



GRADE 12 ENGLISH

HANDOUT FOR SECOND SEMESTER LESSON



**OROMIA EDUCATION
BUREAU**

**In Collaboration With
*EXCEL ACADEMY***

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UNIT 7

FINDING A JOB

LANGUAGE FOCUS ; RELATIVE CLAUSES

A relative clause begins with relative pronouns such as who, whom, which, that, whose, of which, where etc.

e.g. The book is about a girl who falls in love with Tom.

The underlined part of the above sentence is a relative clause. It gives additional information about the noun “girl”.

Generally, there are two kinds of relative clauses

1. Defining Relative Clause

- ✓ This describes the preceding noun in such a way so as to distinguish it from other nouns of the same class.
- ✓ A clause of this kind is essential to the clear understanding of the noun. Examples;
 - I meet someone who said he knew you
 - The girls who serve in this shop are the owner’s daughters
- ❖ Notice that there is no comma between the noun and the defining relative clause. Also, “that” can be used with this clause.

Examples

- ❖ The man who robbed you has been arrested (subject, person)
- ❖ The man who/whom/that I saw told me to come back today (Object, person)
- ❖ The woman whose son I helped was very happy (possessive)
- ❖ This is the picture which/that causes impression (subject, thing)

2. Non-defining Relative Clause

- ❖ This clause is placed after nouns which are definite already. They do not define the noun, but simply add extra information. i.e. They are not essential in the sentence
- ❖ They are separated by comma.
- ❖ “that” cannot be used with this clause

Example

- ❖ Kenenisa, who is Ethiopian athlete, won the marathon race.
- ❖ I invited Ali, who is my neighbor.

Example

- ✓ My neighbor, who is pessimistic, says there will not be good harvest this year.
- ✓ This is Bekele, whose father lives in Germany.
- ✓ These books, which you can get at any shop, are valuable.

Exceptions

- ✓ Qualifier (all, both, most, several etc.) + of + whom/which
e.g. Her sons, both of whom study abroad, call her up every week.
- ✓ Preposition for /to/ with + whom/which
This is Chala for whom I lent my computer.

Exercise

CHOOSE THE ALTERNATIVE THAT BEST ANSWERS EACH QUESTION

1. Anyone _____ wants to drive a car must have his driving license.
A. who B. whom C. that D. A and C
2. My classmate knows a person _____ can paint beautiful pictures
A. Who B. whom C. which D. whose
3. I have a cousin _____ can speak five languages.
A. Whose B. who C. that D. B and C
4. My friend, _____ grandfather's name is the same as mine, is here today.
A. Who B. whom C. whose D. which
5. _____ do you think will come tonight?
A. Whom B. who C. whomever D. that
6. Will the delegate from the parliament indicate _____ he wants to support?
A. Whom B. what C. that of D. which
7. Sara: I am going downtown
Helen: _____?
Sara: With my mother.
A. Whose with B. Who with C. Which with D. With who
8. These are the students from my village both of _____ study medicine.
A. Who B. that C. whom D. all

Writing; A letter of Application and CV (Curriculum Vitae)

- ✓ When you apply for a job, you have to sell yourself. Every aspect of the letter is important: neat writing and appearance, clean paper, good use of English and correct spelling, all are the necessary information, the correct length, politeness, formal layout and style.

Steps to follow when writing an application letter (Cover letter)

- ✓ Begin the letter by referring to the advertisement and the name of the newspaper where you saw it.
- ✓ Give necessary information about yourself: age, schools attended, examinations passed, subjects taken, languages spoken etc.
- ✓ Give any other useful information such as relevant experience, posts of responsibility inside or outside school.
- ✓ Include the names of two referees who are willing to answer questions about you.

A Curriculum Vitae (CV)

A curriculum vitae often shortened as CV or Vitae, is written overview of someone's life's work (academic formation, publications, qualifications etc.). In many countries, a CV is typically the first item that a potential employer encounters regarding the job seeker and is typically used to screen applicants often followed by an interview. Vitae may also be requested for applicants to post-secondary programs, scholarships and grants.

Retail worker CV Sample

/Guy Dickson/12, Beacon Road, Chester, Cheshire/01244 963369/guyd96@hopemail.com

Professional Summary

Core Qualifications

City and Guilds Retail Skills (QCF) (7384) – South Wirral College October 2012 – July 2013 - Level 1 (day release) September 2013 – July 2014 - Level 2 (part of retail apprenticeship)

Professional Qualifications

- Health and Safety for shop workers course – 1 day
- Full driving license.

Key Skills

- Experienced in greeting, assisting and serving customers.
- Good cash handling and mental arithmetic skills.
- Flexible member of team and able to work towards sales targets.

Experience

Nixon's Electrical Ltd., Foregate Street, Chester, Cheshire - January 2014 to date.

- Advising customers with their choice(s) of electrical goods and electronic devices.
- Answering customer questions and comparing product options.
- Promoting specific stock lines as directed by the team leader and store manager during weekly sales staff meetings.
- Processing customer orders, deposits and payments (cash handling and card transactions) on automatic cash register connected to stock management system and giving correct change.

Foster Menswear Ltd., Neston, South Wirral, Cheshire - July 2012 to December 2013.

- Selling boys' and men's clothing to customers. Helping with returned goods, checking product condition and authorising refund from senior cashier.
- Working with experienced assistants and supervisors, with formal and informal on the job training.
- Helping to organise stockroom and carrying out quarterly stock checks.

Education

Neston High School, Raby Park Road, Neston, South Wirral, Cheshire (2007-2012).

Academic Qualifications

GCSE passes in Maths (A), English (B), French (C), Information & Communication Technology (B) & Science (C).

References

Character references can be provided on request.

Conclusion

This retail worker CV sample is just one of a number of examples designed to help job seekers with insight into the CV writing process. Job applicants can also consult the tools and CV builder on this site for more valuable guidance.

Sample CV

INCREASE YOUR WORD POWER

Techniques of guessing the meaning of unfamiliar words

1. Contextual Analysis

This is a technique of guessing the meaning of a word from the specific meaning a word has in a particular sentence. A word may have denotation meaning (dictionary meaning) and connotation meaning (contextual meaning). Contextual meaning is the attitude & feelings associated with the word. For example, if you see the word “Orthodox”, its dictionary meaning is ‘straight or accepted as true by most people’, but in the example below it means different. This is called contextual meaning.

e.g. The doctor advised me to take orthodox medicine before exploring alternative therapy. Orthodox means conventional

e.g. The manager told clearly that he would cashier the servant from office if he continued to misbehave. Here, cashier means fire or sack or dismiss.

2. Word Analysis

This is a technique of splitting up a word into its prefix, base word and suffix to find the meaning of an unfamiliar word. For example, the word ‘insurmountable’ can be splitted into ‘in-sur-mount-able’. The base word is ‘mount’ which means ‘climb’. Hence, insurmountable means very difficult to overcome.

e.g. The Corona Virus has caused insurmountable crisis to countries in the world.

Others

Ir/re/pre/ssible- unrestrained

In/conceiv/able-unthinkable

In/calcul/able- very great, difficult to calculate

In/comprehens/ible- difficult to understand

The above words have a negative meaning due to their negative prefixes. However, this logic does not work for all English words. The words below, for example, have positive meaning in spite of their negative prefix or suffix.

Example

Priceless – highly pricy e.g. life is priceless

Invaluable – highly valuable

Inflammable – highly flammable

3. The Comma

The comma technique tells us that two words separated by a comma but used in one sentence are technically synonyms. The word after the comma is an alternative for the preceding word.

e.g. Although the surgeon was outstanding in performance his attempt to save the life of the patient met a fiasco, failure. Here, fiasco means failure.

4. Conjunction ‘Or’

Two words joined by conjunction or are generally synonyms.

e.g. Because the manager cannot attend the meeting himself he had to send a surrogate or deputy. Surrogate means deputy or vice.

5. Definition

This technique is used when a technical term is defined where another approximately the same meaning word is used in the definition.

e.g. A sycophant is a person who tries to win favor by flattery. Here the word flattery is used to describe the character of a sycophant person, so sycophant means ‘flattener’.

e.g. Skepticism is the view that one has to doubt everything & anything including his own sight. Here, skeptic means doubtful.

Exercise

I. CHOOSE THE ALTERNATIVE WORD THAT IS THE SAME OR NEARLY THE SAME IN MEANING AS THE ORIGINAL WORD UNDERLINED.

1. Although she continued to predict victory, captain Helen was really not sanguine about her team’s prospect.
A. hopeful B. cynical C. joyful D. skeptic
2. After a hectic year in the city, George was glad enough to return to the peace and quiet of the country.
A. placid B. unstable C. long D. new
3. After a good deal of coaxing, the mother finally acceded to the children’s request.
A. accessed B. accented C. assented D. asserted
4. The loud, raucous laughter of the troops irritated the lieutenant.
A. coarse B. pleasant C. melodious D. juicy
5. The painting clearly shows the aegis or shield of Athens.
A. defence B. edifice C. moll D. history
6. A large constrictor grabs its prey in its mouth and quickly coils itself around the victim to immobilize it.
A. kill B. prevent from moving C. drive away D. hunt

The present perfect

Form : has / have + V₃

e.g. We have learnt English since KG1.

Uses

- B. arrives / has fallen D. arrived / will fall
8. Last Monday, when I _____ the house, it _____ heavily.
A. leave / rain B. left / had rained C. left / was raining D. was leaving / rained

Gerund and Infinitive

- ✓ A gerund is the 'ing' form of the verb that is used as a noun. A gerund is used in the same way as a noun. It can be a subject, direct object or object of preposition.

Example

Reading is a fun.

Cooking requires skill.

My favorite exercise is swimming.

My parents objected to my swimming.

The following verbs are followed by gerund: enjoy, appreciate, mind, quit, stop, postpone, delay, keep, consider, dislike, prevent, mist, despise, deny, admit, risk, finish, avoid, forget, recall, tolerate, pardon, suggest, dread, involve, detest, advise, mention, recommend, resist, excuse, understand, anticipate, discuss, worth, practice, regret, recollect, etc.

Examples

- ✓ I enjoy watching television
- ✓ He quit smoking
- ❖ **An infinitive is the basic form of the verb preceded by to.**
Example : to go, to come, to play.
An infinitive can be used as a noun (subject, object or object of preposition)

Example

- ✓ To refuse would have been costly.
- ✓ To skate is fun.
- ✓ He promised to be here.
- ✓ We managed to go.
- ✓ We decided to rest.
- ❖ The following verbs are followed by infinitive with to: afford, agree, appear, arrange, manage, need, offer, plan, choose, attempt, aim, beg, care, wait, want, wish, hesitate, cease, claim, consent, decide, prepare, pretend, promise, volunteer, demand, deserve, fail, forget, refuse, regret, remember, hope, learn, seem, swear, happen, etc.

Example

- ✓ She promised to write everyday
- ✓ We arranged to meet at Ras Café.
- ❖ The following common verbs can be followed by either the gerund or the infinitive: ask, beg, like, expect, hate, love, intend, mean, prefer, want, wish, forget, remember.

Example.

She likes playing chess.

She likes to play chess.

N.B. Remember + gerund = past meaning

(forget)

Remember + infinitive = present meaning

(forget)

❖ I remember going to Cairo.

❖ I remember to go to Cairo.

Exercise

CHANGE THE VERB IN THE BRACKET INTO THE CORRECT FORM

1. Do you enjoy _____ (dance)?
2. Where is Olana? He promised _____ (come) yesterday.
3. Don't forget _____ (do) your homework.
4. I don't mind _____ (get up) early.
5. Ali suggested _____ (meet) at six o'clock.
6. I like _____ (drink) water every morning.
7. I don't remember _____ (see) that watch before.
8. Please remember _____ (lock) the door when you leave.

UNIT 8

HUMAN DEVELOPMENT

Language Focus; Modals of ability, possibility (can, may, might)

CAN

- ❖ It expresses present ability (physical, skill or capacity). This kind of ability is usually general.

Example

- ✓ I can speak Arabic. (skill)
- ✓ I can lift up 200kg weight. (physical)
- ✓ This bottle can hold 3 liters of water. (capacity)

N.B. When you want to refer to ability at a specific situation you should use “am able to/was able to”.

Example

- ✓ Last semester, I was able to score 100 in my Math subject.
- ✓ Could is the past form of can. It expresses past ability

Example

- ✓ I could walk 10 miles a day when I was a young.
- ✓ Can is also used to express permission & possibility.

Example

- ✓ Can I come in?
- ✓ Could I come in? (more polite)

Example

It can rain to night. (possibility)

MAY

The meaning of may is similar to that of can. It is used for asking permission, or expressing possibility.

Might is another form of may. It is used to indicate uncertainty. It is used to make very polite requests. May have and might have are both used to indicate that an event possibly happened.

Examples

- ✓ May I go to the store? (permission)
- ✓ You may have one chocolate bar. (give permission)
- ✓ John may have an extra pen. (possibility)
- ✓ It might rain tonight.
- ✓ It might have happened. (possibility about the past)

Example

brave – coward, fearful, gutless, chicken, chickenhearted, craven, nerveless, poor-spirited, timorous, ungallant, yellow.

3. Homophones

These are words that sound alike but have different spelling & meaning.

Example

✓ Sea – See, Right – Write, Ship – Sheep, I – Eye

4. Homonyms

They are words having the same spelling & pronunciation but different meaning

Example

✓ bank - organization which keeps money

✓ bank – river side

Example

✓ train – to teach someone skills

✓ train – a vehicle

5. Palindromes

They are words which are read the same from left to right and from right to left

Example : level, radar, eve, bob

6. Acronyms

Acronym is a word formed from the first letters of each one of the words in a phrase.

Example : NATO, WHO, FAO, UNICEF, UNESCO

N.B. Acronyms are different from abbreviations like Dr., Mr. etc.

Increase Your Word Power II

Adjectives + dependent prepositions

After many adjectives there are particular prepositions that must be used e.g. accused of. Some adjectives can be followed by different prepositions. Sometimes each has different meaning

Example : surprised at/about

Study the following adjectives and their prepositions

Accustomed to	Beneficial to	Friendly with	Insist on
Accused of	Bored with	Happy about	Sympathetic with
Addicted to	Busy with	Keen on prone to	
Afraid of	Capable of	Pleased with	
Angry about/with	Content with	Famous for/as	
Allergic to	Delighted at	Fond of	
Amazed at	Comfortable with	Generous with	
Appreciated for	Eligible for	Sick of	
Bad/good at	Enthusiastic about	Die of/by	
Excellent at	Excited about	Persist in	

Exercise

I. COMPLETE THE SENTENCE WITH SUITABLE PREPOSITION

1. My little brother is confident _____ himself.
2. The driver was amused _____ the secretary.
3. He felt terrible _____ accepting the money.
4. What do you get angry _____?
5. What are you afraid _____?
6. What food are you not keen _____?
7. What is your country famous _____?
8. Ali Bira is famous _____ a singer?
9. When we were in high school we used to learn poem _____ our heart.
10. The man is said to have died _____ malaria.

UNIT 9

TRADITION VERSUS PROGRESS

Writing : Report

- ❖ Report is a process of writing what has been observed taking place at a definite time in the past. In order to write report, we gather and remember the information personally observed or what others reliably gathered and then systematize into sub-headings like Title, Introduction, Finding, Recommendation, and Summary.
- ❖ In the field of natural science, report writing is an important skill. It has one general purpose; to present information in a clear, orderly & objective manner.
- ❖ Any report may also have a specific purpose. For example, some reports such as progress reports & annual reports (in business) present facts. Progress reports tell how far along a project is. Annual reports tell how an organization has performed during the year.

Task 1. Try to write a report of your annual academic activities in school.

Language Focus;

Causative Verbs

(Make, Let, Have, Get, Help)

A causative verb expresses the fact that one person or thing causes another person or thing to perform an action. There are two main patterns with causatives.

- a) Np₁ + Causative + Actor + Bare infinitive + Object

e.g. He made the students do the work.
I will have you prepare the food.
We will let them sweep the floor.
He bade me carry the box.
He helped us clean the car.

N.B. “have” indicates force (whether physical or social) where as “get” indicates persuasion and it is followed infinitive.

e.g. He got his friend to drive him home.

- b) Np₁ + Causative + Object + Past participle (V₃)

e.g. He had his eyes examined.
The patient had his temp taken.
He had his tooth pulled out.

This pattern can be subdivided into two; intentional & unintentional

e.g. He got his hair cut. (intentional)
He had his watch stolen. (unintentional)

CHOOSE THE CORRECT ANSWER

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UNIT 10

FUTURE THREATS

Language Focus : Quantifiers (Some, Any, No, None)

1. Some

It is used with both countable and uncountable nouns in the affirmative and question. Some has the same meaning as a little or a few.

Example :

- ✓ I have some pain today. (a little)
- ✓ I can answer some of the questions. (a few)

2. Any

It is used with countable and uncountable nouns in the negative and question forms.

Example : Is there any sugar in the bowl? No, there isn't any.

N.B. When any is used with adverbs barely, hardly, scarcely, etc., it expresses a more negative meaning.

Example :

- ✓ I haven't got any pencil.
- ✓ I have hardly any money.

3. No, None

No is an adjective and none is a pronoun. They are used with affirmative verbs to express a negative meaning.

Example :

- ✓ He has no money.
- ✓ He has none.

Indefinite Pronoun

An indefinite pronoun is a pronoun to an identifiable but not specific person or thing. An indefinite pronoun conveys the concept of some, any, no, none, each, and every. These are somebody, someone, something, somewhere, anybody, anyone, anything, anywhere, nobody, no one, nothing, nowhere, everybody, everyone, everything, everywhere, etc.

Example : I have got nothing to do, so I want to go somewhere with someone.

N.B. Somebody is used to express positive idea with positive verb. Anybody is used with negative idea & negative verb. Nobody is used to express negative idea but with positive verb.

Exercise

CHOOSE THE CORRECT ANSWER

1. I haven't _____ money but I can give you _____ oranges.
A. some / any B. any/some C. some/some D. any/any
2. A: Do you need _____ help?
B: No thanks. I haven't found _____ difficulty with this exercise.
A. some/some B. any/some C. some/any D. some/no
3. I don't know what you are worried about because there isn't _____ following you.
A. nothing B. someone C. anyone D. no one
4. What do you think is going wrong? _____ appeared for the exam.
A. Anyone B. Someone C. No one D. Only a little
5. Did he say he scored 100%? Oh no! He is _____ close to that.
A. anywhere B. somewhere C. nowhere D. not around
6. We left the hall because there was _____ for us to sit and attend the meeting.
A. nowhere B. everywhere C. nothing D. something
7. I am content with _____ of these two hats. I like them both equally.
A. every B. neither C. either D. some
8. Better leave it! That gets you _____.
A. nowhere B. everywhere C. somewhere D. there
9. _____ could I read your name. Weren't you there?
A. Nowhere B. Somewhere C. Anywhere D. Everywhere
10. That was a very stupid mistake; we must all say _____ again.
A. ever B. never C. none D. no

Phrasal Verbs

Phrasal verbs are verbs that consist of a phrase of two or three words. The first word is a simple verb e.g. book, take, make, call etc. and this is followed by a simple adverb or preposition such as in, out, to, up, down, at, over, on, and off. Meaning changes when you change the preposition.

Example

Look at – see (involuntary)

Look on – watch e.g. he looked on anxiously from the sidelines.

Look for – search

Look into – investigate

Look after – give a care

Look up – find a word in a dictionary

Look up to – to admire or respect someone

Look to – to hope or expect to get help or advice from someone

Look over – to examine especially in hasty way

Look in – to visit somebody for a short time on your way to somewhere

Look down on – underestimate

1.1. Phrasal Verbs with Direct Object (transitive)

a) **Inseparable** (the direct object always follows the participle)

➤ **Come across**

e.g. I wasn't looking for it. I came across it by chance.

✓ **Get over = (recover from illness)**

e.g. She has got over her cold.

✓ **Get on with (someone) – be good friends.**

e.g. I get on with my friend Alex

✓ **Get on with (Something) – Continue or make a progress**

e.g. Can you get on with the house work while I go shopping?

✓ **Put up with = tolerate e.g.**

e.g. I can't put up with your bad behavior

✓ **Get away with – escape proper punishment**

e.g. The suspect got away with the murder.

b) **Separable**

Sometimes the direct object can come between the verb and the adverb particle. If the object is a noun it can be placed either after or before the participle.

Example

Do up = to wrap up

e.g. Can you do my dress up? I can't reach the zip at the back.

Put on – wear

e.g. Put on your hat

Make up - Use cosmetics.

e.g. She uses a lot of make-up.

Fabricate.

e.g. That is not true! He made the whole story up.

Compensate.

e.g. We have a make-up class.

Call off – Cancel.

e.g. The meeting has been called off.

Put off – Post pone.

e.g. The exam has been put off until tomorrow.

Put up – Give a shelter.

e.g. Can you put me up for the night?

1.2. **Phrasal Verbs with no Direct Object** (Intransitive):

Pass away, give in, take off, get by, boil over, clear up

Example

❖ Don't answer back

❖ The man passed away last night

- ❖ We will continue the match when the weather clears up
- ❖ Can you move please? I can't get by (survive)
- ❖ Don't shout! I give in. (submit)

Exercise

CHOOSE THE PHRASAL VERB THAT IS MOST SUITABLE TO COMPLETE THE SENTENCE

1. There was a robbery at the bank and the police are _____ the matter.
A. up to B. in on C. in to D. through
2. At least half a dozen people _____ (watched with out doing anything) while the man was being attacked.
A. looked at B. looked on C. looked over D. looked into
3. I have been trying to call you, but there must be something wrong with the line. I can't seem to _____.
A. get down B. get together C. get out D. get through
4. My sister was very cruel when she was a child. She used to catch spiders and _____ their legs one by one.
A. pull up B. pull away C. pull off D. pull out
5. I nearly fainted when my dentist told me that he would have to _____ two of my teeth.
A. pull off B. pull away C. pull up D. pull out
6. Thieves held _____ a bank in Manchester and got away with 50,000 pounds.
A. on B. out C. over D. up
7. She is very important to him. He wouldn't get _____ without her.
A. over B. by C. down D. round
8. How is Janet _____ (progressing) in her new school?
A. coming round B. going on C. getting on D. getting in
9. It is very kind of you to put me _____ for the night, Alex.
A. along B. down C. in D. up
10. Sara promised to _____ at Josh's birthday party.
A. show up B. show off C. show down D. show through

Narrative Tenses

The simple past, past continuous, the past perfect and past perfect continuous are said to be narrative tenses for we use them in reporting of past events.

1. The Simple Tense

- ✓ This tense is used to denote an action which happened at a definite time in the past.
e.g. last year, yesterday, ago, when I was a child, when I was in Rome etc.
e.g. Ethiopians defeated fascist Italy at the battle of Adwa.

- ✓ Also, use this tense to express as short past action that interrupts another long past action that was taking place.

e.g. I was watching a movie when the fire broke out last night

It was raining when I left home yesterday.

N.B. If both actions are longer, use past continuous to describe the actions.

e.g. It was raining while I was studying last night.

When = at that time

While = during that time

2. The Past Perfect

Form: had + V3

- ✓ This tense, which is also called the before tense, is used to express a past action which took place before another past action. In this sense, it is a past before the past.

e.g. The dog touched the meat.

She threw the meat away.

She threw the meat away because the dog had touched it.

She completed high school

She studied music

- ✓ After she had completed high school, she studied music. Or Before she studied music she had completed high school.

N.B. Do not use the past perfect if two actions happen at the same time or with no time gap instead use the simple past.

e.g. He mounted his horse and rode away.

N.B. Misusing the past perfect can cause difference in meaning. Study the following pairs of sentences.

e.g. She married when she was 18. (at 18)

She had married when she was 18. (before 18)

When the police arrived, the thieves ran away.

When the police arrived, the thieves had run away.

Exercise

CHOOSE THE CORRECT ANSWER

1. She _____ you a letter three weeks ago.
A. send B. had sent C. sent D. has sent
2. Long ago people _____ little about those minerals.
A. had known B. knew C. have known D. will know
3. Before Luis Pastor died, he _____ the science of bacteriology.
A. discovered B. has discovered C. discovers D. discovered
4. He felt that he _____ it wrong.
A. has made B. was made C. made D. had made

5. Yesterday at this time it _____.
A. had snowed B. was snowing C. had been snowing D. snowed
6. He was looking at the girl wondering where he _____ her before.
A. saw B. has seen C. had seen D. was seeing
7. Before answering the telephone, he _____ down the table.
A. laid B. lay C. was lying D. had laid
8. Nick _____ he _____ his home work by 4 o'clock.
A. says / has done C. says / do
B. said / has done D. said / had done
9. By next year, we _____ entrance exam.
A. will take B. had taken C. will have taken D. are going to take
10. Do you think our teacher _____ our exercise by next Monday?
A. will correct C. is going to correct
B. will be correcting D. will have corrected
11. It _____ that the government would do something to relieve the situation.
A. is assumed B. was assuming C. assumed D. was assumed
12. I hate it when my boiled egg _____ properly.
A. not done B. was done C. isn't done D. won't be done
13. A: What happened to traffic in a traffic jam?
B: It _____ up.
A. is held B. has been held C. weren't made D. was held
14. When I arrived no arrangements _____.
A. had been made C. weren't made
B. hadn't been made D. have been made
15. Some parents shout in pain while _____ an injection.
A. giving B. given C. being given D. have been given

UNIT 11

THE FILM INDUSTRY

Exam strategies

How to work out reading comprehension questions

1. Read the entire passage and the questions before you do anything
 - ✓ If you do not familiarize yourself with the passage first, looking for answers becomes not only time consuming but also dangerous.
2. Familiarize yourself with reading comprehension questions
 - ✓ If you are familiar with the common types of reading questions, you are able to take note of important parts of the passage, saving time. There are six major kinds of reading questions.
 - a) **Main idea**
Questions that ask for central thought /gist/ theme of the passage. Main idea is usually located at the beginning or end of the passage.
 - b) **Specific details**
Questions that ask for explicitly stated ideas in the passage.
 - c) **Drawing inferences**
Questions that ask for a statement's intended meaning

Example

Shetty likes to help people. She loves her job because she gets to help people every single day. However, she has to work long hours and she can get called in the middle of the night for emergencies.

Question: What is most likely Shelly's job?

A. Musician

B. Lawyer

C. Doctor

D. Teacher

We can infer that Shelly is a doctor.

- d) **Tone or attitude**
Questions that test your ability to sense the emotional state of the author e.g. angry, worried, cynical (doubtful), optimistic etc.
- e) **Context meaning**
Questions that ask for the meaning of a word depending on the context.
- f) **Technique**
Questions that ask for the method of organization or writing style of the author. The following are some of the methods and styles;
 - ✓ Cause & effect
 - ✓ Compare & contrast
 - ✓ Problem & solution
 - ✓ Classification
 - ✓ Rhetorical question

- ✓ Definition
 - ✓ Metaphor
 - ✓ Simile
3. Read the passage carefully noting significant characters or events. Quickly jot down or underline one word summaries of characters, notable happenings, numbers, key ideas etc.
 4. Now, read the questions and all the choices
 5. Mark the answer

How to work out jumbled sentences (Para jumbles)

Para jumbles are jumbled paragraphs. Basically, you are given a paragraph but the sentences are not in the right order. It is up to you to rearrange them.

Solving jumbled paragraphs is a science. It is so much of a science that you can obtain an accuracy of 100% even if you are not good reader.

Principles

1. Establish link between two sentences and then examine the options.

Suppose you establish a link 'BA'. The given options are;

- a. DABC b. ACDB c. CBAD d. DBAC

Now, if you find the topic to be c, the order becomes C,B,A,D

2. Use transition words as clues

Transition words make the shift from one idea to another very smooth. They organize and connect the sentence logically. "also, again, now, first, then, generally, finally etc."

3. Person pronoun as clue

Personal pronouns are he, she, it, her, you etc. Remember that personal pronouns always refer to a person, place or thing which must have been mentioned before.

4. Demonstrative pronouns as clue

The demonstrative pronouns are this, that, there, those. Wherever a sentence contains a demonstrative pronoun without mentioning the noun, it means that the previous sentence must be mentioning that noun.

5. Time sequence approach

Time markers used in the paragraph can lead into correct order of the paragraph.

Example

- A. But in the industrial era destroying enemy's productive capacity means bombing the factories which are located in the cities.
- B. So in the agrarian era, if you need to destroy the enemy's productive capacity, what you want to do is bum his fields or salt them.
- C. Now in the information era, destroying the enemy's productive capacity means destroying the information infrastructure.
- D. How do you do battle with your enemy?
- E. The idea is to destroy the enemy's productive capacity, and depending up on the economic foundation, but productive capacity is different in each case.

F. With regard to defence, the purpose of the military is to defend the nation and be prepared to do battle with its enemy.

- a. FDEBAC b. FCABED c. DEBACF d. DFEBAC

The correct answer is “a”. We can see that sentences A, B, C, & E cannot be topics. The topic is F. Sentence F is more general than D. Sentence F is about military whereas sentence D is about battle which is specific. Once you identify the topic, try to create a link. In this case, ‘EB’ is a link (in sentence E (“each case”) directs the idea into three different era – agrarian, industrial, and information chronologically). Therefore, the order becomes FDEBAC.

Language Focus; Reported Speech (RS)

When we report what the speaker said without using the exact words, we call that reported speech. Shortly, it is a way of passing information from one person to a third person.

Example

- ✓ He said, “I will come”. (DS)
- ✓ He said that he would come. (RS)

1. Statement report

When reporting a statement, there is often change of tense, pronoun and adverb.

- The tense changes one step into the past
 - s.present → s.past
 - present continuous → past continuous
 - past simple → past perfect
 - present perfect → past perfect
 - will → would
 - can → could
 - may → might
- Pronouns also change
 - I → he/she or remains I
 - You → he/she or remains you
 - He/she → remains he/she
 - We → they
 - They → remains they
- Adverb changes
 - Now → then
 - This → that
 - These → those
 - Here → there
 - Today → that day
 - Yesterday → the day before
 - The day before yesterday → two days before
 - Tomorrow → the next day
 - The day after tomorrow → in two days’ time

Next week → the following week

Last week → the previous week

Example

- He said, "I eat bread."
He said that he ate bread.
- He said, "I am eating bread."
He said that he was eating bread.
- He said, "I ate bread."
He said that he had eaten bread.
- He said, "I have eaten bread."
He said that he had eaten bread.

N.B. In reporting habitual actions & general truth, there will not be change in tense.

e.g. He said, "my father smokes."

He said that his father smokes.

e.g. Our chemistry teacher said, "Hydrogen & Oxygen give water"

Our chemistry teacher said that Hydrogen & Oxygen give water.

2. Question report

a) Questions that need yes/no answer take "whether or if"

e.g. He asked, "do you like spaghetti?"

He asked me if (whether) I liked spaghetti.

b) Questions that need explanation take "asked/wanted to know + Wh + S + V"

e.g. He asked, "why are you late?"

He asked why I was late.

c) Reporting Imperatives

e.g. "Stand-up" he ordered us.

He ordered us to stand up.

e.g. "Don't shout!" mother warned.

Mother warned us not to shout.

Exercise

CHOOSE THE CORRECT ANSWER

1. Mother asked me _____
 - A. Why I have spent all the money
 - B. That I had spent all the money.
 - C. If I had spent all the money.
 - D. When I spend all the money.
2. He said, "I am very busy today."
He said _____
 - A. He had been very busy that day
 - B. He is very busy today

- C. He was very busy that day
D. I had been very busy that day
3. Lensa, “where have you been yesterday?”
Lensa asked _____
A. Where she had been the day before
B. Where she had been yesterday
C. Where she was the day before
D. Where she could be the day before
4. “Don’t play in the street!”.
A. My mother told me don’t play in the street
B. My mother said to play in the street
C. My mother told me not to play in the street
D. My mother said I should play in the street
5. She told him that she _____ to see him the following day.
A. will come B. came C. come D. would come

Additional to Remarks made

In order to avoid needless repetition of words in an awkward sounding pattern of speech, we usually makes a statement and then make a short addition.

e.g. You like to argue unnecessarily. My brother likes to argue unnecessarily.

- You like to argue unnecessarily, and so does my brother.
- You like to argue unnecessarily, and my brother does too.

a) Positive

- i. So (so + aux+ subj)
- ii. Too (subj+ aux + too)

e.g. We are very happy. They are very happy.

- We are very happy, and so are they.
- We are very happy, and they are too.

b) Negative

- i. Neither (neither + aux + subj)
- ii. Not, either (subj + aux + either)

e.g. We are not very happy. They are not very happy.

- We aren’t very happy, and neither are they.
- We aren’t very happy, and they aren’t, either.

Contrary addition

→ We use but

- i. Elias speaks Russian but Almaz doesn’t
Elias doesn’t speak Russian but Almaz does.

Exercise

CHOOSE THE CORRECT ANSWER

1. We always do the work, _____
A. and so she does. C. and she does, too.
B. and she does so. D. and too she does.
2. She won't tell you, _____
A. and so we won't. C. and we won't, too.
B. and neither will we. D. and neither we, too.
3. I did my work but _____
A. you did also. C. you can't do yours.
B. you will do yours. D. you didn't do yours.
4. I am very happy over the result, _____
A. and truly sister. C. and my sister is, too.
B. And my sister, too. D. and so my sister is.
5. She writes very fast, _____
A. and I can't, too. C. and so do I.
B. and I can, too. D. and I did, too.
6. I have seen him, _____
A. and you haven't. C. but you didn't.
B. and so you did. D. but you haven't.
7. Our school is very near but _____
A. your is also. C. yours isn't.
B. your doesn't. D. yours was so.

UNIT 12

CLASS MAGAZINE

Punctuation Marks

1. End Marks

1.1. A Period (Full stop)

- A statement is followed by a full stop.
e.g. Summer vacation begins in June.
- An abbreviation is followed by a full stop.
e.g. Dr.
Mr.
Dec.

1.2. Question Mark (?)

A question mark is used after direct question

e.g. Do you know that the assignment is?

N.B. Indirect questions, however, are not followed by a question mark but a full stop.

e.g. She wants to know what the assignment is.

N.B. A question mark should be placed in side quotation mark, when the quotation is a question.

e.g. He asked, “Do you know what the assignment is?”

otherwise, it should be placed outside the quotation.

e.g. Did you say, “meet me at eight o’clock”?

e.g. Did he ask, “are you coming tonight?”?

1.3. An exclamation (!)

An exclamation mark is used in exclamatory sentences, and sometime sin imperatives.

e.g. What a beautiful dress!

What a goal!

How expensive!

You are kidding!

Right on!

N.B. Many exclamations begin either with a “What a ...” or “How ...” as in the examples.

- An interjection at the beginning of a sentence is usually followed by a comma.
e.g. Ah, there you have me!
Oh, I missed my keys!
- An imperative sentence may be followed by either a period or an exclamation point, depending on the force intended.
e.g. Please reply by return mail.
Block that kick!

2. Middle Marks

2.1. The Comma

It is the most frequently used mark of punctuation.

Uses

- a) To separate items in a series/list.
e.g. My mother has formerly worked as an ambassador in the following countries:
Moscow, Vienna, Madrid, and Berlin.
There were toys for children, tools for fathers, and books for mothers.
N.B. You can omit the comma before the “and” joining the last two items in a series if the comma is not needed.
➤ Words customarily used in pairs are set off as one item in a series.
e.g. For lunch we served a fruit cup, macaroni and cheese, salad, ice cream and cake, and coffee.
- b) Use a comma after introductory elements like: well, yes, oh, no, why, yeah etc.
e.g. Behaving like a child, he disappointed. (phrase)
If I were you, I would help the poor. (clause)
- c) Use a comma before and, but, or, nor, for, & yet when they join independent clauses unless the clause is very short.
e.g. The first two acts were slow moving, but the third act was full of action.
You go ahead and I will follow.
- d) Use a comma to separate non-essential clauses & phrases in a sentence.
e.g. Addis Ababa, which the capital of Ethiopia, has over 3 million populations.
My little brother, playing in the street, is genius.
- e) Use a comma after direct address.
e.g. Samuel, please come here.
- f) Use a comma to separate items in dates and addresses
e.g. Their baby was born on Monday, May 1, in 1999, in Baltimore, Maryland.

2.2. The Semi colon (;)

- The semi colon can be used to connect two independent clauses which are related somehow.
e.g. I’m looking for my book; where do you suppose I put it?
The car is old; however, it works well.
- Semi colon can also be used to separate short clauses in a list after a colon has been used especially if the list potentially causes a confusion.
e.g. Please do the following assignments for homework: read page 15 – 17 in you Math test; finish the outline for your essay; finish reading the book “The Giver”.

2.3. The Colon (:

- Use a colon to introduce list of items
e.g. My mother has worked as an ambassador in the following countries : Berlin, Vienna, Madrid, and Moscow.
Also, it can be used to separate two independent clauses in such a way that the second clause is important & should be emphasized.
e.g. It has been snowing for three days straight: the roads around here aren't very safe for driving.
- Use the colon, also to introduce quotes and dialogues in a play.
e.g. Bob Proctor: You can start from nowhere and nothing but out of nothing & nowhere a way can be made.

Exercise

CHOOSE THE ALTERNATIVE SENTENCE THAT IS CORRECT IN PUNCTUATION

1.
 - a) Spain is a beautiful country; the beache's are warm, sandy and spotlessly clean.
 - b) Spain is a beautiful country: the beaches are warm, sandy and spotlessly clean.
 - c) Spain is a beautiful country, the beaches are warm, sandy and spotlessly clean.
 - d) Spain is a beautiful country; the beaches are warm, sandy and spotlessly clean.
2.
 - a) The children's books were all left in the following places: Mrs Smith's room, Mr Powell's office and the caretaker's cupboard.
 - b) The children's books were all left in the following places; Mrs Smith's room, Mr Powell's office and the caretaker's cupboard.
 - c) The childrens books were all left in the following places: Mrs Smiths room, Mr Powells office and the caretakers cupboard.
 - d) The children's books were all left in the following places, Mrs Smith's room, Mr Powell's office and the caretaker's cupboard.
3.
 - a) She always enjoyed sweets, chocolate, marshmallows and toffee apples.
 - b) She always enjoyed: sweets, chocolate, marshmallows and toffee apples.
 - c) She always enjoyed sweets chocolate marshmallows and toffee apples.
 - d) She always enjoyed sweet's, chocolate, marshmallow's and toffee apple's.
4.
 - a) Sarah's uncle's car was found without its wheels in that old derelict warehouse.
 - b) Sarah's uncle's car was found without its wheels in that old, derelict warehouse.
 - c) Sarahs uncles car was found without its wheels in that old, derelict warehouse.
 - d) Sarah's uncle's car was found without it's wheels in that old, derelict warehouse.

5

- a) I can't see Tim's car, there must have been an accident.
- b) I cant see Tim's car; there must have been an accident.
- c) I can't see Tim's car there must have been an accident.
- d) I can't see Tim's car; there must have been an accident.

6

- a) Paul's neighbors were terrible; so his brother's friends went round to have a word.
- b) Paul's neighbors were terrible: so his brother's friends went round to have a word.
- c) Paul's neighbors were terrible, so his brother's friends went round to have a word.
- d) Paul's neighbors were terrible so his brother's friends went round to have a word.

7

- a) Tims gran, a formidable woman, always bought him chocolate, cakes, sweets and a nice fresh apple.
- b) Tim's gran a formidable woman always bought him chocolate, cakes, sweets and a nice fresh apple.
- c) Tim's gran, a formidable woman, always bought him chocolate cakes sweets and a nice fresh apple.
- d) Tim's gran, a formidable woman, always bought him chocolate, cakes, sweets and a nice fresh apple.

8.

- a) After stealing Tims car, the thief lost his way and ended up in the chief constable's garage.
- b) After stealing Tim's car the thief lost his way and ended up in the chief constable's garage.
- c) After stealing Tim's car, the thief lost his way and ended up in the chief constable's garage.
- d) After stealing Tim's car, the thief lost his' way and ended up in the chief constable's garage.

9

- a) We decided to visit: Spain, Greece, Portugal and Italy's mountains.
- b) We decided to visit Spain, Greece, Portugal and Italys mountains.
- c) We decided to visit Spain, Greece, Portugal and Italy's mountains.
- d) We decided to visit Spain Greece Portugal and Italy's mountains.

10

- a) That tall man, Paul's grandad, is this month's winner.
- b) That tall man Paul's grandad is this month's winner.
- c) That tall man, Paul's grandad, is this months winner.
- d) That tall man, Pauls grandad, is this month's winner.