

SECONDARY ENGLISH

(English for Examinations)

Introduction

To study this **Secondary English Course** well, you need **ALREADY** to be able to read and write English to the standard reached by our **Primary English Course**. If you have NOT already reached that level, you should enrol for and study our **Primary English Course** **BEFORE** you start on this **Secondary English Course**.

Once you have studied Modules One to Twelve of this Course **carefully** and **thoroughly**, you should be able to sit and pass well the CIC Certificate Examination on **Secondary English**. You will also have covered much of the syllabuses of such examinations as GCE "O" level, GCSE, and national and international examinations of similar standard.

STUDY GUIDE FOR MODULE ONE

(A full 'Study & Training Guide' will accompany the Study Manual(s) you will receive soon by airmail post.)

This short '**Study Guide**' will help you study easily, and quickly learn what we teach in Module One on Secondary English.

Step One

First read all the words on page 4 - slowly and carefully, **word by word** and **line by line**. Take time - do **not** try to rush - and be sure that you have read **all** the words on the page. Try to **remember** as many of the words as you can, but do **not** worry if you cannot remember all of them at once.

Step Two

When you have read all the words on page 4, you may move on to page 5. Read **all the words** on that page as well. Then do the **same** with page 6, and then with pages 7, 8, 9, 10, 11, 12, 13, 14, 15, and 16, **one page at a time**. Be **sure** you have read **all** the words on one page **before** you move on to the next page.

Step Three

When you have reached the end of page 16 and have read all the words on it, **turn back** to page 4 and start reading **again** from its top. This time you must **study** the words on the page. Try to learn and remember **all** of the words on page 4. When - and only when - you are **sure** you know **all** the words on page 5, you may go on to page 10. When you are sure you know **every** word on page 5, you may move on to page 6.

Do the same with each page, one at a time, to page 16. Take your time, as it is **important** you learn **every** word we teach you. Spend more time studying any page with words you might not have fully learned.

There is NO hurry; you should STUDY carefully and thoroughly.

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Step Four

When you have finished reading/studying page 16 for the second time, it will be a good idea for you to start reading all the pages again from the top of page 4. That will help to “fix” words in your memory.

Step Five

When you are sure you have learned all the words on pages 4 to 16 - **not** before - you may look at the **Practice Test** on page 17. There are **20 Practice Exercises** in the Test for you to try.

You are told what you have to do for each “set” of Exercises. If you download and print page 17 you may **write the correct word or words** in the “spaces _____” which are left blank, in order to make a **correct** statement. If you are not able to download and print page 17, you may simply write on a sheet of paper **the correct word or words** which you think would go in the “spaces _____” left blank to make a **correct** statement. In either case, you should **easily** be able to “pick” **the correct word or words** if you have studied pages 4 to 16 **THOROUGHLY**. What you write we call your ‘**answers**’.

When you have written your answers to the 20 Exercises, you can check them against our **Model Answers to Practice Test One** on page 18. Read all our Answers, and **learn** from them. Do **NOT** send your Practice Test answers to the College.

Continuing your Studies

When you have completed Steps One* to Five for Module One, you may start the study of Module Two in the printed Manual. Read and study Module Two in the **same way** as we told you in Steps 1 to 4. Read and then study **each** page carefully, **one page at a time**. You can find details of what you will learn in Module Two (and also Modules Three to Twelve) on pages 19 to 25.

In the printed Manuals there is a Practice Exercise set at the end of each of Modules Two to Twelve, and we also provide our Model Answers to them. Also - and included in your Course Fee - you will be set a **Mid-Course Progress Test** on Modules One to Six, and an **End-of-Course Progress Test** on Modules Seven to Twelve, and you will be required to attempt those Tests and to send your answers to them to the College where they will be marked and assessed before being returned to you with your Tutor’s corrections, comments and advice.

After you have passed the two Progress Tests, and have studied again any matters pointed out to you by your Tutor, you will sit a supervised Examination for the award of the CIC International Certificate on Secondary English (for Examinations).

Note*: Module One will also be in the printed Study Manual you will receive from the College as part of your Course Material, but the page numbers differ from those in this version.

STUDY OF
SECONDARY ENGLISH
(for Examinations)

Module One

CONTENTS

<i>Introduction and Study Guide</i>	page 1
<i>English Words</i>	page 4
Capital and small letters	
Vowels and syllables	
Consonants	
One, two, three letter words	
Longer words	
Forming words	
Kinds of words (“parts of speech”):	
nouns	
pronouns	
adjectives	
verbs	
adverbs	
conjunctions	
prepositions	
exclamations	
<i>Self-Check Practice Test One</i>	page 17
<i>Model Answers to Self-Check Practice Test One</i>	page 18
<i>What You Will Learn in Modules Two to Twelve</i>	page 19

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ENGLISH WORDS

The English Alphabet

We start this Course by reminding you of some things you learned in your earlier study of English.

You learned that **words** are made up of **letters**. There are very many different words in the English Language. But they are all made up by using one or more of **only twenty-six (26) letters**. Together the 26 letters form what is called the '**English Alphabet**'.

Each letter in the English Alphabet can be written:

as a '**large**' LETTER, which might also be called a '**CAPITAL**' letter,
 OR
 as a '**small**' letter.

In this Course you will learn when to use capital letters and when to use small letters.

In case you have forgotten, here is a list of the 26 letters in the English Alphabet in both their capital and small forms, and with the names of the letters.

	Name	Capital	Small
1.	ay	A	a
2.	bee	B	b
3.	see	C	c
4.	dee	D	d
5.	ee	E	e
6.	ef	F	f
7.	jee	G	g
8.	aych	H	h
9.	iy	I	i
10.	jay	J	j
11.	kay	K	k
12.	el	L	l
13.	em	M	m
14.	en	N	n
15.	oh	O	o
16.	pee	P	p
17.	kyoo	Q	q
18.	ar	R	r
19.	es	S	s
20.	tee	T	t
21.	yoo	U	u
22.	vee	V	v
23.	dubl-yoo	W	w
24.	eks	X	x
25.	wiy	Y	y
26.	zed	Z	z

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The order in which the letters of the alphabet are listed: A, B, C, and so on, as we have shown you, is called the **'alphabetical order'**.

By using different letters of the Alphabet we can **make up** - or **'build up'** - different SYLLABLES and WORDS.

* **Vowels and Syllables**

In our list we showed five (5) letters in **red**; they are: **A** or **a**, **E** or **e**, **I** or **i**, **O** or **o**, and **U** or **u** and they are called **vowels**. In speaking, their sounds are made with the **mouth open**.

* A word which has only **one** vowel sound is a word of **one syllable**; for example, **small**.

* A word which has **two** vowel sounds has **two syllables**; for example, **English** (Eng-lish).

* A word which has **three** vowel sounds has **three syllables**; for example, **alphabet** (al-pha-bet).

You might find it easiest to think of a syllable as being part of a word.

* **Consonants**

The other 21 letters in the English Alphabet, which are:

b c d f g h j k l m n p q r s t v w x y z
B C D F G H J K L M N P Q R S T V W X Y Z

are called **consonants**. In speaking, their sounds are made by the **meeting and parting of parts of the mouth**.

Making Words from Letters and Syllables

Words are "built up" with letters and syllables. Some words are **short**, and they have only **one** or **a few** letters. Other words are **long** and have **many** letters.

* **One-letter Words**

There are some words which have **one** letter only:

A or **a** - This short word means **one only**. We can have:

A (one) man or **A** (one) woman, **a** (one) dog, or **a** (one) table.

I - This short word is used for the person who is speaking or writing. The word **I** is used **only for people**. When it is a word on its own, the letter **I** is always a **capital letter**. We can have:-

I am learning about English words.
He asked me where **I** was going.

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* Two-letter Words

There are many words in the English Language which have two letters only. Here are just a few of them:-

am an as at be do go he if in is it
me my no of on or so to up us we

We shall teach you what these word mean, and how to use them; here are two examples using some of those words:-

I **am** studying **to** learn more about English words.

He asked **me** where I was going.

* Three-letter Words

There are very many words in the English Language which have three letters. Here are just a few of them:-

and bed car dig eat far got hit ill joy kin log
men not off pin run son tip use van win you zip

You will learn what many such words mean, and how to use them. Here are two examples using some of the words in our list:-

Some **men eat far** too much.

After her **run** she was tired **and** went to **bed**.

* Longer Words

There are very many words in the English Language which have four or more letters. Here are some of them for you to learn:-

adverb book course desk eating flower green house
idle jump keep long manual name onion paper queen
replied school table under valley words yellow zone

You will learn what many such words mean, and how to use them. Here are two examples using some of the words in our list:-

I **replied** that I was going to his **house**.

I am learning about English **words** in this **manual**.

He placed the **green paper** or the **table**.

Forming Words

By placing letters of the alphabet in **different orders** we can make or form **different words**.

As an example, think about the three letters **a**, **r** and **t**. By arranging these three letters in **different orders** we can form the words **art**, **rat** and **tar**.

Not only are they three different words, but each of the words has a different meaning:-

art - this can mean a practical skill or talent, or something of beauty created.

rat - this is an animal, a rodent.

tar - this is a sticky, black substance, which is often used on roads or on boats.

The orders in which letters are arranged to make words is called '**spelling**'. The wrong spelling of a word can change the meaning of what you mean to write. For example, if you mean to write "good writing is an art", but by mistake you write "good writing is a rat" your readers will be confused!

So it is important for you to be able to **spell words correctly**, and we consider in Module 8 how that can be done.

Kinds of Words

In your earlier studies you learned a little about each of these different kinds of words:

nouns pronouns adjectives verbs

adverbs conjunctions prepositions

In this Module we first give you '**reminder notes**' about each kind of word, and you must study these notes carefully. The notes will help you to remember what you learned; we call this '**revision**'. Some things in the notes might be new to you, and you will learn much more in later Modules in this Course.

◆ Nouns

A **noun** is a word which can be used as a **name**.

- ★ A noun can be the name of a **person** (like *man* or *boy* or *woman* or *girl*).
- ★ A noun can be the name of an **animal** (like *dog* or *cat* or *cow*).
- ★ A noun can be the name of a **thing** or an **article** (like *book* or *shoe*).
- ★ A noun can be the name of a **place** (like *street* or *town*).
- ★ A noun can be the name of a **town** or **country** (like *London* or *England*).
- ★ A noun can be the name of a **feeling** (like *fear* or *happiness*).
- ★ A noun can be the name of an **action** (like *talking* or *walking*).
- ★ A noun can be anything else which **has a name** (like *idea* or *thought*).

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Some nouns for persons are **male**, like man, boy, father, brother and uncle. Some nouns for persons are **female**, like woman, girl, mother, sister and aunt. Most people have '**personal**' names, like: John, Ali, Sean (male) and Mary, Farina, Fiona (female). Some animals, too, might be given **personal names**, like Marco, Apache, Sprite (dogs) and Fluffy, Puss, Tiddles (cats).

Here are some example sentences; the nouns are in **bold**:-

1. The tall **man** in the brown **coat** is my **father**.
2. **John** goes to **school** every **day**.
3. My **books** are on the **table** in the **library**.

Nouns have different forms for what is called '**number**':

singular, which is **one** thing (like **book**)
and
plural which is **more than one** thing (like **books**).

Most - but not all - nouns add the letter '**s**' to become plural: like book and **books**, day and **days**, coat and **coats**. Other nouns have **different** forms for singular and plural, like **man** (singular) and **men** (plural), **fly** and **flies**, **foot** and **feet**. We look more at the plurals of nouns in Module 2.

✦ **Pronouns**

A **pronoun** is a word which can be used **in the place of a noun**, or **instead of a noun**.

The words **I**, **you**, **he**, **she**, **it**, **we** and **they** are pronouns. **He** is used for a male person (like man or boy). **She** is used for a female person (like woman or girl). **It** is used for an animal, or a plant or for a non-living thing (like a table or a feeling). **I**, **you**, **he**, **she** and **it** are singular; **we** and **they** are plural.

The words **me**, **him**, **her**, **us** and **them** are also pronouns. **Him** is used for a male person, and **her** is used for a female person. **Me**, **him** and **her** are singular; **us** and **them** are plural.

There are many other types of pronouns. Some pronouns are used for asking questions or for pointing to something; examples: **who**, **whom**, **which**, **what**, **this**, **that**, **these** and **those**. Some pronouns show ownership (or possession); examples: **mine**, **yours**, **his**, **hers**, **its**, **ours**, **yours**, **theirs**.

Here are some example sentences; the pronouns are in **bold**:-

1. Tom is my brother and **he** is as tall as **I** am.
2. Mary's mother gives **her** many clothes.
3. There is the lady **who** wants to speak to **you**.
4. Of all the books **I** like **that**. (pointing to the chosen book)
5. This book is **mine**. That **one** (book) is **yours**. (possession)
6. **There** are some books. **That** is mine. (pointing)
7. **Who** is your best friend? (asking - a "question")

You will learn more about pronouns in Module 5.

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★ Adjectives

An **adjective** is a word which can be used to **describe** or to **modify the meaning** of a **noun** or of a **pronoun**.

These words are all adjectives: **white, brown, fat, thin, heavy, beautiful, happy, sunny, dirty**, and there are many more.

Here are some example sentences; the adjectives are in **bold**:-

1. The **tall** man in the **brown** coat is my father.
2. John studies **every** day and is reading **many** books.
3. The **east** wind is **cold** and **strong**.

The form of an adjective **changes** for **two** things compared, and for **more than two** things compared. For **two** things we add the letters **er** at the end of the adjective. For example:-

hard and **harder** quick and **quicker** young and **younger**

For **more than two things** we add the letters '**est**' at the end of the adjective. For example:-

hard and **hardest** quick and **quickest** young and **youngest**

Here are some example sentences; the adjectives are in **bold**:-

1. John is a **young** boy. (no comparison with others)
2. John is **younger** than Tom. (two people are compared)
3. John is the **youngest** of all the boys. (more than two boys compared)

For some long adjectives (like beautiful and different) we do **not** write "beautifuler" or "beautifullest", "differenter" or "differentest". Instead we put the words **more** and **most** in FRONT of the adjective.

<u>one thing</u>	<u>two things</u>	<u>more than two things</u>
beautiful	more beautiful	most beautiful
exciting	more exciting	most exciting
dangerous	more dangerous	most dangerous
terrible	more terrible	most terrible

Here are some example sentences; the adjectives are in **bold**:-

1. Farina is a **beautiful** girl. (no comparison with others)
2. Farina is **more beautiful** than Sarah. (two girls are compared)
3. Farina is the **most beautiful** of all the girls. (more than two girls compared).

Note: The words **more** and **most** are both the kind of word called **adverbs**. We shall be looking at adverbs later in this Module, and also in Module 6.

★ Verbs

A **verb** is a word (and sometimes a group of two or three words) which shows the **state, condition or action of something**.

There are many verbs because there are so many kinds of conditions and actions, like **walking, eating, playing, fighting, feeling, crying, laughing, sleeping**, and so on.

Each verb has many '**forms**'. Most of the forms tell the **state** or **action** of the **subject** of the sentence. These are called **finite** forms of the verb.

Here are example sentences; the finite verbs are in **bold**:-

1. My father **works** in a factory.
2. John **feels** unhappy today.
3. We **shall go** to the cinema next week.
4. The players **went** onto the football field.

There are also **non-finite** forms of verbs. They act like nouns or adjectives. Here are example sentences; the non-finite forms of verbs are in **bold**:-

1. Tom likes **walking** in the park. (noun)
2. Every morning I want **to eat** breakfast. (noun)
3. Your stick is **broken**. (adjective)

In the above three sentences the finite verbs are **likes, want** and **is**.

Finite forms of verbs are different for singular and plural subjects. The finite forms must **agree** with the subject of the sentence. For example:-

1. John **is** a good student. (singular subject **John** - singular verb **is**)
2. We **are** good students. (plural subject **we** - plural verb **are**)

Finite forms of verbs are also different for the '**person**' of the subject:

- ★ The **first** (or **1st**) **person** is the one who is speaking or writing.
- ★ The **second** (or **2nd**) **person** is the one who is being spoken or written to.
- ★ The **third** (or **3rd**) **person** is the one about whom we are speaking or writing.

Here are some example sentences with finite forms of the verb '**to be**'; the finite verbs are in **bold**:-

1. I **am** a good student. (1st person, singular)
2. You **are** a good student. (2nd person, singular)
3. He **is** a good student. (3rd person, singular)
4. She **is** a good student (3rd person, singular)
5. It **is** a good book (3rd person, singular)
6. We **are** good students. (1st person, plural)
7. You **are** good students. (2nd person, plural)
8. They **are** good students. (3rd person, plural)

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A finite verb must **agree** in form with its subject in '**number**' (singular or plural) and in '**person**' (1st, 2nd or 3rd). For example:-

1. The book **is** on the table.

The subject noun **book** is singular and 3rd person, so the finite verb **is** must also be 3rd person singular.

2. The books **are** on the table.

The subject noun **books** is 3rd person plural, so the finite verb must also be 3rd person plural and we must write **are**, not is.

Finite forms of verbs are also different for **time** or '**tense**'. Some forms show '**present time**' - what happens NOW. Some forms show '**past time**' - what has ALREADY happened. Some forms show '**future time**' - what WILL happen.

Here are more example sentences with finite forms of the verb '**to be**':-

1. I **am** a good student. (present tense form)
2. I **was** a good student. (past tense form)
3. I **shall be** a good student. (future tense form)

The above three forms are for the 1st person, singular. There are different forms for the 2nd and 3rd persons, singular and plural, which we teach you in Module 4.

◆ Adverbs

An **adverb** is a word which can be used to **describe or modify the meaning of a verb, an adjective, or another adverb**.

The words **heavily, beautifully, very, quickly** are all adverbs, and there are many more in the English Language.

Here are some example sentences; the adverbs are in **bold**:-

1. John walks **quickly**. (describing the verb *walks*)
2. I study **very** many books. (describing the adjective *many*)
3. Tom plays football **very** well. (describing the adverb *well*)

We use adverbs to **compare** conditions or actions or feelings or states. We use the adverb **more** to compare only two, and we use the adverb **most** to compare more than two. The adverbs are placed **AFTER** the verbs.

Here are some example sentences:-

4. Juma runs **quickly**. (no comparison with others)
5. Ali runs **more quickly** than Tom. (two people are compared)

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6. Henry runs **most quickly**. (more than two people are compared)

Notice in the three sentences 4, 5 and 6 that the adverbs describe the VERB **runs**. Adjectives describe nouns, but adverbs do **not** describe nouns. It is very important that you know when in writing to use:-

(a) an adverb and not an adjective;

and

(b) an adjective and not an adverb.

These examples will help you **avoid** mistakes:-

Wrong: John works **good**.

The adjective good should be replaced by the adverb **well** to qualify the verb works:
John works **well**.

Right: John is a **good** worker.

This is right because the adjective good qualifies the noun **worker**.

Wrong: Fatima runs **slow**.

The adjective slow must be changed to the adverb **slowly** in order to qualify the verb runs:
Fatima runs **slowly**.

Right: Fatima is a **slow** runner.

This is right because the adjective slow qualifies the noun **runner**.

You will learn more about adverbs in Module 6.

◆ **Conjunctions**

A **conjunction** is a word (or a group of words) which **joins or links words, or joins or links sentences**.

There is a great variety of conjunctions in the English Language. Some common ones are:

and, but, because, before, after, if, whether, yet, therefore.

Here are some example sentences; the conjunctions are in **bold**:-

1. Dan **and** Bob go to school.

This sentence tells us that two named people (Dan, Bob) both go to school; their names are "joined" by the word **and**.

2. Tom works quickly **but** carefully.

This sentence tells about two different actions - which are joined by the word **but** - taken by John when he works.

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3. I think Tom **or** John will win the race.
This sentence tells us that one of the people whose names are linked by the word **or** will probably win an event.
4. Men **and** women work together in our office.
You can see that two plural nouns have been linked by the word **and**.
5. Tom is a fast runner. He will beat John.
Tom is a fast runner **and** he will beat John.
Two sentences (a) "Tom is a fast runner" (b) "He will beat John" have been joined by the word **and** to make just one sentence.
6. Tom is a fast runner. He will beat John.
Tom is a fast runner **therefore** he will beat John.
Here the same two sentences (a) "Tom is a fast runner" (b) "He will beat John" have been joined by the word **therefore** to make just one sentence.
7. John works well. Tom works better.
John works well **but** Tom works better.
Two sentences have been joined by the word **but** to make just one sentence.
8. Today the girls can study. Today the girls can play.
Today the girls can study **or** they can play.
Two sentences are joined by the word **or** to make just one sentence. Notice how we have used the pronoun **they**, instead of repeating the noun **girls**.

You will learn more in Module 3 about joining sentences.

◆ **Prepositions**

A **preposition** is a word which shows the **relation or connection between other words**.

Prepositions which are used often in English include:

**in out to of with from for on off over inside
outside up down under below above from by onto**

Here are some example sentence; the prepositions are in **bold**:-

1. The dog is **in** its kennel.
The preposition **in** shows the relationship between the dog and the kennel. The dog is **in** (or **inside**) the kennel, not on it or out of it, for example.
2. An aeroplane flies **above** the ground.
The preposition **above** shows the relationship between the aeroplane and the ground; the aeroplane flies **above** the ground, and not on the ground or under the ground.

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3. The ships sail **on** the water.

The preposition **on** shows the relationship between the ships and the water; the ships sail **on** the water and not under it or above it.

So we can see that a preposition shows the **position** of one thing (or more than one) in relation to another thing (or more than one).

The preposition used in a sentence makes a difference to the **meaning** of that sentence. By using **different** prepositions we can show **different** “connections” between words. For example:-

4. The ball is **in** the cupboard.

5. The ball is **under** the cupboard.

6. The ball is **on** the cupboard.

7. The ball is **behind** the cupboard.

8. The ball is **near** the cupboard.

Errors to Avoid

Prepositions and conjunctions are sometimes confused with one another. To avoid mistakes, always remember:-

prepositions show **connections** or **relations between** other words;

but

conjunctions **join** or **link** words or sentences, including prepositions.

These sentences will help you remember the difference:-

The ball rolled **off** the table. The ball fell **onto** the floor.

In these two sentences the words **off** and **onto** are prepositions. Using the conjunction **and** we can join the two sentences into one, so that it reads:-

The ball rolled **off** the table **and** fell **onto** the floor.

The conjunction **and** has helped to make clear the **link** between the two prepositions. Why did the ball fall onto the floor?

The ball fell **onto** the floor **because** it rolled **off** the table.

In this sentence the two prepositions are “linked” by the conjunction **because**, to show the reason why the ball fell onto the floor.

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Here is another example:

The man put his hat **on** his head. The wind blew the hat **off** his head.

The man put his hat **on** his head **but** the wind blew the hat **off** (his head).

This time we have used the conjunction **but** to make clear what happened.

◆ **Exclamations or Interjections**

This kind of word might be new to you. You might not have learned about it in your earlier studies.

An **exclamation** is a word (or a group of words) which can be used to **express** (show) a **feeling** or an **emotion** or a **call** or a **command** or an **order**. Here are some examples of their use in sentences:-

1. **Oh!** I nearly fell over the stone.
2. **Hi!** Come here, I want to talk to you.
3. **Hello!** Are you there?
4. **Good gracious!** You gave me quite a fright.
5. **Help me** catch my hat! The wind **blew it off!**

When writing, what is called an '**exclamation mark**' and which looks like this: **!** is often placed after the exclamation. You will see in Module 3 that the mark **!** may also be a '**command mark**'.

The Eight 'Parts of Speech'

The eight kinds of words which we have told you about in this first Module are called the '**parts of speech**'. Each and every word in the English Language is one or another of the eight kinds.

There are special matters you need to remember about some kinds of words. Some matters you will remember from earlier studies. But some might be new to you. So study very carefully the Modules which follow and you will quickly learn much more, and be able to speak and write **good** English.

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PRACTICE TEST ONE

Here are 20 Practice Exercises for you to try:-

No.1. Read the words in the brackets (...) and then write in the space _____ the word or words you think completes the sentence correctly.

- (a) A word which is a name is a _____. (verb adjective noun)
- (b) A word which describes or modifies the meaning of a noun or a _____ is called an adjective. (adverb conjunction pronoun)
- (c) Jenny is the _____ of persons. (kinder most kind kindest)
- (d) They _____ the owners of these books. (is are was)
- (e) Kevin is the best footballer in the team; he plays _____. (well good better)

No.2. Read the words in the brackets and then write in the space _____ the conjunction you think joins the words or simple sentences best.

- (a) I like jumping _____ James prefers running. (because therefore but)
- (b) Pat _____ Grace are my best friends. (and however if)
- (c) I shall go to the cinema _____ my father allows me. (but and if)
- (d) The man saw us _____ we were hiding. (but although whether)
- (e) She arrived home _____ her mother arrived. (yet because before)

No.3. Read the words in the brackets and then write in the space _____ left for you the preposition you think is the right one.

- (a) He lay _____ the bed and went to sleep. (under above on)
- (b) The boy fell _____ his bicycle and hurt himself. (in off inside)
- (c) Our cat curled up comfortably _____ its basket. (around in down)
- (d) We were _____ our house when the accident happened. (above near into)
- (e) _____ which country do you come? (from behind onto)

No.4. Write the correct form of the finite verb **to be** from those in the brackets in the space _____ left for you to complete each sentence.

- (a) They _____ my best friends. (is am are)
- (b) It _____ the most enjoyable show I had ever seen. (was is are)
- (c) I _____ a happy man if I improve my English. (am shall be was)
- (d) We _____ all football fans. (am are is)
- (e) She _____ my sister. (am shall be)

Our 'Answers' to these Exercises are on page 20.

Do **NOT** send your answers to these Practice Exercises to the College.

MODEL ANSWERS TO PRACTICE TEST ONE

No.1. The correct words to complete the sentences:-

- (a) A word which is a name is a **noun**.
- (b) A word which describes or modifies the meaning of a noun or a **pronoun** is called an adjective.
- (c) Jenny is the **kindest** of persons.
- (d) They **are** the owners of these books.
- (e) Kevin is the best footballer in the team; he plays **well**.

No.2. The correct conjunctions:-

- (a) I like jumping **but** James prefers running.
- (b) Pat **and** Grace are my best friends.
- (c) I shall go to the cinema **if** my father allows me.
- (d) The man saw us **although** we were hiding.
- (e) She arrived home **before** her mother arrived.

No.3. The correct prepositions:-

- (a) He lay **on** the bed and went to sleep.
- (b) The boy fell **off** his bicycle and hurt himself.
- (c) Our cat curled up comfortably **in** its basket.
- (d) We were **near** our house when the accident happened.
- (e) **From** which country do you come?

No.4. The correct form of the finite verb **to be**:-

- (a) They **are** my best friends.
- (b) It **was** the most enjoyable show I had ever seen.
- (c) I **shall be** a happy man if I improve my English.
- (d) We **are** all football fans.
- (e) She **is** my sister.

WHAT YOU WILL LEARN IN MODULES 2 TO 12 OF THE CIC COURSE ON SECONDARY ENGLISH

Module Two - More About Nouns

Proper nouns:

- names of people
- names of countries/regions
- names of towns and cities
- physical features

When to use capital letters

Number: singular and plural:

changing singular nouns to their plural forms:

- adding letter "s"
- adding letters "es"
- nouns which end with the letter "y":
 - following a vowel
 - following a consonant
- nouns which end with the letter "f"
- nouns which change vowels

Gender:

- male and masculine
- female and feminine
- different words for the two sexes
- forming feminine words from masculine words:
 - adding the letters "ess" or "es"
 - dropping letters
 - adding words before or after
- common gender
- neuter gender

Possessive nouns:

- possession or ownership
- plural nouns
- showing usage

Module Three - Sentences

Sensible statements:

- correct order of words

Statements:

- telling something
- questions
- answers/replies
- commands/orders
- requests
- responses

Forming sensible sentences

The subject of a sentence:

- the person, place or thing about which something is stated

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Predicates in sentences:
what is stated about the subject
the importance of verbs:
telling the action or state of the subject
sentences analysed
When to use capital letters:
the word "I"
start of a sentence
proper nouns
Multiple or compound sentences:
using conjunctions
clauses
The adverbs "yes" and "no"
The adverb "not"
The word "no" as an adjective
Positive and negative
Objects in sentences

Module Four - Verbs

Finite forms of verbs
Verbs which show state or being
Verbs of action
The important verb "to be"
The tenses of verbs:
present tenses:
simple present
continuous present:
present participles
perfect present:
past participles
future tenses:
simple future
continuous future
perfect future
past tenses:
simple past:
past participles:
weak verbs
strong verbs
irregular verbs
continuous past
perfect past
Conjugating verbs

Module Five - More About Pronouns

Why we use pronouns
When pronouns start with capital letters
Pronouns as subjects in sentences:
subjective pronouns
Pronouns as objects in sentences:
objective pronouns
Differences between subjective and objective pronouns
Errors to be avoided

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Possessive pronouns
Interrogative pronouns
Demonstrative pronouns
Emphatic pronouns
Pronouns which start questions

Module Six - More About Adjectives and Adverbs

Adjectives

Why we use adjectives
Nouns used as adjectives
Possessive adjectives:
 differences between possessive pronouns and adjectives
Comparison of adjectives:
 positive
 forming the:
 comparative
 superlative
 one syllable words
 words with more than one syllable
 errors to be avoided
 avoiding incorrect repetition
 adjectives which do not change
Articles:
 the definite article "the"
 the indefinite articles "a" and "an"
 errors to avoid
Colours
Numbers:
 ordinal
 cardinal

Adverbs

The functions of adverbs
Adverbs of:
 time, place, degree, manner, reason
The placing of adverbs
 before the word it qualifies
Forming adverbs from adjectives
Comparison of adverbs:
 positive
 forming the:
 comparative
 superlative
 one syllable words
 words with more than one syllable
 errors to be avoided
Adverbs which start questions

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Module Seven - Punctuation of Sentences

Why punctuation is used

Capital letters:

revision of when they are used:

- the word I
- first word in a sentence
- proper names

Punctuation marks:

when and why they may be used:

full stops or points

questions marks:

- within sentences
- at the end of sentences

exclamation or command marks:

- within sentences
- at the end of sentences

commas:

providing pauses

quotation or speech marks

- words actually spoken, and words not spoken
- the placing of quotation or speech marks
- adding clauses
- showing manner or tone

colons:

words to follow

semicolons

dashes:

separating parts of sentences

brackets:

insertions or additions to sentences

colon and dash:

several things to follow

apostrophes:

- showing possession or use
- omission of a letter or letters
- lists of common shortened words/abbreviations
- its and it's

examples of punctuated and unpunctuated passages

Module Eight - The English-English Dictionary

Using an English-English Dictionary to:

- find the spelling of a word
- find the accented syllable in a word
- find the meaning(s) of a word

Alphabetical order

How to use the English-English Dictionary:

- see how the words shown are explained
- see the alphabetical order of the words
- the "guide words"

Finding words you know

Finding words which are new to you

Words with more than one meaning:

- choosing the appropriate meaning

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Vocabulary and Word Building

What we mean by “vocabulary”

Building new words:

using suffixes:

list of common suffixes:

examples of their use and exceptions

using prefixes

list of common prefixes:

examples of their use

Building up a “vocabulary list”

Using hyphens to join words

and form new words with prefixes

The Confusion of Words

Words with more than one meaning

Words with the same pronunciation but different meanings

Lists of commonly confused words:

with examples of correct/incorrect use

and “tips” on how to avoid mistakes

Module Nine - Positive and Negative Sentences

More about sentences:

kinds of sentences

positive and negative sentences:

statements of fact

commands

questions

replies or answers to questions

Changing positive to negative using “not”:

the positioning of “not”:

verbs made up of two words

verbs made up of three words

verbs in the simple present tense

verbs in the simple past tense

Negative conjugations

Negative shortened words/abbreviations

Changing positive statements into positive questions:

the simple present tense

the simple past tense

Changing positive questions into negative questions

Questions which start with pronouns:

positive and negative

Questions which start with adverbs:

positive and negative

Changing statements into questions using “tails”:

negative “tails”

positive “tails”

Prefixes which change the meanings of sentences:

prefixes alone

prefixes used with “not”

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Module Ten - Sentences and Paragraphs

Active and passive voices of verbs:
changing from active to passive voice
changing from passive to active voice
conjugation of the verb "to be"
Lengths of sentences:
short sentences
long sentences:
the need for good punctuation
Splitting up a long sentence into two or more
shorter sentences

Paragraphs

Grouping sentences with the same or similar topics
Separating paragraphs
The order of sentences in paragraphs
The order of paragraphs

Dialogue

Direct speech
Indirect or reported speech
Changing passages from direct to indirect speech
Changing passages from indirect to direct speech

Module Eleven - Passages of Writing and Comprehension

Using adjectives to make writing interesting
Using adverbs to make writing interesting
Using pronouns to avoid repeating nouns:
making clear which noun is replaced
Clarity
Building a passage of writing:
the "idea"
notes of main topics
expanding the notes into sentences
grouping the sentences into paragraphs
Reading a story:
in direct speech
in indirect speech
and comparing them
Passages about events which happened
Using "imagination" to write passages about events
which have not happened
Reading an "imaginary" story:
using punctuation to keep readers interested

Comprehension

Understanding passages of writing
Comprehension Test (A):
questions and answers
Hints on answering comprehension questions/tests

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Context:

the way in which a word is used

the "role" of a word in a sentence

the part of speech of a word:

example of the same word used as:

a verb, a noun, an adjective, and an adverb

how to "decide" the part of speech

Comprehension Test (B):

questions and answers

Passages giving descriptions:

example passage

More hints on answering comprehension questions/tests

Practice:

developing a writing "style":

some "rules"

Module Twelve - Introduction to Letter Writing

What a letter is:

a written message

Kinds of letters

Social letters:

to whom they might be written

guidelines for writing social letters:

writer's address

the date

the greeting

opening paragraph

the body text of the letter

the closing expression

two specimen social letters examined

Business Letters:

what "businesses" are

why business letters might be written

aims or objectives of business letters

features of business letters:

letterheads

the date

the addressee's particulars

the greeting:

depending on the addressee

the body of the letter

the closing expression:

agreeing with the "greeting"

the writer's signature and name

the writer's designation:

why this is stated

Sales letters:

importance of attractive layout

the aims of sales letters

a specimen sales letter examined

Accounts letters:

why they might be written

a specimen accounts letter examined

the reply to that letter examined

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Employment letters:

- why they might be written
- a specimen letter seeking a job examined
- a specimen letter calling a person for an “interview” examined

Private letters:

- reasons why they might be written
- two specimen private letters examined
- comparison of a private and business letter on the same topic

Learning more English
The next stage of study