

Note that in speech we easily say: We haven't any water. But the long form 'We have not any water' doesn't sound correct.

So we prefer to say: 'We have no water'.

In negative statements 'not' or '...n't' comes after the auxiliary verb or after the main verb 'be'. put 'not' / '...n't' after the first one. The verb after 'not' or '...n't' does not end in '-s' or '-ed'.

Avoid the expression: ... no any

- C: Get into groups of three – let student A make an affirmative sentence using 'some'. Student B should change A's sentence to the negative and student C should change it to a question using 'any'.

You can use the words below to make the sentences:

| | | |
|----------|----------|--------|
| pepper | eggs | advice |
| boil | money | met |
| tourists | children | boil |
| hostel | recipe | clean |
| someone | anywhere | etc |

Example A: There's some pepper on the table.

B: There isn't any pepper on the table.

C: Is there any pepper on the table?

- D: Complete these sentences with 'some' or 'any'

1. I am sure Mwebe did not fetch water.
2. Please buy meapples when you go shopping.
3. There is seldom sugar at the end of term.
4.man came here asking for salt.
5. I have lostmoney. Did you see wallet lying around here?
6. We boughtfresh mangoes but there isn't water to wash them.
7. You cannot havemore food, but I wantbecause I am hungry.
8. I have read all these novels. Have you new ones?
9. Did you prepare coffee? (expression)

10. The trader sold maize flour so she got money.
11. The teachers asked the headmaster to take action about the students who broke into the food store.
12. The visitors did not steal..... clothes from them.
13. Her parents baked pancakes for sale.
14. Could their pens be ofvalue to you?
(expecting answer yes).
15. There were hardly passengers at the stage.
16. Can you put more effort into your work? I expected you to do better.

B: Practice Exercise 2: Group work

Try to remember one thing that happened to you yesterday. In groups of four, each of you should make a question, an affirmative, emphatic or negative statement about what happened.

Example

Student A: Last night our neighbour helped us to fight a fire in the kitchen etc. **(Affirmative Statement)**

Student B: Last night our neighbour did help us to fight a fire in the kitchen **(emphatic statement)**

Student C:**(negative statement)**

Student D:**(question)**

Reading: The Emu and the Bone



Sometimes you do good things for other people and they do not show any gratitude at all. Has this ever happened to you? How did you react to the ingratitude?

The emu was eating in his house when he accidentally swallowed a small bone. He tried to remove it but could not. He went to all his friends but none could give him the help he so desperately needed. Some, in their attempts to bring out the bone, pushed it further in. He promised to give his daughter in marriage to any bird that could rid him of the bone. Many birds tried to remove the bone so as to marry his daughter. A friend came to visit him

I spoke to a man
The storekeeper was a man
He told me about a man
She married a man

who had fought in the last war.
who had been educated in England.
who had lost a thousand pounds the day before.
who had once been a teacher.
who had once killed a lion.

The past perfect in stories

Study the tenses in the following paragraph:

We *arrived* at the town at midday, and Ben *took* me straight to his house. When I *saw* it, I *was* astonished. Ben *had often told* me about the importance of his family. I *had met* his rich brother, and *had read* about his father, the chief. His sister *had been* to Oxford University, and his uncle *had bought* ten lorries. I *had expected* to see a palace. Now all I *could see was* a thatched hut.

What is the chief event in this paragraph? It is the writer's arrival at Ben's house. This is the *time* that the writer is chiefly thinking about, and the paragraph begins and ends in the past simple tense. But the past perfect tenses in the middle tell us about other things that happened *before* that time.

Sometimes, a good writer will *begin* a story with the past perfect tense, like this:

Ali *had always seemed* a coward. At school he *had been* afraid of bigger boys, and once he *had pretended* to be ill because his teacher *had* said he would beat him.

These tenses tell the reader that he has not yet reached the main *time* of the story, and he must read further until he comes to a sentence in the past simple, e.g.:

Well, one day, Ali *showed* everyone he was not really a coward at all. Then the reader will know that the real story is about to begin.

Testing Exercise

Each of the following sentences contains two verbs in brackets. One should be

- 16 They were interviewing me for the job. I . . .
- 17 They were changing the rules. The rules . . .
- 18 They were chasing the chickens. The chickens . . .
- 19 They were attacking England. England . . .
- 20 They were putting the furniture in the garden. The furniture . . .
- 21 They have chosen me as their captain. I . . .
- 22 They have told you about it before. You . . .
- 23 They have just made the tea. The tea . . .
- 24 They have accepted my letter. My letter . . .
- 25 They have written hundreds of letters to the Ministry. Hundreds . . .
- 26 They will promote you next year. You . . .
- 27 They will leave some of the books in the library. Some . . .
- 28 They will finish it tomorrow. It . . .
- 29 They will steal all your money. All . . .
- 30 They will force her to agree. She . . .

This exercise should be done orally over and over again (books closed) until the answers can be given without hesitation.

The passive with by

The passive is followed by the word *by* when we wish to indicate the *doer*. Thus, if we are talking about a certain book, we could say it was written by Green, it was published by Brown, it was sold by White and it was bought by a teacher.

Practice Exercise—2

The following table contains 20 sentences illustrating the passive voice followed by *by*. Your teacher will help you to practise them. Try to keep your books *closed* and try to finish all 20 sentences in two minutes.

| | | | |
|-----------|--|---|---------------------------|
| The house | is being has been will be was | painted built sold opened broken down | by the Town Council |
|-----------|--|---|---------------------------|

A: Use the table below to make as many different sentences as possible (containing 'some' and 'any'). Your teacher will help you practise them.

| | | |
|---|--|----------------------------------|
| I She/he/they Nobody Somebody Did you | boil did not boil cook rarely boil hasn't has have doubt if there's | some milk any milk no milk |
|---|--|----------------------------------|

Examples

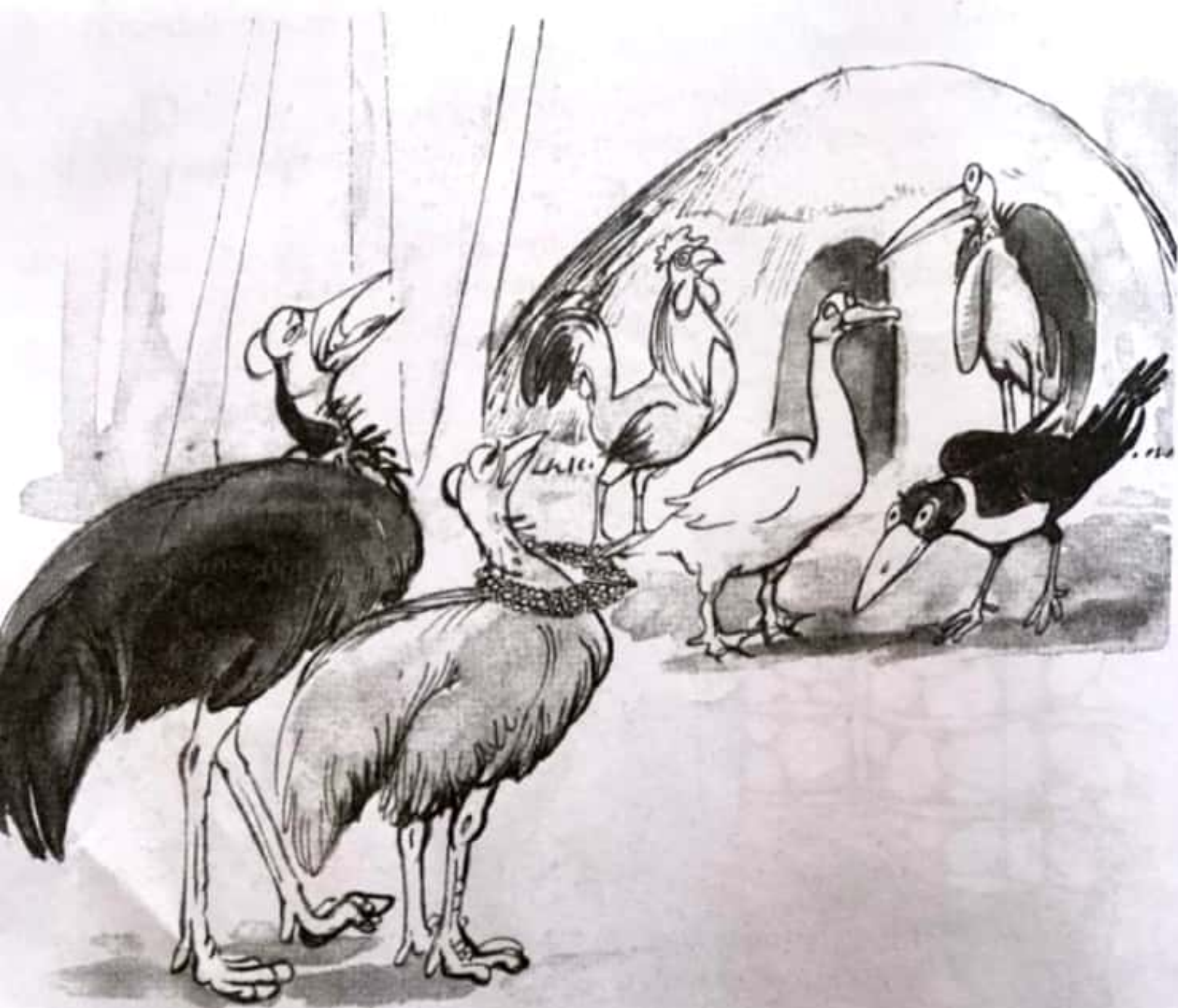
1. I boiled some milk.
2. I did not boil any milk.
3. Did you boil any milk?

'Some' and 'any' mean a certain number or amount that is unknown, although 'some' implies a 'small quantity of'.

B:

| 'Some' is used ... | 'Any' is used ... |
|---|--|
| <ul style="list-style-type: none"> • In affirmative/positive sentences, e.g. example (1) above | <ul style="list-style-type: none"> • In negative sentences, e.g. example (2). Note that words like not (...n't), no, rarely, scarcely, unlikely etc have a negative meaning. |

3. The emu, falcon, kiwi are all.....
 - a. four-legged animals
 - b. birds
 - c. hoofed animals
 - d. reptiles
4. What promise did the emu make to whoever could remove the bone from his throat?
5. Who informed the kiwi about the emu's suffering?
6. When the emu told the kiwi that he was grateful for what the kiwi had done, he was.....
 - a. telling the truth
 - b. boasting
 - c. lying
 - d. eating
7. Which other word can you use instead of 'intoxicated'?
 - a. worried
 - b. drunk
 - c. satisfied
 - d. annoyed
8. Why did the emu run 'hither and thither' at the falcon's wedding party?
9. Imagine you were the kiwi. How would you have reacted to the emu's refusal to keep his promise?
10. What important lesson does this story teach you?



the emu again. However, he still nursed ill-feelings towards him. He was simply looking for a way to take revenge. Then one day, the opportunity he was looking for came. The falcon married a new wife and invited all the birds to come and rejoice with him. Both the emu and the kiwi were invited, and by coincidence both of them were given the same dish of food.

There was plenty to eat and drink, and the emu was among the first to become intoxicated. The kiwi took a hook-shaped bone and placed it in their dish. He asked his drunken companion to eat. The latter swallowed both the food and the bone. The emu's drunkenness disappeared as he ran with the bone in his beak.

Although John is ill, he is still hard at work.

(If this exercise is done orally, several suggestions can be given for each one, and the teacher can judge the best.)

- 1 Shakespeare is dead.
- 2 We have been at school for many years.
- 3 Some countries have a very advanced civilisation.
- 4 Most people would like to be rich.
- 5 The sun is very much bigger than the earth.
- 6 We have never seen God with our eyes.
- 7 We speak different languages.
- 8 Fire is very useful to man in various ways.
- 9 We always do our best.
- 10 Doctors can do many wonderful things.

Written Composition

Look again at the section on p. 14 headed *The past perfect in stories*, and particularly at the passage beginning *Ali had always seemed a coward*, and continuing *Well, one day Ali showed everyone he was not really a coward at all*. Write a complete story of your own, beginning with this passage. It must be about a brave act that could occur in ordinary life (e.g. connected with an accident, a burglary, a dangerous animal, etc.).

Note that your story will be mostly in the *past simple tense*.



The emu's poor voice is due to this bone which was never removed.

'The Way We Lived' (adapted) by Rems Nna Umeasiegbu

WORD BANK

by coincidence

by chance

desperate

wanting help very badly

in distress

suffering greatly

notify

to tell someone about something

rid somebody of something to remove something from someone, that is usually harmful

Questions

1. How did the bone get stuck in the emu's throat?
2. Why did the emu go to all his friends after he swallowed the bone?

- 2 Aeroplanes fly very fast, but rockets fly faster still.
- 3 Most cars run on petrol, but a few have diesel engines which run on oil.
- 4 Britain is a small country, but it has a large population.
- 5 The dictionary may teach us the meanings of a word, but it does not always teach us how to use it.
- 6 Many of them were Christians, but the old beliefs were still very much alive.
- 7 The wind blows out a candle-flame, but it makes a fire burn more brightly.
- 8 Ibn Battuta visited many countries, but his first aim was to go on pilgrimage to Mecca.
- 9 Dele had perfectly good eyesight, but he wore glasses to make him look like a professor.
- 10 Ada seemed to be very interested in her book, but I noticed she was holding it upside-down.

Testing Exercise

Join the following pairs of sentences in two different ways:

- a) by using the joining words *but* or *so*;
- b) by changing the first sentence of each pair into either a *though*-clause or an *as*-clause.

(Bright classes may leave out (a).)

- 1 He is a soldier. He has never done any fighting.
- 2 My father has never been to school. He is the wisest person I know.
- 3 There is no electricity in the hospital yet. The nurses use kerosene lamps.
- 4 Farming is our most important industry. Not enough of our educated young men take any interest in it.
- 5 Nobody was willing to appear in court as a witness. The prisoner had to be set free.
- 6 Doctors have now discovered a cure for leprosy. It is no longer the terrible disease that it used to be.
- 7 The sun can only shine on one side of the earth at once. The other side must be in darkness.
- 8 The temperature inside a candle-flame is quite high. The total amount of heat it produces is small.
- 9 I can read French easily. I cannot carry on a conversation in French.
- 10 Everybody in that country was blind. The one-eyed man became king.

Composition Exercise

Change the following statements into *though*-clauses.

one evening. He was surprised to find the emu in distress and he suggested that the kiwi should be notified.

'When my mother swallowed a pointed bone two years ago, everyone thought she would die. It was the kiwi that saved her life.'

The kiwi was informed of the accident. He placed his long beak into the emu's mouth and brought out the bone. The emu said he was grateful, but refused to give his daughter in marriage to the kiwi.



'You knew you could save me but you didn't care to come. You wanted me to suffer first,' the emu said.

The emu refused to give his daughter to the kiwi. All the other birds appealed to him, but he would not change his mind.

Eight months passed and the kiwi started paying frequent visits to the emu's family. It was not long before he became friendly with

| | Active Voice | Passive Voice |
|---------------------------|------------------------------------|----------------------------------|
| <i>Present Continuous</i> | They are sweeping the room now. | The room is being swept now. |
| <i>Present Simple</i> | They sweep the room every day. | The room is swept every day. |
| <i>Past Continuous</i> | They were sweeping the room. | The room was being swept. |
| <i>Past Simple</i> | They swept the room yesterday. | The room was swept yesterday. |
| <i>Present Perfect</i> | They have just swept the room. | The room has just been swept. |
| <i>Future</i> | They will sweep the room tomorrow. | The room will be swept tomorrow. |

Practice Exercise

Below are two tables showing two common uses of the past perfect: with *after*,¹ and in relative clauses. Each table contains 20 sentences. Your teacher will help you to practise them. Try to keep your books closed and aim at a speed of at least 10 sentences per minute.

| |
|--------------------------------|
| After I had finished my work |
| After I had seen my friend |
| After I had had breakfast |
| After they had built the house |
| After we had found the money |

| |
|----------------------------|
| I told my mother about it. |
| I felt very happy. |
| my uncle sent for me. |
| Mary went away. |

- 4 He (escape) from the police, and now he (want) me to hide him.
- 5 After the battle many people (find) that they (lose) their homes.
- 6 A man (arrive) at the hospital saying there (be) an accident.
- 7 When she finally (return) to her husband, she found that he (marry) somebody else.
- 8 The man whose car (run) me over (come) to see me in the hospital.
- 9 I (try) to find you, but you (leave).
- 10 The man who (win) the prize this year (try) twelve times before without success.
- 11 After the bus (leave), my mother (start) to cry.
- 12 I (come) to tell him it was poisonous, but he (eat) it already.
- 13 I (find) that the dead man's watch (stop) at quarter past six.
- 14 When he (plant) all the yams, he (go) home.
- 15 The pupil who (break) the chair (try) to mend it himself.
- 16 The bus (break) down because they (forget) to put oil in the engine.
- 17 They already (have) dinner when I (arrive).
- 18 I (be) there before, so this time I (want) to go somewhere else.
- 19 I (read) all my books, and now there (be) nothing for me to do.
- 20 I (sleep) in the room where the Prime Minister (hold) his first meeting.

D 'Though'-clauses

Here is another of the compound sentences we had last year:

Cinderella wanted very much to go to the dance, *but* her sisters told her to stay at home.

Note that this sentence consists of two complete statements joined together by the conjunction *but*.

Another way of expressing it is as follows:

Though (or Although) Cinderella wanted very much to go to the dance, her sisters told her to stay at home.

The words in italics have now become a subordinate adverbial clause. Note that the conjunction *but* has now disappeared. Never use *but* after a *though*-clause.

Like all adverbial clauses, a *though*-clause can go either before the main clause (as above) or after it, e.g.:

Cinderella's sisters told her to stay at home, *though* she wanted very much to go to the dance.

Practice Exercise

Read out each sentence, and then reword it starting with a *though*-clause.

- 1 Poisonous snakes are very dangerous, but they hardly ever people unless they are frightened or trodden on.



The sentences in the second column have the same meaning as those in the first column, but they express it in a different way with the help of a special form of the verb called the passive voice. Every tense has a passive voice as well as the more common 'active' voice. The passive is particularly useful when we are not interested in the *doer* of the action. Thus, when I say *The room is being swept*, I am interested in the action itself, not in the person who is doing it.

Note the following two points about the form of the passive very carefully:

- a) The past participle is *always* used in *every* tense of the passive voice (see *swept* in the above table). Thus the word *swept* alone tells us nothing about the tense of the verb.
- b) The passive always begins with a tense of the verb *to be*. Make sure you can pronounce *been* and *being* correctly.¹ What is the tense and voice of the following? *The room's being swept*. *The room's been swept*. What does the 's' mean in each case?

Practice Exercise—1

Your teacher will read out the sentences in the 'active' column of the above table, and you will try to give the passive form of each one from memory (books closed). Each passive sentence must begin with *The room*.

Practice and Testing Exercise

Change the following into the passive, without changing the *tense*. (For examples see the table above, noting that *by* is not required in these sentences.)

The first word of each answer is given to help you.

- 1 They serve meals in the dining hall. Meals . . .
- 2 They take the wood to the saw-mills. The wood . . .
- 3 They grow rice on the plains. Rice . . .
- 4 They cut the grass every day. The grass . . .
- 5 They often find diamonds in river beds. Diamonds . . .
- 6 They are watching you. You . . .
- 7 They are bathing² the baby. The baby . . .
- 8 They are painting the door. The door . . .
- 9 They are repairing my car. My car . . .
- 10 They are using the hut as a store-room. The hut . . .
- 11 They kicked me on the leg. I . . .
- 12 They sometimes took away our clothes. Our clothes . . .
- 13 They sewed up the hole with white cotton. The hole . . .
- 14 They elected him in 1964. He . . .
- 15 They did it yesterday. It . . .