



DEPARTMENT OF EDUCATION

GRADE 9 ENGLISH

UNIT 2



READING AND WRITING 2 (GRAMMAR)



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GRADE 9 ENGLISH

UNIT 2

READING AND WRITING 2 (GRAMMAR)

TOPIC 1:	VERB TENSES AND FORMS
TOPIC 2:	CLAUSES AND PHRASES
TOPIC 3:	SENTENCE STRUCTURE
TOPIC 4:	GENERAL GRAMMAR

Acknowledgement

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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.

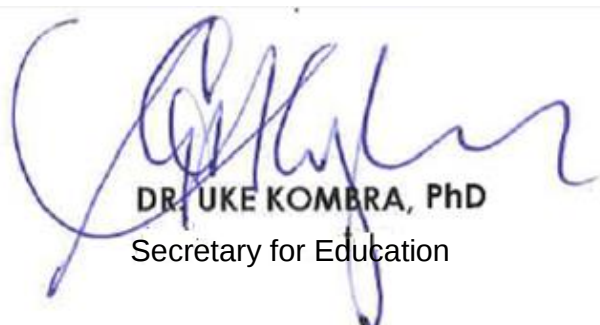
Flexible, Open and Distance Education curriculum is guided by the Department of Education's Mission which is fivefold:

- 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.



DR. UKE KOMBRA, PhD
Secretary for Education

INTRODUCTION TO UNIT 2

Welcome to Unit 2 of Grade 9 English. This unit is about Grammar. Grammar is sometimes defined as the “rules” of a Language. Grammar can also be defined as the “science of language” that has specific parts and laws on how we use these parts in sentences.

The topics in this unit were chosen especially to help Papua New Guinean distance students to understand the rules of the English Language and to be able to use it correctly.

The topics in this unit cover what most students normally have problems with so it is important that you study all the lessons well.

This Unit has four (4) Topics and there are 20 lessons in this course book.

Topic 1:	Verb Tenses and Forms	-	5 Lessons
Topic 2:	Clauses and Phrases	-	5 Lessons
Topic 3:	Sentence Structure	-	5 Lessons
Topic 4:	General Grammar	-	5 Lessons

Each lesson has several activities, with a practice exercise at the end of each lesson. The Answers to the Practice Exercises can be found at the end of each topic. Mark your own answers for each Practice Exercise whenever you see this instruction:

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

Be honest with yourself when you are doing your practice exercises and when marking your 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 can call in anytime between 8 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 the symbols used in this book to indicate the parts of your lessons. The following are the meanings of these icons.

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

STUDY GUIDE

Below are steps to guide you in your course study.

- Step 1: Carefully read through each lesson. In most cases, reading through a lesson 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 found at the end of each lesson and mark your own written answers against those listed under the Answers to Activities. Do each activity and mark your 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. You must 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 TOPIC 1.** 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 to the lesson and correct any mistakes you may have made before moving on to the next lesson.
- Step 6: Study all the lessons following Steps 1, 2, 3, 4 and 5.

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

TIME	MON	TUE	WED	THU	FRI
8:00-10:00	F O D E S T U D Y				
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 your FODE studies each day.

TOPIC 1

VERB TENSES AND FORMS

In this Topic, you will learn about:

- **Forming and using simple tenses.**
- **Participle forms of regular and irregular verbs.**
- **Forming and using perfect tenses.**
- **Active and passive voice of the verb.**
- **Progressive tenses.**

TOPIC 1: VERB TENSES AND FORMS

Welcome to the first Topic of Unit 2. In this topic there are five lessons.

In **Lesson 1**, you will learn about forming and using the simple tense.

Lesson 2 is about the Participle forms of Regular and Irregular Verbs.

In **Lesson 3**, you will learn how to form and use the Perfect tense.

Lesson 4 is about the two voices of tense

In **Lesson 5** you will learn about the progressive tenses.

Make sure to complete all your lessons and practice exercises in order to really understand what is covered in the lessons and to work well. Keep notes that you can refer to and to study.

We hope you enjoy the lessons in this topic.

Now you may begin with the first lesson.

We wish you all the best in your studies!

Lesson 1: Forming and Using Simple Tenses



Welcome to Lesson 1 of Unit 2. In this lesson, you will learn about the simple tenses. Before we begin, take a look at the aims for this lesson.



Your Aims:

- define simple tenses
 - identify types of simple tenses
 - form and use correct simple tenses
-

What are Simple Tenses?

In English Grammar simple tenses are the principal parts of a verb. They form sentences beginning with the base form of the verb. A verb as you already know is a word that creates the action in a sentence.

For example, Mary 'walks' to school every day. The word walks is the verb in this sentence. It is this word that connects the action to the subject which is Mary.

You may now work on Activity 1 to check your understanding.



Activity 1 Study these sentences and correctly underline the verb in each sentence.

1. Mary went to Canada last Christmas.
2. Della and Dylan live in New York.
3. Betty works in a hospital.
4. Mum cooked dinner yesterday.
5. Xavier washed the dishes this morning.
6. The Earth goes around the Sun.
7. Water boils at hundred degrees celcius.
8. Oil floats on water.
9. Water freezes at zero degrees celcius.
10. John smokes ten cigarettes a day.
11. Maria went to Daru last Saturday.
12. Trevor will go to New Zealand in July.
13. Josephine had died of AIDS.
14. Anthony plays soccer on Saturdays.
15. Mark drove the school bus this afternoon.

Thank you for completing this activity. Now, you may 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 this lesson.

Now, you will look at the types of simple tenses.

Types of Simple Tenses

There are three types of simple tenses in the English Language. The tense of the verb indicates the time of action taken by the verb. It also shows how long it takes the action to be completed. The word 'tense' means time in the past, present and future.

The three types of simple tenses are:

1. Past Tense

The past tense is used to show an action that occurred in the past. It is in the form of base verb + (ed / en).

For example, He attended preschool.

2. Present Tense

The present tense is used to show an action that is taking place at that present moment. It is in the form of base verb + (s).

For example, He **attends** high school.

3. Future Tense

The future tense is used to show an action that is yet to take place in the near future. It is in the form of (will) + base verb.

For example: He **will attend** University of Goroka.

Now that you have gone through the definition and types of tenses, work on Activity 2 to check your understanding.



Activity 2 Read these sentences and identify whether the verb is in the past tense, present tense or future tense. Write your answers in the space provided next to each sentence.

1. _____ My friend arrived yesterday.
2. _____ She came by car.
3. _____ It will rain tomorrow.
4. _____ I bake cakes and cookies.
5. _____ The children will be home soon.

6. _____ He eats like a horse but never gains weight.
7. _____ She is taller than I am.
8. _____ The water level will go down by this afternoon.
9. _____ Lorraine died of food poisoning.
10. _____ My father likes fish with sago.

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 1. In this lesson you have learnt about: what simple tenses are, the types of simple tenses, how to correctly use simple tenses in sentences. You should now be confident in using the correct form of simple tenses in your everyday communication.

NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE.

Practice Exercise: 1

Read through the cloze passage and fill in the blanks with the past simple tense of the verbs in bracket.

The Marie Celeste

The Marie Celeste was a sailing ship. It 1. (is)_____ sailing from New York to Italy in 1872. There 2. (is) _____ a crew of eight on board as well as the captain's wife and daughter. A month after the journey 3. (start) _____ another ship noticed the Marie Celeste floating off the coast of Spain. When the sailors from the other ship 4. (go) _____ on board, they 5. (find) _____ everything in place on the Marie Celeste. The sails 6. (are) _____ set, the table was laid for dinner, there 7. (is) _____ plenty of food in the kitchen. There were toys on the floor in the captain's cabin, as if his little daughter has just been playing. The crew's clothes 8. (are) _____ hanging up neatly and their boots were all in place. But there 9. (is) _____ nobody on board at all. And nobody has ever 10. (discover) _____ what happened to the captain and his family or the crew.

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

Answers to Activities

Activity 1

1. Mary went to Canada last Christmas.
2. Della and Dylan live in New York.
3. Betty works in a hospital.
4. Mum cooked dinner yesterday.
5. Xavier washed the dishes this morning.
6. The Earth goes round the Sun.
7. Water boils at hundred degrees celcius.
8. Oil floats on water.
9. Water freezes at zero degrees celcius.
10. John smokes ten cigarettes a day.
11. Maria went to Daru last Saturday.
12. Trevor will go to New Zealand in July.
13. Josephine had died of AIDS.
14. Anthony plays soccer on Saturdays.
15. Mark drove the school bus this afternoon.

Activity 2

- | | |
|------------------|-------------------|
| 1. past tense | 6. present tense |
| 2. past tense | 7. present tense |
| 3. future tense | 8. future tense |
| 4. present tense | 9. past tense |
| 5. future tense | 10. present tense |

Lesson 2: Participle Forms of Regular and Irregular Verbs



Welcome to Lesson 2 of Unit 2. In this lesson, you will find out more about regular and irregular verbs. First take a look at the aims for this lesson.



Your Aims:

- define regular and irregular verbs
- differentiate between regular and irregular verbs
- identify the participle forms of regular and irregular verbs
- use regular and irregular verbs in sentences

What are Regular and Irregular Verbs?

The English Language uses both regular and irregular verbs. Regular verbs are those action words which have a clear pattern when used in their different tenses.

For example, the word 'walk' changes its form when used in the present, past and future tenses.

1. I walk through the forest = (base form) present tense.
2. I walked through the forest = (base + ed) past tense.
3. I will walk through the forest = (will + base form) future tense.

Irregular verbs on the other hand are not that simple. They do not have any pattern. They change their form and more often their spelling changes when used in the different tenses. We sometimes need a dictionary to help us write the different forms of irregular verbs.

For example: the word 'sees' as used in its different forms.

1. We see the secret paintings = present tense.
2. We saw the secret paintings = past tense.
3. We have seen the secret paintings = present perfect tense.



Activity 1 Study these words and identify if they are regular or irregular verbs. Write down the word regular or irregular in the space provided in front of each word.

- | | |
|---------------|-------------------------------|
| 1. _____ play | 6. _____ swim |
| 2. _____ chop | 7. _____ write |
| 3. _____ read | 8. _____ climb |
| 4. _____ wash | 9. _____ eat |
| 5. _____ cook | 10. _____ lie (to tell a lie) |

Thank you for completing this activity. Now, you may 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 this lesson.

Difference between Regular and Irregular Verbs

Now, you will look at the regular and irregular verbs. The difference between regular and irregular verbs is the different endings they have for past tense and past participle forms.

Most common regular verbs always end with an 'ed' in their past tense or past participle. Irregular verbs end in many different ways. More often you will not see a pattern in the way they end. Most irregular verbs have a complete change of spelling and form. Sometimes they are the same.

For example: the irregular verb 'cut' is the same in both the present and the past tenses. However, the word 'do' has its past tense the word 'did' and its past participle is 'done'.

Regular verbs on the other hand always have the same ending.

For example: walk = walked, play = played, like = liked, pick = picked, and so on.



Activity 2

Change the verbs in bracket to their past tense form and fill in the blanks to complete the sentences.

1. I (do) _____ all my homework two days ago.
2. She (think) _____ of a better way to punish him.
3. Brent (remind) _____ them to sweep the floor.
4. They (put) _____ their names on the list.
5. Who (borrow) _____ my new shoes?
6. We never (know) _____ his real name.

Thank you for completing this activity. Now, you may 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 this lesson.

Now, you will look at participle forms of regular and irregular verbs.

Participle forms of Regular and Irregular Verbs

A participle in English Grammar is a word formed from a verb. It is only a part of the verb and needs another part before it is suitable as a verb to create an action. That is why most regular and irregular verbs always have an auxiliary verb added to their participle forms.

Auxiliary verbs are a word such as be, do, has, have, had, is, and was. They are helping verbs used with the main verbs to show tenses. Both regular and irregular verbs have three principal parts. They are the present tense, past tense and the past

participle. It is these principal parts that are used in making up sentences. Look at the examples that illustrate this point.

1. Present – Today I (walk)
2. Past – Yesterday I (walked)
3. Past participle – I have (walked)

The past participle form of both regular and irregular verbs are usually used in the present perfect (have + principal verb) and sometimes past perfect (had + principal verb) tenses. Study the table which illustrate this point.

Present Tense	Past Tense	Past Participle with Auxiliary
ask	asked	have asked
laugh	laughed	have laughed
bend	bent	have bent
send	sent	have sent
rise	rose	have risen
break	broke	have broken
bet	bet	have bet

Now that you have the confidence to identify the participle forms of regular and irregular verbs work on Activity 3 to check your understanding.



Activity 3 Use the verbs in the word list to make up your own sentences. Write your answers in the space provided.

goes, jumped, sang, have moved, has broken, have spoilt

1. _____

2. _____

3. _____

4. _____

5. _____

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

We have now come to the end of your second lesson for this topic. In this lesson you have learnt about the different forms and usage of regular and irregular verbs. You should now confidently use the three principal forms of both regular and irregular verbs in your everyday communication.

NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE.

Practice Exercise: 2

Complete the table by filling in the blank spaces with the correct form of the verb.

Present Tense	Past Tense	Past Participle
arise		arisen
	bit	bitten
blow	blew	
break		broken
	fell	fallen
give		given
go	went	
	shrank	shrunk
slay	slew	
swim		swum

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

Answers to Activities

Activity 1

- | | |
|--------------|---------------|
| 1. regular | 6. irregular |
| 2. regular | 7. irregular |
| 3. irregular | 8. regular |
| 4. regular | 9. irregular |
| 5. regular | 10. irregular |

Activity 2

1. did
2. thought
3. reminded
4. put
5. borrowed
6. knew

Activity 3

1. He goes to church on Sundays.
2. Peter jumped off the cliff.
3. They sang beautifully.
4. The Mogi's have moved to Popondetta.
5. Karl has broken his elbow.
6. You have spoilt my digital camera.

Lesson 3: Forming and Using Perfect Tenses



Welcome to Lesson 3 of Unit 2. In this lesson, you will learn about the three main types of perfect tenses. First, take a look at your aims for this lesson.



Your Aims:

- define perfect tenses
 - identify the three major perfect tenses
 - form and use perfect tenses correctly in sentences
-

What are Perfect Tenses?

The perfect tenses are used to show that an action is completed. They are known as the 'complete tenses' because they describe a finished activity. These tenses are formed using the perfect aspect of the auxiliary verb 'to have' and the 'active verb's' past participle.

The verb 'to have' determines whether a sentence has a present (have / has seen), past (had seen) or future (will have seen) meaning.

There are three major perfect tenses and they are:

1. Present Perfect

For example: I have written

Present tense of "to have" plus participle. Action is completed in the present.

2. Past Perfect

For example: I had written

Past tense of "to have" plus participle. Action is completed in the past.

3. Future Perfect

For example: I will have written

Future tense of "to have" plus participle. Action is completed with respect to the future.

These three perfect tenses in English Grammar are the three verb tenses which show action already completed. The word perfect basically means 'made complete'

**Activity 1**

Re-write the sentences in the space provided using the past perfect form of the underlined verbs. The first sentence has been completed for you.

1. I have never driven such a wonderful car.

I had never driven such a wonderful car.

2. They have known and trusted her for years.

3. Abigail has eaten the whole cake before we arrived.

4. Oswald has always blamed others for his mistakes.

5. The candidates have written their opinions on our website.

6. He has picked his favourite song for the ceremony.

7. Damien has passed his entry test in order to upgrade his English marks with NCD FODE.

8. It has been raining for three full months.

9. She is having an accident.

10. She never gives up.

Thank you for completing this activity. Now, you may 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 this lesson.

Now, you will learn more about perfect tenses.

More about the Perfect Tenses

The perfect tenses can also be used in the continuous or progressive form to emphasize a situation in progress and not yet completed.

The three continuous perfect tenses in English Grammar are:

1. Present Perfect Continuous
For example: I have been choosing
2. Past Perfect Continuous
For example: I had been choosing
3. Future Perfect Continuous
For example: I will have been choosing



Activity 2 Present perfect or present perfect continuous? Circle the correct answer, (a) or (b).

1. a. I have been painting } the kitchen. I should be finished soon.
b. I have painted }
2. a. You have been breaking } my window!
b. You have broken }
3. a. I've liked } Sanguma band since I was twelve years
b. I've been liking } old.
4. Oh no! Alice has just } a. been falling over.
b. fallen over.
5. a. Somebody has read my letters. } This one has been
b. Somebody has been reading my letters. } opened.
6. a. It has been raining } here for days. It won't stop until next
b. It has rained } week.

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have now come to the end of Lesson 3. In this lesson you have learnt about the three common forms of perfect tenses in English Grammar. Perfect tenses are used to express actions that have been completed in the past. You also learnt about the three continuous forms of the perfect tenses and their usage. You should now confidently use the perfect tenses in your own written and spoken use of English.

NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE.

Practice Exercise: 3

Fill in the blank space with appropriate perfect tense to complete the sentence. Make sure the sentence make sense. This tense should indicate either that an action was completed (finished or "perfected") at some point in the past.

1. I _____ forgotten Mrs Terry's extraordinary behaviour.
2. His honesty _____ been questioned.
3. I expect to have _____ by next week.
4. _____ been there before, I knew what to expect.
5. Have you _____ George anywhere?
6. I was sure I _____ met him before.
7. I expect to _____ in a couple of weeks.
8. Having thought it over, Molly _____ against seeing Peter again.
9. He said he regretted _____ so rude.
10. We _____ waited for an hour.

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

Answers to Activities**Activity 1**

2. They had known and trusted her for years.
3. Abigail had eaten the whole cake before we arrived.
4. Oswald had always blamed others for his mistakes.
5. The candidates had written their opinions on our website.
6. He had picked his favourite song for the ceremony.
7. Damien had passed his entry test in order to upgrade his English marks with NCD Fode.
8. It had rained for three full months.
9. She had had an accident.
10. She had never given up.

Activity 2

1. a
2. b
3. a
4. b
5. b
6. a

Lesson 4: Active and Passive Voice of a Verb



Welcome to Lesson 4 of Unit 2. In the previous lesson you learned about form. In this lesson, you will learn about the active and the passive voice of a verb. But first, look at the aims of your lesson.



Your Aims:

- define active and passive voice
 - identify the difference in the active and passive voice
 - use active and passive voice of the verb
-

There are two special forms for verbs called the voice. In grammar the voice of a verb indicates whether the subject is the doer or the receiver of the action.

In a sentence, when the active voice is used, the subject of the sentence performs the action expressed by the verb. The active voice is simpler to use. In the active voice the subject is doing the action. Look at the following sentences.

Maggie bought some chocolates.

Randy caught a big fish.

Piyande played the guitar.

The subjects of the sentences are Maggie, Randy and Piyande. In each sentence the subjects are **doing the action**. Therefore the sentences are in the **active voice**.

Maggie **bought** some chocolates.

Randy **caught** a big fish.

Piyande **played** the guitar.

In the sentences below, the target of the action is now in the subject position. When the subject of the sentence is the **receiver of the action**, the voice is said to be **passive**. Here you can see that the subjects of the verbs receive the action instead of doing the action.

Some **chocolates** were bought by Dora.

A big **fish** was caught by Maggie.

The **guitar** was played by Lucy.

Now look at these sentences.

The dog chased the rascal.

The rascal was chased by the dog.

In the first sentence the dog performed the action of chasing the rascal. The dog is the subject of the sentence and therefore the verb is said to be in the active voice. In the second sentence the subject is now the rascal and now we see that the subject is having the action applied to it that is, being chased by the dog.



Activity 1 **Indicate on the line next to each sentence whether the voice of the verb is in the active or in the passive.**

1. The scientists discovered another new planet. _____
2. FODE staff observed the World Aids Day last
week. _____
3. School fees for the year 2012 will be paid by the Government.

4. The hunter killed a pig. _____
5. The rascal was chased by the dog. _____
6. Masey cooked some pumpkin and bananas. _____
7. The song was composed by Morgan. _____
8. The problem was solved. _____
9. In the last volley ball season, Team Morobe took the shield.

10. A Memorandum of Understanding was signed by the landowners. _____

Thank you for completing this activity. Now, you may 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 this lesson.

Now, you will look at the passive voice of the verb.

Sometimes it gets confusing when the passive voice is used. To make the message clear it is more advisable to use the active voice. The passive voice can be used if the writer wishes not to mention the subject. Politicians like to use the passive voice to generalise. Science writers and news reporters like to use the passive voice. But for a better and clear writing it is more preferable to use the active voice. The sentence that uses the active voice is stronger, uses fewer words, and clearly shows who performs the action.

The sentence that uses the passive voice is weaker and less direct. It is, however not incorrect to use the passive voice. Sometimes the doer of the action is not mentioned in the passive voice sentences.

Example: One million Kina (K1, 000,000) was donated for a new building in the school last week. This sentence does not tell us who donated the one million kina.



Activity 2 Change the active voice sentences into passive voice while the passive voice sentences should be changed into the active voice.

1. We elected Peter captain. _____
2. I saw him opening the parcel. _____
3. We must listen to his advice. _____
4. Will I ever forget those happy days? _____
5. By whom was this glass broken? _____
6. One cannot pluck grapes from thistles. _____
7. Without effort, nothing can be gained. _____
8. Do not insult the weak and the oppressed _____
9. All desire wealth and only some acquire it. _____
10. The information is kept on our computer. _____
11. He was refused admittance. _____
12. The people regarded him as a traitor. _____

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 4. In this lesson you learned more about the active and passive voice and you learnt how to change the active voice into passive voice and vice versa.

NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE.

Practice Exercise: 4

A. Underline either “active” or “passive” to identify the voice in the sentences given. Write the doer of the action on the line to the right. If the doer is unknown, write a question mark (?). The first is done for you.

- | | | | |
|-----|---|-------------------------|-------|
| 1. | Harry feeds the dog. | <u>active</u> / passive | _____ |
| 2. | The dog is fed by Harry. | active / passive | _____ |
| 3. | The family went to Mt Hagen. | Active / passive | _____ |
| 4. | The story was written by Lady Carol Kidu. | active / passive | _____ |
| 5. | The game had been won by the Team Lae. | active / passive | _____ |
| 6. | The problem was solved. | active / passive | _____ |
| 7. | The policeman risked his life. | active / passive | _____ |
| 8. | Food was supplied to the flood victims. | active / passive | _____ |
| 9. | The classroom was being cleaned by the class. | active / passive | _____ |
| 10. | It gets cold here during the rainy season. | active / passive | _____ |

B. Change the following sentences from the Active voice to the passive voice.

- | | | |
|----|---|-------|
| 1. | The small child swallowed a five toea coin. | _____ |
| | | _____ |
| 2. | Richard mended the old lady's wooden table. | _____ |
| | | _____ |
| 3. | The crew of the fishing boat saved the survivors. | _____ |
| | | _____ |
| 4. | The Principal praised the hard working class. | _____ |
| | | _____ |
| 5. | The police chased the thief. | _____ |
| | | _____ |

C. Change the following sentences from the active voice to the passive voice.

1. The girls were making decorations for the big day.

2. Everybody loves the baby.

3. He made a very remarkable discovery.

4. Somebody has picked my pocket.

5. The security guard has put out the light.

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

Answers to Activities**Activity 1**

- a. active
- b. active
- c. passive
- d. active
- e. passive
- f. active
- g. passive
- h. passive
- i. active
- j. passive

1. Peter was elected captain.
2. He was seen opening the parcel.
3. His advice must be listened to.
4. Will those happy days ever be forgotten?
5. Who broke this glass?
6. Grapes cannot be plucked from thistles.
7. Without effort, we can gain nothing.
8. Let the weak and the oppressed not be insulted.
9. Wealth is desired by all and is acquired by some.
10. We keep the information on our computer.
11. They refused him admittance.
12. He was regarded as a traitor.

Lesson 5: Progressive Tenses



Welcome to Lesson 5 of Unit 2. In Lesson 3 of this unit you were introduced to the perfect continuous tenses. You will review your knowledge of the perfect tenses in the later part of this lesson.

The focus of your lesson here is about the simple continuous tenses. You will learn about the forms and types of the continuous tenses. First take a look at your aims for this lesson.



Your Aims:

- define simple continuous and perfect continuous tenses
 - identify the correct form of simple continuous and perfect continuous tenses
 - use the simple continuous and the perfect continuous tenses to form sentences
-

What Are Progressive or Continuous Tenses?

Progressive tenses in English Grammar are also called continuous tenses. This group of tenses are used when an action is continuing or is not yet completed over a period of time.

The three major forms of simple continuous tenses are:

1. Past Continuous Tense

This tense of the verb is used to show an action that was in progress at a specific time in the past.

For example: At 10.00am I was still waiting for the plane.

2. Present Continuous Tense

This tense is used to show an action or situation which is in progress or is still taking place at present.

For example: Sherman is reading a book about penguins at school.

3. Future Continuous Tense

This tense is used to describe an action or activity that will be in progress at a specific time in the future. It expresses a continuous action that is yet to happen in the near future.

For example: She will be working here for another two years.

**Activity 1** Complete the sentences using the verbs in brackets in the present progressive or present simple tenses.

1. Please be quiet. I _____ (try) to listen to the news.
2. This is a very quiet village. Where _____ (people / go) in the evenings?
3. I _____ (work) in a bakery until I can find a better job.
4. What _____ (you / do) with all that oil and paint?
5. I _____ (not / use) the sink at the moment so you can use it.
6. _____ (Sylvia and Ray / ever / write) to you?

Thank you for completing this activity. Now, you may 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 this lesson.

Now, you will look at progressive tenses.

More about Progressive tenses

In Lesson 3 you were introduced to the perfect continuous tenses. These tenses as you already know are used to express an action in the past that is still in progress and not yet completed.

If you can remember correctly they are:

1. The Present Perfect Continuous Tense
2. The Past Perfect Continuous Tense
3. The Future Perfect Continuous Tense

There are six progressive tenses altogether in the English Language - three simple progressive tenses and three perfect progressive tenses.

You should now review and revisit your lesson notes and activities from Lesson 3 to help you work on Activity 2.

**Activity 2** Change the verbs in brackets into the past progressive or past simple tenses to complete the sentences.

1. As I _____ (eat) my dinner there _____ (be) a knock at the door.
2. Just as Cathy _____ (get) into the car Mark _____ (shout) a warning.
3. While you _____ (dance) at the night club I _____ (fix) the kitchen furniture at home.

4. I _____ (know) her ten years ago when she _____ (work) for Telikom at the same time as I was.
5. James _____ (hear) a noise while he _____ (listen to) the music.

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have now come to the end of Lesson 5. In this lesson you have learnt about the simple and the perfect progressive tenses, the different forms and types of progressive tenses and to form your own sentences using progressive tenses. You should now be confidently using these tenses to improve in your language communication skills.

NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE.

Practice Exercise: 5

A. Verb for a phrase. Write down a verb for each of the following phrases. The first letters of each word is provided. The first one has been done to help you.

1. To walk as if lame. **limp**
2. To send goods out of a country: e _____
3. To put off till a later date: p _____
4. To admit to doing something: c _____
5. To become the owner through a will: i _____
6. To put money into a commercial venture: i _____
7. To state what will happen in the future: p _____
8. To look with a fixed gaze: s _____

B. Using Verbs to complete idioms. Use the verbs in the box to complete the idiomatic expressions that follow.

face beat turn kill call hit blow burn
--

1. To _____ the nail on the head.
2. To _____ the midnight oil.
3. To _____ one's trumpet.
4. To _____ over a new leaf.
5. To _____ a spade a spade.
6. To _____ two birds with one stone.
7. To _____ about the bush.
8. To _____ the music.

C. Change the verbs in bracket to the future progressive tense.

1. Betty has a swollen knee and she (limp) _____to school next week.
 2. Brian and Ruth (postpone) _____their wedding.
 3. Joan (inherit) _____the house from her great aunt.
 4. They (export) _____sandalwood to Japan in a few years' time.
 5. Susan (face) _____the music after cheating on her husband.
-

NOW CHECK YOUR ANSWERS AT THE END OF TOPIC 1.**Answers to Activities****Activity 1**

1. I am trying
2. do people go
3. I am working
4. did you do
5. I am not using
6. Do Sylvia and Roy ever write

Activity 2

1. was eating , was
2. was getting , shouted
3. were dancing , fixed
4. knew , was working
5. heard , was listening to

ANSWERS TO PRACTICE EXERCISES IN TOPIC 1

Practice Exercise 1

1. was
 2. was
 3. started
 4. went
 5. found
 6. were
 7. was
 8. were
 9. was
 10. discovered
-

Practice Exercise 2

1. arose
 2. bite
 3. blown
 4. broke
 5. fall
 6. gave
 7. gone
 8. shrink
 9. slain
 10. swam
-

Practice Exercise 3

1. I **haven't** forgotten Mrs Terry's extraordinary behaviour.
2. His honesty **has never** been questioned.
3. I expect to have **heard** by next week.
4. **Having** been there before, I knew what to expect.
5. Have you **seen** George anywhere?
6. I was sure I **hadn't** met him before.
7. I expect to **have finished** in a couple of weeks.
8. Having thought it over, Molly **decided** against seeing Peter again.

9. He said he regretted **having been** so rude.
 10. We **must have** waited for an hour.
-

Practice Exercise 4

A.

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

B.

1. A five toea coin was swallowed by a small child.
 2. The old lady's wooden table was mended by Richard.
 3. The survivors were saved by the crew of the fishing boat.
 4. The hard working class was praised by the principal.
 5. The thief was chased by the police.
 6. The decorations were made by the girls for the big day.
 7. The baby is loved by everyone.
 8. A very remarkable discovery was made by him.
 9. My pocket has been picked by somebody.
 10. The light was put out by the security.
-

Practice Exercise 5

A.

2. export
3. postponed
4. confess
5. inherit
6. invest
7. predict
8. stare

B.

1. hit
2. burn
3. blow
4. turn
5. call
6. kill
7. beat
8. face

C.

1. will be limping
2. will be postponing
3. will be inheriting
4. will be exporting
5. will be facing

THE END OF TOPIC 1

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

TOPIC 2

CLAUSES AND PHASES

In this Topic, you will learn about:

- **Noun clause and appositive phrase.**
- **Adjective clause and phrase.**
- **Adverb clause and phrase.**
- **Verbal.**
- **Verbal phrase.**

TOPIC 2: CLAUSES AND PHRASES

Welcome to Topic 2 of Unit 2. In this topic you will learn more about clauses and phrases. Both clauses and phrases are basic components of writing sentences. When combined with other parts of speech and other parts of sentences, clauses and phrases help build and through which your words convey meaning. Phrases are important in English because they provide necessary information. A good knowledge of clauses will help you to improve your writing and speaking. So make sure you complete all the lessons in this unit with all its exercises.

There are 5 lessons in this topic.

Lesson 6 is about the Noun Clauses and Appositive Phrase.

Lesson 7 you will learn the Adjective Clause and Phrase.

Lesson 8 is about Adverb Clause & Phrase and

Lesson 9 is about Verbal.

Lesson 10 you will learn all about Verbal Phrase.

Make sure to complete all your lessons and practice exercises in order to really understand your lessons and to work well. Keep notes that you can refer to in your study. We hope you will enjoy your lessons.

You may now begin with Lesson 6.

We wish you all the best in your studies!

Lesson 6: Noun Clause & Appositive Phrase



Welcome to Lesson 6 of Unit 2. In the previous lesson you learned about progressive tenses. You learnt about the progressive form of simple and perfect tenses.

In this lesson, you will learn about noun clause and appositive phrases. Both of them give more information about a noun mentioned in a sentence.



Your Aims:

- differentiate between a clause and a phrase
 - identify and use a noun clause
 - identify and use an appositive clause
-

What is a Phrase?

Phrases and **clauses** are smaller units of writing that make up a complete sentence. A **phrase** is made up of two or more words strung together to give additional information to a noun, a verb or an adverb of time, place or manner. A noun can act as a subject or an object in a sentence. A phrase does not convey a complete thought or idea. Adverbial phrases are introduced by prepositions of time, place and manner.

Noun is the name of a person, place or thing. There are proper nouns and common nouns.

A Verb is an action word. It tells the reader or listener what action the subject (noun) has, is or will do. Sometimes, the action is done to or on an object (noun). In some cases, there are no objects (nouns) in a sentence. Instead, there is an adverb of time, place or manner that tells us when, where or how the subject carries out the action.

Prepositions of time: at (at 3:00pm), in (in the morning), by (by Thursday), on (on time on the weekend), around (around midnight), between (between 12:00 and 12:30 pm), before (before June), after (after this week) and no later than (no later than Tuesday).

Prepositions of place: in, on, under, on top of, at, near, far, below, above, behind, before, in front of, beside, next to, over at, there, here, underneath,

Prepositions of manner: by (by plane), on (on foot), via (via internet), through (through television), in (in a car), by means of (by means of an aeroplane).

Examples:

1. The girl with the PNG bilum/ will probably visit / her best friend/

Adverbial Phrase
/ early tomorrow morning.

2. *Subject Noun Phrase* Samantha's best friend *Verb* /comes / *Adverbial phrase* from Kairuku.
3. *Subject Noun Phrase* The Papua New Guinean soldiers / *Verb* captured/ *Object Noun Ph.* illegal loggers / *Phrase Adverbial* yesterday morning.

Notice that Sentences 2 and 3 have only one word that makes up the verb so it is not called a verb phrase. Remember that a phrase is made up of two or more words.

What is a Clause?

A **clause** is a bigger unit of writing than a phrase but smaller than a sentence. However, a clause can function as a simple sentence if it is the main clause. That is, there is only **one verb** and one main idea. If the clause is a subordinate clause then it must accompany a main clause. A complex sentence is made up of two ideas joined together by a connective or conjunction. There are **two verbs** or more in a complex sentence. A noun clause has a **subject** and a **verb** but still functions as the subject or object noun of a sentence.

Examples:

1. *Main clause* She is sick / *conjunction* so / *Subordinate/dependent clause* she went to see the doctor. (complex sentence = 2 or more verbs)
Note: went to see is a phrasal verb that simply means visited
2. *Main clause* She lost her job/ *conjunction* because / *Subordinate/dependent clause* she is continuously absent. (complex sentence)
3. *Main clause* She is sick. (simple sentence = 1 verb only)
4. *Main clause* She lost her job. (simple sentence = 1 verb only)



Activity 1 Indicate whether the underlined group of words is a *clause* or a *phrase*. Write your answer on the space provided.

1. The girl in the blue dress went to the beach yesterday. _____
2. The thought of living on his own frightened Jimmy. _____
3. She was sick so she went to see the doctor. _____
4. They were supposed to arrive today. _____
5. The body of the late member is probably arriving late this afternoon. _____
6. It was raining but they still went fishing. _____

7. The tallest boy in class comes from Markham. _____

Thank you for completing this activity. Now, you may 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 this lesson.

Now, you look at noun clause.

What is a Noun Clause?

A noun clause has a *subject* and *verb* and functions as a noun. The noun clause is a subordinate clause that functions as a noun within a sentence. It is also known as a dependent or nominal clause.

What is an Appositive Phrase?

An appositive phrase describes or defines a noun by renaming it. That noun can be a person, place or thing. Commas, parenthesis or brackets and dashes are also used in constructing appositives.

- A. Noun Clause: *Subject Noun clause* *vb* *Adverbial P*
 The boy that lives next door to Alice / flew/ to China yesterday.
- Subject Noun phrase* *verb* *Object Noun clause*
 The ten year old Ramu boy/ climbed /a coconut tree
- verb* *adverbial phrase*
 that was twenty metres high/ in seven minutes.

Appositive Phrase:	Moses Tau, who is a professional singer, performed at Sarufa's sister's birthday party.
	Hula Hula, <u>a local dance</u> , is common in the coastal areas of the Central Province.
	Democracy, <u>a political ideology</u> is practised in many parts of the world.
	Mt Everest – <u>world's tallest mountain</u> – is found in the Himalayan Mountain Ranges.



Activity 2 State whether the underlined group of words is a *noun* clause or appositive phrase. Write your answers on the spaces provided.

- Dr. Ongi, the creator of Yamap brew, sold 800 litres on the first day. _____
- The child that finishes the race first will receive a prize of K20. _____
- My best friend, Guna caught a piranha when he was fishing for bass. _____

4. The twelve-year-old boy won the 2012 Digicel dancing competition. _____
5. Daisy's best friend is Dika's sister. _____
6. I met the man who won the lottery. _____
7. The beast, a dog, was starting to show interest in our party. _____
8. We travelled to the island on a 20 foot banana boat. _____
9. The boy who painted this picture is named Maluk. _____
10. The three young girls ate 10 juicy mangoes yesterday. _____

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



Summary

You have come to the end of Lesson 6. In this lesson, you learned about phrases and clauses. You have also learned to differentiate between noun clauses and appositive phrases.

NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE.

Practice Exercise: 6

A. Underline the appositive phrase in each sentence below.

1. My, mom, who is a nurse, drives a red car.
2. The play was brilliant, and I enjoyed Mary, the best actress in our school.
3. I like spaghetti, an Italian dish with noodles and sauce.
4. Mr Donal, the principal of my school, wears a tie every day.
5. That ladybug, an insect, just landed on the rose bush.

B. Underline the noun clause in each of the sentence below.

1. That he believes his own story is remarkable.
 2. A person who trusts no one can't be trusted.
 3. Ask your child what he wants for dinner only if he's buying.
 4. It is even harder for the average ape to believe that he has descended from man.
 5. My one regret in life is that I am not someone else.
-

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.**Answers to Activities****Activity 1**

1. Phrase
2. Clause
3. Clause
4. Phrase
5. Phrase
6. Clause
7. Phrase

Activity 2

1. appositive phrase
2. noun clause
3. appositive phrase
4. noun clause
5. appositive phrase
6. noun clause
7. appositive phrase
8. noun clause
9. appositive phrase
10. noun clause

Lesson 7: Adjective Clause and Phrase



Welcome to Lesson 7 of Unit 2. In Lesson 6 you learned about the noun clause & appositive phrase. In this lesson you will learn about **adjectival clauses** and **phrases**. First, let us look at the aims of the lesson.



Your Aims:

- define clauses and phrases
- define adjective clauses and phrases
- identify adjective clauses and phrases
- use appropriate relative pronouns to introduce

Before we begin our lesson let us review what clauses and phrases are.

A **clause** is a group of words that contain a verb and its subject. A clause has the following properties:

- a) A clause is a group of words.
- b) A clause has a subject and a predicate.
- c) A clause has a meaning of its own.
- d) A clause forms part of a larger sentence.

The following are examples of clauses:

- since she laughs at different men
- I despise individuals of low character
- when the saints go marching in
- Obediah Simpson is uglier than a crazy dog
- because she smiled at him.

A **phrase** is a collection of words that may have nouns or verbals, but it does not have a subject doing a verb. Now read the following groups of words

on the river, of great wealth, in the bottle, every now and then, how to do it

Each of the groups of words given above conveys some idea, but does not make complete sense. Such a group of words which does not make complete sense is called a **phrase**.

The following are examples of phrases:

- leaving behind the dog
- smashing into a fence
- before the first test

- after the devastation
- between ignorance and intelligence
- broken into thousands of pieces
- because of her glittering smile

A phrase has the following properties:

- a. It is a group of words.
- b. It does not have a finite verb (e.g. write, break, work, run, stop and so on.), but it may contain a subject.
- c. It may contain a non-finite verb such as a participle, a gerund or an infinitive.
- d. It does not convey a definite meaning. It only conveys a disconnected idea.
- e. It cannot stand alone; it should be part of a larger sentence.

What are adjective clauses and phrases?

Adjective clause is a clause which does the work of an adjective. We can recognize the adjective clause by these following properties.

1. It does the work of an adjective. It describes a noun or a pronoun.
2. It is placed after the noun or pronoun it describes
3. It always begins with a relative pronoun.

Here are examples of relative pronouns

Who, whom, from whom, with whom, to whom, by whom, whose, which, that, with which, through which, in which.

We can say that relative pronouns introduce more information about nouns and pronouns but never begins a sentence. A relative pronoun begins a clause. It describes or identifies the noun or pronoun that usually comes before it in the sentence.

Have a look at the sentence below.

Example 1: The **people** who lived in ancient Egypt believed that their gods revealed themselves to men through dreams.

The noun **people** is before the relative pronoun **who** joined by the rest of the words.

Example 2: Jack is a boy **who** always does his best.

**Activity 1 Do the following exercises.****A. Underline the adjective clauses in the following sentences**

- a. Lucy is a girl whom we all like.
- b. This is the man whose house was burnt down.
- c. Boys who throw stones should be punished.
- d. This is the house that Jack built.
- e. Joseph lives in a house which has a blue roof.

B. Name the relative pronouns in the sentences above that introduce the adjective clause in each sentence.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Thank you for completing this activity. Now, you may 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 this lesson.

Now let us look at adjective phrase.

The **adjective phrase** tells us more about a noun and always comes immediately after the noun it describes. Adjectival phrase allow us to add information to a sentence.

For example:

The man **from Morobe** won the race.(from Morobe – adjective phrase qualifying the noun “man”.)

Adjectival phrases do the following in sentences.

- it does the work of an adjective
- it describes a noun or pronoun
- it immediately follows the noun or pronoun it describes
- it begins with a preposition or participle



Activity 2 Fill in the space with a suitable adjectival phrase from the list of phrases below.

to do well,
in a grey car,
with the knife,
with the blue tie
in a yellow dress

with the red bag
behind the counter,
with the other teams,
hoping to be the first
caught in the net,

- a. The man _____ is my uncle.
- b. I felt sorry for the animals _____
- c. Jonny _____ left this morning.
- d. The lady _____ caught the ball.
- e. It is a challenge for the boy _____ in this exam.
- f. We were walking when the man _____ ran past us.
- g. The team P.N.G _____ took part in the opening ceremony.
- h. The boy _____ gave me the money.
- i. Who is that girl _____ sitting next to Mrs. White?
- j. Francis _____ left for work.

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 7. In this lesson you learned about the adjective clause and phrase and their functions. You also learnt how to identify them by their functions they perform in a sentence.

NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE.

Practice Exercise: 7

Sort out the adjectival clauses by inserting a relative pronoun in their proper space in each sentence.

1. My dad _____ is in the army went parachuting last Saturday.
 2. The wind _____ blows from the mountains was cold yesterday.
 3. The helicopter _____ was hired flew at a steady pace.
 4. The rain _____ ceased the other day returned today.
 5. The woman _____ was wearing the red dress was walking her dog.
 6. The ancient Egyptians believed (a) _____ dreams (b) _____ birds were caught meant loss of possessions.
 7. The big car _____ belongs to Mrs. Pato was stolen last night.
 8. The boy _____ was wearing the white shirt began to wave.
 9. A French linguist _____ recently visited Papua New Guinea.
 10. A girl _____ Kini had been at school got married last week.
-

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

Answers to Activities

Activity 1

A.

- a. whom we all like.
- b. whose house was burnt down.
- c. who throw stones should be punished.
- d. that Jack built
- e. which has a blue roof.

B.

- a. whom
- b. whose
- c. who
- d. that
- e. which

Activity 2

- a. with the blue tie
- b. caught in the net.
- c. hopping to be the first
- d. in a yellow dress.
- e. to do well
- f. with the knife
- g. with the other teams
- h. behind the counter
- i. with the red bag
- j. in a grey car

Lesson 8: Adverb Clause and Phrase



Welcome to Lesson 8 of Unit 2. In this lesson, you will learn about adverbs, adverb clauses and adverb phrases. First take a look at your aims for this lesson.

Your Aims:

- define and identify adverbs, adverb clauses and phrases
- identify the work of adverbs, adverb clauses and phrases
- identify how adverbs, adverb clauses and phrases are formed
- use adverbs, adverb phrases and clauses to form sentences

What are Adverbs?

The English language is made up of different word families such as adverbs, verbs, nouns, adjectives, prepositions, pronouns. An adverb is a word that describes a verb, an adjective or another adverb. Adverbs answer the question “How”, “When” or “Where”.

Adverbs do a number of things and they are as follows:

1. Adverbs describe verbs.
For example: Mary swam well. The word ‘swam’ is the verb and ‘well’ is the adverb. Well describes how Mary swam.
2. Adverbs describe other adverbs.
For example: Mary swam extremely well. Notice how the word ‘extremely’ which is another adverb describes the adverb ‘well’, which describes how Mary swam.
3. Adverbs describe adjectives.
For example: My very excellent Mr Joe showed us nine planets. In this sentence ‘very’ describes the adjective “excellent” which describes Mr Joe.

How to form Adverbs

Most adverbs end in **-ly** and are formed by adding **-ly** to the adjective. Study the examples that further illustrate this point.

brave	-	bravely	sudden	-	suddenly
sad	-	sadly	real	-	really
strange-		strangely	joyful	-	joyfully

faithful - faithfully

careful - carefully

Types of Adverbs

There are different types of adverbs classified according to their functions. The three common types are:

1. Adverbs of time – explains “when” an action took place. It tells if the action occurred now, then, tomorrow, soon, yesterday and so on.

Example: They will go soon. She is coming now. Dave arrived yesterday.

2. Adverbs of place – explains where the action took place. It tells if the action took place here, within, there, above and so on.

Example: Wendy has been waiting here for half an hour. Julia was there for two years.

3. Adverbs of manner – explains how an action took place. It tells if the action occurred softly, noisily, well, properly, rapidly and so on.

Example: Romeo behaved stupidly. Catherine crept quietly towards the door.



Activity 1 Change the words in brackets into adverbs ending with “ly”. Write your answers in the space provided to complete each sentence.

1. Giles _____ (accident) reversed the car into a power pole.
2. Jordan drove the tractor _____ (danger).
3. They attended the funeral _____ (punctual).
4. The fire raged _____ (fury) through the old building.
5. The sun shone _____ (radiance).
6. The climber _____ (weary) descended the mountain.
7. The thief crept _____ (stealthy).
8. She slept _____ (peace).
9. He answered the questions _____ (truthful).
10. William _____ (doubtful) agreed to invest the money.

Thank you for completing this activity. Now, you may 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 this lesson.

Now, you look at what a phrase is made up of.

A phrase is made up of two or more words. It is a group of words but not a complete one and cannot stand as a sentence on its own. An adverb phrase does the same work as an adverb. It shows time, place, manner, reason and so on.

Study the following examples that further explain this point.

1. The children swam in the river. (place)
2. Audrey's uncle staggered about in a drunken state. (manner)
3. The rain was welcome after the long drought. (time)
4. The hikers were lost on account of the heavy rain. (reason)

A clause on the other hand is a group of words with a verb that is part of a larger sentence. An adverb clause is a minor clause that does the work of an adverb. It describes a verb, an adjective or an adverb in some other clause.

Adverb clauses, like phrases, are grouped according to the work they do. Study these examples to see how they are used in sentences.

1. They were soaked when the sudden storm broke. (time)
2. You must behave as you have been instructed. (manner)
3. The boxer was hit so hard that he fell down. (result)
4. I will help you if you try to practise it yourself. (condition)



Activity 2 Study these sentences and identify if they contain an adverb phrase or clause. Write down the word phrase or clause in front of each sentence, then underline the phrase or the clause in each sentence.

1. _____ The plane was lost in the jungle.
2. _____ The children studied hard to pass their examinations.
3. _____ I only slept for four hours last night.
4. _____ The phone rang twice during the night,
5. _____ I'll feed the cat because you have asked me to.
6. _____ Rita Kari trained hard so that she might win a gold medal.
7. _____ you swim where the life savers are stationed.

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have now come to the end of Lesson 8. In this lesson you have learnt about adverbs, adverb phrases and clauses. You also learnt how these words, phrases and clauses are formed and the work

Practice Exercise:**8**

Many English words belong to families. Some have large families and others have small families.

For example: the word 'respond' belongs to a large family that includes: respond (verb), response (noun), responsive (adjective), responsively (adverb).

Now complete the table. The first one has been done to help you.

Noun	Verb	Adjective	Adverb
satisfaction	satisfy	satisfactory	satisfactorily
		apologetic	
rebellion			
	suspect		
	harmonize		
		various	
			economically
emphasis			
		sympathetic	
	grieve		
	repeat		

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

Answers to Activities

Activity 1

1. Giles accidentally reversed the car into a power pole.
2. Jordan drove the tractor dangerously.
3. They attended the funeral punctually.
4. The fire raged furiously.
5. The sun shone radiantly.
6. The climber wearily descended the mountain.
7. The thief crept stealthily.
8. She slept peacefully.
9. He answered the questions truthfully.
10. William doubtfully agreed to invest the money.

Activity 2

1. Phrase The plane was lost in the jungle.
2. Phrase The children studied hard to pass their examinations.
3. Phrase I only slept for four hours last night.
4. Phrase The phone rang twice during the night.
5. Clause I'll feed the cat because you have asked me to.
6. Clause Rita Kari trained hard so that she might win a gold medal.
7. Clause You swim where the life savers are stationed.

Lesson 9: Verbals



Welcome to Lesson 9 of Topic 2. In this lesson, you will learn about verbals. You will learn how to identify verbals as participle, gerund or infinitive. You will also complete sentences using the appropriate verbal. Finally, you will learn to differentiate between **-ing**-participle and a gerund.



Your Aims:

- define verbals
 - differentiate the three kinds of verbals according to their functions
 - use verbals effectively
-

Verbals are verb that are used as other parts of speech. They may be classified as **participle**, **gerund** and **infinitive**. Like verbs, verbals can have objects, complements, and modifiers of their own.

Examples:

We call for a **binding** agreement **to ban** all research, development, **testing**, production, and use of nuclear weapons.

In the above sentence, the **verbals** are:

- a. **binding** – participle (modifying agreement)
- b. **to ban** – infinitive (modifying agreement)
- c. **testing** – gerund (used as object of the infinitive)

A **participle** is a verbal used as an adjective. It is a **verbal adjective**. It can modify a noun or a pronoun.

A participle has two forms:

1. The present participle, which ends in **-ing**

Example: **living** witnesses

2. The past participle, which ends in **-ed**, **-d**, **-en**, or **-en**

Examples: **united** power
equipped warships
broken parts

A participle, together with its object or complement and modifier, is called a **participial phrase**. It may be placed before or after the word it modifies.

For example:

1. Knowing the grave consequence of a nuclear war, we appeal to the world to extend solidarity and support the campaign for a total ban and elimination of nuclear weapons.

In this sentence the participial phrase is Knowing the grave consequences of a nuclear war. It modifies the pronoun **we**.

2. We demand the enactment of a Hibakusha Aid Law **embodying the principle of state compensation**. It modifies the noun Hibakusha Aid Law.



Activity 1 Read the following passages carefully. Underline the participles or participial phrases and circle the nouns they modify.

1. A hypocrite hides his hate behind flattering words.
2. A lazy man turns over in bed. He is like a door swinging on its hinges – really going to pieces.
3. A good man giving in to an evil man reminds you of a polluted spring or a poisoned well.

A warning given by an experienced man to someone willing to listen is more valuable than gold rings or jewelry made of the finest gold.

Thank you for completing this activity. Now, you may 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 this lesson.



Activity 2 Restate each of the following as phrases with participial modifiers.

Examples:

Personality that strikes – striking personality

People whom we forget – forgotten people

1. Incidents that terrify us
-

2. People whom the incidents terrify

3. Dreams that we realize

4. Hearts that break

5. Treasures that we hide

6. People who suffer

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

Now, you look at dangling participles.

Dangling Participles

A dangling participle is so called because it modifies nothing, and therefore it just dangles or hangs.

For example:

Incorrect:

Walking down the road, my eyes caught the “Dead End” sign.

Correct:

Walking down the road, I saw the sign the “Dead End” sign.

Using participles correctly.

Note the following idiomatic expressions containing participles:

With flying colours - with great success

A flying visit – a very short visit

Promising youth – a young man or woman whose character and conduct give reasonable grounds for hope that he or she will yet become distinguished.

A leading question – a question which suggests the answer

A saving grace – a good quality of characteristics which saves or excuses a person who has otherwise only bad qualities

Get the bad rolling – start something

Cry over spilled milk – to worry or lament about damage that cannot be repaired

Strained relations – personal relations which are temporarily disturbed by mutual distrust or irritation

Broken English – imperfect English spoken by someone who is not fluent in the use of the language

A rolling stone – a person who wanders around without staying in any one place or in any job for a long time



Activity 3

Identify the dangling participles in the sentences below. Then improve each sentence.

1. Hanging on the wall, we saw her beautiful portrait.

2. Scattered all over the floor, I picked up pieces of paper.

3. Mistaken for a rascal, the people in the neighbourhood mauled the man.

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

Now, you will look at gerunds.

A **gerund** is a verbal that is used as a noun. It ends in **-ing**. It can be used as:

Subject: Building bridges in support of peace is his commitment.

Object of a verb: They started building bridges in support of peace.

Object of the preposition: Let us concentrate on building bridges in support of peace.

Appositive: His commitment, building bridges in support of peace, is very noble.



Activity 4 Recall a time when you lost your way in the city. Describe what happened by finishing the sentences that follow.

1. Not knowing exactly where I was, I
_____.
2. Not having enough money with me, I
_____.
3. Not being able to understand the language very well, I
_____.
4. Not wanting to appear stupid, I
_____.
5. Not wishing to spend my time walking or wandering around, I
_____.



Activity 5 Change each bracketed sentence into a gerund or gerundial phrase and combine it with the preceding statement to form one complete sentence.

1. A: I feel like [I take a break]. Let's go have a glass of refreshing fruit juice.
B: Fine! I love [I drink fruit juice after working hard all day].
2. A: Do you believe in [you enjoy life]?
B: Of course, I do. I have always tried [I live an enjoyable and fruitful life].
3. A: I look forward [I'll work among the poor someday].
B: So do I. I've always dreamed of [I'll work among the poor someday].
4. A: People love peace. They have worked at [they obtain peace], but they have not succeeded in [they have peace], have they?

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

Now, you will look at infinitives.

An **infinitive** is a verbal that is usually combined with the word **to**, for example, **to talk, to read, and to do**. As the name of an action, an infinitive is often interchangeable with the gerund, both of which have the same function.

Examples: **To love** God is **to love** one's neighbours.
To be great is **to be a servant to others**.

As a noun, an infinitive may be used as:

Subject: **To err** is human, **to forgive** is divine.

Object of a verb: What do you want **to do**?

Subjective complement: His ambition is **to be** a pilot.

Appositive: He has only one ambition, **to be** a pilot.

The infinitive phrase is a convenient but not very flexible structure. Its most common use is as an object of a verb or as an appositive.

As the object of a verb, an infinitive phrase is rather formal and not common in speech. In addition to being used as nouns, infinitives are also used as modifiers, both as adjectives and adverbs.

Adjective: They felt a need **to express** their feelings in songs.

Adverb: The village people were very eager **to help** with the project.



Activity 6 Identify the infinitives in the following sentences and give their uses: noun (subject, direct objects, or complement), adjective modifier or adverb modifier.

1. It is natural for a wise man to do the right thing, and for a fool to do the wrong thing.
2. Man's conquest of space and his ability to orbit the globe are indeed dramatic landmarks of our century, but the need to conquer his prejudice, to change outworn methods of thinking and to take decisive action still has to be addressed.
3. The real enemy in the modern world is, in fact, the man who refuses to settle the disputes in which he is involved.

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 9. In this lesson, you have learnt about verbals. You have identified verbals as participle, gerund or infinitive. You have also completed sentences using the appropriate verbal. Finally, you have differentiated between – **ing** participle and a gerund.

NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE.

Practice Exercise: 9

A. Use the idiomatic expressions on page 59 to complete the following mini-dialogues:

1. Ana: Will Liza come to visit us?
Bob: Yes, but it will be _____.
2. Ana: How does the foreigner speak?
Bob: He speaks _____. But I can understand him.
3. Ana: Why do not we start the activity? It's getting late.
Bob: Yes, let us _____.
4. Ana: What happened to the two friends after the incident?
Bob: they now have strained relations.
5. Ana: Was he able to answer the first question?
Bob: Why not? It was a _____.

B. Identifying uses of Gerunds. Identify the use of gerunds in the following sentences.

1. Your major problem in writing is in giving form to what you wish to say.
 2. Simple detailed listing is simple enumerating.
 3. Narrating is describing the events as they happen in chronological order.
-

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.**Answers to Activities****Activity 1**

1. flattering words - hypocrites
2. swinging on its hinges - the lazy man
3. polluted spring or a poisoned well - evil man
4. experienced man - warning

Activity 2

1. terrifying incidents
2. terrified people
3. realized dream
4. broken hearts
5. hidden treasures
6. suffering people

Activity 3

1. We saw her beautiful portrait hanging on the wall.
2. I picked up the pieces of paper scattered all over the floor.
3. Mistaken for a rascal, he was mauled by the people in the neighborhood.

Activity 4

1. I asked some people to tell me where I was.
2. I did not want to buy anything.
3. I asked a bystander to interpret some phrases for me.
4. I decided to become quiet most of the time.
5. I went straight home after school.

Activity 5

1. A: I feel like taking a break, let's go have a glass of refreshing fruit juice.
B: Fine! I love drinking fruit juice after working hard all day.
2. A: Do you believe in enjoying life?
B: Of course, I do. I have always tried living an enjoyable and fruitful life.
3. A: I look forward working among the poor someday.
B: So do I. I've always dreamed of working among the poor someday.
4. A: People love peace. They have worked at obtaining peace, but they have not succeeded in having peace, have they?

Activity 6

1. It is natural for a wise man to do the right thing, and for a fool to do the wrong thing.

To do (object of verb)

2. Man's conquest of space and his ability to orbit the globe are indeed dramatic landmarks of our century, but the need to conquer his prejudice, to change outworn methods of thinking and to take decisive action still has to be addressed.

To orbit (Subject)

3. The real enemy in the modern world is, in fact, the man who refuses to settle the disputes in which he is involved.

To settle the dispute (subject)

Lesson 10: Verbal Phrase



Welcome to Lesson 10 of Unit 2. In the previous lesson you learned about verbal.

In this lesson you will go a step further to learn about verbal phrases and how to use them correctly. First take a look at your aims below.



Your Aims:

- define verbal phrase
- identify verbal phrases according to their forms and functions
- use the three kinds of verbal phrases

From what you have learnt in your previous lessons, you learnt that a phrase is a group of words that can make up a part of a sentence. There are different types of phrases that perform different types of functions. In this lesson we will look at verbal phrases.

Before continuing our lesson, let us revise some of the things you have learnt to help you understand verbal phrases better. Make sure you understand the following words, what they are and their functions.

Terms	Meanings and examples
Verbs	• The <u>part of speech</u> (or <u>word class</u>) that describes an action or occurrence or indicates a state of being. • an action word and tells of an action or an existence • <u>main verbs</u> are either action verbs or linking verbs - action verbs describes action - linking verbs describes conditions • <u>auxiliary verbs</u> are supporting or helping verbs
Adverb	• a modifier, it gives more meaning to a verb
Noun	• a noun is a word that names things , people, places and ideas
Adjective	• a modifier , it gives more meaning to a noun
Modifier	• a modifier is usually an adjective or an adverb that limits, clarifies, or qualifies another element of the sentence.
Clause	• A clause is a group of words which contains a subject and a predicate of its own. There are two kinds of clauses:

	subordinate clauses and main clauses.
Phrase	a group of related words that are used as a part of a speech.
Sentence	a group of words that expresses a complete thought.
Subject	The part of a sentence which tells us who or what does the action.
Predicate	The part of a sentence containing the verb.
Object	A noun or its equivalent that receives the action from a verb.

What is a verbal phrase?

There are different types of phrases. Noun phrases, prepositional phrases participle phrases, gerund phrases, infinitive phrases and **verbal phrases**.

A verbal as we have learnt, **is a verb that does not serve as a verb** in the sentence. **Instead it functions as a noun**. So a verbal phrase is a phrase that functions as an adverb or adjective. It contains a verb and its complements, objects, or modifiers. A verbal phrase can be the predicate of the clause or sentence.

Following are some verb phrase examples where the **verb phrase is the predicate of a sentence**. In this case, the verb phrase consists of the main verb plus an auxiliary. (helping, verbs)

- She was walking quickly to the mall.
- He should wait before going swimming.
- Those girls are not trying very hard.

Remember that verbs are words that demonstrate an action, like sing, dance, smell, talk, and eat. They serve as a link between the subject of the verb and information about that subject. The information is usually descriptive.

In order to show activities that can be done, **active verbs** are used, while **linking verbs** describe conditions.

Example

- She smells the pizza. (active) The wet clothes smell awful.
(linking)
- He appears on screen as an actor. (active) Tony appears angry. (linking)

Since verbals come from verbs, they take on all of the characteristics of verbs. And since verbals function as other parts of speech, they also take on the characteristics of these other parts of speech as well. **Verb phrases** take the verb one step further by comprising the verb, plus the complement, object, or adverb. Verb phrases, such as "**She was walking quickly to the meeting**" comprise the verb (walking) and the complement (to the meeting)

Therefore we can say that a verbal phrase can be

- the predicate of the clause or sentence,
- a phrase that **functions** as an adverb or adjective
- contains a verb and its complements, objects, or modifiers.

Look at these examples

1. Fishing at the river is, my idea of relaxation. – Gerund phrase
2. Sliding down the steps, I fell and broke my leg. – Participial phrase
3. To know how to access the internet for information is a valuable skill. –infinite phrase



Activity 1

The verb phrase consists of the main verb plus any auxiliary, or helping, verbs. Following the example given below underline the verb phrase in each sentences.

Example: She was walking quickly to the mall.

- a. He should wait before going swimming.
- b. Those girls are not trying very hard.
- c. Ted might eat the cake.
- d. You must go right now.
- e. You can't eat that!
- f. My mother is fixing us some dinner.
- g. Words were spoken.
- h. These cards may be worth hundreds of kina!
- i. The teacher is writing a report.
- j. You have woken up everyone in the neighbourhood.

Thank you for completing this activity. Now, you may 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 this lesson.

Now, you will look at phrases.

Some verb phrases have a single function which means it can act like an adverb or an adjective. The phrase would include the verb and any modifiers, complements, or objects.

Example

Talking on his phone, the man swerved into the ditch.



Activity 2 Following the example given, underline the verbal phrase in each sentence.

- a. As the cat watched, the two puppies fought over a bone.
- b. The small dog was reluctant to learn new things.
- c. When he arrives, we can try to build a fort.
- d. Finally, we can afford to buy a new house.
- e. Walking on the wet footpath, she slipped and fell.
- f. Open the door to let the fresh air in.
- g. To make lemonade, you first need some lemons.
- h. It takes two people to tango.

Thank you for completing this activity. Now, you may 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 this lesson.

Now, you will look at the types of verbals.

As there are three types of verbals, there are three types of verbal phrases:

1. Infinitive Phrases

Example:

Samantha loves **to shop for her grandmother.** (The bolded phrase is an infinitive phrase because the word **to** precedes the verb. The infinitive is functioning as a direct object.)

2. Participial Phrases

Example:

Shopping at her favorite stores, Samantha spent her entire paycheck. (The bolded phrase is a participial phrase because it functions as an adjective modifying Samantha.)

3. Gerund Phrases

Examples:

Shopping on line is Samantha's favourite pastime. (The bolded phrase is a gerund phrase because it functions as the subject of the sentence; it is, therefore, a noun.)



Activity 3 Underline the verbal phrases in the following sentences and identify each verbal phrase by writing on the line participial phrase, gerund phrase, or infinitive phrase.

- a. Watching comedy movies is my idea of relaxation. _____
- a. Sliding down the steps, I fell and broke my leg. _____
- b. To travel along the highway every weekend will get very expensive. _____
- c. Having been chosen to sing on stage, she suddenly developed severe headache. _____
- d. Lending money to a friend is a sure way to end a friendship. _____
- e. Knowing how to access the internet for information is a valuable skill. _____
- f. He likes to team up with his partner at a dance competition, but his true love is to compete for singing in the Digicel competition. _____
- g. Convinced that he could win the election, he hired a campaign manager. _____

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 10. In this lesson you learned about verbal phrases and how you can identify according their forms and functions. You have also learnt about the three kinds of verbal phrases namely, the infinitive phrase, the participle phrase and the gerund phrase.

NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE.

Practice Exercise: 10

Following are some examples of verbal phrases where the verbal phrase is the predicate of a sentence. In this case, the verbal phrase consists of the main verb plus auxiliary verbs. Underline the verbal phrase in each sentence.

1. She was walking quickly to the mall.
2. He should wait before going swimming.
3. Those girls are not trying very hard.
4. Ted might eat the cake.
5. You must go right now.
6. You can't eat that!
7. My mother is fixing us some dinner.
8. Words were spoken.
9. These cards may be worth hundreds of dollars!
10. The teacher is writing a report.
11. You have woken up everyone in the neighborhood.

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

Answers to Activities**Activity 1**

- a. He should wait before going swimming.
- b. Those girls are not trying very hard.
- c. Ted might eat the cake.
- d. You must go right now.
- e. You can't eat that!
- f. My mother is fixing us some dinner.
- g. Words were spoken.
- h. These cards may be worth hundreds of kina!
- i. The teacher is writing a report.
- j. You have woken up everyone in the neighbourhood.

Activity 2

- a. As the cat watched, the two puppies fought over a bone.
- b. The small dog was reluctant to learn new things.
- c. When he arrives, we can try to build a fort.
- d. Finally, we can afford to buy a new house.
- e. Walking on the wet footpath, she slipped and fell.
- f. Open the door to let the fresh air in.
- g. To make lemonade, you first need some lemons.
- h. It takes two people to tango.

Activity 3

- a. Participle Phrase
- b. Participle Phrase
- c. Infinitive Phrase
- d. Participle Phrase
- e. Gerund Phrase
- f. Gerund Phrase
- g. Infinitive Phrase
- h. Participle Phrase

ANSWERS TO PRACTICE EXERCISES IN TOPIC 2

Practice Exercise 6

A. Underline the appositive phrase in each sentence below.

1. My, mom, who is a nurse, drives a red car.
2. The play was brilliant, and I enjoyed Mary, the best actress in our school.
3. I like spaghetti, an Italian dish with noodles and sauce.
4. Mr Donal, the principal of my school, wears a tie every day.
5. That ladybug, an insect, just landed on the rose bush.

B. Underline the noun clause in each of the sentence below.

1. That he believes his own story is remarkable.
(The noun clause is the subject of the sentence)
 2. A person who trusts no one can't be trusted.
(The noun clause is the subject of the sentence)
 3. Ask your child what he wants for dinner only if he's buying.
(This noun clause is the direct object of ask)
 4. It is even harder for the average ape to believe that he has descended from man.
(The noun clause is the direct object of believe)
 5. My one regret in life is that I am not someone else.
(The noun clause is a subject complement)
-

Practice Exercise 7

- | | |
|------------------|--------------------------|
| 1. who | 6. (a) that (b) in which |
| 2. which or that | 7. that |
| 3. which | 8. who |
| 4. that | 9. who |
| 5. who | 10. with whom |
-

Practice Exercise 8

Noun	Verb	Adjective	Adverb
satisfaction	satisfy	satisfactory	satisfactorily
apology	apologise	apologetic	apologetically
rebellion	rebel	rebellious	rebelliously
suspicion	suspect	suspicious	suspiciously
harmony	harmonise	harmonious	harmoniously
variety	vary	various	variously
economy	economise	economical	economically
emphasis	emphasise	emphatic	emphatically
sympathy	sympathise	sympathetic	sympathetically
grievance	grieve	grievous	grievously
repetition	repeat	repeated	repeatedly

Practice Exercise 9**A.**

1. flying visit
2. broken English
3. get the ball rolling
4. strained relations
5. a leading question

B.

1. in **writing** – object of the preposition
in **giving** – object of the preposition
 2. **listing**- subject
enumerating.- complement
 3. **narrating** – subject
describing – complement
-

Practice Exercise 10

Following are some verb phrase examples where the verb phrase is the predicate of a sentence. In this case, the verb phrase consists of the main verb plus any auxiliary, or helping, verbs.

She was walking quickly to the mall.

1. He should wait before going swimming.
 2. Those girls are not trying very hard.
 3. Ted might eat the cake.
 4. You must go right now.
 5. You can't eat that!
 6. My mother is fixing us some dinner.
 7. Words were spoken.
 8. These cards may be worth hundreds of dollars!
 9. The teacher is writing a report.
 10. You have woken up everyone in the neighborhood.
-

THE END OF TOPIC 2

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

TOPIC 3

SENTENCE STRUCTURE

In this Topic, you will learn about:

- **Parts of a sentence.**
- **Sentence patterns.**
- **Conjunctions.**
- **Sentence classifications.**
- **Direct and reported speech.**

TOPIC 3: SENTENCE STRUCTURE

Having a basic knowledge of sentence structure is important in any language. Basic parts of a sentence can be combined and arranged in countless ways to improve your writing therefore it is important to understand the sentence structure.

The following lessons will be of benefit to you if you do them, well. So approach each lesson with concentration and make sure to go over any mistakes you make.

There are 5 lessons in this topic.

In **Lesson 11** you will learn about parts of a sentence.

Lesson 12 is about sentence patterns.

In Lesson **13** you will learn about Conjunctions.

Lesson 14 is about Sentence Classifications.

Lesson 15 will be about direct and reported speech

Now you may begin with Lesson 11.

We wish you all the best in your studies!

Lesson 11: Parts of a Sentence



Welcome to Lesson 11 of Unit 2. In the last lesson you learned about verbal phrases. In this lesson you learn about the parts of a sentence.



Your Aims:

- define a sentence
- identify simple subject and simple predicate
- identify the object
- identify the compound subject and the compound predicate and the complete subject and the complete predicate.

The Sentence

There are many definitions of a sentence. A sentence can be defined as a group of words that:

- makes sense.
- expresses a complete thought.
- starts with a capital letter and finishes with a full stop.
- has an expressed or understood subject and a predicate.

A sentence is the normal unit of thought in any language, whether that thought be communicated by word of mouth or in writing. All these definitions are accepted by grammarians. Now look at these two groups of words below. Which do you think is a sentence and which is not?

- Going to the market
- Dorah is going to the market.

Let us apply the rules above to find out.

a. Going to the market

Definition	Result
makes full sense	no
expresses a complete thought	no
starts with a capital letter and finishes with a full stop	no
has an expressed or understood subject and a predicate	no

Therefore **going to the market**, is not a sentence because the thought is not complete.

We do not know **who** is going to the market, because the **subject** is missing.

b. Dorah is going to the market.

Now we know who is going to the market, therefore the second group of words is a sentence.

There may be some words that may group together and make some sense. For example:

In the misty moonlight,

Even though the words hang together and make some sense, it is not complete and therefore cannot be a sentence. This group of words is called a **phrase**. To make it a sentence, we need to add a few more words to complete the thought or idea.

For example:

In the misty moonlight night, James and Dorrah walked hand in hand.

or

James and Dorrah walked hand in hand in the misty moonlight night.



Activity 1 Write phrase or sentence in the line next to the following groups of words below.

1. Climbing up the cliff _____
2. Over the hills and everywhere _____
3. Gerehu is a suburb in Port Moresby _____
4. For better or for worse _____
5. The one who hesitates _____

Thank you for completing this activity. Now, you may 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 this lesson.

Now you will look at more parts of a sentence.

Subject and the predicate

All sentences compose of two essential parts, the **subject** and the **predicate**. A one word subject and a one word predicate can make complete sense.

Example:

Subject	Predicate
Barnabus	died.
Jesus	wept.

The subject as you can see here is a noun which names a person or a thing performing the action expressed by the verb. The predicate in this case is the verb expressing the action. The predicate tells you what the subject did.

One word subjects and one word predicates are called simple subjects and simple predicates.



Activity 2 From the list of predicates given, add the correct one to these following subjects to make a complete sentence.

crow, bray, bleat, hiss, buzz, chirp, croak, bark, neigh, laugh,

Subject	Predicate
1. Dogs	
2. Birds	
3. Bees	
4. Roosters	
5. Horses	
6. Sheep	
7. Frogs	
8. Humans	
9. Donkeys	
10. Snakes	

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

Now, you will look at the object of the verb.

The object

We know that a subject would normally be a noun or a pronoun and the predicate is the rest of the sentence beginning with the verb. The predicate part of the sentence sometimes contains the object of the verb.

Example:

Subject	Predicate	
	verb	object
I	am reading	a book.
He	is riding	a bike.

Review:

The Subject is the part of the sentence that tells us **who** or **what** does the action of the verb.

The predicate is the part of the sentence that tells us about the action in all its details. It begins with the verb and sometimes contains the object.

The object is the noun or its equivalent that indicates the creature, thing, quality or idea affected by or receiving the action of a verb. The object of the verb is a noun or pronoun which tells us the person or thing that the action of the verb happened.



Activity 3 Underline the subject with a single line, underline the predicate with a double line.

- Mother is cooking some rice.
- Elizabeth is talking on the phone.
- Mr Gulu sells bicycles for a living.
- The dog chased the cat around the house.
- The Prime Minister delivered his Christmas speech last night.

Thank you for completing this activity. Now, you may 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 this lesson.

Now, you look at predicates.

Compound subject and compound predicate

You may have noticed that sometimes you can 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 the **compound predicate**. Note that the compound elements do not always occur together in the same sentence.

Study the following sentences.

Compound subject	Compound Predicate
1. The FODE professional staff and the support staff	cheered and celebrated for the new college bus.

2. The Principal, the chairman of the Board of Governors and the inspector	Visited the school and gave a speech each at the happy occasion.
--	--

Compound subjects and predicates are joined by the connecting words *and* and *or*. When more than two words make up the compound, commas are used to separate them. The commas take the place of connecting words.

Compound subjects always take the plural form of verb and of course the single subject would take a single form of verb.

Example:

Albert was late every morning last week.

↓ ↓
Single Single
subject form of
 verb

Albert, Peter and Hanson were late every morning last week.

⏟ ↓
Compound subject Plural form
 of verb



Activity 4

Divide the following sentences into subjects and predicates and put them in their correct column.

- The Buresong, the Busu and the Markham are rivers in the Morobe Province.
- Nicky and Kila are students of FODE.
- My uncle is the handsomest man you have ever seen.
- His grandfather lives in the forest all by himself.
- Those chickens are now ready for market.

Subject	Predicate
(a) _____	(a) _____
(b) _____	(b) _____
(c) _____	(c) _____
(d) _____	(d) _____
(e) _____	(e) _____

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 11. In this lesson you learned to about the parts of a sentence by defining a sentence and identifying its parts. You have also learnt about the compound subject and the compound predicates.

NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE.

Practice Exercise: 11

A. Write true or false next to each space provided.

1. A sentence is a group of words that makes sense. _____
2. The subject of the sentence can either be a noun or a verb. _____
3. The predicate of a sentence always begins with a verb. _____

B. Give the correct answer to these following sentences.

4. Underline the subject of this sentence.
My mother loves to eat chocolates when watching the movies.
5. Underline the predicate of this sentence.
The crowd cheered as Prince Charles and his wife drove by in the procession.
6. Underline the compound subject in this sentence.
7. Robert, Dawn, little Maggie and Max are an example of a young family.

C. Underline the subject in this sentence.

8. The royal couple visited Solomon Islands in 2012.

D. Underline the predicate in this sentence.

9. Manus is a wonderful little tropical Island paradise.

E. Underline the predicate in this sentence.

10. I had a dream that someday I would be working on a computer.

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

Answers to Activities**Activity 1**

- a) Phrase
- b) Phrase
- c) Sentence
- d) Phrase
- e) Sentence

Activity 2

Subject	Predicate
1. Dogs	bark
2. Birds	chirp
3. Bees	buzz
4. Roosters	crow
5. Horses	neigh
6. Sheep	bleat
7. Frogs	croak
8. Humans	laugh
9. Donkeys	bray
10. Snakes	hiss

Activity 3

- a) Mother is cooking some rice.
- b) Elizabeth is talking on the phone.
- c) Mr Gulu sells bicycles for a living.
- d) The dog chased the cat around the house.
- e) The Prime Minister delivered his Christmas speech last night.

Activity 4

Subject	Predicate
a) The Buresong, the Busu and the Markham b) Nicky and Kila c) My uncle d) My grandfather e) Those chickens	a) are rivers in the Morobe Province. b) are students of FODE. c) is the handsomest man you have ever seen. d) lives in the forest all by himself. e) are now ready for market.

Lesson 12: Sentence Patterns



Welcome to Lesson 12 of Unit 2. In the last lesson you learnt about parts of the sentence. You learnt about the subject, the predicate and the object. You shall learn about three basic sentence patterns and how to use the sentence patterns in sentences.



Your Aims:

- identify the three basic sentence patterns
- define new words
- apply the patterns in constructing sentences

All English sentences whether simple or complex, come from very few basic sentence patterns. There are several sentence patterns. In this lesson, we will look at three basic sentence types.

Pattern 1	Subject – Verb	S-V
Pattern 2	Subject – Verb – Complement	S-V-C
Pattern 3	Subject – Verb – Object	S-V-O

First, to understand this lesson let us make sure we remember what these following terms mean before moving on with the lesson.

Word	Definition	Example
Subject	• Person or thing which the sentence is talking about • The part of the sentence which tells us who or what does the Action • The doer of the action	• The rain fell heavily last night
Predicate	• Word or group of words that tells us something about the subject • The part of the sentence containing the verb is called the predicate	• The rain fell heavily last night
Object	• Object receives the action of the verb.	• John ate an apple.
Complement	• Words or phrases that comes after the verb that completes a sentence	• Today is Monday. • Tomorrow will be Tuesday.
Preposition	• Words that show the relationship between nouns and or pronouns in the same sentence.	• The mother was proud of her sons achievements. • The man ran across the

	- Words that introduces a phrase. - Prepositions are phrase makers. They show relationships between a noun or pronoun in the phrase and some other word in the sentence	field. She leaned against the huge tree.
--	--	--

A sentence is a group of words that makes complete sense. This is because of the order in which each word is placed. When we speak English, we put our words in order for it to make sense.

Example:

Enjoy I chips chicken and like once lunch a while for

I like to enjoy chips and chicken for lunch once in a while.

Both examples are groups of words but it is the second sentence that makes sense as it not only has a complete thought but the words are arranged in order. Many of us speak English without thinking about the function each word play in a sentence. There are five basic patterns that are used in the English Language but for this lesson we will have a look at the first three.

Pattern 1 **Subject – Verb (S-V)**

Here the pattern is very simple. It is made up of a subject and a verb.

Example: Jesus wept.

↓ ↓
 Subject verb

Noun + Verb

The first pattern is simply limited to the **actor and action** or in other words, **subject and predicate**.

Example Jesus wept.

↓ ↓
 actor action
 ↓ ↓
 Subject Predicate
 ↓ ↓
Noun + Verb

You learnt in the last lesson that a simple sentence can be made up of just one subject and just one predicate. This sentence pattern has only two basic elements:

the **Noun** and the **Verb**. Remember that a pronoun is a word that takes place of a noun and therefore may substitute for a noun.

Here are some more examples.

Subject (Noun or Pronoun)	Predicate (verb)
Randy	works.
Sinia	sang.
Robert	called.

In this sentence pattern the subject carries out the action, but the action stops there. There are no complements and there are no objects. The verb in this kind of pattern is called **intransitive** because no action is transferred to an object. (If in case there is an object of the verb, the verb is called transitive.)



Activity 1 Complete the activity below by drawing arrows to match the subject with the correct predicate. One has been done as an example.

Subject (Noun or Pronoun)	Predicate (verb)
1. Choir	plays
2. Teachers	→ learn
3. Farmer	sings
4. Dogs	teach
5. Music	farms
6. Students	bark

Thank you for completing this activity. Now, you may 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 this lesson.

Now, you will look at Sentence Pattern 2.

Pattern 2 Subject – Verb – Complement (S-V-C)

The second pattern is only a slight variation of Pattern 1. It is formed simply by adding an **adverb complement** which gives some information about the verb. Observe the pattern and the example below. Remember that a pronoun may substitute for a noun.



Activity 2 Complete the following activity by adding the correct complement from the list provided to complete the sentences. One has been done as an example. In a factory, in the super market, hard, beautifully, in the hospital, at the show.

Subject	Predicate	
Subject (Noun or Pronoun)	Verb	Compliment (Adverb or Prepositional Phrase)
That teacher	teaches	in a school in Port Moresby.
She	teaches	there.
She	sings	beautifully.

Subject	Predicate	
Subject (Noun or Pronoun)	Verb	Compliment (Adverb or Prepositional Phrase)
e.g. That man	works	in a factory
1. My sister	sews	
2. Ryan Pini	practises	
3. Mum	is shopping	
4. Kanage	performed	
5. The doctor	works	

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

Now, you will look at Sentence Pattern 3.

Pattern 3 Subject – Verb – Object (S-V-O)

In this sentence pattern, a noun or noun-substitute follows the verb. This new element is called a direct object. The verb is called transitive because it transfers the action of the verb to the direct object. The direct object receives the action of the verb. Observe the pattern and the sample sentences

Subject	Predicate	
Subject (Noun or Pronoun)	Verb(action)	Direct Object (Noun)
Miss Cortez	teaches	English.
She	dropped	the phone.
He	raked	the leaves.
Miss Omas	called	her father



Activity 3 Do the following activity by writing the correct direct objects from the list provided to complete the sentences. The first one has been done for you as an example.

a book, the cat, a picture, a movie, a gift

Subject		Predicate	
<i>Subject (Noun or Pronoun)</i>		<i>Verb(action)</i>	<i>Direct Object (Noun)</i>
e.g.	He	chopped	the fire wood
1.	They	watched	
2.	The dog	chased	
3.	Sir Paulias Matane	wrote	
4.	Tete	painted	
5.	She	received	

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



Summary

You have come to the end of Lesson. In this lesson you learnt about three basic sentence patterns which are the Subject – Verb (S-V) the Subject – Verb – Complement and the Subject – Verb – Object (S-V-O). You also learnt that the verb is called transitive if it transfers the action of the verb to the direct object, and the verb is intransitive if the action stops with the subject and there are no complements or objects.

NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE.

Practice Exercise: 12

A. Divide the following sentences into subjects and predicates. Write the subjects in the subject column and the predicate in the predicate column.

1. The Prime Minister attended the opening of the new hall.
2. This book is very interesting.
3. The children walk all the way to school every morning.
4. Hundreds of people turned up for the celebration.
5. The soldiers marched around the field.

Subject	Predicate
1.	
2.	
3.	
4.	
5.	

B. Fill the space in the columns with the appropriate word.

Subject	Predicate	
Subject (Noun or Pronoun)	Verb	Complement (Adverb or Prepositional Phrase)
1. The driver		the school truck.
2. The pastor		about the last days.
3. The songwriter	wrote	
4. The children		the national anthem.
5. The bus	stopped	

C. Underline all the direct object in these following sentences.

1. Auntie Cathy baked a delicious chocolate cake.
2. She threw the javelin as far as she could.
3. The python swallowed a whole chicken.
4. He kicked the ball into the goal post.
5. The cow jumped over the fence.

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

Answers to Activities

Activity 1

Subject (Noun or Pronoun)		Predicate (verb)
1.	Choir	plays
2.	Teachers	learn
3.	Farmer	sings
4.	Dogs	teach
5.	Music	farms
6.	Students	bark

Activity 2

Subject	Predicate	
Subject (Noun or Pronoun)	Verb	Compliment (Adverb or Prepositional Phrase)
e.g. That man	works	in a factory
1. My sister	sews	beautifully.
2. Ryan Pini	practises	hard.
3. Mum	is shopping	in the super market
4. Kanage	performed	at the show
5. The doctor	works	in the hospital.

Activity 3

Subject	Predicate	
Subject (Noun or Pronoun)	Verb(action)	Direct Object (Noun)
e.g. He	chopped	the fire wood
1. They	watched	a movie.
2. The dog	chased	the cat.
3. Sir Paulias Matane	wrote	a book.
4. Thomas	painted	a picture.
5. She	received	a gift.

Lesson 13: Conjunctions



Welcome to Lesson 13 of Unit 2. In the last lesson you learnt about Sentence Patterns. In this lesson you will look at how the different parts of a piece of written English are joined together. You will learn about how written texts are joined together to help you improve your own written expression. But first, let us look at



Your Aims:

- define conjunctions
 - classify conjunctions according to their uses
 - use appropriate conjunctions to complete given sentences
-



First let us define conjunction. To understand the meaning better, check the meaning of the word conjunction in the dictionary.

Connections in Writing

An important part of written English is the way in which words, sentences and paragraphs are connected to one another. Sometimes they are put together in a list, and are connected by **commas**.

For example:

He, his wife, his three sons and two other Sepiks would be safe in the mountain cave, he hoped.

At other times these connections are made by conjunctions.

We took refuge in a tent **until** the rain stopped.

Lorraine forgot **where** she had left her purse.

The rock rolled down the hill **although** the carpenter had put stoppers along the screen.

Mathew **and** his father both like fish.

Conjunctions are a special group of words in English Grammar and are often known as connectives or link words. They are often used to give additional information.

Martha lives in Lae. Just **as** I was writing to her, she phoned from University of Technology.

1. Conjunctions are used to connect words, phrases and clauses.

and

He, his wife, his three sons **and** two other Sepiks would be safe in the mountain cave, he hoped.

2. Conjunctions are also used to connect sentences.

I bought some tickets for the Digicel Stars audition in Mt Hagen next week.
However, I'm starting work in two days' time and will not make it.

Conjunctions are connectives such as, **and, but, for, as, so, until, although, however, where, if, unless, after, while, now, since, because, that, so that, though, till, then, also, either, nor, just as, as soon as, when, even though**.

Conjunctions are used in written communication to add meaning and flavour to sentence structure, and to make reading and writing, more meaningful and enjoyable.



Activity 1 Put in the correct link word in these sentences. Choose from: **and, or (x2), unless, but, although, either (x2)**.

1. I have to go to the meeting _____ you don't.
2. We can tell Brent the bad news either now _____ later.
3. You can use the computer at _____ two o'clock _____ four o'clock but not at both times.
4. Abigail kept playing, _____ she had hurt her arm quite badly.
5. We'll have the picnic tomorrow, _____ Faith has to go to the office to do some extra work.
6. Elma seems bored _____ fed up.
7. The Manba's are not coming and Helen and Neville are not _____.

Thank you for completing this activity. Now, you may 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 this lesson.

Now, you will look at conjunctions.

There are two main kinds of conjunctions:

- A. Conjunctions that join similar parts of speech and clauses of equal value-
and, both, but, for, therefore, either-or, neither-nor.

Mary **and** Mike went to school.

Both Sherman **and** Xavier played cricket.

He was injured **but** not badly hurt.

It was raining **therefore** the roads were dangerous.

Either James **or** Jane is coming.

Neither Jim **nor** Jude wants to go.

B. Conjunctions that join major clauses to minor clauses.

1. **Conjunctions of time:**

after, before, now, since, until, till, when, whenever, while.

After the man opened the door, he switched on the lights.

The woman ate her lunch **before** she called the taxi.

Now that its fortnight, she is able to perm her hair.

We have been friends **since** high school.

He will wait here **until** the next bus arrives.

The girls were heading for the beach **when** we saw them.

Whenever it is possible, they shall visit their grand father.

While there is hope, there is life.

2. **Conjunctions of place:**

whence, where, wherein, wherever.

That is the house **where** my grandparents lived.

The murderer must be found **wherever** he is.

3. **Conjunctions of cause or reason:**

as, because, lest, since, whereas, why.

As he was in a hurry, I did not delay him.

I know the driver caused that accident **because** I saw it.

I wonder **why** she left school early.

4. **Conjunctions of concession:**

although, even if, however, though, whether, while.

Although I had phoned twice, Mark has not returned the call.

Just as they were about to leave, **however**, visitors arrived.

Nobody knows **whether** it is true or not.

5. **Conjunctions of condition:**

as, except, if, unless.

Clever **as** he was, Santee could not work out the answer.

Except that she is slow, her writing is legible.

Let me know **if** you wish to go.

Ricky will never do work, **unless** he is forced.

6. **Conjunctions of manner or degree:**

as, as.....as, as if, as that, as though, so as, than.

The new house is still vacant **as far as** we know.

She speaks **as if** she knows the whole truth.

Mrs Miles showed Trevor **how** the sum should be done.

I am taller **than** he is.

7. Conjunctions of purpose:**in order that, lest, so that, that.**

I sent her an email **so that** she would know about the delay.

8. Conjunctions of consequence:**as, for, so, so that, that.**

As the evangelist had malaria, he was unable to preach.

He called loudly **so that** the rescuers would find him.

**Activity 2 Pick out the conjunctions in this news article, dated August 12th, 2011.**

As the countdown begins, the sister football competition, the National Capital District Public Servants Soccer Association (NCDPSSA), are now gearing up for the finals this weekend. The interim executive of the association could not be contacted but the former president of NCDPSSA. Simon Koima confirmed that there would be only three matches tomorrow to finalise the team.

The interim executive headed by Vonnie Kapi Nato has been instrumental in getting the competition up and running since Koima's elevation to Papua New Guinea Forestry Authority (PNGFA) executive committee member.

Koima said in the games tomorrow, Musat would take on Morata Swans on field one while on field two, Bank of Papua New Guinea will play Masters. In the final and third game of the afternoon, the Attorney General's office play hosts Papua New Guinea Institute of Public Administration (PNGIPA) in the match which decides who advances to the final.

Thank you for completing this activity. Now, you may 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 this lesson.

**Summary**

You have come to the end of Lesson 13. What have you learnt? By now you should have a fair idea about conjunctions, the different kinds of conjunctions and their uses in written English. You can also use appropriate conjunctions to meaningfully and purposefully structure your sentences to add meaning and value to your written texts. You should now review the learning objectives at the beginning of the lesson to check if you have achieved all of them.

NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE.

Practice Exercise: 13

- A. Make sentences by matching the two columns and putting in the missing cause or result type of link word in the right place.**

Use: because, because of, so.

a.	We have no money.	1.	The rain
b.	The soccer match was cancelled	2.	she had met another boy
c.	Jane told Jim she didn't want to see without him any more	3.	they can go a long time water
d.	Camels manage well in the desert present	4.	we cannot buy your father a present

- B. Put in the missing words for time. There is sometimes more than one possibility.**

Use: while, just as, as soon as, when (x2).

- I. I'm very busy at the moment, but I'll speak to you I've finished talking to this lady.

- II. It was amazing. Rhonda caught the glass it fell off the shelf.

- III. I can be chopping the meat you are getting the vegetables ready.

- IV. I can't believe it. Lollyn and Brian were happily married I saw them last.

- V. Please tell Irene to come half an hour earlier than usual, you see her next week.

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

Answers to the Activities**Activity 1**

1. but
2. or
3. either, or
4. although
5. unless
6. and
7. either

Activity 2

As, now, but, and (x2)

Lesson 14: Sentence Classification



Welcome to lesson 14 of Unit 2. In this lesson you shall learn what sentence classifications are in order to understand the sentence structure of any sentence.



Your Aims:

- read a text to analyse the correct language structures
- identify the four sentence classifications
- differentiates between the different sentences

There are different classifications of sentences. They are classified according to purpose, according to syntax or structure, according to to form and according to completeness.

Sentences are classified according to purpose. They are further classified into declarative sentence, interrogative sentence, imperative sentence and exclamatory sentence.

The purpose of the declarative sentence or declaration is to focus the reader's attention. It invites the reader further to consider the assertion made by the predicate about it.

For example, "I have to go to work."

The purpose of the interrogative sentence or question is to provide assertion with regards to the concept that is indicated by the questions. With this the reader will be directly involve with the development of ideas through asking the reader to phrase the statement.

For example, "Do I have to go to work?"

The purpose of the imperative sentence or command is to show the desire of the writer with regards to the topics as well as to the actions that is being indicated. Imperative sentence involves the reader directly through addressing him or her and asking for a response.

For example, "Go to work!"

The purpose of the exclamatory sentence or exclamation is to show a sudden or strong feeling about something. In exclamatory sentence, there may be a thought, emotion or sensation behind. It is used to express judgment, sensation and to express relieve of an internal pressure and the like. For example, "What a noise they are making!"

You may now work on Activity 1 to check your understanding.



Activity 1 Study each sentence below and indicate whether the sentence is a declarative, interrogative, imperative or exclamatory sentence in the space provided at the end of the sentence.

Example, How did you hear about party? Interrogative sentence

- | | |
|--|-------|
| 1. Come in please. | _____ |
| 2. Ice is frozen. | _____ |
| 3. Isn't ice frozen water? | _____ |
| 4. What an easy test that was. | _____ |
| 5. Who rescued the kittens? | _____ |
| 6. Eat your broccoli. | _____ |
| 7. Ben will not be singing tonight. | _____ |
| 8. Are you reading your favourite story? | _____ |
| 9. These disruptions must end! | _____ |
| 10. Leave immediately! | _____ |

Thank you for completing this activity. Now, you may 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 this lesson.

Now, you will look at structures of sentences.

Sentences are classified according to **syntax or structure**. These classifications are in the form of **simple sentence**, **compound sentence**, **complex sentence** and **compound-complex sentence**.

The sentence is considered as a **simple** sentence if it contains only a single independent thought or clause. In this kind of sentence, the subject, the verb and the complement may be compounded or either modified by a single word or phrase. For example, **The cat sleeps on the chair**.

A compound sentence consists of two or more independent clauses usually joined by a comma or a conjunction. For example, **The cat sleeps on the chair, and the dog sleeps on the floor**.

A sentence is considered as a complex sentence when it contains one independent clause and one or more subordinate clauses. For example, **Mambu, who is my cousin, grows giant taro, which he exhibits at agriculture shows**.

The sentence is considered as a **compound-complex** sentence if the sentence contains two or more independent clauses and contains at least one dependent clause. This kind of sentence combines the effects of the compound sentence. It equates and links two distinct ideas with the complex sentence, thus, subordinating

loose one predication to another. For example, **I like Mathematics** but **my brother likes Biology** because he wants to be a doctor.

**Activity 2**

Study each sentence below and indicate whether the sentence is a simple, compound, complex or compound-complex sentence in the space provided at the end of the

1. The door was locked and the house looked dark. _____ sentence
2. The door was locked. The house looked dark. _____ sentence
3. After the game ended, we had lunch. _____ sentence
4. The hikers gathered early, but a sudden storm came up. _____ sentence
5. As the truck roared away, Melville barked. _____ sentence
6. Now, Guna is worried about tomorrow's exam. _____ sentence

Thank you for completing this activity. Now, you may 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 this lesson.

Now, you look at sentences according to their forms.

Sentences are classified according to their **form**. With this they are further classified into periodic sentence, loose or cumulative sentence and balance sentence.

The periodic sentence is a form of sentence where the core idea or the main thought is not completed until the final word. In other words, a periodic sentence delays its main idea until the end by presenting modifies or subordinate ideas first, thus holding the readers' interest until the end.

For example:

To bring a lover, a lady, and a rival into the fable; to entangle them in contradictory obligations, perplex them with oppositions of interest, and harass them with violence of desires inconsistent with each other; to make them meet in rapture and part in agony; to fill their mouths with hyperbolical joy and outrageous sorrow; to distress them as nothing human ever was distressed; to deliver them as nothing human ever was delivered, is the business of a modern dramatist. (Samuel Johnson, "Preface to Shakespeare," 1765)

The **loose or cumulative sentence** is a form of sentence wherein the subject and the verb are stated early and whatever additional modifier qualifications or exemptions are just added. At its simplest the **loose sentence** contains a main clause plus a subordinate construction:

- We must be wary of conclusions drawn from the ways of the social insects, since their evolutionary track lies so far from ours. (Robert Ardrey)

- The number of ideas in loose sentences is easily increased by adding phrase and clauses, related either to the main constructions or to a preceding subordinate one: I found a large hall, obviously a former garage, dimly lit, and packed with cots. (Eric Hoffer)
- In the balanced sentence, the structure and the phrasing of the second clause is considered as repetition of the first clause. This sentence is just one sentence possessing two balance elements. For example, With lightning speed, he caught the end of the whip in his hand and jerked violently, catching her off **balance** and pulling her off her feet.



Activity 3 Study each sentence below and indicate whether the sentence is a periodic, loose or balance sentence in the space provided at the end of the sentence.

1. It was like walking in water and I almost lost my **balance** but after a few steps, I could control my motion pretty well. _____ sentence
2. Crossing a bare common, in snow puddles, at twilight, under a clouded sky, without having in my thoughts any occurrence of good fortune, **I have enjoyed a perfect exhilaration.** _____ sentence
3. "**The women moved through the street as winged messengers**, twirling around each other in slow motion, peeking inside homes and watching the easy sleep of men and women." _____ sentence
4. George is mentally keen and small in body; Lennie is mentally simple and large in body. _____ sentence
5. The former palace had been ravaged by two world wars, the neglect of its indifferent neighbours, and, the harsh weather conditions of the northern coast. _____ sentence
6. Despite the blinding snow, the freezing temperatures, and the heightened threat of attack from polar bears, the team continued. _____ sentence

Thank you for completing this activity. Now, you may 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 this lesson.

Now, you look at sentences classified according to their completeness.

Sentences are also classified according to their **completeness**. With this they are further classified into full sentence and incomplete sentence.

A sentence is considered as a **full** sentence when it is complete grammatically. It should also contain an expressed subject and a predicate, and it should not be introduced by a subordinating word. Introduction by a subordinating word is only

allowed when the subordinating word belongs to a dependent clause. For example, **Slowly carrying the full cups into the living room, she handed one to Alex.**

A sentence is considered as an **incomplete** sentence when it is not complete although the context in which the centre appears communicates a clear idea. For example, **The mail in the box** (*needs a verb*)



Activity 4 Study each sentence below and indicate whether the sentence is a full or incomplete sentence in the space provided at the end of the sentence.

1. The mail in the box is for you. _____ sentence.
2. Visited Costa Rico during vacation. (needs a subject) _____ sentence.
3. Mr. Brown visited Costa Rico during vacation. _____ sentence.
4. After we finish our work (needs a complete thought) _____ sentence.
5. We'll go to a movie after we finish our work. _____ sentence.
6. After school on Friday _____ sentence.

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 14. You have learnt about the different sentence classifications. You have also read through some examples of the different types of sentences.

NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE.

Practice Exercise: 14

Study each sentence below and indicate whether the sentence is a full, incomplete, imperative, declarative, interrogative, exclamatory, compound, simple, complex, compound-complex, balance or loose, sentence in the space provided at the end of the sentence.

1. The winner of best city, with a mile-long modern shopping mall, cycle paths hugging every road, and a network of canals, is Milton Keynes.

_____ sentence

2. "The women moved through the street as winged messengers, twirling around each other in slow motion, peeking inside homes and watching the easy sleep of men and women."

_____ sentence

3. George is mentally keen and small in body; Lennie is mentally simple and large in body.

_____ sentence

4. That wide-eyed innocent look and those **full** lips reminded him of a fairytale princess.

_____ sentence

5. From the post office to the mall

_____ sentence

6. Juan (subject) plays (verb) football every afternoon.

_____ sentence

7. Alejandro (subject) played (verb) football, for Maria (subject) went (verb) shopping.

_____ sentence

8. Juan (subject) and Maria (subject) went (verb) to the movies after (subordinator) they (subject) finished (verb) studying.

_____ sentence

9. The house (subject) which (subordinate) Abraham Lincoln (subject) was born in is (verb) still standing.

- _____ sentence
10. I deposited my money in the bank.
_____ sentence
11. Please tell me the real reason why you came here?
_____ sentence
12. "Good night!" she said.
_____ sentence
13. Finish all your chores before you go out.
_____ sentence

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

Answers to Activities

Activity 1

1. Come in please. Imperative sentence.
2. Ice is frozen. Declarative sentence.
3. Isn't ice frozen water? Interrogative sentence.
4. What an easy test that was. Exclamatory sentence
5. Who rescued the kittens? Interrogative sentence.
6. Eat your broccoli. Imperative sentence
7. Ben will not be singing tonight. Declarative sentence.
8. Are you reading your favourite story? Interrogative sentence
9. These disruptions must end! Exclamatory sentence
10. Leave immediately! Exclamatory sentence

Activity 2

1. The door was locked, and the house looked dark. Compound sentence
2. The door was locked. The house looked dark. Simple sentence
3. After the game ended, we had lunch. Complex sentence
4. The hikers gathered early, but a sudden storm came up. Compound sentence
5. As the truck roared away, Melville barked. Complex sentence
6. Now Guna is worried about tomorrow's exam. Simple sentence

Activity 3

1. It was like walking in water and I almost lost my balance but after a few steps, I could control my motion pretty well. Balance sentence
2. Crossing a bare common, in snow puddles, at twilight, under a clouded sky, without having in my thoughts any occurrence of good fortune, I have enjoyed a perfect exhilaration. Periodic sentence
3. "The women moved through the street as winged messengers, twirling around each other in slow motion, peeking inside homes and watching the easy sleep of men and women." Loose sentence
4. George is mentally keen and small in body; Lennie is mentally simple and large in body. Balance sentence
5. The former palace had been ravaged by two world wars, the neglect of its indifferent neighbours, and, the harsh weather conditions of the northern coast. Loose sentence
6. Despite the blinding snow, the freezing temperatures, and the heightened threat of attack from polar bears, the team continued. Periodic sentence

Activity 4

1. The mail in the box is for you. (Complete sentence)
2. Visited Costa Rico during vacation. (needs a subject) (Incomplete sentence)
3. Mr. Brown visited Costa Rico during vacation. (Complete sentence)
4. After we finish our work (needs a complete thought) (Incomplete sentence)
5. We'll go to a movie after we finish our work. (Complete sentence)
6. After school on Friday (Incomplete sentence)

Lesson 15: Direct and Reported Speech



Welcome to Lesson 15 of Unit 2. In this lesson you will learn about direct and reported speech. Here, you will mainly be introduced to the different ways of reporting what people say or think.



Your Aims:

- define 'direct speech' and 'reported speech'
 - differentiate between 'direct speech' and 'reported speech'
 - identify direct and reported speech according to function and form
 - change direct speech to reported speech and vice versa
-

When writing, writers often want to tell their readers what someone else has said or thought. There are two ways in which this can be done. One way is to mention the speaker's words in a direct speech, and the other way is to present his/her words in a reported speech.

What is a direct speech?

A *direct speech* is a sentence or several sentences that repeat the actual words spoken or thought by someone. It is also called quoted speech because it reports the original words or thoughts of a person as he or she says or thinks it. For example; **Abigail said, "I am feeling sick"** or **"I'm smarter than them," he thought.**

In direct speech, various punctuations or conventions are used to separate the quoted words from the rest of the text: this allows a reader to follow what's going on. Here are the basic rules:

- The quotation – what has been said – is enclosed in inverted commas
- The narrative part of the sentence is always separated from the spoken part of the sentence with a comma
- When the speech is interrupted and then resumed you don't need a capital letter to restart the quotation
- When the quotation comes at the end of the narrative, the full stop, question mark or exclamation mark comes before the inverted comma

What is reported speech?

Reported speech is also known as indirect speech as it is a way of reporting what someone has said or thought without repeating the words or thoughts exactly as they were mentioned. For example; *Abigail said, "I am feeling sick"* if reported would now be: *Abigail said that she was feeling sick*, and *"I'm smarter than them," he thought* would now be: **He thought he was smarter than them.**

From this example, you can clearly see that:

- an indirect speech is not normally enclosed in quotation marks or any similar typographical devices for indicating that a direct quotation is being made;
- they are usually summarized or paraphrased; and,
- there are no special punctuation issues to take into account.

Therefore, you need to learn how to change a direct speech into reported speech. The structure is a little different depending on whether you want to transform a statement, question or request.



Activity 1 Here is a mixture of both direct and reported speech. Identify the speech type by writing *ds* for direct speech or *rs* for reported speech in the space provided at the end of each sentence.

1. "I do not like my new English teacher," said Peter. _____
2. Mary said, "I hope dad didn't forget to pick me up again." _____
3. The old woman said she missed her husband. _____
4. "When I see her tomorrow, I will give her my piece of mind," Salome said. _____
5. Nancy thought her boyfriend didn't love her anymore. _____
6. He said he was working hard these days _____
7. "The exam will be a piece of cake," said Henry. _____
8. The boss told his secretary that he was disappointed in her performance. _____
9. "What do you want?" Mary asked John. _____
10. "Hold it right there!" the Policemen shouted. _____

Thank you for completing this activity. Now, you may 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 this lesson.

Now, you will look at the difference between **direct speech** and **reported speech**.

The Difference between 'direct speech' and 'reported speech'

From the introduction you should now be able to differentiate between a direct speech and a reported or indirect speech. The main difference is in their structure. Both a direct speech or quote and a reported speech consist of two clauses. The main clause is called the reporting clause and the other clause indicates what someone said or thought.

In a direct speech clause, this other clause is called the 'quote.'

Example; "Have you seen her?" I asked.

In a reported speech clause, the other clause is called the 'reported clause.'

Example; He asked that you return his call.

In ordinary conversation, we use the report structures much more than the quote structure. This is because we usually do not know, or cannot remember exactly, the exact words that someone has said. In the same way, when we report people's thoughts we almost always use report structures, because thoughts do not usually exist in the form of words, so we cannot quote them exactly. As such, report structures can be used to report almost any kind of thought. Quote structures are mainly used when writing stories.

You indicate or show that you are quoting or reporting what someone has said or thought by using a reporting verb. Every reporting clause contains a reporting verb.

Example; 'I don't understand you,' Jenny said.

Harry thought that he looked old and tired.



Activity 2 Choose the correct reporting verb and finish the reported speech for each example. The reporting verbs are: Told, said, advised, warned, suggested, asked, offered and ordered.

1. "Go and see a doctor."

Julie

2. "Can you come and help me with this box?"

John

3. "Shut up and do the exam!"

The headmaster

4. "That road is very dangerous so just be very careful! "

His mother

5. "Hekari won the match last Saturday against New Zealand."

Journalist

-
-
6. "Why don't we go and see that new movie at John's house."

Bill

7. "I can come and look after the children during the holiday. "

Jane

8. "The lesson starts at eight o'clock in the morning."

The teacher

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

Changes in form and function of direct to reported speech

In order to change direct speech into a reported speech changes have to be made to the form and function of the direct speech. This simply means that to change a direct speech into a reported speech you must change the way in which the direct speech is structured to allow it to be changed to an indirect speech. Here are a few basic rules that must be followed to achieve this:

1. Use the conjunction 'that' before the indirect statement.

Example: He said, "I am unwell." (direct)

He said that he was unwell. (reported)

2. Change the pronoun "I" to "he" or "she." (The Pronoun is change in person)

Example: He said, "I am unwell." (direct)

He said that he was unwell. (reported)

3. Change the verb "am" to "was."

Example: He said, "I am unwell." (direct)

He said that he was unwell. (reported)

4. Change the tense according to the tense of the reporting verb.

Example: He said, "I am unwell." (direct)

He said that he was unwell. (reported)

Change words expressing nearness in place or time into words expressing distance.

Example: He said, "I was here yesterday." (direct)
He said that he was here the day before. (reported)

Introduce the indirect speech with verbs such as asked, inquired, etc. when reporting questions.

Example: Rick said to me, "Where are you going?"
Rick asked me where I was going.

Example: "Where do you live?" asked the Policemen.
The Policemen enquired where I lived.

5. Introduce the indirect speech with verbs expressing commands and requests when reporting commands and requests.

Example: Sally said to Debbie, "Go away."
Sally ordered Debbie to go away.

Example: Harry said to Nick, "Please wait until I return."
Harry requested Nick to wait until he returned.

6. Introduce the indirect speech with verbs expressing exclamation and wishes when reporting exclamation and wishes.

Example: Alice said, "I am so excited!"
Alice exclaimed that she was so excited.



Activity 3 Put the verb in brackets into the correct tense by moving the reported verb one step back into the past when necessary.

1. I'm working in Lae today. / He said he _____ (work) in Lae that day.
2. I think he will win the election. / She said she _____ (think) he _____ (win) the election.
3. Anna lives in Goroka. / Peter says Anna _____ (live) in Goroka.
4. My father is going to visit us next week. / Frank said his father _____ (visit) them the following week.
5. They bought a brand new Land cruiser! / She said they _____ (buy) a brand new Land cruiser.
6. I have worked at the company since 1997. / She said she _____ (work) at the company since 1997.
7. They are watching TV at the moment. / She said they _____ (watch) TV at that moment.
8. Francis drives to work every day. / He said Francis _____ (drive) to work every day.
9. Alan thought about changing his job last year. / Alan said that he _____ (thought) about changing his job the previous year.

10. Susan is flying to Madang tomorrow. / Susan said she _____ (fly) to Madang the next day.

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 15. In this lesson you learnt that a direct speech refers to the actual or exact words used by others, and a reported speech simply relates what others have said. You have also learned how they both defer in terms of punctuation, form and structure and learned how to change direct speech to indirect speech and vice versa.

NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE.

Practice Exercise: 15

A. Turn the following sentences into direct speech using the appropriate punctuations.

1. Chris told us he had been waiting there for more than two hours.

2. Monica asked what the weather had been like during my holidays in Rabaul the year before.

3. My brother said he had met my ex-girlfriend the day before.

4. The church elder explained that we must always take off our caps when entering a church.

5. Nick wanted to know if we were coming to New Ireland this Christmas.

6. The receptionist told the man to take the stairs to the second floor.

7. The policeman asked the young man if he was travelling all by himself.

8. I stopped a man in the street and asked him if he could help me with my car.

9. The man asked if it would take long.

10. He explained that he was on his way to the station to catch his train.

B. Turn the following sentences into indirect speech.

1. 'What do you want?' she asked him.

2. 'Are you coming with us?' he asked me.

3. He asked, 'When do you intend to make the payment?'

4. 'Do you come from Hagen?' said the policemen to the girl.

5. The poor man exclaimed, 'Will none of you help me?'

6. Which way should I go?' asked the little girl.

7. Kulubob said to the Manub, 'What have I done to deserve so severe a punishment?'

8. 'Don't you know the way home?' I said to her.

9. 'Can you solve this problem?' he asked me.

10. 'Have you anything to say on behalf of the accused?' said the judge finally.

CHECK YOUR WORK. ANSWERS ARE AT THE END OF THE TOPIC 3
Answers to Activities
Activity 1

1. "I don't like my new English teacher," said Peter. ds
2. Mary said, "I hope dad didn't forget to pick me up again." ds
3. The old woman said she missed her husband. rs
4. "When I see her tomorrow, I will give her my piece of mind," Salome said. ds
5. Nancy thought her boyfriend didn't love her anymore. rs
6. He said he was working hard these days rs
7. "The exam will be a piece of cake," said Henry. ds
8. The boss told his secretary that he was disappointed in her performance. rs
9. "What do you want?" Mary asked John. ds
10. "Hold it right there!" the Policemen shouted. ds

Activity 2

1. Julie advised me to go and see a doctor.
2. John asked me to help him with that box.
3. The headmaster ordered the students to shut up and do the exam
4. His mother warned him to be careful as the road was very dangerous.
5. The journalist said that Hekari won the match last Saturday against New Zealand.
6. Bill suggested that we go and see the new movie at John's house.
7. Jane offered to come and look after the children during the holiday.
8. The teacher told the students that lessons would start at eight o'clock in the morning.

Activity 3

1. He said he was working in Lae that day.
2. She said she thought he would win the election.
3. Peter says Anna lived in Goroka.
4. Frank said his father would visit them the following week.
5. She said they had bought a brand new Land cruiser.
6. She said she had worked at the company since 1997.
7. She said they were watching TV at that moment.
8. He said Francis drove to work every day.
9. Alan said that he had thought about changing his job the previous year.
10. Susan said she was flying to Madang the next day.

ANSWERS TO PRACTICE EXERCISES IN TOPIC 3

Practice Exercise 11

1. True
 2. False
 3. True
 4. My mother
 5. drove by in the procession
 6. Robert, Dawn, little Maggie and Max
 7. The royal couple
 9. is a wonderful little tropical Island paradise.
 10. would be working on a computer.
-

Practice Exercise 12

A.

Subject	Predicate
1. The Prime Minister	attended the opening of the new hall.
2. This book	is very interesting.
3. The children	walk all the way to school every morning.
4. Hundreds of people	turned up for the celebration.
5. The solders	marched around the field.

B.

Subject	Predicate	
Subject (Noun or Pronoun)	Verb	Compliment (Adverb or Prepositional Phrase)
1. The driver	drives	the school truck.
2. The pastor	preached	about the last days.
3. The songwriter	wrote	a song.
4. The children	sang	the national anthem.
5. The bus	stopped	at the bus stop.

C.

1. chocolate cake.
 2. javelin
 3. a whole chicken.
 4. goal post.
 5. fence.
-

Practice Exercise 13

- A.**
1. We have no money **so** we can't buy your father a present.
 2. The soccer match was cancelled **because** of the rain.
 3. Jane told Jim she didn't want to see him anymore **because** she has met another boy.
 4. Camels manage well in the desert **because** they can go a long way without water.
- B.**
1. but I'll speak to you **as soon as** I've finished talking to this lady.
 2. Rhonda caught the glass **just as** it fell off the shelf.
 3. I can be chopping the meat **while** you are getting the vegetables ready.
 4. Lollyn and Brian were happily married **when** I saw them last.
 5. Please tell Irene to come half an hour earlier than usual, **when** you see her next week.
-

Practice Exercise 14

1. periodic sentence
2. loose sentence
3. balance sentence
4. full sentence
5. incomplete sentence
6. simple sentence
7. compound sentence
8. complex sentence
9. compound-complex sentence
10. declarative sentence
11. interrogative sentence
12. exclamatory sentence
13. imperative sentence

Practice Exercise: 15

A.

1. "I have been waiting for more than two hours," Chris told us.
2. Monica asked, "What was the weather like during your holidays in Rabaul last year?"
3. "I met your ex-girlfriend yesterday," said my brother.
4. "You must always take off your caps when entering a church," explained the church elder.
5. "Are you coming to New Ireland this Christmas?" Nick wants to know.
6. The receptionist told the man, "Take the stairs to the second floor."
7. The policeman asked the young man, "Are you travelling all by yourself?"
8. I stopped a man in the street and asked him if, "Could you help me with my car?"
9. The man asked, "Would it take long?"
10. He explained, "I am on my way to the airport to catch my plane."

B.

1. She asked him what he wanted.
2. He asked me if I was going with them.
3. He asked, 'When do you intend to make the payment?'
4. The policemen asked the girl if she came from Hagen.
5. The poor man exclaimed whether none of them would help him.
6. The little girl asked which way she should go.
7. Kulubob asked Manub what he had done to deserve such a severe punishment.
8. I asked her whether or not she knew the way home.
9. He asked me if I could solve the problem.
10. The judge finally asked whether he/she had anything to say on behalf of the accused.

END OF TOPIC 3

NOW DO EXERCISE 3 IN ASSIGNMENT 2. THEN GO TO TOPIC 4.

TOPIC 4

GENERAL GRAMMAR

In this Topic, you will learn about:

- **Subject-verb agreement.**
- **Modal auxiliaries.**
- **Conditional sentences.**
- **Punctuation & capitalisation.**
- **Titles, quotations and abbreviations.**

TOPIC 4: GENERAL GRAMMAR

Welcome to the last Topic of Unit 2. In this topic there are five lessons. All these lessons are important to perfect your spoken and written English. Make sure you do all the lessons and understand them well before you move on to the next unit in your English Course.

Always practise what you learn by using it when speaking. Try your best not to mix English and Tok Pisin or even your Language in one sentence. To help yourself, always complete your sentence in whatever language you start with when speaking especially in English.

In **Lesson 16** you will learn about the Subject-Verb Agreement. In **Lesson 17** you will learn about Modal Auxiliaries. **Lesson 18** is about Conditional Sentences. In **Lesson 19**, you will learn about Punctuation and Capitalisation. **Lesson 20** is about Titles, Quotations and Abbreviations

Make sure you complete all the lessons and practice exercises. Keep notes that you can refer to when you study.

We hope you enjoy the lessons in this topic.

Now you may begin with Lesson 16.

We wish you all the best in your studies!

Lesson 16: Subject-Verb Agreement



Welcome to Lesson 16 of Unit 2. In the last lesson you learnt about Direct and Reported Speech. In this lesson you shall learn about Subject-Verb Agreement. But first, let us look at our aims for this lesson.



Your Aims:

- identify the simple subject and simple predicate in sentences
- apply the rules in subject and verb agreement
- revise in identifying the simple subjects and simple predicates in sentences
- indicate if the number of the subject and the verb in a sentence agree and correct the mistake if they do not.

Can you tell which of the sentences below are correct? Which ones are wrong? With a pencil, put a tick beside the correct sentences and cross beside the wrong sentence.

- ☒ *I James plays soccer.*
☒ *I They play soccer.*
☒ *X Mary play netball.*
☒ *X We plays basketball.*

I think you have already marked the first two with ticks and the last two with crosses. You are able to do this correctly because you looked at the person/people *playing* to see if they were singular or plural and checked if the verb used (*play* or *plays*) agreed with the person or number of persons.

Before we go on, let us look at the parts of a simple sentence again.

A sentence has:

Subject – the person or thing doing or performing something

Verb – the action done or performed on the object

Object – the person or thing that the action is performed on.

We often talk about a complete sentence having a **subject** and a **predicate**. The part that is not the subject is the predicate.

That means, the predicate is made up of the verb and object (and other parts).

Example 1: Reanna cooks the rice.

Subject Reanna (the person performing the action)

Verb cooks (the action)
 Object the rice (the action is performed on this)
 Predicate cooks the rice

Example 2: They ride bikes.

Subject They
 Verb ride
 Object bikes
 Predicate ride bikes

Example 3: Leanne is smart.

Subject Leanne (the person talked about)
 Verb is (it is a linking verb)
 Object none
 Predicate is smart

Note: In Example 3 there is no object in the sentence. In English and other languages, we can have sentences where there is no object in the sentence. We do this when no action is performed on something else, or when describing the mood, shape or looks of something or person.

Remember: Complete sentence = subject + predicate

Now take a look at the three examples again. The verb form used in each case must agree with the subject. Consider the three examples with the forms of the verb used for different individuals (or people) performing the same action in the present tense.

Example 1, Verb = cook

I	cook
You (singular)	cook
He	cooks
She	cooks
Reanna	cooks
John	cooks
We	cook
You (plural)	cook
They	cook
The boy/girl	cook
The boys/girls	cook

Note:

1. As you may have learnt in the past, the verb form of a person (he, she, it, and so on) performing an action ends with an “s” or sometimes “es”.
2. If there are more than one person performing the action (we, they, and so on) then the verb form does not need an “s” or “es” at the end.
3. You (Singular or I, as the subject, of a sentence does not need a verb form ending with an “s” or “es”.

Example 2, Verb = ride

I	ride
You (singular)	ride
He	rides
She	rides
Reanna	rides
John	rides
We	ride
You (plural)	ride
They	ride
The boy/girl	rides
The boys/girls	ride

Example 3, Linking verb = to be

I	am
You (singular)	are
He	is
She	is
Reanna	is
John	is
We	are
You (plural)	are
They	are
The boy/girl	is
The boys/girls	are

**Activity 1**

Choose the correct verb form of the word in brackets. Then, write the complete sentence with the correct verb. Complete the sentence with the correct verb form and the predicate of your complete sentence.

Example:

John _____ (watch) TV on Saturdays.

Answer: “watches

Complete sentence: John watches TV on Saturdays.

Predicate of sentence: watches TV on Saturdays.

1. Joanne _____ (like) candies.

Missing word: _____

Complete sentence:

Predicate of sentence:

2. They _____ (love) choir music.

Missing word: _____

Complete sentence:

Predicate of sentence:

3. Jerry _____ (to be) clever

Missing word: _____

Complete sentence:

Predicate of sentence:

4. We _____ (drink) tea at recess.

Missing word: _____

Complete sentence:

Predicate of sentence:

5. You _____ (to be) fast.

Missing word: _____

Complete sentence:

Predicate of sentence:

6. Mary _____ (chase) dogs.

Missing word: _____

Complete sentence:

Predicate of sentence:

Thank you for completing this activity. Now, you may 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 this lesson.

Now, you will look at present continuous tense.

Now see an example of sentences using a verb in the **present continuous tense**.

Example: Verb - going (present continuous tense of "go")		
I	am going	to town
You (singular)	are going	to town
He	is going	to town
She	is going	to town
Reana	is going	to town
John	is going	to town
We	are going	to town
You	are going	to town
They	are going	to town
The boy/girl	is going	to town
The boys/girls	are going	to town

Note: As seen from the examples, the verb form "going" remains the same for the different subjects used. It is only the related linking verb forms "am", "is", and "are" that changes.

Now see another example with a verb in the **simple past tense**.

Example Verb - ate (simple past tense of "eat")		
I You He She Reana John We You (Plural) They The boy/girl The boys/girls	ate	bananas

Note that the simple past tense form of the verb ("ate") is the same for each subject in the sentences above.



Activity 2 Rewrite each sentence below with the correct linking verb as well as the present continuous form of the given verb in brackets. Two examples are given.

Example 1 Joanne _____ (ride) a bicycle.

Complete sentence: Joanne is riding a bicycle.

Example 2 We _____ (run) to school.

Complete sentence: We are running to school.

1. Martin _____ (chase) dogs.

Complete sentence:

2. Mary _____ (sweeping) the kitchen.

Complete sentence:

3. We _____ (sing) a song.

Complete sentence:

4. They are _____ (paint) the house.

Complete sentence:

5. The boy _____ (swimming) in the sea.

Complete sentence:

6. The men _____ (hunt) pigs.

Complete sentence:

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 16. In this lesson you learnt about Subject-Verb Agreement. In any complete sentence, the form of the verb used must agree with the person/persons performing an action

NOW DO PRACTICE EXERCISE 16 ON THE NEXT PAGE.

Practice Exercise: 16

A. For each sentence given, state the subject, predicate, verb and the object.

1. Luke plays football.

Subject: _____
Predicate: _____
Verb: _____
Object: _____

2. We peeled the potatoes.

Subject: _____
Predicate: _____
Verb: _____
Object: _____

3. Betty is clever.

Subject: _____
Predicate: _____
Verb: _____
Object: _____

4. The boys broke the window.

Subject: _____
Predicate: _____
Verb: _____
Object: _____

B: Choose the correct verb form (in present simple tense) for each word given to correctly complete each sentence. Write the complete sentence using the correct verb form chosen.

1. The teacher _____ (warn) latecomers every day.

2. The girls _____ (know) how to make necklaces.

3. Brian _____ buy) milk for his dog.

4. Bill and Brian _____ (to be) classmates.

5. Ricky _____ (run) faster than all the boys in Grade 9.

6. Michelle _____ sing) in the choir.

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.

Answers to Activities

Activity 1

1. likes; Joanne likes candies; likes candies
2. love; They love choir music; love choir music
3. is; Jerry is clever ; is clever
4. drink; We drink tea at recess; drink tea at recess
5. are; You are fast; are fast
6. chases; Mary chases dogs; chases dogs

Activity 2

1. Martin is chasing dogs
2. Mary is sweeping the kitchen
3. We are singing a song
4. They are painting the house
5. The boy is swimming in the sea
6. The men are hunting pigs

Lesson 17: Modal Auxiliaries



Welcome to Lesson 17 of unit 2. In the last lesson you learnt the Subject-Verb Agreement. In this lesson you will learn about Modal Auxiliaries. You will mainly focus on its importance and functions or uses.



Your Aims:

- define 'modal auxiliaries.
 - identify the importance of modal auxiliaries.
 - name the modal auxiliaries and their uses.
 - use appropriate modal auxiliaries in expressing certain ideas.
-

Definition of Modal Auxiliaries

Language is not always used just to communicate information by making simple statements and asking questions. Sometimes we want to make requests, offers, or express wishes or intentions. We may also want to be polite, tactful, or indicate our feelings about what we are saying. We can do all these things using a set of verbs called *modals*. Modals are always used with other verbs, and are known as modal verbs or modal auxiliaries.

Modal auxiliaries can be simply defined as “special auxiliary verbs that are used together with other simple verbs to express possibility, permission, ability or obligation. The common modal auxiliaries include: *must, can, will, may, could, would, might, shall, ought (to), used (to) and should*.

For example: I *might* be able to fix the computer.
You *should* speak to a counselor about your problems.
I think I *can* be able to finish my assignment on time.
She *would* have come earlier if it had not been for the heavy traffic.
He *could* easily walk to visit me if he wanted to.



Activity 1 Read the following sentences and underline the appropriate auxiliary verbs that best complete each sentence.

1. I *should/might* have to change my plans.
2. *Shall/will* we start the meeting?
3. Street vending *would/should* be banned by the authorities.
4. As a child my mother *could/would* put me to sleep with a song.
5. I wish I *can/could* afford a house of my own.

6. You *may/must* finish your homework before you watch TV.
7. *May/will* I help you?
8. I *will/might* be taking my leave this Christmas as I need a break from work.
9. I think I *can/will* be able to meet the deadline.
10. Politicians *ought to/may* put aside their political differences for the sake of the country.

Thank you for completing this activity. Now, you may 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 this lesson.

Now, you will look at the forms and functions of modal auxiliaries.

The Forms and Functions of Modal Auxiliaries

Modals are mainly used when you want to indicate your attitude towards what you are saying, or when you are concerned about the effect of what you are saying on the person you are speaking with or writing to. Here, we will focus on the uses or functions of the common modal auxiliaries used in a sentence.

- **Will** expresses a definite intent or decision on the speaker's part, and creates a future tense verb form.

Example: I will come and see you as soon as I finish work.

- **Can** indicates an ability to do something.

Example: I am sure John can win the race.

- **Would** and **could** sometimes function as the past tense forms of can and will. More often, they indicate hypothetical or wished-for situations and are often used with **if** clauses, which are special types of clauses, or are also used in combination with subjective verbs.

-

Example: If I had had a vehicle, I *would* have come earlier.
I *could* not make it to school on time because of the traffic jam along Waigani drive.

- **May** and **might** are often used interchangeably and indicate possibilities or uncertain events. May can also indicate permission to do something.

Example: It **may** rain all day tomorrow.
We **might** have to defer our tutorials to next week.

- **Should** indicates something that is appropriate or advisable.

Example: Bride price payment is a practice that **should** be banned in PNG.

- **Shall** expresses obligation when used in the second or third person. However, it is mainly used in contexts in which the speaker wants to sound formal or extremely polite.

Example: **Shall** I come over to your house this evening?

- **Must** indicates a necessity or obligation or expresses certainty about an assumption.

Example: You must clean your room by this afternoon.

Grace hasn't been to the office since last week. She must be sick.

The following chart summarizes the forms and functions of the common modal auxiliaries used in English. It should help you to understand their uses clearly.

Present	Past/Conditional	Meanings
May	Might	They indicate possibilities, uncertainty of events, as well as permission to do something (negative = not certain)
Can	Could	They indicate possibility or physical ability to do something and are optional (negative = not possible)
Will	Would	They express a definite future and past intent, desire, and promise.
Shall	Should	They indicate probable as well as intended future (conditional = morally advisable)
Must		Indicates a necessity or obligation, or expresses certainty about an assumption.

Apart from these common modal auxiliaries listed in the chart above, other words such as, **ought to**, **used to**, **need** and **dare** are also included as modals or semi-modals.

- **Used to** expresses a habitual action in the past, one that is no longer being repeated and can be used interchangeably with would in this sense. For example: When I was younger I **used to** climb that hill.
- **Ought to** indicates possibilities or suggestions of what is expected or likely to happen. For example: **You ought to** study harder if you want to go to University.



Activity 2

Read the following sentences and do the following:

1. Identify the appropriate modal auxiliary from the list below that would fit in each sentence: will, shall, could, would, may, might, should, must, can and ought to.
2. In the spaces provided below each sentence, explain the use or function that each modal auxiliary serves in the respective sentences.

1. Manuka's flight from Buka to Port Moresby took more than an hour. He _____ be exhausted.

2. I sensed that there _____ be trouble ahead.

3. You _____ not drink and drive.

4. Do not send invitations yet because we _____ have to change the date.

5. The police _____ not be believe his story.

6. _____ we take my car?

7. The outcome _____ be the same regardless of the approach taken.

8. Greg _____ fix anything on wheels.

9. The drought _____ cause widespread hunger.

10. There _____ be more awareness campaigns done on voting system to be used in the up-coming elections
-
-

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 17. In this lesson you defined modal auxiliaries, identified the importance of modal auxiliaries, named modal auxiliaries and their uses, and used appropriate modal auxiliaries in expressing certain ideas.

NOW GO ONTO PRACTICE EXERCISE 17 ON THE NEXT PAGE.

Practice Exercise: 17

Construct sentences using the auxiliary verbs: will, shall, could, would, may, might, should, ought to and can, after the information given below. For each sentence, use the auxiliary verbs enclosed in brackets. One is done for you as an example.

1. Her father is visibly angry (must). **He must have found out about her expulsion.**
2. Your hands are full (Shall). _____
3. You look sick (should). _____
4. It's 8pm and Hagu hasn't come home from work yet (might). _____

5. Erica has fully recovered from her illness (Can). _____

6. Danny has arrived half an hour late for school (will). _____

7. Two PMV buses smashed into each other along the highlands highway killing all passengers (could).

8. Mary lost all her school material when her house burnt down (would).

9. You look lost (may).

10. There has been an increase in crime in Port Moresby in the last 3 years (ought to).

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.
--

Activity 1

1. I might have to change my plans.
2. Shall we start the meeting?
3. Street vending should be banned by the authorities.
4. As a child my mother would put me to sleep with a song.
5. I wish I could afford a house of my own.
6. You must finish your homework before you watch TV.
7. May I help you?
8. I will be taking my leave this Christmas as I need a break from work.
9. I think I can be able to meet the deadline.
10. Politicians ought to put aside their political differences for the sake of the country.

Activity 2

1. Manuka's flight from Buka to Port Moresby took more than an hour. He must be exhausted.

Must indicates a necessity or obligation, or expresses certainty about an assumption, in this case it is the likelihood of Manuka feeling tired after a long flight.

2. I sensed that there would be trouble ahead.

Would indicates hypothetical situations. In this case, the sensing of trouble ahead.

3. You should not drink and drive.

Should is appropriate because the speaker is giving advice about drinking and driving

4. Do not send invitations yet because we might have to change the date.

Might indicates a possibility that might or might not happen; in this case the possible change of date.

5. The police may not believe his story.

May states a possibility; in this case, whether or not the police will believe his story.

6. Shall we take my car?

Shall is appropriate because the speaker is making a polite offer.

7. The outcome *will* be the same regardless of the approach taken.

Will states an event with absolute certainty; in this case, the outcome of whatever it is.

8. Greg can fix anything on wheels.

Can states that Greg is capable of fixing anything on wheels.

9. The drought could cause widespread hunger.

Could states what the drought is capable of causing.

10. There ought to be more awareness campaigns done on voting system to be used in the up-coming elections.

Ought to indicates the speaker's advice or suggestion; in this case, more awareness campaigns to be carried out on the new voting system to be used in the up-coming elections.

Lesson 18: Conditional Sentences



Welcome to Lesson 18 of Unit 2. In the last lesson you learnt on Modal Auxiliaries. In this lesson, you will learn about conditional sentences. You will indicate the type of conditional sentences used according to the tenses that go with the *if*-clauses. You will also write sentences using the correct tenses with the *if*-clause for each type of conditional sentences.



Your Aims:

- identify the types of conditional clauses
- use conditional sentences effectively

What are conditional sentences? Conditional sentences are also known as conditional clauses or *if*-clauses. They are used to express that the action in the main clause (without *if*) can only take place if a certain condition (in the clause with *if*) is fulfilled. There are three types of conditional sentences.

1. Conditional Sentence Type Zero

- Conditional Sentence Type Zero is used to talk about general truths, scientific facts or things which always happen under certain conditions.

Form:

If + Simple Present + Simple Present

Use:

The zero conditional is used to talk about the things which are always true, scientific facts, general truths.

For example:

If you cross an international dateline the time changes.

Phosphorous burns if you expose it to air.

Note that you can also use “when” instead of “if”.

2. Conditional Sentence Type 1

- It is possible and also very likely that the condition will be fulfilled. Conditional sentences Type 1 refer to the future. An action in the future will only happen if a certain condition is fulfilled by that time. We do not know for sure the condition actually will be fulfilled or not, but the conditions seems realistic – so we think it is likely to happen.

Form: If + Simple Present + Simple Future

For example: **I will send her an invitation if I find her address.**

I want to send an invitation to a friend. I just have to find her address. I am quite sure, however, that I will find it.

The main clause can also be at the beginning of the sentence. In this case, do not use a comma. For example: I will send her an invitation if I find her address.

Here is another example of Conditional Sentence Type 1:

If John has the money he will buy a new computer.

I know John very well and I know that he earns a lot of money and that he loves to have a computer. So I think it is very likely that sooner he will have the money to buy a new computer.



Activity 1 Some friends are planning. Everybody wants to party, but nobody really keen on preparing and organizing the party. So everybody comes up with a few conditions, just to make sure that the others will also do something. Complete the Conditional Type 1.

- a. If Sue _____ the onions for salad, Caroline _____ mushrooms.
- b. Jane _____ the sitting room if Aaron and Tim _____ the furniture.
- c. If Bob _____ the kitchen, Anita _____ the toilet.
- d. Elaine _____ the drinks if somebody _____ her carry the bottles.

Thank you for completing this activity. Now, you may 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 this lesson.

3. Conditional Sentence Type 2

- It is possible but very unlikely, that the condition will be fulfilled.

Form: If + Simple Past, Conditional (=would + infinitive)

Example: If I **found** her address, I **would send** her an invitation.

The main clause can also be at the beginning of the sentence. In this case, don't use a comma.

Example: I **would send** her an invitation if I **found** her address.

Note also that the main clause or if-clause might be negative.

Example: **If** I had a lot of money, I would not stay here.

were instead of **was**.

In IF Clauses Type 2, we usually use 'were' – even if the pronoun is I, he, she or it.

Example: If I **were** you, I would not do this.

Use

Conditional Sentences Type 2 refer to situations in the present. An action could happen if the present situation were different. I don't really expect the situation to change, however, I just imagine what would happen if...." But I cannot find it. So now I think it is rather unlikely that I will eventually find her address.

Example: If I **found** her address, I **would send** her an invitation.

I would like to send an invitation to a friend. I have looked everywhere for her address,

Here is another example:

If John had the money, he would buy a laptop.

I know John very well and I know that he doesn't have much money, but he loves to have a laptop. He would like to own one (in his dreams). But I think it is very unlikely that he will have the money to buy one in the near future.



Activity 2

Janine is a day dreamer. She imagines herself getting a big sum of money if she sells a piece of land to the LNG project. Complete the Conditional Sentences Type 2.

1. If I _____ rich, my life _____ completely.
2. I _____ a lonely island if I _____ a nice one.
3. I _____ all my friends if I _____ a house by the beach.
4. If we _____ to go shopping to Port Moresby, we _____ a plane.

Thank you for completing this activity. Now, you may 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 this lesson.

4. Conditional Sentence Type 3

- It is impossible that the condition will be fulfilled because it refers to the past.

Form: If + Past Perfect Conditional 2 (= would + have + past participle)

Example: If I had found her address, I would have sent her an invitation.

The main clause can also be at the beginning of the sentence. In this case, do not use a comma.

Example: I would have sent her an invitation if I had found her address.

Note: Main Clause and/or if-clause might be negative.

Example: If I hadn't studied, I wouldn't have passed my exams.

Use:

Conditional Sentences Type 3 refers to situations in the past. An action could have happened in the past if a certain condition had been fulfilled. Things were different then, however. We just imagine what would have happened if the situation had been fulfilled.

Example: If I had found her address, I would have sent her an invitation.

Sometime in the past, I wanted to send an invitation to a friend. I didn't find her address, however. So in the end I didn't send her an invitation/

Here is another example:

If John had had the money, he would have bought a laptop.

I knew John very well and I know that he never had much money, but he loved to have a laptop. He would have loved to own a laptop, but he never had the money to buy one.



Activity 3: Complete the conditional sentences Type 3.

What a match – your favourite team has lost again. So after the game, the supporters discuss what could have been different.

1. If the team _____ faster, they _____ more goals.

2. Their motivation _____ if they
_____ a goal during the first half.
3. If the referee _____ the foul, he _____ the ball.

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 18. In this lesson, you learnt about conditional sentences. You have indicated the type of conditional sentences used according to the tenses that go with the *if*-clauses. You have also written sentences using the correct tenses with the *if*-clause for each type of conditional sentences.

NOW DO PRACTICE EXERCISE 18 ON THE NEXT PAGE.

Practice Exercise: 18

Complete the conditional sentences. Decide whether to use Type 0, 1, 2 or 3.

1. If I had time I _____ shopping with you.
 2. If you _____ English, you will get along with them perfectly.
 3. If they had gone for a walk, they _____ the lights off.
 4. If she _____ to see us, we will go to the park.
 5. I would have told you if I _____ him.
 6. Would you mind if I _____ the window.
 7. If they _____ me, I wouldn't have said no.
 8. My friend _____ me at the station if he get the afternoon off.
 9. If I _____ it, nobody would do it.
 10. If my father _____ me up, I'll take the bus home.
 11. Water boils if it _____ the right temperature.
-

CHECK YOUR WORK. ANSWERS ARE AT THE END OF THE TOPIC 4.
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Answers to Activities**Activity 1**

- a. If Sue brings the onions for salad, Caroline will bring mushrooms.
- b. Jane will organise the sitting room if Aaron and Tim organise the furniture.
- c. If Bob tidied the kitchen, Anita will clean the toilet.
- d. Elaine will serve the drinks if somebody helps her carry the bottles.

Activity 2

1. If I were rich, my life would change completely.
2. I am a lonely island if I'd meet a nice one.
3. I would miss all my friends if I move into a house by the beach.
4. If we were to go shopping in Port Moresby, we would catch a plane.

Activity 3

1. If the team had moved faster, they would have scored more goals.
2. Their motivation would have been boosted if they had scored a goal during the first half.
3. If the referee had seen the foul, he would have stopped the ball.

Lesson 19: Punctuation and Capitalisation



Welcome to Lesson 19 of Unit 2. In the previous lesson you learned about conditional sentences where you learnt how to identify the three types of conditional sentences and their uses.

In this lesson, you will learn about the punctuation marks and how to use them correctly. But first take a look at your aims below



Your Aims:

- identifies the punctuation marks and their uses
- uses punctuations effectively in sentences
- identifies the significance of using correct punctuation

Before you read on, do the activity below to identify the punctuation marks.



Activity 1 Match the type of punctuation in Column B to the mark or the symbol used in Column A by writing the letters on the spaces before the numbers. You may use a

Column A	Column B
_____ 1. Full stop	A. (.)
_____ 2. Comma	B. (,)
_____ 3. Question Marks	C. (?)
_____ 4. Exclamation Marks	D. ('.....') (".....")
_____ 5. Semi colons	E. (;)
_____ 6. Colons	F. (.)
_____ 7. Brackets	G. (,)
_____ 8. Hyphens	H. (?)
_____ 9. Dashes	I. (!)
_____ 10. Apostrophe	J. (;)
_____ 11. Speech marks	K. (—)

Thank you for completing this activity. Now, you may 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 this lesson.

Now, you will look at punctuation marks.

What are Punctuation Marks?

Let us go through each one of them and find out what they do.

Punctuation Mark	Description	Example
Full Stops (.)	A capital letter is used to begin a sentence and the full stop to end it.(.) A sentence which is a basic unit of thought in any piece of writing always starts with a capital letter and finishes with a full stop.	The big fish took the bait at once.
Capital Letters Helen	Capital letters: are also used for proper nouns such as: People's names and titles, names of places, trade names, names of books, films, songs, poems, stories and plays.	Helen, Madang, Earth, June, Friday, Dr Sapuri, Professor Melam, Prince Andrew, Bank South Pacific, Hide Away Hotel.
Comma (,)	The comma is used to mark a short, natural pause in a sentence – at the end of the place where a person reading loud would pause naturally or to take a breath.	When she pulled at the branch, the whole plant came out.
	A comma is also used to mark off, from the rest of the sentence, an opening phrase that begins with a participle.	Turning her back to her childhood home, she walked quietly down the street.
Exclamation Marks (!)	An exclamation mark is used at the end of a word or sentence to indicate a command, or urgency, or strong feelings.	Help! Oh my goodness! Oh dear! Get out! Hey!
Colons (:)	The colon is often used to introduce a list of things	The following students are accepted for Saturday coaching: Max, Mini, Michael, Mandy and Masey
Semi colons (;)	Semi colons may be used instead of a full stop to separate sentences that are very closely related to one another.	In Australia, the national sports are cricket and rugby; in PNG, they are rugby and soccer.
	Semi colons can also be useful in lists where the separated items run to several words:	For this recipe I need the following: Four pieces of chicken
Brackets ()	Brackets are often placed around pieces of information that add to the information already being given.	You will find GODs name in the Bible, (Psalms 83:18)
Hyphens	Hyphens are not used as often in	Manager resigns. (This

(-)	English as they used to be, but there are still many occasions when the insertion of a hyphen changes the meaning of a word completely.	means he has given up his job). Manager re-signs. (This means the manager signed another contract).
Dashes (-)	Dashes may be used in pairs as an alternative to brackets when an explanation is involved.	The whole team – the goalkeeper, the defence, the midfield and the strikers – played magnificently.
	A single dash may also be used for this purpose when nothing else follows the explanation in the sentence.	Plans have been made – plans that cannot be revealed at this stage.
Apostrophe (')	An apostrophe looks like a single inverted comma. It is used for two main purposes. 1. In abbreviated word, to indicate that letters have been omitted	1. It's a girl. It's is a contracted form of <i>it is</i> . Here <i>i</i> in the <i>is</i> , is missed out and the apostrophe is put in its place. Some other examples are: That's – that is, Who's – who is, That's – that is. I'll – I shall You'll – you shall I'd – I would Couldn't – could not
	2. Apostrophes are used in nouns to indicate ownership in these ways. a. if the noun that possesses is singular, add 's b. if the noun is plural and already ends in with 's', simply add an apostrophe c. if the noun that possesses but does not end with 's', add 's	2. a. Tony's album. b. The boys' soccer ball. c. The children's toys
Speech marks (" ")	In a direct speech where the actual words are spoken by a speaker is written. This direct speech is enclosed within speech marks (sometimes called inverted commas or quotation marks). In punctuating the direct speech, you have a choice to a single speech marks or double These are rules to follow when punctuating speech. 1. Enclose the actual words of the speaker in inverted commas (quotation marks).	1. After seeing everyone and shaking hands he said, "Goodbye and may God be with you" 2. He said "Here we go again," as the rain suddenly fell down heavily on the roof top. 3. After a few minutes he remarked, "Thank goodness, the rain has stopped"

	2. Begin the first word spoken by the speaker with a capital letter. 3. Include any necessary punctuation marks inside the inverted commas when they are part of the speakers words 4. Start a new line for each person speaking.	
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Activity 2 Do the following:

- A. Here is a description of the Indian holy city of Benares as seen by the writer, Eric Newby, from the story. It contains three sentences. Write out the paragraph inserting the missing capitals, commas and full stops in the correct places.**

now the sun rose above the mist and from out on the water the city was revealed as a great golden crescent of temples spires mosques minarets ashrams and secular buildings suspended rather that built high above the river and fading away in either direction into misty distance a light breeze started to blow and brilliant paper kites began to edge up the sky clouds of pigeons wheeled over the temples and the palaces of the princes whose splendours had departed

- B. Punctuate the following sentences correctly. Write out the sentences correctly in the spaces provided.**

1. The following are the four regions in papua new guinea momase highland northern and new guinea islands

2. here are some towns in papua new guinea wau bulolo madang maprik lorengau

3. These are common papua new guinean animals cuscus cassowary bird of paradise kokomo and magani

4. These are my children tarquin dawn jeanelle morgan and dale

Thank you for completing this activity. Now, you may 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 this lesson.

Now, you will move on to the uses of punctuations.

Punctuations also help us to identify the four types of sentences. **The statement**, which gives information, **The question** which asks a question and ends with a question mark, **The command** which gives an order or makes a request. This often ends with an exclamation mark, and **The exclamation** which expresses surprise. It also ends with an exclamation mark.



Activity 2: Write the sentences out correctly in the spaces provided. Select an exclamation mark, a question mark or a full stop to end each of the following sentence.

1. what a monstrous python _____

2. it moved so slowly across the road _____

3. the traffic stood still as people came to look _____

4. have you ever seen anything like this before _____

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 19. In this Lesson you learnt about the different types of punctuation marks and their uses.

NOW DO PRACTICE EXERCISE 19 ON THE NEXT PAGE.
--

Practice Exercise: 19

Do the exercise below by inserting the speech marks in the correct places with all other punctuations.

1. her mother asked what time did you come home last night
 2. he hugged his mother and said you worry too much mum
 3. why don't you come in and sit down said the lady
 4. i would rather stand here madam said the policeman
 5. did i do anything wrong the lady asked
 6. well we will find out now wont we said the policeman
-

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.**Answers to Activities****Activity 1**

- | | |
|------------|----------------------|
| F
_____ | 1. Full stop |
| G
_____ | 2. Comma |
| H
_____ | 3. Question Marks |
| I
_____ | 4. Exclamation Marks |
| J
_____ | 5. Semi colons |
| A
_____ | 6. Colons |
| B
_____ | 7. Brackets |
| C
_____ | 8. Hyphens |
| K
_____ | 9. Dashes |
| E
_____ | 10. Apostrophe |
| D
_____ | 11. Speech marks |

Activity 2**A.**

Now the sun rose above the mist and from out on the water the city was revealed as a great golden crescent of temples, spires, mosques, minarets, ashrams and secular buildings, suspended rather than built high above the river and fading away in either direction into misty distance. A light breeze started to blow and brilliant paper kites began to edge up the sky. Clouds of pigeons wheeled over the temples and the palaces of the princes whose splendours had departed.

Activity 3

- B. 1.** following are the four regions in Papua New Guinea: Momase, Highlands, Northern and the New Guinea Islands.
2. Here are some towns in Papua New Guinea: Wau, Bulolo, Madang, Maprik and Lorengau.
 3. These are common Papua New Guinean animals: the Cuscus, Cassowary, Bird Of Paradise, Kokomo and the Magani.
 4. These are my children: Tarquin, Dawn, Janelle, Morgan and Dale.

Lesson 20: Titles, Quotations and Abbreviations



Welcome to Lesson 20 of Unit 2. In the previous lesson, you learnt about punctuation and capitalisation.

In this lesson, you will learn about Titles, Quotations and Abbreviations. But first take a look at your aim below.



Your Aims:

- identify titles, quotations and abbreviations
 - differentiate titles, quotations and abbreviations
 - apply the rules in using titles, quotations and abbreviations
-

Let us find out what Titles, Quotations and Abbreviations are:

Titles

There are several different types of titles.

- **Titles of works of art and literature** such as movies, books, study fields, plays, etc. These should always have capital letters.
- **Hereditary title**, such as king, queen, prince, sultan, sheik, baron, etc. Use a capital letter when you use one of these titles as part of someone's name. For example: Prince William
- **Academic titles**, such as doctor, professor, etc. Use a capital letter when you use one of these titles as part of someone's name. For example: Professor Jones
- **Parliamentary titles**, such as MP, Minister for Commerce, Minister of Health, etc.

Quotations

Quotations are words that were first written or spoken by someone else and is being repeated. To make speeches interesting many speakers repeat words (quote) popular words spoken by famous people in the past. Many of those words or quotes carry a lot of meaning. Some of these quotes make people think. There are many different types of quotes that cover many subjects such as marriage, weddings, family, work , hobbies and so on.

Here are some common quotes

- a. When angry, count to hundred. (Mark Twain)
- b. In giving advice I advise you , be short. (Horace)
- c. God helps them that help themselves. (Benjamin Franklin)
- d. No one knows what he can do till he tries. (Publius)

Remember that every time you decide to quote someone, make sure you give the name of the person who said the words. See the examples given above in brackets.

Abbreviations – (give the definition)

A full stop is used to show that a word has been abbreviated, except when the last letter of the abbreviation is also the last letter of the complete word. Thus, a full stop is used when October is abbreviated (**Oct.**) but not when “department” is abbreviated (**dept.**)



Activity 1 Write out the complete unabbreviated form of each of the following.

1. Rev _____
2. Dr _____
3. PNG _____
4. POW _____
5. Aust _____
6. Sept _____
7. Mt _____
8. Rd _____
9. Pr _____
10. B.Sc _____

Thank you for completing this activity. Now, you may 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 this lesson.

Now, you will look at some quotes and explain what they mean.

Study this quote below by Catherine the Great.

The more a man knows the more he forgives.

Here, Catherine the great believes that when someone has more knowledge they begin to understand a lot of things such reasons for some actions. She believes that the more someone understands the more that person will forgive.

**Activity 2**

Now read the next one which is an African quote and answer the following questions.

Only a fool tests the depth of the water with both feet.

1. Why do you think a person would be a fool to test water with both feet?

2. What kind of water do you think this quote is referring to?

3. How do you think water as described in the quote would be tested?

4. Can you think up another situation in life that can be compared to water?

Thank you for completing this activity. Now, you may 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 this lesson.

**Summary**

You have come to the end of Lesson 20. In this lesson you learned about abbreviations and the use of correct titles. You also learnt about quotations

NOW DO PRACTICE EXERCISE 20 ON THE NEXT PAGE.

Practice Exercise: 20

Give the correct titles to the following.

1. Ebo Samky (a church pastor in Lae)

 2. Peter Oneill (Prime Minister of Papua New Guinea)

 3. Anne (daughter of Queen Elizabeth)

 4. Mathias Sapuri (A doctor at Pacific International Hospital)

 5. Albert Mellam (a Professor at the University of Papua New Guinea)

 6. Stella Chan (wife of Sir Julius Chan)

-

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.
--

Answers to Activities

Activity 1

1. Reverend
2. Doctor
3. Papua New Guinea
4. Prisoner of War
5. Australia
6. September
7. Mount
8. Road
9. Pastor
10. Bachelor in Science

Activity 2 (Suggested Answer) Student should at least have similar answers.

1. Why do you think a person would be a fool to test water with both feet?

If the water is deep, he will sink. If the water is fast flowing, he will be swept away.
2. What kind of water do you think this quote is referring to?

A fast flowing water.
3. How do you think the water in the quote should be tested?
 - a. By throwing a stick into the water to test the movement.
 - b. One leg on firm ground, with hands holding on to something.
4. Can you think up another situation in life that can be compared to water?
 - Always be careful when checking out on dangerous things.
 - Make sure of your own safety first before checking out on dangerous situations.

ANSWERS TO PRACTICE EXERCISES IN TOPIC 4

Practice Exercise 16

A.

1. Subject - Luke
Predicate – plays football
Verb – plays
Object - football
2. Subject - We
Predicate – peeled the potatoes
Verb – peeled
Object – the potatoes
3. Subject – Betty
Predicate – is clever
Verb – is (linking verb)
Object - None
4. Subject – The boys
Predicate – broke the window
Verb – broke
Object – the window

B.

1. The teacher **warns** the latecomers every day.
 2. The girls **know** how to make necklaces.
 3. Brian **buys** milk for his dog.
 4. rian and Brian **are** classmates.
 5. Ricky **runs** faster than all the boys in Grade 9.
 6. Michelle **sings** the choir.
-

Practice Exercise 17

These are possible answers. Ensure that your answers are in line with these.

2. Your hands are full (Shall). Shall I open the door for you?
3. You look sick (should). You should go and see a doctor.
4. It's 8pm and Hagu hasn't come home from work yet (might). He might have been caught in the traffic.
5. Erica has fully recovered from her illness (Can). She can return to school now.
6. Danny has arrived half an hour late for school (will). He will be put on detention this afternoon after school.
7. Two PMV buses smashed into each other along the highlands highway killing all passengers (could). The drivers could have avoided this accident if they had driven within the speed limit.
8. Mary lost all her school material when her house burnt down (would). *She would have to buy new materials from school.*
9. You look lost (may). *May I help you?*
10. There has been an increase in crime in Port Moresby in the last 3 years (ought to).

The Police force ought to increase its man-power in order to curb this increase in crime in Port Moresby.

Practice Exercise 18

1. would go
 2. speak
 3. would have turned
 4. comes
 5. had seen
 6. opened
 7. had invited
 8. will
 9. didn't do
 10. doesn't
 11. reaches
-

Practice Exercise 19

1. Her mother asked, "What time did you come home last night?"
 2. He hugged his mother and said, "You worry too much mum."
 3. "Why don't you come in and sit down," said the lady.
 4. "I would rather stand her madam," said the policeman.
 5. "Did i do anything wrong?" the lady asked.
 6. "We shall find out now won't we?" said the policeman.
-

Practice Exercise 20

Give the correct titles to the following.

1. Pastor Ebo Samky
 2. Sir Peter O'Neill / Honorable Prime Minister Sir Peter O'Neil
 3. Princess Anne
 4. Dr Mathias Sapuri
 5. Professor Albert Mellam
 6. Lady Stella Chan
-

THE END OF TOPIC 4

NOW DO EXERCISE 4 IN THE ASSIGNMENT BOOK THEN READ THE UNIT SUMMARY ON THE NEXT PAGE.
--

UNIT SUMMARY

Congratulations you have completed the second unit of your English Course, Unit 2 **Reading and Writing 2 (Grammar)**.

In Topic 1, you learned about verb tenses and forms. You studied forming and using simple tenses, participle forms of regular and irregular verbs, active and passive voice of the verb and progressive tenses.

In **Topic 2**, you learned about clauses and phrases. You learned about noun clause and appositive phrase, adjective clause and phrase, adverb clause and phrase, verbal, verbal phrase.

In Topic 3, you learnt. You learnt about sentence structure. You also learnt parts of a sentence, sentence patterns, conjunctions, sentence classifications, direct and reported speech.

In **Topic 4**, the final topic of this course book, you learned general grammar. You learned about subject-verb agreement, modal auxiliaries, conditional sentences, punctuation and capitalisation, titles, quotations and abbreviations.

THE END OF TOPIC 4

NOW DO UNIT TEST 2 TO COMPLETE ASSIGNMENT 2. CHECK YOUR ANSWERS THOROUGHLY BEFORE HANDING YOUR ASSIGNMENT BOOK TO YOUR PROVINCIAL CENTRE FOR MARKING.

GLOSSARY

A

Apologetic – sorry

Appropriate – suitable

Assertion – claim

B

Bark – yelp; sound of a dog

Bleat – complain

Bray – call

Buzz – bell

C

Chirp – tweet; sound of a bird

Complements – matches

Continuously – endlessly

Contradictory – opposing

Conventions – agreements

Core – central

Crescent – curve

Croak – cry; sound of a frog

Crow – cry

D

Despise – hate

Devastation – damage

Drunken – past participle of drink

E

Emphasize – highlight

Entangle – tangle

Entangle – trap

Err – make a mistake

Evolutionary – a product of development

F

Furiously – angrily

G

Glittering – sparkling

H

Harass – annoy

Harmonize – match

Heightened – sharp

Hiss – sound that snakes make

Hyperbolic – imposing

I

Ideology – belief
Illustrate – show
Indicate – Specify
Interim – temporary

K

Keen – intense

L

Limp – lifeless

M

Minarets – towers

N

Neigh – bray; sound of a horse

O

Oppressed – troubled
Outrageous – disgraceful
Outrageous – shameful

P

Perplex – puzzle
Pluck – determination
Precede – lead

R

Radiantly – happily
Rapture – rapture
Ravaged – wasted
Ravaged – wasted
Rebellion – uprising
Remarkable – extraordinary

S

Spires – tips
Splendours – luxuries
Staggered – amazed
Stealthily – silently
Suitable – appropriate
Swerved – deviated

T

Thistle – a widely distributed herbaceous plant of the daisy family, which typically has a prickly stem and leaves and rounded heads of purple flowers.

W

Wary – suspicious

Wearily – tiredly

Weary – tired

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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 - 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. Your Provincial Coordinator or Supervisor will give you more information regarding each subject and course.

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	Science Stream: Biology, Chemistry, Physics Social Science Stream: Geography, Intro to Economics and Asia and the Modern World
2	English 2	
3	Mathematics 1	
4	Mathematics 2	
5	History of Science & Technology	

REMEMBER:

You must successfully complete 8 courses: 5 compulsory and 3 optional.