

LECTURE NOTES ON LITERACY

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CHAPTER ONE
ARRANGEMENTS OF ADJECTIVES

ORDER OF ADJECTIVES

OSASCOMP

There is usually fixed order of adjectives before a noun. The following are the rules for guidance when several adjectives come before a noun.

❖ **Adjectives of opinion**

Examples of such adjectives are "nice, wonderful, lovely, excellent, terrible, beautiful etc."

❖ **Adjectives of size.** Examples of adjectives of size are "large, small, long, Short, tall

❖ **Adjectives that denote age :** Examples of such adjectives are "old, new, young, recent"

❖ **Adjectives of shape**

Examples of such adjectives are "round, square, fat, thin, wide, and narrow"

❖ **Adjectives of color**

Examples of such adjectives are: "red, white, blue, white, green."

❖ **Adjectives of origin**

Examples of such adjectives are *"British, Ghanaian, American, German, Italian"

❖ **Adjective of material**

Examples of such adjectives are "brick, paper, plastic, wooden, metal"

❖ **Adjective of purpose**

Examples of such adjectives are "cooking, dancing, walking

NOTE

It should be noted that determiners (articles, quantifiers, numerals) come before opinion. Sometimes, there's an article /determiner (the, an, a, his, my, our etc.) and number/ quantity (few, many, one, two, first, second etc.)

We can also use the acronym

ANOSASCOMP

EXAMPLES

- a. The first few beautiful tall ladies...
- b. Very first red door mat

EXAMPLES

Certainly! Here are some examples to illustrate the use of the acronym **OSASCOMP**

1. The beautiful little red wooden toy car.
Opinion-- beautiful
Size----- little
Color----- red
Material ----wooden
2. The old round silver pocket watch
Age—old
Shape—round
Color -- silver

Adjective Order

Adjectives can be used to describe lots of things, from physical size, age, shape, colour, material, to more abstract things like opinion, origin and purpose.

Opinion

1st Nice Ugly

Size

2nd Small Big

Age

3rd Old New

Shape

4th Square Circular

Colour

5th Black Blue

Material

6th Plastic Cotton

Origin

7th British American

Purpose

8th Racing Running

Read more: <http://www.learnenglish.de/grammar/adjectiveorder.html>

ORDER OF ADJECTIVES	
DETERMINER	a, an, four, her, our, those, that, several, some
OPINION	beautiful, difficult, expensive, gorgeous
SIZE	big, little, small, enormous, large, tiny
SHAPE	oval, round, square, rectangular, flat
AGE	new, young, old, ancient
COLOUR	yellow, blue, pink, redish, black, white, grey
ORIGIN	French, British, Italian, Thai, Korean, Chinese
MATERIAL	gold, silver, wooden, metal, cotton, paper
PURPOSE	sleeping, touring, hunting, dining, frying
NOUN	bag, car, mirror, table, dog, wardrobe

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CHAPTER TWO

SUBJECT-VERB AGREEMENT/CONCORD

Before we explain ‘subject-verb agreement’, let us understand the two terms ‘subject’ and ‘verb’.

A verb shows an action or a state of being. A verb may be singular or plural. A singular verb takes ‘s’ or ‘es’ in its present tense while a plural verb does not. Singular verbs take ‘s’ or ‘es’ to agree with a singular subject in a sentence. In fact, all singular verbs take ‘s’ or ‘es’ except ‘am’. A verb changes its form in order to agree with its subject. If the subject is singular, a form of the verb that matches a singular subject is chosen.

Singular verbs	Plural verbs
is	are
was	were
comes	come
goes	go
sits	sit
watches	watch
runs	run

A subject is the noun or pronoun that usually comes before a verb, and represents the person or thing that performs the action. In simple words, the subject is the doer of an action.

Examples:

- a. The dog barks.
- b. He swims every day.
- c. We love our mother.

The subject may also be singular or plural. Examples of singular subjects are “book, I, Amma, it, this, etc.” “Books, we, they, these, etc.” are examples of plural subjects.

Singular subjects	Plural subjects
The dog barks	The dogs bark
He swims everyday	They swim every day
Amma learns hard	Amma and Yaa learn hard

What then is subject-verb agreement?

It means that the verb must agree with the subject in number and in person. By number, we mean that the subject can be singular or plural as we have already indicated. All that we are saying is that singular subjects take singular verbs while plural subjects take plural verbs, as shown below;

- i. Grace runs to school – ‘Grace’ (singular subject) takes ‘runs’ (singular verb) to show agreement.
- ii. They run to school – ‘They’ (plural subject) takes ‘run’ (plural verb) to show agreement.
- iii. I run to school - **NOTE:** In the sentence, I run to school, ‘I’ is a singular but it takes ‘run’ which is plural. Even though ‘I’ is singular, it always takes a plural form of the verb, as a convention, with the exception of ‘am/was’. ‘I’ takes plural verb because in English, the present tense of the first person singular (‘I’) uses the basic form of the verb (e.g. ‘have’). The third person singular (‘he’, ‘she’, ‘it’) is the only person that uses the form ‘has’.

Additional examples:

- a. I go to school, not “ I goes to school”
- b. I have two books, not “I has two books”
- c. I pray every day, not “I prays every day”

But not “I are here” but “I am here”

THE RULES ON SUBJECT-VERB AGREEMENT

RULE ONE:

A singular subject (Noun or Pronoun) goes with a singular verb.

Examples:

- 1. He swims every day.
- 2. The man loves Jesus Christ.

RULE TWO:

Plural subjects go with plural verbs.

Examples:

- 1. They swim very well.
- 2. Ama and Kofi eat together.

RULE THREE:

If an article (a, an, the) precedes each of the two subjects in a given sentence, use a plural verb. The determiner that precedes each subject shows that they are two different subjects.

Examples:

- a. The chairman and the manager of the team are here.

The above sentence means that there are two different people 'the chairman' and 'the manager'.

Other examples are;

1. The student and the president of the S.R.C. have gone.
2. The man and the preacher of the church meet the members every morning.
3. The black and the white cats have been killed.

RULE FOUR:

The rule 4 is similar to the rule 3. However, there is a slight difference. The rule 4 states that if an article precedes one of the subjects (the first subject) in the sentence, without the second subject being preceded by an article though they are joined together by 'and' a singular verb must be chosen. When this happens, it the same subject is being talked about, and that the subject is known by several attributes.

Examples:

- a. The chairman and manager of the team is here.

This sentence means that 'The chairman who is a manager is here'

Other examples are;

1. The student and president of the SRC has gone.
2. The man and preacher of the church meets the members every Sunday.
3. The black and white cat has been killed.

RULE FIVE:

A singular subject with attached phrases such as like, unlike, together, together with, with, with others, with several others, besides, accompanied by, must go with singular verbs.

Examples:

1. The girl, with her friends, is coming.
2. A bag of cement, together with some documents, has been stolen.

3. I, as well as my friends, am coming.

RULE SIX:

A plural subject with attached phrases such as like, unlike, together with, with, with several others, besides, accompanied by, as well as, goes with plural verbs.

Examples:

1. The men, with their wives, do not go to school.
2. Bags of cement, with several machines, have been stolen.

RULE SEVEN

Indefinite pronouns such as: Nobody, No one, Somebody, Someone, Everyone of, Everybody, Anyone of, Either of, Anybody, Each of, One of, (provided they do not take a relative pronoun such as who, that, those, which) go with singular verbs.

Examples:

1. Each of the boys has a toy.
2. Everybody knows that the earth is spherical in shape.
3. Someone wants to beat me up.

RULE EIGHT:

What, where, that, when who as relative pronouns take verbs that agree with their antecedents.

Examine these sentences (compare sentences '1 and 2, 3 and 4)

1. He is the boy who sings every day – boy sings.
2. He is one of the boys who sing every day – boys sing.
3. She is the driver who cherishes driving – driver cherishes.
4. She is one of the drivers who cherish driving – drivers cherish.

RULE NINE:

Singular subjects joined by “Neither/nor” take a singular verb.

Examples:

1. Neither Abigail nor Kofi was there.
2. Neither the doctor nor the teacher has travelled abroad.
3. Neither he nor she is ready.

RULE TEN:

Plural subjects joined by “Neither/nor” take a plural verb.

Examples:

1. Neither the girls nor the men were here.
2. Neither the boys nor the women have come.
3. Neither the doctors nor the teachers have travelled abroad.

RULE ELEVEN:

When two subjects appear in a sentence and they are joined by “Nor/or”, the verb must agree with the subject which is closer to it (verb). This rule is called the rule of proximity. Let’s look at some examples:

1. Ebo or you are right. (You are right)
2. They or Amma has come. (Amma has come)

RULE TWELVE:

The expression “All.....but” must take a plural verb when the nouns involved are countable.

Examples:

1. All the girls but Selina are smart - This expression means that all the girls are smart with the exception of Selina
2. All the lawyers but Ofosuhene are honest - This expression means that all the lawyers are honest. Only one (Ofosuhene) is not honest.
3. All the teachers but Nyamekye want to travel abroad – What does this expression mean?
.....

☐ Other expressions of ‘All.... but’ are;

- (a) Allespecially.

- (b) All.....particularly.
- (c) All.....such as.
- (d) All.....apart from.
- (e) All.....excluding.
- (f) All.....including.
- (g) All.....with the exception of.
- (h) All.....except.

All except Asamoah were sent home for the money.

RULE THIRTEEN:

Nouns that are plural in form but singular in meaning normally take singular verbs.

Examples:

1. The news is read by Victoria Agbotui.
2. Economics is an interesting subject.
3. Mathematics has become a problem for many students.
4. There is hundred Ghana cedis in my pocket.

RULE FOURTEEN:

Nouns that are singular in form but plural in meaning always take plural verbs.

Examples:

1. My trousers are torn.
2. The scissors are very old.
3. The shorts are tattered.

RULE FIFTEEN:

If “A pair of” or “The pair of” comes before the nouns listed above (trousers, scissors, shorts, socks, spectacles, shoes, sandals, etc) a singular verb must be used.

Examples:

1. A pair of trousers was given to him.
2. A pair of spectacles costs GH¢ 2.00.
3. A pair of shorts has been stolen.

4. The pair of shorts was expensive.

Further Explanation:

- a. The trousers are torn- means more than one pair of trousers are torn.
- b. The pair of trousers is torn- means one pair of trousers is torn.
- c. The socks are mine – They are mine.
- d. A pair of socks costs GH¢ 1.00 –It costs GH¢1.00.

SUMMARY

Singular form	Plural form
A pair of trousers	Pairs of trousers
A pair of tongs	Pairs of tongs
A pair of spectacles	Pairs of spectacles
A pair of shorts	Pairs of shorts

RULE SIXTEEN:

Weight, measurement, period of time, amount of money, etc. are singular and therefore take singular verb.

Examples:

- 1. A gallon of petrol is enough to get us home.
- 2. Two hundred kilometres is a long way.
- 3. There is twenty cedis in my pocket.
- 4. A bag of rice costs GH ¢100.0

However, when the noun clearly indicates the quantity through adjectives, a plural verb is preferred.

Examples:

- 1. Half of the students have passed the exams. That is, they have passed the exams.
- 2. Two-thirds of the pupils eat at home.

3. Five gallons of petrol are enough to get us home.
4. Two bags of rice cost GH ₵200.0
5. Loaves of bread make me suffer from constipation.
6. Three pairs of trousers require much money.

One may also ask, “What about if there are only two students in the school?”

Good! That is a nice question. But if there are two students in a school we say or write: One of the students has passed the exams. Not ‘half of the students’

Please take note:

1. Half of the students have passed the exams.
2. One of the students has passed the exams

RULE SEVENTEEN:

Two singular subjects referring to the same person or thing/object (noun in appositions) take a singular verb.

Examples:

1. Mr Nyamekye, the author of this book, is nice to students.
2. Lazarus, a friend of Mensah, has a car.
3. Mr. David Lartey Quaye, the national service person, is hard working.

RULE EIGHTEEN:

Two or more different subjects joined by ‘and’ take a plural verb.

Examples:

1. Yaw and Kwame eat together.
2. Pineapple, pawpaw and melon are fruits.
3. The man and his wife play on the field.

RULE NINETEEN:

Two subjects used to express one idea take a singular verb.

Examples:

1. Bread and butter is my favourite food.
2. Rice and stew is liked most by children.
3. The black and white cat has run away.
4. I bought a black and white television.

RULE TWENTY:

Titles of books, magazines, movies, newspapers or plays, take singular verbs because they are singular subjects.

Examples:

1. “The Ghanaian Mirror” is read by many students.
2. “Things Fall Apart” was written by Chinua Achebe.
3. “The gods are not to blame” has been read by many Ghanaians.

RULE TWENTY-ONE:

When ‘One’ is followed by a relative pronoun (who, which, that, etc), the verb that comes after the relative pronoun must agree with the noun that precedes the relative pronoun.

Examples:

1. One of the men who were fishing caught a big fish.
2. John is the one of the boys who were suspended.
3. The statesman is one of the newspapers that are known for investigating reportage.

RULE TWENTY-TWO:

A singular subject followed by a prepositional phrase which has a plural noun in it must agree with a singular verb.

Examples:

1. The design of the new cars is beautiful.

2. The behaviour of the girls is appalling.
3. The misunderstanding between the two families has been resolved.
4. The migration of school leavers from the rural areas to the towns and cities is a problem to the government.
5. The population of many countries has increased.

In the first sentence, the subject is the ‘the design’ and the subject ‘the design’ must agree with the verb ‘is’ which is singular.

1. The design is beautiful.
2. The behaviour is appalling.
3. The misunderstanding has been resolved.
4. The migration is a problem to the government
5. The population has increased.

However, a plural subject followed by a prepositional phrase which has a singular noun in it must agree with a plural verb.

Examples:

1. Parts of the car have been removed.
2. The daughters of Mr. Mensah are respectful.
3. The teachers in the school are on strike.
4. The lazy boy in the class sleeps a lot.
5. The woman near the market shouts at the girl.

RULE TWENTY-THREE:

Two nouns qualified by ‘each’ or ‘every’ and connected by ‘and’ must be used with a singular verb.

1. Every man and each woman is unique.
2. Each poem and story was published.
3. Every boy and girl was at the party.
4. Each and every one has to participate.

RULE TWENTY-FOUR

When the writer refers to a group acting together as one unit, the collective noun is used with a singular verb but when the writer refers to the individuals in the group acting separately, one by one, the collective noun is used with a plural verb.

Examples:

1. The jury were arguing noisily. (Separate actions)
2. The jury is ready with its verdict. (United actions)
3. The committee has changed its decision.
4. The committee have changed their decision.

TAKE NOTE

- a. The sheep eats in its pen.
- b. The sheep eat in their pen.
- c. The sheep are eating over there.
- d. The sheep is eating over there.

‘Sheep’ is one of the nouns that remain the same whether it is plural or singular. This special feature makes it possible to go with a singular verb or a plural verb. However, in a situation where the determiners are used, it can guide you in determining whether the verb should be singular or plural. Sentences ‘a’ and ‘b’ explain. But in situation where the pronoun antecedents are not used, either of the two is allowed. Sentences ‘c’ and ‘d’ explain this point. The plurality or the singularity can also be shown using determiners.

Examples:

- a. This sheep eats a lot – That sheep runs fast.
- b. These sheep eat a lot – Those sheep run fast.

Put in ‘has’ or ‘have’

1. The deer.....escaped from its cage.
2. The deer.....escaped from their cage.

RULE TWENTY-FIVE:

These nominals are plural and so they must take plural verbs.

They are ‘The poor, the rich, the wicked, the needy, the aged, the selfish, etc.

Examples:

1. The aged are to be supported.
2. The poor have been neglected.
3. The rich marginalise the poor.
4. The needy cry for help.

RULE TWENTY-SIX: ‘A number of’ and ‘the number of’

‘The number of’ is taken as a unit, hence it takes a singular verb, but ‘A number of’ is taken as individuals, so it takes a plural verb.

Examples:

1. The number of students in class was very few.
2. A number of students are demonstrating this morning.

CHAPTER THREE

DIRECT AND INDIRECT SPEECH

Reported Speech

When we use reported speech, we are referring to something that was said either by ourselves or by someone else in the past. An example of this might be ‘he said that he was going shopping.’

What is Reported Speech?

Reported speech is simply when we tell somebody what someone else said. You can do this in your writing, or in speech. In reported speech, you do not need to quote somebody directly. Instead, we use a reporting verb, such as ‘say,’ ‘said,’ ‘ask’ etc. These reporting verbs are used to report the speech to someone else.

In reported speech though, you may need to make certain changes to the grammar to make the sentence make sense

Reported Speech Examples

When we use reported speech, we are usually talking about the past therefore the verbs used have to be in the past too.

For example:

Direct speech: I’ve lost my umbrella.

Reported speech: He said (that) he had lost his umbrella.

Reported Speech Rules 1. Word class that changes

- a. Pronouns
- b. Verbs
- c. Adverbs

2. i . If the sentence is a statement, we introduce **that** after the speaker or omit it.

ii. If the sentence is a question/interrogative, introduce **if** after the speaker. iii. If the sentence is imperative (command), introduce **to** after the speaker.

3. Reported speech ends with a full stop (.)

- Verb Tense Changes in Reported Speech

• Present

If you are reporting in the present tense. Here’s an example.

Direct speech: I play football.

Reported speech: He **says** he **plays** football. (Subject verb agreement)

Here nothing really needed to be changed except the pronoun, because you are now talking about somebody else, so 'I' becomes 'She' or 'He'.

• *Past*

If you are reporting in the past tense. Here's an example.

Direct speech: I play football.

Reported speech: He **said** he **played** football.

We've had to change the tense of both the reporting verb and the verb. So, 'says' becomes 'said' and 'play' becomes 'played'. Let's look at the below.

- i. Present Simple Tense into Past Simple Tense. **Egs:** eat - ate.
- ii. Present Continuous Tense into Past Continuous Tense. **Egs:** is eating - was eating.
- iii. Present Perfect Tense into Past Perfect Tense. **Egs:** has eaten - had eaten.
- iv. Past Simple Tense into Past Perfect Tense. **Egs:** ate - had eaten
- v. Past Continuous Tense into Past Perfect Continuous Tense. **Egs:** was eating - was being eating.
- vi. vi. Past Perfect Tense (the tense remains unchanged). **Egs:** had eaten - had eaten.

Clue: If you had studied carefully, you would have noticed that from direct to reported speech, the verb is increased or addition of one(1) verb, i.e eat to ate(+1), is eating to was eating(+1), was coming to was being coming(+1), etc. Eat to ate means we have changed it from its simple present to simple past and that means we have added another word (+1).

Future

If you are reporting in the future tense. Here's an example Direct speech: I shall take Benedicta with me.

Reported speech: He said that he would take Benedicta with him.

Notice how 'shall' and "will" become 'would' here in order for it to make sense.

Will into Would

Will have into would have

Will be into would be

Will have been into would have been

Modal verbs actually have a very interesting relationship with reported speech, so we'll look at that below too.

Modal Verbs and Reported Speech

We've already covered modal verbs in another article, but it's interesting to see how they are changed in reported speech.

Can into Could

Could (The verb remains unchanged)

Have to into Had to

May into Might

Might (The verb remains unchanged)

Should (The verb remains unchanged)

Must into Must/Had to

Let's take a look at some examples.

Direct speech: Will I see you later?

Reported speech: He asked if he would see me later.

*Now, if you had said this, 'He asked would you see me later', then we could say that you have repeated the same question. So, to make it grammatical, you have to introduce **if** and line up the verbs i.e would and see.*

Sometimes though, modal verbs do not need to change tense because they already read correctly. Here's an example.

Direct speech: I should go to the park.(male)

Reported speech: He told me he should go to the park.

You noticed that because we decided to use the reporting verb 'told' instead of 'said', we had to include the pronoun 'me' for it to make sense.

Changes in Time and Place in Reported Speech(Adverbs)

Time and place references often have to change in Indirect Speech

Now → Then

Today → That day

Here → There

This → That

Ago → Previously/ Before

Tomorrow → The following day/ The next day/ The day after

Next week → The following week/ The next week/ The week after

Yesterday → The previous day/ The day before

Last week → The previous week/ The week before

Tonight → That night

No Change in Verb Tenses in Reported Speech

There is no change in verb tenses in Indirect Speech when:

1. The introductory verb is in the Present, Present Perfect or Future.

Eg: Direct Speech: Kofi said, I go to swimming every Sunday.

Indirect speech: Kofi said that he goes to swimming every Sunday.

This is also an habitual action. He always does swimming every Sunday.

2. If the reported sentence deals with a fact, habitual action or general truth. Eg: He said, "The earth goes around the sun." - He said that the earth goes around the sun.

3. The reported sentence contains a time clause.

Example: Direct speech: She said, "His parents died while he was still at school."

Indirect speech: She said that his parents had died while he was still at school.(time clause)

4. The verb of the sentence is in the unreal past (the second or the third conditional). Example: Direct speech: He said, "If I won the lottery, I would travel around the world." Reported speech: He said that he would travel around the world if he won the lottery.

5. The subjunctive stays unchanged in the subordinate clause.

Had better, could, would, used to, should, might, ought to and mustn't, remain unchanged.

Eg: Kofi said, "I had better leave."

KOFI said that he had better leave.

Han better is followed by a bare verb(eat, drink, jump, etc.)

6. If the speaker reports something immediately or soon after it was said.

Example:A: What did the teacher say?

B: He said that we write our lesson carefully.

Changes of Pronouns in Reported Speech

In indirect speech, you need to be careful with personal pronouns. They need to be changed according to the situation. You need to know the context.

NB: I can be he/she

Eg: Direct Speech: I like banku.

Reported: He/she said that he/she liked banku.

You can be they/them/we/us/I/me/he/she/him/her, i.e depending on the person the speaker is referring or speaking to either being subject or object.

-Eg: Direct Speech: She asked, 'Are you coming with me tomorrow?'

Reported Speech: She asked if we/they were coming with her the following day/next day. (SV agreement)

She asked if he/she/I was coming with her the following day/next day. (SV agreement)

-Direct Speech: They said that, 'We will call you tomorrow.'

Reported Speech: They said that they would call us/me/them/him/her the following day/next.

Reported Questions in English

When you are changing a question from direct speech into indirect speech, you follow the same kinds of rules as for statements.

To report a question, we use verbs such as inquire, wonder, want to know, ask...

Reported Commands and Requests in English

Reported Orders, Commands, and Requests are formed using the to-infinitive and not to-infinitive.

The reporting verbs for the orders/ commands/ requests are order, shout, demand, warn, beg, command, tell, insist, beseech, threaten, implore, ask, propose, forbid...

When we change from direct to indirect speech, the pronoun and tense changes are also needed.

Summary Examples

Direct Speech	Indirect Speech/Reported Speech
1. The girl said, 'I like intelligent boys.'	1. The girl said that she liked intelligent boys.
2. They said that, 'We will travel tomorrow to see Kofi.'	They said that they would travel the next day to see Kofi.
3. He asked, 'Have you submitted your work?'	3. He asked if we had submitted our work.
4. She said, 'I will be there next week to punish you. (You can refer to <i>so many people, singular / plural.</i>)	4. She said she would be here the following week to punish him/her/us/them.
5. The police told them, 'Leave here!'	5. The police told them to leave there.
6. The woman asked, 'Is Yeboah under the tree with my daughter now?'	6. The woman asked if Yeboah was under the tree with her daughter then.

To change a Reported speech to Direct Speech, - Reverse :

1. The tense form
2. The pronoun

3. The adverb

- Also make sure the right punctuation mark is used. If it is a question, use question mark(?) at the end. If statement, use full stop(.), etc.
- Avoid the usage of that, if, to etc.

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CHAPTER FOUR

SYNONYMS AND ANTONYMS

Synonyms and antonyms are essential concepts in language that help us understand the relationships between words and expand our vocabulary. Let's explore the definitions and examples of synonyms and antonyms:

Synonyms:

- Synonyms are words or expressions that have similar or identical meanings, conveying the same or very similar ideas.
- Knowing synonyms allows us to add variety and precision to our language usage.
- Examples of synonyms: happy and joyful, big and large, start and begin.

Antonyms:

- Antonyms are words or expressions that have opposite meanings, conveying contrasting ideas.
- Understanding antonyms helps us express contrasts, nuances, and differences in our language.
- Examples of antonyms: hot and cold, good and bad, up and down.

Identifying Synonyms:

- To identify synonyms, look for words or expressions that convey a similar or related meaning to the given word.
- Utilize dictionaries, thesauruses, or online resources to find synonyms for specific words.
- Consider the context and usage of the words to ensure the chosen synonym is appropriate.
- Example: Synonyms for "happy" could include "joyful," "content," or "delighted."

Identifying Antonyms:

- To identify antonyms, look for words or expressions that convey opposite or contrasting meanings to the given word.
- Dictionaries, thesauruses, or online resources can assist in finding antonyms for specific words.
- Consider the context and usage to ensure the chosen antonym is appropriate and conveys the intended contrast.

- Example: Antonyms for "hot" could include "cold," "chilly," or "freezing."

It's important to note that not all words have synonyms or antonyms, and some words may have multiple synonyms or antonyms depending on their usage or context. Additionally, synonyms and antonyms can vary in their intensity, connotation, or specific shades of meaning.

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CHAPTER FIVE

ACTIVE AND PASSIVE VOICE

ACTIVE VOICE:

- In active voice sentences, the subject of the sentence performs the action expressed by the verb.
- The active voice focuses on the doer or the agent of the action.
- Active voice sentences typically follow the subject-verb-object pattern, where the subject is the doer of the action and the object receives the action.
- Example: "John ate the apple." In this sentence, "John" is the subject performing the action "ate," and "the apple" is the object receiving the action.

PASSIVE VOICE:

- In passive voice sentences, the subject of the sentence receives the action expressed by the verb.
- The passive voice shifts the focus from the doer of the action to the receiver of the action.
- Passive voice sentences often follow the object-verb-subject pattern, where the object becomes the subject, the verb is in a form of "be" plus the past participle of the main verb, and the original subject (the doer of the action) is introduced with the preposition "by" (optional).
- Example: "The apple was eaten by John." In this sentence, "The apple" is the subject receiving the action "was eaten," and "by John" introduces the doer of the action.

Key Points to Remember:

1. Active voice focuses on the doer of the action, while passive voice emphasizes the receiver of the action.
2. Active voice follows the subject-verb-object pattern, while passive voice often follows the object-verb-subject pattern.
3. Active voice is generally more direct, concise, and preferred in most writing situations. Passive voice is used when the doer of the action is unknown, unimportant, or intentionally de-emphasized.
4. The use of active or passive voice depends on the context, emphasis, and clarity of the sentence.

Changing Sentences from Active Voice to Passive Voice:

To change a sentence from active voice to passive voice, follow these general steps:

1. Identify the subject, verb, and object in the active sentence.
2. Move the object of the active sentence to the beginning of the sentence and make it the new subject.
3. Add the auxiliary verb "be" (in the appropriate tense) and the past participle of the main verb.
4. Use the preposition "by" to introduce the doer of the action (optional).

Example:

Active Voice: The cat chased the mouse.

Passive Voice: The mouse was chased by the cat.

In the example above, the object "the mouse" becomes the subject in the passive voice. The verb "was chased" is formed using the auxiliary verb "was" and the past participle of the main verb "chased." The optional phrase "by the cat" introduces the doer of the action.

b. Changing Sentences from Passive Voice to Active Voice:

To change a sentence from passive voice to active voice, follow these general steps:

1. Identify the subject, verb, and object in the passive sentence.
2. Move the subject of the passive sentence to the beginning of the sentence and make it the new subject.
3. Select an appropriate verb that matches the original passive verb, and make it active.
4. Use the original object (if necessary) as the new object in the active sentence.

Example:

Passive Voice: The cake was baked by Sarah.

Active Voice: Sarah baked the cake.

In the example above, the subject "Sarah" becomes the subject in the active voice. The verb "baked" is changed to match the active voice. The original object "the cake" remains the object in the active sentence.

Note that not all sentences can or should be converted from passive voice to active voice, and vice versa.

The choice between active and passive voice depends on the **emphasis, clarity, and intended meaning of the sentence.**

Examples

1. Active Voice: She wrote the letter.

Passive Voice: The letter was written by her.

2. Active Voice: They are painting the house.

Passive Voice: The house is being painted by them.

3. Active Voice: He fixed the car.

Passive Voice: The car was fixed by him.

4. Active Voice: The teacher assigned the homework.

Passive Voice: The homework was assigned by the teacher.

b. Changing Sentences from Passive Voice to Active Voice:

1. Passive Voice: The book was written by Mark Twain.

Active Voice: Mark Twain wrote the book.

2. Passive Voice: The door was left open by someone.

Active Voice: Someone left the door open.

3. Passive Voice: The cake was baked by my sister.

Active Voice: My sister baked the cake.

4. Passive Voice: The project will be completed by the team.

Active Voice: The team will complete the project

CHAPTER SIX
IDENTIFYING ERRORS

When identifying errors in a given passage, it is important to read the passage carefully and analyze it for various types of errors. Here are some common types of errors to look for:

1. Spelling Errors:

- Look for misspelled words or words that do not conform to standard spelling rules.
- Pay attention to commonly misspelled words, homophones, and words with unusual spellings.

2. Grammar Errors:

- Check for errors in subject-verb agreement, verb tenses, pronoun usage, and sentence structure.
- Look for incorrect use of articles (a/an, the), prepositions, and conjunctions.
- Identify fragments (incomplete sentences) or run-on sentences (multiple sentences joined without proper punctuation or conjunctions).

3. Punctuation Errors:

- Examine the usage of commas, periods, question marks, exclamation marks, colons, semicolons, and quotation marks.
- Look for missing or misplaced punctuation marks that affect the clarity and meaning of the passage.

4. Capitalization Errors:

- Check for incorrect capitalization of proper nouns, the first word of a sentence, and specific titles.
- Ensure consistency in capitalization within headings, subheadings, and sections.

5. Usage Errors:

- Look for errors in word choice, commonly confused words, and misuse of idioms or expressions.

- Identify incorrect verb forms, adverb/adjective confusion, or improper use of modifiers.

6. Sentence Structure Errors:

- Identify errors in parallelism, clarity, and consistency in sentence construction.
- Look for faulty comparisons, incorrect use of modifiers, and awkward or unclear phrasing.

7. Logical Errors:

- Assess the overall coherence and logical flow of the passage.
- Look for inconsistencies, contradictions, or unsupported claims.
- Identify any factual errors or inaccuracies in information or statement

8. Style and Formatting Errors:

- Check for errors in formatting, such as inconsistent font styles, spacing, or indentation.
- Look for errors in citation or referencing if applicable.
- Examine the overall style and tone of the passage to ensure it is appropriate for the intended audience and purpose.

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CHAPTER SEVEN

SEQUENCE OF TENSE

Sequence of tense refers to the appropriate use of verb tenses in sentences when expressing actions or events that occur at different times. It ensures consistency and clarity in the temporal relationship between different parts of a sentence or across multiple sentences. Here is a general guide on the sequence of tense:

1. Present Tense:

- Use the present tense when referring to general truths, habitual actions, or ongoing situations.
- Example: "She loves chocolate." (Present simple)

2. Past Tense:

- Use the past tense when referring to completed actions or events that occurred before the current point in time.
- Example: "He studied for the exam yesterday." (Past simple)

3. Present Perfect Tense:

- Use the present perfect tense when referring to actions or events that started in the past and have a connection to the present.
- Example: "I have visited Paris before." (Present perfect simple)

4. Past Perfect Tense:

- Use the past perfect tense when referring to actions or events that occurred before another action or event in the past.

- Example: "She had already eaten dinner when I arrived." (Past perfect simple)

5. Future Tense:

- Use the future tense when referring to actions or events that will happen after the current point in time.

- Example: "They will go on vacation next week." (Future simple)

6. Conditional Tenses:

- Use conditional tenses to express hypothetical or unreal situations.

- Example: "If I had studied, I would have passed the exam." (Past conditional)

When using the sequence of tense, it is important to maintain consistency within a sentence or paragraph.

If the main verb is in the past tense, subsequent verbs within the same sentence or dependent clauses should also be in a past tense or appropriate tense according to the temporal relationship.

Example:

Incorrect: "She said she loves chocolate and will go to the store."

Correct: "She said she loved chocolate and would go to the store."

In the correct example, the verb "loved" (past tense) is used to maintain the sequence of tense after the introductory clause in reported speech.

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CHAPTER EIGHT

CONDITIONAL SENTENCES

CONDITIONAL SENTENCES

Conditional sentences express conditions that they must stay for something to happen. It involves the use of “*if*”, “*unless*”, ‘*supposing*’, *provided*, *imagine*, *providing*, *were*, etc.

Examples:

1. If he goes, I will follow him.
2. *Were* you a rich man, would you build a mansion?
3. You would pass the exams with ease, *provided* you learnt well.

Conditional sentences are made up two parts. They are:

The subordinate (dependent) **clause**, also known as the ‘**if clause**’

The main (independent) **clause**.

For example, in the sentence ‘*If my father comes, we will go*’

If my father comes - subordinate clause/dependent clause.

We will go - main clause/independent clause.

We will go (main clause)

If my father comes (the subordinate clause)

TYPES OF CONDITIONAL SENTENCES

The **three** types of conditional sentences are:

1. Present conditional

2. Past conditional

3. Perfect conditional

PRESENT CONDITIONAL

If + Present + Future

Examples:

1.If **she comes**, I **will tell** her.

2.If **it rains**, **they will plant** them.

3.If **I sit**, **he will beat** me.

PAST CONDITIONAL

If + Past + Conditional

Examples:

1.If she **came**, I **would tell** her.

2.If it **rained**, they **would plant** them.

3.If I **sat**, he **would beat** me.

PERFECT CONDITIONAL

If + Past Perfect + Conditional Perfect

Examples:

1.If she ***had come***, I ***would have told*** her.

2.If it ***had rained***, they ***would have planted*** them.

3.If I ***had sat***, he ***would have beaten*** me.

4.If I ***had told*** him, he ***might have gone***.

Now, let's change this sentence containing conditional type I sentence into type 2 and 3

Type 1

If he goes, I will come.

Type 2

If he went, I would come.

Type 3

If he had gone, I would have come.

Type I

If he **comes**, we **will go**.

If it **rains**, I **will plant** the seedlings.

They **will go**, if she **comes** early.

Type II

If he **came**, we **would go**.

If it **rained**, we **would plant** the seedlings.

They **would go**, if she **came** early.

Type III

If he **had come**, we **would have gone**.

If it **had rained**, we **would have planted** the seedling

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CHAPTER NINE

IDIOMS AND IDIOMATIC EXPRESSION

1. In for a penny, in for a pound

Meaning: That someone is intentionally investing his time or money for a particular project or task.

Example: When the lead was booming, Jim was in for a penny and in for a pound, that's how much dedicated he was.

2. A bird in the hand is better than two in the bush

Meaning: An opportunity in hand, currently, is better than a prospect in the future, because time never repeats itself.

Example: The detective apprehended 3 criminals and saw other one running but didn't chase him, because she knew a bird in one hand is better than two in the bush.

3. Chip off the old block

Meaning: That a person is similar in behaviour or actions like his parents.

Example: When grandmother saw her grandson collecting coins like her son used to do, she knew he was a Chip off the old block.

4. Do unto others as you would have them do unto you

Meaning: Treat people the same way you want to be treated.

Example: I felt Peter was a little cold today towards that homeless man, he should do unto others as he would have them do unto him, because who knows about time.

5. Don't cry over spilt milk

Meaning: Don't cry over what has happened as it cannot be fixed.

Example: Walter failed his examination but his dad came and said just one thing, "Son, don't cry over spilt milk."

6. Every cloud has a silver lining

Meaning: Bad things one day eventually lead to good things.

Example: See, yesterday you were so morose as your phone was stolen but look at you today, you got a promotion. Is it rightly said that every cloud has a silver lining.

7. Beside yourself with joy

Meaning: To be extremely happy.

Example: I can see that you are beside yourself with joy on being selected for the job, congratulations.

8. Fair and square

Meaning: Being direct or fair.

Example: To tell you fair and square, I did everything that I was meant to do, but I still feel unfulfilled.

9. Having an Ace up the sleeve

Meaning: Have an advantage that is currently being withheld for future purposes.

Example: Brian kept quiet at the board meeting, who knew he had an Ace hidden up his sleeve the whole time.

10. A black sheep

Meaning: Being a disgrace for the family.

Example: They don't talk about Olive anymore, turns out he was the Black sheep for the family, he married someone else while he was still arranged to his fiancé.

11. Hook, line and sinker

Meaning: Doing something or trying to achieve something with thoroughness and passion.

Example: I have set my mind to go through the spreadsheets by Monday and I am working for it Hook, line and sinker.

12. Looking to your laurels

Meaning: Not be lost in your achievements and losing the sight of what is supposed to happen.

Example: Look to your laurels but do not rest on it.

13. Bear a grudge

Meaning: To continue to feel angry or unfriendly for someone or something because of a particular past incident.

Example: I bear a grudge against him for not taking me into confidence.

14. By the skin of your teeth

Meaning: To just barely get by or make it.

Example: Lester made the dance team By the skin of his teeth, you see the audition gates were about to get closed.

15. Down for the count

Meaning: Tired; giving up.

Example: My pet dog is down for the count after playing the whole day with the frisbee.

16. Draw the line

Meaning: To stop before a point where something okay gets not okay.

Example: Hey buddy, that's enough, Draw the line before someone comes and beats you to a pulp.

17. Easier said than done

Meaning: Not as easy as it appears to be.

Example: Listen, losing weight is easier said than done, many people lack commitment.

18. Break a leg

Meaning: Saying good luck to someone.

Example: Hey Barry, it's time for you to get on the stage and present your monologue, break a leg.

19. Up a creek without a paddle

Meaning: In an unlucky situation.

Example: Dan tried to dine and dash yesterday at a Chinese place but he was stopped by the waiters, guess he was up a creek without a paddle yesterday.

20. Give it a whirl

Meaning: To give something a try.

Example: I am absolutely terrified of skydiving, but I think once in my life, I will give it a whirl.

21. Fish out of water

Meaning: To be out of your comfort zone.

Example: Tom felt like a fish out of water when his girlfriend took him to a Star Wars convention in LA.

22. In the fast lane

Meaning: A life filled with excitement.

Example: When Chris turned forty, he decided to live his life in the fast lane and quit his job for his hobbies.

23. Go the extra mile

Meaning: To make an extra effort.

Example: He was willing to go the extra mile for the love of his life, Mia.

24. Snug as a bug in a rug

Meaning: Warm and cosy.

Example: The baby looks as snug as a bug in a rug next to her mother.

25. Step up your game

Meaning: To start performing better

Example: Jennifer better step up her game if she wants to make big in Basketball.

26. To not see the wood for the trees

Meaning: To be so involved in trivial matters that you don't get the important facts.

Example: He always argues on the silliest topics, it's like he can't see wood for the trees.

27. Lose your marbles

Meaning: To go insane.

Example: Our mailman has lost his marbles, every day he drops Mr. Smith's mail on our door.

28. Straight from the Horse's mouth

Meaning: Directly from the person involved.

Example: Listen to the news straight from the horse's mouth, his factory burned down right in front of his eyes.

29. Crying Wolf

Meaning: To ask for help when you don't need it.

Example: You have cried Wolf so many times that no one believes you now.

30. Palm off

Meaning: Pass off something as genuine when it is spurious.

Example: This shopkeeper always palms off old stock to the customers

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CHAPTER TEN

QUESTION TAGS

Under question and answer tags, we use subjective pronouns and contracted forms of verbs. We also use both positive tags and negative tags. Question and answer can assume tense (present and past), as well as future time.

Fundamental Rules of Question Tags

RULE I: When the statement is positive, it requires negative tag or answer.

I eat fufu ----- don't I?

She is beautiful----- isn't she?

It wants to rain doesn't it?

He came----- didn't he?

RULE II

When the statement is negative, a positive tag is required.

I don't eat fufu----- do I?

She is not beautiful -----is she?

It doesn't want to rain -----does it?

He didn't come -----did he?

In order for you to understand this topic easily, I am to going classify the question and answer tags into Type I, Type II, Type III, Type IV, Type V, VI and Type VII.

Now, let's start!

TYPE I

This type makes use of auxiliary/modal verbs, which may be positive or negative. Here is a list of both negative and positive auxiliary verbs:

Is----- isn't

Are -----aren't

Do -----don't

Does -----doesn't

Did -----didn't

Was----- wasn't

Can -----can't

Could -----couldn't

Shall -----shan't

Should--- shouldn't

Were -----weren't

Has -----hasn't

Have----- haven't

This is the easiest of all the types of question and answer tags due to the presence of the helping/modal verbs

Examples:

1. He has come, hasn't he?
2. Amma does not eat, does she?
3. It has not rain, has it?
4. They will not come, will they?

TYPE II

This type makes use of singular subjects in the present tense without using auxiliary/modal verbs. In this way, 'does' is covertly used.

Examples:

1. Amma sings beautifully – (Amma does sing beautifully), doesn't she?
2. It rains everyday – (It does rain everyday), doesn't it?
3. He wants to come – (He does want to come), doesn't he?

TYPE III

This type makes use of plural subjects in the present tense without using auxiliary/modal verbs. In this way, 'do' is covertly used.

Examples:

1. They sing beautifully – (They do sing beautifully), don't they?
2. We come every day – (We do come every day), don't we?
3. The men do not eat, do they?

TYPE IV

This type makes use of simple past tense for both singular subjects. In this way, 'did' is used covertly.

Examples:

1. I met the man – (I did meet the man), didn't I?

2. We arrived late – (We did arrive late), didn't we?
3. They sent him away – (They did send him away), didn't they?

TYPE V

Sometimes, more than one auxiliary verb appears in a statement. When this happens, the first verb should be used.

Examples:

1. Emma shouldn't have gone home, should he?
2. She will have married by tomorrow, won't she?
3. I would have gone, if you had not come, wouldn't I?

TYPE VI

Where there is a complex sentence, the tag should focus on the subject and the operator of the main clause.

Examples:

1. Amma said they would go home. - "Amma said" is the main clause, so the tag should be: didn't she?
2. Gideon would make Rebecca sweep the room, wouldn't he?
3. I think she is honest, don't I?

TYPE VII

The seventh type deviates from the fundamental rules because it concerns imperative sentences.

Imperative sentences (requests or commands) use 'shall or will'.

(a) Request

- a. Let's (Let us) go home, shall we?
- b. Let's drink everything, shall we?

(b) Command:

- c. Leave my house now (You leave my house now), will you?
- d. Close the door (You close the door), will you?

Relative pronouns take ‘they’

1. Everybody came, didn’t they?
2. Everybody was there, weren’t they?
3. No one was here, were they?

NOTE

No one, neither, scarcely, barely, hardly, seldom, nothing, etc are considered to be negative and therefore take positive tags

- a. Amma hardly eats at night, does she?
- b. Nothing has been found yet, has it?

a. ‘I’ takes the ‘aren’t’ for negative tag.

- i. I am a man, aren’t I?
- ii. I am not a man, am I?

‘Used to’ takes past tense

1. I used to eat early, didn’t I?
2. We used to go to church late, didn’t we?

ANSWER TAGS

Questions require 'Yes' or No answers. The 'yes' or 'no' should take the appropriate auxillary verbs.

Examples

Statement/ Question	Question tag	Answer tag
He swept the room	Didn't he ?	Yes, he did No, he didn't
Shut up!	Will you?	Yes, I will No, I won't
He plays football	Doesn't he?	Yes, he does No he doesn't

CHAPTER ELEVEN

RELATIVE PRONOUN

Relative pronouns (Who, whom, that, which, and whose) indicate the beginning of a relative clause. When referring to something non-human, the appropriate relative pronouns are that or which. When referring to a human, the appropriate relative pronouns are typically who or whom. However, that can also be used to refer to humans in restrictive clauses. The possessive relative pronoun is whose when referring to either humans or non-humans.

Note: The relative pronoun must always be used to introduce a relative clause, except when the relative pronoun is the object of a restrictive clause. In these cases, the relative pronoun can be either included or omitted from the relative clause.

Example:

The spaghetti that I ate for dinner was overcooked.

Vs.

The spaghetti I ate for dinner was overcooked.

Both of the example sentences above contain the same relative clause. The only difference is that in the second sentence, the relative pronoun (that) is omitted.

The next sections will cover guidelines for understanding how to correctly use different relative pronouns within relative clauses.

That vs. which:

That

The relative pronoun that is used to signal a restrictive clause. That can be used to refer to humans or non-humans within a relative clause.

Example:

Adam took his car that had a bad transmission to the mechanic.

In the example above, the sentence implies that Adam has more than one car. The restrictive clause (“that has a bad transmission”) cannot be removed from the sentence because it specifies the car Adam is taking to the mechanic.

Which

The relative pronoun which is used to signal a non-restrictive clause.

Example:

Adam took his car, which had a bad transmission, to the mechanic.

In the example above, the non-restrictive clause (“which had a bad transmission) describes Adam’s (only) car. Knowing that his car has a bad transmission is not necessary to know that he took it to the mechanic.

Who vs. whom

Who

Who typically replaces that and which when referring to a human. Commas indicate non-restrictive clauses and their absence indicates restrictive clauses.

Examples:

Sentence 1: Peter, who lives in Toronto, works in the banking industry.

Sentence 2: Doug and Carol are my closest friends who live in the Calgary area.

In sentence 1, who signals a non-restrictive clause because it is set off with commas. We do not need to know that Peter lives in Toronto to understand that he works in the banking industry.

In sentence 2, who signals a restrictive clause because there is no comma. This sentence implies that I have closer friends than Doug and Carol, but of all my friends in the Calgary area,

Doug and Carol are my closest.

Whom

Whom is the objective case of who. This means that whom describes an object not a subject.

For instance, in the sentence, “I love you”, “I” is the subject because it performs the action of “loving” and “you” is the object because it receives the action of being loved.

Example:

Jane saw the man whom she met yesterday.

In the example sentence above, Jane is the subject, because she performs the action of seeing, while the man is the object because he is being seen. Therefore, whom is used to describe the man because he is the object.

An easy way to tell whether you should use who or whom to describe a noun is to identify whether the noun you are describing performs an action or has the action performed on it. For example, “Peter who lives” simplifies to “Peter lives”, while “Peter whom we spoke of” simplifies to “we spoke of Peter.”

CHAPTER TWELVE

PREPOSITION

Prepositions are words that express relationships between nouns, pronouns, or phrases and other words in a sentence. Here are five examples:

- a. "I'm going to the park." (Indicating destination)
Example: "She put the book on the table."
- b. "The cat is under the table." (Indicating location)
Example: "We walked along the beach."
- c. "She arrived at the airport." (Indicating destination)
Example: "He lives in a small town."
- d. "The children played with their toys." (Indicating association)
Example: "I walked through the forest."
- e. "The gift is for you." (Indicating recipient)
Example: "She stood beside her best friend."

CHAPTER THIRTEEN

CONJUNCTIONS

What Are Conjunctions?

Conjunctions are used to connect words, phrases, or clauses in a sentence. They help to establish relationships between ideas and ensure the coherence of sentences.

Types of Conjunctions

There are three main types of conjunctions:

1. **Coordinating Conjunctions**
 - These connect elements of equal grammatical rank and syntactic importance.
 - Examples: for, and, nor, but, or, yet, so (often remembered with the acronym FANBOYS).
2. **Subordinating Conjunctions**
 - These connect an independent clause with a dependent clause.
 - Examples: although, because, since, unless, until, while.
3. **Correlative Conjunctions**
 - These work in pairs to join words and groups of words of equal weight in a sentence.
 - Examples: either/or, neither/nor, not only/but also.

Usage of Conjunctions

- **Coordinating Conjunctions:** “I want to play football, **and** I will finish my homework first.”
- **Subordinating Conjunctions:** “I will go out to play **if** I finish my homework.”
- **Correlative Conjunctions:** “You can have **either** the cake **or** the ice cream.”

CHAPTER FOURTEEN

PHRASAL VERBS

PHRASAL VERBS

A *phrasal verb* is a combination of a verb and an adverb or preposition which together has a particular meaning. Phrasal verbs have fixed meanings.

Here are some common phrasal verbs and their meanings:

1. Akosua Addai really **takes after** her mother - **resembles**
2. He seemed quite **taken aback** by the news, - **very surprised, amazed, astounded.**
3. Dede is **taken to** getting up at 6 and going jogging – **being in habit of**
4. All this bad news is enough to make you **take to** drink - **being in habit of**
5. I think black lettering will **stand out** best on a yellow sign- **become clear, conspicuous**
6. Among writers in Africa, Chinua Achebe **stands out** as a superior novelist- **becomes better or the best.**
7. The old chapel is dangerous and will have to be **pulled down** – **demolished, destroyed.**
8. The thief was finally **rounded up** near the market –**arrested, apprehended**
9. The man **pulled up** at the red light and we stopped behind him- **stopped** (vehicle)
10. Guess who I **ran into** in town today - **met accidentally.**
11. His car skidded and **ran into** another car – **collided, crashed**
12. I can no longer **cope with** this behaviour of hers- **bear, endure, tolerate**
13. I don't know how you **put up with** their constant quarrelling- **tolerate**
14. I wish the rain would **leave off** for five minutes- **stop**
15. Let's start again from where we **left off** – **stopped**

16. Mr. Godfred **looks down on** anyone who hasn't had a college education- **disregards, marginalizes**
17. I have **run out of** money-**short of**
18. The car **ran out of** gas again- **was short of**
19. They wanted to **set up** their own printing press – **establish, build**
20. Lucy and Lilly are thinking of **setting up** house together- **building**
21. Three policemen were needed to **break up** the fight-**stop, end**
22. If a parent dies, the family may **breakup-separate**
23. I shall **bring up** this question the next meeting- **talk about, raise**
24. I was **brought up** in a Christian family – **trained, educated**
25. He can't eat anything without **bringing it up-vomiting; regurgitate**
26. There's no rush now- the game has been **called off-cancelled**
27. The meeting was **called off** due to the rain – **cancelled**
28. Why don't you **call on** my sister when you are in London? – **visit**
29. The forecast **calls for** more rain – **predicts, expects, foretells**
30. The farmers are **calling for** larger government subsidies – **demanding, asking for**
31. Please, **carry on** with your work - **continue**
32. Darkness is **closing in** hurry up - **approaching**
33. How did it **come about** that humans can speak so many language - **happen**
34. I heard that the tax people are **coming after** him for unpaid VAT - **looking for.**
35. How did you **come by** this huge amount of money in few days? – **get**
36. Despite the problems, the wedding **came off** very well – **took place**
37. Why don't you **come round** for lunch? – **visit (me)**
38. Small pox has completely **died out** in this country – **vanished, disappeared**
39. Don't worry, the gossip will soon **die down** – **diminished, disappeared**
40. I told him to stop but he **kept on** scratching it- **continued.**
41. She wanted to **go into** the army – **enter**
42. I don't want to **go into** the matter now – **explain**
43. After **going into** the case, the man imprisoned – **investigating.**
44. Mr. Okyere was prepared to marry her but Belinda **turned him down** - **refused**

45. Can you please **turn** the TV **down-reduce the sound**.
46. Stephen **turned up** late as usual – **came, arrived**
47. **Turn up** the radio, please - **increase the sound**
48. Half the population was **wiped out** by the earthquake – **killed, destroyed**
49. My father **told me off** for swearing – **scolded, rebuked, reprimanded**
50. The poem **tells of** the deeds of a famous warrior – **describes**
51. I forgot to **take off** my shoes last night when I was about to sleep – **remove**
52. The firm has **taken on** 50 new staff this year – **employed**
53. The plane **took off** at exactly 9pm - **went away, left**
54. We aim to **stamp out** poverty in our lifetimes – **prevent, end**
55. I was almost asleep when Gladys **showed up** – **arrived, came**
56. Pay no attention to Sunman – she’s just **showing off** – **boasting, bragging**
57. She **gave up** smoking when she became pregnant – **stopped**
58. I wanted to **set off** early but for the rain – **go, travel**
59. The car **ran over** that little boy – **knocked down**.
60. The out-going headmaster **handed over** everything to the in-coming head teacher – **gave**.
61. The match **kicks off** at 3 O’clock – **starts, begins, commences**.
62. Bernard’s wife has **kicked him out** – **left, dismissed, divorced**
63. I’ve always **looked up to** Grace for her courage and determination - **admired, respected**.
64. The police are **looking into** the disappearance of the two children – **investigating**.
65. Don’t forget to **look it up in the dictionary** - **find the meaning of**.
66. He always **passes out** at the sight of blood - **faints**.
67. He **passed out** from the army last year – **completed**
68. I wish Mary would stop **cutting in** on our conversation all the time - **interrupting**.
69. You smoke too much- you should try to **cut it down** – **reduce it**.
70. Computers have **brought about** many changes in the workplace – **caused**
71. Recent evidence **bears out** the idea that students learn best in small groups – **confirms, proves**
72. He simply **brushed** all my objections **aside** – **refused to listen**

73. Please let me know if anything crops up while I'm trying to **put** a little **money** **by** each month for a year – **save money**
74. **Put** your coat **on** before your go outside – **wear**.
75. I **took off** my shoes – **removed**
76. You must **account for** what you spend - **give good reasons for**.
77. The King had been **putting about** lurid rumours for months – **giving information**.
78. The factories no longer relied upon a mechanic to **put together** looms within the plant – **assemble**
79. He has put forward new peace proposals – **submitted**.
80. He asked to be put through to the Minister - **connected**
81. I **came across** a group of children playing – **encountered**.
82. How did you **come by** that cheque? – **get, obtain**.
83. If one firm **goes under** it could provoke a cascade of bankruptcies – **collapses**.
84. Prices **have gone up** 61 percent since deregulation - **risen, increased**.
85. The lucrative GH¢25,000 salary that **goes with** the job makes him glad – **accompany**.
86. The cab **pulled up** and the driver jumped out. – **stopped**
87. Thousands of American citizens have **informed on** these organized crime syndicates. – **have given information**
88. People don't **look after** other people's property in the same way as they **look after** their own. – **take care of**
89. I wasn't successful, so they **looked down on** me. – **marginalised, disregarded, considered inferior**

Examples from past questions

1. A chameleon is an animal that can **take** (in, off, **on**, up) the colours of its environment. - SSSCE 1993
2. The headmaster (gave, **gave in**, gave off, gave out) to the demands of the students. – SSSCE 1994
3. The vice president (**stood in**, stood on, stood out, stood with) for the president at the behalf. – SSSCE 1994
4. The main prosecution witness was accused of **holding** (on, **back**, by, aside) vital information. – SSSCE 1994

5. The Price Control Department has failed to (keep up, **keep down**, keep out, keep off) prices of goods in the country. – SSSCE 1994
6. If you are clever, you can sometimes (get on, **get around**, get away, get by) the tax laws. – SSSCE 1995
7. Lucy said she **stood** (**for**, up, on, with) the motion. We either stand **for** or **against** a motion. – SSSCE 1995
8. Mama promised to help with the cooking, but she **went** (**back**, off, behind, up) on her word. – SSSCE 1995
9. I'll **look** you (**up**, on, about, down) when I visit the trade fair next week. – SSSCE 1995
10. He was caught attempting to break (in, out, on, **into**) a store. – SSSCE 1996
11. There was an attempt (**on**, with, in, for) the president's life last week. – SSSCE 1997
12. Jones has given (out, **up**, in, off) smoking. – SSSCE 1997
13. Although Araba is only twelve years old, she can easily (pass to, give into, give up, **pass for**) sixteen. – SSSCE 1997
14. The candidate was advised to (**keep**, take, hold, fix) **an eye on** the bare details of the passage when writing the summary. – SSSCE 1997
15. The prisoner was **on** (break off, **the run**, the guard, the look out) for several months before he was arrested. – SSSCE 1997
16. **Answering** your parents (behind, off, within, **back**) is bad manners. – SSSCE 1997
17. Our school is on the (**look out**, look in, look at, look through) for a new football coach. – SSSCE 1998
18. Our school is on the (**look out**, look in, look at, look through) for a new football coach. – SSSCE 1998
19. He was accused of **playing** (in, out, **down**, off) his role in the disturbances. – SSSCE 1998
20. Kofi's father felt he would never reform so he **gave** (to, for, in, **on**) him. – SSSCE 1998
21. Boro's performance was most unsatisfactory, so he was (**paid off**, paid up, laid up, laid by) – SSSCE 1999
22. In Bonwire, the skill of Kente weaving was (passed over, passed up, **passed down**, passed off) from father to son. – SSSCE 1999
23. Mr. Oppong **walked out** (**on**, with, from, of) his wife because of her inability to have children. – SSSCE 2000
24. I have to **put up** (for, in, **with**, on) my brother's insulting attitude. – SSSCE 2000
25. The man advised his children not to **give** (off, up, **in**, on) to the temptations of the city. – SSSCE 2000

26. Ebieri **turned** (aside, off, away, **down**) the advances made by the man. – SSSCE 2000
27. Those who own the company were urged to (make good, **pay out**, run in, pay for) their place. – SSSCE 2000
28. Luck (came down on, **run out on**, ended up with, made away with) the robbers on that fateful day. – SSSCE 2000
29. The students' week was **rounded** (**off**, up, out, through) with a dance. – SSSCE 2000
30. The factory workers refused to take the matter of their sacked colleague **lying** (about, **low**, down, idle). – SSSCE 2000
31. After a while, we noticed that the unconscious accident victim was **coming** (**round**, on, low, down). – SSSCE 2000
32. Because we thought our team was the best, we were terribly (turned off, put out, **let down**, pushed off) by their defeat. – SSSCE 2001
33. The students filled the questionnaire that was (handed in, **given out**, given over, handed over) to them. – SSSCE 2001
34. The thieves **broke** (in, out, **down**, off) the main door before they entered the house. – SSSCE 2001
35. When her sister died, Christina **ran** (on, **into**, by, upon) a great deal of wealth. – SSSCE 2001
36. The wealthy in society should **reach** (on, up, over, **out**) to the poor. – SSSCE 2002
37. In spite of the difficult terrain, the cyclist **pushed** (**through**, down, whom, what) till the end. – SSSCE 2002
38. In order old age, Mrs. Sampson has **taken** (**to**, on, after, in) horse racing. – SSSCE 2002
39. This house was **broken**.....by the robbers last night. (down, **into**, up, upon) – WASSCE 2002
40. The baby screamed loudly as the plane **took**.....(up, out, over, **off**) – WASSCE 2002
41. Reports indicated that the bridge was **washed**.....after two weeks of persistent rain. (out, **away**, through, down) –WASSCE 2002
42. "Go (with, **about**, for, to) your business without fear", Anselm advised his friend. – SSSCE 2003
43. At the meeting, the chairman promptly jumped (to, for, **at**, on) my suggestions. – SSSCE 2003
44. The car (pushed, **pulled**, parked, stopped) **up** suddenly. – SSSCE 2003
45. The director's pride **put** many of his subordinates (down, away, **off**, through) – SSSCE 2003

46. For such a serious offence, Etim was lucky to (get over, get on, **get away**, get off). – WASSCE 2001
47. The members of the Association were just rounding (up, **off**, of, in) their discussion when the police arrived. – WASSCE 2001
48. I could not attend the meeting, so I asked my sister to stand (up, by, **in**, on) for me. – WASSCE 2001
49. I tendered for that contract, but my application (fell in, fell off, **fell through**, fell down) – WASSCE 2001
50. Janet could not attend the party because she (came up, **came down**, came away, came in) with the flu over the weekend. – WASSCE 2001
51. The manager is leaving the company to (take over, take on, **take up**, take off) a new appointment elsewhere. – WASSCE 2001
52. Many people do not (**live by**, live to, live with, live on) their religious professions. – WASSCE 2001
53. The secretary needs to **run** (**off**, on, out, over) two hundred copies of the previous minutes for the next meeting. – WASSCE 2002
54. Let us **keep** (away, **to**, off, on) the plans we made earlier. – WASSCE 2002
55. To be alive after such a serious accident (is called for, **calls for**, has been called for, call for) a celebration. – WASSCE 2002
56. She stabbed her friend (on, at, upon, **in**) the back. – WASSCE 2002
57. They finally broke (**up**, away, out, in) after years of being together. – WASSCE 2002
58. Kate (**broke into**, broke out, broke up in, broke with) tears of joy when she heard about her success. – WASSCE 2003
59. The workers' strike was (called back, called in, **called off**, called out) as a result of the Director's intervention. – WASSCE 2003
60. The secretary was directed to **bring** (back, **up**, about, out) the matter during the next meeting. – WASSCE 2003
61. Interest in Education has fallen (off, **down**, through, out) because of unemployment. – WASSCE 2003
62. A whole generation of youth was wiped.....during the war. (away, off, up, **out**) – WASSCE 2003

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