

INSTITUTE OF ADULT EDUCATION



**INCREASING ACCESS TO SECONDARY SCHOOL
LEVEL EDUCATION THROUGH THE
PRODUCTION OF QUALITY
LEARNING MATERIALS**

JUNIOR SECONDARY LEVEL

ENGLISH

Module 4: Language Structure

Book 1: Units 1, 2 & 3



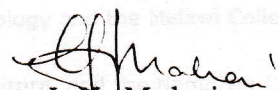
COMMONWEALTH OF LEARNING

ACKNOWLEDGMENT

The Institute of Adult Education on behalf of the Government of Tanzania takes this opportunity to express its heart felt thanks to the Commonwealth of Learning (COL) for involving Tanzania in the project, **Increasing Access to Secondary School Level Education Through the Production of Quality Learning Materials for SADC member countries** and being appointed country coordinator of the project; as well as Coordinator of Mathematics subject.

Special thanks go to Ms Susan Phillip, **COL Education specialist in materials development and open schooling**. In her capacity, she has been coming to Tanzania to give guidance and advice on the project, from syllabus development, materials writing, piloting up to material production.

The first phase of piloting the materials at the intended junior level, has been very beneficial, not only to the learners who study through Distance Education but, also, to class room students and their teachers, in addition to serving as reference materials.


L.H. Mahai,

DIRECTOR

Institute of Adult Education

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JUNIOR SECONDARY LEVEL

ENGLISH

Module 4: Language Structure

Book 1: Units 1, 2 & 3

Partners:

Ministry of Education and Botswana College of Distance and Open Learning (BOCODOL), Botswana
Ministry of Education, Science and Technology and the Malawi College of Distance Education (MCDE), Malawi
Ministry of Education, Mozambique
Ministry of Basic Education, Sport and Culture, and the Namibian College of Open Learning (NAMCOL), Namibia
Ministry of Education and the Emlalatini Development Centre, Swaziland
Ministry of Education and Culture and the Institute of Adult Education, Tanzania
Ministry of Education, Zambia
Ministry of Education, Sport and Culture, Zimbabwe
Commonwealth of Learning



COMMONWEALTH *of* LEARNING

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Ministry of Education and the Emlalatini Development Centre, Swaziland

Ministry of Education and Culture and the Institute of Adult Education, Tanzania

Ministry of Education, Zambia

Ministry of Education, Sport and Culture, Zimbabwe

Unit 1: The Verb

Unit 2: Parts of Speech

Unit 3: Prepositions

COMMONWEALTH of LEARNING

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*Providing Access to Secondary School Level Education through
Production of Quality Learning Materials
English Modules*

GROUND

The project, *Providing Access to Secondary School Level Education through the
Production of Quality Learning Materials*, was initiated as a response which brought
together Ministry of Education officials and those of distance education
institutions from a number of countries in the region.

MODULE 4

Under the project, open and distance learning materials for the junior secondary school
level were produced in the following subjects: English, Mathematics and Science.

Book 1

- Module 1: Communicative Skills
- Module 2: Reading
- Module 3: Composition
- Module 4: Language Structure

Unit 1: The Verb

THE WRITERS, REVIEWERS AND PILOTING TUTORS:

Unit 2: Parts of Speech

The materials in the subject were written by the following persons:

- Angela Martins (Mozambique)
- Janet Dlamini (Swaziland)
- Wendie Masechela (Swaziland)
- Arson Banda (Zambia)
- John Nkomo (Zambia)
- John Nkomo (Zimbabwe)
- John Nkomo (Zimbabwe)

Unit 3: Prepositions

Mr Richard T. ... was employed as project ...

The project was ...

- Vicente ...
- Augusto ...
- Obiang ...
- L. E. W. ...
- Angela ...
- Carla da Silva ...
- Moses ...

***Increasing Access to Secondary School Level Education through the
Production of Quality Learning Materials***
English Modules

BACKGROUND

The project, *Increasing Access to Secondary School Level Education through the Production of Quality Learning Materials*, was initiated at a meeting which brought together senior Ministry of Education officials and heads of Distance Education Institutions from a number of Sub-Saharan countries in the Commonwealth.

Through the project, open and distance learning materials at the junior secondary school level were produced in the following subject-areas: English, Mathematics and Science.

The four modules comprising the English materials are:

- Module 1: Communication Skills
- Module 2: Reading
- Module 3: Composition
- Module 4: Language Structure

THE WRITERS, REVIEWERS AND PILOTING TUTORS:

The materials in the subject-area, English, were written by the following persons:

- Angela Martins (Mozambique);
- Judith Dlodlu (Swaziland);
- Wanda Matsebula (Swaziland);
- Anson Banda (Zambia);
- Lottie Nkunita (Zambia);
- George Chonzi (Zimbabwe); and
- Patrick Matchakata (Zimbabwe).

Mr Richard Trewby of the University of Namibia was the Distance Education Consultant employed to provide guidance and advice during the course writers' workshop.

The course materials were piloted in all eight partner countries and the tutors involved were:

- Victor B. Maika (Botswana);
- Baganetsi N. Mmotawa (Botswana);
- Obakeng Tamatise (Botswana);
- J. E. W. Nkhoma (Malawi);
- Angela Martins (Mozambique);
- Carla da Silva Sarmiento (Mozambique);
- Monicah Katutjikrue Kahitu (Namibia);

Judith Dlodlu (Swaziland);
Wanda Matsebula (Swaziland);
Illuminata J. Masenge (Tanzania);
Consolata Mongella (Tanzania);
Mary Sayayi (Tanzania);
Kalaba B. Sam (Zambia); and
George Chonzi (Zimbabwe);

Following the pilot phase, the materials were reviewed by:

Victor B. Maika (Botswana);
Baganetsi N. Mmolawa (Botswana);
C. K. Khanje (Malawi);
Carla da Silva Sarmiento (Mozambique);
Monica K. Kahitu (Namibia);
Judith Dlodlu (Swaziland);
Wanda Matsebula (Swaziland);
Illuminata J. Masenge (Tanzania); and
Sam B. Kalaba (Zambia).

MATERIALS

The intended audience for the materials is junior secondary students, including older youths and adults that are working towards a junior secondary school level qualification.

The materials were written in module format in the anticipation that they can be easily modified for the individual country partners' requirements. The materials are available electronically as *Word* files in order to facilitate the ease of modification for the local context.

SUGGESTIONS FOR USING THE MATERIALS

The materials have been developed for students studying in an open/distance learning environment and it is envisaged that they will work on their own through much of the content. Given that, when setting time to study, students should choose a time of day when they are:

- as free from disturbances as possible;
- least likely to be tempted to do other things; and
- as alert as possible.

Students should also plan their study time carefully. One of the best ways to do this is to draw up a regular timetable and to follow it as strictly as possible.

MODULE 4: LANGUAGE STRUCTURE

ACKNOWLEDGEMENTS

The module on Language Structure was written by George Chonzi and Patrick Machakata from Zimbabwe. The project acknowledges, with thanks, the Harare Regional Director, Mrs. Bessie Fadzai Nhandara and the Deputy Director for Adult and Non Formal Education, Mr. Kuona. We would also like to thank Mrs. E. Shaywabaya and Mrs. Spiwe Chivasa – without their invaluable assistance the writing of this module would not have been a success.

MODULE CONTENT

Module 4 has been divided into two separate publications and has six units as follows:

Book One -

Unit 1 - The Verb

Unit 2 - Parts of Speech

Unit 3 - Prepositions

Book Two -

Unit 4 - Concepts

Unit 5 - Direct and Reported Speech

Unit 6 - Punctuation

In each unit there are:

- lessons;
- activities with answers; and
- exercises with answers at the end of the unit.

Each unit includes a wide range of exercises. These are the most important part of the materials as they will assist the learners to:

- check on what they already know or can already do;
- apply what the learners have learnt to real-life situations; and
- use what the learners already know to reach new conclusions.

RESOURCES REQUIRED

- Dictionary
- Pen and Paper

GOAL FOR THE MODULE

The purpose of this Module is to help learners to master language skills and use them in their everyday life. It introduces the learners to verbs, parts of speech, prepositions, concepts, direct and reported speech and punctuation.

HOW TO USE THIS MODULE

As well as information about language skills and how to use them effectively, this Module includes activities and exercises. These activities and exercises do not play a part in learner assessment but are there to help check the learning progress.

When working through the materials, the information should be read carefully and then the questions should be answered or the exercises completed. Examples and answers are provided throughout the units in order that the learners can check their work as soon as an activity or exercise is completed.

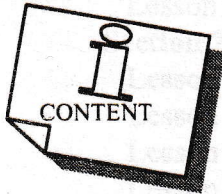
ASSESSMENT

An assessment task, such as an assignment, on each unit will be given by the tutor to assess the student's achievement of the learning objectives.

The tutor responsible will assist the learners to understand the requirements for the assignments. If the learners do not understand the directions provided, then the tutors will provide clarification or further information and directions.

DIRECTIONS FOR USING THE MODULE

As learners work through the text, they will notice symbols in the left margin of some pages. These “icons” guide the learners through the content and are used to note the following:



UNIT CONTENT



ACTIVITIES



EXERCISES



CHECK YOUR ANSWERS

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GOAL FOR THE MODULE

DIRECTIONS FOR USING THE MODULE

As learners work through the text, they will notice symbols in the left margin of some pages. These icons guide the learners through the content and are used to help them understand the concepts. The icons are described below.

HOW TO USE THIS MODULE

As well as information about language skills and how to use them, the module includes activities and exercises. These activities and exercises are designed to help learners understand the concepts and to help them to use the language in their own writing.

When working through the material, the learner should be able to read and understand the text. The learner should be able to use the language in their own writing. The learner should be able to use the language in their own writing.

ASSESSMENT

ACTIVITIES

The learner should be able to use the language in their own writing. The learner should be able to use the language in their own writing.

The learner should be able to use the language in their own writing. The learner should be able to use the language in their own writing.

CHECK YOUR ANSWERS

INTRODUCTION

In this unit we shall look at verbs.

Verbs are *doing* words. These are words that tell us about an action. For example run, kick, jump, sing, read, dance and drink are all verbs.

Take note of the verbs in the following sentences:

- The thief **jumped** over the wall.
- The children **play** in the yard every day.
- I am **going** home next week.

We often use verbs in different forms, mainly according to the **time** the action we are describing took place. As a result a word like "sing" may change to "sang," or "sung," or "singing" according to the time we are talking about.

This "time" is what is called **tense**. We shall look at these tenses according to three main groups:

the past

the present

the future

OBJECTIVES

By the end of this unit you should be able to:

- ☛ identify all the types of verbs in the English Language;
- ☛ use verbs correctly in their three basic classes, i.e., the past, the present and the future;
- ☛ identify and use correctly the various tenses that come under each of the three basic classes;
- ☛ identify and use verb phrases correctly;
- ☛ identify the common auxiliaries and construct sentences combining them with the main verb;
- ☛ identify and use passive and active verbs correctly in sentences;
- ☛ identify and use regular and irregular verbs correctly in sentences.

S

SECTION 1:

TALKING ABOUT THE PRESENT

INTRODUCTION

In their present tense verbs tell us about actions that either normally (or always) happen, or actions that are taking place at the moment we are speaking.

Hence there are two main types of present tenses. These are:

the present **simple** tense

and the present **continuous** tense

We shall take a look at each of the two.

LESSON



THE PRESENT SIMPLE TENSE

We use this form of verb when we talk about things that normally or always happen. Study the examples below:

She *goes* to work every Saturday.

My husband *likes* fried meat.

I *write* to my friends every month.

OBJECTIVE

By the end of this lesson you should be able to:

- ✎ use the present simple tense.

In this lesson we are going to look at the present simple tense.



ACTIVITY

Choose the present simple tense from the brackets in the sentences below:

1. She (visits/visiting) her father every month.
2. Charles Mungoshi (writes/wrote) very interesting stories for children.
3. I (read/reads) the newspaper every day.
4. They (comes/come) home after lunch.
5. She (working/works) as a secretary.



ANSWER

1. visits 2. writes 3. read 4. come 5. works



EXERCISE 1

Temba wants to find a friend. He fills in a form from an organisation that helps people find pen-friends. The following is the form:

<i>What is your name?</i>	Temba.
<i>How old are you?</i>	Eighteen.
<i>What job do you do?</i>	Security guard.
<i>What sports do you like?</i>	Soccer/Netball.
<i>Do you listen to the radio?</i>	Yes.
<i>Do you have many friends?</i>	Yes, of both sexes.
<i>Are you married?</i>	No.
<i>Do you go to church?</i>	Yes, sometimes.

Write a paragraph about Temba using the information he put in the form above.

You may begin like this :

Temba would like to find a pen-friend.

.....

.....

.....

.....

.....

.....



Check your answers at the end of the unit.

LESSON

2

THE PRESENT CONTINUOUS TENSE

Let us move on to the next type of the present tense, the present continuous tense.

OBJECTIVE

By the end of this lesson you should be able to:

- ✎ use the present continuous tense correctly.

The present continuous tense tells us about actions that are taking place “now,” at the time that we are speaking. Study the following examples carefully.

She is walking to work.

He is writing a letter to his friend.

She is not dancing to the music.

The thief is running away from the police.

When making the present continuous tense, we add “—ing” to the verb.



ACTIVITY

From the sentences below choose the correct form of verb in the brackets:

1. I am (write/writing) my school work.
2. She is (singing/sang) in the choir.
3. Mr. Dube is (helping/helped) me with my studies.
4. Are you (listening/listen) to the radio?
5. She is not (going/go) there alone.



ANSWER

1. writing 2. singing 3. helping 4. listening 5. going



EXERCISE 2

Rewrite the following paragraph changing the verbs in brackets into present continuous tense.

I am (stay) with my aunt in Harare for two weeks. It is (rain) in Harare. Since it is Christmas, most people here are (do) their shopping. There are many big shops and offices in Harare. Many people are (live) here. During my stay here I am (visit) my friends and relatives.



Look at the answers at the end of this unit to see if you got all of them correct. Very good, if you did.
If you still have problems go over the two lessons in this section again before proceeding to the next.



EXERCISE 3

Change the sentences below into present continuous tense.

Example: I eat fried vegetables.

I am eating fried vegetables.

1. They go to work on Saturdays.
2. The doctor treats the sick.
3. He helps me to clean the car.
4. Does he read the newspaper every morning?
5. Do you go home straight after work?
6. Our neighbour grows flowers for sale.
7. Mr. Dube does not enjoy his stay here.
8. We live on Great East Road.
9. The thieves in our neighbourhood give us a lot of problems.
10. Jack Mapanje writes political poetry.



Look at the answers at the end of this unit to see if you got all of them correct. Very good, if you did.

If you still have problems go over the two lessons in this section again before proceeding to the next.



SECTION 2:

TALKING ABOUT THE PAST

INTRODUCTION

The past tense tells us about actions which happened or took place in the past.

We have **six** types of past tense:

- the past simple tense
- the past continuous tense
- the present perfect simple tense
- the present perfect continuous tense
- the past perfect simple tense
- the past perfect continuous tense

Let us take a look at each one of these.

LESSON



THE PAST SIMPLE TENSE

We use the past simple tense when we talk about things that happened in the past and which are no longer taking place.

OBJECTIVE

By the end of this lesson you should be able to:

- use the past simple tense verbs correctly.

Study the following examples:

He *refused* to pay the bride price for his wife.

Mr. Banda *left* for Malawi yesterday.

The children *drank* all the milk.

I *spent* all the money on books.

I *joined* the church after a pastor spoke to me.



ACTIVITY

Pick out the past simple tense verbs from the passage below:

When the people in the village heard what Anancy was going to do, some of his wrestler friends were doubtful and worried. Some of them began to place bets on him. Some decided to pray for him. Others just shook their heads and sighed. Anancy's mother told him he was very foolish to wrestle against ghosts because ghosts could read a spider's mind and see everything that a spider was going to do before he could do it.

(From *Anancy's Score* by A. Salkey.) Note: COL has not been able to confirm the citation as provided by the course writer.



EXERCISE 2

The following passage is written in the present simple tense. Rewrite it using the past simple tense.

Mr. Dube is our neighbour. He lives across the road with his wife and three children. He works for a construction company as a builder. Mr. Dube is a wonderful man. He collects old clothes and money, which he gives to the poor. On Sundays he goes to church with his family. When he comes back from church he puts on his blue overalls and works in his garden.



Look at the answers at the end of this unit to see if you managed to change the passage correctly. Very good, if you did. Go over the lesson again if you got anything wrong.

This is the end of the lesson on the past simple tense. Hopefully you did not find it too difficult. Go ahead and learn more about tenses in the next lesson.

LESSON

2

THE PAST CONTINUOUS TENSE

The past continuous tense talks about actions that took place in the past. Take note that in this case the words “was/were” always come before the verb. Also note that the verbs usually have the “-ing” ending.

Study the following examples:

Mr. Dube *was going* to work.

Jane *was learning* to drive.

We *were dancing* to some reggae music.

Were the boys *going* home by bus?

Was Temba *going* to see her?

OBJECTIVE

By the end of this lesson you should be able to:

- ✎ use the past continuous tense verbs correctly.



ACTIVITY

Pick out the correct verb form from the brackets in the sentences below and write them in the space provided:

1. He was (talk/talking) to his mother on the phone.
2. My sister was (come/coming) to see me the following week.
3. The teachers were (teaching/taught) us about the dangers of AIDS.
4. Were the policemen (looking/look) for me?
5. Were you (enjoying/enjoyed) yourselves at the party?



ANSWERS

talking, coming, teaching, looking, enjoying.



EXERCISE 3

Now, change the following sentences to past continuous tense:

1. I went home yesterday.
2. The accused murderer wept before the judge.
3. They closed school for the Easter holiday.
4. The hunter killed dangerous animals with his gun.
5. Mother spent the whole day at the fields.
6. I saw Jane once every week.
7. Heavy black clouds gathered in the sky.
8. The cattle died of hunger.
9. Temba decided to quit drinking.
10. She had unprotected sex with him.



Check your answers at the end of this unit. Did you get them all correct? Good, if you did. If you did not, go back and study this lesson again.

This is the end of the lesson on the past continuous tense. Always remember we add "--ing" at the end of the verb when we use this tense.

The present perfect simple tense must not be confused with the past simple tense which talks about an action which took place a longer time before. Study the differences below:

1. They have cooked the meat.
2. The bus arrived late.
3. Abdul went to school.
4. They have cooked the meat.
5. The bus arrived late.
6. Abdul went to school.

Do you see that just before the verb, under the present perfect simple tense, we always have the words "has" or "have"?

Here are some more examples:

The workers have refused to work.
Temba has waited for two hours.
The roads have gone bad because of too much rain.
Have you travelled by plane before?
Has Jane sent you the wedding invitation card?



Check your answers at the end of this unit. Did you get them all correct? Good, if you did. Go over the lesson again if you did not.

LESSON

3

THE PRESENT PERFECT SIMPLE TENSE

We use this form of verb when we talk about things that *have just happened*.

OBJECTIVE

By the end of this lesson you should be able to:

- use the present perfect simple tense correctly.

The present perfect simple tense must not be confused with the past simple tense, which talks about an action which took place a longer time before. Study the differences below:

Present Perfect Simple

Abel *has gone* to school.

The bus *has arrived* late.

They *have cooked* the meat.

Past Simple

Abel *went* to school.

The bus *arrived* late.

They *cooked* the meat.

Do you see that just before the verb, under the present perfect simple tense, we always have the words "has" or "have"?

Here are some more examples:

The workers *have refused* to work.

Temba *has waited* for two hours.

The roads *have gone* bad because of too much rain.

Have you travelled by plane before?

Has Jane sent you the wedding invitation card?



EXERCISE 4



LESSON

Change the verbs in the following sentences into the present perfect simple tense.

Example: I (tell) him to come and see me.

Answer: I *have told* him to come and see me.

1. We (lose) to Malawi again.
2. I (see) her passing down the road.
3. I (find) the ring in one of the drawers.
4. Temba (wake) up late this morning.
5. The widow (dress) in black.
6. Jane (throw) the ball over the fence.
7. I (forget) my book on the desk.
8. Sihle (promise) to come.
9. Temba (take) her for a film show.
10. Mrs. Moyo (put) the money into my bank account.



Check your answers at the end of this unit. Did you get them all correct? Good, if you did. Go over the lesson again if you did not.

In the next lesson we shall look at the present perfect continuous tense.

LESSON

4

THE PRESENT PERFECT CONTINUOUS TENSE

You have now learnt to use the present perfect simple tense. In this lesson we shall look at the present perfect continuous tense.

OBJECTIVE

By the end of this lesson you should be able to:

- ✎ use the present perfect continuous tense.

We use the present perfect continuous tense when talking about actions that happened in the past, and are still taking place.

Examples:

I have been living here for two years.

She has been looking after the children

I have been waiting for Jane's call since yesterday.

Have you been studying in recent years?

Has the postman been delivering your letters this past month?

Do you see that in each case we have either "has been" or "have been" before the verb? Do you also see that the verb has the "-ing" ending?



ACTIVITY

Change the following sentences to present perfect continuous tense:

1. A wicked thief has stolen the old man's goats.
2. They have eaten a lot of food.
3. I have sent post cards to Judith and Wanda.
4. Have you seen her over the past week?
5. Has Temba passed through your place?



ANSWERS

1. A wicked thief has been stealing the old man's goats.
2. They have been eating a lot of food.
3. I have been sending post cards to Judith and Wanda.
4. Have you been seeing her over the past week?
5. Has Temba been passing through your place?



EXERCISE 5

The following dialogue is between two women speaking to each other over the fence that separates their homes. Change the verbs in brackets into the present perfect continuous tense.

Mrs. Moyo: I really don't know what I should do, Ma Banda.

Mrs. Banda: You (*not talk*) to him properly, I think.

Mrs. Moyo: I (*try*) everything my dear, all the sweet language you can think of, but nothing (*work*).

Mrs. Banda: I don't think it's just a matter of talking. These men are a difficult lot. One needs to study them - you know - their moods, habits.

Mrs. Moyo: He has no other habit than drunkenness! He (*come*) home after midnight over this whole past month, and we (*quarrel*) until the light of day. We (*fight*) every night. I am getting fed up now. I (*think*) of leaving him.

Mrs. Banda: Leaving! What's got into your head, Ma Moyo? You (*cook*) for him. You (*look*) after him and his children for all these years and now you talk of leaving. What madness! Where do you think you will go, old and finished as you are? No man will even look at you.

Mrs. Moyo: I (*consider*) all that my dear, but, believe me, leaving is the only choice I have left. I will go back home.



Check your answers at the end of the unit. Study this lesson again if you did not get everything correct.

Now we shall move on to the past perfect tense.



ANSWERS

LESSON



THE PAST PERFECT SIMPLE TENSE

In this lesson we shall look at the past perfect simple tense.

OBJECTIVE

By the end of this lesson you should be able to:

- ✎ use the past perfect simple tense.

We use this tense when we talk about things that happened before another, in the past.

Study the following examples carefully.

Mr. Banda had gone to town when I left.

I had waited for an hour when she finally arrived.

Had you met him before the party?

Do you see that in each case in the above examples the word “had” always comes before the verb?



ACTIVITY

There are nine past perfect simple tense verbs in the passage below.

Pick and list them in their order in the space provided.

I decided to pay my uncle a visit the moment I heard he had returned from abroad. The news of his arrival came as a surprise to me, as nobody had told me that he was coming back so unexpectedly. I later learnt that he had been deported by the British authorities who had discovered that he had stayed there illegally for the past three years. All the same, Uncle Toby was happy to be reunited with all of us, particularly his wife who had missed him so terribly. Uncle looked quite changed. He had grown stouter and his skin had become lighter.

"It's because of the weather," he said to me when I remarked. "It's freezing in London."

At such short notice, however, my father had managed to prepare a small party to celebrate his return. We greatly enjoyed ourselves.



ANSWERS

had returned, had told, had been deported, had discovered, had stayed, had missed, had grown, had become, had managed.

LESSON

6

THE PAST PERFECT CONTINUOUS TENSE

In this lesson we shall look at the past perfect continuous tense.

OBJECTIVE

By the end of this lesson you should be able to:

- use the past perfect continuous tense correctly.

We use this tense when we speak of things that happened over a period of time in the past. Study the following examples:

She *had been helping* me with my school work for two weeks.

Jane *had been working* as a receptionist for two years.

Had the children *been sleeping* before I left?

Note that in each case the words "had been" always come before the verb.



ACTIVITY

Underline all past perfect continuous verbs from the paragraph below:

He had been studying for a year before he took the examination. Mr. Moyo, a teacher at a local secondary school, had been helping him whenever he could. It was getting help from Mr. Moyo which made him pass. Afterwards he had been promoted to a clerk at the factory where he had been working for five years.



ANSWERS

Had been studying, had been helping, had been working



EXERCISE 7

Change the verbs in brackets into the past perfect continuous tense.

Example: She (clean) the house

She *had been cleaning* the house.

1. They (lived) in Harare before they came here last year.
2. Jane (reading) the library books when she saw him last year.
3. Kariba Dam (spill) for a week, before they closed the gates.
4. The problem (go) on for some time before they found a solution.
5. She (sell) vegetables at the marketplace when she met her husband.
6. Mr. Dube (pay) for my fees even before my father passed away.
7. Do you think Temba (see) her for a whole year?
8. I (drink) heavily before I met the pastor.
9. The pastor (not come) to church for two months.
10. How long (have) the boys (wait) for you when you arrived?



Check your answers at the end of the unit. Study this lesson again if you did not get everything correct.

We have come to the end of the lesson. We shall now move on to the next section on verbs, which is about the “future.”

- Examples:
- I shall see you at four o'clock.
 - I shall have a message if he is not there.
 - We shall write to the manager.
 - We shall close the shop for Christmas.



SECTION 3:

TALKING ABOUT THE FUTURE

INTRODUCTION

Future tenses talk about actions and things that have not yet happened at the moment of speaking, but will, or are likely to happen later.

- Examples:
1. I *will go* home next week.
 2. Jane *will meet* me in Lusaka.
 3. I *shall post* the letters in the morning.
 4. Do you think they *will wait* for us tomorrow?
 5. We *are going to travel* by bus.

LESSON

1

THE FUTURE WITH "WILL" AND "SHALL"

In this lesson we shall look at the use of the future tense with "will" and "shall."

OBJECTIVE

By the end of this lesson you should be able to:

- ✎ use "will" and "shall" correctly in the future tense.

Take note of the following points:

- We use "will" when we talk about things a long way in the future. For example, there will be enough food for us in the next hundred years.
- We also use "will" when we make predictions. For example, the ruling party will lose the elections.
- Lastly, we use "will" when we talk about things we have not yet decided to do. For example, maybe I will go to town first.
- We use "shall" when we talk about the future but **only** in the first person - when we talk about "I" or "We."

Examples: I shall see you at four o'clock.
I shall leave a message if he is not there.
We shall write to the manager.
We shall close the shop for Christmas.



ACTIVITY

The following is a conversation between Temba and Jane. Fill in the blank spaces with the correct tense. Where both "will" and "shall" can do, write both of them.

- Jane:** Temba, 1).....you be coming to my party?
- Temba:** I cannot promise at the moment. You know the kind of man my boss is. We are so busy because of the public holiday, but I
- 2)..... let you know by Friday.
- 3) Susan be there?
- Jane:** She says she 4)..... come.
- Temba:** And Sihle?
- Jane:** I 5)..... be getting in touch with her tonight.
- Temba:** What about George and Wanda? Have you been in touch with them?
- Jane:** Oh yes! They 6) be coming on the night train on Friday.
- Temba:** I guess you are preparing something really big for us.
- Jane:** Of course; turning twenty-one is a great occasion. There 7) be lots of fun. It's your own fault if you decide to miss out.
- Temba:** I 8) do my best to speak to my boss nicely. I'm sure he 9) agree if he is not in one of his moods.
- Jane:** And let me know as soon as possible.
- Temba:** I 10) do that first thing.



ANSWERS

1. will 2. will/shall 3. will 4. will 5. will/shall
6. will 7. will 8. will/shall 9. will 10. will/shall



EXERCISE 1

Rewrite the following sentences using “will” or “shall.”

1. I go to church on Sunday.
2. Mr. Dube is speaking to the students.
3. The war was over.
4. The man next door helps me with my English.
5. The meat was cut into equal pieces.
6. Susan sent me a present for my birthday.
7. The thief denied all the charges against him.
8. Wole Soyinka received a prize for his novel.
9. We visit the communal lands in January.
10. The Zambezi was flooded.



Check your answers at the end of this unit. Go back and study the lesson again if there is anything that you got wrong.

We shall now move on to another way the future tense can be used.

In this lesson we shall look at the use of the future tense with "going to."

OBJECTIVES

By the end of this unit you should be able to:

- ✎ use the future tense with "going to" correctly.

We use this tense together with the present continuous tense (going to) to talk about events that are going to occur later. Study the following examples:

I am going to ask him to leave.

Mr. Dube is going to weed the garden.

Sihle is going to marry the Zimbabwean musician.



ACTIVITY

Make up ten sentences of your own using "going to" in the space provided below.



EXERCISE 2

Rewrite the following sentences using "going to."

1. She is preparing for the exam.
2. Jane is weeding the garden.
3. She is washing the dishes.
4. Chinua Achebe is writing another novel.
5. The doctor is arriving late.
6. The boys are going home next week.
7. Are we still taking a taxi home?
8. Is Temba sleeping out tonight?
9. Does it look like it is raining tonight?
10. Don't worry, I am doing it for you.



Check your answers at the end of the unit. Did you get all of them correct? Good if you did. If you did not, go back and study this lesson again.

LESSON

3

THE FUTURE WITH THE PRESENT SIMPLE TENSE AND THE PRESENT CONTINUOUS TENSE

In this lesson we shall look at how present tenses can be used in the future tense.

OBJECTIVES

By the end of this unit you should be able to:

- ✎ use the present simple tense for the future;
- ✎ use the present continuous tense for the future.

Sometimes we use the *present tense* to talk about what still has not taken place at the time of speaking, but will take place later. Study the following examples carefully.

The bus *leaves* at half-past three on Sunday.

When *does* the bus arrive in Harare?

We *get* there on Monday afternoon.

Do you see in the above examples that although we are talking about events that will take place later, we use the present tense?

The present continuous tense can also be used to talk about events in the future – usually things *we have arranged* to do in the future. Study the following examples carefully.

The bus *is leaving* at half-past three on Sunday.

We *are passing* through London next week.

Are you taking the children shopping tomorrow?



EXERCISE 3

Rewrite the following sentences using the future with the present simple tense.

1. I (see) Temba on Friday.
2. Jane (take) care of the children in the afternoon.
3. Charles Mungoshi (write) a story for the occasion.
4. Do they (kill) the prisoners at six?
5. The nurse (give) the students condoms during her lecture.



EXERCISE 4

Now, change the same sentences in Exercise 3 into the future with the present continuous tense.

1. I (see) Temba on Friday.
2. Jane (take) care of the children in the afternoon.
3. Charles Mungoshi (write) a story for the occasion.
4. Do they (kill) the prisoners at six?
5. The nurse (give) us some condoms during her lecture.



Check your answers at the end of this unit. Did you get all of them correct? Good, if you did. If you did not, go back and study this lesson again.

LESSON

4

THE FUTURE PERFECT SIMPLE TENSE



Write up ten sentences of your own using the future perfect simple tense.

In this lesson we shall look at the future perfect simple tense.

OBJECTIVE

By the end of this lesson you should be able to:

- use the future perfect simple tense correctly.

This tense tells us about things that must have taken place by a certain time in the future. Study the examples below:

We shall have gone by Monday.

He will have done his homework by tomorrow.

I shall have cooked the food by the time you come back.

Will Jane have cleaned the house by this afternoon?

Note that "will/shall have" appears before the verb.

EXERCISE 2



Now, rewrite the sentences given below using the future perfect simple tense.

- The birds fly to warmer places in winter.
- They will do of number by then.
- Jane wakes up at five.
- Mrs. Banda decided to leave her husband.
- I will go to Malawi in August.
- I will read through the book during the journey.
- The river will flood this season.
- The rain is falling.
- The guest arrives at four.
- We demanded our money from him.



ACTIVITY

Make up ten sentences of your own using the future perfect simple tense. Write them down in the space provided below:



EXERCISE 5

Now, rewrite the sentences given below using the future perfect simple tense.

1. The birds fly to warmer places in winter.
2. They will die of hunger by then.
3. Jane wakes up at five.
4. Mrs. Banda decided to leave her husband.
5. I will go to Maputo in August.
6. I will read through the book during the journey.
7. The river will flood this season.
8. The rain is falling.
9. The priest arrives at four.
10. We demanded our money from him.



SECTION 4:

OTHER VERBS

INTRODUCTION

So far we have been talking about the verb as a word that has something to do with **action**. For instance, you can tell someone to run, walk, jump, kick, etc.

However, in certain situations verbs may appear as more than one word. In other words, they may appear as *phrases*. A phrase is a group of related words.

When they appear in this way we call them *verb phrases*. Study the following examples.

The doctor said she *might* die if she keeps on drinking.
I *will* come with you if you want.
The people of this country *should* help those in need.
I should not *have* asked her in the first place.

Do you see that parts of the words in italics do not talk about an action. You cannot tell someone to “might” or to “will.” These words are only helping to make a statement by supporting the verbs that come after them.

Sometimes verbs also combine with other parts of speech to make verb phrases.

Look at the verbs in italics in following sentences:

I don't like the way he *goes around* speaking about my private affairs.
The Member of Parliament promised to *look into* our complaints.
Whoever did it will not *get away* with it.

In each of the above cases, the verb combines with a preposition to form a verb phrase.

In this section we shall look at two types of verbs, namely:

- a) helping verbs
- b) prepositional verbs

LESSON



HELPING VERBS/AUXILIARIES

In this lesson we shall look at helping verbs.

OBJECTIVE

By the end of this lesson you should be able to:

- ☛ identify the main verb and the helping verb within a verb phrase;
- ☛ construct sentences using verb phrases with common helping verbs.

A verb phrase is normally in two parts, which are:

- main verb (which talks about the action)
- helping verb/verbs (which supports the main verb)

The helping verb is also known as the auxiliary verb. And remember, these auxiliaries do not by themselves tell us about an action; they just help the main verb to talk about an action.

Study the following list of auxiliaries commonly used in English.

am	has	might
is	have	must
are	had	can
was	do	could
were	does	shall
be	did	should
been	may	will
would		

Study the following examples:

We *had* to go and see him that night.

Jane *could* not talk to him as she was bathing when he phoned.

Temba was always *thinking* about her.

We *could* still have settled the problem by ourselves.



ACTIVITY

Add five more examples of “disturbed” verb phrases you can think of in the space provided:

The two parts of the verb phrase can also be “disturbed” or separated in questions.

Examples:

Did he *tell* you about his new wife?

Have the visitors *arrived* yet?

Does Jane really *think* he is going to marry her?

Are the cattle *feeding*?





EXERCISE 1

Can you pick out the verb phrases from the sentences below? Write the phrases in the space provided.

1. He is leaving tomorrow.
2. She might come this weekend.
3. He could not have done it alone.
4. He would not have known.
5. Mr. Dube has always written to me.
6. I shall probably go there next week.
7. The manager should have given the workers their money.
8. Has my sister phoned you before?
9. Have the neighbours called the police?
10. You should not have told us where you were going.



Check your answers at the end of this unit. Go back and study the lesson again if you did not get most of them correct.

LESSON

2

VERBS AND PREPOSITIONS

In this lesson we shall look at how verbs combine with prepositions.

OBJECTIVES

By the end of this lesson you should be able to:

- combine verbs with prepositions to make prepositional verbs;
- make sentences using prepositional verbs.

The second type of verb phrase we shall look at is the prepositional verb. Here the main verb and a preposition come together to create a special meaning. For example, the word "look" can be joined to many prepositions like: out, into, through, up, etc.

Here are some examples in sentences;

You must *look out* for thieves at the market.

The first thing he did was to *look around* the yard.

Do you think anyone would have *looked after* me better than my own mother?

The boss warned those who will be caught *looking through* the newspaper during working hours.



ACTIVITY



Look at the table below. How many verb phrases can you make by joining the verbs in the left column to the prepositions in the right?

Verbs	Prepositions
pick	on, at, off, through
put	in, under, around, out
move	up, away, aside, into
take	along, to, over, down
let	
pull	

Use your dictionary to see if each verb phrase you make is acceptable; then make ten sentences of your own. For example, for the verb phrase "get up," you might write, I get up at six every morning.



EXERCISE 2

Fill in the blank spaces with the suitable choice of prepositions given in the brackets.

1. She could not put with his drunkenness, so she left him. (in/up)
2. The plane exploded as it took (up/off).
3. Temba and Jane used to get with each other. (along/down)
4. The president is refusing to step although it is clear the people no longer want him. (in/down)
5. She did not like her cousin when they were young. She was always picking him. (at/on)
6. The rebels have taken the capital. (up/over)
7. Has the price of bread gone again? (up/over)
8. Have you put your signature on the application forms? (down/in)
9. I don't know why he goes such girls all the time. (on/after)
10. James does not look to his brother for help. (at/up)



Check your answers at the end of the unit. Go back and study this unit if you got any of them wrong.

This is the end of the lesson. We shall now move on to a new section.



SECTION 5:

PASSIVE AND ACTIVE VERBS

INTRODUCTION

I hope so far you have understood the different kinds of “behaviour” that verbs make from time to time.

In this section we shall look at something slightly different about the way we use verbs.

Remember, right at the beginning we described verbs as *action words*; meaning that they usually talk about an action that happened to a given thing.

In the way we use verbs however, we find that they are not always *active*, but are sometimes *passive*.

Go ahead and study the following lesson to see what is meant here.

LESSON



THE PASSIVE AND THE ACTIVE

In this lesson we shall look at passive and active uses of verbs.

OBJECTIVES

By the end of this lesson you should be able to:

- use passive and active forms of verbs.
- construct sentences using the passive and active forms.

When we speak, we either use verbs as passive or active. When we use the passive form of a verb we are talking about an action that happened to a given subject/thing.

Example:

The window *was broken* by thieves.

Here the subject (the window) does not perform the action; it is acted upon.

The same idea of the sentence could have been written as:

The thieves *broke* the window.

In this sense the verb “broke” is active because it is telling us about what the subject – the thieves – did to the window.

Here are more examples of the passive and active verbs.



EXERCISE 1

Rewrite the following sentences using the passive.

1. The clerk stole the money.
2. Father killed the big snake.
3. Jack saw the big snake first.
4. Marechera, the Zimbabwean writer, wrote *The House of Hunger*.
5. My wife used all the money.



Check your answers at the end of the unit. Go over the lesson again if you got anything wrong.

It is, however, the active form of verb that we normally use. This is mainly because the active form is more direct than the passive.





SECTION 6:



LESSON 1

REGULAR AND IRREGULAR VERBS

INTRODUCTION

By now you must have noticed that when we change a verb from the present tense to the past tense we normally add “-d” or “-ed” to its end. Look at these examples:

Present	Past
Jump	Jumped
Kick	Kicked
Kiss	Kissed
Change	Changed
Smile	Smiled
Pile	Piled

All of the above words are what we call **regular** verbs. Regular here simply means these verbs follow the same pattern.

Some verbs, however, do not have “-d” or “-ed” at the end when we change them to the past tense, for example, run, catch, buy, sleep, etc. Verbs such as these are what we call **irregular** verbs, because they are not common or usual. Go ahead and look at them in the following lesson.

LESSON



IRREGULAR VERBS IN THE PAST TENSE

In this lesson we shall look at the use of irregular verbs in the past tense.

OBJECTIVE

By the end of this lesson you should be able to:

- ✎ use regular and irregular verbs in the past tense.

As we have seen already, most verbs have “-d” or “-ed” when changed to the past tense.

Here are some examples:

The car *stopped* at our house.

The driver *stepped* out of the car.

He *asked* me for directions.

He *smiled* as he *talked*.

The above examples show regular verbs, but with verbs like “run,” for example, it would be wrong to say “runned,” because it is an irregular verb.

Study the list of irregular verbs below:

Verb	Past Tense	Verb	Past Tense
begin	began	dig	dug
bring	brought	drink	drank
burn	burnt	draw	drew
come	came	eat	ate
choose	chose	fall	fell
catch	caught	feed	fed
give	gave	find	found



EXERCISE 1

Fill in the blank spaces in the following sentences with the past tense of the verb given in brackets.

1. The rat over the floor yesterday. (creep)
2. Jane nothing about our house. (do)
3. The helicopter past our house. (fly)
4. Yesterday I my books on my desk. (leave)
5. We under the bed when the noise started outside. (hide)
6. It to rain at five yesterday. (begin)
7. Mr. Dube his house last year. (sell)
8. The robber over the fence and disappeared into the bush. (leap)
9. the stadium full when the match was played? (is)
10. We all to read and write at school. (learn)



Check your answers at the end of the unit.

We hope you have not faced many problems with this lesson. If you have, go over the lesson again.

Verb	Past Tense	Verb	Past Tense
begin	began	begin	began
bring	brought	bring	brought
buy	bought	buy	bought
come	came	come	came
draw	drew	draw	drew
eat	ate	eat	ate
fall	fell	fall	fell
feed	fed	feed	fed
give	gave	give	gave

LESSON

2

THE PAST PARTICIPLE OF IRREGULAR VERBS

In this lesson we shall look at the past participle of irregular verbs.

OBJECTIVE

By the end of this lesson you should be able to:

- use irregular verbs in the past participle form.

Some irregular verbs carry an “-n” or “-en” at the end when we use them as *past participles*. Regular verbs, on the other hand, form the past participle with “ed” at the end.

Remember, in the present perfect tense the auxiliary “has” or “have” always comes before the main verb. Study the following examples:

He *wrote* a long letter. (Past tense)

He *has written* a long letter. (Past participle)

The Swazi king *chose* a bride. (Past tense)

The Swazi king *has chosen* a bride. (Past participle)

Note that some verbs do not, however, change to the “-n”/“-en” ending when they are in the past participle; words like put, cut, pay, buy, etc. Instead we say:

I *have put* the plate onto the shelf.

She *has cut* the meat with a knife.

Jane *has not bought* him a Christmas present.

Take a look at more examples of irregular verbs in the table below.

Verb	Past Tense	Past Participle
kneel	knelt	knelt
know	knew	known
lay	laid	laid
learn	learnt/learned	learnt/learned
leave	left	left
make	made	made
mean	meant	meant
ride	rode	ridden
ring	rang	rung
rise	rose	risen
say	said	said
see	saw	seen
shake	shook	shaken
steal	stole	stolen
swim	swam	swum
tear	tore	torn
write	wrote	written
win	won	won



ACTIVITY

Use the past participle form of the verbs given at the beginning of the following sentences.

Example: know: They *have known* each other for along time.

1. forget: She has who he is.
2. drive: The President wasthrough the town.
3. forgive: I have him all his mistakes.

4. speak: He has to all of us.
5. wake: I was every night by strange sounds.



ANSWERS

1. forgotten
2. driven
3. forgiven
4. spoken
5. woken



EXERCISE 2

In the following sentences circle the correct form of the verb from the ones given in brackets:

1. The bell has (rang/rung).
2. Mr. Banda had already (spend/spent) his money.
3. The escaping thief has (swum/swam) across the river, and we will never catch him.
4. My jacket was (stole/stolen) from the car.
5. No other team has (beat/beaten) us except them.
6. He was (shake/shaken) by the news.
7. The naughty boy has already (torn/tore) his new shirt.
8. Have the villagers (wrote/written) to the Member of Parliament yet?
9. The tourists had never (saw/seen) a lion before.
10. The ripe fruits have (fell/fallen) off the tree.



Check your answers at the end of this unit. Go over the whole section on irregular verbs again if there is still anything you do not understand.

SUMMARY

We hope you now understand something about verbs. We said verbs are “doing” or “action” words, which change their forms according to the sense and time we use them.

You have also seen that verbs usually “behave” in the same way. However, some do not. These are what we have called irregular verbs, which sometimes cause problems to learners of English, both as first and second language users.

And lastly, verbs sometimes combine with other parts of speech, like prepositions, to form verb phrases. You are advised to use your dictionary in order to be sure of the meaning of these prepositional verbs.

In conclusion, they say practice makes perfect, so go over this unit again in order to strengthen your understanding.

GOOD LUCK!!



ANSWERS

Section 1 The Present

EXERCISE 1

Temba would like to find a pen-friend. He is eighteen years old. He works as security guard. Temba likes soccer and netball. He also listens to the radio during his free time. Temba has many friends, both male and female. He does not have a wife at the moment. Sometimes he goes to church.

EXERCISE 2

I am staying with my aunt in Harare for two weeks. It is raining in Harare. Since it is Christmas, most people here are doing their shopping. There are many big shops and offices in Harare. Many people are living here. During my stay here I am visiting my friends and relatives.

EXERCISE 3

1. They are going to work on Saturdays.
2. The doctor is treating the sick.
3. He is helping me to clean the car.
4. Is he reading the newspaper every morning?
5. Are you going home straight after work?
6. Our neighbour is growing flowers for sale.
7. Mr. Dube is not enjoying his stay here.
8. We are living on Great East Road.
9. The thieves in our neighbourhood are giving us a lot of problems.
10. Jack Mapanje is writing political poetry.

Section 2 The Past



EXERCISE 1

- | | | | |
|----------|----------|------------|-----------|
| 1. wrote | 2. grew | 3. visited | 4. played |
| 5. went | 6. fell | 7. caught | 8. swam |
| 9. wept | 10. lost | | |

EXERCISE 2

Mr. Dube was our neighbour. He lived across the road with his wife and three children. He worked for a construction company as a builder. Mr. Dube was a wonderful man. He collected old clothes and money, which he gave to the poor. On Sundays he went to church with his family. When he came back from church he put on his blue overalls and worked in his garden.

EXERCISE 3

1. I was going home yesterday.
2. The accused murderer was weeping before the judge.
3. They were closing school for the Easter holiday.
4. The hunter was killing dangerous animals with his gun.
5. Mother was spending the whole day at the fields.
6. I was seeing Jane once every week.
7. Heavy black clouds were gathering in the sky.
8. The cattle were dying of hunger.
9. Temba was deciding to quit drinking.
10. She was having unprotected sex with him.

EXERCISE 4

- | | | |
|-------------------|-----------------|---------------|
| 1. have lost | 2. have seen | 3. have found |
| 4. has woken | 5. has dressed | 6. has thrown |
| 7. have forgotten | 8. has promised | 9. has taken |
| 10. has put | | |

EXERCISE 5

1. have not been talking
2. have been trying
3. has been working
4. has been coming
5. have been quarrelling
6. have been fighting
7. have been thinking
8. have been cooking
9. have been looking
10. have been considering

EXERCISE 6

1. Temba had gone to Harare
2. She had cooked vegetables for us.
3. He had begged her to stay.
4. Hugh Masekela had played in Mbabane.
5. Tshaka had ordered the whole tribe killed.
6. Kenneth Kaunda had announced his desire to quit politics.
7. The boss had sacked him for stealing.
8. The birds had flown over the roof.
9. He had spent all his money on beer.
10. Had they gone home by bus?

EXERCISE 7

1. had been living
2. had been reading
3. had been spilling
4. had been going
5. had been selling
6. had been paying
7. has been seeing
8. had been drinking
9. had not been coming
10. had the boys been waiting

SECTION 3 The Future

EXERCISE 1

1. I shall/will go to church on Sunday.
2. Mr. Dube will be speaking to the students.
3. The war will be over.
4. The man next door will be helping me with my English.
5. The meat will be cut into equal pieces.

6. Susan will send me a present for my birthday.
7. The thief will deny all the charges against him.
8. Wole Soyinka will receive a prize for his novel.
9. We will/shall visit the communal lands in January.
10. The Zambezi will be flooded.

EXERCISE 2

1. She is going to prepare for the exam.
2. Jane is going to weed the garden.
3. She is going to wash the dishes.
4. Chinua Achebe is going to write another novel.
5. The doctor is going to arrive late.
6. The boys are going to go home next week.
7. Are we still going to take a taxi home?
8. Is Temba going to sleep out tonight?
9. Does it look like it is going to rain tonight?
10. Don't worry, I am going to do it for you.

EXERCISE 3

1. I see Temba on Friday.
2. Jane takes care of the children in the afternoon.
3. Charles Mungoshi writes a story for the occasion.
4. Do they kill the prisoners at six?
5. The nurse gives the students condoms during her lecture.

EXERCISE 4

1. I am seeing Temba on Friday.
2. Jane is taking care of the children in the afternoon.
3. Charles Mungoshi is writing a story for the occasion.
4. Are they killing the prisoners at six?
5. The nurse is giving us some condoms during her lecture.

EXERCISE 5

1. The birds will have flown to warmer places in winter.

2. They will have died of hunger by then.
3. Jane will have woken up at five.
4. Mrs. Banda will have decided to leave her husband.
5. I will/shall have gone to Maputo in August.
6. I shall/will have read through the book during the journey.
7. The river will have flooded this season.
8. The rain will have fallen.
9. The priest will have arrived at four.
10. We will/shall have demanded our money from him.

SECTION 4 Other Verbs

EXERCISE 1

1. is leaving.
2. might come.
3. could not have done.
4. would not have known.
5. has always written.
6. shall probably go.
7. should have given.
8. has my sister phoned.
9. have the neighbours called.
10. should not have told.

EXERCISE 2

- | | | | |
|----------|---------|----------|---------|
| 1. up | 2. off | 3. along | 4. down |
| 5. on | 6. over | 7. up | 8. down |
| 9. after | 10. up | | |

SECTION 5 Passive and Active Verbs

EXERCISE 1

1. The money was stolen by the clerk.
2. The big snake was killed by father.

3. The big snake was first seen by Jake.
4. *The House of Hunger* was written by Marechera, the Zimbabwean writer.
5. All the money was used by my wife.

EXERCISE 2

1. Our noisy neighbours disturbed us the whole night.
2. I ate all the food.
3. Temba fixed our television set.
4. My sister Rachel took me to Durban.
5. Patricia called me at ten in the morning.
6. Jane bought me a pair of trousers, a shirt and a pair of shoes.
7. Our neighbours last saw the boy going towards the shops on Sunday evening.
8. The rains damaged buildings, crops and roads.
9. The government has promised food aid to the affected people.
10. The news of Temba's death terribly shocked Susan and Sihle.

SECTION 6 Regular and Irregular Verbs

EXERCISE 1

- | | |
|----------|--------------------|
| 1. crept | 6. began |
| 2. did | 7. sold |
| 3. flew | 8. leapt |
| 4. left | 9. was |
| 5. hid | 10. learned/learnt |

EXERCISE 2

- | | |
|-----------|------------|
| 1. rung | 6. shaken |
| 2. spent | 7. torn |
| 3. swum | 8. written |
| 4. stolen | 9. seen |
| 5. beaten | 10. fallen |

INTRODUCTION

In this unit you are going to learn about parts of speech in the English language. The unit is divided into fourteen lessons. Read carefully the lesson objectives, work through the lessons and do the self-assessment exercises at the end of each lesson.

OBJECTIVES

By the end of this unit you should be able to:

- ✚ form the plurals of nouns;
- ✚ use the possessive form of the nouns for animals and people;
- ✚ correctly use words which can be countable or uncountable according to meaning;
- ✚ use the determiners “a,” “an” and “the”;
- ✚ use the determiners “some/any,” “no/none,” “much,” “many,” “a lot,” “several” correctly;
- ✚ use “a few/a little,” “few/little” and “the whole,” “all,” “both” correctly;
- ✚ use the first person with other nouns and pronouns in the correct order;
- ✚ use pronouns with “self” for emphasis;
- ✚ use “you” or “one” when no actual person is referred to;
- ✚ use the “—ing” phrase in noun phrases and clauses;
- ✚ use relative pronouns in relative clauses;
- ✚ put two or more adjectives in the usual order before a noun;
- ✚ make sentences containing verb inversions after negative adverbs;
- ✚ put adverbs in their correct order;
- ✚ use adverbs of degree (intensifiers) correctly: “very,” “much,” “too,” “fairly,” “almost,” “hardly,” “barely,” “nearly,” “just”;
- ✚ use co-ordinators correctly, “and,” “but,” “either-----or” and “neither-----nor”

LESSON

1

PLURAL OF NOUNS

This lesson will introduce you to nouns and how to make them into plural.

OBJECTIVES

By the end of this lesson you should be able to:

- ➡ make nouns into plural by adding “-s,” “es” or “ies”;
- ➡ pick out nouns which are always in the plural.

I am sure you have heard about nouns in your earlier grades. What are nouns? A noun is a word which names a person, place, thing or quality. For example: John, Zambia, tree or bravery. Nouns can either be singular or plural. A singular noun refers to one thing only; for example, boy, dog, cow. A plural noun refers to two or more things. For example: boys, dogs, cows.

To make a noun plural, we usually add “-s” or “es.” For example:

- | | | | |
|----|---------|---|----------|
| a) | bag | - | bags |
| | window | - | windows |
| | teacher | - | teachers |
| b) | church | - | churches |
| | bus | - | buses |
| | dish | - | dishes |
| | box | - | boxes |
| c) | pot | - | pots |
| | cup | - | cups |
| | desk | - | desks |
| | month | - | months |
| | roof | - | roofs |
| | goat | - | goats |

In example a) the plural ending "s" is pronounced as "z."

In example b) the plural ending "es" is pronounced as "zi."

In example c) the plural ending "s" is pronounced as "s."

1. A "y" – ending becomes "-ies" in the plural. For example:

lady - ladies

body - bodies

baby - babies

2. Note the "e" in tomatoes, potatoes, heroes.

The "e" is normally put in words that end with the vowel "o."

3. Common words ending in a single "f" or "fe" usually have "-ves" in the plural.

For example: life – lives, loaf – loaves, knife – knives.

But there are a number of exceptions to this rule. For example : chief – chiefs,
roof – roofs.

4. A few nouns have special plurals. What are the plurals of the following nouns?
Man, woman, child, ox, foot, goose. They are men, women, children, oxen, feet,
geese.

5. There are nouns which are always in the plural form. For example: scales (for
weighing), scissors, pliers, shears. All these nouns stand for things which are
usually made in two parts. If you want to count these you must use the word
"pair." Thus we do not say "one scissors" but "a pair of scissors," not "one
pliers" but "a pair of pliers."

6. A few names of living creatures do not change in the plural. For example: one
sheep, two sheep; one fish, two fish.



ACTIVITY

1. Change the following nouns into plural:

cat	donkey
match	wife
thief	half
mouse	louse
stick	book
chick	calf

2. Tick nouns which are always in the plural from the list below:

cattle	police
picture	meat
branch	clothes
paper	water
pig	air



ANSWERS

1. cats	donkeys
matches	wives
thieves	halves
mice	lice
sticks	books
chicks	calves

2. cattle	police
meat	clothes
water	air



EXERCISE 1



LESSON 2

Write the following words in the plural:

- | | |
|--------------------|-----------------------|
| 1. watch | 2. torch |
| 3. leaf | 4. rice |
| 5. cloth | 6. handkerchief |
| 7. rhinoceros..... | 8. fly |
| 9. mango | 10. sand |



Check your answers at the end of the unit.

In this lesson you have learnt how to change nouns to plural. Most nouns are changed to plural by adding "s", "es" or "ies."

LESSON

2

COUNTABLE AND UNCOUNTABLE NOUNS

From the plural of nouns we move onto countable and uncountable nouns.

OBJECTIVE:

By the end of the lesson you should be able to:

- pick out countable and uncountable nouns from a list.

There are two types of common nouns: countable nouns and uncountable nouns.

Countable nouns are the names of objects that can be counted. Can you give examples of these?

.....

We hope you came up with things like pens, books, cars, people, trees and many others. Uncountable nouns are the names of objects that cannot be counted. For example: salt, mealie-meal, sand, air.

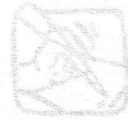
All nouns which can be used in the plural are called countable nouns because they stand for things you can count. Uncountable nouns are the names of objects that cannot be counted. Nouns which we do not use in the plural are called uncountable nouns. For example: food, water, joy, meat, safety.

Look at Lesson 1 again for these.



ACTIVITY

EXERCISE 2



Pick out and write the countable and uncountable nouns in the spaces below:

- | | |
|---------|---------|
| anger | poles |
| boys | hair |
| lorries | oranges |
| love | grass |
| blood | hoes |

Countable Nouns

.....

.....

.....

.....

.....

Uncountable Nouns

.....

.....

.....

.....

.....



ANSWERS

Countable Nouns

- boys
- lorries
- poles
- oranges
- hoes

Uncountable Nouns

- anger
- love
- blood
- hair
- grass



EXERCISE 2

Pick out and write the countable and uncountable nouns in the spaces below:

- | | |
|----------------|------------|
| 1. electricity | 2. chairs |
| 3. water | 4. baboons |
| 5. meat | 6. apples |
| 7. happiness | 8. fish |
| 9. teachers | 10. sugar |

Countable Nouns

.....

.....

.....

.....

.....

.....

Uncountable Nouns

.....

.....

.....

.....

.....

.....



Check your answers at the end of the unit.

Countable nouns are names of objects that can be counted and uncountable nouns are the names of objects that cannot be counted.

LESSON

3

DETERMINERS "A," "AN" AND "THE"

This lesson introduces you to words used with singular countable nouns.

OBJECTIVES

By the end of the lesson you should be able to:



use "a," "an" and "the" correctly.

All countable nouns when used in the singular must have an article (determiner) before them. The most common determiners are "a," "an" and "the."

"A" or "an" are usually used when the countable noun is mentioned for the first time:

"monkey" becomes "a monkey," "dog" becomes "a dog," and "girl" becomes "a girl."

"A" is used when the first letter of the word that follows is a consonant, for example:
a dog, a girl and a river.

"An" is used when the first letter is a vowel, for example: "owl" becomes "an owl,"

"elephant" becomes "an elephant," and "impala" becomes "an impala."

If the same noun is mentioned for the second time we use "the."

For example:

One day a lion saw a fat zebra and an elephant drinking at a river. The lion decided to chase the zebra because it was hungry. The zebra looked up and saw the lion coming towards it. The zebra was frightened but the elephant was not. The lion chased and killed the zebra.

You also use “the” when it is clear which thing you mean: the roof, the boy, the garden, the farmer.

For example:

The ox the farmer was looking for was found in Mr. Tembo’s garden. The garden was full of vegetables. The farmer was fined one hundred dollars.



ACTIVITY

Put “a” or “an” before the following words:

- | | |
|--------------------|-----------------|
|old dog |extra hour |
|record player |uncle |
|envelope |tree |
|hungry boy |school |



ANSWERS

- | | |
|-----------------|---------------|
| an old dog | an extra hour |
| a record player | an uncle |
| an envelope | a tree |
| a hungry boy | a school |

We hope you can now use the determiners “a,” “an” and “the” correctly. Now try the following exercise:



EXERCISE 3

Fill in the gaps with either: "a," "an," or "the" in the following paragraph.

One night ---- old man was sitting in --- hut telling ---- group of boys folktales. ----- old man was smoking ----- pipe and --- boys were eating roasted nuts as they listened to the old man. Suddenly --- owl began to hoot in the distance. ---- boys were frightened but the old man was not.---- old man stood up and picked up --- stone and threw the stone at --- owl. The startled owl flew away.



Check your answers at the end of the unit.



ANSWERS

- Look at the following sentences closely:
1. Both John's legs were swollen. ("Both" refers to two things only.)
 2. The waiter was asked to bring some forks. ("Some" refers to more than one.)
 3. Several trees were uprooted. ("Several" refers to an unknown number.)
 4. At the Olympics lots of medals were won. ("Lots of" refers to an unknown number.)
 5. A lot of elephants were killed by poachers last year. ("A lot of" refers to a large number.)
 6. Do we have any knives left in the kitchen? ("Any" refers to an unknown amount.)

LESSON

4

OTHER DETERMINERS (“both,” “some,” “several,” “lots of,” “a lot of,” “many,” “any”)

In this lesson we continue looking at more determiners used with countable nouns.

OBJECTIVE

By the end of the lesson you should be able to:

- ✎ use “both,” “some,” “several,” “lots of,” “a lot of,” “many” and “any.”

Countable nouns in their plural form may take “the” but never “a” or “an” before them. For example: never “a boys” but “the boys”; never “a teachers” but “the teachers.” Words such as “both,” “some,” “several,” “lots of,” “a lot of,” “many” and “any” may be used as well as all possessive pronouns such as “my,” “our,” “your” and so on before them.

For example:

“both eyes”/“some animals”/“lots of bananas”/“several days”/“many countries”/ “any sticks”/“a lot of games.”

Very often countable nouns in the plural may have no determiner at all. For example:

- Boys and girls finish school every year.
- Trees line the street.

Look at the following sentences closely:

- Both John’s legs were swollen. (“Both” refers to two things only.)
- The waiter was asked to bring some forks. (“Some” refers to more than one.)
- Several trees were uprooted. (“Several” refers to an unknown number.)
- At the Olympics lots of medals were won.
(“Lots of” refers an unknown number.)
- A lot of elephants were killed by poachers last year.
(“A lot of” refers to a large number.)
- Do we have any knives left in the kitchen? (“Any” refers to an unknown amount.)

7. Many people marched through the streets. ("Many" refers to an unknown number.)



ACTIVITY

Fill in the blanks using the following determiners in brackets:

1. After the terrible accident the driver lost eyes. (some/both)
2. At the party there were of drinks. (many/lots)
3. The doctor asked the patient if bones had been broken. (several/any)
4. The pupils asked the tutor questions on the topic. (any/many)
5. of the fence was washed away by the rain water and deposited in the river. (some/several)
6. bridges were washed away by the floods. (any/several)



ANSWERS

1. both
2. lots
3. any
4. many
5. some
6. several

Now do the following exercise:



EXERCISE 4

Fill in the blanks using the words in brackets:

1. When father came from town he brought vegetables for us. (many/any)
2. people enjoy reading. (any/lots of)
3. the farmer and his wife were congratulated for their success. (both/a lot of)
4. The boy asked the shopkeeper whether he had fruit left in the shop. (many/any)
5. money is lost through gambling. (many/a lot of)
6. After the rains plants sprouted up. (any/several)
7. During the Christmas holidays people go to their rural homes. (many/both)



Check your answers at the end of the unit.

In this lesson you have learnt how to use “both,” “some,” “several,” “lots of,” “a lot of,” “many” and “any” before countable nouns.

LESSON

5

OTHER DETERMINERS CONTINUED

In this lesson we continue looking at determiners. We will look at determiners that are used before countable and uncountable nouns.

OBJECTIVE

By the end of the lesson you should be able to:

- ☞ use “few,” “a few,” “little,” “a little,” “no,” “none,” “all,” “whole” and “much”

Look at the following sentences carefully:

1. There are few apples in the basket.
2. There are a few apples in the basket.

“Few” and “a few” are used with countable nouns. Few apples in the first sentence means almost no apples.

1. Last night little rain fell.
2. Last night a little rain fell.

“Little” and “a little” are used with uncountable nouns. “Little” rain in the first sentence means almost no rain.

1. There are no cabbages at the market.
2. None of their players was injured.

“No” and “none” are used to show the absence of something.

1. All the pupils who sat for the examination passed.
2. The whole class passed the examination.

“All” and “whole” are used to show that everyone was included.

There was much noise in the classroom when the teacher was away.

“Much” is used with uncountable nouns to show the degree of something.



ACTIVITY

Fill in the blanks using the following words in brackets:

1. When I arrived at the market onlyoranges were left. (a few/a little)
2.bit of sugar is needed to make the tea sweet. (a little/few)
3. When they arrived at the dip tankherd boys had brought their cattle. (few/little)
4.of the vendor’s apples were rotten. (much/none)
5. When I got to the meetingmember had arrived. (whole/no)
6. The naughty child was asked to stay indoors the.....day. (all/whole)
7. There washeat in the kitchen. (much/few)
8.the dogs in the village were vaccinated against rabies. (a few/all)
9. The swimmer neededencouragement to win. (few/little)



ANSWERS

1. a few
2. a little
3. few
4. none
5. no
6. whole
7. much
8. all
9. little

Now try the exercise below:



EXERCISE 5

Fill in the blanks using the words in brackets:

1.tutor likes lazy pupils. (all/no)
2. My brother was advised to savedollars in order to buy a bicycle.
(little/a few)
3.of the answers were correct. (none/a little)
4. There werepeople at the independence celebrations. (little/many)
5. I apologised to the..... class. (all, whole)
6. There was smoke in the hut because of the wet fire wood. (much/a few)
7. When the boy arrived home there was milk in the jug because it was leaking. (none/no)
8. patience is needed when you are learning how to ride a bicycle. (a few/a little)
9. There washope of arriving on time when our car had a puncture.
(little/few)



Check your answers at the end of the unit.

“Few” and “a few” are used before countable nouns. “Little” and “a little” are used before uncountable nouns. “No” and “none” are used to show absence of something, while “all” and “whole” show that everything is included.

LESSON



PRONOUNS, INCLUDING POSSESSIVE PRONOUNS

From determiners we move to pronouns, including possessive pronouns.

OBJECTIVES

By the end of the lesson you should be able to:

- ☛ use pronouns in their singular or plural;
- ☛ use possessive pronouns.

Pronouns are words that take the place of nouns. For example “I,” “it,” “we,” “me,” “us,” “you,” “he,” “she,” “him,” “her,” “they,” etc. Study the table below closely:

1st person singular plural	<u>I</u> want my money. <u>We</u> want our money.	It belongs to <u>me</u> . It belongs to <u>us</u> .
2nd person singular and plural	<u>You</u> want your money.	It belongs to <u>you</u> .
3rd person singular singular plural	<u>He</u> wants his money. <u>She</u> wants her money. <u>They</u> want their money.	It belongs to <u>him</u> . It belongs to <u>her</u> . It belongs to <u>them</u> .

All the words underlined are called personal pronouns. “I” and “we” are pronouns of the first person. “You” is the pronoun of the second person. “He,” “she,” “it,” and “they” are pronouns of the third person.

Do not use "he," "him" or "his" when you mean "she" or "her."

Do not forget the "s" ending of the present tense. An "s" or "es" is needed for the third person singular of the simple present tense of nearly all verbs, e.g., "He lives in Zimbabwe." "She tries very hard in class." "It eats meat everyday."



ACTIVITY

Now do the following activity to practise using pronouns and simple present tense. Try to answer the following questions using the correct pronoun and tense.

For example:

What does a teacher do?

Answer: He teaches pupils.

Answer the following simple questions using a suitable pronoun and tense:

1. What do mechanics do?.....
2. What do builders do?.....
3. What does a driver do?.....
4. What does a nurse do?.....
5. What do farmers do?.....
6. What does a baker do?.....



ANSWERS

1. They repair cars.
1. They build houses.
2. He drives buses and cars.
3. She nurses sick people.
4. They grow crops.
5. He bakes bread.



EXERCISE 6

Now you have an idea of what pronouns are. Put the correct pronoun in each blank space.

1. This is our elder sister. We live with
2. When Mary losessandals,borrows a pair frombrother.
3. My brother always sleeps lying onside, but my sister prefers lying on back.
4. When the hunter came back, we all listened to as told stories.
5. Jane usually gives fatherdinner as soon as he returns from the fields.
6.always rains in January.
7. After the match the players celebrated becausehad won.



Check your answers at the end of the unit.

Possessive Pronouns

Do you still remember what a pronoun is?

What is it? If your answer is “a word that takes the place of a noun” you are correct.

In this second part of the lesson you are going to learn how pronouns are used to show possession, belonging or ownership. For example:

This is my book.
(the book belongs to me).

Our dogs are fierce.
(the dogs belong to us).

Study the list of possessive adjectives and pronouns carefully:

A

ADJECTIVES

- My (book)
- Your (book)
- His (book)
- Her (book)
- Its (tail)
- Our (books)
- Their (books)

B

PRONOUNS

- mine
- yours
- his
- hers
- its
- ours
- theirs

- a) This book is mine.
- b) This book is yours.
- c) Its tail is long.
- d) Their books are wet
- e) I have not seen theirs.

The words in column B are not used with nouns, except for his/its which are the same in both columns. The words in column A are used with nouns.



ACTIVITY

Fill in the blanks using a suitable possessive pronoun.

1. The hare broke.....leg in a snare.
2. John lost pen in the grass.
3. Mother and Betty tookletters to the post office.
4. handbag was stolen at the bus stop.
5. The family gotfood from well wishers.



ANSWERS

1. its
2. his
3. their
4. her
5. its



EXERCISE 7

Complete the exercise using pronouns from the box below:

our, yours, my, his, its

1. The dog wagged tail when it saw owner.
2. Mauritius is only a small island but it is important because of harbour andtrade.
3. Angela's father said that aunt was sister.
4. My bicycle had a puncture so I asked sister if I could borrow hers.
5. You can stay at home if is leaking.



Check your answers at the end of the unit.

In this lesson you learnt about the first, second and third person pronouns and possessive pronouns. Possessive pronouns show belonging or ownership.

LESSON



PRONOUNS WITH "SELF"

From possessive pronouns we move onto "self" pronouns. The word "self" is added behind the pronouns.

OBJECTIVES

By the end of the lesson you should be able to:

- use "self" pronouns correctly.

Look at the following sentences closely:

- a) I hurt myself when I fell down yesterday.
- b) Mary cut herself with a knife.
- c) The hippo dipped itself into the pool.

All the underlined words are "self" pronouns. These words stand for the same person or thing mentioned as the subject.

I --- myself

Mary --- herself

Hippo --- itself

The plural of "self" is "selves." For example:

them themselves

our ourselves

There are as many "self" words as there are pronouns.



ACTIVITY 1

1. Put the word "self" or "selves" after the following pronouns:

them.....

our.....

him.....

it.....

her.....

your.....

2. Put a suitable self pronoun in the following sentences:

a) You should washeveryday.

b) Mary had to presentfor an interview.

c) We had to preparefor the examination.

d) The rhino had to hidefrom the poachers.

e) The travellers had to equipfor the long journey.



ANSWERS

1. themselves, ourselves, himself, itself, herself, yourself/selves

2. a) yourself

b) herself

c) ourselves

d) itself

e) themselves

"Self" pronouns can also be used for emphasis.

For example:

I will do the work myself.

He informed me about the matter himself.



EXERCISE 8

Choose the correct words from the brackets to fill in the blanks:

1. Ruth wrote this letter(himself/herself).
2. They built this house(themselves/ourselves).
3. Mr. Moyo heard the lion(herself/himself).
4. The bull hurtin a fight. (himself/itself).
5. We went to the hospital..... (themselves/ourselves).
6. You said so(himself/yourself).
7. I can help you carry your books(ourselves/myself).



Check your answers at the end of the unit.

“Self” pronouns stand for the same person or object mentioned as the subject.

LESSON

8

INDEFINITE PRONOUNS “ONE” AND “YOU”

In this lesson you are going to learn about the indefinite pronouns “one” and “you.”

OBJECTIVE

By the end of the lesson you should be able to:

- ✎ use “one” and “you” correctly.

“One” and “you” are often used when writing compositions. For example

One improves one’s handwriting with practice.

You feel that something is wrong, but you are not completely sure.

You will notice that when “one” has been used it is followed by “one” again and not by other personal pronouns like “he,” “we,” “you.” Similarly, if we begin a sentence with “you” then it should be followed by “you.”

For example:

You begin to feel tired as you continue weeding.

One has to work hard if one wants to succeed.



ACTIVITY

Fill in the blanks using “one” or “you.”

1. You should visit the clinic ifare ill.
2. Ifhas problems with one’s studiesshould contact one’s tutor.
3. Ifweed your gardenharvest will be good.
4. One has to be careful whenis driving at night.
5.should choose one’s subjects carefully.



ANSWERS

1. you
2. one one
3. you your
4. one
5. one



EXERCISE 9

Complete the following sentences by filling in the blanks using “one” or “you.”

1. You can go if.....like, but do not swim or fish in the dam.
2.should always remember one’s manners.
3. To live comfortablyshould be careful with one’s money.
4. Sometimes people tellthat you should live for the day. This is hardly good advice if.....are anxious to see your country progress.
5. Once you have transplanted the seedlings,.....should water them well.
6. If one is interested in computers, thenshould be able to do some mathematics.
7. Environmental experts often tell one thatmust look after the soil ifwants our country to prosper.
8. What would you do if.....were asked to teach in a literacy programme?
9. If.....looks for trouble, one usually finds it.
10. When.....help each other, you improve the whole society.



Check your answers at the end of the unit.

In the lesson you learnt how to use “one” and “you” in sentences. “One” and “you” are not used in the same sentence.

LESSON

9

RELATIVE CLAUSES

From indefinite pronouns we move onto relative clauses. Relative clauses are made up of relative pronouns and are normally used for joining sentences.

OBJECTIVES

By the end of the lesson you should be able to:

- ✎ use the relative pronouns “whose,” “which,” “who,” “whom” and “that” correctly;
- ✎ join sentences using adjectival clauses.

A. Relative Pronouns

Do you still remember what pronouns are?

They are words which take the place of a noun. The following are the relative pronouns in the English Language: “who,” “whom,” “whose,” “that” and “which.”

These relative pronouns can be used in sentences like these:

a) whom

This is the woman whom I met at the market yesterday.

When “whom” is used it is usually followed by a personal pronoun: “whom I.”

b) who

This is the boy who fell in the river while fishing.

The man who was ill was taken to the clinic.

When “who” is used it is usually followed by a verb: “who fell.”

c) whose

This is the cow whose horn was broken.

This is the woman whose handbag was stolen.

We use "whose" to show belonging.

d) that and which.

The hut that was poorly built fell down.

Or

The hut which was poorly built fell down.

Note that we can use either "that" or "which" as in the sentences above to refer to things.

"Which" is usually used to refer to animals.

"That" can also be used to refer to people, animals and things, and it should be followed by a verb. For example: The thief that stole our maize was caught by the police.

You should also note that relative pronouns begin relative clauses. A clause is not a full sentence because it does not have a complete thought.



ACTIVITY

Rewrite the following sentences using the correct relative pronoun.

1. The boy (who/whom) stole the onions was arrested by the police.....
2. Parents (which/whose) children are badly behaved are always sad.
.....
3. The book (that/whose) I read was very interesting.
.....
4. John was stung by an ant (which/who) was very big.
.....
5. The visitor (whose/whom) they were waiting for arrived late.
.....
6. The thief (who/which) stole sweets from the store was beaten by people.
.....



ANSWERS

1. who
2. whose
3. that
4. which
5. whom
6. who



EXERCISE 10

Rewrite the following sentences using the correct relative pronoun.

1. The teacherwe met last Saturday has a degree from the University. (who/whom)
.....
2. The hunterdied as he fought the lion was a brave man. (who/whom)
.....
3. A childdiet is poor may easily suffer from diseases. (who/whose)
.....
4. A personleg is broken cannot walk properly. (who/whose)
.....
5. The manlife I saved was very grateful. (whose/which)
.....
6. The house was struck by lightning was burnt down. (which/whom)
.....
7. The buswas bringing them to school broke down. (that/whose)
.....
8. The leopardkilled the sheep is still in the bush. (that, whose)
.....
9. Our doorwould not open has now been repaired. (that, who)
.....
10. The naughty boyskilled the cat have run away. (whose/who)
.....



Check your answers at the end of the unit.

Joining Sentences using Relative Clauses

Relative pronouns are used to begin relative clauses. In this part of the lesson you are going to learn about joining sentences using relative pronouns.

For example:

1. a) A teacher taught my brother.
- b) He has been transferred.

Becomes

The teacher who taught my brother has been transferred.

When an object or a person is identified by the use of an adjectival clause, we use “the” not “a” as in the example above.

Another example:

2. a) A police officer arrested Tom’s brother.
- b) He has been promoted.

Becomes:

The police officer who arrested Tom’s brother has been promoted.

Remember that in adjectival clauses the pronoun in the second clause is omitted when it is the same. “He” in the examples 1 and 2 was omitted when the clauses were joined.

Including the pronoun will make the sentence wrong.



ACTIVITY



Join the sentences below using the correct relative pronoun in brackets.

1. a) The stray cow got into Mr. Phiri's field.
b) It destroyed all his crops. (that)

.....

2. a) The snake was captured.
b) It was poisonous. (which)

.....

3. a) A trip was organised to Kariba.
b) It was very interesting. (which)

.....

4. a) The baby was crying.
b) Its mother was busy. (whose)

.....

5. a) The conductor comes to our area.
b) He is helpful. (who)

.....

6. a) The boxer is very strong.
b) I was talking to you about him. (whom)

.....



ANSWERS

1. The stray cow that got into Mr. Phiri's field destroyed all his crops.
2. The snake which was captured was poisonous.
3. The trip which was organised to Kariba was very interesting.
4. The baby whose mother was busy was crying.
5. The conductor who comes to our area is helpful.
6. The boxer whom I was talking to you about is very strong.



EXERCISE 11

Join the clauses "a" and "b" to form one sentence using the relative pronouns in brackets.

1. a) A boy wants to see Mary.
b) He is waiting outside the classroom. (who)
.....
2. a) The M.P. visited the school last year.
b) He died yesterday in hospital. (who)
.....
3. a) Some food was left in the kitchen.
b) It has gone bad. (which)
.....
4. a) Some girls have won prizes.
b) They are sitting on the left of the platform. (who)
.....

5. a) The houses had grass roofs.
 b) They caught fire. (that)

6. a) A girl he met.
 b) She wrote him a letter. (whom)

7. a) A friend he invited.
 b) He is very educated (whom).

8. a) Everyone you meet.
 b) Will recognise you at once. (that)

9. a) The boy's pen was lost.
 b) The boy was beaten by his mother yesterday. (whose)

10. a) The farmer's goat ate Mr. Thembani's crops.
 b) The farmer was fined. (whose)



Check your answers at the end of the unit.

“Who,” “that,” “whom,” “which” and “whose” are the relative pronouns in the English Language. These pronouns are used to form relative clauses which are used when joining sentences.

LESSON



THE ORDER OF ADJECTIVES

In the last lesson you looked at joining sentences using relative clauses. In this lesson you will learn about the order of adjectives in a sentence.

OBJECTIVE

By the end of the lesson you should be able to:

- ✎ put adjectives in their proper positions in a sentence.

Do you know what adjectives are? These are words that are used to describe nouns. They give us more information about a noun and make reading very interesting. Here are some examples of adjectives: big, strong, poor, blue, wide.

For example:

He met a boy.

could be written as

He met a tall boy.

The second sentence tells you more about the boy because of the adjective "tall."

She is reading a book.

She is reading an interesting book.

In the above examples you saw how to use only one adjective. You can use more than one adjective before a noun, but a certain order has to be followed. If adjectives are not put in their correct positions the meaning of the sentence is changed.



ACTIVITY

Look carefully at the table below and complete the last three lines:

	Quality	Size	Shape	Colour	Noun
George ate a	delicious	large	round	golden	orange
They brought a	beautiful	small	rectangular	silver	table
He received an	attractive	thin	square	brown	envelope
Jane brushed her	-	-	-	-	teeth
She borrowed a	-	-	-	-	pen
They bought	-	-	-	-	loaf

Do you notice that you cannot say “George ate a golden, large round orange.” It is wrong because the adjectives are in the wrong order.

You might have completed the last three sentences as follows:

- Jane brushed her ugly, tiny, irregular white teeth.
- She borrowed an attractive, long, pointed grey pen.
- They bought a nutritious, big, rectangular brown loaf.



ACTIVITY

Rearrange the following adjectives into a meaningful order:

1. They bought a blue/small/flashy car.

.....

2. My grandfather has got an black/oversize/shabby coat.

.....

3. They moved into a brick/large/beautiful house.

.....

4. They built a round/small/ brown latrine.

.....

5. The family harvested spotted/big/round millet.

.....



ANSWERS

1. They bought a flashy, small blue car.
2. My grandfather has got an oversize, shabby black coat.
3. They moved into a beautiful, large brick house.
4. They built a small, round brown latrine.
5. The family harvested big, round spotted millet.



EXERCISE 12

Arrange the adjectives in their correct order to describe the underlined nouns.

- | | | |
|----|----------------------------|----------------|
| 1. | beautiful/tiny/round | <u>kitchen</u> |
| 2. | well-kept/large/colourful | <u>garden</u> |
| 3. | black/small/noisy | <u>dog</u> |
| 4. | metal /black/big | <u>pot</u> |
| 5. | brown, large, comfortable | <u>chair</u> |
| 6. | wooden, long, brown | <u>spoon</u> |
| 7. | black, plaited, long | <u>hair</u> |
| 8. | silver, thick bladed, long | <u>knife</u> |

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



Check your answers at the end of the unit.

In this lesson you have learnt that you can use more than one adjective before a noun. These adjectives should be put in a certain order.

LESSON

11

ADVERBS OF MANNER, TIME AND PLACE

You learned about adverbs in your earlier schooling. What are they? If you said they are words which are used to describe verbs and give more information about verbs, you are correct.

OBJECTIVES

By the end of the lesson you should be able to:

- ✎ change adjectives into adverbs;
- ✎ use adverbs of manner, time and place to complete sentences;
- ✎ put adverbs in their correct order.

We have several types of adverbs.

Adverbs of manner - politely, slowly, quickly – which answer the question “how?”

Adverbs of degree (intensifiers) - very, fairly, quite, too – which answer the question “how much?”

Adverbs of time - today, yesterday, once – which answer the question “when?”

Adverbs of place or direction - here, there, up – which answer the question “where?”

In this lesson we will look at adverbs of manner, time and place.

- A. Adverbs of manner tell us how something happened. For example:
- i) The pupils were walking slowly because they were tired.
 - ii) The judge was listening carefully to evidence from the witness.
- B. Adverbs of time tell us when something happened. For example:
- i) Our visitors arrived yesterday from Malawi.
 - ii) The examination started at eight o'clock.
- C. Adverbs of place or direction tell or show us where something happened. For example:
- i) Pin up that calendar.

- ii) They went home after the church service.

Adverbs are normally formed by adding “—ly” to an adjective. For example: slow – slowly, polite – politely, quick – quickly.



ACTIVITY

Change the following adjectives into adverbs by adding “—ly.”

1. ● wise
2. sad
3. heavy
4. happy
5. terrible
6. hopeful
7. dangerous
8. cruel



ANSWERS

- | | |
|----------------|--------------|
| 1. wisely | 2. sadly |
| 3. heavily | 4. happily |
| 5. terribly | 6. hopefully |
| 7. dangerously | 8. cruelly |

Note that words that end with a “y” (for example: happy) are changed into adverbs by changing the “y” to “i” and adding “ly” (happy - happily). Note also that not all words that end in “—ly” are adverbs. Some may be adjectives which go with nouns. For example :

friendly

lovely

fatherly

You can test whether an “-ly” word is an adverb or adjective by suggesting nouns/pronouns which it could go with. If it can go perfectly with a noun, it means it is an adjective not an adverb. For example:

A friendly policeman.

A lovely dress.

A fatherly teacher.

You should also know that not all adverbs end in “-ly.” For example fast, long, low, late, high are all adverbs.

Adverbs are found in many different positions in a sentence and there is no general rule about this. They can be at the beginning, middle or at the end of a sentence.

For example:

Let us use the adverb “urgently.” There are three possibilities.

“The poachers were making plans to leave their base” becomes:

1. Urgently the poachers made plans to leave their base.
2. The poachers were urgently making plans to leave their base.
3. The poachers were making plans to leave their base urgently.

Adverbs do not have a permanent position but depending upon their position they give the sentence a certain meaning or emphasis.

When you put an adverb at the beginning of a sentence, you are emphasising the adverb. If you put it in the mid-position, immediately before the verb, it is not emphasised at all. Putting it at the end of the sentence makes it define the whole sentence.



ACTIVITY

Place the bracketed adverbs in the position indicated by underlined words.

1. The villagers are developing new farming methods. (gradually) middle
.....
2. John accepted the invitation. (gratefully) end
.....
3. The injured player limped off the pitch. (painfully) beginning
.....
4. She mended the holes in the bicycle tube yesterday. (carefully) middle
.....
5. The modern world is changing our lives. (quite rapidly) middle
.....



ANSWERS

1. The villagers are gradually developing new farming methods.
2. John accepted the invitation gratefully.
3. Painfully the injured player limped off the pitch.
4. She mended carefully the holes in the bicycle tube yesterday.
5. The modern world is quite rapidly changing our lives.



ACTIVITY

Add the adverbs in the box to the sentences below putting them in the correct position.

Use one adverb in each sentence.

ground, late, loudly, soundly, east

1. The priest spoke to the big congregation.
.....
2. Chipo slept after the hard day's work.
.....
3. The candidate arrived for the interview.
.....
4. The tourist travelled to Mozambique from Zimbabwe.
.....
5. The fertiliser was leached into the ground
.....



ANSWERS

1. The priest spoke loudly to the big congregation.
2. Chipo slept soundly after the hard day's work.
3. The candidate arrived late for the interview.
4. The tourist travelled east to Mozambique from Zimbabwe.
5. The fertilizer was quickly leached into the ground.



EXERCISE 13



Rewrite the sentences below putting the correct adverbs from the box in the correct position.

Use one adverb in each sentence.

immediately, greedily, steadily, widely, lately, easily yesterday, happily

1. The wind was blowing the boat towards the shore.
.....
2. The detectives stopped the search when the culprit was arrested.
.....
3. Bingo ate its food.
.....
4. Open the windows to allow fresh air to come in.
.....
5. I've been very busy.
.....
6. Orlando Pirates scored another goal.
.....
7. I visited my mother.
.....
8. The girls played in the sand.
.....



Check your answers at the end of the unit.



I hope you enjoyed working through this rather long lesson. In this lesson you learnt how to use adverbs of manner, time and place to complete sentences. You also learnt how to form adverbs from adjectives.

Use one adverb in each sentence.
ground, late, loudly, - surely, east
immediately, greedily, steadily, widely, lately, easily, yesterday, happily

1. The wind was blowing the boat towards the shore.
2. The detectives stopped the search when the culprit was arrested.
3. The candidate arrived for the interview.
4. I opened the windows to allow fresh air to come in.
5. I've been very busy.
6. The striker scored another goal which saw his team win.
7. I visited my mother.
8. The boys played in the sand.



ANSWERS

1. The wind blew the boat towards the shore.
2. The detectives stopped the search when the culprit was arrested.
3. The candidate arrived late for the interview.
4. I opened the windows to allow fresh air to come in.
5. I've been very busy.
6. The striker scored another goal which saw his team win.
7. I visited my mother.
8. The boys played in the sand.

LESSON



ADVERBS OF DEGREE

In this lesson we continue looking at adverbs but our emphasis is on adverbs of degree which can also be called intensifiers.

OBJECTIVE

By the end of the lesson you should be able to:

- ✎ use different adverbs of degree.

Do you still remember what we said adverbs of degree were from Lesson 11?

If you have forgotten, go back to Lesson 11 and study it. Adverbs of degree tell us the extent of how something or an event happened.

If you look at your assignments that were marked by your tutors you will see the following comments:

- very good
- good
- quite good
- fairly good
- fair
- rather weak
- weak
- very weak

Have you noticed that these comments go steadily from the best to the worst? That is “Quite good” is not as good as “good,” but it is slightly better than “fairly good.”

John’s work was fairly good in the test.

Helen’s work was quite good in the test.

It means Helen has done better than John.

“Fair” gives the idea that something is neither bad nor good, something like the average. A fair performance can be an average performance. “Rather weak” is better than “weak” and “very weak” is the worst of all.

I hope after this explanation you can now understand your tutor’s comments.



ACTIVITY

1. If you were given a choice, which of the following would you prefer? Tick your choice.

To be very wealthy or quite wealthy.

To be a bright pupil or quite a bright pupil.

To be fairly famous or to be famous.

To be quite intelligent or very intelligent.

To be quite wise or fairly wise.

2. Which is worse? Tick your choice:

To be unhappy or rather unhappy

To be very rude or rather rude

To be a rather dull student or a dull student

A rather difficult subject or a very difficult subject.



ANSWERS

1. I would prefer to be:

very wealthy

a bright pupil

to be famous

very intelligent

quite wise

2. The following are worse:

to be unhappy

to be very rude

a dull student

a very difficult subject

A. Using “very” and “much.”

“Very” and “much” are common adverbs that are used to show degree. Some people use these words interchangeably or together. This is incorrect. It is wrong for you to say: “I was much hungry” or “I was very much hungry.” The correct thing to say is “I was very hungry.” “Much” and “very much” cannot be used with describing words (adjectives), for example: hungry, happy, slow; and adverbs such as quickly, fast, etc.

However, we can say, “The farmer was much more angry (or angrier) than before” or “George walks much more slowly than Stanley.”

“Much” is used in two ways. It can be an adjective as in “much rice” “much paper.” Or it can be an adverb. As an adverb it is usually only found with comparatives, for example: “much bigger” or “much more expensive.”



ACTIVITY



Choose “very,” “much,” and “much more” to complete the sentences correctly.

1. There was (very/much) noise at the party.
.....
2. This year’s harvest is (much/much more) bigger than that of last year.
.....
3. It is (much/very) important to study every day.
.....
4. They did not do (much/very) training at the barracks.
.....
5. (Very/much more) effort is needed in order to pass next year.
.....
6. Helen drives (very/much more) recklessly than Angela.
.....



ANSWERS

1. There was much noise at the party.
2. This year’s harvest is much bigger than that of last year.
3. It is very important to study every day.
4. They did not do much training at the barracks.
5. Much more effort is needed in order to pass next year.
6. Helen drives much more recklessly than Angela.



EXERCISE 14

1. Which of the following would you prefer?

Write your answers in the space provided.

- a) To be very successful or quite successful.....
- b) To be fairly smart or quite smart.....
- c) To be good at swimming or fairly good at swimming.....
- d) To be quite late or fairly late.....
- e) To be very disappointed or rather disappointed.....

2. Choose between "very," "much" and "much more" to complete the sentences. Tick the correct answer.

- a) Panashe is a (very/much) handsome boy.
- b) Some people lose their tempers (very/much more) quickly than others.
- c) He is (very/much) eager to do well.
- d) If you oil it, it will go (very/much) faster.
- e) He will have to work (much/very) harder.



Check your answers at the end of the unit.



ANSWERS



B. Using more adverbs of degree.

“Almost,” “hardly,” “barely,” “nearly,” “just” and “too” are also used to show degree or intensity.

Look at the following sentences closely.

- a) John was almost dead after the marathon race.
- b) The old woman slipped and nearly fell.
- c) It is almost time to stop.
- d) The mechanic completed the repairs in nearly an hour.

“Almost” and “nearly” both mean within a small degree of or short space of.

“Almost” is used to mean very nearly, i.e., almost time, almost late. “Nearly” implies a slightly greater distance or degree than. “Almost” and “nearly” may be commonly used in place of each other even though there is a slight difference.

Now look at the following sentences:

- a) Mary was barely four years old when her parents died.
- b) They barely saw him for an hour before the bus departed.
- c) He finished the exam with barely a minute to revise.
- d) The newly born calf could barely walk.

“Barely” is used to mean almost, only just enough, scarcely or very slight.

More examples:

Now look at the following sentences:

- a) We hardly see him these days.
- b) We hardly have time to play these days because of pressure of work.

“Hardly” is used to mean almost never, not quite or scarcely.

Note that after “hardly,” or “scarcely,” you cannot use, “no” or “no one” or “nothing.” You must use “any,” “anyone” or “anything.”

For example:

- a) Hardly anyone bought cigarettes.
- b) The preacher scarcely said anything sensible.

Now look at the following questions closely:

- a) We have had too many robberies this week.
- b) You are driving too fast for safety.
- c) This shirt is too small for me.
- d) He is too short to be a policeman.
- e) They were moving too slowly to catch the bus.

“Too” is used to mean a higher or lower degree than is wanted or permissible.



ACTIVITY

Complete the sentences below using the words in brackets:

- 1. The sun washot for us to continue wedding. (nearly/too)
- 2. The doctor couldhear the faint voice of the patient.
(hardly/almost)
- 3. They arrived at the weddingan hour late. (too/nearly)
- 4. The python hadswallowed the hen when we arrived. (almost/too)
- 5. The family hadenough grain to take to the next harvest.
(nearly/barely)



ANSWERS

- 1. too
- 2. hardly
- 3. nearly
- 4. almost
- 5. barely



EXERCISE 15

Complete the sentences below using the words in brackets:

1. There wasenough grass for grazing because of the drought.
(almost/barely)
2. He was given a ticket by the police because he was driving
.....fast. (nearly/too)
3. They waited fora day before the lion came out of hiding.
(nearly/too)
4. Cowseat meat. (nearly/hardly)
5. They stopped atevery lay-bye. (barely/nearly)



Check your answers at the end of the unit.

In this lesson you learnt how to use various adverbs of degree to show the extent of how something happened.

LESSON



CO-ORDINATORS “AND” AND “BUT”

In Lesson 9 you learnt about relative pronouns and how they are used to join sentences together. We used relative pronouns to join relative clauses. In this lesson you are going to learn how to use the conjunctions “and” and “but” to join two ideas together.

OBJECTIVE

By the end of the lesson you should be able to:

- ✎ use “and” and “but” to join sentences.

Can you still remember the five relative pronouns? They are

.....

If you have forgotten, go back to Lesson 9 and revise it.

Conjunctions are words which we use to join two ideas together in a sentence. They give written work some variety and show the connection between the ideas. The conjunction “and” is used to show that there is a connection between ideas and “but” to show contrast. The conjunction “and” is used to connect words, phrases or clauses that are closely linked.

For example:

- a) The boys received their prizes yesterday.
The girls received their prizes yesterday.
becomes
The boys and girls received their prizes yesterday.

- b) Oranges are fruit.
Mangoes are fruit.
becomes
Oranges and mangoes are fruit.

The conjunction "but" introduces a contrasting idea in the second clause.

- a) Mike likes reading novels.
Jane enjoys experimenting with chemicals.
becomes
Mike likes reading novels but Jane enjoys experimenting with chemicals.
- b) The school has a good record in football.
The school does not have a good record in rugby.
becomes
The school has a good record in football but not in rugby.



ACTIVITY

Join the sentences "a" and "b" using the conjunction in brackets. For example:

- a) Mildred has been to Swaziland
b) Mildred has also been to Namibia (and)

Mildred has been to Swaziland and Namibia.

1. a) Maseru is a capital city.
b) Ndola is not a capital city. (but)
.....
.....
2. a) Angela comes from Mozambique.
b) Alfredo also comes from Mozambique. (and)
.....
.....

3. a) Tracey is tall.
b) Ruvimbo is short. (but)
-
-

4. a) Honey is sweet.
b) Sugar is also sweet. (and)
-
-

5. a) Elephants feed on vegetation.
b) Lions feed on meat. (but)
-
-



ANSWERS

1. Maseru is a capital city but Ndola is not a capital city.
2. Angela and Alfredo come from Mozambique.
3. Tracey is tall but Ruvimbo is short.
4. Honey and sugar are sweet.
5. Elephants feed on vegetation but lions feed on meat.



EXERCISE 16

Join the sentences using the conjunctions in brackets.

1. a) Jane bought a dress for her sister.
b) Peter bought a book for his sister. (but)
.....
2. a) The boy can run very fast.
b) The girl can also run very fast. (and)
.....
3. a) Mr. Moyo sends his children to good schools.
b) Mr. Mtamba also sends his children to good schools. (and)
.....
4. a) Mary likes to keep her hair long.
b) Judith likes to keep her hair short. (but)
.....
5. a) They arrived home early.
b) Their father had already gone to work. (but)
.....
6. a) Baboons live in the mountains.
b) Monkeys also live in the mountains. (and)
.....



Check your answers at the end of the unit.

In this lesson you learnt how to join sentences using “and” and “but.” “And” and “but” are called conjunctions. “And” is used to show that there is connection between ideas and “but” to show contrast.

LESSON





USING "EITHER OR" AND "NEITHER NOR"

This lesson continues to expose you to more co-ordinators. You are going to learn how to use "eitheror" and "neithernor."

OBJECTIVES

By the end of the lesson you should be able to:

-  use "either ...or" to join sentences.
-  use "neithernor" to join sentences.

"Either" means any one of the two (considered separately and not together).

Neither means not one of the two things.

Notice the difference in their use below:

- a) Write your name at either end of the book. (meaning any one of the two ends)
- b) Write your name at each end of the book. (meaning both ends)
- c) Write your name at neither end of the book. (meaning do not write at any end)

When you use "eitheror" and "neither.....nor," be careful where you put the word either or neither.

"Either" and "or" come before subjects. For example:

Either you stop the ball or I will stop it.

“Either” and “or” come after the verb and before the objects.

For example:

He must give either a book or some money.

“Either” and “or” come before the verb, or in the middle of it, but not after it. For example:

He has either lost the book or sold it.

Look how “neither”..... “nor” are used in these examples:

- a) George eats neither beef nor pork.
- b) Neither John nor Mary was at the party.
- c) Neither Nigeria nor Sudan is a SADC country

“Either” only goes with “or” and “neither” with “nor.”



ACTIVITY

Join the following pairs of sentences using “either....or” and “neithernor.”

- 1. a) He was told to come in the morning for the lesson.
- b) He was told to come in the afternoon for the lesson.

.....

- 2. a) She lost her money at school.
- b) She lost her money on her way home.

.....

- 3. a) The dog does not like strange people.
- b) The dog does not like strange dogs.

.....

- 4. a) My mother does not want to see cockroaches in her kitchen.
- b) My mother does not want to see rats in her granary.

.....

- 5. a) It will not rain today.
- b) It will also not rain tomorrow.

.....



ANSWERS

1. He was told to come either in the morning or in the afternoon for the lesson.
2. She lost her money either at school or on her way home.
3. The dog likes neither strange people nor strange dogs.
4. My mother wants to see neither cockroaches in her kitchen nor rats in her granary.
5. It will rain neither today nor tomorrow.



EXERCISE 17

Join the following sentences using "either....or" and "neithernor."

1.
 - a) Before a home-builder starts to build, he will first make the bricks.
 - b) Before a home-builder starts to build, he will buy the bricks from a brickworks.

.....

2.
 - a) To succeed in her studies Judith must work hard.
 - b) To succeed in her studies Judith must stop playing.

.....

3. a) In my spare time I will not play football because I want to finish my homework.
b) In my spare time I will not go to the cinema because I want to finish my homework.
.....

4. a) To be a good student you should not steal
b) To be a good student you should not tell lies.
.....

5. a) I want to live in the rural areas because it is quiet.
b) I want to live outside town on a plot because it is quiet.
.....



Check your answers at the end of this unit.

In this lesson you learnt how to join sentences using “either or” and “neither nor.”
“Either” means any one of the two and “neither” means not one of the two things.

SUMMARY



In this unit you learnt how to change singular nouns into plural nouns. Most nouns are turned into plurals by adding “s” or “es.” You also learnt the importance of a variety of determiners, i.e., how they are used and their position in a sentence. You had the chance to use relative pronouns to join relative clauses into sentences.

Adjectives and adverbs have special uses in a sentence. When using them you must put them in their proper positions. Their position determines the meaning of the sentence. You also learnt about using common co-ordinators like “and,” “but,” “other,” etc. in sentences.

You have now come to the end of Unit 2.

I hope you enjoyed your lessons in this unit and benefited from them. If you are still not clear about any of the content in this unit, please review.

**ANSWERS****EXERCISE 1**

1. watches
2. torches
3. leaves
4. rice
5. cloths
6. handkerchiefs
7. rhinoceroses
8. flies
9. mangoes
10. sand

EXERCISE 2**Countable nouns**

chairs
baboons
apples
fish
teachers

Uncountable nouns

electricity
water
meat
happiness
sugar

EXERCISE 3

an, a, a, The, a, the,
an, The, The, a,

EXERCISE 4

1. many
2. lots of
3. both
4. any
5. a lot of
6. several
7. many

EXERCISE 5

1. no
2. a few
3. none
4. many
5. whole
6. much
7. no
8. a little
9. little

EXERCISE 6

1. her
2. her
3. his
4. him
5. her
6. It
7. they

EXERCISE 7

- | | |
|--------|-------|
| 1. its | its |
| 2. its | its |
| 3. my | his |
| 4. my | hers |
| 5. our | yours |

EXERCISE 8

1. herself
2. themselves
3. himself
4. itself
5. ourselves
6. yourself
7. myself

EXERCISE 9

1. you
2. one
3. one
4. you you
5. you
6. one
7. one one
8. you
9. one
10. you

EXERCISE 10

1. The teacher whom we met last Saturday has a degree from the University.
2. The hunter who died as he fought the lion was a brave man.
3. A child whose diet is poor may easily suffer from diseases.
4. A person whose leg is broken cannot walk properly.
5. The man whose life I saved was very grateful.
6. The house which was struck by lightning was burnt down.
7. The bus that was bringing them to school broke down.
8. The leopard that killed the sheep is still in the bush.
9. Our door that would not open has now been repaired.
10. The naughty boys who killed the cat have run away.

EXERCISE 11

1. The boy who wants to see Mary is waiting outside the classroom.
2. The M.P. who visited the school last year died yesterday in hospital.
3. Some food which was left in the kitchen has gone bad.
4. Some girls who have won prizes are sitting on the left of the platform.
5. The houses that had grass roofs caught fire.
6. The girl whom he met wrote him a letter.
7. The friend whom he invited is very educated.
8. Everyone that you meet will recognise you at once.
9. The boy whose pen was lost was beaten by his mother yesterday.
10. The farmer whose goat ate Mr. Thembani's crops was fined.

EXERCISE 12

1. Beautiful, tiny, round kitchen
2. Large, well-kept colourful garden
3. Small, noisy black dog
4. Big, black metal pot
5. Comfortable, large brown sofa
6. Long, brown wooden spoon
7. Long, plaited black hair
8. Long, thick-bladed silver knife

EXERCISE 13

1. The wind was blowing steadily towards the shore; or
The wind was blowing towards the shore steadily.
2. The detectives immediately stopped the search when the culprit was arrested; or
The detectives stopped the search immediately when the culprit was arrested.
3. Bingo ate its food greedily; or Greedily Bingo ate its food.
4. Open the windows wide to allow fresh air to come in.
5. Lately I've been very busy; or I've been very busy lately.
6. Orlando Pirates scored another goal easily; or
Orlando Pirates easily scored another goal.
7. Yesterday I visited my mother, or I visited my mother yesterday.
8. The girls played in the sand happily; or The girls played happily in the sand.

EXERCISE 14

1.
 - a) to be very successful
 - b) quite smart
 - c) to be good at swimming
 - d) fairly late
 - e) rather disappointed

2.
 - a) very
 - b) much more
 - c) very
 - d) much
 - e) much

EXERCISE 15

1. barely
2. too
3. nearly
4. hardly
5. nearly

EXERCISE 16

1. Jane bought a dress for her sister but Peter bought his sister a book.
2. The boy and the girl can run very fast.
3. Mr. Moyo and Mr. Mtamba send their children to good schools.
4. Mary likes to keep her hair long but Judith likes to keep hers short.
5. They arrived home early but their father had already gone to work.
6. Baboons and monkeys live in the mountains.

EXERCISE 17

1. Before a home-builder starts to build, he will first either make the bricks or buy the bricks from a brickworks.
2. To succeed in her studies Judith must either work hard or stop playing.
3. In my spare time I will neither play football nor go to the cinema because I want to finish my homework.
4. To be a good student you should neither steal nor tell lies.
5. I want to live either in rural areas or outside town on a plot because it is quiet.

Prepositions

UNIT

3

INTRODUCTION

Welcome to Unit 3. In this unit you are going to learn about prepositions. Prepositions are words used to show time, movement, direction or place. This unit is divided into three lessons.

- a) Prepositions of time
- b) Prepositions of movement
- c) Prepositions of place

We hope you will find the lessons interesting.

OBJECTIVES

By the end of this unit, you should be able to:

- ✎ use prepositions of time, movement and place correctly;
- ✎ show the difference in meanings of prepositions by the way they are used.

LESSON

1

PREPOSITIONS OF TIME

This lesson is going to introduce you to some of the prepositions of time. In this lesson you are going to learn how to use “at,” “in,” “by,” “on” and “during.”

OBJECTIVE

By the end of the lesson you should be able to:

use “at,” “in,” “by,” “on” and “during” correctly.

Prepositions of time give you the idea of the time something took place.

For example:

- a) Come to my house at six o'clock to collect your exercise book.

“At” is normally used to show exact time.

At five years old he was able to read.

Other examples: at 2 p.m., at 9 a.m., at one in the morning.

- b) They arrived home in the evening.

“In” is normally used to show a period of time.

I want you in my office in an hour's time.

Other examples: in the morning, in a year, in two days, in a second

- c) By mid-morning we had finished ploughing the fields.

“By” is used when the exact time is not mentioned.

By six o'clock they had mended the puncture.

Other examples: by one o'clock, by night, by eleven o'clock.

- d) She broke her leg during the race.
Women should eat good food during pregnancy.

“During” is used to show that something happens while something or an event is taking place.

“During the race,” “during pregnancy.”



ACTIVITY

Put the correct preposition from the box in the blank spaces below:

at, in, during, by

1.the end of the term he was able to write his name.
2. You should do your assignment the lunch hour.
3. He finished answering the questionsthirty minutes.
4. My mother finishes work 5:30 p.m. sharp.
5. They could not walk properlyevening because they were tired.



ANSWERS

1. by/at
2. during
3. in
4. at
5. by



EXERCISE 1

Complete the sentences by using the prepositions in the box.

at, in, during, by

1.the time they arrived at the bus station the bus had already left.
2. The visiting team arrivedgood time for the match.
3. Angela's family has its dinner 7 o'clock every day.
4. Pupils should be quietan examination.
5. He learnt how to cook his training.



Check your answers at the end of the unit.

In this lesson you learnt how to correctly use the prepositions of time "at," "in," "by," "on," and "during."

LESSON



PREPOSITIONS OF MOVEMENT

INTRODUCTION

From prepositions of time we move on to prepositions of movement. In this lesson you will learn how to use “backwards,” “towards,” “from,” “round,” “past,” “backwards” and “to”.

OBJECTIVE

By the end of the lesson you should be able to:

- ✎ use “towards,” “from,” “round,” “past,” “to,” “backwards” correctly.
- a) They ran towards the river to fetch some water.
“Towards” means in the direction of something.
- b) She was coming from the market when I met her.
“From” gives the idea of moving away from somewhere.
- c) They went round the hut looking for the snake.
“Round” gives the idea of moving in a circle.
- d) They went past the cattle kraal.
“Past” gives the idea of leaving something behind as you proceed.
- e) The terrorists were forced to move backwards by the army soldiers.
“Backwards” gives the idea of reversing; going back; returning to the past.
- f) The student walked to the school early in the morning.
“To” gives the idea of moving from one place to another.



ACTIVITY

Complete the sentences using the prepositions in the box below.

towards, past, from, round

1. They wentthe bend to where he had left his car.
2. Judith was comingZambia where she had gone to attend a workshop.
3. The pilot flewour village on his way to Mozambique.
4. He pointed his fingerthe hot sun.



ANSWERS

1. round
2. from
3. past
4. towards



EXERCISE 2

Fill in the blanks using prepositions in the box below.

past, from, round, towards

1. I moved.....the shop window to look at the clothes on display.
2. He ran.....the defender and scored a goal.
3. They are coming homeschool.
4. They were walkingthe church when I met them.
5. They followed the wounded buck.....the anthill.
6. The striker kicked the ballthe goal mouth.
7. I walkedthe entrance and had to come back again.
8. She walked.....the shop looking for something to buy.



Check your answers at the end of the unit.

In this lesson you learnt how to use “backwards,” “towards,” “past,” “from”, “round” and “to” to show movement.

LESSON

3

PREPOSITIONS OF PLACE

INTRODUCTION

In this lesson we will look at prepositions which show the position of a thing or the place to which a person or thing is going.

OBJECTIVE

By the end of the lesson you should be able to:

 use prepositions of place.

Prepositions of place give you the idea of the place of activity. Some of the prepositions of place are "in," "at," "on," "along," "between," "among," "under."

A. In the first part of this lesson we will look at these prepositions of place:

into, onto, inside, outside, along, under

- a) Daniel jumped into the river.
"Into" gives the idea of being inside or being covered by something, such as liquid.
- b) The drunkard fell onto the flowers.
"Onto" gives the idea of being on something.
- c) They got inside the cave to shelter from the rains.
"Inside" gives the idea of entering into something where there is space:
inside the hut, inside the classroom.

- d) George, go outside and bring in the firewood.
 "Outside" is the opposite of inside, giving the idea of leaving the inside.
- e) He built a fence along the road.
 "Along" gives the idea of going parallel to, with, or following the length.
- f) She buried her treasure under the ground.
 "Under" gives the idea of being below something.



ACTIVITY

Fill in the blanks using the prepositions in the box below.

onto, inside, into, along, under, outside

1. Father walkedthe river looking for his stray ox.
2. Teeth are foundthe mouth.
3. The tree fellthe car.
4. The travellers restedthe huge Msasa tree.
5. The sun was shining brightlythe door.
6. Mary dipped her fingerthe soup.



ANSWERS

1. along
2. inside
3. onto
4. under
5. outside
6. into



EXERCISE 3

Fill in the blanks using the prepositions in the box below.

onto, inside, into, along,
under, outside

1. The meat fell from the panthe fire.
2. Angela wentthe table greeting her friends.
3. After weeding the field, the children wentthe hut for lunch.
4. The injured player went the road limping.
5. The old man was sittingthe hut.
6. The bee flew..... his head and stung him.
7. Helen came the classroom because it was raining.
8. The boy found antsthe fig.



Check your answers at the end of the unit.

B. In the second part of this lesson we will look at the following prepositions of place:

in, at, on, between, among, over, below, against.

- a) The Pope arrived in Harare yesterday.
“In” gives you the idea of being anywhere within the place named, not an exact place, for example: in Malawi, in Zambia, in his home.

- b) At the Harare workshop the writers agreed to help each other.
“At” is used in reference to a place or an event, such as at his house, at her workplace, at school, etc. “At” gives you the idea of an exact place; for example, at number 56 Danga Street.
- c) Put the food on the table.
“On” refers to the top.
- d) The twins shared the gifts between themselves.
“Between” is used to refer to two things only.
- e) The film star was sitting among the ordinary people.
“Among” is used to refer to more than two things.
- f) The helicopter flew over their heads.
“Over” gives the idea of being on top but not touching or in contact with anything.
- g) He lives on the floor below me.
“Below” gives the idea of being under or lower than something.
- h) She was leaning against the wall.
“Against” gives the idea of resting on something, making contact or touching.



ACTIVITY

Fill in the blanks using the prepositions in the box below.

at, on, among, over, below, in,
between, against

1. The builder asked John to put the ladderthe wall.
2. The second writer's workshop was held..... Andrew's Motel
.....Zambia.
3. When the bus arrivedthe city the conductor collected all the
tickets.
4. My daughter isthe best students.
5. The distancethe two cities is great.
6. His office ismine.
7. The swarm of bees flewthe patch of dry land.
8. The children were carrying the buckets of water.....their heads.



ANSWERS

1. against
2. at in
3. in
4. among
5. between
6. below
7. over
8. on



EXERCISE 4

Fill in the blanks using the prepositions in the box below.

at, on, among, over, below, in, between, against

1. Patrick's name wasthose who were going to Botswana.
2. The striker kicked the ball.....the goal and into the crowd.
3. Boxers are not allowed to beat each otherthe belt because it is dangerous.
4. The family was relaxing homethe sitting room.
5. The class was asked to choose.....visiting Kariba and the Victoria Falls.
6. The policeman was leaningthe tree.
7. The bride was wearing a beautiful veilher face.
8. Father was carrying a bucket of maizethe bicycle carrier.



Check your answers at the end of the unit.

In this lesson you learnt how to use prepositions of place in sentences. Prepositions of place give you the idea of the place of activity.

SUMMARY

The prepositions we have looked at in this unit are not all the prepositions available in the English Language. These are only samples. There are many more and you will meet these as you continue with your studies. You need to research the other prepositions available.

In this unit you learnt how to use prepositions of time, movement, direction and place to complete sentences. Prepositions of direction and movement cannot be easily separated, which is why they have been put in one lesson. I hope you noted how the use of a particular preposition changes the meaning of a sentence. Prepositions are at times difficult to use because the difference in some of their meanings is very small. So, you need to be very careful when you are using prepositions.



ANSWERS





ANSWERS

EXERCISE 1

1. by
2. in
3. at
4. during
5. during

EXERCISE 2

1. past
2. towards
3. from
4. towards
5. round
6. towards
7. past
8. round

EXERCISE 3

1. onto
2. along
3. into
4. along
5. inside
6. onto
7. into
8. inside

EXERCISE 4

1. among
2. over
3. below
4. at in
5. between
6. against
7. over
8. on



ANSWERS

EXERCISE 1

EXERCISE 2

EXERCISE 3

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