



UNIVERSITY of
RWANDA

COLLEGE OF ARTS AND SOCIAL SCIENCES

CENTRE FOR LANGUAGE ENHANCEMENT

**MODULE TITLE: ENGLISH FOR GENERAL PURPOSES
(EGP 1111)**

Academic Year 2024-2025

Semester I

Prepared by: CLE Lecturers

October 2024

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INTRODUCTION

English for General Purposes (EGP) is a fundamental module in English language education that focuses on developing learners' overall proficiency in the language for everyday use. This module aims to enhance students' skills in reading, writing, listening, and speaking across a wide range of general contexts. EGP courses typically cover diverse topics and situations that learners might encounter in their personal, academic, or professional lives such as travel, entertainment, current events, and interpersonal communication. The curriculum often includes grammar instruction, vocabulary building, and practice in various language functions like describing, narrating, and expressing opinions. By providing a broad foundation in English, EGP prepares learners to communicate effectively in numerous situations and serves as a stepping-stone for more specialised language courses or real-world applications of English.

Module learning outcomes

Having successfully completed the module, you will be able to:

- ✓ identify main ideas and details from listening and reading materials;
- ✓ take notes from live and pre-recorded listening materials
- ✓ express yourselves orally in presentations and interactions; and
- ✓ express yourselves in writing by using well-structured sentences and coherent paragraphs.

UNIT 1: CULTURE AND SOCIETY

Introduction

This unit deals with the topics related to culture and society. It includes activities that enhance students' English language skills, namely listening, speaking, reading and writing. It also explores parts of speech and present tenses in context.

Unit learning outcomes

Having successfully covered the content, you will be able to:

- ✓ introduce yourselves and introduce others;
- ✓ identify main ideas and supporting details from listening and reading materials;
- ✓ discuss information from written and audio-visual materials;
- ✓ deliver effective oral presentations;
- ✓ produce well-structured sentences;
- ✓ relate English words to their phonetic transcriptions;

- ✓ use present tenses in meaningful sentences;
- ✓ recognise different parts of speech in meaningful sentences, and
- ✓ demonstrate an understanding of society cultural diversity and differences.

Lesson 1: Introducing oneself and introducing others

Objective: By the end of the lesson, you will be able to introduce yourselves and introduce others.

Introductory activity

Listen to the audio in the following link and answer the questions.

https://www.youtube.com/watch?v=HPz1va21l_M

1. What is the recording about?
2. What does culture consist of?
3. List any five societal aspects mentioned in the recording.
4. How do sociologists define society?

B. Presentation

Some key notes about self-introduction and introducing others

1. Purpose: To provide a brief overview of yourself or another person to others
2. Key components:
 - Name
 - Nationality
 - Marital status
 - Background (e.g., native place, place of residence/hometown, education)
 - Current job or occupation
 - Interests or hobbies (if appropriate)

Introducing oneself (self-introduction)

Example 1: Good morning, my name is Janet. I am from the eastern province. I am a student at the University of Rwanda.

Example 2: My name is Jean Bosco Hakizimana. I'm 35 years old. I am from Nyanza District, in Busasamana Sector; but I live in Gasabo District in Kigali. I'm married and I have got two children, a boy and a girl. I'm a nurse. My hobby is playing football and I'm interested in reading novels.

Introducing others

Example:

Janet: Good morning Alice!

Alice: Good morning. How are you?

Janet: Fine thank you. This is Aline. She is a student at university.

Alice: How do you do Aline? *Nice to meet you.*

Aline: How do you do? *Nice to meet you*, too.

Note: '*Nice to meet you*' is used to greet a person we have met for the first time.

Other ways to say 'nice to meet'

1. Glad to meet you!
2. Great interacting with you!
3. Happy to meet you!
4. It was lovely meeting you!
5. It was nice talking to you!
6. It's a pleasure to meet you!

Activity 2: Read the following passage and summarise it. Then share your summary in groups of three.

A self-introduction is a concise verbal or written presentation that allows you to share key information about yourself with others. It typically includes your name, place of birth, place of residence, nationality, age, job, relevant experiences, marital status, hobbies, background, and sometimes your goals or interests. The purpose is to provide a brief overview that helps others

understand who you are and what you bring to a particular situation, whether it's a job interview, first day of class, networking event, or social gathering. An effective self-introduction is clear, engaging, and tailored to the specific context and audience. It should highlight your most relevant qualities and accomplishments while giving others a sense of your personality. Mastering the art of self-introduction can help you make strong first impressions and open doors to new opportunities.

Introducing others is a social skill that helps connect people in various settings. It involves presenting two or more individuals to each other by stating their names and providing relevant context. A good introduction considers the setting and relationship between parties, offering information that might spark conversation or establish common ground. This practice breaks the ice, facilitates new connections, and demonstrates social etiquette. Whether in casual gatherings or professional environments, the ability to introduce others effectively can enhance social interactions and help build meaningful relationships.

C. Practice

Fill in the blanks with appropriate words or phrases to complete this dialogue introducing oneself and others.

Alex: Hi there! I'm Alex. What's your _____?

Sarah: Nice to _____ you, Alex. I'm Sarah.

Alex: It's great to meet you too, Sarah. _____ are you from?

Sarah: I'm _____ New York. How about you?

Alex: I'm originally from Chicago, but I _____ to Boston for work last year.

Sarah: Oh, that's interesting! What do you _____ for a living?

Alex: I'm a software _____. How about yourself?

Sarah: I work as a _____ at the local hospital.

Alex: That sounds challenging but rewarding. Oh, let me _____ you to my colleague. This is Michael.

Michael: Hello, Sarah. It's a _____ to meet you.

Sarah: Likewise, Michael. So, how long have you two _____ each other?

Michael: Alex and I have been _____ for about five years now.

Alex: Yes, we met at a _____ conference and hit it off right away.

Sarah: That's wonderful! I'm always happy to _____ new people.

Michael: Same here. Would you like to _____ us for coffee sometime?

Sarah: That sounds great! I'd love to.

D. Application

Activity 4: Create a short dialogue with friends, practice introducing yourself to a small group. Include your name, age, place of birth, place of residence, job, nationality, marital status, hobbies and interests.

Activity 5: Introduce a family member to a friend, emphasizing their relationship to you, their occupation, and a unique quality about them.

E. Assignment

Write a paragraph about yourself. Include your background (place of birth, place of residence, education, etc.), interests, goals, experiences, etc.

Further readings

Cunningham, S. J. (2013). Self-introduction in first encounters: Cultural patterns and individual variations in self-disclosure. *Journal of Cross-Cultural Psychology*, 44(4), 885-900.

Wang, Y. F., & Tsai, C. T. (2016). The relationship between self-introduction behavior and social anxiety in the classroom context. *Educational Psychology*, 36(10), 1713-1729.

Lesson 2: Review of English phonetics and pronunciation

Objective: By the end of the lesson, you will be able to perceive and produce English sounds of words according to their phonetic transcriptions.

A. Introductory activity

Watch the video and answer the following questions.

1. What can help someone to know how to pronounce words according to the video?
2. How many sounds are there in English? How many of those sounds are consonants? How many are vowel sounds?
3. Give two examples of words for each of the following consonant sounds:

/ʃ/ /ʒ/ /tʃ/ /dʒ/

Link: <https://www.youtube.com/watch?v=ugppjNn8uIE>

B. Presentation

Short vowel sounds in the International Phonetic Alphabet (IPA):

1. /ɪ/ – fit /fɪt/, pick /pɪk/, difficult /'dɪ.fɪ.kəlt/
2. /e/ – pet /pet/, sent /sent/, attention /ə'ten.ʃən/
3. /æ/ – pat /pæt/, flat /flæt/, family /'fæ.mə.li/
4. /ʌ/ – cut /kʌt/ jump /dʒʌmp/, cover /'kʌ.vər/
5. /ʊ/ – put /put/, book /bʊk/, cushion /'ku.ʃən/
6. /ɒ/ – pot /pɒt/, dog /dɒg/, hospital /'hɒs.pi.təl/
7. /ə/ – about /ə'bəut/, system /'sɪs.təm/, complete /kəm'pli:t/

Long vowel sounds

1. /i:/ week /wi:k/, feet /fi:t/, media /'mi:.di.jə/
2. /a:/ hard /ha:/, park /pa:k/, article /a:.tɪ.kəl/
3. /ɔ:/ fork /fɔ:k/, walk /wɔ:k/, August /ə:'gʌst/
4. /ɜ:/ heard /hɜ:d/, word /wɜ:d/, surface /'sɜ:.fɪs/
5. /u:/ boot /bu:t/, group /gru:p/, beautiful /'bju:.tɪ.fəl/

Diphthong vowels (double) in the IPA are:

1. /eɪ/ place /pleɪs/, late /leɪt/, dangerous /'deɪn.dʒə.rəs/
2. /oʊ/ home /həʊm/, phone /fəʊn/, global /'gloʊ.bəl/
3. /aʊ/ mouse /maʊs/, brown /braʊn/, accountant /ə'kaʊnt.ənt/

4. /ɪə/ clear /klɪə/, fear /fɪə/, career /kə'riə/
5. /eə/ care /keə/, wear /weə/, declare /dɪ'kleə/
6. /ɔɪ/ boy /bɔɪ/, toy /tɔɪ/, enjoyable /ɪn'dʒɔɪ.jə.bəl/
7. /aɪ/ find /faɪnd/, bite /baɪt/, tiger /'taɪ.gə/
8. /ʊə/ tour /tuə/, pure /puə/, mature /mə'tʃuə/

Triphthongs vowels in the IPA

1. ei + ə = eɪə . as in layer, player
2. ai + ə = aɪə. as in lire, fire
3. ɔɪ + ə = ɔɪə, as in loyal, royal
4. əʊ + ə = əʊə, as in lower, mower
5. au + ə = auə, as in power, hour

Consonant sounds

English has 24 consonant sounds. Some consonants are voiced and others are voiceless. Voiced and voiceless pairs /p/ /b/, /t/ /d/, /k/ /g/, /f/ /v/, /s/ /z/, /θ/ /ð/, /ʃ/ /ʒ/, /tʃ/ /dʒ/. These consonants are voiced /h/, /w/, /n/, /m/, /r/, /j/, /ŋ/, /l/ and have no voiceless counterparts.

1. Syllables and Word Stress in English

When you speak English, other people may have difficulties understanding you mainly because you are not stress correctly. The place of stress is determined by the number of syllables

2. Counting syllables
 - a. fast: fa:st (one syllable)
 - b. person: per-son (two syllables)
 - c. beautiful: beau-ti-ful (three syllables)
 - d. information: in-for-ma-tion (four syllables)

A syllable consists of one vowel sound, or one vowel sound and one or more consonant sounds.

Activity 1:

How many syllables do the following words have?

breakfast, banana, tomorrow, university

3. Connection between syllables and stress

- If a word in English has one syllable, it has no stress.
- If a word has two syllables or more, one syllable is always stressed. It has a strong and clear pronunciation that is different from unstressed syllables.
- There are three things that make the stressed syllables different:
 - a. The stressed syllable should be louder.
 - b. The stressed syllable should be a little higher.
 - c. The stressed syllable should be a little longer in time.

4. Rules about word stress

-How do I know where the stress is if I don't have a dictionary?

-There are some rules about word stress in English. However, the rules don't recover everything and the rules which you do have don't work all the time.

Rule 1: The stress in two-syllable nouns and adjectives is on the first syllable.

Examples: picture, money, doctor, water

Rule 2: In the two-syllable verbs the stress is on the second syllable.

Examples: forget, decide, explain, arrive, repeat

Common exceptions: hotel, happen, exam, finish, etc.

In three-syllable words, the stress can be anywhere (at the beginning)

Example: anyone, beautiful, possible, etc.

It can be in the middle.

Example: computer, tomorrow, expensive,

It can also be at the end although this is less common.

Example: afternoon, employee, Japanese

In words with four or more syllables, the stress is almost always in the middle of the word and not on the first or last syllable.

Example: information, communicate, photographer, etc.

There are some other rules which can help you to find the stress in longer words.

Rule 3: If a word ends in -sion or -cian, the stress is always on the second last syllable.

Example: discussion, politician, etc.

Exercise: think of three or more words like these.

Situation, revision, electrician.

Rule 4: Words ending in –ic, have the stress on the second last syllable.

Example: economic, dramatic, Atlantic, scientific, etc.

All these words have the stress on the second last syllable.

Economic, dramatic, Atlantic, scientific, etc.

Rule 5: If a word ends with the letter –y and has three or more syllables, the stress is two syllables before the last one.

Example: biology, luckily, activity, possibility,

Rule 6: If a word has three syllables and ends in –y, the stress is almost always on the first syllable.

Example: Chemistry, pregnancy, robbery, etc.

Rule 7: If a longer word is made from a shorter root word, the stress is generally in the same place as the root word.

Example: comfort- comfortable, discomfort, uncomfortable, comfortably, comforting

However, the rules that we saw before take a priority.

Exception: photographic, economic, education, etc.

Note: the stress can move when you make a longer word from a root word.

C. Practice

Activity 1:

Choose which syllable will be stressed in the following words:

artificial, unimportant, butcher, circumstance, thoroughly, landlord, productivity, chalkboard, registration, timetable.

D. Application

Activity 2: Transcribe the following words in phonetics and add stress where necessary.

1. house

2. pumpkin
3. university
4. human
5. chalk
6. humility
7. fishing
8. thinking
9. motherland
10. judge

E. Assignment

Put the following words under the correct box according to the underlined sound.

Sheep, ship, bed, bad, father, pot, caught, put, boot, wear

/i:/	/e/	/ɪ/	/ɑ:/	/æ/
/eə/	/ɒ/	/ɔ:/	/ʊ/	/u:/

Further readings

Ladefoged, P., & Johnson, K. (2014). A course in phonetics (7th ed.). Cengage Learning.

Rogers, H. (2013). The sounds of language: An introduction to phonetics. Routledge.

Lesson 3: Parts of speech

Objectives: By the end of the lesson, you will be able to:

- ✓ identify the nature of English words in sentences;
- ✓ use English words in sentences

A. Introductory activity

Read the following passage and identify different categories of words in English.

Imagine you are building a magnificent castle out of different construction materials. You have different types of blocks: some are long and flat for the foundation, others are tall and thin for towers, and some are small and decorative for details. Each type of block serves a unique purpose, and when combined correctly, they create a stunning structure.

In much the same way, the English language is built using different types of words, each serving a specific purpose. These are called parts of speech, and like the construction materials, they come together to construct sentences, paragraphs, and entire stories. Just as a master builder needs to know the required materials, a skilled writer or speaker must understand the parts of speech to create clear, engaging, and grammatically correct language.

Parts of speech are categories of words grouped by their function in sentences. Understanding these categories helps in constructing grammatically correct and meaningful sentences.

B. Presentation

1. Nouns

Definition: Nouns are words that name persons, places, things, or ideas.

Types:

- a. Common nouns: General names (e.g., city, dog, book)
- b. Proper nouns: Specific names (e.g., London, Rover, "The Great Gatsby")
- c. Concrete nouns: Tangible things (e.g., chair, water)
- d. Abstract nouns: Intangible concepts (e.g., love, freedom)
- e. Collective nouns: Groups (e.g., team, flock, committee)

Examples in sentences:

- a. The cat (common noun) chased the mouse (common noun).
- b. Sarah (proper noun) visited Paris (proper noun) last summer.

2. Verbs

Definition: Verbs are words that express actions, occurrences, or states of being.

Types of verbs

- a. Action verbs: Express physical or mental actions (e.g., run, think)
- b. Linking verbs: Connect the subject to additional information (e.g., is, seem, become)
- c. Helping (auxiliary) verbs: Assist the main verb (e.g., has, will, should)

Examples in sentences:

- a. She runs (action verb) every morning.
- b. The sky is (linking verb) blue.
- c. They have been (helping verb + main verb) studying all night.

3. Adjectives

Definition: Adjectives are words that modify or describe nouns and pronouns.

Types of adjectives

- a) Descriptive: Describe qualities (e.g., beautiful, tall, intelligent)
- b) Demonstrative: Point out specific things (e.g., this, that, these, those)
- c) Possessive: Show ownership (e.g., my, your, their)
- d) Numeral: Indicate number or quantity (e.g., one, ten, first, tenth)

Examples in sentences:

- a) The tall (descriptive) man wore a blue (descriptive) shirt.
- b) This (demonstrative) book belongs to my (possessive) sister.

Note:

- Adjectives can appear before the noun they modify or after a linking verb.
- Comparative and superlative forms are used for comparison (e.g., tall, taller, tallest).

4. Adverbs

Definition: Adverbs are words that modify verbs, adjectives, or other adverbs.

Types of adverbs

- a) Manner: How an action is performed (e.g., quickly, carefully)
- b) Time: When an action occurs (e.g., yesterday, soon)

- c) Place: Where an action happens (e.g., here, everywhere)
- d) Degree: To what extent (e.g., very, extremely)
- e) Frequency: How often an action occurs (e.g., always, never)

Examples in sentences

- She sang beautifully (manner).
- We'll leave tomorrow (time).
- The child looked everywhere (place) for his toy.

Note:

- Many adverbs end in -ly, but not all (e.g., fast, well).
- Like adjectives, adverbs can have comparative and superlative forms.

5. Pronouns

Definition: Pronouns are words that replace nouns to avoid repetition.

Types of pronouns

- a) Personal: Refer to specific people or things (e.g., I, you, he, she, it, we, they)
- b) Possessive: Show ownership (e.g., mine, yours, hers)
- c) Reflexive: Refer back to the subject (e.g., myself, yourself, themselves)
- d) Relative: Introduce dependent clauses (e.g., who, which, that)
- e) Demonstrative: Point out specific things (e.g., this, that, these, those)
- f) Indefinite: Refer to non-specific people or things (e.g., anyone, something, few)

Examples in sentences

- She (personal) gave her (possessive) book to him (personal).
- The man who (relative) called earlier left a message.

Note:

- Pronouns must agree in number and gender with the nouns they replace.
- Some pronouns change form based on their function in the sentence (e.g., I/me, he/him).

6. Prepositions

Definition: Prepositions are words that show the relationship between a noun or pronoun and other words in a sentence.

Common prepositions: in, on, at, to, for, with, by, about, under, over, of

Examples in sentences:

- The cat is on the roof.
- She walked to the store.

Note:

- Prepositions often indicate location, direction, or time.
- They are typically followed by a noun or pronoun, forming a prepositional phrase.

7. Conjunctions

Definition: Conjunctions are words that connect words, phrases, or clauses.

Types of conjunctions

- a) Coordinating: Join words, phrases, or clauses of equal importance (e.g., and, but, or, yet, for, nor, so)
- b) Subordinating: Introduce dependent clauses (e.g., because, although, if, when)
- c) Correlative: Used in pairs to join balanced words or phrases (e.g., either...or, neither...nor, both...and)

Examples in sentences:

- I like tea and coffee.
- Although it was raining, we went for a walk.

Note:

- Coordinating conjunctions are often remembered using the acronym FANBOYS (for, and, nor, but, or, yet, so).
- Subordinating conjunctions create complex sentences by joining independent and dependent clauses (e.g: because, although, when, while, etc.)

Examples of sentences:

- Monica arrived home when her husband was in bed.

- Although Janet is poor, she lives in a beautiful house.

8. Interjections

Definition: Interjections are words used to express strong emotion or sudden feeling.

Examples: Wow! Ouch! Oh! Hooray! Yikes!

Examples in sentences:

- Wow! That's an incredible view.
- Ouch! That really hurts.

Note:

- Interjections are often followed by exclamation marks.
- They can stand alone or be integrated into sentences.

C. Practice

Read the following text and, in groups of 5, find words that represent one part of speech of your choice.

Activity 1:

Understanding culture: A tapestry of human experience

Culture is the invisible thread that weaves together the fabric of human society. It encompasses the shared beliefs, values, customs, behaviors, and artifacts that characterize a group or society. Culture is not innate; rather, it is learned and transmitted from one generation to the next through various means of communication and social interactions.

At its core, culture provides a framework for understanding the world and our place in it. It shapes our perceptions, influences our behaviors, and guides our interactions with others. Culture is dynamic and ever-evolving, adapting to changes in the environment, technology, and social structures. It can be both a unifying force, creating a sense of belonging among members of a group, and a source of diversity, giving rise to the rich tapestry of human experiences across the globe.

Culture manifests itself in numerous ways. Language, perhaps the most fundamental aspect of culture, allows for the expression and preservation of ideas, stories, and knowledge. Art, music, and literature serve as creative outlets and repositories of cultural values and experiences. Rituals

and traditions, whether religious or secular, provide a sense of continuity and shared identity. Food, clothing, and architecture reflect both the practical adaptations to environmental conditions and the aesthetic preferences of a culture.

In today's interconnected world, cultures are increasingly coming into contact with one another, leading to cultural exchange, fusion, and sometimes conflict. Globalization has accelerated this process, creating both opportunities for mutual understanding and challenges to cultural preservation. As societies become more diverse, the ability to navigate and appreciate cultural differences becomes increasingly important.

Understanding culture is crucial for several reasons. It fosters empathy and respect for different ways of life, reducing misunderstandings and conflicts. In business and diplomacy, cultural competence can be the key to successful negotiations and partnerships. For individuals, exploring other cultures can broaden perspectives, challenge assumptions, and enrich personal growth.

However, it's important to recognize that culture is not monolithic or static. Within any given society, there can be numerous subcultures based on factors such as region, ethnicity, social class, or shared interests. Additionally, individuals may identify with multiple cultural groups simultaneously, creating complex and unique cultural identities.

As we navigate an increasingly complex and interconnected world, cultivating cultural awareness and appreciation becomes not just an enriching personal endeavor, but a necessary skill for global citizenship. By recognizing the value of cultural diversity and seeking to understand different cultural perspectives, we can build bridges of understanding and cooperation across the diverse tapestry of human experience.

Activity 2: Name the parts of speech for the following underlined words.

1. The hungry cat quickly ate its food.
2. She walked through the park and admired the flowers.
3. Wow! That bright star shines beautifully in the night sky.
4. The old man slowly climbed the steep hill.
5. They bought a new car, but it was very expensive.

Activity 3: Correct the inappropriate parts of speech in the following sentences:

1. Tom's mother is a lecture.
2. She beauty walked down the street.
3. The sun was brightly in that morning.
4. He speaks to they angrily.

5. The book was so interest that I couldn't put it down.

D. Application

Activity 4: Read the following paragraph with misused parts of speech. Work in pairs, identify mistakes and correct them. Discuss the corrections as a class, explaining why each change was necessary.

Vegetables but fruits are an importantly part of a healthier diet. First, fruits and vegetables are packed with the vitamins and minerals you need to keep your body functionally smoothly. In addition, they give you the carbohydrates you need with energetic. Fruits and vegetables have lots of fiber to help your digestive system work proper. Finally, many scientists believe that the nutrients in fruits and vegetables can help fighting diseases. If you eat a diet richer in fruits and vegetables, you'll be on the road to better healthy.

E. Assignment

For each sentence below, identify the part of speech for each word. Use the following abbreviations: N: Noun, V: Verb, Adj: Adjective, Adv: Adverb, Prep: Preposition, Conj: Conjunction, Pron: Pronoun, Int: Interjection, Art: Article.

Example: Sentence: The cat sleeps soundly. Answer: The (Art) cat (N) sleeps (V) soundly (Adv).

Sentences:

1. The tired dog lazily stretched before napping.
2. He carefully placed the fragile vase on the shelf.
3. Unfortunately, the rain ruined our picnic plans.
4. The curious student asked many questions during class.
5. Despite the challenges, they persevered and succeeded.

Further readings

Crystal, D. (2011). A dictionary of linguistics and phonetics (6th ed.). Blackwell Publishing.

Carnie, A. (2013). Syntax: A generative introduction (3rd ed.). Wiley-Blackwell.

Lesson 4: Derivation

Objectives: By the end of the lesson, you will be able to:

- ✓ recognise how English words collocate to form sentences;
- ✓ use English word derivatives to form correct and meaningful sentences.

A. Introductory activity

Fill in the gaps with the correct forms of the words in brackets.

The Internet grew out of a project (origin) set up in 1969 by the Pentagon to help scientists to exchange (science) documents and so on, at a speed that is almost (instantly). The Internet is now a vast (globe) network of networks with over 30 million users. It (able) them to consult huge databases, transfer data, send and receive mail (electronic). On the World Wide Web, you can see the latest images of Mars, go on a tour of a museum or an art (exhibit). Of course, not all of this is free and you have to pay a (subscribe) fee to an Internet service (provide) such as AOL (America Online) or Wanadoo. However, there is a wide (choose) of newsgroups and these are all free of charge.

B. Presentation

Derivation is a key process in English word formation, where new words are created from existing ones by adding affixes or making other changes. This process allows the language to expand its vocabulary and express new concepts efficiently. In this lesson, we will explore:

- Common prefixes and suffixes
- How derivation changes word meaning and part of speech
- Examples of derived words in everyday language
- Rules and patterns in English derivation

Activity 2: Look at the following prefixes, suffixes, and add three more words.

1. Common prefixes and suffixes

Common Prefixes

- a) un- (not): unhappy, unfair
- b) re- (again): replay, rebuild

- c) dis- (not, opposite of): disagree, disappear
- d) pre- (before): predict, prehistoric
- e) in-/im-/il-/ir- (not): inactive, impossible, illegal, irregular
- f) over- (excessive): overeat, overthink
- g) under- (insufficient): underpay, underestimate
- h) mis- (wrongly): misunderstand, misspell
- i) sub- (under): submarine, subconscious
- j) inter- (between): interact, international

Common Suffixes

- a) -er/-or (person who): teacher, actor
- b) -able/-ible (capable of being): readable, flexible
- c) -tion/-sion (state or quality): action, tension
- d) -ism (belief system): capitalism, Buddhism
- e) -ity/-ty (state of): activity, loyalty
- f) -ous (possessing quality): dangerous, famous
- g) -al/-ial (relating to): personal, partial
- h) -ive (producing an action or state): active, passive
- i) -less (without): homeless, careless
- j) -ful (full of): beautiful, helpful

2. Changes in word meaning and part of speech

Derivation is a powerful process in English that alters both the meaning and the grammatical function of words. By adding affixes (prefixes and suffixes) to root words, we can create new words with related but distinct meanings and often different parts of speech.

Change in meaning

- a) Prefixes typically modify the meaning of the root word:
 - i. "un-" (not): happy → unhappy (opposite meaning)
 - ii. "re-" (again): do → redo (repetition)
 - iii. "mis-" (wrongly): understand → misunderstand (incorrect action)
- b) Suffixes can also alter meaning, often more subtly:
 - i. "-less" (without): care → careless
 - ii. "-able" (capable of being): read → readable

Change in part of speech

- a) Suffixes are primarily responsible for changing a word part of speech.
- b) Noun to Adjective:
 - i. "-al": education (n) → educational (adj)
 - ii. "-ous": danger (n) → dangerous (adj)
- c) Adjective to Noun:
 - i. "-ness": happy (adj) → happiness (n)
 - ii. "-ity": active (adj) → activity (n)
- d) Verb to Noun:
 - i. "-tion"/"-sion": educate (v) → education (n), decide (v) → decision (n)
 - ii. "-ment": develop (v) → development (n)
- e) Noun or Adjective to Verb:
 - i. "-ize"/"-ise": standard (n/adj) → standardize (v)
 - ii. "-en": bright (adj) → brighten (v)
- f) Verb or Noun to Adjective:
 - "-able"/"-ible": read (v) → readable (adj), sense (n) → sensible (adj)

Note: Complex derivations

Words can undergo multiple derivations, each changing the meaning and possibly the part of speech.

Nation (n) → National (adj) → Nationalize (v) → Nationalization (n)

Meaning of some suffixes and prefixes

Derived words are an integral part of our daily communication. They allow us to express complex ideas efficiently and add nuance to our language. Here are examples of derived words commonly used in various aspects of everyday life:

a. Personal Characteristics

- i. Happiness (happy + -ness): State of being happy
- ii. Friendly (friend + -ly): Having the qualities of a friend

- iii. Careless (care + -less): Without care or attention
- iv. Childish (child + -ish): Characteristic of a child

b. Professions and Occupations

- i. Teacher (teach + -er): One who teaches
- ii. Scientist (science + -ist): Expert in science
- iii. Electrician (electric + -ian): Specialist in electrical systems
- iv. Journalist (journal + -ist): Writer for newspapers or magazines

c. Actions and Processes

- i. Simplify (simple + -ify): To make simpler
- ii. Strengthen (strength + -en): To make stronger
- iii. Organize (organ + -ize): To arrange systematically
- iv. Clarification (clarify + -ation): The act of making clear

d. Technology and Science

- i. Downloadable (download + -able): Capable of being downloaded
- ii. Biodegradable (bio- + degrade + -able): Capable of decomposing naturally
- iii. Cyber security (cyber- + security): Security in the digital world
- iv. Nanotechnology (nano- + technology): Technology on a microscopic scale

e. Social and Political Concepts

- i. Environmentalism (environment + -al + -ism): Advocacy for environmental protection
- ii. Globalization (global + -ize + -ation): The process of becoming worldwide in scope
- iii. Multicultural (multi- + culture + -al): Including many cultural groups
- iv. Antiestablishment (anti- + establishment): Against the established order

f. Everyday Objects and Concepts

- i. Smartphone (smart + phone): Intelligent mobile phone
- ii. Kitchenware (kitchen + -ware): Utensils used in the kitchen
- iii. Microwave (micro- + wave): Appliance using short electromagnetic waves
- iv. Sunscreen (sun + screen): Lotion protecting from sun damage

g. Descriptive Language

- i. Overrated (over- + rate + -ed): Valued too highly
- ii. Insignificant (in- + significant): Not important or meaningful
- iii. Unbelievable (un- + believe + -able): Difficult to believe
- iv. Extraordinary (extra- + ordinary): Beyond what is usual or expected

h. Business and Economics

- i. Outsourcing (out- + source + -ing): Contracting work to external entities
- ii. Marketable (market + -able): Able to be sold
- iii. Profitability (profit + -able + -ity): Capacity to yield financial gain
- iv. Entrepreneurship (entrepreneur + -ship): Practice of starting new businesses

These examples demonstrate how derivation enriches our vocabulary, allowing us to express complex ideas concisely and precisely. By understanding the patterns of word formation, we can often deduce the meanings of unfamiliar derived words and use language more effectively in various contexts.

C. Practice

Activity 3: Choose the correct word to complete the following sentences.

1. Adi and Roy are brothers, but they look very...

A. Differs	D. Differently
B. Differential	E. Different
C. Difference	
2. My uncle... advised me to take English lessons.

A. Strength	D. Strongly
B. Strong	E. Strengthened
C. Strengthening	
3. If you want to... run your business, you must have the full support of the employees.

A. Succeed	D. Successfully
B. Successful	E. Succeeded
C. Success	
4. The victims of the earthquake showed their... to the local government officials for their help.

A. Appreciate	B. Appreciable
---------------	----------------

C. Appreciation

E. Appreciative

D. Appreciably

5. Nowadays people prefer using small cars to big ones because they're more...

A. Economically

D. Economical

B. Economic

E. Economy

C. Economize

6. The hall has been... decorated for the opening ceremony.

A. Beautiful

D. Beautify

B. Beautiful beauty

E. Beautified

C. Beautifully

7. As a good film..., he has greatly contributed to the development of Indonesian films.

A. Critic

D. Critical

B. Criticism

E. Critically

C. Criticize

8. The company's new product was... advertised on TV.

A. Nation

D. Nationalize

B. National

E. Nationalization

C. Nationally

9. If you use a word processor, you can easily... another paragraph to your composition.

A. Add

D. Additive

B. Added

E. Additional

C. Addition

10. She is trying to lose weight by drinking beverages...

- | | |
|----------------------------|----------------------------------|
| A. artificially sweetened | D. Sweetened by artificial sugar |
| B. Artificial sweets | E. sweetened artificially |
| C. Artificially sweetening | |

Activity 4: Fill in the blanks with the correct derived form of the word in parentheses.

- a) The scientist's _____ (discover) revolutionized the field of medicine.
- b) The team worked _____ (tire) to complete the project before the deadline.
- c) The old building was deemed _____ (safe) and scheduled for demolition.
- d) Her _____ (perform) in the play was truly outstanding.
- e) The company's _____ (expand) into new markets boosted its profits.

D. Application

Activity 5: Form words from the following base words by adding suffixes and prefixes

- | | |
|----------|---------|
| a. cover | d. kind |
| b. hope | e. tire |
| c. happy | |

E. Assignment

Part 1: Identifying Prefixes and Suffixes

1. Underline the prefix or suffix in each of the following words: a) Unhappy b) Colorful
c) Misunderstand d) Teacher e) Rewrite
2. Write the meaning of each prefix or suffix you identified.

Part 2: Creating New Words

3. Add an appropriate prefix to each word to create its opposite: a) ___ honest b)
___ possible c) ___ logical d) ___ mature e) ___ visible

4. Add a suffix to each word to change its part of speech as indicated: a) Teach (to noun)
 b) Beauty (to adjective) c) Quick (to adverb) d) Manage (to noun, person) e)
 Operate (to adjective)

Part 3: Understanding Meaning

5. Explain how the meaning changes when you add the given prefix or suffix: a) care → careless b) read → reread c) friendly → unfriendly d) agree → disagree e) use → overuse f) -estimate → underestimate

Further readings

Bauer, L. (2017). Compounds and compounding (Cambridge Studies in Linguistics). Cambridge University Press.

Lieber, R. (2014). Introducing morphology (2nd ed.). Cambridge University Press.

Lesson 5: Expressing daily routines and happenings

Objectives:

By the end of the lesson, you will be able to:

- ✓ identify present simple and present progressive tenses in different written texts;
- ✓ use present simple and present progressive tenses in short paragraphs.

A. Introductory activities:

- In pairs, discuss what you do every day and say which tense is used to express it.
- Write down 3 sentences about what is happening in the classroom now and then share in groups of three.

B. Presentation

Activity 2: Read the following passages and say which tenses are used. When do

The Australian Aborigines

The Karadjere people live in the desert of Western Australia, where the climate is very hot. It rains from January to March, and the rest of the year is dry. They do not live in one place, but travel around on foot. They sleep in shelters made of dry tree branches. Their food is fruit, nut and

kangaroo meat, and they eat fish in the wet season; they also make bread from grass seeds. Water is often difficult to find. The Karadjere like music, dancing and telling stories. They do not wear many clothes.

Paragraph 2

"The World of Tourism in Action"

People are traveling all over the world for fun and adventure. Tourists are visiting famous landmarks and taking lots of pictures. Families are enjoying beach vacations and building sandcastles. Hikers are exploring beautiful forests and climbing mountains. Tour guides are showing visitors around cities and explaining local history. Travelers are trying new foods and learning about different cultures. Hotels are welcoming guests and making their stays comfortable. Everyone is making memories and sharing their experiences on social media.

Note:

1) The present simple tense is used to express habits or what we do (not do) regularly, repeatedly every day (routines).

Ex: Mary **prays** every day./ Ronald goes to church three times a week./

2) The present simple is often used with adverbs and adverbials of frequency.

-Mary goes to work on foot four times a week.

-I never go to the pub alone.

-We sometimes go out on Sundays.

Activity 3: Think of something you do and say this to your partner. This might be your daily routines. You can use frequency adverbs in your conversations.

The simple present tense has the form of an infinitive without to, except the third person singular: I do / you do/ she, he it does/ we do /you do/ they do

Note:

- We add **s** to regular verbs in the third person singular: she/he sings/plays/speaks

- Verbs ending in **-ch, -sh, -o, -x** take **es** in the third person singular: she/he **boxe**s, **brushe**s, **goe**s, **doe**s, **teache**s, **catche**s
- Verbs ending in **-y** following a consonant changes **-y** into “**i**” and add **-es**: she/ he **stude**s, **crie**s, **trie**s, she/he/it **flies**
- **In questions and negatives we use the auxiliary “do”.** Examples: **Do you go** to school every day? / **Does he eat** meat? She **does not play** volleyball. / They **do not live** in this town.

The simple present is also used to express:

3) Permanent or long-lasting situations

Where do you work?

The store opens at 9 o'clock.

She lives in New York.

4) Facts and general truths

The earth revolves around the sun.

What does ‘strange’ mean?

Water doesn’t boil at 20 degrees.

5) Timetable and schedules

The plane leaves at 4 p.m.

When do courses begin this semester?

The train doesn’t arrive until 10.35.

Common present time expressions include:

Usually, always, often, sometimes, on Saturdays, at weekends (on weekends), rely, on occasion, never, seldom, hardly ever, almost always, once/twice/three times a week/month/year, every two days, etc.

Example: Rich people never value the poor.

Present progressive/Continuous tense

Form: Subject + am/is/are + verb-ing

The present progressive tense is used to talk about:

1. Actions happening now:

Example: They are studying for their English exam.

2. Temporary situations

Example: She is living with her parents until she finds an apartment.

3. Planned future actions

Example: I am meeting my friend for coffee tomorrow.

4. Repeated actions that are temporary or changing

Example: He is getting up early these days to exercise.

Some verbs are not normally used in progressive tenses.

Examples: believe, know, think, understand, recognize, suppose, imagine, mean, realize, forget, think, understand, recognize, suppose, imagine, remember, doubt, love, hate, like, dislike, want, need, prefer, care, see, hear, smell, taste, feel, look, seem, appear, sound, etc.

C. Practice

Activity 1: Transform these statements into questions using the simple present or present progressive tenses.

1. Tigers live in the jungle. Q: _____
2. My uncle is watering his flowers now.
Q: _____
3. The train arrives at 3 PM. Q: _____
4. They are visiting their grandparents next Sunday.
Q: _____
5. Coffee contains caffeine. Q: _____

Activity 2: Fill in the blanks with the correct form of the verb in parentheses, using the present simple or present progressive tenses.

1. They _____ (leave) for New York this afternoon.
2. _____ (Ann and Pamela/enjoy) playing tennis?
3. Water _____ (boil) at 100 degrees Celsius.
4. Sandra _____ (not/teach) French at the moment.
5. _____ (he/study) computer science?

Activity 3: Form questions for these answers using the present simple tense.

1. _____? Yes, Sarah is peeling tomatoes now.
2. _____? No, the library doesn't open on Sundays.
3. _____? He usually has lunch at 1 PM.
4. _____? They are visiting Nyungwe National Park tomorrow.
5. _____? Yes, the movie starts at 8 PM.

D. Application

Activity 4: Write a paragraph about how people in your village live and what is happening there now. Then share it with your classmates.

Activity 5: Complete the sentences. Put in the present continuous or simple of the verbs.

1 (it / snow) outside. (it / come) down quite hard,
look.

2 Normally (I / start) work at eight o'clock,
but (I / start) at seven this week. We're very busy at the moment.

3 I haven't got a car at the moment, so.....(I / go) to work on the bus this week.

Usually (I / drive) to work.

4 The sun (rise) in the east, remember. It's behind us so
..... (we / travel) west.

5 I'm afraid I have no time to help just now..... (I / write) a report. But
..... (I / promise) I'll give you some help later.

6(I / want) a new car(I / save) up to buy one.

E. Assignment

Read the following paragraph and answer the questions that follow.

"Sarah often travels for work, but this week she is visiting Paris for pleasure. She usually flies economy class, but today she is trying business class for the first time. Sarah loves exploring new cities and always takes lots of photos. Right now, she is walking along the Seine River and admiring the Eiffel Tower. She typically stays in hotels, but on this trip, she is renting an apartment to experience local life. While Sarah enjoys solo travel, she is meeting some friends for dinner tonight. They are currently deciding on a restaurant that serves authentic French cuisine."

Questions

1. Where is Sarah visiting this week?
2. What is different about Sarah's flight on this trip compared to her usual travel?
3. What is Sarah doing right now, according to the paragraph?
4. How is Sarah's accommodation for this trip different from her typical choice?
5. What are Sarah and her friends currently deciding on for dinner?

Further readings

Hashemi, L., & Murphy, R. (2019). *English Grammar in Use: Supplementary Exercises: 5th Edition*. Cambridge University Press. <https://singlelogin.re/book/6035883/19f79e/english-grammar-in-use-supplementary-exercises-5th-edition.html>

Hewings, M. (2013). *Advanced Grammar in Use*.

<https://singlelogin.re/book/8963061/f409aa/advanced-grammar-in-use.html>

Lesson 6: Talking about recent experiences and changes

Objectives:

By the end of the lesson, you will be able to:

- ✓ identify present perfect and present perfect progressive tenses in sentences;
- ✓ use the present perfect and present perfect progressive tenses in meaningful sentences.

A. Introductory activity

Read the following passage and find out the main idea. Then, look at the underlined verbs and identify other verbs used in the same tense. What's that tense? When is it used?

Tourism has undergone significant changes in recent decades. Since the turn of the millennium, technology has revolutionized the way people plan and experience their travels. Online booking platforms have become increasingly popular, and social media has transformed how travelers share their experiences. Eco-tourism has gained considerable traction as more people have become aware of their environmental impact. Many tourists have shifted their focus from simply visiting landmarks to seeking authentic local experiences. This trend has benefited small communities and encouraged the preservation of local cultures. However, the industry has also faced challenges, as some popular destinations have struggled with over-tourism. Despite these obstacles, tourism has remained a vital part of the global economy. It has adapted to changing circumstances and continues to evolve with traveler preferences and global events.

B. Presentation

Activity 2: Watch the video and take notes about the use of the present perfect simple.

Link: <https://www.youtube.com/watch?v=XGw2-p2WuJk&t=3s>

Form:

- Positive: Subject + have/has + past participle
- Negative: Subject + have/has not + past participle
- Question: Have/Has + subject + past participle?

The present perfect simple tense is used to talk about:

1. Actions or situations that started in the past and still continue

Example: We have studied English since the beginning of the academic year.

2. Actions or situations that happened in the immediate past (with just, yet and already)

Example: Helen has just had lunch.

3. Experiences up to now (that someone has had or has not had yet)

Example: I have never drunk whisky.

4. Repetition

Example: He has flown an airplane three times.

5. Changes

Example: The price of sugar has decreased since last month.

6. News

Example: The police have arrested thieves./ There has been an accident.

Time expressions that are used with present perfect: for, since, already, yet, ever, never, just, so far, recently, for the past/last few days/weeks)

Examples:

- I have already finished my homework.
- Have you ever been to Japan?
- She has lived here for 10 years.
- Anitha has been ill for the last five days.

Form: Subject + have/has + past participle

Note:

This present perfect simple often answers the questions "How long?" or "Since when?"

Example: How long have you been living in Huye?/I have been living in Huye for three months.

Example: How long have you been a university lecturer?

Answer: I have been a university lecturer since 2013.

The present perfect progressive is used to talk about:

1. Actions that started in the past and continue to the present
Example: I have been learning English for five years.
2. Actions or situations that have been happening and we can see the results now
Example: I am tired because I have been running.
3. Repeated or continuous actions up to now:
Example: They have been arguing all day.

Form: Subject + have/has been + verb-ing

C. Practice

A. Fill in the blanks with the correct form of the verb: present simple or present perfect simple.

Sarah is passionate about learning languages. She _____ (study) French for the past three years and _____ (make) significant progress. Every day, she _____ (practise) for at least an hour. She _____ (watch) French movies regularly and _____ (read) five French novels so far.

(watch) French movies regularly and _____ (read) five French novels so far.

Sarah _____ (believe) that immersion is the best way to learn a language. She _____ (already/start) learning basic Italian phrases for her upcoming vacation to Rome next month.

B. Fill in the blanks with the correct form of the verbs in brackets using either present perfect simple or present perfect progressive (continuous).

Sarah _____ (live) in London for the past five years, and during that time she _____ (work) as a journalist. Recently, she _____ (write) ten articles about climate change, and she _____ (interview) over thirty experts on the subject. All morning, she _____ (research) for her latest story, and she _____ (not/take) any breaks since she started. Her colleague Tom _____ (call) her three times today because he _____ (try) to reach her about an important deadline. Sarah _____ (be) so busy that she _____ (not/check) her phone all day.

D. Application

Fill in the blanks with the correct form of the verbs in brackets using either present perfect simple or present perfect progressive.

Business experience

Since opening my online bakery last year, I _____ (make) over 500 custom cakes for various events. I _____ (work) in the food industry for the past decade, and during this time, I _____ (gain) extensive experience in both baking and business management. For the past six months, I _____ (develop) new recipes that cater to customers with dietary restrictions, and so far, I _____ (create) twenty gluten-free options.

Recently, I _____ (receive) so many orders that I _____ (look) to expand my business. I _____ (interview) several potential employees this week, and I _____ (already/find) a suitable commercial kitchen space. The landlord _____ (hold) this space for me while I finalize this loan application.

Complete the conversation. Put the verbs in the present perfect continuous or simple.

Trevor: (1) (I / clear) out this cupboard most of the afternoon. There's a

lot of old stuff in here. (2) (I / find) these, look.

I aura: (3) (you / sit) there staring at those old boots for the last five

minutes. (4) (I / watch) you.

(5) (you / be) in a dream.

Trevor: They're football boots. (6) (I / have) them since I was about sixteen. (7) (they / be) in here for years.

Laura: Well, throw them away. And what about that tennis racket? Is that yours?

Trevor: No, it must be yours. (8) (I / never / have) a tennis racket.

E. Assignment

Complete the conversation between two friends who haven't seen each other for a year. Use the present perfect simple or present perfect progressive form of the verbs in brackets.

Anna: Hi Sarah! I _____ (not/see) you for ages! What _____ (you/do) lately?

Sarah: Hi Anna! I know, it's been too long! I _____ (be) really busy. I _____ (study) for my master's degree, and I _____ (already/complete) two semesters.

Anna: That's amazing! Where _____ (you/live) during your studies?

Sarah: Well, I _____ (stay) with my aunt since January. She _____ (help) me a lot with everything. Actually, I _____ (just/find) my own apartment, and I _____ (move) in next week!

Further readings

Hashemi, L., & Murphy, R. (2019). *English Grammar in Use: Supplementary Exercises: 5th Edition*. Cambridge University Press. <https://singlelogin.re/book/6035883/19f79e/english-grammar-in-use-supplementary-exercises-5th-edition.html>

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Lesson 7: Talking about the past

Objectives: By the end of the lesson, you will be able to:

- ✓ describe completed and ongoing actions in the past.
- ✓ accurately use and differentiate between the simple past and past progressive

A. Introductory activity: Read the following text and answer the questions

While Sarah was walking to work yesterday morning, she saw an unusual sight. The street performers were setting up their equipment in the park, and a small crowd was gathering around them. As she stopped to watch, one of the jugglers dropped all his pins and crashed into another performer who was balancing on a unicycle. Everyone laughed, but Sarah noticed that both performers smiled - it was all part of their act! She took a quick photo and hurried to her office, but the cheerful scene brightened her entire day.

Questions

1. Where was Sarah going when she saw the unusual sight?
2. Where were the street performers setting up their equipment?
3. What happened to the juggler?
4. Why did the performers smile after the accident?
5. What did Sarah do before hurrying to her office?

B. Presentation

Activity 1: Watch the video and answer the questions that follow.

Link: https://www.youtube.com/watch?v=7KCF_Q5erKE

Questions

1. What's the main difference between simple past and past progressive?
2. When do we use past progressive?
3. How do we form the past progressive?
4. How do we know when to use "when" or "while" with these tenses?

Simple past

1. The simple past is used to talk about an action completed in the past. It often occurs with adverbs or adverb phrases of past time.

Ex: On Christmas Eve 1971 Juliana Koepke, a seventeen –year-old German girl, left Lima by air with her mother.

2. The simple past is also used to talk about a series of past actions which happened one after another.

Ex: After four days Juliana came to a river. She saw caimans and piranhas, but she learnt that they do not attack people.

3. The Simple Past Tense is also used for past habits

e.g.: He studied many hours every day when he was at university.

She always carried an umbrella in 1998.

Note: The phrase "used to" is used to describe a past habit, state, or situation that is no longer the case. It indicates that something was true or occurred regularly in the past, but is no longer true or occurring.

Here are some examples:

- I used to live in New York, but now I live in Los Angeles.
- She used to play soccer when she was younger, but she doesn't anymore.
- We used to go on family vacations every summer when I was a kid.

The negative form is "didn't use to":

- I didn't use to like broccoli, but now I enjoy it.
- They didn't use to have a dog, but they got one last year.

The interrogative form is "did you use to":

- Did you use to work at that company?
- Did she use to visit her grandmother every weekend?

Activity 2: Work with a partner and have a look at different forms of the simple past. Why do verbs change differently in the simple past?

Activity 3: Put in the past participles of the verbs in brackets.

- 1 Have you (wash) the car?
- 2 You haven't (eat) very much.
- 3 They've (open) a new supermarket.
- 4 You've (write) it in pencil.
- 5 I've (make) the sandwiches.
- 6 We've (have) our lunch.
- 7 United have (score) a goal.
- 8 The balloon has (land) in a field.
- 9 Who's (break) this glass?

10 It's warm because the heating has (be) on.

11 Have you (sell) your flat yet?

12 I've (finish) that job at last.

Activity 4: Put in the correct verb form.

1 Our visitors (arrive). They're sitting in the garden.

2 There's still a problem with the television. Someone (repair) it, but then it broke down again.

3 (I / lose) my bank card. I can't find it anywhere.

4 The match (start). United are playing well.

5 My sister (run) away from home. But she came back two days later.

6 Daniel (earn) some money last week. But I'm afraid he's already spent it all.

7 (we / plant) an apple tree in the garden. Unfortunately it died.

8 Prices (go) up. Everything is more expensive this year.

9 Someone (turn) on the hi-fi. What's that song called?

10

(I / phone) the office at eleven to speak to the manager, but he isn't there today.

11

(I / make) a cake. Would you like a piece?

12 The runner Amos Temila (break) the world record for the 1500 metres in

Frankfurt. Then two days later in Helsinki, Lee Williams ran it in an even faster time.

Past progressive/continuous

The past progressive is used to express an action that was in progress at some time in the past or when another action took place.

e.g.: We were listening to the radio all evening.

It was getting darker when my mother got home yesterday.

The lights went out while I was reading this novel.

When I saw him, he was playing chess.

Note: The past progressive is used to express a longer background action; the simple past is used for the shorter action which came in the middle, or interrupted what was going on.

Ex.: I was getting ready to come home when the phone rang.

I found some old letters when/while I was cleaning the house.

They met while/when she was studying in Berlin.

When/while I was cleaning the house I found some old letters.

C. Practice

Activity 5: Put the verb between parentheses into the correct form (simple past or past progressive)

1. Andrew..... when I was getting ready to come home. (arrive)
2. The phone rang while I a bath. (have)
3. I first met my wife when I..... in Berlin. (study)
4. I stopped because the car a funny noise. (make)
5. My brother his leg while he was skiing last week. (break)
6. Where were you going when I you yesterday? (see)
7. The accident while we into Copenhagen. (happen; drive)
8. I All my money when I from Istanbul to Athens. (lose; travel)
9. The lights allwhile we supper (go out; have)
10. When I the train, I my ticket onto the railway line. (get off; drop)

Activity 6: Decide which word is correct.

1 Ben writes very quickly. He's..... finished his essay,

a) already b) been c) for d) yet

2 What are you going to do? ~ I don't know. I haven't decided

a) just b) long c) since d) yet

3 I've..... to London. I went there in June.

a) been b) gone c) just d) yet

4 Have youdone any skiing?

a) ever b) for c) just d) long

5 My boyfriend hasn't rung..... week,

a) for b) last c) since d) this

6 I haven't seen that coat before. Howhave you had it?

a) already b) for c) long d) since

7 The girls haveto the cinema. They won't be back until ten o'clock.

a) already b) been c) gone d) just

Note:

D. Application

Activity 7: Think about a normal day that suddenly became extraordinary and write a coherent paragraph.

Activity 8: Complete the sentences. Put in the correct form of each verb. Use the past continuous or past simple.

to get the tea.

1 I (lie) in the bath when the phone (ring).

It (stop) after a few rings.

2 I t (be) cold when we

... (leave) the house that day, and

alight snow (fall).

3 Your friend who (come) here the other day (seem)

very nice. I (enjoy) meeting her.

4 When I (see) the man, he
(stand) outside the bank.

He (have) a black baseball cap on.

5 When I (open) the cupboard door, a pile of books (fall) out.

6 I (walk) along the street when I suddenly
(feel)

something hit me in the back. I (not / know) what it was.

We (go) to London yesterday, but on the way

We (hear) about a bomb scare in Oxford Street. So

We (drive) back home straightaway.

8 Something very strange (happen) to me on my way home from work

yesterday afternoon. I (drive) along the bypass at the time. Suddenly I (see) my mother in the seat beside me. But she died three years ago.

Guiding questions:

- Where were you?
- What time was it?
- What were you doing?
- What happened suddenly?
- Who else was involved?
- How did everything end?

E. Assignment

Write a paragraph about an interesting experience from your past. You will include the following:

-3 examples of past progressive

-3 examples of simple past

-2 time expressions (when, while, during, etc.)

A clear sequence of events

Further readings

Hashemi, L., & Murphy, R. (2019). *English Grammar in Use: Supplementary Exercises: 5th Edition*. Cambridge University Press. <https://singlelogin.re/book/6035883/19f79e/english-grammar-in-use-supplementary-exercises-5th-edition.html>

Hewings, M. (2013). *Advanced Grammar in Use*.

<https://singlelogin.re/book/8963061/f409aa/advanced-grammar-in-use.html>

Lesson 8: Sarah had been waiting at the airport

By the end of the lesson, you will able to:

- ✓ talk about completed actions before another past action;
- ✓ express ongoing actions that continued up to a past moment;
- ✓ use time expressions correctly with both tenses;
- ✓ create complex sentences combining different past tenses.

A. Introductory activity: Read the following paragraph and answer the questions that follow.

The unexpected reunion

Sarah had been waiting at the airport for three hours when her sister's flight finally landed. The flight had been delayed due to bad weather, and Sarah was exhausted. She had tried calling her sister several times but couldn't reach her. By the time the passengers started arriving, Sarah had been standing near the arrival gate for so long that her feet hurt. When she finally saw her sister, she couldn't believe her eyes – Jane had changed her hair color! She had been planning this surprise for months but hadn't told anyone in the family. The sisters had not seen each other for five years, and both had been looking forward to this reunion since Jane had booked her ticket three months ago.

Comprehension questions

1. How long had Sarah been waiting when her sister's flight landed?
2. Why couldn't Sarah contact her sister?
3. What surprise had Jane planned?
4. When was the last time the sisters had seen each other?

B. Presentation

Activity 1: Watch the video and write down the uses of past perfect and past perfect progressive.

Link: <https://www.youtube.com/shorts/DBAFiPuhBg>

Past perfect

Form: subject + had + past participle

(1) The Past Perfect Tense describes an action completed before a certain moment in the past.

e.g.: I met Johnson in China in 1996. I had seen him last five years before.

Monica ironed her clothes after he had had lunch.

(2) If two actions happened in the past, it may be necessary to show which action happened earlier than the other. The past perfect is mainly used in such situations.

The Simple Past is used in one clause and the Past Perfect in the other.

e.g.: When I reached the station the train had started. So I couldn't get into the train.

When Dan came here, I had finished my homework.

I had written my letter before my nephew arrived.

Past Perfect Progressive

Form: Subject + had been + verb-ing

We use the past perfect progressive tense to talk about:

1. Actions that were ongoing before another action in the past

Example: I had been studying for hours before my roommate came home.

2. Causes of a past situation

Example: She was tired because she had been working all night.

C. Practice

Activity 2: Fill in the gaps in the following paragraph using past perfect and past perfect progressive tenses. I'll provide the verbs in brackets:

A surprising discovery

By the time Tom arrived at his grandmother's old house, the rain _____ (fall) for hours. He _____ (try) to visit the house several times before, but something always came up. His grandmother _____ (live) in this house for fifty years before she moved to Florida last month. As he entered, he noticed that someone _____ (clean) the house recently – the floors were spotless. It turned out his sister _____ (be) there all morning. She _____ (work) on organizing their grandmother's belongings since last week. Tom was especially interested in the old chest in the attic. His grandfather _____ (keep) it locked for decades, and no one knew what was inside. When they opened it, they discovered that their grandmother _____ (collect) old letters and photographs for years. Many of the photos showed places they _____ (never/see) before, and they found letters their grandparents _____ (write) to each other during the war.

D. Application

Write a paragraph about a memorable day using at least three examples of past perfect and two examples of past perfect progressive. Underline the verb forms you use.

Topic: Describe a day when everything went wrong. What had happened before the day started? What had you been doing that contributed to the problems?

Past simple, continuous and perfect (A-D)

Daniel is telling the story of how he forgot his passport. Put the verbs into the correct form.

It happened last August at the airport. A few weeks before, a group of us

(1)..... (decide) to go to Greece together for a holiday.

(2)..... (we / wait) in the queue at passport control when suddenly

(3).....(I / realize) that (4).....(I / forget) my passport.

(5)..... (it / be) quite a shock. (6)..... (I / hurry) to a phone and

(7) (ring) my parents. (8)..... (they / work) in the garden,

but luckily my mother (9)..... (hear) the phone.

(10)(they / find) the passport and immediately

(11).....(drive) to the airport with it. (12)..... ([] / meet) them at

the information desk. (13) (we / have) no time to talk, but

(14).....(I / say) goodbye to them earlier that morning.

(15)..... (I / run) all the way to the plane. I was just in time. When

(16).....(I / get) there, the passengers (17).....(sit) in their seats

ready for take-off. When (18) (they / see) me, everyone (19)..... (start) clapping.

E. Assignment

Write a paragraph about something that happened to you yesterday. Talk about what had happened before and what had been happening before. Use simple past, past perfect and past perfect progressive in your paragraph.

Further readings

Hashemi, L., & Murphy, R. (2019). *English Grammar in Use: Supplementary Exercises: 5th Edition*. Cambridge University Press. <https://singlelogin.re/book/6035883/19f79e/english-grammar-in-use-supplementary-exercises-5th-edition.html>

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Lesson 9: Talking about the future

Objective: By the end of the lesson, you will be able to:

- ✓ distinguish between simple future ("will" + base verb) and future progressive ("will be" + present participle);
- ✓ identify time markers commonly used with each tense (e.g., "tomorrow," "next week," "this time tomorrow," "while");
- ✓ identify the different contexts where each tense is appropriate.

A. Introductory activity: Read the following paragraph and answer the questions after it.

The Big Move

Next month, the Johnson family will move to their new house in Seattle. While the movers will be packing their belongings, Mrs. Johnson will be supervising the whole process. Mr. Johnson will handle all the paperwork at the new house. Their daughter Emma will start at her new school in September, and she will be taking dance classes at a local studio. The family will miss their old neighborhood, but they will be living closer to their relatives. By Christmas, they will have settled into their new home, and Emma's grandparents will be visiting them for the holidays. While her grandparents will be staying with them, Emma will be rehearsing for her first winter dance recital.

Comprehension Questions

1. What will the Johnson family do next month?
2. What will Mrs. Johnson be doing while the movers work?
3. What activity will Emma be involved in after the move?
4. Who will be staying with the family during Christmas?
5. What will Emma be doing during her grandparents' visit?

B. Presentation

Simple future

Form=will + verb

The simple future is used to talk about:

1. Predictions

- It will rain tomorrow.
- They will win the game.

2. Spontaneous decisions

- I'll help you with that.
- I'll take the blue one.

3. Promises

- I will always be there for you.
- -We will finish this by Friday.

4. Plans and intentions (though 'going to' is more common for planned events)

- I will call you next week.
- She will attend the meeting.

Future Progressive Tense

Form: Subject + will be + verb-ing

We use the future progressive tense to talk about:

1. Actions that will be in progress at a specific time in the future

Example: This time next week, I will be lying on a beach in Hawaii."

2. Actions that will happen in the normal course of events

Example: I'll be seeing Mark at the conference next month.

C. Practice

Activity 1: Fill in the blanks with suitable forms of the verbs.

1. I(phone) you when he (come) back tomorrow.
2. When I get home this evening, my dog (sit) at the gate waiting for me.
3. Perhaps we (visit) Nyungwe National Park next month.
4. I'm sure that Amina (pass) the national exam next year.

5. When my cousin (come) to see me this Tuesday, I (read) this book.
6. This time tomorrow Leah (sweep) her bedroom.
7. Don't call me this afternoon. I (be) in a meeting.
8. Don't come to see my daughter tonight. She (sleep)
9. Rose is pregnant. She (have) a baby.
10. They are wearing football boots. They (play) football.

D. Application

Activity 2: Write a paragraph about yourself. You will include the following:

1. **Predictions about your life** in 10 years to come (Simple Future):
 - Where you will live
 - What job you will have
 - What you will do
2. **Activities in Progress** (Future Progressive) Imagine a specific day in the future and describe:
 - What they will be doing at different times
 - What their family members will be doing
 - What will be happening in the world

E. Assignment

Write a paragraph (100-150 words) about your plans for next weekend. Include at least:

- 5 examples of simple future tense
- 5 examples of future progressive tense

Make sure to describe both specific events and activities that will be in progress at certain times.

Further readings

Hashemi, L., & Murphy, R. (2019). *English Grammar in Use: Supplementary Exercises: 5th Edition*. Cambridge University Press. <https://singlelogin.re/book/6035883/19f79e/english-grammar-in-use-supplementary-exercises-5th-edition.html>

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Lesson 10: She will have earned enough...

Objectives: By the end of the lesson, you will be able to:

- ✓ form sentences with the future perfect tense using "will have + past participle";
- ✓ form sentences with the future perfect progressive tense using "will have been + present participle";
- ✓ distinguish between actions that will be completed (future perfect) vs actions that will be in progress (future perfect progressive) at a specific point in the future;
- ✓ use time expressions like "by then," "by next year," "before," etc. appropriately with these tenses.

A. Introductory activity: Read the following paragraph and answer the questions that follow.

By this time next year, Sarah will have been working on her novel for three years straight, and she estimates she will have written over 400 pages. Her dedication to writing is remarkable – by the time she finishes, she will have been spending at least four hours each day at her desk, and will have revised each chapter at least five times. Her publisher believes that by the launch date, the marketing team will have been promoting the book for six months, and they will have distributed advance copies to more than 100 reviewers. Sarah hopes that after the book's release, she will have earned enough to take a much-needed vacation, though she knows she will have been researching her next novel even during her break.

1. How long will Sarah have been working on her novel by this time next year?
2. According to her estimates, how many pages will Sarah have written?
3. How many hours per day does Sarah spend at her desk writing?
4. How long will the marketing team have been promoting the book by the launch date?
5. How many times will Sarah have revised each chapter of her novel?

B. Presentation

Activity 1: Watch the video and take notes about the use of future perfect and future perfect progressive. Share the notes in pairs and improve them. Then in groups of four, compare the notes from the two pairs.

Future perfect

Form: Subject + will have + past participle

The future perfect tense is used to express a few different situations.

The future perfect is used to express:

1. actions that will be finished at some point.

e.g: When he leaves, they will have finished the movie.

2. actions that will occur in the future before another future action or time.

e.g: When my mother comes to see me next week, I will have finished doing my assignment.

Future Perfect Progressive Tense

Form: Subject + will have been + verb-ing

We use the future perfect progressive to talk about:

1. actions that will continue up until a particular time in the future:

Example: By next month, I will have been working here for ten years.

2. emphasizing the duration of an action in the future:

Example: Next week, we will have been living in this house for a year.

C. Practice

By the end of her sabbatical next month, Professor Johnson _____ (teach) at the university for twenty years. During that time, she _____ (publish) fifteen research papers and _____ (mentor) over 100 graduate students. She expects that by December, she _____ (work) on her new research project for six months straight, and her team _____ (conduct) over 200 experiments. Her colleagues calculated that by the time she returns, they _____ (use) the new laboratory equipment for a full semester, so they _____ (learn) how to operate it efficiently. The department head believes that by then, the renovation committee _____ (finalize) the plans for the new research wing, and the contractors _____ (prepare) to begin construction.

D. Application

Write a paragraph about your dream vacation plans using future perfect and future perfect progressive tenses. Imagine you are planning a month-long trip to Italy next summer and describe what you will have accomplished and what you will have been doing by the end of your trip.

Put in a form of the verb. Use the future continuous (will be doing), the future perfect (will have done) or was/were going to.

1 It'll be better if you don't ring at one o'clock. We..... (have) lunch then.

2 I..... (drive) over and see you, but there's something wrong with the car.

3 I've got loads of work. I expect I(work) all night. And I'm not looking forward to it.

4 I'll have much more time next week because I..... (do) all my exams then.

5 We.....(buy) that computer game, but they don't make it for the kind of computer we've got.

6 I know you'll put on a wonderful show. You(have) so much practice by the time you perform it that it's sure to be brilliant.

E. Assignment

Write a paragraph about your life goals. Describe what you will have accomplished and what you will have been doing by the time you're 30 years old. Use at least:

- 3 future perfect tense verbs
- 3 future perfect progressive tense verbs
- appropriate time expressions

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UNIT TWO: ENVIRONMENT AND SUSTAINABILITY

Introduction

This unit will help you explore topics of environment and sustainability, health and welfare. It is designed to enhance your understanding of environmental issues. It also familiarizes you with terms and expressions used to talk about physical, mental, and social well-being issues. It will

equip you with the language skills necessary to discuss these important subjects effectively in English.

Learning outcomes

Having successfully completed the unit, you will be able to:

- ✓ interpret complex information about environmental and health issues and sustainability from various sources;
- ✓ communicate effectively about environmental challenges, sustainable practices and preventive healthcare measures, both orally and in writing;
- ✓ discuss key factors that contribute to physical and mental wellbeing, including nutrition, exercise, sleep, and stress management;
- ✓ apply critical thinking skills to evaluate existing environmental preservation strategies and propose solutions for environmental degradation using appropriate language.

Unit outline

Environment and Sustainability

Learning outcomes:

Having successfully completed the topic, you will be able to:

- ✓ evaluate and discuss ideas and information about environment and sustainability;
- ✓ identify the most important points in the recording;
- ✓ read "between the lines" to understand the text;
- ✓ answer listening comprehension questions.
- ✓ Use modal verbs to express different feelings
- ✓ Use transitive verbs and phrasal verbs
- ✓ Use gerunds and infinitives in English

Topic 1: Sustainable development

Lesson 1: What is sustainability?

By the end of the lesson, you will be able to:

- ✓ evaluate and discuss ideas and information about environment and sustainability;
- ✓ identify the most important points in the recording;
- ✓ read "between the lines" to understand the listening material;
- ✓ answer reading comprehension questions.

A. Introductory activity: Listen to the recording carefully and answer the questions that follow.

<https://youtu.be/gTamnlXbgqc>

1. What is sustainability according to the recording?
2. How do human actions impact the environment?
3. What can we infer about the sustainability of our production and waste management practices?

B. Presentation

Activity 1: In groups of 4, prepare an oral presentation on one of the following topics.

1. Discuss the role of individual behavior and lifestyle choices in promoting sustainability, and how people can be encouraged to adopt more sustainable habits.
2. How can urban planning and design incorporate sustainable practices, such as green spaces, energy-efficient buildings, and efficient public transportation systems?
3. What are the most effective ways for individuals to raise awareness about environmental issues and inspire others to take action?
4. What role can individuals play in promoting sustainable agriculture practices such as supporting local farmers, practising urban gardening, or adopting plant-based diets?

Activity 2: Read the text carefully and discuss the questions that follow.

Sustainable development and challenges

In recent decades, the concept of sustainability has gained significant attention as we grapple with the environmental challenges facing our planet. Sustainability refers to the ability to meet our present needs without compromising the ability of future generations to meet their own needs. This principle encompasses environmental protection, economic development, and social equity.

One of the primary concerns driving the sustainability movement is climate change. The burning of fossil fuels releases greenhouse gases into the atmosphere, trapping heat and leading to global warming. This phenomenon has far-reaching consequences, including rising sea levels, more frequent extreme weather events, and disruptions to ecosystems and agriculture.

To address these issues, many countries and organizations are adopting sustainable practices. Renewable energy sources such as solar, wind, and hydroelectric power are being embraced to reduce reliance on fossil fuels. Companies are implementing circular economy principles, designing products for reuse and recycling to minimize waste. Governments are enacting policies to protect biodiversity and reduce pollution.

However, achieving true sustainability requires more than technological solutions. It demands a shift in societal values and individual behaviors. Consumers are increasingly making eco-friendly choices, from using reusable bags to choosing energy-efficient appliances. Education plays a crucial role in raising awareness about environmental issues and promoting sustainable lifestyles.

The path to sustainability is not without challenges. Economic interests sometimes conflict with environmental protection, and there are disparities in how different nations can implement sustainable practices. Nevertheless, the growing recognition of our interconnectedness with the natural world offers hope for a more sustainable future.

Answer the following questions in groups of 3:

1. What is the main idea of the text?
2. What do you think are the biggest obstacles to achieving global environmental sustainability? How might these be overcome?
3. In what ways can individuals contribute to environmental sustainability in their daily lives?

Activity 3: Write a paragraph on the contribution of the ban on plastic bags to environmental conservation. Share your paragraphs in groups of 4. Then choose the best, improve it and share with the class.

C. Practice

Activity 4: Read the text again and answer the following questions:

Questions:

1. According to the passage, what are the three main aspects encompassed by the principle of sustainability?
2. What is described as one of the primary concerns driving the sustainability movement, and what are some of its consequences mentioned in the text?
3. Name three examples of sustainable practices being adopted by countries and organizations, as mentioned in the passage.
4. Beyond technological solutions, what does the text suggest is necessary to achieve true sustainability?
5. What challenge to achieving sustainability is mentioned in the final paragraph of the text?

D. Application

Activity 5: Summarize the text in ten lines.

E. Assignment

Write a paragraph on the following topic:

‘The Importance of Biodiversity Conservation in Sustainable Development’

Further readings

Elliott, J. A. (2013). An introduction to sustainable development (4th ed.). Routledge.

Sachs, J. D. (2015). The age of sustainable development. Columbia University Press.

Lesson 2: Sentence types by purpose (affirmative, interrogative and negative sentences)

Learning outcomes

By the end of the lesson, you will be able to:

- identify different types of sentences by purpose;
- write different types of sentences to communicate information;

A. Introductory activity

Activity 1: Listen to the recording and take notes about what you hear.

<https://www.youtube.com/watch?v=MA51TToY5g>

Activity 2: Share what you have heard with the class.

B. Presentation

A **sentence** is generally defined as a group of words that expresses a thorough idea by giving a statement/order, or asking a question, or exclaiming. According to the type of idea expressed, sentences may be declarative, interrogative, imperative, or exclamatory.

1. A declarative sentence makes a statement.

e.g. The vehicle was going 60 kilometers per hour.

2. An interrogative sentence asks a question.

e.g. How many children have you got?

3. An imperative sentence makes a request or gives a command.

e.g. Study hard in order to succeed.

4. An exclamatory sentence shows strong feeling or surprise.

e.g. It is unbelievable that he has failed!

Activity 2: Work in pairs and provide two sentences exemplifying each type of sentences.

C. Practice

Activity 3: Write the negative and interrogative forms of each of the following sentences.

a. Mr. Karamoja touched the huge body of the elephant.

Negative:

Interrogative:

b. Melissa is about to graduate.

Negative:

Interrogative:

D. Application

Sarah enjoys her morning routine very much. She wakes up at 6 AM and makes her bed immediately. She takes a quick shower and prepares a healthy breakfast. After breakfast, she walks her dog in the park and greets her neighbors. She has enough time to catch the 8 AM bus to work. At work, she finishes all her tasks and meets her deadlines. She returns home by 6 PM and still has energy for evening activities.

Activity 3:

- Transform each sentence into its negative form while maintaining meaning coherence.
- Pay attention to auxiliary verbs and time expressions.
- Ensure the negative paragraph still tells a logical story.

E. Assignment

Put the following sentences into indicated forms.

1. Tony does not plan to attend the party. (Affirmative form)

2. Marcia is buying some vegetables. (Negative form).
3. Shakespeare was a writer people admire. (Interrogative form)
4. Sandra left her scarf on my desk. (Negative form)
5. There are no toilets at the back of this building. (Affirmative form)
6. There are some pineapples in the basket. (negative form)
7. John has been teaching Physics since he graduated. (interrogative form)
8. Rugira won't see anybody at the zoo. (affirmative form)
9. Nobody knew the lady was in her office. (interrogative form)
10. Did Kalisa and Kanani sweep their bedrooms? (affirmative form)

Further readings

Graham, S., & Perin, D. (2016). Writing next: Effective strategies to improve writing of adolescents in middle and high schools. Alliance for Excellent Education.

Myhill, D., & Watson, A. (2014). The role of grammar in the writing curriculum: A review of the literature. Journal of Child Language Teaching and Therapy, 30(1), 41-62.

Lesson 3: Sentence types by structure (simple, compound, complex and compound-complex sentences)

Learning outcomes

By the end of the lesson, you will be able to:

- identify different types of sentences;
- write different types of sentences to communicate information;

A. Introductory activity

Activity 1: Listen to the recording and take notes about what you hear.

<https://www.youtube.com/watch?v=smgyeUomfyA>

B. Presentation

According to the number and types of clauses they contain, sentences are classified as simple, compound, complex, and compound-complex.

Sentence structure can be simple, compound, complex, or compound-complex.

1. Simple sentences

A simple sentence has one independent or main clause (one subject-main verb combination).

e.g. They were late. / John phoned.

a. A simple sentence can be expanded into a very long sentence.

e.g. Feeling the disappointment of our friends at our early departure, we were sorry to leave before meeting all the guests.

(Feeling, to leave, and meeting are verbal not finite or main verbs). Although the sentence is long it still has the structure of a simple sentence: one subject and one main verb or verb phrase.

b. A simple sentence can have a compound subject (two or more subjects joined by a coordinating conjunction: and, but, or, nor, for, so, yet).

e.g. John and Mary danced

John, Paul, and Mary danced.

c. A simple sentence can have a compound verb (two or more verb forms joined by a coordinating conjunction).

e.g. Mary sang and danced.

d. A simple sentence can have a compound subject and a compound verb.

e.g. Mary and John sang and danced. (Both parts of the subject performed the action in both parts of the verb)

2. Compound sentences

A compound sentence has two or more independent clauses without any dependent or subordinate clauses.

e.g. He got up late, so he missed his bus.

John sang and Mary danced.

The clauses of a compound sentence may be joined either by a semicolon or by a comma and a coordinating conjunction (and, but, or, for, nor, yet, so). The acronym ‘FANBOYS’ is a nice clue to remember these 7 coordinating conjunctions link clauses in a compound sentence.

e.g. The bus was crowded; I had to stand all the way. / The bus was crowded, so I had to stand all the way.

We worked hard; we were not tired. / We worked hard, but we were not tired. /We worked hard, yet we were not tired.

3. Complex sentence

A complex sentence has one independent clause and one or more dependent clauses.

e.g. We were sorry when we left early. [We were sorry: independent clause; when we left early: dependent clause (adverb)]

James said that he was very pleased when he saw us. [James said: independent clause; that he was very pleased: dependent clause (noun); when he saw us: dependent clause (adverb)]

Activity 3: Write 3 examples of compound sentences using different conjunctions and appropriate conjunctions.

4. Compound-complex sentence

A compound-complex sentence has two or more independent clauses and at least one dependent clause.

e.g. Many men and women today are being trained on their jobs, and some of them later study at colleges and technical schools where they improve their skills. (Many men and women today are being trained on their jobs: independent clause; some of them later study at colleges and technical schools: independent clause; where they improve their skills: dependent clause.)

C. Practice

Activity 2: Work with a partner and join these two sentences to make compound/complex ones

1. Janet didn't know. Her daughter has succeeded very well

2. My friend studies at University. He has bought a new car.
3. I met a man on Saturday. He was wearing white jeans.
4. The woman sells vegetables in Butare market. She has many children.
5. I have finished all my work. I am ready to go.
6. Janet is running. She is very late.
7. Lions and tigers are the largest cats. Cheetahs are the fastest.
8. She was crossing the road. I saw Karl this morning.
9. Christopher Columbus noted the unusual quantity of floating seaweed. He crossed the Sargasso Sea.
10. What do you want? Tell me.

Activity 3: Identify sentence types (simple, compound, complex ones).

1. I like strawberry ice cream, but Sal prefers chocolate chip.
2. The test is administered every Friday.
3. The Bernados sisters are having a big party Saturday night, and everyone is invited.
4. When the show was over and the last person had left, we finally went home.
5. Tony does not plan to attend the party, so he will be free on Saturday night.
6. Marcia, who is quite talent as a musician, is coming for a visit.
7. First, we visited the Washington Monument, and then we toured the White House.
8. Shakespeare was a writer (that) people admire.
9. I am planning a trip in Israel, where three of the world's great religions were born.

Activity 4: Combine the following pairs of sentences using ***and***, ***but***, ***for***, and ***or*** at least once.

1. We may go to a movie tonight. We may stay home and watch TV.
2. I am usually in bed by ten. My roommate is a night owl

3. Our tennis match is scheduled for late afternoon. We plan to have dinner afterward.
4. I may decide to continue my subscription to *Time* for another year. I may cancel it now.
5. Our home is small and dark. I like it.
6. You need to make a decision quickly. Time is running out.
7. It is best not to thrash around in shark-infested waters. The movement and the sound might attract the sharks.
8. My family is planning to leave town on the tenth. We will be going about two weeks.

D. Application

Activity 5: Work with a partner and say which subordinate clauses are there in the following sentences.

1. They that sow in tears shall reap in joy.
2. If you scatter thorns, don't go barefoot.
3. What the scientists have in their briefcases is terrifying.
4. Tell me what you eat, and I will tell you what you are.
5. The poet is a liar who always speaks the truth.
6. When an elephant is in trouble, even a frog can kick him.
7. Those who write clearly have readers; those who write obscurely have commentators.
8. I don't know the time when you will return.
9. Whether she comes or not, I will keep on loving her.
10. It is forbidden to enter university unless you are a national.

E. Assignment

Work with a partner and join these two sentences to make compound/complex ones.

1. Janet didn't know. Her daughter has succeeded very well
2. My friend studies at University. He has bought a new car.
3. I met a man on Saturday. He was wearing white jeans
4. The woman sells vegetables in Butare market. She has many children.
5. I have finished all my work. I am ready to go.
6. Janet is running. She is very late.
7. Lions and tigers are the largest cats. Cheetahs are the fastest.
8. She was crossing the road. I saw Karl this morning.
9. Christopher Columbus noted the unusual quantity of floating seaweed. He crossed the Sargasso Sea.

Further reference materials

Learning Express, LLC, 2006. *501 Grammar and Writing Questions*, 3rd ed. New York: Learning Express, LLC:

English Hints, 2021. How to make Compound Sentences. [online]. Retrieved from:
<https://www.englishhints.com/compound-sentences.html>

Lunsford, A. (2010). *The St. Martin's Handbook*, 6th ed. Boston: Bedford/St. Martin's
<https://www.youtube.com/watch?v=urr55rAreWc&t=238s>

Lesson 4: Expressing ability and possibility, and asking for and giving permission

Learning outcomes

By the end of the lesson, you will be able to:

- use appropriate modal verbs to express ability, possibility;
- ask for permission using appropriate modal verbs;

- ask for assistance using appropriate modals;

A. Introductory activity

Activity 1: Read the following paragraph and identify the modal verbs that have been used in it.

If I **could** choose any superpower, I think I **would** want the ability to fly. It **must** be amazing to soar above the clouds! With this power, I **can** travel anywhere in the world quickly. I **may** even be able to help people in emergencies. Of course, I **might** need to be careful about air traffic – I **shall** have to watch out for planes! I **should** also consider the weather conditions before taking flight. Will it be cold up there? I will probably need to wear warm clothing. You **might** wonder if I'd use this power for personal gain, but I **can** assure you that I **would** only use it for good. Perhaps we **could** discuss what you **would** do if you had a superpower? **Shall** we imagine the possibilities together?

B. Presentation

Modal verbs are an important part of English grammar, used to express various concepts including ability, possibility, permission, and requests for assistance. Here's an overview of how modal verbs are used in these contexts:

1. Expressing Ability:

- Can: Used for general ability Example: "I can speak three languages."
- Could: Used for past ability or more polite/tentative statements Example: "When I was younger, I could run much faster."

2. Expressing Possibility:

- May: Used for formal or less certain possibilities Example: "It may rain tomorrow."
- Might: Used for less likely possibilities Example: "We might go to the beach if the weather improves."
- Could: Used for theoretical possibilities Example: "This could be the solution to our problem."

3. Asking for Permission:

- Can: Informal way to ask for permission Example: "Can I borrow your pen?"
- Could: More polite way to ask for permission Example: "Could I leave early today?"
- May: Formal way to ask for permission Example: "May I speak to the manager, please?"

4. Asking for Assistance:

- Can: Informal way to ask for help Example: "Can you help me with this task?"
- Could: More polite way to ask for help Example: "Could you please show me how to do this?"
- Would: Polite way to make a request Example: "Would you mind helping me carry these boxes?"

The level of formality and politeness generally increases as you move from "can" to "could" to "would" or "may".

C. Practice

Activity 2: Rewrite these sentences using the appropriate modal verbs to express ability, possibility, permission, or assistance:

1. Do you know how to swim? (Express ability)

2. Is it okay if I open the window? (Ask for permission)

3. It's possible that we will go to the beach tomorrow. (Express possibility)

4. Are you able to help me with my homework? (Ask for assistance)

5. When I was a child, I knew how to play the piano. (Express past ability)

Activity 3: Choose the appropriate modal verb (can, could, may, might) to complete each sentence:

1. _____ you help me with this heavy box? (Asking for assistance)
2. I _____ speak French fluently when I was younger. (Past ability)
3. It _____ rain later today, so take an umbrella. (Possibility)
4. _____ I borrow your pen, please? (Asking for permission)
5. She _____ be late for the meeting due to traffic. (Possibility)

D. Application

Activity 4: Pair up and simulate a job interview. The interviewer asks questions about the candidate's abilities, possibilities for the role, and potential scenarios. The interviewee must respond using appropriate modal verbs.

E. Assignment

I. Rewrite each sentence using an appropriate modal verb to express the meaning in parentheses:

1. It is possible that we will go to the beach tomorrow. (possibility)
2. Do you have the ability to play the piano? (ability)
3. You are not allowed to enter this area. (prohibition)
4. I recommend that you see a doctor. (advice)
5. Would you like me to carry your bags? (offering help)

II. Circle the most appropriate modal verb for each situation:

1. Asking for permission to leave early: a) Can b) Must c) Should
2. Expressing a strong possibility: a) Might b) Must c) Could
3. Offering assistance: a) Should b) May c) Can
4. Indicating lack of necessity: a) Mustn't b) Shouldn't c) Don't have to
5. Expressing prohibition: a) Shouldn't b) Mustn't c) Might not

III. Write one sentence for each of the following situations using an appropriate modal verb.

1. Asking for permission to use someone's phone
2. Expressing your ability to swim
3. Offering to help someone with a task
4. Expressing uncertainty about future plans

Further readings

Palmer, F. R. (2001). Mood and modality (2nd ed.). Cambridge University Press.

Coates, J. (1983). The semantics of the modal auxiliaries. Routledge.

Lesson 5: Making requests, offers and suggestions

By the end of the lesson, you will be able to:

- make requests and respond to them
- make, accept and refuse offers

- make suggestions

A. Introduction

Read the following dialogue and answer the questions.

A: Hey, I'm planning a party this weekend. Would you like to come?

B: That sounds fun! I'd love to. Could you tell me what time it starts?

A: Sure, it'll begin at 8 PM. You should arrive by 8:30 if possible.

B: Great, thanks! Is there anything I can bring?

A: You don't have to bring anything, but you could bring some snacks if you'd like.

B: No problem, I'll bring some chips and dip. By the way, may I invite my roommate too?

A: Of course! The more the merrier. You might want to let them know it's a casual event.

B: Will do. This party is going to be great! We ought to hang out more often.

A: Definitely! We must plan more get-togethers in the future.

Questions

1. When is the party being planned?
2. What time does the party start?
3. By what time does A suggest B should arrive?
4. Does A require B to bring anything to the party?
5. What suggestion does B make about their social interactions in the future?
6. How does A respond to B's suggestion about future social interactions?
7. What modal verb does A use to express strong agreement with B's suggestion about future get-togethers?

B. Presentation

1. Modal Verbs for Requests:
 - Can/Could: For polite requests Example: "Can you pass the salt?" (informal)
"Could you please send me the report?" (more formal)
 - May: For very formal requests or asking permission Example: "May I use your phone?"

- Would: For polite requests, often in conditional situations Example: "Would you mind opening the window?"
2. Modal Verbs for Offers:
- Can/Could: To offer help or ability Example: "I can give you a ride to the airport."
 - Would: To make polite offers, often with "like" Example: "Would you like some coffee?"
 - Shall: Formal offers, mostly in British English Example: "Shall I carry that for you?"
3. Modal Verbs for Suggestions:
- Should: For advice or recommendations Example: "You should get some rest."
 - Could: For possible options or ideas Example: "We could try the new restaurant downtown."
 - Might: For tentative suggestions Example: "You might want to call ahead to make sure they're open."
 - Ought to: Similar to "should," for strong recommendations Example: "We ought to start saving for retirement."
4. Other Important Points:
- Modal verbs are followed by the base form of the main verb.
 - The negative form is created by adding "not" after the modal verb.
 - Questions are formed by inverting the subject and the modal verb.
5. Levels of Formality and Politeness:
- "Can" is more informal than "could."
 - "May" is more formal than "can" or "could."
 - Adding "please" increases politeness.
6. Conditional Modals:
- "Would" and "could" are often used in conditional sentences to express politeness or hypothetical situations. Example: "If you have time, could you look over this report?"

Note:

- The choice of modal verb can affect the tone and implication of the request, offer, or suggestion.
- Context and relationship between speakers are important factors in choosing the appropriate modal verb.

C. Practice

Write a half-page dialogue and ensure you use at least one modal verb for a request, offer, or suggestion in their part.

D. Application

Work in pairs. Then, assume you are at a restaurant. Write a dialogue in which you make requests to the waiter. Act out your dialogue in front of your classmates.

E. Assignment

I. Complete the sentences using 'can', 'could', or 'may' to express ability or possibility.

- a) I _____ speak three languages fluently.
- b) It _____ rain tomorrow, so bring an umbrella.
- c) When I was younger, I _____ run much faster.
- d) The package _____ arrive by Friday, but I'm not sure.

II. Write four sentences about your own abilities or possibilities in your life. Use a different modal verb in each sentence.

Palmer, F. R. (2001). Mood and modality (2nd ed.). Cambridge University Press.

Coates, J. (1983). The semantics of the modal auxiliaries. Routledge.

Lesson 6: Inviting, accepting and refusing invitations

Learning outcomes:

By the end of the lesson, you will be able to:

- make invitations
- accept invitations
- refuse invitations using appropriate expression

A. Introduction

In groups, each student invites the next person to an event. The invited person must accept and then invite the next person to a different event. Continue until everyone has had a turn.

B. Presentation

Invitations:

- Would you like to come to my sister's wedding?
- I'd very much like you to attend my birthday party tomorrow.
- We should be pleased/delighted if you could come to celebrate Christmas with us.
- Would you care to attend the meeting?
- You will attend the conference, won't you?

Accepting:

- That's very kind of you
- We'd very much like to...
- What a delightful idea.
- With the greatest pleasure.
- Thank you very much for inviting me.

Refusing:

- Sorry. I'm afraid I don't have time.
- Sorry. I'm meeting a friend for lunch.
- I'd love to but I'm very busy at the moment.
- Sorry, I can't. I've got other plans.
- Nice of you to ask me but I've got an appointment.
- What a pity. I'm away next weekend.
- Sounds great but I'm afraid I'm not free.
- I'm tied up on Friday. Sorry.

C. Practice

Match the invitations with the expressions for accepting and the ones for refusing them.

Invitation	Accepting invitation	Refusing invitation
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1. How about coming to the barbecue at the tennis club?	a. That sounds a good idea.	I. Sorry, I will be studying tomorrow afternoon.
2. I have got tickets for a concert on Friday. Would you like to come?	b. Great!	II. I hate to turn you down; but my mother is coming to see me this evening.
3. How about a game of football tomorrow afternoon. Would you like to come?	c. Sure thing!	III. Sorry, I'll be attending a meeting next Saturday.
4. Would you like to play tennis this Saturday?	d. I'd love it.	IV. I'm afraid I'll be travelling on Friday.
5. I'm having a birthday party next week. Would you like to come?	e. I'd be delighted to.	V. I'm tied up tonight.
6. We're all going to a night club this evening. Care to join us?	f. I'd love to.	VI. I'm sorry; I'm not good at playing tennis.
7. Would like to come to my sister's wedding next Saturday?	g. That would give us the great pleasure.	VII. Thanks for asking, but I really can't.
8. Would you like to join me for dinner after work?	h. What a nice idea!	VIII. I wish I could, but I'm busy.
9. Would you like a glass of beer this evening?	i. Why not? What time?	IX. Sorry, I hate beer.
10. We would be delighted if you could join us for our get-together party.	j. It sounds fun!	X. Sorry, I'll be in a meeting after work.

1.
2.
3.

4.
5.
6.

- | | | | |
|----------|-------|---------|-------|
| 7. | | 9. | |
| 8. | | | |
| 10. | | | |

D. Application

Invitation chain game: Start a chain of invitations where each student invites the next person to a unique event. The invitee must respond by either accepting or refusing before creating their own invitation for the next person.

E. Assignment

Write formal and informal invitations for various events (Examples: Inviting a friend to a birthday party, a wedding, a dinner, etc.), along with acceptance and refusal responses.)

Further readings

Garcia, C. (1999). The three stages of Venezuelan invitations and responses. *Multilingua*, 18(4), 391-433.

Félix-Brasdefer, J. C. (2003). Declining an invitation: A cross-cultural study of pragmatic strategies in American English and Latin American Spanish. *Multilingua*, 22(3), 225-255.

Lesson 7: Helping people to perform to the best of their ability

Lesson objectives:

By the end of the lesson, you will be able to:

- ✓ Identify gerunds and infinitives in sentences
- ✓ Use gerund and infinitives to communicate actions

A. Introductory activity

Read the following text and do the tasks that follow it.

(1) Alan Loy McGinnis in his book *Bringing Out the Best in People* (Augsburg Publishing House, Minneapolis, 1985) describes 12 important principles or rules for helping people to perform to the best of their ability. (2) The first rule is to expect the best from the people you lead. (3) A true leader needs **to drop** the role of “watch-dog” and to display a positive attitude toward everyone who works under him or her. (4) The second principle is to make a thorough study of the other person’s needs. (5) Walking a mile in another person’s shoes will allow a leader to truly understand someone he or she is working with. (6) The third rule is to establish high standards of excellence.

(7) Many people have never learned the pleasure of **setting** high standards and **living** up to them. (8) The fourth rule is to create an environment where failure is not fatal. (9) People who expect to succeed all of the time often cannot rise from a failure. (10) An effective motivator needs to know how to help people deal with their failure.

(11) “Climbing on other people’s bandwagons” is the fifth principle that McGinnis suggests. (12) A good leader needs to identify the beliefs and causes of the people that he or she works with. (13) By using these good ideas, he or she can encourage them **to pursue** as many of these goals as possible. (14) **Employing** models to encourage success is the sixth rule. (15) Everyone loves hearing about true success stories of others to build confidence and motivation. Recognizing and applauding achievement is the seventh rule. (16) A good leader tries to look for strengths in people and catch them “doing something right” so that he or she can compliment them.

(17) The eighth rule is to employ a mixture of positive and negative reinforcement. (18) Using praise is only one of many methods used **to motivate**. (19) Sometimes a person does his or her best because he or she is afraid to be punished. (20) The ninth and tenth rules relate to appealing sparingly to the competitive urge and placing a premium on collaboration. (21) Some competition is good; however, the decision to work with other people creates good morale and allows the job to be completed more efficiently.

(22) The eleventh principle is to learn how to deal with troublemakers in a group. (23) A leader who does not learn how **to handle** a problematic person will never learn how to stay in difficult situations and solve them. (24) Finally, the twelfth rule is to find ways to keep the motivation of the leader, himself or herself, high. (25) Renewing oneself through sports, reading, going to a restful spot, etc. are all necessary for the good leader to become energized and to successfully perform the other eleven principles.

1. Discuss each of the rules giving examples from real life.

2. Explain the nature of the underline words.

3. Can you find other words of the category?

Open the link below and take notes of what you hear. When you finish, you will discuss what you hear with your colleague.

<https://www.youtube.com/watch?v=zPzjJHKyNwc>

B. Presentation

1. Gerunds can act as the subject of a main verb.

Examples: Going to parties is fun.

Hunting elephants is dangerous.

Flying makes me nervous.

2. Gerunds can act as the object certain verbs

Delay	I delayed telling Max the news.
Deny	She denies reading the book.
Dislike	We dislike reading poems.
Can't help	He couldn't help falling in love with her.
Enjoy	I enjoy playing chess.
Finish	They finished working in the garden.
give up	Susan gives up playing ice-hockey.
Imagine	He imagined driving a new car.

3. Gerunds can be object of prepositions

a) Adjective+ preposition combinations

Accustomed to	He is accustomed to having his own office
Used to	He is used to smoking
Addicted to	She is addicted to watching TV

Afraid of	She is afraid of speaking in public
Anxious about	Norma is anxious about making the presentation.
Bored of	I am bored of doing the same old job
Capable of	She is capable of improving her English
Concerned about	Nancy was concerned about being late.

b) Nouns + preposition combinations

advantage of	What is advantage of farming over hunting?
chance of	There's a chance of catching a cold these days.
choice of	There's a choice between flying to London Heathrow or Stansted.
danger of	Peggy is in danger of making a mistake.
difficulty in	He has difficulty in sending SMS.
doubt about	He is in doubt about buying the correct software for his computer system.

c) Verbs + prepositions combinations

apologize for	They apologize for being late.
believe in	She doesn't believe in getting lost in the wood.
blame for	The reporter is blamed for writing bad stories.
complain about	She complains about bullying.
concentrate on	Do you concentrate on reading or writing?
congratulate sb. on	I wanted to congratulate you on making such a good speech.
cope with	He is not sure how to cope with getting older.

d) Gerunds after some phrases

It's (no) good	It's no good talking to this girl.
It's no use	It's no use talking to the headmaster.
spend one's time	They spend their time reading.
There's no	There's no cheating anymore.
There's no point	There's no point in complaining further.
What about	What about going to the zoo?
Worth	The book is worth reading.

e) Go+ Gerund list (recreational activities)

Go bowling	Go sailing
go bowling	Go scuba diving
Go bungee jumping	Go shopping
Go camping	Go sightseeing
Go canoeing	Go skateboarding
Go climbing	Go skating
Go dancing	Go skiing
Go fishing	Go skinny-dipping
Go hiking	Go skydiving
Go horseback riding	Go sledding
Go hunting	Go snorkelling
Go jogging	Go snowboarding

f) Gerunds follow expressions like “have difficulty, have trouble, a waste of time, and a waste of money”

Examples: I had no difficulty finding a place where to live.

People often have difficulty reading my writing.

The Smiths had no trouble finding a place to live.

It was a waste of time reading that book.

It's a waste of time buying things you don't need.

g) Gerunds and infinitives (to) after a verb bring a difference in meaning.

I remember doing something (=I did it and I remember this).

Example: I remember borrowing a book from the library.

I remember to do something (=I remember that I had to do something, so I did it; it was my duty).

ex.: -I remember to borrow the book; but I forgot to give it back.

I regret doing something (=I did it and now I am sorry about it).

Ex.: -I now regret saying what I said. It was foolish.

I regret to do say/tell/inform (I am sorry that I have to say/tell/inform).

Ex.: We regret to tell you that we cannot offer you the job.

5. Infinitives in English

There are two forms of infinitive: infinitive with “to” (*to speak/ to go/ to tell*) and infinitive without “to” (*speak/go/tell*), infinitive that loses ‘to’ depending on the verbs it follows.

a) Verbs followed by an infinitive as object

Agree, appear, arrange, ask, attempt, beg, care, cease, claim, choose, demand, decide, deserve, determine, expect, fail, happen, hesitate, hope, intend, learn, manage, need, neglect, offer, etc.

Examples:

-The robber **managed to open** the door without a key.

-The Doctor has **refused to discharge** my patient because he is still having signs of vomiting.

-She **claims not to have** been sexually active for the past 12 months. Her home pregnancy test **is** negative.

b) Verbs +object + infinitive with ‘to’

Allow, authorize, cause, challenge, convince, encourage, force, get, help, hire, inform, instruct, invite, order, permit, persuade, remind, require, teach, tell, train, urge, etc.

Examples in sentences:

-If your cholesterol profile is undesirable, your doctor will first prescribe a combination of healthful eating, increased physical activity, and weight loss **to try to improve** it. He or she will also **encourage you to keep** your blood sugar under control, which may help you lower your LDL (bad) cholesterol and triglycerides.

-Allow the patient time **to chew** and swallow the food before presenting the next mouthful. Adjust the size of the mouthful to suit the patient.

Note:

1) The following verbs can be followed by an object or not.

Want warn would like ask expect need promise prepare

-My father **wants me to take** medicine, but I myself **want to study** mechanical engineering.

-My father **expects me to become** a Doctor.

-I **expect to study** in the USA for my master's program.

2) After let/ make + object

-**Let us read** the instructions regarding the use of this drug.

-Stop **making** the patient **talk** too much. He hasn't regained enough energy yet.

C. Practice

Activity 2: Put the verbs into the correct form: infinitive (do/make/eat, etc. to+infinitive or –ING forms

1. They don't allow people In front of the building. (park)
2. I have been to Iceland, but I'd like there. (go)
3. I'm in a difficult position. What do you advise me.....? (do)
4. The film was very sad. It made me..... (cry)
5. Diane's parents always encouraged herhard at school. (study)
6. I don't remember In that restaurant. The food is terrible. (eat)
7. She said the letter was personal and wouldn't let me.....it. (read)

8. We are not allowed personal phone calls at work. (make)

Activity 3: Put the verbs into the correct form, -ING or to. Sometimes either for is possible.

1. They denied The money. (steal)
2. I don't want tonight. I'm too tired.
3. Our team was unlucky to lose the games. We deserved(win)
4. Why do you keep questions? Can't you leave me alone? (ask)
5. One of the boys admitted the window. (break)
6. The boy's father promised for the window to be repaired.
7. If the company continues money, the factory may be closed. (lose)
8. 'Does Sarah know about the meeting?' 'No, I forgot her. (tell)
9. I've enjoyed you. I hope you again soon. (meet/see)
10. The baby began in the middle of the night. (cry)

D. Application

Activity 4: Complete the text using the correct form of the verb in brackets.

Farmer Jones met Jane when he was just a young man. He couldn't help (1 fall) in love with her immediately and asked her to marry him. She said yes although she knew it would mean (2 get) up early to milk the cows for the rest of her life. "Love means never (3 have) to get up early to milk the cows", said Farmer Jones, and explained that he would continue (4 get) up early to milk the cows so Jane could sleep late every day.

Everything went well until they tried (5 increase) their profits by buying some chickens. The first night, a fox ate one of the chickens. Farmer Jones decided (6 build) a fence to protect the chickens. But the ground was too hard so he couldn't. He tried (7 use) an axe to break the ground but it was much too hard. So he went to the local shop and tried (8 buy) a gun. But he didn't have any identification so he couldn't buy one. He tried (9 borrow) one from his neighbours but they were all worried about the fox too. "I regret not (10 buy) one when I had those rabbit problems", he told Jane.

So Jane went to the shop and bought a gun. That night she tried (11 stop) the fox. At first she tried (12 scare) the fox by shooting into the air but it didn't work. So she tried (13 hit) the fox but she missed. She called her husband and he ran after the fox to try (14 catch) it but he wasn't fast enough. They tried (15 shout) at the fox and they tried (16 throw) things at it and they tried (17 leave) other food for the fox but nothing worked.

Soon they had only 1 chicken left. They tried (18 ask) their neighbours for help and one of their neighbours told them to try (19 put) tiger dung on the ground. So they went to the local zoo to try (20 buy) some tiger dung. They put the dung on the ground and they never saw the fox again.

Answers:

1. falling - always gerund with can't help
2. getting - the result would be this
3. having - again result
4. either gerund or infinitive - both are possible here with no change in meaning
5. to increase - at this stage we don't know if it will succeed or not
6. to build - at this stage we think he will be able to build a fence
7. to use (because he can't use it) or using (he succeeds in attempting but fails in the action)
8. to buy - he tries buying would indicate that he encountered no problems in the purchase of the gun, but the context makes clear that he wasn't able to complete the transaction because he had no identification, so we must use the infinitive.
9. to borrow - he tries borrowing would indicate that he encountered no problems with his neighbours, but the context makes clear that he wasn't able to complete the transaction successfully, so we must use the infinitive.
10. buying (or not having bought) but not infinitive as he could have bought one if he'd wanted to(back then)
11. to stop (tries but fails)
12. to scare (tries but fails again)
13. to hit (tries but fails again)

14. to catch (tries but fails again)
15. shouting (easy to do but ineffective)
16. throwing (easy to do but ineffective)
17. leaving (easy to do but ineffective)
18. asking (easy to do and this time effective)
19. putting (easy to do and this time effective)
20. to buy (easy to do - at this stage we don't know if it will work)

E. Assignment

Activity 5: Write a paragraph expressing what you want to do/become in the future.

Further resources

Murphy, R. (2004). English Grammar in Use: A self-study reference and practice book for intermediate students of English with answers. 3rd Ed. Cambridge University Press.

<https://www.youtube.com/watch?v=gqtmM3bVMaE>

https://www.youtube.com/watch?v=T_2Q0wKN3WA&t=159s

<https://www.youtube.com/watch?v=UqXM7H8eqzU&pp=ygUhTmloYXJpa2E6IGdlcnVuZHMgYW5kIGluZmluaXRpdmVz>

<https://www.youtube.com/watch?v=DUeAkc4DgOU> (19 minutes)

Lesson 8: Marie Curie discovered radium

Lesson objectives:

By the end of the lesson, you will be able to:

- ✓ Identify phrasal verbs in sentences

- ✓ Use phrasal verbs to communicate information

A. Introductory activity

Read the following text and do the tasks following it.

Marie Curie *was* one of the most accomplished scientists in history. Together with her husband, Pierre, she *discovered* radium, an element widely used for treating cancer, and studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped to unlock the secrets of the atom.

Marie was born in 1867 in Warsaw, Poland, where her father was a professor of physics. At an early age, she *displayed* a brilliant mind and a blithe personality. Her great exuberance for learning *prompted* her to continue with her studies after high school. She *became* disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics.

Marie was fortunate to *have studied* at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and *spent* many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie *was stunned* by this horrible misfortune and endured heartbreakng anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her distress.

Curie's feeling of desolation finally *began* to fade when she was asked to succeed her husband as a physics professor at the Sorbonne. She was the first woman to be given a professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium. Although Marie Curie eventually *suffered* a fatal illness from her long exposure to radium, she never became disillusioned about her work. Regardless of the consequences, she *had dedicated* herself to science and to revealing the mysteries of the physical world.

Comprehension questions

1. The Curies' _____ collaboration helped to unlock the secrets of the atom.

- a) friendly
- b) competitive
- c) courteous

- d) industrious
- e) chemistry

2. Marie had a bright mind and a _____ personality.

- a) strong
- b) lighthearted
- c) humorous
- d) strange
- e) envious

3. When she learned that she could not attend the university in Warsaw, she felt

_____.

- a) hopeless
- b) annoyed
- c) depressed
- d) worried
- e) None of the above

4. Marie _____ by leaving Poland and traveling to France to enter the Sorbonne.

- a) challenged authority
- b) showed intelligence
- c) behaved
- d) was distressed
- e) Answer not available

5. _____ she remembered their joy together.

- a) Dejectedly
- b) Worried
- c) Tearfully
- d) Happily
- e) Irefully

6. Her _____ began to fade when she returned to the Sorbonne to succeed her husband.

- a) misfortune
- b) anger
- c) wretchedness
- d) disappointment
- e) ambition

7. Even though she became fatally ill from working with radium, Marie Curie was never _____.

- a) troubled
- b) worried
- c) disappointed
- d) sorrowful
- e) disturbed

Open the following link and listen. While listening, take note and share with your colleagues.

<https://www.youtube.com/watch?v=KSU1MZX7gXg>

Go back to the text and guess whether they are transitive or intransitive.

B. Presentation

Transitive Verbs

A transitive verb is a verb that requires an object to receive the action.

Example: Correct: The speaker **discussed** *different marketing strategies* in the video.

Incorrect: The speaker **discussed** in the video.

The verb "discuss" requires an object ("different marketing strategies"). It is necessary to state what the speaker discussed.

Examples of transitive verbs in sentences

Some other examples of transitive verbs are "address," "borrow," "bring," "discuss," "raise,"

The instructor **addressed** *the student's question*.

Miriam **borrowed** *the methodology book* from her classmate because she forgot her copy.

Can you **bring** *your copy of the textbook* to our study group meeting?

Donovan **gave** *the gift* to his sister.

The committee members **will raise** money for the new project.

Direct and Indirect Objects

A transitive verb can take more than one object.

Donovan **gave** his sister *a laptop*.

In this sentence, there is an indirect object, "his sister," (the action is being done to or for somebody) and a direct object, "a laptop." However, there is another way to say this same idea using a prepositional phrase.

Donovan **gave** *a laptop to his sister*.

Finding the Object

You can figure out the direct object by using this question format: "The subject did what?" or "The subject [verb] what?"

The instructor **addressed** what? *the student's question*

Miriam **borrowed** what? *the methodology book*

You can find the indirect object by asking the question "To whom?" or "For whom?"

Donovan **gave** *a laptop to whom?* his sister

Intransitive Verbs

An intransitive verb does not take an object. Using an object immediately after an intransitive verb will create an incorrect sentence. However, there may be other information after the verb, such as one or more prepositional phrases or an *adverb*.

Example: Correct: The students **arrived** at the residency in Houston.

Incorrect: The students **arrived** *Houston*.

The second sentence is incorrect because the verb cannot take an object.

Examples of intransitive verbs in sentences:

Some other examples of intransitive verbs are "deteriorate," "vote," "sit," "increase," "laugh," "originate," "fluctuate," and "trend."

The patient's health **deteriorated quickly.**

Ahmad **voted in the local election.**

May I **sit here?**

Attendance **increased at the weekly study sessions** as finals drew near.

Susan **laughed.**

Note: 1) An intransitive verb can take more than one prepositional phrase or adverb.

The patient's health **deteriorated quickly during the night.**

Ahmad **voted for the incumbent in the local election.**

2) Some verbs can be both transitive and intransitive, depending on the situation. In some instances, such a verb may require an object, while in others it does not require an object.

We will **continue the meeting** after the break. (transitive)

The meeting **continued after the break.** (intransitive)

Three of the students **play the guitar.** (transitive)

The students will **play outside today.** (intransitive)

Javier **returned the book** to the library. (transitive)

The students **returned to school after the winter break.** (intransitive)

I **grow avocados** in my garden. (transitive)

My daughter **is growing quickly.** (intransitive)

C. Practice

Activity 1: Go through the sentences and identify the transitive and intransitive verbs.

1. I like all of Katy Perry's songs.
2. New Delhi is the capital of India.
3. Billie Eilish is a singer.
4. Will built a doll house for his eight-year-old daughter.
5. I ate a sandwich for breakfast.
6. All of them danced at my wedding party.

D. Application

Activity 2: Read through the following sentences and fill in the blanks by choosing the most appropriate transitive verb from the list given below.

(wrote, designed, carries, know, bought, find, likes, baked, had, gave, watch, will be meeting, repaired, prescribed, brought, have, wagged, bring, made, sang)

1. We _____ chapati and beans for dinner.
2. I _____ the answer to that question.
3. The teacher _____ Riyana the class leader.
4. When I came back from Ethiopia, I _____ some keepsakes for my friends and family.
5. They _____ doubts about it.
6. Lea _____ this saree for me.
7. My friends _____ me an unexpected gift for my birthday.
8. Tina _____ 'You are my reason' at my wedding.
9. Where can I _____ a newspaper?
10. Did you _____ the movie?

Activity 3: Check out the following sentences and fill in the blanks with the most suitable intransitive verbs from the list given below.

(was feeling, cried, is, feel, will be going, looks, are, is not working, will walk, goes, was, suits, ran, lives, will stay, acted, will wait, yelled, sneezed, sat)

1. It _____ great.
2. Today _____ Monday.
3. These books _____ interesting.
4. The little girl _____ excited to see the number of gifts she had received on her birthday.
5. I _____ exhausted.
6. Gina's friends _____ weirdly.
7. The new manager _____ in Whitefield.
8. My brother's laptop _____ properly.
9. Niya _____ to work by bus tomorrow.
10. Srinivasan _____ for a walk every evening after work.

E. Assignment

Open the links below and take notes about what you hear.

<https://www.youtube.com/watch?v=nC62-N55OEM>

<https://www.youtube.com/watch?v=SpL2o3jjfoA>

Read the following text and answer the comprehension questions that follow it. When you finish, you will say if the verbs in bold are transitive or intransitive.

King Louis XVI and Queen Marie Antoinette **ruled** France from 1774 to 1789, a time when the country was fighting bankruptcy. The royal couple did not let France's insecure financial situation limit their immoderate spending, however. Even though the minister of finance repeatedly **warned** the king and queen against wasting money, they **continued** to spend great

fortunes on their personal pleasure. This lavish spending greatly enraged the people of France. They felt that the royal couple bought its luxurious lifestyle at the poor people's expense.

Marie Antoinette, the beautiful but exceedingly impractical queen, seemed uncaring about her subjects' misery. While French citizens **begged** for lower taxes, the queen **embellished** her palace with extravagant works of art. She also **surrounded** herself with artists, writers, and musicians, who **encouraged** the queen to spend money even more profusely.

While the queen's favorites **glutted** themselves on huge feasts at the royal table, many people in France were starving. The French government taxed the citizens outrageously. These high taxes **paid** for the entertainments the queen and her court so enjoyed. When the minister of finance tried to stop these royal spendthrifts, the queen **replaced** him. The intense hatred that the people **felt** for Louis XVI and Marie Antoinette **kept** building until it led to the French Revolution. During this time of struggle and violence (1789-1799), thousands of aristocrats, as well as the king and queen themselves, lost their lives at the guillotine. Perhaps if Louis XVI and Marie Antoinette **had reined** in their extravagant spending, the events that rocked France **would not have occurred**.

1. The people surrounding the queen encouraged her to spend money _____.

- a) wisely
- b) abundantly
- c) carefully
- d) foolishly
- e) joyfully

2. The minister of finance tried to curb these royal _____.

- a) aristocrats
- b) money wasters
- c) enemies
- d) individuals
- e) spenders

Additional resources

<https://www.youtube.com/watch?v=nC62-N55OEM>

<https://www.youtube.com/watch?v=yeknzFJQV9M>

Lesson 9: When I set off for work ...

Lesson objectives

By the end of the lesson, you will be able to:

- ✓ Identify phrasal verbs and their types in sentences
- ✓ Use phrasal verbs to communicate information

A. Introductory activity

Read the following passage and answer the questions following it.

When I **set off** for work this morning, my car broke down, so I ended up taking the bus. As soon as I got off, I bumped into an old schoolmate, Mark. While we were talking, he **brought up** something I had already found out from some mutual friends- that he had come into some money and set up his own business. He told me there was a lot to sort out and offered to take me on, but I turned him down straight away.

When I **clocked in**, my boss had a go at me, telling me off in front of everyone. When I got over the initial shock, I told her I would make up for being late, but it turned out that she had blown up over a deal, but had fallen through, after a client of mine had pulled out of a contract. She told me that I wouldn't get away with it that I would let everybody down and just went on and on...

Eventually, I ran out of patience and answered back- I said I was not going to put up with it anymore, and she wanted to lay me off, she should go ahead. Anyway, to cut a long story short, I stormed out, phoned Marks's secretary, who put me through to him. I told Mark I would like to **take him up** his offer. So, in the end, everything has worked out perfectly!

Questions

What is the text about?

What is the nature of the words in bold?

Can you find similar words in the passage?

Open the link below and listen. You will have to take notes and discuss what you have heard in pairs.

<https://www.youtube.com/watch?v=Emdc5LJhHa4>

B. Presentation

A phrasal verb is a verb followed by a preposition or an adverb; the combination creates a meaning different from the original verb alone.

Example :

To **get** = to obtain I need **to get** a new battery for my camera.

To **get together** = to meet Why don't we all **get together** for lunch one day?

Phrasal verbs are part of a large group of verbs called “multi-part” or "multi-word" verbs. The preposition or adverb that follows the verb is sometimes called a *particle*.

Phrasal verbs and other multi-word verbs are an important part of the English language. However, they are mainly used in spoken English and informal texts. They should be avoided in academic writing where it is preferable to use a formal verb such as “to postpone” rather than “to put off”.

1. Transitive and intransitive phrasal verbs:

Some phrasal verbs are **transitive**. (A transitive verb always has an object.)
Example: I *made up* an excuse. ('Excuse' is the object of the verb.)

Some phrasal verbs are **intransitive**. (An intransitive verb does not have an object.)
Example: My car *broke down*.

2. Separable or inseparable phrasal verbs

Some transitive phrasal verbs are **separable**. (The object is *between the verb and the preposition*.)

Example: I *looked up* the word *up* in the dictionary.

Some transitive phrasal verbs are **inseparable**. (The object is placed *after the preposition*.)
Example: I will *look into* the matter as soon as possible.

Some transitive phrasal verbs **can take an object in both places**.

Example: I *picked up* the book.

I *picked* the book *up*.

However, if the object is a **pronoun**, it *must be placed between the verb and the preposition*.

Example: I picked *it up*.

3. Ways of using phrasal verbs/Functions of phrasal verbs:

a. to describe an action

Ex.: Prisca went out of the room.

Please, sit down here and have a drink.

b. to intensify an action

e.g.: You cannot go out until you have eaten up your dinner.

c. To carry out special meaning:

e.g.: I will look after children if you want to go out.

I am afraid; we have just run a rabbit over.

Her sister was run over while praying in the street.

Some examples of phrasal verbs

Phrasal Verb	Meaning	Example
abide by	Respect or obey (the law, a decision, a rule)	If you want to stay at this school, you must abide by the rules.
account for	Explain; give a reason	I hope you can account for the money you spent!
ache for	Want something or someone very much.	He was so lonely he ached for the sound of a human voice.
act on	Take action as a result of something	The police acted on the call they received.

act out	Demonstrate something with gestures and actions.	They acted out the scene in the classroom.
act up	Cause pain or annoyance by functioning badly	Dad's poor knee is acting up again.
add up	Make sense; seem reasonable	Her story just doesn't add up.
back away	Move backwards, in fear or dislike	When he saw the dog, he backed away.
back down	Withdraw; concede defeat.	Local authorities backed down on their plans to demolish the cinema.
back off	Retreat, abandon an intention.	The thugs backed off when they saw the police.
back out	Withdraw from an agreement.	We made a deal. You can't back out now!
back up	1) Give support or encouragement 2) make a copy of (file, program...)	1) If I tell the boss we've got too much work, will you back me up? 2) It is recommended to back up all files.
break away	Escape from captivity.	A few horses broke away from the paddock.
break down	1) Go out of order, cease to function. 2) Lose control of one's emotions.	1) John's car broke down on the way to the airport. 2) The parents broke down when they heard the bad news.
break into	Enter by force.	The burglars broke into the house around midnight.

break off	1) Stop, discontinue 2) Stop speaking	1) It was decided to break off diplomatic relations with that country. 2) She broke off in the middle of a sentence.
break out	Start suddenly.	Rioting broke out as a result of the strike.
break out of	Escape from a place by force.	Three prisoners broke out of jail.
break up	Come to an end (marriage, relationship...)	After her marriage broke up, Emma went to live in London.

Practice

Activity 1: Read article below and answer the questions that follow it.

Parachutist, 81, wins place of honor at jump

Even experts were a little surprised when a man of 62 turned up at a parachute training school and said he was interested in learning to become a parachutist. They agreed to put him through the course, but only after giving him a series of tests to prove that he was fit enough. Mr. Archie Macfarlane completed the course successfully, surprising everyone with his agility and toughness. A few weeks later, when he was ready for his first jump, he confessed to the chief inspector: "I told you a bit of a lie. I'm really 75."

That was six years ago and yesterday Archie Macfarlane made his 18th jump. He was given the place of honor- first out of the plane- at a weekend meeting for parachutists over 40 years old.

Archie's interest in parachuting is just one of the hobbies that his wife has to worry about. He also enjoys motorcycling and mountaineering. Last year he fell while climbing on Snowdown,

and had to be rescued by a helicopter. His daughter said, “Sometime I think he ought to give it all up. But as my mother says, so long as he’s happy, it’s better than being miserable. He tried hang-gliding once and said he thought it was a bit too easy.”

Now Archie is thinking of taking up water skiing.

Questions

- 1) What phrasal verbs are there in the article?
- 2) What do the phrasal verbs mean?
- 3) Can you say which of the phrasal verbs are transitive (separable and inseparable) and which one are intransitive?

Activity 2: Identify the phrasal verbs in the following sentences and say whether they are separable, inseparable or intransitive.

1. He was going to apply for the job but he chickened out.
2. I have lost my cell phone. When you come across it when doing the cleaning, keep it for me.
3. As my friend came down with malaria last weekend, we could not come together.
4. I can’t count on him to have this job done by Thursday.
5. You can’t cross all those details out. They are so important to understand the report.
6. You should cut back on the amount of sugar you take every day.
7. If you have turned off your computer without saving your data, do them over.
8. We got lost last night and ended up in the next town.
9. I couldn’t figure out the problem he had with his business partner.
10. Here is the form. Can you fill in your names and address?

Activity 3: Develop a list of phrasal verbs that begin with

- | | |
|----------|---------|
| a) look | d) turn |
| b) stand | e) go |
| c) break | |

C. Application

Activity 4: Choose the answer which means the same as the underlined phrasal verbs.

1. She looked down on me when I visited her. Then, I decided to spend short time with her..

- a) Despised
 - b) kissed
 - c) saved
 - d) welcomed
2. The babysitter had a difficult time. The children acted up all evening.
- a) smiled
 - b) misbehaved
 - c) watched TV
 - d) played
3. We don't have school today. The mayor called classes off because of the Covid19.
- a) announced
 - b) cancelled
 - c) proposed
 - d) skipped
4. Tom's father was really angry when Tom didn't come home until 3:00 am. He chewed Tom out and then said Tom had to stay at home for two weeks
- a) appreciated
 - b) scolded
 - c) ordered
 - d) maintained
5. Lila wouldn't talk about the accident. When I asked her what happened, she clammed up.
- a) sat down
 - b) was angry
 - c) was quiet
 - d) slapped me
6. Her father passed away when she was about to finish her studies.
- a) ran away
 - b) came
 - c) died
 - d) helped
7. The treasurer of the GH Company was spending too much money; so the company president got rid of him.
- a) helped
 - b) fired
 - c) called
 - d) rode
8. Why don't you have a course description and list of assignments? The teacher handed them out on the first day of class."

Activity 5: Complete each sentence a verb form A (in the correct form)+ a word from B.

You can use a word more than once.

Fly get go look sit speak

Away by down on out round up

1. The bus was full. We couldn't
.....
 2. I've been standing for the last two hours. I'm going to for a bit.
.....
 3. A car tried to catch the bird, but it Just in time.
.....
 4. We were trapped in the building. We couldn't
.....
 5. I can't hear you very well. Can you a little?
.....
 6. "Do you speak German?" "Not very well, but I can"
.....
 7. House prices are very high. They've a lot in the last few years.
.....
 8. I thought there was somebody behind me, but when I....., there was no body there.
.....

E. Assignment

Open the links below, listen and take notes of what you hear.

https://www.youtube.com/watch?v=T4tLKesyB_8&t=314s&pp=ygUWbmloYXJpa2EgcGhyYXNhbCB2ZXJicw%3D%3D

<https://www.youtube.com/watch?v=66xLgb5RjEM&t=34s>

Further materials

Swan, M. (2016). *Practical English Usage* (Fourth Edition). Oxford: Oxford University Press, pp. 13-16

<https://dictionary.cambridge.org/dictionary/english/phrasal-verb>

<https://www.englishclub.com/vocabulary/phrasal-verbs-list.htm>

<https://englishfinders.com/100-most-common-phrasal-verbs-list/>

Lesson 10: Punctuation

A. Introduction

Activity 1: Open the link below and take notes of what you hear.

<https://www.youtube.com/watch?v=RPL8ijj1X2A>

Activity 2: Share what you have written from the listening material with your colleague.

B. Presentation

Three main kinds of punctuation occur at the end of an English sentence.

1. Period (Full stop) (.)

A period is used at the end of a declarative sentence. A declarative sentence is a statement.

e.g. He is a student. / They did not come late.

A period is also placed at the end of an imperative sentence, even if it sounds like a question.

e.g. Stop shouting in class. / Don't smoke anymore.

2. Question mark (?)

A question mark is used at the end of an interrogative sentence. Interrogative sentences are questions.

e.g. Are you happy? / How many students are there in the classroom?

3. Exclamation point/ mark (!)

An exclamation point is used at the end of an exclamation. Exclamatory sentences show strong feeling or surprise.

e.g. I can't believe you think this is difficult! / What nice shoes!

Other punctuation marks

4. Comma (,)

The comma has several different functions in English. Here are some of the most common ones.

a. A comma separates a list of three or more things. There should be a comma between the items in a list.

e.g. He speaks French and English. / She speaks French, English, and Chinese.

b. A comma separates two sentences joined by a coordinating conjunction such as and, but, or, and so.

e.g. Six people took the course, but only five of them passed the test.

Mary bought the cake, and John paid for the ice cream.

Students can register for classes in person, or they may submit their applications by mail.

Note

- The comma may be omitted if the sentence is very short.

e.g. She went but I remained.

- Do not use a comma to separate two parts of a compound predicate (one subject and two verbs).

e.g. She *took* the basket and *walked* down the road.

c. A comma is used to separate an introductory word or phrase from the rest of the sentence.

e.g. In conclusion, doctors are advising people to take more vitamins.

First, you will need a pencil.

Because of the bad weather, they stayed at home.

Finally, they came to the river.

d. A comma is used to separate an appositive. An appositive is a word or group of words that renames a noun. An appositive provides additional information about the noun.

e.g. Washington, the first president of the United States, was a clever military leader.

5. Semicolon (;

The semicolon is used most often in compound sentences.

a. A semicolon is used between the two parts of a compound sentence when the conjunction is not expressed.

e.g. John wrote the speech; Mary read it.

b. Semicolons are placed before conjunctive adverbs. Be sure to place a comma after the conjunctive adverb.

e.g. She was late; consequently, she missed the speech.

c. Use a semicolon before expressions such as *for example*, *for instance*, *that is*, and *namely* when a complete statement follows them. A comma always follows such expressions.

e.g. This is a computer; that is, an electronic device that possesses a ‘memory’.

d. Semicolons are used before coordinating conjunctions in compound or compound-complex sentences when one or more of the clauses are punctuated with commas.

e.g. If she is invited, she will come; but since she has been ill, perhaps you should not invite her.

6. Colon (:

The colon is used after a complete thought.

a. A colon is used between independent clauses when the second clause explains or illustrates the first and no coordinating conjunction or transitional expression links them.

e.g. Her distress was severe: The exam showed high blood pressure and increased heart rate.

b. Use a colon after a statement introducing information that is to follow. These statements usually contain words such as *here*, *these*, *as follows*, or *the following*.

e.g. The directions are as follows: go straight on for about 600 meters and take the first right.

c. Use a colon after a complete statement to introduce a question or quotation. (Use a comma before a short quotation that follows an incomplete thought.)

e.g. You must decide the question: Which is the better course to take?

Ms Anderson made an announcement: “We are expanding the sales, accounting, and advertising departments.”

But: Ms Anderson announced, “We are expanding the sales, accounting, and advertising departments.”

7. Quotation mark (“”)

These are three of the most common uses for quotation marks:

a. to mark the exact words that were spoken by someone.

e.g. “None of the solutions is correct,” said the professor. (The comma is inside the quotation marks.)

The king said, “I refuse to give up my throne.” (The period is inside the quotation marks.)

b. to mark language that a writer has borrowed from another source.

e.g. This research concludes that there was “no real reason to expect this computer software program to produce good results with high school students.”

c. to indicate when a word or phrase is being used in a special way.

e.g. The king believed himself to be the leader of a democracy, so he allowed the prisoner to choose his method of dying. According to the king, allowing this kind of “democracy” showed that he was indeed a good ruler.

8. Dash (-)

The dash indicates special emphasis or an interruption in thought.

a. Use a dash to indicate a sudden break or change in thought.

e.g. The men who worked – and many did – deserve our praise.

Some writers use parentheses, rather than dashes, in a sentence of this type. Dashes, however, indicate greater emphasis.

e.g. The men who worked (and many did) deserve our praise.

b. When a series comes first in a sentence, a dash can be used as a substitute for a colon before the series is explained later in the sentence.

e.g. Red, white, and blue – these are the patriotic colors.

c. place a dash instead of a colon before an expression that explains the preceding statement when more emphasis is desired.

e.g. Here is a good VCR – one that you will enjoy.

d. A dash is used before and after an appositive expression containing a comma or commas.

e.g. The subjects – computer literacy, English, and speech – are required.

e. A dash is used before such expressions as *for example*, *that is*, and *namely* when a complete statement does not follow.

e.g. Discuss the problem – for example, with your best friend.

9. Hyphen (-)

a. Use the hyphen to form a compound word (one word made up of two or more words).

e.g. Mary is John's sister-in-law.

b. Use a hyphen where necessary to divide a word at the end of a line. Words may be divided only between syllables, and it is a good practice not to leave or carry over just two letters.

e.g. Have you read the instruc-

tions as carefully as possible?

c. A hyphen is used to divide spelled-out compound numbers from 21 to 99, and in fractions.

e.g. He is forty-seven years old. / I gave you one-third of my earnings.

10. Parentheses

Parentheses are used to enclose words or groups of words – to “wrap them up into a bundle” so that they do not interrupt the flow of the sentence. Various uses of the parentheses are given below.

a. Parentheses are used to set off explanatory, directional, or supplementary words.

e.g. This material (see the enclosed brochure) is copyrighted.

b. Use parentheses to set off an explanation that interrupts the main thought of a sentence. Dashes may be used to interrupt the main thought where the writer wishes to give greater emphasis to the interruption that would be given by parentheses.

e.g. He will be there (I am sure of it) by eight o’clock. Or

He will be there – I am sure of it- by eight o’clock.

c. Parentheses are used before and after letters or numerals that enumerate items run into the text.

e.g. The class is in three sections: (1) beginners, (2) intermediate, and (3) advanced.

d. Use parentheses to enclose an amount in numerals following the same amount in words. This device should be used only in legal letters and legal documents. Observe that each word is capitalized and that when the amount is in even dollars two zeros follow the decimal point.

e.g. We shall pay her Two Hundred Dollars (\$200.00)

11. Ellipses (...)

They are sometimes called omission marks. Ellipses indicate that material has been omitted. They are most commonly used to indicate omissions in lengthy quoted material. They are expressed by three dots with spaces between. If ellipses end a sentence, add a fourth dot to represent the period (full stop).

e.g. The conference report said, “General partnership investors . . . have a legal responsibility to themselves and to the public . . .”

12. Brackets ([])

Although similar to parentheses, brackets have different uses.

a. Brackets are used to enclose material of an editorial nature – material that is not part of the author’s text. Brackets may also be used to show the writer’s addition to a direct quotation.

e.g. "My report [dated September 18] is aimed at clarifying three issues," the manager stated.

b. Use brackets to enclose the word *sic* meaning "thus it is," which indicates that the preceding error in spelling or grammar is in the work quoted and that it is not the error of the writer who is quoting it.

e.g. Speak respectively [*sic*] of your elders.

Practice

Activity 2: Choose the correct punctuation in the following letter (NP means no punctuation is needed)

Dear Dina (, :)

When I received your letter () it made me glad to know you consider me such a close friend. (I'm am sorry you had to contact me under such difficult circumstances. After reading your letter (, :) I thought about your problem for a very long time (Non Punctuation [NP] ,) and I realized that it has no easy solution. The final decision will be yours (, ;) but I will do all I can to give you helpful suggestions. Dina (, NP) I think you should not have the abortion. You (should n't shouldn't) have it because you are blessed with the love of your family (, ;) moreover (, ;) a child can be instrumental in helping you reach you goals.

I realized that you have many reasons you think are valid for wanting to have abortion. I understand that people expect a lot from you (, NP) for you were that you call a ("hot-shot hot shot)student in (high-school high school). I also (, NP) understand that having this baby will possibly lessen your chance of graduating from college and going to law school. Moreover (, ;)I realize there is another problem to be faced (- NP) how your parents will take the news.

Dina (, :) your mother and father love you very much (, NP) and will understand. They may be upset at first (NP ,) but they will stand beside you (, ,) I know they will. I know them well (, NP) you know, (, NP) and am confident they won't let you down (; NP) when you need them most.

Dina (NP ,) you are experiencing one of the great miracles nature (, ;) giving birth to a child. You are carrying what may seem to be a burden but what really is love in the true sense of the word. A baby brings out emotions that we often lose touch with. A baby teaches us to share (, NP) and be responsible. The child may be just what you need to help get your priorities in order. There is never any shame in having a baby (, ;) and a person can still excel with a child (, ;) it will just be harder. I realized that you are thinking that a child will have a negative effect on your future (, NP) but I don't think it will (NP ,) not in the long run.

Since I am a man (, NP) I can give you a man's view of your relationship with your boyfriend. Don't be too dependent on him (! .) He may let you down. Wait a while before you marry him. If he really loves you (, NP) he will wait. I love you very much (, NP) and will respect your decision.

With love,

Randy

Activity 3: Select the sentence that uses commas correctly.

1. a. Jake and Fred eat too much sleep too much, and exercise too little.
b. Jake and Fred eat too much, sleep too much, and exercise too little.
c. Jake, and Fred eat too much, sleep too much, and exercise too little.
2. a. Well I'm sure, that there is an easier way.
b. Well, I'm sure that there is an easier, way.
c. Well, I'm sure that there is an easier way.
3. a. On December 2,1993 Dr. Ramirez and his family moved into the old family home.
b.' On December, 2,1993, Dr, Ramirez and, his family moved into the old family home.
c. On December 2, 1993, Dr. Ramirez and his family moved into the old family home.
4. a. The fat, lazy cat seems to do nothing but eat and sleep.
b. The fat lazy cat seems to do nothing but eat, and sleep.
c. The fat, lazy, cat seems to do nothing but eat and sleep.
5. a. The office closes, I believe at 4:00 P.M. on Fridays.
b. The office closes, I believe, at 4:00 P.M. on Fridays.
b. The office closes I believe, at 4:00 P.M. on Friday

C. Application

Activity 4: Select the sentence that uses apostrophes correctly.

1. a. The ladies book club will meet on Tuesday's.
- b. The ladies' book club will meet on Tuesdays.
- c. The ladie's book club will meet'on Tuesday's.
2. a. Both of us make our' 7's that way.
- b. Both of us make our 7's that way.
- c. Both of us make our' 7s that way.
3. a. Both doctors' offices have copies of poems on the wall.
- b. Both doctor's offices have copies of poem's on the wall.
- c. Both doctor's offices have copies of poems on the wall.

E. Assignment

Read the following paragraph and use appropriate missing punctuation marks.

Sustainable development does not focus solely on environmental issues the United Nations 2005 World Summit Outcome Document refers to the four ‘interdependent and mutually reinforcing pillars’ of sustainable development as including: economic development social development and environmental protection the fourth pillar is indigenous people and culture proponents of Sustainable Development argue that it provides a context in which overall sustainability is improved where cutting edge Green development is unattainable. For example a cutting edge treatment plant with extremely high maintenance costs may not be sustainable in regions of the world with fewer financial resources

Lesson 11: Using capital letters

A. Introduction

Activity 1: Open the following link and take notes of what you hear.

<https://www.youtube.com/watch?v=vNK5GRXsLJM>

Activity 2: Discuss each capitalisation rule with your colleague.

B. Presentation

We must use capital letters in the following situations:

1. The first word of every sentence
2. The first word of every direct quotation

He said, “We’ve jogged two miles.”

“We’ve jogged two miles,” he said, “and I feel great.” (The and is not capitalized because it does not begin a new sentence.).

“We’ve jogged two miles,” he said. “It makes me feel great.” (It is capitalized because it begins a new sentence.)

3. The first, last, and very important word/s in a title

I’ve been reading Bulfinch’s The Age of Fable.

4. Proper names of people, places, languages, races and nationalities

Grandfather Brown Japan Oriental Uganda English Indian

5. A title of relationship if it takes the place of the person’s name, but not otherwise If my (or similar word) is in front of the word, a capital is not used.

I think Mother wrote to her. I think my mother wrote to her.

6. Names of particular people or things, but not general ones

I spoke to Professor Smith. I spoke to the professor.

7. Names of months, days of the week, and special days, but not the seasons

February First of July but spring Wednesday Thanksgiving summer

C. Practice

Activity 3: Add capital letters where necessary.

1. I discussed the matter with my professor.

2. We were studying Robert Frost's poem "The death of the hired man".
3. All grade 12 students take history and english.
4. Usually college classes begin the day after labour day.
5. You know, dad, I haven't had the car all week.
6. He shouted, "what's happening?"
7. The doctor sent her to the hospital last wednesday.
8. After graduating from high school, he went to Vancouver island university.
9. My aunt is president of her club this fall.

Activity 4: Use capital letters in the following sentences

1. I discussed the matter with my professor.
2. We were studying Robert Frost's poem "The death of the hired man".
3. All grade 12 students take history and english.
4. Usually college classes begin the day after labour day.
5. You know, dad, I haven't had the car all week.
6. He shouted, "what's happening?"
7. The doctor sent her to the hospital last wednesday.
8. After graduating from high school, he went to Vancouver island university.
9. My aunt is president of her club this fall.
10. My cousin plays hockey for simon fraser university.

D. Application

Activity 5: Rewrite the following sentences correctly.

1. i met john at the post office.

2. susan is an old friend of mine.
3. chinese is difficult to learn.
4. miss sophia is my teacher.
5. who was the first woman to win the nobel prize for literature.
6. he rules his family with a rod of iron.
7. the flowers were like a carpet of gold.
8. neither james nor virginia was at hom.
9. the film was neither well-made nor well-acted.
10. i didn't sing because pamela was there.

Activity 6: Add capital letters where necessary

1. The sugar maple and the hemlock are both native to canada.
2. She graduated from vancouver island university and now is attending ubc
3. My mother likes plane travel, but dad would rather drive.
4. Last spring we took a trip through the rocky mountains.
5. His mother bakes the best cookies, but aunt angela makes the best pies.
6. We're studying about world war II in history now.
7. I've always liked literature and have decided to make it my major.
8. Next semester I'm going to take psychology 112, history 112, and English 200; then the following semester I'll take math and physics.
9. The team from pearson college was on our campus last weekend.
10. "I'd rather be a big duck in a little pond," she said, "than a little duck in a big pond."

E. Assignment

Read the following passages and add capital letters where necessary.

1. what is causing climate change? the main cause is the huge amount of greenhouse gases, such as methane and carbon dioxide (co2), in the atmosphere, but the reason for the high levels is the world's population—you and i. as the population increases, more land is needed to provide food and energy. burning fossil fuels for heating, lighting, transportation, electricity, or manufacturing produces CO2. furthermore, humans breathe out co2 while trees “breathe in” co2 and produce oxygen, so by cutting down trees, we are increasing the amount of co2 in the atmosphere and reducing the amount of oxygen. As a result of human activities, co2 levels are now at their highest in 800,000 years.

2. The main causes of deforestation are commercial farming by big business and farming by local people. huge commercial farms have taken over large areas of forest in many countries. In indonesia, for example, industrial logging is carried out to clear huge areas for the production of palm oil, while in brazil, large areas of the amazon rainforest are cleared to grow soy and vegetable oil. in contrast, local farmers may cut down and burn trees to clear an area just big enough to graze cattle or grow crops. However, after two or three years, the land can no longer be used, so the farmer moves to another piece of land. normally, it takes around ten years for cleared land to recover, but in populated areas, the land is never allowed to recover. This constant reuse of land leads to heavy erosion—the loss of the top layer of soil that protects the ground. erosion, in turn, can cause flooding in heavy rain.