

## SECTION A: PARTS OF SPEECH

### CHAPTER 1: NOUN

A noun is a name of anything. It is a word that names a person, a place, a thing or an idea.  
Examples

- **Persons:** father, wife, student, Mphatso
- **Places:** Vonken, Malawi, Chileka, park
- **Things:** leaf, tooth, goat, bag, Tuesday
- **Idea:** truth, intelligent, honesty, friendship

#### TYPES OF NOUNS

1. **Proper nouns-** They name specific person, place or a thing. Proper nouns must always begin with a capital letter. Examples are Lilongwe, Margret, Violet, Kang'ombe house, Mount Mulanje, etc
2. **Common nouns-** they are used to name any common object. Examples; mountain, scientist, teacher, school etc
3. **Collective nouns-** A collective noun names a group of things. Examples; team, class, crowd, flock, bunch, bundle, pack, army, audience, government, committee, band, cloud of locust, galaxy of stars, swarm of bees, fleet of cars etc
4. **Abstract nouns-** An abstract noun is a name of a thing that cannot be perceived by senses. It names quality, characteristics or an idea. Examples; health, wealth, poverty, freedom, courage, kindness, love, ignorance, death, wisdom, independence, truth, belief, democracy, happiness.

5. **Concrete nouns,** they name things that you can see and touch because they have a form or characteristics. Examples; House, Violet, car, hoe, etc.

6. **Possessive nouns-** they show possession or ownership, or the general relationship between two nouns. Examples; Her dresses' collar.

7. **Compound nouns-** A compound noun is made up of two or more words. Compound noun may be open, hyphenated or closed. Examples

- Open -gray fox, press secretary, line of sight
- Hyphenated-mother -in-law
- Closed - folksinger, headlight,

#### FUNCTIONS OF NOUNS (CASE)

Case is the form of a noun that shows its relationship with some other words in a sentence. The case also shows the grammatical functions of a noun in a sentence. The following are the grammatical functions of nouns in a sentence;

- a. **Subject of the verb-** A noun is said to be the subject of a verb if it is the doer of the action expressed by the verb. Examples
  - ❖ The man killed the lion.
  - ❖ The worker was given his pay.
  - ❖ Was the captain playing all the time?
- b. **Object of the verb-** A noun is said to be an object of the verb if it receives the action expressed by the verb.

- i. **Direct object**-The direct object is the noun that directly feels or receives the action expressed by the verb. Examples
  - ❖ I have seen the girl.
  - ❖ Ulemu is drinking water.
- ii. **Indirect object** -This when the noun is not the direct receiver of the action expressed by the verb. Examples
  - ❖ The learner in the class got a prize after the examinations.
  - ❖ The head teacher handed Timve a prize for good work.
- c. **Object of the preposition** eg
  - ❖ We cannot depend on mangoes.
- d. **Complement of the verb. Examples**
  - ❖ Magret is a **clever girl**.
  - ❖ Madalo is a **teacher**.
- e. **Noun in apposition**- Noun is said to be in apposition to another noun when it refers to the same person or a thing mentioned immediately after the first noun. Examples
  - ❖ Mr Mwakawanga, **the teacher**, has written another English pamphlet.
  - ❖ Mr Gondwe, **the farmer**, gave me this pawpaw.
- f. **Possessive case**- nouns add an -s, to show the possessive case. Examples
  - ❖ This timve's dog.
  - ❖ The lady's shoes are under the chair.

NB- to form the possessive of plural nouns ending in '-s' add an apostrophe only. For example; boys - boys', girls-girls', doctors-doctors' etc

## NUMBER (SINGULAR AND PLURAL)

Most nouns form their plurals in the following ways

- a. Nouns that end with the following sounds /ch/, /x/, /s/, /ks/, add '-es' to form their plurals. Examples

Singular	Plural
Brush	Brushes
Witch	Witches
Box	Boxes
Kiss	Kisses
Class	Classes

- b. Nouns that end with 'f' or 'fe', change the 'f' to 'v' and then add 's' or 'es'. Examples

Singular	Plural
Knife	Knives
Leaf	Leaves
Life	Lives
Hoof	Hooves

NB. Some few nouns that end with 'F' do not follow this rule. For example dwarf-dwarfs, roof- roofs, chief- chiefs, belief-belief.

- c. When the singular form ends in 'y' and there is a consonant before the 'y', change the 'y' into 'i' and add '-es'. Examples;

Singular	Plural
Country	Countries
City	Cities
Story	Stories
Lady	Ladies

NB- when a vowel comes before the 'y' add 's' only. Examples; key - keys, day-days, toy -toys etc.

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- d. Some nouns form plural by changing the vowel. Examples

Singular	Plural
Man	Men
Women	Women
Goose	Geese
Tooth	Teeth
Mouse	Mice

- e. Some nouns ending in 'O' add es or s to form plural eg

Singular	Plural
Hero	Heroes
echo	Echoes
Zero	Zeros
Tomato	Tomatoes
Photo	Photos

- f. Certain nouns have the same form in both singular and plural Examples deer, sheep, swine etc

## g. Foreign plurals

### Singular -

- Formula - formulae
- Alumna - alumni
- Syllabus - syllabi
- Analysis - analyses
- Spectrum - spectra
- Appendix - appendices
- Beaux - beaux
- Stimulus - stimuli
- Cactus - cacti
- Datum - data
- Agendum - agenda
- Radius - radii
- Focus - foci
- Criterion - criteria
- Fungus - fungi

### plural

- Curriculum - curricular
- Phenomenon - phenomena
- Bacillus - bacilli

## Chapter 2: VERB 1

### Definition

Verbs can be defined as words that are used to indicate the actions, processes, conditions, or states of being of people or things. Verbs play an integral role to the structure of a sentence.

Verbs constitute the root of **the predicate**, which, along with **the subject** (the "doer" of the verb's action), forms a full clause or sentence. We cannot have a sentence without a verb.

### Examples

- He *plays* football. ( showing action )
- He *is hungry* .( showing state of being)
- She *has* a long nose. ( possession)

## VERB FORMS and CATEGORIES

**Action verbs-** Action verbs (also known as **dynamic verbs**) tell what a person or something does. Most action verbs express physical or mental action.

### Example

- I *ran* to school. ( physical action)
- Mary *hopped* for success. ( mental action)

**Transitive verbs-** Transitive verbs are verbs that are followed by direct objects. **Example**

- He *is reading* a book.

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- People *watched* the game from the benches.

**Intransitive verbs** – these verbs are not followed by a direct object.

### Example

- Don't be loud when the baby *sleeps*
- The hunter *hunted* wildly.

NB- to know whether a verb in a sentence is a transitive or intransitive, ask the questions 'what?' and 'whom?', after the verb. If the answer is given in the sentence then the verb is transitive. If the answer is not given in the sentence then the verb is intransitive.

**Linking verbs**- A verb can be a linking verb if it links the subject of the sentence with a noun, a pronoun or an adjective that identifies or describes the subject.

### Examples

- The person behind the mask *was* you.
- The leaves never *turned* brown.

NB- Linking verb is not followed by an object but a complement. A complement is a part of a sentence that is added to give a complete sense.

**Finite verbs**- these are verbs that have subject either expressed or understood and which in present tense can change their forms to agree with their subjects in person and in number.

### Examples

- He *works* very hard at school.

- They *work* hard at school.
- She always *sees* him.

**Non-finite verbs**- these are verbs that cannot be used as the only verbs in a sentence, they must always be accompanied by a finite verb in form of an auxiliary verb.

### Example

- He is *coming*.
- The cup was *broken*.

## TYPES OF NON-FINITE VERBS

There are three main types of non-finite verbs. These are infinitives, participles, and gerunds.

**Infinitives**- the infinitive is a verb form before it is changed into any tense. These verbs are usually preceded with the word *to*. Examples

- He wants *to eat*.
- Mary wants to go *to school*.

**Participles**- A participle is a verb which ends in '*-ing*' in the present tense and '*-ed*' or *en* in the past. A participle can either be used as either a verb or an adjective. Example

- The student *smiling* at us is my friend.
- Joseph has *broken* the plate.

**Gerund** - A gerund is a form of a verb which normally ends in '*-ing*' and functions as a noun. A gerund is also known as a verbal noun and it can be the subject, complement or object of a verb just like any noun. Example

- *Reading* is my hobby( as a subject)

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- I like *swimming* ( as a complement)
- He stopped *talking* to me ( as object)

**Auxiliary verbs**- these are verbs which help other verbs to form other forms of the verbs like tense, voice, negative, and the interrogation. They are also called helping verbs. There are many commonly used auxiliary verbs but these belong to three main categories of helping verbs. These are the 'be', 'do', and 'have' auxiliary verb groups.

Group	Present tense	Past tense	Past participle
Be	Am, is, are	Was, were	Been, being
Do	Does do	Did	done
Have	Has, have	Had	Had had

## REGULAR AND IRREGULAR VERBS

A verb is said to be regular or irregular based on the way it forms its simple tense, past tense and past participle.

**Regular verbs**- they are also known as weak verbs. They form their past tense or past participle by simply adding 'ed' or 'd' to the simple present tense. eg

Simple present	Simple past	Past participle
Walk	Walked	Walked
Dance	Danced	Danced
Appear	Appeared	Appeared
Touch	Touched	Touched

Clean	Cleaned	Cleaned
Collect	Collected	Collected
Arrive	Arrived	Arrived

**Irregular verbs** – they are also known as strong verbs. They do not follow any regular pattern in forming their simple past and past participle. There is no guessing when forming the simple past and the past participle.

The following are some of the ways in which some irregular verbs form their simple past and past participle.

### a. By having a totally different form

Present tense	Past tense	Past participle
Write	Wrote	Written
Go	Went	Gone
Bind	Bound	Bound
Tell	Told	Told
Take	Took	Taken
Lay	Laid	Laid
Lie	Lay	Lain

### b. Changing the vowel in present tense to 'a' in past and past participle eg

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Present tense	Past tense	Past participle
Drink	Drank	Drunken
Sing	Sang	Sung
Ring	Rang	Rung
Give	Gave	Given
Sink	Sank	Sunk
Begin	Began	Begun
Come	Came	Come
Run	ran	run

- c. By changing the vowel 'i' to 'u' in the past tense. Eg

Present tense	Past tense	Past participle
Cling	Clung	Clung
Dig	Dug	Dug
Swing	Swung	Swung
String	Strung	strung

- d. By changing the vowel 'e' in the past tense eg

Present tense	Past tense	Past participle
Blow	Blew	Blown
Grow	Grew	Grown
Fly	Threw	Thrown
Draw	Drew	Flown
Hold	Held	Held

- e. By changing the vowel 'i' to 'ou' in the past. Eg

Present tense	Past tense	Past participle
bind	Bound	Bound

grind	Ground	Ground
Find	Found	Found
Wind	Wound	Wound

- f. By changing the vowel and subsequent syllables to 'ought'

Present tense	Past tense	Past participle
Buy	Bought	Bought
Fight	Fought	Fought
Catch	Caught	Caught
Bring	Brought	Brought
Think	Thought	Thought

- g. By changing the vowel 'ea' to 'o' Eg

Present tense	Past tense	Past participle
Break	Broke	Broken
Tear	Tore	Torn
Wear	Wore	Worn
Speak	Spoke	Spoken
Swear	Swore	Sworn
Steal	Stole	Stolen
Tread	Trod	Trodden
weave	Wove	woven

- h. By shortening the vowel of the present tense eg

Present tense	Past tense	Past participle
Shoot	Shot	Shot
Bleed	Bled	Bled
Lead	Led	Led
Light	Lit	Lit

- i. By keeping the form of the present tense.eg

Present tense	Past tense	Past participle
Cut	Cut	Cut
Put	Put	Put
Hit	Hit	Hit
Cost	Cost	Cost
Hurt	Hurt	Hurt

Nb -It must be pointed out here that the easiest way to know the past tense and past participle of irregular verbs is by practice. You need to read and try to apply the different rules and check if you are applying them correctly.

### CHAPTER 3: VERB TENSES.

Tenses are the names given to the times in which the action expressed by the verb is done. We have three main verb tenses namely past, present and future.

#### A, THE PRESENT TENSE

1. **SIMPLE PRESENT** – The simple present tense uses the finite form of the verb. The simple present tense has the following uses

- a. Express a constant, repeated, or habitual or condition. Eg
  - Emily *bakes* wonderful cakes.
  - They *live* in Blantyre
  - The train never *stops* at this station.
- b. Express general truth/ things that do not change. Eg
  - God is valuable.
  - Water boils at 100 Celsius.
  - The sun rises from the east.
- c. Used in proverbs. Eg
  - Make hay while the sun shines.
  - A rolling stone gathers no moss.
  - Action speaks louder than words.

d. Used in exclamatory sentences. Eg

- There goes our train!
- There comes the bride!

e. Express future action which has been decided upon/nearby future. Eg

- He school starts on Monday next week.
- I start work tomorrow.

f. Express present activity immediately completed. Eg

- I declare the school open.
- I pronounce you man and wife.
- I name this road beatitude Mwakawanga road.

#### 2. PRESENT CONTINUOUS TENSE

It shows that the duration of the activity is still going on. The tense is made up of the helping verbs 'be' and a main verb in -ing

**Present continuous tense is used to;**

- a. To show that the activity is still going on at the time of speaking. Example
  - ✓ I am learning English grammar now.
  - ✓ The man is working in the garden.
  - ✓ Mphatso is waiting for the minister.
- b. To express actions that is happening in the near future. Eg
  - ✓ I am going to Mambulu this afternoon.
  - ✓ We are going to Zomba next week.

3. **PRESENT PERFECT TENSE**- The present perfect tense is formed by has/have

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plus a participle. Has is used for singular subjects and have for plural subjects.

### The present perfect tense is used to;

- a. To show that an action has just been completed but still has current relevance.

Examples

- ❖ I have just locked the car.
- ❖ The living room clock has stopped.
- ❖ They have bought a bus a day earlier.

- b. To express an action that is being expected. It commonly uses the words not yet. Examples

- ❖ I have not eaten yet.
- ❖ The examinations have not been written yet.

- c. To show that a condition is true for the past to the present. It commonly uses the words ever and never. Examples

- ❖ I have never seen a lion.
- ❖ Have you ever driven a car?

- d. To express the idea that an action began in the past and is still happening. Example

- ❖ The mall has displayed our network for two days
- ❖ We have kept a spare house key under this rock ever since I left my key at school.

### 4. THE PRESENT PERFECT CONTINUOUS TENSE – it is formed by Auxiliary have /has + been + ing.

#### The present perfect tense is used to:

- a. Indicate the duration of an activity which is still considered incomplete. The tense usually uses the words since and ever. Eg

- ❖ I have been reading this book for two weeks.
- ❖ Beatitude has been thinking about her brother Mphatso.
- ❖ I have been waiting to see you for some time.

- b. To indicate an activity which is regarded as only recently completed. Examples

- ❖ I have been playing with mud.
- ❖ The students have been writing their exams.
- ❖ The choir has been training hard for the competition.

- c. Indicating that the resulting state of an activity is being emphasized. Examples

- ❖ You have been playing with mud. ( you look dirty)
- ❖ I have working in the garden. ( this is why my shoes are dirty)

### B. THE PAST TENSE.

#### 1. THE SIMPLE PAST TENSE.

##### The simple past tense is used to;

- a. To show an action that took place in the past. Examples

- I cooked nsima.
- Mr Mwakawanga wrote this book.
- Mphatso bought this car last week.

- b. To express wishes/polite request. Examples



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- I wish I knew where he is.
- I wanted to speak to you.

c. To express unlikely or improbable conditions. Examples

- If he came, he would find out.
- I would go to Malawi if I knew the place.

### 2. THE PAST CONTINUOUS TENSE

It is used to show:

a. To show that an activity was happening at a time when another activity occurred. The tense uses the Auxiliary verb 'be' + 'ing'. Examples

- When I was going to Mulanje, I met Mr Chikupira.
- The children were playing in the garden when they saw the snake.

b. To show a number of activities were happening at the same time. Examples

- While Mr Mwakawanga was teaching the students, Bondo was making noise.
- Margret was reading the bible while Violet was listening to the radio.

### 3. THE PAST PERFECT TENSE-

Past perfect tense is formed by adding had +past participle.

Past perfect tense is used to;

a. To show activities which took place in the past, one happened before the other. Examples

- Violet had already left when I arrived.
- We came to Vonken CDSS because we had heard so much about it.

b. To indicate the continuation of an activity up to a certain time in the past. Examples

- Petrina has been staying in Mulanje for two years by the time I joined her.
- I had been married for ten years.

### 4. THE PAST PERFECT CONTINUOUS TENSE.

This tense is mainly formed by auxiliary had + been + present participle for both singular and plural subjects. This tense is used to indicate that a continuous activity had not been completed before another activity took place at some later period in the past. Examples

- When I came to Vonken CDSS in 2019, Mr Njima had been teaching at the school for 20 years.
- When I first met him he was studying for a degree.

### C. THE FUTURE TENSE

#### 1. THE SIMPLE FUTURE TENSE-

The tense is used to;

a. Indicate future actions not influenced by willingness, intention or likelihood. it uses the tense shall and will. Examples

- I shall be twenty next week.
- When shall we know the results of the test?
- The goods will be here in few days.

- b. Used in main clause of conditional sentences ( open condition sentences)

Examples

- If you go out in the rain, you will get wet.
- If it rains the seedlings will be planted.
- He will lend it to you, if you ask him.

## 2. THE FUTURE CONTINUOUS TENSE-

it is used to express an activity which will be going on for a longer period of time in future. Examples

- His friend will be waiting at the bus stage to welcome him.
- We shall be praying all night.
- They will be expecting us soon.

## 3. FUTURE PERFECT TENSE-

The future perfect tense is formed by auxiliary will+ have+ past participle for both singular and plural subjects. This tense is used to express an activity which will have been completed by a certain time in future. Examples

- I shall have read ten novels by next year.
- Mr. Mwakawanga will have finished. Writing English grammar by the time you return from holiday.

## 4. THE FUTURE PERFECT PROGRESSIVE TENSE.

It is formed by will/shall+ have+ been+ ing. This tense is used to refer to an activity which extends from the past through the present into the future. Examples

- When Dokiso gets his degree, he will have been studying at University of Livingstonia for four years.

## CHAPTER 4: VERB AND SUBJECT AGREEMENT

A verb must agree with its subject in number and in person. Number in verbs refers to the form of the verb which indicates whether the subject is singular or plural. And the basic rule is that, when the subject is in singular it must be followed by a verb which is singular too and vice versa. Examples

- She was present.
- We are learning English.

Person in verbs refers to the roles of a participant in a conversation. The form of the verb indicates whether one is speaking (first person), is spoken to (second person) or is spoken about (third person).

### Rules governing subject and verb agreement

- a. When the subject is singular, the verb is singular. Examples
  - ❖ He is writing.
  - ❖ He is sleeping.
- b. When the subject is plural the verb is plural. Examples
  - ❖ Students are learning English.
  - ❖ They were late for classes.
- c. Verbs in present tense for third person subject (he /she/ it) and anything these

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- words can stand for must have -S endings.  
All other persons do not. Examples
- ❖ John plays football every day.
  - ❖ She sings.
- d. When two or more subjects (of equal number) are connected with 'and' the verb is plural. Examples
- ❖ Joseph and Mary are students.
  - ❖ Sekani and Mavuto have already eaten.
- e. The words every, either, neither, each one, nobody etc must be followed by a singular verb. Examples
- ❖ Each visitor was searched.
  - ❖ Every member of the team is fit.
- f. When two subjects are connected by 'and' and they form a unit, or are considered as one thing, the singular verb is used. Examples
- ❖ Bread and butter is eaten at most meals.
  - ❖ His friend and companion is George.
- g. When two subjects are connected by 'or' or nor and differ in number and person, the verb must agree with the nearer subject. Examples
- ❖ Either a dining room or dormitories are to be built.
  - ❖ Neither Zalimba nor his classmates were present.
- h. When two subjects are joined by the word every, the verb is singular. Examples
- ❖ Every desk and drawer was searched.
  - ❖ Every office room was occupied.
- i. When singular verb is attached with phrases introduced by 'with/like/as well as/accompanied by/ in addition to/together with/ is followed by a singular verb. Examples.
- ❖ The girl, with several others, is late for school.
  - ❖ Fog, in addition to snow, is a driver's nightmare.
- j. For collective nouns use singular verbs. Examples
- ❖ The team is ready for the game.
  - ❖ His family is from Mzimba.
- k. When a collective noun is used to refer to each member of a group individually, it requires a plural verb. Examples
- ❖ His family are getting haircuts today.
  - ❖ The committee signs their names.
- l. Special nouns that end in 'S' require singular verbs eg Mathematics, physics, news

## CHAPTER 5: MODAL VERBS

Modal verbs just like auxiliary verbs are helping verbs. Common modal verbs are can, could, will, would, may, might, must, shall etc. We will briefly look at the difference between modals and auxiliary verbs

- a. Modal verbs are used to express permission, ability, and obligation and so on.
- b. The other difference between modals and auxiliary verbs is that, auxiliary verbs can

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stand as independent verbs but modals cannot.

- c. Auxiliary verbs differentiate singular and plural noun usage but modals cannot.
- d. Auxiliary verbs have different forms for the present, past tense and past participles. Modals have one form.

**NB-** The modal verbs such as can, shall and will change to could, might, should and would and although these words are used to denote the past, they have different and independent functions. The following are some of the functions of modal verbs;

- 1. **Can/ could-** they show that someone is able to do something. To avoid redundancy 'can' must not be followed 'by be able'. The following are the uses of Can/ could.

- a. **To express ability. Examples**

- He can speak Tumbuka, Yao and Sena.
- She could hear the traffic on the road.
- Can you drive a train? 'Yes I can'.

- b. **To express permission. Examples**

- She can come in now.
- You cannot stay with us.
- Can I borrow your pen?

- c. **To express possibility. Examples**

- It can come now.
- If you fell sick I can cancel the trip.
- The bus can arrive at 9 o'clock.

- 2. **May. Uses**

- a. Denotes permission. Examples
  - May I go now?

- You may not use that car.
- If you want to meet the professor, you may wait.
- b. Denotes possibility. Examples
  - It may or may not rain today.
  - You may become the next prefect.
  - Be careful this tree may fall.

- 3. **Should. Uses**

- a. To express idea/strong advice. Example. You should register with the principal.
- b. Used instead of 'would' in formal writing. Example, I should be glad to hear you soon as possible.
- c. To convey assumption. Example, Jane should have arrived at office but now.
- d. After a case. Example we will hide in case they should see us.
- e. To make a suggestion / request for advice. Example, what should I do to be saved.

- 4. **Ought to. Uses**

- a. Convey what is considered morally right. Example; Children ought to respect their parents.
- b. Desirable or expected state. Example; Children ought to be able to read by the age of six.
- c. Give advice. Example; you ought to improve your English grammar before the final exams.

- 5. **Could. Uses.**

- a. Used in asking questions. Examples
  - Could I use your phone please?
  - Could I borrow your bicycle?

b. Used in making polite requests. Example;  
could you just type one letter before you go?

c. Used to indicate possibility. Examples

- You could be right, I suppose.
- My wife's in labor, the baby could arrive at any time.

d. Used in making suggestion. eg

- We could write a letter to the director.
- You could always try his home number.

e. Used to indicate annoyance. eg . I am so fed up, I could scream.

#### 6. Might/might not. Uses

a. Past tense of 'May' eg. He said he might come tomorrow

b. Indicating possibility. Eg He might get here in time, but I can't be sure

c. Make a suggestion eg You might try phoning the help desk

d. Ask permission eg; What if I may add to what Mr. Brown said....

e. Make a request eg You might just call at the chemist on the way home

f. Express annoyance eg Honestly, you might have told me

g. Indicate lack of surprise eg I might have guessed it was you that broke the window

h. Emphasize that an important point has been made eg 'And where is the money coming from' you might well ask?

#### 7. Need/ need not. Uses

a. Indicate obligation eg

- You needn't finish that work today.

- Nobody needs to be afraid of catching the disease.

b. Used with 'have' + a past participle to indicate that actions in the past were or may have been unnecessary. Eg

- You needn't have hurried.
- She needn't have come in person; a letter would have been enough.

#### 8. Must /must not. Uses

a. Indicate that it is necessary that something happens eg I must go to the bank to get some money.

b. Used for advising or recommending eg We must see what the authorities have to say.

c. Used to indicate that one thinks something is likely or logical eg

- You must be hungry after your long walk.
- She must be having lot of problems with the luggage.

d. Used for insisting that somebody does something. eg

- You must put your name down for the team.
- Must you make so much noise?

#### 9. Have to/ must. uses

a. Have to for an order eg You have to pay for the ticket in advance.

b. For future eg; We will have to borrow the money we need.

#### 10. Don't have to/ don't need to/ need not. Uses

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- a. Used when it is necessary to do something eg
- You don't have to pay for the ticket in advance.
  - She doesn't have to/ doesn't need to work at weekends.

**11. Shall/ shall not. uses**

- a. Indicating future predictions eg this time next week I shall be on holiday
- b. Indicating will or determination eg I shall write to you again at the end of the month
- c. Indicating offers or suggestion eg Shall I do the washing up?
- d. Indicating order or instructions eg Candidates shall remain in their seats until the papers have been collected.

**12. Will/ won't. uses**

- a. Future predictions eg Next week will be our second wedding anniversary.
- b. Talking about what is probable/ expected in the present eg, They will be home by this time.
- c. Used when making request eg Will you send this letter for me please?
- d. Be willing or ready to do something eg I will check this letter for you, if you want.
- e. Stating the truth eg if it is made of wood it will float.
- f. Indicating particular fact eg The jar will hold a kilo.
- g. Used for describing habits in the present/past eg She will listen to music, alone in the room, for hours.
- h. Suggest speaker's annoyance Eg; He will comb his hair at the table even though he knows I don't like it.

**13. Would / wouldn't. uses**

- a. Instead of 'will' as past tense eg He said he would be here at 8 o'clock.
- b. Describing the consequence of an event eg She would look better with shorter hair.
- c. Describe an event that would have happened eg If I had seen the advertisement in time, I would have applied for the job.
- d. Used 'after that' / 'in order that' to express purpose or result eg She burned the letters so that her husband would never read them.
- e. Used after wish to express what one wants to happen eg I wish you would be quite for a minute.
- f. Used to indicate that something / somebody was not willing eg She wouldn't go to the dentist, even though she was in considerable pain.
- g. Used in polite request eg; Would you mind paying me in cash, please?
- h. Used in polite offer eg; Would you like mangoes?
- i. Used with words like love, hate, prefer, be glad, happy etc to express preference eg
- I would love coffee.
  - I would hate to think I was criticizing you.
  - Where would you like to sit?

**14. Used to. Uses**

- a. Expressing a frequent or continuous action or state in the past eg
- I used to live in London
  - Life here is much easier than it used to be.

## CHAPTER 6: PRONOUNS

A pronoun is a word that is used instead of a noun. Examples

- He is talking to her
- Vanessa heard the news but she did not believe it.

### TYPES OF PRONOUNS

a. **Personal pronouns**- personal pronouns refer to specific person or thing by indicating the person speaking, the person being spoken to or the person or a thing being spoken about.

1. **First person pronoun**-when the speakers or writers refer to themselves, they use the first person pronoun. First person pronouns stand for a person who is speaking. Example are me, we, us, I
2. **Second person pronoun** – when speakers refer to the person they are speaking or talking to they use second person pronoun. Examples are; you for both singular and plural
3. **Third person pronoun**.-the the speakers refer to the thing or person being spoken about they use third person pronoun. Examples are; he, she, him, her, it, they, them.

The above can be summarized in the table below. The table also shows how to use personal pronouns as both subjects and object of the verb.

Personal pronoun	Subject	Object
<b>First person</b> -singular -Plural	I We	We Us
<b>Second person</b> Singular Plural	You You	You You
<b>Third person</b> Singular -masculine -feminine -inanimate Plural	He She It They	Him Her It Them

b. **Possessive pronouns**- these are pronouns that show ownership and possession. Examples

	Singular	Plural
First person	Mine	Ours
Second person	Yours	Yours
Third person	Her, his	Their

- c. **Interrogative pronouns**-they are used when asking question. Examples
  - ❖ *What* is your name?
  - ❖ *Who* went to Blantyre?
  - ❖ *Whom* do you prefer?
- d. **Distributive pronouns**-these pronouns are used to refer to individual or separate members of a group or class. Examples
  - ❖ *Neither* of them is right.
  - ❖ *Either* of these is allowed.
  - ❖ *Each* of the students was given a book.

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- e. **Indefinite pronouns**- they do not show exactly the person or thing which is referred to. They refer to places, people or things in more general way rather than specifically. Common indefinite pronouns are; all, both, few, nobody, others, any etc. Examples

- ❖ *Everybody* needs food.
- ❖ *Anybody* can do this work.
- ❖ *Someone* is to blame for this error.

- f. **Relative pronouns**- this are pronouns that relates to word or a phrase in the preceding clause. Common indefinite pronouns are who, whom, whose, which, that, what, that etc. Examples

- ❖ The driver *who* arrived last parked over here.
- ❖ The bus *which* brought s here has a broken down.

- g. **Demonstrative pronouns**- they point out and identifies. Examples

- ❖ *This* is your locker.
- ❖ As *these* have already been sold, may I have *those* please?

- h. **Reflexive pronouns** –they are used when the action expressed by the verb is received by the subject. This means that the action expressed by the verb passes back to the subject. Examples

- ❖ The little boy hurt *herself*.
- ❖ I taught *myself* how to dance.
- ❖ A baby cannot dress *itself*.

- i. **Emphatic pronouns** – they are used to call attention or to emphasize another noun or a pronoun in the same sentence. Examples

- ❖ I *myself* saw him do it.
- ❖ He *himself* delivered the flowers.

**NB-** Reflexive and emphatic pronouns use the very same words as such it becomes difficult to differentiate them. To distinguish them, find out if the sentence still makes sense without a pronoun. If the sentence still makes sense when the pronoun is removed, then the pronoun must be an emphatic. If it doesn't make sense then the pronoun is a reflexive pronoun.

- j. **Reciprocal pronouns**- this is a pronoun that is used to show the relationship between two nouns or pronouns. Commonly used reciprocal pronouns are each other and one another. Examples

- ❖ The twin brothers love *each other*.
- ❖ They mocked *one another*.

### THE AGREEMENT BETWEEN PRONOUNS AND THEIR ANTECEDENTS

An antecedent is the noun or a pronoun that a pronoun is standing for in a sentence. eg *John is going home because he is hungry.* (In the sentence John is the antecedent that the pronoun he is referring to).

Like verbs which agree with their subjects, pronouns must also agree with their antecedent in number and in person. The pronoun and pronoun agreement can be achieved by following the following ways:

1. A compound antecedent whose part are joined by 'and' requires a plural pronoun. Examples



- ❖ My parent and I tried to solve our disagreements.
  - ❖ Mary, John, and Mphatso hid behind my father's chair that nobody saw them.
2. When an antecedent is preceded by each or every, it takes a singular pronoun.  
Examples
- ❖ Every plant and animal has its ecological niche.
  - ❖ Each of the students was given his/her reward.
3. Compound antecedent that refers to a single person takes a singular pronoun.  
Example
- ❖ The producer and director invested all her money in the film.
4. With compound antecedent whose part are joined by 'or' or 'nor', the pronoun agrees with the nearest antecedent. Examples.
- ❖ Either the teacher or the students are to lose their rewards.
  - ❖ Neither the patients nor the nurse will be called to surrender his items for inspection.

## CHAPTER 7: ADJECTIVES

An adjective is a word that qualifies a noun or a pronoun in a sentence. To qualify means to give more information about the noun or the pronoun.

Examples;

- Madalo is a short girl.
- Violet is a beautiful girl.

## TYPES OF ADJECTIVES

1. **Descriptive Adjectives**-they indicate the state or quality of a thing. Examples
  - Mulanje is a big mountain.
  - The sea is not deep.
  - A summer coat must be worn.
2. **Possessive adjectives** -they indicate to whom an object belongs. Examples
  - His brother is in UK.
  - They have lost their bag.
  - Is that your car?
3. **Interrogative adjectives** -these adjectives are used when asking questions. Examples
  - Which book do you want?
  - What name has been given to the baby?
  - Whose dog bit boy?
4. **Demonstrative adjectives** - they indicate the object that is being pointed. Example
  - This book is mine.
  - Those shoes are yours.
  - What is that girl's name?
5. **Numerical adjective**- they tell the quantity of things. There are two types of numerical adjectives;
  - a. **Definite adjectives**- they state the exact quantity and in what order they are. Examples
    - Four students have finished writing the test.
    - James gained the first position in class.

b. **Indefinite Adjectives** – they indicate the number of objects without stating the exact number. Examples

- Many students are absent today.
- Some boy are crooks.
- Several houses were blown off by the wind.

6. **Distributive adjectives** –they show that things are treated separately. Examples

- Each girl received a book
- They agreed that every professor had to take part.

7. **Proper adjectives**- they either an adjective formed from a proper noun or a proper noun used as an adjective. A proper adjective starts with a capital letter.

Examples

- He speaks Bostonian accent of English.
- Mr Mwakawanga bought a French car.

8. **Quantitative adjectives** – they show how much of an object is meant. Examples

- I have got some money in my account.
- The whole house was destroyed.
- Do you have any cash?

## COMPARISON OF ADJECTIVES

Adjectives change their forms to indicate the difference in the degree to which they qualify. These changes in the form are called comparison. The three degrees of comparison are;

1. **The positive**- this is the form of the adjective. It the basic upon which the other degrees are formed.

2. **The comparative**- it is the comparison of two things and it is formed by adding –er to the positive.

Examples

Positive	Comparative
Dark	Darker
Short	Shorter
tall	taller

3. **The superlative**- this is the comparison of more than two things. It is formed by adding –est to the positive degree.

Examples

Positive	Comparative	Superlative
Dark	Darker	Darkest
Short	Shorter	Shortest
Tall	Taller	Tallest

NB- Some adjective form their comparative and superlative in the following ways;

a. When the positive ends in ‘-y’, and is preceded by a consonant change the ‘y’ to ‘i’ and then add ‘-er’ for comparative and ‘-est’ for superlative. Examples

Positive	Comparative	Superlative
Happy	Happier	Happiest
Easy	Easier	Easiest
Angry	Angrier	Angriest

b. When the positive form is a word of one syllable and ends with a consonant, double the consonant before adding ‘er’ or ‘st’ .

Examples

Positive	Comparative	superlative
Thin	Thinner	Thinnest
Fat	Fatter	Fattest
Big	Bigger	Biggest

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- c. When the positive ends in 'e' only, just add 'r' for the comparative degree and st for superlative. Examples

Positive	Comparative	superlative
Fine	Finer	Finest
wise	Wiser	Wisest
Safe	Safer	Safest

- d. For adjectives having two or more syllables, the comparative and superlative degrees are formed by putting 'more' or 'most' in front of the positive for comparative and superlative respectively. Examples

Positive	Comparative	superlative
Important	More important	Most important
Dangerous	More dangerous	Most dangerous
Valuable	More valuable	More valuable

- e. Irregular adjectives- these completely change their forms to form the comparative and superlative degrees. Examples

Positive	Comparative	superlative
Good	Better	Best
Bad	Worse	Worst
Little	less	Least
Much	More	Most
Far	Farther	Farthest
Many	More	most

- f. The following adjectives have no comparison. Examples; perfect, full, unique, round, straight, empty, square, circular.

The issue of ordering adjectives correctly where there are two or more seems to be a big problem among students and teachers. Many linguists and teachers have come up with different explanation and theories on the subject but the gap and confusion is still there. The problem seems not to have been addressed adequately.

Such being the case this guide has settled for the theory **DR GSASCOM C. I.** This is perhaps the theory which can fill the gap. The term can be broken and interpreted as follows;

- **DR-** this is standing for all the determiners which mostly are articles and other words such as an, a, the, some, several, many etc.
- **G-** This represents general adjectives. General adjectives are all adjectives of quality and opinion such as beautiful, nice, delicious, precious, and ugly. Heavy, intelligent etc.
- **S-** represents size. These are factual adjectives which give a specific fact, information in terms of size of something eg large, small, big, etc. these adjectives answer the question how big?
- **A-** This is for age. The age can be direct like two years old, six years old etc or indirect such as modern, ancient, archaic, medieval, old etc
- **S-** The second S is for shape of the item. Eg round, triangular, square etc
- **C-** is for color of the item.eg black, green etc
- **O** - is for origin of the item or country/nationality of the item eg American, Malawian, Egyptian

## CHAPTER 8: CORRECT ORDER OF ADJECTIVES

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- M is for material/ noun. These centers on what the items are made from? The answer may be plastic, cotton, metal etc.
- The initial C.I. at the end of GSASCOM as
  - a. C. is classification. This is the use or purpose of the item e.g reading, dancing fishing etc.
  - b. I- is the item which is the final noun qualified eg boy man father, teacher etc.

**EXAMPLES**

DR	G	S	A	S	C	O	M	C.	I.
An	Attractive	-	Twenty years	-	-	French	-	-	Woman
Some	Beautiful	small	Modern	Rectangular	-	Japanese	-	TV	set
a	-	small	-	Hexagonal	Green	-	Plastic	-	stool
Several	Beautiful	-	-	-	-	Italian	Wooden	Wedding	Rings
a	-	-	Medieval	-	-	European	-	-	Literature
An	Exciting	-	-	-	-	-	-	Football	Match
An	Interesting	Huge	-	Round	-	African	-	-	tree
The		small	Modern	-	-	-	-	Broadcasting	Transmitters
A	Nice	Medium	Modern	-	Blue	African	Cotton	Ceremonial	Shirt
An	Intelligent	-	old	-	Black	American	-	-	Man
A	Beautiful	small	Modern	Rectangular	Green	-	Plastic	Shopping	Bag
An	Ugly	tall	Young	-	black	Malawian	-	-	Girl

## CHAPTER 9; ADVERBS

An adverb is a word that modifies a verb, an adjective or another adverb in a sentence. The adverb adds to the meaning of the verb, an adjective or another adverb. Eg

- The plate is *very* dirty. ( modifying the adjective dirty)
- Violet cooked nsima *very* quickly. ( modifying the adverb quickly )
- Margret went home *yesterday*. ( modifying the verb yesterday)

### TYPES OF ADVERBS

- a. **Adverbs of manner** – they describe how an activity is done. They answer the question 'How?' These adverbs usually ends in '-ly.' Eg
  - The boxer fought *bravely*.
  - The arranged the boxes *neatly*.
  - The driver drove *recklessly*.
- b. **Adverb of degree**- they show the degree or the extent of an action. Eg
  - The task was *too* big for me.
  - Susan looks *so* nervous.
  - The problem is *rather* difficult.
- c. **Adverb of time** – they state the time of an action. They usually answer the question 'when' Eg
  - Can I see them *now*?
  - Please write me a letter *soon*.
  - He went home *yesterday*.

d. **Adverb of place** –they indicate where the action of the verb takes place. They answer the question 'where?' Eg

- All the students have gone *back*.
- They are going *abroad*.
- I put the book *here*.

e. **Adverb of frequency** –indicate how often an action takes place. They ask the question how often. Eg

- I have *never* visited Mpala.
- We *usually* study in the morning.
- Vanessa goes home *frequently*.

f. **Relative adverbs**-they introduce adverbial clause. Eg

- *When* you see me, you should stand.
- I will sit *where* he sat.
- I called them *when* I was in Mambulu.

### COMPARISON OF ADVERBS

Adverbs can be compared in the same ways as adjectives ie adverbs have the same degrees of comparison as adjectives. We add '-er' to the positive to form the comparative and '-est'

Positive	Comparative	Superlative
Hard	Harder	Hardest
high	Higher	Highest
Fast	Faster	Fastest

Irregular adverbs form their comparative and comparatives in the following ways.

Positive	Comparative	superlative
Well	Better	Best
Badly	Worst	Least
Little	less	Least
Much	More	Most

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Other adverbs use more in comparative and most in the superlative degrees.

Positive	Comparative	superlative
Quickly	More quickly	Most important
Happily	More happily	Most dangerous
Carefully	More carefully	More valuable

### CHAPTER 10; CONJUNCTION

A conjunction is a word that is used connects words or groups of words.

#### TYPES OF CONJUNCTION

a. **Co-coordinating Conjunctions-** they join words, phrases and clauses of equal rank.

Eg

- Mavuto works badly but he plays football well. ( clause)
- Over the fence and down the road. ( phrases)
- He tamed cats *and* dogs.( words)

b. **Subordinating conjunctions** –they are used to join a dependent or subordinate clause to an independent or main clause. They are also used to join unequal elements in a sentence Eg

- Because he likes to cook, Mary opened a restaurant.
- They called him before he was ready.
- Where has he been waiting since he arrived?

c. **Correlative conjunctions-** they are used in pairs. The most used correlative conjunctions are;

- both and
- either or

- neither nor
- not only but also
- Whether ....or
- as .....as
- as .....so
- so .....as

### CHAPTER 11; PREPOSITION

**Prepositions** are used to express the relationship of a noun or pronoun or another word or words to the rest of the sentence. eg

- The bird flew into the roof.
- He hit the nail with a hammer.

#### TYPES OF PREPOSITIONS

a. **Preposition associated with time-**

A preposition of time describes when or for how long something occurred or will occur. Commonly used prepositions of time are; at, in, on, for, during, since, by, until, before, after, to etc.

Each preposition of time refers to a different increment of or point in time, as shown below:

prep	What it describes	Examples in sentences
at	Specific short times of the day/exact time	Let's meet at noon
In	Months, years, range of time and	-Mary starts school April / I prefer to work in the morning.
On	Days and weeks	I will meet you on Monday /Valentine

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		day is no 14 February
For	Durations of time	He lived abroad for many years
during	Simultaneous events	We are not supposed to sleep during classes
Since	Continuous event which started at a specific point	She has been waiting to hear back from you since yesterday
By	A specific point in the future before which an event must be completed	You must wake up by 6 O'clock tomorrow morning
Until	A continuous event that will end at a specific point	Daniel can't sneak out of the house until his parent go to bed
Before	Something prior to a specific time or event	The moon rose before sunset

**b. Prepositions associated with place.**

A **preposition of place** describes where something is located in reference to something else, or where something occurred or will occur. The usage of some of these prepositions of place is explained in the table below;

Prep	What it describes	Examples in sentences
At	Specific point or locations	Ben is planning on staying at the night at hotel
In	Enclosed spaces	The rice is in the cabinet
On	Surfaces or tops of things	The book is on the tables
By, near,	Lack of distance	The library is

close to		by/ near/ close to the train station
Next/ beside	Adjacency	The library is next/beside the office
Between	Something in middle of two things	To make sandwich simply put something between two slices of bread
Behind	Something at the back of something	I stood behind my sister while we waited in line
In front of	Something situated before something	Let put the dresser in front of the window
Above /over	Something higher than something	The arch above/over the hallway reminded me of a castle she had visited
Below /under	Something lower than something	All children fear the monster below /under their babies

**c. Prepositions relating to direction or movement-**

A **preposition of direction or movement** describes how, where, or in what way something moves. The following table highlights the most common prepositions of direction and movement, as well as their different usages:

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Prep	What it describes	Examples in sentences
To	Movement with specific aim or destination	My brother went to Europe with his friends
From	Movement with specific point of origin	She told stories about the time she walked from Mpala to Mpata
Over	Movement from higher than and across something	The bird flew over the trees.
Above	Movement to a point higher than something else	He shot his arrow above the target
Under/beneath	Movement lower than something	The large worm went under/beneath the dirt
Along	The movement on a straight line or edge	The cat is walking along the road
Around	Movement in a circular direction	The couple held hands and skated around the rink
Across	Movement from the end to the end	I walk across the flimsy bridge

### d. Prepositions of agency

A preposition of agency describes a person or a thing that has caused or is causing something to occur. Sentences containing prepositions of agency are usually written in the *passive voice* and employ the prepositions *by* (for people) and *with* (for things). Eg

- The house was built by the three siblings.
- Her heart is filled with emotion.

### e. Prepositions of instrument or device

A preposition of instrument or device is used when describing certain technologies, machines, or devices. These prepositions are *by*, *with*, and *on*. Typically, *by* refers to methods of transportation, whereas *with* and *on* describe the use of machines and other devices. Eg

- Aunt Patricia returned home by ferry.
- She opened the locked door with an old key.
- May I finish my homework on your computer?

### f. Prepositions of reason or purpose

A preposition of reason or purpose describes why something has occurred or will occur. Common prepositions of reason or purpose include *for*, *though*, *because of*, *on account of*, and *from*. Eg

- Everything I did was for you.
- Through her bravery, we were able to escape unharmed.
- Because of the delay, I was late to the parade.
- The employees refused to work on account of their low pay.

### g. Prepositions of connection

A preposition of connection describes possession, relationships, or accompaniment. '*Of*' is used for possession, '*to*' for relationships between people or things, and *with* for accompaniment. For example:



- The Statue of Liberty is located in New York Harbor.
- A well-written essay is impressive to teachers.
- Lisa wanted to go to the concert with Victor.

## COMPOUNDS PREPOSITIONS

These are prepositions that are formed by combining prepositions with other words to form complex and compound prepositions.

Some words and their prepositions are as follows

- |  |  |
|--|--|
| 1. abide.....by                            | 32. acclimatize..... To                |
| 4. Absorbed..... In                        | 33. apparent..... To(sb)               |
| 5. abstain .....from                       | 34. Apparent..... From(sth)            |
| 6. Accomplice.....with                     | 35. appoint.....(sb)to(sth)            |
| 7. Accused..... (Sb)of(sth)                | 36. apply..... To(sb)for(sth)          |
| 8. Accustomed..... To                      | 37. appropriate..... To/for            |
| 9. Addicted..... To                        | 38. approve.....of                     |
| 10. Adhere..... To                         | 39. Aptitude..... For                  |
| 11. admit.....to/into                      | 40. Ashamed..... Of                    |
| 12. advantage..... Over (sb) of (sth)      | 41. aspire.....to                      |
| 13. Advantage..... Off(sth)                | 42. assent.....to                      |
| 14. Affection..... For                     | 43. associate.....with                 |
| 15. Afflicted..... With                    | 44. dissociate.....from                |
| 16. Afraid..... Of                         | 45. assure.....of                      |
| 17. Agree..... To(proposal)                | 46. Astonished..... At                 |
| 18. agree..... With(a person) about/on sth | 47. Atone..... For.                    |
| 19. aim .....at                            | 48. attached.....to                    |
| 20. aloof.....from                         | 49. attend.....to                      |
| 21. Alternative..... To                    | 50. attribute.....(sth) to (sth/sb)    |
| 22. Amazed..... At                         | 51. authority..... Over(=power)        |
| 23. angry.....with/at(sb)                  | 52. Authority..... On(=expert)         |
| 24. angry.....at/about(sth)                | 53. avail.....(oneself)of(sth)         |
| 25. anxious..... For(sb)                   | 54. averse.....to                      |
| 26. anxious..... About (sth)               | 55. ban(n).....On                      |
| 27. apologize..... To(sb) for (sth).       | 56. ban(v).....(sb)from(sth/doing sth) |
| 28. appeal..... To (sb) for (sth)          | 57. bad.....at(=not good at)           |
| 29. appetite..... For                      | 58. bad.....for(=harmful)              |
| 30. approach.....to                        | 59. 57.believe.....in                  |
| 31. akin.....to                            | 60. Beneficial..... To                 |
|  | 61. Benefit..... By/from               |
|  | 62. Blame.....(sb/sth)for(sth).        |
|  | 63. boast.....of                       |
|  | 64. bound..... For                     |
|  | 65. Burden (n)..... To                 |
|  | 66. burden(v).....with                 |
|  | 67. busy.....with                      |
|  | 68. bearing..... On                    |
|  | 69. Campaign..... Against/for          |
|  | 70. capable..... Of                    |
|  | 71. concern..... For/about             |
|  | 72. careful.....about/for              |
|  | 73. caution..... About/against         |
|  | 74. charge..... With                   |
|  | 75. claim.....on/to                    |
|  | 76. clash..... With(sb)over(sth)       |
|  | 77. collide..... with                  |
|  | 78. Collude.....with(sb)in(sth)        |
|  | 79. comment.....on                     |
|  | 80. compare.....to(=to show likeness)  |

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- |  |   |
|--|---|
| 81. compare .....with(=to show contrast) | 130. devoid..... Of                     |
| 82. compassion..... For                  | 131. differ.....from(sb/sth)=           |
| 83. compatible..... With                 | 132. to be .....different from sb/sth   |
| 84. compensation..... For                | 133. to differ.....with(sb)             |
| 85. compliance..... With                 | 134. different..... From/to/than        |
| 86. compliment..... On                   | 135. disgusted..... At/by/with          |
| 87. comply..... With                     | 136. dispense..... With                 |
| 88. conducive..... To                    | 137. dispose.....of                     |
| 89. confide.....in(=trust)               | 138. die.....of (                       |
| 90. confide.....to(=tell)                | 139. Die.....with(=disease)             |
| 91. confidence.....In                    | 140. Eg: person died with cancer        |
| 92. confident..... Of/about              | 141. Die.....for(=purpose)              |
| 93. confined..... (Sb/sth)to(sth)        | 142. dissent..... from                  |
| 94. conform..... To                      | 143. doubt (n)/... about                |
| 95. conformity..... With                 | 144. drenched..... In/with              |
| 96. congenial..... To                    | 145. decline..... In/of                 |
| 97. congratulate..... (Sb)on(sth)        | 146. eager..... For                     |
| 98. connect.....(sth)to(sth)             | 147. eligible..... For                  |
| 99. consent..... To                      | 148. engaged..... In/on                 |
| 100. consist.....of                      | 149. .engaged..... To(sb)               |
| 101. contemporary..... With              | 150. .enthusiasm..... For/about         |
| 102. contempt..... For                   | 151. entrust.....(sb)with(sth)          |
| 103. contend..... With                   | 152. .entrust.....(sth)to(sb)           |
| 104. .contend.....for                    | 153. envious/jealous.....Of             |
| 105. .content.....with                   | 154. .envy.....at                       |
| 106. .contrary.....to                    | 155. entitle/entitlement.....To         |
| 107. .control..... Over                  | 156. equal..... To                      |
| 108. connive.....at/in(sth)              | 157. .escape..... From                  |
| 109. .connive.....with(sb)               | 158. essential..... To/for              |
| 110. .close.....to                       | 159. .excel.....at/in                   |
| 111. .complain.....to(sb)about/of(sth)   | 160. exception..... To                  |
| 112. .crash.....into                     | 161. excuse..... (Sb) for (sth)=forgive |
| 113. convenient..... For(sb/sth)         | 162. excuse..... For (=reason)          |
| 114. .converse..... With                 | 163. exemption..... From                |
| 115. .convict..... (Sb)of(sth)           | 164. expose.....(sth)to (sb)            |
| 116. .cure(v).....(sb)of(sth)            | 165. encroach.....on/upon               |
| 117. cure(n).....for                     | 166. expect..... (Sth)from (sb)         |
| 118. .concern(n).....about/for/over      | 167. fail .....in                       |
| 119. .concerned(adj).....about/for/over  | 168. faith..... In                      |
| 120. concerned (adj).....about/with      | 169. .faithful..... To                  |
| 121. deal.....in(=trade)                 | 170. .famous..... For                   |
| 122. deal.....with                       | 171. fearful..... For (sb)              |
| 123. delight.....in                      | 172. fearful..... Of(sth)               |
| 124. depend..... On/upon                 | 173. feed/live.....on(=eat)             |
| 125. .deprive.....(sb/sth)of(sth)        | 174. fight..... With(sb)about/for (sth) |
| 126. desist..... From                    | 175. fill .....(sth)with(sth).          |
| 127. .destitute.....of                   | 176. fill.....in(sth)                   |
| 128. detrimental..... To                 | 177. .fit/unfit.....For                 |
| 129. deviate..... From                   | 178. .fond.....of                       |

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179.	.fondness..... For	228.	.interact..... With
180.	.free.....from/of	229.	.interaction..... With (sb/sth)
181.	.frightened..... At	230.	.interaction..... Between
182.	.full.....of	231.	.interested..... In
183.	.fuss.....about/over	232.	.interfere..... In(=get involved)
184.	.fed up.....with	233.	.interfere..... With(=prevent)
185.	.glad.....about (=happy)	234.	.invest.....in
186.	.glad.....of(=greatful)	235.	.involved.....in
187.	.glance..... At	236.	.irrelevant..... To
188.	.good.....at(=able to do sth)	237.	.irrespective..... Of
189.	.good.....for(=suitable)	238.	.meddle..... In
190.	.grapple..... With	239.	.keen.....on
191.	.greatful.....to(sb)for(sth)	240.	.kind/cruel.....to
192.	.grief..... At/over	241.	.lack.....of
193.	.grieve.....for/over	242.	.lacking.....in
194.	.guard.....Against	243.	.lament.....over
195.	.guilty..... About	244.	.laugh..... At
196.	.feeling... ashamed	245.	.lead..... to
197.	.guilty..... Of(=having done sth)	246.	.leave.....for(a place)=go to
198.	.harmful/injurious.... To	247.	.liable..... For
199.	.heir.....to (sth)	248.	.liable..... To
200.	.heir.....of (sb)	249.	.listen..... To
201.	.hint.....at	250.	.longing (n)/long(v).....for
202.	.hope..... For	251.	.look/stare/gaze.....at
203.	.hope.....for/of	252.	.lust.....for
204.	.hopeful..... About/of	253.	.march.....on
205.	.hostile..... To	254.	.married.....to
206.	.habit.....of(doing sth)	255.	.marvel.....at
207.	.identical..... With	256.	.meditate/concentrate.....on
208.	.ignorant..... About/of	257.	.mourn..... For
209.	.impact..... Of(sb)on(sth/sb)	258.	.nag.....at
210.	.impose..... On	259.	.need/necessity...For
211.	.impress..... (Sb) with(sth)	260.	.negligent..... In
212.	.impression..... On(sb)	261.	.nervous.....About/of
213.	.impression..... Of(sth)	262.	.notorious..... For
214.	.impressed.....with/by	263.	.obedient..... To
215.	.independent..... Of	264.	.object/objection....to
216.	.indifferent/callous.....to	265.	.oblige.....(sb)with(sth)
217.	.indispensable..... To(sb/sth)	266.	.obliged..... To(sb)for (sth)
218.	.indispensable..... For(doing sth)	267.	.obsession.....with
219.	.infected..... With	268.	.obsessive..... About
220.	.infer.....from	269.	.open..... To(sb/sth)
221.	.influence..... Over(=control)	270.	.opportunity.....for(sb/sth)
222.	.influence..... On/upon(=effect)	271.	.opportunity.....for/off(doing sth)
223.	.inform..... Of	272.	.part.....from(=leave sb)
224.	.inquiry.....about/into	273.	.part.....with(=to give sth to sb else)
225.	.insight..... Into	274.	.partial..... To
226.	.insist.....on	275.	.partially.....For(sth)
227.	.insistence.....on	276.	.passion.....for

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277.	.pertain.....to	326.	.short.....of
278.	.persist.....in(doing sth)	327.	similar..... To
279.	.persist.....in/with(sth)	328.	smile/sneer/giggle...At
280.	pleased..... With	329.	sorry.....about/for
281.	pleasing..... To	330.	spend.....on
282.	.popular..... With	331.	stick..... To
283.	.pray.....to(sb)for(sth)	332.	subject..... To
284.	.prefer..... (Sb/sth)to(sb/sth)	333.	submission.....to
285.	preferable..... To	334.	.suffuse.....with
286.	pretext.....for	335.	.succeed..... In
287.	.prevail.....on(=persuade)	336.	succession.....in
288.	.prevail.....over(=defeat)	337.	.succumb.....to
289.	prevent..... From	338.	.suffer.....from
290.	.pride..... In	339.	.superior/inferior.....to
291.	prior..... To	340.	supplement..... To
292.	prohibit.....from	341.	supply..... (Sth)to (sb)
293.	.prone..... To	342.	.supply.....(sb)with(sth )
294.	.proud..... Of	343.	.surprised/shocked....At
295.	provide..... (Sb)with(sth)	344.	.suspect.....(sb/sth)of(sth)
296.	provide.....(sth)fo(sb)	345.	.suspicious..... Of
297.	pessimistic..... About	346.	.sympathize....with(sb/sth)
298.	.positive.....About	347.	thankful .....for(sth)
299.	.quarrel.....About(sth)	348.	thankful..... To(sb)
300.	.quarrel..... With(sb)	349.	thirst/hunger/desire.....For
301.	.ready..... For	350.	threaten.....(sb)with(sth)
302.	reconcile..... To(sth)	351.	.tired..... Of
303.	reconcile..... (Sth)with(sth)	352.	.stick..... Of
304.	recover(v).....from	353.	.tremble..... With
305.	recovery(n).....from	354.	.true.....to
306.	.refer..... To	355.	.used.....to
307.	.reference..... To	356.	victory..... Over/against
308.	.rejoice..... At/over	357.	.venue..... For
309.	.related..... To	358.	.wait.....for
310.	.rely.....on	359.	.want.....of
311.	.remind.....of	360.	waste.....on(sth)
312.	.remorse..... For	361.	withdraw.....from
313.	.request.....for	362.	wonder..... About (=think about)
314.	resemblance.... To	363.	wonder..... At(=be surprised)
315.	resolve.....on	364.	.worthy..... Of
316.	responsible....for (sth)	365.	.write..... (Sth)to(sb)
317.	restricted..... To	366.	.write..... In(ink/pencil)
318.	rid.....of	367.	.write..... With(a pen)
319.	.rob.....of	368.	yearn.....for
320.	resign..... From	369.	Yearning..... For
321.	search..... For	370.	.yield..... On
322.	seek.....for	371.	.yield..... VG.....to
323.	senior/junior.....To	372.	.thrive..... On
324.	.sensitive..... To/about	373.	.self-sufficient.....in
325.	sequel.....to	374.	.debate..... On/about/over

## CHAPTER 12; THE ARTICLE

An article is a word that functions as an adjective. The articles are 'a', 'an' and 'the'

### The definite article 'the' - uses

1. Used before a noun that has been mentioned previously eg
  - Mphatso bought a computer last year. This year he sold the computer and bought a house.
2. Used to refer to specific things. Eg
  - This is the girl I told you about.
  - The verandah of the class is dirty.
3. Used before a common noun to refer to a person or a thing if only one exists
  - The world is full of suffering.
  - The moon travels around the earth.
4. We use definite article with superlative of comparison. Eg
  - Violet is the most beautiful girl in this class.
  - Margret is the smartest girl in the class.
5. Used before adjectives used as nouns to denote a whole class. Eg
  - The poor are getting poorer than the rich.
  - He went to cheer up the sick.

### The indefinite article 'a' and 'an'. Uses

#### a. Uses of 'a'

1. 'A' is written before words beginning with a consonant sound eg a bottle, a book,

2. It is written before vowel with 'y' and 'w' sound eg a union, a one sided game

3. Used to mean one eg

- He visits Mpala once in a year.
- A hundred students arrived.

4. Used to show that the speaker doesn't know the person or a thing he is going to name. Eg

- A Mr. Mwakawanga wrote this pamphlet.
- The house opposite ours is owned by a Mrs. Thom.

5. Used before a profession, a trade, an occupation or a religion. Eg

- Vanessa is a Christian.
- Mr mwakawanga is a teacher.
- Do you want to become a doctor?

#### b. Uses of 'an'

1. 'An' is used before words beginning with a vowel. Eg an orange, an apple etc.
2. Used with words which begin with a silent 'h' Eg an hour, an heir, an honest
3. Used to mean one Eg she came an hour ago.

## CHAPTER 13: SECTION REVIEW EXERCISE

Identify the part of speech to which each of the underlined words belong

1. You can have the longest

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- A. Adjective      C. noun  
B. Adverb        D. preposition
2. We worked until we were tired  
A. Preposition    C. adverb  
B. Pronoun        D. conjunction
3. The curved mask looked frightening  
A. Adverb        C. preposition  
B. Adjective      D. verb
4. This girl looked quite interesting  
A. Preposition    C. pronoun  
B. Pronoun        D. verb
5. Some have been left  
A. Preposition    C. Adverb  
B. Pronoun        D. conjunction
6. He is inside the room  
A. Adverb        C. preposition  
B. Adjective      D. Pronoun
7. I bought this video camera  
A. Noun          C. adjective  
B. Preposition    D. pronoun
8. I left him there  
A. Adverb        C. adjective  
B. Preposition    D. pronoun
9. He denied his mother before the whole group.  
A. Conjunction    C. verb  
B. Adjective        D. adverb
10. She threw it forward.  
A. Noun          C. adjective  
B. Verb            D. Adverb
11. She bought ten oranges.  
A. Preposition    C. conjunction  
B. Adjective        D. noun
12. The Broken tumbler was left lying under the table.  
A. Conjunction    C. verb  
B. Adjective        D. adverb
13. I have met him before  
A. Adjective        C. adverb  
B. Preposition    D. verb
14. This story is very interesting  
A. Adjective        C. preposition  
B. Adverb          D. verb
15. I have never eaten sausages  
A. Preposition    C. adjective  
B. Adverb          D. verb
16. I made him whisper to the president  
A. Noun          C. adjective  
B. Adverb          D. verb
17. I could not see any ill motives in his speech.  
A. Adjective        C. noun  
B. Adverb          D. verb
18. Do not respond to phone calls while in the church  
A. Noun          C. adverb  
B. Preposition    D. adjective
19. He was found dead along Ngoya River  
A. Adjective        C. adverb  
B. Verb            D. noun

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20. Are you sure?

- a. Adverb      C. verb  
b. Noun        D. adjective

**Identify the preposition that best fits the blank space in each question below**

21. They have stayed here \_\_\_\_\_ morning

- A. For B. since C. in D. at

22. She got married \_\_\_\_\_ 2009

- A. On B. at C. for D. in

23. I worked \_\_\_\_\_ 2 hours and I went to bed

- A. For B. Since C. at D. by

24. You will found a hole \_\_\_\_\_ the end the tunnel

- A. In B at C. in D. to

25. We found the lost book \_\_\_\_\_ sheer luck

- A. In B. by C. with D. in

26. The match started \_\_\_\_\_ three o'clock in the afternoon

- a. At b. on c. with d. through

27. Kuchawe inn is \_\_\_\_\_ the top of the mountain

- a. In b. on c. by d. with

28. I need to do this work \_\_\_\_\_ three hours' time

- a. In b. on c. by d. with

29. Her mother has been suffering \_\_\_\_\_ over a year now

- a. From b. in c. by d. about

30. The hotel is found \_\_\_\_\_ the shore

- A. On b. by c. for d. about

31. She expressed her liking \_\_\_\_\_ Chinese food

- a. With b. through c. for d. to

32. The girl was saved \_\_\_\_\_ crocodiles by the scouts

- a. Against b. from c. by d. to

33. The doctor criticized her \_\_\_\_\_ irresponsibility

- a. For b. on c. about d. off

34. The person responsible \_\_\_\_\_ the delivery is the messenger

- a. To b. for c. from d. with

35. His disaster resulted \_\_\_\_\_ her blunders

- a. On b. with c. from d. by

36. She complained \_\_\_\_\_ abdominal

- a. Of b. about c. over d. by

37. How can she mistake John \_\_\_\_\_ her husband?

- a. On b. with c. over d. for

38. He is indebted \_\_\_\_\_ for the money she gave him

- a. In b. under c. to d. with

39. The factor disposed \_\_\_\_\_ all the rotten foods

- a. Out b. with c. for d. of

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40. I deduced the answer \_\_\_\_\_ what he had said earlier  
a. From b. by c. to d. on
41. We will continue boycotting classes until the school authorities yield \_\_\_\_\_ our wishes.  
a. From b. at c. to d. over
42. It was very kind \_\_\_\_\_ her to help my mother  
a. For b. to c. of d. about
43. My father disapproved \_\_\_\_\_ me chatting with lazy boys  
a. From b. for c. to d. of
44. My brothers are very envious \_\_\_\_\_ me  
a. Against b. of c. to d. with
45. He was intent \_\_\_\_\_ going overseas  
a. On b. to c. for d. with
46. New customary heavy  
b. New heavy customary  
c. Customary heavy new  
d. Heavy new customary
50. The man has invested in \_\_\_\_\_ project  
a. An attractive two million mining  
b. A two million attractive mining  
c. A mining two million attractive  
d. An attractive mining two million
51. The radio station has purchased \_\_\_\_\_ machines  
a. Outside modern transmitting  
b. Transmitting modern outside  
c. Modern transmitting outside  
d. Modern outside transmitting.

**Identify the correct order of adjectives that best fits the blank spaces**

46. The girl is wearing \_\_\_\_\_ ring  
a. Beautiful golden Japanese  
b. Golden beautiful Japanese  
c. Beautiful Japanese golden  
d. Golden Japanese beautiful
47. The southern bottlers company has introduced a \_\_\_\_\_ drink  
a. Refreshing sparkling new  
b. New refreshing sparkling  
c. Refreshing new sparkling  
d. New sparkling refreshing
48. After marriage she acquired \_\_\_\_\_ responsibilities
- 49.



## SECTION 2: SENTENCE STRUCTURE AND ANALYSIS

### CHAPTER 14: THE SENTENCE

A sentence is a group of words that expresses a complete thought. Eg

- Go home now.
- We will leave either on the weekend or on Monday.

### PARTS OF A SENTENCE

A sentence is made up of two parts; the subject and predicate. The subject tells what the sentence is about. The predicate says something about the subject. Eg

Subject	Predicate
My dog	has ticks
Tione	is a famous singer
The letter	has come this afternoon.

The subject may have one word or several words. Those with one word are called simple subjects. Those with two or more words are called compound subjects. Eg

- a. **Simple subject.** Eg - The only person for this job is Mwayi
- b. **Compound subject** Eg- Mangoes, apples and oranges are sweet fruits.

The predicate contains a verb or a verb phrase. The predicate can be simple or compound.

- a. **Simple predicate**- it contains one verb eg Peter practices on his flute every day
- b. **Compound predicate** -has two or more verbs or phrases that share the same subject. Eg- We have worked very hard and deserve a reward.

### TYPES OF SENTENCE

#### a. SIMPLE SENTENCES

A simple sentence is a sentence that contains one finite verb. It has only one main clause without subordinate clause.

#### Types of simple sentences

1. **Statements or declaratives** -this is a sentence that gives expression to a fact or an opinion. They are also called assertive sentences Eg
  - Thokozani is not my best friend.
  - The earth is spherical.
  - The moon shines at night.
2. **Interrogative sentences**-they ask questions and end with a question mark. Eg
  - Do dogs bark?
  - When is your birthday?
3. **Imperatives sentences** - they give order, make a request or a suggestion. Eg
  - a. **Commands**
    - Shut the door!
    - Open the window!
  - b. **Requests**-this is the polite form of a command. Eg
    - May I use your car?
    - Please escort my son to school?

c. **Suggestions** eg

- You should help the need.
- You need to consult him.

4. **Exclamations sentences** – they express surprise, strong feelings, fear, anger or pleasure. Eg

- The water have been split!
- Mabyuto broke the window!
- Call the police!

5. **Optative sentences**—these are sentences that expresses a wish , possibility or supposition eg

- I wish Madalo could be home.
- May God bless you.
- We ought to have studying by now.

b. **COMPOUND SENTENCE**

A compound sentence has two or more independent clause but no subordinate clause. In effect a compound sentence consist of two or more simple sentences joined by a semi colon (;) or by a coordinating conjunctions such as; and, but, nor, whereas, or, for, so and yet. Eg

- In 1850s early explores discovered Lake Malawi, and they give it a redundant name.
- I would like to marry Mary, but my father will not allow it.

c. **COMPLEX SENTENCES**

A complex sentence has one independent sentence and at least one subordinate clause. Complex sentences often have conjunctions, the common conjunctions are; since, than,

that, though, unless, provided, until, when, where, while, before, as far as etc. Examples

- Boundaries, where service to humanity is concerned, do not exist.
- They were forced to eat rapidly because everyone had to be locked at 4 pm.

d. **COMPOUND- COMPLEX SENTENCES**

This type of sentence is not used frequently. It contains two or more independent clauses and at least one subordinate clause. Eg

Since the room was dark, he fumbled for the door, and Jane heard the noise from the room.

**CHAPTER 15; CLAUSES**

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

**Types of Clauses**

a. **Independent clause ( Main clause)-**

This is a clause that can stand alone and can give a complete thought. Every sentence must contain an independent clause. Eg

- The team ran out into the court for the game.
- The fans cheered wildly.

b. **Subordinate Clause-**

This is a clause that does not express a complete thought. It must be joined to an independent clause to form part of the sentence. A subordinate clause may either come either before or after an independent clause. Eg

- I liked the book *because it was exciting*.
- *When the package* didn't arrive we were surprised.

### Types of Subordinate clauses

1. Adjective clause
2. Adverbial clause
3. Noun clause

#### i. ADJECTIVE CLAUSE

An adjective clause is a group of words with a finite verb that does the job of an adjective. It qualifies nouns. The noun that is qualified by the adjective clause is called an antecedent.

Adjective clauses are called relative clauses because most of them are introduced by relative pronouns eg who, whose, whom etc. Examples

- This is the watch *that I got for my birthday* (qualifies the noun Watch).
- The house *which I bought* is not of a good quality. ( qualifies the noun house)

### Types of Adjectives clauses

- a. **Defining adjectives clauses** – These are adjectives clauses that tell us precisely who or what the noun is. In the absence of the

main clause it cannot give the complete sense. They are also known as restrictive clauses because they restrict the meaning of the words they qualify. Examples

- The book *which was lost* was not mine. ( we know precisely the which book is meant)
- This is the boat *which sailed down the Shire River*. ( we are told precisely which bought was is)

- b. **Non- defining adjectives** –A non- defining or non-restrictive clause is the one which is not essential to the word it qualifies. It merely gives information about the noun it qualifies. And it is normally separated from the rest of the sentence by the use of commas. Example

- Mr phiri, *who is in the house*, was once a teacher. ( the man spoken of has already been identified the name, and the adjectival clause merely gives additional information)
- Our Pastor, *whom you met recently*, has invited us to the crusade. ( qualifies the noun pastor)

#### ii. ADVERBIAL CLAUSE

Adverb clause is a group of words with a finite verb that does the function of an adverb. Just like an adverb, an adverb clause modifies an adjective, an adverb and a verb.

### Types of adverbial clauses

- a. **Adverbial clause of manner** –they show how an action is done and are introduced by 'as', 'as if' and 'though'. Examples

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- ❖ She walked *as if she was drunk*. (modifies the verb walked)
- ❖ My mother worked *as though our father was dead*. (modifies the verb worked)

b. **Adverb clause of place**- they show the place where an action has happened. They are normally introduced by the conjunctions *where* and *whenever*. Examples.

- ❖ It will lie *where it fell*. (modifies the verb lay)
- ❖ The police officers found her *where she ran to at first*. (modifies the verb found)

c. **Adverb clause of reason**-they show why something was done. They are introduced by *because* *since* *that* etc. Examples

- ❖ *Since it was raining*, we were not able to walk to school. (modifies the verbs were not able)
- ❖ The house was sold *because it was too small*. (modifies the verb was sold)

d. **Adverb clause of time** -they indicate the time when an action happened. Such clauses are introduced by '*as*', '*when*', '*since*', '*before*', '*until*', '*after*', '*while*' etc. Example

- ❖ She arrived *as the sun was setting* (modifies the verb arrived)
- ❖ She only spoke *when she was forced to* (modifies the verb spoke)

e. **Adverbial clause of condition**-they give condition under which certain things can happen or be done. They are introduced by *if*, *should*, *whether* *had* and *unless*. Example

- ❖ *If he had done* it he would have died by now. (modifies the verb would have died)
- ❖ I shall do my duties *whether you like it not*.

f. **Adverb clause of result**- they indicate the result of an action. They are introduced by *that*, *in order that* etc. Examples

- ❖ It was dark *that we could not see our way*. (modifies the adjective dark)
- ❖ She ran fast *that the police officers could not catch her*. (modifies the verb fast)

g. **Adverb clause of concession (in contrast to what)**-they show that something will still happen in spite of a situation that could prevent it from happening. They are introduced by *though* *although*, *even though*. Examples

- ❖ *Although he was intelligent* he failed examinations. (modifies the verb failed)
- ❖ She took part in the competition *even though she had a cold*. (modifies the verb took part)

h. **Adverbial clause of purpose**-they show why something happened. They are introduced by '*in order that*', '*so that*', and '*for fear that*'. Examples

- ❖ We read books *so that we can know more*. (modifies the verb read)
- ❖ Some people eat *so that they may live*. (modifies the verb eat)

e. **Adverbial clause of comparison or degree or proportion** - they show comparison. They modify a comparative adjective or

adverb in the main clause and are introduced by 'than' and 'as'. Example -

❖ She ran faster *than I expected*.

❖ He is brighter *than you may think*.

❖ The fact is *that she doesn't really work hard*. (complement of the verb is)

❖ The big problem at hand is *now to raise funds for club*. (complement of the verb is)

### iii. NOUN CLAUSES.

A noun clause is a group of words that contains a finite verb and does the function of a noun. The noun clause answers the question what.

#### Functions of Noun Clause

A noun clause can perform any function that an ordinary noun can perform. Some of the functions are explained below;

#### a. Subject of the verb. Examples

❖ *What he did* surprised everyone, ( subject of the verb surprised).

❖ *That the girl is pregnant* is doubtful. ( subject of the verb is)

#### b. Object of the verb. Examples

❖ I knew *that she would come*. ( object of the verb knew)

❖ I heard *what she said* .( object of the verb heard)

#### c. Object of the preposition. Examples

❖ We cannot depend *on what she says*. ( object of the preposition on)

❖ She only laughed *at what she says*. ( object of the verb at)

#### d. Complement of the verb. Examples

#### e. In opposition to a noun. Examples

❖ The knowledge *that he was right*, gave him satisfaction. ( apposition to the noun knowledge)

❖ The rumor *that the group had been beaten* proved to be without foundation. ( apposition to the noun rumor)

## CHAPTER 16; CONDITIONAL SENTENCES

Conditional sentences are sentences that show that something will happen or will not happen if another happens or does not happen. They are often called 'if' sentences because they use 'if' as their subordinating conjunction, though not always.

Remember that conditional sentences are adverb clauses of condition. This means that conditional sentence has a main clause and a subordinate clause.

As a condition sentence, it means that the subordinate clause is the condition and the main clause is the result. There are other words and phrases that can be used in instead of 'if' in condition sentences. These words are; unless, provided, in case, had, if only, Supposing that, on condition that, provided that, as long as, should etc. Examples

❖ You will pass examination provided you work hard.

- ❖ Should she come, I will give her a gift.
- ❖ They will succeed as long as they have life.

## TYPES OF CONDITIONAL SENTENCES

### 1. Zero conditional sentences-

This is the structure used for talking about general truth, the things that will always happen under certain situations. A zero condition, just like other conditional sentences, consist of two clauses, an 'if' clause and the main clause. Examples

- ❖ *If you heat water to 100 degrees Celsius* , it will boil.
- ❖ The waves are high *if the lake is stormy*
- ❖ *If it rains* the soil gets wet.

NB – the zero condition is formed with both clauses in the present tense. Note also that in zero condition sentences you can use 'when' or 'whenever' instead of 'if' and the meaning will be same.

### 2. Open condition sentences

We use open condition sentence to talk about a future situation that is possible. They are also known as likely, possible or future conditions. The likelihood of being fulfilled is higher, therefore open.

The verb in the if clause is in present tense while the verb in the main clause, the result, is in future tense. That is to say, the open conditions sentences have the form; main clause (future tense) + Subordinate adverbial clause of condition (simple present)

### Examples

Main (future tense)	Subordinate (simple present)
If I will write my essay this morning	<i>I will go out in the afternoon</i>
I will give you this book	<i>if you solve this mathematical problem</i>

### 3. Unlikely or improbable condition

We use improbable or unlikely condition sentences to express a condition that is known to be false, or presented as unlikely. Unlikely or improbable condition contains a condition which is unlikely to be fulfilled. Examples

- ❖ If I went to London, I would visit the prime minster
- ❖ If I were taken by surprise, I would be angry.

Since the condition is unlikely to be fulfilled we can call them theoretical conditions. Unlikely conditions have the following pattern; main clause (would / should + stem) and the Subordinate adverb clause of condition ( if + simple past tense).

### 4. Unfulfilled condition

We use unfulfilled conditionals when talking about a past condition that cannot be fulfilled, because the action in the 'if' clause did not take place. They are also known as impossible or past conditions. There is no room for the condition to be fulfilled since the action

occurred already in the past and was not fulfilled.

The unfulfilled condition has the following form. Main clause (would+ have + past participle) Subordinate clause ( if ) clause( had + past participle ie if + had + past participle). Examples

Main clause	If clauses
I would have gone	If I had known that you were not coming
She would have become a nurse	If she had gone to a nursing school.

## CHAPTER 17; PHRASES

### What is a phrase?

A phrase is a group of related words without a finite verb used as single part of speech. Phrase can also be defined as a group of words that does not contain both subject and predicate and that performs a single function in a sentence. Examples

- ❖ He is a man *of action*.
- ❖ The train arrived *on time*.

### TYPES OF PHRASES

- a. **Preposition phrases.** A preposition phrase is a group of related words without a finite which starts with a preposition and ends with a noun or a pronoun. Examples
  - ❖ She came early *in the morning*.
  - ❖ He a man *of action*

**Nb.** A preposition phrase usually does the work of an adjective or an adverb in a sentence. Therefore when the preposition phrase does the function of an adjective it is called an adjective phrase. Likewise when the preposition phrase does the work of an adverb it is called adverbial phrase.

- b. **Adjectival phrase.** These are phrases that qualify nouns in sentences. Examples
  - ❖ The man *with a wooden leg* is my uncle. ( qualifying the noun man)
  - ❖ He is a man *of action*. ( qualifying the noun man)
- c. **Adverbial phrase.** An adverbial phrase is a group or words without a finite verb that does the function of an adverb in a sentence. It modifies a verb, an adjective of an adverb. Examples
  - ❖ The accident occurred *on a lonely place*. ( modifying the verb occurred)
  - ❖ The train arrived *on time*. ( modifying the verb arrived)

### d. Verbal phrase

A verbal phrase is a group of related words that contains a participle, a gerund or an infinitive. These are all none finite verbs. They cannot be used as only verbs in a sentence.

### Kinds of verbal phrases

- a. **Gerund phrases,** a Gerund is a verb which normally ends in '-ing' form that functions as a noun. A gerund phrase can be used as a noun or as an adjective. Examples
  - i. **As a noun;**

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- ❖ *The planning* of events helps them to be colorful.( subject of the verb helps)
- ❖ They saved themselves by *keeping* active during the cold weather. ( object of the preposition by)
- ❖ We heard the low *murmuring* of the *mourners* .( object of the verb heard)

### iii. As an adjective

- ❖ Caution in driving a car is important for safety. ( qualifying the noun caution)

b. **Participle phrase-** A participle is a verb which ends in -ing in the present and ed or en in the past. Therefore a participle phrase is a phrase that contains a participle. Participles phrases are used as adjectives. Examples

- ❖ *Excited about the award*, Mrs Mwakawanga gave a short speech.( qualifies the noun Mrs Mwakawanga)
- ❖ The student *smiling at us* is my friend.( qualifying the noun student)

c. **Infinitive phrases-** An infinitive is a verb preceded by the word to. Infinitive phrases can be used as noun phrases, adjective phrases or adverb phrases. Examples

- ❖ *To lie to* students is wrong.( used as noun, subject of the verb is)
- ❖ We need to buy a gift for our uncle. ( used as a noun, object of the verb need)
- ❖ It's too late to register for this class. (used as an adverb, modifying the adjective late)

- ❖ His ability to solve problems gave him advantage. ( Used as an adjective, qualifies the noun money)

## CHAPTER 18: QUESTION TAGS AND SHORT RESPONSES

### 1. QUESTION TAG

A question tag is a short question that is added to a statement. It is used to ask for agreement or confirmation. Examples

- John is here, isn't he?
- We are not late, aren't we?

#### Ten rules for question tags

- a. When the statement is in positive form, the question tag must be in negative form. Examples
  - The teacher will come back next week, won't he?
  - They knew that, didn't they?
- b. When the statement is in negative form, the question tag must be in positive form. Examples
  - Joseph has not yet come to school, has he?
  - They won't find me here, will they?
- c. The auxiliary verb used in the statement must be used in the question tag but if the statement does not have an auxiliary verb, the verbs do, does or did must be used in the question tag. Examples



1. **Sentences with auxiliary verbs**
  - He must go now, mustn't he?
  - They are not there, are they?
2. **Sentences without auxiliary**
  - They had mangoes, didn't they?
  - My mother leaves for work in the morning, doesn't she?
- d. Statement that have words such as; no, none, no one, nothing, nobody, nothing, neither, hardly, scarcely, rarely, never, barely, seldom, and sparingly are negative sentences and the question tags that follow them must be in positive form. Examples
  - Neither of us wrote the exercise, did we?
  - Mphatso hardly comes to school, does he?
- e. When the pronouns found in the sentence in a sentence do not specify whether the subject of the sentence is singular or plural, male or female, the question tag takes the pronoun they. Such pronouns that are taken by the pronoun they are no, no one, someone, anyone, neither, nobody, everybody, everything etc. Examples
  - Someone should come in front, shouldn't they?
  - Nobody can refuse this, can they?
- f. Need and dare as auxiliary verbs should not appear in the question tag when the statement that contains them is in positive form. In this case the verbs 'do' or 'does' must take the position of need and dare. Examples
  - She needs to come here, doesn't she?
  - The teacher dared punish her, didn't he?
- g. Need and dare as auxiliary verbs should be used in the question tag when the statement that contains them is in negative. Examples
  - You needn't come to the meeting, need you?
  - My father dare not call me names, dare he?
- h. In statement that has dare or need which is preceded by negative auxiliary verb such as don't, doesn't, or didn't, the question that follows must not contain dare or need but the auxiliary verb that precede need or dare. Examples
  - All members didn't dare speak a word, did they?
  - The boy doesn't need to be emotional, does he?
- i. When the statement is a command or request, the question tag must be in positive form and must be introduced by will or shall be followed by a pronoun involved in the statement. Use shall for pronouns I and we, and will for other pronouns. Examples
  - Stop writing, will you?
  - Let us go now, will we?
- j. When the statement has a contraction, determine first the shortened auxiliary verb and use the question tag. Examples
  - Joel's already finished writing the exercise, hasn't he?
  - Joel's writing the exercise, isn't he?

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- They 'd found him in the bush, hadn't they
- They'd find him in the bush, wouldn't they?

- The teacher said that, 'I am teaching now'.
- 'I am hungry,' Tionge said.

### 2. SHORT RESPONSES

A question tag seeks a short response. The following are some of the rules that govern short responses

- a. When the statement is positive, the anticipated response is positive. Examples
  - Question: I did it, didn't I?
  - Answer: Yes you did
  - Question: He was here, wasn't he?
  - Answer: Yes he was.
- b. When the statement is negative the anticipated answer is negative. Examples
  - Q: They won't come, will they?
  - A: No they won't.
  - Q: She hardly cooks well, does she?
  - A: No, she doesn't.
- c. The response does not take into account the type of the statement when responding to ordinary questions. Examples
  - Q: Did they come here yesterday?
  - A: Yes they did ( if positive response) or
  - A: No, they didn't (if he negative response)

### NOTE

- Only the actual words spoken should be placed in inverted commas
- The actual words spoken should begin with capital letter
- A comma is placed just before the actual words or just after.
- When a direct quotation is broken into two parts, separated by words not spoken, there is a comma before and after the words spoken. Example; 'I am late,' said John, 'because it was raining.'
- The punctuation mark at the end of the sentence is usually within the inverted commas. However questions marks and exclamation marks may sometimes be place outside the inverted commas Examples
  - Mr Band asked, 'what is your name?'
  - Did she relay say, 'I am not hungry'?

- b. **Reported or indirect speech**-when the speech has not been directly quoted but has been reported by the person who heard it, it is called indirect or reported speech

### NOTE

1. Indirect speech starts with an introductory clause and a conjunction ie Subject + verb + conjunction eg He said that. The tense in the introductory clause governs the tense of the sentence. If the introductory part is in past tense, the sentence will also be in the past tense and vice versa.

## CHAPTER 19; DIRECT AND INDIRECT SPEECH

- a. **Direct speech** – this is when a sentence contains the actual words spoken by the speaker. Examples

Examples

**Direct;** 'I am going home', John says

**Indirect,** 1. John said that she was going home

**Indirect,** 2. John says that he is going home.

2. There is a change in the tense of the verb as summarized below ( R stand for reported and D for direct!)

a. *Present simple becomes past simple. eg*

D. 'I cook nsima,' Mary said.

R. Mary said that she cooked nsima.

b. *Present continuous becomes past continuous eg*

D. 'Mary is thinking about you' John said.

R. John said that Mary was thinking about me.

c. *Present perfect changes to past perfect. Eg*

D. 'Have you cooked your lunch?' Mary asked me.

R. Mary asked me whether I had cooked my lunch.

d. *Simple past becomes past perfect. eg*

D. 'I came here last week,' I said.

R. I said that I came here the previous week.

e. *Past continuous changes to past perfect continuous. Eg*

D. 'He was learning French,' he said.

R. He said that he had been learning French.

f. *Past perfect and past perfect continuous do not change. Eg*

D. 'Jones had missed the bus,' he said

R. He said that Jones had missed the bus.

D. 'He had been running the shop for two weeks at a loss,' she said

R. She said that he had been running the shop for two weeks at a loss.

g. *Future tense becomes conditional. Eg*

D. 'I shall write a letter,' he said.

R. He said that he would write a letter.

3. **Pronoun change**

- a. If the direct speech is reported by an independent person all the pronouns should be in the third person. Example

D. 'I have lost my money,' Timve said.

R. Timve said that he had lost his money.

- b. If the speech is reported by the person to whom it was addressed the first person replaces the second person. Example

D. 'You have missed your bus,' he said.

R. He said that I had missed the bus.

4. **Reporting commands and request-**

When changing command, the introductory clause contains the following verbs; commanded, told, ordered, directed, urged, demanded, reminded etc. when reporting commands or order you usually use an infinitive. Examples

D. 'Don't eat all the mangoes!' he ordered.

R. He ordered the children not to all the mangoes.

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D. 'Will you open the door for me please,' she requested.

R. She requested me to open the door for her.

### 5. Reporting Questions

When reporting a question the word order is the same as in a normal statement, not as in a question, there is no question mark at the end. When reporting question we may use words like asked if, asked what, wanted to know, inquired etc. Examples

- D. 'What are you doing?' she asked.
- R. she wanted to know what she was doing.

### CHAPTER 20; SECTION REVIEW QUESTIONS

Question 1- 10 choose the option (A, B, C, or D) that best describes and gives the function of the underlined phrases or clauses.

1. He used to be the Director of the body I worked for.
  - a. adjectival clause, qualifying pronoun 'he'
  - b. noun clause, object of the verb 'used to be'
  - c. noun clause, complement of the verb 'used to be'
  - d. adverb clause of time, modifying verb 'used to be'
2. Eating too much is poisonous.
  - a. noun clause, subject of 'is'
  - b. adverbial phrase, modifying 'is'
  - c. gerund phrase
  - d. noun phrase, object of 'is'
3. I am leaving tomorrow no matter what happens.
  - a. Adverbial phrase, modifying 'am leaving'
  - b. Adjective phrase, qualifying 'tomorrow.'
  - c. A noun clause, object of 'am leaving'
  - d. adverbial clause, modifying 'am leaving'
4. What the nurse said surprised the patient.
  - a. No clause, subject of 'surprised'
  - b. adverbial clause, modifying 'surprised'
  - c. Noun clause, complement of 'surprised'
  - d. adjective clause, qualifying 'patient'
5. The fact that he was honest could not be denied.
  - a. Adjectival clause, qualifying noun 'fact'
  - b. Noun clause, subject of 'could not be denied'
  - c. Adjectival phrase, qualifying noun 'fact'
  - d. Noun clause, in apposition to noun 'fact'
6. Sekani went to Blantyre to visit his uncle.
  - a. Noun clause, object of the verb "went"
  - b. Infinitive phrase used as an adverb
  - c. Infinitive phrase used as an adjective
  - d. Adverbial phrase modifying verb "went"
7. Tadala wants to be a musician.
  - a. Adverb clause, modifying "wants."
  - b. Noun clause, complement of "wants."
  - c. Adjective phrase, qualifying "Tadala."
  - d. Noun phrase, object of "wants."

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8. We are approaching the time he disappears.
- Adjective clause qualifying "time."
  - Noun clause in opposition to "time."
  - Adverb clause, modifying "approaching."
  - Noun clause, object of "approaching."
9. Chikwanje works as hard as he can.
- Adjective clause, qualifying "Chikwanje."
  - Noun clause, object of "Chikwanje."
  - Adverb phrase, modifying "works."
  - Adverb clause, modifying "works."
  - e.
10. The house by the lake belongs to chief Lundu.
- Adverb phrase, modifying "belong."
  - Noun phrase, object of "house."
  - Adjective phrase, qualifying "house."
  - Adjective clause, qualifying
14. Unless you work hard , you \_\_\_\_\_ these examinations
- Would pass
  - Will not pass
  - will pass
  - have to

Choose the best option that best complete the sentences below

11. if the church had not helped the refugee, most of them \_\_\_\_\_
- would die
  - will die
  - Might die
  - would have died
12. he would see the robber if he \_\_\_\_\_ earlier
- had come
  - came
  - come
  - would come
13. should I write the homework early , I \_\_\_\_\_ you the market
- would accompany
  - will accompany
  - could company
  - could have accompanied

## SECTION 3; NOTE MAKING AND PROSE WRITING

### CHAPTER 21; NOTE MAKING

Note making is the process which involves the extraction of important points from a written passage and arranging them into a clear set of notes.

During examination prose passage is given and Candidates are asked to read the passage carefully, and afterwards make a summary of it in note-form. In the summary, students are asked to provide a suitable title, give the Main points and supply supporting points.

The main areas to consider when making notes are; the layout, note style and brevity.

#### A, LAYOUT

The layout of the extracted note comprises of the title, the main points and supporting points.

##### a. The title.

Title is the main ideas in the passage. To identify this idea there is need to first of all read the whole passage thoroughly and ask oneself what the passage is all about. The answer to this question which is either a single word or a phrase makes the title of the passage. In most cases, but not always, the main idea of the passage is found in the introduction.

**The title;.....**

- ❖ Should be written in capital letters at the top of the page.
- ❖ Should be written at the center of the page.
- ❖ Should not be underlined
- ❖ Skip a line or two before you start writing the main points.

##### c. The main points

The main points are extracted from the paragraphs. Often times, but not always each paragraph contains one main point with its supporting points. The central idea in the paragraph makes up the main point. (But not always) This central idea is found in the topic sentence which often (not always) begins the paragraph.

It has to be noted also that some paragraphs do not contain topic sentences but still each one of them expresses a single important point which makes up the main idea of the paragraph. In some passages, important points are introduced by signaling devices such as firstly, secondly, to begin with, another, in addition, after, etc

It is important to also note that some passages may not contain any main point or supporting points. The examples of the paragraphs that do not contain important points are the introductory paragraphs and concluding paragraphs.

An introductory paragraph introduces the topic and comes at the beginning of the passage. The purpose of the introductory paragraphs is to prepare the reader for the discussion or presentation that follows. It is important to note however that some passages

begin without an introduction and in this case the first paragraph contains the main point and its supporting points.

Another type of paragraphs that does not contain important points is the linking or transition paragraph. The linking paragraph contains no point important points. Its purpose is to connect two paragraphs that have distinct ideas.

Concluding paragraph also does not contain main points too. It comes at the end of the passage. Its purpose is to bring the passage to a close by either clinching all the points in the passage or by giving the way forward. However not every paragraph that is found at the end of the passage serves the purpose of concluding the passage.

Use numbers or capital letters to introduce the main points or the sub headings.

c. **Supporting points.**

As noted earlier, each paragraph has the main point and supporting points. The supporting points simply add some important details to the main points.

These supporting points are not always on the same level. Some supporting points may be major while others may be minor. The minor supporting points may simply add details to the major supporting points. It has to be noted also that some paragraphs have major supporting points without minor supporting points.

The supporting points are introduced by letters ( a,b,c..) inside the margin and the examples or the minor supporting points should be introduced by the roman numerals ( i, ii, iii, iv,...)

NB. The structure of the layout of a note making should take the following format.

- a. The main point (title) should be on top and written in capital letters at the center of the page. It must be underlined.
- b. Main points should be numbered either using Arabic numbers (1,2,3...) or by capital letters ( A.B.C...) Or by using upper case roman numeral( I, II, III,...). The main points must be numbered.
- c. The major supporting points may be numbered using small capital letters ( a b, c,) or using small ( i, ii, iii, ).
- d. The minor supporting points may be introduced by small Roman numeral or bullets or dashes if all the available letters and numbers have been used.
- e. Both major and the minor points must not be underlined

The layout of note making must be as follows;

**MAINTOPIC**

1. **Sub-topic.**

- a. ....
- b. ....
- c. ....e.g.
  - i. ....

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ii.....

b.....

iii.....

c.....

## 2. Sub-topic.

d.....

a.....

b.....

c.....

d.....

## 3. Sub-topic.

a.....

b.....e.g.

i.....

ii.....

iii.....

c.....

## 4. Sub-topic.

a.....

b.....

c.....

d.....

## 5. Sub-topic.

a.....

## B, NOTE STYLE.

Note style refers to the identification of points in the passage and the way the notes are presented. It may also refer to the way your notes have been presented.

They must not be simply copied from the passage as if it were a composition or written as if it were summary of the passage.

## C, BREVEITY

Brevity means being brief in writing the notes extracted from the given passage without changing or distorting the meaning. There are two ways of achieving brevity in note making. The first way is by rephrasing sentences that contain the point to form shorter but understandable phrases. Secondly is by using convention short forms, abbreviation, acronyms, symbols instead of words and phrases.

1. **Short hand-** this is a shorter representation of words which are long. Some common short forms are as follows

Short hand    Meaning

- > Rep        Representative
- > Ppl        People



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➤ Dept	Department
➤ Sch	school
➤ sat	Saturday
➤ anon	Anonymous
➤ Asst	Assistant
➤ Assoc	Association
➤ attn	Attention
➤ ave	Avenue
➤ bro	Brother
➤ co	company
➤ hons	Honours
➤ Inst	Institution
➤ govt	Government
➤ ltd	limited
➤ No	Number
➤ Pop	Population
➤ max	maximum
➤ Mt	Mountain
➤ Pop	Population
➤ Prof	Professor
➤ vs	Versus/ verse
➤ Ref	Reference
➤ Rd	Road
➤ min	minutes
➤ jnr	Junior
➤ prog	program
➤ rev	Reverend
➤ Lan	Language
➤ Adv	Advantage
➤ afr	Africa
➤ intro	Introduction
➤ Esp	Especially
➤ Dy	day
➤ Econ	Economy/economic
➤ sis	Sister
➤ hqtrs	Headquarters
➤ Sq	Square
➤ Geog	geograph
➤ Prep	Preparation

➤ exm	Examination
➤ Stn	Station
➤ xmas	Christmas
➤ gen	Genesis /general
➤ approx	Approximately
➤ Dr	Doctor

3. **Symbols-** it is a sign or object which represents a word or something. Examples

- & - and
- + - and or plus
- % - percentage
- . - therefore
- = - same as
- 2 two
- @ at
- 1/3-one third
- X - multiply
- # number
- ≠ not equal to

4. **Abbreviation.** An abbreviation is a group of letters that stands for a certain long name or expression. Examples

- ❖ U.N.- United Nations
- ❖ IBM - International Business Machine
- ❖ UK - united Kingdom
- ❖ HIV- Human Immunes deficiency Virus
- ❖ ICT- Information and communication Technology
- ❖ CV Curriculum vitae
- ❖ CD- Computer Disc
- ❖ DJ- Disc Jockey
- ❖ AOB. Any other business
- ❖ NGO- Non Governmental organization
- ❖ PRO- Public relations officer
- ❖ PTO- please turn over

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### SAMPE PASSAGE AND NOTES

Read the following passage carefully and afterwards make a summary of it in NOTE-FORM.

In your summary:

- a. Provide a suitable title for the passage
- b. Give the main points
- c. Supply supporting points for each main points

Marks will be awarded for content, note-style, and fair-copy layout. Candidates who simply copy the passage will be penalized.

Snake bite is a hazard to which all of us are exposed. Most bite occurs in the daylight, and the commonest are on the legs, because the snake is on the ground. It is worthwhile learning to recognize the varieties of poisonous snakes, like carpet vipers, African spitting cobras and mambas, and also the varieties which are not poisonous.

Poisonous have two types of bites. When a snake is hungry and is after food, it injects a large amount of poison and the victim dies rapidly. The other bite is defensive, when a snake wants to escape. This happens when a human being accidentally steps on it. Here the snake uses the escape bite and injects a small amount of poison. This is very fortunate because more than half the victims will have the minimum or no poison at all and death is less likely.

There are mainly two types of poison that snakes possess. There is one that affects the

nervous system and blocks muscles and nerves and cause immediate death. The other is a vascular poison which prevents the clotting of blood and causes bleeding.

When a person is bitten by a snake there are three main effects. First is the fear of rapid death. This fear can cause shock which in turn can cause collapse. The second is the effect of the injury. There is swelling and in time the skin, veins and muscles are severely affected. Thirdly, there may be blisters and later an offensive smell.

Treatment should be divided into two: what non-medical people can do on the spot and what can be done after arrival at hospital. Reassurance of the victim is of paramount importance. The site of the bite should be covered by a clean cloth. A firm band such as handkerchief, a string or strong grass should be applied to the leg above the bite so that the poison does not travel higher up. The victim should then be taken to the nearest hospital. If the snake has been killed, it should be taken to the hospital so that its identification may help the doctor decide which type of anti-venom to give to the victim. In the hospital the victim is usually given an injection to sedate him and reduce the pain. Antibiotics usually help prevent infection.

Slightly adapted from Drum (East Africa), June 1980

## NOTES FROM THE PASSAGE

### SNAKE BITE

1. Types of bite
  - a. when a snake is hungry & is after food
  - b. defensive/escape
  - c. Small amount of poison
2. Types of poison
  - a. affects nervous system & block muscle nerves
    - Causes death
  - b. vascular poison
    - prevent the clotting of blood
3. Effects
  - a. fear rapid death
    - Cause shock & collapse
  - b. injury
    - Swelling, skin veins & muscle affected
  - c. blisters & offensive smell
4. Treatments
  - a. non-medical
    - done on the spot
  - b. Medical @ hospital
    - injections 2 reduce pain

mastered before writing any type of composition.

## A. COMPOSITION

The first thing to do before starting answering a composing question is to understand the question. Read the questions more than once and try to understand what the question is asking you to do.

The second thing to do is to make a plan before starting writing the composition. Planning stage needs creativity. It involves generating of ideas on a given topic and arranging the points in an order that will make a good and coherent composition. The generated ideas must have main points and supporting points. The main points represent the topic sentences of the paragraphs while the supporting points represent the details.

The following is an example of a composition question and its plan.

### Question

Imagine you are a village headman and a lot of deforestation is taking place in your village. Write a composition to explain the impact of deforestation in your area.

### Plan

- a. Causes
  - Charcoal burning-for income because of poverty
  - Tobacco farming -poles and drying stick

## CHAPTER 22; COMPOSITIONS

During the examinations students may be asked on five types of composition. These are; factual essay, letter, speech, report and short story. The first four are commonly examined. Each type of the composition has its own lay out and guiding principles which have to be

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- Shifting cultivation- millet
- Population growth-scramble 4 resources

### b. Effects

- Dry spell- leading to famine
- Siltation of rivers-no irrigation
- Lowering of water table- scarcity of water

### c. Suggested solutions

- Reforestation
- Family planning
- Preservation of existing forest- strict rules/policy

### d. Help needs

- Training on conservation and tree plantation
- Provision of seedlings

NB. When writing composition, the main points in the plan make topic sentence of the paragraph and supporting points add details to the topic sentence, thus making a paragraph or paragraphs. Remember to cross out the rough work or plan before you hand your work for marking.

### What not to write in a composition

1. Do not write contraction. For example, do not write 'cant' instead of 'cannot'
2. Do not write abbreviations. For example, do not write C.D.S.S. instead of Community Day Secondary School
3. Do not write slang. Eg do not write 'I am comin' instead of I am coming
4. Do not write American spellings eg do not write 'honor' but honour.

5. Do not write literal translation eg do not 'write close the radio' but 'switch off the radio'
6. Do not use words that are not accepted in English eg do not write 'mummie' but mother
7. Do not start a sentence with 'and', 'so' or because.
8. Do not use vernacular words
9. Do not write expressions or words whose meaning you are not sure of.
10. Do not cut a word at the end of the line. If the word cannot fit the space close to the margin just start another line.
11. Do not use big words or deep vocabulary
12. Do not write the numbers ranging from zero to ninety-nine in figures. Eg write twelve instead of 12 but you can write 344.

### Counting words in a composition-

At JCE student are expected to write between 150- 200 words. While at MSCE the range is from 350-500 words. It is difficult to state the number of pages that each student should fill because some student's write bigger letters than others. Some students fill the whole line with only four words.

Each student must know the number of words that they fill in a line. In an examination a candidate must write up to ten or twelve lines before counting the number of words on average that are taken by each line. The average number of words per line must be multiplied by the number of lines on that page to find the number of words that can fill that page.

If each page is covered by for example by 220 words, then two pages will make 440 words. If this is the case we know that you have to be through or you have to add only few lines.

In a letter you only count the words that are contained in the body and not the words contained in the addresses, salutation, heading and the valediction.

## CHAPTER 23: LETTER WRITING

Letter is the most common question that is asked at both the JCE and MSCE levels. There are two types of letters: formal and informal. A formal letter is addressed to an officer while an informal letter is addressed to an individual such as friends, parents, grandmother, grandmother, cousin etc.

Formal letters are written for business purposes. Examples of formal letters are those written to you by government departments, companies, organization, associations and institutions on business matters. It is for this reason that formal letters are also known as official or business letters. There are two main styles that a student is recommended to use when writing a formal letter; block or tradition style.

### A. BLOCK STYLE.

#### 1. Address

A formal letter has two addresses; the sender's address and the recipient's address. The recipient address is the address of the person, organization, company, institution or

department to whom the letter is written. The sender's address is the first to be written and is written on the top right corner of the page. The recipients address, on the other hand, is written on the left below the date. Letter writing questions do not includes these addresses. A student therefore is required to invent them in accordance with the question given.

It is important to note also that the sender's address does not include the name of the sender on top while the recipient must begin with the name of the sender on top while the recipient's address must begin with person or office (position) that will receive the letter. Examples of such positions are the Director, the manager, the executive director, the district health officer.

It has to be noted also that the address is not written in capital letters. The only letters that are capitalized are the letters that begin lines and the first letters of the key or major words in the address. All these words that form the address must be written in full. Short forms are no required. For example do not write Bango F.P. school instead of Bango Full Primary school, do not also write P.O. Box 12 instead of Post Office Box 12.

#### 2. The date

The date is written below the first or sender's address after skipping one blank line. In this style, (block style) the whole lay out (thus the addresses, salutation and valediction) is not punctuated. In other words you do not write commas and full stops except on the date. The date in this style receives a special treatment. It

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is punctuated with commas between the month and the year as shown in the sample below. Note that also there is no full stop at the end of the date. The dates must be written as 18<sup>th</sup> January as 2011 and not as 18-01-11 or 18/01/2011.

### **3. The salutation ( opening )**

The salutation must once come after the second address and blank line must be left between the second address and the salutation. The salutation must be either Dear sir, or madam and not Dear sir/Madam. Note that S and M in sir and Madam should be in capital letters.

### **4. The Title / Heading**

The heading comes after the salutation and blank line must be left between the salutation and heading. The heading must be in capital letters aligned at the center of the page and must not be underlined. The heading must be a phrase not a sentence. For example 'A STRANGE DISEASE IN NYIMBIRI VILLAGE',

### **5. The introduction**

In formal letters, just as in other types of compositions, the introduction must give the purpose of writing the letter. Just one sentence can be enough in a formal letter. Eg, I have written this letter to inform you about the problem of a strange disease in our village, Nyimbiri.

### **6. The body**

The body is the main part of the letter. It contains a number of paragraphs developing the main idea in the introduction. When writing the body, the plan must be followed. the paragraph style must be block. The sentences must beginning from the margin and a new paragraph must be shown by skipping a blank line.

### **7. Conclusion**

The conclusion for a formal letter can be one sentence. The following are samples

- a. We will appreciate if you respond as quickly as possible
- b. I will be glad if you grant our request
- c. I will be grateful if my application meets with your favorable consideration.

### **8. The valediction**

The valediction comes after the conclusion but after skipping a blank line. It is written on the left bottom corner. In formal letters the valediction is 'Yours faithfully' if the addressee is unknown and 'Your sincerely' if the addressee is known. The 'Y' in yours faithfully and in yours sincerely must be capitalized. Do not write your's instead of yours.

### **9. Signature and the name of the writer.**

Signature and the name of the writer follow the valediction. The signature is just a written representation of the writer. The signature is written below the valediction and the name and is written just below after the signature.

## TRADITIONAL STYLE

In this style the sender's addressee is aligned to the right (slanted) and is fully punctuated. In addition to that, the paragraphs are not shown by skipping lines but rather by indenting. Thus the first line of the paragraphs starts a bit far from the margin. Apart from that, a blank line is not skipped between the salutation and heading or between the heading and the introduction. The heading, just as in the other types of letters, remains positioned or aligned at the Centre of the line so is the valediction.

## CHAPTER 24: REPORT WRITING

A report can be generally defined as an account of an event or something that took place. A report written for an examination is the same as all formal reports. The difference appears on the layout of the addressee and the last part.

### Parts of a Report

#### a. Date

The report starts with a date at the left top corner of the page. The date is written as 18<sup>th</sup> January, 2019 And not as 18-01-19 or 18/01/19. The date in a report is always punctuated with a comma between the month and the year, and full stop at the end.

#### b. Sender's addressee

After the date, a blank line is skipped and the sender's addressee is written. This sender's addressee is introduced by FROM and is written in a sentence fashion. After From a

name or position is written followed by the rest of the addressee in a sentence form.

#### c. The recipient's Addressee

After the sender's addressee, skip a line and write the recipient addressee which is introduced by TO. The recipient is always a position in an office such as the Director, the manager, the executive etc.

#### d. The title

The title is written below the recipient address after skipping a blank a line. The title is introduced by SUBJECT which is sometimes written as sbj or REFERENCE which is written as Ref.

#### e. The introduction

After the title, a blank line is skipped to write the introduction. Just as in a formal letter, the introduction must include the purpose of writing. This introduction can be one sentence only eg I would like to report about the storm that has caused great damage to Vonken Secondary school.

#### f. Body, conclusion and ending.

After the introduction, follows the body which is the series of coherent paragraphs exploring the topic of concern. This part is followed by a conclusion just as a formal letter. However, the report does not end with yours faithfully or yours sincerely as in a formal letter. A blank line is skipped after the conclusion and signature follows. Below the signature, which is on the bottom left of the page, comes the

name and position, if the report is written in that capacity.

## CHAPTER 25: SPEECH WRITING

A speech is a formal talk one gives to a group of people called an audience. Normally, this consists of invited guests, signatories and the general audience. As a formal talk, speech needs to be prepared. A speech which is not properly prepared is most often a disorganized and at the end of the day the speaker regrets for forgetting to include some important points. Just as in other types of composition, a speech has the title, introduction, body and conclusion.

### a. The title.

The first thing to write when preparing for a speech is the title. The title must capture the theme of the speech and must be placed in the center of the line. It must also be in capital letters but should not be underlined.

### b. The introduction

The introduction of a speech comprises of the salutation and then the introductory sentence. The salutation is the list of signatories or position presented in a descending order while the introductory sentence is the main aim of the speech. Take note that the names of positions must begin with capital letters and must not be preceded by your Honor or Respect to.

### c. The body

Just as in other compositions, the body is the series of connected paragraphs that develop the topic of the speech. But when preparing the body, the audience must always be in mind. The writer should imagine that he or she is literally speaking to the audience.

### The ending

The ending is the last paragraph. This paragraph begins by mentioning the highest dignitary and the rest of the audience together before thanking the listeners for the time given and for their attention.

## CHAPTER 26: SECTION REVIEW QUESTIONS

1. You were traveling in a bus from Limburi to Luncheonza. The bus you were traveling in got involved in an accident. Write a report to the police station stating what happened.

You may include the following in your report:

- (a) when/where the accident happened
  - (b) What caused it?
  - (c) How many passengers died or sustained injuries?
  - (d) How were the dead bodies and those injured taken from the spot?
2. You are a social worker in your area. You have noted that overpopulation is at an alarming rate. You have been asked to deliver a speech during sensitization campaign. Write a speech to be delivered on the occasion.

In your speech include the following points

- a. Welcoming remarks



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- b. Outline factors which has led to overpopulation
  - c. Explain the effects of overpopulation to a small country like Malawi.
  - d. State ways of how overpopulation can be controlled.
3. The number of street children is rising at an alarming rate, a situation which has caused panic amongst members of your community. Write a report to the District Social Welfare Officer informing him about the problem.
- In your report, you may include:
- a. The extent of the problem.
  - b. What has led to the increase in the number of street children?
  - c. Suggest ways how the problem can be addressed.
  - d. Any other relevant points.
4. Imagine your area has been severely affected by floods. Write a letter to the District Commissioner of your area informing him/her about the situation. In your letter you may include the following points;
- i. your location
  - ii. the cause of the floods
  - iii. the extent of the problem
  - iv. type of assistance needed
  - v. What should be done to avoid the problems that come due to floods?
5. Imagine you are a chairperson of a Youth organization. You have observed that there is gross violation of children's rights in your area. You have been asked to address the community on the issue. In your speech, you may include the following points;
- i. welcome remarks
  - ii. explain the rights that are commonly violated.
  - iii. Explain the effects of the violation of rights on the children.
  - iv. Suggest ways in which violation of children's rights can be minimised

**6. Note making passage**

**Read the following passage carefully and afterwards make a summary of it in NOTE-FORM.**

**In your summary:**

- a. Provide a suitable title for the passage
- b. Give the main points
- c. Supply supporting points for the main points

Marks will be awarded for content, note-style, and fair-copy layout. Candidates who simply copy the passage will be penalized.

Driving at night is more tiring than driving during the day because the driver has to pay more attention while driving. Here are a few useful tips to be kept in mind for the next time you head out for a drive.

Firstly, there is need for you to keep the vehicle clean before driving. Make sure that your headlights, taillights and turn signals are clean, and ensure that your mirrors are also clean and properly adjusted. This can help maximize your ability to see what's going on around you. Additionally, cleaning your windshield and windows with newspaper will help remove streaks that compromise your visibility at night, according to Popular Mechanics. Once your windows are clean, try to avoid touching them or wiping them off with your bare hand, since your skin's oil can smear and create a glare when light shines in. Instead, keep a clean cloth in your glove box or center console, so you'll have it handy when your windshield needs cleaning.

Always stay alert. It should go without saying, but distracted driving should always be avoided. Stop to stretch your legs and get food if you're on a long trip, and if you're tired, make sure you get some rest before heading back out on the road. It can be hard to judge how fast a car is travelling or how far away it is at night, so slow down and make sure that you are following other vehicles at a safe distance. Be mindful of other drivers, and switch to

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your low beams if there's oncoming traffic or if you're following another vehicle. It's also important to understand what you're seeing. For example, if you're traveling through a rural area that's packed with deer, raccoons or other wildlife, two small, bright dots may be animal eyes in the distance ahead. Avoid hitting an animal by looking for reflections of your headlights in its eyes, which should be visible well before you can see the entire animal.

Another important tip is the need for you to lighten up. At night, the lights around you can work against you just as much as they work for you. Make sure that your headlights are aimed properly, since misaligned headlights can negatively impact your visibility and blind other motorists, according to the National Safety Council. Driving at dusk also poses greater risks than you might expect, since your eyes have to continually adjust as night falls. If the lights on your dashboard are on their brightest setting, it may take a toll on your forward visibility. Dim your interior lights so that they are visible, but not distracting. That way, it will be easy for your eyes to adjust to the lights on the road ahead.

By the same token, it is very important that you should avoid high beams. It's easy to get distracted by the high beams of a tall truck, or the glare coming off of an illuminated billboard. If you're blinded by oncoming traffic, look toward the left edge of the road and steer along its path until you can see clearly again, slow down or even stop until they are gone by the National Safety Council suggests. Do not meet their full beam with a full beam of your own. Make an active choice not to match their mistake with similar actions of your own.

Remember that at night the likelihood of someone else doing something to endanger you is of course greatly increased. Therefore you need to be extra careful.

## SECTION 4: REGISTER AND FIGURES OF SPEECH.

### CHAPTER 27: REGISTER

Register refers to different terms used in different fields or situations.

#### A. TRANSPORT; CAR

Register	Meaning
	To stop and leave the car. Eg Mphatso parked his car and went into the shop
Over take	Pass another vehicle because you are driving fast
Steer	To control the direction in which the car is going
Slow down, put on the brakes	To make the car go more slowly
Swerve	Change the direction suddenly
Seep up, accelerate, put your foot down	To make the car go fast (increase speed)
Make a u turn	To turn round and go back along the same road
Indicate	To signal that your car is going to turn
Give way	To allow another vehicle to go before you

#### B. WATER TRANSPORT

Register	Meaning and usage
Ship/ vessel	Any large boat that is used for carrying passengers or goods by the sea
Freighter /cargo ship	A ship that carries goods from one place to another
Tanker	A ship that carries large amounts of petrol ,oil etc
Fishing	A boat used in catching fish

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boat/trawler	
Life boat	a. A boat used to rescue people who are on danger on the sea b. A small boat kept on the ship and used by people to escape if the ship is going to sink
Raft	a. A small boat made of plastic /rubber that is filled with air b. A flat structure made of pieces of wood ties together and used as a boat
Fleet	A group of boats that sail and work together eg fishing fleet
Sail	You sail a boat/yacht travel on water.
Flotilla/convoy	A group of boats travelling together
Row	You row a rowing boat
Paddle	Especially a canoe
Board /embark	Getting into a ship.
Go ashore	Get off the ship
Sail set	Begin a journey by sea
Aboard/ on board	Being on a ship
At sea	Sailing on a ship
Cruise	Visiting a number of places by boat
Voyage	A long journey by the sea
Rolls	Movement of the boat from side to side
Pitches	Movement of a boat forward and backward
Bow	The front part of the boat
Stern	The back part of the boat
Star board	The side of the boat that is on the right as you are facing the front
Port	The side of the boat that is on the left as you are facing the front
Deck	The top outside floor of a

	boat
Cabin	A small room in a boat where you can sleep
Berth/ bunk	A bed in a cabin
Galley	A kitchen in the boat
Porthole	Ships round window
Bridge	Part of the ship where captain of the ship and other officers control the ship.

## C. AIR TRANSPORT

Register	Meaning
Terminal	Airport building where the journey begins and end
Check in	To say that you have arrived on the check in desk
Pay excess baggage	Payment of goods that are heavier than the weight limit.
Departure lounge	Where you wait for your flight
Boarding	Getting on your plane
Disembark	Leaving your plane
Take off/ touch down	Plane's departure /plane's arrived

## D. HOUSES

Register	Meaning
Mansion	a very large house
Palace	The official home of the king, queen, president etc.
Rent house	An expensive and comfortable flat/ apartment at the top of a tall building
Neighborhood	The area surrounding a house
Suburb	The area where people live outside the main part of the city or town
Estate agent	A person whose job is to buy and sell house and land for

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	other people
Mortgage	A loan from a bank or building society to buy a house
Rent	Paying money for using a house, room, etc
Tenant	The person who rents a house, a room etc .
Land lord	A man who owns property
Land lady	A woman who owns a property
Eviction	Chasing a tenant out of the room for failing to pay rent

**E. CLOTHES**

Register	Meaning
Elegant	Cloth that is attractive and designed well.
Scruffy	Untidy and dirty
Smart	Clean, tidy and formal
Stylish	Fashionable and attractive
Casual	Not formal
Trendy	Very fashionable
Tight	Fitting closely to your body
Close- fitting / skin tight	Tight clothing
Loose/ baggy	Not fitting closely
Fitting	Not too big or not too small
Suits	A piece of clothing that looks good on you
Overdressed	Dressed too smartly or too formally for an occasion
Fancy	Dress in unusual clothes for a party
Outfit	A set of clothes that you wear together especially for a particular occasion

**F. MEDICINE / HOSPITAL/ HEALTH/ DEATH**

Register	Meaning
Suture	Stitch or stitches made when

	sewing up a wound, especially after an operation
Lint	A fabric used to dress a wound /treatment cotton
Therapy	Treatment
Therapist	A specialist in a certain field and gives medicine
Dentist	A specialist in dental hygiene and problems
Surgeon	A specialist in surgery/ body operation
Outbreak	Sudden start of the disease
Epidemic	Large numbers of cases of a particular diseases happening at the same time in particular community
Pandemic	A disease that spreads over the whole country and or the world.
Bereaved	A family / person that has lost a relative
Deceased	The person who died /passed /passed on
mourn	Expression of sorrow over the death
Post mortem	Test carried out on the dead body to find the cause of the death
Diagnosis	The act of discovering or identifying the cause of the death
Dispensary	a. A place in a hospital, shop, store, where medicine are prepared for patients b. A place where patients are treated
Lotion	Medication for skin disease.
Embalm	Medical treatment of the dead body as one way of preserving it.
Warts	Small hard lumps, that grow on your skin and that is caused by a virus.
Belch	Release of stomach gas through the mouth
Farts	Release of stomach gas

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	through the anus
Venon	The poisonous liquid that some spiders, snakes etc produce when they bite /sting
Rheumatism	A disease that makes the joints and muscles painful, stiff and swollen.
Dosage	Total tablets for the whole treatment
Dose	The number of tablets to be taken at a time.
Lozenge	Medication that soothes the throat
Sickbay	A place where the sick await treatment
Ward	A room where the sick are treated at the hospital
Infirmery	A hospital's special room in school or prison etc
Theatre	A room where surgery is done
Toxin	Poison
Antidote	Treatment to poison
Myopic	Unable to see distant objects
Depression	Becoming sad/saddened
Epitaph	An inscription on a tombstone
Deaf	Unable to hear/loss of sense of hearing
dumb	Unable to speak
Wounded	An injury sustain in war
Physiologist	A specialist in bones and muscles
Widower	A man who lost a wife
Antiseptic	A substance that helps to prevent infection in wounds by killing bacteria
Nauseate	Feeling to vomit
Stethoscope	An instrument that a doctor uses to listen to somebody's heartbeat.
Thermometer	An instrument that measures temperature
Amputate	Cut off
Laxative	Medication that relives gases in the bowels
Analgesic	Relieves pain
Sedative	A drug that makes somebody to go to sleep or make them

	feel calm and relaxed.
Anesthetic	Kills pain
Miscarry	Delivery of dead fetus unwillingly
Abort	Removal of unwanted pregnant
Crutch	One of two long sticks that you put under your arms to help you walk after you injured your led or foot
Stretcher	Bed like used to carry the patient /dead body
Mortuary	A place where the dead bodies are kept/preserved
Morgue	A place a dead body is placed for identification
Cemetery	A burial ground
Crematorium	A place dead bodies are burnt or cremated
obstetrics	Branch of medicine concerned with the birth of children
Matron	Nurses in-charge of other nurses and junior staff
Sister	Nurse in-charge of the hospital
Almoner	A social worker not connected to any hospital
Sling	A piece of cloth/bandage used to support an injured person
Convalescent	Aon recovering from long illness
Probe	An instrument used to detect the depth of a wound
Syringe	A tube like used to extract /expel liquids
Forceps	A scissor like used to pick tissue
Scalpel	Sharp blade
Tomb	A grave of an ordinary person
Vault	A family /church burial ground
Mausoleum	A grave for very important person
Sepulcher	A grave dug out of the rock
Posture	The way how body is held
Addicted	Can do without

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Allergic	Having negative effects
Rickets	Bow bones due to vitamin deficiency
Arthritis	A disease that causes pain and swelling in one or more joints of the body
Carries	Diseases leading to decay of teeth and bones

**G. MEDIA/ LITERATURE AND ENTERTAINMENT**

Register	Meaning
Obituary	Announcement of death , with a short biography
Leader	Leading editorial article
Horoscope	Predicting some one's future according to his /her sign of zodiac
Review	Critical assessment of a book, film etc
Gossip column	Regular article about celebrities
Headline	Phrase or titles of an article
Deadline	Time limit for reporting news
Cartoon	Humorous or satirical drawing
Catch	Capture interest
Censor	Remove parts of the book/film considered offensive etc
Commentate	Give spoken description of an event as it happens
Cover	Report news
Criticize	Judge good or bad qualities
Press	a. Newspaper and magazines b. Journalist who work for newspaper and magazines
Jingles	A short song/ tune that is easy to remember and is used for advertising on radio or television
Subliminal	Something that affects your mind even though you are not

	aware
Commercials	Advertisements on the radio or tv
Disseminate	Spread information
Slogans	A word or phrase that is easy to remember used in advertising to attract people's attention
Hoarding	Billboards
Posters	A large notice put in a public place. large picture that is printed on a paper and put on a wall as decoration
Brand	Make of the products
Rehearsal	Practice carried out in readiness of a play /performance
Scene	Part of setting of a play
Stage	Place where characters perform the play or drama
Chanel	Particular radio or Tv station
Standing ovation	Audience stand up on their seats clapping hands as a sign of approval
Pidgin	A simple language made up of elements of two more languages
Soap opera	A story about the lives and problems of a group of people which is broadcasted every day or several times a week on radio or Tv
Sub titles	Second title of a book that appears after the main titles and give more information
Jargon	Specialized language for profession
Spoonerism	Transposing of the initial consonants of a pair of words
Palindrome	A word or phrase that reads that same backwards of forward
Limeck	Five lines of a comic verse
Tongue twist	A phrase or sentence difficult to say quickly
Malapropism	An amusing mistake somebody makes when they use a word which sounds

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	similar to the word they wanted to use but means something different
Literal	Usual meaning of a word or phrase
Colloquial	Language used in conversation but not in a formal speech writing
Dialect	A particular
Intrepid	Extremely brave
Hazardous	Dangerous
Survivor	Someone still alive after an accident
Endurance	Being able to put up with difficult
Foolhardy	Carelessly, rashly adventurous
Sponsor	Someone who provides money for a venture
Provisions	Food and other necessities
Jeopardize	To put someone or something in danger
Cast	Act in a play /film
Stage	Part of the theatre
Screen	Part of cinema
Studio	Where a film/program is made
Stunt	Dangerous action
Scenery	Moveable background for a play
Costume	Clothes worn by the actors
Scene	Part of a film
Episode	Part of a television

## H. GOVERNMENT AND POLITICS

REGISTER	MEANING
Constituency	An area that is represented by an MP
Candidate	Someone who offers him or herself for an election ie MP or president
MP	Someone selected to represent his/ her constituency
The electorate	All qualified voters

General election	When all MPs and the president are replaced or elected
By election	When one particular constituency vote for a new MP to replace the another who has died
Ballot box	The container where you go to cast your vote
The opposition	The largest party in the parliament which is not part of the government
A majority	The number of vote/seats which a candidate/party wins in an election
Legislation	A law that has been passed in a parliament
Monarch	A family from where kings /queens are chosen from
Referendum	Seeking views of the citizen through national polls
Deliberation	Discussing issue in the parliament
State	Country
Democratic	Allowing people to express their views freely and the ideas that majority rule
Regime	The government
Polls	Elections
Republic	A country that is government by president and politicians elected by the people with queens and kings
Parliament	<p>a. A building where laws of the country are made and issues of the national importance are discussed</p> <p>b. A group of people that makes the law of a country.</p>

### Review exercise

- The man whom you see limping got \_\_\_\_\_ during the war in Zimbabwe.  
A, injured B, wounded, C, hurt D, blown off

2. The boy is \_\_\_\_\_ please use sign language  
A, deaf B, dump, C, lame, D, myopic
3. He is \_\_\_\_\_ so don't expect any verbal reply  
A, deaf, B, dump C, blind D, mute
4. The disease is \_\_\_\_\_ in Mwanza; it is only found in that district  
A, epidemic B, pandemic, C outbreak D, endemic
5. The \_\_\_\_\_ round his neck supports his injured arm.  
A, splint B, crutch C, suture D, sling
6. The \_\_\_\_\_ widow mourned for her husband for two weeks.  
A, deceased B, bereaved C, widower D, widow
7. Do you have a \_\_\_\_\_ to pick up the tissue?  
A, probe, B, syringe C, forceps D, scalpel
8. He is \_\_\_\_\_ to anything alcoholic. Every time he smells alcohol he vomits.  
A, addicted B, allergic C, used D, accustomed
9. Juliet was buried in their family \_\_\_\_\_.  
A, mausoleum, B, tomb C, cemetery D, vault
10. After \_\_\_\_\_ the pathologist said the man died of acute hunger.  
A, examination B, diagnosis C, postmortem D, test
11. I don't like \_\_\_\_\_ clothes when I am going for a party.  
A, fancy B, outfit C, flowery D, jeans
12. His \_\_\_\_\_ attire made him fail the interviews  
A, elegant B, trendy C, scruffy D, baggy
13. Mr Mwakawanga is always \_\_\_\_\_ he is my idol. He is so classic  
A, smart B, flowery C, overdressed D, tight
14. \_\_\_\_\_ boys in the streets annoy me.  
A, outfit, B, stylish C, smart D, shabby

## CHAPTER 28; PHRASAL VERBS

A **phrasal** verb is a verb followed by a preposition or an adverb; the combination creates a meaning different from the original verb alone. This chapter presents the commonly used phrases.

1. **Account for** - to explain or give good reasons for something
2. **Account for** - to form the amount that is mentioned
3. **Allow for** - to think of about possible problems when you are planning and making provisions in advance
4. **Answer back** - reply rudely or defend yourself against something written or said against you
5. **Ask after** - to ask for news of somebody
6. **Ask (someone) out** - to invite
7. **Back up** - support eg I will **back up** your story.
8. **Back away** - to move backward because of some dangers eg Gadfi never backed away on his enemies
9. **Bear down** - to move closer to something
10. **Bear with** - to be patient with someone or something
11. **Blow out** - extinguish a flame by blowing
12. **Blow over** - to disappear without having serious effects
13. **Blow up** - explode or destroy by explosion
14. **bail out** - rescue eg If you run into difficulties, who will **bail you out**?
15. **Break down** - to stop working.
16. **break in** - make something new fit for use eg I **broke in** my new hiking boots.
17. **breathe in** - inhale We **breathed in** the fresh air.
18. **breathe out** - exhale I **breathed out** a sigh of relief.
19. **bring back** - return She **brought back** her library books.
20. **bring around** - persuade eg We gradually **brought her around** to our point of view.
21. **bring up** - raise **Bringing up** children is never easy.
22. **butter up** - flatter eg We **battered him up**, hoping that he would agree to our proposal.



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23. **Call by-** to make a short visit to a place or a person when you pass by
24. **Call at** - to stop at a place for short time
25. **call in:** ask to assist I think it is time we **called in** an expert.
26. **Call for-** to pick someone in order to go somewhere together
27. **Call for** -demand or need something
28. **call off:** cancel eg We **called off** the meeting.
29. **call up:** telephone eg Why don't you **call him up**?
30. **cheer on:** cheer, encourage eg I will be there to **cheer you on**.
31. **chop down:** fell eg They **chopped down** the dead tree.
32. **clean up:** tidy eg The mayor asked everyone to help **clean up** the city streets.
33. **fend off:** repel eg The goalie **fended off** every attack.
34. **ferret out:** find with difficulty eg We managed to **ferret out** the information.
35. **figure out:** solve, understand I can't **figure out** what happened.
36. **fill in:** complete eg Please **fill in** this form.
37. **fill out:** complete eg I **filled out** the form.
38. **fill up:** make full eg We **filled up** the glasses with water.
39. **give back:** return eg I **gave back** the bicycle I had borrowed.
40. **give off:** send out Skunk cabbage **gives off** an unpleasant odor.
41. **hand down:** give to someone younger eg The tradition **was handed down** from father to son.
42. **hand in:** give to person in authority eg The students **handed** their assignments **in** to the teacher.
43. **hand on:** give to another person I am not sorry to **hand** the responsibility **on** to you.
44. **hand over:** transfer We had to **hand** the evidence **over** to the police.
45. **hang up:** break a telephone connection eg After receiving a busy signal, I **hung up** the phone.
46. **hold back:** restrain, delay eg He is so enthusiastic; it is hard to **hold him back**.
47. **iron out:** remove eg I am sure we can **iron out** every difficulty.
48. **knock out:** make unconscious eg Boxers **are** often **knocked out**.
49. **lap up:** accept eagerly eg The public **lapped up** the story.
50. **lay off:** put out of work eg The company **laid off** seventy workers.
51. **leave behind:** leave, not bring I accidentally **left my umbrella behind**.
52. **leave out:** omit Tell me what happened. Don't **leave anything out!**
53. **let down:** disappoint We will **let him down** if we don't arrive on time.
54. **live down:** live so that past faults are forgotten eg This will be hard to **live down!**
55. **look up:** find (information) We **looked up** the word in a dictionary.
56. **make up:** invent She likes to **make up** stories.
57. **pass up:** not take advantage I couldn't **pass up** such an opportunity.
58. **pension off:** dismiss with a pension eg He was **pensioned off** at the age of sixty.
59. **phase in:** introduce gradually eg The new program will be **phased in** over the next six months.
60. **phase out:** cease gradually The practice will gradually be **phased out**.
61. **pick up:** collect You may **pick up** the papers at the office.
62. **pin down:** get a commitment eg When the guest speaker is **pinned down**, we can set a date for the conference.
63. **play down:** de-emphasize eg He **played down** the importance of the news.
64. **point out:** draw attention to She **pointed out** the advantages of the proposal.
65. **polish off:** finish eg We **polished off** the rest of the apple pie.
66. **pull down:** demolish eg Many old buildings are **pulled down** to make way for new ones.
67. **pull off:** succeed Do you think she can **pull off** her plan?
68. **put away:** put in proper place It is time to **put the toys away**.
69. **put back:** return to original location eg Please **put** the book **back** on the shelf.
70. **put off:** postpone We cannot **put off** the meeting again.

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71. **reel off**: recite a long list She **reeled off** a long list of names.
72. **rope in**: persuade to help eg We **roped in** everyone we could to help with the work.
73. **rub out**: erase Be sure to **rub out** all the pencil marks.
74. **rule out**: remove from consideration eg None of the possibilities can be **ruled out** yet.
75. **scale down**: reduce eg Because of lack of funds, we had to **scale down** our plans.
76. **sell off**: dispose of by selling We **sold off** all the books and furniture.
77. **set back**: delay This could **set back** the project by several years.
78. **shout down**: stop from speaking by shouting eg The crowd **shouted down** the speaker.
79. **shrug off**: dismiss as unimportant He attempted to **shrug off** the mistake.
80. **single out**: select from others You have been **singled out** for special attention.
81. **size up**: assess I quickly **sized up** the situation.
82. **sort out**: organize It will take some time to **sort out** this mess.
83. **sound out**: talk with to learn the opinion of. Eg We attempted to **sound him out**.
84. **stammer out**: stammer They **stammered out** their apologies.
85. **sum up**: summarize eg He **summed up** the discussion in a few well-chosen words.
86. **summon up**: gather I attempted to **summon up** my courage.
87. **take in**: absorb We tried to **take in** the new information.
88. **take out**: invite to a restaurant May I **take you out** for supper?
89. **take over**: assume control They will **take over** at the beginning of June.
90. **talk over**: discuss Let us **talk it over** before we decide.
91. **tear up**: destroy by tearing She **tore up** the letter.
92. **think over**: consider I need some time to **think it over**.
93. **think up**: invent What will they **think up** next?
94. **track down**: search for and find We finally **tracked him down** at the bookstore.
95. **trade in**: give as part payment eg Why don't you **trade in** your old vacuum cleaner for a new one?
96. **try on**: test clothes by putting them on eg I **tried on** the new suit, but it didn't fit me.
97. **try out**: test by using Would you like to **try out** my fountain pen?
98. **turn away**: refuse admission eg The event was so popular that many people had to be **turned away**.
99. **turn back**: reverse direction eg Every fall the clocks must be **turned back** by one hour.
100. **turn off**: deactivate by using a switch I **turned off** the radio.
101. **turn on**: activate by using a switch Please **turn on** the light.
102. **water down**: dilute The soup has been **watered down**.
103. **wear out**: gradually destroy by wearing or using eg My jacket is **wearing out**, although it is only a year old.
104. **write down**: make a note I **wrote down** the instructions.
105. **write off**: cancel, regard as eg They were forced to **write off** several irretrievable debts.
106. **write up**: compose in writing I used my notes to **write up** the report.

## CHAPTER 29; SIMILES

**SMILE** is a brief and direct comparison of two things or ideas using 'like' or 'as'. A simile makes a direct comparison. Students are encouraged to use figures of speech like smiles in their writings as well when speaking. The following is a list of some smiles.

1. As bad as the itch (as a blight)
2. As bald as a coot
3. As bald as a billiard ball
4. As bald as an egg
5. As bare as a stone (as winter)
6. As barren as a winter rain
7. As bashful as a schoolgirl
8. As beautiful as the sunset (as the rainbow)
9. As big as an elephant (as a whale)
10. As bitter as death
11. As bitter as hemlock
12. As bitter as wormwood
13. As black as coal
14. As black as a crow (as a raven)
15. As black as ebony (as pitch, as a starless night, as ink, as soot)
16. As black as pitch
17. As black as a starless night
18. As black as sin
19. As black as jet
20. As black as a sloe
21. As blameless as the snow
22. As blank as an empty bottle
23. As blind as a bat (as ignorance)
24. As blind as a beetle
25. As blind as a mole
26. As blithe as a butterfly
27. As active as quicksilver
28. As afraid as a grasshopper
29. As ageless as the sun
30. As agile as a cat (a monkey)
31. As alert as chamois
32. As alert as a bird in springtime
33. As alike as two peas
34. As alone as a leper
35. As alone as Crusoe
36. As ambitious as Lady Macbeth
37. As ancient as the sun
38. As ancient as the stars
39. As calm as a summer sea
40. As calm as glass
41. As calm as death
42. As candid as mirrors
43. As careless as the wind
44. As cautious as a fox As cautious as a scot
45. As certain as the rising of the morning sun
46. As certain as Christmas
47. As changeable as the weather
48. As changeable as a weather cock
49. As chaste as Minerva
50. As chaste as a lily As cheap as dirt
51. As cheap as lies
52. As cheeky as a young bantam cock
53. As cheerful as the birds
54. As cheerful as the day is long
55. As cheerful as lark
56. As cheerless as the grave
57. As cheery as a sunbeam
58. As clean as a Dutch oven
59. As clean as a new pin
60. As clear as crystal
61. As clear as said of tones
62. As clear as daylight
63. As clear as rock water
64. As clear as day
65. As clear as noonday
66. As clear as paint
67. As clumsy as a bear
68. As dangerous as machine guns
69. As dark as a dungeon
70. As dark as pitch
71. As dark as midnight
72. As dead as mutton
73. As dead as wood
74. As dead as a herring
75. As deaf as a beetle
76. As deaf as the billows
77. As deaf as a post
78. As deceitful as the devil
79. As deceptive as the mirage of the desert
80. As deep as despair
81. As deep as the sea
82. As deep as a well
83. As deep as a draw-well
84. As dejected as a wet hen
85. As delicious as a dream
86. As desolate as a tomb

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87. As devoted as a mother
88. As devoted as a faithful dog
89. As difficult as a Greek puzzle
90. As difficult as a beginning
91. As dirty as a hog As dirty as pig
92. As blithe as May As blue as indigo
93. As blue as forget-me-nots
94. As blunt as a hammer
95. As blunt as the back of a knife
96. As boisterous as stormy sea winds
97. As bold as brass As bold as a lion
98. As boundless as the ocean
99. As bounteous as nature
100. As brainless as a chimpanzee
101. As brave as a lion
102. As brave as Achilles
103. As brief as time As brief as a dream
104. As bright as a new penny
105. As bright as a new shilling
106. As bright as day As bright as noonday
107. As bright as the light
108. As bright as a lark
109. As bright as silver
110. As bright as button
111. As brilliant as a mirror
112. As brilliant as the stars
113. As brisk as a flea
114. As brisk as a bailiff
115. As brisk as a butterfly
116. As brittle as glass
117. As broad as heaven's expanse
118. As brown as a berry (as a bun, as hazel nuts)
119. As brown as mahogany
120. As buoyant as wings
121. As busy as an ant
122. As busy as a bee (a nailer)
123. As angry as a wasp
124. As far apart as the poles
125. As arid as the sands of Sahara
126. As artificial as clockwork
127. As artificial as made ice
128. As audacious as the day
129. As awful as justice
130. As awful as thunder
131. As awkward as a cow on ice
132. As course as hemp (as fustian)
133. As cold as charity
134. As cold as a dog's nose (as a frog, as a corpse)
135. As cold as ice (as marble, as a stone)
- 136.
137. As comfortable as coin
138. As common as pins (as poverty, as dirt)
139. As complacent as a cat
140. As confident as Hercules (as justice)
141. As conscientious as a dog
142. As consoling as night
143. As contagious as a yawn
144. As contrary as black and white (as light and darkness)
145. As convincing as the multiplication table
146. As cool as cucumber
147. As costly as an election
148. As cosy as the nest of a bird
149. As countless as the stars (as hairs, the desert sand)
150. As cowardly as a wild duck As crafty as a fox
151. As credulous as a child As crisp as new bank notes
152. As crooked as a corkscrew As cross as two sticks
153. As cruel as Media (as winter, as death)
154. As cunning as a fox (as a monkey) As curious as fish
155. As disappointing as wet gunpowder
156. As dismal as a hearse
157. As distant as the horizon
158. As dizzy as a goose
159. As docile as a lamb
160. As dreadful as a gathering storm
161. As dreary as an Asian Steppe (as an empty house)
162. As drunk as a top (a fish, as a beggar)
163. As dry as a biscuit
164. As dry as dust
165. As dry as a bone
166. As dry as a mummy
167. As dry as a stick
168. As dull as ditch water (as lead)
169. As dumb as any oyster (as a mouse)
170. As dumb as a statue
171. As dumb as a stone
172. As eager as a bridegroom
173. As easy as A.B.C
174. As easy as pie (as shelling peas, as lying)

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175. As easy as winking
176. As elastic as a caterpillar
177. As eloquent as Cicero
178. As elusive as quicksilver
179. As empty as an idiot's mind (as space)
180. As enticing as a riddle
181. As essential as the dew
182. As expensive as glory
183. As fabulous as Aladdin's ring
184. As faint as the hum of distant bees
185. As fair as the moon (as truth, as Eve in Paradise)
186. As fair as a rose As faithful as the dog (as the sun)
187. As faithless as fair weather
188. As false as dice
189. As familiar as an oath (as a popular song)
190. As far as the poles asunder
191. As fast as deer As fast as light
192. As fast as butter
193. As fast as an eagle (as a storm)
194. As fat as a pig
195. As fat as a porpoise (as a whale)
196. As fat as a quail
197. As fat as a sheep's tail (as a distillery pig)
198. As feeble as a child
199. As fickle as the weather
200. As fidgety as an old maid
201. As fierce as a lion (as a tiger)
202. As fierce as a famished wolf (as wolves)
203. As firm as faith (as adamant)
204. As firm as a rock
205. As firm as a steel (as Rocky Mountains)
206. As fit as a fiddle
207. As fixed as a fate
208. As fixed as the laws of the Medes
209. As flabby as a sponge
210. As flat as a board
211. As flat as a flounder
212. As flat as a pancake
213. As flat as the fens of Holland
214. As fleet as a gazelle (as a deer)
215. As fleet as a grey hound (as Diana)
216. As fleet as the wind
217. As flimsy as a calf
218. As foul as slander (as a sty)
219. As frail as a lily (as lowers, as grass)
220. As free as the air (as a breeze)
221. As free as thought
222. As free as a fly As free as a daisy
223. As fresh as dew As fresh as rose
224. As fresh as paint
225. As fresh as sea breeze
226. As friendless as an alarm clock As friendly as a puppy
227. As frigid as an iceberg
228. As frightened as Macbeth before the ghost of Banquo
229. As frisky as colts (as a kitten)
230. As frisky as a lamb (as a two-year-old) As frizzled as a lawyer's wig
231. As fruitful as Egypt
232. As full as an egg is of meat
233. As game as a fighting cock
234. As garrulous as a magpie
235. As garrulous as an old maid
236. As gaudy as a butterfly
237. As gaudy as a peacock
238. As gay as a bullfinch
239. As gay as a lark
240. As gay as the spring
241. As generous as a dream
242. As generous as a lord
243. As genial as sunshine
244. As gentle as a dove
245. As gentle as a fawn (as a turtle dove) As g
246. As gentle as sleep (as falling dew)
247. As glad as a fly (as blooming tree)
248. As glossy as the finest silk
249. As gloomy as night
250. As glorious as the sun
251. As glum as an oyster (as mud)
252. As gluttonous as curiosity
253. As good as gold
254. As good as a play
255. As gorgeous as a Sultan (as the Heavens)
256. As graceful as a fawn

## CHAPTER 30; PROVERBS

Every culture has a collection of wise sayings that offer **advice** about how to live your life. These sayings are called "proverbs". Student Here is a list of some commonly used the proverbs. You can add more proverbs to the list.

1. **Two wrongs don't make a right.** - When someone has done something bad to you, trying to get revenge will only make things worse.
2. **"The pen is mightier than the sword."** - Trying to convince people with ideas and words is more effective than trying to force people to do what you want.
3. **"When in Rome, do as the Romans."** - Act the way that the people around you are acting. This phrase might come in handy when you're travelling abroad notice that people do things differently than you're used to.
4. **"The squeaky wheel gets the grease."** - You can get better service if you complain about something. If you wait patiently, no one's going to help you.
5. **"When the going gets tough, the tough get going."** - Strong people don't give up when they come across challenges. They just work harder.
6. **"No man is an island."** - You can't live completely independently. Everyone needs help from other people.
7. **"Fortune favours the bold."** - People who bravely go after what they want are more successful than people who try to live safely.
8. **"People who live in glass houses should not throw stones."** - Don't criticize other people if you're not perfect yourself.
9. **"Hope for the best, but prepare for the worst."** This seems pretty clear.
10. **"Better late than never."** - This one's clear, too.
11. **"Birds of a feather flock together."** - People like to spend time with others who are similar to them.
12. **"Keep your friends close and your enemies closer."** - If you have an enemy, pretend to be friends with them instead of openly fighting with them. That way you can watch them carefully and figure out what they're planning.
13. **"A picture is worth a thousand words."** Pictures convey emotions and messages better than written or spoken explanations. That's why PhraseMix has illustrations :)
14. **"There's no such thing as a free lunch."** Things that are offered for free always have a hidden cost.
15. **"There's no place like home."** Your own home is the most comfortable place to be.
16. **"Discretion is the greater part of valor."** Sometimes it's important to know when to give up and run away, instead of always acting brave and maybe getting hurt.
17. **"The early bird catches the worm."** You should wake up and start work early if you want to succeed.
18. **"Never look a gift horse in the mouth."** If someone offers you a gift, don't question it.
19. **"You can't make an omelet without breaking a few eggs."** When you try to do something great, you'll probably make a few people annoyed or angry. Don't worry about those people; just focus on the good results.
20. **"God helps those who help themselves."** Don't just wait for good things to happen to you. Work hard to achieve your goals.
21. **"You can't always get what you want."** Don't whine and complain if you don't get what you wanted.
22. **"Cleanliness is next to godliness."** Be clean.
23. **"A watched pot never boils."** If something takes time to finish, don't watch it too closely because it will seem like it's taking forever.
24. **"Beggars can't be choosers."** If you're asking for a favour from someone else, you have to take whatever they give you.
25. **"Actions speak louder than words."** Just saying that you'll do something doesn't mean much. Actually doing it is harder and more meaningful.
26. **"If it ain't broken, don't fix it."** Don't try to improve something that already works fairly well. You'll probably end up causing new problems.

27. **"Practice makes perfect."** You have to practice a skill a lot to become good at it.
28. **"Too many cooks spoil the broth."** When there are too many people trying to lead and give their opinions, it's confusing and leads to bad results. Jobs and projects should have one or two strong leaders.
29. **"Easy come, easy go."** When you get money quickly, like by winning it, it's easy to spend it or lose it quickly as well.
30. **"Don't bite the hand that feeds you."** If someone's paying you or helping you out, you have to be careful not to make them angry or say bad things about them.
31. **"All good things must come to an end."** You can't keep having good luck or fun forever; eventually it will stop.
32. **"If you can't beat 'em, join 'em."** When you try to change someone's behavior and it doesn't work, you might have to change instead. For example, if you're trying to get your classmates to focus on studying but they want to party, maybe you should just party with them.
33. **"One man's trash is another man's treasure."** Different people have different ideas about what's valuable.
34. **"There's no time like the present."** If you need to do something, don't wait until later. Do it now.
35. **"Beauty is in the eye of the beholder."** Different people have different ideas about what's beautiful.
36. **"Necessity is the mother of invention."** When you're really in need, you think of creative solutions to your problems.
37. **"A penny saved is a penny earned."** - Save your money.
38. **"Familiarity breeds contempt."** When you're around someone for too long, you get tired of them and annoyed by them.
39. **"You can't judge a book by its cover."** - Things sometimes look different than they really are. A restaurant that looks old and small might have amazing food, for example.
40. **"Good things come to those who wait."** - Be patient.
41. **"Don't put all your eggs in one basket."** Have a backup plan. Don't risk all of your money or time in one plan.
42. **"Two heads are better than one."** When two people cooperate with each other, they come up with better ideas.
43. **"The grass is always greener on the other side of the hill."** People tend to want whatever they don't have.
44. **"Do unto others as you would have them do unto you."** Don't do mean things to people.
45. **"A chain is only as strong as its weakest link."** If one member of a team doesn't perform well, the whole team will fail.
46. **"Honesty is the best policy."** Don't lie.
47. **"Absence makes the heart grow fonder."** Sometimes it's good to be away from your partner, because it makes you want to see each other again.
48. **"You can lead a horse to water, but you can't make him drink."** If you try to help someone, but they don't take your advice or offers, give up. You can't force someone to accept your help.
49. **"Don't count your chickens before they hatch."** Your plans might not work out, so don't start thinking about what you'll do after you succeed. Wait until you've already succeeded, and then you can think about what to do next.
50. **"If you want something done right, you have to do it yourself."** - Don't trust other people to do important things for you. You have to do things yourself to control the quality of the results.

