

**SUPPORT DE COURS ANG1221  
COMPREHENSION ECRITE ET ORALE (NIVEAU A2)  
GROUPE DE DR MIHAM**

## Class n° 2

### I. COMPREHENSION

#### Passage 1

The three phases of human memory are the sensory memory, the short-term memory, and the long-term memory. This division of the memory into phases is based on the time span of the memory.

Sensory memory is instantaneous memory. It is an image of memory that enters your mind fleetingly; it comes and goes in under a second. The memory will not last longer than that unless the information enters the short-term memory.

Information can be held in the short-term memory for about twenty seconds or as long as you are actively using it. If you repeat a fact to yourself, that fact will stay in your short-term memory as long as you keep repeating it. Once you stop repeating it, either it is forgotten or it moves into long-term memory.

Long-term memory is the almost limitless memory tank that can hold ideas and images for years and years. Information can be added to your long-term memory when you actively try to put it there through memorization or when an idea or image enters your mind on its own.

#### Questions

1. The best title for this passage would be \_\_\_\_\_.
  - (A) The difference between Sensory and Short-Term Memory
  - (B) How Long It Takes to Memorize
  - (C) How to Classify the Stages of Human Memory
  - (D) The Time Span of Human Phases
2. The three phases of memory discussed in this passage are differentiated according to
  - (A) location in the brain
  - (B) the period of time it takes to remember something
  - (C) how the senses are involved in the memory
  - (D) how long the memory lasts
3. According to the passage, which type of memory is the shortest?
  - (A) Sensory memory
  - (B) Active memory
  - (C) Short-term memory
  - (D) Long-term memory
4. The word “fleetingly” (line 4) is closest in meaning to which of the following?
  - (A) Easily

- (B) Haphazardly  
 (C) Temporarily  
 (D) Fundamentally
5. According to the passage, when will information stay in your short-term memory?  
 (A) For as long as twenty minutes  
 (B) As long as it is being used  
 (C) Ngugi wa After you have repeated it many times  
 (D) When it has moved into long-term memory
6. According to the passage, what is the capacity of the long-term memory?  
 (A) Limited  
 (B) Infinite  
 (C) Equal to the capacity of short-term memory  
 (D) Very large

## II. GRAMMAR REVISION : Focus on Present Tenses

Present tenses	Active	Passive
Simple	write(s)	is (are) written
Continuous	am (is, are) wrting	is (are) being written
Perfect	have (has) written	have (has) been written
Perfect continuous	have (has) been writing	-----

• *Use the proper form of the verb given in brackets. Each of the seven forms should be used only once.*

- From ancient times people \_\_ (try) to do several things simultaneously.
- This site usually \_\_ (highlight) important shows by date and industry.
- Buyers \_\_ actively \_\_ (look) to take advantage of having multiple vendors in one place.
- A unique opportunity for the direct contacts with potential customers \_\_ (provide) by the nature of a trade shows.
- Since 1995, the interval between two World Expos \_\_ (be) at least five years.
- World Expo \_\_ (hold) in Dubai nowadays.
- Many photos \_\_ (take) at the exhibition recently.

## III. ORAL EXPRESSION

Describe your hobbies

## Class n<sup>o</sup> 3

### I. COMPREHENSION

#### Passage 2

Whereas literature in the first half of the eighteenth century in America had been largely religious and moral in tone, by the latter half of the century, the revolutionary fervour that was coming to life in the colonies began to be reflected in the literature of the time, which in turn served to further influence the population. Although writers of this period supported the revolution, the two best-known and most influential writers, Ben Franklin and Thomas Paine, were both strongly supportive of that cause.

Ben Franklin first attained popular success through his writings in his brother's newspaper, the *New England Current*. In these articles he used a simple style of language and common sense argumentation to defend the point of view of the farmer and the Leather Apron man. He continued with the same common sense practicality and appeal to the common man with his work in *Poor Richard's Almanac* from 1733 until 1758. Firmly established in his popular acceptance by the people, Franklin wrote a variety of extremely effective articles and pamphlets about the colonists' revolutionary cause against England.

Thomas Paine was an Englishman working as a magazine editor in Philadelphia at the time of the Revolution. His pamphlet *Common Sense*, which appeared in 1776, was a force in encouraging the colonists to declare their independence from England. Then throughout the long and desperate war years he published a series of *Crisis* papers (from 1776 until 1783) to encourage the colonists to continue on with the struggle. The effectiveness of his writing was probably due to his emotional yet oversimplified depiction of the cause of the colonists against England as a classic struggle of good and evil.

#### Questions

1. What is the passage about?
2. What characterized the latter half of the eighteenth century American literature?
3. Give the two best-known writers of the American Revolution mentioned in the passage.
4. What was Thomas Paine doing at the time of the revolution?
5. The war of the American Revolution is depicted as the struggle between good and evil. True or false.

## II. GRAMMAR REVISION: Focus on Past Tenses

Past tenses	Active	Passive
Simple	took	was (were) taken
Continuous	was (were) taking	was (were) being taken
Perfect	had taken	had been taken
Perfect Continuous	had been taking	-----

- *Use the proper form of the verb given in brackets. Each of the seven forms should be used only once.*

1. By the time I came back from my business trip, a lot of things ... (change).
2. The tariff for gas and electricity ... (increase) by 10% in September 2021.
3. Gas reserves ... (estimate) at 35 900 bcm before they started declining rapidly.
4. They ... (suffer) from power cuts for years before a new power plant was put into operation.
5. Gas prices ... (increase) these days.
6. The number of suppliers in the UK ... (level off) in 2018.
7. While they ... (deliver) fuel to a gasoline station the truck broke

## III. WRITTEN EXPRESSION

What is your goal for the future ?

## I. COMPREHENSION

### **Passage 3** LETTER TO ADVICE COLUMN

Dear Sandy,

I wrote to you last year about my suspicions of my husband and our next-door neighbour, the widow Amesroxola. You never answered, and now I really need help.

My husband and I have been married for ten years. We have three beautiful children, a house with a pool in a lovely suburban development, and I don't go out to work because I think children need their mother; don't you? Two years ago the widow Amesroxola moved into the house next-door, and our children and hers became the best friends. Feeling sorry for the lonely widow, I invited her and her family over for barbecues and other social events. All was proceeding well until the widow began to ask my husband to do little home-repair jobs, like fixing their air-conditioning, the leaky faucets, and the furnace.

Now I have found out that her house has been in perfect condition. She and my husband have been carrying on at her house. I wondered why she always sent her children over to play with my children when he was "making repairs." Well, now I know. Our phone was out of order one day while he was there, and I went over to use her phone and found my husband in her arms. I am frantic. I am sure he loves me and the little ones. What should I do? Should I get a divorce?

Distraught in Ntsukope

Dear Distraught,

You sound like a devoted mother. We all know that divorce is very hard on everyone, especially the kids. I recommend that you talk over the situation with your husband. After ten years of marriage, surely you can reach an understanding about the widow Amesroxola. Try cooking his favourite food and pampering him a bit more than usual to woo him back to you. If your own efforts fail, you should make an appointment with a professional marriage counsellor to discuss the situation.

### **Questions**

Answer the following questions according to the nature of the item

1. The author of this letter is writing to

- (A) a marriage counsellor
- (B) her mother
- (C) an advice-to-the-lovelorn columnist

- (D) her lawyer
2. The reply to the letter is based upon the writer's
    - (A) dislike of flirtatious widows
    - (B) desire to protect the children
    - (C) wide experience with such marital problems
    - (D) impatient with a silly wife
  3. According to the letter from "Distraught," the widow
    - (A) was lying about needing home repairs
    - (B) bought a run-down house
    - (C) was monogamous
    - (D) had a telephone that worked
  4. "Distraught" is advised to
    - (A) prepare the children for the divorce
    - (B) pamper the widow
    - (C) see her lawyer
    - (D) give her husband special care
  5. How did you get your answer to question 4?
    - (A) It was stated in the reading.
    - (B) It was implied in the reading.
    - (C) The reading did not give the necessary information.
  6. You can infer that "Distraught" and her husband
    - (A) are always kind to strangers
    - (B) are careless of their children
    - (C) have a comfortable income
    - (D) enjoy cooking outdoors
  7. Presumably the expression *carrying on* means
    - (A) repairing faucets (C) continuing
    - (B) lifting groceries (D) having an affair
  8. Apparently the word *distraught* means
    - (A) disillusioned (C) distressed
    - (B) desperate (D) dispersed

## II. GRAMMER REVISION: Focus on future tenses (play audio)

Use the **future continuous** to talk about unfinished action in progress at a time in the future. It often refers to future events that are fixed or expected.

- The form is: *will + be + V-ING*

Use the future perfect simple to talk about an action that will be completed before a certain time in the future.

- The form is: *will + have + pp*

Use the future perfect continuous to talk about how long an action will have been in progress before a certain time in the future.

- The form is: *will + have + been + pp*

○ *Read the sentences below paying attention to the future verb forms in bold.*

a. Rewrite the sentences in the negative. Think about the state of the environment ten years from now and decide which alternative is more likely.

In ten years' time:

1. People **will have solved** the problem of CO<sub>2</sub> emission.
2. We **will be using** only green energy.
3. Plants and factories **will still be reducing** combustion of fossil fuels.
4. Natural resource depletion **will have led** to an energy crisis.
5. The average global temperature **will have been rising** by approximately 0.1 to 0.3 Celsius degrees each year for a decade.

b. Decide which sentences refer to each of the future form.

### III. ORAL EXPRESSION

Why are you studying in engineering?

## Class n° 5

### I COMPREHENSION

#### **Passage 4** TENNIS WEAR

The business of tennis clothes has grown astoundingly in the past few years. Over \$250 million is spent annually on the trappings of tennis. Apparently, everyone wants to look like a pro, even though 20% of the clientele has never even played the game.

Manufacturers pay the stars lucrative fees for wearing their brands of clothes and widening their racquets on centre court. Chris Evert-Lloyd, for example, is rumoured to have signed a five-year contract for \$5 million with Ellesse, a producer of fancy, expensive tennis wear. John McEnroe gets a reported \$6000,000 for playing with Dunlop racquet, \$330,000 for sporting Tacchini clothes, and \$100,000 for tying his Nike tennis shoes. Obviously, in a bad year, these stars make more as fashion models than as athletes.

Not only tennis players get free clothing, but also all the people involved in the game – the referees, linespeople, ball boys and girls – are living advertisements for tennis wear producers. Where, traditionally, conservative white clothing was required for the entire tennis coterie, changing times have seen a new vogue in tennis outfits. Flamboyant colours, designers' nameplates, geometric figures, and bold lines distinguish the new togs from their predecessors.

#### **Questions**

1. It can be inferred from the passage that

- (A) tennis clothing appeals to the wealthy
- (B) tennis stars get huge sums for endorsements
- (C) the price of tennis racquets has remained stable
- (D) bright colours entice people to buy tennis wear

2. The author's intention is to

- (A) explain why the cost of tennis clothes has risen
- (B) defend tennis wear manufacturers from complaints about their high prices
- (C) describe the means of advertising expensive tennis clothes
- (D) describe the new tennis clothing

3. A good title for this passage would be

- (A) The Stars at Play
- (B) Big Business in Tennis Wear
- (C) The High Cost of playing Tennis
- (D) Tennis Stars' Flamboyant Clothes

4. It is stated that John McEnroe

- (A) wears flamboyant clothing on the court
- (B) may be earning over \$ 1 million for endorsing tennis products
- (C) is a fashion model more than he is a tennis player
- (D) has had a bad year in tennis competition

5. It is implied that

- (A) tennis clothing is bought by the well-to-do
- (B) everyone who wears expensive tennis wear plays tennis
- (C) tennis officials would prefer to wear traditional white clothing
- (D) fashion models wear tennis clothing

## II. GRAMMAR REVISION: Quantifiers and determiners

### QUANTIFIERS: all, whole, each, every and both

Q	+ noun	+ of + my/the, etc. + noun	+ pronoun
all	all the countries	all (of) the countries	all of them
whole	the whole country	the whole (of) my country	the whole of it
each	each country	each (one) of the EU countries	each (one) of them
every	every country	every one of the countries	every one of them
both	both countries	both of these two countries	both of them

### DETERMINERS: *Other /another*

**Another** means additional, an extra one.

**Other/another** means different, besides this/these.

**Other countries** means ‘different countries’.

**Another country** means ‘an additional or a different’ country.

**The other** refers to a thing/person that has already been mentioned.

**The others** refer to things/people that have already been mentioned.

**Others** can also be used to mean (the) other people/things.

- *Read about some quantifiers and determiners and choose the correct option in each sentence.*

1. Out of **all the/the whole** gases released from a thermal power plant, carbon dioxide is the main one.
2. Nitrogen oxides are known to present visibility and respiratory issues, and they can also combine with **another/other** atmospheric gases.
3. Some of environmental problems are small and only affect a few ecosystems, but the **other/others** are drastically changing the landscape of what we already know.
4. **Each/every** of the EU countries signed the Paris Agreement.

5. More than 500 species of land animals are on the brink of extinction and are likely to be lost within 20 years; the same number were lost over **the whole/all** of the last century.

### **III. WRITTEN EXPRESSION**

Describe your best artist

## Class n<sup>o</sup> 6

### I. COMPREHENSION

#### Passage 5

The oil embargoes of the 1973 – 1975 caused vast chagrin among the manufacturers of automobiles around the world. In particular, American companies were obliged to create innovations in producing small cars that would compete in the market with those flowing into the American market from Japan and Europe. No longer could Americans afford ostentatious, gas-guzzling vehicles.

Of paramount importance to today's car owner is the cost of gasoline. American manufacturers have collaborated to supply their clientele with small cars that provide the amenities of the stereotyped large American car, yet get better mileage than any other car in the history of American car production. It has become a question of ardently competing with foreign car manufacturers or succumbing to the intense competition and losing a lucrative business through apathy.

The American car industry has been rejuvenated. The fuel consumption of the new cars has decreased by 49% since 1977; mileage has risen from an average 17.2 miles per gallon to 25.6 miles per gallon. These figures are indicative of a major turnaround in engineering, manufacturing, and design. The industry has made pertinent use of the computer by installing a microprocessor, a thin piece of silicon about the size of an aspirin, in new cars. This miniature computer measures engine speed, engine load, and other functions, and sends messages to the fuel system and other parts of the car's mechanism, thus producing lower gas consumption and cleaner exhaust.

By designing sleek, roomy, beautiful, sporty models, the automobile industry has enticed both the average-income and the affluent car buyer into purchasing small cars. In addition to saving on gas, today's car is built to save on maintenance and repair expenses. Fewer oil changes, lubrications, and maintenance checks are required. Furthermore, the manufacturer is including the costs of maintenance in the buyer's purchase price. New car advertisers now claim that all that the buyer has to pay for is gas. To fight corrosion, new coatings have been developed to protect against the havoc caused by road salts, gravel, and other materials. Hence, when car owners are ready to turn in last year's car for a new one, they will find that their well-preserved used cars will have an unusual high trade-in value.

Fuel efficient, safe, emission free, economical, and beautiful, today's cars are better than any ever produced before.

## Questions

Respond to the following according to the nature of each item.

1. What significance did oil embargoes have in the automobile industry?
  - (A) Car manufacturers worldwide had to produce fuel efficient automobiles.
  - (B) Automobile manufacturers had to make smaller cars.
  - (C) The Japanese exported cars to America.
  - (D) Americans continued to drive American cars.
2. In the second paragraph there is a statement that implies that
  - (A) Americans love large cars
  - (B) American auto manufacturers had been indifferent to the need for smaller cars.
  - (C) Americans will not buy uncomfortable small cars.
3. The microprocessor is
  - (A) responsible for the American car industry's rejuvenation
  - (B) a major turnaround in American car manufacturing
  - (C) a computer that saves gas and helps create cleaner emission
  - (D) a pertinent use of fuel consumption
4. The new small American cars are being bought
  - (A) by middle-class and rich clientele
  - (B) because they save fuel
  - (C) because of inflation
  - (D) by Americans who want to help American business
5. New cars are better bargain than those manufactured in years past because they
  - (A) cost less to run and are built to last longer
  - (B) have a built-in computer
  - (C) save fuel, have more safety features, cost less to maintain, and have a higher trade-in value
  - (D) are a lot smaller and don't rust because of better coatings
6. From the information given in the reading, you can infer that anticorrosive coatings will not only protect a new car's body, but also
  - (A) make the car run better
  - (B) increase the trade-in value of the car
  - (C) increase the car's mileage
  - (D) make the car safer to drive

7. From the passage you can infer that
- (A) new cars are fuel efficient, sleek, and beautiful
  - (B) Americans want their cars to be both beautiful and practical in terms of comfort and cost
  - (C) Americans will continue to buy Japanese and European cars because they are cheaper
  - (D) If oil becomes plentiful and cheap again, Americans will not return to buying large cars

8. Another inference from the article is that

- (A) the most important consideration in buying a car is the cost of gas
- (B) gas shortages caused American manufacturers to change their production methods
- (C) today's cars are more sensible buys than those in the past
- (D) large cars are more comfortable than small cars

## II. GRAMMAR REVISION: Much and many

- *Fill in the gaps with 'much' or 'many' to complete these sentences.*

1. There are .....potatoes in the basket.
2. I don't have.....food to give you.
3. ....pupils are playing in the classroom.
4. There are.....people in the chapel.
5. Does she drink.....tea every morning ?
6. Kokou has.....butter in his bread.
7. This sugar is too.....for my coffee.
8. Essi has.....books in her cupboard.
9. Is there.....salt in the soup ?
10. We need.....sand to do this work.
11. I don't have.....friends in this school.
12. They are not going to sing.....songs.
13. Did they buy.....cream in the shop ?
14. I have.....pencils
15. There is .....in the bag.

## III. ORAL EXPRESSION

Talk about yourself by giving any necessary information you'd like the class to know.

## Class n° 7

### I. COMPREHENSION

#### **Passage 6 THE PRODIGAL SON**

There was a certain man who had two sons. The younger of these said to his father, "Father, give me that share of your estate which I shall inherit." So his father divided his property between him and his brother.

Not many days afterwards, the younger son put together all that he had and went on his travels to a far country, where he wasted his fortune in riotous living. Then when all was spent, a great famine occurred in that country and he found himself without food; whereupon, he went and introduced himself to a citizen of that country, who put him on his farm, to feed swine. He would have been glad to fill his stomach with husks of corn such as the swine used to eat but no one was ready to give them to him.

When he realized how stupidly he had behaved, he went to his father to ask for forgiveness. Seeing him a long way off, the father ran up to him, threw his arms around his neck and kissed him. When he repented, the father gave orders to his servants to clothe him, put a ring on his hand and shoes on his feet. They were also asked to kill a fattened calf for all to eat and make merry because his lost son had been found.

#### **Questions**

1. What are the main characters in this passage?
2. Who is referred to as the prodigal son in the title?
3. What does the younger son do with his heritage?
4. What decision he took in the end?
5. Was the father kind to him? How?

### **II. COMPREHENSION: somebody, something, anybody, anything, nobody, nothing**

- Complete with: somebody, something, anybody, anything, nobody, nothing

1. Is there ..... waiting for the bus?
2. Don't do that, ..... can see you.
3. There isn't ..... in this house.
4. I gave it to .....
5. ..... came and left this book for you.
6. He doesn't want to listen to .....
7. If you don't learn your lesson, ..... will do it for you.
8. She has not got ..... to eat.
9. Come, I want to tell you .....

10. I don't have .....to tell you.

### **III. ORAL EXPRESSION**

Talk about your best friend or any of your relatives

## Class n<sup>o</sup> 8

### I. COMPREHENSION

#### **Passage 7 THE DARK CONTINENT**

Until the latter half of the nineteenth century, the Europeans knew little about the interior of Africa. By then much had been learnt about America, Asia and Australia. Because the Europeans knew little about Africa then, this was the chief reason why Stanley, the British explorer, called Africa *the Dark Continent*.

Stanley explored the Congo Basin. The Stanley Falls on this river is called after his name. Most of the inhabitants of Africa are black in complexion and perhaps this was the second reason the words Dark Continent were applied to Africa.

One may ask why the inland part of Africa was unknown until about one hundred years ago. Many are of the opinion that this was because the natives of Africa were not friendly towards Europeans. Until then, Arab slave raiders had been enslaving Africans. This made many Negroes look upon all white people as slave dealers.

But we must not forget the difficulties in exploring Africa. The Sahara Desert, the rapids on rivers and the thick forests made travelling very difficult. The damp, heat, mosquitoes and tse-tse flies caused illness to Europeans explorers.

#### Questions

1. Why Stanley called Africa *the Dark Continent*?
2. What incidence does Africans' complexion have on the name given to the continent?
3. Give one reason why the interior part of African was not accessible to earlier Europeans?
4. Why Africans look upon all white people as slave dealers?
5. Why did Europeans come to Africa? What are some difficulties they faced?

### **II. GRAMMAR REVISION: Interrogative pronouns or adjectives**

- Complete with: what, whose, who, how much, how many, which one, how

1. ....time is it?
2. ....is speaking there?
3. ....eraser is that? It is for Alex.
4. ....are you doing here?
5. ....book is it? Is it for Kokou?
6. I have the blue and the white one; .....do you like?
7. .... are you in your family?
8. How.....rivers are there in your village?
9. ....do you have to pay?

10. ....father is this man?

### **III. ORAL EXPRESSION**

Simulate a phone call conversations with your partner

## Class n<sup>o</sup> 9

### I. COMPREHENSION

#### **Passage 8 DRIFT TO TOWNSHIPS**

The rate at which people from African rural areas move to townships is getting too large. Every year, thousands of school leavers rush to urban areas to seek employment. This results in overcrowded cities and unpopulated country sides.

Most of our youths nowadays wrongly regard agriculture as a poor man's business. They prefer white-collar jobs to farming and forget that one can gain fame or wealth through agriculture. Most of these youths are greatly disappointed in the townships. Lack of jobs and lack of money make them become thieves and robbers.

Country life, with its fresh air, is forgotten. Only old people and children are left behind. Our forests are uncut. Valuable customs, crafts and arts become things of the past.

One way of checking this movement is by setting up factories in rural areas; other ways are good means of transport and communication. Libraries, medical services and post offices are equally important amenities necessary in rural areas.

African governments are the chief bodies that can check this unnecessary drift to urban areas. The villages must be made attractive and healthy before people will be interested in living there.

#### **Questions**

1. According to the first paragraph, why many school leavers are going to towns every year?
2. The second paragraph mentions some causes of youths' drift to towns. What are they?
3. Do all the youths make it in town?
4. What possible solution can there be for drift to townships?
5. What is the opposite of rural areas in the text?

### **II. GRAMMAR REVISION: Parts of Speech**

#### **1. Definition**

- A part of speech is a grammatical category to which a word belongs.

#### **2. Different parts of speech**

- Nouns: people, places, things (and animals)
- Pronouns: replace nouns
- Verbs: show action or being
- Adjectives: describe nouns
- Adverbs: describe verbs, adjectives or other adverbs

- Articles: signal that a noun is going to follow
- Prepositions: show relationship between words in a sentence
- Conjunctions: connect words, phrases, clauses or sentences
- Interjections: exclamations that express strong feelings

### **III. ORAL EXPRESSION**

Compare country life to city life

## I. COMPREHENSION

### **Passage 9 THE HONEST TAXI – DRIVER**

A Pregnant woman once asked Obi, the taxi-driver, to drive her to a hospital in Onitsha. When he agreed, she entered the car with her basket which contained bottles, cloth, bananas and a loaf of bread.

On their arrival, the woman removed her belongings and Obi drove away. She was about to see the doctor when she found that she had left her purse inside the taxi. She became so unhappy that tears rolled down her cheeks. Other woman there comforted her but she continued to cry because she had no other money. ‘How can I pay the hospital fees.’ she lamented, ‘and go back home over seven kilometers away?’

Nobody there knew the taxi-driver or the number of the car. The woman went to a nearby street to look for him. ‘I can recognize his face,’ she said to herself, ‘I may be lucky and see him pass by.’ After one hour, she came back to the hospital very worried and sad.

It was long before Obi saw the purse on the side of a seat in the car. ‘This belongs to the pregnant woman,’ he said to himself. He counted the money inside it and found the sum of eight hundred naira. He drove up to the hospital at once to look for the owner. Seeing him, the woman jumped up happily. Obi then gave her back the purse. She checked the money and it was complete. ‘thank you very much,’ she rejoiced, ‘you have given me a new life. May God bless you.’ ‘What an honest driver!’ the others exclaimed.

#### **Questions**

1. Why the title of text mentions the taxi-driver, and not the pregnant woman?
2. What are some belongings the woman brought along in the taxi?
3. Why did she become so unhappy when she was about to see the doctor?
4. Where did the taxi-driver see the purse?
5. What did he do when realizing that it was for the pregnant woman?

## **II. GRAMMAR REVISION: Unreal past and past regrets**

### **1. Unreal past (talking about imaginary situation)**

- Use **wish/if only + sb + a past tense** to say that somebody really wants a present or future situation to be different.
- Use **it's (high) time + sb + a past tense** to say that somebody should do something (now or in the future).
- Use **would rather + sb + a past tense** to say what somebody would prefer somebody else to do (now or in the future).

- *Read the sentences below and answer the questions.*

a. Do these sentences refer to the present or to the future?

b. Which tense is used?

1. I think it's time **we started** looking for a job.
2. If only **I could get** that job.
3. My English teacher would rather **I didn't miss** my classes.
4. I wish **I knew** more about the importance of the job interview.

- *Complete the sentences so that they have similar meanings to the first ones. Then tick the sentences that are true for you.*

1. I don't study English well. I wish I \_\_\_\_\_.
2. We should get some experience in electrical engineering. It's high time we \_\_\_\_\_.
3. I am late for the engineering job interview, If only I \_\_\_\_\_.
4. We are learning how to write a good engineering CV. I'd rather we \_\_\_\_\_.
5. I don't know how to tell about my strengths / weaknesses. It's time I \_\_\_\_\_.
6. We don't have much practice in electrical or mechanical engineering. We wish we \_\_\_\_\_.

## 2. Past regrets (expressing a wish or regret about the past)

- Use **wish/if only + sb + Past Perfect** to talk about past regrets.

- I didn't take part in the conference last week.

*If only I had taken part in that conference.*

- He talked to his groupmate all the lesson.

*He wishes he hadn't talked to his groupmate all the lesson.*

**Note:** **If only** is stronger than **I wish**.

- *Complete the sentences in exercise 2 with the necessary verb forms.*

1. I don't study English well. I wish I \_\_\_\_\_.
2. We should get some experience in electrical engineering. It's high time we \_\_\_\_\_.
3. I am late for the engineering job interview, If only I \_\_\_\_\_.
4. We are learning how to write a good engineering CV. I'd rather we \_\_\_\_\_.
5. I don't know how to tell about my strengths / weaknesses. It's time I \_\_\_\_\_.
6. We don't have much practice in electrical or mechanical engineering. We wish we \_\_\_\_\_.

## III. ORAL EXPRESSION

- a. Say 'thank you' to someone
- b. Respond to 'thank you'

## I. COMPREHENSION

### **Passage 10 UNITY IS STRENGTH**

Udo and his four sons lived in a little village named Ikenze. All of them were good farmers. They had a flock of sheep and a herd of cattle. Their house, though made of mud and thatch, was one of the best in the town. The family was rich and had plenty of food to eat. Udo, then seventy-two years old, was unhappy because his sons were always quarrelling among themselves.

One evening, he called them together and gave each a bundle of brooms to break. They tried in turn but were unable to do so. He then untied the bundle and asked them to break each rib one by one. This they did easily.

‘United, we stand; divided, we fall,’ said Udo. ‘You all now see the importance of unity. If you live in love and peace together, you will overcome any group of enemies or difficulties. But if you continue to quarrel and act singly, you may be easily hurt.’

The sons promised to do as he advised. They agreed to settle all future disputes peacefully. ‘We have learnt the lesson at last,’ they said, ‘that unity is strength.’

#### **Questions**

1. How many characters are mentioned in this passage?
2. What is the main problem in the family of these characters?
3. What does the father do with regard to this problem?
4. Was he successful in his procedures?
5. What resolution do the sons take in the end?

## **II. GRAMMAR REVISION: Sentence structure**

• Rearrange these words to have suitable sentences

1. she on of farm Kofi a works father.
2. lives cousin my Accra in.
3. playing like James football doesn’t.
4. office me excuse the is Prime Minister’s where?
5. the to you if punish school teacher late will come you.
6. is mother today my happy very.
7. me some to water please give drink.
8. to usually school I before go o’clock seven.
9. blackboard teacher on of the is chalk with writing the piece a.

10. in he classroom sister the sits my behind.

### **III. ORAL EXPRESSION**

a. Ask someone ‘how are you’

b. Respond to ‘how are you’