

Mastering Junior Certificate English Language



Exam Oriented

[Notes, Questions & Answers]

Paul E Qualira

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I thank GOD that I am Me. It is comforting to know that You are a Gracious, Loving and Faithful God. Nothing can happen without you.

DEDICATION

My Beloved Dad

Your Life Is An Inspiration To Me. I Regard It A Privilege To Be Your Son

PREFACE

This book has been written for the English student who does not just want to pass exams but also to pass with the best grade. It is written in such a way that every student who reads it will have no choice but to have an in-depth understanding of the English subject. It simply makes the student realize how simple English is. It is written for the student who is preparing for Junior Certificate Examination (it has covered all the examinable areas). It establishes a good background for the MSCE level as most of the topics are also covered at senior level.

Some other topics (study skills and vocabulary skills) have been added because they are essential to the academic life of the student.

At the end of each topic are questions whose answers are at the end. A student is advised not to look at the answers before attempting the questions.

The book is based on the "*M'mera mpoyamba*" philosophy. A good background for English (JCE) determines success at MSCE level

ABOUT THE AUTHOR

The author is an English teacher at Lirangwe CDSS. He holds a Bachelor of Arts (Humanities) Degree from Chancellor College with a major in English and minor in Philosophy and Sociology. He finds great joy in teaching English (Language and Literature).

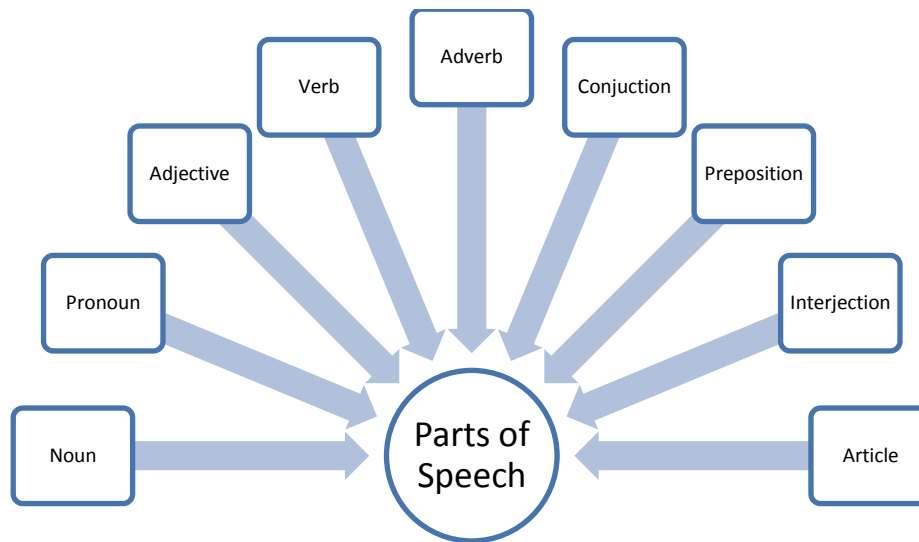
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PARTS OF SPEECH

The parts of speech are the building blocks of any language. The English language has nine (including Article) parts of speech. The following are the parts of speech:



1. NOUN

A noun is a word that refers to a person, thing, idea, place or state of being.

Person: Dominic, Dorothy, Jessy, Phiri, Sosten, Ralph, Cosmas etc

Thing: table, bottle, book, pen, door, phone etc

Place: Blantyre, Nkhomenya, Lirangwe, Chulu, Chatoloma, Lunzu etc

State of being: falsehood, sadness, happiness, freedom, anxiety etc

Examples

- a) John likes eating fruits.
- b) Truth is all we need in the world.
- c) Malawi is a beautiful country.
- d) Dorothy likes playing with Sphiwe.
- e) I love English

Types Of Noun

There are basically five types of nouns. These are:

- i. Proper Noun
- ii. Common Noun
- iii. Collective Noun
- iv. Abstract Noun
- v. Concrete Noun

i. Proper Noun

It is a noun that shows a sense of belonging to a particular thing or person. It always begins with a capital letter.

Examples

- a) Iustina is a smart girl.
- b) She will be going to Blantyre today.
- c) I love teaching at Lirangwe.
- d) Wabwino and Wathu like playing games.
- e) Uchindami loves watching cartoons.

ii. Common Noun

It is a noun that does not belong to a particular thing, place or person. It names general places, persons, places, ideas or things.

Examples

- a) The college has twenty students.
- b) I love this book.
- c) Most people do not like being forced to do something.
- d) They are now living in the city.
- e) He has gone to school.

iii. Collective Noun

It is a noun that is used to name things in groups. It looks at a collection as a whole.

Examples

- a) Grace is carrying a bunch of keys.
- b) Our team will play tomorrow.
- c) The choir sang throughout the event.
- d) There was a huge crowd at the library.
- e) He is looking at a swarm of bees.

iii. Concrete Noun

It is a name of anything that can be seen, heard, smelled, tasted or touched.

Examples

- a) I have bought five books.
- b) She needs a pen and a paper.
- c) Dorothy is washing plates.
- d) They are moulding bricks.
- e) The bag is under the bed.

iv. Abstract Noun

It is a noun that names an idea or something we cannot see, touch, smell, hear and taste.

Examples

- a) Love is greater than life
- b) I need to know the truth.
- c) Intelligence is hard to measure.
- d) The idea that people are not perfect is self-evident.

- e) Psychology is the study of the human behavior.

Note:

Sometimes a word can be noun in one sentence and another part of speech in another sentence. It is important to examine the function of a word to establish the part of speech.

Examples

- I love listening to music. (verb)
- Love is a wonderful thing. (noun)
- She will fire you. (verb)
- The fire is burning. (noun)
- They are to question him this afternoon. (verb)
- The boy was asked a question on what had happened. (noun)
- I honour people who work hard. (verb)
- She is a woman of great honour. (noun)
- I value respecting and embracing my individuality. (verb)
- The value of what you get is measured on how much you are willing to sacrifice. (noun)

Noun Endings (Suffix)

One can also identify a noun in a sentence by looking at the ending of the word (suffix). Most abstract nouns have certain endings.

-ance			
• Abundance		• Organism	• Tenacity
• Appearance		• Mechanism	• Simplicity
• Ignorance		• Sadism	• Velocity
• Importance		• Racism	• felicity
• Clearance			
-tion		-ity	-dom
• Action		• Unity	• Freedom
• Education		• Honesty	• Kingdom
• Evaluation		• Modesty	• Wisdom
• Examination		• Gravity	• Martyrdom
• Function		• Majority	• Popedom
-ence		-lity	-hood
• Essence		• Ability	• Childhood
• Reference		• Humility	• Motherhood
• Difference		• Disability	• Falsehood
• Intelligence		• Civility	• Livelihood
• Diligence		• Responsibility	• Truthhood
-ism		-city	-ency
• Tribalism		• Audacity	• Tendency
			• Consistency

<ul style="list-style-type: none"> • Agency • Emergency • Urgency 	<ul style="list-style-type: none"> • Monomania • Pyromania 	<ul style="list-style-type: none"> • Employee • Addressee • Interviewee • Trustee • Trainee
-cracy <ul style="list-style-type: none"> • Democracy • Autocracy • Aristocracy • Gerontocracy • Theocracy 	-sis <ul style="list-style-type: none"> • Analysis • Paralysis • Photosynthesis • Dialysis • Thrombosis 	-or <ul style="list-style-type: none"> • Operator • Oppressor • Actor • Motivator • Activator
-cide <ul style="list-style-type: none"> • Suicide • Homicide • Pesticide • Insecticide • Spermicide 	-age <ul style="list-style-type: none"> • Package • Marriage • Language • Breakage • Wastage 	-ess <ul style="list-style-type: none"> • Actress • Princess • Duchess • Hostess • Waitress
-gamy <ul style="list-style-type: none"> • Polygamy • Monogamy • Endogamy • Exogamy 	-th <ul style="list-style-type: none"> • Health • Wealth • Truth • Death • Shealth 	-al <ul style="list-style-type: none"> • Approval • Removal • Withdrawal • Dismissal • Appraisal
-mancy <ul style="list-style-type: none"> • Logomancy • Hydromancy • Bibliomancy • Chiromancy 	-ics <ul style="list-style-type: none"> • Mathematics • Economics • Characteristics • Physics • Pediatrics 	-logy <ul style="list-style-type: none"> • Biology • Physiology • Psychology • Anthropology • Sociology
-ship <ul style="list-style-type: none"> • Companionship • Fellowship • Scholarship • Relationship • Friendship 	-ment <ul style="list-style-type: none"> • Government • Improvement • Development • Encouragement • Involvement 	-ian <ul style="list-style-type: none"> • Historian • Mathematician • Technician • Physician • Statistician
-tude <ul style="list-style-type: none"> • Attitude • Servitude • Magnitude • Negritude 	-graphy / graph / ph <ul style="list-style-type: none"> • Geography • Photography • Polygraph • Photograph • Chromatography 	-ix <ul style="list-style-type: none"> • Crucifix • Suffix • Prefix • Cervix
-mania <ul style="list-style-type: none"> • Bibliomania • Anglomania 	-ee	

-ist <ul style="list-style-type: none"> • Economist • Educationist • Agriculturalist • Sociologist • Psychologist 	<ul style="list-style-type: none"> • Homophobia • Xenophobia • Claustrophobia 	-my <ul style="list-style-type: none"> • Academy • Agronomy • Alchemy • Autonomy • Monotony
-ture <ul style="list-style-type: none"> • Agriculture • Culture • Posture • Adventure • Literature 	-er <ul style="list-style-type: none"> • Gardener • Philosopher • Geographer • Composer • Driver 	-ary <ul style="list-style-type: none"> • Dictionary • Revolutionary • Visionary • Missionary • Reactionary
-phobia <ul style="list-style-type: none"> • Agoraphobia 	-sphere <ul style="list-style-type: none"> • Atmosphere • Lithosphere • Hydrosphere • Hemisphere • Chromosphere 	

2. PRONOUN

It is a word that is used in place of a noun.

Examples

- I like listening to Joyce Meyer sermons.
- They are looking for you.
- She was talking to me.
- He told us the truth.
- Some came with gifts.

Note:

The underlined words above are taking the place of nouns. Instead of referring to the nouns, the pronouns are used instead.

Common Pronouns

I	He	She	Many
Me	Yours	Ours	Neither
Mine	Each	Theirs	None
Myself	It	Hers	No one
They	This	All	What
Them	That	Both	Which
You	These	Either	Any
Everybody	Who	One	Most
Somebody	Anyone	Nothing	Whom
Everyone	Anything	Several	

Him	Her	Some	
Us	We	Few	

Types of Pronoun

There are nine types of pronoun. These are:

- i. Personal Pronoun
- ii. Possessive Pronoun
- iii. Demonstrative Pronoun
- iv. Emphatic Pronoun
- v. Reflexive Pronoun
- vi. Interrogative Pronoun
- vii. Distributive Pronoun
- viii. Indefinite Pronoun
- ix. Relative Pronoun

i. Personal Pronoun

It is a pronoun that stands for a thing or person who is speaking, spoken of or spoken about.

Categories of Personal Pronouns

Personal pronouns can be categorized into two. These are:

- Subject Pronouns
- Object Pronouns

Subject Pronouns

These are pronouns which act as subjects in a sentence.

Examples

- a) She has four pens.
- b) I like Hillsong United.
- c) He is a very intelligent student.
- d) You are supposed to ask for permission.
- e) It is dangerous.
- f) They are happy now.

Object Pronouns

These are pronouns which act as objects of the verb in a sentence.

Examples

- a) She likes him.
- b) He is cleaning it.
- c) Someone has eaten them.
- d) I talked to her.
- e) Dad is helping me.
- f) They are talking to you.

Note:

Each subject pronoun has its corresponding object pronoun. Note the two pronouns that do not change. Observe the pronouns below:

Subject Pronoun	Object Pronoun
I	Me
We	Us
They	Them
He	Him
She	Her
You*	You*
It*	It*

ii. Possessive Pronoun

It is a pronoun that is used to show ownership or possession.

Examples

- This pen is mine.
- Is this yours?
- The books are theirs.
- Melonisa has lost her keys. Is this key hers?
- These pens are ours.
- The cat has not eaten. This food is its.

iii. Demonstrative Pronoun

It is a pronoun used for pointing at things.

Examples

- This is my phone.
- That is the friend I was talking about.
- These are for Dorothy.
- Those are prepared for us.
- This is my last chance.

Note:

When the above underlined pronouns are followed by nouns, they become demonstrative adjectives. Observe sentences below:

Examples

- This desk is mine.
- That friend of mine is coming today.
- These pets are beautiful.
- Those books were given to me as a gift.
- This time is for the ladies to air out their issues.

iv. Interrogative Pronoun

It is a pronoun that is used to ask a question.

Examples

- Who won the game last night?
- Whom did Cosmas talk to?
- What did you see at the museum?
- Which of them is yours?

- e) What is your name?

vi. Distributive Pronoun

It is a pronoun used to separate members of a group or class.

Examples

- a) Neither of them came to the party.
- b) Each of them was paid in full.
- c) One of the students wrote my test.
- d) Some of the books were donated to secondary schools.

Note:

When a distributive pronoun is followed by a noun, it becomes a distributive adjective.

Examples

- a) Each book will be read by two students.
- b) Some men have all the luck.
- c) Each person will be paid in full.
- d) One book was torn.
- e) Some people like to force others to change.

vii. Reflexive Pronoun

It is a pronoun that refers to a noun or pronoun that is the subject in the sentence. It is used when the action expressed in the sentence passes back to the subjects.

Examples

- a) The girl hurt herself.
- b) He killed himself.
- c) We told ourselves the truth.
- d) The students enjoyed themselves.
- e) I have cut myself.

vi. Emphatic Pronoun

As the word suggest, it is a pronoun that shows emphasis. It calls attention to what the subject is doing or what is being done to the subject in the sentence.

Examples

- a) I myself saw him do it.
- b) Martin himself broke the cup.
- c) The dog itself killed the rat.
- d) We ourselves saw him beat the boy.
- e) They themselves lost the game.

Note:

The difference between reflexive pronoun and emphatic pronoun is that when you remove a reflexive pronoun, the sentence becomes ungrammatical while when the emphatic pronoun is removed the sentence is not affected grammatically.

viii. Indefinite Pronoun

It is a pronoun that does not refer directly to any other word. It usually expresses the idea of quantity.

Examples

- a) Everybody is welcome at the party.
- b) Many like watching movies.
- c) Does anybody know the true meaning of happiness?
- d) Few chose to study in the morning.
- e) Most like it hot.

ix. Relative Pronoun

It is a pronoun that introduces a dependent/ subordinate clause.

Examples

- a) The boy who came to the party is my brother.
- b) The car which killed my down is coming.
- c) This is the girl whom I gave my book.
- d) This is the shirt that I bought yesterday.

Pronoun or Adjective?

- Whose book is this? (adjective)
- Whose is this book? (pronoun)

- This pen was given to me as a gift. (adjective)
- This is the man I was talking about. (pronoun)

- Which boy killed your dog? (adjective)
- Which is your book? (pronoun)

- Her money is on the table. (adjective)
- This money is for her. (pronoun)

- Each student will be given an allowance. (adjective)
- Each of them will receive a little something at the end of the meeting. (pronoun)

- All people are mad including me. (adjective)
- All are welcome. (pronoun)

- These boxes are to be opened today. (adjective)
- These are the boxes I bought. (pronoun)

3. ADJECTIVE

It is a word that describes or qualifies a noun in a sentence. Sometimes it also qualifies a pronoun.

Examples

- a) Cosmas is a very wise man.
- b) Dorothy is hungry.

- c) Joyce Meyer is one of the best Bible teachers in the world.
- d) I am fine now.
- e) Raphael is a humble genius.

Common Adjectives

Shy	Brave	Ok	Earthly
Sleepy	Some	Slim	Dark
Long	No	Fat	Hot
Good	Better	Small	Friendly
Free	Best	Short	Many
My	Their	New	Equal
His	Our	Little	Deadly
Fine	Kind	Thick	Young
Pale	Rich	Warm	Perfect
Thin	Large	More	Sad
Tall	Full	Wise	Cold
Poor	One	Angry	Happy
Tough	Sweet	Sour	Bitter
Hungry	Strong	Weak	Smart
Sharp	Hard	Fast	Slow

Positions of Adjectives

There are two positions of adjectives in a sentence. These are:

1. Attributive Adjective
2. Predicative Adjective

Attributive Adjective

These adjectives are always positioned near the noun they are qualifying.

Examples

- a) Marcus is an intelligent boy.
- b) Karren is a beautiful girl.
- c) She is a smart woman.
- d) They have bought two mangoes.
- e) This is really a nice car.

Predicative Adjective

These are adjectives that come after a linking verb and are not near the noun they qualify. The linking verbs are: been, am, seem, smell, grow, is, are, were, become, feel, look, sound and taste.

Examples

- a) The mangoes taste sweet.
- b) He looks sad.
- c) Jessy is angry.
- d) The story sounds interesting.
- e) As he was explaining, I felt sad.

Types of Adjectives

There are nine types of adjectives. These are:

- i. Proper Adjective
- ii. Possessive Adjective
- iii. Interrogative Adjective
- iv. Demonstrative Adjective
- v. Numerical Adjective
- vi. Indefinite Adjective
- vii. Distributive Adjective
- viii. Quantitative Adjective
- ix. Descriptive Adjective

i. Proper Adjective

It is an adjective formed from a proper noun. It begins with a capital letter.

Examples

- a) He has bought a Chinese radio. (China)
- b) Chiwoza Bandawe is a Malawian psychologist. (Malawi)
- c) Many American soldiers were killed in Vietnam. (America)
- d) Japanese appliances are always durable. (Japan)
- e) British comedies are the most humorous. (Britian)

i. Possessive Adjective

It indicates to whom the object belongs. It shows a sense of belonging or possession.

Examples

- a) My shoes are dirty
- b) Her mother is a hard-working woman.
- c) Our books are wet.
- d) Their money has been spent on food.
- e) She has lost his books.

ii. Interrogative Adjective

It is an adjective that asks a question in a sentence.

Examples

- a) What name shall we give you?
- b) Which book is yours?
- c) What time is it now?
- d) Whose pen is this?
- e) Which subjects did you fail?

iii. Demonstrative Adjective

It is an adjective that is used to point at an object.

Examples

- a) This pen is very expensive.
- b) These books are old.
- c) That car is his.
- d) Those egg plants are delicious.
- e) These fruits are to be eaten after lunch.

iv. Numeric Adjective

It is an adjective which shows how many things are. It indicates the number.

Examples

- a) There are two people in the room.
- b) This is my second trial.
- c) There is only one chance.
- d) I have five oranges.
- e) I have received three calls from my sister.

v. Indefinite Adjective

It is an adjective that indicates a number of things without stating exactly what the number is (general).

Examples

- a) Many people like music.
- b) There is little sugar in the cup.
- c) Some students skipped classes yesterday.
- d) Some girls participated in the sports activities.
- e) Few people attended the meeting.

vi. Distributive Adjective

It is an adjective that shows things are taken or understood separately.

Examples

- a) Each person was given a book.
- b) I learn English every day.
- c) He did not support either side of the parties.
- d) I distributed the books to all students.
- e) Most students passed the test.

vii. Quantitative Adjective

It indicates how much of an object is meant.

Examples

- a) They ate the whole loaf of bread.
- b) She has read many books on Viktor Frankl.
- c) I have some money.
- d) He has few supporters.
- e) How much money do you have right now?

viii. Descriptive Adjectives

It is an adjective that describes the noun referred to in the sentence.

Examples

- a) She has a beautiful dress.
- b) He is a cheerful boy.

- c) Patson is a very generous boy.
- d) Sphiwe is a kind girl.
- e) Form two students are intelligent.

Adjective Endings (suffix)

One can also identify an adjective in a sentence by looking at the endings (suffix).

-ful	-less	-ible
<ul style="list-style-type: none"> Beautiful Cheerful Powerful Careful Skillful 	<ul style="list-style-type: none"> Careless Meaningless Harmless Useless Timeless 	<ul style="list-style-type: none"> Sensible Flexible Visible Possible Feasible
-al	-ing	-able
<ul style="list-style-type: none"> National Identical Musical Instrumental Psychological 	<ul style="list-style-type: none"> <u>Loving</u> parents <u>Interesting</u> book <u>Caring</u> woman <u>Amazing</u> country <u>Astonishing</u> act 	<ul style="list-style-type: none"> Comfortable Suitable Capable Favourable Amicable
-ous	-ed	-tive
<ul style="list-style-type: none"> Famous Dangerous Marvelous Disastrous Delicious 	<ul style="list-style-type: none"> <u>Closed</u> door <u>Boiled</u> eggs <u>Wasted</u> time <u>Scared</u> child 	<ul style="list-style-type: none"> Imaginative Active Talkative Educative Imitative
-ic	-en	-ly
<ul style="list-style-type: none"> Fantastic Angelic Romantic Pragmatic Systematic 	<ul style="list-style-type: none"> Wooden Woolen Golden <u>Broken</u> window 	<ul style="list-style-type: none"> Friendly Lovely Deadly Earthly Ghostly
-y	-ent	-some
<ul style="list-style-type: none"> Lazy Sleepy Easy Messy Healthy 	<ul style="list-style-type: none"> Intelligent Confident Benevolent Urgent Consistent 	<ul style="list-style-type: none"> Troublesome Handsome Worrisome Awesome Bothersome
-ish	-ant	-cial
<ul style="list-style-type: none"> Childish Foolish Yellowish Reddish Blackish 	<ul style="list-style-type: none"> Abundant Hesitant Important Ignorant Repentant 	<ul style="list-style-type: none"> Commercial Beneficial Artificial Superficial

-tial		
• Essential	• Partial	• Threefold
• Impartial	• Spiritual	• Tenfold
• Martial	-fold	• Twofold

Adjective or Verb?

- He is carrying a broken cup. (adjective)
- They have broken the cup. (verb)
- Dorothy is a loving person. (adjective)
- I will be loving you until the world ends. (verb)
- They like boiled eggs. (adjective)
- She boiled the eggs. (verb)

Note:

Not all words that end with **-al** are adjectives. There are also nouns that end with **-al**. Observe sentences below:

Examples

- They are identical twins. (adjective)
- His withdrawal from school shocked the parents. (noun)
- Chiwoza is a clinical psychologist. (adjective)
- Soil erosion is the removal of top soil. (noun)

3. VERB

It is a word that expresses an action or state of being.

Examples

- Action:** The child plays cheerfully.
- State of being:** The child is happy.
- Action:** He killed a dog.
- State of being:** The boy looks sad.

Types of Verbs

There are basically three types of verbs. These are

- Action Verb
- Linking Verb
- Auxilliary Verb

i. Action Verb

It is a verb that expresses an action in the sentence.

There are two forms of action verb. These are:

- Transitive Verb
- Intransitive Verb

Transitive Verb

It is a verb that expresses an action done by the subject to another thing or person (object). It always needs an object. In other words, it transfers an action from the subject to the object.

Examples

- a) John killed a dog.
- b) She wrote the test.
- c) They play football.
- d) I solved the problem.
- e) He threw the ball.

Intransitive Verb

It is an action verb whose action is not transferred to the object. It expresses complete action without an object.

Examples

- a) The girl cried.
- b) She smiled.
- c) They danced.
- d) He is running.
- e) Jessy was laughing.

Note:

Some verbs are both transitive and intransitive depending on the sentence or context.

Examples

- Don't bother talking about it because I know.
- I know the truth.
- They tried.
- They tried their best.

Linking Verb

It is a verb that expresses a state of being. It talks about the condition of the subject. It does not express any action. These linking verbs are:

Be	Are	Look
Been	Were	Grow
Smell	Seem	Being
Am	Become	Appear
Is	Feel	Taste

Examples

- a) I am a student.
- b) They are happy.

- c) She looks beautiful.
- d) He became angry.
- e) He seems confused.

Note:

When some of the linking verbs are used in a sentence to express an action, they become action verbs. Observe the sentences below:

Examples

- He likes to taste the food. (Action Verb)
- The oranges taste sweet. (Linking Verb)

- He looks at me. (Action Verb)
- She looks excited. (Linking Verb)

- He feels the pain. (Action Verb)
- She feels hungry around midnight. (Linking Verb)

- He likes to smell the food. (Action Verb)
- The rotten fruits smell bad. (Linking Verb)

- The boy appeared after two hours. (Action Verb)
- The problem appeared tricky. (Linking Verb)

Auxiliary Verb

An auxiliary verb is a verb that helps the main verb in a sentence. It is also known as a helping verb. It helps to express the concept of tense, mood or possibility in a sentence. Some of the auxiliary verbs are also called modal verbs.

Examples

- a) I will see you tomorrow.
- b) She is coming from school.
- c) They have gone to church.
- d) He has killed the rat.
- e) I can solve the problem.

Common Auxiliary Verbs

Is	Has	Can	Does
Was	Have	Could	Did
Are	Had	Shall	Must
Were	Will	Should	May
Am	Would	Do	Might

Note:

An auxiliary verb is helps the main verb coming after it. Some auxiliary verbs are also called modal verbs but their function is still that of helping the main verb complete its meaning. One can identify a verb by looking at the action or the condition of the subject. Verbs usually (not always) come after a subject (noun or pronoun).

Verb Endings (Suffix)

-fy

- Simplify
- Magnify
- Personify
- Verify
- Falsify

-ate

- Educate
- Activate
- Translate
- Originate
- Narrate

-ise

- Authorize
- Advise
- Emphasise
- Dramatise
- Advertise

-ing

- Cooking
- Looking
- Singing
- Running
- Writing

-ed

- Walked
- Cooked
- Jumped
- Played
- Touched

-en

- Spoken
- Eaten
- Written

- Chosen
- Broken

-t

- Kept
- Spelt
- Felt
- Learned
- Meant

Verb Prefix

En-

- Enjoy
- Encourage
- Enlist
- Enslave
- Enrage

4. ADVERB

It is a word that modifies a verb adjective or another adverb

Examples

- a) Dorothy writes neatly
- b) She walks slowly
- c) I have never been to Mulanje
- d) She was not aware of what was happening.
- e) Towera dances skillfully.

Common Adverbs

Soon	Always	Usually	Too
Now	Moreover	Yet	Very
Then	Here	Still	Again
Daily	There	Seldom	Tomorrow
When	Also	Where	Once
Why	Not	Almost	So
How	Never	Today	Quite
Yesterday	Please	Barely	Well

Types of Adverbs

The types of adverbs are:

- i. Adverb of Manner
- ii. Adverb of Place
- iii. Interrogative Adverb
- iv. Adverb of Time
- v. Adverb of Frequency
- vi. Adverb of Degree
- vii. Relative Adverb
- viii. Adverb of Negation

i. Adverb of Manner

It describes how something is done. It usually ends in -ly.

Examples

- a) He was driving carelessly
- b) I will walk slowly.
- c) The boxer fought bravely.
- d) He played the game tactically.
- e) She speaks English fluently.

ii. Adverb of Place

It indicates where an action took place.

Examples

- a) The man lives here.

- b) She will go there.
- c) They will live in the house nearby.
- d) I have left the bicycle outside.
- e) She is playing outdoors.

iii. Interrogative Adverb

It is used to ask a question.

Examples

- a) Where are you coming from?
- b) When will you come back?
- c) Why are you crying?
- d) How did you find the solution?
- e) When is the bus coming?

iv. Adverb of Time

It indicates when an action took place.

Examples

- a) He came to school yesterday.
- b) I will talk to him soon.
- c) We shall meet tomorrow.
- d) I will see you again later.
- e) She was talking to me then.

v. Adverb of Frequency

It indicates how often something happens.

Examples

- a) Dorothy goes to work daily.
- b) They visit him weekly.
- c) She has talked to him twice.
- d) I have seen him once.
- e) She evaluates the impact of the intervention yearly.

vi. Adverb of Degree

It indicates an extent or degree of any quality.

Examples

- a) The money is too much for me.
- b) The problem is so tough that I don't know where to start.
- c) Jessy is a very hard-working woman.
- d) He speaks quite fluently.
- e) She is really sad.

vii. Relative Adverb

it is used to join clauses. It is also called a conjunctive adverb.

Examples

- a) They asked me why I did not come.
- b) I found him where he sleeps.
- c) I posted the letter when I was in Kasungu.

ix. Adverb of Negation

It is used to negate an action expressed by the verb.

Examples

- a) I have never been to Mzimba.
- b) I am not sure I understand you.
- c) I barely see him these days.
- d) She seldom comes to the library.
- e) Priscilla hardly listened to me.

Adverb or Adjective

Watch out for words that can change part of speech as the context changes.

Examples

- He has bought a fast car. (adjective)
- The car is moving fast. (adverb)

- This requires hard work. (adjective)
- She works hard. (adverb)

- I boarded an early bus. (adjective)
- The bus came early. (adverb)

- It is a weekly newspaper. (adjective)
- Mr Mhango buys a newspaper weekly. (adverb)

Adverb Endings (Suffix)**-ly**

-
- Slowly
- Happily
- Beautifully
- Carelessly
- Quickly

-ward

- Eastward
- Southward
- Forward

- Downward
- upward

Note:

Some adjectives end with **-ly** just like adverbs. Observe adjectives below:

- friendly
- lonely
- lovely
- silly
- deadly
- earthly
- ghostly

5. PREPOSITION

It is a word which shows or explains the relationship between the noun or pronoun and another word in the sentence.

Examples

- I am looking at the bird.
- The book is under the table.
- The bicycle is behind the classroom block.
- Dorothy took good care of me
- I am looking after them.

Common Prepositions

About	Onto	But	Toward	Through
Above	Near	By	Under	Throughout
Across	Without	Concerning	Inside	To
After	Underneath	Down	Until	Like
Against	Upon	Despite	Without	On
Along	Behind	Except	Over	With
Among	Below	From	Past	As
Around	Beneath	Of	Within	besides
At	Beside	Off	Within	Since
Before	Between	Unto	Outside	Up
During	Beyond			

Types of Preposition

There are basically three types of preposition. These are:

- Preposition of Position/Place
- Preposition of Direction/Movement
- Preposition of Time/Duration

i. Preposition of Position or Place

It indicates the place or position of an object or person.

Examples

- a) The pen is on the table.
- b) The cat is under the bed.
- c) He is sitting beside her.
- d) She has hidden the money beneath the mattress.
- e) The library is behind the administration block.

ii. Preposition of Direction or Movement

It is associated with direction or movement of an object from one point to another.

Examples

- a) Priscilla drove through the gate.
- b) He walked across the road.
- c) She is running towards the house.
- d) I was walking along the main road.
- e) The cat was running away from the dog.

iii. Preposition of Time or Duration

It simply indicates time or duration.

Examples

- a) Grace came on Monday.
- b) I will come after a week.
- c) He has been living here since 1990.
- d) I have been studying English for four years.
- e) I will see you at lunch.

Preposition or Adverb?

If a preposition is not followed by a noun or pronoun then it is probably an adverb. Observe sentences below:

Examples

- I left my bicycle outside. (adverb)
- I left my bicycle outside the house. (preposition)

- We have left it behind. (adverb)
- We have left it behind the wall. (preposition)

- The ball rolled down. (adverb)
- The ball rolled down the road. (preposition)

7. CONJUNCTION

It is a word that joins words, phrases or clauses.

Examples

- a) Friday Chimbeta and Clement Manduta are now good students.
- b) Hilda is not at work because she is sick.
- c) My brother is watching a movie and my sister is preparing the food.
- d) He is in the room or he is at school.
- e) Unless you talk to him, He will not come to school.

Common Conjunctions

And	No sooner...than	Even though	Still
After	Whether...or	Both	Then
For	Either...or	Therefore	As if
While	Neither...nor	Not only ...but also	In case
Or	As long as	As soon as	Whereas
If	Besides	Also	Because
As	Although	Between	Yet
But	Unless	Since	Though
Where	Whenever	Provided	That
When	Wherever	So that	In order that
Both...and			

Types of Conjunctions

There are three types of conjunctions. These are:

- i. Coordinating Conjunction
- ii. Subordinating Conjunction
- iii. Correlative Conjunction

i. Coordinating Conjunction

It is a conjunction that joins words, phrases or clauses of equal rank.

Examples

- a) Nicile and Charles are form one students.
- b) I wanted to go but she stopped me.
- c) She is studying or singing.
- d) I planned to visit him but I have changed my mind.
- e) This is about respecting oneself and honouring others.

ii. Subordinating Conjunction

It is used to join subordinate clauses.

Examples

- a) I will be with you since you are always there for me.
- b) Unless you apologise, I will not forgive you.
- c) I went to the library because I am preparing for exams.
- d) I woke up at 4 am as I had to prepare for the interview.
- e) I will give you the money after you do the work.

iv. Correlative Conjunction

It is a conjunction that is used in pairs.

Examples

- a) We not only have mangoes but also oranges.
- b) I don't know whether this is the first time or the last time.
- c) Either he is tired or he doesn't want to work.
- d) Both Lucia and Modester are extroverts.
- e) Neither Uchindami nor Marhumbo likes watching football.

Note:

You may have noticed that some words which are prepositions are also conjunctions. This is purely based on the context. Conjunctions are usually followed by subject pronouns or nouns acting as subjects while prepositions are followed by object pronouns or nouns acting as objects. In short, conjunctions are followed by a sentence whereas prepositions are not. The exception to the rule is conjunction **or** as well as **and**. Observe sentences below:

Examples

- I went to the hospital since I was sick. (conjunction)
- I have been in Lirangwe since 2012. (preposition)
- I will tell you the secret but you should not tell anyone about it. (conjunction)
- I told everyone but you. (preposition)
- She said she will come after she writes the test. (conjunction)
- They will come after Mary. (preposition)
- He will surely tell you the truth for you are the only one he trusts. (conjunction)
- John did this for you. (preposition)
- I will talk to him before he hears about it. (conjunction)
- We will write the test before lunch. (preposition)

8. INTERJECTION

It is a word or group of words that expresses feeling or emotion. It is not essential to the meaning of the sentence.

Examples

- a) Wow! Isn't it exciting to be number one?
- b) Oops! I've done it again.
- c) Hey, what are you doing there?
- d) Oh! I've missed the bus.
- e) Hurray! We finally won the game.

Common Interjections

Oh!	Alas!	Gosh!
-----	-------	-------

Whew!	Ouch!	Hurray!
Oops!	Ah!	Yes!
Hey!	Wow!	

Note:

Not every word that has an exclamation mark is an interjection. Some are full sentences only that the subject (you) is invisible. They express complete thought. See words or rather sentences below (they are not interjections):

Examples

- a) Stop!
- b) Beware!

9. ARTICLE

It is a word that is usually regarded as an adjective as it is attached to a noun. There are only three articles in English language. These are:

A	An	The
---	----	-----

Examples

- a) I am looking for a boy.
- b) The form two students are hard-working.
- c) I have less than an hour to go.

Types of Article

There are two types of article. These are:

- i. Definite Article
- ii. Indefinite Article

i. Definite Article (The)

It usually refers to a specific person, place, or thing. It is used to show that something is special or important.

Examples

- a) I know the man you are talking about.
- b) The president of Zambia is coming to Malawi.
- c) This is the only chance you have.
- d) Give me the money.
- e) The time has come to bring change.

ii. Indefinite Article (A and An)

It refers to one of a general group of people, places,, things , or ideas.

Use A before a word beginning with a consonant sound. Use it with a singular noun.

Examples

- a) I am looking for a cat.

- b) She has a nice book.
- c) Mr Msonthe has a powerful laptop.
- d) He has built a good house.
- e) James caught a rat.

Use **An** before a word with a vowel sound.

Examples

- a) She is attending an important meeting.
- b) He is using an Oxford dictionary.
- c) I have an hour to finish writing the notes.
- d) He is an amazing person.
- e) Jessy has bought me an orange

EXERCISE 1

State the **part of speech** of the underlined word in the sentence.

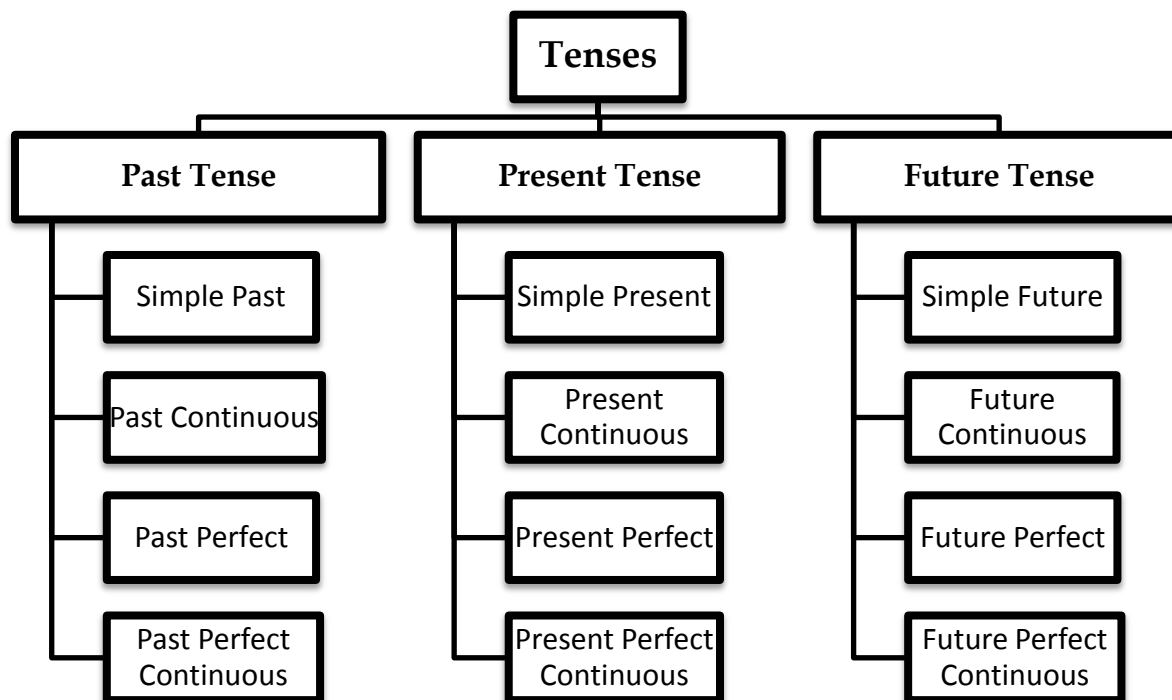
- 1. I have never been to Lirangwe.
- 2. Unless we leave now, we will be late.
- 3. He found the book while he was looking for a pen.
- 4. I have been teaching at Lirangwe for two years
- 5. He is a very good student.
- 6. I know what you want.
- 7. How old are you?
- 8. She is a talkative girl.
- 9. Hey! Where are you coming from?
- 10. One should be conscious of one's behavior.
- 11. The ball rolled down
- 12. The ball rolled down the hill.
- 13. Who are you?
- 14. Where do you come from?
- 15. The government of Zambia will donate maize to Malawi.
- 16. Who can measure intelligence?
- 17. You must write the test.
- 18. He is always the first to come
- 19. I talked to him since he was silent.
- 20. That is not my name.

TENSES

The tense is an aspect of the verb that expresses the concept of time.

Aspects of the Verb Tense

There are basically three aspects of the verb tense which further have four aspects each. These are:



1. PRESENT TENSE

It generally expresses actions happening in the now or present. It has four aspects:

- i. Present Simple
- ii. Present Continuous
- iii. Present Perfect
- iv. Present Perfect Continuous

i. Present Simple

[Single verb (present)]

It is used to talk about something that is always true. It expresses a general truth. It has a single verb that is singular or plural depending on the subject.

Examples

- a) The sun **rises** from the east.
- b) Birds **fly**.
- c) Water **boils** at 100° Celsius.

It is also used to express future actions that have been decided upon.

Examples

- a) Classes **start** on Monday next week
- b) He **leaves** for Blantyre tomorrow.
- c) The headmaster **leaves** for meeting this evening.

It is used to express “now” actions.

Examples

- a) **Get** out.
- b) Please, **talk** to me.
- c) **See** me outside.

Note:

When a verb ends with “o,” add “es” to make it singular.

- Go – goes
- Do – does

When a verb ends with “y” remove “y” and replace it with “i” then add “es”.

- Try – tries
- Study – studies
- Cry – cries

When a sentence is a question or is in a negative form, “do” or “does” is introduced into the sentence, and it is always used with a plural verb (base):

Examples

- a) Lewis likes football.
 - Lewis **does** not **like** football.
- b) Rodwell comes to class early.
 - **Does** Rodwell **come** to school early?
- c) Shaffe has a book.
 - Shaffe **does** not **have** a book.

ii. Present Continuous Tense

[is/am/are + verb(ing)]

It shows that the activity is going on at the same time of speaking (still going on).

Examples

- a) The teacher **is marking** the test.
- b) I **am going** to church.
- c) They **are looking** for you.

It is also used to express actions which are happening in the near future.

Examples

- a) I **am leaving** for Kasungu this afternoon.
- b) They **are writing** the test tomorrow morning.
- c) She **is singing** at Alfred’s party sometime today.

iii. Present Perfect Tense

[has/have + verb (past participle)]

It is used to express an action which has just been completed but which still has some relevance.

Examples

- a) I **have written** the test.
- b) Prince **has seen** all the animals in the zoo.
- c) **Have you done** the homework?

It can be used with “just”, “already”, or “yet”.

Examples

- a) I **have** already **packed** my things.
- b) He **has** just **left** for Kasungu.
- c) She **has** not yet **answered** my call.

v. Present Perfect Continuous

[has/have + been + verb(ing)]

It is used to for actions done or repeated for a period of time. The action or activity is still incomplete. It usually uses “for” or “since”

Examples

- a) I **have been teaching** at Lirangwe Secondary School for two years.
- b) Sharon **has been reading** a novel for two hours.
- c) She **has been talking** to me since morning.

It can also be used to indicate an activity which is regarded as only recently completed.

Examples

- a) I **have been thinking** about your proposal.
- b) She **has been listening** to you.
- c) They **have been tampering** with my books.

2. PAST TENSE

It expresses actions done in the past. The four aspects of past tense are:

- i. Past Simple
- ii. Past Continuous
- iii. Past Perfect
- iv. Past Perfect Continuous

i. Past Simple

➤ [Single Verb (past)]

It is used to express actions that took place in the past.

Examples

- a) I **went** to Church last Sunday.
- b) I **did** the work early in the morning.
- c) Chifundo **left** the book on the table.

It is also used to express wishes or polite requests.

Examples

- a) I wish I **knew** how to play the game
- b) Magret **wanted** to talk to you
- c) **Did** you want to see me?

It is also used in conditional sentences.

Examples

- a) If I **talked** to my father, he would understand.
- b) If I **worked** hard, I would pass exams.
- c) If he **listened** to me, he would know the truth.

Note:

When a sentence in simple past changed to a question, it uses an auxiliary verb in the past. In this case the main verb is changed to present. The auxiliary verb used is usually “did”

Examples

- a) Boniface **wrote** the test.
 - **Did** Boniface **write** the test?
- b) Mercy **liked** the movies.
 - **Did** Mercy **like** the movie?
- c) Racheal **stopped** the bus.
 - **Did** Racheal **stop** the bus?

ii. Past Continuous

➤ [was/were + Verb(ing)]

It is used to show that an activity happened at a time when another occurred. This aspect is usually used together with simple past. One thing happened after another.

Examples

- a) I **was writing** notes when he came.
- b) They **were listening** to music when John called.
- c) It **was raining** when I woke up.

It is also used to indicate that a number of activities were taking place at the same time.

Examples

- a) Frank **was reading** a novel and Elizabeth **was making** noise.
- b) Kingsley **was studying** while Charles **was cooking** nsima.
- c) The students **were writing** the notes while the teacher **was marking** the exercise.

Note:

When the sentence in past continuous is changed to a question, use structure:

➤ auxiliary + subject + main verb

Examples

- a) I **was reading** a book.
 - **Was** John **reading** a book?
- b) The students **were writing** a test.
 - **Were** the students **writing** a test?
- c) They **were studying**.
 - **Were** they **studying**?

iii. Past Perfect

➤ [had + verb(past participle)]

It is used to talk about something that happened before another action in the past. It is usually used with past simple.

Examples

- a) Daud **had read** all the books when Arnold arrived.
- b) All the students **had registered** for exams when he came.
- c) Belson **had arrived** at school when the teacher asked for him.

Note:

It can be used with “just”, “already” and “yet”.

Examples

- a) Kondwani **had already paid** the fees when classes began.
- b) Gabriel **had just left** the room when the bell rang.
- c) Steria **had not yet arrived** when the meeting started.

When the sentence is a question, use this structure:

➤ [had + subject + main verb (past participle)]

Examples

- a) Henry **had read** all the novels when Amos arrived.
 - **Had** Henry **read** all the novels when Amos arrived?
- b) Dickson **had gone** home when the teacher came.
 - **Had** Dickson **gone** home when Amos came?
- c) Billy **had left** the room when Mphatso called.
 - **Had** Billy **left** when Mphatso called?

iv. Past Perfect Continuous

➤ [had + been + verb(ing)]

It is used for an activity that has recently stopped or just stopped. The activity started at a time further back in the past. There is still a connection with the “now”. It usually used with “since” or “for”.

Examples

- a) Felistus **had been watching** a movie for an hour.

- b) I **had not been feeling** well for two days.
- c) Gift **had been studying** English since 1999.

It is also used to talk about an activity that had a result in the past.

Examples

- a) My hands were dirty because I **had been gardening**.
- b) Isher's eyes were aching because he **had been reading** a novel for seven hours.
- c) The room was looking nice because I **had been cleaning** it for hours.

3. FUTURE TENSE

It is an aspect of tenses that is used to express actions to happen in the future. The four aspects of future tense are:

- i. Future Simple
- ii. Future Continuous
- iii. Future Perfect
- iv. Future Perfect Continuous

i. Future Simple

➤ [will/shall + Verb(base)]

It is used to indicate future activities. "shall" is usually used with "I" or "we" while "will" is usually used all other pronouns. However one can still use "will" with all pronouns or nouns.

Examples

- a) I **shall go** to church tomorrow.
- b) The teacher **will be** here in a few minutes.
- c) We **shall meet** tomorrow.

It can also be used in the main clause of a conditional sentence.

Examples

- a) If you work hard, you **will pass** exams.
- b) Unless you work hard, you **will fail** the test.
- c) Provided you remain faithful, I **will love** you forever.

ii. Future Continuous

[will/shall + be + verb(ing)]

It is used to express an activity which will begin and continue after a given period of time in the future.

Examples

- a) Patricia and Esther **will be studying** all night.
- b) Mike and Fatima **will be solving** the mathematical problem.
- c) Chembekezo **will be waiting** for me at the market.

iii. Future Perfect

➤ [will/shall + have + verb(past participle)]

It is used to express an activity which will have been completed by a certain time in the future.

Examples

- a) They **will have finished** the work by two o'clock tomorrow.
- b) By tomorrow morning, she **will have completed** filing the papers.
- c) By the time you call, the students **will have arrived** at the venue.

iv. Future Perfect Continuous

➤ [will/shall + have + been + verb(ing)]

It is used to talk about an event which extends from the past, through the present into the future. The activity is presented as being continuous over a period of time which will end in the future.

Examples

- a) When Sitikhala gets his degree in English, he **will have been studying** at Chancellor College for four years.
- b) By the time the students arrive, the teacher **will have been waiting** for three hours.
- c) When Stephano comes next year, I **will have been waiting** for the exams.

SPELLING RULES

When dealing with tenses, some words change and these changes are governed by rules of spelling. Observe rules below:

i. Verbs that end with: consonant + y

- Change "y" to "i" and add "es" to form singular verb.
- Add "-ing" to form continuous tense

Examples

INFINITIVE	SINGULAR	CONTINUOUS
Try	Tries	Trying
Study	Studies	Studying
Cry	Cries	Crying

ii. Verbs that end with "-h"

- Add "es" to form singular verb
- Add "-ing" to form continuous verb

Examples

INFINITIVE	SINGULAR	CONTINUOUS
Catch	Catches	Catching
Watch	Watches	Watching
Teach	Teaches	Teaching

iii. Verbs that end with: vowel + y

- Add "s" to form singular verb
- Add "-ing" to form continuous verb

Examples

INFINITIVE	SINGULAR	CONTINUOUS
Lay	Lays	Laying
Pay	Pays	Paying
Stay	Stays	Staying

iii. Verbs that end with: "o"

- Add "es" to form singular verb
- Add "-ing" to form continuous verb

Examples

INFINITIVE	SINGULAR	CONTINUOUS
Go	Goes	Going
Do	Does	Doing

iv. Verbs that end with: "e"

- Add "s" to form singular verb
- Remove "e" and add "-ing" to form continuous verb

Examples

INFINITIVE	SINGULAR	CONTINUOUS
Give	Gives	Giving
Hide	Hides	Hiding
Come	Comes	Coming

v. Verb that end with: vowel + vowel

- Add "s" to form singular verb
- Add "-ing" to form continuous verb

Examples

INFINITIVE	SINGULAR	CONTINUOUS
Hoe (<i>verb</i>)	Hoes	Hoeing
See	Sees	Seeing
Shoe (<i>verb</i>)	Shoes	Shoeing

REGULAR AND IRREGULAR VERBS

Verbs can be categorized into regular or irregular basing on the nature of changes that take place when the verb is change to past tense.

Regular Verbs

A regular verb is a verb to which "-ed" is added to the present (infinitive) to form past tense or past participle. Most verbs in English are regular.

Examples

INFINITIVE	PAST	PAST PARTICIPLE
Jump	Jumped	Jumped
Walk	Walked	Walked
Kill	Killed	Killed
Carry	Carried	Carried
Disappear	Disappeared	Disappeared
Narrate	Narrated	Narrated
Educate	Educated	Educated
Receive	Received	Received
Clean	Cleaned	Cleaned

Irregular Verbs

An irregular verb is a verb that does not form the past tense or past participle by adding “-ed”. To better understand irregular verbs, they have been divided into groups based on patterns:

Group 1

These verbs have the same form for the present, the past and the past participle

Examples

PRESENT	PAST	PAST PARTICIPLE
Cost	Cost	Cost
Cut	Cut	Cut
Hit	Hit	Hit
Shed	Shed	Shed
Put	Put	Put
Shut	Shut	Shut
Split	Split	Split
Quit	Quit	Quit
Bet	Bet	Bet
Set	Set	Set
Spread	Spread	Spread
Burst	Burst	Burst
Read	Read	Read
Hurt	Hurt	Hurt
Let	Let	Let
Wet	Wet	Wet

Group 2

These verbs have the same form for the past and past participle.

Examples

PRESENT	PAST	PAST PARTICIPLE
Bend	Bent	Bent
Bind	Bound	Bound
Breed	Bred	Bred
Bleed	Bled	Bled
Bring	Brought	Brought
Build	Built	Built
Burn	Burnt, Burned	Burnt, Burned
Buy	Bought	Bought
Catch	Caught	Caught
Creep	Crept	Crept
Dig	Dug	Dug
Dream	Dreamt, Dreamed	Dreamt, Dreamed
Feed	Fed	Fed
Feel	Felt	Felt
Flee	Fled	Fled
Fight	Fought	Fought
Find	Found	Found
Fling	Flung	Flung
Get	Got	Got
Grind	Ground	Ground
Hang	Hung, Hanged	Hung, Hanged
Have	Had	Had
Hear	Heard	Heard
Keep	Kept	Kept
Kneel	Knelt	Knelt
Lay	Laid	Laid
Lead	Led	Led
Learn	Learnt, Learned	Learnt, Learned
Leap	Leapt, Leaped	Leapt, Leaped
Leave	Left	Left
Lose	Lost	Lost
Make	Made	Made
Mean	Meant	Meant
Meet	Met	Met
Pay	Paid	Paid
Say	Said	Said
Send	Sent	Sent
Shine	Shone	Shone
Shoot	Shot	Shot
Shrink	Shrunk	Shrunk
Sell	Sold	Sold
Sleep	Slept	Slept
Sit	Sat	Sat

Slide	Slid	Slid
Smell	Smelt	Smelt
Spend	Spent	Spent
Spit	Spat	Spat
Spoil	Spoilt, Spoiled	Spoilt, Spoiled
Stand	Stood	Stood
Stick	Stuck	Stuck
Sting	Stung	Stung
Swing	Swung	Swung
Sweep	Swept	Swept
Teach	Taught	Taught
Tell	Told	Told
Think	Thought	Thought
Weep	Wept	Wept
Win	Won	Won
Wind	Wound	Wound

Group 3

These verbs form past participle by adding “-n” or “-en” to the past.

Examples

PRESENT	PAST	PAST PARTICIPLE
Bite	Bite	Bitten
Bear	Bore	Born
Beat	Beat	Beaten
Break	Broke	Broken
Choose	Chose	Chosen
Freeze	Froze	Frozen
Speak	Spoke	Spoken
Steal	Stole	Stolen
Swear	Swore	Sworn
Tear	Tore	Torn
Wear	Wore	Worn
Forget	Forgot	Forgotten
Freeze	Froze	Frozen
Hide	Hid	Hidden
Speak	Spoke	Spoken
Steal	Stole	Stolen
Weave	Wove	Woven
Tread	Trod	Trodden

Group 4

These verbs change a vowel to form the past and the past participle.

Examples

PRESENT	PAST	PAST PARTICIPLE
Begin	Began	Begun
Drink	Drank	Drunk
Ring	Rang	Rung
Shrink	Shrank	Shrunk
Sing	Sang	Sung
Sink	Sank	Sunk
Spring	Sprang	Sprung
Swim	Swam	Swum

Group 5

These verbs form the past participle from the present by adding “-n”, “-en” or “-ne”. The change is done to the present and not the past.

Examples

PRESENT	PAST	PAST PARTICIPLE
Blow	Blew	Blown
Be	Was, Were	Been
Do	Did	Done
Draw	Drew	Drawn
Drive	Drove	Driven
Eat	Ate	Eaten
Fall	Fell	Fallen
Give	Gave	Given
Go	Went	Gone
Grow	Grew	Grown
Know	Knew	Known
Ride	Rode	Ridden
Rise	Rose	Risen
See	Saw	Seen
Shake	Shook	Shaken
Slay	Slew	Slain
Take	Took	Taken
Throw	Threw	Thrown
Write	Wrote	Written
Sow	Sowed	Sown
Strive	Strove	Striven

Group 6

In this group, the verbs in the present are the same as those in the past participle

Examples

PRESENT	PAST	PAST PARTICIPLE
Run	Ran	Run
Come	Came	Come
Become	Became	Become

Group 7

The verbs in this group are completely different from each other.

Examples

PRESENT	PAST	PRESENT
Is	Was	Been
Wear	Wore	Worn
Am	Was	Been
Lie	Lay	Lain
Fly	Flew	Flown
Are	Was	Been

EXERCISE 2

Encircle the letter (A, B, C or D) representing the correct form of verb.

1. I _____ for you since morning.

- A. has been looking for you
- B. has looked
- C. am looking
- D. have been looking

2. She has just _____ a call from Zambia.

- A. receive
- B. received
- C. receiving
- D. receives

3. Where is she _____ from?

- A. come
- B. comes
- C. coming
- D. came

4. Yesterday, I _____ to school.

- A. go
- B. goes
- C. gone
- D. went

5. By the time he arrived, Mary had _____ the room.

- A. leave
- B. leaving
- C. leaves
- D. left

6. She says she _____ to church tomorrow.

- A. gone
- B. go
- C. will go
- D. has gone

7. When you arrive tomorrow, I will _____ written all the notes.

- A. has
- B. have
- C. had
- D. be

8. We _____ English when we heard the noise.

- A. learning
- B. were learning
- C. had learnt
- D. learnt

9. John was reading while James _____ nsima.

- A. had cooked
- B. has cooked
- C. was cooking
- D. is cooking

10. She has been _____ for one hour.

- A. write
- B. writes
- C. writing
- D. written

SUBJECT - VERB AGREEMENT

A subject and verb must agree in the sentence. The subject must agree with the verb in person and number.

Rules of Subject-Verb Agreement

There are a number of rules that govern agreement between subject and verb.

1.If the subject is singular, the verb following must also be singular.

Examples

- a) She sleeps.
- b) He sleeps.
- c) It sleeps.
- d) John sleeps
- e) Mary sleeps

Note:

A singular verb ends with *-s*, *-es* or *-ies*. A plural verb does not have *-s*, *-es* or *-ies*. Observe:

- Walk (Plural) : Walks (Singular)
- Watch (Plural) : Watches (Singular)
- Try (Plural) : Tries (Singular)

"I" and *"You"* take a plural verb even though they are singular. *"You"* can also be used as a plural.

Examples

- a) I sleep
- b) You sleep

But when the sentence is in past tense *"I"* takes a singular auxiliary verb *"Was"*

Examples

- a) I was sleeping.
- b) I was cooking.

2. If the subject is plural, the verb following is also plural.

Examples

- a) They sleep.
- b) We sleep.
- c) You sleep.
- d) John and Mary sleep.
- e) The boys sleep.

3. When two or more subjects are connected by *"and"* the verb is in plural form.

Examples

- a) John and Mary are sleeping
- b) Mr Phiri and the students are walking.
- c) The boys and a woman are chatting.
- d) Dorothy and Towera are cousins.

4. When two or more subjects are connected by “and” (forming a unit), a singular verb is used.

Examples

- a) Bread and butter is eaten at most meals.
- b) Chips and salad is good for breakfast.

5. The following pronouns are followed by singular verbs:

Examples

- a) Each of the students is given an allowance.
- b) One of the thieves has been arrested.
- c) Nothing is more painful than rejection.
- d) Everything depends on your decision.
- e) Someone was looking for you.

6. When compound subjects are joined by “or”, “either... or”, “both... and” and “neither... nor”, the verb agrees with the nearest subject. Thus if the nearest subject is singular, the verb following will be singular. If the subject is plural, the verb following is also plural.

Examples

- a) Memory or the boys are coming.
- b) The students or Monica is coming.
- c) Either the students or John likes football.
- d) Either John or the students like football.

7. If two subjects joined by “and” are preceded by the word “every”, the verb following is singular.

Examples

- a) Every bag and carton was searched.
- b) Every conference room and guest room is occupied.
- c) Every paper and pen is used.
- d) Every Jim and Jack is to pay the cost of using the machine.

8. The indefinite pronouns below are all followed by plural verbs:

Few	Both	Many	Several
-----	------	------	---------

Examples

- a) Several people were involved in the accident.
- b) Many students like comic stories.
- c) Both of them are responsible.
- d) Few students have been allowed to study Criminology.

9. Nouns which though plural in form but singular in meaning take singular verbs.**Examples**

- a) News spreads fast in Nkhamenya.
- b) Measles is a deadly disease.
- c) Economics is a challenging subject.

EXERCISE 3

Fill in the blank spaces with the correct form of verb in the brackets

1. John and Mary _____ (is/are) my students.
2. Where _____ (is/are) the books I bought yesterday?
3. Neither the headmaster nor the teacher _____ (is/are) happy with the students behavior.
4. Either the students or Mr. Phiri _____ (has/have) borrowed the book.
5. I think I _____ (need/needs) some help.
6. Reported cases of corruption _____ (is/are) increasing in Africa.
7. Physics _____ (is/are) an interesting field of study.
8. Mr. Msonthe _____ (teach/teaches) Mathematics and Physical Science.
9. They _____ (was/were) looking for the boy.
10. This paper _____ (contains/contain) five pages.
11. An adjective clause is a group of words that _____ (qualify/qualifies) a noun.
12. Will you _____ (come/comes) to school tomorrow?
13. Someone _____ (want/wants) to talk to you.
14. Everyone _____ (know/knows) that you are the best in Biology.
15. Both of you _____ (was/were) invited to the party.
16. The number of mosquitoes _____ (has/have) increased this year.
17. Dorothy and Priscilla _____ (has/have) gone to the market.
18. The owner of the dogs _____ (is/are) coming today.
19. I _____ (go/goes) to the market every day.
20. All _____ (is/are) welcome at the party.

SENTENCE SKILLS

In order to write good essays or compositions as well as to speak good English, one needs to understand the anatomy of a sentence. It is the one that carries our ideas so as to communicate effectively. Mastery of the sentence is therefore necessary and important.

It allows one to identify faulty sentences and find ways of correcting the errors.

The Sentence

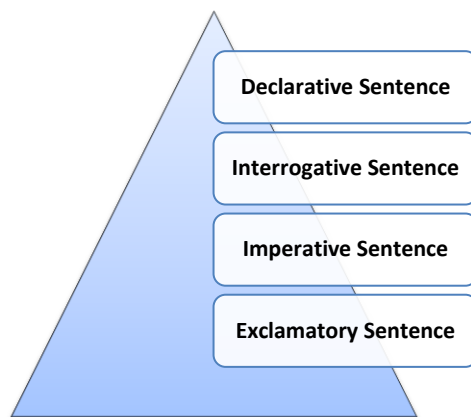
It is a group of words that makes complete sense. It contains a subject and a predicate.

Examples

SUBJECT	PREDICATE
John	is going to school
Dorothy	likes playing with Teddy
A very beautiful girl	is coming to Blantyre
The teachers and students	are having a debate

Functions of Sentences

There are four categories of sentences based on the functions they play. These are



i. Declarative Sentence

it is a sentence that makes a statement. It ends with a full stop. (.)

Examples

- a) I like English.
- b) Grace likes watching cartoons.
- c) They are coming to see us today.

ii. Interrogative Sentence

It is a sentence that asks a question. It ends with a question mark. (?)

Examples

- a) Where do you come from?
- b) How did you know my name?
- c) What is your favourite subject?

iii. Imperative Sentence

It is a sentence that gives a command or request. It is a special sentence in the sense that the subject is not seen (invisible) . It is understood as (You). It sometimes ends with an exclamation mark (!) if there is a strong command.

Examples

- a) Get out!
- b) Talk to me, please.
- c) Don't close the door.

iv. Exclamatory Sentence

It is a sentence that expresses or shows excitement or strong emotion. It ends with an exclamation mark.

Examples

- a) How I wish I could go with you!
- b) What a wonderful gift!
- c) How beautiful you are!

Note:

The difference between an imperative sentence with an exclamation mark and an exclamatory sentence is that an imperative sentence tells one what to do while exclamatory sentences simply express wishes or feelings. Observe below:

- How I like English! (Imperative Sentence)
- Sit Down! (Exclamatory Sentence)

Types of Sentences

There are basically three types of sentences. These are:

- i. Simple Sentence
- ii. Compound Sentence
- iii. Complex Sentence

i. Simple Sentence

It is a group of sentence that has one main clause (independent). It expresses one idea.

Examples

- a) I love watching formula one.
- b) John and Mary like speaking English.
- c) The boy is laughing.

ii. Compound Sentence

It is a combination of two main sentences joined together by a coordinating conjunction or semicolon and comma:

- And
- Or
- But
- So

- , and
- ;

Examples

- The teacher is talking and the students are listening.
- Kettie likes movies; Ralph likes football.
- Cosmas is at work or he is at home.

iii. Complex Sentence

It is a sentence that has a main clause and a subordinate clause (noun clause, adjective clause or adverb clause). Note that a noun clause is not connected to the main clause except noun in apposition.

Examples

- I went to the market **because I wanted to buy potatoes**.
- The man **who is wearing a blue shirt** is my nephew.
- I know **where you are going**.

Structure of a Sentence

A sentence is not just a combination of words. It is a combination of words in their proper order. When the words are not arranged in a proper order, the 'sentence' becomes ungrammatical. Observe below: (an asterisk indicates ungrammatical structure)

- English like I* = I like English.
- Me John is to talking* = John is talking to me.
- Sick because I hospital was to went the I* = I went to the hospital because I was sick.

The Order in Sentences

In order to write grammatical sentences, the words must be written in an order that is universally acceptable. There are basically four structures in English language. These structures determine the order of words. Here we will add two more structure (not formal). This is simply to explain how noun clause (object of preposition) fits into the structure. The knowledge of structures helps us to better understand clauses and phrases.

These structures are:

- Subject + Verb
- Subject + Verb + Object
- Subject + Verb + Compliment
- Subject + Verb + Indirect Object + Direct Object
- Subject + Verb + Indirect Object + Object Compliment
- Subject + Verb + Preposition + Object

i. Subject + Verb

A sentence can have a subject and a verb only. It is the most basic of all sentences. It has an intransitive verb.

Examples

SUBJECT	VERB
Jesus	wept

Monica	laughed
She	Smiled

ii. Subject + Verb + Object

When a subject is doing something to someone or something, this someone or something is called the object. The action itself is expressed by the verb. This verb is always a transitive verb.

SUBJECT	VERB	OBJECT
Sphiwe	wrote	the test
Lloyd	kicked	the ball
Dorothy	slapped	her father

Note:

Sometimes a subject or an object can be a noun phrase or noun clause. Observe:

SUBJECT	VERB	OBJECT
I	like	what she said
What he did	disappointed	the teacher
We	love	watching Joyce Meyer

iii. Subject + Verb + Compliment

Some verbs describe how something or someone is or seems. The verbs in this structure are often linking verbs or intransitive verbs and they are not followed by objects but compliments.

A compliment can be a noun, adjective or adverb. If the verb in the sentence is a linking verb, the compliment is always a noun or an adjective. But if the verb is intransitive, the compliment is an adverb. Observe below:

Examples

SUBJECT	VERB	COMPLIMENT
They	are	students (noun)
Mercy	looks	tired (adjective)
John	walked	slowly (adverb)

Note:

Sometimes a compliment can be a phrase or clause. If the clause or phrase is coming after a linking verb, it is always a noun clause or noun phrase. But if it is coming after an intransitive verb, it is always an adverb clause or phrase. Observe:

SUBJECT	VERB	COMPLIMENT
They	seem	To be angry (noun phrase)
He	is	wherever you want him (noun clause)
Patson	talked	as if he was afraid (adverb clause)

iv. Subject + Verb + Indirect Object + Direct Object

Some verbs carry two objects (an indirect object and direct object). An indirect object answers the question: "to whom?" "for whom?" "for what?" or "to what?" A direct object completes the meaning of a transitive verb. It answers the question: "who?" or "what?"

Examples

SUBJECT	VERB	INDIRECT OBJECT	DIRECT OBJECT
She	gave	me	books
I	told	John	Everything
Marcus	showed	Priscilla	Pictures

Note:

An indirect object or direct object can also be a noun phrase or noun clause. Observe:

SUBJECT	VERB	INDIRECT VERB	DIRECT VERB
They	showed	whoever was looking	their money
I	Will tell	whoever will ask me	what you have said
The teachers	gave	their students	some books

v. Subject + Verb + Indirect Object + Object Compliment

Some sentences have an adjective after the indirect object. This adjective is an object compliment.

Examples

SUBJECT	VERB	INDIRECT OBJECT	OBJECT COMPLIMENT
We	considered	the proposal	helpful
John	thought	it	wise...
She	made	the teacher	angry

vi. Subject + Verb + Preposition + Object

This is an improvised structure that only seeks to explain a noun clause or noun phrase as object of preposition. Otherwise, it is a variant of (Subject + Verb + Object). Since a preposition always needs an object, there is an object coming after the preposition. Observe:

Examples

SUBJECT	VERB	PREPOSITION	OBJECT
Robert	went	to	school
They	waited	for	me
I	am looking	at	pictures

Note:

The object can also be a phrase or a clause. These are always noun phrases or noun clauses functioning as object of preposition. Observe

SUBJECT	VERB	PREPOSITION	OBJECT
The headmaster	will talk	to	the students
Mathews	Has been accused	of	Stealing books
He	Will pay	for	What he has done

Sentence Problems

There are basically three main problems that occur when it comes to the writing of sentences. These are:

- i. Fragment

- ii. Run-on Sentence
- iii. Misplaced or Dangling Modifier

1. Fragments

It is a group of words which does not express complete thought. It is an incomplete sentence. It may be a phrase or a subordinate clause. It may also be missing a subject, a verb or object. Observe below:

Examples

- a) Because I was sick.*
- b) Under the table.*
- c) What you want.*

When fragments are connected to other words, phrases or clauses they make complete sense.

Examples

- a) I went to the hospital **because I was sick**.
- b) The book is **under the table**.
- c) I know **what you want**.

Kinds of Fragments

There are two kinds of fragments. These are:

- i. Phrase fragment
- ii. Clause fragment

Phrase Fragment

A phrase is by itself a fragment. It cannot stand alone because it does not have a verb or a subject. Other words must be added to it to make sense.

Examples

- a) Playing football.* = **Playing football** is my hobby
- b) Our teacher.* = **Our teacher** is back from college.
- c) A very intelligent girl.* = She is **a very intelligent girl**.

Clause Fragment

All clauses have subject and verb, but some of them cannot stand alone. The clauses that cannot stand alone are called subordinate clauses or dependent clauses, and these are always fragments. One can correct a clause fragment by attaching it to the nearby main clause or words.

Examples

- a) Who was crying while we were studying is my brother.*
 - The boy **who was crying while we were studying** is my brother
- b) As long as you give her attention.*
 - **As long as you give her attention**, she will not give you trouble.
- c) Because he is so far the best in the field of social psychology.*
 - He has been employed **because he is so far the best in the field of psychology**

2. Run-on Sentence

While a fragment does not have enough words to be a complete sentence, a run-on sentence has too much information. (it is overcrowded with words). It may be two or more sentences written as though they were one sentence. It may also be two or more sentences that are not properly punctuated.

Kinds of Run-on Sentences

There are two kinds of run-on sentences. These are:

- i. With No Punctuation
- ii. With only a comma or Comma Splice

i. With No Punctuation

There is no punctuation to separate the two sentences. Observe sentences below carefully:

Examples

- a) Asiyatu talked to the manager of the company concerning the problems in her area she did not know that she was supposed to talk to the programme officer.
 - Asiyatu talked to the manager of the company concerning the problems in her area. She was supposed to talk to the programme officer.
- b) Esnat went to the market to buy vegetables she found potatoes only.
 - Esnat went to the market to buy vegetables but she found potatoes only.
- c) Victor is solving a Mathematical problem Emily is writing an English exercise.
 - Victor is solving a Mathematical problem, and Emily is writing an English exercise.

ii. With Only a Comma or Comma Splice

In this case a comma is used to separate two sentences instead of a full stop, semi-colon or conjunction.

Examples

- a) They have gone to Nkhamenya for holiday, they are planning to stay there for two weeks.
 - They have gone to Nkhamenya for holiday; they are planning to stay there for two weeks.
- b) John is in the study room doing his homework, he is in the guest room attending to the visitors.
 - John is in the study room doing his work or he is in the guest room attending to the visitors.
- c) I studied Philosophy in order to find out why people die, I did not find the answer.
 - I studied Philosophy in order to find out why people die but I did not find the answer.

3. Misplaced or Dangling Modifiers

Modifiers are words or phrases that explain, describe, or limit one or more other words in a sentence. They should be placed as close as possible to the word or words they modify.

A modifier that modifies the wrong word or words because of its placement is called a **misplaced modifiers**

Examples

- a) The girl is very intelligent wearing a red dress.

- The girl wearing a red dress is very intelligent.
- b) Ruth almost cooked all the potatoes.
 - Ruth cooked almost all the potatoes

If a modifier has nothing to modify, it is called a **dangling modifier**. It can be corrected by adding a subject after the modifier or rewriting the modifying phrase to include a subject.

Examples

- a) **Running down the street**, my heart was pounding.
 - **Running down the street**, I felt my heart was pounding.
 - **As I was running down the streets**, my heart was pounding.
- b) **Using a book**, solved all the psychological tests.
 - **Using a book**, **Lameck** solved all the psychological tests.

EXERCISE 4

Identify what is missing in the fragments below (subject, object, preposition or compliment)

1. John likes.
2. She is looking for.
3. Have been reading a book.
4. The English teacher.
5. I feel.

Put the following sentences in the structure (use tables)

6. He is a student.
7. I know the truth.
8. What I am looking for is here.
9. John cried.
10. I am going to the market.
11. I told John the truth.
12. They made us happy.
13. I know whatever you did.
14. These are my students
15. What you want is what I have.

QUESTION TAGS

Question tags are usually used in speech and writing to confirm what we already know.

The Structure Of Question Tags

A question tag has three parts:

- i. Auxiliary verb
- ii. Pronoun
- iii. Question mark

Example

- a) She is my sister, isn't she?

Isn't - auxiliary verb

She - pronoun

? - question mark

Auxilliary Verbs Used In Question Tags

Below are the auxiliary verbs used in question tags

Positive	Negative	Contraction (Negative)
Is	Is not	Isn't
Are	Are not	Aren't
Was	Was not	Wasn't
Were	Were not	Weren't
Can	Cannot	Can't
Could	Could not	Couldn't
Shall	Shall not	Shan't
Should	Should not	Shouldn't
Has	Has not	Hasn't
Have	Have not	Haven't
Had	Had not	Hadn't
Will	Will not	Won't
Would	Would not	Wouldn't
Do	Do not	Don't
Does	Does not	Doesn't
Did	Did not	Didn't
Must	Must not	Mustn't
Might	Might not	Mightn't
Am	Am not	Aren't
Need	Need not	Needn't

Note:

When a question tag is negative, it is always in a contracted form e.g. can't, isn't, won't

The Rules Of Question Tags

There are a number of rules that govern the formation of question tags.

1. When a statement is positive, the question tag is negative.

Examples

- a) She is a student, **isn't she?**
- b) I will go to school, **won't I?**
- c) John and Mary are my English students, **aren't they?**
- d) There were two people left in the room, **weren't there?**
- e) I am happy now, **aren't I?**

2. When a statement is negative, the question tag is positive.

Examples

- a) He will not go to school today, **will he?**
- b) I'm not fine today, **am I?**
- c) They have not eaten the fruits I gave them, **have they?**
- d) Dominic cannot tolerate what you have done, **can he?**
- e) Dorothy has not yet read the novel I gave her, **has she?**

3. If a sentence does not have an auxiliary verb, the verb do, does or did must be used in the question tag. To find the tag, the following process must always be followed:

i. Tense

Check the tense of the verb used in the sentence (present or past tense). If the statement is in present tense, keep in mind the verb do or does. If it is in past tense, always use the verb did.

ii. Subject (Plural or Singular?)

Check if the subject used is singular or plural. If it is singular, use the verb does. If it is plural use the verb do (subject-verb agreement). Note that the pronoun *I* and *You* go with a plural verb. This stage is jumped if the sentence is in past tense.

iii. Statement (Negative or Positive?)

Check if the statement is negative or positive. If it is positive, change do, does or did to negative (don't, doesn't or didn't) depending on the subject. If it is negative then maintain the verb form (don't change)

Examples

- a) I love psychology, **don't I?**
- b) She liked Biology, **didn't she?**
- c) Jessy goes to school every Monday, **doesn't she?**
- d) Sosten went to church, **didn't he?**
- e) We want some money for lunch, **don't we?**

4. Statements with any of the words below are negative statements, and should therefore have positive question tags.

No	Scarcely	Rarely
Never	Hardly	Barely
Not	Neither	Seldom
Nothing	Nobody	Sparingly

Examples

- a) I have never been to Rumphu, **have I?**
- b) Dorothy hardly believes what I say, **does she?**
- c) They barely see me, **do they?**
- d) I scarcely see cows in Lirangwe, **do I?**
- e) Grace rarely visited the library, **did she?**

5. When a sentence has the verb need in positive form, the auxiliary verb used in the question tag can be don't, doesn't or didn't depending on the subject and tense. In this case, need is not an auxiliary verb.

Examples

- a) I need to go to school today, **don't I?**
- b) Melonisa needs to read the book now, **doesn't she?**
- c) They needed to watch the movie, **didn't they?**
- d) We need to study Philosophy to understand why we exist, **don't we?**
- e) My mother needs to see this, **doesn't she?**

6. When a sentence has the verb need in negative form (need not or needn't), use the verb need in the question tag. Here need is used as an auxiliary verb.

Examples

- a) I need not go to the hospital, **need I?**
- b) They need not study Art to go to college, **need they?**
- c) You need not see God to believe that He exists, **need you?**
- d) We need not say anything to show our attitude, **need we?**

7. Use the pronoun they in the question tag if the subject is any of the following pronouns:

None	Everyone	Everybody
No one	Nobody	Either
Someone	Somebody	Everything

Examples

- a) Someone took my books, **didn't they?**
- b) Nobody came to the party, **did they?**
- c) No one saw it coming, **did they?**
- d) Everybody uses the library, **don't they?**

8. When a sentence is a command or request (Imperative), the question tag is positive.. If the sentence starts with let us or let's use shall we in the question tag because us is converted to subject pronoun we. Any other there is any other verb, use will you in the question tag.

Examples

- a) Let's go to the party, **shall we?**
- b) Come here, **will you?**
- c) Get out, **will you?**
- d) Don't sit down, **will you?**
- e) Let us dance, **shall we?**

Note:

A command or request does not start with a subject (noun or pronoun) but a verb.

9. When verbs *has*, *have* and *had* are used as linking verbs (and not auxiliary verbs), use verbs *does*, *do* or *did*. *Has*: *doesn't*, *have*: *don't*, *had*: *didn't*.

Examples

- a) I have two mangoes, **don't I?**
- b) Marhumbo has a deep interest in Art, **doesn't he?**
- c) They had only six books at the end of the term, **didn't they?**
- d) The students have all the resources needed to study English, **don't they?**
- e) Wathu has twenty dolls, **doesn't she?**

Note:

In the above sentences, the verbs *has*, *have* and *had* are not followed by main verbs. This, therefore, means that they are used as linking verbs and not auxiliary verbs. This rule does not apply to other auxiliary verbs (is, are, was, were, am) which can also be linking verbs.

EXERCISE 5

Fill in the blank spaces with the correct question tag.

- 1) I love reading novels, _____?
- 2) Dominic is here, _____?
- 3) They can't see the book, _____?
- 4) She went to school, _____?
- 5) Nobody likes defensive people, _____?
- 6) I am reading a novel, _____?
- 7) He will never see the book, _____?
- 8) The cat has killed a dog, _____?
- 9) There are many books in the library, _____?
- 10) We could not manage to buy the clothes, _____?
- 11) Mercy was the first to go to school, _____?
- 12) I went to church yesterday, _____?
- 13) I can't talk right now, _____?
- 14) John and Mary need to go to the hospital, _____?
- 15) Let's go to the party, _____?
- 16) Don't talk, _____?
- 17) I am not happy, _____?
- 18) They need not talk to the manager, _____?
- 19) I don't see the truth in your speech, _____?
- 20) She doesn't need to do it alone, _____?

PHRASES

A phrase is a group of words that does not have a subject or verb. It is used as a single part of speech in a sentence.

Types of Phrases

The following are the types of phrases:

- i. Noun Phrase
- ii. Prepositional Phrase
 - a) Adjective Phrase
 - b) Adverb Phrase
- iii. Verbal Phrase
 - a) Infinitive Phrase
 - b) Gerund Phrase
 - c) Participle Phrase
- iv. Verb Phrase

The name given to a phrase depends on its function or structure. Thus a phrase can be named based on the function it is performing in the sentence or based on the way it looks. For instance, "Under the table" is a *prepositional phrase* if it is based on structure. But this phrase can function in the sentence as an *adverb phrase* or *adjective phrase*.

NOUN PHRASE

It is a group of words used in a sentence as a noun. It answers the question "what?"

Functions of a Noun Phrase

There are five functions of a noun phrase in a sentence. These are:

- i. Subject of Verb
- ii. Object of Verb
- iii. Compliment of Verb
- iv. Object of Preposition
- v. Noun in Apposition

i. Subject Of Verb

This phrase is placed in the subject position. It is always in the subject position. This phrase is never separated by a comma because it is an essential part of the sentence.

Examples

- a) The students are writing a test
 - Subject of Verb "are"
- b) The president of America will visit Malawi next month.
 - Subject of the Verb "will visit"
- c) A very famous psychologist gave a lecture on self-esteem.
 - Subject of Verb "gave"

ii. Object of Verb

This phrase is placed in the object position. It always comes after a “*transitive verb*” which needs an object. In this case the object is the noun phrase. It is always at the end of a sentence.

Examples

- a) He will attend the meeting.
 - *Object of the Verb “will attend”*
- b) She has bought a very beautiful dress.
 - *Object of Verb “has bought”*
- c) I know all the form two students.
 - *Object of Verb “know”*

iii. Compliment of Verb

This phrase is always at the end of a sentence but it comes after a “*linking verb*”. The common linking verbs are: is, are, was, were, am, get, taste, look, feel, appear, seem, become, grow, be, been or being.

Examples

- a) Freen is a good boy.
 - *Compliment of Verb “is”*
- b) They are hard-working girls.
 - *Compliment of Verb “are”*
- c) I am the only child.
 - *Compliment of Verb “am”*

iv. Object of Preposition

This phrase is also positioned at the end of the sentence. It comes after a preposition as a preposition always needs an object. In this case, the object is a noun phrase.

Examples

- a) John is searching for an answer.
 - *Object of Preposition “for”*
- b) He is very interested in religious documentaries.
 - *Object of Preposition “in”*
- c) Michael Jackson liked staying with the little kids.
 - *Object of Preposition “with”*

v. Noun in apposition

This phrase is usually placed in the middle of a sentence, and it is just an extension of the noun (subject) which has already been mentioned in the sentence. It is separated by two commas.

Examples

- a) Mr Banda, the English teacher, has gone to Kasungu.
 - *Noun in apposition to Noun “Mr Banda”*
- b) Gary Chapman, the marriage counselor, is visiting Malawi this year.
 - *Noun in Apposition to Noun “Gary Chapman”*

- c) Viktor Frankl, the famous psychoanalyst, said that we cannot control what happens to us but how we respond it.
- *Noun in Apposition to Noun "the psychoanalyst"*

Note:

A sentence does not make sense when the noun phrase is removed from the sentence. The only exception to this rule is Noun in Apposition which when removed, the sentence still makes sense. Observe two sentences below:

- I killed ~~two~~ rats. (the remaining words do not make sense)
- Joel Houston, ~~the gospel singer~~, likes helping poor people. (sentence still makes sense – Noun in Apposition)

PREPOSITIONAL PHRASE

It is a phrase that begins with a preposition (it is headed by a preposition). A prepositional phrase can take any of the following structures:

- [preposition + article + noun] e.g. *on the table*
- [preposition + article + adjective + noun] e.g. *in a big room*
- [preposition + adjective + noun] e.g. *with good intentions*

Functions of a Prepositional Phrase

There are two functions of a prepositional phrase. It can function as an:

- Adjective Phrase
- Adverb Phrase

i. Adjective Phrase

A prepositional phrase can function in a sentence as an adjective phrase. Here it qualifies a noun or pronoun. It is always near the noun or pronoun it is qualifying. It answers the question "which?"

Examples

- The book on the table is mine.
 - *Qualifies Noun "book"*
 - *Adjective Phrase / Prepositional Phrase*
- The girl with a dictionary is my student.
 - *Qualifies Noun "girl"*
 - *Adjective Phrase / Prepositional Phrase*
- The magazines in the library have not been read.
 - *Qualifies Noun "magazines"*
 - *Adjective phrase / Prepositional Phrase*

ii. Adverb Phrase

The prepositional phrase can also function in a sentence as an adverb phrase. Here it modifies a verb, adverb or adjective. It answers the question "When?" "Where?" "How?" "to what degree?" "Why?"

Examples

- The bus left after two hours.

- *Modifies Verb "left"*
- *Adverb Phrase / Prepositional Phrase*
- b) Blood is thicker than water.
 - *Modifies Adjective "thicker"*
 - *Adverb Phrase / Prepositional Phrase*
- c) The horse moved faster than the car.
 - *Modifies Adjective "faster"*
 - *Adverb Phrase / Prepositional Phrase*

Note:

Sometimes an adverb phrase and adjective phrase can both be near a noun. An adverb phrase focuses on the action (verb) while an adjective phrase focuses on the noun or pronoun. Observe:

- I left the man in the room. (Adverb Phrase, Modifies verb "left")
Here the focus is on (verb "left") which indicates the place where the man was left.
- I am looking for the man in the room. (Adjective Phrase, Qualifies noun "man")
*Here the focus is on the **man** who is in the room.*

Sometimes a phrase can be confusing when it is near an adjective and adverb. When it is near an adjective, the verb used in the sentence is a *linking verb*. When it is an adverb phrase, the phrase used is a *transitive or intransitive verb*. Observe two sentences below:

- Blood is thicker than water. (Adverb Phrase, modifying Adjective "thicker")
*Here the verb used is "is" which is a **linking verb** hence the adjective.*
- The horse moved faster than the car. (Adverb Phrase, Modifying adverb "faster")
*Here the verb used is "**moved**" which is an **intransitive verb** hence the adverb.*

VERBAL PHRASES

There are three kinds of Verbal Phrase. The phrases are in general called verbal phrases because they have their roots in verbs. These are:

- i. Infinitive Phrase
- ii. Gerund Phrase
- iii. Participle or Participial Phrase

Infinitive Phrase

It is a phrase that has the structure: [to + verb (infinitive)]. It contains a verb that cannot change its tense even when the sentence is changed to past or future tense.

Functions Of an Infinitive Phrase

An infinitive phrase can function in a sentence as:

- i. Noun Phrase
- ii. Adjective Phrase
- iii. Adverb Phrase

Infinitive Phrase as Noun Phrase

As a noun phrase it can function as subject of verb, object of verb or compliment of verb.

Examples

- a) I want to write a report.
 - *Noun Phrase / Infinitive Phrase*

- *Object of Verb "want"*
- b) To see you happy is my wish.
 - *Noun Phrase / Infinitive Phrase*
 - *Subject of verb "is"*
- c) His goal is to find the best student.
 - *Noun Phrase / Infinitive Phrase*
 - *Compliment of Verb "is"*

Infinitive Phrase as Adjective Phrase

When functioning as a noun phrase, an infinitive phrase qualifies a noun. It is near the noun it qualifies.

Examples

- a) This is the route to go to school.
 - *Adjective Phrase / Infinitive Phrase*
 - *Qualifies noun "route"*
- b) He has the way to find a solution.
 - *Adjective Phrase / Infinitive Phrase*
 - *Qualifies noun "way"*
- c) The capacity to finish this work is limited.
 - *Adjective Phrase / Infinitive Phrase*
 - *Qualifies the noun "capacity"*

Infinitive Phrase as an Adverb Phrase

When functioning as an adverb phrase, an infinitive phrase modifies a verb, an adverb or an adjective.

Examples

- a) She went to Mzuzu Technical College to study carpentry.
 - *Adverb Phrase / Infinitive Phrase*
 - *Modifies verb "went"*
- b) I bought the book to understand the difficult topics.
 - *Adverb Phrase / Infinitive Phrase*
 - *Modifies Verb "bought"*
- c) To find the solution, Mr Phiri asked for people's opinions.
 - *Adverb Phrase / Infinitive Phrase*
 - *Modifies Verb "asked"*

Gerund Phrase

It is a phrase that begins with: Verb(ing). It is an essential part of the sentence, and for this reason when a gerund phrase is removed from the sentence, the remaining words do not make grammatical sense.

Functions of a Gerund Phrase

A gerund phrase always functions as a noun phrase in a sentence. It can be a subject of verb, object of verb, object of preposition.

Examples

- a) Watching movies is my hobby.
 - Gerund Phrase / Noun Phrase
 - Subject of Verb "is"
- b) I like reading romantic novels.
 - Gerund Phrase / Noun Phrase
 - Object of Verb "like"
- c) I am thinking of attending the meeting.
 - Gerund Phrase / Noun Phrase
 - Object of Preposition "of"

Participle or Participial Phrase

It is a phrase that begins with a participle. Participle phrases are categorized into two.

- i. Present participle
- ii. Past participle

Present Participle

It is a participle phrase that has an -ing form. E.g.

- Looking surprised, he left the room.
- The man looking at me is my brother.
- The boy walking slowly is a student.

Past Participle

It is a participle phrase that has a past participle verb ending with -ed, en, t. e.g.

- The girl spoken about earlier is coming today.
- The man left alone in the room is hungry.
- Surprised by his arrival, she went out of the room.

Functions of a Participle or Participial Phrase

The participle phrase can function in a sentence as:

- i. Adjective Phrase
- ii. Adverb Phrase

Participle Phrase as an Adjective Phrase

A participle phrase can function as an Adjective phrase. It can qualify a noun or pronoun. It can be at the beginning of the sentence (separated by a comma), the middle of a sentence (near a noun) or at the end of a sentence (near a noun or pronoun).

Examples

- a) Having arrived late, he had to sit on the floor.
 - Adjective Phrase / Participle Phrase
 - Qualifies pronoun "he"
- b) The student reading a novel has passed English.
 - Adjective Phrase / Participle Phrase
 - Qualifies noun "student"
- c) The book carried by the teacher is mine.
 - Adjective Phrase / Participle Phrase
 - Qualifies noun "book"

Participle Phrase as an Adverb Phrase

Sometimes (rarely) a participle phrase can work in the sentence as an adverb phrase. In this case it modifies a verb, adverb or adjective.

Examples

- a) I found John in the room waiting for his brother.
 - Adverb Phrase / Participle Phrase
 - Modifies Verb "found"
- b) I left the area looking nice.
 - Adverb Phrase / Participle Phrase
 - Modifies Verb "left"
- c) I left the room asking myself many questions.
 - Adverb Phrase/ Participle Phrase
 - Modifies Verb "left"

Gerund Phrase or Participle Phrase?

Sometimes a gerund phrase can easily be confused with a participle phrase. Here is the difference: When you remove a gerund phrase from a sentence the remaining words do not make sense while when you remove a participle phrase the remaining words still make sense. Observe two sentences below:

- The man looking at birds is my cousin. (Participle Phrase – sentence still makes sense)
- Looking at birds is my hobby. (Gerund Phrase – sentence does not make sense)

VERB PHRASE

It is the combination of [auxiliary verb + main verb]

Examples

- a) I have gone to school.
- b) I have been looking for you
- c) This time next year, I will have clocked fourteen years

EXERCISE 6

State the kind and function of the underlined phrase.

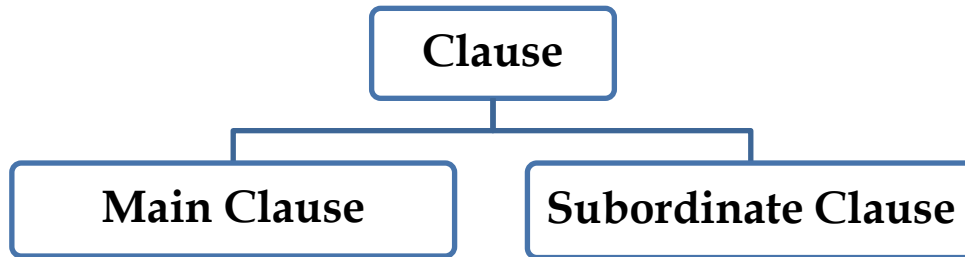
- | | |
|--|---|
| 1. Shamil wants <u>to be a musician</u> . | 11. She is accused of <u>stealing mangoes</u> |
| 2. <u>After wearing his glasses</u> , Mr. Phiri left the room. | 12. Miss Nyozani, <u>the English teacher</u> , is coming today. |
| 3. She bought a box <u>of apples</u> . | 13. The birds are unable <u>to fly</u> . |
| 4. She enjoys <u>watching cartoons</u> . | 14. I found your pencil <u>on the table</u> . |
| 5. The boy <u>wearing a black shirt</u> is my student. | 15. The man <u>in the room</u> is my brother. |
| 6. Materials <u>made in Japan</u> are durable. | 16. Blood is thicker <u>than water</u> . |
| 7. The ability <u>to succeed</u> is all in him. | 17. These are <u>my students</u> . |
| 8. <u>These students</u> are all in football players. | 18. She appears <u>to be the best student</u> . |
| 9. The boy <u>entering the room</u> is my nephew. | 19. The man likes <u>watching movies</u> . |
| 10. <u>Reading novels</u> is my hobby. | 20. The man <u>watching movies</u> is my brother |

CLAUSES

A clause is a group of words that contains a subject and a verb (predicate).

Types of Clauses

There are two main types of a clause. These are:



i. Main Clause

This is a group of words that makes complete sense. It is also called known as an Independent clause because it does not depend on other words to make sense.

Examples

- a) Monica laughed.
- b) They went to the hospital.
- c) She walks.
- d) The man is my father.
- e) You will be punished.

ii. Subordinate Clause

This is a group of words that depends on other words to make sense. It is also known as a dependent clause because of its dependence on other words.

Examples

- a) As Samson joked.
- b) Since they were all sick.
- c) As if she is mad.
- d) Who is wearing a black suit.
- e) If you don't come to school early

Note:

The clauses above do not make complete sense. They need other words to have complete sense. When, for example, sentences under subordinate clause above are combined with those under main clause, they make complete sense. Observe below:

Examples

- a) As Samson joked Monica laughed.
- b) They went to the hospital since they were all sick.
- c) She walks as if she is mad.

- d) The man who is wearing a black suit is my father.
 e) You will be punished if you don't come to school early.

A dependent or subordinate clause always functions as a single part of speech. It may function, in a sentence, as a noun, adjective or adverb.

Kinds of Subordinate Clause

There are three kinds of subordinate clause. These are:

- i. Noun Clause
- ii. Adjective Clause
- iii. Adverb Clause

1. Noun Clause

it is a group of words which functions as a noun in a sentence. It answers the question "*what?*".

Introductory Words for Noun Clause

That	Wherever	Which	Whoever
What	How	Where	Whichever
Whether	Why	Who	Whatever

Functions Of a Noun Clause

There are five functions of a Noun Clause. These are:

- i. Subject of Verb
- ii. Object of Verb
- iii. Complement of Verb
- iv. Object of Preposition
- v. Noun in Apposition

i. Subject of Verb

This clause is always placed in the subject position (beginning of a sentence).

Examples

- a) That he arrived late is unfortunate.
 - Subject of verb "*is*"
- b) What he did surprised everyone.
 - Subject of verb "*surprised*"
- c) How she solved the problem is still a mystery.
 - Subject of verb "*is*"

ii. Object of Verb

This clause is placed in the object position (end of a sentence).

Examples

- a) Samson said that he would come following week.
 - Object of Verb "*said*"
- b) I have found what you were looking for.

- Object of Verb "*have found*"
- c) She wondered whether she should go or not.
 - Object of Verb "*wondered*"

iii. Compliment of Verb

It is a clause that is also placed at the end of a sentence, but it comes after a linking verb e.g. is, are, am, be, was, were, feel, seem, become, grow, taste, appear, get and look.

Examples

- a) It seems that she does not like him.
 - Compliment of Verb "*seems*"
- b) This is what I have been looking for all my life.
 - Compliment of Verb "*is*"
- c) The books were where you left them.
 - Compliment of Verb "*were*"

iv. Object of Preposition

It is a clause that comes after a preposition. The clause becomes object of preposition because a preposition is always followed by an object which can be a noun, pronoun, noun phrase or noun clause.

Examples

- a) The girls ate everything except what was in the container.
 - Object of preposition "*except*"
- b) She gave the money to whoever wanted it.
 - Object of Preposition "*to*"
- c) Everyone is looking for what is called happiness and peace of mind.
 - Object of Preposition "*for*"

v. Noun in Apposition

It generally refers to a thing or person, which a noun or a group of words in the sentence has already mentioned. It is simply an extension of the subject (noun). This is the only noun clause which does not affect the sentence when removed, and it is usually (not always) in the middle of a sentence. It may or may not be separated by a comma. Sometimes it is placed at the end of a sentence. It always starts with the word "*that*".

Examples

- a) The accusation that I am lazy is baseless.
 - Noun in Apposition to Noun "*accusation*"
- b) The rumour, that our team has lost, is false.
 - Noun in Apposition to Noun "*rumour*"
- c) The fact that she is a genius is obvious to everyone in the community.

Proofs for a Noun Clause

One can, with certainty, identify a noun clause by putting it to test:

- Remove the clause and check if the remaining part is making sense. If it does not make sense, then that clause is a noun clause. The exception to this rule is *Noun In Apposition* (the sentence still makes sense when it is removed).
- Noun clauses are usually near verbs except *Noun in apposition* which is near a noun.

Examples

- I have found ~~what I have been looking for all my life~~.
 - Since the remaining part is not making complete sense, the cancelled part is a noun clause. Now observe sentence below:
- The accusation ~~that I am lazy~~ is baseless.
 - The cancelled part does not affect the sentence grammatically (noun in Apposition)

2. ADJECTIVE CLAUSE

It is a group of words which functions as an adjective in a sentence. It qualifies a noun, and it answers the question “which?”. When it is removed from the sentence, the sentence is not affected in any way.

Introductory Words for Adjective Clause

Which	Whose	Why	When
That	Whom	Where	Who

Examples

- The girl who is wearing a pink dress is my niece.
 - Qualifies Noun “*girl*”
- The man who is teaching Philosophy has gone for further studies.
 - Qualifies Noun “*man*”
- The house which I built has fallen down.
 - Qualifies Noun “*house*”

Types of Adjective Clause

There are only two types of adjective clauses. These are:

- Defining or restrictive Adjective clause
- Non-defining or Non-restrictive Adjective Clause

i. Defining or Restrictive Adjective Clause

This is a clause that expresses who or what the noun is. It is essential to the noun it qualifies. This clause is not separated by a comma.

Examples

- The boy who stole my pen has been arrested.
 - Qualifies Noun “*boy*”
- The place where I left my bicycle is near here.
 - Qualifies Noun “*place*”
- This is the book which I was talking about.
 - Qualifies Noun “*book*”

i. Non-defining or Non-restrictive Adjective Clause

This clause does not define the noun it qualifies and it is not essential to the noun. Thus it can be omitted without affecting the meaning of the noun. It is only the meaning that is affected not the grammar of the sentence.

Examples

- a) My daughter, who was born at Nkhamenya hospital, is now three years old.
 - Qualifies Noun "**daughter**"
- b) The dog, which bit me, is dead.
 - Qualifies Noun "**dog**"
- c) The call, that I received today, is about my dad's coming.
 - Qualifies Noun "**call**"

Note:

An Adjective clause starting with "that" can be confused with a noun clause (Noun in apposition) which also begins with "that". Both come after a noun. Below are the rules for differentiating the two clauses:

i. If it is a Noun Clause (Noun In Apposition)

When you remove the subject of the sentence, the remaining part still makes sense, and the clause becomes subject of the verb.

Examples

- a) ~~The rumour~~ that he has passed exams is true.
 - The remaining part is still making sense and the clause is noun acting as subject of verb "is"
- ii. **If it is an Adjective Clause.**

When you remove the subject of the sentence, the remaining part does not make sense grammatically.

Example

- a) ~~The girl~~ that has passed exams is here.
 - The remaining part is not making any grammatical sense. Therefore, it is an adjective clause.

3.ADVERB CLAUSE

It is a group of words that does the work of an adverb. It modifies a verb, adjective or another adverb.

Questions Answered By Adverb Clause

Where?	Why?	Under what condition?
When?	How?	To what Degree or Extent?

Introductory Words for Adverb Clause

After	Even though	In order that
-------	-------------	---------------

Although	If	Where
As	Since	Unless
Because	So that	As long as
Before	Than	As if
Though	Whenever	Until
When	As soon as	While
Wherever	Provided	Provided that
On the condition that	Should	Had
In case	That	

Examples

- Unless she says so, I will not go.
 - Modifies Verb "*will not go*"
- She is so intelligent that she passes every test.
 - Modifies Adjective "*intelligent*"
- Jessy writes well when she has eaten
 - Modifies Adverb "*well*"

Types of Adverbs

There are nine types of adverb clause. These are:

- Adverb Clause of Time
- Adverb Clause of Place
- Adverb Clause of Manner
- Adverb Clause of Reason
- Adverb Clause of Condition
- Adverb Clause of Concession
- Adverb Clause of Purpose
- Adverb Clause of Degree or Comparison

i. Adverb Clause of Time

It indicates when something happened. It usually begins with words like:

When	As soon as	Since	By the time
As	Whenever	While	Until
Before	After		

Examples

- As soon as Getrude entered, jack left the room.
 - Modifies Verb "*left*"
- She wrote the letter while we were chatting.
 - Modifies verb "*wrote*"
- I have been teaching at Lirangwe since I came here.
 - Modifies Verb "*have been teaching*"

ii. Adverb Clause of Place

It indicates where something happened. It usually begins with words like:

Where	Wherever
-------	----------

Examples

- a) I found my bag where I left it.
 - Modifies Verb "**found**"
- b) Wherever you go, I will find you.
 - Modifies Verb "**will find**"
- c) (You) Sit wherever you like.
 - Modifies Verb "**sit**"

iii. Adverb Clause of Manner

It indicates the manner in which something is done. It usually begins with words like:

As	As if
----	-------

Examples

- a) Samson talks as if he is sick.
 - Modifies Verb "**talks**"
- b) We talked to them as they did.
 - Modifies Verb "**talked**"
- c) I spoke as if didn't want.
 - Modifies Verb "**spoke**"

iv. Adverb Clause of Reason

it shows gives a reason why something happened or was done. It usually begins with words like:

Because	Since	As
---------	-------	----

Examples

- a) I listened to the speech because I value his opinions.
 - Modifies Verb "**listened**"
- b) I did not buy the book since I did not have enough money.
 - Modifies Verb "**did not buy**"
- c) I prayed to God as He is the only one who can solve my problem.
 - Modifies Verb "**prayed**"

v. Adverb Clause of Result

It indicates the result of an action or situation. It is usually near an adjective, and it begins with words like:

That	Such that
------	-----------

Examples

- a) It was so cold that I put on two sweaters.
 - Modifies Adjective "**cold**"
- b) They get up so late that they always miss the first class.

- *Modifies Adjective "late"*
- c) Socrates was very intelligent such that most people did not understand his ideas.
 - *Modifies Adjective "intelligent"*

vi. Adverb Clause of Condition

It gives a condition under which certain things can be done. It usually begins with words like:

If	Provided that	As long as
Unless	On the condition that	Only if
Provided	Should	Had

Examples

- a) If I see him, I will tell you.
 - *Modifies Verb "will tell"*
- b) As long as you apologise, she will forgive you.
 - *Modifies Verb "will forgive"*
- c) Had I seen the movie, I would have bought it right away.
 - *Modifies Verb "would have bought"*

vii. Adverb Clause of Concession

It indicates that an action happened or did not happen even under certain conditions or circumstances. It usually begins with words like:

Though	Although	Even though
--------	----------	-------------

Examples

- a) Although he was very sick, he went to the party.
 - *Modifies Verb "went"*
- b) He came at last though he was late
 - *Modifies Verb "came"*
- c) Even though her parents are rich she dresses simply.
 - *Modifies Verb "dresses"*

viii. Adverb Clause of Purpose

It indicates the purpose for which something happened. It usually begins with words like:

So that	In order that	In case
---------	---------------	---------

Examples

- a) I called you so that we should discuss the matter fully.
 - *Modifies Verb "called"*
- b) I hid the pen in case the boys may want to use it.
 - *Modifies Verb "hid"*
- c) I went to the depot in order that I should welcome my brothers and sisters.
 - *Modifies Verb "went"*

ix. Adverb Clause of Degree or Comparison

It shows comparison between two things or the degree to which two things are similar or different. It usually begins with words like:

As	Than
----	------

Examples

- a) Kenneth is as smart as he is.
 - Modifies Adjective "**smart**"
- b) His brother is much taller than he is.
 - Modifies Adjective "**taller**"
- c) Innocent's car is much faster than John's car.
 - Modifies Adjective "**faster**"

Note:

When an adverb is at the beginning of the sentence, it is always separated by a comma. When you remove an adverb clause, the sentence still makes sense except Adverb Clause of Result.

Noun Clause or Adverb Clause?

When a noun clause is removed the sentence does not make sense while when the Adverb clause is removed the sentence still makes sense. Observe below:

- a) The books were where I left them.
 - Noun Clause : Complement of Verb "**were**"
- b) The books were found where I left them.
 - Adverb Clause : Modifies Verb "**were found**"

Adverb Clause or Adjective Clause

An adverb clause coming at the end of a sentence near a noun can be confused with an adjective clause in the same position. If the main clause has a linking verb, then the clause is an adjective clause.

- a) This is the place where I left him.
 - Adjective Clause : Qualifies Noun "**place**"
- b) I found John where I left him.
 - Adverb Clause : Modifies Verb "**found**"

If the main clause has an action verb then probably the clause is an adverb clause. However, it must be pointed out that when a main clause has an action verb, the following clause can be an adjective clause if it begins with any of the following words: "**which**", "**who**", "**whose**"

Examples

- a) I found the money which he stole.
 - Adjective Clause : Qualifies Noun "**money**"
- b) I found the money where I left it.
 - Adverb Clause : Modifies Noun "**found**"

In sentence (a) above, note "**Which**" and the focus of the whole sentence is on the noun "**money**". In sentence (b) above, note "**Where**" and the focus of the whole sentence is on the verb "**found**".

EXERCISE 7

State the kind and function of the underlined subordinate clause

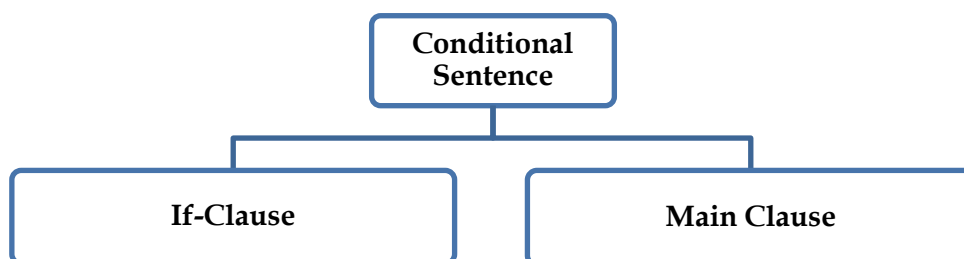
1. What I want is the truth.
2. Unless you apologise, I will punish you.
3. This is the place where I was born.
4. I found the bag where you left it.
5. The reason why it happened has been given.
6. That I will pass the test is beyond doubt.
7. They are thankful for whatever you do for them.
8. I do not believe what he is telling me.
9. This is where we part ways.
10. The rumour that she is hurt is true.
11. The fact that God is faithful comforts me.
12. I found the money which you left in your room.
13. The man that stole your book is arrested.
14. I would have passed if I had worked hard.
15. The man was so intelligent that he passed the test.
16. I have found the book where you left it.
17. I have found the book which you were looking for.
18. The car was moving so slowly that we were late for the meeting.
19. Chimwemwe asked why she was shouted at.
20. Blood is thicker than water is.

CONDITIONAL SENTENCES

It is a sentence that is used to express possibilities. It is essentially a sentence with an adverb clause of condition.

The Structure of Conditional Sentences

A conditional sentence has two parts. These are:



i. If-Clause

It is a part of the sentence which contains a condition. It is a part that does not stand on its own grammatically because it is a dependent clause. The underlined part below does not make complete sense

- If you work hard, you will pass exams.

ii. Main Clause

It expresses the result of the condition. It is a part of the sentence that makes complete sense grammatically because it is an independent clause. The underlined part below makes complete sense.

- If you work hard, you will pass exams.

Note:

A conditional sentence may begin with an If-clause or Main clause. If it begins with a conditional clause, it is separated from the main clause by a comma. But if it begins with a main clause a comma is not used. Observe below:

- As long as you understand me, I will continue loving you.
- I will continue loving you as long as you understand me.

Conjunctions Used In Conditional Sentences

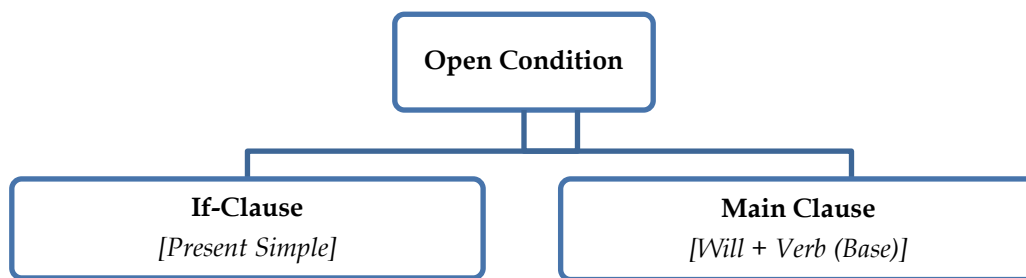
If	Provided	Should
Unless	Provided that	If only
Provided	As long as	Supposing that
In case	Had	On the condition that

Rules For Conditional Sentences

There are three rules for conditional sentences. These are:

- Open Condition
- Unlikely Condition

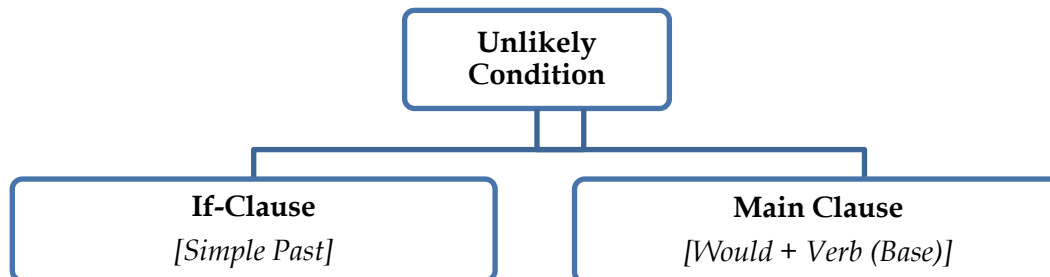
iii. Unfulfilled Condition



- If the If-Clause is in *present simple*, the Main Clause takes a *present simple*.

Examples

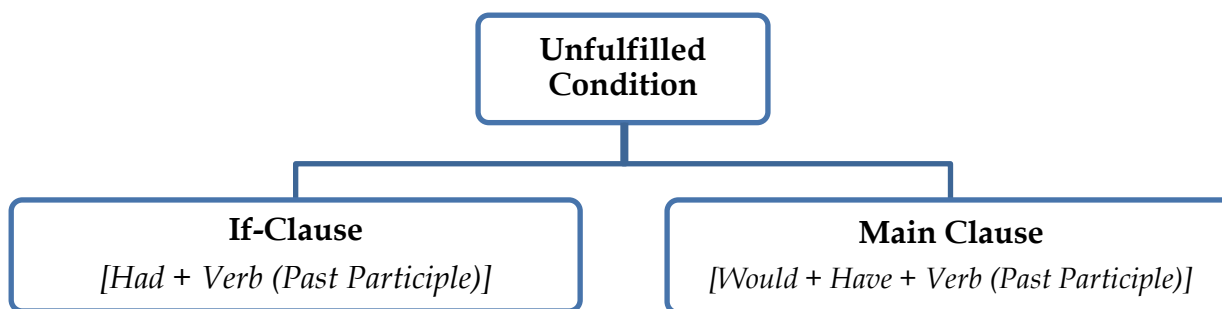
- If I **apologise**, she will forgive me.
- Unless she **accepts** my proposal, she will suffer the consequences.
- Provided you **tell** me the truth, I will give you a second chance.
- I will talk on the condition that you **promise** to understand my views.
- She will buy the newspaper if you **allow** her to read the front page first.



- When the If-Clause is in past simple, the main clause takes *would + verb (base)*. This conditional sentence is used to talk about consequences of hypothetical actions.

Examples

- If I **wrote** the test, I would pass with flying colours
- If I **saw** you, I would greet you.
- If you **came** to school early, you would receive a prize.
- She would give you money if you **passed** the test.
- The professor would be happy if you **solved** the philosophical problem.



- When an If-Clause is in past perfect [*had + verb (past perfect)*], the main clause takes *would + have + verb (past participle)*. This conditional clause is used to talk about a possible result of an action that did not happen.

Examples

- If you **had worked** hard, you would have passed the exams.
- Had** you **asked** for help, I would have helped you
- If you **had found** the solution, we would have depended on you.
- She would have gone to the party if they **had invited** her.
- They would have stopped to see you if you **had called** them.

Note:

As it may have been observed in the sentences, a conditional sentence may start with an If-Clause or Main Clause. This does not, in any way, affect the rules.

EXERCISE 8

Encircle the letter representing the right answer.

- Madalitso _____ the examination if he had not cheated.
A. will pass
B. will have passed
C. Would have passed
D. would pass
- Provided you _____ him, he will come.
A. invite
B. invited
C. had invited
D. invites
- The boy _____ if no one tries to save him.
A. drown
B. will drown

- C. would drown
D. would have drowned
4. Had I known the truth, I _____ you.
A. will understand
B. would understand
C. would have understood
D. understand
5. Should I see the thief, I _____ him.
A. alert
B. will alert
C. would alert
D. would have alerted
6. _____ you come to school early, you will be punished.
A. If

- B. On the condition that
- C. Had
- D. Unless

7. If you _____, he would forgive you.

- A. apologise
- B. apologised
- C. had apologised
- D. have apologized

8. If James had joined them, he _____ himself.

- A. will enjoy
- B. had enjoyed
- C. would have enjoyed
- D. would enjoy

9. If I passed exams, I _____ be very happy.

- A. will
- B. may
- C. should
- D. would

10. I would never have accepted his apology if he _____ humble.

- A. wouldn't be
- B. wasn't
- C. hadn't been
- D. couldn't be

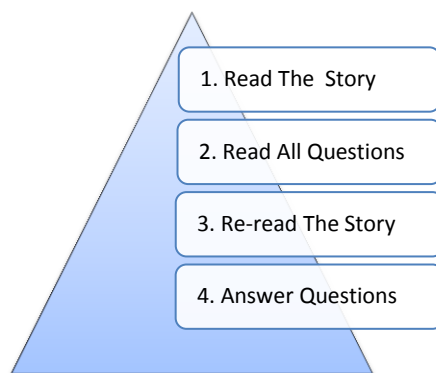
COMPREHENSION SKILLS

Comprehension essentially means understanding a piece of writing or story. It must be pointed out, however, that comprehension is not restricted to the understanding of a piece of writing but also speech. Here the focus is on comprehension in an exam environment.

To comprehend means to understand.

The Method of Understanding

There are four stages of approaching comprehension in exams.



i. Read the Story

- Try to have a general understanding of the story.
- Try to find the meanings of the difficult words and the underlined words or words in bold. You will be asked to give the meaning of the words.
- Remember that the meanings of words depend on the context e.g. When your father comes, you will be in **hot soup**. Here **hot soup** means trouble.
- Try to know the characters, their actions as well as the reasons for their actions

ii. Read all Questions

- This helps the brain to be prepared to digest the questions and also locate the answers to the questions. This is done both consciously and subconsciously.
- Reading all the questions also gives the brain the scope of what is expected from the text.

iii. Re-read the story

- If you understood the story on first attempt, you can jump this stage.
- Read so as to have a deeper understanding while looking for answers to questions read.

iv. Answer the Questions

- Pick one question at a time. If you do not have an immediate answer, don't hesitate to refer to the passage. But do not lift an answer from the passage. Write it in your own words.
- The first questions are usually from the first paragraphs.

- Do not spend much time on difficult questions. Answer the simple ones first and come back to them later if there is still time left.

Kinds of Comprehension Questions

There are many kinds of comprehension questions one can expect in an exam. These are:

- i. Direct/Recall Questions
- ii. Explanatory Questions
- iii. Opinion/Reasoning Questions
- iv. Synonymic Questions
- v. Title Questions

i. Direct / Recall Questions

These are questions whose answers are directly found in or extracted from the text.

Examples

- a) What is the name of the boy who broke the windows?
- b) Where did the woman come from?
- c) At what time did the child wake up?
- d) Who is the owner of the car?
- e) Which school does John go to?

ii. Explanatory Questions

These are questions that ask us to explain why or how something happens in the passage.

Examples

- a) Explain why John ended the relationship.
- b) Briefly explain how the girl knew that the boy was lying to her.
- c) In what way was his character admirable?
- d) Describe how Maeve shows her love for Jack.
- e) Why did the little girl insist that they are seven? Explain.

iii. Opinion / Reasoning Questions

These questions ask for one's opinion based on the story. It requires one to apply some reasoning.

Examples

- a) Do you think that was a justified act? Give reasons.
- b) In your opinion, how would John have handled the case to ensure that people understand him.
- c) Relate the events in the story to modern society's moral system.
- d) How else would the old man have avoided the tragic accident?
- e) Suggest any other way the character would have done to convince the employer.

iv. Synonymic Questions

These questions ask one to give a word of the same meaning with the given word as used in the passage. The word must be of the same part of speech as the given word.

Examples

- a) Beautiful : Pretty (**adjective**)
- b) Feelings : Emotions (**noun**)
- c) Obtain : Get (**verb**)
- d) Wonderfully : Amazingly (**adverb**)
- e) Love : Like (**verb**)

vi. Title Question

This is a question that asks one to provide a title for the passage. One can only find a good title if one has a general and comprehensive understanding of the story. A title reflects the central idea of the passage.

A good title is one that:

- Captures the central theme or idea of the passage.
- Is short and not in a sentence form but rather in a phrase or clause form.
- Does not leave out major events.

Examples

- a) The Love Web
- b) Strike at Buku Secondary School
- c) The Final Call
- d) Why I Like Her
- e) The Unforgettable Day

Presentation of Responses/Answers

Understanding is not enough when it comes to comprehension questions. One needs to also know how to present the responses in a way that really demonstrates comprehension. Here are some tips.

- Try as much as possible to give direct answers. Do not repeat questions in your responses.
- A complete sentence must begin with a capital letter and end with a full stop (period).

Examples

- a) He went to the hospital because he was very sick.
 - b) John went to school by bus.
 - c) They did not talk since they were disappointed.
- Make sure the tense in the response is consistent with that of the question.
- A word, phrase and subordinate clause must not end with a full stop. It must also not begin with a capital letter.

Examples

- a) because he was sick
 - b) by bus
 - c) since they were disappointed
- Only a proper noun begins with a capital letter in this case.

Examples

- a) Nkhamenya **not** nkhamenya.
- b) Matheza village **not** matheza village
- c) Belekiya city **not** belekiya village

EXERCISE 9

Read the passage below and then answer the questions that follow.

Some people compare the human body with a machine. The body is very complicated but there is a reason for every part, even the very smallest. Different parts are dependent on others for proper successful working. And, also like a machine, the whole is smooth and well-oiled.

If the body is a machine, then the brain is a computer that gives instructions to the machine. All machines need fuel for power. The heart is a pump that drives fuel, in the form of blood, to all parts of the machine. It carries oxygen and food, without which the machine would stop, and it takes away waste gases such as carbon dioxide.

Interdependence in the human machine can be seen in millions of ways but one example is enough. The heart cannot pump unless it has instructions from the brain telling it to pump fast or slow. The brain, on the other hand, needs blood in order to work properly. Thus, the brain and heart work together, usually in a smooth and efficient way, and depend on each other.

Machines need protection. What protects the human machine? Two things: the skeleton, made up of more than 200 bones, and the skin that covers the body. Bones protect vital parts of the machine such as the heart, the lungs and kidneys. The skin keeps out rain water and also **excessive** heat and cold. It also protects against the bacteria that are in the air all around us.

Bones are also important in movement. This is a machine that can move in many ways. Along with muscles, bones form joints which allow movement of the leg and arms. These joints – such as the shoulder, elbow, wrist, and, in the lower part, the hip, knee and ankle – are lubricated by oil called synovial fluid.

How does the brain, the controlling computer, get its messages to all parts of the machine? The answer is that there are pathways of nerves, like wires in a radio or television set. These nerves carry messages from the brain in form of electrical charges. Such messages are very fast. There are also messages in form of hormones. These work more slowly and the message is chemical and not electrical.

The computer and machine need to know what is happening round them. There are five senses that deal with this. They are sight, smell, touch, taste and hearing. They supply the machine with important information and also warn against danger. Because of these senses, the machine is able to talk and communicate with other machines.

This is not all, by any means. This machine needs gases in order to work properly. The most important gas is oxygen. This enters the machine through the nose and mouth and is carried to the lungs, where it passes into the bloodstream. At the same time, carbon dioxide, a waste and poisonous gas, leaves the blood and is taken to the mouth and nose where it is released into the air.

It is also in the mouth where digestion begins. The action of the tongue, teeth and saliva break food down into smaller pieces. It then passes down to the stomach, where muscles and stomach forces work on it and break it down still further. Other parts of the machine contain other juices which also work on food until it is fully broken down or digested. What is useful is taken into the blood and waste is passed out.

Many people today, especially scientists and some doctors, think the body is only a machine, and the brain only a computer. Some other people do not like the comparison with machine and computer. Such people ask about the spirit and the mind. They say that human beings have both but machines have neither. We are not just machines, because we think for ourselves. We have learned to read, write, do mathematics. Most important of all, we can think about the purpose of our lives. You can destroy all parts of the machine. You can destroy the body. But you cannot, people argue, destroy the human spirit or soul

(Adapted from: Junior English Comprehension, page 63-66)

Questions

1. Which **two** things protect the body
2. How are joints lubricated? 3.
- What is the body compared with?
4. List any **two** things that human beings can do which machines cannot do.
5. Which gas is necessary for life?
6. (i) What is it about the human being which cannot be destroyed?
(ii) Name **three** parts of the body that are protected?
(iii) Which gas is poisonous and must be got rid of? How is it got rid of?
7. (i) What is the brain compared with?
(ii) How are nerves different from hormones?
8. Briefly explain any one function of the bones
9. Give the meanings of the following words as used in the passage:
(i) contain
(ii) destroy
10. Give a title for the passage.

DIRECT AND INDIRECT SPEECH

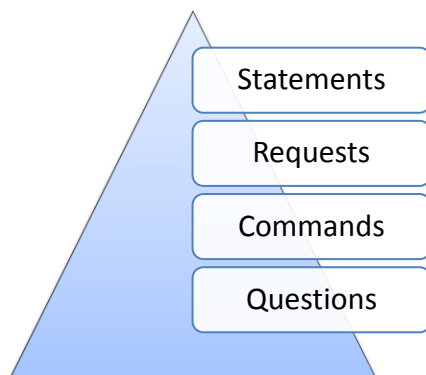
Direct speech is a speech that is uttered by someone directly while indirect speech (reported speech) is the speech which someone utters (indirectly) to report:

- What someone says
- What someone has said
- What someone said
- What someone has thought
- What someone thought

The changing of speech from direct to indirect speech or vice versa is governed by grammatical rules.

Categories of Reported Speech

There are basically four categories of reported speech. Thus one can report:



1. STATEMENTS

One can report a statement uttered by someone or self. This is basically a declarative sentence and it is mainly governed by rules based on tenses.

Introductory Clauses

One can report a statement by using any of the following clauses depending on the statement reported. Observe below:

- He said that...
- He reported that...
- He stated that...
- He announced that...
- He declared that...
- He admitted that...
- He explained that...

Basic Rules Governing Reported Speech

When reporting a speech one must note changes in verb tense, pronouns, demonstrative adjectives and adverbs. Observe the table below:

Tense Changes

DIRECT SPEECH	INDIRECT SPEECH
Present Simple [single verb (present)]	Past Simple [single verb (past)]
Present Continuous [is/are/am + verb(ing)]	Past Continuous [was + Verb(ing)]
Present Perfect [has/have + verb (past participle)]	Past Perfect [Had + verb (past participle)]
Present Perfect Continuous [has/have + been + verb(ing)]	Past Perfect Continuous [had + been + verb(ing)]
Past Simple [single verb (past)]	Past Perfect [had + verb(past participle)]
Past Continuous [was + verb(ing)]	Past Continuous / Past Perfect Continuous [was + verb(ing)] / [had + been +verb(ing)]
Future Simple [will/shall + verb(base)]	Would + Verb Base
Future Perfect [will/shall +have + verb (past participle)]	Would + have + Verb (Past Participle)
Past Perfect [had + verb(past participle)]	Past Perfect [had + verb(past participle)]

Pronoun, Adjective and Adverb Changes

DIRECT SPEECH	INDIRECT SPEECH
Today	That day
Yesterday	The day before, the previous day
Tomorrow	The following day, the next day
Last night	The night before, the previous night
Next week	The following week, the coming week
Here	There
Now	Then
Ago	Before
These	Those or the
This	That or the
Will	Would
Shall	Should/ Would

Has / Have	Had
Can	Could
May	Might
Don't	Not to
Was / Were	Had Been or Was / Were
Are	Were
Is	Was
I	He / She
Me	Him / Her
Us	Them
We	They
They	They
You	I / We / They
My	His / Her
Your	Our, my, their, his, her

The following verbs are usually not changed: "Should", "Would", "Might", "Must" and "Ought to"

Note:

If the reporting verb (say, ask etc) is in the present tense or present perfect, the tense of the sentence does not change. But when the reporting verb is in the past the tenses change. Observe sentences below:

Examples

- a) "I am going to church", Victor says.
 - Victor says he is going to church.
- b) "She has eaten all the fruits", Steria says.
 - Steria says she has eaten all the fruits.
- c) "Pastor Matenganya will be attending the lessons" Airu says.
 - Airu says Pastor Matenganya will be attending lessons.

i. Present Simple..... Past Simple

When the statement is in present simple it changes to past simple in the reported speech.

Examples

- a) "I **study** English and Art", Eluby said.
 - Eluby said that she **studied** English and Art.
- b) "We like Literature", the students said.
 - The students said that they liked literature.

ii. Present Continuous.....Past Continuous

When the statement is in present continuous, the reported speech is in past continuous.

Examples

- a) "Ammon **is reading** a novel", Lameck said.

- Lameck said that Ammon **was reading** a novel.
- b) "I **am trying** to find the answer to the problem", Alex said.
- Alex said that he **was trying** to find the answer to the problem.
- c) "We **are watching** Joyce Meyer", the boys said.
- The boys said that they **were watching** Joyce Meyer.

iii. Present Perfect..... Past Perfect

When a statement is in present perfect, the reported speech is in past perfect.

Examples

- a) "She **has passed** the exams", Ali said.
- Ali said that she **had passed** the exams.
- b) "Joan **has solved** all the mathematical problems", Jessy said.
- Jessy said that Joan **had solved** all the mathematical problems.
- c) "The students **have copied** all the diagrams in their notebooks", Charles said.
- Charles said that the students **had copied** all the diagrams in their notebooks.

iv. Present Perfect Continuous..... Past Perfect Continuous

When a statement is in present perfect tense, the reported speech is in past perfect continuous tense.

Examples

- a) "I **have been looking** at the picture for three minutes", Kenneth said.
- Kenneth said that he **had been looking** at the picture for three minutes.
- b) "Maria **has been observing** the dog for hours", Friday Chimbeta said.
- Friday Chimbeta said that Mary **had been observing** the dog for hours.

v. Past Simple..... Past Perfect

When a statement is in past tense, the reported speech changes to past perfect.

Examples

- a) "I **ate** two mangoes and three oranges", Prince said.
- Prince said that he **had eaten** two mangoes and three oranges.
- b) "They **wrote** two tests within an hour", Sharon said.
- Sharon said that they **had written** two tests within an hour.

vi. Past Continuous Past Continuous or Past Perfect Continuous

When a statement is in past continuous, the reported speech remains in past continuous or changes to past perfect.

Examples

- a) "I **was preparing** for exams", Esther said.
- Esther said that she **was preparing** for exams.
- Esther said that she **had been preparing** for exams.
- b) "They **were waiting** for me", Josophine said.
- Josophine said that they **were waiting** for her.
- Josophine said that they **had been waiting** for her.

vii. Future Simple..... Would + Verb (base)

When the statement is in simple future, the reported speech takes “Would + Verb (base).

Examples

- a) “I **will go** to school **tomorrow**”, Rabeca said.
 - Rabeca said that she **would go** to school **the following day**.
- b) “Boniface **will attend** the weekend classes”, Betrina said.
 - Betrina said that Boniface **would attend** the weekend classes.

vii. Future Perfect..... Would + Have + Verb (Past Participle)

When the statement is in future perfect, the reported speech takes “would + have + verb (past participle).

Examples

- a) “He **shall have studied** Psychology for five years next month”, Stella said.
 - Stella said that they **would have studied** Psychology for five years the next month.
- b) “We **will have eaten** all the fruits by morning”, they said.
 - They said that they **would have eaten** all the fruits by morning.

Note:

“Shall” does not change to “should” but “would” because has a different meaning.

viii. Past Perfect Past Perfect

When the statement is in past perfect, the reported speech remains in past perfect (there is no change of tense).

Examples

- a) “The boys **had eaten** all the fruits by lunch time”, Mphatso said.
 - Mphatso said that the boys **had eaten** all the fruits by lunch time.
- b) “The students **had swept** all the classrooms by break time”, Hanif said.
 - Hanif said that the students **had swept** all the classrooms by break time.

Note:

When it is understood that what is being reported is still true at the time of reporting, do not change the tense of the sentence. This is usually true for scientific facts and hobbies.

Examples

- a) “I **go** to school every Monday”, Linda said.
 - Linda said that she **goes** to school every Monday.
- b) “The sun **rises** from the east”, the Geography teacher said.
 - The Geography teacher said that the sun **rises** from the east.

2.COMMANDS

One can also report commands uttered by someone. A command is usually a type of sentence that does not have the subject (it is just understood). It tells one what to do in a forceful way. Sometimes it has an exclamation mark (!)

Introductory Clauses

Some of the introductory clauses used to report commands are:

- He ordered...
- He directed...
- He commanded...
- He urged...
- He demanded...
- He told...

Rules for Commands

When reporting a command use "To + Verb (Infinitive)"

Examples

- a) "Sit down", the teacher told Irvine.
 - The teacher told Irvine **to sit** down.
- b) "Get out of **my** house!" Mary ordered John.
 - Mary ordered John **to get** out of **her** house.
- c) "Don't open the door", Missa told Gladys.
 - Missa told Gladys not **to open** the door.

Note:

To form indirect speech the preposition "to" is attached to the commanding verb (e.g. sit, get, open).

3. REQUESTS

A reported speech can also be from a request. It is in the category of imperative sentence like a command. It may also not have a subject (understood). Sometimes it may be used with an adverb "please". It may also start with verbs like "can", "may", "will" or "could". But they do not usually end with a question mark because they are not calling for an answer. Observe the two sentences below?

- Will you talk to me?
- Will you talk to me, please.

The first sentence is a question (yes/no question) while the second one is a request.

Introductory Clauses

Some of the introductory clauses used to report requests area:

- He requested...
- He begged...
- He advised...
- He pleaded...
- He asked...

Rules For Requests

When reporting a request use "To + Verb (Infinitive)"

Examples

- a) "May I see you, please", Mary asked John.
 - Mary requested **to see** John.
- b) "Give me some money", Charles requested Blessings.
 - Charles requested Blessings **to give** him some money.
- c) "Please, forgive me", Agness pleaded with Esnat.
 - Agness pleaded with Esnat **to forgive** her

Note:

Just like in a command, when you are reporting a request you attach "to" to the main verb (e.g. see, give, forgive) in the request making "to + verb (infinitive)". Also note the changes in pronouns.

4. QUESTIONS

In English language, one can also report a question.

Introductory Clauses

Some of the introductory clauses used when reporting questions are:

- He asked...
- He wanted to know

There are basically two kinds of questions. These are:

- i. Yes / No Question
- ii. Wh- Question

i. Yes / No Question

This is a question that require yes/ no answer. It does not demand an explanation. It usually begins with auxiliary verbs like:

Is	Were	Has	Will
Was	Are	Have	Would
May	Am	Can	Could

Structure of The Yes/No Question

It consists of four main parts. These parts are:

- Auxilliary Verb
- Subject (Noun/pronoun)
- Main verb
- Remaining words

Observe sentences below:

Auxilliary Verb (1)	Subject (2)	Main Verb (3)	Remaining words (4)
Will	John	come	to school?
Can	I	talk	to you?

Have	you	seen	the book?
Is	she	coming	today?

Rules for Yes/No Questions

When reporting a yes/no question, use “If / whether + Subject (2) + Auxilliary (1) + Main Verb (3) + Remaining words (4)”. Change the tense of the auxiliary verb only.

Example

- a) “**Will** John come to school?” Mary asked.
 - Mary asked if John **would** come to school.
- b) “**Can** I talk to you?” He asked the teacher.
 - He asked the teacher if he **could** talk to him
- c) “**Is** she coming today?” Witness asked Arnold.
 - Witness asked Arnold whether she **was** coming that day.

ii.Wh-Questions

It is a questions whose answer is in form of explanation. This question begins with a “Wh-“. It usually begins with words like:

Where	Who	Which
Why	When	How
What		

The Structure Of Wh-Questions

The wh-question has basically five parts. These parts are:

- Wh-
- Auxiliary
- Subject (Noun/pronoun)
- Main Verb
- Remaining words

Wh (1)	Auxilliary (2)	Subject (3)	Main Verb (4)	Remaining Words (5)
Where	are	you	coming	from?
Why	is	he	crying	like this?
Who	were	they	looking	for?
When	are	you	leaving	for Nkhamenya?

Rules for Wh-Questions

When reporting a Wh-Question use “Wh (1) + Subject (3) + Auxilliary (2) + MainVerb (4) + Remaining Words” in the reported speech.

Examples

- a) “Where are you coming from?” Madalitso asked Justice.
 - Madalitso asked Justice where he was coming from.
- b) “Why is he crying like this?” Favour asked.
 - Favour asked why he was crying like that.

- c) "Who were they looking for?" Linda asked Queen.
- Linda asked Queen who they had been looking for.
 - Linda asked Queen who they were looking for.

Note:

Some Wh-Questions are used with linking verbs and not auxiliary verbs. They do not have main verbs or action verbs. Observe:

Wh (1)	Linking Verb (2)	Subject (3)
Who	are	you?
What	is	your name
Where	are	your books?
How	are	you?

In this case the rule is: Wh (1) + Subject (3) + Linking Verb (2)

Examples

- a) "Who are you?" Thokozire asked the boy.
- Thokozire asked the boy who he was.
- b) "What is your name?" asked Rhoda me.
- Rhoda asked what my name was.
- c) "Where are your books?" Farook asked Ruth.
- Farook asked Ruth where her books were.
- d) "How are you?" Stevelia asked.
- Stevelia wanted to know how I was.

Possessive adjectives like: your, my, our, their, his, her must always be with the noun (they must be changed) eg **your book** can become "my book", "his book", "her book" "their book" or "our book" depending on who is reporting.

Note: When a Wh-Question is having the verbs "do", "does" or "did", just ignore them. Use this rule: Wh + Subject + Main Verb. Don't forget to change the tense as well as pronouns at all times.

Examples

- a) "What did he say?" the teacher asked.
- The teacher wanted to know what he said

EXERCISE 10

Change the following sentences from direct speech to indirect speech.

1. "Are you ready for the test?" The teacher asked.
2. "Go and buy cassava for tea", John told Mary
3. "Wait for me", I told Mary.
4. "I am watching a movie", she said.
5. "He liked Mathematics", she says.
6. "Are you happy now that you are in Form Two?" The teacher asked.

7. "Will you come to school tomorrow?" Frank asked Victor.
8. "Don't waste your time watching movies", my father warned me.
9. "Immanuel will be rich if he works hard on the business he is doing", Alex thought
10. "We have been looking for you", they told John.
11. "Where are you coming from?" He asked me.
12. "Who are you?" John asked Mary.
13. "Come here, please", He told John.
14. "Which book do you want?" he asked.
15. "I was eating nsima", she said.

PUNCTUATION

Punctuation is one of the major elements of grammar. A well punctuated sentence is a grammatically good sentence. A sentence, paragraph or essay that is well punctuated is easy to follow.

Punctuation involves marks or symbols that are universally accepted. It involves:

- i. Capitalisation
- ii. Full stop (Period)
- iii. Comma
- iv. Apostrophe
- v. Inverted commas
- vi. Colon
- vii. Semi-colon
- viii. Dash
- ix. Exclamation mark
- x. Hyphen
- xi. Question mark

Capitalisation

Capitalise all people's names (proper noun) and initials.

Examples

- John
- O. Banda
- Phiri

Capitalise abbreviations, first letter and titles.

Examples

- C.D.S.S.
- Dr Esnat Chirwa
- Miss Mwale

Capitalise pronoun I

Example

- I know what I want.
- I talked because I was dissatisfied.
- The person I know is not here.

Capitalise names of organisations, institutions and parties.

Examples

- Trans World Radio
- LWC
- SADC

Full Stop/Period (.)

It is used at the end of a declarative sentence (statement).

Examples

- Lewis is writing notes.
- She thinks about it every day.
- Freda went to church.

It is used at the end of an abbreviation, initial or shortened word.

Examples

- N.G.O.
- Mr. Mpira
- Dec.

Comma (,)

It can be used to separate nouns, adjectives, and verbs that are in a series.

Examples

- Victoria was dressed in a neat, green, cotton dress.
- Mary has bought a book, a ruler and a pencil.
- John says he will buy, use and sell the appliance.

It can also be used to separate words or phrases standing for the same person, and phrases at the beginning of a sentence.

Examples

- After watching a movie, James went to the library.
- Mr. Kabanga, the English teacher, will teach us how to write essays.
- Mr Alex Ben, an expert in theology, has found another proof for the existence of God.

Apostrophe (')

It is used to show possession.

Examples

- This is Lloyd's book.
- Loreen's dress is beautiful.
- This bag is Marion's.

It is used to indicate that letters have been omitted.

Examples

- Did not – didn't
- I'd – I would
- I'd – I had

Inverted Commas/Quotation Marks (" ")

It is used to enclose words quoted or actually spoken and directly reported.

Examples

- "I want to see you", Dorothy said.
- "Get out of my room", the girl told the boy.
- "Who are you?" She asked.

Colon (:)

It is used to introduce a list or items. It calls the reader's attention to something coming next.

Examples

- Joana bought the following things: books, pencils, rulers and bags.
- The following are the effects of low self-esteem: depression, suicide, madness and poor relationships.
- Wongani visited the following places: Nkhamenya, Chisemphe, Chatoloma and Mphomwa.

Semi-colon (;)

It is used to join two main clauses that are related.

Examples

- Frank went to Namikasi; Rhoda went to Chibvumbe.
- She likes Joyce Meyer; he likes Joel Osteen.
- Maslow is an optimist; Russell is a pessimist.

Dash (--)

It is used to cut a flow of thoughts.

Examples

- I love Geology – no I wanted to say I love Theology – because it makes me understand the nature of God.

Hyphen (-)

It is used in compound numbers from twenty-one to ninety-nine

Examples

- Twenty-five
- Thirty-six
- Seventy-five

It is used in compound words

Examples

- Witch-doctor
- Tobacco-planter
- Mother-in-law
- Semi-colon

Exclamation Mark (!)

It is used in exclamatory sentence. It may also be used in forceful commands.

Examples

- Get out!
- How I love you!
- How beautiful you are!

Question Mark (?)

It is used at the end of an interrogative sentence (question).

Examples

- Where are you coming from?
- Who are you?
- What's your name?

EXERCISE 11

Punctuate the paragraph below.

planning involves deciding what one wants to achieve, how to achieve it when to achieve It and the support required from others. Planning helps us to Bridge the gap between where one is and where he or she desires to be in Future. planning is thinking about what you are going to do and how you are going to do it. everyone plans for whatever they do. For instance a student Who is attaining poor grades in school can think of how to improve the academic performance over a period of time

ACTIVE AND PASSIVE VOICE

A sentence is said to be in *active voice* if the subject is doing an action. The action is done to the object.

Examples

- a) Monica killed a dog.
- b) He has read two books.
- c) I love the students.

A sentence is said to be in *passive voice* if the focus is on the object who or which is receiving the action. In passive voice the object becomes more like the subject. Observe the above sentences as they change from active to passive voice. Note the positions of subject and object.

Examples

- a) A dog was killed by Monica.
- b) Two books have been read by him.
- c) The students are loved by me.

Note:

Only sentences with transitive verbs can be changed to passive voice. It is impossible, in other words, to change a sentence without a transitive verb to passive voice. The sentences below cannot be changed because they do not have transitive verbs.

- Loveness cried.
- The girl smiled.
- The bomb exploded.

Basic Rules of Active and Passive Voice

When changing a sentence from active to passive voice, there are rules which must be observed (verb tense and sometimes pronoun changes).

ACTIVE VOICE	PASSIVE VOICE
Present Simple [single verb (past)]	[am/is/are + verb (past participle)]
Past Simple [single verb (present)]	[was/were + verb (past participle)]
Future Simple [will/shall + verb (base)]	[will + be + verb (past participle)]
Present Perfect [has/have + verb (past participle)]	[has/have + been + verb (past participle)]
Past Perfect [had + verb (past participle)]	[had + been + verb (past participle)]
Present Continuous [is/are/am + verb (ing)]	[is/are/am + being + verb (past participle)]
Past Continuous [was/were + verb(ing)]	[was/were + being + verb (past participle)]

Infinitive [to + verb (base)]	[be + verb (past participle)]
---	-------------------------------

Pronoun Changes

Subject pronouns change to object pronouns and object pronouns change to subject pronouns whenever changing sentences from active to passive voice. This is so because the subject moves to object position while the object moves to subject position.

Subject Pronoun	Object Pronoun
I	Me
We	Us
They	Them
He	Him
She	Her
You	You
It	It

Active Voice	Passive Voice
Present Simple	[am/is/are + verb (past participle)]

When the active voice is in present perfect the passive voice takes “am/is/are + verb(pp). The auxilliary verb used depends on the subject.

Examples

- a) Mr Banda **teaches** English.
 - English **is taught** by Mr Banda.
- b) He **paints** many houses.
 - Many houses **are painted** by him.
- c) She **teaches** me.
 - I **am taught** by her

Note:

Single subjects take the verb “**is**” except “**I**” which takes the verb “**am**”. Plural subjects take the verb “**are**” (subject-Verb Agreement).

Active Voice	Passive Voice
Past Simple	[was/were + verb (past participle)]

Examples

- a) A dog **killed** the rat.
 - The rat **was killed** by a dog.
- b) All students **wrote** the test.
 - The test **was written** by the students.
- c) She **washed** the plates.
 - The plates **were washed** by her.

Active Voice	Passive Voice
Future Simple	[will + be + verb (past participle)]

Examples

- a) The students **will write** the test.
 - The test **will be written** by the students.
- b) The headmaster **will address** the assembly.
 - The assembly **will be addressed** by the headmaster.
- c) He **will solve** the philosophical problem.
 - The philosophical problem **will be solved** by him.

Active Voice	Passive Voice
Present Perfect	[has/have + been + verb (past participle)]

Examples

- a) She **has written** the four books.
 - The four books **have been written** by her.
- b) The teacher **has invited** all the students.
 - All the students **have been invited** by the teacher.
- c) Getrude **has bought** a book.
 - A book **has been bought** by Getrude.

Active Voice	Passive Voice
Past Perfect	[had + been + verb (past participle)]

Examples

- a) Memory **had eaten** all the fruits.
 - All the fruits **had been eaten** by Memory.
- b) We **had written** the notes.
 - The notes **had been written** by us.
- c) John and Mary **had killed** the dog when we arrived.
 - The dog **had been killed** by John and Mary when we arrived.

Active Voice	Passive Voice
Present Continuous	[is/are/am + being + verb (past participle)]

Examples

- a) She **is watching** a romantic movie.
 - A romantic movie **is being watched** by her.
- b) They **are mopping** the rooms.
 - The rooms **are being watched** by them.
- c) My parents **are advising** me.

- I **am being advised** by my parents.

Active Voice	Passive Voice
Past Continuous	[was/were + being + verb (past participle)]

Examples

- He **was carrying** me.
 - I **was being carried** by him.
- The students **were solving** the mathematical problems.
 - The mathematical problems **were being solved** by the students.
- I **was cutting** a tree.
 - A tree **was being cut** by me.

Active Voice	Passive Voice
Infinitive	[to + be + verb (past participle)]

Examples

- Yusuf needs **to clean** the windows.
 - The windows need **to be cleaned** by Yusuf.
- The class needs **to sweep** the room.
 - The room needs **to be swept** by the class.
- John needed **to see** the book.
 - The book needed **to be seen** by John.

Note:

Sometime the active voice may have a clause or phrase connected to the sentence. It is advisable to first move the object to the subject position and leave the phrase or clause at the end of the sentence.

Examples

- John killed a dog because it ate his food.
 - A dog was killed by John because it ate his food
- I will buy tomatoes today.
 - Tomatoes will be bought by me today.
- The headmaster will address the assembly this afternoon.
 - The assembly will be addressed by the headmaster this afternoon.

Sometimes the active voice may have phrasal verbs. When changing the active voice to passive voice, take the verb together with the preposition e.g. cut down, shut down etc.

Examples

- He is cutting down trees.
 - Trees are being cut down by him.
- I shut down the computer because the battery was low.
 - The computer was shut down by me because the battery was low.

Active Voice as a Question

Sometimes the active voice can be in form of questions. The rules do not change. The only change is in the order of words. The question takes the following form:

Auxiliary	Subject	Main Verb	Object
Have	you	killed	the dog?
Will	she	solve	the problem?
Are	they	writing	exams?

When changing the question to passive voice, start with “*auxiliary + Object + Main Verb (changed) + by + Subject (now object)*”

Examples

- a) **Have** you **killed** the dog? (Present Perfect)
 - **Has** the dog **been killed** by you?

Note that “have” has changed to “has” because the new subject is singular.

- a) **Will** she **solve** the problem? (Future Simple)
 - **Will** the problem **be solved** by her?
- a) **Are** they **writing** exams? (Present Continuous)
 - **Are** exams **being written** by them?

Note:

It can be observed in the above questions that the rules applied are the same only that the auxiliary verb is placed far from the other verbs (the tense is still the same)

EXERCISE 12

Change the following sentences from Active Voice to Passive Voice.

1. I killed the rat.
2. She is watching a movie.
3. We have swept the room.
4. John was cutting down the trees.
5. I called him.
6. The boy killed the dog which ate the food.
7. He took off his shirt.
8. The students have eaten the fruits.
9. He is to kill all the rats.
10. They will dig a hole.

LETTER WRITING

A letter is a piece of writing which is addressed to a relative, friend, employer, company, organisation or potential employee.

Types of Letters

There are basically two types of letters. These are:

- i. Friendly or Informal Letter
- ii. Business or Formal Letter

Friendly Letter

It is a letter that is sent to a friend or relative.

Business Letter

This is a letter sent to a potential employee, company or organisation.

Note:

A business letter will not be discussed here because it is not examined at Junior Certificate level.

Elements / Features of a Friendly Letter

A friendly letter must always have the following:

- Address
- Date
- Salutation
- Introduction
- Body
- Conclusion
- Valediction

Address

One decides which style to use (block or indented) in the letter.

Example

Nthembwe Primary School
Post Office Box 14
Nkhamenya

Date

The date comes just after the address. The date must start with the day, month then year. It is written after jumping one line because it is not part of the address.

Example

- 2nd March, 2014.

Salutation

It can start with a first name like John, Jessy etc or title like Mr. Banda, Mr Msonthe etc.

Examples

- *Dear John,*
- *Dearest Dorothy,*
- *Beloved Mum,*
- *My dear brother,*

Introduction

In the introduction, avoid greeting the person you are writing to but say why you are writing the letter.

Examples

- *I am writing to let you know that I have been offered a scholarship to study Psychology at Nkhamenya University.*
- *I have written this letter to let you know that I will be visiting you after writing exams.*
- *I thought it wise to write you a letter so that I inform you on the activities that will be taking place at our school next week.*

Body

This is where all the points are expanded or explained. Make sure that each point is in its own paragraph so as to achieve unity. In other words, do not write more than two points (which are not related) in one paragraph.

Conclusion

This is where you can greet your friend or relative and perhaps tell him/her that you are expecting his/her reply.

Examples

- *It is my sincere hope that you are fine. I am fine though the weather is extremely hot here.*
- *I hope to receive a letter from you as it has been a long time since I heard from you. Greetings to everyone.*
- *I would be very glad to hear that you are all fine there. I had malaria a few days ago, but I am now fine.*

Valediction

The ending of the letter (valediction) depends on who the letter is going to (salutation). Observe below:

Salution	Valediction
<i>Dear Father</i>	<i>Your son, Your daughter, Loving daughter, Your loving son, Yours</i>
<i>Dear Uncle</i>	<i>Your nephew, your niece, Your loving nephew, Yours sincerely</i>
<i>Beloved Sister</i>	<i>Your Brother, Your Sister, Loving brother, Your loving sister</i>
<i>Dearest Wife</i>	<i>With Love, Loving husband, Forever yours, sincerely yours</i>

Do not use surname in a friendly letter because it is assumed that your friend or relative knows you. Use first name only. Avoid using "Yours faithfully"

Examples

- *Your loving brother,
Immanuel*
- *Yours,
Samson*

Format/Style of a Friendly Letter

There are two formats or styles for a friendly letter. These are:

- i. Block Style
- ii. Indented Syle

Block Style

This is a style in which all the lines of the paragraph are aligned to the left margin. The address is written in a way that all the lines are making a straight line including the date which is written after jumping a single line. After a paragraph, a line is jumped.

The block style is divided into two categories. These categories are:

- i. Block Punctuated
- ii. Block Unpunctuated

i. Block Punctuated

This is a block style which has punctuation marks on the address, salutation and the valediction. Below is an example of a Block Punctuated style:

*Lirangwe Secondary School,
Post Office Box 140,
Lirangwe,
Blantyre.*

2nd March, 2014.

Dear Samson,

I am writing this letter as a response to what I heard from my friends here that you have started drinking beer and taking drugs. As a true friend, I feel concerned and obliged to advise you on the negative effects of alcohol and drugs.

I know there are reasons behind your sudden change of behavior, and I am not here to judge you but rather to advise you. We all sometimes unconsciously develop some bad behavior but it usually helps to, sometimes, trace where the behavior is coming from. The knowledge of origins helps us to control or avoid some of the things we do. I think there is a connection between your behavior and the sudden end of your relationship with Doreen. It could be that you hurt and you are trying to remove the pain by drinking. It is understandable, but think about the effects.

With the drugs and alcohol, you may develop addictions which will put your life in bondage. When addicted, it becomes very difficult to manage your life as all the energy is drained and one becomes helpless and hopeless which leads to more stress. The stress may further lead to thoughts of committing suicide.

Samson, each time I think about who you are what you are capable of doing in life I feel painful and restless because I see you going the opposite direction. Help me to help you by realizing the fact that there are many things awaiting you and the power of change lies within you. I know it is difficult for you to change but there is an answer. Just pray to God and try your best.

Wake up, friend. I am here for you if you need help. I will be visiting you anytime soon so we can have some quality time together. I would be glad if you are fine.

*Your loving friend,
Irvine*

ii. Block Unpunctuated

In this style, there is no punctuation on the address, date, salutation and valediction. Observe an example below:

*Nkhamenya Girls Secondary School
Post Office Box 1
Nkhamenya
Kasungu*

05 February 2013

Dear Brother

I am writing you this letter because of the disturbing news I have just heard today. My friend tells me that you teased a form one student. This letter is to help you understand the importance of obeying the school rules.

Obeying school rules is not only good for the teachers who instill the rules but also the students who observe them. By obeying school rules, you create a good relationship with the teachers which further leads to good performance as one is motivated by the teachers and is not distracted by anything. Furthermore, a person who obeys rules does not waste time doing punishments. This makes him to concentrate on studies.

Sometimes it also helps to not only look at the positive sides of obeying rules but also the negative effects of not obeying rules. In your case, teasing a student can cost you your place at the school and I strongly doubt if our parents can manage to find another school for you. This therefore will mean that you will stay a long time at home. I hope you know the implication of that.

I understand you teased the student because of peer pressure. Let me say here that I know you are capable of being a good brother and student. I strongly believe that one of these days I will be proud of you. Focus on your future, little brother.

I look forward to receiving a letter from you soon. Greet your friends.

*Your sister
Jennifer*

Indented Style

Under this style, the first line of each paragraph is indented. Indenting also applies to the address. Here a line is not jumped when starting a new paragraph. This is however an outdated style and is nowadays not commonly used. The recommended one is the block punctuated. Observe the example below:

*Nkhamenya Private Secondary School,
Post Office Box 140,
Lirangwe,
Blantyre.*

2nd March, 2014.

Dear Jack,

I am writing this letter as a response to what I heard from my friends here that you have started drinking beer and taking drugs. As a true friend, I feel concerned and obliged to advise you on the negative effects of alcohol and drugs.

I know there are reasons behind your sudden change of behavior, and I am not here to judge you but rather to advise you. We all sometimes unconsciously develop some bad behavior but it usually helps to, sometimes, trace where the behavior is coming from. The knowledge of origins helps us to control or avoid some of the things we do. I think there is a connection between your behavior and the sudden end of your relationship with Doreen. It could be that you hurt and you are trying to remove the pain by drinking. It is understandable, but think about the effects.

With the drugs and alcohol, you may develop addictions which will put your life in bondage. When addicted, it becomes very difficult to manage your life as all the energy is drained and one becomes helpless and hopeless which leads to more stress. The stress may further lead to thoughts of committing suicide.

Samson, each time I think about who you are what you are capable of doing in life I feel painful and restless because I see you going the opposite direction. Help me to help you by realizing the fact that there are many things awaiting you and the power of change lies within you. I know it is difficult for you to change but there is an answer. Just pray to God and try your best.

Wake up, friend. I am here for you if you need help. I will be visiting you anytime soon so we can have some quality time together. I would be glad if you are fine.

*Your loving friend,
Aubrey*

Points to Note When Writing a Letter

- Do not start writing by asking your friend or relative about his/her health.
- Observe word limit (150 – 200 words).
- Do not write short forms or abbreviations like isn't (is not), aren't (are not) or P.O Box (Post Office Box), CDSS (Community Day Secondary School).
- Avoid starting a sentence with "so" or "also".
- All the words must be in English.
- Do not cut words at the end of the line.
- Write numbers in words (1 – 99).
- Write a plan before writing the letter (check an example of a plan)

EXERCISE 13

Write between **150 – 200** words.

[A] 2011 JCE English Past Paper

Imagine that you have decided to introduce a new club at your school. Write a letter to the head teacher of your school asking for permission to introduce the club.

In the letter, you may include the following information:

- a) The name of the club
- b) The activities to be done in the club
- c) The importance of the club to the learners in the school
- d) The help you may need in running the club

[B] 2011 JCE English Past Paper

Imagine that your school has organized a Cultural Night during one of the weekends. Write a letter to the District Education Manager asking him or her to be the guest of honor during the function.

In the letter, you may include the following points:

- a) When and where the activities will take place
- b) The activities that have been prepared
- c) Why his or her presence is important on the day
- d) Importance of organizing such a night

[C] 2012 JCE English Past Paper

Imagine that you have heard that your brother or sister received a business loan from a Non-Governmental Organization to start a business. Write a letter advising him or her on how the money can be used.

In the letter, you may include the following:

- a) Any two types of businesses he or she could do
- b) Any three ways in which he or she would benefit from the business
- c) Any two ways of ensuring the growth of the business

SENTENCE COMBINATION / TRANSFORMATION

This is one of the most important topics at Junior level. It is therefore necessary that we master this topic as it always comes during exams.

Sentence Combination

It involves the joining of two or more sentences to make one sentence without affecting the essential meaning.

Example

- a) I went to the hospital. I was very sick.
- Because I was very sick, I went to the hospital.

It usually involves the use of conjunctions and phrases. Some of the common conjunctions used in sentence combination are:

Although	After	If	Whenever	Neither...nor
Though	As	Until	As long as	Not only...but also
Even though	Before	While	As soon as	Even if
Despite	Since	Whereas	No sooner	Because
In spite of	Unless	When	Should	So long as
Provided	Had	Both	Even when	Till
Having				

Although

It is used to indicate that something happened or did not happen against the background of a challenge or contrary to expectation. It is always followed by:

➤ [Subject + Verb].

Examples

- a) I wrote all the exams, but I was not prepared.
- Although I was not prepared, I wrote all the exams.
 - Although I wrote all the exams, I was not prepared.
- b) He has forgiven her. She did not apologise.
- Although she did not apologize, he has forgiven her.
 - Although he has forgiven her, she did not apologise.

Though

It is used to indicate that something happened or did not happen against the background of a challenge or contrary to expectation. It is always followed by:

➤ [Subject + Verb]. It is the same as “although”

Examples

- a) The teacher punished John, but he was innocent.

- Though the teacher punished John, he was innocent.
- Though John was innocent, the teacher punished him.
- b) I love her although she hates me so much.
 - Though she hates me so much, I love her.
 - Though I love her, she hates me so much.

Even though

It is a stronger form of “although” or “though”. It is used to indicate that something happened or did not happen, against the background of a challenge or contrary to expectation. It is always followed by:

➤ [Subject + Verb].

Examples

- a) I was late, but I still learnt everything.
 - Even though I was late, I still learnt everything.
 - Even though I still learnt everything, I was late.
- b) She is very rude, but her sister still loves her so much.
 - Even though she is very rude, her sister still loves her so much.
 - Even though her sister loves her so much, she is very rude.

Despite

It has the same meaning as “though”, “although”, or “even though” which is to indicate that something happened or did not happen, against the background of a challenge or contrary to expectation. It is followed by any of the following structures:

➤ [Despite + Determiner + Noun]

The determiner can be “the”, “a”, “his”, “her”, “my”, “our”, “their”

Example

- a) Although it was raining, I enjoyed the party.
 - Despite **the rain**, I enjoyed the party.
- b) Even though he apologized, the teacher punished him.
 - Despite **his apology**, the teacher punished him.

➤ [Despite + Verb(ing)]

This is formed by changing the verb to -ing.

Examples

- a) I **loved** her, but she did not love me.
 - Despite **loving** her, she did not love me.
- b) They **came** to school early, but they were punished.
 - Despite **coming** to school early, they were punished.

➤ [Despite + Being]

This is formed when the sentence is having a linking verb (is, was, am, are, were) + adjective or Verb (past participle). The linking verb is changed to “being”.

Examples

- a) They **were** late, but they finished writing the test.
 - Despite **being** late, they finished writing the test.
- b) She was tired, but she watched the whole movie.
 - Despite being tired, she watched the whole movie

In spite of

It is the same as “despite” in terms of meaning as well as structure. It also indicates that something happened or did not happen, against the background of a challenge or contrary to expectation. It is followed by any of the following structures:

➤ [In spite of + Determiner + Noun]

The determiner can be “the”, “a”, “his”, “her”, “my”, “our”, “their”

Example

- c) Although she failed the test, she did not give up.
 - In spite of **her failure**, she did not give up.
- d) They apologized, but the teacher did not forgive them.
 - In spite of **their apology**, the teacher did not forgive them.

➤ [In spite of + Verb(ing)]

This is formed by changing the verb to -ing.

Examples

- c) She **tried** her best, but she never succeeded..
 - In spite of **trying** her best, she never succeeded.
- d) John **arrived** at school early in the morning, but he missed the assembly.
 - In spite of **arriving** at school early in the morning, John missed the assembly.
(Note that John is moved to the second part of the sentence)

➤ [In spite of + Being]

This is formed when the sentence has a linking verb (is, was, am, are, were) + adjective or Verb (past participle). The linking verb is changed to “being”.

Examples

- c) He **was** angry, but the students did not stop making noise.
 - In spite of **being** angry, the students did not stop making noise.
- d) They **are** very intelligent, but they have failed the test.
 - Despite **being** very intelligent, they have failed the test.

Note:

Where there is “Despite” you can exchange it with “In spite of” without changing the meaning of the sentence.

As

It is used to show that two things are/were happening at the same time.

Examples

- a) She was reading a novel, and John was writing notes.
 - As she was reading a novel, John was writing notes.
 - As John was writing notes, she was reading a novel.
- b) The teacher was teaching, and the students were listening.
 - As the teacher was teaching, the students were listening.
 - As the students were listening, the teacher was teaching.

It can also be used to indicate the reason why something happened. In this case, “as” is attached to the part expressing the reason.

Examples

- a) I did not go to school since I was very sick.
 - As I was very sick, I did not go to school.
- b) I could not write the test because I was very busy.
 - As I was very busy, I could not write the test.

While

It is used to indicate time. It shows that two things were happening at the same time. It can be used with any part of a sentence.

Examples

- a) She cooked nsima as her mother looked after the baby.
 - While she cooked nsima, her mother looked after the baby.
 - While her mother looked after the baby, she cooked nsima.
- b) We were watching a movie as it was raining heavily outside.
 - While we were watching a movie, it was raining heavily outside.
 - While it was raining heavily outside, we were watching a movie.

It can also be used to show contrast between two ideas, things or people. Here it can also be used with any part of the sentence.

Examples

- a) Infatuation is a feeling based on an emotion, but love is a feeling based on a decision.
 - While infatuation is a feeling based on an emotion, love is a feeling based on a decision.
 - While love is a feeling based on a decision, infatuation is a feeling based on an emotion.
- b) Stress is good for us although it also makes us commit suicide.
 - While stress is good for us, it also makes us commit suicide.
 - While it also makes us commit suicide, stress is good for us.

After

It is used to show that two things happened or are happening one after the other and not at the same time. The word “after” is attached to the first event to happen. It can be used with any of the following structures:

➤ [After + Subject + Verb]

Examples

- a) Dr Chirwa wore his glasses and left home.
 - After Dr Chirwa wore his glasses, **he** left home.
- b) Ammon wrote a test, and went to church.
 - After Ammon wrote a test, **he** left home.

Note:

A pronoun is introduced in the second part of the sentence because it needs a subject to be a complete sentence.

➤ [After + Verb(ing)]

Here the subject is removed and the verb used is changed to “-ing”. The subject is transferred to the second part of the sentence where it becomes the subject.

Examples

- a) Tiyaane watched the movie, then went to sleep.
 - After watching the movie, Tiyaane went to sleep.
- b) Ida cooked nsima, and went to the library to borrow a book.
 - After cooking nsima, Ida went to the library to borrow a book.

Since

It is used to indicate a reason why something happened. The word “since” is attached to the part that is expressing the reason.

Examples

- a) I like you because you help me grow spiritually.
 - Since you help me grow spiritually, I like you.
- b) I did not go to school as I was very sick.
 - Since I was very sick, I did not go to school.

It can also be used to express an idea of time. Here it expresses a period of time in which something happened. The word “since” is attached to the period of time.

Examples

- a) I have been living here since the time I came.
 - Since the time I came, I have been living here.
- b) I have been listening to you since the time you started talking to me.
 - Since the time you started talking, I have been listening to you.

If

It is used to express a condition. It gives a condition under which something will happen, would happen or would have happened. The word “if” is attached to the condition and not result of the condition.

Examples

- a) I will forgive you on the condition that you apologise.
 - If you apologise, I will forgive you.
- b) They will come provided you invite them.
 - If you invite them, they will come.

Even If

It is used to show or indicate that nothing can/will change even when something is done. It is usually used in a negative sense. Attach the word “even if” to the statement that shows what is done before you talk about the result.

Examples

- a) She tries hard to solve the problem, but she will never find a solution.
 - Even if she tries hard to solve the problem, she will never find a solution.
- b) She apologises to the teacher but he will never forgive her.
 - Even if she apologises to the teacher, he will never forgive her.

Even when

It is used to show that something does not change when something is done. Join the word “even when” to the statement that is talking about what is done,

Examples

- a) The police tried to stop the demonstrations, but the people continued.
 - Even when the police tried to stop the demonstrations, the people continued.
- b) The mother gave the baby some milk, but the baby continued crying.
 - Even when the mother gave the baby some milk, the baby continued crying.

Unless

It is used in a negative sense. It expresses the idea “if not”. It shows or indicates that if something is not done, a result (usually negative) will follow. The conditional clause looks like positive (but the negativity is expressed in the word “Unless”) and the main clause has a negative statement (explicit or implicit).

Examples

- a) You will fail exams if you don’t work hard.
 - Unless you work hard, you will fail exams.
- b) If you don’t come to school early you will be punished.
 - Unless you come to school early, you will be punished.

Having

It is used to show that something happened soon after the first one was done. It uses this structure:

➤ [Having + Verb (past participle)].

The subject is removed and replaced with the word “having”, the verb is changed to past participle, and the subject removed is transferred to the second part of the sentence where it becomes a subject.

Examples

- a) Joan wrote a test, and then went to the library.
 - Having written a test, Joan went to the library.
- b) After Dominic talked to me, he went out.
 - Having talked to me, Dominic went out.

Whenever

It is used to indicate both time and condition. It shows that every time something is done, a result comes out. Attach “whenever” to the thing done and not the result.

Examples

- a) When you talk to John, he always listens.
 - Whenever you talk to John, he always listens.
- b) God always answers when you pray.
 - Whenever you pray, God always answers.

Before

It is used to indicate time. It shows that something happened before the other thing happened. Always attach the word “before” to the second event. The following structures can be used:

➤ [Before + Subject + Verb]

Examples

- a) I went to church after I ate my breakfast.
 - Before I went to church, I ate my breakfast
- b) After I cleaned my room, I brushed my teeth.
 - Before I brushed my teeth, I cleaned my room.

➤ [Before + Verb(ing)]

The subject (if there is a subject) is moved to the second part of sentence (if there is no subject) and the verb is changed to “-ing”

Examples

- a) I wrote the test, and then **went** for a walk.
 - Before **going** for a walk, I wrote the test.
- b) I cleaned my room, and then **watched** Joyce Meyer.
 - Before **watching** Joyce Meyer, I cleaned my room.

Until

It indicates time/condition. It shows that something will happen when something is done. The word “until” is attached to the condition.

Examples

- a) I will not make a judgment until I hear your side of the story.
 - Until I hear your side of the story, I will not make a judgment.
- b) I will not go unless I receive an invitation.
 - Until I receive an invitation, I will not go.

Till

It indicates time. It shows that something will happen when something is done. It has the same meaning as “until”.

Examples

- a) She will not come if you don't call her.
 - Till you call her, she will not come.
- b) I will help you until the day I die.
 - Till the day I die, I will help you.

As long as

It is used to show that something will happen or will continue to happen if or when something is done. Attach the phrase “as long as” to the condition/cause of the event and not the result.

Examples

- a) I will help you if you work hard.
 - As long as you work hard, I will help you.
- b) She will love you on the condition that you stay faithful to her.
 - As long as you stay faithful to her, she will love you.

So long as

It is used to show that something will happen or will continue to happen if or when something is done. It has the same meaning as “as long as”. Attach the phrase “so long as” to the condition/cause of the event and not the result.

Examples

- a) You will receive a nice gift if you pass exams.
 - So long as you pass the exams, you will receive a nice gift.
- b) Provided you come early, you will talk to the celebrity.
 - So long as you come early, you will talk to the celebrity.

Neither

It is used to indicate a negative idea or concept. It is used to show that two or more things/people share a negative status. The structure used is:

➤ [Neither + Subject (1st) + Nor + Subject (2nd) + The rest of the sentence]

If the last subject is singular, use a singular verb. If it is plural, use a plural verb. Observe sentences below:

Examples

- a) Lucy does not like watching movies. Her brother doesn't as well.
 - Neither Lucy nor her brother likes watching movies.
- b) The teacher and the students are not happy with the results.
 - Neither the teacher nor the students are happy with the results

Both

It is used to show that two things/people share the same state of affairs. Use this structure:

➤ [Both + Subject (1st) + and + Subject (2nd) + Verb (plural) + The rest of sentence]
Always use a plural verb after the last subject. Observe below:

Examples

- a) Rhoda is my student. So is Stella.
 - Both Rhoda and Stella are my students.
- b) Justice is studying. Innocent is studying
 - Both Justice and Innocent are studying.

Because

It is used to indicate a reason why something happened. The word “because” is attached to the reason behind the event or action

Example

- a) I went to the hospital as I was very sick.
 - Because I was very sick, I went to the hospital.
- b) Since I am not yet prepared, I will not address the assembly.
 - Because I am not yet prepared, I will not address the assembly.

No sooner

It is used to indicate the idea of time. It shows that something happened soon after the other one had happened. Use this structure:

➤ [No sooner + had + 1st Part of sentence + than + 2nd Part of sentence]

The first part of sentence refers to the part that talks about the first event to happen in the sentence. The second part refers to the second event to happen.

Examples

- a) The man knocked at the door as soon as we started eating our fruits.
 - No sooner had we started eating our fruits than the man knocked at the door.
- b) I started reading a book, and then John arrived.
 - No sooner had I started reading the book than John arrived.

Not only...but also

It is used to show that two things happened and not just one thing. Use the following structures:

When the two sentences are talking about two related things, use the structure below:

➤ [Not only + did/does +Subject + Verb (base) + Noun/Phrase + 1st part of sentence + but also + Noun/phrase]

Examples

- a) Edward liked mangoes. He also liked bananas.
 - Not only **did** Edward **like** mangoes but also bananas.
- b) Freda **enjoys** watching movies and listening to music.

- Not only **does** Freda **enjoy** watching movies but also listening to music.

When a sentence is talking about two unrelated things, use the structure below:

- [Not only + did/does + Subject + Verb (base) + Noun/Phrase + 1st part of sentence + but + Subject + also + 2nd part of sentence]

Examples

- John won the competition. He also passed the test.
 - Not only **did** John **win** the competition but he also passed the test.
- Mary goes to the bank then she visits her friend.
 - Not only **does** Mary **go** to the bank but she also visits her friend.

Note:

If the first sentence has past tense, use “did”. If it has present tense, use “does”

Sentence Transformation

It is a process whereby the sentence is transformed or restructured without losing its original meaning. It is usually one sentence that is transformed. It should be noted that sentence combination is to some extent also a form of transformation because the structure or order of words is changed.

Example

- John killed a dog.
 - A dog was killed by John.

To better understand transformations one needs to understand

- Active and Passive Voice
- Internal Structures.

Transformations with Active and Passive Voice

A sentence can be transformed by changing it to passive voice.

Examples

- I have been sweeping the room for two hours.
 - **The room** has been swept by me for two hours.
 - **The room** has been swept for two hours
- The man is killing the rat.
 - **The rat** is being killed by the man
 - **The rat** is being killed.

Transformations with Internal Structures

A sentence can be transformed by introducing some structures into the sentence.

[It takes + Subject + Period + to + Verb(base) + The rest of the sentence]

It is used to talk about duration (period) of an activity.

Example

- a) The boys walk to school for two hours.
 - **It takes** the boys two hours to walk to school.
- b) The car takes two days to reach the destination.
 - **It takes** the car two days to reach the destination.

[It will take + Subject + Period + to + Verb(base) + The rest of sentence]

This structure is used with a sentence in future tense

Examples

- a) The ant will take six hours to reach the roof of the house.
 - **It will take** the ant six hours to reach the roof of the house.
- b) The girl will take many hours to finish reading the novel.
 - **It will take** the girl many hours to finish reading the novel.

[It took...Subject + Period + to + Verb(base) +The rest of sentence]

This structure is used with a sentence in past tense

Examples

- a) The teacher took thirty minutes to finish topic.
 - **It took** the teacher thirty minutes to finish the topic.
- b) The headmaster addressed the assembly for twenty minutes.
 - **It took** the headmaster twenty minutes to address the assembly.

[Subject + Auxiliary Verb + Adjective + to + Verb(base)]

Becomes

[It + is/was + Adjective + to + Verb (base) + Object]

The subject is put at the end of sentence where it becomes the object

Examples

- a) He is difficult to understand.
 - **It is difficult** to understand him.
- b) The rooms were dangerous to live in.
 - **It was dangerous** to live in the rooms.

Note:

When the auxiliary verb in the original sentence is past(was or were) the changed sentence takes "It was...". When the auxiliary verb in the original sentence is in the present (is, are, am), the changed sentence takes "It is..."

When the subject is a pronoun (I, he, she, they, we, you or it) it is changed to object pronoun (me, him, her, them, us, you or it).

[Too + Adjective + to + Verb(base)]

This pattern means that something did not happen or cannot happen.

Examples

- The car was **too fast to stop**. (it did not stop)
- The man is **too angry to talk**. (he cannot talk)
- The room was **too small to accommodate** the students. (it did not accommodate the students)
- The bottle was **too heavy to float**. (it did not float)

[So + Adjective + That + Subject + Cannot/Could not + Verb]

This pattern has the same meaning as the one above. It means something cannot happen or could not happen.

Now observe how structure can be transformed to structure

Examples

- The car was too fast to stop.
 - The car was **so fast that it could not stop**.
- The man is too angry to talk.
 - The man is **so angry that he cannot talk**.
- The room was too small to accommodate the students.
 - The room was **so small that it could not accommodate** the students.
- The bottle was too heavy to float.
 - The bottle was **so heavy that it could not float**.

Note:

If the sentence is in present tense use “cannot.” If it is in past tense, use “could not”

[However + Adjective + Subject + Verb]

This pattern means that something happened contrary to expectation. This pattern is always found in the subordinate clause.

Examples

- However strong she was, she failed to push the car.
- However hungry the dog was, it did not eat the food.
- However intelligent he is, he has failed the exams.

When transforming the sentence pattern above, the sentence may use the following patterns: note that “however’ is omitted.

[Subject + Verb + Adjective + But + Main Clause]

Examples

- However strong he was**, he failed to push the car.
 - He was strong, but he failed to push the car.
- However hungry the dog was**, it did not eat the food.
 - The dog was hungry, but it did not eat the food.
- However intelligent he is**, he has failed the exams.
 - He is intelligent, but he has failed the exams.

The above sentences can also be transformed into a pattern below:

[**Even though/although/ + Subject + Verb + Adjective + Main Clause**]

Examples

- a) **However strong he was**, he failed to push the car.
 - Even though he was strong, he failed to push the car.
- b) **However hungry the dog was**, it did not eat the food.
 - Although the dog was hungry, it did not eat the food.
- c) **However intelligent he is**, He has failed the exams.
 - Although he is intelligent, he has failed the exams.

EXERCISE 14

1. Mwayi went to school although she was sick.
Despite _____
2. I will go to the garden even if it is raining.
Although _____
3. Linda will write examinations only if he pays school fees
Unless _____
4. John did not go to the show, neither did Peter.
Both _____
5. The prisoners failed to escape; therefore, they surrendered.
Having _____
6. If you do not come early, you will miss him.
Unless _____
7. The weather was very hot, but the students continued with their work.
Although _____
8. My sister prepared the breakfast and started watching a movie.
Having _____
9. The rain started falling as soon as we reached home.
No sooner _____
10. Vitumbiko does not like playing football. His brother doesn't as well.
Neither Vitumbiko _____
11. However strong he was, he failed to lift the big stone.
He was _____
12. He could not finish reading the novel because he was very tired.
Since _____
13. I walked to the market for three hours.
It took _____
14. If you invite him, he will come.
As long as _____
15. John rescued the man who stole Mary's money.
The man _____
16. However intelligent he was, he failed my test.

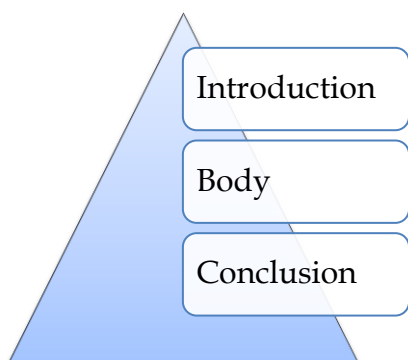
- Even though _____
17. God answers when you pray.
Whenever _____
18. Mercy cooked nsima and then watched a movie.
After _____
19. She will come on the condition that you invite her.
If _____
20. He was running fast, but he failed to catch the thief.
However fast _____

COMPOSITION WRITING

A composition is a piece of writing on a topic or subject with ideas and facts clearly expressed and arranged in paragraphs. Thus the building blocks of a composition are paragraphs.

The Structure of a Composition

A composition has three main parts. These are:



Note:

A title is also an important part of the composition. It will be discussed later since it is not the main part of a composition.

Introduction

It gives an idea of what the composition is all about. It gives the reader an insight into what will be discussed. This is the first paragraph of the composition, which does not explain the points or views but rather states or points to them. It can also provide background information on the topic of discussion.

Body

The body contains all the facts and ideas about the topic under discussion. The points are arranged logically so that each point leads to the other point (like a chain). The body makes up the content of the composition. Each point or idea is explained in its own paragraph. The number of paragraphs in the body depends on the points to be discussed.

Conclusion

It is the last paragraph, which summarizes all the points discussed. It can also give a recommendation or way forward. It can be an independent opinion concerning the topic discussed.

A conclusion may begin with any of the following phrases:

- In conclusion...
- To conclude...
- In summary...
- To summarise...
- Briefly...

- In short...
- To sum up...
- In brief...

The Title

The title is an important part of a composition. It is compulsory, during exams, to write the title of the composition.

Rules for a Title

- It can be written in capital letters but it must not be underlined.
- It can also be in small letters but underlined.
- It must not have a full stop.
- Jump a line after writing the title.

How to Form a Title

During exams, the title is extracted from the composition question. It is usually found in the last part of the question (the commanding question) which tells the student what to do. For Example:

Imagine that at your school some boys refuse to sweep their classrooms because they believe that sweeping should be done by girls. Write a composition on the importance of both boys and girls doing any activity.

The first part gives the background information for the question. The second part (underlined sentence) is a commanding question where an instruction is given. The title is extracted from this last part. Thus the title is;

THE IMPORTANCE OF BOTH BOYS AND GIRLS DOING ANY ACTIVITY
or

The importance of both boys and girls doing any activity

Note:

It is advisable to write the title in capital letters to avoid mistakes. It is very easy to make a mistake when writing in small letters as letters can be easily mixed. Observe the second letter in the title below:

THE importance of both boys and girls doing any activity

The Paragraph

A paragraph is a group of sentences which expresses one idea. Thus all the sentences explain or focus on one idea. This is the building block of any composition or essay.

Kinds of Paragraphs

There are about four kinds of paragraphs. These are:

- i. Introductory Paragraph
- ii. Body Paragraph
- iii. Bridging or Transitional Paragraph
- iv. Conclusive Paragraph

Introductory Paragraph

It paints a picture or an idea in the reader about the topic or subject of discussion. It generally states the main idea and points to be discussed in the composition which are related to the main idea. Sometimes, it does not state but rather just point to the points of discussion. The introductory paragraph may also define the key word or give a general background for the subject of discussion.

Body Paragraph

This is where the points or ideas are discussed or explained. Each main point or idea has its own paragraph.

Bridging or Transitional Paragraph

It is a paragraph that connects two sides of the composition. For example, one can talk about the positive effects of stress and switch to the negative effects of stress by using a transitional paragraph. In other words, it signals the different direction taken in the composition like from advantages to disadvantages. This paragraph does not contain any point because it only connects points. In short, it alerts the reader on the shift of focus to another area of discussion. For example:

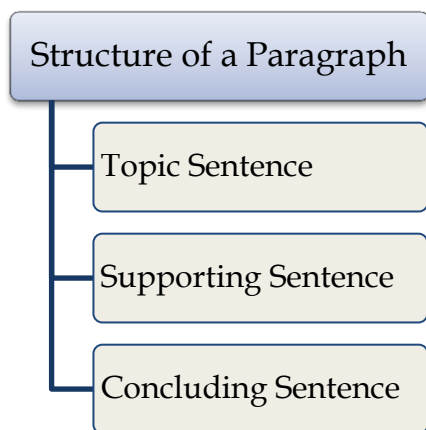
The discussion has been focusing on the positive effects of stress. I will now explore the negative effects of stress and ways of managing the same.

Conclusive Paragraph

It is a paragraph that concludes the discussion of the topic or composition. It may summarise the main points of the composition, and it is always at the end of the composition. The conclusive paragraph does not need to have many sentences.

The Structure of a Paragraph

There are three main parts of a paragraph. These are:



Topic Sentence

This is usually (not always) the first sentence of a paragraph. It states the main idea or point of the paragraph. It is usually an opinion, feeling, attitude, belief, or point of view.

Supporting Sentence

This is a sentence that essentially gives specific details that support the main idea stated in the topic sentence. It can be an example, an opinion or a fact. A paragraph can have one or more supporting sentences.

Concluding Sentence

It is the last sentence of the paragraph. It sums up the paragraph by reminding the reader of the main idea stated in the topic sentence and explained or illustrated by the supporting sentences. It generally interprets the significance of the support but does not start a new point.

Example

Observe below an example of a paragraph that has a topic sentence, supporting sentences and concluding sentence:

Stress can sometimes make one to commit suicide. When there is too much stress on the brain, it fails to manage the problem. The failure of the brain to deal with the stressful event forces the person to think of suicide as the best option. This appears to be the only way of removing the pain. So, suicide may be regarded by the stressed person as the only way of dealing with pain when under pressure.

The first sentence (underlined) is a **topic sentence** as it states the main idea. The next three sentences are all supporting the topic sentence and are therefore **supporting sentences**. The last sentence is a **concluding sentence** as it only ties together the main idea expressed in the paragraph.

Characteristics of a Good Paragraph

A good paragraph is assessed primarily by two major characteristics. These are:

- i. Unity
- ii. Coherence

Unity

Unity in a paragraph means that every sentence in a paragraph is directly related to the main idea stated in the topic sentence. Any sentence not related to the main idea must be removed.

Coherence

Coherence means that the ideas in the paragraph or composition (in general) are easy to follow. In a coherent paragraph or composition, information is present in a logical manner and the relationship between the ideas is clear.

The Logical Order in Composition

There are four types of logical order in composition. These are:

- i. Chronological Order
- ii. Spatial Order
- iii. Order of Importance
- iv. Cause and Effect

Chronological Order

It is the arrangement of events in the order (time) in which they occurred. It is also used to explain a process which is explained in stages.

Signalling Devices

Firstly...	At last...	After that...
Secondly...	Finally...	At the same time...
Next...	Before...	Eventually...
Afterwards...	As soon as...	In the end...
Not only...but also	At first...	Then...

Spatial Order

It shows where the objects are in relation to one another (space). For example, it can be used when giving directions.

Signaling Devices

Under...	Near...	Outside...
On top...	Next to...	Away from...
Behind...	Far from...	Above...
Towards...	Underneath...	Eastwards...
Beside...	Within...	Beneath...
In front of...	Through...	On the left of...

Order of Importance

The logical order may be based on the order of importance. It is recommended to begin with the most important going down to the least important. Some may start with the least important ending with most important.

Signaling Devices

Above all...	Of less importance...	The least of all...
Of major importance...	Of major concern...	Most importantly...
Especially...	Worst of all...	Mainly...

Cause and Effect

The paragraph clearly shows the cause as well as the result or consequences of an action or event. Some will start with cause then event while other paragraphs will start with the effect back to the cause. Effects come after the event and are a direct result of the event (cause).

Signaling Devices

Because...	As a result...	For this reason...
Consequently...	Thus...	So that...
Accordingly...	Due to...	Owing to
Since...	So	
Therefore...	If...then...	

Using Signalling Devices in a Composition

To make a composition easy to follow, one needs to understand the use of signaling devices. One needs to understand “when” one can use “what” signaling device. Signalling devices are phrases or words used to make transitions from one idea to another by showing the relationship between the ideas.

They can be used in different situations. The following are situations that can require use of signaling devices:

- i. Linking similar ideas (comparison)
- ii. Linking different ideas (contrast)
- iii. Indicating cause, effect, reason or purpose
- iv. Indicating time and purpose

Linking Similar Ideas

Another...	In addition to...	Also...
The other...	In a like manner...	Not only...but also...
For example...	Likewise...	Such as...
For instance...	Moreover...	That is...
Furthermore...	Similarly...	As a matter of fact...

Linking Different Ideas

But...	However...	Nevertheless...
Unless...	On the contrary...	Instead...
Even if...	On the other hand...	Unlike...
In spite of...	Otherwise...	In contrast...
Despite...	Yet...	

Indicating Cause, Effect, Reason or Purpose

As a result...	Therefore...	So...
Because...	Thus...	Hence...
Consequently...	For this reason...	Since...

Indicating Time, Position or Sequence

Above...	Beyond...	Thereafter...
Across...	Finally...	At last...
Afterwards...	Meanwhile...	In the end...
Before...	Presently...	Soon after...
At this point...	To begin with...	By this time...

The Writing Process

When writing a composition, it is always important to have a plan. The plan helps in many ways.

Why Planning is Important

- It helps one to arrange points in a proper order.
- It helps one to remember the points or ideas to be discussed in the composition.

- It helps one to decide which question to take. During planning one realizes which question (between a letter and a composition) is easier. This depends on the points developed.
- It helps one to minimize mistakes or errors. Since one already knows what to write before actually writing, mistakes are greatly minimized.
- It helps one to save time during exams since mistakes are minimized.
- It facilitates the development of points since ideas are allowed to flow without being edited (editing is done afterwards).

Development of Points

A composition question will always come with guiding points. The student's task is to expand the guiding points thereby developing the composition as a whole. Observe the composition question below and the points developed in the plan:

Imagine that you have observed that many boys and girls do not participate in sporting activities that take place at your school. As a concerned student, write a composition on the importance of sports to students.

In the composition, you may include the following points:

- a) any two reasons why students do not participate in sports.*
- b) Any three benefits of sports to students.*
- c) Any two ways the school can encourage all students to take part in sports.*

Plan

THE IMPORTANCE OF SPORTS TO STUDENTS

- Reasons why students do not participate in sports
 - Lack of enough time at school
 - Afraid of injuries
 - Lack of interest
 - Shyness
- Benefits of sports to students
 - Strengthens the body
 - Relieves stress and anxiety
 - Leads to fame
 - Helps to avoid risky behavior
- Ways the school can encourage the students to take part in sports
 - Organizing sports trips to other schools
 - Giving prizes to winners
 - Organizing different sports activities

After the plan is done, the best points (which can easily be explained) are chosen basing on the number of points expected on each main point. The two points under main point "a)" are written in the same paragraph since they talk about the same main idea (reasons why students do not participate in sports). This applies to the rest of the main points "b)" and "c)". Thus the composition will have **three** paragraphs **in the body** because there are three main ideas to be expanded or explained.

Remember to cross out your plan after writing the composition.

Points to Note When Writing A Composition

- Do not write short forms or contractions. e.g. can't (cannot), doesn't (does not) etc.
- Do not cut words at the end of a line.
- All words must be in English.
- Avoid using slang. e.g. wanna (want to), gonna (going to), mummie (mother) etc.
- Check spelling, subject-verb agreement, punctuation, unity and coherence before handing in your paper.
- Observe the word limit (150 – 200 words).
- Just use simple English.
- Numbers from 1 – 99 must be written in words. e.g. twenty (not 20). Years must not be written in words.

EXERCISE 15

Write between **150 – 200** words.

[A] 2011 English Past Paper

Imagine that some learners at your school do not wear school uniform. Write a composition on the importance of wearing school uniform.

In the composition, you may include the following information:

- a) Why some learners do not wear school uniform
- b) Importance of wearing school uniform
- c) What must be done to make all learners wear school uniform

[B] 2011 JCE English Past Paper

Imagine that in your area some cultural practices encourage the youth to marry at a very young age instead of continuing with their education. Write a composition on the disadvantages of early marriages.

In the composition, you may include the following points:

- a) Any two examples of such cultural practices
- b) The disadvantages of early marriage to the youth
- c) What can be done to discourage these practices

[C] 2012 JCE English Past Paper

Imagine that at your school some boys refuse to sweep their classrooms because they believe that sweeping should be done by girls. Write a composition on the importance of both boys and girls doing any activity.

In the composition, you may include the following points:

- a) Any two reasons why boys refuse to do work they believe should be done by girls
- b) Any two reasons why it is important that boys and girls should participate in any activity
- c) Any two things to be done by the school to encourage boys and girls to do the same activities

WORD - PREPOSITION COMBINATIONS

There are certain established structures in English which need to be observed at all times. The understanding of these structures can also help one in areas like cloze passages and gap-questions. Some words are followed by specific prepositions which when a different preposition is used, the whole sentence becomes ungrammatical.

Example

- a) I depend to you for financial advice. (Ungrammatical sentence)
- I depend on you for financial advice. (Correct sentence)

These structures have been categorized into groups for ease of understanding

GROUP 1

➤ [Word + Preposition]

In this group, one word has a specific (one) preposition. In a case where they are two, it means they can be used interchangeably.

Absorbed in	Deficient in	Invest in
Abstain from	Deprive of	Jealous of
Accuse of	Despair of	Join in
Amazed at	Desperate for	Kind of
Amount to	Desist from	Laugh at
Annoyed with	Determined to	Liking for
Anxious about	Develop into	Loyal to
Approve of	Devoid of	Marvel at
Armed with	Digress from	Mistake for
Beware of	Disapprove of	Object to
Based on	Disguise as	Obliged to
Boast about	Dismiss from	Persist in
Borrow from	Dispose of	Praise for
Capable of	Dissuade from	Prefer to
Charged with	Enquire about	Proof of
Coincide with	Envious of	Protect from
Collide with	Escape from	Prevent from
Conceal from	Exclude from	Qualify for
Concede to	Exempt from	Recover from
Concerned with	Famous for	Reduce to
Concur with	Friendly to	Reinforce with
Confer with	Furnish with	Relate to
Confide in	Gasp for	Relieve of
Confidence in	Glance at	Remind of
Confine to	Grateful for	Reply to
Congratulate on	Grudge against	Reputation for
Contemporary of	Guilty of	Responsible for

Contempt for	Hint at	Refer to
Content with	Impose on	Restrain from
Contrary to	Impressed with	Rob of
Converge at	Improve on	Saved from
Convert to	Incapable of	Sentence to
Convince of	Independent of	Slow in
Convicted of	Indifferent to	Subject to
Correspond with	Influence on	Succeed in
Count on	Innocent of	Suffer from
Criticize for	Insist on	Suitable for
Deal with	Intent on	Surprised at
Decrease in	Interest in	Suspected of
Tantamount to	Thoughtful of	Translate into
Trust in	Victim of	Withdraw from
Thank (someone) for	Advantage of	Think of/about
Excuse for	Stop from	Talk about/of
Surprised to (verb)	Next to	Feel like
Demand for	Increase in	Damage to
Invitation to	Relationship with	Connection with
Solution to	Contact with	Difference between
Upset about (something)	Upset with (someone)	Pleased with
Satisfied with	Delighted with	Excited about
Nervous about	Tired of	Impressed with/by
Shocked by/at (something)	Apart from	As for
Ahead of	As of	Because of
Close to	Due to	Except for
Far from	Inside of	Instead of
Out of	Owing to	Prior to
Rather than	Regardless of	Up to
Aside from		

GROUP 2

➤ [Word + Preposition]

In this group, the word can be used with two different prepositions. They cannot be used interchangeably because they give a different meaning. Observe the pairs below:

Accompany by (someone) I was <i>accompanied by</i> Samson to Chipata.	Accompany on (trip) Mr. Banda will <i>accompany</i> me <i>on</i> the trip to Lunzu.
Alarmed at (something) She is <i>alarmed at</i> the increasing crime rate.	Alarmed by (something) Joana was <i>alarmed by</i> his shouting.
Apologise to (someone) They <i>apologized to</i> the Sosten.	Apologise for (doing something) He <i>apologized for</i> breaking the window.
Arrive at (specific place) I <i>arrived at</i> Jenda at noon.	Arrived in (general area) I <i>arrived in</i> Blantyre around twelve midnight.
Angry about (something) He was <i>angry about</i> the child's behaviour.	Angry with (someone) She is <i>angry with</i> you for telling lies.

Afraid of (someone/something) John is <i>afraid of</i> the dog	Afraid to (do something) They are <i>afraid to</i> walk at night.
Complain about (general) The man is <i>complaining about</i> health problems.	Complain of (specific) My grandmother <i>complained of</i> back pains.
Continue with (something/someone) I will <i>continue with</i> the students up to form four.	Continue to (do something) I will <i>continue to</i> write poems.
Distinguish between (two things) He failed to <i>distinguish between</i> love and infatuation	Distinguish from (something) We are all able to <i>distinguish</i> right <i>from</i> wrong.
Divert from (away from something) He is fond of <i>diverting from</i> the truth	Divert to (towards something) They have <i>diverted</i> the money <i>to</i> a different project.
Dream about (someone/something) I <i>dreamt about</i> you last night	Dream of (something) I am <i>dreaming of</i> going to University.
Entrust to (someone) I <i>entrusted</i> the job <i>to</i> James.	Entrust with (something) They have <i>entrusted</i> me <i>with</i> the project.
Familiar to (someone) He looks <i>familiar to</i> me.	Familiar with (something) She is <i>familiar with</i> Zambian music.
Good at (something) The girl is very <i>good at</i> English.	Good to (someone) He has been so <i>good to</i> me.
Happy about (something) I am <i>happy about</i> your success	Happy with/for (someone) We are all <i>happy for</i> you.
Result from (cause) The war <i>resulted from</i> the political differences.	Result in (effect) The political differences will <i>result in</i> war.
Sorry for/about (something) I am <i>sorry for</i> the mistake.	Sorry to (verb) I am <i>sorry to</i> call you at this late hour.
Supply with (something) He will <i>supply</i> the school <i>with</i> maize	Supply to (area or company etc.) He will <i>supply</i> maize <i>to</i> the school.

GROUP 3

➤ [Word + Preposition + Preposition]

In this group, the word is followed by two prepositions. Some require an object after the first preposition.

Examples

Gratitude to (someone) **for** (something)

- My *gratitude to* Dorothy senior *for* her support on my education

Indebted to (someone) **for** (something)

- I am *indebted to* my father *for* educating me.

Nice of (someone) **to** (verb)

- It was *nice of* you *to* help us with some money

Kind of (someone) **to** (verb)

- It was *kind of* you *to* consider my proposal.

Look forward to

- I look forward to receiving a letter from you.

Fed up with

- I am fed up with your lies.

GROUP 4

➤ [Preposition + Word + Preposition]

These are usually signaling devices.

Examples

By means of	By virtue of	For the sake of
In accordance with	In addition to	In case of
In front of	In order to	In place of
In spite of	On account of	On behalf of
On top of	With regard to	With respect to
With a view to	As soon as	As well as
As long as	As well as	As far as
As opposed to		

EXERCISE 16

Encircle the letter representing the right answer.

1. The movie is based _____ on the story written by Owen Banda.

- A. in
- B. of
- C. on
- D. at

2. Children are usually scared _____ animals.

- A. in
- B. of
- C. at
- D. with

3. She is good _____ Mathematics.

- A. at
- B. in
- C. with
- D. on

4. He is the one responsible _____ the registration of students.

- A. at
- B. in
- C. on
- D. for

5. I depend _____ my parents for advice on life in general.

- A. with
- B. on
- C. at
- D. to

6. He has been suffering _____ from malaria for the past two days.

- A. for
- B. from
- C. off
- D. of

7. The baby is smiling _____ you.

- A. to
- B. on
- C. of
- D. at

8. We arrived _____ Blantyre at three o'clock.

- A. at
- B. in
- C. on
- D. to

9. I don't agree _____ John on the matter.

- A. to
- B. with
- C. on
- D. for

10. The man has been charged _____ murder case.

- A. on
- B. to
- C. with
- D. of

SYNONYMS

“syn-“ means together, and “nym” means name or word. So a synonym is a word of the **same meaning** to a given word (the words share a meaning).

Two or more words, however, cannot share exactly the same meaning. What is important is the sense it carries.

Examples

- a) She is a beautiful woman. (pretty)
- b) John is a very strong man. (weak)
- c) Love is a deep feeling. (emotion)
- d) The man will display the pictures. (show)

WORD	SYNONYMS
Abandon	Desert, forsake, leave
Abbreviate	Abridge, compress, curtail
Abundant	Ample, copious, plentiful
Adore	Worship, idolise
Alive	Lively, vivacious
Ally	Colleague, helper, partner, accomplice
Alms	Offertory, dole, gratuity
Amend	Ameliorate, improve
Anxiety	Misgiving, foreboding, solicitude
Assent	Consent, acquiesce, agree
Bad	Evil, wicked, devilish, naughty, worthiness
Beautify	Adorn, decorate
Beg	Implore, solicit, supplicate, beseech
Behavior	Conduct, demeanour, deportment
Big	Enormous, gigantic, huge, mighty, great, vast, immense, large, bulky
Biography	Memoir
Blame	Censure, upbraid, reprove
Blessing	Benediction, benison
Brave	Courageous, fearless, daring, intrepid
Bright	Clear, brilliant, lustrous, intelligent
Brittle	Frail, fragile
Burglar	Bandit, highwayman, thief, brigand
Busy	Industrious, diligent, active, assiduous, alert, nimble, lively, energetic
Candid	Frank, sincere, straightforward, outspoken, open, ingenuous
Care	Solicitude, anxiety
Catch	Capture, seize, arrest, apprehend
Cause	Reason, purpose, motive
Character	Reputation
Charity	Benevolence, philanthropy

Choose	Select, discriminate, differentiate
Clever	Ingenious, versatile, precocious
Clothes	Attire, dress, garb, apparel, raiment
Confess	Admit, apologise, own, acknowledge
Constant	Incessant, eternal, perpetual, continuous
Cross	Fretful, ill-tempered, crusty, ill-humoured
Cruelty	Oppression, tyranny, persecution
Dangerous	Perilous, risky, hazardous
Dear	Expensive, costly
Decrease	Curtail, reduce, diminish, contract, lessen
Difficult	Hard, involved, intricate, unmanageable, perplexing
Disaster	Misfortune, catastrophe, calamity, adversity
Discourse	Lecture, sermon, exhortation, dissertation
Disease	Malady, sickness, ailment
Disfigure	Mar, deface, injure
Dishonest	Unjust, unfair, fraudulent, deceitful, deceptive, unscrupulous
Disorder	Confusion, chaos
Display	Show, exhibit, unveil, demonstrate
Dull	Dreary, gloomy, cheerless, lonesome, melancholy, backward
Eager	Keen, enthusiastic
Earn	Achieve, gain, win, merit, acquire
Ebb	Wane, decline, recede, sink, decay
Educate	Train, guide, instruct, teach
Eject	Expel, dislodge, emit, cast
Elevate	Raise, lift, improve, heighten
Elude	Baffle, avoid, cheat, fool
Emancipate	Free, liberate, loose, release
Embrace	Hug, clasp
Emotion	Feeling, passion, tremor, agitation
Enemy	Foe, adversary, opponent, antagonist
Enough	Adequate, sufficient
Enquire	Seek, search, investigate, pry, explore, trace, inspect, examine
Entice	Lure, persuade, allure
Entire	Whole, total
Eradicate	Exterminate, eliminate, destroy
Esteem	Love, value, honour, prize, admire
Eternal	Perpetual, infinite, ceaseless
Exaggerate	Magnify, heighten, enlarge, overstate, amplify
Excess	Surplus, increase
Famous	Renowned, celebrated, eminent, distinguished
Fashion	Custom, style, form
fasten	Bind, tether, fix, join
Fatal	Deadly, mortal
Fate	Lot, destiny, end
Fault	Error, flaw, defect

Fear	Terror, dread
Fearful	Timid, cowardly, frightened, faint-hearted, nervous
Fight	Battle, contest, combat, struggle, conflict, strife, contention
Firm	Substantial, durable, lasting, binding
Float	Glide, drift, slip
Fond	Affectionate, loving, devoted
Frank	Candid, outspoken, artless, open, sincere, plain, ingenuous
Friend	Comrade, companion, associate, colleague
Frugal	Thrifty, economical, sparing
Fruitful	Fertile, productive, luxuriant, prolific, fecund
Game	Pastime, recreation, sport, fun, frolic
Gay	Cheerful, merry, lively, jolly, blithe, buoyant
Gaze	Stare, espy, peer, reconnoiter
General	Universal, common
Generous	Liberal, big-hearted, noble
Genuine	Pure, real
Good	Righteous, just, true, virtuous, upright
Habit	Custom, usage, way
Hateful	Abominable, detestable, execrable
Help	Assist, aid, succor, support
High	Tall, lofty, elaborate
Hinder	Obstruct, impede, thwart
Home	Dwelling, residence, abode, habitation
Increase	Amplify, multiply, extend, magnify, expand
Infinite	Endless, eternal, everlasting, boundless, limitless
Injure	Hurt, harm, violate, wrong, ill-treat, damage
Insolvent	Bankrupt
Invasion	Raid, attack
Invoke	Call, summon
Irritate	Tease, provoke
Kind	Thoughtful, considerate, tender, good, affectionate
Lazy	Indolent, slothful, idle, inactive, sluggish, inert
Lure	Coax, entice, wheedle, persuade, inveigle, seduce, beguile
Map	Design, plan, outline, chart, sketch
Malice	Malevolence, spite, hate, rapacity
Merry	Gay, mirthful, jolly, sportive, joyous, jovial, jocund
Mistake	Error, blunder, inaccuracy, fault
Motive	Reason, purpose
Mute	Dumb, silent
Narrate	Tell, say, report, recite
Necessary	Needful, requisite, essential
Necessity	Want, need
Obey	Yield, submit
Obedient	Servile, cringing, submissive, meek, respectful
Oblation	Gift, offering

Obscene	Indecent, impure, vile
Odious	Offensive, hateful
Old	Ancient, antiquated, obsolete, antique
Omen	Sign, foreboding, augury
Oral	Verbal, unwritten
Oratory	Eloquence, rhetoric
Pale	Sallow, wan, pallid
Patron	Champion, advocate, supporter
Pitiful	Compassionate, sympathetic, consoling, piteous, merciful
Polite	Affable, courteous, civil, obliging, polished, well-bred
Poor	Needy, destitute
Port	Harbor, haven, shelter
Power	Ability, capacity, talent
Poverty	Want, penury
Prattle	Chatter, jabber, gabble, gossip
Praise	Compliment, comment, applaud
Predict	Presage, herald, foretell
Pretty	Beautiful, lovely, fine, attractive, handsome, neat, elegant, gorgeous
Propagate	Broadcast, advertise, proclaim, multiply, increase
Quiet	Calm, still, tranquil, serene, placid, peaceful
Rash	Careless, tactless, indiscrete, reckless
Ready	Prompt, alert, agile, nimble
Real	Authentic, genuine, original
Recruit	Tiro, novice, apprentice, amateur
Refugee	Outlaw, fugitive, exile, outcast
Regent	Viceroy, deputy, substitute
Riot	Insurrection, revolt, mutiny, rising
Rude	Insolent, impolite, abusive, offensive
Rule	Govern, manage, supervise
Safe	Secure, sure, protected, locked, guarded
Scandal	Slander, calumny
Scorn	Despise, abhor, condemn, depreciate
See	Behold, perceive, discern, view, scan, descry
Silent	Reticent, taciturn, speechless
Sin	Transgression, offence, misdemeanor
Sly	Cunning, artful, crafty, subtle, shrewd, wily
Small	Tiny, puny, little
Smell	Scent, odour, perfume, fragrance
Smooth	Level, plain, flat, uneven
Souvenir	Memento, memorial, token, relic, remembrance
Speech	Eloquence, oratory, rhetoric
Spread	Scatter, disperse, distribute, disseminate, diffuse, broadcast
Stranger	Foreigner, alien, immigrant
Strong	Powerful, muscular, robust, able, stalwart, sturdy, lusty
Suitable	Appropriate, befitting, becoming

Surrender	Yield, relinquish, abandon, submit, capitulate
Timid	Cowardly, fearful, faint-hearted
Trick	Hoax
Trust	Rely, believe
Try	Attempt, strive, endeavor, essay
Ugly	Hideous, unsightly, horrid, uncouth, grotesque, squalid, repulsive
Value	Esteem, worth, appreciate, reverence
Victory	Success, triumph
Weak	Feeble, infirm, impotent, frail, flimsy

EXERCISE 17

Encircle the letter (A, B, C or D) representing the word of the same meaning with the underlined word.

1. He is the one to help you with the research.

- A. want
- B. leave
- C. assist
- D. make

2. John is a very kind person.

- A. cruel
- B. rude
- C. dishonest
- D. considerate

3. She has bought a new car.

- A. ancient
- B. modern
- C. outdated
- D. antique

4. His behaviour is not tolerable.

- A. thought
- B. conduct
- C. personality
- D. opinion

5. Mary has built a big house.

- A. small
- B. tiny
- C. minute
- D. huge

6. He has a lot of passion for the subject.

- A. thought

- B. words
- C. drink
- D. feeling

7. The student confessed that he teased a fellow student.

- A. wanted
- B. admitted
- C. denied
- D. rejected

8. She was the speaker during the entire ceremony.

- A. some
- B. whole
- C. part
- D. big

9. The purpose of the workshop was to instill in the students the passion for writing.

- A. opinion
- B. problem
- C. motive
- D. disadvantage

10. He enticed the young man away from home

- A. forced
- B. assisted
- C. persuaded
- D. discouraged

ANTONYMS

“ant” means against or opposite, and “nym” means name or word. Antonym means a word of the **opposite meaning** to a given word.

Examples

- a) She is a lazy girl. (strong)
- b) John is taller than his brother. (shorter)
- c) The boy is very brilliant. (dull)
- d) There lemon tastes sweet. (sour)

WORD	OPPOSITE
Cold	Hot
Dry	Wet
Love	Hate, Hatred
Question	Answer
Asleep	Awake
From	Back
Joy	Sorrow, Grief
Begin	End, Cease
Find	Lose
Friend	Enemy, Foe
Dead	Alive
Busy	Idle
Sweet	Sour, Bitter
Bright	Dull
Rise	Fall, Sink
True	False
Quick	Slow
Start	Finish
Ugly	Beautiful
Near	Far, Distant
Absent	Present
Poor	Rich
Right	Wrong
Win	Lose
Peace	War
Coarse	Fine
Rough	Smooth
Top	Bottom
WORD	OPPOSITE
Buy	Sell

Life	Death
Proud	Humble
Easy	Difficult, Hard
Cheap	Dear, Expensive
Inside	Outside
Give	Take
Hit	Miss
Wide	Narrow
Loud	Soft
Clean	Dirty
Weep	Laugh
Kind	Cruel
Empty	Full
Ever	Never
Bless	Curse
Adult	Child
North	South
East	West
High	Low
Upper	Lower
Higher	Lower
Better	Worse
Entrance	Exit
Active	Passive
Noise	Silence
Quiet	Noisy
Inner	Outer
Lend	Borrow
Go	Come
Hard	Soft
Old	New

Junior	Senior
Live	Die
Long	Short
Enjoy	Dislike
Gay	Grave
Rejoice	Mourn, Grieve
Pleasant	Disagreeable
Success	Failure
harmony	Discord
Blessing	Curse
Generous	Selfish
Valour	Cowardice
Bravery	Cowardice
Advance	Retreat, Retire
Arrive	Depart
Attack	Defend
Before	Behind
Engage	Dismiss
Appear	Vanish
Everywhere	Nowhere
Collect	Disperse
Modern	Ancient
Former	Latter
Least	Greatest
Slender	Stout
Robust	Feeble, Delicate
Good	Bad
Big	Small
Smart, Clever	Foolish, Stupid
Here	There
First	Last
Early	Late
Fat	Thin, Lean
Join, Unite	Separate
Light	Heavy, Darkness
Day	Night
Many	Few
All	None
Often	Seldom
Fresh	Stale
Straight	Crooked
Weak	Strong
Deep	Shallow
Open	Shut, Closed
Black	White

Praise	Blame
This	That
These	Those
Morning	Evening
Summer	Winter
Young	Old
Giant	Dwarf
Wild	Tame
Profit, Gain	Loss
Happy	Sad
Daily	Nightly
Health	Sickness, Disease
Lead	Follow
Land	Water
Earth	Sea
Hill	Valley
Mountain	Plain
Right	Left
Public	Private
Acute	Obtuse
Lazy	Industrious
Master	Servant
Arrive	Depart
Remember	Forget
Appoint	Dismiss
Knowledge	Ignorance
Pale	Ruddy
Raw	Cooked
Help	Hinder
Accept	Refuse, Reject
Natural	Artificial
Polite	Saucy
Summit	Base
Apex	Base
Cloudy	Clear
Dawn	Dusk
Ascend	Descend
Vacant	Occupied
Hope	Despair
Interior	Exterior
Permanent	Temporary
Obey	Command
Negative	Positive
Conceal	Reveal
Hide	Show

Singular	Plural
Foreign	Native
Smile	Frown
Multiply	Divide
Wax	Wane
Prosperity	Adversity
Victory	Defeat
Superior	Inferior
Level	Steep
Bow	Stern
Stationary	Moving
Dynamic	Static
Centrifugal	Centripetal
Oriental	Occidental
Miser	Spendthrift
Spacious	Limited
Sober	Drunk, Intoxicated
Future	Past
Abundance	Scarcity
Common	Rare
Simple	Complex
Barren	Fruitful
Ally	Enemy
Flow	Ebb
Teach	Learn
Think	Guess
Work	Rest
Worker	Drone
Truth	Error
Familiar	Strange
Freedom	Captivity
Poverty	Riches
Extravagance	Thrift
Danger	Safety
Sacred	Profane
Virtue	Vice
Wisdom	Folly
Within	Without
Polite	Rude
Proper	Common
Saint	Sinner
Height	Depth
Asleep	Awake
Convex	Concave
Agree	Contradict

Bashful	Bold
Indolent	Diligent
Inhale	Exhale
Expand	Contract
Liquid	Solid
Pardon	Punish
Complainant	Defendant
Debtor	Creditor
Rural	Urban
Emigrant	Immigrant
Optimist	Pessimist
Ingenuous	Insincere
Numerous	Sparse
Transparent	Translucent, Opaque
Pedestrian	Passenger
Powerful	Feeble
Guilty	Innocent
Hell	Heaven
Heroic	Base
Ancestor	Progeny
Assemble	Disperse
Condemn	Exonerate
Slim	Chubby, Stout
Minimum	Maximum
Arrival	Departure
Reward	Punishment
Economy	Extravagance
Increase	Decrease
Majority	Minority
Employ	Dismiss
Liberty	Slavery
Lawful	Illegal
Transverse	Longitudinal
Attract	Distract
Amateur	Professional
Confine	Release
Orthodox	Heterodox
Pure	Adulterated
Lovely	Repulsive
Graceful	Hideous
Pugnacious	Peaceful
Theory	Practice
Hostile	Friendly
Gentile	Jew
Victor	Vanquished

Real	Imaginary
Antecedent	Consequent
Eager	Reluctant
Order	Chaos
Certain	Doubt
Affirmative	Negative
Venial	Unpardonable
Liquid	Solid
Rigid	Flexible
Novice	Veteran
Industry	Sloth
Genuine	Counterfeit
Accelerate	Retard
Celestial	Terrestrial
Benevolent	Malevolent
Benediction	Malediction
Compulsory	Voluntary, Optional
Obligatory	Voluntary
Analysis	Synthesis
Excess	Shortage
Surplus	Deficit
Prosperous	Indigent
Assent	Dissent
Consent	Dissent
Include	Exclude
Indigenous	Exotic
Apprehend	Release
Gaiety	Melancholy
Solitary	Populous
Sparse	Populated
Predecessor	Successor
Confusion	Orderliness
Pleasure	Pain
Convict	Acquit

Concurrent	Consecutive
Poison	Antidote
Prolific	Sterile
Initial	Final
Monotony	Variety
Survive	Succumb
Prospective	Retrospective
Premature	Overdue
Caution	Recklessness
Force, Compel	Persuade
Colleague	Antagonist
Prudence	Indiscretion
Motionless	Agitated
Exact	Inaccurate
Regularly	Periodically
Submissive	Intractable
Incessantly	Rarely
Monogamy	Polygamy
Prologue	Epilogue
Latitude	Longitude
Precept	Example
Ancestry	Posterity
Creditor	debtor
Prose	Verse

EXERCISE 18

Choose the word (A, B, C or D) that is **opposite** in meaning to the underlined word.

1. This is a time of sorrow.
A. grief
B. sadness
C. joy
D. pain
2. The wall has a very rough surface.
A. smooth
B. bad
C. bumpy
D. difficult
3. These are the book I have been looking for.
A. This
B. That
C. These
D. They
4. His success is due to his actions.
A. achievement
B. happiness
C. fortune
D. failure
5. John has been offered a permanent job.
A. long
B. good
C. temporary
D. nice
6. The afternoon studies are compulsory for all students.
A. voluntary
B. forced
C. enforced
D. promoted
7. James has bought a very expensive radio.
A. beautiful
B. dear
C. cheap
D. heavy
8. She is a bright girl.
A. dull
B. intelligent
C. lazy
D. light
9. The room looks bright.
A. white
B. nice
C. dark
D. good
10. It is generally believed that there is life after death.
A. during
B. before
C. since
D. for

CLOZE PASSAGE

It is a passage (short) that has gaps that need to be filled. The gaps can be filled by prepositions, articles, conjunctions, pronouns, verbs, nouns etc.

The knowledge of “word-preposition combinations”, “compound prepositions”, “signaling devices” and “phrasal verbs” can also help a great deal in cloze passage.

How to Approach Cloze Passage

- Read the whole passage (even though it has gaps) just to have a sketchy idea of what the passage is all about. This helps you to identify proper words that can fit in the gaps.
- With a pencil, try to write in the gaps the suggested words. Make sure you read the whole sentence again after inserting the word to see if it makes sense. Each gap must be filled with a single word.
- After inserting the words, read the whole passage and try to hear yourself read. This will help you to easily note grammatical problems. Where there are problems rub the word and insert another one, and read the sentence again. Remember that some gaps may be open to many words. In this case, choose one that is the best.
- If the whole passage is now making sense, rub each word and use a pen to write the words (permanently).
- Practice makes perfect.

Example (2013)

Many people fail to understand the roles of a Councillor and a Member of Parliament. The councillor looks after the ward while the Member of Parliament is responsible for the constituency. Although both work closely with the local assemblies, the Councillor neither makes nor amends the laws of the country. It is the Member of Parliament who performs/does such a duty.

Example (2011)

Reported cases of gender based violence are increasing in Africa. Examples are beating, property grabbing and refusing the responsibility of taking care of children. Research has shown that women are the most affected group. This is so because they are always free to report such cases. However, some never report.

EXERCISE 19

Complete the blank spaces with one appropriate word.

[A]

The willingness to accept responsibility for one's actions enhances self-esteem. People often have self-esteem problems _____(1) they do not take responsibility _____(2) their actions. They blame someone _____(3) for the bad things

that happen or _____(4) mistakes they make. Once you _____(5) responsibility for your actions you will feel much better about yourself and your life.

[B]

Optimism refers to the aspect of being hopeful and looking at the positive side of a situation rather than the negative. It is also expecting the best results _____ (6) any given situation. For _____ (7), a person suffering _____ (8) terminal illness like cancer believes _____ (9) they shall be cured or they shall live longer _____ (10) what the doctor says.

[C]

Empathy is the ability to understand and identify with what somebody else is experiencing and to be able to help them. When you _____ (11) empathic, you put yourself in someone's shoes. You should ask yourself; if I was _____ (12) a similar situation, how would I expect people _____ (13) treat me? You then treat _____ (14) person with the appropriate level _____(15) understanding.

[D]

Notes that are carefully made are a useful and effective record of a lesson or a piece of writing. Poorly made notes, on the other _____ (16), are a waste of time. They _____(17) even mislead one when doing revision. Taking _____(18) notes from a lesson is a skill _____(19) every learner needs to develop. Therefore, Note Taking _____ (20) important not only in English but also in other learning areas.

PHRASAL VERBS

A phrasal verb is a group of words that is used idiomatically. The combination of the separate words brings out a totally different meaning.

The Structure of a Phrasal Verb

Phrasal verbs have three structures. These are:

- i. Verb + Preposition
- ii. Verb + Adverb + Preposition
- iii. Verb + Adverb

i. Verb + Preposition

A phrasal verb can be a combination of a verb and a preposition.

Examples

- Account for
- Call on
- Bear with

ii. Verb + Adverb + Preposition

A phrasal verb can also be a combination of verb, preposition and preposition.

Examples

- Put up with
- Do away with
- Turn up for

iii. Verb + adverb

A phrasal verb can be a combination of verb and adverb.

Examples

- Take off
- Cut down
- Turn down

Note:

The prepositions or adverbs are called a particles. Adverbs in phrasal verbs have identical forms to prepositions e.g. off, down, up. If a particle is placed before an object (noun/pronoun) it is a preposition. If it is not placed before an object it is an adverb.

Examples

- a) The boy **took off** his shirt. (preposition)
- b) The boy **took** his shirt **off**. (adverb)

Some phrasal verbs have more than one meaning depending on the context.

Examples

- a) He **took off** his rain coat. (remove)
- b) The plane **took off** at exactly twelve noon. (leave)

Categories of Phrasal Verbs

There are basically two categories of verbal phrases.

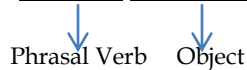
- i. Transitive Phrasal Verb (With An Object)
- ii. Intransitive Phrasal Verb (Without An Object)

i. Transitive Phrasal Verb (With An Object)

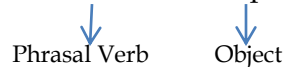
These are phrasal verbs which require an object of the preposition.

Examples

- a) Please turn off the radio



- b) Samson shut down the computer

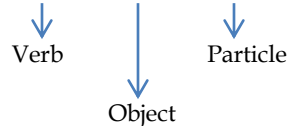


Note:

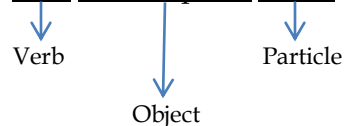
Transitive phrasal verbs can be split whereby the particle is placed at the end of the sentence. Observe below:

Examples

- a) Please turn the radio off



- b) Samson shut the computer down



ii. Intransitive Phrasal Verb (Without An Object)

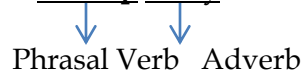
These are phrasal verbs that do not require objects at the end.

Examples

- a) She does not catch on fast



- b) James will turn up today



Account for

To explain or give good reasons for something
To form the amount that is mentioned

Allow for

To think of possible problems when planning (in advance)

Answer back

To reply rudely to someone

Answer to

To report to one's senior

Ask after

To ask for news of somebody

Ask (someone) out

To invite someone to go out with you (a date) as a way of starting a relationship

Ask for

To request something from someone

Back away

To move backwards because of some danger

Back down

To stop saying you are right

Back out (of something)

To decide not to do something that you had promised to do

Back (something/somebody) up

To support somebody or to show that something is true

Bear down (on something/someone)

To move closer to something or someone in a frightening way

Bear out

Confirm or show that something is true

Bear up

To be strong enough to continue at a difficult time

Bear with (something/someone)

To be patient with somebody

Beat (somebody/something) off

To fight until something or somebody goes away

Blow out

To extinguish a flame by blowing

Blow over

To disappear without having serious effects

Blow up

To explode or destroy by explosion

Break down (machine)

To stop working
To divide into parts to be analysed

Break (something) down

To destroy by using force

Break in/into

To enter by force

Break in (on something)

To interrupt when someone is speaking

Break away

To stop being part of a group

Break up

To end a love relationship

Call at

To stop at a place for a short while

Call by

To make a short visit to a place or person as you pass

Call for

To demand or need something

Call (something) off

To cancel something

Call (somebody) out

To ask somebody to come especially to an emergency

Call (somebody) up

To telephone somebody

Cancel (something) out

To be equal or have an equal effect

Capitalize on (something)

To use something to your advantage

Care for

To look after somebody

To like or love somebody or something

Carry on/on with

To continue

Carry out

To do a job or obey orders

Catch on

To understand or realize something

Catch (something) out

To cause someone to make a mistake by asking a clever question

Catch up with (somebody)

To reach someone who is in front of you

Catch up on (something)

To spend time doing something that you have not been doing for a while

Check in (at)

To go to a desk in a hotel or airport and tell the person that you have arrived

Check out (of)

To pay the bill and leave the hotel

Choke something (back)

To hide a strong emotion

Clear (something) up

To find a solution to a problem, the cause of confusion

Close down

To stop all business or work permanently

Come about

To happen

Come across/over

To meet or find by chance

Come on

To start to act; to improve

Come around

To come back to consciousness

To accept a previously opposed view

Come up

To mention or be discussed

Come by (something)

To manage to get something

Come through

The passing of information

Count against (somebody)

To be considered as a disadvantage

Count on (somebody/someone)

To depend on someone

Cope with

To manage the problem

Crop up

To appear unexpectedly

Cross (something) off

To remove something from the list

Cross (something) out

To draw a line through something that you have written because of a mistake

Cut down

To reduce amount or size

Cut off

To disconnect, discontinue or isolate

Cut up

To cut into small pieces

Die away

To slowly become weaker before stopping or disappearing

Die down

To slowly become less strong

Die out

To become extinct or to disappear

Dig (something) up

To find information by searching or studying

Do away with (something)

To get rid of something

Do without

To manage without having something

Draw up

To prepare and write a document
To drive up and stop in front or near something

Drive off

To leave

Drop in/by

To pay an informal visit

Drop out (of something)

To leave or stop doing something

Ease off

To be reduced

Fall apart

To break into pieces

Fall out (with somebody)

To argue and stop being friendly

Fall through

To fail or not to happen

Feel for (somebody)

To understand somebody's feeling and feel sorry for him or her

Fight back

To protect yourself with actions or words by attacking somebody who has attacked you

Figure out

To find an answer to something or to understand somebody

Fill (something) in

To complete a form

Find out

To discover

Fish out

To take or pull something out

Fix up

To arrange

Flash back

To return suddenly to a time in the past

Follow up

To find more about something or to take further action about something

Get about

To become known by many people

Get away

To succeed in escaping from a place

Get away with

To do something bad and not being punished for it

Get off

To leave the vehicle

Get on

To continue doing something especially after interruption

Get on with

To continue doing something especially after interruption

Get along with

To make progress; to be in good terms with someone

Get over

To recover from an illness, distress etc.

Get around

To persuade someone

Get through

To manage to complete something difficult or unpleasant

To succeed in talking to somebody on the telephone

Get up

To stand up or get out of bed

Give (something) away

To give something to someone for free

Give away

To reveal

Give in

To stop resisting

Give out

To distribute

Give up

To stop trying to do something

Give (oneself) up

To go to police when they are trying to catch you; surrender

Go about

To start to try to do something

Go back on

To break a promise or agreement

Go down

To become lower in price

To sink

Go for

To attack somebody

Go off

To explode

Go on with (something)

To continue

Go out

To stop shining or burning

Go out with (someone)

To spend time with somebody, having a love or sexual relationship

Go over

To look at, think about or discuss something carefully from beginning to end

Go round

Enough to be shared among all the people

Go through

To suffer or endure

To look at, think about or discuss something carefully from beginning to end

Go up

To become higher in price

Go without

To do without, to choose or to be forced not to have something

Hand down

To pass custom, tradition from elder people to young people

Hand (something) in

To give something to the authority

Hand out

To give something to many people in a group

Hand over

To give somebody your position or responsibility

Hang around

To wait around a place without doing anything

Hung up

To end a telephone conversation by cutting the line

Hold on

To wait or stop for a moment

Hold out

To last or endure hardship or danger

Hold up

To cause a delay

Keep down

To make something stay at a low level; to stop something from increasing

Keep on

To continue

Keep up with

To move at the same speed as someone

Knock off

To stop working or learning

Knock out

To hit somebody causing them to fall

Leave out

To omit or not include

Let down

To disappoint by failing to act as expected

Live on

To have something as your only food

Live up to

To be as good as expected

Look after

To take care of somebody/something

Look back

To think something in your past

Look down on

To think you are better than somebody

Look for

To search for

Look forward to

To expect with pleasure

Look into

To study or try to find out something

Look (something) up

To search for information in the book

Look up to

To respect and admire somebody

Make into

To change somebody/something into somebody/something

Make out

To see, understand or hear clearly

Make up

To use cosmetics on one's body, face to look attractive

To create something

Make up for

To compensate for or to do something that corrects a bad situation

Mix up

To confuse someone/something with somebody/something

Move in

To start living in a new house/building

Move out

To leave house

Note down

To take note of something (write)

Pick on

To behave unfairly or in a cruel way towards somebody

Pick out

To choose or select

Pick up

To collect someone in the car

Point out

To show or make something clear

Pull down

To destroy or demolish

Pull through

To survive a dangerous illness or situation

Pull up

To stop (vehicle)

Put aside

To save

To ignore or forget

Put down

To stop something by force

Put forward

To suggest something

Put in/into

To spend time on something

Put off

To move something to a later time

Put (somebody) off

To discourage somebody

Put up

To give somebody a place to stay

Put up with

To persevere or suffer without complaining

Round up

To bring together at one place

Run after

To try to catch somebody

Run down

To become used up

Run into

To meet somebody by chance

Run out of

To finish supply of something

Run over

To hit something/somebody with a vehicle

Sell off

To sell something in order to get rid of it

Sell out

To be all sold

Send for

To summon or ask for something to be sent to you

Set about

To start doing something especially a problem

Set off

To leave on a journey

Show off

To try to impress or look better by displaying your skills

Shut down

To close down (factory)
To switch off (computer)

Sit back

To relax or not to take any action

Stamp out

To put an end to something completely

Stand by

To be ready to act for someone

Stand out

To be easily seen or noticed

Stand up for

To say or do something which shows that you support somebody/something

Step down

To leave an important position and let somebody else to take it

Step up

To increase the amount, speed etc.

Stir up

To cause problems or to make people feel strong emotions

Take after

To look like or behave like an elder member of your family; resemble

Take down

To write down something that is said or written

Take off

To leave the ground (air-craft)
To remove (especially clothes)

Take (somebody) out

To go out with somebody for a social occasion

Take over

To get control of something

Talk over

To discuss, especially to reach an agreement

Think over

To consider something carefully

Turn down

To reject a request or an application
To reduce the volume or sound

Turn off

To stop the flow by moving a switch or tap

Turn on

To start the flow by moving a switch or tap
To make someone be seduced

Turn up

To arrive or appear

Touch down

To arrive (aeroplane)

Use up

To use something until no more is left

Wait on

To serve

Wear out

To become too damaged or thin to use anymore

To make somebody very tired

Wind up

To conclude or to come to an end

Wipe out

To destroy completely

Work out

To plan or to find a solution to the problem

Write off

To accept that you will not get back the money that you have spent

EXERCISE 20

Encircle the letter representing the right answer to each question

1. The library could not account _____ the missing book.
A. about
B. up
C. for
D. of
2. The plane touched _____ at two o'clock in the afternoon.
A. about
B. on
C. down
D. off
3. The lawyer noted _____ everything she said
A. in
B. up
C. down
D. for
4. He likes to show _____ his knowledge of the English language.
A. up
B. on
C. with
D. off
5. I will keep _____ working hard until I pass the exams.
A. to
B. down
C. on
D. up
6. The dog was run _____ by a car that was moving at a high speed.
A. down
B. on
C. to

D. over

7. James and Mercy are no longer together. They broke _____ last week.

A.in

B. into

C. up

D. away

8. She came _____ a pen when she was looking for her book.

A. across

B. about

C. on

D. down

9. Five students dropped _____ of school because of lack of finances.

A.in

B. out

C.by

D.at

10. The bus broke _____ down while we were just about to reach our destination.

A. into

B. up

C. down

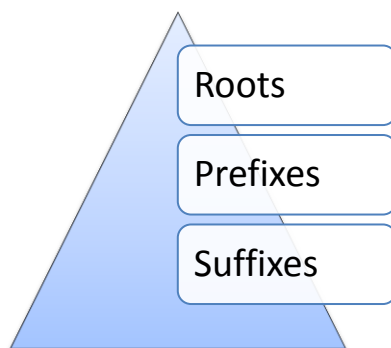
D. off

VOCABULARY SKILLS

Vocabulary is one of the most essential skills in English. Comprehension of speech or texts depends to a greater extent on our vocabulary base. One may not know each and every word but the understanding of word roots, suffixes or prefixes help a lot in building a wide base of vocabulary. These help a lot in trying to arrive at the meaning of the word.

How to Build Vocabulary

One can build vocabulary by having a greater understanding of the patterns in words. These patterns can be observed in three key areas; these are



1. ROOTS

The roots are basically the core of the word. This is the core to which the prefix or suffix is attached. By understanding the basic meanings of the roots one can easily arrive at the meaning of a word or at least an idea that is very close to the meaning. Below are root, their meanings and some examples.

Base (root)	Meaning	Examples
act	To do, drive	Action, actor, transact, enact
alt	high	Altitude, altimeter
alter	other	alternative
Ann, enn	year	Annual, perennial
aqua	water	Aquarium, aquamarine, aquanaut
Aster, astro	star	Astronomy, asterisk
aud	To hear	Audience, auditorium, audible
Biblio, bibli	book	Bibliography, bibliomania
brev	short	abbreviation
cede	To go, to yield	Intercede, supercede, concede
clud	Close, shut	conclude
cent	One hundred	Percent, centenary, centennial
chrono	time	Chronology, chronoscope
Circ, circum	around	Circumference, circle, circular
cred	To believe, trust	Credibility, credential, credible
dem	people	Democracy, demagogue, epidemic
dent	tooth	Dentist, dental
Dic, dict	To say, to speak, to assert	Dictionary, diction, dictate
dur	Hard, lasting	Duration, durable, endure

fin	End, limit	Finish, finite, final, infinite
fer	Bear, carry	ferry
gen	Race, family, kind	Geneology, general, generation
geo	earth	Geography, geology, geocentric
Graph, gram	To write, draw, record	Autograph, telegram, paragraph
grat	pleasing	congratulate
gnos	know	diagnosis
hab	To have, to hold, to dwell	Habit, habitat, inhabit
hydro	Under, below	Hydrogen, hydroelectric
hypo	Under, below	Hypotension, hypothermia
Jur, jus, judic	Law, right, judgement	Jurist, justify, judicial, justice
leg	law	Legal, legislator, legitimate
loc	place	Local, localize, relocate
Logue, logo	Idea, word, speech, reason	Dialogue, logical, epilogue, monologue
manu	hand	Manual, manuscript
Med, medi	middle	Mediate, medieval, mediocre
Meter, metr	measure	Diameter, millimeter, metric
morph	form	Metamorphosis, metamorph
micro	small	Microscope, microorganism
mit	send	transmit
mono	one	Monogamy, monologue
Mov, mob, mot	To move	Motion, mobility, remove
Noc, nox	night	Equinox, nocturnal
ped	foot	Pedestrian, pedestal
peri	around	Perimeter, periscope, periphery
petr	rock	Petroleum, petrify
phon	sound	Phonetics, phonics, telephone
photo	light	Photography, photoflash
port	To carry	Portable, export, import
pyr	fire	Pyromania, pyrotechnic
sci	To know	Conscience, science, scientific
scope	To see	Telescope, kaleidoscope, microscope
Scrib, script	To write	Transcribe, subscription, script
sign	mark	Signature, signal, insignia
Spec, spect, spic	To see, look at, behold	Inspect, respect, spectacle
Syn, sym	Together,	Symphony, synthesize
techn	skill	Technology, technical
tele	Far, distant	Telephone, telecast
temp	time	Temporary, temper
therm	heat	Thermometer, thermonuclear
tract	To pull, draw	Attract, retract
Vis, vid	To see, look	Revision, video, visible
Volve	Roll	involve, revolve, revolution

2. PREFIX

It is added to a base or root. It tends to determine the meaning of the word. The knowledge of prefixes greatly enables one to know the meanings of words.

PREFIX	MEANING	EXAMPLES
Ab-	From, away from	Abnormal, abduct, absent
Ad-	To, motion toward, addition to	Adapt, addict, adhere, admit
Aero-	air	Aerobic, aeroplane, aerospace
Arch-	Leader, chief	Archangel, archbishop
archeo	ancient	Archeology, archaic
Amphi-	Both, around	Amphibian, amphitheatre
Ambi-	both	Ambivalence, ambivert
An-	not	Anarchy, anaesthesia, anonymous
Ante-	before	Antecedent, antedate
Anti-	Against, opposite, reverse	Antibiotics, antichrist
Ap-	To, nearness to	Approximate, appoint, approach
Auto-	self	Automatic, autograph, autobiography
Bene-	good	Benefit, benevolent, benediction
Bi-	two	Binary, bisect, bilingual
Cata, cath	Down, throughout	Catholic, catapult
Circum-	around	Circumference, circumvent
Co-, con-	together	Cooperate, co-exist, coauthor, connect
Contra	against	Contradict, contrary
De-	Opposite of, away from, undo	Deactivate, degrade, deform
dia	through	Diameter, diagonal
Dis-	opposite	Disagree, dishonest, disarm
Dys-	ill	Dysentery, dysfunction
Epi-	upon	epitaph
Ex-	Out, beyond, away from, former	Exclude, excel, exhale, ex-girlfriend
Extra-	Outside, beyond, besides	Extraordinary, extracurricular
Equi-	equal	Equality, equity, equivalent
Eu-	well	Eulogy, euphony
For-	not	Forbid, forget, forgo
Fore-	before	Forecast, foretell, foreword
Hyper-	More than normal, too much	Hypertension, hypersensitive
Hypo-	under	hypothesis
Hemi-	half	hemisphere
Hepta-	seven	heptagon
Hexa-	six	Hexagon, hexameter
Hetero-	different	Heterosexual, heterogeneous
Homo-	same	Homogeneous, homosexual
Il-	not	Illegal, illiterate, illogical
Im-	Into, not	Immediate, immigrate, immature
In-	Not, go into	Inaccurate, inactive, inhabit
Inter-	Among, between	Interaction, intercede, interchange
Intra-	within	Intrapersonal, intrastate
Ir-	not	Irregular, irresponsible
Juxta-	Near to	juxtaposition
Mal-	Wrong, bad	Malfunction, maladjusted
Meta-	change	Metonymy, metamorphosis
Mis	Wrong, bad, no, not	Misbehave, misconduct

Mono-	same	Monologue, monogamy
Non-	Not, opposite	Nonpartisan, noncommittal
Ob-	against	Obstacle, object, obstruct
Omni-	All, universal	Omnipotent, omniscient
Para-	beside	Parallel, parable
Per-	through	Perceive, percolate
Penta-	five	pentagon
Post-	after	Postgraduate, postmortem
Poly-	many	Polygon, polygamy
Pre-	before	Preamble, prearrange, precaution
Pro-	Before, for, in support of	Program, prophet, prognosis
Pseudo-	Not real	pseudoscience
Re-	Back, again	Recall, reflect, replay
Retro-	backward	Retrospect, retroactive
Se-	apart	Secure, secede, secession
Self-	Of the self	Self-taught, self-esteem, self-worth
Semi-	Half, partly	Semicircle, semicolon
Sub-	Under, beneath	Submarine, submerge, subject
Super-	over	Superhuman, supernatural
Sur-	Over, above	Surface, surpass
Trans-	Across, over	Transfer, translate
Ultra-	extremely	Ultramodern, ultrasonic
Un-	not	Unable, unhappy, uncertain
Vice-	In place of	Vice-president, vice-chairperson

3. SUFFIX

It is attached to the end of the word. It determines the part of speech of the word.

SUFFIX	MEANING	EXAMPLES
-able, -ible	Able to be, capable of being	Intelligible, probable,
-ade	Action or process	Blockade, escapade, parade
-age	Action or process	Marriage, voyage, pilgrimage
-al, -ial	Of, like, relating to, suitable for	Potential, musical, national
-ance	Act, process, quality, state of being	Tolerance, alliance, acceptance
-ant	One who	Assistant, immigrant, merchant
-ary	Of, like, relating to	Customary, honorary
-ate	Characteristic of, to become	Activate, educate
-icle, -cle	small	Particle, cubicle
-cy	Fact, state of being	Diplomacy, privacy, relevancy
-dom	State, quality of	Wisdom, kingdom
-ence	Act, state of being	Intelligence, conference
-ent	Doing, having, showing	Dependent, negligent
-er	One who, that which	Boxer, employer
-ery	Place for, act, practice of	Surgery, robbery, nursery
-esque	like	Picturesque, statuesque
-ess	female	Hostess, princess
-ful	Full of	Careful, fearful, joyful
-ible	Capable of being	Legible, divisible, collectible

-ic	Relating to, characteristic of	Comic, historic, poetic
-ify	To make, to cause to be	Simplify, beautify, glorify
-ion	Act, condition, result of	Calculation, action, education
-ish	Of, relating to, characterized by	Selfish, girlish, yellowish
-ism	Act, practice, result of, example	Heroism, tribalism, racism
-ity	Condition, state of being	Integrity, sincerity, purity
-ive	Of, relating to, belonging to, tending to	Inquisitive, attentive, creative
-ise	Make, cause to be, subject to	Standardise, mechanise
-less	without	Ageless, careless, tireless
-let	small	Leaflet, starlet
-like	Like, characteristic of	Childlike, warlike
-logy	Study, theory of	Biology, psychology, geology
-ly	every	Daily, weekly, monthly
-ly	Like, characteristic of	Fatherly, deadly
-ly	resembling	Sincerely, kindly
-ment	Action, process	Development, government
-ment	State, quality of	Amusement, amazement
-ment	Product, thing	Instrument, fragment
-ness	State, quality of being	Kindness, happiness
-or	One who	Actor, doctor, donor
-ous	Having, full of, characterized by	Courageous, advantageous
-ship	State, quality of being	Censorship, ownership
-some	Like, tending to be	Worrisome, tiresome
-tude	State or quality of being	Multitude, solitude, attitude
-ward	toward	Backward, upward
-wise	In a specific manner or direction	Clockwise, lengthwise
-y	Characterized by	Jealousy, sticky

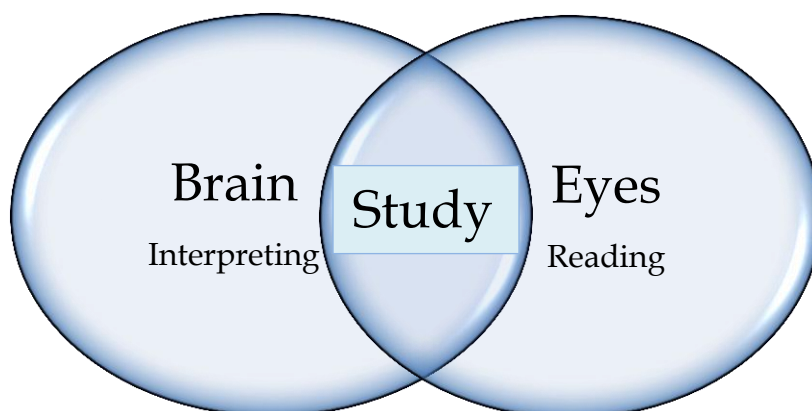
STUDY SKILLS

Most students have problems understanding what they read. They may read a lot of stuff but fail to get hold of anything. It seems to them like what they study goes out of their brain as soon as they close the book. Is It That These Students Are Dull? Of course not!!!! We are all intelligent (whether you believe it or not, the fact that YOU are intelligent cannot change). So what is the problem?

Studying is a multi-dimensional phenomenon. This means that we need to understand all the factors that contribute to effective study. Where there is studying, the brain is involved and anything that affects the brain affects studying.

THE ANATOMY OF STUDY

For studying to take place, the eyes together with the brain must work together. The eyes read the text, picture, or diagram while the brain interprets what is read. An event whereby one reads a book but forgets what is read as soon as the book is closed can be a result of the brain not being involved (the eyes can read but without the brain to interpret what is read, there is no study taking place).



BASIC SKILLS FOR EFFECTIVE STUDY

The student needs to develop skills for effective study. The skills touch on different areas because studying itself is multi-dimensional and psychological in nature. The student needs to develop skills in the following areas:

- i. Time Management
- ii. Psycho-environmental Management
- iii. Stress Prevention and Management
- iv. Methods of Study

i. Time Management

When time is managed efficiently, the brain is not pressured. Time management ensure that time is spent on the proper thing at a proper time.

- It is important that we study when we are not tired. Studying when the brain is tired is, unfortunately, a waste of time because in such a case the brain is not really involved and therefore studying is not taking place. Try to have some rest/sleep (siesta) and go back to study when the brain is refreshed.

- Everyone has his/her best time for study. Some like morning hours while others like night hours. Respect your time and use it wisely (don't waste it).
- Try to have some time for other things other than study. You can have time for chatting, listening to music etc. To easily balance the spending of time, you need to have a time table which can guide you as well as control your activities of the day. Spend much time on difficult subjects.
- Do not take more than two days without studying what you have learned in class. The best way is to study what you have learned the same day or the following day.
- Try to have some breaks within your study sessions to allow the brain to regain energy because when it is strained and exhausted, it simply shuts down softly.

Psycho-environmental Management

The psychological environment needs to be manipulated to ensure maximum use of the brain. A non-conductive environment affects the performance of the brain. Try throwing clothes, plates, books all over your study area. *Are you comfortable studying?* Now try to make the room look neat and orderly. *Is it the same now?* You can manipulate the environment to make it psychologically conducive.

- Try as much as possible to study in an environment that is neat, clean and orderly. Disorderly areas makes it so difficult for the brain to adapt (it spends a lot of energy and concentration on the environment) which affects the quality of study or understanding.
- If possible, try to study on the same area (room, desk) as a new environment will take you some time to settle down. Observe how you feel when someone sits on your usual place or desk.
- Do not sit on a very comfortable seat (e.g. sofa or bed) as this will easily make you sleep. Sit up right on the chair or against the wall so as not to put much strain on the neck (this may distract the brain as it may start to respond to the discomfort or neck pain).
- Try to study where there is minimal or no noise so as to have maximum concentration on the study.
- Water is of great help during studies. It helps refresh the brain thereby keeping you awake and active.
- If it is very hot, try to have a cold bath which cools the body and refreshes the brain.

Stress Prevention and Management

Stress greatly affects studying. When the brain is stressed, its performance is affected as it spends a lot of energy on the stressful event thereby the person loses focus or concentration since the brain is busy dealing with the stress and anxiety. The causes of stress can be poor planning (leads to pressure during exams), worries about life, negative thoughts (one thinks

he/she is dull), being tired, being hungry etc. Stress can be managed or sometimes prevented by:

- Using time wisely. Do not study when the exams are near. This leads to stress which puts the brain under a lot of pressure. Proper time use prevents unnecessary stress.
- Praying and having a positive attitude towards life greatly helps one to remove the worries about life and the negative thoughts. Tell yourself constantly that you are INTELLIGENT. God did not create a failure. What you think about yourself and life determines your feelings. The feelings determine your actions or behavior. The actions will determine the results. The results will further determine how you think about yourself. Observe the cycle of success below



- Making sure you always have time to rest. But do not have too much rest as it may lead to laziness. The principle is that you get refreshed or energized.

Methods Of Study

Most students do not understand what they read primarily because they do not know how to study. There are methods of study which when faithfully practiced are guaranteed to give the best results. They work at all times, for all students and at all levels. There are basically two methods of study. These are:

- The SQ3R Method
- The PROTO Method

The SQ3R Method

The name stands for the five stages to be followed when studying. These stages are:

- Survey,
- Question,
- Read,
- Recall,
- Revise.

i. Survey

- Survey or scan the whole chapter or topic you are about to read to get a general idea of what it covers. Have a quick glance through the headings and sub headings of the material you are about to read. This helps your mind to organize the data so as to better prepare to receive and interpret it.
- If you are reading a book you can check the table of contents, index or introduction.

ii. Question

- Prepare questions to help you understand the material. You can form questions by turning the title (topic), the headings and sub-headings into questions.
- You can also formulate questions that you think you might be asked during exams.
- Questions help you to establish your purpose, and make your mind very curious and receptive. They also establish a scope of what is expected.

iii. Read

- Read the chapter or topic.
- Look for important points in what you read. Think of answers to the questions formulated as you are studying.
- Use pen and paper to take down important points and key words.
- Try to find out the meanings of difficult words. *Ask for the meanings of difficult words during lesson so that you don't have trouble when studying.*
- Pick out words or formulae that you may have to memorise.
- Make sure your body posture is erect to avoid unnecessary neck pains which may interfere with the study.
- The biggest obstacle is distraction. Try to avoid any internal distraction (e.g. fantasies, worries etc.) or external distraction (e.g. hunger, noise etc.).

iv. Recall

- After studying a section try to recollect or remember what you have studied (keep the book closed) by writing down the answers to the questions formulated.
- If you are not able to recall, go back to the section and re-read. Do not jump a section until you understand it (this may be difficult at first).
- Recalling can also be done after study when you are doing other things like washing plates, going to the market etc. This helps you to check what you know and do not know.

v. Revise

- Look back over the topic and the notes you have written as well as the questions and answers. This helps the information to be strongly imprinted in your mind.

Note:

Do not sleep while you are studying. If you think you are dosing stop where you are , summarise what you have studied (even when it is just one page) and go to sleep. Forcing yourself to study when you are sleepy is a total waste of time since by this time the brain has already shut down due to exhaustion. It wants to rest, that's why you are sleepy.

The PROTO Method

It can be used in studying all kinds of material (including Mathematics and Physical Science). This method also includes five stages or steps:

- i. Preview
- ii. Read
- iii. Organise
- iv. Take Notes
- v. Overview

i. Preview

- Preview the material to identify the general idea.
- Look at the title of the material and the headings as well as the sub-headings.

ii. Read

- Read the material
- Read each part carefully and look at the headings first before you read each part.
- Identify the most important points in each section.
- If you don't understand what you read, look for clues in the headings, or sub-headings and read the material again.

iii. Organise

- After reading the material, figure out how the important points should be organized. Information or points can be organized by classification, cause-effect, or comparison-contrast and sequential order

iv. Take Notes

- Use the method of organisation to take notes.
- Write down the important points in what you have read.
- You can write down each major point and write some notes under each point.
- You can also use an outline, a time line, mapping, graphs or a flow chart to help you understand.

v. Overview

- Read through your notes and the list of important ideas again to form an overview or summary of what you have read.

ANSWERS

EXERCISE 1

[Parts Of Speech]

1. Adverb
2. Conjunction
3. Conjunction
4. Preposition
5. Adverb
6. Pronoun
7. Adverb
8. Adjective
9. Interjection
10. Verb
11. Adverb
12. Preposition
13. Pronoun
14. Adverb
15. Noun
16. Verb
17. Adverb
18. Adverb
19. Conjunction
20. Adjective

EXERCISE 2

[Tenses]

1. D
2. B
3. C
4. D
5. D
6. C
7. B
8. B
9. C
10. C

EXERCISE 3

[Subject- Verb Agreement]

1. are
2. are
3. is

4. has
5. need
6. are
7. is
8. teaches
9. were
10. contains
11. qualifies
12. come
13. wants
14. knows
15. were
16. has
17. have
18. is
19. go
20. are

EXERCISE 4

[Sentence Skills]

1. Object
2. Object
3. Subject
4. Verb
5. Compliment

6.

Subject	Verb	Compliment
He	is	A student

7.

Subject	Verb	Object
I	know	The truth

8.

Subject	Verb	Compliment
What I am looking for	is	here

9.

Subject	Verb
John	Cried

10.

Subject	Verb	Preposition	Object
---------	------	-------------	--------

I	am going	to	the market
---	----------	----	------------

11.

Subject	Verb	Indirect Object	Direct Object
I	told	him	The truth

12.

Subject	Verb	Indirect Object	Object Compliment
They	made	us	Happy

13.

Subject	Verb	Object
I	know	Whatever you did

14.

Subject	Verb	Compliment
These	are	My students

15.

Subject	Verb	Compliment
What you want	is	What I have

EXERCISE 5**[Question Tags]**

1. don't I
2. isn't she
3. can they
4. didn't she
5. do they
6. aren't they
7. will he
8. hasn't it
9. aren't there
10. could we
11. wasn't she
12. didn't I
13. can I
14. don't they
15. shall we
16. will you
17. am I
18. need they
19. do I
20. does she

EXERCISE 6**[Phrases]**

1. Noun Phrase or Infinitive Phrase

Object of verb 'wants'

2. Adverb Phrase or Prepositional Phrase
Modifies Verb 'left'

3. Adjective Phrase or Prepositional Phrase
Qualifies Noun 'box'

4. Gerund Phrase or Noun Phrase
Object of Verb 'enjoy'

5. Adjective Phrase or Participle Phrase
Qualifies Noun 'boy'

6. Adjective Phrase or Participle Phrase
Qualifies Noun 'materials'

7. Adjective Phrase or Infinitive Phrase
Qualifies Noun 'ability'

8. Noun Phrase

Subject of Verb 'are'

9. Adjective Phrase or Participle Phrase
Qualifies Noun 'boy'

10. Gerund Phrase or Noun Phrase
Subject of Verb 'is'

11. Gerund Phrase or Noun Phrase
Object of Preposition 'of'

12. Noun Phrase

Noun in Apposition to Noun 'Miss Nyozani'

13. Infinitive Phrase or Adverb Phrase
Modifies Adjective 'unable'

14. Adverb Phrase or Prepositional Phrase
Modifies Verb 'found'

15. Adjective Phrase or Prepositional Phrase
Qualifies Noun 'man'

16. Adverb Phrase or Prepositional Phrase
Modifies Adjective 'thicker'

17. Noun Phrase

Compliment of Verb 'are'

18. Noun Phrase or Infinitive Phrase
Compliment of Verb 'appears'

19. Gerund Phrase or Noun Phrase
Object of Verb 'likes'

20. Adjective Phrase or Participle Phrase
Qualifies Noun 'man'

EXERCISE 7**[Clauses]**

1. Noun Clause

Subject of Verb 'is'

2. Adverb Clause

Modifies Verb 'will punish'

3. Adjective Clause
Qualifies Noun 'place'

4. Adverb Clause

Modifies Verb 'found'

5. Adjective Clause

Qualifies Noun 'reason'

6. Noun Clause

Subject of Verb 'is'

7. Noun Clause

Object of Preposition

8. Noun Clause

Object of Verb 'do not believe'

9. Noun Clause

Compliment of Verb 'is'

10. Noun Clause

Noun In Apposition

11. Noun Clause

Noun In Apposition to Noun 'fact'

12. Adjective Clause

Qualifies Noun 'money'

13. Adjective Clause

Qualifies Noun 'man'

14. Adverb Clause

Modifies Verb 'would have passed'

15. Adverb Clause

Modifies Adjective 'intelligent'

16. Adverb Clause

Modifies Verb 'have found'

17. Adjective Clause

Qualifies Noun 'book'

18. Adverb Clause

Modifies Verb 'slowly'

19. Noun Clause

Object of Verb 'asked'

20. Adverb Clause

Modifies Adjective 'thicker'

EXERCISE 9

[Comprehension Skills]

1. (i) skeleton

(ii) skin

2. by synovial fluid

3. machine

4. think, learn, eat etc.

5. Oxygen

6. (i) spirit/soul

(ii) heart, brain, lungs, kidney

7. Carbon Dioxide. It is released through the mouth and nose.

8. bones enable movement of the body. It also protects the vital body parts like brain and heart.

9. (i) harbor, keep, has...

(ii) demolish...

10. The human machine

The human body as a machine

EXERCISE 10

[Direct & Indirect Speech]

(these are not the only answers to the questions – some questions have more than one answer)

1. The teacher asked if I was ready for the test.

The teacher asked whether I was ready for the test

2. John told Mary to go and buy cassava for tea.

3. I told Mary to wait for me.

4. She said that she was watching a movie.

5. She says that he liked Mathematics.

6. The teacher asked if I was happy then that I was in Form Two.

7. Frank asked Victor if he would come to school the following day.

8. My father warned me not to waste my time watching movies.

9. Alex thought that Immanuel would be rich if he worked hard on the business he was doing.

10. They told John that they had been looking for him.

11. He asked me where I was coming from.

12. John asked me who I was.

13. He told me to come/go there.

14. He asked which book I wanted.

15. She said that she had been eating nsima
She said that she was eating nsima.

EXERCISE 11

[Punctuation]

Planning involves deciding what one wants to achieve, how to achieve it, when to achieve it and the support required from others. Planning helps us to bridge the gap between where one is and where he or she desires to be in future. Planning is thinking about what you are going to do and how you are going to do it. Everyone plans for whatever they do. For instance, a student

who is attaining poor grades in school can think of how to improve the academic performance over a period of time.

EXERCISE 12

[Active & Passive Voice]

1. The rat was killed by me.
2. A movie is being watched by me.
3. The classroom has been swept by us.
4. The trees were being cut down by John.
5. He was called by me.
6. The dog which ate the food was killed by the boy.
7. His clothes were taken off by him.
8. The fruits have been eaten by the students.
9. The rats are to be killed by him.
10. A hole will be dug by them.

EXERCISE 13

[Letter Writing]

Answers vary

EXERCISE 14

[Sentence combination & Transformation]

1. Despite being sick, Mwayi went to school
Despite her sickness, Mwayi went to school
2. Although it is raining, I will go to the garden.
3. Unless she pays school fees, Linda will not write the examinations.
4. Both John and Peter did not go to the show.
5. Having failed to escape, the prisoners surrendered.
6. Unless you come to school early, you will miss him.
7. Although the weather was very hot, the students continued with their work.
Although the students continued with their work, the weather was very hot.
8. Having prepared the breakfast, my sister started watching a movie.
9. No sooner had we reached home than the rain started falling.
10. Neither Vitumbiko nor his brother likes playing football.

11. he was strong, but he failed to lift the stone.
12. Since he was very tired, he could not finish reading the novel.
13. It took me three hours to walk to the market.
14. As long as you invite him, he will come.
15. The man who stole Mary's money was rescued by John.
16. Even though he was intelligent, he failed my test.
17. Whenever you pray, God answers.
18. After cooking nsima, Mercy watched a movie.
After Mercy cooked nsima, she watched a movie.
19. If you invite her, she will come.
20. However fast he was running, he failed to catch the dog.

EXERCISE 15

[Composition Writing]

Answers vary

EXERCISE 16

[Word-Preposition Combination]

1. C
2. B
3. A
4. D
5. B
6. B
7. D
8. A
9. B
10. C

EXERCISE 17

[Synonyms]

1. C
2. D
3. B
4. B
5. D
6. D
7. B
8. B
9. C

10. C

EXERCISE 18**[Antonyms]**

1. C

2. A

3. C

4. D

5. C

6. A

7. C

8. B

9. C

10. B

EXERCISE 19**[Cloze Passage]**

[A]

1. because/since/as

2. for

3. else

4. the

5. take

[B]

6. from

7. instance/example

8. from

9. that

10. than

[C]

11. are

12. in

13. to

14. the/that

15. of

[D]

16. hand

17. can

18. the/some

19. that

20. is

EXERCISE 20**[Phrasal Verbs]**

1. C

2. C

3. C

4. D

5. C

6. D

7. C

8. A

9. B

10. C

EXERCISE 21**[Vocabulary Skills]**

Not Applicable

EXERCISE 22**[Study Skills]**

Not Applicable

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