

CHAPTER ONE- PART OF SPEECHES

PARTS OF SPEECH

In language, the parts of speech are the categories of words based on their function within a sentence. This is true with English, as well as with any number of other languages like French and Spanish. This is a helpful way to look at words to help you understand the underlying grammar and logic of any language you study.

PARTS OF SPEECH IN ENGLISH

In English, there are eight different parts of speech. In each of the example sentences below, the highlighted part of speech is in bold.

Adjectives

Adjectives modify or describe a noun. These words ascribe an attribute to the noun being modified.

Examples

- The **sleepy** bear hibernated all winter.
- It's a **long** drive, but it's worth the trip.
- Should I buy the **blue** jeans or **purple** sweater?

Adverbs

Adverbs modify or describe a verb, adjective or another adverb or word group. This modification can provide information relating to time, place, manner, cause, degree, or circumstance.

Examples

- Joe **grumpily** got out of bed.
- Sara ran **very** quickly to school.
- That's **quite** expensive, don't you think?

Conjunctions

Conjunctions are used connect words, phrases and clauses together. They coordinate the words together so they make sense as a cohesive thought,

sentence or paragraph.

Examples

- You'll need to study all night **if** you want to pass tomorrow's test.
- Go to the store **and** buy some milk.
- Kristopher doesn't have enough experience. **Therefore**, we will not hire him.

Interjections

Interjections are words used as exclamations to show feelings. They're usually abrupt, interrupting the speech for emotional effect.

Examples

- **Bah**, who cares what they think anyway?
- If Cody asked me out on a date, **gosh**, that'd make my day.
- I spilled the coffee everywhere. **Oops**!

Nouns

Nouns name a person, place, thing idea or quality. They can act as the subject or the object of a sentence.

Examples

- Send in the **clowns**.
- **Brazil** is beautiful this time of year.
- His **love** of music really shows.

Prepositions

Prepositions are used to indicate relationships, often spatial, between nouns and pronouns. They indicate how one noun, noun phrase, or pronoun relates to another.

Examples

- **Between** you and me, I wouldn't trust Andy.
- The coffee shop is **across** the street.
- Put the carrots **in** the refrigerator, please.

Pronouns

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Pronouns take the place of nouns to simplify speech and writing. They can otherwise function in the same way as nouns, serving as subjects and objects in sentences.

Examples

- **She** is the smartest kid in class.
- George took the book from **him**.
- **Who** is coming to the party tonight?

Verbs

Verbs express action or a state of being. It is because of the former that verbs are often called "action verbs," but non-action verbs can be used to represent a state of being, need, sense or preference.

Examples

- Let's **walk** to the park.
- Janine **lives** in Minneapolis.
- The air conditioning unit desperately **needs** repair.

FURTHER DISCUSSIONS OF PART OF SPEECHES

NOUN

A noun is the name of a person, place, thing or idea.

Examples of nouns: Daniel, London, table, dog, teacher, pen, city, happiness, hope

Example sentences: **Steve** lives in **Sydney**. **Mary** uses **pen** and **paper** to write **letters**.

PRONOUN

A pronoun is used in place of a noun or noun phrase to avoid repetition.

Examples of pronouns: I, you, we, they, he, she, it, me, us, them, him, her, this, those

Example sentences:

Mary is tired. **She** wants to sleep. **I** want **her** to dance with **me**.

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ADJECTIVE

An **adjective** describes, modifies or gives more information about a noun or pronoun.

Examples: big, happy, green, young, fun, crazy, three

Example sentences: The **little** girl had a **pink** hat.

VERB - (Action Word)

A **verb** shows an action or state of being. A verb shows what someone or something is doing.

Examples: go, speak, run, eat, play, live, walk, have, like, are, is

Example sentences:

I **like** Woodward English. I **study** their charts and **play** their games.

ADVERB - (Describes a verb)

An **adverb** describes/modifies a verb, an adjective or another adverb. It tells how, where, when, how often or to what extent. Many adverbs end in -LY

Examples: slowly, quietly, very, always, never, too, well, tomorrow, here

Example sentences:

I am **usually** busy.

Yesterday, I ate my lunch **quickly**.

PREPOSITION

A **preposition** shows the relationship of a noun or pronoun to another word. They can indicate time, place, or relationship.

Examples: at, on, in, from, with, near, between, about, under

Example sentences: I left my keys **on** the table **for** you.

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CONJUNCTION

A **conjunction** joins two words, ideas, phrases or clauses together in a sentence and shows how they are connected.

Examples: and, or, but, because, so, yet, unless, since, if.

Example sentences: I was hot **and** exhausted **but** I still finished the marathon.

INTERJECTION

An **interjection** is a word or phrase that expresses a strong feeling or emotion. It is a short exclamation.

Examples: Ouch! Wow! Great! Help! Oh! Hey! Hi!

CHAPTER TWO- TENSES

PRESENT TENSE- SIMPLE PRESENT TENSE

Simple present tense indicates an action that is generally true or habitual. That is, it took place in the past, continue to take place in the present, and will take place in the future. This tense is used to denote a habitual action.

Formula of simple present tense (+ es/es for third person):

EXAMPLES

1. "He walks to school."

"The sun rises in the east",

2. "Honesty is the best policy."

3. I am playing the game.

4. He is studying in college.

A future event that is part of a fixed timetable- for instance, "The match starts at 9 o' clock

PRESENT CONTINUOUS TENSE

It indicates an action that is taking place at the moment of speaking

Structure of present continuous tense: is/am/are + present participle:

Example:

I am playing the game.

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He is studying in college.

PRESENT PERFECT TENSE

Structure: Has/have + past participle:

Example: I have finished my homework.

PRESENT PERFECT CONTINUOUS TENSE

Structure: Has/have + been + present participle:

Example: 1) I have been finishing my homework for the last two hours.

2) He has been studying in the school since his childhood.

SIMPLE PAST TENSE

Structure: Verb+ed or irregular verb:

Example: 1) You played the game. 2) He read the newspaper.

PAST CONTINUOUS TENSE

Structure: Was/were + present participle:

Example: I was reading a newspaper. 2) He was going to Karachi.

PAST PERFECT TENSE

Structure: Had + past participle:

Example:

1. I had finished my homework.

2. He had completed his task.

PAST PERFECT CONTINUOUS TENSE

Structure: Had + been + past participle:

Example:

1. I had been finishing my homework for 50 minutes.

He had been playing the game since morning.

SIMPLE FUTURE TENSE

Structure: Will/shall+verb

Example:

1. I shall go to my home town.

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2. He will complete his task.

FUTURE CONTINUOUS TENSE

Structure: Will be + present participle

Am/is/are + going to be + present participle:

Example:

1. I will be watching the news at 9 pm.
2. I am going to be watching the news at 9 pm.

FUTURE PERFECT TENSE

Structure: Will have + past participle

Am/is/are + going to have + past participle

Example:

1. I will have played the game.
2. I am going to have played the game.

FUTURE PERFECT CONTINUOUS TENSE

Structure: Will have been + present participle

Am/is/are + going to have been + present participle:

Example:

1. I will have been watching the news for over ten minutes before you join me.
2. I am going to have been watching the news for over ten minutes before you join me.

EXAMPLES IN SENTENCES OF VARIOUS TENSES

TENSES	EXAMPLES
Present Simple	He plays a game every Sunday.
Past Simple	He played a game every Sunday.
Future Simple	He will / is going to play the game every Sunday.

Actions that happen one after another

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Present Simple	He plays football and then he takes bath.
Past Simple	He played a game and then he took bath.
Future Simple	He will play football and then he will take bath.

State

Present Simple	He loved yoga.
Past Simple	He loves yoga.
Future Simple	He will love yoga.

PROGRESSIVE FORMS

Action going on at that moment

Present Continuous/ Present Progressive	He is playing a game.
Past Continuous/ Past Progressive	He was playing the game.
Future Continuous/ Future Progressive	He will be playing a game.

Actions that are taking place at the same time

Present Continuous/ Present Progressive	He is playing a game and she is watching.
Past Continuous/ Past Progressive	He was playing a game and she was watching TV.
Future Continuous/ Future Progressive	He will be playing a game and she will be watching TV.

PERFECT FORMS

Action taking place before a certain moment in time; shows completion/result

Present Perfect	He has won two matches so far.
Past Perfect	He had won two matches until that day.
Future Perfect	He will have won two matches by then.

PERFECT PROGRESSIVE FORMS

Action taking place before a certain moment in time and beyond that time, emphasizes the duration

Present Perfect Continuous/ Present Perfect	He has been playing a game for
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Progressive	ten years.
Past Perfect Continuous/ Past Perfect Progressive	He had been playing a game for ten years.
Future Perfect Continuous/ Future Perfect Progressive	He will have been playing a game for ten years.

DIRECT AND INDIRECT (REPORTED) SPEECH

In this section, we shall consider both direct and indirect speech.

1. Direct Speech

Direct speech is when we report what someone says by repeating the exact words.

In written, this is represented by enclosing someone's words in quotations marks.

e.g. Mother said, "I am relocating to Kasama."

The children asked, "Why are you relocating to Kasama?"

In the above examples, the exact words are placed in opening and closing inverted commas. **Mother said** and **The children asked** are known as speech tags and these let us know who uttered the actual words.

Therefore, a sentence in direct speech has two parts: the speech tag and the actual words of the speaker.

PUNCTUATION OF SENTENCES IN DIRECT SPEECH

The following is to be considered when punctuating sentences in direct speech:

- 1. The quotation must begin with a capital letter, even if the speech tag comes first.**

Example

Ethel said, "**H**elp me solve this equation."

- 2. There must be a punctuation mark (A full stop, comma, exclamation mark or question mark) at the end of the quotation and it must be placed inside the closing inverted commas.**

Examples

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- a. The girl shouted, "I don't need your help!"
- b. Carmelita asked, "Where can I find the drums?"
- c. Moses said, "Some candidates lack seriousness."

3. Set off the speech tag from the quotation using a comma when the speech tag comes before the quotation.

Example

Mother said, "I am relocating to Kasama."

4. When the speech tag comes after the quotation, set off the speech tag from the quotation by placing a comma after the quotation.

Example

"I am relocating to Kasama," Mother said.

Note: If the quotation ends with a question mark or exclamation, the Punctuation mark is left unchanged.

Examples

- a. "Where can I find the drums?" Carmelita asked.
- b. "Get out of here!" Jimmy shouted.

2. When the speech tag comes after the quotation, the reporting verb can also be placed before its subject but not when the subject is a pronoun.

Examples

- "I am relocating to Kasama?" **said Mother.**
- "Get out of here!" **shouted Jimmy.**
- **Wrong:** "I need a break," **said he.**
- **Correct:** "I need a break," **he said.**

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3. The speech tag can also be placed in the middle of the quotation. In this case, place a comma after the first part of the quotation and another after the speech tag.

- a. "Let us go," Mukobe said, "and see what is happening outside."
- b. "I was wondering," he said, "if we could start over."
- c. "I had a good harvest last year," said the farmer. "The seed I used was of good quality."

Note: In sentences (a) and (b), the direct quotation after the speech tag begins with a small letter because the speech tag merely intrudes a sentence. As for example (c), the quotation after the speech tag begins with a capital letter because, though it is the same speaker, it is a different sentence.

4. When a title is mentioned in the quotation, punctuate as follows:

"I have read 'Things Fall Apart'," said Bupe.

2. INDIRECT/REPORTED SPEECH.

Reported speech refers to the change from the exact words (Direct speech) that the first person used to the words that the second person uses to transmit the same information.

When changing from direct to reported speech, the following must be taken into consideration:

(a)Tense Changes

(b)Pronoun Changes

(c)Expression of time and place

(a)TENSE CHANGES

The following are the tense changes when changing from direct to reported speech:

SN	DIRECT SPEECH	REPORTED SPEECH
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1	<p style="text-align: center;"><u>Present Simple Tense</u></p> <ol style="list-style-type: none"> 1. "Bruno sings in the choir," said the Pastor 2. "It is late," she complained. 3. "I have a lot of money," the boy boasted. 	<p style="text-align: center;"><u>Past Simple Tense</u></p> <ol style="list-style-type: none"> 1. The Pastor said that Bruno sang in the choir. 2. She complained that it was late. 3. The boy boasted that he had a lot of money.
2	<p style="text-align: center;"><u>Present Continuous Tense</u></p> <ol style="list-style-type: none"> 1. "Bruno is singing in the choir," said the Pastor. 2. "We are listening to the news," the parents said. 	<p style="text-align: center;"><u>Past Continuous Tense</u></p> <ol style="list-style-type: none"> 1. The Pastor said that Bruno was singing in the choir 2. The parents said that they were listening to the news.
3	<p style="text-align: center;"><u>Present Perfect Tense</u></p> <ol style="list-style-type: none"> 1. "Bruno has sung in the choir for five years," said the Pastor. 2. "I have waited for this moment," the boy said. 	<p style="text-align: center;"><u>Past Perfect Tense</u></p> <ol style="list-style-type: none"> 1. The Pastor said that Bruno had sung in the choir for five years 2. The boy said that he had waited for that moment.
4	<p style="text-align: center;"><u>Present Perfect Continuous Tense</u></p> <ol style="list-style-type: none"> 1. "Bruno has been singing in the choir since 2012," said the Pastor. 2. "I have been waiting for this moment," said the boy. 	<p style="text-align: center;"><u>Past Perfect Continuous Tense</u></p> <ol style="list-style-type: none"> 1. The Pastor said that Bruno had been singing in the choir since 2012. 2. The boy said he had been waiting for that moment.

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5	<u>Past Simple Tense</u> 1. "Bruno sang in the choir yesterday," said the Pastor. 2. "The children played in the rain," complained their mother.	<u>Past Perfect Tense</u> 1. The Pastor said Bruno had sung in the choir the day before. 2. Their mother complained that the children had played in the rain.
6	<u>Past Continuous Tense</u> 1. He said, "I was writing an assignment."	<u>Past Continuous/Past Perfect Continuous Tense</u> 1. He said that he was writing an assignment. 2. He said that he had been writing an assignment.
7	<u>Future Tense</u> 1. Ng'ambi said, "I will get a distinction in mathematics."	<u>Conditional</u> 1. Ng'ambi said that he would get a distinction in mathematics.

TREATMENT OF MODALS

SN	Direct Speech	Reported Speech
1	Can The teacher said, "The pupils can go."	Could The teacher said that the pupils could go.
2	May "Mr. Kaoma may come to the school tomorrow," the Headteacher told the teachers.	Might The Head teacher told the teachers that Mr. Kaoma might go to the school the following day.

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3	Shall 1. "I shall do it right away," said the prefect. 2. " Shall I close the door?" asked the pupil.	'Would' or 'Should' 1. The prefect said that she would do it right away. (Prediction/ Intention) 2. The pupil asked if he should close the door. (Offers/ Suggestions)
4	Must "You must do more," the teacher told the pupils.	Must/Had to 1. The teacher told the pupils that they must do more 2. The teacher told the pupils that they had to do more

OTHER CONSIDERATIONS

a. COMMANDS

In addition to the usual changes, the imperative form of the verb is changed to the infinitive

Direct Speech	Reported Speech
1. " Submit the books before you knock off," the teacher said to the pupils. 2. " Close the doors as you leave," she said to the unruly boy.	1. The teacher told the pupils to submit the books before they knocked off. 2. She told the unruly boy to close the door as he left.

b. QUESTIONS

To change questions from direct to indirect speech, take note of the following:

- The statement order is used (subject + verb) is used instead of the question order (verb + subject)
- The question mark is dropped.

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- Questions not beginning with an interrogative word like why, who, when, what, require the addition of if or whether

Direct Speech	Reported Speech
1. "Why were you absent yesterday?" the teacher asked the boy.	1. The teacher asked the boy why he had been absent the previous day.
2. "Have you been to Jamaica?" the boy asked the Rastafarian	2. The boy asked the Rastafarian if he had been to Jamaica.

(b) Pronoun Changes

Direct	Indirect/Reported
I	he/she
me	him/her
you	her/she/them/they
we	they
us	them
our/ours	their/theirs
my	his/her

(c) Expressions of time and place

DIRECT	INDIRECT/REPORTED
today	that day
yesterday	the day before/ the previous day
tomorrow	the next day/ the following day
yesterday evening	the evening before/ the previous evening
last night	the night before/ the previous night
ago	before
now	then
this	that/the
these	those/the

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CONDITIONAL SENTENCES

INTRODUCTION

There are three main types:

- Probable or likely condition
- Improbable or unlikely
- Impossible or rejected

Type 1 If A happens, B will happen.

Type 2 If A happened, B would happen.

Type 3 If A had happened, B would have happened.

TYPICAL TENSES OF CONDITIONAL SENTENCES

KIND OF CONDITION	TENSE IN CONDITIONAL CLAUSE	TENSE IN MAIN CLAUSE
<u>LIKELY/PROBABLE</u>	<u>PRESENT</u>	<u>FUTURE</u>
<u>UNLIKELY/IMPROBABLE</u>	<u>PAST SIMPLE</u>	<u>CONDITIONAL</u>
<u>REJECTED/ IMPOSSIBLE</u>	<u>PAST PERFECT</u>	<u>PERFECT CONDITIONAL</u>

(a) LIKELY OR PROBABLE CONDITION

This type of sentence shows a condition that may be or is likely to be fulfilled and refers to the future.

Examples:

- a. If I **go** to the village, I **will buy** some onion and Spinach.
- b. If Mary **gets** a distinction in English, her mother **will buy** her cell phone.

Variations

1. **Present Simple + may** (If you are late, the teacher may punish you.)
2. **Present Simple + can** (If you hurry, you can reach the station on time)
3. **Present Simple + should** (If you want to score high marks, you should work hard)
4. **Present Simple+ had better** (If you want to pass, you had better work hard)
5. **Present Perfect+ Future Simple** (If you have finished, I shall clear the table)

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6. **Should + Imperative** (If you should run into difficulties, ring me up)
7. **Present Simple + Present Simple** (If you go to the market, buy some some vegetables)

(b) UNLIKELY OR IMPROBABLE CONDITION

This type of sentence shows a condition that is unlikely to be fulfilled because the supposition is contrary to facts or action in the if- clause is not expected to happen. It refers to the present or it may refer to the present.

Example:

- a. If I went to the village, I would buy some onion and spinach.
- b. If our teacher was here, he would help us solve the problem.

Variations

1. **. Past Simple + might** (If you worked hard, you might score high marks.)
2. **Past Simple + could** (If he had a license, he could drive.)
3. **Past continuous + conditional** (If I were travelling by plane, I would reach home earlier.)
4. **Should + conditional** (If he should come, I would be very happy.)

REJECTED OR IMPOSSIBLE CONDITION

This type of sentence shows a condition which cannot be fulfilled as the event mentioned did not happen. It refers to the past.

Example:

If I had gone to the village, I would have bought some onion and spinach.

(I did not go to the village. Therefore, it was not possible to buy some onion and spinach)

Variations

1. **Past perfect + could + have** (If you had arrived earlier, you could have caught the train.)
2. **Past Perfect + might + have** (If we had found the money, we might have given it to the police.)

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Application

- Unless replaces if.....not:

Example:

A: Unless army worms go away, I will not plant maize this season.

B: If

A: If army worms do not go away, I will not plant maize this season.

- But for → Had it not been for
- Only if } Subject –Verb-inversion. .
 Only when }
 Not until }

Example: A: Zambians will only be happy if the team brings the AFCON Trophy.

- Had..... (Rejected option).

OTHER IMPLIED CONDITIONS

Even if, supposing that, suppose that, on condition that, provided that, as long as, if ever, if only, if at all given that).

INDICATIVE MOOD

1. **If + present conditional** e.g. I should be very grateful if you would raise my salary (were willing to raise it.)
2. **If + present perfect tense + future simple** e.g. If she has gone home, we will find her there (if this is true, then the main clause will be true too).
3. **If + future simple + future simple** e.g. If you will help the poor, God will help you immensely.(if you are willing to help the poor).
4. **If + present tense + present tense** e.g. If my car has a puncture, I normally go to town by a bus. (repeated action /habit).
5. **Would + like.** I would like to live the room for a while. (If I am given your permission).

IMPERATIVE MOOD

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If + present simple + present simple

If you go home, please greet your parents on my behalf (polite request)

UNREAL PAST TENSES/PAST SUBJUNCTIVE

It uses the past tense in order to refer to the present moment. It is used when people wish to express a wish, a preference desire or doubt.

1. **If + I + were** e.g. If I were you, I would resign. (improbability/unreality)

Note: If I were you **'were'** is not a plural but a **relic** of a verb form called the subjunctive.

2. **Were + I** e.g. Were I to become a lawyer, illegality would be a thing of the past.

3. **Would + unreal past**

We would appreciate if you were punctual for all meetings

4. **It is (high) time + subject + simple past tense** (= do it now without further delay)

E.g. It is high time you went to bed. (= go to bed now)

It is high time we stopped. (=we should stop right away)

HOW TO USE ZERO CONDITIONAL SENTENCES

Zero conditional sentences express general truths—situations in which one thing *always* causes another.

When you use a zero conditional, you're talking about a general truth rather than a specific instance of something.

Examples:

1. If you **don't brush** your teeth, you **get** cavities.
2. When people **smoke** cigarettes, their health **suffers**.
3. If water is colder than 0° Celsius, it freezes.
4. When he arrives, I'll thank him.

There are a couple of things to take note of in the above sentences in which the zero conditional is used.

First, when using the zero conditional, the correct tense to use in both clauses is the **simple present tense**.

A common mistake is to use the simple future tense.

When people smoke cigarettes, their health will suffer.

Secondly, notice that the words *if* and *when* can be used interchangeably in these zero conditional sentences. This is because the outcome will always be the same, so it doesn't matter "if" or "when" it happens.

HOW TO USE FIRST CONDITIONAL SENTENCES/OPEN CONDITIONS

First conditional sentences are used to express situations in which the outcome is likely (but not guaranteed) to happen in the future.

EXAMPLES

1. If you **rest**, you **will feel** better.
2. If you **set** your mind to a goal, **you'll eventually achieve** it.
3. Francis will learn French if he goes to Paris.
4. If you study hard, you will know more.

Open conditions have the following patterns

- | | |
|--|---|
| a. Main Clause | + Subordinate adverbial Clause of Condition |
| (future tense) | (if + simple present) |
| b. Subordinate adverbial clause of condition | + main clause |
| (if + present tense) | (future present) |

Note that we use the **simple present tense** in the **if-clause** and **simple future tense** in the **main clause**—that is, the clause that expresses the likely outcome. This is how we indicate that under a certain condition (as expressed in the if-clause), a specific result **will** likely happen in the future.

Use the **simple present tense** in the if-clause.

1. If you set your mind to a goal, you eventually achieve it.
2. If you set your mind to a goal, you'll eventually achieve it.

Use the zero conditional (i.e., simple present + simple present) only when a certain result is guaranteed. If the result is likely, use the first conditional (i.e., simple present + simple future).

HOW TO USE SECOND CONDITIONAL SENTENCES/UNLIKELY CONDITIONS

Second conditional sentences are useful for expressing outcomes that are completely unrealistic or will *not* likely happen in the future.

EXAMPLES

1. If I inherited a billion dollars, I would travel to the moon.
2. If I owned a zoo, I might let people interact with the animals more.

Notice the correct way to structure second conditional sentences is to use the simple past tense in the if-clause and an auxiliary modal verb (e.g., could, should, would, might) in the main clause (the one that expresses the unrealistic or unlikely outcome).

When applying the second conditional, use the simple past tense in the if-clause.

1. If I owned a zoo, I will let people interact with the animals more.
2. If I owned a zoo, I might let people interact with the animals more.

Use a modal auxiliary verb in the main clause when using the second conditional mood to express the unlikelihood that the result will actually happen.

HOW TO USE THIRD CONDITIONAL SENTENCES

Third conditional sentences are used to explain that present circumstances would be different if something different had happened in the past.

Examples:

1. If you had told me you needed a ride, I would have left earlier.
2. If I had cleaned the house, I could have gone to the movies.

These sentences express a condition that was likely enough, but did not actually happen in the past. The speaker in the first sentence was capable of leaving early, but did not. Along these same lines, the speaker in the second sentence

was capable of cleaning the house, but did not. These are all conditions that were likely, but regrettably did not happen.

Note that when using the third conditional, we use the past perfect (i.e., had + past participle) in the if-clause. The modal auxiliary (would, could, should, etc.) + have + past participle in the main clause expresses the theoretical situation that *could* have happened.

With third conditional sentences, do not use a modal auxiliary verb in the if-clause.

1. If I had cleaned the house, I could go to the movies.
2. If I had cleaned the house, I could have gone to the movies.

The third conditional mood expresses a situation that could have only happened in the past if a certain condition had been met. That's why we use the modal auxiliary verb + have + the past participle.

Exceptions and Special Cases When Using Conditional Sentences

As with most topics in the English language, conditional sentences often present special cases in which unique rules must be applied.

USE OF THE SIMPLE FUTURE IN THE IF-CLAUSE

Generally speaking, the simple future should be used only in the main clause. One exception is when the action in the if-clause will take place *after* the action in the main clause. For example, consider the following sentence:

If aspirin will ease my headache, I will take a couple tonight.

The action in the if-clause is the aspirin easing the headache, which will take place only after the speaker takes them later that night.

“WERE TO” IN THE IF-CLAUSE

The verb phrase *were to* is sometimes used in conditional sentences when the likely or unlikely result is particularly awful or unthinkable.

In this case, *were to* is used to place emphasis on this potential outcome.

Examples

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- If I were to be sick, I would miss another day of work.
- If she were to be late again, she would have to have a conference with the manager.
- If the rent were to have been a penny more, they would not have been able to pay it.

QUESTION TAGS

Question tags are short questions at the end of statements.

They are mainly used in speech when we want to:

- **Confirm that something is true or not**, or
- **To encourage a reply** from the person we are speaking to.

FORMAT OF QUESTION TAGS

1. Affirmative – Auxiliary verbs + subject + ?
2. Negative – Auxiliary verbs + n't + subject + ?

Remember the following facts during making question tags:

1. The main verbs such as – go, drink, come etc are not used to make question tags:
 - a. He writes a letter, don't write he? (**wrong**)
 - b. He writes a letter, doesn't he? (**correct**)
 - c. He does not drink milk, does drink he? (**wrong**)
 - d. He does not drink milk, does he? (**correct**)
2. 'Pronouns' and 'There' are used as subject in question tags.
3. 'Nouns' are not used as subjects in question tags.
4. The use of 'Auxiliary Verbs' or 'Auxiliary verbs + n't' in question tags depends on the number and person of the subject used in question tags or on the tense of given sentence.
5. If a question tag is used in the last of a sentence, the selection of Auxiliary verbs of the question tag depends on the auxiliary verbs used in the sentences.

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6. If an auxiliary verb is not used in a sentence, the auxiliary verbs – do, does and did are used in question tags according to need.

HOW TO MAKE QUESTION TAGS

Rule (1): the question tag of an affirmative sentence is negative. In other words, the structure

Auxiliary Verb+ n't + subject +?' is used in question tags; as,

Note:

1. He writes a letter, doesn't he?
2. She is ugly, isn't she?
3. He came here last night, didn't he?
4. You are courageous, aren't you?
5. She was a sales girl, wasn't she?
6. I am wrong, aren't I?
7. You will help me, won't you?
8. He spoke the truth, didn't he?
9. He has done his homework, hasn't he?
10. He had gone there, hadn't he?

Rule (2): the question tags of negative sentence is affirmative (positive)

EXAMPLES

1. She does not make a noise, does she?
2. I don't drink wine, do I?
3. You are not laborious, are you?
4. He did not tell a lie, did he?
5. He has not helped her, has he?
6. You had not played well, had you?
7. She was not lazy, was she?

Rule (3): If negative words such as – Neither, no, not , never, none, no one, nobody, nothing, few, little, hardly, rarely, scarcely, seldom....etc are used in a

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sentence, the meaning of the sentence is negative and it is considered to be **negative sentence**. Therefore, its question tag is affirmative.

Examples

1. We have no friends, have we?
2. No one knows this matter, do they?
3. They have nothing, have they?
4. Nobody is perfect, are they?
5. A barking dog seldom bites, does he?
6. Nothing is yours, is it?
7. Few students have come to attend the class, have they?
8. Neither of us helped you did we?
9. I know little about you, do I?
10. It is rarely found, is it?

Rule (4): The question tag of an affirmative imperative sentence is both affirmative- 'will you?' and negative – 'won't you?';

EXAMPLES

1. Switch on the radio, will you?
2. Switch on the radio, won't you?
3. Please give me money, will you?
4. Please give me money, won't you?
5. Kindly post this letter, will you?
6. Kindly post this letter, won't you?

Rule (5): The question tag of a negative imperative sentence is affirmative – 'will you?'

Examples

1. Don't open the window, will you?
2. Don't spit here, will you?
3. Don't switch off the light, will you?

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4. Don't be late tomorrow, will you?
5. Don't make a noise, will you?

Rule (6): If an affirmative imperative sentence is used to express the sense of 'more urgency', the negative question tag – 'won't you?' is used

1. Remember to shut the window, won't you?
2. Be careful while solving the sums, won't you?

Rule (7): If the verb used in an imperative sentence denotes the sense of reprimand, the question tag- 'can't you?' is used

1. Use your own mind, can't you?
2. Use your own book, can't you?

Rule (8): If the imperative sentences begins with 'Let us' or 'Let's', it denotes 'proposal' or 'suggestion' and the question tag – 'shall we?' is used for it;

Examples

1. Let us dance together, shall we?
2. Let us help her, shall we?
3. Let us do this work, shall we?
4. Let's go there, shall we?
5. Let's read the Gita, shall we?

Rule (9): If the imperative sentence begins with 'Let me', 'Let him', 'Let her', 'Let them', 'Let Karan'

1. Let me do this work, will you?
2. Let her be my beloved, will you?
3. Let him go, will you?
4. Let them do their homework, will you?
5. Let Aman watch TV will you?

Rule (10): If the verb – 'used to' is used in a sentence, the negative verb- 'usedn't' or 'didn't' is used in a question tag.

1. He used to come here, usedn't he? He used to come here, didn't he?

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2. They usedn't to come here, used they?
3. They usedn't to come here, did they?

Rule (11): If the marginal Auxiliary verbs- 'dare not' or 'daren't' and 'need not' or 'needn't' are used in a sentence, the affirmative question tag structure.

1. He daren't come here, dare he?
2. I needn't go there, need I?
3. He need not work hard, need he?
4. You dare not face you teacher, dare you?
5. They daren't touch the naked wire, dare you?

Rule (12): If the verb – 'dare' and 'need' are used as main verbs in a sentence, its question tag is formed like this.

1. He dares to oppose his father, doesn't he? She needs your note book, doesn't she?
2. We needed your help, didn't we? She dared to abuse me, didn't she? You don't dare to go there, do you?
3. They do not need to go there, do they?
4. He did not need to read the Gita, did he?
5. I don't dare to beat him, do I?
6. Nobody will dare to beat me, will they?
7. He will need nothing, will he?

POSITIVE STATEMENT TAG QUESTIONS

Look at these examples with **positive statements**. You will see that most of the time, the auxiliary verb from the positive statement is repeated in the tag and changed to negative.

(+) positive statement				(-) negative tag		
subject	auxiliary	main verb		auxiliary	not	personal pronoun same as subject

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You	are	coming,		are	n't	you?
We	have	finished,		have	n't	we?
You	do	like	coffee,	do	n't	you?
You		like	coffee,	do	n't	you?
They	will	help,		wo	n't	they?
I	can	come,		can	't	I?
We	must	go,		must	n't	we?
He	should	try	harder,	should	n't	he?
You		are	English,	are	n't	you?
John		was	there,	was	n't	he?

Note

- The use of **do** in the two coffee questions. Remember that in Present Simple, **do** is optional in positive statements (**You like coffee/You do like coffee**). But the **do** must appear in the tag. The same applies to Past Simple **did**.
- In last two questions, no auxiliary for main verb **be** in Present Simple and Past Simple. The tag repeats the main verb.

EXAMPLES

- You want to come with me, **don't you?**
- You can swim, **can't you?**
- You don't know where the boss is, **do you?**
- This meal is horrible, **isn't it?**
- That film was fantastic, **wasn't it?**
- The meeting's tomorrow at 9am, **isn't it?**

EXAMPLES OF AUXILIARY VERBS + NOT

Auxiliary Verbs + Not	Short forms used in question Tags
Do not	Don't

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Does not	Doesn't
Did not	Didn't
Am I not	Aren't I
Is not	Isn't
Are not	Aren't
Has not	Hasn't
Have not	Haven't
Had not	Hadn't
Was not	Wasn't
Were not	Weren't
Shall not	Shan't
Will not	Won't
Can not	Can't
Should not	Shouldn't
Would not	Wouldn't
Could not	Couldn't
May not	Mayn't
Might not	Mightn't
Ought not	Oughtn't
Must not	Mustn't
Used not	Usedn't
Need not	Needn't
Dare not	Daren't

NEGATIVE STATEMENT TAG QUESTIONS

Look at these examples with **negative statements**. Notice that the negative verb in the original statement is changed to positive in the tag.

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(-) negative statement						(+) positive tag	
subject	auxiliary		main verb			auxiliary	personal pronoun same as subject
It	is	n't	raining,			is	it?
We	have	never	seen		that,	have	we?
You	do	n't	like		coffee,	do	you?
They	will	not	help,			will	they?
They	wo	n't	report		us,	will	they?
I	can	never	do		it right,	can	I?
We	must	n't	tell		her,	must	we?
He	should	n't	drive		so fast,	should	he?
You	wo	n't	be		late,	will	you?
You			are	n't	English,	are	you?
John			was	not	there,	was	he?

Notice

- **won't** is the contracted form of **will not**
- The tag repeats the auxiliary verb, not the main verb. Except, of course, for the verb **be** in Present Simple and Past Simple.

ANSWERING TAG QUESTIONS

How do we answer a tag question? Often, we just say Yes or No. Sometimes we may repeat the tag and reverse it (They don't live here, *do they?* Yes, *they do*). Be very careful about answering tag questions. In some languages, an opposite system of answering is used, and non-native English speakers sometimes answer in the wrong way. This can lead to a lot of confusion!

Answer a tag question according to the **truth** of the situation. Your answer reflects the real facts, not (necessarily) the question.

EXAMPLES

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Here are some more examples, with correct answers:

1. The moon goes round the earth, doesn't it? Yes, it does.
2. The earth is bigger than the moon, isn't it? Yes.
3. The earth is bigger than the sun, isn't it? **No**, it **isn't**!
4. Asian people don't like rice, do they? **Yes**, they **do**!
5. Elephants live in Europe, don't they? **No**, they **don't**!
6. Men don't have babies, do they? No.
7. The English alphabet doesn't have 40 letters, does it? **No**, it **doesn't**.

TAG QUESTION SPECIAL CASES

NEGATIVE ADVERBS

The adverbs *never*, *rarely*, *seldom*, *hardly*, *barely* and *scarcely* have a negative sense. Even though they may be in a positive statement, the feeling of the statement is negative. We treat statements with these words like negative statements, so the question tag is normally positive. Look at these examples:

POSITIVE STATEMENT TREATED AS NEGATIVE STATEMENT	POSITIVE TAG
He never came again,	did he?
She can rarely come these days,	can she?
You hardly ever came late,	did you?
I barely know you,	do I?
You would scarcely expect her to know that,	would you?

IMPERATIVES

Sometimes we use question tags with imperatives (invitations, orders), but the sentence remains an imperative and does not require a direct answer. We use *won't* for invitations. We use *can*, *can't*, *will*, *would* for orders.

IMPERATIVE + QUESTION TAG	NOTES
Take a seat, won't you?	polite invitation
Help me, can you?	quite friendly

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Help me, can't you?	quite friendly (some irritation?)
Close the door, would you?	quite polite
Do it now, will you.	less polite
Don't forget, will you.	with negative imperatives only <i>will</i> is possible

SOME MORE SPECIAL CASES

EXAMPLE	NOTES
I am right, aren't I?	aren't I (<i>not amn't</i> I)
You have to go, don't you?	you (do) have to go...
I have been answering, haven't I?	use first auxiliary
Nothing came in the post, did it?	treat statements with <i>nothing</i> , <i>nobody</i> etc like negative statements
Let's go, shall we?	<i>let's = let us</i>
He'd better do it, hadn't he?	he had better (no auxiliary)

ADDITIONAL POINTS

1. In the present form of **be**: In an affirmative statement, if the subject is "I", the auxiliary changes to **aren't** in the tag.
 - I'm sitting next to you, **aren't** I?
 - I'm a little red, **aren't** I?
2. With **let's**, the tag is **shall we**?
 - Let's go to the beach, **shall we**?
 - Let's have a coffee, **shall we**?
3. With an imperative, the tag is **will you**?
 - Close the window, **will you**?
 - Hold this, **will you**?
4. We use an affirmative tag after a sentence containing a negative word such as **never**, **hardly**, **nobody**.
 - Nobody lives in this house, **do they**?

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- You've never liked me, **have you?**

5. When the subject is *nothing*, we use "it" in the tag.

- Nothing bad happened, **did it?**
- Nothing ever happens, **does it?**

6. If the subject is *nobody*, *somebody*, *everybody*, *no one*, *someone* or *everyone*, we use "they" in the tag.

- Nobody asked for me, **did they?**
- Nobody lives here, **do they?**

7. If the main verb in the sentence is *have* (not an auxiliary verb), it is more common to use *do* in the tag.

- You have a Ferrari, **don't you?**
- She had a great time, **didn't she?**

8. With *used to*, we use "didn't" in the tag.

- You used to work here, **didn't you?**
- He used to have long hair, **didn't he?**

9. We can use affirmative tags after affirmative sentences to express a reaction such as surprise or interest.

- You're moving to Brazil, **are you?**

POSTIVE SENTENCES, WITH NEGATIVE TAGS

<u>Present simple 'be'</u>	She's Italian, isn't she?
<u>Present simple other verbs</u>	They live in London, don't they?
<u>Present continuous</u>	We're working tomorrow, aren't we?
<u>Past simple 'be'</u>	It was cold yesterday, wasn't it?
<u>Past simple other verbs</u>	He went to the party last night, didn't he?
<u>Past continuous</u>	We were waiting at the station, weren't we?
<u>Present perfect</u>	They've been to Japan, haven't they?
<u>Present perfect continuous</u>	She's been studying a lot recently, hasn't she?
<u>Past perfect</u>	He had forgotten his wallet, hadn't he?

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<u>Past perfect continuous</u>	We'd been working, hadn't we?
<u>Future simple</u>	She'll come at six, won't she?
<u>Future continuous</u>	They'll be arriving soon, won't they?
<u>Future perfect</u>	They'll have finished before nine, won't they?
<u>Future perfect continuous</u>	She'll have been cooking all day, won't she?
<u>Modals</u>	He can help, can't he?
<u>Modals</u>	John must stay, mustn't he?

NEGATIVE SENTENCES, WITH POSITIVE TAGS

<u>Present simple 'be'</u>	We aren't late, are we?
<u>Present simple other verbs</u>	She doesn't have any children, does she?
<u>Present continuous</u>	The bus isn't coming, is it?
<u>Past simple 'be'</u>	She wasn't at home yesterday, was she?
<u>Past simple other verbs</u>	They didn't go out last Sunday, did they?
<u>Past continuous</u>	You weren't sleeping, were you?
<u>Present perfect</u>	She hasn't eaten all the cake, has she?
<u>Present perfect continuous</u>	He hasn't been running in this weather, has he?
<u>Past perfect</u>	We hadn't been to London before, had we?
<u>Past perfect continuous</u>	You hadn't been sleeping, had you?
<u>Future simple</u>	They won't be late, will they?
<u>Future continuous</u>	He won't be studying tonight, will he?
<u>Future perfect</u>	She won't have left work before six, will she?
<u>Future perfect continuous</u>	He won't have been travelling all day, will he?
<u>Modals</u>	She can't speak Arabic, can she?
<u>Modals</u>	They mustn't come early, must they?

PASSIVE VOICE: PRESENT / PAST

Passive Voice: Definition

In the active voice, the subject of the sentence **DOES the action**:

John painted the house last week. **Subject / verb / object**

In the passive voice, the subject of the sentence **RECEIVES the action**.

The **house was painted** last week. **Subject / verb**

Notice that the **object** of the active sentence (house) became the **subject** of the passive sentence.

Passive Voice: Use

The passive voice is used when:

1. **We do not know who did the action** Example: The documents were stolen.
(we don't know who stole the documents)
2. **The receiver of the action is more important** Example: The pyramids were built nearly 5,000 years ago by the ancient Egyptians. (we want to emphasize "pyramids" more than "ancient Egyptians")

Passive Voice: Form

To change an active voice sentence to a passive voice sentence:

1. Make the object of the active sentence into the subject of the passive sentence.
2. Use the verb "to be" in the same tense as the main verb of the active sentence.
3. Use the past participle of the main verb of the active sentence.

EXAMPLES OF ACTIVE AND PASSIVE VOICE

1. **Active:** People drink champagne on New Year's Eve.

Passive: Champagne **is drunk** on New Year's Eve.

2. **Active:** Chefs use these machines to mix the ingredients.

Passive: These machines **are used** to mix the ingredients.

3. **Active:** They renovated the restaurant in 2004.

Passive: The restaurant **was renovated** in 2004.

4. **Active:** The teachers informed the students that the class had been cancelled.

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Passive: The students **were informed** that the class had been cancelled.

Passive Voice: Present

- In the present, the passive voice uses the verbs **is** and **are** + past participle of the main verb. The passive voice present is often used to describe:

Processes

- First the apples **are picked**, then they **are cleaned**, and finally they're **packed** and **shipped** to the market.

PASSIVE VOICE: PAST

In the past, the passive voice uses the verbs **was** and **were** + past participle of the main verb.

The passive voice past is often used to describe:

Events in history

- George Washington **was elected** president in 1788.

Crimes / Accidents

- Two people **were killed** in a drive-by shooting on Friday night.
- Ten children **were injured** when part of the school roof collapsed

Active: People drink champagne on New Year's Eve. **Passive:** Champagne **is drunk** on New Year's Eve.

Active: Chefs use these machines to mix the ingredients. **Passive:** These machines **are used** to mix the ingredients.

Active: They renovated the restaurant in 2004. **Passive:** The restaurant **was renovated** in 2004.

Active: The teachers informed the students that the class had been cancelled.

Passive: The students **were informed** that the class had been cancelled.

Passive Voice: Present

In the present, the passive voice uses the verbs **is** and **are** + past participle of the main verb. The passive voice present is often used to describe:

Processes

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First the apples **are picked**, then they **are cleaned**, and finally they're **packed** and **shipped** to the market.

General thoughts, opinions, and beliefs

New York **is considered** the most diverse city in the U.S.

It is believed that Amelia Earhart's plane crashed in the Pacific Ocean.

Hungarian **is seen** as one of the world's most difficult languages to learn.

Skin cancers **are thought** to be caused by excessive exposure to the sun.

Passive Voice: Past

In the past, the passive voice uses the verbs **was** and **were** + past participle of the main verb.

So / Neither / Too

Me Too / Me Neither

The easiest way to agree in English is to say "**Me too**" (to agree with a positive statement) or "**Me neither**" (to agree with a negative statement):

Examples

- "I love strawberry ice cream." "**Me too!**"
- "I don't go to the gym very often." "**Me neither.**"

NEGATIVE STATEMENT

A "**negative statement**" is any sentence that uses a negative auxiliary verb:

- don't / doesn't / didn't
- can't
- haven't / hasn't / hadn't
- won't / wouldn't
- isn't / aren't / am not
- never

You can say "Me too" or "Me neither" in response to statements in any tense (present, past, future, present continuous, present perfect, past perfect, etc.)

Examples:

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1. "I've been traveling a lot for work lately." **"Me too."**
2. "I haven't seen the new movie yet." **"Me neither."**
3. "I'm going to the beach tomorrow." **"Me too!"**
4. "I can't draw very well." **"Me neither."**

So do I / Neither do I

You can say **"So do I"** and **"Neither do I"** to respond to **simple present sentences**.

Examples

1. "I always sleep late on Saturday." **"So do I."**
2. "I don't think that's a good idea." **"Neither do I."**

So am I / Neither am I

You can say **"So am I"** and **"Neither am I"** to respond to **simple present sentences with the verb "BE"** or **present continuous sentences**.

Examples

1. "I'm from Moscow." **"So am I!"**
2. "I'm not very outgoing." **"Neither am I."**
3. "I'm studying for the test next week." **"So am I."**

So did I / Neither did I

You can say **"So did I"** and **"Neither did I"** to respond to **simple past sentences**.

Example

1. "I studied chemistry in college." **"So did I."**
2. "I didn't like broccoli when I was a kid." **"Neither did I."**

So was I / Neither was I

You can say **"So was I"** and **"Neither was I"** to respond to **simple past sentences with the verb BE** or **past continuous sentences**.

1. "I was very athletic when I was in high school." **"So was I."**
2. "I wasn't happy about the new company policy." **"Neither was I."**

So have I / Neither have I

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You can say **“So have I”** and **“Neither have I”** to respond to **present perfect sentences** and **present perfect continuous sentences**.

Examples

1. “I’ve been married for over 20 years.” **“So have I.”**
2. “I haven’t had much free time this week.” **“Neither have I.”**
3. “I’ve been thinking about learning a new language.” **“So have I.”**
4. “I haven’t been feeling well lately.” **“Neither have I.”**

So can I / Neither can I

You can say **“So can I”** and **“Neither can I”** to respond to **sentences with “can”** and **“can’t.”**

Examples

1. “I can run a mile in six minutes.” **“So can I.”**
2. “I can’t sing very well.” **“Neither can I.”**

So will I / Neither will I

You can say **“So will I”** and **“Neither will I”** to respond to **sentences with “will”** and **“won’t.”**

Example

1. “I’ll be in the office until 8 PM today.” **“So will I.”**
2. “I won’t be able to go on the trip.” **“Neither will I.”**

So would I / Neither would I

You can say **“So would I”** and **“Neither would I”** to respond to **sentences with “would”** and **“wouldn’t.”**

Examples

1. “I’d like to learn how to cook.” **“So would I.”**
2. “I wouldn’t recommend that restaurant.” **“Neither would I.”**

CHAPTER SIX- CLAUSES

A clause is usually defined as a group of related words having both the subject and a predicate and has only one finite verb.

Examples

1. I left as soon as the move was over.

Subject : Move

Verb : was over

2. Mrs Abdulla stayed home because she had flu.

Subject : she

Verb : had

TYPES OF CLAUSES

1. Independent clauses
2. Subordinate clause

INDEPENDENT CLAUSE (MAIN CLAUSE)

A clause that can stand alone is called an independent clause because it can express a complete thought by itself. Every sentence must contain an independent clause.

SUBORDINATE CLAUSES

A clause that does not express a complete thought is called a subordinate clause. It must be joined to an independent clause to form part of sentence.

A subordinate clause may come either before or after an independent clause.

Independent clause

I like the book

I vacuumed the rug

Subordinate clause

because it was exciting

while my sister raked leaves

Subordinate clause

When the package didn't arrive,

If you want to be on time,

Independent clause

we were surprised

you need to hurry

TYPES OF SUBORDINATE CLAUSES

1. Adjective clauses
2. Adverbial clauses
3. Noun clauses

ADJECTIVE CLAUSES

An adjective clause is a subordinate clause that qualifies a noun or pronoun. The noun qualified is the antecedent.

Adjective clauses are also called relative clauses because most of them are introduced by relative pronouns e.g.: who, whose, whom, that etc.

EXAMPLES OF ADJECTIVE CLAUSES

1. This is the watch **that I got for my birthday.** (Qualifies noun "watch")
2. The house **which I bought** is not of a good quality. (Qualifies noun "house")
3. The man **who greeted you** is my teacher. (Qualifies noun "man")
4. This is the ship **which first sailed down the Zambezi River.**
(Qualifies noun "ship")

NON-DEFINING ADJECTIVAL CLAUSES

A non-defining adjectival clause merely gives information about the noun it qualifies and is normally separated from the rest of the sentence by the use of commas.

EXAMPLES

1. Brown spiders, **which are highly poisonous,** like secluded, quite places.
(Qualifies noun "spiders")
2. Professor David Rubadiri, **who is making a presentation on population,** is favoured in Malawi. (Qualifies noun "David Rubadiri")
3. Our Pastor, **whom you met recently,** has invited us to the crusade.
(Qualifies noun "Pastor")
4. The lady **who lives across the street** is my aunt. (Qualifies noun "lady")
5. The book **that is on the chair** belongs to Marvin. (Qualifies noun "book")
6. I do not like people **who are mean to animals.** (Qualifies noun "people")
7. Did you go to the school **where my friend Jim goes?** (Qualifies noun "school")
8. The moment **when the clown burst in to surprise the teacher** was great!
(Qualifies noun "moment")

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

9. The reason **why I left** is a secret. (Qualifies noun "reason")
10. There is the mountain **that we are going to climb**. (Qualifies noun "mountain")
11. My blue tennis shoes, **which used to be my mom's**, were under the bed.
(Qualifies noun "shoes")
12. Daniel, **who was late again today**, sits next to me in English.
(Qualifies noun "Daniel")
13. There is the mountain **that we are going to climb**. (Qualifies noun "Mountain").
14. My blue tennis shoes, which used to be my mom's, were under the bed.
(Qualifies noun "Shoes").
15. Daniel, **who was late again today**, sits next to me in English. (Qualifies noun "Daniel").

NOUN CLAUSE

What is a Noun Clause?

- A noun clause has to do with the Beta Clause, which we also call a dependent or subordinate clause which performs the function of a noun in a sentence or functions like the **nominal group**.
- A noun serves as the **subject** of the **verb** in a **sentence** or it serves as the **complement** of the verb in a **sentence**; so does a noun clause and even a nominal or **noun phrase**.
- The following words can introduce a noun clause: **what, that, where, why, when, which, whoever, whomever, and other such words**.
- The noun/nominal clause usually answers the question 'who' or 'what'

FUNCTIONS OF NOUN CLAUSES

A SUBJECT OF A SENTENCE OR A VERB

When a noun clause begins a sentence, it functions as the subject of a sentence or the verb that comes after it.

1. **Whoever helps the needy** gets blessings. (subject of the verb "gets")

2. **What he did** surprised us. . (subject of the verb “surprised”)
3. **What I want for my birthday** is a pair of shoes. (subject of the verb “is”)
4. **Whether we play football or not** depends on weather. (subject of the verb “depends”)
5. **How he escaped** nobody knows. . (subject of the verb “knows”)
6. **Why I do this** is no concern of yours. . (subject of the verb “is”)
7. **Whatever happens to her** is none of my business. (subject of the verb “is”)
8. **When you choose to start the job** will determine your salary.
(subject of the verb “will determine”)
9. **How you choose to settle the dispute** *is entirely your responsibility*
(subject of the verb “is”)

ADDITIONAL EXAMPLES

1. **Wherever we decide to buy the car** must have a discount facility.
(subject of the verb “must have”)
2. **Where we choose to reside** must have uninterrupted electricity.
(subject of the verb “must have”)
3. **Whoever ate my lunch** is in big trouble.
(subject of the verb “is”)
4. **How you will finish all your homework on time** is beyond me.
(subject of the verb “is”)
5. **That the museum cancelled the lecture** disappoints me. (subject of the verb “disappoints”)
6. **For you to not graduate from college now** is such a shame.
(subject of the verb “is”)
7. **Whoever smelt it** dealt it, (subject of *the* verb)

AN OBJECT OF A SENTENCE OR VERB

A noun clause performs this function comes after the verb or when it is the recipient of the action the subject initiates.

1. The mechanical didn't know **what the problem was**
(Noun clause object of the verb "didn't know")
I knew **that she called** (Noun clause object of the verb "")
2. The customers demanded **that the store returns their money**
(Noun clause object of the verb "demanded")
3. I cannot understand **how the mistake was made.** (Noun clause object of the verb "understand")
4. I heard **what he said.** (Noun clause object of the verb "heard")
5. He asked me **where I put the ball.** (Noun clause object of the verb "asked")
6. I like **what you do.** (Noun clause object of the verb "like")
7. She dislikes **where her parents live.** (Noun clause object of the verb "dislikes")
8. We prefer **what we agreed on initially.** (Noun clause object of the verb "prefer")
9. Nobody knows **what the principal is up to.** (Noun clause object of the verb "knows")

ADDITIONAL EXAMPLES

- He promised to do **whatever his father says.** (Noun clause object of the verb "do")
- We do not know **when the examination will begin.** (Noun clause object of the verb "know")
- Light knows **when you are looking at it.** (Noun clause object of the verb "knows.")
- Ask your child **what he wants for dinner** only if he's buying. (Noun clause

object of verb "ask.")

- He knows all about art, but he doesn't know what he likes. (Noun clause objects of the verb "know.")
- It is even harder for the average ape to believe that he has descended from man. (Noun clause objects of the verb "believe.")

THE COMPLEMENT OF THE SUBJECT

A noun clause also serves as the complement of the subject when it comes after an **intensive or copular verb**, which we also refer to as a **linking verb**; that is, when the complement refers to the subject or when it is the same as the subject.

1. A buja is where most of the moves are made.
(Noun clause complement of the verb "is")
2. This appears to be what they have been expecting
(Noun clause complement of the verb "appears to be")
3. The fact is that she doesn't really work hard
(Noun clause complement of the verb)
4. The big problem at hand is how to raise funds for the club
(Noun clause complement of the verb "is")
5. We **are** what our thinking makes us. (Noun clause complement of the verb "are")
6. Your disposition on the case **is** what you allow it to be.
(Noun clause complement of the verb "is")
7. The girl **became** what her parents never believed.
(Noun clause complement of the verb "became")
8. He **is** the genius we have always known him to be.
(Noun clause complement of the verb "is")
9. His whereabouts remains a mystery that baffles everyone.
(Noun clause complement of the verb "remains")

ADDITIONAL EXAMPLES

1. My command is whatever you wish. (Noun clause complement of the verb "is")
2. Man is what he eats. (Noun clause complement of the verb "is")
3. My one regret in life is that I am not someone else.
(Noun clause complement of the verb "is")

NOUN CLAUSE AS OBJECT OF A PREPOSITION

1. I wouldn't want to guess about what will happen.
(Noun clause, object of a preposition "to")
2. Give these books to whoever wants them.
(Noun clause, object of a preposition "to")
3. We cannot depend on what she says. (Noun clause, object of a preposition "on")
4. She only laughed at what we said. (Noun clause, object of a preposition "at")
5. The players deliberated on who should lead the team. (Noun clause, object of a preposition "on")
6. Children sometimes quarrel about what is flimsy and unnecessary. (Noun clause, object of a preposition "about")
7. The students agreed on the best route to follow to the school. (Noun clause, object of a preposition "on")
8. The desperate staff signed for a loan he might not be able to repay in a year.
9. (Noun clause, object of a preposition "for")

ADDITIONAL EXAMPLES

1. We cannot say particularly under which condition the authorities permitted him to participate in the bid. (Noun clause, object of a preposition "under")
2. It is a light thing for whoever keeps his foot outside trouble to advise and counsel him that suffers. (Noun clause, object of a preposition "for")

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3. I never know how much of what I say is true.

(Noun clause, object of a preposition. "of")

NOUN CLAUSES IN APPOSITION TO A NOUN

1. The news, that he was right, gave him satisfaction.
(Noun clause in apposition to noun "news")
2. The report that the group had been beaten proved to be without foundation.
(Noun clause in apposition to noun "report")
3. The rumour that the palace was haunted by ghost was false.
(Noun clause in apposition to noun "rumour")
4. The news that the Envoys had a hidden agenda shocked the people.
(Noun clause in apposition to noun "news")
5. The belief that the world will crumble is true though it seems incredible.
(Noun clause in apposition to noun "belief")

ADVERBIAL CLAUSE

Adverbial clauses or Adverb clauses are groups of words with a subject and a predicate that function as adverbs in a sentence.

Adverb clauses, also known as adverbial clauses, are dependent clauses that function as adverbs. Since they are dependent clauses, they must have a subordinating conjunction to connect them to the rest of the sentence.

Just like adverbs, they answer the questions "when?", "where?", "how?", "why?" to describe time, place, manner, purpose, etc

Below are some examples, which are grouped by what type of adverb question they answer:

When: after, when, until, soon, before, once, while, as soon as, whenever, by the time

How: if, whether or not, provided, in case, unless, even if, in the event

Why: because, as, since, so, in order that, now that, in as much as

Where: wherever, where

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

Adverb clauses can be placed at the beginning, middle or end of a sentence. When placed at the beginning or in the middle, they require a comma to offset them from the rest of the sentence.

TYPES OF ADVERBIAL CLAUSES- ADVERBS OF TIME (WHEN?)

Adverb clauses of time tell us about when something happens

An adverb of time states when something happens or how often OR Adverb clauses of time tell us about when something happens

An adverb of time often starts with one of the following subordinating conjunctions: "**after**," "**as**," "**as long as**," "**as soon as**," "**before**," "**no sooner than**," "**since**," "**until**," "**when**," or "**while**," and '**whenever**'.

The function is to modify the verb in the sentence.

Examples

1. **Before heavy rain fell**, the air grew still and oppressive. (modifies "grew")
2. **When the people read her books**, they became concerned about human rights abuses. (modifies "became concerned")
3. The train arrived **as the sun was setting**. (modifies "arrived")
4. We were working **while they were resting**. (modifies "were working")
5. **After the game has finished**, the king and pawn go into the same box. (modifies "go")
6. I stopped believing in Santa Claus **when my mother took me to see him** in a department store, and he asked for my autograph. (modifies "stopped believing")
7. **As soon as you trust yourself**, you will know how to live. (modifies "will know")
8. I stopped running **when I saw my friend**. (modifies "stopped running")
9. Annie gets excited **whenever she sees a dog**. (modifies "gets excited")
10. I'll do my homework **before I go back to school**. (modifies "will do")
11. Harry went home **after the movie ended**. (modifies "went")
12. I watched my mother **as she prepared dinner**. (modifies "watched")

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13. He washed the dishes while his girlfriend vacuumed the floor. (modifies "washed")
14. I will come over as soon as I finish eating. (modifies "will come")
15. Gemma hasn't stopped working since she arrived (modifies hasn't stopped")

ADVERBS OF PLACE (WHERE?)

An adverb of place states where something happens. An adverb of place often starts with a preposition (e.g., "in," "on," "near") or one of the following subordinating conjunctions: "anywhere," "everywhere," "where," or "wherever." Here are some examples:

- We went skin diving where there were no crocodiles. (modifies "went")
- Stay wherever you find a place. (modifies "stay")
- I found the key where I placed it before. (modifies "found")
- Wherever there is music, people will dance. (modifies "will dance")
- You can drop by for a visit where we're staying for the summer. (modifies "can drop")
- I'm not sure where she lives. (modifies "am not")
- We met kind people everywhere we went. (modifies "met")
- Where there is a will, there is a way. (modifies "is")
- He followed her wherever she went. (modifies "followed")

ADVERBS OF MANNER (HOW?)

An adverb of manner states how something is done. An adverb of manner often starts with one of the following subordinating conjunctions: "as," "like," or "the way." , like', 'as though' or 'as if':

Examples

1. The dogs ate as if they wanted to set a record of greediness. (modifies "as")
2. You must do the work as I do. (modifies "must do")
3. He spoke as though he was the anointed heir. (modifies "spoke")
4. He acts like it is a joke. (modifies "acts")

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

5. We don't have conversations. You talk at me **the way a teacher talks to a naughty student.** (modifies "talk")
6. Except for an occasional heart attack, I feel **as young as I ever did.** (modifies "feel")
7. She looked **as though she was in pain.** (modifies "looked")
8. Ryan walked past **as if he hadn't seen us.** (modifies "walked past")
9. He talked to me **like I was a child.** (modifies "talked")

ADVERBS OF DEGREE OR COMPARISON (TO WHAT DEGREE?)

An adverb of degree states to what degree something is done or offers a comparison.

In other words, Clauses of comparison are used to **compare** things or ideas.

An adverb of degree often starts with one of the following subordinating conjunctions: "**than,**" "**as...as,**" "**so...as,**" or "**the...the.**"

EXAMPLES

1. He is as old **as I am.** (modifies "old")
2. The Question is easier **than I thought.** (modifies "easier")
3. This work is not so easy **as you think.** (modifies "so easy")
4. He is as smart **as he is tall.** (modifies "better")
5. She is not so bright **as she thinks she is.** (modifies "so bright")
6. She is as beautiful **as she is smart.** (modifies "beautiful")
7. That restaurant is not as good **as it used to be.** (modifies "good")

Sometimes, the verb in an adverb of degree is understood (i.e., not present).

EXAMPLES

1. You are taller **than I.** (In this example, the verb "am" has been omitted.)
2. You are taller **than I am.** (modifies "taller")
3. You are taller **than me** (modifies "taller")
4. You are stronger **than you think** (modifies stronger")
8. My brother is older **than he looks.** (modifies "older")

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

ADVERBS OF REASON/PURPOSE (WHY?)

An adverb of reason offers a reason for the main idea. An adverb of reason often starts with one of the following subordinating conjunctions: "as," "because," "given," or "since."

In other words, Clauses of cause are used to show why something happens. These clauses begin with the conjunctions '**because**', '**since**', and '**as**':

EXAMPLES

1. The house was sold **because it was too small.** (modifies "was sold")
2. **As he was ambitious,** we slew him. (modifies "slew")
3. I am glad **that you have come.** (modifies "am glad")
4. We hated him **since he was cruel.** (modifies "hated")
5. I don't have a bank account, **because I don't know my mother's maiden name.**
(modifies "don't have")
6. I listen to classical music **because it sounds beautiful.** (modifies "listen")
7. **Since you're so kind to me,** I will help you. (modifies "will help")
8. **As it was so sunny,** he walked to the park. (modifies "walked")

Note: '**because**' is more common in informal conversations than '**since**' or '**as**.'

ADVERBS OF CONDITION (IF, THEN)

An adverb of condition states the condition for the main idea to come into effect. An adverb of condition often starts with "**if, should, whether, had, unless.**"

EXAMPLES

1. **If you master English language,** you will stand a better chance.
(modifies verb "will stand")
2. **Should you fail to come;** the whole programme will be cancelled.
(modifies verb "will be cancelled")
3. I shall do my duties **whether you like it or not.** (modifies verb "shall do")
4. **If the facts don't fit the theory,** change the facts. (modifies verb "change")

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

5. If the English language made any sense, a catastrophe would be an apostrophe with fur. (modifies verb "would be")
6. If all the rich people in the world divided up their money among themselves, there wouldn't be enough to go around. (modifies verb "go")
7. I only watch TV if my favorite show is on. (modifies verb "watch")
8. He won't go to university unless he studies very hard. (modifies verb "won't go")
9. You can play the game provided that you follow the rules. (modifies verb "can play")

ADVERBS OF CONCESSION (IN SPITE OF)

An adverb of concession offers a statement which contrasts with the main idea. An adverb of concession often starts with one of the following subordinating conjunctions: "though," "although," "even though," "while," "whereas," "or" "even if."

EXAMPLES:

1. Adams went to the party although he had to leave early. (modifies "went")
2. Intelligent though he was, he failed the examinations (modifies "failed")
3. She took part in the competition even though she had a cold. (modifies "took part")
4. Although golf was originally restricted to wealthy, overweight Protestants, today it's open to anybody who owns hideous clothing. (modifies "owns")
5. A loud voice cannot compete with a clear voice, **even if it's a whisper**. (modifies "cannot compete")
6. Although it rained, they enjoyed their walk. (modifies "enjoyed")
7. I enjoyed the meal, though it was expensive. (modifies "enjoyed")
8. Even though I was full, I couldn't stop eating. (modifies "couldn't stop")
9. Harry, while he was almost crying from the pain, decided to finish the race. (modifies "decided")

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

10. Joseph was very popular whereas his brother had more enemies than friends.
(modifies "was")

ADVERBIAL CLAUSES OF EFFECT/RESULT

Clauses of effect tell us about consequences. They often begin with '**so...that**', and '**such...that**'.

We usually put an adjective between '**so**' and '**that**.'

EXAMPLES

- I was so tired that I couldn't stay awake. (adverbial clause modifies "tired")
- The meal was so delicious that we made it again the next day.
(Adverbial clause modifies "delicious")
- It was so hot that the child fainted (Adverbial clause modifies hot)
- He was speaking very quietly, so that it was difficult to hear what he said.
Adverbial clause modifies "was speaking")

ADVERBIAL CLAUSES OF PURPOSE

Adverbial clauses of purpose show why something is happening (the intended result).

We can use 'so that', 'lest' and 'in order that':

EXAMPLES

- I phoned you so that we could discuss outstanding issues. (modifies "phoned")
- Some people eat so that they may live. (modifies "eat")
- Others seem to live in order that that they may eat. (modifies "live")
- He took his jacket off so that he could be recognized. (modifies "took")
- He took off his shoes so that he would not ruin the carpet. (modifies "took")
- Walk carefully lest you should fall. (modifies "walk")
- The doctors did extensive research in order that they can find the cure for that disease. (modifies "did")

“THAT –” CLAUSE- THE NOUN CLAUSE

This usually begins with ‘that’. For example:

1. It is clear **that you are up to the job.**
2. **That you are hungry** is obvious.
3. He said **that he was there.**
4. **That you have been there before** gives you an advantage.
5. **That he speaks flawless English** does not mean he is educated.

NOTE

In instances where the ‘**that-clause**’ serves as the object of the complement, the conjunction ‘that’ might be omitted. For instance:

1. It is clear **you are up to the job.**
2. He said **he was there.**
3. It was obvious **he could not continue the game.**
4. The magazine stated women **were more than men.**
5. She admitted **she did not attempt all the questions.**

NOMINAL –ING CLAUSE

This is a noun clause that begins with a gerund or **verbal noun**. Examples include:

1. **Going home at this time** is not advisable.
2. She loves **baking cake.**
3. **Sleeping at work** is a dereliction of duty.
4. The children love **playing in the rain.**
5. **Watching action movies** is his pastime.

TO-INFINITIVE CLAUSE

This is noun clause begins with a to-infinitive. See these examples below:

1. **To go out like this** is not good.
2. Her problem is **to trek a long distance.**

3. **To go to school** is a worthy pursuit.

4. **To behave like that** is barbaric.

5. He loves **to travel**.

“WH-” CLAUSE

This clause derives its name because it begins with the ‘wh-’ words. Examples include:

1. **What he said** was bad.

2. I want to know **why she is here**.

3. Nobody knows **where they went**.

4. I cannot hear **what the man said**.

5. She does not know **what to wear**.

6. **Where to sleep** is their concern.

7. **What to do after school** is not clear.

8. **When to move** is not currently clear to the soldiers.

9. I prefer **what she cooks** to the food she buys

10. He does not know **what to eat for dinner**.

ADVERBIAL CLAUSE

Adverbial clauses or Adverb clauses are groups of words with a subject and a predicate that function as adverbs in a sentence.

Adverb clauses, also known as adverbial clauses, are dependent clauses that function as adverbs. Since they are dependent clauses, they must have a **subordinating conjunction** to connect them to the rest of the sentence.

Just like adverbs, they answer the questions “when?”, “where?”, “how?”, “why?” to describe time, place, manner, purpose, etc

Below are some examples, which are grouped by what type of adverb question they answer:

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

When: after, when, until, soon, before, once, while, as soon as, whenever, by the time

How: if, whether or not, provided, in case, unless, even if, in the event

Why: because, as, since, so, in order that, now that, inasmuch as

Where: wherever, where

Adverb clauses can be placed at the beginning, middle or end of a sentence. When placed at the beginning or in the middle, they require a **comma** to offset them from the rest of the sentence:

1. **Whether you like it or not**, you have to go.
2. **Whether you like it or not**, you have to go.
3. The boy, **although he is very bright**, failed math.

However, when the adverb clause is at the end of a sentence, no comma is needed:

4. She enjoyed the party **more than he did**.

TYPES OF ADVERBIAL CLAUSES- ADVERBS OF TIME (WHEN?)

Adverb clauses of time tell us about when something happens

An adverb of time states when something happens or how often OR Adverb clauses of time tell us about when something happens

An adverb of time often starts with one of the following subordinating conjunctions: "**after**," "**as**," "**as long as**," "**as soon as**," "**before**," "**no sooner than**," "**since**," "**until**," "**when**," or "**while**," '**when**', '**whenever**', '**after**'.

The function is to modify the verb in the sentence.

Examples

- **After the game has finished**, the king and pawn go into the same box.
- I stopped believing in Santa Claus **when my mother took me to see him** in a department store, and he asked for my autograph.
- **As soon as you trust yourself**, you will know how to live.
- I stopped running **when I saw my friend**.

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- Annie gets excited **whenever she sees a dog.**
- I'll do my homework **before I go back to school.**
- Harry went home **after the movie ended.**
- I watched my mother **as she prepared dinner.**
- He washed the dishes **while his girlfriend vacuumed the floor.**
- I will come over **as soon as I finish eating.**
- Gemma hasn't stopped working **since she arrived**

ADVERBS OF PLACE (WHERE?)

An adverb of place states where something happens. An adverb of place often starts with a preposition (e.g., "in," "on," "near") or one of the following subordinating conjunctions: "anywhere," "everywhere," "where," or "wherever." Here are some examples:

- **Anywhere the struggle is great,** the level of ingenuity and inventiveness is high.
- **Wherever there is music,** people will dance.
- You can drop by for a visit **where we're staying for the summer.**
- **Wherever I go,** I always see a McDonald's restaurant.
- I'm not sure **where she lives.**
- We met kind people **everywhere we went.**
- **Where there is a will,** there is a way.
- He followed her **wherever she went.**

ADVERBS OF MANNER (HOW?)

An adverb of manner states how something is done. An adverb of manner often starts with one of the following subordinating conjunctions: "as," "like," or "the way." , ***like***, ***as though*** or ***as if***:

Examples:

10. He acts **like it is a joke.**

11. We don't have conversations. You talk at me **the way a teacher talks to a**

naughty student.

12. Except for an occasional heart attack, I feel as young **as I ever did.**

13. She looked **as though she was in pain.**

14. Ryan walked past **as if he hadn't seen us.**

15. He talked to me **like I was a child**

ADVERBS OF DEGREE OR COMPARISON (TO WHAT DEGREE?)

An adverb of degree states to what degree something is done or offers a comparison.

In other words, Clauses of comparison are used to **compare** things or ideas.

An adverb of degree often starts with one of the following subordinating conjunctions: "than," "as...as," "so...as," or "the...the."

EXAMPLES

9. A vacuum is a hell of a lot better than some of the stuff that nature replaces it with.

10. He is as smart **as he is tall.**

11. She is not so bright **as she thinks she is.**

12. She is as beautiful **as she is smart.**

13. That restaurant is not as good **as it used to be.**

Sometimes, the verb in an adverb of degree is understood (i.e., not present).

EXAMPLES

5. You are taller **than I.** (In this example, the verb "am" has been omitted.)

6. You are taller **than I am.**

7. You are taller **than me**

8. You are stronger **than you think**

14. My brother is older **than he looks.**

ADVERBS OF REASON/PURPOSE (WHY?)

An adverb of reason offers a reason for the main idea. An adverb of reason often starts with one of the following subordinating conjunctions: "as," "because,"

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

"given," or "since."

In other words, Clauses of cause are used to show why something happens. These clauses begin with the conjunctions '**because**', '**since**', and '**as**':

EXAMPLES

9. I don't have a bank account, **because I don't know my mother's maiden name.**

10. **Since you are like no other being ever created since the beginning of time,** you are incomparable.

11. I listen to classical music **because it sounds beautiful.**

12. **Since you're so kind to me,** I will help you.

13. **As it was so sunny,** he walked to the park.

Note: '**because**' is more common in informal conversations than '**since**' or '**as**.'

ADVERBS OF CONDITION (IF, THEN)

An adverb of condition states the condition for the main idea to come into effect. An adverb of condition often starts with "if" or "unless."

EXAMPLES

- **If the facts don't fit the theory,** change the facts.
- **If the English language made any sense,** a catastrophe would be an apostrophe with fur.
- **If all the rich people in the world divided up their money among themselves,** there wouldn't be enough to go around.
- I only watch TV **if my favorite show is on.**
- He won't go to university **unless he studies very hard.**
- You can play the game **provided that you follow the rules.**

ADVERBS OF CONCESSION (IN SPITE OF)

An adverb of concession offers a statement which contrasts with the main idea. An adverb of concession often starts with one of the following subordinating conjunctions: "though," "although," "even though," "while," "whereas," 'or "even

if."

EXAMPLES:

11. **Although golf was originally restricted to wealthy**, overweight Protestants, today it's open to anybody who owns hideous clothing.
12. A loud voice cannot compete with a clear voice, **even if it's a whisper**.
13. **Although it rained**, they enjoyed their walk.
14. I enjoyed the meal, **though it was expensive**.
15. **Even though I was full**, I couldn't stop eating.
16. Harry, **while he was almost crying from the pain**, decided to finish the race.
17. Joseph was very popular **whereas his brother had more enemies than friends**.

ADVERBIAL CLAUSES OF EFFECT

Clauses of effect tell us about consequences. They often begin with '**so...that**', and '**such...that**'.

We usually put an adjective between '**so**' and '**that**':

EXAMPLES

- I was so tired **that I couldn't stay awake**.
- The meal was so delicious **that we made it again the next day**.

We can put an adjective and a noun (or just a noun) between '**such**' and '**that**':

- She is such a good runner **that nobody can catch her**.
- It was such a warm day **that we could not believe it was February**.

ADVERBIAL CLAUSES OF PURPOSE

Adverbial clauses of purpose show why something is happening (the intended result).

We can use 'so that', 'lest' and 'in order that':

EXAMPLES

- He took off his shoes **so that he would not ruin the carpet**.
- Walk carefully **lest you should fall**.
- The doctors did extensive research **in order that they can find the cure for that**

disease.

WORD DISTINCTION-COLLOCATION

Word distinction is a very important component in multiple choice questions. It looks at sets of sister words which have a common basic meaning but are distinct in the way they are used in a particular sentence.

These are words with similar meanings. A word may have several words with similar meanings but one will be the best equivalent depending on the context in which a particular word occurs. One word will be the best equivalent depending on the context in which a particular word occurs. „Opponent“ can have several words with similar meanings like „enemy“ „foe“ „adversary“ and „competitor“

EXAMPLES

1. Borrow, Lend, Loan and Lease

All these words mean either giving or receiving something.

Borrow : Means to receive something from someone.

Lend : Means to give something to someone.

Loan : Means to lend someone something especially money.

Lease : Means to pay to use someone's property for long period instead of buying it e.g Land.

Exercise

- a) Can you _____ me your pen?
- b) I would like to _____ your suit for the party.
- c) Since you cannot have land of your own, you have to _____ it.

2. Steal, Rob, Plunder, Loot and Burgle

All these words mean taking someone's property without his/her authority. They only differ in the way they are used in sentences.

Burgle: To break into a building and steal.

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

Steal: Is followed by the things stolen when used in a sentence. In other words, one steals things.

Loot: To steal things especially from shops or buildings that has been damaged during war or riot.

Rob: Is followed by a person or place when used in a sentence. In other words, one robs a person or place and not things.

Exercise

- a) Our house has been _____ twice.
- b) After the strike, the vendors _____ the shops of Indians.
- c) The angry soldiers _____ the whole village using dangerous weapons.

3. Kill, Murder, Manslaughter, Massacre, Assassinate, Execute, Electrocute.

All these words mean to make someone die.

Execute: To kill

Kill: To make someone die.

Murder: To kill intentionally.

Massacre: To kill in large numbers.

Electrocute: To kill by electric power.

Manslaughter: To kill unintentionally.

Exercise

- a) Jews were _____ in concentration camps by Hitler.
- b) Peter was _____ after touching the live electric wires.
- c) President Lawrent Kabira was _____ by his own bodyguard.
- d) Having been charged with murder, he was _____ the following day.

4. Suicide, Parricide, Matricide, Homicide, Genocide, Arson

All these words are connected with crimes

Suicide: The killing of oneself

Parricide: The crime of killing one's own father.

Matricide: The crime of killing one's own mother.

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

Parricide: The crime of killing one's own parents or blood relatives.

Genocide: The murder of a national race

The crime of killing the whole generation

Homicide: The illegal killing of one person by another.

The crime where one person kills another

Arson: The crime of deliberately setting fire on something

The crime of setting fire to a building on purpose

Exercise

- a) Peter committed _____ by killing his own sister.
- b) Tawina was charged with _____ for setting the church ablaze.
- c) Adolf Hitler committed _____ when he wiped out the whole Jewish race.

5. Deport, Repatriate, Evacuate, Expatriate, Banish

All these words involve being moved from one place to another

Repatriate: To send one to one's country.

Evacuate: To move from a dangerous to a safe place.

Expatriate: To force one to leave one's own country for another country because he has broken the law.

Deport: To make one without legal right and who is not a citizen of a particular country to leave that country.

Banish: To send someone away permanently from one's own country or home areas especially as an official punishment.

Exercise:

- a) The illegal immigrants were _____ last week.
- b) The prisoners were _____ at the end of the war.
- c) People in lower Shire were _____ due to the floods
- d) The rebels were _____ for rising against the government.

6. Cheer, Boo, Jeer, Applaud.

Applaud: Clapping hands to show that you have enjoyed the performance.

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

Boo: To shout to show that one does not like the performance or the person.

Cheer: To shout as a way of showing happiness, praise, approval or support.

Jeer: To laugh unkindly at someone to show that one strongly disapproves of him/her.

Exercise

- 1) The spectators" _____ the losing team.
- 2) The audience _____ her for the good performance.
- 3) The spectators" _____ as their striker was dribbling the ball.
- 4) The audience ____ the actor off the stage because of his low voice.
- 5) The supporters" _____ at their team for losing the game by ten goals to nil.

7. Coax, Compel, Flatter, Provoke

All these words mean to make something do something.

Compel: To force someone to do something.

Provoke: To try to make someone angry by saying something annoying.

Flatter: To praise someone in an insincere way in order to please him/her or get something from him/her.

Coax: To persuade someone to do something that he/she doesn't want to do by talking to him/her in a kind, patient and gentle way.

Exercise

1. The man spoke softly to _____ the timid boy to go with him.
2. Paul praised the ugly girl for her looks to ____ her so that he can be her lover.

8. Constitute, Consist of, Composed of and Comprise

All these words are used to express the whole in terms of its parts.

Constitute: Is used when mentioning the parts first and the whole later

For example:

1. A fridge, bed, radio and chairs constitute my property.

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

2. The head teacher, deputy head teacher and the teachers constitute our teaching staff.

Consist of: Takes „of“ when used in a sentence.

It is used in active voice and is used when mentioning the whole first and the parts later.

For example:

1. My property consists of fridge, radio, bed and chairs.
2. Our teaching staff consists of the head teacher, deputy head teacher and the teachers

Composed: Takes „of“ when used in a sentence. It is used in passive voice. It is used when mentioning the whole first and the parts later.

For example:

1. My property is composed of fridge, radio, bed and chairs.
2. Our teaching staff is composed of the head teacher, deputy head teacher and teachers.

Comprise: Does not take „of“. It is used in active voice. It is used when mentioning the whole first and parts later.

For example:

1. My property comprises a fridge, radio, bed and chairs.
2. Our teaching staff comprises the head teacher, deputy head teacher and teachers.

Exercise

1. This exercise _____ multiple choice questions.
2. The community _____ Yao, Ngoni and Lomwe tribes.

9. Prize, Reward, Gift, Compensation, Damages, Bonus, Incentive

All these words indicate something given to someone.

Gift: Something that is given freely especially on a special occasion.

Reward: Something that one receives because he has done something good.

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

Bonus: Money added to someone's wages especially as a reward for good work.

Incentive: Something that is given to someone to encourage him/her to work harder.

Prize: Something that you give someone who is successful in a competition, race and game.

Compensation: Money that one pays someone because he has harmed or hurt him/her in some way.

Damage: Monetary compensation that is awarded by a court to an individual who has been injured in the act.

Exercise

1. The company gave him K1000.00 as _____ for his lost limb.
2. Free housing, electricity and water were given to Mr Phiri as a (n) _____.
3. The management is offering K50, 000 as _____ to whoever finds the lost documents.
4. Lucy was given a car as a (n) _____ for emerging a winner in the essay competition.
5. The court charged him K200, 000 as _____ for impregnating the pastor's daughter.

10. Audience, Spectators, Viewers, Congregation

All these words stand for groups of people listening to someone speaking on public.

Viewers: A group of people watching television.

Spectators: A group of people watching a sporting event.

Audience: A group of people listening to someone speaking in public.

Congregation: A group of people who gather together for a religious ceremony.

Exercise

1. The preacher caught the attention of the whole _____.

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

2. The angry _____ shouted at the actor with a low voice on the stage.
3. The _____ cheered as their striker dribbled the ball towards the goal area.

11. Illegal, Illegible, Illegitimate, Indelible, Inaudible

All these words mean that something is not possible or desirable. They convey negative sense.

Inaudible: Too low to be heard.

Indelible: Impossible to remove or forget.

Illegitimate: Born to parents who are not married.

Illegible: Difficult or impossible to read e.g. Illegible Handwriting.

Illegal: Not allowed by law. E.g. Chamba trade is an illegal business, Illegal immigrant: Someone who comes to live in another country without official permission.

Exercise

1. The _____ immigrants were deported last week.
2. I could not make out what was written because the handwriting was _____.
3. Lucy is an _____ child because she was born while her mother was at school.
4. Chikondi's voice was so _____ that we could not hear what she was saying.

12. Refugee, Hostage, Captive, Immigrant, Detainee

Detainee: One who is kept under guard

Captive: One who is kept a prisoner (Animal – Kept in a cage, zoo etc)

Refugee: One who is forced to leave his/her country especially during war

Immigrant: One who comes from abroad to live permanently in another country

Hostage: One who is kept as prisoner by an enemy so that the other side will do what the enemy demands

Exercise

1. All Rwandan _____ were repatriated at the end of the war.
2. The man was taken _____ by the enemy camp to demand the withdrawal of their troops from the territory

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

13. Journey, Stroll, Errand, Trip, Voyage, Expedition

All these words mean moving from one place to another.

Stroll: A short leisurely walk.

Voyage: A long journey in a ship.

Trip: A journey to a place and back again

Errand: A short journey in order to do something for someone

Journey: Movement from one place to another especially over long distances.

Expedition: A long journey by a group of people to a dangerous place or one that has never been visited before

Exercise

1. We had a _____ on Lake Malawi.
2. Mwayi took a _____ to the flower garden.
3. They had a football _____ to Blantyre yesterday.
4. Ten people had a (n) _____ to the highest peak of Mulanje mountain.

14. Ambassador, Diplomat, Envoy, Delegate

All these words stand for a representative.

Delegate: One who is given power or authority to represent others.

Envoy: Any person sent to represent a ruler or government for diplomatic purposes.

Ambassador/Diplomat: An important official who represents his/her country in a foreign country.

Exercise

1. Agnes was chosen as Malawi's _____ to this year's International Conference.
2. The American _____ has been in the country for a week and had an audience with the president.

15. Abdicate, Ambush, Hijack, Kidnap, Impeach, Usurp

Usurp: To take leadership by force

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

Abdicate: To give up positions of leadership

Ambush: To attack someone from a hiding place

Impeach: To charge a public official with a serious crime.

Hijack: To take control of an aircraft using threat or force in order to make political demands.

Kidnap: To take someone away illegally and usually by force in order to demand something especially money for his or her safe return.

Exercise

1. Julius Ceaser _____ the throne by killing king Duncan.
2. The rebels _____ the Italian Army Plane in order to have their leader released.
3. Many citizens rejected the motion to _____ their reader because they had no basis for it.

16. Minutes, Agenda, Proceedings, Motion

Agenda: A list of items (topics) to be discussed at a meeting

Minutes: The official written records of what is said and decided at a meeting.

Motion: A proposal that is made formally at a meeting and then decided on by voting.

Proceedings: Official records in meetings or actions taken in a law court or in a legal case.

Exercise

1. The secretary was asked to _____ of the previous meeting.
2. The first item on the _____ at the meeting was the opening prayer.

17. Glance, Glare, Glimpse, Gleam

All these words mean looking at something or the way something looks

Gleam: To shine with a pale clear light.

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

Glance: To look quickly at something or somebody. E.g. To steal a glance at something means to look secretly at something or someone

Glimpse: To look at something /somebody for a very short time without seeing it or him/her completely.

Glare: To look at something/somebody in an angry way or to shine with a very bright and unpleasant light.

Exercise

1. The moonlight _____ on the water.
2. She stole a _____ at the man she admired the most.
3. Peter caught a _____ of the car as it veered around the corner.

18. Confiscate, Forfeit, Seize, Snatch

All these words mean taking something from someone.

Snatch: To take something from a person or place especially by force.

Seize: To take control of a place or a situation suddenly by using force.

Confiscate: To officially take something away from somebody especially as a punishment.

Forfeit: To lose something or to have something taken away from you because you have done something wrong.

Exercise

1. The thief _____ the woman's bag and ran away.
2. The enemy soldiers _____ the village after the war.
3. Mr Mwale's property has been _____ for failing to pay back the government loan.
4. The invigilators _____ the cell phones of the candidates together with other reference materials during the examination.

19. Intervene, Interfere, Interrupt, Inconvenience

Inconvenience: To cause trouble or difficult for somebody

Intervene: To be involved in a situation in order to improve or help it.

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

Interrupt: To say or do something that makes one stop what they are saying or doing.

Interfere: To get involved in and try to influence a situation that does not concern you in any way.

Exercise

1. She would have died if the neighbours had not _____.
2. I wish my parents could stop _____ and let me make my own decision.
3. ESCOM is apologizing to its valued customers for the _____ that the blackout will cause.

20. Litter, Refuse, Rubbish, Garbage

All these words mean wastes or useless things

Refuse: Waste material that has been thrown away.

Litter: Small pieces of rubbish left lying in a public place.

Rubbish: Something that is thrown away because it is no longer needed or wanted.

Garbage: Waste food or paper that is thrown away or in containers where wastes are kept.

Exercise

1. James has dug a very deep _____ pit.
2. Our class was assigned the work for picking up _____ around the school blocks.

21. Entice, Incite, Tantalise, Inspire

Tantalise: To make a person want something that he cannot have or do.

Inspire: To give someone desire, confidence or enthusiasm to do something well.

Entice: To persuade one to do something usually by offering him/her something.

Incite: To encourage one to do something violent, illegal or unpleasant especially by making them angry or excited

Exercise

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

1. Peter _____ his fellow students to go on strike.
2. They were accused of _____ the crowd to violence.
3. They tried to _____ the child to eat by offering him his favourite food.
4. Miss Chitenje's style of teaching _____ Macheso to pursue a teaching career.

22. Opaque, Obscure, Impervious, Blurred

Blurred: Not clear

Opaque: Not clear enough to see something through it.

Obscure: To make it difficult to see, hear or understand.

Impervious: Not allowing liquids or gas to pass through.

For example:

1. I found her lecture very obscure.
2. She suffered from dizziness and blurred vision.
3. He was born around 1545 but his origins remains obscure.

Exercise

1. A photograph taken out of focus is _____.
2. All _____ objects do not allow light pass through them.
3. We should not let the minor details _____ the main issue.

23. Optimistic, Pessimist, Utopian, Idealist

Optimist: A person who always expects good to happen or be successful.

Utopian: A person who imagines of a place or state where everything is perfect.

Pessimist: A person who always expects bad things to happen or things not to be successful.

Idealist: A person who has a strong belief in perfect standards and tries to achieve them even when this is not realistic.

Exercise

1. Mr Matumula _____ because he always expects to excel in business.
2. Jacqueline should be a (n) _____ because she always expects to fail whenever she sits for an examination.

CHAPTER SEVEN- PREPOSITIONS

PREPOSITIONS SHOWING DIRECTION

- **To** is used to indicate movement from one place to another.

- The children go **to** the school every morning.

- **Towards** points out a particular direction.

- The lion ran **towards** the hunter.

- **Into** indicates a movement inside something.

- The thief entered **into** the room.

- **At** indicates aim.

The hunter aimed **at** the bird.

- **For** denotes direction.

I shall start **for** Patna today.

- **Off** refers to separation.

He was thrown **off** from the car during the accident.

- 7. **From** refers to a point of departure.

We feel unhappy when we depart **from** our parents

- **Against** shows pressure.

I rested my arms **against** the wall.

- **Along** shows the same line.

I walked **along** the road.

- **Across** means from one side.

I ran **across** the road

- **Before** denotes face-to-face.

I was standing **before** my wife.

- **Behind** means at the back of someone or something.

My daughter stood **behind** me.

- **Beside** means by the side of.

The security guard sits **beside** the officer.

- **After** refers to a sequence.

The child came running **after** the mother.

WORDS TAKING MORE THAN ONE PREPOSITION

A large number of words are always followed by a fixed preposition.

Example: Insist on; prevent from; fond of. But certain words take several prepositions according to the changing meanings of the word. Here is a select list of such words.

- **Accompany**

- a. **By(for living being)**

The Prime Minister was accompanied **by** the members of his cabinet.

- b. **With(Subtle things)**

His lecture was accompanied **with** subtle analysis of concepts.

- c. **By(for living being)**

The Prime Minister was accompanied **by** the members of his cabinet.

- d. **With(Subtle things)**

His lecture was accompanied **with** subtle analysis of concepts.

- **Accountable**

- a. **To(an authority or a person)**

All of us are accountable **to** God.

- b. **For(action)**

We are accountable to God **for** our deeds and misdeeds.

- **Angry**

- a. **At (a thing).** Ram is angry **at** Sham's bad conduct.

- b. **With (a person).** Ram is angry **with** Sham.

- **Annoyed**

- a. **With (a person).** He is annoyed **with** his younger brother.

- b. **At (something).** He is annoyed with his friend **at** his laziness.

- **Answerable**
 - a. **To (a person)**. The servant is answerable **to** the master.
 - b. **For (something)**. We are answerable to our parents **for** our conduct.
- **Appeal**
 - a. **To (person)**. He appealed to the judge for his release from jail.
 - b. **For (thing)**. He appealed for his release from the prison.
- **Arrive**
 - a. **At (small place)**. He arrived **at** the railway colony.
 - b. **In (big place)**. He arrived **in** India.
- **Attend**
 - a. **To (duties, lessons, work)**. I attend **to** my duties sincerely.
 - b. **On (service)**. Children attend **on** parents.
- **Authority**
 - a. **On (subject)**. Mr. Suresh is an authority **on** Modern physics.
 - b. **Over (rights)**. The District Magistrate has authority **over** the Committee.
- **Blind**
 - a. **Of (Physical)**. He is blind **of** one eye.
 - b. **To (mental)**. Many parents are blind **to** the faults of their children.
- **Communicate**
 - a. **With (to make correspondence)**. He communicated **with** us on that matter.
 - b. **To (to convey)**. He communicated his opinion **to** me.
- **Compare**
 - a. **With (Similar things)**. Shakespeare is compared **with** Kalidasa.
 - b. **To (dissimilar things)**. Life is compared **to** a battle.
- **Compete**
 - a. **With (Person)**. I cannot compete **with** the young man.

b. **For (a thing)**. They compete **for** a prize.

- **Complain**

a. **To (person)**. He complained **to** the Magistrate against Sham.

b. **Against (a person)**. He complained to the Magistrate **against** Sham.

c. **About (a thing)**. He complained to the Magistrate against Sham **about** his misconduct.

- **Confer**

a. **On (to give)**. The president conferred the title of Bharat Ratna **on** him.

b. **With (a person)**. I shall confer **with** him about important topics.

- **Die**

a. **Of (a disease)**. He died **of** cholera.

b. **From (a cause)**. He died **from** overwork.

- **Differ**

a. **With (person)**. I differ **with** you.

b. **From (things)**. India differs **from** Japan.

- **Disqualified**

a. **From (action)**. He was disqualified **from** running the race.

b. **For (post or thing)**. He was disqualified **for** the post of Police Inspector.

- **Entrust**

a. **With (in case of a person)**. I cannot entrust him **with** my money.

b. **To (in case of thing)**. I cannot entrust my money **to** him.

- **Familiar**

a. **With (person)**. I am familiar **with** the Chief Minister.

b. **To (subject)**. I am familiar **to** French Language.

- **Fight**

a. **With (person)**. We fought **with** the English.

b. **For (thing)**. We fought with the English **for** freedom.

- **Grateful**

a. **To (person)**. I am grateful **to** Ram.

b. **For (thing)**. I am grateful to Ram **for** his help.

- **Heir**

a. **Of (descendant)**. A son is usually the heir **of** the father.

b. **For (thing)**. He was a heir **for** a big fortune.

- **Indebted**

a. **To (a person)**. I am indebted **to** my friend.

b. **For (thing)**. I am indebted to my friend **for** his help.

- **Indignant**

a. **With (person)**. He was indignant **with** his friends.

b. **At (thing)**. The teacher was indignant **at** his carelessness.

- **Live**

a. **On (to exist)**. A man lives **on** food.

b. **By (to depend on, to believe in)**. A terrorist lives **by** the gun.

- **Part**

a. **From (persons)**. He parted **from** his friends.

b. **With (things)**. He cannot part **with** his money.

- **Responsible**

a. **To (person)**. He was responsible **to** the boss.

b. **For (thing)**. We are responsible to God **for** our actions.

- **Taste**

a. **Of (experience)**. Now you will have a taste **of** New York.

b. **For (interest)**. I have no taste **for** painting.

- **Tired**

a. **Of (mental)**. I am tired **of** poverty.

b. **With (physical)**. I am tired **with** working for five hours continuously.

ADJECTIVE + PREPOSITION LIST

We often follow **adjectives** by **prepositions** (words like **of, for, with**), for example:

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

<ul style="list-style-type: none"> • Afraid of She's afraid of the dark. • Famous for France is famous for wine. • Bored with I'm bored with this film. 		
▪		
ADJECTIVE + BY	ADJECTIVE + AT	ADJECTIVE + ABOUT
<ul style="list-style-type: none"> • Impressed by • Surprised by • Amazed by • Delighted by • Disturbed by • Excited by • Fascinated by • Impressed by • Inspired by • Astonished by • Shocked by • Surprised by 	<ul style="list-style-type: none"> • Bad at • Good at • Surprised at • Amazed at • Angry at • Annoyed at • Awful at • Bad at • Brilliant at • Clever at • Delighted at • Disappointed at • Excellent at • Excited at • Good at • Hopeless at • Mad at • Present at • Shocked at • Skilled at 	<ul style="list-style-type: none"> • I was angry about the accident. • She's not happy about her new boss. • Are you nervous about the exam? • Angry about • Anxious about • Enthusiastic about • Excited about • Furious about • Happy about • Mad about • Nervous about • Pessimistic about • Sad about • Serious about • Upset about • Worried about

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

	<ul style="list-style-type: none"> • Successful at • Surprised at • Terrible at • Slow at • Lucky at 	
ADJECTIVE + IN	ADJECTIVE + FROM	ADJECTIVE + FOR
<ul style="list-style-type: none"> • Disappointed in • Experienced in • Interested in • Involved in • Polite/impolite in • Present in • Skilled in • Slow in • Successful in • Talented in 	<ul style="list-style-type: none"> • Made from • Safe from • Free from • Absent from • Different from • Free from • Made from • Protected from • Safe from 	<ul style="list-style-type: none"> • Eligible for • Prepared for • Responsible for • Eager for • Eligible for • Famous for • Grateful for • Notorious for • Prepared for • Ready for • Renowned for • Responsible for • Respected for • Sorry for • Suitable for • Thankful for

ADJECTIVES +TO - EXAMPLES IN SENTENCES

Accustomed to	He is accustomed to having his own office.
Addicted to	She is addicted to watching TV.
Afraid of	She is afraid of speaking in public.
Anxious about	Norma is anxious about making the presentation.
Bored of	I am bored of doing the same old job.

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

Capable of	He is capable of winning a gold medal.
Committed to	She is committed to improving her English.
Concerned about	Nancy was concerned about being late.
Content with	Tim is content with winning second place.
Dedicated to	The organization is dedicated to ending poverty.
Devoted to	The money will be devoted to protecting the environment.
Disappointed with	Fiona was disappointed with coming in third place.
Discouraged by	He was discouraged by not getting the job.
Excited about	The researcher was excited about going to Africa.
Famous for	That actor is famous for being extremely weird.
Fond of	She is fond of having picnics.
Frightened of	She is frightened of being alone at night.
Guilty of	The banker was guilty of stealing money.
Happy about	He was happy about winning the lottery.
Interested in	She is interested in becoming a doctor.
Involved in	He was involved in making the movie.
Known for	She was known for causing problems.
Opposed to	They are opposed to building a new road in the park.
Proud of	He was proud of having completed the marathon.
Remembered for	She is remembered for protecting mountain gorillas.
Responsible for	He is responsible for causing the damage.
Scared of	Tina is scared of being alone at night.

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

Terrified of	The surfer is terrified of being attacked by a shark.
Tired from	She is tired from working all day.
Tired of	Margaret is tired of making dinner every night.
Worried about	The hikers were worried about not having enough water.
ADJECTIVE + TO	EXAMPLE SENTENCES
Accustomed to	"He quickly became accustomed to city life."
Addicted to	"I think I'm addicted to action movies."
Committed to, dedicated to, Devoted to	"She is committed to the art of dance." "How dedicated to your studies are you?" "Lucy is devoted to her family."
Friendly to, good to, kind to, nice to	"Henry is friendly to everyone." "Was she good to you?" "You should always be kind to others." "Mrs. Roberts was nice to the cashier."
Married to	"Cassie is married to Nick."
Mean to, rude to, unfriendly to	"Don't be mean to your classmates." "The couple was rude to the waitress." "A lot of cats are unfriendly to humans."
Opposed to	"I am opposed to these changes."
similar to	"His idea is similar to mine."

Adjective + about	Example Sentences
angry about, furious about, mad about	"My neighbor is angry about the loud music we played last night." "That woman is furious about having to wait in line." "You're always mad about something."
anxious about, nervous	"Joe is anxious about studying abroad next

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

about, stressed about, worried about	semester." "She seemed nervous about the test." "Rachel is stressed about finding a job." "Dad is worried about filing taxes."
excited about	"I am excited about a new book that's coming out soon."
happy about	"Aren't you happy about the way things turned out?"
sad about, depressed about	"She might be sad about her grades." "Bobby was depressed about his parents' divorce."
sorry about	"I'm sorry about yesterday."
upset about	"He's probably upset about losing the soccer match."

ADJECTIVE + WITH	EXAMPLE SENTENCES
angry with, furious with	"Nicole is angry with her mother." "I heard he's furious with you!"
annoyed with, fed up with	"I'm annoyed with this traffic." "She's fed up with having to clean toilets all day."
bored with	"It's hard not to be bored with long lectures."
content with, fine with, OK with	"Taylor was content with moving to Chicago." "I'm fine with having to rewrite the introduction." "Are you sure you're OK with this?"
disappointed with, displeased with	"Molly seems disappointed with her performance." "The boy's parents are displeased with his behavior."
pleased with	"We are very pleased with the number of donations we received."

ADJECTIVES AND PREPOSITIONS

- **Nice / kind / good / stupid / silly / intelligent / clever / sensible / (im)polite / rude / unreasonable OF** someone (to do something)
Thank you it was very nice / kind of you to help me. It's stupid of her to go out without a coat.
- **Nice / kind / good / (im)polite / rude / (un)pleasant / (un)friendly / cruel to** someone
She has always been very nice / kind to me. Why are you so rude / unfriendly to Ann?
- **Angry / furious ABOUT** something / **WITH** someone / **FOR** something
Why are you so angry about it? They were furious with me for not inviting them to my party.
- **Pleased / disappointed / satisfied WITH** something
I was pleased with the present you gave me. Were you disappointed with your examination results?
- **Bored / fed up WITH** something
You get bored / fed up with doing the same thing every day.
- **Surprised / shocked / amazed / astonished AT / BY** something
Everyone was surprised by /at the news.
- **Excited / worried / upset ABOUT** something
Are you excited about going on holiday next week?
- **Afraid / scared / frightened / terrified OF** someone / something
Are you afraid of dogs?
- **Proud / ashamed OF** someone / something
I'm not ashamed of what I did.
- **Good / bad / excellent / brilliant / hopeless AT** (doing) something
I'm not very good at repairing things.
- **Married TO** someone (Linda is married to an American.)

- **Sorry ABOUT** something (I'm sorry about the noise last night.)
- **Sorry FOR** doing something (I'm sorry for shouting at you yesterday.)
- **Be / feel sorry FOR** someone (I feel sorry for George.)
- **Famous FOR** something (Florence is famous for its art treasures.)
- **Responsible FOR** something (Who was responsible for this noise last night?)
- **Interested IN** something (Are you interested in art?)
- **Fond OF** something / someone (Mary is fond of animals.)
- **Full OF** something (The letter was full of mistakes.)
- **Short OF** something (I'm a bit short of money.)
- **Keen ON** something (We stayed at home because Mary wasn't very keen on going out in the rain.)
- **Similar TO** something (Your writing is similar to mine.)
- **Crowded WITH** (people...) (The city was crowded with tourists.)

ADJECTIVE + PREPOSITION COMBINATIONS

Read widely in order to become more and more familiar with how these adjective-prepositions combinations are used.

Here are a few of the most common combinations of adjectives and prepositions in English:

AT – SURPRISED AT, ANGRY AT, GOOD AT, TERRIBLE AT

1. I'm **surprised at** how fast my students are learning.
2. My mother is **angry at** me because I forgot her birthday.
3. Jamila is **good at** songwriting and painting.
4. He's **terrible at** math – he failed the class twice!

OF – PROUD OF, AFRAID OF, FOND OF, FULL OF

1. You practiced a lot and gave a great performance – I'm **proud of** you!
2. Jewell is **afraid of** swimming in the ocean.
3. The kids are very **fond of** the puppy.

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

4. The mall is always **full of** teenagers on the weekend.

WITH – SATISFIED WITH, BUSY WITH, FED UP WITH, ASSOCIATED WITH

1. I wasn't **satisfied with** the customer service at the bank.
2. We've been working overtime lately because we've been **busy with** a new project.
3. I was **fed up with** my boyfriend's lies, so I ended the relationship.
4. There are many health risks **associated with** smoking.

IN – DISAPPOINTED IN, SKILLED IN, INTERESTED IN, INVOLVED IN

1. The teacher was **disappointed in** the behavior of the class.
2. She was highly **skilled in** physics and chemistry.
3. Giovanni is **interested in** classic English literature.
4. Marlene is very **involved in** volunteer work.
5. *Notice that **in** can have a similar function to **at**. Ex) she's skilled at soccer.
She's skilled in playing soccer.

FOR – KNOWN FOR, GOOD FOR, TERRIBLE FOR, EXCELLENT FOR

1. Brazil is **known for** its wonderful music and friendly people.
2. Chocolate and red wine are actually **good for** your heart!
3. Looking at screens all day is **bad for** your eyesight.
4. Playing memory games is **excellent for** improving your brain function.

TO – MARRIED TO, FRIENDLY TO, SIMILAR TO, RUDE TO

1. He's **married to** an Australian woman.
2. Everyone I met on the trip was **friendly to** me.
3. The movie is very **similar to** the book.
4. The little boy was punished after being **rude to** his grandfather.

ADJECTIVE + ABOUT	EXAMPLE SENTENCES
Angry about, furious about, mad about	"My neighbor is angry about the loud music we played last night."

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

	<p>"That woman is furious about having to wait in line."</p> <p>"You're always mad about something."</p>
Anxious about, nervous about, stressed about, worried about	<p>"Joe is anxious about studying abroad next semester."</p> <p>"She seemed nervous about the test."</p> <p>"Rachel is stressed about finding a job."</p> <p>"Dad is worried about filing taxes."</p>
Excited about	"I am excited about a new book that's coming out soon."
Happy about	"Aren't you happy about the way things turned out?"
Sad about Depressed about	<p>"She might be sad about her grades."</p> <p>"Bobby was depressed about his parents' divorce."</p>
Sorry about	"I'm sorry about yesterday."
Upset about	"He's probably upset about losing the soccer match."
ADJECTIVE + WITH	EXAMPLE SENTENCES
Angry with, furious with	<p>"Nicole is angry with her mother."</p> <p>"I heard he's furious with you!"</p>
Annoyed with, fed up with	<p>"I'm annoyed with this traffic."</p> <p>"She's fed up with having to clean toilets all day."</p>
Bored with	"It's hard not to be bored with long lectures."
Content with, fine with, ok with	<p>"Taylor was content with moving to Chicago."</p> <p>"I'm fine with having to rewrite the introduction."</p> <p>"Are you sure you're ok with this?"</p>
Disappointed with,	"Molly seems disappointed with her performance."

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

displeased with	"The boy's parents are displeased with his behavior."
Pleased with	"We are very pleased with the number of donations we received."

ADJECTIVE + OF	EXAMPLE SENTENCES
afraid of, frightened of, scared of, terrified of	<p>"Sam is afraid of dogs."</p> <p>"Many kids are frightened of clowns."</p> <p>"Are you scared of airplanes?"</p> <p>"The poor baby was terrified of her crib."</p>
kind of, nice of, sweet of, thoughtful of	<p>"How kind of you to come early."</p> <p>"That was nice of your sister to treat us to dessert."</p> <p>"It's very sweet of John to send a gift."</p> <p>"It is thoughtful of passengers to thank their drivers."</p>
odd of, strange of	<p>"How odd of that man to wear sunglasses inside."</p> <p>"It's strange of you to change your mind like that."</p>
proud of	"Mom told me she is proud of my accomplishments."
rude of	"I thought it rude of her to interrupt me."
smart of	"That's very smart of you."
sick of, tired of	<p>"I am so sick of doing laundry every week."</p> <p>"Olivia confessed that she is tired of dating Mike."</p>
silly of	"It was silly of me to assume I was right."

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

stupid of	"How stupid of that boy to drop out of high school."
-----------	---

NOUN + PREPOSITION COMBINATIONS

FOR

1. A check for (an amount of money)

He gave me a check for \$100

2. A demand for

There's a huge demand for affordable housing.

3. A need for

This country has a real need for trustworthy leaders.

4. A reason for

There's no reason for such bad behavior.

5. Credit for

I have to give her credit for doing a great job.

6. A preference for

I have a preference for historical movies, but i'll watch pretty much anything.

7. A reputation for

He has a reputation for honesty and kindness.

8. Respect/admiration for

I have enormous respect for firefighters.

9. A talent for

Some people have a real talent for singing.

10. Room for

Is there room for a water bottle inside the backpack?

IN

1. A rise in / an increase in

There's been a rise in global temperatures.

2. A fall in / a decrease in

There's been a fall in prices lately.

3. Interest in

That book sparked my interest in politics.

4. A delay in

He was responsible for the delay in the preparations.

5. Experience in

Do you have any experience in this area?

OF

1. A cause of

Losing my job was the cause of all my problems.

2. A photograph/picture of something

We took quite a few pictures of the beach.

3. A process of

We're in the process of remodeling our house.

4. An advantage of / a disadvantage of

The advantage of taking the bus is that you don't have to worry about parking.

5. A habit of

I have the habit of eating ice cream while i watch tv.

6. No intention of

I have no intention of quitting my job anytime soon.

7. A lack of

We couldn't believe his lack of table manners.

8. A result of

She presented the results of her research.

TO

1. damage to

The hurricane caused some damage to my house.

2. an addiction to

I think he has an addiction to video games.

3. dedication/devotion to

His life is guided by his devotion to religion.

4. a reaction to

They didn't show any reaction to the news.

5. access to

Only employees should have access to the files.

6. A response/reply to

I couldn't hear his reply to the question.

7. a contribution to

Thanks for your contribution to the project.

8. a threat to

Pollution is a threat to the environment.

9. an exception to

There are some exceptions to the grammar rules in English.

Others:

1. **Anger at** Your anger at him is perfectly justified.
2. **An expert on/at/in** She's an expert at fixing things.
3. **An attack on** The soldiers is planning an attack on the enemy base.
4. **An effect on** This medication might have an effect on your appetite.
5. **A ban on** There's a ban on genetically-modified foods.
6. **A tax on** The government wants to raise the tax on alcoholic beverages.
7. **A speech on/about** I'm going to give a speech on overcoming obstacles.
8. **A difference between** I don't see much of a difference between those two shades of blue.
9. **Protection from** This helmet offers the best protection from injuries.
10. **A break from** I need a break from all this studying!

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

NOUN + PREPOSITION

LIIST OF COMMON NOUN COLLOCATIONS WITH IN

A decrease in

Half the companies in the survey reported a **decrease in** sales.

A fall in

There is a steep **fall in** profits this year.

A rise in

There has been a sharp **rise in** the number of people out of work.

An increase in

There has been an **increase in** demand for two-bedroom flats.

Belief in

She has lost her **belief in** God.

Change in

There was no **change in** the patient's condition overnight.

Course in

I'd like to do a **course in** computer programming.

Delay in

We apologize for the **delay in** answering your letter.

Difference in

NOUN + PREPOSITION COMBINATIONS

advantage of	advice on	alternative to	application for
benefit of	cause of	cheque for	cost of
demand for	difference between	example of	experience of, in
fall in, of	increase/decrease in, of	invitation to	interest in
lack of	matter with	need for	opinion of
order for	price of	reason for	reply to
request for	rise in, of	solution to	tax on

NOUN + PREPOSITION

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

Words referring to increases and decreases can be followed by **in** or **of**.

In refers to something that has risen or fallen; **of** refer to a quantity or amount.

There has been a large **fall in** unemployment over the last few months.

There has been a fall of 9.7%.

NOUN + PREPOSITION

	at a profit/loss	at cost price	at your convenience
at short notice	by post	by hand	by return
by cheque	by law	by car, bus, airmail	by mistake
for sale	for lunch	in advance	in stock
in writing	in general	in the end	in a hurry
in my opinion	in bulk	in charge of	in debt
on application	on sale	on loan	on holiday
on business	on a trip	on hold	on the phone
on television	on the whole	on order	on time
out of order	out of date	to my mind	under pressure
with reference to			

NOUN + PREPOSITION FOLLOWED BY GERUND

addiction to	His addiction to surfing the Internet is a problem.
advantage of	He has the advantage of speaking English fluently.
anxiety about	Her anxiety about speaking in public caused her to lose the job.
belief in	His belief in not harming animals was something he learned from his mother.
credit for	She took credit for improving the filing system.
dedication to	His dedication to teaching was impressive.
delay in	The delay in processing the visa caused problems.
devotion to	His devotion to biking allowed him to win the competition.

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

disadvantage of	The disadvantage of flying is that you can't see the scenery along the way.
experience in	She has a great deal of experience in introducing new products to international markets. With the noun "experience," sometimes a gerund is added without the preposition "in." "Experience introducing new products" would also be acceptable.
fear of	His fear of flying made travel difficult.
fondness for	Her fondness for traveling led to her career in the travel industry.
habit of	His habit of smoking in restaurants caused many problems in California.
interest in	Her career as a pilot evolved out of her interest in flying.
knowledge of	Her knowledge of climbing helped her during the competition.
love of	His love of singing developed when he was a child.
memory of	Their memories of traveling in Africa will stay with them forever.
preference for	I think his preference for speaking his native language is natural.
process of	The process of painting such a large mural is more complicated than you might think.
reaction to	His reaction to winning the prize was quite funny.
reason for	The main reason for taking the course is to improve your language skills.
regret for	The criminal's regret for committing the crime did not convince the judge.
report on	The magazine's report on choosing the right car was not well researched.
reputation for	Her reputation for lying is well known.
responsibility	His responsibility for completing the project on time was

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

for	acknowledged by the company.
story about	I don't know if I believe his story about seeing a UFO.
talent for	His talent for learning languages was impressive.

NOUN + PREPOSITION COMBINATIONS

For

- **A check for (an amount of money)**
- He gave me a check for \$100
- **A demand for**
- There's a huge demand for affordable housing.
- **A need for**
- This country has a real need for trustworthy leaders.
- **A reason for**
- There's no reason for such bad behavior.
- **Credit for**
- I have to give her credit for doing a great job.
- **A preference for**
- I have a preference for historical movies, but i'll watch pretty much anything.
- **A reputation for**
- He has a reputation for honesty and kindness.
- **Respect/admiration for**
- I have enormous respect for firefighters.
- **A talent for**
- Some people have a real talent for singing.
- **Room for**
- Is there room for a water bottle inside the backpack?
- **In**
- **A rise in / an increase in**
- There's been a rise in global temperatures.

- **A fall in / a decrease in**
- There's been a fall in prices lately.
- **Interest in**
- That book sparked my interest in politics.
- **A delay in**
- He was responsible for the delay in the preparations.
- **Experience in**
- Do you have any experience in this area?
- **Of**
- **A cause of**
- Losing my job was the cause of all my problems.
- **A photograph/picture of something**
- We took quite a few pictures of the beach.
- **A process of**
- We're in the process of remodeling our house.
- **An advantage of / a disadvantage of**
- The advantage of taking the bus is that you don't have to worry about parking.
- **A habit of**
- I have the habit of eating ice cream while i watch tv.
- **No intention of**
- I have no intention of quitting my job anytime soon.
- **A lack of**
- We couldn't believe his lack of table manners.
- **A result of**
- She presented the results of her research.
- **To**
- **Damage to**

- The hurricane caused some damage to my house.
- **An addiction to**
- I think he has an addiction to video games.
- **Dedication/devotion to**
- His life is guided by his devotion to religion.
- **A reaction to**
- They didn't show any reaction to the news.
- **Access to**
- Only employees should have access to the files.
- **A response/reply to**
- i couldn't hear his reply to the question.
- **A contribution to**
- Thanks for your contribution to the project.
- **A threat to**
- Pollution is a threat to the environment.
- **An exception to**
- There are some exceptions to the grammar rules in english.
- **Others:**
- **Anger at** your anger at him is perfectly justified.
- **An expert on/at/in** she's an expert at fixing things.
- **An attack on** the soldiers is planning an attack on the enemy base.
- **An effect on** this medication might have an effect on your appetite.
- **A ban on** there's a ban on genetically-modified foods.
- **A tax on** the government wants to raise the tax on alcoholic beverages.
- **A speech on/about** i'm going to give a speech on overcoming obstacles.
- **A difference between** i don't see much of a difference between those two shades of blue.
- **Protection from** this helmet offers the best protection from injuries.

- **A break from** i need a break from all this studying!

PREPOSITIONS SHOWING DIRECTION

- **To** is used to indicate movement from one place to another.

The children go **to** the school every morning.

- **Towards** points out a particular direction.

The lion ran **towards** the hunter.

- **Into** indicates a movement inside something.

The thief entered **into** the room.

- **At** indicates aim.

○ The hunter aimed **at** the bird.

- **For** denotes direction.

○ I shall start **for** Patna today.

- **Off** refers to separation.

○ He was thrown **off** from the car during the accident.

- **From** refers to a point of departure.

○ We feel unhappy when we depart **from** our parents

- **Against** shows pressure.

○ I rested my arms **against** the wall.

- **Along** shows the same line.

○ I walked **along** the road.

- **Across** means from one side.

○ I ran **across** the road

- **Before** denotes face-to-face.

○ I was standing **before** my wife.

- **Behind** means at the back of someone or something.

○ My daughter stood **behind** me.

- **Beside** means by the side of.

The security guard sits **beside** the officer.

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

- **After** refers to a sequence.
 - The child came running **after** the mother.

VERB +TO	
<ul style="list-style-type: none">• Adapt to• Add to• Agree to• Apologize to• Belong to• Consent to• Devote to• Happen to• Lead to• Listen to• Object to• React to• Refer to• Reply to• Speak to• Talk to	
VERB + FROM	VERB + FOR
<ul style="list-style-type: none">• Abstain from• Borrow from• Escape from• Graduate from• Hide from• Infer from• Prevent from• Prohibit from	<ul style="list-style-type: none">• Admire for• Apologize for• Apply for• Ask for• Blame for• Care for• Excuse for• Head for

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

<ul style="list-style-type: none"> • Protect from • Recover from • Rescue from • Resign from • Retire from • Save from • Separate from • Stem from • Suffer from 	<ul style="list-style-type: none"> • Long for • Pay for • Pray for • Prepare for • Scold for • Search for • Vote for • Wait for • Wish for • Work for
VERB + AT	VERB + ON
<ul style="list-style-type: none"> • Aim at • Arrive at • Glance at • Guess at • Hint at • Laugh at • Look at • Marvel at • Peer at • Point at • Smile at • Stare at • Wink at 	<ul style="list-style-type: none"> • Agree on • Base on • Be on • Blame on • Comment on • Concentrate on • Congratulate on • Count on • Depend on • Elaborate on • Impose on • Insist on • Play on • Pride on • Rely on • Work on

CHAPTER EIGHT: PHRASAL VERBS

1. **Break down-** To stop functioning
“My car **broke down** on the highway today.”
2. **Break down-** To become very emotionally upset; to begin crying
“She **broke down** when she was told her cat had died.”
3. **Break up-** To end a romantic relationship
“Have you heard the news? Sally and John **broke up**.”
4. **Break into-** To force entry
“Burglars **broke into** my house last night.”
5. **Break away from-** To become free from some restriction or restraint “The police caught one of the burglars, but he managed to **break away from** them.”
6. **Break out-** To escape from some confinement or imprisonment
“The other burglar was put in prison, but he managed to **break out**.”
7. **Break out-** To appear or begin suddenly and spread quickly
“An epidemic of flu has **broken out**.”
8. **Break out in-** To have a large amount of something, usually a skin condition, appear suddenly and spread quickly.
“My face has **broken out in** pimples, and I look terrible.”
9. **Break even-** To achieve a result with no loss or gain in profit “The Company **broke even** this year.”

PHRASAL VERBS WITH PICK

1. **Pick up-** To go and collect someone or something, especially by car
“Can you **pick up** the children after school?”
2. **Pick up-** To receive, as a radio signal “My cell phone never **picks up** a signal when I’m in the house.”
3. **Pick up-** To attempt to find or become acquainted with someone for romantic or sexual purposes “He always wants to go **pick up** girls at bars.”

4. **Pick on-** To deliberately harass or tease someone "You're always **picking on** me, and I wish you would stop."
5. **Pick on-** To select or choose someone "The teacher always **picks on** Jane. She never gives the other students a chance to answer."

PHRASAL VERBS WITH PUT

- **put out** - To extinguish something, such as a flame
"We have to **put out** the fire before it spreads to the rest of the house."
- **Put out-** To put an animal outside the house
"Would you **put** the cat **out** for a while?"
- **Put (someone/oneself) out-** To inconvenience someone or oneself on someone else's behalf
"It would be great if you could do this for me, but don't **put** yourself **out**."
- **Put (someone) up-** To host (someone) in one's house
"I can **put** you **up** for the weekend, but no longer than that."
- **Put up with-** To tolerate
"He couldn't **put up with** her any longer."
- **Put up with-** To make something available to be sold.
"They've **put up** their house for sale."
- **Put in-** To spend or invest, especially time
"He **puts in** 12 hours at work every day."
- **Put off-** To delay doing or commencing something
"See if you can **put** the meeting **off** for an hour. We still need more time."
- **Put (someone) off** - To make someone uninterested in or disinclined to do something
"The sight of the octopus really **put** me **off** my food."
- **Put aside/away-** To save for future use
"I've **put away/aside** enough money to retire early."
- **Put aside for-** To reserve something for someone until a later time

“Could you **put** this blouse **aside for** me.”

- **Put through to-** To connect someone with another person, usually via telephone

“Could you **put** me **through to** the manager please?”

- **Put through-** To subject someone to something unpleasant or undesirable
- “This job has **put** me **through** so much already.”

- **Put away-** To store in or return to the proper location

“Can you please **put away** all those books lying around?”

- **Put down-** To mock, belittle, or make to appear foolish

“She’s always **putting** her boyfriend **down**.”

- **Put down-** To euthanize an animal

“Our poor cat is so old that we have to have him **put down**.”

- **Put on-** To add to or increase the amount of “I’ve **put on** a lot of weight recently.”

- **Put on-** To pretend or act

“He seems angry, but I know he’s just **Putting** it **on**.”

- **Put (someone) on-** To deceive or tease someone

“I really thought I had won the prize. I can’t believe he was **putting** me **on** the whole time!”

- **Put down-** To pass a telephone to someone

“Give me one second, and I’ll **put** him **on**.”

PHRASAL VERBS WITH RUN

- **Run into-** To encounter someone by chance

“I **ran into** an old friend of mine yesterday while I was out shopping.”

- **Run out of -** To exhaust the supply of something

“We’ve **run out of** coffee again. Could you get some on your way home?”

- **Run up -** To accrue or accumulate, especially indebtedness

“He **ran up** a huge bill at dinner.”

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

- **Run away with-** To hurriedly leave with someone else, as to elope
“His husband **ran away with** the secretary.”
- **Run over-** To hit someone or something with a vehicle, usually a car
“He’s still very upset after **running over** the cat last night.”
- **Run through-** To quickly discuss, summarize, or outline
“OK, can we just **run through** the main points again?”
- **Run to-** To immediately seek assistance from someone
“He always **runs to** his mother whenever he’s in trouble.”
- **Run on -** To be powered by
“Those new cars **run on** electricity, but they are so expensive.”
- **Run up against-** To encounter an obstacle, difficulty, or problem “The company **ran up against** some problems initially, but now things are operating smoothly.”

PHRASAL VERBS WITH TAKE

- **Take up-** To begin, especially a hobby or pastime
“I’m thinking of **taking up** a new hobby.”
- **Take up-** To occupy, such as space or time
“I’m going to buy a smaller table. This **takes up** too much room.”
- **Take up-** Of clothes, to shorten or tighten
“My new pants are too long for me. I’m going to have to have them **taken up** a bit.”
- **Take to-** To have a newfound liking or appreciation for
“The boss has really **taken to** the new intern.”
- **Take out -** To obtain a legal agreement, such as insurance or a financial loan
“I’ve **taken out** an insurance policy on my house.”
- **Takeover-** To obtain control of
“The company has been **taken over** by a Spanish corporation.”
- **Take off -** To leave the ground and begin flight

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

"You've just missed the plane: it **took off** a few minutes ago."

- **Take off** - To remove an article of clothing

"**Take off** your jacket. It's hot in here."

- **Take off** - To become successful or popular

"Business has really **taken off** this year."

- **Take off** - To not go to work or school for a certain period of time

"I'm really tired. I'm going to **take** a day **off** tomorrow."

- **Takes after** - To be similar in character or appearance to a close relative "He **takes after** his father in his love of tennis."

- **Take back** To return something to the place where it was purchased

"My new cell phone doesn't work. I'm going to **take** it **back** tomorrow and ask for a refund."

- **Take on** - To recruit or employ

"Why don't you apply for a job at the new phone company? They are **taking on** new staff."

- **Take on-** To agree or commit to doing something "I've **taken on** too much work. How will I ever find the time to finish it all?"

- **Take in-** To give shelter and/or assistance

"She's a very kind person. She always **takes in** stray dogs that she finds in the street." As we said already, there are hundreds of different phrasal verbs in English.

PHRASAL VERBS

PHRASAL VERB	MEANING	EXAMPLE SENTENCE
ask somebody out	invite on a date	Brian asked Judy out to dinner and a movie.
ask around	ask many people the same question	I asked around but nobody has seen my wallet.
add up to something	equal	Your purchases add up

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

		to\$205.32.
back something up	reverse	You'll have to back up your car so that I can get out.
back somebody up	support	My wife backed me up over my decision to quit my job.
blow up	explode	The racing car blew up after it crashed into the fence.
blow something up	add air	We have to blow 50 balloons up for the party.
break down	stop functioning (vehicle, machine)	Our car broke down at the side of the highway in the snowstorm.
break down	get upset	The woman broke down when the police told her that her son had died.
break something down	divide into smaller parts	Our teacher broke the final project down into three separate parts.
break in	force entry to a building	Somebody broke in last night and stole our stereo.
break into something	enter forcibly	The firemen had to break into the room to rescue the children.
break something in	wear something a few times so that it doesn't look/feel new	I need to break these shoes in before we run next week.

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

break in	interrupt	The TV station broke in to report the news of the president's death.
break up	end a relationship	My boyfriend and I broke up before I moved to America.
break up	start laughing (informal)	The kids just broke up as soon as the clown started talking.
break out	escape	The prisoners broke out of jail when the guards weren't looking.
break out in something	develop a skin condition	I broke out in a rash after our camping trip.
bring somebody down	make unhappy	This sad music is bringing me down .
bring somebody up	raise a child	My grandparents brought me up after my parents died.
bring something up	start talking about a subject	My mother walks out of the room when my father brings up sports.
bring something up	vomit	He drank so much that he brought his dinner up in the toilet.
call around	phone many different places/people	We called around but we weren't able to find the car part we needed.
call somebody back	return a phone call	I called the company back but

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

		the offices were closed for the weekend.
call something off	cancel	Jason called the wedding off because he wasn't in love with his fiancé.
call on somebody	ask for an answer or opinion	The professor called on me for question 1.
call on somebody	visit somebody	We called on you last night but you weren't home.
call somebody up	phone	Give me your phone number and I will call you up when we are in town.
calm down	relax after being angry	You are still mad. You need to calm down before you drive the car.
not care for somebody/ something	not like (formal)	I don't care for his behaviour.
catch up	get to the same point as somebody else	You'll have to run faster than that if you want to catch up with Marty.
check in	arrive and register at a hotel or airport	We will get the hotel keys when we check in .
check out	leave a hotel	You have to check out of the hotel before 11:00 AM.
check somebody/ something out	look at carefully, investigate	The company checks out all new employees.
check out somebody/	look at (informal)	Check out the crazy hair on

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

something		that guy!
cheer up	become happier	She cheered up when she heard the good news.
cheer somebody up	make happier	I brought you some flowers to cheer you up .
chip in	help	If everyone chips in we can get the kitchen painted by noon.
clean something up	tidy, clean	Please clean up your bedroom before you go outside.
come across something	find unexpectedly	I came across these old photos when I was tidying the closet.
come apart	separate	The top and bottom come apart if you pull hard enough.
come down with something	become sick	My nephew came down with chicken pox this weekend.
come forward	volunteer for a task or to give evidence	The woman came forward with her husband's finger prints.
come from some place	originate in	The art of origami comes from Asia.
count on somebody/ something	rely on	I am counting on you to make dinner while I am out.
cross something out	draw a line through	Please cross out your old address and write your new one.
cut back on something	consume less	My doctor wants me to cut back on sweets and fatty foods.

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

cut something down	make something fall to the ground	We had to cut the old tree in our yard down after the storm.
cut in	interrupt	Your father cut in while I was dancing with your uncle.
cut in	pull in too closely in front of another vehicle	The bus driver got angry when that car cut in .
cut in	start operating (of an engine or electrical device)	The air conditioner cuts in when the temperature gets to 22°C.
cut something off	remove with something sharp	The doctors cut off his leg because it was severely injured.
cut something off	stop providing	The phone company cut off our phone because we didn't pay the bill.
cut somebody off	take out of a will	My grandparents cut my father off when he remarried.
cut something out	remove part of something (usually with scissors and paper)	I cut this ad out of the newspaper.
do somebody/ something over	beat up, ransack (BrE, informal)	He's lucky to be alive. His shop was done over by a street gang.
do something over	do again (AmE)	My teacher wants me to do my essay over because she doesn't like my topic.

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

do away with something	discard	It's time to do away with all of these old tax records.
do something up	fasten, close	Do your coat up before you go outside. It's snowing!
dress up	wear nice clothing	It's a fancy restaurant so we have to dress up .
drop back	move back in a position/group	Andrea dropped back to third place when she fell off her bike.
drop in/ by/ over	come without an appointment	I might drop in/by/over for tea sometime this week.
drop somebody/ something off	take somebody/ something somewhere and leave them/it there	I have to drop my sister off at work before I come over.
drop out	quit a class, school etc	I dropped out of Science because it was too difficult.
eat out	eat at a restaurant	I don't feel like cooking tonight. Let's eat out .
end up	eventually reach/do/decide	We ended up renting a movie instead of going to the theatre.
fall apart	break into pieces	My new dress fell apart in the washing machine.
fall down	fall to the ground	The picture that you hung up last night fell down this morning.
fall out	separate from an interior	The money must have fallen out of my pocket.
fall out	(of hair, teeth)	His hair started to fall out when

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

	become loose and unattached	he was only 35.
figure something out	understand, find the answer	I need to figure out how to fit the piano and the bookshelf in this room.
fill something in	to write information in blanks, as on a form (BrE)	Please fill in the form with your name, address, and phone number.
fill something out	to write information in blanks, as on a form (AmE)	The form must be filled out in capital letters.
fill something up	fill to the top	I always fill the water jug up when it is empty.
find out	discover	We don't know where he lives. How can we find out ?
find something out	discover	We tried to keep the time of the party a secret, but Samantha found it out .
get something across/over	communicate, make understandable	I tried to get my point across/over to the judge but she wouldn't listen.
get along/on	like each other	I was surprised how well my new girlfriend and my sister got along/on .
get around	have mobility	My grandfather can get around fine in his new wheelchair.
get away	go on a vacation	We worked so hard this year

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

		that we had to get away for a week.
get away with something	do without being noticed or punished	Jason always gets away with cheating in his maths tests.
get back	return	We got back from our vacation last week.
get something back	receive something you had before	Liz finally got her Science notes back from my room-mate.
get back at somebody	retaliate, take revenge	My sister got back at me for stealing her shoes. She stole my favourite hat.
get back into something	become interested in something again	I finally got back into my novel and finished it.
get on something	step onto a vehicle	We're going to freeze out here if you don't let us get on the bus.
get over something	recover from an illness, loss, difficulty	I just got over the flu and now my sister has it.
get over something	overcome a problem	The company will have to close if it can't get over the new regulations.
get round to something	finally find time to do (AmE: get around to something)	I don't know when I am going to get round to writing the thank you cards.
get together	meet (usually for social reasons)	Let's get together for a BBQ this weekend.
get up	get out of bed	I got up early today to study for

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

		my exam.
get up	stand	You should get up and give the elderly man your seat.
give somebody away	reveal hidden information about somebody	His wife gave him away to the police.
give somebody away	take the bride to the altar	My father gave me away at my wedding.
give something away	ruin a secret	My little sister gave the surprise party away by accident.
give something away	give something to somebody for free	The library was giving away old books on Friday.
give something back	return a borrowed item	I have to give these skates back to Franz before his hockey game.
give in	reluctantly stop fighting or arguing	My boyfriend didn't want to go to the ballet, but he finally gave in .
give something out	give to many people (usually at no cost)	They were giving out free perfume samples at the department store.
give something up	quit a habit	I am giving up smoking as of January 1st.
give up	stop trying	My maths homework was too difficult so I gave up .
go after somebody	follow somebody	My brother tried to go after the thief in his car.

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

go after something	try to achieve something	I went after my dream and now I am a published writer.
go against somebody	compete, oppose	We are going against the best soccer team in the city tonight.
go ahead	start, proceed	Please go ahead and eat before the food gets cold.
go back	return to a place	I have to go back home and get my lunch.
go out	leave home to go on a social event	We're going out for dinner tonight.
go out with somebody	date	Jesse has been going out with Luke since they met last winter.
go over something	review	Please go over your answers before you submit your test.
go over	visit somebody nearby	I haven't seen Tina for a long time. I think I'll go over for an hour or two.
go without something	suffer lack or deprivation	When I was young, we went without winter boots.
grow apart	stop being friends over time	My best friend and I grew apart after she changed schools.
grow back	regrow	My roses grew back this summer.
grow into something	grow big enough to fit	This bike is too big for him now, but he should grow into it by next year.

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

grow out of something	get too big for	Elizabeth needs a new pair of shoes because she has grown out of her old ones.
grow up	become an adult	When Jack grows up he wants to be a fireman.
hand something down	give something used to somebody else	I handed my old comic books down to my little cousin.
hand something in	submit	I have to hand in my essay by Friday.
hand something out	to distribute to a group of people	We will hand out the invitations at the door.
hand something over	give (usually unwillingly)	The police asked the man to hand over his wallet and his weapons.
hang in	stay positive (informal)	Hang in there. I'm sure you'll find a job very soon.
hang on	wait a short time (informal)	Hang on while I grab my coat and shoes!
hang out	spend time relaxing (informal)	Instead of going to the party we are just going to hang out at my place.
hang up	end a phone call	He didn't say goodbye before he hung up .
hold somebody/ something back	prevent from doing/going	I had to hold my dog back because there was a cat in the park.
hold something back	hide an emotion	Jamie held back his tears at his

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

		grandfather's funeral.
hold on	wait a short time	Please hold on while I transfer you to the Sales Department.
hold onto somebody/ something	hold firmly using your hands or arms	Hold onto your hat because it's very windy outside.
hold somebody/ something up	rob	A man in a black mask held the bank up this morning.
keep on doing something	continue doing	Keep on stirring until the liquid comes to a boil.
keep something from somebody	not tell	We kept our relationship from our parents for two years.
keep somebody/ something out	stop from entering	Try to keep the wet dog out of the living room.
keep something up	continue at the same rate	If you keep those results up you will get into a great college.
let somebody down	fail to support or help, disappoint	I need you to be on time. Don't let me down this time.
let somebody in	allow to enter	Can you let the cat in before you go to school?
log in (or on)	sign in (to a website, database etc)	I can't log in to Face book because I've forgotten my password.
log out (or off)	sign out (of a website, database etc)	If you don't log off somebody could get into your account.
look after somebody/ something	take care of	I have to look after my sick grandmother.

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

look down on somebody	think less of, consider inferior	Ever since we stole that chocolate bar your dad has looked down on me.
look for somebody/ something	try to find	I'm looking for a red dress for the wedding.
look forward to something	be excited about the future	I'm looking forward to the Christmas break.
look into something	investigate	We are going to look into the price of snowboards today.
look out	be careful, vigilant, and take notice	Look out! That car's going to hit you!
look out for somebody/ something	be especially vigilant for	Don't forget to look out for snakes on the hiking trail.
look something over	check, examine	Can you look over my essay for spelling mistakes?
look something up	search and find information in a reference book or database	We can look her phone number up on the Internet.
look up to somebody	have a lot of respect for	My little sister has always looked up to me.
make something up	invent, lie about something	Josie made up a story about why we were late.
make up	forgive each other	We were angry last night, but we made up at breakfast.
make somebody up	apply cosmetics to	My sisters made me up for my graduation party.

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

mix something up	confuse two or more things	I mixed up the twins' names again!
pass away	die	His uncle passed away last night after a long illness.
pass out	faint	It was so hot in the church that an elderly lady passed out .
pass something out	give the same thing to many people	The professor passed the textbooks out before class.
pass something up	decline (usually something good)	I passed up the job because I am afraid of change.
pay somebody back	return owed money	Thanks for buying my ticket. I'll pay you back on Friday.
pay for something	be punished for doing something bad	That bully will pay for being mean to my little brother.
pick something out	choose	I picked out three sweaters for you to try on.
point somebody/ something out	indicate with your finger	I'll point my boyfriend out when he runs by.
put something down	put what you are holding on a surface or floor	You can put the groceries down on the kitchen counter.
put somebody down	insult, make somebody feel stupid	The students put the substitute teacher down because his pants were too short.
put something off	postpone	We are putting off our trip until January because of the

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

		hurricane.
put something out	extinguish	The neighbours put the fire out before the firemen arrived.
put something together	assemble	I have to put the crib together before the baby arrives.
put up with somebody/ something	tolerate	I don't think I can put up with three small children in the car.
put something on	put clothing/ accessories on your body	Don't forget to put on your new earrings for the party.
run into somebody/ something	meet unexpectedly	I ran into an old school-friend at the mall.
run over somebody/ something	drive a vehicle over a person or thing	I accidentally ran over your bicycle in the driveway.
run over/ through something	rehearse, review	Let's run over/through these lines one more time before the show.
run away	leave unexpectedly, escape	The child ran away from home and has been missing for three days.
run out	have none left	We ran out of shampoo so I had to wash my hair with soap.
send something back	return (usually by mail)	My letter got sent back to me because I used the wrong stamp.
set something up	arrange, organize	Our boss set a meeting up with the president of the company.

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

set somebody up	trick, trap	The police set up the car thief by using a hidden camera.
shop around	compare prices	I want to shop around a little before I decide on these boots.
show off	act extra special for people watching (usually boastfully)	He always shows off on his skateboard
sleep over	stay somewhere for the night (informal)	You should sleep over tonight if the weather is too bad to drive home.
sort something out	organize, resolve a problem	We need to sort the bills out before the first of the month.
stick to something	continue doing something, limit yourself to one particular thing	You will lose weight if you stick to the diet.
switch something off	stop the energy flow, turn off	The light's too bright. Could you switch it off .
switch something on	start the energy flow, turn on	We heard the news as soon as we switched on the car radio.
take after somebody	resemble a family member	I take after my mother. We are both impatient.
take something apart	purposely break into pieces	He took the car brakes apart and found the problem.
take something back	return an item	I have to take our new TV back because it doesn't work.
take off	start to fly	My plane takes off in five

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

		minutes.
take something off	remove something (usually clothing)	Take off your socks and shoes and come in the lake!
take something out	remove from a place or thing	Can you take the garbage out to the street for me?
take somebody out	pay for somebody to go somewhere with you	My grandparents took us out for dinner and a movie.
tear something up	rip into pieces	I tore up my ex-boyfriend's letters and gave them back to him.
think back	remember (often + to, sometimes + on)	When I think back on my youth, I wish I had studied harder.
think something over	consider	I'll have to think this job offer over before I make my final decision.
throw something away	dispose of	We threw our old furniture away when we won the lottery.
turn something down	decrease the volume or strength (heat, light etc)	Please turn the TV down while the guests are here.
turn something down	refuse	I turned the job down because I don't want to move.
turn something off	stop the energy flow, switch off	Your mother wants you to turn the TV off and come for dinner.
turn something on	start the energy,	It's too dark in here. Let's turn

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

	switch on	some lights on .
turn something up	increase the volume or strength (heat, light etc)	Can you turn the music up ? This is my favourite song.
turn up	appear suddenly	Our cat turned up after we put posters up all over the neighborhood.
try something on	sample clothing	I'm going to try these jeans on , but I don't think they will fit.
try something out	test	I am going to try this new brand of detergent out .
use something up	finish the supply	The kids used all of the toothpaste up so we need to buy some more.
wake up	stop sleeping	We have to wake up early for work on Monday.
warm somebody/ something up	increase the temperature	You can warm your feet up in front of the fireplace.
warm up	prepare body for exercise	I always warm up by doing sit-ups before I go for a run.
wear off	fade away	Most of my make-up wore off before I got to the party.
work out	exercise	I work out at the gym three times a week.
work out	be successful	Our plan worked out fine.
work something out	make a calculation	We have to work out the total cost before we buy the house.

PHRASAL VERBS

see off: Go to the airport or station to say goodbye to someone

Set off: Start a journey

Get in: Arrive (train, plane)

Hold up: Delay when travelling

Take off: When a plane departs or leaves the ground

Check in: Arrive and register at a hotel or airport

Get off: Leave a bus, train, plane

Check out: Leave the hotel after paying

Get away: To have a holiday or vacation

Get on: Enter a bus, train, plane, to climb on board

Drop off: Take someone to a place and leave them there

Pick up: Let someone get into your car and take them somewhere

Set out: Start a journey, especially a long journey

Speed up: Increase speed

Look around: Explore what is near you, in your area

Hurry up: Rush and not waste time

Go back: Go the place someone is leaving from to say goodbye

Look forward: Look forward to something that is going to happen in the future

Stop over: Stay somewhere for a short time during a long journey

Touch down: To land at an airport

Branch out: Expand or extend one's interests

Break into: Enter (with effort or force)

Carry on: Continue

Close down: Stop operating

Look forward to: Feel pleased and excited about something that is going to happen

Note down: Write something down

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

Step down: Resign or leave (a position/job)

Take off: Become successful or popular very fast

Take up: Fill a particular amount of space or time

Weigh up (UK): Consider carefully the advantages or disadvantages of a situation

Back up: Make a copy of information

Carry out: Do and complete a task

Come up: Happen or arise

Get on (UK): Continue or start doing something

Keep up with: Follow

Set up: Start (a business)

Go through: Experience something difficult or unpleasant

Find out: Discover a fact or piece of information

Call off: Cancel something

Call back: To return a call or telephone someone again.

Deal with: Handle (a problem)

Drop in: Make a short visit without making an arrangement in advance

Fill out: Complete (a form)

Hold on: Wait

Join in: Participate

Lay off: Fire (staff)

Put back (UK): Delay or postpone

Run out of: Have no more of something

Sort out: Organise or fix the contents of something

Take on: Employ (staff)

Take over: To begin to have control of or responsibility for something

Bail out: To rescue somebody from a difficult situation, especially financial problems

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

Cut back: To reduce something

Go under: To become bankrupt

Fall through: If an agreement, plan, sale etc. falls through, it is not completed successfully

Pull out: To move away from something or stop being involved in it

Bottom out: To reaches the lowest level before starting to improve again

Level off: To stop rising or falling and become steady

Break into: Enter a building or car by using force, in order to steal something

Break out of: Escape from a prison

Tip off: Warn somebody about something that is going to happen, especially something illegal

Stake out: Watch a place secretly, especially for signs of illegal activity

Bring in: Bring somebody to a police station in order to ask them questions or arrest them

Lock up: Put someone in prison

Talk over: Discuss a problem with someone before deciding what to do

Wrestle with: Try to understand or find a solution to a difficult problem

Run up against: Deal with unexpected problems or a difficult opponent

Think through: Think carefully about the possible results of something

Sort out: Solve a problem or situation

Knuckle down: Begin to work hard at something

Run into problems: Start to experience difficulties

Deal with: Take the necessary action, especially in order to solve a problem

Wake up: Stop sleeping

Get up: Stop sleeping and leave bed

Lie down: Rest on your back

Sleep in: Sleep longer than wanted

Drop off: Fall asleep easily, without intending to

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

Sleep over: Sleep at a friend's house

Lie in: Stay in bed after the time you usually get up

Stay up: Go to bed later than usual

Go off: Ring

Sleep through: sleep continuously for a long time

Sleep on it: Delay making a decision until the following day

Doze off: Go to sleep especially when you did not intend to

Wipe out: Destroy something completely

Break down: Decompose, when something slowly reduces to its smallest parts

Scale back: Make something smaller in size, amount, etc. than it used to be

Used up: Exhaust of strength or useful properties

Throw away: Get rid of something that you no longer want or need

Run out of: Finish the supply of something

Die out: Stop existing

Spread out: Cover a large area

Rely on: Need or depend on somebody/something

Cut down: Kill trees

PHRASAL VERBS

P	Meaning	Example
blow up	explode	The terrorists tried to <u>blow up</u> the railroad station.
bring up	mention a topic	My mother <u>brought up</u> that little matter of my prison record again.
bring up	raise children	It isn't easy to <u>bring up</u> children nowadays.
call off	cancel	They <u>called off</u> this afternoon's meeting
do over	repeat a job	<u>Do</u> this homework <u>over</u> .

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

fill out	complete a form	<u>Fill out</u> this application form and mail it in.
fill up	fill to capacity	She <u>filled up</u> the grocery cart with free food.
find out	discover	My sister <u>found out</u> that her husband had been planning a surprise party for her.
give away	give something to someone else for free	The filling station was <u>giving away</u> free gas.
give back	return an object	My brother borrowed my car. I have a feeling he's not about to <u>give it back</u> .
hand in	submit something (assignment)	The students <u>handed in</u> their papers and left the room.
hang up	put something on hook or receiver	She <u>hung up</u> the phone before she hung up her clothes.
hold up	delay	I hate to <u>hold up</u> the meeting, but I have to go to the bathroom.
hold up (2)	rob	Three masked gunmen <u>held up</u> the Security Bank this afternoon.
leave out	omit	You <u>left out</u> the part about the police chase down Asylum Avenue.
look over	examine, check	The lawyers <u>looked over</u> the papers carefully before questioning the witness. (They <u>looked</u> them <u>over</u> carefully.)

JUNIOR SECONDARY SCHOOL ENGLISH GRAMMAR STUDY NOTES

look up	search in a list	You've misspelled this word again. You'd better <u>look it up</u> .
make up	invent a story or lie	She knew she was in trouble, so she <u>made up</u> a story about going to the movies with her friends.
make out	hear, understand	He was so far away; we really couldn't <u>make out</u> what he was saying.
pick out	choose	There were three men in the line-up. She <u>picked out</u> the guy she thought had stolen her purse.
pick up	lift something off something else	The crane <u>picked up</u> the entire house. (Watch them <u>pick it up</u> .)
point out	call attention to	As we drove through Paris, Francoise <u>pointed out</u> the major historical sites.
put away	save or store	We <u>put away</u> money for our retirement. She <u>put away</u> the cereal boxes.
put off	postpone	We asked the boss to <u>put off</u> the meeting until tomorrow. (Please <u>put it off</u> for another day.)
put on	put clothing on the body	I <u>put on</u> a sweater and a jacket. (I <u>put</u> them <u>on</u> quickly.)
put out	extinguish	The firefighters <u>put out</u> the house fire before it could spread. (They <u>put it out</u> quickly.)
read over	peruse	I <u>read over</u> the homework, but

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		couldn't make any sense of it.
set up	to arrange, begin	My wife <u>set up</u> the living room exactly the way she wanted it. She <u>set</u> it <u>up</u> .
take down	make a written note	These are your instructions. <u>Write</u> them <u>down</u> before you forget.
take off	remove clothing	It was so hot that I had to <u>take off</u> my shirt.
talk over	discuss	We have serious problems here. Let's <u>talk</u> them <u>over</u> like adults.
throw away	discard	That's a lot of money! Don't just <u>throw</u> it <u>away</u> .
try on	put clothing on to see if it fits	She <u>tried on</u> fifteen dresses before she found one she liked.
try out	test	I <u>tried out</u> four cars before I could find one that pleased me.
turn down	lower volume	Your radio is driving me crazy! Please <u>turn</u> it <u>down</u> .
turn down (2)	reject	He applied for a promotion twice this year, but he was <u>turned down</u> both times.
turn up	raise the volume	Grandpa couldn't hear, so he <u>turned up</u> his hearing aid.
turn off	switch off electricity	We <u>turned off</u> the lights before anyone could see us.
turn off (2)	repulse	It was a disgusting movie. It really <u>turned me off</u> .
turn on	switch on the	<u>Turn on</u> the CD player so we can

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	electricity	dance.
use up	exhaust, use completely	The gang members <u>used up</u> all the money and went out to rob some more banks.
Verb	Meaning	Example
call on	ask to recite in class	The teacher <u>called on</u> students in the back row.
call on (2)	visit	The old minister continued to <u>call on</u> his sick parishioners.
get over	recover from sickness or disappointment	I <u>got over</u> the flu, but I don't know if I'll ever <u>get over</u> my broken heart.
go over	review	The students <u>went over</u> the material before the exam. They should have <u>gone over</u> it twice.
go through	use up; consume	The country <u>went through</u> most of its coal reserves in one year. Did he <u>go through</u> all his money already?
look after	take care of	My mother promised to <u>look after</u> my dog while I was gone.
look into	investigate	The police will <u>look into</u> the possibilities of embezzlement.
run across	find by chance	I <u>ran across</u> my old roommate at the college reunion.
run into	meet	Carlos <u>ran into</u> his English professor in the hallway.
take after	resemble	My second son seems to <u>take after</u> his mother.

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wait on	serve	It seemed strange to see my old boss <u>wait on</u> tables.
Verb	Meaning	Example
break in on	interrupt (a conversation)	I was talking to Mom on the phone when the operator <u>broke in on</u> our call.
catch up with	keep abreast	After our month-long trip, it was time to <u>catch up with</u> the neighbors and the news around town.
check up on	examine, investigate	The boys promised to <u>check up on</u> the condition of the summer house from time to time.
come up with	to contribute (suggestion, money)	After years of giving nothing, the old parishioner was able to <u>come up with</u> a thousand-dollar donation.
cut down on	curtail (expenses)	We tried to <u>cut down on</u> the money we were spending on entertainment.
drop out of	leave school	I hope none of my students <u>drop out of</u> school this semester.
get along with	have a good relationship with	I found it very hard to <u>get along with</u> my brother when we were young.
get away with	escape blame	Janik cheated on the exam and then tried to <u>get away with</u> it.
get rid of	eliminate	The citizens tried to <u>get rid of</u> their corrupt mayor in the recent election.
get through with	finish	When will you ever <u>get through with</u> that program?
keep up with	maintain pace with	It's hard to <u>keep up with</u> the Joneses when you lose your job!

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look forward to	anticipate with pleasure	I always <u>look forward to</u> the beginning of a new semester.
look down on	despise	It's typical of a jingoistic country that the citizens <u>look down on</u> their geographical neighbors.
look in on	visit (somebody)	We were going to <u>look in on</u> my brother-in-law, but he wasn't home.
look out for	be careful, anticipate	Good instructors will <u>look out for</u> early signs of failure in their students
look up to	respect	First-graders really <u>look up to</u> their teachers.
make sure of	verify	<u>Make sure of</u> the student's identity before you let him into the classroom.
put up with	tolerate	The teacher had to <u>put up with</u> a great deal of nonsense from the new students.
run out of	exhaust supply	The runners <u>ran out of</u> energy before the end of the race.
take care of	be responsible for	My oldest sister <u>took care of</u> us younger children after Mom died.
talk back to	answer impolitely	The star player <u>talked back to</u> the coach and was thrown off the team.
think back on	recall	I often <u>think back on</u> my childhood with great pleasure.
walk out on	abandon	Her husband <u>walked out on</u> her and their three children.
Verb	Meaning	Example
break down	stop functioning	That old Jeep had a tendency

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		to <u>break down</u> just when I needed it the most.
catch on	become popular	Popular songs seem to <u>catch on</u> in California first and then spread eastward.
come back	return to a place	Father promised that we would never <u>come back</u> to this horrible place.
come in	enter	They tried to <u>come in</u> through the back door, but it was locked.
come to	regain consciousness	He was hit on the head very hard, but after several minutes, he started to <u>come to</u> again.
come over	to visit	The children promised to <u>come over</u> , but they never do.
drop by	visit without appointment	We used to just <u>drop by</u> , but they were never home, so we stopped doing that.
eat out	dine in a restaurant	When we visited Paris, we loved <u>eating out</u> in the sidewalk cafes.
get by	survive	Uncle Heine didn't have much money, but he always seemed to <u>get by</u> without borrowing money from relatives.
get up	arise	Grandmother tried to <u>get up</u> , but the couch was too low, and she couldn't make it on her own.
go back	return to a place	It's hard to imagine that we will

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		ever <u>go back</u> to Lithuania.
go on	continue	He would finish one Dickens novel and then just <u>go on</u> to the next.
go on (2)	happen	The cops heard all the noise and stopped to see what was <u>going on</u> .
grow up	get older	Charles <u>grew up</u> to be a lot like his father.
keep away	remain at a distance	The judge warned the stalker to <u>keep away</u> from his victim's home.
keep on (with gerund)	continue with the same	He tried to <u>keep on singing</u> long after his voice was ruined.
pass out	lose consciousness, faint	He had drunk too much; he <u>passed out</u> on the sidewalk outside the bar.
show off	demonstrate haughtily	Whenever he sat down at the piano, we knew he was going to <u>show off</u> .
show up	arrive	Day after day, Efrain <u>showed up</u> for class twenty minutes late.
wake up	arouse from sleep	I <u>woke up</u> when the rooster crowed.