

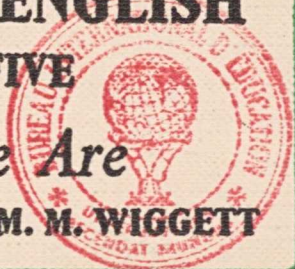


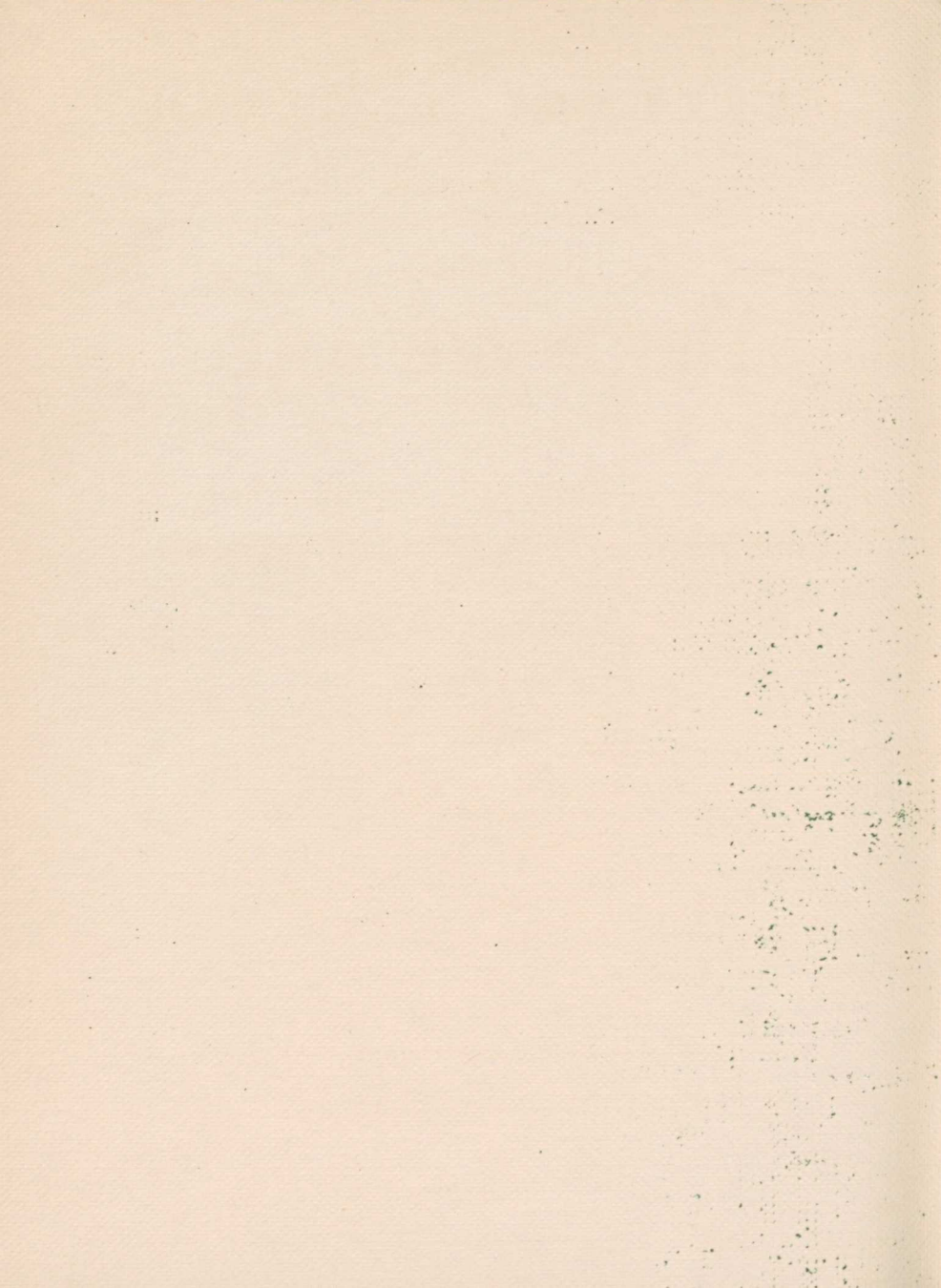
HERITAGE ENGLISH

BOOK FIVE

Here We Are

A. J. MERSON AND M. M. WIGGETT





HERITAGE ENGLISH



Book Five

HERE WE ARE

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First published 1957

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provides material for composition*

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His queer long coat from heel to head
Was half of yellow and half of red;
And he himself was tall and thin,
With sharp blue eyes, each like a pin,
And light loose hair, yet swarthy skin,
No tuft on cheek nor beard on chin,
But lips where smiles went out and in.

(Robert Browning)

1 These lines describe the Pied Piper of Hamelin:

- a) Read them carefully and then compare the poet's description with the artist's drawing of the Piper. Do they agree in all respects?
- b) What adjectives has the poet used to describe the Piper's (i) build, (ii) eyes, (iii) hair, (iv) complexion, (v) clothing?
- c) To each of these lists add further adjectives which could be used to describe a person's:

1 *Age*

youthful, old,

2 *Appearance*

fat, plump,

thin, lean,

3 *Complexion*

freckled, pale,

4 *Build*

tall, hunchbacked,

5 *Eyes*

merry, twinkling,

6 *Hair*

curly, straight,

7 *Dress*

patched, stylish,

- d) Now write a description of your uncle, using some of the adjectives which appear in your list.

2 Sentences are used for different purposes :

1 *To make statements:*

Uncle James arrives tomorrow.
The Town Hall clock is ten minutes fast.

2 *To ask questions:*

Is she still in hospital?
Have you seen Tom's new cricket bat?

3 *To make exclamations:*

How well you look!
What a lucky goal!

4 *To give commands:*

Bring me your reading book.
Hang your wet coats in the lobby.

5 *To express a wish or a prayer:*

God bless our home.
Hear our prayer, O Lord.
May you have a happy holiday.

Punctuate the following sentences, and then say to which of the above groups each belongs :

- a) The fish darted through the shallow water
- b) What a lovely dress she is wearing
- c) May we see your stamp collection
- d) Did he also play for the First Team last year
- e) How many miles did you travel by car
- f) Put on your pyjamas and go off to bed now
- g) Many snakes sleep during the winter
- h) How beautiful the mountain is in the moonlight

3 Join each of the following pairs of sentences by using AND or BUT. Remember that while AND merely joins, BUT not only joins but also indicates a contrast or surprise.

- a) I told him all I knew. He did not believe me.
- b) Mother wrote a letter. I took it to the post for her.
- c) It was a very dark night. The rain was coming down in torrents.
- d) It was a dangerous thing to do. Tom did not hesitate.

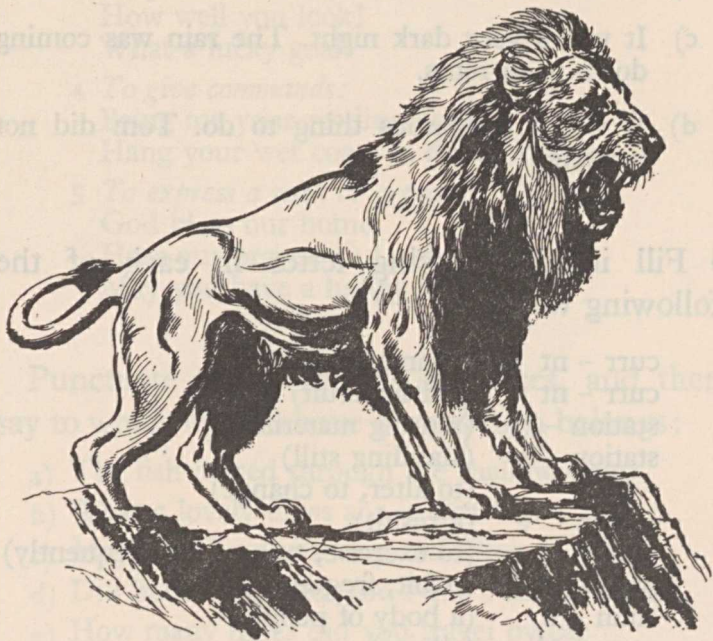
4 Fill in the missing letter in each of the following words:

curr - nt	(running water)
curr - nt	(a dried fruit)
station - ry	(writing material)
station - ry	(standing still)
- ffect	(to alter, to change)
- ffect	(a result)
practi - e	(to exercise, to perform frequently)
practi - e	(habit, frequent action)
coun - il	(a body of people)
coun - el	(advice)

Write a sentence containing each word used with its correct meaning.

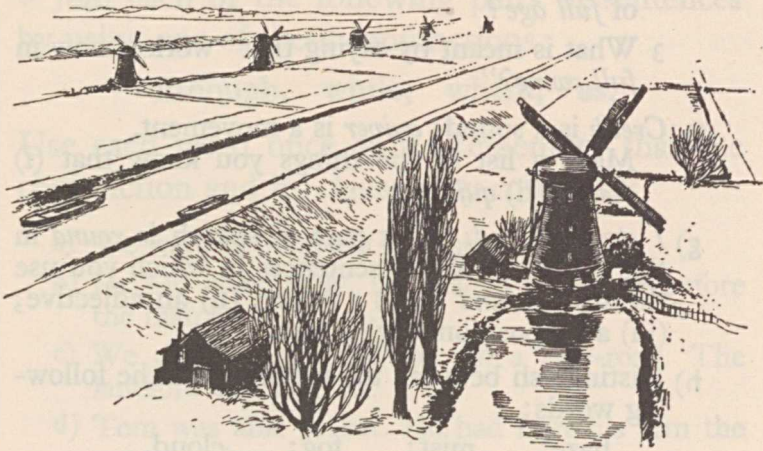
5 Complete this story and tell how the terrified African village was finally freed from the nightly visits of the lion.

There lurked a lion in a desert hold.
That creeping through the starless night, made havoc
In the kraals. The quivering oxen lowed;
The women moaned. . . .





I stared round. The canal was lifted high above the frost-grey fields, and I could see a full mile each way across the dull Dutch countryside, until the haze grew too thick to pierce. And in all that landscape nothing stirred—the windmills stood along the dykes, not a sail turning; the willows and poplars might have been wrought-iron, for not a branch so much as creaked or quivered in the breathless air.



1 Read the passage carefully and then answer these questions :

- a) In what country is the speaker standing? What words in the passage enable you to identify it?
- b) What four features of this country are mentioned?
- c) What is the meaning of *dull* in this passage, and why does the writer think the Dutch countryside dull?
- d) What is the season of the year? What time of day is it? What word would you use to describe the kind of day?
- e) 1 What is the meaning of the phrase "a full mile" (just less than a mile, exactly a mile, not less than a mile, or slightly more than a mile)?
2 What is meant when we say that a person is now of *full age*?
3 What is meant by saying that "work is now in *full swing*?"
- f) *Creak* is a sound; *quiver* is a movement. Make a list of the things you know that (i) *creak*; (ii) *quiver*.
- g) *I stared round*. What part of speech is *round* in this sentence? Write sentences in which you use the word *round* as (i) a noun; (ii) an adjective; (iii) a preposition; (iv) a verb.
- h) Distinguish between the meanings of the following words:
haze; mist; fog; cloud.

2 Rewrite these sentences, replacing each phrase in italics by a suitable clause. The first is completed for you as an example :

- a) *After breakfast* I shall set off for school.
When I have had my breakfast I shall set off for school.
- b) *Owing to his illness* he could not help us.
- c) The man *in the navy suit* is Fred's uncle.
- d) *During the storm* three houses were struck by lightning.
- e) The lady *with a basket on her arm* is off to market.
- f) The teams were photographed *before the match*.
- g) *Running across the field*, the player tripped and fell.

3 Join each of the following pairs of sentences by using one of these conjunctions :

although, while, where, as.

Use each word once only. Remember that the conjunction and its clause may come first.

- a) We were at breakfast. A visitor called.
- b) He had come early. He wished to see me before the match.
- c) We drove to a little inn on a side-road. The landlord expected us.
- d) Tom was able to bat. He had hurt his arm the previous day.

4 Complete the following phrases with words from this list:

tools, stairs, locusts, flats, trees,
furniture, tables, cards.

a suite of —

a plague of —

a set of —

a flight of —

a block of —

a belt of —

a nest of —

a pack of —

Use each phrase in a sentence.

5 In the first exercise of this chapter there is a description of a Dutch scene. Certain words in the description enabled you to identify the country as Holland. Here is a description of a scene in South Africa.

The nights of the Cape climate are glorious! I can scarcely imagine anything more beautiful. The sky of that deep, dark blue which we never see in northern climates; the moon shining as she only can in such a sky, the stars so bright and distinct, with the beautiful Southern Cross in all its brilliancy among them; the perfect

stillness of everything around; the lofty and rugged mountains where the foot of man has never trodden; the broad veld covered with aloes, Cape heath, and the ten thousand other spring flowers which make a carpet beneath your feet as beautiful as the canopy of heaven above your head.

- a) Mention all the words or phrases in the passage which enable you to identify the country described.
- b) Do you think the writer is a South African? Give a reason for your answer.
- c) What does he mean by “northern climates”, “the canopy of heaven”?
- d) Write a letter to a pen-friend overseas describing some countryside scene you know well. Don't forget to introduce into your writing several words and phrases which will enable the reader to identify the country to which the scene belongs.



1 Each of these verses describes a scene in a particular country:

- a) Can you identify the countries?
- b) What special words in each verse supply the clues?
- c) What season, or time of the year, is suggested in each verse?
- d) What special words, or word pictures, supply the clues?
- e) These verses show how writing may be made effective by the use of special words or word pictures. You should try to do the same in your own writing.

To these lists add further words, or word pictures, of the kinds suggested:

- 1 *For a happy story:*
laughing, jolly, spring,
sun shines brightly, birds sing merrily,
- 2 *For a sad story:*
lonely, anxious, weeping,
damp and misty, cold driving rain, lost and hungry,
- 3 *For a story of mystery:*
haunted, midnight, noiseless,
owls hoot weirdly, wind howls dismally,
- 4 *For a story set in North America:*
lumberjack, salmon, pines,
shooting the rapids, trappers hunt beavers,

2 Here are four different kinds of sentences :

- 1 *Statement*: The new jet-planes travel fast.
- 2 *Question*: How fast do they travel ?
- 3 *Command*: Take your seats.
- 4 *Exclamation*: How hot it is today!

You have learned that a sentence has a subject part and a predicate part. Here are these same sentences divided into their subject and predicate parts :

SUBJECT PART	PREDICATE PART
1 The new jet-planes	travel fast
2 They	do travel how fast.
3 (You)	take your seats
4 It	is how hot today

Notice that in commands the subject part is understood to be "(You)".

- a) Divide the following sentences into subject and predicate parts:
 - 1 Have you seen an ostrich egg ?
 - 2 What a magnificent sight it is!
 - 3 At what time did it take place ?
 - 4 Thousands of people saw the Test Match.
 - 5 Sweep away the leaves and papers.

b) Add a word or a phrase to the predicate part of each of the following sentences. The word in brackets tells you what kind of word or phrase it must be:

- 1 The wind blew fiercely — (Time)
- 2 The wind howled — throughout the night. (Manner)
- 3 The wind blew — through the open window. (Manner)
- 4 The birds flew round and round —. (Place)
- 5 The arrow sped — from the bow. (Manner)
- 6 We set out for the cinema —. (Time)

3 a) Complete these sentences by adding the correct relative pronoun in each blank space:

- 1 Jerome took with him the kite — he had made himself.
- 2 He made friends with a man — was also interested in horses.
- 3 He wove baskets from the rushes — grew on the banks of a small stream near by.
- 4 He was a man — life is an example to us all.
- 5 He was indeed a man — all the world admired.

b) Join the following pairs of sentences by using a relative pronoun instead of the word in brackets:

- 1 This kite belongs to Jerome. (He) made it himself.
- 2 The toy shop is in the Main Street. Tom bought his fishing-rod from (it).
- 3 This shop sells toys. The owner of (it) is a wealthy man.
- 4 My Dad won the competition last year. (He) is not entering again this year.
- 5 The basket was knocked off the shelf. There were eggs in (it).

4 Some sentences have objects as well as subjects.

a) Add a suitable object in each blank space in the following sentences:

- 1 The thief entered — through the open window.
- 2 The ironmonger sells — in his shop.
- 3 These planes carry — between Cape Town and Johannesburg.
- 4 The torpedo struck — below the water-line.

b) Pick out the objects in these sentences:

- 1 The shepherd drove the sheep to the market.
- 2 Mother keeps her knitting in a basket.
- 3 I placed my bicycle in the shed.
- 4 After some time we entered the classroom.

5 Here is a description of a very boastful Red Indian brave:

Very boastful was Iagoo:
No one ever shot an arrow
Half so far and high as he had;
Ever caught so many fishes,
Ever killed so many reindeer,
Ever trapped so many beaver:

(H. W. Longfellow)

Write a story in which you tell how Iagoo's friends formed a plot to cure him of his boasting. Remember to use as many words as possible to suggest the country in which your story is set. Your story could end with these words: ". . . That night, as he sat alone and humbled in his wigwam, Iagoo vowed that never again would he claim to be able to do everything better than anyone else."





1 Different times of the day are suggested in the following groups of lines :

1 "One by one the pale stars die before the day now."

and

"The stars are mellow and large at the coming on of the night."

2 "The Sun's rim dips, the stars rush out;
At one stride comes the dark."

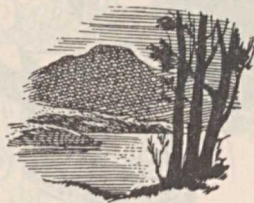
and

"Grey fingers in the East;
Pale hands that brush the webs of night away."

3 "There is a wind that very softly passes
Over the earth before the break of day,
Rustling the reeds and forest leaves and grasses,
Rippling the waters that so tranquil lay."

and

"Out of the growing dusk—
Cry of a distant herd,
Crack of a far-off whip
Plaint of a lonely bird."



- a) Can you distinguish the times of day suggested?
- b) What words, or word pictures, provide the clues?
- c) Which of the lines suggest quickness? What words achieve this effect?
- d) Which lines suggest quietness and peace? What words achieve this effect?
- e) Using some of the ideas contained in these lines, write a paragraph on *either* "The hour before sunrise", or "The coming on of night". Don't forget to include in your paragraph a few words descriptive of the sounds one might hear an hour before sunrise or in the growing dusk.

2 a) Pick out the objects in each of these sentences:

- 1 Early this morning the milkman delivered the milk.
- 2 Who made this delicious cake?
- 3 Leave your wet shoes before the fire.
- 4 What a lovely smile she has!
- 5 The gardener watered the young plants.
- 6 She stamped her foot with rage.
- 7 Please lock these papers in your drawer.
- 8 How well she rides a horse!
- 9 Have you a few moments to spare?

b) To each of these sentences add an extension of the kind suggested:

- 1 The farmer found the lost sheep —. (Place)
- 2 The farmer found the lost sheep —. (Time)
- 3 The dog barked —. (Manner)
- 4 She hid the money —. (Place)
- 5 — the wild cat entered the hen-house. (Time)
- 6 The tired oxen hauled the heavy load —. (Manner)
- 7 The arrow hit the target —. (Place)
- 8 The arrow hit the target —. (Manner)

c) Rewrite the following sentences, putting in all the necessary capital letters and punctuation marks:

- 1 Jills birthday is on tuesday next week 7th feb
- 2 Who has left his large damp and muddy boots in aunt muriels room
- 3 How lucky the boys high school was to win all its matches
- 4 Tom smith lives at 11 welby street durban natal
- 5 Rev C L martin is the rector of st stephens pinelands
- 6 Who knows how many sq ins there are in a sq ft

3 You have learned that sentences may be joined by using conjunctions and relative pronouns. They may also be joined by using a present or a past participle.

Examples:

- 1 I *turned* the corner quickly. I ran into my friend.
Turning the corner quickly, I ran into my friend.
- 2 He was *struck* by a falling beam. He lay unconscious for some time.
Struck by a falling beam, he lay unconscious for some time.

Join each of these pairs of sentences in a similar way:

- a) I *sat* down on the grass. I put on my pads.
- b) I *plucked* up a little courage. I then ventured on to the field.
- c) One boy *saw* that I had never played cricket before. He came to my assistance.
- d) He *showed* me how to hold the bat. He led me to my place before the wicket.
- e) I *looked* up at the bowler. I saw him wink at the wicket keeper.
- f) The bowler *took* a long run. He bowled at me with all his might.

4 “The three men were easily recognised. One was portly, red-faced and scar-lashed. Another, the youngest of the three, was lean and pale. But the obvious leader of the group, and the most dangerous, was a little, oldish, sandy fellow, who made me think of a stoat.”

- a) Pick out all the adjectives which the writer uses to distinguish the build and complexion of each man.
- b) Suggest adjectives, at least two for each noun, which might be used to describe:
- 1 a clown, a nurse, a bus-driver, a teacher.
 - 2 a puppy, a lion, a peacock, a pig.
- c) Complete these sentences by inserting adjectives formed from the nouns given in brackets:
- 1 (Quarrel) The twins, a — pair, were always fighting.
 - 2 (Emphasis) He gave an — denial to the accusation.
 - 3 (Expense) This is an — article to buy.
 - 4 (Miracle) He made a — recovery from his illness.
 - 5 (Humour) His — remarks made us laugh.

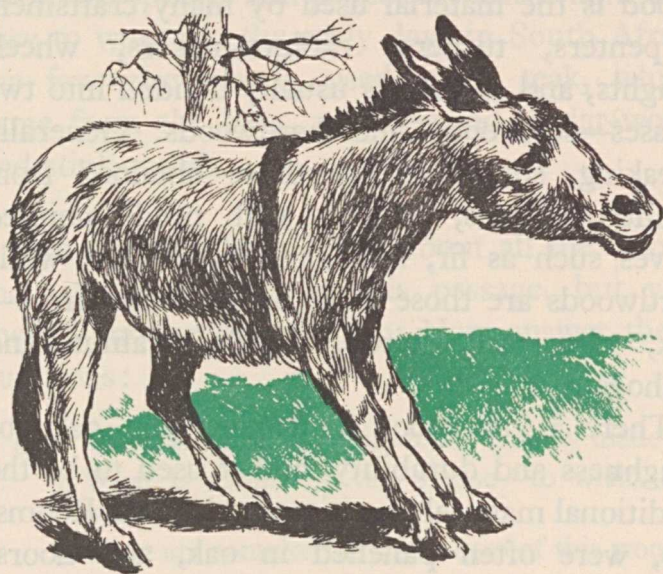
5 This is how a poet has put into words the sound a donkey makes when it brays:

“Hee! Hee! Ehee! Ehow! Ehaw! Oh! Oh!
Oh-h-h!!”

- a) Read the line aloud, and then say if you think that it is a good written description of a donkey’s bray.
- b) Now try to give in your own words a written description of the sound made by:

a dove; a cock; a pig; an owl; a cat.

You will have some fun doing this exercise.





Wood is the material used by many craftsmen, carpenters, turners, cabinet-makers, wheelwrights, and as such is usually divided into two classes—softwoods and hardwoods. Generally speaking, softwoods are those obtained from coniferous trees, or trees with needle-pointed leaves such as fir, larch, pine and yew; while hardwoods are those from broad-leaved trees—oak, elm, ash, birch, beech, walnut and mahogany.

There is no wood quite like the oak for toughness and durability, and it used to be the traditional material for ships and houses. Rooms, too, were often panelled in oak, and floors,

joists, beams and staircases were frequently made of it, as may still be seen in old buildings. Today it is used in furniture making.

Of other trees, the yew is also used in furniture-making, but in olden days it provided the wood for the bows of archers. The willow, usually growing near water, yields osiers for wicker-work and basket-making and some of its best timber for cricket bats. Most boys have heard of balsa wood, which is imported from South America, and some may have used it in making model aeroplanes and galleons, for it is light and easy to work. In the early days in South Africa the favourite woods used were teak, which came from the East, yellow-wood, cedar-wood and stink-wood.

1 You may not have heard about all the woods that are mentioned in this passage, but you should know most of them. Now answer these questions:

- a) **1** Of what wood is a cricket-bat usually made?
- 2** What is meant by the phrase "to wield the willow"?
- 3** What are some of the other uses of this wood?

- b) What wood is often used by boys for making their models? Why is this? What is a “galleon”?
- c) 1 Of what wood did archers formerly make their bows?
2 What quality would this wood have to possess to make it suitable for use in the making of a bow?
3 What is another name for an “archer”?
- d) What is a cabinet-maker? Mention some of the articles he makes.
- e) When you write a composition you should always try to link its various paragraphs together. You will notice in this passage that the word “oak” links the first and the second paragraphs. Can you find the *phrase* that links the second and the third paragraphs?
- f) What is the meaning of each of these phrases as used in the passage:
1 coniferous trees,
2 toughness and durability,
3 panelled in oak,
4 osiers for wicker-work?
- 2 Join each of these pairs of sentences, using a participle instead of a main verb:
1 The hunted leopard *looked* around for some means of escape.
He saw what used to be an old water-hole.

- 2 He *poised* himself ready for the spring.
He leapt into the water-hole.
- 3 He *landed* on some soft mud.
He suffered no serious injury.
- 4 His pursuers *threw* a net over him and *made* him
a prisoner.
They dragged him off to the farmhouse.

- 3 a) A noun which is the name of a *group* is a *collective* noun, e.g. a *flock* of sheep, a *pack* of cards.

Complete these phrases with suitable collective nouns:

- | | |
|------------------|--------------------|
| a — of puppies; | a — of oxen; |
| a — of pupils; | a — of ships; |
| a — of people; | a — of trees; |
| a — of soldiers; | a — of aeroplanes; |
| a — of singers; | a — of wolves. |

- b) A noun which is the name of a quality (something you cannot see) is an *abstract* noun; e.g. beauty, folly, love.

- 1 From this list of nouns pick out all those which are *collective* nouns and those which are *abstract* nouns:

archer, crew, heat, charm, ceiling, team, gang, bravery, cupboard, shoal, courage, cleverness, galleon, swarm, band, hatred, floor, warmth.

- 2 Form abstract nouns from these words:

annoy, rely, pure, perform, bright, sorry, clear, white, terrify, move, unite, connect, know, judge.

4 Adjectives can have three forms :

full	fuller	fullest
early	earlier	earliest
good	better	best
comfortable	more comfortable	most comfortable

a) Complete these sentences with the correct form of each adjective in brackets:

- 1 (Early) The narcissus is one of the — spring flowers in our garden.
- 2 (Early) Sam was going for a picnic and was an — riser than usual.
- 3 (Good) Tom's writing is — than mine, but Fred's is the — of all.
- 4 (Cold) The wind was — than usual, and it (bad) was the — possible day for a picnic.

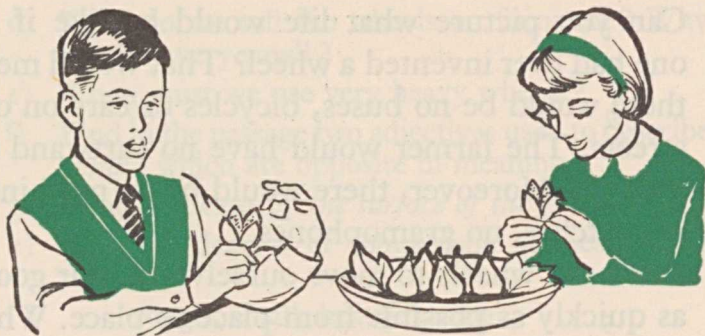
b) Only one of the adjectives in brackets is correct. Which is it?

- 1 Of the two children Jack was the (younger, youngest).
- 2 You will find this tool (more, most) useful than any of the others.
- 3 This is the (eldest, oldest) house in our town.
- 4 Sam's first attempt was the (least, less) successful of the three.
- 5 The (latest, last) news is that he will recover.

5 Here is a description by D. H. Lawrence of the proper way to eat a fig when people are watching you:

“The proper way to eat a fig, in society,
Is to split it in four, holding it by the stump,
And open it, so that it is a glittering, rosy, moist,
honed, heavy-petalled four-petalled flower.”

- a) Do you agree with him that this is the proper way to eat a fig in society? Give a reason for your answer.
- b) Using his description as a model, complete each of the following:
 - 1 The proper way to eat a banana, in society,
Is to
 - 2 The proper way to eat a bunch of grapes, in society,
Is to
- c) Now write your own description of the proper way to cut a water-melon.





Can you picture what life would be like if no one had ever invented a wheel? That would mean there would be no buses, bicycles or cars on our streets. The farmer would have no carts and no tractors. Moreover, there would be no machines, no watches, no gramophones.

We use wheels to move ourselves or our goods as quickly as possible from place to place. When

we fix on a wheel, we must think of the surface on which the wheel will run. On rough ground we need larger wheels than on smooth ground. Castor wheels on furniture are very small so that the furniture will not run too easily. Secondly, when we fix on a wheel we must think of the weight the wheel will carry. The heavier the load to be carried, the heavier and stronger should be the wheel.

1 Read the passage carefully and then answer these questions :

- a) Eight things are mentioned which have wheels. What are they? Can you write down any more?
- b) What is one important reason for using wheels?
- c) What two things must we think of when we fix a wheel?
- d) What do we call the wheels on furniture? Why are they very small?
- e) When must we use very heavy wheels?
- f) Find in the passage two adjectives used to describe *ground* which are opposite in meaning.
- g) What is meant by *the surface of the ground*?
- h) Give the degrees of comparison of these adjectives:

rough, small, heavy, strong.

2 Here are some rules about the use of the apostrophe which you should remember :

- 1 When a proper noun ends in *s*, add 's to show possession.

Examples: Keats's poems, James's cricket bat, Charles's bicycle pump.

- 2 It is, however, sometimes easier to say the phrase with ' only.

Examples: The Jones' family, Davies' Garage.

- 3 With double proper names, add 's to the second name only.

Examples: Smith and Logie's Factory; Fisher and Baker's Tea-room.

- 4 The apostrophe is also used in shortened forms.

Examples: we're, they've, don't.

Insert apostrophes where they are needed in these sentences :

- a) The soldiers were given an extra weeks pay and ten days leave.
- b) Clothing is made in Marshall and Sims factory: mens suits, ladies dresses, boys shorts, girls skirts, and womens blouses.
- c) Its now nine oclock and youre due to leave in half an hours time.
- d) There no doubt that well be there in time if the weather doesnt get worse.

3 Divide each of these sentences into subject part and predicate part. Then pick out the objects and the extensions. Say whether they are extensions of Time, Place or Manner:

- a) The workmen removed the broken panes of glass from the window.
- b) Who has left his football-boots in my locker?
- c) What a lovely dress you are wearing this morning!
- d) Quickly remove the books from the table.
- e) Late last night the farmer found his lost horse near the edge of the swamp.

4 These are all “sound” words:

howls, hoots, yelps, roars, brays,
neighs, croaks, chirps, grunts,
purrs, caws, bleats, bellows, clucks.

- a) With which of these animals is each associated?
puppy, lion, ass, wolf, horse, owl, sparrow, pig,
frog, crow, lamb, ox, cat, hen.
- b) Arrange these words in two lists. In the first put all the “happy” words, and in the second all the “sad” words:
crippled, glum, purring, gambol, grumble,
rippling, laughing, moan, sparkling, anxious,
mewing, gloomy, excited, jolly, lonely, merrily,
dejected, mournful, playful, twinkling, bitter,
sorrow, whining, shriek.

- c) Arrange these words in two lists. In the first put all the loud noises and in the second all the quiet sounds:

whisper, drip, tinkle, clatter, crash, crunch, squeak, whine, shriek, sigh, rustle, moan, bellow, roar, bang, ping, slam, smack, hoot, drone, boom, howl.

- d) Arrange these words in two lists. In the first place all the pleasant words and in the second all the unpleasant words:

warm, cosy, jagged, sharp, furry, soft, gritty, sweet, slimy, limp, spiky, smooth, stealthy, filthy, icy, comfortable, mellow, oily, sugary, greasy.

Keep these lists. They will help you when you write a composition and wish to find special words to secure a special effect in your writing.

5 "For story-telling there's one place that beats all others, and that is the ring round a camp-fire in tropical Africa. It affords no distractions. Even in a cosy library, with curtained windows and a coal fire burning, one's eyes will wander to the light that plays over the backs of books or watch the hands of a clock. In Africa you get none of these things to disturb you. The world shrinks into a little circle of firelight. Beyond the edge of it nothing seems to exist; and within

it only the story-teller and his listeners. But that isn't all: the men one meets in the scent of wood-smoke have generally something to say. Great story-tellers! You sit and listen and the world drifts away from you."

- a) Why is there, in the writer's opinion, no better place for story-telling than the ring round a camp-fire "in tropical Africa"?
- b) What disadvantages to story-telling does the writer consider there are in a cosy library where a fire is burning?
- c) In such a place, from where would the light come "that plays over the backs of books"?
- d) Can you name any kinds of wood which, if used for a camp-fire, would scent the wood-smoke? (Think of a picnic, or a "braaivleis".)
- e) Write a composition entitled:
"Around the Camp-fire: Someone (an old elephant-hunter, maybe) tells a story."

To create the correct atmosphere for your composition you could use in the introduction some of the ideas contained in this passage. Do not forget to include in your writing the quiet sounds and noises which might be heard in the background while the story is being told.



“I know not where the white road runs, nor what the blue hills are;
But a man can have the sun for friend, and for his guide a star;
And there’s no end of voyaging when once the voice is heard;
For the rivers call, and the roads call, and oh! the call of a bird!”

1 In this verse a wanderer tells why he cannot resist the call of the open countryside.

- a) Is the wanderer seeking any particular place? Give two reasons for your answer.
- b) Why does he describe the hills as blue?
- c) Is he lonely as he travels the white road? Give a reason for your answer.
- d) Write down the names of the different things which urge him on.
- e) Notice the unusual use of the word “voyaging”. With what is voyaging usually associated? What word, other than “wanderer”, could you also use to describe the man who travels the white road?

- f) "*the rivers call*". Make a list of words which describe the sounds made by running water.
- g) "*the call of a bird*". Make a list of words which describe the sounds made by birds.
- h) Write a composition entitled "Along the Road". Do not forget to describe the road itself, the time of day or night, the weather, the person travelling the road. Try to use in your composition some of the words from the list you made under (f) and (g) and in previous exercises.

2 When a swarm of bees is hiving, you should stand quietly at a distance. The slightest movement may annoy or frighten the bees, who will then attack anyone in sight. The bee-keeper finds a fine gauze net a useful protection against bees. He usually throws it over himself when he removes the honey from their hives.

- a) Find in this passage at least one example of each of the following parts of speech:

- | | |
|-----------------------|--------------------------|
| (i) Common Noun; | (vi) Relative Pronoun; |
| (ii) Collective Noun; | (vii) Reflexive Pronoun; |
| (iii) Abstract Noun; | (viii) Adjective; |
| (iv) Verb; | (ix) Adverb; |
| (v) Participle; | (x) Conjunction. |

- b) Here is another part of speech about which you should know: the PREPOSITION.

Examples: under the water; on the table; behind the door; through the forest; in the room; near the window; into the cellar; below the stairs; beside the fire.

You will find it quite easy to recognise a preposition in a sentence because of its position in relation to the noun.

How many prepositions can you find in the passage about bees? If you can find *six*, you have done well.

- c) Pick out as many prepositions as you can in this sentence:

The traveller along the Congo never forgets the wood stations; neatly stacked wood-piles in little clearings hacked out of the forest; the smell of dried fish cooking over log fires; the odour of decaying grass in the swamps.

3 In DIRECT SPEECH the actual words used by the speaker are given. In INDIRECT SPEECH his words are reported.

Examples:

Direct Speech: "My Dad gives me a shilling for pocket-money each week," Jim said.

Indirect Speech: Jim told us that his Dad gave him a shilling for pocket-money each week.

Notice that in reporting the speaker's actual words, some form of introduction is necessary. In the example given the introduction is *Jim told us that . . .*

Here are some introductory verbs which you may find useful:

- 1 said, reported, stated, told, informed, announced.
These may be used for *statements*.
- 2 asked, wanted to know, enquired.
These may be used for *questions*.
- 3 exclaimed, remarked.
These may be used for *exclamations*.
- 4 ordered, instructed, told.
These may be used for *commands*.
- 5 hoped, wished, expressed the wish.
These may be used for *wishes* or *prayers*.

Rewrite these sentences in Indirect Speech:

- a) "How far is it to the next village?" the motorist asked.
- b) "May you have a happy holiday," she said as she waved me good-bye.
- c) "I rescued the cat from the top of the tower," the Scout told us with pride.
- d) "Bring me your composition books one at a time," the teacher said.
- e) "That was a lucky goal!" he exclaimed.

- 4 a) Write these shortened forms out in full: 'tis; it's; 'twas; can't; I'll; we'll.
- b) Give the shortened forms of: does not; I am; we have; you are; they are; should not; would not.
- c) By using each of these words in a sentence, show that you know the difference between: we're, were; there's, theirs; who's, whose; we'll, well.

5 Here are some headlines taken from a daily newspaper. Write the short paragraph which might possibly have appeared under each:

- a) TRAFFIC CHAOS AFTER TEST MATCH
- b) ANXIETY ABOUT TOWN'S WATER SUPPLY
- c) BRAVE BOY SUITABLY REWARDED
- d) SCHOOL CLOSED BY MEDICAL OFFICER OF HEALTH



“An enemy of the agriculturist at the Cape is the locust. Till I went to the Cape, I never had a clear conception of the mischief that could be done by this one of the ‘Plagues of Egypt’. They come always in clouds and fly *with* the wind. I am almost afraid to describe their numbers. I have seen the air as full of these creatures as the flakes of snow in a heavy snowstorm—in fact, literally ‘raining locusts’. I have been obliged to turn back on a journey from the impossibility of getting my horse to face them when driven against us by the wind. I have seen immense plains one day covered with grass, corn and gardens; and the next day left, after a visit of locusts, without one solitary blade of verdure on

any part of them. I have seen millions of these insects driven by the wind into the sea at Algoa Bay, and washed on shore in such heaps that their bodies decaying have become so offensive as to oblige the authorities to employ persons to bury them.”

1 This is an extract from a letter sent, more than one hundred years ago, from the Cape to Charles Dickens, the famous novelist.

- a) What does the writer mean by the “Plagues of Egypt”?
How many of these plagues can you name?
- b) What disaster can its habit of flying *with* the wind bring upon a swarm of locusts?
- c) To what does the writer liken: (i) the swarm; (ii) the locusts in it?
- d) Why do you think he says, “I am almost afraid to describe their numbers”?
- e) Later he uses a word to describe their *numbers*. What word is it? Would this word accurately describe the number of locusts in a large swarm?
- f) Why is it that locust swarms only rarely appear over the Cape today?
- g) A strange insect pest is doing great damage in your garden. Write to a daily newspaper, describing the pest and the damage it does, and asking if any reader can give you advice as to how to deal with it.

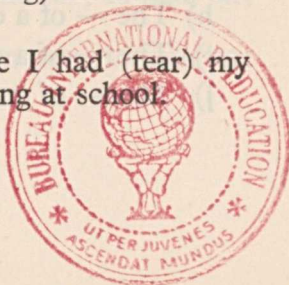
2 All verbs have a form for the *past tense* and a form for the *past participle*. In some cases these forms are the same: work, *worked, worked*; pay, *paid, paid*; cost, *cost, cost*; think, *thought, thought*.

a) Complete these columns:

<i>Present Tense</i>	<i>Past Tense</i>	<i>Past Participle</i>
see	saw	seen
—	went	—
begin	—	—
—	wrote	—
speak	—	—
—	—	taken
rise	—	—
sing	—	—
—	did	—

b) Rewrite these sentences using the correct form of each verb given in brackets:

- 1 She has already (drink) three cups of tea.
- 2 After the dog had (bite) the man it (run) down the road.
- 3 The rock had to be (break) up before it could be (remove).
- 4 The water in the pool (freeze) last night.
- 5 When she had (rise), she (ring) the bell to call the maid.
- 6 Mother (scold) me because I had (tear) my frock and (forget) my knitting at school.



3 Combine each of the following groups of sentences into one good sentence:

- a) Early next morning I was cycling to school. I saw something lying at the side of the road. It proved to be my bicycle pump. I had lost it coming home the previous day.
- b) Next day the storm had abated. I swam out to the wreck. It lay quite clear of the water on the sand. I made a raft of some loose planks. These were lying about the deck.

4 Here are some more words denoting “sounds”. Use them to complete the phrases below:

patter, clatter, creak, hiss, hum, tick, swish,
tinkle, twitter, rustle.

- a) The — of raindrops on the window-pane.
- b) The — of a rusty gate hinge.
- c) The — of dry leaves.
- d) The — of dishes in the kitchen.
- e) The — of escaping steam.
- f) The — of a mower’s scythe.
- g) The — of a spinning top.
- h) The — of a clock.
- i) The — of a door-bell.
- j) The — of small birds.

5 The same verb can sometimes be followed by different prepositions :

Examples:

We looked *at* the toys in the shop.

I looked *after* baby while Mother went shopping.

The butcher looked *into* the customer's complaint.

I looked *up* the meaning of the word in the dictionary.

The pupils looked *over* their work before the test.

The girl looked *through* a number of picture post-cards before she made her choice.



Form sentences in which you use each of the following expressions :

- a) to run into; to run across; to run through; to run in; to run down; to run out of.
- b) to make for; to make up; to make off with; to make up for.
- c) to take to; to take after; to take for; to take on; to take up.
- d) to turn from; to turn to; to turn over; to turn up; to turn into.



1 Study these advertisements copied from a newspaper and then answer the questions which follow:

FOR SALE

Bicycle: suitable for youth; in good condition; front light, rear reflector and pump; may be viewed evening after 7. Apply Palmer, Boys' Hostel, High School, Nairobi.

Speed Boat: in excellent condition; fully equipped; outboard motor; price by arrangement after viewing. Appointment to view may be made by writing McLennan, 31 Dawson Avenue, Nairobi.

Tennis Racquet: suitable for girl of twelve; recently overhauled and restrung. Apply Mitchell, 71 North Road, Nairobi.

Tent: waterproof and in good condition; sleep four; pegs, ropes and poles included; Price £4. Phone 476, Nairobi (after business hours).

Piano: mahogany case; real ivory keys; recently tuned; £50. Apply Advertiser, c/o Box 14, Nairobi.

- a) Make a list in alphabetical order of the articles offered for sale.
- b) In what city do the people live who are offering these articles for sale?
- c) 1 From what wood is the body of the piano made?
2 What are the *keys* of a piano?
3 Of what material are the keys usually made?
- d) If you wished to enquire about (i) the bicycle, (ii) the tent, before making an offer for it, when would you do so?
- e) What is the *reflector* of a bicycle?
- f) 1 How may the size of a tent be judged?
2 How old is a person who is called a *youth*?
3 What is the meaning of *recently*?
4 What does *overhauled* mean?
- g) Choose one of the articles and write a letter offering to buy it. Be sure that your letter meets the terms of the advertisement.
- h) You live in Nairobi and have a gramophone and records, *or* a pair of pigeons *or* a litter of puppies for sale. Write out a suitable advertisement similar to those at the beginning of the exercise.

2 Rewrite these sentences, putting in the correct form of each verb given in brackets :

- a) We (write) already and complained to the shop-keeper.
- b) The ship (sink) in deep water.
- c) Tom was here an hour ago, but he (go) now on an errand for his Mother.
- d) By this time next week our holiday (begin).
- e) While I (wait) for the bus to arrive the motorist (draw) up and (offer) me a seat.
- f) The milk jug (knock) over and (break) by the cat.
- g) With how many people has the Mayor (shake) hands today?

3 In each of the following sentences insert either an Object, or an Extension, of the kind indicated in brackets :

- a) After the storm the rising river flooded . . . (Object).
- b) She arranged the table . . . (Extension of Manner).
- c) . . . (Extension of Time) the players changed their clothes . . . (Extension of Place).
- d) The bus conveyed . . . (Object) . . . (Extension of Manner) . . . (Extension of Place).
- e) Hearing a noise, the terrified girl hid . . . (Object) . . . (Extension of Place).

4 If you have any difficulty with spelling, remember the rule that “*i* comes before *e*, except after *c*”.

IE

piece

brief

EI

deceit

receive

There are only a few exceptions to this rule.

Examples: seize, weird, weir.

a) Complete these sentences with the letters *e* and *i* in the correct order:

- 1 They painted the c - - ling of the room with cream paint.
- 2 They rec - - ved a fright when they heard a shr - - k from the garden.
- 3 He was rel - - ved when his fr - - nd arrived safely.
- 4 The w - - ght of the bag is less than I thought.
- 5 The level of the water in this river is raised by a ser - - s of w - - rs.
- 6 They bel - - ved that th - - r son was the h - - r to a considerable fortune.

b) Form Abstract Nouns by adding either -ence or -ance to these stems:

appear—, attend—, abund—, assist—, confid—,
ignor—, import—, dist—, independ—, nuis—,
obedi—, pati—, resist—, viol—, insist—.

5 "On one occasion I was riding *through* a wood, *with a single* companion; we were *on* a journey, and quite *unarmed*. At a little open space *in* the woods we dismounted and knee-haltered *our* horses to let *them* feed, *while* we *lazily* stretched *ourselves* under a tree. A slight *rustling* sound was heard *above* our heads, and *down* came something to the ground in front of us. It was a

.....
..... Without uttering a word we each *drew* a LONG breath, caught our horses, *put* as *many* miles as we could *between* ourselves and *that* same wood."





- a) What part of speech is each word in *italics* in the extract ?
- b) Give the meaning of each of these phrases:
- 1 to knee-halter a horse.
 - 2 to put as many miles as possible between yourself and something else.
- c) "We lazily stretched ourselves under a tree." Divide this sentence into its Subject part and Predicate part. Then pick out the Object and the Extensions. Say what kind of extension each is.
- d) Rewrite the passage and add to it the missing part, so that it becomes an exciting story. Tell what it was that came down out of the tree, what it did to the travellers, and why each drew a **LONG** breath when it had gone.
- e) Why do you think the writer has printed the word "long" in capital letters ?





Here are some camping hints. Study them carefully.

In the first place you should take the greatest care in the choice of a site. Choose a piece of dry ground in a sheltered spot with fresh, running water as near the camp site as possible. When you have settled where you will pitch your tent, decide where you will build your fire. Study the direction of the wind because you do not want

smoke blowing into your tent, and in preparing for your fire place large flat stones in a circle. These will prevent your fire from collapsing and are useful for laying your cooking utensils on. The best fuels for kindling a fire in the open are tiny dry twigs or withered stalks. Always have plenty of matches handy, for while primitive people may have been able to produce a spark by rubbing stones or sticks together, you would find this too tedious. Once the fire is alight, add bigger pieces of wood. If you intend lighting a fire in the morning, keep some of this dry timber and cover it from the morning dew.

1 Now answer these questions :

- a) 1 What is meant by a camp site?
- 2 Describe in your own words a good place to make a camp.
- b) 1 Explain why you must study the direction of the wind before building your fire.
- 2 Give two reasons for placing a circle of stones round your fire.
- 3 What are you doing when you are *kindling* a fire?
- 4 What is *fuel*? Name three fuels mentioned in the passage. Name some fuels which your mother uses in the home.

- c) Give one reason why some people find it difficult to light a camp-fire in the morning. How would you overcome this difficulty?
- d) 1 What is meant by "primitive people" ?
2 How are they supposed to have lit a fire ?
- e) 1 Explain the meaning of these words and phrases as they are used in the passage:
pitch your tent, direction of the wind, collapsing, cooking utensils, in the open, withered stalks, tedious.
2 Find another word in the passage meaning the same as *timber*.

2 When a verb in a sentence tells what someone or something *does*, it is in the ACTIVE VOICE. When the verb tells what *is done* to someone or something, it is in the PASSIVE VOICE.

ACTIVE VOICE: Tom *kicked* the ball.

The sheep soon *ate* up all the grass.
Some planes *carry* many passengers.
The traveller *reached* his destination safely.

PASSIVE VOICE: The film *was shown* once only.

The book *was read* by everyone in the class.
The track *had been made* by goats.
The player *was ordered* off the field.

a) Restate the following, beginning with the Object (the word or words in italics) and changing the verbs from active to passive voice:

- 1 Sam broke *the window*.
- 2 A storm destroyed *the fruit crop*.
- 3 The gardener should sow *these seeds* in spring.
- 4 My grandfather built *the house*.
- 5 A bright light attracts *our attention*.

b) Restate the following, making the word or words in italics the subject part of the sentence and changing the verbs from passive to active voice:

- 1 These nuts were gathered by *a squirrel*.
- 2 The mill-wheel is driven by *water*.
- 3 The town is hidden by *a thick mist*.
- 4 The church bell is usually rung by *the sexton*.
- 5 The match was spoilt by *rain*.

3 The following sentences are in Direct Speech. Insert capital letters, inverted commas and punctuation marks where necessary. (Remember the position of the inverted commas in relation to the punctuation mark which comes after the words spoken.)

Examples: “.....,” he said.

“.....!” she exclaimed.

“.....?” he asked.

- a) 1 Once upon a time he said there were two princes.
- 2 Where were you when this happened he asked.
- 3 Thank goodness he exclaimed you have arrived safely.
- 4 Dick what did you do before this he asked.
- 5 How noisy you are today children the teacher exclaimed.
- 6 I have not been in the orchard he said.

b) Rewrite these sentences in Direct Speech; that is, write down the exact words used by David, Sam, Tom, Mary, Paul and Mavis:

- 1 David said that he had mislaid his book.
- 2 Sam denied that he had been in the orchard.
- 3 Tom asked why he was not allowed to go.
- 4 Mary complained that someone had taken her bicycle.
- 5 Paul ordered us to march in single file.
- 6 Mavis declared that she had not seen the lost puppy.

4 There are many different verbs denoting movement. Here are a few of them:

run; walk; scamper; gallop.

- a) In these sentences choose the most suitable word from those given in brackets:
- 1 The little birds were (jumping, leaping, hopping) about on the lawn.

- 2 The little dog (ran, hurried, trotted) behind his master.
- 3 The peacock (strolled, sauntered, strutted) proudly across the lawn.
- 4 At the slightest sound rabbits will (scamper, rush, flee) to their burrows.
- 5 The horses (sprinted, rushed, galloped) madly across the field.
- 6 The lame man (hopped, limped, waddled) slowly along the road.
- 7 The soldiers (walked, strode, marched) to the music of the band.
- 8 The ducks (waddled, stumbled, toddled) in single line towards the dam.

b) When you write a composition, it sometimes happens that there is not sufficient space to write out in full the last word on a line. It is then necessary to split the word and end it on the next line. When this happens you must use a *hyphen*. Thus:

“ . . . which I received from you last Monday.”

If the following words came at the end of a line, and you did not have sufficient space there to write them out in full, where would you place the hyphen?

happens, lovely, telegram, rushed, jumping, movement, suitable, master, return, safely, October, destination.

5 Your favourite Aunt has invited you to spend a holiday with her. She lives in a large city some three hundred miles from your home. It will be necessary for you to travel by train and to spend a night on the train.

- a) Write the letter in which you accept your Aunt's invitation.
- b) Write out the telegram which you send her on the afternoon of your departure from home.
- c) Write out the telegram which you send your parents to tell them of your safe arrival at your destination.
- d) Calculate the cost of each telegram.





“O the long and dreary Winter!
O the cold and cruel Winter!
Ever thicker, thicker, thicker,
Froze the ice on lake and river,
Ever deeper, deeper, deeper
Fell the snow o’er all the landscape,
Fell the covering snow, and drifted
Through the forest, round the village.”

(H. W. Longfellow)

1 These lines describe a very severe winter in North America.

- a) What words does the poet use to suggest that this was a particularly severe Winter?
- b) Why do you think he repeats the words: “thicker, thicker, thicker; deeper, deeper, deeper”?
- c) Red Indians inhabit the village mentioned in the extract. How would they be affected by:
 - 1 the freezing of the lake and river;
 - 2 the falling of the “covering snow”?

d) How do you think they obtained food during this severe winter ?

e) Write a composition entitled: "Life in a Red Indian Village in Winter."

Do not forget to describe the hardships which came with the winter and to say how the Red Indians overcame them. Mention, too, how they kept themselves warm and how they moved across the deep soft snow.

2 a) Rewrite these sentences, beginning with the Object and changing the verbs from Active to Passive Voice:

1 The builder erected new iron gates in front of the school.

2 Our hens lay few eggs during winter.

3 In summer these trees bear fruit.

4 The old man is carrying a heavy basket.

5 Mother will serve tea at four o'clock.

b) Rewrite these sentences, changing the verbs from the Passive to the Active Voice:

1 Each girl was accompanied by her mother.

2 The seeds will be sown by father during the holidays.

3 The heaviest load was borne by the strongest camel.

4 The table is being carried by two boys.

5 The cat has been chased up a tree by a dog.

3 a) Make a word by combining a *prefix* chosen from list (i) with a *root* chosen from list (ii). Give the meaning of each word formed.

(i) tele-, fore-, pre-, ex-, con-, dis-, en-, un-, non-, col-.

(ii) -obey, -sense, -fix, -roll, -scope, -large, -tell, -junction, -port, -lect.

b) Make a word by combining a *root* chosen from list (i) with a *suffix* chosen from list (ii). Give the meaning of each word formed.

(i) milk-, spend-, fish-, lion-, hill-, brook-, beauti-, hope-, joy-, lov-.

(ii) -less, -ess, -ock, -able, -fy, -let, -monger, -ful, -man, -thrift.

4 Comparisons which begin with the words *like* or *as* are called *similes*.

Complete these similes by adding a suitable adjective in each blank space:

1 As — as a bee.

7 As — as a fox.

2 As — as a feather.

8 As — as brass.

3 As — as a mule.

9 As — as an eel.

4 As — as a peacock.

10 As — as a fiddle.

5 As — as a bat.

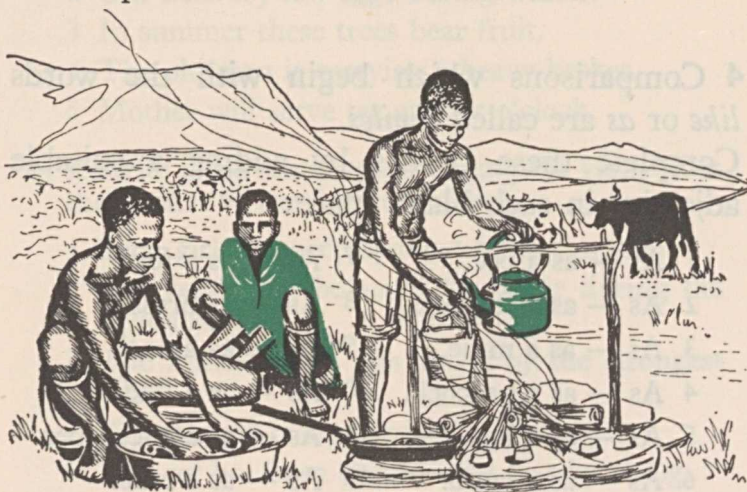
11 As — as a cucumber.

6 As — as a lamb.

12 As — as a rake.

5 Read this passage and then answer the questions which follow:

At six in the morning *we* will suppose the day's trek to start; at about ten you *outspan* and prepare for breakfast. Your *servants soon* collect fuel, the wagon is drawn up close by a *mimosa* or some other bush, a *fire* is lighted, the kettle set to boil, the coffee prepared, the steaks *cooked* in a frying-pan, and perhaps some hot cakes made of meal baked *for you*; and with a *beautiful country round* you, and a magnificent sky *above* you, if you cannot make a *good* breakfast, and feel a light heart, I fear that you must be *terribly 'used up'*.



- a) In what country is this scene set? Mention the words which provide the clues.
- b) What part of speech is each word in italics in the passage?
- c) Rewrite this part of the extract in indirect speech: "If you cannot make a good *start* terribly 'used up'." Begin your answer with these words: *The writer fears that*
- d) These words are used as *verbs* in the passage:

start, set, fear.

Write sentences in which you use them as *nouns*.

- e) Use each of these words in a sentence with a meaning *different* from the one it has in the passage:

fire, cakes, meal, light.



REVISION EXERCISES

1 At the end of three years the trader visited the village again. The Natives welcomed him excitedly. During his absence they had collected ivory, ostrich feathers and leopard skins for him. He gave them blankets, beads, copper rings and salt in exchange. After a stay of a week he packed his transport wagon carefully. The next morning a guide directed him to the next Native village.

Divide each sentence in this paragraph into its Subject part and Predicate part. Then point out the Objects and name the Extensions.

2 Supply a suitable preposition in each blank space in the following sentences :

- a) The boy dived — the springboard — the swimming-bath.
- b) The horse ran — the two trees, — the gate and — the field.
- c) When the wild cat jumped — the fence it landed — a trap — which it was caught.
- d) The village — which the travellers passed is — the most beautiful — the country.
- e) The family gathered — the table — supper.

3 Join each pair of sentences by using either a conjunction, or a relative pronoun, or a participle—whichever you think most suitable.

- a) His mother was out shopping. Jack entered the pantry.
- b) He saw a basket on the top shelf. He thought there were bananas in it.
- c) He stood on a chair. He tried to reach it.
- d) He pulled it towards himself. He lost his balance and fell.
- e) The basket contained eggs. The eggs broke all over him.
- f) He washed himself. He vowed never again to raid the pantry.

4 The following are in direct speech. Insert capital letters, inverted commas and punctuation marks where necessary.

- a) Good morning mrs thomas said dr ismay as he drove up im glad to hear your little boy is better this morning
- b) what is it she said oh what a dreadful sight it is
- c) what are you going to do she asked i dont know he replied but i cant stay here i must get back
- d) youll see me again son never fear the stranger said as he rode off
- e) well thats over i thought ive finished with school for life

5 Give the correct form of each verb in brackets in these sentences :

- a) The bird has (forsake) its nest.
- b) Never before had I (see) such a lovely sunset.
- c) Tom (do) the exercise as he had (do) it many times before.
- d) The hens have (lay) sixteen eggs today.
- e) The invalid has (lie) in bed for two years.
- f) I knew that he had (lie) to me so I (tell) him that I did not (believe) him.
- g) The wind has (blow) several apples from the tree.

6 Suggest a more expressive verb to take the place of the phrase in italics in each of these sentences :

- a) The hippo *rolled about* in the mud.
- b) The man *begged pardon* for his rude remarks.
- c) The weather *became much better* during the morning.
- d) He kept *breaking into* our conversation with silly questions.
- e) They came *walking leisurely* along the pathway to the farmhouse.
- f) The old man *dragged his feet* across the floor.
- g) Ernest *ran very fast* to catch the last bus.

7 Combine a prefix from list (i) with a root from list (ii) and give the meaning of the word thus formed:

- (i) mis-, contra-, re-, circum-, trans-, dis-, with-, fore-, un-, ex-.
- (ii) -stand, -see, -happy, -pel, -behave, -print, -dict, -fer, -advantage, -navigate.

Combine a root from list (iii) with a suffix from list (iv) and give the meaning of the word thus formed:

- (iii) music-, war-, clean-, conduct-, defend-, deep-, stick-, quarrel-, act-, sense-.
- (iv) -ive, -se, -or, -some, -less, -like, -en, -ant, -y, -al.

8 Complete each of these sentences by adding a suitable clause to it:

- a) The staircase is the newest part of the house for it
- b) The father forgave his son who
- c) A prophet has foretold that
- d) Unless you help me with this task, I
- e) Before the match commenced
- f) She tried her very best although
- g) Have you heard the rumour that
- h) The thief was caught as he climbed out of the pantry window.

9 Rewrite these sentences, replacing each phrase underlined by a suitable clause:

- a) The girl running up the stairs appears to be in a hurry.
- b) Despite his injury, he decided to play in the match.
- c) The traveller continued his journey after breakfast.
- d) The public gardens in the centre of the town are crowded with people on a Sunday afternoon.
- e) Owing to the weather the match was abandoned.
- f) Without your help I cannot complete this task by tomorrow.
- g) We took the pathway leading to the right.
- h) She sat in her mother's usual seat.



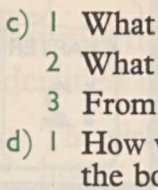


1 Here is a recipe for toffee. Study it and then answer the questions which follow.

Ingredients: 1 lb. white granulated sugar.
1 teacup milk.
2 oz. butter.

Method:

- 1 Boil for exactly eight minutes.
 - 2 Cut into squares and leave until cold.
 - 3 *Put sugar, milk and butter into a saucepan.*
 - 4 Bring slowly to the boil, stirring all the time.
 - 5 Add a few drops of colouring or flavouring.
 - 6 Pour into a basin and beat with a wooden spoon till the mixture thickens.
 - 7 Pour into a greased tin.
- a) The sentences in the instructions are mixed up. Write them in the proper order. Begin with the "topic" sentence in italics.
- b) 1 What is a recipe?
2 What are the ingredients in a recipe?

- 
- c) 1 What kind of sugar is *granulated sugar* ?
2 What other kinds of sugar do you know ?
3 From what is sugar made ?
 - d) 1 How will you know when the mixture comes to the boil ?
2 Why must you keep stirring all the time ?
 - e) What is meant by *flavouring* ? Suggest some you might use.
 - f) Write the words *lb.* and *oz.* out in full.
 - g) Write sentences to show the difference in meaning between: pour and pore; time and thyme.

2 Answer each of these questions with one word. What do we call:

- a) a book of maps ?
- b) an outlying district of a city ?
- c) a collection of wild animals in cages ?
- d) a collection of fishes in glass tanks ?
- e) a place where butter is made ?
- f) an underground cell for captives ?
- g) a figure which has three sides ?
- h) the track left in the water by a moving ship ?
- i) an instrument which enables you to see very small things ?
- j) an instrument which enables you to see things which are far away ?

3 Make the second sentence mean the same as the first by using a phrase which includes the word *by* in it.

- a) Every evening he went out walking alone.
Every evening he went out walking — —.
- b) They agreed to observe the rules.
They agreed to — — the rules.
- c) He carried out his huge task gradually.
He carried out his huge task — — —.
- d) They said that they would be faithful to their leader.
They said that they would — — their leader.
- e) She will come to see you before long.
She will come to see you — — —.

4 Restate each of the following in indirect speech:

- a) "He is a greedy little animal," said Tom.
- b) "Where can I find your master?" he asked.
- c) "No one," he boasted, "has yet found my secret hiding-place."
- d) "Bring cement and seal up the hole!" cried the rat-catcher.
- e) "I shall set out tomorrow," he said, "if the weather is fine."
- f) "Why," he asked, "has no one thought of this plan before?"

5 You have made a list of words which can be used to describe sounds. Here is a short passage, written by Miss Sheila Kaye-Smith, which suggests *smells* to you as you read it:

So when Sunday came, Susan found herself once more in a place of Christian worship. It was nearly three years since she had been in one . . . and as she entered the door and smelled the familiar smell of devotion—the smell of an unused room, of damp boots, of moth-balls, of dust, of human bodies—her heart suddenly stood still.



- a) With what do *you* associate the smell of moth-balls?
- b) Do you think it is an appropriate smell to associate with a church service on Sunday? Give a reason for your answer.
- c) Make a list of words which could be used to describe the smell of:
- 1 a classroom, on the sunny side of the school building, which has all its windows closed while the pupils are in it.
 - 2 a cold, damp cellar.
 - 3 a bunch of violets.
 - 4 a pigsty.
 - 5 a fish-shop.
- d) Write a short paragraph describing the *sounds* you might hear and the *smells* you might smell as you:
- 1 lay sun-bathing on a flat rock beside the waves. Gulls circle overhead.
 - 2 stood on a railway platform as the engine of a train went by.
 - 3 walked along the corridor of a hospital.



THE WARM SOUTH WIND

Shawondasee, fat and lazy,
Had his dwelling far to southward,
In the drowsy, dreamy sunshine,
In the never-ending summer,
He it was who sent the wood-birds,
Sent the Opechee, the robin,
Sent the blue-bird, the Owaissa,
Sent the Shawshaw, sent the swallow,
Sent the wild-goose, Wawa, northward,
Sent the melons and tobacco,
And his grapes in purple clusters.

From his pipe the smoke ascending
Filled the sky with haze and vapour,
Filled the air with dreamy softness,
Gave a twinkle to the water,
Touched the rugged hills with smoothness,
Brought the tender Indian Summer,
In the Moon when nights are brightest,
In the dreary Moon of Snow-shoes.

(H. W. Longfellow)

1 Read the passage carefully and then answer these questions :

- a) Who is Shawondasee and where is his home ?
- b) At what part of the earth's surface would you probably find a place which has a "never-ending Summer" ?
- c) Write down all the Red Indian names of birds in the extract. Pronounce these names aloud and then say why you think the Red Indians gave the birds these particular names.
- d) Mention some of the crops which could be grown when the warm south wind had melted the snows of winter.
- e) Make a list of the adjectives which the poet uses to describe: the sunshine; the summer; the grapes; softness; the hills; the Indian Summer. (Remember that an Indian Summer is a short period of mild, warm weather at a season of the year when one does not expect it.)
- f) What do you think the "smoke" is which ascends from Shawondasee's "pipe" ?
- g) What do we call the time which the poet describes as "the Moon when nights are brightest" ?
- h) At what time of the year would "the dreary Moon of Snow-shoes" appear in the sky ?
- i) Think carefully and then answer this question: During which months does the warm south wind blow across North America ?

2 Adverbs tell *how* (Manner), *when* (Time) or *where* (Place) something happened.

Examples:

Adverbs of Manner: softly, pleasantly, swiftly.

Adverbs of Time: soon, yesterday, annually.

Adverbs of Place: there, below, outside.

The same names—Manner, Time, Place—are used to describe adverb phrases :

a) Pick out the adverbs or adverb phrases in these sentences and say what kind each is :

- 1 Soon spring will come.
- 2 Tom gladly agreed to go.
- 3 In the field the pony had plenty of space to romp.
- 4 The path lies along the river.
- 5 Up flew the mother bird from the nest.

b) Add suitable adverbs or adverb phrases to these sentences :

- 1 Tom — scribbled a note to his friend in the next classroom.
- 2 We waited — for at least an hour.
- 3 This happened — in the evening.
- 4 The audience listened — to what he had to say.
- 5 The old gate creaked — on its rusty hinges.

3 If we wish to change the word *happy* so that it has the opposite meaning, we put the particle *un* before it and make the word *unhappy*. This particle which has been added is called a *prefix*. Here are some more examples :

untrue, impure, unfit, impossible, discontented, inattentive, illegal, disagreeable, unfortunate.

A prefix may also be added to form a verb, as for example :

enable, disable, enlarge, imprison.

a) Add prefixes to these adjectives to give them the opposite meanings :

even, common, patient, honest, afraid, usual, curable, legible, noble, loyal, legal, fit, sufficient.

b) Complete these sentences with verbs formed from the words in brackets.

1 (bark) The soldiers — on the troopship.

2 (danger) The man's foolish action — the lives of his companions.

3 (able) A ladder — him to climb over the wall.

4 (dear) Such kind actions — her to all her friends.

5 (friend) I shall never forget how he alone — me in my time of trouble.

4 Write sentences in which you use each of the following words correctly:

assent, ascent, accent; incident, accident; proportion, portion; edition, addition; exceed, succeed.

5 Write the short paragraph which appears below each of the following newspaper headlines:

- a) BABY RESCUED FROM STORM WATER DRAIN.
- b) LOCUST SWARM HALTS TRAIN.
- c) DOG SAVES CHILD'S LIFE.



Now it was always my plan when alone in the woods to approach such places from the flank, never directly from the front. One never knows what may be hiding on the further side. One may stir up a bees' nest, or a honey-hunting bear, or a wild-cat, if one approaches an old log too rashly, and none of the three is polite when disturbed. And as I looked at this log, with a

knob or swelling on its surface well defined against a star, something very slowly rose up from behind it, gradually hiding not only that star but several others. It rose up very slowly, so slowly that I knew it could be no animal. As it rose it defined itself.

Something stuck out from it at right angles. It was round, with something sticking out from it; it was something with eyes and a brain; it was looking at the ground where I lay. It was an Indian with eagle feathers in his hair. I got a sniff of his war grease intermixed with the perfume of the honey.

1 A fourteen-year-old lad tells this adventure story. Now answer these questions:

- a) In what country did this adventure take place? Give a reason for your answer. Did it take place during the daytime or at night? Give a reason for your answer.
- b) Was the boy accustomed to going into the woods alone? Give a reason for your answer.
- c) How did he know that there was not an animal behind the log on this occasion?
- d) What evidence is there that the boy was lying on the ground and not standing up?

- e) Choose from the passage words or phrases which have the same meanings as :
- 1 from the side;
 - 2 without enough caution;
 - 3 clearly outlined;
 - 4 protruding;
 - 5 mingled.
- f) What part of speech is *rose* in the sentence: "It rose up very slowly . . ." ?
What meanings can this word have when it is used as (i) a Noun; (ii) an Adjective?
- g) What part of speech is the word *round* in the sentence: "It was round, with something . . ." ?
Write sentences in which you use this word as:
(i) a Noun; (ii) a Verb; (iii) an Adverb; (iv) a Preposition.

2 These exercises should help you with your spelling. Pay careful attention to them and remember the spelling of each word.

- a) Add the vowel missing from each of these words:
gramm - r, sep - rate, desp - rate, med - cine,
guid - nce, liqu - fy, pac - fy, resist - nce,
exist - nce, hum - rous.
- b) Add the vowels *ie* or *ei* missing from these words:
s - - ge, s - - ze, bel - - ve, r - - gn, ch - - f,
fr - - nd, w - - r, w - - rd, n - - ce, p - - ce.

- c) Add the *one* or *two* letters missing from each of these words:
 parl - ment, permi - ion, occu - ed, transfe - ed,
 acco - odate, benefi - ing, peac - ble, expl - nation,
 govern - ent, privil - e.
- d) Add the letter missing from each of these words:
 advis - r, d - scription, d - sease, d - cease,
 murm - r, d - spair, d - structive, conquer - r,
 stead - ness, conv - nient.
- e) Complete the following words by adding either
 -ary, or -ery, or -ory:
 sal-, dormit-, cemet-, gran-, myst-, ordin-,
 advers-, bound-, diction-, imagin-.

3 The particle at the end of a word is called a *suffix*. It may be added to form a noun, a verb, an adjective or an adverb.

pleasantness, actor, blacken, laughable, gladly,
 joyful.

- a) Add suffixes and form Abstract Nouns from these words:
 holy, friend, heal, free, cruel, break.
- b) Add suffixes and form Adjectives from these words:
 wood, storm, trouble, coast, friend, truth.
- c) Add suffixes and form Verbs from these words:
 short, clean, fat, spark, dark, real.

4 Choose from the list in brackets the two most suitable adjectives to describe each of the things printed in italics:

- a) *a puppy*: (mischievous, little, obedient, playful, destructive).
- b) *a country lane*: (straight, narrow, crowded, busy, shady).
- c) *a friend*: (strict, staunch, funny, faithful, strong).
- d) *autumn leaves*: (withered, blown, fallen, old, russet).
- e) *a brisk walk*: (exhausting, exhilarating, tiresome, enjoyable, lively).
- f) *a treasure hunt*: (valuable, exciting, tiring, amusing, precious).
- g) *a pair of trousers*: (beautiful, pink, shabby, tiny, patched).
- h) *arm-chair*: (comfortable, narrow, pretty, cushioned, cheap).
- i) *alarm-clock*: (clumsy, reliable, long, noisy, untidy).

Now use each phrase and the two adjectives you have chosen in a sentence. Here is an example:

“We travelled down the *narrow, winding* track to the sea.”

5 Each year your Uncle sends you a wonderful present for your birthday. This year, on the great day, a large brown-paper parcel, addressed in his handwriting, arrives for you.

Write two short paragraphs. In the first express the thoughts which pass through your mind as you look at the parcel, and in the second your thoughts after you have opened it!





When I was a boy I was seldom without a pet red monkey, and no dog could be so attached, so playful and so prompt to defend me. I used to lie on the grass and play with it. It would jump all over me, pretending to be in a great passion, and biting in play. Its favourite trick was to jump up suddenly on my head, bury its fingers in my long hair, and pretend to worry me. It was only with great trouble that I could get it to let go my hair, and when I at last got it off I would throw it on its back on my lap and tickle its ribs, at which it went into a sort of hysterical laughter. When

tired of playing, it would sit upon the ground and make a shrill crowing noise like the crowing of a human infant. It often went about with me, sitting on my shoulder with its tail round my neck. If anyone touched me it would glare fiercely and roar at him, and if in fun I were roughly handled, the monkey would scream out, jump on the aggressor, and bite him savagely.

1 After you have read the passage, answer these questions :

- a) What three qualities did the monkey possess which are more usually associated with a dog?
- b) What was the monkey's favourite trick? Describe it in your own words.
- c) Make a list of the various noises which the monkey made, and the occasion on which it made each one.
- d) Which of these statements are true and which are untrue?
 - 1 The monkey had a short tail.
 - 2 The monkey was almost as devoted as a dog.
 - 3 The monkey was never tired of playing.
 - 4 There were few occasions in the author's boyhood when he did not have a pet monkey.
 - 5 The monkey sometimes cried like a baby.

- e) What is the meaning of these words and phrases as they are used in the passage?

passion, hysterical laughter, lap, roughly handled, aggressor, savagely.

- f) Give a word opposite in meaning to each of the following:

seldom, suddenly, shrill, fiercely.

- g) Each of the following words describes a form of looking. Show that you understand the difference in meaning by using the most suitable in each sentence. Use each word only once.

glare, peer, scan, observe, stare, study, glance.

- 1 Ready to defend her cubs, the mother bear — fiercely at the hunters.
- 2 Eagerly the shipwrecked sailor — the horizon, hoping for rescue.
- 3 When I handed him my exercise the master — over it and said that it would do.
- 4 He was a keen naturalist and spent hours — the habits of birds and insects.
- 5 He — for some time into the pool but could not see the gold-fish.
- 6 If you — too long at a bright light you may hurt your eyes.
- 7 The artist — the scene before he painted it.

2 The same word may be used as a different part of speech in different sentences.

Consider these sentences :

- 1 The gate was made of wrought *iron*.
Here *iron* is a noun.
- 2 There were *iron* bars across the windows.
Here *iron* is an adjective.
- 3 Housewives wash and *iron* clothes each week.
Here *iron* is a verb.

a) What parts of speech are the words in italics in these sentences ?

- 1 Jack and Jill went *up* the hill to fetch a pail of *water*.
- 2 Gardeners *water* their plants in *dry* weather.
- 3 On rainy days we *dry* clothes indoors.
- 4 This *well* dried *up* during the drought last year.
- 5 The costume was *well* made.
- 6 Mary is not *well* and is confined to bed.

b) Write sentences to show that each of these words may be used as two different parts of speech :

flower, paper, down, fast, run.

3 Prepositions are mostly small words, but they require as much care in their choice and use as other words.

What, for example, is the difference in use between *among* and *between*?

Between is used when we are speaking of two persons or things.

Mother divided the sweets *between* Tom and me.

Among is used when we are speaking of more than two.

What is one apple *among* so many?

Remember that the object form of a pronoun must always be used with a preposition.

This is a secret *between you and me*.

The dog was lying beside *her*.

a) Supply the missing prepositions in these sentences:

1 The plane circled — the airport — an hour.

2 Burglars broke — the shop — a window.

3 — his walks he was always accompanied — his dog.

4 Everyone sympathised — him — his misfortune.

5 He was born — Broken Hill — Northern Rhodesia.

6 I prefer apples — oranges, but I like strawberries best — all.

7 The picture hangs — the wall — the mirror and the window.

- b) A certain type of *phrase* can also do the work of a preposition. Here are a few examples of such phrases:

He acted *in accordance with* my instructions.

The boy succeeded *by dint of* hard work.

I write *in reply to* your letter.

These phrases are called *Prepositional Phrases* or *Compound Prepositions*.

Use each of the following prepositional phrases correctly in a sentence:

in spite of; on account of; in place of; by means of; owing to; with regard to; with reference to.

- 4 a) Complete each of these phrases with a word meaning *a very small quantity*.

a *pinch* of salt; a — of water; a — of bread; a — of paper; a — of sand; a — of dust; a — of food; a — of snow; a — of wood.

- b) Replace each of the following phrases by a single word:

to break into a conversation; costing a great deal; to tell in advance; money in use in a country; the director of an orchestra; directions for making a cake; able to be reached; incapable of improvement; without ceasing.

- c) Replace each of these words by a suitable phrase:
illegible; precede; intercede; recurring;
import; exit; deduct; transatlantic; uniform.

5 “Like one, that on a lonesome road
Doth walk in fear and dread,
And having once turned round walks on,
And turns no more his head;
Because he knows, a frightful fiend
Doth close behind him tread.”

- a) As you read this verse, do you have a feeling of happiness and security, or one of mystery and fear?
- b) What word or word pictures in the verse arouse this feeling in you?
- c) Write a composition entitled: “Alone at Midnight on a Deserted Road.”

Do not forget to use in your composition words and word pictures which will create in the reader a feeling of mystery and fear.





TIGER BAY

Everyone who has been to Tiger Bay talks about the dogs. Early this century the Norwegians had a whaling-station on the sandspit, and when they departed a number of Eskimo husky dogs were left behind. By all the laws of nature they should have perished on that waterless shore. But the dogs took to fishing and survived. When the wind brings the fish close inshore the packs, organised by their leader, drive the shoals into shallow water and eat their fill. Fish contain enough fresh water to support life, as men drifting in ships' lifeboats have discovered. For days at a time, however, the dogs of Tiger Bay are unable to secure their fish diet. During these

periods the dogs have been observed lapping up small quantities of sea water.

1 Tiger Bay is in Angola, a territory on the West Coast of Africa.

- a) What phrase in the extract reveals that Tiger Bay is in a desert area?
- b) From where did the dogs come originally, who brought them to Tiger Bay and for what purpose were they brought there?
- c) In what respects is the climate at Tiger Bay different from that of the country from which the dogs came originally?
- d) How did they adapt themselves to the new conditions?
- e) How did their fishing activities enable them to survive in this desert area? What do they do when fish are scarce?
- f) 1 A Norwegian is a citizen of Norway. What do you call a citizen of: Denmark, China, Spain, France, Scotland, Sweden, Greece, New Zealand?
2 Form adjectives from these proper nouns: Sweden, Denmark, Italy, China, Portugal, Spain, Mexico, France, Scotland, Japan.
- g) 1 Write down a date which will accurately represent the phrase "Early this century".
2 In what century do we live?

2 Our language is rich in phrases which have a special meaning of their own, quite different from the literal meaning of the words which form them. Such phrases are called *Idiomatic Expressions*.

Here are a few examples. Consider the literal meaning of each phrase first and then notice how different its idiomatic meaning is:

<i>Idiomatic Expression</i>	<i>Meaning</i>
to take the bull by the horns	to tackle a difficulty boldly
a dog in the manger	a selfish person
to be at sixes and sevens	to be in a muddle
to have a bee in one's bonnet	to have a foolish fancy about something
to smell a rat	to be suspicious
to see red	to be very angry
to have a yellow streak	to be a coward
to catch red-handed	to catch in the act
to have a finger in the pie	to take part in something

You should not try to memorise long lists of idiomatic expressions. They will come to you through your reading, your listening to others, and your conversation.

a) Do you know an idiomatic expression which contains the words:

- | | |
|-----------------|-------------------|
| 1 turn, leaf; | 6 tip, tongue; |
| 2 beat, bush; | 7 blow, trumpet; |
| 3 wild, goose; | 8 lose, head; |
| 4 castles, air; | 9 red, letter; |
| 5 nail, head; | 10 bury, hatchet? |

b) Give the meaning of each idiomatic expression you have been able to form.

c) What do we mean when we call a person:

- | | |
|--------------------|-----------|
| 1 a little monkey; | 4 an ass; |
| 2 a peacock; | 5 a mule; |
| 3 a cat; | 6 a fox? |

3 a) You have learned that different prepositions following a verb alter its meaning.

Examples: look *at* (observe); look *into* (investigate); look *through* (peruse); look *into* (examine).

A change in meaning often occurs, too, when the qualifying word comes first. Consider *look over* and *overlook*.

The teacher *looked over* my work very thoroughly.

In this sentence *looked over* means examined.

He said that he would *overlook* my mistake.

In this sentence *overlook* means pardon.

Now make sentences to show the differences in meaning between these pairs:

come out, outcome; go under, undergo; come in, income; cast out, outcast; cry out, outcry; weigh out, outweigh; stand with, withstand.

- b) Write sentences in which you use these verbs followed by the correct preposition:

borrow, lend, divide, share, fight, arrive, depart, pick, inject, learn, quarrel.

- 4 a) Rewrite the following passage, putting in apostrophes, inverted commas, capitals and punctuation marks wherever necessary.

one morning while miss ophelia was busy in some of her domestic cares her cousins voice was heard calling her at the foot of the stairs come down here cousin ive something to show you what is it said miss ophelia coming down with her sewing in her hand

- b) Rewrite these sentences in indirect speech:

- 1 "I am going now," he said hurriedly, "this is no place for me."
- 2 "You cannot stay here!" she shouted angrily. "Go away at once!"
- 3 "Is it Joan's birthday today?" Gwen asked me in a whisper.

- 4 "My son Tom and I will help you next week with the work," the carpenter promised.
- 5 "Mother will return tomorrow from her holiday," May told us excitedly.
- 6 "Did the plumber mend the tap yesterday?" the landlord asked.

5 "Boom . . . Tap. . . Boom! . . . Roum, roum, roum! . . . Boom, tap, boom!" Listen to the barbaric musical pattern of the drums! Across the great sounding-board of Africa comes the old call, unchanged through the centuries. Insistent, monotonous, sometimes nerve-racking. . . . There is never a birth or death in tropical Africa of any importance, a hunt or a war without the drum-beats that spread the news from village to village. White men call it the "bush telegraph", a vivid name for a system which carries every sort of information across the distances where no telegraph wire has ever been strung.

- a) For what purpose is the drum used in tropical Africa?
- b) Do you agree that the name "bush telegraph" is a vivid one for the system? Give a reason for your answer.

- c) Write down the adjectives which Lawrence Greene, the writer of this passage, uses to describe the beating of the drums.
- d) How does he capture their sound in words? Try to do the same yourself, and write in words the sound made by the kettle-drums in your school band.
- e) Imagine that you are a lonely trader on the Congo River in tropical Africa, far away from civilisation. Write a description of the way in which you got a message through to a doctor some three hundred miles away, to tell him that you require a further supply of the medicines he has prescribed for you. Say, too, how the medicines were eventually brought to you.





Mr. Ernest Saunders Barley, aged forty-two, a gentleman of independent means, lived with his wife at the Chestnuts, Shalton, Surrey. It was a newish house, with a couple of acres of garden, about a quarter of a mile outside the town.

At ten in the morning, Mr. Barley was

generally to be found in his workroom on the first floor. He was a man of many occupations, principally futile. He had no great knowledge of botany, but he had recently taken to pressing flowers and mounting them on cartridge-paper. He reserved a table for this in the workroom, and thought a great deal of it. Another table was set aside for fretwork, spoken of by Mr. Barley as carving; a dust-cloth was spread under this to save the excessively florid carpet. A third table bore his typewriter; his diary, as well as any letters of length and formality, were always typed by him. A big cupboard opening into the room had been converted into a photographic dark-room. . . . He was interested also, more than most men, in household economy; he could, and did, mark glass-cloths and dusters with extreme neatness.

1 When you have read through the passage carefully, answer these questions:

- a) Draw an oblong to represent an envelope and address it to Mr. Barley.

- b) Are the following statements true or untrue?
- 1 Mr. Barley went to business in the city each day.
 - 2 Mr. Barley lived in an old house in the centre of the town.
 - 3 Mr. Barley was a keen photographer.
 - 4 Mr. Barley was a bachelor.
 - 5 Mr. Barley knew a great deal about flowers.
 - 6 Most of the things Mr. Barley occupied his time with were useless.
 - 7 Mr. Barley wrote all his letters.
- c) 1 What is a hobby?
- 2 Mention two of Mr. Barley's hobbies.
 - 3 What is your own hobby? Write a short paragraph about it.
- d) 1 What are glass-cloths?
- 2 How would Mr. Barley mark them?
- e) 1 What is the first floor of a house?
- 2 What is the ground floor?
 - 3 What is the basement?
- f) Explain the meaning of these phrases as they are used in the passage:
- 1 a gentleman of independent means;
 - 2 principally futile;
 - 3 excessively florid carpet;
 - 4 cartridge paper;
 - 5 household economy.

- 2 a) Some suffixes are used to help to form the names of small creatures or things: *chicken*, *lambkin*, *hillock*, *leaflet*.

These suffixes are called *diminutives*.

Here are some common diminutive endings. Write down as many words as you know ending with each of them.

-et, -let, -ette, -ling, -en, -ock, -kin.

- b) Add a suffix to each of these words and form an adjective:

plenty, pity, fame, child, magic,
ice, glory, joy, danger, nature.

3 Insert the correct preposition in each of these sentences.

- a) We pride ourselves — our love of games.
They were very proud — their son's success.
Most boys now take a pride — their appearance.
- b) This shop deals — all kinds of soft goods.
We deal only — firms who sell first-class goods.
Slaves were often dealt — harshly — their masters
- c) I was very annoyed — him for his rudeness.
I was annoyed — his rudeness on many occasions.
He annoyed me frequently — his rudeness.
- d) We were unable to agree — suitable terms and left.
We frequently agreed — him in all he said.
There is no doubt such a diet does not agree — him.

4 In each of the following cases two of the sentences in the brackets could make a second sentence to follow on after the sentence in italics. In each case write down the two sentences.

a) *Soon the dawn came.*

(The birds began to sing. Immediately the stars came out. The cocks in the farmyard crowed. The children went home from school. The sun shone overhead.)

b) *The north wind blew furiously.*

(The sea was as calm as a pond. The trees in the forest bent before the blast. Snow fell gently through the air. Travellers drew their cloaks more tightly round them. The smoke from the chimneys rose straight up into the air.)

c) *It was a pleasant day for a picnic.*

(The wind whipped the waves into foam. The wind blew clouds across the sky. The sun shone warm from a blue sky. Black clouds threatened rain any moment. A slight breeze just stirred the leaves of the trees.)

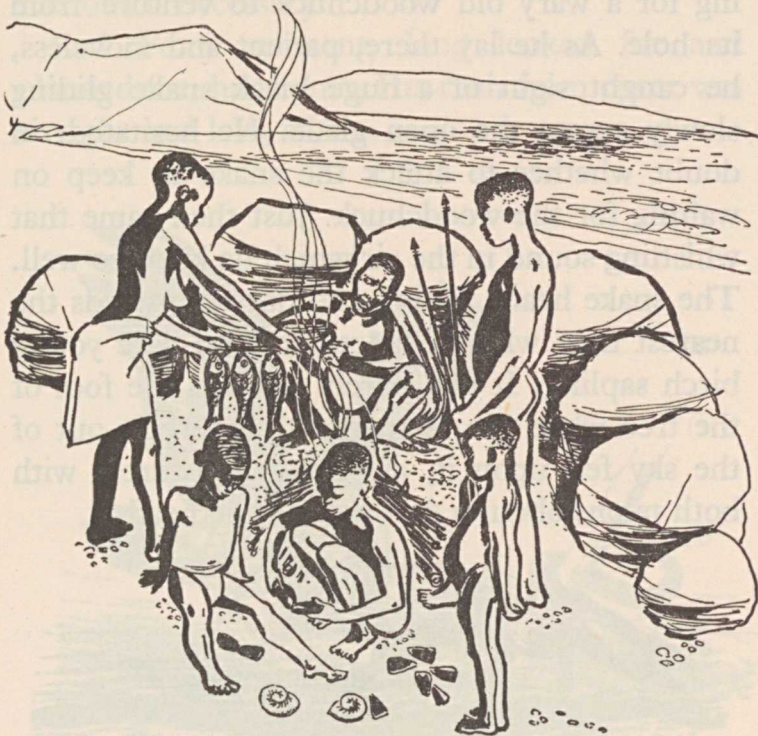
d) *The only illumination came from two small candles.*

(The room was in complete darkness. The electric light made the room as bright as day. The candles were burning low in their sockets. It was difficult to see into all the odd corners of the room. Someone had blown out the candles.)

5 Muquices are fish-eaters. You never find them with sheep, and they have never tilled the soil. They simply wander along the barren beaches, catching fish and collecting oysters and mussels. Food is either eaten raw or grilled over the camp-fire. A half-circle of stones gives all the protection a family needs, though they use rock shelters and caves when they can find them. They seldom camp in one place for more than a few days, so that the coast is littered with their stone windbreaks and kitchen middens. A more primitive race it would be impossible to find.

- a) Were you able to tell from the first sentence in this extract that Muquices are *people*? Give a reason for your answer.
- b) At what stage of your reading did you realise, for the first time, that they are people?
- c) Give a word, other than fish-eaters, to describe them. What sentence in the passage provides the clue?
- d) If they had been found (i) with sheep, (ii) tilling the soil, what words could have been used to describe them?
- e) Write down another word for "oysters and mussels".

- f) Give the opposites of these words as they are used in the passage: never, barren, raw, seldom, primitive.
- g) Write sentences in which you use each of these words with a meaning *different* from the one it has in the passage: soil, rock, needs, camp.
- h) Distinguish between the following methods of cooking food:
grilling, roasting, frying, poaching, stewing, steaming.



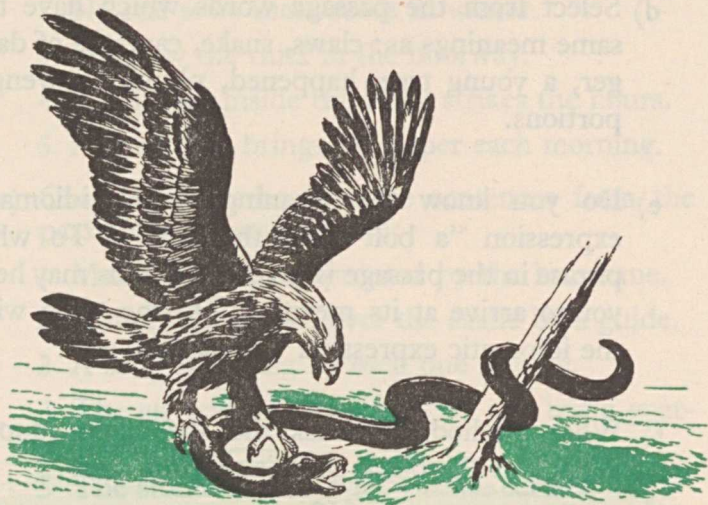


It was one day when he was not thinking of eagles or of vengeance that Red Fox's opportunity came. It was towards evening, and for a good half-hour he had been quite out of sight, watching for a wary old woodchuck to venture from its hole. As he lay there, patient and moveless, he caught sight of a huge black snake gliding slowly across the open glade. He hesitated, in doubt whether to attack the snake or keep on waiting for the woodchuck. Just then came that whistling sound in the air which he knew so well. The snake heard it, too, and darted towards the nearest tree, which chanced to be a bare young birch sapling. It had barely reached the foot of the tree when the feathered thunderbolt out of the sky fell upon it, clutching it securely with both talons about a foot behind the head.



Easily and effectively had the eagle made his capture; but, when he tried to rise with his prey, his broad wings beat the air in vain. At the instant of attack the snake had whipped a couple of coils of its tail around the young birch tree, and that desperate grip the eagle could not break. Savagely he picked at the coils and then at the reptile's head, preparing to take the prize off in sections if necessary.

Red Fox's moment, long looked for and planned for, had come. His rush from cover was straight and low, and . . .



1 Now answer these Questions :

- a) With what *word* in the opening sentence of the passage does the first *sentence* in the third paragraph link up ?
- b) Suggest reasons why Red Fox hated the eagle so bitterly.
- c) Bearing these in mind, complete the story in your own words. Tell what happened to the snake, the eagle and Red Fox. Do not write out the whole of the passage. Commence with the third paragraph.
- d) Select from the passage words which have the same meanings as: claws, snake, cautious of danger, a young tree, happened, plunder, revenge, portions.
- e) Do you know the meaning of the idiomatic expression "a bolt from the blue"? To what phrase in the passage is it similar? This may help you to arrive at its meaning. Do the same with the idiomatic expression "to beat the air".
- f) What method of attack did the eagle adopt? What was the black snake's reaction to it?

2 a) Insert in the blank spaces the correct forms of the verb given in brackets:

1 (do) Sam — what no one had — that day.

2 (see) No one — what I had — from the window.

3 (go) When the children had — the caretaker locked up and — home.

4 (lay) When he came in, Tom — his books on the table where they have — since then.

5 (grow) Soon flowers — on the patch where nothing had — before.

b) Change the verbs in these sentences from the active to the passive voice.

1 The heavy rain spoilt the wheat crop.

2 No one sows these seeds in winter.

3 Dad saw the thief in the doorway.

4 A hammer inside the clock strikes the hours.

5 A small boy brings my paper each morning.

c) Change the verbs in these sentences from the passive to the active voice:

1 Many trees were uprooted by the hurricane.

2 Visitors are shown over the castle by a guide.

3 A song was sung by each one in turn.

4 The air crash was seen by no one but a goat-herd.

5 The stone was thrown by some careless boy.

- 3 a) Write sentences to show clearly that you understand the difference in meaning between the words in the following pairs:

dairy and diary; goal and gaol; oldest and eldest; serial and cereal; meddle and medal; coarse and course; teem and team; sheer and shear; steak and stake.

- b) Do you know an idiomatic expression which contains the words:

(i) close, shave; (ii) chip, block; (iii) show, heels; (iv) pig, poke; (v) bark, tree; (vi) ends, meet; (vii) fingers, thumbs; (viii) apple, eye; (ix) square, round?

- c) Give the meaning of each idiomatic expression you have formed.

- d) Complete the spelling of each of these words by adding one or two letters in each blank space:

commi - ee; terri - ic; she - iff; para - el;
fu - fil; spoonfu -; Brit - n; d - spair; occur -
r - nce; We - esday.

- 4 a) Add a prefix to each of these words to change its meaning:

true, possible, honest, appear, spell, do,
grateful, gratitude.

b) Complete each of these sentences with a verb formed from the word in the brackets:

1 (calm) The sailing ship was — for there was no wind.

2 (prison) The men were — in a dark dungeon.

3 (large) Snapshots may be — to twice their size.

4 (face) Someone had — the classroom walls with pink chalk.

5 (numb) My fingers were so — with the cold that I could not hold my pencil.

c) Add suffixes to form nouns from these words:
sweet, heavy, brave, act, exist, cruel, examine, child.

d) Form an adjective by adding a suffix to each of these nouns. (It may be necessary to make a slight change in some of the words.)

poison, music, centre, laugh,
honour, humour, fury, trouble.

5 a) Pick out the adverb phrases in these sentences and say what kind each is:

1 Snow blocks this mountain pass in winter.

2 The boys were busy planting a hedge around the garden.

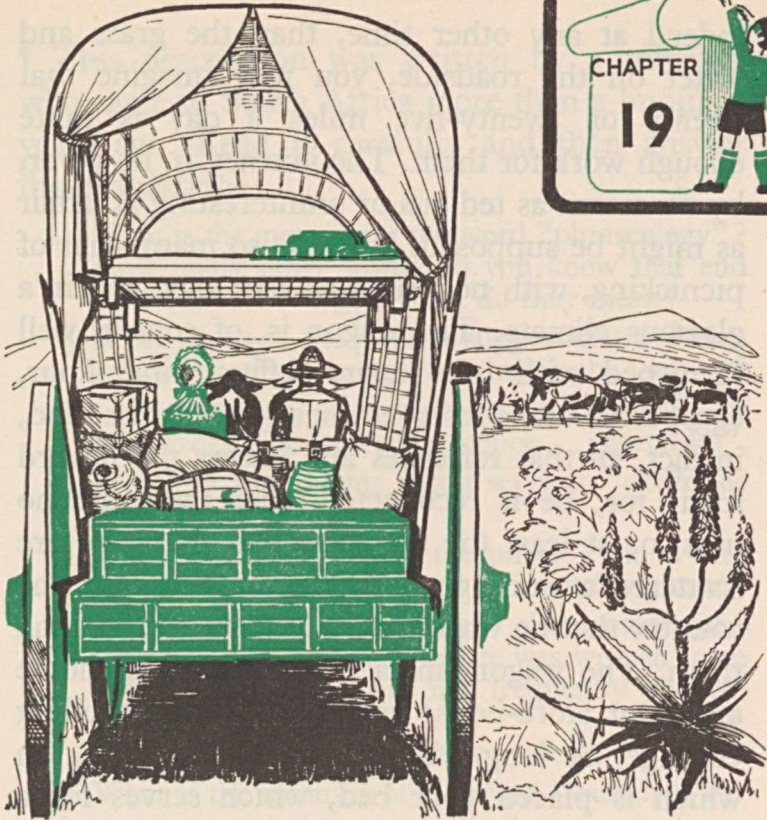
3 The fire-engine woke me with its clanging bell.

4 A fierce fire broke out in the paint factory.

5 They listened to his story in stony silence.

- b) Choose from the adverbs in brackets the most suitable to complete each of these sentences:
- 1 The hungry boys gazed — into the baker's shop window. (longingly, intently, closely)
 - 2 The express always departs — at ten o'clock. (purposely, promptly, punctually)
 - 3 The men carried out their captain's orders —. (promptly, soon, immediately)
 - 4 On Christmas morning the bells pealed out —. (loudly, joyously, noisily)
 - 5 The dog barked — at the stranger. (fiercely, furiously, loudly)
 - 6 For the dance the hall was decorated —. (gaily, brightly, brilliantly)





A JOURNEY BY OX-WAGON

The same team (or “span” in South African phraseology) of oxen takes you the whole journey, whether it be twenty or two hundred miles; and as they have no other food on the way, nor

indeed at any other time, than the grass and water on the roadside, you may imagine that twenty or twenty-five miles a day is quite enough work for them. The journey is, however, by no means as tedious or uninteresting an affair as might be supposed. It is like so many days of picnicking, with new scenery each day, and in a glorious climate. The wagon is, of course, well furnished with tea, sugar, coffee, wine, flour, eggs, fresh and preserved meat, vegetables, and, in fact, all that refreshes and cheers the inward man; for, be it recollected, that there are no inns, or at least the very few that there are are scattered at such great distances apart over the country that no wagon traveller thinks of visiting them. The wagon, in fact, becomes your home and your store-house as well as your travelling carriage. A long stretcher is slung on it, on which is placed your bed, which serves for a lounging couch by day. Some people travel with a tent, but this is unnecessary when the party does not exceed two or three, besides the servants, who sleep under the wagon, or under a bush or anywhere else on the ground as soundly as their masters in their beds.

1 This description was written by a traveller who came to South Africa more than a hundred years ago. Read it carefully and then answer these questions:

- a) What is the meaning of the word “phraseology”? How many other words do you know that end with the suffix -logy? What do they mean?
- b) What words in the passage suggest that the oxen are not particularly well fed during the journey?
- c) Give one word, other than *food*, which could be used to describe “tea, sugar, coffee . . . vegetables”.
- d) Which of these items might serve to “cheer the inward man”?
- e) What is the meaning of the phrase “the inward man”? What is the modern form of this phrase?
- f) The words “inn” and “couch” also provide clues which suggest that this passage was written some time ago, for they are not frequently used in conversation today.
What words have taken their place?
- g) What is the meaning of the word “lounging”?
- h) Write a composition entitled:
“Why I should like to have lived one hundred years ago.”

Notice the spelling of these words, so frequently used in South Africa:

picnic, picnicking, picnicked, picnics

2 a) Supply the missing prepositions in these sentences.

1 The doctor attends — his patients — the surgery.

2 He was ordered to attend — the court next morning.

3 Tom's writing is quite different — mine.

4 There is not much difference in size — the two.

5 He was born — Bristol — Christmas Day.

6 They lived — France — many years.

b) Use these verb phrases in sentences to show that you know their meaning.

take to; take after; take for; give up; give in to; stand for, stand by; stand up to; get into; get behind; get over.

3 a) Rewrite these sentences putting in the correct form of the pronoun "I" in each blank space:

1 Mary and — walked home together.

2 No one knows except you and —.

3 He is better at games than —.

4 This is the man who saw — at the station.

5 May Tom and — leave school early today?

6 Between you and — he is not a true friend.

b) Join the following pairs of sentences by means of a relative pronoun:

1 The house has been sold to an architect. We used to live in it.

2 This is the tennis-ball. He broke the window with it.

3 Durban is a seaport town. Ships sail from it for India.

4 I have put your tennis racquet in your locker. You asked me to put it there.

5 He could not secure admission to the Test Match. His brother was playing in it.

c) Join the sentences in this group into one sentence in what you consider the best way:

The fire was discovered by a policeman.

He was making his usual round.

He raised the alarm immediately.

He sent an urgent message to the nearest fire station.

4 a) Do you know the different meanings of the word *round*?

1 What word does a cowboy use to describe the gathering together of all the cattle on a ranch?

2 If you sleep the round of the clock, how long do you sleep?

3 In what game do we speak of rounds and what does the word mean?

4 What is meant by saying that "he threw up the sponge after the third round"?

5 What is meant by: a policeman's round; a round of applause; a round game; a round dozen?

b) Use each of the following words in sentences in the manner indicated:

fast as (i) a Verb; (ii) a Noun; (iii) an Adjective.

after as (i) a Preposition; (ii) an Adverb; (iii) a Conjunction.

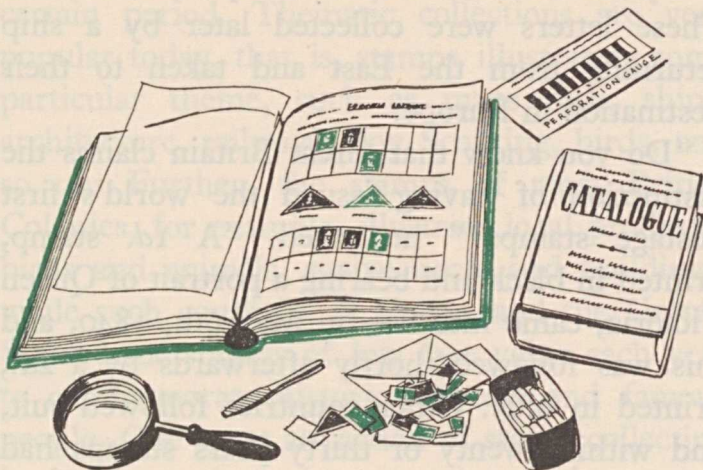
till as (i) a Verb; (ii) a Noun; (iii) a Preposition.

fine as (i) a Verb; (ii) a Noun; (iii) an Adjective.

5 You are the Secretary of your class Debating Society. Write out the minutes of the last meeting, at which the following topic was debated:

“That sport should be made compulsory at school.”





REVISION EXERCISES

Our kindly old friend invited us into his cosy study. "Sit down, children," he said, "and make yourselves comfortable. I promised that I would tell you something about stamp collecting this afternoon. Those of you who have been to Mossel Bay for a holiday may have seen the old post-office tree there. Long, long ago, in the days before there were post-offices or stamps, ships voyaging to the East called at Mossel Bay. The sailors used to leave their letters under a

heavy stone at the foot of the post-office tree. These letters were collected later by a ship returning from the East and taken to their destination in Europe.

“Do you know that Great Britain claims the distinction of having issued the world’s first postage stamps?” he asked. “A 1*d.* stamp, printed in black and bearing a portrait of Queen Victoria, came into use on May 6th, 1840, and this was followed shortly afterwards by a 2*d.*, printed in blue. Other countries followed suit, and within twenty or thirty years stamps had been issued by almost every country in the world.

“In those early days anyone who collected stamps, like I do, was regarded as a crank, and collecting was done in rather a haphazard way. Now, however, stamp-collecting has become a serious pursuit with millions of adherents, young and old, rich and poor, throughout the world.

“Most beginners prefer to form a general collection, and I expect you will begin in this way when you first start collecting. Later on most people limit their collection and decide to specialise in the stamps of one or two countries

only, or in air-mail stamps, or in stamps of a certain period. Thematic collections are very popular today, that is, stamps illustrating some particular theme, such as maps, fish, ships, architecture, railways, Boy Scouting, birds, and so on. Further, the stamps of most British Colonies, for example, illustrate local products, birds and animals, native boats and buildings, while such countries as France and the United States issue stamps of low face value each year to commemorate historical events and famous people. One great attraction of stamp collecting is that it need not be expensive, and you may collect what you wish, for there is no book of rigid rules. It can be a most absorbing, educative, and sometimes even a profitable, hobby."

1 PARTS OF SPEECH

Select from the passage examples of the following parts of speech:

- (i) Proper Noun; (ii) Common Noun; (iii) Abstract Noun; (iv) Personal Pronoun; (v) Relative Pronoun; (vi) Reflexive Pronoun; (vii) Present Participle; (viii) Past Participle; (ix) Preposition; (x) Adverb; (xi) Adjective; (xii) Conjunction.

2 WORD FORMATION

Complete the following table:

<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>
friend	—	—
—	collect	—
adherent	—	—
—	—	rich
—	—	poor
—	decide	—
—	prefer	—
—	specialise	—
—	—	popular
—	illustrate	—
product	—	—
value	—	—
attraction	—	—
—	—	expensive

3 DEGREES OF COMPARISON

Complete the following table:

cosy	cosier	cosiest
heavy	—	—
serious	—	—
popular	—	—
low	—	—
famous	—	—
expensive	—	—
many	—	—

4 PHRASES

Select from the passage two or more examples each of an:

- (i) Adverb Phrase of Time; (ii) Adverb Phrase of Manner; (iii) Adverb Phrase of Place; (iv) Adjectival Phrase.

5 ANALYSIS

Divide this sentence into its Subject part and Predicate part. Pick out the Object and the Extension:

“Such countries as France and the United States issue many stamps of low face value each year.”

6 ACTIVE AND PASSIVE VOICE

- 1 Rewrite this sentence in the passive voice:

“Sailors used to leave their letters under a heavy stone at the foot of the post-office tree.”

- 2 Rewrite this sentence in the active voice:

“These letters were collected later by a ship returning from the East and taken to their destination in Europe.”

7 DIRECT AND INDIRECT SPEECH

Rewrite the *second* sentence of the first paragraph, and the *first* sentence of the second paragraph in indirect speech.

8 PUNCTUATION

If, in your writing, these words came at the end of a line so that you had to split them, where would you place the hyphen:

portrait, pursuit, throughout, countries,
commemorate, absorbing, sometimes, rigid?

9 VOCABULARY

- 1 Express the phrase a "stamp collector" in one word ending in -ist. How many other words ending in -ist do you know? What do they mean?
- 2 Give words of opposite meaning to:
heavy, serious, popular, famous, expensive, haphazard, general, rigid.
- 3 What is the meaning of these idiomatic expressions:
to follow suit, at face value?
From what game did the idiomatic expression "to follow suit" originate?
- 4 Give words of similar meaning to:
cosy, voyaging, issued, haphazard, adherent, pursuit, limit, particular, illustrate, local, expensive.
- 5 What does each of these terms mean:
to specialise; thematic collections; air-mail stamps?
- 6 Explain carefully the meanings of the following:
claims the distinction of; followed suit; a haphazard way; adherent; theme; commemorate; rigid; absorbing.

10 COMPOSITION

Write a composition on one of these topics:

- 1 My Hobby: what it means to me and what it has taught me.
- 2 Letter-writing in the days before there were post-offices and stamps.
- 3 The pictorial stamps of my country.
- 4 Some rare South African stamps.

11 LETTER-WRITING

Write one of the following letters:

- 1 To a pen-friend overseas with whom you wish to exchange stamps.
- 2 You have a valuable stamp collection for sale. Write to a stamp dealer and offer to sell the collection to him.
- 3 Draw up an advertisement for a collection of valuable South African stamps which you have for exchange, and send it with a covering letter to a daily newspaper for publication.

10 COMPOSITION
 Write a composition on one of these topics:
 1. My hobby
 2. The picture stamps of my country
 3. Some rare South African stamps

VOCABULARY

11 LETTER-WRITING
 Write one of the following:
 1. To a pen friend
 2. To a pen pal
 3. To a pen pal
 4. To a pen pal
 5. To a pen pal
 6. To a pen pal
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