

**PRE-UNIVERSITY REMEDIAL PROGRAM
FOR THE 2014 E.C. ESSLCE EXAMINEES**

ENGLISH MODULE



**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
REMEDIAL CLASS PROGRAM**

TEACHING MATERIAL FOR ENGLISH LANGUAGE COURSE

COMPILED BY DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

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INTRODUCTION

This course is intended to enable students to integrate basic skills at macro and micro levels with varied and interesting topics and higher level contents. The remedial education helps students to provide knowledge and skills necessary to succeed in university. There are different tasks students should be able to practice. The tasks are generally aimed at encouraging students to learn by doing things in English and by reflecting on the activities they do in each unit.

COURSE CONTENTS

Unit One: Hobbies and Crafts

- 1.1. Listening Skills - My favourite free -time activity - Listening for details
- 1.2. Grammar
- 1.3. Reading Comprehension
- 1.4. Speaking -What I like doing in my free time? -Classroom survey -Agreeing and Disagreeing
- 1.5. Writing -Descriptive writing -Keeping a diary

Unit Two: Moral Education and Personal Responsibility

- 2.1. Listening Skills - The Story of an Orphan - Listening for details
- 2.2. Grammar
- 2.3. Speaking
 - 2.3.1. Using so and neither
 - 2.3.2. Apologizing
- 2.4. Reading Comprehension -A Difficult situation
- 2.5. Writing -Warnings

Unit Three: Education

- 3.1. Listening Skills - The Education System in Ethiopia - Listening for details
- 3.2. Grammar
- 3.3. Speaking -The Education system: Present, past and future -Comparing Schools
- 3.4. Reading Comprehension -Barriers to Learning -Oweka Learns a lesson
- 3.5. Writing - Letter Writing

Unit Four: Water

- 4.1. Listening Skills - The Water Cycle - Listening for details -Extracting main ideas
- 4.2. Reading Comprehension - The Tale of a Tap
- 4.3. Speaking - All about Water - Water shortage: Describing cause and effect
 - Expressing regrets (Wish)
- 4.4. Grammar
- 4.5. Writing - Saving Water in Ethiopia (Paragraph writing)

Unit Five: Family Life

- 5.1. Listening Skills - A Father's Voice - Listening for details - Note Taking -Vocabulary in context
- 5.2. Grammar
- 5.3. Reading Comprehension - My Family - A Childhood Memory
- 5.4. Speaking - Expressing Opinion - Agreeing and Disagreeing - A Happy Family Life
- 5.5. Writing - Memories - A Formal Letter

Unit Six: United Nations

- 6.1. Listening Skills - A Lecture on the UN - Listening for details
- 6.2. Speaking – Pronunciation- contractions
- 6.3. Reading Comprehension - The United Nations Convention on the Rights of the Child
 - Vocabulary - acronyms - adjectives to describe leaders
- 6.4. Grammar
- 6.5. Writing - Writing a report

UNIT ONE: HOBBIES AND CRAFTS

1.1. LISTENING: My favourite free-time activity

Introduction: What do you do in your free time?

Work in small groups and discuss these questions.

1. How much free time do you have? Take into account the time you spend at school; doing homework; household and family duties; and sleeping.
2. What kind of things do you do in your free time? Make a list of different activities, such as listening to music; playing football; playing a musical instrument; sewing; chess.
3. Put the activities in your list into the following categories:
 - Sport (for example, football), Hobbies (for example, chess), Crafts (for example, pottery)
4. Which of these activities are individual activities and which are group activities?
5. What hobbies would you encourage fellow students to enjoy?
6. Are there any hobbies that you would discourage?
7. Is there any reason why boys and girls should not be actively interested in the same hobbies?

Listen to your teacher reading some short texts in which each of the teenagers describes their hobby. Decide if the statements about them are True or False.

A: Demissie

- | | |
|---|--|
| 1 Demissie has no free time. | 4 You must not sow seeds in your opponent's store. |
| 2 Mancala is a popular game in his village. | 5 The winner loses all his seeds to his opponent. |
| 3 Demissie has a special board to play mancala. | |

B: Zebida

- | | |
|--|-----------------------------------|
| 1 Zebida reads comics, magazines and newspapers. | 4 She only reads things once. |
| 2 She doesn't spend much time on her hobby. | 5 She likes all kinds of stories. |
| 3 Her mother is pleased that reading is her hobby. | |

C: Fanose

- | | |
|--|-------------------------------------|
| 1 She also helps on the farm by doing the milking. | 4 Her hobby is becoming a business. |
| 2 She only makes cakes now. | |
| 3 Cooking is an expensive hobby because she has to buy lots of things. | |

D: Ibrahim

- | | |
|---|--|
| 1 Ibrahim has been in the computer club for a short time. | |
| 2 He is leader of the club. | |
| 3 At the club they spend their time on the Internet and playing computer games. | |
| 4 Mr Kiatu knows quite a lot about computers. | |
| 5 The computer club is free. | |

Complete the following chart about the speakers' hobbies:

	Demissie	Fanose	Ibrahim	Zebida
What?				
Where?				
When?				
Cost?				

1.2. GRAMMAR

1.2.1. Simple present tense - Active and passive forms

A sentence is presented in simple present tense when it is used to describe an action that's happening at present and does not indicate when the action is expected to end. Simple present tense is used when:

- The action that is taking place in general.
- The action is not only occurring now; it repeats after regular intervals of time.
- To indicate facts those are generally true.
- The action for relating habits and routines that happen all the time, be it in the future, past or present.

Structure:

Active: Verb "+s/es/ies" form

Passive: is/am/are + v₃

Consider the following examples.

- The sun sets in the west.
- Michael teaches social studies in a school.
- The students attend classes every day.
- Do you play tennis?
- The letter is written by me.

In Negative Sentences, the pattern for simple present is- **Subject + do/does + not + V1**

For example: 1. I do not learn my lesson. 3. You do not go to school.

2. They do not play hockey. 4. We do not read our books.

In Interrogative Sentences, the Pattern for simple present is - **Do/Does + subject + V1 ... ? OR Wh-Question Word + do/does + subject + V1?**

- | | |
|---|-----------------------------------|
| For example: 1. Does he read a book? | 5. When does he go to school? |
| 2. Do I give you a pen? | 6. How many pencils do they want? |
| 3. Does your mother love you? | 7. Who comes to your house daily? |
| 4. Why does she come here? | |

Exercise: Change the verbs in bracket into appropriate form of simple present and complete the sentences.

1. John usually.....up at 4 o'clock in the morning. (get)
 2. They often.....to the movies. (go)
 3. The sun.....in the west. (set)
 4. Every mother.....her children affectionately. (love)
 5. Hilina.....games regularly in the morning. (play)
 6. He.....milk before going to bed. (take)
 7. Those who.....always succeed. (try)
 8. Birds usually.....nests in the trees. (make)

1.2.2. Present progressive tense -Active and passive forms

Present continuous usually defines an act that is going on at the time of speaking. The sentences with present progressive tense are used when:

- Something is taking place now, while speaking and has a definite end as well.
 - When something is already decided and arranged as well to perform it.

Structure:

Active: Subject + be (is, am, are) + Verb+ -ing + Object"

Passive: is/am/are + being + v₃

Consider the following examples.

- Please wait for a moment, John is talking to his teacher.
 - We are late; he will be waiting for us at the restaurant now.
 - I am playing football.
 - Are they still living here?
 - She is having her breakfast now.
 - I'm planning to meet the Director tonight.

In negative Sentences, the Pattern for present continuous is – Subject + is/am/are + not + V1 + (ing).....

For example: 1.I am not reading a book. 3. Ram is not playing in the field.
2 She is not playing with her doll.

In interrogative Sentences, the Pattern is – Is/Are + Subject + V1 + (ing)..... ?

Exercise: Change the verbs in bracket into appropriate form of present continuous and complete the sentences.

- and complete the sentences.**

 1. My father wears *T-shirt* daily, but he.....a white suit today. (wear)
 2. She.....in her bed now. (sleep)
 3. The sun.....behind the clouds now. (hide)
 4. Suresh.....a lot these days. (earn)
 5. The Education Minister.....this place next week. (visit)
 6. She.....clothes at this time. (wash)
 7. My younger brothers.....a factory these days. (run)

1.2.3. Present perfect tense -Active and passive forms

The Present Perfect Tense explains the incident that has happened in the past and that continues until the present time.

Structure:

Active: has/have + v₃

Passive: has/have + been + v₃

In affirmative (Positive) Sentences, the pattern is – Subject + has/have + V3

For example: 1- Ram *has gone* to school. 3- He *has killed* a snake.
 2- I *have sent* a letter to him. 4- They *have learnt* all the lessons.

In negative Sentences, the pattern is – Subject + has/have + not + V3

For example: 1- She (He) *has not sung* the song. 3- They *have not sold* the horse.
 2- The carpenter *has not made* the chair. 4- We *have not seen our teacher*.

Rule — in negative sentences 'not' is used after helping verb 'has/have'.

In Interrogative Sentences, the pattern is – Has/Have + Subject +V3?

For example: 1- *Has he sold* his cow? 3- How many boys *have come* today?
 2- *Have you learnt* your lesson? 4- Who *has not brought* his book?

Exercise: Put the verbs into the correct form of Present Perfect.

1. I (not work) today.
2. We (buy) a new lamp.
3. We (not plan) our holiday yet.
4. Where you(be) today?
5. He (write) five letters.
6. She (not see) him for a long time.
7. you (be) at school?

1.2.4. Simple Future tense

This tense is used for those sentences which refer to the actions which will occur later, in future. This requires a future tense auxiliary verb even though the verb would be unmarked. It is useful to make future predictions and promises.

Structure:

Active: will/shall + v₁

Passive: will/shall + be + v₃

Consider the following examples.

- She will not come tomorrow.
- Will you come to play with me after school?
- I will keep in touch with you.
- The room will be cleaned by 7p.m.
- He will stay with us for a week.

In negative Sentences, the pattern is – **Subject + will/shall + not + V1**

- For example:** 1- I *shall not* go to school tomorrow.
2- The boys *will not sleep* in the day.

In interrogative Sentences, the pattern is – **Will/Shall + Subject + V1** ?

- For example:** 1- *Will* he give you some pens?
2- *Shall* we eat mangoes?
3- *Will* your brother *not come* tomorrow?

Exercise: Fill in the blanks with Present Continuous or Simple Future :

1. I (not reply) you unless you write to me.
2. I(wait) here until she comes back.
3. If you don't work hard you (not pass) this year.
4. Our class (play) a friendly football match next Sunday.
5. My mother (come) on Monday.
6. She (go) again next Monday.
7. He (know) about it tonight.

1.2.5. Verb forms

English uses two types of verbs: regular and irregular. The difference between these types can be seen when using the simple past and past participle forms of the verbs.

1.2.5.1. Regular verbs

Regular verbs are called such because they are predictable: both the simple past and the past participle forms add **-ed** or **-d** to the infinitive form of the verb.

Infinitive form	Simple Past	Past Participle	Present Participle
to want	wanted	wanted	wanting
to close	closed	closed	closing
to believe	believed	believed	believing

For example:

I **play** tennis once a week. (Present simple)

I **played** tennis last Wednesday. (Past simple)

I **have played** tennis since I was a child. (Present Perfect)

1.2.5.2. Irregular verbs

Irregular verbs do not use **-ed** and are not predictable. The simple past and past participle forms must simply be learned. If you are unsure what the correct form is, dictionaries will provide these forms under the entry for the infinitive of the verb. The chart below demonstrates the wide variation in how irregular verbs are conjugated:

Base form	Past tense	Past participle
be	was/were	been
begin	began	begun
break	broke	broken
bring	brought	brought
buy	bought	bought
build	built	built
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drive	drove	driven

Exercises: Conjugate the verb in parentheses and circle whether it is regular or irregular.

1. He looked inside the box and _____ that it was empty. (to see) Regular/Irregular
2. I went to work and _____ filing papers. (to start) Regular/Irregular
3. She had _____ a trip to California during vacation. (to take) Regular/Irregular
4. You had _____ me a letter but I never received it (to write) Regular/Irregular
5. They realized how far it was after they had already _____ most of the way. (to walk)
Regular/Irregular
6. We _____ the entire cake before the party was over. (to eat) Regular/Irregular

1.2.6. Asking questions

1.2.6.1. Wh- questions

'Wh-' questions ask for specific information and start with a WH- word: What / Which / When / Where / Whereabouts / Why / Whose / How. The most common question structure is: **Question word + Auxiliary Verb + Object or Main Verb.**

Tense	Examples
Present simple	<i>Whose is this? / What do you do?</i>
Present continuous	<i>Where are you going?</i>
Past simple	<i>When were you there? / When did she do that?</i>
Past continuous	<i>Who were playing?</i>
Pres. perf. simple	<i>Why haven't you done your homework?</i>
Pres. perf. continuous	<i>Which report have you been working on?</i>
Passive	<i>Whereabouts were they found?</i>
will / would	<i>Who will be there? / How will they get here?</i>
Can / could	<i>How could you? / What could it be?</i>

Here are some more examples of subject questions:

SUBJECT (+ VERB + OBJECT)

Who broke the window? Peter (broke the window).

Who discovered America? Columbus (discovered America).

OBJECT QUESTIONS (Auxiliary “DO” needed)

What did Peter break? (“Peter” is the subject)

Which continent did Columbus discover? (“Columbus” is the subject)

1.2.6.2. Yes/No questions

'Yes/No' questions ask for a positive or negative answer.

Tense	Examples
Present simple	<i>Am I right? / Do I do it like this?</i>
Present continuous	<i>Is it working?</i>
Past simple	<i>Was she the manager? / Did you enjoy it?</i>
Past continuous	<i>Were they fighting?</i>
Pres. perf. simple	<i>Have they had dinner yet?</i>
Pres. perf. continuous	<i>Has she been working all day?</i>
Passive	<i>Was it finished on time?</i>
will / would	<i>Will she be happy in her new job? / Will you finish by 5.30?</i>
Can / could	<i>Could he be right? / Can you pass me the salt, please?</i>

Negative 'Yes/No' questions are used:

- To show surprise: *Didn't you hear the bell? I rang it four times!*
- In exclamations: *Doesn't that dress look nice!* (= That dress looks very nice)
- When we expect the listener to agree with us: *Haven't we met somewhere before?* (= I think we have)

Be careful with the answers to negative questions:

Didn't Dave go to Canada? Yes. (He went there.) / No. (He didn't go there.)

1.2.6.3. Tag questions

Question tags have the same form as reply questions but are used either to ask for confirmation or a response.

- If a positive statement is made, the question tag is negative. Eg. *You're Brazilian, aren't you?*
- If a negative statement is made, the question tag is positive. Eg. *You haven't finished yet, have you?*

PLEASE NOTE!

- After 'Let's....' the question tag is 'Shall we?' Eg. *Let's go out for a meal, shall we?*
- After the imperative the question tag is 'Will you?' Eg. *Open the door for me, will you?*
- A positive question tag can follow a positive statement when expressing interest or surprise. Eg. *Oh, You think he'll win, do you?*

1.2.6.4. Indirect questions

Indirect questions are questions that remain part of another sentence. Unlike direct questions, which include verb before subject, indirect questions contain a subject followed by a verb.

1.3. READING: The karate lesson

This extract comes from a book called Nosipho and the King of Bones by Ginny Swart. Set in Cape Town, South Africa, the story is about Nosipho, a secondary school student who lives with her mother and her young brother, Mondli. Nosipho's classmate, Phindile, has come to the house and is giving Mondli his first lesson in karate.

Nosipho sat on the back step and watched as Phindile instructed her brother. "Now in karate, a man needs no weapons except his own body," he began. "Ya! Kick him! I want to learn how to kick people!" shouted Mondli. "Oh no, my friend, that is not the way of a karataka," smiled Phindile. "A what?" "That's what a student of karate is called," he explained. "A karataka is a man of peace. But he is so well trained and has so much power in his body that whenever he needs it, he can explode with strength and can overcome anybody, even someone three times his own size." "Explode with strength! I want to be a ... what you said," breathed Mondli, his eyes shining. "Well, I can show you how to begin. But after that you should have proper instruction from the Dan at the Youth Club," said Phindile. "All karatakas must learn thirty different fighting exercises. They are called kata. Like this!"

He crossed his arms in front of his chest, swung round on his left leg and kicked his right leg as high as his head, giving a loud shout as he did so. "Haiaa! Without stopping, he brought his right hand up

to his chest with the palm flat and held his arm up in a threatening pose. "Haiaa! This is called The Cat," he said. "This shouting is called kaia," he explained. "The noise is not made by your throat but comes from your stomach. It helps you push the strength out from your body. Of course, it frightens your opponent too."

Mondli held his body stiff and copied Phindile. Soon he was leaping and shouting "Haiaa!" all over the yard. "And so who is this?" Temba came up behind her from the kitchen. "Where did you find this big monkey? And what are these tricks he is doing?" Nosipho shrank away from her cousin. "His name is Phindile and he's in my class," she answered unwillingly. "He's teaching Mondli how to do karate." "Karate, eh?"

She could see that he was impressed. He went back to the kitchen, but she knew that he was still standing there, watching from the window. After a time, Phindile stopped and said, "OK, my man, that's enough for now. You must practise and I'll teach you some more next time. If you keep on long enough, one day you'll be able to chop a brick in half with the side of your hand." Temba stepped out and greeted him casually. "That's not bad, bra. Where did you learn those tricks?" "Karate is not tricks. It's self-defence. I'm learning it at the Youth Club." "It could be useful though in a fight. You could kill a man like that."

Nosipho could almost see Temba's brain working as he smiled thoughtfully at Phindile. "Hey, no, karate is not for killing! It's a way to defend yourself if you run into a bad situation." "Hmm," said Temba. "I think I must learn this stuff too. How about a few lessons, bra?" "Sorry," said Phindile briefly. "I don't have the time. I have work to do. But you can learn it at the Youth Club at the Community Centre." Nosipho walked with Phindile to the gate. "Is Temba your brother?" he asked. "Oh no, he's my cousin. He's supposed to go and live with his father, but we haven't heard a word from him. And he doesn't send any money for Temba's food. It's hard for my mother, but he won't listen to her." "Take care with him," warned Phindile darkly. "I've seen him with his friends. They are not good news. And don't let Mondli hang around with Temba, he will pick up bad habits." "He already has," she sighed. "He thinks it's smart to do no work and act tough." "I'll take him down to the Youth Club with me and get him interested," said Phindile. "Ask your mother if I can do that. There's a lot going on there to keep him busy and off the street." "I've lived here all my life and I never knew there was a Youth Club," she said. "My mother would be very pleased if you could get Mondli away from those boys he goes around with."

Nosipho and the king of Bones by Ginny Swart

Answer the questions below and write the answers in your exercise book.

1. Why did Mondli want to learn karate?
2. How did Phindile react to Mondli's reasons for wanting to learn karate?
3. Why is shouting important when you do karate?
4. How did Nosipho know that Temba was interested in what Phindile was doing?
5. Why did Phindile warn Nosipho about Temba?
6. What influence has Temba had on Mondli already?

Discuss the following questions with a partner.

- 1 What do you think Phindile has himself learned from karate?
- 2 Do you think karate is a good hobby for Mondli? Why?
- 3 What do you think could happen to Mondli if he doesn't start going to the Youth Club?
- 4 What can we learn from the text about the importance of hobbies?

Now say if you agree or disagree with the following statements and the reasons why.

- 1 Karate is useful in self-defence.
- 2 Karate would be useful in a fight.
- 3 Karatakas must be well trained.
- 4 Temba is smart.
- 5 Temba is a bad influence on Mondli.

The following words have been taken from the text. Choose the correct definitions for each one.

weapon

- a a tool used in gardening
- b an instrument to fight with
- c something used in dyeing

threatening

- a calm and friendly
- b not very friendly
- c meaning to cause harm

impressed

- a dented
- b carved
- c strongly influenced

explode

- a to burst with a loud report
- b to make something dark
- c to kill someone

stomach

- a the upper part of the body
- b the place where food is digested
- c where food is absorbed into the bloodstream

casually

- a done with care
- b done carefully
- c done in a careless way

1.4. SPEAKING: Agreeing and Disagreeing

You are going to have a class discussion on this subject: Listening to the radio is a waste of time. Work in a group with people who have the same opinion as you. In your group do the following:

- Think of points to support your opinion. For example: Listening to the radio is important because without it we would not learn about world events.
- Think about possible arguments against your viewpoint and what you can say against them.

For example, Argument 1: You can waste a lot of time listening to pop music.

Argument 2: Yes, but it gives me pleasure to hear local Ethiopian artists on the radio

Use some of these expressions:

In my opinion ...	I think ...
I'd like to say that ...	What do you think?
I'm sorry I don't agree.	I agree / disagree.
I agree with you but ...	I don't see it like that.
You're absolutely right.	That is / isn't true.
Yes, but don't you think ...?	I'm sorry but you're wrong.

1.5. WRITING: Keeping a diary (Descriptive writing)

A diary is a record of your daily activities. This is Moges's diary for last week. Read it and answer the questions below.

Monday 14th August	<i>Went to visit my cousin Halima. Fetched water from the well.</i>
Tuesday 15th August	<i>Went to the market with Mother. Played football in the afternoon.</i>
Wednesday 16th August	<i>Played with my friend Ibrahim in the morning. Helped Mother change the wheel of the car.</i>
Thursday 17th August	<i>Helped my cousin Abel mend the puncture on his bicycle. Went to the football match with him in the afternoon.</i>
Friday 18th August	<i>Helped weed the garden. Went to pray in the mosque with Father.</i>
Saturday 19th August	<i>Fell out of a tree and broke my arm. Father took me to the clinic.</i>
Sunday 20th August	<i>Stayed at home and played with my sister. Visited my grandparents in the afternoon.</i>

- 1 On which day did Moges play football?
- 2 When does Moges go to the mosque?
- 3 What was the date when Moges went to the football match?
- 4 Where did Moges go last Monday?
- 5 Did Moges help his father on 20th August?

Look at Moges's diary again and create your own diary for last week. Write the day of the week and the date on the left side of the page. Write what you did each day on the right side.

UNIT TWO: MORAL EDUCATION AND PERSONAL RESPONSIBILITY

2.1. Listening Skills - The Story of an Orphan - Listening for details

2.2. Grammar

2.2.1. Simple past tense - Active and passive forms

Simple past tense is used to narrate an action of the past. The verb in the past tense ends with an '-ed' and hence, there are seven ways of marking the irregular verbs in the past tense. The most common being the change of the vowel as in 'drink' - 'drank'.

Structure:

Active: v₂

Passive: was/were + v₃

Examples:

- He passed away in 1999.
- We went for the movie yesterday.
- Three years ago, I studied at the Canada University.
- The book was sold.

In negative Sentences, the pattern is – **Subject + did not + V1**

- For example:** 1- He *did not play* hockey yesterday. 3- The peon *did not ring* the bell.
 2- The boys *did not learn* their lesson. 4- I *never came* late.

In interrogative Sentences, the pattern is– **Did + Subject + V1**?

- For example:** 1- *Did you go* to school? 3- Where *did your brother go* yesterday?
 2- *Did your sister sing* a song yesterday? 4- When *did Kebede return*?

Exercise: Put the sentences into Past Tense. The first is done for you as an example.

1. She wins the prize. She won the prize.
2. They eat food. They food.
3. She goes home. She home.
4. We do shopping. We shopping.
5. She runs to school. She to school.
6. I work hard. I hard.
7. We buy a new car. We a new car.

2.2.2. Past continuous tense -Active and passive forms

This tense denotes an action that was happening at some point of time in the past.

Structure:

Active: was/were + v (ing)

Passive: was/were + being + V₃

Examples:

- I was playing football at this time yesterday.
They were swimming in the tank.
The room was being cleaned.

In negative Sentences, the pattern is– **Subject + was/were + not + V (ing)**

Examples:	1- They <i>were not going</i> home.	3- I <i>was not going</i> to school.
	2- Ram <i>was not jumping</i> over the wall.	4- He <i>was not buying</i> a cow.

In interrogative Sentences, the pattern is – **Was/Were + Subject + V (ing)**?

Examples: 1- *Were we going to the market?*
 2- *Was Mulat abusing his servant?*
 3- *Were those boys not making a noise?*

Exercise: Fill in the blanks with Past Indefinite or Past Continuous.

1. When I to school, I Jaya. (walk, see)
 2. When I in the kitchen, Marta (help, come)
 3. While she the soup, the children (cook, play)
 4. While they cards, the baby (play, sleep)
 5. When I in the garden, my uncle me . (work, call)
 6. Amare TV, while Hirut and Roman football. (watch, play)
 7. When she her hair, the baby to cry. (wash, begin)

2.2.3. Past perfect tense -Active and passive forms

This tense refers to an action or a process that has been completed in the past time. In a simple sentence we never use the Past Perfect Tense, unless it contains adverbials like already, before, never, still etc.

Structure:

Active: had + v₃

Passive: had + been + v₃

Examples:

I had never seen such a beautiful before.

She understood the movie only because she had read the book.

In affirmative (Positive) Sentences, the pattern is – **Subject + had + V3**

Examples:

1. We *had reached* home before it rained.
2. The train *had started* before I reached the station.
3. She *had read* her book before she went to bed.

In negative Sentences, the pattern is- **Subject + had + not + V3**

Examples: 1. I *had not seen* this house before.
2. The patient *had not died* before the doctor came.
3. The thief *had not run away* before the police came.

Exercise: Fill in the blanks with Past Indefinite or Past Perfect Tense :

1. After they(see) the Tower they(go) to Delhi.
 2. He(ask) me which animals I(hunt) in Africa.
 3. After Columbus(discover) America he(return) to Spain.
 4. Before they(move) to Udaipur they(sell) everything.
 5. After he(work) very hard he(fall) ill.
 6. She(open) the box after she(find) the key.

2.2.4. Conditional sentences

2.2.4.1. Type I: Likely/ Probable condition

This CONDITIONAL sentence is a structure used for talking about possibilities in the present or in the future. The first conditional is used to talk about things which are possible in the present or the future -- things which *may happen*.

if clause	main clause
If + Present Simple	Future Simple, can, may
If you study hard,	you will pass the test.

2.2.4.2. Type II: Unlikely and imaginary condition

This CONDITIONAL sentence is a structure used for talking about *unreal situations* in the present or in the future. The second conditional is used to talk about things which are unreal (not true or not possible) in the present or the future -- things which *don't or won't happen*.

if clause	main clause
If + Past Simple	would, could, might
If I had a million dollars,	I would buy a big house.

2.2.4.3. Type III: Impossible condition

This CONDITIONAL sentence is a structure used for talking about *unreal situations* in the *past*. The third conditional is used to talk about things which DID NOT HAPPEN in the past. If your native language does not have a similar construction, you may find this a little strange, but it can be very useful. It is often used to express criticism or regret.

if clause	main clause	
If + Past Perfect	would/could/might have + Past Participle	
If I had studied harder,	I would have passed the exam.	I failed the exam, because I didn't study hard enough

2.2.4.4. Type IV: Zero-condition

ZERO CONDITIONAL is a structure used for talking about general truths -- things which always happen under certain conditions (note that most zero conditional sentences will mean the same thing if "when" is used instead of "if"). The zero conditional is used to talk about things which are always true -- scientific facts, general truths, and so on.

if clause	main clause
If + Present Simple	Present Simple
If you heat the water to 100 degrees,	it boils.

Exercise: Put the verb in brackets in correct form.

1. If I _____ (be) you, I wouldn't risk.
2. If they had waited another month, they could probably _____ (get) a better price for their house.

3. It's quite simple really. When it's cold, water _____ (freeze).
4. If he decides to accept that job, he _____ (regret) it for the rest of his life.
5. If he hadn't been driving so fast, he _____ (hit) the motorcyclist.
6. If he _____ (be) more careful, he would have spotted the mistake.
7. If she goes on passing her exams, _____ (be) qualified to practise as a lawyer.
8. If I pay you twice as much, will you _____ (able) to finish by Tuesday?
9. If only I'd invested in that company, I _____ (become) a millionaire by now.

2.2.5. Modal auxiliaries

'Will'

Making personal predictions

I don't think the Queen **will** ever **abdicate**.

I doubt if I'll **stay** here much longer.

Talking about the present with certainty (making deductions)

I'm sure you **will understand** that there is nothing the Department can do

There's a letter for you. It'll **be** from the bank: they said they'd be writing.

Talking about the future with certainty

I **won't be** in the office until 11; I've got a meeting.

Don't bother ringing: they'll **have** left for their 10 o'clock lecture.

Talking about the past with certainty

I'm sure you **will have noticed** that attendance has fallen sharply.

Reassuring someone

Don't worry! You'll **settle** down quickly, I'm sure.

It'll **be** all right! You won't have to speak by yourself.

Making a decision

For the main course I'll **have** grilled tuna.

I'm very tired. I think I'll **stay** at home tonight.

Making a semi-formal request

Will you **open** the window, please? It's very hot in here.

Sign this, **will you?**

Offering to do something

You stay there! I'll **fetch** the drinks. Centre for Academic Success

Making a promise or a threat

You can count on me! I'll **be** there at 8 o'clock sharp.

If you don't finish your dinner off, you'll **go** straight to bed!

'Shall'

Shall is a form of *will*, used mostly in the first person. Its use, however, is decreasing, and in any case in spoken English it would be contracted to "-ll" and be indistinguishable from *will*. The only time you do need to use it is in questions, when:

Making offers

Shall I fetch you another glass of wine?

Making suggestions

Shall we go to the cinema tonight?

'May and Might'

May & might sometimes have virtually the same meaning; they are used to talk about possibilities in the past, present or future. May & might are used, then, for:

Talking about the present or future with uncertainty

She **may be** back in her office: the lecture finished ten minutes ago.

I **may go** shopping tonight, I haven't decided yet.

England **might win** the World Cup, you never know.

Talking about the past with uncertainty

I'm surprised he failed. I suppose he **might have been** ill on the day of the exam.

They can also sometimes be used for talking about permission, but usually only in formal situations. Instead of saying *May I open a window?* we would say *Is it all right/OK if I open a window?* or *Can I open a window?* for example. You might, however, see: *Students **may not** borrow equipment without written permission*

'Would'

As the past of will, for example in indirect speech

The next meeting **will** be in a month's time becomes

He said the next meeting **would** be in a month's time.

Polite requests and offers (a 'softer' form of will)

Would you like another cup of tea?

Would you give me a ring after lunch?

I'd like the roast duck, please.

In conditionals, to indicate 'distance from reality': imagined, unreal, impossible situations

If I ruled the world, every day **would** be the first day of Spring.

It would have been better if you'd word processed your assignment.

After 'wish', to show regret or irritation over someone (or something's) refusal or insistence on doing something (present or future)

I wish you **wouldn't** keep interrupting me.

I wish it **would** snow.

Talking about past habits (similar meaning to used to)

When I was small, we **would** always visit relatives on Christmas Day.

'Can and Could'

Talking about ability

Can you speak Mandarin? (present)

She **could** play the piano when she was five. (past)

Making requests

Can you give me a ring at about 10?

Could you speak up a bit please? (slightly more formal, polite or 'softer')

Asking permission

Can I ask you a question?

Could I ask you a personal question? (more formal, polite or indirect)

General possibility

You **can** drive when you're 17. (present)

Women **couldn't** vote until just after the First World War.

Choice and opportunities

If you want help with your writing, you **can** come to classes, or you **can** get some 1:1 help.

We **could** go to Stratford tomorrow, but the forecast's not brilliant. (less definite)

Future probability

Could (NOT can) is sometimes used in the same way as might or may, often indicating something less definite.

When I leave university I **might** travel around a bit, I **might** do an MA or I suppose I **could** even get a job.

Present possibility

I think you **could** be right you know. (NOT can)

That **can't** be the right answer, it just doesn't make sense.

Past possibility

If I'd known the lecture had been cancelled, I **could** have stayed in bed longer.

'Must'

Necessity and obligation

Must is often used to indicate 'personal' obligation; what you think you yourself or other people/things must do. If the obligation comes from outside (eg a rule or law), then have to is often (but not always) preferred:

I really **must** get some exercise.

People **must** try to be more tolerant of each other.

'Should'

Giving advice

I think you **should** go for the Alfa rather than the Audi.

You **shouldn't** be drinking if you're on antibiotics.

You **shouldn't have** ordered that chocolate dessert - you're not going to finish it.

Obligation: weak form of must

The university **should** provide more sports facilities.

The equipment **should** be inspected regularly.

'Ought to'

Ought to usually has the same meaning as should, particularly in affirmative statements in the present:

You **should/ought to** get your hair cut.

Exercise: Re-write the following sentences using modals so that they have the same meaning.

1. I suggest that you get a good lawyer!

You **should get a lawyer.**

2. A university degree isn't necessary for that job.
 You _____
3. Perhaps my father will pick you up.
 My father _____
4. Eating is forbidden in class!
 You _____
5. Look at his dirty clothes! I'm sure he is a poor person.
 He _____

Exercise: Choose the correct answer for the following questions.

1. My son ____ be home by now. Where can he be?
 a. Have to b. would c. should d. could
2. I think your thumb is broken. You ____ go to the emergency room.
 a. Might b. could c. ought to d. can
3. If you are interested in losing weight, you _____. 3. try this new diet.
 a. Could b. mustn't c. don't have to d. had to
4. John's fallen down the stairs! I _____ call an ambulance!
 a. Will b. might c. may d. ought to
5. You _____ come too early. We won't leave until 9 o'clock.
 a. has to b. must c. needn't d. can't
6. Children _____ be accompanied by an adult at the zoo.
 a. Ought to b. must c. would d. mustn't
7. You _____ talk during tests. It's forbidden!
 a. don't have to b. mustn't c. couldn't d. ought to
8. I can feel the heat. We _____ 8. be near the fire.
 a. can b. would c. must d. have to
9. They _____ hear him because he was whispering.
 a. wouldn't b. mustn't c. shouldn't d. couldn't
10. You've never heard of Britney Spears? You _____ be serious!
 a. Must b. had to c. can't d. shouldn't

2.3. Speaking

2.3.1. Using so and neither

We use *so ... I* in a positive sense to show that we feel the same way as another person, or have performed the same action.

- I like tennis – *So do I.*
- I watch the news every day – *I do too.*

We use *neither ... I* and *don't ... either* in a negative sense to show that we feel the same way as another person, or have performed the same action.

- I don't like tennis – *Neither do I.*
- I don't watch television every day – *I don't either.*

Work in pairs to choose the correct answer for the following sentences:

- | | |
|---------------------------------------|---------------------------------|
| 1 'I'm from Ethiopia.' | 2 'I like injera.' |
| a 'So do I.' | a 'So did I.' |
| b 'So am I.' | b 'I don't.' |
| c 'Neither am I.' | c 'Neither was I.' |
| d 'Neither do I.' | d 'Neither did I.' |
| 3 'I am not happy.' | 4 'I don't like coffee.' |
| a 'So was I.' | a 'I do!' |
| b 'So did I.' | b 'So did I.' |
| c 'Neither was I.' | c 'Neither am I.' |
| d 'Neither am I.' | d 'Neither was I.' |
| 5 'I'd like a coffee, please.' | 6 'I want one.' |
| a 'So do I.' | a 'I don't.' |
| b 'So had I.' | b 'Neither do I.' |
| c 'So would I.' | c 'Neither did I.' |
| 7 'I'm staying in tonight.' | 8 'I was shocked.' |
| a 'So will I.' | a 'So was I.' |
| b 'So am I.' | b 'Neither was I.' |
| c 'Neither did I.' | c 'I was.' |

2.3.2. Apologizing

Groups	Phrases
1. Apologising	a. Honestly, it's fine. b. I'm so sorry. c. It was my fault and I'm sorry. d. sorry, I didn't mean to e. I apologize for f. I am sorry but g. I am sorry for the misunderstanding... h. I seem to have made a mistake. I am sorry..
2. Accepting an apology	a. That's all right. b. Don't worry about it. c. That's OK. d. I'm really sorry. e. I want to apologize.

Exercise: Complete the following dialogue by supplying appropriate expression.

OK	really	so sorry	right
about	fine	fault	too

John: Lemma! I am (1).....! Are you (2).....?

Lemma: I think so. That was lucky.

John: I'm (3)..... sorry! I didn't see you!

Lemma: That's all (4)..... I shouldn't have been running.

John: Still, it was my (5)..... and I'm sorry.

Lemma: I'm sorry (6)..... It was both of us. Honestly, it's (7)..... Don't worry (8)..... it.

Exercise: Put the words and phrases in correct order to make sentences.

1. so I am sorry !
2. all . right That's
3. my I'm sorry was It . fault and
4. I'm . too sorry
5. about . worry Don't it
6. fine it's . Honestly,

2.4. Reading Comprehension -A Difficult situation

This story is an extract from *The African Child* by Camara Laye. It is a memory of life in a small town in Guinea, West Africa, in the 1930s. It concerns bullying of young boys by older students at the school.

I still remember – my hands and my finger-nails still remember! – what used to be waiting for us on our return to school from the holidays. The guava trees in the school yard would be in full leaf again, and the old leaves would be lying in scattered heaps. In places there were even more than just heaps of them: it would be a muddy sea of leaves.

'Get all that swept up!' the headmaster would tell us. 'I want the whole place cleaned up at once!'

'At once!' There was enough work there, hard work, too, to last us for over a week. Especially since the only tools with which we were provided were our hands, our fingers, our nails.

'Now let's see that it's done properly, and be quick about it,' the headmaster would say to the older pupils, 'or you'll have to answer for it!'

So at an order from the older boys, we would all line up like labourers about to reap a field, and we would set to work like slaves. In the school yard itself, it wasn't too bad: the guava trees were fairly well spaced; but there was one part where the closely planted trees grew in a tangle of leaves and branches. The sun could not penetrate here and there was a smell of decay even in fine weather.



If the work was not going as quickly as the headmaster expected, the big boys, instead of giving us a helping hand, used to whip us with branches pulled from the trees. Now guava wood is very flexible and the whips used to whistle as they moved through the air; our backs felt as though they were on fire. Our skin stung and tears fell from our eyes and splashed on the dead leaves at our feet.

In order to avoid these blows, we used to bribe our tyrants with the delicious corn cakes which we used to bring for our midday meal. Also, if we happened to have any money on us, the coins changed hands at once. If we did not do this because we were afraid of going home with an empty stomach or an empty purse, the blows would be even harder. They were administered with such violence that even a deaf man would have understood that we were being beaten not so much to speed up the work, but rather to make us give up our food and money.

Occasionally, one of us, worn out by such cruelty, would have the courage to complain to the headmaster. He would, of course, be very angry, but the punishment he inflicted on the older boys was nothing compared to what they had done to us. And the fact is that however much we complained, our situation did not improve at all. Perhaps we should have told our parents what was going on, but somehow we never dreamed of doing so; I don't know whether it was our pride or loyalty to the school that kept us silent, but I can see now that we were foolish to keep quiet. Such beatings were utterly foreign to our people's nature, and our passion for independence and equality.

Extract from the abridged version of *L'Enfant Noir (The African Child)* by Camary Laye, © Plon 1953

Choose the best way to complete these statements about the text.

- 1 The school yard was in a very untidy condition because:
 - a it had not been maintained during the holidays.
 - b the guava trees had lost their old leaves.
 - c the older boys had not done their work properly.
 - d both of the reasons given in a and b.
- 2 The headmaster saw that the work was done properly by:
 - a providing tools.
 - b making the boys line up like labourers in a field about to be reaped.
 - c threatening the older boys with punishments if the work was not done.
 - d making the boys work like slaves.
- 3 The main reason why the big boys beat the smaller ones so viciously was:
 - a to make sure they did their work.
 - b to persuade them to hand over presents.
 - c to make sure that the headmaster would not punish them.
 - d because they liked doing it.
- 4 We can understand that it was pointless to complain to the headmaster about the bullying because:
 - a he would not believe the complaints.
 - b it only made the older boys behaviour even worse.
 - c his punishments were not hard enough to stop their activities.
 - d he did not do anything to stop the older boys.

Choose the correct definitions of these words as they are used in the text.

1 scattered

- a dropped and spread over an area
- b placed in position
- c partly covered
- d cut up

2 a tangle

- a a small quantity
- b a wall
- c a small forest
- d a thick mass

3 penetrate

- a come out
- b shine on
- c enter
- d be seen

4 decay

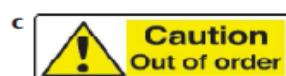
- a leaves lying on the ground
- b the soil
- c the fruit of the guava tree
- d what happens to plants and animals after they die

5 tyrant

- a someone who uses their power over others in a cruel way
- b someone who steals things
- c someone who bribes people
- d someone who does not care about other people

2.5. Writing -Warnings

Look at the following signs and answer the questions below.



Put your answers in complete sentences.

- 1** Which sign warns you that dogs are not allowed in the building?
- 2** Which sign tells you that a building site is dangerous?
- 3** Which sign tells you that you cannot leave your car there?
- 4** Which sign warns you about high voltage electricity that would give you a severe electric shock?
- 5** Which sign shows you what to do in case of a fire?
- 6** Which sign very strongly forbids you to enter somewhere?
- 7** Which sign tells you what to do in an emergency?
- 8** Which sign warns you about the danger of drowning?
- 9** Which sign tells you how you could put out a fire?
- 10** Which sign forbids you to smoke cigarettes?
- 11** Which sign warns you that something is not working?
- 12** Which sign tells you that it is not safe to leave things in your car?
- 13** Which sign warns that you are not allowed in somewhere?

UNIT THREE: EDUCATION

3.1. Listening Skills - The Education System in Ethiopia - Listening for details

3.2. Grammar

3.2.1. Degrees of Comparison: Positive, comparative and superlative forms

Adjectives are of three degrees. (1) Positive (2) Comparative (3) Superlative Comparison can be made using the three forms of the adjective. Adjective is a word and it qualifies a noun. It gives more information about the noun.

For example:

The lion is a **strong** animal.

Rita is a **beautiful** girl.

David is a **rich** man.

Positive: No other metal is as **precious** as gold.

Comparative: Gold is **more precious** than any other metal.

Superlative: Gold is **the most precious** of all metals.

Positive: **No other** democracy in the world is as **large** as India.

Comparative: India is **larger than** any other democracy in the world.

Superlative: India is **the largest** democracy in the world.

1. Positive Degree:

- a. An adjective used without any comparison is said to be in the positive degree.
- b. It is used when no comparison is made.
- c. When we compare positive degree, we take
“As.....As”(or) “So.....As”

Example: 1. Romay is a clever boy. 2.Romay is as clever as kaleb.

2. Comparative Degree:

- a. **The comparison between two persons or two things is called “comparative degree”.**
- b. We make comparative degree by adding “-er” to the positive degrees of adjectives using than immediately after the comparative adjectives.

Example: Roman is cleverer than Senait.

- c. We can identify the comparative degree in “-er” at most.
- d. In long adjectives don’t add “-er” but use “more” before the adjectives.
- e. The comparative degree of an adjectives denotes a higher degree of the quality than positive degree and is used when two things are compared.

3. Superlative Degree:

- a. An adjective used to compare more than “two persons or things”.
- b. It expresses the highest or the least degree of quality that exist in a person or thing.
- c. The is used in superlative degree, we also add “-est” to the positive degree.
- d. Superlative degree identified by “-est” at most.
- e. For long adjectives don’t add “-est”, but use “most” before the adjectives.
- f. In the situation of prepositions “of” or “among” will come often.

Example: Solomon is **the tallest of** all boys in the class.

Most adjectives form the comparative by adding “-er” and the superlative by adding “-est” to positive degree.

Positive	Comparative	Superlative
Tall	Taller	Tallest
Small	Smaller	Smallest
Clever	Cleverer	Cleverest
Long	Longer	Longest
Young	Younger	Youngest
Great	Greater	Greatest
Deep	Deeper	Deepest
Thick	Thicker	Thickest
Bold	Bolder	Boldest
High	Higher	Highest

For long adjectives, we add “more” for the comparative degree instead of “-er” and “most” for the superlative degree for instead of “-est”.

Positive	Comparative	Superlative
Beautiful	More beautiful	Most beautiful
Difficult	More difficult	Most difficult
Famous	More famous	Most famous
Popular	More popular	Most popular
Useful	More useful	Most useful
Brilliant	More brilliant	Most brilliant

Some adjectives are “irregular”.

Positive	Comparative	Superlative
Good, well	Better	Best
Bad, evil, ill	Worse	Worst
Much	More	Most
Far	Farther/Further	Farthest/Furthest
Old (relations)	Elder	Eldest
Little	less, lesser	Least
Late	Later, latter	Latest last.

Exercise: Change the adjectives in brackets into correct form.

1. My brother's handwriting is (bad) mine.
2. Health is wealth. (important)
3. Blood is water. (thick)
4. Everest is peak in the world. (high)
5. This is play I have ever heard on the radio. (interesting)
6. Susie is of all the four sisters. (beautiful)
7. The planet Mars is from the earth than the satellite Moon. (far)
8. The elephant is animal in the world. (large)
9. An ocean is certainly a sea. (big)
10. I am in cricket than in football. (interested)

3.2.2. Relative clauses

There are two types of relative clauses: Defining relative clauses and Non-defining relative clauses.

DEFINING RELATIVE CLAUSES

These describe the preceding noun in such a way to distinguish it from other nouns of the same class. A clause of this kind is essential to clear understanding of the noun.

Example: The boy **who was playing** is my brother.

Defining Relative Pronouns

	SUBJECT	OBJECT	POSSESSIVE
For people	Who That	Whom/Who That	Whose
For things	Which That	Which That	Whose Of which

More Examples:

The man **who robbed you** has been arrested.

Everyone **who/that knew him** liked him.

The man **whom I saw** told me to come back today.

The man **who I saw** told me to come back today.

The man **that I saw** told me to come back today.

The man **I saw** told me to come back today.

People **whose rents have been raised** can appeal.

This is the picture **which/that caused such a sensation**.

The ladder **on which I was standing** began to slip.

The ladder **which/that I was standing on** began to slip.

NOTE: Relative adverbs: **when, where, why**

- Note that **when** can replace **in/on which** (used of time):
the year when (= in which) he was born
the day when (= in which) they arrived
- **Where** can replace **in/at which** (used of place):
the hotel where (= in/at which) they were staying
- **Why** can replace **for which**:
the reason why he refused is...

NON-DEFINING RELATIVE CLAUSES

Non-defining relative clauses are placed after nouns which are definite already. They do not therefore define the noun. But merely add something to it by giving some more information about it. They are not essential in the sentence and can be omitted without causing confusion. They are separated from their noun by commas. The pronoun can never be omitted in a non-defining relative clause.

Non-Defining Relative Pronouns

	SUBJECT	OBJECT	POSSESSIVE
For people	<i>Who</i>	<i>Whom/Who</i>	<i>Whose</i>
For things	<i>Which</i>	<i>Which</i>	<i>Whose Of which</i>

Examples: My neighbour, **who is very pessimistic**, says there will be no apples this year.
Peter, **whom everyone suspected**, turned out to be innocent.
This is George, **whose class you will be taking**.
The block, **which cost 5 million to build**, has been empty for years.

Exercise: Write sentences to describe people in box A using the information in box B.

A	B
a thief	a dentist
a butcher	a fool
a musician	a genius
a patient	a liar
a photographer	takes photographs sells meat is ill in hospital steals things is very stupid
	is very intelligent plays a musical instrument doesn't tell the truth looks after your teeth

- a. A thief is a person **who steals things**.
- b. A butcher is a person, who _____
- c. A musician is a person _____
- d. A patient _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____

Exercise: Write **who/that/which** in the blanks.

- a. I met a woman, **who** can speak six languages.
- b. What's the name of the man _____ lives next door?
- c. What's the name of the river, _____ goes through the town?
- d. Everybody, _____ went to the party, enjoyed it very much.
- e. Do you know anybody _____ wants to buy a car?
- f. Where is the picture _____ was on the wall?

3.2.3. Adverbs -Frequency, Manner, Time, Degree

Type of Adverb	Description	Examples
Manner	Describes how an action is performed	slowly, beautifully, brilliantly
Time	Describes when an action took place	now, never, already
Place	Describes where an action took place	here, there, everywhere
Frequency	Describes how often an action takes place	always, sometimes, rarely
Degree	Describes the extent or intensity of an action	very, quite, completely

Adverb of Time

An adverb of time tells us when an action happened. Examples: yesterday, now, today, tonight, soon.

Adverb of Time	Example
Now	I am eating now .
Today	I will see you today .
Tonight	I have plans for tonight .
Yesterday	I visited my grandparents yesterday .
Tomorrow	I have a meeting tomorrow .
Soon	I will be there soon .
Later	Let's catch up later .
Previously	I previously worked at that company.
Currently	I am currently reading a book.
Finally	Finally , it's the weekend!
Yet	I haven't finished my work yet .

Adverb of Frequency

An adverb of frequency tells us how often an action happens. Examples: always, often, never, rarely, sometimes.

Adverb of Frequency	Example
Often	I often play basketball on weekends.
Sometimes	Sometimes I like to watch movies.
Rarely	I rarely go to the library.
Usually	I usually have breakfast at 7 am.
Never	I never eat junk food.
Every day	I exercise every day .
Every week	I visit my grandparents every week .
Once a year	I take a vacation once a year .
Twice a month	I go to the movies twice a month .

Adverb of Place

An adverb of place tells us where an action happened. Several adverbs of place can also serve as prepositions and must be followed by a noun when used as a preposition. Examples: here, there, everywhere, inside, outside.

Adverb of Place	Example
Here	Here is my pen.
There	There is a bird on the tree.
Everywhere	I looked everywhere for my keys.
Anywhere	Can we go anywhere for lunch?
Nowhere	I can't find my wallet, it's nowhere to be seen.
Up	I need to go up to my room to get my book.
Down	Let's go down to the park.
In	The cat is in the box.
Out	We're going out for dinner tonight.
On	The book is on the table.

Adverb of Manner

An adverb of manner tells us how something was done or describe the way in which an action is performed. They often end in -ly, but not always. Examples: happily, loudly, quickly, carefully, beautifully.

Adverb of Manner	Example
Quickly	She ran quickly .
Slowly	He spoke slowly .
Loudly	The band played loudly .
Softly	She whispered softly .
Beautifully	The sunset was beautifully colored.
Gracefully	She danced gracefully .
Carefully	He handled the glass carefully .
Clearly	She explained the situation clearly .
Happily	They laughed happily .
Sadly	She spoke sadly about her loss.

Adverb of Degree

An adverb of degree tells us the level or extent of something. Examples: very, completely, almost, quite, extremely.

Adverb of Degree	Example
Absolutely	She absolutely refuses to go.
Completely	I completely agree with you.
Entirely	He was entirely to blame.
Totally	The party was totally awesome!
Wholly	The project was a wholly new experience.
Extremely	It was extremely cold today.
Fully	I fully understand what you mean.
Really	That was really helpful.
Partly	The decision was partly influenced by her parents.
Mostly	The movie was mostly fiction.

EXERCISE: Read the sentences. Circle the adverb in each sentence. Write the type of adverb it is on the first blank line and the question it answers on the second blank line. The first one has been done for you.

1. I work out daily.

Adverb of: frequency

How often do you work out?

2. Exercising is extremely helpful to my physical and mental health.

Adverb of: _____

3. Even when I'm running quickly, I feel relaxed.

Adverb of: _____

4. Last year, I wasn't working out at all.

Adverb of: _____

5. Going anywhere was a challenge because I was out of breath.

Adverb of: _____

6. I decided to start exercising slowly by walking.

Adverb of: _____

EXERCISE: In the following sentences underline the adverbs and state their kind.

1. The girl sang sweetly. _____

2. What is he doing outside? _____

3. He practices cricket every day. _____

4. I look forward to hearing from you soon. _____

5. The old woman was walking slowly. _____

6. The kittens are playing there. _____

7. Children usually rush about. _____

8. The girls danced gracefully. _____

9. She has travelled everywhere. _____

3.2.4. Adjectives and prepositions

ADJECTIVES + OF

- nice, kind, good, generous, mean, stupid, silly, intelligent, clever, sensible, (im)polite, rude, unreasonable **OF** someone to do something

Example: It was **stupid of me** to go out so late at night.

Thank you. It was **nice/kind/polite of you** to help me.

- afraid, frightened, terrified, scared **OF** someone / something

Example: Are you **afraid** of dogs?

- ashamed, proud, aware, (in)capable, conscious, fond , full , jealous, envious, suspicious, short, tired **OF** sb/sth.

Example: I'm ashamed of what I did.

I'm short of money. Can you lend me some?

I'm tired of waiting.
She was jealous of his secretary.

ADJECTIVES + TO

- nice, kind, good, generous, mean, (im)polite, rude, (un)pleasant, (un)friendly, cruel **TO** someone

Example: They have always been nice to me.
She is always rude to Ann.

- married, engaged **TO** someone

Example: Susan is married to an Ethiopian.

- addicted, allergic, attentive, grateful, immune, indifferent, liable (likely to suffer from) **TO** something

Example: He has become addicted to drugs very early.

ADJECTIVES + WITH

- delighted, pleased, satisfied, disappointed, bored, fed up, connected, happy, obsessed, preoccupied, crowded **WITH** someone/something

Example: I was disappointed with the gift.

ADJECTIVES + WITH / ABOUT

- angry, annoyed, furious **WITH** someone **FOR** doing something
- angry, annoyed, furious **ABOUT** something

Example: What are you so angry about?
I'm furious with her for not inviting me to her party.

ADJECTIVES + ABOUT

- excited, worried, upset, sorry, anxious, certain, right, wrong **ABOUT** something

Example: I'm sorry about the noise last night.
I was right about the results.

ADJECTIVES + AT

- good, bad, excellent, brilliant, hopeless **AT** something

Example: I'm hopeless at repairing things.

ADJECTIVES + AT/BY

- surprised, shocked, amazed, astonished **AT/BY** something

Example: Everybody was shocked at/by the news.

ADJECTIVES + FOR

- famous, sorry, late, ready, responsible **FOR** something

Example: I'm sorry for shouting at you.
She is responsible for everything.

ADJECTIVES + IN

- interested, experienced **IN** something

Example: Are you interested in art?

Exercise: Put in the correct preposition.

1. England is famous _____ its rainy weather.
2. I'm very proud _____ my daughter. She worked very hard.
3. He isn't really interested _____ getting married.
4. Luke is very pleased _____ his exam results.
5. Unfortunately, I'm very bad _____ music.
6. I've been married _____ my husband for 10 years.
7. She's very excited _____ the party.
8. Julie is very different _____ her sister.
9. My niece is afraid _____ dogs.
10. A ball gown is similar _____ an evening dress.
11. What is your town famous _____?
12. It's great you got that job! You should be proud _____ yourself.
13. I'm very excited _____ buying a new computer.
14. That bike is similar _____ yours.
15. She is interested _____ jazz.
16. Are you pleased _____ your new house?
17. Lucy is extremely good _____ languages.
18. Who is James married _____?
19. English cheese is very different _____ French cheese.
20. He isn't afraid _____ anything.

Exercise: Match both parts to make complete sentences.

- | | |
|---|--|
| 1. I'm interested | a. at English. She got 100% in her last test. |
| 2. Paolo is absent | b. of me, because I just received a promotion. |
| 3. I'm bored | c. of his friend, because he's just bought a Ferrari. |
| 4. My dad got angry | d. about Liam. He didn't come home last night. |
| 5. My girlfriend is proud | e. about their trip around the world. |
| 6. I'm not very keen | f. of taking the lift. He has to use the stairs. |
| 7. Manchester in England is famous | g. in web design, but I hate programming. |
| 8. I'm really worried | h. from school today, because he's sick. |
| 9. Helen and Mary are excited | i. on fishing. I think it's so boring. |
| 10. Terry's scared | j. with me, because I came home late. |
| 11. Estelle's really good | k. for its football team. |
| 12. Walter's jealous | l. with taking the bus. I want to go by car instead. |

3.2.5. Reported Speech

There are two ways of relating what a person has said: direct and indirect. In direct speech we repeat the original speaker's exact words: ***He said, "I have lost my umbrella."*** In indirect speech, we give the exact meaning of a remark or a speech, without necessarily using the speaker's exact words: ***He said (that) he had lost his umbrella.***

PRONOUNS AND ADJECTIVES: CHANGES NECESSARY

First and second person pronouns and possessive adjectives normally change to the third person except when the speaker is reporting his own words. (I = he, she; me = him, her; my = his, her; mine = his, hers; we = they...)

She said, "he's my son". → She said that he was her son.

"I'm ill", she said. → She said that she was ill.

EXPRESSIONS OF TIME AND PLACE IN INDIRECT SPEECH

DIRECT SPEECH	INDIRECT SPEECH
<i>today</i>	<i>that day</i>
<i>yesterday</i>	<i>the day before</i>
<i>the day before yesterday</i>	<i>two days before</i>
<i>tomorrow</i>	<i>the next day/the following day</i>
<i>the day after tomorrow</i>	<i>in two day's time</i>
<i>next week/year etc.</i>	<i>the following week/year etc.</i>
<i>last week/year etc.</i>	<i>the previous week/year etc.</i>
<i>a year etc. ago</i>	<i>a year before/the previous year</i>

"I saw her the day before yesterday", he said. → He said he'd seen her two days before.

"I'll do it tomorrow", he promised. → He promised that he would do it the next day.

STATEMENTS IN INDIRECT SPEECH: TENSE CHANGES NECESSARY

DIRECT SPEECH	INDIRECT SPEECH
Simple Present <i>"I never eat meat", he explained.</i>	Simple Past = <i>He explained (that) he never ate meat.</i>
Present Continuous <i>"I'm waiting for Ann", he said.</i>	Past Continuous = <i>He said (that) he was waiting for Ann.</i>
Present Perfect <i>"I have found a flat", he said.</i>	Past Perfect = <i>He said (that) he had found a flat.</i>
Present Perfect Continuous <i>He said, "I've been waiting for ages".</i>	Past Perfect Continuous = <i>He said (that) he had been waiting for ages.</i>
Simple Past <i>"I took it home with me", she said.</i>	Past Perfect = <i>She said (that) he had taken it home with her.</i>
Future <i>He said, "I will/shall be in Paris on Monday".</i>	Conditional = <i>He said (that) he would be in Paris on Monday.</i>
Future Continuous <i>"I will/shall be using the car myself on the 24h", she said.</i>	Conditional Continuous = <i>She said (that) she'd been using the car herself on the 24th.</i>
Conditional <i>I said, "I would like to see it".</i>	Conditional = <i>I said (that) I would like to see it.</i>

QUESTIONS IN INDIRECT SPEECH

He said, "Where is she going?" → He asked where she was going.

COMMANDS, REQUESTS, ADVICE IN INDIRECT SPEECH

He said, "Lie down, Tom". → He told Tom to lie down.

EXCLAMATIONS IN INDIRECT SPEECH

Exclamations usually become statements in indirect speech. The exclamation mark disappears. Exclamations beginning **What (a) ... or How ...** can be reported by: - **exclaim/say that:**

He said, "What a dreadful idea!" or "How dreadful!"

He exclaimed that it was a dreadful idea/was dreadful.

Some more examples:

He said, "Thank you!" → He thanked me.

He said, "Good luck!" → He wished me luck.

He said, "Happy Christmas!" → He wished me a happy Christmas.

He said, "Congratulations!" → He congratulated me.

YES AND NO IN INDIRECT SPEECH

Yes and **no** are expressed in indirect speech by subject + appropriate auxiliary verb.

Direct: He said, "Can you swim?" and I said "No"

In Direct: He asked (me) if I could swim and I said I couldn't.

Direct: He said, "Will you have time to do it?" and I said "Yes"

In Direct: He asked if I would have time to do it and I said that I would.

REPORTED SPEECH: OTHER POINTS

MUST: after a past reporting verb, '**must**' does not usually change:

Direct: He said, "It must be pretty late, I really must go".

In Direct: He said that it must be pretty late and he really must go.

MODAL VERBS: Past modal verbs (could, might, ought to, should, used to, etc.) do not normally change in reported speech.

He said, "I might come". → He said that he might come.

He said, "I would help him if I could". → He said that he would help him if he could.

He said, "You needn't wait". → He said that I needn't wait.

Exercise: Report the following sentences.

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

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

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

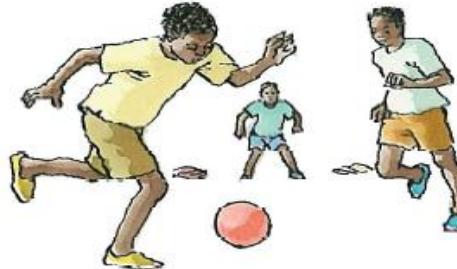
d. "Tom can't use a computer", Ella said.

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

f. "I'll stay at home on Sunday", Bill said.

3.3. READING: Two Ethiopian Children

Look at the pictures and read the following stories which have been jumbled up. Work in pairs to sort out the two stories and write the answer in your exercise book.



- 1 Hadush is a thin, shy boy, 12-years-old and lives with his father, stepmother and two brothers. His clothes are a bit ragged, and he doesn't attend school. His family lives in the rural area of Tigray. Their home is inside a walled compound. The house is a small room made of stones, with an earth floor and rough walls. His family has a radio, but no tables or chairs. The sleeping room has a traditional mattress on a bed made of mud. The third house in the compound is the cattle pen.
- 2 Seble is about 12-years-old, and has four brothers and one sister. Three of her brothers are already married and live away from home. Her home is in the Oromiya State. The family has a small house with a large yard where they often gather with friends to drink coffee. Her family is poor, and her father is often drunk and abusive.
- 3 He also attends a *kes timirt* – a traditional church school, where the children learn the alphabet and numbers and receive basic religious education, but because the teacher spends time working on his own farm, he only has a limited amount of time for teaching.
- 4 Seble started her education at the age of six and started formal school at eight, but she dropped out of school partly because she was ill, and partly because her parents could not afford to buy her exercise books.
- 5 Seble helps her mother a lot in the house, making bread, coffee and injera. She also fetches firewood and water. At the age of 11 she started to earn some money by helping to plant vegetable seedlings. She works two or three days a week after school, depending on when the work is available, mainly during the winter season. Seble also helps on the family farm, grinding corn for bread and weeding teff.
- 6 At the age of six or seven, Hadush fetched water for the family, and looked after the cattle in the field. Now aged 12, he works for about 10 hours a day, helping to cut grass, herd cattle, do the weeding and cutting straw. He gets up at 6 a.m. then goes to his sister's house for breakfast. Between 8.00 a.m. and 6.00 p.m. he herds the cattle in the field with his friends. He eats lunch in the field then cuts grass, but he does not enjoy that because it is back-breaking work.
- 7 However she joined again a year later and was promoted to Grade 2. Then her mother became ill, and she and her sister had to look after her, so instead of going into Grade 3 with her friends, she has remained in Grade 2. She is hoping to go to secondary school in the nearest town, where she will live with her aunt.
- 8 At 6.00 p.m. he returns home and is free to play with his friends. He eats his dinner about 8.30 p.m., then plays with his brother until he goes to bed.
- 9 Seble's mother does not want her daughter to marry young and says Seble should wait until she is in her twenties when she has completed her education. She says that "Education is the most important thing for a girl to change her life. Seble will have chances that I never had because I was forced to marry young."

Adapted from *Hadush's story and Sebles's story*, Young Lives website, © 2009

Exercise: Make a list of similarities and differences between the two stories.

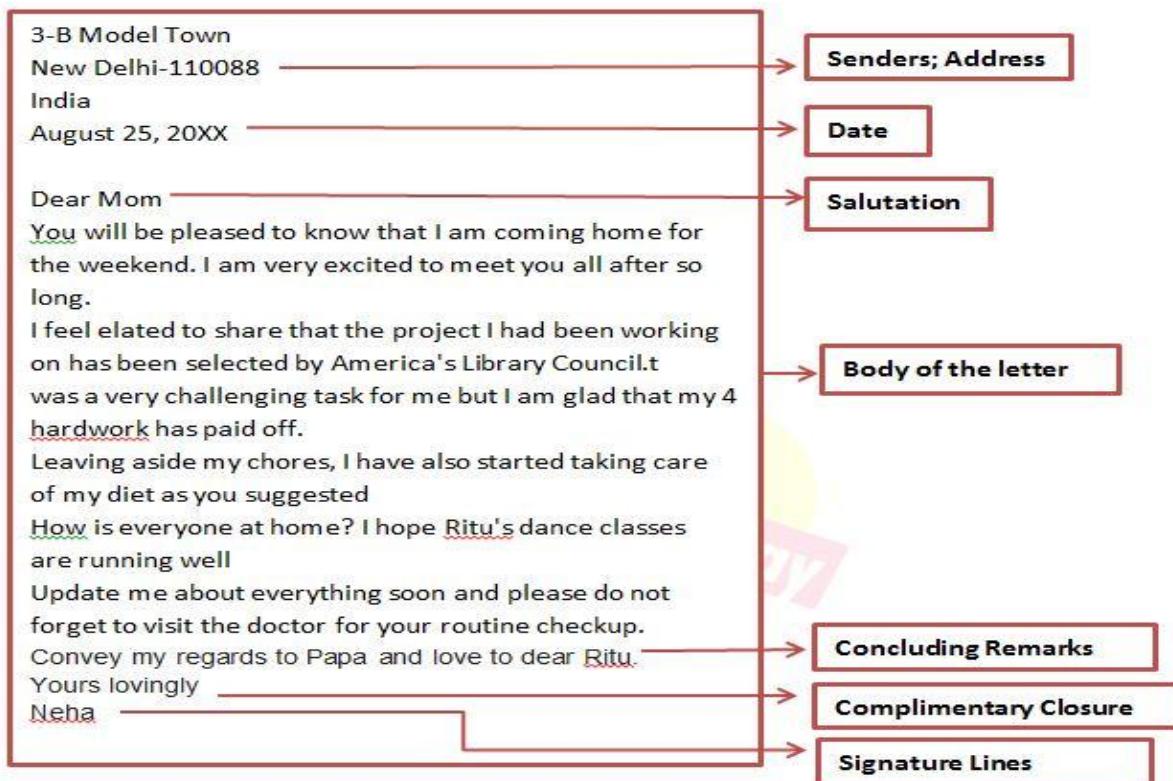
Similarities:

Differences:

3.4. LETTER WRITING

Letter-writing is a skill that has to be developed. In this chapter, we will see informal letters. Given below is the format of the informal letter. Your address (but not your name) usually goes in the top right-hand corner, but may go on the left too. The name and/or job title (if you know them) and the address of the person you are writing to goes on the left. To address someone whose name you do not know you can write: Dear Sir, Dear Madam, Dear Sirs, Dear Sir/Madam. To address someone by name, use their title and surname e.g. Dear Dr Balakrishnan. To end a letter, use 'Yours sincerely', if you have addressed the person by name; 'Yours faithfully', if you have begun the letter with 'Dear Sir' or 'Madam', etc.

The following is the common format of informal letter.



From,

Date - 14th May 2017

Dear _____ [name of person]

Hello! How're you? How's the weather there? It's extremely warm here. I hope you and everyone else is doing well.

I'm very busy here with _____. There's a lot of work to be done. Time is extremely precious. I cannot wait to meet

I'll be coming to _____ for a conference/wedding/meeting. We have to meet up then. Do write back soon. I'm waiting for your reply.

Take care,

Love,

_____ (Name)

Exercise: following the above format, write a letter to your friend telling your experiences in study practices.

UNIT FOUR: WATER

4.1. LISTENING SKILLS - The Water Cycle - Listening for details -Extracting main ideas

4.2. READING COMPREHENSION - The Tale of a Tap

Now read the text and answer the questions below.



The tale of a tap

1 A few weeks ago I woke in the morning as usual with a light heart and a foggy head and, as usual sang out for my cup of tea.

My wife sang out equally cheerfully that sorry, this morning there was to be no tea because there was no water.

5 "What?" I said.

"There is hardly any water anywhere," she said. "Not in the whole town. According to the radio, the pipes have burst."

Determined to do something about the situation, I phoned the water department and after a lot of 10 humming and hawing, I was told that there was still some water in taps at ground level, but that there would not be sufficient pressure to take the water up to us on the second floor.

There was a tap in our yard. "Quickly," I told my wife, "bring out all the jerry cans and buckets we have got." She stood there staring at me with a hard look. "What jerry cans are you talking about? As 15 for buckets, the only bucket we have has a hole in the bottom because you insist on playing the drums on it." So I dashed off to the hardware store to buy three large jerry cans and rushed home.

I went straight back to the yard tap which had been left open and was now trickling precious water away. Out of the corner of my eye I saw Third Floor bearing down like an angry buffalo, eyes fixed 20 on the tap and water containers banging about his knees.

We were on a collision course but there was nothing we could do. We closed like a couple of old tankers and both of us went down in a tangle of arms and legs, our utensils going everywhere. By the time we had disentangled ourselves, sorted out our containers and tossed for first go at the tap, the 25 stream of water had died down to a trickle. When we reached the tap, it gave a gurgle and then a hiss. Fortunately, before we could leap at each other's throats, a friendly woman looked into the yard and told us that water could be had from the well in the mosque nearby. The only trouble with this news, as with all news, is that by the time it reaches me, it has already reached half the town.

30 The mosque was packed with sweating, bad-tempered humanity armed with a variety of containers and utensils. The focus of everybody's attention was the solitary tap connected to the well and the large, scowling individual who had control over the hose pipe that was fitted to it. He was directing this hose pipe to a gross or so of debes that his helpers kept bringing up to be filled.

35 We were all waiting for him to finish filling his containers before making an assault on the hose pipe. The chance came sooner than I expected. One of his helpers had been filling his debe without undoing the top and the scowling man, noticing this, let go the hose pipe to personally unscrew the top.

I dived for the pipe. So did all the other human beings. Somehow I survived and what is more, 40 me out of the crush still clutching the hose pipe. I stuffed the end into the first opening. This opened to be my neighbour's open mouth but fortunately I realised my mistake before I had properly drowned him.

Eventually, after a fierce struggle and a rich harvest of bruises, I pulled myself from the mass with 45 Jerry can full of water and directly proceeded home with it. I laid the full can proudly before my wife and still breathing heavily from the experience, waited for her praise.

"Only one little can! Why it's not enough to fill the basin and wash the children's clothes with," were the sweet words which greeted my triumph.

50 "Oh it is," I said, getting heated. "It's enough to fill three basins, four basins if you like . . ." and demonstrate my point, I tipped the water into the sink. "Stop!" screamed my wife, "the plug isn't in!" All the water is going down the drain!" It was too late. Three-quarters of the water was gone. I 55 beat myself on the head with the can and the rest of the water gushed out leaving me drenched me to my shoes.

"You are wasting all the water," said the woman I am married to. I didn't say anything. I just stared at her and then we kissed and made up; but from the day the water stopped flowing, we have never again taken anything for granted.

From a story by Malimoto in *Drawn* magazine.

Choose the best answer to each of the following.

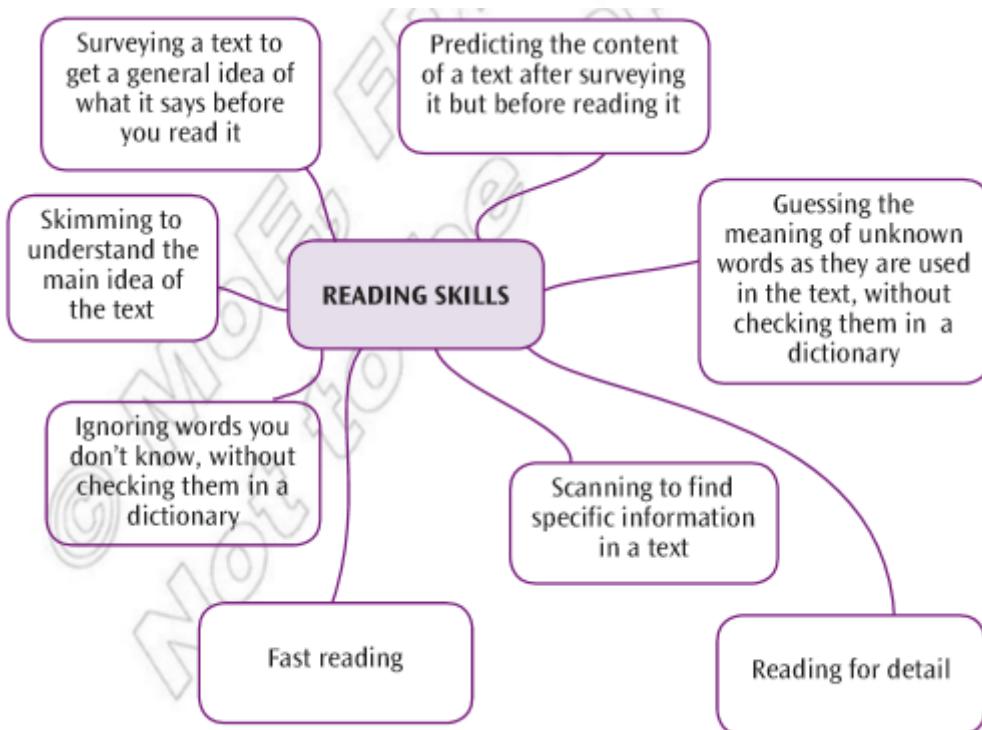
- 1 From this text we can tell that the writer;
 - a lives in a hut.
 - b lives in a house.
 - c lives in a block of flats.
 - d lives on the ground floor.
- 2 The writer went to the tap in the yard because;
 - a the well in the mosque was too crowded.
 - b it was the nearest available water supply.
 - c he wanted to get there before his neighbour.
 - d there would not be any water upstairs for a short time.
- 3 The writer didn't want to go to the well in the mosque because;
 - a it was too far away.
 - b it was far too crowded.
 - c he wasn't a Moslem, and felt he could not use it.
 - d he was afraid of the large man in charge of the hose-pipe.
- 4 When the large, scowling man dropped the hose pipe;
 - a everyone tried to grab it at once.
 - b the writer's neighbour got it first.
 - c the writer immediately picked it up.
 - d the writer was unable to get hold of it.
- 5 When he got home with a Jerry can full of water, his wife;
 - a greeted him triumphantly.
 - b was very happy to see him.
 - c was very pleased to see that he had managed to get some water.
 - d was disappointed at the small amount of water he had obtained.

Write clear, brief but complete, answers to the following questions. Do not write notes; write in full sentences.

- 1 Who was 'Third Floor' and why does the writer compare him to an 'angry buffalo'.
- 2 Explain in one sentence how the writer managed to get the hose pipe from the 'large, scowling individual'.
- 3 Find three expressions in paragraphs 3-7 that mean 'to move quickly'.

Explain the following in your own words.

- 1 a light heart (line 1)
- 2 a foggy head (line 1)
- 3 humming and hawing (line 9)
- 4 out of the corner of my eye (line 19)
- 5 on a collision course (line 21)
- 6 tossed for first go (line 24)
- 7 gurgle (line 25)
- 8 humanity (line 29)
- 9 the crush (line 39)
- 10 taken anything for granted (line 55)



4.3. SPEAKING

Expressing regrets (Wish)

I wish

- a To express your wishes for the present and future

I wish I were good at maths (but I am not good at maths).

Don't confuse wishes and hopes. Hopes are possibilities, while most wishes are impossibilities.

Compare:

I hope I become a doctor. (It may be difficult, but I may do it)

I wish I could be a doctor. (I'm going to do something else as this is not possible).

- b To express your wishes and regrets about the past

I wish I had studied harder for the test. (but I didn't study hard)

When we express a wish, we are talking about an unreal or even impossible situation. For this reason, the tense of the verb changes, but that does not mean the time has changed. It means that the verb is expressing something unreal.

Example, *I wish I were good at maths* is talking about the present, not the past.

Note: We usually say *I wish I were ...* but we can also say *I wish I was*. (This is also the case in some conditional sentences: *If I were you I wouldn't do that*.)

Make sentences in the way indicated so that they have the same meaning as the original sentences.

Example: *It's raining, so we can't go to the match.*

I wish it weren't raining so we could go to the match.

a It's a pity there is no secondary school in my village.

I wish ...

b We don't have enough time to prepare for the exam.

c We don't see each other very often because you don't live near my house.

d I can't watch TV because I've got too much homework to do.

e I didn't go to your party.

f I haven't finished my homework so I can't go out.

Work with a partner.

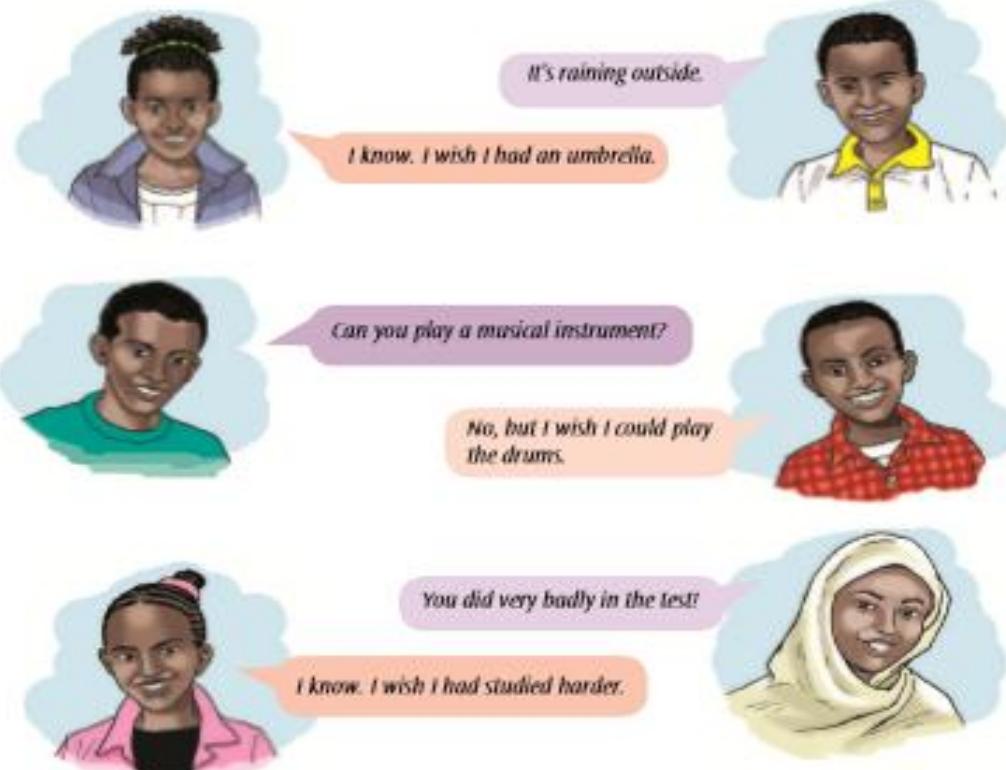
a Make three wishes for your own life.

Example: *I wish I were taller.*

b Make three wishes for Ethiopia.

c Express three regrets about your past.

More on expressing regrets



We use *I wish + I + past simple* to talk about things that we regret, which are not as we would like or as we dream of, for example:

I wish I lived nearer the school.

I wish I could speak French.

Note: when we use *I wish + the verb to be*, *were* is often used instead of *was*. For example:

I wish I were taller.

I wish my sister were closer to me in age.

We use *I wish + I + past perfect* to talk about things which we regret about the past. For example:

I wish I hadn't spoken unkindly to my best friend yesterday when we had an argument.

Complete the sentences with the correct forms of the verbs in brackets.

- 1 I'm thirsty! I wish we (have) some money for a cool drink.
- 2 You dance so well. I wish I (can dance) like you.
- 3 When we go running, I am always the last. I wish I (can run) faster.
- 4 Oh dear! My maths book isn't in my bag. It must be at home. Mr Tefera will be angry with me! I wish I (not forget) to bring it today.
- 5 My silver earnings would go very well with this dress. I wish I (not lost) them.
- 6 Melesse is absent from school today and I need to speak to her. I wish she (to be) here.

Complete these sentences in ways that are true for you.

- 1 I wish I had ...
- 2 I wish I could ...
- 3 I wish I didn't ...
- 4 I wish I hadn't ...
- 5 I wish I were ...

4.4. GRAMMAR

4.2.1. Like and as

'Like' and 'as' can be used as prepositions or conjunctions to compare and connect things. To talk about similarities, we use 'like'. To talk about a role or purpose, we use 'as'.

'Like' has many meanings. Here we will focus on its use as a preposition or conjunction. We can use like as a preposition meaning 'similar too' - (like + noun/pronoun)

- She looks like her mother.
- When it snows it feels like Christmas.
- This tea tastes like cinnamon.

We can sometimes use like as a conjunction. It can take the place of 'as' in an informal way.

- (like + clause)

- Nobody can play the piano like she can. (Inf.)
- Nobody can play the piano as she can. (F.)

We can only use 'like' with the following verbs: seem, taste, feel, look, smell and sound.

- These biscuits taste like raspberry jam.
- That woman looks like a famous actress.

'As' can be used as a preposition or a conjunction. We can use as (preposition) to discuss a role or purpose. - (as + noun)

- She works as a teacher
- I was hired as a graphic designer.
- You can use your phone as a calculator if you need to.

We can use as (conjunction) to discuss an event that is happening while another event is in progress.

- I arrived to the party just as my friend was leaving.
- I sat down in my chair as the class began.

4.2.2. Quantifiers

Some and **Any** are used before plural nouns and uncountable nouns to talk about an indefinite quantity:

EXAMPLE: Some letters any letters

Some money any money

Some is used in affirmative sentences.

EXAMPLE: - There are some letters for you.

- I've got some money.

Some is used in questions when we want to encourage people to say 'yes'; for example in requests and offers.

EXAMPLE: - Can you let me have some paper?

- Would you like some more tea?

- Have you got some paper I could have, Please?

Any is used in negative and question form.

EXAMPLE: - Are there any new stories in your store.

- Is there any tea in the cupboard?

- I don't have any new stories for you.

- There isn't any tea in the cupboard.

Any is used after words with negative meaning such as without, never, seldom, rarely, hardly.

EXAMPLE: - I found a taxi without any trouble.

- You never do any homework.

- There are hardly any eggs left.

We use **much** and **many** mostly in question and negative. Much is used with uncountable nouns, and many is used with countable plural nouns.

EXAMPLE: - Is there much rice left?

- We haven't got much rice left.

- Has he got many books?

- He hasn't got many books.

Note: We often use much and many in affirmative sentences after too, as, so and very.

EXAMPLE: - Take as much milk as you want.

- I've got so many jobs to do today.

- We enjoy the party very much.

- We've got too much milk.

In affirmative sentences, we normally use **a lot (of)**, **lots (of)** and **plenty (of)**, **not much** and **many**. We use **a lot (of)**, **lots (of)** and **plenty (of)** with both uncountable nouns and plural nouns.

EXAMPLE: - We've got a lot of milk. (Not: We've got much milk.)

- He's got a lot of / plenty of books. (Not normally: He's got many books.)

Little and **few** without **a** are more negative ideas. **Little** means "not much" or "almost no". **Few** means "not many" or "almost no".

EXAMPLES: There is little work to do.

The exam is difficult, and few students passed it. (almost no student)

We use a little to express positive ideas with uncountable nouns. It means “a small amount, but some”.

EXAMPLES: There is still a little work to do.

I have a little sugar in the jar.

We use a few to express positive ideas with plural nouns. It means “a small number, but some”.

EXAMPLE: A few students passed the entrance exam.

There are a few people in the meeting hall.

EXERCISE: Circle the correct answers.

1. There aren't some / any help.
2. Do you know some / any Americans?
3. We need some / any more coffee.
4. She's got some / any interesting friends.
5. I didn't have some / any breakfast today.
6. He hasn't done some / any work for ten years.
7. Have you got some / any brothers and sisters?
8. I'm having some / any problems with my car.
9. Are there some / any restaurants near here?

EXERCISE: Choose the correct item.

1. Have got _____ friends?
A) many B) much C) a lot of
2. There are _____ people in the room.
A) much B) a little C) a lot of
3. Can I have _____ sugar, please?
A) a few B) a little C) little
4. How _____ oranges are on the table?
A) many B) a few C) much
5. How _____ money has Fred got?
A) many B) little C) much
6. There are _____ monkeys at the zoo.
A) much B) a few C) a little.

4.2.3. Articles -a, the, an

There are three **articles** in the English language: *a*, *an*, and *the*. They are placed before nouns and show whether a given noun is general or specific.

Examples of Articles:

I want *a cheeseburger*. (It could be any cheeseburger.)

I could use *an apple*. (It could be any apple.)

I need *the notes* that I wrote in class! (The speaker is talking about specific notes.)

Using Indefinite Articles

When you want to speak generally about a singular noun, use *a* or *an* before it. In each of the following examples, there is not one specific kind of *bird*, *rock*, or *apple* that the speaker is thinking of, so the article *a* or *an* is placed before the italicized noun.

To decide between when to use *a* and when to use *an*, think about the initial sound of the noun that follows the article. Use *a* when the noun begins with a consonant sound (*a map*); use *an* when the noun begins with a vowel sound (*an otter*). Consider the following examples.

I would love to have *a pet bird*. (It doesn't matter what kind of bird.)

I feel like grabbing *a rock* and throwing it into the ocean. (It could be any rock.)

You look like you could use *an apple*. (It could be any apple.)

Using the Definite Article

While *a* and *an* are used for nouns that are general, *the* is used for nouns that are known by you and the person you are speaking to. In the following examples, you will notice that *the* is used regardless of whether or not the noun is plural or uncountable (unlike *a* or *an*).

I have an apple in my bag. *The apple* is red.

Can you please give me some water? Thanks for giving me *the water*.

You know *the Spanish textbook* I gave you the other day? Can I please have it back?

EXERCISE: Introduce the following nouns with *a*, *an*, *the*, or no article.

1. I could really use __ sandwich right now.
2. I always add __ sugar and __ milk.
3. If I add __ sugar and __ milk, then I have __ best cup of coffee I could ask for.
4. I have __ pencil in my hand, and __ pencil is blue.
5. I go to __ school in San José. __ school is San José State University.
6. I am taking __ exam right now. __ exam is quizzing me on articles.
7. There are three articles in English. __ articles are *a*, *an*, and *the*.

EXERCISE: Introduce the following nouns using *a*, *an*, or no article.

1. I have __ pet beetle. His name is Bubba.
2. I am really craving __ milk right now.
3. I made __ new friend today.
4. __ Debre Berhan University is great!

4.2.4. Linking words

A conjunction is a word that connects elements of a sentence, such as words, phrases, or clauses. The three types of conjunctions are: subordinating conjunctions, coordinating conjunctions, and correlative conjunctions.

SUBORDINATING CONJUNCTIONS

Subordinating conjunctions break sentences into word clusters called dependent (or subordinate) clauses. Dependent clauses cannot stand alone and must be connected to an

independent clause to make a complex sentence. Subordinating conjunctions connect the dependent clause to the independent clause. The following are Common Subordinating conjunctions.

After	If only	Unless
Although	In order that	Until
As Now	that	When
As if	Once	Whenever
As long as	Provided	Where
As though	Rather than	Whereas
Because	Since	Wherever
Before	So that	Whether
Even if	That	While
Even though	Though	Within
If	Without	Besides

EXAMPLES:

We can go to the beach **when** it opens in June.
The baby always cries **whenever** his mother leaves the room.

COORDINATING CONJUNCTIONS

Coordinating conjunctions are single words that connect similar parts of a sentence, such as adjectives, nouns, and clauses. The acronym FANBOYS is often used to refer to coordinating conjunctions. **For, And, Nor, But, Or, Yet, So**

EXAMPLES:

Martha does not want an orange **nor** a banana.
John could not find her notes, **so** she could not study for her test.
Her dress was blue **and** purple.

CORRELATIVE CONJUNCTIONS

Correlative conjunctions connect similar parts of a sentence, such as adjectives, nouns, and clauses. However, unlike coordinating conjunctions, correlative conjunctions are combinations of coordinating conjunctions, not only a single word. They always come in pairs and link grammatically equivalent items.

As...as	Both...and	Either...or
Neither...nor	Not only...but also	Not...but
Whether...or		

EXAMPLES:

Both the teacher **and** the students attended the meeting.
Nardos wants to go to **either** Debre Berhan University **or** Addis Ababa University.

EXERCISE: Use the following conjunctions to complete the sentences.

(and, but, or, yet, therefore, otherwise, either or, neither nor, not only but also, so ... that, as as, both and, as if, while, as soon as, before, though, although, after, when, where, why, how, still, till, unless, until, if, because, since)

1. _____ he is a busy, he spends time with his family.
2. She is _____ intelligent _____ hard working.
3. Rahel will play today _____ he gets a chance.
4. You can't succeed _____ you work hard.
5. We must reach there _____ anyone else.
6. Sam is _____ a fool _____ a stupid.
7. I fell asleep _____ I was watching TV.
8. He is _____ intelligent _____ hard working.
9. Samuel was eating food _____ the postman arrived.
10. I was very angry, _____ I didn't argue.
11. She was unhappy, _____ she was rich.
12. I like him very much _____ he is my best friend.
13. I can't believe you _____ you speak the truth.
14. Lemma is _____ tall _____ Sweaty.
15. We don't know _____ Suma failed in the examination.
16. Suresh is clever _____ proud.
17. I can't attend the meeting _____ I am suffering from fever.
18. This is the village _____ I lived in my childhood.
19. Nardos is _____ kind _____ humble.
20. You better keep quiet _____ you will be sent outside.

4.5. WRITING - Saving Water in Ethiopia (Paragraph writing)

Write two to three paragraphs (not more than one side of a page) about the best water conservation method or methods;

- **EITHER for your region or town**
- **OR for Ethiopia as a whole.**
- Draw on the information in the Reading text B 8.8 and work you have done in this unit on water shortage.
- You can also draw on other sources and your own ideas, if you wish.
- Describe the method or methods you are recommending and explain why they will bring benefits.
- Make a plan of your main points and supporting points.
- Write a first draft and check it carefully before writing a final version.

UNIT FIVE: FAMILY LIFE

5.1. LISTENING SKILLS - A Father's Voice - Listening for details - Note Taking – Vocabulary in context

5.2. GRAMMAR

5.2.1. Talking about the future; Going to (future form)

USE

We use going to when we talk about our plans for future.

- I am going to visit my parents tomorrow.

We also use going to when we want to make prediction based on an evidence we can see now.

- Look at the clouds. It is going to rain.

STRUCTURE:

Affirmative: (pro) noun + am, is, are + going to + verb

- It is going to rain.

Negative: (pro) noun + am, is, are + not + going to + verb

- It isn't going to rain.

Question: Am, is, are + (pro) noun + going to + verb

- Is it going to rain?

Short answers.

- Yes, it is. Or, No, it isn't.

The structure of using going to in future tense is: subject + form of “to be” (am/is/are) + going to + base of a verb. I am going to travel to Ireland for vacation next month. He is going to feel sad if you don't invite him to the party. They are going to go to his parents' house.

We're going to go to Paris = “We're going to go to Paris.” You can also use will to talk about definite plans that will happen in the future. “Next year we will stay at home rather than go on holiday.”

Future plans

Use ‘going to’ to talk about your plans for the future — things you have decided to do:

What are you going to do on Saturday? (= What are you planning to do on Saturday?)

You can use “I'm going to go to...” — or simplify it to “I'm going to...”.

- I'm going to do these exercises

Degrees of probability

1. EASY

Probability

You can also use will to talk about probability. It's often used with the phrases “I'll definitely...”, “I'm sure I'll...”, “I'll probably...”, “I think I'll...”, “Maybe I'll...”:

I'll probably go to the cinema tomorrow night.

2. MEDIUM

Remember

Use “going to” to talk about future plans.

- I'm going to have a party to celebrate my fortieth birthday.

Use the present continuous to talk about future arrangements.

- I'm having a big party, so I should book the restaurant and send out invitations soon.

"Use "will" for spontaneous decisions and to show probability.

- "I think I'll have a party at my local Italian restaurant."

Emphasize Future Intentions and Plans

You can use the future continuous verb tense to talk about future intentions and plans.

- I will be going to Europe this summer. They will be visiting us next month.

Future Continuous Tense Usage; Interrupted Future Actions

You can use the future continuous verb tense to describe future actions that will be interrupted.

- When they get her next week, we will be cleaning the house.
- By the time Susie arrives this afternoon, we will be preparing lunch.
- When we arrive in the USA, we will be taking a road trip.

Actions in Progress at a Specific Time in the Future

You can use the future continuous tense to describe actions that you are in the process of doing at specific times in the future.

- At 6 pm tonight, we will be having Christmas dinner.
- In January, he will be starting a new workout regime.
- Tomorrow, they will be visiting us.

Current Actions that will continue in the Future

You can use the future continuous to talk about things that you are in the process of doing right now and plan to continue doing in the future.

- Don't worry, we will still be playing video games by the time you get back.
- They will be studying all day.
- We will be learning about that subject all year in class.

To Politely Ask About the Future

You can use the future continuous tense to ask polite questions about the future.

- Will you be helping us with the cleaning?
- Will they be coming to the party with us?
- Will she be cleaning the dishes?

Emphasize Future Intentions and Plans

You can use the future continuous verb tense to talk about future intentions and plans.

- I will be going to Europe this summer.
- They will be visiting us next month.
- Frank will be helping us tomorrow with the move.

Describe the Atmosphere in the Future

You can use the future continuous to describe the situation and atmosphere of a situation in the future.

- When we get to the library, everybody will be studying for finals.
- When Susie gets here, we will all be hiding in anticipation to surprise her for her birthday.

- When they get here, we will be celebrating graduation from university.

How do you talk about future in present continuous?

- We can use the present continuous to talk about future arrangements.
- I'm visiting my friend tomorrow.
- We aren't going to school today. ...
- I'm having a party for my birthday.
- My brother is staying home tonight. ...
- Are you playing badminton tomorrow?

Structure of future continuous tense

Like the present continuous tense and the past continuous tense, the future continuous tense consists of two helping verbs – '**will**' and '**be**' followed by the past participle form of the main verb. The past participle of the main verb can be formed by adding an '**ing**' to the end of the verb.

Simple future tense, also known as the future tense with will, is one of the ways to talk about future events in the English language.

- We will travel to Argentina next month. Will travel is the verb travel put in the simple future tense.
Will + Infinitive – Simple Future in English Grammar

Construction and Conjunction

Rule 1: To form simple future tense with will, we follow the structure will + infinitive form of the verb. The conjugation of the future simple with will is the same for all forms.

Here's an overview of the positive, negative and interrogative conjugation of the future simple tense in English:

Positive I will sing

Negative You will not sing

Question Will they sing? all forms are the same for both singular and plural

Note: In spoken and informal written English, we can use contractions in simple future - short forms of pronouns or verbs with the word not. Here's how to create them:

Long Form; will and will not

Contraction: 'll and 'll / won't

Example; they'll and they'll not / they won't

Usage

Rule 2: We can use the simple future tense with will to express a spontaneous decision.

Example

- Let's go, I will show you the best viewing point in the city. Here, simple future tense with will is used to express a spontaneous decision to go somewhere.

Rule 3: We can use the simple future tense with will to express an opinion, hope, uncertainty, or assumption regarding the future.

- You won't finish this essay in one day.

The simple future tense with will is used to express **an assumption**.

Rule 4: We can use the simple future tense with will to express a promise.

- I will finish this essay till tomorrow morning.

The simple future tense with will is used to express a **promise**.

Rule 5: We can use the simple future tense with will to express an **offer or request**.

- Will you help me with cooking?

The simple future tense with will is used to express a **request**.

We use the simple future tense with will to form the **first conditional**.

- If it rains tomorrow, we will cancel our picnic.

FUTURE PLANS USING 'BE GOING TO'



EXERCISE: Construct sentences based on the information in the table.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	doctor's appointment	meet with boss	return library books	attend conference	go to gym
Afternoon	buy groceries for the week	go to gym	go to gym	attend conference	buy food for party
Evening	movie with Dave	do work reports	dinner with girlfriends	do the ironing	dinner with parents

Example: What is Biruk going to do on Sunday morning?

He's going to visit her grandmother.

1. _____
2. _____
3. _____
4. _____
5. _____

5.2.2. Sentence Types and Functions

Choosing what types of sentences to use in an essay can be challenging for several reasons. The writer must consider the following questions: Are my ideas simple or complex? Do my ideas require shorter statements or longer explanations? How do I express my ideas clearly?

What Is a Sentence?

A sentence is a complete set of words that conveys meaning. A sentence is composed of one or more clauses. A clause contains a subject and verb. A sentence can communicate

- A statement (I am studying.)
- A command (Go away.)
- An exclamation (I'm so excited!)
- A question (What time is it?)

Independent and Dependent Clauses

There are two types of clauses: independent clauses and dependent clauses. A sentence contains at least one independent clause and may contain one or more dependent clauses.

An independent clause (or main clause)

- Is a complete thought.
- Can stand by itself.

A dependent clause (or subordinate clause)

- Is an incomplete thought.
- Cannot stand by itself.

You can spot a dependent clause by identifying the subordinating conjunction. A subordinating conjunction creates a dependent clause that relies on the rest of the sentence for meaning. The following list provides some examples of subordinating conjunction

After, as, before, if, though, while, unless, although, because, even though, since, when, until, whereas.

Examples on Independent and Dependent Clauses

Independent clause: When I go to the movies, I usually buy popcorn.

Dependent clause: When I go to the movies, I usually buy popcorn.

Independent clause: I don't like the ocean because sharks scare me.

Dependent clause: I don't like the ocean because sharks scare me.

Different Types of Sentences

Sentences are divided into **four categories: simple sentences, compound sentences, complex sentences, and compound-complex sentences.**

Simple Sentences

A simple sentence contains one independent clause.

- Johnny rode his bike to school.
- Who is your best friend?
- She ate her lunch, took a walk, and went back to work.

Compound Sentences

A compound sentence contains two independent clauses. A coordinating conjunction (for, and, nor, but, or, yet, so) often links the two independent clauses and is preceded by a comma.

- She wanted to go on vacation, so she saved up her money.
- I like apples, but my sister loves bananas.
- Tim loves to read, and he also loves to hike.

Complex Sentences

A complex sentence contains one independent clause and one or more dependent clauses. A complex sentence will include at least one subordinating conjunction.

- She went to class even though she was sick.
- As John was arriving to work, he realized he forgot his lunch.
- While I enjoy classical music, I prefer rock and roll because I play the drums.

Compound-Complex Sentences

A compound-complex sentence combines complex sentence and compound sentence forms. A compound-complex sentence contains one or more independent clauses and one or more dependent clauses.

- Although she felt guilty for missing her friend's birthday, she took her out to dinner the next day, and they had a great time.
- I try to eat healthy food, but because fast food is so convenient, I cannot maintain a healthy diet.
- If he got the job, he would have to commute 50 miles to work, so he decided the job was not worth it.

Functional Purposes of each Type of Sentence

Because each type of sentence can serve various functions, the writer should use the type of sentence that best communicates the purpose of his or her idea.

Choose the sentence type that will most clearly and accurately convey the logic of your idea.

Functions of Simple Sentences

Use simple sentences when presenting a limited amount of information. Although simple sentences may be shorter, they are not any less academic than other sentence types.

- ✓ **To declare a direct statement**
 - First, I will give background information about my project. This conclusion is supported by extensive evidence.
- ✓ **To display a simple list**
 - The researchers created their hypothesis, conducted some tests, and drew their conclusions.
 - My evidence comes from journal articles, periodicals, and books.

- ✓ **To give concise directions**
- Please consider my application for the internship.
- Turn to Table 1 in the appendix. To ask a question
- What is the true meaning of the poem?
- What will this study mean to medical research in a decade?

Functions of Compound, Complex, and Compound-Complex Sentences

Compound, complex, and compound-complex sentences can serve similar purposes. The writer can tailor the amount of information he or she provides by adding independent and dependent clauses to simple sentences.

- ✓ **To combine similar ideas**

Compound: Recycling is an effective way of helping the environment, and everyone should recycle at home.

Complex: Since recycling is an effective way of helping the environment, everyone should recycle at home.

Compound-Complex: Since recycling is an effective way of helping the environment, everyone should recycle at home; we can all work together to protect our planet.

- ✓ **To compare or contrast ideas**

Compound: Van Gogh was a talented and successful artist, but he had intense personal issues. **Complex:** Although he was a talented and successful artist, Van Gogh had intense personal issues.

Compound-Complex: Although he was a talented and successful artist, Van Gogh had intense personal issues; indeed, many say his inner turmoil contributed to his beautiful art.

- ✓ **To convey cause and effect or chain of events**

Compound: The researchers did not come to the correct conclusion, so they restructured their hypothesis.

Complex: Since the researchers did not come to the correct conclusion, they restructured their hypothesis.

Compound-Complex: Since the researchers did not come to the correct conclusion, they restructured their hypothesis, and they will attempt the experiment again.

- ✓ **To elaborate on a claim or extend reasoning**

Compound: Cell phones should not be permitted in class, for they distract students and teachers.

Complex: Since cell phones distract students and teachers, they should not be used in class.

Compound-Complex: Since cell phones distract students and teachers, they should not be used in class, and I encourage faculty to forbid their use.

EXERCISE 1

Identify the sentence type. Circle any coordinating or subordinating conjunctions.

Underline independent clauses once and dependent clauses twice. Then, explain what function the sentence is performing.

1. Harry Potter was rejected from many publishers before J.K. Rowling found success.

Sentence type: _____

Function: _____

2. Even though the patients showed various symptoms, the clinical study found that lack of sleep contributes to the inability to focus, irritability, and poorer health.

Sentence type: _____

Function: _____

3. More and more students are relying on online databases to find sources.

Sentence type: _____

Function: _____

4. The business analysts proposed higher numbers for next quarter, and they expect to exceed those numbers the following quarter.

Sentence type: _____

Function: _____

5. Homeless teens face intense obstacles, but when it comes to schooling, they do have the chance to receive an education if they enroll in a special program.

Sentence type: _____

Function: _____

EXERCISE 2

Practice composing your own sentences given the information provided. Consider what sentence type will be best to express the information.

1. You are telling the reader about three important qualities of a character in a book.

Sentence:

2. You are showing both sides of an argument.

Sentence:

3. You are wondering about the types of resources available to students at SJSU.

Sentence:

4. You are describing a sequence of events.

Sentence:

5. You are providing extensive detail about a particular event.

Sentence:

5.2.3. Verb patterns -verbs followed by gerund and infinitives

In English, if you want to follow a verb with another action, you must use a gerund or infinitive.

EXAMPLE: We resumed talking. (gerund – verb + ing)

I want to see a movie. (infinitive – to + base verb)

There are verbs followed by a gerund or infinitive with a change in meaning. Consider the following examples.

forget

I forgot to meet him.

(I didn't meet him because I forgot to do it.)

I forgot meeting him.

(I don't have the memory of meeting him before.)

go on

He went on to learn English and French.

(He ended one period of time before this.)

He went on learning English and French.

(He continued learning the languages.)

quit

She quit to work here.

(She quit another job in order to work here.)

She quit working here.

(She quit her job here. She doesn't work here anymore.)

regret

I regret promising to help you.

(I'm sorry that I made the promise.)

I regret to tell you that we can't hire you.

(I'm telling you now, and I'm sorry.)

remember

She remembered to visit her grandmother.

(She didn't forget to visit.)

She remembered visiting her grandmother.

(She had memories of this time.)

stop

I stopped to call you.

(I interrupted another action in order to call you.)

I stopped calling you.

(I stopped this activity. Maybe we had a fight.)

try

I tried to open the window.

(I attempted this action but didn't succeed.)

I tried opening the window.

(This was one option I sampled. Maybe the room was hot.)

The following table shows the distribution of some verbs followed by gerund or infinitive.

Verb + Gerund	Verb +Preposition +Gerund	Be +Adjective +Preposition +Gerund	Verb + Infinitive	Verb +Infinitive or Gerund
I advise studying gerunds.	I have adapted to living in the U.S.	I am capable of learning English grammar.	I aim to master the infinitive.	I began learning English 10 years ago. I began to learn English 10 years ago.
acknowledge admit advise anticipate appreciate avoid consider defend defer delay deny detest discuss dislike endure enjoy escape excuse feel like finish go imagine involve keep mention mind (object to) miss	adapt to adjust to agree on apologize for approve of argue about ask about believe in blame for care about complain about consist of decide on depend on disapprove of discourage from engage in forgive for give up help with inquire about insist on interfere with keep on look forward to object to participate in	be accustomed to be afraid of be angry about be ashamed of be capable of be certain about be concerned with be critical of be discouraged from be enthusiastic about be familiar with be famous for be fond of be glad about be good at be happy about be interested in be known for be nervous about be perfect for be proud of be responsible for be sad about be successful in be suitable for	agree aim afford appear arrange ask care choose claim consent dare decide decline demand deserve desire expect fail guarantee happen hope intend know learn manage need offer	attempt begin can/can't bear can/can't stand cease continue forget go on hate like love neglect prefer regret propose remember see start stop try
omit postpone practice prevent quit recall recollect recommend regret	persist in plan on prepare for profit from prohibit from put off result from succeed in suffer from	be tired of be tolerant of be upset about be used to be useful for be worried about	plan pledge prepare pretend promise refuse resolve seem tend	

EXERCISE 1: Fill in the correct form of the verb in bracket.

1. I can't imagine _____ at home. (work)
2. We have decided against _____ a new car. (buy)
3. She seems _____ her new job. (like)
4. The students hope _____ the exam. (pass)
5. He won't go by plane. He is afraid of _____. (fly)
6. I am lazy. I don't feel like _____ any work. (do)
7. Remember _____ the letter. Otherwise they won't get it by Saturday. (post)
8. Have you ever learned how _____ such a plane? (fly)
9. They were too lazy _____ out with us. (go)
10. I always enjoy _____ to my grandfather. He always tells me great stories. (talk)
11. I'm very interested in _____. French. (learn)
12. My pen friend is coming next Friday. I'm really looking forward _____ her. (meet)
13. Don't you mind _____ away from your family for such a long time? (be)
14. The children promised _____ back by nine. (be)
15. I wanted to go alone but Joe insisted on _____ with me. (come)
16. Tom offered _____ me home. (bring)
17. Why not _____ a weekend in Scotland? (spend)
18. I'm sorry I can't come to your party but thank you for _____ me. (invite)
19. Our neighbours apologized for _____. such noise. (make)
20. Paris is always worth _____. to. (travel)
21. I'm sure I gave him back the money. I remember _____ it back to him. (give)
22. She eventually managed _____. her bike. (repair)
23. Would you like _____ a cup of coffee? (drink)
24. There's no point in _____. the matter. He has already made his decision. (discuss)
25. I prefer _____ to skiing. (snowboard)
26. Do you mind _____ Anita to the doctor? (bring)
27. It is difficult _____. him. (understand)
28. We had difficulties _____. your house. (find)
29. They decided _____. Tennis in the afternoon. (play)
30. We expect him _____. us on Sunday. (join)

EXERCISE 2: Circle the correct option to complete these sentences.

1. I'm really looking forward **to seeing you / to see** you at the weekend.
2. I promise not **to tell anyone / telling anyone**.
3. I must remember **to call Dad / calling Dad** on his birthday.
4. The thing I most enjoy **to do / doing** at the weekend is sleeping.
5. Do you remember **to come here / coming here** when you were two?
6. You can't pretend **to be eighteen / being eighteen** – you only look twelve!
7. What do you want **to give Mum / giving Mum** for her birthday?
8. I need to stop **doing my homework / to do my homework** late at night; I keep making terrible mistakes!

5.3. READING COMPREHENSION - My Family - A Childhood Memory

The text below comes from *The African Child* by Camara Laye. It is his autobiographical account of growing up in a village in Guinea, in West Africa. His father was a goldsmith and had a workshop. He employed a number of apprentices – young boys who were learning the craft – and they lived in the family compound. Read the text and answer the questions below.

In the morning when, after some persuasion, we rose, we found the breakfast ready. My mother awoke at dawn to prepare it. We all sat around the great steaming dishes: my parents, sisters, brothers, and the apprentices. There was one dish for the men, and another for my mother and my sisters.

It would not be exactly right for me to say that my mother presided over the meal: my father presided over it. Nevertheless, it was the presence of my mother that made itself felt first of all. Was that because she had prepared the food, because meals are things which are mainly a woman's business? Maybe. But there was something more: my mother, by the mere fact of her presence, and even though she was not seated directly in front of the men's dish, saw to it that everything was done according to her own rules; and those rules were strict.

Thus it was forbidden to cast my gaze upon guests older than myself, and I was also forbidden to talk: my whole attention had to be fixed on the food before me. In fact, it would have been most impolite to chatter at that moment. Even my younger brothers knew that this was no time to jabber: this was the hour to pay honour to the food. Older people observed more or less the same silence. This was not the only rule: those concerning cleanliness were no less important. Finally, if there was meat on the dish, I was not allowed to take it from the centre of the dish, but only from the part directly in front of me, and my father would put more within my reach if he saw I needed it. Any other behaviour would have been frowned upon and quickly reprimanded. In any case, my portion was always so plentiful that I should never have been tempted to take more than I was given.

When the meal was over, I would say: 'Thank you, Father.' The apprentices would say: 'Thank you, master.' Then I would bow to my mother and say: 'The meal was good, Mother.' My brothers, my sisters, the apprentices did likewise. My parents replied, 'Thank you' to each one of them. Such was the rule. My father would certainly have been offended to see it broken, but it was my mother, with her quicker temper, who rebuked any transgression. My father's mind was with his work, and he left these prerogatives to her.

What is the main point of each paragraph? Match the paragraph numbers on the left with the topics on the right. Note: There are two extra topics that you don't need.

- | | |
|---|---|
| 1 | a Rules of behaviour.
b Other meals of the day. |
| 2 | c What happened first thing in the morning.
d The food that was eaten. |
| 3 | e What happened at the end of the meal. |
| 4 | f His mother's role at the meal. |

| Choose the best option to complete the sentences according to the text.

- 1 At breakfast, the writer:
 - a ate the same as everyone else.
 - b ate the same as the other men.
 - c ate the same as the other children.
- 2 His mother:
 - a did not sit at breakfast with the family.
 - b sat among the men at breakfast.
 - c supervised the meal.
- 3 While they were eating:
 - a the children did not speak to the adults.
 - b only the adults could speak.
 - c there was generally silence.
- 4 The writer:
 - a served himself from the meat dish.
 - b served his father from the meat dish.
 - c was served by his father from the meat dish.
- 5 Usually the writer was given:
 - a more food than he needed.
 - b just about enough food.
 - c less food than he wanted.
- 6 At the end of the meal, the children and apprentices gave thanks to their parents because:
 - a both parents expected them to.
 - b their mother expected them to.
 - c their father expected them to.
- 7 The children were told off and punished:
 - a by both their mother and father.
 - b by their mother.
 - c by their father.

Match the words on the left, which are highlighted in the text, with their meanings on the right.

1 dawn	a in the same way
2 presided	b the amount of food for one person
3 mere	c the breaking of a rule
4 strict	d more than enough
5 cast my gaze	e the time of day when light first appears
6 jabber	f told that you have done something wrong
7 frowned upon	g made angry or upset because someone has done or said something which is thought to be rude, unkind or unacceptable
8 reprimanded	h firm, severe
9 portion	i spoke angrily to someone because they have done something wrong
10 plentiful	j disapproved of
11 bow	k to be in charge of a formal meeting or ceremony
12 likewise	l to bend the top part of your body forward in order to show respect for someone
13 offended	m simple
14 rebuked	n a special right that someone has
15 transgression	o look at
16 prerogative	p talk quickly and not very clearly

5.4. SPEAKING - Expressing Opinion

Agreeing and Disagreeing - A Happy Family Life

Next to these headings write as many relevant expressions as you can from the dialogue.

- | | |
|--------------------------------------|-------------------------|
| • Giving an opinion | • Agreeing |
| • Saying you don't have an opinion | • Partly agreeing |
| • Trying to change someone's opinion | • Disagreeing |
| • Asking someone's opinion | • Reaching a conclusion |
| • Interrupting | |

Add these expressions to the relevant groups.

- 1** Personally, I think ...
- 2** Have you considered that ...?
- 3** Maybe
- 4** You can't mean that!
- 5** I absolutely agree with what you have said.
- 6** I'm of the opinion that ...
- 7** I see things differently.
- 8** I really can't say.
- 9** Look at it this way ...
- 10** I'd just like to say ...
- 11** You are right.
- 12** With respect to what you have said, I think ...
- 13** If I may say so, ...
- 14** Well, that's settled then.
- 15** Would you agree that ...?
- 16** That's true up to a point.
- 17** I'm afraid I must disagree with you.
- 18** What's your feeling about this?

5.5. WRITING - Memories - A Formal Letter

Identify the parts of the formal letter in the diagram below. Write the letters into the blank spaces of the letter.

- a** sender's name
- b** receiver's name
- c** body of letter
- d** opening salutation
- e** date
- f** sender's address
- g** sender's signature
- h** closing salutation
- i** receiver's address

The diagram illustrates the structure of a formal letter with the following components:

- 1**: Top right corner (opening salutation)
- 2**: Middle right section (body of letter)
- 3**: Left side (date)
- 4**: Middle left section (body of letter)
- 5**: Bottom left section (body of letter)
- 6**: Large bottom section (body of letter)
- 7**: Far bottom left section (body of letter)
- 8**: Far bottom middle section (body of letter)
- 9**: Far bottom right section (body of letter)

UNIT SIX: UNITED NATIONS

6.1. LISTENING SKILLS - A Lecture on the UN - Listening for details

6.2. SPEAKING – Pronunciation-contractions

Useful language

In natural, spoken English, a lot of verb forms are contracted. This means that they are reduced in some way.

- Main verbs are not usually contracted as they are normally stressed.
- The verb *to be* is not usually stressed, however, and it is often contracted.
So, I am becomes *I'm*.
- Auxiliary verbs and negatives are usually contracted in natural speech.
So, I have had breakfast becomes *I've had breakfast*.
I do not like fish becomes *I don't like fish*.

Note: Auxiliary verbs are not contracted at the beginning of a question or at the end of a sentence.

Have you been to Kenya?

Yes, I have.

Third conditional structures are usually contracted too.

- *had* and *would* are often contracted to *'d* so they sound the same.
- *have* is often contracted in past conditional sentences.
So, If I had ... becomes *If I'd ...*
I would have ... becomes *I'd've ...*
- in the negative, *would* and *had* are not usually contracted, but *have* is.
So, If I had not ... becomes *If I hadn't ...*
I would not have ... becomes *I wouldn't've ...*
- *could have* and *might have* become *could've* and *might've*, and in the negative, *couldn't've* and *mightn't've*.

Examples: *If you'd worked hard, you'd've passed your exams.*

If you'd gone to the party you might've seen my brother.

If I hadn't seen you, I wouldn't've stayed...

Rewrite these sentences, using the full forms of the contracted verbs.

- 1 They're not going to go to the market. *They are not going to go to the market.*
- 2 He's been sleeping. *He has been sleeping.*
- 3 I'd like to see you tomorrow if you're free. *I would like to see you tomorrow if you're free.*
- 4 I'd've come home earlier if I'd known you were ill. *I would've come home earlier if I'd known you were ill.*
- 5 What could he've done in that situation, even if he hadn't been hurt? *What could he have done in that situation, even if he hadn't been hurt?*
- 6 If she'd known she was going to become a nurse, she'd've taken more interest in science at school. *If she'd known she was going to become a nurse, she would've taken more interest in science at school.*

Listen to your teacher reading this dialogue, and complete it with the missing words.

A: Hello Elsa.

B: Hi! How are things? Have you done your homework yet?

A: I'm stuck on writing up the experiment we did in chemistry. If I (1) _____ at the lesson when the teacher went through it, I (2) _____ what it was all about.

B: I was there, but I (3) _____ it very well. If I (4) _____ attention to what the teacher said, I (5) _____ notes.

A: So what (6) _____ do?

B: I don't know. If you come over, I (7) _____ you what I (8) _____ so far.

A: Oh, what shame. If my mother (9) _____ out, I could. But I (10) _____ look after my brothers. Why (11) _____ over here?

B: Okay. I (12) _____ you in about half an hour.

A: Great. Bye for now.

B: Bye.

6.3. READING COMPREHENSION - The United Nations Convention on the Rights of the Child

The United Nations Convention on the Rights of the Child (CRC) is an international statement of the civil, political, economic, social and cultural rights of children. The UN General Assembly adopted the Convention and opened it for signature on 20th November 1989. We have made significant progress in the 20 years since the world made this set of promises to children. But the rights of many millions of children are still being denied. Children still die of easily preventable causes; still lack protection, education, food, shelter and clean water; and still face poverty and discrimination. Much remains to be done.

Skim read the CRC on the next page and identify the articles of the convention that state that a child should have the right to:

- a a name and be registered as a citizen of a country
- b meet with other children and have friends
- c good medical care when he or she is sick
- d compulsory and free primary education
- e free time to play with friends
- f do no work except schoolwork and help sometimes in the home
- g be protected from abuse such as beatings or lack of food.

THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (SIMPLIFIED)

Source: *What Rights?* www.unicef.org

Article 1

Everyone under 18 years of age has all the rights in this Convention.

Article 2

The Convention applies to everyone whatever their race, religion, abilities; whatever they think or say; whatever type of family they come from.

Article 3

All organisations concerned with children should work towards what is best for each child.

Article 4

Governments should make these rights available to children.

Article 5

Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

Article 6

All children have the right to life. Governments should ensure that children survive and develop healthily.

Article 7

All children have the right to a legally registered name, and nationality. Also the right to know and, as far as possible, to be cared for, by their parents.

Article 8

Governments should respect children's right to a name, a nationality and family ties.

Article 9

Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 10

Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

Article 11

Governments should take steps to stop children being taken out of their own country illegally.

Article 12

Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 13

Children have the right to get and to share information, as long as the information is not damaging to them or to others.

Article 14

Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Article 15

Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16

Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 17

Children have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that children can understand...and should not promote materials that could harm children.

Article 18

Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19

Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 20

Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.

Article 21

When children are adopted the first concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born, or if they are taken to live in another country.

Article 22

Children who come into a country as refugees should have the same rights as children born in that country.

Article 23

Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

Article 24

Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.

Article 25

Children who are looked after by their local authority, rather than by their parents, should have their situation reviewed regularly.

Article 26

The Government should provide extra money for the children of families in need.

Article 27

Children have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.

Article 28

Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 30

Children have a right to learn and use the language

and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31

All children have a right to relax and play, and to join in a wide range of activities.

Article 32

The Government should protect children from work that is dangerous, or that might harm their health or their education.

Article 33

The Government should provide ways of protecting children from dangerous drugs.

Article 34

The Government should protect children from sexual abuse.

Article 35

The Government should make sure that children are not abducted or sold.

Article 36

Children should be protected from any activities that could harm their development.

Article 37

Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.

Article 38

Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.

Article 39

Children who have been neglected or abused should receive special help to restore their self-respect.

Article 40

Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

Article 41

If the laws of a particular country protect children better than the articles of the Convention, then those laws should stay.

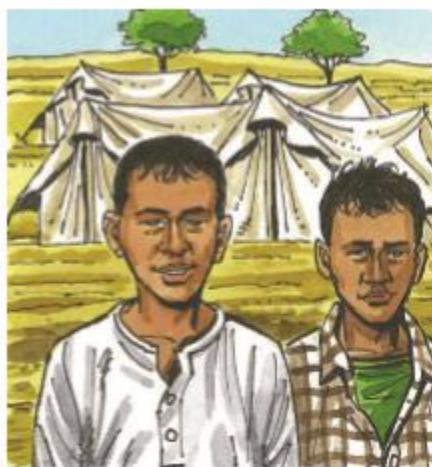
Article 42

The Government should make the Convention known to all parents and children.

Read the following texts about the lives of children in different parts of the world. When you have read the texts, complete the table below with the key points from the texts.

Text A: Joseph and John from Sudan

I have a photograph of my family, when there were four of us living together. When I was 12-years-old, my father ran away because rebel soldiers chased him from our farm. Now he is a refugee. My mother became very sick, thin and tired. She could not care for us. One day she put us on a truck, which was going to a refugee camp, and now we live in the camp without our mother. I don't like it here. The rebels sometimes attack and drive us away. On the other hand, we can go to school here and once or twice a week we are given bread, beans, pumpkin and fufu by the relief agencies. This is often not enough.



Text B: Santino from Brazil

Olá from me, Santino Roderigues 12-years-old and the winner of Junior Pop Star, on Brazilian TV! Do you think I am happy? NO! I have to work very hard but the money is not for me. It is for my parents and to pay my agent. I go for singing lessons every morning and record music until late at night. I am not allowed to play with friends. When I feel sick, my agent says that there is no time to see a doctor, only time to work. I wish that I could go to school and I wish that I did not travel so much. I want to be at home with my parents.



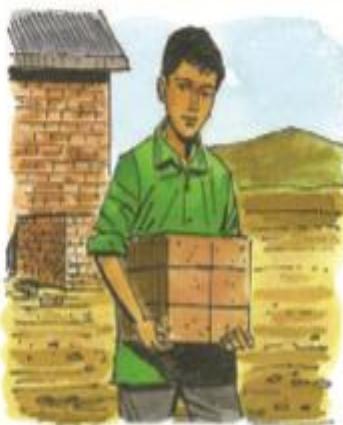
Text C: Jamila from Bangladesh

My house is made of metal and has one room. I help my mother by washing vegetables for her to sell and looking after my two brothers when she goes to the night market. I have no friends because I work too many hours. Even so, we don't have enough to eat. I am nine-years-old but I can't go to school because my mother has no birth registration for me. I work in a hot, dusty, stone quarry where I break stones with a hammer. The stones are used to make roads. I get sun burnt and, once, a stone chip went into my left eye and made it go blind.



Text D: Ismail from Palestine

I am a boy and I am 13-years-old. Unfortunately, my mother was killed in the war in 2001 and I am sad because I miss her. I do not go to school. I work with my father at a brick factory. The bricks are heavy. Sometimes he hits me if I drop one and it breaks. I want to be in the army when I am older.

**Text E: Devi from India**

I am a girl, and I am eleven-years-old. I live with my mother, my uncle and my six sisters. We all go to the Golden Girls' Primary School. Science is my best subject. I do not have a job but I help at home. I like cooking and one day I want to be a sweet maker. I love my home and my school.



	Joseph and John	Santina	Jamila	Ismail	Devi
Country of residence					
Family life					
Food/Housing					
Work					
Education/School					

Vocabulary - adjectives to describe leaders

All the adjectives listed below can be used to describe character. Listen to your teacher pronouncing them and mark the stressed syllable in each one. Practise the pronunciation of these adjectives.

aggressive charismatic consultative courageous decisive diplomatic fair honest inclusive opinionated participatory popular resilient respected strong trusting trustworthy well-liked

Which of these characteristics do you think are necessary for a leader? Make a list. You can add some of your own words, if you like.

With a partner, make sentences to explain six of these adjectives. Begin each sentence by saying:

A leader is *fair* when ...

6.4. Grammar

6.4.1. Expressing Purpose -with to, so as to, in order to, for, so that

TO

We use "to" to say why we do something. 'to + verb'

EXAMPLE: I'm going there **to** see my sister.

We left early **to** catch the 6.30 train.

FOR (for + ing or for + object)

We use "for" to talk about a purpose or a reason for sth:

EXAMPLE: I'm going **for** some breakfast. I'm really hungry.

I wear these old trousers **for** painting.

The red button is **for** turning the machine off.

IN ORDER TO

We use "in order to" with an infinitive form of a verb to express the purpose of something.

EXAMPLE: John trained every day **in order to** improve his performance.

He came home early **in order to** see the kids before they went to bed.

To form the negative, we prefer "in order not to" rather than "not to".

EXAMPLE: **In order not to** oversleep, I set the alarm for seven o'clock.

SO AS TO

We also use "so as to" with an infinitive form of a verb to express the purpose of something.

"So as to" is more formal than in order to.

EXAMPLE: I always keep fruit in the fridge **so as to** keep flies off it.

He did not switch on the light **so as not to** disturb her.

SO THAT/IN ORDER THAT

We use "so that" and "in order that" to talk about purpose. We often use them with modal verbs (can, would, will, etc.). "So that" is far more common than "in order that", and "in order that" is more formal.

EXAMPLE: I'll go by car **so that** I can take more luggage.

Regular checks are required **in order that** safety standards are maintained.

IN ORDER FOR

We use **in order for** before a noun or pronoun. It means to make it possible for someone or something to be or do something.

EXAMPLE: **In order for** us to win, we'll all have to try a little harder.

These job cuts are necessary **in order for** the company to remain competitive.

EXERCISE: Choose 'for + verb ing or to+ infinitive' or 'for + noun'.

1. Matches are _____ (light) fires.
2. He went to the park _____ (relax).
3. This knife is _____ (cut) grapefruit.
4. We stopped at the shop _____ (bread).
5. The speakers are _____ (play) music.
6. I made a cake _____ (practise) baking.
7. I want _____ (go) out tonight.
8. She went to a restaurant _____ (lunch).
9. He thanked everyone _____ (come).
10. She went home _____ (study).
11. They apologised _____ (be) late.
12. Nails are _____ (build) things.
13. She came here _____ (read).
14. We rewarded the children _____ (study) hard.
15. The children came to the kitchen _____ (biscuits).
16. He promised _____ (help).
17. Lucy went to the café _____ (coffee).
18. They went to Paris _____ (learn) French.
19. The pen is _____ (write).
20. I went to the library _____ (the book about London).

6.4.2. Expressing Probability and Certainty -Can - could, may -might, must

MAY, MIGHT, and COULD

MIGHT and **MAY** indicate rather probability than possibility: The speaker wishes to express that something is likely. **COULD** often means that something is possible but unlikely. Consider the following examples.

Someone's knocked the door. It **may / might** be the postman.

(= Perhaps it's the postman.)

We **may / might** go out tomorrow night.

(= Perhaps we'll go out.)

It **could** be true, I suppose.

(= Possibly it's not a lie.)

You **could** win a million quid!

(= It is possible for you to win that money.)

MAY, MIGHT, and COULD in the Negative

MIGHT NOT and **COULD NOT** may be contracted, but this is never done with **MAY NOT**. **MIGHT NOT** and **MAY NOT** mean that it is possible that something is not the case, while **COULD NOT** means that something is impossible. Consider the following examples.

Dave **may not** get the job.

(= It is possible that he won't get the job.)

We still **might not** lose the match.

(= It's unlikely but possible for us to win.)

John is afraid of heights – she **couldn't** climb the roof.

(= It's impossible for her...)

I'm totally unfit – I **couldn't** run a marathon.

(= It's impossible for me...)

MUST and CAN'T

MUST and **CAN'T** are opposites. Both indicate certainty, but while **MUST** means that we are certain that something is true, **CAN'T** expresses our conviction that something is impossible.

Consider the following examples.

She isn't answering the phone – she **must** be out.

(= I'm certain she is out.)

You've had a long journey – you **must** be tired.

(= I'm certain you're tired.)

Nahom **can't** be in Addis Ababa – I saw him this morning.

(= It's impossible for him to be there.)

Life **can't** be easy if you have to spend it in a wheelchair.

(= It's impossible for life to be easy...)

EXERCISE:

Fill in the gaps with the correct modal of possibility and certainty, using the verb in brackets. Sometimes, you may have to use the continuous, and some gaps permit more than one solution.

1. A: Where's Nardos? I haven't seen her all day.
B: She **might be** (BE) in the music room. She **may be practising** (PRACTISE) for the concert tomorrow.
A: No, she **can't be** (BE) – we'd hear her, wouldn't we?
B: Well, so she **must be** (BE) at the conservatory already.
A: Yeah, I guess.
2. I'm not sure, but it _____ (RAIN) later on.
3. What are you saying? You _____ (BE) serious about that!
4. It _____ (BE) wonderful to be gliding down to earth on a parachute.
5. Dave _____ (WORK) as a taxi driver – he can't drive.
6. Dan just _____ (WIN) the match – he's really good at chess.
7. Jenny _____ (BE) in the office – I can't reach her at home.
8. A: What are you doing tonight?
B: I'm not sure, but I _____ (GO) to the cinema with Jim.
9. How can you work with that noise? If I were you, I _____ (CONCENTRATE) like this!
10. We'll have to get more glasses for the party – we _____ (HAVE) enough.
11. We _____ (GO) to Egypt in summer, but we're not sure yet.

6.5. WRITING - Writing a report

You are going to write a report on an aspect of the United Nations.

- Your report must be 400–500 words in length.
- You can choose any UN-related topic. Here are some examples:
 - the work of one of the UN agencies
 - the work of the UN (or one of its agencies) in Ethiopia
 - a specific UN project
 - how the Security Council and General Assembly have dealt with a particular world issue
 - proposals to reform the Security Council
 - an international issue
 - working for the UN
- You can use the information in this Unit and also research other sources of information.
- If you wish, you can work with a partner in choosing your topic and researching it, but you must write the report on your own.
- Follow the guidelines in the box.

How to write a report

What is a report?

A report is generally a formal document that gives information on a specific topic. It may be *descriptive* (simply describe the topic), or it may *evaluate* a topic (look at it to decide how good, useful or successful it is).

What does a report contain?

A report is organised in *sections*. Each section should have an underlined heading and should be numbered. The report should include each of the following:

- 1 The introduction: this introduces the topic of the report and gives some general information about it.
- 2 Middle sections: these vary according to the kind of report you are writing. This report will be descriptive so each section should be about a different aspect of the topic according to the information you want to include.
- 3 Closing section(s): this may just be a general conclusion about the topic. This is where you sum up all of the information, and possibly state your opinion. In some reports you may be asked to include a separate section of recommendations.

How should a report be written?

A report is a factual document and so it should be written in a formal, and impersonal style. The introduction and middle sections should not contain opinions, only facts. Your opinions can be given in the conclusion/recommendations.