

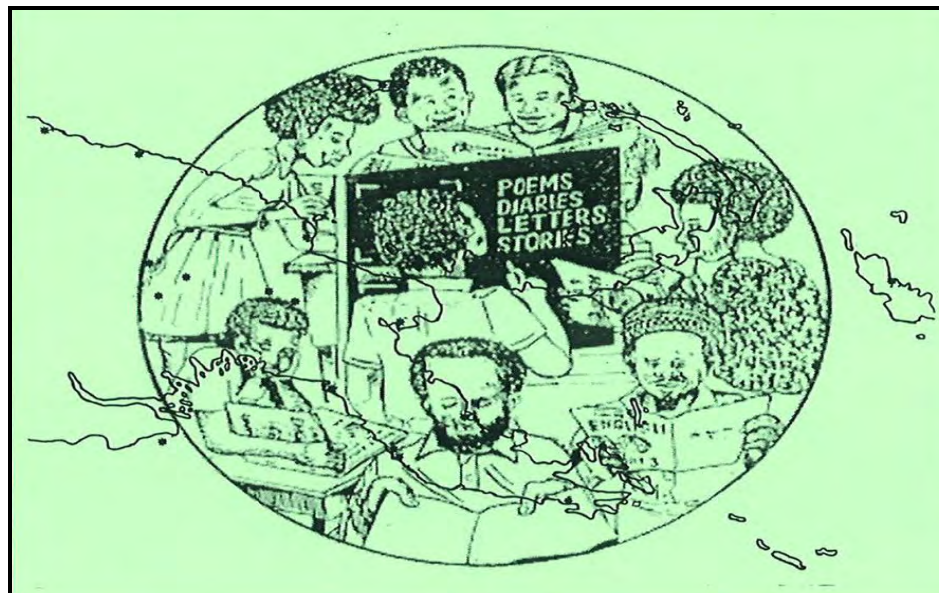


DEPARTMENT OF EDUCATION

FODE GRADE 8

ENGLISH LANGUAGE

STRAND 2



**READING and WRITING 2
(GRAMMAR)**



FLEXIBLE OPEN AND DISTANCE EDUCATION
DEPARTMENT OF EDUCATION
PAPUA NEW GUINEA
2017

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FODE English Department

FODE Subject Editing Team

FODE English Subject Review Committee

GRADE 8

ENGLISH LANGUAGE

STRAND 2

GRAMMAR (READING AND WRITING 2)

TOPIC 1: THE THREE FORMS OF TENSES

TOPIC 2: VERB USAGE

TOPIC 3: SIGNALS OF MODAL VERBS

TOPIC 4: ADJECTIVES AND ADVERBS

Acknowledgements

We acknowledge the contributions of all Secondary Teachers who in one way or another helped to develop this Course.

Our profound gratitude goes to the former Principal of FODE, Mr. Demas Tongogo for leading FODE team towards this great achievement. Special thanks to the Staff of the English Department of FODE who played active role in coordinating and editing processes.

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DIANA TEIT AKIS
PRINCIPAL

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Papua New Guinea

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SECRETARY'S MESSAGE

Achieving a better future by individual students and their families, communities or the nation as a whole, depends on the kind of curriculum and the way it is delivered.

This course is a part of the new Flexible, Open and Distance Education curriculum. The learning outcomes are student-centred and allows for them to be demonstrated and assessed.

It maintains the rationale, goals, aims and principles of the national curriculum and identifies the knowledge, skills, attitudes and values that students should achieve.

This is a provision by Flexible, Open and Distance Education as an alternative pathway of formal education.

The course promotes Papua New Guinea values and beliefs which are found in our Constitution, Government Policies and Reports. It is developed in line with the National Education Plan (2005 -2014) and addresses an increase in the number of school leavers affected by the lack of access into secondary and higher educational institutions.

Flexible, Open and Distance Education curriculum is guided by the Department of Education's Mission which is fivefold:

To facilitate and promote the integral development of every individual

- To develop and encourage an education system satisfies the requirements of Papua New Guinea and its people
- To establish, preserve and improve standards of education throughout Papua New Guinea
- To make the benefits of such education available as widely as possible to all of the people
- To make the education accessible to the poor and physically, mentally and socially handicapped as well as to those who are educationally disadvantaged.

The college is enhanced to provide alternative and comparable pathways for students and adults to complete their education through a one system, many pathways and same outcomes.

It is our vision that Papua New Guineans' harness all appropriate and affordable technologies to pursue this program.

I commend all those teachers, curriculum writers, university lecturers and many others who have contributed in developing this course.



UKE KOMBRA, PhD
Secretary for Education

STRAND 2: GRAMMAR



Welcome to Strand 2 of Grade 8 English Language Course. The Strand is divided into four Topics as follows;

- Topic 1: The Three Forms of Tenses
- Topic 2: Verb Usage
- Topic 3: Signals of Modal Verbs
- Topic 4: Adjectives and Adverbs

You will find more information about each topic in the topic introductions at the beginning of the Topic. At the end of the Topic you will find the —Answers to the Practice Exercises”.

There are activities within the lesson. The answers to the activities can be found after the Practice Exercises.

Each Lesson has Practice Exercises after the summary. The answers to the Practice Exercise Questions are provided for each lesson at the end of each Topic. Mark your own answers to each Practice Exercise whenever you see these instructions;

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.









Be honest with yourself when you are doing your practice exercises and when you are marking your own answers.

Copying answers does not help. Study hard and you will have no regrets when the examination time comes.

This Strand has a separate Assignment Book for you to use. The information at the end of the last lesson in every Topic will let you know what to do with the assignment exercises.

Whenever you need help and advice, contact your tutor or your provincial Coordinator who will assist you.

The following icons are used in each Lesson in this Strand. Icons are symbols used in this book. The following are the meanings of these icons.

	Introduction		All other activities
	Lesson Objectives		Vocabulary Activities
	Reading Activities		Listening Activities
	Speaking Activities		Summary

STUDY GUIDE

Below are steps to guide you in your course study.

- Step 1: Carefully read through each lesson. In most cases, reading through once is not enough. It helps to read something over several times until you understand it.
- Step 2: There is an instruction below each activity that tells you to check your answers. Turn to the marking guide at the end of each lesson and mark your own answers before moving on to the next part of the lesson.
- Step 3: After reading the summary of the lesson, start doing the Practice Exercise. Refer to the lesson notes. Do only one practice exercise at a time.
- Step 4: Below each Practice Exercise, there is an instruction that says:

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.

- Step 5: Turn to the marking guide at the end of the Topic and mark your own answers against those listed under **Answers to Practice Exercises**.
- Step 6: When you have finished marking, go back and correct any mistakes you may have made in all exercises for lesson 1 before moving on to lesson 2.
- Step 7: Prepare your own study timetable and use it to do your FODE studies each day on an hourly basis. Below is a sample study timetable which you could use as a guide.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 – 10:00	FODE STUDY TIME				
10:00 – 11:00					
1:00 – 2:00					
2:00 – 4:00					
6:00 – 7:00					
7.00 – 9:00	Listen to or watch current affairs programmes. Write your diary or read a book.				

TOPIC 1

THE THREE FORMS OF TENSES

In this Topic, you will learn about:

- **Review of the Simple Tenses**
- **The Present Continuous Tense**
- **The Past Continuous Tense**
- **The Future Continuous Tense**
- **The Present Perfect Tense**
- **The Past Perfect Tense**
- **The Future Perfect Tense**
- **The Table of Tenses**

TOPIC 1: THE THREE FORMS OF TENSES

Welcome to Topic 1. In this topic you will study the three forms of tenses. In Topic 2 of your Grade 7 English course, you studied the three tenses: the present tense, the past tense and the future tense. These tenses have three forms: The simple, the continuous, and the perfect. In this topic, you will learn about these three tenses and the forms they take. Below are your lessons.

- Review of the simple tenses
- The present continuous tense
- The past continuous tense
- The future continuous tense
- The present perfect tense
- The past perfect tense
- The future perfect tense
- The table of tenses

Take your time to read study and do all the activities carefully. I hope you enjoy your English Lessons.

Lesson 1: Review of the Simple Tenses



Welcome to Lesson 1 of Strand 2. This lesson is a review of what you have learnt in Grade 7 on the simple tenses. First look at the aims of this lesson.



Your Aims:

- define simple tenses
 - identify the simple tenses
 - use the simple tense correctly
-

What are Simple Tenses?

The Simple Tense has three forms. The Simple Present, the Simple Past and the Simple Future. Study the table below.

Simple Present	Simple Past	Simple Future
I walk.	I walked.	I will walk.
He plays.	He played.	He will play.
I ring.	I rang.	I will ring
Kila swims.	Kila swam.	Kila will swim
She goes.	She went.	She will go.

The simple present tense is generally used for actions that happen regularly and for actions that happen, perhaps, every day. So you would often find words like usually, generally, everyday, sometimes and always with it.

Here are the rules for the simple present tense. The simple present tense is used for actions that show

1. a habit or a regular activity.
2. something which is permanent or which is generally true.
3. something, which we think, know, understand, believe, remember, hope, suppose or mean.
4. what we like, hate, want and need.
5. possession.
6. definite future activities and events in a programme.



Activity 1: Look at these sentences carefully then write which rule applies to each of the sentence on the lines provided.

Example: My father speaks three different languages.

Answer: Rule 1

1. Water consists of oxygen and hydrogen. Rule: _____
2. I think Petrus Marika is correct. Rule: _____
3. Do you believe in GOD? Rule: _____
4. The PMV from Lae to Wau costs K10. Rule: _____
5. Mt Kaindi is quite cool at the top. Rule: _____
6. Charcoal burns longer than wood. Rule: _____
7. I hate flying. Rule: _____

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.

The past simple tense is used for an action that happened and finished in the past.

The past form for **regular** verbs end in -ed.

Example: love – loved
walk – walked

The past form for **irregular** verbs differs from verb to verb. You need to learn it by heart.

Example: ring – rang
make – made

The past tense of the verbs ending in **e** and **y** is formed by adding ed / ied

Example: try – tried
cry – cried
lie – lied

Note: The past and the present are the only English simple tenses that use one word forms of verb.



Activity 2: Change the underlined verbs in the following sentences into the past tense.

1. I always eat mangoes.

2. I begin to sing.

3. The garden is full of ripe juicy watermelons.

4. I feel like jumping right up to the moon.

5. I hate going to the dentist.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.

Future Simple Tense

The simple future tense indicates an action that has not yet taken place.

1. We will go to New Zealand next year.
2. I will meet you at the market tomorrow.

Example:

will come / will go / will climb / will live

To form the negative of a **simple future verb**, place the word not between the modal verb will and the base verb. Study the following examples that illustrate this point.

They will meet you today.

They will not meet you today.

They will come next week.

They will not come next week.

To form a question, move will to the beginning of the sentence, in front of the subject.

They will come today.

Will they come today?

Mary will go to Lae on Sunday.

Will Mary go to Lae on Sunday?



Activity 3: Change each simple past tense sentence into simple future tense sentence.

Example: The principal sent you your results.
Will the principal send you the results?

1. The coordinator talked to the students about their examination results.

2. The driver picked up the printing boys at 5 mile.

3. The bus left the teachers near the aid post.

4. We went to Sharon's birthday party.

5. She answered the phone in a happy voice.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.



Summary

You have reached the end of Lesson 1. In this lesson you learnt about the simple present tense, the simple past tense and the simple future tense.

NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE.

Practice Exercise: 1

A. Change the verb in each sentence from simple present to simple past tense.

1. Sonya eats her lunch at 1.00 pm.

2. Her friends wait for her around the corner.

3. They go together to the rugby field.

4. They watch rugby all afternoon.

5. They return for home at 5 o'clock.

B. Write down in the three columns, the present, past and future tenses of the following verbs.

Verbs	Present	Past	Future
eat			
drink			
swim			
cut			
fall			
talk			
write			
ride			
climb			
sing			

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.

Answers to Activities**Activity 1**

1. Rule 2
2. Rule 3
3. Rule 3
4. Rule 3
5. Rule 2
6. Rule 4

Activity 2

1. I ate a mangoe.
2. I began to sing.
3. The garden was full of ripe juicy watermelons.
4. I felt like jumping right up to the moon.
5. I hated going to the dentist.

Activity 3

1. The coordinator will talk to the students.
Will the coordinator talk to the students?
2. The driver will pick up the printing boys.
Will the driver pick up the printing boys?
3. The bus will leave the teachers.
Will the bus leave the teachers?
4. We will go to a party.
Will we go to a party?
5. She will answer the phone.
Will she answer the phone?

Lesson 2: The Present Continuous Tense



Welcome to Lesson 2 of Strand 2. In the previous lesson you reviewed the simple tenses and their rules. In this lesson you will learn about the present continuous tense. Look at the aims below before going on with the lesson.



Your Aims:

- define the word continuous
 - identify the verbs in the present continuous tense
 - use the present continuous tense
-

What is the Present Continuous Tense?

You already know that present tense talks about events that happen as you are speaking. The word continuous is when something is said to keep on going. Therefore, we can say that the present continuous tense refers to actions or events that take place in the “present time” and is still happening.

Look at the following sentences:

I am eating.
I am swimming.
I am writing.

All three are examples of the present continuous tense. The present continuous tense is easy to make. It has two parts. The present tense shows the present time by the use of the **be** verbs: **am**, **is** or **are**.

The second part is the form that ends with **-ing**. This indicates the continuation of the action or the event.

Example: We are travelling.
They are cooking.
I am watching a movie.

When making the **-ing** form of the verb, take note of these spelling rules.

1. For verbs that end in a silent “e” drop the “e”, then add **-ing**.

Example: make - making
dance - dancing
drive - driving

2. Some verbs double the last letter when adding **-ing**.

Example: swim - swimming
step - stepping
begin - beginning
forget - forgetting

3. (watch) i. _____
ii. _____
iii. _____
4. (clean) i. _____
ii. _____
iii. _____
5. (collect) i. _____
ii. _____
iii. _____

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.



Summary

You have reached the end of Lesson 2. In this lesson, you learnt about the present continuous tense which has two parts. You learnt that the first part is the present tense that indicates the present time by the use of the verbs, **am**, **is** or **are**, and the second part is the form that ends with – ing, which shows the continuation of the action or the event.

NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE.

Practice Exercise: 2

Change the verbs in the sentences from simple present tense to the present continuous tense. Add a word or phrase from the box to each sentence.

now today at this moment at present

Example: My father goes fishing.

Answer: My father is going fishing at this moment.

1. I write a letter.

2. Richard walks to school.

3. We get up at six.

4. My mother works in the garden.

5. The old man lies down.

6. We travel to the island every Christmas.

7. Mum comes home from work in the evening.

8. My sister goes driving.

9. The old woman cleans the church.

10. He catches the bus home.

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.
--

Answers to Activities**Activity 1**

- | | |
|------------------|----------------|
| 1. am studying | 6. is reading |
| 2. are driving | 7. are walking |
| 3. is laughing | 8. is doing |
| 4. are traveling | 9. is working |
| 5. am whistling | 10. are having |

Activity 2

1. I am riding.
She is riding.
We are riding.
2. I am sewing.
She is sewing.
We are sewing.
3. I am watching.
She is watching.
We are watching.
4. I am cleaning.
She is cleaning.
We are cleaning.
5. I am collecting.
She is collecting.
We are collecting.

Lesson 3: The Past Continuous Tense



Welcome to Lesson 3 of Strand 2. In the previous lesson, you learned about the present continuous tense. In this lesson, you will learn about the past continuous tense. Before moving on, check the aims below.



Your Aims:

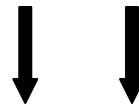
- identify the verbs in the past continuous tense
- learn and understand the uses of the past continuous tense
- use the past continuous tense

Just like the present continuous tense, the past continuous tense can be divided into two parts in order to understand it better. When the past continuous tense is divided, the first part is the past tense and the second part is the ongoing activity. The word continuous means that an action is or was still going on. To make the past continuous tense, the past tense of the verb **be** is used with the -ing form of verb. The past tense of the verb **be** are: was, were.

Example:

Present continuous

We are singing.



Present tense of
the verb to be

continuous action

Past continuous

We were singing.



Past tense of the
verb be

continuous
action

In the table below is the past continuous tense of the verb **go**.

	Singular	Plural
1 st Person	I was going.	We were going.
2 nd Person	You were going.	You were going.
3 rd Person	He/ She/ It was going.	They were going.

Here are some more examples of the past continuous tense

This time yesterday, I **was travelling** up the highway.

I **was watching** movies all night, last night.

She **was always** asking for her son.

The past continuous is used when:

- an activity is still going on when another takes place:

Example: He was reading when I entered the room.

- we wish to emphasise that an activity was continuous on a certain period, often with an expression like all day or all morning.

Example: I was working hard all last week.
He was cutting grass all afternoon yesterday.

- we wish to emphasise that two actions were taking place at the same time.

Example: I was reading a book while my sister was writing.
The students were making a lot of noise while the teachers were having meeting.

- we wish to show disapproval by using words like always.

Example: She was always making nose in the classroom.
He was always asking for work.

Sometimes the past simple tense and the past continuous tense are confusing. Look at more examples of the tenses used together so you can see the difference clearly.

Example: As Jim was coming to school this morning he saw a bus crash into the power pole.

In this example two events happened. One started and was still happening when another happened.

The first action is expressed by the past continuous tense while the second is expressed by the past simple.

Here are more examples:

Past continuous tense (action going on)	Simple past tense (new action)
The teacher was giving a lesson	when her cell phone rang.
While we were watching a movie	the lights went off.
It was still raining	when I came home last night.

While Leo was getting on the bus	the thief picked his pocket.
----------------------------------	------------------------------

These sentences may be organised the other way around with the verb in the simple past tense first and the verb in the past continuous tense second.

Simple Past	Past continuous tense
Her cellular phone started ringing	while the teacher was giving a lesson.
The lights went off	while we were watching a movie.
I came home last night	while it was still raining.
The thief picked Leo's pocket	while he was getting on the bus.



Activity 1:

- A. Following the example given below on the verb "go", write out the past continuous tense of the verbs "do" and "dance"

Example:

Go	Singular	Plural
1 st Person	I was going.	We were going.
2 nd Person	You were going.	You were going.
3 rd Person	He, she, it was going.	They were going.

1.

Do	Singular	Plural
1 st Person		
2 nd Person		
3 rd Person		

2.

Dance	Singular	Plural
1 st Person		
2 nd Person		
3 rd Person		

B. Rewrite the following sentences. Put the verb in brackets into the past continuous tense.

1. Hagai got off the PMV while it (move).

2. It (rain) when we went out.

3. I (read) when he came into the room.

4. Asigu (work) all day yesterday.

5. He hurt his foot while (play) rugby.

6. The man fell down as he (run) for the bus.

7. We (sing) a song when they arrived.

8. When the phone rang I was (work) in the garden.

9. He was (have) his dinner when I saw him.

10. She was (watch) a horror movie when she fainted.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.



Summary

You have reached the end of Lesson 3. In this lesson, you learnt about the past continuous tense. You learnt that this tense talks about on going activities happening at a point of time in the past. You also learnt that sometimes mistakes are made when the past simple is confused with the past continuous.

NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE.

Practice Exercise: 3

Fill the spaces with the appropriate past continuous tense or the simple past tense of the verbs in the brackets.

1. My small brother and sister _____ (play) soccer this morning.
2. _____ you still _____ (work) at 10 pm last night?
3. Why _____ he _____ (have) lunch at 3 pm?
4. I met Faithy in town yesterday. She _____ (shop).
5. Tanya _____ (wait) for me, when I arrived.
6. The telephone rang while _____ (watch) the T.V.
7. You _____ (work) very hard yesterday.
8. We _____ not _____ (joke).
9. He _____ not _____ (help) Ray Anna.
10. _____ you _____ (cry)?

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.

Answers to Activities

Activity 1

A.

1.

Do	Singular	Plural
1 st Person	I was doing.	We were doing.
2 nd Person	You were doing.	You were doing.
3 rd Person	He/ She/ It was doing.	They were doing.

2.

Dance	Singular	Plural
1 st Person	I was dancing.	We were dancing.
2 nd Person	You were dancing.	You were dancing.
3 rd Person	He/ She/ It was dancing.	They were dancing.

B.

1. was going
2. was raining
3. I was reading
4. was working
5. was playing
6. was running
7. were singing
8. was working
9. was having
10. was watching

Lesson 4: The Future Continuous Tense



Welcome to Lesson 4 of Strand 2. In the previous lessons you learnt about the simple forms of tenses. You learnt about the present and the past continuous tense. In this lesson you will learn about the future continuous tense. Look at your aims before going on any further.



Your Aims:

- identify the forms of the future continuous tense
 - define the functions of the future continuous tense
 - apply the rules to learn the future continuous tense
 - use the future continuous tense
-

The future continuous tense indicates an event that will be in progress at a specific point in the future. The **be** verb used with **will** and **shall** shows the future continuous tense.

Example: My family **will be taking** a vacation the first week of December.
 We **will be staying** at the Melanesian Hotel in Lae.
 My uncle **will be looking** after our house while we are away.
 Mr. Gabuina **will be directing** work on the project.

To form the negative, place **not** between **will** or **shall** and **be**.

Example: My family **will not be taking** a vacation the first week of December.
 We **will not be staying** at the Melanesian Hotel in Lae.
 My uncle **will not be looking** after our house while we are away.
 Mr. Gabuina **will not be directing** work on the project.

To form a question, move **will** to the beginning of the sentence before the subject.

Example: **Will** the family **be taking** a vacation in the first week of December?
Will we **be staying** at the Melanesian Hotel in Lae?
Will my uncle **be looking** after the house?
Will Mr. Gabuina **be directing** work on the project?



Activity 1: Following the examples given below change each sentence to future continuous tense, then into a question sentence and a negative sentence.

Example: Students designed a traditional house for independence celebrations.

- Students will be designing a traditional house for independence celebrations.
- Will students be designing a traditional house for independence celebrations?
- Students will not be designing a traditional house for independence celebration.

1. The public gathered at the Ela Beach for the independence celebrations.

a. _____

b. _____

c. _____

2. The city council trucks brought food for the feast.

a. _____

b. _____

c. _____

3. The people danced and sang all night.

a. _____

b. _____

c. _____

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.

A good way to remember how to form the future continuous tense is by using the simple future **will** with **be** and the **- ing** form of the verb.

Here are all the forms of the future continuous tense of the verb **“walk”**.

Affirmative	Interrogative	Negative
I will be walking	Will I be walking?	I won't be walking.
You will be walking	Will you be walking?	You won't be walking.
He will be walking	Will he be walking?	He won't be walking.
We will be walking	Will we be walking?	We won't be walking.
They will be walking	Will they be walking?	They won't be walking.

The future continuous tense expresses an action that is still continuing in the future.

**Activity 2: Supply the future continuous form of the verb in brackets.**

1. The school (seek) _____ a replacement for the office secretary.
2. I (clean) _____ my bedroom on Saturday.
3. The 9 Mile Soccer Club (host) _____ a dinner for new members.
4. Sam and Elizabeth (fly) _____ to Wau tomorrow.
5. The caterers (prepare) _____ lunch for the workshop participants.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.

**Summary**

You have reached the end of Lesson 4. You have learnt about and done activities giving you examples and practices on the use of the future continuous tense.

NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE.

Practice Exercise: 4

Fill in the blanks with the appropriate future continuous tense.

1. I (go) _____ home this Christmas.
 2. To get to my village, I (travel) _____ by boat from Lae to Finchaffen.
 3. Then if I am fortunate enough, I (ride) _____ on a PMV up into the mountains to Pindiu station.
 4. I (take) _____ my coat in case it gets cold.
 5. I (stay) _____ with my cousin Rainong for a couple of days at Unseseu village.
 6. To return to Lae, I (fly) _____ by plane.
-

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.

Answers to Activities**Activity 1**

1.
 - a. The public will be gathering at Ela Beach for the independence celebrations.
 - b. Will the public be gathering at Ela Beach for the independence celebrations?
 - c. The public will not be gathering at Ela Beach for the independence celebrations.
2.
 - a. The city council trucks will be bringing food for the feast.
 - b. Will the city council trucks be bringing the food for the feast?
 - c. The city council trucks will not be bringing the food for the feast.
3.
 - a. The people will be singing and dancing all night.
 - b. Will the people be singing and dancing all night?
 - c. The people will not be singing and dancing all night.

Activity 2

1. The school is seeking a replacement for an office secretary.
2. I will be cleaning my bedroom on Saturday.
3. The 9 Mile Soccer club will be hosting a dinner for new members.
4. Sam and Elizabeth will be flying to Wau tomorrow.
5. The caterers will be preparing lunch for the writing workshop participants.

Lesson 5: The Present Perfect Tense



Welcome to Lesson 5 of Strand 2. You have seen how the verb tenses take their simple and continuous forms. The next three lessons, starting with this one, will be on the perfect tenses. First take a look at your aims below.



Your Aims:

- recognise the forms of the present perfect tense
identify and differentiate the use of the present perfect tense
 - apply the rule to form the tense and how it is used
-

Despite its name, the present perfect tense normally does not refer to actions occurring in the present. Instead, it most often refers to actions completed in the past that has some effect on the present situation.

1. I **have tried** to tell her not to come home late but she will not listen.
2. James **has ordered** a new TV set from Brian Bell but it has not arrived yet.
3. Ambeth **has broken** a leg, so she cannot play volleyball.

The present perfect tense also refers to continuous actions beginning in the past and extending into the present.

1. I **have lived** in Port Moresby for six years.
2. My father **has wanted** to visit Israel since he was a young man.

The pattern for forming the present perfect tense is as follows:

Simple present forms “**has**” for singular and “**have**” for plural indicates the present tense, while the past participle of the verb indicates the perfect tense. For most verbs, the past participle is the same as the simple past form.

Example: She **has** tried.
They **have** looked.

To form the negative of the present perfect tense, insert **not** between the auxiliary and the past participle.

Ebo has **not** broken a leg.

To form a question, move the auxiliary to the beginning of the sentence.

Has Ebo **broken** his leg?



Activity 1: Change the verbs in brackets to the present perfect tense.

1. The rose bush (grow) _____ rapidly.
2. They (break) _____ their promises too many times.
3. The boss (fail) _____ to understand the workers wishes.
4. The accountant (mismanage) _____ the institute's finances.
5. The Rabaul Queen (sail) _____ for only three years.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.

The present perfect tense is always connected with the **past** and with the **present**. There are three uses for the present perfect tense.

1. experience
2. change
3. continuing situation

1. Experience

The present perfect tense is often used to talk about **experience from the past**. We are not interested in when you did something. We only wait to know if you did it.

Example:

I have seen Rambo 11.
 He has lived in Buka.
 Have you been there?
 We have never eaten a magani.

All these actions are in the past, but I have a memory of them now in my head. So in other words we can say it this way:

Connection with the past – The events happened in the past.

Connection with the present – I have a memory of the event in my head now. I know something about the events; I have experiences of them.

2. Change

We also use the present perfect tense to talk about a recent change or new information.

Example:

I have bought a car this morning.
 (I didn't have a car but now I have one.)
 Ebo has broken his leg yesterday.
 (Ebo had a good leg. Now he has a broken leg.)
 The police have arrested the thief.
 (Yesterday he was free. Now he is in prison.)

Americans do not use the present perfect tense as much as the British do. Americans often use the past tense instead.

Example: An American might say: —“~~Do~~ you have lunch?”, whereas, a British person would say, —“~~have~~ you had lunch?”

3. Continuing situation

We often use the present tense to talk about a continuing situation. This is a state that started in the past and continued into the present and probably continues into the future. This is a state not an action. We usually use for or since with this structure.

Example: I have worked here since June.
He has been ill for two days.
How long have you known Simon?
I have known Simon since childhood.

Connection with the past: the situation started in the past.

Connection with present: the situation continues in the present.



Activity 2: Rewrite each sentence using the present perfect tense of the verb in brackets. Follow the example below.

Example: Look, John _____ his name on this page. (write)

Answer: Look, John has written his name on this page.

1. I _____ a picture. Do you like it? (draw)

2. The cat _____ its milk. (finish)

3. The plane from Wewak _____ (arrive)

4. She _____ her letter. (finish)

5. I _____ all the cakes. (eat)

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.



Summary

You have come to the end of Lesson 5. In this lesson, you learnt about the Present Perfect Tense. You learnt that the present perfect tense refers to actions completed in the past that have some effect on the present situation. You also learnt that it also refers to continuous actions that began in the past and extends into the present and that the present perfect tense is formed by using **have/has** and a past participle of the verb.

NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE.

Practice Exercise: 5

Fill in the blank, the present perfect tense of the verb in the brackets.

1. This little girl _____ (make) four bilums so far.
 2. We _____ (live) here for 10 years.
 3. The church _____ (be) in the centre of the village since the war.
 4. We _____ (find) all the lost puppies.
 5. You _____ (not eat) very much.
-

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.

Answers to Activities**Activity 1**

1. The rose bush **has grown** rapidly.
2. They **have broken** their promises too many times.
3. The boss **has failed** to understand the workers wishes.
4. The accountant **has mismanaged** the institute's finances.
5. The Rabaul Queen **has been sailing** for only three years.

Activity 2

1. I **have drawn** a picture. Do you like it?
2. The cat **has finished** its milk.
3. The plane from Wewak **has arrived**.
4. She **has finished** her letter.
5. I **have eaten** all the cakes.

Lesson 6: The Past Perfect Tense



Welcome to Lesson 6 of Strand 2. In the last lesson, you learnt about the Present Perfect Tense. In this lesson you will learn about the Past Perfect Tense. Perfect means “finished”. The Perfect tense tells us that the action has been completed. Take a look at the aims of the lesson below before you continue with the lesson.



Your Aims:

- recognise the forms of the past perfect tense
 - identify and differentiate between the past perfect tense and the present perfect tense
 - use the past perfect tense.
-

Look at these sentences:

I was so hungry I looked for a canteen to buy buns, but even that had already sold out so I decided to cook.

The past perfect tense is best understood as the “before tense”. When we wish to indicate that an event happened in the past before another event in the past, we use the **past perfect tense**.

Like the past continuous tense, this tense is used far too often that we wish to convey the idea of the event happening before another and therefore it is not really necessary to use this tense frequently.

By using the past perfect tense, it is clear that one event occurred before the event in the past.

Example: The lesson **had begun** when we arrived.

In this sentence the use of past perfect tense (had begun) is necessary to make it clear that the order of event: “beginning of the lesson” occurred before the other event, “our arrival” in the past.

The beginning of the lesson (happened first)

Our arrival (happened next)

The past perfect is used with a point of time in the past to show that the event occurred before that point.

Example: By eight o'clock last night, he **had read** most of the novel.
The point of time given is - By eight o'clock

The event that took place before eight o'clock was; he had started reading the novel.

Example: In 2008, he had been a student at FODE for three years.
The point of time given - 2008

The event that took place before 2008 - he had been a student at FODE for three years.

The form for the Past Perfect tense is: **had + past participle**.

a. He **had enjoyed** the party.



(had) + (past participle)

b. He **hadn't gone** to bed until late.



(had) + (past participle)

c. Where **had he put** his wallet?



(had) (past participle)



Activity 1: Read each situation carefully then circle the right answer.

1. A truck delivered a bag of highlands kaukau. I had already paid for it.
Which came first?
(a) The delivery or (b) The payment
2. The ladies brought our gifts after we had eaten our food.
Which came first?
(a) The gift (b) The food
3. I'd seen the film so I read the book.
Did I first
(a) see the film, or (b) read the book?
4. The music ended so I rewinded the cassette.
(a) after or (b) before the music ended?
5. I had an invitation to a wedding party but I'd booked a trip to Alotau.
Which came first?
(a) the invitation or (b) the booked trip?

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.

When speaking with the past perfect tense, we often contract the subject and the auxiliary verb.

Example: I had – I'd
 You had – You'd
 He had – He'd
 She had – She'd
 It had – It'd
 We had – We'd
 They had – They'd

Note: The „d contraction is also used for the auxiliary verb would.

For example: We'd can mean: we had or we would

It will depend on how it is used in a sentence. It becomes clear when it is used in the context.

We'd arrive: We had arrived before them.

We would arrive the next day.



Activity 2: Join these two sentences. Use the past perfect tense to indicate the action that happened first in the past.

Example: I took the book back to the library. I read it.

Answer: I took the book back to the library after I **had read** it.

1. The students did the experiment. They wrote a report on it.

2. Nick saved enough money. He bought a motor bike.

3. Mark put all the dishes away. He dried them.

4. I looked both ways. I pulled out into the road.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.



Summary

You have come to the end of Lesson 6. In this lesson you learnt that the Past Perfect is formed by the auxiliary verb (had + the past participle).

NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE.

Practice Exercise: 6

Change the bolded words in each sentence into the past perfect tense.

1. He told us that the bus **is leaving**.

2. I thought I **met** her before but I was wrong.

3. He explained that he **closed** the window because of the rain.

4. I wondered if I **was** there before.

5. I asked them why they **did not finish**.

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.

Answers to Activities**Activity 1**

1. B
2. A
3. A
4. A
5. B

Activity 2

1. The students wrote a report after they had done the experiment.
2. Nick bought a motor bike after he had saved enough money.
3. Mark put all the dishes away after he had dried them.
4. I pulled out onto the road after I had looked both ways.

Lesson 7: The Future Perfect Tense



Welcome to Lesson 7 of Strand 2. In this lesson you will learn about the future perfect tenses. First take a look at the aims of this lesson.



Your Aims:

- identify the future perfect tense
- use the future perfect tense

The future perfect tense is easy compared to the others you have learnt. It simply indicates that at a point of future time, an event will be in the past.

Look at these examples:

1. By four o'clock tomorrow, **I will have finished** this lesson.
2. Before bedtime Margaret **will have completed** her homework.
3. She **will have left** her house by now.

The pattern for forming the future perfect tense is:

will have + past participle

How do we use the Future Perfect Tense?

The future perfect tense indicates an event that will be completed by a specific point in the future.

For example:

The bus will leave the bus stop at 9am. You will arrive at the bus stop at 9.15am. When you arrive, the bus **will have left**.

- The future perfect tense is made up of **will + have been + plus past participle** form of the main verb. It shows that an action that will take place in the future is considered to have been completed.

Time expressions that are usually used include:

by then, by that time, by next year, by eight o'clock, in a week's time, in two hours,

- To form the negative, place **not** between **will** and **have**.

Example: They **will have gone** by now.

They **will not have gone** by now.

- To form a question, move **will** to the beginning of the sentence in front of the subject.

Will they have gone by now?

In speaking with the future perfect tense, we often contract the auxiliary verb **will**. Sometimes, we contract the **subject, will** and **have** together:

Example:

I will have	I'll have
you will have	you'll have
he will have she will have it will have	he'll have she'll have it'll have
we will have	we'll have
they will have	they'll have



Activity 1: Rewrite the sentences by supplying the future perfect tenses of the verbs in bracket.

1. By this time tomorrow we (take) the test.

2. The surgeon (complete) the operation soon.

3. He (ask) her to marry him.

4. The birds (fly) south for the winter.

5. The tide (go) out already.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.

There are many occasions when it is possible to use either the future simple or the future perfect.

For example:

You **will have finished** that novel by tomorrow; (future perfect tense).

It is possible to use the future like this;

You **will finish** that novel tomorrow. (future simple tense)

The difference between the future simple and the future perfect tense is that when we use the future perfect, we are viewing the event from the future, whereas when we use the simple future, we are viewing the event from now.

Example: By Friday, she **will have been** in Port Moresby for two weeks.

We are clearly viewing the event from the future and looking back on something which has been going on in the past, and therefore the only tense we can use is in the future perfect.

Here are more examples.

1. We **shall have revised** all the tenses by the end of this topic.
2. She **will have made** 10 bilums when she finishes the one she is making now.
3. They **will have played** all the music when we arrive.



Activity 2: Rewrite the sentences by changing the verbs in brackets to the future perfect tense.

1. By six o'clock tomorrow, I (travel) over a thousand miles by land and sea.

2. The rain (stop) by the time we reached the town.

3. My brother (take) his degree before I leave school.

4. I (do) this exercise on the future perfect tense by lunch time.

5. His sister (cook) the meal by the time he gets home.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.



Summary

You have reached the end of Lesson 7. You learnt in this lesson that the future perfect tense tells us that something will have happened at or before a certain time in the future. You also learnt that the future perfect tense is formed by: will have + past participle.

NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE.

Practice Exercise: 7

Rewrite the following sentences on the lines provided, putting the verbs that are in brackets into the future perfect tense.

1. By half past 7, we (drive) for the airport.

2. The bakery (close) by 5:30pm

3. By the end of the year I (read) the Holy Bible.

4. I (finish) this work before you go away.

5. By this time next week you (take) your examination.

6. We (leave) the house before you get back.

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.

Answers to Activities**Activity 1**

- | | |
|------------------------|--------------------|
| 1. will have taken | 4. will have flown |
| 2. will have completed | 5. will have gone |
| 3. will have asked | |

Activity 2

- | | |
|------------------------|---------------------|
| 1. will have travelled | 4. will have done |
| 2. will have stopped | 5. will have cooked |
| 3. will have taken | |

Lesson 8: The Table of Tenses



Welcome to Lesson 8 of Strand 2. In this lesson you will look at the table of tenses. This is a table where all the tenses that you have covered will be revised. You will be able to see clearly the different tenses and the forms they take. Look at the aims below before moving on with your lesson.



Your Aims:

- identify all the verb tenses and forms
- use the verb tense and form

In the previous lessons you learnt about the following:

- Lesson 1 Simple Present, Simple Past, Simple Future
- Lesson 2 The Present Continuous
- Lesson 3 The Past Continuous Tense
- Lesson 4 The Future Continuous Tense
- Lesson 5 The Present Perfect
- Lesson 6 The Past Perfect Tense
- Lesson 7 The Future Perfect Tense

That was quite a lot wasn't it? But do not fret. It will help when you look at them in the table below and with more practice you will be able to identify and use them in a sentence.

	Simple	Continuous	Perfect
Present	kick	am kicking is kicking are kicking	has kicked have kicked
Past	kicked	was kicking were kicking	had kicked
Future	will kick shall kick	will be kicking shall be kicking	will have kicked shall have kicked



Activity 1:

- A. Fill in the missing tenses to complete the verb tense table below.

	Simple	Continuous	Perfect
Present	<i>simple present</i>		

Past			
Future			<i>future perfect</i>

B. Using the verb “swim”, fill in the table below with its correct forms.

	Simple	Continuous	Perfect
Present	swim		
Past			
Future			

C. On the blanks provided, write the Present Perfect or Past Simple of the verbs in brackets

Example:

- I have (have) these shoes since my eighteenth birthday.
 I tidied (tidy) my desk, but now it is in a mess again.

- The last time I _____ (go) to Madang was in August.
- I'd like to meet a ghost, but I _____ (never / see) one.
- I've finished my homework. I _____ (do) it before tea.
- What time _____ (you/get) to work this morning?
- Janet _____ (be) very ill three years ago.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.



Summary

You have reached the end of Lesson 8. Now that you can see all the tenses on the table, I am sure you are on your way in being an expert. It would be a good idea to make a chart of verb tense and pin it up in your room. Treat it like you would the math multiplication times table and learn it till you know it well.

NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE.

Practice Exercise: 8

State in which tense each of the following sentences is written. Write your answer on the lines provided.

1. Tom is walking down the path now. _____
2. He has a fishing line. _____
3. Yesterday he went to the beach. _____
4. I was in the garden. _____
5. Some of my friends are coming to visit me. _____
6. By next week they will have seen the Wau market. _____
7. I think it is one of the best markets in PNG. _____
8. The market provides varieties of fruits and vegetables from the local area.

9. My favorite fruits are mandarins, passion fruits and tree tomatoes.

10. Unfortunately the passion fruit season will have been over by the time my friends come. _____

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.

Answers to Activities

Activity 1

A.

	Simple	Continuous	Perfect
Present	<i>simple present</i>	<i>Present continuous</i>	<i>Present perfect</i>
Past	<i>Simple past</i>	<i>Past continuous</i>	Past perfect
Future	<i>Simple future</i>	<i>Future continuous</i>	<i>future perfect</i>

B.

	Simple	Continuous	Perfect
Present	swim	swimming	swum
Past	swam	swimming	swum
Future	Will / shall swim	Will / shall be swimming	Will / shall have swum

C.

1. The last time I went (go) to Madang was in August.
2. I'd like to meet a ghost, but I have never seen (never / see) one.
3. I've finished my homework. I did (do) it before tea.
4. What time did you get (you/get) to work this morning?
5. Janet was (be) very ill three years ago.

Answers To Topic 1 Practice Exercises

Practice Exercise 1

A.

1. Sonya ate her lunch at 1.00 pm.
2. Her friends waited for her around the corner.
3. They went to the rugby field.
4. They watched rugby all afternoon.
5. They returned for home at 5 o'clock.

B.

Present	Past	Future
eat	ate	will eat
drink	drank	will drink
swim	swam	will swim
drive	drove	will drive
cut	cut	will cut
fall	fell	will fall
talk	talked	will talk
write	wrote	will write

Practice Exercise 2

1. I am writing a letter now.
2. Richard is walking to school now.
3. We are getting up at six today.
4. My mother is working in the garden at the moment.
5. The old man is lying down at present.
6. We are traveling to the islands now.
7. Mum is coming home from work at the moment.
8. My sister is going driving.
9. The old woman is cleaning the church at this moment
10. He is catching the bus home.

Practice Exercise 3

1. were playing
2. were, working
3. is, having
4. was shopping
5. was waiting
6. we were watching

7. were working
 8. were, joking
 9. is, helping
 10. were, crying
-

Practice Exercise 4

1. Will be going
 2. Will be traveling
 3. will be riding
 4. will be taking
 5. will be staying
 6. will be flying
-

Practice Exercise 5

1. has made
 2. have lived
 3. has been
 4. have found
 5. have not eaten
-

Practice Exercise 6

1. He told us that they **had left**.
 2. I thought I **had** met her before, but I was wrong.
 3. He explained that he **had closed** the window because of the rain.
 4. I wondered if I **had been** there before.
 5. I asked them why they **had not finished**.
-

Practice Exercise 7

1. By half past 7, we **will have** driven.
 2. The bakery **will have closed** by 5.30.
 3. By the end of the year I **will have read** the Holy Bible.
 4. I **will have finished** this work before you go away.
 5. By this time next week you **will have taken** your examination.
 6. We **will have left** the house before you get back.
-

Practice Exercise 8

1. Present continuous
2. Present simple

3. Past simple
 4. Past simple
 5. Present continuous tense
 6. Future perfect
 7. Present simple
 8. Present simple
 9. Present simple
 10. Future perfect
-

END OF TOPIC 1

NOW DO EXERCISE 1 IN THE ASSIGNMENT 2. THEN GO ON TO TOPIC 2.

TOPIC 2

VERB USAGE

In this Topic, you will learn about:

- **The Future with “will” and “shall”**
- **The Future with “Be going”**
- **The Active Voice**
- **The Passive Voice**
- **Negative Statements and Negative Questions**

TOPIC 2: VERB USAGE

Welcome to Topic 2. In this topic you will study about the proper verb usage. Each lesson will help you to learn and use English properly in speaking and writing. Make sure you take your time to read carefully. Do all exercises and correct your work before moving on to the next part of your lesson. Your lessons are as follows

- Lesson 9 The Future with — ~~will~~ —and —~~shall~~”
- Lesson 10 The Future with — ~~is~~ going”
- Lesson 11 The Active Voice
- Lesson 12 The Passive Voice
- Lesson 13 Negative Statements and Negative Questions

I hope you enjoy these English Lessons.

All the best.

Lesson 9: The Future with “will” and “shall”



Welcome to Lesson 9 of Strand 2. In this lesson you will learn about the use of **will** and **shall** in the future tense. By future, we mean the future tense. Now look at your aims.



Your Aims:

- identify the uses of **will** and **shall** with the future
- apply the rules for **will** and **shall** with the future
- use **will** and **shall** correctly with the future tense

Will and shall are auxiliary verbs known as modal verbs. They are used to help make the future tenses. The rules for the use of **will** and **shall** apply to all future tenses. Let us look at the future tenses that you have learnt.

1. Lesson 1 Simple future tense
2. Lesson 4 Future continuous tense and
3. Lesson 7 Future perfect tense.

This is how they appear on the table of tenses.

Form	Future simple tense	Future continuous	Future Perfect
Tense ↓ Future	will cook	will be cooking	will have cooked

Besides being used to help make the future tenses **will** and **shall** have other uses

We use **will** to:

1. talk about the future.

Example: It is now 4:06, I will stop work now.
The employees will stop working at 4.06.

2. talk about future facts and things that we think will happen in the future.

Example: My father will be sixty years old tomorrow.
Jane will give you a new dress.
He is a good manager. He will not make any mistakes.

3. ask about the future.

Example: Will they win the game?

4. talk about a decision to do something.

Example: If the telephone rings we say; —~~w~~ill answer it.”

Does anyone want to come with me to the shop?
—~~es~~, I will come.”

Look at the uses of **will** this way. Will is usually used in these situations.

Conditions	Situations	What You Will Say
Volunteering to do something	The phone rings	I will answer it.
Promising to do something	A friend is leaving.	I will visit you at Christmas.
Deciding to do something	Your car won't start.	I will buy a new car.
Ordering someone to do something	Your little brother wants to watch a movie after school	You will do your homework now!
Predicting something will happen	There are dark clouds gathering.	I think it will rain.

We use **shall**:

1. when we want to do things for other people.

Example: offer: **Shall** I make you a cup of coffee?
offer: **I'll** make you a cup of coffee.

2. to suggest things that we can do.

Example: I **shall** cook a nice meal for you tonight.

The table below shows how contracted forms of **will** and **shall** are used.

Positive	Short form	Negative	Short form
I will	I'll	I will not	I won't
I shall	I'll	I shall not	I shan't
He will	He'll	He will not	He won't
She will	She'll	She will not	She won't
It will	It'll	It will not	It won't
They will	They'll	They will not	They won't
They shall	They'll	They shall not	They shan't

When the speaker or writer wants to express a promise, willingness, determination, a command or a threat, **will** is used for the first person and **shall** for the second and third person.

By person we mean:	First person	I and we
	Second person	You
	Third person	he, she, it and they

In the formal English especially those who want to sound formal or polite, the auxiliary **shall** is used with the first person.

Example: I shall, we shall

The auxiliary will is used with the second and third person.

Example: you will, he will, she will, it will, they will

The proper way is thus like this:

You will work. I shall work.
 He will work. We shall work.
 She will work.
 It will work.
 They will work.

Although not necessary in today's English, especially in American English, the proper way to use **shall** is with the first person and **will** is used with the second and third person.



Activity 1: Write will or shall on the blanks provided to complete the sentences.

- _____ you pass the salt, please?
- _____ I call a taxi for you?
- _____ we go?
- _____ you join me for a game of snooker?
- How _____ you travel? _____ you travel by road or by air?
- At this time tomorrow, I _____ be traveling up the highway.
- I _____ be calling on you anytime.
- What _____ you do now?
- They _____ not stop for anyone.
- You _____ be the King and I _____ be your Queen.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.



Summary

You have reached the end of Lesson 9. In this lesson you learnt about the uses of will and shall. You also learnt that **will** and **shall** are not tenses. They are used to help make the future tense.

NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE.

Practice Exercise: 9

Complete each sentence by writing in the blank spaces **will** or **shall** where appropriate.

1. You _____ complete the work I gave you.
 2. I _____ work very hard, I promise.
 3. He _____ arrive soon.
 4. We _____ overcome this problem someday.
 5. She _____ perform in the concert tonight.
 6. They _____ find a way to get there.
 7. _____ you drive or shall I?
 8. _____ you shut the door please?
 9. _____ I get you a cup of coffee?
 10. _____ he be around to watch the show?
-

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.

Answers to Activities**Activity 1**

1. **Will** you pass the salt, please?
2. **Shall** I call a taxi for you?
3. **Shall** we go?
4. **Will** you join me for a game of snooker?
5. How **will** you travel? **Will** you travel by road or by air?
6. At this time tomorrow, I **will** be travelling up the highway.
7. I **will** be calling on you anytime.
8. What **will** you do now?
9. They **will** not stop for anyone.
10. You **will** be the King and I **shall** be your Queen.

Lesson 10: The Future with “Be going to”



Welcome to Lesson 10 of Strand 2. In the previous lesson you learned about the use of “**w**” and “**sh**” in the future tense. This Lesson is similar to Lesson 9. Here you will look at the use of “**be going to**” with the future. Before starting on your lesson look at the aims below.



Your Aims:

- identify the uses of future with “**be going to**”
- demonstrate the use of future with “**be going to**” in a sentence

Be going to is used to express intentions. It is used:

1. to talk about something we have decided to do.

Example: I **am going to** write.
 My friends **are going to** come tonight.
 What **are you going to** do on Saturday?
 I **am going to** watch rugby tonight.
 Aunt Jenifer **is going to** visit us next month.

2. for a prediction based on the present situation, when we can see that something is going to happen.

Example: The ladder is moving so David **is going to** fall.
 My sister **is going to** have a baby in March.
 It is nearly half past eight, we **are going to** be late.
 It **is going to** rain.
 It **isn't going to** rain today.
 Do you think it's **going to** rain?

We can use **I am not going to** for a refusal

Example: I **am not going to** sit here and wait for you all day!



Activity 1:

A. Use the words in the box with **be going to** in order to express what you think will happen.

sick, crash, get wet, lose, now stop, rain

Example: The sky is full of dark clouds.
Answer: It is going to rain.

1. Now it's starting to rain. There's nowhere to shelter, and you haven't got an umbrella.

2. You feel awful. There's a terrible feeling in your stomach.

3. You are playing a card game called bomb. The game is almost over and you are 100 points behind.

4. You can see a plane coming down. It's out of control and falling to the ground.

5. You are waiting for a bus. There is one coming but it looks full and it is not slowing down. It is traveling very fast.

B. Rewrite the following sentences using *be going to* instead of *will*.

1. My father will buy me a bicycle for my birthday.

2. Our house will be painted next week.

3. They will leave for Australia tomorrow.

4. We will grow corns in our garden.

5. Mr Samky will buy a car.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.



Summary

You have reached the end of your lesson. You have learnt that (be) going/going to is another way to express future. You also learnt that going to future usually expresses intention or present cause. (prediction). I am sure you have had plenty of exercises to understand this lesson. Make sure you have corrected your activities before you move on to the practice exercise.

NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE.

Practice Exercise: 10

Rewrite the following sentences replacing *will* with *be going to*.

1. I will write to him next week.

2. They will sell their house next year.

3. Tanya will sing a song this year.

4. What time will you have dinner?

5. Liz will work hard this year.

6. They will build a new school this year.

7. Richard says he will work hard next year.

8. I will write a letter to my uncle today.

9. Mr. Samky will sell his car.

11. We will finish our home work after supper.

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.

Answers to Activities**Activity 1**

1. I am going to get wet.
2. I am going to be sick.
3. I am going to lose.
4. The plane is going to crash.
5. It is not going to stop.

Activity 2

1. My father is going to buy me a bicycle for my birthday.
2. Our house is going to be painted next week.
3. They are going to leave for Australia tomorrow.
4. We are going to grow corns in our garden.
5. Mr. Samky is going to buy a car.

Lesson 11: The Active Voice



Welcome to Lesson 11 of Strand 2. In this lesson you shall learn about the voice of a verb. This lesson will focus on the first voice of a verb, the active voice.



Your Aims:

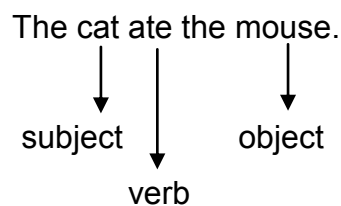
- define the voice of the verb
- define the active voice
- identify the subject and verb of sentences
- identify the active voice sentences

The voice of a verb describes the relationships between the action or state that the verb expresses and the subject or object in the sentence.

The voice of a verb has two types. They are the active voice and the passive voice. In most writing we use the active voice because it is more direct in its meaning.

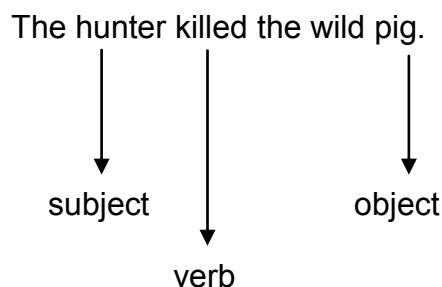
When the subject of the sentence is the doer or agent of the action, the verb is in the active voice. The sentence is called the active voice sentence.

Study the example below:



The subject —cat is the doer of the action expressed by the verb —ate which is in the active voice.

Here is another example:



The verb —killed” is in the active voice because the action it expresses is done by the subject —hunter”.



Activity 1:

A. Underline the subject and verb in each sentence then on the blank write A if the sentence is active voice sentence and X if it is NOT.

- _____ 1. Some students were sitting for the exam while I was there.
 _____ 2. My brother ate all the cookies.
 _____ 3. Mr. Kila harvested his peanuts last week.
 _____ 4. The books were damaged by the flood.
 _____ 5. My grandmother was visited by her friends yesterday.

B. Choose a verb from the box to fill the blank spaces to complete the passage below.

notice, find, know, occurred, blew, hold, move, rushed, raced, grabbed.

Busily chewing the decision over, I didn't (1) _____ everyone leave the house, yelling half-heard farewells in their hurry for the bus. Its whistle (2) _____ loud and clear as it rounded the bend! Man, did I (3) _____! I (4) _____ around at a blind speed trying to (5) _____ suitable clothes. Of course, inevitable (6) _____ I couldn't find any! So I (7) _____ Mums old house dress from the end of the bed, slipped it on inside out and (8) _____ out in time to see mum talking to the conductor, obviously asking him to (9) _____ on a second. How she knew I was coming, I'll never (10) _____. Maybe its that thing that all mothers are supposed to have –intuition.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.



Summary

You have come to the end of Lesson 11. In this lesson you learnt about the active voice of a verb and identified the active voice sentences. You also used appropriate verbs to complete a paragraph.

NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE.

Practice Exercise: 11

A. Study the underlined verb in each sentence. Write A if the verb is in active voice and X if it is not.

- _____ 1. The art of Melanesia is admired all over the world.
- _____ 2. Masks and carvings from PNG appear in museums and art collections in Europe, America and Australia.
- _____ 3. Our unique dances and traditional canoes and buildings are seen by many people from overseas.
- _____ 4. Although many students know about the art of their area, they know very little about art from other parts of the country.
- _____ 5. Sepik students often enjoy Sepik carving, for example, but they know very little about art from other parts of the country.
- _____ 6. Similarly, Oro students do not know much about Sepik carving.
- _____ 7. Some PNG leaders are concerned about this.
- _____ 8. They fear that, unless things improve, the only people to enjoy this country's art will be the tourists.
-

B. Write active voice sentences using each of the verbs below.

1. (give) _____
2. (cook) _____
3. (attend) _____
4. (build) _____
5. (write) _____
-

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.
--

Answers to Activities**Activity 1****A.**

- X 1. Some students were sitting for the exam while I was there.
- A 2. My brother ate all the cookies.
- A 3. Mr. Kila harvested his peanuts last week.
- X 4. The books were damaged by the flood.
- X 5. My grandmother was visited by her friends yesterday.

B.

- | | |
|-----------|--------------|
| 1. notice | 6. occurred. |
| 2. blew. | 7. grabbed. |
| 3. move | 8. raced. |
| 4. rushed | 9. hold. |
| 5. find | 10. know |

Lesson 12: The Passive Voice



Welcome to Lesson 12 of Strand 2. In the previous lesson you learnt about the use of verbs in the active voice. In this lesson, you will learn about the passive voice. But first, look at the aims of this lesson.



Your Aims:

- define the passive voice
- identify the verbs in the passive voice
- use of the passive voice

To help you understand the passive voice, take a brief review of the active voice before we move on with this lesson.

Active voice is when a subject of a sentence is the doer of the action, we say the verb is in the active voice. In active voice, the subject does the action and the object is affected by it.

Before you read on, quickly label the two sentences as Active or Passive.

Sentence A: The dog killed a rat.

Sentence B: The rat was killed by the dog.

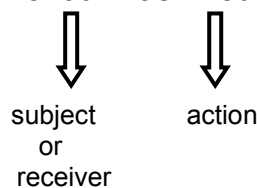
Obviously, you would have labelled sentence A – Active because you can now identify an active voice. Sentence B would definitely be Passive because you were only given two sentences to label.

What is Passive Voice?

In a passive voice, the subject of the sentence is the receiver of the action or the subject is affected by the action instead of doing it.

Look at sentence B.

The rat / was killed / by the dog



In this sentence, the rat received the killing done by the dog



The verbal phrase was killed is followed by the word by and then by the doer of the action, dog. In most cases, passive voice is used when the doer of the action is not mentioned.

Example: The pyramids were built thousands of years ago.
 Several robberies were committed during the night.

In the first sentence the agent or the doer of the action **built** is unknown.

In the second sentence the agent is common knowledge and mentioning it would be redundant.



Activity 1: Read the passage below and underline any three sentences that are in the passive voice.

How the PIN Code of your Y@K hand phone can be modified

The PIN Code is to be activated before it can be modified. The change function can be accessed by pressing the * key twice. The display will show PIN CHANGE. Press the # key to confirm your request. You will be prompted to change key in your current PIN Code by the message CURRENT. Enter your old PIN Code. Your old PIN Code can be validated by pressing the # key. Key in the numbers of your new PIN Code when prompted. The screen will display ENTER AGAIN. Key in your new PIN Code again. Validate it by pressing the # key. The modification is now completed. Your CALL card will now be activated by the new PIN Code.

Source: Step Ahead 2 – Activity Book.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.

The passive voice places an emphasis on the result of the action or the receiver of the action.

Rules in Passive Voice

Passive voice often follows certain rules. Changing a verb from active to passive voice requires adding a form of the verb **be** as an auxiliary and changing the main verb to its past participle form as follows.

Example: The hunter took a piece of meat for dinner (active voice)
 A piece of meat was taken home for dinner. (passive voice)

Form of verb be       past participle of took



Activity 2: Change the following sentences to passive.

- Jodie adjusted the level of water in the test tube.

- Joseph pulled the centre cable.

3. Jeffery checked his car every three months.

4. Jonathan took the bicycle outside.

5. Jenny opened the can of fish with an opener.

6. The students elected their president.

7. The baker baked the cake in the oven.

8. The kids built sand castles on the beach.

9. The boys took the grass knives.

10. Dania ate an apple pie.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.



Summary

You have come to the end of Lesson 12. In this lesson, you learnt to identify, define and use the verbs in the passive voice.

NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE.

Practice Exercise: 12

Change the active sentences into passive sentences. Use the words in brackets () to help you complete the exercise.

Example: We **sell** tickets for all rugby games at the gate.
(Tickets for all rugby games/sell/at the gate.)

Answer: **The tickets for all rugby games are sold at the gate.**

1. Thomas Edison **invented** the electric bulb.
(The electric light bulb/invent/by Thomas Edison).
-

2. Someone **ainted** the office last week.
(The office / paint / last week)
-

3. Several people **saw** the accident.
(The accident / see / by several people).
-

4. Where **do** they **make** these video records?
(Where/these video/recorders/make)
-

5. Six countries **signed** the agreement.
(The agreement/sign/by six countries)
-

6. A stranger **helped** me.
(I / help / by a stranger)
-

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.

Answers to Activities

Activity 1 (Any three of the following sentences are correct.)

1. The PIN Code id to be activated before it can be modified.
2. The change function can be accessed by pressing the * key twice.
3. Your old PIN Code can be validated by pressing the # key.
4. Your CALL Card will now be activated by the new PIN Code.

Activity 2

1. The level of water in the test tube was adjusted.
2. The centre cable was pulled by Joseph.
3. The car was checked every three months.
4. The bicycle was taken outside.
5. The can of fish was opened by an opener.
6. The president was elected.
7. The cake was baked.
8. Sand castles were built on the beach.
9. The grass knives were taken.
10. An apple pie was eaten.

Lesson 13: Negative Statements and Negative Questions



Welcome to Lesson 13 of Strand 2. In the last lesson, you identified verbs in the passive voice. In this lesson, you will learn about negative statements and questions. Look at the aims of this lesson.



Your Aims:

- identify words used in negative statements and questions
 - differentiate the use of words used in negative statements and questions
 - identify the use of negative statements and questions
-

What are negative statements?

Negative statements are statements that use verbs to form or show their contrast. In a negative statement **not** or **n't** comes after the auxiliary verb. The auxiliary verb is a form of **be**, **have**, or a modal verb such as **must**, **can**, **could**.

Example: The girls **are not** dancing.
 The radio **isn't** working properly.
 I **haven't** seen the new film yet.
 David **hasn't** got a car.
 I **mustn't** stay long.

There are two main ways for verbs to form their negatives. Let us call them Method A' and Method B'.

There are only few verbs that use Method A', but they are verbs that are used very often. They are a strange little group because they only form their negative by adding the word not. They are the only verbs out of the thousands of English verbs that make their negative in that way. They do not behave like other verbs in a number of ways. Here are some of them;

be (am, is, are, was, were)	may
have (has, had)	might
can (could)	must
will (would)	ought to
shall (should)	

Example: He is a Papua New Guinean.
 He is not a Papua New Guinean.


Activity 1: Change these affirmative statements to negative statements.

1. She can speak English. _____
2. We will have a lesson tomorrow. _____
3. You may have another cake. _____
4. You must write in your exercise book. _____
5. Tom ought to do his own work. _____
6. I have seen the Fireproof Marriage film. _____
7. They are writing lessons for students. _____
8. I do have a biro for you to use. _____
9. Christal could swim when she was six. _____
10. Ashley said he might not come. _____

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.

Contracted Forms

These negatives are often shortened especially in conversations. Here are the shortened forms.

Negative	Contracted Form
is not	isn't
are not	aren't
have not	haven't
has not	hasn't

Negative	Contracted Form
cannot	can't
will not	won't
must not	mustn't
ought not	oughtn't

Notice that the apostrophe (') takes the place of (o) of the word **not**.



Activity 2: Construct your own negative statements using the shortened forms.

- | | |
|--------------------|-------------------|
| 1. is not _____ | 5. have not _____ |
| 2. ought not _____ | 6. has not _____ |
| 3. are not _____ | 7. will not _____ |
| 4. must not _____ | 8. cannot _____ |

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.

In Method B, notice that the verbs in negative statements are in simple present tense.

Here are some examples:

Affirmative		Negative	
I	Knew Harry	I	didn't know Harry
You		You	
He		He	
We		We	
They		They	



Activity 3: Change these statements into negative statements.

- Shawn walked to the office.

- Julie opened the door.

- Roselyn paid the money to the storekeeper.

- Antony bought a bicycle for his son.

- Mary broke the glass.

- John wrote a letter.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.

In English, there are negative statements and negative questions.

- Form of negative question.
We make a question negative by adding **(n't)** after the auxiliary verb.

Example: Have you done it yet? (Positive)

Haven't you done it yet? (Negative)

2. Yes/No Answers

The answer **yes** means that the positive is true, and **no** means that the negative is true.

Example: Haven't you repaired the car yet?

No, sorry I haven't had the time. (Negative).

Yes, I did it yesterday. (Positive)



Activity 4: Change these positive questions to negative questions

1. What does the teacher tell you? _____

2. Who eats meat? _____

3. What went wrong? _____

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.



Summary

You have come to the end of Lesson 13. In this lesson, you learnt to identify words used in negative statements and questions.

NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE.

Practice Exercise: 13

A. Complete the sentence by inserting yes or no in the blank spaces.

1. Didn't Mike stop and give you a lift?
_____, he _____, but maybe he didn't see me.
 2. Aren't you tired after working all day?
_____, I feel fine.
 3. Didn't you write the number down? _____, but I've lost the piece of paper.
 4. Haven't you got an umbrella? _____, it's here in my bag.
 5. Could you get into the high school show? _____, we didn't have tickets.
-

B. Change these positive questions to negative questions.

1. Who is here?

 2. Have you seen the new classroom?

 3. Did it rain last night?

 4. Was your father a policeman?

 5. Is the library open?

-

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.

Answers to Activities**Activity 1**

1. She cannot speak English.
2. We will not have a lesson tomorrow.
3. You may not have another cake.
4. You must not write in your exercise book.
5. Tom ought not to do his own work.
6. I have not seen the Fireproof Marriage film.

7. They are not writing lessons for students.
8. I do not have a biro for you to use.
9. Christal could not swim when she was six.
10. Ashley said he might not come.

Activity 2 (Students will have different answers. Answers below are suggested only.)

1. This isn't the right one.
2. You ought not to have eaten too much.
3. There aren't any more.
4. She mustn't try to talk when she is too sick.
5. I haven't been to Oro Province yet.
6. It hasn't rained for days.
7. They won't be poor any more.
8. I can't drive yet but I will soon.

Activity 3

1. Shawn didn't walk to the office.
2. Julie didn't open the door.
3. Roselyn didn't pay the money to the storekeeper.
4. Anthony didn't buy a bicycle for his son.
5. Mary didn't break the glass.
6. John didn't write the letter.

Activity 4

1. What doesn't the teacher tell you?
2. Who doesn't eat meat?
3. What didn't go wrong?

Answers To Topic 2 Practice Exercises

Practice Exercise 9

1. You **will** complete the work I gave you.
 2. I promise I **shall** work very well.
 3. He **will** arrive soon.
 4. We **shall** overcome someday.
 5. She **will** perform in the concert tonight.
 6. They **will** find a way to get there.
 7. **Will** you drive or shall I?
 8. **Will** you shut the door please?
 9. **Shall** I get you a cup of coffee?
 - 10 **Will** he be around to watch the show?
-

Practice Exercise 10

1. I **am going to** write to him next week.
 2. They **are going to** sell their house next year.
 3. Tanya **is going to** sing a song this year.
 4. What time **are you going to** have dinner?
 5. Liz **is going to** work hard this year.
 6. They **are going to** build a new school this year.
 7. Richard says he **is going to** work hard next year.
 8. I **am going to** write a letter to my uncle today.
 9. Mr. Samky **is going** to sell his car.
 - 10 We **are going to** finish our home work after supper.
-

Practice Exercise 11

- | | | | | |
|----|----|---|----|---|
| A. | 1. | X | 5. | A |
| | 2. | A | 6. | A |
| | 3. | X | 7. | A |
| | 4. | A | 8. | A |

B. (*Your answers must follow the same pattern as the given answers below.*)

1. Mother gave me a bag for my birthday. (Active)
2. The students will cook lunch. (Active)
3. Tina attends the class everyday. (Active)
4. Mr. Tapo built a chicken house. (Active)

5. I wrote a long letter to my mom. (Active)
-

Practice Exercise 12

1. The electric light bulb was invented by Thomas Edison
 2. The office was painted last week.
 3. The accident was seen by several people.
 4. Where are these video recorders made?
 5. The agreement was signed by six countries.
 6. I was helped by a stranger.
-

Practice Exercise 13

- A.**
- | | |
|---------------|--------|
| 1. No, didn't | 4. Yes |
| 2. No | 5. No |
| 3. Yes | |
- B.**
1. Who isn't here?
 2. Haven't you seen the classroom?
 3. Didn't it rain last night?
 4. Wasn't your father a policeman?
 5. Isn't the library open?
-

END OF TOPIC 2

NOW DO EXERCISE 2 IN THE ASSIGNMENT 2. THEN GO ON TO TOPIC 3.

TOPIC 3

SIGNALS OF MODAL VERBS

In this Topic, you will learn about:

- **Ability Signals**
- **Permission Signals**
- **Possibility and Certainty Signals**
- **Necessity Signals**

TOPIC 3: SIGNALS OF MODAL VERBS

Welcome to Topic 3. In this topic you will study the signals of modal verbs.

What are Modal Verbs?

Modal verbs are special verbs which behave very differently from normal verbs. Modal auxiliary verbs give more information about the function of the main verb that follows it.

Here are some important points about modal verbs.

1. Modal verbs do not take “s” in the third person
2. You use **not** to make modal verbs negative, even in Simple Present and Simple Past.
3. Many modal verbs cannot be used in the past tenses or the future tenses

Common Modal Verbs are: can, could, may, might, must, ought to, shall, should, will, would.

Take your time to read, study and do all the activities carefully. I hope you enjoy your English Lessons. Do your best.

Lesson 14: Ability Signals



Welcome to Lesson 14 of Strand 2. In this lesson, you shall learn about the modal verbs of ability. Look at the aims of this lesson below before going on with the lesson.



Your Aims:

- define modal verbs
- identify and define the modal verbs of ability
- use modal verbs of ability

Modal verbs are helping verbs because they give more information about the main verb in a sentence. There are nine modal verbs in English. Each has various definitions and uses.

For example, take a look at the modals of ability and their uses.

• Can	ability , permission, possibility, request
• Could	ability , permission, possibility, request, suggestion
• be able to	ability

1. Modal verbs of ability show just that – ability. Ability can be expressed in the past, present or future. It can be an ability that was used over and over again, or something that was done just once, on a special or rare occasion.

Can is used to talk about ability in the present or future.

Example: He **can** read well.

Could is used to talk about ability in the past.

Example: He **could** read well when he was younger.

(Be) able to is used to talk about certain, or particular ability.

Example: He **was able to** read when he was four years old.

While **could** might be used in this example, **(be) able to** emphasises the early age at which he could read.

2. We use **can** or **could** with the senses verbs like *see*, *hear*, *smell* to say that someone is aware of something through their senses.

Examples: He **can** smell downstairs.
I **could** see a few stars in the sky last night.

3. **Could have** followed by a past participle indicates an inability and often shows disapproval.

Example: He **could have** called me!

This statement means that he **did not** call.

4. **Could not have** followed by a past participle indicates that an ability did **not** exist in the past.

Example: I **could not have** phoned you yesterday, because I lost my phone last week.

5. **Be able to** is used with other modals or when forming the ing' or to'infinitive forms.

Examples: You will have the satisfaction of **being able to** read my report.
Nobody will **be able to** read my report.



Activity 1: Complete each sentence by writing *can, could or be able to*.

A.

1. I _____ run ten miles in my twenties.
2. When he was still a puppy, he _____ sit on command.
3. She _____ cook well.
4. After walking for four hours, they _____ reach the village.
5. Father _____ hear the music playing.

B. Complete each sentence by writing *could have, could not have, being able to or be able to*.

1. I _____ eaten the bread, because I was away for a week.
2. She will _____ fly out if the weather permits.
3. He _____ helped me carry my shopping bags!
4. They _____ made a good couple.
5. They talked with enjoyment about their _____ catch a lot of fish.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.



Summary

You have come to the end of Lesson 14. In this lesson, you learnt about the modal verbs that are used to express ability. You have also learned ways to use them in different situations.

NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE.

Practice Exercise: 14

Complete each sentence by writing can, could or be able to ,could have, could not have, or being able to.

1. The boy _____ been hit by the car, if it hadn't stopped in time.
2. She _____ say her ABC's when she was only three years old.
3. I _____ go with you to the doctor's tomorrow.
4. They _____ sell their car for more than what they paid for.
5. You will _____ read it when I'm through.
6. I _____ stay out late when I was young.
7. She _____ remember the name of the shop we went to last week.
8. —I _____ smell breakfast," she said.
9. You have the good fortune to _____ sing well.
10. —Get your coat. I _____ take you to school this morning."

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.

Answers to Activities

Activity 1

A.

- | | |
|-----------------------|-----------------|
| 1. could | 4. were able to |
| 2. could/ was able to | 5. can |
| 3. can | |

B.

- | | |
|-------------------|------------------|
| 1. could not have | 4. could have |
| 2. be able to | 5. being able to |
| 3. could have | |

Lesson 15: Permission Signals



Welcome to Lesson 15 of Strand 2. In Lesson 14, you learnt about the modal verbs of ability. In this lesson, you will learn about modal verbs of permission. Take a look at your aims below before going on with your lesson.



Your Aims:

- identify and define the modal verbs of permission
 - use modal verbs of permission
-

Modal verbs of permission **can** or **could** are used to indicate whether someone has permission to do something or not.

The following are the modal verbs that we use to signal permission.

1. **Can**

Use **can** to say that someone is allowed to do something and **cannot** or **can't** to say that they do **not** have permission to do something.

Examples: Students **can** register for classes beginning next week.
Children under ten **cannot** use the pool without adult supervision.

You also use **can** when you are asking or giving permission to others.

Examples: —“You **can** borrow my book if you want, Dania.”
—“**Can** I leave early?”

2. **Could**

You can also use **could** to say that someone was allowed to do something in the past. You use **could not** or **couldn't** to say that they were **not** allowed to do it.

Examples: We **could** go to any shop we wanted to in Port Moresby.
We **could not** study in the library after six o'clock.

3. **(Be) allowed to**

You use **be allowed to** when talking about permission but not in the sense that you are asking for it or granting it.

Examples: I **was allowed to** watch television after I completed my assignments.
You **are not allowed to** use your calculator when you sit for your Maths exam.

4. **May**

May is used mostly for more formal situations.

Examples: —“Mr Smith, **may** I leave the room?”, asked Leo.
—“You **may** go as soon as you have finished your exam,” —Mr Smith answered.
Vendors **may not** sell inside the campus.

5. **Cannot/ will not/ shall not**

We use **cannot**, **will not** or **shall not** when refusing permission to someone.

Examples: You **cannot** leave until 4 o'clock.

You **will not** go to your friend's house tomorrow.

You **shall not** get any money until the work is satisfactorily finished.

**Activity 1:****A. Underline the correct modal verb of permission in each sentence.**

1. Children (**are allowed, are not allowed**) in the church.
2. —**May, Could**) I borrow your pencil?"
3. When I was young, I (**can , could**) play in any room in the house except my father's office.
4. Only the messenger boy (**is allowed , was allowed**) to go there during those days.
5. —**Can , could**) ask your questions now."

B. Write the correct modal verb for refusing permission on the blanks: cannot, will not or shall not.

1. —**Can** _____ attend the birthday party tomorrow."
2. Passengers _____ bring bottled water in the aircraft.
3. The doctor told him that he _____ join the army.
4. Applicants who do not have the necessary qualifications _____ apply.
5. Students _____ enrol without their certificates.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.

**Summary**

You have come to the end of lesson 15. In this lesson, you learnt about the modal verbs that are used in asking, granting and refusing permission. You have also learned how to ask, grant and even refuse permission politely.

NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE.

Practice Exercise: 15

A. Complete each sentence with the appropriate permission signal.

1. —I'm sorry, you are not _____ go backstage without a pass."
 2. —~~Oh~~ _____ I go with Jane to the school play?"
 3. —_____ you lend me your pencil please? I left mine at home."
 4. Hello, _____ I speak with Mr. Smith please?
 5. He _____ go to school tomorrow. He has a fever.
 6. Waiter, _____ I trouble you for a glass of water please?
 7. —~~How~~ long must we wait for our food?" "It _____ long, sir."
 8. My father said that they _____ drink from this river when he was young.
 9. You _____ go to the beach in your Sunday clothes.
 10. _____ you give me a hand with my baggage?
-

B. Write a sentence for each of the listed permission signals below.

1. **can**

2. **could**

3. **allowed to**

4. **may/ could** (*polite or formal use*)

5. **can** (refusing permission)

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.

Answers to Activities

Activity 1

A.

- | | |
|----------------|----------------|
| 1. are allowed | 4. was allowed |
| 2. May | 5. can |
| 3. could | |

B.

1. cannot
2. are not allowed to
3. could not
4. may not
5. are not allowed to

Lesson 16: Possibility and Certainty Signals



Welcome to Lesson 16 of Strand 2. In this lesson, you shall learn about modal verbs that signal possibility and certainty.



Your Aims:

- define the modal verbs of possibility and certainty
- identify the uses of the modal verbs of possibility and certainty
- identify the structures of possibility and certainty modals
- use the modal verbs of possibility and certainty in sentences

Modal verbs of possibility and certainty are used to express an opinion of the speaker based on the information that the speaker has.

Example: He **must** be at work. It's ten o'clock.

In this sentence, the speaker is 100% certain that the person is at work based on the speaker's knowledge that the person in question is usually at work at that time during the day.

Here is the list of modal verbs that express possibility and certainty:

Modals	Usage	Examples	Basis of Possibility/Certainty
must	Use <i>must</i> plus the verb when you are 100% (or almost 100%) sure that something is the case.	They must be in Port Moresby by now. She must have done well on the test.	Departure time and duration of the trip Her overall performance at school
may might	Use <i>may</i> or <i>might</i> to express an opinion that you think has a good possibility of being true.	David may invite Jessica to the match. She might come this evening. Jack might have gone to the village.	} Any good reason/s that gives a <i>good</i> possibility for each situation to be true
could	Use <i>could</i> to express a possibility which is <i>one</i> of many. This form is not as strong as <i>may</i> and <i>might</i> . It is just one of a number of possibilities.	Jane could be at work. Peter could have arrived late.	} Expressing only <i>one</i> of a number of possibilities



Activity 1: Use must, may, might, or could to complete each sentence.

1. I saw Tommy's car in the driveway. He _____ be at home now.
2. Snakes are native to this land. They _____ be under the ground or up on the trees.
3. Henry is on his way. He _____ be here any minute now.
4. Theresa and Lara called. They said that they _____ make it tonight if the rain will let up.
5. He _____ be invited to join the outing as he is with one of the members.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.

Modal verbs of possibility and certainty follow a certain grammatical structure.

In the present tense, the following grammatical structure is used:

Subject	Modal <i>Base</i> Forms	Objects
I You He, She We They	must be may be might be could be	at work.

In the past tense, the following grammatical structure is used:

Subject	Modal <i>Perfect</i> Forms	Objects
I You He, She We They	must have been might have been could have been	at work.



Activity 2: Use the correct grammatical structure of the modals for possibility and certainty to complete each sentence.

1. I woke up early to catch up with them, but when I got there they were gone. They _____ left early.
2. There is light in the house. The tenants _____ at home now.

3. Ted _____ been the Dux in our class if only he stayed.
4. He _____ at the hospital right now. He mentioned going there this morning.
5. Being related to the crime suspect, he _____ also be questioned by the police.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.



Summary

You have come to the end of Lesson 16. In this lesson, you learnt about the modal verbs that are used when we want to express possibilities and certainties. You have also learned how to use each of the modal verbs appropriately.

NOW DO PRACTICE EXERCISE 16 ON THE NEXT PAGE.

Practice Exercise: 16

A. Use *must*, *might*, *may* or *could* plus the correct form of the verb.

1. Where is David? He _____ (**be**) at school. Classes begin at 8.
 2. She _____ (**think**) that it is a good idea. It's crazy!
 3. I am absolutely sure! They _____ (**arrive**) yesterday, I saw their ticket.
 4. Your dance practice _____ (**begin**) at the end of this week or late next week.
 5. Are you joking! Bryan _____ (**go**) to Brisbane last week. He doesn't have enough money.
 6. They _____ (**come**) from Lae, but I am not sure.
 7. The church service _____ (**be**) wonderful last night. Pastor is a great speaker.
 8. The robbers _____ (**be**) frightened by your crocodile pet as they all rushed out without taking anything.
 9. The sisters prepared a lot of food in the great hall. They _____ (**invite**) a lot of people.
 10. Please check your bags. You _____ (**put**) the key in one of them.
-

B. Write a sentence for each of the listed modal verbs of possibility and certainty.

1. **must**

2. **may**

3. **might**

4. **could**

5. **must have**

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.

Answers to Activities**Activity 1**

- | | | | |
|----|-------|----|------------|
| 1. | must | 4. | might |
| 2. | could | 5. | may/ might |
| 3. | might | | |

Activity 2

- | | | | |
|----|------------|----|----------|
| 1. | must have | 4. | could be |
| 2. | must be | 5. | may |
| 3. | could have | | |

Lesson 17: Necessity Signals



Welcome to Lesson 17 of Strand 2. In this lesson, you shall learn about modal verbs that signal necessity



Your Aims:

- define and identify the modal verbs of necessity
 - identify the usage of necessity modals
 - use the necessity modals in sentences
-

The modal verbs of necessity show obligations in the past, present or future. It can be a necessary action that was required over and over again, or something that occurred just once.

The modal verbs of necessity are **have to**, **has to**, **had to** and **must**.

Have to, **must**, and **must not** are used to talk about a necessity in the *present* or *future*.

Example: He **has to** attend the meeting *tomorrow*.
I **must** attend the meeting *today*.
He **mustn't** be late for the meeting this *Saturday*.

Had to refers to a necessity in the *past*.

Example: He **had to** attend the meeting *yesterday*.



Activity 1: Replace the words *need/s to* in each sentence with the correct form of *has/have to*, *had to*, *must*, or *must not*. Write your answers on the spaces.

1. I will finish my essay tonight even if I **need to** forgo sleep.

2. The train took a long time to reach my place because it **need to** stop many times. _____
3. You **need to** study hard if you want to succeed. _____
4. My father **needs to** pass many tests before he was accepted by my mother's clan. _____
5. He **needs to** say good things about his friends. _____

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.

The following are certain rules to remember when using modal verbs of necessity.

1. There is a difference between **must be** and **have to be** when expressing necessity for yourself or others. Here are examples:

must	have
I must be careful not to upset him.	I have to be careful not to upset him. (INCORRECT)
They must be in Port Moresby before Thursday. (INCORRECT)	They have to be in Port Moresby before Thursday.

2. Use **have to** for things that happen repeatedly with adverbs of frequency like *always*, *often*, and *regularly*.

Examples: I *always* **have to** do the shopping on Saturdays.
You *often* **have to** wait in line at the grocery store.

3. **Must not**, or **mustn't**, shows that it is important for something not to happen or take place.

Example: You **must not** talk during church service.

4. **Must not** and **do not have to** mean different things. **Must not** means that it is important that you do not do something. **Do not have to** means that it is not necessary for you to do something, but you can if you want to.

Examples: You **must not** give me flowers because I am allergic.
You **do not have to** give me flowers but you can if you like.

5. Use the auxiliary verb **do** when using the modal **have to** in a question.

Example: How often **do** you **have to** buy milk for your children?



Activity 2: Use have to, must, or must not to complete each sentence.

- They _____ complete their homework before they can join us.
- Why do they _____ bring the baby with them?
- I _____ be wise in spending my money.
- Your visitor _____ touch the sacred stone or else our village will be cursed.
- I was pleased to learn that I _____ attend the meeting as I have other things to do.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.



Summary

You have come to the end of Lesson 17. In this lesson, you learnt about the modal verbs that are used when we want to express necessity. You have also learned how to use each of the modals appropriately.

NOW DO PRACTICE EXERCISE 17 ON THE NEXT PAGE.

Practice Exercise: 17

A. Use the modals of necessity to complete each sentence.

1. You _____ submit your assignment by Monday if you want to sit for the exams.
 2. Did she _____ go to school last week?
 3. I _____ go with you tomorrow. I have no choice.
 4. They _____ sell their car for less than what they paid for it.
 5. After avoiding it for weeks, she was not happy to know that she may _____ read it after all.
 6. You _____ be late for school tomorrow, we are having a test.
 7. Because of the robbery, she _____ give the names of the people she was with last night.
 8. Damien _____ catch PMV until he was able to buy himself a vehicle.
 9. You do _____ come with us if you don't want to.
 10. Mari will _____ take the bus this morning. I'm leaving early.
-

B. Write a sentence for each of the listed modal verbs of possibility and certainty.

1. must

 2. has to

 3. have to

 4. had to

 5. must not

-

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.

Answers to Activities**Activity 1**

- | | | | |
|----|---------|----|----------|
| 1. | have to | 4. | had to |
| 2. | has to | 5. | must not |
| 3. | must | | |

Activity 2

- | | | | |
|----|---------|----|----------------|
| 1. | must | 4. | must not |
| 2. | have to | 5. | do not have to |
| 3. | must | | |

Answers To Topic 3 Practice Exercises

Practice Exercise 14

- | | |
|----------------|---------------------|
| 1. could have | 6. could not |
| 2. could | 7. could not/ could |
| 3. can / could | 8. can |
| 4. could not | 9. be able to |
| 5. be able to | 10. can |
-

Practice Exercise 15

- A.**
- | | |
|------------|------------------------------------|
| 1. allowed | 6. May |
| 2. can | 7. Will not |
| 3. Can | 8. Could |
| 4. may | 9. Cannot |
| 5. cannot | 10. Can/ Could (polite/formal use) |

B. (*Suggested answers only. You may pattern your sentences from the given answers.*)

- You **can** go to the playground after you completed your homework.
 - They sat silently thinking back to the time when they **could** beat their drums anytime of the day.
 - They **are allowed to** bring their pets with them to the park.
 - May** I use your restroom, please? / **Could** I ask you a question, please?
 - Please tell your friends that they **cannot** have their food unless they come to the mess hall.
-

Practice Exercise 16

A.

- | | |
|------------------------|----------------------|
| 1. must be | 6. might have come |
| 2. might be thinking | 7. must have been |
| 3. must have arrived | 8. must have been |
| 4. could begin | 9. must have invited |
| 5. could not have gone | 10. could have put |

B. (*Suggested answers only. You may pattern your sentences from the given answers.*)

- He **must be** Peter's father. They have the same features.
- The rainclouds above the hills tell us that it **may** rain tonight.
- The cat **might** eat the food on the table.
- Dante stood still trying to decide which road to take. The right road **could** be one of them, though they all look the same.
- The hunting party **must have** reached the village by now. It has been a week since they left.

Practice Exercise 17**A.**

- | | |
|-------------|----------------|
| 1. have to | 6. must not |
| 2. have to | 7. has to |
| 3. must | 8. had to |
| 4. must not | 9. not have to |
| 5. have to | 10. have to |

B. (*Suggested answers only. You may pattern your sentences from the given answers.*)

1. You **must** bring the laundry in before the rain.
2. He **has to** work day and night if he wants to earn enough money for a house.
3. The participants **have to** be mentally and physically fit in order to pass the tests.
4. The dogs were exhausted. They **had to** pull the sled for many miles.
5. A sick child **must not** be left unattended.

END OF TOPIC 3

NOW DO EXERCISE 3 IN THE ASSIGNMENT 2. THEN GO ON TO TOPIC 4.

TOPIC 4

ADJECTIVES AND ADVERBS

In this Topic, you will learn about:

- **Adjectives and Adverbs**
- **Comparison of Adjectives and Adverbs**
- **The Order of Adjectives in a Series**
- **Position of Adverbs**

TOPIC 4: ADJECTIVES AND ADVERBS

Welcome to Topic 4. In this topic you will learn a bit more about Adjectives and Adverbs. Make sure you understand the basics of an adjectives and adverbs. Here are some points to remember.

Adjectives are used to modify nouns. To modify means to change in some way. So generally speaking, adjectives answer the questions:

Which?
What kind of?
and
How many?

Adverbs are used to modify verbs, adjectives or other adverbs. The most common question that adverbs answer is how.

They can also answer the questions:

When?
Where?
and
Why?

Lesson 18: Adjectives and Adverbs



Welcome to Lesson 18 of Strand 2. In the last lesson, you learnt how to identify words that signal necessity and differentiated the uses of necessity signals in sentences.

In this lesson, you shall learn how adverbs are derived from adjectives and identify adjectives that end with -ly. You shall do activities that will help you know more about the topic.



Your Aims:

- identify adverbs formed from adjectives
- identify adjectives that end with -ly
- identify words that can be used as an adjective or as an adverb
- use -ly ending words in sentences

What are Adjectives and Adverbs?

The words that make up sentences have specific names. They are called 'parts of speech'. Adjectives and adverbs are examples of 'parts of speech'.

An adjective is a descriptive word that describes a noun or a pronoun in a sentence.



Activity 1: The following sentences contain adjectives. Underline them as you read through.

1. The first car in line was stalled.
2. The sad cat ran through the crowd.
3. The big house on the other side was burnt down by robbers.
4. Mary had a wonderful lamb.
5. Peter carved a beautiful carving.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.

Adverbs answer the questions, who, what, where, when, why, how and how many in a sentence. They modify adjectives, verbs and other adverbs.

The following table gives you examples of sentences that contain an adjective and an adverb.

Adjective	Adverbs
1. He is kind .	1. He acted kindly towards me.
2. Caleb plays a beautiful tune.	2. Caleb plays tunes beautifully .
3. They were a quick team.	3. The team played quickly .

In sentence number 1, **kindly** modifies how he acted towards me. In sentence number 2, **beautifully** modifies how Caleb plays the tunes and in sentence number 3, **quickly** modifies how the team played.

How are adverbs formed?

Adverbs are often formed from adjectives or nouns by adding the suffix **-ly**.



Activity 2: Underline the adverbs in the following sentences.

1. Quickly, the children moved through the hall.
2. We rarely take breaks during the workday.
3. She hurriedly exited the building.
4. The young lady walked down the boardwalk extremely poorly.
5. Read the instructions carefully.
6. Junior was playing happily when I came into the room.
7. She passed all her exams easily.
8. He thinks that he did the test badly and that he'll fail.
9. He looked at her angrily, but he didn't say anything.
10. He plays confidently in all his games.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.

Did you realise that some words that end in **-ly** are adjectives and not adverbs?

Example: friendly, lovely, likely, ugly, deadly, cowardly, silly

These words cannot be used as adverbs.

Example: Nancy spoke to me in a very friendly way.

Other words that end in **-ly** can be both adjective and adverbs.

Example: daily, weekly, monthly, yearly, early.

A daily paper is published daily.



Adjective



adverb



Activity 3: Write down the correct adjective or adverb of the bolded word in bold in each sentence.

1. Tom is **slow**. He works _____.
2. Sue is a **careful** girl. She climbed up the ladder _____.

3. The dog is **angry**. It barks _____.
4. He is **excellent** on stage. He's an _____ actor.
5. They think English is **easy** to learn. They learnt it _____.
6. Max is a good singer. He sings _____.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.

Now look at these sentences below and compare the structures.

- An adjective can come after a linking verb such as be
- We can use an adverb when the verb means that something happens.

Linking Verb & Adjective	Action Verb & Adverb
Tom was hungry.	Paul ate hungrily.
The children seem happy.	The children played happily.
My soup has gone cold.	The man stared coldly at us.



Activity 4: Leila is telling Lorraine about a dream she had. Choose the correct form of adjectives or adverbs to complete the sentence.

I had a (1)_____ (strange/strangely) dream last night. It was getting (2)_____ (dark/darkly), and it was (3)_____ terrible/terribly) cold. My head was aching (4)_____ (bad/badly). I was walking out of the garden when (5)_____ (sudden/suddenly) I saw a man. He was sitting (6)_____ (quiet/quietly) on a seat. He seemed very (7)_____ (unhappy/unhappily). He looked up and smiled (8)_____ (sad/sadly) at me. I don't know why, but I felt (9)_____ (curious/curiously) about him. I wanted to talk to him, but couldn't think of what to say. I just stood there (10)_____ (foolish/foolishly).

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.



Summary

You have come to the end of Lesson 18. In this lesson, you learnt that adverbs are derived from adjectives. You also learnt how to form adverbs by adding *-ly* to adjectives.

NOW DO PRACTICE EXERCISE 18 ON THE NEXT PAGE.

Practice Exercise: 18**A. Put in the adjectives or adverbs in brackets ().**

1. The train was very _____ (slow/slowly) and I arrived late.
2. The journey took a long time because the train went very (slow/slowly).
3. Mrs. Jonathan went _____ (quick/quickly) back to her office.
4. I'm afraid I can't give you an _____ (immediate/immediately) answer.
5. The work that the builders did for us was very _____ (bad/badly).
6. The buildings did the work for us very _____ (bad/badly).
7. She organised the part very _____ (good/well), and everybody enjoyed it.

B. Complete the dialogues by putting a suitable adverb into the blank spaces. Use an adjective from the box to make the adverb.

slow fast hard good easy bad

1. A: Were the questions difficult?
B: No, I answered them _____
2. A: Does she speak English _____?
B: No, she only knows a few words of English.
3. A: Hurry up! I'm waiting!
B: Just a minute. I'm coming as _____ as I can
4. A: Did you lose at tennis game?
B: Yes, I played _____ and I lost.
5. A: Have you been working _____ today?
B: No, I've done nothing all day.
6. A: Have you finished that book yet?
B: No, I always read very _____. It takes me a long time to finish a book.

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.
--

Answers to Activities**Activity 1**

- | | |
|----------|--------------|
| 1. first | 4. wonderful |
| 2. sad | 5. beautiful |
| 3. big | |

Activity 2

- | | |
|--------------|-----------------|
| 1. quickly | 6. happily |
| 2. rarely | 7. easily |
| 3. hurriedly | 8. badly |
| 4. extremely | 9. angrily |
| 5. carefully | 10. confidently |

Activity 3

- | | |
|--------------|---------|
| 1. slowly | 6. well |
| 2. carefully | |
| 3. angrily | |
| 4. excellent | |
| 5. easily | |

Activity 4

- | | | |
|-------------|-------------|---------------|
| 1. strange | 5. suddenly | 9. curious |
| 2. dark | 6. quietly | 10. foolishly |
| 3. terribly | 7. unhappy | |
| 4. badly | 8. sadly | |

Lesson 19: Comparison of Adjectives and Adverbs



Welcome to Lesson 19 of Strand 2. In Lesson 18, you learnt about adjectives and adverbs. In this lesson you shall learn about the comparative and superlative comparisons of adjectives and adverbs. Look at the aims of this lesson



Your Aims:

- define and identify the uses of comparative and superlative degrees of comparison
- distinguish the comparative and superlative forms of adjectives and adverbs
- identify the comparisons of irregular adjectives
- use the comparative and superlative forms in sentences

Adjectives are used to describe nouns. The words are used to express how something or someone is like.

Example: The dog is **large**. What is the dog like? – **large**

Adverbs are used to describe a verb, an adjective or another adverb. The adverbs are used to express how something is done.

Example: The dog sleeps **quietly**. How does the dog sleep? – **quietly**

Both adjectives and adverbs can express degrees of comparison. First, take a look at the degrees of adjectives. The degrees of comparison are known as the **positive**, the **comparative**, and the **superlative**.

Positive	Comparative	Superlative
rich	richer	richest
lovely	lovelier	loveliest
beautiful	more beautiful	most beautiful

Only the comparative and superlative show degrees. We use the comparative for comparing two things and the superlative for comparing three or more things. Notice that the word **than** frequently accompanies the comparative and the word **the** comes before the superlative. The inflected suffixes **-er** and **-est** form most comparatives and superlatives, although we need **-ier** and **-iest** when a two-syllable adjective ends in **y** (**lovely** and **loveliest**); otherwise we use **more** and **most** when an adjective has more than one syllable. The positive form is used if the comparison contains one of the following expressions: **as...as**, **not as ...as** or **not so ...as**.

Example : Jane is **as tall as** John.
John is **not as tall as** Annie.

However, some adjectives are formed differently. On the next page is a list of irregular adjectives and their forms of comparative and superlative degrees.

Positive	Comparative	Superlative
good	better	best
bad / ill	worse	worst
little (amount)	less	least
little (size)	smaller	smallest
much / many	more	most
far (place + time)	further	furthest
far (place)	farther	farthest
late (time)	later	latest
late (order)	latter	last
near (place)	nearer	nearest
near (order)	-	next
old (people and things)	older	oldest
old (people)	elder	eldest



Activity 1: Write down the correct form of the word in brackets. The first sentence is done for you.

1. My house is (**big**) bigger than yours.
2. This flower is (**beautiful**) _____ than that one.
3. This is the (**interesting**) _____ book I have ever read.
4. Non-smokers usually live (**long**) _____ than smokers.
5. Which is the (**dangerous**) _____ animal in the world?
6. A holiday by the sea is (**good**) _____ than a holiday in the mountains.
7. It is strange but often a coke is (**expensive**) _____ than a beer.
8. Who is the (**rich**) _____ woman on earth?
9. The weather this summer is even (**bad**) _____ than last summer.
10. He was the (**clever**) _____ student of all.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.

Now take a look at the comparison of adverbs.

Comparison (-er/-est)

	Comparative ending in -er	Superlative ending in -est
one-syllable adverbs (hard)	harder	hardest
adverbs with the same form as adjectives (early)	earlier	earliest

Comparison (more / most)

	Comparative formed with more	Superlative formed with most
adverbs ending in -ly (happily)	more happily	most happily

Irregular Adverbs

Positive form	Comparative	Superlative
well	better	best
badly	worse	worst
ill	worse	worst
little	less	least
much	more	most
far (place + time)	further	furthest
far (place)	farther	farthest
late (time)	later	latest

With positive form of adjectives and adverbs, you can express that something is *as good as* something else, *better* with the use of comparative form and *best* with the use of superlative form.



Activity 2: Fill in the correct adverb form (comparative or superlative) of the adjectives in brackets.

- I speak English (**fluent**) more fluently now than last year.
- She greeted me (**polite**) _____ of all.
- She smiled (**happy**) _____ than before.
- This girl dances (**graceful**) _____ of all.
- Could you write (**clear**) _____?
- Planes can fly (**high**) _____ than birds.
- He had an accident last year. Now, he drives (**careful**) _____ than before.
- Jim can run (**fast**) _____ than John.
- Our team played (**bad**) _____ of all.

10. He worked (**hard**) _____ than ever before.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.



Summary

You have come to the end of Lesson 19. In this lesson you have learnt that adjectives are the words we use to describe what something or someone is like while adverbs are the words we use to describe how something is done. You have also used adjectives and adverbs to express different degrees of comparison.

NOW GO ON TO PRACTICE EXERCISE 19 ON THE NEXT PAGE.

Practice Exercise: 19

A. Fill in the correct forms of the following adjectives.

Positive Form	Comparative Form	Superlative Form
1. long		
2. heavy		
3. small		
4. early		
5. wild		

B. Fill in the correct forms of the following adverbs.

Positive Form	Comparative Form	Superlative Form
1. gladly		
2. nervously		
3. bravely		
4. attractively		
5. deeply		

C. Read the passage below then answer the following exercise.

Niagara Falls

Niagara Falls is a group of waterfalls on the border between the United States and Canada. The Falls are a favourite tourist attraction. The Niagara River drops here and although the Falls are not deep, they are very wide and the amount of water is enormous. So it is very noisy near the Falls. That's why the Iroquois tribe, who used to live here, called the falls Niagara, meaning "thunder of waters".



Niagara Falls

Write the correct form (adjective or adverb) of each word in brackets.

1. Niagara Falls forms a (**natural**) _____ border between the United States and Canada.
2. Tourists visit this place (**frequent**) _____.

3. The Falls are very (**noisy**) _____.
 4. So you must speak (**loud**) _____ or nobody can understand you.
 5. Many years ago, the Iroquois tribe lived here (**peaceful**) _____.
-

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.

Answers to Activities

Activity 1

- | | |
|---------------------|-------------------|
| 1. bigger | 6. better |
| 2. more beautiful | 7. more expensive |
| 3. most interesting | 8. richest |
| 4. longer | 9. worse |
| 5. most dangerous | 10. smartest |

Activity 2

- | | |
|--------------------|-------------------|
| 1. more fluently | 6. higher |
| 2. most politely | 7. more carefully |
| 3. more happily | 8. faster |
| 4. most gracefully | 9. worst |
| 5. clearly | 10. harder |

Lesson 20: The Order of Adjectives in a Series



Welcome to Lesson 20 of Strand 2. In Lesson 19, you learnt to use adjectives and adverbs in order to express comparisons. In this lesson you shall learn to use and arrange adjectives in sentences. Look at the aims of this lesson.



Your Aims:

- identify and explain the categories for the order of adjectives
- place the adjectives in their correct order before a noun
- use adjectives in their proper order to describe a noun

Should we say, 'A big, square, red box' or 'A square, big, red box'?



When using more than one adjective to describe a noun, place the adjectives in the following order before the noun.

Royal Order of Adjectives									
Deter- miner	Opinion	Physical Description				Origin	Material	Qualifier	Noun
		Size	Shape	Age	Colour				
a	beautiful			old		Italian		touring	car
an	expensive			antique			silver		mirror
four	gorgeous		round		red		silk		roses
her			short		black				hair
our		big		old		English			dog
those			square				soft	hat	boxes
that	cosy	little						hunting	cabin

The categories in the table can be described as follows:

1. **Determiners** — articles and other limiters
2. **Opinions** — based from own observations (e.g., a real hero, a perfect idiot) and adjectives subject to subjective measure (e.g., beautiful flower, interesting book)
3. **Size and Shape** — adjectives subject to objective measure (e.g., big pawpaw, round table, *a square box*)
4. **Age** — adjectives denoting age (e.g., young boys, old shoes, new car, ancient ruin)
5. **Colour** — adjectives denoting colour (e.g., red bag, black coat, pale face)

6. **Origin** — denominal adjectives denoting source of noun (e.g., French bread, American pie, Canadian trees)
7. **Material** — denominal adjectives denoting what something is made of (e.g., woollen coat, plastic toy, wooden box)
8. **Qualifier** — final limiter, often regarded as part of the noun (e.g., rocking chair, hunting cabin, passenger car, book cover)

We usually use no more than three adjectives preceding a noun.

Here are some examples of nouns modified with three adjectives in the correct order based on the list above. Notice that the adjectives are not separated by commas.

1. A wonderful old Italian clock. (opinion - age - origin)
2. A big square blue box. (size - shape - colour)
3. A disgusting pink plastic ornament. (opinion - colour - material)
4. Some slim new French trousers. (size - age - origin)



Activity 1: Write the three adjectives in the correct order before the noun.

1. interesting – small – Spanish
 _____ book
2. modern – ugly – rectangular
 _____ picture
3. old – boring – traditional
 _____ speech
4. woollen – large – black
 _____ suit
5. cotton – funny – green
 _____ cap

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.



Summary

You have come to the end of Lesson 20. In this lesson you learnt about the placement of order of adjectives which must be followed when using more than one adjective before a noun. You have also arranged multiple adjectives according to this order.

NOW GO ON TO PRACTICE EXERCISE 20 ON THE NEXT PAGE.

Practice Exercise: 20

A. Rewrite each item by placing the adjectives in order.

1. a red big book _____
 2. the three first days _____
 3. a leather brown jacket _____
 4. a new terrible movie _____
 5. the tea yellow cup _____
-

B. Rewrite each sentence by placing the adjectives in brackets in order.

1. She was carrying a (crocodile-skin little handbag beautiful).

 2. Her home had the most (wood old-fashioned beautiful floors) I had ever seen.

 3. The surgeon was wearing a (mask white face thin).

 4. We visited a (village English quaint old) on our vacation.

 5. She put a (traditional brown tablecloth) on the table.

-

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.**Answers to Activities****Activity 1**

1. interesting small Spanish *book*
2. ugly rectangular modern *picture*
3. boring old traditional speech
4. large black woolen
5. funny green cotton

Lesson 21: Position of Adverbs



Welcome to Lesson 21 of Strand 2. In Lesson 20 you learnt to use and place multiple adjectives in their correct order. In this lesson you shall learn about the correct position of adverbs.

But first look at the aims of this lesson.



Your Aims:

- identify and explain the position of each of the types of adverbs
- place adverbs in their proper positions

How well can you remember the different types of adverbs? Find out by doing Activity 1.



Activity 1: Write the type of the underlined adverb in each sentence.

1. The children sang sweetly last night. _____
2. They brought the books here yesterday. _____
3. I will sit for the exam tomorrow. _____
4. Peter usually gets up at six. _____
5. The dancers swayed gracefully to the beat of the drums. _____

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.

Good job! Now it is time to learn about the certain position that each type of adverbs takes to fit properly in a sentence.

1. Adverb of Manner

These adverbs are put behind the direct object or behind the verb if there's no direct object.

Subject	Verb(s)	Direct Object	Adverb
He	drove	the car	carefully.
He	drove		carefully.



Activity 2: Rewrite the sentences by placing the adverbs of manner in brackets in their proper position.

1. She speaks. (slowly)

2. They sang. (wonderfully)

3. He treated her. (respectfully)

4. John speaks English. (well)

5. The dog barks. (loudly)

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.

2. Adverbs of Place

Like adverbs of manner, these adverbs are put behind the direct object or the verb.

Subject	Verb(s)	Direct Object	Adverb
I	didn't see	him	here.
He	stayed		behind.



Activity 3: Write sentences using the given words and place the adverbs (in italic print) correctly (behind the verb or object).

1. is / *over there* / the cinema

2. the kitchen / *downstairs* / is

3. playing / the kids / are / *outside*

4. she / not / been / *here* / has

5. the/ *upstairs*/ is / bathroom

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.

3. Adverbs of Time

Adverbs of time are usually put at the end of the sentence.

Subject	Verb(s)	Indirect Object	Direct Object	Time
I	will tell	you	the story	tomorrow.

If you do not want to put emphasis on the time, you can also put the adverb of time at the beginning of the sentence.

Time	Subject	Verb(s)	Indirect Object	Direct Object
Tomorrow	I	will tell	you	the story.



Activity 4: Arrange the words to make sentences. Place time expressions at the *end of the sentence*.

1. haven't / recently / seen / I / him

2. I'll / you / see / soon

3. afterwards / met / at the pub / him / we

4. help / immediately / I / need

5. was / arrogant / he / then / very

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.

4. Adverbs of Frequency

Adverbs of frequency are put directly before the main verb. If 'be' is the main verb and there is no auxiliary verb, adverbs of frequency are put behind 'be'

Subject	Auxiliary	Adverb	Main Verb	*Be	Adverb	Object, Place or Time
I		often	go swimming			in the evenings.
He	doesn't	always	play			tennis.

We				are	usually	here in summer.
I	have	never	been			abroad.

Adverbs of frequency



Activity 5: Rewrite the sentences and put the adverbs in brackets correctly.

1. I have been to Madang. (often)

2. Have you been to Port Moresby? (ever)

3. He plays golf on Sundays. (sometimes)

4. The weather is bad in November. (always)

5. It rains in the desert. (never)

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of this lesson.



Summary

You have come to the end of Lesson 21. In this lesson you learnt about the proper position of each type of adverbs in sentences. You have also arranged jumbled words to create sentences.

NOW GO ON TO PRACTICE EXERCISE 21 ON THE NEXT PAGE.

Practice Exercise: 21

Rewrite the sentences by placing the adverbs in their correct position.

1. We were in London. (last week)

2. He walks his dog. (rarely)

3. She waited. (patiently)

4. My father goes fishing. (always)

5. Your bedroom is. (upstairs)

6. We don't go skiing. (in summer)

7. Cats can hear. (well)

8. I saw him. (there)

9. The girl speaks English. (fluently)

10. I have seen that film. (never) / (before)

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.

Answers to Activities**Activity 1**

1. Manner
2. Place
3. Time

4. Frequency
5. Manner

Activity 2

1. She speaks slowly.
2. They sang wonderfully.
3. He treated her respectfully.
4. John speaks English well.
5. The dog barks loudly.

Activity 3

1. The cinema is *over there*.
2. The kitchen is *downstairs*.
3. The kids are playing *outside*.
4. She has not been *here*.
5. The bathroom is *upstairs*.

Activity 4

1. I haven't seen him *recently*.
2. I'll see you *soon*.
3. We met him at the pub afterwards.
Afterwards, we met him at the pub.
4. I need help *immediately*.
5. He was very arrogant *then*.

Activity 5

1. I have *often* been to Madang.
2. Have you *ever* been to Port Moresby?
3. He sometimes plays golf on Sundays.
4. The weather is always bad in November.
5. It never rains in the desert.

Answers To Topic 4 Practice Exercises

Practice Exercise 18

- A.**
- | | |
|--------------|----------|
| 1. slow | 5. bad |
| 2. slowly | 6. badly |
| 3. quickly | 7. well |
| 4. immediate | |
- B.**
- | | |
|-----------|-----------|
| 1. easily | 4. badly |
| 2. well | 5. hard |
| 3. fast | 6. Slowly |
-

Practice Exercise 19

A.

Positive Form	Comparative Form	Superlative Form
1. long	<i>longer</i>	<i>longest</i>
2. heavy	<i>heavier</i>	<i>heaviest</i>
3. small	<i>smaller</i>	<i>smallest</i>
4. early	<i>earlier</i>	<i>earliest</i>
5. wild	<i>wilder</i>	<i>wildest</i>

B.

Positive Form	Comparative Form	Superlative Form
1. gladly	<i>more gladly</i>	<i>most gladly</i>
2. nervously	<i>more nervously</i>	<i>most nervously</i>
3. bravely	<i>more bravely</i>	<i>most bravely</i>
4. attractively	<i>more attractively</i>	<i>most attractively</i>
5. deeply	<i>more deeply</i>	<i>most deeply</i>

C.

- | | |
|---------------|---------------|
| 1. natural | 4. loudly |
| 2. frequently | 5. peacefully |
| 3. noisy | |
-

Practice Exercise 20

- A.**
- a big red book
 - the first three days
 - a brown leather jacket
 - a new terrible movie
 - the yellow tea cup
- B.**
- She was carrying a **beautiful little crocodile –skin handbag**.
 - Her home had the most **beautiful old-fashioned wood floors** I had ever seen.

3. The surgeon was wearing a **thin white face mask**.
 4. We visited a **quaint old English village** on our vacation.
 5. She put a **traditional brown tablecloth** on the table.
-

Practice Exercise 21

1. We were in London **last week**.
 2. He **rarely** walks his dog.
 3. She waited **patiently**.
 4. My father **always** goes fishing.
 5. Your bedroom is **upstairs**.
 6. We don't go skiing in **summer**.
 7. Cats can hear **well**.
 8. I saw him **there**.
 9. The girl speaks English **fluently**.
 10. I have **never** seen that film.
-

END OF TOPIC 4

**NOW YOU MUST DO EXERCISE 4 THEN STRAND TEST 4 TO
COMPLETE YOUR ASSIGNMENT. WHEN YOU HAVE
COMPLETED YOUR ASSIGNMENT CHECK CAREFULLY
THROUGH YOUR ANSWERS AGAIN BEFORE SENDING IT TO
YOUR PROVINCIAL CENTRE FOR MARKING.**

GLOSSARY:

A

Absolutely – an adverb that is used to emphasize that something is completely true

Accessed – means of entering or approaching a place; right or ability to log on to a computer system or programme

Accountant – a person whose job is to keep or check financial accounts.

Activated – enabled

Affirmative – agreeing; favorable

Allergic – having a medical condition that causes someone to react badly or feel sick when eating or touching a particular substance; having a strong dislike of something

Antique – an object such as a piece of furniture that is old and often valuable

Arrogant – self-important; bigheaded; overconfident

Awful – very bad or unpleasant

B

Backstage – part of the theatre where actors and artists get ready and wait to perform

Baggage – bags and cases that passengers take on a flight

Boardwalk – a path made of wooden boards especially on a beach or near water

C

Category – group of people or things with particular things in common

Caterer – a person or company whose job is to provide food and drinks for meetings or social events

Cellular – telephone system that works by radio instead of wires; consisting of the cells of plants or animals

Certainty – assurance; sureness; conviction

Clan – a group of families who are related to each other; a group of people who are connected because of a particular thing

Clever – quick at learning and understanding things

Concert – a public performance of music

Context – the situation in which something happens and that helps you to understand it

Contraction – the process of becoming smaller or shorter

Contrast – a difference between two or more people or things that you can clearly see when they are compared or put close together

Convey – to make ideas or feelings known to somebody

Cursed – to continuously suffer from or be affected by something bad

D

Definite – sure or certain

Degree – unit for measuring angles; the amount or level of something

Denoting – to mean or represent something; the act of naming something with a word

Difference – the way two people or things are not like each other

Disgusting – extremely unpleasant

E

Emphasise – to give special importance to something

Enormous – extremely large

Exhausted – very tired

Experiment – a scientific test that is done in order to study what happens and to gain new knowledge

Extremely – very great in degree; not ordinary; far from what people consider to be normal

F

Fainted – became unconscious

Finance – money used to run a business, an activity or a project

Fluent – able to speak, read or write a language, especially a foreign language, easily and well

Forgo – to decide not to have or do something that you would like to have or do

Frequency – the rate at which something happens or is repeated

Frequently – often

Function – special activity or purpose of a person or thing; event or official ceremony

G

Gorgeous – very beautiful and attractive

Granting – to agree to give somebody what they ask for; to admit that something is true, although you may not like or agree with it

H

Habit – something that you do often and almost without thinking

Honeymoon – holiday or vacation taken by a couple who have just got married

I

Indicate – to represent information; to show that something is true or exists; to mention something in an indirect way

Inevitable – something that cannot be avoided or prevented

Intention – purpose; aim; intent; target; goal; plan

Intuition – the ability to know something by using your feelings rather than considering the facts

Invented – produced or designed something that did not exist before

M

Mess – a dirty or untidy state

Modified – to change something slightly, especially in order to make it more suitable for a particular purpose

N

Necessity – something that you must have and cannot manage without; requirement; essential; necessary

O

Object – focus; receiver

Obligations – duties; responsibilities; commitments

Occasions – a particular time when something happens; a special event, ceremony or celebration; a reason or cause

Occurred – happened; an idea or thought that came into mind

Operation – the process of cutting open a part of a person's body in order to remove or repair a damaged part

Overcome – to succeed in dealing with or controlling a problem that has been preventing you from achieving something

P

Polite – having or showing good manners and respect for the feelings of others

Possession – the state of having or owning something; belongings

Possibility – chance; probability; likelihood; options

Preceding – to happen before something or come before something or somebody in order

Predict – to say that something will happen in the future

Prediction – guess; forecast; calculation; estimate; expectation

Prompted – to make somebody decide to do something; to cause something to happen

Pub – a building where people go to drink and meet their friends

Q

Quaint – attractive in an unusual or old-fashioned way

Quite – to some degree

R

Rare – existing only in small numbers and therefore valuable or interesting

Recently – not long ago

Redundant – not needed

Replacement – a person who replaces another person in an organisation

S

Sacred – considered to be holy; very important and treated with great respect

Snooker – a game for two people

Specific – detailed and exact; connected with one particular thing only

Stalled – to stop something from happening; stopped suddenly due to lack of power or speed

Subject – topic; focus; matter under discussion

Surgeon – a doctor who is trained to perform surgery

T

Tenants – a person who pays rent for the use of a place

Threat – a person or thing that is likely to cause trouble or danger

Tide – a regular rise and fall in the level of the sea

V

Validated – confirm; certify; authenticate; support; endorse

Varieties – several different sorts of the same thing

Various – having many different features

Vendors – a person who sells things or a company that sells a particular product

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FODE PROVINCIAL CENTRES CONTACTS

PC NO.	FODE PROVINCIAL CENTRE	ADDRESS	PHONE/FAX	CUG PHONES	CONTACT PERSON		CUG PHONE
1	DARU	P. O. Box 68, Daru	6459033	72228146	The Coordinator	Senior Clerk	72229047
2	KEREMA	P. O. Box 86, Kerema	6481303	72228124	The Coordinator	Senior Clerk	72229049
3	CENTRAL	C/- FODE HQ	3419228	72228110	The Coordinator	Senior Clerk	72229050
4	ALOTAU	P. O. Box 822, Alotau	6411343 / 6419195	72228130	The Coordinator	Senior Clerk	72229051
5	POPONDETTA	P. O. Box 71, Popondetta	6297160 / 6297678	72228138	The Coordinator	Senior Clerk	72229052
6	MENDI	P. O. Box 237, Mendi	5491264 / 72895095	72228142	The Coordinator	Senior Clerk	72229053
7	GOROKA	P. O. Box 990, Goroka	5322085 / 5322321	72228116	The Coordinator	Senior Clerk	72229054
8	KUNDIAWA	P. O. Box 95, Kundiawa	5351612	72228144	The Coordinator	Senior Clerk	72229056
9	MT HAGEN	P. O. Box 418, Mt. Hagen	5421194 / 5423332	72228148	The Coordinator	Senior Clerk	72229057
10	VANIMO	P. O. Box 38, Vanimo	4571175 / 4571438	72228140	The Coordinator	Senior Clerk	72229060
11	WEWAK	P. O. Box 583, Wewak	4562231/ 4561114	72228122	The Coordinator	Senior Clerk	72229062
12	MADANG	P. O. Box 2071, Madang	4222418	72228126	The Coordinator	Senior Clerk	72229063
13	LAE	P. O. Box 4969, Lae	4725508 / 4721162	72228132	The Coordinator	Senior Clerk	72229064
14	KIMBE	P. O. Box 328, Kimbe	9835110	72228150	The Coordinator	Senior Clerk	72229065
15	RABAU	P. O. Box 83, Kokopo	9400314	72228118	The Coordinator	Senior Clerk	72229067
16	KAVIENG	P. O. Box 284, Kavieng	9842183	72228136	The Coordinator	Senior Clerk	72229069
17	BUKA	P. O. Box 154, Buka	9739838	72228108	The Coordinator	Senior Clerk	72229073
18	MANUS	P. O. Box 41, Lorengau	9709251	72228128	The Coordinator	Senior Clerk	72229080
19	NCD	C/- FODE HQ	3230299 Ext 26	72228134	The Coordinator	Senior Clerk	72229081
20	WABAG	P. O. Box 259, Wabag	5471114	72228120	The Coordinator	Senior Clerk	72229082
21	HELA	P. O. Box 63, Tari	73197115	72228141	The Coordinator	Senior Clerk	72229083
22	JIWAKA	c/- FODE Hagen		72228143	The Coordinator	Senior Clerk	72229085

FODE SUBJECTS AND COURSE PROGRAMMES

GRADE LEVELS	SUBJECTS/COURSES
Grades 7 and 8	1. English
	2. Mathematics
	3. Personal Development
	4. Social Science
	5. Science
	6. Making a Living
Grades 9 and 10	1. English
	2. Mathematics
	3. Personal Development
	4. Science
	5. Social Science
	6. Business Studies
	7. Design and Technology- Computing
Grades 11 and 12	1. English – Applied English/Language& Literature
	2. Mathematics – Advance/General
	3. Science – Biology/Chemistry/Physics
	4. Social Science – History/Geography/Economics
	5. Personal Development
	6. Business Studies
	7. Information & Communication Technology

REMEMBER:

- For Grades 7 and 8, you are required to do all six (6) subjects.
- For Grades 9 and 10, you must complete five (5) subjects and one (1) optional to be certified. Business Studies and Design & Technology – Computing are optional.
- For Grades 11 and 12, you are required to complete seven (7) out of thirteen (13) subjects to be certified.

GRADES 11 & 12 COURSE PROGRAMMES

No	Science	Humanities	Business
1	Applied English	Language & Literature	Language & Literature/Applied English
2	Mathematics – Advance/General	Mathematics – Advance/General	Mathematics – Advance/General
3	Personal Development	Personal Development	Personal Development
4	Biology	Biology/Physics/Chemistry	Biology/Physics/Chemistry
5	Chemistry/ Physics	Geography	Economics/Geography/History
6	Geography/History/Economics	History / Economics	Business Studies
7	ICT	ICT	ICT

Notes: You must seek advice from your Provincial Coordinator regarding the recommended courses in each stream. Options should be discussed carefully before choosing the stream when enrolling into Grade 11. FODE will certify for the successful completion of seven subjects in Grade 12.

CERTIFICATE IN MATRICULATION STUDIES

No	Compulsory Courses	Optional Courses
1	English 1	Science Stream: Biology, Chemistry, Physics
2	English 2	Social Science Stream: Geography, Intro to Economics and Asia and the Modern World
3	Mathematics 1	
4	Mathematics 2	
5	History of Science & Technology	

REMEMBER:

You must successfully complete 8 courses: 5 compulsory and 3 optional.