

PRESENTATION ON ENGLISH LANGUAGE AND LITERATURE

By K.D.M

English Paper I

Section A: 30 Multiple choice questions

- ☐ Prepositions – (oh, watch out)
- ☐ Register
- ☐ Verb tenses
- ☐ Phrasal verbs
- ☐ Parts of speech
- ☐ Arrangement of adjectives
- ☐ Clauses/phrases

QUESTIONS 1-18

- Prepositions, register, verb tenses, phrasal verbs (prepositions included)

QUESTIONS 19-22

- parts of speech (including prepositions)

QUESTIONS 23- 26

- Order of adjectives

QUESTIONS 27- 30

- Phrases and clauses

Section B: Compositions

❑ The following areas are examined in this section;

a) Report

b) Letter, both friendly and business.

c) Speech, and

d) Short story

Cont/d

- ❑ Previously, there were 3 questions (letter / report, speech, and short story), but now it's 2 questions.
- ❑ There is much emphasis on creativity, that's why the questions don't have guidelines.
- ❑ Consequently, guidelines were removed as a deliberate attempt to captivate creativity in the candidates.
- ❑ A short story is also fancied to improve creativity.
- ❑ All the topics in the syllabus are to be examined.

Cont/d

- ❑ In an exam, candidates must develop **guidelines**.
- ❑ Each guideline must be developed in its own **paragraph**.
- ❑ Each paragraph must have a key **sentence** and **supporting sentences**
- ❑ Teachers must, therefore, cultivate this in the students by giving them enough time for practice.
- ❑ Questions are taken from **themes** found in the syllabus.
Candidates must understand the key concept in the question.
Remember “**mob justice?**”
- ❑ Candidates to spend about 10 minutes for planning.

Sample speech question

- ❑ Imagine that cases of **child pregnancies** are on the increase in your area. The village head for the area has invited some prominent members of the society to help address this problem. Being in attendance at this meeting, you have been asked to deliver a speech. Write the **speech** that you would deliver at the occasion.

SPEECH

TITLE: must speak to the question

INTRO (WELCOMING REMARKS): provide a list of dignitaries by mentioning their titles and names in order of seniority.

- Welcome them and tell them the purpose of your speech.

BODY : Use signalling devices like: firstly, secondly, thirdly, etc or firstly, again, further, furthermore, etc

- Each point must be in a separate paragraph, WELL DEVELOPED

CONCLUSION : repeat the list of dignitaries

- Remind them the purpose of the speech
- Thank them for coming, and for their attention...

Sample Response

❑ Welcoming remarks

- a list of dignitaries at the meeting i.e. in descending order
 - not too many
- the purpose of the speech

❑ Extent of the problems i.e. how big is the problem

- history of how the problem started
- number of people affected i.e. number of pregnancy cases, age range, etc. Be realistic

SAMPLE INTRODUCTION

□ Our **Guest of Honour**, the chairperson for Tsogolo Lowala Youth Initiative, Mr. Limbani; the Traditional Authority for this area, Chief Mchiramwera; the Child Protector for this area, Mr. Mbewe; ladies and gentlemen, all protocols observed. We all believe that the youths are the leaders of tomorrow. As such, it is discouraging to note that instead of going to school, where their future would be shaped, most girls engage themselves in premarital sex, getting themselves pregnant. Do we expect our country to develop? Definitely no. I stand to condemn this practice.

Sample 2

□ Our **Guest of Honour**, who is also our Member of Parliament for Thyolo North Constituency, Mr. Thambolagwa; the Traditional Authority for this area, Chief Mchiramwera; the Child Protector for this area, Mr. Mbwana; ladies and gentlemen here present. It is commonly said that the future of our country lies in the hands of the youths, not so? I bet it does! However, it is disappointing to note that most of them are dropping out of school due to child pregnancies, a practice I would like to condemn as I stand.

Definition of the problem (extent)

□ Our **Guest of Honour**, you can agree with me that if history is something to go by, issues of child pregnancy were few and far in the past. Maybe it is because there were no issues of human rights, or perhaps, because there were no phones exposing children to phonographic materials. Whatever the case, we are changing for the worse. As I speak, I am at pains to report that our area has an estimate of between thirty to forty cases. This is not only discouraging, but also not good for the development of our country. A majority of this population is of school going age, with most of them either secondary or primary school students.

Causes

❑ I think the first cause of this problem is poverty. Most of the children in this area come from very poor families. They cannot provide basic needs for their children. As a result, most of the girls resort to having boyfriends, even men, so that they get money to support themselves. In the long run, they get pregnant. Another cause is lack of models for girls in this area. There are very few educated women in this area as compared to men. As such, our girls think that education is for boys only, and not for girls. Probably, this pulls them down and focus on sexual relationships than their education. Lastly, some girls walk a very long distance coming to school. This puts them off and they instead, focus on premarital relationships, eventually getting pregnant.

Effects

- ❑ This practice has some long term effects, high dropout rate being one. Can pregnant girls be allowed at school? Definitely, no! the rules do not allow that. As a result, they reserve their place to and come back a year after. Unfortunately, not all of them come back. This also leads to increased population due to uncontrolled births. Think of a girl bearing as early as fourteen (14); when they reach forty, they are likely to have a big number of children, leading to high population growth. Lastly, this increases mortality rate. Girls giving birth at a tender age are likely going to have some complications which in other cases, lead to death.

Solutions

□ Allow me to end my speech by asking a couple of questions. Does this problem have a solution? Can this problem come to an end? The answer to these questions is “yes,” at least if we join hands. I am glad to report that in our area, those responsible for the pregnancies (boys, girls and even their parents) get punished. That said, we would love if you helped us with civic education. To many people, this seems normal but I feel that it has to be put to an end. As a Member of Parliament, you can also play a part in formulating stiffer laws on this. Lastly, you can also ensure that another school is built especially in Nzuwa Village which is so far, the farthest. The members of the community may take part in this.

Conclusion

❑ Our Guest of Honour, ladies and gentlemen, it is my plea that we join hands in ending this problem. Together we can! Thanks a lot for listening to my speech.

Cont/d

❑ Causes of the problem

- poverty i.e. girls go in search of money to support themselves
- travelling long distance to school putting girls off

❑ Effects of the problem

- high dropout rate leading to increased illiteracy level
- increased population due to uncontrolled births

solutions

❑ Solution 1: what has been done

- punishing those responsible for the pregnancies
- summoning parents of the responsible children

❑ Solution 2: Required assistance

- civic education
- a call for stiffer laws to punish the culprits

Sample report / letter question

- ❑ You have noted with concern that there is a high rate of child pregnancies in your area. Write a **report / letter** to the District Education Manager of your district, explaining the problem as an attempt to solve it.

Layout for a letter

Matapwata Secondary School
Post Office Box 6
Goliati

18th October, 2019

The District Education Manager
Thyolo District Assembly
Private Bag 111
Thyolo

Dear Sir

INCREASED CASES OF CHILD PREGNANCIES IN MY AREA

BODY.....

Yours faithfully
Signature
John Phiri

Sample Introduction

☐ On behalf of the people in my area, I write this **letter / report** to inform you about increased cases of child pregnancies in Chibwana Village.

Sample Geographical

□ Chibwana Village is in South West of Thyolo District. This village is in the area of Traditional Authority Mchiramwera. From Thyolo District, we use the Thyolo-Limbe road and travel for about seventy two kilometres. After travelling this far, you will find a market known as Chibwana. Usually, there are a lot of people at this market and you may ask anyone of them to locate the residence of our village head, which is very near to the market.

Extent

- ❑ It has about 250 households, with an estimated population of about 600 people. About one third of this population is of school going age. Most of them are either secondary or primary school students.

Layout for a report

18th October, 2019

From : John Phiri, Matapwata Day Secondary School, Post Office Box 6, Mikolongwe

To : The Director, Department of Social Welfare, Thyolo District Assembly, Post Office Box 567, Thyolo

INCREASED CASES OF CHILD PREGNANCIES IN MY VILLAGE

BODY...

Signature

John Phiri

(Concerned citizen)

(NOTE: if a candidate writes 'DATE', or 'TO' or 'FROM', the whole layout gets a zero mark).

Content / Body for a Report/ Letter

- ❑ Geographical location of your area
 - cardinal points of your area e.g. South West Of Thyolo District, plus name of the village, village heads, etc.
 - name of the road, distance to be covered, physical features around the area e.g. rivers, tall buildings etc.

- ❑ Extent of the problems i.e. examples of the cases
 - history of how the problem started
 - number of people affected i.e. # of dropouts, age range

Cont/d

❑ Causes of the problem

- lack of parental care e.g. parents being not concerned with the general welfare of their children
- travelling long distance to school putting students off

❑ Effects of the problem

- increased population due to uncontrolled births
- high rate of child labour

solutions

❑ Solution 1: What the community has done

- summoning parents of the responsible children
- civic education on the matter

❑ Solution 2: Required assistance

- material support for an establishment of a new school
- guidance and counselling

Sample Short Story Question

- ☐ Write an original short story entitled “The Betrayal”.
- ☐ The village thief
- ☐ The lost love
- ☐ The broken promise
- ☐ THE NARROW ESCAPE
- ☐ THE GRADUATION
- ☐ MISTAKEN IDENTITY
- ☐ THE REJECTED STONE

Sample Short Story Response

- ❑ Candidates are expected to write an original short story entitled '**The Betrayal**', showing two characters that used to be fond of each other but in the long run, one of the characters turns back on the other, creating a bitter rivalry between the two.

Cont/d

- ❑ The story should have the following:
 - a well-established plot (with exposition, conflict, rising action, climax, falling action, and resolution).
 - well established characters (protagonist(s) and antagonist(s))
 - well established theme(s) reflecting the topic of betrayal
 - a clear setting, both in terms of time and place
 - other aspects of a short story e.g. point of view, tone, mood etc.

SOME ASPECTS OF A SHORT STORY

TITLE: must be in line with the question...

SETTING

- **Place:** (a meaningful name, such as Njala Village...i.e. because it lack some basic needs.
- **Time:** e.g. in the morning, during the rainy season, when they were harvesting maize, etc)
- At a certain point in the story, the candidate may describe the setting.

CHARACTERS

- Protagonist (one main character with a good behaviour)
- Antagonists (at least 2)
- At a certain point in the story, describe the characters.

CONFLICT: the minor characters do something against the main character

CLIMAX: the conflict becomes serious. The other characters may fight or quarrel with the protagonist.

- There must be a dialogue/ conversation in the story.
- Each direct speech must be in a separate paragraph.

RESOLUTION: the conflict comes to an end..

Write an original short story titled, “the fall out”

The storyline may include:

- Two best friends or a group of people that was united
- Due to behaviour of one person or one group, there is a conflict.
- There is a serious conflict between the two people or groups, much to the surprise of many.
- Indicate how other people tried to intervene or what happened for peace to come back..

POINTS TO NOTE ON SHORT STORY WRITING

- ❑ The first paragraph is the most important as it introduces the theme, and the main characters of the story.
- ❑ A good short story must start answering the question from the introduction.
- ❑ This means that after reading the introduction, the examiner should be able establish the main theme of the story.

Cont/d

❑ To do this, it is advisable for a candidate to start writing the short story from the climax, **then using flashback**, going back to the initial stages of the plot i.e. climax---exposition---conflict---rising action----climax----falling action----resolution.

Checklist for all compositions

- ❑ When writing compositions, make sure that:
 - the composition is between 350-500 words
 - all the **grammatical** and **orthographical** rules are followed
 - any number from 0-99 be written in words, those from 100 and above, be in figures
 - no symbols and abbreviations be used
 - all the main points must be well explained in separate paragraphs

COMMON ERRORS DURING COMPOSITION WRITING

- Writing figures instead of words i.e. any number between 0-99 must be written in words, not figures.
- Omission of words esp...articles. He went to market.
- Cutting words...**can not** instead of **cannot**
- combining words ...**alot, inorder.....a lot, in order**
- wrong spellings...writting, writing.....written, writen
- writing double subject...**People they** are very clever. / **Malawians they** eat nsima.
- Poor subject-verb agreement...There was a lot of people at the market.
- Double conjunctions...John and also Mary was present.

COMMON MISTAKES CONTINUED

- Wrong word order...I and my friends...instead of My friends and I...
- Wrong choice of words...**there**...instead of **their**...
- Wrong sentence construction...I can be able to read this...instead of ...I can read this.
- Wrong beginning of a sentence...'So..., But..., And,...Because'
- Chichewa type of English: Close the radio...
- Writing without paragraphs
- Writing using abbreviations, symbols and contractions
- Writing acronyms using small letters....admarc
- Repeats...so

Wrong punctuation

In speech writing, the list of dignitaries must be written as follows;
The Minister of Youth, Honourable John Phiri; the Traditional Authority, Mr. Chipiliro Mbewe; the Head teacher, Mr. Dekhani Mbewe;.....

In a report, punctuation may appear like this:
From: Mary Ngozo, Mpinji Secondary School, Post Office 230, Thyolo.

Marking compositions

- ❑ $\frac{5}{5} + \frac{10}{10} + \frac{25}{25}$ for a letter or a report; 5 marks for layout, 10 marks for Mechanical errors and 25 marks for content.
- ❑ Any Mechanical error = $\frac{1}{2}$ mark deduction. If a candidate makes more than 20 mechanical errors it means he/she will get a zero mark on Mechanical Errors.
- ❑ 5 marks for **layout** of a letter,
 - first address: 1 mark
 - Date : 1 mark
 - Second address: 1 mark
 - Salutation: 1 mark
 - Title: 1 mark

How is content handled?

Short composition: (5 – 5) + 7 *to* 9

Short and off-point: (5 – 5) + 3 *to* 5

Short (ON/OFF): (5 – 5) + 5 *to* 7

English II – 20 marks

Section A: Note Making

- ☐ In this question, candidates must provide
 - the title of the passage
 - the main points
 - supporting points
- ☐ Marks are awarded in according to **content, layout and note style.**

Title

- ❑ **Usually** found in the **last** sentence of the **first** paragraph
- ❑ The title should:
 - be capitalized and not underlined
 - be centralized
 - have no full stop at the end because it is a phrase
 - have no symbols and abbreviations

Main points

- ❑ **Usually** found in the **first** sentence of the subsequent paragraphs
- ❑ Main points should:
 - numbered **consistently** like 1, 2, 3 or I, II, III or A, B, C
 - have no symbols and abbreviations
 - have their first letters capitalized
 - be written from the margin
 - be written in small letters and underlined

TYPES OF PRESCRIBED DRUGS

- A. Antibiotics
- B. Analgesics
- C. Stimulants
- D. Depressants

TYPES OF PRESCRIBED DRUGS

A. Antibiotics

- a. normally used to cure bacterial infections
 - pneumonia, TB, Cholera & Typhoid
- b. also effective in combating fungal infections
 - Ringworms, Thrush & Athlete's ft.
- c. include Bactrim, penicillin, tetracycline & chloramphenicol

B. Analgesics

a. used to control pain

e.g. paracetamol

b. used to slow down brain activity

c. also used to induce sleep

- codeine & morphine

d. sometimes prescribed **with** anesthetics

- used to eliminate sensation esp. during operations

e. reduce pain in injured pple.

C. Stimulants

- a. increase activity of **the** central nervous system
- b. used to reduce sleepiness & keep a person awake
 - to improve concentration & focus while @ work / esp. those with attn. disorder
- c. pep you up & make you alert
- d. speed up **the** heart & raise blood pressure
- e. also decrease nasal congestion
 - Adderall & Ritalin

A. Depressants

D. Depressants

a. work on **the** body

- by slowing it down

- **ppl**e taking depressants often feel sleepy /daze

b. commonly used to reduce stress & anxiety

c. also used to induce sleep & lower inhibitions

- Librium & Xanax

Supporting points

- ❑ found in the remaining sentences in the paragraphs after extracting the main pts.
- ❑ supporting points should
 - numbered consistently like i, ii, iii or a, b, c
 - written some inches away from the margin
 - use **acceptable** symbols and abbreviations
 - use phrases and not sentences
 - to ensure that no single point is lost, move sentence by sentence, turning each one of them into a phrase.

FACTORS TO CONSIDER WHEN CONSTRUCTING A CHICKEN HOUSE

A. Select a suitable site

- a. must take advantage of natural air movements
- b. must be accessible from a good weather road
 - to enable a farmer to transport inputs bought & produce to **the** market
- c. reliable source of clean, piped water & electricity from main supplies
 - are essential
- d. drainages must be considered from **the** point of view of poultry health.
- e. avoid sites **which** are prone to water-logging

B. Take note on foundation

- a. Depth determined by physical condition of **the** ground, soil & the weight of materials to be used
- b. depth should be large enough
 - to allow one man to work in comfortably
- c. should be 600cm wide & 400cm deep
- d. put concrete on the floor
 - to provide rodent proof surface
- e. floor can be easily washed / disinfected
- f. floor level should be 200m above **the** floor

C. House to be open sided

a. are very important

- allow free movement of air

a. where chickens are overcrowded

- easy to get affected by diseases & other infections
- ventilation reduces risk of catching infections & diseases

D. Consider roofing

a. should be well thatched

- to provide fire proof & rodent proof environment

a. gable roofs **with** ridge openings

- to provide good ventilation **which** are good for chicken houses

a. ventilations ideal in hot climates

b. materials in roofing the chicken house

- grass, corrugated iron sheets galvanized & aluminum sheets

a. paint the roof **with** white paints

- to reflect heat if it is roofed **with** iron sheets

Marking formula

▣ **Content: 08 marks**

- A candidate must provide more than 16 supporting points. $16 \times \frac{1}{2} = 8$

▣ **Layout: 08 marks**

- Title – 2 marks
- Main points – 4 marks
- Consistent underlining – 1 mark
- Consistent numbering – 1 mark

▣ **Style: 04 marks**

- Use of phrases – 1 mark
- Use of abbr + contractions – 1 mark
- Use of symbols – 1 mark
- Brevity – 1 mark

Section B: Comprehension passage (40 marks)

- ☐ give brief, straightforward responses
 - i.e. decide whether to give a **word**, **phrase** or **sentence**.
- ☐ avoid lifting.
- ☐ A maximum of 1 mark is subtracted from a question
- ☐ A phrase must not have its first letter capitalized or a full stop.
- ☐ A sentence must start with a capital letter and end with a full stop.
- ☐ The tense in the question must match with that in the response.

Meanings of words

- ❑ When giving meanings of words, give synonyms of the words given e.g. **scorching**– blazing / **amazed**... surprised
- ❑ **hail**.... recognize /
- ❑ **weary**... tired / exhausted
- ❑ **rival** ...competitor / enemy /opponent
- *Maintain the tense*
- *Maintain the part of speech of the given word*
- *If it's a verb, maintain the tense.*

Questions about character

□ For this question

- Provide an **adjective**
- Provide a statement to support the said adjective
- Eg **brave**: because he tirelessly fought the thieves without being afraid of what might happen to him

Meanings of phrases

- ❑ Don't explain
- ❑ Don't give a sentence
- ❑ Rather, give a phrase with a similar meaning e.g.
 - **caught his eye** ---drew his attention
 - **Dead silence**....total silence / total quietness
 - **felt a strong nostalgia**... felt a longing / had a longing
 - **detention without trial**... arrested / imprisoned without reason
 - **clung to him**...held / hugged him tightly
- ❑ *Maintain the tense of the expression.*
- ❑ *The given phrase should fit into the context without altering the meaning of the passage.*

Title

❑ *The title should **not be***

➤ *an idiomatic expression*

➤ *a sentence*

➤ *capitalised*

➤ *rather, it should be formulated around the main character
eg Nambewe's fate / Chikondi's dream or Mr. Phiri's return
or Kadoso and the gang/ Suzgo's homecoming/ Suzgo's
betrayal / Sunge the lone grave digger*

Summary writing

- ❑ Read the passage with proper understanding
- ❑ Identify main points – not less than 6.
- ❑ Join the main points into 1 paragraph ie in your own words
- ❑ Check if the summary is within the word limit of 70-100 words.

Checklist for a summary

- ☐ Candidates must consistently use one tense, past or present.
- ☐ Lifting should be avoided at all cost
- ☐ All **grammatical** and **orthographical** rules must be followed
- ☐ Symbols, abbreviations and contractions aren't allowed
- ☐ The summary should be written in one paragraph.

A zero mark is awarded to a candidate who

- ☐ writes a folktale e.g. Long time ago.....once upon a time...
- ☐ lifts from the passage.
- ☐ summarises a different story.
- ☐ summarises the passage in a different language.
- ☐ writes a summary without characters or with characters with different names.
- ☐ who summarises the passage in point form or uses any form of numbering
- ☐ **NOTE: for all stories in the first person point of view, don't use 'I', rather use 'the character' or 'the narrator'.**

Examples of main points

- ❑ Kadoso was chasing Kajawa, a member of the gang
- ❑ Kajawa was running towards a car, where his friend, Chigwenembe was waiting for him.
- ❑ Kadoso nearly caught Kajawa but the latter threw something to triple him
- ❑ The two thieves drove away and escaped
- ❑ Kadoso expertly threw a knife which burst one of the tires
- ❑ The car lost control and made an accident
- ❑ Kadoso and his friends finally caught the thieves

Sample summary

Kadoso was chasing Kajawa, who was one member of the gang. Kajawa was running towards a car, where his friend, Chigwenembe was eagerly waiting for him, ready to escape. Kadoso nearly caught Kajawa but the latter threw something to trip him, and he fell on the ground. This allowed the two thieves to drive away and escape. Then Kadoso expertly threw a knife, targeting one of the worn-out tires which eventually burst. The car lost control and made an accident. Finally, Kadoso and his friends caught the thieves and tied them up. (92 words)

Marking key

Content = 6marks

Mechanical Errors= 2 marks

Flow= 2 marks

When the passage is below 70 words, here is the marking key:

Content= 3

ME= 1

Flow= 1

English paper III (Literature)

Poem and Short Story 15 marks each

- ❑ Skill-based, candidates must have skills to analyse a story or story.
- ❑ Areas examined – Elements of literature, almost 70%
 - Comprehension, almost 25%
 - Application, almost 5%
- ❑ No need for learners to memorise poems or short stories.
- ❑ Let them be fully equipped with skills of analyzing literary works.

Section B: Essays, 20 marks each

- ❑ Types
- Loaded
- Multiple

Example of loaded question

- ❑ With specific examples from Shakespeare's 'Macbeth', explain how the theme of greed has been portrayed in the play. 20 marks
- ❑ Provide a title, a brief introduction e.g. **This essay explains how the theme of greed has been portrayed in the play, 'Macbeth', by William Shakespeare.**
- 8 points. Each point must be explained in its own paragraph.
- In each paragraph, raise a point, explain, exemplify, and evaluate (PEEE).
- avoid examples like 'A certain man in the novel'
- Don't number the points. Use signaling devices to link your pts.
- Use present tenses when writing the essays.

Example of multiple essay question

❑ With specific examples from the novel 'the pearl' by John Steinbeck, explain how the following characters have been portrayed.

➤ Kino

➤ The French doctor (20 marks)

Sample introduction

- This essay explains the characters of Kino and the French Doctor as portrayed in “The Pearl” by John Steinbeck.

Loaded essay...continued

- ❑ To be treated as a single essay , with one title, one introduction, one conclusion
- ❑ Must have 8 points, 4 on the first one, 4 on the second part
- ❑ Explain on the first part first, then do the same on the second part of the question
- In each paragraph, raise a point, explain, and exemplify.
- avoid examples like '**A certain man** in the novel'
- Don't number the points. Use signaling devices to link your pts.
- Use present tenses when writing the essays.

Marking schemes

❑ Loaded question

➤ $\frac{4}{4} + \frac{16}{16} = \frac{20}{20}$

➤ Layout and Mechanical errors = 4 marks

➤ Content = 16 marks

❑ Multiple essay question

➤ $\frac{4}{4} + \frac{08}{08} + \frac{08}{08} = \frac{20}{20}$

End of presentation

▣ Thanks a lot