PREFACE.

COMPETENCE IN ENGLISH GRAMMAR is a comprehensive text encompassing virtually all aspects of English Grammar.

This text examines the foundational principals of grammar and builds upon those principles, demonstrating the close interrelationship with all the parts of speech in both verbal and written communication.

It also provides the reader with adequate specialized exercises for every topic at different levels of competence and integrated exercises with answers at the back for the learners' self-evaluation.

High school teachers will find this text an indispensable grammar reference book. While the book is based on guidelines of the current secondary schools' syllabus, intermediate colleges and junior level learners at the university may use it as a foundation for further study.

The writer; a seasoned English teacher, examiner and author of several books is greatly indebted to both professor Margaret Muthwii and Dr. Kioko both of Kenyatta University who taught him advanced courses in English Grammar and to all the Lecturers at the School of Post Graduate studies who made the writing of this text a success.

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CHAPTER ONE: NOUNS.

A noun is a naming word. Nouns refer to names of things, ideas, or situations.
There are several ways of classifying nouns.

(a) Countable and uncountable nouns
(b) Concrete or abstract nouns
(c) Common or proper nouns
(d) Collective nouns
(e) Compound nouns

(A) **Countable and uncountable nouns**

Look at the lists below

List A	List B
Pen	Water
Man	Ink
Poem	Wool
Son	Mud
Pin	Darkness

The items in list A can be described using numerals, e.g. one pen, five men, six poems e.t.c.
List B consist of items that would be impossible to quantify numerically.
We cannot say one water, five muds e.t.c.
The items in list A are **countable** and those in B are **uncountable**.
Nouns for materials such as glass, wood e.t.c and those for liquids e.g. milk, oil, e.t.c, are usually uncountable. Other uncountable nouns are the class called abstract nouns. These include such nouns as love, excitement, concern e.t.c.

B. **CONCRETE AND ABSTRACT NOUNS**

Concrete nouns are those that are appreciated with any of the five senses. These senses are sense of touch, sight, smell, taste and sense of hearing.

Below is a table of several nouns and the senses that they appeal to.

	NOUN	TOUCH	SIGHT	SMELL	TASTE	SOUND
1.	Wood	√	√	√	√	×
2.	Dust	√	√	√	√	×
3.	Smoke	×	√	√	?	×
4.	Fire	√	√	√	?	√
5.	Book	√	√	√	√	×
6.	Water	√	√	×	√	√
7.	Love	×	×	×	×	×
8.	Justice	×	×	×	×	×
9.	Understanding	×	×	×	×	×
10.	Humour	×	×	×	×	×

Nouns 1-6 can appeal to any of the five senses, they are concrete. Nouns 7-10 are abstract.

C. **COMMON AND PROPER NOUNS**

Common nouns are names that are shared by common classes of things. For instance, the term ‘boy’ is a noun which refers to ‘male youth’. All male youths share this common term.
Proper nouns are specific names of people, things or places. All abstract nouns are common nouns unless they are given names for certain stylistic purposes.
Proper nouns are names given to specific entities. For example, Peter, Monday, June, English e.t.c

The first letter of all proper nouns is capitalized in writing. Proper nouns do not have plural forms but common nouns are pluralized.

D. COLLECTIVE NOUNS

These nouns are (collectively) identified as a group.
Some collective nouns are, Audience, Congregation, Crowd, Swarm, Class, Group, Staff, School e.t.c.

E. **COMPOUND NOUNS**

These are nouns, which are formed by more than one word, i.e two, or more words are compounded to form a noun.
Compound nouns may be formed by: -

(i) **Noun + noun**
e.g. Kitchen table, riverbank, bedroom.

(ii) **Gerund + noun**
e.g. waiting list, dining room, swimming pool e.t.c

(iii) **Noun + Gerund**
e.g. name calling, weight lifting, sight seeing e.t.c

(iv) **Noun + preposition + noun**
e.g. mother – in – law
Sister – in – law

(v) **Noun + preposition + gerund**
e.g. Doctors – in – waiting

NUMBER IN NOUNS

Singular and Plural.

In the previous topic, we looked at the different ways of classifying nouns. We shall now look at ways of deriving plurals from singular nouns.

(i) The plural of a noun is usually made by adding **S** to the singular.
e.g. Book - books
Cow- cows
Shoe – shoes.

(ii) Nouns ending in '**O**' '**ch**,' '**sh**', '**ss**' or '**x'** form their plurals by adding '**es**'.

e.g. Singular	Plural
Tomato	tomatoes
Church	churches
Brush	brushes
Kiss	kisses
Box	boxes

(iii) Nouns ending in '**y'** following a consonant from their plural by dropping the '**y'** and adding '**ies'**

Singular	Plural
Baby	Babies
Country	Countries
Fly	Flies

(iv) Nouns ending in '**f**' or '**fe**' drop the 'f' or '**fe**' and add '**-ves**'

Singular	Plural
Half	Halves
Life	Lives

Shelf	Shelves
Wife	Wives

(v) Nouns ending in '**y**' following a vowel form their plural by adding **'s'**

Singular	Plural
Boy	Boys
Way	Ways
Donkey	Donkeys

(vi) A few nouns have irregular plural derivations.

(a) Some form their plural by a vowel change

Singular	Plural
Foot	Feet
Tooth	Teeth
Goose	Geese
Mouse	Mice
Woman	Women

(b) Some nouns remain unchanged for both singular and plural

Singular	Plural
Sheep	Sheep
Water	Water
Fish	Fish

(vii) Collective nouns can take a singular or plural verb.
Singular if we consider the word to mean single group or unit
e.g. The audience is laughing
The audience are laughing

(viii) Certain words are always plural.
These include, police, clothes, trousers, pajamas, scissors, spectacles, shears, glasses e.t.c
These take a plural verb.

(ix). Some words of Greek or Latin origin make their plurals according to the rules of Greek or Latin.

e.g. Phenomenon	-	Phenomena
Memorandum	-	Memoranda
Oasis	-	Oases

(x) Normally the last word in a compound noun is made plural.

e.g. Boy friend	Boyfriends
Lucky winner	Lucky winners

(xi) Where man or woman is prefixed, both parts are made plural

e.g. Man nurse	Men nurses
Woman driver	Women drivers

(xii) Compound nouns formed by verb + er or nouns and adverbs have their first word changed.
e.g. runners up, lookers on e.t.c

(xiii) Compound nouns formed by a noun + preposition + noun have the first word changed for plural.

e.g. Sister – in – law	-	Sisters – in – law
Kenyan – at – heart	-	Kenyans – in – heart

(ix) Initials can be made plural.

e.g. M.O.D. (Master on Duty) - M.O.DS
VIP - VIPS
DC - DCS

3. ARTICLES IN ENGLISH

Articles come before nouns or noun clauses.

(a) **The indefinite article 'THE'**

USES:

(i) When the noun is known to the reader or the hearer
e.g. The sun cast its golden rays in to the clouds
I gave him a letter. He tore the letter into pieces

(ii) Before known natural physical features.
e.g. The Nile, the Amazon, the Indian Ocean e.t.c

(iii) In certain names of countries which may comprise of an adjective and a noun.
e.g. The United Kingdom
The United Arab Emirates e.t.c

(iv) In proper nouns with a plural form.
e.g. The Chinese
The Philippines

(v) Before superlatives
e.g. The best boy
The disciplined girl

(vi) Before an adjective used as a noun to give the meaning '**all the'**
e.g. the youth, the poor, the rich e.t.c

(vii) Before comparatives expressing parallel increase or decrease.
e.g. the older he becomes, the wealthier he gets.
The higher you go, the cooler it becomes.

(viii) Before certain expressions of time.
e.g. the next morning
The day after

(ix) When the noun is considered unique or of its kind
e.g. the Equator, the Rift valley, the Earth e.t.c

(x) Before proper nouns consisting of noun + of + noun
e.g. the Cape of good hope.
The United States of America

(xi) In names of people when referring to a whole family.
e.g. the Mwikali's (i.e. all members of her household)

(xii) Before titles containing '**of**'
e.g. the president of Kenya
the Kabaka of Uganda e.t.c

Omission of the:

i. Before names of people except No.(xi) above.
ii. After a noun in the possessive case
e.g. we say the boy's cousin NOT the cousin of the boy
iii. Before names of games
e.g. we say soccer NOT the soccer

(b) **Definite Articles**
a / an

Both these articles are used similarly except that **'a'** is used before nouns beginning with a consonant sound and '**an**' comes before nouns beginning with a vowel sound.

(i) The two articles are used before singular countable nouns.
e.g. a book
a church
an egg
an hour

(ii) They are also used in certain expressions of quantity.
e.g. a dozen
a couple
a glass of water e.t.c

(iii) They are used with numbers such as a hundred, a thousand, a million e.t.c

(iv) Before expressions of distance, Time, speed, ratio e.t.c
e.g. a kilometer, three times a week, three kilometers, an hour e.t.c

(v) In exclamation before singular countable nouns
e.g. such a brilliant boy!
such a dirty toilet!

(vi) Before titles; Mr., Mrs., Miss surname
e.g. a Miss Mutuku
a Mr. Ochieng

This means that the person referred to is a stranger to the speaker.

4. **GENITIVE CASE IN NOUNS**

POSSESSIVE:

's form

(i) 'S is used with singular nouns and plural nouns NO ending in 's'
e.g. Men's wear
Girl's wear
Teacher's key

(ii) A simple apostrophe **(')** is used with plural nouns ending in`**S'.**
e.g. girl's room
Student's records

(iii) Classical names ending in `**s'** usually add only the apostrophe
e.g. Achimedes' principle, Pythagoras' theorem

(iv) Names ending in **s** can take **'s** or the apostrophe alone
e.g. James' book or James's book
Jones' job or Jones's job

(v) In compound nouns, the last word takes the '**s**
e.g. My sister – in – law's car

(b) **Uses of the possessive**

(i) The possessive case is chiefly used of people, countries or animals.
e.g. Mutua's, Kenya's, the elephant's tusk e.t.c

(ii) It can also be used of planes, ships, trains, cars and other vehicles: though the 'of' construction is safer.
e.g. the train's wagon's – the wagons of the train (preferable)

(iii) Possessive is also used in time expressions.
e.g. An hour's drive
Tomorrow's assignment

N.B: We can have 'a thirty minute's break' or a thirty minute break

(iv) The possessive form is also used in expressions of money + worth
e.g. ten shillings worth of candy

(v) A few expressions such as 'a stone's throw', 'a journey's end' e.t.c will use the possessive.

(vi) Nouns in certain occupations can have the possessive without the second noun. e.g. the chemist's, the baker's, the butcher's e.t.c

C. **OF + NOUN**

Uses

(i) When the possessor noun is followed by a phrase or a clause.
e.g. I saw the face of a man wearing glasses.

(ii) In inanimate 'possessors'
e.g. The roof of the church (NOT the church's roof)

(iii) N.B: It is possible to replace these expressions (i.e. of + noun) by having the 'noun possessor' coming before the 'noun- possessed'
e.g. The keys of the car – the car keys
The roof of the church – the church roof.

5. **NOUN DERIVATION**

In any language, words are formed by **morphs**.
In English, these morphs are either **prefixes** or **suffixes**.
For example, from the bare form of the verb 'act', we can derive the following words: -
React (v)
Reacted (past tense)
Reactive (adjective)
Reaction (noun)
Reacting (present participle) e.t.c
Some of the suffixes added to words to derive nouns include: - **er**,…**ee**,…**ness**,…**ion**,…**ship**,…**ence** e.t.c
We may derive nouns from:

(i) **Verbs**	-	**Nouns**
e.g. Worship		worshiper
Detain		detainee
Interview		interview/interviewer/interviewee
Differ		difference

Adjective	-	**Noun**
Busy	business	
Lazy	laziness	
Beautiful		beauty
Able		ability

Nouns	-	**Nouns**
Review		reviewer
King		kingship
Kin	kinship	
Statesman		statesmanship

6. **GENDER SENSITIVE WORDS**

Gender refers to the specific roles or duties assigned to different sexes. These roles are culture based and they keep changing. Roles that were predominantly male dominated are now assigned to women.
It is important to develop a gender sensitive language.

Chairman	Chairlady	-	Chairperson
Headmaster	Headmistress	-	school head
History (his-story)	?		
Manliness	?		
Husbandry	?		

Mankind ?
Man made e.t.c ?
There is need to develop gender sensitive language

7. **FUNCTIONS OF NOUNS IN SENTENCES**

Before we examine the functions of nouns in sentences, certain terms must be understood.

(a) **Noun phrase:**
This is a group of words acting as a noun but without a finite verb (verb with tense).
Noun phrases usually consist of: - an article + adjective(s) + noun.

e.g. The ridiculous incident
article adj. Noun

(b) **Noun clause:**
This is a group of words consisting of a subject and a finite verb. The noun clause acts as a noun in a sentence.

(i) **NOUNS/NOUN PHRASES/NOUN CLAUSES AS SUBJECTS OF A SENTENCE**

(c) **Subject:**
This refers to what or whom the sentence refers to.
In sentences with transitive verbs, the subject is the doer of the action stated by the verb.
Nouns, noun phrases and noun clauses can act as subjects of sentence.
e.g. The boys (n) were called in.
S

The most improved students were rewarded.
S (noun phrase)

The students who came late, were sent away.
S (noun clause)

(ii). **OBJECT**
NOUNS/NOUN PHRASES/NOUN CLAUSES AS DIRECT OBJECTS

The direct object refers to the receiver of the action stated by the verb.
A noun, noun phrase and noun clause can act as a direct object in a sentence.
e.g. He kicked the ball.
D.O (noun)

They received the exercise books.
D.O (noun phrase)

He slapped a girl who sat behind the class.
D.O (noun clause)

NOUNS/NOUNPHRASES/NOUN CLAUSES AS INDIRECT OBJECT

The indirect object (1.0) receives the direct object

e.g. He gave the card to Juma.
1.0 (n)

He gave the card to the brightest boy in class.

1.0 (noun phrase)

They gave letters to <u>all who had shouted.</u>
Noun clause (1.0)

(iii) **NOUN CLAUSES AS COMPLIMENTS**

Look at the sentences below.
What they found were <u>broken chairs.</u>
n. phrase (C)

Mary is <u>a bellicose student.</u>
Noun phrase (C)
The underlined phrases compliment (describe, modify) the subject.
The direct object and indirect object can also be complimented by noun clauses.
Kioko gave it to Mary, <u>the short brown girl.</u>
Compliment of object

In brief, nouns, noun phrases and noun clauses may act as subjects, objects and compliments in sentences.

1. EXERCISES ON NOUNS

EXERCISE 1. A

Distinguish the Common and Proper nouns in the list below.

	NOUN	**COMMON**	**PROPER**
1.	Kenya		
2.	Boy		
3.	Humour		
4.	Britain		
5.	English		
6.	Booklet		
7.	Atlas		
8.	Philips atlas		
9.	Smoke		
10	Onyango		
11	Smoke		
12	Mary		

EXERCISE 1.B

Below is a list of both concrete and abstract (non – concrete) nouns. Distinguish them.

	NOUN	**CONCRETE**	**ABSTRACT**
1.	Smoke		
2.	Love		
3.	Air		
4.	Humour		
5.	Book		
6.	Immorality		

7.	Britain		
8.	Star		
9.	Headmaster		
10	Dean		
11	Naivety		
12	Sound		

EXERCISE 1.C

Distinguish the countable and uncountable nouns from the list below.

	NOUN	COUNTABLE	UNCOUNTABLE
1.	Water		✓
2.	Book	✓	
3.	Smoke		
4.	Headmaster		
5.	Country		
6.	Sand		
7.	Sugar		
8.	Egg		
9.	Star		
10	Programme		
11	Boy		
12	Virus		

EXERCISE 1. D

The words below can be countable or uncountable depending on the contexts of their usage. Briefly state the contexts.

e.g.

1. dress - Countable - a frock
   - Uncountable - clothing

2. fire - countable -
   - uncountable -

3. glass - countable -
   - uncountable -

4. work - countable -
   - uncountable -

5. youth - countable -
   - uncountable -

6. room - countable -
   - uncountable -

7. iron - countable -
   - uncountable -

8. paper - countable -
- uncountable -

9. fag - countable -
- uncountable -

10. hair - countable -
uncountable -

11. enterprise - countable -
- uncountable -

EXERCISE 1. E

Place the most suitable countable nouns before the uncountable nouns below.

e.g.
1. a crate of eggs.
2. a_____ of furniture.
3. a_____ of dust.
4. a_____ of sand.
5. a_____ of advice.
6. a_____ of jewelry.
7. a_____ of land.
8. a_____ of soap.
9. a_____ of bread.
10. a_____ of salt.
11. an_____ of news.

EXERCISE 1. F
Provide the singular or plural forms of the nouns below.

	SINGULAR	**PLURAL**
	e.g.	
1.	child	Children
2.		Oxen
3.	radius	
4.	mob	
5.	terminus	
6.		Pliers
7.	sheep	
8.	brother-in-law	
9.		Trousers
10	dynamo	
11	spouse	
12	loaf	
13		Potatoes
14	louse	
15		Mice
16	woman agent	
17		Husbands-in waiting
18	fish	
19	tooth	
20		women
21	calf	

EXERCISE 1.G

Fill in the blank spaces in the following sentences using either 'a' 'an' or 'the' where necessary.

1. It was on _____ third of _____ month that he died.
2. _____ Sahara is _____ biggest desert in the world.
3. He bought _____ pair of trousers and pressed _____ pair of trousers every day.
4. _____ skirt she is wearing is made of _____ nylon, but she prefers_____ cotton ones.
5. He takes four glasses of water _____ day.
6. Mikuini School is one of _____ best schools in Machakos.
7. Indiscipline is _____ problem, which is compounded by _____ use of drugs in schools.
8. It would be _____ honour to be invited to stay with such _____ distinguished person.
9. They were overwhelmed by _____ poor results that year.
10. Jane was _____ only girl I saw.
11. Simba, _____ dog, barked.
12. This room is very nice. Has it got _____ fan.
13. Can you recommend _____ good restaurant?
14. How often do you go to _____ dentist?
15. She visits her parents three times _____ year.
16. I haven't been to _____ cinema for weeks.
17. _____ sun is a star.
18. Norah is _____ hospital chaplain of Kenyatta National hospital.
19. She says she is _____ Canadian but _____ Canadians living in Kenya have visas.
20. _____ Computer has changed the way we live.

EXERCISE 1.H

Write the collective nouns of the following words.

e.g.

A pride of lions.

1. A_____of dogs.
2. A_____of goats.
3. A_____of locusts.
4. A_____of fish.
5. A_____of chicken.
6. A_____of ants.
7. A_____of birds.
8. A_____of bees.
9. A_____of cattle.
10. A_____of players.

EXERCISE 1. I

Provide the compound nouns for the following statements.

e.g.

A ticket for a concert: **Concert ticket.**

1. A chocolate made with milk: _____
2. Somebody whose job is to inspect factories: _____
3. The carpet in the dining room: _____
4. A question that has two parts:_____
5. A scandal involving a football club: _____
6. An accident on the road: _____
7. A race on a horse: _____
8. A card used to telephone someone: _____
9. A paper issued on Sundays: _____
10. Results of examination: _____

EXERCISE 1. J

Distinguish the difference in meaning in the following compound words

1. (a) bedroom.
   (b) bed room

2. (a) horse race
   (b) race horse

3. (a) card phone
   (b) phone card

4. (a) garden vegetables
   (b) vegetable garden

5. (a) table tennis
   (b) tennis table

EXERCISE 1.K

Use the appropriate possessive forms to join the nouns below.

e.g.

The jacket / that man – than man's jacket.

1. The new principal / the school –
2. The child / the toy –
3. Jesus / cross
4. James / books
5. Mike / car
6. The newspaper / yesterday
7. boys / dormitory
8. teachers / quarters
9. the girls / room
10. the girl/room

11. sisters – in – law / houses
12. brothers – in – law / house
13. form ones / dormitory
14. two hours / drive
15. tomorrow / meeting
16. women / dress
17. the birds / nest
18. a stone / throw
19. a young man / trousers
20. a teacher / desk

EXERCISE 1.M

Use appropriate suffixes to derive nouns from the words below.

Words	**Noun**
Demonstrate	demonstration
1. liable	
2. valid	
3. humid	
4. amaze	
5. steal	
6. wide	
7. strong	
8. good	
9. trivial	
10. gullible	
11. honest	

12. easy
13. keen
14. kind
15. laze
16. active
17. humble
18. productive
19. determine
20. realize

EXERCISE 1. N.

Identify gender sensitive terms, which can be used to replace the words below

1. Chairman - Chairperson
2. animal husbandry -
3 house girl
4. mankind
3. men
4. man made

EXERCISE 1. 1

Underline the nouns, noun phrases or clauses in the sentences below and indicate their functions.

e.g. The man was a con.
Subject (s) Compliment (c)

1. The form ones saw all sorts of animals.
2. H.I.V is a threat to humanity.
3. Amina gave a dress to the street girl.
4. The thief got what he deserved.
5. Mikuini students are very hard working.
6. The boys ate all sorts of wild fruits.
7. Girls do not like tee shirts.
8. A mischievous brat must have started the fire.
9. The new government encourages private investors.
10. The selfish politicians awarded themselves a pay rise.

CHAPTER TWO: PRONOUNS.

1. CATEGORIES:

These are words which substitute nouns. Pronouns are useful if one wishes to avoid repetition when linking phrases, clauses or sentences.
Pronouns may be classified as **personal**, **possessiv**e, **reflexive**, **interrogative** and **relative**.

(A) **PERSONAL PRONOUNS**

	Subject	**Object**
1st person singular	I	Me
2nd person singular	You	You
3rd person singular	He/she/it	Him/her/it
1st person plural	We	Us
2nd person plural	You	You
3rd person plural	They	Them

The first person refers to the person(s) speaking.
The second person refers to the person(s) being spoken to.
The third person refers to the person(s) referred to or the one spoken about.

(B) **POSSESSIVE PRONOUNS**

Persons	**Possessive adjectives**	**Possessive pronouns**
1st person singular	My	Mine
2nd person singular	Your	Yours
3rd person singular	His/her/its	His/hers/its
1st person plural	Our	Ours
2nd person plural	Your	Yours
3rd person plural	Their	Theirs

N.B We do not use the apostrophe for the possessive pronouns.
It's means` it is'.
Its means 'belonging to it' or 'of it'

Examples:
That book is yours. Mine is in the library.
Theirs is a very serious court case.
This is my book. Yours is in the library.
Mine is a very serious court case.

C. **REFLEXIVE PRONOUNS:**

Reflexive pronouns are used when the action of the verb returns to the subject.

e.g. I hurt myself
S **(s/o)**

'Myself' is the 'object' of the sentence and it is actually the subject.
Below is a list of 'reflexive pronouns'

Person	**Singular**	**Plural**
First person	Myself	Ourselves
Second person	Yourself	Yourselves
Third person	Himself/herself/itself	Themselves

The reflexive pronoun 'oneself' is indefinite.
As observed above,
Reflexive pronouns are used when the action of the verb returns to the subject.
e.g. I saw myself in the mirror
I thanked myself for the victory
They branded themselves rogues.
Mutua loved himself so much.
Reflexive pronouns are also used to emphasize the nouns or pronouns in the subject position.
e.g. The president himself opened parliament.
She supervised it herself.

D. **INTERROGATIVE PRONOUNS**

These are pronouns used while asking questions.
Below is a list of interrogative pronouns.

	Subject	**Object**	**Possessive**
For persons	Who	Who/whom	Whose
	Which	Which	
For things	What	What	-
	Which	Which	-

e.g. Who came here?
Which/what is available? E.t.c

Which is used for persons or things when the choice is restricted.
e.g. Which did you buy?
Who wrote the essay and 'which' (of the boys) wrote the essay' are different.
In 'who wrote the essay?' the speaker may not even know that it was a boy. In the second, it is specified or restricted to a particular group.

E. **DEMONTSRATIVE PRONOUNS**

These pronouns are used to indicate the position of a particular noun.

They include:

Singular	**Plural**	**Meaning**
This	These	Near (close) to the speaker
That	Those	Farther away from the speaker

When these words are immediately followed by nouns, they act as adjectives.
e.g. This book is mine, but this is yours
adj n pronoun

Those in uniform were ushered in to the class.
Pronoun

Those students in uniform…
Adjective

F. **RELATIVE PRONOUNS**

Relative pronouns are used to introduce clauses.
Defining relative pronouns introduce a clause which distinguishes the noun being described from the rest of its class hence they introduce adjectival clauses.
e.g. The boys who sneaked from school were punished.
This sentence implies that only those boys who sneaked from school were punished. Those who did not sneak from school were not punished.
Non-defining relative clauses simply augment (or are in apposition to the noun being described.
e.g. The boys, who sneaked from school, were punished.
The second sentence implies that all the boys sneaked from school; hence they were all punished.

Below is a list of relative pronouns used in defining relative clauses.

	Subject	**Object**	**Possessive**
For persons	Who That	Who /whom That	Whose
For things	Which That	Which That	Where /of which

Examples of relative pronouns used in defining clauses
The boys who play soccer were rewarded
The dog that vomited has disappeared
Men who worship Satan will regret in future
The above sentences have all been used in the subject position.

The sentences below have relative pronouns introducing clauses in the object position.
He punished the boys who came late.
Mwikali dislikes boys who constantly ogle at her.

Below is a list of relative pronouns used in non- defining relative clauses.

	Subject	**Object**	**Possessive**
First persons	Who	Whom / whom	Whose
For things	Which	Which	Whose / of which

Examine the sentences below:
The doctor, who welcomed us, registered his appreciation .
The clause, 'who welcomed us', is in apposition. It simply adds more information that the doctor also welcomed them.
Compare:
The doctor, who welcomed us, registered his appreciation.
The doctor who welcomed us registered his appreciation.

In the second sentence (which has a defining clause) implies that only the doctor (there were other doctors) who welcomed us registered his appreciation. In the first sentence the relative clause is non- defining. It implies that there was only one doctor and he is also the one who welcomed us /them.

Distinguish the meanings in the following pairs of sentences

The girls, whose books were taken, are complaining.
The girls whose books were taken are complaining.

The students, who excelled in last year's exams, were rewarded.
The students who excelled in last year's exams were rewarded.

The man, whom I saw, was in a red jacket.
The man whom I saw was in a red jacket.

2. EXERCISES ON PRONOUNS

2.a. Use the most appropriate pronouns from the choices given to fill in the gaps below.

1. Onyago and _____ were late. (I / me)
2. The essay was written by _____. (me /I)
3. _____ all wrote essays. (us / we)
4. _____ went on strike. (they / them)
5. The house is _____ . (theres / theirs / they's)
6. No one told _____. (them / they)
7. _____ told no one. (they / them)
8. Give it to _____ . (they / them)
9. They told _____ to lie down. (she / her)
10. _____ are advised to maintain silence. (you / your)
11. _____ is a very tiring exercise. (it's / it's/ it)
12. No one saw _____. (him / his)
13. _____ very bright in class. (he's / his)
14. _____ are always late for preps. (they / there)
15. Nothing scares _____more than terror movies. (I / me)
16. _____ was embarrassed by his remarks. (me / I)

17. His remarks embarrassed _____. (me / I)
18. No one distrusts _____ . (I / me)
19. _____ and _____ are late. (you / I)
20. Ten of _____ qualified. (they / them)

2 b. Use the possessive forms of the pronouns below to fill the gaps in the following sentences.

e.g.
1. The book is **mine** (me), **yours** (you) is in the library.
2. _____ (it) tail was cut off.
3. That was _____ (they) duty.
4. I have all my texts, _____(they) are all lost.
5. _____ (us) is a very demanding task.
6. _____(me) is an interesting career.
7. I found my wallet. _____(she) was never found.
8. "I love staying at home. Do you love staying at _____ (you)?"
9. This book is well read. All _____ (it) pages are underlined.
10. My results were encouraging. How about _____ (you)?
11. _____ (you) is a very enjoyable job.

EXERCISE 2.C

Tick the correct sentences below.

1. (a) Me myself I like watching movies.
   (b) Myself I like watching movies.
   (c) I myself likes watching movies.
   (d) I like watching movies.

2. (a) The president himself attended the function.
   (b) Himself the president attended the function.
   (c) He the president himself attended the function.

(d) The president attended the function he himself.

3. (a) I hurt myself on the leg.
   (b) I hurt me on the leg.
   (c) I myself hurt on the leg.
   (d) I hurt me myself on the leg.

4. (a) You spoil yourselves when you smoke cigarettes.
   (b) You yourselves you spoil when you smoke cigarettes.
   (c) You yourselves spoil yourselves when you smoke cigarettes.
   (d) You spoil yourselves when you smoke cigarettes yourselves.

5. (a) They themselves witnessed the accident.
   (b) Them themselves witnessed the accident.
   (c) They witnessed themselves the accident.
   (d) They witnessed the accident themselves.

EXERCISE 2 D

Distinguish the difference in meaning in the following pairs of sentences.

1. (a) The boys, who sneaked from school, were punished.
   (b) The boys who sneaked from school were punished.

2. (a) My brother who is a lawyer is coming today.
   (b) my brother, who is a lawyer, is coming today.

3. (a) The girls, who jeered at the new teacher, were reprimanded.
   (b) The girls who jeered at the new teacher were reprimanded.

4. (a) The boy, whom I saw yesterday, is unwell.
   (b) The boy whom I saw yesterday is unwell.

5. (a) The Isuzu which had an extra large engine won the race.
   (b) The Isuzu, which had an extra large engine, won the race.

EXERCISE 2 E

Use the most appropriate relative pronoun to join the sentences below.

1. I bought a car last month. It has a breakdown.
2. Jane is my sister. She is pursuing further studies in Britain.
3. The cook came late. He was drunk.
4. The two girls disagreed over the correct answer. They were doing an English exercise.
5. Many people voted. They cast their ballots for president Kibaki.
6. We ate all the fruits. They were kept in the cupboard.
7. The water tank was bought last year. It is leaking.
8. I was using a dictionary yesterday. It is lost.
9. The policemen searched the building. They were looking for stolen property.
10. The girls swept the dormitory. They also swept the classroom.

EXERCISE 2. F

Distinguish the difference in meaning in the following pairs of sentence.

1. (a) These were bought by my parents.
   (b) Those were bought by my parents.

2. (a) This is mine.

(b) That is mine.

3. (a) The boy that wrote this (essay) is very creative.
   (b) The boy that wrote that (essay) is very creative.

4. (a) None of these is correct.
   (b) None of those is correct.

5. (a) These are the men who shouted at me.
   (b) Those are the men who shouted at me.

EXERCISE 2.G

Use the correct form of interrogative pronoun to fill in the blanks below.

1. _____ came here?
2. _____ did you give the Atlas?
3. _____ did you bring?
4. _____ was bought?
5. _____ did they appoint as head girl?

CHAPTER THREE: VERBS

1. DEFINITION AND CATEGORIES

Verbs are actions in sentences.
A verb denotes the action or state of being of the subject in a sentence.
e.g. She dashed into class (indicates action)

S verb (v)

Mary is unwell
S verb - (indicates state of being)

Verbs also carry the tense or the time when a particular action took place or is to take place.
e.g. She went home yesterday
She goes home this evening

Verbs also carry the perfective or the progressive aspect of the action.
e.g. She had eaten the food implies that the action came to completion before another action in the past happened. This verb is in the perfective aspect.
e.g. 2 She is writing an essay.

The verb in this sentence implies that the action of writing is in progress. The verb therefore carries the progressive aspect.
There are two main types of verbs:
Lexical and **auxiliary** verbs

(A) **LEXICAL VERBS**

These are action words which occur independently and singly in clauses.
e.g. The boy kicked the ball
V
The verb 'kick' is independent and may not need another verb.
The boy kicked threw the ball. This is wrong because lexical verbs occur singly in clauses or sentences.

(i) **Verbs** will always agree with the subject of the sentence in relation to number (i.e. singular or plural)
For example:
Juma goes to school
S. Subject V

The boy goes to school
S. Subject V

The boys go to school
Pl. subject V

A singular subject has a corresponding singular form of a verb.
A plural subject will have a corresponding plural of a verb.

(ii) Verbs will change for tense.
e.g. I see him (simple present)
I saw him (simple past)

Below are the different tenses in English and examples of how two verbs may change in the respective tenses.

(a) **Simple present tense**
- He eats rice for supper
- He walks to school

(b) **Present continuous:**
- He is eating rice for supper
- He is walking to school

(c) **Present perfect**:
- He has eaten rice for supper
- He has walked to school

(d) **Present perfect continuous:**

- He has been eating rice for supper
- He has been walking to school

(e) **Past simple:**

- He ate rice for supper
- He walked to school

(f) **Past continuous**

- He was eating rice for supper
- He was waking to school.

(g) **Past perfect:**

- He had eaten rice for supper
- He had walked to school

(h) **Past perfect continuous:**

- He had been eating rice for supper
- He had been walking to school

(i**) Future Simple:**

- He will / shall eat rice for supper
- He will walk to school

(j) **Future continuous**:

- He will be eating rice for supper
- He will be walking to school

(k) **Future perfect:**

- He will have eaten rice for supper
- He will have walked to school

(l) **Future perfect continuous:**

- He will have been eating rice for supper
- He will have been walking to school

Before looking at the way all these tenses and time aspects are derived, let us first look at the other category of verbs: Auxiliary verbs.

(B) **AUXILIARY VERBS**

Auxiliary are also called helping verbs. They help carry the tense, the progressive or perceptive aspect and in the case of modals; the mood or mode of the verb.

There are two types of auxiliary verbs:

(a) Main auxiliary
(b) Modal auxiliary

(a) **Main Auxiliary:**

There are three primary auxiliaries; to <u>be</u>, to <u>have</u> and to <u>do</u>

The different forms of these verbs are tabled below:

Infinitive	Present tense	Past tense	Past participle
be	am, is, are	Was	been
have	have, has	Had	had
do	do, does	Did	done

The three primary auxiliaries can be used as ordinary verbs.
e.g. He has a book.
He is lazy.
He did the job.

These three auxiliaries can also, unlike lexical verbs, occur in the same sentence.
e.g. He <u>has</u> <u>been</u> <u>doing</u> the job
(to have) (to be) (to do)

have
- When it occurs independently in a sentence, it implies 'possesses'
e.g. She has a car means she possesses a car.
- When used as an helping verb, it carries the perfective aspect
e.g. I have returned the book

(b) **Modal auxiliaries**

These combine with infinitives to indicate permission, possibility, obligation, deduction e.t.c.

They include: -

Present	**Past**
Can	Could
May	Might
Must	Had to
Ought	
Shall	Should
will	Would

Unlike primary auxiliaries, a single clause cannot have more than one modal auxiliary.
e.g. We must walk
We could must walk
We shall look at several uses of modal auxiliaries in other chapters.

VERB AND TENSE

1. **The simple present tense**

The Simple Present tense is used for:

(a) **Facts:**

e.g. The sun rises from East.
Dog barks.

(b) **Repeated actions, customs and habits**

- People celebrate Christmas on 25th December.
- Kenyans go for elections every five years.
-

(c) Abilities

- He balances on a rope.
- He paints walls.

When asking questions in this tense, the auxiliary must reflect the number.
e.g. Does he walk to school ?(singular subject)
Do they walk to school? (plural subject)

B. **Simple past tense**

(i) This tense is used when the action referred to happened in the past
e.g. They walked to the police station yesterday.

(ii) Verbs ending in a consonant preceded by a single stressed vowel double the consonant in the past tense.
e.g. Hop – hopped
Stop – stopped
Fit – fitted

(iii) Most verbs that end in **Y** change the **Y** in to **-ied**
e.g. Hurry – hurried
Bury – buried
Reply – replied
Worry – worried

(iv) In regular verbs, the past simple ends in **-ed**
e.g. Walk – walked
Talk – talked

Worship – worshiped
Wash – washed

(v) Several verbs are irregular
e.g. Write – wrote
See – saw
Go – went
Throw – threw
Cost - cost
Hit - hit

C. **Present continuous tense**

This tense is used when we want to talk about an action which '**is still going on**'
It talks of a continuation or progressiveness.
e.g. I am writing an essay now.
Constructions in this tense comprise of an auxiliary verb in the simple present and a present participle (verb with –**ing** form).
They are walking home
(be) V + ing

To derive the present participle from the verb:

(a) Most verbs ending in 'e' drop the 'e' and add –'ing' to the stem.
e.g. Come – coming
Wake – waking
Type – typing

(b) A few verbs with long vowels or diphthongs retain the 'e' and add the -ing
e.g. Flee – fleeing
Dye – dying
Canoe – canoeing

(c) Some verbs ending in –'ie' drop the –'ie' and replace it with 'y' before the –'ing' can be replaced.
e.g. Die – dying
Lie – lying

(d) A verb which ends in a consonant that is preceded by a short vowel sound doubles that consonant before adding the –'ing' ending.
e.g. Hit – hitting
Slap – slapping
Sit – sitting
Map – mapping

(iv) Verbs with a long vowel or diphthong before the last consonant do not have the last consonant doubled.
e.g. Deal – dealing
Steal – stealing
Wail – wailing

D. **THE PAST CONTINUOUS TENSE**

This tense is formed by changing into past auxiliary verb 'be' + verb + ing.
She is watching a movie. (present continuous)
She was watching a movie. (past continuous)
The past continuous tense implies that the action which has already been done was happening progressively.
e.g. We are reciting a poem.
He was making cookies.
They were waiting for the teacher.

E. **THE PRESENT PERFECT**

This tense is formed by has / have + past participle
e.g. She has come.
They have sung.
The past participle often ends in –'ed'
e.g. washed, talked
However, several verbs are irregular.
e.g. Do – done
Write – written
Be – been
Beat – beaten
Bend – bent
The past participle forms do not always directly correspond to the simple past forms.
For example:

Infinitive	**Past simple**	**Past participle**
Be	was /were	been
Bet	bet	bet
Catch	caught	caught
Drink	drank	drunk
Grow	grew	grown
Leave	left	left
Lie	lay	lain
Sew	sewed	sewn / sewed
Show	showed	shown / showed
Write	wrote	written
Swear	swore	sworn
Split	split	split

Most good dictionaries and textbooks provide lists of verbs in their past simple and past participle forms.
The present perfect implies that an action has just been completed. We can sense the effects of the action.
e.g. Who has banged the door (the noise is disturbing)
The bell has gone (students can be seen running)

F. **PRESENT PERFECT CONTINUOUS**

This tense is formed by **has / have + been + verb** in the present participle.
e.g. She has been singing
I have been reading A Man of the People.
This tense implies that the action has been happening progressively for its perfective completion.

G. **PAST PERFECT**

It is formed by **had + past participle**
e.g. They had eaten the food.
She had seen him.
We had finished the examination.

H. **PAST PERFECT CONTINUOUS**

It is formed by **had + been + present participle**.
e.g. She had been washing clothes.
They had been swimming.
The tense implies that before a particular action took place something was going on continually to completion.
e.g. She had been singing when we arrived
This means that when they arrived:
- She had just stopped singing
- She was singing continuously.
- All the events took place in the past.

(i) **WAYS OF EXPRESSING FUTURE TIME**

There are several forms of expressing the future.

(a) **Simple present + time aspect**

e.g. They start school on Monday.
We go to the museum next Tuesday.

(b) **Present continuous + time aspect**.

I am going to Nairobi next week
They are opening school next Monday.

The simple present is more impersonal than the present continuous form.

(i) I go home tomorrow
(ii) I am going home tomorrow

The first sentence may imply that it is not part of my decision to go home, whereas the second one implies that I have actually decided.
The simple present form can also sound more formal than the continuous.
e.g. 'Learners sit for the exam next week' is more formal than 'Learners are sitting for exams next week'.

(c) **Will / shall + infinitive**

Will + infinitive expresses intention at the moment of decision.
e.g. The bell has gone, I'll dash to class.

(d) **Be + going to form**

e.g. I am going to buy a dictionary.
This form is used to express subject's intention to perform a certain future action.
This intention is always pre-meditated.
It means I have decided.
e.g. I am going to draw a timetable.

(f) **The future continuous**

This is expressed by:
Will / shall + present participle
e.g. I will be singing.
Mutua will be running round the field.

(g). **Future Perfect**

It is expressed by:
Will + have + past participle
e.g. I will have done my exams by 2010
They will have laid the trap.

(h). **Future perfect continuous.**

It is expressed by:
Will / shall + have + been + present participle
e.g. I will have been doing the paper.
They shall have been singing.

3. **TRANSITIVE AND INTRANSITIVE VERBS**

All verbs that take an object after them are called transitive verbs.
e.g. James prepared buns
v.t

Intransitive verbs do not accept an object after them.
Most of the intransitive verbs are followed by adverbs, adjectives or descriptive phrases.
e.g. We arrived in the morning.
v.i

He yawned twice

v.i

He shouted
v.i

Some verbs can be used both transitively and intransitively**.**
e.g. I fought him (transitively)
v.t

I fought courageously (intransitively)
v.i

The good dictionaries will indicate whether a verb is used transitively or not.

4. **QUESTION TAGS**

A question tag is a phrase added at the end of a statement to make the statement a question.
Question tags may also be defined as short additions to sentences asking for agreement or confirmation.

Rules of forming question tags:

(a) After negative statements, we use the ordinary interrogative.
e.g. You didn't see him, did you?
He wasn't there, was he?

(b) After affirmative (positive) statements, we use the negative the negative interrogative.
Peter saw you, didn't he?
Mary was there, wasn't she?

(c) **Neither, no (adj) none, no one, nobody, nothing, scarcely, barely, hardly, hardly ever** and **seldom** are treated as negative hence the statements containing them are followed by an ordinary interrogative tag.
e.g. He hardly ever goes to school, does he?
No one saw him, did they?
Nothing was said, was it?
No salt is allowed, is it?

(d) When the subjects of the sentence is **anyone, anybody, no one, nobody, none** and **neither**, we use the pronoun they as subject of the tag.
e.g. Neither of them complained, did they?
Any one is welcome, are they?
No one would object, would they?

(e) If the statement does not have any auxiliary verb, we use **'do'** as the auxiliary verb.
e.g. Edward lives here, doesn't he?
She baked cakes, didn't she?
No one came in time, did they?

(f) In statements with everybody**, everyone, somebody** and **someone**, we use they as the subject of the tag.
e.g. Everyone was excited, weren't they?
Someone made away with my book, didn't they?
Somebody had seen him, hadn't they?

NOTE:
When question tags are used, the speaker doesn't normally need information but merely expects agreement.
Tags are therefore usually said with a falling intonation as in statements.
Sometimes however, the speaker does want information. He is not quite sure that the statement (he has made) is true and wants to be reassured. In this case, the question tag is said with a rising tone (as in ordinary interrogatives) and the important word in the first sentence is stressed.

5. **THE PARTICIPLES**

A. **The present participle**

It is formed by the bare form of the verb (infinitive) + ing.
The present participle has several uses:

(i) To form continuous tenses
e.g. He is singing.

(ii) As adjectives.
e.g. Leaking pipes
Running water
Boiling pot e.t.c

(iii) After have + object
e.g. We have many people registering for this course.
Object
We have few students coming late.

(iv) It can sometimes replace a relative pronoun + verb
e.g. A line that cuts across two points
A line cutting across two points
A map that shows Lake Victoria
A map showing Lake Victoria

(v) To introduce statements in indirect speech
e.g. He told me to avoid the route, reminding me that several people had been recently mugged.

(vi) After verbs of sensation (i.e. see, hear, feel, smell, listen to and watch).
e.g. I see him crouching under the table.
I heard them singing a hymn.
I listened to him shouting to the girl.

(vii) After catch / find / leave + object.
e.g. I caught him stealing from the school farm
I left her sitting on a rock.
He found him reading in the library.

(viii) After go / come / spend / waste / be busy
e.g. They came shouting
They are going swimming
Jane was busy reading
He spend ten thousand shillings furnishing the room.

N.B
The present participle after verbs of sensation may express both complete and incomplete actions.
I saw him digging the grave.
This sentence may imply that the action is still going on.
It may also mean that he was found doing that (digging the grave) and the action is complete.
If these verbs are followed by a bare infinitive, we may imply that the action is complete.
e.g. I saw him dig the grave.
Compare the meaning in the two pairs of sentences below.
Maria was seen running round the field
Maria was seen run round the field.

I watched the actors performing the play.
I watched the actors perform the play.

Catch / find + object + present participle
The action expressed by the participle is one that displeases the subject.
e.g. I caught him jumping over the fence.
She was found writing a love letter.

Leave
This verb can be used with a participle.
e.g. I left him shouting in the dormitory.

A present participle replacing a main clause
(i) When two actions by the same subject occur simultaneously, it is usually possible to express one of them by a present participle.
The participle can be before or after the finite verb.
e.g. He ran away. He shouted as he ran - He ran away shouting.

(ii) When one action is immediately followed by another of the same subject, the first action can often be expressed by a present participle.
The participle must be placed first.
e.g. He opened the door and threw the keys inside.
Opening the door, he threw the keys inside.

(iii) When the second action forms part of the first or is as a result of it, we can express the second action by a present participle.
e.g. She went out, banging the door.
The police fired, shooting a suspect.

Present participle replacing a subordinate clause
The present participle can replace **as / since / because + subject + verb**
It can help to explain the action which follows.
e.g. Knowing that the examinations would be tough he studied hard.
Since he knew…
Or because / as he knew …
These constructions are chiefly found in written English.

B. **The perfect participle**

(i) It is formed by having + past participle.
It can be used in place of present participle in sentences where the action is immediately followed by another with the same object.
Bolting one tyre firmly in its place, he threw the other in the back cabin. – Having bolted one tyre firmly in its place, he threw the other in the back cabin.

(ii) The perfect participle is necessary where there is an interval of time between two actions.
e.g. Having failed twice, he didn't want to try again.

(iii) It is also used when the first action covered a period of time.
e.g. Having been a prefect for three years, he found his stay in school as a common student difficult.

(iv) The perfect participle may be used where the present participle mighty lead to ambiguity.
Eating his lunch, he went out of the hall.
(This statement has two meanings)
It can be disambiguated by using the perfect participle; having eaten his lunch, he went out of the hall.

C. **Past participle (passive)**
The past participle of regular verbs is formed by adding 'ed' or 'd' to the infinitive.
These constructions are in the passive.

The passed participle can be used;
(i) As an adjective
e.g. Broken glass
Written report
Torn dress e.t.c

(ii) To form the perfect tenses / infinitives / the passive voice and participles.
e.g. He has seen
It was broken
(iii) To replace a subject + passive verb.
e.g. She enters . She's accompanied by her sister.
She enters accompanied by her sister.
The roof had been worn out over the years and was no longer useful.
- Worn out over the years, the roof was no longer useful.

The perfect passive
It is formed by having been + past participle.
It is used when it is necessary to emphasize that the action expressed by the participle happened before the action expressed by the next verb.
e.g Having been informed about him, I gave him no money.

N.B
A participle is believed to belong to the noun or pronoun which precedes it.
e.g. James, troubled by what he had seen, went to the police station
- If there is no noun / pronoun in this position, the participle is considered to belong to the subject of the following main verb.
e.g. Troubled by what he had seen, James went to the police station.
If this principle is disregarded, confusion results.
e.g. Waiting for a taxi at the kerb, a mouse passed by.
This may imply that the mouse was waiting for the bus.
A participle linked in this way to the wrong noun or pronoun is said to be misrelated.
The above sentence should be re-written;
I was waiting for a taxi at the kerb when a mouse passed by.

6. **PHRASAL VERBS**
These are formed by verb + preposition or verb + adverb.
e.g. Look after – means to take care of.
Note that phrasal verbs are considered as independent and they have quite different meanings from the verbs which form them.
Phrasal verbs, like all other verbs will change for tense and number.
e.g. He gave in. (Simple past)
He gives in (Simple present)
He has given in (present perfect) e.t.c.

- Like lexical verbs, phrasal verbs can be used transitively or intransitively.
e.g. They have to look after the babies
v.t

They took off when the police arrived.
v.i

Below is a list of phrasal verbs.
Good dictionaries will provide the phrasal verbs formed from verbs.

Answer back (v.i)
- Answer a reproof imprudently.
Ask after / for (v.t) – ask for news of
Ask for (vt) ask to speak to
- request, demand
Back away **(v.i)** move back slowly / retreat

Back out (v.i) – discontinue or refuse to provide previously promised help or support.
Back (somebody) up – support morally or verbally.
Close down (vt, v.i)
- Shut permanently (e.g. a business)
Close in (v.i) – approach from all sides / come nearer.
Close up (v.i) come nearer together (of people in a line)
Do away with (v.t) abolish
Do up (v.t) redecorate
Do without (v.t) manage in the absence of a person or thing.
Enter for (v.t) become a competitor / candidate (e.g. for a contest. Examination)
Fade away (v.i) disappear, become gradually fainter (usually of sounds)
Grow out of (v.t) – abandon, on becoming older
Grow up intr) become an adult
Hang about / around (vt / vi) loiter or wait (near)
Hang back (v.i) show unwillingness to act
Hang on to (vt) retain, keep in one's possession.
Join up (v.i) enlist (e.g. in the army)
Knock off (vt, v.i) stop work for the day (informal)
Knock out (v.t) hit someone so hard that he falls unconscious.
Look for (v.t) search for or seek.
Miss out (v.t) leave out
Order (somebody) about – give a lot of orders.
Point out (v.t) indicate, show
Rub out (v.t) erase pencil or ink marks.
Rub up (v.t) revise one's knowledge of subject.
Sell of (v.t) sell cheaply (what is left as stock)
Sell out (v.i) sell all that you have of a certain type of article.

Think over (v.t) – consider

Wipe out (v.t) destroy completely.

IDIOMATIC EXPRESSIONS:

An idiomatic is a phrase or clause whose meaning like that of the phrasal verb is different from the words that constitute it. Therefore one has to know the meaning of the idiom.
The more one learns the use of idioms in conversation, the more he becomes proficient in their usage.
Idioms can be used as adjectives nouns and as verbs.
Below are a few idioms used as verbs.

1. Lay/put ones cards on the table – to be honest and open about one's resources and intentions.
   e.g. The warring factions can only reach a consensus if they put their cards on the table.

2. Give somebody his cards – dismiss somebody.
   The corrupt officials were given cards by the new government.
3. To be at sixes and sevens – to be confused.
   I have a lot of work and I am at all sixes and sevens about what to do first.
4. Skin somebody alive (said as a threat) – punish somebody severely.
5. Be on the look out for somebody/ something – Be somebody's concern or responsibility.
6. Throw/fling/sling mud at somebody – try to damage somebody's reputation by slander, libel e.t.c
7. Lay down office - resign a position of authority.
8. Come to harm (usually negative) be injured physically, mentally or morally.
   e.g. I'll escort her to the bus station to ensure that she comes to no harm.
9. Earn /turn an honest penny – earn money by working hard and fairly
10. Be in the red / get somebody in to the red – Have more liabilities than assets.
11. Get out of the red – get out of debt.

Careful use of idioms is important. Some of them are used in formal contexts and others are used informally. A good dictionary indicates the usage of common idioms in the English language.

Using idioms wrongly is not only a sign of ignorance but it is also irritating.

UNIT 3: VERBS

EXERCISE 3. A

Use the correct form of the verb in brackets to fill in the gaps in the sentences below.

1. He _____ (begin) writing his exams yesterday.
2. We had _____ (begin) the exercise.
3. They have _____(choose) their subjects.
4. The news _____ (be) very disturbing.
5. The police _____ (have) _____(arrest) the suspects.
6. We _____ (go) to the hostel and found that all the clothes had _____ (steal)
7. Have you ever_____ (go) to the Kenya National Theatre?
8. The patient had _____ (lie) on the bed.
9. Would you mind to _____ (lend) me a thousand shillings?
10. The news was _____ (broadcast) all over the country.
11. The warders _____ (shoot) the jumbo this morning.
12. The students _____ (shout) at the teacher yesterday.
13. No one has _____ (write) a good article.
14. They _____ (lead) the police where they had hidden the stolen goods.
15. River Athi is not know to _____ (burst) it's banks.
16. They _____ (sing) the song which they had just _____(sang) when the minister arrived.
17. I bought a new dress and it _____(shrunk) after one week.
18. We _____ (seek) the answer in books.
19. You have _____ (grow) very fast.
20. No one _____ (know) where it was hidden.

EXERCISE 3.B

Change the sentences below in the tenses as directed.

1. They saw the man everyday.
   (a) Simple present:_____
   (b) Future perfect continuous: _____

2. He cries like a small baby.
   (a) Present continuous: _____
   (b) Present perfect: _____
   (c) Present perfect continuous: _____
   (d) Past perfect continuous: _____
   (e) Past continuous tense: _____
   (f) Past perfect tense: _____

3. Hard working students performed well.
   (a) Simple present._____
   (b) Simple future._____
   (c) Present perfect._____

4. No one knows him.
   (a) Past perfect. _____
   (b) Future perfect._____
   (c) Simple past. _____

5. The prisoners were spanked.
   (a) Future perfect continuous. _____
   (b) Past perfect continuous. _____
   (c) Simple future. _____
   (d) Present continuous._____

6. I don't entertain nonsense.
   (a) Simple past. _____
   (b) Future perfect._____
   (c) Past perfect._____
   (d) Future perfect continuous._____

EXERCISE 3.C

Re-write the following sentences according to the instructions given in brackets.

1. I am unable to speak in French. (use a modal auxiliary)
2. Jim can come tomorrow. (write two possible meaning of this sentence)
3. I looked everywhere for the book but I _____ find it. (use suitable modal)
4. That restaurant _____ be very good. It's always empty.
   (Use either must or can't)
5. That restaurant _____ be very good. It's always full of people.
   (Use must or can't)
6. Perhaps Jane is in her office. (Begin, Jane……..)
7. (a) Do you think she saw you?
   (c) No, she was too far away, she _____
8. We've got a lot of money. We _____ worry about what to eat.
   (Use an appropriate modal)
9. They could walk for ten kilometers.
   They had to walk for ten kilometers.
   (Distinguish the difference in meaning)
10. We can fish. (Identify two possible meanings of this sentence)

EXERCISE 3. D

Supply the statements below with appropriate question tag.

1. No one came,_____
2. They have been praying, _____
3. We must wait for them, _____
4. Let's go home, _____
5. Any one is allowed, _____
6. Edward saw her, _____
7. No one saw her, _____
8. We needn't shout, _____
9. They ought to be quite, _____
10. Someone helped her, _____
11. Someone hadn't recognized him, _____
12. They tell all sorts of lies, _____
13. Nothing was seen, _____
14. Let them in, _____
15. Tim hasn't been well for weeks, _____
16. We needn't shout, _____
17. No one was seen, _____
18. I am here, _____
19. They must abide by school rules, _____
20. She hardly ever goes to church, _____

EXERCISE 3. E

Identify the transitive on intransitive verbs in the list below.

	VERB	TRANSITIVE	INTRANSITIVE
1.	Walk		✓
2.	Kill	✓	
3.	Intervene		
4.	Look		
5.	See		
6.	Hit		
7.	Oppose		
8.	Write		
9.	Smile		
10.	Smile at		
11.	Walk		
12.	Recognize		

EXERCISE 3 F

Use the verbs in brackets to form appropriate phrasal verbs to replace the underlined words.

1. The bomb exploded on the 7th August. (go)
2. He accepted the job offer enthusiastically. (jump)
3. One of the questions has been omitted. (left)
4. It is unlikely that Tyson will be hit so hard to become unconscious. (knock)
5. The escaped prisoner traveled towards the forest. (make)
6. He was able to recover from the illness. (pull)
7. I will telephone her this evening. (ring)
8. The principal was very annoyed with the late comers. (put)
9. Many job seekers have applied for this job. (put)
10. The staff is discussing the issue. (talk)
11. He abandoned the job the job suddenly. (throw)
12. We must find by calculation the answer to this sum. (work)
13. The minister has not paid all the money owed. (settle)
14. I have to examine the list carefully. (go)
15. The government abolished corporal punishment. (do)
16. When I re-decorate this house, I'll live here. (do)
17. This new evidence confirms my statement. (bear)
18. When the robber took out the gun, the police retreated. (back)
19. She gave birth to a son. (bring)
20. My name is not in the list. (leave)

EXERCISE 3.G

Explain briefly the meaning of the idiomatic explanations in the sentences below.

1. He was recently given his cards by the management.
2. I have a lot of work. I am at all sixes and sevens about what to do first.
3. He threatened to skin him alive.
4. The children are full of beans this morning
5. All her talk was aimed at throwing mud on him.
6. She was pouring oil on the flames when she reported the case.
7. Abolition of caning in schools puts a premium on guidance and counseling.
8. They caught him red handed.
9. Are you going to sit on your hands as Maria washes the clothes?
10. He is no stranger to illness.

11. The workers have to strike a bargain with their employers.
12. We'll have to dismiss him, he never does a stroke of work.
13. Judith was tickled pink by his remark.
14. He doesn't care for his family and goes out painting the town red.
15. Abortion may soon be legalized, perish the thought!
16. A few students have been playing truant.
17. He may not be the right man for the job. He has a yellow streak.
18. I don't want to sow the wind and reap the whirlwind. Let the issue of relationships wait.
19. She was a devout Christian and has now reverted to type.
20. The girl won't cry, she has a hide like a rhinoceros.

EXERCISE 3. H

Re-write the following sentences according to the instructions given in brackets.

1. He eats (use a participle to form the present continuous)
2. We saw a _____(float) wreckage at the sea.
   (Use a participle to form an objective)
3. I want a map that shows the rivers of East Africa.
   (Re-write without using that)
4. He made me till the farm for a week.
   (Begin he had ……..)
5. He told me to work hard. He reminded me that only those who worked hard
   Performed well. (Join the two sentences using a participle)
6. She told them to run faster and added that the winner would be rewarded.
   (Join the two sentences using a participle)
7. I saw him breaking the door. (Give two possible meanings of this statement)
8. I saw him walk out of class. (Use a present participle.)
9. I am going to shop this afternoon. (Use a participle)
10. He walked away. He whistled as he went.
    (Join into one sentence without using 'and')
11. He closed the door and lay on the bed. (Begin. Closing….)
12. Eating his lunch, he rushed out of the hall.
    (Give two possible meanings of this sentence)

13. Eating his lunch, he rushed out of the hall. (Begin. Having……..)
14. The police fired. They shot a suspect.
    (Join into one sentence without using a co-ordinate conjunction)
15. Since she knew she was weak in Mathematics, she did more practice.
    (Begin. Knowing……..)
16. He had been a prefect for two years. He felt humiliated after the demotion.
    (Join into one sentence using a participle)
17. (a) The bored learners were drowsy.
    (d) The boring learners were drowsy.
    (Distinguish the difference in meaning)
18. He had been advised to be cautious. He survived the tragedy. (Begin. Having…..)
19. Waiting for my car to be repaired, a street boy came to me. (Correct the sentence)
20. He repairs pipes that leak. (Re-unite to end in……pipes)

CHAPTER 4 : ADJECTIVES

1. DEFINITION AND CLASSFICATION:

Adjectives are words which describe or modify nouns or pronouns.
There are six main kinds of adjectives: -

(a) Demonstrative – This, that, these, those.
(b) Distributive – Each, every, either neither
(c) Quantitative – Little/a little, few, a few, some, many, much, six e.t.c
(d) Interrogative – Which, what, whose
(e) Possessive – My, your, his, her, its our, your, their
(f) Qualitative e.g. clever, dry, fat good, heavy e.t.c

We shall closely look at each of these when examining the functions of adjectives.

2. **POSITIONS OF ADJECTIVES:**

The normal position of an adjective is directly before the noun it modifies.
e.g. The dirty worn out book was thrown out.
However, for stylistic reasons, adjectives may come after the noun they modify
e.g. The book, dirty and worn out was thrown out.
When an adjective comes before the subject of the sentence (or immediately after the subject and before the verb) we say it is **attributive**.
An attributive adjective comes at the subject position.
A predicative adjective is separated form the word it modifies by a verb.
e.g. The girl is fast and meticulous.
Adj adj

Predicative adjectives occur at the predicate position.
As observed in chapter one nouns, some words may be used as both adjectives and pronouns.
These include all the relative pronouns (i.e. who, that, whose, those, which), all, another, any, both, each, either, many, more neither, one, other, several, some, these, this, those, what, e.t.c.
e.g. Which pen do you want?
Adj.

Which do you want
Pronoun.
I want more food
Adj.

I want more
Pronoun

3. PARTICIPLES USED AS ADJECTIVES

Both present participle (**verb + ing**) and past participles (**verb + ed**) can be used as adjectives.
e.g. Amusing incident
Tiring exercise
When they are used, they mean '**having this effect'**
Past participle adjectives (e.g. amused audience, tired students e.t.c.) are passive and means '**affected in this way'**

Agreement of adjectives:

Adjectives in English have the same form for singular and plural; masculine and feminine.
e.g. A good boy good boys
A good girl good girls
The only exceptions are demonstrative adjectives, **this** and **that** which take <u>these</u> and <u>those</u> in <u>plural</u> nouns.

4. **COMPARISON IN ADJECTIVES**

Adjectives in English have three degree of comparison:

Positive	**Comparative**	**Superlative**
Dark	darker	darkest
Short	shorter	shortest
Good	better	best
Beautiful	more beautiful	most beautiful

One-syllable adjectives form their comparative and superlative by adding **er** and **est** to the positive form.
e.g. Dark darker darkest

One –syllable adjectives ending in '**e**' add '**r**' and **st** to the comparative and superlative respectively. E.g. brave – braver – bravest.

Adjectives of three or more syllables put more and most before positive for comparative and superlative respectively.

e.g. Interested	more interested	most interested
Cunning	more cunning	most cunning

Adjectives of two syllables follow one or other of the above rules.
Those ending in –**ful** or –**re** usually take **more** or **most**.

e.g. Useful	more useful	most useful
Obscure	more obscure	most obscure

Those ending in <u>er</u>, <u>y</u>, or <u>ly</u> usually add <u>er</u> or <u>est.</u>

e.g. Clever	cleverer	cleverest
Pretty	prettier	prettiest

Some adjectives have irregular comparisons.

e.g. Bad	worse	worst
Good	better	best
Many	more	most
Little	less	least
Old	elder	eldest
	older	oldest

N.B elder/eldest implies seniority rather than age.
Elder is not used with <u>than</u>.

Constructions with comparisons:

<u>Positive</u>

With the positive form, we use **as… as** in the affirmative and **not as** / **not so… as** in the negative.
e.g. He was as gracious as Mother Teresa
Coffee is not as expensive as tea

Coffee is not so expensive as tea.

Comparative

With comparative form, we use **than.**

e.g. Kioko is faster than Kiprono (affirmative)

Kioko is not faster than Kiprono (negative)

Superlatives

For both affirmative and negative constructions, **the… in/of** is used.

e.g. Kioko is the fastest runner in the team (affirmative)

Kioko is not the fastest runner in the team (negative)

Jumba is the most disgusting character in the play.

Or of all the characters, Jumba is the most disgusting.

Parallel increase is expressed by

the + comparative…the + comparative.

e.g. The faster he ran, the more tired he become.

The higher you go, the cooler it becomes.

The shorter a van is, the more stable it is.

Gradual increase or decrease is expressed by two comparatives expressed by **and.**

e.g. He became more and more embarrassed.

The audience became less and less amused

The weather was getting hotter and hotter.

FUNCTIONS OF ADJECTIVES.

(a) **Demonstrative adjectives**

These adjectives indicate the position of a particular noun in relation to the speaker.

These are the only adjectives which change for number.

SINGULAR	PLURAL	POSITION
This	These	Very close to the speaker
That	Those	Noun further away from speaker or Close to the listener.

These adjectives can also be used as pronouns if the adjective that they describe is omitted.

e.g. This car is hers (adjective)

This is hers (pronoun)

Demonstrative adjectives usually come before the nouns that they modify.

These students were all late.

Adj (n)

(b) **Distributive adjectives**

These include each, every, either, neither e.t.c

They are used to indicate the 'distribution' of the specific nouns.

e.g. Every boy came – implies that all boys came.

Each boy got a fruit – this implies that there were many fruits and all the boys got at least a fruit.

(c) **Quantitative adjectives.**

These adjectives specify quantities or amounts of a particular noun or nouns.

They include: -

little/ a little, few/ a few/ some, many, any, much ,one, three, no. e.t.c

(**i) A Little / Little:**

These are used for uncountable nouns.

A little implies enough

e.g. There is a little tea in the kettle – implies that one may take it.

I had a little sugar, so I did not buy more.

Little:
It implies 'hardly any'
e.g. There is little sugar, so I'll buy some at the shop.

(ii) **A few / few:**
These two adjectives are used for countable nouns.
A few implies several or enough.
e.g. There were few good books in the library so I did not go there.
N.B little and a little can also be used as adverbs. E.g. It rained a little last week.
We shall examine adverbs in the next unit.

(iii) **Some, any, much, many:**
(a) **Some**
(i) This adjective is used in affirmative sentences.
e.g. There is some water in the jug.
There are some girls in the dormitory.
(ii) **Some** is used for both countable and uncountable nouns.
e.g. Put some soil in the bag (uncountable)
Call some boys from the hostel. (countable)
(iii) It is used in questions expecting the answers 'yes'
e.g. Would you like some coffee?
Did you say there are some girls in the dormitory?
(iv) It is also used to mean 'not all'
e.g. Some girls bought the school uniform
(i.e. Not all girls bought the school uniform)

(b) **Any**
(i) It is used in negative sentences
e.g. There aren't any girls in the hostel
(ii) It is used for both countable and uncountable nouns.
e.g. Don't carry any books out of the library.

(iii) It is used in conditional clauses.
e.g. If there had been any student in the hostel, he would have been harmed.
(iv) It is used to mean 'no matter which'
- You can send any student to the canteen
- Please bring any book from the library.
N.B The adjective 'no' does not precede 'any' in statement as - there are no any boys in the hostel.
(v) In spoken language, the form –**nt** is normal after **'be'** and '**have**' forms.
e.g. There aren't any keys in the room.
They haven't any milk at the dairy.
(c) **Much and many**
Much is used before uncountable nouns and **many** before countable nouns.
Both these words mean 'a lot of'
e.g. I gave him much water
I gave him a lot of water.
There are many books in class – there are a lot of books in class.
These words can also be used with the words 'too' and 'so' to express emphasis.
e.g. I drunk too much water
I have so much home work
She has too many books
Much and **many** can also be used with 'as' for positive degree in adjectives.
e.g. She has as much work as John.

(vi) **Enough:**
(a) The word enough can be followed by a clause indicating possibility.
e.g. He is big enough to ride a bicycle.
(b) If enough is preceded by a negative verb, then the following idea is negative.

e.g. He isn't big enough to drive
Jane isn't big enough to get married.

(c) Enough usually follows the adjective or adverb that it modifies.

When it comes before the noun, it means ' satisfactory number; right amount or quantity.

e.g. There are enough books in the library.

5. TYPICAL ENDINGS OF ADJECTIVES:

Like nouns, adjectives have morphs that are characteristics of them. Some suffixes which are used to derive adjectives from other parts of speech include

- ful, - les, - ous, - ing, - ly, - sy, - cal

Below is a list of words and their corresponding adjective derivatives

Noun	**Adjective**
Man	manly
Beauty	beautiful
Ambition	ambitions
State	stately
Topic	topical

Verb	**Adjective**
Amaze	amazing
Use	useful
Dare	daring
Ease	easy

Most adjectives are lexical items; they occur in their bare form and are therefore not derived from other words.

e.g. Humid
Trivial
Humble e.t.c

To have mastery of the good use of adjectives the learners will be required to practice English, read widely and listen keenly to correct use of adjectives.

UNIT FOUR: ADJECTIVES

EXERCISE 4 A

Fill in the blank spaces with appropriate adjectives.

	Positive	**Comparative**	**Superative**
1.	Good		best
2.	Neat		
3.			least
4.	Small		
5.	Hospitable		
6.			luckiest
7.			farthest
8.		Further	
9.		Elder	
10		Older	
11	obscure		
12	pretty		
13			worst
14	sound		
15			laziest
16	amazing		
17	holy		
18		more productive	

19			least productive
20	quick		

EXERCISE 4. B

Study the information given below and answer the questions that follow.

1. Onyango is 1.3 meters in height.
   Mutua is 2 meters in height.
   Jane is 1.5 meters in height.
   (a) Jane is _____ than Onyango.
   (b) Jane is not _____ as Onyango.
   (c) Mutua is _____ as Jane.
   (d) Mutua is _____ of them all.
   (e) Between Mutua and Jane, Mutua is _____
   (f) Onyango is the _____ them all.

2. Jane is 1.5 meters in height.
   Judith is 1.5 meters in height.
   Onyango is 1.3 meters in height.

   (a) Judith is _____ Jane.
   (b) None of the two girls is _____
   (c) The two girls are not _____ Onyango.
   (d) Onyango is not _____ as the two girls.

3. Monday's temperature 40 ^{0}C
   Tuesday's temperature 16 ^{0}C
   Today's (Wednesday's) temperature 20 ^{0}C
   (a) The temperature is getting _____ and over the days.
   (b) Monday was _____ than today.
   (c) Today is _____ than yesterday.
   (d) The more we stay, _____ the temperature get.

4. Juma drove at 100 km/hour.
   Alex drove at 120 Km/hour.
   Alex drove _____ than Juma.

EXERCISE 4.C

Re-write the sentences below according to the instructions given in brackets.

1. (a) She found the farmer was small.
   (c) She found he was a small farmer.
   (Give the difference in meaning)

2. He brought a plastic yellow old big barrel. (Re-write the sentence correctly)
3. It was a yellow, Kenyan made, large bucket. (Re-write the sentence correctly)
4. (a) She's is a pretty, decent girl.
   (b) She's a pretty decent girl.
   (Give the difference in meaning)

Choose the correct sentence from the choices provided in questions 5 – 10 below.

5. (a) We ate round big yellow Mombasa mangoes.
   (b) We ate yellow big round Mombasa mangoes.
   (c) We ate big Mombasa yellow round mangoes.
   (d) We ate big yellow round Mombasa mangoes.

6. (a) Odera is a tall inquisitive brown man.
   (b) Odera is a tall brown inquisitive man.
   (c) Odera is an inquisitive tall brown man
   (d) Odera is a tall inquisitive brown man.

7. (a) She held a China made long sharp knife.
   (b) She held a sharp China made long knife.
   (c) She held a long sharp China made knife.
   (d) She held a China made sharp long knife.

8. (a) She brought an elegant French golden yellow clock.
   (b) She brought an elegant golden yellow French clock.
   (c) She brought a golden yellow French elegant clock.
   (d) She brought a French golden yellow elegant clock.

9. (a) They are required to bring big wooden brown boxes.
   (b) They are required to bring big brown wooden boxes.
   (c) They are required to bring big wooden brown boxes.
   (d) They are required to bring brown big wooden boxes.

10. (a) Whoever saw a little black washing machine!
   (b) Whoever saw a washing little black machine!
   (c) Whoever saw a black washing little machine!
   (d) Whoever saw a black little washing machine!

CHAPTER FIVE: ADVERBS.

DEFINITION AND CATEGORIES OF ADVERBS

Adverbs describe the action (of the verb).
There are several kinds of adverbs.

(i) **Adverbs of manner:**
These explain **how** a particular action took place.
e.g. He quickly ran to class.
The ball slowly rolled from the roof. E.t.c

(ii) **Adverbs of place**

These adverbs give information about **where** a particular action took place.
They sat here
They went inside
He was thrown up e.t.c.

(iii) **Adverbs of time**

These give information about time that a particular action took place. They answer the question **when**?
e.g. I have seen him now.
He soon found out the truth.

(iv) **Adverbs of frequency**

These adverbs explain 'how often' a particular action took place.
They include such adverbs as always, often, seldom, never, ever e.t.c
e.g. She seldom goes to hospital
Jane always shouts in class.

(vi) **Adverbs of degree**

These adverbs explain the extend of a particular action.
Adverbs of degree include fairly, rather, too e.t.c
e.g. I was too exhausted to go to class.

2. **COMPARATIVE AND SUPERLATIVE FORMS OF ADVERBS**

(a) Adverbs like adjectives have comparative and superlative forms.
The rules of forming these are more or less the same as those of adjectives.

Positive	**Comparative**	**Superlative**
Hard	harder	hardest
Quickly	more quickly	most quickly
Well	better	best
Badly	worse	worst
Little	less	least
Much	more	most

(b) **Constructions with comparisons:**

(i) With positive form, we use as… as with an affirmative verb and as/so… as with a negative.
e.g. He ran as fast as a deer.
He doesn't sing so well as you do.

(ii) With comparative form we use **than.**
e.g. He washes more quickly than I do.
She arrived earlier than mi expected.
The comparative …the + comparative is also possible.
e.g. The faster you run, the sooner you'll get there.

(iii) With superlatives we use **of + noun** or **of + all**.
He went the farthest of the scouts or
He went the farthest of all.

(c) **Positions and functions of adverbs**

(i) Adverbs of manner come after the verb.
e.g. She shouted angrily
He withdrew the statement reluctantly.

(ii) When we have verb + preposition + object
The adverb can be either before the preposition or after the object.
e.g. He looked at me suspiciously or
He suspiciously looked at me.

(iii) If the object is short, we have **verb + object + adverb** but if the object is long (comprising of many words) we usually put the adverbs before the verb.
e.g. She carefully picked all the bits of broken glass.
He angrily denied that he had sneaked away from school.

(iv) Adverbs concerned with character, intelligence e.t.c when placed before a verb indicate that the action was ____ (that particular character)
e.g. They foolishly stormed into the police station.
We could say, it was foolish of them to storm into the police station.
Adverbs of time are usually placed at the beginning or at the end of the clause.(i.e. In the front position or at the end position).
e.g. Then we walked home – we walked home then.

(v) **Hardly ever, never** and **rarely.**
These adverbs can also be put at the beginning of a sentence, but inversion of the following verb becomes necessary.
e.g. Never did they find the lost money

(vi) **Never + affirmative**
Can replace the ordinary interrogative.
He does not eat meat
He never eats meat

(vii) **Never + interrogative** can be used to express surprise.
e.g. Have they never seen a computer
Has she never been to Nairobi?

(viii) **Ever** means 'at any time' and is chiefly used in the interrogative.
e.g. Has she ever been to Nairobi?

D. **POSITIONS (ORDER) OF ADVERBS IN A SENTENCE**

(i) Expressions of manner usually come before expressions of place.
e.g. He lazily went into the room.
(Manner) (Place)

He'd stay happily anywhere
(Manner) (Place)

(ii) The adverbs **away, back, down, forward, home, in, off, on, out, round** and **up** usually precede (come before) adverbs of manner.
e.g. She went away disappeared
(**Place**) (**Manner**)
They looked back anxiously.

(iii) Time expressions can follow expressions of manner and place.
e.g. They lived here happily for six years

E. **TYPICAL ENDINGS OF ADVERBS**

Common suffixes that are added to words to form adverbs include,
…ly,…wards and …wise

Adjective	**adverb**
Short	shortly
Quick	quickly
Lazy	lazily
Humble	humbly
Posthumous	post humorously
Kind	kindly

Verb	**Adverb**
Hurry	hurriedly
Tire	tiredly
Steal	stealthily

Noun	**Adverb**
Humour	humorously
Fore	forwards
Back	back wards
Clock	clockwise

Prepositions	**Adverbs**
In	inwards
Down	down wards
To	towards

UNIT 5: ADVERBS

EXERCISE 5. A
Rewrite the following sentences according to the instructions given in brackets.

1. (a) They secretly decided to leave school.
   (b) They decided to leave school secretly.
   (Give the difference in meaning)

2. I foolishly forgot to carry my I.D card. (Begin: It was……..)
3. He has never been to Nairobi. (Begin: Never……)
4. (a) Has he ever been to Nairobi?
   (b) Has he never been to Nairobi?
   (Distinguish the difference in meaning)
5. (a) He awkwardly climbed out of the window.
   (b) He climbed out of the window awkwardly.
   (c) He climbed out of the awkwardly window.
   (Identify the wrong sentence)
6. He scarcely doesn't smoke. (Rewrite the sentence correctly)
7. He ever is late. (Re-write the sentence correctly)
8. Use the information given below to answer the questions that follow.
   (a) Bus car arrives at 6.00 a.m.
   (b) Kenya bus arrives at 7.00 a.m.
   (c) Coast bus arrives at 7.15 a.m.

Use a form of the adverb 'early' or 'late' to complete the following sentences.
(a) Coast bus is the _____ bus of them all.
(b) Kenya bus arrives _____ Coast bus.
(c) Comparing Kenya bus and bus car, the former is the _____ of the two.

EXERCISE 5.B
Use appropriate suffixes to derive adverbs from the words below.

WORD	**ADVERB**
1. loud	_____
2. quick	_____
3. lazy	_____
4. love	_____
5. down	_____
6. up	_____
7. clock	_____
8. humour	_____
9. quiet	_____
10. decent	_____
11. father	_____
12. truth	_____

13. man _____
14. short _____
15. brief _____

CHAPTER SIX: PREPOSITIONS

1. **DEFINITION**

Prepositions are words or short phrases placed before nouns or pronouns. Prepositions convey a meaning of position, direction or time.

We have simple prepositions (which consist of one word) and complex prepositions (which comprise of two or more words).

2. **POSITIONS OF PREPOSITIONS**

Before examining a few of these prepositions. Let us first see the position of prepositions.

- Prepositions normally precede nouns or pronouns.

e.g. It is under the table
He had in the house
She stood beside her mother

- In some constructions, it is possible to move the preposition to the end of the sentence.

e.g. In questions beginning with a preposition + whom/which/what/whose/where.

To whom were you talking? – who were you talking to?

In relative clauses, a preposition placed before **whom/which** can be moved to the end of the clause. The relative pronoun is then omitted.

e.g. The people with whom I was travelling screamed.
The people I was travelling with screamed.

3. **SIMPLE PREPOSITIONS**

(A) **Prepositions of time**

at

e.g. at dawn
at six
at midnight
at sixteen

- at is used at an exact point in time.

e.g. The bell rang at ten o'clock everyday.

Exception: (at Christmas, at Easter)

'At" may be used to imply 'the period' not the day only.

e.g. My father comes at Christmas every year (i.e. during Christmas season)

Compare: my father comes on Christmas.

on

e.g. on Monday
on 4th June
on Christmas

This preposition does not specify the exact time.

e.g. He came on Monday at noon

By

By three o'clock
By midnight
By 27th august e.t.c

This preposition implies '**before'** the time mentioned.

On time/in time

On time implies the time arranged. Not earlier, not later.

In time means 'not late' or 'in good time'.

e.g. She came on time (at the exact hour arranged)
She came in time (in good time)

From

- Usually used to indicate time
- From is normally used with 'to' or 'till /until.
e.g. Most people work from dawn to dusk
this means during that span of time.

Since
This also means 'from that time to the time referred to.
e.g. He left in June. I haven't seen him since then.

For
It is used for a 'period of time'
e.g. I was jobless for three years.

During and for
These two prepositions may be used to indicate 'known periods of time or seasons.
e.g. I will be at home for Easter.
She will come during Christmas

Till / until
We can use from …to or from …till / until.
e.g. I waited for her from six until eight in the evening.
I waited for her from six to eight in the evening.
If we have from now, we use till / until and not 'to'
e.g. Lets start from now and work till dark.

(B) **Prepositions of travel and movement**
from….to
We travel from our starting place to our destination.
e.g. We moved from Nairobi to Thika.

Arrive at / in
We arrive in a town or country.
We arrive at or in a village.
We arrive at any other destination.

Get to / reach
Get to can be used with any destination. And so can reach
e.g. I want to get to Nairobi by noon.

(C) **Prepositions of transport.**
By/on/get in/into/onto/off/out of
We can travel by bus / car but in Jane's car.
We can also travel by a certain route (via is more usual) e.g. I went via Thika – Nairobi highway.
We can walk or go **on** foot or **on** horse back
We get **in** / **into** a private vehicle.
We go **on** board a plane, ship e.t.c
We get **on** / **on to** a horse / camel / bicycle.

at in, into, on, onto
At
To express place
We can be **at** home, **at** work, **at** the office, **at** school, **at** university.

In
We can be **in** a country, **in** a town, **in** a village, **in** street, **in** a room, **in** a forest, **in** a field, **in** a desert –or any place which has boundaries or which is enclosed.

We can be **in** a building (meaning inside)
We could be **at** a place (e.g. co-operative house)meaning inside or in the grounds or just out side.

In / into
In – indicates position.
Into – indicates movement or entrance.
e.g. They climbed into the truck
They were in the truck.

On / onto
On is used for both position and movement.
e.g. His name was on the board (position)
The raindrops fell on the roofs.

Onto – It is chiefly used for people and animals when there is a movement involving change.
We went onto the next stage.

4. **COMPLEX PREPOSITIONS.**

Certain preposition will only collocate or combine with certain words.
We have already examined the way several verbs combine with prepositions to form phrasal verbs.
Below are other possible combinations.

(a) **Noun + for**
- A reason for
e.g. No one knows the reason for his dismissal

(b) **Noun + of**
- A cause of / an advantage of
e.g. One advantage of boarding schools is that ….
A map of (e.g. a map of East Africa)

(c) **Noun + in**
- An increase in
- A fall in (e.g. A fall in coffee prices)

(d) **Noun + to**
A damage to
A solution to
An attitude to (or towards)
e.g. He has a negative attitude to English.

(e) **Noun + with**
- A connection with
- A relationship with
e.g. He has a good relationship with his parents.

(f) **Adjective + of**
- Kind of
- Nice of
e.g. It was kind of you to pay my college fees.

(g) **Adjective + about / with**
- Angry with / angry about
- Excited about
- Worried about
- Upset about e.t.c.

(i) **Adjective + at/by/with**
- Surprised at /by (e.g. bad news)
- Impressed with /by

(j) **Adjective + about /for**
- Sorry about
e.g. She was sorry about the printing error

(k) **Adjective + of**
- Afraid of
- Frightened of
- Terrified of
- Aware / conscious of
- Full of
- Short of, typical of, tired of, sure of e.t.c.

(l**) Adjective + at**
- Good at, bad at, (e.g. chemistry), hopeless at.

(m) **Adjective + to**
e.g. similar to, married to, engaged to e.t.c
Other possible combinations of adjectives + prepositions are: -
Different from, interested in, keen on, dependent on, independent of, crowded with, famous for, responsible for.

5. **DISTNGUISHING PREPOSITIONS FROM CONNECTORS AND ADVERB PARTICLES**

Depending on the usage, certain words which are used as prepositions are also used as Connectors or adverbs.

e.g. I saw him before going to class – I saw him and went to class.
(Conjunction)

The usage of the word before here is different from,` He stood before everybody` which is an adverb answering the question **when?**

He sat **before** me (in front of me).**Before** is used as a preposition (it is asking where – in relation to the subject).

Since:
Since can be used as an adverb.
It can also be used as a conjunction

I am not going since there isn't any food remaining.
(Conjunction – to mean because)
Since you are unwell, you will be required to stay home. (Adverb of reason)
In conclusion, it is important to learn the correct use of prepositions by reading, speaking, listening and writing.

UNIT 6: EXERCISES ON PREPOSITIONS

EXERCISE 6. A
Supply for, since, at, in, on, by; where required in the following sentences

1. We don't work a lot _____ afternoon.
2. The terrorist attach was _____ 11th September.
3. They lived in Kenya _____ two years.
4. She went into his house _____ last evening.
5. They got married _____ June.
6. I haven't seen him _____ then.
7. We have been waiting _____ over half an hour.
8. Most animals eat _____ night and sleep during the day.
9. I studied _____ two hours last night.
10. He lives _____ Nairobi.

EXERCISE 6. B

Supply the sentences below with the most appropriate prepositions.

1. He lent his power saw _____ a man he hardly knew.
2. That noise is preventing me _____ working.
3. He was knocked _____ as he crossed the road.
4. She brought _____ by her aunt.
5. She is jealous _____ my success.
6. Juma applied _____the company _____ a job
7. Have you found the solution _____ the problem.
8. The teacher was angry _____ the students who came late.
9. He wrote the essay _____ ink.
10. Ouma is well qualified _____ the job.
11. I am very concerned _____ my unemployed brother.
12. The soldier was punished _____neglect of duty.
13. He dived _____ the river to rescue his drowning brother.
14. He was saved _____ the buffalo by a game warder.
15. The plane touched _____ at six o'clock.
16. The surgeon operated _____ injured man.
17. We mistook him _____ robber.
18. They were amazed _____ what was happening.
19. It was very kind _____ you to help me.
20. The tourist was robbed _____ all his property.

EXERCISE 6.C

Use the most appropriate prepositions to fill the gaps in the sentences below.

1. We got _____ the public bus.
2. I got _____ the public toilet.
3. There is a bridge _____ river Athi.
4. She cut it _____ a knife.
5. I have no money _____ with me.
6. They were involved _____the robbery.
7. No one is interested _____ phonographs.
8. We were frightened _____ lions.
9. I am sorry _____ you.
10. I didn't believe _____ ghosts.
11. He deals _____ gold.
12. I object _____ her argument.
13. He dreamt _____ building a mansion
14. They persisted _____ selling the plot of land.
15. The thief climbed _____ the wall.
16. The customers complained _____ stale food.
17. He said nothing _____ his parents.
18. She has served the company _____ 1980.
19. I bought a jacket _____ Kioko.
20. The students climbed _____ the school truck .

EXERCISE 6.D

Study the table below and answer the questions that follow.

PULPIT

KIOKO	JUMA	AMOS
ONYANGO	JUDITH	RUTH
JANE	PETER	SALLY

1. Kioko sat_____Juma.
2. Juma sat _____Kioko and Amos.
3. Jane sat _____ Onyango.
4. Ruth sat away _____ Onyango.
5. Judith sat _____ the center.

EXERCISE 6.E

Write the prepositions which collocate (go with) the following adjectives.

e.g. nervous <u>of</u>

1. bad ……
2. ashamed……
3. afraid …….
4. aware ……
5. involved ……..
6. responsible ……..
7. proud ……..
8. owing ……
9. keen ……..
10. sorry …….
11. involved ……
12. liable ……..
13. capable …….
14. confident …….
15. exposed ……..
16. good ……
17. fit ……..
18. accused ……..
19. accustomed ……
20. skilled ……

EXERCISE 6. F

Complete the sentences below with the most appropriate prepositions.

1. Please take a photograph _____ me.
2. I was delighted to receive a cheque _____ ten thousand shillings.
3. What was Kioko's reaction _____ the news.
4. No one knows the answer _____ question three.
5. Money isn't the panacea _____ every problem.
6. It was very nice _____ you to invite me.
7. I am worried _____ Tina's health.
8. Don't get annoyed _____ little things.
9. The essay was full _____ mistakes.
10. The girl said she was bored _____ the lesson.
11. No one has a house similar _____ ours.
12. Juma's problem is different _____ Njuguna's.
13. We got to school so that we won't be dependent _____ anybody.
14. The family is now short _____ money.
15. They are incapable _____ acting the play.
16. The teacher got angry and started shouting _____ us.
17. We were a bit far, so he had to shout _____ us.
18. Regina wasn't accustomed _____ the diet at school.
19. We have to rely _____ Land Rovers because no other vehicle can use that route.

20. Spoilt children are usually exposed _____ phonographs.

EXERCISE 6. G
Distinguish the difference in meaning in the following pairs of sentences

1. (a) We arrived in time.
   (b) We arrived on time.

2. (a) He shouted to us.
   (b) He shouted at us.

3. (a) He looked at me.
   (b) He looked after me.

4. (a) It was kind of you.
   (b) It was kind to you.

5. (a) They threw stones at him.
   (b) They threw stones to him

6. (a) Would you care for a cup of coffee?
   (b) Would you take care of a cup of coffee?

7. (a) He was looking after his younger brother.
   (b) He was looking for his younger brother.

8. (a) He dreamt about building a mansion.
   (b) He dreamt of building a mansion.

9. (a) We were reminded of the meeting.
   (b) We were reminded about the meeting.

10. (a) I did not hear about him.
    (b) I did not hear from him.

CHAPTER SEVEN:CONJUNCTIONS

1. **Coordinating conjunctions and their functions**

Conjunctions are words which are used to link clauses or sentences.
Below is a summary the common coordinating conjunctions in English and their functions.

(a)

Conjunctions	**Function** **To indicate addition**
And	
Not only… but also	
Also	
Neither… nor	
…too	
As well	

e.g. She went to the bar. She took beer.
Not only did she go to the bar, but she also took beer
She went to the bar and took beer.
- Jane likes football. Judith likes football

- Jane likes football; Judith as well

Conjunction	Function To indicate choice
or	
either…or	
neither…nor	

(d)

Conjunction	Function
For	To indicate cause
So (that)	Effect or
because	result
as	

Other co-ordinating conjunctions include:**Beside, however, nevertheless, so, therefore, notwithstanding** and **still.**

2. **Subordinating conjunctions** introduce subordinate adverb or noun clauses.
   For instance, conditional clauses are introduced by subordinate conjunctions.
   They include:
   Even if, whether…or, but for, otherwise, unless e.t.c
   e.g. You must sit for the exams even if you've not revised for them.
   You must go to church unless you are unwell.
   I would have passed my exams but for the bout of malaria.

UNIT 7: CONJUNCTIONS

EXERCISE 7. A
Use the most appropriate conjunctions in the sentences below.
1. He is small _____ strong.
2. She can _____ read nor write.
3. Not only girls _____also boys were involved.
4. Our bags were heavy, _____ we took a taxi.
5. He plays soccer _____ volleyball.

EXRCISE 7.B
Re-write the following sentences according to the instructions given.
1. _____ (Beside /Besides) washing, she cooks for the family.
   (Choose the correct alternative)
2. I couldn't improve _____ hard I tried. (Use an appropriate conjunction)
3. Inspite of the poor testimonials, he got the job. (Begin: Despite……..)
4. We ate the food, it had a horrible taste. (Combine into one sentence using 'despite')
5. Although it was dangerous, we walked on. (Re-write using 'inspite of …….)
6. Though she is inexperienced, she works very well. (Begin: Despite …….)
7. She did it for she was angry. (Correct the sentence)
8. (a) Mutua hasn't eaten the fruits.
   (b) John hasn't eaten the fruits.
   (Combine into one sentence without using 'and')
9. Either Kioko or Oduor have eaten the food. (Re-write the sentence correctly)
10. She is arrogant. She is also lazy. (Begin: Not only…….)

CHAPTER EIGHT

PHRASES.

1. The term phrase refers to a meaningful segment of words which is larger than a word and smaller than a clause.

2. **TYPES OF PHRASES:**

Phrases are classified according to their functions within a sentence.
We have adverbial phrases, adjectival phrases, noun phrases and prepositional phrases.

(a) **Adverbial phrases**

Like adverbs, we have adverbial phrases of manner, contrast, condition, purpose, reason, degree and result.
Below are two examples.

(i) He kept the cup in the cupboard.
'In the cupboard' is an adverbial phrase of place.

(ii) She woke up at 8. O'clock.
Adverbial phrase of time

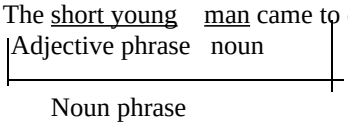
He saw her running very fast
(Adv. Manner)

(b) **Prepositional phrases**

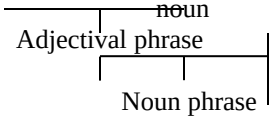
These phrases play the role of prepositions. We have already examined various examples of these under complex prepositions
e.g He is good at Chemistry.
She is responsible for the girls' dormitory.

(c) **Noun phrases and adjectival phrases**

These consist of a group of words that function as nouns.
They may consist of an article and one or several adjectives and the noun that the preceding words modify.
e.g. The short young man came to class



A brilliantly lit lamp was in the house



Functions of noun phrases:
As subject
e.g. The shortest girl in the class ran out
S

As object
He gave the books to a boy in a blue trouser
O
They saw the wounded stray dog.
O

AS COMPLIMENT

e.g. That is the girl with a tattoo on her chest.
C
The underlined phrase acts as a compliment of the pronoun that.

Mutua is a hard working boy.
C

SENTENCES AND CLAUSES.

1. **DEFINITIONS**
The term sentence can be defined as a meaningful segment bigger than a phrase and smaller than a paragraph.
A sentence must comprise of at least one clause.
A sentence may consist of two main parts: the subject part and the predicate.
e.g. The boy washed the dishes
Subject predicate

In this sentence, the predicate consists of the verb and the object.
The subject is usually the **doer** of the action stated by the verb. In the above sentence
'The boy' is the subject.

2. **TYPES OF SENTENCES**
Sentences may be classified as:
a. Imperatives
b. Interrogatives
c. Exclamatory
d. Declarative/affirmative and
e. Negative

(a**) IMPERATIVES:**
Most commands, requests, invitations and suggestions are expressed by the imperatives.
(i) **Commands**
The second person imperatives has the same form as the bare infinitive.
e.g. (you) hurry !
Wait!, run ! e.t.c.

The person addressed is often not mentioned but can be expressed by a noun at the end of the phrase.
e.g. Shut up! Kioko.
'do' can be placed before the affirmative imperative.
e.g. Do shut up – shut up!
Do be quick – be quick!

The first person imperative is expressed by let us (lets) + bare infinitive
e.g. Let's go home.
The third person imperative is expressed by let him/her/it/them + bare infinitive.
e.g. Let him shut up.
Let him go home (i.e. He is to go home/ he must go home)

N.B The negative imperative is not in common usage (e.g. Let him not go home)
Instead we use **must not**, **is/are not to.**
e.g. He **must no**t go home.
Commands are expressed by subject + shall.
This is often in official language and written English.
e.g. A student shall be required to speak in English whilst in school.

Subject + will

e.g. She will arrive at noon. (The person giving this type of order or command is sure that it will be obeyed)

Commands are often expressed as obligations by 'must'
e.g. You must not smoke cigarettes within the school compound.

Instructions or orders can be expressed by be + infinitive.
e.g. You are to come to school on Monday.
Prohibitions may be expressed in written instructions by may not.
e.g. You may not keep food in the dormitory.

(ii) REQUESTS

These can be expressed with can / could / may / /might / might I / we + have + noun / Pronoun.

Can:
It is informal.
e.g. Can I play outside?" said the boy.

Could I / we
This is the most generally used form.
e.g. could I have a cup of tea?

May/might:
These modal auxiliaries are more informal than could.
They are possible with both spoken and written English
e.g. May I have an exercise book?
Might I have a copy of the letter?

Can/could/may/might I /met + verb.
e.g. Could I speak to Mr. Ouko please
Modal subject V

Could you:
This is a very common request form.
e.g. could you please close the door.

Couldn't.
This is used when the speaker hopes for a more favourable answer than has just been indicated.
e.g. Couldn't you bring me four litres of milk?

Will / would you.
'Would you, please' has the same meaning as 'could you'
'Will you' is more authoritative and therefore less polite. E.g. will you sit down?

Would you mind + gerund.
e.g. would you mind washing my car?

Or would you mind buying a cup of tea?

You might.
This can express a very casual request.
e.g. You might throw these in the bin for me.

(iii) **INVITATIONS**
These can be expressed in the following ways:
Will you have / would you like + noun
e.g. Will you have coffee?
Would you like coffee?

Will / would / could you? /would you like?
e.g. Could you have lunch with me?
Would you like to have lunch with me?
When the speaker doesn't really expect his offer / invitation to be accepted, he can say,
You wouldn't like to have lunch with me, would you?

(iv) **ADVICE FORMS**
Must, ought to, should:
These can be used for advice.
e.g. The weather is cold. You should / must / ought to wear a woolen sweater.

You had better + bare infinitive
e.g. You had better wear school uniform.
You had better be in a woolen sweater.

If I were you
It I were you I'd wear a woolen sweater.

Why don't
e.g. Why don't you trim your hair – I suggest (advice you to) that you trim your hair.
Why don't you wear a woolen sweater.
Its time you + past tense
e.g. Its time you wore a woolen sweater.
Its time you trimmed you hair.

(e) **EXPRESSION SUGGESTIONS**
Lets or shall I / we + infinitive.
e.g. Lets do the exercise
Shall we do the exercise?

Don't lets / lets not.
e.g. Don't lets attempt sneaking out of school
Lets not attempt sneaking out of school.

Why don't we / you + infinitive
e.g. Why don't we draw a timetable?
Why don't we go to the filed?

Why not + infinitive
e.g. Why not meet for lunch at sunset.

What / how about + gerund / noun
How about borrowing money?
What about meeting for lunch at sunset hotel.

Suppose I / we / you + present or past tense.
e.g. Suppose we borrowed money?

Suppose we have lunch at sunset.

(b) **INTERROGATIVE SENTENCES**

These are question forms

In English, questions are introduced by:

(a) Relative pronoun

e.g. Who came to school?

Whom did you see?

(b) Auxiliary verbs:

e.g. Did he come to school?

Have they found the bag?

Is she in school?

C. **EXCLAMATORY SENTENCES**

These may be expressed using inversion:

e.g. (i) I will never take beer – Never will I take beer.

(iii) This is a very beautiful piece of art – The speaker uses inversion and the compliment comes before the noun.

In the first example, the subject **I** comes after the auxiliary 'will' and before the main verb 'take'.

D. **DECLERATIVE SENTENCES**

These are the commonest type of sentence constructions.

These sentences are stative and they do not carry an exclamation, an interrogative, a negative aspect or even an Imperative.

They are positive statements.

e.g. He came by bus.

She mopped the room.

E. **NEGATIVE SENTENCES**

Negative sentences can be formed in the following ways.

(i) **Adjective NO**

We may add the adjectives **no** to the declarative.

e.g. There were books in the library. (declarative)

There were no books in the library. (negative)

I had money for shopping. (Declarative)

I had no money for shopping. (negative)

(ii) **Pronoun none:**

e.g. Do you have any money with you? (Interrogative)

No, I have none (negative)

All / some boys came to class (affirmative)

None of the boys came to class (negative)

(iii) **Adverb Not + Any**

e.g. I got some money from him (affirmative)

I did not get any money from him (negative)

(iv) **Coordinate conjunction neither …nor**

e.g. Either Jane or Mary is in class (affirmative)

Neither Jane nor Mary is in class (negative)

N.B Neither nor and Either… or have a singular meaning. The verb that follows them is therefore singular.

e.g. Neither Wekesa nor Onyango has arrived.

CLAUSES

A clause is a segment of speech larger than a phrase and having a finite verb (verb with tense)

Sentences are comprised of clauses. Sentences may be classified according to the clauses that form them.

(a) **Simple sentences:**

These are sentences with only one clause.
e.g. John bought a book
S V O
.e.g. Odera came
S V
She is here
S V A
The above sentences consist of only one clause

(b) **Compound sentences**
These sentences comprise of two independent clauses joined by a coordinating conjunction.
An independent clause is able to stand on its own (meaningfully) in a sentence.
e.g. Kioko came. Kioko sat down
S V S V A

The above sentences can be considered to have two independent clauses.
We can join the two sentences using a coordinating conjunction.
Kioko came and sat down.
In the second clause, the subject 'Kioko' is not to be unnecessarily repeated.

(c) **COMPLEX SENTENCES**
These sentences consist of a main clause and one or more dependent (subordinate) clauses.
e.g. Nelly sat where the books had been kept
Independent subordinate .c.

He saw the man who abducted the girl.
Main clause dependent clause

If you work hard, you will pass in exams.
Dependent (subordinate) independent

The first example has the subordinate clause acting as an adverb.
In the second sentence, the dependent clause is introduced by a relative pronoun and it is an adjectival clause.
In the third sentence, the subordinate clause is a conditional (if clause).

(d) **COMPOUND – COMPLEX SENTENCES**
These sentences consist of two or more main (independent clauses) and one or more dependent clauses.
e.g. He came, sat down and smiled at the girls who stared at him.
1 2 3 4

In the above sentence, clause 1, 2 and 3 are independent and clause 4 is dependent (subordinate)

4. **ACTIVE AND PASSIVE VOICE:**
In the chapter on verbs, it was observed that some verbs are transitive. i.e. They allow objects after them.
e.g. They opened the door.
S V O

He kicked the ball.
S V O
The above sentences are in active form. Active sentences have the subject coming before the verb.
Sometimes however, a speaker or writer may not wish to focus on the 'subject' but on the 'object' of the sentence.
e.g. The ball was kicked (by him)
The door was opened (by them)
When sentences are inverted in this manner, we say they are in the passive voice.
There are several reasons why writers may use the passive voice as opposed to the active voice.
(i) When it is not necessary to mention who the doer of the action is.
e.g. My shoes were stolen (by a thief)

He was arrested (by the police)

(ii) When the doer of the action is not exactly known.
e.g. The house was built ten years ago.
Streetlights in Nairobi have been improved.

(iii) When we are more interested in the action than the one who does it.
e.g. A new hostel is being put up.
Students are required to buy books.

(iv) In official documents e.g. minutes, reports, official letters e.t.c
e.g. It was agreed that every member contributes a hundred shillings.

(v) When describing a process or procedure.
When the water boils, four handfuls of flour are added to it. The flour is stirred three times after the temperature has risen.
More four is added…
The above example could be an excerpt in the procedure for cooking porridge.

5. **CONDITIONAL CLAUSES**

In the subtopic on complex sentences, it was observed that conditional clauses are subordinate clauses. Let us focus on conditional clauses in detail.
Conditional sentences have two parts:
The 'if- clause' and the main clause
e.g. If it rains, I shall stay indoors.
There are several types of conditional clauses.

TYPE 1: CONSTRUCTIONS IN PRESENT FORM

1. **The verb in the `if clause` is in the present tense** and the verb in the main clause is in the future simple.
It doesn't matter which clause comes first.
e.g. If it rains, I shall stay indoors.
This type of conditional sentence implies that the action in the 'if – clause' is quite probable.
Instead of if + present + future, we may have: (a) if + present + may/ might.
This construction expresses **possibility.**
e.g. If my mother pays, I might go for the trip.

(b) If + present + may (permission)
e.g. If it rains, we may go out. (We are allowed to go out)
(c) If + present + must / should or any other imperative expression.(i.e. To express command, request or advice)
e.g. If you want to pass, you must work hard.
(d) If + present + present.
This construction is used to express automatic or habitual results.
e.g. If you immerse litmus into acid, it changes colour.
If you heat ice, it melts into water.

Variation of if – clause:
Instead of if + present tense, we can have:
(a) If + present continuous.
This construction is used to indicate a present action or a future arrangement.
If you are making noise, please keep quiet.
If you are waiting for her, you'd better go home.
(b) If + present perfect.
e.g. If you have lost money, check with the accounts clerk.

TYPE TWO: CONSTRUCTIONS IN PAST FORM.
The verb in the 'if clause' is in the past tense and the verb in the main clause is in the conditional tense.
e.g. If I had money, I would buy a loaf of bread.
(But I haven't money. The meaning here is present)
This type may be used when the supposition (or wish) is contrary to known facts)
If I knew French, I would work with a different ministry. (But I don't know French)
If I were you, I'd not listen to the young man.
(But I am not you).

This construction is also used when one, doesn't expect the action in the 'if clause' to take place.
e.g. If I contracted A.I.D S, I would tell everyone (but I don't expect to contract A.I.DS).

Other ways of expressing conditionals:
The following words may be used to express conditional clauses.
Whether, even if, unless, but for, otherwise, provided, suppose, even though and incase.

(a) **Even if = even though.**
You must go tomorrow, even if you are not ready.

(b) **Whether …or = if … or**
You must go whether you are ready or not.
You must go, if you are ready or not.

(c) **Unless + affirmative verb = if + negative.**
e.g. Unless you go to school, you will not succeed in future.
You will not succeed in future if you wont go to school.

(d) **But for = if it were not for / if it hadn't been for.**
But for my grand father, I wouldn't have gone to school.
If it hadn't been for my grand father, I wouldn't have gone to school.

(e) **Otherwise = if this doesn't happen / didn't happen / hadn't happened**.
We must be back before midnight, otherwise will be locked out.

(f) **Provided (that)**
This can replace **if** when there is a strong idea of limitation or restriction.
It is chiefly used in permission.
You can go to class provided that you don't make noise.

(h) **Suppose / supposing…? = What if…?**
Suppose the bus is late? = What will happen if the bus is late?
Suppose can also introduce suggestions.
e.g. Suppose we visit him in hospital? = Why don't we visit him?

(i**) Incase:**
An in case clause gives a reason for the action in the main clause.
e.g. I wrote a telegram in case my letter didn't arrive.
N.B An **in case** clause can be dropped without changing the meaning of the main clause. In a conditional sentence however, the action of the main clause depends on the action in the **if clause**. If the,` **if clause**` is dropped, the meaning of the main clause changes.

(j) **If only.**
This is used to indicate hope, wish or regret.
If only + 'present tense' will express hope.
e.g. If only I pass in the forthcoming exams. = I hope to pass in the forth-coming exams.
If only + past / past perfect = this will express regret.
e.g. If only I had known, I would have worked harder.

6. **DIRECT AND INDIRECT SPEECH**

When one is using the direct speech

(a) The exact words of each speaker are enclosed in inverted commas.
e.g. “Father, please buy me an English text book,” I said.

(b) A comma is placed just before the closing inverted commas.
e.g She said, “come here.”

(c) Every time there is a change of speaker, one must begin on a new line.
e.g. “ Did you write the essay?” the teacher asked.
“ I’m sorry I was unwell,” I replied.

(d) Sometimes when there are only two speakers, we can tell whose speech comes next, so the writer does not always have to indicate the speaker by saying he said or she asked.

e.g. “Are you calling your teacher a liar?
“ No sir”
“ Are you tired of working hard?
“ No, sir”
“ This record shows you’ve no real interest in English.”

(e) Speech tags may appear <u>before</u>, <u>in the middle</u> or <u>at the end</u> of the direct speech.
I said, “ Father, there’s a snake in my bedroom.”
“ Father, “ I said, “ there’s a snake in my bedroom.”
“ Father, there’s a snake in my bedroom,” I said.

(f) The speech must always start with a capital letter but when the sentences is broken by a speech tag, the second half of the sentence will start with a small letter.
A comma must also be placed immediately after the speech tag.
e.g. “ James, ” Jane shouted, “our team has won!”

(g) When a speech tag comes after a complete statement, a question or an exclamation mark, the next word starts with a capital letter.

INDIRECT SPEECH

The indirect speech seeks to clarify information not quite understood.
The indirect speech uses the speech tags used in the direct speech, keeping the tense of the speech tag of the direct speech.
The speech tag of the indirect speech can also be suggested by the tone or intention of the indirect speech.
Some of the common speech tags are; **he said, she wondered, I replied, they reminded, she ordered, he commanded, she shouted, they said, I thought** e.t.c
The pronouns usually change in indirect speech depending on who is reporting the speech and to whom he is reporting. In changing pronouns, the general rule in reported speech is as follows:

PRONOUN: DIRECT SPEECH	**PRONOUN: INDIRECT SPEECH**
I	He/she
We	They/you
He/she	He/she
You	Him/her/me/us/them/they
Us	Them/you
Them	Them
My	Her/his
Your	My/his/her/our/their
Our	Their/your
Their	Their
Mine	Hers/his
Yours	Mine/his/hers/ours/theirs
Ours	Hers/yours
Theirs	Theirs

The time of the events usually changes according to the speech tag used and the time the original speech is supposed to have been made.
Below are some of examples:

DIRECT SPEECH	INDIRECT SPEECH
Today	That day
Now	Then /at that time
Two hours ago	Two hours before
Yesterday	The day before, the previous day
Last week	The week before (then), the previous week
This afternoon	That afternoon
Tomorrow	The following day, the day after
Next week /month	The following week / month
The day after tomorrow	Two days after

The number of verbs in direct speech remains the same in reported speech. This is necessary if the meaning of what is said is to be retained.

SPEECH AND TENSE

(a) Single verbs in the present tense in direct speech change into single verbs in the past tense in the reported speech.
e.g. "I feel sick" she said.
She said that she felt sick.

(b) Compound verbs with two elements in the present tense change into compound verbs with two elements in the past tense.
e.g. "I have been singing in the choir" she said.
She said that she had been singing in the choir.

(d) Statements in the direct speech already in the past tense retain their form of speech.
e.g. "I saw him run" he said.
He said that he saw him run.
"I intended to become a wrier" she said.
She said (that) she intended to become a writer.

Reported questions:

- When reporting questions, the rule about tense harmony applies to reported questions as to direct speech statements.

If the introductory part (he said, she remarked) are in the past tense, then the verb in direct speech becomes a past tense verb when reported.
e.g. He asked, " where is Jane?"
He asked where Jane was.

Questions in direct speech become statements in reported speech, therefore with a normal subject – verb relationship.
"What is your name? " She asked.
She asked what my name was.

INVERSIONS

Certain verbs and adverbial phrases can for emphasis be placed first in a sentence or clause and are then followed by the inverted form of the verb.
Below are some of words and phrases commonly used in inversions.

Hardly ever:

This is a negative adverb of frequency (i.e. it expresses how often in a negative sense)

e.g. He hardly ever goes to see her.
Hardly ever does he go to see her? (Inverted)
Hardly scarcely and barely are almost negative in meaning.
Hardly is mainly used with **any, ever, at all** or the modal **can**.
e.g. I hardly ever use my mother tongue in school.
Inversion: hardly ever do I use mother tongue in school.
Other words used in inversion include:
Never, hardly…when, in no circumstances, neither…nor, no sooner…than, not only…but also, not till, nowhere, on no account, only by, only then… when, scarcely ever, scarcely…when seldom, so.

Examples:
She doesn't in any circumstance accept bribes.
In no circumstances does she accept bribes.

They had hardly alighted from the bus when the accident occurred.
Hardly had they alighted from the bus when the accident occurred.

He had no sooner taken the water than he began complaining of stomach pains.
No sooner had he taken the water than he begun complaining of stomach pains.

It is written nowhere in the Bible.
Nowhere is it written in the Bible.

This book must not on any account be borrowed.
On no account must this book be borrowed.

He became so furious that he begun shouting.
So furious did he become that he began shouting.

8. **SENTENCE CONNECTORS**
Connectors are used to bring cohesion in a written text.
Below is a table containing the commonly used connectors.
CONNECTORS EXPRESSING:

SEQUENCE	ADDITION	CONTRAST	EMPHASIS	CONSEQUENCE	ILLUSTRATION
Firstly	Too	However	Indeed	So	For example
Secondly	Also	Nevertheless	In fact	Therefore	For instance
Thirdly	In addition	On the other hand	Without doubt	As a result	Such as
Lastly	Another	But	Really	Consequently	By way of
Finally	Further more	On the contrary	As a matter of fact	Hence	Example
First	Moreover	Yet	Really	So that	To illustrate
Next	To add to that	In spite of	e.t.c	Thus	e.t.c
To start with	Besides	Despite		e.t.c	
To add to that	As well as	Although			
To sum up	Again	Though			
Then	Another point	In contrast			
While	e.t.c	e.t.c			
When					
Subsequence					
As e.t.c					

Below are a few sentences with some of the connectors listed above.
1. <u>In spite of</u> the hot weather, the scout walked twenty kilometers (contrast).
2. I was exhausted <u>so</u> I sat down to rest (Consequence)
3. Many insects <u>for example</u> the praying mantis can fly. (Illustration)
4. Mutua performed very well; as a matter of fact, he was the best in class. (Emphasis)
5. He washed the dishes <u>then</u> went to play (Sequence)
6. <u>Besides</u> poor pay, lack of proper training is a cause of poor job performance.

UNIT 8: EXERCISES ON PHRASES, CLAUSES AND SENTENCES

EXERCISE 8. A

Mention the type of underlined phrases in the sentences below and state their functions.

1. We saw him in the morning.
2. The bright girls were all awarded.
3. No one knows where it was hidden.
4. They keep all sorts of things in the dilapidated building.
   (a) (b)
5. The shortest girl in class shouted.
6. The man in a brown jacket grumbled loudly.
7. They saw the wounded stray dog.
8. He admired the girl with a bracelet on her arm.
9. They went to the scene where the accident had occurred.
10. I saw her get into his house late in the evening.
    (a) (b)

EXERCISE 8. B

Identify the subject (s), Direct object (D.O), Indirect object (I.O), Adverbial (A) or Complement (C) in the sentences below.

e.g Jane gave the book to Mike.
S D.O I.O

1. They worship in the morning.
2. I bought her a new dress.
3. Who saw him?
4. Many students join bad peer groups.
5. The boys have finally washed their blankets.
6. No one came home.
7. They found her body dumped into the river.
8. See what she has done!
9. Alex threw it under his bed.
10. She is very humble.

EXERCISE 8. C

Re-write the following sentences according to the instructions given after each.

1. Someone saw him. (Change into negative)
2. He came by bus. (Write the interrogative)
3. Either Sifuna or Wekesa saw the suspect. (change into negative)
4. They found all the books in class. (Change into negative)
5. Did they see her sneak? (Provide a negative answer)

EXERCISE 8. D

Change the following sentences into passive.

1. The school admits all sorts of students.
2. They will have been washing our clothes.
3. He saw her.
4. We have invited her to the party.
5. The headmaster gave a present to the best student.
6. Keep it inside the box
7. The researchers singled out indiscipline as the cause of poor academic performance in the district.
8. Maintain silence.
9. The headmistress allowed the girls to go home.
10. Someone had cleaned my shoes and ironed my shirt.
11. They were questioning her when the mother arrived.
12. I saw him shoot the animal.
13. He reminded me to wait patiently.
14. We find fish in water.
15. No one has told us to go home.
16. Who saw it?
17. The local council will tarmac all the major roads.

18. You must wash all your clothes.
19. Don't trouble me.
20. Where did they keep it?

EXERCISE 8. E

Re-write the sentences below according to the instructions given in brackets.

1. If he comes, he will not be punished. (Begin: Unless ……)
2. (a) If he has a bicycle, he'll lend us.
   (b) If he had a bicycle, he'd lend us.
   (Give the difference in meaning)
3. If it hadn't been for my sister, I would have dropped out of school.
   (Begin: But……..)
4. (a) Don't visit me if you need help.
   (b) Don't visit me unless you need help.
   (Give the difference in meaning)
5. Unless you work hard, you will be disappointed. (Begin: If…….)
6. (a) You mustn't go home if you've completed your duty.
   (b) You mustn't go home even though you've completed your duty.
   (Give the difference in meaning)
7. (a) See the doctor if you are unwell.
   (b) See the doctor incase you are unwell.
   (give the difference in meaning)
8. Suppose the man doesn't come. (Begin: What…..)
9. We must be back by eight; otherwise the gate will be locked. (Begin: If…..)
10. If it were not for the bank loan, I'd have run out of business. (Begin: But for……)

EXERCISE 8. F

Re-write the sentences below in reported speech.

1. "Keep it in the box," he told her.
2. "I am going to buy a bicycle next week," he said.
3. "Lie down!" The robbers commanded us.
4. "We have been ordered to go home now." The girl said.
5. "I will see you the day after tomorrow." The teacher told her.
6. "We must go now." The policeman said.
7. "This book is Kioko's, I left mine in the library." She said.
8. Do you know where Judith comes from?" He asked his mother.
9. "Do you love me." Romeo asked her.
10. "No one will suspect us," the robbers said.

EXERCISE 8. G

Re-write the following sentences according to the instructions given in brackets.

1. He doesn't in any circumstances accept bribes. (Begin: In……)
2. They had just walked out of the building when the bomb went off.
   (Begin: No sooner…..)
3. We had hardly arrived when we were ordered to go back home.
   (Begin: Hardly……)
4. They have never seen her. (Begin: Never……..)
5. Such hospitality cannot be found in any other member of the family.
   (Begin: In no…….)
6. She seldom uses her mother tongue. (Begin: Seldom……)
7. The snail reached the ark only by perseverance. (Begin: Only…….)
8. Gold cannot be found anywhere in this district. (Begin: No where……)
9. He never asked questions in class. (Begin: Never…….)
10. She rarely goes to the movies. (Begin: Rarely……..)
11. This book must never be borrowed on any account.
12. We must not give bribes. We must not get bribes.
    (join into one sentence using 'neither')
13. No sooner had she walked out of the hall than someone shouted at her to go back.

(Begin: Hardly……)

14. She never never listens to good advice.
    (Correct the sentence maintaining the same emphasis)
15. I him see ever never. (Rearrange the words to make a meaningful sentence)
16. It is not written anywhere in the Bible that God helps those who help themselves.
    (Begin: No where……..)
17. They never go for practice. (Change into affirmative)
18. Hardly ever does he go to see her. (Begin: He….)
19. Do they write poems? (Begin: Are…..)
20. Do they write poems? (Re-write in the affirmative form)

EXERCISE 8. H

Complete the passage below by inserting the correct word or phrase from the list given after the passage.

In general, I do not enjoy large towns; (i)_____ I think that Mombasa is quite an enjoyable place. (ii)_____ I enjoy the warm relaxed atmosphere of the coast and the variety of cultural influences. (iii) _____ there are the ancient buildings of Fort Jesus and the Old Town which are always worth a visit.
(iv) _____ I never feel bored when I stay in Mombasa. (v) _____ I look forward to going there as a break from the dullness of everyday life.

(In fact, furthermore, to begin with, however, consequently)

PART TWO.
INTERGRATED GRAMMAR EXERCISES

EXERCISE 1

(a) Re-write the sentences below according to the instructions given in brackets. Do not change the meaning of the original sentences.

1. Don't pretend you don't know what I need. (Begin: It is no use……)
2. "Don't talk to me like that!" He bellowed at him. (Re-write in reported speech)
3. Many countries have banned the taking of marijuana. (Begin: The taking……..)
4. John's leg had been broken by a log in his early teens. (Begin: John had had …….)
5. They keep tea in a thermos flask. (change into passive)

(b) Replace the underlined words with one word.

1. We had to call <u>a man who repairs broken pipes</u>.
2. Five people <u>who travel in space</u> perished.
3. My sister is training as a <u>dealer in stocks and shares.</u>
4. I have an <u>enormous desire for food.</u>
5. He was skilled in the <u>game of shooting with bows and arrows</u>.

(c) Fill in the blank spaces in the sentences below with the correct form of words which have opposite meaning to the ones provided in brackets.

1. He has _____ properly in this town. (lose)
2. The demonstrators _____ again to hold another meeting (disperse)
3. He was such a _____ looking man that the children avoided him. (harmless)
4. The police _____ the dead body. (bury)
5. Everybody is _____ in God's eyes. (ugly)

(d) Re-write the following sentences in their inverted form.

1. You can only pass in the exams by working hard.
2. You shouldn't talk to your mother like that on any account.
3. The car was so damaged that it was beyond repair.
4. They scarcely visit her.
5. This is a beautiful watch. (Begin: What……..)

EXERCISE 2

(a) Complete the following sentences using the correct form of the words in brackets.

1. He spoke about it to _____ (humble) us.
2. Exposing yourself to cold is _____ (injury) to your health.
3. He had _____ (lie) on the bed.
4. The hunt for the robbers has _____ (intense)
5. She has _____ him a son. (bear)

(b) Write one word which replaces the underlined idioms.

1. I wish Mutuku was not so <u>full of himself</u>.
2. The boys were <u>full of beans</u> before they went into the field.
3. He entered the boxing ring, his <u>heart in his boots</u>.
4. Mwaura was in trouble but he refused to <u>throw in the towel</u>.
5. Ouma says that most politicians are <u>full of hot air.</u>

(c) Fill the gaps below with appropriate phrasal verbs formed from the verbs in brackets.

1. A terrible problem _____ (crop) in the boys hostel.
2. His job application was _____(turn)

3. He_____(pick) her _____ at the bus stage yesterday.
4. They _____ (shout) their class master.
5. She is very brave. She hardly _____ (give).

(d) Re-write the following sentences according to the instructions given in brackets.

1. I like Physics more than Chemistry. (use prefer)
2. Health is preferable to wealth. (Begin: I'd rather be…….)
3. The road was very slippery. We couldn't reach it. (join the two sentences using 'too')
4. Neither peter nor Stanley (has/have) been paid. (use the correct verb)

EXERCISE 3

(a) Fill in the blank spaces with the correct alternatives provided in brackets.

1. (He / Him) _____ and (I / me) killed the snake.
2. It appears to be _____ (he / him)
3. (You / Me / I _____ and _____ (me / I / you) are good friends.
4. (I / Me) _____ went for a picnic.
5. (Me / I) _____ am available.

(b) use question tags to complete the following statements.

1. No one saw her, _____
2. Going to school while untidy is shameful, _____
3. James is your friend, _____
4. They don't sell books, _____
5. You cant swim, _____

(c) Re-write the following sentences according to instructions given after each.

1. The sick man ate less and less. He became weaker and weaker.
   Begin: The lesser……)
2. They were so upset that they could hardly speak. (Begin: So upset……)
3. The <u>people who were involved in the accident</u> were hospitalized.
   (Replace the underlined clause with one word)
4. The refugees <u>have been taken back to their original homeland</u>.
5. Do go away. (Re-write this command in the interogative)

(d) Complete the following passage using the correct preposition for each of the blank spaces.

Visiting a game park is an interesting experience. From the moment you arrive _____ (i) the park gate to the moment you leave, you can never predict what you may see. It is not always easy to spot lions or cheetahs as they can be hidden_____(ii) the tall grass. _____ (iii) all animals, perhaps the antelopes are most common although some species are rare. Hopefully now that the sale of ivory is being restricted, elephants will be saved _____ (iv) extinction. However, it is still very important to educate our young people _____ (v) the importance of our natural heritage.

EXERCISE 4.

(a) RE-write the sentences below using an 'if' construction in each case. Do not change the meaning.

e.g. He eats too much; that's why he is overweight. (If he did not eat so much, he would not be overweight)

1. Juma does not read books, that is why he's poor at spelling.
2. He had not paid the rent; that is why he was evicted.
3. They haven't any matches: so they cant light a fire.
4. Our team had no time to practice: that's why the lost.
5. You may get home before I do, so dot wait up for me.

(b) Use the correct phrasal verb forms of 'put' in each of the sentences below.

1. He just could not _____ his idea to the classmates.
2. Please do not feel _____ if I don't invite you to my party.
3. The case was _____ to next week.
4. The rebellion was _____ by the army.
5. Of late, she has _____ a lot of weight.

(c) Re-write the sentences below according to the instructions given.

1. There was very little water in the cars radiator. (Re-write using 'any')
2. Children are not as polite as they used to be. (Re-write using 'than')
3. Jerono said that Jane had stolen her bag. (Begin: Jane…….)
4. He wouldn't admit that he knew she was overworked. (use denied)
5. " I can't stand rice even if it is cooked very well" Mary said.
   (Re-write in reported speech)

(d) Fill in the blank spaces using the correct form of the word in brackets.

1. We had thought that the _____ (donations) would be more generous.
2. A lot of our college buildings are being _____ (modern)
3. Has Mutua always been _____ (fame.)
4. Although Jude was wealthy, she dressed _____ (expensive)
5. Our _____ (mobile) was greatly hindered by the bad weather.

EXERCISE 5.

(a) Give short answers to these questions. Begin with Yes or No.

1. Do you think its going to rain?
2. Must we finish this work today?
3. Did Ochieng score any goals?
4. Is this your book?
5. Have you been working hard?

(b) Complete the following sentences using whichever of the following is appropriate. STILL, YET, ANYMORE, ALREADY.

1. Mambo does not live in Mombasa _____ He moved to Voi.
2. The children have not gone to bed_____They are _____ watching television.
3. Is Joyce _____ here? No, she has _____ left.
4. Thank you for all your help; I wont trouble you _____
5. Have you finished your homework _____

(c) Fill in the blank spaces with the correct form of the word in brackets.

Kadilo is (i) _____ (rage) by the supervisor when he (ii) _____ (malice) accuses him of laxity. "How is it possible?" He asked himself. It is true that ever since Kadilo joined the organization he has been working with a lot of (iii) _____ (zealous). His promotion to a senior clerk has made some of his workmates (iv) _____ (envy) of him. He has decided to go and talk to his head of department and he is (v) _____ that the director will soon learn the truth.

(d) Re-write the following sentences according to the instructions given after each.

1. He would rather pay the fine than be imprisoned. (Use 'Prefer')
2. "I will be travelling home tomorrow." John told her. (Re-write in indirect speech)
3. The captain deserves more praise than any other member of the team.
   (Begin: No…….)
4. The head master did not make such a statement at any point in his speech
   (Begin: At no…….)
5. The speaker accepted an amendment _____ the motion. (use a preposition)

EXERCISE 6.

(a) For each of the following sentences, replace the underlined word(s) with a phrasal verb which begins with the word in brackets.

1. When she told him the story, he got <u>more cross.</u> (work)
2. It took Kitilo several hours <u>to regain consciousness</u>. (come)
3. The detective <u>penetrated</u> the criminals disguise. (see)
4. The truck <u>stopped</u> at the barrier. (pull)
5. They <u>surrendered</u> to the police. (give)

(b) Add question tags to the statements below.

1. Mike left school last year,

2. I am the one who made you succeed,
3. She is one of us.,
4. Help me.
5. No one is coming,

(c) Re-write each of the following sentences according to the instructions given after each.

1. (a) Did you make that table yourself?
   (b) Did you make yourself that table?
   (What is the difference in meaning)
2. It is amazing that he scored a gold medal. Begin: That…….)
3. We have never had such heavy rains at this time of the year.
   (Begin: Never before…….)
4. Is this the only grey car you have in stock? (Begin: Haven't….)
5. He is greatly admired because he is generous.
   (Use 'because of' ……. In place of …. Because)

(d) Use the correct form of words in brackets to fill the blanks in the sentences below.

1. I believe he _____ (work) in the office at this moment.
2. My grandfather _____ (work) as a shopkeeper when he was young.
3. I _____ (be) successful if I had taken my work seriously.
4. This years cricket competitions _____ hold in South Africa.
5. She _____ (be) admitted in hospital last week.

EXERCISE 7.

(a) Use the correct alternative to fill in the blanks in the sentences below.

1. Neither _____ (he / him) nor _____ (I / me) _____ (is / are) to blame.
2. Bob is a good friend of _____ (me / mine)
3. A friend of _____ (our / ours / us) _____ (live / lives) in Britain.
4. All the expenses must be authorized by _____ (I / me / my)
5. Mutua and _____ (me / I) bought shares in the bank.

(b) Choose the word that best completes the sentences below.

1. The farmers were very angry _____ (about / with) the resolutions passed at the meeting.
2. We agreed _____ (with / on) the general procedure.
3. He is sitting _____ (on / at) the table for lunch.
4. They arrived _____ (in / on) time for the lesson.
5. He furiously drove _____ (in / into) the garage.

(c) Choose the option which is most nearly opposite in meaning to the underlined word.

1. It was a very <u>exciting</u> performance.
   (a) Amateuristic.
   (b) Dreary
   (c) Objectionable
   (d) Degrading

2. The criminal was <u>apprehended</u> by the police.
   (a) arrested.
   (b) charged.
   (c) released.
   (d) imprisoned.

3. It is obvious he was <u>guilty.</u>
   (a) pure.
   (b) innocent.
   (c) guideless.
   (d) In mistakes.

4. This mechanism is very <u>simple</u>.

(a) ornate.
(b) difficult.
(c) hard.
(d) intricate.

5. Every body likes to work with <u>lazy</u> people.
   (a) indolent.
   (b) inactive.
   (c) active.
   (d) lethargic.

(d) Re-write the following sentences according to the instructions given after each. Do not change the meaning of the original sentence.

1. I will go to Tina's party on condition that I am invited. It takes place this evening.
   (Re-write as one sentence beginning: Unless……..)
2. "Put yourselves in the place of the man whom Judith deliberated infected with H.I.V" He told the class. (Re-write in indirect speech)
3. Ng'ang'a says he prefers coffee to tea. (Re-write using 'better')
4. After a new headmistress was appointed, results began to improve.
   (Begin: Subsequent …….)
5. They did not grant him permission to leave school earlier. (change into passive)

EXERCISE 8

(a) Fill in the blank spaces below with the correct form of words in brackets.

1. She sang beautifully to _____ (accompany) of the guitar.
2. It was _____ (advantage) to her group.
3. The girl accepted the trophy in _____ (prefer) to a cash reward.
4. Robbery has become a common _____ (occur)
5. He is a very _____ (humour) character.

(b) Without changing the word order, punctuate the following verse to give it an opposite meaning.

To show our simple play we come.
In unkindness we do not come.
To make happy and give delight.
We are not here to make you sad.
Here are the actor.

(c) Choose the correct alternative to complete each of the following sentences.

1. You must _____ (advise / advice) your friend to learn to keep time.
2. You should _____ (devise / device) new methods of revising.
3. Mary wondered on what _____ (principal / principle) his behaviour was based.
4. Maisha Mapya bookshop has been supplying the school with_____ (stationery / stationary)
5. Muthoni is pursuing a _____ (course / coarse) In Mombasa Polytechnic.

(d) Provide the most suitable prepositions for the sentences below.

1. The soldier was punished_____ neglect of duty.
2. The thief was disguised _____ an official from the Ministry of Education.
3. They descended _____ a noble family.
4. My uncle disposed _____ his old car.
5. The man died _____ Malaria.

EXERCISE 9

(a) Rewrite each of the sentences below according to the instructions given. Do not change the meaning of the original sentences.

1. The players played very well. They were each rewarded with a trophy.

(Begin: So……)
2. Catherine is brown. She is a University student. She is nineteen. She is cheerful.
(Re-write as one sentence without using a conjunction or relative pronoun)
3. President Kibaki's speech inspired me a lot. (Re-write using the word 'inspiration')
4. "Do you think it will rain today?" She asked her mother.
(Re-write in reported speech)
5. Video programs are preferable to radio programs. (Use…… than……)

(b) Use the correct form of the words in brackets to complete each of the following sentences.
1. I shall not admit any _____ (liable) whatsoever.
2. He smashed his small radio in _____ (furiously)
3. The _____ (broad) of this road is inappropriate for large trucks.
4. Of the two actresses, Carey was the _____ (good)
5. The plane crash was very _____ (horror)

(c) State the tense into which each of the following sentences falls.
1. I have just talked to the headmaster.
2. I had talked to the headmaster.
3. We need to be wary of A.I.D S.
4. They went away.
5. They are discussing about him.

(d) Choose the best alternative to fill in the gaps in the sentences below.
1. Her eyes were _____ lively that her face seemed illuminated.
(a) such (b) rather (c) so (d) as
2. Men given _____ crimes of violence and brutality must be imprisoned for life.
(a) by (b) to (c) with (d) at
3. A black and _____ cow were grazing.
(a) the white (b) a white (c) white (d) any white
4. I am _____ obliged to you.
(a) little (b) too (c) much (d) so
5. There were _____ books in the library. So we were required to buy our own.
(a) a few (b) some (c) few (d) many

EXERCISE 10.
(a) Rearrange the following sets of words so as to form sensible sentences.
1. There, rumored, it, be, been, that, will, has, not, you.
2. a, he, meeting, missed, mystery, why, the ,is, attending.
3. Had, we, hardly, started, house, gone, rain, when, into, the , the.
4. Myself, I, playing, hurt, when.
5. Fail, likes, no one, exams, to , in.

(b) Re-write each of the following sentences according to the instructions given. Do not change the meaning.
1. The students swept all the classrooms. (change into passive)
2. The man was wealthy. He would not share his wealth with his children.
(Begin: Although……)
3. Hassan did not complain. He did not report to the police. (Hassan neither……)
4. She never came late to school last year. (Begin: Not once……)
"Our journey will start tomorrow…." . Ruth told Njeri. (Re-write in reported speech)

(c) Replace the underlined words in the sentences below with appropriate phrasal verbs.
1. Anyango <u>despises</u> her little sister.
2. I could not <u>tolerate</u> him because of he misconduct.
3. The little girl <u>resembles</u> her father.
4. Jane <u>removed</u> her shoes.
5. The meeting was postponed.

(d) Identify the errors in each of the following sentences and rewrite the sentences correctly.

1. Me I was there.
2. He hanged his shirt on the sun.
3. John wore a black trouser.
4. The building had its roof blown off.
5. My family has stayed here from 1990.

EXERCISE 11.

(a) Choose the correct word from the alternative given.

1. From which box did the thief (steal / rob)
2. Mike (prevented / avoided) his class from cheating.
3. We had let him (lain / lie/lay) where he had fallen.
4. The logs had been (lied / lain / laid) very badly.
5. They are (growing / withdrawing / getting) rather tired of waiting for her.

(b) Use the roots of the following verbs to form the corresponding nouns, adjectives and adverbs.

VERB	**NOUN**	**ADJECTIVE**	**ADVERB**
1. Beautify			
2. To hope			
3. To be happy			
4. To fear			
5. To doubt			

(c) Re-write the following sentences according to the instructions given. Do not change the meaning.

1. Tom cannot go and Frank cannot go either. (Re-write using…..nor…)
2. He couldn't seem to get out of the habit. (Begin: He seemed …..)
3. We have some bananas left. (change into negative)
4. She wanted to eat some bananas but she found _____ at the grocery.
   (Use an appropriate pronoun)
5. She wanted to eat some bananas but she didn't find _____ at the grocery.
   (Fill in with an appropriate pronoun)

(d) Change the following sentences into passive voice.

1. They did it yesterday.
2. They never look at the books.
3. I lost it
4. She asked me who I was.
5. I have kept it secretly.

EXERCISE 12.

(a) Explain the difference in meaning between the following pairs of sentences.

1. (a) He was in bed.
   (b) He was on the bed.
2. (a) I have a brother who is a doctor.
   (b) I have a brother, who is a doctor.
3. (a) He is faster than Njoroge.
   (b) He is even faster than Njoroge.
4. (a) He was at the building.
   (b) He was in the building.
5. (a) The amount was shared between the members of the family.
   (b) the amount was shared among the members of the family.

(b) Re-write the following sentences in the tenses as directed in brackets.

Simple present	**-**	**He sings.**
1. Simple past		-
2. Past perfect		-
3. Present perfect		-
4. Simple future		-
5. Past perfect continuous		-

(c) Re-write the sentences below changing the expressions in brackets into their correct Possessive form.

1. (The book of Charles) is lost.
2. The P.T.A supports (the decision of the head teacher)
3. (he game of the children) ended in tears.
4. (the farm of my father) is in Naivasha.
5. (The quarters for the teachers) are vacated.

(d) Re-write the following sentences into passive.

1. Mutua brought the book.
2. Maina qurrelled Kimani over the lost money.
3. The headmaster promised them a reward.
4. The government is constructing several bridges over most rivers in Machakos.
5. The D.E.O closed the school indefinitely.

EXERCISE 13.

(a) Re-write the sentences below according to the instructions givens in brackets.

1. Europeans live longer than Asians.
   (Begin with "Europeans" and without using the word 'longer')
2. The security officer didn't report the incident correctly.
   (Replace the underlined words with one word. Do not use the adverb correctly)
3. A tarmac road has many benefits to the local farmers. (Begin: A tarmac road is…..)
4. They continued being hostile to us. (Begin: They went ……..)
5. This is my brother's backpack. (Re-write in plural)

(b) Change the following sentences into direct speech.

1. I told him I could not wait any longer and that I had to catch the ten o'clock bus.
2. He ordered him to stand up and leave the room.
3. Mary replied that if it were not for his help, she would not have managed to entertain such a large group.
4. They asked us why we hadn't visited them.
5. Tina exclaimed that she was so excited that she did not know what to do next.

(d) Fill in the blank spaces with the correct form of words in brackets.

He waited (i)_____ (anxiety) for the letter to arrive. Everyday he walked to the post office and every day he returned empty handed. Finally, in (ii)_____ (desperate) he wrote to Lillian begging her to write. He couldn't believe she had (iii) _____ (forget) as she was always so (iv)_____
(rely) correspondent. Then he began to worry that something had happened to her. An accident? A sudden illness? Eventually he decided to phone her. He was, therefore filled with (v)_____ (astonish) to hear her cheerfully answer the phone.

(e) Fill in the blank spaces with phrasal verbs which have the same meaning with the words in brackets.

1. Don't pass _____ the information I have given you (release)
2. You will fall off that bicycle if you don't look _____ (take care)
3. You must work hard if you want to get _____ in life (succeed)
4. I put the meat on the table and the dog made _____ with it. (run away)
5. We fell _____ over a question in history. (quarreled)

EXERCISE 14.

(a) Put 'some' or 'any' in the spaces left out.

1. Have you _____ bananas.
2. I haven't _____bananas.
3. Ask my sister; she usually has _____ bananas.
4. There is _____ string in the cupboard.
5. There aren't _____ scissors in the drawer.

(b) Complete each of the following sentences by using the comparative or superative form of the adjective in brackets.

1. The _____ of the two factory chimneys was demolished.(high)
2. My third cup of coffee was _____ (sweet)
3. July is the _____(wet) month of the year.

4. The second recording was _____ (clean) than the first one.
5. That is the _____ (usual) film ever to have come out of Zaire.

(c) Put **few, a few, little** or **a little** in the spaces provided.

1. He has _____ in New York; so he should be quite happy there.
2. He has _____ money. He can hardly buy food.
3. _____ people want to die.
4. _____ kindness goes a long way.
5. _____ people volunteered but some preferred to stay at home.

(d) Change the sentences below in the tenses as directed.

Simple present – We go to Nairobi.

1. Future perfect continuous -
2. Past continuous tense -
3. Future perfect continuous -
4. Past perfect continuous -
5. Simple past -

EXERCISE 15.

(a) Re-write the following sentences according to the instructions given after each.

1. Moses finished his work early. He went to bed at seven. (Begin: Having finished…)
2. If the team is late for the match, it will be disqualified. (Begin: Unless…..)
3. Josephine was absent from school for a whole term. She passed her exams. (Inspite..)
4. I like rice more than Ugali.(use prefer).
5. Those unkind men have messed up our lives. (Use the passive)

(b) Fill the gaps in the sentences below with the most appropriate alternative from the choices given.

1. The streets in Nairobi are becoming more and more_____
   (a) over loaded.
   (b) populous.
   (c) congested.
   (d) overburdened.

2. The announcement of his retirement was timed to _____ with the twentieth anniversary of the company.
   (a) concur.
   (b) coincide.
   (c) conform
   (d) appear.

3. This fruit juice needs _____ before you drink it.
   (a) Ameliorating.
   (b) softening.
   (c) dissolving.
   (d) diluting.

4. I am afraid you missed the _____ of my argument.
   (a) subject.
   (b) topic.
   (c) concept.
   (d) point.

5. The suspects were _____ by court in Nairobi.
   (a) acquainted.
   (b) acquitted.
   (c) acquired.
   (d) requited.

(c) For each of the following sentences, choose the word which means the same as the underlined words.

1. Danja is a <u>well known</u> criminal.
   (a) famous.

(b) strong.
(c) notorious.
(d) daring.

2. She kept company with <u>evil men</u>.
   (a) virtuous.
   (b) vicious.
   (c) wicked.
   (d) unkind.

3. Julia's health is <u>going from bad to worse.</u>
   (a) un improving.
   (b) imperfect.
   (c) deteriorating.
   (d) ameliorating.

4. The teachers <u>confiscated</u> the stolen books.
   (a) auctioned.
   (b) locked.
   (c) seized.
   (d) carried.

5. A wise person always gives good <u>counsel</u>.
   (a) advise.
   (b) advice.
   (c) council.
   (d) cancel.

(d) Write two possible meanings for each of the sentences below.

1. Lucy fed her dog biscuits.
2. They gave her horse feathers.
3. He sent her love letters.
4. He fed her duck eggs.
5. I bought her fruits juice.

EXERCISE 16.

(a) Give the difference in meaning in the following pairs of sentences.

1. (a) I spoke only to Juma.
   (b) I only spoke to Juma.
2. (a) They eat both meat and fish.
   (b) They both eat meat and fish.
3. (a) Judith made herself a dress.
   (b) Judith made a dress herself.
4. (a) Mike stopped to smoke.
   (b) Mike stopped smoking.
6. (a) We hit the spoon.
   (b) We heat the spoon.

(b) Complete the following sentences putting the correct form of the word in brackets.

1. Mike thought that it was an _____ to pass in Mathematics. (possible)
2. The old machine was no longer _____ (rely)
3. Judges should not show _____ (part) when passing judgements.
4. Her behaviour was very _____ (question)
5. The students made a wrong _____ (assume) about their new teacher.

(c) Re-write the following sentences according to the instructions given.

1. He increased the speed of his car. He pressed the accelerator hard. (Combine into one sentence using 'by')
2. Those girls are likely to be late for school. (Begin: There's…..)
3. No body could find our books. (Re-write to end in….. found)

4. This piece of art is quite attractive. (Re-write using 'an')
5. His car is not as fast as hers. (Begin: Her……)

(d) (i) Write words which have the same pronunciation as the words below.

1. Queue.
2. flower.
3. Main.
4. Dye.
5. Reed.

EXERCISE 17.

(a) Re-write the sentences below according to the instructions given after each.

1. She likes working. I also like working. (Re-write as one sentence to end in I)
2. She opened the door and greeted me with a smile. (Begin: Opening….)
3. My friend has an elegant watch. (Begin: A friend…….)
4. She must go immediately. (Change into past tense)
5. How can he smoke cigarettes in school? (Use dare)

(b) Explain the difference in meaning in the following sentences.

1. (a) He ran so fast that I could not overtake him.
   (b) He ran fast so that I should not overtake him.
2. (a) The school has employed a librarian and storekeeper.
   (b) The school has employed a librarian and a storekeeper.
3. (a) We found the empty room.
   (b) We found the room empty.
4. (a) We stopped to talk.
   (b) We stopped talking.
5. (a) I regret saying that he was a thief.
   (b) I regret to say that he was a thief.

(c) Re-write the following sentences into reported speech.

1. "I have never understood the concept of filling a whole page with just one signature," The minister joked.
2. "Almost five million people in the horn of Africa are facing critical food supply problems. "She observed.
3. "Bullying has been prohibited in all schools." The principal reminded the boys.
4. "What must I do to be saved?" The jailer asked Paul.
5. "We are having visitors from Uganda next week." The headmistress announced.

(d) Use the best alternative to fill in the gaps in the passage below.

Remote sensing can be defined as the science (i)_____ (and / or) art of obtaining information (ii)_____(of / about) an object, area (iii)_____(and / or) phenomenon through the analysis (iv)_____ (by / with / of) data acquired (v)_____ (by / through) a device that is not in contact with the object, area or phenomenon (vi)_____ (on / under / about) investigation .

Early advances (vii) _____ (of / in) remote sensing (viii) _____ (includes / include) aerial photography which has, overtime, advanced to now encompass state (ix) _____ (of / on) the art space borne remote sensors or satellites. Remote sensing can be broadly categorized as (x)_____(either / neither) active or passive.

EXERCISE 18.

(a) Re-write the following sentences according to the instructions given in brackets.

1. He became so sick that he was unable to stand. (Use too)
2. His remarks annoy me. (Begin: I am……)
3. It is possible that he had taken cover. (Begin: There is…..)
4. Her dress has been torn. (Begin: she…..)
5. Unless someone pays the bill, he'll be arrested. (Begin: If…..)

(b) Use **some, any, much** or **many.**

1. There are_____ boys in the old dorm, _____ will be shifted to the new one.
2. There was hardly _____ water in the tap.
3. _____ of the water sold by unlicensed peddlers is contaminated.
4. Come _____ time in the afternoon, you will not fail to find one in office.
5. _____ of what you've said makes no sense.

(c) Add appropriate prefix to the underlined words to give the sentence an opposite meaning.

1. Kamau is a very <u>efficient</u> electrician.
2. The former government encouraged <u>literacy</u>.
3. The students in that school are <u>disciplined</u>.
4. Who says it is <u>possible</u> to get 'A's in English?
5. She says the journalist was <u>decent</u>.

(d) Fill in the sentences below with the correct form of verb in brackets.

1. The hen had (laid / lied / lain) _____four eggs.
2. We _____ (lied / lain /lay / laid) on the sofa-set.
3. She had _____ (lay / laid / lied / lain)
4. He _____ (lied / laid / lain) to the students that the sun moves round the earth.
5. He _____ (lied / layed / lain / lay) the backpack on the floor.

EXERCISE 19.

1. She needs to be looked after. (Re-write to end with…….. looking after)
2. The students complained that the dorm was too hot. (Use complained of….)
3. We are waiting for the principal to speak. (Use… Principal's)
4. That surprised us. (Begin: That was ……)
5. How comes that she defeated me? (Correct the sentence)

(b) Re-write the following sentences correctly

1. She bought a black and a white TV
2. Of the two girls, Agnes is least interested.
3. Its mine.
4. Please repeat it again.
5. He does it anyhowly.

(c) Re-write the following sentences in the tenses as directed in brackets.

(Simple present) - They watch television.

1. (Simple past) _____
2. (Past Perfect continuous) _____
3. (Present perfect) _____
4. (Present continuous) _____
5. (Future perfect continuous) _____

(d) Change the following sentences into passive.

1. I will have been driving the car.
2. They lay logs at the shed.
3. I compiled a report on Devil Worship in Secular Music.
4. Who wrote the book?.
5. They don't recognize the effort of hard working teachers.

EXERCISE 20.

(a) Re-write the following sentences according to the instruction given in brackets.

1. We did not need to go. (Begin: It ……)
2. The bag was too heavy to carry. (Use: so)
3. He insists to go. (Re-write the sentences correctly)
4. Muslims go on a trip to Mecca. (Use the correct word instead of the underlined)
5. He was the cleverest boy in school. (Re-write using cleverer)

(b) Distinguish the difference in meaning in the following pairs of sentences.

1. (a) My brother has gone to Britain.
   (b) My brother has been to Britain.

2. (a) We gave him money to help us.
   (b) We gave him money for helping us.
3. (a) He said it to annoy me.
   (b) He said it to my annoyance.
4. (a) He is a just man.
   (b) He is just a man.
5. (a) Jane is my elder sister.
   (b) Jane is my older sister.

(c) Give two possible meanings for each of the following sentences.

1. He greeted the girl with a painful hand.
2. Watching the TV, a cockroach scurried across the cabinet.
3. They lay eggs on the floor.
4. Washing machines can be expensive.
5. Eating my food, a rat ran out of the kitchen.

(d) Complete the following statement with appropriate question tags.

1. Someone saw the need to write this book, _____
2. The book was recommended by our class teacher, _____
3. Everybody is now good in English grammar, _____
4. It is the best grammar book in the market, _____
5. No one will fail in English exams, _____

ANSWERS.

1. NOUNS

Exercise 1. a

3. common 4. proper 5. proper 6. Common 7. common

8. proper 9. Common 10. Proper 11. Common 12. Proper

Exercise 1. b

3. concrete 4. abstract 5. concrete 6. abstract 7. concrete
8. concrete 9. countable 10. concrete 11. abstract 12. Abstract

Exercise 1. c

3. uncountable 4. Countable 5. Countable 6. Uncountable 7. Uncountable
8. countable 9. Countable 10. Countable 11. Countable 12. Countable.

Exercise 1. d

2. fire – countable – single occurrence of fire
   - uncountable – general word for combustion.

3. glass – countable –drinking vessel made of glass
   - uncountable – a brittle material made from soda ash.

4. Work - countable – piece of literacy, artistic or music composition.
   - uncountable – effort for a purpose.
5. Youth - countable – a young man.
   - uncountable – age or period of being young.
6. Room - countable – a part of a house enclosed by walls.
   - uncountable - space.
7. Iron - countable – an apparatus for smoothing clothes.
   -uncountable – metal extracted from the earth.
8. Paper – countable – a newspaper or article.
   -uncountable – a material made from the body
9. Hair - countable – one strand growing from wood.
   - uncountable – all the strands.
10. Fag - countable – cigarette
    Uncountable – tedious and tiring job.
11. Enterprise – countable – project or undertaking
    - uncountable – participation in projects or business activity.

Exercise 1. e

No. 2. Piece 3. Speck 4. Grain 5. Piece 6. Piece 7. Plot
8. bar 9. Slice/loaf 10. Pint/grain 11. Item.

Exercise 1. f

2. ox
3. Radii
4. Mobs
5. Termini
6. Pliers
7. Sheep
8. brothers-in-law
9. Trousers
10. dynamos
11. Spouses
12. Loaves
13. Potato
14. Lice
15. mouse
16. Women agents
17. Husband-in-waiting
18. fish
19. teeth
20. woman
21. calves

Exercise 1. g

1. the, the
2. the, the
3. a, the
4. the, ___, ____
5. a
6. the
7. a, the
8. a, a
9. the
10.the
11. the
12. a
13. a
14. the
15. a
16. the
17. the
18. a
19. a,the
20. the

Exercise 1. h

2. pack 3. flock 4. swarm 5. school 6. brood
7. colony 8. flock 9. swarm 10. herd 11. team

Exercise 1. i

2. milk chocolate 6. A football club scandal 10. Sunday issue

3. factory inspector
4. the dining room carpet
5. a two part question
7. A road accident
8. A horse race
9. Phone card
11. Examination results

Exercise 1. j

1 (a) bedroom - a room where people sleep.
(b) bed room – a room where beds are stored or space occupied by a bed.
2. (a) horse race – a race on a horse.
(b) race horse – a horse used in racing.
3. (a) card phone – a telephone machine which uses cards.
(b) phone card – a card used to telephone someone.
4. (a) garden vegetables – vegetables grown on a garden.
(b) vegetable garden – a plot of land where vegetables are grown.
5. (a) table tennis – a game of tennis on a table.
(b) tennis table – the table where the game of table tennis is played.

Exercise 1.k

1. the school's new principal
2. the child's toy
3. Jesus' cross
4. James' books, James's books
5. Mike's car
6. yesterday's newspaper
7. boys' dormitory
8. teachers' quarters
9. the girls' room
10. the girl's room
11. sisters – in –law's houses
12. brothers –in –law's house
13. form ones' dormitory
14. two hours' drive
15. tomorrow's meeting
16. women's dress
17. a bird's nest
18. a stone's throw
19. a young man's trousers
20. a teacher's desk

Exercise 1.l

2. liability
3. validity
4. humidity
5. amazement
6. stealth
7. width
8. strength
9. goodness
10. triviality
11. gullibility
12. honesty
13. ease
14. keenness
15. kindness
16. laziness
17. activity
18. humility
19. productivity
20. determination
21. Realization

Exercise 1. M

2. animal management
3. house help
4. people / human beings / humanity
5. people
6. artificial

Exercise 1.n

1. – the form ones – subject
- all sorts of animals - object
2. – H.I.V – subject
- a threat to humanity - compliment
3. the thief – subject
what he deserved - object
Mikuini students – subject
Amina – subject
a dress – direct object
the street girl – indirect object
4. The thief – subject
What he deserved – object

5. Mikuini students – subject
6. The boys – subject
   All sorts of wild fruits – object
7. Girls – subject
   Tee shirts – object
8. A mischievous brat – subject
   The fire – object
9. The new government – subject
   Private investors – object
10. The selfish politicians – subject
    a pay rise – object

EXERCISE ON PRONOUNS

Exercise 2.a

1. I
2. me
3. we
4. they
5. theirs
6. them
7. they
8. them
9. her
10. you
11. It's
12. him
13. he's
14. they
15. me
16. I
17. me
18. me
19. you, I
20. Them

Exercise 2.b

2. its
3. their
4. theirs
5. ours
6. mine
7. hers
8. yours
9. its
10. yours
11. Yours

Exercise 2.c

1. d. 2. a 3. a 4. a 5. D

Exercise 2 d

1 (a) All the boys sneaked from school and they were punished.
   (b) Some / several boys sneaked from school and were punished.
2. (a) I have many brothers and one of them is a lawyer.
   (b) I have one brother and he is a lawyer.
3. (a) All the girls jeered at the new teacher and they were reprimanded.
   (b) Some girls jeered at the new teacher and these are the ones who were reprimanded.
4. (a) I saw the boy yesterday and he is unwell. He is known to the speaker.
   (b) The only boy that I saw yesterday is unwell. I did not see other boys.
5. (a) There were many Isuzu cars and one particular one which had an extra large engine won the race.
   (b) There was only one Isuzu car, it had an extra large engine and it won the race.

Exercise 2. e

1. The car that / which I bought last month has a break down.
2. Jane is my sister who is pursuing further studies in Britain.
3. The cook who came late was drunk.
4. The two girls who disagreed over the correct answer were doing an English exercise.
5. Many people who voted cast their ballots for president Kibaki.
6. We ate all the fruits that / which were kept in the cupboard.
7. The water tank that / which was bought last year is leaking.
8. The dictionary that / which I was using yesterday is lost.
9. The policeman who searched the building were looking for stolen property.
10. The girls who swept the dormitory also swept the classroom.

Exercise 2.f

1. (a) The items represented by the pronoun these are very close to the speaker.
   (b) The items are farther away from the speaker.
2. (a) The speaker is either holding or very close to the item that he possesses.
   (b) The speaker is at a distance from the item he refers to.
3. (a) The essay is very close to the speaker.
   (b) The speaker is referring to an essay which is far away from him.
4. (a) The speaker is holding the papers or books with incorrect answers.
   (b) The speaker is farther away from the books / papers with incorrect answers.
5. (a) The speaker is very close to the men.
   (b) The speaker is far away from the man.

1. who 2. Whom 3. What 4. What 5. Whom

3. VERBS.

Exercise 3. a

1. Began
2. Begun
3. Chosen
4. was / is
5. have / had arrested
6. went, been stolen
7. gone
8. lain
9. lent
10. broadcast / broadcasted
11. shot
12. shouted
13. written
14. led
15. burst
16. Sang, sung
17. shrank
18. sought
19. grown
20. Knew

Exercise 3.b

1. (a) They see the man every day.
   (b) They will have been seeing the man every day.
2. (a) He is crying like a small baby.
   (b) He has cried like a small baby.
   (c) He has been crying like a small baby.
   (d) He had been crying like a small bay.
   (e) He was crying like a small baby.
   (f) He had cried like a small baby.
3. (a) Hard working students perform well.
   (b) Hard working students will perform well.
   (c) Hard working students have performed well.
4. (a) No one had known him.
   (b) No one will have known him.
   (c) No one knew him.
5. (a) The prisoners will have been being spanked.
   (b) The prisoners had been being spanked.
   (c) The prisoners shall / will be spanked.
   (d) The prisoners are being spanked.
6. (a) I didn't entertain nonsense.
   (b) I will not have to entertain nonsense.
   (c) I did not have to entertain nonsense.
   (d) I will not have to be entertaining nonsense.

Exercise 3. c

1. I cannot speak French.
2. (i)- Jim is allowed to come tomorrow.
   -Jim is capable / has time to come tomorrow.
3. couldn't

4. can't
5. must
6. Jane might be in her office / Jane could be in her office.
7. Couldn't have seen me.
8. Needn't.
9. (a) – It was a routine to walk for ten Kilometers.
   (b) – It was obligatory to walk for ten Kilometers.
10. (i) We put fish in cans
    (ii) We have the ability / or permission to fish.

Exercise 3.d

1. did they?
2. haven't they?
3. mustn't we?
4. shall we?
5. aren't they?
6. didn't he?
7. did they?
8. need we?
9. oughtn't they?
10. didn't they?
11. had they?
12. don't they?
13. was it?
14. shall you?
15. has he?
16. heed we?
17. were they?
18. am I not?
19. mustn't they?
20. does she?

Exercise 3.e

3. intransitive.
4. intransitive
5. transitive
6. transitive
7. transitive
8. transitive
9. intransitive
10. transitive
11. intransitive
12. transitive

Exercise 3. F

1. went off
2. jumped
3. left out
4. knocked
5. made for
6. pull through
7. ring----- up
8. put out
9. put in for
10. talking over
11. threw the job up
12. work out
13. settled up
14. go through
15. did away with
16. do up
17. bears out
18. backed away
19. brought forth
20. left out from

Exercise 3.g

1. sacked
2. confused
3. Punish him severely
4. energetic / Vivacious
5. slandering
6. making a bad situation worse
7. makes it more important
8. on the spot
9. do nothing
10. is accustomed
11. Come to an agreement
12. He's idle
13. Amused / very pleased
14. Enjoy boisterous time in bars, night club
15. May it never happen
16. Absenting themselves from school
17. He is cowardly
18. Get into something that seems harmless but but with serious consequences in future.
19. Returned to her original condition/backslidden
20. She has a strong insensitivity to attack

Exercise 3.h

1. He is eating
2. Floating wreckage
3. I want a map showing the rivers of East Africa
4. He had me tilling the farm for a week.
5. He told me to work hard, reminding me that only those who worked hard performed well.

6. She told them to run faster adding that winners would be rewarded.
7. (i) – I witnessed the action. It is complete.
   (ii) – I saw him just sometime ago. The action may be going on.
8. I saw him walking out of class.
9. I am going shopping this afternoon.
10. He walked away whistling.
12 Closing the door, he lay on the bed.
13. (i) he ate his lunch then rushed out of the hall.
    (ii) he ate his lunch as he rushed out of the hall.
14. The police fired shooting a suspect.
15. Knowing she was weak in Mathematics, she did more practice.
16. Having been a prefect for two years, he felt humiliated after the demotion.
17. (i) The learners were bored (perhaps by the teacher)
    (ii) The learners were causing boredom.
18. Having been advised to be cautious, he survived the tragedy.
19. I was waiting for my car to be repaired when a street boy came to me.
20. He repairs leaking pipes.

EXERCISES ON ADJECTIVES

Positive	Comparative	Superative
1. good	better	best
2. neat	neater	neatest
3. little	less	least
4. small	smaller	smallest
5. hospitable	more hospitable	most hospitable
6. lucky	luckier	luckiest
7. far	farther	farthest
8. far	further	furthest
9. old	elder	eldest
10. old	older	oldest
11. obscure	more obscure	most obscure
12. pretty	prettier	prettiest
13. bad	worse	worst
14. sound	more sound	most sound
15. lazy	lazier	laziest
16. amazing	more amazing	most amazing
17. holy	holier	holiest
18. productive	more productive	most productive
19. productive	less productive	least productive
20. quick	quicker	quickest

Exercise 4. b

1. a) taller than
   b) as tall
   c) not as short
   d) the tallest
   e) the taller
   f) the shortest of
2. a) as tall as
   b) taller /shorter than the other
   c) as short as
   d) as tall as
3. a) hotter and hotter / warmer and warmer
   b) colder
   c) hotter / warmer
   d) the hotter / warmer
4. faster

Exercise 4. C

1. (a) the farmer was small in size.
   (b) he was a peasant farmer / did small scale farming.
2. He bought a big old yellow plastic barrel.
3. It was a large yellow Kenyan made bucket.
4. (a) She is a beautiful and decent girl
   (b) She is a very decent girl.

5. d. 6. a 7. c 8. b 9. b 10. A

5. ADVERBS

Exercise 5.a

1. (a) The decision to leave school was made secretly.
   (b) They left the school in a secretive manner.
2. it was foolish of me to forget to carry my I.D
3. Never has he been to Nairobi.
4. (a) Has he ever gone to Nairobi (the speaker is making an inquiry)
   (b) The speaker is surprised that he / someone has never gone to Nairobi.
5. c
6. He scarcely smokes.
7. It is ever late
8. a – earliest
   b – later than
   b – later
9. (a) He is very hard working.
   (b) He never works. He's very idle.

Exercise 5.b

1. Loudly
2. Quickly
3. Lazily
4. Lovely
5. Downwards
6. Upwards
7. Clockwise
8. Humorously
9. Quietly
10. Decently
11. fatherly
12. truthfully
13. manly
14. shortly
15. Briefly

6. PREPOSITIONS

1. In
2. on
3. for
4. –
5. in
6. since
7. for
8. at
9. for
10. In

Exercise 6.b

1. to
2. from
3. down
4. up
5. of
6. to, for
7. to
8. with
9. in
10. for
11. about
12. for
13. into
14. from
15. down
16. on
17. for
18. at
19. of
20. Of

Exercise 6. c

1. on
2. into
3. over
4. with
5. with / on
6. in
7. in
8. of / at
9. for
10. in
11. in
12. to
13. of
14. in
15. over
16. about
17. to
18. since
19. for / from
20. Into

Exercise 6. d

1. besides
2. between
3. behind
4. from

5. at

Exercise 6.e

1. at	6. to / for	11. in	16. for / at
2. of	7. of	12. to / for	17. at
3. of	8. to	13. of	18. of
4. of	9. on	14. of	19. to
5. in	10. for / about	15. to	20. at

Exercise 6.f

1. of	6. of	11. to	16. for /at
2. for	7. about	12. from	17. at
3. to	8. with	13. on	18. of
4. to	9. of	14. of	19. to
5. to	10. with	15. of	20. to

Exercise 6. g

1. (a) We were not late.
   (b) We arrived at the dot (of the set time)
2. (a) He quarreled us loudly and angrily.
   (b) He called us from far.
3. (a) He cast a glance on me.
   (b) He took care of me.
4. (a) You were kind.
   (b) It (pronoun) did something kind to you.
5. (a) They hurled stones to hit him.
   (b) They threw stones so that he could receive them.
6. (a) Would you wish to have a cup of coffee?
   (b) Would you supervising the cup of coffee e.g. from being spilt by a child.
7. (a) He was caring for his younger brother.
   (b) His younger brother was lost and he was searching for him.
8. (a) He dreamt while asleep – and in the dream he was building a mansion.
   (b) He planned for building a mansion in future.
9. (a) We had forgotten that there would be a meeting.
   (b) We were reminded on the deliberations of a previous meeting.
10. (a) I did not hear people talk about his welfare
    (b) He did not communicate to me.

7. CONJUCTIONS

Exercise 7.a

1. but
2. neither
3. but
4. so / therefore
5. and

Exercise 7.b

1. Besides
2. However
3. Despite performing poorly, he got the job.
4. We ate all the food despite its horrible taste.
5. We walked on inspite of the danger.
6. Despite her inexperience, she works very well.
7. She did it because she was angry.
8. Neither Mutua nor John has eaten the fruits.
9. Either Kioko or Oduor has eaten the food.
10. Not only is she arrogant but she's also lazy.

8. PHRASES, CLAUSES AND SENTENCES

Exercise 8.a

1. Adverbial phrase of time.
2. Noun phrase – subject of the sentence.
3. Adverbial phrase of place.
4. (a) Noun phrase – object of the sentence
   (b) adverbial phrase of place.
5. Noun phrase – acting as a subject.
6. Noun phrase – subject of the sentence.
7. Noun phrase – object of the sentence.
8. Noun phrase – object of the sentence.
9. Adverbial phrase of place.
10. (a) Adverbial phrase of place
    (b) Adverbial phrase of time.

EXERCISE 8.b

1. They worship in the morning.
   S A
2. I bought her a new dress.
   S I.O D.O
3. Who saw him.
   S D.O
4. Many students join bad peer groups.
   S D.O
5. The boys have finally washed their blankets.
   S D.O
6. No one came home.
   S A
7. They found her body dumped into the river.
   S D.O A
8. See what she has done.
   O
9. Alex threw it under his bed.
   S O A
10. She is very humble.
    S C

Exercise 8.c

1. No one saw him.
2. Did he come by bus? / what did he come by?
3. Neither Sifuna nor Wekesa saw the suspect.
4. They did not find any book in class.
5. No, they didn't.

Exercise 8.d

1. All sorts of students are admitted (by the school)
2. Our clothes will have been being washed (by them)
3. She was seen (by him)
4. She has been invited to the party (by us)
5. A present was given to the best student (by the headmaster)
6. Let it be kept inside the box.
7. Indiscipline was singled out as the cause of poor academic performance in the district.
8. Silence is to be maintained.
9. The girls were allowed to go home.
10. My shoes had been cleaned and my shirt ironed
11. She was being questioned when the mother arrived.
12. I saw the animal shot.
13. I was reminded to wait patiently.
14. Fish is found in water.
15. We haven't been told (by anyone) to go home.
16. By whom was it seen?

17. All the major roads will be tarmacked (by the local council)
18. All your clothes must be washed.
19. I should not be troubled / let me not be troubled.
20. Where was it kept?

Exercise 8.e

1. Unless he comes, he will be punished.
2. (a) We are likely to get a bicycle from him.
   (b) We regret that he did not have a bicycle.
3. But for my sister, I would have dropped out of school.
4. (a) I should not be visited when there is need
   (b) I should be visited when there is need and not any other time.
5. If you don't work hard, you will be disappointed.
6. (a) Because you've completed your duty, there is no permission for going home.
   (those who complete duties don't go home)
   (b) Those who complete their duties go, but you mustn't inspite of the fact that you've completed.
7. (a) The person is being advised to see the doctor because he may be unwell.
   (b) The person is being advised to consult the doctor incase he becomes sick in future.
8. What if the man doesn't come?
9. If we won't get back by eight, the gate will be locked.
10. But for the bank loan, I'd have run out of business.

Exercise 8. f

1. He told her to keep it in the box.
2. He said he was going to buy a bicycle the following week
3. The robbers commanded us to lie down.
4. The girl said that they had been ordered to go home then.
5. The teacher told her that (s)he would see her two days after.
6. The policeman said that they had to go then.
7. She said that (that) book was Kioko's and that she left hers in the library.
8. He asked his mother whether she knew where Judith came from.
9. Romeo asked her whether she loved him.
10. The robbers said that no one would suspect them.

Exercise 8.g

1. In no circumstance does he accept bribes.
2. No sooner had they walked out of the building than the bomb went off.
3. Hardly had we arrived when we were ordered to go back home
4. Never have they seen her.
5. In no other member of the family can such hospitality be found.
6. Seldom does she use her mother tongue.
7. Only by perseverance did the snail reach the ark.
8. No where in this district can one find gold.
9. Never did he ask questions in class.
10. Rarely does she go to the movies.
11. On no account must this book be borrowed.
12. We must neither giver nor accept bribes.
13. Hardly had she walked out of the hall when someone shouted at her to go back.
14. She never ever listens to good advise.
15. I never ever see him.
16. No where in the Bible is it written that God helps those who help themselves.
17. They ever go for practice.
18. He hardly ever goes to see her.
19. Are poems written (by them)?
20. They write poems / they do write poems.

Exercise 8. h

(i) however
(ii) to begin with
(iii) furthermore

(iv) in fact
(v) consequently

PART TWO: INTERGRATED EXERCISES

EXERCISE 1

1. Its no use pretending you don't know what I need.
2. He bellowed at him not to talk to him like that.
3. The taking of marijuana has been banned in many countries.
4. John had had his leg broken by a log in his early teens.
5. Tea is kept in a thermos flask (by them.)

b. 1. Plumber
2. astronauts
3. broker
4. appetite
5. archery

c. 1. Acquired
2. assembled
3. harmful
4. exhumed
5. beautiful

d. 1. Only by working hard can you pass in the exams.
2. On no account should you talk to your mother like that.
3. So damaged the car was that it was beyond repair.
4. Scarcely do they visit her.
5. What a beautiful watch this is!

EXERCISE 2

a. 1. Humiliate
2. injurious
3. lain
4. intensified.
5. borne

b. 1. Proud
2. energetic / vivacious
3. gloomy / depressed
4. surrender
5. boastful

c. 1. cropped up
2. turned down
3. picked her up
4. shouted at
5. Give in

d. 1. I prefer Physics to Chemistry.
2. I'd rather be healthy than wealthy.
3. So slippery the road was that we couldn't get home in time.
4. He was too short to reach it.
5. Has

EXERCISE 3

a. 1. He, I
2. him
3. you, I
4. I
5. I

b. 1. Did they?
2. Isn't it?
3. Isn't he?
4. Do they?
5. Can you?

c. 1. The lesser the sick man ate, the weaker he became.
2. So upset were they that they could hardly speak.
3. Victims.
4. Repatriated.
5. Will you go away?

d. (i) at
ii (ii) in
(iii) of
(iv)on
(v) on

EXERCISE 4.

a. 1. If Juma would read books, he wouldn't be poor at spelling.
2. If he had paid the rent, he would not have been evicted.
3. If they had matches, they would light a fire.
4. If our team had had time to practise, they wouldn't have lost.
5. If you get home before I do, don't wait up for me.

b. 1. Put across
2. put off
3. put off
4. put down
5. put on

c. 1. There was hardly any water in the car's radiator.
2. Children are not politer than they used to be
3. Jane was accused of having stolen Jerono's bag.
4. He denied knowing that she was overworked.
5. Mary said that she could not stand rice even if it was cooked very well.

d. 1. donors 2. modernized 3. Famous 4. Inexpensively 5. mobility

EXERCISE 5.

a. 1. Yes, I do / No, I don't.
2. Yes, we must / No, we mustn't.
3. Yes, he did / No, he didn't.
4. Yes it is / No, it isn't.
5. Yes I have / No, I haven't.

b. 1. Anymore 2. Yet, still 3. Still, already 4. Anymore, already

c. (i) enraged (ii) malicious (iii) Zeal (iv) envious (v) hopeful
d. 1. He prefers paying the fine to being imprisoned.
2. John told her that he would be travelling the next day.
3. No other member of the team deserves more praise than the captain.
4. At no point in his speech did the headmaster make such a statement.
5. To

EXERCISE SIX

a. 1. worked up 2. come to 3. saw through 4. pulled up 5. gave in

b. 1. didn't he? 2. am I not 3. Isn't she? 4. will you? 5. are they?

c. 1.(a) Are you the one who made the table?
(b) Did you make the table for your own use.
2. That he won a gold medal is amazing.
3. Never before have we had such heavy rains at this time of the year.
4. Haven't you any other grey car in stock?
5.He is greatly admired because of his generosity.

6.d

(i) is working (ii) worked (iii) would have been
(iv) were held (v) was

EXERCISE 7.

a. 1. he, is 2. mine 3. ours 4. me 5. I
b. 1. about 2. on 3.at 4. in 5. Into
c. 1. b 2. c 3. b 4. d 5. C
d. 1. Unless I am invited, I will not go to Tina's party which takes place this evening.
2. He told the class to put themselves in the place of the man whom Judith deliberately infected with H.I.V
3. Nganga says coffee is better than tea.
4. Subsequent to a new headmistress's appointment, results began to improve.
5. He was not granted permission to leave school earlier.

EXERCISE 8.

a. 1. accompaniment 2. Advantageous 3. Preference
4. occurrence 5. Humorous

b. To show our simple play we come in unkindness.
We do not come to make you happy.
And to give delight we are not here.
To make you sad here are the actors.

c. 1. advise 2. devise 3. principle 4. stationery 5. Course

d. 1. for 2. as 3. from 4. off 5. of

EXERCISE 9.

a. 1. So well did the players play that each was rewarded with a trophy.
2. Catherine is a brown cheerful nineteen year old university student.
3. President Kibaki's speech was a great inspiration to me.
4. She asked her mother if she thought it would rain that day.
5. Video programs are better than radio programs.
b. 1. Liability 2. Fury 3. Breadth 4. Better 5. Horrible

c. 1. Present perfect tense.
2. Past perfect tense
3. Simple present tense.
4. Simple past tense.

5. Present continuous tense.

d. 1. so 2. to 3. a white 4. much 5. Few

EXERCISE 10.

a. 1. It has been romoured that you will not be there.
2. Why he missed attending the meeting is a mystery.
3. Hardly had we gone into the house when the rain started.
4. I hurt myself when playing.
5. No one likes to fail in exams.

b. 1. All the classrooms were swept (by the students)
2. Although the man was wealthy, he would not share his wealth with his children.
3. Hassan neither complained nor reported to the police.
4. Not once did she come late to school last year.
5. Ruth told Njeri that their journey would start the following day.

c. 1. Looks down upon 2. Put up with 3. Takes after
4/ took off 5. Put off.

d. 1. I was there.
2. He hung his shirt in the sun.
3. John wore black trousers.
4. The building had its roof blown away.
5. My family has stayed here since 1990.

EXERCISE 11.

a. 1. rob 2. prevented 3. lie 4. lain 5. getting.

b.

verb	Noun	Adjective	Adverb
beautiful	beauty	beautiful	beautifully
to hope	hope	hopeful	hopefully
to be happy	happiness	happy	happily
to fear	fear	fearful	fearfully
to doubt	doubt	doubting	doubtfully

c. 1. Neither Tom nor Frank can go.
2. He seemed unable to get out of the habit.
3. We haven't any bananas left.
4. None.
5. Any.

e. 1. It was done yesterday.
2. The books are never looked into.
3. It was lost.
4. I was asked who I was.
5. It has been kept secretly.

EXERCISE 12.

a. 1. (a) He was asleep.
(b) He lay on the bed.

2. (a) I have many brothers and one of them is a doctor.
(b) I have only one brother and he is a doctor.

3. (a) Compared to Njoroge, he is faster.
(b) Compared to many other including Njoroge, he is faster.

4. (a) He was either around or inside the building.
(b) He was inside a room in the building.

5. (a) There were only two members of the family.
(b) There were more than two members of the family.

b. 1. He sang.
2. He had sung.
3. He has sung.
4. He will sing.
5. He had been singing.

c. 1. Charles's.
2. headteacher's.
3. children's game.
4. My father's farm.
5. The teachers' quarters.

d. 1. The book was brought.
2. Kimani was quarreled over the lost book.
3. They were promised a reward.
4. Several bridges are being constructed over most rivers in Machakos.
5. The school was closed indefinitely.

EXERCISE 13.

a. 1. Europeans out live Asians.
2. Misreported.
3. A tarmac road is very beneficial to the local farmers.
4. They went on with their hostility to us.
5. These are my brothers' backpacks.

b. 1. "I cannot wait any longer," I said "I have to catch the ten o'clock bus."
2. "Stand up and leave the room!" He ordered.
3. "If it were not for your help, I wouldn't have managed to entertain such a large group." Mary replied.
4. "Why haven't you visited us?" They asked us.
5. "I am so excited that I don't know what to do next." Tina exclaimed.

c. 1. Anxiously 2. Desperation 3. Get on 4. Made away
5. fell out

EXERCISE 14.

a. 1. any 2. any 3. some 4. some 5. any

b. 1. higher 2. The sweetest 3. wettest 4. cleaner 5. most unusual

c. 1. a few 2. little 3. few 4. a little 5. a few

d.1. We will have been going to Nairobi.
2. We were going to Nairobi.

3. We will have gone to Nairobi.
4. We had been going to Nairobi.
5. We went to Nairobi.

EXERCISE 15.

a. 1. Having finished his work early, Moses went to bed at seven.
2. Unless the team is in time for the match, it will be disqualified.
3. Inspite of Josephine's absence from school for a whole term, she passed her exams.
4. I prefer rice to Ugali.
5. Our lives have been messed up by those unkind men.

b. 1. c 2. b 3. d 4. d 5. b

c. 1. c 2. c 3. c 4. c 5. B

c. 1. (i) Lucy's dog was given biscuits.
(ii) Lucy gave her dog biscuits.(She was given dog food by Lucy).
2. (i) She was given horse feathers.
(ii)Her horse was given feathers.
3. (i) He sent love letters to her.
(ii) He picked her love letters and sent them elsewhere.
4. (i) She was given duck eggs to eat.
(ii)Her duck was given eggs to feed on.
5. (i) I bought fruit juice and gave it to her.
(ii)I bought from her (she was selling) fruit juice.

EXERCISE 16.

a. 1. (a) I wished to speak to many people but I spoke to only one, Juma.
(b) I wasn't supposed to speak to anyone but I spoke to one, Juma.
2. (a) both meat and fish are eaten
(b) The two people eat meat and fish.
3. (a) Judith made a dress for her own use.
(b) Judith made the dress she and not anyone else)
4. (a) Mike stopped doing something and smoked.
(b) Mike dropped the habit of smoking.
5. (a) We targeted the spoon and knocked it with something.
(b) We warmed the spoon.

b. 1. Impossibility 2. Reliable 3. Impartiality 4. Questionable
5. assumption

c. 1. He increased the speed of his car by pressing the accelerator hard.
2. There's a likelihood of the girls being late for school
3. Our books could not be found.
4. This is quite an attractive piece of art.
5. Her car is faster than his.

d. 1. cue
2. flour
3. mane
4. die
5. read (simple present)

EXERCISE 17.

a. 1. She likes working, so do I.
2. Opening the door, she greeted me with a smile.
3. A friend of mine has an elegant watch.
4. She had to go immediately.
5. How dare he smoke cigarettes in school?

b. 1. (a) He was faster than me, so I could not overtake him.
(b) His aim of running fast was to avoid being overtaken.
2. (a) Only one person was employed. This person does the duties of a librarian and a store keeper.
(b) The school employed two people. One is a librarian and the other is a store keeper.
3. (a) We were looking for a room which is empty and we found it.
(b) We expected to find something in the room but it was empty.
4. (a) We stood or stopped doing something to talk.
(b) We became quite.
5. (a) I am sorry for alleging that he was a thief.
(b) It is unfortunate that he was a thief.

c. 1. The minister joked that he had never understood the concept of filling one page with just one signature.
2. She observed that almost five million people in the horn of Africa were facing critical food supply problems.
3. The principal reminded the boys that bullying had been prohibited in all schools.
4. The jailer asked Paul what he had to do to be saved.
5. The head mistress announced that they were having visitors from Uganda the following week.

d. (i) and (ii) about (iii) or (iv) of (v) though
(vi) under (vii) in (viii) include (ix) of (x) either.

EXERCISE 18.

a. 1. He became too sick to stand.
2. There is a possibility that he had taken cover.
3. I am annoyed by his remarks.
4. She has torn her dress.
5. If someone doesn't pay the bill, hell be arrested.

b. 1. many,some 2. any 3. much 4. any 5. much.
c. 1. inefficient 2. illiteracy 3. indisciplined 4. impossible 5. indecent.
d. 1. laid 2. lay 3. lain 4. Lied 5. Lay

EXERCISE 19.

a. 1. She needs looking after
2. The students complained of much heat in the dorm.
3. We are waiting for the principal's speech.
4. That was a surprise to us.
5. How come that she defeated me.

b. 1. She bought a black and white TV.
2. Of the two girls, Agnes is less interested.
3. It's mine.
4. Please repeat it.
5. He does it anyhow.

c. 1. They watched television.
2. They had been watching television.
3. They have watched television
4. They are watching television.
5. They will have been watching television.

d. 1. The car will have been being driven.
2. Logs were lain at the shed.
3. A report on Devil worship in secular music was compiled
4. By whom was the book written?
5. The effort of hardworking teachers is not recognized.

EXERCISE 20.

a. 1. It was unnecessary to go.
2. The bag was so heavy that it couldn't be carried.
3. He insists on going.
4. Pilgrimage.
5. He was cleverer than any other boy in school.

b. 1. (a) My brother is already in Britain.
(b) My brother at one time went to Britain.
2. (a) The money was given as a payment.
(b) The money was given a reward after helping the speaker.
3. (a) He said whatever he did deliberately to annoy us.
(b) What he said annoyed us, but it may not have been intended to do so.
4. (a) He is a fair man.
(b) He is a human being, just a mortal.
5. (a) Jane is regarded more senior to me due to age.
(b) Jane is older than me in age.

c. 1. (i) He greeted the girl who had a painful hand.
(ii) He greeted the girl by extending his painful hand to her.
2. (i) A cockroach was watching T.V and it scurried across the cabinet.
(ii) I was watching the T.V when a cockroach scurried across the cabinet.
3. (i) They (people) place eggs on the floor.
(ii)They (chicken) lay eggs on the floor.

4. (i) The job of cleaning machines can be expensive (costly)
(ii) Buying a washing machine is costly.
5. (i) A rat was eating my food then it ran out of the kitchen.
(ii) I was eating my food when I saw a rat running out of the kitchen.

d. 1. Didn't they?
2. Wasn't it?
3. Aren't they?
4. Isn't it?
5. Will they?