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2nd Semester Handout &Work Sheet Grade 11
Subject English Date 14/08/2012E.C
Teacher's Name Zenabu

UNIT-SEVEN-TEN

Directions: Dear G-11 students, Stay at home and read this short module carefully and do the Questions that follow each topic.

I Homophone, Homonym and Homograph

Homophones are words having the same pronunciation but different meanings, or spelling. They are two or more words that sound alike, but that are spelled differently and have different meanings.

Here are a few homophone pairs:

New knew
Deer dear
Billed build

Sew so sow

Homophones occur in english because there are multiple ways to spell the same sound.

For example:

-The sound of /n/ can be spelled with the letter N or the letter combination KN, resulting inhomophones nightand*knight.*

-the sound of /a/ can be spelled A consonant, E or AY (among other possible spellings), giving daze or *days*

Homographs

Homographs are words that are spelled the same , but have different meanings and may have different pronunciations.

Does and *does;*

He does like to run.
Does are female deer.

-*wind* and *wind*

I can feel the wind in my hair.

Wind up the string before it gets tangled.

Homonyms

Are words that are pronounced the same and spelled the same but have different meanings.

Here are some examples of homonyms :

- Bear and bear

We saw a bear in the woods.

The cold was more than he could bear .

- Left and left

They left the coin on the bench.

Turn left when you get to the lemonade stand.

Exercise - 1

I. Define the following homophones in the following tables and give examples for each.

Homophone	Meaning	Example	Homophone	Meaning	Example
Air			heir		
Aisle			Isle		
Ante-			Anti-		
Eye			I		
Cell			Sell		
Cereal			Serial		
coarse			Course		
complement			Compliment		
Dam			Damn		
Dear			Deer		
Meat			Meet		
Morning			Mourning		
None			Nun		
Oar			Or		
One			Won		

Pair			Pear		
Peace			Piece		
Plain			Plane		
Poor			Pour		
Pray			Prey		
Principal			Principle		
Profit			Prophet		
Real			Reel		
Right			Write		
Root			Route		
Sail			Sale		
Sea			See		
Seam			Seem		
Sight			Site		
Sew			So		
Shore			Sure		
Sole			Soul		
Son			Sun		
Stair			Stare		
Stationary			Stationery		
Steal			Steel		
Suite			Sweet		
Tail			Tale		
To			Too		
Toe			Tow		
Waist			Waste		
Wait			Weight		
Way			Weigh		
Weak			Week		
Wear			Where		
Die			Dye		
Fair			Fare		
Fir			Fur		
Flour			Flower		
For			Four		

Hair			Hare		
Heal			Heel		
Hear			Here		
Him			Hymn		
Hole			Whole		
Hour			Our		
Idle			Idol		
In			Inn		
Knight			Night		
Knot			Not		
Know			No		
Made			Maid		
Mail			Male		

II Language focus: <u>Will and going to</u>

Will and going to are used a lot in English when we are talking about the future. However, they are each used in various different ways.

1. To express future facts we use will

a) I won't be here tomorrow

b) Your test will be on 14th June.

2. To predict the future we can use both will and going to

a) We use will to express what we think or believe will happen:

I won't finish all my homework tonight.

Global warming will have many serious impacts.

b) We use going to, to express something that we have strong evidence for in the present.

Look at that black cloud. It is going to rain.

I can see you are going to have a baby.

3. To express our intentions we can use both will and going to

a) We can use will when we make promises:

I'll see you tomorrow.

I'll never be rude to you again.

b) We use will to express a decision at the moment of speaking:

The phone is ringing. I'll answer it.

c) We use **going to**, to express something we have already decided to do.

Why are you wearing those old clothes?

I am going to paint my room.

USE

To talk about a planned future action:

I'm going to see my parents on Saturday.

• To talk about something in the future which we can see as a result of something happening now:

Look at those clouds. It's **going to** rain.

That man on the bike is **going** to fall off.

• To make statements about the future in a neutral way:

Alan's **going to** finish his exams on Friday.

Jenny's **going to** be five next week.

I'm **going to** work for a television company.

Note: you must use shall instead of will with I and we in questions.

Shall and will

shall is correct for the first person of the future simple (except when this form is used to express intention), but in the affirmative and negative **will** is very often used instead, i.e. we can say, I/we will' and I/we won't' instead of I/we shall' and I/we shan't'. In the"I" interrogative **will** should not be used to replace **shall.**

There are some rather old-fashioned or formal constructions where **shall** is used with the second or third persons. Here **shall** cannot be replaced by **will**. Such constructions are usually avoided but a few examples have been given below.

Exercise 1:

Use **will or shall** to fill the spaces in the following sentences. Sometimes either could be used.

1 When you are in bed I . . . be at work.

2 Who'll help me?I...

3 We will unite to resist oppression, and tyrants . . . not triumph over us.(We *won't let them triumph.)*

4 You've been a good child, and when we get home you . . . have a sweet.*{I'll give you a sweet.)*

5 Your father . . . hear of this. *{I'll certainly tell him.)*

6 She . . . tell the same story over and over again. *{Obstinate insistence)*

7 Club rule: Members . . . write the names of their guests in the book provided.

Exercise 2:

Write up these two gapped sentences and elicit the missing words:

1. *We_____ work with the children. (are going to)*
2. *The organization_____ a new project in Guatemala.(is starting)*

III. Hopes and Fears

Speaking about hopes inEnglish

There are a number of expressions youcan use to show your hopes andpreferences – either for the long-termfuture, or for the more immediate future.

Hopes for the long-term future

Here are some useful expressions forspeaking about what you would like tohappen in your life, or for the changesyou'd like to see.

In an ideal world, I'd … (… I'd have a greatjob and a big family.)

In an ideal world, there … (… there wouldbe peace / there wouldn't be any wars.)

It would be great / fantastic / wonderful if…. (… If everyone could get along.)

In the long-term, I'm hoping …

Follow either with an infinitive or a "that"clause.

"In the long-term, I'm hoping to go touniversity."

"In the long-term, I'm hoping that I willbecome a doctor."

I've always hoped for (+ noun)"I've always hoped for a good job."

I've always dreamed of …. (+ ing)"I've always dreamed of becoming anastronaut.

Hopes for the near future

I'm hoping for … (+ noun)"I'm hoping for a new cell phone for mybirthday."

I'm hoping to get …"I'm hoping to get a new phone."

I would like…"I would like to go on a round-the-worldtrip."

(The short form of "I would like" is "I'dlike".)

Remember: you can follow "I would like /I'd like" with either a noun or a verb.

"I'd like to go away for Christmas."

I really want… (Using "want" can beimpolite unless you are talking to a closefriend or family member.)

Something I've always wanted is…

I'd be delighted / over the moon if…"I'd be delighted if you gave me a newwatch."

Remember: the verb following "if" shouldbe in the past tense, as you are talkingabout a hypothetical situation. This meansthat it looks like a second conditionalsentence. (See If sentences for moreinformation about conditionals.)

What I'd like more than anything else is…

On my Christmas wish list is…

Preferences

I'd rather have … (+ noun)

"I'd rather have tickets to the opera."

Remember: you can follow this with acomparison:

"I'd rather have tickets to the opera thantickets to the theatre.")

I'd rather you … (+ simple past)

"I'd rather you saved your money."

I'd prefer (+ noun)

"I'd prefer some money for the newhouse."

Remember: after "prefer" the prepositionis "to":

"I'd prefer some money for the house totickets for the opera."

I'd prefer it if you … (+ simple past)

"I'd prefer it if you gave some money tocharity." /….. would be more suitable / would bebetter

"A learning toy would be better for Ronniethan money."

If I had a choice, I would go for… (+ noun)("Go for" means "choose between anumber of options)

If it's all the same to you… "If it's all the same to you, I'd like somebook tokens."

Fears about the future.

I am worried that the rains will come late.

I am afraid that.……..

My worst fear is that.……..…

I am concerned that.……..……..

I doubt that the rains will come this year.

I am pessimistic about the rains this year.

UNIT –EIGHT

WATER

A8.1 Introduction: The water cycle

- **Like and As**

Grammar explanation

as and like are often confused since they can both be used for comparisons. There are, however, important differences.

- **Making comparisons**

as + adjective + as and as much as

We often use the structure **as + adjective +as** or as much as to say if something has, or doesn't have, the same amount of that quality as something else.

Eg. She loves curry as much as I do.

He's not as tall as his brother.

It's not as expensive as the other hotel.

That dog is as big as that child!

- You also have to use as in the expression the same as.

Your phone is the same as mine.

Texting is not the same as speaking in person.

- **like + noun**

In the following comparisons, like is followed by a noun or a pronoun to say that two things are similar.

Eg.He's like a father to me.

She's acting like a child.

It's like a burger but with big mushrooms instead of bread.

There are lots of people like us.

- It is also common to make comparisons using like with verbs of **the senses.**

She looks like her mother.

It sounds like a cat.

Nothing tastes like homemade lemonade.

It smells like medicine.

It feels like cotton.

- **as if / as though + clause**

As if and **as though** can be used to compare a real situation to an imaginary situation.

They are followed by a clause (a subject and verb).

Eg. You look as if you've seen a ghost.

I felt as if I was floating above the ground.

You talk as though we're never going to see each other again.

Giving examples

We can say like or such as to give examples.

You could try a team sport like football, basketball or hockey.

You should take something soft, such as a towel, to lie on.

- ❖ **Talking about a job or function**

We can use as + noun to talk about a job or function.

Eg. I worked as a shop assistant for two years.

He used his coat as a blanket to keep warm. as to connect two phrases as can be used as a conjunction to connect two phrases. It can have different meanings.

- ✓ **as = 'because'**

All the tickets were sold out as we got there too late.

As the road was closed, I had to park on the next street.

- ✓ **as = 'while' or 'during the time that'**

She called as I was getting out of the bath.

As they were arriving, we were leaving.

- ✓ **as = 'in the way that'**

As we expected, it started to rain.

As you know, classes restart on 15 January.

As I said, I think this project will be a challenge.

** Note that in informal speech, people sometimes say like for 'in the way that'.

Like I said, I didn't know her

❖ **Adjectives and Adverbs**

Unlike in many other languages, adjectives in English do not change (agree) with the noun that they modify:

Identifying adjectives

There is no general rule for making adjectives. We know they are adjectives usually by what they do (their function) in a sentence. However, some word endings (suffixes) are typical of adjectives. **Suffix examples**

-able	**- ible**	**-al ,**	**-ial**	**-ful**	**-ic**	**-ical**
co mfortable, readable,	incredible, invisible	comical, normal, musical,	industrial, presidential	beautiful, harmful, peaceful, wonderful	classic, economic, heroic, romantic	aeronautical, alphabetical, political
-ish	**- ive, -**	**-ative**	**- less**	**- eous , -**	**ious ,**	**- ous**
British, childish, Irish, foolish	active, alternative, creative,	Talkative	endless, motionless, priceless, timeless	spontaneous, hideous,	ambitious, anxious,	dangerous, famous

Adjectives ending in -ic and –ical often have different meanings:

The economic policy of this government has failed.

A diesel car is usually more economical than a petrol one.

See also:

Adjectives

Classic or classical ?, Economic or economical? Historic or historical ?

Forming adjectives from other words

Suffixes

Some adjectives are made from nouns and verbs by adding suffixes.

Noun	Adjective	Verb	adjective

Hero, wind, child, beauty,	Heroic, wind y, childish beautiful,	Read talk, use, like	read able ,talkative, Useful,Likeable

Example, I hate windy days.

San Francisco is a very hilly place.

Some words ending in -ly can be both adjectives and adverbs. These include daily ,early, monthly , weekly , nightly , yearly :

Adjective: She gets a weekly payment from her parents. (She gets money every week.)

Adverb: I pay my rent weekly. (I pay my rent every week.)

Some words ending in - ly are only adjectives and not adverbs. These include: costly, cowardly , deadly , friendly, likely , lonely, lovely , oily, orderly , scholarly , silly, smelly, timely , ugly , woolly .

We enjoyed the trip to America but it was a costly holiday.

Oily fish is very healthy because it contains omega

Word formation

Prefixes such as un-, in-, im- , il- and ir- change the meaning of adjectives. Adding these prefixes makes the meaning negative:

un- in- ir- fair – unfair

active – inactive , responsible – irresponsible happy – unhappy, appropriate – inappropriate

regular –irregular , sure –unsure, complete –incomplete, reducible –irreducible

- ✓ **im- il-**

balance – imbalance legal – illegal

polite – impolite legible – illegible

possible – impossible logical – illogical

How to Use 'Wish'

- ❖ **Wishes about the present or future**

Wish + (that) + past simple:

We can use 'wish' to talk about something that we would like to be different in the present or the future.

It's used for things which are impossible or very unlikely.

I wish that I had a big house (I don't have a big house, but it's a nice idea!).

I wish that we didn't need to work today (we do need to work today, unfortunately).

I wish that you lived close by (you don't live close by).

I wish that John wasn't busy tomorrow* (he is busy, unfortunately).

(*In formal writing, you will see 'were' instead of 'was' after wish. This is correct, but it's also fine to use 'was', in the same way as with the second conditional.

'I wish I were rich' or 'I wish I was rich'.)

We also use 'wish' with 'could' to talk about things in the present or future that we would like to be different. In this situation, 'could' is the past simple of 'can'.

Of course, we use 'can' to talk about ability - if we know how to do something or not. For example, 'I can speak Spanish' or 'I can't drive'. We also use 'can' to talk about possibility – if things are possible or not possible. For example, 'we can't come to the party tonight' or 'John can help you clean up'.

We use 'could' with 'wish' to talk about ability and to talk about possibility.

I wish that I could speak Spanish (but, unfortunately, I can't speak

Spanish). I wish that I could drive (I can't drive).

I wish that we could go to the party tonight (unfortunately, we're busy so we can't go).

I wish that John could help you clean up (John is at work, so he can't help).

- ✓ **Try to do an exercise about 'wish' here.**

We don't usually use 'wish' in this way for things that are really possible in the future. Instead, we use 'hope'. Read more about 'hope' here.

I hope that you pass your exam **(NOT**: I wish that you passed the exam).

I hope that it's sunny tomorrow **(NOT**: I wish that it was sunny tomorrow).

I hope that Julie has a lovely holiday **(NOT:** I wish that Julie had a lovely holiday).

- ➢ **Wish + (that) + would:**

On the other hand, we use **'would'** with **'wish'** in a little bit of a special way. It's generally used about other people who are doing (or not doing) something that we don't like and we want that person to

change. It's not usually used about ourselves, or about something which nobody can change though, exceptionally, we do use it about the weather.

I wish that John wouldn't eat all the chocolate. (John does usually eat all the chocolate and I don't like it. I want him to change his behavior!)

I wish that the neighbors would be quiet! (They are not quiet and I don't like the noise.)

I wish that you wouldn't smoke so much! (You do smoke a lot and I don't like it. I want you to change this.)

I wish that you wouldn't work late so often.

I wish that it would stop raining!

We don't usually use 'would' when there's no feeling that we want somebody to change their behavior.

NOT: I wish that tomorrow would be a holiday. (Instead: I wish that tomorrow was a holiday.)

NOT: I wish that I would work harder. (It's strange to use 'wish' + 'would' about yourself, as you can change your behavior if you don't like it!)

- ❖ **Wishes about the past**

Wish + (that) + past perfect:

- We can use 'wish' with the past perfect to talk about regrets from the past.

These are things that have already happened but we wish they'd happened in a different way. This use of 'wish' is very similar to the third conditional.

I wish that I had studied harder at school. (I didn't study hard at school, and now I'm sorry about it.)

I wish that I hadn't eaten so much yesterday! (But I did eat a lot yesterday. Now I think it wasn't a good idea.)

I wish that the train had been on time. (But unfortunately the train was late, and so I missed my interview.)

Other uses of 'wish'

Wish + to + infinitive:

We can use 'wish' with the infinitive to mean 'would like'. This is very formal.

We don't usually use a continuous tense with 'wish' in this case.

I wish to speak to the headmaster. (This means the same as 'I would like to speak to the headmaster'.)

I wish to go now.

Wish + object + to + infinitive:

In the same way, we can use 'wish' with an object and an infinitive.

I do not wish you to publish this article.

I wish these people to leave.

Wish + somebody + something:

This is used mostly in set phrases.

I wished him a happy birthday.

They wished us Merry Christmas.

- ❖ **Contrasting Ideas**
- ➢ **Contrast or Concession.**

We are going to talk about words that connect opposing ideas.

We call these ideas contrast or concession. Some of these **adverbs are:**but although , however and despite.

These words will help you communicate more complex ideas. They will improve the flow and clarity of your writing.

Contrast versus concession

Let us begin by understanding the differences between contrast and concession. Here are two examples:

I used to live in Malaysia, but now

I live in Thailand.

Even though I live in Malaysia, I work in Thailand.

The first example shows a simple contrast. The first sentence, “I used to live in Malaysia” indicates my previous place of residence.

The second part of the sentence, “but now I live in Thailand”, shows that I now live in another place. The statement contrasts these two different places: the one where I used to live and the one where I live now.

In the second example, “Even though I live in Malaysia” tells you where I live now. But this sentence contains a surprise for my readers: “I work in Thailand.” When the opposing idea is something readers do not expect or that surprises them, we call it concession.

But

Let us start with but, the most commonway to show contrast. But is acoordinator. We use it to connect ideasthat are more or less of equal value.

Here are some examples:

The students were tired after thetest, but were happy with theirresults.

Some refugees have found newhomes, but others are still living incamps.

Luca tried to solve the mathproblem for two hours, but hecould not find the answer.

In the second and third examples, noticethat the conjunction but connects twoindependent sentences or clauses. Inthis case, we use a comma before but.

However, nevertheless, nonetheless

- ✓ A more formal way to say but ishowever. Consider the examples:

We really wanted to go to thatconcert; however, we could notafford the tickets.

Car prices went up fast. However,motorcycle prices are still thesame.

In these examples, you can replacehowever with nevertheless or nonetheless. The idea will remain thesame. However and nonetheless canmake your sentences more formal.

You have some options for punctuation.You could write, “I am tired.

However, [comma] I will finish the job.”Or you could write, “I am tired;[semicolon] however, [comma] I willfinish the job.” The semicolon is apunctuation option to connect twoindependent clauses that are closelyrelated. It is up to the writer to decidewhether to use a period or a semicolon.

Although, even though, and though

Although and even though are twocommon adverbs to express unexpectedresults or surprises. They aresubordinators: adverbs that show thatone idea is more important than theother. Here are some examples:

I managed to fall asleep althoughwe were watching an actionmovie.

Although we were watching anaction movie, I managed to fallasleep.

In both sentences, the subordinatingconjunction although is attached to theclause that contains the less importantidea. “Although we were watching anaction movie,” cannot stand alone as asentence; it is a subordinate clause. Ifthe subordinate clause comes first, wemust separate the two by using acomma. If the subordinate clause comessecond, there is no comma.

- ✓ Here are two examples with **even though.**

These students already know howto read even though they are stillin kindergarten.

Even though these students are stillin kindergarten, they already knowhow to read.

Though is less formal than although and even though. It is more common inspoken English.

- ✓ Here are someexamples:

Though Indra waited for almost anhour, his doctor never showed up.

Indra’s doctor never showed upthough he waited for almost anhour.

To make your sentence even moreconversational, you can move though tothe end:

Indra waited for almost an hour.

His doctor never showed up,though.

In spite of, despite

In spite of and despite are alsosubordinators to show unexpectedresults. They also come attached to thesubordinate clause. However, theyrequire a different sentence structure.

- ✓ Consider the examples:

That man has saved a lot of moneyin spite of earning a small salary.

That artist is very creative despitehaving limited resources.

In these examples, in spite of and despiteare followed by a gerund .A gerund isthe “-ing” form of a verb whichfunctions like a noun. In the sentencesabove, “earning a small salary” and

“having limited resources” are gerundphrases .

- Despite and in spite of can also befollowed by noun phrases.

My brother has managed to save alot of money in spite of his smallsalary.

That artist is very creative despiteher limited resources.

His small salary and her limitedresources are noun phrases.

In spite of that

In spite of that can also be used toindicate contrast or concession, but itworks as a coordinating conjunction.

Therefore, it is used to connect twoindependent clauses. For example:

Most students had understood theexplanation; in spite of that, theteacher wrote a few moreexamples.

It rained for almost three hoursnon-stop. In spite of that, theground is already dry.

ENG- STAY AT HOME TAKE-TEST - FOR G-11

I. Choose the answer you think is correct from the given alternatives.

1) By the end of this year, we _____ many English books.

A) shall be read B) will read C) shall have read D) have read E) shall read

2) Why didn’t you help him? You _____ have done it.

A) must B) can C) could D) were to E) was able to

3) Last week, I _____ go to town on business trip as the Ministry of Education had asked me to come.

A) had to B) might C) should D) could E) was able to

4) People who know a foreign language _____ learn a second one easily.

A) may B) should C) mustn’t D) can E) needn’t

5) She said that they _____ go to the cinema if they liked.

A) must B) may C) can D) had to E) could

6) Muna: Must I do this exercise too?

Lina: No, you _____. It isn’t necessary.

A) can’t B) may not C) mustn’t D) needn’t E) oughtn’t to

7) We didn't go out last night. We _____ to the cinema but we decided to stay at home. A) could have gone B) must have gone C) should go D) are to go E) needn't go

8) The children _____ in the open air if the weather _____ better last Sunday.

A) had played / was B) played / was C) would have played / had been D) will play / is E) would play / were

9) I would have sent you a postcard while I was on holiday if I _____ your address.

A) had B) was having C) had had D) will have E) would have

10) She didn't know if the letter _____ by the time she _____.

A) would be delivered / will come C) will be delivered / came

B) would deliver / comes D) would have been delivered / came

E) was delivered / came

11) Be quick or we _____ for school.

A) are late B) is late C) have been late D) shall be late E) will not be late

12) They _____ their English exam at this time tomorrow.

A) will take B) will be taking C) would take D) is taking E) take

13) Charles Dickens _____ go to school at an early age, as he _____ help his family.

A) should / would B) couldn't / had to C) must / couldn't D) might / should E) had not to / would

14) I have very little time and I _____ take a taxi.

A) may B) could C) should D) have to E) have

15) If you _____ in a hurry, leave that to me.

A) will be B) were C) are D) was E) are being

16) I will be back 10 minutes later. If I _____, I will call you.

A) don't B) will not be back C) am not D) won't E) will be back

17) I will ask him what he _____ for lunch.

A) was having B) are having C) would have D) should have E) will have

18) My boss _____ some V.I.P's tomorrow.

A) will be received B) is receiving C) will have received D) receives E) has received

19) After a book is written, it passes through the heads of very many different workers. Each worker works carefully, for there _____ not be any mistakes.

A) must B) couldn't C) could D) might E) has to

20) You have been traveling all day. You _____ be very tired.

A) must B) can't C) might D) ought to E) shouldn't

21) My mother's or father's mother is my _____.

A) mother B) grandfather C) grandmother D) father

22) My mother's sister is my _____.

A) niece B) uncle C) nephew D) aunt

23) My female parent is my _____.

A) grandmother B) father C) daughter D) mother

24) My wife's mother is my _____.

A) mother-in-law B) grandmother C) daughter D) granddaughter

25) My uncle's or aunt's child is my _____.

A) cousin B) niece C) nephew D) brother-in-law

26) My sister's husband is my _____.

A) brother B) brother-in-law C) cousin D) nephew

27) My children's mother is my _____.

A) wife B) mother C) husband D) grandmother

28) My wife's sister is my _____.

A) sister-in-law B) sister C) niece D) cousin

29) My sister's daughter is my _____.

A) niece B) nephew C) cousin D) sister-in-law

30) My mother's brother is my _____

A) uncle B) father-in-law C) aunt D) nephew

IIVocabulary

1. **Choose the word that does not belong to the group.**

2. A. Conflicting B. contradictory C. antagonistic D. Consent
3. A. liberate B. release C. literate D. set free
4. A. prominent B. power C. spectacular D. eminent
5. A. depict B. describe C. picture D. conceal
6. A. coalition B. merger C. satisfaction D. unification

2. Choose the alternative word or phrase that best keeps the meaning of the underlined word or phrase.

7. in ancient times, scholars found that the information they needed was **scattered** in manuscripts & scrolls in various parts of the world.

   A. manufactured C. fabricated

   B. composed of D. dispersed

8. Many people oppose the death penalty, chiefly because they consider it cruel. Critics also warn against the **peril** of exciting mistakenly convicted people.

   A. Hazard B. chance C. option D. exist

9. Although ancient people **misconceived** much of what they saw in the heavens, they put their knowledge of astronomy to practical use.

   A. mistake B. misused C. misinterpret D. mistrusted

10. Microsoft began in 1975 as an informal business partnership between Bill Gates & Paul Allen. They **adapted** the programming language BASIC for use.

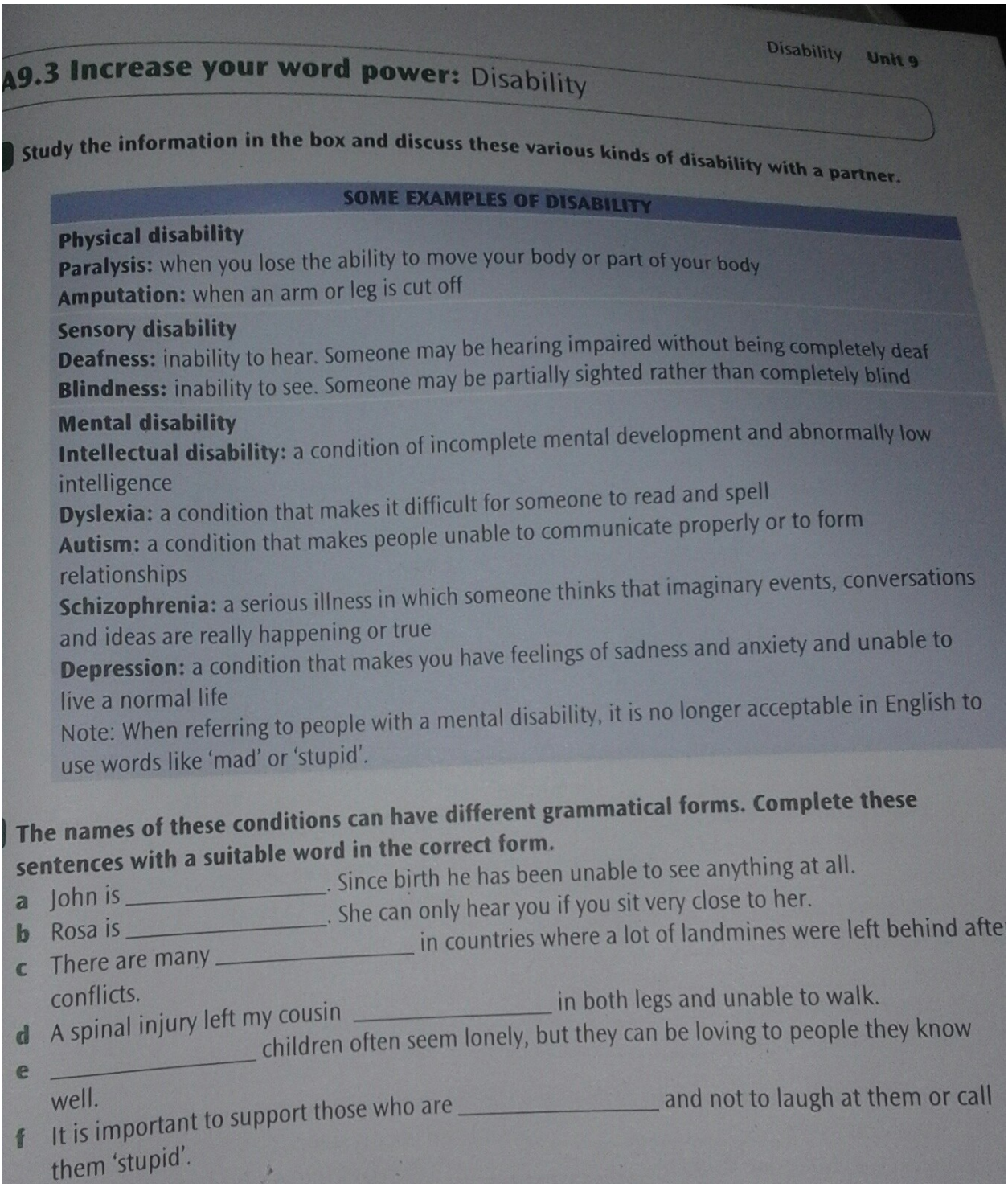
    A. adjusted B. developed C. created D. derived

11. If you don't pass your exam, you **will let your parents down** badly.

    A fall down B. disrespect C. disappoint D. disprove

UNIT-9

Disability



Disability Unit 9

A9.3 Increase your word power: Disability

Study the information in the box and discuss these various kinds of disability with a partner.

SOME EXAMPLES OF DISABILITY

Physical disability
Paralysis: when you lose the ability to move your body or part of your body
Amputation: when an arm or leg is cut off

Sensory disability
Deafness: inability to hear. Someone may be hearing impaired without being completely deaf
Blindness: inability to see. Someone may be partially sighted rather than completely blind

Mental disability
Intellectual disability: a condition of incomplete mental development and abnormally low intelligence
Dyslexia: a condition that makes it difficult for someone to read and spell
Autism: a condition that makes people unable to communicate properly or to form relationships
Schizophrenia: a serious illness in which someone thinks that imaginary events, conversations and ideas are really happening or true
Depression: a condition that makes you have feelings of sadness and anxiety and unable to live a normal life
Note: When referring to people with a mental disability, it is no longer acceptable in English to use words like 'mad' or 'stupid'.

The names of these conditions can have different grammatical forms. Complete these sentences with a suitable word in the correct form.

a John is _____. Since birth he has been unable to see anything at all.
b Rosa is _____. She can only hear you if you sit very close to her.
c There are many _____ in countries where a lot of landmines were left behind afte conflicts.
d A spinal injury left my cousin _____ in both legs and unable to walk.
e _____ children often seem lonely, but they can be loving to people they know well.
f It is important to support those who are _____ and not to laugh at them or call them 'stupid'.

9.4VERB PATTERNS

1. **VERB + -ing**

If these verbs are followed by another verb, the structure is: verb + -ing

Admit, adore,allow,avoid , can´t stand, carry on, consider deny, delay,(don´t) mind, enjoy, fancy,finish , give up, imagine, involve, keep, keep on, postpone, practice,put off, recommend, risk, suggest .

e.g.

He avoided writing the test.

Keep smiling!

Did you enjoy reading the book? He denied stealing the purse.

I don´t mind helping you.

He doesn´t allow smoking in his house.

He recommended staying in that hotel.

2.**<u>VERB + to + infinitive</u>**

Afford, agree, allow (passive), appear, arrange, ask, attempt, choose , dare, decide, expect, fail, forget, help, hope, learn, manage, offer, plan, pretend, promise, refuse, seem, tend, threaten, want, would like to.

e.g.

I can´t afford to go on holiday.

She´s decided to give up her job.

It seems to be a nice day

He agreed to lend me some money.

You are not allowed to smoke here.

3. VERB + object + to +inf.

Advise, allow, ask, beg, encourage, expect, force, invite, order, permit, persuade, recommend, remind, teach, tell, want, warn, would like

e.g.

They invited us to stay in their house.

She told me to come on time.

They asked us not to make such a noise.

4. VERB + -ing / to inf.

- no change in meaning

Begin, continue, intend, start

E.g. It started to rain / raining.

5. VERB + object + inf.

- no TO in this structure

Help, let, make

Let me show you.

The news made her cry.

I´ll help you do it.

NOTE!

LIKE

We use **like + -ing**when we talk about **hobbies** and sth. We do with pleasure. *Like=enjoy*.

Eg. I like cooking and reading the books.

When *like doesn´t mean enjoy*, but we **talk about sth we think is goodor right to do, or it is a habit**, we say **like + infinitive**.

I like to do the washing up immediately after the meal.

We like to eat out every Sunday.

6. VERB + -ing / to + inf.

-change in the meaning

REMEMBER

doingsth.

- When you did something and now you remember it; after you did sth.

E.g. I don´t know how the burglar got in. I clearly **remember locking** the door and shutting the windows.

to do sth

- you remembered that you had to do sth, so you did it; before you did it

e.g. I **remembered to lock** the door but I forgot to shut the windows.

TRY

doingsth.

- try something to see if it works or solves the problem

eg. – I´ve got a terrible headache. - Why don´t you **try taking** an aspirin?

to do sth.

- attempt to do, make an effort to do sth.

E.g. I **tried to keep** my open but I couldn´t.

STOP

doingsth.

- to give up, finish with sth completely

eg. I **stopped smoking** two years ago. (I don´t do it anymore)

to do sth.

-stop doing what you are doing at the moment in order to do sth else

e.g. I was reading a book. The phone started to ring. I **stopped to answer** it.

- **Gerunds and Infinitives**

Put the verb into the correct form:

1. I don’t fancy _____ (go) out tonight.
2. She avoided _____ (tell) him about her plans.
3. I would like _____ (come) to the party with you.

4. He enjoys _____ (have) a bath in the evening.

5. She kept _____ (talk) during the film.

6. I am learning _____ (speak) English.

7. Do you mind _____ (give) me a hand?

8. She helped me _____ (carry) my suitcases.

9. I've finished _____ (cook). Come and eat!

10. He decided _____ (study) Biology.

11. I dislike _____ (wait).

12. He asked _____ (come) with us.

13. I promise _____ (help) you tomorrow.

14. We discussed _____ (go) to the cinema, but in the end we stayed at home.

❖ **Ability past, present and future**

1. Modals of Ability**: Can and Could**; Be Able to present

Past, Present, and Future Ability

2 Affirmative Statements Negative Statements

I can play the piano, .I cannot (can't) play the flute. He can speak Spanish. He can't speak Arabic. They can work on their essay tomorrow. They can't work on their vocabulary tomorrow.

3 Yes/No Questions Short Answers Can you play the piano? Yes, I can./No, I can't. Can he speak Spanish? Yes, he can./No, he can't. Can they work on their essay tomorrow? Yes, they can./No, they can't.

4 Modals of Ability: Can and Could; Be Able to Information.

What can you play? Who can speak Spanish?

How long can they work on their essay tomorrow?

Could for Past Ability

Affirmative/Negative Statements

I could read in kindergarten. /I could not (couldn't) read in kindergarten. He could drive at 14. /He couldn't drive at 14.

They could draw beautifully. /They couldn't draw beautifully.

Yes/No and Information

Questions Could you read in kindergarten? Yes, I could. /No, I couldn't. What could she read in kindergarten? Who could read in kindergarten?

5 **Be AbleTo** for Past, Present, and Future Ability

(Be able to is not a modal, but it has the meaning as can and could. The verb be in be able to chances from and agrees with the subject.)

- ✓ Affirmative Statements He was able to work yesterday. He is able to work today. He will be able to work tomorrow.
- ✓ Negative Statements He was not able to work yesterday. He is not able to work today. He will not be able to work tomorrow.

Future Ability with Be Able To and **Can**

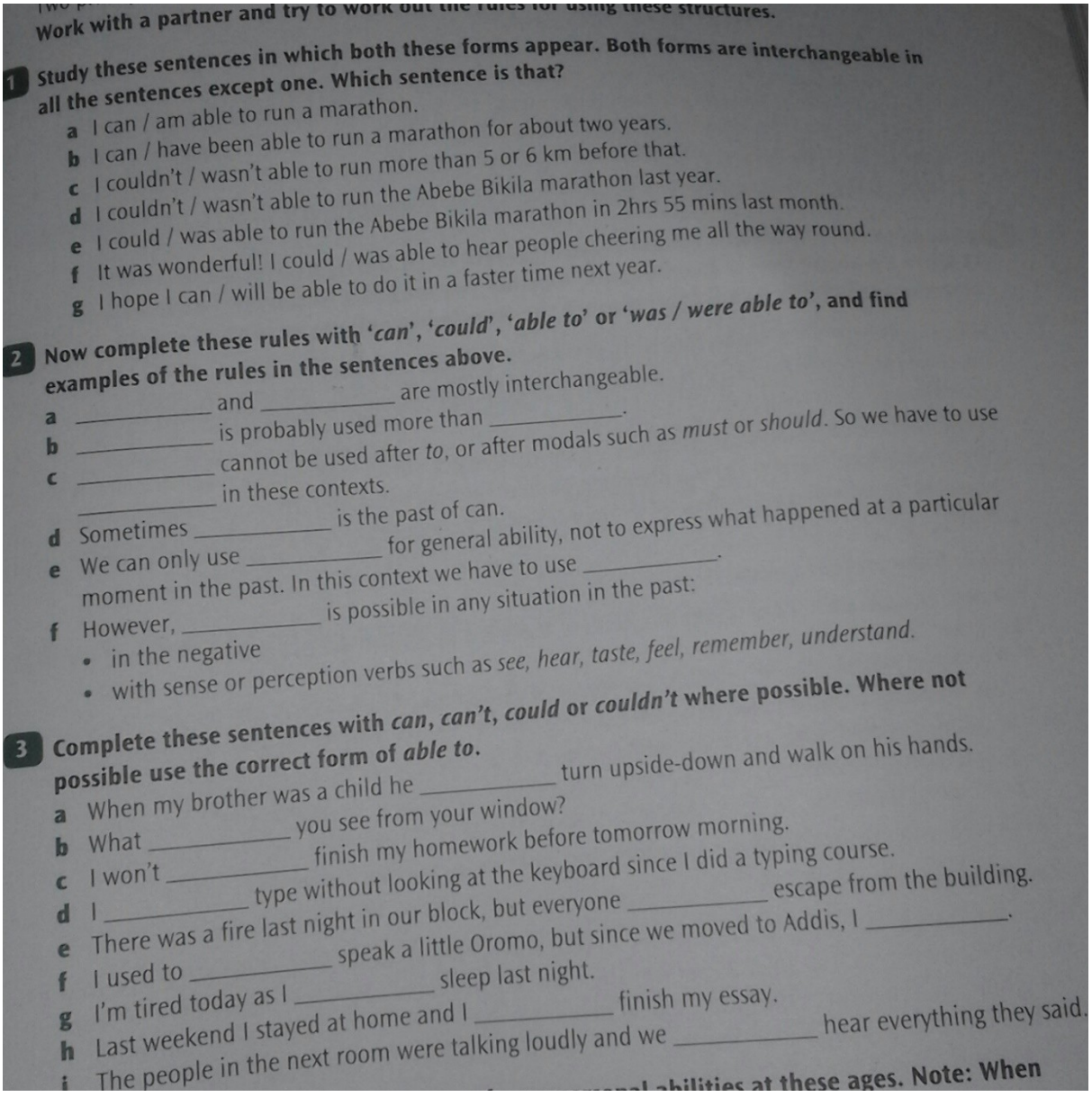
Use will be able to totalk about a skill or other ability thatyou don't have yet, but will have in thefuture. Do not use can to describe anability that you will have only in thefuture.

Right: After I complete thisclass, I'll be able to speak Englishwell.

Wrong: After I complete thisclass, I can speak English well.

Usewill be able to or can to expressability that relates to decisions andarrangements for the future. Example:

I'm busy now, but I'll be able to help you in 10 minutes. I'm busy now, but I can help you in 10 minutes.



Work with a partner and try to work out the rules for using these structures.

1 Study these sentences in which both these forms appear. Both forms are interchangeable in all the sentences except one. Which sentence is that?

a I can / am able to run a marathon.
b I can / have been able to run a marathon for about two years.
c I couldn't / wasn't able to run more than 5 or 6 km before that.
d I couldn't / wasn't able to run the Abebe Bikila marathon last year.
e I could / was able to run the Abebe Bikila marathon in 2hrs 55 mins last month.
f It was wonderful! I could / was able to hear people cheering me all the way round.
g I hope I can / will be able to do it in a faster time next year.

2 Now complete these rules with '*can*', '*could*', '*able to*' or '*was / were able to*', and find examples of the rules in the sentences above.

a _____ and _____ are mostly interchangeable.
b _____ is probably used more than _____.
c _____ cannot be used after *to*, or after modals such as *must* or *should*. So we have to use _____ in these contexts.
d Sometimes _____ is the past of can.
e We can only use _____ for general ability, not to express what happened at a particular moment in the past. In this context we have to use _____.
f However, _____ is possible in any situation in the past:
- in the negative
- with sense or perception verbs such as *see, hear, taste, feel, remember, understand.*

3 Complete these sentences with *can*, *can't*, *could* or *couldn't* where possible. Where not possible use the correct form of *able to*.

a When my brother was a child he _____ turn upside-down and walk on his hands.
b What _____ you see from your window?
c I won't _____ finish my homework before tomorrow morning.
d I _____ type without looking at the keyboard since I did a typing course.
e There was a fire last night in our block, but everyone _____ escape from the building.
f I used to _____ speak a little Oromo, but since we moved to Addis, I _____.
g I'm tired today as I _____ sleep last night.
h Last weekend I stayed at home and I _____ finish my essay.
i The people in the next room were talking loudly and we _____ hear everything they said.

abilities at these ages. Note: When

Affixes (Prefixes, Suffixes, Root/Base Words)

Word	Definition	Examples
1 ab-	from, away from	abandon, absent
2 -able/-ible	able to be, capable of being	legible, probable
3 –age	action or process	marriage, blockage
4 -al/-ial	of, like, relating to	magical, celestial
5 ambi-	both, around	ambidextrous, ambiance
6 -ance	act, process, quality, state of being	acceptance, appearance
7 Ann/enn	Year	Annual
8 ante-	Before	anteroom, anterior
9 anti-	against, opposite, reverse	antifreeze, antibiotics
10 ap-	to, nearness to	approach, apprehend

- **Talking about time using wh-questions+ prepositions**

Wh- questions begin with what, when, where, who, whom, which, whose, why and how. We use them to ask for information. The answer cannot be yes or no :

When do you finish college? Next year.

Who is your favorite actor? George Clooney for sure!

Forming wh- questions with an auxiliary verb

We usually form wh- questions with wh- + an auxiliary verb (be, do or have) + subject + main verb or with wh- + a modal verb + subject + main verb:

Be: When are you leaving? Who's been paying the bills?

Do: Where do they live? Why didn't you call me?

Have: What has she done now?

What have they decided?

Modal: Who would she stay with?

Where should I park?

Without an auxiliary verb

- **Warning:**

When what, who, which or whose is the subject or part of the subject, we do not use the auxiliary. We use the word order subject + verb:

What fell off the wall? Which horse won?

Who bought this? Whose phone rang?

Compare

Who owns this bag?

Who is the subject of the sentence and this bag is the object. We use no auxiliary verb.

Who do you love most?

Who is the object of the sentence and you is the subject. We use the auxiliary verb do .

Responding to wh- questions

Wh- questions ask for information and we do not expect a yes- no answer to a wh - question. We expect an answer which gives information:

Where's the coffee machine? (We expect an answer about the location of the coffee machine.)

It's in the room next to the reception.

How old is your dog? (We expect an answer about the age of the dog.)

She's about five. I'm not very sure.

❖ Speaking

Read each situation critically and then choose the response that is both grammatically correct & socially acceptable.

1. You are sitting in a room near a window. The window is closed. An acquaintance not a close friend of the same age & sex as yourself is sitting on the opposite side of the room. The room is becoming very hot. The acquaintance wants you to open the window, saying:
    A. Would you mind opening the window? It is getting awfully warm in here.
    B. Excuse me, would you mind if opening the window?
    C. Open the window, it is hot here.
    D. Do you open the window, please?

2.A 13- year old boy, feeling a little upset, wants his older sister to return a record he lent her the previous week. He will probably say to her:

A. Sister, give me my record as soon as possible.
B. Where is my record that you borrowed from me the previous week?
C. You must give me the record! When do you think to give me!

D. Can I have my record back now? You have had it a week already!

3. You are at a cash register in a supermarket. The change you receive is for a five dollar bill rather than the twenty dollar bill you gave the cashier. You want your correct change you are upset but act calm & reserved. You will probably say to the cashier, a woman in her 2 $0^{'}$ s:

A. Excuse me, but I gave you twenty.
B. I think you have made a big mistake.
C. Could you make a correct change please?
D. Excuse me but I gave a $20 bill so I need more change.

4. You are in a restaurant with your date. A waitress gives you a dirty plate. You realize that she is very busy. You are relaxed but a little upset about the dirty plate. You would call the waitress to your table and probably say to her:

A. Please, would you notice this?
B. This plates is dirty. Would you mind changing another one?
C. Could you clean that dirty plate please?
D. Excuse me but this plate is dirty.

5. You are invited to dinner by the family of an American friend. When the dinner is ready, the mother of the family, who is cheerful & has always been delighted to see you, puts her head around the corner & calls to everyone, saying?

A. Dinner is ready!
B. Could you please close your eyes?
C. Dinner is ready, we can start now. I am glad to see you again and make yourself just like at home.
D. None of the above.