

## **ENGLISH LESSON 6**

### **CONTENTS**

THE INTERJECTION AND THE PREPOSITION  
COMPOSITION, THE SPELLING AND PARAGRAPH  
VOCABULARY AND SPELLING

In this lesson we are going to learn about the last two parts of speech which were mentioned in Lesson 2, namely, the Interjection and the Preposition. We have already studied the noun (name of person or thing); the pronoun (which takes the place of a noun); the adjective (which describes a noun); the verb (which is the doing word); the adverb (which tells us more about the verb) and conjunctions (which join words, phrases and sentences together).

However, before we study these two remaining parts of speech, we are going to briefly study those three little words which often come before nouns. These words are "an" and "the". They are really adjectives but they are often called the articles.

## **THE ARTICLE**

In African languages articles are not used before nouns, but in English it is necessary to use the correct article to make our meaning clear.

Now, when do we use "a" or "an" and when do we use "the"?

The easiest way to remember how to use the articles "a" or "an" is to learn that all nouns are either "countable" or "uncountable". Countable nouns have a singular and plural form (eg. tree - trees) but uncountable nouns usually have only one form (eg. milk, furniture, happiness - we cannot say milks, furnitures; or happinesses). "Countable" nouns can be counted because they have a plural form, thus we can say one tree, two trees, three trees etc, but we cannot do this with uncountable nouns. We cannot, for example, say one milk, two milks, three milks.

Now, the articles "a" or "an" mean the same thing as "one", so these two articles can only be used with countable nouns. We can say a boy, an elephant, an egg or a tree, but we cannot say an happiness, a dust or a milk.

"A" and "an" are called the "Indefinite Article" which means that they **do not describe any particular** thing. For example a chair means any one chair, but not one particular chair.

"The" is the "Definite Article" which means that it **describes a particular** thing. For example, the chair means one particular chair.

Now look at these examples which show you how and when to use "the", "an" and "a".

- a, I saw a man. The man was in a bus. The bus was standing still. In the first sentence we use the article "a" because it was any man. But when we carry on talking about that man, he now becomes one particular man who we have already mentioned. Therefore, in the next sentence we change the article to "the man".

In the same way "a bus" in the second sentence the first sentence we have talked about a bus, so it is any bus, but when we carry on talking about that bus in the third sentence, it becomes a particular bus which we have already mentioned, so we use the definite article and say "the bus".

- b. However, we do use the definite article "the", even if we have not mentioned the noun before, when we are talking about things nearby, or when our listener knows what particular thing we are referring to. For example:
- i. Shut the door. (Our listener knows which door to shut because there is probably only one door nearby.)
  - ii. Let us look at the picture again. (Our listener knows which picture we are referring to. However, if we said: "Let us look at a picture", it would mean any picture and not one particular one.)
- c. Now why do we say "an" and not "a" sometimes? "An" follows the same rules as the use of "a", but when a noun begins with a vowel (ie. "a", "e", "i", "o" or "u") we have to change the "a" to "an". The only reason why we do this is to make it easier to say. Try saying a elephant, a egg, and a article. You are sure to agree that it is difficult, but if you change the "a" to "an", the two words flow into each other much more easily.

Here are some sentences showing how the article, or in some cases, no article, is used.

- a. There is a chair in his room.  
(Indefinite article meaning no particular chair).
- b. There are some chairs in the hall.

(Indefinite number of chairs in the plural).

c. The chair has a red cover.

(Definite article which describes one particular chair).

d. The chairs in the sitting room are comfortable.

(The definite article "the" because we are talking about particular chairs in the plural).

e. Chairs have four legs.

(No article because we are talking about chairs in general).

Countable nouns in the singular must always have either an article or some other word before them. For example, you cannot say:

Where is chair.

You have to put some word before the noun "chair". You could say:

Where is the chair

Or Where is my chair

Where is that chair

However, the following countable nouns do not always obey this rule: school, church, market, prison, home, breakfast, lunch, dinner, uniform, car, train, aeroplane, Mother, Father etc, often occur in set phrases.

Here are a few of them used in sentences:

a. I am going to school.

b. The farmer went to market.

c. Soldiers look smart in uniform.

d. We are going by car to Claremont.

e. "Let us help Mother clean the house" said Jane. But: The girls helped their mother. ("Mother" in this sentence is a common noun with a singular and plural form. In the first sentence

where it is used with a capital M, Mother is one particular person).

Now, look at these examples using uncountable nouns.

- a. The furniture is in the van.  
(Definite article meaning the particular pieces of furniture).
- b. There is some furniture in the van. (Indefinite amount).
- c. Furniture can be made from many types of wood.  
(No article because we are talking about furniture in general).
- d. There is a piece of furniture which is broken. (We cannot say "a furniture". When we want to talk about one particular bit of furniture, we have to say "a piece of furniture".

In the same way that we "particularise" the uncountable noun "furniture", ie. talk about "one piece of furniture", we can particularise the following nouns;

A piece of iron, steel, wood, soap, glass, work, tin, meat, music, poetry, paper, bread.

A grain of sand, sugar, maize, millet, rice, wheat.

A drop of water, milk, sweat.

A pound of sugar, meat, rice, maize, etc.

A game of football, tennis, etc.

A cup of tea, coffee, cocoa.

A glass of water, beer, milk etc.

A loaf of bread.

## SELF-HELP EXERCISE 1

Rewrite the following sentences using the correct article.

1. When a holidays come I often go swimming in a Zambesi River.
2. The horses are hard working animals.
3. I like to eat a egg at the breakfast.
4. "Shut a door, John, I am feeling cold".
5. His son's failure in an examination was a great disappointment to him.

6. He takes interest in his work.
7. I need a scissors to cut this material.
8. Thief is spending six months in the prison.
9. A chair on which I sat had a broken spring.
10. We are going to travel by the aeroplane.

## **THE INTERJECTION AND THE PREPOSITION**

### **The Interjection**

Interjections are the least important of the parts of speech. As you learnt in Lesson 2, they are words which are "thrown in" to express some emotion or sudden feeling. They express such feelings as surprise, joy or alarm. Because they are just thrown in suddenly, they are not really part of a sentence and so they are separated from the rest of the sentence by commas. They can also stand on their own with an exclamation mark after them.

Here are some examples showing how they can be used.

- a. Hello, where are you going?
- b. Oh dear, what a pity he failed his examination!
- c. Well done! That's the stuff!

### **The Preposition**

Prepositions are words which govern or show the relationship of nouns and pronouns to another part of the sentence. Look at this example

The bird flew over the roof.

The subject of the sentence is the noun, "bird".

The predicate of the sentence is "flew over the roof".

In the predicate, we find the finite verb, "flew".

This verb tells us what the bird did.

The phrase, "over the roof", tells us where the bird flew, so it is an adverbial phrase of place

helping the verb, "flew".

There is, however, something rather special about this phrase. You will notice that it connects the action of the bird with the noun, "roof". The word which effects that connection is "over". All words which link a verb to a noun in this way are called prepositions.

Many people confuse prepositions with adverbs because some words may be used as either prepositions or adverbs. However, you can always tell if it is a preposition if it governs a word. For example:

I fell down ("down" is an adverb telling us more about the verb "fell");

I fell down the stairs (Here "down" is a preposition because it governs the noun "stairs").

Prepositions not only tell us about the place of something, they can also tell us about the time.

*For example:*

I will meet you after supper. (The preposition tells us when).

The book was on the table. (The preposition tells us where).

Here are some more sentences showing the use of prepositions.

The rat ran under the floor.

The ball went through the window.

The lizard ran over the rock.

The fence ran round the field.

"under" shows the connection or relationship between the "rat" and "the floor".

"through" shows the connection or relationship between "the ball" and "the window".

"over" shows the connection or relationship between "the lizard" and the "rock".

"round" shows the connection or relationship between "the fence" and the "field".

The preposition is often a very important word in a sentence because it gives us the special relationship we want to show. In the following sentences it gives us the exact place in the relationship between the "cat" and the "chair".

The cat is sitting on the chair.

The cat is sitting near the chair.

The cat is sitting under the chair.

It is not always easy to know what preposition to use with the to show the relationship we want to express. There are some prepositions which must be used with certain verbs. To use any word is incorrect.

"The aeroplane landed at Cape Town" is correct, but "The aeroplane landed at South Africa" is wrong. An aeroplane lands "*at*" a *town*, but "*in*" a *country*.

Some verbs have different meanings according to the prepositions which follow them.

Look at these sentences.

"Let us call on my friend", means "Let us visit my friend".

"The man called for his wife", means that she was somewhere and he went to fetch her.

"The lady called out that she was coming", means that the lady could not be seen but she called her message.

Here are some more examples.

The constable went after the thief.

My uncle and aunt went to the seaside.

The ship went over the ocean.

I went up to a man to ask the way.

They went on with their work.

In each of these sentences the verb "went" is followed by a different preposition.

There is no way of learning what preposition to use except by learning to and reading correct English. But it is very important for you to use the correct preposition.

Look at the word "in". It means "inside" as in the sentence, "The children were **-in-** the classroom" or "You will find it **-in-** my room".

If there is a movement from one place to another or from one date to another we must use "into".

The children came into the classroom.

The poor woman burst into tears.

The policeman marched into the office.

Their smiles changed into tears.

"**Between**" is used of two, and "**among**" more than two.

What is the distance between the two points?

There was a fight between two dogs.

The road runs between LONDON and BIRMINGHAM

Divide the sweets among the young children.

Among the trees there are many flowers.

Certain prepositions follow certain words.

I had difficulty in doing my arithmetic.

I am contented with my pay.

He is very interested in history.

She was ashamed of what she had done.

You must not be Jealous of your brother.

I am tired of your complaints.

The sick man was cured of bilharzias.

A pencil is different from a pen.

arraign of

agree to (a proposal)

aim at  
agree to (a proposal)  
appeal to  
ashamed of  
beware of  
cure of  
correspond with  
die of  
differ with (a person)  
disagree with  
divide among (more than two)

appeal to  
accuse  
agree with (a person)  
arrive at  
believe in  
capable of  
complain of  
deprive of  
different from  
differ on (a subject)  
depend on (or) upon  
divide between (two only)

fail in  
interested in  
live at (a place)  
live with (someone)  
live for (a reason)  
look at  
tired of  
prevent from  
stare at  
guilty of

insist on  
laugh at  
live in (a home)  
live by (a form of work)  
long for  
prefer butter to jam  
succeed in  
escape from  
suffer from  
in need of

When a preposition is followed by a pronoun, the objective form of the pronoun is used.

I took it from him.

You will show it to me.

We are ashamed of you.

Show it to Mary and John.

I will share the apple with you.

He took it from me.

I will show it to you.

You are ashamed of us.

Show it to her and to him.

Mother shared the apple with you and me.

## SELF-HELP EXERCISE 2

1. Rewrite the sentences below, putting a suitable preposition each blank space.

- a. The black hen laid an egg ..... the nest.
- b. I took the egg ..... her and gave it ..... my mother
- c. Mother bought some bananas ..... the greengrocer's.
- d. Mother bought some bananas ..... the greengrocer's.
- e. I put them ..... a dish ..... the table ..... the window.
- f. The bananas had come ..... Jamaica ..... ship ..... the sea.
- g. I looked ..... the window in time to see the child fall ..... the tree.

2. Rewrite the following sentences, inserting in the blank spaces, prepositions which will give the same meaning as the words in brackets. The first one is done for you.

- a. The tree grew ..... the river. (On the other side of it).
- b. He found a seat ..... the front. (Close to it).
- c. The boys walked ..... the girls. (Following them).
- d. The lecturer stared ..... our heads. (Above them).
- e. The path ran ..... the house. (Encircled it).
- f. She sat ..... the mirror. (In front of it).
- g. He unlocked the door ..... great difficulty. (It was not easy to do).
- h. We walked ..... the road. (From one side of the road to the other).
- i. We walked ..... the road. (From end to end).

3. Rewrite the following sentences, replacing the prepositions when they are wrong used, by others which would be more suitable. The first one is done for you.

- a. I shall go by my house. (This should be "I shall go to my house".)
- b. The child fell in the water.
- c. We shared the money between the three of us.
- d. He promised to give consideration of the matter.
- e. The cattle came in the open gate.
- f. From the verandah, he dropped on the ground.
- g. The father stood after his small son.
- h. I felt sympathy to the injured man.
- i. The children prefer sweets over vegetables.

## COMPOSITION, THE SENTENCE AND PARAGRAPH

You have now learnt enough rules in English to be able to write a composition. A composition is a piece of writing such as an essay or a letter. Compositions are composed (made up) of sentences and paragraphs which should:

- a. be arranged intelligently
- b. keep to the point
- c. be interesting, and
- d. avoid stating the obvious.

The basis of all writing is the sentence. Some sentences may contain a number of ideas, all of which are equally important. Some sentences may contain one idea while other sentences may not be as important as the main sentence but will tell us more about it. But, whatever kind of sentence you use, it must be intelligible. It must have a subject and a verb and sometimes an object or some extension c: the verb.

A collection of words is not a sentence if the main parts are not properly arranged, or if some essential part has been left out.

If we want to express an idea in as straightforward a way as possible, we use as few words as possible, eg.

- *That man is the leader of our people.*

The sentence is clear. If we were to say,

*That man is actually the leader of our people.*

the word "actually" does not add anything further so it should be left out.

I will try all my best to be a good worker. What word is unnecessary here? The word "all".

- *I am still a bachelor of twenty-nine years.*

How could this sentence be improved?

*I am a bachelor and am twenty-nine years old.*

would be much better.

- *He tried to control it to a stop but it was uncontrolled because the car had no proper brakes.*

Here we know what the writer is trying to say. The sentence has a meaning but it is not clear.

*He tried to stop the car but he was unable to control it because it had no brakes.*

Now the sentence is clear and direct.

When writing always remember:

- a. If it is possible to cut out a word always do so.
- b. If you know a short word which will fit what you want to say, use that word. Do not use a long one.

### Do not use too many simple sentences

The simple sentence is the clearest of all. For example, there is no doubt about what the sentence "Stop" means. But if a writer uses nothing but simple sentences the reader soon becomes tired of reading them. Look at these simple sentences.

It was a fine evening. My friends set out for a walk. I went with them. It was dark. We walked through the woods. There were lights in the village. We heard the cries of the children. Dogs were barking.

Now read these same sentences written in a more fluent way:

It was a fine evening as my friends and I set out for a walk. It was dark as we walked through the woods. There were lights in the village and we could hear the children's voices and the barking of dogs.

This second paragraph is much better, but all that has been done is to lengthen the sentences. When we write we join sentences together and give them different lengths to make the reading of them more interesting.

Here is another paragraph.

When he woke up the man felt ill. He had a headache. His throat was sore. He went to the

doctor. The doctor gave him some medicine. Then he went to work. He arrived late. He had to explain why he was late. His employer excused him for being late.

Let us rewrite this paragraph to improve it.

When he woke up the man felt ill, his head was aching and his throat was sore. He went to the doctor who gave him some medicine. Then the man went to work. He arrived late but when he had explained to his employer why he was late he was excused.

### SELF-HELP EXERCISE 3

Rewrite the following paragraph improving it by joining some of the sentences.

The bell rang. The typist went into the Manager's office. She took down a letter in shorthand. She went back to her office. She sat down at her typewriter. She typed out the letter. She took it to the manager. He read it through. He signed it.

#### Do not use too many long sentences

Just as you must avoid using too many short simple sentences, you must also avoid using long, involved sentences. Often a writer starts on a sentence and then, in the middle of it, becomes confused and forgets what his main idea was.

Here is an example of a long involved sentence written by student.

A farmer can do much harm if he allows erosion on his lands for his cattle eat the grass before he has too many which makes the land bare so that when the rains come the water runs away and the grass soon not grow.

Here is a correction of the sentence.

A farmer can do much harm if he allows erosion on his lands. If he has too many cattle they eat the grass and leave the land bare. When the rains come, the water runs away and no more grass will grow.

As you can see it was necessary to divide the sentence into three shorter ones and to alter the wording in some places to make the meaning clearer.

## SELF-HELP EXERCISE 4

1. Here is a long involved sentence. Read it carefully and then divide it into not more than three shorter sentences. Change the wording if you think it will help to make the meaning clearer, but you must not alter the meaning in any way.

I went into a shop and asked for a pair of black shoes and the shop assistant said he had only brown shoes, but I told him there was a pair of black ones in the window, then he said they were there for display but I said that the shoes were for sale because they had a price on them and asked to see the manager.

2. In the following sentences there are some words which are unnecessary. Rewrite the sentences leaving out the unnecessary words.
  - a. On the way going to Manchester I saw my brother.
  - b. It goes without saying that I intend to work hard.
  - c. He asked me to lend him a shilling and I could not do anything otherwise but lend it to him.
  - d. My brother put his luggage down on the platform,
  - e. I actually saw him take an orange from the box.
  - f. You will be surprised when I tell you that it is definitely true.
  - g. What is the fare of travelling from Johannesburg to Cape Town?

## **VOCABULARY AND SPELLING**

Do you know when to use:

- a. "many" and "much"
- b. "a few" and "few"

c. "a little" and "little"?

Here are the rules.

**"Many" and "much"**

"Many" can only be used with countable nouns in the plural; it cannot be used with singular nouns. For example:

There are many chairs in the room.  
(Chairs is a countable noun in the plural).

You cannot say: "There are many furniture in the room", or "There are many meat (rice, dust etc)" because these nouns are uncountable.

"Much", on the other hand, can only be used with uncountable noun. For example:

There is not much furniture in the room.  
These cows do not give much milk.  
The football team did not have much luck.

**"A few" and "few"**

"A few" may only be used with nouns in the plural. Look at the difference in meaning when we use "a few" and "few".

There are a few seats left. (This means there are some, but not many seats, but there are enough).

There are few seats left. (This means there are hardly any left).

**"A little" and "little"**

"A little" may only be used with uncountable nouns, eg.

There is a little milk in the glass. With a little luck, I will win the pools.

In the same way that we use "a few" and "few", we use "a little" (meaning some) and "little" (meaning hardly any). Look at these examples showing how we can use both "little" and "few".

- i. At the beginning of the meeting there was little opposition (hardly any) to the speaker's suggestions, but later a few objections (some, but not many) were raised.
- ii. At the beginning of the meeting there was a little opposition (some but not much) to the speaker's suggestions, but later few objections (hardly any) were raised.

### SELF-HELP EXERCISE 5

This Self-Help Exercise is to test your knowledge of words used alike in some way.

Using the following pairs of words, fill in the blank spaces sentences with the correct word.

their break its great beside there brake it's grate besides

1. As the evening was cold, we lit a fire in the .....
2. They tried to ..... the chain but could not do so.
3. All night long the mother sat ..... her sick child.
4. If it's the red one ..... mine.
5. I always enjoy myself when I go .....
6. The man put on his ..... but the car would not stop.
7. There is no doubt that he was a ..... leader.
8. The cat is trying to catch ..... own tail.
9. You will find the ladder at ..... house.
10. There is no one in the room ..... John.

## ANSWERS TO SELF-HELP EXERCISES

### Exercise 1

The correct articles are underlined.

1. When the holidays come, I often go swimming in the Zambesi Rive.
2. Horses are hard working animals. (No article)
3. I like to eat an egg at breakfast. (Breakfast takes no article)
4. "Shut the door, John, I am feeling cold".
5. His son's failure in the examination was a great disappointment to him.
6. He takes an interest in his work.
7. I need a pair of scissors to cut this material.
8. The thief is spending six months in prison. (Prison takes no article).
9. The chair on which I sat had a broken spring.
10. We are going to travel by aeroplane. (No article before aeroplane)

### Exercise 2

1. The prepositions are underlined.
  - a. The black hen laid an egg in the nest.
  - b. I took the egg from her and gave it to my mother.
  - c. Mother bought some bananas at the greengrocer's.
  - c. Mother brought some bananas from the greengrocer's
  - e. I put them in a dish on the table near the window.
  - f. The bananas had come from Jamaica by ship across the sea.
  - g. I looked through the window in time to see the child fall from the tree.

### **Exercise 3**

When the bell rang, the typist went into the Manager's office to take down a letter in shorthand. Then she went back to her office and typed out the letter. She took it to the Manager, who read it through and signed it.

### **Exercise 4**

1. The long involved sentence has been broken up into three shorter sentences.

I went to the shop and asked for a pair of black shoes but the shop-assistant said he had only brown shoes. When I tell him. there was a pair of black ones in the window he said that they were there for display. I pointed out that the shoes were for sale because they had a price on them, and asked to see the manager.

2. The following sentences have been rewritten leaving out the unnecessary words.
  - a. On the way to Cape Town I saw my brother.
  - b. I intend to work hard.
  - c. He asked me to lend him a shilling and I could do nothing but lend it to him.
  - d. My brother put his luggage on the platform.
  - e. I saw him take an orange from the box.
  - f. You will be surprised when I tell you it is true.
  - g. What is the fare from Johannesburg to Cape Town?

### **Exercise 5**

The correct words are underlined.

1. As the evening was cold, we lit a fire in the grate.
2. They tried to break the chain but could not do so.
3. All night long the mother sat beside her sick child.
4. If it's the red one it's mine. (shortened form for it is)

5. I always enjoy myself when I go there.
6. The man put on his brake but the car would not stop.
7. There is no doubt that he was a great leader.
8. The cat is trying to catch its own tail. (possessive adjective;)
9. You will find the ladder at their house.
10. There was no one in the room besides John.

2. The prepositions which have the same meaning as the words in brackets are underlined.

- a. The tree grew beyond the river. (on the other side of it)
- b. He found a seat near the front. (close to it)
- c. The boys walked behind the girls. (following them)
- d. The lecturer stared over our heads. (above them)
- e. The path ran round the house. (encircled it)
- f. She sat before the mirror. (in front of it)
- g. He found his key with great difficulty. (it is not easy to do)
- h. We walked across the road. (from one side of the road to the other.)
- i. We walked along the road. (from end to end)

3. The correct prepositions are underlined.

- a. I shall go to my house.
- b. The child fell into the water.
- c. We shared the money among the three of us.
- d. He promised to give consideration to the matter.
- e. The cattle came through the open gate.
- f. From the verandah, he dropped to the ground.
- g. The father stood behind his small son.
- h. I felt sympathy for the injured man.
- i. The children prefer sweets to vegetables.



**TUTOR'S HARK SHEET**

(TO BE ATTACHED TO THE FRONT OF YOUR TEST)

Now that you have studied Lessons 5 and 6, you should now write your third test.

**QUESTION 1**

- a. How would you particularise the following nouns (eg. a piece of soap).
  - i. sand
  - ii. bread
  - iii. wood
  - iv. sweat
- b. What is a "paragraph" and a "topic sentence"?
- c. What is an "idiom"?
- d. (i) What is an adverb?  
(ii) Make adverbs out of these adjectives
  - (a) beautiful
  - (b) good
- e. What is the "definite article" and the "indefinite article"?
- f. What are "countable" and uncountable" nouns?
- g. Name the part of speech underlined in this sentence: "Oh goodness, what a fright you gave me".

h. Name the parts of speech underlined in the following sentences:

i. He fell down.

ii. He fell down the stairs.

i. When you write a composition what four rules should you try to follow?

j. Explain the meaning of "a few" and "few" in the following sentences:

(i) There are a few sweets in the tin.

(ii) There are few sweets in the tin.

(30 MARKS)

## **QUESTION 2**

Rewrite the following paragraph in a more interesting and fluent way.

The sun was shining brightly. The road was very dusty. The man walked along the road. He was thirsty. He came to a house. He saw a woman sitting at the door. He asked her for a drink of water. The woman gave him a cup of water.

(15 MARKS)

## **QUESTION 3**

Rewrite the following involved sentence using shorter sentences.

Nowadays we all know that the sort of fever called malaria is carried by mosquitoes and we know how to prevent it but still millions of people die of malaria every year most of them in the Tropics and many millions more do not die but are weakened by the fever and cannot work properly.

(15 MARKS)

## **QUESTION 4**

Rewrite each of the following groups of sentences as one sentence without using "and", "but", "so" or "then".

- a. The book was on the table. The book belonged to my brother.
- b. The book was on the floor. The book had a green cover.
- c. I ran. I was in a hurry.
- d. I saw him fall off the chair. I laughed.
- e. I had my tea. I went for a walk.

(10 MARKS)

### **QUESTION 5**

Write ten sentences using one of these words in each of the sentences.

differ on	beware of	stare at	succeed in
suffer from	die of	disagree with	insist on

*Example:*

ashamed of: I am ashamed of my son for hurting his sister's cat.

(20 MARKS)

### **QUESTION 6**

Rewrite the following sentences using the correct word from the brackets.

- a. He had (never, hardly) finished his breakfast (when, than) I arrived.
- b. He was a poor man (by then, at that time) and was (hardly, little) able to pay his child's school fees.
- c. The angry driver (honed, hooted) loudly, but it had no (effect, affect) on the cattle in the road.
- d. My shoe-lace was (loose, lose) and I tripped over.
- e. When you come to school, please (bring, fetch) my pen with you.

(10 MARKS)

**TOTAL MARKS: 100**

Fill in a Test Assignment Slip (Enclosed with your Lecture Notes), attach this Sheet and your Answer, and post the college

STUDENT :  
NO:  
NAME:  
ADDRESS: .

