ENGLISH NOTES

S 6 ALL.

UNIT 1. **Rwanda and the Region: Geology**

* ***Differentiate Geology from Geography***

 **Geology** is the science that deals with the history of the earth as recorded in rocks. It deals with the physical structure and substance of the earth , their history and the processes which act on them while **Geography** is the study of Earth’s **landscape**,**people,places** and **environmen**t. It is the study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these.

 **How is Geology important for our daily life?**

Geologists study some of societies important problems such as energy , water, and mineral resources: the environment, climate change and natural hazards like landslides, volcanoes, earthquakes and floods.

 Rwanda has large neighbors: Tanzania is large, Burundi is small. Some neighboring countries have a **coastline** ( a line that forms the boundary between the land and the ocean and the lake) **,** others are **landlocked** ( almost entirely surrounded by Land).

Rwanda has Volcanoes. Mountains and valleys are formed by **Faulting.** When the land is pushed upwards, it forms a block mountain. Rivers form when streams join together. Lakes form where there is a **depression.** **Crater lakes** form when a volcano erupts.

When a volcano erupts, it releases ash/ lava when the rock is forced upward, a volcanoes formed.

**Grammar**

**When and Where clauses**

* ***When clauses***

We use When as a conjunction to mean **“at the time that”.** The clause with when is a subordinate clause and needs a main clause to complete its meaning. If the when-clause comes before the main clause we use a comma.

**Ex 1. When** I was young, there were no houses here.( talking about the past)

 **2.** No body spoke **When** she came into the room.( Talking about the past)

**3. When**you start the engine, there is a strange noise (talking about the present)

 4. **When**the new park opens, I will go there every day (talking about the future).

 5. I am going to phone Maria When I have finished my homework (Talking about the future).

* We don’t use the future with when clause: eg when the new park **will open**, I **will go** there everyday ( wrong)

N.B : **a)** **We can use “ when “ to ask for information about what time something** happens

e.g : **when** did you Live?

 **b) we can use when in indirect questions**

 **e.g** She asked me **when** I would be ready to start the job

 c) When as a relative pronoun

 eg : I don’t remember the time **when** you called me

 **Since When (** to ask at what time something began)

 Eg , he is working in USA now . Really, **Since when ?**

 **But**  when it starts a sentence , it expresses **anger** or **sarcasm**

 Eg , ( talking about children watching television )

 May be you should try not to let them watch so much television

**Since When** are an expert on child care?

**When vs If**

We use when to refer to a future situation or condition that we are certain whereas we use if to introduce a possible or unreal situation

Eg. When I see Peter, I will greet him ( I will definitely see him)

 If I see Peter , I will greet him ( I may see Peter but I am not certain)

**When or Since ?**

We use since to refer to a particular time in the past until another time or until now

Eg , I had a great time **when** I went to the coast

 I have been having a boring time **since** I came back home

 F**orm your own sentences.**

* ***Where clauses***

We use where as a conjunction meaning **‘in the place that’** or **‘in situations** **that’**. The clause with where is a subordinate clause and needs a main clause to complete its meaning. If the where clause comes before the main clause. We use a comma.

* **Where** you find a lot of water, you will also find some beautiful insects.
* **Where** you have to pay a deposit, be sure to get receipt
* The students stood **where**the headmaster needed

N.B : Where as : . a question word ( where did you buy those shoes?)

 . a indirect questions ( I asked him where………….

 . a relative pronoun( the hotel where you………….

* **PASSIVE WITH SIMPLE PRESENT**

This tense is used to show something is done by someone regularly.

**Formation:**

|  |  |
| --- | --- |
| **Affirmative form** | Object + am/ is/are + verb ( past participle) + by  |
| **Question form** | Am/ is / are + object + verb ( past participle) + by |

* The doctor warns me against smoking cigarettes ( Active)
* I am warned against smoking cigarettes by the doctor
* Someone beat Akisa on the head
* Akisa is beaten on the head.
* Lions eat an animal
* An animal is eaten by lions.
* Do you study English?
* Is English studied by you?
* Sandwitches aren’t made here ( they don’t make
* I don’t study mathematics

Some verbs can not be used in passive : **happen**, **come**,**sleep**, **arrive**,**have**, **go,** **live,** **stay**, **walk,** **cry** because they have n object

**EXERCISES**

**UNIT 2 :Newspapers and Reporting**

After analyzing the Newspaper, students are going to describe a scene paying attention on **the past perfect continuous.**

* **Read any Newspaper and report a scene from it in essay form**
* **What is report, examples of Reports, Format of a Newspaper report**
* **A report** is a written account of something that one has observed, heard, done or investigated. It is systematic and well organized presentation of facts and findings of an invent that has already taken place somewhere.
* One of the most common formats for presenting a reports are **IMRAD ( Introduction / methods/ results/ and discussion)**
* Some exemples of reports are : **annual report,** **auditors report**, **inspection report**, **investigative report,** **police report , policy report.**

**Format of a news paper report:**

* **Headline :** a descriptive title which is expressive of the contents of the report ( report on…………held at………….Kigali)
* **BY Line :** Name of the person writing the report ( By…………………, the……………of ……..)
* **Place and date of reporting**
* **Opening paragraph ( introduction) :** It may include the 5 Ws ( what, why, when and Where along with who , eg the anti drug campain was organized on 1st March 2020 in the ………………. With the topic…..
* **Account of the event in details :** it is generally written in two parts **first,** complete account of what happened in chronological way, **Second,** the witness remarks. ( the …**….** With the welcoming speech by …….)
* **Concluding paragraph** this will include the action that that has been taken so far or that will be taken . it is the last paragraph ( it ended by the……, the chief guest distributed the certificate…,

 **Two examples of the Report writing.**

 **Exercises on a report writing ( a example of report writing, Successcds)**

***VII. The Past perfect progressive tense***

This tense is used to indicate or show that the an action started in the past and continued up until another time in the past. It is constructed by **Had been** + the verbs present participle **( root + ing)**

**Eg 1.** The manager had been taking money from the company

 2. A burglar had been trying to break into the house

 3. The lion had been eating the antelope

 4. The car had been emerging into the main road when the accident took place.

 N.B **: when,for,since and before** are words that you may see used alongside the past perfect continuous tense.

* He **had been drinking** milk **when** Mom walked into the kitchen.
* I **had been working** at the company **for** five years when I got the promotion
* Martha **had been Walking** three miles a day **before** she her leg
* The program that was terminated **had been working** well **since** 1945

**Exercises**

* **Restrictive and non-restrictive clauses**
* **Restrictive clause ( adjective clause)**

A restrictive clause ( or essential clause) identifies the word it modifies, a restrictive clause is essential for meaning. A restrictive clause is not offset with commas. it is a type of adjective clause that provides information necessary for identifying the word it modifies. It begins with the word like **that,** **when**, **where, who**, **whom,** **whose,** **which** and **why**

* The boy **who broke the window** is punished
* Would you lend me the book that you recommended last week? **( wrong)**

Would you lend me the book that you recommended last week **( right)**

* Oliver twist which was Dickens’s second novel, is a classic **( wrong)**

Oliver twist, which was Dickens’s second novel, is a classic **(right)**

* **NON RESTRICTIVE CLAUSE**

It is also known as nonessential clause and is a type of an adjective clause that provides additional information about a word whose meaning is already clear. The nonrestrictive clauses often begins with the word which and are always set off with commas.

* The manager was convicted of theft. He had worked for the company for five years.

= the manager, **who had worked for the company for five years**, was convicted of theft.

* The burglar was sent to jail. He was aged 23 years.

= the burglar, **who was aged 23 years**, was sent to jail.

* The lion was later seen at a water hole. It was familiar to the ranger.

= the Lion, **which was familiar to the ranger**, was later seen at a waterhole.

* The rooms were full. They were used by the teachers.

= the room, **which were used by the teachers**, were full.

* This book contains Phrasal verb. It is rich.

= this book**, which is rich,** contains Phrasal verb.

**Which vs That**

**We use that** for essential clause and which for nonessential clause)

My bike **that** has a brocken seat is in the garage (essential clause)

My bike**, which has a brocken seat,** is in the garage (non-defining clause)

**Unit 3. Cultural diversity**

* **Describe traditional Rwandan culture Modern Rwandan culture** ( language ,music and dance/cuisine/arts and crafts literature and film)

 we often eat sorghum, we drink sorghum beer. Owning cattle is a symbol of status. Families often live close to their extended families. Women often carry children on their backs for the first year. Children are named eight days after birth, Rwandans shake hands when they meet someone. Traditional healers are common.

* **Differentiate Migration, Immigration and Emigration, the cause of Migration**

**Migration** is a way to move from one place to another in order to live and work, movement of people from their home to another , state or country for a job. From rural areas to urban areas. **Immigration** is the action of coming to live permanently in a foreign country **Emigration** means leaving a country permanently and going to live in another country

People migrate to find work, people migrate to escape poverty, and people migrate because they want better life.

* **Discuss Cultural diversity ( Rwanda, India and America)**

**Language/ religion / cuisine/social habits./**

Community groups can have different traditions. Community groups can share the same beliefs. They can fight over cultural differences. They should celebrate diverse traditions. We should encourage tolerance.

* **Modal Verbs** are the helping verbs that express necessity or possibility

EXAMPLES : 1. He **can** win. ( **can** is used for **“ possibility”)**

 2. I **need to** talk to you ( **need to** is used for **“necessity”)**

 3. we**should** fulfil our duties ( **should** is used for **“ advice”)**

 4. you**must** go out ( **must** is used for **obligation)**

 5. **May** I go out please ( **may** is used to ask things **Politely)**

* F**orm sentences using modal verbs.**

**Choose the right modal verb**

* It’s a hospital. You ………….smoke.(**mustn’t** /needn’t /may not/ don’t have to.
* He had been working for more than 11 hours. He………..be tired after suchhard work( **must/** need/ had better/ mustn’t ). He …………..prefer to get some rest ( **may/**should/must/ had better)
* I ……………speak Arabic fluently when I was a child and we lived in morocco. ( **could**/ might/ can/ must)
* The teacher said we ………..read this book for our own pleasure as it is optional. ( could/need/ needn’t /musn’t / **can**).

**Unit 4.Myself and My ambitions**

* **Describing hobbies and Leisure**

Difference between hobby and Leisure

A **leisure** activity can be a **hobby**: gardening, sewing, painting, knitting, collecting, exercising, fishing, etc. are often **hobbies**. These are things that one does in their **leisure** time. ... Sleeping, watching TV, lounging, etc. are all **leisure** activities.

* **Recounting activities,**

Last ……, we went to the……

* **Describing internet activity**

I use the internet at an internet cafe. She uses the internet at a friend’s house. They send emails. Do you search the web?

* **Describing reading habits**

 I read magazines about cars. She reads stories from literature. What do you read?

* **Talking about what you want in professional life**

I would like to have a well-paid job. She would like to work in farming. I would like to get qualifications in medicine. What kind of job do you want?

* **Talking about what you need to achieve**

If I want to get **a well-paid job**, I will have to get qualifications. If I want to get **a qualification in IT,** I will need to study it at university. If she wants to go **to university,** she will need to pass her examinations. **What will you have to do if you want to go to a technical college?**

* **Talking about a good worker**

**A good worker is a hardworking person.** Responsible workers care for their job and for other workers. Experienced workers have done the job for some time. Committed workers do a job properly. What is a good worker?

* **Writing a CV (Curriculum Vitae)**
* **What is a CV?**

 CV, short for curriculum vitae*,* is a personal marketing document used to sell yourself to prospective employers. It should tell them about you, your professional history and your skills, abilities and achievements. Ultimately, it should highlight why you’re the best person for the job.

A CV is required when applying for a job. In addition to your CV

* **What to include in your CV**
* **Name, professional title and contact details**

The first part of your CV, positioned at the top of the page, should contain your name, professional title and contact details.

* **Experience and employment history**

Your employment history section gives you a chance to outline your previous jobs, internships and work experience.

List your experience in reverse chronological order as your recent role is the most relevant to the employer.

When listing each position of employment, state your job title, the employer, the dates you worked and a line that summarizes the role.

* **Education and qualifications**

Like your experience section, your education should be listed in reverse chronological order. Include the name of the institutions and the dates you were there, followed by the qualifications and grades you achieved.

* **Hobbies and interests:**

 If you feel that your CV is lacking, you can boost your document by inserting a hobbies and interests section at the end. Be careful though; avoid listing hobbies that don’t add value to your CV or are run-othemill

* **References:**

Like including an address on your CV, adding your referees to the end of your CV is no longer standardised.

Sometimes, we don’t need to add:

* **A headshot** (photo)
* **Age and date of birth:** The only dates that should be on your CV are from employment and your qualifications. Your age doesn’t affect your ability to do the job, and it’s [illegal for employers to ask](https://www.gov.uk/discrimination-your-rights) about age under the Equality
* **Marital status:** Like your age, your marital status and dependents don’t affect your ability to do your job.

**CURRICULUM VITAE**

* **Personal identification / Details**

First name :

Last name :

Place of residence:

Date of birth:

Marital status**:**

Nationality:

Telephone:

E-mail:

* **Education background**

|  |  |  |
| --- | --- | --- |
| **Academic year** | **School /University** | **Qualification** |
| 2012 – 2016 |  |  |
| 2008 – 2011 |  |  |
| 2004 – 2008 |  |  |
| 1997-2003 |  |  |

* **Experience an Employment history / Trainings**

|  |  |
| --- | --- |
| **YEAR** | **Responsibility and Achievement** |
| 2018 |  |
| 2017 |  |
| 2016 |  |
|  |  |

* **Languages**

**Language Speaking writing reading**

English Good excellent Fluent

 French Very good

Swahili

* **Other Skills**

Computer Skills

Ms Word

Ms Excel

…

…..

* **Hobbies and Interrests { Optional}**
* **References**

**Better to give Three**

**NAME POSITION CONTACT**

I,……………………………..,certify that the above information is true and certain to the best of my knowledge.

Signature

Name

 **END OF FIRST TERM**

***UNIT 4: MYSELF AND MY AMBITIONS (Cont.………)***

**Job advertisements**

We are looking for an experienced editor. Qualified lawyer required. Should be committed, hard-working

**The main elements of a job advertisement are:**

* Information about the company
* The title and position of the job in the company (to whom is responsible)
* Main tasks, responsibilities and accountabilities
* The most important requirements (knowledge, experience, skills, abilities, etc.)
* Information about motivational factors (e.g. salary, incentives, benefits, development and career possibilities, etc.)
* Information about location, working time, shift work, other conditions
* Information about the application (what to send, where and how, the deadline)
* Contact person (telephone number and/or e-mail address)

**Reading some adverts from the Newspapers from school**

**Language structure:**

* **First conditional**

|  |
| --- |
| **Structure of the first conditional** |
| **Positive** | **negative** | **question** |
| *If you hurry, you'll catch the bus.*  | *If you walk slowly, you* ***won't*** *catch the bus.**If you* ***don't*** *hurry, you'll miss the bus.* | *What* ***will you*** *do if the train is full tomorrow?* |
| you'll = you will | won't = will notdon't = do not | ~~what you will~~ |

* **When to use the first conditional**
* We use the first conditional to express a **possible condition** and its **result** in the **future**:

|  |  |
| --- | --- |
| **[possible condition]** | **[result]** |
| *If you study hard, . . .* | *you’ll pass your exams.* |
| *If I find his number, . . .* | *I’ll call him.* |
| **The first conditional – common mistakes** |
| **Common mistakes** | **Correct version** | **Why?** |
| ~~if you will go~~ | If **you go** to England, you will improve your English. | We use the [**present simple**](https://speakspeak.com/resources/english-grammar-rules/structure-of-english-tenses/present-simple-grammar) in the *if*-clause. |
| ~~if I will see him~~ | I'll tell him if **I see** him. | We use the present simple in the *if*-clause. |
| ~~I call him~~ | If I find his number, I **will call** him. | We use *will* in the main clause, to express certainty in the future. |

**Modal verbs: have to, need to**

**Have to—Responsibilities**

Use 'have to' in the past, present, and future to express responsibility or necessity. NOTE: 'have to' is conjugated as a regular verb and therefore requires an auxiliary verb in the [question form](https://www.thoughtco.com/questions-in-english-1210693) or negative.

* *We have to get up early.*
* *She had to work hard yesterday.*
* *They will have to arrive early.*
* *Does he have to go?*

**Must —Obligations**

Use 'must' to express something that you or a person feels is necessary. This form is used only in the present and future.

* *I must finish this work before I leave.*
* *Must you work so hard?*
* *John must explain this if he wants his students to succeed.*
* *It's late. I must get going!*

**Don't Have to Do—Not Required, but Possible**

The [negative form](https://www.thoughtco.com/negative-structures-1209910) of 'have to' expresses the idea that something is not required. It is , however, possible if so desired.

* *You don't have to arrive before 8.*
* *They didn't have to work so hard.*
* *We don't have to work overtime on Saturdays.*
* *She didn't have to attend the presentation.*

**Mustn't Do—Prohibition**

The negative form of 'must' expresses the idea that something is prohibited - this form is very different in meaning than the negative of 'have to'!

* *She mustn't use such horrible language.*
* *Tom. You mustn't play with fire.*
* *You mustn't drive more than 25 mph in this zone.*
* *The children mustn't go into the street.*

IMPORTANT: The past form of 'have to' and 'must' is 'had to'. 'Must' does not exist in the past.

* *Did he have to leave so early?*
* *He had to stay overnight in Dallas.*
* *She had to pick the children up from school.*
* *Did they have to do the work over again?*

**Need to Do—Important for Someone**

Use 'need to' to express that something is important for you to do. This form is usually used for something that is important one time, rather than referring to a [responsibility or duty](https://www.thoughtco.com/do-or-make-explained-1208965).

* *She needs to go to Seattle next week.*
* *Do you need to get up early tomorrow?*
* *I need to spend more time with my children because I've been so busy lately.*
* *We need to focus on getting new business this month.*

**Don't Need to Do—Not Necessary, but Possible**

Use the negative form of 'need to' to express that something isn't necessary, but possible. At times, English speakers use 'don't need to' to express that they don't expect someone to do something.

* *You don't need to come to the meeting next week.*
* *She doesn't need to worry about her grades. She's a great student.*
* *I don't need to work next Monday!*
* *Peter doesn't need to worry about money because he's independently wealthy.*

**Quiz: Must / Have to / Need to- Mustn't / Don't Have to / Don't Need to**

Choose the best option for the following questions.

**1. Jack \_\_\_\_\_\_\_\_\_\_ (go) home early last night.**

* must go
* **had to go**
* have to go

**2. Ted \_\_\_\_\_\_\_\_\_\_ (buy) some food at the grocery store because we're out.**

* **has to buy**
* needed to buy
* did buy

**3. \_\_\_\_\_\_\_\_\_\_ (she/commute) to work every day?**

* Does she have to
* Does she need to
* **Both are correct**

**4. Children \_\_\_\_\_\_\_\_\_\_ (play) with cleaning liquids.**

* needn't play
* have to play
* **mustn't play**

**5. We \_\_\_\_\_\_\_\_\_\_ (get) going—it's already midnight!**

* got to get
* **need to get**
* both are right

**Present perfect tense**

The present perfect is used to indicate a link between the present and the past. The time of the action is **before now but not specified**, and we are often more interested in the **result** than in the action itself

Actions started in the past and continuing in the present

* They ***haven't lived*** here for years.
* She ***has worked*** in the bank for five years.
* We ***have had*** the same car for ten years.
* ***Have you played*** the piano since you were a child?

When the time period referred to has not finished

* ***I have worked*** hard***this week***.
* It ***has rained*** a lot ***this year***.
* We ***haven't seen*** her ***today***.

Actions repeated in an unspecified period between the past and now.

* They ***have seen*** that film six times
* It ***has happened*** several times already.
* She ***has visited*** them frequently.
* We ***have eaten*** at that restaurant many times.

Actions completed in the very recent past (+just)

* ***Have you just finished*** work?
* I ***have just eaten***.
* We ***have just seen*** her.
* ***Has he just left***?

When the precise time of the action is not important or not known

* Someone***has eaten*** *my soup*!
* ***Have you seen***'Gone with the Wind'?
* ***She's studied***Japanese, Russian, and English.

**Unit 5: Space travel**

**Describing the history of space travel**

Yuri Gagarin was the first human being to travel in space in 1961. John Glenn made the first US orbital flight in 1962. China was the third nation to succeed in space flight in 2003. Men first landed on the moon in 1969.

**Talking about the recent history of space travel**

Human beings have been travelling in space since 1961. People have been living on the ISS for several years.

**Describing the solar system**

The solar system comprises the planets. Mercury is composed of rock. The solar system contains the asteroid belt. The planets orbit the sun. Venus is approximately ... miles from the sun. The Sun contains 99.86% of the solar system's known mass. The Sun iscomposed of roughly 98% hydrogen and helium. The distance from Earth to the Sun is 150,000,000 km. How far is Venus from the sun.

**Discussing possibilities of space travel**

We could build a colony on Mars. We might grow food there. They could have powerful enough rockets. They might find drinking water

**Predicting the future of space travel**

We will have to spend billions of dollars to go to Mars. They will have to grow food in greenhouses

**Language structure:**

**Could**

"Could" is a modal verb used to express possibility or past ability as well as to make suggestions and requests. "Could" is also commonly used in [conditional](https://www.englishpage.com/conditional/conditionalintro.html) sentences as the conditional form of "can."

Example:

* Extreme rain **could** cause the river to flood the city. *possibility*
* Nancy **could** ski like a pro by the age of 11. *past ability*
* You **could** see a movie or go out to dinner. *suggestion*
* **Could** I use your computer to email my boss? *request*
* We **could** go on the trip if I didn't have to work this weekend. *Condition*

**REMEMBER: "Could not" vs. "Might not"**
"Could not" suggests that it is impossible for something to happen. "Might not" suggests you do not know if something happens.

Examples:

* Jack **might not** have the key. *Maybe he does not have the key.*
* Jack **could not** have the key. *It is impossible that he has the key.*

Might

"Might" is a modal verb most commonly used to express possibility. It is also often used in [conditional](https://www.englishpage.com/conditional/conditionalintro.html) sentences. English speakers can also use "might" to make suggestions or requests, although this is less common in American English.

Examples:

* Your purse **might** be in the living room. *possibility*
* If I didn't have to work, I **might** go with you. *conditional*
* You **might** visit the botanical gardens during your visit. *suggestion*
* **Might** I borrow your pen? *Request*
* will have or would have
* We use the perfective ***will have*** when we are looking back from a point in time when something will have happened.
* By the end of the decade scientists **will have discovered** a cure for influenza.
I will phone at six o’clock. He **will have got** home by then.
* or looking "back" from the **present**:
* Look at the time. The match **will have started**.
It’s half past five. Dad **will have finished** work.
* We use ***would have*** as the **past** tense form of *will have*:
* I phoned at six o’clock. I knew he **would have got** home by then.
It was half past five. Dad **would have finished** work.
* We use ***would have*** in **past** conditionals to talk about something that did **not happen**:
* If it had been a little warmer we **would have gone** for a swim.
He **would have been** very angry if he had seen you.

**Verbs - will have or would have**

Read the sentences and decide whether the gap should be filled with 'will have' or 'would have'.

I thought you \_\_\_\_\_\_ cooked dinner by the time I arrived.

will have

**would have**

By the time we get there, Nick \_\_\_\_\_\_ left.

will have

**would have**

The meeting \_\_\_\_\_\_ ended by five o'clock, so I'll see you then.

will have

**would have**

If the car hadn't broken down, she \_\_\_\_\_\_ missed the train.

**won't have**

wouldn't have

Don't phone them just yet, they \_\_\_\_\_\_ got up.

won't have

**wouldn't have**

**Present Perfect Continuous**

The present perfect continuous (also called present perfect progressive) is a [verb tense](https://www.englishpage.com/verbpage/verbtenseintro.html) which is used to show that an action started in the past and has continued up to the present moment. The present perfect continuous usually emphasizes duration, or the amount of time that an action has been taking place. Read on for detailed descriptions, examples, and present perfect continuous exercises.

**Present Perfect Continuous Forms**

The present perfect continuous is formed using ***has/have + been* + present participle**. Questions are indicated by inverting the subject and *has/have*. Negatives are made with *not*.

* Statement: You **have been waiting** here for two hours.
* Question: **Have** you **been waiting** here for two hours?
* Negative: You **have not been waiting** here for two hours.

[Complete List of Present Perfect Continuous Forms](https://www.englishpage.com/verbpage/presentperfectcontinuousforms.html)

**Present Perfect Continuous Uses**

**USE 1 Duration from the Past Until Now**



We use the present perfect continuous to show that something started in the past and has continued up until now. "For five minutes," "for two weeks," and "since Tuesday" are all durations which can be used with the present perfect continuous.

Examples:

* They **have been talking** for the last hour.
* She **has been working** at that company for three years.
* What **have** you **been doing** for the last 30 minutes?
* James **has been teaching** at the university since June.
* We **have been waiting** here for over two hours!
* Why **has** Nancy **not been taking** her medicine for the last three days?

**USE 2 Recently, Lately**



You can also use the present perfect continuous WITHOUT a duration such as "for two weeks." Without the duration, the tense has a more general meaning of "lately." We often use the words "lately" or "recently" to emphasize this meaning.

Examples:

* Recently, I **have been feeling** really tired.
* She **has been watching** too much television lately.
* **Have** you **been exercising** lately?
* Mary **has been feeling** a little depressed.
* Lisa **has not been practicing** her English.
* What **have** you **been doing**?

**REMEMBER Non-Continuous Verbs/ Mixed Verbs**

It is important to remember that [non-continuous verbs](https://www.englishpage.com/verbpage/types.html) cannot be used in any continuous tenses. Also, certain non-continuous meanings for [mixed verbs](https://www.englishpage.com/verbpage/types.html) cannot be used in continuous tenses. Instead of using present perfect continuous with these verbs, you must use [present perfect](https://www.englishpage.com/verbpage/presentperfect.html).

Examples:

* Sam **has been having** his car for two years. ***Not Correct***
* Sam **has had** his car for two years. ***Correct***

**ADVERB PLACEMENT**

The examples below show the placement for grammar adverbs such as: always, only, never, ever, still, just, etc.

Examples:

* You have **only** been waiting here for one hour.
* Have you **only** been waiting here for one hour?

**Passive voice (present perfect) with since, for**

**ACTIVE / PASSIVE**

Examples:

* Many tourists **have visited** that castle. *Active*
* That castle **has been visited** by many tourists. *Passive*

**Unit 6: Money**

money

 A current medium of exchange in the form of coins and banknotes; coins and banknotes collectively.

**Describing types of income**

**Earned income** is defined as the salary you receive as an employee. **Self employed income** is the income you pay yourself in your own business. We define **work income as** the income you receive from your business. The income you receive from investments is referred to as **investment income**. What is income?

in·come

Money received, especially on a regular basis, for work or through investments.

1. Earned (active) income

Definition: Earned income is money earned from working that requires your time. This is the income you receive from actively working. You work and you are paid for your work.

2. Portfolio income

Definition: Portfolio income is money you receive from selling an investment for more than what you paid for it (portfolio income is also referred to as capital gains).

3. Passive income

Definition: Passive income is money generated from assets you own, where you are not actively working.

Examples: Rental income, business income (as long as it’s not earned based on time and effort), creating/selling intellectual property (e.g.: books).

**Describing tax**

You pay tax on your income. Companies pay tax on profits. You pay income tax at 10%. How much income tax does she pay?

tax

A compulsory contribution to state revenue, levied by the government on workers' income and business profits, or added to the cost of some goods, services, and transactions

**Talking about budgeting**

 Income includes wages, state benefits. Expenses include housing, housekeeping, electricity, water,

budg·et

Allow or provide a particular amount of money in a budget.

**Talking about savings**

She should have saved more money. She shouldn’t have spent so much on rent. She could have been more careful with her money. He shouldn’t have borrowed so much

sav·ing

* An economy of or reduction in money, time, or another resource.

**Talking about avoiding debt**

If she had saved more money, she wouldn’t have been in debt. If he had spent less, he would have had more money in reserve. If she hadn’t spent so much on rent, she would have saved more. If she had been more careful with her money, she wouldn’t have owed so much. If he hadn’t borrowed so much, he wouldn’t have been in debt.

**Describing government debt and annual government deficit**.

**Government debt** is defined as the debt owed by a central government. **Annual government deficit** refers to the difference between government earnings and expenditures in a single year.

**Talking about possibility**

 If I had 500,000 RWF, I would buy... What would you do if you had 50,000DOLLARS

**Second conditional**

"Second conditional" or "conditional II" refers to a pattern used to describe hypothetical, typically counterfactual situations with a present or future time frame. In the normal form of the second conditional, the condition clause is in the past tense (although it does not have past meaning, and the consequence is expressed using the [conditional](https://en.wikipedia.org/wiki/Conditional_mood) construction with the auxiliary ***would*:**

If I liked parties, I would attend more of them.

If it rained tomorrow, people would dance in the street.

The past tense ([simple past](https://en.wikipedia.org/wiki/Simple_past) or [past progressive](https://en.wikipedia.org/wiki/Past_progressive)) of the condition clause is historically In modern English is identical to the past [indicative](https://en.wikipedia.org/wiki/Indicative_mood), except in the first and third persons singular of the verb *be*, where the indicative is *was* and the subjunctive *were*; *was* is sometimes used as a (*were* otherwise preferred), although the phrase *if I were you* is common in colloquial language. For more details see [English subjunctive § Use of the past subjunctive](https://en.wikipedia.org/wiki/English_subjunctive).

If I (he, she, it) were rich, there would be plenty of money available for this project.

If I (he, she, it) were speaking, you would not be allowed to interrupt like that.

When ***were*** is the verb of the condition clause, it can be used to make an [inverted condition clause](https://en.wikipedia.org/wiki/English_conditional_sentences) without a conjunction. If the condition clause uses the past tense of another verb,

If I were rich, ... / If I were to be rich, ... / Were I (to be) rich, ...

If I flew, ... / If I were to fly, ... / Were I to fly, ...

The conditional construction of the main clause is usually the [simple conditional](https://en.wikipedia.org/wiki/Simple_conditional); sometimes the [conditional progressive](https://en.wikipedia.org/wiki/Conditional_progressive) (e.g. *would be waiting*) is used. Occasionally, with a [first person](https://en.wikipedia.org/wiki/Grammatical_person) subject, the auxiliary *would* is replaced by *should* (similarly to the way *will* is replaced by [*shall*](https://en.wikipedia.org/wiki/Shall_and_will)). Also, *would* may be replaced by another appropriate [modal](https://en.wikipedia.org/wiki/English_modal_verbs): *could*, *should*, *might*.

When referring to hypothetical future circumstance, there may be little difference in meaning between the first and second conditional (factual vs. counterfactual, [realis](https://en.wikipedia.org/wiki/Realis_mood) vs. [irrealis](https://en.wikipedia.org/wiki/Irrealis)). The following two sentences have similar meaning, although the second (with the second conditional) implies less likelihood that the condition will be fulfilled:

If you leave now, you will still catch your train.

If you left now, you would still catch your train.

Notice that in [indirect speech](https://en.wikipedia.org/wiki/Indirect_speech) reported in the past tense, the first conditional naturally changes to the second:

She'**ll kill** me if she **finds** out.

He said I **would kill** him if I **found** out.

**Third conditional**

"Third conditional" or "conditional III" is a pattern used to refer to hypothetical situations in a past time frame, generally counterfactual (or at least presented as counterfactual). Here the condition clause is in the [past perfect](https://en.wikipedia.org/wiki/Past_perfect), and the consequence is expressed using the [conditional perfect](https://en.wikipedia.org/wiki/Conditional_perfect).

If you had called me, I would have come.

Would he have succeeded if I had helped him?

It is possible for the usual auxiliary construction to be replaced with *were to have* + past participle. That used, the above examples can be written as such:

If you were to have called me, I would have come.

Would he have succeeded if I were to have helped him?

The condition clause can undergo [inversion](https://en.wikipedia.org/wiki/English_conditional_sentences), with omission of the conjunction:

Had you called me, I would have come.

**Use the second and third conditionals to respond to the following situations.**

Example: **My car is out of order. I can't drive you there.
But if my car wasn't out of order, I would drive you there.**

|  |
| --- |
| * I don't know his address. I can't contact him.But if I his address, I him.
 |
|  |
| * He was ill. He couldn't go skiing.But if he ill, he skiing.
 |
|  |
| * He didn't buy any tomatoes. I couldn't make a salad.But if he some tomatoes, I a salad.
 |
|  |
| * We haven't enough room in our house. You can't stay with us.But if we enough room, you with us.
 |
|  |
| * You were not lucky. You didn't win.But if you lucky, you .
 |
|  |

**THE THIRD TERM ENGLISHNOTES**

**Speech Writing** is an art of conveying a message to your audience. Either through oral communication or through other means, such as PowerPoint slides, **speech writing** has the same function as normal **writing**. The reasons for **writing** are to inform, to explain or to persuade.

**Some guidelines to Speech Writing**

***Pick Your Main Ideas***
Don't try to put too many ideas into your speech. Research shows that people remember very little from speeches, so just give them one or two ideas to hang onto. Remember, you only have one minute for your speech!

***Write Like You Talk***
Remember that you're writing a speech, not an essay. People will hear the speech, not read it. The more conversational you can make it sound, the better. So try these tips:

* Use short sentences. It's better to write two simple sentences than one long, complicated sentence.
* Use contractions. Say "I'm" instead of "I am" "we're" instead of "we are."
* Don't use big words that you wouldn't use when talking to someone.
* You don't have to follow all the rules of written English grammar.
"Like this. See? Got it? Hope so." Your English teacher might be horrified, but people don't always talk in complete sentences with verbs and nouns. So try to write like people talk.
* Always read your speech aloud while you're writing it. You'll hear right away if you sound like a book or a real person talking!

***Use Concrete Words and Examples***
Concrete details keep people interested. For instance, which is more effective? A vague sentence like "*Open play spaces for children's sports are in short supply.*" Or the more concrete "*We need more baseball and soccer fields for our kids.*"

***Get Your Facts Together***
You want people to believe that you know what you're talking about! So you'll need to do some research. For instance, let's say your big issue is the environment. You promise to pass a law that says all new cars must run on electricity, not gas. That will cut down on air pollution! But it would help if you had a few facts: How much bad air does one car create each year? How many new cars are sold in the U.S. every year? So how much will pollution be cut every year? Use the library or the Internet to do research. Your new policy proposal will sound really strong if you have the facts to back it up.

There are many issues you can talk about at your inauguration. How do you pick one? A good idea is to look inside yourself and find out what you feel very deeply about. Maybe it's the environment. Or maybe you care about stopping war. Or you feel passionate that all schools should have more art and music classes. Or you feel that downloading music on the Internet should be free! Your issue should reflect who you are and what you care about.

***Persuade With a Classic Structure***
In a speech where you're trying to persuade someone, the classic structure is called "Problem-Solution." In the first part of your speech you say, "*Here's a problem, here's why things are so terrible.*" Then, in the second part of your speech you say, "*Here's what we can do to make things better.*" Sometimes it helps to persuade people if you have statistics or other facts in your speech. And sometimes you can persuade people by quoting someone else that the audience likes and respects.

***Simplify***

After you've written a first draft of your speech, go back and look for words you can cut. Cutting words in the speech can make your points more clear. One speechwriter for a U.S. Senator has a sign above her desk that says: *"Fewer Words = Clearer Point."* It helps her remember to always simplify a speech by cutting out words.

What is the format of writing speech?

In general, a **speech** should include an introduction, 5 main points with supporting evidence (such as statistics, quotes, examples, and research), and a conclusion.

**10 things to avoid in a speech**

Because public speaking is, by definition, a ‘live’ event, mistakes are inevitable.  As a speech writer, here are things to **avoid** in a speech to ensure that you minimize your chances of something equally horrible happening to you!

* Drinking too much beforehand
* Forgetting that you only have two hands.  This means that it isn’t easy to hold your speech in one hand, your microphone in another, and still have a spare hand to click through any accompanying slides
* Typing your speech in a font that’s too small to read at arm’s length
* Typing your speech in a color that’s too light to read in a dimly lit room
* Not numbering your cards / pages and so panic ensues when you drop them on the floor as you are about to start speaking
* Not taking a glass of wine with you to make a toast at the end of the speech
* Speaking so quickly that no one can keep up with the points you’re making
* Speaking so quietly that no one can hear you
* Staring down at your speech and forgetting that you should actually be addressing your audience
* Looking glum throughout. Unless you are Jack Dee, this tends to be a real turn off.

**TYPES OF SPEECH WRITING**

**1.      Demonstrative speech**

The idea behind demonstrative speech is basically to educate the audience that is listening to something they are not aware of. The unique thing about demonstrative speeches is that they could include various visual aids which can help further demonstrate or describe in practicable terms how to effectively do something. At first glance, one can say that demonstrative speech is more like informative, but the difference is in the fact that informative speeches do not exactly include actual demonstrating of how to do or perform an action.

**2.      Entertaining speech**

Entertaining speech is quite a common or should I say a familiar one amongst the types of speech in our contemporary society. If you have ever been to a birthday party or wedding, which I know you most certainly must have, then you have experienced what an entertaining speech is like. The main purpose of a best man’s speech in a wedding or an after dinner MC is to entertain the crowd. This form of entertainment is usually done by using interesting illustrations, hilarious stories, and just flat out humor.

Entertaining speeches are usually quite short and are basically for the purpose of entertaining the audience.

**3.      Informative speech**

Informative speeches are speeches mainly performed for the purpose of educating the audience on new or relevant piece of information on a particular topics.

To convey this information, informative speech givers do not make use of visual aids in their speeches but rather make use of facts, statistics, educative information, and data, all this so that the audience can learn something and say they have been informed on the topic.

[**4.      HYPERLINK "https://www.acethepresentation.com/8-awesome-persuasive-speech-techniques/"Persuasive speech**](https://www.acethepresentation.com/8-awesome-persuasive-speech-techniques/)

A[**persuasive HYPERLINK "https://www.acethepresentation.com/8-awesome-persuasive-speech-techniques/" speech**](https://www.acethepresentation.com/8-awesome-persuasive-speech-techniques/) is a speech given solely for the purpose of convincing the audience listening that the opinion of the speaker on a particular topic is the right or correct one. Whether you are discussing what movie to watch next or which political standpoint is best for the economy, you are making a persuasive speech.

**8.      Explanatory speech**

Explanatory speech is one of the types of speech which is given to critically explain a situation or thing. They are somewhat similar in nature to the demonstrative speech. However, the explanatory speech is different from the demonstrative speech in the sense that the explanatory speech gives a detailed step by step and breaks down of how to do something. It is also different in the sense that it does not make use of visual aid to assist in understanding.

**9.      Debate speech**

During the cause of a formal debate event, there is a lot of verbal exchanges being made by the two or more parties involved. This act of debating takes shape in many forms in our contemporary society. These forms include the following; classical, impromptu, parliamentary, mock trails, extemporaneous and even public forum.

**CONCLUSION**

The art of public speaking or giving a speech is all embedded in one’s understanding and mastery of the different types of speech. As a public speaker, you have to know what occasion deserves what type of speech.

You first have to consider your message and how you what to deliver

**PUBLIC SPEAKING**

**Public speaking**

is the process of communicating information to an audience. It is usually done before a large audience, like in school, the workplace and even in our personal lives. The benefits of knowing how to communicate to an audience include sharpening critical thinking and verbal/non-verbal communication skills.

 **Public speaking** (also called **oratory** or **oration**) is the process or act of performing a [speech](https://en.wikipedia.org/wiki/Speech_communication) to a live [audience](https://en.wikipedia.org/wiki/Audience).

**Uses :**

**Public speaking** can serve the purpose of transmitting information, telling a story, motivating people to act or encouraging people. This type of speech is deliberately structured with three general purposes: to inform, to persuade and to entertain.

**Glossophobia is**A common fear of public speaking is called [glossophobia](https://en.wikipedia.org/wiki/Glossophobia) (or, informally, "stage fright"), this state of response by many beginners confuse with normal nerves and anxiety with a genuine phobia.

**What are the 7 elements of public speaking?**

* **Communication**
* *Verbal Communication*: Verbal communication includes your speaking skills.
* *Non Verbal Communication*: It includes your body language, gestures, hand movements etc.

2. **Goal or Mission**

3. **Confidence**

4. **Understanding the audience**

5. **Memorize concept, not content**

6. **Focus on topic**

7. **Good voice quality**

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**Strategies for Becoming a Better Speaker:**

**Plan Appropriately**

* **Practice**

There's a good reason that we say, "Practice makes perfect!" You simply cannot be a confident, compelling speaker without practice.

* **Engage With Your Audience**

When you speak, try to engage your audience. This makes you feel less isolated as a speaker and keeps everyone involved with your message

* **Pay Attention to Body Language**

If you're unaware of it, your [body language](https://www.mindtools.com/pages/article/Body_Language.htm)   will give your audience constant, subtle clues about your inner state. If you're nervous, or if you don't believe in what you're saying, the audience can soon know.

* **Think Positively**

[Positive thinking](https://www.mindtools.com/pages/article/newTCS_06.htm)   can make a huge difference to the success of your communication, because it helps you feel more confident.

**INTERVIEW**

An **interview** is a [conversation](https://en.wikipedia.org/wiki/Conversation) where [questions](https://en.wikipedia.org/wiki/Question) are asked and answers are given.[[1]](https://en.wikipedia.org/wiki/Interview) In common parlance, the word "interview" refers to a one-on-one conversation between an *interviewer* and an *interviewee*. The interviewer asks questions to which the interviewee responds, usually so information may be transferred from interviewee to interviewer (and any other audience of the interview). Sometimes, information can be transferred in both directions. It is a communication, unlike a speech, which produces a one-way flow of information.

**What are the types of interview?**

* The Telephone Interview. ...
* The Face-to-Face Interview. ...
* Structured Interview

A structured interview is typically formal and organized and may include several interviewers, commonly referred to as a panel interview An interviewer who has a more structured style will usually begin with what is known as an “icebreaker” question

* **Unstructured Interview**

**The unstructured interview is what the name implies. The only structure to the interview is the one that you provide. Basically, the interviewer is interested in hearing from you, so you may be asked a variety of d**

* **Stress Interview**

This style is used primarily by interviewers who are hiring for positions where there is a high level of daily stress in the work environmentifferent open ended questions.

* **Behavioral Interview**

Behavioral interviewing is a widely used method of job interviewing. This approach is based on the belief that past performance is the best predictor of future behavior

**WHAT TO AVOID DURING INTERVIEW**

**1. Arriving late**

Poor time management decreases your ability to be punctual due to unpredictable delays. Make sure you plan enough time for your journey. Tardiness is very poor behaviour.

**2. Unexcused absence**

If illness, delayed train connections or car problems keep you from being on time, all you need to do to protect yourself is apologise for your tardiness. Immediately inform your contact person.

**3. Too casual at greeting**

Despite your excitement, an impolite greeting without eye contact is unforgivable. This is one of the most common interview mistakes complained about by supervisors. Make sure you have good manners.

**4. A lack of interest in the employer**

Insufficient information about the potential future employer is one of the biggest mistakes in job interviews. Gather information prior to the interview. It may be helpful to talk to a recruitment consultant who can help you thoroughly prepare for your information and may even be able to provide you with insider information.

**5. Questionable documents?**

Those without answers for gaps and missing information in their documents embarrass themselves when asked about them. Under certain conditions, one of the biggest interview mistakes could unbalance you and put other applicants ahead of you.

**6. Overtired appearance**

Nothing is more negative than looking exhausted and yawning during an interview. Avoid turning drinks into a stumbling block and postpone your party.

**7. Lack of care**

Dirty fingernails, food remains between your teeth, or worn-out clothing are a small but uncomfortably grave lapse of judgement in a job interview. Carefully check your appearance in the mirror.

**8. Inappropriate clothing**

You give a poor impression of yourself when wearing inappropriate clothing. Avoid this job interview mistake and adapt your clothing to your (future) workplace.

**9. Bad manners**

Those who straddle their chairs should not expect to be well received by their interviewer. Show your interviewer respect.

**10. Abrasive posture**

Cigarettes and gum have no place in a job interview; the same applies to looking bored or keeping an eye on the clock.

**11. Intellectual absence**

Those who pay more attention to their mobile phone, etc., than to the interviewer have already lost. This interview mistake destroys all your chances.

**12. Senseless chit chat**

Be aware of the meaning and weight of your words and think for a moment before you answer. Meaningless small talk comes across as unprofessional and demonstrates an inability to concentrate on what's important.

**13. Overestimation of your own abilities**

Excessive ego is repulsive. Avoid this inappropriate interview behavior and provide advantageous yet objective information about yourself.

**14. Inability to take criticism**

Those who answer angrily scare off their interviewer. Avoid such inappropriate behaviour in your job interview and react calmly and professionally to critical questions.

**15. Presumptuous questions**

Forcing the conditions of the job to the fore has proven to be a big mistake in interviews. Hold back premature questions and wait for your interviewer's offer.

TOEFL andLISTENING If Time allows US.

 **END**