

ENGLISH LANGUAGE
GRADE XII
STUDENT TEXTBOOK

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Contents



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UNIT 1 GRAMMAR: THREE CASES OF PRONOUNS AND VERB USAGE

1.1 Three Pronouns	1
Kinds of Pronouns	2
Possessive Pronouns	4
Reflexive and Emphasizing Pronouns	5
1.2 The noun: Case	6
The Nominative Case	6
The Objective Case	7
The Possessive Case	8
1.3 Verb Usage Part	10
1.4 Speech Writing	16
1.5 Summary Writing	19

UNIT 2 GRAMMAR: POEM, PROSE, DRAMA, SPEECH WRITING AND REVIEW OF VERB USAGE

2.1 Introduction	25
2.2 Review Essay Writing	26
On writing the review...	26
2.3 Creative Writing	36
Types of Creative Writing	36
Poetry Example	37
Short Story Example	42
Novel Example	43
Story Starters for Creative Writing	43
2.4 Review Verb Usage	44

Proper Usage of Verb	45
Common Errors in the Use of Verbs	49
2.5 Five Forms /Principal Parts of a Verb	51
Five forms of verbs used for	51
s/form	53
ing/form	54
Past Tense	55
Present Simple	57
Past Simple	58
Future Simple	59
Present Perfect	60
Past Perfect	61
Future Perfect	62

UNIT 3 GRAMMAR: PHRASAL VERBS, COMMON MISTAKES AND PAST WASSCE PAPERS

3.1 Introduction	67
3.2 Review Phrasal Verbs	68
Separable	68
Non-separable	69
Examples:	70
3.3 Review Common Mistakes	73
Misuse of the infinitive	73
Use of the wrong tense	74
Wrong sequence of tenses.	75
Confusion of gender.	76
Errors in the Use of Tenses	77
3.4 Words often Confused and Misused	78
List of Troublesome Words	83
3.5 Review past WASSCE Papers	84
3.6 Speech Development Oral Practice	89
Oral Language Components	90
3.7 Tips for Taking Public Tests	93

UNIT 4 GRAMMAR: ESSAY WRITING/CREATIVE WRITING/VERB USAGE

4.1 Introduction	97
The importance of creative writing	98
Elements of Creative Writing	100
4.2 Creative Writing Examples	104
4.3 Review Verb Usage	107
4.4 Five Forms/Principal Parts of a Verb	110
4.5 Review of Tenses	118
4.6 Speech Development/ Oral Practice	123

UNIT 5 GRAMMAR: REVIEW VOCABULARY

5.1 introduction	127
5.2 One-Word Substitution	127
5.3 Synonyms	130
5.4 Words often Confused and Misused	131
5.5 Idioms and Phrases	136
5.5 Collective Nouns	139
5.6 Young ones of Animals	140
5.7 Cries of Birds and Animals	140

UNIT 6 GRAMMAR: MORE REVIEW WITH WASSCE PAPERS

General Examination Instructions.	143
Paper 1	143
SECTION 1	143
SECTION 2	144
SECTION 3	145
SECTION 4	147
Paper 2	148
SECTION A (50 MARKS)	148
SECTION B: COMPREHENSION	149
SECTION C (SUMMARY)	150

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Semester: One

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E12CH1

Unit

1

Grammar: The Three Cases of Pronouns and Verb Usage

Objectives

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

- Construct speeches effectively using the perfect tenses
- Differentiate the three cases of pronouns
- Recognize different kinds of speeches
- Prepare and present speeches

1.1 THREE PRONOUNS

The pronoun is a word that is used instead of a noun, which has already been mentioned or already known. Pro means for so word pronoun means word used for a noun.

Compare the following two groups of sentences:

(a) **Elizabeth** is a good girl. **Elizabeth** always comes first. **Elizabeth** obeys the teacher. Everybody praises **Elizabeth**.

(b) **Elizabeth** is a good girl. **She** always comes first. **She** obeys the teacher. Everybody a raises **her**.

You will note that the second sentence sounds better. It is easier and nicer to say 'She' or 'her' than to repeat the noun

Structure of the Unit

1.1	Three Pronouns
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

Elizabeth every time. **She** or **her** has been used in place of noun Elizabeth. **She** or **her** is a pronoun.

Kinds of Pronouns

Pronouns can be classified into the following categories :

I. Personal Pronouns

Study the following sentences:

1. I am playing.
2. We are playing.
3. You are playing.
4. He (*she, it*) is playing.
5. They are playing

Here, I, we, you, he, she, it, they are called Personal Pronouns because they stand for the following three persons:

- **First Person** person or persons speaking as – **I** and **we**.
- **Second Person** person or persons spoken to as – **You**.
- **Third Person** person or persons spoken of as – **He, She, It, They**, etc.

Forms of Personal Pronouns

Most of the personal pronouns have different forms according to their number, gender and case. The forms of the personal pronouns are set out below.

First Person (Masculine or Feminine)

Case	Singular	Plural
Nominative	I	we
Objective	me	us
Possessive	my, mine	our, ours

Second Person (Masculine or Feminine)

Case	Singular	Plural
Nominative	you	you
Objective	you	you
Possessive	your, yours	your, your

Third Person (Masculine or Feminine)

Case	Singular			Plural
	Masculine	Feminine	Neuter	
Nominative	he	she	it	they
Objective	him	her	it	them
Possessive	his	her/hers	its	their, theirs

Use of Pronoun 'it'**We use Pronoun 'It':**

- (i) to refer to lifeless things or to animals (*where gender is either unknown or is not important*) or to a small child, (*again whose gender is either unknown or is unimportant*)
e.g. This is a lamp. It is beautiful.
- (ii) to refer to a group of words, which is actually the subject of a sentence.
e.g. It is wonderful to go to the hills.
- (iii) to refer to someone or something with a view to identify himself or it.
e.g. What is that thing?
It is a plastic crab.
- (iv) in sentences regarding distances or the weather.
e.g. It is hot today.
- (v) to bring into prominence a part of the sentence.
e.g. It was my uncle, who called you.

**Practice Set I**

Fill in the blanks with personal pronouns.

- has done her duty.
- lost his purse and could not find

3. "Did get the notice?" asked the captain. "Yes, sir did" answered the soldier.
4. rained very heavily last night.
5. Dolly wants me to lend her my book. has lost in the classroom where went with and friend.
6. We scored as many goals as could.
7. It was who rang you.
8. Between you and I do not believe him.

2. Possessive Pronouns

Possessive Pronouns are those pronouns that indicate possession or relationship. Pronouns as 'mine', 'our', 'yours', 'his', 'hers', 'theirs' are **Possessive Pronouns**.



Note: (i) Possessive Pronouns are sometimes confused with possessive Adjectives.

However a Possessive Adjective comes before a noun and qualifies it and a possessive pronoun comes after the noun.

e.g. This is **my** book. (*Possessive Adjective*)

This book is **mine**. (*Possessive Pronoun*)

(ii) We do not use the apostrophe with 'his', 'hers', 'its', 'theirs' or 'yours.'

The apostrophe is used to show possessive. These words themselves are possessive and do not need the apostrophe.



Practice Set 2

Fill in the blanks with possessive pronouns.

1. This book is not ; it is
2. They have revealed identity now.
3. We should share possessions with others.

4. new project looks promising.
5. This is new car.
6. "Is this boy ?" said Belinda.
7. "Yes, it is, " replied Harry.
8. "Then take away." It will get misplaced here.

3. Reflexive and Emphasizing Pronouns

Look at the Examples

- A.
 1. I blame **myself** for it.
 2. We often talk to **ourselves**.
 3. You will hurt **yourself**.
 4. You will enjoy **yourself**.
 5. He hanged **himself**.
 6. The horse has hurt **itself**.
 7. She put **herself** to trouble for nothing.
 8. They always talk about **themselves**.
- B.
 1. I **myself** was there.
 2. We **ourselves** served the guests.
 3. You must do it **yourself**.
 4. Boys, you **yourselves** wanted this.
 5. He **himself** told me this.
 6. She **herself** insulted me.
 7. They **themselves** went there.
 8. The town **itself** fell.

The pronouns **myself, ourselves, yourself, yourselves, himself, herself, themselves, itself**, in sentences grouped under (A) behave like objects the verbs, but they refer to the same persons as the subjects of the verbs. Such pronouns are called **Reflexive Pronouns**.

Whom do I blame for it? - Myself.

Whom did he hang? - Himself.

The pronouns **myself, ourselves, yourself, yourselves, himself, herself, themselves, itself** in sentences grouped under (B). are used with a Noun or pronoun for the sake of emphasis. They are, therefore, called **Emphasizing pronouns**.



Practice Set 3

Fill in the blanks with Reflexive/Emphasizing pronouns.

1. I do not know the reason for my behaviour.
2. They have done this So lets give them an award for it.
3. The Sant took all initiative for welfare of others only.
4. The weather is changing; what changes will be there, the weather will show in coming days.
5. We will have to make efforts for progress.
6. She is to be praised for her success.
7. Our nature reflects in our actions.

1.2 THE NOUN: CASE

A noun must have a relation with some other word in a sentence. This relation is called a case.

There are three main cases in English:

- The nominative case
- The objective (or accusative) case
- The possessive case.

The Nominative Case

When a noun or a pronoun is used as the subject of a verb it is said to be in the nominative case.

1. **Ahana** addressed the class. (Subject- Ahana)
2. **Rwanda** won the match. (Subject -Rwanda)
3. **David** and **his sister** went to the house. (David and his sister are the subjects)

Ahana, **Rwanda**, and **David** and **his sister** are the subjects of the verbs addressed, won and went.

How to we find the subject of a verb:

- Put **who** or **what** before the verb as:

Who addressed the class? The answer is Ahana. Who won the

match? The answer is Rwanda. Who went to the house? The answer is David and his sister.

The Objective Case

Any noun or pronoun used as the object of a verb or a preposition is said to be in the **objective case** as:

- The cow gives us **milk**.
- The teacher solved the **sum**.

Milk and **sum** are the objects of the verbs **gives** and **solved**.

How do we find the object of a verb?

We ask the question **what** or **whom** to the **verb**— **what** does the cow give us—milk, so milk is the object of the verb, gives. **What** did the teacher solve? The answer is 'sum', so sum is the object of the verb 'solved'.

In objective case, there may be two objects—**direct** and **indirect**.

- Harry gave Linette some books.

Here, the verb gave has two objects. Linette is the **indirect object**, the person receiving something.

Some books is the **direct object**, the thing that someone gives.

	<i>Indirect Object</i>	<i>Direct Object</i>
Marry gave	Harry	a chocolate
I'll send	my mother	a recipe book
We got	the orphans	ice cream

Usually, the direct objects are names of lifeless objects, while indirect objects are the names of human beings or animals.

1. Mrs Daniel teaches us English.
2. He gave the beggar some food.

- In sentence no. 1, the **indirect object** is **us**, while **English** is the **direct object**.
- In sentence no. 2, the **indirect object** is the **beggar**, while **food** is the **direct object**.



Practice Set 4

Pick out the direct and indirect objects in the following sentences.

1. The leader gave us many promises.
2. Her father given her a lap top.
3. I owe my teacher many things.
4. The Principal gave us prizes.
5. The master taught the servant a lesson.
6. The king granted the poor people loans.
7. My father bought a car.
8. The dog chased its tail.
9. The bank officer issued me an ATM card.

The Possessive Case

A noun or a pronoun used to express **ownership** or **relationship** indicates **possession** and is said to be in the **possessive case**.

The possessive case is formed in two ways:

1. Noun + 's

This is Gerald's hat.

The children's toys are on the table.

2. of + noun

The legs of this chair.

This is the window of the house.

1. **A. 's** is used with a noun denoting a person's name:

Gerald's hat (**Not** the hat of Gerald): Dick's dog (**Not** the dog of Dick)

1. **B.** Personal names ending in 's' usually take only an apostrophe to avoid the 'ss' take 's':

Jesus — Jesus'

Moses — Moses'

Socrates — Socrates'

1. **C.** Some personal names ending in 's' but not sounding like 'ss' take 's':

Harris's

Agnes's

1. D. 's is used with singular nouns not ending in 's':

a girl's dress a lady's hat
a man's clothes a child's toys

1. E. 's is used with plural nouns not ending in 's':

Men's shoes
women's saloon

But plural nouns ending in 's' take only an apostrophe placed after the plural 's':

Girls' school Boys' hostel

1. F. When two nouns are closely related, the possessive is put with the latter noun:

It happened during Chanakya and Gupta's reign

1. G. 's is used with nouns denoting time/space/weight:

A month's time paper's size
a ship's length a pound's weight

1. H. 's is used in idiomatic expression:

For God's sake
at a stone's throw
at one's wit's end
at an arm's length

1. I. In some cases we shorten a sentences:

He is going to the butcher's.
They are going to St. Paul's (church/school).

1. J. 's is used to mean one of many:

He is friend of my daughter's.
She is the niece of my aunt's

1. K. 'The last element of a compound noun takes 's':

The Rani of India's palace.
My father-in-law's stick.

2. A. Of + Noun

Is used with lifeless things:

The legs of a chair
The windows of the house
The screen of the computer



Practice Set 5

A. Pick out the nouns or pronouns in the nominative case:

1. The village master taught in his little school.
2. The shepherd heard a barking sound.
3. My friend lives in Trivoli.
4. Her childhood was spent in misery.
5. This flower will lose its freshness.

B. Pick out the nouns and pronouns in the objective case:

1. The guard waves the flag.
2. Kigali river stand on the Nyabarongo River.
3. My pen is on the table.
4. I met a little village girl.
5. This dog chased the cat.

C. Pick out the nouns or pronouns in the possessive case:

1. Dolly's Daniel is long.
2. I fond your sister's shoes.
3. I lost my friend's address.
4. This is her ring.
5. The lion bit the deer's leg.

Activity 1

Lets do an activity

Form a group of eight learners. Divide them into two groups. Let them discuss three cases: Nominative, Objective and Possessive with examples.

1.3 VERB USAGE PART

A. Present Perfect Tense

The present perfect tense is formed by combining "have" or "has" with the past participle of the action verb. "Has" is used for third

person singular (he, she, or it) while "**have**" is used for everything else. Hence, perfect verb tenses describe an action that started in the past and either still continues or the effect of the action still continues.

- Present perfect describes an action that started in the past and is still continuing

For example, they have spoken for 2 hours

- Past perfect describes an action that started in the past and was complete when another action started; includes "had" and the past participle.

For example, they had spoken before they made a decision

- Future perfect describes an action will be complete by a certain point in time

For example, they will have spoken by 5:00 p.m. on Tuesday.

The tense is used to discuss something that started in the past and continues into the present. It indicates that the action is complete.

- **Subject + has/have + V₃ + obj.**

I have practised music.

Present Perfect	Examples
To describe an action that has just finished or completed in the immediate past.	I have just finished doing my home work.
To denote an action that began in the past but continues up to today (using for/since)	I have known him for long.
To describe past events that have an impact on the present.	I have injured my knee.
To express past actions when no definite time is given.	He has eaten up all the sweets.

B. Present Perfect Continuous

The present perfect continuous tense is employed in a sentence to indicate an action that started in the recent past and is still continuing in the present. It is also referred to as the present

perfect progressive tense as the action progresses from the past to the present.

Subject + has/have + been + V₃ + ing + obj.

I have been practising music for two years.

Present Perfect Progressive	Examples
To refer to something that began in the past but is still continuing.	I have been reading this book for the past one week.

Note: **Since** and **for** are used to say how long something has continued up to the present. **Since** is used for a fixed period of time. (since 1980, since January, since Monday etc.) **For** is used for a duration of time. (two days, for one year etc.)



Practice Set 6

Change the tense as directed.

1. The carpenter is making the chair. (Present Perfect Progressive)
2. This garden yields lots of fruits. (Present Progressive)
3. We visit that place daily nowadays. (Present Progressive)
4. He is showing progress in his performance. (Present Perfect)
5. The people are asking the government to do something about the rising prices. (Present Perfect)
6. The population has been increasing continuously for the last few decades. (Present Perfect)

C. Past perfect.

The Past Perfect tense is quite an easy tense to understand and to use. This tense talks about the "past in the past".

Let us look at the structure and use of the Past Perfect tense.

The structure of the Past Perfect tense is:

subject + **auxiliary have** + **main verb**
had past participle

The auxiliary verb (have) is changed in the Past Simple: **had**

The main verb is invariable in past participle form: **-ed** (or irregular)

For negative sentences we insert **not** between the auxiliary verb and the main verb.

Look at these example sentences with the Past Perfect tense:

subject	auxiliary verb	main verb	
I	had	<i>finished</i>	my work.
You	had	<i>stopped</i>	before me.
She	had	not <i>gone</i>	to school.
We	had	not <i>left</i> .	
Had	you	<i>arrived?</i>	
Had	they	<i>eaten</i>	dinner?

Contraction with Past Perfect

When we use the Past Perfect in speaking, we often contract the subject and the auxiliary verb. We also sometimes do this in informal writing:

I had	I'd
you had	you'd
he had	he'd
she had	she'd
it had	it'd
we had	we'd
they had	they'd

In negative sentences, we may contract the auxiliary verb and "not":

- I hadn't ***finished*** my meal.
- John hadn't ***had*** a day off for months.

The '**d** contraction is also used for the auxiliary verb ***would***.

For example, *we'd* can mean: *We had*, OR *We would*

But usually the main verb is in a different form,
for example:

- *We had arrived* (past participle)
- *We would arrive* (base)



Note: It is always clear from the context. The Past Perfect tense expresses action in the past before another action in the past. This is the past in the past.

For example:

- The train left at 6 am. We arrived at 6:15 am. When we arrived, the train had left.

For example, imagine that you arrive at the station at 6:15 am. The stationmaster says to you:

"You are too late. The train has left."

Later, you tell your friends:

"We were too late. The train had left."

We often use the Past Perfect in reported speech after verbs like: said, told, asked, thought, wondered.

Look at these examples:

- He told us that the train had left.
- I thought I had met her before, but I was wrong.
- He explained that he had closed the window because of the rain.
- I wondered if I had been there before.
- I asked them why they had not finished.

D. Past Perfect Progressive

The past perfect progressive tense shows that an action that started in the past continued up until another time in the past.

The past perfect continuous tense is constructed using

had been + the verb's present participle (root + **-ing**).

Subject + had been + V₁ + ing + obj.

I had been practicing music for two years.

E. Future Perfect Tense

I will have gone.

- By the time you arrive, we will have finished the meal and the speeches.

The future perfect tense is used to describe an action that will have been completed at some point in the future.

Examples of the Future Perfect Tense

"will have" + [past participle]

- I will have played by breakfast.
- By September, Rozy will have taken over that role.
- Will you have graduated by this time next year?
- I hope that, when I leave this planet, I will have touched a few people in a positive way. (Actor Will Rothhaar)
- The rain will not have stopped before the competition starts.
- You won't have sold a single car by tomorrow if you stay here.

(Won't is a contraction of will not.)

Read more about the future perfect tense.

Examples of the Future Perfect Progressive Tense

"will have been" + [present participle]

- If it rains again tomorrow, then it will have been raining for three days.
- He will be agitated when he arrives because he will have been working for ten hours.
- When you are promoted next year, how long will you have been working on the factory floor?

F. Future Perfect Progressive

I will have been going.

- In July next year, you will have been studying for three years.

The future perfect progressive tense is used for an ongoing action that will be completed at some specified time in the future.

More about the Simple Future Tense

Examples of the Simple Future Tense

"will" + [base form of the verb]

- Sujan will play after breakfast.
- Daniel will not go to Kigali.

Examples of the Future Progressive Tense

"will be" + [present participle]

- I will be playing for an hour.
- Will I be spending too much money if I buy the newer model?
- He will be fighting his way to the boxing championship.
- Always be nice to those younger than you because they are the ones who will be writing about you.
- In September, we will be enjoying all the fruit we planted last March.



Practice Set 7

Change the tense as directed.

1. The gentleman has spoken the truth. (*Future perfect*)
2. Vegetables will rot in the hot sun. (*Future perfect*)
3. Our Country is in difficulty. (*Past perfect*)
4. Daniel was going to leave for Delhi on Saturday.
(*Future Progressive*)
5. He is taking his Secretary with him. (*Future Perfect*)
6. By the end of December, he becomes a graduate.
(*Future Perfect*)

1.4 SPEECH WRITING

A speech writing means convey one's thoughts or opinions, share information with or spread awareness among a large number of people. A good speech has clarity of thought and expression, the accuracy of facts and an unbiased view of issues.

- Keep the speech to the point.
- It is a formal talk that a person delivers to his audience. It must have the capacity to hold the attention of the audience with a proper choice of words, expressions and examples.
- At the same time care should be taken not to deviate from the main subject.
- You must keep in mind that it is a speech and you need to begin the draft with addressing the audience and conclusion should be with a sentence thanking the audience.

Remember:

- WHO you are writing the speech for (i.e., who your audience is).
- WHAT your speech is going to be about (its topic) and the main points in order of importance.



Note: It is important to note that the written speech should consist of small sentences having not more than 10 to 12 words in a sentence.

Keep the following points in mind while writing speech:

- Greet your audience and introduce the topic you are speaking on.
- The introduction part of the speech is the most important part.
- It is this part which decides the impact of the speech.
- Do not give a separate title for the speech.
- Keep in mind, as already stated, the occasion of the speech and the nature of the audience.
- The introduction should not be very lengthy.
- The main topic should be taken up as quickly as possible.
- Use concrete terms and tangible examples.
- Avoid abstract phrases which are quite vague.
- Use simple and familiar language.
- The conclusion plays a very important role in the success of a speech.
- Give your own conclusion on the topic in a telling manner.
- Marking scheme is the same as for the Article.
- Write 'Thank you' at the end of your speech.

Example:

You are David, a social worker. You read an article in The Newspaper on 'Health Care for South African Workers'. Write a speech in 125-150 words on the importance of health care to be delivered at a public function to create awareness among the workers.

Ans.

It is indeed unfortunate that despite the fact that the South African workers form a majority of the population the health care available to them is by far most lacking.

Good morning everyone!

I, David, am a social worker and I have come before you all to talk about the importance of health care for South African workers.

I strongly feel that a coherent and sustainable plan that addresses the health care needs of African workers is strikingly absent. In spite of substantial economic growth in South Africa, its benefits have not been inclusive and our country still faces large disparities in terms of health care of workers. This inequity in health care access across demographic segments within the population needs to be tackled. It is an acknowledged fact that out of pocket health expenditure caused due to lack of access to adequate public health care is preventing a large section of our workforce from not only climbing above the poverty line but also pushing a large section of their lot below the line.

The need of the present time is for us, the general public, to put pressure on our respective political representatives and hold them accountable so that they take improvement in health care for Indian workers as a top priority.

Thank you!

**Practice Set 8****Write speeches on the following topics:**

1. The increasing amount of time spent playing indoor games has been a major cause of decreasing the outdoor appearance of children. With this concern, write a speech to be delivered in the morning assembly in 150-200 words. You are Marry.
2. You are John. You have to deliver a speech on the topic "Education

Gives One Power”. You have jotted down the following notes:

Education trains mind—sharpens skill and abilities—Education: a source of power— improve self—be independent—earn money—ignorance to knowledge—removes superstition—develops a free spirit—important for women: gives them freedom from social ills— independent—responsible. Write your speech in 150-200 words.

3. You are Anna. You are a member of the Environment Club of your school. After visiting many places you have realized that it is the need of the hour to protect environment. You decide to create awareness among the students. Write a speech in 150-200 words on ‘Environmental protection’ to be delivered in the morning assembly.
4. You are Belinda. You have secured 95 per cent marks in English. Your English teacher has persuaded you to share the secret of your success with your schoolmates. You decide to deliver a speech ‘English is an extremely scoring subject’ in the morning assembly. Write the speech in about 150-200 words.

1.5 SUMMARY WRITING

Summary writing can be variable depending on the length of of the story and the details. It aims at testing your understanding of the passage or story. It is always shorter than the original passage.

Summary Writing expresses only the main theme as concisely as possible. In this period, we shall focus on the summary writing. Let's take a look about the steps in writing a summary.

Steps in writing a summary

- Make notes of the article, or story.
- Take each subheading of your notes, and complete the same sentences.
- Make sure your completed sentences are grammatically correct.
- For example: An excerpt from our note making example here:
 - Location and Origin
 - Small village, places, people, events
- Add more points from the main story, passage or article
- After completing sentences from your notes, you may add some other important points from the main article which you feel would add value to the summary.

DOs of Summry Writing

- Read the passage carefully; more than once if needed.
- Make a note of the important points.
- Make at least two drafts—a rough one and a fair one.
- The rough draft has the essence of the original passage.
- The fair draft is a good summary of the main points from the rough draft.

DON'Ts of Précis Writing

- Express your own opinion.
- Use a question in the précis.
- Use abbreviations or contractions.

Some useful tips

- Use normal English in summaries, just the way you write essays, articles, etc. Never have incomplete sentences like those in Telegrams, notes, etc.
- Avoid long sentences, make short but complete sentences.
- The entire paragraph should gel well when read. It shouldn't appear disjointed.
- Avoid lifting-off exact sentences from the article as it'll make your summary longer. Rather, rephrase the same sentence in your own words.
- Do not write summaries directly from the article. Make it only from the notes you made. You've already worked hard to strip useful content from the article in note making. This will save your precious time while summarizing.
- Never jump the word-limit; always stick to a word-limit of 80-100 words for an article of around 450 words.

Example 1:

A man in the east gave up all worldly concerns and went to a wood, where he built a hut and lived in it. His only clothing was a piece of cloth that he wore around his waist. But as ill luck would have it, rats were plentiful in the wood; so he had to keep a cat. The cat requires milk; so he had to keep a cow. The cow required tending, so a cowboy was employed.

The boy required a house to live in. So a house was built for him. To look after the house a maid had to be engaged. To provide company for the maid a few more houses had to be made, and people were

invited to live in them. In this manner, a little township sprang up in the lovely wood. (136 words)

Title – A forest turns into a town

A man gave up all worldly things and went to live in a block of lovely wood. Rats troubled him. So he kept a cat. To feed the cat he kept a cow. Then came one by one a cowboy, a maid, and her companions. They needed houses to live in. Thus the forest turned into a town. (58 words)

Example 2

There is an enemy beneath our feet—an enemy more deadly for his complete impartiality. He recognizes no national boundaries, no political parties. Everyone in the world is threatened by him. The enemy is the Earth itself. When an earthquake strikes, the world trembles. The power of a quake is greater than anything man himself can produce.

But today scientists are directing a great deal of their effort into finding some way of combating earthquakes and, perhaps at some time in the near future, mankind will have discovered a means of protecting itself from earthquakes. An earthquake strikes without warning. When it does, its power is immense. If it strikes a modern city, the damage it causes is as great as if it has struck a primitive village. Gas mains burst, explosions are caused and fires are started. Underground railways are wrecked. Buildings collapse, bridges fall, dams burst and gaping crevices appear in busy streets.

If the quake strikes at sea, huge tidal waves sweep inland. If it strikes in mountain regions, avalanches roar down into the valley. Consider the terrifying statistics from the past 1755: Lisbon, capital of Portugal—the city was destroyed entirely and 450 killed; 1970: Peru—50,000 killed. In 1968, an earthquake struck Alaska. As this is a relatively unpopulated part, only a few people were killed. But it is likely that this was one of the most powerful quakes ever to have hit the world.

Geologists estimate that during the tremors, the whole of the state moved over 80 feet farther west into the Pacific Ocean. Imagine the power of something that can move an entire subcontinent! This is the problem that scientists face. They are dealing with forces so immense that man cannot hope to resist them. All that can be done is to try to pinpoint just where the earthquake will strike and work from there. At least some precautionary measures can then be taken to save lives and some property. (329 words)

Rough Draft (Points highlighted)

- Earthquake is one of the worst enemies of mankind.
- It causes great damage as it strikes without warning.
- Scientists are finding ways to combat the disaster.
- Earthquakes cause great damage to life and property.
- Statistics have reported that the intensity of earthquakes can be so terrible that they can move an entire continent.
- Alaska moved over 80 feet farther west into the Pacific Ocean when an earthquake struck in 1968.

Title: Earthquake—the enemy beneath our feet

An earthquake is one of the worst enemies of mankind as it causes great damage to life and property. Statistics have reported that the intensity of earthquakes can be so terrible that they can move an entire continent. Alaska moved over 80 feet farther west into the Pacific Ocean when an earthquake struck in 1968. Scientists are finding ways to combat the disaster, but the problem is that it strikes without warning, and only precautionary measures can be taken to save life and property. (84 words)

Review Exercise**A. Change the tense as directed.**

1. I shall always remember you. (*Present Continuous*)
2. He is eating food. (*Present Indefinite*)
3. I spent a lot of money. (*Present Perfect Continuous*)
4. He gave a bouquet. (*Present Perfect*)
5. Ryan did his work. (*Future Indefinite*)
6. I am writing a letter to my friend. (*Present Perfect Continuous*)
7. Water was boiling. (*Future Perfect*)
8. I am dreaming. (*Present Indefinite*)
9. A cool breeze has been blowing. (*Present Continuous*)
10. He wrote a letter. (*Past Continuous*)

B. Write a speech on the following topics.

1. Daniel has to speak in debate supporting the motion that life in the country (a village) is preferable to life in the city. Below you can see

his notes. Use the information to develop Manish's speech in 150-200 words.

COUNTRY (A VILLAGE) peace and quiet—soothing air—fresh and pure green fields all around—lovely sight helpful neighbours

CITY

vehicles—smoke

industries—smoke-pollution

crowded streets

people hurry—never relax

2. John is a resident of Kigali. He is an active member of citizens' forum. He is shocked to read the news that the Government has decided to increase the prices, of petroleum products with immediate effect. He wants to enlighten fellow citizens about the impact of Government decision on common man. Draft John's speech in about 150-200 words highlighting the impact of the hike in prices of petroleum products on the life of common man.
3. You are Elizabeth, a member of school Literacy Club, which has organised literacy classes in villages and city slums under the adult education programme. Draft a speech in 150-200 words highlighting the importance of educating the illiterates.
4. Maira has been asked to deliver a speech on 'The Brain Drain Problem'. He has prepared the following notes. Use these notes together with your own ideas, write the speech in about 150-200 words.
5. Harry, the secretary of School Red Cross Committee has been asked to deliver a speech in the morning assembly to encourage his schoolmates to join first-aid classes to be run by Indian Red Cross Society. He has jotted down the following notes. Use these notes together with your own ideas to write the

B. Write a summary of the following article, passage:

1. When we survey our lives and efforts, we soon observe that almost the whole of our actions and desires are bound up with the existence of other human beings. We notice that whole nature resembles that of the social animals. We eat food that others have produced, wear clothes that others have made, live in houses that others have built. The greater part of our knowledge and beliefs has been passed on to us by other people through the medium of a language that others have created. Without language and mental capacities, we would have been poor indeed comparable to higher animals.

We have therefore to admit that we owe our principal knowledge

over the least to the fact of living in human society. The individual if left alone from birth would remain primitive and beast-like in his thoughts and feelings to a degree that we can hardly imagine. The individual is what he is and has the significance that he has not much in virtue of individuality, but rather as a member of a great human community, which directs his material and spiritual existence from the cradle to the grave. (193 words)

2. One of our most difficult problems is what we call discipline and it is really very complex. You see, society feels that it must control or discipline the citizen, shape his mind according to certain religious, social, moral, and economic patterns. Now, is discipline necessary at all? Please listen carefully. Don't immediately say YES or NO. Most of us feel, especially while we are young, that there should be no discipline, that we should be allowed to do whatever we like and we think that is freedom. But merely to say that we should be free and so on has very little meaning without understanding the whole problem of discipline. The keen athlete is disciplining himself the whole time, isn't he? His joy in playing games and the very necessity to keep fit make him go to bed early, refrain from smoking, eat the right food, and generally observe the rules of good health. His discipline and punctuality are not an imposition but a natural outcome of his enjoyment of athletics. (171 words)
3. Teaching is one of the noblest of professions. A teacher performs the sacred duty of making his students responsible, compassionate, and disciplined. Apart from developing their intellect, a teacher is also responsible for inculcating the qualities of good citizenship, cleanliness, politeness, and etiquette. These virtues are not easy to be imbibed. Only a person who himself leads a quality life characterized by simplicity, purity, and rigid discipline can successfully cultivate these habits in his pupils. A teacher always remains young at heart, although he may grow old age. Perpetual contact with budding youngsters keeps him hale and hearty. There are moments when domestic worries weigh heavily on his mind, but the delightful company of innocent children makes him overcome his transient moods of despair. (126 words)

Activity 2



Lets do an activity

Form a group of learners. Divide them into two groups. Let them read and summarize the given text.

Semester: One

Period: II



Unit 2

Grammar: Poem, Prose, Drama, Speech Writing and Review of Verb Usage

Objectives

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

- Create an original work of art such as a poem, a story, or a drama
- Demonstrate effective speech writing skills
- Recognize different kinds of speeches
- Compose and present speeches

2.1 INTRODUCTION

We have already read about essay writing. Let us review again.

An essay is a written composition. We may write it to describe an event, a person or any idea. There are few steps which you need to follow before **writing an essay**.

- first read the topic of the essay carefully.
- Write down all that comes to your mind, regarding the topic, on a rough paper.
- Organise the ideas and prepare an outline
- On the basis of this outline, write the essay.

Essays are of various kinds. They can be descriptive, narrative, reflective and argumentative.

Structure of the Unit

2.1	Introduction
2.2	Review Essay Writing
2.3	Creative Writing
2.4	Review Verb Usage
2.5	Five Forms/ Principal Parts of a Verb
2.6	Present Simple
	Past Simple
	Future Simple
	Present Perfect
	Past Perfect
	Future Perfect
	Review Exercise

2.2 REVIEW ESSAY WRITING

Start the essay with an interesting statement on the topic. The opening paragraph should introduce the main subject or theme of the essay. The next two or three paragraphs should provide details on the topic. In the last paragraph, summarise the main idea of the essay.

On writing the review...

- Reviews should include concise statements of the subject matter, problems, or issues to which the books are directed.
- Essays should include brief summaries of the authors' major arguments and conclusions and a discussion of the manner in which they developed their conclusions.
- Reviews should also include a discussion, with explanations, of the books' strengths and weaknesses.
- Finally, no review would be complete without a discussion and explanation of the extent to which each book contributes to our knowledge and understanding of History.

Learning how to write an essay doesn't have to involve so much trial and error. Lets know some steps of writing an essay:

1. **Research:** Begin the essay writing process by researching your topic, making yourself an expert. Utilize the internet, the academic databases, and the library. Take notes and immerse yourself in the words of great thinkers.
2. **Analysis:** Now that you have a good knowledge base, start analyzing the arguments of the essays you're reading. Clearly define the claims, write out the reasons, the evidence. Look for weaknesses of logic, and also strengths. Learning how to write an essay begins by learning how to analyze essays written by others.
3. **Brainstorming:** Your essay will require insight of your own, genuine essay-writing brilliance. Ask yourself a dozen questions and answer them. Meditate with a pen in your hand. Take walks and think and think until you come up with original insights to write about.
4. **Thesis:** Pick your best idea and pin it down in a clear assertion that you can write your entire essay around. Your thesis is your main point, summed up in a concise sentence that lets the reader know where you're going, and why. It's practically

impossible to write a good essay without a clear thesis.

5. **Outline:** Sketch out your essay before straightway writing it out. Use one-line sentences to describe paragraphs, and bullet points to describe what each paragraph will contain. Play with the essay's order. Map out the structure of your argument, and make sure each paragraph is unified.

6. **Introduction:** Now sit down and write the essay. The introduction should grab the reader's attention, set up the issue, and lead in to your thesis. Your intro is merely a buildup of the issue, a stage of bringing your reader into the essay's argument.

The title and first paragraph are probably the most important elements in your essay. This is an essay-writing point that doesn't always sink in within the context of the classroom. In the first paragraph you either hook the reader's interest or lose it. Of course your teacher, who's getting paid to teach you how to write an essay, will read the essay you've written regardless, but in the real world, readers make up their minds about whether or not to read your essay by glancing at the title alone.

7. **Paragraphs:** Each individual paragraph should be focused on a single idea that supports your thesis. Begin paragraphs with topic sentences, support assertions with evidence, and expound your ideas in the clearest, most sensible way you can. Speak to your reader as if he or she were sitting in front of you. In other words, instead of writing the essay, try talking the essay.

8. **Conclusion:** Gracefully exit your essay by making a quick wrap-up sentence, and then end on some memorable thought, perhaps a quotation, or an interesting twist of logic, or some call to action. Is there something you want the reader to walk away and do? Let him or her know exactly what.

9. **MLA Style:** Format your essay according to the correct guidelines for citation. All borrowed ideas and quotations should be correctly cited in the body of your text, followed up with a Works Cited (references) page listing the details of your sources.

10. **Language:** You're not done writing your essay until you've polished your language by correcting the grammar, making

sentences flow, incorporating rhythm, emphasis, adjusting the formality, giving it a level-headed tone, and making other intuitive edits. Proofread until it reads just how you want it to sound. Writing an essay can be tedious, but you don't want to bungle the hours of conceptual work you've put into writing your essay by leaving a few sloppy misppallings and pourly worded phrazies..

Now it's time to really begin. Assuming you've been given a topic, or have narrowed it sufficiently down, your first task is to research this topic. You will not be able to write intelligently about a topic you know nothing about. To discover worthwhile insights, you'll have to do some patient reading.

- (i) **Read light sources, then thorough**—When you conduct research, move from light to thorough resources to make sure you're moving in the right direction. Begin by doing searches on the Internet about your topic to familiarize yourself with the basic issues; then move to more thorough research on the Academic Databases; finally, probe the depths of the issue by burying yourself in the library. Make sure that despite beginning on the Internet, you don't simply end there. A research paper using only Internet sources is a weak paper, and puts you at a disadvantage for not utilizing better information from more academic sources.
- (ii) **Write down quotations**—As you read about your topic, keep a piece of paper and pen handy to write down interesting quotations you find. Make sure you write down the source and transcribe quotations accurately. I recommend handwriting the quotations to ensure that you don't overuse them, because if you have to handwrite the quotations, you'll probably only use quotations sparingly, as you should.
- (iii) **Take a little from a lot**—You'll need to read widely in order to gather sources on your topic. As you integrate research, take a little from a lot — that is, quote briefly from a wide variety of sources. This is the best advice there is about researching. Too many quotations from one source, however reliable the source, will make your essay seem unoriginal and borrowed. Too few sources and you may come off sounding inexperienced. When you have a lot of small quotations from numerous sources, you will seem — if not be — well-read, knowledgeable, and credible as you write about your topic.

Examples

I. Global Warming: Causes, Effects and Remedies

Global warming is the greatest challenge facing our planet. It is, in fact, the increase in the temperature of the earth's near-surface air. It is one of the most current and widely discussed factors. It has far-reaching impact on biodiversity and climatic conditions of the planet. Several current trends clearly demonstrate that global warming is directly impacting on rising sea levels, the melting of ice caps and significant worldwide climate changes. In short, global warming represents a fundamental threat to all living things on earth.

Global average temperature rose significantly during the past century. The prevailing scientific view is that most of the temperature increases since mid-20th century has been caused by increases in atmospheric greenhouse gas concentrations produced by human activity. Most scientists agree that planet's temperature has risen 0.5 degree Celsius since 1900 and will continue to increase at an increasing rate. As a result, the world is getting warmer. The year 1990 was the hottest year in the last century.

Together with 1991, the years of 1983, 1987, 1988 and 1989 have been measured to be the warmest six years in the last hundred years. The year 1991 was the second warmest year of the past century. The consequences of the rise in temperature is being felt all over the globe the findings of scientific research done in this field reveal that the temperature of the earth is likely to rise from 1.4°C to 5.8°C within a period of 100 years.

Unfortunately, the imbalance which we have created between our life and earth is already showing the signs disasters in the form of flood, cyclones, landslides, tsunami, drought, etc. If the imbalance continues to rise, one day this will pose a question mark on the existence of this planet. Carbon dioxide (CO₂) which is an important constituent of environment is causing a warming effect on the earth's surface.

It increases the evaporation of water into the atmosphere. Since water vapour itself is a greenhouse gas, this causes still more warming. The warming causes more water vapour to be evaporated. The CO₂ level is expected to rise in future due to ongoing burning of fossil fuels and landuse change. The rate of rise will depend largely on uncertain economic, sociological, technological and natural

developments. Other gases such as methane, CFCs, nitrous oxide, tropospheric ozone are also responsible for global warming. Increases in all these gases are due to explosive population growth, increased industrial expansion, technological advancement, deforestation and growing urbanisation, etc.

Trees play a significant role in the global carbon cycle. They are the largest land-based mechanism for removing carbon dioxide from the air. Deforestation is checking these positive processes. It is the second principle cause of atmospheric carbon dioxide. Deforestation is responsible for 25 per cent of all carbon emissions entering the atmosphere, by the burning and cutting of 34 million acres of trees each year. Everyday over 5500 acres of rainforest are destroyed. As a consequence of massive loss of forests, global CO₂ levels rise approximately 0.4 per cent each year, the levels not experienced on this planet for millions of years. As we know the forests are the great absorbers of CO₂.

There is a close relation between global warming and population growth. Today the large population on earth is using the technologies which are destructive for the earth. Approximately, 80 per cent of atmospheric CO₂ increases are due to man's use of fossil fuels either in the form of coal, gas or oil. A large portion of carbon emission is attributed to the burning of gasoline in internal-combustion engine of vehicles. Vehicles with poor gas mileage contribute the most to global warming. Besides, the sulphur group gas is the most harmful for this. Its contribution is 30 per cent in global warming. This gas is also emitted from the burning of fossil fuels. Increase in global temperatures will cause rise in sea level.

It will lead to melting of glaciers, changes in rainfall patterns, increased intensity and frequency of extreme weather. As per the latest survey report the rate of melting of glaciers has seen sharp increase in recent times. Even those glaciers are affected from global warming which have been considered permanent. The shrinking of glaciers is going to pose a major problem of drinking water.

The sea levels as a result of melting of glaciers have risen from 0.35 mm to 0.4 mm. Scientists have warned in their reports that most of the glaciers will disappear within a period of 15 to 25 years. It will create problems of drinking water and food grains in most of the North American countries. India is not unaffected from it.

The Himalayan glaciers have shrunk about 30 per cent after 1970.

The rise in sea levels is a major cause of concern. A large number of cities located in coastal areas will submerge in the sea. Besides, many island countries will ultimately “lose their existence and will be washed away from the surface of the earth. The damage of rising sea levels is diverse. Buildings and roads close to the water could be flooded and they could suffer damage from hurricanes and tropical storms. Experts believe that global warming could increase the intensity of hurricanes by over 50 per cent. In addition, as the sea rises, beach erosion takes place, particularly on steep banks.

Wetlands are lost as the level rises. Rise in atmospheric temperature will lead to the outbreak of air-borne and water-borne diseases. It would also contribute to the rise in death caused by heat. The problem of drought would be frequent. Consequently, malnutrition and starvation will pose serious challenge before humanity. Global warming is a great threat to the flora and fauna of the earth. A large number of species of them may become extinct.

The expanse of desert would increase. Low rainfall and rising temperature could add to the intensity and frequency of dusty storm. This in turn will immensely affect the quality of agricultural land, ultimately causing adverse effect on agricultural produce. It would have far-reaching socio-economic impact.

In Indian context, the impact of global warming is a matter of grave concern. As is well known, India is mainly an agricultural country and agriculture here is gamble of the monsoon, e.g. largely depending on rainfall. Though it is to affect the whole country, the worst likely impact would be on central and northern India which is high-yielding parts of the country. These are the regions which produce the largest agricultural yield. The rise in atmospheric temperature and fall in rain would naturally result in decline in crop production. Moreover, it would have great effect on biodiversity as well.

The growing concerns over global temperatures have led to the nations, states, corporations and individuals to draw out a plan of action to avert the situation. As a result the world’s primary international agreement on combating global warming was reached in Kyoto in 1997 which came to be known as Kyoto Protocol. However, ten years have passed; the situation does not appear to

be very changed. It seems that the member countries are not very serious about its devastating effects.

In addition, forestation can be of great help in this regard. Planting more trees and reducing timber cuts worldwide will help restore the imbalance. Secondly, we must follow on environmental policy of 'reduce, reuse, recycle', i.e. promoting the reuse of anything. Thirdly, the use of fuel-efficient vehicles should be promoted as these vehicles have lower emissions of harmful gases. Fourthly, every individual should be aware of the importance of the protecting environment. Besides, eco- friendly technologies must be promoted, and must be substituted with the technologies which cause great emission of global warming gases. Public awareness campaign can be of great help in this regard because unless each and every individual is aware only governments' effect cannot bring desired difference.

2. Corruption

Corruption is today a world-wide phenomenon. In our own country some people in high positions have been charged for it.

A corrupt person is termed immoral, dishonest and unscrupulous in his dealings. His disregard for honesty, righteousness and truth results in his alienation from society. He is treated with contempt. But as erosion of values leads to decadence, remedies for the social malaise remain elusive, and so no amount of contempt can eradicate corruption which is a symptom of decadence.

Corruption is the most virulent when crises everywhere threaten the very existence of the society and the faith in life is shaken. It has always been there like tie leech, but when the system grows weaker and the boat flounders, it gets bolder and drains its victims of the last drops of their blood.

The older the system the weaker it grows and fails to solve the riddles of life that grows more complex every day. So men lose faith in it and let it drift down. At this point corruption takes over and plunges the entire society. After Second World War the old system with all its values was left in a shambles. The crippling effects of the war, the recession and depression, and uncertainties in a faithless world of maimed and moribund encouraged cynicism in a section of the population.

This section included the government officials dealing in

essential commodities. They found the post-war conditions ideal for fishing in troubled waters and jetting richer. They formed a sort of vicious circle in which moral values and honest intentions no longer held valid. The flourishing black market in essential commodities, adulteration of even baby- food, bribery, fraud and economic, political and administrative manipulations with an eye on earning profits has brought untold misery to the people.

One would say the corruption in our country has an ancient lineage. "Just as it is impossible not to taste the honey or the poison that finds itself at the tip of the tongue, so it is impossible for a government servant not to eat up at least a bit of the king's revenue.

These in the post-war world became only bolder while eating up government money and accepting bribes.

Today, when our country is free, these officials representing all government departments are very close to the most corrupt businessmen who are too unscrupulous to let any opportunity of amassing profits slip. This collusion broadens the base of the vicious circle and corruption spreads 'like wild fire to engulf the entire society. The political and social guardians depend only too much on the richer communities and they look indulgently on while these communities hold the entire society and the government to ransom.

Corruption starts at the top and percolates down to the whole society. Such corruption cannot be confined to the towns alone. It is as widespread in the villages where the dishonest officials and the traders carry the germs of the disease. The tyranny of confusion and price rules the land and the people are helpless victims of corruption everywhere.

3. Ambition in Life

All of us have some ambition or the other in life. Such a man has naturally a purpose in life and is always enthusiastic and makes sustained efforts to realise his ambition. He strives hard till he attains what he wishes. Nothing can deter him from the path he treads.

But Ambition should be within one's reach. There is no fun for crying for the moon.

My ambition is to be a great painter. My teachers have always appreciated my paintings and encouraged me to paint. I have painted various subjects varying from nature to portraits. My paintings have always found a place in our school exhibitions.

My imagination is sharp and sense of colours good. This and my vivid imagination have made me a good painter. I have been practicing painting for a long time now and I realize that the more I paint, the better I get it. I know that I can bring a lot of joy to the people who view my paintings. I wish to have my paintings exhibited at various exhibitions and art galleries abroad.

A painter creates an imaginary world for himself. I too can create such a world where I can feel comfortable and happy. It is my escape from the mundane reality that I face everyday. It will greatly satisfy my aesthetic sensibility to continue to paint. I hope to evolve my own style of paintings and set an example for the coming generations of painters.

As a painter I can express my feelings on the canvas. I can project my sensibility about certain subjects I paint. I want to be a painter with a difference. My paintings should bring awards for the country and for myself. I only want to be remembered as a painter who contributed greatly to the world of art and left behind some great works behind for the world to appreciate and marvel at.

4. Science, Religion and Human Welfare

The truth is that man's special gifts and achievements are inseparable from his evolutionary history. A multitude of animal species run, fly, swim and borrow around us, shaped by and locked into their environment. But, among all species, only man has achieved enough command to have largely influenced his own biological evolution.

In the past, man molded himself for the most part unconsciously. Now he is able to command at least his immediate future with a much larger understanding of the implications of what he does.

No doubt, this human evolution from the Stone Age to the present Atomic-cum-Automation Age owes its speed to the gift of technology, by which we have shaped the environment, for good or for perverse purpose. There is also no denying the fact that we, as intellectuals, innovators, inventors and discoverers have never fitted very well into any ecological niche, and instead have carved

with care our own niches, with our hands and brain.

Surely, to quarrel with technology is to quarrel with the nature of man—just as if we were to find fault with his upright gait, his symbolic imagination, his faculty for speech, et al.

It would be a flat denial of entire history of human evolution to assert that cultures in which science and technology have flourished have stifled the development of more personal and sensitive expressions of human nature.

On the contrary, the works of high culture, that we admire, come from the most advanced technological societies of their day: Classical Greece, the Arab Civilization, the Italian city-States, Elizabethan and Restoration England and, of course, the contributions of ancient Indian civilization to human thought and philosophy.

The same is true of our great religions: Buddha, Confucius, Christ and Mohammed were not the desert prophets of backward peoples, but grew up in technologically and intellectually advanced civilizations.

Every civilization has been grounded on science and technology: what makes ours unique is that for the first time we believe that every man is entitled to all its benefits. The claim to an equal share in all human goods, and an equal access to nature and to knowledge, without considerations of class, caste or race, gives special quality to the technological civilization that we are trying to make.

It is, therefore, salutary to say that the ethic of science, like any decent human ethic, wholly rejects the appeal to “higher” ends. Truth and the other values reside not in the end, but in the means. Our actions are judged by the honesty of every part of them. It is not true that the end justifies the means; on the contrary, we need to say again and again that only the means can justify the end.

We have only one choice: we cannot stop now—but rather must move on to a higher level of understanding, sophistication, and sensitivity in our exploitation of science, technology and society on mankind’s behalf.



Practice Set I

Write an essay on the following topics;

1. The University of Higher Education In South Africa: Its Defects, and Suggestions for Reform
2. The Empowerment of Women
3. The First Time I Performed on Stage
4. A View from MY Window

Activity 1



Lets do an activity

Form a group of learners. Divide learners into two groups to write an essay. Let them read and summarize the given text.

2.3 CREATIVE WRITING

Creative writing is an original writing that expresses ideas and thoughts in an imaginative way. It is any writing that goes outside the bounds of normal professional, journalistic, academic, or technical forms of literature, typically identified by an emphasis on narrative craft, character development, and the use of literary tropes or with various traditions of poetry and poetics.

Creative writing is an art of making things up or putting a creative splash on history, as in creative nonfiction. In any instance, creative writing makes you step out of reality and into a new realm inspired by your own imagination.

With creative writing you're able to express feelings and emotions instead of cold, hard facts, as you would in academic writing.

Types of Creative Writing

Your imagination starts to flow when you engage in creative writing. The majority of writing, by far, is creative. With it, you can pretend anything you want and help a potential reader do the same. Different types of creative writing are found in these

writing categories:

- epics
- novels
- poems
- screenplays
- short stories
- songs
- television scripts

Types of Writing That Aren't Creative Writing

Any type of writing that is very formal, precise and reliant upon facts isn't considered creative writing. Forms of writing that are not considered creative writing include:

- academic writing
- journalism
- technical writing
- textbooks

Creative Writing Tips and Techniques

If you feel you have a story inside you, you probably do. Why not let it out? It may seem as simple as sitting down, pulling up a blank document and letting it all flow, but sometimes that blank document can be intimidating. Use some creative writing techniques and tips to help you get creative.

How to Write a Short Poem

- Consider Short Poetry Forms. ...
- Start with a Moment of Emotion. ...
- Describe That Moment with Concrete Imagery. ...
- Experiment with the Placement of Those Images. ...
- Look for Literary Devices. ...
- Cut or Add Words Where Necessary.

Poetry Example

Before we discuss how to write a short poem, let's look at some famous short poems in action.

For each example, we'll examine how it fits within the 4 main qualities of short form poetry, as well as the poem's use of literary devices.

Example 1**Dreams**

Hold fast to dreams
 For if dreams die
 Life is a broken-winged bird
 That cannot fly.
 Hold fast to dreams
 For when dreams go
 Life is a barren field
 Frozen with snow.

—By Langston Hughes

Langston Hughes was a prominent Jazz Poet and member of the Harlem Renaissance. His poetry embodied black life and was written specifically for a black audience, transcribing his daily experiences in brief, emotive language.

An important feature of Jazz Poetry is its serendipity: the Jazz Poem is not planned for, it simply emerges, following the improvisations of the writer like a jazz musician experiments with instruments. Many works of Jazz Poetry, including much of Hughes' work, counts as short form poetry.

In "Dreams," Hughes presents two simple metaphors. Life without dreams is both "a broken-winged bird" and "a barren field / frozen with snow."

Each image is equally haunting: a bird without flight has no meaningful life to live, and a barren field cannot support life even after the seasons change.

In many ways, this poem is a warning: once a life loses its dreams, it is near-impossible to retrieve those dreams. The images in this poem are paradoxical, forcing the reader to consider if a life without dreams is life at all.

Concision: The poem is 8 lines and 33 words. Within this, the poem offers two stark images, each of which presents a similar metaphor, and each metaphor building a sense of irony and caution.

Concreteness: The poem's central images are a flightless bird and a frozen, barren field. Each image invoked is haunting and absolute. One cannot help but consider a winter of the soul.

Ephemerality: The poem's brevity highlights the fleeting nature of dreams, and the imperative to hold them as tight as possible.

Simplicity: The language of the poem is clear and accessible. It is structured so that an image and metaphor are presented in two sets of four lines, and when juxtaposed, those images reinforce each other.

Literary Devices: "Dreams" makes powerful use of metaphor, juxtaposition, and paradox.

Poems provide great examples of creative writing. In fact, they're almost exclusively emotional and imaginative.

This excerpt from Lewis Carroll's "The Walrus and the Carpenter" is an example of creative writing because it is not based in fact and uses a lot of imagination.

If seven maids with seven mops
Swept it for half a year,
Do you suppose,' the Walrus said,
That they could get it clear?'
I doubt it,' said the Carpenter,
And shed a bitter tear.

If you'd like to try your hand at a poem, check out these tips on writing poems.

Example 2

My Heart Leaps Up

By William Wordsworth

My heart leaps up when I behold

A rainbow in the sky:

So was it when my life began;

So is it now I am a man;

So be it when I shall grow old,

Or let me die!

The Child is father of the Man;
 And I could wish my days to be
 Bound each to each by natural piety.

William Wordsworth was a prominent poet of the English Romantics. As a poetic movement, Romanticism rejected Enlightenment ideals, praised the beauty of the natural world, and sought to embody “the spontaneous overflow of powerful feelings.”

Poetry is the spontaneous overflow of powerful feelings. —
 William Wordsworth

“My Heart Leaps Up” achieves these 3 goals.

The central image of the poem is a rainbow, but the poem itself focuses on the speaker’s emotions in that moment of recognizing the rainbow.

In praising the rainbow’s beauty, the speaker hopes never to lose that child-like awe of nature—going so far as to say that “The Child is father of the Man”, or that adults learn how to love the world through children.

Concision: “My Heart Leaps Up” is 9 lines and 61 words. It just borders our definition of short form poetry; even at this length, the poem starts to deal with abstract concepts like “natural piety.”

Nonetheless, Wordsworth walks us through a philosophy of life—appreciating nature’s beauty—using simply the image of a rainbow.

Concreteness: In addition to the main image of a rainbow, the poem offers us the line “The Child is father of the Man.” It seems as though Wordsworth is imploring the reader to picture the rainbow for themselves: imagine a rainbow so radiant and mysterious that it invokes a child’s sense of awe.

Ephemerality: In the moment of observing this rainbow, the speaker’s “heart leaps up,” meaning this poem examines merely a heartbeat. This keeps with Wordsworth’s definition of poetry as “the spontaneous overflow of powerful feelings.”

Simplicity: “My Heart Leaps Up” uses accessible language, which isn’t always true of Romantic-Era poetry. Additionally, it only focuses on one core image, keeping it clear in the reader’s mind.

Literary Devices: Wordsworth uses personification to describe his heart’s reaction to the rainbow. Additionally, the rainbow is juxtaposed with the image of a child being father to man.

Example 3

We Real Cool

By Gwendolyn Brooks

The Pool Players.

Seven at the Golden Shovel.

We real cool.

We Left school.

We Lurk late.

We Strike straight.

We Sing sin.

We Thin gin.

We Jazz June.

We Die soon.

Gwendolyn Brooks was a prolific poet of the 20th century, transcribing inner city life into 20 collections of poetry. Written in 1959, “We Real Cool” is one of the the most famous short poems of Jazz Poetry, and the poem inspired Terrance Hayes’ invention of The Golden Shovel form.

As suggested by the poem’s subtitle, “We Real Cool” is about seven boys playing pool at a bar called The Golden Shovel. The poem explains why the boys think they’re “real cool”—they leave school, stay up late, get in fights, drink, etc. Through this, the final line comes as a surprise:

“We / Die soon” is unexpected coming from the speaker, given the poem’s boastful nature. This final, climactic line shows us the poet’s tone towards these truant boys, underscoring the poem’s themes of youth and rebellion.

Perhaps most intriguing about the poem is that most lines end with “we.” The conventional advice given to poets is to end each line on concrete nouns and verbs. So, why end 7 lines with a pronoun? In interviews, Brooks has said that the “we” should be

read softly, perhaps suggesting the boys' lack of identity outside of their debauchery. "We" also connects each line, suggesting that the boys' revelry is goaded on by each other.

Concision: "We Real Cool" is 8 lines and 32 words long (including the subtitle). Despite this brevity, it covers themes of youth and rebellion.

Concreteness: In addition to the subtitle, which sets the scene of the poem, "We Real Cool" includes images of late nights, fist fights, gin, and leaving school.

Ephemerality: The poem doesn't linger on any specific image. This is to emulate the speed at which these boys live life, flitting from one pleasure to another, as well as the speed with which they seem to careen towards death.

Simplicity: The language of the poem is clear and accessible, as well as lyrical and compelling. The only phrase which may be confusing is "Jazz June." Some readers have interpreted "Jazz" in a sexual way, though Brooks included this line simply to set the scene (Jazz music in June).

Literary Devices: "We Real Cool" makes use of juxtaposition, symbolism, and epistrophe, which is the use of the same word or phrase at the end of a line. Several lines of the poem are allusions to the Seven Deadly Sins.

Short Story Example

Short stories can be narrative, funny, mysterious, satirical, fantasy, or historical. Often stories include a lesson for the reader. This excerpt from Margaret Barrington's "Village Without Men," from *The Glass Shore* anthology (edited by Sinéad Gleeson) is a great example of using creativity to evoke emotion.

Weary and distraught, the women listened to the storm as it raged around the houses. The wind screamed and howled. It drove suddenly against the doors with heavy lurchings.

It tore at the straw ropes that anchored the thatched roofs to the ground. It rattled and shook the small windows. It sent the rain in narrow streams under the door, through the piled-up sacks, to form large puddles on the hard, stamped, earthen floors.

Novel Example

Novels are certainly creative. Readers look forward to dipping in and out of new worlds created in novels, be they fantasy or realistic. This excerpt from *Dark Witch*, by famed romance writer Nora Roberts features a real place, Ireland, with a fictional character and story.

The cold carved bone deep, fueled by the lash of the wind, iced by the drowning rain gushing from a bruised, bloated sky. Such was Iona Sheehan's welcome to Ireland. She loved it. How could she not? She asked herself as she hugged her arms to her chest and drank in the wild, soggy view from her window. She was standing in a castle. She'd sleep in a castle that night. An honest-to-God Irish castle in the heart of the west.

Story Starters for Creative Writing

Creative writing exercises can help jump start your imagination. If you're still not sure where to start, creative writing prompts give you a topic or opening sentence to get creative with.

Start your own creative writing with one of these prompts:

- You're sitting at your desk staring blankly at the computer screen. Just then, a piece of paper floats down and lands in front of you. It says, "Tomorrow will be your last day."
- She entered her parents home to clear out their possessions. What was she going to do with all their belongings? When she got to their safe, she keyed in the code, opened it up, and saw the most disturbing picture inside.
- She got off the plane with only her tattered Louis Vuitton tote and one small suitcase. She had enough cash to start her new life in Edinburgh but absolutely no idea where to go once she left the airport.
- When he awoke, everyone in the apartment complex was gone. The parking lot was empty. The front gates were open. As a matter of fact, the typically busy roads were completely abandoned and eerily silent.
- He liked his solitude. It didn't matter that others called him a recluse and a hermit. But, when he saw her move in across the hall, he couldn't help but wander over to say hello. When he saw her face, he was astonished. She looked just like...
- She whistled into the wind to call up her dragon. When he arrived, she hopped up on the balcony railing, saddled her ride, and set sail for...



Practice Set 2

1. Write a scene or short story using no adverbs or adjectives

This exercise help you to focus on stronger verbs and nouns. I give this exercise to newer writers because they often default to unnecessary adverbs and adjectives as a crutch instead of refining their word choice in core parts of speech.



NOTE: There's nothing wrong with using adverbs and adjectives effectively! But before you get a hold of your writer's voice and personal style, they can weaken your writing.

2. Choose a random object from the room you're in and write an image-only poem about it

This exercise will let you practice using imagery and specific description without relying on telling



NOTE: Try using senses other than sight! What does the object feel like? Smell like? Maybe even taste like?

2.4 REVIEW VERB USAGE

A verb must agree with its subject in number, person and gender.

For example

1. *Our followers* **are** but a handful.

(Here the plural verb are agrees with the plural subject followers.)

2. *One of the boys* **was** selected.

(Here the singular verb was agrees with the singular subject one.)

He is an old friend of mine.

The subject must have a verb.



Note: The subject of the sentence should be followed by a verb. Note that a sentence must have at least one verb. The following sentence is incorrect because it does not have a verb.

Proper Usage of Verb

Rules	Examples
Two singular subjects connected by or, nor, either..or, neither..nor require a singular verb	Either you or I am going to receive the guests at the airport.
If one subject is singular and one plural, put the plural subject second and use a plural verb	Either Harry or his cousin have books.
If two or more singular nouns are joined by and but refer to the same person or suggest one idea, the verb used is singular.	The president and treasurer of the club is Mr John. His bred and butter is cricket.
When two nouns are joined by words like with, as well as, along with, besides , the verb agrees with the first subject	The bridegroom, with his friends, has arrived. The lions, not the tiger, are being taken to the sanctuary.
Each, everyone, many , and a must be followed by a singular verb. Both, few, several, many, and others take plural verbs.	Each boy must submit his work on time. Few boys are present today.
Some nouns that are plural in form but singular in meaning take a singular verb.	Physics is interesting.
Collective nouns take a singular or plural verb depending on whether the speaker is talking about the group or its individuals.	The mob has gathered. The mob went their separate ways.
A singular verb is used with sums of money or periods of time.	Two lakhs is a large sum of money
When the plural noun is a proper name for some single object or a collective unit, it must be followed by a singular verb. Titles of books, movies, and novels take singular verbs.	The Netherlands is a country in Europe. <i>The five Mysteries</i> is written by Giri Sharma

Read the following sentences :

- (i) He is a good speaker.
- (ii) They are good speakers.

In the sentence (i) the Subject 'he' is in the Singular Number ; the Verb 'is' is also in the Singular. But in the sentence (ii) the

Subject 'they' is in the Plural Number ; the Verb 'are' is also in the Plural.

Examples

(a) John *is reciting* a poem.

My **brother** *does* not speak the truth.

He likes milk but **his sister** does not.

(b) **Boys** *are taking* a test.

Women *were* weeping bitterly.

They have not finished their work.

Now study these sentences :

- *He* **learns** his lesson daily.
- *You* **have** not replied to my letter.
- *I* **am** sure to win a scholarship.

In the above sentences, the Verbs have changed according to the persons of the Subjects. Thus we know that the Verb agrees with the Subject in Number and Person.

We use 'is' and 'was' when the subject is 'he', 'she' or 'it'; 'am' and 'was' when the subject is 'I' while 'are' and 'were' when the subject is 'we' you' or 'they'. In all other tenses we use a Plural Verb with 'I' and 'you'.

Examples

- **She/he** is in the wrong.
 - **It** *was* very hot yesterday.
 - **I** *am* also ready to go.
 - **You** *too* are mistaken.
 - **Were** *you* present in the meeting ?
 - **I** *respect* my elders.
 - Do you also approve of this decision ?
- (a) When two or more Singular Subjects are joined by 'and' they take a Plural Verb ; as —
- Belinda **and** Lidia **are** sisters.
 - **Two** and **two** *make* four.

- *You, he and I* **play** together.
- (b) When two Subjects are joined by 'as well as' the Verb agrees with the first Subject ; as—
- **I** *as well as you* **am** in the wrong.
 - **His parents** *as well as he* **are** illiterate.
- (c) When two or more Singular Subjects are connected by 'or', 'nor', 'either-or', 'neither-nor', they take a Verb in Singular ; as—
- *Either you or he* has stolen the watch.
 - *Neither he nor his friend* is guilty.
 - **She** *or her sister* is present here.

But when there are two subjects of different persons joined by 'Neither— nor' or 'Either—or' the Verb agrees in person with the subject nearest to it ; as—

- *Either he or his companions* were guilty.
 - *Either his companions or he* **was** guilty.
 - *Either she or her parents* **are** mistaken.
 - *Either her parents or she* is mistaken.
- (d) Either, neither, each, every and everyone are followed by a Singular Verb; as—
- *Either of the two brothers* **is** at fault.
 - *Neither of these two roads* **leads** to the hospital.
 - *Each of them* is honest.
 - *Every Scout* honours the Scout Law.
 - *Everyone of the girls* likes her dress.
- (e) When two Singular Nouns refer to the same person or thing, the Verb must be Singular. The Article is then not repeated ; as—
- *The poet and philosopher* is dead.
 - *My friend and colleague* has come.
- (f) If two Subjects together express one idea, the Verb may be in the Singular; as—
- *Slow and steady* **wins** the race.
 - *Rice and curry* **is** my favourite dish.
- (g) When a Plural Noun expresses some specific quantity or amount considered as a whole, the Verb is in Singular ; as—
- *Nine hundred rupees* is not much for this cow.
 - *Twenty kilometres* is a long distance.

When two or more Singular Subjects are connected by *with*, *together with*, *and not*, *besides*, *no less than*, the Verb is in Singular; as—

- The suitcase *with* all its contents **was** stolen.
- Belinda **together** with her sisters, **is** present.
- He, *and not* you, **is** to blame.
- No one *besides* the nurse **knows** this secret.
- He *no less than* you **is** guilty.

The Verbs agree with the number of the Nouns that follow the Verb; as—

- There **is** *no leaf* on the tree.
 - There **are** *six boys* in the classroom.
 - There **were** *many players* present there.
- (h) Some Nouns which are Plural in form but Singular in meaning, take a Singular Verb ; as—
- *Mathematics* **is** my favourite subject.
 - *Economics* **has** no charm for him.
 - *This news* **is** false.
 - *The wages* of sin is death.
- (i) A Plural Noun which is the name of a country or province or the title of a book, is followed by a Singular Verb ; as—
- *The United States* **has** a fine navy.
 - *The Arabian Nights*, **contains** interesting stories.
 - *Great Expectations*, **is** an interesting novel.

A Collective Noun generally takes a Singular Verb when the subject stands for the collection as a whole and a Plural Verb when the subject stands for the individuals of which it is composed ; as—

- (i) The **whole** class is absent.

The mob **has** dispersed.

The gentry **is** sitting on the chairs.

- (ii) *The jury* **has** four members.

The jury **have** different opinions.

The crew **were** arrested.

A Relative Pronoun must agree with its antecedent in Gender,

Number and Person ; as—

- It is **he** *who* **is** to blame.
- It is **they** *who* **are** to blame.
- It is **you** *who* **are** to blame.
- It is **I** *who* **am** to blame.
- He has sold **the cow** which **gives** milk.

Study the following sentences :

- *Two thirds* of this book **is** easy.
- *Many people* **live** in slums.
- *A pair of shoes* **is** lying under the table.
- **A large number is** expected at the match.
- *Ill news* spreads fast.
- *One of my friends* **has** not come.
- *The quality* of the mangoes **was** not good.
- Not only *he* but all *his companions* **were** arrested.
- Not only *you* but also *I* **am** to blame.

Common Errors in the Use of Verbs

	Incorrect	Correct
1.	<i>Two thousand rupees</i> are a good sum.	<i>Two thousand rupees</i> is a good sum.
2.	The king and poet are here.	The king and poet is here.
3.	The father with his sons were present there.	The father with his sons was present there.
4.	He as well as his parents are illiterate	He as well as his parents is illiterate.
5.	Bread and butter are my only food.	Bread and Butter is my only food.
6.	Either you or your brother have done this.	Either you or your brother has done this.
7.	Either of these two boys are guilty.	Either of these two boys is guilty.
8.	The jury were of one mind.	The jury was of one mind.
9.	'Gulliver's Travels' are an interesting book	'Gulliver's Travels' is an interesting book.
10.	Neither you came here nor your brother did.	Neither you came here nor did your brother.
11.	A large number of people was present there.	A large number of people were present there.

12.	The majority of the applicants is girls.	The majority of the applicants are girls.
13	The news from the War front are not encouraging.	The news from the War front is not encouraging.
14	None of them are right.	None of them is right.
15	What I say and do is none of his business.	What I say and do are none of his business.



Practice Set 3

I. Complete the following sentences using appropriate verb forms.

- The teacher _____ the lesson yesterday.
(a) teaches (b) taught (c) has taught
- Now he _____ questions to see if the students have understood the lesson.
(a) asks (b) is asking (c) asked
- As he _____ not satisfied with the answers, he _____ the lesson tomorrow.
(a) is, will repeat (b) was, would repeat (c) is, repeated
- John _____ in hospital for two weeks.
(a) is lying (b) lies (c) has been lying
- We _____ him yesterday.
(a) were visiting (b) visited (c) have visited
- He _____ completely.
(a) recovers (b) recovered (c) has recovered
- Most probably he _____ to school next week.
(a) will come (b) would come (c) has come
- Mark _____ for jobs ever since he passed his examination in March.
(a) has applied (b) has been applying (c) applied
- Last month he _____ for an interview.
(a) has appeared (b) appeared (c) was appearing
- He _____ for the results.
(a) waits (b) is waiting (c) waited

2.5 FIVE FORMS / PRINCIPAL PARTS OF A VERB

Learners have already learnt about five forms of verb. A verb has four principal parts: the present, the present participle, the past, and the past participle.

The principal parts of a verb are its present tense, its present participle, its past tense, and its past participle.

- The present tense of a regular verb is also sometimes called its infinitive or base form.
- The present participle is generally used to describe actions that are ongoing.
- The past tense and past participle of a verb are sometimes spelled the same way; the difference with the past participle is that it includes a modifying word or an adjective that can slightly alter the precise meaning.

Five forms of verbs used for

- **Root form** - this is used as an imperative, or present singular.
- **Past participle** - this is used in the past, in conjunction with an auxiliary verb. It's often used to show an event that has happened, in relation to another.
- **Past singular** - this is used in the past, without an auxiliary verb.
- **Third-person singular** - this is used to talk about another person.
- **Present participle** - this is used to talk about actions that are ongoing.

Root Form of the Verb

The verb root is the same as the infinitive (e.g., to dive, to jump, to wonder) but without the to. It is the version of the verb without any endings (e.g., **-s**, **-ing**, and **ed**).

Examples of Verb Root

Here are some examples of verb roots:

- **watch:** (This is used to make these forms: watches, watched, watching.)
- **play:** (This is used to make these forms: plays, played, playing.)

- **live:** (This is used to make these forms: lives, lived, living.)
- **think:** (This is used to make these forms: thinks, thought, thinking.)

There are five different verb forms in the English language. Using the base form 'to write', here's a short summary of what they are:

- Base form - **write**
- 3rd person singular - **writes**
- Past tense form - **wrote**
- Present participle/gerund - **writing**
- Past participle - **written**

Look at the table

Base/ Infinitive Form	Present Tense Form	Past Tense Form	ing Form	-ed Form
cook	She <i>cooks</i>	She <i>cooked</i>	She is <i>cooking</i>	She has <i>cooked</i>
walk	He <i>walks</i>	He <i>walked</i>	He is <i>walking</i>	He has <i>walked</i>
take	He <i>takes</i>	He <i>took</i>	He is <i>taking</i>	He has <i>taken</i>
bring	She <i>brings</i>	She <i>brought</i>	She is <i>bringing</i>	She has <i>brought</i>
be	he <i>is</i>	He <i>was</i>	He is <i>being</i>	He has <i>been</i>



Practice Set 4

Insert appropriate verb forms in the blanks.

- It was John who _____ the police.
(a) alert (b) alerts (c) alerted
- We _____ for ages.
(a) are waiting (b) have been waiting
- I _____ her for a long time.
(a) know (b) knew (c) have known
- The box _____ so heavy that I could not lift it.
(a) was (b) has been (c) is
- One of my friends _____ to Zambia recently.
(a) has gone (b) went (c) goes

6. He _____ a novel since October, and now he is about to finish it.
 (a) was writing (b) has been writing (c) is writing
7. I will call you when the guests _____
 (a) will arrive (b) would arrive (c) arrive
8. Age and experience _____ wisdom to man.
 (a) bring (b) brings (c) brought
9. The prize was _____ away by our team.
 (a) borne (b) born (c) bore
10. They were _____ questioned.
 (a) been (b) being (c) be

s/form

The "S" form is the form of a verb that ends with "s" or "ies". We often make mistake the "s" form for a plural verb.

For example:

- Ahana cooks food.
- Jolly dances well.
- She plays all the time
- Harry does the work.

Singular form of verbs can be determined by adding "s" or "es" to the base verb.

There are three ways to make the "S form":

- by adding "s" to the end of a verb (run → runs, sit → sits, see → sees, play → plays)
- by adding "es" to the end of the verb that has a sibilant sound – ss, ch, x, tch, sh, zz (watch → watches, guess → guesses, mix → mixes)
- by changing final "y" to "ies" after a consonant+y (study → studies, party → parties, fly → flies)
- irregular forms

Activity

1

Lets do an activity



Let us do an activity:

- Divide learners into group to write poems, plays or short stories using their imaginations and creativity.

ing/form

A verb ending in **-ing** is either a present participle or a gerund. These two forms look identical. The difference is in their functions in a sentence.

A. Present participles

A present participle is most commonly used as part of the continuous form of a verb, after verbs of perception, after verbs of movement, or as an adjective.

- Present participles as part of the continuous form of a verb
- Present participles are an element in all continuous verb forms (past, present, future, conditional, etc.).
- The helping verb will indicate the tense, while the present participle remains unchanging.

Look at the examples

- She is painting.
- We are waiting.
- They will be coming.
- We would be staying.
- I would have been leaving.
- Daniel is studying English.
- July is watching TV.
- We are having lunch at the moment.

B. Present participles after verbs of perception

Present participles can be used after verbs of perception in the pattern verb + object + present participle to indicate the action being perceived.

For examples

- They saw me swimming across the pond.
- I watched her painting July's portrait.
- I cannot hear her singing because of the noise.
- I would like to see her knitting sometime.

C. Present participles after verbs of movement, action, or position, to indicate parallel activity.

For examples

- Rozy sat looking at the sea.
- She walks reading her newspaper.
- I cook listening to the radio.
- Sally lay listening to the bugs in the grass.

D. Present participles as adjectives**For examples**

- Did Daniel read that amazing book?
- This movie is so exciting!
- Her economics class is boring.

Read more about using present participles.

E. Gerunds

The gerund always has the same function as a noun, although it looks like a verb. It can be used in the same way as a noun.

A gerund is used as the subject of the sentence

For examples

- Eating in the open place is wrong.
- Driving too fast is dangerous.
- Walking is good for your health.
- Your knitting is beautiful.

Past Tense**Read the following sentences:**

1. I **went** to the fair yesterday.
2. We usually **studied** in the library before exams.
3. They **met** Mrs John at the station.

The words printed in bold are verbs and they are in the **simple past tense**. They tell us about actions that took place at sometime in the past.

For example: I **went** to the fair yesterday.

They also tell us about some past habitual actions.

For example: We usually **studied** in the library before exams.

So you have seen that the past participle and the past tense of irregular verbs are not generally formed by adding **(e)d** or **t**. For example, the past tense of the verb **break** is **broke** and the past participle is **broken**.

(i) I **went** to the fair yesterday.

↓
past tense of the verb 'go'

(ii) We usually **studied** in the library before exams.

↓
past tense of the verb 'study'



Practice Set 5

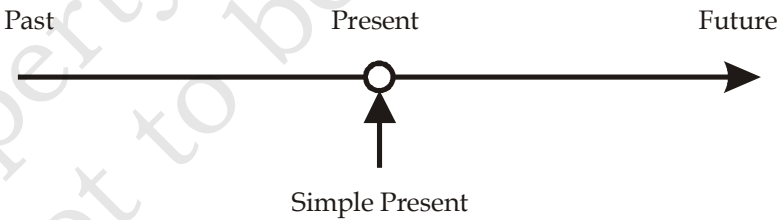
Complete the following sentences using an appropriate tense form.

1. I _____ here since morning.
 - a) am working
 - b) have been working
 - c) had been working
2. It _____ raining since yesterday.
 - a) hasn't stopped
 - b) didn't stop
 - c) hadn't
3. I _____ interested in metaphysics.
 - a) am always
 - b) have always been
 - c) had always been
4. They _____ in this street for twenty years.
 - a) have lived
 - b) have been living
 - c) Either could be used here
5. I _____ to a foreign country.
 - a) am never gone
 - b) have never been
 - c) was never gone

6. Where _____ the sun rise?
 - a) does
 - b) do
 - c) had
7. I _____ Susie Monday.
 - a) see
 - b) am seeing
 - c) Either could be used here
8. We _____ the money on the 15th.
 - a) are needing
 - b) will need
 - c) Either could be used here
9. 'There is the doorbell.' I _____,
 - a) am going
 - b) will go
 - c) Either could be used here
10. She _____ half of her time traveling.
 - a) spends
 - b) is spending
 - c) Either could be used here

Present Simple

Simple present is also called present simple.



<p>A: He speaks. N: He does not speak. Q. Does he speak?</p>	<p>action in the present taking place once, never or several times facts actions taking place one after another action set by a timetable or schedule</p>	<p>always, every ..., never, normally, often, seldom, sometimes, usually if sentences type I (If I talk, ...)</p>
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The simple present expresses an action in the present taking place once, never or several times. It is also used for actions that take place one after another and for actions that are set by a timetable or schedule. The simple present also expresses facts in the present.

Past Simple

The simple past expresses an action in the past taking place once, never, several times. It can also be used for actions taking place one after another or in the middle of another action.

Structure of Simple Past Tense

Structure of Simple Past Tense			
Positive	Negative	Interrogative	Negative Interrogative
Subject + Verb in the past form (base form of the verb + ed/d for regular verbs or past tense form of the irregular verbs)	Subject + Didn't + Verb in the base form	Did + Subject + Verb in the base form	Didn't + Subject + Verb in the base form
You spoke really well. I had my breakfast.	You did not speak really well. I did not have my breakfast.	Did you speak really well? Did I have my breakfast?	Didn't you speak really well? Didn't I have my breakfast?

Exceptions in spelling when adding ed

Example

- after a final **e** only add **d**, love – **loved**
- final consonant after a short, stressed vowel **admit** – admitted
- or **l** as final consonant after a vowel is doubled **travel** – travelled
- final **y** after a consonant becomes **i** hurry – hurried

Use of Simple Past

- Action in the past taking place once, never or several times
e.g., He visited his parents every weekend.
- Actions in the past taking place one after the other
e.g., He came in, took off his coat and sat down.
- Action in the past taking place in the middle of another action
e.g., When I was having breakfast, the phone suddenly rang.

Future Simple

- Future simple is used to predict a future event:
 - It **will** rain tomorrow.
- With I or We, to express a spontaneous decision:
 - I **ll** pay for the tickets by credit card.
- To express willingness:
 - I **ll** do the washing-up.
 - He **ll** carry your bag for you.
- In the negative form, to express unwillingness:
 - The baby **won't** eat his soup.
 - I **won't** leave until I've seen the manager!
- With I in the interrogative form using "shall", to make an offer:
 - **Shall** I open the window?
- With we in the interrogative form using "shall", to make a suggestion:
 - **Shall** we go to the cinema tonight?
- With I in the interrogative form using "shall", to ask for advice or instructions:
 - What **shall** I tell the boss about this money?
- With you, to give orders:
 - You **will** do exactly as I say.
- With you in the interrogative form, to give an invitation:
 - **Will** you come to the dance with me?
 - **Will** you marry me?



Note: In modern English **will** is preferred to **shall**. **Shall** is mainly used with *I* and *we* to make an offer or suggestion, or to ask for advice (see examples above). With the other persons (you, he, she, they) **shall** is only used in literary or poetic situations, *e.g.* "With rings on her fingers and bells on her toes, She shall have music wherever she goes."

Form of going to Future

<i>positive:</i>	I am going to speak.
<i>negative:</i>	I am not going to speak.
<i>question:</i>	Am I going to speak?
you/we/they:	You are going to speak. You are not going to speak. Are you going to speak?
he/she/it:	He is going to speak. He is not going to speak. Is he going to speak?

Use of going to

I am **going to** study harder next year.

- a conclusion regarding the immediate future
e.g., The sky is absolutely dark. It is going to rain.

Present Perfect

The present perfect simple expresses an action that is still going on or that stopped recently, but has an influence on the present. It puts emphasis on the result.

Form of Present Perfect

I/We/You

Positive:	I have spoken.
Negative:	I have not spoken.
Question:	Have I spoken?

he/she/it

Positive:	He has spoken.
Negative:	He has not spoken.
Question:	Has he spoken?

Form of Present Perfect Simple

	Positive	Negative	Question
I / you / we / they	I have spoken.	I have not spoken.	Have I spoken?
he / she / it	He has spoken.	He has not spoken.	Has he spoken?

- For irregular verbs, use the participle form (see list of irregular verbs, 3rd column). For regular verbs, just add “**ed**”.

Exceptions in Spelling when Adding 'ed'

Exceptions in spelling when adding ed	Example
after a final e only add d	love – loved
final consonant after a short, stressed vowel or l as final consonant after a vowel is doubled	admit – admitted hurry – hurried
final y after a consonant becomes i	hurry – hurried

Use of Present Perfect

- Puts emphasis on the result
e.g., She has written five letters.
- Action that is still going on
e.g., School has not started yet.
- Action that stopped recently
e.g., She has cooked dinner.
- Finished action that has an influence on the present
e.g., I have lost my key.

Signal Words of Present Perfect

- already, ever, just, never, not yet, so far, till now, up to now

Past Perfect

The past perfect simple expresses an action taking place before a certain time in the past.

Form of Past Perfect Simple

	Positive	Negative	Question
no differences	I had spoken.	I had not spoken.	Had I spoken?

For irregular verbs, use the past participle form (see list of irregular verbs, 3rd column). For regular verbs, just add **ed**.

Exceptions in Spelling when Adding ed

Exceptions in Spelling when Adding ed	Example
after final e , only add d	love – loved
final consonant after a short, stressed vowel	
or l as final consonant after a vowel is doubled	admit – admitted
travel – travelled	
final y after a consonant becomes i	hurry – hurried

Use of Past Perfect

- Action taking place before a certain time in the past (putting emphasis only on the fact, not the duration)
e.g., Before I came here, I **had spoken** to Jack.
- (condition that was not given in the past)
e.g., If I had seen him, I would have talked to him.



Practice Set 6

Put the verbs into the correct form (present perfect simple).

1. I (not / work) have not worked today.
2. We (buy) _____ a new lamp.
3. We (not / plan) _____ our holiday yet.
4. Where (be / you) _____?
5. He (write) _____ five letters.
6. She (not / see) _____ him for a long time. (be / you) at school?
7. School (not / start) _____ yet.
8. (speak / he) _____ to his boss?

Future Perfect

The future perfect is a verb tense used for actions that will be completed before some other point in the future.

For example,

- The parade will have ended by the time Chester gets out of bed. At eight o'clock I will have left.



Note: The future perfect tense is for talking about an action that will be completed between now and some point in the future.

For example, Imagine that your friend Belinda asks you to take care of her cat for a few days while she goes on a trip. She wants you to come over today at noon so she can show you where to find the cat food and how to mash it up in the bowl just right so that Fluffy will deign to eat it. But you're busy this afternoon, so you ask Belinda if you can come at eight o'clock tonight instead.

- “No, that won't work! At eight o'clock I will have left already,” she says.

What does the future perfect tell us here?

It tells us that Belinda is going to leave for her trip some time after right now, but before a certain point in the future (eight o'clock tonight).

She probably shouldn't have waited until the last minute to find a cat sitter.

The future perfect formula

The formula for the future perfect tense is pretty simple:

will have + [past participle].

It doesn't matter if the subject of your sentence is singular or plural. The formula doesn't change.

When to use the future perfect tense

Sometimes, you can use the future perfect tense and the simple future tense interchangeably. In these two sentences, there is no real difference in meaning because the word before makes the sequence of events clear:

- Belinda will leave before you get there.
- Belinda will have left before you get there.

But without prepositions such as before or by the time that make the sequence of events clear, you need to use the future perfect to show what happened first.

At eight o'clock Belinda will leave. (This means that Linda will wait until 8 o'clock to leave.)

At eight o'clock Belinda will have left. (This means Linda will

leave before 8 o'clock.)

When not to use the future perfect tense

The future perfect tense is only for actions that will be complete before a specified point in the future.

In other words, the action you're talking about must have a deadline. If you don't mention a deadline, use the simple future tense instead of the future perfect tense.

- Belinda will leave.
- Belinda will have left.

The deadline can be very specific (eight o'clock) or it can be vague (next week). It can even depend on when something else happens (after the parade ends). It just has to be some time in the future.

How to make the future perfect negative

Making a negative future perfect construction is easy. Just insert not between **will** and **have**.

- We will not have eaten breakfast before we get to the airport tomorrow morning.
- They will not have finished decorating the float before the parade.

You can also use the contraction won't in the place of will not. They won't have finished decorating the float before the parade.

How to Ask a Question with the future perfect tense

The formula for asking a question in the future perfect tense is **will + [subject] + have + [past participle]**:

- Will you have eaten lunch already when we arrive?
- Will they have finished decorating the float before the parade?

Prepositional phrases that often go with the future perfect

- By this time next week, Belinda will have left for her trip.
- Three days from now, we will have finished our project.
- At midnight, the party will have ended. Will you have eaten already?
- Chester will not have arrived by the time the parade is over.
- When I travel to France, I will have been to ten countries.

- My sister will have cleaned the bathroom before the party.
- As soon as someone buys this chair, I will have sold all the furniture I wanted to get rid of.

Common regular verbs in the future perfect tense

Infinitive	Future Perfect	Negative	Question
to ask	will have asked	will not have asked	will you have asked..?
to work	will have worked	will not have worked	will he have worked..?
to call	will have called	will not have called	will I have called..?
to use	will have used	will not have used	will they have used?



Practice Set 7

Choose the correct option.

- The farmer _____ the crop until November.
(a) will have sown (b) will sow (c) will be sowing
- The passengers _____ their destination.
(a) have been reached (b) reached (c) will have reached
- She _____ the exam by the end of this year.
(a) will have passed (b) passed (c) have passed
- I _____ rice until 8 o'clock.
(a) will have cooked (b) cooked (c) have cooked
- The mechanic _____ my car.
(a) will has fixed (b) will have fixed(c) will be fixing

Activity 3

Lets do an activity

- Divide learners into groups and let them practice in using tenses. Divide two groups on group named as present perfect and another group named as past perfect.

Review Exercise

A. Pick out the present/past participles (functioning as adjectives) in the following sentences.

1. The smiling children were studying quietly. _____
2. They have lost the battle. _____
3. Having won the war, the army celebrated. _____
4. She has got a shining mobile phone. _____
5. He gave a written complaint letter. _____
6. She lives in a rented house. _____
7. Laughing dolls were pretty. _____
8. Excited, she called up her friends. _____
9. I was given an improved poem this time. _____
10. The crying baby was picked up. _____

B. Fill in the blanks with the correct simple present form of the verb. (According to present simple tense)

1. He _____ (tell) strange stories, sometimes.
2. I _____ (refer) to the dictionary always.
3. God _____ (do) justice.
4. Do you _____ (like) to travel?
5. He does not _____ (write) clearly.

C. Fill in the blanks with present perfect tense of verbs in brackets.

1. The principal _____ (give) instructions.
2. _____ you _____ (do) something wrong?
3. They _____ not (tell) us anything.
4. We _____ (complete) the assignment.
5. She _____ (misplace) the books.

D. Fill in the blanks with the Simple Past Tense.

1. She _____ not _____ (hide) any fact.
2. We _____ (love) watching the movie.
3. My teacher _____ (give) me a rose.
4. _____ they _____ (say) the prayer?

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"> ○ Responds by pointing, nodding, performing an act making gestures or drawing pictures. ○ Says only yes, no or names of others learners. ○ Has minimal comprehension but can understand some key words.
Early Production Stage	<p>Learners can speak with one/two word answers or in phrases:</p> <ul style="list-style-type: none"> ○ Demonstrate comprehension by answering with a simple yes/no, or who/what/ when response. ○ Independently uses routine expression in key words. Can listen with greater understanding.
Speech Stage	<p>Learners begin to use dialogue by producing longer sentences.</p> <ul style="list-style-type: none"> ○ Initiates conversation by asking and answering simple questions. ○ Speaks with less hesitation, demonstrates greater understanding and uses newly-acquired vocabulary
Intermediate Fluency Stage	<p>Learners are beginning to make and discuss complex statements:</p> <ul style="list-style-type: none"> ○ Independently states opinions, asks for clarification and will share their thoughts ○ Demonstrates move extensive vocabulary ○ Speaks longer with accuracy and correctness

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

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.

Semester: One

Period: IV



Unit 4

Grammar: Essay Writing/ Creative Writing/Verb Usage

Objectives

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

- Compose different kinds of speeches
- Develop and deliver public speeches

4.1 INTRODUCTION

Creative writing is the art of writing in a way that allows the reader to experience the world of the story, rather than just a description of it. The style of writing used to convey this experience is called creative writing.

Creative writing is not only a tool to help students unleash their creativity and feel more comfortable writing about and about everyday life, but it has also been shown to improve language learning.

Creative writing assignments allow learners to discover their personality, express themselves artistically, use their imagination, and discover their writing style. The purpose of this unit is to introduce the concepts of creative writing and provide examples of

Structure of the Unit

4.1	Introduction
4.2	Review Essay Writing
	Creative Writing
	Review Verb Usage
4.3	Review Verb Usage
4.4	Five Forms /Principles Parts of Speech
4.5	Present Simple
	Past Simple
	Future Simple
	Present Perfect
	Past Perfect
	Future Perfect
4.6	Speech Development Oral Practice

creative writing. The module will also discuss the writing process, including the role of the writer, the role of the reader, and the role of the writing environment.

At the university level, creative writing is encouraged as teachers encourage their students to learn to write stories and expand their vocabulary in a non-academic way in an academic setting; students also devote some of their (free) time to practice and discussing writing with each other.

Learners writing creatively are encouraged to participate in extracurricular writing-based activities such as editorial clubs, school literature or magazines, writing contests, writing colonies or conferences, and continuing education courses.

The importance of creative writing

- In order to encourage your learners to write, be creative, use their imagination, and then praise them when they do, you need to build their confidence and clearly express their opinions, thoughts, and feelings.
- Whether it's taking half an hour a few days a week to sit down and pick up a pen, or use an online platform to write and share our stories, we can help our children grow, learn, and write in the way their peers like, not just their teacher.
- Creative writing has the potential to have an incredibly positive impact on our children. As classroom opportunities become more and more limited, taking steps to encourage our children to write can help reap many benefits.
- Using writing as a way to show your child his creative side helps his ability to concentrate, increases his sense of purpose and purposefulness.

Why is it important for creative writing students?

- Writing is one of the most effective ways to improve your brain. You often hear from parents that their children do not like to write. Children often find it difficult to understand and express their feelings, and writing can be an extremely useful tool for self-expression.
- Creative writing can help children explore and learn about their feelings, and it can be very helpful in expressing them. Writing gives children a safe place to explore and can be a

very useful tool for expressing their feelings.

- In the words of Albert Einstein, “creativity is fun for the intellect,” and writing is a great way to help your child express themselves. Statistics show that reading helps develop your writing skills, but writing helps develop your cognitive growth, organizational skills, and the ability to influence others through persuasion.
- Unlike the academic equivalent of a written course that teaches students to create works according to language rules, creative writing is considered to focus on students’ self-expression. They believe that creative writing can hone students’ ability to express themselves clearly, and creative writing involves careful study of literary terms and mechanisms in order to apply them to the writer’s work to promote improvement.
- Creative writing can also use their imagination to develop creative thinking, propose alternatives, and expand their thinking process and problem-solving ability.
- It develops imagination and creativity and improves the child’s ability to find alternatives. When a child begins to write their own ideas, completing a story develops a number of important lifelong skills. Art writing will encourage and inspire children to use their creative mind and practice using their imagination.
- As classroom writing becomes more and more limited, it is important to ensure that our children do not miss these valuable benefits by taking active measures to encourage children to write creatively outside the classroom. Not all creative writing courses are the same.

How does creative writing help you?

We adhere to our vision of helping 8-year-old children learn to write engaging and consistent short stories, including creative transformations, character wishes, obstacles, climax, dialogue and resolution plan.

For children and teenagers, novels are as important as any other type of writing because they learn to write. We found that one of the best ways to communicate with learners while developing their reading and writing skills is creative writing.

Learners benefit by participating in English Language Development (ELD) courses, observe their thoughts, sit with their emotions, and empathize with themselves and others by writing and sharing their own difficulties. Students should feel comfortable in the writing environment because they have the opportunity to express their ideas without making judgments or disappointments.

What you learn about creative writing?

When you are writing creatively, you are doing an exercise that will allow you to truly develop your voice and opinions without any additional restrictions.

Creative writing is not just about improving grammar, spelling and vocabulary; it will allow you to develop your unique voice and share your infinite vision, expressing your views on the world inside and outside your mind.

Once you feel comfortable and master the mechanics of writing professionally and creatively, you can bend and break the rules as needed: use your voice and do what you write convincing without sounding like an amateur, boring or not. authentic.

It involves thinking about different ways to make the story memorable, which means that you also need to think about the voice of your characters and how that voice should sound. If all the characters in the text express the same thing, it will seem boring or monotonous.

Elements of Creative Writing

The purpose of creative writing elements is to aid in the conveyance of aesthetic or symbolic meaning. Different types of creative writing use different elements.

However, these elements are used universally within their form and are all critical components of good creative writing. The most helpful elements to learn and perfect are as follows:

- Action — Movements that characters undertake in the story.
- Character — Used to progress the plot and establish inner or outer conflict.
- Conflict — Challenges, suspense, and uncertainty for whether the goal will be achieved.

- Dialogue — A verbal exchange between characters.
- Pacing — The speed at which a story is told.
- Plot — The sequence of a story's events.
- Scene — Dramatic sections in a story within a specific time and place.
- Setting— Time and location in the narrative.
- Suspense — The anticipation of an outcome or plot.
- Theme — Central topic or message of a narrative.
- Tone — The narrator's attitude toward the subject matter.
- Voice — The manner of expression.

The below writing prompts allow learners to flex their creative writing muscles by experimenting with different types of creative writing genres and reflecting on their finished product and writing process.

Prompt 1: Poetry

- Write a poem about a common, everyday object like a pencil, a spoon, a t-shirt, or a water bottle.
- Think about how to create striking imagery and emotion in your work—you may take time to brainstorm possible words you can use to create a visually and emotionally engaging work.
- In addition, your poem should include at least two metaphors or similes. After writing your poem, which should be at least ten lines long, answer the questions that follow.
- Reflect on your writing process. How did you prepare to write your poem? Did you think about the major theme(s) you wanted your poem to address before you started writing?
- Explore the techniques you used in your poem: how did you create setting? How did you establish point-of-view? How did you appeal to your audience's emotions?

Prompt 2: Short Story

In at least 750 words, write a short story about an unlikely friendship. Before writing your short story, consider tracing a plot diagram that sketches out the story's exposition, rising action,

climax, falling action, and resolution. After writing your story, answer the questions that follow.

1. What is the basic plot of your story? (Consider: exposition, rising action, climax, falling action, and resolution)
2. How did you develop the characters in your story?
3. How did you use dialogue in your story? (If you didn't use any dialogue, describe what effect this choice has on your audience.)
4. What literary devices did you include in your story and what is their overall effect? (e.g. metaphor, personification, alliteration, etc.)
5. What is the overall theme of your story? How do you communicate this theme to your audience?

Poetry

Writing a poetry analysis paper requires you to analyze, or discuss in minute detail, how the language of a poem contributes to its meaning. You will most often be graded on your ability to correctly identify poetic devices (metaphor, imagery, meter) as well as to offer very detailed close readings of the poem. Poetry analysis is the process of investigating a poem's form, content, and history in an informed way, with the aim of heightening one's own and others' understanding and appreciation of the work.

The words poem and poetry derive from the Greek *poĩma* (to make) and *poieo* (to create). That is, a poem is a made thing: a creation; an artefact. One might think of a poem as, in the words of William Carlos Williams, a "machine made of words". Machines produce some effect, or do some work. They do whatever they are designed to do. The work done by this "machine made of words" is the effect it produces in the reader's mind. A reader analyzing a poem is akin to a mechanic taking apart a machine in order to figure out how it works.

Like poetry itself, poetry analysis can take many forms, and be undertaken for many different reasons. A teacher might analyze a poem in order to gain a more conscious understanding of how the poem achieves its effects, in order to communicate this to his or her students. A writer learning the craft of poetry might use the tools of poetry analysis to expand and strengthen his or her own mastery. A reader might use the tools and techniques of poetry analysis in order to discern all that the work has to offer, and thereby gain a fuller, more rewarding appreciation of the poem.

Instructions

1. Read the poem silently to yourself, then read it out loud. Then read it once more silently. You do not have to memorize a poem to write convincingly about it, but you should know it fairly thoroughly.
2. Decide what you think the poem is about. If you are absolutely mystified, consider writing a paraphrase, which is a line-by-line “translation” of the poem into plain language. Once you’ve made a general decision about the poem’s meaning, write it down so that you can refer to it as you look at the details of the poem.
3. Pay special attention to unusual words. It is often helpful to ask yourself what the most important word in a line, couplet, or stanza is. You can also look for words with unusual connotations. Make a note of these, especially if the word suggests something that you didn’t expect to see.
4. Identify examples of poetic devices. In the margins, simply make a note of what kinds of poetic devices you find. Don’t worry about explaining them quite yet.

Keep a list of poetic devices handy. If your instructor has emphasized certain devices above others, such as metaphor and imagery, put those at the top of the list. Otherwise, look at the link in the Resources section for some of the most common poetic terms.

5. Mark lines which most directly speak about the meaning of the poem. These lines will probably be most useful in supporting your thesis. Place a different mark by the lines that remain confusing or mysterious. Return to these last.
6. Draft your paper by writing down your thesis from Step 2, and try to support your interpretation of the poem by explaining the lines you marked in Step
5. Be sure to mention not only what the lines mean, but also how the specific language helps make that meaning; refer to Steps 3 and 4 for help with this.
7. Return to the lines that confused you. Decide how you can make them fit what you think the poem means. Be creative with this part, and don’t be afraid of coming up with an outlandish idea. If you think there is no way to make these lines fit the poem, consider changing the meaning you wrote

down in Step 2 to incorporate them.

8. Begin your paper with your thesis. Support the thesis with a citation of lines and their meaning. Finally add how examples of poetic devices emphasize the details and meaning of the poem.

4.2 CREATIVE WRITING EXAMPLES

1. Who I Am

Who am I? This is a question we have all faced many times, from a multitude of sources. Ever since elementary school when I was asked to write about my family and myself, I disliked self reflection. This was in part because I did not have the vocabulary to present my thoughts and majorly due to the fact I was scared of what would come of a true reflection of who I am. So enough of that, who am I?

I am phlegmatic emotion is not a thing I have a capacity for. I am always asked, "Are you upset about something?" "Why don't you get as excited as everyone else about things?" and my answer is simply "I don't". I have never experienced grief.

Even as a little kid, at the ripe age of 9, my grandfather died. When I was sat down and told by my parents that he had passed the night before I simply said "okay", looked to my dad and said "you look like you're pretty upset about this, do you want me to take care of you?" This was not just a case of being too young to understand, I have had best friends die even in the same room and other family die as well and still failed to ever feel sad about it. I feel like I need to be stronger than everyone else in an emotional sense, because if I fall apart then there is nothing there to keep everything together.

I used to have extremely low self-esteem and friends with very high self-esteem so naturally this caused me assume a superficial mask of high self-esteem.

But as time passed my self esteem grew and this false high self-esteem bloomed into borderline narcissism. I am self obsessed and care too much about how I look dress and act, but my self-obsession doesn't affect me caring about others. Also as to not contradict myself I feel I should add I do not view caring as an

emotion but rather a natural instinct.

I feel uncomfortable when I'm not with my own "squad", or group of friends. In these situations I tend to put up a "bubble" and stay out of conversation. I enjoy observing people and will wait until I know I have something worth adding to the group before joining in. But when this bubble is popped, by someone pulling me into conversation or coming up to me, I am outgoing and some would even say funny.

2. Fantasy Novel Plot



The main character, Max, goes to a magical land where all the books are real, the weather changes overnight, and a group of good wizards exist, each with their own story of why they left their world to create a new one.

Max meets a variety of strange characters, each of whom has a tale to tell, and he is soon caught up in a struggle between the good wizards and an evil wizard, who wants to re-enter our world as a demon with the power to end evil forever.

To prevent this happening, the good wizards have to learn about evil magic so they can defeat the demon. They must also learn how to communicate with humans to convince people to join the fight against evil. This is just the beginning of the adventure, however, and Max soon finds himself in even greater danger.

The climax of the story comes when Max is chased through a portal into our world, where he discovers that the evil wizard has invaded our world, taken over the minds of humans, and is now planning to take over the world. Max has only one option left — he must go to the magical land and warn the good wizards that the

evil wizard is planning to invade our world next, and that they must stop him before it's too late.

This is the end of the story, but it's not the end of the adventure.

3. Science Fiction Plot



This science fiction short story is set in a world where people are able to change their physical appearance at will, and the protagonist, Sam, is a woman who was born a man but always felt female.

One day, while trying on a dress in a shop, she is attacked by a group of people who want to take her appearance away. They lock her in a room, where she realizes that she has been chosen as a subject in a government experiment to change people's appearances at will. Over the course of the story, Sam struggles to escape and find out who is really behind the experiment and the people who are trying to take her appearance away. She discovers that the people who are trying to take her appearance away are actually people who were born the wrong sex, and that the people who are changing people's appearances at will are actually the government, which is trying to keep people from knowing that they were born the wrong sex.

4. Children's story

A child named Henry wakes up one morning and is surprised to discover his mother has changed into a bird. He is also surprised to discover that the bird is now a young boy. He asks why they did this to themselves, and his mother tells him that it is because

the young boy feels that his parents are no longer able to take care of him.



Henry is angry, and he runs away from home. His mother and brother try to find him so that he will come home, but they cannot understand where he is. They ask other children to help them look for Henry, but no one has seen him. After a while, Henry's mother and brother return home, but Henry is no longer there.

He has run away to find himself a new family. Henry is happy living with a family of mice, but one day he overhears two of the mice talking. He learns that the mice are trying to figure out a way to take over the house. Henry comes up with an idea of his own, and he shows the mice how he would like their house to be run.

Henry's new idea is that the mice should not be in charge of the house; the house should be in charge of them. The mice are skeptical at first, but they go along with Henry's plan. Henry is now the leader of his family, and he is very happy.



Practice Set I

Write a creative writing on the following topics:

1. Horror
2. Western novel
3. Fairy tale
4. Spy story
5. War story

4.3 REVIEW VERB USAGE

Every sentence needs at least one verb. If there's no verb, it's an incomplete sentence or a sentence fragment. Except for imperative sentences (commands), a sentence also needs a subject, the thing doing the action.

Subjects are important for a verb because they change how it's

conjugated, which we explain below.

Verbs are words that show an action (sing), occurrence (develop), or state of being (exist).

Almost every sentence requires a verb. The basic form of a verb is known as its infinitive. The forms **call**, **love**, **break**, and **go** are all infinitives.

Almost all verbs have two other important forms called participles. Participles are forms that are used to create several verb tenses (forms that are used to show when an action happened); they can also be used as adjectives.

The present participle always ends in **-ing**: calling, loving, breaking, going. (There is also a kind of noun, called a gerund, that is identical in form to the present participle form of a verb.)

The past participle usually ends in **-ed**, but many past participles have irregular endings: called, loved, broken, gone.

The verb's past tense usually has the same **-ed** form as the past participle.

For many verbs, however, the past tense is irregular. An irregular past tense is not always identical to an irregular past participle: **called**, **loved**, **broke**, **went**.

The two main kinds of verbs, transitive verbs and intransitive verbs, are already discussed in previous classes.

Common errors with verb forms

1. One common error occurs with **-s** endings.

Use the **-s** form of a verb when the noun is third-person singular and the action occurs in the present.

- The singer asks [not ask] for a glass of water.

2. Another common error occurs with **-ed** endings.

Sometimes this happens with certain words whose **-ed** endings are not always pronounced in casual speech. However, the **-ed** ending must be included in written form.

Some of these words include “supposed”, “used”, “asked”, “discussed”, “mixed”, and “walked”.

- I used to work at the local grocery store.
- Janice was lost, so she asked the stranger for directions.

3. Sometimes an **-ed** error happens with the past participle form of a

verb. When the verb is used with a helping verb such as be or have, you need the past participle (the -d or -ed) form of the verb.

- He is concerned [not concern] about his grades.
- I have watched [not watch] many sunsets.

4. Another error occurs with improper infinitive forms.

An infinitive is the plain form of the verb with the word to in front of it: to run, to know, to be.

Infinitives can function in many ways in a sentence, but by themselves they are not the main verb and should not have additional endings on them such as -s, -ed, or -ing.

- I wanted to watch [not to watched] my favorite show, but the power went out.

5. A final error occurs with the irregular verbs “to be” and “to have”.

Be sure to use the proper form of the verb for the tense you need:

Many verbs express action. (feel, shout, walk, grow, have, consider, study) Ask, “Who or what is doing what in the sentence?” The “doing what” is the verb.

6. Other verbs show a state of being. (am, is, are, was, were) Remember these words; they are always verbs.

7. Sometimes verbs occur in phrases. (Examples: has jumped; should have known; is running; will try)

8. Subjects can have more than one verb. (She enjoys downtown shopping but hates traffic.)

9. Here’s a tip: try changing the tense of the sentence, such as from past to present or present to future; the word that changes is at least part of the verb.

- Sue was the best chef at the restaurant changes to Sue is the best chef at the restaurant.
- Sue is cooking up a storm changes to Sue was cooking up a storm.



Practice Set 2

A. Fill in the blanks with simple Past form of the verbs.

1. The boy into the lake. (jump)
2. I my uncle yesterday. (meet)
3. They not anything to eat. (find)

4. The servant my letters. (post)
5. the ship in the sea? (sink)
6. You not for the lost dog. (search)
7. you to Trivoli yesterday? (go)
8. She her shirt on the peg. (hang)
9. They the murderer. (see)
10. They very fast. (run)

B Correct these sentences.

1. Gold and diamond is found in India.
.....
2. The Orator and the Statesman has arrived. (two different people)
.....
3. Neither praise nor blame seem to affect her.
.....
4. Which one of these pens are yours?
.....
5. The scholar and the writer (one person) are dead.
.....
6. Tales of Charles Lamb' are a good book.
.....
7. Many a soldiers have given their life for the country.
.....
8. Either of these gifts look fine.
.....
9. None of the students are standing.
.....
10. The herd of cows were very healthy.
.....

4.4 FIVE FORMS/PRINCIPAL PARTS OF A VERB

There are up to five forms for each verb: root, third-person singular, present participle, past, and past participle

In English there are four principal parts (also called forms) of a verb. These parts are used to form tenses, which tell us when an action occurred. In this unit, you'll learn the fundamentals about the base verb form, the present and past tenses, and present and past participles. These stages imply that whenever you have to

write an extended composition.

On the given topic, think for a while and put your ideas on a piece of paper. Arrange these ideas properly so that your article or speech may have an appropriate beginning, a convincing middle and a logical end.

Principal Parts			
Base/Present	Present Participle	Past	Past Participle
walk	walking	walked	walked
dance	dancing	danced	danced
play	playing	played	played

Introduction to the Present and Past Tenses

The base is the most basic (or root) form of a verb, and it plays a very important role in forming the present and past tenses.

Present Tense

The base alone is used for most forms of the present tense, including the first person (I and we), second person (you), and third person plural (they). The only time the base changes is in the third person singular (he, she, it). To form the third person singular, just add the letter -s to the end of the base.

Present Tense	
Person and Number	Example
First Person Singular & Plural (I and we)	I practice piano once a week. We practice piano every day.
Second Person Singular & Plural (You can refer to one person or a group of people.)	You practice piano every other day. Do you girls practice piano every day?
Third Person Plural (they)	They practice piano on the weekends.

Third Person Singular (he, she, it)	She/He practices piano for two hours each day.
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Past Tense

To form the past tense, take the base form and add **-ed**. If the base ends in a silent **e**, just add **-d**, not **-ed**. Unlike the present tense, the past tense always uses the same form regardless of person or number.

Past Tense	
Base	Example
walk	I/we/you/she/he/they walked 10 miles to the gas station yesterday.
bake (silent -e)	I/we/you/he/she/they baked fifteen dozen cookies last holiday season.

Participles

When used as verbs, participles function as part of a verb phrase and must be accompanied by a helping verb. (There are some other ways to use participles, but you will learn about those in a different lesson.)

Participles		
Base	Present Participle	Past Participle
walk	walking	walked
bake (silent -e)	baking	baked

Present Participles

To form a present participle, take the base form of the verb and add **-ing**. If the verb ends in a silent **-e**, drop the **-e** and add **-ing**. Present participles are used in the progressive tenses, which combine a form of to be (am, is, was, etc.) with a present participle.

- My sister is walking to school today.
- My brother was watching television when I came home.

Past Participles

Past participles are formed the same way as the past tense—by

adding **-ed** to the base (or just **-d** if the base ends in a silent **-e**). Past participles are used in the perfect tenses, which combine a form of to have (have, has, had) with a past participle.

- They have hiked this trail many times before.
- Before leaving, we made sure we had walked the dog.

Spelling Changes with the Four Principal Parts

When adding an ending to a verb, you sometimes have to change the spelling.

Do change the spelling in the following situations:

Base Verb Spelling	Spelling Change
Single syllable 1 verb ending in a consonant 2	Double the consonant when adding an -ing or -ed ending. shop + -ing = shopping shop + -ed = shopped
Ends in a single vowel plus a consonant and carries the stress 3 on the last syllable	Double the consonant when adding an -ing or -ed ending. refer + -ing = referring refer + -ed = referred
Ends in a consonant + y	change y to ie when adding -s. clarify + -s = clarifies Change y to i when adding -ed. clarify + -ed = clarified
Ends in a silent -e	Drop the silent -e before adding -ing. amaze + -ing = amazing Just add a -d instead of -ed. amaze + -ed = amazed
Ends in a -c	add a k before an -ing or -ed ending. frolic + -ing = frolicking frolic + -ed = frolicked

Don't change the spelling in these situations:

Base Verb Spelling	Spelling
--------------------	----------

<p>Most base forms, except those ending in consonant + y</p>	<p>Most of the time, spelling changes are not necessary when adding the -s ending to the base form of the verb (i.e. in the third person singular form of the present tense). This is true even for verbs that do require a spelling change for the -ing or -ed ending.</p> <p>shop + -s = shops (vs. shopping and shopped)</p> <p>refer + -s = refers (vs. referring and referred)</p> <p>amaze + -s = amazes (vs. amazing)</p> <p>frolic + -s = frolics (vs. frolicking and frolicked)</p> <p>Verbs ending in a consonant + y, which you already learned about in the above table, are the only exception.</p>
<p>Ends in a consonant + y</p>	<p>Don't make any spelling changes when adding the -ing ending.</p> <p>clarify + -ing = clarifying (vs. clarifies and clarified)</p>
<p>Ends with a single vowel before a consonant, but the stress is not on the last syllable</p>	<p>Don't double the consonant. An example is the verb wander, which has the stress on the a, not the e. (Contrast wander with the verb refer in the previous table.)</p> <p>wander + -s = wanders</p> <p>wander + -ing = wandering</p> <p>wander + -ed = wandered</p>

Ends with a double vowel before a consonant	Do not double the consonant. (Contrast the verbs cheat and retreat with shop and refer in the previous table.) cheat + -s = cheats cheat + -ing = cheating cheat + -ed = cheated retreat + -s = retreats retreat + -ing = retreating retreat + -ed = retreated
Ends in a vowel + y	Don't change y to ie. (Contrast enjoy with the verb clarify in the previous table.) enjoy + -s = enjoys enjoy + -ing = enjoying enjoy + -ed = enjoyed
Ends in a vowel + l	In American English, do not double the l even though l is a consonant. travel + -s = travels travel + -ing = traveling travel + -ed = traveled Note: In British English, you do double the l before the -ing and -ed endings (travelling, travelled).

- When we pronounce words aloud, we break them up into smaller sound units called syllables. For example, the word syl*la*ble itself can be broken up into three syllables. There are also many single syllable words, such as shop and book.
- Any letter of the alphabet that is not a, e, i, o, or u is considered a consonant.

When we say words aloud, we pronounce certain syllables more loudly than others. The syllable that is pronounced the loudest is the stressed syllable. (Emphasis is another word that is commonly used for stress.)

Irregular Past Tense and Past Participles

Here are a few basics you'll want to remember about the irregular past tense and past participle forms.

- They all have one important characteristic in common: they almost never end in -ed. Some examples are ate, fought, swam, and given.
- It's very common for a vowel (or pair of vowels) to be different from the base form. Began (base form, begin) and froze (base form, freeze) are a two good examples.
- Most irregular verbs follow a specific pattern. You'll learn more about this concept later in this lesson.
- Let's take a closer look at how the irregular past tense and past participles are formed.

Past Tense

- With the irregular past tense, it is common for a vowel in the middle of the verb to change instead of the verb's ending. The verb drive, for example, changes to drove in the past tense.
- Other verbs require you to change a vowel and add a new ending. Eat, for example, turns into ate in the past tense.
- One of the most common irregular past tense endings is -t (sweep → swept). Sometimes you'll add -d (sell → sold) or -ght (catch → caught) instead.
- Often, when the base ends in -ck, -e, -g, -ght, or -n, the past tense will keep that final letter or set of letters.

• stick → stuck	drive → drove
• ring → rang	fight → fought
• run → ran	

Past Participles

- Just like the irregular past tense, irregular past participles can be formed by changing a vowel, adding a new ending, or doing both. However, the vowel or ending is often (but not always) different from the past tense form. For example, many irregular past participles require you to add an -en, -n, or -ne ending (drive → driven).
- Many irregular past participles end in -en, but, similarly to the past tense, they can also end in -t, -ck, -d, -e, -g, or -ght.

- In the table below you'll find several examples of how the irregular past tense and past participles are formed. Pay special attention to the vowel changes and different endings.

Base	Regular Present Participle	Irregular Past	Irregular Past Participle
drive	driving	drove	driven
begin	beginning	began	begun
sleep*	sleeping	slept	slept
run	running	ran	run
freeze*	freezing	froze	frozen
eat*	eating	ate	eaten

*For some verbs, such as sleep, freeze, and eat, a pair of vowels changes instead of just a single vowel.

Irregular Verb Patterns

Now that you have an idea of how to form the irregular past tense and irregular past participles, let's take a look at some patterns that an irregular verb may follow.

Common Patterns

Sometimes the past tense and past participle are the same. All the verbs in this category have at least one of the following characteristics:

- The most common past tense and past participle endings you will add to these verbs are -t, -ght, and -d (sweep/swept/swept; catch/caught/caught; sell/sold/sold).
- You will never add an -en, -n, or -ne ending to these verbs. The only time the past forms end in -n or -ne is when that ending is already part of the base form (shine/shone/shone).
- Sometimes the base, past, and past participle endings are all the same. This happens most often when the base ends in -ck, -g, -ght, or -ne.

4.5 REVIEW OF TENSES

1. Present Simple (1st form of the verb + 's' or 'es')

Present Simple

Indefinite

1st form of the verb + s or es.

▶ Expresses general sense

▶ Habitual action

e.g. She walks very slowly.
We pray to God daily.

▶ Facts which are true at all times

▶ Narrating a past series of action

e.g. The sunrises in the east.

Then the door opens. She enters.

2. Past Simple

Simple

V_2

– Denotes a past action

– An action which happened habitually in the past

e.g. The world war ended in 1918.

He always went to the same park for his walk.

3. Future Simple

To describe an action which is expected to happen in future.

will/shall + V_1 She will come tomorrow.

Rules for making the future indefinite tense

Positive statements

subject + will + (V_1)
or

shall

Examples

We shall play.

I shall play.

He will play.

They will play.

Questions

will + subject + (V_1) + ?

or

shall

Examples

Will you play?

Shall I play?

Will she play?

Will Anna play?

Negatives

subject + will + not + (V_1).
or

shall

Examples

I shall not play.

You will not play.

Daniel will not play.

4. Present Perfect

The present perfect tense is used to indicate the action that has taken place at some specific time. It uses auxiliary verb and past participle for the main verb i.e. verb + **ed**.

For examples:

- I have watched this movie before.
- He has completed his homework.

You will mostly use the present perfect in daily conversation while talking about some changes or experiences.

Definition of Present Perfect Tense

1. We use the present perfect to indicate a link between the present and the past.

In other words, the time of the action is before now but not stated. In fact, most of the time, the result interests us more than the action itself.

This tense forms by **have/has + the past participle**.

Thus, you will see that the construction of this verb tense is straightforward.

2. **Have** or **has** is the first element which depends on the subject-verb is conjugated with. Similarly, the second element is the past participle of the verb. It forms generally by adding **-ed** or **-d** to the root of the verb.

For instance, talked, leaned, wiped, mixed, and more.

However, the English language does contain a few verbs that have irregular past participles.

For instance, *done, won, eaten, gone, thought*.

3. We use present perfect tense to describe:
 - An action or situation which began in the past and is continuing to the present. *I have lived in Kigali since 1995*. It means you are still living in Kigali.
4. An action performed during a period that has not finished yet. *He has been to the zoo thrice this month*. It means the month is not over yet.
5. A repeated action in an unspecified period between the past and present. They have visited London multiple times.

5. An action that was completed in the very recent past. '**Just**' is used to express it. We have just completed our assignment.
An action when the time does not carry much importance.
She has read 'Harry Potter'.
Here, the result of her reading carries importance.
Similarly, please remember that you wish to give or ask details about when, where, who, you must use the simple past.

Examples

1. We *have seen* that video ten times.
 2. I think I *have met* her once before.
 3. There *have been* many wildfires on Amazon.
 4. Astronauts *have traveled* to the Moon.
 5. They *have not traveled* to Jupiter.
 6. *Have you read* the thesis yet?
 7. Nobody **has** ever *visited* that haunted house.
- Q. Has there ever been a wildfire in California?
A. Yes, there has been a wildfire in California.

5. Past Perfect Tense

Past Perfect Tense is used to indicate the actions that took place before some point of time in the past.

It uses the auxiliary verb i.e. **had + past participle**.

The rule is the same whether the subject is Singular or Plural. Some examples of past perfect tense are:

- If I had reached the station on time, I would have not missed the train.
- I had never been to riverside before I went to Varanasi.

Thus, you use the past perfect tense while describing any past event or condition before some point in time.

As the name suggests, past perfect tense is a part of the perfect tense and thus indicates completed actions.

In other words, it describes the first completed activity, then another activity that took place before the present time.

In the forming of the past perfect tense, we use **'had'** irrespective of the subject being Singular or Plural. The second element that is the past participle is formed by adding **-ed** or **-d** to the root of the verb.

For example, **reached, missed, mixed, wiped**, etc.

However, you may use verbs with irregular past participles also such as *woken, eaten, gone, done, won*, etc.

Using Past Perfect Tense

1. Past completed actions before another begin

Example: Only after we had bought the tickets, we were able to enter the cinema hall.

It means that you had bought tickets is the first completed action and you were allowed to enter the cinema hall is another completed action.

2. Events of duration before something in the past

Example: I had watched the movies for years without ever having to buy the tickets.

It means before you were allowed to watch movies without tickets but not now.

3. Conditional statements

Example: If I had purchased movie tickets, we would have been able to watch the movie.

It means that you had not purchased the movie tickets and thus you were not able to watch the movie.

4. Reported Speech

Example: The guard asked us if we had bought the movie tickets.

It means that you had to show the guard the tickets you bought.

5. Show dissatisfaction with the past actions or events

Example: I wished I had purchased the movie tickets in advance.

It means that you did not purchase the movie tickets and were unable to watch the movie. Thus, you are dissatisfied with your past action.

Examples

- I had never traveled on a cruise before I went to Goa.
- After she had attended the internship, she became a practicing lawyer.
- They had forgotten the books until the librarian reminded them.
- He had never realized his talent until she praised him.
- I had delivered lectures for years without ever having to prepare for them.
- He had admitted his love to her many times.
- They would have never discovered the truth without enquiring.
- He had kept convincing her to marry him repeatedly.

Some important points:

Do not use Past perfect tense while you are not expressing some sequence of events. Because in this case, the listener or reader, will be wondering what happened next. In order to make the past perfect tense clear, there is a need for context. In the absence of context, it does not make any sense.

We often use the adverbs already, still, just, ever, and never with the past perfect.

Examples:

- I had called the doctor for an appointment but it was already full.
- I had never met anyone like him before I met Jack.
- He had still not reached his home.
- She had just received the parcel.

6. Future Perfect

The future perfect tense refers to a verb tense which we use for actions that will be finished before some other point in the future. Moreover, it has two different forms which are '**will have done**' and '**be going to have done**'.

They are not like simple future forms because future perfect forms are generally interchangeable.

For examples:

- The movie will have ended by the time Marry returns from college. At three o'clock I will have left.

Thus, you see how the future perfect tense is for when we talk about an action that will be completed between now and some point in the future.

Examples:

- By next January, I will have received my degree.
- I am not going to have finished this exam at 2 o'clock.
- Ted is probably going to have finished the assignment by the time he leaves this evening.
- By the time she gets home, he is going to have decorated the entire house.
- How many cities are you going to have visited by the time you turn 40?



Practice Set 3

A. Fill in the blanks with simple Past form of the verbs.

1. The boy into the lake. (jump)
2. I my uncle yesterday. (meet)
3. They not anything to eat. (find)
4. The servant my letters. (post)
5. the ship in the sea? (sink)

B. Fill in the blanks with verbs in Simple Present Tense.

1. Two and Two (make) four.
2. The birds (fly) in the sky.
3. She (play) with her dolls.
4. I (go) for a walk daily.
5. they (obey) their parents?

4.6 SPEECH DEVELOPMENT/ ORAL PRACTICE

- When you starts a conversation, give your full attention whenever possible. Make sure that you have your child's attention before you speak.
- Acknowledge, encourage, and praise all attempts to speak. Show that you understand the word or phrase by fulfilling

the request, if appropriate.

- Pause after speaking. This gives learners a chance to continue the conversation. Continue to build vocabulary. Introduce a new word and offer its definition, or use it in a context that is easily understood. This may be done in an exaggerated, humorous manner. "I think I will drive the vehicle to the store. I am too tired to walk."
- Talk about spatial relationships (first, middle, and last; right and left) and opposites (up and down; on and off).
- Offer a description or clues, and have your child identify what you are describing: "We use it to sweep the floor" (a broom). "It is cold, sweet, and good for dessert. I like strawberry" (ice cream).
- Work on forming and explaining categories. Identify the thing that does not belong in a group of similar objects: "A shoe does not belong with an apple and an orange because you can't eat it; it is not round; it is not a fruit." Help your child follow two- and three-step directions: "Go to your room, and bring me your book."
- Encourage your child to give directions. Follow his or her directions as he or she explains how to build a tower of blocks.
- Play games with your child such as "house." Exchange roles in the family, with your pretending to be the child. Talk about the different rooms and furnishings in the house.

Activity
1



Lets do an activity

Have students practice using new vocabulary and applying new concepts by participating in one of the following activities.

This activity gives learners practice with target nouns and English syntax. It can be used with almost any academic topic learners are learning.

- Keep the following points in mind:
- Identify a topic learners are learning about (e.g., wild animals) and the target nouns for the topic (e.g., lion, zebra, elephant). Find pictures or realia to demonstrate the target nouns.
- Ask the other learners to tell you what the volunteer is doing by offering them a choice for a response. For example: “Is the boy standing up or sitting down?” Use pantomime actions to ensure that students understand the question. If students respond with one or two word (sitting; sitting down), affirm good work and encourage elaboration. “Yes, the boy is sitting down.”
- Write the sentence on the board and have students repeat it after you. Expand the practice by giving students another choice. For example, “What else is the boy doing? Is the boy looking at a book or writing?” Again, use pantomime actions as needed. If students respond with one word (looking), affirm good work and encourage elaboration.

Review Exercise

1. Write a speech in which express your concern on ‘Environmental Pollution.’
2. The English Literary Society of your school is organising a debate on the motion ‘Public Examinations should be Abolished up to Middle. Write an article in not more than 150 words for or against the motion.
3. Write an article in the school magazine on how it is important to save the planet, Earth. Write the article in about 150 words.
4. Write an article in the school magazine in which you expresses your wishes for a better world. Write in about 150 words.
5. Write an article in the school magazine in which you expresses your view on How to Find Balance Between Life and Work. Write in about 200 words.
6. Your school magazine has started a new feature ‘How kids can help community’. Write an article in not more than 150 words stating clearly the ways and fields in which kids can make a

significant contribution.

7. Recently you visited the school where your cousin studies. You were shocked to see students reciting alphabet, multiplication tables, poems etc. parrot-like. You felt disgusted with this learning by rote. Back home, you decided to write an article on 'The Evils of Cramming' suggesting why and how it should be abolished. -Write this article in not more than 150 words.

Add suitable prefixes to the words in the brackets to form their opposites and then fill in the blanks with them.

1. Marry, though extremely good at chess, was of the new rules and lost the match. (*aware*)
2. The conditions in the prison camps in World War II were so that many people died. (*human*)
3. It is to bring gold into the country without paying duty on it. (*legal*)
4. His attendance in school may not allow him to appear for the exams. (*regular*)
5. If Anita had not in the class, the teacher might have taken a lenient view of the whole episode. (*behave*)
6. I am totally with the service your company has rendered in the last year. (*satisfied*)
7. Take care ! This horse is and may throw you off. (*tamed*)
8. Many people have become due to recession. (*employed*)
9. Sometimes, the in the newspapers make hilarious reading. (*prints*)
10. I am afraid I with your solution to the problem. (*agree*)

Semester: Two

Period: V



Unit

5

Grammar: Review Vocabulary

Objectives

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

- Demonstrate the improved use of context clues in learning vocabulary
- Improved application of spelling rules

5.1 INTRODUCTION

How building your vocabulary will enrich your thinking, increase your self-assurance in speaking and writing and give you a better understanding of

the world and of yourself; why it is necessary to recapture the 'powerful urge to learn'; why your age makes little difference; this section is designed to build an extensive vocabulary.

- One-Word Substitution
- Synonyms and Antonyms
- Words Often Confused and Misused
- Idioms and Phrases
- Figure of Speech

Structure of the Unit

1.1	Introduction
1.2	Review Vocabulary Development and Spelling Rules
	Review Phrases and Clauses

5.2 ONE-WORD SUBSTITUTION

Brevity is the soul of wit, says William Shakespeare. Precision in expression helps to express ideas and sentiments more effectively. In English, there are certain words which may be used for a group of words. A mastery in the art of substitution will enable

the students to learn the art of precis-writing and of sentence completion.

Given below are a number of phrases and a single-word substitute for each of them.

1. One who knows many languages. — Linguist
2. Being unable to pay one' debts. — Insolvent
3. Having an evil reputation. — Notorious
4. One who leaves his country to settle elsewhere.— migrant
5. A person who lives at the same time as another.— Contemporary
6. A person who can neither read nor write. — illiterate
7. A person who spends his money recklessly.— spendthrift
8. A person who lives by himself. —Recluse
9. A woman whose husband is dead. —Widow
10. A man whose wife is dead. — Widower
11. A child whose parents are dead. — Orphan
12. A minister representing a sovereign or state in a foreign country.— Ambassador
13. A person sent on a mission (usually official).— Emissary
14. A person who is indifferent to pleasure or pain.— Stoic
15. One who defends or is zealous for his country's freedom or rights. — Patriot
16. One who makes an eloquent public speech.— Orator
17. One who undergoes penalty of death for sticking to his faith.
— Martyr
18. One who abandons his religious faith. — Apostate
19. One who is given to questioning the truth of facts and the soundness of inferences. — Septic
20. Belonging to all parts of the world; a person familiar with many different countries. — Cosmopolitan
21. One who resides in a country of which he is not a citizen.
—Alien
22. One who comes as a settler into a foreign country.—Immigrant
23. Being present everywhere. — Omnipresent
24. Being all-powerful. — Omnipotent
25. One who knows everything.— Omniscient
26. Beyond making a mistake. — Infallible

27. One who eats human flesh. — Cannibal
28. One who looks at the dark side of things. — Pessimist
29. One who looks at the bright side of things.— Optimist
30. Not being able to be elected or selected under the rules.
— Ineligible
31. One who loves and works for his fellow men. —Philanthropist
32. One who hates mankind. — Misanthropist
33. One who lives on vegetables.—Vegetarian
34. One who has belief in the existence of God.—Theist
35. One who has no belief in the existence of God.—Atheist
36. One who believes in fate.—Fatalist
37. One who plays a game for pleasure and not professionally.
—Amateur
38. One who has grown old in or has long experience of (specially military) service or occupation. —Veteran
39. One who lends money at exorbitant rates of interest.— Usurer
40. A member of a council.—Councillor
41. The practice of having more than one wife at the same time.
—Polygamy
42. A general pardon of political offenders. —Amnesty



Practice Set I

Complete the following sentences using an appropriate one-word substitution for each:

1. Coining a new word is
2. denotes undue favour to one's relatives.
3. is the one who believes in the philosophy that nothing has real existence.
4. is the science that treats of coins and medals.
5. is a definite system of names, especially in classification.
6. is Government by the few.
7. is the science regarding the study of birds.

8. is the art of spelling words correctly.
9. is the science of languages.
10. is the doctrine that God is everything and everything is God.

5.3 SYNONYMS

A Synonym is a word which conveys a meaning similar to the given word. While giving a synonym, a student should always remember that a synonym should be in the same part of speech in which the given word is. For examples,

The correct synonym of envy is jealousy and not jealous because envy and jealousy are nouns while jealous is an adjective.

1. Group — constellation, galaxy, cluster, bevy, flock, team.
2. Generalise — broaden, widen, universalise.
3. Gluttony — greediness, rapacity, insatiability, voracity, gulosity.
4. Grave — serious, sober, solemn, sedate, staid, demure, stern.
5. Given — bestowed, gifted, gratuitous, gratis.
6. Gab — jabber, chatter, prattle, twaddle.
7. Gesticulate — wink, nod, beck, nudge, gesture,
8. Grasp — hold, seize, snatch, grip, grab.
7. Generous — liberal, bountiful, magnanimous.
10. Gratitude — thankfulness, gratefulness, indebtedness.
11. Hymn — song, religious lyric, psalm, anthem, paean.
12. Heathen — amoralist, materialist, worldling, rude, barbarous.
13. Hypocritical — traitorous, treasonous, disloyal.
14. Hard — harsh, rigorous, intolerant, severe, cruel, difficult.
15. Humbled — unimportant, withered, tarnished.
16. Hire — rent, lease, charter.
17. Hindrance — impediment, obstruction, restriction, hampering, barrier.
18. Hallucination — delusion, illusion, dream.
19. Hoodwink — mystify, puzzle, deceive, lead astray.
21. Handsome — beautiful, graceful, elegant, exquisite.

22. Henpecked — enslaved, under one's thumb, tied to one's apron string.
23. Heap — pile, gather, collect, board, store.
24. Harass — trouble, afflict, inflict.
25. Imitate — ape, parrot, flatter, echo, mirror, reflect.
26. Ineptitude — unfitness, incapacity, incompetence.
27. Innocent — blameless, sinless, guiltless.
28. Intact — untouched, unaffected, unbroken, unimpaired, unabridged.
29. Illegal — illegitimate, illicit, contraband, impermissible.
30. Indict — impeach, arraign, complain, charge, convict.
31. Insolence — hubris, arrogance, naughtiness, loftiness.
32. Inimical — unfriendly, loveless, unsympathetic, disenchanted.
33. Intolerable — insufferable, impossible, unendurable, unbearable, extreme.
34. Join — conjoin, yoke, hyphenate, assemble, unite.
35. Jolly — merry, jubilant, lively, festive, gay, jovial, mirthful, hilarious, joyous.
36. Justice — impartiality, equity, fairness, right, integrity, justness.
37. Kinship — relationship, alliance, ties of blood.
38. Keen — sharp, acute, penetrating, eager.
39. Kill — murder, assassinate, destroy, slay, massacre, butcher, slaughter.
40. Knowledge — scholarship, erudition, learning, attainments, education, acquirements.
41. Lifelike — realistic, photographic, exact, verisimilitude, natural.
42. Large — substantial, considerable, sizeable, bulky, massy, massive.

5.4 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’.

The users of English should be competent to find the correct word or expression that best suits in a particular context. This part of the book will enable the students to learn this efficiency. The following is a list of some commonly confused words. Their meaning and correct usage will be of great help to all the students.

Examples

1. Limit (confine within limits; restrict): We must limit our needs in proportion to our means.
Circumscribe (marking the limit which intensifies the suggestion of restraint): He is asked to circumscribe his interests.
Confine (emphasize the limits which cannot be passed): He is confined to bed by illness.
2. Offend (do wrong): Loud noise offends the ears.
Outrage (offended beyond endurance): He was outraged at his misbehaviour.
Affront (insult): The son affronted the father.
3. Pleasure (sensuous enjoyment): Do me the pleasure of dining with me.
Delight (great pleasure): The romantic poets find delight in the lap of nature.
Bliss (perfect joy; a state of being in heaven): Serving mankind is a bliss to the virtuous souls.
4. Place (to put): Please place the lamp on the table.
Keep (maintain in order): Keep the books properly in the shelf.
5. Perform (do a piece of work one is ordered to do): One should perform one’s duties properly.
Execute (carry plan, command, law etc.) The proper execution

of the law is more important than its formation.

Accomplish (complete a task or anything): He accomplished his aims successfully.

6. Power (faculty of body or mind): He is a man of great intellectual power.

Force (power of body or mind which accelerates the action): Christianity has been a force for good in the lives of many people.

Energy (capacity to do things and get things done): He has so much of energy that he can do the work of three men.

Strength (quality of being strong): God is our real strength.

Might (physical strength): Might is right.

7. Possible (that can exist or happen): Frost may be possible even in the month of May.

Probable (That may be expected to happen or prove true): Frost may be possible though not probable in the month of May.

8. Praise (commend the merit of): He is praised for his courage.

Admire (regard with pleased surprise): The beautiful girl is admired by all.

9. Rob (take property from a place unlawfully and often by force): She was robbed of her ring.

Steal (take property secretly without right): My watch had been stolen.

10. Remark (give casual expression): He remarked that he had become very naughty.

Comment (give some opinion): I am not going to comment on this book.

11. Recollect (call back to the mind): She recollects her childhood days.

Remember (remember something after a lapse): I could not remember his name.

12. Rescue (set free): He rescued a child from drowning.

Redeem (deliver from sin or set free by payment): The terrorists at last redeemed the prisoners on certain conditions.

Reclaim (reform a person): He reclaimed him from vice.

13. Sober (sane or tranquil): He is a sober man.

Solemn (serious and awe inspiring): There was a solemn silence

in the graveyard.

Serious (not given to pleasure seeking): One should be serious to one's work.

14. **Spectator** (on looker esp. of a show or game): The spectators took a lot of interest in the football match.

Beholder (who takes notice of something unusual): The beholder was enchanted by her beauty.

Observer (one who watches carefully): He was sent there as an observer.

15. Substitute (acting for or serving for another): Tea can be a good substitute for coffee.

Replace (put back in its place; take the place of): Nothing can replace a mother's love and care.

16. Say (utter): He said that the name of his sister was Jane.

Speak (hold conversation): I request you to speak slowly.

Talk (converse): They were talking about their business.

Tell (give detailed account of): He told me about his future plans.

17. Sight (anything seen): It is a beautiful sight for the pets.

Scenery (the view of a landscape): The beautiful scenery of Kashmir fascinates the visitors.

Scene (description of an incident): The historian has truly described the scene of a great battle.

18. Seem (appear to be): What seems easy is often very difficult.

Appear (become visible): The stars appear in the cloudless sky.

19. **Shade** (comparative darkness caused by cutting off the direct rays of light): The trees give a pleasant shade to the weary travellers.

Shadow (area or shade; dark shade thrown on the ground, a wall, floor etc.) The earth's shadow when falls on the moon causes lunar eclipse.

20. **See** (use the power of sight without effort): A blind-man cannot see anything.

Look (try to see): I looked at the picture but could not find anything beautiful in it.

Watch (see closely): The boy was watching the television.

21. **Teach** (give instruction to, cause to know or be able to do): He

taught me French.

Educate (give intellectual and moral training): To Wordsworth, Nature can educate man.

Train (give teaching and practice to someone in order to bring to a desired standard of behaviour): The children should be trained to be good citizens.

22. **Trifle** (thing, event esp. of little value or importance): It is silly to quarrel over trifles.

Trivial (something trifling and lacking seriousness): Their objectives for future plans were quite trivial.

23. **Understand** (know the meaning of): He didn't understand French.

Comprehend (understand fully; grasping with the mind): He comprehends the Aristotelian theory of imitation.

Appreciate (understand and enjoy): We can't appreciate Wordsworth's poems unless we understand his love of nature.

24. **Unite (join)**: United we stand, divided we fall.

Combine (join together): We can't always combine work with pleasure.

Co-operate (work or act together in order to bring about a result): A country cannot progress unless its people co-operate with the government.

25. **Use** (employ for a purpose): A knife is used to cut bread.
Employ (give work to, usually for payment): He is employed in a school.

Utilize (use a thing for some profit): Life can be a bed of roses if we learn to utilize the opportunities we get in our life.

26. **Vigorous** (strong, energetic): He delivered a vigorous speech.
Strenuous (using or needing great effort): He remains busy from dawn to dusk and leads a very strenuous life.

27. **Vacant** (not occupied by anyone): I have applied for a vacant post in the Royal Hotel.

Empty (having nothing inside): The famous big house on the Mall Road is now empty.

28. **Wise** (ability of sound judgement): Only wise man can see the things in advance.

Sage (having the wisdom of experience [often ironic]) He

behaves just like a sage.

Prudent (acting only after careful planning): A prudent man takes up a project after careful forethoughts.

29. **Witty** (things that are brilliantly or sparkingly amusing): A witty comment always appeals to the mind.

Humorous (having a sense of humour): Mark Twain is a famous humorous writer.

Ludicrous (ridiculous; exciting or deserving derision): His comments are generally ludicrous.

Farcical (extremely ludicrous or futile): His behaviour was farcical.

30. **Womanly** (befitting a woman): She possesses all womanly qualities.

Womanish (weak; like women): The boys of womanish qualities cannot stand firm before dangers

5.5 IDIOMS AND PHRASES

A phrase is a group of words without a verb, especially one that forms part of a sentence. In short, it is a group of words forming a short expression. An idiom is a phrase or group of words, the meaning of which is not clear from the meaning of its individual words and which must be learnt as a whole unit.

Idioms and phrases are relative terms and both terms imply almost the same meaning. Idioms and phrases beautify and adorn a sentence.

1. To back up (to support): He backed up the ruling party to gain their favour.
2. Blow over (pass off): The present unfavourable tide will soon blow over.
3. To bear out (substantiate): The police produced evidence to bear out the charge of murder.
4. To dispose of (sell): I am going to dispose of my furniture as soon as possible.
5. To close with (accept): I readily closed with his offer.
6. To eat away (corrode): Too many chocolates have eaten away my teeth completely.
7. To grow upon (have stronger and stronger hold over): The habit

- of smoking is steadily growing upon him.
8. Hear someone out (to hear upto the end): The teacher pleaded with the students to hear him out.
 9. To hit upon (to find): She hit upon the perfect title for her new novel.
 10. To keep hanging about (loitering about): Most of the students in our college keep hanging about the campus even after the completion of classes.
 11. Led up to (culminated in): The continuous tension between the two groups finally led up to a communal war.
 12. To shake off (get rid of): She has been trying to shake off some of her weight.
 13. Long for (desire): Throughout his life, he has longed for a good friend in whom he could confide.
 14. Stave off (prevent, avert): He is the only person who can stave off violent encounter between the two brothers.
 15. Trump up (concocted, fabricated): The details of his various escapades seem trumped up.
 16. To be well off (in comfortable circumstances): Despite her being so well off, she thinks twice before spending even a penny.
 17. Bore away (won): The soldier bore away many prizes for bravery.
 18. To break into (enter by force): The students broke into the Vice Chancellor's office and smashed all the windows.
 19. Break with (quarrel with): I gave him no cause to break with me.
 20. Brought about (caused): The income tax he paid, brought about his ruin.
 21. Brings in (yield as rent): His agricultural output brings in at least a thousand rupees a month.
 22. Call off (withdraw): The strike was finally called off after a month with everyone feeling contented.
 23. Come by (get): How did he come by this book?
 24. Come to grief (suffer): He will certainly come to grief if he does not mend his ways now.
 25. Done to death (murdered): He was done to death by the dacoits.
 26. Draw over (win over): The politician was trying to draw over

the votes of the poor people.

27. Get the better of (advantage over): He got the better of his partner in that business.
28. Give out (proclaim): It was given out that the fort had been captured.
29. Given to (addicted): My uncle is given to drinking.
30. Go in for (compete for): Are you going in for the M.A. degree?
31. Hold to (adhere to): She always holds to her principle.
32. Intrude on or upon (encroach upon): Hope I am not intruding upon your privacy.
33. Keep back (conceal): She keeps back nothing from me.
34. Look upon (regard): We look upon her as our mother.
35. Make over (transfer): I want to make over my house to my daughter.
36. Pull through (recover from illness): The psychology of the patient helps him a lot to pull through his illness.
37. Put by (save): My grandmother always urged my mother to put by something for old age.
38. Put off (postponed): The marriage was put off owing to the sudden demise of a close relative.
39. Run through (waste): Do not run through your savings.
40. See through (discern): He was too innocent to see through any of her tricks.
41. Set about (begin): He set about his job assiduously.
42. Set in (start): Winter has begun to set in.
43. Take after (resemble): The baby has taken after her grandmother.
44. Take down (note): Please take down these points.
45. Turn down (reject): The officer turned down my request.
46. Work on (influence): We tempted him with many promises, but nothing would work on him.
47. Work up (excite, agitate): He gets extremely worked up if his daughter gets back late from college.
48. Throw over (abandon or desert): When he became rich, he threw over all his old friends.
49. Set apart (reserved): These seats are set apart for ladies.

50. Run up (increased): Recently, my expenses have run up considerably.
51. Done for (ruined): If this business venture fails, then I'm done for.
52. A wild goose chase (fruitless task/endeavour): His trying to go abroad for studies is a wild goose chase.
53. A red letter day (an important day): It was a red letter day in the history of the nation.
54. Kith and kin (relatives and friends): I should look after my kith and kin whatever be the circumstances.
55. A hard nut to crack (difficult thing/person to deal with): Our principal is a hard nut to crack in matters concerning discipline.
56. A cold reception (a welcome, lacking affection or warmth): He was given a cold reception at the party.
57. Black sheep (bad person): He is the black sheep of our family.
58. A bird's eye view (a general view): I had a bird's eye view of the Himalayas recently, while I was flying to Sri nagar.
59. A burning question (issue keenly discussed): The budget presented recently, is a burning question now-a-days.
60. A bed of roses (easy and comfortable): Do not consider life to be a bed of roses.
61. Bad blood (a feeling of enmity): The cricket match ended up creating bad blood between the two teams.

5.5 COLLECTIVE NOUNS

Study the following showing collection or group:

An army of soldiers	A fleet of ship/ birds	A pair of shoes
An assembly of people	A flock of sheep	A peal of beds
A bale of cotton	A gang of robbers	A regiment of soldiers
A board of directors	A garland of flowers	A sheaf of com
A bunch of flowers	A group of persons	A shower of rain
A bunch of keys	A heap of stones	A stack of hay
A bunch of grapes	A herd of cattle	A stock of goods
A bundle of sticks	A hive of bees	A swarm of bees

A class of students	A library of books	A swarm of ants
A collection of stamps	A mob of people	A swarm of flies
A company of soldiers	A pack of cards	A team of players
A crowd of people	A pack of hounds	

5.6 YOUNG ONES OF ANIMALS

Bear	Cub	Cow	Calf
Cat	Kitten	Dog	Pup
Duck	Duckling	Goat	Kid
Horse	Colt	Hen	Chicken
Lion	Cub	Sheep	Lamb
Stag	Fawn	Tiger	Cub
Wolf	Cub		

5.7 CRIES OF BIRDS AND ANIMALS

Asses bray	Crows crow	Goats bleat	O w l s screech
Bees hum	Ducks quack	Hens cackle	Parrots talk
Birds chirp	Dogs bark	Horse neigh	Serpents hiss
Bears growl	Doves coo	jackals howl	S h e e p bleat
Bulls bellow	E l e p h a n t s trumpet	Lambs bleat	Swallows twitter
Camels grunt	Foxes yelp	Lions roar	T i g e r s growl
Cocks caw	Frogs croak	Mice squeak	Vultures scream
Cats mew	Flies buzz	M o n k e y s gibber	W o l v e s howl

Review Exercise

A. Complete the following sentences using an appropriate one-word substitution for each:

1. The science of diseases is
2. is the science of dealing with stamp collection.
3. is the science of vocal natural sounds.
4. is a statement showing remarkable degree of prediction.
5. is the study of ancient writings and inscriptions.
6. That which relates to the common people is
7. One indifferent to art and literature is
8. Artificial rearing of fish is
9. Government by the rich is known as
10. A literary theft is

B. Directions: Below are given some words followed by four answers. Tick the answer which you believe gives the opposite meaning of the word.

1. Stigma

(i) obstinacy	(ii) honour
(iii) disgrace	(iv) vision
2. Recoup

(i) to worsen	(ii) to strengthen
(iii) to trap	(iv) to recover
3. Slacken

(i) to activate	(ii) to quench
(iii) to delight	(iv) to muse
4. Irrevocable

(i) solid	(ii) fast
(iii) transitional	(iv) interruption
5. Rotundity

(i) erect	(ii) deviate
(iii) angular	(iv) arch

- | | | |
|-----------------|------|---------------|
| 6. Scepticism | | |
| (i) doubt | (ii) | assent |
| (iii) confess | (iv) | gullibility |
| 7. Salient | | |
| (i) chief | (ii) | insignificant |
| (iii) lend | (iv) | supernatural |
| 8. Redundance | | |
| (i) paucity | (ii) | bare |
| (iii) rejection | (iv) | crucial |

C. Supply from the brackets correct words in the spaces left blank in the following sentences.

1. Julia to me for a long time, (talked, spoke)
2. He is of his friend's wealth. (Jealous, envious)
3. I do not know whether the fruits are or not. (fresh, new)
4. There lies a post of a Hindi teacher in our college. (empty, vacant)
5. Yesterday I a big bird, flying high in the sky. (looked, saw)
6. Elizabeth purchased a book from the book fair. (little, small)
7. The of Kashmir is extremely beautiful. (scenes, scenery)
8. James is a fellow. (handsome, beautiful)
9. He that he is a smoker. (admitted, confessed)
10. He lives in his house. (ancient, old)

Semester: Two

Period: VI



Unit

6

Grammar: More Review with WASSCE PAPERS

Objectives

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

- Provide correct responses using past WASSCE papers

GENERAL EXAMINATION INSTRUCTIONS.

- Do not open your question paper until you are told to do so
- USE HB pencil throughout in the OBJ Section
- You are free to use Biro in the theory part
- You are allowed to use calculator to solve
- Make sure that you fill your name, Subject, paper, paper code and other examination details where necessary.
- Ensure that the texts in your question papers are boldly printed
- Behave yourself.
- Don't let invigilators catch you using expo

PAPER 1

SECTION 1

In each of the following sentences, there is one word in italics and one gap. From the list of words lettered A to D, choose the one that is most nearly opposite in meaning to the word in italics and that will, at the same time, correctly fill the gap in the sentence.

1. Binetou's inquisitiveness is in sharp contrast with her sister's

- A. indifference B. noisiness C. calmness D. dullness
2. Though at first it appeared an insignificant idea, it turned out to be quite _____
A. outstanding B. successful C. remarkable D. interesting
3. After grasping the fundamental aspects of his job, Kwesi had to cope with more _____ procedures.
A. advanced B. academic C. subsidiary D. secondary
4. The youth prefer discussing contemporary issues to _____ ones
A. archaic B. uninteresting C. stale D. political
5. As erroneous as it might sound, the Headmaster's assumption was quite _____
A. wise B. correct C. precise D. faulty
6. Halima likes to dwell on trivial, rather than _____ matters
A. strong B. popular C. weighty D. heavy
7. We all know that Bola is insolent whereas Ade is _____
A. cowardly B. respectful C. humble D. modest
8. A few days after Musa's _____, his sister longed for his departure
A. coming B. entrance C. arrival D. welcome
9. Algebra seems complicated, but with practice it becomes _____
A. solved B. simple C. accessible D. achievable
10. Mrs. Agide is unassuming whereas her twin sister is _____
A. cheerful B. boastful C. loud D. rude

SECTION 2

From the words lettered A to D, choose the word that best completes each of the following sentences.

11. At Christmas, employees of Sugar Factory receive huge _____
A. benefits B. dividends C. bonuses D. salaries
12. The exposed milk in that container has turned _____
A. sour B. putrid C. mouldy D. stale
13. Not all activities champion _____ causes
A. worthy B. real C. concrete D. favourable

14. The Mayor gave a glowing _____ at the funeral of the city's only curator
A. citation B. statement C. tribute D. commendation
15. At the end of _____, the National Anthem is played on our radio station
A. programming B. production C. transition D. transmission
16. The defence counsel was unable to convince _____ of John's innocence
A. plaintiff B. witness C. panel D. jury
17. Unfortunately, corruption is the _____ of most African countries.
A. venom B. bane C. disaster D. backbone
18. The _____ results proved that the patient had hepatitis.
A. investigation B. diagnosis C. probe D. test
19. The new book has beautiful _____ which make it attractive.
A. illustrations B. demonstrations C. illuminations D. compositions
20. Their marriage was finally _____ after years of hostility
A. cancelled B. annulled C. broken D. separated

SECTION 3

After each of the following sentences, a list of possible interpretation is given. choose the interpretation that is most appropriate for each sentence

21. Can you imagine Oka behaving as he has all the knowledge in the world? This means that Oka
A. does not really know everything
B. knows so much more than we think
C. is admired by everybody
D. respects other people
22. Akin is too full of himself. This means that Akin
A. talks too much
B. eats too much
C. is too proud
D. is quite annoying

23. she slogged her guts out for the examination. This means that she
- A. she failed the examination despite working hard for it.
 - B. passed the examination despite not working hard for it
 - C. used unfair means to face the examination
 - D. really worked very hard for the examination
24. I admire Modou: very few people can stomach all of Adaeze's insults. This means that Modou
- A. tolerated Adaeze's insults
 - B. was a weakling
 - C. had no answer to Adaeze's insult
 - D. did the right thing by remaining silent.
25. After months of battling with stroke, he is now a shadow of his former self. This means that he
- A. is now frail
 - B. is vulnerable
 - C. is hopeless
 - D. has almost recovered
26. Kura, you can't be too careful when dealing with Wang. This means that Kura
- A. has no reason to be suspicious of Wang.
 - B. can fully rely on Wang
 - C. has to be very careful in his relationship with Wang
 - D. may feel free in the company of Wang.
27. Don't tell me another cock and bull story. This means that the speaker does not want to
- A. be further baffled
 - B. hear the same old story
 - C. hear another drab story
 - D. be further deceived
28. Had he confessed much earlier, she would have trusted him. This means that he
- A. had confessed earlier on, but he wasn't trusted
 - B. had confessed much earlier on, and he was trusted
 - C. hadn't confessed much earlier on, and he was trusted
 - D. hadn't confessed earlier on, and he wasn't trusted

29. Kola: You really worked hard to win the case. Didia: You don't know the half of it.
- A. it wasn't as difficult as Kola had thought
 - B. Kola's statement wasn't actually correct
 - C. it was even more difficult than Kola could imagine
 - D. winning the case didn't mean much to Kola
30. Femi is too clever by half. This means that Femi
- A. displays his cleverness in an annoying way
 - B. is not as clever as he thinks
 - C. pleases everyone he meets
 - D. hides how clever he really is.

SECTION 4

From the words lettered A to D below each of the following sentences, choose the word or group of words that is nearest in meaning to the word in *italics* as it is used in the sentence

31. He was such a brilliant *footballer*!
- A. an inspired
 - B. an intelligent
 - C. a dazzling
 - D. a skilful
32. The politician is a fluent *speaker*
- A. an eloquent
 - B. a superficial
 - C. an insightful
 - D. a persuasive
33. Everyone has the urge to succeed in life
- A. compulsion
 - B. desire
 - C. need
 - D. courage
34. When he heard the gunshot, he ran into a thick *forest*
- A. tight
 - B. deep
 - C. dense
 - D. close
35. That was a timely *intervention*
- A. suitable
 - B. accurate
 - C. prompt
 - D. major
36. David is not only hardworking but also scrupulous
- A. painstaking
 - B. ambitious
 - C. pleasant
 - D. daring

37. We really have to be careful because the situation is rather tricky
- A. deceitful B. trivial
C. unexpected D. difficult
38. I think that his essay is impeccable
- A. erroneous B. correct
C. satisfactory D. faultless
39. There has been a marked change in her study habit
- A. significant B. real
C. full D. complete
40. He was directed to write the letter.
- A. advised B. instructed
C. persuaded D. forced

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.

You are advised to spend about 50 minutes on this section.

1. 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.
2. Write an article for publication in your school magazine, discussing the reasons why children in your area drop out of school and suggesting ways of minimizing it.
3. 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]

You are advised to spend about 30 minutes on this section.

6. Read the following passage carefully and answer the questions on it.

Our planet is at risk. Our environment is under threat. The air we breathe, the water we drink, the seas we fish in, and soils we farm, the forests, animals and plants which surround us are in danger.

New terms and words describe these problems: acid rain, the greenhouse effect, global warming, holes in the ozone layer, desertification and industrial pollution. We are changing our environment. More and more gases and waste escape from our factories.

Rubbish, oil silages and detergents damage our rivers and seas. Forests give us timber and paper, but their loss results in soil erosion and also endangers wildlife.

The richer countries of the world are mainly responsible for industrial pollution. This is where most of all the commercial energy is produced. In developing countries, poverty cause people to change their environment, to overgraze grassland, to cut down trees for new land and firewood, to farm poor soil for food.

The United Nations Environmental Protection Agency says that an area of forest the size of Sierra Leone disappears every year. Trees are cut down for timber which is used for building, furniture, paper and fuel.

They are also destroyed to provide land on which to graze animals and build new villages and towns. But trees have many other important uses. Trees protect the land from heavy downpour of rain and their roots help to hold the soil together.

Forests are also the home of many living things. The Amazon forest contains one fifth of all the species of birds in the world. In our forests, there may be plants and animals which could help in the discovery of new medicines of crops.

To rescue and conserve our beautiful world, we must act cooperatively. Individuals, communities, nations and international associations, all have the responsibility. By learning to protect the natural environment, we can manage the earth's resources for generations to come.

- (a) The risk referred to in the passage is of what origin?
- (b) From the passage, it can be deduced that the inhabitants of developing countries _____
- (c) According to the passage, the size of forest depleted _____ annually.
- (d) The writer holds the richer countries responsible for industrial pollution because of their what?
- (e) The message of the writer of the passage is the need for what?

SECTION C (SUMMARY) [30 MARKS]

You are advised to spend about 50 minutes on this section.

A. *Read the following passage carefully and answer the questions on it.*

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

Accepting this idea of the inevitability of problems will help you to approach them in a robust frame of mind rather than thinking that you are a victim specially 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 down 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 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 possible 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 will now find that your list has been whittled 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 is capable of giving 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. Furthermore, 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 generally get more complicated the longer they are left. You should, therefore, get to grips with the problems immediately they occur.

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

B. Write a summary of the following passage.

1. One of our most difficult problems is what we call discipline and it is really very complex. You see, society feels that it must control or discipline the citizen, shape his mind according to

certain religious, social, moral, and economic patterns.

Now, is discipline necessary at all? Please listen carefully. Don't immediately say YES or NO. Most of us feel, especially while we are young, that there should be no discipline, that we should be allowed to do whatever we like and we think that is freedom. But merely to say that we should be free and so on has very little meaning without understanding the whole problem of discipline.

The keen athlete is disciplining himself the whole time, isn't he? His joy in playing games and the very necessity to keep fit make him go to bed early, refrain from smoking, eat the right food, and generally observe the rules of good health. His discipline and punctuality are not an imposition but a natural outcome of his enjoyment of athletics. (171 words)

2. Teaching is one of the noblest of professions. A teacher performs the sacred duty of making his students responsible, compassionate, and disciplined. Apart from developing their intellect, a teacher is also responsible for inculcating the qualities of good citizenship, cleanliness, politeness, and etiquette. These virtues are not easy to be imbibed. Only a person who himself leads a quality life characterized by simplicity, purity, and rigid discipline can successfully cultivate these habits in his pupils.

A teacher always remains young at heart, although he may grow old age. Perpetual contact with budding youngsters keeps him hale and hearty. There are moments when domestic worries weigh heavily on his mind, but the delightful company of innocent children makes him overcome his transient moods of despair. (126 words)