RIFT VALLEY UNIVERSITY

FACULTY OF BUSINESS AND ECONOMICS

MODULE OF COMMUNICTATIVE ENGLISH SKILLS

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Course Objectives:

Upon the successful completion of this course, you will be able to:

- Read to understand information in a text;
- Understand how a text is organized;
- Express your ideas in various communicative contexts (in pair, in public speaking settings, etc,);
- Use English for social interaction where necessary;
- Identify the structure of oral and written discourses;
- Use different grammatical aspects for both written and spoken forms.

UNIT ONE

1.1. GREEETING

➢ It is important to have good communication skills to be successful at your work place. In this section, we suggest some ways and rules to be followed in face-to- face interaction. In face- to- face communication, your body language is as important as speech. At your work place, it is also important that you dress neatly, sit or stand erect and have an alert smiling face. So when you speak, you should speak softly yet clearly, you should be polite and courteous.

The speaking section of this Unit will be on **greetings** and **introductions**. Whenever you meet and want to greet a person (someone whom you know or stranger), there are certain expressions to be used. We choose these expressions on the basis of certain criteria such as: degree of closeness, distance, family, new colleague, nature of relationship – friendly, official and status of speakers – equal, seniors. Thus, the expressions to be used can be divided into two categories. They are to be **formal** – those used with strangers, and seniors; **informal** - those used with friends, long time colleagues, team mates, etc. So, it is important to understand the degree of formality and respond accordingly.

After greetings what follows in-face-to-face communication is introduction. Introductions can be done in two ways: **introducing oneself** and **being introduced by others.** When introducing oneself, the speaker introduces himself/herself directly to the listener and then they continue talking. But when being introduced

by others, there should be a third person, the **introducer.** In this case, the introducer will introduce the other two by telling their names and giving some other information about each of them.

1.1.1. Greetings and their Responses

Look at the following Greetings and their Responses.

Greetings	**Responses**
Good morning, Mr. Dawit!	- Good morning, sir!
Good afternoon (Sir /Madam)!	-Good afternoon, Meberatu!
Good evening (Gentlemen/Ladies)!	- Good evening!
Hello! How are you?	- Hello! Fine, thank you!
Hi! How are you?	- Hi! Fine, thank you!

Greetings	**Responses**
Hi, there! Long time no see!	---------- Yeah, long time no see!
What a pleasant surprise!	---------- Same here!

Greetings are generally replied in the same form. In reply, the listener usually uses a slightly different intonation. The response for the greeting "**How are you**?" should be "**I'm fine, thank you**". Do not give a long account of your illness or problems. We say "Good evening?", when we meet a person late in the evening like 8 or 9 o'clock. We use "Good night" only at the time of parting.

Exercise 17

Study and practice the dialogues given below. Identify whether the relationship is *formal* or *informal*. (*Write your answer in the spaces provided*.)

I). A: Good morning, Sir.

B: Good Morning, Mr., Samuel! Didn't see you in the office yesterday? Is everything all right?

A: Yes sir, thank you. I had to take leave because a friend of mine came from Addis Ababa. _____

II) A: Good morning sister? How are you?

B: I'm fine. Thank you, doctor. _____

III) A: Hello, Abdi, how're you?

B: Good morning, Ms. Tarikua. I hope you're feeling better now.

A: Much better, thank you. _____

V) A: Hi Dani, you are just the person I was looking for.

B: Hello, Teshe. Why? What's up? _____

VI) A: Good morning, Mr. Melisew? Isn't it a lovely day?

B: Good morning. Yes, it's nice and cool. _____

Exercise 18

Match the responses to the greetings in the table below.

Greetings	Responses
1. Hi, Rahel! Long time no see.	**a) I'm very well, thank you.**
2. It's great to see you again. So, how is life?	**b) Hello, Raja. Yes I've been very busy.**
3. How're you feeling now?	**c) Much better, thank you.**
4. Hello, Mr.Gutema! How're you keeping these days?	**d) Not bad.**

Answers

1._____ 3._____

2. _____ 4. _____

Exercise 19

You have gone to see a senior colleague who has been admitted to hospital.

Which expression will you use? Put a tick (√) mark for the correct response.

☐ **I**) Good morning in good shape, are you?

☐ **II**) Good morning sir, how are you feeling now?

☐ **III**) Hi !How's life?

☐ **IV**) Hey! How are you, old boy?

1.1.2. Introducing Yourself

Look at the following dialogue carefully.

I) Toltu: Hello my name is Toltu Tufa.

Maria: Pleased to meet you. I am Maria Girma.

II) Fantu: I am Fantu Tadesse and this is Riyot. We are from Hawassa University.

Tarikua: Pleased to meet you.

Riyot: Pleased to meet you, too.

If you say the first two sentences are used to introduce oneself and the last three are used to introduce oneself and then to introduce others, you are correct.

We often introduce people who do not know each other. We also introduce ourselves to people who do not know us. In more formal situation, it is always the younger person who is introduced to the older, the woman to the man and the junior to the senior.

1.1.3. Introducing Yourself

Look at the following situational dialogue.

III. Abdisa and Lankebo are freshmen students at Hawasssa University. They are sitting next to each other in a class silently and their "Communicative English Skills" instructor has not come yet. Abdisa wants to introduce himself to Lankebo in order to break the silence between them.

Now, look at the actual dialogue between them.

Abdisa: Hi I'm Adane.

Lankebo: Hello, Adane. My name is Lankebo.

Abdisa: I haven't seen you before. Are you registered in this class?

Lankebo: Yes, but I wasn't here the first week of class because I was sick

Abdisa: I'm sorry. Are you feeling better now?

Lankebo: Not at all. (I'm still not feeling alright)

Abdisa: I hope you will get much better soon.

Lankebo: Thank you! Well! Nice meeting you!

If you say this dialogue is an **informal** one, you are correct. That is good! Because the expressions used such as **Hi** and **Hello** as well as the **first names** show the dialogue is informal.

Introductions	**Responses**
• Good morning , I'm_____ • I'd like to introduce myself. My name is _____. • Hi, I'm _____.	• Good morning , I m _____ • Pleased meeting you. • Pleased to meet you. • How do you do? • Good to meet you again. • Nice meeting you.

• Excuse me, aren't you (name) when you hesitate know someone. • Hello, you must be ____.I'm _____ (when you meet someone you know before after too long period of time) • Hello, my name is _____ • I'm glad to meet you. • It's nice to meet you. • Sorry, where are you from? • Sorry, where do you come from?	• I'm ____ from A AU, Institute of Language Studies. • Hello, I'm _____. • Hello, my name is _____.

1.1.3. Introducing Others

We are often expected to introduce people who do not know each other. If you know two individuals who do not know each other, you are expected to introduce them to each other. Read the following expressions which we use when we introduce others, and the responses which are used by the individuals being introduced use.

Some expressions that the introducer uses are:

- I would like to introduce you to _____.
- Let me introduce you to _____.
- May/Could/Can I introduce you to _____?
- It is my pleasure to introduce you to _____
- Have you met _____?

Expressions used to respond to being introduced:

Openers	**Responses** \
How do you do?	How do you do?
It is a pleasure to meet you.	It is a pleasure to meet you, too.
Nice to meet you!	Nice to meet you, too!
I'm glad to meet you!	I'm glad to meet you, too!

Dear learner, look at also how the newly being introduced individuals ask and answer to some common questions.

Questions	**Answer**
Where do you come from?	(Addis Ababa). From a place called-----
Where are you from?	----------
What do you do?	I am a nurse/student, etc
What is your job?	----------

When you part, use the following expressions.

Openers	**Responses**
It was nice meeting you	It was nice meeting you, too.
I hope to see you again.	I hope to see you, too.
I hope to see you sometime in the future.	I hope see you, too.
Good bye	Good bye

When introducing someone else: Look at the following sample dialogue.

I). A: Have you met John?

B: No, I haven't. Please, introduce me.

A: Yonatan; this is Solomon. He works in the Language Studies Department.

C: Nice to meet you, Solomon.

B: Nice to meet you, too.

C: How long have you been here?

B: With the company? Oh….too… long… nearly 15 years. What about you?

C: I am not working here now. I am just on study leave.

B: Oh? Where are you studying?

C: I am studying at AAU.

II) A: Good afternoon, Mr. Gashaw.

B: Oh, Good afternoon Mr. Getahun. It's a lovely day, isn't it?

A: Yes, beautiful. Oh, Mr. Gashaw, may I introduce you to my uncle, Gemechu. He is staying with us for the weekend.

B: How do you do, Gemechu?

C: How do you do Mr. Gashaw?

A: Gemechu is studying Folklore.

B: Oh, really? Are you studying at the University here?

C: No, I' m going to study at a university in England, actually.

B: Oh, I see.

C: Well, goodbye, Gemechu. I'm so glad to have met you.

B: I'm glad to have met you, too Mr. Gashaw. Goodbye.

B. Speaking Tips

☞ "How do you do?" is quite formal for British speakers and the reply to this question is to repeat the phrase, "How do you do?"(as strange as that may sound).

B. At more Informal Party

☞ When you introduce two of your friends to each other, you can simply say "John, this is Sara."

C. Cultural Considerations

D. N

At work, one person may have higher status like your boss, or a client. It is polite to address them as Mr./Mrs until the situation becomes more informal. People in European and English speaking cultures often shake hand when they meet someone for the first time. Don't forget to smile.

It is not common to use titles (Mr., Mrs., Dr, etc) when referring to yourself. However, it is polite to use titles wih others in formal situation unless they give you permission to do. Do not use titles with first names, and do not use last names alone without titles.



Exercise 20

1. Study and practice the dialogues below. Identify also whether the relationship is (a) very formal (b) formal, or (c) informal.

I). A: Good morning. How do you do? You're Hagos, aren't you? I'm Woldu Hussein.

B: How do you do, Woldu? Pleased to meet you._____

II). A**:** Pardon me; your name is Rahel Sharma, isn't it?

B: Yes it is, and you are?

A: Mohammed Haile from the British Council Office._____

III). A: Ladies and Gentlemen, this evening, I'd like to introduce Bill Gates, the man who has brought changes in the IT revolution. _____

IV). A**:** Temesgen**,** I'd like you to meet my colleague, Anjali.

Temesgen: Hello, Anjali. Nice to meet you and welcome to Delhi. Is this your first trip?

Anjali: Thanks. Yes, it is._____

2) Complete the dialogues below.

I) **Mekonnen:** Hey, Samuel. Have you met Mihiretu before?

Samuel: _____

Mihiretu: How do you do?

II) **Kiros:** Mulu, this is Aynalem.

Mulu: _____

Aynalem: Fine, thanks. And how are you?

READING

Environmental Challenges: A River Ran Through It

1. The Murray is the lifeblood of Australia's farming country, a legendary river that once thundered 1,500 miles from the Snowy Mountains to the Southern Ocean. Now, it's **choking** to death in the worst drought for a thousand years, sparking water rationing and suicides on devastated farms. But is this a localized national emergency, or a warning that the Earth is running out of water?
2. Australian farmers pride themselves on their resilience. They take pleasure in living in a sun-burnt country of droughts and violent rain warming as hogwash. But with unprecedented water scarcity and the Murray, the country's greatest river system, on the verge of collapse, warning bells are ringing around the globe.

3. Financially, the drought is affecting places as far away as the UK, pushing up the cost of bread in British supermarkets as wheat prices reach a 10- year high. Scientists are looking on nervously, wondering if what is happening in Sydney could be the future for other towns and cities around the world.
4. Professor Tim Flannery, an Australian environmental scientist and an international leader on climate change, has no doubts. "Australia is a **harbinger** of what is going to happen in other places in the world", he says. This can happen anywhere. China may be next, or parts of Western USA. There will be emerging water crises all over the world. In Kenya, the herdsmen of the Mandera region have been **dubbed** the climate canaries' – the people most likely to be wiped out first by global warming. In Australia, the earth's driest inhabited continent, it is the farmers who are on the frontline.
5. This extended dry spell began in 1998. Four years later came the once in-100- years drought. Last year was declared a once-in-a-millennium event. Every city, except for Darwin, is facing water restrictions. Rivers are reduced to a **trickle** a child can jump across. Old Adaminaby, a town drowned by a reservoir 50 years ago, has resurfaced from its watery grave Distressed koalas have been drinking from swimming pools. The list goes on.

6. The extent of the crisis was illustrated in January, when the Prime Minister, John Howard, announced a £ 4.5bn package to take control of the Murray-Darling basin, the nation's food bowl, accounting for 41% of Australia's agriculture and £ 9bn worth of agricultural exports. The region covers an area the size of France and Spain combined, and is home to almost 3 million people. But its famous waterway, the River Murray, no longer holds sufficient water to flow out into the sea. Despite Howard's massive rescue plan to **overhaul** the water system six months later the irrigation taps to the region's farmers were turned off.
7. In March 2006, Professor Flannery's The Weather Makers was published in the UK, spelling out in the detail what awaits us unless we decarbonize our world by 2050. He has been described by Sir David Attenborough as 'in the league of the all-time great explorers; and he was the 2007 Australian of the Year. Floods and violent storms have caused havoc along Australia's Eastern seaboard, beaching one 40,000-tonner tanker like an aluminum dinghy. I put it to Flannery that the difficulty with global warming is that many areas are facing freak flooding. General modeling suggests that every degree Celsius of warming leads to a 1% increase in rainfall globally; he explains. But these downpours are not spread evenly, causing intense bursts

and downpours of rain in some places and not in others. We are learning about this 1% effect as we go.'

8. In his book, Flannery describes the dramatic **decline** in winter rainfall in Southwestern Australia since the sixties. The Commonwealth Scientific and Industrial Research Organization have forecast that on the east coast, rainfall could drop by 40% by 2070, along with a steep rise in temperature and an increased chance of bush fires. Last November, the UN Intergovernmental Panel on Climate Change Report added to the predicated misery, stating that 'the annual flow in the Murray-Darling basin is likely to fall by 10-25% by 2050; resulting in a decline in production from agriculture and forestry.
9. Five years ago, during the last major drought, I traveled through Western Queensland, across a fragile, red-baked landscape that was obviously not suited to the hooves of millions cattle and sheep (there are no Australian native animals with cleft hooves) and met farmers whose dreams were crumbling to dust. Back then, there was virtually no mention of global warming. The problem was attributed to the dry, cyclical conditions caused by El Nino, a powerful climatic event linked to the Pacific Ocean, which drives rain-bearing clouds away from the continent.
10. Fast-forward to July 2007 and few scientists doubt the 'big dry' is caused, in part, by climate change. Some refer to it as a climate shift; others, like

Flannery are unequivocal that it is a **foretaste** of what's to come. As the first developed nation to experience such a prolonged dry spell, it's no wonder that the rest of the world is looking on to see how Australia copes – and what lessons can be learned.

11. What is remarkable is the swing among ordinary Australians over the past 12 months. The release of the Stern Report by British Economist Sir Nicholas Stern and a rise in food prices have combined as a loud wake-up call. Now, as the stress of trying to squeeze every drop out of an over-stretched waterway threatens to tear communities apart, fierce public debate has forced the environment to the forefront of this year's general election. In order to avoid water shortages, two massive desalination plants will be built in Victoria and NSW, following the construction of Perth's successful desalination plant. The government also announces it would **ban** incandescent light bulbs, which contribute to greenhouse gases.
12. For Flannery, these are baby steps. 'We could be the Saudi Arabia of renewable energy. We've got solar potential; we've got a geo-thermal province in central Australia and the best potential for wind power off the east coast.' For Anne Jensen, an academic who's been studying the ecology of the lower Murray in South Australia for 25 years, it's a question of priority. 'Everyone is fighting to keep what they've got in a situation where

people are going to need to give something up'; she says. 'While everyone is on rations, we have to make sure that the river is healthy enough to support us all.'

(*Adapted from 'The Observer Newspaper'*)

Exercise 1

Read the first five paragraphs to answer the following questions. (*Write your answer in the spaces provided.)*

1. Which river is being described? _____
2. Where is the river found? _____
3. What is happening to the river? _____
4. Do the farmers agree with concept of climate change? _____

   _____
5. What are the countries that are affected by those problems which are affecting Australia? _____
6. Who is Professor Tim Flannery? _____
7. What are drinking in swimming pools? _____

Dear learner, you can read the paragraphs more than once for better understanding of the concepts. If possible, discuss the answers with a friend. And then compare your answers with the answers given at the end of the module.

Exercise 2

Based on the passage, try to answer the following questions. Choose the answer which you think fits best. (*Write the letter in the space provided*.)

_____1. What has happened to the Murray River?

A. It is drying up because of draught.

B. It is flowing to the Southern Ocean.

C. It has been used for a wider area of farming

D. It is helping most of the farmers in Australia.

_____2. What are the two immediate results of the drought?

A. Farming and legendary C. Drought and violent rain

B. National emergency and warning D. Water rationing and suicides

_____3. According to the passage, Scientists worried about:

A. Problems like the ones in Australia are happening in other areas of the world

B. The drought that affects only Australia.

C. There would be emerging water crises all over the world.

D. A and C are possible answers.

_____4. What does Tim Flannery believe is going to happen in the future?

A. He believes that there will be similar problems all over the world.

B. He hesitates that there will be climate change.

C. He believes that Australia's current climate change doesn't indicate

anything about other countries in the world.

D. He believes that there will be climate change only in China and western USA next to Australia.

_____ 5. According to the passage, what is every city facing in Australia?

A. Bread shortages B. Water shortages

C. Fuel shortage D. Farming land shortages

_____ 6. Based on the passage, what has happened to Old Adaminaby.

A. It has reappeared after being abandoned

B. It has been flooded by the water of a reservoir years ago.

C. It has got much more water than some other cities. D. A and B

If there is a possibility to do so, discuss the answers with a partner; and then, compare your answers with the ones given at the end of the module.

Exercise 3: Scanning

Scan the passage carefully and then use the words hereunder to complete the following sentences.

cyclical	prolonged	skeptical	verge
fragile	devastated	unequivocal	unprecedented
havoc	legendary	overhaul	resilience

1. The ancient vase was very _____and we were afraid that it would break.

2. The small town was _____by the violent storm and took years to recover.
3. The floods caused _____ in the region and thousands of houses were destroyed.
4. The _____ nature of the weather meant that the heavy rain fell every second year.
5. Despite all the problems the family faced, they were able to overcome them because of their_____.
6. He was _____ in his view of what was best for the country and he asserted his views strongly at every meeting.
7. When he saw the _____folksinger in his town, he could hardly believe his eyes.
8. I was very _____ about what he said and didn't altogether believe him.
9. The long and painful operation _____ his life, but not for many months.
10. We had never seen anything like it; his actions were _____
11. They had to _____ the machinery completely before the start of the New Year to make sure that it worked properly.
12. The team was on the _____of making many new discoveries when their funding was cut and they were forced to stop.

Exercise 4: Intensive Reading

Read the text carefully and answer the questions that follow. (*Write the answers in the spaces provided.)*

1. Why is the Murray- Darling basin so important? It is important for

_____

2. What are the two main effects of climate change in Australia _____ and _____

3. What was the major difference the writer found between 2002 and 2007?

_____

4. How is this crisis affecting politics? _____

5. What immediate steps has the government taken to alleviate the problems?

_____

Vocabulary

Before you read and guess the meanings of difficult words in the text, write the meanings of each of the following words taken from the passage.(*Write your answers in the spaces provided.)* The words are:

1. devastated _____ 4. overhaul _____

2. hogwash _____ 5. decline _____

3. resilience _____ 6. harbinger _____

Exercise 5

Based on the context, guess the meanings of each bold word in the following sentences. (*Write your answers in the spaces provided.)*

1. Now, it's **choking** to death in the worst drought (Para 1, line 3)_____
2. Australia is a **harbinger** of what is going to happen.(Para 4, line3)_____
3. In Kenya, the herdsmen of the Mandera region have been **dubbed** the climate canaries. (Para 4, line6)_____.
4. Rivers are reduced to a **trickle** a child can jump across. (Para 5, line 4). ____
5. Despite Howard's massive rescue plane to **overhaul** the water system, six months later. (Para 6, line 8)_____
6. In his book, Flannery describes the dramatic **decline** in winter rainfall.(Para 8, line 1) _____.
7. Others, like Flannery are unequivocal that it is a **foretaste** of what is to come. (Para 10, line 3) _____.

The government also announced it would **ban** incandescent light bulbs. (Para 11, line 9) _____.

UNIT TWO

2.1. RELATIVE CLAUSES

Study the following sentences which are constructed using relative pronouns.

(I). 1.The man **who** bought all the books by Chinua Achebe has died.

2. Students **that** waste their time leisurely are in greater problem to pass the exam.
3. The car **which** I saw in the exhibition is very attractive.
4. The chair **that** she bought is recently brokken.

have you said that each of the sentences has main clause and relative clause? For example, in sentence 1, the clause 'The man has died' is the main clause and '**who** bought all the books by Chinua Achebe' is the relative clause. Relative clauses are **subordinate clauses** that are constructed using relative pronouns and modify the referent of a head noun or pronoun. Relative pronouns include: **who**, **whom**, **whose**, **that**, **which** and **of which**. They are used to introduce

Dear learner, have you gone through the above four sentences? You can notice that when the subject of the sentence is a person, like sentences **1** and **2**, the relative pronouns **who** and **that** are used respectively; whereas when the subject of the sentence is an object (thing) like sentences **3** and **4**, the relative pronouns **which** and **that** are used.

Look at also the following examples.

(II). 1. The man **that** you are talking about is our tutor.

2. The boy **who** you lend the money works for our university.
3. The girl **whom** you invited to the panel discussion is my sister

4. What is the name of the planet **that** lies next to Earth?

5. The picture **which** you were talking about has been stolen.

If you say that the relative pronouns in (I) are used as subject relative pronouns, whereas those in (II) are object relative pronouns, you are correct. It is well done!

☞ Here, notice also that when the object in the sentence is a person like sentences **1, 2** and **3**, the relative pronouns used are **that**, **who** and **whom**. When the object in the sentence is a thing like in sentences **4** and **5**, the relative pronoun used is either **which** or **that** or both.

Study additional sentences below.

1. He is the student **whose** book was stolen yesterday.
2. The man **whose** baby daughter died is my uncle.
3. 'Diertogada', **whose** story is about contemporary Ethiopia, is being sold in many copies.
4. The book **which** I received as a present for my graduation was really very interesting.

☞ Here notice also that when expressing possession for both person and things like in sentences **1** and **2,** the relative pronoun **whose** is used.

Study the following table carefully which shows you the uses of relative pronouns.

Relative Pronoun	Use	Example
Who	Subject or Object for person	1. Children **who** play with fire are in great danger of harm. 2. That is the girl **who** I invited to the party.
Which	Subject or Object for animals and things	1. The novel **which** was in the library is exciting. 2. There's a house **which** I would like to buy.
Whose	Possession for person, animals and things	1. The woman **whose** daughter died on car accident is still quite depressed. 2. The novel **whose** story is very interesting sells quickly
Whom	Object pronoun for person	1. I was invited by the girl **whom** I met at the party.

That	Subject or Object for person, animals and things	1. The girl **that** loves you didn't attend the class. 2. The women **that** you are talking about is my mother

2.1.1 How to form Relative Clauses

Normally, we form relative clauses using relative pronouns as clearly seen in the examples above. The purpose of forming relative clauses is to give additional information on something which is taken as a subject for discussion or to give detailed information defining the term under discussion. For instance, a girl is talking to John, and you want to know who she is, and ask your friend whether he knows her or not. Thus, you could say: **A girl is talking to John**. **Do you know the girl**? Dear leaner, that sounds rather a bit complicated, doesn't it? It would be better and easier, if it was with a relative clause to identify the girl. As a result, you had better put both pieces of information into one sentence. To do so, start with the most important thing that you want to know who the girl is. **Do you know the girl**?

As your friend cannot know which girl you are talking about, you need to put additional information that is '**the girl is talking to John'**. Dear learner, use '**the**

girl' only in the first part of the sentence; in the second part replace it with the relative pronoun. Here, the subjective relative pronoun for people is **'who'**. So the final sentence is: **Do you know the girl who is talking to John**? Therefore, the part of the above sentence '**who is talking to John'** is a relative clause that tells who the girl is. By doing so, you can form relative clauses. The relative clauses formed in such a way are of two types, based on the information these clauses give. These are: **Defining relative clauses** and **Non-defining relative clauses.**

A. Defining Relative Clause

Imagine that **Lencho** is in a classroom with four girls. One of those girls is talking with him and you want to ask your colleague Solomon whether he knows this girl or not. Here, the defining relative clause helps to define which of the four girls you mean. This is because unless nouns that are not specific are explained by a defining relative clause, they may remain being questionable. As a result, the listener ,**Lata**, will ask a question in order to know more about the girl whom you are referring to. Hence, the purpose of a defining relative clause is to provide as much information as possible to prevent the listener from asking questions. So you might ask Lata by saying, 'Do you know the girl?'

Now look at the complete sentence that you could be asked as Lata (the listener) to provide as much information as possible about the girl under discussion. The sentence becomes: **Do you know the girl who is talking to Lencho**?

In the above sentence, the clause **who is talking to Lencho** is the defining relative clause. This is because it defines and specifies the unclear noun 'girl'. So, now there is no need to ask questions so as to know about the noun stated above.

Dear learner! Here, you have additional examples; please look at them carefully.

1. The boy is very nice. (Which boy is very nice?)

   The boy *whom we met yesterday* is very nice.

2. The contractual agreement had no stamp on it. (Which contractual agreement?)

   The contractual agreement *that we signed today* had no stamp on it.

3. The instructor is famous. (Which Instructor is famous?)

   The Instructor *who taught Communicative English Skills* is famous.

4. Where is the supermarket?

   Where is the supermarket whose *products are cheep*.

☞ As we can see clearly in the above sentences, relative clauses are placed immediately after the general nouns they define. Since relative clauses are essential parts of the sentences for their complete meaning, they are not omitted or aren't separated by a comma.

The correct forms of the above sentences are:

1. The girl *who is taking to Lencho* is Lata's fiancée.

2. The instructor *who wrote this module* is coming to supervise tutorials.

☞ A defining relative clause (also called identifying relative clause or restrictive relative clause) is a clause that defines the noun it refers. It also gives detailed information defining a general term or expression. Defining relative clause is not separated by comma from the main clause.

B. Non-defining Relative Clauses

Dear learner, consider the following situation. Imagine Belay is in a class with a girl. They are talking to each other and you want to ask somebody whether he knows this girl or not. Here the relative clause is non-defining because in this situation it is obvious which girl you mean. As a result, the sentence becomes: Do you know the girl, who is talking to Belay?

Here you can easily observe that the noun 'girl' is clear and specific because it refers to the only girl who is talking to Belay. Hence, the listener (somebody) doesn't need to ask '**which girl**'? This is because without the non-defining relative clause, the sentence is clear enough for the listener (somebody) to know what the speaker (you) is referring to. Therefore, the clause '**who is talking to Belay'** does not define or specify '**the girl'** but simply adds extra information about her.

Study also the following examples and notice whether the nouns referred are general or specific.

1. ***Riyot Alemeu***, who is one of the most creative journalists of Ethiopia, was arrested.

2. ***Mosquitoes***, which come mostly at night, are harmful insects.

3. ***Swimming***, which is a good sport, makes people feel strong.

4. ***The camel***, whose humps hold water, is a very useful animal in the desert areas.

Note that a non-defining relative clause is not essential to understand the meaning of the sentence in general and to define the noun it refers to in particular. So it can be omitted as it provides unnecessary extra information. This is because when you omit a non-defining relative clause, you could get a complete sentence and a noun which is already specified. Besides this, correct punctuation is essential in non-defining relative clauses. If the non- defining relative clause occurs at end of a sentence, a comma is put before the relative pronoun. And, the relative pronoun 'that' is not used in a non- defining relative clauses

2.1.2. Relative Clauses and Prepositions

Look at the following sentences

1. The girl ***to*** *whom Belay spoke yesterday* is coming for lunch.

2. The girl *whom Belay spoke* ***to*** *yesterday* is coming for lunch.

3. The political issue ***about*** *which you were arguing* has been addressed.

4. The political issue *which you were arguing* ***about*** has been addressed.

2.1.3. Relative Pronouns in Relative Clauses

Relative clauses are often introduced by relative pronouns. So relative pronouns in non-defining relative clauses shouldn't be omitted. However, omission of relative pronouns is possible in a defining relative clause when the pronoun is used in the objective case. You need to consider the following sentences to decide where necessary to omit the relative pronoun.

a) The man ***whom*** you met yesterday wants to speak to you.

b) The man ***that*** you met yesterday wants to speak to you.

c) The man you met yesterday wants to speak to you.

d) The novel ***which*** you are reading has very interesting story.

e) The novel ***that*** you are reading has very interesting story.

f) The novel you are reading has very interesting story.

g) The poem 'Sekokawe Petros', ***which*** you are reading, is made into a film.

h) Almaz, ***whom*** you met yesterday, wants to invite you to dinner tonight.

Exercise 26

Complete the following sentences by supplying an appropriate relative pronoun. The first one is done for you. (*Write your answers in the spaces provided.)*

1. My brother, ***who*** lives in Scotland, came to visit me last month.
2. The shirt _____ you are wearing is expensive.

3. Nebiat, _____ mother is a physician, is very good at biology.
4. Do you know the shop _____Tsegaye picked me up?
5. Here, comes Tizita _____ I am hiding from?
6. Smoking, _____ is a bad habit, is nevertheless popular.
7. Dr. Kitaw is a famous Ethiopian scientist; about _____ many books have been written.
8. The pen _____ is lying on the desk is my baby daughter's.
9. Samrawit didn't see the snake _____ was lying on the road.
10. I like universities _____ were built in the 19th century.

Exercise 27

Combine the following sentences using defining or non-defining relative clauses. The first one is done for you.

1. Students did not submit their term papers. They must report to my office.

   Students who didn't submit their term papers must report to my office.

2. Laurite Tsegaye Gebremedhin died in 2007. He was not buried in Ethiopia.

   _____

3. I visited Logita fall last week. It has very interesting scene and view.

   _____

4. My sister spent Christmas in London. She is 25 years old.

   _____

5. Some students never do their assignments. They must be punished.

   _____

6. The president spoke on the radio last night. I had never heard him before.

   _____

7. I met 'Aleka' Ayelew at the exhibition. He is a famous church scholar in Ethiopia. _____

8. Some students missed the tutorial. They must attend it in the future.

   _____

9. We first went to Hawassa. Hawassa is the capital of SNNPRS.

   _____

10. Martha has got her second degree from AAU. She is 31 years old.

    _____

Exercise 28

Separate the following sentences into two independent statements. The first one is done for you. (*Write your answer in the spaces provided*.)

1. A monk is a man who has devoted his life to God.

   A monk is a man. The man has devoted his life to God.

2. The flowers which I cut this morning are still fresh.

   _____

3. The book that you lent me is very interesting.

_____

4. The window which was broken yesterday must be repaired.

_____

5. Do you know the man who is speaking on the phone?

READING

Education and Development

1. Education is generally, and often somewhat uncritically, considered to be a 'good thing'. It is important that one should question the accuracy and value of some of these '**universal** truths'. For example, raw statistics of numbers of children in school do not give any indication of the quality, standard, content and relevance to the students' future careers. Manpower planning is a notoriously inaccurate and difficult exercise but some attempts should be made to assess future needs and relate them to the educational system. The unemployed school leaver is a world- wide problem. For example, a few years ago it was estimated that less than 50 per cent of students in Kenya who had completed four years of secondary education wage employment.

Higher education too must be related to job opportunities. During the course of the third five- year- plan in India, there was a considerable expansion in facilities for engineering education at diploma and degree level. In the year of publication of this plan, 45,000 engineers with degrees and diplomas were put out into a labour

market already containing 20,000 unemployed engineers. In planning educational systems, it is essential to consider relevance, needs, job opportunities, and not least the provision of suitably trained teachers and the associated buildings and equipment.

2. The resources available for education in the developing countries are relatively **meager** and this situation is unlikely to change for some considerable time. The situation is likely to be further worsened by the expected population growth. The population between 5 and 14 has increased in the last few decades and will continue to increase. About the 40 per cent of these children may be expected to attend school. It is therefore, of great importance that the funds which are available for education are used to maximum effect. This requires that a number of different policy decisions should be made, including+ the allocation of resources between the primary, secondary and higher educational sectors, and also on the relative weighting between general and vocational education. The relevance of the syllabus to the needs of the children and the efficiency of the teaching processes are also of concern. Fewer than half of the children in the poorer countries attend school and of these only levels are also disturbingly high. Because of malnutrition and associated illness, the attendance is markedly less than in developed countries and performance and attention in class is also adversely affected. In education, as in

other respects, the rural areas are in a far less satisfactory state than are the urban areas.

3. In setting up a primary syllabus, it is necessary to recognize that this will be the only education received by most of the children, and topics chosen should be the most relevant to the child in his activities on leaving school. Too much emphasis is often placed on preparation for transfer to secondary school. Consideration of the very high percentage of children who receive no formal education at all suggests the need for an alternative educational package that is more universally available. The roles of both traditional and adult education should not be neglected either when setting up an integrated educational system.

4. All human societies have **evolved** systems for the transmission of skills, wisdom and way of life. The role and value of traditional forms of education as often **overlooked** in the consideration of educational systems. Traditional education may be divided into three phases: family, informal education from the community, and formal development rites. Traditional education teaches social customs, religious beliefs, tribal laws and civic customs, skills such as building houses, rearing the family, tending domestic animals and agricultural practices. Technical skills such as blacksmithing are usually handed down from father to son as family tradition. This unstructured but effective method of education represents considerable educational resource not least; it prepares people for life in their own community.

5. Educational practices, particularly in ex-colonial countries, have been based on the western pattern and are aimed at producing the potential white-collar worker. Much of this training is unsuited to meeting the problems of both urban and rural employment. The two systems are not necessarily **incompatible**; both have a part to play.

6. As already pointed out, only 40 per cent or so of children in the poorer countries actually receive any formal education. In addition, there is the problem of the unemployed school leaver and also the need to train adults in new practices and techniques.

7. A recent study prepared for United Nations Children's Fund (UNICEF) has defined what it calls the 'minimum learning needs' to enable an individual to participate effectively in the economic, social and political activities of the community. The minimum learning, package includes functional literacy and numeracy (skill in using numbers), knowledge and skills for productive activity, family planning and health, childcare, nutrition, sanitation and knowledge required for civic participation'. This basic education is not, of course, confined to children of normal school age but is also applicable to adult groups.

8. There are three principal groups of people who benefit from informal education: those who have not attended school, the unemployed school leavers and adults requiring new skills.

Exercise 23: Comprehension Questions

A. Answer the following questions after reading the given passage.

1. Why do most people think that education is a good thing?

   _____

2. Is there any difference between the way parents and governments regard education?_____
3. Why is it necessary to use an integrated educational package in developing countries?_____

4. Why is the writer advising us not to be impressed by figures which show increased number of children attending school?_____
5. Why do you think the dropout and repeat levels are so high in many developing countries?_____

B. Based on the reading passage, determine whether the following sentences are *'True'* or '*False'*.

_____1. The writer thinks that education is always good thing.

_____2. Manpower planning is too inaccurate and difficult to be useful.

_____3.The number of unemployed school leavers is very large in most developing countries.

_____4. If the school syllabus was matched more closely to needs of the labour market, there would be fewer unemployed school leavers.

_____5. Formal education based on the Western pattern of education is irrelevant to the needs of developing countries.

_____ 6. The unemployed school leaver is a world wide problem.

_____7. The syllabus in primary schools should mainly be concerned with preparing good pupils to enter secondary schools.

Vocabulary

Exercise 24

A. Study the following sentences from the reading passage and try to guess the meanings of the words in bold based on the contexts given. (*Write your answer in the spaces provided.)*

1. It is important that one should question the accuracy and value of some of these '**universal** truths' (Para 1, line3)_____

2. The role and value of traditional forms of education are often **overlooked** in the consideration of educational systems. (Para 4, line3)_____

3. The resources available for education in the developing countries are relatively **meager**. (Para 2, line 2)_____

4. The two systems are not necessarily **incompatible**; they both have a part to play. (Para 5, line4) _____

5. All human societies have **evolved** systems for the transmission of skills, wisdom and way of life. (Para 4, line1) _____

B. Complete the following sentences with the correct form of the parts of speech of the underlined words. The first one is done for you as an example.

1. We need to **assess** future needs. Such an **assessment** will enable us to design more relevant courses.
2. The present **statistics** are inaccurate. We need more up to date _____ data.
3. Are spare parts **available**? The _____ of spare parts is essential to our project.
4. The **allocation** to education this year was three per cent of GNP. I think we should _____ more to education.
5. The species 'Homosapiens' have **evolved** from mamalia and lower primates. This _____ has taken millions of years.

Exercise 25

The following words are taken from the passage. Match them in column 'A' with their corresponding meanings given in column 'B' based on the context. (*Write the letter of your choice in the spaces provided.)*

Column 'A'	**Column 'B'**
_____1. accuracy (Para 1, line 2)	A. importance
_____2. careers (Para1, line 5)	B. condition of lack of the right type of food
_____3. estimated (Para1, line 9)	C. precision
_____4. relevance (Para 2, line10)	D. bring up and educate
_____5. malnutrition (Para 2, line13)	E. professional development
_____6. neglected (Para 3, line 7)	F. showing lack of care
_____7. rearing (Para 4, line 6)	G. an approximate

UNIT THREE

3.1. ACTIVE AND PASSIVE VOICES

In this part, you are going to study and practice the different uses of active and passive constructions. Besides this, you will also study the formation and uses of active and passive voices.

Look at these sentences.

1. (a) The police arrested the thief.

   (b) The thief was arrested.

2. (a) Amy loves Belay .

   (b) Belay is loved by Amy.

Read also the following sentences taken from the reading passage.

1. Today much **is written** and said about equality of women.

2. Women's Liberation Movements **are not** well **received** by many people.

3. Women **are said** to be unfitted to success in the world.

3.1.1. The Formation of Passive Voice

To identify the possible changes from active to passive and the formation of passive sentences, you had better see the following additional examples.

Study the following sentences.

1. (a) The Professor teaches the students.

   (b) The students are taught by the professor.



The passive is formed by using the **verb to be** followed by the **past participle**

of the main verb. Or the **thing receiving action + be + past participle of verb + thing doing action**.

As clearly seen in the above two pair of sentences, we use the passive voice because in English, the topic or theme of a sentence comes in front of the sentence. For instance, in the above active voice sentences, '**the police'** and '**my mother'** are the topics or themes of the active sentences respectively. Whereas, in the passive sentences above, the **'thief'** and **'I'** are the themes.

When we see the passive voice sentence of the second pair of sentences above, it allows the speaker to put **'I'** first. This is because when somebody talks about the date of his/her birth, she/he usually talks about him/herself. Therefore, to follow the standardized practice in English of putting the topic first in a sentence, we normally use the passive voice.

Look at the following sentences:

1. **Active:** Most Ethiopians eat Injera.
2. **Passive:** Injera is eaten by most Ethiopians.

Have you noticed that the subject of the active sentence **'Ethiopians'** has become the object of the passive sentence? Observe also that the object of the active sentence '**Injera**' has become the subject of the passive sentence.

Look at also the following additional examples:

1. **Active:** Yewegnesh wrote the letter.
2. **Passive (a):** The letter was written by Yewegnesh.
3. **Passive (b):** The letter was written.

☞ In the examples above, the passive (a) has the agent mentioned (Yewegnesh); therefore, 'by' is placed before the agent. Whereas the passive (b) doesn't have any agent mentioned, so the **'by phrase'** is excluded. Hence, the passive voice can be constructed following either of the above two ways. The choice is decided by the user.

Dear learner, in changing active to passive voice a change is also made in the verb form. The verb in passive voice has the form **be + past participle**. The form of **'be'** depends upon the tense of the sentences. The verb patterns that must be followed in changing an active voice to passive voice are given in the table below. Thus, study the patterns carefully and try to use them correctly.

Table 1: Active and Passive Verb Patterns

No	Verb forms /Tenses	Active Voice	Passive Voice
1	Simple Present	eats/eat	**is /are eaten**
2	Present Continuous	is/are eating	**is /are being eaten**
3	Simple Past	Ate	**was/were eaten**
4	Past Continuous	was/were eating	**was/were being eaten**
5	Present Perfect	has/have eaten	**has/have been eaten**
6	Past Perfect	had eaten	**had been eaten**
7	Future	will eat	**will be eaten**
8	Conditional	would eat	**would be eaten**
9	Perfect Conditional	would have eaten	**would have been eaten**
10	Present Infinitive	to eat	**to be eaten**
11	Perfect Infinitive	to have eaten	**to have been eaten**
12	Present participle	Eating	**being eaten**
13	**Perfect participle**	**having eaten**	**having been eaten**

1. **Simple Present**

   Active: He eats bread.

   Passive: Bread is eaten.

2. **Present Continuous**

   Active: The teacher is cleaning the blackboard.

   Passive: The blackboard is being cleaned by the teacher.

3. **Past Continuous**

   Active: The students were arranging the books.

   Passive: The books were being arranged by the students.

4. **Present Perfect**

   Active: The president has sent the documents.

   Passive: The documents have been sent by the president.

5. **Past Perfect**

   Active: The University had accepted the students.

   Passive: The students had been accepted by the University.

6. **Future**

   Active: Instructors will buy new cars.

   Passive: New cars will be bought by the instructors.

7. **Conditional**

   Active: The University would repair the blackboards of the classes.

Passive: The blackboards of the classes would be repaired by the University.

Exercise 4

Identify which of the following sentences are in the active voice and which are in the passive voice. (*Write active or passive after each sentences*).

1. The teacher gave John a book. _____
2. The government should raise salaries by 100%. _____
3. A new bridge was being built on Abay River. _____
4. The final exam will be given next week. _____
5. This exercise should be done at home. _____

Exercise 5

Change the following active sentences into passive. The first one is done for you as an example. (***Write the answers in the spaces provided.)***

1. The lion killed the man.

   The man was killed by the lion.

2. She keeps the butter in the fridge._____
3. Students broke the chairs._____
4. The secretary was sending the report._____
5. Madiebo has fired the student._____
6. The doctor treated many patients._____
7. Akalewold must shut the door._____

8. The doctor treated many patients_____
9. Ato Shiferaw opens the tournament of inter- universities officially._____
10. People have seen wolves in the streets.

Exercise 6

Change the following passive sentences into active. The first one is done for you as an example (*Write your answers in the spaces provided*.)

1. Amharic is spoken by most Ethiopians.

   Most Ethiopians speak Amharic.
2. A new printer was bought by our department._____
3. The letter has been sent by the generalist._____
4. The student is given candies by the instructor._____
5. My wife will be invited by Melisew._____

Dear Students, after answering all of the questions of the three exercises above, check your answers with the answers given at the end of the module.

3.1.2. Negatives in Passive Construction

Study the table below to identify the patterns of negatives in passive construction.

Table 2

No	Active	Passive
1	Indians do not eat beef	Beef is not eaten by Indians
2	They do not use tractors everywhere.	Tractors are not used everywhere by them.
3	One doesn't always admire a humble person.	A humble person is not always admired
4	No one knows his address.	His address is not known to anyone.
5	We can't consider this issue now.	This issue can not be considered now.
6	No one has seen him since morning.	He has not been seen since morning
7	Nobody spoke any word.	No words were spoken.
8	No one liked the play.	The play was not liked.
9	**No one has ever climbed this peak.**	**This peak has never been climbed.**



In all passive constructions above, the negative word '**not**' is placed between the auxiliary and the past participle. But, since it is indefinite and has to be omitted in the passive construction, the negative is transferred to the verb and is put between the auxiliary and the past participle. For instance, in sentence **7** the negative in the subject is transferred to the new subject. In sentence 9 also, the negative in the subject is transferred to the adverbs of frequency '**ever'** which becomes **'never'** in the passive construction.

Exercise 7

Change the following negative active sentences into negative passive. The first one is done for you. (*Write your answers in the spaces provided.*)

1. No one will ever know the truth.

   The truth will never be known by anyone.

2. They could not play the match due to bad weather._____
3. We have never seen such floods before._____
4. No one has ever tasted this wine before._____
5. No body has touched this box._____
6. No one cast a vote in this village._____
7. Passengers must not open the doors of carriage at night._____
8. Not many people attended the party._____

9. The president did not pardon the Instructors._____

10. We shouldn't punish him for this minor offence._____

3.1.3. Other forms of Passive Constructions

I. Passive Constructions with Two Objects.

Study the example below.

Solomon teaches us English. (Active having objects '**us**' and '**English**').

The probable passive constructions are:

We are taught English by Solomon. And, English is taught (to) us by Solomon.

J. Passive Constructions in Sentences with Object Complements.

Example 1: The principal chose him leader of the team. (Active)

He was chosen leader of the team. (Passive)

Example 2: The court found him innocent. (Active)

He was found innocent. (Passive)



Passive constructions with object complements are only one. The complement does not change its place. The object complement may be a noun or an adjective.

K. Passive Constructions in Sentences with Verb /Prepositions/Adverb Particles.

Example 1: They laughed at the blind boy. (Active)

The blind boy was laughed at. (Passive)

Example 2: We have looked into your case. (Active)

Your case has been looked into. (Passive)

Example 3: They sent him back (Active).

He was sent back by them. (Passive).

L. Passive Constructions with Yes/No Questions

Example 1: Can anyone do this in time? (Active)

Can this be done in time? (Passive)

Example 2: Did someone consult you about this? (Active)

Were you consulted about this? (Passive).

M. Passive Constructions with Questions

Example 1: Where did you find the purse? (Active)

Where was the purse found? (Passive)

Example 2: What do people say about it? (Active)

What is said about it? (Passive)

N. Infinitives in Passive Constructions

Example 1: I want them to help you. (Active)

I want you to be helped. (Passive).

O. Particles in Passive Constructions

Example 1: I saw him opening the box. (Active)

I saw the box being opened. (Active)

P. Imperatives in Passive Constructions.

Example 1: Shut the window. (Active)

Let the window be shut. (Passive)

Example 2: Release these men. (Active).

Let these men be released. (Passive).

Exercise 8

Change the following active sentences into passive. (*Write your answers in the spaces provided.)*

1. Do students here welcome guests from different Universities?

   _____

2. The government wants us to follow all these instructions.

   _____

3. Where did they drop the first atomic bomb?

   _____

4. We expect them to complete the project by next year.

   _____

5. Did you see them taking him to the hospital?

   _____

6. Finish this job in a week time. _____

7. People think that all snakes are poisonous.

_____

8. Most parents give so much freedom to their children?

_____

9. Show them in.

_____

10. Everyone knows that he is innocent.

_____

Exercise 9

Change the underlined verbs into Passive form.

Some people founded the University in the thirteenth century. They built some splendid colleges and they erected several fine churches. Teachers taught philosophy and grammar several times a week. The University provided food and rooms for the students. People expected good behavior from the students. The teachers allowed the students to go out in the evenings. They expected the students to wear black gowns. In this way they recognized the students. They punished the students for bad behavior.

UNIT FOUR

4.1. CONDITIONAL CLAUSES

The grammar section of this unit provides you with one of the most important areas in English language that is **conditional clauses**. By making use of conditional clauses, you will see how to express the **probable**, **unlikely** and i**mpossible**/ **improbable** conditions. In this section, therefore, you will learn the different forms of conditional type I, II and III for different situations. A conditional sentence contains a conditional clause. Conditional clauses usually begin with **'if'**. They are, therefore, often called **'if clauses'**.

Objectives:

Upon the successful completion of this section, you will be able to:

- identify different forms of conditionals I , II and III;
- use conditional sentences in different situations;
- construct sentences using conditional type I, II and III.

4.1.1. Real and Unreal Conditional Sentences.

Now consider the following examples:

1(a). If you **practice** speaking in English, you **will improve** it.

(b). If you **don't have** an interest to speak in English, you **won't improve** it.

2(a). If you **practiced** speaking in English, you **would improve** it.

(b). If you **didn't have** an interest to speak in English, you **wouldn't improve** it.

Look at the following examples that let you know the structure of the conditions.

1. If you **give** us food from the trucks, I'**ll let** you through.

2. If you **come** on time, you **will not miss** class.

If + present simple + will/can + verb.

If your answer is quite similar with the one given above, you are right. It is well done!

As you might have realized that from the above sentences, we use real conditional sentences to talk about real or possible situations.

Look at the following sentences:

1. If my boss **was** here, you **could talk** to him.

2. If you **asked** your command post, they **would tell** you the secret.

If you realized the structural pattern of the above sentences, your answer could be as follows:

If + past simple + could/ would /might + v3(past participle).

Example: If you **had practiced** speaking in English, you **would have improved** your speaking skill.

If you **hadn't practiced speaking in** English, you **wouldn't have improved** your speaking skill.

As you might have realized, the structure for improbable or impossible conditional sentences is as follows:

If + Past Perfect + could/would + have V3 (Past Participle).

In order to clearly understand the three conditions, read the following notes and examples carefully.

Generally, in English, there are three main types of conditional sentences; as a result, as you have seen in the examples above, you will learn sentences of real condition (Type I), unlikely condition (Type II) and improbable condition (Type III).

There are special rules about which tenses to use in each type of conditional sentence. These rules are summarized in the following tables.

Table 3: Type I: Probable Condition

	Conditional clause/if - clause	**Main clause**
Tense	Present Simple	**Future**
Example	**If he asks her,**	**she will marry him**

Table 4: Type II: Unlikely Condition

	Conditional clause /if-clause	**Main clause**
Tense	**Past Simple**	**Conditional**
Example	**If he asked her,**	**she would marry him**

Table 5: Type III: Impossible Condition

	Conditional clause /if-clause	**Main clause**
Tense	Past Perfect	**Perfect Conditional**
Example	**If he had asked her,**	**she would have married him**

I). Probable Condition

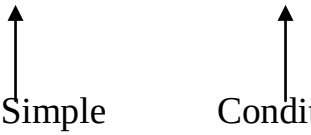
If he asks her, she will marry him

Present simple Future

This sentence is about the future. It means that if he asks her at anytime in the future, she will probably marry him. The condition is that he asks her. In clauses after if, we usually talk uncertain events and situations: things which may or may not happen, which may or may not be true, etc

II).Unlikely Condition

If he asked her, she would marry him.

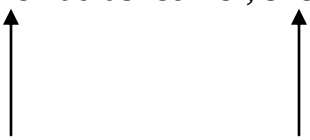


Past Simple Conditional

This sentence tells us about what might happen if he asked her to marry him. However, it is unlikely that he ask her. Conditional type II expresses future condition even if the tense in if clause is past. This condition sometimes is said be a fifty-fifty probability because it may or may not happen.

III). Improbable Condition

If he had asked her, she would have married him.



Past Perfect Perfect Conditional

This sentence tells about something which is totally impossible. This means sentences in conditional type III forms tell us about what might have happened. In the above sentence for example, it means that he did not ask her, so it was impossible for her to marry him. The condition was that he didn't ask her.

Dear learner, study the following grammar tips which mainly focuses on exceptional patterns of conditional Type I.

Grammar Tips

- When we are not talking about '**unreal**' situations, we use the same tenses with if as with other conjunctions (i.e. present tenses are used to refer to the present). Use present factual conditional sentences to talk about **general truths** and **scientific facts**. If we mix hydrogen and oxygen, we get water. (NOT: If we mix hydrogen and oxygen, we'll get.)
- You can also use factual conditional sentences to talk about habits and things that recur (happen again and again). Use the simple present tense in both clauses.

  If Melisew goes to Pinna Hotel, he orders milk with coffee.
- An 'if ---clause' can come at the beginning or end of a sentence. When an if--clause comes first, it is often separated by a **comma** from the main clause.

  Example: If you eat too much, you get fat.

  You get fat if you eat too much.
- To express ability, use modals in the main clause.

  Example: If you practice your English everyday, you can improve quickly.

  If you miss places in Addis, you should ask the traffic policemen.

  If you drink a lot, your pocket might be emptied.
- To give instructions, commands, and invitations that depend upon a certain condition, use the imperative in the main clause.

Example: If you want good health, eat fruits and vegetables

If you want to be rich, don't waste your money unnecessarily.

If you go to the library, go on studying.

- Sometimes we use the word '**then**' to emphasize the result in factual conditional sentences with modals or imperatives.

  Example: If you are in the class, then you shouldn't disturb.

  If you want good health, then eat fruits and vegetables.

- Instead of **'if'** we can sometimes use **'when'** or '**whenever**' when we talk about general truths, habits and recurring events.

  Example: Whenever he enters class, he cleans the blackboard.

  Whenever the flight is bumpy, I keep my seat belt buckled.

- We can use **'unless'** instead of '**if--not'** to express a negative condition. Thus, we could change the emphasis of: 'I will lend Haile the money if he needs it' by saying: I won't (will not) lend Haile the money **unless** he needs it.

Look at the following situations.

I. Results

We use **will** with **if** to talk about what will happen because of possible future action: to mean if this will be the later result?

Compare the following:

1**. I'll** give you 100 birr if **it'll help you** to go on holiday. (The holiday is a result- it follows the gift of money.)

2. We'll go home now if **it will make** you feel better. (Result)

II. If it is true now that ---------

We use will with if when we are saying 'if it is true now that' ------ or 'if we know now that' ----

Example: If Temesgen **won't be** here on Tuesday, we had better cancel the meeting.

If the prices of fuel **will** really **come** down in a few months, I'm not going to buy one now.

III. Indirect questions: I don't know if -------

We can use will after if in indirect questions.

Example: I don't know if **I'll be** ready in time. (NOT: I don't know if I'm ready in time).

IV. Polite Requests

We can use **if + will** in polite requests. In this case **will** is not a future auxiliary; it means 'are willing to.'

Example: If you will come this way, I'll show you your room.

If your mother **will fill** in this form, I'll prepare her ticket.

Exercise 20

Complete each of the following sentences using the correct form of the verbs in brackets.

1. If you (study) all the notes, you will have A's and B's.

   _____

2. We (be able) to plant the seeds if it rains next week

   _____

3. If you speak English more often, you (become) more fluent and accurate.

   _____

4. If you (not pass) the exam, what (you do)?

   _____

5. Unless he (arrive) soon, it (be) too late to start the class.

   _____

Exercise 21

Write conditional sentences based on the ideas suggested expressing a probable condition. Note that many different answers are possible.

1. She may ask him to marry her.

   _____

2. You may not go home

   _____

3. Don't forget to water the flowers.

_____

4. We may leave tomorrow.

_____

5. She lends me some money.

_____

Exercise 22

Change '*if---not*' to '*unless*' in each of the following sentences.

1. We won't start the meeting if Admasu doesn't come.

_____

2. If you don't want to participate, no one can force you.

_____

3. We don't stay here if lunch is not ready.

_____

4. Can you guess the secret if they don't tell you?

_____

5. She won't be happy if the letter is not sent to the president office.

_____

Exercise 23

Write the correct form of the verb in the bracket to make it *unlikely* condition.

1. If I (be) you, I (not work) here.

   _____

2. If he (tell) me, I (come) on time.

   _____

3. Where (you live) if you were able to choose?

   _____

4. Sadiya (refuse) to go to the party even if Fitsum (invite) her.

   _____

5. If she (give) me here address, I (write) to her.

   _____

UNIT FIVE

5.1. REPORTED SPEECHES

5.1.1. Reported Speech

Dear learner, study the following situation:

Assume your friend Eskezia is feeling ill. Then, he told you about his being sick. Lastly, you want to tell somebody else what Eskezia said to you. There are two ways of saying this:

1. You can repeat Eskezia's words directly as he uttered: Eskezia said, "I am feeling ill." OR
2. You can use reported speech as: Eskezia said that he was feeling ill.

As it has been seen clearly in the sample situation above, ways of expressing one's idea using his/her words like No .1 of the above situation is direct speech. As a result, they are put in the quotation mark because they are the exact words that someone says. Moreover, in these ways of expressions, a comma often precedes or follows a quotation mark. Whereas ways of expressing one's idea like No. 2 of the above situation is reported /indirect speech. This is so called reported speech because it gives the ideas of what someone says but not necessarily the exact words that someone says. As a result, it does not generally require comma and /or quotation mark.

Reported speech is often also called indirect speech. We use reported speech when we are usually talking about the past (because obviously the person who spoke originally spoke in the past). The verbs, therefore, usually have to be in the past too.

Table 2

Sherefedin said to you (Direct Speech)	**You tell somebody what he said (Reported Speech)**
1. "My parents are very well."	1. Sherefedin said that his parents are very well.
2. "Taye had given up writing module."	2. He said that Taye had given up writing the module.
3. "I am going to learn to swim."	3. He said that he was going to learn to swim.
4. "I want to go away for a vacation but I don't know where to go."	4. He said that he wanted to go away for vacation but (he) didn't know where to go.

Have you realized that the tense changes are basically backshifts in the past from the direct speech to reported speech? We hope you did. As a result, the identified tense changes from the above table are as follows:

am /is → was do /does → did will → would

are → were have /has → had can → could

want → wanted like → liked know → knew, etc

Dear learner, as you can see from the above list of words and examples, when we change direct speech into reported speech, the tense of the direct speech is usually goes one step back in the past. For further understanding of this change as far as tenses are concerned, now read the following points regarding tense changes in general.

5.1.2. Tenses in Reported Speech

Verbs and certain modal auxiliaries may shift to past forms in reported speech. These shifts most often occur when the report is being given at a different time or place than the action. Here is the summary of the changes made in tenses. (The tense on the left column of the table changes to the tense on the right).

Table 3

Direct Speech	Reported Speech
1. **Simple Present** "I am an investor."	1. **Simple Past** He said he was an investor.
2. Present Continuous "I'm having lunch with Mullu."	2. Past Continuous He said he was having lunch with Mullu.

3. **Present Perfect** "I have been to Israel three times."	3.**Past Perfect** He said he had been to Israel three times.
4. Present Prefect Continuous "I have been studying English."	4.**Past Prefect Continuous** He said he had been studying English.
5.**Simple Past** "I bought a new shirt."	5. **Past Perfect** He said he had bought a new shirt.
6.**Past Continuous** "It was raining earlier."	**5. Past Perfect Continuous** He said it had been raining earlier.
6. Past Perfect "The game had started when I arrived."	6. **Past Perfect** He said the game had started when he arrived. (No change)
7. Past Perfect Continuous "I had already been living in Israel for three weeks."	7. **Past Perfect Continuous** He said that he had already been living in Israel for tree weeks. (No change)

Dear learner, in addition to the changes in the tense pattern of the reported speech as clearly seen in the table, auxiliary verbs in present also changes in to past. The following table summarizes this as follows:

Table 4

Auxiliary	**Direct Speech**	**Reported Speech**
will	She said," I will teach English online tomorrow."	**She said she would teach English online tomorrow.**
can	She said, "I can teach English online."	**She said she could teach English online.**
must	She said, "I must have computer to teach English online."	**She said she had to have a computer to teach English online.**
shall	She said, "What shall we learn today?"	**She asked what we should learn that day.**
may	She said, "May I open a new folder?	**She asked if she might open a new folder.**

5.2. Verbs and Modal Auxiliaries that do not change in Reported Speech

The verbs (main or auxiliaries) usually go back one step in the past from their original form. This is, however, not always necessary and possible to change all the verb forms into past when you use reported speech.

Table 5

Direct Speech	Indirect Speech
1. Molly says, "John is at home."	**1. Molly says John is at home.**
2. Senay says, "He hasn't finished his work yet."	**2. Senay says that he hasn't finished his work yet.**
3. She says, "My name is Liya."	**3. She said her name is Liya**
4. Sheleme said, "Molly should finish editing the Module soon."	**4. Sheleme said Molly should finish editing the Module soon.**
5. Tsegaye said, "He must be tired."	**5. Tsegaye said that he must be tired.**
6. John remarked, "He ought to have started sooner."	**6. John remarked that he ought to have started sooner.**

Here note that in changing direct speech to reported, no tense change occurs when the verb in the main clause is in the preset tense expressing facts and is still true actions like the third sentence in the table above. Moreover, the modal auxiliaries such as **could**, **might, ought to**, **should** and **would** are not changed in reported speech. **Must** also does not change when it expresses probability like the fifth sentence in the table above.

Exercise 8

Change the following statements into Reported Speech. The first one is done for you. ***(Write your answer in the spaces provided.***

1. Samrawit said, "Students will be registering on Tuesday."

   Samrawit said that students would be registering on Tuesday.

2. "Hana is feeling well", said Milly.

   _____

3. Hanfeto said, "I can't speculate that."

   _____

4. He said, "I treated them for burns."

   _____

5. Endalew said, "I was on duty for the Association."

   _____

5.2.1. Pronoun and Adverb Changes in Reported Speech

Study the following examples:

He said, "**I** will come **tomorrow**."

He said that **he** would come **the following day**.

Meaza said, "**I** am staying **here** till **this** evening."

Meaza said that **she** was staying **there** till **that** evening**.**

Dear learner, when you change direct speech into reported speech you should change the personal and demonstrative pronouns and adverbs (of time and place) accordingly to show a change in the speaker, place and time. In changing pronouns (personal and demonstrative) and adverbs, you need to be consistent. Once you have started changing these words some where, you need to go through changing them everywhere in all cases.

Study the table below, which gives you a summary of the possible changes of time and place reference in Reported Speech.

Table 6

Direct Speech	Reported Speech
Now	Then
Today	That day
This week	That week

Tomorrow	The following day/the next day/ the day after
Next week/month /year	The following week /month /year The week / month /year / after
Yesterday	The previous day/The day before
Last week /month /year ago	The previous week / month /year The week /month/ year/ before/ previously
Tonight	That night
Last Saturday	The previous Saturday
Next Saturday	The following Saturday/ That Saturday

Look at the following sentences and study the changes in time and place references

Table 7

Direct Speech	Reported Speech
1. He said, "I went to Addis last week."	1. He said that he had gone to Addis the week before.
2. Sofia said, "I'm having a party	2. Sofia said that I was having a

next Saturday."	party the following Saturday.
3. Desta said, "I came from Angecha five years ago."	3. Desta said that he had come from Angecha five years before.
4. Elsa said, "I need the books now."	4. Elsa said that she needed the books then.
5. Eden said, "The modules are here."	5. Eden said that the modules are there.

Exercise 9

Report the sentences below. The first one is done for you. (*Write the answers in the spaces provided*.)

1. Adielo said, "I haven't slept since yesterday night."

   Adielo said that he hadn't slept since the previous day night.

2. Melisew said, "I want to finish this module tonight."

   _____

3. "We will be able to start classes of the distance education at the beginning of next month", said the coordinator.

   _____

4. "Classes for senior students must begin on Tuesday", said Tsegaye.

   _____

5. Akalu said, "Everything was arranged yesterday morning."_____

5.2.2. Pronoun Changes

Look at the following sentences:

1. (a). Almaz said, "**I** have to do the self-check exercises by **myself**."

   (b). Almaz said that **she** had to do the self- check exercise by **herself**.

When reporting someone's words, we also need to think about the pronouns that have been used and whether it is necessary to change them. Typically, first person and second person pronouns are converted into third person pronouns. But third person pronouns typically do not need to change to other pronouns. For further understanding, study the table below.

Direct Speech	**Reported Speech**
I	He/she
You	He/she /they
He/she /it	He /she /it
We	They
Us	Them
Our	Their
His /her /its	His/hers /its

Study also the following examples to understand changes in Personal Pronouns

1. **Direct:** She said, "He hit me."

   Reported: She said he had hit her.

2. **Direct**: They said, "We are late."

   Reported: They said they were late.

3. **Direct:** John said, "She gave us presents."

   Reported: John said that she had given them presents.

Dear learner, have you realized that the personal pronoun changes in the above pair of sentences? We hope you did. As it has been seen clearly in the first pair of sentences, the object first person pronoun **me** is changed into object third person pronoun **her**. And in the second pair the subject first person pronoun **we** is changed into the subject third person pronoun **they**.

Study the table carefully for this change.

Table 8

Direct Speech	Reported Speech
This	That
That	That
These	Those

Here	There
There	There
Those	Those

Examples:

1. **Direct:** Tiya said, "This is important."

   Reported: Tiya said that was important.

2. **Direct:** Bilisuma said, "These notes are very important for my research."

   Reported: Bilisuma said that those notes were very important for her research.

5.3. Reporting Verbs

In English, there are some particular verbs that are used in reported speech. Some of the most commonly used ones are: said, told and asked. We use these reporting verbs in different situations. For instance, we often use 'asked' to report questions as: 'I asked Kidist at what time the class started.' And we use the reporting verb 'told' with an object. For example, 'Mahlet told me she failed the exam.' Here 'me' is an object. But, we usually use the reporting verb 'said' without an object as 'Mahlet said she is going to teach Journalism.'

Dear learner, if you want to use 'said' with an object, you should include to as 'Lidya said to me that she had never been to Dilla.' Though this is possible to say,

we usually prefer to use 'told' when there is an object as 'Meron told me that she had never been to Hosanna'.



Dear learner, **said, told** and **asked** are not the only reporting verbs. There are many other verbs that we can use apart from them. These include: accused, admitted, advised, agreed, apologized, complained, denied, explained, implied, invited, ordered, promised, replied, suggested, alleged, begged, boasted and thought

Using the above mentioned verbs properly, you can make what you say much more interesting and informative.

For example:

1. She asked me to join the ruling party.
2. She ordered me to join the ruling party.
3. She advised me to join the ruling party.

Here note that the reporting verbs do not always follow the rules of tense charges that we have seen earlier. For example, if the reporting verb (i.e. said) is in the past, the reported clause will be in a past form. This form is usually backshifts into the past form of the originals. Melaku said, "I can teach English online." becomes Melaku said that he could teach English online.

Dear learner, note also that if the reporting verb is simple present, perfect or future (i.e. says, has said and will say) the reported speech will be retained. Read the examples given below for better understanding of this exception of reported speech.

Examples:

1. **Direct:** She says, "I wash my hair every day."

   Reported: She says that she washes her hair every day.

2. **Direct:** She has said, "I go to church every Sunday."

   Reported: She has said that she goes to church every Sunday.

3. **Direct:** She will say, "I go to church every Sunday."

   Reported: She will say that she goes to church every Sunday.

In addition to the use of reporting verbs, the idea expressed in the direct speech matters the change into reported speech. For instance, if the reporting sentence is expressing general truth or fact, the reported sentence is retained. This can be best seen in:

Direct: The teacher said, "The sun rises in the east."

Reported: The teacher said that the sun rises in the east.

Moreover, if the speaker reports something immediately or soon after, it was said in the direct speech, the reported clause often remains as spoken.

For example:

Direct: He said, "The next stop is the main gate."

Reported: He said that the next stop is the main gate.

The other exception here is, if **will** express future time, and if the situation described in the quote still holds true at the time of the reported speech , **will** may not be changed to **would** though the reporting verb is in the past.

For example:

Direct: Geologists said, "Volcanic eruption will occur next year."

Reported: Geologists said that volcanic eruption will occur next year.

5.3.1. The use of '*that*' in Reported Speech

In reported speech the word **that** is often used. For example: He told me **that** he lived in Bensa. However, sometimes **that** could be optional in use as: He told me he lived in Bensa. Moreover, **that** is never used in questions, instead we use if/whether. For example: He asked me if she could come to the party.

5.3.2. Reporting Statements

When you transform statements into reported speech, check whether you have to change: pronouns, present time verbs (3rd person singular), place and time expressions and back shifts in tenses. After checking all possible changes, you should use: **Subject + Reporting Verb (RV) + (that) + subject + tense change + the rest part of the sentence** as a pattern of reported statement.

For example:

Direct: Jalie said, "I will never forget you."

Reported: Jalie said (to me) that she would never forget me.



Dear learner, here note that the most common reporting verbs for statements are: **tell** (tell + object pronoun) which is necessary and **say** (to + object pronoun) which is optional. Other reporting verbs in statements **include add, admit, agree, decide**, etc.

5.3.3. Reporting Questions

When you report questions, check whether you change the possible changes and identify the type of question whether it is **Yes/No** or '**Wh**' question. This is because the type of question matters in transforming questions to reported speech.

1. **Yes/ No Questions** -to report Yes/No questions, you usually use: **Subject + reporting verb (normally ask) + if /whether clause + subject + tense change + rest of the sentence.**

Example:

Direct: "Is your friend an Ethiopian?" she asked.

Reported: She asked him if /whether his friend was an Ethiopian.



Dear learner, as it has been seen above, **reported questions** use normal word order and do not have question marks.

2. **'Wh'--Questions** --are introduced by questioning words such what, when, where, why, who, etc. To report these questions, we use:
3. **Subject + reporting verb (RV) + questions word +subject + tense change + rest of the sentence.**

Direct: I asked her, "Where does she live?"

Reported: I asked her where she lived.

Direct: "Where is the registrar?" asked the student.

Reported: The student wanted to know where the registrar was.

The most common reporting verbs in questions are: ask, wonder, want to know, enquire, etc.

5.3.3. Reporting Commands, Requests, Advices, Orders, etc.

Study the following examples:

I). Direct: "Be quiet!"

Reported: The teacher told them to be quite.

Direct: She said, "Please turn off the light when you sleep."

Reported: She asked me to turn off the light when I slept.

To report commands, requests, advices, etc, which have been made to someone, we can use: **Subject + verb + object pronoun + infinitive with to + rest of the sentence**.

Look at the following sentences.

II). Direct: The sign says, "Do not smoke!"

Reported: The sign tell us not to smoke.

Direct: "Do not get in."

Reported: I told him not to get in.

Note that the sentences in (I) are positive. But when the direct speech sentences are negative, we use: **Subject + reporting verb + object pronoun + Not + infinitive with to + rest of the sentence.**

The most commonly used reporting verbs here are **tell, ask**, **advise**, **command, order**, **remind, warn**, etc.

Exercise 10

Change the following sentences into reported speech. The first one is done for you. (*Write your answer in the spaces provided*.)

1. Admasu said, "Do not clean the blackboard."

   Admasu told me not to clean the blackboard.

2. Aderaw said, "Do you think it will rain tomorrow?"

   _____

3. She said "I was working in the garden last Tuesday."

   _____

4. Motuma said, "Write a letter now."

_____

5. The teacher said, "Do not forget your assignments?"

_____

6. She said, "I went to Addis last week."

_____

7. Tsehay said, "Why didn't you go to Addis this week?"

_____

8. He says, "I speak English."

_____

9. Abicho said, "I would work in the English Department."

_____

10. Liya said, "Don't sing that song."

_____

THANK YOU!!