

# ENGLISH NOTES S2

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## LESSON I: SIMPLE PAST TENSE

**1) Definition:** simple past tense is a past tense which is used to express an action that took place in the past. Generally it is formed by adding “ed” or “d” to a verb. Simply it is called **yesterday tense**.

**Form:** -regular verbs+ ed or d

-irregular verbs (to be memorized), the second column.

E.g.-I **played** football yesterday.

-Last week he **saw** an elephant.

-We **travelled** to Delhi.

### 2) Exceptions to some verbs

●Generally, we form the simple past tense by adding “ed” to the verbs in their base form.

E.g. Verb                      simple past

- Stay → stayed
- Pack → packed
- Visit → visited

●The verbs ending in “e” we add **d** to form their simple past.

E.g. **Verb**            **simple past**

Invite → invited

Arrive → arrived

Lodge → lodged

●Some verbs, we double the last consonant and then “**ed**” is added to form their simple past.

E.g.-plan → planned

-travel → travelled

-omit → omitted

-commit → committed

-stop → stopped

●The verbs ending in “**y**” preceded by a consonant, the **y** changed to **l** and **ed** is added to form their simple past.

E.g.-hurry → hurried

-party → partied

-study → studied

-supply → supplied

### **3) Uses of simple past tense**

●Used to talk about a specific moment in the past.

E.g.-I **saw** it **last week**.

-Yesterday, I **went** to the market.

-We **studied** this lesson **last year**.

●Used to talk about a past habitual action (past repeated action).

E.g.-When I was a child, I **fetch**ed water.

-Every day, last week Mary **broke** one cup.

-When he was in p6, he **studied** hard.

●Used to list a series of completed actions in the past.

E.g.-He **finished** works, **walked** to the road, and **found** a big shop to purchase.

### Key or signal words of simple past tense.

-Yesterday

-one day last week/month/year

-Last day/week/month/year

-once

-Long ago

-in ancient time

-In 1980

-last in 2001

-two years ago

-ago

### Some irregular verbs

Base form	simple past
-----------	-------------

be	was/were
begin	began
bite	bit
break	broke
bring	brought
buy	bought
build	built
choose	chose
come	came
cost	cost
cut	cut
do	did
draw	drew
lead	led
let	let
lie	lay
lose	lost
make	made
mean	meant
meet	met
pay	paid
put	put
run	ran
say	said
sell	sold
send	sent

drive	drove
eat	ate
feel	felt
find	found
get	got
give	gave
go	went
have	had
hear	heard
hold	held
keep	kept
know	knew
leave	left
set	set
sit	sat
speak	spoke
spend	spent
stand	stood
take	took
teach	taught
tell	told
think	thought
understand	understood
wear	wore
win	won
write	wrote

## **LESSON II: ADVERBIALS OF TIME**

**1) Definition:** an adverbial is a word or a group of words that function as an adverb. Simply it is as an **adverb**.

**Adverbial as one word:** when, while, after, before, during, later, yesterday, last, next, usually, often.

**Adverbial as a group of words:** at the start of, during the night, from July 2004 until September 2005, at that time, over the 20 years, in 2014, for the past few years.

## **2) Adverbials of time**

Adverbials of time are those which mention the time something happened.

Use of adverbials of time to tell:

- when something happened: e.g.-**yesterday, in 1994/2014, later, tomorrow, during, during the night, last, next day/week/month/year, at that time, during, when, after, long ago.**

- for how long something happened: e.g.-**all day, since 2010, for 2 years, for a week, for the past few years, from 1 July until 1 August, in two weeks, four month, over 20 years.**

These are also called adverbial of duration.

- how often something happened (frequency): e.g.-**usually, sometimes, occasionally, never...**

E.g.-Alpha was the head teacher of that school from January 2015 until December 2018.

-They were studying at G.S Byeru **from 2012 till 2020.**

-I was an English teacher **from 2015 to 2019.**

-Mary has given me a gift **during the night.**

-Peter takes a shower **before** he goes to work.

-I took a nap **after** I had a lunch.

-John stayed there **for a week** as we told him.

-At that time we went to the market.

-When the war ended, we lived peacefully.

## LESSON III: MODAL AUXILIARY VERBS

**1) Definition:** a modal verb is a kind of auxiliary verb that facilitate the main verb for, **suggestion, potential, expectation, permission, ability, possibility and obligation.**

They include: **will, would, must, can, could....**

Modal auxiliary verbs never change the form, but they have a different form for past tense.

**Present tense**

**past tense**

Will.....would

Can.....could

Must/have to.....ought to+ bare infinitive/had to

May.....might

Shall.....should/had better+ bare infinitive

Need+ to infinitive.....needed+ to infinitive

Dare+ to infinitive.....dared+ to infinitive

**Used to+ bare infinitive** is always used to express past things.

### **2) Usages of modal auxiliary verbs**

●**Will** indicates a **willingness** to do something but is used to form a future tense, the negative form is **will not/won't** which indicates an **unwillingness** (refusal/reluctance) to do something.

E.g.-I **will** give another opportunity.

-We **will** play tomorrow.

-They **will not/won't** eat cassava.



●**Would** indicates general or repeated willingness in the past, it also indicates preference in the past.

E.g.-If you did not leave, I **would** still be taking care of you.

-Whenever I had to go there, they **would** throw a party.

-If I were you, I **would** do it.

●**Can-could/may-might** these modals express possibility and ability.

**Can** indicates ability

**Could** indicates ability with an opinion

E.g.-I can do it. (The subject is I is sure about his/her ability)

-I could do it. (The subject is I is not sure about his/her ability)

-They can go to school. (Present)

-They could go to school. (Past)

Both of them also indicate possibility.

E.g.-The temperature **can** rise this month.

-It **could** rain later

**May** and **might** both indicate possibility but **might** can suggest that there is less possibility than **may**.

E.g.-They **may** come back to school.

-They **might** come back to school.

●**Must** indicates necessity, it is used when something is required or essential.

E.g.-I **must** leave now because the rain is going to rain.

-You **must** study hard so as to succeed the National exam.

●**Have to** has the similar meaning to must but implies less urgency and it is always followed by a **bare infinitive**.

E.g.-I **have to** leave now. (Present)

-He **has to** study hard.

-I **had to** leave then. (Past)

●**Should** indicates obligation. And probability when it is followed by **have**.

E.g.-You **should** come early. (**Obligation**)

-He **should have** reached by now. (**Probability**)

●**Ought to/had better** sometimes replace **should** and **must**, simply they have the same meaning.

E.g. -You **ought to** come home early.

-We **ought to** have good behavior.

-They **had better** leave this place.

**Note:** ●Modal auxiliary verbs can't stand alone instead they always go with main verbs.

●They don't undergo change according to the person, the conjugation is the same to all persons.

E.g.-I must read                      He must read                      we must read.....

-you must read                      she must read

## LESSON IV: VOICE

**1) Definition:** voice is the **form** a **transitive verb** takes to indicate whether the subject of the verb performs or receives the action.

E.g.-John **waters** the plants. (The subject John performs or does an action)

-The sugar cane **is eaten** by a boy. (The subject sugar cane receives an action)

### **2) Types of voice.**

There are two types of voice in English:

- a) Active voice
- b) Passive voice

**a) Active voice**

Indicates that the subject of the verb is **acting** or **performing** an action, the action is included in the verb and the object **receives** that action.

**Subject** → a doer/ a performer of an action

**Verb** → an action

**Object** → a receiver of an action

E.g.-The voters favour that candidate

<b>S</b>	<b>V</b>	<b>O</b>
(A doer)	(Action)	(A receiver)

- The candidate address the crowd.
- The RNEC organizes the elections.

**Note:** the verbs used in active voice should be **transitive (action)** verbs.

**b) Passive voice.**

In passive voice we show what happened to the **object**. In this voice the subject and object **flip-flop** or **get interchanged**. We take an auxiliary verb **“to be”** in active voice tense plus past participle of main (given) verb preceded by the preposition **“by”**.

Form: active voice → S	V	O
Passive voice → O	V	S

Verb changing form: **auxiliary verb “to be” in active voice tense+ past participle of main verb+ by.**

**(i) Passive voice with simple present tense.**

Form: ~~am/is/are + past participle of main (given) verb.~~

E.g. ~~The voters favour that candidate.~~

→ ~~That candidate is favoured by the voters.~~

~~The candidate address the crowd.~~

→ ~~The crowd is addressed by the candidate.~~

-The RNEC organises the elections

→ **The elections are organised by the RNEC.**

-In democracy, the people elect up the leaders.

→ **In democracy, the leaders are elected up by the people.**

-They vote me from a good group of people.

→ **I am voted from a good group of people. /by them**

**Note 1:** avoid omitting prepositions when using verbs require prepositions instead the **prepositions** follow directly the verb.

E.g.-Rwanda exports agricultural products to Europe.

→ **Agricultural products are exported to Europe by Rwanda.**

-People elect the leaders from the citizens.

→ **The leaders are elected from the citizens by people.**

**Note 2:** when the object is a pronoun we can omit it.

E.g.-Somebody lifts the luggage.

→ **The luggage is lifted.**

-He teaches sciences.

→ **Sciences are taught.**

-The love him that's why they can vote him.

→ **He is loved that's why he can be chosen.**

**Note 3:** when there is an adverb in active voice, it comes between an

auxiliary and the main verb except adverbs of time which comes at the end of a sentence in a passive voice sentence, but when an adverb of time starts an active voice sentence it is still being in its place.

E.g. -People elect the leaders happily.

→ **The leaders are happily elected by people.**

-Every year, Rwanda organises the elections of leaders.

→ **Every year, the elections are organised by Rwanda.**

### Pronoun changes

Active voice

passive voice

I .....me

You.....you

He.....him

She.....her

It.....it

We.....us

You.....you

They.....them

## LESSON V: COMPARATIVES

**1) Definition:** a comparative form is when two people, animals, or things are compared. It is divided into three types:

a) Comparative of inferiority

b) Comparative of equality

c) Comparative of superiority

### a) Comparative of inferiority

Comparative of inferiority is used to showing that one side is on less level comparing with the other side.

Form: **A+ verb+ less + adjective+ than+ B**

E.g.-Desire is less intelligent than Rachel.

-Father is less old than grandfather.

### b) Comparative of equality

Comparative of equality is used to mentioning that both sides are on the same level.

Form: **A+ verb+ as+ adjective+ as+ B**

**A + verb + not + as + adjective + B**

E.g.-Ram is as short as Raj.

-Kinyarwanda is as important as English.

-Robert is not as intelligent as Raul.

### c) Comparative of superiority

Mostly **comparative form** is shown by **comparative of superiority** which is used to mentioning that one side is on high level comparing with the other side. In this form the **adjective** always takes **er**.

Forms: - **A+ verb+ short adjective+ er+ than+ B**

- **A+ verb+ more+ long adjective+ than+ B**

E.g.-Mary is taller than Juliet.

-Physics can be more difficult than Mathematics.

-Education will be better than it was before.

-Health provision will be higher than in the past.

-Economic growth will be higher than before.

-Poverty will be less than it is now.

-Farmers will be better trained than before.

**More examples that show comparative form.**

### **Short adjectives**

<b>Positive</b>	<b>Comparative</b>
Small	smaller
Tall	taller
long	longer
Short	shorter
poor	poorer
rich	richer
hard	harder

### **Long adjectives**

<b>Positive</b>	<b>Comparative</b>
Beautiful	more beautiful
Interesting	more interesting
Dangerous	more dangerous
careful	more careful
intelligent	more intelligent
comfortable	more comfortable
Important	more important

### **Exceptions**

- Some adjectives we double the last consonant (C V C adjectives:





-much	more
-many	more
-little	less
-far	farther

## LESSON VI: WILL FOR INTENTION

**Will** is a modal verb that is always followed by a **bare infinitive/basic, base form** of the verb. It is also used in forming a future tense

Its negative form is **will not/won't**.

E.g.-The candidate **will speak** in political meeting on Saturday.

**Will:** modal

**Speak:** bare infinitive/basic/base form of the verb

-I **will go** in America next week.

●It can be used for **intention/the goal or purpose** behind a specific action

E.g.-When I reach in America, I **will** build a skyscraper.

-If I get in senior 3, I **will** succeed the National examination.

## LESSON VII: SOUNDS AND SPELLING

**Sound:** is the sensation perceived by the ear caused by the **vibration of the air** or some other **medium**. It is also called a **phone**.

E.g. -b            a            t            d

**Spelling:** is the ability of forming words with **letters** or a kind of reading

letter by letter of a word.

E.g.	Word	spelling
	Man	m-a-n
	Bag	b-a-g
	Full	f-u-l-l

## PHONETICS AND PHONOLOGY

**1) Phonetics** is the study of the physical **sounds** of human **speech** or the articulation and perception of speech sounds. Simply how letters are combined to produce a sound.

**2) Phonology** is the study of the way sounds function in a language, including **phonemes, syllables structure, stress, and intonation.**

### 1) Phonetics

**Phonetics** has two main notations:-**phonetic notation**

-**phonemic notation**

**a) Phonetic notation** is written in square brackets [ ] and we put all possible sounds even **finer point of pronunciation** such as **aspiration.**

E.g.-pen: [phen]

-pin: [phin]

**b) Phonemic notation** is written in slanted brackets / /, it only uses distinctive sounds and it doesn't show the **finer point of pronunciation.**

E.g.-foot: /fʊt/

-First: /fɜːst/

## ENGLISH SOUNDS

There are 44 sounds in English which are divided into 2 categories namely:

**1. Vowels** → 5 letters =20 sounds

**2. Consonants** → 21 letters=24 sounds

## I. Vowels/Vəʊəz/

There are three types of vowels:-Pure vowels

-Diphthongs

-Triphthongs

### (a) Pure vowels

Pure vowels are those ones which have **one sound** among them, there are **short vowels** (5 sounds) and **long vowels** (7 sounds).

#### Short vowels

/ɪ /: sīt, fīth, wind

With, list, city, rhythm

Symbol, system, family

Precede, scene, ladies...

/e or ɛ/: hen, pet, set

Went, men, dead

Head, meant, instead

Bread, many, friend....

/ʌ/: sun, cut, dull

Son, done, mother  
part

Money, monkey

London, country

Couple.

#### long vowels

/i:/ tree, see, scene, gene

delete, complete, seed

speed, feel, need, knee

bee, cheese, seen, weep...

/ɛ:/ bed

/ɑ:/: father pass, after,

tomato, blanch, branch,

car, March, heart palm

clerk, sergent, calm

**/ə/** suppose, teacher, sister  
skirt

Oblige, woman, gentleman...

work

journey

**/æ/**alphabet, cat, man

Apple, rat, van, fan, man, hat

**/ʊ/**: put, sugar, full  
moon

Woman, tonight, to

Good, book, look

Wood, could, should

Would, courier, routine

June

**/ɒ/**: dog, dock, clock  
walk

Holiday, sorry, story  
water

Cod, cock, history  
war

Hope, not, mop.

**/ɜ:/** third, first, bird,

girl, verb, serve, nerve

Church, nurse, word,

World, worse,

**/u:/** / food, foot,

noon, spoon, do

who, move, lose

prove, group, soup

through, wound,

**/ɔ:/** bought, all, tall,

taught, fault, cause,

halt, coral, corner,

Born, sword, cold,

store

Sold, told, saw,

explore

Lawn, jaw, talk....

## (b) Diphthongs

**Diphthong** is a sound of two vowels.

**/aɪ/** fly, sky, kind, five, spy, shy, time, nice, wife, mice, life, knife, rice, twice, thrice, wide, wild...

**/ɔɪ/** boy, oil, voice, avoid, coin, noise, boil...

**/aʊ/** out, mouth, laud, cow, sound, town, loud, shout, house, mouse, proud, cloud

**/eɪ/** eight, weight, height, aim, may, pain, late, mate, pay, paid, said, say, may, wait, maize, praise, lay, play, laid.....

**/əʊ/** go, no, home, most, photo, stone, tone

**/ɪə/** fear, hear, fierce, ear, year, near, beer, here, clear, idea...

**/eə/** there, where, scare, fair, affair, hair, bear, pair, share, mayor.....

**/ʊə/** poor, tour, pure, sure, insurance, cure...

**/oʊ /** soak, soap, float, broad, road

## (c) Triphthongs

**Triphthong** is a sound of three vowels.

**/aɪə/** fire, tired, hire, society, hired...

**/aʊə/** hour, our, flower, power, tower, shower, towel, flour

**/eɪə/** player, chair, Mayor...

**/ɔɪə/** employer, destroyer

## II. Consonants

**/b/** book, baby, bed, bird

**/p/** piece, paper, peace, people

**/d/** dear, daddy

**/t/** teacher, tea

**/k/** come, king, quick

**/v/** vowel, voice

**/f/** feel, fight, philosophy

**/z/** zero, news, zoo

**/s/** sick, see, say, peace

**/n/** near, night, noon

**/m/** dumb, moon, man

**/l/** look, line, lead

**/g/** good, go, grass

**/h/** hate, honey, hut, hit

**/j/** young, unit, new, yoke, cure, pure

**/w/** word, world, war, wax, wasp

**/ʃ/** shine, short, sheep, shirt, sheet, shop

**/ʒ/** measure, usually

**/tʃ/** church, check, chain, cheap

**/dʒ/** judge, knowledge, giraffe, joke, jump, bridge

**/ŋ/** king, young, smoking, among, ring, sangtʃ

**/θ/** think, thank, thing, three, through

**/ð/** breathe, this, that, those, without, these

/r/ room, bring, root, tree, brought, red

**Note:** •In many cases of the spelling /u/ /eu/ /ew/ /ue/ /ui/ are always preceded by /j/ when reading them in various words.

E.g.-music /mju:zlk/

neuter/nju:tə/

-new /nju: /

argue/a:gju: /

-nuisance /nju:səns/

duke/dju:k/

-few/fju: /

knew/nju: /

•The reading of /n/ in: reason /ri:zn/

Cotton /kɒtn/

Sudden /sʌdn/

Often /ɒfn/

Oven/ɒvn/

Listen/lɪsn/

Dozen/dʌzn/

Mission/mlʃn/

Vision/vɪzn/

The vowel in the last consonant is silent.

•The linking of /r/ in: here, poor, teacher, four, better it is always silent in reading but phonetically notation can appear in some words.

E.g.-here /hiə/

-poor/pʊə/

-teacher/ti:tʃə/

-Four/fə/

-better /bɛtə/

**Some notes on sound /e/**

The letter or sound /e/ (pronounced in /l or i: / as a letter of the alphabet) is pronounced differently in certain words. The sound depends on the letter appear before and after it.

**/e/ pronounced as:**

**/e or ɛ/ in:** leg, get, zed, yet, web, well, vet, Velcro, test, bet, pet, ten, when, dress, best, debt, set, beg, bench, cheque, fetch, etch, gender, fence, hence, hen, bed, went, men, dead, instead, head, bread, many, friend

**/i: / → e:** theme, theory, scene, be, complete, delete, completion, and gene

→ **ee:** beef, teeth, geese, feet, meet, seed, knee, kneel, feel, feed, pee, weep, weed, sleep, sheet, deep, bee, speed, wheel, cheese, week, tee (shirt)

→ **ea:** weak, cheap, lean, bean, peas, feast, feature

**/ɜ:/** when it is before **r:** terminate, terminal, term, service, serve, perceive, perception, percent, perform, perfume.

**/ɪə/** when it is before **ri, ro, re, er** and **ar:** zero, serial, serious, hero, here, mere, beer, career, near, fear, hear, ear, year, clear, weary.

**/eə/** when it is before **re:** where, there.

And in: pair, hair, fair, care, tear, bear, chair, affair, scare, share, Mayor...

## LESSON VIII: ADVERBS OF FREQUENCY

**1) An adverb** of frequency tells you **how often/how many times** an action happens.

E.g.-He **sometimes** listens to the radio.

-She **never** reads the newspaper.

-They **always** do their homework before they watch TV.

It is important to understand which adverb of frequency to use. It may help



you to remember the adverbs of frequency if you link them to a **percentage**. The percentage tells you the **times** the action happens.

**Study the table below**

Adverb of frequency	Frequency of the action It indicates	Example
Always/every day/ hardly ever (all the times)	100%	Mary <b>always</b> listens to the news. (every news bulletin)
Usually (most of the time)	90%	He <b>usually</b> listens to the sport programme.
General/normally (most of the time but not always)	80%	Julia <b>generally</b> listens to the serial on the radio.
Often/frequently/regularly	70%	They <b>frequently</b> tune in the music programme.
Sometimes (not usually)	50%	She <b>sometimes</b> reads the newspaper.
Occasionally (not very often)	30%	Peter <b>occasionally</b> watches a football match on television.
Seldom (only every now and then)	15%	I <b>seldom</b> read magazine
Rarely/hardly never (almost never)	5%	Desire <b>rarely</b> listens to the news on the radio.
Never (not ever)	0%	You <b>never</b> read a newspaper.

Other adverbs of frequency are: - again → **another time**

-once → **one time**

-twice → **two times**

-thrice → **three times**

-hourly/an hour → **per hour**

-daily/a day → **per day**

-weekly/a week → **every week**

-monthly/a month → **every month**

-annually/yearly/a year → **per year/annum**

### Place/order of adverbs of frequency

They generally used in the middle of the sentence between **subject** and **verb** in compound tense the adverb is placed between an auxiliary and the main verb.

Form: **subject+ adverb+ verb+.....**

OR

**Subject+ auxiliary+ adverb+ main verb+.....**

E.g.-They **often** take their dogs to the beach.

-We **sometimes** pick up dinner on the way home.

-I **usually** visit my grandparents on Thursday.

Adverbs of frequency can also be used at the beginning or at the end of a sentence.

E.g.-He goes to school **often**.

-**Sometimes**, we pick up dinner on the way home.

-**Usually**, I visited my grandparents on Thursday.

-We have three meals **a day**.

-Mary eats fruits **frequently**.

-They work in the garden **weekly**.

-Peter eat a balanced diet **daily**.

-Kalisa learns English **monthly**.

-The teacher meets them on the road **every day**

But we never put the adverb after a verb directly.

E.g.-We pick up dinner **sometimes** on the way home. (Mistake)

-Students are beaten **always** at school. (Mistake)

## LESSON IX: PRESENT PERFECT AND PRESENT PERFECT CONTINUOUS TENSE

### I.PRESENT PERFECT TENSE

**1) Definition:** Present perfect tense is the present tense which shows that an action has finished in a short (few) passed time.

**Form:** verb "to have" in simple present+ past participle of main (given) verb.

I/you/we/they: **have+** past participle of main (given) verb.

He/she/it: **has+** past participle of main (given) verb.

E.g.-I **have finished** my task.

-Mary and Mutoni **have done** many exercises.

- He **has studied** English.
- My brother **has not come** since 1997.
- There **has been** no rain for six months.

## 2) Usage of present perfect tense

•Used with **for**, for something that started in the past and continues in the present

E.g.-They **have sold** English newspapers in Rwanda for many years.

-Raja **has lived** in Salem for three years. (To mean Raja is still in Salem)

•With **since** for something that started in the past and is still happening

E.g.-The journalist **has worked** in RBA since he left University.

-I **have not met** my grandmother since June.

•When talking about an experience up to now

E.g.-This is the most interesting article I **have ever read**.

### Key/signal words of present perfect.

- |                            |                        |                         |
|----------------------------|------------------------|-------------------------|
| -Just                      | -until/till now        | -in the past week       |
| -Already                   | -not yet               | -in the last few years. |
| -Yet                       | -so far                | -up to now              |
| -Never                     | -recently              | -early                  |
| -Ever                      | -this year (until now) | -for                    |
| -Today (until now) -since. |                        |                         |

## 2. PRESENT PERFECT CONTINUOUS TENSE

**1) Definition:** present perfect continuous is the present tense that describes an action started in the past but is still happening in the present.

**Form:** verb to be in present perfect+ main verb+ ing form.

I/you/we/they → **have been+ main verb+ ing**

He/she/it → **has been+ main verb+ ing**

E.g.-I **have been waiting** for you for 2 hours.

-She **has been writing** many letters.

## 2) Usage of present perfect continuous

•Used to show that something started in the past and has continued up to now.

E.g.-We **have been working** hard here for two years.

-It **has been raining** heavily since the last month.

-I **have been waiting** for the guests since morning.

## Key/signal words use in present perfect continuous

-since

-for

# LESSON X: SIMPLE FUTURE TENSE

**1) Definition:** simple future tense refers to a time later than today, it indicates that an action is in the future related to the speaker or writer.

**Form:** shall/will+ bare infinitive

I/we+ shall+ bare infinitive

He/she/it/you/they+ will+ bare infinitive

E.g.-I **shall go** to Kigali next week.

-They **will speak** English next year in senior 2.

**Note:** we generally use **will** in simple future tense.

## 2) Usage of simple future

•Used to make a decision about the future.

E.g.-The article **will be** in tomorrow's newspaper.

-I **will beat** you the next day.

•Used to predict a future event.

E.g.-It **will rain** tomorrow.

-GS Byeru **will win** the match against GS Rugote next month.

In negative sentence will is usually used to refuse voluntarily to do something.

E.g.-I **will not do** your homework for you.

-We **will not go** in the trip next year.

### Key/signal words used in simple future

-Tomorrow

-in 2023

-Next day/week/month/year

-later

-In future

-here after

-Soon

-today evening

-Shortly

-in a little time

-In the coming day

-in the years to come

-Within a week

## LESSON XI: ADJECTIVE CLAUSES WITH WHEN

**An adjective/adjectival or relative clause** is one kind of dependent clause which has a subject and a predicate.

An adjective clause with when has the following features:

-It always starts with a relative adverb "**when**" which indicates the time.

-It always tells us something about the **noun**.

E.g.-I am looking forward to the day **when** I do my final examination. (When modifies the noun day)

-He is planning for the day **when** he finishes school.

-We have been told the month **when** we will start our test.

-She is looking forward to a promising career **when** she completes her tertiary education.

## LESSON XII: REVISION ABOUT SIMPLE PAST TENSE, NEGATIVE AND INTERROGATIVE FORM IN SIMPLE PAST TENSE.

### I. NEGATIVE FORM IN SIMPLE PAST

**1) Affirmative form** is a sentence that affirms a proposition. Simply it is a positive statement.

E.g.-We **studied** English.

-Kalisa **was** a boy.

**2) Negative form** is a sentence that negates a proposition. Simply it is a negative statement.

E.g.-We **did not study** English.

-Kalisa **was not** a boy.

**Note:** Affirmative and negative forms appear in the verb of a sentence.

### **3) Changing affirmative form to negative form.**

**Rule 1.** Generally we change the affirmative form to negative form by putting the word “**not**” after the main verb but it is done on verb “**to be**” only.

E.g.      **Affirmative form**

-I **was** a boy.

-Karangwa **was** a doctor.

**Negative form**

I **was not** a boy.

Karangwa **was not** a doctor.

-We **were** in the classroom.

We **were not** in the classroom.

**Rule 2.** For other verbs, we use an auxiliary “**to do**” to help in forming the negative form.

**Form: subject+ did+ not+ bare infinitive of main (given) verb+ object.**

E.g. **Affirmative form**

**Negative form**

-We **studied** English

we **did not study** English.

-Peter **played** football

Peter **did not play** football.

-They **spent** much time on this work.  
time on this work.

They **did not spend** much

**Rule 3.** Modal verbs in negative form

**Form: subject+ modal+ not+ main (given) verb+ object.**

E.g. **Affirmative form**

**Negative form**

-Many students **could study** English.  
**study**

Many students **could not**  
English.

-The teacher **might beat** the boys.  
the

The teacher **might not beat**  
boys.

**Not** can be written in contraction form as **n't**.

E.g.-The teacher **ought to beat** the boys.  
**beat**

The teacher **ought not to**  
the boys.

-We **studied** English.

We **didn't study** English.

-Mary **cooked** potatoes.

Mary **didn't cook** potatoes.

## II. INTERROGATIVE FORM IN SIMPLE PAST



**1) Interrogative form** is a kind of a sentence used when we are asking a question. It is always ended by a **question mark (?)**.

## **2) Kinds of interrogative form.**

a) Interrogative form by using interrogative pronouns.

b) Interrogative form without using interrogative pronouns.

### **(a) Interrogative form by using interrogative pronouns.**

**Form:** interrogative pronoun+ auxiliary verb+ subject+ main verb.

E.g.-What did you mean?

-Why did many parents like to beat their children?

-Whose did that house belong to?

### **(b) Interrogative form without using interrogative pronouns.**

**Rule 1.** Generally, we form interrogative form by making an “**inversion of subject**” but it is only done on verb “**to be**”.

**Form:** verb+ subject+ object+?

E.g.	<b>Affirmative form</b>	<b>interrogative form</b>
	-I was a boy.	Was I a boy?
	-Mary was a nurse.	Was Mary a nurse?
	-We were in the classroom.	Were we in the classroom?

**Rule 2.** For other verbs, we use an auxiliary “**do**” to help in forming interrogative form.

**Form:** Did+ subject+ main verb (given verb) + object+?

E.g.	<b>Affirmative form</b>	<b>interrogative form</b>
	-Julia played tennis.	Did Julia play tennis?
	-All the people needed peace.	Did all the people need peace?
	-I work at Serena hotel.	Did I work at Serena hotel?

## LESSON XIII: WOULD LIKE TO/HAVE TO AND IN ORDER TO

•**Would like to** is a polite way of expressing a desire to do something. It is always followed by a bare infinitive (base form of the verb).

**Form: subject + would like to + bare infinitive/base form of verb +.....**

E.g.-I **would like to** study at university. (Simple present tense)

-He said he **would like to** study at university. (Simple past tense)

It can be used in simple present tense and simple past tense.

•**Have to**: is a modal verb which means the same as **must** or **should**. It is always followed by a bare infinitive/base form of verb.

**Form: subject + have/has/had to + bare infinitive+.....**

E.g.-I **have to** study tonight because I have to write a test tomorrow.

-You **have to** work hard as you are failing on high level.

On the third person we use “**has to**” and “**had to**” in simple past.

E.g. - Isaro **has to** work much harder than she is doing at present.

-He **has to** perform in that debate.

-They **had to** give me my money since I needed it.

•**In order to** is used like a connector of purpose to link two sentences. It is always followed by bare infinitive.

E.g.-**In order to** pass, he has to work hard.

-He has to work hard **in order to** pass.

-Peter studies hard **in order to** perform well.

**Note:** remember that when a connector is in the middle of a sentence no **comma** should be used however, when it is at the beginning we put a **comma** to separate the two clauses.

## LESSON XIV: CONDITIONAL CLAUSES

**1. Definition:** conditional clauses (if clauses) refer to two actions, one occurs when there is a condition to be fulfilled by the other one.

### 2. Types of if clauses

There are four types of if clauses:-zero if or zero conditional

-if (1) or first conditional

-if (2) or second conditional

-if (3) or third conditional

#### A. Zero if or zero conditional

In this type, it is possible to fulfill a condition which is given in **if clause**.

Form: **If clause** **main clause**

If+ simple present.....simple present

E.g.-If it **rains**, the grass **gets** wet. /The grass **gets** wet if it **rains**.

-If the sun **shines**, it **gets** hot.

#### B. If (1) or first conditional.

In this type, it is possible to fulfill a condition which is given in **if clause**.

Form: **If clause** **main clause**

If+ simple present.....simple future

E.g.-If I **have** money, I **will buy** a car.



-I **could have got** a job in England **if** my English **had been** good.

**Note 2:** we can use **if clause** negatively to mean **unless** or **if...not**.

**Form: Unless+ affirmative form..... Or ..... + unless+ affirmative form**

E.g.-**Unless** you **work** hard, you **will not succeed** my exam.

-I **will not leave** your house **unless** you **pay** me.

-**Unless** I **had** money, I **would not buy** a car.

-**Unless** Peter had been in the class, the teacher **would have punished** him.

-The teacher **would have punished** him unless Peter **had been** in the class.

## LESSON XV: DEGREES OF COMPARISON.

**1) Definition:** **comparison** is a way of comparing people, things (objects), and animals related to the levels they are in.

It is done using **descriptive adjectives** and **some adverbs** which are expressed in three degrees:

(a) **Positive degree**

(b) **Comparative degree**

(c) **Superlative degree**

**Descriptive adjectives:** are those ones which show the quality of a noun.

E.g.-tall      -short      -long      -small      -old      -important      -young

-Cheap      -hard      -late      -simple      -fine      -difficult

-Beautiful      -intelligent.

### (a) Positive degree

This is used when no comparison is made, it is the original adjective.

E.g.-Akello is a **tall** girl.

-English is **important** to us.

-That river is **long** in our sector.

### (b) Comparative degree

This is when two people, animals, or things are compared, it is classified in three types:-**comparative of inferiority**

-**comparative of superiority**

-**comparative of equality**

#### (i) Comparative of inferiority

Comparative of inferiority is used to showing that one side is on less level comparing with the other side.

Form: **A+ verb+ less + adjective+ than+ B**

E.g.-Desire is less intelligent than Rachel.

-Father is less old than grandfather.

#### (ii) Comparative of superiority

Comparative of superiority is used to mentioning that one side is on high level comparing with the other side.

Forms: - **A+ verb+ short adjective+ er+ than+ B**

- **A+ verb+ more+ long adjective+ than+ B**

E.g.-Mary is taller than Juliet.

-Physics can be more difficult than Mathematics.

#### (iii) Comparative of equality

Comparative of equality is used to mentioning that both sides are on the same level.

Form: **A+ verb+ as+ adjective+ as+ B**

**A + verb + not + as + adjective + B**

E.g.-Ram is as short as Raj.

-Kinyarwanda is as important as English.

--Robert is not as intelligent as Raul.

### **(c) Superlative degree**

This is used when one person, thing, or animal is compared with many or a group.

Forms: **-A+ verb+ the+ short adjective+ est/st+ B (group)**

**-A+ verb+ the+ most+ long adjective+ B (group)**

E.g.-Kato is the shortest in our class.

-Rita is the tallest in three girls.

-English is the most important in all subjects.

-Rita is the most beautiful in the three girls.

**More example showing the three degrees in the table**

#### **●Short adjectives**

<b>Positive</b>	<b>Comparative+ er</b>	<b>Superlative+ est/st</b>
-----------------	------------------------	----------------------------

-small	-smaller	-smallest
-tall	-taller	-tallest
-long	-longer	-longest
-short	-shorter	-shortest
-cheap	-cheaper	-cheapest
-hard	-harder	-harder
-clever	-cleverer	-cleverest
-bright	-brighter	-brightest
-fast	-faster	-fastest
-rich	-richer	-richest
-poor	-poorer	-poorest
-great	-greater	-greatest
-few	-fewer	-fewer

●Long adjectives

Positive	Comparative	Superlative
-important	-more important	-most important
-beautiful	-more beautiful	-most beautiful
-intelligent	-more intelligent	-most intelligent
-careful	-more careful	-most careful
-dangerous	-more dangerous	-most dangerous
-interesting	-more interesting	-most interesting
-difficult	-more difficult	-most difficult



-exciting	-more exciting	-most exciting
-comfortable	-more comfortable	-most comfortable

## Exceptions

●Some adjectives we double the last consonant (C V C adjectives: consonant+ vowel+ consonant)

E.g. Positive	comparative	superlative
-big	bigger	biggest
-thin	thinner	thinnest
-hot	hotter	hottest
-fat	fatter	fattest

●Adjectives ending in “e” we add “r” in comparative and “st” in superlative

E.g. Positive	comparative	superlative
-large	larger	largest
-fine	finer	finest
-simple	simpler	simplest

●Adjectives ending in y the y changed in i and we add er in comparative and est in superlative.

E.g. Positive	comparative	superlative
-easy	easier	easiest
-dirty	dirtier	dirtiest
-happy	happier	happiest
-angry	angrier	angriest
-hungry	hungrier	hungriest
-ugly	uglier	ugliest

-heavy

heavier

heaviest

### ●Irregular adjectives

Positive	comparative	superlative
-good	better	best
-bad	worse	worst
-much	more	most
-many	more	most
-little	less	least
-far	farther	farthest
-old	older/elder	oldest/eldest

## LESSON XVI: CONNECTORS OF CONTRAST AND SIMILARITY

### 1) Connectors of contrast/opposition

They are kinds of connectors which mention the contrasting ideas/opposition/difference between some things or the relationship between ideas.

They include: **although, even though, even if, though, but, however, while, unlike, whereas, in spite of, despite, in spite of the fact that, despite the fact that, on the one hand, on the other hand, nevertheless.**

E.g.-I tried to lift a box, **but** it was too heavy.

-**Even if** you are beautiful, you will still spinster.

### Use of connectors of contrast.

Generally connectors of contrast are followed by a **subject+ verb.....**except

**despite** and **in spite of** which are followed by a **noun** or a **gerund**.

- **But / However**

**But** is more informal than **however**. You can use **however** at the beginning of a sentence, but you can't use **but** at the beginning of a sentence (in written English).

E.g.-I tried to lift the box, **but** it was too heavy for me.

-I tried to lift the box. **However**, it was too heavy for me.

- **Although / even though/ though/ even if**

These connectors are the same

E.g.-**Although/though** I exercise every day, I can't seem to lose any weight.

-She still loves him, **even though/even if** he treated her very badly.

- **Despite / In spite of**

These connectors are the same, and they are followed by a **noun** or a **gerund** (-ing form of the verb, which can function as a noun).

E.g. - plane arrived on time **in spite of** the delay during takeoff.

-We won the game **despite** having two fewer players.

- **Despite the fact that / in spite of the fact that**

These connectors are the same.

E.g. -I arrived on time **in spite of the fact that** they left an hour late.

-We won the game **despite the fact that** we had two fewer players.

- **While / Whereas**

These connectors are the same.

They are usually used between two complete phrases.

E.g.-I like tennis, **while** my brother prefers bowling.

-This cell phone plan costs \$0.05 per minute, **whereas** that one gives you up to 800 minutes per month for a fixed price.

- **On the one hand/on the other hand**

These connectors are almost the same, they are used in the same clauses.

E.g.-**On the one hand** Peter has behaved well, **on the other hand** he has behaved badly.

•**On the contrary**

E.g.-They told him to go to Kigali **on the contrary** he went to Gisenyi.

-Peter was supposed to be a head teacher **on the contrary** he became the Mayor.

•**Nevertheless/yet**

These connectors are the same.

E.g.-We are good **nevertheless** the corona virus.

-The Executive Secretary has visited our school **yet** it wasn't clean.

Words that show contrast: **different, unlike/not alike/unlike, and dissimilar**

## 2) **Connectors of similarity**

They are kinds of connectors which reveal the similarity or resemblance of some things.

They include: **in the same way/in a similar manner, likewise/as well, equally, both ... and.**

E.g.-People of Rwanda live **in the same way/in a similar manner** as those of Democratic Republic of Congo.

-Mugabo eats cassava and John eats it **like wise/as well.**

-The learners of GS Mataba are treated **equally** as the learners of GS Rwamiko.

-**Both Mary and** Julia are my students.

Words that show similarity: **the same, like, and similar**

## **LESSON XVII: GERUND**

**1) Definition** is the ing form of a verb functioning as a noun.

E.g.-**Painting** is my favorite work.

-**Reading** is a good habit.

-I like **playing** football.

**Note:** the negative form is formed by adding **not** before the gerund.

-I **don't** like **playing** football.

## **2) Usage of gerund.**

Be careful not to confuse a gerund with the continuous form such as:

It is **raining** (the action happening right now). Instead:

●Gerund is used as a **noun, subject, and object.**

E.g.-**Reading** is fun.

**Noun (subject)**

-Your car needs **washing**.

**Object**

●It is used with the verbs like: **approve of, feel like, talk about, used for,** and after **prepositions.**

E.g.-Terraces can be **used for controlling** soil erosion.

-Mary **felt like having** malaria.

-The child is fond **of playing** chess.

-Our teacher is good **at teaching** English.

●Is used after certain verbs such as: **like, spend, waste, avoid, admit, forgive, enjoy, appreciate, deny, keep...**

E.g.-We should **avoid making** mistakes.

-He **spends** his free time **digging** the garden.

-I like **playing** football.

## LESSON XVIII: DETERMINERS OF QUANTITY.

**1) Definition:** a determiner is a word that comes before a noun to make it clear. It shows what the noun is referring to.

E.g.-**These** people. (To exhibit that group so as to be known well)

-**A lot of** milk. (To help to know how much is the milk or the amount of it)

There are several types of determiners.

### **2) Determiners of quantity or amount (Quantifiers).**

A determiner of quantity tells us about the **quantity** or **certain amount** of something. They can also be called indefinite number adjectives.

Some of them are: **much, little, a little, many, few, a few, some, a lot of, and any,**

### **3) Usages of determiners of quantity**

Quantifiers are used in different ways:

**\*Much, little, a little** are used before uncountable nouns.

**Much:** used before uncountable-large quantity nouns usually in questions and negative sentences.

E.g.-There isn't **much** rice.

-My father has given me **much** money.

-There were too **much** rain yesterday.

**Little:** used before uncountable-very small quantity nouns.

E.g.-I have **little** evidence. (**Very little**)

-They have listened **little** news about you.

**A little:** is used before uncountable-small quantity nouns to mean "not

**much and not little”.**

E.g.-There is **a little** water in the calabash.

- We left with **a little** sugar in the cup.

**\*Many, few, a few:** are used before countable nouns.

**Many:** is used before countable plural nouns, mainly in affirmative and negative sentences, even in questions.

E.g.-Peter has **many** books.

-There are **many** people in the bus.

-She hasn't **many** friends at school.

-Do you have **many** students in your class?

**Few:** is used before countable-plural nouns to mean “**very few/very small number**”, at least **two**, in affirmative, negative, and interrogative sentences.

E.g.-She has **few** bags. (2 bags)

-There are **few** houses. (2 houses)

**A few:** is used before countable-plural nouns to mean “**not many and not few**”, in both affirmative and negative statements.

E.g.-Peter has **a few** pens. (They can be 3, 4, 5, and 6)

-I have not got **a few** marks.

**\*Some, any, and a lot of (lots of)** can be used before both countable and uncountable nouns.

**Some:** is used before countable-plural nouns, uncountable nouns to mean “**not all**” mainly in questions and negative sentences. It can replace “**a little**” or “**a few**”.

E.g.-There aren't **some** books in the library.

-Give me **some** water.

-Does the teacher have **some** chalks in the box?

**A lot of/lots of:** is used before countable- plural nouns, uncountable nouns, in affirmative, interrogative, and negative sentences. It can replace “**much**” or “**many**” to make formal speaking or writing.

E.g.-There is **a lot of/lots of** sugar. (To mean **much**)

-Mary hasn't **a lot of** money.

- Are there **a lot of** passengers in my bus?

-I have **a lot of** books. (To mean **many**)

**Any:** is used before countable-singular and plural nouns, uncountable nouns, in negative and interro-negative sentences.

E.g.-There isn't **any** eggs in the box.

-I haven't given him **any** bag.

-Doesn't he play **any** game?

-peter doesn't have **any** money in his pocket.

**None:** is used before countable-plural nouns, uncountable nouns, is always used negatively and it is followed by a preposition “**of**”.

E.g.-**None** of money has been used.

-**None** of the teachers wants failure for students.

-**None** of the students wants to fail.

-**None** of the bottles is there.

## LESSON XIX: CONDUCT A SURVEY AND WRITE A REPORT

**1) Definition:** a **survey** is a piece of research on any topic to gather information. Surveys are done all the time. People do surveys to find out how many **children** are in **an area for a new school**.



Others may conduct a survey to find out how many **vehicles use a road which needs repairing**.

**There are five basic steps to follow:**

1. Create the question/questions.
2. Formulate your **hypothesis** (the probable answer you are expecting to get).
3. Ask the question or observe the situation.
4. Tally (calculate) the results.
5. Present the results.

The results can be presented in different ways.

-You can write a **report**.

-You can also present the results **visually, in a graph**.

**For example:**

Let us do a quick survey in class to practise this skill. Work in your notebook so that you have an example. Work in groups of eight, so that each group surveys a small portion of the learners in the class. In the end you just add the findings together to arrive at the results.

1. **Create the question:** How do the learners in my class get to school in the morning?
2. **Formulate your hypothesis:** I think most of them walk to school, but there are other ways they may travel to school.
3. **Now ask the question in each group.** 'How do you get to school in the morning?' Tick the appropriate space, as illustrated in the table.

## **LESSON XX: MODAL VERB CAN OR COULD AND BY+ ING.**

**Using "can... by+ ing form" and "Could...by+ ing form"**

## ●Can+ by+ ing

Form: subject+ can/could+ bare infinitive+ by+ ing form.

We can use this construction to talk about different things such as:

### - Prevention of diseases.

E.g.-**You can/could** avoid infection **by washing** your hands regularly.

-**We can/could** prevent cholera **by boiling** drinking water.

-**People can/could** protect themselves against malaria **by taking** measures to prevent mosquito bites.

### -Ways of transmission of diseases.

E.g.-**We can/could** get typhoid fever **by drinking** stagnant water.

-**You can/could** get tooth decay **by not brushing** them.

-**Children can/could** get kwashiorkor **by eating** unbalanced diet.

-**Giving guidance about something, talking to others' behavior, and giving pieces of advice.**

E.g.-**You can/could** write these notes **by using** well-writing pens.

-**You can/could** reach at home quickly **by travelling** by bus.

-**Peter can/could** succeed National examination **by studying** hard.

## ●Should+ by+ ing

Form: subject+ should+ bare infinitive+ by+ ing form.

We can use this construction to give obligation (order) about different things such as:

### -Prevention of diseases.

E.g.-**You should** avoid typhoid fever **by eating** clean and well-cooked food.

-**We should** protect ourselves from skin diseases **by bathing** regularly.

-**You should** lower your chances of having heart attack **by eating** fish and exercising.

-Giving ordering advices.

E.g.-You should dig this garden **by using** all your energy.

-Students should write their notes **by using** well-writing pens.

## LESSON XXI: USED TO

**1) Definition:** **used to** is the phrase that describes something happened in the past, but no longer happens or a habit or a fact in the past which is no longer true.

E.g.-I **used to** play tennis twice a week, today I only play it occasionally.

-Women **used to** be considered inferior to men, but this is no longer so.

-Parents **used to** keep their girls at home and only sent the boys to school.

It is always followed by a **bare infinitive/base form of a verb**.

**Form: subject+ used to+ bare infinitive+ .....**

### Usages of used to

•“**Used to**” is the fixed form of all pronouns.

I/you/ he/ she /it /we/ you/ they used to

•You can also formulate questions and negative sentences with “used to”

E.g.-**Did you use to** play tennis more often?

-Where **did you use to** live?

-He **didn't use to** smoke, but nowadays he does.

-**Didn't** she **use to** work for you?

## LESSON XXII: COMPOSITION (COMPARE)

To write a comparative text you need to compare two things.

**For example:** the traditional position of **men** and the position of **women** in modern times.

-**The introduction** should state what it is that you are comparing.

-Then you write one paragraph for each aspect that you are comparing, stating how they are

Similar and where they are different.

-**Conclusion:** you summarize your findings and you give your own opinion.

.....**END**.....

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