**LJHSCE English Review**

**Elements of English Grammar**

**Grade 9**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The Parts of Speech**

**1a Noun**

A **noun** is a word that names a **person, place, thing, or idea.**

**Persons Places Things Ideas**

teacher Monrovia banana love

Henry house table hunger

brother airport computer freedom

African forest pencil cooperation

A **noun** can be a common noun, a proper noun, a collective noun, a concrete noun, & an

abstract noun.

(a) **Proper nouns** are names of specific people, places, things, or ideas. They are capitalized,

because they are names.

(b) **common nouns** are general, not specific. They are not names, so they are not capitalized

unless they are the first word in a sentence.

Write 5 common nouns:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write 5 proper nouns:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A noun that is made up of more than one word is called a **compound noun.**

**Persons**  **Places** **Things**  **Ideas**

policewoman Lofa County Phone book well-being

Bai T. Moore high school car key take-off

taxi driver video club notebook self-restraint

fisherman Middle East newspaper building ideas

**Nouns also have number. A noun may be singular number, which means one, or it may be**

**plural, which means more than one.**

One way to change singular to plural in regular nouns is add s. Other examples are

* tree / trees
* ocean / oceans
* boats / boats

**Rules for forming the plural of nouns.**

* If the letter of the noun just before the y is a vowel, add s to make the noun plural.

EXAMPLES

* boy / boys
* key / keys
* bay / bays
* If the letter just before the y is a consonant, change the y to I and add es.

EXAMPLES

* army / armies
* sky / skies
* supply / supplies

There is hardly a rule for forming the plural of nouns that doesn’t have exceptions. Words ending with the letter **o** provide examples.

EXAMPLES

* zoo / zoos
* stereo / stereos
* soprano / sopranos
* solo / solos

If the letter just before the final o is a consonant, add es to form the plural.

EXAMPLES

* tomato / tomatoes
* potatoes / potatoes
* hero /heroes

Because there are so many exceptions to the rules, it is better to memorize spelling than rely on rules; and when in doubt, use the dictionary. There is no reason for anyone to misspell a word because correct spelling can be found in the dictionary.

**1b Pronoun**

A **pronoun** is a word used **in place of a noun.**

**There Are Eight Kinds of Pronouns:**

i. **Relative pronouns** are used to introduce dependent clauses.

EXAMPLES

The relative pronouns are in *italics.*

* I caught the horse *that* ran away.
* That book, *which* is interesting, belongs to Francis.
* My friend, *who* lives in Ghana, has a house for sale.

ii. **Personal pronouns** stand for persons and things. Person refers to whether you are speaking of yourself (first person) or of another person or persons (second and third persons). When you speak of yourself only, you use first person singular; that is, you say I, me, my, or mine.

EXAMPLES

* He is my brother.
* I saw him yesterday.
* Mary went to the party, but **she** did not stay long.

iii. **Interrogative pronouns** are used to begin or introduce interrogative sentences. They are *who, whom, whose, what, which, that, whoever, whatever,* and *whichever.* Note that they are the same as the relative pronouns, the difference being in their use in the sentence.

EXAMPLES

* Whom did you ask?
* What is her name?
* Which did she ask for?

**iv. Demonstrative pronouns** point to or indicate a particular person, thing, or group. They are *this, that, these, those.*

EXAMPLES

* That is his book.
* This is an excellent restaurant.
* These are her keys.

v. **Indefinite pronouns** do not refer to any person or place or thing. They are *each, either, neither, any, anyone, one, some, someone, several, others, more, most, none, no* *one, few, all, everyone, both, everybody, nobody.*

EXAMPLES

* Many were late for the meeting.
* All had arrived by 9 o’clock.
* Everyone had his own automobile.

vi. **Reciprocal pronouns** show a mutual relationship. They are *each other* and *one another.*

EXAMPLES

* Let us tell each other the truth.
* We are commanded to love one another.

vii. Reflexive pronouns end with self and refer to the subject. They are *myself, yourself,* *himself, herself, itself, oneself, themselves, ourselves, yourselves.*

EXAMPLES

* They let themselves through the gate.
* Rebecca did herself no good.

viii. **Intensive pronouns** are the same as reflexive pronouns but emphasize another noun or pronoun in the sentence.

EXAMPLES

* She herself did all the work.
* We did all the work ourselves.

**Most Pronouns Have Antecedents**

You have learned that a pronoun is a word that stands for a noun. In grammar the noun that a pronoun stands for is called the antecedent. The word means that which goes before.

EXAMPLE

* John gave me some money; he is my friend.

In that sentence the pronoun he stands for John; thus, John is the antecedent of the pronoun he.

MORE EXAMPLES

* The street was narrow, but it was beautiful.

(it / street)

* The man who lives in the zinc house is my cousin.

(who / man)

* Mercy and Grace had worked hard; they were tired.

(they / Mercy, Grace)

* The river, which ran swiftly, was difficult to cross.

(which / river)

* Each of the boys wanted his share of the food.

(his /Each)

**1c. Verb**

A **verb** is a word or group of words that expresses action or being.

The plane **crashed** in Sinkor. (action)

Football is a popular sport. (being)

**1d. Adjective**

An **adjective** is a word that **modifies a noun or pronoun.**

**Note:** In grammar, to modify a noun means to describe, talk about, explain, limit, specify, or

change the character of a noun.

Nancy brought us **red** flowers.

(The adjective “red” describes the noun “flowers.”)

Everyone at the party looked **beautiful.**

**(**The adjective “beautiful” describes the pronoun “everyone.”)

**Several** people watched the game at the stadium.

(The adjective “several” does not actually describe the noun “people”; it limits or talks about

how many “people” watched the parade.)

Those shoes are her **favorite** ones.

(The adjective “favorite” defines or specifies which “ones.”)

They have **two** dogs.

(The adjective “two” limits or specifics how many “dogs.”)

**1e Adverb**

An **adverb** is a word that modifies the meaning of **a verb, an adjective, or another adverb.**

The foreigner spoke **softly.**

(The adverb “softly” describes or explains how the foreigner “spoke.”)

Bill Gates is **extremely** rich.

(The adverb “extremely” talks about or specifies how “rich” Bill Gates is.)

My assignment is **very** nearly completed.

(The adverb “very” limits or specifies how “nearly” the job is completed.)

**1f Preposition**

A **preposition** is a word that **connects a noun or pronoun to another word** in the sentence.

The senator campaigned **throughout** the city.

(The preposition “throughout” connects the noun “city” to verb “campaigned.”

A **preposition connects** a noun or pronoun to another word in the sentence **to show a**

**relationship.**

The wife **of** the oil executive was kidnapped.

A friend **of** mine is an excellent swimmer.

The floor **under** the sink is wet.

The accident occurred **about** eight o’clock.

The pump **for** the ball is broken.

**1g Conjunction**

A **conjunction** is a word that **joins words, phrases, or clauses.**

Alfred’s father **and** mother are divorced. (Two words joined)

phrase

phrase

Is your favorite song at the end **or** in the middle of the video? (two phrases joined)

You may swim in the river, **but** don’t stay long. (two clauses joined)

**1h Interjection**

An **interjection** is a word (or group of words) that expresses **surprise, anger, anger, pleasure, or**

**some other emotion.**

**Aha!** I’ve caught you.

**Oh no!** What have you done now?

An **interjection** has no grammatical relation to another word.

**Ouch!** I’ve hurt myself.

**Whoops!** I almost slipped.

**1i A word may belong to more than one part of speech,** depending on its meaning.

Example 1

Everyone **but** Samuel was invited to the party. (preposition)

The Rollers won the game, **but** the LPRC Oilers came close to winning. (conjunction)

Charles has **but** ten dollars left in his bank account. (adverb)

Example 2

He lives **up** the street. (preposition)

It’s time to get **up.** (adverb)

The sun is **up.** (adjective)

Every life has its **ups** and downs. (noun)

I’ll **up** you five dollars. (verb)

FOR PRACTICE

Test yourself. Identify the parts of speech of the **bolded word** in each sentence below.

1. Tanya bought a **beautiful** dress at the store. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. What did she **ask** you to do? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. I left my shoe **under** the kitchen table. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. If we finish our work **quickly,** we can go to the game. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. On Saturdays I **work** from nine to five. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. I want to go to a **university** in Nigeria. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

7. I’m sure I’ve **met** your girlfriend before. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

8. **Well,** I don’t think I’ll be home before three. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

9. Andrew **knocked** on the door but nobody answered. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

10. **After** lunch let’s go out for a coffee. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

ANSWERS

1. *adjective* 6.  *noun*

2.  *pronoun* 7. *verb*

3. *preposition* 8. *interjection*

4.  *adverb* 9. *conjunction*

5. *verb*  10. *preposition*

**Phrases and Clauses**

**2a Phrases**

**A phrase is a group of words** within a sentence.

Steve Tolbert died **in a plane crash.** (One phrase)

Let’s sit **under that plump tree.** (One phrase)

**At the top of the hill** there were some cows grazing. (Two phrases)

**Note: The phrase itself does not contain a subject or a verb.**

subject

verb

Many streets **in the city** need repairs.

A phrase does not make sense by itself.

Ellen has a collection **of beautiful earrings.**

(The phrase “of beautiful earrings” does not make sense by itself; therefore, the phrase

cannot stand alone as a complete sentence.)

A phrase may begin with a preposition, a participle, a gerund, or an infinitive.

preposition

Put the fish **into the refrigerator.** (Prepositional phrase)

participle

There are several people **waiting in line.** (Participial phrase)

gerund

**Running ten miles a day** is hard work. (Gerund phrase)

infinitive

**To sing well** takes a lot of practice. (Infinitive phrase)

A **phrase** may be used as a **noun,** an **adjective,** or an **adverb.**

A doctor’s job is **to heal people.**

**(**The infinitive phrase acts like a noun because it names the doctor’s job.)

**Raising his hand**, the pope blessed the crowd.

(The participial phrase acts like an adjective because it describes the pope.)

Most stores close **at five o’clock.**

(The prepositional phrase acts like an adverb because it tells when most stores close.)

**2b Clauses**

A **clause** is a **group of words** within a sentence.

From his room, he could see the park. (One clause)

**The children loved the man who sold ice cream.** (Two clauses)

**A clause contains a subject and a verb.**

verb

subjectt

Before the game, **the umpire inspected the pitch.** (One clause)

sub. / verb

verb

subject t

**When the rain stopped, the air was cooler**. (Two clauses)

**2c**  There are two types of clauses: **main** (may be called an independent clause) and **subordinate** (may

be called a dependent clause.)

A **main clause** makes sense by itself.

We got the day off.

A **main clause** expresses a complete thought.

The fire was put out.

(**Not:** When the fire was put out.)

It rained this morning.

(**Not:** Because it rained this morning.)

A **subordinate clause** does not make sense by itself.

**While the washing machine was broken**, we couldn’t wash anything.

(The subordinate clause does not make sense without the rest of the sentence.)

**The Sentence and its Parts**

**3a** A **sentence** is a **group of words** that has a **subject** and a **verb.**

**She walked.** [That sentence has one subject (She), and it has one verb (walked.)]

During the storm, Rose and Marie read the book and talked about it. [That sentence has two subjects (Rose, Marie), and it has two verbs (read, talked.)]

3b A sentence may be **declarative,** **interrogative**, or **exclamatory** (imperative).

A **declarative** sentence **states or asserts.**

Armed robbery is a serious problem.

An **interrogative** sentence **asks a question.**

How long must we suffer?

An **exclamatory** sentence **expresses emotion.**

What a fool he is!

A **sentence** expresses a **complete thought.**

The price of rice has gone up.

Bus service will resume on Friday morning.

**Note:**  Because a sentence expresses a complete thought, a sentence makes sense by itself.

Anna likes to tend her vegetable garden. (Complete thought)

Anna likes. (Incomplete thought---not a sentence)

The gasoline shortage created serious problems. (Complete thought)

The gasoline shortage. (Incomplete thought---not a sentence).

**3c The four types of sentences according to structure are the following:**

**(1) Simple** Everyone likes music.

**(2) Compound** Somah attended Tubman High, but he left after a year.

**(3) Complex** If you want good Chinese cooking, you should go to the Wok

Restaurant.

**(4) Compound-complex** Alfred met Tanya , whowas in town for a few days, and they

went to a video club.

**3d Simple sentence**

A **simple sentence** is made up of **one main clause** only.

I love you.

We went to the beach.

**Note:** A simple sentence **does not have a subordinate clause** in it.

Write a simple sentence of your own.

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3e Compound sentence**

A **compound sentence** has **two or more main clauses.**

John walked to the beach, but he did not swim in the ocean.

John and Sam walked to the beach, and they swam in the ocean.

**Note:** A compound sentence does not have any subordinate clauses. The clauses in a compound or complex sentence are connected by a COORDINATING CONJUNCTION, which is a CONJUNCTION that appears between words, phrases, or clauses that are grammatically similar or have equal importance in the sentence. Some conjunctions are **FOR, AND, NOR, BUT, OR, YET, and SO.** Want to remember coordinating conjunctions? Just remember **FANBOYS!**

Write a Compound sentence of your own

* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3f Complex sentence**

A complex sentence contains only one main clause and one or more subordinate clauses.

John and Henry walked to the beach where they swam in the ocean.

We will visit Lake Piso when we travel to Grand Cape Mount County in western Liberia.

Write a complex sentence of your own.

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3g Compound-complex sentence**

A compound-complex sentence is made up of **two or more main clauses and one or more** **subordinate clauses.**

At first, Matilda could not find her homework, but she later found it in her desk where she had put it.

The house that burned down belonged to my Uncle Varney, but no one was living in it at the time of the fire.

Write a Compound-complex sentence of your own.

* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3h The parts of a sentence**

The basic parts of a sentence are **a subject, a verb, and a complement.**

The waiter brought the soup.

Mason and Ben sold me their stereo.

**3i Subject**

Every sentence has a subject. The **subject** of a sentence is the word (or group of words) that **tells** **who or what is being talked about.**

**EXAMPLES**

The **ball** rolled down the hill. [ The subject may be a thing.]

**John** kicked the ball. [The subject may be a person.]

**Being kind to others** is a mark of civilization. [The subject may be an idea.]

The subject is a necessary part of every sentence, but sometimes the subject is not stated. Rather, it is implied or understood without being said or written.

EXAMPLE

Stop!

That is a sentence of only one word, but the subject is You. Grammatically, the sentence reads: You stop! Seldom is the subject stated in imperative sentences, in sentences that ask someone to do something to do something or that gives commands.

**3j** A **subject** may be **a noun,** **pronoun, verbal, phrase,** or **clause.**

(1) A subject is usually a **noun.**

Our **program** will be held outdoors.

The **Executive Mansion** is the home of the president.

The **police** arrested the rice riot demonstrators.

(2) A subject may be a **pronoun.**

**He** always talks African Liberation. (Personal pronoun used as the subjects)

**Hers** is the pink raincoat. (Possessive pronoun used as the subject)

**What** did you do? (Interrogative pronoun used as the subject)

**That** is my bike. (Demonstrative pronoun used as the subject)

**Everyone** was happy. (Indefinite pronoun used as the subject)

(3) A subject may be verbal.

**To begin** is the hardest part of a task. (Infinitive used as the subject)

**Jogging** is a good exercise. (Gerund used as a subject)

**Note:** A participle may not be used as a subject.

(4) A subject may be a **phrase.**

**Smoking cigarettes** is unhealthy. (Gerund phrase used as a subject)

**To obey the law** is everyone’s duty. (Infinitive phrase used as a subject)

(5) A subject may be a subordinate **clause.**

**Whatever you decide** is all right.

**That Daniel had cancer** saddened his friends.

**What will happen** is going to surprise you.

**Who will star in the play** will be announced?

**3k Verb**

A verb is a word or group of words that **usually tells what the subject does.**

Elsie **skated** down the street.

Your baby **has dropped** his toy.

President Taylor **resigned.**

The telephone **is ringing.**

Two or more verbs have one subject.

They **defeated** the Rollers but **lost** to the Oilers.

Richard **works** during the day and **goes** to school at night.

**A verb may express a state or condition.**

Vickie **appears** puzzled. (Or: Vickie **appears to be puzzled**.)

The eddoe stew **tastes** delicious.

Martha and Charles **are** good friends.

**3l** The three kinds of verbs are **transitive, intransitive**, and **linking.**

**3m** A transitive verb tells what its subject does to someone or to something.

The cat **caught** the mouse.

Terry **washed** the dishes.

Cecelia’s mother **slapped** the boy.

**3n An intransitive verb tells what the subject does. The action of the intransitive verb does not affect someone or something else.**

The old man **slept** in his chair.

The audience **applauded.**

All of the students **waited** patiently.

**Note: Many verbs may be transitive or intransitive.**

He **will return** the book tomorrow. (transitive)

The teacher **will return** in an hour. (intransitive)

**Whether a verb is transitive or intransitive depends on how it is used in the sentence.**

Kenneth **opened** the package.

(The verb is transitive because the action was carried out on something.)

The door **opened** slowly.

(The verb is intransitive because the action by the subject “door” did not affect

anything else.)

**3o A linking verb links the subject with a noun or a pronoun or an adjective.**

Jaws was a terrifying **film.** (noun)

It’s **I.\* (Note:** In spoken English, it is acceptable to say “it’s me” or “it’s us.”

It is not acceptable, however, to say “it’s him,” “it’s her,” or “it’s them.”

The child in this old photograph is **I.** (pronoun)

The girl who loves Peter is **she**. (pronoun)

Prince Nico Mbarga & Rocafil Jazz were **popular** in the 1970s. (adjective)

**A linking verb may link the subject with an infinitive, a gerund, or a noun clause.**

Miriam’s greatest pleasure is **to sing**. (infinitive)

Eric’s mistake was **lying.** (gerund)

David’s new job seemed **what he had hoped for.** (noun clause)

Linking verbs are **to be, to appear, to grow, to seem, to remain, to become,** and verbs that

involve the senses, such as **to look, to smell, to feel, to sound, and to taste.**

Miriam and Nina **are** sisters.

Ali **is** strong.

Steve **appears** healthy.

The situation in the country **remains** tense.

Hannah **feels** better.

George **sounds** angry.

**Verbs**

**4a Five characteristics of every verb are number, person, tense, mood, and voice.**

**4b Number shows whether the subject of the verb is singular or plural.**

Hannah **drives** well. (singular)

Adam and Peter **drive** dangerously. (plural)

Saba’s grandmother **is** in Guinea. (singular)

Ahmad parents are from Senegal. (plural)

**Note: A verb must always agree in number with its subject**.

**4c Person tells whether the subject of the verb is speaking, being spoken to,**

**or being spoken about.**

**I am** the person in charge. (first person)

You **are** my best friend. (second person)

William **is** not here. (third person)

**I swim** at the YMCA. (first person)

You **come** with me. (second person)

Rosa **speaks** Portuguese and French. (third person)

**All three persons may be singular or plural in number.**

**Singular Plural**

**First person** I run we run

**Second person** you run you run

**Third person** he runs

she runs they run

It runs

**Note:** The same verb form frequently is used for different person and different numbers.

I **love** rice and beans. (first person singular)

We **love** rice and beans. (first person plural)

They **love** rice and beans. (third person plural)

**4d Tense shows when the action of the verb takes place---whether in the present, the past,**

**or the future.**

A plane **is passing** over our house right now. (present)

Our guests **are** here. (present)

Two U.S. astronauts **walked** on the moon in July 1969. (past)

The workmen **were** here yesterday. (past)

We’ll **pay** you tomorrow. (future)

Many students **will be** at the party tomorrow. (future)

4e **Mood indicates how a sentence is used---whether it is a statement or a question, a command**

**or a request, a wish or a condition.**

Dinner **is** ready. (statement)

Does Elizabeth **work** in Harbel? (question)

**Go** away! (command)

Please **pass** me the bread. (request)

If it **doesn’t** rain, we can go. (condition)

**The three kinds of moods are indicative, imperative, and subjunctive.**

**The indicative mood is used to express a statement or a question.**

Two students were injured in a fight. (statement)

Are you going out tonight? (question)

**The imperative mood expresses a command or a request.**

Turn off that phone! (command)

May I have a menu? (Request---not question)

**Note**: The imperative mood is frequently indicated by leaving out the pronoun “you.”

(You) Stop that!

**The subjunctive mood may be used to show that a wish rather than a fact is being expressed.**

I wish I **were** ten years younger.

**4f Voice indicates whether the subject acts or is acted upon.**

The dogs **barked** at the strangers.

The baby **was kissed** several times

**A verb in the active voice shows that the subject is doing something.**

The robbers **wounded** the store keeper. (active voice)

The curtains **blocked** our view. (active voice)

**A verb in the passive voice shows that something is being done to the subject.**

The garbage **was picked up** this morning. (passive voice)

Hassan’s car **is being washed.** (passive voice)

**Note:** Active voice is 1) more concise; 2) easier to understand; & 3) less work for your

reader.

FOR PRACTICE

(A) Check yourself on active and passive voice. Rewrite these five sentences below so that

they are in **passive voice.**

1. She blew out the lamp.

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. Veronica paid the man the money.

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. Flomo wrote a letter to his sister.

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4. A bee stung the boy.

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5. Hundreds of people attended the football game.

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(B) Now rewrite these five sentences below so that they are in **active voice**.

6. The classes were taught by older students.

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

7. The church bell was rung by the Julues.

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

8. The packages were carried to the post office by Garway.

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

9. The name were listed on the bulletin board by Ms. Dean

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

10. The green was worn by my sister.

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

11. Which voice uses a form of the verb “to be,” active or passive?

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

12. Whenever possible, which voice should we write in, active or passive?

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

ANSWERS

*1. The lamp was blown out by her.*

*2. The man was paid the money by Veronica.*

*3. A letter to his sister was written by Flomo.*

*4. The boy was stung by a bee.*

*5. The football game was attended by hundreds of people.*

*6. Older students taught the classes.*

*7. The Julues rang the church bell.*

*8. Garway carried the packages to the post office.*

*9. Ms. Dean listed the names on the bulletin board.*

*10. My sister wore the green dress.*

*11. Passive*

*12. Active*

**4g Complement**

A complement may be one or more words that come after either a transitive or a

linking verb.

Fire destroyed the **building.** (transitive verb)

The cat seemed **startled.** (linking verb)

Samuel bought his **wife** a silver **necklace.** (transitive verb)

Adam will be **president** someday. (linking verb)

**A complement completes the meaning of the verb.**

The junta took **control of the government.**

A basketball broke the **window.**

**4h The four ways that a complement may be used in a sentence are 1) as a direct object of the verb,**

**2) as an indirect object of the verb, 3) as a predicate noun, and 4) as a predicate adjective.**

Aisha waters her **garden** every day. (direct object, receiving the action of the verb)

Ben gave his **brother** a shirt. (indirect object, telling to whom the action of the verb

was directed)

William R. Tolbert Jr was the 20th **President** of Liberia. (predicate noun, renaming the

subject after the linking verb)

Mauritania is **huge.** (predicate adjective, describing the subject after the linking verb)

**4i A complement used as a direct object of the verb may be a noun, a pronoun, or a subordinate**

**clause.**

Uncle Cordoh plants **vegetables** each spring. (noun used as direct object)

You should see **her** now. (pronoun used as direct object)

Tell me **what you know about computer.** Subordinate clause used as direct object)

**4j A complement used as an indirect object of the verb may be a noun, a pronoun, or a**

**subordinate clause.**

The nurse sent the **patient** a bill. (noun used as indirect object)

Will you do **me** a favor? (pronoun used as indirect object)

Give **whoever calls today** this message. (subordinate clause used as indirect object)

**Note:** From the three examples above, you can see that **an indirect object must always be**

**accompanied by a direct object.**

The three sentences above---which have indirect object---may be expressed in a different way.

The nurse sent a bill **to the patient.**

Will you do a favor **for me?**

Give this message **to whoever calls today.**

In these three sentences, the prepositional phrases serve the purpose of the indirect object.

**4k A complement that acts as a predicate noun may be a noun, a pronoun, a verbal, a phrase,**

**or a clause.**

Juan’s uncle is **a bus driver.** (noun)

It is **she.** (pronoun)

Fred’s favorite sport is **running**. (gerund)

President Sadat’s desire is **to make peace.** (infinitive phrase)

Fixing computers is **what Ali does best.** (noun clause)

**4l A complement that acts like a predicate adjective may be an adjective or an adjective phrase.**

Dave Chappelle and Chris Rock **are funny.** (adjective)

The lecture was **about tribalism.** (adjective phrase)

**Nouns and Pronouns**

**5a Case shows how a noun or pronoun is used in a sentence.**

**They** stayed out all night.

(“They” is the subject.)

Natalie knew **him.**

(“Him” is the object of the transitive verb.)

Kollie thinks this hat is **his.**

(“His” is a pronoun that shows ownership.)

**The three cases are nominative, objective, and possessive.**

**5b** The nominative case names the subject of a verb or the predicate noun of a linking verb.

**Shirley** and **I** will call you tonight. (subjects)

My best friends are **Victoria** and **you.** (predicate nouns)

**A noun in the nominative case is usually placed before a verb**

**Mr. Diallo** opened a dry cleaning business.

**Anna** answered the telephone.

**Personal pronouns in the nominative case** have the following forms:

I, you, he, she, it, we, they

**The subject of a subordinate clause must be in the nominative case** even if the clause itself acts

as a direct object or an object of a preposition.

Show me **who** is waiting to see me. (subordinate clause as direct object)

Discuss this form with **whoever** applies for the job. (subordinate clause as object of

a preposition)

**5c The objective case indicates that nouns and pronouns act as direct objects, indirect objects,**

**or objects of prepositions.**

The rain forced **them** to stay home. (direct object)

Victor enjoyed meeting **her.** (direct object)

Anita called **us,** **Mary** and **me,** **into her office.** (direct objects)

The taxi driver gave **me** good directions. (indirect object)

Our supervisor showed **him** and **me** some contracts. (indirect objects)

Famata had trouble teaching **them** how to type. (indirect object)

Several of **us** want more food. (object of the preposition)

Between **you** and **me,** I don’t like our boss. (objects of the preposition)

**Personal pronouns in the objective case** have the following forms:

Me, you, him, her, it, us, them

**5d** Only three personal pronouns---**we, us,** and **you**---may also be used as adjective pronouns.

**We** girls have responded to the challenges of the 2000s.

They are discriminating against **us** girls.

**You** boys should play more quietly.

**5e The possessive case indicates ownership.**

**Jarpay’s** home is in Maryland.

This book is **mine.**

Possession is generally shown by usually an apostrophe and s:

Steve’s error men’s room

Child’s toy ship’s crew

Ownership may be shown by an “of” phrase.

The handle **of the door** is broken.

Personal and relative pronouns have distinct forms to show the possessive case.

The following are personal pronouns (possessive form):

my, mine, your, yours, his, her, hers, our, ours, their, theirs, its

That dress is **hers.**

**Ours** is the house on the left. “Whose” is a relative pronoun. (possessive form)

No one knows **whose** it is.

The possessive forms **my, your, his, our, their**, and **whose** are called adjective pronouns

because they modify nouns.

**Your** shirt has a button missing.

**My** family is very large.

**Their** apartment costs a lot money.

**The** woman whose typewrite I borrowed, gave it to me.

**5f** An **appositive** is a **noun** or **pronoun** usually placed next to another noun or pronoun

to rename it.

Two guys, **Diallo and his cousin,** were already there. (identifies the subject)

Anna’s dog **Nyla** eats only hamburgers. (renames the subject)

**Note:** An appositive must always be in the same case as the noun it renames.

We, **my brother and I,** are going overseas together. (both subject and

appositive in nominative case)

Uncle Joe gave us, **Trokon and me,** tickets to the Africa Cup of Nations qualification.

(both object and appositive case)

**5g Direct address** and **nominative absolute** constructions are **always in the nominative case.**

Direct address consists of a noun (or pronoun) that names a particular person when

someone else addresses that person.

**Willie,** please come here immediately.

**Subject-Verb Agreement**

**6a Subjects and verbs must agree in number and person, and pronouns must agree with their**

**antecedents in person, number, and gender.**

EXAMPLES

Singular subject: A dog barks.

The condition permits.

Plural subject: Dogs bark.

Conditions permit.

**6b When a collective noun is used to mean a single group or unit, it takes a singular verb; but when**

**it refers to the individual members of the groups or the items in the unit, it takes a plural**

**verb.**

EXAMPLES

The committee has adjourned for the day.

(a single group, single verb)

The committee have gone to their offices.

(Individual members, plural verb)

**6c Some indefinite pronouns are always singular in meaning**

**Each** of the candidates **wants** an opportunity to discuss his beliefs.

**Anyone is** allowed to use the public beach.

**Any one** of us is willing to help.

**Some indefinite pronouns are always plural in meaning.**

**Many** of the drawings **were** beautiful.

A **few** of the windows **were** broken.

**Several** of Joe’s friends **are** sorry that he left.

Some **indefinite pronouns** may be **singular or plural**, depending on the meaning of the

sentence.

**Some** of the books **have** been lost.

**Some** of the work **was** completed.

**All** of the ice cream **is** gone.

**All** of the women **have** left.

**Most** of the talk **was** about politics.

**Most** of the people **were** poor.

**6d When singular subjects are joined by “or” or “nor,” the subject is considered to be**

**singular.**

**Neither** the mother **nor** her daughter **was** ever seen again.

**One** or the **other** of us **has** to buy the tickets.

**6e When one singular and one plural subject are joined by “or” or “nor,” the subject**

**closer to the verb determines the number of the verb.**

Neither the carpenter nor the painters **have** finished.

Either the branch offices or the main office **closes** at 4.

TEST ON AGREEMENT

Test yourself by underlining the correct word in parentheses in the sentences below:

1. (Who, whom), I wondered, will be elected?

2. You wanted (who, whom) to be elected?

3. (Who, whom) did he appoint?

4. Robert gave (who, whom) the football boots?

5. That is the man (who, whom) the police said is dangerous?

6. (Who, whom) were you talking about?

7. She is a candidate (who, whom) I believe will make a good senator.

8. (Who, whom) shall we invite to the party?

9. I will give a prize to (whoever, whomever) gets the correct answer.

10. I can see (whoever, whomever) comes through the gate.

Next, test your knowledge of the agreement of pronouns with their antecedents by

underlining the correct word in parentheses in the sentences below:

11. Every member of the club should do (his, their) part.

12. Either Clarence or Lawrence will drive (his, their) car.

13. Neither Aisha nor Aminetou was aware of (her, their) danger.

14. Put everything in (its, their) place.

15. Fatou and Teta thought (she, they) could do it better.

16. A person can improve (his, their) knowledge by using the Internet.

17. Monica and James have completed (his, their) homework.

18. Each girl has a room for (herself, themselves).

19. Few were satisfied with (his, their) pay.

20. Was it Nancy or Vicky who lost (her, their) money?

Underline the verb in each sentence that agrees with its subject.

21. He (doesn’t, don’t) work every day.

22. A third of the men (go, goes) home at sundown.

23. Neither Leymah nor Boimah (is, are) willing to go.

24. The bookkeeper and cashier (believe, believes) the figure is correct.

25. Both the bookkeeper and the cashier (believe, believes) the figure is correct.

CHECK YOUR ANSWERS

1. who 2. whom 3. whom 4. whom 5. who

6. whom 7. who 8. whom 9. whoever 10. whoever

11. his 12. his 13. her 14. Its 15. they

16. his 17. their 18. herself 19. their 20. her

21. doesn’t 22. go 23. was 24. believes 25. believe

**Verb Tenses**

**7a** A **verb tense** tells whether the time of an action or condition is in the past, the present, or

the future.

**7b The six tenses are present, past, future, present perfect, past perfect, and future perfect.**

**7c** The **present tense** shows that an action is **happening in the present** or that a condition

exists now. Also, the present tense may indicate **habitual action** or **habitual condition,**

or a **general truth.**

I **live** here. (action)

He **is** busy now. (condition)

Two and two **are** four. (general truth)

**7d**  The **past tense** shows that an action occurred some time in the past but has **not continued**

**into the present.**

We **went** along for the ride.

The plane **landed** on time.

Anna **spoke** to the nurses.

**7e**  The **future tense** indicates that an **action is going to take place sometime in the future.**

**I’ll go** away this weekend.

**Will** you **join** us for lunch, Alex?

We **will** help.

**7f** The **present perfect tense** may show that an action **begun in the past was just completed at**

**the present time.** The **present perfect tense** is formed with **have or has and a past**

**participle.**

**Princess has** always **loved** music.I **have eaten** too much.

Charles **has** just **walked** in.

**7g** The **past perfect tense** indicates that **an action was completed before another action began.**

The **past perfect tense** is formed with had and a past participle.

Peter **had said** he would call before twelve.

Margaret **had worked** very hard, so she took a vacation.

I remembered the answer after **I had handed in** my exam.

**7h** The **future perfect tense** is used to express a **future action that will be completed before**

**another future action.** The future perfect tense is formed with “will have” and a past

participle.

By the end of this week, we **will have helped** her five times.

Zenabia **will have finished** her work when we meet her at the office.

Arthur **will have spoken** to the teachers before he begins his report.

**7i All six tenses may be expressed in a progressive form by adding a present participle**

**of a verb to the appropriate form of “to be.”**

The Reds **are winning**. (present progressive)

The Reds **were winning.** (past progressive)

The Reds **will be winning**. (future progressive)

The Reds **have been winning.** (present perfect progressive)

The Reds **had been winning.** (past perfect progressive)

The Reds **will have been winning.** (future perfect progressive)

Verbals

**8a Verbals are verb forms that function not as verbs but as other parts of speech. The**

**names of the three verbals are gerunds, participles, and infinitives.**

**8b A gerund acts like a noun. A gerund ends in “ing.” A phrase that begins with a**

**gerund is called a gerund phrase.**

EXAMPLES

**Smoking** is not allowed in the classroom.

**Leaving** my friends made me sad.

**Studying** required concentration.

Nora’s **dancing** is terrific.

**8c A participle acts like an adjective. A present participle looks like a gerund because**

**they both end in “ing.” A present participle, however, is used as an adjective, not**

**as a noun.**

EXAMPLES

The police stopped the **speeding** car.

We like your **swimming** teacher.

The **running** girl fell to the ground.

The **living** trees were beautiful.

**8d An infinitive is simply a verb with the word to in front of it.** Examples of infinitives

are to go, to be, to run, to jump, to talk. **An infinitive may be used as a noun or as**

**an adverb or as an adjective.**

EXAMPLES

Geezay loves **to dance.** (noun)

Our candidate has the ability **to win**. (adjective)

Chantal practices every day **to improve.** (adverb)

Modifiers

**9a A modifier is a word, phrase, or clause that describes something or makes its**

**meaning more specific. Modifiers function as adjectives or adverbs.**

EXAMPLES

John put on a **clean** shirt. (word)

The wristband of **her watch** was broken. (phrase)

Ernestine liked the painting **that was done by her friend.** (clause)

**9b Adjectives modify nouns**

The six kinds of adjectives are the following:

EXAMPLES

**Limiting:** **Many** children are walking to school.

**Numerical:** **Four** days have passed since I saw her.

**Descriptive:**  **Striped** wallpaper hung in the hall.

**Proper:** **American** and **Liberian** flags lined the parade route.

**Pronoun:** **My** book has a torn cover.

**Article: A** letter has arrived.

**9c The three degrees of comparison are positive, comparative, and superlative.**

Tanya is **happy.** (positive degree)

Leroy is **happier** than Frank. (comparative degree)

Wayne is the **happiest** of all. (superlative degree)

**The positive degree simply names the quality expressed by an adjective.**

I like **spicy** food.

The **comparative degree** indicates that the quality described by an adjective

exists in one person to a greater or lesser degree than in another person or

thing.

**Note:** **Use the comparative degree when comparing only two things.**

Susan looks **older** than Liz. (greater)

Matthew was **more excited** than his brother (greater)

This street is **less clean** than the one where I live. (lesser)

The **superlative degree** indicates that the quality described by an adjective

exists in the greatest or least degree in one person or thing.

Jersey is the **friendliest** dog I know. (greatest)

Flo seems the **least nervous** of us all. (least)

**Note:** **Use the superlative degree when comparing more than two things.**

**9d Some adjectives do not follow the regular methods of forming their**

**comparative and superlative degrees.**

**Positive degree Comparative degree Superlative degree**

good better best

bad worse worst

little less, lesser least

(A dictionary will provide the irregular comparisons of such adjectives.)

**9e Adverbs modify verbs, adjectives, and adverbs.**

Donald runs **slowly.** (modifies verb)

Zola is an **extremely** gifted pianist. (modifies adjective)

Eric Harris skates **incredibly** well. (modifies adverb)

**9f The five kinds of adverbs are classified by the questions they answer.**

**How?** Adverbs of manner.

She **sings** well. He speaks **clearly.**

**Where?** Adverbs of place or direction.

Take me to **Monrovia.** He went **out**. She was just **here.**

**When?** Adverbs of time.

Bring it **immediately**. I’ll see you **tomorrow.**

**How much?** Adverbs of degree or measure.

That’s **enough.** A little **more,** please.

**Why?** Adverbs of cause, reason, or purpose.

He left **because** he was afraid.

I have ten dollars, **so** we can go out.

**9g The following words can be either adjectives or adverbs, depending on their**

**use.**

above fast only

better first slow

cheap hard well

deep long

early much

The sign said to drive **slow.** (adverb)

**Slow** drivers can be dangerous. (adjective)

Serena can play tennis **better** than I can. (adverb)

Lucy feels **better** now. (adjective)

**9h An adverb may show greater or lesser degrees of** its characteristic

quality.

Peter arrived **early.**

Adam came **earlier** than Peter.

Amy came **earliest** of all.

**The positive degree simply names the quality expressed by an adverb.**

Flo **runs** quickly.

The **comparative degree** of adverbs is formed by inserting **“more”** or **“less”**

**before the positive degree form**, unless there is an irregular form for the

comparative degree.

Samuel works **more diligently** than Mark.

Betty gets **angry less** often than Steven.

This stereo sounds **better** than mine. (irregular form)

**9i** The **superlative degree** indicates the quality described by the adverb exists in

in the **greatest or least degree** for one person or thing.

Ben works **most carefully** when someone is watching.

Ellen explained the problem the **most clearly.**

His was the **least carefully** written report.

**10a**  Before proceeding further with the English Review, let’s take a closer look at

some **irregular verbs.** Test yourself by underlining the correct verbs in the

parentheses in the sentences below:

REVIEW OF IRREGULAR VERBS

(A) **Choose the correct form of the verb in each sentence**.

1. Have you (find, found) your lost dog yet?

2. She spoke too softly. I couldn’t (hear, heard) her.

3. But we heard everything she (say, said).

4. We went to the market and I (buy, bought) my uniform.

5. Did you (sleep, slept) well las night?

6. I used to (make, made) coconut bread, but I don’t anymore.

7. We were really surprised when we (win, won) the game.

8. We thought we would (lose, lost) for sure.

9. Have you ever (meet, met) a professional tennis player?

10. I hated being a lawyer, so I decided to (become, became) a teacher.

11. They couldn’t (understand, understood) what she was saying.

12. You haven’t (spend, spent) the ten dollars already, have you?

13. The holes must’ve been (dig, dug) by our neighbor’s dog.

14. I’ve always (think, thought) cats are smarter than dogs.

15. How did you (feel, felt) when you made an A in English?

CHECK YOUR ANSWERS

1. *found*  7. *won*  13.  *dug*

2. *hear* 8. *lose*  14.  *thought*

3. *said*  9*. met* 15. *feel*

4. *bought*  10. *become*

5.  *sleep* 11. *understand*

6. *make* 12. *spent*

**11a Principal parts of irregular verbs**

**Present Tense Past Tense Past Participle Present Participle**

eat ate eaten eating

begin began begun beginning

blow blew blown blowing

burst burst burst bursting

catch caught caught catching

choose chose chosen choosing

come came came coming

do did done doing

drink drank drunk drinking

drive drove driven driving

fall fell fallen falling

find found found finding

fly flew flown flying

give gave given giving

go went gone going

grow grew grown growing

lay (place) laid laid laying

lie (rest) lay lain lying

read read read reading

ring rang rung ringing

raise raised raised raising

rise rose risen rising

run ran run running

say said said saying

set set set setting

sit sat sat sitting

speak spoke spoken speaking

steal stole stolen stealing

swim swam swum swimming

take took taken taking

teach taught taught teaching

tell told told telling

throw threw thrown throwing

wear wore worn wearing

win won won winning

write wrote written writing

**Helpful Links:**

[Free learning resources for all](https://owl.purdue.edu/) . The Purdue OWL offers free resources including Writing, Grammar and Mechanics, ESL (English as a Second Language), and much more.

[Check out Khan Academy](https://www.khanacademy.org/). Learn for free about math., art, grammar, science and more. It’s all free for learners and teachers.

[Free English Grammar lessons](http://www.grammar-monster.com/) . Free English Grammar lessons and Interactive tests. It has hundreds of exercises for free.

[Join the English club](https://www.englishclub.com/) . Free online resources for learning and teaching English. Connect with English Club.

[Practice your English now](https://www.englishpage.com/) . Learn English at Englishpage.com!

[Expand your knowledge](https://examples.yourdictionary.com/) . Gives many good ol’ fashioned examples of many, many topics. What a great way to expand your knowledge!

[VOA news](https://learningenglish.voanews.com/) . Learn English as you read and listen to a weekly show with short stories by famous American authors.

[More education resources](https://www.thoughtco.com/) . The world’s largest Education Resource for teachers and students.

[Practice your English here](https://www.bbc.co.uk/learningenglish). Inspiring language learning since 1943.

**LJHSCE English**

**Grade 9**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**50 Questions Test (Check Your Knowledge)**

In the following sentences below, one of the underlined words may be misspelled. Circle A, B, or C of the word that is misspelled. If you think that there is no error, then choose letter D “NO CHANGE.”

1. Sam was truely amazed at the level of understanding that came from his toddler.

C

B

A

D (NO CHANGE).

2. After the long raining season, the whether changed suddenly. D (NO CHANGE).

C

B

A

3. Their faces were familiar, but I refused to acknowledge that I might know them.

C

B

A

D ( NO CHANGE).

4. The students were extremely excited when their team emerged victorious.

C

B

A

D ( NO CHANGE).

5. Our class is becomeing unmanageable because of some unpleasant students.

C

B

A

D (NO CHANGE).

Identify the punctuation error in each of the following sentences below. If you think that there is no error, then choose letter D (NO CHANGE).

6. “\_\_ Did you see my red hat” ? asked MaryAnna . D (NO CHANGE).

C

B

A

7. “\_\_May I go to the restroom” . a student asked the teacher . D ( NO CHANGE).

C

B

A

8. Look , Nina , at what we did last week . D ( NO CHANGE).

C

B

A

9. The game , I believe , starts at three o’clock . D (NO CHANGE)

C

B

A

10. We visited three Liberian cities ; Cestos , Harper , and Monrovia. D (NO CHANGE)

C

B

A

**Choose the correct word/expression.** In each of the following sentences, choose the correct answer from the four options given.

11. The teacher asked if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to bring our English study guide to class.

A) had we all remembered

B) all we had remembered

C) we had all remembered

D) had all we remembered

12. Did you have any problems \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_our house?

A) find

B) to find

C) finding

D) for finding

13. Nothing will be decided \_\_\_\_\_\_\_\_\_\_\_\_\_\_ after July 26.

A) so far as

B) until

C) still

D) whenever

14. I’ll do my very best to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ there on time.

A) have got

B) be getting

C) get

D) getting

15. We had been traveling \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about four hours when the train came to an abrupt

halt.

A) during

B) since

C) until

D) for

16. I have a confession to make. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you the truth.

A) wasn’t told

B) haven’t been telling

C) told not

D) couldn’t be telling

17. I’ve been waiting for your phone call\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

A) since yesterday

B) since two days

C) for Monday

D) the weekend

18. He has been living in Harbel, Firestone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A) for he was 12

B) since two years

C) for all year

D) for four years

19. Soldiers have been sent to try to establish \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in the area.

A) harmony

B) order

C) regulation

D) organization

20. She is known her best friend May \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

A) since five years

B) for when they were 10.

C) for 2010

D) since they were 14 years old.

21. From the options given, choose the word that is **nearest** **in meaning** (synonym) to the underlined word in each sentence.

A) say

B) foretell

C) warn

D) write

22. Vickie has always been enthusiastic about school, so she will perform well on the WAEC.

A) stern

B) eager

C) passionate

D) positive

23. It is obvious that mother deserted you when you need her.

A) clear

B) pitiable

C) regrettable

D) embarrassing

24. Since we had enough time to spare, we wandered aimlessly on our way home.

A) strode

B) roamed

C) ran

D) jogged

25. All our attempts to encourage George to make the trip were futile.

A) unless

B) difficult

C) unnecessary

D) reasonable

**Questions 26-30.** Choose the best word to join logically the pair of sentences given below:

26. Martha goes to a weight-loss clinic. She is only 75 lbs.

A) and

B) since

C) yet

D) although

27. David doesn’t eat any sweet. He has very healthy teeth.

A) so

B) until

C) since

D) however

28. They played their best. They did not win.

A) so

B) because

C) since

D) but

29. The students were angry. The group left without them.

A) if

B) as

C) because

D) however

30. I love listening to music. I do my homework.

A) if

B) and

C) until

D) while

**Read Passage I, and then answer questions 31-35 about the preceding passage as a whole.**

Mount Hood is a volcano that has not been active for centuries. It is the Cascade Mountain range, near the city of Portland, Oregon.

During the winter, a great amount of snow falls on Mount Hood and on the rest of the Cascades. In the spring, melting starts at the base of the mountain and works towards the peaks. By the middle of July, most of the snow on the peaks near Mount Hood has completed melted.

However, Mount Hood, which is higher than the surrounding peaks, is still topped with a glacier of packed snow. This glacier has not melted for many years.

(Passage taken from the text “Concept Application”)

31. Give one reason why the volcano has been inactive for so long?

A) The height

B) The location

C) Snow falls regularly

D) The peak is packed with snow

32. How does the snow melt during the summer?

A) The peak to the base

B) Base to peak

C) It never melts

D) All at one

33. In which state can this volcano be found?

A) Oregon

B) Alaska

C) Cascade

D) Mount Hood

34. During which time of the year would most of the snow melt?

A) November-January

B) February-April

C) May-July

D) August-October

35. According to the passage, the “glacier has not melted for many years.” Give one line from the passage, which supports and shows that this statement is true.

A) Mount Hood, which is higher than the surrounding peaks.

B) During the winter, a great amount of snow falls on Mount Hood.

C) Mount Hood is a volcano that has not been active for centuries.

D) Most of the snow on the peaks near Mount Hood has completely melted.

**Questions 36-41. Fluency: Match each vocabulary word on the left with its closest meaning on the right.**

36. \_\_\_\_\_\_ emancipated a. at the same time.

37. \_\_\_\_\_\_ judicious b. great suffering from worry.

38. \_\_\_\_\_\_ psychology c. young person with unusual talent.

39. \_\_\_\_\_\_ simultaneously d. free from the control of another.

40. \_\_\_\_\_\_ anguish e. wise and careful.

41. \_\_\_\_\_\_ prodigy f. “the study of the mind.”

**True or false: (Questions 42-45)**

42. True or false: Equivalent to is (more or less) the same as Equal to \_\_\_\_\_\_\_\_.

43. True or false: You can use improve as a noun and as a verb \_\_\_\_\_\_\_\_\_\_\_.

44. True or false: Scarlet is a brilliant red color \_\_\_\_\_\_\_\_\_\_\_.

45. True or false: You can use context clues to better understand unfamiliar words while reading.

**Directions: Reading passage II below and answer questions 46-50 that follow.**

**DR. MAE JEMISON, AN EXCEPTIONAL WOMAN**

Many of us have gazed up at the evening sky and wondered what it would be like to be among the stars and planets. Some of us dream of becoming an astronaut. Others of us say, “When I grow up I want to be a doctor.” It’s great to have these dreams, but it takes an exceptional individual to make even one of those dreams become a reality, let alone both! Dr. Mae Jemison is just such a person.

Mae Jemison was born in Decatur, Alabama on October 17, 1956, the youngest of three children. Her parent moved the family to Chicago where there were better educational opportunities for their children. At the time, there were not many women study science. There were also few African-Americans in this field. Mae did not let this lack of role models stop her. She was a strong student who pursued her interests in science and a wide range of other subjects. She showed drive and determination at an early age.

Mae graduated from Morgan Park High School near the top of her class. She entered Stanford University at the age of 16 and graduated with a degree in Chemical Engineering. Because of her *divergent* interests, Mae could not confine herself to one area of study. She also earned degree in Afro-American Studies.

Mae had become interested in medicine. She attended Cornell University Medical College and graduated as a medical doctor in 1981. Always interests in the world around her, she traveled widely. Mae decided to work in the peace Corps in Sierra Leone and Liberia from 1983 through 1985 as medical

After returning from the Peace Corps, Mae began working as a doctor in California. At the same time, she started taking classes in engineering. Then she decided to apply to become an astronaut. In 1985 Dr. Jemison and 14 other applicants were chosen. The qualifications for acceptance are among the most rigorous for any program. These select few were chosen from among 2,000 people.

The training to become an astronaut is very demanding. You must be in top physical condition. You must learn to perform well under great stress. Some people are unable to complete the training. Mae persevered and in August of 1988 she became the first black female astronaut. On September 12, 1992, she traveled on the space shuttle Endeavor. This was a joint mission with Japanese astronauts. As a Science Mission Specialist, Dr. Jemison conducted and supervised many experiments…

(Adapted from **RALLY!** EDUCATION)

46. How long was Dr. Jemison in the Peace Corps?

A) 6 years

B) 4 years

C) 2 years

D) 5 years

47. According to the passage, when did Mae study chemical engineering?

A) after she became a doctor

B) before she went to Cornell

C) before she moved to Chicago

D) after she received an honorary degree

48. In the third paragraph, the author of the passage uses the word *divergent* to mean—

A) early

B) similar

C) difficult

D) different

49. What would be a good title for this passage? Explain your answer.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

50. From what you learn of her in the passage, how would you describe Dr. Jemison?

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