

UNIT I

COORDINATION AND SUBORDINATION

In English, there are words that are used to express connection or link between words or ideas. These words that are used to express these connections are called **conjunctions**. Conjunctions are divided into three, namely coordinating conjunction, correlatives and subordinating conjunctions. The art of using coordinators to express the connection between words, phrases, clauses, etc is called **coordination** whereas the process of linking ideas (main clause and subordinate clause) using subordinating conjunctions is called **subordination**. In this unit, we will look at how to coordinate and subordinate ideas or items in English. We will again look at some examples of the subordinators and coordinators. We will also take a look at the correlatives.

What is coordination?

In coordination, two or more sentences, clauses words or other parts of speech which are of the same or equal level or syntactic meaning are joined together. This is done to give equal emphasis to a pair of main clauses. Words that are used to join two sentences, main clauses or other parts of speech which are of the same level are called **coordinating conjunctions**. On the other hand, the items that are connected to each other by a coordinator are called **conjoins**. Let us consider this sentence: The family got closer to their God (for) they were so weak. In this sentence, the underlined clauses are conjoins. Also, the underlined items are of equal level because all of them are independent clauses which can stand on their own and make meaning. Therefore, the item that is found in the bracket, *for* is called coordinating conjunction or coordinator. When coordinating conjunctions are used to join two clauses or simple sentences, the type of sentence formed is called **compound sentence**. The coordinating conjunctions are *for, and, nor, but, or, yet* and *so*. To remember these coordinating conjunctions, the mnemonic **FANBOYS** is used:

F..... stands for *for*

A..... stands for *and*

N..... stands for *nor*

B..... stands for *but*

O..... stands for *or*

Y..... stands for *yet*

S..... stands for *so*

HOW TO USE FANBOYS

1. For

“For” is used when an action is the cause of another or because of another action. For example: I went home **for** it was becoming late. In this sentence, the message that is conveyed is that the speaker went home because it was getting late. Therefore, the speaker’s reason for going home was triggered by the fact that it was getting late.

Another example in the use of “for” as a conjunction is found in this sentence – The family got closer to their God **for** they were weak. In the light of the above, it could be seen that the family got closer to their God because they were weak.

2. And

“And” is used to show an addition to an idea or item. For example: This batch of students are good (and) respectful. In this sentence, the conjunction which is used is giving us another idea about the students. What it means is that not only are the students good but they are also respectful. Another example is found in the sentence: I love my wife **and** do everything for her. The speaker in this instance presents two ideas: one of them is, he loves his wife and the other is he does everything for her. To join this two ideas together, there is the need to use “and”. Another example is ‘my father built a house **and** also bought a car’.

3. Nor

This is used to show that an idea or a person is also not. It could be used in the following ways:

- Neither the principal **nor** the dean was aware of the case.

This means that both the principal and the dean are not aware of what happened.

- Ama does not like to swim **nor** does she enjoy riding a car.

In this sentence also Ama does not like both swimming and riding of a car.

4. But

But is used to show contrary situations or views or ideas. This is exemplified in the following sentences:

- We wanted to go to the beach **but** it rained.

This sentence means that the expectation of the speakers to go to the beach was not fulfilled, the contrary happened because it rained.

- Ama wanted to go to a boarding school **but** she was given a day school to attend. In this sentence, Ama's intention to go to a boarding school did not come to pass. Instead, she was given a day school to attend.

5. Or

This is used to express a choice or alternative. Examples could be found below:

- Would you prefer palm fruits soup **or** groundnut soup?
- Mamouna will call me **or** come to my house.

6. Yet

"Yet" has similar meaning with "but" so they can replace each other. Therefore, in the sentences below the speaker can either use (**yet**) or (**but**) to express the same idea.

- Akwesi loves Ama **but/yet** they cannot get married.
- He talks loosely **yet/but** he is an elder of a church.

7. So

This means 'as result'. In the following sentences "so" has been used to express an idea or opinion.

- The lecture has begun **so** come to school quickly.
- I will not marry you **so** don't waste your resources on me.

- It is dangerous to fall into the hands of God **so** worship him well.

Exercises on coordinating conjunctions

The following exercises will help you gain greater understanding about how coordinating conjunctions work. Choose the best answer to complete each sentence.

- Would you rather have cheese _____ bologna on your sandwich?

For

Nor

Or

So

Answer: 3. Would you rather have cheese **or** bologna on your sandwich?

- His two favourite sports are football _____ tennis.

Or

And

Nor

For

Answer: 2. His two favourite sports are football **and** tennis.

- I wanted to go to the beach, _____ Mary refused.

But

Or

So

For

Answer: 1. I wanted to go to the beach, **but** Mary refused.

- I am allergic to cats, _____ I have three of them.

Or

For

Yet

So

Answer: 3. I am allergic to cats, **yet** I have three of them.

- I am a vegetarian, _____ I don't eat any meat.

So

Yet

Nor

But

Answer: 1. I am a vegetarian, **so** I don't eat any meat.

Correlative conjunctions

Some of the correlatives in English are as follows:

If..... then.

Not, only..... but.

More/less..... than.

Whether..... .or

Either.....or

Neither.....nor.

No sooner..... than.

Hardlywhen.

Both..... and.

Examples of usage:

1. No sooner had the robbers left than the police arrived.
2. Neither the table nor the chair is in good shape.
3. Whether it rains or not we shall go to the farm.
4. Not only did I know him but he was (also) a good friend.

What is subordination?

In subordination, ideas, phrases and clauses which are not equal syntactically are connected together by the use of subordinating conjunctions. Subordinating conjunctions are also used to join an independent and complete clause with a dependent clause that relies on the main clause for meaning and relevance. The dependent clause cannot stand on its own and make meaning and often it does not make sense without reference to the main clause. There are many subordinating conjunctions in English but the common ones are shown below.

The subordinating conjunction that is simplest to explain is because. Because is a conjunction with just one purpose: to show a cause-and-effect relationship between a subordinate clause and a main clause. On its own, a clause beginning with because is incomplete.

Examples of the use of subordinating conjunctions

- Because he wouldn't stop talking.

We have the sense that there is something missing here. Let's add an independent clause so this statement has something to lean on.

- Robin wasn't allowed into the lecture hall any longer.

Now we will combine the two in a complex sentence. When it is done the new sentence reads as:

- Robin wasn't allowed into the lecture hall any longer because he wouldn't stop talking.

In this sentence, "Robin wasn't allowed into the lecture hall any longer" is an independent clause. It could stand on its own as a complete sentence. A clause that shows a causal relationship such as "because he wouldn't stop talking" (answering the question "Why?" or "For what purpose?") is often referred to as a clause of purpose.

Other subordinating conjunctions that can show cause-and-effect relationships and function in the same way are *for, as, since, therefore, hence, as a result, consequently, though, due to, provided that, because of, unless, as a result of, and so/so that*. Subordinating conjunctions can signal relationships of *Time* or *Place*. When it does, it shows a relationship between two clauses involving a transition of time or place. Some examples of such subordinating conjunctions are *once, while, when, whenever, where, wherever, before, and after*.

Comma Placement and Subordinating Conjunctions

Subordinating conjunctions that fall in the middle of a sentence are generally not preceded by a comma. When a subordinate clause begins a sentence, however, the whole clause (but not the subordinating conjunction itself) is followed by a comma. Example is shown below:

- Whenever students are writing exams, they become apprehensive.

Examples of subordinating conjunctions

- Till
- After
- Although
- As
- As soon as
- Because
- Before
- By the time
- Even if
- Even though
- Every time
- If
- In case
- How that
- Provided
- Once
- Since
- Only if
- Though
- Unless
- Until
- When
- Whenever
- Whereas
- While

Types of subordinating conjunctions

A clause is a group of words containing a subject and a verb. There are two major clauses in English. These are the main or independent clause and the subordinate or dependent clause.

Example

I saw the teacher who was teaching.

In the sentence above, “I saw the teacher” can stand on its own and make meaning. This clause is referred to as independent or main clause. The remaining part of the sentence which is “who was teaching”, is a subordinate or dependent clause because it cannot stand on its own and make meaning. It however becomes meaningful by depending on the main clause or independent clause.

A subordinate clause can act as a noun, an adjective or an adverb in a sentence, in terms of function. There are three types of subordinating clauses. These include noun or nominal clause, adverb clause and adjective clause.

Nominal or noun clause

When a subordinate clause acts as a noun in a sentence, it is called a noun clause. It commonly begins with words such as *that*, *what*, *whatever*, *who*, *whom* and *whatever*. Nominal clause acts as a noun in a sentence.

Examples

- Whatever we study informs us (noun as subject).
- What you eat improves your health (noun as a subject).
- I eat whatever is cooked (noun as an object).

More examples

1. What he told me is the plain truth.
2. That my father will come today is certain.
3. I will never forget what you told me.
4. I understand what you are saying.
5. The books are what you see on the table.
6. They did not accept the fact, that I won the award.

Adjectival clause

A subordinate clause which acts as an adjective in a sentence is called an adjectival clause. Like an adjective, it modifies a noun or pronoun in a sentence. Adjectival clauses are usually introduced by subordinating conjunctions. Examples are below:

1. This is the place where the girls were kidnapped.
2. This is the reason why we don't allow taxis in the yard.
3. The thief entered the house at a time when on one was around.

Relative clause

Relative clauses also function as adjectives by qualifying or modifying their antecedent nouns. They usually begin with the relative pronouns: *that*, *who*, *whom*, *whose* and *which*

Examples

- I saw the child who was crying. It modifies the noun, **child**.
- He hates the people who waste time. It modifies the noun, **people**.
- I read books which are interesting. It modifies **books**.

More examples

1. The man who came here is a pilot.
2. The oranges that I bought are so nice.
3. The vice president is a man whom everybody likes.
4. The woman whose daughter won the award is very happy.
5. I killed the dog which bit my sister.

Adverb clause

The subordinate clause which acts as an adverb in a sentence is called an adverb clause. Like an adverb, it modifies a verb, an adjective clause or another adverb in a sentence. Adverb clause normally modifies the verb in the main clause. It normally uses subordinating conjunctions such as

- When, whenever, since, before, after, while, as, by the time and as soon as (these indicate the time that the action is performed).

- Because, since, now that, as long as, so that (these indicate cause and effect of something).
- Although, even, whereas, while and though (these indicate contrast)
- If, unless, only if, whether or not, provided or provided that, in case and even if (they indicate condition).

Examples

- Call me when you need my help (it modifies the verb in the main clause, **call**).
- Unless you avoid her, you will be killed (it modifies the verb in the main clause, **will be killed**).

Purpose clause

Purpose clause is used when one wants to state the purpose of an action in the independent clause. The commonest type of the purpose clause is “to infinitive clause”

Example

Victoria went to the printing press to bind her papers. In this clause the purpose is expressed in the use of the infinitive “to”. However, in formal writing, words like “in order to” and “so as to” are used.

Example

- I. Victoria went to the printing press in order to bind her papers.
- II. Vic went to the printing press so as to bind her papers.

Purpose clause can also be introduced with “so that”. When it uses “so that”, it normally has modal in the clause.

Examples

- I. Mr Mensah adjusted the projector (so that) the students **would** be able to see the pictures very well. In this sentence, the modal, “would” is used in the second clause.
- II. The lecturer finished his lecture ten minutes early (so that) the students **could** celebrate their SRC week. In this sentence, the modal “could” is used in second clause.

NOTE

The difference between the use of “so” and “so that” is that the use of “so that” means that the action is deliberately done by someone in order to achieve specific results. Other ways through which purpose clause can be expressed are through the use of words such as:

- With a view to
- With the intention of
- With the aim/objective of
- For the purpose of

NOTE

It must be noted that any time one uses any of the phrases above, the verb should be in the continuous form.as shown below:

- The students went to college of education **with the view of acquiring** certificate in teaching.
- They dated for several years **for the purpose of getting** married in future.
- She sent her to school **with the intention of helping** her acquire knowledge.
- The funeral rites for the late king were suspended **with the aim/objective of settling** all chieftaincy disputes in the community.

Reason clause

Reason clauses explain why something happens. These clauses are introduced by the conjunctions:

- Because
- As
- Since

Examples

- I. **As** Abena wanted to speak good English, she took active part in phonetic lessons organised by the lecturer.
- II. Nkansah joined the phonetic class **because** he wanted to speak good English.

NOTE

“So” cannot be used in sentences that begin with “since”, and “as or because”. For example:

Since he was interested in movies so that David joined the drama group. This sentence is ungrammatical. Reason clauses can also begin with “because of” and “on account of”.

Examples

- I. We were unable to publish the exam results of students **on account of** the exam leakage.
- II. We were unable to publish the results of students **because of** the exam leakage.

Results clause

When an individual wants to indicate the result of an action or situation, result clause can be used. Results clause is introduced by conjunctions such as “so”, “that” and “such”.

Examples

- I. The lecture was boring (so) some of the students began to move out of the hall.
- II. Peter had problems with the study of Mathematics (so) his parents gave her extra tuition.
- III. There were so many books on the subject (that) Cindy didn’t know which of them to read.
- IV. There was (such) a lot of materials to cover that Yaw found it difficult to keep up with his studies.

We can also use “therefore”, “thus”, “in consequence”, “consequently”, “for this” or “that reason”.

Examples

- I. The government increased the duty on poultry products. (As a result), there was a fall in demand.
- II. The government increased the duty on wine, (resulting) in a fall in demand.

Exercise

Choose the correct conjunctions to fill the space in each sentence

1. Kwame changed his subject from Maths to Science-----improving his job prospect.
A. with the view to
B. in order that
C. on account of
D. so that

Explanation

Kwame purposely changed his subject so this sentence has a purpose clause, the word following the gap is improving. There is a list of words that could be used to fill the gap but the only phrase in the alternative above is **with the view to**.

2. The tutor arranged for some tutorials with the students-----give them more opportunities to ask more questions.
A. so that
B. with the result that
C. in order that
D. so as to

Explanation

This sentence has purpose clause. The answer cannot be “so that”, “with the view to”, “with the intention of”, “with the aim of” and “for the purpose of” because “give” is not in -ing form.

3. The door to the classroom was broken down-----the students could not stay in it for long.
A. So as to
B. So
C. Because
D. So that

Explanation

This sentence has a result clause. The answer cannot be so that because the door cannot purposely decide to break down.

4. -----Abena has a very good foundation in English, she has little difficulty in passing the examination
- A. On the account of
 - B. Because
 - C. So
 - D. So that

Explanation

This sentence has a reason clause. The answer cannot be “on account of” because if it does, it must be followed by a noun phrase, not a clause. It would have been correct if the sentence had read: on account of Abena’s good foundation in English, she had little difficulty in passing the examination. Abena’s very good foundation in English is a noun phrase. The sentence could also have read as “on account of Abena having a very good grade.....”

Manner clause

This clause answers the question how. Manner clause describes how something happens or is done. It helps the reader to gain greater understanding or insight into how the action is performed. Conjunctions that are used in manner clause are:

- As
- As if
- As though
- As
- Like

Examples

- I. Obedient students come to school on time as the teacher tells them to.

In this instance, the question that can be asked is “how do obedient students come to class?”

The answer is as the teacher tells them to.

- II. He behaved as if nothing had taken place.

- III. He cried as though he were a baby.

IV. Our lecturer asked us to answer the questions as carefully as possible.

NOTE:

- The conjunctions, “as if” and “as though” have the same meaning.
- The –ing form of the verb is not used for making a manner clause. Instead, a prepositional phrase which is formed with “by/without + the –ing” is used.

Examples

- I. He began his speech by telling a story.
- II. She entered the room without making noise.
- III. She looked as though she was in pain.
- IV. Ama walked past as if she hadn’t seen me.
- V. They talked to me like I was not their friend.

Clause of place

This type of clause tells something about where the action happens or takes place. They are begun with conjunctions such as:

- Wherever
- Where
- Everywhere

Examples

- I. Wherever I go, people like me.
- II. Most of the students know where I live.
- III. We met good students everywhere we went.

Clause of time

Clause of time indicates when an action takes place or is performed. Some of the conjunctions that begin this type of clause are:

- When
- Whenever
- Before
- After
- As

- While
- Until
- As soon as
- Since

Examples

- I. I stopped praying when I saw my teacher.
- II. The students get excited whenever they see their English teacher.
- III. I travelled abroad before school reopened.
- IV. The couple retired to bed after the movie had ended.
- V. Mr Mensah washed the dishes while his wife cooked the evening's meal.
- VI. I will attend to my students as soon as they stop talking.
- VII. The female students haven't stopped complaining since they arrived on this campus.
- VIII. I will not forgive you until you marry me.
- IX. I watched the farmers as they labour in vain.

Clause of concession

A concessive clause or clause of concession is usually introduced by subordinating conjunctions such as:

- Though
- Although
- Even if
- Even though

In this clause, there is an admission or concession about certain facts in spite of what is expressed in the main clause.

Examples

- I. Although I do not like eating gari and beans, I do not hate it.
- II. We got married, though we faced a lot of opposition.
- III. Even if you fail, the world has not come to an end.
- IV. Though he reads a lot of books, he is shallow minded.

EXERCISES

Choose the correct connectors to complete the following clauses of contrast, purpose and reason.

1. -----she was under a lot of pressure, she never complained.
A. Despite
B. Although
2. He was very talented. -----, he was very lazy and lacked ambition.
A. however
B. despite
3. They won the match -----not having their star player.
A. despite
B. even though
4. We arrived earlier -----we could sit in the first row.
A. So that
B. That
5. She is very good. -----, she is not the best.
A. even though
B. however
6. ----- his age, he did a very good job.
A. Despite/in spite of
B. However
7. ----- she is very good, she is not the best.
A. Even though
B. Despite/ in spite
8. We will continue working hard -----to reach a solution.
A. so as/in order

B. so that

9. He had to deactivate his Facebook account -----of the constant threats.

A. because

B. despite

10. We could attend the conference-----the fact that we didn't have invitations.

A. although

B. in spite of

C. however

11. Thomas can be very annoying sometimes. ----- he is very loyal to his friends.

A. However

B. Although

C. In spite of

12. I didn't say anything ----- upset him.

A. so as not to

B. for not to

C. to not

13. -----I was tired, I decided to stay home.

A. Due to

B. Since

14. He survived ----- being shot three times in the chest.

A. although

B. however

C. despite

15----- being deaf, he's an extraordinary musician.

A. Despite/ in spite of

B. Due to

C. Because

15. The school was closed ----- the floods.

A. due to

B. in spite of

16. He didn't say anything so ----- not to draw too much attention.

A. as

B. in order

C. that

17. His wife remains loyal ----- of his well-known infidelities.

A. despite/in spite

B. although

18. -----he earns a lot of money, he never spends it on unnecessary things.

A. Although

B. Despite

C. However

19. He married her ----- of her money.

A. due to

B. in spite

C. because

20. She worked very hard ----- win the Olympic gold medal.

A. in order to

B. so that

In each of the following sentences, a conjunction is highlighted. State whether it is a coordinator or a subordinator.

1. The proposal could not have been considered further **unless** it had been signed by all the members back in May.

- A. Coordinator
- B. Subordinator

2. Last year we visited Venice **and** Pisa.

- A. Coordinator
- B. Subordinator

3. Have there been any developments **since** we last met?

- A. Coordinator
- B. Subordinator

4. Conversation used to be entertainment, **whereas** now it's a means of exchanging information.

- A. Coordinator
- B. Subordinator

5. Meg will drink red **or** white wine.

- A. Coordinator
- B. Subordinator

6. I find it very difficult to forgive, **although** I do eventually.

- A. Coordinator
- B. Subordinator

7. Karen's definitely coming **but** I don't think Pete can make it.

- A. Coordinator
- B. Subordinator

Choose the best answer to complete each sentence.

2. Would you rather have cheese _____ bologna on your sandwich?

- A. for
- B. nor
- C. or
- D. so

3. His two favourite sports are football _____ tennis.

- A. or
- B. and
- C. nor
- D. for

4. I wanted to go to the beach, _____ Mary refused.

- A. but
- B. or
- C. so
- D. for

5. I am allergic to cats, _____ I have three of them.

- A. or
- B. for
- C. yet
- D. so

6. I am a vegetarian, _____ I don't eat any meat.

- A. so
- B. yet
- C. nor
- D. but

7. Thomas will be late to work, _____ he has a dental appointment.
- A. but
 - B. or
 - C. for
 - D. nor
8. Jennifer does not like to swim, _____ does she enjoy cycling.
- A. and
 - B. or
 - C. but
 - D. nor
9. Jackson wanted to eat another piece of cake, _____ he was on a diet.
- A. for
 - B. but
 - C. yet

UNIT 2

SENTENCE

Mood

You would think of “mood” as a feeling such as someone becoming annoyed and also you may know that “mood” is the prevailing emotions in a piece of writing. In literature, mood sets the scene of the story. What then is mood in grammar?

Mood which is also known as mode refers to the quality or form of a verb in a sentence.

Mood brings about the form of a verb in a sentence so that the intention of the writer or the speaker would be clearer. In grammar, there are declarative, imperative, exclamatory and interrogative moods.

a) Declarative mood

A sentence with declarative mood makes a statement or an assertion. This mood does not ask questions, make commands and make statement with emotions. This type of mood ends with a period or full stop (.).

*Look at these sentences below:

- I like sleeping.
- Yesterday, I slept throughout the day.
- If I don't go to school, I will fail my exams.

*Observe the following sentences:

- Can you tell me?
- What a goal!

Now, find out which of the sentences above are in declarative mood and which of them are not. The first three sentences are declarative because they end with a period or full stop. However, sentences 4 and 5 above are not in declarative mood because the 4th one ends in a question mark whereas the 5th one ends in an exclamation mark (!).

NOTE

- A sentence that expresses declarative mood always has a subject and a predicate.
Example is: My wife is beautiful. In this sentence the underlined portion constitutes the subject whereas the remaining part is the predicate.
- The subject can be simple with a noun phrase or it can be a compound subject.
Compound subjects are made up of more than one simple subject combined with a conjunction such as “and”, “or” and “but”.
- Sentence with declarative mood can either be negative or positive.

Examples

- I. My father is a good man (positive).
- II. The guys smoke marijuana (negative).
- III. My father is not a good man (negative).
- IV. The guys do not smoke marijuana (positive).

b) Imperative mood

In English grammar, an imperative mood is the form of the verb that makes a direct command or gives orders. It normally does not have perceived subject, though all the other parts of the sentence are present. The imperative mood has an implied 'you' as the subject. It does not have subject preceding it. The imperative mood may end in a full stop or an exclamation depending on the mood of the one issuing the command.

Examples

- I. Call the boy.
- II. Go home.
- III. Watch the television
- IV. Come here!

From these imperative moods above, it can be seen that all of them do not have subjects preceding them. Instead, they have the implied 'you'. Therefore, from the moods above, the speakers are saying:

- I. [You] call the boy.
- II. [You] watch the television.
- III. [You] go home.
- IV. [You] come here.

c) Exclamatory mood

A sentence that carries exclamatory mood makes a statement with strong emotions or excitement. It usually has an exclamation mark (!) at the end of the sentence. To be able to use exclamation correctly, there are rules that are followed. These are:

Rule I

In using exclamation, if the noun is plural, the word that is used is "what" not "how".

Examples

- I. What exceptional children these are!**correct**
- II. How exceptional children these are !.....**incorrect**
- III. What an exceptional child this is !.....**correct**

Rule II

When punctuating an exclamatory sentence, the exclamation mark is placed at the end of the sentence. It is not placed in the middle of the sentence.

Examples

I. Fantastic, all the students passed the English paper!...**correct**

II. Fantastic! all the students passed the English paper.....**incorrect**

Exclamatory Words

Exclamatory words are words that generate a strong emotional response. Here is a list of common ones:

- Wow!
- Brilliant!
- Awesome!
- Ouch!
- Amazing!
- Bravo!
- Fantastic!
- Tremendous!
- Sheesh!
- Gosh!
- Magnificent!
- Unbelievable!

Exclamatory words that can stand alone as a sentence while expressing emotions or reactions are called interjections. Interjections don't require a subject or verb to express a thought. However, they can be inserted in a sentence by using commas.

Examples

Exclamatory Sentence: Wow that was a thrilling ride!

Exclamatory Sentence: Brilliant, you solved the puzzle!

Exclamatory Sentence: Awesome, you got the job!

Exclamatory Sentence: Ouch, that really hurts!

Exclamatory Sentence: I don't know what you feel but, sheesh, I think the food was too expensive!

Exercise

The following sentences are all examples of exclamations. See if you can determine the emotion expressed in each:

- d) Exclamatory Sentence: No, you did not have permission to stay out this late!
- e) Exclamatory Sentence: I can't figure this out!
- f) Exclamatory Sentence: Our team won the championship!
- g) Exclamatory Sentence: I don't know what happened here!
- h) Exclamatory Sentence: I simply adore you!
- i) Exclamatory Sentence: I just won the lottery!
- j) Exclamatory Sentence: My life will never be the same without you!
- k) Exclamatory Sentence: Oh, I didn't see you come in!

Did you find the emotion easy to determine? Here are the emotions the writer had in mind...

- Exclamatory Sentence: No, you did not have permission to stay out this late! (anger)
- Exclamatory Sentence: I can't figure this out! (Frustration)
- Exclamatory Sentence: Our team won the championship! (happiness)
- Exclamatory Sentence: I don't know what happened here! (confusion)
- Exclamatory Sentence: I simply adore you! (love)
- Exclamatory Sentence: I just won the lottery! (elation)
- Exclamatory Sentence: My life will never be the same without you! (sorrow)
- Exclamatory Sentence: Oh, I didn't see you come in! (Surprise)

d) Interrogative mood

Sentences that ask a question are called interrogative sentences. They're easy to spot – they always end with a question mark (?). But it's not quite as simple as that. All interrogative sentences are not the same.

Types of Interrogative sentences

- Yes/No interrogatives

- Alternative interrogatives.
- Wh-interrogatives
- Tag questions.

Yes/no interrogatives

Yes/no interrogatives are questions that can be answered with a yes or a no response

Examples of yes/no interrogative sentences:

- Mister, can you spare a dime?
- Did you take your vitamin this morning?
- Do you have your homework ready?
- Are you ready to go?
- Did you go to the game Friday night?

For each of the above questions, the answer will be either a yes or no answer.

Alternative interrogatives

Alternative interrogatives are questions that provide for two or more alternative answers. In this sentence, one is required to make a choice. Examples of alternative interrogative sentences:

- Would you prefer chocolate or vanilla ice cream?
- Should I call or email you?
- Do you want coffee, tea, or soda?

Wh-interrogatives

Wh-interrogative sentences begin with a wh-word and call for an open-ended answer. A yes or no answer isn't appropriate for these questions, nor does the question provide alternative answers. The answer can be a simple response or complex explanation. Examples of wh-interrogative sentences:

- What are you doing?
- Where do you live?

- Who is playing in the Super Bowl?
- What is the meaning of this?
- Which songs do you like best?

Tag questions

Tag questions are questions attached or tagged onto the ending of a declarative statement. They transform a declarative sentence into an interrogative sentence. Examples:

- You live in the city, don't you?
- We need to get going now, don't we?
- There's a game on today, isn't there?
- You're coming to the party, aren't you?

Sometimes, interrogative sentences are actually declarative sentences that have a question mark at the end. If you ask this type of question, the last syllable of the final word in the sentence is spoken with a rising intonation. Here are a few examples:

- The bus has already left?
- The Saints won the Super Bowl?
- It's snowing in Florida?
- You've lost fifteen pounds already?

The Subject of Interrogative Sentences

The subject of interrogative sentences may not be obvious. Typically, you can spot them right after the verb. But there's a way to make the subject easier to spot. Simply rewrite the question into a statement and then the subject is then easy to find. Here are some examples below. First you'll find an interrogative sentence and immediately following, is the declarative form of the sentence with the subject underlined.

- Did you clean up your room? You cleaned up your room.
- Has Jack come to visit? Jack has come to visit.
- Is this Jill's wallet? This is Jill's wallet.

Interrogative sentences are the most simple to identify. They always ask a question or request information. Simply look for the question mark at the end and you'll have no problem finding or understanding the function of interrogative sentences.

Exercises

Identify the type of sentence of mood expressed in the following sentences. State whether it is

- Declarative
- Imperative
- Interrogative
- Exclamatory

1. How well she sings!
2. What is your name?
3. Did I say anything to make you angry?
4. What is your name?
5. Who told you this?
6. She is a successful writer.
7. It is raining cats and dogs.
8. I want to become a writer.
9. She does not eat meat or fish.
10. Go at once.
11. Bring me that file.
12. My mother makes delicious cookies.
13. Get lost.
14. Fetch me a glass of water.
15. Please be seated.
16. Sit down.

17. She writes with her left hand.
18. What a tragedy!
19. How beautiful she is!
20. I have two sisters.
21. How ridiculous this is!
22. I have lost my way.
23. Will the teacher be late?
24. He scored a goal.
25. I completed my college application essay.
26. Read this book now.
27. The trip was exciting!
28. Who graduated at the top of a class?
29. Shut the door.
30. What a cute dog!
31. Peanut is better than jam.
32. Brush your teeth.

English Sentence Structure

The following statements are true about sentences in English:

- A new sentence begins with a capital letter. An example is: He obtained his degree.
- A sentence ends with punctuation (a period, a question mark, or an exclamation point). Example: He obtained his degree.
- A sentence contains a subject that is only given once. Example: He obtained his degree.
- A sentence contains a verb or a verb phrase. Example: He obtained his degree.
- A sentence follows Subject + Verb + Object word order. Example:
He (subject) obtained (verb) his degree (object).

- A sentence must have a complete idea that stands alone. This is also called an independent clause. Example: He obtained his degree.

Structural types of sentence

a) Simple Sentences

A simple sentence contains a subject and a verb, and it may also have an object and modifiers. However, it contains only one independent clause.

Examples

- I. She read.
- II. She completed her literature review.
- III. He organized his sources by theme.
- IV. They studied APA rules for many hours.

More examples

1. Jesus wept bitterly.
2. Jojo slapped the saucy girl.
3. The handsome tall boy kicked the ball into the net of the indomitable lions.

b) Compound Sentences

A compound sentence contains at least two independent clauses. These two independent clauses can be combined with a comma and a coordinating conjunction or with a semicolon.

Examples

- I. She completed her literature review, and she created her reference list.
- II. He organized his sources by theme; then, he updated his reference list.
- III. They studied APA rules for many hours, but they realized there was still much to learn.

More examples

1. Suzi insulted me and I beat her.
2. A shall teach Mathematics or join the ICT department.

3. Agyeman is handsome but his twin brother is ugly.

c) Complex Sentences

A complex sentence contains at least one independent clause and at least one dependent clause. Dependent clauses can refer to the subject (who, which) the sequence/time (since, while), or the causal elements (because, if) of the independent clause.

If a sentence begins with a dependent clause, note the comma after this clause. If, on the other hand, the sentence begins with an independent clause, there is not a comma separating the two clauses.

Examples:

Although she completed her literature review, she still needed to work on her methods section.

Note the comma in this sentence because it begins with a dependent clause.

- I. Because he organized his sources by theme, it was easier for his readers to follow.

Note the comma in this sentence because it begins with a dependent clause.

- II. They studied APA rules for many hours as they were so interesting.

Note that there is no comma in this sentence because it begins with an independent clause.

More examples

1. The bus had left before we arrived at the station.
2. We shall learn about nouns if the English teacher comes.
3. Until he pays the money, the police will not release him.

d) Compound-Complex Sentences

Sentence types can also be combined. A compound-complex sentence contains at least two independent clauses and at least one dependent clause. Examples are:

- III. She completed her literature review, but she still needs to work on her methods section even though she finished her methods course last semester.

- IV. Although he organized his sources by theme, he decided to arrange them chronologically, and he carefully followed the MEAL plan for organization.
- V. With pizza and soda at hand, they studied APA rules for many hours, and they decided that writing in APA made sense because it was clear, concise, and objective.

More examples

1. The pastor preached a beautiful sermon, but nobody listened because everybody loves the world.
2. Life in Europe is very difficult, but people are able to cope because they have to get their daily bread.
3. People say that money has wings but I don't think it is true.
- 4.

Exercises

Read the following sentences and state whether they are simple, compound, complex or compound complex

1. The girl looked at her brother and smiled.

Simple

Complex

Compound

2. Janet went to the library to borrow some books.

Simple

Complex

Compound

3. The water was so cold that we could not swim in it.

Simple

Complex

Compound

4. The little girl started crying when she couldn't find her toy.

Simple

Complex
Compound

5. I live in a large city.

Simple
Complex
Compound

6. As soon as the bell rang, the children rushed out.

Simple
Complex
Compound

7. We saw a film which was based on the life of Nelson Mandela.

Simple
Complex
Compound

8. His crude remarks offended me.

Simple
Complex
Compound

9. Jane and Alice had their dinner and went for a walk.

Simple
Complex
Compound

10. The boys and the girls were shouting loudly.

Simple
Complex
Compound

11. The customers were happy because they got what they wanted.

Simple

Complex

Compound

12. The meeting was held in a room near the library.

Simple

Complex

Compound

Answers

1. The girl looked at her brother and smiled. (Compound sentence)
2. Janet went to the library to borrow some books. (Simple sentence)
3. The water was so cold that we could not swim in it. (Complex sentence)
4. The little girl started crying when she couldn't find her toy. (Complex sentence)
5. I live in a large city. (Simple sentence)
6. As soon as the bell rang, the children rushed out. (Complex sentence)
7. We saw a film which was based on the life of Nelson Mandela. (Complex sentence)
8. His crude remarks offended me. (Simple sentence)
9. Jane and Alice had their dinner and went for a walk. (Compound sentence)
10. The boys and the girls were shouting loudly. (Simple sentence)
11. The customers were happy and went home because they got what they wanted.
(Compound Complex sentence)
12. The meeting was held in a room near the library. (Simple sentence)

Basic sentence pattern

Abbreviations for important components in a sentence

Subject (S) Verb (V) Object (O) Complement (C) Adverbial (A). There are basically five sentence patterns in English Grammar. They are

SV Subject + Verb

SVO Subject + Verb + Object

SVOO Subject + Verb + Object + Object

SVC Subject + Verb + Complement

SVOC Subject + Verb + Object + Complement

Note: Adjunct or Adverbial could be added to all these five patterns.

Subject Verb Object Examples - (SVO)

S+V+O

1. I / finished / the work
2. I / like / puppies
3. David / scolded / the boy
4. We / received / the parcel
5. She / sings / a song
6. They / did / a lot of work
7. He / resembles / her father
8. Many students / witnessed / the play
9. The police / arrested / the thief
10. I / want / one of these books
11. I / love / England
12. Peter / secured / admission
13. A huntsman / pursued / a wild animal
14. Many critics / criticised / the play
15. My mother / is teaching / French

Subject Verb Adverbial Examples - (SVA)

S+V+A

1. He / came / to the party
2. They / came / suddenly
3. It / is going / away
4. The train / arrived / late
5. They / will come / later
6. It / rained / last night
7. She / worked / in a second-hand bookshop
8. They / went / to the market
9. He / reads / slowly

10. The noise / faded / away

Subject Verb Complement Examples - (SVC)

S+V+C

1. They / are / players
2. Her father / is / a doctor
3. I / am / an Indian
4. The class / became / noisy
5. Her eyes / are / beautiful
6. Mother Teresa / is / India's gift to the world
7. The leaves / turn / yellow
8. Her dreams / have come / true
9. They / worked / hard
10. The tea / is getting / cold
11. It / was / a very pleasant talk

Adverbial Subject Verb Examples - (ASV)

A+S+V

1. Soon / we / wake up
2. Nicely / he / replied
3. Fondly / she / asked
4. Yesterday / I / came
5. Tomorrow / she / leaves

Subject Verb Object Complement Examples - (SVOC)

S+V+O+C

1. They / made / him / captain
2. They / named / him / Robert
3. They / elected / him / president
4. They / elected / him / speaker
5. They / made / him / the Mayor
6. They / made / David / Chairman of the Rotary club
7. The news / made / his name / popular
8. She / made / him / happy
9. She / learnt / music / last year
10. She / got / her shoes / wet
11. She / recognised / him / as a genius
12. He / panted / the wall / white
13. England / declared / me / a Jew
14. He / made / his son / a doctor

Subject Verb Object Object Examples - (SVOO)

S+V+O+O

1. We / wish / you / happy New Year
2. The principal / gave / him / the medal
3. He / gave / her / a watch
4. She / sold / him / her house
5. Paul / gave / his wife / a gift
6. The Headmaster / showed / her / the result
7. He / sent / us / some foreign stamps
8. The doctor / gave / her / medicine
9. Sarah / sent / Paul / a gift
10. She / offered / me / a firm hand shake
11. They / sold / him / pictures

Subject Verb Object Complement Adverbial Examples - (SVOCA)

S+V+O+C+A

1. She / made / her views / clear / at the outset
2. The company / appointed / him / clerk / last week
3. They / named / their baby / Sarah / in the church
4. They / took / the child / unconscious / to the hospital
5. She / made / his intentions / clear / now
6. She / had made / his life / a success / long back
7. I / lost / my purse / with money / in the bus
8. The governor / has sworn / him / chief minister / yesterday

Subject Verb Object Adverbial Examples - (SVOA)

S+V+O+A

1. The boy / kicks / the ball / with force
2. She / made / a new dress / yesterday
3. The kidnapper / locked / the child / in a lonely house
4. He / threw / the chair / out
5. She / invited / the guests / to get in
6. They / played / the match / in broad daylight
7. The thieves / broke open / the lockers / in the bank
8. I / shall meet / you / at the railway station
9. You / will understand / the truth / one day
10. She / lost / her father / last week
11. She / shot / the tiger / at once
12. You / will understand / the truth / one day
13. He / wrote / a letter / from Paris
14. They / want / money / immediately
15. He / got / his shoes / wet
16. They / had / their lunch / in the late hours
17. He / felt / a hand / on his shoulder

Subject –Verb- Object -Adverbial -Adverbial Examples - (SVOAA)

S+V+O+A+A

1. I / met / Sarah / at the theatre / yesterday
2. He / practised / pistol shooting / in the firing range / in London
3. Everyone / relished / the dinner / in the hotel / yesterday
4. She / enjoyed / the music recital immensely / yesterday
5. They / pushed / the bus / from behind / to make it move
6. I / will close / the shop / early / today
7. The rider / brought / the news / typed / at night
8. He / left / the book / on the table / at once

Subject- Verb- Complement - Adverbial Examples - (SVCA)

S+V+C+A

1. The child / fell / asleep / soon
2. You / seem / tired / to day
3. It / is / dark / everywhere
4. She / became / wise / thereafter
5. They / reached / home / late
6. The train / left / the station / on time
7. She / got / well / soon
8. He / became / popular / at once
9. I / am / a programmer / in this company
10. She / acts / well / at all times
11. My father / is / an engineer / in India
12. He / got / well / slowly
13. I / am / the principal / here
14. Dr. Davids / is / famous / in his locality
15. David / is / a doctor / at Paris
16. She / was made / the Mayor / last week
17. Mr. Obama / was elected / the President / last month

Adverbial Subject Verb Object Examples - (ASVO)

A+S+V+O

1. Every day, / she / was / late
2. In broad daylight, / she / fell / unconscious
3. Often, / Akbar / got / mad
4. This year, / she / is / the captain
5. During day time, / he / is / an honest man

Adverbial Subject Verb Indirect Object Direct Object Examples - (ASVOO)

A+S+V+O+O

1. Last night, / She / gave / him / food
2. Last week, / he / gave / his son / new shirts
3. Every day, / she / teaches / them / science
4. Everywhere, / people / gave / the President / a welcome
5. During lunch, / I / served / him / ice-cream

Adverbial Subject Verb Object Complement Adverbial Examples - (ASVOCA)

A+S+V+O+C+A

1. In the end, / the judge / declared / the culprit / innocent / after the trial
2. Yesterday, / the man / murdered / a woman / in rags / mercilessly
3. In ancient times, / people / shot / deer / dead / in the forest
4. Last month, / they / christened / the child / John / in the church
5. Next Sunday, / we / will paint / the car / red / in the meeting
6. Every day, / she / noticed / the poor / half dead / in the street corners

Adverbial -Adverbial -Subject -Verb Complement Examples - (AASVC)

A+A+S+V+C

1. In the prayer hall, / during worship, / they / are / silent
2. Every day, / in the hostel, / she / is / asleep
3. Next month, / in Bombay, / they / have / a meeting
4. Every week, / in her garden, / she / is / at work
5. Last week, / in Paris, / she / worked / as a professor

Verb Object Examples - (VO)

V+O

1. Pardon / me.
2. Call / him.
3. Try / it.

Exercise

Identify the patterns of the following sentences:

1. She will come.

- a) SV b) SVO c) SVCd) SVOC

2. She became a teacher.

- a) SVCA b) SVO c) SVA d) SVC

3. One of the boys must go.

- a) SVC b) SVOA c) SVCA d) SV

4. I wish you happy New Year.

- a) SV b) SV O O c) SVC d) SVOC

5. It is dark everywhere.

- a) SVC b) SVCA c) SVA d) SVOA

6. I am a programmer in this company.

- a) SVC b) SVCA c) SVA d) SVOA

7. He always dresses neatly.

- a) SAVA b) SVCA c) SVOA d) SVOAA

8. He gave the book to him.

- a) SVO b) SV D O A c) SV DO IO d) SV O O

9. The sun shines.

a) SO b) SV c) SA d) S O

10. I met his friend yesterday.

a) SVOA b) ASV c) SVC d) SVOC

11. They gave me coffee.

a) SV O O b) SVOA c) SV O d) SCVA

12. They gave a pen to him.

a) SVAC b) SVOA c) SVIODO d) SVOO

13. He tore his shirt.

a) SVC b) SVOA c) SVCA d) SVO

14. This morning at seven, I heard a sound.

a) SVO O b) AASVO c) ASVO d) SVCA

15. My grandfather told me a story.

a) SVC b) SV O O c) SV O d) SVOA

16. Mary cooks well.

a) SVC b) SVA c) SVO d) AVS

s17. I gave her a doll.

a) SVA b) SV O A c) SV O O d) SV O O

18. The cock is on the roof.

a) SVA b) SVC c) SACd) SV

19. Ricky is the team leader.

a) SVC b) ASV c) SVA d) SVOC

20. After the ceremony, she did not return home early

a) SVO b) ASVAA c) SVOC d) SV O O

UNIT 3

Active and passive voices

Verbs are either active or passive in voice. In the active voice, the subject and verb relationship is straightforward: the subject is a do-er. In the passive voice, the subject of the sentence is not a do-er. It is shown with by + doer or is not shown in the sentence. Passive voice is used when the action is the focus, not the subject. It is not important (or not known) who does the action. The window is broken. (It is not known who broke the window, or it is not important to know who broke the window.)

The class has been cancelled. (The focus is on the class being cancelled. It is not important to know who cancelled it.)

The passive voice is often used. (The focus is on the passive voice. It is not important to explain who the writer is.)

Passive voice should be avoided when you want more clarity in writing. However, in some cases, you need to use passive voice to stress the action, not the actor. Also, passive voice can be considered more polite, as it sounds less aggressive or dramatic. Examples are:

Passive voices changed to active voices

I That building was built in 1990.

They built that building in 1990.

II. The car was invented about a hundred years ago.

I was told that Mary moved to a different country.

III. Your business is appreciated.

He/She/They/I appreciated your business.

IV. She was elected to city council.

They elected him to the city council.

V. It was rumoured that the company would lay off a few people soon.

They rumoured that the company would lay off a few people soon.

VI. It is recommended that the billing process be shortened.

They recommended that the billing process be shortened.

You can easily rewrite an active sentence to a passive sentence. The object in the active sentence becomes a subject in the passive sentence. The verb is changed to a “be” verb + past participle. Examples are:

Active sentences changed to passive ones

I. Sam wrote a letter to Jamie.

- II. A letter was written to Jamie by Sam.
- III. The government built a new bridge.
- IV. A new bridge was built by the government.
- V. I recommend that you apply for this position.
- VI. It is recommended that you apply for this position.

Sentences written in the active voice are easier to understand than sentences written in the passive voice. Switching the passive voice into the active voice is straightforward, but it requires a bit of practice. In the equivalency table below, notice that the tense of the verb to be in the passive voice is always the same as the tense of the main verb in the active voice. In order to use the active voice, you will have to make the subject of the action explicit.

Examples are:

- I. I keep the butter in the fridge. (**Active**)
- II. The butter is kept in the fridge by me. (**Passive**)
- III. John is keeping my house tidy. (**Active**)
- IV. My house is being kept tidy by John. (**Passive**)
- V. Mary kept her schedule meticulously. (**Active**)
- VI. Mary's schedule was kept meticulously by her. (**Passive**)
- VII. I have kept all your old letters. (**Active**)
- VIII. All your old letters have been kept by me. (**Passive**)
- IX. He had kept up his training regimen for a month. (**Active**)
- X. His training regimen had been kept up for a month by him. (**Passive**)
- XI. Mark will keep the food. (**Active**)
- XII. The food will be kept by Mark. (**Passive**)
- XIII. I would have kept your bicycle here if you had left it with me. (**Passive**)
- XIV. Your bicycle would have been kept here if you had left it with me. (**Active**)

XV. He teaches English. (**Active**)

XVI. English is taught by him. (**Passive**)

XVII. Judy kept the puppy. (**Active**)

XVIII. The puppy was kept by Judy. (**Passive**)

XIV. I have a feeling that you may be keeping a secret. (**Active**)

XX. I have a feeling that a secret may be being kept by you. (**Passive**)

XXI. Having kept the bird in a cage for so long, Jade wasn't sure it could survive in the wild. (**Active**)

XXII. The bird, having been kept in a cage for so long, might not survive in the wild. (**Passive**)

Active and passive voice exercise

Sentences are given in the active voice. Change them into the passive voice.

1. He teaches English. / English by him.

- a) taught
- b) is taught
- c) was taught

2. The child is eating bananas. / Bananas by the child.

- a) are eaten
- b) are being eaten
- c) have been eaten

3. She is writing a letter. / A letter by her.

- a) is written
- b) is being written
- c) has been written

4. The master punished the servant. / The servant by the master.

- a) is punished
 - b) was punished
 - c) has punished
5. He was writing a book. / A book by him.
- a) was written
 - b) had written
 - c) was being written
6. Who wrote this letter? / By whom.....?
- a) was this letter written
 - b) was this letter being written
 - c) had this letter written
7. Somebody cooks meal every day. / Meal by someone every day.
- a) is cooked
 - b) has cooked
 - c) is cooking
8. He wore a blue shirt. / A blue shirt by him.
- a) wore
 - b) was wore
 - c) was worn
9. May God bless you with happiness! / with happiness.
- a) May you blessed
 - b) May you be blessed
 - c) May blessed you be
10. They are building a house. / A house by them.

- a) is built
- b) is being built
- c) was built

11. I have finished the job. / The job..... by me.

- a) has finished
- b) has been finished
- c) is finished

12. I sent the report yesterday. / The report yesterday.

- a) is sent
- b) was sent
- c) had sent

Answers

- 1. English is taught by him.
- 2. Bananas are being eaten by the child.
- 3. A letter is being written by her.
- 4. The servant was punished by the master.
- 5. A book was being written by him.
- 6. By whom was this letter written?
- 7. Meal is cooked by someone every day.
- 8. A blue shirt was worn by him.
- 9. May you be blessed with happiness.
- 10. A house is being built by them.
- 11. The job has been finished by me.
- 12. The report was sent yesterday.

UNIT 4

Direct and Indirect Speech

In English, there are two ways to narrate the spoken words of a person. These are direct speech and indirect or reported speech.

Direct speech

In the direct speech, the actual words of the speaker are quoted. The exact words of the speaker are enclosed in inverted commas or quotation marks. There is always a comma or a colon after “said” that introduces the spoken words.

Example

He said, "I'm going to school".

Indirect speech

In indirect speech the actual words of the speaker are changed by the one who is reporting what has already been said.

Example

She said, "I'm very beautiful".....direct

She said that she was very beautiful.....indirect/reported

When using indirect or reported speech, the form changes. Usually, indirect speech is introduced by the verb said, as in *I said, Bill said, or they said*. Using the verb say in this tense indicates that something was said in the past. In these cases, the main verb in the reported sentence is put in the past. If the main verb is already in a past tense, then the tense changes to another past tense; it can almost be seen as moving even further into the past.

Verb tense changes also characterize other situations using indirect speech. Note the changes shown in the chart and see the table below for examples. With indirect speech, the use of that is optional. The following sentences will help you learn how to change a direct speech to an indirect/reported speech.

Direct and indirect/reported speeches

Present tense

1. She said, "I play cricket at home"direct

She said that she played cricket at home.indirect/reported

2. He said to me, "I prefer to sit with you only".....direct

He told me that he preferred to sit with me only..... indirect/reported

3. She said, "I am looking for my lost watch"direct

She said that she was looking for her lost watch..... indirect/reported

4. I said to her, "I am studying today"direct
 I told her that I was studying that day..... indirect/reported
5. They said, "We are watching a new movie"direct
 They said that they were watching a new movie..... indirect/reported
6. I said, "We had seven full shops"direct
 I said that we have seven full shops. indirect/reported
7. She said, "I have realized it"direct
 She said that she had realized it.indirect/reported
8. They said, "We have been waiting for our leader"direct
 They said that they had been waiting for their leader..... indirect/reported
9. I said, "I have written to my company"direct
 I said that I had written to my company.....indirect/reported
10. They said, "We have been waiting here".....direct
 They said that they had been waiting there..... indirect/reported

Present continuous tense

1. She said, "We are working day and night to succeed"direct
 She said that they were working day and night to succeed.....indirect/reported
2. They said, "We are trying hard to achieve success"direct
 They said that they were trying hard to achieve success.....indirect/reported
3. She said, "I am watching my favourite movie".....direct
 She said she was watching his favourite movie.indirect/reported
4. He said, "I am looking to buy your favourite gift"direct

He said that he was looking to buy my favourite gift.....indirect/reported

5. He said to me, "Students are going to school today"direct

He told me that students were going to school that day.indirect/reported

Commands and Requests

1. The commander said to the soldiers, "March on"direct

The commander ordered the soldiers to march on.indirect/reported

2. The old lady said to the doctor, "Please, check up my ailing son"direct

The old lady said to the doctor to please, check up her ailing son.....indirect/reported

Future tense

1. I said, "I will come tomorrow"direct

She said that she would come the next day.indirect/reported

2. She said, "I will be working in the office tomorrow.....direct

She said that she would be working in the office the next day.....indirect/reported

3. Father said, "I will have written a letter"direct

Father said that he would have written a letter.....indirect/reported

4. I said to him, "I will have purchased new mobile tomorrow"direct

I told him that I would have purchased a new mobile the next day.....indirect/reported

5. She said to me, "I will wait for your call"direct

She told me that she would wait for my call.....indirect/reported

6. The old lady said, "You will top this exam"direct

The old lady said that you would top that exam.....indirect/reported

7. My mother said, "I will help in solving this problem".....direct

My mother said that she would help in solving that problem.....indirect/reported

8. He said, "We will be covering each and every part of this match"...direct

He said that he would be covering each and every part of that match....indirect/reported

9. She said, "The university administration will have decided my future"direct

She said that the University administration would have decided her future....indirect/reported

Past perfect tense

1. "I had worked over my project", he said.....direct

He said that he had worked over his project.....indirect/reported

2. She said, "You had failed to appear yesterday".....direct

She said that she had failed to appear the day before.....indirect/reported

3. Alex said, "I had submitted my apology".....direct

Alex said that he had submitted his apology.....indirect/reported

4. She said, "Alex had a permission letter"direct

She said that Alex had a permission letter.....indirect/reported

5. I said, "I had applied for a few jobs".....direct

I said that I had applied for a few jobs.indirect/reported

6. The little girl said, "You had stolen my doll".....direct

The little girl said that you had stolen her doll..... indirect/reported

7. Kofi said, "We had the acceptance letter from our office".....direct

Kofi said that they had the acceptance letter from their office.....indirect/reported

8. The old man said, "You had golden opportunities in life".....direct

The old man said you had golden opportunities in life.....indirect/reported

9. The manager said, "Sir, you had ordered a few items yesterday"direct

The manager said you had ordered a few items the day before.....indirect/reported

10. I said, "I had already rejected this proposal"direct

I said that I had already rejected that proposal.....indirect/reported

DIRECT SPEECH

REPORTED SPEECH

I	changes to	He, She
My	-	His, Her
Me	-	Him, Her
We	-	They
Us	-	Them
Our	-	Their
You	-	I, He, She, They, We
You	-	I, He, She, Them, Us
Your	-	My, His, Her, Their, Our

Rules of direct and reported speech

DIRECT SPEECH

REPORTED SPEECH

This	changes to	that
These	changes to	those
Here	changes to	there
Today	changes to	that day
Now	changes to	then
Yesterday	changes to	the day before/ previous day

Tomorrow	changes to	the next day/ following day
He, she, it, they	do not change

UNIT 5

ERROR ANALYSIS

Ambiguity (Definition)

Ambiguity, or fallacy of ambiguity, is a word, phrase, or statement which contains more than one meaning. It also refers to a situation when the meaning of a word, phrase or sentence is uncertain. Statements, sentences and phrases that are ambiguous confuse readers and hinder better understanding of the text. For instance, it is ambiguous to say “I rode a black horse in red pyjamas,” because it may lead us to think that the horse was wearing red pyjamas. The sentence becomes clear when it is restructured as, “Wearing red pyjamas, I rode a black horse.”

Similarly, same words with different meanings can cause ambiguity, such as in, “John took off his trousers by the bank.” It is funny if we confuse one meaning of “bank,” which is a building, to another meaning, which is “an edge of a river.” Context usually resolves any ambiguity in such cases.

Common Ambiguity Examples

Below are some common examples of ambiguity:

A good life depends on a liver: Liver may be an organ or simply a living person.

Foreigners are hunting dogs: It is unclear whether dogs were being hunted, or foreigners are being spoken of as dogs.

The passer-by helped dog bite victim: Is it the passer-by who is helping a dog bite someone? Or is it he helping a person who has been bitten by a dog? It’s not clear.

Sarah gave a bath to her dog wearing T shirt: this sentence is ambiguous because it has more than one meaning. It could mean that Sarah gave her dog a bath while she was wearing T shirt. It could also mean that while Sarah was giving her dog a bath, it was wearing T shirt.

MISPLACED MODIFIERS AND DANGLING MODIFIERS

A misplaced modifier is a word, phrase or clause that is improperly separated from its modifier or the word it describes. Because of the separation, the sentence looks awkward, ridiculous and confusing. This also results in a situation where the sentence sounds illogical.

Examples

- On her way home, Ama found a gold man’s watch.

Interpretation

In this sentence, the misplaced modifier is “gold man’s watch”. It is suggestive from this sentence that a gold man owns a watch. Also, it be interpreted to mean on her way home, Ama found a man’s gold watch. This can easily be corrected and rewritten as:

- On her way home, Ama found a man’s gold watch.

Now the illogical nature of the sentence has been corrected and it is clear that the watch is gold and not the owner who is gold.

Types of misplaced modifiers

A. Misplaced adjectives

With this type of misplaced modifier, adjectives are incorrectly separated from the noun that it must modify. This brings about distortion of the meaning the sentence must carry.

Examples

1. The students ate a cold dish of Hausa porridge for breakfast this morning.

Interpretation

The misplaced adjective in this sentence is “cold”. Therefore, the error in this sentence is the way the adjective is placed far away from its antecedent, “Hausa”. To correct this sentence, the adjective, “cold” must be placed next to the noun it should modify, Hausa. The corrected sentence reads:

- The students ate a dish of cold Hausa porridge for breakfast this morning

2. The torn student’s book lay on the desk.

Interpretation

The misplaced adjective is “torn”. It can be corrected by placing the modifier “torn” close to the noun “book”. The corrected version of the sentence is:

The student’s torn book lay on the desk.

B. Misplaced adverbs

In this type of misplaced modifier, the adverb in the sentence is not placed properly. That is close to the verb that it modifies. The misplaced adverbs alter the meaning intended and it brings about clumsy sentences.

Examples

1. We ate the lunch that we had brought slowly.

Interpretation

The source of the misplaced modifier is the placement of “slowly” far away from its modifier, “ate”. From this sentence, the meaning that we get is that we brought lunch slowly.

To repair this misplaced modifier, the adverb “slowly” must be brought close to “ate”. Therefore, the corrected sentence will be:

- We slowly ate the lunch that we had brought.

NOTE:

The following adverbs: only, just, nearly, merely and almost are adverbs that are often misplaced therefore causing an intended meaning.

Example

- I only contributed five thousand Ghana cedis into the school’s fund.

In this sentence, the meaning conveyed is that the speaker only contributed the money. Afterwards he did not do anything again. To repair this sentence, “only” should be moved ahead of “contributed” instead of preceding it. The corrected sentence will now read:

- I contributed only five thousand Ghana cedis into the school’s fund.

Exercise

Correct the misplaced modifiers in the following sentences.

- I. I nearly made fifty Ghana cedis today.
- II. When we opened the leather woman’s purse, we found the missing keys.
- III. The job scarcely took an hour to complete.
- IV. I only have five seconds to debate on the topic.
- V. The striking Honda’s paint made everyone excited.

C. Misplaced Phrases

Sometimes when phrases are misplaced in a sentence, it makes it sound awkward and the intended meaning is not properly conveyed. Here, the misplaced phrases modify wrong noun.

Examples

1. The dealer sold the car to the buyer with leather seats.

Interpretation

The misplaced phrase in this sentence is “buyer with leather seats”. It modifies wrong noun. To correct this, the phrase will be placed next to the noun it must modify. The corrected sentence will be:

- The car dealer sold the car with leather seats to the buyer.
- 2. The three teachers talked quietly in the corner smoking cigarette.

Interpretation

The misplaced phrase in the sentence above is “corner smoking cigarette”.

To correct this, the misplaced phrase should be placed next to the noun “three teachers”. Therefore, the corrected version of the sentence will be:

- The three teachers smoking pipes talked quietly in the corner.
- 3. They saw a fence behind the house made of barbed wire.

Interpretation

The misplaced phrase is “house made of barbed wire”.

To correct this, immediately after “a fence”, made of barbed wire should follow before the rest of the elements of the sentence are added. Therefore, our corrected sentence reads:

- They saw a fence made of barbed wire behind the house.

D. Misplaced clauses

In this instance we have clauses that modify wrong nouns. To fix such clauses and clarify their meanings, put the clauses next to the nouns they are supposed to modify.

Examples

1. The waiter served a dinner roll to the woman that was well buttered. The misplaced clause is “woman that was well buttered”.

Corrected version

The waiter served a dinner roll that is well buttered to the woman.

2. Kwame kept all of his clothes in the washing machine he had worn.

Corrected version

Kwame kept all his clothes he had worn in the washing machine.

3. We gave the old clothes to a local charity that had been picked up in the basement.

Corrected version

We gave the old clothes that had been picked up in the basement to a local charity.

4. We ate Mexican food after the movie that was very spicy.

Corrected version

After the movie we ate Mexican food that was very spicy.

5. I got a watch for my graduation that has a solar clock.

Corrected version

I got a watch that has a solar clock for my graduation.

6. My boyfriend found my photograph in the bag that my mother had given to me.

Corrected version

In the bag that my mother had given to me, my boyfriend found my photograph.

7. I used a pen for the test that contained orange ink.

Corrected version

I used a pen that contained orange ink for the test.

8. Mensa received a ticket from the police officer who was speeding.

Corrected version

Mensa, who was speeding, received a ticket from the police officer.

DANGLING MODIFIERS

A dangling modifier is a phrase or clause that is not clearly and logically related to the word or words it modifies.

Differences between misplaced and dangling modifier

Unlike misplaced modifiers, a dangling modifier cannot be corrected by simply moving it to a different place in a sentence.

Also, in most cases, the dangling modifiers appear at the beginning of the sentence although sometimes they can also come at the end.

Example of dangling modifier

1. Walking to the movies, the cloudburst drenched Eunice.

Correction

Walking to the movies, Eunice was drenched by the cloudburst.

Exercises

Correct the errors in the following sentences:

1. I saw a monkey driving to Accra.
2. As a student, the principal advised George to work hard.
3. I bought a car from a dealer with tinted glasses.
4. Waiting for the rainstorm to pass through, the day passed slowly.
5. Limping along the sidewalk, I felt sorry for the dog.
6. They gave prizes to the top contestants in gift-wrapped boxes.
7. Adwoa drove to the store in her new car.
8. Frustrated by the noise in her house, the library was the only place Janet could concentrate.
9. Having forgotten to study, the test was very difficult for Paul.
10. Singing a song, Andy's hands began to shake.

CONCORD ERRORS

What is concord?

When we use the word ‘concord’ in everyday speech, it means agreement or harmony between people or groups. When we use the word in the context of grammar, it has a similar meaning: grammatical agreement between two parts of a sentence.

The basics of concord (concord errors)

Subject-verb concord is when the subject of a sentence and the verb of a sentence agree.

Simply, if the subject of the sentence is singular, the verb must be singular. If the subject of a sentence is plural, the verb must be plural.

Look at these examples

1. The pages (subject) is (verb) held together by a staple.
2. The pages (subject) are (verb) held together by a staple.

Number 2 is correct, because the subject, ‘pages’, and the verb, ‘are’, are both plural. They agree.

❖ Agreement when there is a phrase in between the subject and the verb

Look at these examples

3. The message between the lines is that we need to finish before Monday.
4. The message between the lines are that we need to finish before Monday. (incorrect)

The temptation here is to look at the word in front of the verb (the plural ‘lines’) and choose the verb that agrees with it (the plural ‘are’). This is wrong. The subject of the sentence is not ‘lines’. It’s ‘message’. So, because the subject, ‘message’, is singular, we use the singular verb ‘is’. The phrase ‘between the lines’ is a prepositional phrase (starting with a preposition), which is why it’s not the subject of the sentence.

Try your hand at these

4. The case of champagne bottles are for the end of year party. *
5. The case of champagne bottles is for the end of year party.

The correct answer is number 5. ‘Case’ is singular, so use the singular verb ‘is’.

7. The sentiment in our offices is that our bonuses were small this year.
8. The sentiment in our offices are that our bonuses were small this year. *

The correct answer is number 7. ‘Sentiment’ is singular, and the singular verb ‘is’ agrees with it.

❖ Agreement between two subjects connected by either/or, or neither/nor

If you have two singular subjects that are connected by either/or, or neither/nor, use the singular verb. Look at this:

9. Neither Yaw nor Akwesi has the keys to the stationery cupboard.

10. Either Mary or Emma is manning the information desk at the conference.

Even though you are talking about two people, only one of them (singular) is performing an action, so the verb is singular.

What do you do when one of the subjects is plural and the other isn’t? Look at these examples:

11. Neither Yaw (singular) nor the personal assistants (plural) have the keys to the stationery cupboard.

12. Either the stewards (plural) or Mary (singular) is manning the information desk at the conference.

Do you see how the verb agrees with the subject closest to it? However, the second sentence sounds awkward, so rather write sentences like this with the second subject being plural, and then make the verb plural. Sentence number 12 should rather be rewritten as:

13. Either Mary or the stewards are manning the information desk at the conference.

❖ Agreement between two subjects connected by ‘and’

When you have two subjects connected by ‘and’, use the plural form of the verb.

14. Abena and Amankrah are responsible for the exchange server.

15. Richie and Edith are our new project managers.

There are two exceptions to the rule. The first (see number 13) is when a compound subject connected with ‘and’ is seen as a singular subject due to popular use. The second is when the subjects connected by ‘and’ are the same person or entity (look at number 14).

16. The creator and distributor of the software is Kwesi Oppong Ltd.

❖ Agreement between plural subjects that call for singular verbs

Use a singular verb when you have a subject that conveys a single unit of distance, time, or money.

18. Ninety-five cents is a great bargain for a SIM card.

19. One hundred Kilometres is a gruelling daily commute.

20. Twenty minutes is all I have to prepare for the meeting.

Other subjects that call for singular verbs

The following words need singular verbs: each, everyone, everybody, anyone, anybody, somebody, nobody, someone, none, and no one.

Look at these examples:

21. Each of our staff members has to fill in an evaluation form.

22. Anyone who wants a day off in lieu of overtime must still fill out a leave form.

23. Someone has left a coffee cup on the glass of the photocopy machine.

24. None of us wants to admit to being behind on filing.

❖ Agreement between subjects that have collective nouns

Look at these examples:

25. The board wants to make the decision by next Thursday.

26. The staff is in a meeting.

27. The team is due to fly out today.

The board, staff, and team are made up of many individual members, but each forms a collective, singular subject. Thus, a singular verb is used. Be careful not to make this mistake, though:

28. The staff is in a meeting to discuss their appraisals.

Now, you have a singular subject (staff), a singular verb (is), and a plural pronoun (their) in the same sentence. To improve concord, rather rewrite the sentence in one of the following ways:

29. The staff is in a meeting to discuss appraisals.
30. The staff members are in a meeting to discuss their appraisals.

Exercise

Underline the correct verb in each of the sentences below

1. Ama and her parents (visit/visits) each other often.
2. Either the cups or glasses (are/is) in the room.
3. Either the cups or the glass (are/is) in the room.
4. Kwadwo and Ama (need/needs) a ride to work.
5. Neither Akose nor the boys (was/were).
6. The committee(works/work) in the morning
7. There (is/are) many things to do in my house.
8. The jury (was/were) right.
9. The United States (is/are) a great nation.
10. A magazine and a book (was/were) made available.
11. The family (are/is) doing well.
12. Man and woman (is/are) complementary to each other.
13. The leader, as well as his brothers, (belong/belongs) to the same church.
14. The students, accompanied by their teacher, (has/have) gone home.
15. A large sums of money (was/were) stolen.

Errors of preposition/ using the wrong preposition

Mistakes are often made by using the wrong preposition after certain words. The following list includes the words which most often give trouble:

1 **Absorbed** (- very much interested) in, not at. Don't say: The man was absorbed at his work.
Say: The man was absorbed in his work.

2 **Accuse of, not for**. Don't say: She accused the man for stealing. : She accused the man of stealing.

Note: Charge takes “with”.

The man was charged with murder.

3 **Accustomed to, not with.** Don't say: I'm accustomed with hot weather. Say: I am accustomed to hot weather.

Note: Also used to: He is used to the heat.

4 **Afraid of, not from.** Don't say: Laura is afraid from the dog. Say: Laura is afraid of the dog.

5. **Aim at, not on or against.** Don't say: She aimed on {or against} the target. Say: She aimed at the target,

Note. Use the preposition at to denote direction, throw at, shout at, fire at and shoot at. Shoot without the use of “at” means to kill. He shot a bird (= he hit and killed it)

6 **Angry with, not against.** Don't say: The teacher was angry against him. Say: The teacher was angry with him.

Note: 1. We get angry with a person but at a thing. He was angry at the weather 'not with the weather

Note 2. Also annoyed with, vexed with, indignant with a person, but at a thing.

7 **Anxious** (troubled) about, not for. Don't say: ' They are anxious for his health. Say: They are anxious about his health.

Note Anxious meaning wishing very well takes “for” Parents are anxious for their children's success.

8. **Arrive at, not to.** Don't say: We arrived to the village at night. Say: We arrived at the village at night.

Note: Use arrive in with countries and large cities. Mr Smith has arrived in London (or New York. India).

9. **Ashamed of, not from.** Don't say: He is now ashamed from his conduct. Say: He is now ashamed of his conduct.

Note: it is not correct to use ashamed of meaning shy. Ashamed means feeling shame or guilt about something. Shy means feeling nervous with someone. Instead of saying: I'm ashamed (or shamed) of my teacher, say I'm shy of my teacher.

10. **Believe in, not to.** Don't say: We believe to God. Say: We believe in God.

Note: To believe in means to have faith in. To believe (without the “in”) means to regard something as true: believe everything he says.

11 **Boast of or about, not for.** Don't say: James boasted for his strength. Say: James boasted of (or about) his strength.

12 **Careful of, with or about, not for.** Don't say: Richmond is very careful for her health. Say: Richmond is very careful of/about her health. Note Take care of' He takes care of his money.

13 **Travel by train, not with the train.** Don't say: He travelled with the train yesterday. Say: He travelled by train yesterday.

Note: We say: by train, by boat, by plane, by bike; also, by land, by sea, by air, by bus; in a bus or on a bus; by car or in a car, by taxi or in a taxi; on horse-back, on a donkey, on a bicycle; on foot.

14. **Complain about, not for.** Don't say: Annette complained for the weather. Say: Annette complained about the weather.

Note: When talking about illness we use complain of. We say: She complained of a sore throat.

16. **Composed of, not from.** Don't say: Our class is composed from thirty students. Say: Our class is composed of thirty students.

17. **Confidence in, not to.** Don't say: I have great confidence to you. Say: I have great confidence in you.

Note: In confidence: Let me tell you something in confidence (a secret)

18. **Conform to, not with.** Don't say: 'We must conform with the rules. Say: We must conform to the rules.

Note: comply takes with. We'll comply with your request.

19. **Congratulate on, not for.** Don't say: I congratulate you for your success.

Say: I congratulate you on your success.

20. **Consist of, not from.** Don't say: A year consists from twelve months. Say: A year consists of twelve months.

Note: never use consist in the passive form.

21. **Covered with, not by.** Don't say: The Mountains are covered by snow.

Say: The Mountains are covered with/in snow.

22. **Cure of, not from.** Don't say: The man was cured from his illness. Say: The man was cured of his illness.

Note: The noun cure takes “for”. Example: There is no cure for that disease.

23. **Depend on or upon, not from.** Don't say: It depends from her. Say: It depends on or upon her.

Note: Rely on or upon. Example: I can't rely on (or upon) him.

24. **Deprive of, not from.** Don't say: Nelson Mandela was deprived from his freedom.

Say: Nelson Mandela was deprived of his freedom.

25. **Die of an illness, not from an illness.** Don't say: Many people have died from malaria. Say: Many people have died of malaria.

Note: People die of illness, of hunger, of thirst, of or from wounds; from overwork; by violence, by the sword, by pestilence; in battle; for their country, for a cause, through neglect; on the scaffold; at the stake.

26. **Different from, not than.** Don't say: My book is different than yours. Say: My book is different from yours.

27. **Disappointed by, about or at, not from.** (a) by/at/about: Don't say: Philippa was disappointed from the low mark she got in the test. Say: Philippa was disappointed by/about/at the low mark she got in the test. (b) with/in: Don't say: Jane was disappointed from her son. Say: Jane was disappointed with/in her son.

Note: Before a person we use with or in, before a thing we use (at, about or by) and before a gerund we use at: Keith is very disappointed at not winning the prize.

28. **Divide into parts, not in parts.** Don't say: I divided the cake in four parts. Say: I divided the cake into four parts.

Note: A thing may be divided in half or in two. Paul divided the apple in half

29 **Dressed in, not with.** Don't say: The woman was dressed with black. Say: The woman was dressed in black. **Note:** The woman was in black is also correct.

30. **Exception to, not of. Don't say:** This is an exception of the rule. Say: This is an exception to the rule. **Note:** We say with the exception of: She liked all her subjects with the exception of physics.

31. **Exchange for, not by.** Don't say: He exchanged his collection of matchboxes by some foreign stamps. Say: He exchanged his collection of matchboxes for some foreign stamps. **Note:** In exchange for. He gave them his old car in exchange for a new one.

32. **Fail in, not from.** Don't say: Steven failed from maths last year. Say: Steven failed in maths last year.

33 **Full of, not with or from.** Don't say: The jar was full with (or from) oil. Say: The jar was full of oil. **Note:** Fill takes "with" Jane filled the glass with water.

34 **Get rid of, not from.** Don't say: I'll be glad to get rid from him. Say: I will be glad to get rid of him.

35. **Glad about, not from or with.** Don't say: Francis was glad from (or with) receiving your letter. Say: Francis was glad about receiving your letter.

36. **Good at, not in.** Don't say: My sister is good in maths. Say: My sister is good at maths. **Note:** Bad at, clever at, quick at, slow at, etc. However, weak in: He's weak in grammar. **Note 2:** He is good in class means that his conduct is good.

37 Guard against, not from. Don't say: You must guard from bad habits. Say: You must guard against bad habits.

38 **Guilty of, not for.** Don't say: He was found guilty for murder. Say: He was found guilty of murder.

39 **Independent of, not from.** Don't say: Clare is independent from her parents. Say: Clare is independent of her parents.

Note: We say dependent on: A child is dependent on its parents.

40 **Indifferent to, not for.** Don't say: They are indifferent for politics. Say: They are indifferent to politics.

41. **Insist on, not to.** Don't say: He always insisted to his opinion. Say: He always insisted on his opinion.

42. **Opposite to, not from.** Don't say: Their house is opposite from ours. Say: Their house is opposite to ours.

Note: Opposite ours is also correct

43. **Pass by a place, not from a place.** Don't say: Will you pass from the post-office? Say: Will you pass by the post-office? **Note:** the use of pass the post-office is correct.

44. **Play for a team, not with a team.** Don't say: He plays regularly with that team. Say: He plays regularly for that team.

45. **Pleased with, not from.** Don't say: The teacher is pleased from me. Say: The teacher is pleased with me.

Spelling errors

No matter how hard we try to prevent them, sometimes spelling errors in our email messages, reports, presentations and assignments can make us feel embarrassed. Most surprisingly, the words we most often misspell are actually very simple.

Read on to see which words you should be very careful spelling before you make a mistake that will make you look really unprofessional at work.

1. A lot

Although a common phrase to use, you'd be surprise how many people spell a lot "alot." If you feel unsure, just use a different turn of phrase, such as "quite a few" or "many."

2. Definitely

This word is often spelled with an "a" in place of the second "i." Don't fall for the trap.

3. All right

"Alright" isn't actually a word, despite the number of people who incorrectly use it. Use all right instead.

4. Schedule

Many people spell the word as it is spoken "sche-du-le." This is, however, a nuance of the English "le" sound for which you should watch out.

5. Occasion

Like recommend, the placement of c's and o's in the word occasion is tricky. Make sure you know there are two c's and just one "s."

6. Necessary

It seems like we have most trouble with the c's. Remember that "necessary" only has one.

7. Truly

True, the adjective form of the word, has an "e." Truly, the adverbial form, does not.

8. Judgment

Despite the root of the word "judge," judgment does not have an "e."

9. Recommend

As mentioned above, the double "m" and single "c" in recommend always trip people up. Don't let the recommendation get the best of you.

10. Separate

We do not "seperate." We just separate from those who spell this word wrong.

11. Tomorrow

Not "tomorrow" or "tommorrow" does the shine brighter. Tomorrow.

12. Pronunciation

Just because the word is derived from the root "pronounce" does not change the short "u" that appears in the noun form of the word.

13. Receive

Remember that "i" comes after "e" before "v".

14. Privilege

People often throw an extra "d" in the word before the letter "g." Don't flaunt your privilege in such a way.

15. Maintenance

We maintain something, but we do not say "maintainence" on something else. We seek maintenance.

16. Accommodate

One of the most commonly misspelled words in English, this word does not have double "d." Know that.

17. Misspell

Please don't misspell misspell with one "l"

UNIT 6

FORMAL LETTER WRITING

Formal letters are business-like in nature and are written to people in authority. Here, the language should be formal, that is, there should be no room for slang or colloquialism. Contracted forms of words are also not permitted. A variety of sentences should be used in addition to idiomatic expressions to enrich the language. Clarity of expression is highly essential.

Features of the Formal Letter

The following are the features for the formal letter:

I. The sender's address

This is at the top right corner of your script.

II. Date

This is directly below the sender's address.

III. The recipient's address

This address refers to the one you are writing to. It can come after the date at the left side of your script or after your full name at the bottom of the script.

IV. Salutation

The following are acceptable:

Dear Sir,

Dear Madam,

Dear Editor,

Dear Headmaster,

Sir,

Madam, etc.

V. Heading

It is necessary for a formal letter to have a heading. This heading should be straight to the point. It must announce the issue to be dealt with in the main body. The heading can be a word, phrase or a sentence.

VI. Body

a) Introduction

In a formal letter, pleasantries are not needed. The letter should be business-like in its set out. Asking of the health conditions of the recipient and his family is not entertained. You should go straight to the point.

b) Main body

The main body deals with the issue announced in the introduction. Good and coherent paragraphing is essential.

c) Conclusion

Here, you should give your complimentary close to sum everything up appropriately.

VII. Subscription

These are allowed:

Yours faithfully,

Yours sincerely,

Yours truly, etc.

VIII. Signature

IX. Full name

SAMPLE FORMAT FOR THE FORMAL LETTER

Manya Krobo Senior High School
Private Mail Bag
Odumase Krobo
20th January, 2013

The Editor,
Daily Graphic.
Accra.

Dear Sir,

INFRASTRUCTURAL PROBLEMS IN MY SCHOOL

P1
.....
.....
P2
.....
.....
P3
.....
.....
P4
.....
.....

Yours faithfully,



Bernard Nartey

As a youth leader in your community, write a letter to the Minister of Youth Affairs identifying, with reasons, three areas where you think the government should concentrate efforts to bring rapid development to the country.

Nyonyo College of Education,
P. O. Box 444,
Nyonyo.
18th October, 2018.

The Minister,
Ministry of Youth Affairs,
P. O. Box 79,
Accra.

Dear Sir,

THREE AREAS TO BE CONSIDERED FOR RAPID DEVELOPMENT

I would like to bring to your attention three main things to consider for rapid socio-economic development of the country. These are eradication of illiteracy among the populace by providing the needed support to the education sector; advancing the frontiers of industrialisation and improvement in science and technology.

To begin with, the rate of illiteracy in the country is high and so the government should overhaul the education sector by providing the needed infrastructure to the basic, secondary and tertiary levels. Teaching and learning materials should be available for both teachers and students to work with. With good education, the human resource is able to tap the natural resources available for rapid development. Good education prepares the youth with the requisite skills, literacy and knowledge needed for job creation and employment which will in turn lead to improvement in the standard of living for the citizens.

Secondly, the government should concentrate on industrialisation. Ghana is endowed with a lot of natural resources which are tapped and exported in their raw form. These resources can be refined from the raw states into finished products both for local consumption and for export. This way, the country will earn more foreign exchange as the finished products are more highly priced than the primary products. With the creation of more industries, the

teeming unemployed youth can get work to do. They can then provide for their families and also contribute their quota to the development of the nation through the taxes they pay to the government. If the primary products are processed and consumed locally, the money that would be spent in bringing in finished products can be channelled towards other developmental projects for the betterment of the people.

Finally, the government should also try as much as possible to invest a lot of money in the improvement of science and technology in the country. Since we are now in a new era of massive technological advancement, it will cost the country a lot to ignore this very important sector which is necessary for rapid development in these modern times. The government must make sure that they set up the specific structures like scientific research laboratories and centres that will aid scientific advancement in the country. The increase in scientific discoveries will help a lot in the improvement of many sectors such as agriculture, transportation, health and education. These scientific researchers, provided with the necessary materials and machines will be able to develop a lot of ideas and technology which will help us solve many of our economic problems. This also helps in the exploitation of our natural resources for rapid development in the country.

It is my hope that the government will act swiftly to save the country from under-development.

Yours faithfully,



Ophelia Narkie

Write a letter to the Minister of Education, suggesting three ways of making public secondary schools in the deprived communities more attractive to students.

Gbewa College of Education

P. O. Box 27

Gbewa

3rd May, 2019

The Minister

Ministry of Education

P.O. Box 1920

Accra

Dear Sir,

THREE WAYS TO MAKE PUBLIC SECONDARY SCHOOLS IN DEPRIVED
COMMUNITIES MORE ATTRACTIVE TO STUDENTS

Public secondary schools in the deprived communities are not usually selected by most junior high school leavers in their choice of schools for secondary education. It is in the light of this that I write to your outfit to suggest three ways of making schools in deprived communities more attractive to students. Deprived communities mostly lack social and infrastructural facilities which in turn extends to their schools.

In the first place, the schools lack infrastructural facilities such as dormitories, dining hall, library, science laboratories and even classroom blocks. The absence of these facilities in the schools makes life quite difficult for the students. It is therefore necessary for the Ministry of Education to ensure that all these facilities are provided to attract students to the school. Students should feel at ease to go about their academic work. They should have a place to sit down to learn, to relax and eat, to go and do their practical work and also to embark on research work. Teachers' bungalows are equally important to accommodate teachers to provide security to students. With this, apart from students becoming attracted to the schools, parents would also be encouraged to send their wards to such schools. The road leading to both the community and the schools should be in good shape. The good image of the communities goes a long way to enhance the attractiveness of the schools to students.

Moreover, the students must be provided with the utilities that they need to have a meaningful stay in the school. In the absence of adequate provision of electricity and water,

school life virtually grinds to a halt. Poor or erratic light system and unpredictable water flow send a negative signal to prospective students. Generators must be available and in readiness should there be power outages so as to ensure constant power supply. In the same vain, water must be in constant flow. In the absence of that, poly-tanks should be available to store enough water for the students to use. Bore-holes should not be left out. Their presence goes a long way to alleviate the water problem in the schools. Water, they say, is life and so lack of it really calls for alarm. The Ministry of Education should therefore ensure that these utilities are always present to attract students to the schools.

Finally, students in these schools in deprived communities should be exposed to interesting, educative and entertaining programmes going on in well-endowed schools. This can be done by way of exchange programmes where they will get the opportunity to travel and explore other schools to learn more. Also, special scholarship package should be put in place to reward performing and outstanding students. The scope of this scholarship should be wide enough to cover many students. This package can be in the form of government scholarship, bursary or even exchange programmes with other schools abroad. This initiative will go a long way to encourage the students to put in their best and to attract prospective ones to the schools.

It is my hope that when the above developed points are adhered to and implemented by the Ministry of Education, there will be massive improvement in the schools in deprived communities and hence attractive to students.

Yours faithfully,



Tetteh Abraham Kodjo

APPLICATION LETTER

Application letters are written to apply for something. At this level, we are looking at how to write an application letter for a job or how to apply for permission or how to make a request. This is also a kind of a formal letter. All the features of a formal letter equally apply here.

In writing an application letter, you should make sure your letter stands unique among all the others. The following may be considered among others:

- i. Indicate whether you are applying based on a reference to an advert or not.
- ii. Education background
- iii. What makes you unique from the others?
- iv. Indicate your referees.
- v. Attach C. V.
- vi. Indicate your willingness for invitation to interview.

Sample format of an application letter

Queens Academy SHS

P. O. Box 95

Obuasi

10th January, 2017

The Headmaster

Queens Academy Primary

P. O. Box 84

Obuasi

Dear Sir,

APPLICATION FOR EMPLOYMENT AS PUPIL TEACHER

P1.....

.....

.....

P2.....

.....

.....

P3.....

.....

.....

P4.....

.....

.....

Yours faithfully,



Owusu Ansah.

Victory Congregation
P. O. Box 120
Abeka-Lapaz
26th July, 2019

The Headmaster
Bethel Presby JHS
P. O. Box 19
Akweteman

Dear Sir,

APPLICATION FOR EMPLOYMENT AS PUPIL TEACHER

I wish to apply for employment as a pupil teacher in your school. I am a young man of 20 years old who completed senior high school in 2013.

I attended Queens Academy Senior High School and read Pure Science – Biology, Chemistry and Physics in addition to English, Mathematics, Social Studies and Integrated Science. I was the school prefect and worked hard to the admiration of all and sundry.

I am serious and hardworking and wish to teach science in your school as a way of contributing my quota to the service of mother Ghana. I will work to your satisfaction if I am employed.

Find attached my particulars for your perusal. I will be available to attend an interview at your convenience.

I hope my application would be considered.

Yours faithfully,



Charles Mensah.

APPLICATION LETTER FOR MATERNITY LEAVE

In writing a maternity leave letter there are tips to be followed so that the message can be delivered in a professional manner. Notable among these tips are sender's address with date, recipient's address, salutation, subject matter which is written in capital letters and underlined, opening paragraph, body, final paragraph/conclusion, subscription, signature and full name of the sender.

SAMPLE LETTER FOR MATERNITY LEAVE

Presbyterian J.S.S.,
Post Office Box 33,
Aburi.
23rd October, 2019.

The Municipal Director,
Ghana Education Service,
Post Office Box 333,
Aburi.

Dear Sir,

REQUEST FOR MATERNITY LEAVE

I wish to inform you of my pregnancy and intention to take maternity leave for three months. I intend to start my maternity leave on 25th October, 2019 bearing in mind any unforeseen issues that might crop up with my pregnancy and delivery.

In my absence, I have asked Mr Mensah, a teacher in my school, to take over my class. I have attached to this application documents from my doctor confirming my pregnancy and delivery time. I look forward to returning to school to continue to teach after delivery. If there is any clarification that you need about my leave, kindly contact me on the address above.

Thank you in advance for allowing me to stay away from school in order to prepare for my baby and adjust to life as a new mother.

Yours faithfully,



Abena Gyamfi

SAMPLE LETTER FOR STUDY LEAVE

Presbyterian J.S.S.,
Post Office Box 33,
Aburi.
23rd October, 2019.

The Municipal Director,
Ghana Education Service,
Post Office Box 333,
Aburi.

Dear Sir,

APPLICATION FOR STUDY LEAVE WITH PAY

I humbly write to apply for study leave with pay to enable me read Bachelor of Education Degree in Mathematics Education at the University of Education, Winneba. I would like to start this leave from September, 2020 to July, 2024.

I hope to use this opportunity to develop and improve my professional output for a better service delivery to help my students.

Please, find attached to this application a copy of my admission letter and other particulars for your perusal.

I hope my application would be considered.

Thank you.

Yours faithfully,



Abena Gyamfi

LETTER TO THE PRESS

A letter to the press is a kind of letter that is written to the editor of a newspaper by individuals who express their views or opinions on important issues that are happening in their societies, in the country or the world at large. This is a kind of formal letter and so it uses all the features of a formal letter. These letters are published in the newspapers for the public to read.

Sample format for a letter to the press

Martyrs of Uganda S.H.S.

P. O. Box 105

Akropong - Akuapem

12th March, 2018

The Editor
Daily Graphic
P. O. Box 19
Accra

Dear Sir,

CAUSES, EFFECTS AND PREVENTION OF CHOLERA

P1.....

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

P2.....

.....
.....

Yours faithfully,



Teye Sackitey

Sincerity Academy

P. O. Box 208

Awukugua

20th April, 2019

The Editor

The Daily Graphic

P. O. Box 21

Accra

Dear Sir,

SPEED RAMPS ON AWUKUGUA – AKUAPEM ROAD

I would like to be offered space in your highly esteemed newspaper to express my opinion on the over speeding of vehicles on the Awukugua-Akuapem road.

I have noticed with great concern the way vehicles, both big and small, over speed through the Awukugua township. Awukugua is a town in the Akuapem North Municipality between Adukrom and Dawu. Drivers that ply this road drive as though they are the only users of the road. Unnecessary competition among taxi drivers on the one hand and among Accra bound vehicles on the other hand leads to over speeding on the road which brings about fear and tension in the other users of the road, especially the pedestrians.

The effect of this over speeding is very devastating especially during the community's annual festival where many people come into the town. Three pedestrians were knocked and killed by these uncaring drivers within six months. The number of people knocked down and injured for good is uncountable. The situation is very alarming. Students who walk by the road side and cross the road to and from school every day are highly at risk.

I wish therefore to appeal to the Ghana Highway Authority and for that matter the municipal authorities concerned with the road to erect speed ramps on the road to check the over speeding of drivers through the town. This will help bring discipline and safety on the road. Pedestrians, especially school children will feel comfortable to use the road and many lives will be saved.

Yours faithfully,



Odjeawo Opata

UNIT 7

DEBATE WRITING

Debate

Debate is a form of speech which is in a form of an argument. It follows all the formalities of a speech.

Features of speech:

a. Introduction

i. Addressing the audience

In every speech, the audience must be addressed in order of importance, that is, from the highest level to the lowest level. Example, in a formal speech, the address vocatives go like this: Mr. Chairman, Honourable Minister of Education, Honourable Members of Parliament, Distinguished Guests, Headmaster, Teachers, Students, Ladies and Gentlemen.

In the case of debate, the addressing of the audience can go like this:

Mr. Chairman, Panel of Judges, Time Keeper, Fellow Debaters, Ladies and Gentlemen.

As can be seen above, each vocative begins with a capital letter. Example: Mr. Chairman, Ladies and Gentlemen. The last vocative is usually followed by the following punctuation marks: (.) full stop, (:) colon, (;) semi-colon, and (,) comma.

ii. Announcing your intention

In a formal or informal speech, the introductory statement may indicate your gratitude or appreciation for the opportunity given you to give a speech. Example: I am highly honoured to be given the opportunity to give a speech on this occasion.

In the case of debate, you may announce your position or stance. If you are speaking for the motion, you may say: I am here to speak for the motion that: “the boarding system in our secondary schools should be abolished”. If you are speaking against the motion, you may state:

I rise to speak against the motion that “the boarding system in our secondary schools should be abolished”

In a debate, the topic is referred to as the motion or the proposition.

b. The body

In the body, the salient points that you have must be presented in separate paragraphs. They must be well developed in detail. For a debate, the following must be observed.

- i. Do not forget to take a stance. That is you either speak FOR or AGAINST the motion.

You may in a mature way acknowledge the strength of the opposing side, but immediately afterwards, present your stronger points to counter theirs and defend your own stance or position. Do not move away from your original stance.

- ii. Rhetorical questions and repetitions are used sparsely to draw the attention of the audience to your side and also to emphasize your stance.

- iii. Anecdotes, quotations and illustrations may be used to clarify points and arguments. In the course of the debate, references should be made occasionally to the audience to sustain their attention. Support your points with facts and figures, etc.

c. Conclusion

It is very important to conclude a formal speech by expressing a positive view of whatever points you have developed in the body.

In the case of debate, you must re-state your stance or position. Address the audience again and ask them to agree with you.

Example: Mr. Chairman, Panel of Judges, Time Keeper, Fellow Debaters, Ladies and Gentlemen, considering the points I have developed, I urge you all to agree with the motion that “the boarding system in our secondary schools should be abolished”

Remember to end your speech by saying ‘Thank You’.

You are the principal speaker in a debate on the motion: ‘the boarding system in our public secondary schools should be abolished’. Write your speech for or against the motion

Mr Chairman, Panel of Judges, Time Keepers, Fellow Debaters, Ladies and Gentlemen. I rise to speak against the motion that ‘The boarding system in our public secondary schools should be abolished’

It is by no mistake that our educationists conceived the noble idea of establishing boarding houses in our public senior high schools to bring students from far and near together for the purpose of academic work. In as much as my opposers may argue that it is a total waste of resources, they also need to be made aware of the overwhelming importance of the establishment of the boarding system.

Mr Chairman, the boarding system provides accommodation to students from far and near who wish to be under the control of the school authority completely. High level of discipline is ensured in the boarding house. Students have easy access to Masters and Mistresses on campus. Prep is organised in the evenings for students to revise and to do assignments given them effectively. Are we saying students who come from their homes to school and back home have the same opportunity? They run errands for their parents at home to the extent that they virtually have no time for their books in the evening.

Mr Chairman, Ladies and Gentlemen, my opponent may argue that a bad behaviour and bad practices such as homosexuality, lesbianism and petty theft go on in the boarding house among students. Much as this may be true, it is in the minority. I must emphatically state that the benefits of the boarding system far outweigh the negatives it may produce. It must also be pointed out that these negative practices are rather on the ascendancy among students in our homes (day students) who have access to doing whatever they like due to poor parental control. In the boarding house, students learn to coexist peacefully with their colleagues from other tribes. This creates in them the habit of tolerance which in turn prepares them well for the larger society that awaits them when they leave school. Students who are academically weak depend on the brilliant ones for extra tuition.

Mr Chairman, should we sit down unconcerned for the boarding system to be phased out when it is an open secret that its importance cannot be downplayed? Students in the boarding house learn to be time-conscious as all social gatherings must be attended and on time. Students learn to be independent of their parents and therefore grow to become responsible

citizens in the future. Laid-down rules and regulations are observed to the letter. Parents of these days have no time for their wards' discipline because they go to work early and come back home late. They therefore do not have enough time to interact with their wards and to guide them from joining bad companies. On the other hand, the boarding house is an epitome of discipline with the presence of teachers and rules and regulations to shape students for the better.

Mr Chairman, apart from the benefits the boarding house provides to students, it also creates employment for the non-teaching staff, especially the kitchen staff. I do not think my opponents are happy with the unemployment situation in the country and would want the kitchen staff to be added to it. The kitchen staff earn their daily bread through the services they provide to the students. They are then able to look after their families and to provide for their children in school.

Mr Chairman, Panel of Judges, Time Keeper, Fellow Debaters, Ladies and Gentlemen, with the above developed reasons, I am highly convinced that you would agree with me that the boarding system in our public secondary schools should not be abolished. Thank you.

You are the principal speaker in a debate on the motion: 'the public senior high schools should be made free'. Write your speech for or against the motion

Mr Chairman, Panel of Judges, Time Keeper, Fellow Debaters, Ladies and Gentlemen. I am here to speak for the proposition that 'public senior high schools should be free'.

It is an indisputable fact that education is the key to success. A country that places premium on education is a step away from all forms of development.

Mr Chairman, secondary education has become the foundation for the development of the manpower resources of the nation and so it must be given the necessary impetus to create the enabling environment for our teeming youth who find themselves at that level. It is in the light of this that I firmly believe that the public senior high schools should be free. My opponents may argue that anything that is free may lose its quality; standards will fall and eventually lead to its collapse. This is a palpable lie. Both aspects – free and quality – can be achieved if only proper planning is done.

Mr. Chairman, Ladies and Gentlemen, The implementation of the free SHS policy will bring all the brilliant but needy students roaming our streets back to the classroom. It is said that the future of the country depends on the youth and so the youth must be given what it takes to be able to handle the future well. The majority of our youth are outside the classroom because of financial difficulties. With the free SHS, all JHS graduates will surely come back to the classrooms to continue with their education. Our streets will be rid of all minors involved in street hawking. Isn't it a step in the right direction?

Mr Chairman, free SHS will relieve parents from the financial encumbrance they often find themselves in. Money that will otherwise be used to pay their wards' fees can be channelled to other developmental projects. Parents can now think of and plan for good accommodation facilities and improved standard of living. Parents can now take proper care of their businesses and expand them with the savings that they will make. Life will be better. Who doesn't like good living? Even my opponents cannot be left out.

Mr Chairman, the free SHS will help to improve the general level of literacy in the country. The already implemented free junior high school (JHS) and the imminent free SHS policy will create the platform for all children of the school going age to receive education. JHS graduates who migrate from the rural areas to join their counterparts in the urban areas for greener pastures will be forced to stay and further their education. This will help reduce overcrowding in our cities which will in turn reduce sanitary problems confronting the cities.

Mr Chairman, the free SHS will also help improve the health of our youth in our schools. Through education, children learn some basic things that help them improve upon their health - what to do and what not to do to maintain good health. In addition, children will have access to balance diet in that whatever amount that could have been used to pay their fees can now be partly used to furnish their chop boxes with provisions to supplement what they take at the dining hall.

Mr Chairman, the free SHS will not only be beneficial to students but also to the general public as employment opportunities will be created for the teeming unemployed graduates. More teaching and non-teaching staff will be employed to handle the in-takes in the senior high schools effectively.

Mr Chairman, Panel of Judges, Timekeeper, Fellow Debaters, Ladies and Gentlemen, the importance of the free senior high school cannot be underestimated and so I urge all of you including my opponents to rise up to support its implementation for success. Thank you

UNIT 8

COMPREHENSION

Passage 1

Read the passage below and answer the questions that follow

Once, at a pub, I observed with trepidation a lad swallowing six different kinds of tablets after a meal. I asked him what ailment he suffered from and he explained that the tablets were vitamins. On another occasion, when a sister of mine regained consciousness at a clinic after paramedics had worked round the clock to snatch her from the jaws of death, she made the startling confession that she had taken an overdose of aspirin. A drug can cure an illness and alleviate pains. It exercises beneficial effects on the body and makes it strong and free from disease-causing germs.

There are two types of drugs-hard and soft. A hard drug, for instance, cocaine, is illegal because it is not prescribed for medical use. Such a drug can make the user an addict. A soft drug for instance, alcohol, is not very harmful to the body. Soft drugs are sometimes referred to as gateway drugs, because most people who end up using hard drugs start by using the soft ones. If you avoid these substances, your chances of taking hard drug is very slim. There is no smoke without fire. The best way is to abstain from all drugs not prescribed by medical experts.

The repeated use of some drugs can produce a measure of pleasure, provide an escape from daily cares and even make one feel on top of the world or 'go high'. People should desist from taking hard drugs as the health hazards they cause are devastating when compared with the seemingly 'high' feeling experienced during and after taking them.

It is worrying to note that some people take an overdose of drugs as simple as pain killers simply because they believe that the pain they are going through is unbearable. But is that good medical practice? That act in itself is drug abuse. The best way is to consult a doctor who only has the know-how to diagnose the health problem and recommend what to use and the correct dose. It is good to heed the advice of doctors and not to be one's own doctor.

People should be aware that not only are illicit drugs dangerous to health, but even prescribed drugs in common use can be abused when under-used or over-used. When a drug is under-

used, it cannot be strong enough to give the intended cure. If the drug is over-used, it will be detrimental to health.

Questions

- (a) What is the difference between a hard drug and a soft drug?
- (b) Mention two ways in which hard drugs can be dangerous.
- (c) Why is it not advisable to use an under-dose of drugs?
- (d) What advice does the writer give to people with health problem?
- (e) ‘.....there is no smoke without fire.’

What is the meaning of this expression?

- (f) ‘..... a measure of pleasure.’
 - i. What is the grammatical name given to the expression above?
 - ii. What is its function?
- (g) For each of the following words, find another word or group of words or phrase which means the same as the word or group of words and can replace it in the passage:
 - i. trepidation, v. prescribe,
 - ii. startling, vi. detrimental.
 - iii. alleviate,
 - iv. heed,

Answers

- (a) A hard drug is very harmful to the body, but a soft drug is not.
- (b) i. Hard drugs can harm the body.
ii. Hard drugs can make one an addict.
- (c) It is ineffective/it cannot give the intended cure.
- (d) They should consult a doctor and not treat themselves.
- (e) There is no happening without a cause.
- (f) Metaphor/personification
- (g)
 - i. Noun phrase
 - ii. It is the object of (the verb phrase) ‘can produce’
- (h)
 - i. trepidation – anxiety; fear; uneasiness; concern; apprehension
 - ii. startling – surprising; shocking; frightening; disturbing; alarming; worrying

- iii. alleviate – lessen; minimize; reduce; relieve; assuage; ease
- iv. heed – take; adopt; listen to; pay attention to.
- v. prescribe – recommend; approved; authorized.
- vi. Detrimental – damaging; harmful; dangerous; destructive; Injurious.

Passage 2

Read the passage below and answer the questions that follow

We, parents and guardians, are in a dilemma as to how best to handle our children and wards. The young men and women of this generation have tremendous opportunities as well as serious challenges before them. However, it is obvious that most of them are finding it rather difficult to make the right choices. They need guidance from us. But will they allow us to guide them?

On the one hand, we feel duty-bound to help our children succeed, out of sheer love for them and wish to associate with those who are successful. On the other hand, we know that these youngsters belong to a completely new generation which makes some peculiar demands on them. The trend now is to leave them to fend for themselves and to take care of their own destiny, unlike in our days when our parents virtually ordered our lives for us. We then had very little to say and not many arguments to advance in terms of our choices and preferences.

In reality, one or two factors make us rather sceptical about the choices they make. First of all, we believe that the present-day youth tend to look at things superficially and so do not give their choices very serious thought. We would like to tell them that all that glitters is not gold.

The other disturbing factor is that they allow their peers to have too much influence on them. They are therefore inclined to take whatever their peers suggest rather than what we offer them. Their excuse is that they do not want to feel left out or be ridiculed by their peers if they do not conform.

We want to assure our youth that we have nothing against them, neither are we envious of the unique opportunities they now have. We wish them well for the reasons stated above. We only want to appeal to them to accommodate our advice and suggestions, even if they would

want to package them as their own. There is no doubt that if they do, they will find that we have given them useful tools to help them to grapple with any challenges they may face.

Questions

- a. Why do parents want to guide their children?
- b. In what way are the children of this generation different from those of the past?
- c. Why did children of the older generation not find it difficult to take decisions?
- d. State two factors that make parents uneasy about the decisions their children take.
- e. for the reasons stated above.

What are these reasons?

- f. who are successful.

What is the grammatical name given to this expression?

What is its function?

- g. But will they allow us to guide them?

What figure of speech is used in this expression?

- h. For each of the following words, find another word or group of words or phrase which means the same as the word or group of words and can replace it in the passage:

- i. handle,
- ii. tremendous,
- iii. sceptical,
- iv. Disturbing,
- v. accommodate,
- vi. grapple with.

Answers

(a) Parents want to guide their children so that they may make the right choices/decisions.

(b) They listen to their peers whereas the children of the past listened to their parents. OR
They tend to take their destiny into their own hands while children of the past relied on their parents.

(c) They did not find it difficult to take decisions because the decisions were taken for them by their parents.

(d)

i. Their children look at things superficially.

ii. Their children are influenced by their peers.

(e)

i. Parents love their children.

ii. Parents have a duty to make their children succeed. / Parents want their children to succeed.

(f)

i. Adjectival / relative clause.

ii. It qualifies (the pronoun) “those”.

(g) Rhetorical question

(h)

i. handle – guide, manage, direct

ii. tremendous – great, considerable, wonderful, immense, lots of/a lot of

iii. skeptical – doubtful, uncertain, unsure

iv. disturbing – worrying, worrisome, upsetting, disconcerting

v. accommodate – accept, take, appreciate, adopt, consider, heed, listen to

vi. Grapple with – deal with, handle, tackle, confront, cope with

Passage 3

Read the passage below and answer the questions that follow

There is an urgent need now for the law-enforcement agents to enforce strictly environmental laws and regulations in order to preserve and protect the country's fast-dwindling natural resources from further destruction. Until such laws and regulations are made to bite, that is, fully respected and defended, greedy individuals and chainsaw operators and illegal miners will continue to exploit our resources at the expense of all of us, especially our rural folk.

Incidentally, reports indicate that even some traditional chiefs who are supposed to be custodians of the land and its natural resources are in league with the perpetrators of these criminal activities. But the law is no respecter of persons and so all such illegal operators as well as their collaborators should be apprehended and prosecuted. This must be done without fear or favour, to deter other criminals from flouting environmental laws and regulations.

One wonders for how long, we, as a nation can continue to fold our arms and look on helplessly while a few irresponsible individuals deplete our forests and destroy our rivers, lakes and farmlands with impunity. The country's climate is being adversely affected by wanton deforestation which can lead to drought. Our dismal failure to enforce the laws has resulted in the loss of valuable foreign exchange. One recalls that several other nations are thriving simply by making the best of their natural resources. Such countries have maintained buoyant economies as a result of a careful protection of their resources.

It is very obvious that providence has endowed our country with abundant natural resources such as gold, manganese, etc. and other agricultural produce for export and local consumption such as timber and cocoa. Other significant natural resources will soon be added with the discovery of oil and gas in large quantities.

All these resources constitute great national assets which should improve the economy considerably and go a long way to enhance the living standard of the people. That is why it is a pity that our law-enforcement agents have not lived up to their responsibility by way of putting a stop to the incessant exploitation of these resources.

Questions

- a) Mention two main groups of people who are destroying the natural resources.
- b) Give two reasons why the author wants the stakeholders to act now.
- c) Write two adjectives which show the author's condemnation of those who are destroying the natural resources.
- d) What penalty does the author recommend for those who destroy the resources?
- e) Why is the author disappointed in the nation?
- f)for export and local consumption
- i. What is the grammatical name given to this expression?
- ii. What is its function?
- g)the law is no respecter of persons

What figure of speech is used in the expression above?

- h) For each of the following words find another word or group of words or phrase which means the same as the word or group of words and can replace it in the passage:
 - i. to bite, vi. flouting,
 - ii. collaborators, v. incessant
 - iii. apprehended,

ANSWERS

(a)

- i. chainsaw operators
- ii. illegal miners / greedy people

(b)

- i. The natural resources are fast dwindling / depleting. OR The natural resources are being exploited.

ii. To stop further destruction.

(c)

i. Greedy

ii. Illegal

iii. Irresponsible

iv. Criminal

(d) They should be apprehended and prosecuted.

(e) The author is disappointed in the nation because it is not enforcing the environmental laws/legislations. Or environmental laws are being flouted/ disobeyed.

(f) i. Adjectival phrase

ii. It qualifies (the noun) produce.

(g) Personification

h) Find another word or phrase which means the same as the word and can replace it in the passage:

i. to bite - effective, operative, functional

ii. Collaborators - supporters, agents, helpers, partners, accomplices, allies

iii. Apprehended - arrested, nabbed, caught, rounded up, picked up.

iv. flouting - disobeying, going against, breaking, infringing, contravening, violating

v. enhance - improve, ameliorate, promote, boost, raise

vi. incessant - frequent, persistent, relentless, continual, unceasing, unending, ceaseless

Passage 4

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

The World Day against Child Labour was observed on June 12 in several parts of Ghana. A national durbar was held at the Agboghloshie market in Accra, a venue that was strategically selected for its prevalence in female porters.

It was quite an effort for the organisers to convince the girls and women to sit and listen to the message. The reasons for this included the fact that, sitting would waste precious time during which they could be out making some money. Those who sat did so only because they were tired and wanted rest for a few minutes. They were rewarded with delicious cups of chilled fruit juice and snacks. They were also treated to good traditional music, dance and drama. These girls and women had travelled to Accra to make a living. They said they could not return home 'empty-handed'. They needed to buy saucepans and pieces of cloth to prepare for marriage when they returned home.

One girl narrated how a woman had brought her to Accra, with the blessing of her parents, to attend school and serve as a housekeeper. She had been promised a sewing machine, a school uniform and a lot of money. Unfortunately, that woman disappeared on arrival. Stranded, she found a few female porters at the lorry park who spoke her dialect. They took her in and introduced her to their portering business.

It is sad that so many youngsters have had their dreams shattered. Parents, rather than support their children at home, allow them to travel to distant places to work for strangers. Children's aspirations have been altered; their main aim now is to make money and get married. Many parents consider themselves too poor to cater for their children, yet they continue to produce more, expecting the government to support their children.

While some youth desire to continue their education or to learn a trade, there are very few avenues open to them. Several Non-Governmental Organisations (NGOs) have joined hands with the government to assist such youth. Centres have been provided particularly for girls to learn a trade. Some girls who got sewing machines and working tools have sold these off and resumed their portering business. There is the need to adopt specific measures to solve this lingering problem.

In the Kumasi Central market, for example, an innovation was introduced a few years ago. After many porters had been interviewed, those who were younger than fifteen were

immediately registered and enrolled in school. Then customers were also educated to allow only porters older than fifteen years to operate. It was a Herculean task. Unfortunately, this effort was discontinued when some girls started lying about their ages. Even those enrolled in school began to withdraw and return to the markets and lorry parks to make money. The lure of money was too strong to resist.

Questions

- Why did some porters choose to sit and listen to the message?
- (b) What is the ultimate aim of the girls who travel to Accra?
 - (c) Give two reasons why efforts to help the porters were unsuccessful.
 - (d) How did the abandoned girl get out of her situation?
 - (e) What is the writer's attitude to the parents of the children in the passage?
 - (f) ... when they returned home.
 - (i) What is the grammatical name of the expression above?
 - (ii) What is its function in the sentence?
 - (g) ...a Herculean task.

What is the meaning of the expression above?

- (h) For each of the following words or groups of words, find another word or phrase which means the same as the word or group of words and can replace it in the passage:
- (i) strategically,
 - (ii) rewarded with,
 - (iii) shattered,
 - (iv) cater for,
 - (v) specific,
 - (vi) lure of,

Passage 5

Read the passage below and answer the questions that follow

Of the various organs in the body, the heart is undoubtedly the most important. All the other organs also perform very useful functions which make continuous existence possible. However, while some organs can be surgically removed with no fatal consequences, if the heart fails for even a few minutes, the human being dies. Yet, it is the only organ that never really rests. It throbs ceaselessly, distributing blood to nourish all parts of the body.

Come to think of it, a man's heart beats about 70 times every minute. At that rate, we can say with all certainty that the heart beats 4,200 times every hour or 1,000,800 times in a day. If a person lives for 70 years, his heart would beat 2,575,440,000 times. From all indications, there is no known machine contrived by man that can equal this feat. Machines made by man normally have long periods of inactivity when they are undergoing repairs or are being serviced. New-parts are installed to improve their performance. Besides, very few machines can keep on working for more than a few years without depreciating. Yet, there is one machine that keeps on working efficiently for years on end, whether we are awake or asleep, without any form of servicing or repair - the marvelous heart!

As a result of the heart's dependability, we take it for granted. We hardly ever give ourselves enough rest and overworking puts a strain on the heart. We also do not think of what we eat or drink and their effects on the heart. Rather, most people carelessly consume all sorts of foods and drinks, regardless of their cholesterol content, that can cause harm to the heart. We also find it convenient not to take the appropriate exercise that strengthens the heart.

Regrettably, there are some individuals who overburden their hearts and put this vital organ at risk, by taking unprescribed drugs. People should avoid negative emotions like anger and jealousy because they disrupt the function of the heart. Therefore, to have a good heart, live long and well, people should at all costs adopt healthy lifestyles and live in harmony with all.

- (a) Why is the heart such an important organ?
- (b) What distinguishes the heart from other machines?
- (c) How can man-made machines be made to function well?
- (d) Mention two things which the writer says should be done to improve the working of the heart.

(g) Mention two things which should be avoided if the heart is to work well.

(f) ... that never really rests.

(i) What is the grammatical name given to the expression above?

(ii) What is its function?

(g) ...we take it for granted.

What is the meaning of this expression as it is used in the passage?

(h) For each of the following words, choose a word or a phrase that can replace them as used in the passage.

i. ceaselessly

ii. Contrived

iii. Strain

iv. Appropriate

V. disrupt

REFERENCES

- Bauer, M. B. (1982). *Grammar and Composition*. New Jersey, Prentice Hall.
- Butler, L. (2000). *Grammar Links 1*. U.S.A, Houghton Mifflin Company.
- Downing A. and Locke, P. (2006) *English Grammar, A University Course*. U.S.A: Routledge
- Gogovi, G. A. K., Yankah, V. and Nickel, E. (2015). *English for Basic School Teacher (II)*. Cape Coast: University Printing Press.
- Macmillan (1988). *Thinking and Writing Processes*. U.S.A: Macmillan Publishers
- Quirk, R. and Greenbaum, S. (1973). *A University Grammar of English*: England Longman.
- Roberts, R. (1997). *Discover Elementary English Grammar*. Watford: MFP Publications
- Thomson, A. J. and Martinet A. V. (1991). *A Practical English Grammar*. London: Oxford University Press.
- Warriner, T. J. and Griffin, G. (1977). *Warriner English Grammar and Composition*, U.S.A: Harcourt Brace Jovanovic
- Wiredu, J. F. (1999). *Organised English Structure*, Ghana: Academic Publications Limited.