

# Semester: One

## Period :III



E12CH3

Unit

# 3

## Grammar: Phrasal Verbs, Common Mistakes and Past Wasse Papers

### Objectives

Upon completion of this topic, learners will be able to :

- Construct compositions using proper phrasal verbs
- Demonstrate correct use of words to avoid common mistakes.
- Review Past WASSCE Papers

### 3.1 INTRODUCTION

Phrasal verbs are two or more words that together act as a completely new word, with a meaning separate from the original words.

For example, pick up means to “**grab**” or “**lift**,” very different from the definitions of pick and up alone.

Look at these examples to see how phrasal verbs are used.

- This is the form. Please can you **fill it in**?
- Why are you **bringing** that argument **up** now?
- Police are **looking into** connections between the two crimes.

We need to come up with a solution. Let's explain:

### Structure of the Unit

1.1 Introduction

1.2 The Noun Case

Nominative

Objective

Possessive

1.3 Verb Usage Part

Perfect Tenses

Present Perfect

Present Perfect Progressive

Past Perfect

Past Perfect Progressive

Future Perfect

Future Perfect Progressive

1.4 Speech Writing

1.5 Summary Writing

### **3.2 REVIEW PHRASAL VERBS**

**Look at the examples:**

- act upon
- ask for
- back out
- back up
- bear on
- bind over
- blow up

All these are called two-words verbs, also known as phrasal verbs.

Phrasal verbs are very common in English, especially in more informal contexts. They are made up of a verb and a particle or, sometimes, two particles. The particle often changes the meaning of the verb.

- I called Jen to see how she was. (call = to telephone)
- They've called off the meeting. (call off = to cancel)

In terms of word order, there are two main types of phrasal verb: separable and inseparable.

#### **Separable**

With separable phrasal verbs, the verb and particle can be apart or together.

They've called the meeting off.

OR

They've called off the meeting.

However, separable phrasal verbs must be separated when you use a personal pronoun.

- The meeting? They've called it off.

Here are some common separable phrasal verbs:

- I didn't want to bring the situation up at the meeting.  
(bring up = start talking about a particular subject)
- Please can you fill this form in?  
(fill in = write information in a form or document)

- I'll pick you up from the station at 8 p.m.  
(pick up = collect someone in a car or other vehicle to take them somewhere)
- She turned the job down because she didn't want to move to Glasgow.  
(turn down = to not accept an offer)

## Non-separable

Some phrasal verbs cannot be separated.

- Who looks after the baby when you're at work?

Even when there is a personal pronoun, the verb and particle remain together.

- Who looks after her when you're at work?

Here are some common non-separable phrasal verbs:

- I came across your email when I was clearing my inbox.

(come across = to find something by chance)

- The caterpillar turned into a beautiful butterfly.

(turn into = become)

- It was quite a major operation. It took months to get over it and feel normal again.

(get over = recover from something)

- We are aware of the problem and we are looking into it.

(look into = investigate)

Some multi-word verbs are inseparable simply because they don't take an object.

- I get up at 7 a.m.

## With two particles

Phrasal verbs with two particles are also inseparable. Even if you use a personal pronoun, you put it after the particles.

- Who came up with that idea?

(come up with = think of an idea or plan)

- Let's get rid of these old magazines to make more space.

(get rid of = remove or become free of something that you don't want)

- I didn't really get on with my stepbrother when I was a teenager.

(get on with = like and be friendly towards someone)

- Can you hear that noise all the time? I don't know how you put up with it.

(put up with = tolerate something difficult or annoying)

- The concert's on Friday. I'm really looking forward to it.

(look forward to = be happy and excited about something that is going to happen)

### Examples:

1. back up — support or defend someone: When the class was making fun of me, only the teacher backed me up.
2. break down— stop working, especially when referring to machines: The ice cream machine at McDonald's is always breaking down.
3. Back out—he had promised me two hundred rand but later he backed out from his words.
4. call around—contact multiple people: Roy called around to find a nearby mechanic.
5. calm down— relax after an energetic or irritated state: I need a few minutes to calm down after that match.
6. call off— cancel: We called the party off. / We called off the party.
7. check out—verify a person or thing (can sometimes be flirtatious when used in reference to a person): I'll check the contract out. / I'll check out the contract.
8. clean up— be extremely successful in an endeavor, such as business, sports, or gambling: Our hockey team cleaned up at the tournament and went home undefeated; Her boss said she had to either clean up or find a new job.
9. clean up—clean a general area: John cleaned the living room up. / John cleaned up the living room.
10. cheer up—make someone happy, especially if they were previously sad: Reading always cheers me up on a rainy day.
11. come around — change an opinion or see a new point of view: I never liked seafood, but came around after trying fried calamari.
12. come between— disturb a relationship: After more than fifty

years of marriage, nothing could come between them.

13. come down on— attack or punish harshly: Ever since last month's accident, police have been coming down on drunk driving.
14. come down with —become sick: After sitting in the rain for hours, Chandra came down with a nasty cold.
15. come out of— happen as a consequence of another event: We missed a day of school, so at least some good came out of our boring class trip.
16. come up—become the topic of discussion or receive attention: Everyone talked about how much they enjoyed the movie, but the run time never came up in the conversation.
17. approach or come near: While walking outside the fence, a cow came up right next to me and licked my face.
18. happen or occur, as with an event or situation: Don't worry about a problem until after it comes up.
19. come up with : think of an idea, especially as the first person to do so, or to produce a solution: Sahar comes up with her best story ideas at night, so she writes them down before she forgets them.
21. count on — rely or depend on: If I'm ever making a mistake, I can count on my friends to warn me.
22. dive into— occupy oneself with something; to pore over quickly or reach into quickly: I'll dive into that new TV show later tonight.
23. dress up—wear nice clothes or put forth in the best light: Abed dressed up for the award ceremony.
24. end up—eventually reach some conclusion or destination: After thinking for a day, he ended up taking the job.
25. fall apart—break into pieces: My new dress completely fell apart after just two washes.  
— suffer from mental or emotional distress: He endured all kinds of harassment at work without flinching but completely fell apart when his cat got sick.
26. fill up— fill something completely: Bruce filled his wine glass up to the brim. / Bruce filled up his wine glass to the brim.
27. find out—discover or learn: We'll have to wait until the next TV episode to find out who the killer is.

28. get across—communicate or explain something clearly: The professor spoke for hours but didn't get anything across to the students.
29. get ahead—succeed or progress: You'll never get ahead at this company unless you follow the rules.
30. get around—travel from place to place: It's impossible to get around this city without a car.
31. get around to—do something eventually: I'll get around to fixing the table after the playoffs.
32. get away with—escape punishment or some other unpleasantness: Shirley thought she got away with cheating until the teacher asked her to stay after class.
33. get along with—be friendly with: My dog gets along with everyone as long as they're not a cat.
34. get at—reach : There's an itch on my back that I can't get at.  
—attempt to prove or explain: What these graphs are getting at is that we'll be bankrupt by next week.
35. get away—escape or depart from : Lucio liked to go to the lake every weekend, just to get away from the city.
36. get away with—escape punishment for a crime or misdeed: The boss's nephew gets away with much more than any of the other employees.
37. get back—have something returned: Rodger got his pencil back from Greta. / Rodger got back his pencil from Greta.
38. get back at—have revenge on someone: Laila promised herself that she would get back at whoever started the rumor.
39. get by—survive or manage at the bare minimum: When Sheila lost her job, the family had to get by with only their savings.
40. get down: enjoy oneself without inhibitions, especially with music or dancing



### Practice Set I

**Find the meaning of the following phrasal verbs and frame sentences.**

1. put up with:
2. run out of:

3. see to
4. set up
5. show off
6. shut off
7. take after
8. take out

### Activity 1



### *Lets do an activity*

Form a group of eight learners. Let them demonstrate use of phrasal verbs. Also let them discuss troublesome words and common mistakes.

## 3.3 REVIEW COMMON MISTAKES

### Misuse of the infinitive

*Use the gerund and not the infinitive:*

(a) After prepositions or preposition phrases:

1. Without, etc. + -ing.

**Wrong:** Do your work without to speak.

**Correct:** Do your work without speaking.

2. Instead of, etc. + -ing.

**Wrong:** He went away instead to watt. /

**Correct:** He went away instead of waiting.

(b) After words which regularly take a preposition:

1. Capable of + -ing.

**Wrong:** They're quite capable to do that.

**Correct:** They're quite capable of doing that.



**Note :** Also incapable of; to + the infinitive follows able or unable He is unable to do anything

2. Fond of + -ing.

**Wrong:** She's always fond to talk.

- Correct:** She's always fond of talking.
3. Insist on + -ing.  
**Wrong:** Simon insisted to go to London.  
**Correct:** Simon insisted on going to London.
4. Object to + -ing.  
**Wrong:** I object to be treated like this.  
**Correct:** I object to being treated like this.
5. Prevent from + -ing.  
**Wrong:** The rain prevented me to go.  
**Correct:** The rain prevented me from going.
6. Succeed in + -ing.  
**Wrong:** Paula succeeded to win the prize.  
**Correct:** Paula succeeded in winning the prize.
7. Think of + -ing.  
**Wrong:** I often think to go to England.  
**Correct:** I often think of going to England.
8. Tired of + -ing.  
**Wrong:** The customer got tired to wait.  
**Correct:** The customer got tired of waiting.

### Use of the wrong tense

Using the past tense after did instead of the infinitive without to.

- (a) To ask questions:

Don't say: Did you went to school yesterday? /

Say: Did you go to school yesterday?

- (b) To make negatives:

Don't say: I did not went to school yesterday.

Say: I did not go to school yesterday.

Use the present infinitive with out to, not the past tense after the auxiliary did.



Note: the answer to questions begin with **did** is always in the past tense.

Did you see the picture? -Yes .

I saw the picture; or Yes, I did.



1. Using the third person singular after does instead of the infinitive without to.

(a) To ask questions:

**Wrong:** Does the gardener waters the flowers? /

**Correct:** Does the gardener water the flowers?

(b) To make negatives:

**Wrong:** The man doesn't waters the flowers. /

**Correct:** The man doesn't water the flowers.

After the auxiliary does use the infinitive without to, and not the third person of the present.

**Note:** The answer to questions begin with **Does** is always in the present. Tense, third person:

Does he like the cinema?

Yes, he likes the cinema, or Yes, he does.

### **Wrong sequence of tenses.**

**Wrong:** Rachel asked me what I am doing.

**Correct:** Rachel asked me what I was doing.

When the verb in the main clause is in the past tense, use past tense subordinate clause.

### **Use of certain tenses**

1. Use the Simple Present for habitual or frequent actions, and use the Present Continuous for actions taking place at the present moment.

**Examples:** I read the newspaper every day.

I'm reading an English book (now).

2. Use the Simple Past when a definite time or date is mentioned, and use the Present Perfect when no time is mentioned.

**Examples:** I did my homework last night.

I've done my homework

(so I can watch TV - or whatever - now).

3. Express habitual or repeated actions in the past either by the Simple Past or by the phrase used to.

**Example:** I went (or I used to go) to the cinema every week last year.

4. The only correct tense to use is the Present Perfect if the action

began in the past and is still continuing in the present.

**Example:** I've been in this class for two months .

5. Be very careful NOT to use the future but the Present tense in a clause of time or condition , if the verb in the main clause is in the future.

**Example:** I will/'ll visit the Parthenon when I go (or if I go) to Athens.

### Confusion of gender.

**Wrong:** The door is open , please shut her.

**Correct:** The door is open , please shut it.

In English only names of people and animals have gender (masculine, feminine) Inanimate things are neuter, and take the pronoun it with the singular.



**Note:** It's possible to use masculine or feminine pronouns when inanimate things are personified: England is proud of her navy.

1. Using the possessive 's with inanimate objects.

Don't say: Her room's window is open .

Say: The window of her room is open .

With inanimate objects we usually use the of structure '*the door of the car, the leg of the table, the surface of the water* with the names of places and organizations we use either—London's streets—*the streets of London*.

Italy's climate = The climate of Italy.

The school's main office = The main office of the school.



**Note:** However, we do say a **day's work**, a **night's rest**, a **week's holiday**, a **pound's worth**, etc, especially with similar measures of time.

2. Using the objective case after the verb to be.

**Wrong:** It was him.

**Correct:** It was he.

The pronoun coming after the verb to be must be in the nominative case, and no in the objective in written composition. However, the objective case is now usually used in conversation 'it's me, it was him/her/them, etc.

3. Using the objective case after the conjunction than.

**Wrong:** My sister is taller than me .

**Correct:** My sister is taller than I (am).

The word than is conjunction, and can only be followed by a pronoun in the nominative case. The verb coming after the pronoun is generally omitted.



**Note:** Use the objective case in spoken English. Your are much/You're much taller than me

## Errors in the Use of Tenses

### Correct the following sentences

1. I am taking exercise everyday.
2. I have read this news yesterday.
3. He has seen you in the party last night.
4. I am learning English grammar for many days.
5. The earth move round the sun.
6. We shall not go out if it will rain.
7. I had taught him three lessons.
8. I did my work when he came.
9. Here are your shoes. I just polished them.
10. I am studying in Delhi Public School since last year.
11. He know his faults.
12. If you would have come to me, I would have helped you.
13. If you will obey your superiors, you will not come to grief.
14. He get up early in the morning.
15. When she was at Lucknow, she had broken one plate everyday.
16. Is your failure known to all?
17. When I reached home, my father already came.
18. He said that he will not attend the function.
19. He is taking a bath everyday.
20. We are helping the poor for four years.

### Answers

1. I take exercise everyday.
2. I read this news yesterday.

3. He saw you in the party last night.
4. I have been learning English grammar for many days.
5. The earth moves round the sun.
6. We shall not go out if it rains.
7. I taught him three lessons.
8. I had done my work when he came.
9. Here are your shoes, I have just polished them.
10. I have been studying in Delhi Public School since last year.
11. He knows his faults.
12. If you had come to me, I would have helped you.
13. If you obey your superiors, you will not come to grief.
14. He gets up early in the morning.
15. When she was at Lucknow, she would break one plate everyday.
16. Are your failures known to all?
17. When I reached home, my father had already come.
18. He said that he would not attend the function.
19. He takes a bath everyday.
20. We have been helping the poor for four years.

### **3.4 WORDS OFTEN CONFUSED AND MISUSED**

There are certain words and phrases the usage of which generally confuses us. Two words in English language may have the same meaning while their implied meanings may be different. Good writing and speaking depend largely on one's ability to select the right word in the given context. The students are very often confused when they find two or more words for the same meaning.

But these words differ in usage. For example, in the English language we have two words for the same meaning, e.g. Crime and Sin. The word crime means 'an offence, for which there is severe punishment by law'.

Hence we say: 'The business of the law court is to punish crime'. While sin means 'an offence against the principle of morality'. So we say " 'Man is liable to sin'.

#### ***A List of Some Words Often Confused***

1. **Ability** (physical or mental power or skill which can be acquired and developed): He has an ability to be a good carpenter.

**Capacity** (power which is usually inborn): He has a wonderful capacity for mathematics.

2. **Allow** (not to refuse): The principal allowed the children to use the calculators in the exams.

**Permit** (to agree to some action): He was permitted to join the Computer classes.

3. **Abstain** (from a thing): He abstains from beer and wine.

**Refrain** (from an action): One should refrain oneself from abusing.

4. **Answer** (a question is answered): The examiner posed some very difficult questions which the average students could not answer.

**Reply** (a letter or a charge is replied to): I immediately replied to his urgent letter.

5. **Ancient** (opposite of modern): There are several good books on the history of ancient India in our library.

Old (opposite of new): Old is gold.

6. **Admit** (give assent to); He admitted that smoking is a bad habit.

**Confess** (not only to admit something wrong but also to acknowledge guilt): He confessed that he had stolen money.

7. **Astonish** (extreme surprise): I was astonished to see my friend after a long gap of 5 years.

**Surprise** (feeling caused by something new or unexpected): His failure was not a great surprise.

**Wonder** (Surprise combined with admiration): The tourists are filled with wonder when they look at the Taj Mahal.

8. **Anxious** (feeling anxiety): I am anxious about my son's safety at his non-arrival.

**Eager** (strongly desirous): He is eager for his success.

9. **Bravery** (ready to face danger, pain and suffering): He is as brave as a lion.

**Courage** (lies in the mind and is a lofty sentiment): He has the courage to do what he feels right.

**Daring** (pushing forward without hesitation; adventurous): The daring of the mountaineers deserves praise.

**Valour** (bravery esp. in war): The Indian warriors were known

for their deeds of valour.

**Boldness** (usually transient): He showed boldness in rescuing a drowning child.

**Audacity** (Foolish boldness or imprudence in daring): His audacity provoked me much.

10. **Battle** (fight esp. between organized and armed forces): The battle of Philipi resulted in the death of many valiant Romans.

**War** (a series of contests between two armies): War between Troy and Greece was fought for the beautiful Helen.

**Fight** (a combat between small number of persons): Indians fought for their freedom.

11. **Beautiful** (used for the beauty of women): She is known as the most beautiful woman of her city.

**Handsome** (fine appearance of men): He is a handsome fellow.

12. **Behaviour** (treatment shown towards others): Tom is liked by all his classmates for his good behaviour.

**Conduct** (behaviour esp. moral): A good conduct prize was given to a child at school.

**Deportment** (manners): Young ladies used to have lessons in deportment.

13. **Blemish** (a stain that spoils the beauty or perfection; some moral defect): He bears a good character without any blemish.

**Defect** (fault or imperfection): There are many defects in our system of education.

**Flaw** (a defect which is continued such as a crack): Shakespearean tragic heroes often suffer from some tragic flaw.

14. **Begin** (used on all occasions): The meeting will begin at 8 o'clock.

**Start** (beginning of a journey, activity etc.): He decided to start a newspaper.

**Commence** (used only in formal and official language): The winter-session of Parliament will commence on 2nd December.

15. **Custom** (generally accepted behaviour among members of a social group): We should not be slave to customs.

**Habit** (some settled practice esp. that cannot be easily given up): We should not fall into bad habits.

16. **Cite** (mention as an example esp. by quoting from a book to support an argument etc.): He cited the authority of Abraham Lincoln who stands for his perseverance and hard-working.  
**Quote** (repeat words used by another): He quoted a verse from the Bible.
17. **Contentment** (a state of mind where one does not want more): Contentment is the theme of Pope's famous poem 'Ode On Solitude'  
**Satisfaction** (fulfilment of one's expectations): Children's success is a great satisfaction to their parents.
18. **Ceiling** (under surface or overhead lining of a room): He has beautified the ceiling of his room.  
**Roof** (top covering of a building, tent, bus or car): The children are playing on the roof of their house.
19. **Careful** (paying attention to what one does or says): One should be careful to what one does.  
**Meticulous** (showing great attention to detail): He is very meticulous in his choice of words.  
**Scrupulous** (adherence to what one knows to be true, correct or exact etc.): The newly appointed Chief Justice is quite scrupulous in dispensing justice.
20. **Certain** (something beyond question or doubt): It is certain that two and two make four.  
**Inevitable** (that cannot be avoided): Death is an inevitable end of all the mortals.  
**Necessary** (which has to be done): Sleep is necessary to health.
21. **Curious** (eager to know): He is very curious about his future.  
Inquisitive (inquiring into other people's affairs): He is inquisitive about his neighbour's income.
22. **Charitable** (helping the poor): The charitable institutions help the poor and helpless persons.  
**Benevolent** (kind and helpful): He is benevolent towards all the needy people.  
**Philanthropic** (lover of mankind who gives money on large scale): His philanthropic attitude motivates him to donate large amounts of money for the orphans, widows, disabled and the poor.  
**Altruistic** (unselfish): He is altruistic in serving mankind.

23. **Common** (belong to, used or done by all or nearly all members of a group or society): In multi-lingual countries, English is a common language.
- Ordinary** (usual or customary): She went to the party in ordinary dress.
- Vulgar** (ordinary but coarse): He delivered a speech in the vulgar tongue.
- Familiar** (acquainted): I am not very familiar with the modern mathematics.
24. **Communicate** (pass on news, information, feeling etc.): Often the children are not able to communicate with their parents.
- Impart** (pass on a secret or news): I have nothing to impart to you today.
25. **Contagious** (disease spreading by contact): Small-pox is a contagious disease.
- Infectious** (disease spreading through bacteria carried in the atmosphere or in water): Typhoid is an infectious disease.
26. **Correct** (freedom from error): We learnt the correct pronunciation.
- Accurate** (careful and exact): His knowledge of phonology is accurate to certain extent.
- Right** (something, just and true): We should know the difference between right and wrong.
27. **Deny** (disown or refuse to acknowledge): I denied the charge of having any hand in the M.P.'s murder.
- Refuse** (say 'no' to a request or offer): Her refused to help me.
28. **Explore** (inquire into or examine a country etc. by going through it): The navigators explored the ocean's depth for a good knowledge of it.
- Discover** (find our something that existed before): Columbus discovered America.
- Invent** (create or design something not existing before): Graham Bell invented ine telephone.
29. **Declare** (make known clearly or formally): The President of the athletic association declared the athletic meet open.
- Announce** (make known for the time): His engagement with Sony is ultimately announced.



## List of Troublesome Words

1. All ready- means everybody or everything is ready  
Already- means previously
2. Almost- an adverb meaning nearly  
Most- an adjective which is the superlative of some
3. Alumnus- refers to a male graduate (singular)  
Alumni- refers to male graduates (plural)  
Alumna- refers to female graduate (singular)  
Alumnae- refers to female graduates (plural)
4. Among- used to refer to more than two persons or things  
Between- used to refer to only two persons or things.
5. amount- refers to quality in bulk  
Number- refers to countable units (persons or things)
6. antagonist- a competitor in any sphere of action; an opponent, villain  
Protagonist- one who takes the lead in any movement; an advocate; a leading character
7. behavior- action in conformity with the required standards of decorum  
Conduct- direction or guidance of one's action
8. Beside- means next to or close to Besides- means in addition to
9. Bother- minor disturbance of one's peace of mind  
Annoy- stresses temporary disturbance of mind caused by something that displeases one or tries one's patience
10. Bring- to carry towards the speaker  
Take- means to carry away from the speaker
11. Can- used to indicate ability or capability  
May- to indicate permission
12. Fail- to be unsuccessful in obtaining a desired end  
Flunk- to fail or cause to fail in school work
13. Fewer- refers to quantities that can be counted individually  
Less- used for collective quantities that are not counted individually and for abstract characteristics
14. Formally- means in a formal manner Formerly- previously
15. hanged- used in reference to a person Hung- used in reference to a thing

16. I - personal pronoun referring to the speaker  
Me- objective form of the pronoun I
17. In- refers to a state of being (no motion)  
Into- used for motion from one place to another
18. lay- put/place Lie- rest/ recline
19. Lend- give Borrow- get
20. Let- allow/ permit  
Leave- go away/ keep in place
21. Lawful- allowed by law, not contrary to law  
Legal- established or authorized by law
22. Learn- to acquire knowledge; to find out why  
Teach- impart knowledge, to show how

### **3.5 REVIEW PAST WASSCE PAPERS**

#### ***English Questions Paper 1***

##### **Section 1**

Please do not take a topic from any aspect of the essay without understanding the Topic and how to go about the writing.

If you are not good at Letter Writing do not choose letter writing, and if you are not good at article writing do not force yourself, do not allow the topic to deceive you, it is all about what and how to write not the topic.

##### **Section 2**

The Summary Questions will be given to you. Read the Passage to your understanding first before attempting the questions asked.

The English summary test helps you to know in few sentences what the paragraphs on the passage are all about. The latest summary passage is coming your way as you keep checking back.

From the words lettered A to D, choose the word that has the same vowel sound as the one represented by the letters underlined.

1. wit
- |           |           |
|-----------|-----------|
| A. fright | B. wheat  |
| C. tree   | D. market |

2. look

- |         |            |
|---------|------------|
| A. glue | B. you     |
| C. cup  | D. curious |

### Section 3

From the words lettered A to D, choose the word that has the same consonant sound(s) as the one represented by the letter(s) underlined.

3. dance

- |              |             |
|--------------|-------------|
| A. handsome  | B. sandwich |
| C. adjective | D. pounding |

4. plucked

- |           |            |
|-----------|------------|
| A. smiled | B. slammed |
| C. luck   | D. table   |

### Section 4

From the words lettered A to D, choose the word that rhymes with the given word.

5. carrier

- |            |            |
|------------|------------|
| A. area    | B. barrier |
| C. serious | D. ravine  |

6. drought

- |          |           |
|----------|-----------|
| A. crowd | B. nought |
| C. shout | D. taught |

## English Questions Paper 2

### Section A (50 MARKS)

*Answer one question only from this section. All questions carry equal marks. Your answer should not be less than 450 words. I advise you to spend about 50 minutes in this section.*

- Your friend in another school has requested information about your school to enable him to decide on moving over to your school. Write a letter to him discussing at least three areas in which your school excels.
- Write an article for publication in your school magazine, discussing the reasons children in your area drop out of school and suggesting ways of minimising it.
- As the president of your youth club, write a letter to the

chairman of your Local Government Association complaining about the increasing rate of child labour and suggesting ways of curbing it.

4. You are the chief speaker in a debate on the topic: Women should not be in paid employment while still bearing children. Write your contribution for or against the topic.
5. Write a story that ends with the words: That experience will linger on my mind for a long time.

**Section B COMPREHENSION (20 marks)**

**Read the following passage**

Dele groaned and got out of bed. There was no clock on the mantelpiece and the room was still dark, but he knew he was already late for work, probably by an hour.

He was a commercial bus driver and had to get started as early as 5.00 a.m. and go almost non-stop till about 9.00 p.m. to make the daily returns that the bus owner demanded.

On the previous day, he had attended an all-night party – a late uncle’s burial ceremony – where he had drunk himself almost senseless before crawling home in the early hours of the morning.

Now, he got up shakily, splashed water on his face, and hurried off to work, but not before carefully fastening on his upper left arm the amulet he had always worn for protection against accidents.

A similar amulet hung concealed under the steering column of his bus.

On his way, still feeling groggy, he caught his left toe against a stump and had some misgiving. It was a bad sign, and he was supposed to go back home and then set out again.

But there was no time for that now, so he hurried on. At the bus station, Dele quickly loaded his bus and sped off with none of the checks on the vehicle.

He had to make up for the lost time. It was the rush hour, so it overloaded the bus as it often was, with many passengers hanging on to the doors.

The tyres were threadbare; the brakes were faulty, and the road was wet, but, still feeling a little sleepy, Dele sped on.

Many passengers protested about his reckless driving, but he

would not listen. After all, didn't he have protection against accidents?

As the vehicle took the last turn before its destination, Dele saw a broken-down truck blocking his side of the road.

Under normal circumstances, he could have brought the bus safely to a halt, but the circumstances were far from normal. The careering bus hit the parked vehicle, swerved wildly across the road, and plunged into a ditch.

Dele's surprise before he sank into oblivion was the failure of his supposedly protective amulets.

**Now answer the questions:**

- (a) Why did Dele wake up late?
- (b) ... He caught his left toe against a stump and had some misgivings. What does this tell us about Dele?
- (c) Give two reasons Dele drove recklessly.
- (d) Why was Dele unable to stop his faulty vehicle?
- (e) What was Dele's condition after the accident?
- (f) After all, didn't he have protection against accident? What literary device is used in this expression?
- (g) ... wildly across the road...
  - (i) What grammatical name is given to the expression as it is used in the passage?
  - (ii) What is its function?
- (h) For each of the following words, find another word or phrase which means the same and can replace it in the passage:
  - i. probably; ii. returns; iii. groggy; iv. misgiving v. threadbare vi. reckless.

**Section C (SUMMARY) [30 MARKS]**

I advise you to spend about 50 minutes in this section. Read the following passage carefully and answer the questions in it.

You cannot expect to go through life without meeting problems. Difficulties, perplexities and frustrations are an inevitable part of the human experience.

Accepting this idea of the inevitability of problems will help you approach them in a robust frame of mind rather than thinking that you are a victim especially singled out by malignant fate. When confronted with a problem, the first thing to do is gather all

relevant data to get acquainted with the facts of the case.

Then write exactly what the problem is, stating it simply in black and white. This gives you something definite with which to come to terms. The problem is assessed and you will now have something concrete to deal with.

Next, give serious thought to the problem, making sure that such a thought does not degenerate into worry as worry accomplishes nothing. Aim at clear, dispassionate thought, viewing the problem as if it were a friend's and not your own. Look at it from all angles and from the point of view of all concerned.

You court disaster if you are entirely selfish in your outlook. The single important purpose of all this is to discover all possible solutions to the problem.

Having examined the problem broadly and impartially, carefully examine all the solutions or courses of action.

The knowledge that you have done this will keep you from useless regrets later when you can remind yourself that all courses of action were examined and you chose what appeared to be the best.

Next, eliminate all proposed solutions which are seen on further thought to be impracticable.

You now find that it has whittled your list down to two or three possibilities. At this stage, it is often a good plan to get out into the open air. Go for a walk or a ride, preferably somewhere with wide horizons.

There, out in the open, review the problem afresh. You will find it appears less formidable.

Ask yourself how the difficulty will appear in ten years' time or even one!

This fresh review will enable you to make a final choice as you turn to the remaining solutions and, before you return home, decide which one you are going to adopt.

As you go to sleep that night, let your last thoughts be upon your decision. If, in the morning, you still feel it is the best one to take, go ahead.

If you have a friend who can give sound advice, consult him. Do this before your final decision, so that you will have the benefit of his views before you decide. Talking things over with another is always a great help.

It enables you to isolate the problem and to decide which on which factors are important. Even if the friend offers no advice, a sympathetic ear will help you.

As you describe to your friend the courses open to you, you will see them in clearer light. Some will appear impossible even as you speak.

Alternatively, one will appear most attractive. In dealing with problems, remember the time factor.

Although some problems solve themselves in time and delaying tactics is, therefore, the best form of action for them, most other problems get more complicated the longer they are left.

You should therefore get to grips with the problems immediately they occur.

Reasonable foresight and imagination can prevent many problems from ever arising. Tact, thoughtfulness and responsible conduct can also keep life largely problem-free.

In six sentences, one for each, summarise the steps to be taken when faced with a problem and state why each step is necessary.

### **3.6 SPEECH DEVELOPMENT ORAL PRACTICE**

Almost all children learn the rules of their language at an early age through use, and over time, without formal instruction. Thus one source for learning must be genetic. Humans beings are born to speak; they have an innate gift for figuring out the rules of the language used in their environment.

Children do not, however, learn only by imitating those around them. We know that children work through linguistic rules on their own because they use forms that adults never use, such as "I goed there before" or "I see your feets."

Children eventually learn the conventional forms, went and feet, as they sort out for themselves the exceptions to the rules of English syntax.

As with learning to walk, learning to talk requires time for development and practice in everyday situations. Constant correction of a child's speech is usually unproductive.

In summary, language occurs through an interaction among genes (which hold innate tendencies to communicate and be sociable), environment, and the child's own thinking abilities.

## Oral Language Components

Oral language, the complex system that relates sounds to meanings, is made up of three components:

- the phonological,
- semantic, and
- syntactic.

1. **The phonological component** involves the rules for combining sounds. Speakers of English, for example, know that an English word can end, but not begin, with an **-ng** sound.

We are not aware of our knowledge of these rules, but our ability to understand and pronounce English words demonstrates that we do know a vast number of rules.

2. **The semantic component** is made up of morphemes, the smallest units of meaning that may be combined with each other to make up words (for example, **paper** + **s** are the two morphemes that make up papers), and sentences. A dictionary contains the semantic component of a language, but also what words (and meanings) are important to the speakers of the language.

3. **The syntactic component** consists of the rules that enable us to combine morphemes into sentences. As soon as a child uses two morphemes together, as in "more cracker," she is using a syntactic rule about how morphemes are combined to convey meaning.

Like the rules making up the other components, syntactic rules become increasingly complex as the child develops. From combining two morphemes, the child goes on to combine words with **suffixes** or **inflections** (-s or -ing, as in papers and eating) and eventually creates questions, statements, commands, etc. She also learns to combine two ideas into one complex sentence, as in "I'll share my crackers if you share your juice."

Of course speakers of a language constantly use these three components of language together, usually in social situations. Some language experts would add a fourth component: pragmatics, which deals with rules of language use.

Pragmatic rules are part of our communicative competence, our ability to speak appropriately in different situations, for example, in a conversational way at home and in a more formal way at a job



interview. Young children need to learn the ways of speaking in the day care center or school where, for example, teachers often ask rhetorical questions.

Learning pragmatic rules is as important as learning the rules of the other components of language, since people are perceived and judged based on both what they say and when they say it.

### **Nurturing language development**

Teachers can help sustain natural language development by providing environments full of language development opportunities. Here are some general guidelines for teachers, parents, and other caregivers:

- Understand that every learner's language or dialect is worthy of respect as a valid system for communication. It reflects the identities, values, and experiences of the child's family and community.
- Treat learners as if they are conversationalists, even if they are not yet talking. Learners learn very early about how conversations work (taking turns, looking attentively, using facial experiences with conversing adults).
- Encourage interaction among children. Peer learning is an important part of language development, especially in mixed-age groups. Activities involving a wide range of materials should promote talk.
- Remember that parents, caregivers, teachers, and guardians are the chief resources in language development. Learners learn much from each other, but adults are the main conversationalists, questioners, listeners, responders, and sustainers of language development and growth in the child-care center or classroom.
- Continue to encourage interaction as learners come to understand written language. Children in the primary grades can keep developing oral abilities and skills by consulting with each other, raising questions, and providing information in varied situations.

Stages of Oral Language Development	
Pre-Production Stage	<p>Learners may not speak, but use a variety of strategies:</p> <ul style="list-style-type: none"> <li>○ Responds by pointing, nodding, performing an act making gestures or drawing pictures.</li> <li>○ Says only yes, no or names of others learners.</li> <li>○ Has minimal comprehension but can understand some key words.</li> </ul>
Early Production Stage	<p>Learners can speak with one/two word answers or in phrases:</p> <ul style="list-style-type: none"> <li>○ Demonstrate comprehension by answering with a simple yes/no, or who/what/ when response.</li> <li>○ Independently uses routine expression in key words. Can listen with greater understanding.</li> </ul>
Speech Stage	<p>Learners begin to use dialogue by producing longer sentences.</p> <ul style="list-style-type: none"> <li>○ Initiates conversation by asking and answering simple questions.</li> <li>○ Speaks with less hesitation, demonstrates greater understanding and uses newly-acquired vocabulary</li> </ul>
Intermediate Fluency Stage	<p>Learners are beginning to make and discuss complex statements:</p> <ul style="list-style-type: none"> <li>○ Independently states opinions, asks for clarification and will share their thoughts</li> <li>○ Demonstrates move extensive vocabulary</li> <li>○ Speaks longer with accuracy and correctness</li> </ul>

Proficiency Stage:	<p>Learners can participate fully in grade level activities with minimal assistance:</p> <ul style="list-style-type: none"> <li>○ Demonstrate accuracy and correctness that is comparable to native language and speakers</li> </ul>
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### **3.7 TIPS FOR TAKING PUBLIC TESTS**

If you are appearing for college entrance exams, classroom tests, and most other examinations which contain multiple-choice questions, you need to learn some test taking strategies which will be very beneficial for you.

#### ***Look at these tips for taking public tests:***

- **Read the entire question.** Read a multi-choice question in its entirety before glancing over the answer options. Learners often think they know what a question is asking before reading it and jump straight to the most logical answer. This is a big mistake and can cost you dearly on multiple-choice exams. Read each question thoroughly before reviewing answer options.
- **Answer it in your mind first.** After reading a question, answer it in your mind before reviewing the answer options. This will help prevent you from talking yourself out of the correct answer.
- **Eliminate wrong answers.** Eliminate answer options which you're 100 percent sure are incorrect before selecting the answer you believe is correct. Even when you believe you know the right answer, first eliminating those answers you know are incorrect will ensure your answer choice is the correct choice.
- **Use the process of elimination.** Using the process of elimination, cross out all the answers you know are incorrect, then focus on the remaining answers. Not only does this strategy save time, it greatly increases your likelihood of selecting the correct answer.
- **Select the best answer.** It's important to select the best answer to the question being asked, not just an answer that seems correct. Often many answers will seem correct, but there is typically a best answer to the question that your professors is looking for.

- **Read every answer option.** Read every answer option prior to choosing a final answer. This may seem like a no brainer to some, but it is a common mistake students make. As we pointed out in the previous section, there is usually a best answer to every multiple-choice question. If you quickly assume you know the correct answer, without first reading every answer option, you may end up not selecting the best answer.
- **Answer the questions you know first.** If you're having difficulty answering a question, move on and come back to tackle it once you've answered all the questions you know. Sometimes answering easier questions first can offer you insight into answering more challenging questions.
- **Make an educated guess.** If it will not count against your score, make an educated guess for any question you're unsure about. (**Note:** On some standardized tests incorrect answers are penalized. For example, a correct answer may be worth 2 points, an unanswered question 0 points, and an incorrect answer -1 points. On these tests, you can still make an educated guess, but only when you're able to eliminate at least one or two incorrect answers.)
- **Pay attention to these words...** Pay particularly close attention to the words not, sometimes, always, and never. An answer that includes always must be irrefutable. If you can find a single counterexample, then the answer is not correct. The same holds true for the word never. If an answer option includes never a single counterexample will indicate the answer is not the correct.
- It's usually best to stick with your first choice--but not always. It is best to stick with the answer you first chose after reading the question. It is usually counterproductive to constantly second guess yourself and change your answer. However, this doesn't mean your first answer choice is necessarily the correct answer choice. While multiple choice tests aren't usually intentionally designed to trick or confuse students, they are designed to test students' knowledge and ability. To this end, the answer options provided will often include the most common wrong answer among the choices or answers that seem logical but are ultimately incorrect, or the best answer.
- **"All of the above" and "None of the above":** When you

encounter "All of the above" and "None of the above" answer choices, do not select "All of the above" if you are pretty sure any one of the answers provided is incorrect. The same applies for "None of the above" if you are confident that at least one of the answer choices is true.

- **When there are seemingly two correct answers.** When two answers are correct in a multiple choice question with an "All of the above" option, then it's probably the correct choice.
- Place your bet on the positive option. In most cases, a positive option is probably true if there is also a negative one.
- **The more information... the better.** More often than not, the correct answer usually contains more information than the other options. This is good to know if you must guess.

## Review Exercise

### A. *Select the right word and fill in the blanks.*

1. Thank you for the ..... Its most kind of you.  
(*complement, compliment*)
2. My ..... doesn't allow me to tell lies. (*conscience, conscious*)
3. What is the ..... of deforestation on the environment?  
(*affect, effect*)
4. Please don't moan and ..... about the assignment.  
(*grown, groan*)
5. Did you hear the door .....? (*creak, creek*)
6. Wine is stored in the ..... (*seller, cellar*)
7. She sings so well music is in her ..... (*genes, jeans*)
8. The perfume came in a glass ..... (*vile, phial*)
9. I had to ..... the dough for five minutes before putting it in the oven.  
(*need, knead*)
10. Did you get a ..... for winning the debate? (*medal, meddle*)

**B. Find the meaning and frame sentences of the following verbs:**

1. get over
2. get through
3. get to
4. get together
5. have a social event
6. give away
7. give up
8. give up

**C. For each of the following sentences, select the word that properly completes it.**

1. (Beside, Besides) Elena, you are the only one I can trust.
2. (There, Their, They're) (advice, advise) was never meant to be sold to other companies.  
There/advice  
Their/advice  
There/advise  
They're/advice  
They're/advise  
Their/advice
3. (There, Their, They're) the only ones we can blame.
4. (Who's, Whose) responsible for this mistake?
5. He sat (beside, besides) me in the meeting.
6. He was sure to (accept, except) the offer by the following day.
7. If we can (precede, proceed) with this project quickly, the company is more likely to give us more business in the future.