

This book has been prepared specially for students undergoing Malawi Certificate of Education course. It has been observed that many students find problems with grammar and as a result don't do well at the end of the year. It will also assist learners who are studying on their own to sit for their Malawi Certificate of Education Examination confidently. Teachers who teach English grammar will also find this book useful. It is a known fact that there are lots of books on grammar, note making and summary. But what makes this one unique is that it is specially prepared a form 4 candidate without much ado. Students can learn on their own and still be able to answer questions on MSCE English Examination. This book is simplified to accommodate even those who have difficulty in grammar.

I wish you all the best as you prepare for your examinations especially English.

STERN WILSON GABRIEL KAMZINGENI

ALL RIGHTS RESERVED

I would like to thank first God for giving me this opportunity to write something that can be used for ages by a number of candidates. Without God's presence I would get lost

I would like also to thank my wife Agnes, for her encouragement she always gave me and our following children: Mwayi, Felix, Richard, Chifundo, Takondwa for also taking their precious time encouraging me. I would also like to thank the Headmaster Bro. Murakho for a go-ahead and encouragement, the deputy teacher, Mr. Kasalika, Brother Alex Manyengo for providing me his office and the secretary who typed my work.

Among members of staff Mr. Kanyamuka also deserves special thanks for his untiring work and all the form 4 students. (2009)

STERN WILSON GABRIEL KAMZINGENI

HOW TO WRITE GOOD COMPOSITION

WHAT ARE COMPOSITIONS?

Those are systematically arranged ideas written in a single or more paragraphs. Before you can begin to write, you need to prepare yourself with information and ideas popularly known as Prewriting stage. There are three areas that you look at, at this stage: topic, purpose for writing, target group or audience. On your examination you will be given topics from which you will be asked to choose one question. At MSCE normally a candidate is asked to choose and answer one question. Be careful not to answer more than you are asked.

PLANNING

A. Choosing a topic

Before you choose which topic you are going to write, the possible questions you can ask yourself are:

1. Which topic is easy for me?
2. Yes, it is easy, but do I have facts on this topic, in other words do I have anything good I can write. Normally a candidate is supposed to write five points as a minimum.
3. If you are not sure of the topic, don't attempt it. Examination is a 'war' and you don't need to play

B. Brainstorming

Brainstorming means trying to list as many points as possible on the topic you have chosen. Write anything that comes in your mind.

- Rearrange the points: first point comes first. And these points should also be arranged looking at their importance.
- Never start writing before you rearrange the points
- Never write a composition if you have not found the points

C. Drafting

- A stage you attempt to write the points in paragraphs.
- As you write bear in mind that
 - a. Each point is written in its own paragraph
 - b. Each composition as per MANEB standards needs to be written between 350-500 words. This excludes article e.g. a, an, the.
 - c. All compound words are regarded as one word e.g. man-made, don't care, is coming, carry out.
 - d. When you have finished explaining about one point, go to the next using a fresh paragraph.

D. Proofreading

When you have finished writing your draft, read the composition again to check the following:

- a. That you have written at least five points
- b. That you have written 350-500 words
- c. That you have expressed your points in simple and clear English.
- d. That you have written your words well with good spelling. Please never use words you are not sure of.
- e. That you have never repeated a point as doing so only reduces your chances of doing well.
- f. That when you started writing, you have been consistent. Always stick to the point related to the given title.
- g. That words are written clearly for example t and not I
i not I or I
- h. Never write casual words like coz, bcoz, b4, gal, guy, kids.
- i. That you have expressed yourself politely. You are not supposed to show rudeness or

write abusive language or show anger.

J. That you have not unnecessarily cut your words. Cut your words in readable chunks

Com-
e is wrong
but co-
me

K. That you have not abbreviated any words e.g. W.H.O but World Health

Organization (WHO)

L. All words have been written in full-no contraction for example, don't should be do not ,didn't should be did not

M. That you have not written less number of words required. If you write less than 500 words you will be marked out of 175words and out of 17/40

- If you write more than enough number of words, the examiner will mark up to 350 words and the rest of the work will not be marked. This also reduces opportunities of doing well and hence reducing your points

- All corrections to be done on your draft. This means you need to write quickly as possible to afford you chance to write your fair copy

NB

- Writing your composition without checking and correction is risky because nobody can challenge that they don't make mistake. Sometimes the hand writes what the brain has not commanded. So checking is imperative.

- Even after writing your copy you need to check again , leave at least 5-10 minutes for checking.
Please don't give failure a chance.

- Also check that you have written your punctuation marks well.

KINDS OF COMPOSITION

Any type of composition you choose to write will fall under the following:

A . ARGUMENTATIVE

A composition that will demand you to give a comparison of two things .You must give evidence to support your idea.

Example

1. Rearing chickens is more beneficial than rearing ducks.
2. It is a waste of time to send girls to school.
3. Secondary schools should have more days of holiday than primary schools.
4. Life imprisonment does not help the prisoners.

B. IMMAGINATIVE COMPOSITION

This is just an imagination of a situation. You suppose you were sometimes while you are not. This type of composition requires creativity

Example

- Suppose you are the Minister of Agriculture, how would you ensure there is food all the time in the country
- Imagine that you were elected Member of Parliament, how would you develop your area?

- The person (man/woman) I would like to marry.

C. NARRATIVE COMPOSITION

With this composition, you focus on an event which took place and attempt to explain how it happened in order of occurrence. Mostly a candidate is required to present his material in the past.

Examples

- How I won the competition
- The strike
- My birthday party
- The man who swallowed a bone at a funeral ceremony

D. DESCRIPTIVE COMPOSITION

- Descriptive comes from the word describe. When you are describing, you use mostly adjective, adjective phrases, adjective clauses. For example you can describe your teacher; you can describe a place, etc. When you are describing you may include behaviour or manner.

- Descriptive composition or essay also can describe a procedure or a process in order to come up with a product.

Examples

- How to prepare for examinations
- Helping a patient with a dislocation

HOW TO PRESENT POINTS WHEN WRITING COMPOSITION

A) When you are giving a contrasting idea, contrary or you want to write something opposite you can use the following expressions:

-In contrast	
-On the other hand	= Nevertheless
-In spite of	= On the contrary
-Despite	= Whereas = However etc.

B) When you want to show the cause /the result of an action you can use

- As a result
- Therefore
- consequently
- Thus
- Hence

In other words the above expressions show that what you are expressing has a result

C) When you are coming towards the end of composition you may use the following

- To sum up
- Lastly
- To conclude
- Finally
- In the final analysis
- In short

- In brief
- Briefly
- Then
- All in all

D) When you want to add any point you may use the following

- | | |
|-----------------|---------------|
| -Additionally | = Furthermore |
| -In addition to | = importantly |
| -What is more | = Also |
| -Again | = As well as |

E) When you are to give examples never write e.g. but

- For example
- For instance
- Such as

F) When you are comparing two things which are similar.

- In the same way
- In comparison with
- Likewise
- Whereas

G) You can also use the following to show order of events

- | | |
|-----------------------|--|
| • First | = First of all |
| • Firstly | = Immediately |
| • Second | = At last |
| • Secondly | = Afterwards |
| • In the first place | = After this |
| • In the second place | = later |
| • Next | = Meanwhile
= Finally
= Subsequently |

PARTS OF A COMPOSITION

Normally there should be three parts of composition .This should not be confused with paragraphs .There could be many paragraphs representing different ideas but still the composition maintaining three parts namely: Introduction, body and conclusion.

THE INTRODUCTION

Every composition should have the beginning. This beginning introduces the topic to prepare the prospective reader (examiner) of what he intends to read.

HOW DO YOU BEGIN YOUR COMPOSITION

1. Definition–You can define it if it is required. For instance “Importance of Library” you can define what a library is and continue to explain that you are going to explain about it.

2. Writing all the points in the first paragraph and then try to expand your points in subsequent paragraphs.

Example

- Problem of school leavers

There are many problems of school problems of school leavers. Some of the problems are the follows: lack of job opportunities, poverty, lack of training opportunities and drug and alcohol abuse.

3. You may begin your composition with what was agreed or consensus of the community or group of people

Example

The school decided to stop all the old prefects from their duties and elect new ones. It was believed the old prefect were incompetent, negligent and unreliable

4. You can also use a quotation or a proverb “you are very unreliable and ungrateful. After all I had done for you, you decide to cheat and abandon me and went for green pastures” he complained bitterly

B. THE BODY

-This is where all the points are expanded.

-Each point you write is given its own paragraph. Please never mix up-no two points should be written in one paragraph. Body constitutes composition itself. When you raise a point, you should support your point by giving evidence.

Example

One of points on “Importance of Agriculture” could be “source of employment” you should give evidence how people find employment because of Agriculture. Give specific examples.

Because many candidates are unable to use Proverbs well, it is advisable to avoid them completely.

C.CONCLUSION

In this paragraph, it is a summary of the body putting the main points together. Conclusion can give piece of advice, one's feelings about a situation. You can also greet your friends and relatives if you are writing a friendly letter.

NB

- Use words, expressions, clauses you are comfortable with.
- Avoid using very long sentences.
- Choice of tenses is very important
- Clear, grammatically correct sentences which vary in length and type.
- Use appropriate punctuation marks.
- Count number of words.
- Always stick to the title in question.
- Your points should be logical
- Dirty work puts off the examiner.
- Colloquial languages should be avoided e.g. kids, guys.
- Wrong words order e.g. ‘I and my friend instead of “my friend and I.”
- Number should be written in words e.g. six not 6, half past four not 4:30
- Years are always written in figures e.g. 1891.
- Avoid literal translation from vernacular language e.g. mdima wa ndiwe yani (darkness of who are you)

Examples of title composition

1. You left school last year after passing Malawi School Certificate of Education examination well with good grades . Unfortunately up to now you are still at your home waiting for unknown day when you will have chance of some kind. Write about the problems you are facing as a school leaver.
2. You recently went to your village where you saw different traditional dances. Explain about one particular traditional dance that interested you. Explain how the dance is performed, what attire is used and what significance the dance has to the village.
3. You have been asked to speak to a group of new students in your school where your head teacher will be in attendance. You have to explain to the new students what they should do should they fall ill or need first aid treatment; how to use your library and what arrangements are there for keeping the buildings clean. Write a speech.
4. You have been selected to pursue your education in the University of Malawi but due to some problems you are unable to do so this year. Write to the college principal about your problems and explain how you would like the college to assist you.
5. Imagine you are a leader of your community. Concerned parents have asked you to write to government in order to report the problems of drug and alcohol abuse by the youth in the community as well as to ask for government assistance in solving the problem. Write the letter to the District Commissioner of your district. You may include the following points among others:
 - a) Description of the extent of the problem of drug and alcohol abuse
 - b) Description of the effects of drug and alcohol abuse on one's health of youth
 - c) Suggestions of possible ways in which the government can assist to correcting the situation
6. You had special assembly during which Head of Language and Science departments spoke on issues of their departments. You attended it. Write a report describing what happened. Include the following:
 - a) Date and place
 - b) Seating arrangement during the assembly
 - c) Summary of each speech delivered by heads of two departments
 - d) Your opinion of the assembly and the issues raised
7. Write an original story beginning:
“All of a sudden everything changed for the better.....”
8. Write an original story which ends with the following:
“It is indeed easier to receive than to give.....”
9. Write down how you think class performance could be improved in order to achieve good results
10. Write a composition entitled “Decency in dress”

11. Imagine that you are a chairperson of World Life Club in your school. You have been asked to address your members and invite people at a closing function of the year's activities. Write out a speech which you intend to deliver at the function.

SUMMARY WRITING (10MARKS)

- Summaries are always practiced in everyday life. During your MSCE you will be required to write a summary. This means you will be asked to extract main points from a given passage and try to write them briefly in your own sentences and words without changing the original taste or meaning or **flavour**.
- Good summaries must be clear so that the examiner is not forced to award you marks which are not yours that is low mark

STAGES IN SUMMARY WRITING

1. Have a pencil handy
2. Read through the passage quickly to have the gist or general idea or picture of the passage
3. Read the passage again slowly so that you understand the passage. Underline the main points using the lead pencil
4. Decide on the boundaries of the summary. Decide which part of the passage is relevant to the question. Sometimes the summary passage may or may not involve the whole passage. Normally at MSCE you will be required to summarize the passage meant for comprehension. This implies that the whole passage must be summarized.
5. Heading of a summary passage should be given. Where the title is given just copy it. The heading should be written on top of the first line of answer sheet, it should be contrary written in block letters. It can or it cannot be underlined
6. The examiner is interested to see that points are written in order or in their original sequence
7. Summary also involves brevity which means some phrases and sentences can be shortened without changing the original meaning

Example

- | | |
|-----------------------------------|-------------------------|
| - Contrary to law | -illegal |
| - That which cannot be read | -illegible |
| - Plates, pots, knives, spoons | -utensils |
| - On many occasions | -often |
| - From time to time | -occasionally |
| - At that time | -then |
| - Occurring at the same time | -simultaneously |
| - No longer in use | -obsolete |
| - Who was wearing his new uniform | -in his uniform |
| - While he was lecturing | -during his lecture etc |

However there is no specific rule for shortening expressions

8. Normally at MSCE a candidate is given specific number of words to write his points

Example

Suggest a title for the passage and then summarize the passage in your own words. The summary should be between 70 and 100 words

NOTE: The examiner is interested in candidates who construct their own sentences to write summary

HOW TO ANSWER COMPREHENSION QUESTION

As is the case with summary writing, the following are stages that should be used:

- a) Reading through the passage quickly-to have rough idea of the passage
- b) Read the questions to also have a picture of the questioning technique employed by the examiner

- c) Read the passage slowly to understand the passage. With the lead pencil underline the possible answers to the question
- d) Most of the time first question has an answer in the first paragraph
- e) Where the question involves giving your opinion, be careful not to give opinion not related to the contents of the passage. Base your opinion on the passage
- f) Avoid just carrying sentences, clauses, or phrases from the passage
- g) Write your answers clearly with good grammar and good spellings
- h) Check your answers and ask yourself "Have I answered all the questions well?

CLOZE PROCEDURE

The inventor of the cloze technique is WL Taylor in 1953. In cloze procedure blanks are places in prose (sentences) where words in the passage have been committed/skipped

HOW TO ANSWER CLOZE PROCEDURE

1. Read through the passage quickly to have the general picture
2. Secondly you should be reading slowly to understand the passage
3. Try to find suitable words to fill the gaps so that each sentence makes sense
4. As you fill the gaps make sure that gaps filled make meaning in relations to the other words in the passage
5. Mostly candidates at MSCE are asked to fill one word in a gap

REPORT WRITING

Writing a report is normal in one's life

Your report should be concise, clear and easy to read

PARTS OF A REPORT

1. INTRODUCTION

- The title and introductory paragraph include the purpose of the report, details about why and when. This should be brief.

2. BODY OF REPORT

- Main part of the report containing details of the report

3. CONCLUSION

- Contains a summary general comments or recommendation

Letter style report

- Two letter style of reporting and should not be mixed

i). MEMORANDUM STYLE KAN /B/2/4

FROM: The head teachers, Kanyenje secondary school, Post Office Box 2, Chankhungu, Chezi

TO: The District Education Manager, Post Box 7 Dowa

REPORT ON HEAVY STORM THAT DESTROYED SCHOOL

B.G.JIMU

ii). THE BUSINESS LETTER

LAYOUT OF A BUSINESS LETTER

(a) **TWO ADDRESSES** (not written in capital letters)

- **The sender's address** (This is the address of the person writing the letter)

- **The addresser's address** (This is the address of the person or organization to which the letter is written)

(b) **DATE**

- Indicating the date when the letter was written

- Skip a line before the date to separate it from the address. This is the case even when the indented type

(c) **THE SALUTATION**

- Dear Sir

- Dear Madam

NB. Never write Dear Sir/Madam

(d) **THE INTRODUCTION**

- Comes immediately after salutation Purpose of the letter is written in one paragraph

- If responding to a letter or advertisement you may begin like this

- (i) Thank you for your letter dated.....
- (ii) Many thanks for your letter of.....
- (iii) In your letter of..... You inquired about.....
- (iv) It was a great pleasure to receive your letter dated.....
- (v) I was very sorry to learn from your letter dated..... that.....
- (vi) In reply to your inquiry about..... I regret that.....
- (vii) In reference to your advertisement in the dated I write apply for the post

(e) **BODY**

- Content of business letter
- Topic sentences
- Supporting ideas are detailed
- Main idea and supporting points can be written in separate paragraphs
- Right and left margin should be even
- Use appropriate English

STYLE: BLOCKED ADDRESS**SENDER'S ADDRESS**

Date: _____

Receiver's address

BODY

THE CONCLUSION**VALEDICTION**

Name:

The Conclusion

- I am looking forward to hearing from you soon
- I sincerely hope you will help me in this matter
- I enclose a sample of material you require
- I would greatly appreciate your reply

THE INDENTED ADDRESS

Likuni School,
P. O. Box 50,
Likuni,

18 May, 2010.

The Village Headman,
Kambuwe Village,
P. O. Box 82,
Chimbizi.

Dear Sir,

Yours Faithfully

.....
Steven Banda
Head teacher

THE ORDERING OF ADJECTIVES

Most learners confuse the ordering of adjectives because they have no guidelines on how to do it. Guidelines have been presented on the ordering of adjectives and how to determine the correct order

1. Usually most adjectives come before the nouns they qualify. Sometimes two or more adjectives are used in succession within one statement. Using two adjectives is possible but difficult.
2. Two people may have two different opinions if asked to comment on the appearance of a thing eg a dress in a shop. One may say beautiful whereas another may say not beautiful
3. **AN OPINION** adjective is one which tells what one feels or thinks about

Example

- Attractive girl
- Beautiful
- Nice

4. Other adjectives give factual or specific information about something

Example

- Wooden
- Rectangular
- Plastic

5. All articles e.g. The, Some, any are called determiners

To arrange adjectives it is necessary to use this nonsense words to guide the candidate:

D	O	S	A	S	C	O	M	U	N
Determiner	Opinion	Size	Age	Shape	Colour	Origin	Material	Use	Noun

6. If there is an opinion adjective begin with the opinion adjective when ordering

A determiner must come before the first adjective in the order

PRACTICE

DETERMINER	OPINION	SIZE	AGE	SHAPE
A	Beautiful	Long	Modern	_____
Some	Clean	_____	_____	_____
An	Amusing	_____	Ancient	_____

Colour	Origin	Material (noun)	Use (purpose)
_____	Indian	Silk	Dancing
_____	_____	_____	Drinking
White	Egyptian	Metal	Garden
Noun			
Cup			
Plough			

Determiner	Opinion	Size	Age	Shape	Colour	Origin	Material	Use
------------	---------	------	-----	-------	--------	--------	----------	-----

An	Interesting	_____	New	_____	_____	_____	School	_____
Noun								
Book								

OTHER EXERCISE

1. Horse Sudanese three year old, wooden racing
2. Beautiful new, small rectangular French blue metal ash trays

Lesson ends here

NOTE MAKING

What is note making?

- Processes of taking down notes while reading from a written source. Note making is the process of taking down notes from a listening source. It involves re arrangement of the important points in a clear set of notes.

Note making is different from summary writing which is a continuous prose (Full sentences). Note making is done in note-style thus, in a definite layout with main and supporting points expressed clearly and separately.

CONTENT OF PASSAGE

- What passage contains

DETAILS NEEDED WHEN WRITING NOTE MAKING

1. TITLE/HEADING

- Candidate to read the passage in order to come up with the title usually found in 1st paragraph.
- Title should be brief and centrally located and in block letters. You can or cannot underline the title. During an exam one is supposed to read the whole passage to get the central idea and come up with a title.

2. THE SUB-HEADING/MAIN POINTS

Piece of information which is the form of central idea or main point contained in each par-most identified in the first sentence of a sentence. Which is called topic sentence or key sentence. Each paragraph contains one point with supporting point.

- Remember to indicate a sub-heading. Main points with Arabic numerals eg
- a) 1, 2, 3, 4, etc you can also use A, B, C or II etc to mark off sub-headings
- b) Capitalize the first letter of the subheading and any proper nouns within the sub-headings
- c) Use phrases and not full sentences heading
- d) Not to put full stop at the end of each sub-heading
- e) Use points from the passage meant for note making

3. THE SUPPORTING POINTS

- Can start with capital letter but it is not compulsory

4. THE MINOR SUPPORTING POINTS/DETAILS

- The main or supporting points could be in the form of examples

BREVITY IN NOTE MAKING

Brevity comes from brief. Brevity can be done in the following ways

a) Using acceptable short form abbreviation where necessary

- Eg ie cf = Compare with etc and soon
- Etc-United states of America

Ltd	Limited
Xmas	Christmas
Co	Company

RPM	Revolution per minute
Pvt	Private
Dept	Department
Dr	Doctor
Gen	General
Gvt	Government
Mfg	Manufacturing
Hon	Honorable
Ref	reference
Wt	Weight
Res	Residence
Red	Reverend
Sec	Secretary/Secondary
Supt	Superintendent
Maj	Major
Attn	Attention
Tv	Television
Approx	Approximately
RD	Road
Stn	Station
MW	Malawi
MTL	Malawi Telecommunication Limited
Coop	Cooperative
Unima	University of Malawi
Dept	Department
Mon	Monday
Thur	Thursday
Tues	Tuesday
Wed	Wednesday
Fri	Friday
Sat	Saturday
Sun	Sunday
Aug	August
Sept	September
Jan	January
Feb	February
Mar	March
Apr	April
Oct	October
Nov	November
Dec	December
Pop	Population
Vip	Very important person
Exam	Examination
Prof	preliminary
Prep	Preparation
Qed	Quite easily done
Pa	Per annum
OT	Old Testament
NT	New Testament
MI	Milliliter

Mm	Millimeter
Mp	Member of Parliament
PTO	Please turn over
P/s	Post Script
Km	Kilometer
Kg	Kilogram
Bio	Biology
Eng	English
Maths	Mathematics
Geo	Geography
Fw	Influenza
Hr	Hour
Min	Minute
Dy	Day
Ave	Avenue
Pple	People
Lang	Language
Sch	School
Masc	Masculine
Disadv	Disadvantage
Bros	Brothers
Esp	Especially
COD	Cash on delivery
Econ	Economy/Economic
P.O	Post Office
Paye	Pay as you earn
Sq	Square
Intro	Introduction
3 rd	third
AM	In the morning
Pm	In the afternoon

b) Using Acceptable Symbols

∴	= Therefore
∴	= Because
√	= Square root
%	= Percentage
+	= Plus
÷	= Divide
<	= Less than
>	= More than
=	= Equals, the same as
&	= and
#	= number
Ω	= Pie
Ā	= With
-	= Dash, Subtract
/	= Slash the same as, under
//	= Parallel

X = Multiplication
C = Which
E = The

Using figures for quantities in words

30 = thirty
456 = Four hundred and fifty six
2,000 = Two thousand

Signaling devices in note making

Main points in a passage can be identified by using signaling words or signaling phrases some signals are clearly indicated while others are just felt. The following are some of the signaling words

In the first place.....
The fourth.....
Finally.....
In summary.....
Lastly.....
At last.....
Eventually.....
Firstly.....
First of all.....
In conclusion

Another point.....
Secondly.....
In the end.....
Subsequently.....

EXAMPLE FRAME WORK OF NOTE MAKING

Title / Heading

A. Main point /Sub title /Sub heading

1. Supporting points /ideas
(a) Sub supporting points / ideas

B. Main point / subtitle /Sub Heading

2. Supporting points / ideas
(a) Minor details

C. Main point / Main idea

(a) Major supporting point /idea
(b) Minor details

NB: When last and 1st paragraphs are simply conclusion and introduction respectively no sub heading should be extracted since they just give the general information of the passage.

There are two problems of developing agriculture in Misuku Hills. One of them is low fertility of the soils land needs to be formed well. Besides, the fertility must be increased by applying manure and fertilizer to the soils cross rotation must be planned carefully problem is the long distance which the cash crops have to be transported and this adds to the cost of production.

AGRICULTURE IN MISUKU HILLS

A. Main problems

1. Low fertility

(a) Solution

(1) Good farming

a) Applying manure

B. Planning good rotation

2. Poor transport

(a) Long distance

(b) Production cost

3. The Lion is called king of Beasts for several reasons. He is larger animal. He has huge head and an **impressure** mane which gives him a majestic appearance. He walks with pride and grace. More over, because of his strength and sharp teeth, other animals respect him , so has few natural enemies cats other cost travel alone or in pairs but the lion travels in a group or pride, Lion kill only when hungry and willingly share their food with other lions. Lions prefer open grassy plain as their natural home. Today Lions are found primarily in Africa and are common in Malawi national parks.

THE LION KING OF BEASTS

1. Large animal

(a) Huge head & impressive

- gives majestic appearance

(b) Walks-Pride & and grace

(c) Respected

- Sharp teeth of strength

(d) Kind-sharing food C other lions

(c) Respected

- Sharp teeth of strength

(d) Kind-sharing food C other lions

- Kills whenever hungry

(e) Where found-open grassy plains

-found in Afri

Mw's National parks

WRITING A SPEECH

A speech is not very different from other types of composition. The following are the features that characterize it and 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

Eg: 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

EXAMPLE

You are the head prefect of your school and you have been asked to deliver a speech to your fellow students on the disadvantages of cheating in examinations. Write a speech. You may include the following points:

- a) Students who are to cheating do not work hard
- b) Cheaters are penalised heavily
- c) Cheating is time wasting
- d) Cheating is immoral
- e) When one cheats in examinations he/she is likely to cheat when employed

MULTIPLE CHOICES

What is involved in multiple choice questions mostly this past of examination which is mostly paper 1 of English language involves the following:

1. English grammar
 - Parts of speech
 - Question tags
 - Clause and phrases
 - (a) Adjective phrases/clauses
 - (b) Adverb phrases/clauses
 - (c) Noun Phrases/clauses
 - (d) Participle phrases
2. Ordering of adjectives
3. Direct and indirect speech
4. Punctuations and their functions
5. Meanings of phrases and words
 - Register
 - Filling gaps with appropriate words
 - Tenses-all types

- Particles

Neither-nor-either-or, not only..... But also, both..... And if..... Then
Although..... still

- Prepositions in time phrases
- Correct use of preposition

Example

1. Agree to: (idea)
With (person)
2. Between/among between (two people among many people among (among many people))
3. Differ from/differ with
4. In/into
5. Over/more than
6. Nouns and their kinds
7. Adjectives
 - a) Appositive eg Desperate, Alice pleaded for help
 - b) Attributive eg The old man was already in his office
 - c) Predictive eg learning a second language is not difficult
8. The use of very two enough
9. Words uses as
 - a) As adjectives
 - b) As adverbs
 - c) As nouns
 - d) Positive of adverbs
10. Passive and active voice
11. Conditional sentences
 - Present conditional
 - Past conditional
 - Future conditional
 - Open conditional
 - Hypothetical condition Suppositions
12. Word usage and spelling
 - Adapt/adept/adopt
 - Advice/advise
 - All really/already
 - Altogether/all together
13. The sentences and types of sentences
14. Question tags and short responses
15. Infinitives
 - The plain infinitive
 - Functions of the infinitive

QUESTION TAGS

There are three things a student must know about question tags (attached question)

1. The relationship between the subject of the statement and the pronoun used in the tag

Example

Mrs. Phiri drives dangerously, doesn't she?

It rained a lot last night, didn't it?

The boys have just bought a new house, haven't they?

2. The relationship between the auxiliary in the tag and the tense used in the statement

Examples

- He doesn't live in Lilongwe, does he?
- He lives in Lilongwe, doesn't he?
- You'd rather go somewhere wouldn't he

3. The relationship between the statement and tag regarding positive negative

Examples

- You didn't go to the meeting, did you?
- She has a lot of problems, hasn't she?

4. Negative words: Seldom, rarely, hardly, barely and scarcely use positive tag e.g.

Example

- They can barely hear the speaker, can they?
- Yusuf seldom goes to Balaka, does he?

The use of the words but and except but

a) Coordination conjunction i.e. connecting two sentences, clause or parts of double sentence phrases and two words

Example

- He did not study hard but he passed the examinations

b) Subordinating conjunctions

But = If not, unless, other than

Example

It never rain but it pours/it never rains unless it pours

- It is nothing but wrong
- I cannot but think so (= I can do nothing other than think so)

c) As an adverb

But = only

Example

She is but a child = she is the only child

I can but try

d) As a preposition

But = except

There was nothing left in the room but me. No one had best result but her

COMMON PROBLEMS ENCOUNTERED BY CANDIDATES DURING EXAMINATIONS

PAPER 1 COMPOSITION

- Poor layout of a formal letter
- Some students fail to cross out rough notes
- Some candidates do not answer the question
- Some candidates do not answer the questions instead they spend time in irrelevant points eg How to avoid contracting Malaria
- Some students write about causes, signs and symptoms of the diseases, instead of writing about the use of mosquito nets, coils repellents, draining water
- In speech salutation and signing should be avoided
- The writing of original short stories seen to be a problem. Most candidates, don't know stories written don't reflect the theme reflect the theme suggested
- Mechanical errors are also a problem when candidates are writing composition of words e.g. Don't for do not

1 Contracting of words eg don't for do not

Won't for will not

2 Word combinations

Interms = in terms

Alot = a lot

Inspite of = in spite of

Infact = in fact

EXCEPT

(a) As preposition with **accusative**

Example

No one can understand her except me

(b) As a subordinating conjunction except-if not, unless

Example

- She never goes to school except when she is forced

Users of another, the others, the other

Another = one more

The other = only two

Other = some

The others = all the rest

- Please give me the other shoes (two)

(c) Poor sentences construction-Many candidates lose marks because of poor sentences

Example

Although farmers harvest a lot of harvest, but they do not have market

: In this composition I am going to discuss about how fertilizer should be applied

Spellings: Many candidates lose marks because of wrong spellings breaks-for brick-gentlemen- fro gentlemen , marker for market honorable-for honorable, liver- for liver, locked- for locked, **Maintainous**- for **maintainous**, **runned**-for ran, chief-for chief, have made bricks-for have **moulded** bricks.

Of paramount importance is cutting words. Some candidates lose marks because they are not careful, how they cut their words

example

Ground nuts-for groundnuts

No where-for nowhere

Some thing- for something

Can not-for cannot

HOW PUPILS SHOULD PREPARE THEMSELVES FOR EXAMINATIONS

Practice in all kinds of continuous writing such as letter, report, speech, short story and essays is important.

Spellings

To cha-for a torture

Collage-for collage

Proffession-for proffession

Qualification-for qualification

Cheater-for cheat

LITERAL TRANSLATION

- It is easy to give the children the disease for it is easy to infect the children
- The children of my brother-my brother's children
- After eating my brain-after thinking carefully
- It was on 8th November 2008 when-It was on 8th November that
- I want-I would like.....
- The police will chain you-the police will arrest you
- He dismissed his wife-he divorced his wife
- Write points in paragraphs should be remembered at all cost
- Choice of diction-use suitable vocabulary

Students should master their grammar with emphasis on correct spellings

Students should read extensively

REPORT WRITING

Writing a report is normal in one's life

Your report should be concise, clear and easy to read

PARTS OF REPORT

1. INTRODUCTION

The title and introduction paragraph include the purpose of the report, details about why and when. This should be brief

2. BODY OF REPORT

Main part of the report containing details of the report

3. CONCLUSION

Letters style report

- Two letter style reporting and should not be mixed

a) MEMORANDUM STYLE KAN/B/2/4

From: The head teacher, Kanyenje secondary school, Post office Box 2, Chinhungu, Chezi

To: The District Education Manager, Post Box 7 Dowa

REPORTNG ON HEAVY STROM THAT DESTROYED SCHOOL

B.G. JIMU
Headmaster

b) FORMAL LETTER STYLE

Format used is that used in formal letter where you write two addresses. You also a little before the actual writing of the letter

Likuni Secondary School
Post Office Box 50
Likuni

4th February, 2009

The Division Education Manager
Post Office Box 44
Kasitu

COMPREHENSION

- Never left sentences from the passage
- Candidates should not simply refer the examiner to the paragraph where there is an answer expecting the marker to find the answer from them
- Observe grammar as the candidate might lose marks
- Writing one word in the gaps
- Neatness should be encouraged
- Using good tense when answering the questions
- Never copy the question-just answer it

Letter writing-common errors

- Greetings at the beginning of the letter
- With formal letter of use, dear Sir/Madam
- I want.....

Speech-common errors

- Respect to.....
- Honour to.....
- I want.....

DIRECT AND INDIRECT SPEECH

This is an area which also gives problems to many candidates although learning on this starts from primary school. One of the reasons for students to find this difficulty is that students never read books (there is no reading culture) there is little or no encouragement on spoken English, background of the pupils and sheer laziness. Our media like the newspapers, the television station and radio station need to be exemplary when presenting the news **castsed** sometimes what teachers teach contracts with what they hear everyday even from very informed people.

DIRECT SPEECH

We have exact words of the speaker

Example

He said, “I am watching television”

INDIRECT SPEECH OR REPORTED SPEECH

We give the same meaning but with different form so that the words spoken are incorporated into the structure of the main sentence

Example

Direct: "I am watching television"

Indirect: He said that he was watching television

NOTE: The difference between the two forms is shown by the tense of the verb with changes in the person of the pronouns and possessive adjectives and some words that denoted nearness in the direct form which are replaced by words suggesting "remoteness" Sometimes word order is changed in the person of the pronouns and possessive adjectives and some words that denoted neatness in the direct form-which are replaced by words suggested " remoteness " sometimes word order is changed

CHANGES IN VERB

Present simple becomes past simple

PRESENT CONTINUOUS

Present perfect

Past simple

Future tense

(Shall/will)

Conditional

PAST CONTINUOUS

past perfect

past perfect

future in the past

(Should and would)

perfect conditional

EXAMPLES

Direct: Write home every week

Indirect: He said he wrote home every week

Direct: I go to my class every day

Indirect: He said he went to his class everyday

Direct: I am learning English

Indirect: He said he was learning English

Direct: I shall see her in London

Indirect: He would see her in London

Direct: I have been playing football

Indirect: He said he had been playing football

Direct: I wrote a letter to my brother

Indirect: He said that he had written a letter to his brother

Direct: If I had my pen, I could writer the answers

Indirect: He said that if he had his pen, he could have written the answers

CHANGES IN PRONOUN

I = he/she

Me = him/her

My = his/hers

Mine = his/hers

We = They

Us = them

Ours = theirs/their

You	= they/them
Yours	= theirs
Your	= their

EXAMPLES

- Direct: I bring my book everyday; the book on the desk is mine
 Indirect: He said that he brought his book everyday; the book on the table was his
- Direct: We bring our books everyday the books on the desk are ours
 Indirect: They said that they brought their books everyday; the books on the desk were theirs

FURTHER CHANGES

AN INDIRECT NEGATIVES COMMAND

Example

- Direct: Don't shut the door
 Indirect: He asked me not to shut the door
- Direct: Don't all answer at once
 Indirect: He told me not to answer all at once
- Direct: Don't be late tomorrow
 Indirect: He told them not to be late the next day

PUNCTUATIONS

1. FULL STOP (uses)

- At the end of a sentence except questions and exclamation

Example

He needs your help.

- After abbreviations

Example

M.A =Master of Arts

H.M.S = Her **Mayest's**

2. THE COLON

Separating two sentences of which the second explains more fully the meaning of the first. It means the same as “that is to say”

Example

Dick's work is satisfactory: his **answer are** thoughtful his spellings are good and his writing is legal

EXAMPLES

- Direct: I write home every week
 Indirect: He said he wrote home every week
- Direct: I go to my class every day
 Indirect: He said he went to his class every day
- Direct:** **I shall in London**
 Indirect: He said he was learning English

Direct: He said see her in London
Indirect: He said would see her in London

Direct: I have been playing football
Indirect: He said he had been playing football

AN INDIRECT NEGATIVE COMMAND

Direct: Is Charles your brother?
Indirect: He asked me if Charles was my brother

Direct: Will you help me?
Indirect: He enquired whether (if) I would help him

Direct: Do you know Mr. Brown?
Direct: Did they all do the exercise correctly?

Indirect: What is her name?

Direct: Where are you going?
Indirect: He asked me where I was going

INDIRECT COMMANDS

Direct: Go away
Indirect: He ordered him to go away

Direct: Run quickly!
Indirect: He told me to run quickly. (Us, her, him)

DIRECT	INDIRECT
This	= that
These	= those
Here	= there
Now	= then
Ago	= before
Today	= that day
Tomorrow	= the next day
Yesterday	= the previous day, the day before

EXAMPLE

Direct: I saw the boy here in this room today
Indirect: He said that he had seen the boy there in that room that day

Direct: I will see these boys now
Indirect: He said that he would see those boys then

Direct: I spoke to them yesterday
Indirect: He said that he had spoken to the boys the day before

Direct: I will see these boys now
Indirect: He said that he would see those boys then

Direct: I will teach the same lesson tomorrow that I taught two days ago

Indirect: He said that he would teach the same lesson the next day that he had taught two days before

To introduce a number of items or introduce a quotation eg

He offered me the choice of any of these for wedding present: a set of fish knives, an electric toaster and a standard lamp.

3 THE SEMICOLON

This indirect this indicates longer pause than indicated neither by a comma nor by a full stop.

(a) To separate co-ordinated sentences when conjunction is not used eg your appearance pleased my friend, delighted me and I enjoyed it

(b) With words like therefore, however, nevertheless besides, also, otherwise and _____

EXAMPLES

You have done the work well; therefore I will pay you well

You must take exercises; otherwise you will get too fat

Masina didn't work hard; so he didn't pass his examination.

4 THE COMMA: Uses

(a) To record a list of things etc eg

At the party, we had cakes, jellies, ices and lemonade

(b) To mark off direct speech

"Tell me", I said, how you would know all that.

(c) To mark off sentences or clauses where pause is required in reading eg

- Although it was foggy, we played the match

- I have explained this work to my friend, but he still doesn't understand it

(d) To mark off words used in addressing a person eg

- George, I hope you can come to the party

(e) To mark off words or phrases like however, therefore, of course, For instance etc eg

- You know, of course, the way to Bolero

5 IN DESCRIPTIVE TITLES

- Elizabeth II, Queen of Great Britain.....

(f) To mark off phrases containing a participle when a pause is needed in reading eg

- George, seeing that his brother was hurt, runs to help him

6 QUESTION MARK?

- Used after direct question but not after indirect one eg

Direct: When are going to Scotland?

Indirect: I asked him when he was going to Scotland

7 THE EXCLAMATION MARK

Used after interjection, an expression of great feeling eg

- Hello! I didn't expect to see you

- There goes our train!
- What a wonderful day that was!

8 THE DASH

This indicates as

- a) An afterthought
- b) An unexpected turn in a sentence eg

- Spoke to, Mary-you know, Harry's wife and told her what you said

9 QUOTATION MARKS

Used to enclose direct speech

Said, "I have only spoken to him one occasion"

10 THE APOSTROPHE

Used to show

- a) The possessive case eg
- My brother's house
- John's wife
- b) The omission of a letter or letters eg
- I've (I have)

11 THE USE OF CAPITAL LETTERS

Used

- a) For the beginning of sentences
- b) For proper nouns eg John, November Scotch, French, Elizabethan
- c) **Vannes** of God, Christ, Trinity, Bible
- d) For chief words in titles of people, books, plays etc eg
- Elizabeth the Second
- Alfred the Great
- e) For salutation and forms of address on letters Dr, Mr, Miss Mrs
- f) Abbreviation of degrees, titles etc ., M.p. BSC, SC, (Bachelor of Science)

DAY OF EXAMINATIONS AND IN THE EXAMINATION ROOM

Many candidates don't do well even if they have prepared well over the term or the year. Some of the reasons could be as follows:

1 LATE ARRIVAL FOR THE EXAMINATIONS

As a candidate, make sure you observe the time that you are starting writing examination, Estimate the distances from home to an examination centre. Make sure that you rest before commencement of the examination. If you are late you might miss important information given before you come. And mind you if you are late by 30min, you will not be allowed to sit for that

2 EXAMINATION FEVER

- Particular paper

Some candidates will develop fever and temporary bowel opening. When this happens do not start writing until you settle yourself. Sometimes candidate will experience pounding of heart. Do the same stop writing for one to two minutes and then continue writing after you are stable

3 READ INSTRUCTION WELL

- Before you begin writing anything make sure you have understood the instructions. Please do not take anything for granted. Each section of the examination paper has its own rules eg underline, explain, give one reason and etc. Just do what the examiner requires you to do.
- It can be of help if the question is read twice in order to understand what you are supposed to do. If a question asks you to answer one question, for example MSCE, do not answer questions you are not told to answer, always make sure you follow instructions.

4. UNPREPAREDNESS

A good number of candidates fail because of forgetting simple things like writing materials, calculator, rulers and even erasers. A candidate is supposed to bring what is required in the particular examination. Asking friends for calculators, pens, pencils and etc, disturbs you because you are not emotionally set and your friend because they attend to you instead of concentrating on the question

English composition: Never answer more than asked

5 WHEN SICK

Tell the invigilator before examination start. Explain whether you are on medication or you are not just feeling well. This is to prepare yourself in case you would want to go out or would need special attention

6 UNFRIENDLY ENVIRONMENT

Sometimes candidates will be disturbed by examinations officers for instance invigilators, supervisors, security officers. If you see an examination officer standing near you looking at what you are writing, politely tell him that you are being disturbed. It is normal for examination officer to move round in the examination hall but to stop for a long time at one student really disturbs the candidate.

WHEN EXAMINATION IS IN PROGRESS

- Always ask yourself whether the question you are answering is correctly being understood.
- Some candidates get disturbed when they see that other candidate have started answering the question before they have done so. Take your time and cool down. Starting writing is not a sign of answering well neither is it a sign of intelligence. A wise candidate knows who he is. Some students also get taken away when they are going out or seem to have finished when they themselves are still struggling with the questions. Don't worry, the results will show who is intelligent and who is not.

CHECKING YOUR WORK

- English language papers should be taken with care as failing English might also doom your good future. Therefore whatever paper you write, at the end reserve 5-10 minutes for checking, Most of the work that would easily be corrected or is not corrected hence losing a lot of marks.
- You should check, if it is composition, whether you have written
 - a) Recommended number of words (350-500) for composition
 - b) Write each point raised in its paragraph
 - c) Punctuation-whether you have written correct punctuation eg, listing item, colon for resting, for short time, full stop at the end of the sentence
 - d) Paragraphing-types of paragraphs that is one type of paragraph per composition
 - e) Whether the title is well written (on top of line in the centre)
 - f) Spelling and tense ie good grammar
 - g) Good introduction, body and good conclusion
 - h) You have at least written five points

It is a letter then you also check

- a) Type of address ie no abbreviation eg P.O. for post office and date below the address
- b) Good salutation if it is business letter, never write dear sir/madam

- c) You have written your title well
- d) You have not greeted your friend/relative in the introduction
- e) Write your composition in your best handwriting without cancellations (that is why it is imperative to plan)

NB

Do the same with summary, not making and comprehension make sure you are doing what the examiner wants.

VOTE OF THANKS

I would like to thank first God for giving me this opportunity to write something that can be used for ages by a number of candidates. Without God's presence I would get lost direct.

I would also like to thank my wife Agness, for her encouragement she always gave me and our following children: Mwai, Felix, Richard, Chifundo and Takondwa for also taking their precious time encouraging me. I would also like to thank the Headmaster Brother Murakho for a go ahead and encouragement, Mr Kasalika, the deputy headmaster, Brother Manyengo for providing me his office to write this and Likuni Boys Secondary School members of staff deserve special thanks for their untiring encouragement and all the form 4 students (2009).

SRERN WILSON GABRIEL KAMZINGENI

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