

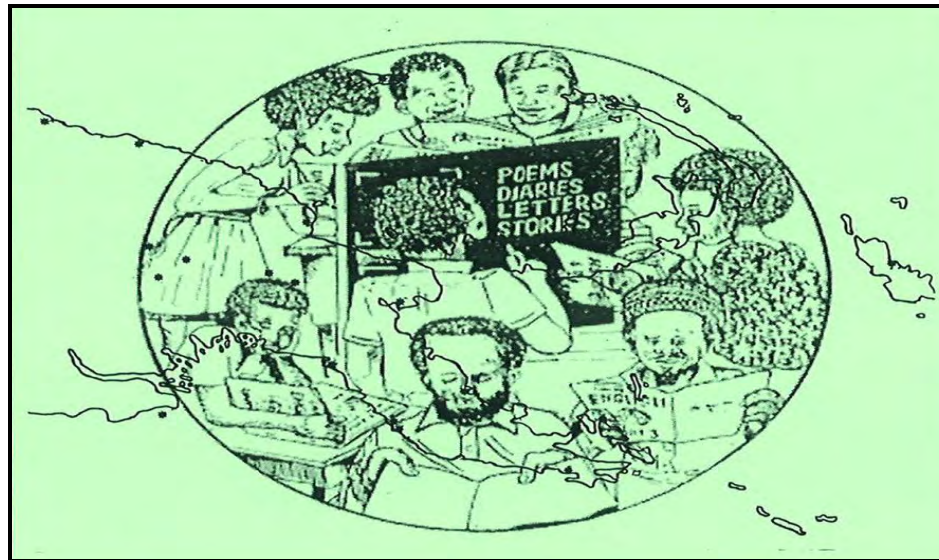


**DEPARTMENT OF EDUCATION**

**FODE GRADE 7**

**ENGLISH LANGUAGE**

**STRAND 2**



**READING AND WRITING 2  
(GRAMMAR)**



**FLEXIBLE OPEN AND DISTANCE EDUCATION  
DEPARTMENT OF EDUCATION  
PAPUA NEW GUINEA  
2017**

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FODE Academic Advisory Committee

# **GRADE 7 ENGLISH LANGUAGE**

## **STRAND 2**

### **READING AND WRITING 2 (GRAMMAR)**

**TOPIC 1: NOUNS AND PRONOUNS**

**TOPIC 2: VERB TENSES**

**TOPIC 3: MODIFIERS, CONJUNCTIONS  
AND PREPOSITIONS**

**TOPIC 4: GRAMMAR STRUCTURE**

### **Acknowledgements**

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**DIANA TEIT AKIS**  
PRINCIPAL

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## SECRETARY'S MESSAGE

Achieving a better future by individual students and their families, communities or the nation as a whole, depends on the kind of curriculum and the way it is delivered.

This course is a part of the new Flexible, Open and Distance Education curriculum. The learning outcomes are student-centred and allows for them to be demonstrated and assessed.

It maintains the rationale, goals, aims and principles of the national curriculum and identifies the knowledge, skills, attitudes and values that students should achieve.

This is a provision by Flexible, Open and Distance Education as an alternative pathway of formal education.

The course promotes Papua New Guinea values and beliefs which are found in our Constitution, Government Policies and Reports. It is developed in line with the National Education Plan (2005 -2014) and addresses an increase in the number of school leavers affected by the lack of access into secondary and higher educational institutions.

Flexible, Open and Distance Education curriculum is guided by the Department of Education's Mission which is fivefold:

To facilitate and promote the integral development of every individual

- To develop and encourage an education system satisfies the requirements of Papua New Guinea and its people
- To establish, preserve and improve standards of education throughout Papua New Guinea
- To make the benefits of such education available as widely as possible to all of the people
- To make the education accessible to the poor and physically, mentally and socially handicapped as well as to those who are educationally disadvantaged.

The college is enhanced to provide alternative and comparable pathways for students and adults to complete their education through a one system, many pathways and same outcomes.

It is our vision that Papua New Guineans harness all appropriate and affordable technologies to pursue this program.

I commend all those teachers, curriculum writers, university lecturers and many others who have contributed in developing this course.



**UKE KOMBRA, PhD**  
Secretary for Education

## STRAND 2: GRAMMAR



Welcome to Strand 2 of our Grade 7 English Language Course. The Strand is divided into four Topics as follows:

- Topic 1: Nouns and Pronouns
- Topic 2: Verb Tenses
- Topic 3: Modifiers, Conjunctions and Prepositions
- Topic 4: Grammar Structure

Each Lesson has a Practice Exercise after the summary. The answers to the Practice Exercises are found at the end of each topic. Mark your own answers to each Practice Exercise whenever you see these instructions:

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.**

**Be honest with yourself** when you are doing your practice exercises and when you are marking your own answers against our own.









Cheating and copying answers will **not** help you. Study hard and you will have no regrets when the examination time comes.

This Strand has a separate assignment booklet for you to use. The information at the end of the last lesson in every Topic will let you know what to do with the assignment exercises.

Whenever you need help and advice, contact your tutor or your Provincial Coordinator for assistance.

If you are in the NCD or Central Province, we are available on Mondays to Fridays. You may call in any time between 8:00 A.M. and 4 P.M. We would be glad to help you.

The following icons are used in each Lesson in this Strand. Icons are symbols used in this book to indicate the parts of your lesson. The following are the meanings of these icons.

	- Lesson Introduction		- All other Activities
	- Lesson Objectives		- Vocabulary Activities
	- Reading Activities		- Listening Activities
	- Speaking Activities		- Summary

Use the Glossary at the end of this book to look up the meaning of new and difficult words that you may find in the lessons.

We wish you all the best in your studies!

*Your Teacher*

## STUDY GUIDE

---

Below are steps to guide you in your course study.

- Step 1: Carefully read through each lesson. In most cases, reading through once is not enough. It helps to read something over several times until you understand it.
- Step 2: There is an instruction below each activity that tells you to check your answers. Turn to the marking guide at the end of each Lesson and mark your own answers before moving on to the next part of the lesson.
- Step 3: After reading the summary of the lesson, start doing the Practice Exercise. Refer to the lesson notes. Do only one practice exercise at a time.
- Step 4: Below each Practice Exercise, there is an instruction that says

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF THE TOPIC.**

Turn to the marking guide at the end of the Topic and mark your own written answers against those listed under the Answers to Practice Exercises.

- Step 5: When you have completed a practice exercise and marked your answers, go back and correct any mistakes you may have made in all exercises for lesson 1 before you move on to lesson 2.

Here is a sample Study Timetable to use as a guide. Refer to it as a reminder of your study times.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 – 10:00	<b>FODE STUDY TIME</b>				
10:00 – 11:00					
1:00 – 2:00					
2:00 – 4:00					
6:00 – 7:00					
7.00 – 9:00	Listen to or watch current affairs programmes. Write your diary, read a book.				

A timetable will help you to remember when you should be doing some of your FODE work each day.



## TOPIC 1

### NOUNS AND PRONOUN

In this Topic, you will learn about:

- **Irregular and Regular plural nouns**
- **Possessive Nouns**
- **Countable and Uncountable nouns**
- **Personal Pronouns**
- **Agreement of pronouns**
- **Reflexive pronouns**

## TOPIC 1: NOUNS AND PRONOUNS

---

Imagine if we had no names. It would be a real disaster to call “hey you there”, to every one we wanted to talk to. Naming words as you have learnt in primary school are called nouns. Nouns are used to name:

People;	Solo, Jimmy, Eric
Places;	Buka, Lae, Goroka
Things;	house, car, book, tree
Feelings;	love, sadness

In fact, nouns are words that name everything.



Video Camera



Sun Flower



Barn



People

You will also learn about Pronouns in this topic. Pronouns are words that stand in place of a noun so you do not have to use the word repeatedly.

Example: Surei loves Sureis cat. Sureis mother bought the cat for Sureis” birthday.

Surei is a name of a girl. In the sentence above Surei is being used too many times. We can use pronouns to stand in for Surei.

For example, Surei loves **her** cat. **Her** mother bought the cat for **her** birthday.

By the end of this topic, you will learn more about the different types of nouns and pronouns and the role they play in the English Language and be able to use them correctly.

## Lesson 1: Regular and Irregular Nouns



Welcome to lesson 1 of Strand 2. In this lesson you will learn about regular and irregular nouns. Before you do that you need to know what a noun is, and what is meant by singular and plural nouns. There are a few rules we will look at with activities that will help you to identify regular and irregular nouns. Below are your aims for this lesson. Look through the aims and keep them in mind as you do your lesson.



### Your Aims:

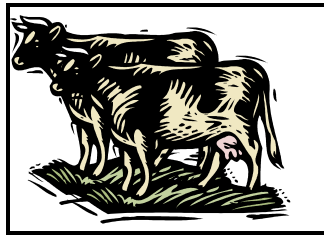
- define nouns
- define singular and plural nouns
- differentiate between regular nouns and irregular nouns
- identify irregular plurals

Nouns are names given to people, places, things, ideas and quality. A noun can be singular or plural. It is **singular** when it names **one** person, animal, place, thing or quality; It is **plural** when it names **more than one thing**. For the plural of most nouns, we add „s“ to the singular.

### Example:



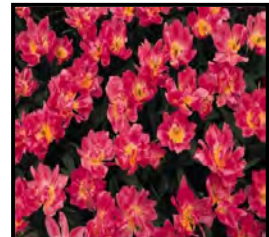
Cow



Cows



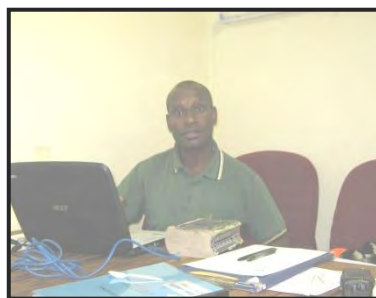
Flower



Flowers

Not all nouns add „s“ to make their plural , others change their spelling when they take their plural form.

### Example:



Man



Men

The rules on the following page will help you to see how nouns change form when they change from singular to plural. We will study at least five (5) rules to help you identify singular nouns and plural nouns.

**Rule 1: Nouns that end with (-sh, -ch, -x, -z) and make a hissing sound make their plural by adding -es**

Singular	Plural	Singular	Plural
brush	brushes	Inch	inches
box	boxes	fox	foxes

**Rule 2: Nouns that end in -o, also form their plurals by adding -es**

Singular	Plural	Singular	Plural
potato	potatoes	cargo	cargoes
hero	heroes	mosquito	mosquitoes

**Rule 3: Nouns that end in -f or -fe, generally change the ending to -ves for their plural.**

Singular	Plural	Singular	Plural
leaf	leaves	knife	knives
half	halves	thief	thieves

**Rule 4: Some nouns that end in -y change the -y into -ies for the plural. Nouns that end in -ay, -ey and -oy, add -s. Such as trays, donkeys and boys.**

Singular	Plural	Singular	Plural
baby	babies	army	armies
lady	ladies	city	cities

**Rule 5:** A few nouns do not follow any of these rules. Here are the most common ones.

Singular	Plural	Singular	Plural
man	men	tooth	teeth
woman	women	goose	geese
child	children	mouse	mice
foot	feet	sheep	sheep
ox	oxen	deer	deer



### Activity 1:

Complete this activity by filling in the blanks with the correct singular or plural noun. Use a dictionary to help you.

Singular	Plural	Singular	Plural
bus		church	
	Bosses		flies
	bodies	sky	

Thank you for completing this activity. Now you may go to the end of this lesson to check your answers with mine. Make sure you do the necessary corrections before moving on to the next part of this lesson.

Did you notice that some nouns make their plural differently? These are known as the **irregular plurals**. Study the table with examples of irregular nouns on below.

Singular	Plural	Singular	Plural
elf	elves	cactus	cacti
analysis	analyses	child	children

bison	bison	foot	feet
calf	calves	knife	knives
goose	geese	life	lives
loaf	leaves	person	people
mouse	mice	tooth	teeth
scissors	scissors	appendix	appendices

When **irregular nouns** change from their singular form to become plural, their spelling changes in a different way to **regular plural** nouns, where words like cat, dog and book are made plural by adding a letter „s“ at the end of the word.

**Example:**

Regular Nouns		Correct Plural
cat	+s	cats
dog	+s	dogs
book	+s	books

**Example :**

Irregular Nouns	Incorrect	Correct Plural
mouse	mices	mice
cactus	cactuses	cacti

It would be incorrect English to add an „s“ or „ed“ to irregular nouns.

There are a few irregular nouns that have the same form for singular and plural and others that have no plural.

**Example:**

Singular	Plural
Sheep	sheep
Deer	deer
scissors	scissors

Take note that plural nouns do not use **a** or **an**, but **the** can be used for plural nouns.

**Example:** Singular                      a dog  
 Plural                                      a dog ( incorrect)      the dogs ( correct )

Sometimes **a** , **an**, or **the** is not needed for plural

**Example:** Singular                      The farmer had a dog.  
 Plural    The farmers had dogs.



**Activity 2: A. Write the plural forms of these nouns on the blank spaces.**

1. fly                      \_\_\_\_\_
2. box                     \_\_\_\_\_
3. half                    \_\_\_\_\_
4. church                \_\_\_\_\_
5. goose                 \_\_\_\_\_

---

**B. Now change these following plural nouns to singular nouns**

1. feet                    \_\_\_\_\_
2. foxes                   \_\_\_\_\_
3. deer                    \_\_\_\_\_
4. thieves                \_\_\_\_\_
5. heroes                 \_\_\_\_\_

Thank you for completing this activity. Now you may go to the end of this lesson to check your answers with mine. Make sure you do the necessary corrections before moving on to the next part of this lesson.

---



### Summary

You have come to the end of Lesson 1. In this lesson you learnt that a noun is singular when it names one person or thing. When it names more than one person or thing it is called the plural. You also learnt that most nouns make their plural by adding s. Nouns that do not add s to make their plurals do so differently and are known as irregular plurals. You also learnt that some irregular nouns do not change at all and take the same form for singular and plural.

---

**NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE.**

**Practice Exercise: 1**

---

**A. Write the plural forms of these nouns.**

Singular	Plural	Singular	Plural
hero		lady	
potato		donkey	
church		fly	
brush		wolf	
fox		thief	
inch		army	
half		woman	
knife		child	
leaf		tooth	
baby		man	
loaf			

---

**B. Change the nouns in the following sentences from singular to plural.**

1. The boy had a knife. \_\_\_\_\_
2. The child came into a room. \_\_\_\_\_
3. The man liked the shelf. \_\_\_\_\_
4. The lady gave a key to a girl. \_\_\_\_\_
5. The cat caught a mouse. \_\_\_\_\_
6. The leaf fell from a tree. \_\_\_\_\_
7. The man and woman went to the garden. \_\_\_\_\_
8. The child saw a cow in a field. \_\_\_\_\_
9. The nurse carried a baby. \_\_\_\_\_
10. The boss had a new car. \_\_\_\_\_
11. The soldier got into a bus. \_\_\_\_\_
12. The donkey ran down the street. \_\_\_\_\_



13. A bird sang on the branch of a tree. \_\_\_\_\_
14. An eagle attacked the chicken. \_\_\_\_\_
15. The thief didn't see the policeman. \_\_\_\_\_

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.**

### Answers to Activities

#### Activity 1

singular	Plural	singular	Plural
bus	<b>Buses</b>	church	<b>churches</b>
<b>boss</b>	Bosses	<b>fly</b>	flies
<b>body</b>	bodies	sky	<b>skies</b>

#### Activity 2

- A. 1. flies 2. boxes 3. halves 4. churches 5. geese
- B. 1. foot 2. fox 3. deer 4. thief 5. heroes

## Lesson 2: Possessive Nouns

---



Welcome to Lesson 2 of Strand 2. As you already know, there are different types of nouns. In the last lesson you learnt that nouns can either be singular or plural and you learnt that most nouns make their plural by adding **s**. Those that formed their plural in different forms are called irregular plurals.

Another type of noun you are going to learn about is called possessive nouns. In this lesson you will learn to identify what possessive nouns are and how to use them correctly in a sentence. Before you go on take a look at your aims below.



### Your Aims:

- learn and understand the functions of possessive nouns
  - identify singular and plural form of possessive nouns
  - use possessive nouns correctly in a sentence
- 

### What is a possessive noun?

A **possessive** noun is a noun that shows **ownership**.

It is possible to say, “This is the book of the boy”, or “The dog of Mrs. Paira was called Manu”. However, English people do not usually say that. They say for example:

This is the boy"**s**book.

Mrs. Paira"**s**dog was called Manu.

This form is called the **possessive**, because it is used to show **possession**. It shows that something belongs to the person who is named by the noun.

In the first sentence boy"**s**shows that the book belongs to the boy.

In the second sentence Mrs Paira"**s**shows that the dog belongs to Mrs Paira .

### Possessive nouns can be singular or plural.

The possessive form of singular nouns is made by putting an apostrophe (**'s**) after the noun that stands for the possessor.

**For example:** For *the cell phone of Mary*, we write **Mary"**s**cell phone**

For *the house of Alex*, we write **Alex"**s**house**.

For *the foot of the girl*, we write **the girl"**s** foot**.

For singular nouns especially proper nouns that already end in **-s** , you still add an apostrophe and **-s** to show possession

**For example:** Jesus"**s** love

Lewis's book

James's brother

Now look at the following examples of plural nouns and their possessive forms

Plural Nouns	Possessive form
Animals	animals's habits
Joneses	The Joneses's house
Women	women's history
Children	children's party

Notice the two rules below:

1. We add apostrophe (') to form the possessive plural nouns that end with **-s**
2. We add apostrophe and **-s ('s)** to form the possessive of plural nouns that do not end with **-s**



**Activity 1: Here is a quick activity for you to do. Write down the possessive form of the following. Then use it in a sentence.**

**Example:** the teeth of the dog

**Answer:** the dog's teeth. He looked at the dog's teeth.

1. the hat of the man

---

2. the leg of the boy

---

3. the home of the girl

---

4. the shoe of John

---

## 5. the wing of the bird

---

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

---

**To make the possessive form of plural nouns there are easy rules to remember.**

1. If the plural ends in s we just add an apostrophe. (')

**For example:** The house of the boys = the boys' house

**For example:** The hats of the girls = the girls' hats

2. There are several plural nouns that do not end in 's'.

**For example:** Men, women and children.

**To show possession we add 's after the plural noun.**

**For example:** Men's, women's and children's

This store sells, men's, women's and children's clothes.

Note that we use the possessive 's or s' to form the possessive of nouns that name people and most animals. It is not generally used for nouns that name things. So we say: the teacher's lesson; the mother's dress; the dog's foot; the lion's tail. However, we say the color of the book not the book's color; the roof of the house not the house's roof. Look at the following table that shows possessive nouns in the singular and the plural forms. Make sure to study it carefully.

Singular nouns take ('s)	Plural nouns ending in s take (') only	Plural nouns not ending in s take ('s)
lion's	babies'	men's
uncle's	sons'	women's
dog's	uncles'	children's
bird's	friends'	
child's	cats'	
John's	birds'	
brother's		
sister's		
soldier's		

son"s		
Mr. Brown"s		



**Activity 2:** Form the singular possessive and plural possessives of the following words .The first has been done for you as an example.

**A. Make the following plural**

**Example:** the cat"s eyes

**Answer:** the cats" eyes

Singular	plural
e.g the cat"s eyes	e.g the cats" eyes
1. the boy"s house	1.
2. the girl"s friend	2.
3. the lady"s song	3.
4. the woman"s project	4.
5. the child"s smile	5.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.



### Summary

You have come to the end of Lesson 2. You learnt that a possessive noun shows ownership and that it is used to show possession. You learnt that possessive nouns can be singular or plural. You also learnt that singular possessive nouns have **s** at the end and plural possessive nouns that end in **s** have just an apostrophe (,) at the end. The possessive form of singular nouns is made by putting an apostrophe s (,) after the noun that stands for the possessor.

**NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE.**

**Practice Exercise: 2**

---

**Write the following in complete sentences putting the nouns in their correct possessive forms. Check the rules to make sure you have done the right thing.**

1. The voice of the child \_\_\_\_\_
  2. The face of the baby \_\_\_\_\_
  3. The laughter of the man \_\_\_\_\_
  4. The shop of the chemist \_\_\_\_\_
  5. The friend of my brother \_\_\_\_\_
  6. The coat of Mr. Ipang \_\_\_\_\_
  7. The car of my father \_\_\_\_\_
  8. The smile of the baby \_\_\_\_\_
  9. The wing of the bird \_\_\_\_\_
  10. The son of God \_\_\_\_\_
- 

**CHECK YOUR WORK . ANSWERS ARE AT THE END OF TOPIC 1**

**Answers to Activities****Activity 1**

1. The man's hats
2. The boy's legs
3. The girl's home
4. John's shoes
5. The bird's wings

**Activity 2**

1. The boys' houses
2. The girls' friends
3. The ladies' songs
4. The women's projects
5. The children's smiles

## Lesson 3: Countable and Uncountable Nouns

---



Welcome to lesson 3 of Strand 2. In the previous lesson you learned about possessive nouns. In this lesson you will learn about countable and uncountable nouns. Countable nouns are nouns that can be counted, and uncountable nouns are the nouns that cannot be counted.



### Your Aims:

- distinguish between countable and uncountable nouns
  - use countable and uncountable nouns in singular and plural sentences.
- 

Look at the sentences below in example 1 and example 2.

### Example 1

- We need **a teapot** and some **cups**. We do not need **spoons**.
- Here is the **teapot**, and here are our **cups**.
- There are two **cups**.

The bolded words are all **countable nouns** because the items can be counted. Countable nouns have plural forms.

We can say

- A cup, some cups, cups.
- The cup, the cups, my cup, our cups etc.
- Two cups, three cups, etc.

Now look at the sentences in this example.

### Example 2

- We need **some milk** and **some tea**. I do not take **sugar**.
- Here is **the milk**, and here is **our tea**.
- There are **two bottles of milk**.

The bolded words in example 2 are uncountable nouns. We may know the amount but we cannot count the nouns.

Uncountable nouns do not have a plural form but we can say some milk, milk, the milk, my milk, your milk.

We cannot use number + an uncountable noun  
 One money (wrong)      Some money (right)

Uncountable nouns are things which cannot normally be counted

**For example:**                      water, rice, bread, clothe, ink, love, peace.



**Activity 1: Arrange the nouns in the box in two columns: countable nouns in column 1 and uncountable nouns in column 2. There are 10 countable nouns and 10 uncountable nouns. I have put the first two nouns in the correct columns for you.**

gold , machine, tree, silver, happiness, flower, flour, machinery, wool, spoon, electricity, tea, steam, book, house, rain, teacher, shoe, pen, paper,

Countable nouns	Uncountable nouns
1. machine	1. gold
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

Uncountable nouns consist of

- (i) **Material nouns** such as wool iron, dust, milk.
- (ii) **Abstract nouns** such as love, hope, music pleasure

A common error is to make these nouns plural or to put **a** or **an** in front of them. The phrase **a piece of** or **pieces of** may often be used before such nouns when it is necessary to talk about individual units:

Examples:                      Mr Aviongs" advice was very sensible.  
                                       Let me give you a piece of advice.  
                                       The old woman hasn"t got much furniture.  
                                       How many pieces of furniture were there in the room?



To say how much milk, we use **a countable noun + of**

Example: One milk (wrong)  
**A jar of milk** (right)  
**Some milk** (right)

Here is a list of uncountable nouns which most often confuse the learner of English.

<b>Some</b>	<b>A piece of</b>
iron	iron
glass	glass
wood	wood
luggage	luggage
baggage	baggage
furniture	furniture (air, ect)
jewellery	jewellery (diamond, etc)
machinery	machinery (a cog, etc)
equipment	equipment (a bunsen, etc)



### Summary

You have come to the end of Lesson 3. In this lesson you learnt that countable nouns are things that can be counted and uncountable nouns are nouns that cannot be counted. You also learnt that countable nouns have plural and uncountable nouns do not have a plural form. You learnt that uncountable nouns consist of material nouns such as wool, iron, dust, milk and abstract nouns such as love, hope, music, pleasure.

**NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE.**

**Practice Exercise: 3**

---

**A. Write out these sentences putting *a* or *an* where necessary. Remember that countable nouns that are singular take *a* or *an*. Do not put anything before a plural countable noun or an uncountable noun.**

1. \_\_\_\_\_ house can be built of \_\_\_\_\_ stone.
  2. \_\_\_\_\_ cow is \_\_\_\_\_ animal.
  3. \_\_\_\_\_ cows are \_\_\_\_\_ animals.
  4. \_\_\_\_\_ cigarette is made of \_\_\_\_\_ tobacco and \_\_\_\_\_ paper.
  5. \_\_\_\_\_ chair is made of \_\_\_\_\_ wood.
  6. \_\_\_\_\_ chairs are made of \_\_\_\_\_ wood.
  7. \_\_\_\_\_ man must have \_\_\_\_\_ air to live.
  8. \_\_\_\_\_ hen can lay \_\_\_\_\_ egg.
  9. \_\_\_\_\_ flower grows in \_\_\_\_\_ garden.
  10. \_\_\_\_\_ flowers grow in \_\_\_\_\_ garden.
- 

**B. Change the plural nouns in these sentences into their singular forms.**

**Example: There are some birds in those trees. They are building nests**

**Answer: There is a bird in that tree. It is building a nest.**

1. Some books are on my desk.

---

2. Roses are flowers.

---

3. Chairs are pieces of furniture.

---

4. Nouns are the names of things.

---

5. Knives are made of steel.

---

6. Carpenters work with hammers.

---

7. Jackets are made of clothes.

---

8. Oaks are big trees.

---

9. Horses are useful to farmers

---

10. Bridges are often made of stone.

---



---

<b>CHECK YOUR WORK . ANSWERS ARE AT THE END OF TOPIC 1.</b>
---

### Answers to Activities

#### Activity 1

Countable Nouns	Uncountable Nouns
tree, flower, machine, spoon, book ,house, cigarette, wheel, teacher, hat, shoe, pen, paper, corn, machine	gold, machinery, wool, milk electricity, tea, steam, rain, mud wheel, cotton, education, butter leather, goodness, grass,paper

## Lesson 4: Personal Pronouns

---



Welcome to Lesson 4 of Strand 2. This lesson is about personal pronouns. You already know that a pronoun is a word that can take the place of one or more nouns and by using it, you can avoid repeating the same nouns over and over again. There are several types of pronouns but in this lesson you will learn about the personal pronoun.



### Your Aims:

- define pronouns
  - identifies personal pronouns according to their functions
- 

Pronouns that are used instead of nouns meaning persons, animals or things are called personal pronouns.

There are three types of personal pronouns.

The first person:                    the person speaking. I, me, my.

The second person:                the person spoken to. You.

The third person:                 the person spoken about. him, her, them.

Personal pronouns that are used for only one person, animal or thing are **Singular**: I, me, he, she, him, her.

Personal pronouns that are used for more than one person, animal or thing are **Plural**. They include , we, us, they and them.

**It** is also a personal pronoun, we use **it** to mean an animal or a thing. The plural of **it** is **they** or **them**.

Some pronouns are used as the subject of a sentence.

Ray Anna likes ice-cream. She likes ice cream.

In the example given above the personal pronoun **She** takes the place of the subject noun, **Ray Anna**. A personal pronoun can also be used as an object. Look at this example:

The present pleased **Jessica**.

The present pleased **her**.

Here is a chart that shows the personal pronouns and how they are used. Make sure to study it carefully.

<b>Singular forms of Personal Pronouns</b>			
	<b>As Subject</b>	<b>As Object</b>	<b>Possession</b>
<b>First person / person speaking</b>	I	Me	My, mine
<b>Second person / persons spoken to</b>	You (thou)	You	Your, yours, thine.
<b>Third person / person or thing spoken about.</b>			
<b>Masculine</b>	He	Him	His
<b>Feminine</b>	She	Her	Her, hers
<b>Neuter</b>	It	It	It
<b>Plural forms</b>			
<b>First person / person speaking</b>	We	Us	Ours, ours
<b>Second person / persons spoken to</b>	You (ye)	You	Your, yours
<b>Masculine</b>	They	Them	Their, theirs
<b>Feminine</b>	Their, theirs They	Them	Their, theirs
<b>Neuter</b>	They	them	Their, theirs



**Activity 1: A. Pick out the personal pronouns in these sentences. Write singular or plural after each of them.**

**Example:** They are big horses.  
**Answer:** They – plural

1. He is playing football. \_\_\_\_\_

2. She is watching him. \_\_\_\_\_
  3. They don't see the teacher. \_\_\_\_\_
  4. He sees them. \_\_\_\_\_
  5. You are all working hard. \_\_\_\_\_
- 

**B. Pick out the pronouns in these sentences. Say what person each one is.**

**Example:** I love her.  
**Answer:** I – 1<sup>st</sup> person.  
her – 3<sup>rd</sup> person.

1. You must do the work. \_\_\_\_\_
2. He is not working very hard. \_\_\_\_\_
3. We come to the class every day and the teacher teaches us.  
\_\_\_\_\_
4. They can do it if they try. \_\_\_\_\_
5. I asked him to come and see me. \_\_\_\_\_

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

---



### Summary

You have come to the end of Lesson 4. In this lesson you learnt about the three types of personal pronouns. The person speaking is known as the 1<sup>st</sup> person, the person spoken to is known as the 2<sup>nd</sup> person, the person being spoken about is called the 3<sup>rd</sup> person. Personal pronouns can be singular or plural and personal pronouns can be a subject or an object.

---

**NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE.**

**Practice Exercise: 4**

---

**A. Change the pronouns in the following sentences to first person.**

1. For years he tried to find the treasure.

---

2. You have forgotten your purse.

---

3. The children heard her coming.

---

**B. Change the pronouns in the following sentences to second person.**

1. He seemed the best player in his team.

---

2. They were welcomed on board by a flight attendant.

---

3. We left for England on the first of March.

---

**C. Change the pronoun in the following sentences to third person**

1. I ate 5 eggs.

---

2. You are a greedy boy.

---

3. We are soldiers of the Queen.

---

4. Our parents came from Greece.

---

**CHECK YOUR WORK . ANSWERS ARE AT THE END OF TOPIC 1.**

**Answers to Activities****A.**

1. He        singular
2. She       singular
3. They      plural
4. He        singular
5. You       plural

**B.**

1. you       2<sup>nd</sup> person
2. he        3<sup>rd</sup> person
3. we        1<sup>st</sup> person,  
              us        2<sup>nd</sup> person
4. they      3<sup>rd</sup> person,  
              they     3<sup>rd</sup> person
5. I          1<sup>st</sup> person,  
              him      3<sup>rd</sup> person  
              me       1<sup>st</sup> person



## Lesson 5: Personal Pronouns, Agreement with Nouns

---



Welcome to lesson 5 of Strand 2. In this lesson you will learn about the personal pronouns, agreement with nouns and how to use a pronoun properly. Before you move on take a look at your aims below.



### Your Aims:

- Identify personal pronoun in agreement with collective nouns
  - use personal pronouns in agreement with collective nouns correctly
- 

Sometimes when writing a story we forget to check on how we use a pronoun in a sentence. This can be a problem if the pronoun does not agree in number with the noun for which it stands. A pronoun must agree in number and person with the noun or pronoun for which it stands. Look at the example given below.

### Example:

1. **A boy wishing to pass an examination will find that he had to work hard.**

**He** is third person, singular to agree with the noun **boy**.)

2. **The crowd was very noisy, and before long they were out of control.**  
(*Wrong*)

**The crowd was very noisy, and before long, it was out of control.**  
(*Correct*)

**It** is third person, singular to agree with the noun **crowd**. Crowd may consist of many people, but all these people put together make one crowd so it takes a singular pronoun. The word crowd is an example of a collective noun, remember that a collective noun is the name given to a number of persons or things considered as a group.

3. **Each of the boys was given his prize when his turn came.**

**His** is third person, singular to agree with **each**. Even though the word **boys** is plural and may confuse you, we are talking about each boy, which is one boy at a time. So we are saying that each boy received his prize when his turn came.

Look at these examples:

Though my mother finished making her billums, they will not be on sale yet.  
(The pronoun **they** is third person plural and agrees with the noun billums.)

Here is the list of singular pronouns.

each,	every,	either,
neither,	one,	anyone,
on-one,	everyone,	nobody,
everybody,	somebody	



**Activity 1:** Underline the correct pronoun from the two given in the brackets. Give the number and person of the pronoun you selected.

1. Each of the criminals knew that (they, he) could expect no mercy.  
\_\_\_\_\_
2. I bought this car because buying parts for (it, them) is very easy.  
\_\_\_\_\_
3. Though he has finished writing his book, (it, they) will not be on sale for some time.  
\_\_\_\_\_
4. Every person in the town took (his, their) belongings with (him, them)  
\_\_\_\_\_
5. Nobody in (his, their) senses would have acted like that.  
\_\_\_\_\_
6. Unless everybody in the club pays (his, their) subscription by the first of April, (they, he) will be asked to resign.  
\_\_\_\_\_
7. When a person took up land in the early days, (he, they) paid very little for it.  
\_\_\_\_\_

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.



### Summary

You have come to the end of Lesson 5. In this lesson you learnt that the use of a pronoun in a sentence must be clear in which it must agree in number and person with the noun or pronoun for which it stands. You learnt that if a noun is singular then the pronouns must be singular and if the noun is plural the pronoun must also be plural. You also learnt that collective nouns are group nouns and take singular pronouns.

**NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE.**

## Practice Exercise: 5

**A. Each of the following sentences contain an incorrect pronoun. Replace it with a correct pronoun. Write your answers in the table below. The first one has been done for you.**

1. Every member of the group has their own ideas about the subject.
2. Not one of them is willing to say what they saw happen.
3. Each of the men did what they could to help the flood victims.
4. Since the City Council control traffic, we must agree with their decision.
5. Neither of the men considered that their treatment by the City Council was fair.

Sentence No	Incorrect Pronoun	Correct Pronoun	Correct No	Person	Noun or Pronoun
1	their	his or her	singular	1 <sup>st</sup> person	noun
2					
3					
4					
5					

**CHECK YOUR WORK . ANSWERS ARE AT THE END OF TOPIC 1**

### Answers to Activities

#### Activity 1

1. he – 3<sup>rd</sup> person singular
2. it – 3<sup>rd</sup> person singular
3. it – 3<sup>rd</sup> person singular
4. his – 3<sup>rd</sup> person singular; him – 3<sup>rd</sup> person singular
5. his – 3<sup>rd</sup> person singular
6. his – 3<sup>rd</sup> person singular; he – 3<sup>rd</sup> person singular
7. he – 3<sup>rd</sup> person singular

## Lesson 6: Reflexive Pronouns

---



Welcome to Lesson 6 of Strand 2. This lesson is about the Reflexive Pronouns. By now you should be quite familiar with the types that you have studied. In this lesson you will look at a type of pronoun that are like mirrors. They reflect the action of the verb back to the subject. Such pronouns are called reflexive pronouns. Before going on with your lesson look at your aims below.



### Your Aims:

- identify the function of reflexive pronouns
  - identify the singular and the plural form of reflexive pronouns
  - use the singular and the plural form of reflexive pronouns in sentences
- 

Compare the two sentences below:

The girl bought the girl a new dictionary.

The girl bought **herself** a new dictionary. (*Correct*)

The second sentence is clearer with the use of a reflexive pronoun which is **herself**. The reflexive pronoun herself reflects the action back to the subject of the sentence the girl.

Here are some more examples:

I cut **myself** while I was shaving.

Myself reflects the subject **I**.

Tom and Rua blamed **themselves** for the accident.

Themselves reflects the subjects Tom and Rua

She **admired** herself in the mirror.

Herself reflects the subject **she**.

They saw **themselves** in the magazine.

Themselves reflects the subject **they**.

Here is a list of reflexive pronouns.

Singular	Plural
myself, yourself , herself, himself itself	ourselves, yourselves, themselves

The reflexive pronouns in the chart above may also be used to intensify a statement. When they are used for that purpose, they are called intensive pronouns. The intensive pronoun is a pronoun that adds emphasis to a noun or pronoun already named.

The reflexive pronoun used to intensify a sentence follows immediately after the noun to which it refers, or it is separated and placed at the end of the sentence.

Example: Singo **himself** wrote the poem.  
Singo wrote the poem **himself**.

I **myself** will find him.  
I will find him **myself**.

Reflexive Pronouns can also be used as Objects of verbs or Prepositions. In this case, the reflexive pronouns refer to the subject of the verb. They follow the verb in direct object or indirect object position or they follow a preposition.

Example: I gave a present to myself.  
He did all the work himself.  
She saw herself in the mirror.



**Activity 1: Fill the gaps with yourself, myself ourselves, yourselves or themselves.**

**Example:** I cooked \_\_\_\_\_ a meal and then I watched the television.

**Answer:** I cooked myself a meal and then I watched the television.

- I am sure he will enjoy \_\_\_\_\_ on his trip.
- We amused \_\_\_\_\_ by playing cards while we were waiting for the plane.
- She put the plates on the table and told them to help \_\_\_\_\_ to the food.
- Alan cooked \_\_\_\_\_ a snack when he got home.
- Do not ask me to help you. You must do it \_\_\_\_\_

6. We didn't buy it \_\_\_\_\_ A friend bought it for us.
7. I could hear two people shouting at \_\_\_\_\_
8. We've found \_\_\_\_\_ a nice place here

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

---



### Summary

You have come to the end of Lesson 6. In this lesson you learnt that a reflexive pronoun points the action of the verb back to the subject. You learnt that they are also called intensive pronouns when they are placed beside the word that they are helping to emphasize or intensify. You also learnt that the reflexive pronouns can also be used as an object of the verb or prepositions.

---

**NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE.**

**Practice Exercise: 6**

---

**Rewrite the following sentences inserting a reflexive pronoun where necessary: *myself, ourselves, yourself, yourselves, himself, herself, itself, themselves.***

1. I hope the students enjoyed at the party.

---

---

2. They enjoyed at the concert.

---

---

3. All the players refreshed with a drink of water at half time.

---

---

4. After drinking the water, all the players were refreshed.

---

---

5. The doctor advised the old man not to excite too much.

---

---

6. You must not blame for the accident: it was not your fault.

---

---

7. The driver of the truck was largely to blame for the crash.

---

---

8. Be careful do not cut with this knife.

---

---

9. My elder brother will soon be earning enough money to support.

---

---

10. The small child had to amuse while his parents were out.

---

---

**CHECK YOUR WORK . ANSWERS ARE AT THE END OF TOPIC 1.**

### Answers to Activities

#### Activity 1

1. I am sure he will enjoy **himself** on his trip.
2. We amused **ourselves** by playing cards while we were waiting for the plane.
3. She put the plates on the table and told them to help **themselves** to the food.
4. Alan cooked **himself** a snack when he got home.
5. Do not ask me to help you. You must do it **yourself**.
6. We didn't buy it **ourselves**. A friend bought it for us.
7. I could hear two people shouting at **themselves**.
8. We've found **ourselves** a nice place here.



## Lesson 7: Indefinite Pronouns



Welcome to Lesson 7 of Strand 2. In this lesson you will learn about the Indefinite Pronouns. But before you do that take a look at the aims of this lesson below.



### Your Aims:

- identify indefinite pronouns
- use indefinite pronouns in sentence correctly

**Indefinite Pronouns** receive their name because they refer to no person or thing in particular. You cannot tell from the sentence exactly which noun an indefinite pronoun stands for.

Here is a list of some of the more commonly used indefinite pronouns

all	few	most
none	any	each
many	much	more
anyone	someone	everyone
something	somebody	no one
any body	every body	nobody
anything	everything	nothing

### Note:

Some indefinite pronouns can take an apostrophe to show possession example, everybody's mistake.

Some indefinite pronouns are singular when they are subjects, the verb must agree with these singular pronouns.

### Singular Indefinite Pronouns

another	anybody	anyone	each
either	everyone	everything	much
neither	nobody	nothing	no-one
someone	somebody	something	such.

### Example:

**Everything depends** on sunlight.

**Nobody lives** without oxygen.

**Much is** dependent on plants

**Each** of them **produces** oxygen.

## Plural Indefinite Pronouns

few, many, several

**Example:** **Few** of the students **understand** photosynthesis.

**Many study** the process of respiration.

**Both are** vital processes.

Still other indefinite pronouns may be either singular or plural. A word in a prepositional phrase usually shows whether these pronouns are singular or plural.

**Example:** **Most** of the **process is** easy to understand.

**Most** of the different **plants are** photosynthetic.

A prepositional phrase often follows a singular indefinite pronoun, but it does not affect verb agreement or possessive pronoun agreement.

**Example:** Each (of the girls) listens.

One (of the girls) raises her hand.

When a singular indefinite pronoun refers to males and females. Any possessive pronouns in the sentence must reflect this fact.

**Indefinite pronouns** that can be either singular or plural: **all, any, most, none, some.**



**Activity 1:** See if you can identify the indefinite pronouns by underlining them in this little story. I am sure you are an expert by now.

### **That's Not My Job!**

This is a story about four people named Everybody, Somebody, Anybody and Nobody.

There was an important job to be done and Everybody was sure that Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry about that, because it was Everybody's job. Everybody thought Anybody could do it, but Nobody realized that Everybody wouldn't do it. It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.



## Summary

You have come to the end of Lesson 7. In this lesson you learnt about a type of pronoun called the indefinite pronoun. You learnt that indefinite pronoun receive their name because they refer to no person or thing in particular. You also learnt that some indefinite pronouns can take an apostrophe to show possession.

---

**NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE.**

**Practice Exercise: 7**

---

**Underline the indefinite pronoun and choose the correct form of the verb in parentheses.**

1. Much of respiration (is, are) complex.
  2. Few completely (understand, understands) it.
  3. Many (study, studies) the two types of oxygen exchange.
  4. Much (happen, happens) during the two processes.
  5. Someone (explain, explains) the respiratory system.
  6. Several (confuse, confuses) the processes.
  7. Neither (is, are) as simple as it seems.
  8. Most of the higher animals (breathe, breathes) by means of lungs.
  9. All of the exchange (occur, occurs) there.
  10. She thought both (has, have) uses for our atmosphere.
- 

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.**

**Answers to Activities**

**Activity 1**

**That's Not My Job!**

This is a story about four people named **Everybody**, **Somebody**, **Anybody** and **Nobody**.

There was an important job to be done and **Everybody** was sure that **Somebody** would do it. **Anybody** could have done it, but **Nobody** did it. **Somebody** got angry about that, because it was **Everybody's** job. **Everybody** thought **Anybody** could do it, but **Nobody** realized that **Everybody** wouldn't do it. It ended up that **Everybody** blamed **Somebody** when **Nobody** did what **Anybody** could have done.

## Answers to Topic 1 Practice Exercises

---

### Practice Exercise 1

A.

B.

Singular	Plural	Singular	Plural
hero	<b>heroes</b>	lady	<b>ladies</b>
potato	<b>potatoes</b>	donkey	<b>donkeys</b>
church	<b>churches</b>	fly	<b>flies</b>
brush	<b>brushes</b>	wolf	<b>wolves</b>
fox	<b>foxes</b>	thief	<b>thieves</b>
inch	<b>inches</b>	army	<b>armies</b>
half	<b>halves</b>	woman	<b>women</b>
knife	<b>knives</b>	child	<b>children</b>
leaf	<b>leaves</b>	tooth	<b>teeth</b>
baby	<b>babies</b>	man	<b>men</b>
loaf	<b>loaves</b>		

- The **boys** had **knives**.
- The **children** came into the **rooms**.
- The **men** liked the **shelves**.
- The **ladies** gave **keys** to the **girls**.
- The **cats** caught the **mice**.
- The **leaves** fell from the **trees**.
- The **men** and **women** went to the **gardens**.
- The **children** saw **cows** in the **fields**.
- The **nurses** carried **babies**.
- The **bosses** had new **cars**.
- The **soldiers** got into **buses**.
- The **donkeys** ran down the **streets**.
- The **birds** sang on the **branches** of **trees**.

14. The **eagles** attacked the **chickens**.
  15. The **thieves** didn't see the **policemen**.
- 

### Practice Exercises 2

1. The child's voice
  2. The baby's face
  3. The man's laughter
  4. The chemist's shop
  5. My brother's friend
  6. Mr Ipang's coat
  7. My father's car
  8. The baby's smile
  9. The bird's wing
  10. God's son
- 

### Practice Exercise 3

#### A.

1. **A** house can be built of stone.
2. **A** cow is **an** animal.
3. Cows are animals.
4. **A** cigarette is made of tobacco and paper.
5. **A** chair is made of wood.
6. Chairs are made of wood.
7. **A** man must have air to live.
8. **A** hen can lay **an** egg.
9. **A** flower grows in **a** garden.
10. Flowers grow in **a** garden.

#### B.

1. A book is on my desk.
2. A rose is a flower.
3. A chair is a piece of furniture.
4. A noun is a name of something.
5. A knife is made of steel.
6. A carpenter works with a hammer.
7. A jacket is made of cloth.
8. An oak is a big tree.
9. A horse is useful to a farmer.
10. A bridge is often made of stone.

**Practice Exercise 4****A.**

1. For years **I** tried to find the treasure
2. **I** have forgotten **my** purse.
3. The children heard **me** coming.

**B.**

1. **You** seemed the best player in **your** team.
2. **You** were welcomed on board by a flight attendant.
3. **You** left for England on the first of March.

**C.**

1. **She / he** ate five eggs.
  2. **He** is a greedy boy.
  3. **They** are soldiers of the Queen.
  4. **Their** parents came from Greece.
- 

**Practice Exercise 5**

1. Every member of the group has **his/her** own ideas about the subject.
  2. Not one of them is willing to say what **he/she** saw happen.
  3. Each of the men did what **he** could to help the flood victims.
  4. Since the City Council control traffic, we must agree with **its** decision.
  5. Neither of the men considered that **his** treatment by the City Council was fair.
- 

**Practice Exercise 6**

1. I hope the students enjoyed **themselves** at the party.
2. They enjoyed **themselves** at the concert.
3. All the players refreshed **themselves** with a drink of water at half time.
4. After drinking the water, all the players were refreshed.
5. The doctor advised the old man not to excite **himself** too much.
6. You must not blame **yourself** for the accident: it was not your fault.
7. The driver of the truck was largely to blame for the crash.
8. Be careful do not cut **yourself** with this knife.
9. My elder brother will soon be earning enough money to support **himself**.
10. The small child had to amuse **himself** while his parents were out.

**Practice Exercise 7**

1. Much of respiration **is** complex.
  2. Few completely **understand** it.
  3. Many **study** the two types of oxygen exchange.
  4. Much **happens** during the two processes.
  5. Someone **explain** the respiratory system.
  6. Several **confuse** the processes.
  7. Neither **is** as simple as it seems.
  8. Most of the higher animals **breathe** by means of lungs.
  9. All of the exchange **occurs** there.
  10. She thought both **have** uses for our atmosphere.
- 

**END OF TOPIC 1**

**NOW DO EXERCISE 1 IN THE ASSIGNMENT 2. THEN GO ON TO  
TOPIC 2.**



## TOPIC 2

### VERB TENSES

In this Topic, you will learn about:

- **Introduction to tenses**
- **Simple Present Tense**
- **Simple Past Tense**
- **Simple Future Tense**
- **Complete Summary of the Verb tense**
- **Spelling of – ing Form (Part 1)**
- **Spelling of – ing Form ( part 2 )**

## TOPIC 2: VERB TENSES

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Topic 2 is all about verb tenses. Like all the other topics, this also has seven lessons. In this topic, you will learn all about the verb tenses. I hope you are excited to learn more about tenses.

This may be new to you and may look hard but if you take the time to study and of course practice, you will become good in English. You will know what to say and how to express your words in the **correct tense**. Not only people will understand you better but you will also be able to communicate with others with confidence.

Remember that practice is the key to learning. Practice makes a person perfect whether in sports or in work. Practising what you learn will help you to improve. Do not be afraid to use what you learn in your speech and in your writing.

You are now ready to go to your first lesson **Introduction to tenses**.

**All the best!**

## Lesson 8: Introduction to Tenses



Welcome to Lesson 8 of Strand 2. By now, you should know that the verb in a sentence names an action. A verb can also tell when an action takes place. The form of a verb that shows the time of the action is called the tense of the verb. The different forms of the verb used to indicate time is called the **tense** of the verb. **Tense means time**. All verbs express time.

There are three common tenses, namely the **present**, the **past** and the **future**. The tense of the verb tells when the action took place. Before going on with your lesson. Take a look at the aims below.



### Your Aims:

- identify simple tense in three different forms
- uses the simple tense correctly in sentences

Remember these three tenses: the present tense is used for present time, the past tense is used for the past time and the future tense is used for the future time.

Look at the following examples.

**Present Tenses** are actions in the present time, this year, today, this week.

Example: This week the students do their lessons in Room 4.  
I have a purple flower on my desk today.  
This year I am in grade 7.

**Past Tenses** are actions in the past time, last year, yesterday, last week.

Example: I had a red one on my desk yesterday.  
Last week they sat in Room 3.  
Last year I was at home.

**Future Tenses** are actions in the future time, next year, tomorrow, and next week

Example: Next year I will (I'll) be in grade 8.  
Next week they will (they'll) do them in Room 5.  
I will (I'll) have an orange one on my desk tomorrow.

In the table , the verbs are in three different tenses showing the different times.

Present	Past	Future
am	was	will be
have	had	will have
do	did	will do

Each of the tenses the present, the past and the future have different form.

## The Simple, The Perfect and The Continuous.

In this topic, you will be studying the three tenses in their simple form.

**The simple present tense,  
The simple past tense and  
The simple future tense.**



**Activity 1: Here are some examples and exercises of the simple past tense for you to do. Look at the examples carefully and following the pattern, do the exercises.**

**I / at six / Get up / every morning**

I get up at six every morning.

**Peter / at half past six**

Peter gets up at half past six every morning.

**Paul and Mary / at seven**

Paul and Mary get up at seven every morning.

Now make sentences in the same way.

**1. Go to school / every day**

I / at quarter past seven

---

Peter / at seven

---

Paul and Mary / at half past seven

---

**2. Go home / in the evening**

I / at half past four

---

Peter / at five

---

My parents / at six

---

**3. Go to bed / every night**

My father / at seven

---

My brothers / ten

---

**4. Go to church / every Sunday**

I / at eight

---

Faithy / at nine

---

Elizabeth and Sam / at ten

---

**5. Visit my bubus / every Christmas**

I / once

---

Ambeth / twice

---

Tanya and Masey / three times

---



**Activity 2:** The verbs provided in the box are in the simple past tense. Use them to make sentences. The first one has been done as an example for you.

played, ate, painted, ironed.

- |    |                                   |                               |
|----|-----------------------------------|-------------------------------|
| 1. | Zara / soccer / yesterday         | Zara played soccer yesterday. |
| 2. | Desmond / walls / last week       | _____                         |
| 3. | Melisa / her uniform / last night | _____                         |
| 4. | Marilyn / mangoes / for lunch     | _____                         |



**Activity 3:** This activity is about the simple future tense. Study the examples carefully and following the examples given do the exercises below.

**Examples:**

- a. **Will** Alice visit Diane tomorrow? No, she won't (next Sunday)  
When **will** Alice visit Diane? She **will** visit Diane tomorrow.
- b. **Shall** I meet your mum this afternoon? No you won't (tomorrow)  
When shall I meet her? You **will** meet her tomorrow.

**Now make questions and answers in the same way, using the words in brackets**

1. \_\_\_\_\_ Jedi write to his brother this evening? (tomorrow)  
\_\_\_\_\_
2. \_\_\_\_\_ Mr. and Mrs. Samki go to the movies today? (next Sunday)  
\_\_\_\_\_
3. \_\_\_\_\_ Mr. and Mrs. Vince do some shopping this afternoon. (tomorrow)  
\_\_\_\_\_
4. \_\_\_\_\_ Evelyn go to the market tomorrow. (day after tomorrow)  
\_\_\_\_\_

Thank you for completing these activities. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.



### Summary

You have come to the end of Lesson 8. In this lesson you learnt that tense means time. You also learnt that there are three tenses the present, the past and the future and each of them have three forms: the simple, the perfect and the continuous.

**NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE.**

**Practice Exercise: 8**

---

**A. Complete the sentences with the Simple Present of the verbs in brackets:**

1. He often \_\_\_\_\_ (play) football.
  2. Children \_\_\_\_\_ (like) sweets.
  3. Wood \_\_\_\_\_ (float) on water.
  4. I \_\_\_\_\_ (cut) my hair once a month.
  5. The sun \_\_\_\_\_ (rise) in the east.
- 

**B. Complete the sentences with the simple past of the verbs given in brackets.**

1. Tete \_\_\_\_\_ (come) here a few days ago.
  2. My grandmother \_\_\_\_\_ (die) at the age of 90.
  3. Leah \_\_\_\_\_ (pay) twenty five kina for the ear rings.
  4. Who \_\_\_\_\_ (break) my cup?
  5. They \_\_\_\_\_ (fly) to Bulolo last week.
- 

**C. Complete the sentences with the Simple Future Tense of the verbs given in brackets.**

1. He \_\_\_\_\_ (finish) the work next week.
  2. My aunt \_\_\_\_\_ (buy) me a watch for my birthday
  3. I hope I \_\_\_\_\_ (get) better soon.
  4. The concert \_\_\_\_\_ (start) in a minute.
  5. Don't worry I \_\_\_\_\_ (help) you.
- 

<b>CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.</b>
--

## Answers To Activities

### Activity 1

1. I go to school at quarter past seven every day.  
Peter goes to school at seven every day.  
Paul and Mary go to school at half past seven every day.
2. I go home at half past four in the evening  
Peter goes home at half past five in the evening. My parents go home at six in the evening.
3. My father goes to bed at seven every night. My brothers go to bed at ten every night.
4. I go to church at eight every Sunday.  
Faithy goes to church at nine every Sunday.  
Sam and Elizabeth go to church every at ten every Sunday.
5. I visit my bubus once every year.  
Ambeth visits her bubus twice every year.  
Tanya and Masey visit their bubus three times a year.

### Activity 2

1. Zara played soccer yesterday.
2. Desmond painted the walls last week.
3. Melisa ironed her uniform last night.
4. Marilyn ate mangoes for lunch.

### Activity 3

1. **Will** Jedi write to his brother this evening? **No he won't** .  
**When will Jedi write to his brother? He will write to his brother tomorrow.**
2. **Will** Mr. and Mrs. Samki go to the movies today? **No they won't**.  
**When will Mr and Mrs Samki go to the movies? They will go to the movies next Sunday.**
3. **Will** Mr. and Mrs. Vince do some shopping this afternoon? **No they won't**.  
**When will Mr and Mrs. Vince do some shopping ? They will do some shopping tomorrow.**
4. **Will** Evelyn go to the market tomorrow? **No she won't**.  
**When will Evelyn to the market? She will go to the market tomorrow.**



## Lesson 9: The Simple Present Tense



Welcome to Lesson 9 of Strand 2. In the last lesson you learnt that tense means time and that there are three types of tenses. The Present, the Past and the Future, and you also learnt that these three tenses have three forms. The simple, the perfect and the continuous. As you go through your English course, you will learn more about them.

In this lesson you will be looking at the present tense in its simplest form but before you move on with your lesson, take a look at your aims.



### Your Aims:

- define simple present tense
- use the simple present tense correctly in sentences

Take a look at this short composition showing you the use of the simple present tense.

My name is Mek, I am 13 years old. I go to Gerehu Primary School. I wake up every day about seven o'clock. I get out of bed and rush to the bath room before my sister gets there. My sister takes a long time to get ready. She goes to the nearest high school but to get there she has to travel on the bus. Sometimes I even forget to eat when I am in a hurry. I walk to school every day because my school is not far. I always arrive at school in time for assembly. At school I enjoy my English lessons especially reading and learning new words. Every afternoon I walk home with my friends. On the way we play, sing and sometimes race. I would like to be a journalist one day.

All those verbs are in the simple present tense because it is telling you his daily habit. He is telling you what he does every day, not what he is doing at that moment.

The **simple present tense** is used for a **repeated or habitual action**. Take note that in the simple present tense the 3rd person singular ends in – s.

1st Person Singular	3rd Person Singular
I sit	He sits
I get	He gets
I read	He reads
1st Person Plural	3rd Person Plural
I work	They work
We work	We work
He, she, it	He/She/It works

**The Simple Present Tense performs the following functions:**

- **Expresses general truths.**

Jordan			works in a bank		
Where	does	Jordan		work	in a bank
	Does	Jordan		work	in a bank?
		Jordan	does not	work?	
		Jordan	does not	work	in a bank?

1. Garaina Tea comes from Garaina in the Morobe Province.
2. Papua New Guineans speak English, Tok Pisin and Motu.
3. Gold is heavy
4. The sun rises in the east and sets in the west.

- **Expresses customs, habits and ability, often with such adverbial expressions as frequently , usually and every day.**

1. I spend every weekend down by the river.
2. He usually goes to Australia for business.
3. She always studies very hard.
4. Yes, I see him every day.
5. Nadia understands Motu.

- **When used with the verb do , shows emphasis**

1. He **does** look like his father.
2. I **do** not speak Motu but I do speak Tok Pisin.
3. **Do** write to her.
4. She may not be brilliant, but she **does** get good grades.

- **Expresses commands or requests (second person only)**

1. Please let me know how you get along.
2. Get out of my sight!
3. Telephone him if you have time.

- **When another word in the sentence makes it clear that future time is referred to.**

1. They leave for Madang on Friday.
2. He leaves next week.
3. Classes begin the day after tomorrow.
4. The team plays in Samoa next month.



**Activity 1: Put the verbs in brackets into the correct present tense.**

1. **Mrs Wama:** My daughter never \_\_\_\_\_ (write) to me so I never \_\_\_\_\_ (Know) what she \_\_\_\_\_ (do). Does your son \_\_\_\_\_ (write) to you?

**Mrs Wani:** Yes, I hear from him every week. He \_\_\_\_\_ (seem) to like writing letters.

2. These kaukaus \_\_\_\_\_ (cost) K100 a bag. You \_\_\_\_\_ (think) that is expensive?

It \_\_\_\_\_ (depend) on the size of the bag.

1. You look very thoughtful, what you \_\_\_\_\_ (think) about?
2. My brother \_\_\_\_\_ (say) that people who \_\_\_\_\_ (owe) him money always \_\_\_\_\_ (seem) forget about it, but people he \_\_\_\_\_ (owe) money to always \_\_\_\_\_ (remember) exactly.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.



### Summary

You have come to the end of Lesson 9. In this lesson you learnt all about the simple present tense and its rules. You learnt that the simple present tense expresses general truths, customs, habits and ability, often with such adverbial expressions as frequently, usually and every day. You also learnt that the present tense expresses commands or requests (second person only) when used with the verb do, it shows emphasis.

**NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE.**

## Practice Exercise: 9

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Complete these by filling the blanks with the simple present tense.

Example: I am a student .

1. He \_\_\_\_\_ .
  2. She \_\_\_\_\_ .
  3. John \_\_\_\_\_ .
  4. Mary \_\_\_\_\_ .
  5. We                      are \_\_\_\_\_ .
  6. You \_\_\_\_\_ a student.
  7. You \_\_\_\_\_ students.
  8. They \_\_\_\_\_ .
  9. Those boys \_\_\_\_\_ .
- 

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2**

### Answers to Activities

#### Activity 1

1.
 

Mrs Wama:	My daughter never writes to me so I never know what she does. Does your son write to you?
Mrs Wani:	Yes, I hear from him every week. He seems to like writing letters.
2. These kaukaus cost K100 a bag. You think that is expensive? It depends on the size of the bag.
3. You look very thoughtful, what do you think about?
4. My brother says that people who owe him money always seem to forget about it, but people he owes money to always remember exactly.

## Lesson 10: The Simple Past Tense

---



Welcome to Lesson 10 of Strand 2. In the last Lesson you learnt about the Simple Present Tense. In this lesson you will continue to learn about the simple tenses. This lesson is about simple Past Tense. You can use several tenses to talk about the past, but the simple past tense is the one that is used most often. Take a look at the aims of this lesson below before continuing on.



### Your Aims:

- define the simple past tense
  - understand the uses of the past tense
  - uses the simple past tense correctly
- 

### How do we make the Simple Past Tense?

The simple past tense is formed in these following ways.

1. We form the simple past tense of most verbs by adding **- ed** or **- d** to the regular verbs.

**Example:** enjoy enjoyed, cry cried, work worked, like liked.

2. Some verbs have an irregular past forms.

**Example:** rang, wrote, drank

3. We form questions with **did** plus the infinitive.

**Example:** Did you watch the film?

4. We form the negative with **didn't / did not**

**Example:** We didn't watch the film.

### How do we use the Simple Past Tense?

We use the simple past tense to talk about an action or a situation - an event – that happened and finished in the past. We often use an adverb of time with the past simple tense.

**Example :** Yesterday, Last week, a few years ago.

Statements which contain the past simple tense often answer the question When?

We went to Fiji **last year**.

What did you do **yesterday**?

Navis and Catherine got married **last month**.

- The past simple is also used for past habits as in:  
He studied many hours every day.  
She always carried a basket.
- The simple past /past simple tense often occurs with adverbs or adverb phrases of past time as in:  
She received his letter a **week ago**,  
He left the job **last year**.
- Sometimes this tense is used without an adverb of time. In such cases the time may be either implied or indicated by the context as in :  
I learnt English in school.  
I didn't sleep well. (last night)  
Besida turned the small room into a kitchen.

**Activity 1: Put these sentences into the simple past tense.**

1. I am in school. \_\_\_\_\_  
\_\_\_\_\_
2. Jordon is a good swimmer \_\_\_\_\_  
\_\_\_\_\_
3. The flowers are very beautiful \_\_\_\_\_  
\_\_\_\_\_
4. Nardia has K5.00 in her pocket. \_\_\_\_\_  
\_\_\_\_\_
5. The sun is very hot. \_\_\_\_\_  
\_\_\_\_\_
6. This is a new pen. \_\_\_\_\_  
\_\_\_\_\_
7. I am Esters friend. \_\_\_\_\_  
\_\_\_\_\_
8. Joseph has a new book. \_\_\_\_\_  
\_\_\_\_\_
9. The children are not ready for school. \_\_\_\_\_  
\_\_\_\_\_

10. We have plenty of time to get to school. \_\_\_\_\_

---

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

---

We use the simple past tense to talk about an action or a situation - an event - in the past. The event can be short or long.

Here are some **short** events with the simple past tense.

The volcano **erupted** at 9:30 am yesterday.

She **went** to the door.

We **did** not hear the telephone.

**Did** you see that car?

Here are some **long** events with the simple past tense.

I lived in Port Moresby for ten years.

The Jurassic period lasted about sixty two million years.

We did not sing at the concert.

Did you watch TV last night?

Notice that it does not matter how long ago the event is: it can be a few minutes or seconds in the past, or millions of years in the past. Also it does not matter how long the event is. It can be a few milliseconds like a car explosion or millions of years like the Jurassic period.

We use the **simple past** tense when:

- the event is in the past.
- the event is completely finished.
- we say (or understand) the time and/or place of the event.



**Activity 2: Complete the sentences using the Past Simple form and the words in brackets ( ).**

**For example:** We \_\_\_\_\_ (go) on holiday to Manus next year

**Answer:** We went on holiday to Manus next year

I \_\_\_\_\_ (take) a taxi from the airport to Gordon.

We \_\_\_\_\_ (walk) to the oval and then we \_\_\_\_\_ (play) soccer.

I \_\_\_\_\_ (knock) on the door and a child \_\_\_\_\_ (open) the door.

I once \_\_\_\_\_ (work) in a restaurant.

Tanya \_\_\_\_\_ (sing) all her favorite songs.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

---

When we tell a story, we usually use the simple past tense. We may use the past continuous tense to "set the scene", but we almost always use the simple past tense for the action. Look at this example of the beginning of a story:

"The wind was howling around the hotel and the rain was pouring down. It **was** cold. The door **opened** and James Bond **entered**. He **took off** his coat, which **was** very wet, and **ordered** a drink at the bar. He **sat down** in the corner of the lounge and quietly **drank** his..."

It is important to keep the same tense in your writing. In the story above, the writer is using the **past simple** tense. If you start a story in the past simple, you must keep it consistent. Do not change tense in the middle of your writing, unless you include a dialogue, where your characters need to speak to one another. Only then, you can use other tense forms.



**Activity 3: Change the tense of the verbs in this sentence from the present to the past tense.**

1. I see the small parcel which lies hiding under the papers on my desk.

\_\_\_\_\_

2. I have a few things I want to sell to you.

\_\_\_\_\_

3. I feel so happy that I want to cry.

\_\_\_\_\_

4. I love my job in the country.

\_\_\_\_\_

5. I have a yellow rose growing in my yard.

\_\_\_\_\_

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.





## Summary

You have come to the end of Lesson 10. In this lesson you learnt that we use the simple past tense to describe an action, a situation or an event that happened and finished in the past. You learnt that the event is completely finished when we say (or understand) the time and/or place of the event.

---

**NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE.**

**Practice Exercise: 10**

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**A. Underline the verbs in the past simple tense**

1. I lived in that house when I was young.
  2. He didn't like the movie.
  3. What did you eat for dinner?
  4. Petrus drove to Wau on Monday.
  5. Tete did not go to work yesterday.
  6. Did you play rugby last week?
  7. I was at work yesterday.
  8. We were not late (for the bus).
  9. Were you angry?
- 

**B. Improve the expressions in this short passage by writing it in the correct tense.**

Yesterday I am running for the bus which came at 8.30. I look across the road and I see Diana. I am waving to her. When she sees me I call out to her. She cross the road and we get on the bus.

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**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.**

**Answers to Activities****Activity 1**

1. I **was** in school.
2. Jordon **was** a good swimmer.
3. The flowers **were** very beautiful.
4. Nardia **had** K5.00 in her pocket.
5. The sun **was** very hot.
6. This **was** a new pen.
7. I **was** Esters friend
8. Joseph **had** a new book
9. The children **were** not ready for school.
10. We **had** plenty of time to get to school.

**Activity 2**

1. I **took** a taxi from the airport to Gordon.
2. We **walked** to the oval and then we **played** soccer.
3. I **knocked** on the door and a child **opened** the door.
4. I once worked in a restaurant.
5. Tanya **sang** all her favorite songs.

**Activity 3**

1. I **saw** the small parcel which **lay hidden** under the papers on my desk.
2. I **had** a few things I **wanted** to sell to you.
3. I **felt** so happy that I **wanted** to cry.
4. I **loved** my job in the country.
5. I **had** a yellow rose growing in my yard.

## Lesson 11: The Simple Future Tense

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Welcome to Lesson 11 of Strand 2. In Lessons 9 and 10 you looked at the simple present tense and the simple past tense. In this lesson you will study the Simple Future Tense. Future tense is of course about actions yet to be done. Look at the aims of your lesson before you continue.



### Your Aims:

- define the simple future tense
  - use the simple future tense correctly in a sentence
  - change the simple present and the simple past to the simple future
- 

There are many different ways of talking about the future, depending on how we see a future event. It may be something that is fairly sure to happen, but on the other hand it may be just a plan or an intention, or it may be something that you think will happen but you can't be sure about.

When we talk about the present or the past we use verb forms to say what is happening now and what happened yesterday. We know about things in the present and in the past because they are already real. But talking about future is more of a problem.

There is really no future tense in English. You will note in the chart of the principal parts of irregular verbs that there are separate forms for present and past tenses but there is no separate form in English to show the future tense. Rather, future tense or time is shown in several ways. The most common and simplest to understand is the use of the auxiliary or modal **shall** or **will**.

The Simple Future has two different forms in English: "**will**" and "**be going to**." Although the two forms can sometimes be used interchangeably, they often express two very different meanings. These different meanings might seem too abstract at first, but with time and practice, the differences will become clear.

Both "**will**" and "**be going to**" refer to a specific time in the future. The pattern for forming simple future tense is as follows

### **Will + base form of verb**

Let's look at the form "**Will**

### **Examples:**

- You will help him later.
- Will you help him later?
- You will not help him later.

**Using "Will"**

Positive	Negative	Question
I will help.	I will not help.	Will I help?
You will help.	You will not help.	Will you help?
We will help.	We will not help.	Will we help?
They will help.	They will not help.	Will they help?
He will help.	He will not help.	Will he help?
She will help.	She will not help.	Will she help?
It will help.	It will not help.	Will it help?

The following are the uses of "will".

**USE 1 "will" to express a voluntary action**

"Will" often suggests that a speaker will do something voluntarily. A voluntary action is one the speaker offers to do for someone else. Often, we use "will" to respond to someone else's complaint or request for help. We also use "will" when we request that someone help us or volunteer to do something for us. Similarly, we use "will not" or "won't" when we refuse to voluntarily do something.

**Examples:**

I will send you the information when I get it.

I will translate the story, so Mr. Sindo can read it.

Will you help me move this heavy box?

Will you make a bilum for me?

I will not do your homework for you.

I won't do all the housework myself!

A: I'm really hungry.

B: I'll make some sandwiches.

A: I'm so tired. I'm about to fall asleep.

B: I'll get you some coffee.

A: The phone is ringing.

B: I'll get it.

**USE 2 "will" to express a promise**

"Will" is usually used in promises.

**Examples:**

I will call you when I arrive.

If I am elected President of the United States, I will make sure everyone has access to inexpensive health insurance.

I promise I will not tell him about the surprise party.

Don't worry, I'll be careful.

I won't tell anyone your secret.

Now take a look at the table below showing the use of "Be going".

### Using "Be Going to"

Positive	Negative	Question
I am going to leave. You are going to leave. We are going to leave. They are going to leave. He is going to leave. She is going to leave. It is going to leave.	I am not going to leave. You are not going to leave. We are not going to leave. They are not going to leave. He is not going to leave. She is not going to leave. It is not going to leave.	Am I going to leave? Are you going to leave? Are we going to leave? Are they going to leave? Is he going to leave? Is she going to leave? Is it going to leave?

### USE 3 "Be going to" to express a plan

"Be going to" expresses that something is a plan. It expresses the idea that a person intends to do something in the future. It does not matter whether the plan is realistic or not.

#### Examples:

He is going to spend his holidays in Madang.

She is not going to spend her vacation in Madang.

I'm going to be an engineer when I grow up.

Uwong is going to begin school next year.

They are going to drive all the way to Mt Hagen.

A: Who is going to make Makis' birthday cake?

B: Sonua is going to make Makis' birthday cake.

C: Whom are you going to invite to the party?

A: When are we going to meet each other tonight?

B: We are going to meet at 6 PM.

### USE 4 "Will" or "Be Going to" to express a prediction

Both "will" and "be going to" can express the idea of a general prediction about the future. Predictions are guesses about what might happen in the future. In "prediction" sentences, the subject usually has little control over the future and therefore **Uses 1 and 3** do not apply.

In the following examples, there is no difference in meaning of each pair of sentences.

**Examples:**

The Hiri Moale will be very interesting next year.

The Hiri Moale is going to be very interesting next year.

Mr Kenden will be the next President.

Mr Kenden is going to be the next President.

The song "Pasin Barata" will win first prize.

The song "Pasin Barata" is going to win first prize.



**Activity 1: Look at the short paragraph below written in the future tense. Underline the verb that expresses the future.**

It will be our final class party tomorrow, so I will have a rest tonight. I will do all my home work in the afternoon so that I can sleep early tonight and wake up early tomorrow. Our class party will be at our teacher's house. We will do our shopping in and preparation in the morning and start our cooking around mid day. We will have music and dancing after eating and of course exchanging of gifts. I will give a gift to my teacher and a secret friend. Our party will stop at ten o'clock in the night.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

---

Although we can use either will or shall with I and we, we cannot use shall with you, they, and he, she and it.

I / We	will / shall
You They He She It	will

It shall be Chinese New Year. (Wrong)

It will soon be Chinese New Year. (Correct)

Shall you come with us tonight? (*Wrong*)

Will you come with us tonight? (*Correct*)

Note that we use **Shall I** or **Shall we** when we are asking for another person's advice or wishes. In all other cases, either **Shall I**, or **Will I** can be used.

Shall I tell John the news? (Not will)

Shall we help Helen? (Not will)

We can avoid choosing between shall and will by using the shortened forms: I'll, we'll, you'll, they'll, he'll, she'll, it'll.

Here is an example of how the verb "to see" is used.

	Singular	Plural
First person	I shall see	We shall see
Second person	You will see	You will see
Third person	He will see She will see It will see	They will see



**Activity 2:** Rewrite the sentences changing the verbs from simple past to simple future tense. Write your sentences on the blank spaces.

- The children saw Kanages show.

---

- Kauage became a famous artist.

---

- Brian decided to paint his house green.

---

- Dad made up his mind to take us for a holiday.

---

- Every one went to watch the games at the stadium.

---

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers with mine. Make sure you do the necessary corrections before moving on to the next part of this lesson.





## Summary

You have come to the end of Lesson 11. In this lesson you learnt about the use of “will”, “will be going to” and “shall” with future. You learnt that shall and will are often used to show attitudes such as intention, determination, promise, willingness and politeness. You also learnt that when there is in the mind of the speaker or writer a desire to express a promise or determination, shall is used for the first person and will for the second and third persons.

---

**NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE.**

**Practice Exercise: 11**

---

**A. Change the tenses of the following verbs from the present or past to the future.**

1. They chose the leaders by ballot. \_\_\_\_\_  
\_\_\_\_\_
  2. Nothing seems to matter \_\_\_\_\_  
\_\_\_\_\_
  3. They are going away. \_\_\_\_\_  
\_\_\_\_\_
  4. All the fishermen returned safely. \_\_\_\_\_  
\_\_\_\_\_
  5. They were told the news on Friday \_\_\_\_\_  
\_\_\_\_\_
- 

**B. Put the verbs in the following sentences into the simple future tense. Change words where necessary, using, for example, tomorrow, next year, in few days, in five minutes.**

**Example:** We do our homework in the evening.

**Answer:** We will do our home work tomorrow

1. I am twelve years old today. \_\_\_\_\_  
\_\_\_\_\_
2. You are in the second class this year. \_\_\_\_\_  
\_\_\_\_\_
3. I have plenty of time to finish the work. \_\_\_\_\_  
\_\_\_\_\_
4. They have a busy time today. \_\_\_\_\_  
\_\_\_\_\_
5. I do my work carefully. \_\_\_\_\_  
\_\_\_\_\_
6. Tom is a good swimmer. \_\_\_\_\_  
\_\_\_\_\_
7. It is a fine day today. \_\_\_\_\_  
\_\_\_\_\_

8. I am late for school. \_\_\_\_\_  
\_\_\_\_\_
9. The two boys are late for school. \_\_\_\_\_  
\_\_\_\_\_
10. The flowers are out in my garden. \_\_\_\_\_  
\_\_\_\_\_
- 

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.**

### **Answers to Activities**

#### **Activity 1**

It will be our final class party tomorrow, so I will have a rest tonight. I will do all my home work in the afternoon so that I can sleep early tonight and wake up early tomorrow. Our class party will be at our teacher's house. We will do our shopping in and preparation in the morning and start our cooking around mid day. We will have music and dancing after eating and of course exchanging of gifts. I will give a gift to my teacher and a secret friend. Our party will stop at ten o'clock in the night.

#### **Activity 2**

1. The children will see Kanages show.
2. Kauage will become a famous artist.
3. Brian will decide to paint his house green.
4. Dad will make up his mind to take us for a holiday.
5. Everyone will watch the games at the stadium.

## Lesson 12: The Complete Summary of the Simple Verb Tenses



Welcome to Lesson 12 of Strand 2. In this lesson you will summarise what you have learnt about tenses. You will see below a table that summarises all the verb tenses in grammar. In the second table you will see a summary of the verb tenses that we have learnt. As you go through your English course you will become familiar with the tenses and their uses, and know how to use them correctly. But first take a look at your aims.



### Your Aims:

- enumerate the different functions of the simple tenses in all its three forms
- use the simple tenses in sentences

Take a look at the tables and do the exercises that follow.

**Table 1**

Tenses →	Present	Past	Future
Forms ↓			
Simple	I run	I ran	I will run
Continuous	I am running	I was running	I will be running
Perfect	I have run	I had run	I will have run

Table one is a table of tenses. In Lesson 8, you learnt that there are three tenses: the present, the past, and the future.

We also learnt that **tense meant time**. We learnt that these three tenses take three forms the simple, the continuous and the future.

The table below shows the verb **run** being used in all these tenses.

**Table 2**

Tenses →	Present	Past	Future
Simple Form →	I run	I ran	I will run

**Activity 1:**

**A. Now do this simple exercise by filling in the blanks. Use table one to help you.**

Present Simple Tense	I run
Past Simple Tense	I ran
Future Simple Tense	1. _____
Present Continuous	I am running
Past Continuous	2. _____
Future Continuous	I will be running
Present Perfect	3. _____
Past Perfect	I had run
Future Perfect	I will have run

**B. Following the example of table 1, fill in the table below using the verb write.**

Tenses →	Present	Past	Future
Forms ↓			
Simple			
Continuous			
Perfect			

**C. Here are some words. Write three sentences of your own and use each word in the simple present tense, the simple past tense and the simple future.**

1. swim

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

2. dance

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. ride

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

4. study

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

5. travel.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

**D. Complete this table by filling in the appropriate verbs in the blanks.**

Present Simple	Past Simple	Future Simple
run	ran	will run
walk	walked	
drink		
break		will break
	heated	

admit		will admit
come		

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

---



### Summary

You have come to the end of Lesson 12. This lesson is a summary of what you have learnt in lessons 8, 9, 10 and 11. I hope you enjoyed the lessons and were able to get all your activities correct. You should now be able to tell the difference between the three simple tenses. If you had problems, make sure to go back over your lessons and take your time to study the examples and the tables.

---

**NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE.**

## Practice Exercise: 12

**A. Write each sentence. Put the verb in brackets into the correct tense. Make any changes where necessary.**

1. I (see) you in the afternoon.

---

2. Denis (get up) at half past six every day.

---

3. We (watch) a scary movie last night.

---

4. Jean has a lovely voice. She (sing) at the graduation last year.

---

5. My sister (go) to the Morobe show in October this year.

---

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.**

### Answers to Activities

#### Activity 1

- A.**
1. I will run.
  2. I was running.
  3. I have run.

**B.**

Tenses →	Present	Past	Future
Forms ↓			
Simple	I write	I wrote	I will write
Continuous	I am writing	I was writing	I will be writing
Perfect	I have written	I had written	I will have written



**C.**

<b>Present</b>	<b>Past</b>	<b>Future</b>
swim	swam	will swim
dance	danced	will dance
ride	rode	will ride
study	studied	will study
travel	traveled	will travel

**D.**

<b>Present Simple</b>	<b>Past Simple</b>	<b>Future Simple</b>
run	ran	will run
walk	walked	<b>will walk</b>
drink	<b>drank</b>	<b>will drink</b>
break	<b>broke</b>	will break
<b>heat</b>	heated	<b>will heat</b>
admit	<b>admitted</b>	will admit

## Lesson 13: Spelling of –ing Form (Part 1)



Welcome to Lesson 13 of Strand 2. In this lesson you will look at the spelling of -ing forms. Everyone has difficulty with spelling words correctly even some very good writers. You may be glad to know that spelling has nothing to do with being clever. What is important is remembering. Memory is more important in spelling than intelligence. So in this lesson you will look at some rules and ways in which to help you remember especially the words that end in -ing. Now look at the aims of this lesson below.



### Your Aims:

- identify verbs that end in vowels and consonants
- form verbs that end in vowel and consonants

Many mistakes are made when the suffix -ing is added to a word. Be very careful when adding -ing. Often we need to add -ing or -ed to a verb to make other forms of the verb.

**Example:** I was *talking* when John *arrived*.

The -ing form is one of the five basic forms of the English verbs. Go through the rules and examples in this lesson carefully. It will take some time to remember the rules. It will help if you refer to the rules each time you do the exercises.

Let us look at some verbs that end in vowels and how their spelling changes when the prefix **-ing** is added.

Here are some verbs that end in vowels **e** and **o**: be, do, go, lie, see, tire, have, wave, abate, leave, believe.

1. Normally we leave out **-e** when we add **-ing** to a verb.

**Example:**

take	taking
drive	driving
dive	diving

2. If a verb end in a silent **e**, drop the **e** when adding a vowel suffix **-ing**.

**Example:**

advance	advancing
value	valuing
love	loving
amaze	amazing

3. Keep the **e** before adding **-ing**, if the verb ends in **le**, **ye**, **oe**, or **ee**.

**Example:**

see	seeing
flee	fleeing
shoe	shoeing

eye	eyeing
agree	agreeing

4. If a verb ends in a vowel we just add **-ing**.

<b>Example:</b>	do	doing	abate	abating;
	go	going	believe	believing;
	be	being	delete	deleting;

Now let us take a look at verbs that end in consonants.

5. The simple rule to follow is just add **-ing** to all base verbs.

<b>Example:</b>	look	looking
	wait	waiting
	work	working

6. If a verb has a single vowel and ends with one consonant, double the consonant and add **-ing**

<b>Example:</b>	beg	begging	dig	digging
	chat	chatting	fit	fitting

7. But if the verb has a vowel + a **consonant** and an **e**, drop the **e** and add **-ing**.

<b>Example:</b>	file	filing	hope	hoping
	mope	moping	tape	taping

8. If a verb ends in a stressed vowel + **r**, double the **r** and add **-ing**.

<b>Example:</b>	confer	conferring	defer	deferring
-----------------	--------	------------	-------	-----------

9. But if a verb ends in an unstressed vowel + **r**, do not double the **r**, just add **-ing**.

<b>Example:</b>	answer	answering	offer	offering	suffer	suffering
-----------------	--------	-----------	-------	----------	--------	-----------

**Take note that :** the spellings **vowel + consonants + e** and **vowel + consonants** show two different vowel sounds.

10. Notice that when **-ing** is added, the first spelling drops the **e** and adds **-ing**, but the second spelling doubles the consonant and adds **-ing**.

<b>Example:</b>	file	filing	fill	filling
	hope	hoping	hop	hopping
	mope	moping	mop	mopping
	tape	taping	tap	tapping

Mistakes are often made when **-ing** is added to verbs with the letter (L). Here is the rule:

11. Double the **-l** if it is preceded by a single vowel.

<b>Example:</b>	Control	controlling
-----------------	---------	-------------

**12.** But do not double the **-I** if it is preceded by a pair of vowels.

**Example:** fail                  failing



**Activity 1:**

**A.** Add **-ing** to these following verbs that end with a silent **,e**.

1. Save \_\_\_\_\_
2. Excite \_\_\_\_\_
3. Dance \_\_\_\_\_
4. Observe \_\_\_\_\_
5. Trouble \_\_\_\_\_
6. Admire \_\_\_\_\_
7. Separate \_\_\_\_\_
8. Overtake \_\_\_\_\_
9. Change \_\_\_\_\_
10. Make \_\_\_\_\_

---

**B.** Add **-ing** to these following words.

1. Sit \_\_\_\_\_
2. Swim \_\_\_\_\_
3. Run \_\_\_\_\_
4. Wet \_\_\_\_\_
5. Stop \_\_\_\_\_
6. Begin \_\_\_\_\_
7. Tap \_\_\_\_\_
8. Hop \_\_\_\_\_
9. Hope \_\_\_\_\_
10. Make \_\_\_\_\_
11. Raise \_\_\_\_\_
12. Smoothe \_\_\_\_\_
13. Echo \_\_\_\_\_
14. Go \_\_\_\_\_
15. Ski \_\_\_\_\_
16. Sail \_\_\_\_\_
17. Mail \_\_\_\_\_

18. Bail \_\_\_\_\_
19. Nail \_\_\_\_\_
20. Wail \_\_\_\_\_
21. Refer \_\_\_\_\_
22. Defer \_\_\_\_\_
23. Deter \_\_\_\_\_
24. Prefer \_\_\_\_\_

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

---



### Summary

You have come to the end of Lesson 13. In this lesson you learnt about the spelling of –ing words. You learnt that if a word has a single vowel, and ends with one letter, then the letter is doubled.

---

**NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE.**

**Practice Exercise: 13**

---

**A. Following the rules and the example given in the lesson do this exercise by adding -ing to these words.**

1. Bathe \_\_\_\_\_
  2. Care \_\_\_\_\_
  3. Enslave \_\_\_\_\_
  4. Gripe \_\_\_\_\_
  5. Paste \_\_\_\_\_
- 

**B. Add -ing to these following words.**

1. Grin \_\_\_\_\_
  2. Grip \_\_\_\_\_
  3. Hop \_\_\_\_\_
  4. Quit \_\_\_\_\_
  5. Rip \_\_\_\_\_
  6. Nip \_\_\_\_\_
  7. Print \_\_\_\_\_
  8. Sit \_\_\_\_\_
  9. Tip \_\_\_\_\_
  10. Win \_\_\_\_\_
- 

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.**

**Answers to Activities****Activity 1****A.**

- |              |               |
|--------------|---------------|
| 1. Saving    | 6. Admiring   |
| 2. Exciting  | 7. Separating |
| 3. Dancing   | 8. Overtaking |
| 4. Observing | 9. Changing   |
| 5. Troubling | 10. Making    |

**B.**

1. Sitting
2. Swimming
3. Running
4. Wetting
5. Stopping
6. Beginning
7. Tapping
8. Hopping
9. Hoping
10. Making
11. Raising
12. Smootheing
13. Echoing
14. Going
15. Skiing
16. Sailing
17. Mailing
18. Bailing
19. Nailing
20. Wailing
21. Refering
22. Defering
23. Detering
24. Prefering

## Lesson 14: Spelling of -ing Form (part 2)



Welcome to Lesson 14 of Strand 2, In this lesson you will continue to look at more spelling of the -ing words. You will learn about the spelling of the verbs ending in letter **y**, **ie** and **ei** . Take a look at the aims of this lesson before you go on.



### Your Aims:

- identify verbs that end with the letter “y”
- identify verbs that end with letters “ie” and “ei”
- identify verbs that end with ce and ge

You went through a lot of rules regarding the spelling of -ing in the last lesson. Most of the spelling rules you looked at were based on vowels and consonants. Some rules in this lesson may be repeated. Your main focus is now on verbs that end with **y**, **ie**, **ei**, **ce** and **ge**, and how they are affected when we add -ing .

The first rule in this lesson is for verbs ending with **y**. Can you think of some?. See if you can find 3 before you go on with the lesson.

The rule for verbs ending in **y** is **add -ing** , it does not matter if there is a vowel or a consonant before the **y**.

**Examples:**

pry	prying
dry	drying
cry	crying



### Activity 1: Add -ing to the following verbs.

- |                  |                   |
|------------------|-------------------|
| 1. play _____    | 6. stay _____     |
| 2. buy _____     | 7. fry _____      |
| 3. enjoy _____   | 8. simplify _____ |
| 4. destroy _____ | 9. delay _____    |
| 5. obey _____    | 10. study _____   |

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

If a verb ends in **-ie**, change the **-ie** to **-y** and add **-ing**.

**Examples:**

die	dying
lie	lying



tie    tying  
vie    vying

**Note:** The two words **die** and **dye** are sometimes confused.

- die means to become dead
- dye means to color

For die, the –ing form has (i) changing to (y) before –ing is added.  
For dye, –ing is added after e ( which is not a normal pattern )

- dying
- dyeing

In addition the words **lie**, **lie**, and **lay** are also sometimes confused.

- lie means to tell falsehood.
- lie means to recline.
- lay means to place.

It is much clear when they are placed in a table like this.

Present tense	Past tense	Past participle	Present participle
Lie	lied	lied	lying
Lie	lay	lain	lying
Lay	laid	laid	laying

Words ending in **ce** and **ge** follow the pattern for ice, icing, ( drop the „e“) although it is difficult to remember this as somehow the words can look wrong.

barge	barging	change	changing
face	facing	forge	forging
ice	icing	wage	waging
urge	urging	place	placing

Except for the word **age**, the „e“ is kept.    Age – ageing

**Note:** A handful of „ge“ words keep the „e“ so that they will not be confused with similar words.

**Examples:**

singe	singeing	sing	singing
swinge	swingeing	swing	swinging
tinge	tingeing	ting	tinging



**Activity 2:** Add –ing to the words in brackets; double the letters where necessary.

**Example:** She smiled in a (win) way.  
She smiled in a winning way.

1. After (face) \_\_\_\_\_ the (fire) \_\_\_\_\_ squad he was a different man.

2. He was in a (rage) \_\_\_\_\_ temper as he came (barge) \_\_\_\_\_ through the door.
3. My job is so (bore) \_\_\_\_\_ I'm thinking of (move) \_\_\_\_\_ on.
4. Are you interested in (see) \_\_\_\_\_ the movie?
5. They left the (die) \_\_\_\_\_ victim (lie) \_\_\_\_\_ on the side of the road.
6. While he was (eye) \_\_\_\_\_ the girls at the bus stop, he went off the road.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

---



### Summary

You have come to the end of Lesson 14. In this lesson you learnt about verbs that end in y, ei, ie, ce and ge. You also learnt that the rule for words that end in y was to add –ing, whether there was vowel or a consonant before the „y“ and we looked at problem words such as **die** and **dye**, **lie**, **lie**, and **lay**. Remember that there are some words that do not follow the normal rule of dropping the „e“ when adding –ing especially words that end in ce or ge.

---

**NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE.**

**Practice Exercise 14****A. Use your dictionary to define these words?**

1. Singe \_\_\_\_\_
2. Swinge \_\_\_\_\_
3. Tinge \_\_\_\_\_

**B. Add –ing to these words.**

- |                |                 |
|----------------|-----------------|
| 1. carry _____ | 6. vary _____   |
| 2. apply _____ | 7. occupy _____ |
| 3. pity _____  | 8. try _____    |
| 4. defy _____  | 9. spy _____    |
| 5. deny _____  | 10. dry _____   |

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1**

**Answers to Activities****Activity 1**

- |               |                |
|---------------|----------------|
| 1. playing    | 6. staying     |
| 2. buying     | 7. frying      |
| 3. enjoying   | 8. simplifying |
| 4. destroying | 9. delaying    |
| 5. obeying    | 10. studying   |

**Activity 2**

1. facing, firing
2. raging, barging
3. boring, moving
4. seeing
5. dying, lying
6. eyeing

## Answers To Topic 2 Practice Exercises

---

### Practice Exercise 8

- | A.        | B.       | C.             |
|-----------|----------|----------------|
| 1. plays  | 1. came  | 1. will finish |
| 2. like   | 2. died  | 2. will buy    |
| 3. floats | 3. payed | 3. will get    |
| 4. cut    | 4. broke | 4. will start  |
| 5. rises  | 5. flew  | 5. will help   |
- 

### Practice Exercise 9

- |               |     |           |
|---------------|-----|-----------|
| 1. He         | is  | a student |
| 2. She        | is  | a student |
| 3. John       | is  | a student |
| 4. Mary       | is  | a student |
| 5. We         | are | students  |
| 6. You        | are | a student |
| 7. You        | are | students  |
| 8. They       | are | students  |
| 9. Those boys | are | students  |
- 

### Practice Exercise 10

#### A.

1. I **lived** in that house when I **was** young
2. He **didn't** like the movie.
3. What **did** you eat for dinner?
4. Petrus **drove** to Wau on Monday.
5. Tete **did** not go to work yesterday.
6. **Did** you play rugby last week?
7. I **was** at work yesterday
8. We **were** not late (for the bus).
9. **Were** you angry?

#### B.

Yesterday I **was** running for the bus which came at 8.30. I **looked** across the road and I **saw** Diana. I **waved** to her. When she **saw** me I **called** out to her. She **crossed** the road and we **got** on the bus.

**Practice Exercise 11****A.**

1. They will choose the leaders by ballot.
2. Nothing will seem to matter.
3. They will be going away.
4. All the fishermen will return safely
5. They will be told the news on Friday.

**B.**

1. I will be twelve years old tomorrow.
  2. You will be in the second class next year.
  3. I will have plenty of time to finish the work in a few days time.
  4. They will have a busy time tomorrow.
  5. I will do my work carefully tomorrow.
  6. Tom will be a good swimmer in a few years time.
  7. It will be a fine day today.
  8. I will be late for school in five minutes.
  9. The two boys will be late for school tomorrow.
  10. The flowers will be out in my garden.
- 

**Practice Exercise 12**

1. I **will see** you in the afternoon.
  2. Denis **gets up** at half past six every day.
  3. We **watched** a scary movie last night.
  4. Jean has a lovely voice. She **sang** at the graduation last year.
  5. My sister **will go** to the Morobe Show in October this year.
- 

**Practice Exercise 13**

- |           |              |           |             |             |
|-----------|--------------|-----------|-------------|-------------|
| <b>A.</b> | 1. bathing   | <b>B.</b> | 1. grinning | 6. nipping  |
|           | 2. carring   |           | 2. gripping | 7. prinning |
|           | 3. enslaving |           | 3. hoping   | 8. sitting  |
|           | 4. griping   |           | 4. quitting | 9. tipping  |
|           |              |           | 5. ripping  | 10. winning |

**Practice Exercise 14**

**A.** Singe - means to burn something slightly so that only the surface , edge or tip is affected or be burned.

Swinge - means to punish somebody severely, especially by beating or flogging

Tinge - a slight amount of something such as emotion or flavor.  
- to add a slight amount of color to something.

**B.** carrying      varying  
applying      occupying  
pitying      trying  
defying      sprying  
denying      drying

---

**END OF TOPIC 2**

**NOW DO EXERCISE 2 IN THE ASSIGNMENT 2. THEN GO ON TO  
TOPIC 3.**

## TOPIC 3

# MODIFIERS, CONJUNCTIONS AND PREPOSITIONS

In this Topic, you will learn about:

- **Introduction to adjectives and adverbs**
- **Types of adjectives**
- **Types of adverbs**
- **Comparatives of adjectives and adverbs**
- **Adjectives or adverbs**
- **Conjunctions**
- **Prepositions**

**TOPIC 3:           MODIFIERS, CONJUNCTIONS AND PREPOSITIONS**

---

Welcome to Topic 3 of Strand 2. Topic 3 also has 7 lessons. In this topic, you will learn about modifiers, conjunctions and prepositions.

Modifiers can be an adjective, an adverb, or a phrase or clause acting as an adjective or adverb. The modifier adds information to another element in the sentence.

A conjunction is a joiner, a word that connects word and parts of a sentence.

Prepositions are the words that indicate location.

They are all parts of speech in the English Grammar. Do not be afraid to use what you learn in your speech and in your writing.

You are now ready to go to your lessons.



## Lesson 15: Introduction to Adjectives

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Welcome to Lesson 15 of Strand 2. This is the first lesson of topic 3 titled Introduction to Adjectives. As we have discussed in the topic introduction, you have learnt that the adjective is a modifier. It modifies or describes nouns and pronouns. This means it gives more meaning to nouns and pronouns. Before you go on with the lesson look at the aims below.



### Your Aims:

- define adjectives
  - identify the connection between the adjective and the word it modifies
  - use the adjectives correctly
- 

If I say to you, I would like to borrow a book. The noun book does not make a clear picture in your mind because you may have many books and you wouldn't know which book I was asking for. If I said I would like to borrow the big blue book or a story book with a blue cover, the picture becomes clearer.

### Adjectives Modify Nouns

An adjective is a word that describes a person, place, thing, or idea. It provides information about the size, shape, color, texture, feeling, sound, smell, number, or condition of a noun or pronoun. It modifies a **noun** or a **pronoun** by describing, identifying, or quantifying words. Adjectives are added to nouns to state **what kind**, **what colour**, **which one** or **how many**.

Adjectives are said to **modify** nouns and are necessary to make the meanings of sentences clearer or more exact.

**Example:**            **Small** cuscus  
                               **Grey** cuscus  
                               **Friendly** cuscus

The word cuscus is a noun. Large, grey and friendly are all examples of adjectives. These adjectives are used to describe a cuscus.

Follow the yellow car.

In this example, the adjective **yellow** modifies the noun 'car'.

Tete caught another **large** fish.

In this example, the adjective 'large' modifies the noun 'fish'.

The **first large** crowd of visitors examined the **life-size** painting.

In this sentence the words **first** and **large** describe the noun crowd and the adjective **life-size** describes the noun **painting**.

**An adjective usually precedes the noun or the pronoun which it modifies.**

**Example:** The **brown** car sped round the corner.

The word **brown** describes the car. We can even add some more adjectives to make the description of the car clearer.

**Example:** The **small dark** brown car sped round the corner.

Now you can see that we have three words all describing the car, **small, dark** and **brown**.

Adjectives are describing words and add to the meaning of nouns to help make your meanings clearer, your language more exact and your sentences more beautiful.

**Here are some more examples.**

A <i>thin</i> man	a <i>fat</i> man
An <i>old</i> book	a <i>new</i> book
A <i>heavy</i> box	a <i>light</i> box
A <i>good</i> egg	a <i>bad</i> egg
A <i>white</i> rabbit	a <i>black</i> rabbit

The words *man, book, box, egg* and *rabbit* are all nouns.

The words *thin, fat, old, new, light, heavy, good, bad, black, white* all tell us something about the meaning of these nouns.

They tell us **what** kind of man, book, and egg therefore they are adjectives.



**Activity 1: Underline the adjectives in the following sentences.**

1. If we are fast, we will be able to get the best seats.
2. The song was very meaningful and beautiful.
3. The warm breeze drifted across the beautiful blue ocean.
4. The brave policeman caught the dangerous prison escapee.
5. She was the most caring and wonderful person you could ever know.
6. The large PMV truck lumbered along the Bulolo Highway.
7. There are several tall ancient looking pine trees along the ridge.
8. Susan is an exciting bubbly and funny person.
9. Please put the old folders in the bin.
10. Bruno guessed the right number.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

Sometimes we use a noun to describe another noun. In that case, the first noun acts as an adjective.

Noun as adjective	Noun
History	teacher
Office	ticket
Horse	race

The noun as adjective always comes first.

If you remember this it will help you to understand what is being talked about:

- a **race horse** is a **horse** that runs in races
- a **horse race** is a **race** for horses
- a **boat race** is a **race** for boats
- a **love story** is a **story** about love
- a **war story** is a **story** about war
- a **tennis ball** is a **ball** for playing tennis
- **tennis shoes** are **shoes** for playing tennis
- a **computer exhibition** is an **exhibition** of computers
- a **craft shop** is a **shop** that sells craft work.



**Activity 2: A. Write five words of your own that are good examples of nouns being used as adjectives.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

---

**B. Change these following words in bold into adjectives.**

1. a **favour** decision \_\_\_\_\_
2. a **glamour** actress \_\_\_\_\_
3. A **torrent** rain \_\_\_\_\_
4. a **hazard** journey \_\_\_\_\_
5. a **sarcasm** remark \_\_\_\_\_
6. a **trouble** illness \_\_\_\_\_
7. a **space** room \_\_\_\_\_
8. a **fury** temper \_\_\_\_\_

9. **harmony** agreement \_\_\_\_\_
10. a **democracy** decision \_\_\_\_\_

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

---



### Summary

You have come to the end of Lesson 15. In this lesson you learnt that adjectives add to the meaning of nouns and pronouns. It modifies or describes nouns and pronouns and gives them more meaning.

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**NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE.**

## Practice Exercise: 15

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### A. Underline the adjectives in each of the following sentences.

**Example:** Look at that old black car.

1. They live in a big, red house.
  2. Abigail is a clever girl.
  3. This plant has small, yellow flowers.
  4. Mr.Ebo is a kind man.
  5. The camel is a very useful animal.
  6. In Australia, they have warm weather in summer and cold weather in winter.
  7. Bathsheba has a new blue jumper.
  8. Lions are strong, fierce animals.
  9. Lae is a busy city.
  10. These small bush berries have a sweet taste.
- 

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.**

### Answers To Activities

#### Activity 1

- |                             |                                 |
|-----------------------------|---------------------------------|
| 1. best                     | 6. large                        |
| 2. meaningful, beautiful    | 7. several tall ancient looking |
| 3. warm, beautiful, blue    | 8. exciting, bubbly, funny      |
| 4. brave ,dangerous, prison | 9. old                          |
| 5. most caring, wonderful   | 10. right                       |

#### Activity 2

**A.** (*Your answers must be similar to the examples of noun adjectives given on page 97.*)

#### B.

- |                                 |                                  |
|---------------------------------|----------------------------------|
| 1. a <b>favourable</b> decision | 6. a <b>troublesome</b> illness  |
| 2. a <b>glamorous</b> actress   | 7. a <b>spacious</b> room        |
| 3. a <b>torrential</b> rain     | 8. a <b>furious</b> temper       |
| 4. a <b>hazardous</b> journey   | 9. a <b>harmonious</b> agreement |
| 5. a <b>sarcastic</b> remark    | 10. a <b>democratic</b> decision |

## Lesson 16: Types of Adjectives



Welcome to Lesson 16 of Strand 2. Adjectives are very useful, aren't they? Without adjectives your writing would be so boring. To make your writing more interesting and attractive make use of adjectives. But before you move on with the lesson look at your aims below.



### Your Aims:

- define different types of adjectives according to their types
- use different types of adjectives effectively

Now you know that an **adjective** is a word that tells us more about a noun. (By "noun" we include pronouns and noun phrases.) The adjective "qualifies" or "modifies" a *noun* (a **big dog**). In this lesson, we will look at the different types of adjectives.

There are several different types that are listed in the lesson with a few examples for you, but in this lesson we will concentrate more on the **demonstrative** and the **articles**.

Adjectives can be used:

1. Before the noun. **Example:** I like **traditional food**
2. After the noun. **Example:** The rose smells sweet.  
**Sweet** qualifies the noun rose, and comes after the verb smells.
3. After certain verbs. **Example:** *It is hard.* (hard describes the pronoun it and comes after the verb is)
4. We can often use two or more adjectives together: a **beautiful young PNG lady**.

There are different kinds of adjectives. Some tell us the **kind** of noun. Others are called adjectives of **quantity**. They tell us **how many** or **how much** .

Other adjectives ask questions, point out or sort. For example: **which**, **what**, and **whose** are adjectives that ask questions.

Look at the list of different types of adjectives. Go through each type and study the examples.

1. **Descriptive adjective** tell us what kind of noun  
**Example:** lively, foolish, and handsome.
2. **Indefinite adjective** **Example:** any, more, and some.
3. **Numeral adjective** **Example:** One, two, three (Cardinal numbers)  
First, second, third (Ordinal numbers)

4. **Distributive adjective** **Example:** each (boy), every (day), neither (dog).
5. **Quantity adjective** how much or how many.  
**Example:** I can eat **one** dish of aibika, and **several** bananas for dinner.
6. **Interrogative adjective** Interrogative adjectives are attached to nouns and ask questions such as which, whose, or what questions:  
**Example:** which (book)? What (time)?
7. **Demonstrative adjective** The demonstrative adjectives define or point out which thing or things, person or persons and places are being spoken or written about.

**Example:** this, that, these, those.

**This** refers to a person or thing that is here or nearby.

**These** refer to persons or things that are here or nearby.

**That** refers to a person or thing that is there or farther away.

**Those** refer to persons or things that are there or farther away.

Be careful when using these words in a sentence. These words are adjectives when they are attached to nouns, but when used on their own they are demonstrative pronouns.

This cucumber

That coconut

These potatoes

Those bananas

The words **here** and **there** should not be used with demonstrative adjectives because the words **this**, **these**, **that**, and **those** already point out the locations indicated by the words **here** and **there**.

**Example:** *Wrong:* This here painting is by Kawage.

*Correct:* This painting is by Kawage.

**These** and **those** are plural words and are used to describe plural nouns.

**This** or **that** are used to describe singular nouns.

**Them** is a pronoun and should not be used as an adjective.

**Example:** *Wrong:* I saw them books on the shelf.

*Correct:* I saw **them** on the shelf.

I saw **the books** on the shelf.

I saw **those books** on the shelf.

The words **a**, **an**, and **the** are special kinds of adjectives. They are called **articles**.

**The** points to a specific item or items.

**Example:** The lamp, The pig, The tree

**A** and **an** refer to any one item of a group. You use **a** before words that begin with a consonant sound. You use **an** before words that begin with a vowel sound.



**Activity 1: A. Underline the adjectives in the following sentences and write their types on the spaces provided.**

1. You carried this bag. \_\_\_\_\_
2. I wore this hat. \_\_\_\_\_
3. These belong to her. \_\_\_\_\_
4. This watch belongs to me. \_\_\_\_\_
5. He bought those boots. \_\_\_\_\_
6. I brought that. \_\_\_\_\_
7. This cap fits you. \_\_\_\_\_
8. This works well. \_\_\_\_\_
9. Those shoes hurt my feet. \_\_\_\_\_
10. These do the job. \_\_\_\_\_

**B. Underline the adjectives and write the noun they are referring to on the spaces provided.**

1. This is your cake. \_\_\_\_\_
2. That is a cuscus. \_\_\_\_\_
3. Those were the days. \_\_\_\_\_
4. That's the song. \_\_\_\_\_
5. These are the best. \_\_\_\_\_

**C. Put *a* or *an* in the blank spaces.**

- |                 |                       |
|-----------------|-----------------------|
| 1. _____ car    | 7. _____ vase         |
| 2. _____ egg    | 8. _____ umbrella     |
| 3. _____ pencil | 9. _____ chair        |
| 4. _____ axe    | 10. _____ Australian. |
| 5. _____ window | 11. _____ Morobean.   |
| 6. _____ hour   | 12. _____ island      |

**D. Insert *a*, *an*, or *the* where necessary in the following passage.**

The horse is 1. \_\_\_\_\_ interesting creature. It is perhaps 2. \_\_\_\_\_ most useful to man among 3. \_\_\_\_\_ domesticated animals, and it is also one of 4. \_\_\_\_\_ most dependable.



The horse is intelligent, has 5. \_\_\_\_\_ good memory, and can easily be trained. Man has developed 6. \_\_\_\_\_ natural qualities of 7. \_\_\_\_\_ horse by breeding. 8. \_\_\_\_\_ fast horse is bred with 9. \_\_\_\_\_ strong horse to produce 10. \_\_\_\_\_ animal that is speedy and powerful.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

---



### Summary

You have come to the end of Lesson 16. In this lesson you learnt about different types of adjectives, make sure you know them. Refer to the descriptions and meanings given above when you do your practice exercise.

---

**NOW DO PRACTICE EXERCISE 16 ON THE NEXT PAGE.**

**Practice Exercise: 16****A. Complete each sentence by using the correct word or words given in parentheses.**

1. We saw \_\_\_\_\_ things in a new way. ( that , those)
2. \_\_\_\_\_ painting shows her imaginative style. ( This,This here
3. Usually \_\_\_\_\_ flowers are sold at the craft market. ( those , them)
4. \_\_\_\_\_ are her equipment. ( This , These )
5. This \_\_\_\_\_ of jeans have become popular in PNG. ( kinds of , kind of )

**B. Complete this true story. Put in a/an or the in the blank space provided.**

(1) \_\_\_\_\_ man decided to rob (2) \_\_\_\_\_ bank in (3)\_\_\_\_\_ town where he lived. He walked into (4) \_\_\_\_\_ bank and handed (5) \_\_\_\_\_ note to one of (6) \_\_\_\_\_ cashiers. (7) \_\_\_\_\_ cashier read (8) \_\_\_\_\_ note, which told her to give (9) \_\_\_\_\_ man some money. Afraid that he might have (10) \_\_\_\_\_ gun, she did as she was told. (11) \_\_\_\_\_ man then walked out of (12) \_\_\_\_\_ building, leaving (13) \_\_\_\_\_ note behind. However, he has made (14) \_\_\_\_\_ mistake. He had written on (15) \_\_\_\_\_ note on (16) \_\_\_\_\_ back of (17) \_\_\_\_\_ envelope. And on (18) \_\_\_\_\_ other side of (19) \_\_\_\_\_ envelope was his name and address. This clue was quite enough for (20) \_\_\_\_\_ detectives to get on the case.

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.**

**Answers to Activities****Activity 1**

- A.**
- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| 1. You carried <b>this</b> bag.     | 6. I brought <b>that</b> .          |
| 2. I wore <b>this</b> hat.          | 7. <b>This</b> cap fits you.        |
| 3. <b>These</b> belong to her.      | 8. <b>This</b> works well.          |
| 4. <b>This</b> watch belongs to me. | 9. <b>Those</b> shoes hurt my feet. |
| 5. He bought <b>those</b> boots.    | 10. <b>These</b> do the job.        |

**B.**

1. **This** is your cake
2. **That** is a cuscus
3. **Those** were the days
4. **That**'s the song
5. **These** are the best

**C.**

- |       |        |
|-------|--------|
| 1. A  | 7. A   |
| 2. An | 8. An  |
| 3. A  | 9. a.  |
| 4. An | 10. an |
| 5. A  | 11. a  |
| 6. An | 12. an |

**D.**

- |        |        |
|--------|--------|
| 1. an  | 6. the |
| 2. the | 7. A   |
| 3. the | 8. a   |
| 4. the | 9. an  |
| 5. a   |        |

## Lesson 17: Comparison of Adjectives



Welcome to Lesson 17 of Strand 2. In this lesson you will learn all about the comparison of adjectives. As you have learnt adjectives are words that add more meaning to nouns. Most adjectives have degrees of comparison. There are three degrees of comparison: the positive degree, the comparative and the superlative. Before going any further, look at the aims of your lessons below.



### Your Aims:

- define the three different degrees of comparison of adjectives
- use the different degrees of adjectives effectively
- construct sentences using the three different degrees of adjectives

Study these sentences:

- Klaus is **tall**.
- Dennis is **taller**.
- Eka is the **tallest**.

In sentence (b) we see that the adjective used here is **taller**. It is used to compare between two men, Denis and Klaus. We know that Klaus is tall but when compared with Denis; it is Denis who is taller than Klaus. In Sentence (c) The adjective **tallest** is use to compare three or more things and is in the superlative degree.

- The adjective tall in the positive degree.
- The adjective taller is in the comparative degree.
- and the adjective tallest is in the superlative degree.

The **comparative degree** is often formed by adding „-er“ to the positive. We use comparative adjectives when talking about **two** things (not three or more things).

The **superlative degree** is formed by adding „- est“ to the positive and is used to compare three or more things

#### Positive

tall  
large

#### Comparative

taller  
larger

#### Superlative

tallest  
largest



**Activity 1: Fill in the column with the adjectives in their correct degrees.**

Positive	Comparative	Superlative
Great		
Strange		

<b>Long</b>		
<b>Short</b>		
<b>Thin</b>		
<b>Fat</b>		
<b>Deep</b>		
<b>Small</b>		
<b>Big</b>		

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

The tables below and on the next page shows the formation of adjectives, take note of the changes in the spelling.

### Formation of Comparative Adjectives

There are two ways to make or form a comparative adjective

<b>Short adjectives</b>	
1-syllable adjectives	old, fast
2-syllable adjectives ending in -y	happy, easy

<b>With Short adjectives the normal rule is just to add -er. Example: old &gt; older</b>	
If the adjective ends in -e, just add -r	late > later
If the adjective ends in consonant, vowel, consonant, double the last consonant	big > bigger
If the adjective ends in -y, change the y to i	happy > happier

<b>Normal rule for long adjectives use "more"</b>	
2 syllable adjectives <b>not</b> ending in -y	Modern > more modern Pleasant > more pleasant

All adjectives of 3 or more syllables	Expensive > more expensive Intellectual > more intellectual
---------------------------------------	--

**With some 2-syllable adjectives, we can use '-er' or 'more':**

- quiet > quieter/more quiet
- clever > cleverer/more clever
- narrow > narrower/more narrow

**Exception**

The following adjectives have irregular forms and do not follow the normal rules.

- good > better
- well (healthy) > better
- bad > worse
- far > farther/further

Do this activity below using the irregular forms.



**Activity 2: Fill in the blanks with the correct degree of adjectives. Note that all these adjectives are compared irregularly and there for do not end with -er or - est.**

Positive	Comparative	Superlative
Bad	_____	_____
Good	_____	_____
Many	_____	_____
Little	_____	_____
Far	_____	_____
Delightful	_____	_____

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

## Use of Comparative Adjectives

We use comparative adjectives when talking about two things not three or more things.

Often, the comparative adjective is followed by **"than"**.

Look at these examples:

- Matias is 180cm. He is tall. Gaudi is 185. He is **taller than** Matias.
- Mt Hagen is big but Port Moresby is **bigger**.
- I want to have a **more powerful** computer.
- Is Motu **more difficult** than Tok Pisin?

Although we have learnt that when using the comparative adjectives we talk about only two things and not three or more, we can refer to a group of things as one.

**Example:** Mt Wilhelm is higher than all the other mountains in PNG.

Here, we are talking about many mountains, but we are still comparing one thing (Wilhelm) to one other thing (all other mountains).



### Activity 3: Fill in the blanks with the correct degree of adjectives.

1. Mary is \_\_\_\_\_ than all the girls in her class.
2. Sony can run \_\_\_\_\_ than all the boys in his village.
3. Roots rice is \_\_\_\_\_ than all the rice in the store.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

---

### Take a look at the superlative adjectives and how they can be used.

The superlative adjectives are used when we talk about three or more things ( not two things )

### Formation of Superlative Adjectives

Like the comparative adjectives, there are two ways to form a **superlative adjective**:

**Short** adjectives: add **"-est"** and **long** adjectives: use **"most"**

We also usually add 'the' at the beginning.

<b>Short adjectives</b>	
1-syllable adjectives	old, fast
2-syllable adjectives ending in -y	happy, easy
<b>With Short adjectives the normal rule is just to add -est. Example: old &gt; oldest</b>	
If the adjective ends in -e, just add -st	late > latest
If the adjective ends in consonant, vowel, consonant, double the last consonant	big > biggest
If the adjective ends in -y, change the y to i	happy > happiest
<b>Normal rule: Normal rule for long adjectives use "most"</b>	
2 syllable adjectives <b>not</b> ending in -y	Modern > most modern Pleasant > most pleasant
All adjectives of 3 or more syllables	Expensive > most expensive Intellectual > most intellectual

With some 2-syllable adjectives, we can use '-est' or 'most':

- quiet > the quietest/most quiet
- clever > the cleverest/most clever
- narrow > the narrowest/most narrow
- simple > the simplest/most simple

Here are the adjectives with irregular forms:

- good > the best
- bad > the worst
- far > the farthest

### Use of Superlative Adjectives

At the introduction of the lesson we learnt that we use a superlative adjective to describe one thing in a group of three or more things. Look at these examples:

- Klaus is 175cm. David is 180cm. Denis is 185cm. He is **the tallest**.



- Port Moresby, Mt Hagen and Lae are big cities in PNG. But Port Moresby is **the biggest**.
- Mount Wilhelm is **the highest** mountain in Papua New Guinea.

Note: When we compare one thing with itself, we do not use "the":

- Lae is **warmest** during dry season. (*not* the warmest)
- My father is **most generous** when we get school allowance. (*not* the most generous)



**Activity 4: Rewrite the following sentences, using the superlative degree of the adjective in brackets in brackets.**

1. This mistake is one of the \_\_\_\_\_ (common) made by students when registering.  
\_\_\_\_\_  
\_\_\_\_\_
2. Waisa looked around her and thought it was the \_\_\_\_\_ ( beautiful) sight she has ever seen.  
\_\_\_\_\_  
\_\_\_\_\_
3. He ate \_\_\_\_\_ (most) of the food on his plate.  
\_\_\_\_\_  
\_\_\_\_\_
4. Morgan ran the \_\_\_\_\_ (fast)  
\_\_\_\_\_  
\_\_\_\_\_
5. Kanage is the \_\_\_\_\_ (funny) guy in PNG.  
\_\_\_\_\_  
\_\_\_\_\_

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.



## Summary

You have come to the end of Lesson 17. In this lesson you learnt that there are three degrees of comparison adjectives namely the positive, the comparative, and the superlative degrees. You also learnt about how they are formed and how they can be used.

---

**NOW DO PRACTICE EXERCISE 17 ON THE NEXT PAGE.**

**Practice Exercise: 17**

Find the opposite of these following adjectives. Use your dictionary to help you.

- |                |       |              |       |
|----------------|-------|--------------|-------|
| 1. positive    | _____ | 6. import    | _____ |
| 2. intelligent | _____ | 7. agree     | _____ |
| 3. industrious | _____ | 8. Provide   | _____ |
| 4. complex     | _____ | 9. gentleman | _____ |
| 5. living      | _____ | 10. enormous | _____ |

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.**

**Answers to Activities****Activity 1**

<b>Positive</b>	<b>Comparative</b>	<b>Superlative</b>
great	<b>greater</b>	<b>greatest</b>
strange	<b>stranger</b>	<b>strangest</b>
long	<b>longer</b>	<b>longest</b>
short	<b>shorter</b>	<b>shortest</b>
thin	<b>thinner</b>	<b>thinnest</b>
fat	<b>fatter</b>	<b>fattest</b>
deep	<b>deeper</b>	<b>deepest</b>
small	<b>smaller</b>	<b>smallest</b>
big	<b>bigger</b>	<b>biggest</b>

**Activity 2**

<b>Positive</b>	<b>Comparative</b>	<b>Superlative</b>
Bad	Worse	Worst
Good	Better	Best
Many	Much	Much
Little	Less	Least
Far	Farther	Farthest
Delightful	More delightful	Most delightful

**Activity 3**

1. the fastest
2. faster
3. cheaper

**Activity 4**

1. most
2. most
3. most
4. fastest
5. funniest

## Lesson 18: Types of Adverbs

---



Welcome to Lesson 18 of Strand 2. In the last few lessons you learnt all about adjectives. You learnt that adjectives are modifiers because they are used to describe nouns by giving it more meaning. This lesson is about adverbs. Adverbs are modifiers and also describing words. Adverbs modify verbs, other adverbs and adjectives. Before you go to your lesson, take a look at your aims below.



### Your Aims:

- define adverbs
  - identify the different types of adverbs according to their functions in the sentences
  - uses adverbs correctly in sentences
- 

There are different kinds of adverbs but in this lesson we will look at four types.

1. Adverbs of manner
2. Adverbs of time
3. Adverbs of place
4. Adverbs of frequency

We will discuss them one by one. After you read through the notes make sure you attempt the activities that follow before moving on to the next type of adverb. This will give you a good practice and help you remember what you learnt.

### 1. Adverbs of Manner

Adverbs of manner tell **how** something is done.

Look closely at the following examples:

- (i) The old man walked **slowly** along the street.
- (ii) The little boy ran **quickly**.

Notice that the verb walked in the first example already tells us of the particular action of the old man. But with the addition of the adverb slowly it tells us of the manner of how he walked.

### 2. Adverbs of Time

Adverbs of time tell us **when** an action is done and not *how* it happened.

**Example:** The lady lost her billum yesterday.  
You must come to school tomorrow.

In both examples, did you notice that the two sentences above give the time interval of the following activity whether it happened in the past like the first example or if it will be happening in the future.



**Activity 1: A. Underline the adverbs of manner in the following sentences.**

1. He jumped quickly.
2. We walked slowly.
3. She danced gracefully.
4. He spoke truthfully.
5. They screamed loudly.
6. She smiled cheerfully.

**B. Underline the adverb of time in these sentences.**

1. Meda arrived early.
2. I will go tomorrow.
3. Mosley came home immediately.
4. Singo and Luai went to the mountains yesterday.
5. Are you coming home soon?

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

**3. Adverbs of Place**

The third type is the “**adverbs of place**”, in which we are told of “**where**” the action took place.

**Example:** I sat down there. (where I sat)  
We will rest here. (where we will rest)

How (manner)	When (time)	Where (place)
fast	afterward	away
hard	next	here
alike	later	everywhere
along	first	here
well	soon	backward

deep	sometimes	far
straight	often	anywhere
high	once	forward

Look at the words given in the table below. They are adverbs of **time**, **place** and **manner**. You should try to learn them. You can also make some sentences of your own using them.



**Activity 2:** Fit in the blanks with the adverb of manner, time or place from the list given below. You can use a word only once.

swiftly ,therefore ,loudly, locally, extremely ,soon, by, never, unusually,

1. John speaks \_\_\_\_\_.
2. Mary lives\_\_\_\_\_.
3. She\_\_\_\_\_ smokes.
4. We ran \_\_\_\_\_.
5. \_\_\_\_\_ we shall have a new car.
6. He passed \_\_\_\_\_.
7. I \_\_\_\_\_ put on my coat.
8. It was an \_\_\_\_\_ cold day.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

#### 4. Adverbs of Frequency

Adverbs of Frequency answer the question "**How often?**" or "**How frequently?**" They tell us how often somebody does something.

Adverbs of frequency come **before** the main verb (except the main verb "to be"):

**Example :** We **usually** go to the market on Saturday.

I have **often** done that.

She is **always** late.

**Occasionally, sometimes, often, frequently** and **usually** can also go at the beginning or end of a sentence:

**Example :** **Sometimes** they come and stay with us.

I play tennis **occasionally**.

**Rarely** and **seldom** can also go at the end of a sentence (often with "very"):

**Example :** We see them **rarely**.

John eats meat very **seldom**.

Here are some good hints to use adverbs of frequency correctly.

When you are really sure (100%) about something, use the words: <b>always, usually, frequently and often</b>	When you are not really sure (50%) use the words: <b>sometimes, occasionally, rarely, seldom, hardly, ever</b>	If you are not sure at all (0%) use the word: <b>never</b>
---	---	---

When something happens regularly at a fixed time, the following adverbs can be used.

<b>Fixed Time</b>	<b>Adverbs</b>
Every day	Daily
Every week	Weekly
Every month	Monthly
Every year	Yearly/annually



## Summary

You have come to the end of Lesson 18. In this lesson you learnt that an adverb adds meaning to a verb and you know in what way the adverb adds meaning. We use an adverb with a verb to tell us how, when or where an action happens. We say the adverb *modifies* the verb. We also learnt that an adverb also modifies another adverb and even adjectives. We learnt about four types of adverbs the adverb of manner, the adverb of time, the adverb of place and the adverb of frequency. Now you can make your writing interesting by using a lot of describing words you've learnt. Now you are ready to go on to the practice.

**NOW DO PRACTICE EXERCISE 18 ON THE NEXT PAGE.**



**Practice Exercise: 18**

---

**Pick out all the adverbs by underlining them.**

1. The birds sang sweetly.
  2. Albert spoke softly.
  3. The children next door played happily.
  4. Blade wrote his exercise badly.
  5. Every soldier in the war fought bravely
  6. You must work hard if you want to do this exercise correctly.
  7. Anna worked hard and did the exercise well today.
  8. He didn't know the bird would fly way.
  9. The driver of the vehicle was slightly injured
  10. The light shone brightly.
  11. The girl spoke loudly
  12. The student addressed the teacher clearly.
- 

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.**

**Answers to Activities****Activity 1****A.**

1. quickly.
2. slowly.
3. gracefully.
4. truthfully.
5. loudly.
6. cheerfully.

**B.**

1. early.
2. tomorrow.
3. immediately.
4. yesterday.
5. soon

**Activity 2**

- |              |              |
|--------------|--------------|
| 1. loudly.   | 6. by        |
| 2. locally.  | 7. Soon      |
| 3. never     | 8. extremely |
| 4. swiftly   | 9. unusually |
| 5. Therefore |              |

## Lesson 19: Adverbs or Adjectives

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Welcome to Lesson 19 of Strand 2. You have a good idea now of what an adjective and an adverb is. Sometimes they are confused because both are modifiers and are known commonly as describing words. This lesson will help you to be able to tell the difference between an adjective and an adverb. First take a look at your aims.



### Your Aims:

- differentiate between an adverb and an adjective
  - use adverb and adjectives according to their functions in a sentence
- 

Let us have a bit of revision to help you remember what you have learnt in the last few lessons. Remember that an adjective modifies a noun or a pronoun, An adverb modifies verbs, adjectives and other adverbs and answers who, what where when, who, how and how many.

Both adjectives and adverbs are modifiers; they give more details about the words they modify. They modify or amplify and can add interest or details to a sentence. In this lesson we will look at some mistakes we make when we use an adjective instead of an adverb and vice versa.

Here are some hints for you to take note of to avoid mistakes. Make sure you go through them.

Adverbs are often formed from adjectives or nouns by adding the suffix –ly.

Example:	Adjective	Adverb
	quick	quickly
	serious	seriously
	sudden	suddenly

The ending –ly is the normal adverb ending. But a few adjectives also end in –ly.

**Example:** Melanie was very **friendly**.

It was a **lively** party.

We had a **love** time.

Some more examples are:

**elderly, likely, lonely, silly and ugly.**

These words are **not** Adverbs. They are adjectives.

### We can say:

She spoke to us in a very friendly manner or in a friendly way (*Correct*)

She spoke to us friendly. (*Incorrect*)

Some words can be used as **adjectives** and as **adverbs** such as these following words:

**deep, early, fast, hard, high, late, long, low, near, right, straight, wrong**

**Example: hard and fast**

Lucy is a fast learner (fast – adjective) fast describes a noun, *learner*

She learns fast. (fast – adverb) fast describes a verb or an action *learns*

Len is a hard worker. (hard – adjective)

Len works hard. (hard – adverb)

In informal English, the adjectives cheap, loud, quick and slow can also be adverbs

There are some pairs of adverbs like **hard** and **hardly** which have different meanings.

**Examples:** I tried **hard**, but I didn't succeed.  
I've got **hardly** any money left.

Luckily, I found a public phone quite **near**.  
I **nearly** fell asleep in the meeting. (nearly = almost)

Rachel arrived **late**;  
As usual I've been very busy **lately**

The plane flew **high** above the clouds.  
The material is **highly** radioactive

We got into the concert **free**.  
The animals are allowed to wander **freely**.

If an adjective ends in **-ly** the adverb end in **-ily**

**Example:**

<b>Adjectives</b>	<b>Adverbs</b>
happy	happily
easy	easily
heavy	heavily
angry	angrily
hungry	hungrily

Adverbs answers the questions **who, what, where, when, why, how** and **how many**. Adjectives answer the question **which**.

When changing the word from an adjective to an adverb remember some special spelling rules.

1. We do not leave out **e**: nice – nicely .Except for **true** and **whole**, truly, wholly.
2. **-y** and **-ily** after a consonant, example: easy easily, luck, luckily also happy ,happily , heavy heavily
3. **-le, -ly** , example: possible – possibly, also comfortably, probably, reasonably, sensibly, terribly
4. **-ic, -ically**, example: dramatic-dramatically, also automatically, scientifically. (exception: publicly)



**Activity 1: A. Complete the sentences by putting a suitable adverb in the blanks. Use adjectives from the box to make the adverb.**

fast, freely, heavily, quickly, hungrily, cheaply, patiently, slowly, badly, happily.

1. It's raining quite \_\_\_\_\_.
2. Paul ate his food \_\_\_\_\_.
3. The bus travelled \_\_\_\_\_ up the hill.
4. She read the story \_\_\_\_\_.
5. He did his test very \_\_\_\_\_.
6. I ran as \_\_\_\_\_ as I could.
7. The sell clothes \_\_\_\_\_ here.
8. The child was playing \_\_\_\_\_.
9. She waited for her results \_\_\_\_\_.
10. We move around in the village \_\_\_\_\_.

**B. Look at the information in brackets and put in the adverbs. Be careful with the spelling. The first one has been done for you.**

**Example:** (Sonya's headache was **terrible**) Sonya's head ached **terribly**.

1. (The children were happy to play.) The children played \_\_\_\_\_.

2. (We should have a public display.) This should be displayed \_\_\_\_\_.
3. (The lady gave a cold stare.) She stared at him \_\_\_\_\_.
4. (David was hungry.) David ate \_\_\_\_\_.
5. (He picked it up with care.) He picked it up \_\_\_\_\_.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

Adverbs and adjectives are often confused, especially when they appear after verbs.

### Compare the two structures.

#### Linking verb + adjective

Tom *was hungry*.

The children *seemed happy*.

My soup has *gone cold*.

#### Action verb + adverb

He ate *hungrily*.

The children *played happily*.

The man *stared coldly* at us.

Some verbs like look, taste and appear can be either linking verbs or action verbs.

#### Linking verb+ adjective

Mike *looked angry*.

The medicine *tasted awful*.

The man appeared ( to be ) *drunk*.

#### Action verb + adverb

He *looked carefully* at the signature.

Emma *tasted* the drink *nervously*.

A waiter *appeared suddenly*.

Now look at the explanation and the examples.

**A predicate adjective follows a linking verb.**

Look at these sentences:

1. The music sounds so **good**.

In this sentence the predicate adjective *good* describes *music*.

The verb **sounds** is used as a **linking verb**.

2. The musicians are **professionals**.

In this sentence the predicate adjective *professional* describes the *musicians*.

**The modifier that describes an action verb is an adverb.**

**Example:** The student studied **hard** for the exam.

(The adverb *hard* describes the action verb *studies*.)

Look at these sentences:

1. The sound is *bad*. The adjective *bad* is used after linking verbs.
2. The musician is *well*. *Well* is used after a linking to describe health or appearance. At these times, well is an adjective.

**Note:** **Bad, good, and well** are used after linking verbs. They are predicate adjectives.

People also sometimes confuse the words *bad, badly, good* and *well*. *Good* is an adjective and *well* is its adverb. The opposites are *bad* and *badly*.

Look at these sentences.

1. The drunkard sang *badly*. The adverb *badly* is used to describe an action verb *sang*.
2. She sings *well*. The adverb *well* is used to describe an action verb *sings*.

**Note:** **Badly and well** are used after action verbs *sang* and *sings*. Therefore they are adverbs.



**Activity 2:** Read each sentence. Box the verb twice and write whether it is an action verb or a linking verb. Then write whether the underlined word is a predicate adjective or an adverb.

1. The price of sun long rice seems high compared to trukai rice.

---

2. She sings well in a choir.

---

3. Susan Doyle's performance was truly magical.

---

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.



## Summary

You have come to the end of Lesson 19. In this lesson you learnt a bit more about adjectives and adverbs and saw how they are used. You looked at the different structures and learnt a few rules. Make sure you understand the difference between an adjective and an adverb. If you made many mistakes in the activities go back over your lesson and do it again before you go to the practice exercise.

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**NOW DO PRACTICE EXERCISE 19 ON THE NEXT PAGE.**

**Practice Exercise: 19**

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**Underline the correct adjective in each sentence.**

1. (Those ,Them) plantations belong to a local farmer.
  2. Who caught (this , here) fish.
  3. She drew (there, that) beautiful picture.
  4. His results in English may be his (best , better)
  5. He loves eating (that kind, those kind) of fish.
- 

<b>CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.</b>
--

**Answers to Activities****Activity 1**

- |           |             |              |
|-----------|-------------|--------------|
| <b>A.</b> | 1. heavily  | 6. fast      |
|           | 2. hungrily | 7. cheaply   |
|           | 3. slowly   | 8. happily   |
|           | 4. quietly  | 9. patiently |
|           | 5. badly    | 10. freely   |
- 
- |           |              |
|-----------|--------------|
| <b>B.</b> | 1. happily   |
|           | 2. publicly  |
|           | 3. coldly    |
|           | 4. hungrily  |
|           | 5. carefully |

**Activity 2**

1. The price of sunlong rice seem high compared to trukai rice.  
Linking Verb
2. She sings well in a choir.  
Action Verb
3. Susan Doyle's performance was truly magical.  
Linking Verb



## Lesson 20: Conjunctions

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Welcome to Lesson 20 of Stand 2. Do you know what conjunctions are? Well conjunctions are also a part of speech in the English Grammar. So far you have learnt about nouns, pronouns, verbs, adjectives and adverbs. This lesson is all about conjunctions. First look the aims of this lesson below.



### Your Aims:

- define conjunctions
  - identify basic conjunctions and their function
  - use conjunctions correctly in sentences
- 

### What are conjunctions?

Conjunctions are little words that are used to join together („conjoin”) two or more clauses, phrases, or single words. Simply put a conjunction is a word that “joins”.

### What does it join?

Conjunctions are words that join two parts of a sentence, such as words, clauses and phrases.

We will look at three types of conjunctions: the **coordinating** conjunctions, the **correlative** conjunctions, and the **subordinating** conjunctions.

We begin by looking at the coordinating conjunctions

1. **Coordinating conjunctions** join together, words or groups of word of the same kind.

- For example:**
- adjective and adjective
  - phrase and phrase
  - sentence and sentence

Co-ordinate means “equal in rank or importance”

They are used to join two parts of a sentence that are grammatically equal. The two parts may be single words or clauses,

### For example:

**Sentence A:** Jack **and** Jill went up the hill.

**Sentence B:** The water was warm, **but** I didn't go swimming.

Sentence A is an example of a simple sentence. It contains only one finite verb.

Sentence B contains more than one finite verb so it is a compound sentence

There are seven coordinating conjunctions and each have distinct meaning.

Coordinating Conjunction	Meaning	Example
And	shows addition	John moved to New York and Alice moved to Seattle
but and yet	shows contrast or takes away	John moved away, but Alice stayed in town. Jerry has saved money all year, yet he does not have enough for his vacation
or and nor	shows contrast or gives an alternative	Are you going to the party, or will you stay home” I do not write Arabic, nor do I speak it very well
for and so	shows reason	That student failed for he was very ill this year. The books were cheap, so I bought all of them

A coordinating conjunction shows that the elements it joins are similar in importance and structure:

Look at these examples. The two elements that the coordinating conjunction joins are shown in square brackets [ ]:

I like [tea] and [coffee].

[Samki likes tea], but [Elizabeth likes coffee].

Coordinating conjunctions always come between the words or clauses that they join.

**Example:** Mother **and** father are at the school board meeting today  
Did you look in the dictionary **or** in the encyclopaedia?  
The Morobe people sang **and** danced all night.

When a coordinating conjunction joins independent clauses, it is always correct to place a comma before the conjunction:

**Example:** I want to work as an interpreter in the tourism industry in future, so I am studying Japanese at university.

However, if the independent clauses are short and well-balanced, a comma is not really essential:

**Example:** She is kind so she helps people.

When "and" is used with the last word of a list, a comma is optional:

**Example:** He likes chicken fish and pork.  
He likes chicken, fish, pork and crabs



**Activity 1: Complete the following sentences by using „and“, „but“, or „or“: Indicate whether the conjunctions add on, take away or give an alternative.**

1. You must hurry \_\_\_\_\_ you will be late.
2. The wind was very strong \_\_\_\_\_ it did not prevent us from going for a walk.
3. Ambeth laughed \_\_\_\_\_ Faithy laughed also.
4. The potatoes were ready \_\_\_\_\_ the meat was only half cooked.
5. You can swim now, or go for a walk later. \_\_\_\_\_

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

The coordinating conjunctions are also used to make

- compound sentences and
- compound subjects and predicates.

Here are three sentences

1. The morning of the Hiri Moale Festival was dark and stormy.
2. Later the sky cleared.
3. We spent a most enjoyable day in the sunshine.

Using the coordinate conjunctions, these sentences may be joined like this.

The morning of the carnival was dark and cloudy, but later the sky cleared, and we spent a most enjoyable day in the sunshine.



**Activity 2: Combine these sentences using the coordinate conjunctions “and” and “but”.**

1. Several of us ran to catch the PMV. We were too late. We watched it disappear around the corner.

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2. I remained for many months on that tiny island. During that time I lived on fish and coconuts. I soon longed for a change of diet.

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3. The people looked strong and fierce. I found them to be kind and generous. I made many friends among them.
- 
- 

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

---

Sometimes conjunctions are used in pairs. These are called the **correlative conjunctions**. Correlative conjunctions are part of coordinate conjunctions. These pairs of conjunctions may be used to join two basic sentence patterns or two parallel sentence elements of any kind.

Here is a list of correlative conjunctions that must **always** go together

either.....	..... or	neither.....	nor	not only .....	but also
both.....	and	whether.....	or		

- Examples:**
- Either** you play volleyball **or** sit and watch.
  - Neither** Ambeth **nor** Faith wanted to stay home.
  - Jack failed **not only** chemistry, **but** also physics.
  - Both** Marlee **and** Rayanna love watching cartoons.
  - Neither** is he a soccer fan, **nor** is he a rugby fan.
  - Not only** is he a good father **but also** he is a good husband.
  - Not only** is he the best boss, **but** he is **also** the only experienced manager.

Take note that care should be taken to place each word of the pair correctly. The same part of speech and often the same word should follow each part of the correlative.

- Example:** You must **either** accept **or** reject the offer now.  
We cannot decide **whether** to go **or** to stay.



**Activity 3: Complete these sentences by filling in the correct pair of correlative conjunctions.**

1. \_\_\_\_\_ you confess, \_\_\_\_\_ I will report you.
2. \_\_\_\_\_ the money \_\_\_\_\_ food stuff were stolen.
3. Jack failed \_\_\_\_\_ English \_\_\_\_\_ Social Science.

4. \_\_\_\_\_ William \_\_\_\_\_ Gabriel are in love with Alice.
5. \_\_\_\_\_ is he dependable \_\_\_\_\_ is he trustworthy.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

---



### Summary

You have come to the end of Lesson 20. In this lesson you learnt that **Coordinating conjunctions** always come between the words or clauses that they join. The coordinating conjunction joins parts of a sentence that are grammatically **equal** or similar. You also learnt about the correlative conjunctions.

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**NOW DO PRACTICE EXERCISE 20 ON THE NEXT PAGE.**

**Practice Exercise: 20**

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Complete these sentences by filling in suitable co-ordinating conjunctions including correlative conjunction.

1. He would like to go, \_\_\_\_\_ he is too busy.
  2. Go now \_\_\_\_\_ you may be late.
  3. He was badly hurt \_\_\_\_\_ he did not complain
  4. \_\_\_\_\_ Rachel \_\_\_\_\_ her sister have arrived.
  5. It is \_\_\_\_\_ expensive \_\_\_\_\_ unnecessary.
  6. They \_\_\_\_\_ won, \_\_\_\_\_ won by a big margin.
  7. They do not know \_\_\_\_\_ to go \_\_\_\_\_ to stay.
- 

<b>CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.</b>
--

**Answers to Activities****Activity 1**

- |        |        |
|--------|--------|
| 1. or  | 4. but |
| 2. but | 5. or  |
| 3. and |        |

**Activity 2**

1. Several of us ran to catch the PMV **but** we were too late and we watched it disappear around the corner.
2. I remained for many months on that tiny island **and** during that time I lived on fish and coconuts **but** I soon longed for a change of diet.
3. The people looked strong and fierce looking **but** I found them to be kind and generous **and** I made many friends among them.

**Activity 3**

1. **Either** you will confess **or** I will report you.
2. **Neither** the money **nor** food stuff was stolen.
3. Jack failed **both** English **and** Social Science.
4. **Both** William **and** Gabriel are in love with Alice.
5. **Neither** is he dependable **nor** is he trustworthy.

## Lesson 21: Prepositions

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Welcome to Lesson 21 Strand 2. The topic for this lesson is prepositions. Preposition is one of the parts of speech in the English Grammar. You have covered quite a number of parts of speech already in your lessons. In this lesson you will look at two types of prepositions. The **preposition of time** and **the preposition of place**. Before going on with your lesson on prepositions, look through the aims of this lesson.



### Your Aims:

- define prepositions
  - define uses of a preposition
  - use prepositions in a sentence correctly
- 

### What is a preposition?

The word preposition means „to place in front of“. A preposition sits before a noun to show the noun's relationship to another word in the sentence.

**Example:** She left **before** *breakfast*.

**What** did you come **for**? (For what did you come?)

The words in the table below are all prepositions:

above	below	from	to
about	beneath	in	toward
across	beside	inside	through
against	between	into	under
along	beyond	like	until
among	by	near	up
around	down	of	upon
at	during	off	with
before	except	on	within
behind	for	since	

Prepositions are important when constructing sentences.

**Examples:** It is a container **for** water.  
The eagle soared **above** the clouds.

In the first sentence, the preposition **for** shows the relationship between "water" and "container" while the preposition **above** in the second sentence shows the relationship between "clouds" and "soared".

### Preposition Rule

There is one very simple rule about prepositions. And, unlike most rules, this rule has no exceptions.

**Rule :** A preposition is followed by a **noun**. It is never followed by a verb.

By noun we include:

- **noun** (dog, money, love)
- **proper noun** (name) (Bangkok, Mary)
- **pronoun** (you, him, us)
- **noun group** (my first job)
- **gerund** (swimming)

A preposition cannot be followed by a verb. If we want to follow a preposition by a verb, we must use the **-ing** form which is really a gerund or verb in noun form.

Many prepositions tell us about **time**, **place** and **movement**.

Some prepositions that tell about place are:

In, on, under, over across, behind past, down, near, into, at, on top, next to, in between, opposite, among, through, outside.

**Prepositions of Place: at, in and on**

In general, we use: **at** for a **point**  
**in** for an **enclosed spaces**  
**on** for a **surface**

Check this following table.

<b>At</b>	<b>In</b>	<b>on</b>
At the corner	In the garden	On the wall
At the bus stop	In Port Moresby	On the ceiling
At the door	In Lae	On the door
At the top of the page	In a box	On the cover
At the end of the road	In my pocket	On the floor
At the entrance	In my wallet	On the carpet
At the crossroads	In a building	On the menu
At the entrance	In a car	On a page





**Activity 1:** Here is a list of prepositions of place **at, in and on** in these standard expressions below. Place each one of them in the correct column. The first one has been done for you.

at home	at school	at the river	in the village
at the hospital	in the water	on the tree	in the sky
in the taxi	at the bottom	at the top	on the horse
on the way in a boat	on the right	on the television	on the radio

Point	Enclosed Space	Surface
at home		

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

---

**Prepositions of Time:** at, in, on

We use:     **at** for a **precise time**  
               **in** for **months, years, centuries** and **long periods**  
               **on** for **days** and **dates**

<b>At</b>	<b>In</b>	<b>On</b>
<b>Precise Time</b>	<b>Months, Years, Centuries and Long Periods</b>	<b>Days and Dates</b>
at 3 o'clock	In 1963	On the weekend
At at noon	In 1980	On Sunday
At dinnertime	In the morning	On the 9 <sup>th</sup> of March
At sunset	In the next century	On Independence Day
At sunrise	In the past	On my birthday
At the moment	In the future	
At bedtime		

Notice the use of the preposition of time **at** in the following standard expressions:

<b>Expression</b>	<b>Example</b>
at night	The stars shine <b>at night</b> .
at the weekend	I don't usually work <b>at the weekend</b> .
at Christmas/Easter	I stay with my family <b>at Christmas</b> .
at the same time	We finished the test <b>at the same time</b> .
at present	He's not home <b>at present</b> . Try later.



**Activity 2:** Here is a list of prepositions of time in and on in these common expressions below. Place each one of them in the correct column.

in the morning  
in the evening

on Tuesday afternoon  
on Monday evening

on Saturdays  
on Sunday

in the afternoon  
in the night

<b>In</b>	<b>On</b>


Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

Take note that we do not also use **at**, **in**, **on** when we say **last**, **next**, **every** or **this**.

- He went to Alotau **last** week. **not** He went to Alotau in last week.
- He's coming back **next** Tuesday. **not** He's coming back on next Tuesday.
- He goes home **every** Christmas. **not** He goes home at every Christmas.
- We'll call you **this** evening. **not** We'll call you in this evening.

Prepositions of movement, **into**, **onto** and **to** are used to talk about movement.

**Examples:** We moved all desks **into** the hall.

Kanage ran **onto** the stage.

They walked **to** the next village.

The opposites of the words into, across and to are out off, off and from.

**Examples:** We moved all the desk out of the hall.

Kanage ran **off** the stage.

They walked **from** Wau to Bulolo.



**Activity 3: Underline the prepositions of movement in the following sentences.**

1. They paddled across the river to the market.
2. They sang along the road to school.
3. They walked up the hill and ran down the other side.
4. They crept past the old man's house.
5. They went throught the forest.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

Some prepositions consist of more than one word. These are called **compound prepositions**.

The compound prepositions are several words that function together as a single preposition. They combine at least one preposition with a noun or adjective. The

English Language contains many compound prepositions. In the table below is a list of some common ones.

ahead of	as far as	because of	by means of
contrary to	in addition to	in back of	in case of
in lieu of	in light of	in regard to	in spite of
instead of	next to	out of	

Take note that prepositions that form in this manner with verbs are not called **compound prepositions** ; they are **phrasal verbs**.

There are about 150 prepositions in English. This is just a small number of words compared to thousands of other words in English. Even so the prepositions are very important and must be used correctly. We use individual prepositions more frequently than other individual words. In fact, the prepositions **of**, **to** and **in** are among the ten most frequent words in English. Here is a short list of 70 of the more common one-word prepositions. Many of these prepositions have more than one meaning.

### List of English Prepositions

<ul style="list-style-type: none"> <li>• aboard</li> <li>• about</li> <li>• above</li> <li>• across</li> <li>• after</li> <li>• against</li> <li>• along</li> <li>• amid</li> <li>• among</li> <li>• anti</li> <li>• around</li> <li>• as</li> <li>• at</li> <li>• before</li> <li>• behind</li> <li>• below</li> <li>• beneath</li> <li>• beside</li> <li>• besides</li> <li>• between</li> <li>• beyond</li> <li>• but</li> <li>• by</li> </ul>	<ul style="list-style-type: none"> <li>• concerning</li> <li>• considering</li> <li>• despite</li> <li>• down</li> <li>• during</li> <li>• except</li> <li>• excepting</li> <li>• excluding</li> <li>• following</li> <li>• for</li> <li>• from</li> <li>• in</li> <li>• inside</li> <li>• into</li> <li>• like</li> <li>• minus</li> <li>• near</li> <li>• of</li> <li>• off</li> <li>• on</li> <li>• onto</li> <li>• opposite</li> <li>• outside</li> <li>• over</li> </ul>	<ul style="list-style-type: none"> <li>• past</li> <li>• per</li> <li>• plus</li> <li>• regarding</li> <li>• round</li> <li>• save</li> <li>• since</li> <li>• than</li> <li>• through</li> <li>• to</li> <li>• toward</li> <li>• towards</li> <li>• under</li> <li>• underneath</li> <li>• unlike</li> <li>• until</li> <li>• up</li> <li>• upon</li> <li>• versus</li> <li>• via</li> <li>• with</li> <li>• within</li> <li>• without</li> </ul>
---	---	--



## Summary

You have come to the end of Lesson 21. In this lesson you learnt that the word preposition means „to place in front of“. You learnt that a preposition sits before a noun to show the noun's relationship to another word in the sentence.

---

**NOW DO PRACTICE EXERCISE 21 ON THE NEXT PAGE.**

## Practice Exercise: 21

Place the correct preposition in each blank.

1. We watched Kanage's jokes \_\_\_\_\_ the television.
2. We could see the plane high \_\_\_\_\_ the clouds.
3. Whats the difference \_\_\_\_\_ a meri blouse and a dress?
4. I am going to be late \_\_\_\_\_ enrolment
5. We must start \_\_\_\_\_ time.
6. Its very cold \_\_\_\_\_ night.
7. I was born \_\_\_\_\_ 1999.
8. I'll see you \_\_\_\_\_ lunch time.
9. There is a queue of people \_\_\_\_\_ the bank.
10. The canoe race started \_\_\_\_\_ 10'clock.

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.**

### Answers to Activities

#### Activity 1

Point	Enclosed Space	Surface
at home	in the village	on the tree
at school	In the water	on the horse
at the river	In the sky	on the way
at the hospital	in the taxi	on the right
at the bottom	in a boat	on the TV
at the top		on the radio

#### Activity 2

In	On
In the morning,	On Tuesday afternoon
In the afternoon	On Saturdays
In the evening	On Monday evening
in the night	On Sunday

#### Activity 3

1. across    2. along    3. up, down    4. Past    5. through

## Answer To Topic 3 Practice Exercises

---

### Practice Exercise 15

- |                       |                             |
|-----------------------|-----------------------------|
| 1. big red            | 6. warm cold.               |
| 2. clever             | 7. new blue.                |
| 3. This small, yellow | 8. strong, fierce           |
| 4. kind               | 9. busy                     |
| 5. very useful        | 10. these,small,bush,sweet. |
- 

### Practice Exercise 16

#### A.

1. those
2. This
3. those
4. These
5. kind of

#### B.

- |        |        |         |         |
|--------|--------|---------|---------|
| 1. A   | 6. the | 11. The | 16. the |
| 2. the | 7. The | 12. the | 17. the |
| 3. the | 8. the | 13. the | 18. the |
| 4. the | 9. the | 14. a   | 19. the |
| 5. a   | 10. a  | 15. he  | 20. the |
- 

### Practice Exercise 17

positive	<b>negative</b>	import	<b>export</b>
intelligent	<b>stupid</b>	agree	<b>disagree</b>
industrious	<b>lazy</b>	provide	<b>take</b>
complex	<b>simple</b>	gentleman	<b>lady</b>
living	<b>extinct</b>	enormous	<b>small</b>

---

### Practice Exercise 18

1. The birds sang sweetly.
2. Albert spoke softly.
3. The children next door played happily.
4. Blade wrote his exercise badly.
5. Every soldier in the war fought bravely.
6. You must work hard if you want to do this exercise correctly. Hint: (2 adverbs)
7. Anna worked hard and did the exercise well today. Hint: (3 adverbs)
8. He didn't know the bird would fly away.
9. The driver of the vehicle was slightly injured.
10. The light shone brightly.

11. The girl spoke loudly
  12. The student addressed the teacher clearly.
- 

**Practice Exercise 19**

2. Those
  3. this
  4. that
  5. best
  6. that kind
- 

**Practice Exercise 20**

1. He would like to go, **but** he is too busy
  2. Go now **or** you may be late.
  3. He was badly hurt; **yet** he did not complain (**not** – but)
  4. **Both** Rachel **and** her sister have arrived.
  5. It is **either** expensive **or** unnecessary.
  6. They **not only** won, **but** won by a big margin.
  7. They do not know **whether** to go **or** to stay.
- 

**Practice Exercise 21**

- |            |        |
|------------|--------|
| 1. on      | 6. at  |
| 2. in      | 7. in  |
| 3. between | 8. at  |
| 4. for     | 9. at  |
| 5. on      | 10. at |
- 

**END OF TOPIC 3**

**NOW DO EXERCISE 3 IN THE ASSIGNMENT 2. THEN GO ON TO  
TOPIC 4.**



## TOPIC 4

### GRAMMAR STRUCTURE

In this Topic, you will learn about:

- **Introduction to subject and predicate**
- **The simple subject and the simple predicate**
- **Compound subjects and compound predicates**
- **Forms of verbs to be**
- **Forms of the verbs to have**
- **Plural forms of verbs with compound subjects**
- **Simple Subjects with plural modifiers**

**TOPIC 4: GRAMMAR STRUCTURE**

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Welcome to Topic 4 of Strand 2 . This topic is on grammar structure. It is the last topic in this strand. There are 7 lessons in this topic and like the lessons you have learnt so far they are all equally important.

The only way to be better in English is to listen to it, speak it and write it. You have learnt a lot of skills in grammar. Make use of the skills by putting what you learnt into practice in every opportunity you get.

Do not forget that reading a lot of books also helps in developing your skills in English. I hope you have enjoyed these grammar lessons and wish you all the best in your studies.

Now you may go to your first lesson.

I wish you all the best to your studies!

## Lesson 22: Introduction to the Subject and the Predicate



Welcome to Lesson 22 of Strand 2. In this lesson you will learn about the subject and the predicate. In order to understand the subject and the predicate we have to know what a sentence is. You may have learned that a sentence is a group of words that convey an idea or we can also say that a sentence is a group of words that makes sense. All sentences consist of a subject and a predicate. First take a look at the aims of the lesson.



### Your Aims:

- define subjects
- define predicates
- identify subjects in a sentence
- identify predicates in a sentence

A simplest form of a sentence is made up by a noun or pronoun and a verb. It may only consist of two words.

Simple Sentence	Noun/ Pronoun	Verb
Darius laughed.	Darius	laughed
Nardia cried.	Nardia	cried
They screamed.	They	screamed
They wept.	They	wept

Every simple sentence can be separated into two parts namely: **the subject and the predicate.**

**The predicate** is what is said about the subject.

To find the subject and the predicate of a simple sentence, follow these rules:

- First pick out the finite verb. (finite means simple)
- Then ask who or what before the verb. The answer is the subject. The remainder of the sentence is the predicate.

**For example:**

**Sentence 1:** Manus is an island

The verb in this sentence is “**is**”

We ask the question, **what is?** **Answer:** Manus

**Manus** is the subject, so the rest of the sentence beginning with the verb „**is**” is the predicate.

**Sentence 2:** This book belongs to me.

The verb in this sentence is **belongs**. We ask the question, **what belongs to me?**  
The answer is **This book**.

**This book** is the subject. The rest of the sentence beginning with the verb belongs, is the predicate.

Thus the **subject is a word or a group of words** that we speak about. The subject can be a noun or a pronoun. Whatever is said about the subject is called the **predicate**. The predicate must contain a verb.

As you can see from this table some subject consists of more than one word and that the predicates always begins with the verb.

Subject	Predicate
Birds	<i>fly.</i>
My brother Morgan	<i>loves</i> reading batman comics.
The man next door	<i>is digging</i> his garden.
Paul	<i>called</i> anxiously to his sister.
The cat	<i>yawned.</i>
My father	<i>built</i> a new house.



**Activity 1: A. Underline the verbs in these following sentences.**

1. Ambeth is cooking.
2. She is baking a cake.
3. Merilyn likes gospel music.
4. She is listening to music now.
5. Faithy is watching TV.
6. She enjoys Kanage’s shows.
7. Tanya is singing.
8. She is cleaning in the kitchen.

**B. Underline the subjects of these sentences**

1. Ebo loves fishing.
  2. He is fishing in the sea.
  3. He caught a big fish.
  4. He was very happy.
  5. He brought it home for dinner.
  6. We ate the fish.
  7. We shared some with the neighbors.
  8. The neighbor"s want more fish.
- 

**C. Underline the predicates of these following sentences.**

1. Masey swept the classroom.
2. Rayanna picked the rubbish.
3. Sharma Lee cleaned the blackboard.
4. Their teacher was very pleased.
5. He gave each of them a new ruler.
6. The girls sang all the way home.
7. They skipped, hopped and laughed.
8. They showed their new ruler to everyone.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

---

**Summary**

You have come to the end of Lesson 22. In this lesson you learnt about the subject and the predicate. We learnt that sentences are divided in two essential parts. The subject which can be a noun or a pronoun and the predicate which always starts with the verb.

---

**NOW DO PRACTICE EXERCISE 22 ON THE NEXT PAGE.**

## Practice Exercise: 22

---

### A. Underline the subject of each of the following sentences:

1. The moon gives less light than the sun.
  2. Mother makes beautiful baskets.
  3. Father makes the best carving.
  4. I love chicken and chips.
  5. Jim came first in English last year.
- 

### B. Add your own predicates to these following subjects.

1. The old woman \_\_\_\_\_.
  2. The teacher \_\_\_\_\_.
  3. Flowers \_\_\_\_\_.
  4. The blackboard \_\_\_\_\_.
  5. The driver of the bus \_\_\_\_\_.
- 

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.**

### Answers to Activities

#### Activity 1

- |  |   |
|--|---|
| <p><b>A.</b></p> <ol style="list-style-type: none"> <li>1. is cooking</li> <li>2. is baking</li> <li>3. likes.</li> <li>4. is listening</li> <li>5. is watching</li> </ol>   | <ol style="list-style-type: none"> <li>6. is enjoying</li> <li>7. is singing</li> <li>8. is cleaning</li> </ol>   |
| <p><b>B.</b></p> <ol style="list-style-type: none"> <li>1. Ebo</li> <li>2. He</li> <li>3. He</li> <li>4. He</li> </ol>   | <ol style="list-style-type: none"> <li>5. He</li> <li>6. We</li> <li>7. We</li> <li>8. The neighbors</li> </ol>   |
| <p><b>C.</b></p> <ol style="list-style-type: none"> <li>1. swept the classroom.</li> <li>2. picked the rubbish.</li> <li>3. cleaned the blackboard.</li> <li>4. was very pleased.</li> <li>5. each of them a new ruler.</li> </ol> | <ol style="list-style-type: none"> <li>6. sang all the way home.</li> <li>7. skipped and hopped and laughed.</li> <li>8. showed their new ruler to everyone.</li> </ol> |

## Lesson 23: The Simple Subject and the Simple Predicate



Welcome to Lesson 23 of Strand 2 . You have seen in lesson 22, that a sentence is composed of two essential parts. A subject and a predicate. This lesson is a continuation of lesson 22. First look at the aims of this lesson.



### Your Aims:

- construct sentences using simple subjects and simple predicates.
- use simple sentences consisting of simple subjects and predicates

Notice the subjects and predicates in these sentences. The subjects of these sentences consist of one word only. The predicates also consist of one word. Even though the subject and the predicate are just one word each they still make complete sense. One word subjects and the predicates are called the simple subjects and the simple predicates.

Subject	Predicate
Jesus	wept
Fish	swim
babies	cry

Simple subjects are made up of just one noun or one pronoun the simple predicate is made up of one finite verb. (Remember that finite means complete)

**A simple sentence is made up of a simple subject (one word) and a simple predicate (one word), in other words we can say:**

In its simplest form a sentence consists of a noun or pronoun ( forming the subject ) and a finite verb ( forming the predicate).



### Activity 1: A.

**Give these simple subjects the appropriate predicates consisting of one word verbs to complete the sentence. The list is provided for you. Match the sounds that animals make. The first one has been done for you.**

Roar	moo	howl	growl
chirp	grunt	crow	cry
neigh	bark	bray	bleat

Simple Subjects	Simple Predicates
Birds	chirp
Dogs	_____
Cows	_____
Pigs	_____
Horses	_____
Wolves	_____
Sheep	_____
Babies	_____
Donkeys	_____
Tigers	_____

---

**B. Write your own 5 simple sentences made up of simple subjects and simple predicates.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

---

**C. Provide the subject for these following predicates. Choose from this list.**

**Lions, Roosters, Bees, Flowers, Stars, Rivers**

1. \_\_\_\_\_ twinkle.



2. \_\_\_\_\_ bloom.
3. \_\_\_\_\_ crow.
4. \_\_\_\_\_ flow.
5. \_\_\_\_\_ sting.
6. \_\_\_\_\_ roar.

---

**D. Complete these simple sentences by filling the blanks with the correct job for these following simple subjects. The first one has been done for you.**

1. Teachers \_\_\_\_\_ teach \_\_\_\_\_.
2. Drivers \_\_\_\_\_.
3. Dancers \_\_\_\_\_.
4. Singers \_\_\_\_\_.
5. Carpenters \_\_\_\_\_.
6. Inventors \_\_\_\_\_.
7. Cleaners \_\_\_\_\_.
8. Actors \_\_\_\_\_.
9. Doctors \_\_\_\_\_.
10. Queen \_\_\_\_\_.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

---

A simple sentence containing a subject and predicate may be a question, a command, or a statement.

In a question, the order of words differs from the order in a statement.

**Example:** You are laughing at me (statement)  
Are you laughing at me? (Question)

In a command, the subject is often omitted

**Example:** „Come here“ means „You come here“

The order of words may differ in some statements.

**Example:** There is a good market in the village.  
„**Market**“ is the **subject** and „**is**“ is the **finite verb**.



### Summary

You have come to the end of Lesson Lesson 23. In this lesson you learnt that a simple sentence can be made up of one word subject (anoun or a pronoun) and one word predicate (a finite verb).

---

**NOW DO PRACTICE EXERCISE 23 ON THE NEXT PAGE.**

## Practice Exercise: 23

- A. In the subject column below is a list of simple subjects. Choose the correct verb and place it in the predicate column to complete the simple sentence.

rang broke taught flowed cooked fled played sang blew barked

Subject	Predicate
1. Mother	
2. The dogs	
3. The bell	
4. The wind	
5. The teacher	
6. The children	
7. The chair	
8. The river	
9. The choir	
10. The gang	

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.**

### Answers to Activities

#### Activity 1

##### A.

Simple Subjects	Simple Predicates
birds	chirp
dogs	bark
cows	moo

pigs	<b>grunt</b>
horses	<b>neigh</b>
wolves	<b>howl</b>
sheep	<b>crow</b>
babies	<b>cry</b>
donkeys	<b>bray</b>
tigers	<b>roar</b>

**B. Suggested Answers**

1. Baby cried.
2. Mother sang.
3. Birds sang.
4. Baby slept.
5. Mother sighed.

**C.**

1. Stars
2. Flowers
3. Roosters
4. Rivers
5. Bees
6. Lions

**D.**

- |                            |                  |
|----------------------------|------------------|
| 1. Teachers <b>teach</b> . | 6. invent        |
| 2. drive.                  | 7. clean         |
| 3. dance.                  | 8. act           |
| 4. sing.                   | 9. cure          |
| 5. mend / build.           | 10. reign / rule |

## Lesson 24: The Compound Subjects and Compound Predicates



Welcome to Lesson 24 of Strand 2. In this lesson you learn more about subjects and predicates. You will learn about the compound subjects and the compound predicates. Look at the aims listed below before you go to the lesson.



### Your Aims:

- identify compound subjects
- identify compound predicates
- combine sentences by listing words (subjects and predicates in series)
- write own sentences with subjects and predicates.

You may have noticed in Lesson 22 that some times it is necessary to have more than one noun in the subject and more than one verb in the predicate. In this case, the group of words would be called the **compound subject** and **compound predicate**. Notice the compound subjects and compound predicates in the following sentences. You will see that, compound elements do not always occur together in the same sentence.

Compound Subject	Compound Predicate
The children and their parents	sang and danced all night.
The manager and his representative	donated free drinks and T shirts.
Aunty Sone and uncle Jack	will write or telephone.

Did you notice that the compound subjects and predicates were joined by the connecting words **and** and **or**?

When more than two words make up the compound we can also use commas to separate them. The commas take the place of connecting words.

**Example:** Ian, Kumsen and Albert play soccer on Saturdays.  
Tea, coffee and Sugar are sold here.

The simple subject and the simple predicate **can expand by adding other words**. The entire group of words with its modifiers added is the **complete subject** and the **complete predicate**.



### Activity 1: Circle the compound subjects and underline predicates.

1. All the young girls fetched the wood, banana leaves and water.

2. All the young men cut the thick grass and cleaned the area.
3. All the men chopped wood, dug the mumu pit and prepared the stones.
4. The women peeled the kaukau, prepared the vegetables and greens and cooked the food.
5. Everyone including the visitors and the guests enjoyed the delicious food in the evening.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

---

### Compound Subjects

Sometimes there may be two sentences talking about the same thing.

**Example:**           The boys were ready to start.  
                          The girls were also ready to start.

In the two sentences, you can see that the predicates are almost alike. In this case we can combine the information into one sentence by using a compound subject.

**Example:**           The boys and girls were ready to start.

By joining the words **boys** and **girls** with the word **and** we avoided the repetition of the words **were ready to start**.

### Compound Predicates

Sometimes the ideas in two sentences are so closely related that the subjects of the sentences are repeated.

**Example:**           The girls were upset.  
                          The girls refused to race the boys.

We can combine the two sentences like these by using a compound predicate.

**Example:**           The girls were upset and refused to race the boys.

We were able to avoid repeating the subject, the *girls*, by joining the predicates, *upset and refused to race the boys*, with the word *and*.

### Words in a Series

Sometimes we may wish to combine more than two sentences that are closely related to each other. In that case we can combine our sentences by listing **words in a series**.

He ate some ice cream.  
He ate some chocolates.  
He ate some cakes too.

We can write it this way by combining the sentences.

He **ate some ice cream, chocolates and some cakes too.**

**Compound Predicate**

Take note of the way these following three sentences can be combined

- (a) Yeska took part in the family gathering.
- (b) Wambe also took part in the family gathering.
- (c) Wasu took part in the family gathering too.

We can combine these three sentences by listing the subjects in a series using a comma.

**Yeska, Wambe and Wasu** took part in the family gathering.

**Compound subject**

- (a) Yeska brought some fruits.
- (b) Yeska brought some doughnuts.
- (c) Yeska brought some cakes.

Yeska **brought some fruits, doughnuts, and cakes.**

**Compound predicate**



**Activity 2: Combine the sentences by using a compound subject or a compound predicate. Write your new sentence on the lines provided.**

1. Everyone ate at the party.  
Everyone danced at the party.  
Everyone sang at the party.

---



---

2. Geno is a small scale miner.  
Mosley is also a small scale miner.  
Uwong is a small scale miner too.

---



---

3. Mrs Dagale loves tomatoes in her sandwich.  
Mrs Dagale also loves cheese in her sandwich.  
Mrs Dagale loves cucumbers in her sandwiches too.

---

---

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

---

The subject does not always begin a sentence.

- Example:**
1. On the lawn the children played with the puppy.  
**Verb** - played      **Who played?**  
**Answer** - the children ( subject )
  2. Swiftly and silently the Fly river rolled on its way to the sea  
**Verb** – rolled      **What rolled?**  
**Answer** – The Fly river ( subject )

The subject does not necessarily come before the verb.

- Example:**
1. Ripe and juicy were the mangoes  
Verb – were  
What were ripe and juicy?  
Answer – the mangoes ( subject )
  2. On the mat near the fire sprawled a large black dog.  
Verb – sprawled  
What sprawled on the mat near the fire?  
Answer – A large black dog ( subject )

Remember that you will have no trouble with questions, if you keep to the rule: First find the **finite verb** and then ask **who** or **what** before the verb.



**Activity 3: Write one sentence with compound subject and one sentence with compound predicate.**

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Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers with mine. Make sure you do the necessary corrections before moving on to the next part of this lesson.





## Summary

You have come to the end of Lesson 24. In this lesson you learnt that some times it is necessary to have more than one noun in the subject and more than one verb in the predicate. In this case , the group of words would be called the **compound subject** and **compound predicate**.

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**NOW DO PRACTICE EXERCISE 24 ON THE NEXT PAGE.**

**Practice Exercise: 24**

---

**A. Underline the subjects in these sentences.**

1. Jack is a builder.
  2. He lives at 9 mile just outside Port Moresby.
  3. He is married to Sone.
  4. Jack and Sone have two children.
  5. The children and their friends like to go to the turf club.
  6. Their favourite pass time is watching the horses exercise.
  7. They collect wood for fire and also swim in the nearby creek.
- 

**B. Combine these groups of three sentences into one sentence using a compound predicate.**

1. The cat yawned.  
The cat stretched.  
The cat went to sleep on the couch.  

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2. The wolf huffed.  
The wolf puffed.  
The wolf blew the house down.  

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3. Mrs Saiho is a teacher.  
Mrs Saiho is a mother.  
Mrs Saiho is a good friend.  

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4. Tarquin sings.  
Tarquin dances.  
Tarquin is a student.  
Tarquin also works.  

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- 

<b>CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.</b>
--

### Answers to Activities

#### Activity 1

<b>Subjects (should be circled)</b>	<b>Predicates (should be underlined)</b>
<ol style="list-style-type: none"> <li>1. All the young girls</li> <li>2. All the young men</li> <li>3. All the men</li> <li>4. The women</li> <li>5. Everyone including the visitors and the guests</li> </ol>	<ul style="list-style-type: none"> <li>- fetched the wood, banana leaves and water.</li> <li>- cut the thick grass and cleaned the area.</li> <li>- chopped wood, dug the mumu pit and prepared the stones.</li> <li>- peeled the kaukau, prepared the vegetables and greens and cooked the food.</li> <li>- enjoyed the delicious food in the evening.</li> </ul>

#### Activity 2

1. Everyone ate, danced and sang at the party.
2. Geno, Mosley and Uwong are small scale miners.
3. Mrs Dagale loves tomatoes, cheese and cucumbers in her sandwich.

#### Activity 3 (Sample Answer)

1. The blue, red and yellow parrot is very talkative.
2. Everlyn loves to wear big, round, shiny, dangling earrings.

## Lesson 25: Forms of Verbs “to be”

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Welcome to Lesson 25 of Strand 2. You have learnt that verbs are action words. The doing verbs are easy to find because you can see the action. The harder verbs that are difficult to find are called auxiliary verbs. Auxiliary verbs are helping verbs, they help the main verb; **am** walking, **is** talking, **are** running, **was** swimming. In this course we will be looking at two types of auxiliary verbs. The verb “**to be**” in this lesson, and the verb “**to have**” in the next Lesson. First, take a look at your aims.



### Your Aims:

- define the forms of verbs to be
  - identify the uses of the “verb to be”
  - use the verb to be correctly in number and tense
- 

The verb “**to be**” is the most common verb in the English language. It is also said to be the key verb in English because it plays a major part in many types of constructions. It has many uses and meanings, both as a main verb when used on its own, and as an auxiliary verb, helping another verb.

**Example:** I **am** a girl (**am**) is used on its own as a main verb)  
I **am** walking (**am**) **is** used as an auxiliary verb or helping verb.  
It is helping the verb walking)

The verb to be is special because it tells what someone or something is like. It shows a state of being. That is why the verb to be is sometimes called a “**State of being**” verb.

The parts of verb to be are: **am, is, are, was, were, will be**. These verbs often have an adjective after them

**Example:** She was happy.  
Simion is handsome.  
Asher and Dan are playful.

### The Verb “To Be is used”:

- **As a main verb.**  
I **am** a girl.
- **As an auxiliary verb or helping verb**  
I **am** walking.
- **To help form the continuous tenses**  
He **is** watching TV.  
He **was** travelling.

He **is** travelling.

- **to make the passive**

Small fish **are** eaten by big fish.

Several items **were** stolen in the raid.

The verb “**to be**” is used in many cases where there **is no action** described in the sentence.

It is used to indicate:

<b>Existence, identity:</b>	I <b>am</b> Miss Geno, I <b>am</b> a teacher. I <b>am</b> from Morobe.
<b>Location:</b>	She <b>was</b> at the market while he <b>was</b> at home.
<b>Age:</b>	He <b>will be</b> 21 in December.
<b>Size:</b>	My last house <b>was</b> very small. This shirt <b>is</b> size 8.
<b>Colour:</b>	The sky <b>is</b> blue, it <b>is</b> my favourite colour.
<b>Origin:</b>	They <b>are</b> from Madang.
<b>Mood:</b>	How <b>are</b> you today? I'm fine, thank you.
<b>Copular:</b>	My new teacher <b>is</b> very nice. The results of our research <b>are</b> very promising.



**Activity 1: Underline the verbs “to be” in the following sentences. The first one has been done for you.**

1. Grand mother is very well.
2. The children were joyful.
3. The days are longer in December.
4. I am too late.
5. The rain was heavy.
6. The animals were restless.
7. That is not at all necessary.

8. I will be pleased to hear from you.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

Study this table of tense for the “verb to be” . Take note that the verb to be has a singular form and a plural form.

Present Simple		Present perfect	
Singular	Plural	Singular	Plural
I am	We are	I have been	We have been
You are	You are	You have been	You have been
He is	They are	He has been	They have been
Past		Past Perfect	
I was	We were	I had been	We had been
You were	You were	You had been	You had been
He was	They were	He had been	They had been
Future			
I shall be		We shall be	
You will be		You will be	
He will be		They will be	

We have just seen how the verb “to be” is used in different tenses. It is also important to take note that the verb “to be” used must agree with the subject.

Singular subjects require singular verbs; plural subjects require plural verbs. When talking about one person or thing we use the singular form. i.e. is, am, are and was. When used with more than one thing or person the verb to be takes the plural form i.e. Are, were.



**Activity 2: Fill in the space with the correct form of verb “to be” to agree with the subject.**

- Some of the villagers” \_\_\_\_\_ still angry.
- A large percentage of the older population \_\_\_\_\_ voting against her.
- Half of the village \_\_\_\_\_ covered by the land slide.
- Most of the food crops \_\_\_\_\_ destroyed by the flood.
- Fifty percent of the population \_\_\_\_\_ in favour of changing the government.
- My sisters” \_\_\_\_\_ good at making billums.

7. My brother \_\_\_\_\_ an engineer.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

The verb “to be” also acts differently in negative sentences and questions. Look at this table below.

Question	Positive Statement		Negative Statement	
Singular	Written Form or Spoken For emphasis	Contracted Form Spoken	Written Form or Spoken For emphasis	Contracted Form Spoken
Am I?	I am	I'm	I am not	I'm not
Are you?	You are	You're	You are not	You're not or you aren't
Is he? Is she? Is it? He is She is It is		He's She's It's	He is not She is not It is not	He isn't She isn't It isn't He's not She's not It's not
Plural				
Are we?	We are	We're	We are not	We aren't We're not
Are you	You are	You're	You are not	You're not you aren't
Are they?	They are	They're	They are not	They aren't they're not



### Summary

You have come to the end of Lesson 25. In this lesson you learnt that the verb “to be” is sometimes called a “**State of being**” verb, because it tells what someone or something is like. The verb “to be” is used as an auxiliary, as a main verb and to make the passive. You also learnt that the verb “to be” must agree with the subject and takes different forms when used in different tenses, in negative sentences and in question forms.

**NOW DO PRACTICE EXERCISE 25 ON THE NEXT PAGE.**

**Practice Exercise: 25**

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Fit the correct verb to be in the blank.

1. \_\_\_\_\_ you awake?
  2. No I \_\_\_\_\_ sleeping.
  3. I \_\_\_\_\_ sleeping too but now I \_\_\_\_\_ awake.
  4. Where \_\_\_\_\_ you going?
  5. I \_\_\_\_\_ not going anywhere.
  6. Why \_\_\_\_\_ you asking?
  7. The others \_\_\_\_\_ going.
  8. I just thought you \_\_\_\_\_ going too.
  9. I \_\_\_\_\_ but I changed my mind.
- 

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.**

**Answers to Activities****Activity 1**

- |         |         |
|---------|---------|
| 1. is   | 5. was  |
| 2. were | 6. were |
| 3. are  | 7. is   |
| 4. I am | 8. be   |

**Activity 2**

- |         |        |
|---------|--------|
| 1. are  | 5. are |
| 2. are  | 6. are |
| 3. is   | 7. is  |
| 4. were |        |



## Lesson 26: Forms of Verbs “to have”



Welcome to Lesson 26. In the last lesson you were introduced to auxiliary verbs which are helping verbs. We learnt about one type The verb „**to be**“. In this lesson we will learn about the verb „**to have**“. You have learnt that auxiliary verbs are the harder verbs because the actions cannot be seen. Before we go on with our lesson, let us look at the aims of this lesson.



### Your Aims:

- define the verb „to have“
- understand the functions of the verb „ to have“
- complete an exercise on the forms of verb „to have“.

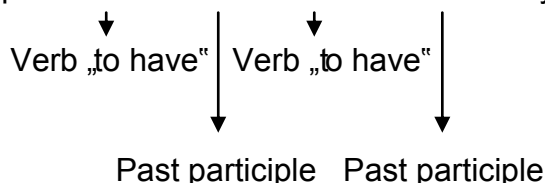
The verb” to have” are **have** and **has** for the present and **had** for the past. Like the verb “to be” the verb “to have” can be used as an auxiliary verb by helping another verb or used on its own as a main verb.

### The verb to have is used:

- as an auxiliary to help other verbs create the perfect tense. ( check this tense on the table of tenses lesson \_\_\_ page \_\_\_ )

Auxiliary verb (have) + (past participle).

For example: I **have eaten**. I **have written** to my mother.



- as a main verb when used on its own, it implies the meaning of possession.
- For example: I **have** a cat but I don“t **have** a car.

This table shows you the tenses of the verb „to have“.

	Present	Past	continuous
I / you / we / they	have	Had	having
He / she / it	has	Had	having

The verb “to have” has five forms.

Base form:	have
Present form:	have/has
Past form:	had
Present Participle/Gerund:	having
Past Participle:	had

Remember that when the verb „to have“ is used as the main verb it implies the meaning of possession. There for it cannot take the form of a continuous form. In this case it needs the help of the verb “to be”

For example;” I **am having** a shower.” “**Are** you **having** a good time?”

Take a look at the uses of the verb „to have“.

### Have/Has

In the table below you will see verb „to have“ in a positive statement, a negative statement and in a question form.

Question	Positive Statement	Spoken	Negative Statement	Spoken
<b>Singular</b>				
Have I?	I have.	I’ve	I have not	I haven’t I’ve not
Has she?	He has	He’s	He has not	He hasn’t
Has he?	She has	She’s	She has not	She hasn’t
Has it?	it has	It’s	It has not	It hasn’t
Have you?	You have	You’ve	You have not	You haven’t You’ve not
Had I?	I had	I’d	I had not	I hadn’t
Had he?	He had	He’d	He had not	He hadn’t
Had she?	She had	She’d	She had not	She hadn’t
Had it?	It had	It’d	It had not	It hadn’t
	You had	You’d	You had not	You hadn’t
<b>Plural</b>				
Have we?	We have	We’ve		
Have you?	You have			
Have they?	They have			

*Have* is often used to indicate possession (I have) or (I have got).

### Examples:

	Have	Have got
Question - ?	“Do you have a car?” or “Have you a car?”	“Have you got a car?”

Positive Answer - Yes	Yes <i>I have</i> a " car."	"Yes <i>I've got</i> a car."
Negative Answer - No	"No <i>I don't have</i> a car."	"No <i>I haven't got</i> a car."

*Have* is also used to indicate necessity (*I have to*) or (*I have got to*).

	Have to	Have got to
Question - ?	"Do you have to leave early?"	"Have you got to leave early?"
Positive Answer - Yes	"Yes I have to ," or "Yes I do"	"Yes I've got to,"
Negative Answer - No	"No I don't have to."	"No I haven't got to ."

*Have* is used to show an action.

Question-?	Have you washed your face?"
Positive Answer – yes	"Yes I have."
Negative Answer - no	"No I haven't."

When showing an action the auxiliary verb '*have*' is **always** followed by the past participle form.



**Activity 1: Underline the verb „b have“ then indicate whether it is being used as an auxiliary (aux) or a main verb (mv). An example is given below.**

**Example:** This house has no electricity. (mv)

1. She has seen that movie. \_\_\_\_\_
2. They have eaten. \_\_\_\_\_
3. I have never been to Popondetta. \_\_\_\_\_
4. He has been studying for 6 years. \_\_\_\_\_
5. Have you been busy? \_\_\_\_\_
6. Have you ever seen an elephant? \_\_\_\_\_
7. May I have a cake please? \_\_\_\_\_
8. I have three sisters and three brothers. \_\_\_\_\_
9. They are having a great time at the beach. \_\_\_\_\_
10. The ceremony had started when he arrived. \_\_\_\_\_

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

---



## Summary

You have come to the end of Lesson 26. In this lesson you learnt that the **verb to have** consists of the words **have**, **has** and **had**. It is one of the most common verbs in English language. Like the verb to be. It can be used as an auxiliary verb when it helps to the verbs in the sentence. It is used as a main verb. It implies the meaning of possession, when the verb to have is use as a main verb. It is normally followed by a past particle form. We also looked at how it is used in a positive statement form a negative statement form, a question form and the form spoken form.

---

**NOW DO PRACTICE EXERCISE 26 ON THE NEXT PAGE.**

**Practice Exercise: 26**

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**Complete the following sentences by using the right form of „to have“ ( have, has, had).**

1. Mr and Mrs Marika \_\_\_\_\_ a party for their son Tobit last Saturday
  2. Do you \_\_\_\_\_ to leave early when the party is just starting?
  3. \_\_\_\_\_ you eaten?
  4. I \_\_\_\_\_ some mumu , thankyou.
  5. The birthday boy now \_\_\_\_\_ a new guitar.
  6. Tobit \_\_\_\_\_ playing his new guitar since he opened his present.
  7. This is the best present he \_\_\_\_\_ ever received so far.
  8. Mrs Marika will \_\_\_\_\_ to convince him to stop and eat his cake.
  9. Tobit remembered the party that his parents \_\_\_\_\_ for him last year.
  10. Mr and Mrs Marika \_\_\_\_\_ a very busy day.
- 

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.**

**Answers to Activities**

1. She has seen that movie. ( aux )
2. They have eaten.(aux)
3. I have never been to Popondetta. (aux )
4. He has been studying for 6 years. (aux )
5. Have you been busy?(aux)
6. Have you ever seen an elephant? (aux )
7. May I have a cake please? ( aux)
8. I have 3 sisters and 3 brothers. ( mv)
9. They are having a great time at the beach. ( mv )
10. The ceremony had started when he arrived.( mv )

## Lesson 27: Plural Forms of Verbs with Compound Subjects



Welcome to lesson 27 of Strand 2. In Lessons 24 to 26, you learned about compound subjects and the forms of the verbs *be* and *have*.

In this lesson, you shall use what you have learned about the plural forms of the verbs *be* and *have* with compound subjects.



### Your Aims:

- identify the compound subjects that take plural forms of the verb
- identify the plural and singular form of the verb
- identify the compound subjects that take singular forms of the verb

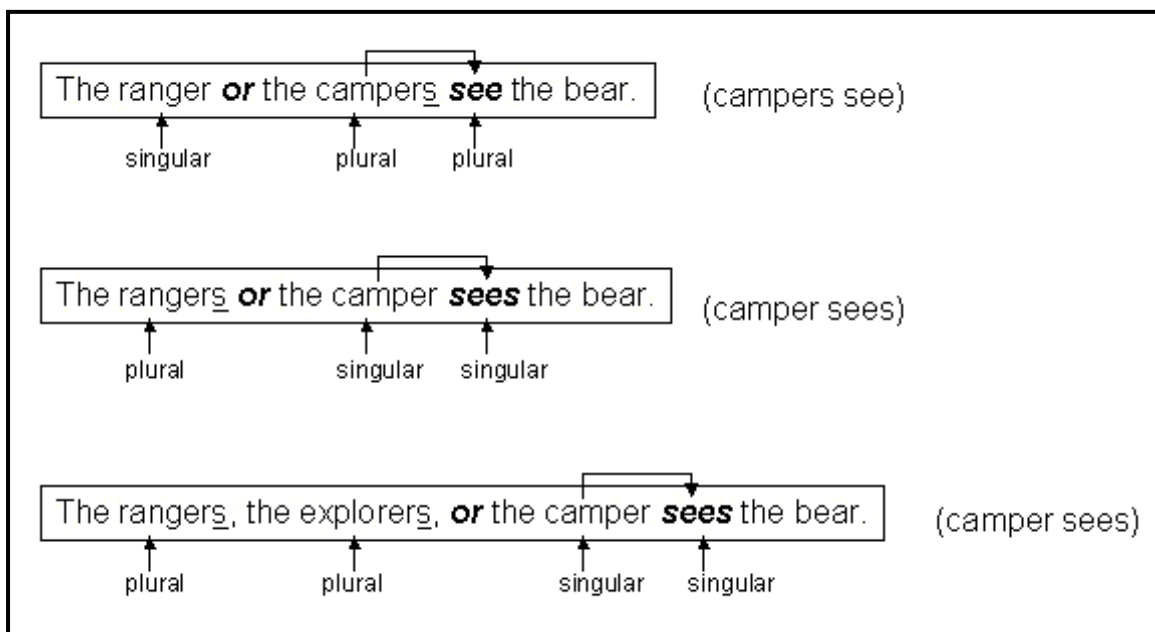
Compound subjects do not always take plural forms of the verb. They may take a singular verb when two or more singular subjects are joined by **or** or **nor**.

*Neither John nor Mary knows what happened.*

However, compound subjects **must** take the plural form of the verb with any of the following conditions:

- If one or more singular subject is joined to one or more plural subject by **or** or **nor**, the verb agrees with the subject closest to the verb.

*Neither Mary nor her brothers know what happened.*



The subject **brothers** is closer to the verb and is plural so the verb should take the plural form **know**.

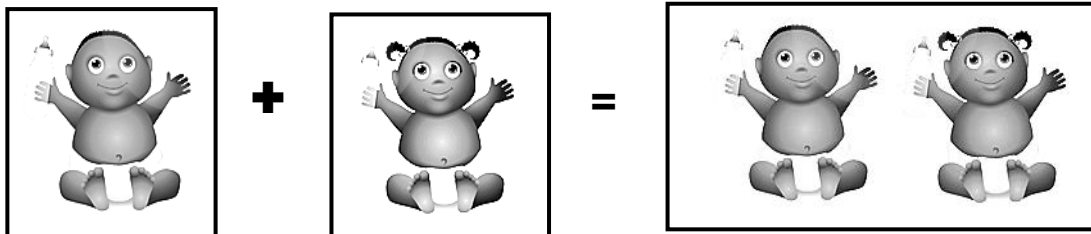
Now, study the examples below before you continue with the lesson.

- Two or more **plural subjects** joined by any conjunction, including and, or, but, or nor, take a plural verb.

*Both men and women are allowed to enrol.*

- A **compound subject** whose parts are joined by **and** normally takes a plural verb.

*Joe and Anne are twins.*



**Activity 1: A. Underline the compound subjects in the following sentences. Then, write whether the verb is singular or plural on the space provided.**

1. Trees and grass hold soil in place. \_\_\_\_\_
2. Humans and animals often eat the same food. \_\_\_\_\_
3. Pawpaw or pineapple tastes good after a spicy meal.  
\_\_\_\_\_
4. Rain or fog makes arthritis flare up. \_\_\_\_\_
5. Neither the students nor their teacher knows the answer.  
\_\_\_\_\_

**B. Underline the correct verb in the brackets.**

1. Rachel Carson and other biologists ( **warns** , **warn** ) people about the dangers of air pollution.
2. Plants and trees ( **releases** , **release** ) oxygen.
3. Some chemicals ( **fight**s , **fight** ) and ( **control**s , **control** ) pests.
4. Either smog or acid rain ( **destroys** , **destroy** ) the environment.
5. John or his classmates ( **studies** , **study** ) ecology.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

A compound subject whose parts are joined by **and** takes a singular verb in two special instances.

1. When the parts of the subject combine to form a single item.

One and one equals two.

Cookies and cream is my favourite flavour.

2. When the compound subject is modified by the words **each** or **every**.

*Every* boy and girl has to participate.

---



### Summary

You have come to the end of Lesson 27. In this lesson, you have learnt about the plural forms of the verbs *be* and *have* with compound subjects.

---

**NOW DO PRACTICE EXERCISE 27 ON THE NEXT PAGE.**



**Practice Exercise: 27**

---

**On the blanks, write the present tense of the verbs in the brackets to complete the sentences.**

1. Either my brother or I (**be**) \_\_\_\_\_ going to the market today.
  2. My brother and I (**be**) \_\_\_\_\_ going to the market today.
  3. Neither my class nor the teacher (**know**) \_\_\_\_\_ what happened.
  4. Both Andrea and Eau (**want**) \_\_\_\_\_ to play netball.
  5. Sheryl, Anita and Nora (**walk**) \_\_\_\_\_ to school everyday.
  6. Discovery or invention (**change**) \_\_\_\_\_ history.
  7. Each mother and child (**have**) \_\_\_\_\_ to be present during the ceremony.
  8. Sugar and cream (**be**) \_\_\_\_\_ always provided at tea.
  9. His teacher and classmates (**call**) \_\_\_\_\_ Tom every time they need help.
  10. The cart and its wheels (**be**) \_\_\_\_\_ new.
- 

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.**

**Answers to Activities**

- A.**
1. Trees and grass hold soil in place. Plural
  2. Humans and animals often eat the same food. Plural
  3. Pawpaw or pineapple tastes good after a spicy meal.  
Singular
  4. Rain or fog makes arthritis flare up. Singular
  5. Neither the students nor their teacher knows the answer.  
Singular
- B.**
1. warn
  2. release
  3. fight, control
  4. destroys
  5. study

## Lesson 28: Simple Subjects with Plural Modifiers



Welcome to lesson 28 of Strand 2. In Lessons 27, you learned to use the singular and plural forms of the verb with compound subjects. In this lesson, you shall learn to use the correct form of the verb with the singular subjects that have modifiers.



### Your Aims:

- identify the subject and its plural modifier
- complete the sentences with the correct form of the verb
- match the plural modifier with its subject

Sometimes the singular subject is separated from the verb by a plural modifier.

Elias, not the other performers was in charge of the show.

Subject	Plural Modifier	Verb
---------	-----------------	------

Plural modifiers are words which describe or add information about the subject. The plural modifier of the sentence *not the other performers* describes the subject *Elias*. you continue with the lesson.

Now, do the following activity.



**Activity 1: A. Write a verb in the present tense to complete the following sentences.**

1. Dorothy, not Agnes and Lisa, \_\_\_\_\_ cooking today.
2. The story, „The Three Thieves“, \_\_\_\_\_ written by Nancy.
3. You, together with Alice, \_\_\_\_\_ going with me.
4. The dog, not the goat or sheep, \_\_\_\_\_ the first domestic animal.
5. Edgar Rice Burroughs, not Wilson Mays, \_\_\_\_\_ a writer of Tarzan stories.
6. Her book on animals, not on plants, \_\_\_\_\_ what we have in the library.
7. David, together with two other writers, \_\_\_\_\_ working on a new story.

**B. Underline the subject and the verb that agrees with it.**

1. Theresa, not Maria, ( **has** , **have** ) the books.
2. Julie and Martha ( **was** , **were** ) sitting in front.

3. Mina, together with Tali and Maru, ( **is** , **are** ) studying.
4. Jimmy, as well as John, Thomas and Dido, ( **was** , **were** ) early this morning.
5. Mr. Kila, of all the male teachers, ( **was** , **were** ) the most understanding.
6. Bubu Mila, along with Aunt Rose, ( **goes** , **go** ) to church every Sunday.
7. Nadia, with all her relatives, ( **is** , **are** ) the caretaker of the school.
8. The coach, together with the players, ( **is** , **are** ) enjoying their victory party.
9. Corn, not coffee or tea, ( **is** , **are** ) main crop in my province.
10. Beni, not Aro or Kila, ( **is** , **are** ) keeping the storeroom key.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

---



### Summary

You have come to the end of Lesson 28. In this lesson you learnt to distinguish between the subject and its plural modifiers in order to make the verb agree with it.

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**NOW DO PRACTICE EXERCISE 28 ON THE NEXT PAGE.**

**Practice Exercise: 28**

---

**Underline the subject and the verb that agrees with it.**

1. He, as well as the others, ( **is** , **are** ) coming to see you off at the airport.
  2. She, not I, ( **is** , **am** ) going to sing at school today.
  3. The content of the essays, not the styles of handwriting, ( **is** , **are** ) important.
  4. Lido, together with Mary and Dario, ( **has** , **have** ) acquired good writing style.
  5. A short letter, as well as long letters, ( **is** , **are** ) better when well-balanced.
- 

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.**

**Answers to Activities**

- A.**
- |        |       |
|--------|-------|
| 1. is  | 6. is |
| 2. was | 7. is |
| 3. are |       |
| 4. is  |       |
| 5. is  |       |
- B.**
1. Theresa, not Maria, ( **has** , **have** ) the books.
  2. Julie and Martha ( **was** , **were** ) sitting in front.
  3. Mina, together with Tali and Maru, ( **is** , **are** ) studying.
  4. Jimmy, as well as John, Thomas and Dido, ( **was** , **were** ) early this morning.
  5. Mr. Kila, of all the male teachers, ( **was** , **were** ) the most understanding.
  6. Bubu Mila, along with Aunt Rose, ( **goes** , **go** ) to church every Sunday.
  7. Nadia, with all her relatives, ( **is** , **are** ) the caretaker of the school.
  8. The coach, together with the players, ( **is** , **are** ) enjoying their victory party.
  9. Corn, not coffee or tea, ( **is** , **are** ) main crop in my province.
  10. Beni, not Aro or Kila, ( **is** , **are** ) keeping the storeroom key.

## Answers To Topic 4 Practice Exercises

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### Practice Exercise 22

- A.**
- |             |        |
|-------------|--------|
| 1. The moon | 4. I   |
| 2. Mother   | 5. Jim |
| 3. father   |        |
- B.** *(These are just example answers for you to compare with your own answers.)*
- The old woman **rested** under the tree.
  - The teacher **marked** the students' assignment books.
  - Flowers **are blooming** in the garden.
  - The blackboard **is cleaned** by the students at the end of each classes.
  - The driver of the bus **lives** next door.
- 

### Practice Exercise 23

Subject	Predicate
1. Mother	<b>cooked</b>
2. The dogs	<b>barked</b>
3. The bell	<b>rang</b>
4. The wind	<b>blew</b>
5. The teacher	<b>taught</b>
6. The children	<b>played</b>
7. The chair	<b>broke</b>
8. The river	<b>flowed</b>
9. The choir	<b>sang</b>
10. The gang	<b>fled</b>

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### Practice Exercise 24

- A.**
- Jack
  - He
  - He

4. Jack and Sone
5. The children and their friends
6. Their
7. They

**B.**

1. The cat yawned, stretched and went to sleep on the couch.
  2. The wolf huffed, puffed and blew the house down.
  3. Mrs Saiho is a teacher, a mother and a good friend.
  4. Tarquin sings, dances, works and is also a part time student.
- 

**Practice Exercise 25**

1. **Are** you awake?
  2. No I **am** sleeping.
  3. I **am** sleeping too but now I **am** awake.
  4. Where **are** you going?
  5. I **am** not going anywhere.
  6. Why **are** you asking?
  7. The others **are** going.
  8. I just thought you **were** going too.
  9. I **was** but I changed my mind.
- 

**Practice Exercise 26**

1. Mr and Mrs Marika **had** a party for their son Tobit last Saturday
2. Do you **have** to leave early when the party is just starting?
3. **Have** you eaten?
4. I **had** some mumu, thank you.
5. The birthday boy now **has** a new guitar.
6. Tobit **has been** playing his new guitar since he opened his present.
7. This is the best present he **had** ever received so far.
8. Mrs Marika will **have** to convince him to stop and eat his cake.
9. Tobit remembered the party that his parents **had** for him last year.
10. Mr and Mrs Marika **had** a very busy day.

**Practice Exercise 27**

1. am
  2. are
  3. knows
  4. want
  5. walk
  6. changes
  7. has
  8. is
  9. call
  10. are
- 

**Practice Exercise 28**

1. He, as well as the others, **are** coming to see you off at the airport.
  2. She not I, **is** going to sing at school today.
  3. The content of the essays, not the styles of handwriting, **is** important.
  4. Lido together with Mary and Dario **have** acquired good writing style.
  5. A short letter as well as long letters, **are** better when well-balanced.
- 

**END OF TOPIC 4**

**NOW YOU MUST DO EXERCISE 4 AND STRAND TEST 2 TO COMPLETE YOUR ASSIGNMENT. CHECK THROUGH YOUR ANSWERS AGAIN CAREFULLY THEN SENT IT TO YOUR PROVINCIAL CENTER FOR MARKING**

**REFERENCES:**

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Sadler, R.K., Hayllar, T.A.S., Powell, C.J. New Senior English. Melbourne:  
The Macmillan Education Australia Pty Ltd, 1988.

Wikipedia Website



## FODE PROVINCIAL CENTRES CONTACTS

PC NO.	FODE PROVINCIAL CENTRE	ADDRESS	PHONE/FAX	CUG PHONES	CONTACT PERSON		CUG PHONE
1	DARU	P. O. Box 68, Daru	6459033	72228146	The Coordinator	Senior Clerk	72229047
2	KEREMA	P. O. Box 86, Kerema	6481303	72228124	The Coordinator	Senior Clerk	72229049
3	CENTRAL	C/- FODE HQ	3419228	72228110	The Coordinator	Senior Clerk	72229050
4	ALOTAU	P. O. Box 822, Alotau	6411343 / 6419195	72228130	The Coordinator	Senior Clerk	72229051
5	POPONDETTA	P. O. Box 71, Popondetta	6297160 / 6297678	72228138	The Coordinator	Senior Clerk	72229052
6	MENDI	P. O. Box 237, Mendi	5491264 / 72895095	72228142	The Coordinator	Senior Clerk	72229053
7	GOROKA	P. O. Box 990, Goroka	5322085 / 5322321	72228116	The Coordinator	Senior Clerk	72229054
8	KUNDIAWA	P. O. Box 95, Kundiawa	5351612	72228144	The Coordinator	Senior Clerk	72229056
9	MT HAGEN	P. O. Box 418, Mt. Hagen	5421194 / 5423332	72228148	The Coordinator	Senior Clerk	72229057
10	VANIMO	P. O. Box 38, Vanimo	4571175 / 4571438	72228140	The Coordinator	Senior Clerk	72229060
11	WEWAK	P. O. Box 583, Wewak	4562231/ 4561114	72228122	The Coordinator	Senior Clerk	72229062
12	MADANG	P. O. Box 2071, Madang	4222418	72228126	The Coordinator	Senior Clerk	72229063
13	LAE	P. O. Box 4969, Lae	4725508 / 4721162	72228132	The Coordinator	Senior Clerk	72229064
14	KIMBE	P. O. Box 328, Kimbe	9835110	72228150	The Coordinator	Senior Clerk	72229065
15	RABAU	P. O. Box 83, Kokopo	9400314	72228118	The Coordinator	Senior Clerk	72229067
16	KAVIENG	P. O. Box 284, Kavieng	9842183	72228136	The Coordinator	Senior Clerk	72229069
17	BUKA	P. O. Box 154, Buka	9739838	72228108	The Coordinator	Senior Clerk	72229073
18	MANUS	P. O. Box 41, Lorengau	9709251	72228128	The Coordinator	Senior Clerk	72229080
19	NCD	C/- FODE HQ	3230299 Ext 26	72228134	The Coordinator	Senior Clerk	72229081
20	WABAG	P. O. Box 259, Wabag	5471114	72228120	The Coordinator	Senior Clerk	72229082
21	HELA	P. O. Box 63, Tari	73197115	72228141	The Coordinator	Senior Clerk	72229083
22	JIWAKA	c/- FODE Hagen		72228143	The Coordinator	Senior Clerk	72229085

**FODE SUBJECTS AND COURSE PROGRAMMES**

GRADE LEVELS	SUBJECTS/COURSES
Grades 7 and 8	1. English
	2. Mathematics
	3. Personal Development
	4. Social Science
	5. Science
	6. Making a Living
Grades 9 and 10	1. English
	2. Mathematics
	3. Personal Development
	4. Science
	5. Social Science
	6. Business Studies
	7. Design and Technology- Computing
Grades 11 and 12	1. English – Applied English/Language& Literature
	2. Mathematics – Advance/General
	3. Science – Biology/Chemistry/Physics
	4. Social Science – History/Geography/Economics
	5. Personal Development
	6. Business Studies
	7. Information & Communication Technology

**REMEMBER:**

- For Grades 7 and 8, you are required to do all six (6) subjects.
- For Grades 9 and 10, you must complete five (5) subjects and one (1) optional to be certified. Business Studies and Design & Technology – Computing are optional.
- For Grades 11 and 12, you are required to complete seven (7) out of thirteen (13) subjects to be certified.

**GRADES 11 & 12 COURSE PROGRAMMES**

No	Science	Humanities	Business
1	Applied English	Language & Literature	Language & Literature/Applied English
2	Mathematics – Advance/General	Mathematics – Advance/General	Mathematics – Advance/General
3	Personal Development	Personal Development	Personal Development
4	Biology	Biology/Physics/Chemistry	Biology/Physics/Chemistry
5	Chemistry/ Physics	Geography	Economics/Geography/History
6	Geography/History/Economics	History / Economics	Business Studies
7	ICT	ICT	ICT

**Notes:** You must seek advice from your Provincial Coordinator regarding the recommended courses in each stream. Options should be discussed carefully before choosing the stream when enrolling into Grade 11. FODE will certify for the successful completion of seven subjects in Grade 12.

**CERTIFICATE IN MATRICULATION STUDIES**

No	Compulsory Courses	Optional Courses
1	English 1	<b>Science Stream:</b> Biology, Chemistry, Physics
2	English 2	<b>Social Science Stream:</b> Geography, Intro to Economics and Asia and the Modern World
3	Mathematics 1	
4	Mathematics 2	
5	History of Science & Technology	

**REMEMBER:**

You must successfully complete 8 courses: 5 compulsory and 3 optional.