

JUNIOR SCHOOL

8

ENGLISH
GRAMMAR

PARTS OF SPEECH

All words may be classified into groups called **parts of speech**. There are 8 parts of speech namely: **Nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions** and **interjections**.

We shall now discuss these parts of speech one at a time:

NOUNS

A **noun** is the part of speech that names a person, a place, a thing or an idea. You use nouns every day when you speak or write. Every day you probably use thousands of nouns. Because nouns name the objects and people and places around you, it would be very difficult to talk about anything at all without them.

Many nouns name things you can see:

Persons	Places	Things
boy	lake	boot
student	country	shadow
John Kamau	Nairobi	chair
stranger	Jupiter	sweater
writer	Kenyatta Market	calendar
Barack Obama	Sierra Leone	short story

Some nouns name things you cannot see such as feelings, ideas and characteristics:

Feelings	Ideas	Characteristics
excitement	freedom	curiosity
fear	justice	cowardice
anger	fantasy	courage
happiness	faith	imagination
surprise	evil	self-confidence

Exercise 1

What words in each sentence below are nouns?

Example: John is a dancer – **John, dancer**

1. The students planned a party.
2. Three boys performed songs.
3. Excitement filled the air.
4. Joyce Chepkemai won a prize.
5. Otieno lives in a house on my street.

Exercise 2

Copy the nouns below and write whether it names a person, a place, a thing, or an idea.

Example: river – place

- | | |
|--------------------|--------------------------|
| 1. Candle | 5. Guitar |
| 2. Wrestle | 6. China |
| 3. Joy | 7. Hatred |
| 4. Menengai Crater | 8. Masanduku Arap Simiti |

Exercise 3

Write down each noun in the following sentences.

Example: Kenya is a beautiful country – Kenya, country

1. The musicians played drums and trumpets.
2. Her family lives in a village.
3. Petronilla enjoyed the trip.
4. A festival was held in Kenyatta University.
5. People in costumes filled the streets.
6. Boys in Scouts uniforms were leading the parade.
7. The holiday was a great excitement.
8. A taxi brought the family to the airport.
9. Maryanne built a huge castle in the wet sand.
10. Her mother swam in the warm water.

There are different kinds of nouns:

Common and proper nouns

All nouns can be described as either **common** or **proper**. When you talk or write about a person, a place, a thing, or an idea in **general**, you use a **common noun**.

Example: Doctors work hard. They treat many **patients**.

A **proper noun** is the name of a particular person, place, thing, or idea. Proper nouns always begin with capital letters.

Example: Ephraim Maree is a doctor. He comes from **Kirinyaga**.

Note: When a proper noun is made up of more than one word, only the important words in the noun will begin with a capital letter. Do not capitalize words such as **the, of, or for**.

Example: Gulf of Mexico, Statue of Liberty, the Commander-in-Chief.

Common and Proper Nouns

Common	Proper	Common	Proper
street	Kerugoya	city	Raila Odinga
author	South Africa	ocean	Wanjohi
policeman	Asia	bed	Moi Avenue
country	Indian Ocean	wardrobe	Lake Victoria
mountain	England	continent	Dr. Frank Njenga
lake	Mandela	assistant	Professor Saitoti

Proper nouns are important to good writing. They make your writing more specific, and therefore clearer.

Exercise 4

Which words are proper nouns and should be capitalised? Which words are common nouns?

Example: kenya **Proper: Kenya**

- | | | |
|---------------|------------------|-----------------|
| 1. july | 6. student | 11. america |
| 2. book | 7. kendu bay | 12. business |
| 3. face | 8. john hopkins | 13. day |
| 4. england | 9. life | 14. east africa |
| 5. crocodiles | 10. johannesburg | 15. calendar |

Exercise 5

List the common nouns and the proper nouns in each of the following sentences.

Example: Nancy welcomed the guests.

Proper: Nancy

Common: guests

1. Lucky Dube was a famous singer.
2. This dancer has performed in London and Paris.
3. His last flight was over the Mediterranean Sea.
4. She worked as a nurse during the Second World War.
5. Her goal was to educate students all over the world.
6. It was the worst accident in the history of Europe.
7. Bill Gates is best known for founding Microsoft.
8. The Pilot was the first woman to cross that ocean alone.
9. She grabbed a kettle and brought them water.
10. Professor Wangari Maathai won a Nobel Peace Prize.

Singular and Plural Nouns

A noun may be either singular or plural. A **singular noun** names one person, place, thing, or idea.

Example: The **farmer** drove to the **market** in his **truck**.

A **plural noun** names more than one person, place, thing or idea.

Example: The **farmers** drove to the **markets** in their **trucks**.

Rules for forming plurals

The following are guidelines for forming plurals:

1. To form the plural of most singular nouns, add **-s**.
Examples: Street–streets, house–houses, painter–painters, shelter–shelters, event–events, hospital–hospitals.
2. When a singular noun ends in **s**, **sh**, **ch**, **x**, or **z**, add **-es**.
Examples: dress–dresses, brush–brushes, axe–axes, coach–coaches, box–boxes, bench–benches, dish–dishes, waltz–waltzes.
3. When a singular noun ends in **o**, add **-s** to make it plural.
Examples: Piano–pianos, solo–solos, cameo–cameos, concerto–concertos, patio–patios, studio–studios, radio–radios, rodeo–rodeos.
4. For some nouns ending with a consonant and **o**, add **-es**.
Examples: hero–heroes, potato–potatoes, echo–echoes, veto–vetoes, tomato–tomatoes.

5. When a singular noun ends with a consonant and **y**, change the **y** to **i** and add **-es**.
Examples: Library – libraries, activity – activities, story – stories, city – cities, berry – berries.
6. When a singular noun ends with a vowel (**a,e,i,o,u**) followed by **y**, just add **-s**.
Examples: Valley – valleys, essay – essays, alley – alleys, survey – surveys, joy – joys.
7. To form the plural of many nouns ending in **f** or **fe**, change the **f** to **v** and add **-es** or **s**.
Examples: Wife – wives, thief – thieves, loaf – loaves, half – halves, shelf – shelves, leaf – leaves, scarf – scarves, life – lives, calf – calves, elf – elves.
8. For some nouns ending in **f**, add **-s** to form the plural.
Examples: proof – proofs, belief – beliefs, motif – motifs, cliff – cliffs.
9. Some nouns remain the same in the singular and the plural.
Examples: deer – deer, sheep – sheep, series – series, species – species, moose – moose, trout – trout.
10. The plurals of some nouns are formed in special ways.
Examples: foot – feet, child – children, mouse – mice, man – men, woman – women, ox-oxen, tooth – teeth.

NB: If you don't figure out the correct spelling of a plural noun, look it up in a dictionary.

Exercise 6

What is the plural form of each of the following nouns? **Example: scarf -scarves**

- | | | | |
|------------|------------|-------------|-----------|
| 1. tooth | 9. cuff | 17. moose | 25. boss |
| 2. wife | 10. deer | 18. child | 26. fox |
| 3. giraffe | 11. cliff | 19. echo | 27. bunch |
| 4. hero | 12. auto | 20. baby | 28. ferry |
| 5. radio | 13. studio | 21. sky | 29. flash |
| 6. potato | 14. man | 22. beach | 30. ship |
| 7. belief | 15. roof | 23. eye | |
| 8. thief | 16. rodeo | 24. Volcano | |

Exercise 7

Write the plural form of each noun in brackets to complete each sentence correctly.

Example: I bought two _____ from the shop. (loaf) **loaves**

1. I used two different _____ to cut the rope. (knife)
2. She peeled the _____ with a knife. (potato)
3. They are feeding the noisy _____. (goose)
4. The tools are placed on the _____. (shelf)
5. Mukami cut a few _____ for the salad. (tomato)

6. The _____ are playing in the field. (child)
7. Some _____ are hiding in the ceiling. (mouse)
8. The _____ of the buildings must be repaired. (roof)
9. The music helped them imagine the strange _____. (story)
10. Koech used creative _____ to help young people sharpen their imagination. (activity)

Countable and Uncountable Nouns

Countable Nouns

These are nouns that take plurals and can be counted.

Examples:

Egg – eggs One egg, three eggs, ten eggs

Potato - Potatoes Twenty potatoes

Onion - Onions Two hundred onions

Such nouns are known as **COUNTABLE** or **COUNT NOUNS**

Uncountable Nouns

These are nouns that do not take plurals and cannot be counted.

Examples: salt, butter, cooking fat, milk, bread, jam

We do not say:

Two butters*

Ten milks*

Three breads*

Such nouns are known as **UNCOUNTABLE** or **MASS NOUNS**

Exercise 8

Rewrite the words below in two columns, COUNTABLE and UNCOUNTABLE NOUNS

orange	coffee
furniture	tea
water	gold
chair	team
friend	music

Plurals with uncountable Nouns

One way to express plurals of uncountable nouns is by use of **expressions of quantity**.

Example:

a piece of information	-	pieces of information
a loaf of bread	-	four loaves of bread
a tin of soup	-	three tins of soup
a piece of furniture	-	several pieces of furniture

a litre of milk - **twenty litres of milk**
a bottle of beer - **ten bottles of beer**

Exercise 9

Supply an appropriate **expression of quantity** for the following uncountable nouns

1. a.....of cigarettes.
2. two..... of cooking oil
3. three.....of jam.
4. ten.....of butter.
5. six.....of soda.
6. a..... of toothpaste
7. three.....of rice.
8. five of flour.
9. two of chocolate.
10. four..... of news.

Collective Nouns

Collective nouns are nouns that represent **a group of people or things** as a single unit.

Some collective nouns can take plural forms

Examples:

crowd (s)	flock (s)
group (s)	herd (s)
team (s)	committee (s)
pair (s)	

Some collective nouns, however, **cannot** be used in the plural:

Examples:

furnitures*	beddings*
equipments*	informations*
luggages*	baggages*

Exercise 10

When I arrived at the airport, there were.....1..... (crowd) of people blocking the entrance with their2.....(luggage). Near the customs sections, several.....3..... (group) of officials were standing, checking the4..... (equipment) that was being loaded onto a trolley. Most people were standing, waiting for...5..... (information) from the loudspeakers on the departures and arrivals of aircraft.

COMPOUND NOUNS

A **compound noun** is a noun that is made up of **two or more words**. The words that form compound nouns may be joined together, separated or hyphenated.

Examples:

Joined: bookcase, blackboard, pushcart

Separated: high school, rabbit hutch, radar gun

Hyphenated: go-getter, mother-in-law, sergeant-at-arms

Compound nouns are usually a combination of two or more word classes. The most common combinations are as follows:

a. Some are formed by joining **a noun** with **another noun**. Most of these compound nouns take their plurals in the last words.

Examples:

tableroom(s)	grass root(s)	prize-fighter(s)
cupboard(s)	policeman/men	rubber-stamp(s)
bookcase(s)	farmhouse(s)	sanitary towel(s)
cowshed(s)	fruit machine(s)	shoulder blade(s)

b. Some are formed by joining **a verb** and **an adverb**. Most of these compound nouns also take their plurals in the last words.

Examples:

breakfast(s)	push-up(s)	rundown(s)
takeaway(s)	knockout(s)	slip-up(s)
sit-up(s)	meltdown(s)	

c. Some compound nouns are formed by joining **an adjective** and **a noun**. Most of these also take their plurals in the last words.

Examples:

hotdog(s)	polar bear(s)	safe guard(s)
blackboard(s)	quicksand	
highway(s)	remote control(s)	
nuclear power	right angle(s)	

d. Some are formed by joining **a verb** and **a noun**. Most of these also take their plurals in the last words.

Examples:

driveway(s)	playground(s)	spend thrift(s)
breakdance(s)	pushchair(s)	go-getter(s)
mincemeat	screwdriver(s)	
password(s)	spare wheel(s)	

e. Some are formed by joining **an adverb** and **a noun**. Most of these also take their plural in the last words.

Examples:

overdraft(s)	overcoats(s)	backyards(s)
backbencher(s)	undercoat(s)	backbone(s)
backlog(s)	underwear(s)	oversight(s)

f. A few compound nouns are formed by joining **an adverb** and **a verb**. These ones also take their plurals in the last words.

Examples:

outbreak(s)	backlash(es)	output(s)
outburst(s)	outcast(s)	input(s)

g. A few others are formed by joining **a noun** and **a verb**. They also take their plurals in the last words.

Examples:

nosedive(s)	nightfall(s)
-------------	--------------

h. A number of compound nouns are formed by **joining two nouns** by use of hyphens and **a short preposition in between**. These compound nouns always take their plurals in the first words.

Examples:

commander(s)-in-chief	sergeant(s)-at-arms
mother(s)-in-law	sister(s)-in-law
play(s)-within-a-play	

Exercise 11

Underline the compound nouns in the following sentences and write down their plural forms where possible.

1. John wants to be a quantity surveyor when he grows up.
2. Rainwater had washed away all the top soil.
3. The footballer was shown a red card by the referee.
4. Neither candidate won the elections, forcing a runoff.
5. The goalkeeper saved a penalty in the second half.
6. He killed the wild pig with a sledge hammer.
7. Njoroge's tape-recorder was stolen yesterday.
8. The theatregoer was disappointed with the show.
9. Size 8's latest song has caused an uproar.
10. He attempted a creative writing workshop.

Possessive Nouns

A **possessive noun** shows who or what owns something. A possessive noun can either be **singular** or **plural**.

Singular possessive nouns

A **singular possessive noun** shows that one person, place, or thing **has** or **owns** something. To make a singular noun show possession, add **an apostrophe** and **s** ('s).

Example:

the feathers of the chick – **the chick's feathers**

the hat that belongs to the man – **the man's hat**

Other examples:

the child's toy

the fish's fins

Mark's bike

the horse's tail

Using possessive nouns is shorter and better than other ways of showing possession.

Example:

LONGER: The **dog belonging to Papa** is barking.

BETTER: **Papa's dog** is barking.

Plural Possessive Nouns

A **plural possessive noun** shows possession or ownership of a plural noun.

Example:

The **cars that belong to the teachers** are parked here.

The **teachers' cars** are parked here.

When a plural noun ends in **s**, add only an apostrophe after the **s** to make the noun show possession.

Not all plural nouns end in **s**. When a plural noun does not end in **s**, add '**s** to form the plural possession.

Examples:

the shoes of the men – **the men's shoes**

the food of the children – **the children's food**

The noun following a possessive noun may either be the name of a **thing** or a **quality**.

Example:

Thing – Koki's raincoat Brian's umbrella

Quality – the judge's fury Bob's courage

Exercise 8

Change the following phrases to show possession in a shorter way.

Example: the claws of the leopard

the leopard's claws.

1. the tail of the lion
2. the dog that Cliff has
3. the hat of my mother
4. the book that Evans owns

5. the pot that the child has
6. the name of the doll
7. the mobile phone that Lucy owns
8. the shoes that Kimani has
9. the teeth that the fox has
10. the rabbit that my friend owns

Summary of rules of forming Possessive Nouns

1. For singular a noun, add an apostrophe and s.

Example: Mr. Mukui's car is a Toyota Corolla.

2. For plural noun ending in s, add an apostrophe only.

Example: The victims' property was stolen

3. For a plural noun that does not end in s, add an apostrophe and s.

Example: The women's boots were muddy.

Singular Noun	Singular possessive	Plural Noun	Plural possessive
boy	boy's	boys	boys'
child	child's	children	children's
mouse	mouse's	mice	mice's
deer	deer's	deer	deer's

Exercise 9

Write the following phrases to show possession.

Example: teachers – pens = **teachers' pens**

- | | |
|----------------------|----------------------------|
| 1. cooks – aprons | 6. women – sports |
| 2. men – boots | 7. carpenters – nails |
| 3. countries – flags | 8. sailors – uniforms |
| 4. guests – coats | 9. musicians – instruments |
| 5. athletes – medal | 10. neighbours – pets |

Exercise 10

Rewrite the following sentences changing the **BOLD** words to **plural possessive nouns**.

Example: The players on the teams practised after school.

The teams' players practised after school.

1. Each day **the wealth of the couple** increased.
2. There was a **team of men** and a **team of women**.
3. The **uniforms that the teams** wore were new.
4. Numbers were printed on **the shirts of the athletes**
5. **Scores made by the team-mates** were put on the scoreboard.
6. The players enjoyed **the cheers of their friends**.
7. **The whistles of the coaches** stopped the game.
8. **The eyes of the children** were full of tears of joy.

9. **The soothing voices of their mothers** calmed them.

10. However, **the houses belonging to their neighbours** were destroyed.

PRONOUNS

A **pronoun** is a part of speech **that takes the place of a noun**. They include such words as **I, we, he, she, they, me** and **us**.

Pronouns enable you to avoid repeating the same names (nouns), when writing or speaking, which would otherwise make you sound very awkward and wordy. By using pronouns effectively, you can make your writing and speaking flow smoothly.

Pronouns can be classified into 6 types. These are **personal, indefinite, demonstrative, interrogative, reflexive** and **intensive pronouns**.

Personal pronouns

A **personal pronoun** is a word that is used **in place of a noun** or **another pronoun**. They are used to refer to nouns that name **persons** or **things**.

Example:

Awkward: Kamau put on Kamau's gum boots. Then Kamau went to the shamba.

Improved: Kamau put on **his** gum boots. Then **he** went to the shamba.

In the above example, the personal pronoun **his** helps the writer avoid repeating the same noun. The pronoun **he** acts as a bridge to connect the two sentences.

Personal pronouns are further classified in terms of **person** and **gender**.

Person

In terms of person, personal pronouns can be divided into three classes.

(i) **First person** – I, my, me, we, our and us.

These ones refer to the person(s) **speaking**.

Example: I always ride my bike to school.

(ii) **Second person** – you, your, yours

These refer to the person(s) **spoken to**.

Example: I will call **you** tomorrow.

(iii) **Third person** – he, his, him, she, hers, her, it, its, they, their, them.

These ones refer to another person(s) or thing(s) that is being **spoken of**.

The personal pronoun **it** usually replaces a noun that stands for a thing or an animal. **It** is never used in place of a person.

Gender

Personal pronouns can also be classified by **gender**. Gender can either be **masculine** (referring to male people), **feminine** (referring to female people) or **neuter** (referring to animals or things).

Examples:

Joseph cleaned **his** car. (**his** is the third person, masculine gender).
Isabel said the dress was **hers** (**hers** is the third person, feminine gender).
The dog wagged **its** tail. (**its** is the third person, neuter gender).

FORMS OF PERSONAL PRONOUNS

In English, personal pronouns have three forms: **the subject form**, **the object form** and **the possessive form**.

Examples:

She is a painter. (subject form)

He praised **her**. (Object form)

It is **her** best painting. (Possessive form)

Subject Pronouns

A **subject pronoun** takes the place of a noun as the **subject** of a sentence. These pronouns are:

(i) Singular forms – I, you, he, she, it

(ii) Plural forms – we, you, they

Examples:

Noun

Subject Pronoun

The housegirl takes care of her. **She** takes care of her.

The dog guards the house. **It** guards the house.

Mark and Francis love swimming. **They** love swimming.

Subject pronouns also appear after forms of the linking verbs **be**.

Examples:

The watchman today is **he**.

The composers were **they**.

Exercise 1

Underline the subject pronouns in the following sentences.

Example: **She** ate a water melon

1. They ate fish and chips.
2. We like Italian food.
3. It is delicious.
4. The biggest eater was he.
5. You helped in the cooking.
6. The cooks were Tom and I.

Exercise 2

Replace the underlined words with subject pronouns.

Example: **Pio and Gama** are friends - **They**

1. **The glasses** were under the table.
2. **Emma** fed the chicken.

3. **The pears** were juicy.
4. **Uncle Ben and Lillian** visited the orphans.
5. The new waitress is **Jane**.
6. The fastest runners were **Tecla and Kirui**.
7. **Lisa** went to the hall.
8. **The chicken** was slaughtered.
9. **Lucky Dube and Brenda Fasie** were South African Singers.
10. Samuel **Wanjiru** has won many athletics medals.

Object pronouns

Object pronouns can replace nouns used **after action verbs**. These pronouns are:

- (i) Singular – me, you, him, her, it
- (ii) Plural – us, you, them

Examples:

The driver drove **him**. (Direct object)

The parents thanked **us**. (Direct object)

The reporters asked **him** many questions. (Indirect object)

In the above examples, the personal pronouns are the direct or indirect objects of the verbs before them.

Object pronouns can also replace nouns after prepositions such as **to, for, with, in, at** or **by**. That is, they can be **objects of prepositions**.

Examples:

Gladys waved to **them**. (Object of a preposition)

The delivery is for **me**.

Ben went with **them** to the theatre.

Exercise 3

Choose the correct pronoun in the brackets in the following sentences.

Example: Irungu photographed (us, we). = us

1. Lisa asked (he, him) for a picture.
2. Adam sketched Lisa and (I, me).
3. He gave a photo to (us, we).
4. Ann and (she, her) saw Dave and Bob.
5. Adam drew Lisa and (they, them).
6. Mark helped (I, me) with the packing.
7. Loise praised (him, he) for his good work.
8. Everyone spotted (they, them) easily.
9. That night Mike played the guitar for (us, we).
10. (We, Us) drove with (they, them) to the mountains.

Possessive pronouns

A **possessive pronoun** shows **ownership**.

Example: My pen is black.

There are two kinds of possessive pronouns:

i. Those used **as adjectives** to **modify nouns**. These possessive pronouns are:

Singular: My, your, his, her, its

Plural: Our, your, their

Examples:

My shirt is yellow.

Your food is on the table.

His bag is green.

This is **her** dress.

Its fur is soft.

These are **our** parents.

Pay **your** bills.

They removed **their** bats.

The above possessive pronouns always appear before nouns to **modify** them. Hence, they are called **modifiers**.

ii. Those that **stand alone** and **replace nouns** in sentences. These possessive nouns are:

Singular: mine, yours, his, hers, its

Plural: ours, yours, their

Examples:

The yellow shirt is **mine**.

The food on the table is **yours**.

The green bag is **his**.

This dress is **hers**.

Its is the soft fur.

These crops are **ours**.

These bills are **yours**.

Those hats are **theirs**.

Exercise 4

Complete the following sentences by choosing the correct possessive pronoun from the brackets.

Example: The lazy girl completed (her, hers) home work. = **her**.

1. (My, mine) journey to Mombasa was enjoyable.
2. Florence said (her, hers) was the best.
3. Are the pictures of Fort Jesus (your, yours)?
4. (Her, Hers) were taken at Jomo Kenyatta Beach.
5. Tomorrow we will make frames for (our, ours) pictures.
6. (My, mine) class is planning a trip to Mt. Kenya.
7. (Our, ours) trip will be taken on video.
8. Micere is excited that the idea was (her, hers).
9. Koki and Toti cannot hide (their, theirs) excitement.
10. (My, mine) dream is to climb to the highest peak of the mountain.

POINTS TO NOTE

1. The pronoun **I** is used as a subject or after forms of the linking verb be.

Examples:

Subject: I travel by bus.

After the linking verb be: Yesterday, the prefects on duty **were** Victor and **I**.

2. The pronoun **me** is used as an object after **action verbs** or words (prepositions) such as **to, for, with, in, or at**.

Examples:

Object: Rose met **me** at the gate.

After prepositions: Rose waited **for me** at the gate.

You are coming **with me**.

3. When using compound subjects and objects (i.e. subjects and objects comprising of a pronoun and a noun or another pronoun), always name yourself **last**.

Examples:

Diana and **I** visited our grandmother yesterday.

Who appointed Chege and **me**?

Rose waited for her and **me** at the gate.

CONTRACTIONS WITH PRONOUNS

A **contraction** is a shortened form of two words. One or more letters are omitted and an apostrophe (') is used in place of the letters left out.

A contraction is formed by combining pronouns and the verbs **am, is, are, will, would, have, has, and had**.

Pronoun + verb	Contraction	Pronoun + verb	Contraction
I am	I'm	I have	I've
He is	he's	he has	he's
It is	it's	it has	it's
You are	you're	you have	you've
They are	they're	they have	they've
I will	I'll	I had	I'd
You will	you'll	you had	you'd
We would	we'd	we had	we'd

Note:

1. Some contractions look the same but are formed from different words.

Examples:

he is, he has = he's

we had, we would = we'd

2. Some possessive pronouns sound like contractions. Because the words sound alike, they are sometimes confused.

Examples:

Possessive pronouns

its

your

Contractions

it's

you're

their
whose

they're
who's

Incorrect: The team celebrated **it's** victory.

Correct: The team celebrated **its** victory.

Incorrect: **Your** late for the preps.

Correct: **You're** late for the preps.

Incorrect: **Whose** the fastest runner in the world?

Correct: **Who's** the fastest runner in the world?

Rules of using possessive pronouns and contractions correctly:

1. If the word you want to use stands for two words, it is a contraction and needs an apostrophe.
2. Never use an apostrophe in a possessive pronoun.

Exercise 5

Write the contractions for the following word pairs. **Example:** It has = it's

- | | | |
|-------------|-----------|--------------|
| 1. You will | 3. He had | 5. You have |
| 2. We would | 4. I am | 6. They will |

Exercise 6

What pronoun and verb make up each of the following contractions?

Example: It's = it is, it has

- | | | |
|----------|----------|------------|
| 1. I'll | 3. you'd | 5. they're |
| 2. we're | 4. he's | 6. she'd |

Exercise 7

Choose the correct word given in brackets in the following sentences.

1. The Kenyan government has worked hard to improve (its, it's) educational system.
2. (Whose, Who's) going to decide where the guests will sleep?
3. (Their, They're) learning French in their school.
4. Only students (whose, who's) scores are excellent will join national schools.
5. (Its, It's) been estimated that about 8 million Kenyans are living with HIV AIDS.

INDEFINITE PRONOUNS

An **indefinite pronoun** is a pronoun that **does not refer to a specific person or thing**.

In English, there are singular indefinite pronouns, plural indefinite and both singular and plural indefinite pronouns.

Singular Indefinite Pronouns

another	anything	everybody	neither	one
anybody	each	everyone	nobody	somebody
anymore	either	everything	no one	someone.

An indefinite pronoun must agree with its verbs and in number with its possessive pronoun. The above indefinite pronouns are used with singular verbs. They are also used with singular possessive pronouns.

Examples:

Agreement with verbs

Correct: Everyone **has** heard of Lake Turkana.

Incorrect: Everyone **have** heard of Lake Turkana.

Correct: Nobody **knows** what happened to Samuel Wanjiru.

Incorrect: Nobody **know** what happened to Samuel Wanjiru.

Correct: Everything about the old man **remains** a mystery.

Incorrect: Everything about the old man **remain** a mystery.

Agreement in number with possessive pronouns

Correct: Neither believed **his/her** eyes.

Incorrect: Neither believed **their** eyes.

Correct: Each strained **his/her** neck to see.

Incorrect: Each strained **their** neck to see.

Plural indefinite pronouns

both	many	few	several
------	------	-----	---------

These indefinite pronouns use plural verbs and possessive pronouns.

Examples:

Plural verbs

Correct: Few **know** about Lake Olbolosat.

Incorrect: Few **knows** about Lake Obolosat.

Correct: Both **stand** by what they believe.

Incorrect: Both **stands** by what they believe.

Plural possessive pronouns

Correct: Several reported **their** findings.

Incorrect: Several reported **his/her** findings.

Both singular and plural indefinite pronouns

all	some	any	none
-----	------	-----	------

These indefinite pronouns may be singular or plural, depending on their meaning in the sentence.

Examples:

All of my story **is** true. – singular

All of the guests **are** here. – plural

None of the lake **is** foggy. – singular

None of the photos **are** spoiled. – plural.

EXERCISE 8

Underline the indefinite pronouns in the following sentences and then write the correct form of the verb or possessive pronoun in the brackets.

1. All the photographs of the killer (is, are) unclear.
2. (Has, Have) anybody seen my camera?
3. Many (believes, believe) a monster lives in the lake.
4. Each of the photographs (make, makes) people want more.
5. All of the evidence (indicates, indicate) that he was killed by his wife.
6. Everyone has taken (his, their) payment.
7. Several eyewitnesses volunteered to give (his, their) accounts.
8. Anyone can lose (her, their) eyesight.
9. Another reported (his, their) case to the police.
10. Somebody left (her, their) handbag in the lecture hall.

DEMONSTRATIVE PRONOUNS

A **demonstrative pronoun** is used to **single** or **point out** one or more persons or things referred to in the sentence. These pronouns are **this**, **that**, **these**, and **those**.

This and **these** point to persons or things that are **near**.

Examples:

This is a gazelle.

These are the students of Kianjege West Secondary School.

That and **those** point to persons or things that are **farther away**.

Examples:

That is the city square.

Those are the lodging rooms.

This and **that** are used with singular nouns. **These** and **those** are used with plural nouns.

Exercise 9

Pick the correct demonstrate pronouns from the choices given in the brackets in the following sentences.

1. (This, That) is the canteen we are entering now.
2. (This, That) is the dispensary across the street
3. (These, Those) are beautiful flowers on the counter over there.
4. Are (those, these) chocolate bars on the far counter?
5. I think (these, those) are called Vuvuzelas.

INTERROGATIVE PRONOUNS

An **interrogative pronoun** is used to **ask a question**. These pronouns are **who**, **whose**, **whom**, **which** and **what**.

Examples:

Who is the mayor of this town?

Whose is the red car?

Which is her blouse?

What did she ask you?

Whom should I trust with my secret?

USING WHO, WHOM, AND WHOSE

Who, whom, and whose are often used to ask questions. Hence, they are interrogative pronouns.

WHO is the **subject** form. It is used as the subject of a verb.

Examples:

Who taught you how to play the guitar? (**Who** is the subject of the verb **taught**.)

WHOM is the **object** form. It is used as the **direct object** of a verb or as the object of a preposition.

Examples:

Whom did you meet? (**Whom** is the object of the verb **did meet**).

For **whom** is this trophy? (**whom** is the object of the preposition **for**).

WHOSE is the **possessive** form. It can be used :

(i) To modify a noun

Example:

Whose umbrella is this? (**whose** modifies the noun umbrella)

(ii) Alone as the subject or object of a verb

Examples:

Whose are those water melons? (**whose** is the subject of the verb **are**)

Whose did you admire? (**whose** is the object of the verb **did admire**)

Exercise 10

Pick the correct **interrogative pronouns** from the brackets in the following sentences.

1. (Who, Whom) owns that shop?
2. (Who, Whom) can we ask the way?
3. (Which, What) did they ask you?
4. (Which, What) are the objects on the table called?
5. To (who, whom) does the boutique belong?

Exercise 11

Complete the following sentences with **who, whom, or whose**.

1. _____ knows the origin of the Luos?
2. _____ did you ask about it?
3. To _____ did you give the letter?
4. _____ is the most attractive painting?

5. _____ is likely to receive the Chaguo la Teeniez award?
6. For _____ did you buy this doll?
7. _____ skill in dancing is the best?
8. _____ is the officer-in-charge here?
9. _____ are you looking at?
10. _____ are those healthy Merino sheep?

REFLEXIVE AND INTENSIVE PRONOUNS

Reflexive and **intensive** pronouns end in **-self** or **-selves**. These are **myself**, **yourself**, **herself**, **himself**, **itself**, **ourselves**, and **themselves**. There is, however, one difference between **reflexive** and **Intensive** pronouns.

A **reflexive pronoun** refers to **an action performed by the subject** of the sentence. The meaning of the sentence is incomplete without the reflexive pronoun.

Examples:

Monicah bought **herself** a new dress.

(The meaning of the sentence is incomplete without the reflexive pronoun because we do not know for whom Monicah bought the dress).

An **Intensive pronoun** is used to emphasise a noun or a pronoun. It does not add information to a sentence, and it can be removed without changing the meaning of the sentence.

I **myself** pulled the boy out of the river.

(If you remove **myself**, the meaning of the sentence does not change)

Exercise 12

Identify the **Reflexive** and **Intensive pronouns** in the following sentences, labelling them accordingly.

1. I myself have never tried mountain climbing.
2. He himself was taking the cows to graze in the forest.
3. My sister Anastasia mends her clothes herself.
4. She often challenges herself by doing strenuous activities.
5. You may ask yourself about the sanity of beer drinking competition.

SPECIAL PRONOUNS PROBLEMS

1. Double subjects

We all know that every sentence must have a subject. Sometimes we **incorrectly** use a double subject – a **noun** and a **pronoun** - to name the same person, place, or thing.

Incorrect

Correct

Jane she is my cousin.

Jane is my cousin.

She is my cousin.

Her scarf it is pretty.

Her scarf is pretty.

It is pretty.

Jane and **she** should not be used as subjects together.

The subject **her scarf** should not be used together with **it**.

Use only a noun or a pronoun to name a subject.

2. Pronouns and their Antecedents

The **antecedent** of a pronoun is a noun or another pronoun for which the pronoun stands.

A personal pronoun, you will remember, is used in place of a noun. The noun is the word to which the pronouns refer and it is therefore its **antecedent**.

The noun usually comes first, either in the same sentence or in the sentence before it.

Examples:

We met **Mureithi**. **He** is the medical doctor.

(**He** stands for **Mureithi**. **Mureithi** is the antecedent).

The students had come to school with **their** mobile phones.

(**Their** stands for **students**. **Students** is the antecedent).

Pronouns may be the antecedents of other pronouns.

Examples:

Does **everybody** have **his** booklet?

(**everybody**, which is a singular indefinite pronoun, is the antecedent of **his**).

All of the students have brought **theirs**.

(**All**, which is a plural indefinite pronoun, is the antecedent of **theirs**).

Now, a pronoun must **agree** with its antecedent in number. **Agree** here means that the pronoun must be the same **in number** as its antecedent. The word **number** means **singular** or **plural**.

If the pronoun is singular, the word that it stands for must be singular, and it must be **plural** if the word it stands for is **plural**.

Examples:

Correct: The **scientists** tested **their** new discovery.
(**Scientists** is plural; **their** is plural.)

Incorrect: The **scientists** tested **his** new discovery.

Correct: **Mr. Kiama** turned on **his** TV.
(**Mr Kiama** is singular; **his** is singular)

Correct: **Nobody** left **her** workstation.
(**Nobody** is singular, **her** is singular)

NB: When the antecedent refers to both males and females, it is best to use the phrase **his or her**.

3. Use of **we** and **us** with nouns.

Phrases such as **we students** and **us girls** are often incorrectly used. To tell which pronoun to use, drop the **noun** and say the sentence without it.

Problem: (We, Us) boys study hard.

Solution: We study hard. = **We boys** study hard.

Problem: The DC praised. (us, we) students.

Solution: The DC praised us. = The DC praised **us students**

4. Using the pronoun **Them**

The word **them** is always a pronoun. It is always used as the object of a verb or a preposition, never as a subject.

Examples:

Correct: The president greeted **them**. (direct object of the verb **greeted**)

Correct: She gave **them** a sandwich. (Indirect object of the verb **gave**)

Correct: The information was useful to **them**. (object of the preposition **to**)

Incorrect: **Them** they arrived late.

5. Using **Those**

Although we previously said that **those** is used as a **demonstrative pronouns**, it is sometimes used as an **adjective** i.e. a word that modifies a noun or a pronoun. If a noun appears immediately after it, **those** is now an adjective, not a pronoun.

Examples:

Those are the new desks that were bought. (**Those** is a **pronoun**, the subject of the verb **are**).

Those desks are attractive. (**Those** is an **adjective** modifying the noun **desks**).

Exercise 13

Each of the following sentences has a double subject. Write each correctly.

1. Papa Shirandula he is a good actor.
2. Many people they find him funny.
3. The show it was on television for many years.
4. Their daughter she is also in that show.
5. The shoes they are beautiful.
6. People they like our hotel.
7. My brother he drives a matatu.
8. Our hotel it is open seven days a week.
9. The TV it is very clear today.
10. My brother and sister they work in Nairobi.

Exercise 14

Pick the correct pronoun in the brackets in the following sentences.

1. (We, Us) students started a school magazine last month.
2. Many careers are unpromising. (Them, Those) are the ones to avoid.
3. One of (them, those) motivational speakers was especially interesting.
4. A financial analyst told (we, us) students about his work.
5. Finding jobs was important to (we, us) graduates.

VERBS

A **verb** is a word that:

- (i) expresses an action
- (ii) expresses the state that something exists, or
- (iii) links the subject with a word that describes or renames it.

Hence, there are two kinds of verbs. These are **action verbs** and **linking verbs**.

ACTION VERBS

Action verbs express **actions**. They show what the subject does or did. Most verbs are action verbs.

Examples:

Cats **drink** milk.

The ball **flew** over the goal post.

The farmer **tills** the land.

Robert **ran** to the house.

The action may be one that you can see.

Example:

They **crowned** their new King.

The action may be one that you cannot see.

Example:

She **wanted** recognition.

Whether the action can be seen or not, an action verb says that something is happening, has happened, or will happen.

LINKING VERBS

A linking verb **links** the subject of a sentence with a word or words that :

- (i) express(es) the subject's state of being

Example:

She **is** here. (expresses state of being)

She **seems** ready. (state of being)

- (ii) describe(s) or rename(s) the subject.

Examples:

Anna **is** a nurse. (**a nurse** describes Anna)

Joyce **is** cheerful. (**cheerful** describes Joyce)

The road **is** bumpy. (**bumpy** describes the road)

A linking verb does not tell about an action.

Common linking verbs

Am	look	grow	are	feel	remain
is	taste	become	was	smell	sound
were	seem	will	be	appear	

NB: Some verbs can be either linking verbs or action verbs.

Examples:

The crowd **looked** at the mangled car. – ACTION

The driver of the car **looked** shocked. – LINKING

The chef **smelled** the food. – ACTION

The food **smelled** wonderful. – LINKING

EXERCISE 1

Identify the verb in each of the following sentences. Then label each verb **Action** or **Linking**.

1. Queen Elizabeth of England seems an interesting historical figure.
2. We watched the Olympic games on television.
3. The crowd cheered loudly.
4. She seems calm.
5. PLO Lumumba is a quick thinker.
6. The hunter aimed the arrow at the antelope.
7. The referee blew the whistle to start off the game.
8. She was very tired after the journey.
9. She is careful when crossing the road.
10. The country seems prosperous.

VERB PHRASES

In some sentences, the verb is more than one word. It is in form of a phrase, which is called a **verb phrase**. A verb phrase consists of a **main verb** and one or more **helping verbs**. The main verb shows the action in the sentence.

The helping verb works with the main verb. Helping verbs do not show action.

Examples:

Mark Francis **has passed** the examinations.

H.V. M.V.

He **will be admitted** to a national school.

H.V.H.V. M.V.

His parents **are happy** with him.

H.V. M.V.

Common helping verbs

am	will	can	would	is	shall	could
must	are	have	may	was	has	should

were had might

Some verbs, such as **do**, **have** and **be** can either be used as **main verbs** or as **helping verbs**.

Examples:

As main verbs

I will **do** the job.

Who **has** a pen?

They **are** my friends.

As helping verbs

I **do** like the job.

He **has** lost his pen.

They **are** coming today.

Sometimes helping verbs and main verbs are separated by words that are not verbs.

Examples:

I **do** not **ride** a bicycle any more.

Can we ever **be** friends again?

We **should** definitely **apologise** for the mistakes.

Exercise 2

Indicate H.V. under the Helping verb and M.V. under the Main verb in the following sentences.

1. The school choir is singing a new song.
2. The football season has finally begun.
3. This car just can travel very fast.
4. He had waited for this chance for years.
5. My parents will be visiting us soon.
6. Our friends have come for a visit.
7. You must buy your ticket for the game.
8. Sarah has chosen Kenyatta University for her degree course.
9. She is hitting her child with a rubber strap.
10. I will go for the game next week.

VERBS TENSES

The time of an action or the state of being is expressed by different forms of the verb. These forms are called the **tenses** of the verb.

There are three main forms of a verb: **the present**, **the past**, or **the future**.

The Present Tense

A verb which is in present tense indicates what the subject of the sentence is doing **right now**.

Example:

The teacher **sees** the students.

The verb **sees** tells that the teacher is seeing the students now. To show the present tense, an **-s** or **-es** is added to most verbs if the subject is singular.

If the subject is plural, or I or You, the **-s**, or **-es** is not added.

Examples:

The bird **hatches** in the nest.

The stream **flows** down the hill.

The boys **rush** for their breakfast.

We **talk** a lot.

Rules for forming the Present Tense with Singular Subjects

1. Most verbs: add **-s**

get – gets play – plays eat – eats

2. Verbs ending in **s, ch, sh, x, and z**: add **-es**

pass – passes mix – mixes

punch-punches buzz – buzzes

push – pushes

3. Verbs ending with a **consonant** and **y**: change the **y** to **i** and add **-es**

try – tries empty – empties

Exercise 3

Write the correct present form of each verb in the brackets in the following sentences.

1. She carefully _____ the map. (study)

2. A fish _____ in the water near me. (splash)

3. She _____ her hands. (wash)

4. He _____ to the classroom. (hurry)

5. Bryan and I _____ the assignment. (discuss)

The Past Tense

A verb which is in past tense shows **what has already happened**.

Example:

Tito **liked** his grandmother's story.

The verb **liked** tells that the action in the sentence happened before now.

Rules for forming the Past Tense

1. Most verbs: Add **-ed**

play – played

talk – talked

climb – climbed

2. Verbs ending with **e**: Add **-d**

praise – praised

hope – hoped

wipe – wiped

3. Verbs ending with a **consonant** and **-y**: Change the **y** to **i** and add **-ed**

bury – buried

carry – carried

study – studied

4. Verbs **ending with a single vowel and a consonant: Double the final consonant** and add-**ed**

stop – stopped

man – manned

trip – tripped

Exercise 4

Write the past tense forms of each of the verbs in brackets in the following sentences.

1. John _____ his house burn into ashes. (watch)

2. The baby _____ loudly. (cry)

3. The teacher _____ at the naughty student. (yell)

4. The chef _____ a delicious cake. (bake)

5. We _____ for a present for our grandmother. (shop)

The Future Tense

A verb which is in future tense tells **what is going to happen**.

Examples:

Evans **will take** his car to the garage.

She **will** probably **come** with us.

The verbs **will take** and **will come** tell us what is going to happen. Hence, they are in future tense.

To form the future tense of a verb, use the helping verb **will** or **shall** with the main verb.

Exercise 5

Write the future tense forms of the verbs in the following sentences.

1. We write in exercise books.

2. The train stopped at the station.

3. He decides what he wants to do.

4. They practise in the football field.

5. Rats multiply very fast.

More Tenses

The above three forms of tenses can further be divided into:

1. The simple tenses

- Present simple tense

- Past simple tense

- Future simple tense

2. The perfect tenses

- Present perfect tense

- Present perfect progressive

- Past perfect tense

- Future perfect

- Future perfect progressive

3. The progressive tenses

- Present progressive tense

- Past progressive tense
- Progressive tense
- Future perfect progressive tense.

The simple Tenses

The most common tenses of the verb are the **simple tenses**. You use them most often in your speaking and writing.

1. Present simple tense.

Look at the following sentences.

- I **know** Kisumu.
- He **goes** to school every day.
- The sun **rises** from the east.

All the above sentences contain a verb in the present simple tense. This tense is used for different purposes.

- To state **a personal fact**

Example: I **know** Kisumu.

- To point out **a regular habit**.

Example: He **goes** to school every day.

- To state **a known scientific fact**

Example: The sun **rises** from the east.

Exercise 6

Complete the following sentences putting the verbs in brackets in the present simple tense.

- They _____ their new principal. (like)
- Every morning, she _____ her teeth. (brush)
- The earth _____ on its own axis. (rotate)
- Twice a year, he _____ his family. (visit)
- Air _____ when heated. (rise)

2. Past Simple Tense

The past simple tense is used when **an action has been completed**.

Examples:

We **cleaned** our classrooms yesterday.

He **drove** the car this morning.

She **planned** the whole incident.

Exercise 7

Write down the past simple tense of the following words and then use each of them in sentences of your own.

start	breathe
add	roam
trap	obey

annoy

worry

pity

fit

3. Future Simple Tense

The future simple tense **places the action or condition in the future**. It is formed by using the word **shall** or **will** before the present form of the main verb.

Examples:

We **shall need** help with her load.

She **will eat** the bananas alone.

The dancers **will entertain** them.

Exercise 8

Use the following words in future simple tense in sentences of your own.

see

develop

go

begin

exist

consume

introduce

hunt

bring

become

The Perfect Tenses

The perfect tenses are used to show **that an action was completed** or **that a condition existed before a given time**. The perfect tenses are formed using **has**, **have**, or **had** before the **past participles**, that is, verb forms ending in **-ed**.

Examples:

1. Present Perfect Tense:

Ceasar **has** just **finished** his homework.

Kamau and Njoroge **have** now **agreed** to meet.

2. Present Perfect Continuous Tense

Kibet **has been working** in his shamba for two hours.

We **have been swimming** in this pool for ten minutes.

3. Past Perfect Tense

We **had completed** the work by the time the supervisor came.

Nobody knew that she **had** already **remarried**.

4. Past Perfect Continuous Tense

I **had been trying** to contact him for two hours before he finally appeared.

Mrs. Masumbuko **had been feeling** unwell the whole week before she decided to visit a doctor.

5. Future Perfect Tense

Agege **will have sold** his goats by two p.m.

By next term, twenty students **will have dropped** from this school.

6. Future Perfect Continuous

The players **will have been playing** for twenty minutes by the time the President arrives.

By the end of this term, she **will have been living** with her aunt for five years.

Exercise 9

Rewrite the following sentence changing the verb into present perfect, present perfect progressive, past perfect, past perfect progressive, future perfect and future perfect progressive tenses. Make any necessary changes to make the sentences meaningful.

John comes here every year.

The Progressive Verb Forms

The progressive form of the verb **shows continuing action**.

Examples:

I am singing

She was dancing.

The progressive form is formed using various forms of the verb **be** plus the **present participle**, that is, a verb form that ends in **-ing**.

Examples:

1. Present Progressive Tense

I **am reading** a book about Red Indians.

Her mother **is preparing** dinner.

2. Present Perfect Progressive

He **has been cleaning** his car since morning.

They **have been exercising** for a week now.

3. Past Progressive Tense

She **was cooking** supper when I arrived.

They **were fighting** fiercely when the police arrived.

4. Past Perfect Progressive Tense

Sonko **had been wearing** an earring for years before he removed it.

Onyancha **had been killing** children before he was finally discovered.

5. Future Progressive

He **will be tilling** the land next week.

Joyce and Joan **will be washing** clothes all morning.

6. Future Perfect Progressive

The children **will have been sleeping** for two hours by the time their parents arrive.

John **will have grown** a beard by the time he is twelve.

Exercise 10

Rewrite the following sentence changing the verb into present progressive, present perfect progressive, past progressive, past perfect progressive, future progressive

and future perfect progressive tenses. Make any necessary changes to make the sentences meaningful.

Jane plays the guitar well.

SUBJECT – VERB AGREEMENT

Present tense

A verb and its subject must **agree** in number. **To agree** means that if the subject is **singular**, the verb must be in **singular** form. If the subject is **plural**, the verb form must be **plural**.

Examples:

The **baby cries** every morning. - SINGULAR

The **babies cry** every morning. - PLURAL

Rules for subject-verb Agreement

1. Singular subject: Add -s or -es to the verb

The **man drives** a bus.

She teaches in a primary school.

He studies his map.

2. Plural subject: Do not add -s or -es to the verb

The **men drive** buses.

They teach in primary schools.

We study our maps.

3. For I or You: Do not add -s or -es to the verb

I hate books.

You like dogs.

I admire actors.

When a sentence has a **compound subject**, that is, two subjects joined by **and**, the plural form of the verb is used.

Examples:

John and James work at Naivas Supermarket.

The teachers and the students respect one another a lot.

Subject-verb Agreement with be and have

The verbs **be** and **have** change their forms **in special ways** in order to agree with their subjects.

Various ways in which be and have change in order to agree with their subjects

	Subject	Be	Have
--	----------------	-----------	-------------

1.	Singular subjects: I You He, she, it Singular Noun	am, was are, were is, was is, was	have, had have, had has, had has, had
2.	Plural subjects: We You They Plural Noun	are, were are, were are, were are, were	have, had have, had have, had have, had

Exercise 11

Put appropriate Present tense verbs in the blank spaces in the following sentences. Ensure that the subject **agrees** with the verb and that the sentence makes sense.

1. The dogs _____ their owners.
2. She _____ at the door.
3. They _____ the road at the Zebra-crossing.
4. Many blind people _____ dogs as guides.
5. We _____ dogs every day.
6. Mark always _____ his house.
7. I often _____ with June.
8. Mr. Mwangi _____ his aunt in Mombasa.
9. Jane and he _____ next month.
10. The directors _____ the company.

REGULAR AND IRREGULAR VERBS

We have learned in the previous chapter how to form the past tense and how to use helping verbs to show that something has already happened. We saw that for most verbs, we form the past tense and participles by adding **-d** or **-ed** to the verb. Verbs that follow this rule are called **Regular Verbs**.

Examples:

The farmer **planted** his crops last month. – past tense

The crops **have been planted** recently. – past participle.

For all regular verbs, the **past** and the **past participles** are spelled alike. They are made up by adding **-d** or **-ed** to the present form of the verb.

Examples:

Present	Past	Past Participles
help	helped	had helped

rescue	rescued	had rescued
rush	rushed	had rushed
support	supported	had supported
play	played	had played
talk	talked	had talked
live	lived	had lived

The spelling of many regular verbs changes when **-d** or **-ed** is added, that is, the last consonant is doubled before adding **-d** or **-ed**. For those ending **-y**, it is dropped and replaced with **-i**:

Examples:

Present	Past	Past Participles
hop	hopped	(had) hopped
drug	drugged	(had) drugged
permit	permitted	(had) permitted
knit	knitted	(had) knitted
cry	cried	(had) cried
carry	carried	(had) carried

Exercise 12

Write the present, past and past participles of the following verbs. Remember to change the spelling appropriately where necessary.

- | | |
|------------|------------|
| 1. prevent | 6. aid |
| 2. donate | 7. relieve |
| 3. hurry | 8. share |
| 4. worry | 9. enrol |
| 5. train | 10. save |

Irregular Verbs

Some verbs do not form the past by adding **-d** or **-ed**. These verbs are called **irregular verbs**. There are only about sixty frequently used irregular verbs. For many of these, the past and the past participles are spelled the same but some are different.

Examples:

He **saw** great misery all around him. – past

He **has seen** great misery all round him. – past participle

Common irregular Verbs

Verb	Past tense	Past participles
begin	began	(had) begun

choose	chose	(had) chosen
go	went	(had) gone
speak	spoke	(had) spoken
ride	rode	(had) ridden
fight	fought	(had) fought
throw	threw	(had) thrown
come	came	(had) come
sing	sang	(had) sung
steal	stole	(had) stolen
swim	swam	(had) swum
make	made	(had) made
run	ran	(had) run
grow	grew	(had) grown
write	wrote	(had) written
ring	rang	(had) rung
drink	drank	(had) drunk
lie	lay	(had) lain
do	did	(had) done
eat	ate	(had) eaten
know	knew	(had) known

For a few irregular verbs, like **hit** and **cut**, the three principal parts are spelled the same. These ones offer no problems to learners. Most problems come from irregular verbs with three different forms. For example, the irregular verbs **throw** and **ring**.

throw	threw	had thrown
ring	rang	had rung

If you are not sure about a verb form, look it up in the dictionary.

Exercise 13

Write the past tense and past participles of the following irregular verbs and then use each of them in sentences of your own.

- | | |
|----------|-----------|
| 1. arise | 6. fall |
| 2. tear | 7. blow |
| 3. wear | 8. freeze |
| 4. lay | 9. fly |
| 5. see | 10. write |

ACTIVE AND PASSIVE VERB FORMS

ACTIVE VOICE

A verb is in **active voice** when the subject of the sentence **performs** the action.

Examples:

Our teacher punished us for making noise in class.

Subject action

Players arrived for their first match early in the morning.

Subject action

In the above sentences, the subject is **who** performed the action. Hence, the verbs of these sentences are in **active voice**.

PASSIVE VOICE

The word **passive** means “acted upon”. When the subject of the sentence **receives** the action or **expresses** the result of the action, the verb is in **passive voice**.

Examples:

We were punished by the teacher for making noise.

Sub action

He was helped by a passer-by.

Sub action

In the above sentences the subjects **we** and **he** receive the action.

When we do not know who or what did the action, or when we do not want to say who or what did it, we use the **passive voice**.

The passive form of a verb consists of some form of **be** plus the **past participle**.

Examples:

Active

Baabu explored the sea.

Passive

The sea **was explored** by Baabu.

Be + past participle

The captain helped him.

He **was helped** by the captain.

Be+past participle

Exercise 14

Write the verbs from the following sentences and then label each one Active or Passive.

1. The guest of honour presented prizes to the best students.
2. The cattle were taken home by the herders.
3. The health officer ordered the slaughter house closed.
4. Peace and order has been restored in the area by the youth wingers.
5. The workers cleared the farm.
6. The crop was harvested by the hired workers.
7. The government stressed the importance of unity among tribes.
8. The farmers were urged to redouble their efforts in food production.
9. The K.I.E is developing support materials for the 8-4-4 system of education.
10. A fishing pond was started by the Wildlife Club in the school.

TRANSITIVE AND INTRANSITIVE VERBS

Some sentences express a complete thought with only a subject and an action verb.

Example:

The sun shines.

Subject Action verb

In other sentences, a **direct object** must follow the action verb for the sentence to be complete. A **direct object** is a noun or a pronoun that **receives** the action of the verb.

Example:

The goalkeeper caught the ball.

Subject action verb direct object

Transitive verbs

A **Transitive verb** is an **action verb** that must take a **direct object** for the sentence to express a complete thought. A direct object answers the question **what?** or **whom?**

Examples:

The captain steered the ship. (Steered what? **the ship**)

The teacher praised the students. (Praised whom? **The students**)

Transitive verbs cannot be used alone without direct objects in sentences; they would not have complete meanings.

Exercise 15

What are the action verbs and the direct objects in the following sentences?

1. He carried his bag with him.
2. The two friends discussed the examination paper.
3. We took a trip to Nakuru last month.
4. The water splashed me.
5. He gave interesting facts about whales.
6. We searched the house for rats.
7. They cheered the team noisily.
8. My brother bought a camera.
9. Njoroge admires Papa Shirandula.
10. We viewed the shouting star at midnight.

Intransitive verbs

An **Intransitive verb** is an action verb that **does not require a direct object** for the sentence to have complete meaning.

Examples:

The ship sailed.

Subject action verb

The child smiled.

Subject action verb

They do not answer the questions **what?** or **whom?** Sometimes they answer the questions **how?** or **how often?**

Examples:

The ship sailed smoothly. (**How** did it sail? **Smoothly**)

The child smiled repeatedly. (**How often** did the child smile? **Repeatedly**)

Both transitive and intransitive verbs

Some verbs can be used both **transitively** and **intransitively**.

Examples:

We **cheered** our team noisily. (Transitive)

We **cheered** noisily. (Intransitive)

He **broke** the window pane. (Transitive)

The glass **broke**. (Intransitive)

NB: Only transitive verbs can be changed from active to passive voice.

Examples:

Active

He **kicked** the ball.

She **bought** a new dress

She **wailed** loudly

They **danced** well

Passive

The ball **was kicked** by him.

A new dress **was bought** by her.

??

??

Exercise 16

Indicate at the end of each of the following sentences whether the underlined verb is Transitive or Intransitive.

1. Some whales sing songs.
2. We gave our books to the gatekeeper.
3. She cried bitterly.
4. He made a sketch of the giraffe.
5. John danced to the music.
6. The bird flew in the air.
7. They located the lost ship.
8. She pleaded with him mercifully.
9. The children heard the sound from the cave.
10. It rained heavily.

TROUBLESOME PAIRS OF VERBS

Some pairs of verbs confuse learners of English because their meanings are **related** but not the **same**. Others confuse them because they **sound similar**, but

their **meanings are different**. Others are **similar in appearance but different in meanings**.

	The pair s	Meaning	Present tense	Past tense	Past participle	Examples of its usage
1	sit set	To be in a seated position To put or place	sit set	sat set	sat set	Sit on that chair. Set the cage down.
2	lie lay	To rest in a flat position To put or place	lie lay	lay laid	lain laid	The cat lies on the table. Lay the cloth on the table.
3	rise raise	To move upward To move something upward or to lift	rise raise	rose raised	risen raised	The children rise up early in the morning. The scout raised the flag.
4	let leave	To allow or permit To depart or to allow to remain where it is	let leave	let left	let left	Let the bird go free. Leave this house now! Leave the door closed.
5	learn teach	To gain knowledge or skill To help someone learn or to show how or explain	learn teach	learned taught	learned taught	I learned a lot in school. That teacher taught me in Biology.
6	can may	To be able To be allowed				I can ride my bike well. You may go out.

EXERCISE 17

Pick the correct verb from the ones given in brackets in the following sentences.

- Studying spiders closely can (learn, teach) us how they get their food.

2. An insect that (lays, lies) motionless on a leaf can become prey to some other animal.
3. The lion will (lay, lie) there waiting for its prey.
4. The monster spider (sits, sets) patiently near its web.
5. Experience has (taught, learned) me not to take things for granted.
6. A bird (raises, rises) its body using its wings.
7. This (raises, rises) another question,
8. Nature has (learned, taught) spiders new tricks.
9. The watchman instantly (raises, rises) the alarm when there is danger.
10. The trappers have (lain, laid) fresh traps for the porcupines.

ADJECTIVES

An **adjective** is a word that **describes** or **modifies** a noun or a pronoun. To describe or modify means to provide additional information about nouns or pronouns. To modify further means to change something slightly.

Writers and speakers modify an idea or image by choosing certain describing words, which are called **adjectives**. Hence, these adjectives are also called **modifiers**. Adjectives are like word cameras. They are words that describe colours, sizes and shapes. Adjectives help you capture how the world around you looks and feels.

Adjectives tell:

1. What kind?

Examples:

The **powerful** gorilla knocked down the hunter.

The **old** man walked slowly.

2. How many?

Examples:

Three zebras were resting.

He has **few** friends.

3. Which one(s)?

Examples:

This painting is attractive.

These farmers are clearing the field.

There are 5 main kinds of adjectives, namely:-

1. Descriptive adjectives
2. Definite and indefinite adjectives
3. Demonstrative adjectives
4. Interrogative adjectives
5. Articles and possessive adjectives

Descriptive adjectives

Descriptive adjectives tell us the size, shape, age, colour, weight, height, make, nature and origin of the nouns they are describing.

Examples of descriptive Adjectives:

Size	Shape	Age	Colour	Weight	Height	Make	Nature	Origin
big	oval	old	red	heavy	tall	wooden	warm	Kenya
huge	circular	young	green	light	short	plastic	cold	American
small	triangular	aged	white			metal	shy	Tanzania
tiny	ar		blue			stony	famous	Italian
thin	rectangular		brown			glass	peaceful	South African
fat	round		black			mud	brave	Ugandan
wide	square		maroon				powerful	Korean
shall	twisted		purple				gentle	
ow	pointed		pink				kind	
slender								

Descriptive adjectives are of two types:

1. Common descriptive adjectives – these are adjectives that give general features of somebody or something. They are the adjectives of size, shape, age, colour, weight, height, make and nature. Refer to the examples in the diagram above.
2. Proper adjectives – These ones are formed from proper nouns. They are always **capitalized**. They always appear **last** in a string of adjectives modifying the same noun, just before the noun itself.

Examples:

The **Japanese** ambassador

A **Mexican** carpet

An **Italian** chef

Note that when a proper adjective comprises of two words, both are capitalized.

Examples:

A **South African** farmer

A **North American** cowboy

Exercise 1

Find the adjectives in the following sentences and indicate what types they are.

1. Alaska is the largest state in the USA.

2. The Alaskan Senator is Lord John Mc Dougal.
3. Mt. Kenya is the tallest mountain in Kenya.
4. Alaska has a tiny population of one and a half million people.
5. Northern Province has small, scattered towns.
6. A trip to Northern Kenya will take you across vast wilderness.
7. American tourists are fond of wild animals.
8. There is a huge lake in the Rift Valley Province.
9. I sent a letter to my Australian pen pal.
10. I have a beautiful Egyptian robe.

Demonstrative Adjectives

A **demonstrative adjective** tells **which one** or **which ones**. They are used before nouns and other adjectives.

There are 4 demonstrative adjectives in English: **This**, **that**, **these** and **those**. **This** and **these** are used to refer to nouns **close** to the speaker or writer. **That** and **those** refer to nouns **farther away**. This and that are used before singular nouns while these and those are used before plural nouns.

Examples:

This picture is very beautiful.

Singular noun

That one is not as beautiful.

Singular noun

These drawings are very old.

Plural noun

Those ones were painted in Uganda.

Plural noun

Exercise 2

Choose the word in brackets that correctly completes each of the following sentences.

1. My bus left the station before (that, those) matatus.
2. (Those, These) chairs behind me were occupied.
3. My seat has a better view than (this, that) one over there.
4. (Those, That) man should fasten his seat belt.
5. (This, That) car is old, but that one is new.
6. (These, Those) clouds are far away.
7. (This, That) window next to me has a broken pane.
8. (That, This) chair near me is broken.
9. My car is moving faster than (these, those) buses over there.
10. (These, Those) goats grazing over there are my uncle's.

Definite and indefinite adjectives

These are adjectives which tell **how many** or **how much**. They give the **number** or the **quantity**, either specific or approximate, of the noun in question.

Examples:

Three elephants were killed by the game rangers.

He bought **several** houses in Kileleshwa.

Don't put **much** sugar in the tea!

More examples

Numbers	Amount	Approximate
Three	Much	Several
Ten	All	Some
Five	Some	Little
Hundred	Any	Many
Twenty	Few	Few
		Each
		Every
		Numerous

Adjectives that are in form of numbers are used with countable nouns:

Examples:

Two calves were born yesterday.

Five chimpanzees performed funny tricks.

Many children like dinosaurs.

A definite or indefinite adjective may look like a pronoun, but it is used differently in a sentence. It is an adjective used to modify a noun.

Adjectives that are in form of quantity are used with uncountable nouns.

Examples:

Do you have **any** water in the house?

How **much** flour did you buy?

Interrogative Adjectives

The **interrogative adjectives** are used with nouns to **ask questions**. Examples are **what**, **which**, and **whose**.

Examples:

What movie do you want to see?

Which leaves turn colour first?

Whose son is he?

An interrogative adjective may look like an interrogative pronoun but it is used differently. It is an adjective, used to modify a noun.

Exercise 3

Underline the adjectives in the following sentences.

1. Twenty bulls were slaughtered for the wedding.
2. Few people know the name of our president.
3. They stole all the money in the safe.
4. There isn't much sugar in the dish.
5. Numerous disasters have hit China this year.
6. What game is playing on TV tonight?
7. Whose car is that one over there?
8. Which house was broken into?
9. I don't know what misfortune has faced him.
10. Nobody knows which table was taken.

Articles and Possessive Pronouns

Two special kinds of adjectives are the **articles** and the **possessive pronouns**.

Articles

Articles are the words **a**, **an** and **the**. **A** and **an** are special adjectives called **indefinite articles**. They are used when the nouns they modify **do not** refer to any particular thing.

Examples:

A student rang the bells. (No specific student)

An orange is good for your health. (No specific orange)

A is used before a noun that begins with a **consonant** sound. **An** is used before a noun that begins with a **vowel** sound. Note that it is the **first sound** of a noun, not **the spelling**, that determines whether to use **a** or **an**.

Examples:

An hour an heir

A hall

The is a special adjective known as the **definite article**. It is used to refer to particular things.

Examples:

The tourist was robbed. (A particular tourist).

The team began practising at 8 o'clock. (A particular team).

All articles are adjectives. **The** is used with both singular and plural nouns, but **a** and **an** are used with singular nouns

Examples:

The tourist, the tourists, a tourist

The adjective, the adjectives, an adjective

Exercise 4

Choose the correct article from the choices given in brackets in the following sentences.

1. (A, An) mountain climber climbed Mt. Elgon.

2. He went up a cliff and was stranded on (a, an) jagged rock.
3. No one knew (a, the) route he had taken.
4. (The, An) climber's friend called the local police.
5. The police began the search within (a, an) hour.
6. A police dog followed (a, the) climber's scent.
7. A helicopter began (a, an) air search of the mountain.
8. The dog followed the climber's scent to (a, the) jagged edge of the cliff.
9. A climber from (a, the) police team went down the jagged rock.
10. (A, An) rope was tied to the climber and he was pulled to safety.

Possessive Pronouns

The words **my**, **her**, **its**, **our** and **their** are possessive pronouns, but they can also be used as adjectives. These modifiers tell **which one**, **which ones** or **whose**?

Examples:

My brother likes Sean Paul, but **his** sister does not.

Of **his** songs, *Ever Blazing* is **his** favourite.

Our school produces heroes, **its** fame is widespread.

Exercise 5

Write the adjectives from the following sentences and the nouns they modify.

1. In her lifetime, Brenda Fasie composed many songs.
2. Her early songs entertained her fans all over the world.
3. Our first performance was successful.
4. Her coughing grew worse with time.
5. They agreed that it was their best goal in ten years.

Position of adjectives in sentences

1. Most adjectives appear immediately **before** the nouns they are modifying e.g.

Descriptive: The **beautiful** house belongs to my uncle.

Demonstrative: **That** house belongs to my uncle.

Numerals: **Two** houses were burned down.

Articles: **The** house on fire belongs to her sister.

Possessive pronouns: **Their** house was burned down.

2. Predicate Adjectives

Some adjectives appear **after** the nouns that they are modifying. These adjectives are always used after **linking verbs** that separate them from the words they modify. An adjective that follows a linking verb and that modifies the subject is called a **predicate adjective**.

Examples:

Joyce seemed **lonely**.

Her brother was **upset**.

He became **concerned**.

Exercise 6

Identify the predicate adjectives in the following sentences.

1. Her early songs were often quiet and serious.
2. One of her songs, Vulindlela, is very popular.
3. The dark city below the sky seems calm and peaceful.
4. Her performance in K.C.S.E. was brilliant.
5. The West African singer Kofi Olominde is extraordinary.

COMPARING WITH ADJECTIVES

We have seen that adjectives describe nouns. One way in which they describe nouns is by **comparing** people, places or things.

To compare **two** people, places or things, we use the **comparative form** of an adjective. To compare **more than two**, we use the **superlative form** of the adjective.

Examples:

ONE PERSON: Kimenju is **tall**.

TWO PERSONS: Kimenju is **taller** than James.

THREE OR MORE: Kimenju is **the tallest** of all.

THE COMPARATIVE

The comparative form of the adjective is used to compare one thing, person or place with another one. It is formed in two ways.

1. For **short** adjectives, add **-er**.

Examples:

great + er = greater

sweet + er = sweeter

big + er = bigger

light + er = lighter.

2. For longer adjectives, the comparative is formed by using the word **more** before them.

Examples:

More handsome

more remarkable

More attractive

more hardworking

Most adjectives ending in **-ful** and **-ous** also form the comparative using **more**.

Examples:

More successful

more curious

more ferocious

More beautiful

more generous

more prosperous

THE SUPERLATIVE

The **superlative form** of the adjective is used to compare a person, a place or a thing with **more than one** other of its kind.

Examples:

Elephants are the **largest** animals in the jungle.

However, they are the **most** emotional animals.

The superlative form of an adjective is formed in two ways.

1. By adding **-est** to the short adjective

Examples:

great + est = greatest

sweet + est = sweetest

big + est = biggest

light + est = light

2. For **longer** adjectives, use **most** before them.

Examples:

most mysterious

most awkward

most successful

most attractive

The ending **-er** in the comparative becomes **-est** in the superlative while **more** becomes **most**.

Adjective

comparative

superlative

strong

stronger

strongest

quick

quicker

quickest

adventurous

more adventurous

most adventurous

co-operative

more co-operative

most co-operative

Summary of rules comparing with adjectives:

	Rule	Examples
1	For most short adjectives: Add -er or -est to the adjective	bright dark smart brighter darker smarter brightest darkest smartest
2	For adjectives ending with e : Drop the e and add -er or -est	safe nice wide safer nicer wider safest nicest widest
3	For adjectives ending with a consonant and y : Change the y to i and add -er or -est	Busy crazy happy Busier crazier Busiest happiest
4	For single-syllable adjectives ending with a single vowel and a consonant: Double the last consonant and add -er or -est	Flat slim fat Flatter slimmer fatter Flattest slimmest fattest

5	For most adjectives with two or more syllables: Use more or most	careful generous more careful more generous most careful most generous
---	--	---

Points to note about Adjectives:

1. A comparative is used to compare two persons, or things or two groups of persons or things.

Examples:

A rat is **smaller** than a mouse.

Buffaloes are **larger** than domestic cows

2. A superlative is used to compare a thing or a person to more than one other of its kind.

Examples:

Lions are the **bravest** of all animals.

Elephants are the **largest** of all herbivores.

3. You must use the word **other** when comparing something with everything else of its kind.

Examples:

Leopards are more ferocious than any **other** cat.

4. Do not use both **-er** and **more**, or **-est** and **most**.

Incorrect: Men die **more earlier** than women.

Correct: Men die **earlier** than women.

Incorrect: My father is the **most oldest** of the three brothers.

Correct: My father is the **oldest** of the three brothers.

Exercise 7

Write the adjectives in brackets in the following sentences correctly.

1. My next sculpture will be even _____ (beautiful).
2. That was the _____ cartoon I have ever watched (funny).
3. English is my _____ subject of all (enjoyable).
4. Job is the _____ person in his family. (energetic)
5. She is the _____ of the three nurses. (helpful)
6. That story sounds _____ than fiction. (strange)
7. He is _____ than a cat. (curious)
8. Her school grades are _____ than mine. (high)
9. You are _____ than Maria. (creative)
10. My next test will be _____ than this one. (simple)

Irregular comparisons

Some adjectives have **special forms** for making comparisons. That is, they do not form their comparatives by use of **-er** or **more**, or their superlatives by use of **-est** or **most**. Instead, these adjectives **change the words** completely to form comparatives and superlatives.

Examples:

Adjectives	Comparative	Superlative
good	better	best
well	better	best
bad	worse	worst
ill	worse	worst
little	less or lesser	least
much	more	most
many	more	most
far	farther	farthest

Example of use in sentences:

The presentation of our play was **good**.

Our second performance was **better**.

But our last performance was the **best**.

Exercise 8

Write the correct forms of the adjectives in brackets in the following sentences.

1. The comedy was the _____ show of the three. (good)
2. Mary had a _____ cold yesterday. (bad)
3. It was her _____ performance this year. (good)
4. Her illness is getting _____ every day. (bad)
5. The old woman received the _____ amount of money from the MP. (little)
6. Smoke your cigarette _____ away from the children. (far)
7. There was _____ noise in the classroom than yesterday. (little)
8. The musician said that that was a very _____ year for him. (good)
9. This year's songs were much _____ than last year's. (good)
10. He has the _____ pairs of shoes in the school. (many)

SPECIAL PROBLEMS WITH ADJECTIVES