COMMUNICATIVE ENGLISH SKILLS(I)

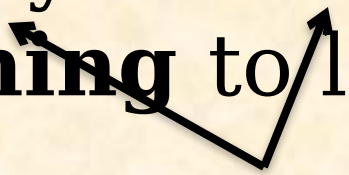
Study Skills

The purpose of this unit is:

- **To familiarize you with the skills and academic practices that you need to develop as university students.**
- **The unit revolves around two important aspects of academic study, namely, taking notes while listening to lectures and reading for academic study.**
- **To take effective notes during lectures and to practice reading for different purposes.**

Taking lecture note

- At university, **you will be exposed to a lot of information** in relation to your field of study. This information will reach you mainly through **reading** and **listening** to lectures.



Receptive Skills

- Since it will not be possible for you to remember all the information that you have **read** or **heard** that you want to use later for different purposes, ***you need to take notes*** when reading and

Note taking and note making

- Note-taking and note-making are among many essential skills for success at university (college).
- Building on your existing skills to start to move towards advanced level study.
- Working on these skills helps you to get the most out of your studies and aids you in independent learning.

Conti…

- **Taking notes is an important skill** that you need to develop in order to be successful in your university studies.

Answer the following questions on study skills

1. **What is lecture? How many types of lecture are there?**
2. ***What is note taking study skill?***
3. ***What is note making study skill?***
4. ***What is scanning technique (study skill)?***
5. ***What is skimming technique (study skill)?***
6. ***What summarizing, time management, reference skill?***

What is note taking study skill?

- Note-taking is a process that involves writing or recording information you hear (from spoken source) or read in a descriptive way.
- When you take note don’t be tempted to write down every single word.
- You are not required to understand and write every flow of speech.
- You should focus on relevant points only.
- we have to be selective when taking note.
- When taking note, **be brief** and **use acronyms** that make sense to you.

Conti…

Note-taking can also be explained in the way written in the table below

- **Note-*taking*** is when you simply write what you hear in lectures, or from printed texts. If the subject is an unfamiliar one, this is often inevitable, particularly with international students who are trying hard to understand, follow and note what the lecturer is saying.

Conti…

In addition, we take note:

1. To relieve boredom.

2. To recall the content of lectures better in the future.

3. To be more organized with our revision.

Summary

- **There is some evidence that writing and keeping notes can help you recall what you have learned.**
- **However, to be most effective notes must be well-organized and reviewed afterwards.**
- **There is evidence that discussing your notes with another person is effective in aiding recall.**
- **Research attention has turned in recent years to what types of notes are most effective in aiding recall.**

How to take effective note

- **Prepare -** What questions are you trying to answer; what do you already know; check out the topic etc.

  Focus on: Main ideas/concepts

  Line of argument

  Some illustrative detail

  Information about other sources of information/ideas

- **Keep it brief and to the point –** focus on what's important
- **Use symbols & abbreviations –** some are conventional but it's fine to use your own – as long as you remember what they are! (see below.)
- **Keywords** can come from your preparation and questions you have set for yourself.

How to take effective note

Signposts/signal words

- **Definitions:** “I’ll first define the term…”
- **Examples:** “Let’s look at an example…”
- **Descriptions of sequences/processes:** “The first step…”
- **Connections:** “Therefore”, “It can be seen that…”
- **“Critical” “Essential” “Crucial”**
- **Stress and emphasis/ repetition**
- **References:** to text books or other sources

Useful abbreviations for note-taking

When we take note, we may use these

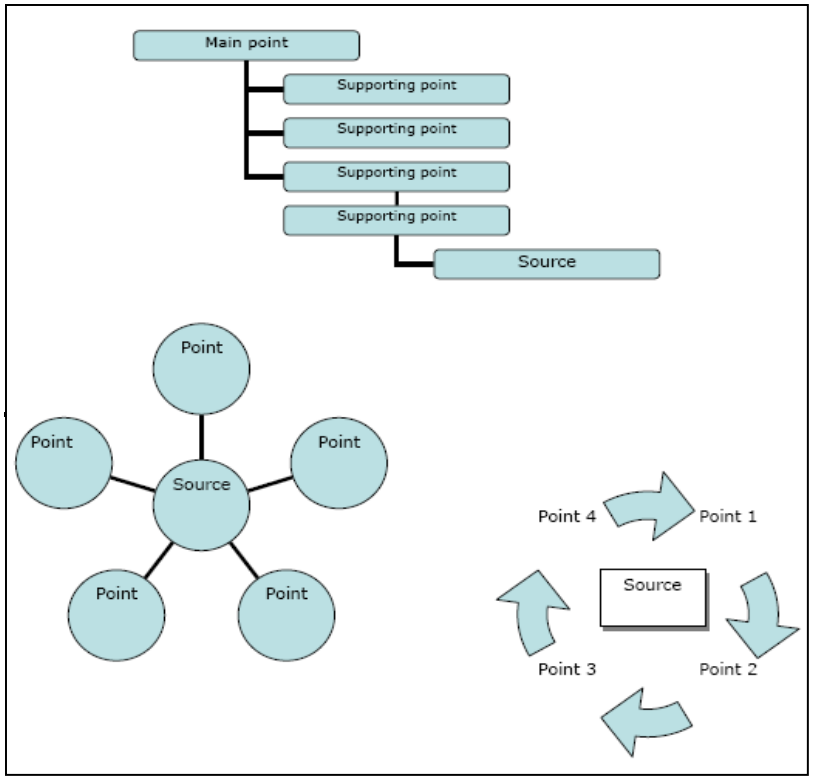
& or +	and/ in addition to
>	greater/ more/ better than
<	less/fewer/smaller than
=	equal to/ the same as
≠	not the same as
δ	small change
Δ	large change
∴	therefore
∵	because
♂	male/ man
♀	female/ woman
→	leads to/ produces/ causes
↓	decreasing/ reducing etc.
↑	increasing/ upwards

w/	with
wrt	with respect to
e.g.	for example
i.e.	that is, that means
etc.	and so on
p.	page, pp. = pages
para.	paragraph
info.	Information
X	trans... e.g. transfer = Xfer, translate = Xlate
xxxn	xxxtion e.g. education = educn, or combined with above transformation = Xformn
cd	could
wd	would
xxxt	xxxment or xxxant, so government = govt, important = impt
C	century

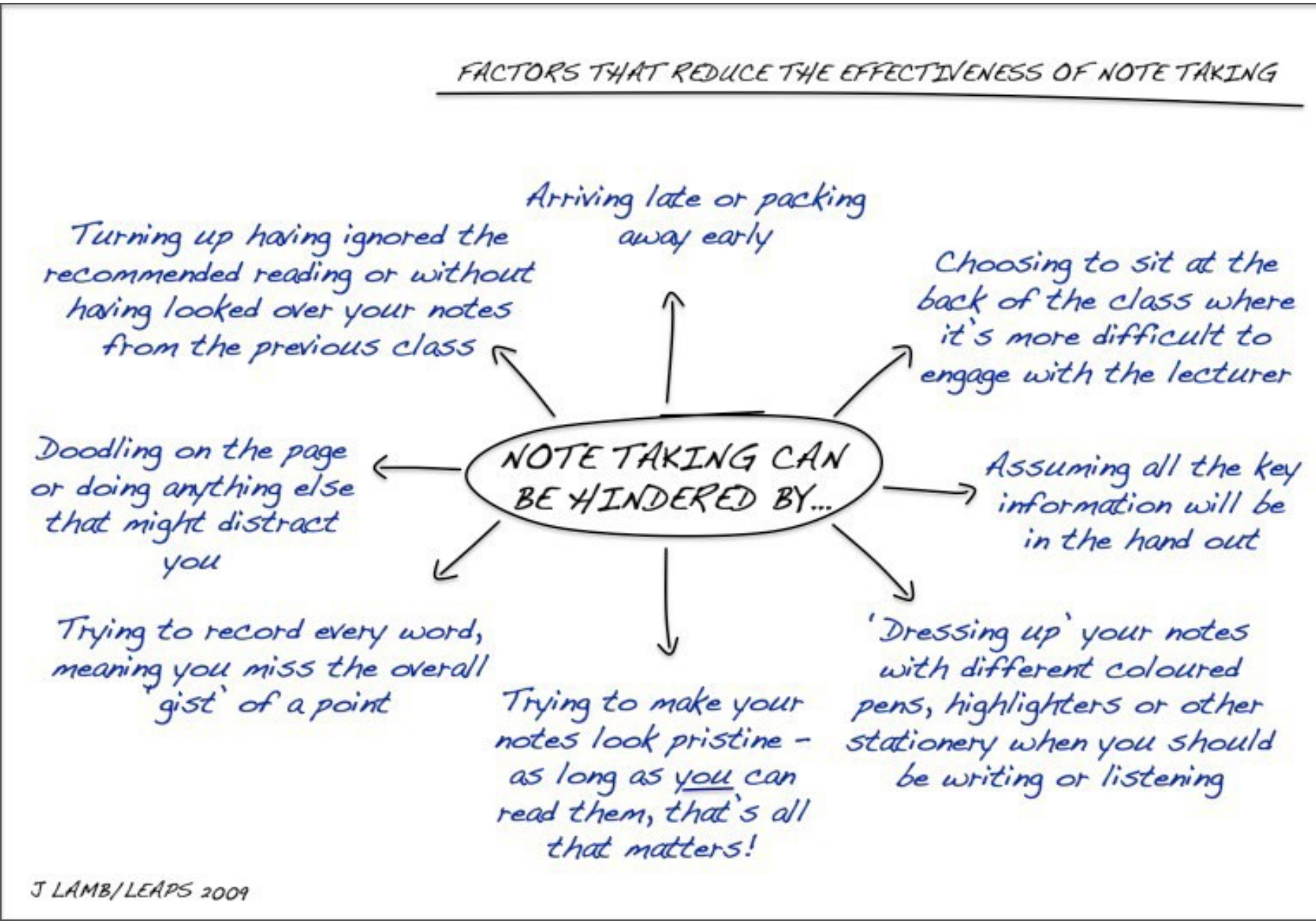
Effective ways of taking note

We may also use the following **Annotation** & **mapping**.

- This includes anything that appeals to more visual learners.
- Use colors and size to make things stand out.
- Rather than working in linear format you record the information on plain paper in any way that appeals to you – in bubbles, for instance.
- Use doodles and sketches to help you remember what you have heard or read.
- Turn lengthy text explanations or arguments into diagrams and charts.



When good notes go bad...?

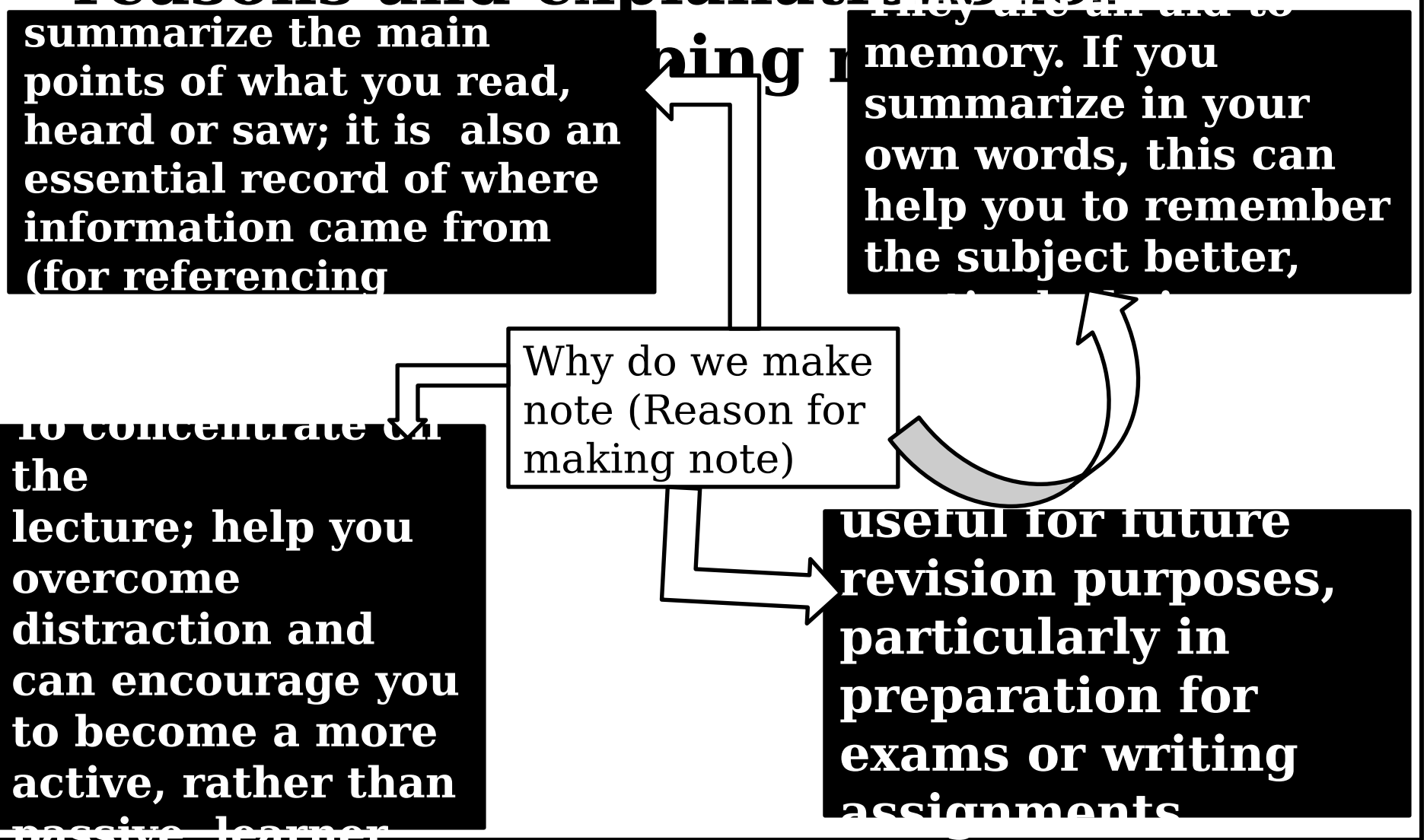


Note-making

- Note-making is the process of recording (writing) information from written source.
- Note-making **is an advanced process that involves reviewing, synthesizing, connecting ideas from the lecture or reading and presenting** the information in a readable, creative way that will stick in your mind" (Neville, 2006).

The reason for making note

- **Some writers offer (give) similar reasons and explanations for [illegible] making n[illegible]**



Note-making

From reading:

- Don’t just copy out whole sections and paragraphs.
- Be certain you know WHY you are reading. This will help you to work out what is important and needs to be written down.
- You might want to skim through the chapter/piece quickly first to see the layout, headings and main themes. This might help you organise your thoughts and understand the structure.
- Use highlighters sparingly – they’re for highlights, not a new colour scheme.
- Have a deadline for when you will stop reading. You’ll need time to process and reflect on what you’ve read.

Modals and infinitives for giving advice

- What is the purpose of the sentences.
  a. Try to prepare yourself in advance.
  b. Sit near the front of the room.
  c. You should be able to work out the important themes of the lecture.
  d. You should not try to write down every word that the lecturer says.
- Note that each of the sentences advises you on how best you can take lecture notes. They do this with the use of **infinitives** (**Try, Sit**) and **should (should not)**.

Asking for information/advice and Giving Advice

- One of the functions of language is giving advice/information when others want us to offer them. Answer these questions

1. **Do you know how to give advice in English?**
2. **Have you ever given advice for someone in English? When? Whom did you advise? What was the situation in which he/she asked your advice?**

Conti...

- **Modal verbs are special verbs which behave very differently from normal verbs.**
- **Here are some important differences:**

1. **Modal verbs do not take '-s' in the third person.**

   e.g. ***1. He can speak Chinese.***

   2. She should be here by 9:00.

2. **We use 'not' to make modal verbs negative, even in simple present**

Asking for Information/Advice

Asking for advice and giving advice

- **The most common expressions that can be used in both formal and informal situations to ask for advice and to give advice include the following phrases.**
- **Study the following phrases (expressions) used to ask for advice and used to give advice as shown in the table below. Then try to use them in actual**

Asking for and Giving advice

Asking for advice	giving advice
➢ What do you advise me to do? ➢ What shall I do? ➢ Do you think I should …? ➢ Should I ……? ➢ Could you give me some advice about	• Have you (ever) thought of…? • Why don’t you…..? • I would advise you to… • I would advise you not to …..

Conti…

- Can you recommend a good book?
- What do you recommend?
- Which of these do you recommend?
- Where can I …….?

- If I were you, I wouldn’t ……
- You had better do …..
- You had better (not)…..
- If you take my advice you will…..
- If you take my

Language of Advice, Suggestion & Warnings

Giving **Strong advice/warning:**

- **I strongly recommend (that)……**
- **You must/ must not……**
- **You should (shouldn't) ……**

Giving **Strong suggestions:**

- **I would advice you to …….**
- **You had better do (not do) ……..**
- **I think you should …….**
- **In my opinion you should (shouldn’t) ……..**

Requesting advice/ suggestion

- What do you recommend me…….?
- Should I tell ……..?
- Should I accept……..?
- What would you advise me……..?
- What is your advice……..?
- Do you think I should……..?
- What shall I do……..?

Giving indirect suggestions

- **If you want my advice……**
- **If I were you ……**
- **If I were in your place I ……**
- **I think you should ……**
- **Why don’t you ……..?**
- **How about ……..?**
- **Don’t you think ……..?**

Language of Advice, Suggestion & Warnings

- **Sample Drills:**

A: I'm not getting better from my illness.

B: I strongly recommend that you should take the medicine properly.

Patient: What should I do so as to recover from my illness?

Doctor: You must eat balanced diet. And also you must not smoke.

CLASS ACTIVITY

DIRECTION: Give advice for each of the following situation.

1. Student: **I'm confused how to study effectively? What would you advise me, teacher?**

   Teacher:

   _____.

   Student: Should I prepare it soon?

Conti…

2. You: I couldn’t study in the classroom.

   Friend:

   _____.

   _____.

3. You: Mother never knows about my bird. Should I tell her the truth?

   Friend: _____.

   Friend: How about eating outside

POSSIBLE ANSWER

S: **I’m confused how to study effectively? What would you advise me teacher?**

T: I would advise you to have a study time table.

S: Should I prepare it soon?

T: You had better prepare it as soon as possible.

You: I couldn’t study in the classroom.

Friend: I think you should study in the

POSSIBLE ANSWER

You: Mother never knows about my bird. Should I tell her the truth?

Friend: If I were you, **I would tell** her everything.

Friend: How about eating outside today?

You: If you ask me, I prefer cooking home.

Friend: What would you advice me about my new job?

You: If you want my advice, you should look for a new post.

Using different Modal verbs

When we give advice, we can also use different kinds of modal verbs for people in different situations.

Giving advice	Explanation with its example
a. Should You should … or you shouldn’t… b. Ought to	▪ Are used in the same way to suggest something that is good idea. ▪ Should is more used than ought to ▪ Ought to is not used in questions or in the

Conti…

c. Can You can… or you can't….	We use this to suggest a possible course of action. E.g. you can help people who are HIV positive by being their friend and supporting them when they are ill.
d. Could You could ….	This is used in place of can when we want to give advice politely or if we are not sure that something is possible. E.g. If you want to help, you could volunteer at your local HIV/AIDS

Conti…

e. Must You must… OR You mustn’t …	We use this when we want to give advice that is urgent or essential. E.g. You must take your ART medicine regularly every day.
f. Had better You’d better… OR You’d better not…	This is also used to give a strong recommendation. E. g. you had better see a doctor immediately.

Conti…

We can also use some conditional structures to give advice	
g. If I were you, I'd…. OR If I were you, I wouldn't…	This is very commonly used. It sounds quite friendly as you are putting yourself in the position of the person you are advising. E.g. If I were you, I'd be

Conti…

h. I’d advise you to…
    I wouldn’t advise you to ….
i. I would recommend you to ….
I wouldn’t recommend you to…

This is very formal and polite.
E.g. I would advise you to change your lifestyle as you are putting yourself at risk.
This is also quite formal.
E.g. My advice would be to see a

Language focus: Present Perfect Tense

Answer these questions

1. How is the present perfect tense formed?
2. What are the uses of present perfect tense?

A. formation:

- The present perfect tense is formed by using present form of verb to have (has/have) + past participle (V3) form of regular verbs (end in –ed/d) and V3 form of irregular verbs.

Subject + have/has + Past participle (V3)

Language focus: Present Perfect Tense

- form **Subject + have/has + Past participle (V3)**

I/We/You/ They	have	Finished Done Left etc.
She/He/It	has	

Examples

1. I have finished writing my proposal.
2. She has finished doing her assignment.
3. He has just left.

Uses of the present perfect tense

- **The present perfect tense has different uses in English.**

1. The present perfect tense is used to express an action which has been completed and which continues to influence the present.

Examples

1. Abel: Where is your keys?

Abel: I don’t know. I <u>have lost</u> it. (= I can’t open the door now/ I haven’t got it now)

2. I have seen monkey in Simien Mountain. (=it is still possible to see it there)

Conti…

2. The present perfect tense is used to express a recently completed action/to announce recent happening.

e.g. 1. Jemal: Let me invite you a cup of coffee.

Hayat: Thanks, I have just had.

2. Emebet: What happen to your finger? Look! It is bleeding.

Hana: I have cut my finger

Conti…

3. The present perfect tense is used with the present time expressions to express an action which beginning in the past and still continuing. Most of the time when used with ‘for’ and ‘since’.

Examples

1. I have lived here for nine years. (= I am still living here)

2. The class has already started. (= it has started and still going on)

Conti…

4. **The present perfect tense is used to express actions that happened at unspecified time before the present. It is used when the time of past action is not mentioned.**

Examples

1. **They have finished eating.**
2. **I have written a letter.**
3. **I have visited London twice.**

In each of the above sentence the specific time when the action happened is not mentioned.

Conti…

5. The present perfect tense is never used with definite past time expressions. If there is definite past time expression, we use past simple tense not present perfect .

Examples

1. I have visited Lalibela last year. ✗

2. Yesterday we ___ (play) football after classes.

A. have played C. have play

Using ‘for’ and ‘since’ with present perfect

- We use ‘for’ and ‘since’ with the present perfect to say how long something has been happening.
- For:- is used a period of time(length of time) such as the following:

for - 2hours - a long time

- three years - 20 minutes

- six months - ages -ten years

Examples:

1. I have known Sami for ten years.
2. I have been hungry for hours.
3. I haven’t seen your brother for ages.

Conti…

- **We use ‘since’ with a fixed time in the past (e.g. 2004, April 23rd, last year).**
- **Since is used with point of time (starting time). They are used before point of time such as:**

  - April - Christmas - my birthday

  - Monday - 1997 - 12 May

  - yesterday - lunch time etc.

  Examples:

1. **I have known Sami since 1992.**
2. **She has been here since 2pm.**
3. **We have known each other since our childhood.**

Conti…

- **The present perfect tense can also be used with words and phrases such as the following:**

  already ever so far

  just never till now

  yet not yet up to now etc.

  Examples

1. **Everything is going well. We haven’t had any problems so far.**
2. **It is nice to see you again. We haven’t seen each other for a long time.**
3. **This is an interesting place I have ever visited.**

Conti…

- **Already:- We use already to say that something happens sooner than expected.**

Examples:

1. **Tsehay: Don’t forget to post the letter, will you?**

   Dani: I have already posted it (= sooner than Tsehay expect it to be posted)

2. **Bona: What time is Sumeya living?**

   Jemal: She has already gone.

- **In a sentence ‘already’ often comes between two word verbs, after auxiliary part and before the main verb.**

Conti…

- **Just:- means a short time ago.**

Examples:

1. **Chala: would you like something to eat?**

Robel: No, thanks. I have just had lunch.

2. **Hello, have you just arrived?**

- **Just is also used between two word verbs, after auxiliary verb and before the main verb in the sentence.**

Conti…

- **Yet:- Yet means ‘until now’. It shows that the speaker expecting something to happen.**
- **Yet is used only in negative sentence and question.**

Examples:

1. **Tsedal: When did you submit your assignment? Emebet: I haven’t submitted it <u>yet</u>.**

Tsedal: Why? Haven’t you finished it <u>yet</u>?

- **Yet often comes at the end position**

Reading: Reading for Understanding

Reading for Study

Answer the following questions

1. **What is reading?**
2. **What is the purpose of reading?**
3. **Do you think the way of reading is the same when we read different texts? (e.g to read a newspaper and a course in your field of study)**
4. **How many reading activities are there? And what kinds of questions are asked in each activity?**
5. **What kinds of major items (questions type) could be asked from reading text?**
6. **How do we answer these different items?**

Reading: Reading for Understanding

1. What is Reading?

Reading:- reading is the process of receiving information from written texts.

- **It is the act of gaining (acquiring) knowledge from written information.**
- **Reading is an important aspect of learning language.**
- **It is a fundamental aspect of academic works (i.e. if you want to be successful in your academic career, you are required to read).**

Conti…

- **Reading develop ability to think about the world and describe it in terms of a particular approach.**
- **It will be one of the keys that unlock the door to a career (profession)as a business manager, psychologist, engineer, chemist teacher, scientist, etc.**
- **It is an invaluable learning tools in the world of employment.**
- **It opens up the possibilities of gaining access to & an understanding of the thinking of all the people who have developed models and theories or written about a particular discipline.**

Conti…

Major objective of reading for study is:

- **To gather ideas and information, to assimilate the gathered information into your own view of the world, and then to be able to express that view when you are asked in the assessment program or in seminars.**

2. What is the Purpose of Reading?

A student will read for many different reasons.

- **The purpose of our reading may be:**

1. **To understand courses (subject) for the assessment program (pass the exam).**
2. **To receive information and assimilate it.**
3. **To pick out the main news items (e.g. in a newspaper).**

Conti…

- **Do you think the ways we read all written information the same or different (e.g to read a newspaper and a course in your field of study)? How?**
- **The way of our reading should be changed according to our purpose of reading.**
- **For example, we simply glance through to pick out the main news items. It is quicker and different from reading for study.**
- **When we read a newspaper, we simply look for main news not for details.**
- **When we read a textbook (our course), we are required to study in detail to extract the essential knowledge it contains.**

Conti…

5. How many reading activities are there? And what kinds of questions are asked in each activity?

- **There are three reading activities.**
  1. **Pre-reading activity**
  2. **While-reading activity and**
  3. **Post-reading activity**
     1. **Pre-reading activity**
- **Pre-reading activities are activities (questions) we are asked to answer <u>before reading the given reading text.</u>**

Conti…

- **In this type of reading activity, the questions which students <u>can answer from their background knowledge</u> (previous knowledge) about the text is asked.**
- **For example, we may be asked to predict what we are going to read in the text looking at the topic of the passage.**

2. While-reading Activity

- **In while-reading activity, questions (activities) that can be answered <u>during reading the text</u> are asked. For example,** *specific questions like date, expressions, when something happen*, **etc.**

Conti…

-Comprehension questions

-Vocabulary questions according to the passage

-Reference questions **are asked in while reading stage.**

3. Post-reading Activity

- **This type of reading activity is the activity (questions) asked after reading the whole reading text from beginning up to the end.**
- **For example, questions like summarizing the information given in the whole text.**

Conti…

4. What kinds of major items (questions type) could be asked from reading text?

- **From the reading text, the following possible item types can be asked.**
  1. **Comprehension questions**
  2. **Vocabulary questions**
  3. **Reference questions**
- **There are different strategies and techniques used to answer the above three types of items.**

STEPS TO ANSWER COMPREHENSION Q.

STEP 1: Skim through the passage to get a general idea of what it is about. When you do this read:

a) **The whole of the first paragraph,**
b) **The first sentence of other paragraphs,**
c) **The whole of the last paragraphs**

STEPS TO ANSWER COMPREHENSION Q.

STEP 3: Read the whole passage as quickly as possible to get better idea of what the passage is about.

STEP 4: Read more carefully and try to work out any difficulties in the meaning (guess the meanings of unfamiliar words).

STEP 5: Read the first question. Make sure that you understand it. It is just as important to

STEP 6: Look at the passage and find the part or parts which help you to answer the question.

STEP 7: If the question is multiple choice question, study each choice –A, B, C & D- carefully. Remember that you must choose the best of the choices. One useful method is to try to find something wrong with each choice. In this way you can eliminate all except the best choice.

STEP 8: Write your answer clearly

Guessing Meanings of unfamiliar words

How to guess the meanings of new words



HOW TO GUESS THE MEANINGS OF WORDS

There are different ways of guessing the meanings of unknown words from a passage.

These includes:

1. **Using contextual and structural clues**
2. **Using your knowledge of word formation.**
3. **Using antonyms or synonyms and using a words part of**

HOW TO GUESS THE MEANINGS OF WORDS

Method 1: Guessing the meaning from the context

Guessing the meaning from the context means guessing unfamiliar words from surrounding word or from sense of the sentence. There are often ideas or hints which help us to guess the meaning of the difficult word.

HOW TO GUESS THE MEANINGS OF WORDS

- **The most common way to guess the meaning of a word is to use the context. That is to say, you can use the other words in the same sentence or other sentences in the same paragraph to guess the meaning of an unfamiliar word.**

HOW TO GUESS THE MEANINGS OF WORDS

E.g. The government is encouraging people to set up new shops, factories, and other businesses. Some are owned by foreigners but most of the proprietors are local people.

What is the meaning of the highlighted word?

Here, which words or phrases are clue for the meaning of proprietors?

Discuss and find the equivalent

Method 2: Using our knowledge of word formation

Many words can be divided onto two or more parts that is, prefixes, suffixes and roots. Understanding these parts can lead us to recognize the meaning of unknown words by means of word analysis.

E.g. The mistake he made is ***unpardonable***.

Here the word ‘unpardonable’ has a

Therefore, ‘unpardonable’ means ‘that cannot be forgiven or excused’

Method 3: Using synonyms context clue

- **Synonyms are words phrases that are similar in meaning to other words. You can recognize some synonym context clues because they appear as the same part of speech as the unknown word.**

e.g. The roof is in the shape of

HOW TO GUESS THE MEANINGS OF WORDS

Example:

1. **Paper is *biodegradable*, so it does not pose as much threat to the environment when it is discarded.**

- **Suppose the word you want to guess its meaning is biodegradable, we can break down this word into bio-de-grad-able.**
- **The prefix ‘Bio-’ relates to life and nature. ‘Grad’ comes from the word grade and degrade means to break**

HOW TO GUESS THE MEANINGS OF WORDS

- **The suffix ‘-able’ indicates that the word is an adjective. Therefore, a good guess for this word would be capable of being naturally broken down into small parts.**

But these are not always necessary.

Method 4: Using punctuation mark

- **sometimes we may use punctuation marks to guess the meaning of new words.**

Example:

1. He told me to take lesson from the ‘Kaubure’ the village headman of the Tabiang.

- **Here the pair of commas shows the**

Class Activity

DIRECTION: Find the meaning of the words highlighted and underlined in the following sentences and decide the method you used.

1. **The teenager was ordered to make full restitution to the owner of the damaged vehicle. He swiftly made full payment for the damage to the car he had hit.**

Meaning:

Class Activity

2. He has been drinking in the bar all day. He was so intoxicated that he couldn't find his way home.

Meaning: _____

Method used: _____

3. Her parents were overjoyed when she passed her final exam.

Meaning: _____

Strategy used: _____

GRAMMAR FOCUS: Conditionals

- **Conditional sentences has two parts: If – clause and a main clause.**

Example:

1. **If you come in time, we will go to class together.**

If – clause main clause

- **The if clause contains a condition (it is also called a conditional clause.)**
- **The action in the main clause**

Conti...

- When we say the happening of action in the main clause depends on the fulfillment of the condition in the if-clause, we mean:

  for example:

1. If you come in time, we will go to class together.

   OR

   If you don’t come in time, we won’t go to class together.

- There are several structures in

Conti...

- **The word "condition" means "situation or circumstance". If a particular condition is true, then a particular result happens:**

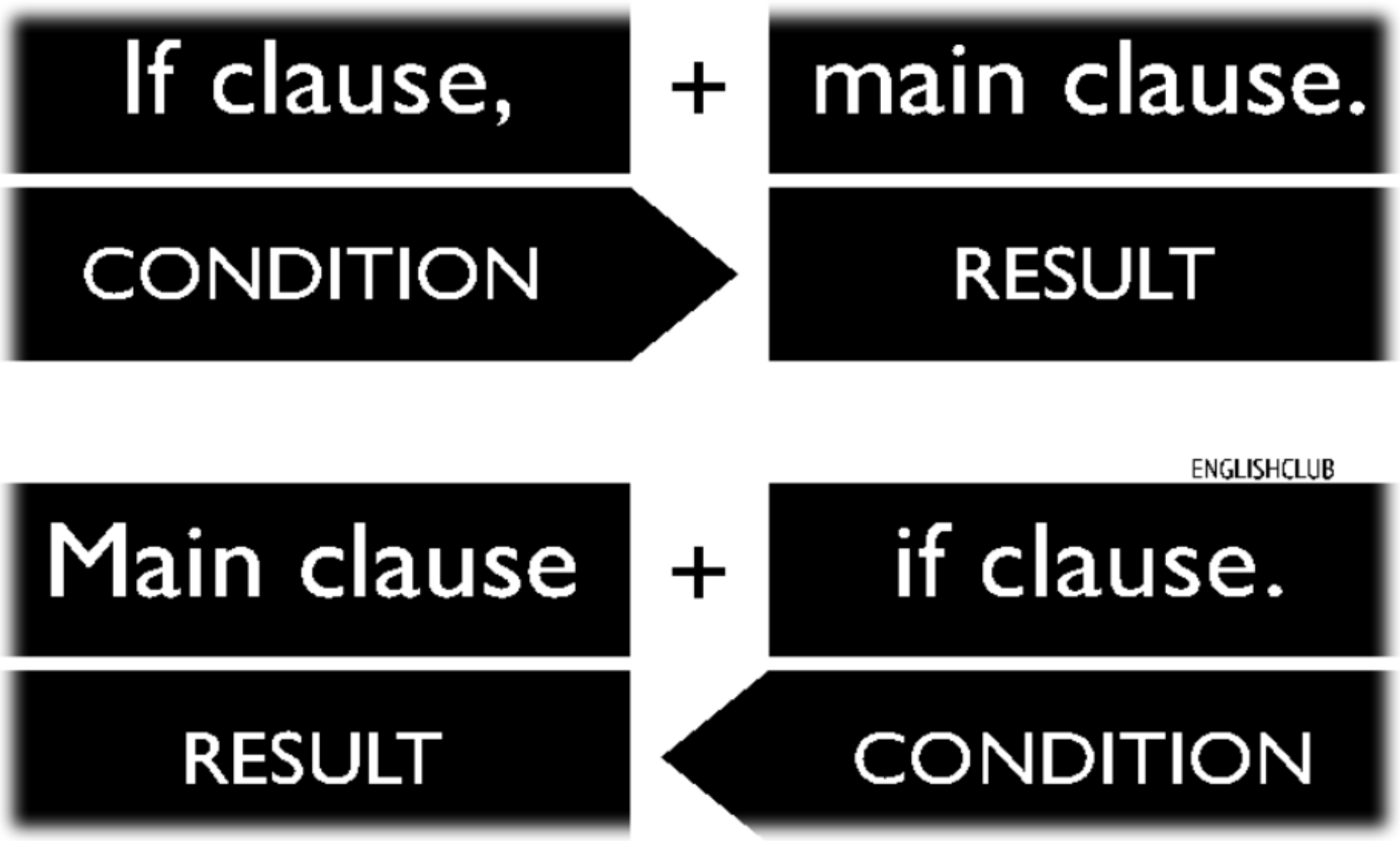
  if y = 3 then 2y = 6

- **There are three basic English conditionals plus the so-called zero conditional.**

Structure of Conditional Sentences

type	Usage	if-clause	main-clause
1	possible condition + probable result	present simple	will + base verb
2	hypothetical condition + possible result	past simple	would + base verb
3	expired past condition + possible past result	past perfect	would have + past participle

The structure of conditional Sentence



Structure of Conditional Sentences

- **The structure of most conditionals is very simple.**
- **There are two basic possibilities. Of course, we add many words and can use various tenses, but the basic**

If +	Condition +	result
if	y = 10	2y = 20

result	If	condition
2y = 20	if	y = 10

Conti…

- **This structure can produce, for example, the following sentences:**
  - **If I see her, I will tell her.**
  - **I will tell her if I see her.**
- **Notice the comma in the first sentence. (A comma is always correct when we begin a sentence with 'if-clause', but not always essential if the sentence is started with a main clause.)**
- **In the second sentence we do not**

Conti…

1. First Conditional

- **First conditional is used for real possibility**

Example:

1. If I win the lottery, I will buy a car.

simple present **Simple future**

- **We are talking about the future. We are thinking about a particular condition or situation in the future, and the result of this condition. There is a real possibility that this condition will happen.**

Conti…

- **For example, it is morning. You are at home. You plan to play tennis this afternoon. But there are some clouds in the sky. Imagine that it rains. What will you do?**

Example:

1. **If it rains, I will stay at home.**
   OR
2. **If it doesn’t rain, I will play tennis.**

simple present **simple future**

Conti…

- **In example 1 above, notice that we are thinking about a future condition.**
- **It is not raining yet. But the sky is cloudy and you think that it could rain. We use the Present Simple tense to talk about the possible future condition. We use will + base verb to talk about the possible future result.**
- **The important thing about the first conditional is that there is a real possibility that the condition will happen.**

Conti...

Structure of first conditional (Type

If	condition	result
	Present Simple	will + base verb
If	it rains,	I will stay at home.

in conditional type 1, we use simple present tense in if-clause part and simple future in main clause part.

e.g. If you study harder, you will pass the exam.

Conti...

If	Condition	Result
	Present Simple	will + base verb
If	I see Mary,	I will tell her.
If	Hana is free tomorrow,	he will invite her.
If	they do not pass their exam,	their teacher will be sad.
If	it rains tomorrow,	will you stay at home?

Conti…

- **It is possible to begin the sentence with main clause the sentences**

Result	If	Condition
will + base verb		Present Simple
I will tell Mary	if	I see her.
He will invite Hana	if	she is free tomorrow.
Their teacher will be sad	if	they do not pass their exam.
Will you stay at	if	it rains tomorrow?

Conti…

- **Sometimes, we use *shall, can* or *may* instead of *will*,**

  For example:

  If it's sunny this afternoon, we can play tennis.

2. Second Conditional (Type 2)

- **Second conditional is used for unreal possibility**

  e.g. If I won the lottery, I would buy a car.

- **The second conditional is like the first conditional. We are still thinking about the future. We are thinking about a particular condition in the future, and the result of this condition. But there is not a real possibility that this condition will happen.**

Conti…

For example:

1. **If I won the lottery, I would buy a car.**



Simple past Simple Conditional

- **You do not have a lottery ticket. Is it possible to win? No! No lottery ticket, no win! But maybe you will buy a lottery ticket in the future.**
- **So you can think about winning in the future, like a dream. It's not very real, but it's still possible.**

Conti…

The structure of Second Conditional

if	condition	result
	Past Simple	would + base verb
If	I won the lottery,	I would buy a car.

Notice that we are thinking about a future condition. We use the **Past Simple** tense to talk about the future condition. We use ***would + base verb*** to talk about the future result. **The important thing about the second conditional is that there is an unreal possibility that the condition will happen**.

Conti…

3. Third Conditional

Third conditional is used for no possibility

Example

1. **If I had won the lottery, I would have bought a car.**





past perfectperfect conditio

The first conditional and second conditionals talk about the future. With the third conditional we talk about the past. We talk about a condition in the past that did not happen. That is why there is no possibility for this condition.

Conti…

- **The third conditional is also like a dream, but with no possibility of the dream coming true.**

For example:

Last week you bought a lottery ticket.

If	condition	result
	Past Perfect	would have + past participle
If	I had won the lottery,	I would have bought a car.

Conti…

- **Notice that in the third conditional sentence we are thinking about an impossible past condition.**
- **You did not win the lottery. So the condition was not true, and that particular condition can never be true because it is finished.**
- **We use the Past Perfect tense to talk about the impossible past condition. We use *would have + past participle to talk about the impossible past result*.**
- **The important thing about the third conditional is that both the condition and result are impossible now.**

Conti...

Look at these example sentences:

if	Condition	result
	Past Perfect	would have + past participle
If	I had seen Mary,	I would have told her.
If	Tara had been free yesterday,	I would have invited her.
If	they had not passed their exam,	their teacher would have been sad.
If	it had rained yesterday,	would you have stayed at home?

Conti...

We can also begin writing it with the main clause the sentences in the

Result	if	Condition
would have + past participle		Past Perfect
I would have told Mary	if	I had seen her.
I would have invited Tara	if	she had been free yesterday.
Their teacher would have been sad	if	they had not passed their exam.
Would you have stayed at home	if	it had rained yesterday?

Conti…

4. Zero Conditional

- **Zero condition is used for certainty or fact.**

For example:

1. **If you heat ice, it melts.**

- **We use the so-called zero conditional when the result of the condition is always true, like a scientific fact.**
- **Take some ice. Put it in a saucepan. Heat the saucepan. What happens? The ice melts (it becomes water). You would be surprised if it did not.**

Conti...

- Notice that we are thinking about a **result that is always true for this condition**. The result of the condition is an absolute **certainty**.
- We are **not thinking about the future or the past, or even the present**. We are thinking **about a simple fact.**
- We use the **Present Simple** tense to talk about the condition. We also use the **Present Simple** tense to talk about the result.
- The important thing about the zero conditional is that **the condition always has the same result**.

Conti…

- **Zero conditional is used to express general truth or facts.**
- **In the zero conditional sentence simple present tense is used in both parts (in if-clause part and in the main clause part).**
- **Look at the following example and its structure.**

1. If you heat ice, it melts.

Simple Present Simple Present

Conti…

- **The following table shows the structure of zero conditional.**

if	condition	result
	Present Simple	Present Simple
If	you heat ice,	it melts.

1. **The zero conditional is used when the result of the condition is**

A. no longer true B. still possible C. always true

3.2. Grammar Focus:

The Present simple, Past simple, Present Perfect and past perfect in contrast.

1. The Present Simple tense

- **USES:**

- **The present Simple Tense is used to express action which is habitually or usually done in the present line.**

- **Examples:**

1. **The milkman <u>brings</u> milk.**
2. **The woman <u>goes</u> to church every Sunday.**
3. **They <u>run</u> around the stadium everyday.**

Conti…

- **We can also use the present simple to talk about things in general, we are not thinking only about now.**
- **We use it to say that some thing happens all the time or repeatedly (for repeatedly done action).**
- **It is also used to express that something is true in general (general truth or facts). It is not important whether the action is happening at the time of speaking.**
    - **Examples:**

1. **Nurses look after patients in hospital.**
2. **The earth goes round the sun.**
3. **I usually go away at weekends.**

Conti…

More examples:

1. The sun rises in the east. (fact or general truth)
2. Heat dissolves ice.
3. She goes to school everyday. (Repeated action)
4. Dogs bark when they see a stranger. (truth)
5. The Ethiopians celebrate New Year on September 11. (Customs & habits)

Conti…

- **We can also use the present simple to show ability.**
  - **Examples:**

1. She dances very well.

2. She sings beautifully.

We can also use it to express the future.

i. When used with time reference.

E.g. We leave tomorrow.

ii. After time conjunctions such as *when, until, after, before*. **E.g. When he comes, we shall start.**

I will wait until he comes.

We won't go out before the bell rings.

Conti…

iii. With probable condition after "if"

E.g. If you *come*, I will go with you.

- **We can also use the present simple instead of the continues tense with non-continuous verbs (state verbs)**
  - **Examples:**
    1. **I love you. I understand now.**
    2. **I want you to help me.**
    3. **Do you like banana?**

Conti…

- **In the simple present tense the most important thing to remember is that the third person singular takes ‘-s’ or ‘-es’.**
- **In the present simple tense verbs ending in: ‘ss’, ‘sh’, ‘ch’, ‘x’, and ‘o’ take ‘-es’**
  - **Examples:**

1. **Kiss – He <u>kisses</u> his wife.**
2. **Rush – She <u>rushes</u> out of the class now.**
3. **Watch – She often <u>watches</u> the television.**
4. **Do – It <u>does</u> work.**

Conti…

- **In the Simple Present tense, we use Do/Does to make *questions* and *negative* sentences.**

Formation of question in Simple Present		
Do	I/we/you/they	V1
Does	He/she /it	V1

Examples:

1. **Do I come now?**
2. **Does she play volleyball?**
3. **Do they work?**
4. **Does it function?**

Conti…

Negative Sentence formation in simple present		
I/We/You/They	don’t	work. come. play. eat.
He/She/It	doesn’t	

Examples:

1. **She doesn’t eat.**
2. **It doesn’t work properly.**
3. **We don’t come.**
4. **We don’t play.**

The Past Simple Tense

USES OF SIMPLE PAST TENSE

- **The past tense is used for action completed in the past at a definite time. OR to tell us an action which was done or which happened in the past.**
  - **Examples:**
    1. **I saw the president yesterday.**
    2. **Mozart lived from 1756 to 1791.**
    3. **I went to Canada last summer.**
    4. **How did you get your present job?**
    5. **The train was ten minutes late.**

Conti…

- **We use the simple past tense as long as the action did take place in the past even though the time is not mentioned.**
- **Examples:**

1. **I met him in Dire Dawa.**
2. **We invited to our party but they decided not to come.**
3. **She passed her examination because she studied very hard.**

Conti…

- We use the simple past tense when the time is asked about.

  Examples:

  1. When did you go to America.
  2. When did you submit your English assignment?

- It is used to show **a past habit**.

  Example:

  1. Our teacher always **told** us stories.
  2. We usually **ate** rice for brake fast.

Conti...

- **It is used for an action which occupied a period of time now terminated.**

  e.g. He taught in that college for five years.

- **It is used for an action which occurred in a period of time now terminated.**

  e.g. I *once met* Barack Obama in London.

- **It is used in unlikely conditional type. (Type 2)**

  e.g. 1. If you studied harder, you would pass.

  2. If he asked her, she would marry him.

Conti…

- **In past simple question and negative sentences are formed by using Did/Didn’t. Study the following table.**

Question formation in Simple Past		
Did	I/we/you/ they	enjoy? go? see? Play?
	He/she/it	

Examples:

1. **Did you enjoy the film?**
2. **Did he play tennis?**
3. **Did she go the concert?**

Conti…

Negative formation in the Simple Past Tense		
I/We/You/They	Didn’t	enjoy. see
He/She/It		go.. play.

Example:

1. **I didn’t enjoy the film.**
2. **She didn’t enjoy the film.**
3. **We didn’t see the president.**
4. **He didn’t go class yesterday.**

The Past Perfect Tense

➢ FORMATION:

- **The past perfect tense is formed by using the past form of verb to have (had) and past participle (V3) form of regular and irregular words.**

Subject	Auxiliary verb	V3 form of verb
I/We/You/ They	had	gone seen finished worked
He/She/It		

Conti…

USES OF PAST PERFECT

- **The past perfect tense is used to show the earlier action in the past.**
- **This means when two action happen in the past, the action that happened before another action in the past is described by past perfect tense.**
- **Examples:**

1. When I arrived at home, my father had already gone.

simple past (shows 2nd action)

past perfect (shows 1st action)

Conti...

2. When we arrived, he had left.



simple past (2nd action) **past perfect (1st action)**

OR

He had left when we arrived.



(1st action) simple past **(2nd action) past perfect**

Conti…

3. When we got home last night, we found that somebody had broken into the flat.

simple past (shows 2nd action)

past perfect (shows 1st action)

this means we got somebody home after somebody broke into the flat

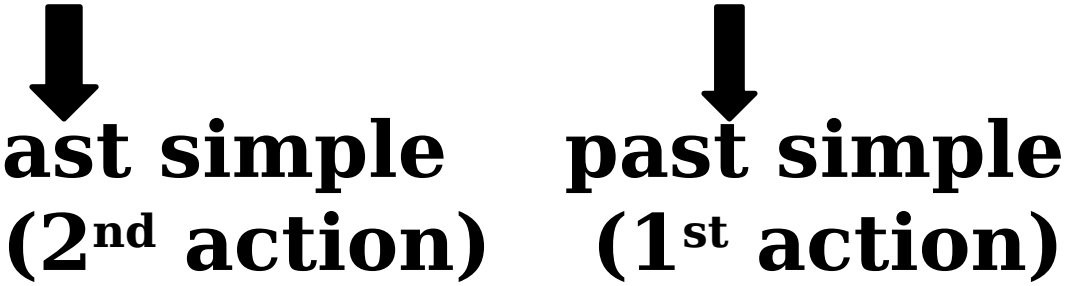
this means somebody broke into the flat before we got home

Conti…

- However, we can use simple past for both 1st action and 2nd action in the past when past before past is clear from time adverbs like ‘after’ and ‘before’.
- These time adverbs show that one action already completed before or after another action.

Example

1. I went to bed after I ate dinner.



Passive Voice

- **Most of the sentences we use in English are active sentences. We use active sentences when we are interested in the doer of action (i.e. when we talk about the doer of action).**

e.g. <u>The wind</u> <u>damaged</u> <u>the fence</u>.



subject (doer of action) **verb (action)** **object (receiver of action)**

- **In active sentence subject of the sentence is the doer of an action, and the object of the sentence is receiver of the action. In the active sentence we are talking about (interested in) the doer of the action (about the wind) not receiver.**

Conti…

- **The passive**

- **We use passive form of sentence when we are interested in the receiver of action (object of the sentence).**
- **Passive form of verbs are formed by using verb to be (*is, are, was, were, been, being*) plus past participle (V3) form of the verb.**

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ACTIVE and PASSIVE VOICES

Pre-lesson questions

1. **What is *the passive voice*?**
2. ***When do we use* passive voices?**
3. **What is *the difference between active and passive voice*?**
4. **How can we easily change (transform) the active sentences into passive voice?**
5. **What is the grammatical structure of the passive?**

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Active and Passive Voice

- Voice refers to ***the form of a verb that indicates when a grammatical subject performs the action*** or ***is the receiver of the action***.
- When a sentence is written in the active voice, **the subject performs the action**; in the passive voice, ***the subject receives the action***.
- In academic writing, it is generally preferred to choose an active verb and pair it with a subject that names the person or thing doing or performing the action.
- Active verbs are stronger and usually more emphatic than forms of the verb “be” or verbs in the passive voice.

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- ***Most of the form of the verbs*** **we use in writing English sentences are *active*.**
- **We use active voices when we are interested in (when we talk about) the doer of action.**
- **In the active sentences, *the subject of the sentence is the doer of action*.**
- **Therefore, when we use active**

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Examples

1. **Alexander Graham Bell invented the telephone.**

subject of sentence (Agent or doer of action)

verb in past (action of the agent)

Object (receiver of action)

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- **When we use the passive voice, *we are interested in object of the sentence* (we talk about the receiver of action) not doer of the action.**
- **Unlike the active sentence, the subject of passive sentence is receiver of action.**
- **In the passive sentence, our aim is about *WHAT IS DONE (Object)*? Not *WHO DOES THE ACTION (sebject)*?**

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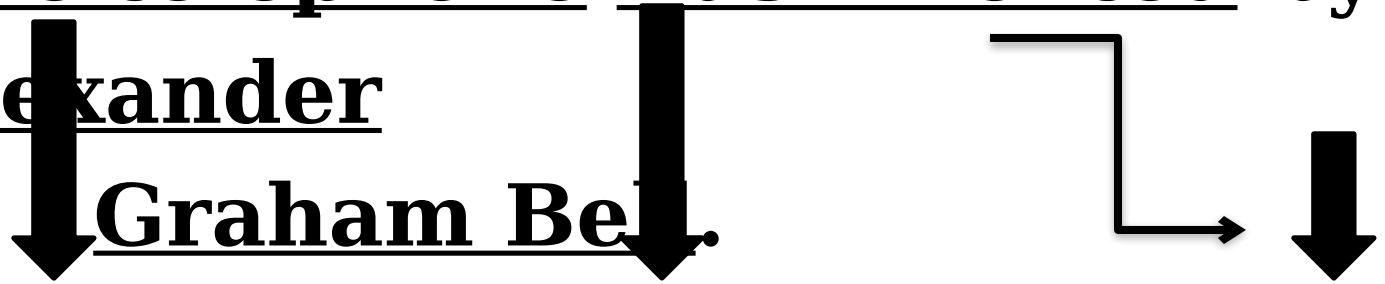
- **Study the passive for of the previous example and compare the difference.**

1. **The telephone was invented by Alexander Graham Bell.**



Subject of passive (receiver of action)

(passive verb form of the sentence

object of the (Telephone is what the simple past

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2. The winner is chosen by a committee. (Passive)



subject (the passive the object of
(receiver of verb form of the sentence,
action) the simple present but doer of
simple ‘chooses) action

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Active: ***The award-winning chef prepares each meal with loving care.***

Passive: ***Each meal is prepared with loving care by the award-winning chef.***

- **In the above example of an active sentence, the simple subject is "chef" and "prepares" is the verb: the chef prepares "each meal with**

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Conti…

- **In the passive sentence, "meal" is the simple subject and "*is prepared*" is the verb: each meal is prepared "by the award-winning chef."**
- **In effect, the object of the active sentence becomes the subject in the passive sentence.**
- **Although both sentences have *the same basic components*, their *structure makes them different* from each other.**
- **Active sentences are about what**

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- **Active sentences are *about what people (or things) do,* while passive sentences are *about what happens to people (or things).***

USING THE AUXILIARY VERB "BE"

- **The passive voice is formed by using a *form of the auxiliary verb "be" (be, am, is, are, was,***

Conti…

- Study the following examples

  1. ***He loves me. (Active)***
  2. ***I am loved. (Passive)***

3. **We *took* our children to the circus.(Act.)**
4. **The children *were taken* to the circus. (Passive)**
5. **A thief *stole* my money. (Active)**
6. **My money *was stolen*. (Passive)**

- Notice how the “be” auxiliaries change the meaning of the verbs from action to condition or from **“doing” to “being.”**

Conti…

Look at the following Examples

1. He **remembers** his grandmother. (Active) (***"he" is doing an action: remembering***)
2. His grandmother **is remembered**. (Passive) (***"she" is in a condition: being remembered***)

- In this way, the past participle functions very much like an adjective; it describes the subject.

Conti...

VERB TENSES USED IN ACTIVE AND PASSIVE VOICE

- The following is a ***summary of active and passive forms of all verb tenses***.

❖ **Remember that:**

- in active forms **the subject of the sentence is the person or thing that does the action**.
- In passive constructions, **the verb is performed by someone or something other than the subject**; often, the action is done to the subject by someone else.

Conti...

1. Present Time

- Simple Present

Use the simple present tense to make a generalization, to present a state of being, or to indicate a habitual or repeated action.

Active	**Passive**
base form or "-s/-es" form	***am/is/are + past participle***
1. Professor Abdi ***teaches*** Sofia.	Sofia ***is taught*** by Professor.
2. All humans ***are equal***.	All humans are created equal.

Conti…

2. Present Progressive

- Use the present progressive **to describe an ongoing activity** or a temporary action.

Active **Passive**

am/is/are + -ing **am/is/are + being + -ed/-en**

Examples

1. The students ***are learning*** Spanish. Classes ***are being*** Conducted in Spanish.
2. I ***am working*** at college until I finish school. (Act.)

He ***is being hired*** to work at McDonald's. (passive)

Conti…

3. Present Perfect

- Use the present perfect to describe an action occurring in the past but relevant to the present, or extending to the present.

Active	**Passive**
has/have + -ed/-en	**has/have + been + -ed/-en**

Examples

1. Government ***has opened*** institute language institute in East Ethiopia.	The language a ***has been opened*** East Ethiopia.

Conti...

2. AAU ***has offered*** E.S.L courses for twenty years. (Active)

E.S.L. courses ***have been offered*** by AAU since the beginning of Open Admissions.(P)

4. Present Perfect Progressive

- **Use the present perfect progressive to describe an ongoing action beginning before now and is still relevant to the present.**

Active	**Passive**
has/have + been + -ing	**has/have + been + being + -ed/-en**

e.g. AAU ***has been awarding***

BA, MA and Ph. degrees for (No passive form)



over fifty years.

Conti...

Note: *Because of difficult construction,* ***the perfect progressive form is not used in the passive voice****.*

- *Instead, an adverb may be used to show continuing action: "****We have been repeatedly scolded for being late.****"*

Conti...

Past Time

5. Simple Past

- Use the simple past to indicate a general or habitual action occurring in the past or at a specific time in the past.

Active **Passive**

Base (verb) + -ed or irregular form **was/were + -ed/-en**

Example

1. Our family **bought** all our clothes at Taiwan when I was young.

   The clothes **were bought** by my mother when I was young.

Conti...

1. My uncle **gave** me one hundred dollars on my fifteenth birthday. (Ative)
   The money was given to me to buy new clothes.
2. When I was in high school, my friends and I **drove** to the mall on weekends. (Active)
   We ***were always driven*** to the mall by my friend's older brother.(Passive)

Conti...

- In informal conversation, speakers of English often express habitual behavior in the past using the modal “would.”

Active Passive

would + base would + be + -ed/-en

Examples

1. We ***would usually eat*** burgers in the food court. Most of the French fries ***would be eaten*** before we got to the table.

Conti…

6. Past Progressive

Use the past progressive to indicate an ongoing action in the past or an action continuing through a specific past time.

Active	**Passive**
wa	
s/were + -ing	**was/were + being + -ed/-en**

Examples

1. **Mary and Paul *were dating* in those days. One afternoon, Mary *was being kissed* by Paul when her mother passed by.**

Conti...

Vocabulary

Denotative and connotative meanings

Pre-lesson questions

- **What is the dictionary definition of the word?**
- **Can words have meanings other than their dictionary meanings?**
- ***Connotation*** **and** ***Denotation*** **are two principal methods of describing the meanings of words.**
- **Connotation refers to the** ***wide range of positive and negative*** **associations that most words naturally carry with them.**

Vocabulary

Denotative and connotative meanings

Pre-lesson questions

- **When you look up a word in the dictionary, you will find its *literal meaning*.**
- **The literal or dictionary meaning of the words is called *denotative meaning*.**
- **Denotative meaning is the basic definition of the word. However, many**

Conti…

- **The term denotation is originally derived from Latin word, ‘denotare’ which means ‘*to mark*’.**
- **This latin word means the act of marking something through a sign.**
- **Denotation is the strict dictionary meaning of a word.**
- **Denotation is the act of using a word or symbol to indicate an explicit (obvious) meaning or set of meanings.**
- **Connotation is the *emotional* and *imaginative association* surrounding a word.**

Vocabulary

Example

Word: Gray

Denotation-Color of any shade between the colors of black and white

Connotation-Negative, Gloom, Sadness, Old Age

Practice

Word: Mustang

Denotation-Small, wild horse of the North American -Plains

Connotation-Positive, strong, fast, sleek, beautiful

The connotation of the word is why Ford carmakers would choose to name one of its models “Mustang.”

Vocabulary

For another example of connotations, consider the following:

negative There are over 2,000 **vagrants** in the city.

neutral There are over 2,000 **people with no fixed address** in the city.

positive There are over 2,000 **homeless** in the city.

Conti…

Examples Sentences	Literal (dictionary) meaning
1. The boy was pushy.	He was factually pushing people.
2. She was cold.	She was cold in temperature.
3. It was too hard.	The object was too strong.
4. The woman was frugal.	The woman was economical when spending money.
5. His [illegible]	[illegible]

Conti…

- **Connotation is an indirect meaning or implied meaning or feeling**

Denotation meaning	Connotation meaning
1. This t-shirt is cheap enough for me to afford.	That t-shirt was so cheap, it pilled in a matter of weeks
2. I dabble in painting.	You should never dabble in drugs. (=Don’t touch them)
3. The court said she was innocent.	What does she know. She was innocent. (=she is lacking in worldly knowledge or experience.)
4. The baby jabbers.	I thought he would never stop jabbering. (=Perhaps you want quiet. To wish someone would

Conti…

Examples

1. **For example, the denotation meaning of *rose is a particular kind of flower*. Whereas the connotation meaning of rose is *romantic love*.**

Words	Denotation	Connotation
unique	Exceptional	
skinny	Thin/ skeletal	
childish	Childlike/	
mother	Mom/mama/	

- **However, many words also have an emotional side.**
- **The emotions and associations connected to a word are known as its *connotative meaning*.**
- **The words other meaning than their dictionary meanings is called connotative meaning.**
- **Therefore, connotation is the *indirect* or *symbolic meaning* of the words.**
- **A word may have *positive, negative or neutral* connotation.**

Conti…

- **Especially *nouns, verbs, adjective* and *adverbs* have connotative meaning.**
- **Connotation and denotation are not two separate things/signs. They are two aspects/ elements of a sign, and the connotative meanings of a word exist together with the denotative meanings.**

Conti…

- Connotation represents the various social overtones, cultural implications, or emotional meanings associated with a sign.
- Denotation represents the explicit or referential meaning of a sign. Denotation refers to the literal meaning of a word, the ‘dictionary definition.’

Conti…

- **Which word in each pair below has the more favorable connotation to you?**

1.Thrifty - penny-pinching

2.Pushy – aggressive

3.Politician – statesman

4.Chef – cook

5.Slender – skinny