative clauses that are used to give more information about a person, thing or situation.

- The information is extra nonessential.

The essential information introduces Defining Relative Clause(DRC), whereas the nonessential information introduces Non- Defining Relative Clause (NDRC). All relative pronouns can be used in both DRC and NDRC with the exception of THAT! THAT is not used in NDRC.

As to the use punctuation mark, a comma or two commas can be used in the case of NDRC.

2. CLASSIFYING RELATIVE PRONOUNS

Relative pronouns can be classified into two groups based on their function:

A. Personal: Subject and Object cases

WHO and THAT- both subject and object to refer to people- These RPs are equivalent to personal pronouns such SHE, HE, THEY, I, and YOU.

WHICH and THAT- both subject and object to refer to things- These pronouns are equivalent to IT and THEY.

WHOM- Always object case to refer to people- Therefore, WHOM is the object form of 'who'. This means you can use either who or whom as object of the verb.

As you may have already understood a relative pronoun can be either plural or singular based on the number of the subject it refers to:

The time which/that is...

The students who/that are..

The government whose citizens are suffering...

B. Possessive

- Whose- to refer to people
- Whose and of which to refer to things

All relative pronouns can be used as subjects or objects of the verb in the relative clause.

Examples:

a) The woman who/that sits next to you is our new manager.

b) The school which/that has won the prize for quality education is ours. (= It is our school which/that has won the prize for quality education).

In these sentences the relative clauses are respectively:

1) who/that sits next to you, and

2) which/that has won the prize for quality education.

Their noun antecedents (topic/subjects of the verb) are 'The woman' and 'The school'. The relative pronouns link/relate these groups of words.

Can you rewrite the following sentences A and B into a single sentence using a relative pronoun?

A. A student holds a book in his hands.

B. This student is exceptionally intelligent.

A + B = ?

The student who holds book in his hands is exceptionally intelligent.

WHOSE and OF WHICH

Are used when we talk about what belongs to the the topic/subject (=what our subject has/possesses).

Examples:

The man has a blue car. The man does not seem to fine.

The same idea can be expressed using relative pronouns as demonstrated in the following sentences.

a) The man who/that has a blue car does seem to be fine. OR,

b) The man whose car is blue does not seem to be fine.

Therefore, if you have Noun1 + blank space + Noun2, and Noun2 belongs to N1, the correct relative pronoun that should be used in the blank space is...

Ans: Whose or of which!

Which relative pronouns can be used in the following sentences?

a) The country_____ people work hard will never be subdued to external forces.

b) The family_____ property has been damaged will receive compensation from the _____ government.

c) The company...production capacity falls under 5% is about to be sold.

3. FURTHER POINTS ON DEFINING AND NON- DEFINING RELATIVE CLAUSES

1. Defining relative clauses

DRCs exactly identify or restrict the subject we are talking about from from other similar and confusing alternatives. Therefore, the doubt 'Which one?' won't rise!

Example:

If your friend says to you:

The lady who/whom/that you saw yesterday is our accountant.

It is unlikely that you can question which lady he is talking about. She is already defined. Your friend assumes that! She is the one you saw yesterday. The problem only rises when you saw two ladies yesterday!

How do you talk about one of your English teachers if there are two or more in your school?

Additional examples:

a) The house which/that was built during the Italian occupation must be replenished before it goes down.

b) The customers who/that trade with us on regular basis should receive extra bonus of _____ service.

Note that if we omit the relative clause in DRCs there would a different meaning or even confusion. That means we can't omit such clauses. Be careful if you want to do so.

2. Non defining relative clauses

These type of clause are used additional information. The information can be omitted if needed. There will be no confusion or change in meaning from the original one. The noun/topic we talk about is already defined possibly because it is the only or unique one just by its name or mere existence. This is usually the case with unique objects and famous people and things.

How many suns and moons do we have on Earth? Both are unique bodies. Which clause, DRC or NDRC is used to talk about them? NDRC, right?

Examples:

- a) Mr. Taddese, who is our school director, is a supportive person.
- b) Ato Endale, our English teacher, made a motivational speech on school opening ceremony.
- c) Derartu Tullu, who is a world class athlete comes from Bokoji, Arsi.
- d) I saw our prime minister, who is a Nobel Laureate.

As you see in sentences a-d, the the people or things we talk about are already known/famous/unique one. Therefore, no need of defining/restricting who they are. The information in the relative clause is simply additional one that can be omitted without causing any meaning problem.

Also note that the relative clause can appear in the middle of sentence as in a-c or at the end as in sentence d above.

N.B. 'That' cannot be used in the above sentences. Why?

Discuss the difference of meaning in pairs of sentences given below. Are they grammatically correct? Comment.

- 1. A. My mother, who had never been to school, passed away 4 years ago.
B. My mother who had never been to school passed away 4 years ago.
- 2. A. My only sister, who works in a big company, earns a gross salary of 20,000 EBr.
B. My only sister who works in a big company earns a gross salary of 20,000 EBr.
- 3. A. My brother, who always likes to with me, is now leaving for Germany.
B. My brother who always likes to with me is now leaving for Germany.

LANGUAGE FOCUS 2: MAKING COMPARISON

LANGUAGE FOCUS 3:

EXPRESSING FUTURE PLANS, INTENTIONS AND PREDICTIONS

LANGUAGE FOCUS 4: PRESENT PERFECT

1. MEANING AND STRUCTURE

Something happened in the past and you don't know when it exactly happened. How do you tell someone as a news?

If the time at which the event occurred was definitely known it could be expressed by adverbials of time such as last time, yesterday, a minute ago, before/after another event, 1990's, etc.,

A. He won gold medal in cross-country BEFORE he scored another victory in Olympics.

B. They took long distance running as their best international athletic debut in 1990's.

C. ONCE UPON A TIME, there lived a venomous witch.

As you see in these examples, some adverbials of time (1990's, once upon a time and before) are used to indicate definite past events. And all the tenses are simple past. None of these sentences are being told as news!

NEWS is what happened very recently or what has a significant effect on or to the present moment.

Therefore, one of a number of situations in which we have to use the PRESENT PERFECT is when we want to tell news even though we know it happened in the indefinite past.

Therefore the PRESENT PERFECT connects the PAST with the PRESENT. It is primarily PAST. Of course you can take it as both past and present. It is PRESENT and PERFECT(=COMPLETE)

Example in context:

Mr. A: I want to see your friend.

Mr. B: I am sorry he is not in the town. He has left.

Mr. A: When has he left/When did he leave?

Mr. B: I don't know.

The assumption of Mr. A is that the person he wants to know is around but Mr. B who knows that he friend left the town perhaps many days ago, even though he doesn't know the exact time, tells Mr. B as news:

He has left'.

If he knew the exact time or if assumes this can't be unexpected for Mr. B, Mr. A would respond saying:

He left the day before yesterday. OR

He left many days/a long ago.

Generally the situations in which we use the PRESENT PERFECT include:

1. When what we talk about past events/actions that are still news (recent information) to other people and the time they happened is not surely known or not important.

2. When we express what happened very recently (just before the moment of talk).

3. When the past event/action we talk about has has a significant effect on or relation to the present event/action.

4. When we talk about events/actions that have been going on/continuing for a long from a definite or indefinite past to the present or just completed

Can you match PRESENT PERFECT uses 1-4 given above to example sentences A-D below?

A. Athlete Kenenisa Bekele has broken world record in half marathon. Have you heard it?

B. Can't you see the flood? It has rained.

C. He has been with us since yesterday.

D. Ms. A: Where is Ayantu? Where has she gone? She has been here very recently.

Mr. B: She has just left. She won't be far from here.

Key: 1A, 2D, 3B, 4C

1. Structure:

Active voice: Has/Have + verb 3

Passive voice: Has/Have + been + verb 3

2. Adverbials of time used with present perfect

The most important adverbials of time that are commonly used with the present perfect include:

- FOR and SINCE- for continuity of event/action from past to the present

Since refers to a definite time references in the past such as- yesterday, last century, this morning, (in)1990, etc.,

- completed action verbs/clauses such as- she came, they won medal, you enrolled in the school, OR
- past events such as- the opening of the school, the beginning of the new era, the death of the PM, her childhood etc.,

For is used to state how long an event or action has been in progress from the past. It is about duration.

The expressions which follow for include: three minutes/one year/ many centuries/ a couple of nights/a decade/a while/ a short period of time/ a moment...

Examples:

Years have passed.

JUST, RECENTLY and LATELY- for actions/events that happened/completed a short time ago. **Just** normally comes between the auxiliary and the main verb. Lately and recently are usually come at the end of the sentence just after the verb.

Examples:

He has just left.

She has made flight recently/lately.

EVER and YET- for actions/events extending from the past or expected to happen till present in negative statements and questions. Yet is used at the end of sentence

Examples:

Have you ever been to America? (= Do you have experience of America even once?)

Haven't they arrived yet? No, they haven't arrived yet.

Additional points on Adverbs of time

This morning/ this year/ this semester,

LANGUAGE FOCUS 5 : ADVERBS

Introduction

Adverbs primarily add meaning to verbs. They may also modify adjectives or even other adverbs.

Examples:

A. She is amazingly beautiful

Adverb + adjective

B. She danced beautifully.

Verb + adverb

C. She did her job so well.

Adverb + adverb

In the above sentences, AMAZINGLY and SO are adverbs of degree, whereas BEAUTIFULLY is an adverb of manner.

Adverbs generally state the degree/level/intensity, manner, frequency, time and place of certain quality or action.

1. ADVERBS OF TIME

Adverbs of time tell us the time when something happens.

Question: If I say the person who, then I will say:

The place_____

The time_____

The reason_____

Adverbs of time include some of the time adverbials we discussed under present perfect. Please revise. Most adverbs of time usually come at the end of sentences even though few others can go in the middle of sentences. Adverbs of time are frequently used at the beginning in speech for emphasis.

Examples:

I only saw him a year ago.

He is still doing his project. He hasn't finished his project yet.

Tomorrow, we are going to have a special class session.

Question: Please the difference between the following pairs of question. Mind you have to come up with clear understanding when the school begins!

1. A. I have been to Addis.

B. I have gone to Addis

2. A. I have cut my hair.

B. I have my hair cut.

2. ADVERBS OF FREQUENCY

Adverbs of frequency answer the question: How often?

They state the repetition/oscillation of certain action/event per unit time. This means they tell us the interval at which a given event/action repeats (itself).

Adverbs of frequency include often, usually, every day, once in a second and so on. The interval can be fixed/definite or random/indefinite.

Adverbs of frequency that express fixed interval at which an action/event repeats itself are called ADVERBS OF DEFINITE FREQUENCY. Those adverbs which do not exactly state this interval are called ADVERBS OF INDEFINITE FREQUENCY.

2.1 ADVERBS OF DEFINITE FREQUENCY

Adverbs definite frequency are usually phrases introduced by determiners such as PER/ONCE/EVERY + a unit of time (year, century, second, day and so on). Other adverbs of definite frequency include:

Yearly, monthly, daily, annually, semiannually, quarterly and biannually, on Sundays, every morning

Q. Where do you think adverbs of definite frequency go in a sentence?

Adverbs of definite frequency usually go at the end of sentences, after the main action/event expressed in our verb.

Example sentences:

- a) Famine occurs when(ever)/every time war breaks out in this country.
- b) I follow online webinar every Sunday night.
- c) Earth's magnetic poles flips over once every 25 million years.
- d) I revise my lessons every day during the nights.
- e) He pays us a regular visit on Sundays (=every Sunday).
- f) They pay their taxes annually.

Note that we may use these adverbs at the beginning of sentences for the sake of emphasis/focus/strengthening.

2.2 ADVERBS OF INDEFINITE FREQUENCY

Most adverbs of indefinite are regular in formation. They include:

Always (= all the time or every time), frequently, usually, every now and then, again and again, regularly, repeatedly, (quite) often, sometimes, ever, seldom, rarely, hardly (ever), scarcely(ever) and never.

Adverbs of indefinite frequency are usually used to talk about habits and repeated actions and hence the present simple and past simple tenses. They can be used in all tenses.

Q. Can you guess where in sentence these types of adverbs go? Write some examples of your own before you read the examples given below.

Adverbs of indefinite frequency occupy three main positions in sentences:

1. Before single main action verbs
2. After main verb 'to be'
3. Between auxiliary and main in multiple verb patterns.

Examples:

- a) She is always busy.
- b) He has always loved her.
- c) We often go through hard times.

However, adverbs of indefinite frequency with negative meaning such as never, seldom, rarely, hardly (ever) and scarcely(ever) can be used at the beginning of sentences for the sake of emphasis.

In such as scenario, the sentence would normally have an inversion form which seems an interrogative sentence even though the sentence is still a simple statement. Therefore a period, not a question mark is used at the end of these sentences.

Examples:

- a) Hardly does she understand advanced algebra.
- b) Never has such a painful thing happened in the history of the nation.
- c) Rarely did they try to improve their academic performance.

LANGUAGE FOCUS 6: ASKING FOR AND GIVING ADVICE

A. KEY GRAMMAR POINTS

Advice = uncountable noun

Advise = transitive verb

The noun 'advice' is related to 'recommendation', 'consultation' or 'suggestion'.

Recommendation and suggestion are both count nouns. These alternative words are more formal than advice and therefore used in specific contexts. What are their verb, adjective and forms?

Because 'advice' cannot be counted as one, two, etc., you can't say 'an or one advice'!

You can modify it using count noun units such as 'a piece, a bit, a kind or a sort'.

Example:

Let me give you a piece of advice. Or in plural sense,

Let me give you pieces of advice.

Question: Is the following sentence grammatically correct and appropriate? Discuss with your friend.

Any/some advice/suggestion/recommenation may help'.

What do you think about suggestion and recommendation?

What is the agent action indicator form of advice? What is its corresponding action recipient? (Ans: advisor and advisee! Right? Can you name other words that end in '-er/-or' and '-ee'? ?

Verbs that collocated with advice/suggestion/recommendation include: give/provide/offer

Verb pattern:

Advise + object + full infinitive
infinitive

Recommend + object + full

Suggest + object + bare infinitive

Suggest/recommend + gerund

Examples:

I advise/recommend YOU not TO STAY late in your bed.

I suggest YOU not STAY late in your bed.

I suggest/recommend WAKING UP early.

Note: The words written in caps are the object and appropriate verb patterns for each words of advice/recommendation.

B. SITUATIONS FOR ADVICE

What situations are required to ask for and give advice? Well. They include problems, issues, troubles, difficulties, sickness/ailment, fiasco/failure, worries and so on. Advice can be given in the following context:

1. when someone shares his problems with us without requesting about what she or he should do, or

2. when someone directly requests us what she or he should do.

Dialogue/conversation context advice usually assumes some kind of close or expert relation between people involved. We may seek advice from parents, friends, experts or professionals such as teachers, lawyers, psychologists, physicians, and so on.

When we ask people for advice, they may respond or decline based on their personal situation, proximity, willingness to help, expertise level, etc.,

C. KEY TO TACKLING QUESTIONS

Note: When dealing with advice related conversation question you have to first identify the relationship between the people involved. You have to also remember that politeness is the key!

How do we express politeness? Don't be or appear rude when asking for and giving advice as well as responding to people who give you advice.

EXPRESSIONS AND PHRASES USED

1. EXPRESSIONS TO ASK FOR ADVICE

How do you ask for advice? What expressions do you remember? What kind of grammatically structures are often used?

Expressions when directly asking for/seeking advice:

- What do you advise me?
- What is your (word of) advice/recommendation?
- What shall/ should I do now?
- What do you think I should do?
- What would you do if you we in my shoe?

- The expression 'in my shoes' means 'in my place'.
- Do you have any advice for me?
- I need your advice.
- Please, tell me what to do.

To make your request more polite you can use modal verbs would/could in place of 'do' and 'what' which seem more of asking than requesting. You can also add the interjection 'please'.

Example:

Would/Could you please tell me what I should do?

N.B: If you have close or familial type relationship you can use 'can' in place of 'would/could' and then add 'please'. Do not use 'could/would' + 'please'.

Examples:

If you ask your friend:

Can you please give me a piece of advice on how to deal with my worries?

The interjection 'please' in the above sentence is added just to make your request stronger. As you may have noticed in the above listed expressions, our request doesn't not always need to be in interrogative forms. We can use imperatives and statements as well.

2. EXPRESSIONS FOR GIVING ADVICE

How do we respond to requests for advice? List some expressions you know.

Some of the common expressions and phrases used include:

- If I were you/If I were in your place/shoes, I would....
- I think you should/had better/ought to...
- Have you (ever) tried doing...?
- My advice/suggestion (for you) is you may need to...
- Why don't you try this/study with your classmates?
- I strongly advise/recommend you to refrain from using drugs...
- You may need to consult/see your doctor.
- What if...

- You can...
- How about... [Optional: My advice would be...]

[Optional: Have you thought of...]

3. DECLINING TO GIVE ADVICE

Sometimes people may decline to provide us with what they think right due to different reasons I mentioned in the introduction part. Please revise.

The following are examples of expressions and phrases that may be used in such context.

- I'd be happy if I could(help you), but I can't say.
- I am afraid, I am not expert to do that.
- I am sorry, I am in trouble too..
- Sorry I can't...
- Maybe you need to consult someone with expertise/professional experience?

4. REJECTING ADVICE

In some rare occasion people may reject the advice we give them. This is actually rude. The basic assumption is that there is of course the closeness between the people involved in communication and the advice given is silly or unattainable.

Here are some possible ways to do this!

- Oh, it is better said than done
(= It is easier to advise than to do the actual thing).
- Thank you for your advice, but I don't think that can really work out.
- How do you think I can handle such difficult/silly thing?
- Are you serious/kidding? How come you say that...
- Sure, someone else may do this, but I am sorry I can't.
- I thank you for the advice but...

TASK:

Create an imaginary difficult situation or take your own real case with your friend, and then practice exchanging your roles using the expressions listed in this

lesson section or you own.

LANGUAGE FOCUS 7: MODAL VERBS

1. OBLIGATION AND STRONG ADVICE

1.1 MUST

It's a must....

MUST and MUST NOT are used in formal rules and regulations and in warnings.

They express strong obligation, formal written announcements, the opinion/suggestion of the speaker and are associated and to remind ourselves to do something we have committed to or believe in.

For advice you may alternatively use the phrases:

I (strongly) suggest/recommend reading...

They recommend me to come to you

Scientists suggest that students develop keen interest in science education.

Study the following examples in context.

- A. You must sign the time attendance regularly and timely. (Command)
- B. Requests must be made at least a day before departure (formal rule)
- C. You mustn't steal. It's very immoral act (strong negative obligation, suggestion of the speaker)
- D. We must withstand these personal challenges to prove successful (to remind ourselves to do something, personal commitment)

Useful Assumptions:

What is being said (Urgent? very necessary?)

Who is saying to whom? A boss and employee?

PROHIBITION/RESTRICTION

You are not allowed to....

It is strictly forbidden to...

Visitors must not leave any used food left over in the camp.

DEDUCTION/CERTAINTY

MUST is used to assert what we infer or conclude to be the most logical or rational interpretation of a situation or event.

Evidence - conclusion reasoning process!

As we do not have all the facts, it is less certain than will.

When deduction is merely based on your personal beliefs (because you

understand people and situation etc.). Or for granted facts, use WILL instead of MUST!

The negative form of MUST here is CAN'T -Present Negative deduction

A: He walked across the Sahara desert!

B: You must be joking! She can't have a ten-year old child! She's only twenty-five herself!

Past Deduction- Think about both negative and positive versions!

1.2. HAVE TO

HAVE TO expresses a general obligation based on a law or rule, or based on the authority of another person.

Stronger than MUST because it is chiefly used with external authority/the subject is objective.

Children have to go to school until they're sixteen (It's the law, child's right)

DON'T HAVE TO expresses the absence of obligation.

You don't have to go to America just to learn English. You can learn online.

Sometimes we can use either HAVE TO or HAVE GOT TO. But we use HAVE TO with frequency adverbs such as always, never, normally, rarely, sometimes, etc.

I often have to work at the weekend to get everything done.

With the past simple HAD TO is used especially in questions and negative sentences.

When did you have to give it back?

We didn't have to wait too long for an answer

3. SHOULD / OUGHT TO / HAD BETTER

We can often use either SHOULD or OUGHT TO to talk about obligations and recommendations, although SHOULD is much more common. They describe a sort of obligation where you have a choice.

Therefore, it is softer than MUST!

Examples:

I think you should wear your glasses whenever you feel like reading outdoor.

I haven't heard from her for ages. Do you think I should give her a call?

I don't think parents should / ought to give their children big sum of money.

We can use HAD BETTER instead of SHOULD / OUGHT TO, especially in spoken English, to say that we think it is a good idea to do something. We prefer it if we want to express particular urgency and in demands and threats.

If you don't feel ok you'd better ask him to go instead (good idea to do something)

There's someone moving about downstairs. We'd better call the police, quickly. (urgency)

The negative form is HAD BETTER NOT. In question forms the subject comes after HAD.

He'd better not be late again or he'll be in trouble.

Hadn't we better get a taxi?

SHOULD expresses what may reasonably be expected to happen. Expectation means believing that things are or will be as we want them to be. This use of SHOULD carries the meaning of "if everything goes according to the plan, then something should happen "; therefore it doesn't suggest negative or unpleasant ideas.

You have worked hard. You should pass the exam.

If the flight was on time, he should have arrived in Bokoji early.

2. POSSIBILITY AND SPECULATION

MAY expresses the possibility that something will happen or is already happening in the present.

We may go to Wanchi this year. We haven't decided yet.

A - "Where's your brother, son?" B - "I don't know. He may be having a shower".

MIGHT , like may , expresses possibility, but is more tentative and slightly less certain.

I might not be back in time for supper, so don't wait for me.

It might rain. Take your umbrella.

CAN is used to say that something is possible and actually happens.

It can be hard to deal with mentally retarded people. (it can be and sometimes is).

We also use CAN to indicate that there is a very real possibility of a future event happening.

We can still communicate even though you are going to leave after two weeks. (we will be able to communicate)

COULD expresses the theoretical possibility of something happening. It is used in a similar way to might.

It could be expensive to keep a dog (if we had one, it could or it may not be expensive).

It also suggests that something is less likely or that there is some doubt about it.

Could not is not used to express a future possibility. The negative of could is MIGHT NOT.

It might not be right.

OUGHT TO, as well as SHOULD, + HAVE + PAST PARTICIPLE are used to talk about an expectation that something happened, has happened, or will happen.

If the flight was on time, he should / ought to have arrived in Addis early this morning.

The builders should / ought to have finished by the end of the week.

3. PERMSSION

MAY / MIGHT / CAN / COULD

They are used asking for permission, or saying whether we or other people have it. To talk about permission generally, or permission in the past, we use CAN or COULD. MAY is used to ask for and give permission but it sounds very formal.

Can / Could I borrow your book tonight?

May I help you?

4. ABILITY: CAN / COULD/BE ABLE TO

CAN expresses ability or is used to say what someone knows how to do, or what is possible. The past is expressed by COULD.

I can/am able to speak Afan Oromo.

In this sentence we can also use

ABLE TO without any important change of meaning.

To express a fulfilled ability on one particular occasion in the past, COULD is not used. Instead, we use WAS ABLE TO or MANAGED TO .

She was able to survive by feeding on termites.

The prisoner managed to escape by climbing onto the roof.

There is a useful difference of meaning between COULD and WAS/ WERE ABLE TO : the latter form says not only that you could do something (it was possible for you), but also that you did it.

UNIT TWO: HEALTH, FIRST AID

Objectives of the unit lesson:

At the end of the unit you will be able to:

- carry out interview and respond to interviews by others, ask different types of questions
- connect information coherently based chronological and thematic sequence using sequence markers.
- write correct and appropriate sentences using different indefinite pronouns
- use vocabulary of medicine, and related topics to discuss about accidents, injuries, treatments and drugs
- use correct pattern of sense verbs to express what they and others feel, see, taste, smell and hear.

Key Grammatical Points:

- Structure of statements vs interrogatives
- Auxiliary verbs for interrogative and negative statements
- Conjunctions of time and other connectives
- Sense Verbs and their pattern
- indefinite pronouns

LANGUAGE FOCUS 8: ASKING QUESTIONS

INTERROGATIVE SENTENCES

Introduction: Collocation and alternative words

We ask questions. We interrogate people in crime cases. We also say we raise questions! Polite questions are called requests. We request people for something, help. We reply, respond or reciprocate to questions/requests. Other related words are inquire, wanted to know, interrogate and so on. The verb 'ask' can be followed by what is asked and whom we ask it.

Example:

Ask + question= She asked a question.

Ask + whom asked= We asked them.

The word 'question' itself can be used as verb:

We questioned the strangers.

Well. Why and when do we generally ask questions? The following are some situations for question.

1. To know more about people (their background information, hobbies, interests, likes/dislikes, biography, etc.,)
2. To recruits potential candidates employee during job interview
3. To learn from people on the topic of their professional expertise as in TV and radio shows.
4. To gain an in depth understanding of a research topic in survey interviews and population census

FORMATION

Questions, or interrogatives are formed by inversing the positions of our sentence subject and the first auxiliary verb.

This can be done in two ways:

1. by simple inversing the position of the subject and the first auxiliary verb if there is any in the statement.

Example:

She has been here the whole day.

Has she been here the whole day?

They are coming this weekend.

Are they coming this weekend?

So this method is so straight forward, isn't it? Surely it is so! Congratulations dear student!

2. by inserting appropriate auxiliary verb that describes the status of the verb just before the subject. This approach is a lit bit tricky. Let us see!

In order to change any statement without any auxiliary verb, you have to remember which tense statements do not have auxiliaries? Obviously you answer is present simple and past simple tenses! There is only one verb, the main verb in such tense sentences, right? Sure!

Of course, that main verb can be like auxiliary if it verb to be (is/am/are and was/were, and has/have and had. Do you see that? This is also easy one, because you have to bring that verb before the subject!

Example:

I have/had a pen.

She was right.

What are the interrogative forms of the above sentences? As to verb to have (has/have/had) we have two choices:

a. you can just put have/had at the beginning of sentence:

Have/Had I a pen? OR

b. using action indicator auxiliary verb 'to do' (does, do and did based on the tense type). Therefore, you can write:

a. Do I have a pen?

b. Did I have a pen?

Note that when we use 'did', 'had' should be changed into present form, which is has/have based on the number of our subject- singular or plural. As you see in sentence A, the pronoun I is normally followed by a plural verb 'have'.

Also you have to know what the main verb indicate, for example, action or being/state

Some examples of action verbs are go, study, remain, cut, read, eat, sleep, walk, understand, remember, shorten, estimate, let, wear and many more. These verbs are verbs of action and therefore they are related to to do/doing. As a result we need to use do/does/did when changing simple tense sentences with similar action verbs.

LANGUAGE FOCUS 9: SEQUENCE MARKERS/CONNECTIVES

LANGUAGE FOCUS 10: SENSE VERBS

Sense verbs are verbs that state one of our five senses:

Seeing, hearing, smelling, tasting and touching.

Here is the complete list:

- a) see, appear, seem, look, watch, observe b) hear, sound c) taste d) smell
- e) feel, touch

Grammar Rules

1. Sense verbs are not normally used in continuous forms unless a special

meaning is intended. So they are used with simple tenses such simple present, simple past, simple future and perfect and simple conditional tenses.

Example:

I see/can see you (Meaning: I (can)observe you).

If you want to talk about the continuity of you observation, you have to say:

I am looking at/staring at/watching you.

Note that the meaning each verb conveys slightly different meaning in the above example.

Special Meanings

A. I am seeing my employees on Sunday for a business talk

(I have plan/appointment to meet them). (Meaning: Meeting)

B. She is hearing a case at the court (I am following a case).

C. The chief is tasting the the food to identify what ingredients were used.

(Meaning- identify).

D. We are smelling the compound to understand what is made up of.

Note that unless you do something (smell, see, taste, or hear) deliberately, you have to always use the simple tense, not the continuous for stimuli that randomly/automatically appeal to you senses.

For example if you suddenly smell a colorless gas odor, you say:

I smell something. What is it?

2. Sense verbs are strangely modified by adjectives, not adverbs. This exceptional grammar rule. Why? Because we know verbs are normally modified by adverbs! Right? We can express what we or others sense using:

Subject + Sense verb + adjectives

Examples:

a. He appears/looks/seems happy. He is probably happy.

b. I feel awful. I think I am going to fall sick.

c. The food tastes delicious.

We may also use impersonal subject 'it' to express what we sense as indicated in

the following sentences. Look at the following sentences.

- a. It seems/appears good/nice to leave this area.
- b. It looks easy to support each other.
- c. Look at the situation. It seems irreversible!
- d. He lied down on the ground and appeared dead when he saw the animal.

Try the following question!

Doctor: How do you feel now?

Patient: I ...

A) am feeling good. B) feel well. C) feel good. D) am feeling well.

Additional points

How do others verbs coming after sense verbs behave?

- A sense verb can be followed by:
 - a. adjective + full infinitive as in sentences a and b above.
 - b. Sense verb + bare infinitive or gerund if there is no adjective

Examples:

I see you come towards me.

(Meaning: You are almost with me. The action of coming is almost complete)

We can also use gerund in place of the bare infinitive if we want to convey a different meaning, which is incompleteness of the action:

I saw them leaving the school compound.

(Meaning= They completely left the school compound).

- Sense verbs + as if/as though

Compare the following pairs of sentences:

1. a. He seems as if he were intelligent.
b. He seems as if he is intelligent
2. a. It looks as though we were going to perish.
b. It looks as though we are going to perish.

Meaning:

As if/ as though + present verb = something which is likely to be or happen,
real

As if/ as though + past verb = something which is unlikely to be or happen,
false

Try this! .

Which sentence is real from sentences under 1 and 2 above?

Can you express the following sentence using as if/as though?

He is stupid, but he claims he really intelligent'.

LANGUAGE FOCUS 11: INDEFINITE PRONOUNS

Indefinite pronouns do not exactly identify about whom we talk. They are therefore general or indefinite. They do not tell us the gender of our subject. However, they inform us that the subjects are singular in number.

These pronouns are introduced by the some determiners.

Determiners are the words that tell us about the identity and number/quantity of the subject we talk about. The following words are determiners: some, any, every, each, both, no, none, etc.,

Formation

Indefinite pronouns are formed from determiner + one/body/thing

1. Some + body/one/thing= somebody/someone/something
2. Every + body/one/thing= Everybody/everyone/everything
3. Any + body/one/thing= Anybody/anyone/anything
4. No +body/one/thing= Nobody/no one/nothing

Grammar Rules:

1. Compounds of one/body refer to people, whereas compounds of thing refer to things/objects or animals.

Examples:

Somebody/someone is knocking the door. Who could they be?

Something is going on. I don't know exactly what it is.

Anyone/anybody can apply for the scholarship. It does not matter who

they are.

Everything is going well. Nothing is going bad. There is no exception.

Do not depend on anybody. People are not trustworthy these days. It does not matter who they are.

2. Always use singular verbs after this pronouns.

3. Use she/her/hers if the gender is known to be only female, he/him/his if it is known to be only male when referring to indefinite pronouns for people

4. Use they/them/their/theirs when the gender is mixture, male + male or unknown while referring to indefinite pronouns for people.

5. Use it/its or they/them/their to refer to indefinite pronouns used for things/objects/animals.

Examples:

A. Girls, let me tell you this. Everyone is expected to bring her textbook next time.

B. Somebody dropped their exercise book on the street. We do not know who they are.

C. Among the 40 boys we have in this class, someone hasn't completed his test.

6. Somebody/something are chiefly used in positive statements. They can also be used in positive interrogatives.

7. Anybody and anything are usually used in negative statements and all types of interrogatives.

8. Nobody and nothing are always negative by themselves and therefore no addition of other negative words should be used with them. They can be used in both statements and interrogatives.

Task: Complete the exercise in your textbook and the one attached at the end of this material for further understanding.

