

PART ONE

GRAMMAR AND STRUCTURE

TALKING ABOUT TIME

a) USING: SINCE/ FOR/AGO

E.g.

We use **for**, **since** and **ago** to relate something or an action to a length of time. Look at the following examples:

- *The dog has been barking **for** a full hour.*
- *It has been raining **since** eleven o'clock.*
- *I was born twenty five years **ago**.*

For is used to tell the length of time something has been happening or happened

While **since** is used to tell the time when something began or started to happen. **Ago** is used to tell a point of time in the past when something happened. It goes back from the present time towards the past.

Activity 1A

Complete the sentences with *for, since or ago*.

1. _____yesterday, Jacob has not been in school.

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.....

2. We have not eaten meat _____last Christmas.

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3. Jacob has not appeared at school _____Monday.

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4. There was an accident two hours _____

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5. Two days _____, James left for Dubai.

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.....

6. _____ the new government took over power, many things have changed.

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.....

7. Pamela has had good fortune _____the priest prayed for her.

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8. _____ he got his wife, he has not stepped in a bar.
.....
.....
9. I have been waiting _____ 2:00 pm.
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.....
10. Atuhairwe has been sick _____ she lost her mother.
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.....
11. Our country attained independence over fifty year _____
.....
.....
12. The game ended five minutes _____.
13. Two years _____, my wife gave birth to a baby girl.
.....
.....
14. She has been sick _____ the day of the concert.
.....
.....

Activity 1B

Rewrite the following sentences as instructed in the brackets

1. From the time I woke up, it has been raining. (*Rewrite using: ...since...*)
.....
.....
2. I have not gone to the village for three months. (*Begin: I last went....*)
.....
.....
3. We got married fifteen years ago. (*Rewrite using: ...for...*)
.....
.....
4. Two months ago, we divorced. (*Rewrite using: ...since...*)
.....
.....
5. It is five hours since power went out. (*Rewrite ending:ago*)
.....
.....

6. He went to Angola seven years ago. (*Begin: It is...*)

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.....

7. She has been living in Angola for seven years. (*Rewrite using: It is ...*)

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8. It is seven years since I last visited Nairobi. (*Begin: I last...*)

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b) 'IT'S (HIGH) TIME WE LEAVE' OR 'IT'S (HIGH) TIME WE LEFT'

When we use **It's high time** or **It's time**, the verb that follows must be in the past. This is so even though the expression refers to what should be done now or at the present. Examples:

1. It's high time we left. / It's time we left. (**Not:** It's time we leave.)
2. It's high time you went to bed. / It's time you went to bed. (**Not:** It's time you go to bed.)

The first sentence means that we should leave now and the second sentence means you should go to bed now.

Activity 2:

Rewrite using: it is time/ high time/ had better

1. You had better take an umbrella since it might rain. (*Rewrite using...it is time...*)

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2. Jane needs to see the medical doctor because she is sick. (*Begin: It is high time.....*)

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.....

3. You need to go to the park. (*Begin: It is time.....*)

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.....

4. It is time for us to go away. (*Use....went away.....*)

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5. It is time for us to stop talking and start doing something about the problem. (*Begin: It's time we.....*)

.....
.....

- 6. You need to wash your clothes. (*Begin: It is time.....*)
.....
.....
- 7. We should hand in our work. (*Begin: It is high time.....*)
.....
.....
- 8. All students ought to report early. (*Begin: It is high time.....*)
.....
.....
- 9. Walk quickly otherwise you will be late. (*Begin: It is time.....*)
.....
.....

Vocabulary

Activity 3

Using a dictionary find the meaning of the following words

- 1. **Abbreviation** :
- 2. **Absence** :
- 3. **Accelerator** :
- 4. **Accommodate** :
- 5. **Accustomed** :
- 6. **Acquaintance** :
- 7. **Acquit** :
- 8. **Aerial** :
- 9. **Align** :
- 10. **Anguish** :
- 11. **Anonymous** :

Using the words above, write at least 10 correct sentences

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EXPRESSING DEGREE / INTENSIFIERS

USING: VERY, FAIRLY, RATHER AND QUITE

Activity 4

In groups, discuss what would be the best for you-what would you prefer and explain why.

1. To be very rich or quite rich?
2. To be a clever artist or quite an artist?
3. To be fairly important, or to be important?
4. To write an interesting composition or quite an interesting composition?
5. To have quite a lot of mail or to have a lot of mail?
6. To be quite intelligent or very intelligent?

Which is worse and why?

1. To feel unwell or rather unwell?
2. To be a rather backward pupil, or a backward pupil?
3. A rather difficult sum or a very difficult sum?
4. To be very impolite or rather impolite?

USING 'VERY' AND 'MUCH'

Some people sometimes use 'much or very' when they mean 'very'. We can say for example,

1. The teacher was very annoyed. (*Not very much annoyed*)
2. Miss Annet reads very slowly. (*Not very much slowly*)

Therefore, much and very much cannot be used with describing words like annoyed, angry (adjective) and slowly (adverb). On the other hand, we do say;

1. The teacher was much more angry (or much angrier) than before.
2. Miss Annet reads much more slowly than Mr. Bakari.

*More and -er words are called comparatives.

We also say;

...very surprised. ...very disappointed. ... very annoyed. ... very worried. ... very interested.

Activity 4

Rewrite the sentences choosing between 'very' and 'very much' in the following sentences.

1. Jackie is a _____ much pretty girl.

.....
.....

2. He is _____ eager to do well.
.....
.....
3. If you oil it, it will move _____ faster.
.....
.....
4. He will have to work _____ harder.
.....
.....
5. It was _____ unfortunate result.
.....
.....
6. I was _____ pleased with her work.
.....
.....
7. Only _____ intelligent people understand it.
.....
.....
8. You aren't _____ obedient.
.....
.....
9. Some people lose their tempers _____ more quickly than others.
.....
.....
10. I am _____ sorry not to have written before.
.....
.....

Vocabulary

Synonyms

Activity 5

Match the following words with the possible synonyms

- | | |
|--------------|---------------------------------|
| 1. Begin | <i>stop/avoid/curb</i> |
| 2. Help | <i>relevant/significant</i> |
| 3. Damage | <i>Factual</i> |
| 4. clever | <i>Win</i> |
| 5. Expensive | <i>Acquaintances</i> |
| 6. Prestige | <i>fine/pleasing/ agreeable</i> |
| 7. friends | <i>Fame</i> |
| 8. True | <i>costly/dear</i> |
| 9. Important | <i>intelligent/wise</i> |
| 10. Good | <i>destroy/harm</i> |
| 11. Beat | <i>aid/assistance/ support</i> |
| 12. prevent | <i>start/commence</i> |

Write ten sensible sentences to show the correct use of the words above

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EXPRESSING COMPARISON AND CONTRAST

To compare and contrast is to show similarities and differences between people, things or situations. When we want to compare and contrast, we can use any of the following methods:

Using: More/Less + Adjective + than

- John is **less** *attractive* **than** Tom.
- Your father was **more** *hard-working* **than** mine.
- My father was **less** *industrious* **than** yours.

Using: comparative adjective + than

- Honey is **sweeter than** sugar.
- Sugar is not **sweeter than** honey.
- Working is **better than** begging.
- Mt. Kilimanjaro is **taller than** Mt. Kenya.

Using: as....as....

- Peter is not **as rich as** John.
- His house is **as big as** mine.
- Herbal medicine is **as effective as** modern drugs.
- Loneliness is almost **as painful as** sickness.

NB: We can use both the ‘...**than**...’ and the ‘**as...as**’ constructions to indicate how many times one thing is different from the other as in the examples below:

- Your stick is **two times** longer than mine.
- Your stick is **two times** as long as mine.
- Your stick is **twice** as long as mine.
- Sudan is **five times** bigger than Uganda.
- Sudan is **five times** as big as Uganda.

NB: Once you use ‘**half**’, ‘**twice**’ or ‘**thrice**’ you must use the ‘**as...as**...’ and not the ‘**than**’ construction. The sentences below are wrong:

- He got half less marks than I got.*
- Your stick is twice longer than mine.*
- Food is thrice more expensive than it was a month ago.*

Activity 6

Rewrite the following sentences as instructed in the brackets

1. Fred is not as wealthy as Peter. (Rewrite using: ...*than*...)

.....

.....

2. Salt is more essential than sugar. (Rewrite using: ...*as*...)
.....
.....
3. Kabito and Jabito are equally strong. (Use: ...*as*...*as*)
.....
.....
4. My house is two times bigger than yours. (Use: ...*twice*...)
.....
.....
5. A pig is less stupid than a goat. (Rewrite using: ...*more*...)
.....
.....
6. River Nile is longer than River Congo. (Begin: *River Congo*....)
.....
.....
7. A month is longer than a week. (Rewrite using: ...*four times*...*a week*.)
.....
.....
8. Kasi is not as tall as Kisa. (Use: ...*taller*...)
.....
.....

Choose the most suitable alternative

9. Which of the following sentences is not correct?
 - A. My plot is twice bigger than yours.
 - B. My plot is two times bigger than yours.
 - C. My plot is two times the size of yours.
 - D. My plot is twice as big as yours.
10. Which of the following sentences is correct?
 - A. It is sweet as honey.
 - B. It is sweeter as honey.
 - C. It is as sweet as honey.
 - D. It is as sweet like honey.
11. He got ____ many marks as I got.
 - A. half as
 - B. half than
 - C. half the
 - D. half
12. Food is _____ as expensive as it was a month ago.
 - A. thrice than
 - B. thrice
 - C. as thrice
 - D. thrice more
13. Food is _____ more expensive than it was a month ago.
 - A. three times
 - B. three times the
 - C. three times as
 - D. as three times

14. My food is not _____ yours.
A. hottest than
B. as hot than
C. hot than
D. hotter than
15. Jane is _____ Mary.
A. brighter than
B. brightest than
C. as bright than
D. not bright than
16. Mathematics is _____ than Physics.
A. most interesting
B. more interesting
C. as more interesting
D. much interesting
17. Physics is _____ than Mathematics.
A. least exciting
B. least exciting
C. as less exciting
D. less exciting
18. Tom is _____ than John.
A. as more handsome
B. more handsome
C. most handsome
D. as most handsome
19. The Sahara is not _____ the Kalahari.
A. As more dry
B. As dry than
C. as drier
D. as dry as
20. Your dress is _____ my sister's.
A. as beautiful as
B. most beautiful than
C. more beautiful as
D. so beautiful as

USING 'FAIRLY' AND 'RATHER'

Look at the following exercises closely. It will help you to understand the use of 'fairly' and 'rather' properly.

The above words, '*fairly*' and '*rather*' are similar in meaning.

BUT

'*Rather*' is the word more commonly used when we are talking about something we don't like.

(Compare *fairly good* and *rather weak*)

Activity 7

Think of as many adjectives as you can for each blank space.

1. I quite enjoyed this library-book. It was fairly interesting.
2. I didn't enjoy this one. It was rather _____
3. Let's buy this yam. It's fairly _____
4. We don't want this one. It is rather _____

- 5. I had seven out of ten for this composition. It's fairly _____
- 6. I had only four out of ten for this one. It is rather _____
- 7. I quite like this room. It's fairly _____
- 8. I don't like this one. It's rather _____

Don't use 'rather' when it is not needed. For example, don't say

He said the door was open, but it was rather shut. (Leave out the word 'rather' altogether).

Vocabulary (3)

Activity 8

Match the following words with their possible meaning

- | | |
|--------------|-------------------------------------|
| 1. Stubborn | <i>insane/crazy</i> |
| 2. silent | <i>obstinate/pig-headed/adamant</i> |
| 3. heroic | <i>speechless/dumbstruck</i> |
| 4. feeble | <i>brave/courageous/daring</i> |
| 5. assembled | <i>blamed/condemned</i> |
| 6. abundant | <i>weak/frail</i> |
| 7. accused | <i>gather/pile up/amass</i> |
| 8. join | <i>plenty/sufficient/a lot</i> |
| 9. thrust | <i>unite/fuse</i> |
| 10. mad | <i>push/force</i> |
| 11. lean | <i>honest/scrupulous</i> |
| 12. just | <i>thin/slender</i> |

Write 10 sentences using each of the above words

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QUESTION TAGS

A question tag is a short question that comes at the end of any statement. Therefore, you cannot have a question tag minus or without the statement of the speaker. Therefore, question tags are used to confirm the opinion of the speaker's statement.

Types of Question Tags

Question tags can be divided into positive/affirmative and negative.

a) Positive/Affirmative question tags

Here, the statement of the speaker is positive and the question tag required is negative E.g.:

1. Peter is a good footballer, isn't he?
2. We are students, aren't we?

b) Negative question tags

Here, the statement of the speaker is negative and the speech tag required is positive E.g.:

1. Peter is not a good footballer, is he?
2. We are not students, are we?

Therefore, take note of the following formulae;

Statement		speech tag
(Positive +)	→	(Negative -)
(Negative -)	→	(Positive +)

The following are some of the auxiliary/helping verbs that can be made either positive or negative;

am, is, are, can, could, will, would, shall, should,
do, does, did, has, have, had, must, might, was.

Guidelines

- A comma must separate the speaker's statement from the speech/question tag.
- A question mark should be placed after the short question.
- If the comma and question mark are missing, the whole statement and short question look vague.
- Use appropriate pronouns to replace nouns in the statement when forming the question tags.

Activity 9

Rewrite the following sentences using the correct question and answer tag.

1. My mother has gone to the market,

My mother has gone to the market, hasn't she? Yes she has.

2. The animals in the zoo have all died,_____

.....
.....

3. We thought we had heard noise,_____

.....
.....

4. Peter will go to the market, _____

.....
.....

5. John must write an apology letter, _____

.....
.....

6. Our school team is weak, _____

.....
.....

7. The cat has not drunk any milk, _____

.....
.....

8. Those men are old, _____

.....
.....

9. I did not attend the party, _____

.....
.....

10. I am not going with you, _____

.....
.....

Choose the most suitable alternative to complete the following

1. We shall receive enough rain, _____

- A. Shall we?
- B. Shan't we?
- C. will we?
- D. wont we?

2. You needn't shout like that, _____?

- A. Need you
- B. Shall you
- C. do you
- D. must you

3. Let's accompany him _____?

- A. won't we
- B. shall we
- C. will we
- D can we

4. She likes ice cream, doesn't she? _____

- A. no she does
- B. no she doesn't
- C. Yes she doesn't
- D. Yes she does

5. Come here, _____?

- A. can you
- B. shall you
- C. will you
- D. wont you

Grammar (5)

RELATIVE CLAUSES

A **relative clause** is a part of a sentence that describes a noun that comes before it in the main part of the sentence. It cannot stand by itself since it is **related** to the noun it defines. We use relative clauses to give additional information about something without starting another sentence. We avoid repeating certain words when we use relative clauses. Below are examples:

Pronoun	Nature of use	Used on	Examples
Who	Subject & Object positions	Humans	-The girl worked for me. (Subject). She is beautiful. -The girl <i>who</i> worked for me is beautiful.
Whom	Object position	Humans	-James assisted <i>a boy</i> . (Object) He is an orphan. -The boy <i>whom</i> James assisted is an orphan.
Whose	Possessive	Humans/ Animals/ Things	-The boy <i>whose</i> bike was stolen is here. (Human) -The dog <i>whose</i> puppies got lost has disappeared. (Animal) -The house <i>whose</i> roof was blown off has been repaired. (Thing)
Which	Subject & Object positions	Animals/ Things	-The hut caught fire. (Subject) It belonged to my father. -The hut <i>which</i> caught fire belonged to my father.
That	Subject & Object positions	Humans/ Animals/ Things	-The man <i>that</i> ate my food was tall. (Human) -The snake <i>that</i> bit him was killed. (Animal) -The garden <i>that</i> the cows destroyed was mine. (Thing)

Activity 11A

Rewrite the following sentences using *who*, *which*, *whom* or *that*

- There is the man. He stole our money.

.....

- She is the person. We gave our money to her.

.....

3. I employed the girl. She was very beautiful.

.....
.....

4. Musoke burnt the hut. It belonged to my father.

.....
.....

5. That is the house. I would like to buy it.

.....
.....

6. These are the books. I was looking for them.

.....
.....

7. I saw the woman. She killed her husband.

.....
.....

8. The snake bit him. It was killed.

.....
.....

9. These are the things. I spoke about them just now.

.....
.....

10. This is a hill. He tried to climb up it last year.

.....
.....

RELATIVES IN THE POSSESSIVE FORM

Whose is the possessive form of the relative pronoun used for persons, for names of countries, towns, rivers etc. for things we use the phrase *of which*.

e.g:

1. Mr. Jones is my neighbour. You met his brother.

Mr. Jones, whose brother you met, is my neighbour.

2. Mr. Roberts has gone for a long journey. His wife died last year.

Mr. Roberts, whose wife died last year, has gone for a long journey.

Activity 11B

Rewrite following the instructions using the possessive form of the relative in the right places

1. You admire Mr. Edward's paintings. I have never met him. (*Begin: Mr. Edwards...*)

.....
.....

2. This is Mr. Mukasa. His youngest son was hurt in the accident. (*Join using: ...whose...*)

.....
.....

3. Yesterday we met a lady. Her children go to the same school as ours. (*Join using... whose...*)

.....
.....

4. There is a lady over there. You could never guess her age. (*Rewrite as one sentence using: ...whose...*)

.....
.....

5. San Jose is the hospital. Their workers went on strike. (*Join using:...whose...*)

.....
.....

6. The hill on the top is called Beacon Hill. You can see a pile of stones on its top. (*Join using:...of which...*)

.....
.....

7. That was the book. The author was never known. (*Join using: ...of which...*)

.....
.....

8. The writer is Chinua Achebe. I admire his works. (*Begin: Chinua Achebe...*)

.....
.....

Activity 11C

Rewrite the following sentences as instructed in the brackets.

1. A woman's car has been stolen. She has reported the matter to the police. (*Join using: ...whose...*)

.....
.....

2. We used a ferry to go to the island. It had a lot of cargo. (*Join using: ...which...*)

.....
.....

3. My father is a very strict man. He does not allow us to stay out late. (*Combine with a relative clause*)

.....
.....

4. I took the boy to the police. I caught him trying to steal my bike. (Join using: ...*whom*...)
.....
.....
5. She spoilt the computer. It belonged to my father. (Join using:*that*...)
.....
.....
6. James was his only son. He died in an accident. (Combine with a relative pronoun)
.....
.....
7. Chinua Achebe was the greatest African novelist. He died some years ago. (Combine using a relative clause.)
.....
.....
8. A team will come first. It will win a trip to Brazil. (Join using: ...*that*...)
.....
.....
9. The cup has been thrown away. Its handle was broken. (Join using: ...*whose*...)
.....
.....
10. I rescued a boy from a mob. He has stolen my watch. (Join using: ...*who*...)
.....
.....

CONTACT CLAUSES

This is where the relative pronoun is omitted or left out. This is normally when the pronoun is the object or if the preposition which governs it is placed at the end of the clause. Eg.

Is this the cupboard in which you keep the linen?

Is this the cupboard you keep the linen in?

Activity 11 D

Rewrite each of the following omitting the relative pronoun.

1. That is the hotel. We stayed I it last summer.
.....
.....
2. Is that the man? You lent your money to him.
.....
.....
3. The man is wearing a bowler hat. He is our secretary.
.....
.....

4. Give me all the money that you have.

.....
.....

5. Bring me the tools. I shall need them for this job.

.....
.....

6. You are looking at the picture. It was painted by friend.

.....
.....

7. We are going to a place. It is not very far away. (Begin: the place we...)

.....
.....

8. The food is cooked by my wife. It tastes much better.

.....
.....

9. Find me the man. I will work with him.

.....
.....

Vocabulary (5)

Compound nouns

Compound nouns are nouns derived from combining two or more nouns. Eg

<i>a teapot</i>	<i>a walking stick</i>	<i>a paper-bag</i>
<i>a henhouse</i>	<i>a house wife</i>	<i>a house fly</i>
<i>a country house</i>	<i>a day school</i>	<i>a workshop</i>

Activity 12

Rewrite the following sentences with a compound noun formed from the noun in brackets

1. Thecalled the meeting to order. (Man)

The chairman called the meeting to order.

2. She left her phone on thewhere she had been dicing carrots.(kitchen)

.....
.....

3. He was told to go to theof the company. (Head)

.....
.....

4. He was speaking with thewho was directing the traffic. (man)

.....
.....

- 5. Obama was always considered as a great (States)
.....
.....
- 6. Jack spent the last holiday at hisin Kabala. (country)
.....
.....
- 7. She randed and hid in theroom when she heard a knock. (bed)
.....
.....
- 8. Thewas not happy with the students' conduct during the sports day. (master)
.....
.....

CLAUSES OF REASON

a) Using: AS, SINCE, BECAUSE, FOR

The conjunctions **as**, **since**, **because** and **for** are used to give a reason or explanation for some action. The clauses in which they are used are called **clauses of reason**. Below are examples of each:

- 1. **As** I was sick, I didn't go to school. / I didn't go to school **as** I was sick.
- 2. **Since** he didn't have the qualifications, he didn't bother to apply for the job.
- 3. The pupils were told to stay at home **because** their teacher was sick.

'**As**' is usually used when the reason is already known:

'**Since**' is also used when the reason is known but it is more formal than **as**.

'**Because**' is used when the reason is very important.

Activity 13

Rewrite the sentences as instructed. Do not change the meaning

- 1. As she failed her exams, she was told to repeat S.3. (Begin: **Because**.....)
.....
.....
- 2. He was hungry, so he went to the nearest restaurant. (Rewrite ending.....**hungry**.)
.....
.....
- 3. As it was too late, we postponed the journey. (Use: **since**)
.....
.....

4. They were punished because they had misbehaved. (Begin: **As**....)
-
-
5. Everyone admires her for she is a humble girl. (Rewrite:...**because**...)
-
-
6. He donated some of his land to the church since he is a staunch Christian. (Rewrite using: **because**)
-
-
7. Due to his brilliance, he was given a scholarship. (Begin: **Since**.....)
-
-
8.they could not afford to live in the city, they went to the village.
- A. For (B) Because (C) Since (D) Though
9. He was expelled from school.....he had bad manners.
- A. because of (B) for (C) due to (D) and
10. She gave her sister a present.....she had come first in her class.
- A. as (B) Since (C) for the reason (D) due

b) USING: IN CONSEQUENCE/ CONSEQUENTLY/ DUE TO/ OWING TO

All these phrases mean as a *result of something*.

Eg:

1. She was expelled from school as a result of her bad manners.
2. She was expelled from school *in consequence* of her bad manners.
3. *Owing to* her bad manners, she was expelled from school.
4. *Due to* her bad manners, she was expelled from school.

On account of (Means because of)

Eg:

She was expelled from school because of her bad manners.
She was expelled from school *on account of* her bad manners.

Activity 14

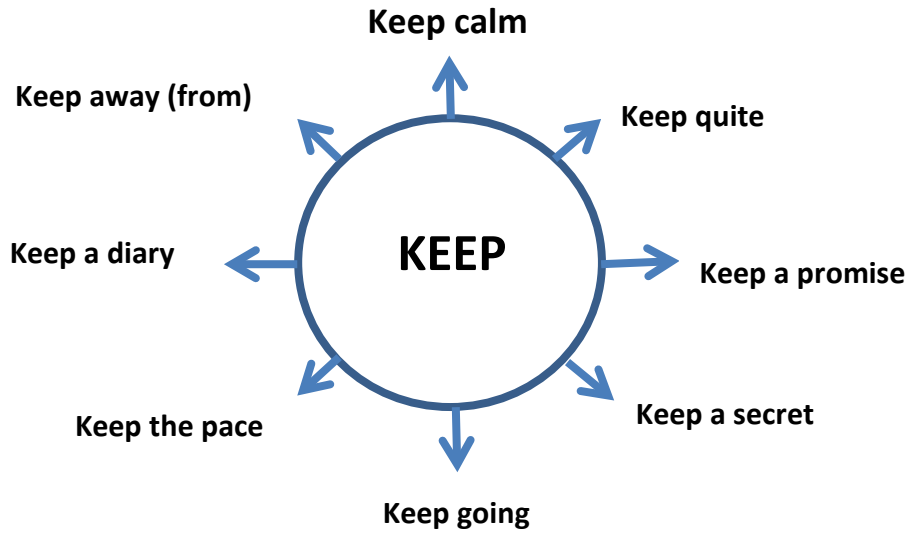
Rewrite the following sentences as instructed in the brackets.

1. All the roads are impassable because of the heavy rains. (Begin: *Owing to...*)
.....
.....
2. His mother was very sick. He abandoned the job. (Join using...*consequently...*)
.....
.....
3. We were very tired. We could not continue with the journey. (Begin: *Due...*)
.....
.....
4. She was very sick and so she could not sit for her examinations.(begin: *Owing to...*)
.....
.....
5. The weather was terrible. The match could not take place. (Rewrite using ... *owing to...*)
.....
.....
6. Because of his arrogance, he failed to get the job in the garage. (Rewrite using: *in consequence of...*)
.....
.....
7. He could not find a large house for his family. He went to the village. (Rewrite using: ...*because...*)
.....
.....
8. He was expelled from school because of his ill behavior. (Begin: *Owing...*)
.....
.....
9. The price of food is so high. They decided to close their hotel. (Begin: *Due...*)
.....
.....
10. There was prolonged drought. All their cattle died. (Begin: *Owing ...*)
.....
.....

Vocabulary

Collocations with the word keep

Collocation means the association between two words that are typically or frequently used together. The word keep has several collocations consider the following:



Activity 15

Write ten sensible sentences using the word keep and its collocations.

Eg:

She promised to keep in touch with the rest of her team mates.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

CLAUSES OF CONTRAST

a) IN SPITE OF / DESPITE

These two conjunctions are related to each other and are commonly used in expressing contradiction. A contradiction is a situation which manifests a different action, reaction, response or result from what is expected.

These conjunctions can be used in mainly three ways: followed by the **continuous**, followed by the phrase '**the fact**' or followed by a **noun** which is usually transformed from the adjective in the question. Below are examples to illustrate this:

Question: *He is weak but he walks three kilometers to church every Sunday. (Begin: In spite of)*

- In spite of **being** weak, he walks three kilometres to church every Sunday.
- In spite of **the fact** that he is weak, he walks three kilometres to church every Sunday.
- In spite of his **weakness**, he walks three kilometres to church every Sunday.

Question: *Although she is beautiful, no man wants to marry her. (Use:.....despite.....)*

- No man wants to marry her despite her **being** beautiful.
- No man wants to marry her despite **the fact** that she is beautiful.
- No man wants to marry her despite her **beauty**.

Activity 16

Rewrite the following sentences as instructed

1. In spite of the fact that he is poor, he has taken all his children through school. (Begin: Despite)

.....
.....

2. He failed the exams despite the fact that he read hard. (Rewrite using.....*in spite of*.....)

.....
.....

3. Crippled though he is, he has succeeded in life. (Begin: *Despite.....cripple....*)

.....
.....

4. He is a coward but he defeated his opponent. (Begin: *In spite.....*)

.....
.....

5. We have prepared well for the competition but we are still feeling nervous. (Rewrite:....*despite....*)

.....
.....

6. Impossible as the mission looked, they were determined to carry it out. (Use: *in spite of*)

.....
.....

7. I wronged him but he did not punish me. (Begin: *Despite the fact.....*)

.....
.....

8. He refused to forgive me although I was very sorry. (Rewrite: *...in spite of the fact...*)

.....
.....

9. Much as it is cold, I'm going out for a walk. (Begin: *In spite of.....*)

.....
.....

10. Much as she is blind, she moves around by herself. (Use: *blindness*)

.....
.....

b) MUCH AS/ FOR ALL (they mean "despite")

Eg:

1. He wanted to pass his examinations but did not work hard for it. (Rewrite using...much as...)

He wanted to pass his examinations much as he did not work hard for it.

2. Jonathan is wise but failed to solve even one mathematics number. (Begin: For all...)

For all his wisdom, Jonathan failed to solve even one mathematics number.

Activity 17

Rewrite the following as instructed in the brackets

1. She is beautiful but no man loves her. (Begin: For all...)

.....
.....

2. She is rich, but very mean. (Begin: Much....)

.....
.....

3. They are poor but they will never beg for money. (Begin: For all...)

.....
.....

4. In spite of the fact that it is raining heavily, I am going for a walk. (Begin: Much as...)

.....
.....

5. In spite of working hard, we are paid peanuts. (Begin: For all...)

.....
.....

6. In spite of his cleverness, he fails some simple questions. (Begin: Much as...)

.....
.....

7. Despite the fact that our teacher is tough, we like him so much. (Begin: For all...)

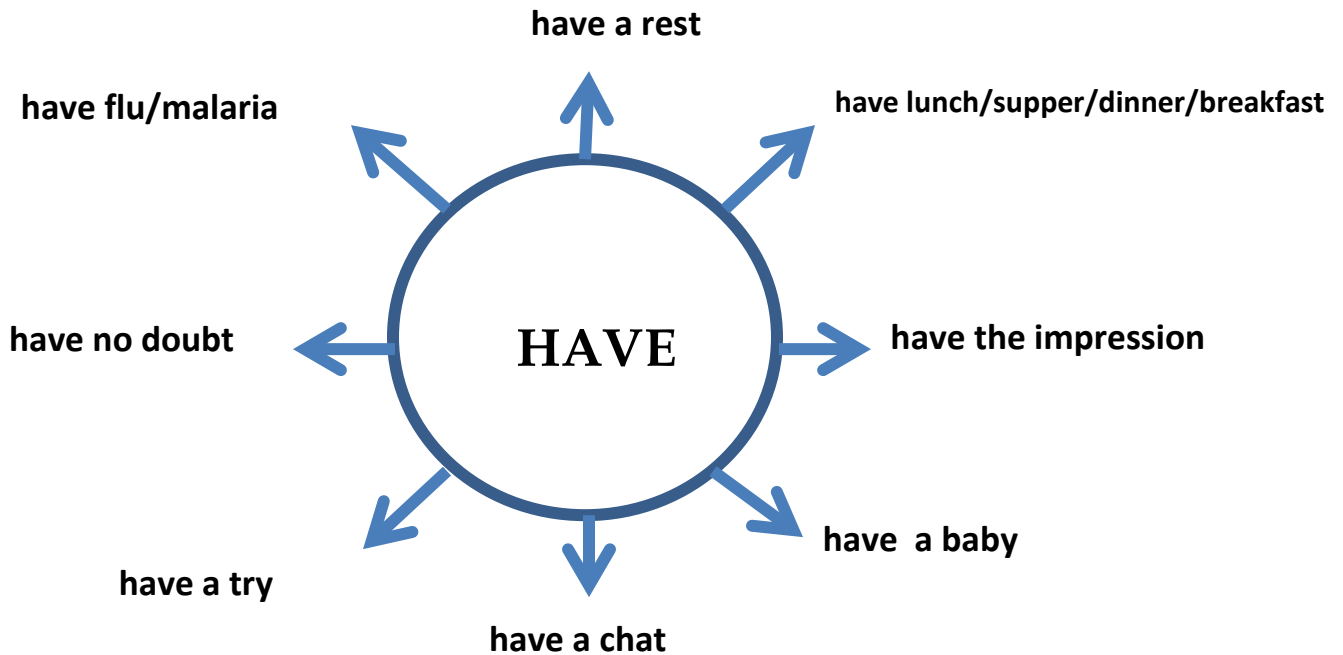
.....
.....

8. Despite her being annoyed, she did not punish us. (Begin: much as...)

.....
.....

Vocabulary (7)

Collocations with the verb *have*



Activity 18

Write ten sentences using the verb *have* and its collocations

Eg:

I have the impression that Martha is not telling the truth.

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

c) EXPRESSING CONTRAST WITH: **THOUGH/ ALTHOUGH**

The conjunctions: '**though**' and '**as**' can also be used to express contradiction. We have already seen the use of **though** in Topic 12: Though Clauses. The examples below show the positions where **though** is used commonly in sentences:

- **Though** I'm tired, I will wash the clothes.
- I will wash the clothes **though** I'm tired.

Activity 19

1. They are poor but they can never beg for money. (Begin: Though...)
.....
.....
2. We arrived late but we got where to sleep. (Use: ...though...)
.....
.....
3. She is clever but she failed to get all questions correct. (Begin: Although...)
.....
.....

4. Mush as they won the battle, they lost the war. (Use:...although...)

.....
.....

5. He was very sick but he attended the village meeting. (Begin: Though...)

.....
.....

6. He is rich but he does not have a decent car. (Begin: Although...)

.....
.....

7. Oidepo is a great writer. He has never won a noble peace prize. (begin: Although...)

.....
.....

8. Much as we a are friends, we disagree quite often. (Use: ...though...)

.....
.....

USING: *THOUGH/AS* FOR CONTRAST

The other way in which the above sentences can be written is by starting with the adjective and then follow it with **though**:

- Tired **though** I'm, I will wash the clothes.
- Rich **though** he is, he has no house.

NB: You should not use **although** in this position after the adjective. Don't say: Tired although I'm, I will wash the clothes.*

The conjunction **as** can be used in exactly the same position after the adjective to convey the same meaning:

- Tired **as** I'm, I will wash the clothes.
- Rich **as** he is, he has no house.

Activity 20

Rewrite the sentences as instructed. Do not change the meaning

1. He looks tough but he is a very kind man. (Begin: **Tough**.....)

.....
.....

2. Hard though the task looks, we must not give up. (Rewrite using: **as**)

.....
.....

3. Although the journey was long, we didn't get tired. (*Begin: Long....*)
.....
.....
4. Humble as he looks, Henry is a very difficult boy. (*Rewrite using: ...though he....*)
.....
.....
5. We enjoyed the food though it was cold. (*Begin: Cold as.....*)
.....
.....
6. He looks strong but he is a coward. (*Begin: Strong though.....*)
.....
.....
7. Despite his poverty, he is a very generous man. (*Begin: Poor.....*)
.....
.....
8. In spite of his ugliness, many young ladies like him. (*Begin: Ugly.....*)
.....
.....
9. For all my being sick, I went to school. (*Begin: Sick.....*)
.....
.....
10. For all her beauty, John refused to marry her. (*Begin: Beautiful.....*)
.....
.....

Vocabulary

Sounds made by mouth and nose

Activity 21

From these words choose the correct one to put into the blanks in the sentences below:

Puff	Pant	Blow	sigh	sob
Sniff	Snore	Yawn	splutter	stutter
Cough	Sneeze	Hiccup	Stammer	

1. Weandwhen we are out of breath.
2. Weif we fall into the water unexpectedly.
3. Wewhen we are tired or bored.
4. Weandwhen we have a bad cold.
5. Wewhen we have no handkerchief and need to blow our nose.

6. Weorwhen we have difficulty in saying certain words.
7. Weat night if we lie with our mouths open on our backs.

CONDITIONAL SENTENCES/ CLAUSES

a) IF CLAUSES

Conditional sentences/*if* clauses are used to express a condition or limitation. If clauses can be divided into three types, that is, If cause type(I), If clause type(II) and If clause type(III).

General rules about the use of *if* clauses.

When a sentence begins with 'if', a **comma** must be put after that *if* clause.

For example,

If Tom gets a ticket, he will go to London.

If two sentences are connected or joined by 'if' in the middle, **no comma** is required.

For example,

Tom will go to London if he gets a ticket.

The tenses **keep on changing** according to the condition being expressed.

If clause type (I)

Here, we use it to show that something will only take place/happen when a certain condition is fulfilled. This type of clause is used for probable conditions:

For example,

1. If Kato gets money, he will buy a radio.

Or

Kato will buy a radio if he gets money.

2. If she comes late, she will miss the bus.

Or

She will miss the bus if she comes late

The above sentences show that in order for Kato to buy the radio, he must first get money-meaning that if Kato doesn't get money, he will not buy a radio.

IF Clause type (II)

Here, the condition to be fulfilled is impossible/cannot take place. Therefore, we just imagine what would happen if the impossible came true.

For example:

1. If Kato got money, he would buy a radio.

Or

Kato would buy a radio if he got money.

2. If I were a king, I would marry many women.

Or

I would marry many women if I were a king.

- In the second example, we use 'were' instead of 'was' to emphasize the nature of the impossible condition.

If Clause Type (iii)

This is used to show that something or an action was supposed to take place but it did not.

For example,

If Kato had got money, he would have bought a radio.

Or

Kato would have bought a radio if he had got money.

Activity 22

Use the verbs in brackets to complete the following sentences in if clause I correctly.

E.g. If John goes to Entebbe airport, he will see aero planes. (go, see)

1. If I _____ Tom, I _____ him that story.(see, tell)
2. My auntie _____ to America if she _____ a passport.(fly, get)
3. If Andrew _____ to me, I _____ immediately.(write, reply)
4. The students _____ for the trip if they _____ for it.(go, pay)
5. If my dad _____ back early, we _____ for the party.(come, go)
6. If our team _____ very well, we _____ the match.(play, win)
7. We _____ the zoo if we _____ our exams early next week.(visit ,finish)

Activity 23

Complete the following sentences using 'if clause II' correctly.

1. If Andrew paid fees, he would do his exams.(pay, do)
2. I _____ all animals if I _____ a lion.(eat, am)
3. Jessica _____ in division one if she _____ very hard.(pass, work)
4. If John _____ to the hospital, he _____ treatment.(go, get)
5. If I _____ a prince, I _____ a lot of wealth.(am, possess)
6. Our team _____ if we _____ very well.(win, play)
7. If the students _____ all fees, they _____ all exams.(pay, do)

8. If I _____ a cat, I _____ bigger rats.(am, fear)

Activity 24

Complete the following sentences using if clause III.

1. If Kato _____ very hard, he _____ in division one.(work, pass)

.....
.....

2. If Tom _____ at the airport very early, he _____ the plane. (reach, catch)

.....
.....

3. Peter _____ a radio if he _____ the money.(buy, get)

.....
.....

4. I _____ with them if I _____ the transport money. (travel, get)

.....
.....

5. If the students _____ all the fees, they _____ all exams. (pay, do)

.....
.....

6. Our team _____ if we _____ very well.(win, play)

.....
.....

7. If Tom _____ Kato, he _____ him the story. (see, tell)

.....
.....

8. My uncle _____ to London if he _____ a passport. (fly, got)

.....
.....

b) **CONDITIONAL SENTENCES USING: UNLESS**

'Unless 'is used to express specific conditions and it (unless) would mean 'if you don't' and therefore one may not use 'unless' and 'do not' in the same clause.

Examples

If you don't work very hard, you will fail your final exams. (Begin: Unless.....)

Unless you work very hard, you will fail your final exams.

OR

You will fail your final exams unless you work very hard.

Guidelines

- When a sentence begins with 'unless', a **comma** must be put in the middle of that sentence.

- When 'unless' is used as a conjunction or joining word, **no comma** is needed in that sentence.
- Take **note of the tenses used** for both the auxiliary (helping verbs) and the main verbs.

Activity 25

Rewrite the following sentences as instructed.

1. If Kato does not work very hard, he will fail his exams. (**Begin: Unless.....**)
.....
.....
2. My auntie will not go to London if she does not get a passport. (**Insert 'unless' in the middle**)
.....
.....
3. If the teacher does not give us enough tests, we shall fail our final exams. (**Begin: Unless.....**)
.....
.....
4. If you don't see the head teacher in time, you will not get a vacancy in senior one. (**Begin: unless.....**)
.....
.....
5. (**Insert 'unless' in the middle**) For question 4.
.....
.....
6. If Annet does not pass in division one, she will not get a bursary. (**Begin: Unless.....**)
.....
.....
7. (**Insert 'unless' in the middle**) For question 6.
.....
.....
8. If Andrew fails to get money, he will not visit the zoo. (**Begin: Unless.....**)
.....
.....
9. (**Insert 'unless' in the middle**) For question 8.
.....
.....

c) USING: BUT FOR/OR ELSE/ LEST/IN CASE

Eg:

1. I will not go *unless* the weather improves.
2. We must stay out of sight *lest* we are discovered.
3. Take your umbrella *in case* it rains.
4. *But for* the timely arrival of the police, the thief could have escaped.
5. Go away, *or else* I will call the police

Activity 26

Rewrite the following sentences using the conjunction provided in the brackets

1. If you don't eat your breakfast you will be hungry. (Begin: *Eat ... or else...*)
.....
.....
2. If Mary spends all her money on sweets, her parents will not be pleased. (Begin: *Mary should...lest...*)
.....
.....
3. We should hurry or else we will be late for the concert. (Begin: *Unless...*)
.....
.....
4. You should put on your sweat. It might rain. (Join into a single sentence using *...in case...*)
.....
.....
5. If you had a cough, you would see the doctor. (Begin: *In case ...*)
.....
.....
6. If you don't play well, you will be sent away. (Use: *...or else...*)
.....
.....
7. If she had not been so kind, I would have starved to death. (Begin: *But for...*)
.....
.....
8. You should pay all his money if you don't want to go to jail. (Begin: *Unless...*)
.....
.....

REPORTED SPEECH

The direct speech is used or employed when we quote the actual words of the speaker. These actual words are usually enclosed in or with both closed and open inverted commas.

Example

1. "I will go and visit my aunt this afternoon," said Monica.
2. "I am hungry now," Kate said.

In the above sentences/statements, the enclosed words in the inverted commas are the **exact words** said by Monica and Kate. It is the reason why they are enclosed.

In the indirect speech, the actual words of the speaker may be changed since a report or information of what the speaker originally said is just reported. It is the reason why the indirect speech is known as the '**reported speech**'.

When changing from the direct speech to an indirect speech, a lot of changes do occur especially in **Tenses, adjectives, adverbs, commands and interjections**.

Therefore, before changing from direct to indirect speech, take a clear notice of all words that have to change before writing anything.

Let's take a look at the way in which the first examples above are going to change in the indirect speech.

Examples

1. *Monica said that she would go and visit her aunt that afternoon.* (This is a reported or an indirect speech said by somebody else apart from Monica).
2. *Kate said that she was hungry then.* (This is the reported speech because that statement is said by somebody else not Kate herself.)

Carefully observe the following TENSE changes from the direct to the indirect speech.

DIRECT SPEECH	INDIRECT SPEECH
CHANGES TO	
a) <u>The Present Simple</u> "I study Literature," Kato said.	a) <u>The Past simple</u> <i>Kato said that he studied Literature.</i>
b) <u>The Present Continuous</u> "I am studying Literature," Kato said.	b) <u>The Past Continuous</u> <i>Kato said that he was studying Literature.</i>
c) <u>The Present Perfect</u>	c) <u>The Past Perfect</u>

"I have studied Literature," Kato said.	<i>Kato said that he had studied Literature.</i>
<u>d)The Present Perfect Continuous</u> "I have been studying Literature," Kato said.	<u>d)The Present Perfect Continuous</u> <i>Kato said that he had been studying Literature.</i>
<u>e)The Past Simple</u> "I studied Literature," Kato said.	<u>e)Past Simple or Past Perfect</u> <i>Kato said that he studied Literature. Kato said that he had studied Literature.</i>
<u>f)The Past Continuous Tense</u> "I was studying Literature," Kato said.	<u>f)The Past Continuous Tense</u> <i>Kato said that he was studying Literature.</i>
<u>g)The Past Perfect Continuous</u> "I had been studying Literature," Kato said.	<u>g)The Past Perfect Continuous</u> <i>Kato said he had been studying Literature.</i>
<u>h)The Future Simple</u> "I will study Literature," said Kato.	<u>h)The Future Conditional</u> <i>Kato said that he would study Literature.</i>
<u>i)The Future Continuous</u> "I will be studying Literature," said Kato.	<u>i)The Future Continuous Conditional</u> <i>Kato said that he would be studying Literature.</i>
<u>j)The Future Perfect</u> "I will have studied Literature," Kato said.	<u>j)The future conditional perfect</u> <i>Kato said that he would have studied Literature.</i>
<u>k)The Future Perfect Continuous</u> "I will have been studying," said Kato.	<u>k)The Future Perfect Continuous Conditional</u> <i>Kato said that he would have been studying Literature.</i>

Activity 27

Change the following sentences from the direct to indirect speech correctly.

- "I will have done my work by the end of next year," said Jenifer.

.....

- "I have gone to town," said Tom.

.....

3. "I will be eating lunch at hotel Africana," Jane promised.

4. "I went to town last Tuesday," said John.

5. "My uncle is very sick and I have to attend to him," George said.

6. "John, what time is the train leaving?" asked Annet.

7. "Their aunt is in London," said Jackie.

8. "Our school team has won the independence trophy!" exclaimed Totty.

9. "I bought a car last week," said Jimmy.

10. "Those books have not yet been marked," said the teacher.

Activity 28

Change the following sentences from the indirect speech into direct speech.

Follow all the rules studied earlier.

1. Monica said that she had won the gold medal.

2. The senior ones said they had passed the exams.

3. My father said that he was flying to the United States the coming week.

4. They said that they were going to the market.

5. Peter asked Andrew to give him his watch.

6. Andrew wanted to know what the problem was with Jane that afternoon.

7. Patrick asked Tom to give him note books for History.

8. He said that it was time for them to go back home.

9. Musa wanted Annet to go with him.

10. Joan wanted her books back from Tom.

CLAUSES OF PURPOSE

These expressions are the ones that are most commonly used when we are expressing the purpose or intention of doing something. Below are examples where they are used:

i) **So that...**

- He sleeps early **so that** he can wake up in time.
- He slept early **so that** he could wake up in time.

ii) **So as...**

- Tom reads hard **so as** to pass his exams.
- Tom read hard **so as** to pass is exams.

iii) **in order that/ in order to...**

- We train everyday **in order that** we can win the competitions.
- Betty did part-time work **in order to** pay for her tuition.

Activity 29

Choose the most suitable alternative

1. Andama will do part-time work _____ pay for her tuition.
A. so to B. so as she C. in order that to D. in order to
2. We shall train every day _____ we can win the competitions.
A. in order that C. for that
B. so as D. and that
3. Joseph will read hard _____ to pass his exams.
A. So that B. in that C. in order that D. so that
4. He will sleep early _____ he can wake up in time.
A. And so B. and that C. so that D. in order to
5. We trained every day _____ we could win the competitions.
A. In order that C. in order to
B. So to D. so as
6. Mrs. Malu was driving very fast _____ she could arrive early for work.
A. So that B. since C. and so D. therefore

iv) In case...

The phrase '**in case**' is used in a slightly different way; it is applied in a situation when something is done as a way preparing for a possible situation. Below are examples:

- "Take your sweater **in case** it gets cold," mother advised me.
- He took packed lunch **in case** they did not serve lunch at the seminar.
- We shall take our food **in case** we are not given food at the seminar.

NB: When the main clause is in the future or present tense, the expression of purpose using **in case** should be in the simple present tense. When the main clause is in the past tense, then the expression of purpose is also in the simple past tense. The examples below illustrate this:

- We shall take our food (**future**) in case they don't serve lunch (**present simple**).
(Do not say: *We shall take our lunch in case they **will** not serve lunch.)
- Take your sweater (**present**) in case it gets cold (**present simple**).
(Do not say: *Take your sweater in case it **will** get cold.)
- He took packed lunch (**past**) in case they did not serve lunch (**simple past**).

Activity 30

Rewrite the following sentences as instructed in the brackets

1. He never leaves his driving permit behind, for he thinks the traffic police can demand for it any time. (Rewrite using: ...*in case*...)

.....

2. He requested for extra work. He wanted to earn some extra money. (Rewrite using: ...*in order to*...)

.....
.....

3. You have to go for an interview dressed properly to impress the panel. (Rewrite using: ...*in order that*...)

.....
.....

4. Joan will have to practice at the pool every day. She must become an expert swimmer. (Join the two sentence using: ...*so as*...)

.....
.....

5. He cleared the garden. He wanted the rains to find him prepared. (Combine the two sentences using: ...*so that*...)

.....
.....

6. Because of the desire to pass his exams, James revised his books constantly. (Rewrite using: ...*in order*...)

.....
.....

7. So as not to appear out of place, Harriet wore a hat like the rest of the girls at the party. (Rewrite using: ...*so that*...)

.....
.....

8. He submitted his application letter to the manager. Perhaps a vacancy would come up. (Join the two sentences using: ...*in case*...)

.....
.....

9. Papa plans to build a storied building in order to accommodate his big family. (Rewrite using: ...*in order that*...)

.....
.....

10. James took his umbrella. Perhaps it would rain. (Use: ...*in case*...)

.....
.....

PREPOSITIONS

A preposition is a word that describes a relationship between a noun, or a pronoun with other words in a sentence. It creates a link that helps to bring out the meaning. Below are two examples:

- The cup is **under** the chair. (The preposition '**under**' tells us where the **cup** is in relation to the **chair**.)
- Our school is **like** a palace. (The preposition **like** relates the noun **school** to the noun **palace**.)

The common prepositions are:

about, above, across, after, against, around, at, before, behind, below, beneath, beside, besides, between, beyond, by, down, during, except, for, from, in, inside, into, like, near, of, off, on, out, outside, over, since, through, throughout, till, to, toward, towards, under, until, up, upon, with, without.

The above are single prepositions. We also have **preposition groups**. A preposition group is a group of words which play the role of a preposition and the common ones are:

according to, because of, by way of, in addition to, in front of, in place of, in regard to, in spite of, instead of, on account of, out of

Let us look at the major classifications of prepositions:

Prepositions of Time (at, on, in)

We use '**at**' to indicate specific time.

E.g.: The bus arrives **at** 2:00 pm.

We use '**on**' to indicate days and dates.

E.g.: My sister left **on** Monday. / She left **on** 12th March.

We use '**in**' for non-specific times during a day, a month, a season or a year.

E.g.

- He digs **in** the morning.
- It is too cold **in** winter.
- He will come **in** June.
- He was born **in** 2015.

Prepositions of Place (at, on, in)

We use 'at' for specific addresses. E.g. He works **at** plot 45, Kampala road. We use 'on' to refer to names of roads, avenues, etc.

E.g. His office is **on** Bombo road.

We use 'in' for names of land areas like towns, villages, zones, counties, continents, etc.

E.g.

- She lives **in** Kireka.
- Kireka is **in** Wakiso district.
- Wakiso is **in** Buganda.
- Buganda is **in** Uganda.
- Uganda is **in** Africa.

Prepositions of Location (in, at, on) + (no preposition)

E.g. in bed, in the car, in the room, in class, in the library, in school, etc.

E.g. at home, at the library, at the office, at school, at work, etc.

E.g. on the bed, on the floor, on the bicycle, on the plane, etc.

Some locations do not require prepositions, e.g. downstairs, downtown, inside, outside, upstairs, etc.

Prepositions of Movement (to, toward, towards) + (no preposition)

We use 'to' in order to express movement toward a place.

E.g.

- They are driving **to** work.
- She is going **to** Jinja.

NB: The prepositions 'toward' and 'towards' are also useful in expressing movement. These are just different spelling but their meaning is the same and you are free to use whichever you want.

E.g.

- We are moving **toward** the lake.
- We are moving **towards** the lake.

With the words: home, downtown, uptown, inside, outside, downstairs, upstairs, we do not need to use any prepositions. E.g. Mother went home. / Mother went upstairs. / Mother went outside.

Prepositions of Time (for, since)

We use '**for**' to measure time in terms of seconds, minutes, hours, days, months, years, etc. E.g.

- I worked there **for** two days.
- I worked there **for** two years.
- Man has existed **for** centuries.

We use '**since**' with a specific date or time. E.g.

- I have lived here **since** 2011.
- He has been sleeping **since** seven o'clock.
- She has not called **since** yesterday

Prepositions are in some cases so firmly attached to other words that they have almost become 'one word'. These occur in three categories namely, nouns, adjectives and verbs. Let us look at examples of each of these categories:

NOUNS AND PREPOSITIONS

Examples are:

<i>approval of</i>	<i>love for</i>	<i>belief in</i>	<i>concern for</i>	<i>confusion about</i>	<i>Desire for</i>
<i>fondness of</i>	<i>grasp of</i>	<i>hatred for</i>	<i>hope for</i>	<i>reputation for</i>	<i>experience in</i>
<i>need for</i>	<i>interest in</i>	<i>reason for</i>	<i>success in</i>	<i>understanding of</i>	<i>opinion on</i>
<i>proof of</i>	<i>key to</i>	<i>gratitude for</i>	<i>treatment for</i>	<i>exception to</i>	<i>participation in</i>
<i>liking for</i>	<i>victim of</i>	<i>fear of</i>	<i>praise for</i>	<i>contemporary of</i>	<i>influence over</i>
<i>love for</i>	<i>move to</i>	<i>bid to</i>	<i>decrease in</i>	<i>an increase in</i>	<i>awareness of</i>

ADJECTIVES AND PREPOSITIONS

Examples are:

<i>afraid of</i>	<i>angry at</i>	<i>aware of</i>	<i>capable of</i>	<i>fond of</i>	<i>careless about</i>
<i>proud of</i>	<i>similar to</i>	<i>made of</i>	<i>born of</i>	<i>hard up</i>	<i>delighted with</i>
<i>married to</i>	<i>happy about</i>	<i>jealous of</i>	<i>tired of</i>	<i>sure of</i>	<i>interested in</i>
<i>Familiar with</i>	<i>relieved of</i>	<i>relieved at</i>	<i>alarmed at</i>	<i>obliged to</i>	<i>worried about</i>
<i>popular with</i>	<i>amazed at</i>	<i>popular for</i>	<i>indebted to</i>	<i>guilty of</i>	<i>exempted from</i>
<i>slow at</i>	<i>famous for</i>	<i>loyal to</i>	<i>armed with</i>	<i>close to</i>	<i>offended by</i>
<i>anxious about</i>	<i>delighted from</i>	<i>accompanied by</i>	<i>annoyed with</i>	<i>concerned about</i>	<i>be under the mercy of</i>
<i>be a genius at</i>	<i>struck with</i>	<i>relevant to</i>	<i>envious of</i>	<i>kind of</i>	<i>impressed with</i>
<i>charmed by</i>	<i>convicted of</i>	<i>troubled by</i>	<i>annoyed by</i>	<i>deficient of</i>	<i>overcome with</i>
<i>familiar with</i>	<i>eager to</i>	<i>eager for</i>	<i>capable of</i>	<i>apt to</i>	<i>crowded with</i>
<i>convinced by</i>	<i>devoid of</i>	<i>thoughtful of</i>	<i>patient with</i>	<i>suitable for</i>	<i>annoyed with</i>
<i>acquainted to</i>	<i>related to</i>	<i>angry with</i>	<i>occupied by</i>	<i>intent to</i>	<i>responsible for</i>
<i>absent from</i>	<i>ashamed of</i>	<i>innocent of</i>		<i>good at</i>	<i>absorbed in</i>
<i>qualified for</i>	<i>eligible for</i>	<i>grateful for</i>	<i>remote from</i>	<i>struck by</i>	<i>indifferent to</i>
<i>Punished for</i>	<i>Interested in</i>	<i>content with</i>	<i>friendly to</i>	<i>sorry for</i>	<i>preoccupied with</i>

VERBS AND PREPOSITIONS

Examples are:

<i>apologise for</i>	<i>ask about</i>	<i>belong to</i>	<i>bring about</i>	<i>ask for</i>	<i>bring up</i>
<i>care for</i>	<i>find out</i>	<i>give up</i>	<i>give in</i>	<i>grow up</i>	<i>look for</i>
<i>look into</i>	<i>look up</i>	<i>look up to</i>	<i>pay for</i>	<i>carry out</i>	<i>look forward to</i>
<i>think about</i>	<i>trust in</i>	<i>work for</i>	<i>take for</i>	<i>stand by</i>	<i>prepare for</i>
<i>study for</i>	<i>talk about</i>	<i>worry about</i>	<i>collide with</i>	<i>assure of</i>	<i>take over from</i>
<i>witness to</i>	<i>sentence to</i>	<i>confine to</i>	<i>round up</i>	<i>deal with</i>	<i>collude with,</i>
<i>fail in</i>	<i>impose on</i>	<i>work on</i>	<i>appear in</i>	<i>pick up</i>	<i>watch out for</i>
<i>marvel at</i>	<i>operate on</i>	<i>count on</i>	<i>answer for</i>	<i>trust with</i>	<i>deduce from</i>
<i>persist in</i>	<i>boast of</i>	<i>comment on</i>	<i>complain of</i>	<i>dispose of</i>	<i>mistake for</i>
<i>agitate for</i>	<i>restrain from</i>	<i>reply to</i>	<i>touch down</i>	<i>refer to</i>	<i>put trust in</i>
<i>criticize for</i>	<i>beware of</i>	<i>save from</i>	<i>shelter from</i>	<i>run into</i>	<i>complain about</i>
<i>have</i>	<i>disapprove of</i>	<i>carry on with</i>	<i>congratulate on/upon</i>	<i>remind of</i>	<i>make a good impression of</i>
<i>confidence in</i>		<i>dive into</i>	<i>approve of</i>	<i>agree with</i>	<i>withdraw from</i>
<i>convert to</i>	<i>warn of</i>	<i>slow down</i>	<i>charge with</i>	<i>yield to</i>	<i>conclude from</i>
<i>leave behind</i>	<i>confer with</i>	<i>furnish with</i>	<i>apply for</i>	<i>lean on</i>	<i>despair from</i>
<i>decrease in</i>	<i>build from</i>	<i>succeed in</i>	<i>arrive at</i>	<i>long for</i>	<i>know by sight</i>
<i>end in</i>	<i>end with</i>	<i>supply with</i>	<i>carry out,</i>	<i>bring up</i>	<i>distinguish from</i>
<i>account for</i>	<i>struggle for</i>	<i>knock down</i>	<i>suffer from</i>	<i>invest in</i>	<i>correspond with</i>
<i>dismiss from</i>	<i>prevent from</i>	<i>benefit from</i>	<i>benefit from</i>	<i>judge by</i>	<i>communicate with</i>
<i>disguise as</i>	<i>suffer from</i>	<i>develop into</i>	<i>charge with</i>	<i>result in</i>	<i>disqualify from</i>
<i>convict of</i>	<i>quarrel with</i>	<i>attend to</i>	<i>blame for</i>	<i>become of</i>	<i>give in exchange</i>
<i>translate into</i>	<i>lay before</i>				

suspect of	reduce to	leave for	introduce to	apply to	dissuade from
recover from	exclude from	long for	insist on	point out	proceed with
conceal from	perish in	exchange for	go for	prefer to	protect from
abstain from	delight in	deprive of	burst into	succeed to	proceed to
entrust with	decide on	live on	enroll for	show off	glance at
amount to	rob of	see to	joke about	succeed in	inquire about
touch on	change into	hide from	meet with	accuse of	care for
hint on	,				

NB: A combination of verb and a preposition is called a **phrasal verb** and the preposition that is joined to the verb is called a **particle**.

Activity 31

Rewrite each of the following as instructed. Do not change the meaning unless asked to do so

- They failed to solve the equation. (Use: ...*succeed*...)

.....

.....
- The plane landed at Heathrow airport at eleven o'clock. (Use: ...*touched down*...)

.....

.....
- Our pastor does not like young girls wearing miniskirts. (Use: ... *approve*...)

.....

.....
- All head teachers must ensure that they provide a conducive environment for students learning. (Use: ... *obliged*...)

.....

.....
- The prisoner was accused of three counts of human rights violations. (Use: ...*charged*...)

.....

.....

Complete the following sentences by choosing the correct alternative

- The man was _____ to seven years imprisonment on finding him guilty of child rape.

A. sent	C. punished
B. sentenced	D. adjourned
- My grand father has been _____ in his back for the last six years.

A. of pain	C. in pain
B. with pain	D. over pain
- My neighbour is a mother _____ two children

A. to	C. for
B. of	D. with

EXPRESSING PREFERENCE

Preference simply means a greater liking of one alternative over another alternative or alternatives. There are several ways of expressing preference, the most obvious of which is to use the word *prefer*. However there are other ways and below we list the preference conjunctions that you should know:

- Preferto..... (Used for choosing between nouns/ actions)
- Preferrather than... (Used for choosing between actions)
- Would preferrather than... (Used for choosing between actions)
- Would rather...than.... (Used for choosing between actions)
- Would sooner....than.... (Used for choosing between actions)

Let us look at examples of each case.

(i) **Prefer** (something) **to** (something else). This is the most common form of preference and it is between two nouns. Below are examples:

- I **prefer** *lemon juice* **to** *tea*.
- She **prefers** *English* **to** *French*.

Activity 32

Rewrite the following sentences using:... prefer... to...

1. We like the city more than the village.

We prefer the village to the city.

2. He will like ugali more than potatoes.

.....
.....

3. I like *the cinema* more than *the beach*.

.....
.....

4. Mary likes netball more than tennis.

.....
.....

5. Malcolm liked the country more than the village.

.....
.....

6. Jane liked coffee more than tea.

.....
.....

7. Othieno liked radio more than television.

.....
.....

8. She likes chicken. She does not like meat.

.....
.....

9. Musa enjoys chess more than scrabble.

.....
.....

10. The children loved their mother more than their father.

.....
.....

ii) **Prefer** (doing something) **to** (doing something else). This is another common form of preference and it is between two verbs or actions both of which are in the -ing form. Below are examples:

- I **prefer** *taking* lemon juice **to** *taking* tea.
- She **prefers** *speaking* English **to** *speaking* French.

Activity 33

Rewrite the following using: *prefer... to/preferred... to*

1. We enjoyed staying in the village more than staying in the city.

We preferred staying in the village to staying in the city.

2. He will enjoy eating ugali more than eating potatoes.

.....
.....

3. I enjoy going to the cinema more than going to the beach.

.....
.....

4. He enjoyed taking alcohol more than studying.

.....
.....

5. Murefu liked watching television more than going to work.

.....
.....

6. Gode enjoyed stealing other people's property more than working for a living.

.....
.....

7. The guest enjoyed listening to music more than watching television.

.....
.....

8. My mother liked taking us to church more than going with us to the concert.

.....
.....

iii) **Prefer** (to do something) **rather than** ([do something else] or [something else]). This is also a preference between two actions. It is unique in that this time the word **prefer** is not paired with the word **to** but with the phrase **rather than**.

Below are examples:

- I **prefer** *to watch* plays **rather than** *watch* football. / I prefer to watch plays rather than football. (Please don't say: ...rather than to watch*)
- We **preferred** *to go* to the cinema **rather than** *go* to the beach. / We **preferred** *to go* to the cinema **rather than** *the beach*.

Activity 34

Rewrite using: ...prefer... rather than...

1. He likes to stay in the village more than go to the city.

He will prefer to stay in the village rather than go to the city.

2. She enjoys studying Medicine more than studying Pharmacy.

.....
.....

3. They like fetching water more than collecting firewood.

.....
.....

4. He likes eating matooke more than eating rice.

.....
.....

5. Tom enjoyed speaking French more than speaking German.

.....
.....

6. Mark likes going to the cinema more than playing tennis.

.....
.....

7. Jerry likes playing football more than going to the beach.

.....
.....

8. Edgar liked reading novels more than listening to music.

.....
.....

iv) **Would prefer** (to do something) **rather than** (do something else). This is yet another preference between two actions.

- I **would prefer** *to stay* at home **rather than** *go* to the party.
- I'd **prefer** *to live* in poverty **rather than** *become* rich through corruption.

Activity 35

Rewrite using: ...would prefer... rather than...

1. She prefers studying medicine to studying pharmacy.
She would prefer to study Medicine rather than study Pharmacy.

2. I had better be a beggar than work as a prostitute.
.....
.....

3. We prefer being paid little to being paid late.
.....
.....

4. She prefers being poor to being taken into slavery.
.....
.....

5. Mutony prefers going to the cinema to going for the dinner.
.....
.....

6. The president prefers constructing a new road to constructing a hospital.
.....
.....

7. She said that she prefers dying of poverty to contracting a dangerous disease.
.....
.....

8. I head teacher prefers buying a new bus to building a new laboratory block.
.....
.....

- v) **Would rather** (do something) **than** (do something else).
• She **would rather** *stay* at home **than** *go* to a boring party.

Activity 36

Rewrite using: ...would rather... than...

1. I had better live in poverty than become rich through corruption.
I'd rather live in poverty than become rich through corruption.

2. It is better for us to visit Paris than visit Khartoum.
.....
.....

3. He had better take cassava than eat ugali.
.....
.....

4. They had better try and fail than not try at all.

.....
.....

5. We prefer sitting in the house all day to going out in this weather.

.....
.....

6. They prefer going to the library to attending the lecture.

.....
.....

7. She prefers living in isolation to keeping bad company.

.....
.....

8. You prefer keeping your money to taking it to the bank.

.....
.....

vi) **Would sooner** (do something) **than** (do something else). This works exactly in the same way as **would rather...than...**

- She **would sooner** *stay* at home **than** *go* to a boring party.
- **I'd sooner** *live* in poverty **than** *become* rich through corruption.
- We **would sooner** *visit* Paris **than** *visit* Khartoum.
- **I'd sooner** *take* cassava **than** *eat* posho.
- They **would sooner** *try* and fail **than** *not try* at all.

The above are the major ways of expressing preference and the student ought to be careful when using them. There is still one unique way of conveying indirect preference and it is illustrated below:

2. **Would rather + (past tense)**. In this idiomatic form of stating preference, the thing that one prefers in the present or now is expressed in terms of an imaginary or unreal past.

- My mother **would rather** I **left** the habit of smoking.
- **I'd rather** you **came** with us to the picnic.
- She **would rather** you **didn't** bother her again.
- I **would rather** you had not **bought** that car.
- **I'd rather** we **started** the discussion now.

Activity 37

Rewrite the following as instructed

1. I like potatoes more than cassava. (Rewrite using: *prefer*)

.....
.....

2. She would sooner study Medicine than study Botany. (Use: ...*would prefer*...)

.....
.....

3. I wish you had not left so soon. (Rewrite using: ...*rather*...)

.....
.....

4. I enjoy playing football. I don't enjoy swimming. (Join beginning: *I prefer*...)

.....
.....

5. I would prefer to remain single rather than marry a thief. (Begin: *I would rather*...)

.....
.....

6. I prefer visiting Egypt to visiting Canada. (Begin: *I would sooner*.....)

.....
.....

7. I wish you had not bought that red dress. (Begin: *I'd rather*.....)

.....
.....

8. She prefers playing tennis to playing netball. (Begin: *She would rather*.....)

.....
.....

9. He likes a mixed school. He doesn't like a single school. (Join the two sentences using: *prefers*)

.....
.....

10. You should not have reacted so angrily. (Begin: *I would rather*.....)

.....
.....

INTERJECTIONS

Interjections are words that express strong feelings and emotions about something or somebody. These feelings or emotions can be of surprise, pleasure, disgust or hatred.

Exclamation marks (!) are often used in written and spoken language but often times we use them sparingly in writing.

Study the exclamations in A and match them with the correct explanation given in B correctly.

A	B
Ooh!	Expresses disgust or displeasure.
Ah!	Expresses recognition or satisfaction.
Mm!	Expresses sympathy.
Wow!	Used to call for attention.
Hey!	Can mean 'sorry, I didn't hear'.
Good heavens!	Expresses surprise, pleasure, happiness
Sh!	A sound made when somebody is telling another to be quiet, expression of disappointment.
Whew!	
Oh!	
Oh dear!	

Example

- Hey! Is used to call for attention.

One exclamation word can express different feelings.

Example

- Oh! How wonderful the house looks!
- Oh, I did not expect you to open my bag!
- Different interjections can express the same feeling.

Example

- Oh, he is already here! (surprise)
- My goodness! He is here. (surprise)
- Well, here he is! (surprise)

Mm ... has several different meanings depending on the pitch of the voice.

Example

- **Mm** ... with a falling pitch means 'yes'.
- *Mm!* I have done my work well!
- **Mmmm** ... with a long falling pitch means approval of something
- *Mmmm!* the soup is nice!

➤ Mmmm! my cloth is very clean!

Never use an interjection more than twice in the same sentence.

Activity 38

Study the following interjections in the table below and use them to complete the sentences after.

Whoops	My God	Look out
Ow	Bravo	Well
Ugh	Okay	Wow
Damn	Phew	Uh
Ooh	Oh	Oh-oh

1. _____ how lovely these dresses are!
2. _____ who is that person that has spoilt my shirt!
3. _____ you have stepped on my toe!
4. _____! How lovely those girls are!
5. _____! The bicycle is right near you.
6. _____ see you later again!
7. _____ that is an interesting novel!
8. _____! Andrew's father produced twins.
9. _____! I forgot to switch off the lights.
10. _____ I am sorry; I should not have done that.
11. _____! Tom knows you were right.
12. _____ I beg your pardon.
13. _____ what did you say auntie?
14. _____! I knew you would perform well.
15. _____! I will never see you again.

More about Correlative Conjunctions

These are joining words which are used in pairs. They are joining words which have a mutual relationship when joining/linking sentences or statements- meaning that in most cases, one cannot be used without the other.

Examples

Both...and
Barely ...when
Prefer ... to
So ... that
Too ... for ... to

Hardly ... when
Neither ... nor
Not only ... but also
Too ... to

Either ... or
No sooner ... than
Enough ... to
Such ... that

a) 'BOTH ... AND'

'Both ... and ...' are used to express plural nouns or ideas – meaning 'and' is used to introduce the second noun or idea.

Examples

1. Peter is a footballer. Mike is equally a footballer. (**Begin:** Both.....)
Both Peter and Mike are footballers.
2. Amoding is in senior one. Annet is also in senior one. (**Begin:** Both)
Both Amoding and Annet are in senior one.

b) EITHER OR

'Either ...or ' is used to express one possible situation/event/idea/alternative.

Example

1. Joan is either in senior two or in senior three.
2. Either Patrick or James will clean the compound.

c) 'NEITHER ...NOR ...'

This is used to express a negative idea-meaning that in most cases we cannot use 'neither nor' and 'not' in the same sentences.

Examples

1. Peter did not go to the party. Andrew did not also go to the party.
Neither Peter nor Andrew went to the party.
2. Monica cannot wash plates. Annet cannot also wash plates.
Neither Monica nor Annet can wash plates.

Activity 39

Rewrite the following sentences as instructed without changing their meaning.

1. Kato is tall. Musoke is also tall. (**Begin: Both ...**)
.....
.....
2. John is a class captain. Andrew is also a class captain. (*Begin: Both ...*)
.....
.....
3. I will not go to the market. Tom will not also go to the market. (*Begin: Neither...*)
.....
.....
4. Jane will clean the plates. Jane will prepare lunch. (*Use ... either ...*)
.....
.....
5. My aunt did not see the doctor. My mum did not also see the doctor. (*Begin: Neither ...*)
.....
.....
6. John is a rich man. Jimmy is equally a rich man. (*Begin: Both ...*)
.....
.....
7. Uhuru Kenyatta is a president. Yoweri Kaguta is also a president. (*Begin: Both...*)
.....
.....
8. Jackie does not eat fish. Patricia does not also eat fish. (*Begin: Neither*)
.....
.....
9. I can play football. I can play volleyball. (*Use ... either ...*)
.....
.....
10. Musoke did not do the test. Mike equally did not do the test. (*Begin: Neither ...*)
.....
.....

‘SO’ AND ‘SUCH’

‘So’ and ‘such’ are usually used with a *that* clause. Eg:

1. The lion was angry. It gave a loud roar.
The lion was so hungry that it gave a loud roar.
2. Kato was so intelligent. His teachers liked him.
Kato was so intelligent that his teachers liked him.

3. He threw the spear with force. The blade buried itself in the tree.
He threw the spear with such force that the blade buried itself in the tree.

Activity 40

A. Rewrite the following sentences as instructed without changing their meaning.

1. Okello was very old. Okello could not see properly. **(Use: ...so ... that ...)**
.....
.....

(Use: ... such ... that ...)
.....
.....

2. Jenifer is very beautiful. All men admire Jenifer. **(Use: ... so ... that ...)**
.....
.....

(Use: ... such a ...that ...)
.....
.....

3. Andrew is very popular. All villagers admire Andrew. **(Use: ... so ...that ...)**
.....
.....

(Use: ... such a ... that ...)
.....
.....

4. The exercise was very cheap. All students passed the exercise. **(Use: ... so ... that)**
.....
.....

(Use: ... such a ... that ...)
.....
.....

5. Akello was very lazy. Akello could not prepare lunch alone. **(Use: ... so ...that)**
.....
.....

(Use: ... such ... that ...)
.....
.....

6. The journey was very long. We could not travel the journey in two hours. **(Use: ...so ... that ...)**

.....
.....

(Use: ... such ... that ...)

.....
.....

7. Otim was very clever. All teachers liked Otim. **(Use: ...so ... that ...)**

.....
.....

(Use: ... such a ... that ...)

.....
.....

8. The room was very quiet. We could not enter the room at night. **(Use: ...so ... that ...)**

.....
.....

(Use: ... such a ... that ...)

.....
.....

9. That team is tough. We cannot know which team will win it. **(Use: ...so...that ...)**

.....
.....

(Use: ... such a ... that ...)

.....
.....

10. Okello was very tall. Okello could touch the top of the tree. **(Use: ...so ... that ...)**

.....
.....

(Use: ... such a ... that ...)

.....
.....

HARDLY ... WHEN / BARELY ... WHEN/SCARCELY ... WHEN/NO SOONER ... THAN

The above correlative conjunctions are used to express two actions showing that the second action takes place or happens immediately after the second one.

Therefore, they can mean; *immediately/ as soon as*.

We use 'no sooner' with 'than' because the adjective 'soon' is in the comparative degree and of course we remember the rule that 'than' is the helping word for the comparative degree.

Examples

As soon as the teacher entered the class room, the students stopped shouting.

- No sooner had the teacher entered the class room, than the students stopped shouting.
- Hardly had the teacher entered the class room, when the students stopped shouting.
- Barely had the teacher entered the class room, when the students stopped shouting.

Activity 41

Rewrite the following sentences as instructed without changing their meaning.

1. As soon as the referee blew the whistle, the match started. **(Begin: No sooner ...)**
.....

2. **(Begin: Hardly ...)**
.....

3. The thief entered the gate. He was arrested. **(Begin: No sooner ...)**
.....

4. **(Begin: Scarcely ...)**
.....

5. My father had not reached the market when he bought the newspaper. **(Begin: Hardly ...)**
.....

6. **(Begin: Barely ...)**
.....

7. The lion saw the antelope. It sprung and killed it. (*Begin: No sooner*)
.....
.....

8. (*Begin: Scarcely ...*)
.....
.....

9. Andrew had not yet celebrated his birthday when his father bought him a car.
.....
.....

10. (*Begin: No sooner ...*)
.....
.....

11. (*Begin: Hardly ...*)
.....
.....

USING: 'SO/SUCH...THAT'

E.g: She was very clever. She passed the examination with flying colours.
She was such a clever girl that she passed the examination with flying colours.

Activity 42

Join the following sentences by using so/such + that. Do not pause after the word that.

1. He is a joker. Every one laughs at him.
.....
.....

2. She danced very well. She won many prizes.
.....
.....

3. She felt very ill. She went to see the doctor.
.....
.....

4. He was a very big man. Nobody dared to fight him.
.....
.....

5. He looked very different. I did not recognise him.
.....
.....

6. He was a liar. Nobody believed him.
.....
.....
7. There is very much to be done. I don't know where to start.
.....
.....
8. It was very cold. The water froze.
.....
.....
9. He goes to Ibadan very often. We hardly see him.
.....
.....
10. Okello drives very fast. He frightens all the passengers.
.....
.....
11. We have a very good police force. There is hardly any crime.
.....
.....
12. She wore very expensive clothes. I thought she was very rich.
.....
.....
13. He did it very quickly. Nobody saw it.
.....
.....
14. It has very short legs. It can't walk properly.
.....
.....

Activity 43

For all the following sentences, make sentences containing 'so' or 'such' sensibly.

1. He was very stupid
He was so stupid that he soon forgot the magic word.
2. Somebody gets angry.
.....
.....

3. Somebody has got dirty finger nails.

.....
.....

4. Somebody has a deep voice.

.....
.....

5. Somebody writes very short compositions.

.....
.....

6. Tinka coughs very often.

.....
.....

7. Somebody asks very difficult questions.

.....
.....

8. Somebody makes many mistakes.

.....
.....

9. Somebody spends much money.

.....
.....

10. Somebody eats very much.

.....
.....

MODAL VERBS OR MODAL AUXILIARIES(continuation)

A modal auxiliary is a verb used with other verbs to express such ideas as permission, possibility and necessity. The modal verbs in English grammar are: *can, could, ought, must, ought, shall, should, will, and would*. Others include; *dare, need, and used*.

a) 'SHOULD' AND 'MUST'

These are useful in giving a piece of advice. Look at the following sentences.

1. You *should* cover the burn with cold water.
2. You *must* not delay to take the patient to the hospital.

We can abbreviate them with the negative 'not'.

For example

should not	<i>shouldn't</i>	must not	<i>mustn't</i>
Cannot	<i>can't</i>	shall not	<i>shan't</i>
will not	<i>won't</i>	could not	<i>couldn't</i>
is not	<i>isn't</i>	was not	<i>wasn't</i>

Activity 44

Complete the following sentences using 'must', 'should', 'mustn't' or 'shouldn't'

- You _____ clean a cut, this is very useful.
- If possible, you _____ make a sling for the arm from a piece of cloth.
- A person with a nose-bleed _____ blow his nose because that will make the problem worse.
- If a nose bleed lasts for long, you _____ try to see the doctor.
- We _____ always wash our hands after visiting the toilet.
- Nobody _____ take another person for granted, for we are all human beings.
- You _____ respect your parents for they cared for you.
- This is a crucial match, our team _____ win it so that we stay in the competition.
- Jane, you _____ add any salt in the soup, for I have already added it.
- Nobody _____ disturb you during preps, you _____ read peacefully.

b) USING 'OUGHT TO'/'HAVE TO'

'Ought to' expresses the meaning of 'have to' which is an obligation for someone to do something important to the speaker.

Example

- The doctor said I *ought* to be in bed early.
- I *ought* to swallow my tablets at midnight.

Activity 45

Complete the following sentences using 'ought to' or 'have to' correctly.

- I _____ be in town by midday.
- My father _____ educate me properly.
- Jessica _____ have been in primary seven because of her age.
- You _____ be in bed by now.
- People _____ work hard in order to succeed.
- Peter _____ have been in the market by now.

7. We _____ work hard if we are to pass very well.
8. My auntie _____ has left London by now.
9. You _____ have washed those clothes by yesterday.
10. Monica will _____ wash those clothes by all means.

Activity 46

Complete the following sentences using; will, may, should, shouldn't, won't and any other suitable modal verb.

1. This _____ be a tough match because both Real Madrid and Barcelona players are on form.
2. These problems _____ last for long, we have to solve them now.
3. It is true that children _____ die of malaria if they get it.
4. Pimples _____ die away as you grow older.
5. John _____ be warned against his bad behaviours.
6. We _____ always respect our parents.
7. Students _____ always absent themselves from most lessons at school.
8. You _____ always train daily.
9. The way I look at Peter, he _____ be a great footballer or musician.
10. Tom _____ clean the plates today.

Activity 47

Complete the following sentences by making these words negative: can, ought, should, must, may. E.g:

Peter can do his homework alone.

Peter can't do his homework alone.

1. You ... put butter in a wound.
.....
.....
2. You ... take too many malaria pills at once.
.....
.....

3. If you wash with soap and water, pimples ... last for very long.
.....
.....
4. Okot P'bitek says children ... know why folks talk alone.
.....
.....
5. To prevent malaria, people ... drink water without boiling it.
.....
.....
6. You ... go to the theatre without friends.
.....
.....
7. I wonder why Peter ... spell his name properly.
.....
.....
8. We ... associate with foolish friends.
.....
.....
9. Peter Crouch ... be the best footballer in the premiership.
.....
.....
10. Kato ... think he is very different from all students at school.
.....
.....

PART TWO

COMPREHENSION

PRACTICE EXERCISE ONE

Valentine's Day

Valentine's Day is an annual holiday honouring lovers. It is celebrated on the fourteenth day of February by the custom of sending greeting cards or gifts to express **affection**. The cards, known as valentines, are often designed with hearts to symbolise love.

The holiday probably derives from the ancient Roman feast of Lupercalis (February 15), also called the Lupercalia. In an annual **rite of fertility**, **eligible** young men and women would be paired as couples through a town lottery. **Briefly clad** or naked men would then run through the town carrying the skins of newly sacrificed goats dipped in blood. The women of the town would present themselves to be gently slapped by the strips and marked by the blood to improve their chances of conceiving in the coming year.

As Christianity came to dominance in Europe, pagan holidays such as Lupercalia were frequently renamed for early Christian martyrs. In 496 Pope Gelasius officially declared February 14 to be the feast day of two Roman martyrs, both named Saint Valentine, who lived in the third century. Neither Saint Valentine seems to have an obvious connection to **courtship** or lovers.

Despite attempts by the Christian church to sanctify the holiday, the association of Valentine's Day with romance and courtship continued through the middle Ages. In **medieval** France and England it was believed that birds mated on February 14, and the image of birds as the symbol of lovers began to appear in poems dedicated to the day. By the 18th century it was common for friends and lovers to exchange handwritten notes on Valentine's Day. Printed cards had largely replaced written **sentiments** by the 19th century. In 1840 Esther Howland of Worcester, Massachusetts, created the first line of mass-produced Valentines for sale. Today, **Valentine's Day is second only to Christmas as the most popular card-sending holiday.**

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Questions

1. When is Valentine's Day celebrated?

.....
.....

2. How is Valentine's Day celebrated?

.....
.....

3. What would the young men and women do on valentine in ancient Rome?
.....
.....
4. Who declared fourteenth February to be a feast day?
.....
.....
5. Why were birds chosen as a symbol of lovers on Valentine's day?
.....
.....
6. What is the meaning of the sentence, '*Today, Valentine's Day is second only to Christmas as the most popular card-sending holiday*'?
.....
.....
7. Give the meaning of each of the following as used in the passage:
 - i) Eligible
.....
.....
 - ii) Briefly clad
.....
.....
 - iii) Courtship
.....
.....
 - iv) Medieval
.....
.....
 - v) Sentiments
.....
.....

PRACTICE EXERCISE TWO

THE FIRST DAY AT SCHOOL

My first day at the new school made me a laughing stock of the classroom. I was sent to the black board to write my name and the address. I knew my name and address and knew how to write and spell them; but standing in front of the classroom with the eyes of many boys and girls looking at me made me freeze inside and I was unable to write a single letter.

"Why are you not writing? Write your name" the teacher called at me.

I lifted my hand with the white chalk to the chalkboard; and I was about to write when my mind went blank; empty. I couldn't remember my name, not even the first letter. Somebody giggled and I stiffened.

"Just forget us and write your name and address" the teacher coaxed.

"A impulse to write would flash through me, but my hand would refuse to move.

The children began to laugh, and I flushed hotly. "Don't you know your name?" the teacher asked.

I looked at her but couldn't answer. The teacher rose and walked to my side smiling at me to give me confidence. She placed her hand tenderly upon my shoulder.

"What's your name?"

"Richard." I whispered.

"Richard what?"

"Richard wright"

"Spell it"

I spelt my name in a wild rush of letters, trying desperately to redeem my paralyzing shyness.

"Spell it slowly for me to hear it," she directed me. I did it.

"Now, can you write?"

"Yes, Ma'm."

"Then write it."

Again I turned to the black board and lifted my hand to write, and again I felt blank and avoid within. I tried frantically to collect my senses, but I could remember nothing, A sense of girls and boys behind me filled me with the exclusion of everything. I realized how utterly I was failing to write and grew weak and leaned my hot fore head against the cold black board.

The room burst into a prolonged laugh and my muscle froze.

"You may got your seat," the teacher said.

I sat and cursed myself. Why did I always appear so stupid when I was called to perform something in the crowd.

I knew how to write as well as any other pupil in the classroom and no doubt, I could read even better than any of them. And I could talk fluently and expressively when I was sure of myself. Then, why did strange faces make me freeze?

I sat with my ears and neck burning, hearing the pupils whisper about me, hating myself, hating them.

(From BLACK BOY by Richard Wright)

Questions

1. How old do you think Richard Wright is? Give reason for your answer?
.....
.....
2. Was Richard Wright an illiterate child?
.....
.....
3. Why would you say that the children in this class were misbehaved?
.....
.....
4. How does Richard Wright feel towards the reactions of the children?
.....
.....
5. Why do you think Richard Wright failed to write and spell his name and address?
.....
.....
6. Richard Wright says "... hating myself, hating them all" who are '*them*'? And why does he say he hated them?
.....
.....
7. Why do you think Richard Wright's teacher is a good teacher?
.....
.....
8. Suggest a possible title for this passage.
.....
.....
9. Briefly explain the meaning of the following phrases as they used in the passage;
 - a) ... the laughing stock of the classroom ...
.....
.....
 - b) ... in a wild rush of letters...
.....
.....

c)To redeem my paralyzing shyness ...

.....
.....

d) I felt blank and void within ...

.....
.....

PRACTICE EXERCISE THREE

THE VILLAGE LABOURERS

Read the following passage and answer the questions that follow.

They worked with determination. They laboured the whole day, except for a short break to stretch their backs and have a drink of water or some light beer in the polished brown calabashes. Chilufya was overjoyed to see their enthusiasm for work. "Tremendous! Tremendous!" he said.

To enable them do their work more quickly, they later thought of a new scheme to enlist the support of their neighbours. They brewed large quantities of beer. On the day the beer was ready, they invited about thirty guests from the neighbouring villages. First they had to help on the land. From the morning till afternoon they worked on the land, and in the evening they did justice to the beer. So that while they hoed and sang, they knew the reward was bubbling in the pots.

This communal work with other villagers was organized two or three times. Soon the land was ready for the seed.

Chilufya decided to write to his old friends on Van Zyl's farm. He wasn't sure that they were still working for Van Zyl. Nevertheless he wrote to them telling them what he was doing. He wrote a glowing account of the enthusiasm of his people for the new methods of farming. He said that had he known this, he wouldn't have waited for Van Zyl to dismiss him from the farm. He said that there was prosperity in the rural areas waiting for the enterprising people. He told them that all indications were that he was going to have a very successful crop. He told them how his chief came to pay him a visit on his farm and that he even invited him to visit his court. He told them how overwhelmed he had been when his villagers decided to give him a cooperative farm in recognition of the 'little' he had done for them.

He wrote a similar letter to Mulumendo Mulengo in Lusaka. He told him about his experiences at home and urged him to return to his village. 'Please, come and help your people,' he ended his letter.

In due course Mateyo Chilufya saw the results of the villagers' collective labour. He could not believe that his developing farm was all due to his initiative and industry - advanced in age though he was. He stood on the edge of his own farm, looking at the

young maize crop that fluttered in a morning breeze. He saw the leaves of the young crop sparkling with the morning dew: tender crop that he could call his own. It gave him a sense of belonging. It gave him a sense of achievement. It was purposeful; it was meaningful. He began to understand fully what Van Zyl meant when he used to say "my farm". Chilufya now had his farm too. There he stood on the edge of his farm, admiring the tender crop.

Answer questions 0.1-0.4 by selecting the best of the four possible answers. Put a ring around your best choice.

1. We can conclude that the relationship between Chilufya and the villagers was
 - A. aggressive.
 - B. strained.
 - C. cordial.
 - D. pretentious.

2. Chilufya left Van Zyl's farm because he
 - A. wanted to go home.
 - B. he was dismissed.
 - C. had started his own farm.
 - D. his people had called him home.

3. **"Soon the land was ready for the seed."** This means that the land was ready for
 - A. weeding.
 - B. harvesting.
 - C. sowing.
 - D. seedlings.

4. **"... and in the evening, they did justice to the beer."** This means that the people... beer in the evening.
 - A. drank
 - B. bought
 - C. judge
 - D. sold

5. Chilufya was able to get a successful crop because he was
 - A. young
 - B. a foreigner
 - C. enterprising
 - D. a chief.

PRACTICE EXERCISE FOUR

Read the passage below carefully then answer the questions that follow.

Sankale and Lato walked behind the herd of cattle chatting. They had set off early to go to the green grassy patch near the Mara reserve. Soon, the Mara was in sight and the children slowed down as the cattle started browsing eagerly.

As the cattle grazed, Sankale sat on a rock to sharpen his spear. Lato perched on the same rock where she could strategically watch over the grazing cattle. Before long, Lato was distracted by a sudden movement in a bush not far from where they were sitting. There was something in the bush. Whatever it was, it was smaller than a cow.

Lato stood up and alerted Sankale. Together they looked at the bush. They could not make out what the figure was. Curious and alarmed that it could be a wild animal, Sankale poised his spear and stealthily moved towards the thicket. Suddenly, a man wriggled out of the bush. He looked at the children suspiciously, but did not talk to them. He started walking away.

The children were uneasy. Who was the man and what was he doing in the bush? For how long had he been there?

'Let's look at the bush more closely.' Lato suggested.

'Okay, but let's be careful, there could be more people hiding in there,' cautioned Sankale.

Together they moved closer to the bush. There was a clearing in the middle, big enough to accommodate four people. There were bundles of things covered in leaves.

'I wonder what is hidden under the leaves,' Sankale thought aloud.

'I will have a look. You stand guard.' Lato replied.

Lato wriggled through the leaves and entered the clearing. There were many things hidden in the bush. There were radios, TVs, iron boxes, clothes, shoes, cigarettes and many other household items.

Lato exclaimed, 'oh, look Sankale, you won't believe it. There are very many things here. Some look new, other not so new. Look!' she lifted a radio.

'Careful, Lato, those may be stolen goods.' Sankale said peeping through the leaves.

'What are we going to do?' Lato said, emerging from the bush.

'Go home and tell our parents about them,' Sankale said.

'No, those people may come back and carry the things away. The chief's office is nearer. Let's go and tell the chief. She will know what to do.'

'You run to the chief's office, I will wait here and watch the cattle.' Sankale said.

Lato ran to the chief's office. The chief listened attentively as Lato explained her errand. She called some police officers. They followed Lato to the place where the goods were hidden. Investigations were done and not long after, the thieves were caught.

Among them was a village member. The chief thanked Lato and Sankale for reporting the matter to the authorities.

Questions

1. How did Sankale and Lato learn about the goods in the bush?

.....
.....

2. List four of the items Lato saw in the clearing.

- i)
- ii)
- iii)
- iv)

3. Why did Sankale and Lato decide to tell the chief about their discovery?

.....
.....

4. How did you think the community benefited from the children's action?

.....
.....

5. Explain the meanings of the following words as used in the passage.

- i) Distracted
.....
.....
- ii) Perched
.....
.....
- iii) make out
.....
.....
- iv) stealthily
.....
.....

PRACTICE EXERCISE FIVE

Read the passage carefully then answer the questions that follow.

It is a curious sidelight on human nature that, according to his position in life, an extravagant man is admired or despised. A successful businessman does nothing to increase his popularity by being careful with money. He is expected to make an exaggerated display of his success, to have a smart car, a large sum of money and an expensive wife, and to be lavish with hospitality. If he is not so, he is considered mean and his reputation in business may even suffer in consequence. The puzzle remains that if he had not been careful with his money in the first place, he would never have achieved his present wealth.

Among the lower income groups, a different set of values exists. The young man who makes his wife a present of a new dress when he hasn't paid his electricity bill is considered as extravagant. Carefulness with money to the point of meanness is applauded as a virtue. Nothing in his life is considered more worthy than paying his bills on time.

The ideal wife for such a man separates her housekeeping money into joyless little piles on the table- so much for rent, for food, for the children's shoes, no borrowing from one to support the other; she is able to face the milk-man with calmness every week, satisfied with her careful management of resources, and never knows the guilt of buying something she can't really afford.

As for myself, I fall into neither of these categories. If I have money to spare, I can be as extravagant as the next man, but when, as is usually the case, I am hard up, then I am the meanest man imaginable.

(Adapted from: "Practice Tests for Proficiency" by Margaret Archer and Enid Nolan-Woods)

1. According to the writer, a successful business-man
 - A. is considered popular if he appears to do nothing.
 - B. is expected to be luxurious.
 - C. must be careful so as to remain popular.
 - D. ought to be extravagant before attaining success.
2. We learn from the passage that
 - A. all miserly people are wealthy.
 - B. wealthy people are always successful.
 - C. carefulness with money leads to failure.
 - D. carefulness with money may lead to success.
3. It would appear that lower paid workers should
 - A. not keep their creditors waiting.
 - B. be careful not to be miserly.
 - C. be careful to have honest wives.
 - D. not have to pay their bills on the dot.

4. According to the writer, the wife who saves money
 - A. still feels troubled by guilt.
 - B. wishes life were less enjoyable.
 - C. is satisfied to be so thrifty.
 - D. wishes she could sometimes be wasteful.
5. From the passage we get the impression that the writer
 - A. is incapable of saving anything.
 - B. doesn't often have any money to waste.
 - C. is never inclined to be extravagant.
 - D. would like to be thought extravagant.

PRACTICE EXERCISE SIX

HOW TO TAME A HUSBAND

Once there was a woman who was greatly troubled by her husband. He no longer loved her. He neglected her and seemed to care little whether she was happy or sad.

So the woman took her troubles to the local medicine man. She told him her story, full of pity for herself and her sad *plight*. "Can you give me a charm to make him love me again?" she asked anxiously.

The medicine man thought for a moment and replied: "I will help you, but first you must bring to me three hairs from the mane of a living lion. These I must have before I can make a charm for you."

The woman thanked the medicine man and went away. When she came near to her home she sat down on a rock and began to think, "How shall I do this thing? There is a lion who often comes near my village, it is true. But he is fierce and roars fearfully." Then he thought again and at last she knew what she would do.

And so, rising early next morning she took a young lamb and went to the place where the lion was accustomed to *stroll* about. She waited anxiously. At last she saw the lion approaching. Now was the time. Quickly she arose and, leaving the lamb in the path of the lion, she went home. And so it was that every day early in the morning the woman would rise and take a young lamb to the lion. Soon the lion came to know the woman, for she was always in the same place at the same time every day with a young and tender lamb, which she brought for his pleasure. She was indeed a kind and *attentive* woman.

It was not long before the lion began to wag his tail each time he saw her and coming close to her he would let her stroke his head and soothe his back. And each day the woman would stay quietly stroking the lion, gently and lovingly. Then one day when she knew that the lion trusted her she carefully *plucked* three hairs from his mane, and happily set out for the medicine man's dwelling.

“See,” she said *triumphantly* as she entered, “here they are!” and she gave him the three hairs from the lion’s mane. “How is it you have been so clever?” asked the medicine man in amazement.

And so the woman told him the story of how she had patiently succeeded in winning the hairs from the lion.

A smile spread over the face of the medicine man and, leaning forward, he said; “you have tamed the lion. Now tame your husband in the same way.” -

Questions

1.1 Why did the woman consult the medicine man?

.....
.....

1.2 What did the medicine man tell her to get?

.....
.....

1.3 What did he do with the things she got?

.....
.....

1.4 Why did the lion let the woman pluck three hairs form it’s mane?

.....
.....

1.5 Describe the character of The Medicine man as showed in the passage.

.....
.....

1.6 Give the meaning of the following words as used in the story by putting a ring around the alternative of your choice

- | | | | | |
|-------|-------------------------|-------------|----------------|--|
| (i) | <u>Plight</u> | (line 1.9) | | |
| | A. Husband | | C. Fright | |
| | B. trouble | | D. Family | |
| (ii) | <u>Stroll</u> | (line 1.29) | | |
| | A. Hunt | | C. Terrorise | |
| | B. Wander | | D. Relax | |
| (iii) | <u>Attentive</u> | (line1.41) | | |
| | A. Nervous | | C. Painstaking | |
| | B. Misguided | | D. Beautiful | |

(iv) **Plucked** (line 1:50)

A. Tore

B. Wrenched

C. Pulled

D. Cut

(v) **Triumphantly** (line 1:53)

A. Angrily

B. Victoriously

C. Gracefully

D. Resentfully

PRACTICE EXERCISE SEVEN

Read the passage below and answer the questions that follow.

Okonkwo was well known throughout the nine villages and beyond. His fame rested on solid personal achievements. As a young man of eighteen he had brought honour to his village by throwing Amalinze the Cat. Amalinze was the great wrestler who for seven years was unbeaten, from Umuofia to Mbaino. He was called the Cat because his back would never touch the earth. It was this man that Okonkwo threw in a fight which the old men agreed was one of the fiercest since the founder of their town engaged a spirit of the wild for seven days and seven night.

The drums beat and the flutes sang and the spectators held their breath. Amalinze was a wily craftsman, but Okonkwo was as slippery as a fish in water. Every nerve and every muscle stood out on their arms, on their backs and their thighs, and one almost heard them stretching to breaking point. In the end Okonkwo threw the Cat.

That was many years ago, twenty years or more, and during this time Okonkwo's fame had grown like a bush-fire in the harmattan. He was tall and huge, and his bushy eyebrows and wide nose gave him a very severe look. He breathed heavily, and it was said that, when he slept, his wives and children in their houses could hear him breathe. When he walked, his heels hardly touched the ground and he seemed to walk on springs, as if he was going to pounce on somebody. And he did pounce on people quite often. He had a slight stammer and whenever he was angry and could not get his words out quickly enough, he would use his fists. He had no patience with unsuccessful men. He had had no patience with his father.

(Adapted from: Chinua Achebe; *Things Fall Apart*)

Answer 1 to 5 by putting a ring round the correct alternative.

1. The passage shows us that Okonkwo's fame rose through
 - A. his own personal struggles.
 - B. avoiding unsuccessful people
 - C. blessings by the spirits of the town
 - D. wrestling Amalinze the Cat.
2. The Amalinze - Okonkwo fight was characterized by
 - A. excitement and tension only.
 - B. noisy cheers, tension and excitement.
 - C. drumming, singing and disappointment.
 - D. uncertainty, fear and doubt.

3. "Okonkwo's fame had grown like a bush-fire in the **harmattan**." Harmattan here means
- A. storm
 - B. wind
 - C. compound
 - D. garden
4. Which of these facts is not true about Okonkwo? He
- A. snores in sleep.
 - B. walks on springs.
 - C. is famous.
 - D. is a stammerer.
5. The eventual fall of Amalinze the Cat after seven years of undefeated wrestling fights teaches probably that
- A. fame does not always last forever.
 - B. one man's meat is another man's poison
 - C. new brooms sweep better but the old one knows all the corners.
 - D. heroes will forever be heroes

PRACTICE EXERCISE EIGHT

DAILY LIFE IN SPACE

I start each day on the space shuttle just as I do on Earth. I wash my face, brush my teeth, comb my hair, and use the toilet. In space my usual way of doing all these is different, because water, toothpaste and toothbrushes are weightless.

In the station we don't have a sink, bathtub, or shower, because water coming out of a tap would float in little blobs all over the cabin. Instead we have a water gun. I put a washcloth next to the gun and wet it; then I use it with soap to wash my hands and face.

The men find shaving easy as the shaving cream sticks to the razor. After an astronaut finishes shaving, he wipes the razor clean with a wet washcloth. The toothbrush I use looks ordinary, but it has special digestible toothpaste already on the bristles. I have to swallow the toothpaste because I can't spit it into a sink. Every morning I unwrap a new toothbrush, use it, swallow the toothpaste, and then throw the brush away.

Astronauts working inside the shuttle dress much as they do on Earth. Our cloths are loose and comfortable and have plenty of big pockets. We put books, spoons, scissors, tape recorders, tools and even bags of nuts in our pockets; if we don't, they float away. Astronauts do not wear boots or shoes while in orbit. When we are weightless, our feet are near the ceiling as often as often as they are near the floor and it is easy to kick someone by accident. So we go barefoot or wear slippers.

The two rooms inside the shuttle seem much larger than they do on Earth, because we are not held down to the floor by gravity. We can use every corner of a room including the ceiling. While one of us works strapped to a wall, another sits on the ceiling eating peanuts, and a third exercises strapped on the floor. On Earth we need a ladder to climb from the mid-deck to the flight deck. In space we never use a ladder- we just float from one room to another. Housekeeping in the space shuttle is a big job. Weightless dust, hair, spilled coffee, or juice and food do not fall on the floor-they float all over the cabin. Making a mess is easier in space than it is at home and cleaning up is unfortunately, much harder.

For the first day or two in space, most astronauts are not very hungry. But by the third day, almost everyone has a normal appetite, and some- like me- actually eat a little more than usual. Eating feels the same as it does on Earth. It is just as easy to swallow food and drink water in space, and everything tastes about the same. Some of the food we carry on the space shuttle is like what we eat at home: bread, buns, apples, carrots, peanuts and biscuits. We also have soups, vegetables, and main courses like-and- noodle casserole, but these are freeze-dried in plastic cartons.

Astronauts eat three meals a day and take turns preparing the food. Usually one or two astronauts make a meal for everyone. We gather the mid-deck to enjoy meals together like a family. The engineers at Mission Control try not to call us while we are eating, so that we have some time to talk to one another and relax. But we don't look like a family sitting down to lunch on Earth. We don't sit on chairs. Each of us finds a comfortable spot- may be floating near the ceiling, or upside down in the middle of the cabin.

Questions

1. Why is the speaker's usual way of doing things different when he is in space?
.....
.....
2. They don't have a sink, bathtub or shower because
.....
.....
3. What is special about the toothbrush that the writer uses?
.....
.....
4. Write down any two words describing the clothes of a working astronaut
.....
.....
5. Why don't astronauts wear shoes while in space?
.....
.....

6. What evidence is there in the passage to show that astronauts actually use every corner of the room?
.....
.....
7. Why is it difficult to keep the space shuttle clean and tidy?
.....
.....
8. How is the astronaut's food kept?
.....
.....
9. What example is there in the passage to show that astronauts are:
a) A family
.....
.....
b) Not a real family?
.....
.....

PRACTICE EXERCISE NINE

Read the following passage and answer the questions after it

The roof was painted red. Many years of contact with *hostile weather* conditions has stripped the paint of all its attractive qualities. Today, it looked thick and dirty, like diseased blood. Looking at it from afar, one got the impression that a butcher had taken bloodstained soil of his slaughter-house floor and thrown it all over the roof.

As you entered the house, your breath immediately stopped. The nose could not take in much of the heavy *prohibitive* smell of the earth on the floor, moisturized by countless seasons of raindrops. When the threat of *suffocation* finally made you inhale the polluted air, you got the *nauseating* stench of rotten mushroom, obviously the contribution of the dead fungi that covered the walls everywhere inside this deserted house.

Walking on the floor of this house made you feel like sending a thank -you card to the inventor of shoes. You just couldn't imagine your bare feet being in direct contact with a floor whose disgusting sticky softness made you feel as if you had stepped into a pan full of uncooked dough. Only the fortunate absence of the smell of human excrement saved you from the haunting imagination that you had fallen into a pit latrine.

I decided to find a way of taking my mind off these weird imaginations. Yes, a chewing gum would help. I quickly fished one out of the coat pocket and threw it into my mouth. Pooh! I certainly underestimated what this atmosphere of rotting paint and animal life would do to the taste of gum. It reminded me of the day the adventures of my youthful mind had driven me to chew a burnt piece of polythene material. I have never spat anything with so much disgust.

But soon, I heard something that made survival my most immediate priority. From the chilly remains of what was once a warm kitchen came a shrill terrified voice of a captured rat. What could have captured it? A snake of course! I bolted out like a frightened puppy. I could have been wrong. Perhaps I was. But only a fool would wait to know the truth in these circumstances.

Questions

1. What kind of house does the narrator describe in the passage?

.....
.....

3. Why do you think the narrator is grateful to the inventor of shoes?

.....
.....

4. What does the narrator decide to do to take his mind off the weird imaginations?

.....
.....

5. What finally makes the narrator take off from the house?

.....
.....

6. Explain the meaning of the following words and expressions as used in the passage.

i. hostile weather

.....
.....

ii. prohibitive

.....
.....

iii. suffocation

.....
.....

iv. nauseating

.....
.....

PRACTICE EXERCISE TEN

Read the passage below and answer the questions that follow;

When the Muslims first came to India, they were greatly outnumbered by the Hindus, and although the Muslim community increased in size it never became as numerous as the Hindu community which continued to outnumber it by *three to one*.

In some ways, both groups shared the same kind of life and, because many Muslims were descended from Hindus who had been *converted*, some kept up old Hindu customs. But these two groups of people, however much they might live, work and play together, could not grow into one Indian community. For one thing, the Hindus worship God in quite a different way, and they have quite a different attitude to the question of God's unity and to the question of what Muslims would call idolatry, or idol worship.

Furthermore, Hindus observe a different legal system in their personal life. These religious and legal distinctions had the result of making it impossible for Muslims and Hindus to marry their sons and daughter together. Even today, marriage between a Muslim and Hindu is very unusual. Also a strict Hindu and a strict Muslim would not sit down to eat together, and they

would not even drink water from the same vessel. Many Hindus are *vegetarians*, but Muslims eat meat, *so long as* it is not pig flesh, and they eat beef which is a great sin to Hindu because they consider the cow to be a sacred animal.

An important feature of Hindu social life is the caste system by which a man's place in society is fixed. The caste of a man or woman is something received at birth and it can never be changed. It describes not only his hereditary occupation, but also his hereditary position in society. A man born of Brahmin (or priestly caste)parents is a Brahmin and remains so in life.

This is the highest caste into which a man can be born, on the other hand, he may be unfortunate enough to be born the son of sweeper parents and then his place in society is very humble. Because a man is born in the priestly caste, it does not mean that he will become a priest when he grows up. He may become a lawyer, or doctor, or a clerk, but nevertheless, according to the Hindu view of society, his place is in the highest rank. Similarly, a man may be born a sweeper and yet rise to be a Cabinet Minister, but he cannot change his place in the Hindu social system.

Modern life and a changing attitude to the system of caste are *obscuring*its lines and features and may break it down altogether, but it has existed for a very long time and is in direct contrast to the Muslim teaching which says that all man are brothers who can and should stand shoulder -shoulder when praying in the mosque, and cannot possibly accept the arrangement of castes.

Questions

1. Which of the two religious denominations was the first in India according to the passage?
.....
.....
2. Why would the Hindus and Muslims not grow into one community?
.....
.....
3. What reasons are given for Muslims and Hindus not eating together?
.....
.....
.....
.....
4. A man's place in society is fixed by
.....
.....
5. Give this passage a suitable title.
.....
.....

Circle the most correct alternative using the same passage.

6. The Muslims were continuously outnumbered by the Hindus by a ratio of
A. 1:3 B. 3:1 C. 3:2 D. 1:4

7. Someone born of sweeper parents.....
 - A. is a sweeper by caste and must be a sweeper by profession
 - B. may leave both sweeper caste and sweeper profession
 - C. may leave the sweeper caste but must remain sweeper by profession.
 - D. must remain a sweeper by caste but may leave the sweeper profession.
8. In one way or the other Muslims and Hindus shared same kind of life because
 - A. Hindus were descended from Muslims
 - B. Muslims were descended from Hindus
 - C. Hindus were converted Indians
 - D. Muslims were converted Indians
9. Apart from..... Muslims eat all the meat
 - A. mutton
 - B. beef
 - C. pork
 - D. chicken
10. The idea of caste system cannot be acceptable among the Muslims because
 - A. Hindus believe Muslims are bad
 - B. Muslims were only converted to Hindus
 - C. Muslims believe in brotherhood and equality
 - D. Hindus are few than the Muslims

PRACTICE EXERCISE ELEVEN

Read the passage carefully and answer the questions that follow.

The colour in the world comes from light. Without light, we would see no colour in the greenest grass, a peacock's feather, a bunch of flowers, or a brilliant rainbow. Three factors determine the colours we see: the light itself, the material it falls on, and the ability of the human eye to distinguish colours.

A beam of light appears to us to have no colour. Shine it through a prism, and it breaks down into a spread of colours resembling those in a rainbow. Indeed, that is why rainbows appear in the sky: a shower of raindrops acts to open up the full spectrum of light into all its different and wonderful wavelengths.

We see a ripe tomato as being bright red because its skin reflects the red light in the spectrum, and absorbs all other colours. Grass isn't in itself coloured green, nor are other objects in our world a myriad variety of colours. Their surface texture reflects light of a particular wavelength. That is why some objects appear to change colour if they are tilted towards or away from the light. A shiny fabric, for example, may look green from one angle and blue from another.

If the light source is changed, an object's colour may alter. A woman buying some curtains is wise to take them into the daylight: fluorescent store lights have more blue light; sunshine increases the amount of red in a fabric.

Travellers know that the seas appear to get dark green in some places and turquoise blue in others. The Mediterranean is renowned for its dark-blue colour. The sky and its reflection in the water account partly for the sea's colour. On gray and stormy days of heavy cloud, the water looks leaden.

When light strikes water, much is reflected, possibly causing glare. Of the light that penetrates the surface, some is absorbed; the rest is broken up and scattered back towards the surface. It is this scattering of light from beneath the surface that gives the sea its colour.

Different wavelengths of light penetrate to different depths. If the water is clear, the red and yellow wavelengths of light are soon absorbed, leaving only blue-green light to be scattered back. That is why clear seas appear bluer.

The time of year also affects the ocean's colour. If the water is rich in nutrients, as it may become through chemicals carried down by rivers, it may encourage spring and summer

weed growths. Fine particles suspended in the water will alter its colour. Blooms of algae, for example, can suddenly turn seas red.

A combination of red-brown seaweed and blue sky sometimes gives seas such as the Mediterranean a magenta or purple hue. Runoff from coastal rivers, bringing a range of different vegetable and mineral particles, may cause the sea to look red-brown on one day and almost yellow on another. And close to shore any light-coloured sand will make the water look blue-green rather than blue.

If you don't agree a companion that the sea is a brilliant blue, the cause undoubtedly lies in your eyes. Our perception of colour varies according to how light-sensitive cells are distributed in the retina. What looks like dark blue to one person may be grey-blue to another.

Questions

1. According to the passage, which factors determine the colours we see?

.....
.....

2. Why is a ripe tomato bright red?

.....
.....

3. Give two reasons why the colour of an object may appear to change.

.....
.....

4. Explain why clear seas appear bluer

.....
.....

5. What does the relationship between red-brown seaweed and blue sky lead to?

.....
.....

6. What influences people's perception of colour to vary?

.....
.....

PRACTICE EXERCISE TWELVE

Read the passage carefully and answer the questions given beside it.

Emotions often trump reason. The Cauvery water dispute is turning out to be less about water and irrigation and more about linguistic chauvinism and regional identity. Nothing else can explain the mindless violence in Karnataka and Tamil Nadu over the Supreme Court order asking the former to release water to the latter, keeping in view the distress situation in both States in a season of deficit rainfall.

Many of the acts of violence have been perpetuated in the two States by chauvinistic, fringe organisations that have little to do with the farming community or its interests. It is clear that there is insufficient water in Karnataka's reservoirs to meet the full irrigation needs of both

States. The point of the Supreme Court order was to make the States share their distress and not to magically fulfill the needs of farmers on both sides. But political parties and some media houses, especially regional language television channels, have sought to portray the issue as one that pits the people of one State against that of the other. Indeed, the two major national parties, the Congress and the Bharatiya Janata Party, have taken different stands in the two States on this issue.

No party or State government appears to believe it can afford to be seen as taking even so much as a conciliatory step toward defusing the crisis. On some previous occasions when Karnataka released water in a distress year the State government did so quietly so as to not give chauvinistic elements any opportunity to inflame passions. Cauvery is an inter-State dispute, but this is no reason to turn the issue into a raging controversy that draws the peoples of the two States into confrontation!

Questions

1. What was the purpose behind Supreme Court's order regarding Cauvery water?
 - A. To solve the irrigation needs faced by the farmers of Tamil Nadu.
 - B. That the two states share their distress due to shortage of water.
 - C. To fulfill the needs of the farmers in both states.
 - D. To solve the irrigation needs faced by the farmers of Karnataka.
2. According to the passage, the violence in states of Tamil Nadu and Karnataka is over which issue?
 - A. Linguistic chauvinism
 - B. Regional Identity
 - C. Releasing more Cauvery water to Tamil Nadu
 - D. Supremacy of one state over the other
3. According to the passage, who are the drivers of the acts of violence in the two states?
 - A. Chauvinistic Organisations
 - B. Farming Community
 - C. Political Parties
 - D. The Supreme Court
4. According to the passage, which of the following entities have contributed in portraying the Cauvery Issue in a way that pits the people of one state against those of the other?
 - A. Political Parties and Regional Television Channels
 - B. Regional Television Channels
 - C. The Farming Community
 - D. Political Parties
5. Which of the following is NOT true according to the passage?
 - A. Both Karnataka and Tamil Nadu have experienced deficit rainfall this year.
 - B. There is sufficient water in Karnataka's reservoirs to fulfill the irrigation demands of both states.
 - C. Karnataka has released water to help Tamil Nadu in distress years before.
 - D. The Cauvery Water dispute is an inter-state issue.

PRACTICE EXERCISE THIRTEEN

Read the following passage and answer the questions that follow;

RIP VAN WINKLE

Once upon a time, there lived a man called Rip Van Winkle. He was the laziest man in his village. He just refused to work.

'You're a lazy good-for-nothing!' his wife scolded.

But Rip lay in the sun and went to sleep.

He didn't sleep all the time. Sometimes he sat under the trees in the village and gossiped. The children gathered round him for he told them stories and mended their toys.

One day his wife said there was no food for the children. Rip loved his children, so he made great effort to stir himself.

He got out his gun, cleaned and oiled it, whistled to his dog, and set off to hunt some animals for meat.

On and on he went over hills and through forests. He had never gone so far before, but still he had not seen any animals to hunt. Suddenly the dog's fur stood on end and he gave a low whine.

'Rip Van Winkle! Rip Van Winkle!' called a voice.

Rip looked round, and there, coming towards him was an old man carrying a barrel as big as himself.

'Rip Van Winkle,' said the old man, 'help me carry this barrel'.

'I'll do that', said Rip, 'it's far too heavy for you.' All the time he wondered how the old man knew his name and who he could be.

On and on they went. The little old man went in front, and Rip went behind, carrying the barrel. At last they came to a valley Rip had not seen before. There, on a patch of ground, was a crowd of little old men playing a game. They stopped their game and brought their empty cups over the barrel. The cups were filled, and they returned to their game.

There was still a little wine left in the barrel, so Rip drank it. His eyes closed and he fell into a deep sleep.

When Rip Van Winkle awoke, he found himself back in the place where he had first seen the little old man.

'Goodness,' he said, 'I must have been dreaming and asleep here all night,

He was surprised to find how stiff he was. He could scarcely get up from the ground. And he found he had a long white beard. That reminded him of the little old man with a barrel.

He called his dog, but no dog came, and when he found his gun, it was rusty and useless.

'Whatever can have happened to me?' he said. 'I'll get a poor welcome when I arrive home with no meat and a rusty gun'. He hurried back through the wood and over the hills, but the way had changed and it was difficult to find the path to the village.

The village had also changed. There were many more houses, rows and rows of them. He had never seen so many people and they wore such strange clothes. He didn't know any of them and they didn't know him. They all stared at him curiously, at his clothes and his rusty old gun.

'Are you looking for someone, old man?' they asked.

'I'm on my way home to my wife and family. My name's Rip Van Winkle.'

'We know plenty of Rip Van Winkles old man,' they laughed.

'That's our nickname for men who won't work. There was a man of that name here long, long ago, but he went off and never came back.'

'Don't torment the old man,' said one of the women. 'And let the name of my father alone.'

'You remind me of my youngest daughter, Judith,' Rip told her.

'My name is Judith,' said she. 'Now, come home with me, and I'll give you a bowl of soup. You look very tired.'

Rip felt tired, and he was very hungry. Slowly he began to realize that many years had passed since he left home, although it seemed only yesterday. And this kind woman was indeed his little daughter, Judith.

After he had eaten the good soup, Rip Van Winkle sat in his daughter's house, and told her and her family all that had happened to him that day. They said that he must have been with the Little People, and he had been lucky to get away from them after drinking their wine, for few mortals returned home after staying with them. Rip lived with his daughter, and people came from near and far to hear his strange story.

From: To Read and to Tell (NORAH MONTGOMERIE)

Questions:

1. Why did Rip's wife scold him?

.....
.....

2. Why did Rip go out over hills and through forest?

.....
.....

3. What do you think really happened to Rip?

.....
.....

4. When did Rip find out how long he had been asleep?

.....
.....

5. Find from the story at least six strange things which might have helped Rip to realise sooner that he had been asleep for a very long time.

.....
.....
.....
.....
.....
.....

6. Explain the meaning of the following words as used in the passage.

i) **Scolded**

.....
.....

ii) **gossiped**

.....
.....

iii) **effort to stir**

.....

.....

iv) **Curiously**

.....

.....

v) **Whined**

.....

.....

PRACTICE EXERCISE FOURTEEN

Study the passage below and answer questions that follow;

THE HARE WINS AGAIN

The animals had completed digging their new well, and all was going smoothly when Hyena came up with rather disturbing news.

“Have you heard about Hare?” he began excitedly.

“He’s not been up to his tricks again, has he?” asked Lion.

“Yes”, replied Hyena. “I saw him drinking water from our well.”

“What!” exclaimed Leopard, angrily twitching his tail. “Are you sure?”

“Certain,” said Hyena. “I saw him clearly in the moonlight last night”.

“What impudence!” said Zebra. “He has no right to our water”.

“No right at all” growled Lion. “he refused to help us do the work. So why should he benefit from it?”

“That’s right,” replied Hyena. “He even said he didn’t need our water.”

“This is a matter for all the animals,” decided Lion. “Let’s call a meeting for tomorrow. Hare must be tried for his ant-social behaviour.”

Zebra shook his head with excitement.

“Everyone will be furious,” he said.

“Especially Rhinoceros. He’s been angry with Hare ever since he lost that wrestling match with him.”

Everyone laughed. They all remembered the time when Hare got Elephant to pull Rhino over the edge of the hill.

At the meeting next day, the animals agreed that Hare must be punished.

Elephant agreed to act as watchman over the well that night.

At midnight, Elephant saw Hare sneaking towards the well. Elephant stood stock-still, and in the semi-darkness, he really looked like a big bush. As soon as Hare was near enough, Elephant caught him in his truck. “Caught you at last!” he trumpeted. “You will not escape this time.”

“Wait a minute, friend!” replied Hare, breaking into peals of laughter. As he spoke, he pulled out a pouch from under his coat.

“Look,” he said. “I go around with my own water.”

"Oh," said the Elephant. "That's all right then. I thought you were up to your tricks again. Hyena said he definitely saw you drinking water at this well last night."

"You can't believe anything that that liar says! The truth of the matter is that I refused to give him some of my water.

I'm very careful with my water, and I don't go around giving it to anyone.

If I run out of it, it means I will have to travel for hours to get some more."

"Let me taste a little of it," pleaded the elephant.

"All right!" replied Hare. "But only a spoonful, because it is very potent."

Hare gave Elephant a spoonful of his water, which was in fact honey. The elephant nearly went mad with desire for some more.

"More, more, please, I beg you!"

"Calm down, my friend! I told you this water is very powerful. If you want some more I must tie you to this tree.

Otherwise you might fall into the water and drown.

"Oh, I wouldn't like to drown, not before I've some more of your water," Elephant replied.

"Tie me up, quickly!"

As soon as Elephant was tied up, Hare went round him, touching him playfully.

"You know, my friend, you must be the cleverest animal in all the world," he laughed. "They put you here to watch out for water thieves, and all you care about is your big stomach! Watch me, now. I'm going to drink as much of your water as I like. In fact, I think I'll even have a bath."

The Hare did exactly that. Next morning, the animals found Elephant tied securely to the tree. He hung his head in shame as he described what had happened the night before.

Questions:

1. Who dug the well?

.....
.....

2. What did Hyena see?

.....
.....

3. Why were the animals angry?

.....
.....

4. What did they decide to do?

.....
.....

5. When was the meeting held?

.....
.....

6. What did they agree?

.....
.....

7. Who agreed to act as a watchman?

.....
.....

8. Why didn't Hare notice Elephant?

.....
.....

9. Who was the real liar?

.....
.....

10. What did Elephant give Hyena?

.....
.....

PRACTICE EXERCISE FIFTEEN

Study the passage and circle the correct answer from those given.

A DIARY

Do you keep a diary? Juma does. Almost every evening, he writes a paragraph or two describing what happened during the day.

On special occasions, he writes much more.

Juma also plays for his school's Junior Football Eleven.

Saturday March 28th

Today has been the most exciting day I have had so far in this school: today we played Seronara, and for the first time I had a place in the team. Our coach, Mr. Mohammed, told us that Seronara was the favourite to win the Junior Provincial Football League Cup, so we knew that this was the most important match of the season so far. We also knew that we didn't stand much chance!

At least the match was at home, so we count on lots of supporters. I left quite nervous when the Seronara players arrived in their brand new bus. They looked very tough, and very confident in their smart school uniforms.

They looked even tougher and more confident after they changed into their football clothes. I wish our team had uniforms as smart as theirs! But we can hardly afford football boots, let alone smart shirts. From the way they looked at us, and laughed at our rather shabby outfits, you could see they were looking down their noses at us.

"Take no notice of their payukering," said Mr. Mohammed. "You can't judge a footballer by his clothes. Don't forget, you stand a reasonable chance of beating them, provided you don't lose your heads!"

Seronara won the toss, and immediately started a dangerous attacking movement. The ball went out to their left wing, where they had a very fast winger called Kimeu. Kimeu was much faster than any of our players, and he hit the ball easily past two of our defenders. Then he centred the ball to their top-scoring centre-forward, Otwomra within seconds he was right in front of our goalmouth, and our hearts sank. But then a miracle happened! Our goalie, Ogutu, made a brilliant save, and somehow managed to gather the ball safely to his chest.

Nobody was prepared for what happened next -no one that is except 'Twiga' Mutua, our centre-half. As his name suggests, Mutua was taller than any other player in our team- in fact he was the tallest player on the field. When Ogutu cleared the ball, Mutua headed it high over the

heads of two of Seronara's biggest players, straight to our centre-forward, Makanga. He easily dodged past another Seronara player, and only their goalie stood between him and a goal. We could hardly believe our eyes- Makanga sent the cannoning past the goalie's finger-tips into the top right hand corner of their goal. It was the most splendid goal that I had ever seen!

Seronara were furious at this, and we had a hard time keeping our lead; but somehow we managed to hold out till half time. As we sucked our oranges, we could hardly believe that we were still in the lead, one-nil.

"Well done everyone," said Mr. Mohammed, very pleased, "You've played a good game so far. But you are concentrating too much on defence-you need to attack more, practically all their players are in our half! Attack again, and there will be nobody to stop you getting another goal."

So that's just what we did. The second half began with some toing and froing in the centre of the pitch-and, as Mr. Mohammed said, most of their players moved right up. And then Mutua did it again: a fast pass into open space-and there was Njobu, one of our forwards, right on to it. Down the pitch he shot with the ball, with me trying to keep up with him. Then one of their backs tackled him-and instead of wasting time trying to beat him, Njobu heeled the ball back to me.

I don't know how I did it-but somehow the ball and I managed to keep up with each other as we shot towards their goal. Seronara's goalie had come out too far- he was right on the edge of the penalty area. Too late, he realised what I was going to do, and turned, trying to race back, but it was a race he could not win. I sent the ball in a high curve towards the goal, and it dropped neatly under the cross-bar, just in front of the goal-keeper.

Now answer the following questions by putting a ring around the letter of the best alternative given.

Questions;

1. At the beginning, Juma's team
 - A. thought they would lose
 - B. thought they would win
 - C. knew they stood a good chance of winning
 - D. thought they would probably win
2. When the Seronara players arrived, Mr. Mohammed
 - A. was impressed by their smart appearance
 - B. was not impressed by their smart appearance
 - C. wished that his team could afford smart uniforms
 - D. wished that his team could afford proper football boots
3. According to Mr. Mohammed, Seronara's main mistake was
 - A. not bringing any supporters
 - B. laughing at Juma's team
 - C. sending too many of their players forward
 - D. keeping most of their players back.
4. From the last paragraph we
 - A. can tell that Juma scored a goal
 - B. can tell that Juma did not score a goal
 - C. cannot tell whether Juma scored a goal
 - D. can infer that the goal-keeper knocked the ball into his own goal.
5. Who won the match?
 - A. Juma's team
 - B. Seronara
 - C. it was a draw
 - D. no one

PRACTICE EXERCISE SIXTEEN

Read the passage below and answer the questions that follow.

When we drink beer or whisky, the alcohol reaches the stomach and intestines. Unlike food, it does not need any digestion but passes almost immediately into the blood stream. The alcohol is then carried in the blood stream. The alcohol is then carried in the blood to all parts of the body including the brain. This is why there is a resultant feeling of social ease and they may not even be able to walk properly. Because alcohol is taken directly into the bloodstream its effects on the brain are felt quickly. One beer, which will introduce about one drop of alcohol for every 100 drops of blood, a person could be drunk. If we continue to drink very heavily the alcohol will eventually affect the part of the brain, which controls breaking, and beating of the heart. These could stop.

Unfortunately, although alcohol enters the bloodstream very rapidly, it is only removed at a slow rate. A very small amount of alcohol is removed from the body by the lungs, which breath it out. Most, however, is changed into different substance, which the kidneys can get rid of in the urine. The liver slowly changes the alcohol to acetic acid (vinegar) and sugar, which provides units of energy called calories. These units of energy cannot be stored, unlike units of energy from food. The beer drinker often has a fat stomach because of the sugar content of beer.

Although alcohol, like food, provides us with calories it cannot be considered the same as food. This is because food contains, among other things, substances called vitamins which are very important for our nerves and our brain. Without the right vitamins nerves will fail to send messages to and from the brain.

Because alcohol lessens control of the brain, because it is often though wrongly as food, because it makes the liver work too hard and because it may damage part of the brain, alcohol can have serious consequences. The heavy drinker can become weak and unhealthy. He may get skin diseases. His liver may be damaged. He may become irresponsible to himself, his family and society in general.

Questions

1. How is alcohol different from food?
.....
.....
2. What will happen if we continue drinking heavily?
.....
.....
3. Mention two ways by which alcohol is got rid of from the body?
.....
.....

4. Why do people who are heavy drinkers get fat stomachs?

.....
.....

5. Give at least one social problem which may be caused by a heavy drinker.

.....
.....

PRACTICE EXERCISE SEVENTEEN

Read the following passage and answer the questions that follow it.

At 7:30 every morning, Ann boards a crowded *Matatu*, one of the many small passenger vans that carry workers across the city. At Park Road Estate, Ann gets out and walks to the rescue centre where she starts work each day.

“The staff in the centre gather for prayers first. This helps us all, I think – I call it my daily energizer, Ann said. The centre is a very special place. It provides a safe, caring home for between 40 and 50 young girls. All the girls have known trouble and cruelty on the city streets. It may take them a long time to trust other people. The staff who work at the centre have to be very patient.

Children need to feel safe before they can talk about their troubles, so that is the first rule in our work here. We are very careful about who visits the centre and the children know that in this compound nobody can hurt them.”

Ann gets to know the children on the streets. This is the story of one little street child. “We found Sarah when she was only three years old. Her mother was dead and grandmother sent her onto the streets to beg for extra money. By the time we persuaded Sarah’s grandmother to let her come to the centre, Sarah was sick with a fever. She had been cruelly treated and there were burn marks on her body”

It took many months for Sarah to get well again and put her bad memories behind her. She needed quiet love and care all through that time.

During the two years that Sarah lived at the centre she became a favourite with the other children. The social workers tried to find out more that could help her. It was not easy. At last they learned that Sarah’s other grand-mother was living in a village about 200 kilometres from Nairobi.

‘She believed that Sarah was dead and was so happy to hear that she was alive and well. Sarah now lives with this grandmother and has started school.

(Ann, Social worker in the city’ by Charlotte Rolfe and Ann Kihagi)

Questions

1. According to the passage, a social worker.....) circle one answer)
 - A. looks after other people's children
 - B. leads prayers at the centre
 - C. links street children with their grandmothers.
 - D. D. improves bad social conditions and help people with social problems.

2. Describe Ann's character

.....

.....

3. If you were Ann, what else would you do for the children at the centre.

.....

.....

4. Why do children at the centre find it difficult to trust other people?

.....

.....

5. What do you think can energizer is?

.....

.....

6. Why do children live at the centre?

.....

.....

7. What kind of work does Ann do?

.....

.....

8. Where were the girls at the brought up from?

.....

.....

9. What do you think a Matatu is, and why does she use Matatus?

.....

.....

10. If you were Ann, what else would you do for the children at the centre?

.....

.....

PRACTICE EXERCISE EIGHTEEN

A Holiday Surprise

For many days after the secondary entrance examination, John wondered sadly round the village convinced that he had failed. Indeed he did not even bother to go to his school office to see the results posted on the notice board.

Then the morning after the results had been posted Mr. Okot came peddling at break neck speed along the narrow path into the village, waving a piece of paper in his hand, "Young John has passed!" he shouted at every one passing. "And Mary, the girl in the next village, has passed too. Don't you realize these two will be the first children from my school to go to secondary school?"

At first, the people were more surprised by the sight of Mr. Okot, who was growing fatter every year, peddling around the village in such a strange manner than by what he was telling them. It took them sometime to realize that their village of all villages in the district was the first to have a boy accepted to the great school in the capital.

By then Mr. Okot had reached John's house. "Come quickly John," he shouted. "I have good news for you." John was sitting in the compound tossing stones in the air and catching them. He had been sitting like that for nearly two hours and had even refused to help his mother to sweep the compound.

"Come on John," shouted Mr. Okot again. John got up slowly and went to see what it was all about. "You have passed your examination well," shouted Mr. Okot in excitement. "I am proud of you John, as if you were my own son!" He clasped John to his huge stomach. John was immediately transformed. He rushed into the house to tell his mother the good news. She was delighted and then became serious.

"How shall we pay? How much will it cost?"

"That is the trouble," Mr. Okot told her. "John's mark was not high enough to get him a scholarship," Mr. Okot said. John must apply for a bursary, but he knew it would be difficult. Some people were already saying that John would be more useful to them in the village than outside it. If he went to the secondary school, he would not be content to stay in this out of the way village.

Two weeks later the bursary committee met and Mr. Okot informed them about John and Mary. This worked like a charm, and the committee agreed to give John a full bursary.

Questions:

1. Why was John sad?

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2. Why did Mr. Okot pedal through the village?

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3. Was it Mr. Okot's habit to ride a bicycle in the village? Give a reason for your answer.

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4. What was John doing when Mr. Okot reached John's house?

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5. Was John happy when he received the news?

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6. What surprised the villagers most?

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7. Why did John's mother become serious after she received the news of John's good performance at school?

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8. Vocabulary study:

What do you understand by the following phrases/words?

a) "Pedaling at break neck speed"

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b) "transformed"

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c) "delighted"

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d) "worked like a charm"

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e) "bursary"

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f) "manner"

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PRACTICE EXERCISE NINETEEN

A Friend in Need is a Friend Indeed

One day, Hyena woke up very early to visit her friend, Hare, who lived several villages away. She packed her newly made basket with fresh cassava and put some green peas on top. "My friend will be pleased when she sees these. For she likes them so much," she thought. It took her a very short time to arrive at Hare's house, as it was not far away.

"Are you there? My friend are you in?" Hyena called but there was only silence. She called again and again, but there was no answer. As she was preparing to go back, a door opened and Mother Hare stood in the door way.

"Welcome, but your friend is not in. Get seated and have a rest while I cook something for you," said Mother Hare.

"Thank you. As a matter of fact, I am very hungry," said Hyena. Mother Hare disappeared into the kitchen. It did not take long to see a big pot in the corner full of soup and well cooked meat. She touched the pot and found that it had just left fire. "If I take one piece or two, they will not find out," Hyena thought, saliva welling up in her mouth.

She reached for one fatty piece but it slipped off her hand. She tried another but it went to the bottom of the pot. As she tried for the third piece, Mother Hare came into the room.

"If you eat that food you will die," Mother Hare said quietly. Hyena jumped with shame and said that she had only wanted to see what was in the pot. Then Mother Hare asked if she had eaten any piece, Hyena said she had not.

"If you eat that food you will die," Mother Hare said quietly. "If I were you, I would stop that habit of being so curious!" Hyena kept quiet but hoped that Mother Hare was only joking, and they would eat the meat if her friend, Hare arrived soon.

When Hare came, she was told what had happened. She listened carefully and then said, "My friend you are lucky, if you had eaten that food you would have died by now. For it is the flesh of your mother."

Hyena became so angry that she tried to grab Hare by the neck. Hare jumped out of the house, with Hyena chasing her, only to jump into the house again through a small opening.

As soon as both Hare and Hyena had left the house, Mother Hare closed the door. So Hyena was shut out of the house and mother and daughter began to eat their good food without any interference. From that time, Hyena and Hare have never seen each other eye to eye.

Questions:

1. How far did Hare live from Hyena's home?

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2. What did Hyena carry on her way to see her friend?

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3. How long did it take Hyena to arrive at Hare's house?

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4. Did she find Hare at home?

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5. How do you know?

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6. Who welcomed Hyena?

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7. What did Hyena see in the corner of the room?

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8. What happened when Hyena tried to pick a piece of meat for the third time?

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9. What did Mother Hare say? Did Hyena believe her?

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10. What did Hare tell Hyena?

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11. Why did Hyena get angry?

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12. What did Mother Hare do as Hyena and Hare had left the house?

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13. Did Hyena come back to the house?

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14. Give the meaning of the following terms as used in the passage.

i) basket

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ii) welling

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iii) curious

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iv) interference

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PRACTICE EXERCISE TWENTY

The Magic Bottle

(A modern fairy story from England, about a little girl, Alice, who falls asleep and dreams that she goes to wonderland. There she meets all sorts of strange things that happen to her.)

Alice was just going to leave the tidy little room, when she saw a small bottle that stood near a looking glass. There was no label this time with the words DRINK ME, like the bottle which had made her shrink that morning, but she uncorked it and put it lo her lips "I know something interesting is sure to happen." She said, " I'll just see what this bottle does. I do hope it will make me grow large again, for really I am quite tired of being such a tiny little thing!"

It did so indeed; and much sooner than she expected. Before she drunk half the bottle, she found her head pressing against the ceiling, and had to bend down to save her neck from being broken. She hastily put down the bottle, saying to herself 'that's quite enough -I hope I shan't grow any more as it is. I can't get out at the door. I do wish I hadn't drunk quite so much!'

Alas! It was too late to wish that! She went on growing, and very soon had to kneel down on the floor. In another minute there was not even room for this, and she had to lie down with one elbow against the door, and the other arm curled round her head. Still she went on growing, and finally, to find enough room, she had to put one arm out of the window, and one foot upon the chimney, and then she said to herself, 'now I can do no more, whatever happens. What will become of me?' Luckily for Alice, the little magic bottle had now had its full effect, and she grew no longer. Still she was very uncomfortable, and, as there seemed to be no chance of her ever getting out of the room again. It was no wonder that she felt unhappy.

Questions:

1. Why did Alice drink from the bottle?

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2. Do you think that was the first strange bottle she had drunk from? Give reasons for your answer.

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3. Do you think she was her right size before she drank from the second bottle? How do you know?

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.....

4. How much of the contents of the bottle did she drink?

- A. none B. all C. less than half D. more than half

5. What effect did the bottle have?

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6. Why was it too late "to wish that"?

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.....

7. Why did she have to kneel down?

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8. Describe her position in the end.

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9. Why did she stop growing?

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10. Why was she so unhappy after she had grown so large?

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PRACTICE EXERCISE TWENTY ONE

The Golden Touch

King Midas had a great love for gold. His subjects made large gifts of gold and they toiled in gold mines to satisfy his desire for gold. But King Midas was never satisfied.

Zeus, the chief god of Mt. Olympus decided to teach Midas a lesson about gold. Zeus sent his messenger to king Midas to ask the king if he wanted a present from Zeus. The messenger told Midas that he would ask for any gift he desired from Zeus.

"Thanks be to Zeus!" exclaimed Midas. "May he grant that everything I touch turns into gold!" The messenger told Midas that his wish was granted and he left. As soon as Midas was alone he touched his throne, which was carved out of ancient Oak wood. Immediately, it turned into solid gold. Midas could hardly contain his excitement. He touched the door to the throne room and it turned into a sheet of fine beaten gold. Midas ran about his palace, touching everything in his way, walls, curtains, carpets and whatever he touched was transformed into gold.

His excitement did not last long; however, soon it was meal time. Midas tried to bite into a leg of chicken, but it turned into a piece of solid gold just as he got it to his lips. He picked up a roast potato and it too turned into gold. He decided to have a drink of wine but the glass and wine turned into gold in his hand. Midas was now thoroughly hungry and thirsty and miserable. Just at that moment his daughter, his only child, came into the king's dining room. Seeing her father looking sad, the little girl ran into his arms. As soon as he touched her, she turned into a gold statue. Midas started wailing loudly as he held the statue, his daughter in his arms. Now he completely hated his gift from Zeus. He hated gold.

Zeus' messenger returned to Midas and asked, "Is anything the matter, King Midas?" "Please, Sir," cried Midas. "Ask Zeus to take away my golden touch, please!" Then as the messenger was turning to go away Midas added, "and ask Zeus to grant that everything I touch turns back into what it was before." "Your wish is granted," said the messenger and left.

Questions:

1. What lesson did Zeus teach Midas?
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.....
2. What did Midas wish for?
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.....
3. Was this wish granted?
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.....
4. How did Midas feel after the wish was granted?
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.....

5. Why did he eventually become miserable?

.....
.....

6. What did he touch first?

.....
.....

7. What happened when he touched his daughter?

.....
.....

8. What was Midas ' second wish?

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.....

9. Can you guess what Midas touched after the second wish was granted?

.....
.....

Vocabulary study:

10. Suggest the meaning of the following as used in the passage.

a) Transformed

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.....

a) wailing

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.....

b) desire

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.....

c) toiled

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.....

PRACTICE EXERCISE TWENTY TWO

A VISIT TO PARIS

Read the passage below and answer the questions that follow.

The weather in Paris was unusually warm as Peter Haskell's plane landed at Charles de Gaulle airport. The plane taxied neatly to the gate and a few minutes later, briefcase in the hand, Peter was **striding** through the airport. He was almost smiling as he got on the customs line despite the heat of the day and the number of people **crowding ahead** of him in the line,

Peter Haskell loved Paris.

He generally travelled to Europe four or five times a year. The pharmaceutical empire he ran had research centers in Germany, Switzerland and France and huge laboratories and factories in England. It was always interesting coming over here, exchanging ideas with their research teams, and **exploring** new avenues of marketing, which was his real forte. But this time it was far more than that, far more than just a research trip, or the unveiling of a new product. He was here for the birth of his baby "Vicotel", his life dream. Vicotel was going to change the lives and outlook of all people with cancer. It was going to dramatically alter the maintenance program, and the very nature of chemotherapy the world over.

It would be Peter's one major contribution to the **human race** for the past four years other than his family. It was what he had lived for. And undeniably it was going to make Wilson Donovan millions. More than that obviously, their studies had already projected earnings in the first five years to well over a billion dollars. But that was not the point for Peter. The point was life and the quality of these lives severely dimmed. They were **flicking candles in the dark night** of cancer. And Vicotel was going to help them. At first it had seemed like an idealistic dream, but now they were just **inches from the final victory**, and it gave Peter a thrill every time he thought of what was about to happen.

Questions

1. Was the climatic condition the same as before Peter's visit to Paris? Why?

.....
.....

2. What is Peter's most treasurable thing in the passage?

.....
.....

3. ".....was not the point for Peter, the point was life....."

According to the above quoted statement, what is something good about Peter?

.....
.....

4. Explain the meaning of the following words and expressions as they are used in the passage.

a) **Inches from final stage**

.....
.....

b) **Exploring**

.....
.....

d) "Flickering candle in the dark night"

.....
.....

e) cancer"

.....
.....

c) Striding

.....
.....

5. What do you think is Donovan Wilson in the passage?

.....
.....

PRACTICE TWENTY THREE

Read the passage and answer the following questions correctly.

THE HUNTER AND THE MAGIC GARDEN

So the hunter and the girl gathered up the best jewels on the mountain. But the magic of the witch began to make the hunter feel very tired and so he sat down and immediately fell asleep. As soon as he was fast asleep the girl unfastened the wishing cloak from his shoulders and put it over her own. Then, picking up the diamonds and other jewels, she wished herself at home. Immediately she disappeared.

When the hunter awoke, he saw the trick the girl had played on him. He was alone on the strange mountain and he did not know how to find his way down. Then he saw three wicked giants coming towards him and having no way of escape, he lay down again and pretended to be asleep.

The first two giants wanted to kill him but the third said, "It is not worth the trouble. Leave him alone. He can't stay where he is. If he climbs higher to the top of the mountain, the clouds will carry him away."

The hunter listened carefully. As soon as they were out of sight, he stood up and climbed to the top of the mountain. After a little while, a cloud floated near. He caught hold of it and after being carried about in the sky for some time, he was dropped into a garden of vegetables and herbs.

The hunter felt hungry, but although he looked around the garden, he could find no fruit of any kind. There was nothing in the garden except fresh vegetables. At last he was so hungry that he decided to eat some of them. So he chose a fine lettuce, ate some and at once felt very strange indeed. He felt himself changing completely. He developed four legs, a thick head and two long ears. To his horror, he was now a donkey. Still hungry, however, he ate another vegetable and discovered that he was changing back into his human shape.

Before he left the garden, he took a bit of both those vegetables. "These," he said to himself, "will help me to get back my property and punish those who have deceived me."

So he went to search for the castle in which the girl and the witch lived. He painted his face brown so that even his own mother would not have recognised him and went up to the castle, asking to be allowed to stay there for one night.

Questions

1. What made the hunter fall asleep?

.....
.....

2. What do you think was the use of the wishing cloak?

.....
.....

3. Explain the meaning of the phrase '*she wished herself at home*'.

.....
.....

4. The hunter climbed to the top of the mountain

- A. so that he might escape from the giants.
- B. so that he might get a way of getting off the mountain.
- C. to find the girl.
- D. to look for food.

Choose one correct answer.

5. What made him eat the first vegetables?

.....
.....

6. What were his feelings when he became a donkey?

.....
.....

7. What do you think he meant to do with the vegetables he took away?

.....
.....

8. Why did he paint his face? How would this help him to do what he wanted to do?

.....
.....

9. What is the meaning of the following terms as used in the passage?

a) jewels

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.....

b) cloak

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.....

c) wicked

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.....

d) giant

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.....

e) castle

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.....

PART THREE

SUMMARY WRITING

What is summary writing?

A **summary** is a shortened version of something that has been said or written, containing only the main points. Summary writing therefore is a comprehension exercise that tests the student's **ability to read** and **reproduce** a somewhat long passage in as fewer words as possible. The following steps are very important when answering a question on summary writing:

a) The question(s)

- The first step is reading the question.
- Pick out the key words in the question.
- Understand them fully so that points (answers) picked are within key words.
- Simplify the question by **rephrasing** it in a more comprehensible form.

b) The Title / Heading

- The title is compulsory at all times as in every piece of writing.
- Formulate the title immediately to aid thorough understanding of the subject and aid accurate picking out of the necessary points.
- Write down the title on the rough copy for proper comprehension of the passage.
- Write the title in **capital letters** and underline for smartness.
- Write the title by capitalizing the beginning letters of the content (key) words and strictly underline.
- The title should be written distinctively from the body of the summary answers.
- The title must be correct grammatically and in content.
- It can be as extensive for as long as it is comprehensive enough i.e. covering all key areas of the question.

c) Reading the passage

- Read the passage with the question at the back of your mind.
- Pick out the points (answers) that only answer the question (s).
- The point picked out don't include examples and explanations.
- In a one question summary, there must be 20 points.
- In a two question summary, the distribution is not uniform in all passages. The points for each part of the question are discovered through thorough and critical reading of the passage.
- Points are picked out from the passage by numbering and underlining to ascertain the total number before they are transferred into the rough copy.
- The points may be presented in a continuous sentence. This means that a number of the parts of the sentence that respond to the question directly can be considered as points.

d) The Rough copy.

- It is advisable to write out the rough copy in a complete paragraph form to cater for unpredictable eventualities.
- Writing it out in numeral or out - line form, may not save a student much in case of failure to write down the fair copy.

- Writing it out in a paragraph comprising complete sentences, containing the necessary points, may also help a student to count words at Rough copy level and make necessary inclusions and deletions to cope with the indicated number of words.
- Open up with a paragraph clearly indenting by about 2cm.
- The first sentence on the paragraph must contain the subject (the thing asked for).
- The sentence can either begin with the subject and introduce the points or vice versa.
- There should not be an introductory statement ending with words like; are, include, are the following, punctuated with a comma, colon or semi colon. It should not begin with: The following are. This encourages listing of the points.
- The cited words can be used by introducing the points immediately.
- The first sentence must give the answers straight away.

e) The paragraph

- Indent clearly to make a paragraph.
- Use one paragraph strictly to write out the answer to one question irrespective of how many aspects have been asked for to be summarized.
- Several paragraphs are prohibited.
- To separate a paragraph by skipping a line is unacceptable.
- Discontinuing a paragraph pre-maturely by ending a sentence abruptly and leaving a lot of space before completing the line is forbidden.

NB. In all the above cases, one is penalized heavily by awarding **half a mark** for every correct point, no matter how complete the sentences may be.

f) The sentence

- Every sentence written down must be complete i.e. bearing a subject.
- Start up a sentence in a clear indenting paragraph.
- The first sentence must bear a subject (thing asked for).
- The proceeding sentences can alternate between the subject and the pronoun.
- Write out one sentence after another until the end on the paragraph even if more than one aspect has been asked for e.g. causes, challenges and solutions.
- An independent sentence may contain 1-7 points while strictly observing the number of commas and conjunction "and" used to join the last point i.e.
 - 1 point: a sentence goes to name a point straight away.
 - 2 points: "and" joins the 2 points in the sentence.
 - 3 points: 1 comma separates the first two points and one "and" joins the last point.
 - 4 points: two commas separate the first three points and one "and" joins the last point.
 - 7 points: two commas separate the first three points, one "and" joins the fourth point, then phrase: "as well as" joins another three points, the first two separated by comma and the last connected by "and".

g) Punctuation

Four major punctuation marks are used;

- (i) A capital letter at the beginning of every new sentence.

- (ii) A comma to separate points.
- (iii) A full stop to end every concluded sentence.
- (iv) A hyphen used in only compound words, not a forged one.

h) Spellings, Grammar and Tense

- All words to be used in summarizing are in the passage and must be correctly spelt.
- All sentences must be correctly grammatically written out without skipping any word.
- The tense in which points are presented in the passage must be altered to correlate with the tense in the question.
- Be critical to recognize the language change in the passage.
- Change the points stated in a divergent way to suit the question and answer.

i) Word count

- Count the words physically until the required number is arrived at.
- Under-writing a little is not an issue but over-writing is a problem.
- Having counted the words in the rough copy and made necessary inclusions and deletions, write out a smart fair copy free from errors.

j) Word joining.

- Copy out all the normal and compound words as they are.
- Normal words must not be joined due to careless handwritings.
- Hyphenated words must not be joined by removing the hyphens.

k) Word division.

- Avoid separating words due to careless handwriting or very tiny letters.
- All nouns and words preceded by the indefinite article "a" must be distinctively written out.
- All compound words must remain intact even when hyphenated.

l) Cross out the rough copy vertically or diagonally but only on completion of the fair copy.

m) Watch out for determinant (degree) words that normally accompany the points. Omitting them means a change in meaning e.g. more, much, less, most, very, highly, extremely, etc.

n) Maintain figures as figures in the passage as translating them into words increase the number of words.

SUMMARY WRITING SAMPLES:

Read the following passage and answer the questions that follow it.

PASSAGE A:

It is shocking to note how some motorists show disregard for human life in their anxiety to reach their destinations in the shortest possible time. In the process they overtake recklessly, disobey traffic signals and signs and change lanes sharply and suddenly. Such motorists scarcely realize that they might reach their ultimate destinations much before the immediate one.

A driver who drives under the influence of alcohol is perhaps the greatest single cause of road accidents. Alcohol affects the sight, alertness and reflexes. As a result, he has little control over himself, let alone the car he is driving. Accidents may also be caused by sheer bad luck. No human or mechanical care can prevent such accidents.

Question:

In not more than 40 words, summarize the causes of road accidents.

You have already skimmed **Passage A**, read and interpreted the question. You must have got the title too. Read **Passage B**.

PASSAGE B:

It is shocking to note how some motorists show utter disregard for human life in their anxiety to reach their destinations in the shortest possible time. In the process **they overtake recklessly, disobey traffic signals and signs and change lanes sharply and suddenly**. Such motorists scarcely realize that they might reach their ultimate destinations much before the immediate one. A driver who drives under **the influence of Alcohol** is perhaps the greatest single cause of the road accidents. **Alcohol affects the sight, alertness and reflexes**. As a result, he has **little control over himself**, let alone **the car he is driving**. Accidents may also be **caused by sheer bad luck**. No human or mechanical care can prevent such accidents.

ROUGH COPY

THE CAUSES OF ROAD ACCIDENTS

- 1 Drivers overtake recklessly, disobey traffic signals and signs and change lanes sharply and suddenly.
- 2 Drunk drivers cause accidents as alcohol affects the sight, alertness and reflexes. This makes drivers lose control of themselves and the car they drive.
- 3 Accidents are caused by sheer bad luck.

(45 words)

The above ideas are written in a number-point form. They may also be written in a paragraph. In this case candidates should not number the points.

FAIR COPY

THE CAUSES OF ROAD ACCIDENTS

Drivers overtake recklessly, disobey traffic signs and signals and change lanes sharply and suddenly. Alcohol affects the drunk drivers' sight, alertness and reflexes, which make them lose control of themselves and their cars. And sheer bad luck causes accidents.

(39 words)

NB: There is no need of writing introductory statements like: There are many causes of road accidents. Such statements are not necessary as the idea(s) is reflected in the title. It may also lead a candidate to write too many words. The candidate needs to write the points straight away. The introductory statements should be written in case a candidate fails to write a title.

Some books of English used in Uganda contain information that a summary should not be written in the past tense. This is erroneous. **A passage in past tenses may be set and the question dictates that you should use the same tenses.**

PRACTICE EXERCISES IN SUMMARY WRITING

PRACTICE EXERCISE ONE

Read the following passage and answer the questions after it.

People living in developed countries take good health and sanitation for granted. It is easy to forget how much it costs to develop and maintain that security.

The requirements of good health sound simple but they can be very difficult to achieve. A balanced diet is essential. This ensures healthy growth in children and provides resistance to infection. Good quality housing protects people from the harmful effects of climate and provides hygienic living conditions. A health service should be available for the treatment of illness and to educate people in hygiene and preventive medicine, while refuse disposal and sewage systems are necessary to remove waste safely and efficiently. Nowadays virtually, everyone in developed countries enjoys living standards that meet these conditions. Yet the developed world has only been able to achieve this through massive investment of public money.

The developing countries on the other hand, are only just beginning to make progress towards a healthy society. They face many extra problems that make the task even harder. Economic difficulties mean that little money is available for improved medical services. Rapid population growth makes it difficult to provide good quality housing and hygienic living conditions. Production of food is less certain because of unreliable climatic conditions. The high temperatures encourage diseases. Finally, long distances and poor communications in many regions lead to severe difficulties in supplying medical help or spreading health education.

Question 1

In not more than 45 words summarise the requirements of good health as presented in the passage

PRACTICE EXERCISE TWO

Read the following passage and answer the question after it

Certain people insist that religion is irrelevant to modern life. It is out of fashion. It is regarded as an embarrassing carry over from man's primitive past, a foolish creation of weak, superstitious minds. Others argue that it is an invention of evil men who use it to pacify simple people and then exploit them. Despite these views, however, religion is man's humble acknowledgment of the supernatural, his recognition that there are powers that are non-human and that these influence his destiny.

Man has not outgrown religion. There is plenty of evidence throughout the world to prove that religion still has strong influence on man. Some countries have pressurized their citizens to abandon religious beliefs but with little success. Strangely enough, history testifies to the fact that following religious persecutions, the believers increased in number. Millions of people in the world, regardless of colour, political persuasion, mental abilities and social background, find religion relevant and practical in their everyday lives. All over the world, magnificent mosques, cathedrals, temples and shrines stand out and quietly exclaim that man is a creature that cannot be separated from religion.

On the other hand, we must recognize the wonderful achievements of science. Many killer diseases have been eradicated or brought under control. Food production has increased. Life for many is easier, more comfortable and more convenient. These astonishing successes have, however, developed in man an unfortunate disregard for the established human values. But scientific adventurism has also led us to the brink of self-destruction. Man lives in fear of his inventions.

No doubt science has answered many questions about man and his life on earth, but religion also provides satisfactory answers to otherwise insoluble questions. It fills the gap in human knowledge and experience and so reduces areas of doubt and uncertainty. In the face of dangers that would otherwise be overwhelming, religious beliefs inspire confidence and provide moral emotional satisfaction. In addition religion serves as a social restraint by instilling fear of supernatural punishment if approved values are violated.

Since science has left many needs unmet, it would be a disservice to society if we did not continue to examine other ways of making life on earth more delightful. Religion can help man to overcome misunderstanding, racism, suspicion and other evils that plague him and therefore it ought to be encouraged. After all, many religions teach about the brotherhood of all men and the importance of living in harmony.

Question

In not more than 80 words summarise the importance of having a religion

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PRACTICE EXERCISE THREE

There is the danger of excess. It is quite true that the danger of excess arises with-any pleasure, and that scripture warns against gluttony just as strongly as it warns against drunkenness. But drunkenness is an especially ugly thing in a drunken person, and especially unhappy thing for those with whom he lives and who share his life and home.

With alcohol there arises the question of addiction. One of the characteristics of alcohol is that, consumed over a period of time, it requires an ever- increasing amount of it to produce the same effect. What in the beginning was a pleasure becomes in the end an overmastering desire. The habit is formed, and it is desperately hard to break. Any man will do well to think whether it is wise to begin something to which he may well end by becoming a slave.

There is the matter of expense. Drinking is nowadays one of the most expensive pleasures and a man may well find himself spending money on this luxury, which money should have been kept for the necessities.

There are the other general effects of alcohol. It can impair a man's efficiency and dull his brain. It can slow his reflexes and his reactions, which is why the law is so stern on those who drive vehicles under its influence. It can slur a man's speech. But it has one effect, which is more serious in its own way than any of the others. Alcohol does not only relax tension: It also relaxes a man's self- control and renders him liable to do and say that which in his sober senses he would not do or say. In particular, it loosens a person's moral control; sexual immorality and alcohol very often have a very close connection. Alcohol, especially if it is used in excess, can make a man behave in ways in which he would not ordinarily behave. There is, therefore, in alcohol an inbuilt danger.

QUESTION:

In about 80 words summarise the effects of alcohol on man

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PRACTICE EXERCISE FIVE

Read the passage and answer the questions after it

A TRADITIONAL HOUSE

The Sudan, a desert country, has a very hot climate. The traditional way of life is well suited to minimize the discomfort of the environment.

The traditional house in the Sudan is built to suit all the climatic conditions of that country. It is constructed entirely on materials that are available locally. The design follows the traditional Arab style of rectangular buildings with flat roofs. The walls are made of dried mud, which is either built up in layers or shaped into bricks for greater strengths. Because timber is scarce in desert areas, its use in construction is limited. Most wood has to be used as fuel for cooking. It is usually made from split palm - tree trunks. The houses have very small windows which are fitted with timber shutters.

Since these clay buildings contain a lot of heavy materials, it takes a long time for them to heat up or cool down. Houses are often painted white to reflect the sun's rays. Consequently, the houses remain cool during the heat of the day but retain warmth for the cold desert night. In the summer when the houses would be uncomfortably hot during the night, people usually sleep out - doors. Meanwhile, the shutters are opened so that the night breeze can cool the house in preparation for the next day.

Question:

In not more than 60 words write a summary of the description of a traditional house in the Sudan.

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PRACTICE EXERCISE SIX

Read the following passage and answer the questions after it

The Great but Gentle Gorilla

The gorilla is the largest of the primates and in the past has given rise to an enormous number of legends. Early explorers to its native homes of the forests of central West Africa reported huge hairy 'men' living there. The gorilla was not properly known to science until 1847 but today quite a lot is known about its behavior in the wild since research students have studied it in its rather inaccessible jungle habitat.

Despite stories of the gorilla's ferocity, it's relatively shy, gentle and retiring. It becomes aggressive only when irritated or molested, and then does indeed bang on its chest true 'king-Kong' style to give warning of its attacking intentions to the enemy.

An average adult male gorilla stands at just 2 metres and can weigh up to 225 kilograms. A mature male has a large bony chest on the top of his skull, giving him the appearance of wearing a furry helmet. The chest is very broad and the head seems to emerge straight from the chest because the neck is short. An elderly usually goes silvery gray on his shoulders and back and is called 'silverback'. Females are shorter and less heavy than the males. A family group, led by a dominant old 'silverback', spends most of the day trekking through thick undergrowth jungle, stopping when it finds succulent leaves or ripe food. Although they have great long canines, gorillas are strict vegetarians. At night the family climbs the trees and makes crude nests out of twisted branches and leaves.

The young sleep in the highest position as they are not only lighter than the others but this is the place safest from the leopard, the gorilla's only enemy. The only member of the family to sleep on the ground is the mature leader who is usually too heavy to climb. He usually sits with arms folded 'sleeping tree' dozing but ever alert for intruders.

A single young is born after 8 to 9 months, and is nursed in the mother's arms in a similar way to a human baby. It receives much care and attention from the family and it's walking away about months. A female is sexually mature at about 7 to 8 years, a male taking about a year longer. Gorillas have lived in captivity up the age of 34 years and it is thought by some that the life span in the wild could be as much as 50 years.

Question:

In not more than 70 words summarize the characteristics of the gorilla.

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PRACTICE EXERCISE SEVEN

Read the following conversation and answer the questions that follow it.

KARIUKI: You know, I'm fed up with all you prefects. In fact, I'm fed up with the whole idea of prefects. They swagger around school as if they owned it!

ODHIAMBO: So what? That's one of our privileges. We –

KARIUKI: Rubbish! You're only interested –

ODHIAMBO: Don't interrupt! Remember that –

JUMA: Wait a minute, wait a minute. You're both yelling too hard to say anything sensible. Cool down and take it in turn. Now, Kariuki, what have you got against prefects and, more important, what system would you put in their place?

ODHIAMBO: Why should he – ?

JUMA: Come on, take it in turn. You're next. Kariuki?

KARIUKI: Look, our prefects are always chosen by the staff, and the staff selects them because they think they are the most intelligent students, or because they will organize the games they are good at, because they are well-behaved. I think the whole school should have a say in the election of prefects, if we have to have prefects at all. The students themselves should elect them. Secondly, as soon as they are made prefects, most of them only use their position to take whatever advantage they can. They

are not really interested in helping to run the school. They're just out for a good time at our expense. Another thing, most of them are unfair. They will never punish their friends no matter what they do, and yet they will take every opportunity to punish people they don't like. I think this makes them bullies. And worse, you can bribe some of them with money or copies of homework. I'm telling you, I'd get rid of the whole lot of you.

JUMA: What about that, Njoroge? Are we all as bad as that?

ODHIAMBO: He's talking a lot of nonsense, but I suppose I'd better answer these accusations of his. He knows as well as I do that if the students were allowed to elect prefects, they would pick all the most popular boys. But popularity is not everything. A lot of people are popular because they are irresponsible. They don't care about anything! At least if the teachers pick the prefects, they're likely to be more responsible and more respected. As far as taking advantage is concerned, that's rubbish as well. Most of us help organize all the games and societies, we are responsible for checking the latecomers and general discipline outside the classroom, and we try to set the correct standards for dress, work and behavior. What else did he say? Oh yes, bullying and bribing! I only know of one prefect who took bribes, and he wasn't a prefect for long. It's only human nature to be less harsh on your friends, but most of us will set the same punishment for our friends as for anyone else, he thinks he's being bullied. Anyway, if he's so smart, what would he put in our place?

KARIUKI: That's easy! The answer is nothing! You're not needed. Things have changed, you know. Most of us realize that we should come to school on time. If some people are late, then let them be late and miss classes. That's their problem. As far as discipline is concerned, you don't make any difference. Most people are too busy to fight or wreck things. If things are stolen, it's not your problem anyway. That's the headmaster's job. As setting standards for dress, work and behaviour—who cares? People dress as best they can, they only work if they want to anyway, and if they don't behave, the rest of the class will soon stop any nonsense.

Teacher: Come on, lads! Let's get this game started...

Questions:

a) In not more than 60 words, summarize Kariuki's complaints about prefects.

CONSOLIDATION EXERCISES

SET ONE

Rewrite the following sentences as instructed in brackets without changing their meaning.

1. This hole is very small. The snake cannot enter it. (Use: ...too...for...to...)

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2. Bebe Cool is a musician. Jose Chameleon is equally a musician. (Begin: Both...)

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3. That jerrican is very full. Monica can't carry it. (Use: ...too...to...)

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4. My uncle likes blue shirts more than the red ones. (Use: ...prefer...)

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5. Kato is so old. Most village children respect Kato. (Use: ...such a...)

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6. Angie was very late. The teacher could not allow Angie to enter class. (Use: so...that...)

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7. Josephine writes letters to her auntie in London. (Change this statement into the present continuous tense)

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8. The lion is eating other animals. (Change this statement into the passive voice)

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9. This exercise is very difficult. This exercise is complicated. (**Begin: Not only...**)

.....
.....

10. Tom didn't go to the market. Jane equally didn't go to the market. (**Begin: Neither...**)

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.....

SET TWO

Complete the following sentences by putting a ring O around the correct alternative.

1. The teacher told us to avoid from lessons.
A. absence B. absentism C. absenteeism D. absentia
2. Most students have complained that Okoth is fond fighting.
A. with B. of C. at D. in
3. Recently, Okot was accused stealing his neighbour's goat.
A. On B. at C. of D. for
4. The driver was charged overloading his lorry.
C. with B. for C. of D. before
5. Catherine warned Angie to stopher dress.
A. dirtening B. dirtying C. dirtied D. dirtifying
6. The hungry boy ate his food.....
A. hurrying B. hurried C. in a hurry D. hurriedly
7. Most students are accustomed eating posho and beans.
A. for B. to C. in D. with
8. All the colours were arranged in her dress.
A. beautiful B. more beautiful C. beautifully D. most beautiful
9. This book is not only exciting very easy to follow.
A. also B. is also C. but D. but also
10. Musoke is not used out of the house on cold days.
A. to get B. getting C. to getting D. Go

SET THREE

Rewrite the following sentences as instructed in brackets without changing their meaning.

1. Kevin can clean the plates. Kevin can clean the compound. (Use: ...**either**...)

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2. Musisi sweeps our compound. (Change this statement into the present continuous tense)

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3. Musisi has swept our compound.(Change this statement into the past perfect tense correctly)

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4. Peter didn't clean the compound. Musa did not also clean the compound. (Begin: **Neither...**)

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5. He is heavier than me. (Use: ...**lighter**...)

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6. Andrew is riding a bicycle. (Change this statement into the passive voice)

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7. That tree is very tall. Okello cannot climb it. (Use: ...**too...to**...)

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8. Mike and Martin are in senior two, _____? (Add a question tag)

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9. Arrange those names from A-Z. (Use the word 'alphabetical')

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10. Musa is such a poor man that he can't build himself a house. (Use: ...so...that...)

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SET FOUR

Choose the most correct word from brackets that can complete the sentence correctly.

1. Matovu was excited because he bought a (bade, bed) for his son.
2. The mother wanted her children to enjoy their (slip, sleep).
3. Angella takes the boy out of the room and (closes, clauses) the door.
4. Wamala wanted his son to (fill, feel) the softness of the mattress.
5. Kavuma referred to his son as old..... (buoy, boy).
6. My (shut, shirt) is dirty.
7. My uncles like playing (dirts, darts) so much.
8. The teacher ordered the whole class to (sit, seat) down.
9. I heard bad news this afternoon, that my (ankle, uncle) is very sick in the hospital.
10. Some Americans have reached the(pick, peak) of Mt. Everest.

SET FIVE

Complete the following sentences by putting a ring O around the correct alternative.

1. When Jane's young sister fell in the hot porridge, she could not help.....
A. to cry B. crying C. to cried D. cried
2. Help me with the correct of the word 'radiator'.
A. pronounciation B. pronunciation C. pronouncietion D. pronouncement
3. The from Nairobi to Entebbe takes only forty minutes.
A. plight B. fly C. flight D. flown
4. Remember to write your work
A. . neat B. net C. nice D. neatly
5. Because of too much heat, the ball
A. bursted B. burst C. bursting D. burstied
6. The attending prayers at All Saints Church sung joyfully.
A. spectators B. choir C. crowd D. congregation
7. All Christians have a common and strongestthat Jesus will come back soon.
A. believe B. belief C. believing D. to believe
8. Yesterday, at the main hall, we watched a very movie.
A. horror B. Bad C. Worse D. horrific
9. All the senior one students are interested listening to cool music.
A. for B. to C. In D. At

10. My has flown to America for her holiday with the husband.
A. niece B. nice C. nick D. pen friend
11. She is.....a nice child that everyone admires her.
A very B so C. too D. such
12. It was still so early.....he could not let her out.
A. and B. but C. so D. that
13. Such an intelligent boy.....that he solves most of our problems.
A. he is B. is he C. he must be D. was he

SET SIX

1. The question was too difficult for the lower class to pass. (Rewrite using: so)
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2. The lower class could not answer the question because it was too difficult. (Begin: So...)
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3. It was very late. We decided to call off the game. (Rewrite using: so...that)
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4. Uganda is a beautiful country. Thousands of tourists visit it every year. (Rewrite:...such...)
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5. The weather was so good that they decided to go camping. (Begin: It was such...)
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6. Harriet is too humble to shout at anybody. (Rewrite using: that)
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7. Musoke is strong. He can lift that box. (Join the two sentences using: enough)
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8. I have bought some cooking oil. It will take us through the week. (Combine using: enough)
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9. The roll of cloth she bought could make five dresses. (Rewrite using: enough)
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10. The room is not big. It cannot accommodate all of us. (Rewrite using: enough)
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SET SEVEN

1. He allowed them to use his compound whenever they liked. (**Write his exact words.**)
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2. John did not know that I had been expelled from the university. (Use: **aware of**)
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3. It rained in the morning, so the manager didn't blame us for arriving late. (Use: **disapprove**)
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4. The president was surprised to find that many children did not go to school. (Begin: **Much to...**)
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5. I have to get some support. I want to join the university. (Combine using: **if**)
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6. Farmers should be encouraged to use organic manure. (Begin: **Every encouragement.....**)
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7. There have rarely been such heavy rains. (Begin: **Rarely.....**)
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8. The police arrested me because they thought I was a rioter. (Rewrite without using: **because**)
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9. It is surprising that the daughter abuses her mother. (Begin: **That.....**)
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10. I had never visited such a dry place. (Begin: **Never.....**)
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11. Our dear bishop has passed away. (Use: **occurred**)
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12. The refugees have returned back to their country. (**Rewrite correctly**)
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.....
13. "How many children have you helped this year?" he asked. (**Rewrite in reported speech**)
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14. Okot has not visited his village for two full years. (Rewrite ending:ago.)

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15. They complained that they were poorly fed. (Begin: **They complained of.....**)

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16. It was cold but she did not want a sweater. (Begin: **Cold.....**)

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17. He said that he was unable to pay. (Replace **unable** with **inability**)

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18. If you succeed, come back and thank me. (Begin: **Should.....**)

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19. I'm inspired by my father. (Use: **inspiration**)

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20. He called me. (Begin: **I.....**)

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SET EIGHT

1. It rained but we enjoyed the function. (Begin: **Though.....**)

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2. What is the departure time of the bus? (Use: **depart**)

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3. I'm not responsible for your lateness in any way. (Begin: **In no.....**)

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4. Tom is the tallest boy in school. (Use.....**as.....as.....**)

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5. That was the best meal I had ever had. (Begin: **Never.....**)

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6. "Will she manage to finish the course before December?" he asked. (Use **reported speech**)

7. He thanked me for winning the prize. (Use: **congratulated**)

8. The second picture was less appealing than the first. (Rewrite to end.....as the first)

9. It rained heavily in the morning but I went to work. (Begin: **in spite of.....**)

10. "What!" she exclaimed. "Is that possible?" (Rewrite **without quotation marks.**)

SET NINE

1. The work was done slowly. It was finished after the deadline. (Combine using.....**so....that....**)

2. Because she didn't want to be seen, she kept indoors. (Begin: **Not.....**)

3. Suzan is a very pretty girl. Everyone admires her. (Combine using: **such**)

4. The chef regretted that the food had got finished. (Rewrite: **"I.....," said the chef.**)

5. He remembered the meeting. He left to attend it. (Begin: **Remembering.....**)

6. Rita was very sad at losing her doll. She couldn't stop crying. (**Combine the two sentences.**)

7. We were shocked when Mary abused us. (Begin: **Mary's.....**)

8. She strongly supports the national team. (Rewrite using: **staunch**)

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9. The children don't have enough to eat. (Use.....**too**.....)

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10. Going to the gym is good, but it might be better to go to church. (Begin: **It might be better....**)

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11. She is a Tanzanian. She is light-skinned. She is twenty years old. (**Combine without repetition**)

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12. We realized what a good singer she is when she sang at the festival. (Begin: **It.....**)

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13. I did not pass. Nobody else passed either. (Join using: **neither**)

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14. It is sillier to escape. (Use: **foolish**)

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15. I would rather be beaten than be abused. (Use: **prefer**)

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SET TEN

1. Scarcely had I reached home when it started raining. (Use: as soon as)

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2. Immediately I entered the house, the telephone rang. (Begin: As soon....)

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3. No sooner does he wake up than he checks his phone for the missed calls. (Use:....as soon as....)

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4. The teacher had hardly left the room when the students started shouting. (Begin: As soon as.....)

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5. She had barely reached the main road when the bus arrived. (Rewrite using: as soon as)

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6. The bell went. The pupils immediately ran out of class. (Join using: as soon as)

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7. I went to bed. I dozed off right away. (Begin: As soon as....)

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8. My friend stopped the car the moment he saw me. (Begin: As soon....)

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9. My supervisor received my email. She got in touch with me immediately. (Join using: as soon as)

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10. The moment he realized that he had made a mistake, he apologized. (Rewrite using: as soon as)

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VOCABULARY

SYNONYMS

Synonyms are defined as words of like meaning, words having the same or nearly the same meaning.

<i>destroy</i>	demolish, devastate, wreck, raze, shatter, smash, reduce to rubble, ravage.	<i>Beautiful</i>	stunning, gorgeous, attractive, fine-looking, good-looking, striking, eye catching, startling, dazzling, spectacular
<i>Hide</i>	conceal, cover, veil, mask, cover up, put out of sight.	<i>Rigid</i>	inflexible, hard, durable, tough, unbreakable, firm, strong, intricate, difficult, complex, knotty
<i>clever</i>	bright, intelligent, smart, knowledgeable, brainy, witty, sharp	<i>Funny</i>	humorous, amusing, hilarious, comical, droll, side -splitting
<i>annoy</i>	irritate, bother, get on your nerves, aggravate, drive you mad, upset, exasperate, make you seethe, drive round the bend.	<i>Hot</i>	burning, blistering, scorching, searing, sizzling
<i>cold</i>	chilly, freezing, icy, frosty, arctic	<i>Boring</i>	uninteresting, jaded, unexciting, mind-numbing, droning, lackluster
<i>Love</i>	feel affection for, adore, be passionate about, worship, be devoted to, care for.	<i>Wicked</i>	evil, bad, wrong, depraved, sinful, evil, immoral, self-righteous
<i>ridiculous</i>	ludicrous,absurd, preposterous, silly, outrageous, bizarre, unreasonable	<i>Ashamed</i>	embarrassed, feeling guilty, feeling shame, mortified, humiliated
<i>Sad</i>	depressing, gloomy, miserable, cheerless heartbreaking, distressing, heartrending poignant, unhappy	<i>Calm</i>	tranquil, peaceful, quiet, still, cool, composed, unruffled, serene
<i>stubborn</i>	obstinate, immovable, inflexible,	<i>Strange</i>	odd, bizarre, outlandish,

	willful, mulish, obdurate, intractable.		eccentric, weird, extraordinary, out of the ordinary
<i>disappointed</i>	let down, dissatisfied, disenchanted, upset, saddened, thwarted, frustrated	<i>Doubt</i>	hesitation, uncertainty, misgiving, distrust, disbelief, qualm, suspicion
<i>Betray</i>	be disloyal, to give up, hand over, deceive	<i>Benefit</i>	advantage, profit, gain, do good to
<i>deceive</i>	mislead, trick, betray, take in, lie to, swindle, misinform	<i>Risk</i>	danger, jeopardy, peril, hazard, menace, threat
<i>obedience</i>	compliance, agreement, submission, respect, deference, conformity	<i>Trust</i>	faith, belief, hope, conviction, confidence, expectation, reliance, dependence
<i>believe</i>	consider, think, suppose, deem, judge, accept as true, trust	<i>Patient</i>	enduring, tolerant, unwearied, uncomplaining , long- suffering, serene
<i>grudge</i>	feeling of resentment, complaint, ill will, chip on your shoulder, bitterness, hold against, resent	<i>Truth</i>	fact, reality, certainty ,accuracy, genuineness precision exactness, legitimacy
<i>discover</i>	find out, learn, determine, notice, realize, ascertain, discern	<i>Provide</i>	give, offer, supply, make available, present, endow with, grant
<i>credulous</i>	gullible, naive, over trusting, unsuspecting, uncritical, too innocent	<i>enthusiastic</i>	excited, keen, eager, passionate, fervent, wholehearted, zealous
<i>Zeal</i>	enthusiasm, passion, fanaticism, fervor, eagerness	<i>prudence</i>	carefulness, care, caution, cautiousness, discretion, good sense, forethought
<i>Joy</i>	delight, happiness, pleasure, enjoyment, bliss, ecstasy, elation, joyfulness	<i>forgive</i>	pardon, excuse, let go of , exonerate
<i>redemption</i>	salvation, deliverance, release, emancipation, recovery, release	<i>justice</i>	fairness, impartiality, righteousness, evenhandedness,

			fair dealing, integrity, honesty
<i>Mercy</i>	compassion, pity, kindness, sympathy understanding, leniency	<i>please</i>	satisfy, gratify, give pleasure, to make happy, make somebody's day, thrill, entertain
<i>revenge</i>	vengeance, retribution, settling of scores, reprisal, payback	<i>reconcile</i>	settle, put to rights, bring together, square, reunite, resolve, merge, patch up
<i>jealous</i>	envious, green, green-eyed, covetous, resentful, desirous, invidious, protective.	<i>cunning</i>	slyness, wiliness, crafty, astuteness, sneakiness, shrewd, sly
<i>change</i>	alter, modify, vary, transform, revolutionize, adjust, amend, alteration	<i>imagine</i>	picture, envisage, envision, visualize, see in your mind's eye, make up, dream
<i>stressful</i>	demanding, taxing, worrying, traumatic, nerve-racking, hectic	<i>fashionable</i>	stylish, chic, smart, designer, up-to-the-minute, trendy
<i>outdated</i>	out-of-date, outmoded, obsolete, old-fashioned, archaic	<i>blunt</i>	dull, rounded, direct, frank, honest
<i>commitment</i>	promise, pledge, vow, obligation, assurance, binder, loyalty, dedication	<i>abscond</i>	run away, escape, break out, leave suddenly, make off, flee
<i>adventurous</i>	daring, bold, audacious, brave, risky, exploratory, courageous	<i>dull</i>	boring, uninteresting, tedious, unexciting, dreary
<i>exceed</i>	go beyond, surpass, go above, go over top, beat	<i>consequence</i>	result, effect, outcome, end result, upshot, corollary importance
<i>dismiss</i>	send away, allow to go, release, send home, give notice to, sack, fire	<i>contradict</i>	disagree with, say the opposite to, gainsay, oppose challenge, deny, cancel out
<i>astonishment</i>	surprise, wonder, bewilderment, shock, amazement	<i>exaggerate</i>	overstate, overstress, embroider, make a mountain out of a molehill, amplify, inflate
<i>extravagant</i>	profligate, spendthrift, overgenerous,	<i>hate</i>	abhorrence, detestation, odium,

	wasteful, overstated		extreme dislike, revulsion
<i>controversial</i>	contentious, notorious, divisive	<i>harass</i>	annoy, pester, bother, be a nuisance, pursue
<i>reckless</i>	irresponsible, wild, thoughtless, uncontrolled, inattentive, hasty, careless	<i>dilemma</i>	quandary, tight spot, predicament, problem
<i>ordinary</i>	normal, commonplace, usual, regular, everyday, average	<i>anonymous</i>	nameless, unnamed, unsigned, unspecified, unidentified, secret, mysterious, unknown
<i>celebrate</i>	rejoice, have fun, have a good time, party, make merry, commemorate, observe	<i>poor</i>	deprived, unfortunate, underprivileged, meagre, reduced, pitiable, broke
<i>consistent</i>	reliable, steady, dependable, unswerving, regular, constant	<i>disgruntled</i>	discontented, dissatisfied, unhappy, peeved, angry, displeased, irritated
<i>despise</i>	loathe, scorn, look down on, spurn, deride	<i>terrorize</i>	terrify, frighten, threaten, bully, scare, intimidate
<i>hopeful</i>	confident, expectant, optimistic, positive, promising	<i>hope</i>	expect, trust, anticipate, look forward to, optimism, anticipation
<i>Cry</i>	weep, sob, blubber, snivel, whimper, shed tears, howl	<i>hardly</i>	barely, only just, by a hair's breadth, almost not
<i>nevertheless</i>	yet, but, on the other hand, however, even so	<i>despite</i>	in spite of, regardless of, notwithstanding, in the face of, even with, although, even though
<i>brave</i>	courageous, valiant, heroic, bold, daring, plucky, fearless	<i>fight</i>	brawl, clash, scrap, wrestle, struggle, battle, come to blows, exchange blows
<i>sweet</i>	sugary, syrupy, lovable, cute, charming, engaging	<i>delicious</i>	tasty, appetizing, scrumptious, yummy, delectable, luscious, mouth-watering

ANTONYMS

These are words that have an opposite meaning from one another directly. They can also be known as 'opposites'.

Opposites/antonyms can be from nouns, adjectives, verbs or different gender.

Examples of Opposites

<i>Fortune</i>	Misfortune	<i>Beauty</i>	Ugliness
<i>dry</i>	Wet	<i>Strength</i>	Laziness
<i>Discipline</i>	Indiscipline	<i>Attack</i>	Defend
<i>Adult</i>	Child	<i>Master</i>	Servant
<i>Life</i>	Death	<i>Village</i>	Town
<i>Former</i>	Latter	<i>Empty</i>	Full
<i>Noise</i>	Quiet	<i>Merciful</i>	Merciless
<i>Fertile</i>	Infertile	<i>Please</i>	Annoy
<i>Success</i>	Failure	<i>Come</i>	Go
<i>Friend</i>	Enemy	<i>Kind</i>	Cruel
<i>Busy</i>	Idle	<i>Aware</i>	Unaware
<i>Big</i>	Small	<i>Absence</i>	Presence
<i>Affirmative</i>	Negative	<i>literate</i>	Illiterate
<i>Compulsory</i>	Optional	<i>Voluntary</i>	Obligatory
<i>Tall</i>	Short	<i>Buy</i>	Sell
<i>Contract</i>	Expand	<i>Start</i>	Finish
<i>Fresh</i>	Stale	<i>Friendly</i>	Hostile
<i>Familiar</i>	Strange	<i>Deep</i>	Shallow
<i>Possible</i>	Impossible	<i>Modern</i>	Ancient

HOMOPHONES

These are words which are pronounced in the same way but differ in their spellings and meaning.

Examples

Meat - The meat of a cow is veal.

Meet - We shall meet tomorrow.

Their - Their pens are lost.

There - I will go there tomorrow.

With the help of your teacher, study the following examples of homophones carefully.

air	—	heir	allowed	—	aloud
cent	—	scent/sent	bail	—	bale
been	—	bean	bare	—	bear
blew	—	blue	board	—	bored
buy	—	by/bye	break	—	brake
ceiling	—	sealing	cereal	—	serial
coarse	—	course	check	—	cheque
groan	—	grown	grate	—	great
hair	—	hare	heel	—	heal
hymn	—	him	hire	—	higher
heard	—	herd	hear	—	here
hole	—	whole	hour	—	our
knot	—	not	nose	—	knows
knew	—	new	idle	—	idol
lane	—	lain	dear	—	deer
fair	—	fare	find	—	finned
flee	—	flea	flew	—	flue
flour	—	flower	fowl	—	foul
missed	—	mist	none	—	nun
oar	—	ore	one	—	won
pail	—	pale	paws	—	pause
piece	—	peace	practice	—	practise
pray	—	prey	principal	—	principle

IDIOMS AND THEIR MEANING

This is a group of words whose meanings are different from the words used to construct them. The meanings are unique. There are formal and informal idioms in English. For examination purpose, use formal ones for sparks not informal or stale idioms. Use your dictionary to sort out formal idioms. Idioms make your composition rich and stylish.

Look at the list of idioms, their meaning and examples given below. Practise with them and research for more.

Idioms Relating to Ambition, Determination and Perseverance

A long row to hoe	This expression refers to a difficult task; assignment or undertaking that will take a long time. <i>"Getting through medical school is going to be a long row to hoe."</i>
An eager beaver	The term eager beaver refers to a person who is hard-working and enthusiastic, sometimes considered overzealous. <i>"The new accountant works all the time – first to arrive and last to leave – a real eager beaver!"</i>
At all costs	If you are determined to obtain or achieve something at all costs, you want it regardless of the expense, effort or sacrifice involved. <i>"The journalist was determined at all costs to get a report from the war zone."</i>
Avowed intent	When someone makes a public declaration of their objective or goal, this is their avowed intent. <i>"The avowed intent of the new government is to reduce unemployment."</i>
Beard the lion in his den	If you visit someone important in the place where they work, because you are determined to challenge him/her or obtain something, you beard the lion in his den.
Beyond one's wildest dreams	If something is beyond your wildest dreams, it is better than you imagined or hoped for. <i>"The research team received a grant from the government that was beyond their wildest dreams."</i>
Blood, sweat and tears	A project or action which involves blood, sweat and tears requires a lot of effort and hard work. <i>"His success wasn't due to luck; it was blood, sweat, and tears all the way."</i>
Buckle down	If you buckle down, you apply yourself with determination to

	<p>hard work and give it your full attention.</p> <p><i>"If you want to pass your exams, you'll have to buckle down and do some serious work."</i></p>
Dig in your heels	<p>If you dig in your heels, you refuse to do something, especially if someone is trying to convince you to do so.</p> <p><i>"My grandfather dug in his heels and refused to move to an apartment."</i></p>
Explore all avenues	<p>If you explore all avenues, you try out every possibility in order to obtain a result or find a solution.</p> <p><i>"We can't say it's impossible until we've explored all avenues."</i></p>
Fight tooth and nail	<p>If you fight tooth and nail for something, you fight with all your energy.</p> <p><i>"The Transport Minister fought tooth and nail to have the proposed road safety law accepted."</i></p>
Fly by the seat of your pants	<p>If you fly by the seat of your pants, you do something without knowledge or experience using only your instinct and hoping that you will succeed.</p> <p><i>"Without any formal training, he decided to fly by the seat of his pants and try his luck in New York."</i></p>
Go into overdrive	<p>To say that someone or something goes into overdrive, they begin to work very hard or start to perform intensely.</p> <p><i>"At the start of every new collection, my imagination goes into overdrive."</i></p>
Go the extra mile	<p>If you go the extra mile, you do more than is expected of you.</p> <p><i>"You can count on Tom; he's always willing to go the extra mile."</i></p>
Go to great lengths	<p>When trying to achieve something, if you go to great lengths, you do everything that is possible in order to succeed.</p> <p><i>"The two parties went to great lengths to reach an agreement."</i></p>
Going places	<p>To say that someone is going places means that they show talent and ability that will no doubt lead to a successful future.</p> <p><i>"Even at college it was obvious that Paul was going places."</i></p>
Hang in there	<p>This expression is used to encourage someone to persevere and not give up in spite of the difficult circumstances.</p> <p><i>"I know the atmosphere is very tense, but just hang in there and eventually things will calm down."</i></p>
Hang on by your fingernails	<p>When you hang on by your finger nails, you succeed in continuing to do something in a very difficult situation.</p> <p><i>"The restaurant is losing more and more customers; the owner is just"</i></p>

	<i>hanging on by his fingernails."</i>
Have a bee in one's bonnet	A person who has a bee in their bonnet has an idea which constantly occupies their thoughts. <i>"She's got a bee in her bonnet about moving to New York."</i>
Have one's heart set on something	Someone who has their heart set on something want it very much. <i>"From an early age Tiger had his heart set on becoming a golfer."</i>
Have something on the brain	If you have something on the brain, you think or talk about it constantly. <i>"Stop talking about golf. You've got golf on the brain!"</i>
Hell-bent on something	If you are hell-bent on doing something, you are recklessly determined to do it, even if it's dangerous or stupid. <i>"Although he is still weak, he's hell-bent on playing the match."</i>
Hitch one's wagon to a star	Someone who hitches their wagon to a star has great ambitions and is very determined to reach their goal. <i>"At an early age she decided to hitch her wagon to a star and become rich and famous."</i>
Keep your nose to the grindstone	A person who keeps his nose to the grindstone is someone who concentrates on working hard at his job.
Kill two birds with one stone	If you kill two birds with one stone, you succeed in doing two things at the same time. <i>"By studying on the train on the way home every week-end, Clare kills two birds with one stone."</i>
Make hay while the sun shines	This expression is used as an encouragement to take advantage of a good situation which may not last. <i>"Successful sportsmen are advised to make hay while the sun shines."</i>
Make headway	If you make headway, you make progress in what you are trying to achieve. <i>"Investigators have made little headway in their search for the causes of the catastrophe."</i>
Mean business	If someone means business, they are serious about what they announce. <i>"The boss says that in future any missing material will be reported to the police, and he looks as though he means business."</i>
Never say die	this expression is used to encourage someone to persevere in their efforts and not give up or abandon their project. <i>"Keep going. It's too soon to give up. Never say a die!"</i>
Not for (all) the	If you say that you would not do something for (all) the world,

world	<p>you mean that you would never do it, no matter what you were offered.</p> <p><i>"I would not leave in that building for that building."</i></p>
Paddle your own canoe	<p>If you paddle your own canoe, you do what you want to do without help or interference from anyone.</p> <p><i>"He decided to paddle his own canoe and set up his own company."</i></p>
Pester power	<p>This expression refers to the power children exert over their parents by continually nagging or pestering them until they accept to buy advertised toys or fashionable products. "Pester power leads busy parents to buy more and more for their children."</p>
Pound the pavement	<p>Someone who pounds the pavement walks the streets or goes from company to company, usually in search of employment. You also pound the pavement in an effort to raise funds or gain support for a cause.</p> <p><i>"Charlie is out there pounding the pavement since he lost his job."</i></p>
Pull out all the stops	<p>If you pull out all the stops, you do everything you can to make something successful.</p> <p><i>"We'll have to pull out all the stops to get the store ready for the opening day."</i></p>
Punch above one's weight	<p>If you punch above your weight, you try to perform at a level that is considered to be beyond your ability.</p> <p><i>"She submitted her idea for the "invention of the year" award, knowing that she was punching above her weight."</i></p>
Raise/lower your sights	<p>If you raise/lower your sights, you raise or lower your expectations, or you are more or less ambitious.</p> <p><i>"He had to lower his sights and accept a less well-paid job than what he had hoped for."</i></p>
Reach for the moon	<p>If you reach for the moon, you are very ambitious and try to achieve something even if it is difficult.</p> <p><i>"His parents were hardworking people who encouraged their children to reach for the moon."</i></p>
Sink one's teeth into something	<p>If you sink your teeth into something, you do it with a lot of energy and enthusiasm.</p> <p><i>"When Julie got promoted, she immediately sank her teeth into her new job."</i></p>

ENGLISH PROVERBS AND SAYINGS

A proverb is a short well-known expression that states a general truth or gives advice.

A saying is a well-known expression, or remark often made, also known as a proverb.

PROVERB	MEANING
A bad tree does not yield good apples.	A bad parent does not raise good children.
A bad workman blames his tools.	Blaming the tools for bad workmanship is an excuse for lack of skill.
A beggar cannot be bankrupt.	People who keep on borrowing/begging will always have something to eat.
A bird in hand is worth two in the bush.	It's better to keep what you have than to risk losing it by searching for something better.
A broken friendship may be soldered but will never be sound.	Friendships can be rebuilt after a dispute but will never be as strong as before.
A burden of one's own choice is not felt.	Something difficult seems easier when it is done voluntarily.
A burnt child dreads the fire.	A bad experience will make people stay away from certain things.
A cat has nine lives.	Cats can survive many accidents because they land on their feet without injury.
A chain is no stronger than its weakest link.	The strength of a group depends on each individual member.
A change is as good as a rest.	A change in routine is often as refreshing as a break or a holiday.
A chick that will turn into a cock can be spotted the very day it hatches.	A successful leader is seen from its youth.
A cloudy sky does not always cry rain.	There is nothing so obvious.
A dry March, a wet April and a cool may fill barn and cellar and bring much hay.	Harvest predictions according to the weather.
A fault confessed is half redressed.	Confession is the beginning of forgiveness.

A fish in water that thinks every object in water is its friend shall end up in the frying pan.	People who believe in everything will always fall into problems/hardships.
A flower blooms more than once.	If you miss an occasion, you can avail of it at another time.
A fly that has no one to advise will always follow the corpse to the grave.	A person who has no one to advise will always make hasty decisions that will bring/lead him into trouble.
A fool and his money are soon (easily) parted.	A foolish person usually spends money carelessly.
A fool at forty is a fool forever.	If a person hasn't matured by the age of forty, they never will.
A friend in need is a friend indeed.	Someone who helps you when you are in trouble is a real friend.
A friend to all is a friend to none.	Someone who is a friend to everyone makes none of them feel special.
A friend's eye is a good mirror.	A real friend will tell you the truth.
A good beginning makes a good end.	If a task is carefully planned, there's a better chance that it will be done well.
A good conscience is a soft pillow.	You sleep well when you have nothing to feel guilty about.
A good example is the best sermon.	Giving an example is better than giving advice.
A guilty conscience needs no accuser.	If someone has done something wrong, you will see it from their looks
A lizard that fell from the high tree without breaking its tail said it would praise itself if no one did.	A person should always be proud of himself/herself after performing heavy duty/task.
A loaded wagon makes no noise.	The really wealthy don't talk about their money.
A loveless life is a living death.	Someone not in love is emotionally insensitive
A man can die but once.	There is usually no second chance to life
A man is as old as he feels himself to be.	Everyone is free to say their nage
A man is known by the company he keeps.	A person's character is judged by the type of people with whom they spend their time.
A man with a small anus should	A person with little energy/ability/wisdom should not

never swallow a big seed.	start a big task because he/she will fail to finish or accomplish it.
A monkey in silk is a monkey no less.	No matter how someone dresses, it's the same person underneath.
A new broom sweeps clean.	A newly-appointed person makes changes energetically.
A person in need is a slave indeed.	When someone lacks something, he/she will always be mistreated.
A problem shared is a problem halved.	It will be easier to deal with a problem if you discuss it with someone.
A rising tide lifts all boats.	Describes something that will be helpful to all.
A rolling stone gathers no moss.	If a person keeps moving from place to place, they gain neither friends nor possessions. By moving often, one avoids being tied down.
A rotten apple spoils the barrel.	A dishonest or immoral person can have a bad influence on a group.
A smooth sea never made a skilled mariner.	Overcoming adversity leads to competence.
A stitch in time saves nine.	It's better to deal with a problem at an early stage to prevent it from getting worse.
A stumble may prevent a fall.	Correcting a small mistake may help you to avoid making a bigger one.
A stupid antelope danced itself lame (broke her leg) before the main event.	Always do everything at the right time.
A stupid lizard spoilt its mother's funeral by giving a long speech.	Always present brief speeches that don't bore your listeners.
A swallow does not make the summer.	One good event does not mean that everything is alright.
A toad does not fly/jump at daytime for nothing.	When you see people moving up and down, they have their own problems they are trying to solve.
A tree is known by its fruit.	A man is judged by his actions.
A watched pot never boils.	If you wait anxiously for something, it seems to take a long time.
A young idler, an old beggar.	If you don't work while you are young, you won't have any money when you are old.

A young man who rises to leadership is always a target of jealousy from his equals.	The peers are always jealousy for those who succeed within them.
Absence makes the heart grow fonder.	When you are away from someone you love, you love them even more.
Accidents will happen.	Some unfortunate events must be accepted as inevitable.
Actions speak louder than words.	What a person actually does is more important than what they say they will do.
Advice is cheap.	It doesn't cost anything to offer advice.
Advice is least heeded when most needed.	When a problem is serious, people often do not follow the advice given.
Advisers run no risks.	It's easier to give advice than to act.
After dinner rest a while, after supper walk a mile.	Rest and exercise are good for one's health
All cats are grey in the dark.	People are undistinguished until they have made a name.
All days are short to industry and long to idleness.	Time goes by slowly when you have nothing to do.
All good things come to those who wait.	Patience brings rewards.
All is fair in love and war.	Things that are done in love or war can often be excused.
All lizards lie on their bellies so we cannot tell which one is suffering from bellyache.	All human beings look the same but we can't tell what is in their hearts.
All that glitters is not gold.	Appearances can be deceptive.
All things are difficult before they are easy.	With practice, things become easier.
All things grow with time-except grief.	As time goes by, grief subsides little by little.
All work and no play make jack a dull boy.	Everybody needs a certain amount of relaxation. It is not good to work all the time.
All's well that ends well.	There is a solution to everything even though there are doubts.
An apple a day keeps the doctor away.	Eating an apple a day can help to keep you healthy. A small preventive treatment wards off a serious

	problem.
An empty purse frightens away friends.	When one's financial situation deteriorates, friends tend to disappear.
An enemy is better than a friend for he makes you alert.	Problems make you to think of how to solve them.
An idle mind is a devil's workshop.	Someone who is not always occupied with any task may think of bad habits.
An idle mind is the devil's workshop.	An idler will always think of many bad things
An onion a day keeps everyone away.	A humoristic version of 'an apple a day...'
An ounce of prevention is worth a pound of cure.	It is easier to prevent something from happening than to repair the damage or cure the disease later.
Anger is one thing made better by delay.	When you are angry, it is best not to speak or act immediately.
Any time means no time.	If the date of an event remains vague, it will never happen.
Appearance is different from reality.	Someone's outlook is not what is in his or her heart.
April flowers bring May flowers.	Something bad or unpleasant today may bring good things in the future.
As you make your bed you must lie upon it.	You should choose carefully the person you marry.
As you sow, so shall you reap.	You have to accept the consequences of your actions.
Ask me no questions, I'll tell you no lies.	There are subjects I would rather not discuss.
Bad news travels fast.	People tend to circulate bad news (accidents, illness) very quickly.
Bad news travels faster than good news.	People usually spread rumours more than the truth.
Be swift to hear, slow to speak.	Listen carefully before speaking.
Beauty is in the eyes of the beholder.	Different people have different tastes.
Beauty is only skin deep.	A person's character is more important than their appearance.
Better be alone than in bad company.	Be careful in the choice of the people you associate with.

Better be the head of a dog than the tail of a lion.	It's better to be the leader of a small group than a subordinate in a bigger one.
Better flatter a fool than fight him.	It's better to avoid disputes with stupid people.
Better late than never.	It is better to do something, even if it's late, than not do it at all.
Better lose the saddle than the horse.	It's better to stop and accept a small loss, rather than continue and risk losing everything.
Better safe than sorry.	It's better to be too careful than to be careless and regret it later.
Better the devil you know than the Angel you don't know.	It's better to deal with somebody difficult but familiar, than change and risk dealing with somebody worse.
Better to drink the milk than to eat the cow.	Be careful not to destroy the source of your income or welfare.
Better untaught than ill-taught.	It's better not to be taught at all than to be taught badly.
Beware of Greeks bearing gifts.	Don't trust your enemies.
Birds of a feather flock together.	People of the same sort are usually found together.
Blood is thicker than water.	Family relationships are stronger than relationships with other people.
Blood will out.	A person's background or education will eventually show.
Boys will be boys.	Boys, and sometimes men, behave in a childish way from time to time.
Calm waters never produce experienced sailors.	If someone has never had hardships/problems, he/she will never have experience of solving those problems.
Charity begins at home.	A person's first duty is to help and care for his own family.
Children and fools tell the truth.	It is not difficult to tell the truth from a child or a fool
Cleanliness is next to godliness.	A clean body is just as important as a pure soul.
Clear moon, frost soon.	If the atmosphere is clear, frost may form.
Clothes don't make the man.	Appearances can be deceiving.
Constant occupation prevents temptation.	When you work you avoid temptation.
Crime doesn't pay.	Criminals do not benefit from their actions.
Dead men tell no tales.	A dead person cannot cause difficulties by revealing something that it would be preferable to conceal.

Defeat should never be a source of discouragement but rather a fresh stimulus.	We should always try to perform failed duties.
Delay is not denial.	Showing a lot of patience in a task is not refusal.
Diamond cuts no diamond.	Refers to two people equally matched in wit or cunning.
Diligence is the mother of good fortune.	Hard work brings rewards.
Discretion is the better part of valour.	It is useless to take unnecessary risks.
Diseases of the soul are more dangerous than those of the body.	It is good to live a blameless life
Distance makes the heart grow fonder.	When you are separated from the person you love, your feelings are even stronger.
Dogs of the same street bark alike.	People from the same background have the same behaviour.
Don't bark if you can't bite.	Don't complain if you can't enforce your point of view.
Don't count your chickens before they are hatched.	You must not be too confident that something will be successful.
Don't dig your grave with your own knife and fork.	Don't do something yourself which causes your downfall.
Don't judge a book by its cover.	Don't judge by appearances.
Don't talk boils when the leper is around.	Don't talk of people's bad habits in public.
Early to bed and early to rise makes a man healthy, wealthy and wise.	Warns against going to sleep late and encourages waking up early
Easier said than done.	What is suggested sounds easy but it is more difficult to actually do it.
Easy come, easy go.	Money obtained without difficulty is easily spent or lost.
Elbow grease is the best polish.	Hard work gives the best results.
Employment brings enjoyment.	Work pays off and brings happiness.
Empty vessels make the loudest noise.	The least intelligent people are often the most talkative or noisy.
Every ass likes to hear himself	People like to listen to themselves talking.

bray.	
Every cloud has a silver lining.	There is a positive or hopeful side to every unpleasant situation.
Every man for himself.	You sometimes think of your own interests before the interests of others.
Every man has a price.	Everyone's loyalty can be bought for a price.
Every man is the architect of his own fortune.	Life is what you make it.
Every path has its puddle.	Progress is rarely without difficulties.
Every rose has its thorn.	Every good thing has an unpleasant side.
Every why has a wherefore.	There is an explanation for everything.
Everything in the garden is rosy.	Everything is satisfactory.
Experience is the father of wisdom.	Experience and knowledge result in better judgement.
Facts speak louder than words.	People show what they are really like by what they do, rather than by what they say.
Failure teaches success.	When someone fails to do a specific task he/she will always struggle to succeed.
Failure teaches success.	It is always good to keep trying
False friends are worse than open enemies.	Avoid people who simply pretend to be friendly
Familiarity breeds contempt.	Knowing somebody very well may lead to a lack of respect for them.
Fine words butter no parsnips.	No amount of talking can replace action.
First come, first served.	The first person in the queue will be attended to first.
First things first.	You should start with the most important duties or concerns.
Follow the river, you will find the sea.	One's smooth way of living leads to success.
Fool me once, shame on you; fool me twice, shame on me.	One should learn from one's mistakes.
Fools learn the hard way.	Stupid people always suffer.
Fools rush in where angels fear to tread.	Inexperienced people act in situations that more intelligent people would avoid.
Forward ever, backward never.	We should always aim higher at success.
Friendship is love with understanding.	A true friend understands

Gardens are not made by sitting in the shade.	Nothing is achieved without effort.
Give someone an inch and they will take a mile (or yard).	Give someone a little and they will want more – some people are never satisfied.
Give someone enough rope and they will hang themselves.	Give someone enough time and freedom and they will get into trouble.
Good accounting makes good friends.	You will keep your friends if you avoid disputes over money.
Good and quickly seldom meet.	A well-done job takes time.
Good management is better than good income.	There is no income without good management
Good should always give way to better.	We should always strive to do the best.
Great minds think alike.	Said when you express the same opinion as another person at the same time.
Great oaks grow from little acorns.	Large successful operations can begin in a small way.
Grief divided is made lighter.	If you share your grief it is easier to bear.
Half a loaf is better than none.	You should be grateful for something, even if it's not as much as you wanted.
Haste makes waste.	If something is done too quickly, it may be done carelessly and need to be redone.
Hatred is as blind as love.	A person who feels hatred does not see any qualities in the person she/he hates.

GLOSSARY OF TERMS

The following glossary of terms used in this book is to act as a mini dictionary whereby the learners and teachers can easily and quickly seek for immediate help while using this text. Therefore, consult it whenever possible and necessary- READ ON, THE LIST IS SUFFICIENT, LET'S GO!!!

A

abstract : Something existing in thought or as an idea but not having a physical reality. **Examples** of abstract nouns are; happiness, love, death, laziness, kindness.

anxiety : The state of feeling worried that something bad is going to happen. **Example:** That boy

showed a lot of anxiety.

appalling : Extremely shocking or bad condition. **Example:** Some families live in appalling poverty, they can't afford food.

arouse : To make someone very active and feel like doing something. **Example:** The teacher aroused us to do a test.

autobiography : The story of a person's life written by that specific person. **Example:** My grandfather wrote interesting autobiographies.

autograph : A famous person's signature especially when others ask him/her to write it for them. **Example:** Can I get your autograph Mr Chinua Achebe?

awful : Something very bad and unpleasant. **Example:** Improve on your handwriting, it is awful.

B

bachelor : A man who has never been married. The opposite of spinster.

bail : The money someone agrees to pay if the accused person does not turn up in court. **Example:** The police released him in a cash bail of 2,000,000 shillings only.

biography : The story of a person's life written by another person.

bioscience : The science connected with the study of humans, animals and plants.

blunt : Without a sharp edge or point. **Example:** That knife is blunt it can't cut.

C

calabash : A container locally made from the hard covering of a fruit or

vegetable. Calabashes can be made from gourds. **Example:** He gave me water in a calabash.

canoe : A light narrow boat that someone moves along in water with a paddle. **Example:** My uncle goes to fish in water with a canoe.

cautious : Being very careful about what you say or do especially to avoid causing danger or making mistakes. **Example:** You should be cautious when joking with your friends.

charter : Written statement of principles and aims of an organisation. It acts as the constitution or set of laws for that organisation. **Example:** Our association has got a charter (that is a set of laws governing it).

chatter : To make a series of short high sounds like a monkey does. **Example:** A monkey chatters.

cheerful : Having a feeling of happiness. **Example:** When Jane passed in division one, she was cheerful.

cheetah : A wild animal with black spots of the cat family that runs very fast.

clause : A group of words that includes a subject and a verb and forms a sentence or part of a sentence.

➤ Reference on if clauses.

coal : A hard black mineral that is found below the ground and burnt to

produce heat. **Example:** Angello put more coal on the fire.

coarse : Of skin or cloth that is very rough. **Example:** Your skin is very coarse.

combat : To stop something bad or unpleasant from happening or getting worse. It can also mean to fight against an enemy.

comedian : A person who makes other people laugh by telling jokes or funny stories as a form of entertainment. **Example:** Kato is a comedian because people laugh at his jokes.

commander-in-chief : An officer who commands all the armed forces of a country or all its forces in a particular area. **Example:** President Museveni is the commander-in-chief of Uganda Peoples' Defence Forces(UPDF).

concrete : Something based on facts, not on ideas or guesses.

➤ **Reference** made to concrete nouns.

consonant; : A speech sound that is produced by completely or partly stopping the flow of air being breathed out through the mouth. Letters of alphabet that represent consonant sounds are; b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

critic: : A person who expresses opinions about the good and the bad

qualities of books, music, and many other issues.

➤ In our debates, he gathers mistakes made by the speakers and later corrects them.

D

dare : To be brave enough to do something. To persuade someone to do something very dangerous to show that they are not afraid. **Example:** Dare fight me, I will kill you.

deer : An animal with long legs that eats grass, leaves and can run fast. Most male deer have horns shaped like branches. Deer can be divided into; fallow deer, red deer, rein deer, roe deer, doe, fawn, and others.

deity : A god or goddess. **Example:** The Greek/Roman/Hindu deities. The deity (singular) - God.

density : The thickness of a solid, liquid or gas measured by its mass per unit of volume.

digital : A system by clocks, watches or any other machines showing information by using figures, rather than with human hands that point to figures.

drill : A way of learning something by the means of repeated exercises. **Example:** In this book, we have

provided learners with a lot of drills/exercises.

E

eel: A long thin sea or fresh water fish that looks like a snake. Some eels are used for food.

envelope : A flat paper container that is used for sending in letters. Remember to write the receiver's address on top of the envelope.

exception : A thing that does not follow a specific rule.

F

famous : Being well known or talked about by many people for doing good things. **Example:** Shakespeare is famous for his plays.

festival : A day or period of year when people stop working to celebrate the specific event. **Example:** People are in Christmas festival.

flood : A large amount of water covering an area that is usually dry. **Example:** Heavy rains cause a lot of floods.

flute : A musical instrument of the wood-wind group shaped like a thin pipe that the player holds sideways and blows across a hole at one end.

forbid : To order someone not to do something or to order that something must not be done.

fortress : A building or a place that has been made stronger and protected against any attack.

foul : Dirty and smelling bad. Of language that is very offensive/obscene.

G

gang : An organised group of criminals. **Example:** A gang of thieves/robbers.

geese : Large birds like ducks with very long necks.

genuine : Being sincere, honest and that can be trusted. **Example:** Kato is a genuine boy.

glitter : To shine brightly with little flashes of light like gold or diamond- to sparkle.

gold smith : A person who makes, repairs or sells articles that are made of gold. **Example:** King Hiero called a goldsmith to make for him a golden crown.

H

herdsman : A man or person who looks after cattle. **Example:** We bought milk from the herdsman.

hermit : A person who usually for religious reasons lives a very simple life, alone and does not meet or talk to anybody.

honorary : A position/job in an organisation that is not usually paid for. **Example:** The president is not paid whenever he visits Makerere University.

hymn : A song sung by Christians praising God during time of worship.

I

impromptu speech : A speech done/made/presented without preparations or any earlier planning.

K

kangaroo : A large Australian animal with a strong tail and back legs that moves by jumping. The female carries its young in a pouch attached to its stomach.

keen : Wanting to do something or wanting something to happen very much.

knot : Tying two ends of a string/rope together.

L

legendary : People or things talked about a lot or mentioned in ancient times, creating a lot of admiration.

locusts : Large insects that live in hot countries and fly in large groups destroying crops and plants in an area.

M

mass : A large amount of substance that does not have a definite shape.

menace : A person/thing that is more likely to cause trouble, problems or danger.

monk : A member of a religious group of men who stay at the monastery, does not marry or have personal possessions.

N

nappies : Pieces of soft cloth or other thick material that are folded around the baby's bottom and between its legs to absorb and hold waste.

nominative : The form of a noun, pronoun or an adjective when it is the subject of a verb.

notorious : Being well known for doing bad acts. **Example:** Osama Bin Laden was a notorious terrorist.

nun : A member of a religious community of women who promise to serve God all their lives and often live together in a convent.

O

ocean : The mass of salt water that covers most of the earth's surface. The ocean is divided into; Antarctic, Arctic, Atlantic, Indian and Pacific.

ostrich : A very large African bird with a long neck and long legs that cannot fly but can run very fast.

P

paragraph : A group of sentences dealing with a single subject.

paws : The act of an animal to scratch or touch something repeatedly with its paw.

pedal : To ride a bicycle somewhere. Or- A flat bar in a bicycle or car that you press down in order to make other parts move.

puzzle : A game that you have to think carefully in order to answer it or do it. **Example:** A crossword puzzle.

python : A large tropical snake that kills animals for food by winding its long body around them and then crushing them.

Q

quiz : A competition or game in which people try to answer questions to test their knowledge in general matters.

R

reflexive : A form of a word that suggests that the action of a verb affects the person who performs the action.
Example: itself, himself, herself.

revenge : Something you do in order to make somebody suffer because they have made you to also suffer.

rhinoceros : A large heavy animal with very thick skin and either one or two horns on its nose that lives in Africa and Asia.

S

salutation : Something you say to welcome or say hello to somebody. The action of welcoming or saying hello to somebody. Also the words that are used in a letter to address the person you are writing to. **Example:** Dear Sir...

scorpion : A small creature like an insect with eight legs , two front claws (that is curved and pointed arms) and a long tail that curves over its back and can give a poisonous sting. They live in hot areas.

signature : Your name as you usually write at the end of the letter in small letters. Or a particular quality of

signing your name different from others.

spinster : A woman who is not married and is unlikely to get married when she is of age.

spy : A person who tries to get secret information about another country, organisation or person especially somebody who is employed by the government or the police.

stunning : Extremely attractive or impressive or very beautiful.

swigged : To take a quick drink of something especially alcohol. **Example:** They swigged a lot of beer from the bottles on round tables.

T

terror : A feeling of extreme fear that makes you so afraid.

tourist : A person who is travelling or visiting a place for pleasure. **Example:** Most tourists have visited our national game parks.

trail : A long line or series of marks that are left by somebody/something. Or- A track or sign or smell that is left by someone or something and it can be followed especially in hunting.

triumph : A great success, achievement or victory over someone/something. An excellent

example of how successful something can be.

V

vacancy : A job that is available for somebody to do. **Example:** teaching, cooking or guarding vacancies.

volume : The amount of space that an object or substance fills. Also the amount of space that a container has.

vowel : A speech sound in which the mouth is open and the tongue is not touching the top of the mouth or teeth. Vowel letters are; a, e, i, o, u.

W

waiter : A person whose job is to serve customers at their tables in a bar/restaurant. This should be a man.

waitress : A woman whose work is to serve customers at their tables in a bar or restaurant.

Y

yacht : A large sailing boat with an engine and a place of sleep on board, used for pleasure trips and racing.

Z

zeal : Great energy or enthusiasm connected with something that you feel strongly about. **Example:** An academic zeal of passing in division one.

