

COMPLETE MSCE ENGLISH GRAMMAR STUDY GUIDE

With Literature Tips

Wongani W.D Chipeta

Foreword

This study guide is designed to help a wide range of students particularly who are preparing to sit for the Malawi School Certificate of Education Examinations(MSCE). It has been designed in such a way that even the students who are doing self studies will not find it difficult to study.

A lot of text books have been consulted to make this work rich and complete for MSCE Examinations preparations.

Teachers teaching Senior Secondary classes will also find this book helpful as it has all that the Malawi Senior Secondary Syllabus prescribes. It may be used together with the recommended text books as it is not a substitute for the text books.

Tips for literature questions have also been included to make the preparations for the English national examinations complete.

WONGANI W.D. CHIPETA

ACKNOWLEDGEMENTS

I would like to thank my dear family members, particularly my wife Doricah and daughter Faith for the support and encouragement they usually give me during the time I sit down and try to write something. Son, Wongani Junior, you miss my attention during such times.

Let me also thank Bright Bintonie Mzomah (BAEduc) for always being on my neck pushing me to write; brother, all this is due to your unending encouragement.

Thanks should also go to my colleagues Vianne Malambo of Misale Community for editing, Daniel Chibwe of Mvera Community and Tawina Mengezi Phiri of Natola Community for proof reading this work. Elijah Kasambala of Bandawe Girls Secondary School, you contributed a lot each time I consulted you for assistance.

My lecturers at Mzuzu University cannot be left out for the knowledge and support they gave me when I was a student there.

TOPIC 1: NUMBER AND PERSONS IN VERBS

Number in verbs refers to the form of a verb which indicates whether its subject is singular or plural. This is illustrated as follows:

i. A subject in the singular is followed by a verb in singular.

For example:

a) She was present.

b) Favour has gone.

ii. A subject in the plural is followed by a verb in the plural.

For example:

a) They were present.

b) The boys have come.

iii. A verb must agree with its subject in person and number.

For example:

a. He always works hard.

b. Our teacher rarely skips lessons.

The verbs have to agree with number in persons.

Look at the table below:

First Person	Second Person	Third Person
I am alone	You are	
We are alone	You are alone	He/she/it /they are alone
I/we have moved	You have moved	He/she/it /they have moved
I/we go home	You go home	He/she/it /they go home

iv. When two or more subjects are connected by “and,” the verb is plural.

For example:

- a) Chrissy and Enock are politicians.
- b) Joseph and Rose have already written the exercise.

v. When two singular nouns are connected by “and” form a unit, or are considered as one thing, the singular verb is used.

For example:

- a) Bread and butter is eaten at most meals.
- b) Cassava and egg is a popular breakfast.

vi. The words “every,” “either,” “neither” “each” are singular and are followed by singular verb.

For example:

- a) Has either of the girls gone?
- b) Neither of the nurses has come.
- c) Each of the students was given a pen.
- d) Every member of the team is fit for the game.

vii. When the word pairs either or neither...nor is used in a sentence the verb agrees with the nearest subject.

For example:

- a) Either you or he is expected to assist.
- b) Either Dorcas or you are likely to be chosen.
- c) Neither Bright nor I am eligible for this post.
- d) Neither Mark nor you have been invited.

viii. If two subjects connected by or/nor differ in number and person, the verb agrees with the nearer subject.

For example:

- a) Either a laboratory or classrooms are to be built.
- b) Either classrooms or a laboratory is to be built.
- c) Either the students or the teacher is responsible for the damage.
- d) Neither Julius nor his friends have succeeded in swimming across.

ix. If two subjects joined by “and” are preceded by the word “every,” the verb is singular.

For example:

- a) Every desk, drawer and bookshelf was searched.
- b) Every classroom and lecture theatre is occupied.

x. When the subjects are connected by with, as well as, in addition to, the verb takes the number and person of the subject which stands first.

For example:

- a. He with his brothers is responsible for that.
- b) I as well as you am included in this invitation.
- c) The players in addition to their captain were involved in the fight.

xi. None and no one. The word “none” is generally plural but is used in different ways as follows:

A. When ‘none’ is followed by uncountable noun it is used as singular

Example: None of the work is good.

B. When ‘none’ followed by a countable noun, it is plural. ‘No one’ is always singular

For example:

- a) No one was ready.
- b) None of them were ready.

- c) None of them have been lost since you last counted them.
- d) No one is likely to be absent from the examination.

xii. Words denoting sums of money or quantities such as lengths, weights and so on, are considered as units and take singular verbs.

For example:

- a) Twenty kwacha was all I had.
- b) Ten months is a long time to wait.
- c) Ninety kilometers is a long distance.

xiii. In a compound subject (a subject which contains two or more nouns or pronouns as subjects of a verb), if one subject is in the affirmative and the other is in the negative, the verb agrees with the subject which is in the affirmative.

For example:

- a) She, not I, is at fault.
- b) Marriam, not Precious and Rachel, deserves to be congratulated for this work

Practice

1. None of the students(was/were) right.
2. Neither of the novels(was/were) interesting.
3. Each of the villagers(has/have) received the donation.
4. Everybody(was/were) busy.
5. Neither(is/are) going there.

TOPIC 2: VERB TENSES

Tense: is the correspondence between the form of the verb and the concept of time. The action related to time can be in the past, present or in the future.

There are mainly three types of tenses namely; Past Tense, Present Tense and Future Tense.

Table showing forms of tenses

	Simple	Continuous	Perfect	Perfect Continuous
Present	I /you ask She asks	I am asking You are asking She is asking	I/you have asked She has asked	I/you have been asking She has been asking
Past	I/you asked She asked	I was asking You were asking She was asking	I/you had asked She had asked	I/you had been asking She had been asking
Future	I/you will ask She will ask	I/you will be asking She will be asking	I/you will have asked She will have asked	I/you will have been asking She will have been asking

A. THE PAST TENSE

1. The Past Simple Tense

a. This tense is used to express actions which took place in the past.

For example:

- i) I *bought* this shirt last year.
- ii) I *lived* at Uliwa two years ago.

b. It is used in polite requests and to express wishes.

For example:

I. I *wanted* to speak to you.

ii) I wish I *knew* where he is.

iii. *Did* you want to see him?

c. It may also be used in conditional clauses (unlikely conditions).

For example:

i) If I *wrote* my father today, he would receive the letter tomorrow.

ii) I would write to him if I *knew* his address.

2. The Past Continuous Tense

a. This tense is used to show that an activity was happening at a time when another activity occurred.

For example:

i) When I *was going* to school, I met Mr. Gama.

ii) She ran after me as I *was crossing* the street.

b. It may also be used to indicate that a number of activities were taking place at the same time.

For example:

I) Elijah *was playing* football while Blessings *was eating* rice.

ii) Jimmy *was cleaning* the window and James *was cutting* the grass.

iii) While Faith *was ploughing*, Wongani *was milking* the cows.

Here, a conjunction is usually used to join two activities happening concurrently.

c. May be used in some conditional clauses expressing a hypothetical state.

For example:

I). If they *were living* at home, they would not behave in that manner.

ii). They wish they *were going* to Mchinji again this year.

3. The Past Perfect Tense

a. This tense is used to show that out of two activities which took place in the past, one happened before the other.

For example:

- i) He *had* already *left* when they arrived.
 - ii) At six o'clock, he *had finished* writing letters.
 - iii) We went to Kasungu National park because we *had heard* so much about it.
- b. It is also used to indicate the continuation of an activity up to a certain time in the past.

For example:

- i) I *had been teaching* for two years when Paul arrived in Malawi.
 - ii) In 2019 Chancy *had been* at Santhe for Four years
- c. To express a conditional sentence with impossible condition

For example:

- I. If I *had known* I would not have come here.
- ii. He would have gone if he *had done* the right thing.

4. The Past Perfect Continuous Tense.

This tense is used to indicate that a continuous activity had not been complete before another activity took place at some later period

For example:

- i) When I first met him, he *had been studying* for a degree.
- ii) When the rain started, she *had been preparing* dinner.

B. THE PRESENT TENSE

1. Simple Present Tense

- a. This tense is used to express the habitual actions.

For example

- i) They *live* at Kaporo.
- ii) Wongani *speaks* Latin.
- iii) Serah *doesn't* smoke.

b. It is also used to express general truths or proverbs.

For example:

i) The sun *rises* in the east.

ii) Action *speaks* louder than words.

iii) The earth *moves* around the sun.

iv. What *kills* a burning furnace is the ash that it *shits*.

c. It may also be used to express a present activity immediately completed or declarations.

For example:

i) I *pronounce* you husband and wife.

ii) I *declare* the meeting open.

iii) I *name* this road Orton Chirwa International Airport.

c. It is also used to express future actions which have been decided upon and certain to take place.

For Example:

i) School *starts* on Monday.

ii) He *leaves* for Golomoti next month.

iii) Isabel *flies* to Washington tomorrow.

d. To express future action in time and conditional clauses:

For example:

Unless he *sends* money before Friday, I will sue him.

e. Used in exclamations

For example

Here *comes* Jack!

2. The Present Continuous Tense

a. The continuous tense indicates duration. This indicates that the activity is still going on at the time of speaking

For example:

- i) I *am going* to the market.
- ii) They *are singing* and praying.
- iii) The man *is working* in that building.

b. It is also used to express an action which is happening in the near future.

For example:

- i) I *am going* home tomorrow.
- ii) Where *are you spending* your next holidays?

3. The Present Perfect Tense

a. This tense may be used to express an action that has just been completed but which its results has current (present)relevance.

For example:

- i) I *have written* an essay.
- ii. I *have finished* my work.
- iii) He *has cut* his finger.

4. The Present Perfect Progressive Tense

a. This tense may be used to indicate an activity which started in the past but is still considered incomplete to present time.

For example:

- i) I *have been studying* this book for two weeks
- ii) We *have been studying* French for two years
- iii) She *has been* with the teacher since morning hours.

b. It may also be used to indicate an activity which is regarded as only recently completed.

For example:

- i) I *have been spending* a few days at home.
- ii) These teachers *have been attending* a refresher course.
- iii) The team *has been training* hard for the competition.

C. THE FUTURE TENSE

1. The Simple Future Tense

a. This tense is used to indicate future activities.

For example:

i) I *shall be* forty next week.

ii) The goods *will be* here in few days.

b. The simple future tense is also used in the main clause of a conditional sentence (open condition)

For example:

i) If you go out in the rain, you *will get* wet.

ii) I am sure they *will come* if you ask them.

iii) He *will lend* it to you if you ask him.

2. The Future Continuous Tense

a. This tense is used to express an activity which will begin before and continue after a given period of time in the future.

For example:

i) His friends *will be waiting* at the bus stop to welcome him.

ii) We *shall be travelling* all night.

iii) After the rain we *shall be enjoying* the beautiful sunshine.

3. The Future Perfect tense

a. It is used to express an activity which will have been completed by a certain time in the future.

For example:

i) Faith *will be turning* Seventeen years in September.

ii) I *shall have finished* this work by four O'clock.

iii) By this time next year, Jane *will have written* her national examinations.

4. The Future Perfect Progressive Tense

It is used to refer to an activity which extends from the past, through the present into the future.
For example:

- i) By the time we arrive he *will have been waiting* for many hours.
- ii) When Abigail gets her degree, she *will have been studying* at Mzuzu University for four years.

TOPIC 3: VERBALS

By definition, a verbal is a word that comes from a verb and has the characteristics of a verb, but acts like a noun, an adjective, or an adverb.

There are three kinds of verbals and these are: a) infinitives b) gerunds c) participles.

A. INFINITIVES

Infinitives are verbs that are not limited in number or person.

In English, an infinitive usually consists of the base form of a verb preceded by “to” (“to” + base verb form).

For example

The baby’s sister wanted *to see* what would happen.

“To” is a pointer word that tells us the word is an infinitive. If “to” is followed by a verb form, it is part of an infinitive.

Some verbs (such as afraid, want, begin, decide, deserve, forget, hope, learn, intend, plan, and refuse) often go with an infinitive (Verb + “to” + base verb form).

For example

1 Moses covered his face because he did not want *to look* at God.

2 Then a new king began *to rule* Egypt.

In some cases, an infinitive is **not** preceded by “to”. The pointer word “to” is generally not used following the verbs “dare,” “feel,” “hear,” “help” “make” “let,” “need,” and “see.”

Examples

1. You wouldn't dare *forget*.
2. I will make him *confess*.
3. They let him *go*.
4. They heard him *say* that.
5. They saw us *do* that.
6. We saw him *fall*.

These words are infinitives as when "To" is added to them they will make sense when used in other sentences. These infinitives when used without "To" are called *bare infinitives*.

USES(FUNCTION) OF INFINITIVES

a) An infinitive can serve as subject of a verb.

Example:

- i. **To err** is human.
- ii. **To know** God is to do his will.
- iii. **To remain** free is my goal.

b. As Object of a verb

For example:

- i. She likes **to laugh**.
- ii. She wanted **to lie**.

c. As Complement of the verb

For example:

- i. To know Jetu is **to be** with her.
- ii. His plan is **to publish** a book.

d. To express commands

For example:

- i. Abedinego is **to stay** here till I come back.
- ii. No one is **to leave** the school premises before returning school books.

e. As an adverb

This is when an infinitive is used in the following senses: to show purpose and reason.

For Example

i. He worked hard **to succeed**.

(*Why did he work hard?*)

ii. He came here **to scorn** us.

iii. She went to India **to study** medicine.

f. An infinitive can also function as an adjective showing purpose

For example:

i. She gave me a newspaper **to read** freely. (describing newspaper)

ii. This is the cash **to spend** with you.

B. GERUNDS

A gerund is the present participle (“ing”) form of a verb, used as a noun.

For example: “**Walking** is good exercise.”

In English, a gerund functions as a noun but keeps some of the characteristics of a verb.

The following functions are notable in gerunds:

a. Subject of a verb

For example:

i. **Speaking** requires energy.

ii. **Walking** needs legs.

iii. **Reading** is my favourite hobby.

iv. **Working** is better than loafing.

b. Object of a verb

For example:

i. Mary enjoys **sleeping**.

ii. They like **eating** cakes.

c. Complement of the verb

For example:

i. My best sport is **cycling**.

ii. Her hobby was **painting**.

Note: These are nouns and they answer the question "what". Verbs do not answer this "what" question.

d. Object of a preposition

For example:

i. A brave man saved her from **drowning**.

ii. He earns a living by **selling** chamba

C. THE PARTICIPLE

A participle is a verbal form that “participates” in the functions of both verbs and adjectives.

The word “participle” means “participating.”

Participle are verbs that normally end in -ing, -ed or -en.

For example:

i. Wongani and Faith are **swimming**.

Note that swimming is not answering the question "what" but rather show the action.

ii. You have **broken** the mirror.

iii. The water has **stopped**.

There are some participles however which do not end in -en or -ed but in present continuous tense still obey the rule of ending in -ing.

For example:

i. She has **gone** home.

ii. He had **ran** faster

iii. I had **told** him to put it up.

USES OF PARTICIPLES

a. They can be used as verbs.

When used as a verb, the past participle follows auxiliaries like "are", "have", "had", "has" etc to form the required tense.

For example

- i. He **has waited** for an hour already.
- ii. They **have done** that for over two years now.
- iii. He **had waited** for two hours when his friends arrived.
- iv. He **will have waited** two hours by the time they arrive.

NB: Used this way, as shown above, the underlined or bold words are not participles but verbs.

b. As adjectives

When used as an adjective, the past participle verbal explains or modifies a noun.

For example:

- i. Moses was placed in a **hidden** baskets.
- ii. All **living** creatures breathe.
- iii. **Planting** seeds are expensive.

Note: Do not confuse the participles ending in -ing which are adjectives here with the gerunds. Here they describe a noun while in gerunds they are nouns.

Gerund can also be identified when they answer the question "What" since they are nouns.

TOPIC 4: REGISTERS

Registers refer to specialized language which is used in different settings or environments, such as hospitals, banks, courts, e.t.c.

This topic needs to be practically done and NOT be simply memorised.

1. The courts/Law

- (a) Accused - a person who is on trial in court of law
- (b) Suspect-A person who is believed to have committed a crime

- (c) Defendant – A person in a law case who is accused of having done something illegal
- (d) Charge (verb) - to give an accusation of a crime
- (e) Charge sheet –an official documents on which a police officer records the details of a crime of which a person is accused
- (f) Offence/crime – an illegal act
- (g) Prosecute- to prove that the accused person is guilty of the crime
- (h) Prosecution- the lawyers in a trial who try to prove that a person accused of a crime is guilty of that crime
- (i) Evidence - proof to show that an accused is guilty of a crime
- (j) Testimony - a statement by a witness in court
- (k) Cross-examination- to ask a witness in a crime detailed questions in order to discover if they have been telling the truth.
- (l) Witness - a person in a law court who states what they know about a legal case or a particular accused person
- (m) Plaintiff (complainant) – someone who makes a legal complaint against someone else in a court
- (n) Judgment - an official legal decision, whether someone is guilty or not
- (o) Verdict- an opinion or decision made after judging the facts made at the end of a trial
- (p) Convict (verb) - to decide officially in law court someone is guilty
- (q) Convict (noun)- someone who is in prison because they are guilty of a crime
- (r) Sentence -punishment given by a judge in a court to a person found guilty of doing something wrong
- (s) Fine - An amount of money that has to be paid as a punishment for a crime
- (t) Imprisonment/ jail- Act of being putting someone in prison as a punishment
- (u) Parole - when a prisoner is released before their period in prison is finished on condition they will behave well
- (v) Acquit to officially declare in court that someone is not guilty of a crime
- (w) Guilt - fact of having done something wrong
Guilty - responsible for breaking something wrong
- (x) Suspended sentence - set free but not to commit a similar crime within the prescribed period
- (y) jury - a group of people chosen to listen to a case and to establish whether the person is guilty or not
- (z) Juro - a member of a jury
- Contempt (of court) - behaviour that does not obey the rules of a law court
- Perjury - the deliberate giving of false or misleading testimony under oath

2. Business/ Banking/ Insurance/ Finances

- (a) Transaction - the act of carrying or conducting business

- (b) Cheque - a note promising to pay money to a named person
- (c) Withdraw - to extract money from an account
- (d) Statement - a document that summarises financial activity
- (e) Payee-one to whom money is paid
- (f) Transit - the carrying of goods from one place to another on a public transport system
- (g) Counterfeit-false, especially money; intended to deceive or carry appearance of genuine
- (h) Smuggle -to import goods without paying lawful customs charges or duties
- (i) Client - a customer or a receiver of goods.
- (j) Profit - total income minus expenditure
- (k) Post - to register as losses or profits
- (l) Duty -a tax placed on imports or exports
- (m) Tariffs - a system of government imposed duties levied on imports or exports
- (n) Insurance - an agreement one pays money to a company and the company pays costs in the event of an accident or loss
- (o) Insure - to provide for compensation if some specified risk occurs
- (p) Claim - a legal demand for compensation
- (q) Claimant - one who makes a claim for payment as a form of compensation
- (r) Damages - money paid or awarded to a claimant
- (s) Compensation – money paid to someone in exchange for something that has been lost or damaged
- (t) Premium - money paid to get insurance. Installments- -portion of money paid in phases
- (u) Hire-purchase - a method of payment where a buyer pays the debt in small amounts until the debt is settled
- (v) Invoice - a commercial document a seller issues to a buyer, indicating products, quantities and prices
- (v) Honorarium - small some of money paid to someone for a service for which no official charge is made
- (w) Emolument - payment for work that has been done
- (x) Remuneration - payment for work or services
- (y) Salary - a fixed sum of money paid to a worker on monthly basis
- (z) Wages- a fixed sum of money paid to an employee every week for work that needs physical skills

3. Crimes

- (a) Theft - act of stealing property
- (b) robbery - offense of attempting to take the property of another by force
- (c) burglary -the crime of breaking into a house, store or vehicle with the intent to steal
- (d) extortion - to get something by threats or force
- (e) pick-pocket - a thief who steals from pockets or bags
- (f) shoplifting - illegal act of taking goods from a shop without paying for them

- (g) forgery - act of altering writing or signature purporting to be made by another
- (h) murder - the act of deliberately killing a human being
- (i) manslaughter - the act of killing a human being unlawfully, but not willfully
- (j) bestiality - sexual activity between a human and another animal
- (k) sodomy - the act of putting a man's penis into the anus
- (l) bribery - making illegal payment to a person in official positions as a means of influencing their decisions
- (m) fraud - the crime of getting money by deceiving people
- (o) impersonation - an attempt to deceive by pretending to be another person
- (p) accomplice - an associate/ helper in committing a crime

4. Deaths

- (a) Deceased - one who has died
- (b) Bereaved - having suffered the death of a loved one
- (c) Morgue - a place where dead bodies are kept for identification
- (d) Mortuary - a place where dead bodies are stored prior to burial or cremation
- (e) Cremation - the act of burning the dead body
- (f) Cemetery - a place where dead bodies are buried; a graveyard
- (g) Epitaph - a piece of writing on the grave
- (h) Postmortem (autopsy)- examination of a dead body to establish the cause of death
- (i) Invalid - one who is confined to bed because of illness
- (j) Mausoleum- a large stately tomb or a building
- (k) Tomb- a small building as a burial site for the dead

5. Hospital/Medicine

- (a) Diagnosis - the identification of the nature and cause of an illness
- (b) Surgery - a procedure involving major incisions to remove, repair or replace a part of a body (operation)
- (c) Surgeon - one who performs surgery (a doctor who performs operation on people or animals)
- (d) Incision - a cut, especially one made by a scalpel, for surgical operation
- (e) Administer -to cause someone to receive something (like injection)
- (f) Stethoscope - a medical equipment used to listen to the sounds produced within the body
- (g) Hospital - a building designed to diagnose and treat the sick, injured or dying and usually has a staff of doctors and nurses
- (h) Dispensary - a room specifically designed for the dispensing of drugs
- (i) Clinic - a building, often part of a hospital, to which people can go for medical care or advice relating to particular condition
- (j) Pharmacy - a place where prescription drugs are dispensed
- (k) Dispense - to issue medicine or to make up a medicine or prescription

- (l) Prescription - a written order ,as by a physician, for the administration of medicine
- (m) Ward - large rooms into which a hospital is divided with beds for patients
- (n) Vaccine - a substance given to animals or people to prevent them from getting diseases
- (o) Vaccination – art of giving someone a vaccine, usually by injection, to prevent one from getting a disease
- (p) Anesthesia - a method of preventing sensation, used to eliminate pain
- (q) Dressing - material applied to a wound for protection
- (r) Paediatrics - branch of medicine that deals with the treatment of children
- (s) Gynecology - The study of medicine specializing in the problems of women, especially reproductive disorders
- (t) Ante-natal - occurring before birth
- (u) Post-natal- relating to the period immediately after a baby is born
- (v) Convalescent- to recover health and strength after sickness or weakness

6. Meetings /Interviews/ Parliament/ Elections

- (a) Vacancy - an unoccupied position
- (b) Applicant - one who applies for a job
- (c) Recruitment -a process or art of finding candidate for a post in an organisation
- (d) Eligible - suitable; meeting the conditions for a job
- (e) Panel - a group of people gathered interview people
- (f) Shortlist - to select a list of people who have been judged suitable for a job
- (g) Interview- a formal meeting, in person, for the assessment of a candidate or applicant
- (h) Interviewer - one who interviews
- (i) Interviewee - someone being interviewed
- (j) Minutes - official notes kept during a meeting
- (k) Agenda - a list of matters to be taken up at a meeting
- (l) Quorum - minimum number of members required for a group to officially conduct business
- (m) Matters arising - issues that crop up during a discussion as a follow up to previous issues
- (n) Apologies - a message telling someone politely that one will not attend a meeting
- (o) Proposer - someone who makes a proposal
- (p) Amendment - an addition or alteration
- (q) Apathy - lack of interest to take part in an important decision (like voting)
- (r) Designate - one appointed for a post
- (s) Ward - area represented by a councillor
- (t) Constituency - area represented by a Member of Parliament

G War/Diplomacy

- (a) battle - a fight between armed groups
- (b) war - armed fighting between two or more countries
- (c) envoy -one who is sent as a representative from government or organization to another

- (d) delegate - a person elected or chosen by a group to speak or vote for them, especially at a meeting
- (e) emissary - a person sent by one government or political leader to another to take message or to take part in discussions
- (f) consul- an official residing in a foreign country to protect the interests of citizens from his or her nation
- (g) Ambassador- an official sent to a foreign country to represent there his or her country
- (h) truce - a period when fighting parties agree to stop fighting
- (i) asylum - protection given by a government to foreigners who have been forced to leave their own countries for political reasons
- (j) refugee - a person seeking protection in a foreign country due to political or other problems in their own country
- (k) returnee - a person who comes back to his or her own country
- (l) repatriation - the process of returning of a person to their country of origin or citizenship
- (m) plebiscite - a referendum, especially one that concerns changes in a country's independence
- (n) Ransom - money paid for the freeing of a hostage
- (o) Hostage - someone taken as a prisoner by an enemy in order to force the other people involved to do what the enemy wants
- (p) Captives - a person held by the enemy during a war

7. The Mass Media

- (a) media - means for publishing or communicating information, like radios
- (b) circulation- the number of people that a newspaper or magazine is sold to
- (c) censorship - the act of removing offensive material from a book
- (d) dissemination - spreading news or information
- (e) publish - to make available to people, especially in a book, magazine newspaper e.t.c
- (f) publication - the act of making information available to people in a printed form
- (g) publicity - the activity of making certain that someone or something attracts a lot of interest or attention
- (h) edit - to correct or make changes to a piece of text or film before it is printed.
- (i) Reception - the act of receiving radio signals
- (j) review - a report in a newspaper, magazine or programme that gives opinion about a book or film
- k. reporter - a person whose job is to discover information about news events and describes them for newspapers, radios, or magazines

8. Drama

- (a) Cast - the actors in a play.
- (b) Audition- a short performance to show one's suitability for a particular play song or film
- (c) Auditorium - a large room for public meetings or performances

- (d) Scene - division of an act
- (e) Line - words that an actor speaks when performing
- (f) Prompts - words spoken to an actor who has forgotten what he or she is supposed to say during acting
- (g) Costumes - clothes or materials suitable for acting or drama

9. The Church

- (a) Congregation- a group of people who have gathered in a building or church for prayers
- (b) Celebrant - priest who leads religious ceremony
- (c) Pulpit - a raised platform in a church from where a preacher delivers sermon
- (d) Sermon - part of Christian church ceremony
- (e) Pew- a long wooden seat with a high back, which a row of people sit on in a church
- (f) Aisle- a long narrow space between rows of seats in a church, cinema or aircraft
- (g) Ordain- to officially make someone a priest or other religious leader
- (h) Consecrate - to give someone the title of a Bishop in a religious order
- (i) Confession - admitting the sins one has committed
- (j) Repentance - to be very sorry for the sin committed
- (k) Excommunicate - to refuse someone from taking part in church activities
- (l) Hymn - song of praise or worship
- (m) Carol - religious song usually sung at Christmas

10. Electricity

These are the words that pertain to electricity

- a. Electrical Installation: Electrical equipment that is fixed into the house and is not moved from place to place
- b. Serviceable Cables: Brings the mains supply in the house
- c. Meter: Keeps records of the amount of electricity that is used by the house.
- d. Fuse: A special safety device which prevents fire arising in an electrical installation.
- e. Sockets: Power points into which one puts a plug.
- f. Mains: A chief wire carrying electricity into a building from outside.
- g. Electrical appliances: All machines that use electricity. E.g. Record players, Cookers, Iron, Kettles etc
- h. Watt: A word used for measuring the amount of electrical power consumed e.g. a 50 watt bulb.
- i. Insulation: The covering of electric wires so that they cannot be touched directly.
- j. Power Cut: A situation when there is no electricity available because ESCOM has switched off the supply.
- k. Flex: Lead (Wire), which is attached to an electrical appliance and allows one to move the appliance about while it is still plugged into the socket.
- l. Electrocuted: Killed by electric current

- m. Volt: A unit for measuring the force of an electric current
- n. Load: An amount of electric power
- o. Voltage: Electrical force measured in volts.
- p. Voltmeter: An instrument for measuring voltage
- q. Disconnection: To remove the supply of power from a building.
- r. Black Out: A period of darkness caused by a failure of the electricity supply
- s. Adaptor: A special type of plug that helps to connect more than one piece of equipment to the electricity supply
- t. Load shedding: The deliberate switching off of electricity to control the amount of supply due to inadequate electrical power.

TOPIC 5: QUESTION TAGS AND SHORT RESPONSES

A. QUESTION TAGS

These are questions which are asked not because we need information but confirmation of what we already know.

The speaker wants the person addressed to agree with him or her.

For example:

a) Expecting the answer 'yes'

They like tea don't they?

b) Expecting the answer 'no'

They don't like tea, do they?

So, Question tags are grammatical phrases in form of questions which are added to statements.

RULES GOVERNING THE FORMATION OF QUESTION TAGS

1. When a statement is positive (affirmative), the question tag must be negative.

For example:

a) Marrium is a teacher, isn't she?

b) You can speak Ngonde, can't you?

c) His brother will defend him, won't they?

2. When the statement is negative, the question tag must be positive
For example:

- a) Mr. Mzomah is not a pilot, is he?
- b) You cannot ride a lion, can you?
- c) Believers do not lie, do they?

NOTE: All auxiliary verbs in the statements are repeated in the question tags, except:

- i) Need and dare used positively in the statement are not repeated in the tag.

For example:

- a. We need to build a good house, don't we?
- b. He dared to stone the police vehicle, didn't he?
- ii) "Used to" is treated as a full verb rather than an auxiliary.

For example:

- a. Emmanuel used to visit us, didn't he?
- b. Jane and Mary used to quarrel, didn't they?
- iii) There is no form like 'amnt I?'; instead we say "aren't I?"

For example:

- a. I am very happy, aren't I?
- b. I am an expert in vehicle repairs, aren't I?

3. When the statements contain main verbs, the question tags take a 'do' 'does' or 'did' depending on the tense of the verb in the given statement.

(a) When the statement contains a present tense singular main verb, the question tag takes 'does' for the third person singular.

For example:

- a. Manyani plays basketball, doesn't he?
- b. Favour passes every examination, doesn't she?

(b) When the statement contains a present tense plural main verb, the question tag takes 'do'

For example:

- a. Jane and James like music, don't they?
- b. The three girls pass every examination, don't they?

(c) When the statement contains a past tense main verb, the question tag takes 'did'

For example:

- a. Weston liked eating nuts, didn't he?
- b. The girls scored good grades, didn't they?
- c. Viane did not go home, did he?

4. Statements which contain such words as 'scarcely', 'no', 'never', 'seldom', 'barely', 'nothing', 'no one' are treated as negatives and therefore take positive question tag.

For example:

- a. Nothing was said, was it?
- b. No man is an island, is he?
- c. I have never played football, have I?
- d. I seldom make mistakes, do I?
- e. Chigomezgo rarely comes here, does she?
- f. They barely visited their parents, did they?
- g. They has offended no one, have they?

5. An imperative can be made into less of a command and more of a request by the addition of affirmative tag in the future tense. All statements which show either a command or more of a request take the future tense marker 'will' and the personal pronoun 'you' in the question tag. This is because a command sounds negative (forcing matters)

For example:

- a. Pass me sugar, will you?

- b. Open the door, will you?
- c. Stand up, will you?

6. All statements which start with 'let's' take the future tense marker 'shall' and the personal pronoun 'we' in the question tag.

For example;

- i. Let's go, shall we?
- ii. Let's sort this out, shall we?
- iii. Let's talk about AIDS, shall we?

7. When the subject of the statement is everybody, everyone, someone, somebody, anyone, anybody, no one, no body, none, neither, the pronoun "they" is used as the subject of the tag.

For example:

- a. I don't think anyone will come, will they?
- b. Neither of them attended the party, did they?
- c. Everyone warned you, didn't they?
- d. Nobody recognised her, did they?

B. SHORT RESPONSES

Short responses to questions ending with question tags. It is normal to answer those questions briefly with a yes or no + subject + auxiliary verb. The short response echoes the question tag i.e. the auxiliary verb is repeated in the same tense.

1. A positive statement with a negative question tag normally expects Yes (Positive) answer.

For example:

- (a) The companies have accepted my proposal, haven't they? Yes, they have.
- (b) Juliana accepted it, didn't she? Yes, she did.
- (c) The judge will pass the verdict, won't he? Yes, he will.

2. A negative statement with a positive question tag normally expects a No (Negative) answer.

For example:

- (a) You won't go, will you? No, I won't.
- (b) Joseph couldn't do it, could he? No, he couldn't

3. ADDITIONS TO STATEMENTS

There are two types of additions to statements, namely:

- a. Positive agreement.
- b. Negative agreement.

A. POSITIVE AGREEMENT

Its pattern is So + Positive Auxiliary + Subject.

For example:

- (a) He likes coffee. So do I.
- (b) I have been studying hard. So has Daniel.
- (c) Dorica can produce good results. So can Thoko.
- (d) Weston tried very hard to bring change. So did Rebecca.

2. NEGATIVE AGREEMENT

The pattern for negative agreement is ‘Neither + Positive Auxiliary + Subject.’

For example:

- (a) I have no money. Neither has Kino.
- (b) Juana doesn’t like Kino’s behavior. Neither does Thomas.
- (c) The party Secretary General could not do that. Neither could the president.

TOPIC 6: ADVERBS

CONDITIONAL SENTENCES

Conditions Sentences are adverbial clauses in which a certain result is achieved after a condition.

The clause usually begins with: **if, unless, suppose that, assuming that**, e.t.c. This is also known as the adverb clause of condition or the “if” clause.

For example:

- i. Unless you are careful, you will fall.
- ii. If I had lost it, I would have told you.
- iii. She would weep if she saw me.

Note that: when the sentence begins with the subordinate clause, a comma is inserted. But when it starts with the main clause the comma is not used.

TYPES OF CONDITIONAL CLAUSES

There are three major types and these are:

A) Likely or possible conditions

These clauses are also known as open future conditions. They take a verb in simple present tense in the if –clause (subordinate clause) and the future tense in the main clause.

Main clause(future tense) = Subordinate clause(If + present tense

Examples:

- i) If she *gets* the letter, she *will regret*
- ii) Chigomezgo *will go* to university if she *studies* with seriousness.
- iii. If you *speak* local languages, you *will not learn* English.

B) Unlikely or impossible conditions

These have the simple past tense in the subordinate clause and the conditional tense in the main clause.

Main clause (would/should + simple present) = Subordinate (If + Simple past)

Example:

- i. If I *were* you, I *would kill* him.
- ii. If Jane *went* to school, she *would learn* English.
- iii. Rebecca *would be* a teacher if she *passed* well.

C) Rejected or hypothetical conditions

These have verbs in past perfect tense in the If clause and perfect conditional tense in the main clause.

Main clause(would + have + past participle)= Subordinate clause(If + had + past participle)

For example:

- i. If I *had gone* there, I *would have seen* your son.
- ii. *Had I known*, I *would not have married* you
- iii. He *would have preached* well if he *had prepared* well.

D. USING "UNLESS" AND "BUT FOR"

Using **unless** or **But** for in conditional sentences shows negative conditions.

Unless is a conjunction meaning “**If not.**” while **But** for means “**If it hadn't been for**”.

Examples:

- i. Unless you apologise, I *will punish* you.
- ii. Unless you repent, you *will not* see God.

“*Unless you apologise*” is exactly as saying “*If you do not apologise.*”

Look at these other examples where sentences have been re-written using "unless".

- i If you don't give me cash, I shall not tell you the truth.

Re-written: *Unless you give me cash, I shall not tell you the truth.*

- ii If he doesn't dance, you should not worry.

Re-written: *Unless he dances, you should not worry.*

- iii. If you don't go I will not follow you.

Re-written: Unless you go I will follow you.

- iv. If I were not her I would not accept his proposal.

Re-written: *Unless I were her I would not accept his proposal.*

- v. If he had known he would not have listened to my advice.

Re-written: *Unless he had known he would not have listened to my advice.*

- vi. He would not pass the examination if he did not work hard.

Re-written: *Unless he worked hard he would not pass the examination.*

Using ‘*But for*’

Example:

- i. But for Dumisani, Misale team would have lost the game.
- ii. But for his quickness, I would have been drowned.

E. THE USE OF "NO SOONER...THAN"

When no sooner is used in a sentence, it takes than. When it occurs at the beginning of a sentence, the subject auxiliary inversion is followed.

Examples:

- i. Dad had just arrived when when the rain started.

Re-written: *a. Dad had no sooner arrived than the rain started.*

b. No sooner had dad arrived than the rain started.

- ii. I had finished working when the Dorcas entered the room.

- Re-written:** *a. I had no sooner finished working than Dorcas entered the room.*
b. No sooner had I finished working than Dorcas entered the room.

F. THE USE OF "HARDLY...WHEN"

Hardly is an adverb which conveys a negative sense when used in a sentence. It takes "**when**" in a sentence. When it occurs at the beginning of the sentence, the subject auxiliary inversion is followed. The subject inversion is a situation where the subject and the auxiliary verb exchange positions in a sentence.

Examples

- i. The programme had not begun when we arrived.

Re-written: *a. The programme had hardly begun when we arrived.*
b. Hardly had the programme begun when we arrived

- ii. Serah had not finished reading when the lights went off.

Re-written: *a. Serah had hardly finished reading when the lights went off.*
b. Hardly had Serah finished reading when the lights went off.

G. THE USE OF "ALTHOUGH", "DESPITE" OR "IN SPITE OF"

The use of Although requires a subject and a verb when it is used in a sentence. When the same sentence use 'Despite' or 'in spite of', these two are used before a noun or gerund in a sentence. For example:

- i. Although Pauline is intelligent she failed the examination.

Re-written: *a. Despite being intelligence, Pauline failed the examination.*
b. In spite of being intelligent, Pauline failed the examination.

- ii. In spite of danger they continued the journey.

Re-written: *a. Although it was dangerous, they continued the journey.*
b. Despite the danger, they continued the journey.

- iii. Although he is poor, he is hardworking.

Re-written: *a. In spite of being poor, he is hardworking.*
b. Despite being poor, he is hardworking
c. In spite of poverty, he is hardworking.

TOPIC 7: PHRASAL VERBS

By definition, phrasal verbs refer to the combination of a verb and a preposition or adverbial particle.

Phrasal verbs may sometimes have two or three parts. Normally, phrasal verbs have hidden meanings (idiomatic) beyond the combined words.

Phrasal verbs can be mastered not by memorising but through reading newspapers and literary work like short stories amongst other sources.

Some Examples of Phrasal verbs:

Carry on: go on

Cope with: afford/manage

Phrasal verbs taking after "put".

Put away: give up or denounce

Put someone in: elect to office or usher in

Put aside: save

Put up with: stay with someone in trouble

Phrasal verbs taking "keep"

Keep in touch with: stay in contact with

Keep up with: progress at the same rate

Keep someone under: control, repress

Keep away from: avoid coming near

Keep at: work at

Keep on: continue

Keep off: remain at a distance

Keep down: limit, to control

Phrasal verbs taking "take"

Take after: resemble, look like

Take over: take control of

Take out: remove or extract

Take apart: separate

Take back: retreat or withdraw

Take down: write down

Take up: lift up, raise, assume

Take upon oneself: assume responsibility

Take off: depart

Phrasal verbs taking "go"

Go along: proceed

Go against somebody: oppose

Go forward: precede, come before

Go for somebody: approach, chose or take

Go down: sink, feel good/bad

Go on: proceed

Go off: explode, be fired

Go into: enter into

Go out: lose control of

Go through: be passed or approved

Phrasal verbs taking "come"

Come about: happen

Come across: find or meet by chance

Come after: follow in a pursuit

Come along: try harder or progress

Come apart: fall to pieces

Come at someone: reach/ get access to

Come away from: become detached

Come back: regain/ return

Come before: be dealt with by another

Come between: interfere with

Come by: obtain by effort

Come down: collapse

Come of: descended from

Come off: take place

Come out: appear/ become visible

Phrasal verbs taking “break”

Break away: go away or give up habits
Break down: collapse, become useless, data
Break in/into: enter a building by force also
Break off: stop speaking
Break off: separate or end abruptly
Break up: end/ terminate permanently
Break out: begin (The noun from this phrasal verb is “Outbreak”)
Break through: make way through/ or success
Break up: disperse by force
Break with: end a relationship with

Phrasal verbs taking “fall”

Fall apart: divide or decline
Fall off: fall down
Fall through: fail to achieve results

Phrasal verbs taking the verb look.

Look after: means to take care of, or to attend
Look for: means to search
Look into: means to examine or investigate

Look on: means to look without taking part.
(Noun: Onlooker)

Look forward: expecting something eagerly
Look down on: to despise, demean
Look up to: to copy or emulate what somebody does

Phrasal verbs taking put

Put off: cross someone, disappoint and postpone
Put forward: propose
Put down: crush a rebellion or an uprising
Put on: an act of dressing
Put back: put something in its original position
Put back: move the hands of a clock back
Put out: extinguish,
Put up: accommodate temporarily
Put somebody through: connect by phone
Put through: make somebody under go
Put someone out: drive out
Put something away: avoid contact

TOPIC 8: ADJECTIVES

An adjective is a word that is used to describe a noun or a pronoun. An adjective usually provides information about the word it describes by answering the questions, “What kind?” “How many?” “Which one?” “How much?” etc.

ADJECTIVES VS PRONOUNS

Demonstrative pronouns (this, that, these, those) may stand alone as pronouns.

For example:

i. What is **that**?

ii. What are **these** for?

The same pronouns above may equally function as adjectives.

For examples:

i. Abraham brought **these** things to God.

ii. **Those** cases belong to Mary.

The pronoun *these* explains the noun things while *those* explains the noun cases. Therefore, they are adjectives.

The way the pronouns **these** and **those** have been used would equally apply to **this** and **that** when used as adjectives.

The interrogative pronouns (**which**, **what**) may be used as adjectives so long as they describe that particular noun.

For examples:

i. **Which** food belongs to Grace?

The pronoun “which” explains the noun “food.” Therefore, “which” is an adjective.

For example:

What law are you talking about?

Indefinite pronouns (with the exception of none) may be used as adjectives.

Look at the following examples:

i. **Some** children like to study English while others do not.

ii. **One** person enjoys reading and yet **another** person does not.”

Interrogative pronouns (what, which, and whose) also stand alone as pronouns.

For example:

Which do you prefer?

Nevertheless, when these very same interrogative pronouns are used before nouns, they become adjectives.

For example:

- i. **Which** colour do you prefer?"
- ii. In **which** room is my girlfriend lying?

Indefinite pronouns (all, another, any, both, each, either, few, many, most, neither, several, some) also stand alone as pronouns.

For instance:

- i. **Many** went to war, but **few** returned."
- ii. **Few** were available and we could not cook.
- iii. **Either** of them was present.
- iv. **Neither** of us is right.

When these very same indefinite pronouns are used before nouns, however, they become adjectives.

For example:

- i. You will be the owner of **many** shops in future.
- ii. **Many** men have tried and failed.
- iii. The fishermen are on **either** side of the river.
- iv. Wongani supported **neither** party.

Possessive pronouns (my, our, your, his, her, its, their) if used before nouns are sometimes called possessive adjectives.

For example:

- i. I will make **your** name famous.
- ii. I want **her** sister, the younger and beautiful one.
- iii. They did not cut **their** tails as if they were not told.

ORDER OF ADJECTIVES

Sometimes several adjectives appear before a noun in a sentence. This chain of adjectives is not written anyhow qualifying that particular noun. They follow a pattern or an order called order of adjectives.

For this reason, a simple formula has to be used when arranging adjectives. This formula is abbreviated as: **DOSASCOMUN**

D	O	S	A	S	C	O	M	U	N
Determiner	Opinion	Size	Age	Shape	Colour	Origin	Material	Use/Purpose/classifier	Noun
A, an, the, some, a few, many, more, little, such, some, a, two, three, none,	Good, bad, poor, simple, difficult, hard, tough, excellent, expensive, marvelous, cute, immaculate	Big, small, medium, large, extra large, long, short, tall, oversized	Young, old, middle, stone age, ancient, modern, latest	Round, oval, rod, spiral, coiled, square, triangle, rectangle, circular	Orange, green, yellow, black, white, pink, etc	Malawi, Chinese, Spanish, German, European, etc	Chicken, Silk, Pine, Gold, diamond, silver	Dinning, swimming, cooking, eating, boiling, evening, morning, government, moral, etc	feed, table, plate, ring, etc

Sometimes, there are questions which have participles and religion. Then on the given formula, include participles between colour and origin and religion between origin and material. Examples of participles are: carved, stolen, Broken, boiled, spoilt, written, cooked, roasted etc. Examples of religion are: Catholic, Pentecostal, Presbyterian, orthodox, Anglican, Islamic etc

Under any normal circumstance, the order has to move from left to right-hand side. If your movement is otherwise, it is wrong. It is supposed to be the clockwise-ever motion (forward ever, backward never). It does not matter if you skip one item and land onto the next or the other item, so long as the motion is progressively clock-wise motion not anti-clock-wise.

TOPIC 9: PREPOSITIONS

Prepositions are words usually put before the words they control.

Normally, prepositions are placed before a noun or pronoun which they govern. However, preposition as the name suggests "pre-position" are as positioned before its complement. In some cases preposition is even used at the end of a sentence or after its complement.

For example:

Which house did you live **in**?

What mess has she got **into**!

Prepositions may be simple(one word) or complex(multi-word).

For example:

They slept **in** a bus.(simple)

They always **study under** a mango tree. (complex)

Prepositions can:

- a. Show position: eg in, below, to, under, on, above, opposite, in front of, behind etc
- b. Show time: eg for, at, in, between, since, by, up to etc
- c. Show cause/ reason/purpose: eg on account of, because of, due to, out of, for etc
- d. Show direction: eg towards, past, through, etc
- e. Show concession: eg in spite of, despite, apart from, as well as, besides, in addition to etc

Prepositions can be placed after verbs or adjectives or some other words to form a complex preposition.

For example: beware of, angry with, submit to, team against, etc

Note: For the mastery of complex prepositions, memorizing will do no good. The prepositions need to be practiced in sentences.

Here is a list of some prepositions following some words to form complex prepositions:

abide.....by	accused..... (Sb) of(sth)	admit.....to/into
absorbed..... In	accustomed..... To	advantage.... Over (sb) of
abstainfrom	addicted..... To	(sth)
accomplice.....with	adhere..... To	advantage..... Of(sth)

affection..... For
 afflicted..... With
 afraid..... Of
 agree..... To(proposal)
 agree..... With(a person)
 about/on sthaimat
 alternative..... To
 amazed..... At
 angry.....with/at(sb)
 angry.....at/about(sth)
 anxious..... For(sb)
 anxious..... About (sth)
 apologize..... To(sb) for (sth)
 appetite..... For
 approach.....to
 akin.....to
 acclimatize..... To
 apparent..... To(sb)
 apparent..... From(sth)
 appoint.....(sb)to(sth)
 apply..... To(sb)for(sth)
 appropriate..... To/for
 approve.....of
 aptitude..... For
 ashamed..... Of

 aspire.....to
 assent.....to
 associate.....with (dissociate.....from)
 assure.....of
 astonished..... At
 atone..... For
 attached.....to
 attend.....to
 attribute.....(sth) to (sth/sb)
 appeal..... To(sb)for(sth)
 avail.....(oneself)of(sth)
 authority.....On(=expert)

bad.....for(=harmful)
 believe.....in
 beneficial..... To
 benefit..... By/from
 blame.....(sb/sth)for(sth).
 boast.....of
 bound..... For
 burden(n)..... To
 burden(v).....with
 busy.....with
 bearing..... On
 campaign..... Against/for
 capable..... Of
 concern..... For/about
 careful.....about/for
 caution..... About/against
 charge..... With
 claim.....on/to
 clash..... With(sb)over(sth)
 collide.....with
 Collude.....with(sb)in(sth)
 comment.....on
 compare.....to(=to show likeness)
 comparewith(=to showcontrast)
 compassion..... For
 compatible..... With
 compensation..... For
 compliance..... With
 compliment..... On
 comply..... With
 conducive..... To
 confide.....in(=trust)
 confide.....to(=tell)
 confidence.....In.
 confident..... Of/about
 confined.....(Sb/sth)to(sth)
 conform..... To
 conformity..... With

congenial..... To
 congratulate.....(Sb)on(sth)
 connect.....(sth)to(sth)
 consent..... To
 consist.....of
 contemporary..... With
 contempt..... For
 contend...With(=to have to contend.....for(=to compete against sb in order to gain sth)
 content.....with
 contrary.....to
 control..... Over
 connive.....at/in(sth)
 connive.....with(sb)
 close.....to
 complain.....to(sb)about/of(sth)
 crash.....into
 convenient..... For(sb/sth)
 converse..... With
 convict..... (Sb)of(sth)
 cure(v).....(sb)of(sth)
 cure(n).....for
 concern(n)...about/for/over.
 concerned(adj).....about/f or/over(=worried)
 concerned(adj).....about/w ith(=interested in)
 deal.....in(=trade)
 deal.....with(=to take appropriate action).
 delight.....in
 depend..... On/upon
 deprive.....(sb/sth)of(sth)
 desist..... From
 destitute.....of
 detrimental..... To
 deviate..... From

devoid..... Of
differ.....from(sb/sth)=to
to be different from sb/sth
differ.....with(sb)
about/on/over (sth)=to
disagree with SB
different.....From/to/than
disgusted..... At/by/with
dispense..... With
dispose.....of
die.....of
Eg:person died of accident.
Die.....with(=disease)Eg:
person died with cancer
Die.....for(=purpose)E
g:person died for
country/organization.
dissent.....from
dote..... On/upon
doubt(n)/doubtful(adj) ...
about
drenched..... In/with
decline..... In/of
eager..... For
eligible..... For
engaged.....In/on(sth)=bu
sy doing sth)
engaged....To(sb)=having
agreed to marry sb
enthusiasm..... For/about
entrust.....(sb)with(sth)
entrust.....(sth)to(sb)
envious/jealous.....Of
envy.....at
entitle/entitlement.....To
equal..... To
escape..... From
essential..... To/for
excel.....at/in
exception..... To

excuse..... (Sb)
for(sth)=forgive
excuse..... For (=reason)
exemption..... From
expose.....(sth)to (sb)
encroach.....on/upon
expect..... (Sth)from (sb)
fail.in
faith..... In
faithful..... To
famous..... For
fearful..... For (sb)
fearful..... Of(sth)
feed/live.....on(=eat)
fight.....With(sb)about/for
(sth)
fill(sth)with(sth).
fill.....in(sth)
fit/unfit.....For
fond.....of
fondness.....
Forfree.....from/of
frightened..... At
full.....of
fuss.....about/over
fed up.....with
glad.....about (=happy)
glad.....of(=greatful)
glance..... At
good.....at(=able to do sth
well)skillful
good.....for(=suitable)
convenient
grapple..... With
grateful.....to(sb)for(sth)
grief..... At/over
grieve.....for/over
guard.....Against
guilty..... About(=feeling
ashamed because you have

done sth that you know is
wrong)
guilty..... Of(=having
done sth illegal)
harmful/injurious.....To
heir.....to (sth)
heir.....of (sb)
hint.....at
hope..... For
hope.....for/of
hopeful..... About/of
hostile..... To
habit.....of(doing sth)
identical..... With
ignorant..... About/of
impact.... Of(sb)on(sth/sb)
impose..... On
impress..... (Sb) with(sth)
impression..... On(sb)
impression.... Of(sth)
impressed.....with/by
independent..... Of
indifferent/callous.....to
indispensable..... To(sb/sth)
indispensable...For(doing
sth)
infected..... With
infer.....from
influence.... Over(=control)
influence...On/upon(=effec
t)
inform..... Of
inquiry.....about/into
insight..... Into
insist.....on
insistence.....on
interact..... With
interaction..... With
(sb/sth)

interaction..... Between
 (two things or persons)
 interested..... In
 interfere..... In(=get
 involved)
 interfere.....
 With(=prevent)
 invest.....in
 involved.....in
 irrelevant..... To

 irrespective..... Of
 meddle..... In
 keen.....on
 kind/cruel.....to
 lack.....of
 lacking.....in

 lament.....over
 laugh..... At
 lead.....to
 leave.....for(a place)=go
 to
 liable..... For(=legally
 responsible for paying the
 cost of)
 liable..... To(=likely to be
 punished by law for)
 listen..... To
 longing(n)/long(v).....for
 look/stare/gaze.....at
 lust.....for
 march.....on
 married.....to
 marvel.....at
 meditate/concentrate.....on
 mourn..... For
 nag.....at
 need/necessity....For
 negligent..... In
 nervous.....About/of

notorious..... For
 obedient..... To
 object/objection.....to
 oblige.....(sb)with(sth)
 obliged..... To(sb)for (sth)
 obsession.....with
 obsessive..... About
 open..... To(sb/sth)
 opportunity.....for(sb/sth)
 opportunity.....for/of(doin
 g sth)
 part.....from(=leave sb)
 part.....with(=to give sth to
 sb else)
 partial..... To
 partially.....For(sth)
 passion.....for
 pertain.....to
 persist.....in(doing sth)
 persist.....in/with(sth)
 pleased..... With
 pleasing..... To
 popular..... With
 pray.....to(sb)for(sth)
 prefer..... (Sb/sth)to(sb/sth)
 preferable..... To
 pretext.....for
 prevail.....on(=persuade)
 prevail.....over(=defeat)
 prevent..... From
 pride..... In
 prior..... To
 prohibit.....from
 prone..... To
 proud..... Of
 provide..... (Sb)with(sth)
 provide.....(sth)fo(sb)
 pessimistic..... About
 positive.....About
 quarrel.....About(sth)

quarrel..... With(sb)
 ready..... For
 reconcile..... To(sth)
 reconcile..... (Sth)with(sth)
 recover(v).....from
 recovery(n).....from
 refer..... To
 reference..... To
 rejoice..... At/over
 related..... To
 rely.....on
 remind.....of
 remorse..... For
 request.....for
 resemblance..... To
 resolve.....on
 responsible.....for (sth)
 restricted..... To
 rid.....of
 rob.....of
 resign..... From
 search..... For
 seek.....for
 senior/junior.....To
 sensitive..... To/about
 sequel.....to
 short.....of
 similar..... To
 smile/sneer/giggle...At
 sorry.....about/for
 spend.....on
 stick..... To(=to continue
 doing sth despite
 difficulties)
 subject..... To
 submission.....to
 suffuse.....with
 succeed..... In
 succession.....in
 succumb.....to

suffer.....from
superior/inferior.....to
supplement..... To
supply..... (Sth)to (sb)
supply.....(sb)with(sth)

surprised/shocked....At
suspect.....(sb/sth)of(sth)
suspicious..... Of
sympathize.....with(sb/sth)
thankfulfor(sth)
thankful..... To(sb)
thirst/hunger/desire.....For
threaten.....(sb)with(sth)
tired..... Of

stick..... Of
tremble..... With
true.....to
used.....to
victory..... Over/against.
venue..... For
wait.....for
want.....of
waste.....on(sth)
withdraw.....from
wonder..... About (=think
about)
wonder..... At(=be
surprised)

worthy..... Of
write..... (Sth)to(sb)
write..... In(ink/pencil)
write..... With(a pen)
yearn.....for
yearning..... For
yield..... On
yield..... VG.....to
thrive..... On
self-sufficient.....in
debate..... On/about/over
divergence.....between

TOPIC 10: PHRASES AND CLAUSES

I. PHRASE:

What is a phrase?

A phrase is a group of related words that does not necessarily constitute the meaning of the sentence and has no finite verb.

Examples:

- i. The boy is **in the bathroom**.
- ii. The woman spoke **very well**.
- iii. The boy **carrying the coffin** is mine.

TYPES OF PHRASES

The type of a phrase is determined by the head of the phrase. **The head of the phrase** is the part of speech from where the phrase begins. The phrase is mostly named after the name of the head. The example above have "in", "very" and "carrying" as the heads of the phrases.

Most of the phrases are introduced by a preposition. They are preposition phrases. However the functions the phrase plays determine the type of the phrase it is classified.

A. PREPOSITION PHRASE

Prepositional phrases are grouped into three categories based on their functions as follows: i. preposition phrase, ii. Preposition phrase as adverb phrase and iii. Preposition phrase as adjective phrase.

a. PREPOSITION PHRASE FUNCTIONING AS PREPOSITION PHRASE

A complete or true prepositional phrase has no question to answer. In other words it is not guided by any question. It functions as a preposition.

For example:

- i. Weston received a gift **from Ukraine**.
- ii. Tiyamike is the son **of Mr Ngoni**.

b. PREPOSITION PHRASE AS ADVERBIAL PHRASE

The head is a preposition but the phrase performs the function of an adverb. It therefore becomes an adverbial phrase if it answers questions like the adverb. The questions may be showing place, reason, time, manner, etc.

For example

- i. I slept **in a big house**.
Adverbial phrase, modifying verb “slept” because you can ask the question, where?
- ii. The man left **in a hurry**.
An adverbial phrase of manner modifying the verb “left” because it is answering, how?
- iii. Uta slept **in the lab**.
Adverbial phrase of Place, modifying verb “slept”
- iv. Makamu came **because of you**.
Adverbial phrase of Reason modifying verb “came”
- v. Atupere walked **so rudely**.
Adverbial phrase of Manner, modifying verb “walked”.
- vi. Doricah came **in the morning**.
Adverbial phrase of Time, modifying verb “came”

c. PREPOSITION PHRASE AS ADJECTIVE PHRASE

The head is a preposition but the phrase performs the function of an adjective. In this case, the phrases are therefore adjectival phrases. They answer the question "which".

- i. The pen **with a red cover** is yours.

Adjectival phrase, qualifying noun “pen” because it is answering the question, which pen?

- ii. The lion **in the den** is sick.

Adjectival phrase, qualifying the noun, The lion.

- iii The nurse **of some beauty** has passed away.

Adjectival phrase, qualifying the noun nurse.

B. ADJECTIVAL PHRASES

These are phrases that qualify nouns in sentences. They also answer the question "which?"

For example:

- a. Formed from prepositions as explained above.

- i. The man **with a wooden leg** is intelligent.

- ii. We slept at the hotel **near the lake**.

- b. Formed from infinitive phrases. (If there are problems with infinitives revise topic 3".

- i. His shelf **to keep important books** was marvelous.

- ii. The money **to spend on holiday** is lost.

- iii. This is the bottle **to keep pure alcohol**.

- c. Formed from participle phrases.

- I. The students **staring at us** are happy.

- ii. The man **building the mansion** is my father.

- iii. The glasses **broken by Dumisani** are expensive.

- iv. **Dancing perfectly**, the girls received the awards.

C. ADVERB PHRASES

These answer questions that begin with how, why, when, where and to what extent, etc. They modify verbs, adverbs, and adjectives.

- a. Formed from preposition phrases

- i. Uta slept **in the lab**.
- ii. Makamu came **because of you**.
- iii. Lacily came **in the morning**.
- b. Formed from the adverb heads
 - i. Atupere walked **so rudely**.
 - ii. Yvone ran **very fast to work**.
- c. Formed from infinitive phrases.
 - i. He went there **to buy cotton**.
 - ii. Sam played the game **to collect full points**.

D. NOUN PHRASE

These perform the functions of a noun.

- a. Formed from infinitive phrases
 - i. **To succeed** in life is his ambition.
 - ii. He would like **to know the truth**.
 - iii. Your desire **to help others** is a good thing.
- b. Formed from Gerunds
 - i. **Playing football** is very interesting.
 - ii. Dumisani enjoys **watching Hollywood movies**.

Note: The phrases discussed above can also be classified into Infinitive phrases, Gerund phrases or Participle phrases based on the heads of the phrases.

II. A CLAUSE

A Clause is a group of related words with a finite verb. The main difference between a clause and a phrase is that, a clause contains a finite verb while a phrase does not.

A clause has the main and subordinate components. The main clause is that part of a sentence that can stand on its own. The subordinate clause cannot stand on its own **while** the subordinate clause cannot stand on its own.

For example:

I don't know **where he slept**.

But sometimes both the main clause need to depend on each other.

For example:

This is not **what I told you**.

In this sentence, the main clause, "This is", cannot stand on its own. And the subordinate clause, "what I told you," can't too.

The main and the subordinate clause here are interdependent (they depend on each other).

TYPES OF CLAUSES

There are only three types of subordinate clauses namely: Noun clause, adjective clause and adverbial clause

A. NOUN CLAUSE

A Noun Clause is the one which does the work of a noun. A noun clause answers the question introduced by the word "**what**". It is also known as, the **that clause** because of the relative "**that**" which sometimes introduces it.

Noun clauses, like single nouns and noun phrases have the same functions as follows:

a. Noun clause as subject of a verb

This is when the clause is at the beginning of a sentence.

Examples:

i. **What you are doing** is useless.

Subject of "is".

ii. **Why he did that** remains unknown.

Subject of "remains".

iii. **What you are doing** seems very difficult.

Subject of "seems"

iv. **That he will refuse the offer** is very unlikely.

Subject of "is".

b. Noun clause as object of a verb

This is when the subordinate clause succeeds the main verbs except the verb "be". The verb in the main clause is an action verb. Noun clause which is object of a verb may be:

(a) A statement direct or indirect

For example:

- i. He said “**where do you live?**”
- ii. He told me **that the debt had been paid.**

(b) A question, direct or indirect

For example:

- i. He asked me **where I lived.**
- ii. He said, “**Where do you leave?**”
- iii. Can you tell me **what the time is?**

c. The object of the Preposition

A noun clause functions as the object of a preposition governed by a preposition when it occurs immediately after the preposition.

For example:

- i. The car was sold for **what it was worth.**
- ii. The head teacher was pleased with **what he said.**
- iii. They will be very thankful for **whatever you can give them.**
- iv. The student always pays attention to **whatever the teacher is saying.**

d. The Complement of a Verb

A noun clause functions as a complement of a verb if it completes the meaning to the state or linking verb. The verb does not make complete sense without the clause. It works when it has been preceded by the verbs: be is, was, were, appear, etc.

For example:

- i. This is **what I want.**

Function: Complement of the verb ‘is’

- ii. It appears **it will rain.**

Function: Complement of the verb ‘appears’

- iii. The fact is **that he doesn’t really try.**

Function: complement of the verb 'is'

iv. It seems **that Duncan has never played the game before.**

Function: Complement of the verb 'seems'

v. The winner will be **whoever scores highest points.**

Function: Complement of the verb 'will be'

vi. In apposition to a noun

A noun clause performs this function when it explains more about a noun to give further information. Usually the noun appositioned is an abstract noun.

For example:

i. The rumour **that she had passed** pleased us.

Function: In apposition to noun 'rumour'

ii. The fact **that the prisoner was guilty** was plain to everyone.

Function: In apposition to noun 'fact'

iii. The news **that we are having a holiday tomorrow** is not true.

Function: In apposition to noun 'news'

iv. The idea **that you can do this work without thinking** is quite wrong.

Function: In apposition to noun 'rumour'

B. ADJECTIVE CLAUSE

This is a group of words which does the work of an adjective by qualifying a noun in a sentence. The noun being qualified is called an antecedent. An adjective clause is normally introduced by a relative pronoun such as **who, whom, which, why, where, when and that**. It answers the question **Which?**

For example:

i. The shirt **that you bought** is torn.

ii. The book **which you lent me** was interesting.

iii. Thank you for the help **that you have given me.**

NOTE: Sometimes the relative pronouns can be omitted but the subordinate adjective clauses

can still be understood. This is when the relative pronoun stands in place of an object.
For example:

i. The book **I want** is on the table.

Function: It qualifies noun 'book'

ii. The man **you sent to me** has run away.

Function: It qualifies noun 'man'

iii. The man **you spoke to** is my brother.

Function: It qualifies noun 'man'

TYPES OF SUBORDINATE ADJECTIVE CLAUSES

a. Defining Adjective Clauses

b. Non-defining Adjective Clauses

a. The Defining Adjective Clause

It is the one which tells precisely who or what the noun is. This is a clause which when removed from the sentence; the sentence does not make perfect sense.

For example:

i. I have read the book **which he wrote**.

ii. The boy **who is in the house** is a thief.

iii. This is the girl **who has come out with a distinctions**.

b. The Non-Defining Adjective Clause

These are clauses that are not very important to the words they qualify. They merely give additional information or a mere remark. They are normally separated from the rest of the sentence by the use of commas.

For example:

i. My father, **who came last week**, is a great man.

ii. The book, **which I bought last week**, has proved to be useless.

iii. Mr. Saladi, **who was here a few hours ago**, was once a driver.

Even if this clause is removed, the sentence still has definite meaning and makes a complete sense

NOTE: In some cases noun clause(phrases) and adjective clauses(phrases) seem to answer same questions. When you put "what" or "which" the subordinate clause responds perfectly. This may lead to confusion in deciding whether it is a noun clause or adjective clause. The clauses with an abstract noun are always noun clauses or phrases even if the question "which" fits. However in other clauses when you remove a subordinate clause in a noun clause the sentence doesn't make sense while when you remove a subordinate clause in an adjective clause it still makes sense.

Example:

i. Then pen **with the red cover** is mine.

ii. The parcel **you sent me** got lost.

Here (i) is a phrase while (ii) is a clause. They both respond to "what" and "which" questions. But when you remove the underscored part the main clauses still make complete senses. They are therefore adjective phrase and adjective clause respectively.

C. ADVERBIAL CLAUSES

Adverbial clauses do the work of adverbs in sentences. They modify verbs, adjectives or other adverbs. They are introduced by such words such as when, where, while, as, after, before, until, if, unless, because, since, so, that, although, than, provided that, supposing that and as if. There are nine types of adverbial clauses and these are:

a. Adverbial Clause of Time.

These modify verbs in sentences. They tell when an action was done and are introduced by words such as when, until, after, before, since, as, while, and as soon as.

For example:

i. We met once **since he arrived from Mzuzu**.

It modifies the verb 'met'

ii. I learned a lot of French **while I was in Paris**.

It modifies the verb 'learned'

b. Adverbial Clause of Manner

Adverbial clauses of manner modify verbs in sentences. They tell how an action was done and are introduced by words such as 'as', 'as though' and 'as if'. They indicate the manner in which something is done. They answer the question how?

For example:

i. He ran **as if he was chased**.

It modifies the verb 'ran'

ii. They spoke **as though they were mad**.

It modifies the verb 'spoke'

c. Adverbial Clause of Place

Adverbial clauses of place modify verbs in sentences. They tell where an action was done and are introduced by words such as where and wherever.

For example:

i. I will follow you **wherever you go**.

ii. They are sleeping quietly **where I slept yesterday**.

d. Adverbial Clause of Reason or Cause

Adverbial clause of reason modifies verbs on sentences. They tell why an action was done and are introduced by such words as because, since, as and for.

For example:

i. They sent him back **for he had no fees**.

ii. The teacher punished us **because we were late**.

e. Adverbial Clause of Concession

Adverbial clauses of concession modify verbs in sentences. They show contrast and are introduced by words such as though, although, even though, occasionally by even, if wherever, whenever, however, whether, or not, no matter, whether or not.

For example:

i. **Though he was late**, he came at last.

ii. **Even if you try hard**, you won't succeed.

f. Adverbial Clause of Condition

Adverbial clauses of condition modify verbs in sentences. They indicate conditions under which an action can be done (indicate on what condition a thing happens, happened or will happen). They are introduced by if, unless, provided that, supposing that whether, as long as, or that (after supposing, provided, on condition)

For example:

i. **If you go** I shall follow you.

ii. I shan't go **unless he asks** me.

g. Adverbial Clause of Purpose

Adverbial clause of purpose modifies verbs in sentences. They tell a purpose for doing a certain action. They are introduced by so that, in order that, for fear that, lest

For example:

- i. Some people eat **so that they may live**.
- ii. Others seem to eat **in order that they may eat**.
- iii. I am telling you this **lest you should make a mistake**.
- iv. We worked hard **so that we could pass the examinations**.

h. Adverbial Clause of Comparison

Adverbial clause of comparison modifies adjectives in sentences. They compare two actions and are introduced by 'than' and 'as'

For example:

- 1. She likes beer more *than I do*.
Function: It modifies an adjective 'more'
- 2. This work is not easy **as you think**.
Function: It modifies adjectives 'easy'
- 3. That question is easier **than I thought**.
Function: It modifies an adjective 'easier'
- 4. Rose has done better **than she did last year**.
Function: It modifies an adjective 'better'

i. Adverbial Clause of Result

Adverbial clauses of result modify adjectives and adverbs in sentences. They tell the result of an action and are introduced by so ... that.

For example:

- i. The sun was so hot **that we sat in the shade**.
- ii. Serah was so intelligent **that she passed every examination**.

NOTE: An adverb clause of result associated with degree is introduced by so ... that, such that, or so ... as to.

For example:

- i. He ran so fast **that I could not catch him**.
- ii. It was such a warm day **that I took off my jacket**.

THE RELATIONSHIP BETWEEN A CLAUSE AND A PHRASE

A clause is related to a phrase in the sense that both are groups of words representing a part of speech. The only difference between the two is that a clause includes a finite verb whereas a phrase does not include a finite verb.

TOPIC 11: COMPREHENSION

The word ‘comprehension’ means ‘the ability to read or hear and understand what someone writes or says or what someone sees’. It involves someone’s ability to interpret and translate messages. This definition implies that unlike the traditional way of getting learners to show their ability to understand written passages, comprehension, in a broader sense, applies even for passages that the teacher or another learner can orally put across, or if it is a story, tell to the class. Sometimes the readers may be required to express their own opinion on contentious issues appearing in some passages. In so doing, the readers or listeners may agree or disagree to the point of view of the writer or speaker.

Thus, to comprehend is to be able to do the following from what one hears, reads or sees:

- a. Mention what has happened; who has done it; when it was done; where it was done
- b. State why and how it was done
- c. Explain personal judgement of a character’s action
- d. Infer meaning of given words, phrases and statements etc

In Malawi, although comprehension includes understanding what someone says or understanding what you see, Comprehension based on a written text is the most popular and examinable one.

A. GUIDELINES WHEN ANSWERING COMPREHENSION QUESTIONS

This is a crucial part in the assessment of comprehension. During examinations, most candidates do not do well in comprehension because of lack of knowledge in what is required in making responses to given questions. Candidates should be aware that knowing answers to questions is one thing; but the ability to express the answers is totally a different thing that matters if a candidate is to excel. A number of factors must be considered when tackling questions as follows:

I. Brevity of the answer

Most students think that if they make a long response, they will score a better mark. However, the opposite is true. The longer the response the more mechanical errors there may be. As such,

- a. Students should not beat about the bush. Rather, they should go straight to the answer.
- b. As much as possible, students should not repeat the question or any part of it.

Type of questions	How to respond
<p>Who-/ when-/ where- qs</p> <p>E.g. Who was Dumisani's daughter?</p> <p>Where was Favour born?</p> <p>When was Wongani born?</p>	<p>Students should just mention the person, date, or place.</p> <p>E.g. Chigomezgo or She was Chigomezgo at Mlare</p> <p>when Bingu was the president in 1995</p>
<p>What-qs,</p> <p>E.G. What did Precious see at the lake?</p> <p>What made Isabel go to the lake?</p>	<p>crocodiles and ships</p> <p>She saw crocodiles and ships.</p> <p>to buy fish for relish</p> <p>She went to buy fish for relish.</p>
<p>Why-qs, e.g. Why did Faith go to Kasungu?</p>	<p>to give medicine to her brother</p> <p>since she wanted to give medicine to her brother</p> <p>Her brother was sick, so she wanted to give him medicine.</p>
<p>Give a reason for the Caesar's promotion.</p>	<p>He had given a good plan for his company.</p> <p>since he had given the company a good plan</p>
<p>How was Chifundo communicated for her success ?</p>	<p>by mail The board wrote her a letter. through a letter</p>

IMPORTANT TO NOTE:

Why-questions and how-questions can be approached from several angles:

1. Why-Questions

- a. Expressing answers as phrases beginning with “to...”

Example: “to look for herbs for her mother”

- b. Expressing answers as adverb clauses of reason or purpose beginning

- i. So that...

- ii. In order that...

- iii. So as to...

- iv. Since...

The use of Because.... should be avoided.

- c. Writing answers in sentence form.

2. How-Questions

- a. Answers expressed as phrases beginning

- i. By...

- i. Through...

- b. Answers expressed as sentences

II. Answers be explained in the candidates’ own words

One of the commonest and most costly problems is that of repeating the answers verbatim, or simply extracting a sentence as it is in the text and writing it as the answer to a given question. This practice is called **lifting**. Students **must** avoid lifting but should learn to use their own words in answering questions.

III. Responses should be properly punctuated

Careless punctuation or no punctuation at all may cost students marks. Therefore, all rules of punctuation, including orthographic rules must be closely followed. The following points **must** be taken into account:

- a. No full stop should be put at the end of a response which is a single word or phrase.

- b. First letters of proper nouns should be capitalized.

c. First letter shouldn't be capitalized if the response is in phrase form.

IV. Questions requiring expression of meaning should follow the rules below:

There are two types of questions requiring candidates to express meaning, namely:

a. “Give the meaning of the following words as used in the passage”

b. “Explain the meaning of the following phrases as used in the passage”

a. Giving meaning

This question requires a one-word answer (synonym of the given word), except in special circumstances.

The general principle is that students must consider congruency between the question and the answer. In other words, the form and grammatical value of the question should be the same as that of the responses they give. Congruency is looked at in terms of:

i. The part of speech of the question in the answers shouldn't change

It follows that responses should be expressed in the part of speech of the question, for example, noun, verb, adverb, adjective, etc. In addition, the form of the part of speech should be matched as well. For instance, if the word is a noun, consider number (Singular/Plural) and form (Gerund/Ordinary).

ii. The tense and form of the verb

Many candidates lose marks on questions that require giving meaning because they do not match the question and its tense and verb form. The rule is that there must be a match so that when the response given replaces the word in question the flow of the sentence is not disturbed. Equally, the verb form must be matched as well.

Conditions for two or more words for answers

As already pointed out, the general rule in answering the question “Give the meaning of the following words as used in the passage” is that candidates give a one-word response. However, there are **two** exceptions to this rule, namely:

i. When it has proved difficult to find a suitable word.

For example,

1. Tip-toed: moved on toes

2. In-situ: the original habitat of a thing

3. Ex-situ: outside the original habitat of a thing

4. Status quo: the way things are now

5. Pork: hog meat

ii. When the answer does not give an exact meaning without a modifier or qualifier

For example:

1. chastise: punish severely

2. bizarre: totally strange

3. thrilled: so excited

4. dunderhead: very stupid person

b. Explaining Meaning

Questions under this category come in the form of phrases picked from the passage.

For example:

i. “Had reached the sanctuary of”

ii. “Made a bee line”

iii. “Raced back to”.

1. When writing responses to such questions, several rules must be applied as follows:

i. The tense, form and part of speech of the verb in the question must match that of the answer. Slight changes may be there, of course.

Example:

a. “had reached the sanctuary of” = “had arrived/come to safety of”

b. “made a bee line” = “went straight to”

c. “raced back to” = “quickly remembered/ stared back into”

ii. Students must strictly limit their responses to what the question demands. The question itself is a component of a particular sentence in the passage. For instance, “made a beeline” is part of the following sentence:

She then made a bee line around the furniture to the bedroom. As such just like in giving meanings stated above, expressing the answer as a sentence is wrong. It creates an awkward

sentence. Suppose a candidate wrote the answer in a sentence form, like this: “Pilirani went straight”. If you fit this into the original sentence, it would read: “She then Pilirani went straight” which is awkward. So, it is only the answer that matters.

V. Questions requiring character description Students should avoid using:

- a. relationships, e.g. brother
- b. physical qualities, e.g. tall

Rather, they should base their description on personality characteristics or behavioural qualities, e.g. brave, impulsive, stubborn, kind etc.

Note that character can be identified through:

- a. What someone says about themselves
- b. What others say about the character
- c. How the character acts or reacts
- d. How the character thinks about others

VI. For questions requiring predicting/suggesting a title for a passage

The word “title” is defined as a brief and inclusive heading of a passage. A title therefore is to bear the following characteristics:

- a. Not a sentence.
- b. Be short and concise.
- c. Must capture the general idea of the passage.
- d. Not a proverb or saying.
- e. Must not be the name of complementary characters.

Formulating suitable titles for passages

Three ways of coming up with suitable titles include:

- a. **Theme**, that is, the central idea or lesson contained in or carried by the given passage, e.g. “The Reunion”
- b. **Character**, especially of the major character and how the same conducts him/herself, e.g. “Pilirani and the Unexpected Visitor” or “James; the rainmaker”

c. **Plot.** The candidate focuses on the major thing to which the plot or a series of events in the story point to e.g. “The Unexpected Visitor”

Apart from the points discussed above students should avoid the following Common Mistakes in Comprehension

- a. Answers out of context.
- b. Answers expressed in general terms.
- c. Factual misrepresentation.
- d. Incorrect spellings.
- e. Use of wrong tense.
- f. Giving two answers where the requirement is one answer.
- g. Making responses in direct speech.
- h. Faulty grammar in responses.
- i. Use of short forms, contractions and abbreviations.

SUMMARY WRITING

The word summary refers to a short version containing gist of something. It is a shortened version of something that has been said or written, containing only the main points. At MSCE Level, students are required to summarize passages in one paragraph of between 70 and 100 words. Summary writing involves putting main points of a given passage in prose.

Stages in summary writing

1. Students are required to read the passage thoroughly in order to understand it. If they do not grasp the ideas in the passage, after the first reading, then it should be imperative to them to re-read the passage. In the course of reading, they identify key ideas from the passage.

Two major approaches to identifying key ideas from a given passage:

a. Following what the narrator or the major character does.

This approach is applicable if the passage is a short story.

b. Tracking down topic sentences in the paragraphs if the passage is in the form of an essay. Topic sentences are introduced by signaling devices, e.g. firstly, secondly, in addition, in fact, finally, etc.

2. List down the selected ideas in point form. As much as possible, stick to only relevant and more important points.

3. Link up the points that have been listed down in one paragraph. Several things must be considered during this stage:

(a) Preciseness of the points

(b) Brevity in the points

(c) Grammatical correctness of the points

(d) The word range of the summary. In marking a summary exercise, the teacher/examiner counts the words used in the summary and simply ignores everything you write which exceeds the target.

(e) Expressing the ideas in one's own words. Remember, lifting is prohibited.

4. Edit your summary.

During this stage, you are expected to:

(a) Make attempts to perfect grammar.

(b) Check correctness of spellings.

(c) check consistency of tense

(d) verify the number of words that you have written. As much as possible, apply all means of reducing content to reach the target words.

5. Write the final copy of the summary. Do not put the title except when asked to do so.

Having identified all the necessary points, linked them up, polished them and verified the number of words in which they are expressed and the consistency of the tense, you can now neatly jot down the final draft. Make sure that the summary is written in a single paragraph with **not less than Six(6) main points**.

6. Remember:

a. To create natural flow of ideas. Reference ties and connectives can be used, e.g. all the same, however, further, in fact, then, and, etc. These create cohesion and coherence of points in the summary.

b. To be consistent on the tense used. Though the simple present tense may be used, it is more encouraged to use the reportorial pattern. This is where the candidate places him/herself in the shoes of an observer who later reports what they saw.

c. To simplify or express in simple and direct language all figurative expressions that may be part of an important idea.

d. To avoid short forms (like Exams, maths, demos, etc), contractions (like I'm, aren't, should've, etc), abbreviations (like e.g., etc., i.e., pvt, ltd., pple, tv, MBC, ZBS, OVC, VDC, AU, EU, PP, DPP, MCP, UTM, etc) symbols, slung (Wanna, gonna, ok, yap, dad/daddie, mum/mummie) and cell phone language (Lyf, becoz/coz, gud, 'u', 'r', pliz, wat, de/da, wud, 4 for "for", nyt/9t, 2 for 'to' or "too", dis, dat, mek).

COMMON MISTAKES STUDENTS COMMIT WHEN WRITING SUMMARY

1. Giving a summary of a totally different story (off-point summaries).

This is so because different candidates interpret the instruction "Summarise the passage in your own words" differently. Chief examiner's report show that 10 percent of candidates every year provide summaries of:

i. Stories they have read elsewhere.

ii. Memorable events that have taken place in their families.

iii. Things that spoil the lives of youths.

iv. Note-making passages.

2. Writing a summary as if it were a folktale. Folktales begin with phrases "Once upon a time"; "A long time ago"; "Sometime in the past" or "In a certain village there was a man called" A candidate who does this does not deserve any mark at all.

3. Lifting the lines of the summary from the original passage.

4. Presenting a summary in which characters are not addressed by names. For example, some students/candidates will write "In a certain town there was a certain woman... One day the woman received an unknown visitor..." Here as well, the student/candidate gets nothing.

5. Some students/candidates use irrelevant names in their summaries.

For example, Instead of Chapita one may write Chepita. If this error of using wrong name occurs it is assumed the student/candidate has written his/her summary from a different story.

6. Other learners will present their summaries in point form. Summary follows a constructive approach to organising collected information.

7. Not following the given word-range, i.e. “between 70 words and 100 words”. Some write under 70 while others beyond 100 words. This is a mistake. Again do not write the number of words within borders(i.e 70 words or 100 words exactly). Write around 85 to 95 words.
8. Use of direct speech in the summary. This is usually the case where the candidate has lifted the response. However, some candidates will mix their own sentences and lifted ones.
9. Inconsistent use of tense is another problem that most learners face every time they summarise passages. Students who are not so good at grammar may better use the past tense to write what they read.
10. Incorrect spellings
11. Poor punctuation
12. Lack of subject/verb agreement
13. Lack of parallelism in sentence structures etc.
14. Poor Flow of the passage.

TOPIC 12: NOTE MAKING

Note-making is the process of taking down important ideas from a written exposition. In other words, note-making involves identifying and writing down important points from what one is reading.

Note-making is about breaking down a passage into main points or sub-headings and supporting points under a heading or title. The supporting points are put down in phrases.

RULES TO FOLLOW WHEN WRITING NOTE MAKING

Note making is divided into Title, main points and supporting points(content). These follow a particular lay out or style and each segment has its own rules as follows:

A. TITLE

It is also called heading. It is formulated from the topic sentence, i.e. a sentence that gives us the central idea of the passage. The topic sentence is usually in the first paragraph of a given passage. A good title must be:

- a. Brief and to the point(not exceeding five words)
- b. Expressed as a phrase, not a sentence
- c. Encompassing of the general idea of the passage
- d. Written in the middle of the page
- e. In block letters and not underlined

- f. Unnumbered
- g. Written in words that have not been abbreviated. Symbols too are not allowed in the title.

B. MAIN POINTS

These are also referred to as sub-headings or sub-titles. They are formulated from the topic sentence for each paragraph. They are usually introduced by signaling devices in each paragraph e.g., Firstly, furthermore, another point, in addition, lastly, etc. They are usually at the onset of each paragraph.

Good main points must be:

- a. Brief and in phrases
- b. Written from the margin
- c. Numbered by using capital Roman numerals I, II, III, etc, Arabic numerals 1, 2, 3 etc or capital letters A, B, C, etc
- d. Be in phrase written in small letters and underlined. Note that the first letters of the words or proper noun in the main point must be put in the upper case (capitalized). Note that it is not acceptable to write main points in upper case.
- e. Without abbreviations and symbols
- f. Without a full stop at the end as they are phrases.

C. SUPPORTING POINTS

These are the ideas that elaborate and expand the thought in the main points. They therefore fall under the main point that they support. There are two classes of supporting points: higher level and lower level supporting points. Lower level points usually illustrate the idea further like examples.

Well written supporting points must be:

- a. Relevant to the main point under which they appear
- b. Numbered according to level especially using i, ii, iii, etc, 1, 2, 3, etc or a, b, c etc. Be consistent in the choice you make.
- c. Written away from the margin
- d. Expressed as phrases. The phrases must make sense, and where applicable include standard abbreviations, contractions and symbols
- e. Written in the lower case except where there is a proper noun
- f. Without punctuation marks at the end
- g. Indented at the fall of each level
- h. Without underlining
- i. Write a minimum of 16 points

SAMPLE OF NOTE MAKING

QUESTION AND PASSAGE

Read the following passage carefully and afterwards make a summary of it in NOTE-FORM. In your summary:

- a. Provide a suitable title for the passage**
- b. Give the main points**
- c. Supply supporting points for each main point**

Marks will be awarded for note-style, brevity and fair-copy layout.

Malawi is a country least known for minerals. However, creation gave her another sort of blessing. She has what many other countries do not have – the lovely lake. Indeed, Malawi is a blessing to the country in a number of ways.

The first way is through provision of fish to the people. The lake harbours different types of fish. The most popular species of fish found in the lake is ‘Chambo’. For your own information, ‘Chambo’ is a type of fish found only in our lake. Other types of fish found in the lake include ‘Kampango’, ‘Bombe’, ‘Usipa’ and list is endless. Fish are very essential in our diets. They provide us with protein necessary for body repair and growth.

The lake also acts as a tourism charm that beckons visitors to our country. Unlike many other African lakes, Lake Malawi has fresh water. That is the reason why the visitors like to visit the lakeside so that they can swim in fresh water of our lake. In this way, the lake helps in capturing foreign currency, which is boost to our economy.

Thirdly, the lake helps the country in transport system. It provides a water-way. You can have fun on the lake when you board our ships such as Mtendere. You can travel from Chilumba to Cape Maclear using the lake as a waterway. Apart from ships, many people use canoes and small boats to travel from one place to another along the lake shore. There are also barges that ferry cargo to ports in the north from Monkey – Bay.

Finally, the lake is a blessing through the wide shores it has. These shores provide opportunities to our businessmen and women to build hotels, lodges and inns along the lake. These are places where very important conferences are held. Tourists spend their time at these places as well. All this is possible because of the lake. The lake, indeed, is a blessing to the country.

SAMPLE OF FAIR COPY

	BENEFITS OF LAKE MALAWI
1	<u>Provision of fish</u> a. contain diff. species i. Chambo -most popular -found only in L. Mw ii. Kampango iii. Bombe iv. Utaka v. Usipa etc. b. fish essential in diet -source of protein for body growth
2	<u>Tourism charm</u> a. contain fresh H ₂ O for swimming b. capture foreign currency i. boost economy thru. tourists
3	<u>Transport System</u> a. ships e.g. Mtendere sail fr.Chilumba to Cape Maclear b. canoes & small boats move along shore c. barges tpt cargo fro. M/Bay to n.
4	<u>Wide shores</u> a. provide business opportunities i. men & women build hotels, lodges + inns b. host conference c. attract tourists

TOPIC 13: COMPOSITIONS

These are systematically arranged ideas written in a single or more paragraphs.

Candidates who prepare to sit for Malawi School Certificate of Education Examinations are expected to write any of the following compositions: letter writing, speech, report or short story.

There are two questions from which a candidate is asked to choose one. The questions are in the following pairs:

Letter or short story

Report or short story

Speech or short story

PLANNING TO WRITE COMPOSITIONS

In whatever choice the student makes during the examinations, planning on what to write is very important for failure to plan a composition is as good as preparing to fail.

During the examinations, instructions in the paper provide 10 minutes for candidates to plan their composition. On the contrary, most students do not utilise this time for planning due to the following reasons among others:

- a. They think that planning is a wastage of time. So they are quick to go direct into writing.
- b. Most of the students are not trained by their teachers. Some teachers do not emphasize on the importance of planning hence students find it not useless.
- c. Some students do not even know what or how to plan

DANGERS OF NOT PLANNING A COMPOSITION

- a. The composition essay lacks direction. The student may go back and forth as he doesn't have guidelines when writing. This may lead the student to run out of ideas or to jam on the way.
- b. It is difficult to generate good and strong points to incorporate into composition as writing is in progress.
- c. There is a high probability of writing either too short an essay or too long.

HOW TO PLAN A COMPOSITION

Given a question, the candidate has:

a. to brainstorm the possible points s/he is going to put in the essay. These points should include main as well as supporting which will be expanded in writing to form the content of the essay.

b. to balance the points to avoid raising points that focus on one segment only. To clarify this point, a student may be asked to write a letter or a report on the problems that have hit their area following a heavy storm that has blown off the roof of the rural hospital. If not well planned, the student may write problems they face throughout the composition. This type of writing shows that the points are not balanced due to lack of planning.

c. to show creativity by raising points that are mouth-watering and attract the attention of the reader who in this case is the one marking the scripts. It should be said here that composition contains lies that are used to explain the truth. For this reason, avoid exaggerating the facts but be realistic instead.

It should be noted that the success of any composition depends on how much a candidate appeals to the sense of the reader. Try as much as possible to raise appealing points.

Apart from raising good points, plan to write in a good English. This appeals more to the reader.

ACTUAL WRITING OF A COMPOSITION

Never start sentences using conjunctions like Because, but, and, so, etc

Observe paragraphs when writing. The number of paragraphs or what to include in each paragraph is determined during planning.

Avoid combining words or cutting words(contractions) except in a speech which is deemed as the word of mouth.

Example of words that students wrongly combine: Iam instead of I am, Infact instead of In fact, Inorder instead of In order, can not instead of cannot, in stead for instead, etc.

Examples of words contracted which is an error are: don't instead of do not, didn't instead of did not, can't instead of cannot, etc

Use simple English. You do not earn high marks for using difficult vocabulary.

Avoid writing your essay on:

- i. Obscene subjects
- ii. Attack on disability
- iii. Attack on gender bias
- iv. Political subjects

v. Religious concepts

vi. Issues restricted to your area alone

Learn to divide time: be neat, speedy and accurate. Cancel out neatly when an error has been made.

Use the hand writing that you are comfortable with. Do not panic to change for the sake of exams, you will not go far with it.

Punctuation rules have to be followed at all cost.

Do not combine tenses to avoid confusing the reader.

Write the words within the required number i.e 350-500 words as short essays are heavily penalised by being marked out of half of the full marks.

LETTER WRITING

GENERAL RULES IN WRITING A BUSINESS LETTER

May be block style or indented but the block style is better as it does not have a lot of things to confuse.

Block style doesn't require punctuation marks like commas and full stop in the address, salutations and valediction except on date.

Ensure that capital letters are written where necessary.

On the date, do not omit "th, rd, nd, st", and should be written as 19th March not 19th March

Title should not be underlined when in capital letters but underline when in lower case (small letters)

Paragraphs should be observed by skipping a line.

Signature should be written between Yours faithfully and the ending name e.g.

Yours faithfully

Signature

Collins Zimwanda

EXAMPLE OF PLANNING A LETTER WRITING

QUESTION

Imagine, that at your school, fire broke out in one of the hostels, that it caused much damage to property. Fortunately, nobody died but several injuries were reported. As a student at the school, write a letter to the Officer In-Charge of the police station in your area giving the information on the accident.

Planning the content

- a. Naming the school, location(district, traditional authority, common physical features like trading centre etc). These should be in one Paragraph
- b. Cause of the fire. In one paragraph
- c. Damage caused. Be in 2 or 3 paragraphs each presenting a damage cause
- d. Assistance required. Be in 2 paragraphs each presenting a different request.
- e. Concluding statement. Be in a single paragraph but not too long

LETTER LAYOUT

.
.

Misale Secondary School

Post Office Box 15
Tembwe

Mchinji

19th March, 2022

The Officer In-Charge

Kamwendo Police Unit

Private Bag 2

Magawa

Dear Sir

FIRE ACCIDENT AT MISALE SECONDARY SCHOOL

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Yours faithfully
Signature
Faith Mhango

REPORT WRITING

Planning a report

QUESTION

Imagine that the bridge that connects your area to the urban center has been washed away by heavy rains. This has caused a number of problems to the people in the area. Write a report to the ministry of local government about it.

Planning may involve

- a. Area location(name,district, traditional authority, common physical features, approximate population, occupation of the people). Be in one paragraph
- b. Causes(heavy rains, one week non stop, washed bridge, fields, houses, livestock etc). Be in one paragraph
- c. Problems. 2 or 3 points(i. inaccessibility to the market and results, ii. students failure to go to school and results, iii. no chance reach to a health facility and results). Be in 2 or 3 paragraphs based on the number of main points.

d. Assistance needed. 2 points(i. urgent bridge repairing, ii. health personnel urgently needed due to cholera outbreak). Be in 2 paragraph each expanding a raised point.

e. Conclusion.

LAYOUT

Date : 19th March, 2022.

From : Rebecca Longwe, Mwenilondo Secondary School, Post Office Box 25, Karonga.

To : The Secretary, Ministry of Local Government, Post Office Box 567, Lilongwe.

Subject: FLOODS HIT OUR AREA

I write to report to you about the floods that hit our area resulting to the washing away of a bridge that connects the area to the urban centre.

Finally, I will be grateful if you come to our rescue by providing with extra resources that can help in fixing the bridge.

Signature

Rebecca Longwe

(Concerned citizen)

WRITING A SPEECH

A speech is not very different from other types of composition. The following are the characteristics of a speech that have to borne in mind:

- (a) When writing a speech, it must be assumed that the writer is actually speaking to his/her audience and there is use of personal pronouns like “I”..... “you”
- (b) It must be assumed that the audience consist of people of different social and professional positions and the speaker (writer) must address them beginning with the highest ranking individual and end with the lowest. Don't put too many of them for the sake of covering up the space.
- c. A speech is deemed as a word of mouth and therefore contractions are allowed
e.g: The headmaster, members of staff, parents and my fellow students, I wish to thank you for your kind gesture

NOTE:

1. A speech is not a letter so it should not have a name at the end
2. The language should be formal
3. No address required
4. Mostly present tense is used
5. Begin with a title

Planning a speech

QUESTION

Imagine that your area has no health facility and a close one is very far to reach. The minister of health is on tour and will stop in your area to assess the problems your area is facing. As a youth representative, write a speech on behalf of the members of the area to present on the ceremony.

Planning

Welcoming remarks (Formalities welcoming the guets and purpose of speech). Be in one paragraph

Problems faced due to lack of Health Centre. (2 or 3 points). Be in 2 or 3 paragraphs.

What the community has done (3 – 4 points). Be in a single paragraph

Required assistance (2 points). Be in 2 paragraphs

Conclusion(in a single paragraph). End with recognizing the audience by addressing them in order of their ranks but this time dont mention all.

LAYOUT

HEALTH PROBLEMS IN OUR AREA

The Guest of honour, Minister of Health; The Principal Secretary of Health; The District Health Officer for Karonga District; Traditional Authority Kyungu; Ministry officials; All chiefs; my fellow youths; ladies and gentlemen.

On behalf of people of Katili, I would like to welcome you Madam to this important occasion whereby we have been given an opportunity to present the health problems this community is facing.

Lastly, the Guest of honour, distinguished invited guests, ladies and gentlemen. I thank you for paying attention.

TOPIC 14: TIPS ON ANSWERING LITERATURE QUESTIONS

Students during the Malawi School Certificate of Education Examinations meet literature questions to make their English paper complete.

The MSCE Examination paper has two sections: (a). Section A which examines students skills acquired in poetry and short story analysis, and (b). Section B which demands students to write essays one from each book, a play or novel.

SECTION A QUESTIONS

Questions demand students to provide short responses from the given poem or short story.

Questions are in present tense therefore students are also expected to write their responses in present tense.

When the question demands to present a theme, students have to present it in noun form. For example: violence, superstitions, love, courage etc

When the question demands to present a character which an individual portrays in the story or poem, the response should be given in an adjective form. For example: He is violent, loving, superstitious etc

SECTION B QUESTIONS

This section demands students to write their responses in an essay form.

There are two types of essay questions which students are expected to meet namely: (a) Loaded essay questions and (b) Multiple essay questions.

Loaded or blocked essay questions demand a student to concentrate their responses on a single concept asked in a question.

Students are expected to write eight points in eight separate paragraphs with supporting points.

No lengthy introduction is needed except a brief one which quotes what the question demands. This also serves as a title of the essay.

Example of a loaded essay question

Discuss with eight points how some individuals contribute to different characters' miseries in the novel the Pearl by John Steinbeck.

For such a question, students are expected to raise eight points all of which will address the concept of how individuals brought miseries to other characters.

An introduction of the loaded essay can be written as follows:

Some individuals in the novel the Pearl by John Steinbeck contribute to the miseries of different individuals as follows:

Then points will follow in eight separate paragraphs

Multiple Essay Questions

In these types of questions, students are asked the question that cover several concepts be it regarding themes or characters.

For example:

Discuss the characters of the following individuals are portrayed in the play Macbeth by William Shakespeare:

i. Lady Macbeth

ii. Macdulf

Here the students will write characters portrayed by the individuals in question separately. Four points will be under Lady Macbeth and another four on Macdulf. Never combine the two. A single introduction can however serve as the introduction of the multiple essay but remember to number the individuals in the way they are numbered in a question after the introduction. For example:

The following individuals in the play Macbeth by William Shakespeare portray their characters as follows:

(I). Lady Macbeth

(ii). Macdulf

IMPORTANT POINTS TO NOTE IN ESSAY WRITING

- a. Remember to number the question you are answering.
- b. Write in present tense
- c. Write in grammatically correct English.
- d. Don't use the first person point of view and second point of view in an essay but rather use Third person point of view.
- d. Don't write skeleton paragraphs. Present a point and then support it with relevant points or examples from the book in question.
- e. Don't write your essay using a certain man, a certain place, somewhere, someone, and other such as these words which shows uncertainty. Be precise by mentioning the characters and locations properly.
- f. Points be presented in a paragraph form and NOT in bullet form.
- g. There is no need for a separate concluding paragraphs. The last point of the essay, I.e. point number eight marks the end of your essay.

MODEL QUESTIONS AND ANSWERS

Sample question 1:

Describe in eight points the mistakes made by individuals and explain how each mistake would have been avoided in the book, “the pearl by John Steinbeck”.

Sample essay writing:

In the novel *The Pearl*, some individuals made mistakes which could have been avoided in the following ways:

Firstly Juana makes a mistake by thinking that the doctor is going to cure her baby. She does not realize that he is the one who made the baby sick in the first place by giving the baby the white powder. This could be avoided by sticking to their tradition medicine rather than involving the doctor who does not have the best interests of the people at heart.

Not only that, Juana makes another mistake by returning the pearl to her husband. Superstition aside, Juana is right about one thing. The pearl is trouble. This item they thought would make them rich causes them to lose everything. Because of it, their baby dies, and their lives will never be the same and this could have been avoided by throwing the pearl back into the sea when she had the chance.

Furthermore, Kino is aware that everybody in the town or village wants to steal his pearl and faces many attacks in the process. This could be avoided by selling the pearl just to get rid of it and free himself from the attackers when he is offered fifteen hundred pesos.

In addition to that, the Pearl buyers know that the world pearl is worth a lot of money and will give them more profits once they buy it but they offer an acceptable price as low as six hundred pesos which makes Kino not to sell it. This could be avoided by the buyers offering at least a fair price.

As this is not enough, Kino knows that after the pearl discovery everybody is an enemy because they all eye the pearl to the point of hunting him like an animal. Despite all this, he proceeds to take with him his wife and a kid on a dangerous journey to sell the pearl and lost the baby on their way. This could be avoided by putting some senses into Juana's head to stay safe at his brother's house.

Kino also makes a mistake by not taking advice from Juana and Juan Thomas that the pearl is evil and he should get rid of it. It later brought troubles like losing their only house and a canoe which could have been avoided by taking the advice.

Another mistake is made by the doctor who refuses to help Kino when his Son Coyotito is beaten by a scorpion because Kino has no money. Later The Doctor pays a visit to Kino upon hearing that he has found the world pearl and ask for the pearl to keep it safe but is not given. This could have been avoided by being there for Kino when he needed help to gain his trust.

Lastly Juan made a mistake by not listening to Kino when she was told not to follow Kino on his way to sell the the Pearl because that`s where the son was shot dead. This could have been avoided by staying at Juan Thomas` house.

Sample question 2.

Describe with four points how the following individuals portray both admirable and un-admirable characters in the play Macbeth by William Shakespeare.

- a) **Macbeth**
- b) **Lady Macbeth**

Sample Answer

The following individuals portray both admirable and un-admirable characters in the play Macbeth as follows

- a) **Macbeth**

Firstly, admirable characters are shown as Macbeth is courageous. He fights the traitors MacDonald in a battle to defend Scotland from the Irish invaders. Due to his courageous deeds, King Duncan promotes Macbeth to be the thane of Cawdor.

Apart from being courageous, Macbeth is loyal to the king. He risks his own life to fight for king in defence of Scotland.

On the contrary, un-admirable characters are shown as Macbeth proves to be weak. He is easily manipulated by his wife lady Macbeth to murder an innocent loving king. Macbeth is not able to make his own decisions without the influence of the wife. Without the influence of Lady Macbeth, Macbeth could not have killed the king

Apart from being weak Macbeth is over ambitious. By being over ambitious, Macbeth eventually kills the king and becomes king of Scotland himself. Unfortunately, Macbeth finally dies while defending his ill- gotten crown. The English army led by Macduff attacks Macbeth's castle and Macbeth is defeated and killed because of being over ambitious.

b) Lady Macbeth

Admirable characters are portrayed as Lady Macbeth is compassionate. When he recognizes that King Duncan resembles her father as he sleeps; Lady Macbeth fails to kill him but feels compassionate for him.

Lady Macbeth is also hospitable. She accepts to accommodate the king to Inverness castle. She prepares good food and place to sleep for the king

On the other hand, Lady Macbeth has Un-admirable characters since she is manipulative. She manipulates her husband to kill the king. Macbeth is reluctant to kill the king but is pressurized into it by his wife.

Lastly, Lady Macbeth is cruel. After plotting to murder King Duncan she does not stop there. She smears the blood on the chamberlains in order for them to be blamed for the death of the king.

QUESTIONS FOR PRACTICE

In each of the following, choose the word (s) (A, B, C or D) that best completes each of the following sentences.

1. My children prefer rice _____ nsima.
A. with
B. to
C. from
D. than
2. It is too hot in this room, would you mind _____ the windows?
A. open
B. opening
C. to opening
D. to open

3. If you had seen her, _____ understood what I mean.

- A. you would
 - B. you would have
 - C. you would have been
 - D. you would been
4. Makota failed to take part _____ the Chibuku knock-out competition.
- A. in
 - B. on
 - C. with
 - D. at

5. During the last meeting, the dead boy put ____ his ideas very clearly.

- A. aside
- B. across
- C. through
- D. straight

6. My pen has stopped working. If you have two please ____ me one.

- A. borrow
- B. lend
- C. give
- D. lent

7. Mrs. Banda ____ the fly from her coffee cup and continued drinking.

- A. scooped out
- B. scooped off
- C. scooped in
- D. scooped away

8. Although the laws did not allow, the president insisted ____ having the elections.

- A. in
- B. on
- C. at
- D. of

9. I will go home today if your father ____ me again.

- A. beats
- B. beat
- C. will beat
- D. would have beat

10. The inauguration of the new hospital was presided ____ by the state president.

- A. on
- B. out
- C. over
- D. about

11. Upon arrival at the church, the pastor went to the ____ to wear his cloak.

- A. Onarchy

- B. Vestry
- C. Church
- D. Goldoire

12. The wedding ____ would take place at the Gymkanna Club from 2pm.

- A. officiation
- B. reception
- C. party
- D. celebration

13. Banda started singing in 1990s and his ____ song was 'Mabala'

- A. single
- B. stage
- C. debut
- D. album

14. The court fined the ____ who prescribed the wrong drug

- A. Doctor
- B. Nurse
- C. Clinician
- D. Psychiatric

15. Muluzi ____ leadership from Hastings Kamuzu Banda in 1994.

- A. over took
- B. took over
- C. took
- D. usurped

16. The Education Division Manager said that he ____ the school

- A. Will visit
- B. Would visit
- C. Will have visited
- D. Visit

17. When the plane ____, police surrounded it to welcome the president

- A. scoured ground
- B. touched down
- C. landed down
- D. bounced the floor

18. The pilot was nervous because he _____ before.

- A. hasn't flown
- B. didn't fly
- C. wasn't flying
- D. hadn't flown

19. Mandevu went to Kasungu Hospital to have his foot operated _____.

- A. to
- B. over
- C. on
- D. off

20. As soon as Chigumu saw the fire, he tried to put it _____.

- A. away
- B. off
- C. out
- D. about

21. Buluzi dissuaded Linda _____ smoking.

- A. on
- B. from
- C. for
- D. in

22. Katakwe plunged _____ the swimming pool.

- A. at
- B. in
- C. over

D. into

23. Patrick wants the radio switched on so that he _____ with current affairs.

- A. catches up
- B. gets along
- C. looks over
- D. keeps on

24. After reading about the dangers of smoking, the patient decided to _____.

- A. give it off
- B. leave it
- C. give it up
- D. leave it off

25. James is unable to _____ his mind on the girl to marry.

- A. get out
- B. make up
- C. use up
- D. bring down

26. Chikutumbwe was not thirsty because he _____ some milk.,

- A. drunk
- B. has just drunk
- C. just drank
- D. had just drunk

27. If you don't start watching until 8:30 tonight, the programme _____.

A. will have already begun

B. will begin

C. has already begun

D. had already begun

30. Mavuto would have escorted you if he _____ a car.

A. has

B. had

C. would have

D. had had

31. Unless the army worms are controlled, people _____ poor harvest.

A. would have B. will have C. will not have

D. would not have

32. The problem could hardly be solved, _____?

A. could it

B. couldn't it

C. can it

D. cant it

33. Let's ask Tondido some difficult questions, _____?

A. will we

B. shall we

C. won't we

D. don't we

34. They never saw me, _____?

A. didn't they

B. have they

C. did they

D. don't they

35. Nobody can refute this, _____?

A. can he

B. can't he

C. can they

D. can't they

36. The abductors are demanding a _____ before releasing the boy.

A. bonus

B. prize

C. compensation

D. ransom

37. The shoe company was declared bankrupt after it had _____ more debts that it could repay.

A. mounted

B. incurred

C. evolved

D. posted

38. The rebels _____ the chairman purely for political reasons.

A. murdered

B. slaughtered

C. massacred

D. assassinated

39. The village drunkard _____ on his way home.

- A. limped
- B. staggered
- C. strolled
- D. marched

40. Research has shown that a number of illnesses are _____ to smoking.

- A. based
- B. joined
- C. derived
- D. linked

In each of the following questions, choose the part of speech (A, B, C and D) that best describes each of the underlined words.

41. I have been waiting for you ever since.

- A. preposition
- B. conjunction
- C. adverb
- D. adjective

42. All my wants cannot be provided by you.

- A. noun
- B. verb
- C. pronoun
- D. adjective

43. The poor man sold everything except his blanket.

A. adjective

B. preposition

C. adverb

D. conjunction.

44. The girl sitting is beautiful.

- A. verb
- B. adverb
- C. adjective
- D. noun

45. The girls were afraid of snakes.

- A. Noun
- B. Verb
- C. Preposition
- D. Adjective

46. She received a written apology

- A. Verb
- B. Preposition
- C. Adjective
- D. Adverb

47. The visitor left happily.

- A. Adverb
- B. Adjective
- C. Noun
- D. Verb

48. Beauty lies in the eyes of the beholder.

- A. Noun
- B. Verb
- C. Adjective
- D. Adverb

In each of the following questions, choose the order of adjective (A, B, C and D) that best complete the sentences.

49. Our school has bought ____ plates.

- A. big nice plastic
- B. plastic big nice
- C. nice big plastic
- D. big plastic nice

50. The priest admired ____ lawnmower.

- A. the small Hungarian yellow
- B. the Hungarian small yellow
- C. the small yellow Hungarian
- D. the yellow small Hungarian

51. He bought a ____ tablet for his wife

- A. big black glassy
- B. glassy big black
- C. black glassy big
- D. big glassy black

52. Chikondi is a Manager of a _____ hotel.

- A. magnificent green grass-roofed
- B. green grass-roofed magnificent
- C. grass-roofed green magnificent
- D. magnificent grass-roofed green

53. Yakobo is listening to _____ music.

- A. Jamaican contemporary boring
- B. boring contemporary Jamaican
- C. boring Jamaican contemporary
- D. contemporary boring Jamaican

54. The enemies met at the _____ ground.

- A. sandy vast modern hunting
- B. modern sandy hunting vast

C. vast modern sandy hunting

D. modern vast sandy hunting

55. His _____ is so dirty.

- A. expensive tiny brown woolen
- B. tiny expensive brown woolen
- C. woolen expensive tiny brown
- D. tiny expensive woolen brown

In each of the following questions, choose (A, B, C and D) that best describes and gives the function of the underlined phrase or clause.

56. The musician seated at the big piano is Theresa.

- A. noun clause in apposition to 'musician'
- B. adjective phrase, qualifying 'musician'
- C. noun phrase, in apposition to 'musician'
- D. adjective clause, qualifying 'musician'

57. After we won the fight, we shook hands.

- A. adverb clause, modifying 'shook'
- B. noun clause, subject of 'shook'
- C. noun phrase, object of 'shook'
- D. noun phrase, complement of 'shook'

58. Mabanzi arrived after many tiresome hours of great pain.

- A. adverb phrase, modifying 'arrived'
- B. noun phrase, object of 'arrived'

- C. noun phrase, complement of 'after'
- D. noun phrase, object of 'after'

59. The new textbooks were mixed with those purchased earlier in the day.

- A. noun clause, object of 'those'
- B. adjective phrase, qualifying 'those'
- C. adjective clause, qualifying 'those'
- D. noun phrase, object of 'with'

60. The decision to weed non performing students was welcomed by parents.

- A. Adjective phrase, modifying 'decision'
- B. Noun clause subject of 'was welcomed'
- C. Adjective clause modifying 'decision'
- D. Noun phrase in apposition to 'decision'

61. The thieves broke into our school under the cover of darkness

- A. Preposition clause, object of the sentence
- B. Adverb phrase of manner, modifying 'broke'

- C. Adjective phrase, qualifying noun 'thieves'
- D. Noun clause, object of the verb 'broke'

62. You should give us ideas that can help the school.

- A. Adjective clause qualifying noun 'us'
- B. Noun clause, object of 'should give'
- C. Adverbial clause object of 'should give'
- D. Noun phrase object of 'should give'

63. The woman broke into the house which is on the left hand side of the bank.

- A. noun clause in apposition to 'house'
- B. adverb clause modifying 'broke'
- C. adjective clause qualifying 'house'
- D. noun phrase object of 'broke'

64. Stand here till I tell you to sit

- A. Noun clause object of 'stand'
- B. Adjective clause qualifying 'here'
- C. Adverbial clause modifying 'stand'
- D. Adjective phrase qualifying 'here'

REFERENCE

- Banda, M.A.,(2014) *English Grammar for Schools(Rev. ed.)*. Blantyre: Dzuka
- Chafulumira, W.(2013) *Practical English Grammar*. Blantyre: CLAIM
- Chibambo, M(2012) *New-New Schools English Language and Grammar*. Mzuzu: Rarexve Publications
- Chipeta, W.W.D(2014) *Malawi School Certificate of Education's Comprehensive Study Guide to Smouldering Charcoal*). Unpunished
- Kadyoma Dr, F.(2017) *Senior Secondary Students' Book 3*. Nairobi: Longhorn
- Kadyoma Dr, F.(2017) *Senior Secondary Students' Book 4*. Nairobi: Longhorn
- Kamwaza, H.J(2022) *Magawa cluster training notes for language teachers*
- Malawi Senior Secondary Teaching Syllabus, English Language
- Matukuta, B., e tal(2012) *Senior Secondary Certificate English Students' Book 4*. Nairobi: EAEP
- McCallum, A., e tal(1998) *Language Arts Today*. New York: McGraw-Hill
- Phiri, P.C.,(2013) *Senior Secondary English:A Practical Approach to Comprehension and Note-Making*. Blantyre: CLAIM