

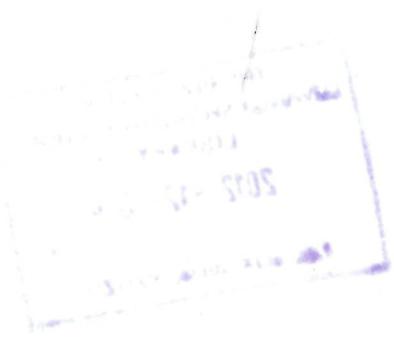
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READER'S NOTE

There are a lot of English books written for students at M.S.C.E. level. Some are text books while others are just reference materials. Much as there are these materials, students still find problems to read English especially when they are approaching examinations. This is because most of the English books available are either too broad or too brief for revision work. Besides that, these books do not extensively provide information on how to handle examinations questions. This book is designed to bridge that gap. It is meant for revision work and it aims specifically at equipping students with information, techniques, skills and expertise needed for M.S.C.E. English Language examinations. Although English as a subject at M.S.C.E. level combines language and literature, this book dwells on language only. Attempts are underway to come up with Revision English on literature and it will be titled "**M.S.C.E. Revision English 2: Literature**".

Let me use this opportunity to thank God and individuals whose guidance, inspiration, contributions and support have helped to make this book a reality. I feel greatly indebted to God who always pushed me to write even when my zeal for this work faltered. Many thanks should also go to Evans Lwara, my workmate, for editing this book, and E.K. Tomoka of Phwezi Boys Secondary School for his positive criticisms and contributions. To My wife Martha and to my mother Esther NaGhambi Mtambo, I say thank you for your support, and I cannot help dedicating this book to you.

**CHAPTER
1**

Part of speech

Every word you speak or write has a definite use in expressing a thought or idea. The way the word is used determines what part of speech that word is. There are eight parts of speech: nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions and interjections. Much as these parts of speech are studied both at Primary and J.C.E. levels, not many students at M.C.S.E. level have managed to master them all. This section presents a revision of these parts of speeches in the light of the questions that often come at M.S.C.E. level.

I. THE NOUN

A noun is a name of anything. It is a word that names a person, a place, a thing or an idea.

Persons: father, wife, student, Tiyambe Zeleza, Mary.

Places: Malawi, Mars, hospital, park

Things: leaf, tooth, goat, Tuesday

Ideas: Truth, honesty, friendship

Classes of nouns

There are two classes of nouns: common nouns and proper nouns.

(a) Common nouns

A common noun names any group of persons, places, things or ideas. These nouns are not capitalized. Examples are scientist, female, city, building, continent, mountains, day etc.

(b) Proper nouns

A proper noun on the other hand names a particular person, place, thing or idea. This class of nouns requires capitalization. Examples are Lilongwe, Peter, Kangombe House, Mount Mulanje, Monday, Swahili, etc.

Types of nouns

(a). Collective nouns

A collective noun names a group. Examples are herd, troop, jury, swarm, bunch, club, class, panel, flock etc

(b) Concrete nouns

A concrete noun names an object that can be perceived by the senses (hearing, sight, smell, taste and touch). Examples are Barack Obama, light, Lilongwe etc

(c). Abstract nouns

An abstract noun on the other hand names a quality, characteristic or idea. Examples are truth, belief, democracy, happiness, peace etc.

(d) Compound nouns

A compound noun consists of two or more words used together as a single noun. Some compound nouns are written as one word, some as separated words and others as hyphenated words. Examples are editor in chief, Mount Everest, floorboard, handbook, software, fire-fighter, etc.

Recognizing Nouns

You can identify a word as a noun if it satisfies one of the following tests:

(a) If it makes sense in one of the following blanks in the following sentences.

I have a

I have an.....

We learnt about the

(The)is (are) common.

(b) If it contains the following suffixes (but not always)

-acy, -age, -cy, -ee, -ence, -ency, -er, -ery, -ess, -et, -ette, -hood, -ian, -ics, -ion, -ism, -ite, -ity, -let, -ment, -ness, -or, -ship, -ton

Examples

Urgency, similarity, freedom, employee, sadness, privacy etc

(c) If it answers the question *What? Who? or Where?*

Example: John is my friend.

Question: Who is my friend?

Answer : John

Therefore "John" is a noun.

2. THE PRONOUN

A pronoun is a word used in a place of a noun or more than one noun.

Types of pronouns

Personal: I, me, my, mine, we, us, ours, our, you, your, yours, he, him, his, she, her, hers, it, its, they, them, their, their

Relative: that, which, who, whom, whose

Interrogative: who, whose, what, whom, which (used when asking questions e.g. who did this?)

Demonstrative: this, that, those, these

Indefinite: all, another, any, anybody, anyone, anything, both, each, either, everybody, everyone, everything, few, many, no one, most, much, neither, nobody, none, one, other, several, some, somebody, someone, something, such.

Reflexive and Intensive: myself, ourselves, yourself, yourselves, himself, herself, itself, themselves.

Reflexive pronoun indicates that the same person or thing is involved.

e.g. I promised myself to work harder.

Intensive pronoun adds emphasis to another noun or pronoun.

e.g. The president himself said it.

3. THE ADJECTIVE

An adjective is a word used to qualify a noun or pronoun by limiting its meaning. Adjectives qualify nouns by telling what kind, which one, how many or how much.

What kind: helpful dog, good person

Which one: this man, that star, last term

How many: two steps, several canoes

How much: less time, more work

Recognizing adjectives

(a) The majority of adjectives can be used either before a noun or after a noun and a linking verb.

(b) A word is an adjective if it makes sense in the following blanks

- Thechair is
- The..... boy seems.....
- Theidea is.....

Example

The black chair is faulty.

(c) A word is an adjective if it contains the following suffices (but not always)
-able, -ible, -al, -esque, -ful, -ic, -ish, -less, and -ours.

Examples

remarkable, wonderful, problematic, careless, oriental

Noun or Adjective?

Some words normally considered nouns can be used as adjectives.

Noun: My jacket is made of leather.

Adjective: You must put on a leather jacket. ("leather" qualifies noun "jacket")

Noun: I have never repaired my bicycle.

Adjective: The bicycle tyre has already been repaired. ("bicycle" qualifies noun "tyre")

Adjective or noun?

Some words normally considered as adjectives can be used as nouns

Adjective: The taller boy must come here. ("taller" qualifies noun "boy")

Noun: The taller must come here.

Adjective: The lowly students can be dangerous. ("lowly" qualifies noun "students")

Noun: The lowly can be dangerous.

Pronoun or Adjective?

Many pronouns can be used as adjectives. Possessive pronouns, demonstrative pronouns, interrogative pronouns and indefinite pronouns can all be used as adjectives when they qualify a noun.

Pronoun: The ball is his.

Adjective: His ball is lost. ("his" qualifies noun "ball")

Pronoun: This is a book that I want.

Adjective: This book is torn. ("this" qualifies noun "book")

Pronoun: Which are you looking for?

Adjective: Which book are you looking for? ("which" qualifies noun "book")

Pronoun: Choose any you want.

Adjective: Choose any room you want. ("any" qualifies noun "room")

4. THE CONJUNCTION

A conjunction is a word or group of words that joins single words or groups of words. There are four kinds of conjunctions: coordinating conjunctions, correlation conjunctions, subordinating conjunctions and conjunctive adverbs.

Coordinating conjunctions

A Coordinating conjunction joins words or groups of words that have equal "weight" in a sentence, or that are used in the same way. The coordinating conjunctions are *and*, *but*, *or*, *nor*, *so*, *for* and *yet*. All

these conjunctions except *for* can join words, phrases or clauses. *For* if used as a conjunction joins clauses only.

Examples

- The boy said *and* went. ("and" joins words)
- The teacher is not in the classroom *but* in the staffroom. ("but" joins phrases)
- Stay here *or* you may be caught ("or" joins clauses)
- She almost lost her way *for* it was her first time to come to town ("for" joins clauses)

Correlative conjunctions

Correlative conjunctions work in pairs to join words and groups of verbs of equal weight in a sentence or they join words or groups of words used in the same way. The following are the pairs.

Both... and...

Either... or...

Neither... nor...

Not only... but also...

Whether... or....

Though... yet ...

Just... so...

Examples

- Both she and I went there.
- He has not only beaten her but also dismissed her from school.

Subordinating conjunctions

A subordinating conjunction is a word or group of words that begin a subordinate clause, joining it to the main or independent clause. Examples of subordinating conjunctions are *after, although, as, as if, as much as, as though, as well as, because, before, even though, how, if, in order that, provided, since, so that, than, that, though, unless, when, whenever, where, wherever, whether, wheelie, why, until, unless so long as, provided that, considering that, what*.

Examples of sentences

- I will say it *so that* they should know my position.
- Because it started raining, we stood under the shed.

5. THE ADVERB

An adverb is a word used to modify a verb, an adjective or another adverb. An adverb modify by telling *how, when, where or to what extent*.

How? John works quickly.
He beats powerfully.

When? The boy is sleeping now.
They came yesterday.

Where? Please look here.
Please go around and see.

To what extent? We nearly had an accident.
The condition was extremely bad.
I almost hit him on the head.

Adverbs modifying verbs

- (a) She sees clearly. ("clearly" modifies the verb "sees")
- (b) The boy came early. ("early" modifies the verb "came")

Adverbs modifying adjectives

- (a) The teacher was very angry. ("very" is an adverb modifying an adjective "angry")
- (b) Most youths are quite untrustworthy. ("quite" is an adverb modifying an adjective "untrustworthy")
- (c) She is extremely well. ("extremely" is an adverb modifying an adjective "well")

Adverbs modifying other adverbs

- (a) He danced very well. ("very" is an adverb modifying another adverb "well")
- (b) She climbed the mountain more willingly than I. ("more" is an adverb modifying another adverb "willingly")

Adverb or adjective?

Some words listed as adjectives can be used as adverbs. The only differentiating factor is the word or words that it qualifies or modifies. It is an adjective if it qualifies a noun or pronoun and it is an adverb if it qualifies a verb, an adjective or another adverb.

Examples

<i>Adverb</i>	: He runs <u>fast</u> . ("fast" modifies the verb "runs")
<i>Adjective</i>	: The <u>fast</u> boy will win the game. ("fast" qualifies the noun "boy")

<i>Adverb</i>	: He danced <u>well</u> . ("well" modifies the verb "danced")
<i>Adjective</i>	: He is <u>well</u> . ("well" qualifies the pronoun "he")

6. THE VERB

A verb is a word that expresses action or a state of being. In short, it is a doing word.

Forms of verbs

Every verb appears in a certain form. There are four forms of verbs and these are basic form, past form, present participle form and finally past participle form.

Examples

BASIC	PAST	PRESENT PARTICIPLE	PAST PARTICIPLE
go	went	going	gone
love	loved	loving	loved
sleep	slept	sleeping	slept
dance	danced	dancing	danced

1. Uses of the basic form

- (a) Used to make simple present tenses (refer to verb tenses)

Examples

Please go there.

The earth rotates on its axis.

They write well.

- (b) Used to make infinitive phrases. (verbs that cannot change to past even when the sentence is in past)

Examples

➤ I want to learn.

- They need to know it.
- He made her clean the room.

(c) Follows modal verbs such as “will”, “would”, “shall”, “should”, “may”, “might” and “must”.

Examples

- I can ride the bicycle.
- They could follow every detail of politics.
- They might have done it.

2. Use of the past form

To form the simple past tense (refer to simple past tense on verb tenses)

Examples

- I went there yesterday.
- They slept here before proceeding to Bolero.
- She danced well.

3. Uses of the present participle

(a) To form continuous tenses. These continuous tenses can be past, present or future. They can also be perfect or not. (refer to verb tenses for more information)

Examples

- They are doing it now.
- She has been learning here since 2008.
- We will be coming there soon.

(b) To form nouns or noun phrases (gerunds)

Examples

- Smoking is hazardous.
- She likes swimming.
- My hobby is watching films.

Examples

(c) To form adjectives

- He stood up by the help of his walking stick.
- She is reading a very exciting novel.
- He has bought a sparkling ring.
- This novel looks interesting.

4. Uses of the past participle

(a) To form perfect tenses (these tenses can be present, past or future; they can also be continuous or not)

Examples

- By noon I will have already beaten her.
- I had been reading a book when I heard a knock.
- He has gone to Mzuzu.

(b) To form passive voice sentences

Examples

- This book is written by Katoto Mtambo.
- He is being transferred to Lilongwe.
- I have been bitten by a snake.

(c) To form adjectives

- This broken cup is mine.

- He had a curved object in her hands.
- We need to have some written documents now.

Adjective or verb?

Some words commonly known as verbs can be used as adjectives.

Examples

Verb: I have broken my tumbler.

Adjective: The broken tumbler is mine. ("broken" qualifies the noun "tumbler")

Verb: He is walking very quickly.

Adjective: He stood up by the help of his walking stick. ("walking" qualifies the noun "stick")

7. THE PREPOSITION

A preposition is a word that shows the relationship of a noun or a pronoun to some other word in the sentence.

Examples

- John slept under the bridge.
- Every fish from Lake Malawi is sweet.

Commonly used prepositions

aboard, about, above, across, after, against, along, among, around, at, before, behind, below, beneath, beside, besides, between, beyond,, but, by, concerning, down, despite, during, except, for, from, in, inside, into, like, near, of, on, onto, outside, over, past, regarding, since, though, throughout, to, toward, under, underneath, until, unto, up, upon, with, within, without.

Compound prepositions

A compound preposition is a preposition that is made up of more than one word. Here are some common compound prepositions.

according to, ahead of, along with, apart from, aside from, at to, because of, by means of, in addition to, in front of, in spite of, instead of, next to, on account of, out of, owing to.

Recognizing propositions

Prepositions begin phrases that generally end with a noun or pronoun called the object of the preposition.

Preposition or conjunction?

Words such as "after", "as", "for", "before", "since" and "until" can function in sentences as either propositions or subordinating conjunctions. As prepositions these words connect a noun or pronoun to the rest of the sentence. As subordinating conjunctions they are followed by a word group that, without conjunction, can stand alone as a sentence. In other words a subordinating conjunction is followed by a clause that contains a finite verb.

Preposition: Come here before the football match.

Conjunction: Come here before the football match starts

Preposition: She read until midnight

Conjunction: She read the book until she finished half of it.

Preposition: She came to school dressed as a prostitute.

Conjunction: She wore the same dress as I said.

Preposition: She was arrested for stealing a baby.

Conjunction: She almost lost her way for it was her first time to come to town.

Preposition or adverb?

Some words listed as prepositions can also be used as adverbs. It is an adverb if:

- (a) the word stands alone and answers the question such as *Why? Where? When? How? or To what extent?*
- (b) the word does not connect a pronoun or a noun to the rest of the sentence.

Examples:

Adverb : I left my bicycle outside.

Preposition : I left my bicycle outside the hall.

Adverb : I have left it behind.

Preposition : I have left it behind the teacher.

Uses of some selected prepositions

“In”

(a) Used to show a place or position inside particular area or object.

- Malawi is in Africa.
 - I read about in the paper.
 - His father is in hospital.
- (b) Used to show periods of time
- My birth day is in February.
 - I will do the home work in the evening.
- (c) Used to show the period after which something will happen.
- I will be through in forty minutes' time.
 - They accomplished the task in three days time.

(d) Wearing something

- The thieves were dressed in black.
- Our teacher is always in spectacles.

(e) Showing the condition or state of something or somebody

- The man is in love.
- His wife is in poor health.

(f) Showing the activity somebody is involved in

- All her family members are in politics.
- Most of my classmates are in insurance.

(g) Showing how something is said or written

- She talked in French.
- She wrote in pencil.

“On”

(a) Used with days and dates which include the day

- We are going on Thursday.

➤ The meeting is on 4th August.

(b) Supported by/touching something

- He carried his child on the back.
- He left the book on the table.

(c) Showing direction

- I met him on my way to school.
- Greet anybody on your left.

(d) Used with ways of travelling

- We came on foot.
- Jack went to school on his bike.

“By”

(a) Meaning beside or very near

- He built his house by the sea.

(b) Meaning past

- She walked by me without saying a word.

(c) During a period of time or in a particular situation

- We printed 300 copies by day and 200 by night.
- The lights went off and we had to work by candle light.

(d) Used in passive voice sentences to show who or what did the action

- The party was organised by my brother.
- The dog was hit by the car.

(e) Meaning not later

- The assignment must be handed over by Tuesday.

(f) Meaning by means of

- I will pay you by cheque.

- I came here by bus.
 - You can talk to me by phoning this number.
- (g) Meaning as a result of
- She met him by chance.
 - I did it by mistake.
- (h) Meaning according to
- He is a lawyer by profession.
 - He is Malawian by birth.
- (i) Meaning to the amount mentioned
- I missed the car by ten minutes.
 - Taxes have gone up by twenty percent.
- (j) Used on holding part of the body
- He grabbed me by the hand.

"At"

Exercises

A. Identify the preposition that best fits the blank space in each question below.

1. They have stayed here _____ morning.
A. for B. since C. at D. in
2. She got married _____ 2009.
A. On B. at C. for D. in
3. I worked _____ two hours and I went to bed.
A. for B. since C. at D. by
4. You will find a hole _____ the end of the tunnel.
A. in B. for C. at D. since
5. We found the lost book _____ sheer luck.
A. in B. by C. with D. on

B. Identify the part of speech to which each of the underlined words belongs.

1. You can have the longest.
A. adjective B. adverb C. noun D. preposition
2. We worked until we were tired.
A. preposition B. adverb
C. pronoun D. conjunction
3. The curved mask looked frightening.
A. adjective B. adverb C. noun D. verb
4. This girl looked quite interesting.
A. adverb B. preposition C. adjective D. verb
5. Some have been left.
A. preposition B. adverb C. pronoun D. conjunction
6. He is inside the room.
A. adverb B. preposition
C. adjective D. pronoun

- (a) Used to show where something is or happens
- I will be at home the whole afternoon.
 - He was standing at the door.
- (b) Used to show when something happens
- He married at nineteen.
 - The bell rang at eleven o'clock.
- (c) Meaning in the direction of somebody or something
- He pointed a knife at the thieves.
- (d) Meaning because of something
- We laughed at his conduct.
- (e) Used to show price, rate speed
- He is fond of travelling at 140 kilometres per hour.

7. I bought this video camera yesterday.
A. noun B. adjective C. verb D. adverb

8. I left him there.
A. adverb B. adjective
C. preposition D. pronoun

9. She threw it forward.
A. noun B. adjective C. verb D. adverb

10. He denied Jesus before the whole group.
A. conjunction B. verb C. preposition D. adverb

11. She bought ten oranges.
A. preposition B. conjunction
C. adjective D. noun

12. Broken, the tumbler was left lying under the table.
A. conjunction B. verb C. adjective D. adverb

13. I have met him before.

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

14. This story is very interesting.
A. adjective B. preposition C. adverb D. verb

15. I have never eaten sausages.
A. preposition B. adjective C. adverb D. verb

16. I made him whisper to the president.
A. noun B. adjective C. adverb D. verb

17. I could not see any ill motives in his speech.
A. adjective B. noun C. adverb D. verb

18. Do not respond to phone calls while in the church.
A. noun B. adverb C. preposition D. Adjective

19. He was found dead along Ngora River.
A. adjective B. adverb C. verb D. noun

20. Are you sure?
A. adverb B. verb C. voun D. adjective

CHAPTER 2

Word-preposition combination

Some words have special prepositions that often follow them. This chapter presents words and their respective prepositions that often follow each one of them.

Absorbed in

- I was absorbed in solving a mathematical problem.

Abstain from

- Rastafarians are taught to abstain from eating meat.

Accompany by/on

- I went to the church accompanied by my daughter.
- Her husband accompanied her on the trip.

Accuse of

- The bursar was accused of fraud.

Agitate for/against

- Countries in the Middle East are agitating for peace.
- Our country is agitating against neo-colonialism.

Agree with/on/to

- I don't agree with him on the matters of his faith.
- John has agreed to lend me his car.
- Can we agree on the price of this machine?

Alarmed at/by

- The students were alarmed at his anger.
- I was alarmed by his outbursts.

Amazed at

- I am amazed at how he managed to pass through.

Amount to

- Whether I tell him or not it amounts to nothing.

Angry with

- My father is angry with me because I came home late.

Annoyed with

- My father was annoyed with me because I came home late.

Anxious about

- The students are anxious about the results of the test.

Apologize to/for

- I apologize to the teacher.
- I apologised for coming late.

Approve of

- Although he is my brother, I do not approve of his character.

Armed with

- The robbers were armed with guns.

Arrive at/in

- I arrived at Lizulu around midnight.
- I arrived in Mzuzu at night.

Beware of

- We have to beware of thieves in the streets.

Based on

- He gave the answer based on his past experiences.

Boast about

- The school boasts about its achievements.

Borrow from

- I borrowed a pen from the teacher.

Capable of

- I am capable of driving any car.

Charged with

- The criminal was charged with rape and burglary.

Coincide with

- His dismissal from job coincided with the death of his wife.

Collide with

- The bus collided with train at the railway crossing.

Complain about/of

- People in shores always complain about hot weather.
➤ Our teacher complains of chest pains.

Conceal from

- The pregnant girl concealed the truth from all of us.

Concede to

- The minister of Education said that the head teacher should concede authority to his deputy.

Concerned with

- I am not concerned with her private life.

Concur with

- I concur with you that schools must open.

Confer with

- It is unacceptable to confer with each other during examination.

Confide in

- He confided her secrets in his wife.

Confidence in

- Our teacher does not have confidence in us.

Confine to

- The prisoners are often confined to small cells.

Congratulate on

- All my teachers congratulated me on my achievement.

Contemporary of

- King Ahaz of Judah was a contemporary of King Pekah of Israel.

Contempt for

- The head teacher expressed his contempt for noise makers.

Content with

- Soldiers are always advised to be content with their pay.

Continue with/to

- They continued with lessons after exams.

Contrary to

- He opened the door contrary to what we expected.

Converged at

- The party members converged at the stadium after losing elections.

Converted to

- My brother was converted to Islam while he was still young.

Convince of

- He convinced him of the need to build a house.

Convicted of

- The high court has convicted him of theft.

Correspond with

- I correspond with my primary school teacher once every month.

Count on

- A friend is the one to count on when you are in trouble.

Criticized for

- The nurse was criticized for not sending the patient to the hospital.

Deal with

- The technician dealt with my computer till it started working.

Decrease in

- There is a decrease in the number of teachers due to low payments.

Deficient in

- Avoid eating food deficient of mineral salts.

Deprive of

- The students were deprived of food till they rioted against the authorities.

Despair of

- The woman despaired of getting married as soon as possible.

Desperate for

- He sold all the utensils because he was desperate for money.

Desist from

- Teachers tell students to desist from teasing.

Determined to

- All students in my class are determined to achieve their goals.

Develop into

- Just after few weeks the soles developed into serious wounds.

Devoid of

- Infants are born devoid of knowledge.

Digress from

- The accused was fond of digressing from the questions that he was asked.

Disappointed with/at/in

- John was deeply disappointed at not being chosen as prefect.
- We were disappointed with our school.
- Believe me; the teachers are not disappointed in you.

Disapprove of

- I disapprove of my brother's behaviour at school.

Disguise as

- The thieves disguised as fishermen and escaped in a boat.

Dismiss from

- That rude student was dismissed from school.

Dispose of

- We were instructed by our teacher to dispose of all used papers in the library.

Dissuade from

- The Head teacher dissuaded students from beating the thief.

Distinguish from/between

- He is not able to distinguish between the right and the wrong.
- People who are colour blind fail to distinguish green from red.

Divert to/from

- Government money has been diverted from industry to education.

Effect on

- Television has a bad effect on children.

Enquire about

- I want to enquire about the whereabouts of my old friend.

Entrust with/to

- I entrusted Mary with the arrangements for the function.
- I entrusted all the arrangements for the function to Mary.

Envious of

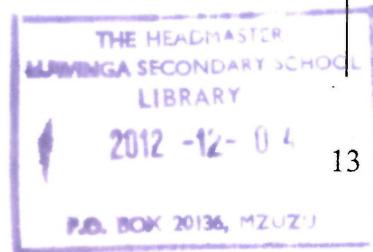
- It is certain that my brothers are envious of my achievements.

Escape from

- The suspects escaped from the cell around midnight.

Exclude from

- After pleading with the head teacher his son was excluded from the list of offenders.



Exempt from

- All disabled students were exempted from working.

Familiar with/to

- I am not familiar with this kind of writing.
- South African music is very familiar to people in Malawi.

Famous for

- Karonga is famous for its museum.

Friendly to

- I wonder why Jane is very friendly to me these days.

Furnish with

- The room was furnished with the modern furniture.

Gasp for

- The baby gasped for breath when it was immersed in water.

Glanced at

- She glanced at my letter and threw it away.

Good at

- Jane is good at Mathematics.

Grateful for

- I was grateful for the debt cancellation.

Gratitude to (someone) for (something)

- She expressed her gratitude to the teacher for the help he gave her.

Grudge against

- He does not have any grudge against his former wife.

Guilty of

- He was found guilty of murder.

Hint at

- He hinted at the answer before we started answering the question.

Impose on

- The president imposed a heavy punishment on rebels.

Impressed with

- My father is greatly impressed with my achievements.

Improve on

- The teacher advised me to improve on grammar.

Incapable of

- The former president was incapable of controlling the economy of the country.

Indebted to (someone) for (something)

- She is indebted to her teacher for her success.

Independent of

- No creature is independent of the creator.

Indifferent to

- Our boss seemed indifferent to our complaints.

Influence on

- My mother has had a great influence on my behaviour.

Innocent of

- He is innocent of the crime he was accused of.

Insist on

- My brother insisted on seeing the dead body.

Intent on

- Prostitutes are always intent on making money.

Interest in

- I am not interested in football.

Invest in

- He invested his money in mining.

Jealous of

- His brothers are jealous of him because of his achievements.

Join in

- Mchere refused join in the strike.

Kind of

- It was kind of you to carry my daughter to the hospital.

Laugh at

- I provided a wrong answer but nobody laughed at me.

Lean on/against

- She stopped and leaned on the gate.
- We leaned against the white walls as we waited for our turn.

Liking for

- The visitor expressed his liking for beans.

Long for/to

- The American soldiers are longing for peace.
- She longs to return home.

Loyal to

- Teachers are very loyal to their authorities.

Marvel at

- Everyone marvelled at his canniness.

Mistake for

- I mistook John for his father.

Object to

- I could not object to his proposal.

Obliged to

- As a teacher I am obliged to help students.

Operate on

- The surgeon will operate on her this afternoon.

Persist in

- She persisted in pleading for innocence despite her guiltiness.

Point at/to

- She pointed at what was said earlier.
- Research points to the existence of something beyond comprehension.

Praise for

- My father praised me for my performance.

Prefer to

- I prefer reading to watching films.

Proof of

- As proof of his innocence he brought his father.

Protect from

- The antivirus protects the computer from viruses.

Prevent from

- We have to prevent diseases from attacking our animals.

Qualify for

- Jane qualifies for the job.

Recover from

- I am just recovering from Malaria.

Reduce to

- The tax was reduced to almost nothing during the campaign period.

Reinforced with

- The floor was reinforced with iron bars.

Relate to

- It seems the girl is related to the teacher.

Relieve of

- His wife relieved him of his duty as a hose keeper.

Remind of

- Her oval face reminded me of her mother.

Remote from

- Kafora village is remote from the town.

Reply to

- My son has not yet replied to my letter.

Reputation for

- Her reputation for excellence has reached everyone in our community.

Responsible for

- He is responsible for the girl's pregnancy.

Refer to

- The teacher taught us without referring to his notes.

Restrain from

- My parents restrained me from going out at night.

Relevant to

- His answer is not relevant to the question given.

Result in/from

- The drought resulted in famine.
- The famine resulted from the draught.

Rob of

- His illness robbed him of his chance to go to the university.

Saved from

- It is Jack who saved me from death.

Sentence to

- The robber was sentenced to five years' imprisonment.

Slow in

- She is slow in writing.

Strengthened with/by

- The floor was strengthened with iron bars.

Struggle for/against

- Women are still struggling for their rights (rights is positive)

- The health sector fighting against malaria (malaria is negative)

Subject to

- Every citizen is subject to taxation.

Succeed in

- I have finally succeeded in publishing a book.

Suffer from

- His father suffered from tuberculosis before he died.

Suitable for

- Cartoons are suitable for kids.

Supply to/with

- We supply the company with milk.
- We supply milk to the company.

Surprised at

- Jack was very surprised at the turn of events.

Suspected of

- My brother was suspected of stealing my father's money.

Tantamount to

- Teasing fellow students is tantamount to indiscipline.

Thoughtful of

- It was thoughtful of you to take the lost boy to the police.

Translate into

- The Bible is now being translated into Lambya.

Trust in

- I have no trust in Jack now.

Victims of

- The victims of the earthquake have constructed makeshifts.

Withdraw from

- One candidate was advised to withdraw from school because of ill health.

Yield to

➤ She was so persistent that her husband yield to her demands.

Exercise

Identify the proposition that best fits the blank spaces.

1. She expressed her liking _____ Chinese food.
A. with B. through C. for D. to
2. The girl was saved _____ crocodiles by the scouts.
A. against B. from C. by D. off
3. The doctor criticised her _____ irresponsibility.
A. for B. on C. about D. of
4. The person responsible _____ the delivery is the messenger.
A. to B. for C. from D. with
5. His disaster resulted _____ her blunders.
A. on B. with C. from D. by
6. She complained _____ abdominal pains.
A. of B. about C. over D. from
7. How can she mistake John _____ her husband?
A. on B. with C. over D. for
8. He is indebted _____ her for the money she gave him.
A. in B. under C. to D. with
9. The factory disposed _____ all the rotten foods.
A. out B. with C. for D. of
10. I deduced the answer _____ what he had said earlier
- A. from B. By C. to D. on
11. We will continue boycotting classes until the school authorities yield _____ wishes.
A. from B. at C. to D. over
12. It was very kind _____ her to help my mother.
A. for B. to C. of D. about
13. My father disapproved _____ me chatting with lazy boys.
A. from B. for C. to D. of
14. My brothers are very envious _____ me.
A. against B. of C. to D. with
15. The headmaster concurred _____ other teachers on the solution to student's misbehaviour.
A. in B. with C. on D. by
16. Are animals devoid _____ knowledge?
A. of B. with C. on D. in
17. He is very good _____ languages.
A. with B. at C. in D. over
18. My father congratulated me _____ my success.
A. in B. about C. on D. over
19. She was charged _____ attempted abortion.
A. with B. for C. of D. on
20. He was intent _____ going overseas.
A. on B. to C. for D. with

**CHAPTER
3**

Comparatives and superlatives

Comparatives are used to compare one or more things with another or other things. The superlatives on the other hand are used to compare one or more things with the rest. The comparative is followed by "than" while the superlative is not followed by "than".

Formation of comparatives and superlatives

1. Adjectives and adverbs of one syllable

These types of adjectives and adverbs make the comparative and superlative by adding -er and -est.

Small	smaller	smallest
Short	shorter	shortest

2. Adjectives that are formed by participles

Adjectives that are formed by participles such as *seen* and *torn* form comparatives and superlatives with more and most.

Examples

seen	more seen	most seen
torn	more torn	most torn

3. Adjectives of two syllables ending in "-y", "-er", "-ow", and "-le"

These types of adjectives normally form the comparative and superlative with "-er" and "-est"

clever	cleverer	cleverest
narrow	narrower	narrowest
humble	humbler	humblest

4. Other adjectives with two syllables and not ending in "-y", "-er", "-ow", and "-le"

These types of adjectives form comparatives and superlatives with more and most

honest	more honest	most honest
hopeful	more hopeful	most hopeful

5. Adjectives of three or more syllables

These types of adjectives form comparatives and superlatives with more and most.

beautiful	more beautiful	most beautiful
interesting	more interesting	most interesting

6. Adverbs ending in "-ly"

These types of adverbs form comparatives with more and most.

politely	more politely	most politely
quickly	more quickly	most quickly

7. Adjectives and adverbs with irregular comparative and superlative adjectives

Good	better	best
Well	better	best
Bad	worse	worst
Much	more	most
Many	more	most
Little	less	least

8. Comparatives and superlatives in negative form

Examples

- Your shirt is not as big as mine.
- The examinations were not so tough as the previous one.
- She did not speak as carefully as I did.

Sentence patterns for comparatives

There are three ways of making comparisons

1. as + ordinary form of adjective/adverb + as

Examples

- Her computer is as quick as mine.
The story is as interesting as the one I wrote last time.
He spoke as carefully as we did.

2. comparative form of Adjective/Adverb + than

Examples

- Her computer is quicker than mine.
The story is more interesting than the one I wrote last time.
He spoke more carefully than we did.

3. less + ordinary form of the adjective/adverb + than

Examples

- (a) Her computer is less quick than mine.
- (b) The story is less interesting than the one I wrote last time.
- (c) He spoke less carefully than we did.

Avoiding the use of "less" in comparatives

- (a) Her computer is less quick than mine.
 - Her computer is slower than mine
- (b) The story is less interesting than the one I wrote last time.
 - The story is duller than the one I wrote last time
- (c) He spoke less carefully than we did.
 - He spoke more carelessly than we did.

Sentence patterns with superlatives

1. definite article + superlative form of the adjective/adverb

Examples

- Her computer is the quickest of all.
- The story is the most interesting I have ever written.
- He spoke the most carefully of all of us.

2. one of + definite article + superlative form of objective

Examples

- Her computer is one of the quickest I have ever seen.
- The story is one of the most interesting I have ever written.

3. definite article + least + ordinary adjective/adverb

- Of all the computers here hers is the least quick.
- Of all the stories narrated this one is the least interesting.
- He spoke the least carefully of all of the speakers.

Exercise

Identify the word or expression that best fits the blank spaces.

1. My brother is _____ of all the students.
 - A. the more intelligent
 - B. the most intelligent
 - C. intelligent
 - D. intelligentest
2. He reads ____ the teacher.
 - A. fast than
 - B. fastier
 - C. faster than
 - D. more faster than
3. He spoke French ____ than I thought.
 - A. well
 - B. good
 - C. better
 - D. sharp
4. Blantyre is the _____ city in Malawi.
 - A. busiest
 - B. busier
 - C. most busy
 - D. most busiest
5. My husband is the _____ man in Rumphi.
 - A. wealthy
 - B. more wealthier
 - C. wealthiest
 - D. most wealthiest
6. Football is more enjoyable _____ netball.
 - A. that
 - B. than
 - C. of
 - D. as
7. She is as ____ as her mother.
 - A. smart
 - B. smarter
 - C. smartest
 - D. more smarter
8. This book is _____ expensive than what you bought yesterday.
 - A. as
 - B. most
 - C. more
 - D. so
9. My phone is more expensive _____ his.
 - A. that
 - B. of
 - C. than
 - D. as
10. This book is far _____ than yours.
 - A. most interesting
 - B. more interesting
 - C. interesting
 - D. good

CHAPTER 4

Order of adjectives

In some cases a noun is described by several adjectives. When this happens the adjectives need to be arranged in a certain acceptable order. To describe a noun using adjectives the order is as follows:

1. Adjectives of Opinion

These are adjectives of personal judgment, opinions that are subjective. Examples are *ugly, beautiful, attractive, interesting, etc.*

2. Adjectives of Size

These adjectives describe how big or small something is. Examples are *small cup, major challenge, big issue, cheap dress, etc.*

3. Adjectives of Age

These adjectives describe the age of something. Examples are *modern, old, new, ancient, etc.*

4. Adjectives of Shape

These are adjectives that describe the shape of an object. Examples are *rectangular, circular, oval, triangular, irregular, etc.*

5. Adjectives of Colour

These adjectives describe the colour of an object. Examples are *gold, silver, yellow, pink, etc.*

6. Adjectives from Participles

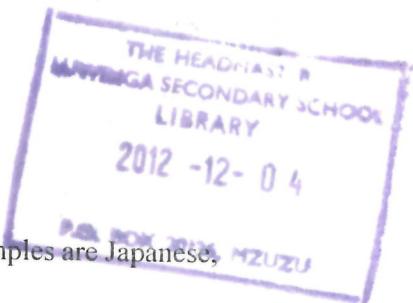
These adjectives are formed by past participles and present participles. Examples of past participles are *torn, carved* etc while examples of present participles are *moving, speaking, dancing, walking* etc. However, some present participles may work as adjectives of *use* or as adjectives as adjectives of *opinion*.

Examples

Participle: moving car ("moving" simply qualifies "car")

Opinion: exciting film ("exciting" is a personal opinion)

Use: walking stick ("walking" indicates the use of the stick)



7. Adjectives of Origin

These are adjectives that describe where an object is made or come from. Examples are *Japanese, Malawian, American* etc.

8. Adjectives of Material

These are adjectives that describe the material an object is made of. Examples are *leather, silk, woollen, metal, etc.*

9. Adjectives of Use

These adjectives describe the purpose of a particular object. They are placed closest to the noun. Examples are *walking stick, drawing table, writing material, etc.*

10. Noun

The noun is the last word in the series of order of adjectives because it is the one that is being qualified.

The order of adjectives can be simplified through the following "first name" and "surname"

OSASC POMUN

O = Opinion

S = Size

A = Age

S = Shape

C = Colour

P = Participle

O = Origin

M = Material

U = Use

N = Noun

Examples

Incorrect: He brought a worn woollen small blanket.

Correct: He brought a small worn woollen blanket.

Incorrect: She bought black plastic cheap papers.

Correct: She bought cheap black plastic papers.

Exercise

Identify the word arrangement that best fits the blank spaces.

1. The girl is wearing a _____ ring.
 - A. beautiful golden Japanese
 - B. golden beautiful Japanese
 - C. beautiful Japanese golden
 - D. golden Japanese beautiful
 2. The Southern Bottlers Company has introduced a _____ drink.
 - A. refreshing sparkling new
 - B. new refreshing sparkling
 - C. refreshing new sparkling
 - D. new sparkling refreshing
 3. After marriage she acquired _____ responsibilities.
 - A. new customary heavy
-
- B. new heavy customary
 - C. customary heavy new
 - D. heavy new customary
-
4. The man has invested in _____ project.
 - A. an attractive two million mining
 - B. a two million attractive mining
 - C. a mining two million attractive
 - D. an attractive mining two million
 5. The radio station has purchased _____ machines.
 - A. outside modern transmitting
 - B. modern transmitting outside
 - C. transmitting modern outside
 - D. modern outside transmitting

Phrasal verbs

A phrasal verb is a verb that is combined with a preposition or an adverb, or sometimes both, to give a new meaning of an expression different from the meaning of its constituent words. It has to be known also that some phrasal verbs have more than one meaning. This chapter presents some commonly used phrasal verbs. A sentence has been given to exemplify on how each phrasal verb is used.

Account for – to explain or give good reasons for something

- The treasurer has been asked to account for the missing money.

Account for – to form the amount that is mentioned

- This year's tobacco production account for ten percent of last year's production.

Allow for - to think of about possible problems when you are planning and making provisions in advance

- He moulded extra bricks to allow for breakages.

Answer back – reply rudely or defend yourself against something written or said against you

- You are not supposed to answer back when elders shot at you.

Ask after (somebody) - to ask for news of somebody

- The teacher asked for you yesterday.

Ask (someone) out- to invite somebody to go out with you, especially as a way of starting a romantic relationship

- Jane was shocked when her teacher asked her out.

Back away (from something/somebody) - to move backwards because of some dangers

- Gadaffi never backed away from his enemies.

Back down- to stop saying you are right

- Our teacher never backed down although the student was right.

Back out- (of something) to decide not to do something that you had promised to do

- You cannot back out now because you made an oath for it.

Back (something/somebody) up- to support somebody or to show that something is true

- All the speakers backed up what I had said.

Back (something) up- to move backward, especially in the vehicle

- Back up a little to allow the lorry to pass through.

Bear down (on something/someone) – to move closer to something or someone in a frightening way.

- I could see the floods bearing down on the village.

Bear out – confirm or show that something is true

- The story bears out the fact that some Malawians are absolutely poor.

Bear up – be strong enough to continue at a difficult time

- I do not know how he is bearing up after the death of his wife.

Bear with (somebody/something) – to be patient with somebody/something

- I divorced her because I failed to bear with her talkativeness.

Beat (somebody/something) off – to fight until something or somebody goes away

- The boy tried to rape her but she beat him off.

Blow out – extinguish aflame by blowing

- Remember to blow out the candle when you are going to sleep.

Blow over – to disappear without having serious effects

- The scandal will soon blow over

Blow up – explode or destroy by explosion

- The soldiers blew up the building where the rebels hid.

Break down (of machines) – to stop working

- My car broke down on my way to church.

Break down (of figures/items) – to divide into parts to be analysed

- The gross profit must be broken down into the cost price and the profit for us to see the progress of the business.

Break (something) down – destroy by using force

- The thieves had to break down the door to enter the house.

Break in/into – enter by force, usually in order to steal

- Thieves broke into the building but did not manage to find where money was kept.

Break in (on something) – to interrupt when somebody is speaking

- My daughter broke into our conversation to tell us about the visitor.

Call at – to stop at a place for a short time

- This bus calls at Ekwendeni and Phwezi.

Call by – to make a short visit to a place or a person as you pass

- She will call by to pick up her luggage.

Call for (somebody) – to pick somebody in order to go somewhere together

- They will call for us when it is time to leave.

Call for (something) – demand or need something

- This economic disaster calls for drastic measures.

Call (something) off – cancel

- The president's visit was called off because of bad weather.

Call (somebody) out – to ask somebody to come especially to an emergency

- I was forced to call out the nurse in the middle of the night.

Call (somebody) up – to telephone somebody

- She called me up to tell me about her success.

Cancel (something) out – to be equal or have an equal effect

- Since I owe him equals what he owes me our debts cancel each other out.

Capitalize on (something) – to use something to your advantage

- I need to capitalise on her weakness to win this case.

Care for – to look after somebody

- His mother cared for him when he was ill.

Care for (something/somebody) - to like or love something or somebody

- I still care for my mother although she abandoned me.

Carry on/ on with – continue

- The manager told her to carry on with her work.

Carry out – do job or obey orders

- The Branch manager carried out her duties with great care.

Cast around/about for (something) – to try to find something

- Mary cast around desperately for an answer to her problem.

Catch on – to understand or realise something

- Students must be always quick to catch on

Catch (something) out – to cause somebody to make a mistake by asking a clever question

- He asked her a lot of questions to catch her out but he failed.

Catch up (with somebody)/ catch (somebody) up – to reach somebody who is in front of you

- Since she has missed so many lessons she will have to work very hard to catch up with the rest of the class.

Catch up on (something) – to spend time doing something that you have not been able to do for sometime.

- I had to train on report writing to catch up on my work.

Chalk (something) up – to succeed in getting something

- I chalked up five scores in the final game.

Check in (at) – to go to a desk in a hotel or airport and tell the person there that you have arrived.

- You have to check in at the reception before you proceed to the conference room.

Check out (of) – to pay your bill and leave the hotel

- I was required to check out of the hotel at noon.

Choke (something) back – to hide a strong emotion

- He tried to choke back anger but ended up crying.

Clear (something) up – to find a solution to a problem, the cause of confusion

- The manager has cleared up all the misunderstandings in our company.

Closed down – to stop all business or work permanently

- The Minister has closed the clinic down because of lack of facilities.

Come about – to happen

- How did this problem come about?

Come across/over – to meet or find by chance

- I came across this book when I was looking for papers on the shelf.
- Come on** – start to act; improve
- Come on or we will be late for classes.
- Come out** – to appear, become known or be published.
- This book came out last year.
- Come round** – receive back consciousness
- He was unconscious but came round when we reached the clinic.
- Come round** – accept a previously opposed view
- She wanted to divorce him but his promotion at work made her to come round.
- Come up** – to mention or be discussed
- The girl came up with a suggestion but it was rejected.
- Come by** (something) – to manage to get something
- Fresh maize is difficult to come by during the dry season.
- Come through** – of information arriving
- The elections results are just coming through.
- Count against** (somebody) – to be considered as a disadvantage
- I will join the elders and my age will not count against me.
- Count on** (somebody/something) – to depend on
- A friend is the person to count on during problems.
- Cope with** – to manage the problem
- He went back to the village because he could not cope with life in town.
- Crop up** – appear unexpectedly
- The problem cropped up when their child die.
- Cross (something) off**-remove something from the list by drawing a line through it
- The manager instructed his secretary to cross John's name off the list.
- Cross (something) out** - draw a line through something that you have written because you have made a mistake
- I crossed the paragraph out when I realised I was off point.
- Cut down** – reduce amount or size
- They had to cut down the budget to reduce costs.
- Cut off** – disconnect, discontinue or isolate
- Electricity was cut off because of the accumulated bills.
- Cut up** - cut into small pieces
- He cut up the sticks before putting them on fire.
- Die away-** to slowly become weaker before stopping or disappearing
- The sound of the bus died away as the bus descended the hills.
- Die down** – to slowly become less strong
- We waited until the rains died down.
- Die out** – to become extinct or disappear
- The use of type writers will soon die out.
- Dig (something) up** –to find information by searching or studying
- I have to dig up the issue before I present it to the students.
- Do away with (something)** – get rid of something
- Muslim countries are doing away with dictatorial governments.
- Do without** – manage without having something
- We had to do without electricity because of financial constraints.
- Draw up** – to prepare and write a document
- Our secretary is going to draw up the proposal.
- Draw up** – to drive up and stop in front or near something
- His lorry drew up near our house.
- Drive off** – to leave
- He drove off in anger and hit the wall on the way.
- Drop in/by** – pay an informal visit
- He dropped in at the reverend's house and found them quarrelling.
- Drop out** (of something) - to leave or stop doing something
- He dropped out of school because of poverty.
- Ease off**- be reduced
- By the time I reached the clinic the pain had eased off.
- Fall apart** – to break into pieces
- Our relationship is falling apart.
- Fall out** (with somebody) – to argue and stop being friendly
- They fell out with each other when they discovered their fathers were enemies.
- Fall through** – to fail or not to happen

- My journey to Lilongwe has fallen through.
- Feel for (somebody)** – to understand somebody's feeling and feel sorry for him/her
- Her mother is no more and I really feel for her.
- Fight back** – to protect yourself with actions or words by attacking somebody who has attacked you
- If he beats you again, fight back.
- Figure out** – find an answer to something or to understand somebody
- I can't figure out why his husband is misbehaving.
- Fill (something) in** – to complete a form
- I filled in the application form quickly.
- Find out** – discover
- Could you find out why students are not in class?
- Fish out** – to take or pull something out
- John made a nasty comment in the group but the teacher managed to fish him out.
- Fix up** - arrange
- I can fix you up with a room for you to stay.
- Flash back** – return suddenly to a time in the past especially in thought
- What I saw made my mind flash back to my boyhood.
- Follow up** – find more about something or take further action about something
- I need to follow up your letter with a phone call.
- Get about** – to become known by many people
- It got about that the president had died.
- Get away** – to succeed in escaping from a place
- The thieves got away from the house through the window.
- Get away with** – to do something bad and not being punished for it
- The student lied to the teacher and got away with it.
- Get off** – to leave a vehicle
- She failed to get off from the car because of old age.
- Get on/get on with** – to continue doing something especially after interruption
- You have to stop talking and get on with your work.
- Get on/ along with** – make progress
- How are you getting on with that book?

- Get over** – recover from an illness, distress etc
- It took long for her to get over after the death of her mother.
- Get round** - persuade somebody
- I got round my mother and she allowed me go to a show.
- Get through** - to manage to complete something difficult or unpleasant
- He got through her entrance examinations and attained a place in the university.
- Get through** – to succeed in speaking to somebody on the telephone
- She tried to call her father but she couldn't get through.
- Get up** – stand up or get out of bed
- I always get up at dawn.
- Give (something) away** – to give something to someone for free
- When he got old he gave his clothes away.
- Give (somebody) away**- to tell the truth about something which was secret
- She tried to hide her feeling but at the end she gave them away.
- Give in**- to stop resisting
- At first she denied ever stealing the book but when the book was found in her back she gave in.
- Give out** – distribute
- The class monitor was asked to give out the books to the class.
- Give up** – to stop trying to do something
- She gave up school when she failed the examinations for the third time.
- Give (oneself) up** – to go to the police when they are trying to catch you; surrender
- The robber gave himself up when he was being looked after.
- Go about** – to start trying to do something difficult
- I don't know how I can go about writing the report.
- Go back on** – to break a promise or agreement
- I will give you my car and I can't go back on my word.
- Go down** – become lower in price
- Prices on the market have gone down.
- Go down** – to sink
- Let hurry and reach the place before the sun goes down.
- Go for** –attack somebody
- The hyena went for the piglets.

Go off – explode

- The bomb went off in our township.

Go off- top working (of lights, heating etc)

- All lights had gone off when we were going to bed.

Go on / on with (something) – continue

- He went on reading until he got tired.

Go out – stop shinning or burning

- All the lights went out suddenly.

Go out with (somebody) – to spend time with somebody, having a love or sexual relationship

- There no doubt that Jane goes out with Peter.

Go over – to look at, think about or discuss something carefully from beginning to end

- Go over your work before you hand it in.

Go round – enough to be shared among all people

- In this school there are enough English text books to go round.

Go through – to look at, think about or discuss something carefully from beginning to end

- I will start this lesson by going through the exercise I gave you.

Go through – suffer, endure

- I went through hell when my husband died.

Go up – to become higher in price

- Prices have gone up on the market.

Go without – do without; to choose or be forced not to have something

- He often went without food when he was in prison.

Hand down- to pass custom, tradition etc from elder people to young ones

- This tradition has been handed down to us from our elders.

Hand (something) in- to give something to the authority

- I found the keys in the classroom and handed them over to the teacher.

Hand out - to give something to many people in a group

- We handed out bags of maize to many people in the area.

Hand over – to give somebody your position or responsibility

- He handed over his position to the secretary.

Hang around – to loiter or wait around a place without doing anything

➤ I was asked to hang around the place before the interviews.

Hung up –end a telephone conversation but cutting the line

- He hanged up when I was about to ask him to come.

Hold on - to wait or stop for a moment

- I was asked to hold on as they went to look for the person I wanted to speak to.

Hold out – to last or endure hardship or danger

- The water supplier fails to hold out during the dry season.

Hold up – to cause a delay

- We have come late because we held up by the traffic police at the road block.

Keep down- to make something stay at a low level; to stop something increasing

- The government is trying to keep the prices down.

Keep on- continue

- She kept on making mistakes.

Keep up/up with- to move at the same speed as somebody

- I can't keep up with you because you are to fast.

Knock off – to stop working or learning

- What time do you knock off?

Knock out – to hit somebody causing them to fall down

- The passenger was knocked down by the car.

Leave out – omit or not include somebody/something

- The teacher deliberately left out my name.

Let down- to disappoint by failing to act as expected

- He let us down when he made an attempt to commit suicide.

Live on- to have something as your only food

- We had to live on bread and water when my father lost the job.

Live up to- to be as good as expected

- Teachers want their students to live up to their expectations.

Look after- take care of somebody/something

- My brother is being looked after by my uncle.

Look back- to think something in your past

- When I look back I see the people that have made me climb rudders.

Look down on (somebody) – to think you are better than somebody

- Don't look down on your wife; she is far more educated than you.

Look for – search for

- I spent several hours looking for my books.

Look forward to (something) – expect with pleasure

- I am looking forward to the holiday.

Look into – to study or try to find out something

- The commission of inquiry has been set off to look into the cause of the problem.

Look (something) up – to search for information in the book

- If you come across a difficult word, look it up in the dictionary.

Look up to (something) – to respect and admire somebody

- Teachers must behave well because students look up to them.

Make for-move towards something/somebody

- The thief made for the grave yards when he realized he had been seen.

Make into – change somebody/something into somebody/something

- He made his storeroom into an office.

Make out- see, understand or hear clearly

- The handwriting was so poor that I could not make out what the letter meant.

Make up- use cosmetics on one's body, face etc to look attractive

- Most women like to make up their faces when they are going to important occasions.

Make up for- to compensate for or to do something that corrects a bad situation

- The teacher decided to teach us at night to make up for the time lost during the day.

Mix up- to confuse something/somebody with something/somebody

- The points were so mixed up that it was difficult to understand what he was he wrote.

Move in- to start living in a (new) house/building

- When the construction of office was over they moved in.

Move out- leave house

- He moved out because the house had a lot of clacks.

Pick on (somebody) - to behave unfairly or in a cruel way towards somebody

- I don't know why the teacher likes picking on me?

Pick out – to choose or select

- The girl picked out the best novel from the shelf.

Pick up- top collect somebody in the car, bus, etc

- The taxi will pick us up at noon.

Point out- to show or make something clear

- I would like to point out that we have only two minutes left.

Pull down- destroy

- Accidentally, the bulldozer pulled down his house.

Pull through- to survive a dangerous illness or situation

- I am certain he will pull through and come back to work.

Pull up- to stop (vehicle)

- I trembled as the car pulled close to me.

Put aside – save

- I put aside some money for future use.

Put aside – ignore or forget

- We put aside our differences and concentrated on our likes.

Put down- write

- Put down your names on this paper.

Put down - to stop something by force

- The government is trying to put down the rebellion.

Put forward - to suggest something

- He put forward the way find enough money.

Put in/into- to spend time etc on something

- They put all their time and energy into studies.

Put off- to move something to a later time

- The president's visit was put off dues to bad weather.

Put (somebody) off- discourage somebody

- We were put off when we heard that the bus would not come.

Put on- dress yourself in something

- Put on your glasses.

Put (something) out – extinguish

- We were asked to put out the bush fire.

Put up- to give somebody food and a place to stay

- She was stranded in town and I offered to put her up for a night.
- Put up with-** persevere or suffer without complaining
- I don't know how you put up with this noise.
- Round off -** to do something that completes the job
- We rounded off our lessons with an exercise.
- Round up-** bring together at one place
- The police rounded up the mob.
- Run after-** to try to catch somebody
- The lion ran after the deer until it caught it.
- Run down-** become used up
- Turn the torch off before the cells run down.
- Run into-** to meet somebody by chance
- I ran into my brother at the bus depot.
- Run out of-** to finish your supply of something; to come to an end
- We are running out of sugar.
- Run over-** to hit something/somebody with your vehicle
- My dog was run over by the bus.
- Sell off-** to sell something in order to get rid of it
- The book shop is selling off old books.
- Sell out-** to be all sold
- I am certain all the books will sell out by noon.
- Send for-** to summon or ask for something to be sent to you
- I have already sent for the ambulance.
- Set about-** to start doing something especially dealing with a problem
- How can I set about solving this problem?
- Set off-** to leave on a journey
- We set off at noon.
- Show off-** to try to impress or look better by displaying your skills
- Jack showed off by driving his new bike very fast.
- Shut down-** close down (factory etc)
- The factory shut down because of lack of raw materials.
- Sit back-** to relax or not to take any action
- He simply sat back and watched me working.
- Stamp out-** to put an end to something completely
- The headmaster has stamped out every kind of misbehaviour at school.
- Stand by-** to be ready to act for someone
- A friend will stand by you in times of trouble.
- Stand out-** to be easily seen or noticed
- His essay stands out because of his style in writing.
- Stand up for-** to say or do something which shows that you support somebody/something
- All women are urged to stand up for their rights.
- Step down-** to leave an important position and let somebody else to take it
- The president has been asked to step down.
- Step up-** increase the amount, speed etc
- The factory has bought the generator to step up production.
- Stir up-** to cause problems or to make people feel strong emotions
- The story stirred a lot of anger among politicians.
- Take after-** to look or behave like an elder member of your family; resemble
- In all aspects Martha takes after her mother.
- Take down-** to write down something that is said or written
- We took down notes as he taught.
- Take off-** to leave the ground (air craft)
- The jet took off at noon.
- Take off-** to remove especially clothes
- I took off my jacket and stood up.
- Take (somebody) out -** to go out with somebody for a social occasion.
- I am taking out Martha for a cup of coffee this evening.
- Take over-** to get control of something
- The secretary took over my position.
- Talk over-** discuss especially to reach an agreement
- I left them talking over their marital problems.
- Think over-** to consider something carefully
- I will think over your proposal.
- Turn down-** reject a request or an application
- He asked the company to promote him but his proposal was turned down.
- Turn down -** reduce the volume or sound
- Please turn the television down.

Turn off- to stop the flow by moving a switch or tap

- I asked her to turn the television off.

Turn on- to start the flow by moving a switch or tap

- She turned the radio off.

Turn up- to arrive or appear

- Very few people turned up for a meeting.

Use up- to use something until no more is left

- All the batteries had been used up when the visitors came.

Wait on- serve

- The mother of Simon became well and waited on Jesus.

Wear out- to become too damaged or thin to use any more

- My blanket has worn out.

Exercise

Identify the word or expression that best fits the blank spaces.

1. The jet _____ at exactly six o'clock.
 A. drove out B. took off
 C. douched down D. descended
2. The villagers asked the students to put the bush fire _____.
 A. up B. off
 C. out D. away
3. I called my teacher to inquire about my examination results but he _____ the phone after recognising my voice.
 A. dropped down B. hang up
 C. put down D. set down
4. I was unable to _____ all the notes because my pen ran dry.
 A. take up B. take on
 C. take down D. take in
5. You are right that Martha takes _____ her mother.
 A. from B. after
 C. on D. with
6. He was on the run but at the end he decided to give himself _____ to the police.
 A. up B. out
 C. at D. in
7. I don't think it will _____ for him this time.
 A. work in B. work out
 C. work on D. work up
8. I do not go to school because I was put _____ by the attitude of teachers.
 A. out B. on
 C. off D. up
9. I came _____ some biscuits in the cupboard.
 A. across B. over
 C. up D. out
10. The president has _____ a new way of dealing with poverty.
 A. come in B. come on
 C. come up with D. come out with

Wear out- to make somebody very tired

- She wore herself out with farming.

Wind up- to conclude or come to an end

- The speaker was asked to wind up his presentation.

Wipe out- to destroy completely

- The Arabs want to wipe Israel out from the map.

Work out- to plan or to find a solution to the problem

- Have you worked out the answer to the problem?

Write off- to accept that you will not get back the money that you have spent

- I wrote off the debt he owed me for his benefit.

CHAPTER 6

Question tags, additional remarks and short responses

QUESTION TAGS

A question tag is a short question that is added to a statement. It is used to ask for agreement or confirmation.

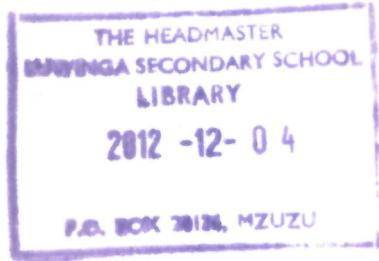
Examples

- John is here, isn't he?
- We are late, aren't we?

Ten Rules for Question tags

1. When the statement is in positive form the question tag must be in negative form.

- The teacher will come back next week, won't he?
- I knew that, didn't I?



2. When the statement is in negative form the question tag must be in positive form.

- Joseph has not yet come to school, has he?
- They won't find me here, will they?

3. The auxiliary verb used in the statement must be used in the question tag but if the statement does not have an auxiliary verb the verbs "do", "does", or "did" must be used in the question tag.

(a) Sentences with auxiliary verbs

- He must go now, mustn't he?
- They are not there, are they?

(b) Sentences without auxiliary verbs

- They had mangoes, didn't they?
- My mother leaves for work in the morning, doesn't she?

NB: "had" in the first sentence is not an auxiliary verb because it is not helping any verb in the sentence.

4. Statements that have words such as *no, none, no one, nothing, nobody, neither, hardly, scarcely, rarely, never, barely, seldom and sparingly*, are negative sentences and the question tags that follow them must be in positive form.

Examples

- Neither of us wrote the exercise, did we?
- Steven hardly comes to school, does he?

5. When the pronouns found in a sentence do not specify whether the subject of the sentence is singular or plural, male or female, the question tag takes the pronoun "they". Such pronouns that are taken by pronoun "they" are *none, no one, someone, anyone, neither, either, everyone, nobody, everybody, everything* etc.

Examples

- Someone should come in front, shouldn't they?
- Nobody can refute this, can they?

6. "Need" and "dare" as auxiliary verbs should not appear in the question tag when the statement that contains them is in positive form. In this case the verbs "do", "does", or "did" must take the positions of "need" and "dare".

Examples

- She needs to come here, doesn't she?
- The teacher dared punish her, didn't he?

7. "Need" and "dare" as auxiliary verbs should be used in the question tag when the statement that contains them is in negative form.

Examples

- You needn't come to the meeting, need you?
- My father dare not call me names, dare he?

8. In the statement that has "dare" or "need" which is preceded by negative auxiliary verbs such as *don't*, *doesn't* or *didn't* (do not, does not or did not) the question tag that follows must not contain dare or need but the auxiliary verb that precede need or dare.

Examples

- All church members didn't dare fall down, did they?
- The boy doesn't need to be emotional, does he?

9. When the statement is a **command** or **request** the question tag must be in positive form and must be introduced by "will" or "shall" followed by a pronoun involved in the statement. Use "shall" for pronouns "I" and "We" and "will" for other pronouns.

- Stop writing, will you?
- Let us go now, will we?
- Never do it again, will you?

10. When the statement has a contraction determine first the shortened auxiliary verb and use it in the question tag. Study the following examples carefully.

Examples

- Joel's already finished writing the exercise, hasn't he?
- Joel's writing the exercise, isn't he?
- They'd found him in bush, hadn't they?
- They'd find him in the bush, wouldn't they?

ADDITIONS TO REMARKS

Examples

1. She will write an exercise now
 - So will Jack.
2. They are waiting for the teacher.
 - So I am.
3. I will not go home now.
 - But Jacky will.
4. I will go home now.
 - But John won't.
5. Martha is wise.
 - But Rose isn't.
 - So is Rose.
6. The president was not there.
 - Neither were the members of parliament.
 - Nor were the members of parliament.

8. Students shouldn't be lazy.
➤ Neither should teachers.

SHORT RESPONSES

A question tag seeks a short response. The following are some of the rules that govern short responses.

1. When the statement is positive, the anticipated response is positive.

Examples

Question: I did it, didn't I?

Answer: Yes, you did.

Question: He was there, wasn't he?

Answer: Yes, he was.

2. When the statement is negative the anticipated answer is negative.

Examples

Question: They won't come, will they?

Answer: No, they won't.

Question: She hardly cooks well, does she?

Answer: No, she doesn't.

3. The responses do not take into account the type of statement when responding to ordinary questions.

Examples

Question: Did they come here yesterday?

Answer: Yes, they did. (if positive response)

Answer: No, they didn't. (if negative response)

Exercise

Identify the word or expression that best fits the blank spaces.

1. They weren't a lot of people in the hall, _____?

- A. were they
- B. is it
- C. were there
- D. isn't it

2. Jesus hardly sinned against God, _____?

- A. did he
- B. didn't he
- C. would he
- D. wouldn't he

3. She does not need to do it herself, _____?

- A. need she
- B. needn't she
- C. does she

- D. doesn't she

4. Somebody has beaten your daughter, _____?

- A. hasn't he
- B. hasn't she
- C. didn't they
- D. haven't they

5. Jack dared to kidnap my son _____?
A. didn't he

- B. did he
- C. dare'n't he
- D. dare he

6. Jack hasn't done the exercise, has he? _____
A. No, he hasn't.

- B. No, he has.
- C. Yes, he hasn't.

- D. Yes, Jack hasn't.
7. Doreen scared her sister, didn't she? _____
A. Yes, she did.
B. Yes, she scared her.
C. No, she did.
D. Yes, she didn't.
8. Haven't I answered your question? _____
A. Yes, you haven't
B. No, you haven't
C. No, you didn't
D. Yes, you did.
9. Martha need not be scared now, need she? _____
A. Yes, she should.
B. No, she shouldn't.
C. No, she needn't.
D. Yes, she needs.
10. Are you discussing the question? _____
A. Yes, we were discussing.
B. Yes, we are.
C. No, we are discussing.
D. No, we are.

**CHAPTER
7**

Phrases

A phrase is a group of words that is used as a single part of speech and that does not include a finite verb.

What is a finite verb?

A finite form of a verb is a doing word that shows a particular tense that agrees with the subject in person and number. The opposite of finite is non-finite. Every form of a verb is a finite verb except when it is in the following forms.

- (a) When it is preceded by *to*
 - to dance,
 - to seeing.
- (b) When a present participle (a verb which ends with *-ing*) is not preceded by an auxiliary verb.
 - Playing can be time consuming.
 - She likes playing football.
- (c) When a past participle is not preceded by an auxiliary verb.
 - Driven by a soldier, the car crossed the river.
 - Torn, the dress attracted the attention of everyone in the classroom.
- (d) When a basic form in a sentence cannot change into a past form.
 - I made her write all the notes.
 - She lets him spend nights in her room.

Types of phrases

(1) Noun Phrase

A noun phrase is a group of words that does not contain a finite verb and does the job of a noun. Just as a noun, a noun phrase answers the question *what?* There are five functions of noun phrases.

(a) Noun phrase as subject of the verb

Examples

- Having two passports is illegal in Malawi. (subject of the verb “is”)
- To help him might be a pleasant thing.(subject of the verbs “ might be”)

(b) Noun phrase as object of the verb

Examples

- She likes doing it alone. (object of verb “is”)
- I want to do it now. (object of verb “want”)

(c) Noun phrase as compliments of the verb

These are noun phrases that are found at the end of the linking verbs such as *be (is was, are were, am)*, *appear, become, get, seem, feel, taste, look*

Examples

- His goal is to become a lawyer. (compliment of the verb “is”)
- I don’t know how the teacher got the news about him. (compliment of the verb “got”)

(d) Noun phrases as an object of a preposition

These are phrases that occur at the end of a preposition

Examples

The accused was restricted from moving outside the district. (object of preposition “from”)
He depended on their business of tobacco. (object of preposition “on”)

(e) Noun phrase in apposition to a noun

This phrase follows the subject (noun) in the sentence and if this subject (noun) is omitted the sentence still makes sense as the phrase becomes the subject of the verb.

Examples

The way to find the truth in any case requires skill.

My daughter, a form four girl, is bright.

2. Adjective phrase

An adjective phrase is a group of words that does not contain a finite verb and does the job of an adjective. Just as an adjective, an adjective phrase qualifies a noun or pronoun.

- (a) The car beside the road is mine. (qualifies noun "car")
- (b) Students belonging to the same class can have quite different destinies. (qualifies noun "students")
- (c) The boy spoken earlier on has passed away. (qualifies noun "boy")
- * (d) Left alone, he opted to eat once in a day. (qualifies pronoun "he")
- * (e) Delayed by the heavy downpour, the meeting started an hour later. (qualifies noun "meeting")

3. Adverb Phrase

An adverb phrase is a group of words that does not contain a finite verb and does the job of an adverb. Just as an adverb, an adverb phrase modifies a verb, an adjective or another adverb.

Examples

- (a) I found your book under the table. (of place modifying the verb "found")
- (b) He reached home in the morning (of time modifying the verb reached)
- (c) He came due to his persistent illness. (of reason or cause, modifying the verb "came")
- (d) Blood is thicker than water. (of degree modifying the adjective "thicker")
- (e) Though intelligent he failed all the subjects. (of concession modifying the verb "failed")

OTHER FORMS OF PHRASES

Apart from being noun, adverb or adjective, phrases are also prepositional or verbal. A propositional phrase is a group of words that does not contain a finite verb or any form of a verb and begins with a preposition and ends with a noun or pronoun. A verbal phrase on the other hand is a group of words that contains a **non-finite verb**. A verbal phrase can be an infinitive, a gerund or a participle.

A. Prepositional phrases

Examples

- The boy in the red shirt is my student. (adjective phrase qualifying "boy")
- The ball fell into the pit. (adverb phrase of place modifying "fell")
- I will find you in the evening. (adverb phrase of time modifying will "find")
- He was in a hurry when wrote that. (adverb phrase of manner modifying "wrote")
- The man by the roadside is my father. (adjective phrase qualifying "man")

B. Verbal phrases

(a) Infinitive phrases

An infinitive phrase is a phrase that contains a verb that cannot change its tense even when the sentence is changed to past or future tense. Examples of such verbs are verbs that are preceded by "to".

Examples of infinitive phrases

- I want to write a report. (noun phrase, object of verb "want")
- This is the route to go to town. (adjective phrase qualifying "route")
- The capacity to finish this work quickly is limited. (adjective phrase qualifying "capacity")

- She heard me call the messenger. (adverb phrase modifying “heard”)
- I forced him to write an exercise. (adverb phrase modifying “forced”)
- She was eager to do it. (adverb phrase modifying “eager”)

(b) Gerund phrases

A gerund phrase is a group of words that contains a gerund. A gerund is a noun in form of the present participle of a verb, a word that ends in “-ing”. A gerund phrase can be in form of a noun or an adjective.

Examples of gerund phrases

- Watching cartoons is great fun for children. (noun phrase subject of verb “is”)
- I don’t like walking alone. (noun phrase object of verbs “don’t like”)
- Care in handling electric wires is one of the safety measures. (adjective phrase qualifying “care”)

(c) Participle phrases

A participle phrase is a group of words that contains a participle. This participle can be a present participle that does not work as a gerund or noun or any past participle. Participle phrases often work as adjective phrases.

Examples of participle phrases

- The boy looking at us is mad. (adjective phrase qualifying “boy”)
- Plates produced by the Chinese are good. (adjective phrase qualifying “plates”)
- The book carried by the teacher is mine. (adjective phrase qualifying “book”)

Exercise

1. She needs to find out now.
 - A. Prepositional phrase
 - B. Adjective phrase
 - C. Gerund phrase
 - D. Infinitive phrase
2. Listening to him will be a grave mistake.
 - A. Gerund phrase
 - B. Participle phrase
 - C. Infinitive phrase
 - D. Prepositional phrase
3. I helped him find the scholarship.
 - A. Gerund phrase
 - B. Participle phrase
 - C. Infinitive phrase
 - D. Prepositional phrase
4. I left him in the classroom.
 - A. Adverb phrase of place modifying “left”
 - B. Adjective phrase qualifying “I”
 - C. Gerund phrase
 - D. Infinitive phrase
5. The man entering that room is my father.
 - A. Prepositional phrase
 - B. Adjective phrase
 - C. Gerund phrase
 - D. Infinitive phrase
6. Materials made in United Kingdom are durable.
 - A. Prepositional phrase
 - B. Adjective phrase
 - C. Gerund phrase
 - D. Infinitive phrase
7. She will meet you in the morning.
 - A. Prepositional phrase
 - B. Adjective phrase
 - C. Gerund phrase
 - D. Infinitive phrase
8. Left alone in the dark, the baby cried bitterly.
 - A. Prepositional phrase
 - B. Participle phrase
 - C. Gerund phrase
 - D. Infinitive phrase
9. The man in the dock is a dangerous robber.
 - A. Adjective phrase qualifying “man”
 - B. Gerund phrase
 - C. Infinitive phrase
 - D. Adverb phrase of place modifying “is”
10. Living in Malawi means a lot to me.
 - A. Gerund phrase
 - B. Participle phrase
 - C. Infinitive phrase
 - D. Prepositional phrase

CHAPTER 8

Clauses

A clause is a group of words that contain a finite verb. A clause can be independent or subordinate. A subordinate clause does the job of a noun, adjective or adverb. The main task in this part therefore is to identify types and functions of subordinate clauses.

NOUN CLAUSE

A noun clause is a group of words that has a finite verb and does the job of a noun. This clause answers the question *what?* This type of a clause has five functions.

1. As a subject of the verb

- (a) What he did surprised everyone. (subject of the verb “surprised”)
- (b) That the girl is pregnant is doubtful. (subject of the verb “is”)

2. As an object of the verb (not linking or auxiliary verbs)

- (a) He did what we never expected. (object of the verb “did”)
- (b) Jane liked what you did.

3. As a compliment of the verb follows linking verbs such as be (is, am, are were, was), appear, become, get, seem, feel, taste, look.

- (a) This was what they had expected to happen. (compliment of the verb “was”)
- (b) I wanted to be what I am now. (compliment of the verb “be”)
- (c) This is why I did not come. (compliment of the verb “is”)
- (d) That is how it happened. (compliment of the verb “is”)

4. As an object of a preposition

- (a) She is waiting for what you promised him. (object of preposition “for”)
- (b) I am looking forward to what you may never think of.(object of preposition “to”)

5. In apposition to a noun

This clause is found between the main or independent clause.

- (a) The news that the girl is pregnant might be true. (in apposition to noun “news”)
- (b) The rumour that the girl was raped by her teacher might be true. (in apposition to noun “rumour”)

ADJECTIVE CLAUSE

An adjective clause is a group of words with a finite verb that does the job of an adjective. Just like an adjective, an adjective clause qualifies a noun or pronoun. This clause basically answers the question *which?*

Examples

1. This is the time when the bus arrives. (Answers the question *which time?* Qualifies the noun time)
2. The rumour that spread yesterday has affected us all. (Answers the question *which rumour?* Qualifies the noun rumour)
3. This is the place where Barack Obama was born. (Answers the question *which place?* Qualifies the noun place)
4. This is the sheep which got lost yesterday. (Answers the question *which sheep?* Qualifies the noun sheep)

Noun clause or Adjective clause?

It is very easy to confuse an adjective clause that is found between the main clause and the noun clause in apposition to a noun. There are basically two ways to differentiate the two.

1. (a) A sentence with adjective clause that is found in the main clause is not understood if the subject (noun) is omitted from the sentence.
(b) A sentence with a noun clause in apposition to a noun is understood even when the subject (noun) is omitted. The clause in this case becomes the subject of the verb.

Examples

- (i) *The fact that he is younger than me is irrelevant in this matter.*

If we omit the subject “the fact”, the sentence reads:

That he is younger than me is irrelevant in this matter.

Since the sentence is understood the underlined part is a noun clause.

- (ii) *The fact that has been presented by the first speaker is irrelevant.*

If the subject “the fact” is omitted the sentence reads:

That has been presented by the first speaker is irrelevant.

Since the sentence is not understood the underlined part is an adjective clause. Note also that the sentence that contains an adjective clause in this case is not understood because “that” is not followed by a noun or pronoun.

2. (a) A sentence with an adjective clause found in the main clause is understood when “that” is replaced by “which”.
(b) A sentence with a noun clause in apposition to a noun is not understood when “that” is replaced by “which”.

Examples

- (i) *The news that Malawi is developing at a fast rate is encouraging.*

If “that” replaces “which” the sentence reads:

The news which Malawi is developing at a fast rate is encouraging.

Since the sentence is not understood the underlined part is a noun clause.

- (ii) *The news that is spreading now is false.*

If “that” replaces “which” the sentence reads:

The news which is spreading now is false

Since the sentence is understood the underlined part is an adjective clause.

ADVERB CLAUSE

An adverb clause is a group of words with a finite verb and does the job of an adverb. Just like an adverb, an adverb clause modifies a verb, an adjective or another adverb. There are nine functions of adverb clauses. Here is a list of them and their respective examples.

1. Adverb clause of place (where?)

- (a) It lay where it fell. (modifies the verb “lay”)
(b) The police officers found her where she ran to at first. (modifies the verb “found”)

2. Adverb clause of time (when?)

- (a) She arrived as the sun was setting. (modifies the verb “arrived”)
(b) She only spoke when she was forced to. (modifies the verb “spoke”)

3. Adverb clause of manner (how?)

- (a) She walked as if she was drunk. (modifies the verb “walked”)
(b) My mother worked as though our father was dead. (modifies the verb “worked”)

4. Adverb clause of reason (why?)

- (a) Jane did not come to school because her mother was ill. (modifies the verbs “did not come”)
- (b) Since it was raining, we were not able to walk to school. (modifies the verbs “were not able”)

5. Adverb clause of concession (in contrast to what?)

- (a) Although he is intelligent, he failed all the subjects. (modifies the verb “failed”)
- (b) Whatever you may say I will not do it. (modifies the verb “will not do”)
- (c) She will concede even if you do not force her. (modifies the verb will “concede”)

6. Adverb clause of purpose (for what purpose?)

- (a) We read books so that we can know more. (modifies the verb “read”)
- (b) People work so that they can earn a living. (modifies the verb “work”)

7. Adverb clause of result (what followed?)

- (a) It was so dark that we could not see our way. (modifies the adjective “dark”)
- (b) She ran so fast that the police officers could not catch her. (modifies the adverb “fast”)

8. Adverb clause of condition (on what condition?)

- (a) Had he done it he would have died by now. (modifies the verbs “would have died”)
- (b) I will meet her if she comes. (modifies the verbs “will meet”)

9. Adverb clause of degree or comparison (to what extent?)

- (a) She ran faster than I expected (modifies the adverb “faster”)
- (b) He is brighter than you may think. (modifies the adjective “brighter”)
- (c) He is as tall as the doctor estimated. (modifies the adjective “tall”)

Phrase or clause?

It is important to note the difference between a phrase and a clause. The difference lies in the fact that a phrase has no finite verb while a clause has a finite verb. Before tackling any question on phrases and clauses ask yourself first the following questions: Does the underlined part have the finite verb or not? Is the underlined part a phrase or a clause? If the underlined part has the finite verb then it is a clause but if it does not have any finite verb then it is a phrase.

Examples

1. He said he will come.

Question: Does the underlined part have the finite verb?

Answer: Yes, “will come”

Question: Is the underlined part a phrase or a clause?

Answer: It is a clause because it has a finite verb

2. Learning English requires determination.

Question: Does the underlined part have the finite verb?

Answer: No (“learning” is a gerund or verbal and not finite)

Question: Is the underlined part a phrase or a clause?

Answer: It is a phrase because it has no finite verb

Exercise

Identify the answer (A, B, C and D) that best describes the underlined part of the sentence.

- | | |
|---|--|
| 1. His father said <u>he was mad</u> . | B. Noun phrase object of the verb “said”
C. Noun clause object of the verb “said” |
| A. Adjective clause qualifying noun
“father” | |

- D. Adverb clause modifying the verb "said"
2. This is the time when classes begin.
 A. Adverb clause of time modifying the verb "is"
 B. Adjective clause of time qualifying the verb "is"
 C. Adjective clause qualifying the noun "time"
 D. Adjective phrase qualifying the noun "time"
3. He did not write examinations because of his illness.
 A. Adverb clause of reason modifying the verb "did not write"
 B. Adverb clause of purpose modifying the verb "did not write"
 C. Adverb phrase of reason modifying the verb "did not write"
 D. Adjective clause qualifying the noun "examinations"
4. I don't know if he really wrote the test.
 A. Adverb clause of condition modifying the verb "don't know"
 B. Noun clause object of the verb "don't know"
 C. Noun phrase object of the verb "don't know"
 D. Adverb phrase of condition modifying the verb "don't know"
5. The news that Jane is pregnant might be true.
 A. Adjective clause qualifying the noun "news"
 B. Adjective phrase qualifying the noun "news"
 C. Noun clause in apposition to the noun "news"
 D. Noun clause object of the noun "news"
6. The rumour that surprised everyone yesterday has been proved false.
 A. Adjective clause qualifying the noun "rumour"
 B. Adjective phrase qualifying the noun "rumour"
 C. Noun clause in apposition to the noun "rumour"
- D. Noun clause object of the noun "rumour"
7. Left alone, the soldier dug the pit and made his home there.
 A. Adverb phrase of place modifying the verb "dug"
 B. Adjective phrase qualifying the noun "soldier"
 C. Adjective clause qualifying the noun "soldier"
 D. Adverb clause of place modifying the verb "dug"
8. She wrote as though she was not learnt.
 A. Adverb phrase of manner modifying the verb "wrote"
 B. Adverb clause of concession modifying the verb "wrote"
 C. Adverb phrase of manner modifying the verb "wrote"
 D. Adverb clause of condition modifying the verb "wrote"
9. He relied upon the help of his brother.
 A. Adverb phrase of result modifying the verb "relied"
 B. Noun phrase object of the preposition "upon"
 C. Noun clause object of the preposition "upon"
 D. Adverb clause of result modifying the verb "relied"
10. I expected to be the only one passing examinations.
 A. Adverb phrase of result modifying the verb "expected"
 B. Noun clause object of the preposition "be"
 C. Noun phrase compliment of the verb "be"
 D. Adverb clause of result modifying the verb "expected"
11. I hope he will come.
 A. Adjective clause qualifying noun "hope"
 B. Noun clause subject of verb "hope"
 C. Noun clause object of verb "hope"
 D. Noun phrase object of verb "hope"

12. She likes reading short stories.

- A. Noun clause object of verb "likes"
- B. Noun phrase object of verb "likes"
- C. Adjective clause qualifying pronoun "she"
- D. Adjective phrase qualifying pronoun "she"

13. That the suspect is mad is doubtful.

- A. Noun clause subject of the verb "is"
- B. Noun clause in apposition to a noun "suspect"
- C. Noun phrase subject of the verb "is"
- D. Noun phrase in apposition to a noun "suspect"

14. He walked as though he was drunk.

- A. Adjective clause qualifying pronoun "he"
- B. Noun clause object of verb "walked"
- C. Adverb clause of concession modifying verb "walked"
- D. Adverb clause of manner modifying verb "walked"

15. This is what I wanted.

- A. Noun phrase object of verb "is"
- B. Noun clause object of verb "is"
- C. Noun phrase compliment of verb "is"
- D. Noun clause compliment of verb "is"

16. Due to her delays, the bus left her.

- A. Adjective phrase qualifying noun "bus"
- B. Adverb phrase of reason modifying verb "left"
- C. Noun phrase subject of noun "bus"
- D. Adverb clause of condition modifying verb "left"

17. Had he come earlier, he would have met his uncle.

- A. Adjective clause qualifying pronoun "he"
- B. Adverb clause of manner modifying verbs "would have met"
- C. Adverb clause of condition modifying verbs "would have met"
- D. Adverb phrase of reason modifying verbs "would have met"

18. She is as bright as her elder sister.

- A. Adverb clause of degree modifying adjective "brighter"
- B. Adverb phrase of degree modifying adjective "brighter"
- C. Adverb clause of condition modifying adjective "brighter"
- D. Adverb phrase of condition modifying adjective "brighter"

19. I will come there provided you prepare a place for me.

- A. Adverb clause of place modifying verbs "will come"
- B. Adverb clause of condition modifying verbs "will come"
- C. Adverb clause of concession modifying verbs "will come"
- D. Adverb clause of manner modifying verbs "will come"

20. I want to do it now.

- A. Noun clause object of "want"
- B. Noun clause compliment of "want"
- C. Noun phrase compliment of "want"
- D. Noun phrase object of "want"

CHAPTER 9

Punctuation

In every piece of writing punctuation is very important. In speaking, voice inflections and pauses help make your meaning clear while in writing, marks of punctuation such as full stops, commas, question marks, inverted commas, exclamation marks, colons, and semi colons make your writing easier to understand. This book includes capitalization because, like other punctuation marks, it falls under mechanics.

1. Capitalization

(a). *Capitalize the first letter of the first word in every sentence.*

- The writer of the Gospel of Mathew is primarily concerned with the life and faith of the church of his own time.

(b). *Capitalize the pronoun "I" in every sentence.*

- Dr Jack Mapenzi and I went to the theatre yesterday.

(c) . *Capitalize proper adjectives.*

- Canadian stick, Turkish border, Elizabethan drama etc.

(d). *Capitalize proper nouns .*

(i). Names and surnames of persons

- John, Derrick, Mary, Martha, Mtambo etc

(ii). Geographical names

- Canada, North America, Blantyre City, West Indies, New Zealand, Nyika National Park, Chipembere Highway, Rose Chibambo Street, Lake Malawi, Mulanje Mountain, Shire River.

Notice that words like city, island, river, street, lake, park etc are capitalized because they are part of the name. If words like these are not part of a proper name, they are common nouns and therefore they are not capitalized.

- a big city, across the river, on a narrow street, etc

(e). *Capitalize names of organizations, business firms, institutions and government bodies.*

- Mulli Brothers, Unilever South East Africa, Kamuzu Academy, Bambino High School, Anti-corruption Bureau, Livingstonia University, etc.

(f). *Capitalize the names of historical events and periods, special events and calendar items.*

- World War II, Independence Day, John Chilembwe Day, Mother's Day, December, Saturday, etc.

(g). *Capitalize the names of nationalities, races and religions.*

- Malawian, Canadians, Asian, Christianity, Buddhist, etc.

(h). *Capitalize the brand names of business products.*

- Chishango, Toyota, Scania, Chombe, etc.

(i).*Capitalize the names of ships, planets, monuments and awards*

- Chancy Maples, Mars, Kamuzu Monument, Chilembwe Memorial Monument, etc.

(j). *Capitalize the title of a person when it comes before a name.*

- President Bakili Muluzi, Dr. Klaus Fiedler, Mrs. Loka, Professor Kings Phiri, etc.

(h). Do not capitalize names of school subjects, except for languages and for course names which are followed by a number.

- English, Chichewa, Latin, Geography II, History I, etc.

2. Full stop or period (.)

A full stop which is also known as a period is an end mark. Full stops follow declarative sentences, sentences that make statements. They are also used at the end of a polite command or to demarcate abbreviations.

- Common nouns name a class or group.
- After our tour, we organized a workshop.
- Dr.
- B.C.
- D.R.C.
- etc

3. Exclamation point (!)

Use an exclamation point to show strong feeling and to indicate a forceful command.

- What a great play!
- Be quiet!
- Will you stop that!

4. Question Mark (?)

Question marks are used after an interrogative sentence i.e. questions.

- Have you done the job that you were assigned?
- What is the church's role in the fight against poverty?

A direct question may have the same word order as a declarative sentence. What makes it different is the intonation. Since it is a question, however, it is followed by a question mark.

- You have done it?
- The church was silent?

A question that has been changed into a reported or indirect speech ends with a period and not a question mark.

- He asked me what bothered her.
- He asked when we were to meet the pastor.

5. Comma (,)

Commas are necessary for clear expression of ideas.

(a). Commas are used to separate items in a series. The number of commas in the series is one less than the number of items in the series.

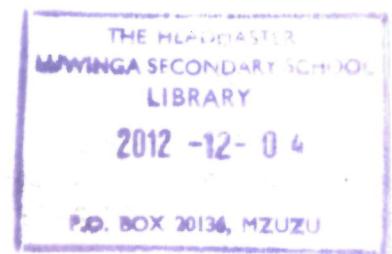
- She passed Geography, History, Mathematics and Biology.
- I swept the house, dusted the furniture, cleaned the windows and made breakfast.

(b). Commas are used to separate two or more adjectives preceding a noun.

- Lameck is a naughty, rude, talkative and impatient little boy.

(c) . Commas are used before *and, but, or, nor, for, so, and yet* when they join independent/main clauses, when the last part has its subject.

- Smoking causes cancer, and cancer is a major cause of death.
 - She does not have much money, but she wants to help you.
 - Samuel has his cell phone, yet he still gets calls on her uncle's line.
- (d). Commas are used to set off nonessential clauses and non essential participial phrases. Nonessential clauses or participle phrases add information that is not necessary to the main idea in the sentence.
- Lameck, who is always found at the pub, has turned a new leaf.
 - The teacher, hoping to simplify the problem, complicated matters.
 - The Bible, written by many authors, has been translated into different languages.
- (e). Commas are used after some certain introductory elements.
- Well, you really tried.
 - Yes, he did it in time.
- (f). Commas are used after an adverbial subordinate clause that begin a sentence.
- After I do this job, I plan to travel to Lilongwe.
 - Although he came late, he managed to attend the meeting.
 - As soon as the bus arrived at the depot, I rushed to receive him.
- (g). Commas are used after a participle phrase that begin a sentence.
- Realizing that the car was about to slip off, I stepped on the brake.
 - Disappointed by the low prices at the market, the farmers made a new resolution.



6. Semicolon (;)

A semicolon is partly a period and partly a comma. It says to the reader, "stop here a little longer than you stop for a comma but not so long as you stop for a period." Semicolons are used primarily in compound sentences.

- (a). A semi colon is used between independent clauses in a sentence if they are not joined by *and, but, or, nor, for, or yet*.
- Jimmy washed the plates; Jane swiped the house.
- (b). A semi colon is used to separate independent clauses joined by a coordinating conjunction when there are commas within the clauses.
- Leo saw a huge, green crowd travelling in his direction; and, suddenly, he knew the crops would soon be eaten by grasshoppers.
- (c) . A semicolon is used between items in a series if the items contain commas.
- The Nyanja planted crops such as maize, beans and sorghum; domesticated animals such as goats, cattle and sheep; and developed crafts such as weaving.

7. Colons (:)

The colon is used to call the reader's attention to what comes next.

- (a). A colon is used before a list of items, especially after expressions like *as follows* and *the following*

- You will need the following items: soap, a bathing towel, a tooth brush and food.
- However, note that when a list follows immediately after a verb or a preposition, a colon is not used.
- You need soap, a bathing towel, a tooth brush and food

- (b). A colon is used before a long, formal statement or quotation.

- Steven Paas had this to say:

Secularisation has pushed church and faith out of public life. As such it has destroyed the hold that Biblical conceptions had on the people of Western Europe. Very many have become strangers to the word of God although knowledge in secular fields has developed to unknown heights.¹

(c). A colon is used in certain conventional situations

- 9:30 p.m.
- Genesis 3:18

8. Quotation Marks (" ")

(a) Quotation marks are used to enclose a direct quotation- a persons exact words.

- Paul said, "those who do not work must not eat."

(b) When a quotation is interrupted by explanatory words such as he said or she wrote, use two sets of quotation marks.

- "I will come there", the Pastor said, "but make sure you make everything ready."

(c) Quotation marks are used to enclose unfamiliar slang and other unusual or original expressions.

- They must be careful of the "tsotsis" in the streets.

(d) Single quotations are used to enclose a quotation that occurs within a quotation.

- The president had to say: "Lincoln used to say 'democracy is the government of the people, by the people and for the people' and this is what we will stand to uphold."

(e) When writing a dialogue begin a new paragraph every time the speaker changes

"Do you remember me," the student asked her new lecturer who was by now standing very close to her desk.

"No, it is not important," the lecturer, looking annoyed, bluntly answered.

(f) When a quoted passage consists of more than one paragraph put quotation marks at the beginning of each paragraph and at the end of the entire passage. Do not put quotation marks after any paragraph but the last.

"I will not allow him to use me anyhow. I will speak it out and embarrass him in public. I want to set an example for all girls. At the end I will tell them to follow my foot prints.

"I know some bad people will be there to let me down but I will not waver. I will press on toward realising my goal. Yes, I will be a hero."

Apostrophe (')

Apostrophes are necessary for expressing meaning clearly in written English. For instance, the difference in meaning between *shell* and *she'll* or *shed* and *she'd* is indicated in writing by the apostrophe.

1. An apostrophe is used to form the possessive case of nouns.

(a) To form the possessive case of a singular noun which does not end with an *s*, *s* is added at the end of the apostrophe.

- The teacher's notes...
- Mary's parents...

(b) To form the possessive case of a singular noun ending in *s* add only an apostrophe

- Jesus' second coming...

¹ Steven Paas, *From Galilee to the Atlantic: A History of the Church in the West*, Zomba: Kachere, 2004, p356.

- Jess' book...
- Juirus' daughter...
- Publius' father...

(c) To form the possessive case of a plural noun ending in *s* add only an apostrophe

- Parents' views...
- Cousins' visit...
- Governments' policies...

(d) To form the possessive case of a plural noun not ending in *s* add *s* at the end of the apostrophe

- Children's opinion...
- People's liking...

2. An apostrophe is used to show where letters or numbers have been omitted. These short forms must only be used in direct speeches and not in reported speeches.

is not	isn't	should not	shouldn't
are not	aren't	will not	won't
does not	doesn't	cannot	can't
do not	don't	you will	you'll
did not	didn't	I am	I'm
was not	wasn't	you are	you're
were not	weren't	Martha is	Martha's
has not	hasn't	she has	she's
have not	haven't	I had	I'd
had not	hadn't	I would	I'd
would not	wouldn't		

Hyphen (-)

Hyphens are used in some compound words such as *twenty-four*. Whenever you need to know whether a word is hyphenated, consult your dictionary.

Hyphens are also used to divide a word at the end of the line. However, a word must always be divided between the syllables. If you need to divide a word and are not sure about its syllables, look it up in your dictionary. However, it is much proper to avoid dividing a word at the end of the line.

Exercises

A. Choose the option (A, B, C or D) which is correctly punctuated.

1.

- A. Peter said that, "Jane is a fool."
- B. Peter said, "Jane is a fool."
- C. Peter said that Jane "is a fool."
- D. Peter said that "I am a fool."

2.

- A. "Are you through with your exercise"? asked John.
- B. "Are you through with your exercise?" Asked John.
- C. "Are you through with your exercise," asked John.
- D. "Are you through with your exercise?" asked John.

3.

- A. "I don't know", wondered John, "where she has been."
- B. "I don't know," wondered John, "where she has been."
- C. "I don't know, wondered John, where she has been."
- D. "I don't know," wondered John. "Where she has been?"

- 4.
- A. "Alas! My pen is broken," Samuel said.
 - B. "Alas!" "My pen is broken," Samuel said.
 - C. "Alas! My pen is broken", Samuel said.
 - D. "Alas! my pen is broken," Samuel said.
- 5.
- A. Can you spell lieutenant?
 - B. Can you spell "lieutenant?"
 - C. Can you spell "lieutenant."
 - D. Can you spell "lieutenant"?
- B. Some sentences below are not properly punctuated. Identify them and punctuate them by inserting commas where appropriate.**
1. Exercising three times a week eating a balanced diet and drinking one litre of water everyday will bring you good health.
 2. They say she is a dedicated experienced and energetic leader.
 3. The tutor says my work is improving but she thinks I need better study habits.
 4. John completed the research and developed her notes into an orderly report.
 5. The staff exited by the promise of a holiday worked even harder.
 6. Any detective who solved the mystery would be promoted.
 7. By the way she needs Jesus to liberate her.
 8. Irritated by the news, the boy committed suicide.
 9. Nevertheless John Tembo the party president asked for a vote recount.
 10. My lecturer said "make sure you proofread your work before handing it over to the marker."
- C. For each sentence below, correct the errors in capitalisation by drawing a line through each error and writing the correct form above it. Some sentences may contain no error.**
1. Have you visited nyika national park in northern region of malawi?
 2. The oil tanker moved slowly through the persian gulf.
 3. My brother samuel is studying latin in college.
 4. Tiyambe Zeleza wrote "Smouldering Charcoal".
 5. On christmas eve our pastor read passages from the new testament.
 6. The enlightenment was a period of scientific discovery and invention.
 7. Did uncle tom actually beat her? i don't believe it.
 8. There are over two million muslims in the united states
 9. What do you know about roman holidays?
 10. He titled his book "the scorpion action".

**CHAPTER
10**

Subject-verb agreement

Verbs have numbers. In order to speak and write Standard English, you must make verbs agree with their subjects.

Do Verb

An *-s* (or *-es*) is added to the basic form when its subject is third person singular.

Singular

- She sings.
- He sings.
- It sings.
- The choir sings.
- The pastor with his members sings.
- The teacher together with his students sings.

Plural

- They sing.
- John and James sing.
- Members of the church sing.

First and second person singular or plural

- I sing.
- We sing.
- You sing.

Be verb-present

Singular

- She is singing.
- He is tall.
- It is long.
- The choir is talented.
- The pastor with his members is singing.

Plural

- They are singing.
- John and James are singing.
- Members of the church are singing.

First and second person singular or plural

- I am singing.
- We are singing.
- You are singing.

Be verb-past

Singular

- She was singing.
- He was tall.
- It was long.
- The choir was talented.
- The pastor with his members was singing.

Plural

- They were singing.
- John and James were singing.
- Members of the church were singing.

First and second person singular or plural

- I was singing.
- We were singing.
- You were singing.

Have-present

Singular

- She has...
- He has...
- It has....
- The choir has...
- The pastor with his members has...
- The teacher together with his students has...

Plural

- They have...
- John and James have...
- Members have...

First and second person singular or plural

- I have...
- We have...
- You have...

Have-past

- She had...
- He had...
- It had....
- The choir had...

- The pastor with his members had...
- The teacher together with his students had...
- They had...
- John and James had...
- Members had...
- I had...
- We had...
- You had...

Agreement in inverted form

Present-singular

- There is a prophet.
- There jumps a child of God.
- Does that boy go to church?

Present-plural

- There are prophets.
- There jump the prophets.
- Do those boys go to church?

Past-singular

- There was a prophet.
- There jumped a child of God.
- Did that boy go to church?

Past-plural

- There were prophets.
- There jumped the children of God.
- Did those boys go to church?

Agreement with compound subjects

Singular

- Chambo and rice is a good dish.
- Heating and lighting is necessary.
- Neither the sharks nor the hippo is diving.
- Either the shark or the hippo is diving.

Plural

- The shark and the hippo are diving.
- Both the church and the government are on the wrong.
- Neither the shark nor the hippos are diving.

Exercises

A. For each of the following sentences, underline the verb or verb phrase in parenthesis that agrees in number with its subject.

1. The packet that I sent (contains / contain) the information you need.
2. The bins for the clothing drive (is filling/ are filling) quickly.
3. Rice, as well as potatoes, (is / are) a good source of carbohydrates.
4. The plates on the bottom roll (was, were) becoming dirty.
5. Many schools along the lake (was / were) damaged by the floods.
6. Both of the songs (sound / sounds) familiar.

- Either the sharks or the hippos are diving.

Special nouns

Singular

- Mumps is a dangerous disease.
- Politics is not only for atheists.
- This news has spread everywhere.

Indefinite pronouns as subjects

Singular

The following is a list of indefinite pronouns that are always singular.

each, neither, either, one, everyone, everybody, everything, no one, nobody, nothing, anyone, anybody, anything, someone, somebody, something

- Nothing was wrong.
- No one brings it.
- Each of the girls in the house has done her part.
- Neither of the boys knows his lines.

Plural

The following is a list indefinite pronouns that are always plural.

several, few, both, many

- Many of the farmers have made their own dams.
- Few of our visitors are Lambyas.
- Many in the classroom live in Jaghala.
- Several of the players are rehearsing.
- Both meetings were postponed.

Plural and Singular

These indefinite pronouns may be singular or plural.

some, all, any, most, none

- **Singular:** All of the cake is bitter.
("All" refers to a singular cake)
- **Plural:** Some of the schools are unsafe.
("Some" refers to plural school)

7. Some of the meat (needs / need) to be defrosted.
 8. Most of the council members (agrees / agree) with Gamaliel.
 9. Either of your plans (is / are) acceptable.
 10. One of the (artists/ artist) (incorporates / incorporate) South African style into his song.
 11. Each of the actors (prepares / prepare) a piece of display.
 12. The number of mosquitoes (has / have) increased this year.
 13. Twenty percent of the maize cob (were/ was) affected by weevils.
 14. Ten kilometres (are / is) not a long distance.
 15. This is one of those companies that (leads / lead) the community into the right direction.
- B. In the paragraph below, draw a line through each verb or verb phrase that does not agree with its subject and then write the correct form of the verb or verb phrase above the error.

For two thousands of years, the floor have been the centre of activity in Japanese houses. Sitting, as well as sleeping, are done on the floor. A *tatami* are the floor covering used in Japanese housing. These rectangular mats is made from rice straw. A typical tatami measure about six feet by three feet and is two inches thick. In some houses space are left between the mats. In others, the mats completely covers the floor. People takes off their shoes at the door to protect the floor and the mats. The foot covering that they put on are called a *tabi*, which is like a slipper. The rectangular size of the tatami have greatly influenced Japanese architecture. The height of shoji, which are sliding doors, match the length of the tatami...²

² Evler Mescal, *English Workshop*, Hild, Linehart and Winston: Austin, 1995, p.190.

CHAPTER 11

Verb tenses

The tenses of the verbs are the forms of verbs that help to show time. The principal part of verb you use and/or the auxiliary verbs that precede the principal parts of the verb show when the action or condition being describing occurred. The main verb tenses are the present, past and future tenses which are divided further into simple, continuous, perfect and perfect continuous tenses.

1. Present tense

(a) Simple present tense

(i). Used to talk about something that is always true

- The sun rises from the east.
- The pangolin walks by its hind legs.

(ii). Used to talk about things that happen habitually or regularly

- She lives for church at 8.00am.
- Does he work in the church?

(iii) Used to talk about now actions

- (You) go there.
- Please do this for me.

(b) Present continuous tense

Used to talk about an action that is happening now or this period of time

- We are just having breakfast.
- She is not listening to me.
- I am learning Swahili.

Note : Some verbs are not used in the continuous tenses, for example *need, want, know, agree, seem, appear, understand, smell, hear etc.*

(c) Present perfect tense

The present perfect tense is used to talk about an activity that started in the past and ends in the present.

- He has written a book.
- We have bought new clothes
- Have you ever been here before?

(d) Present perfect continuous tense

(i) Used with *for* and *since* to talk about an activity that started in the past and is still happening.

- I have been working since morning.
- They have been learning English for several years.

(ii) Used to talk about an activity that has finished but whose results are visible now.

- My eyes are aching because I have been reading.
- My hands are dirty since I have been gardening.

2. Future Tense

(a) The future simple

(i) Used to talk about the decision that you make as you are speaking.

- I will have tea, please.
- I will open the window. It's hot here.

(ii) Used to talk about what you know or think will happen in the future

- His grandfather will be ninety next year.
- Will she pass the examinations?

(b) The future continuous tense

(i) Used to talk about actions that will continue for a period of time in the future

- I will be waiting for you.
- She will be wearing a green shirt.

(ii) Used to ask somebody about their plans or intentions to get fulfilled in the future.

- How many days will you be just staying?
- Will you be driving back in the afternoon?

(c) The future perfect tense

Used to talk about an action that will happen in the future before another happens

- They will have lived here for ten years in June.
- By August 2020, Malawi will have attained its millennium goals.
- Jack shall have gone to school by the time Jane arrives.

(d) The future perfect continuous tense

Used to talk about the actions that will be happening for some time before another happens

- She will have been working here for a year in August.
- I shall have been studying by the time you call Jane.

3. Past tense

(a) The past simple tense

Used to talk about an action that took place in the past

- He brought the Bibles.
- He did not read the letter.

(b) The past continuous tense

(i). Used to talk about an action that was in progress at a particular time in the past.

- I was going home that day.
- What were you doing last week?

(ii) Used to talk about something that was already in progress when something else happened.

- He entered the room while we were sleeping

- While they were learning Islamic Jurisprudence, the teacher collapsed.

(c) The past perfect tense

Used to talk about something that happened before another action in the past

- I had already beaten him before he went to the teacher.
- When I got to the airport, the Boeing had already left.

(d) The past perfect continuous tense

(i) Used with *for* and *since* to talk about an activity that started at a time further back in the past than something else.

- She had been living there for three years when she met Harry.
- By August 2008, I had been learning English for two years.

(ii) Used to talk about an activity that had a result in the past

- My hands were untidy because I had been gardening.
- My eyes were aching because I had been reading.

Exercises

A. Identify the word or expression that best fits the blank spaces.

1. Jane ate alone because when she arrived everybody else _____ already.

- A. finished the meal
- B. had meal
- C. had had meal
- D. finished

2. By December this year he ___ in this town for three years.

- A. will live
- B. would have lived
- C. will have lived
- D. will be living

3. I ___ busy since last week.

- A. am
- B. have been
- C. had been
- D. was

4. We _____ English when we heard a loud cry outside.

- A. had learnt
- B. learnt
- C. were learning
- D. had been learning

5. Jack was reading while Jane _____ .

- A. cooked
- B. was cooking
- C. had been cooking
- D. is cooking

6. I _____ her in the streets yesterday.

- A. have met
- B. will meet
- C. met
- D. had met

7. All participants _____ enough when the feast ended.

A. had B. have had C. had had D. Have

8. Recently, I _____ to read three books in a week.

A. must manage B. will manage
C. have managed D. had managed

9. We are outside the house because it _____

A. was cleaned
C. is being cleaned

B. was being cleaned
D. is cleaned

10. The teacher promised that _____ he us a test next week.

A. would give B. had given
C. will give D. will have given

B. Underline the verb or verb phrase in parenthesis that best fits the sentence.

1. After the Scottish missionaries (left / has left / had left / will leave) the African church remained without learnt leaders.
2. Before December 2020, Malawi (will be / will have been) changed completely.
3. Peter Mutharika (has / had) this morning publicised his intention to stand as a president in the coming presidential elections.
4. The Director of ceremonies (has been / was / had been) clacking jokes to the audience when the delegation entered the hall.
5. By 2014, Malawians (will have been / will be) enjoying their democracy for twenty years.

C. Decide whether the following paragraph should be told in present or past tense and then change verb tenses to achieve consistency.

It all started as soon as I came home from school. I am in my room, and I have planned to study for two hours. It was about 5. o'clock. To my surprise, Nancy Chang decided to drop by. She dashes into the house, slams the door behind her, and yells for me. What she wanted is a fishing companion. She has been thinking about going fishing all week. Getting my gear together, I become excited and can almost see the fighting over which one is to be my first catch. On our way out to the lake, we see clouds begin to form, and we know we are in for trouble. It rains all right, for the whole weekend. Once again the fish had been granted a week's reprieve.³

³ John E. Warriner, *English Composition and Grammar* (Third Course), Orlando et al : Harcourt Brace Jovanovich, 1988, p507.

**CHAPTER
12**

Conditional sentences

Conditional sentences are sentences that are used to express possibilities. They are often called "if" sentences because they use "if" as their subordinating conjunction, though not always. Remember that conditional sentences are adverb clauses of condition. This means a conditional sentence has a main clause and a subordinate clause. As a conditional sentence, it means the subordinate clause is a condition and the main clause is the result. There are other words and phrases that can be used instead of "if" in conditional sentences. These words and phrases are, "unless", "provided", "in case", "had", "if only", "supposing that", "on condition that", "provided that", "as long as", "should".

Examples

- You will pass examinations provided you study hard.
- Unless she accepts my proposal she will suffer the consequences.
- The car would have overturned had she continued driving.
- They will succeed as long as they have life.
- You would succeed if only you studied hard.
- Supposing that you were in that battle field, wouldn't you be killed?
- I will do it on condition that you give me some money.
- Should she come, I will give her a gift.

There are three basic rules for conditional sentences.

The First Rule

If the condition (subordinate clause) is in present tense, the result (main clause) takes a future tense. This conditional sentence is used to talk about consequences of a possible action.

Examples

- *If I write my essay this morning*, I will go out in the afternoon.
- I will give you this book *if you solve this mathematical problem*.

Note: The italicised part is the condition and the other part is the result. Note also that, just as other adverbial clauses, the condition (subordinate clause) that begins a sentence is followed by a comma.

The Second Rule

If the condition is in past simple tense, the result takes *would* and a basic form of verb or an infinitive. This conditional sentence is used to talk about consequences of a hypothetical action.

Examples

- *If I wrote my essay that morning*, I would go out in the afternoon.
- *If you solved this mathematical problem*, I would give you a book.

The Third Rule

If the condition is in past perfect tense (had +past participle), the result takes *would have* and a past participle. This conditional sentence is used to talk about the possible consequence of an action that did not happen.

Examples

- I would have gone out that afternoon *if I had written my essay the morning before*.
- *If you had solved this mathematical problem*, I would have given you a book.

Exercises

A. Choose the best option (A, B, C, D) that best completes the sentences.

1. If the church had not helped the refugees most of them _____ of starvation.
- would die.
 - might die
 - will die
 - would have died
2. He would see the robber if he _____ earlier.
- had come
 - come
 - came
 - would come
3. Should I write the home work early, I _____ you to the market.
- would accompany
 - could accompany
 - will accompany
 - would have accompanied
4. Unless you work hard, you _____ these examinations.
- would pass
 - will pass
 - will not pass
 - have to
5. If you _____ him tomorrow, he will reply next week.
- wrote
 - will write
 - may write
 - write
6. If I _____ enough food, I would have given you some.
- had
 - would have
 - had had
 - have had
7. Had he written the examination, he _____ a certificate.
- would acquire
 - would have acquired
 - will have acquired
 - could acquire
8. I'd call her if I _____ her to come.
- wanted
 - had wanted
 - would have wanted
 - will want
9. If she'd finished it earlier, I _____ her script earlier that week.
- would mark
 - would have marked
 - had marked
 - will mark
10. We would have all died if the police _____ to the scene.
- did not come
 - would not come
 - did not come
 - had not come

CHAPTER 13

Reported speech

Reported speech (also called indirect speech) is a term used for the words that are used to report what someone says, has said, said , has thought or thought.

(a) Reporting statements in the present

If the reporting verb (say, ask, etc) is in the present or present perfect, then the tense of the sentence does not change.

“I am going home,” Jane says.

➤ Jane says she’s going home.

“The government has lost its direction,” the clergy have announced.

➤ The clergy has announced that the government has lost its direction.

(b) Reporting statements in the past

(i) Present simple becomes past simple

“I don’t know whether she needs this advice” the teacher said.

➤ The teacher said that he did not know whether she needed that advice.

(ii) Present continuous becomes past continuous

“Jack is thinking of going to Mzuzu tomorrow,” Mary said.

➤ Mary said that Jack was thinking of going to Mzuzu the following day.

(iii) Present perfect becomes past perfect

“Have you booked your room?” the waiter asked me.

➤ The waiter asked me whether I had booked my room.

“He has done it,” she said.

➤ She said that he had done it.

(iv) Past simple becomes past perfect

“I finished hoeing yesterday,” the farmer said.

➤ The farmer said that he had finished hoeing the previous day.

“I came here last week,” I said.

➤ I said that I had gone there the previous week.

(v) Will becomes would

“They will ring you from the port,” the man said.

➤ The man promised that they would ring me from the port.

(vi) Can becomes could

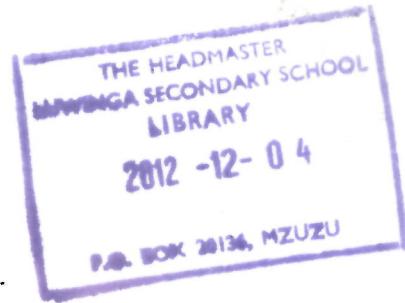
“I can’t speak Mambwe,” the foreigner said.

➤ The foreigner admitted that he could not speak Mambwe.

Note: the modal verbs *should*, *would*, *might*, *could*, *must* and *ought to* are not usually changed.

“We might go to the church,” the pastor said.

➤ The pastor said they might go to the church.



(c) Reporting Questions

The word order in reported questions is the same as in a normal statement, not as in a question, and there is no question mark.

(i). To report yes/no questions you use if or whether.

“Are you sure?” he asked.

➤ He asked whether I was sure.

“Have you done it?” she asked.

➤ She asked if I had done it.

(ii) Sentences with wh- questions, the wh- stays in the sentence and the pronoun of the subject comes first before the verb.

“When are you leaving for Chitipa?” Martha asked Tumpale.

➤ Martha asked Tumpale when he was leaving for Chitipa. (note the exchange of positions between the pronoun and the verb)

(c) Reporting requests and commands

When you report a request or an order, you usually use a to-infinitive (basic form of verb).

“Will you open the door for me please,” She requested.

➤ She asked me to open the door for her.

“Don’t eat all the biscuits!” he ordered.

➤ He ordered the children not to eat all the biscuits.

Change of words in indirect speeches

today	becomes	that day
yesterday	becomes	the previous day/ the day before
yesterday morning	becomes	the morning before
last night	becomes	the night before
last week	becomes	the previous week
tomorrow	becomes	the following day
the day after tomorrow	becomes	in two days time
next week	becomes	the following week
next year	becomes	the following year
here	becomes	there
ago	becomes	before
a year ago	becomes	a year before or the previous year
now	becomes	then
this	becomes	that or the
these	becomes	those or the

Examples

Direct: I shall work it out tomorrow,” he said.

Indirect: He said he would work it out the following day.

Direct: “He is doing it now,” I said.

Indirect: I said that he was doing it then.

Direct: "I met Ivy some years ago," She said.

Indirect: She said that she had mate Ivy some years before.

Direct: "These books are mine," I said.

Indirect: I said that those books were mine.

Instances when tenses do no change

- When the reporting verb is in the present tense

Direct: They say, "we have finished."

Indirect: They say they have finished.

- When the sentence in the past perfect tense or past perfect continuous tenses

Direct: He said, "I had done the job very well."

Indirect: He said that he had done the job very well.

- When reporting facts or what the speaker believes as facts.

Direct: "God is love," the pastor said.

Indirect: The pastor said that God is love.

Exercises

A. Choose the answer (A, B, C and D) that has been correctly changed from direct speech to indirect speech.

- "I wish I did the work in time," the teacher said.
 - The teacher said he wish he did the work in time.
 - The teacher said he wished he had had done the work in time.
 - The teacher said he had wished he had done the work in time.
 - The teacher said he wished he did the work in time.
- "Alexandria city is found in Egypt," the teacher said.
 - The teacher said that Alexandria city was found in Egypt.
 - The teacher said that Alexandria city is found in Egypt.
 - The teacher said that Alexandria city is being found in Egypt.
 - The teacher had said that Alexandria city is found in Egypt.
- "I will come here tomorrow," she said.
 - She said that she would come here tomorrow.
 - She said that she would come there the following day.
 - She said that she would go there the following day.
 - She said that she would come there tomorrow.
- "I can see them crying," Peter said.
 - Peter said that he could see them crying.
 - Peter said that he can see them crying.
 - Peter said that he had seen them crying.
 - Peter said that he saw them crying.
- "I had everything yesterday," the beggar said.
 - The beggar said that he had everything the previous day.

- B. The beggar said that he had had everything the previous day.
- C. The beggar said that he has had everything yesterday.
- D. The beggar said that he did have everything the previous day.

B. Rewrite the following sentences consistently, first by using reported speech and then by using direct speech.

- 1. The soldier warned the president do not drive alone again.
- 2. The student persuaded the teacher to please don't punish me.
- 3. The pastor asked him why was he going with unmarried women.
- 4. Your proposal was accepted, the Manager told him and asked him when do you want to start work?
- 5. The priest asked me when was I baptised.
- 6. The leaders of the Sanhedrin commanded the apostles do not preach again the name of Jesus.
- 7. He inquired whether did the Human Rights Organisation react to the abuse.

C. Rewrite the following passage by correcting the inconsistency of speeches

The doctor asked him why had he left taking Antiretroviral drugs. He could not answer the question because he did not want to involve the pastor in the matter. The truth was that the man was influenced by his pastor's message and prayer to stop taking Antiretroviral drugs. The pastor said to all HIV infected people in the congregation dump all your medicines if you believe that you have been healed. He said the past has gone and the new has come. He also said those who will take Antiretroviral drugs or go for testing or seek any medical attention still live in the past and have no faith in the healing power of Jesus. After a chain of prayers and messages the HIV infected persons in the congregation rushed to their homes and dumped the life prolonging drugs believing they were free from the disease. In few weeks the health of Mr. Aaron Mandimba changed to the worse. He shamelessly told his wife go and look for a car and carry me to the hospital.

1. The Structure of a sentence

A sentence is a group of words that expresses a complete thought. It begins with a capital letter and ends with a period, question mark or full stop. It ends with a period when it is declarative or imperative. It ends with a question mark when it is interrogative, and it ends with an exclamation mark when it is exclamatory.

Every sentence has two basic parts, a subject and a predicate. A simple subject is the principal noun (or a noun phrase or noun clause) or pronoun that tells what a sentence is about. The simple predicate is the finite verb or verb phrase that tells something about the subject.

- *Jane speaks.*

Jane is the subject and *speaks* is the predicate.

The subject may be a noun phrase or noun clause

- *To help John will be a good thing.*
- *What he said surprised everyone.*

A sentence may have a compound subject.

- *The goats, elephants and zebras regurgitate food.*

A sentence may have a compound predicate.

- *Everyone wrote and passed.*

Not always will the subject be at the beginning of the sentence.

- *Here is my opinion.*
- *Disappointed by the news, Zabweka drove off in anger and made an accident at the bridge.*

A sentence may have a subject which is not openly expressed.

- *[You] stop!*

A sentence may have an object. The subject of the sentence usually performs the action indicated by the finite verb. That action may be directed towards or may be received by someone or something. The recipient of the action is what is known as the object.

- *The government needs the church.*

The object may be a noun phrase or noun clause

- *I like playing chess.*
- *I want to play football.*
- *I waited for what he had promised me.*
- *I know the one who came here.*

Objects are used as complements of the verb. Apart from the object of the verb, several parts of speech (mostly adverbs and adjectives) can be used to add content to the sentence.

2. Types of sentences

(a) Simple Sentence

A simple sentence has one independent clause and no subordinate clauses. It has only one subject and one predicate, a verb or verb phrase. It may also have an object.

- The Bible is the shelf of sixty-six books.
- I know him personally.
- The arrival of dead bodies in the villages caused deep resentment against the party.

(b) Compound sentence

A compound sentence has two or more independent clauses but no subordinate clauses. In effect, a compound sentence consists of two or more simple sentences joined by a semi colon or by coordinating conjunctions such as *and, but, nor, whereas, or, for, so and yet*.

- In 1850s early explorers discovered Lake Malawi, and they gave it a redundant name.
- I would like to marry, but my father will not allow it.

(c) Complex sentence

A complex sentence has one independent clause and at least one subordinate clause. Complex sentences often have conjunctions. The most common subordinating conjunctions are *after, although, as, because, before, how, if, since, than, that, though, unless, provided, until, when, where, while, before, as far as, considering, in as much as, unless, wherever, until, whereas and so that*.

- Boundaries, where service to humanity is concerned, do not exist.
- They were forced to eat rapidly because everyone had to be locked at 4 pm.
- The early missionaries rejected the adoration of ancestral spirits practiced by the Tumbuka although they did not know its value to an African.

(d) Compound-complex sentence

This type of sentence is not used frequently. It contains two or more independent clauses and at least one subordinate clause.

- Since the room was dark, he fumbled for the door, and Jane heard the noise from the room.
- The government must take care of poor people, and the church must also do the same if we are to be more realistic.

3. Sentence Beginnings

Not always do sentences begin with subjects. Beginning a sentence in the same way can send your readers to sleep. The subject-predicate-object sequence can be particularly monotonous. Here are some ways of creating variety in your sentence beginnings.

(a) Beginning with an adjective

- Small and portable, the laptop has eased the life of an academic.

(b) Beginning with an adverb

- Cheerfully, the choir marched into the camp.

(c) Beginning with an adverbial clause

- As the congregation began to enter the temple, the pastor switched on the rights.

(d) Beginning with a prepositional phrase

- In the centre of the temple, they fixed a cross made of iron.

(e) Beginning with a participle phrase

- Disappointed by the corrupt church administration, he broke away from the church.
- Helping his father in the farm, John developed a rare hard working spirit.

(f) Beginning with an appositive

➤ *A well planned function*, the party provided enjoyment for all.

4. Avoiding fragments

A fragment is a separated sentence part that does not express a complete thought. It may be a phrase or a subordinate clause.

(a) Fragments in form of phrases

Fragment: The moderator of Rumphi Presbytery.

Corrected: We talked with Rev. J.W.R. Jere, *the moderator of Rumphi Presbytery*.

Corrected: *The moderator of Rumphi Presbytery* Rev. J.W.R. Jere turned up for the meeting.

Fragment: Probably a Santa Claus or a ghost.

Corrected: I saw a strange figure, probably a Santa Claus or a ghost.

Fragment: Firstly, the importance of the church to national development.

Corrected: Firstly, the church is very important to national development.

Fragment: Leaving the Pastor and the elders standing helplessly in front of the congregation.

Corrected: The preacher went out of the temple *leaving the Pastor and the elders standing helplessly in front of the congregation*.

Corrected: *Leaving the Pastor and the elders standing helplessly in front of the congregation*, the preacher went out of the temple.

Fragment: To condone evil acts.

corrected: *To condone evil acts* will be a grave mistake.

corrected: He does want *to condone evil acts* this time.

(b) Fragments in form of subordinate clauses

Fragment: As the mad man entered the temple.

Corrected: The congregation kept on singing *as the mad man entered the temple*.

Corrected: *As the mad man entered the temple*, the congregation kept on singing.

Fragment: The boy who sneaked in while we were praying.

Corrected: The boy who sneaked in *while we were praying* is dead.

5. Avoiding run-on sentences

A run-on sentence consists of two or more independent sentences separated by a comma or no punctuation mark.

Run-on: Last year they spent their Easter holiday in Zomba, this year they plan to spend it in Mzuzu.

Corrected: Last year they spent their Easter holiday in Zomba. This year they plan to spend it in Mzuzu.

Run-on: Where are theological laboratories to test the existence of God we will not believe in God if there is no scientific proof for his existence.

Corrected: Where are theological laboratories to test the existence of God? We will not believe in God if there is no scientific proof for his existence.

6. Misplaced phrases or clauses

Phrases and clauses must be at their right places. An adjectival phrase or clause, for example, must always qualify its right noun or pronoun. Here is an example:

Misplaced: The lay teacher went to his classroom in the navy blue shirt earlier than he was instructed.

Corrected: The lay teacher in the navy blue shirt went to the classroom earlier than he was instructed.

Exercises

A. Use the following phrases and clauses to begin sentences of your own.

1. After twenty good years
2. To frighten him
3. At the edge of the cliff
4. Acting like a leader
5. Driven by his emotions
6. After the members of the club dispersed
7. Because the government is reluctant to act on the plague
8. Whenever he visited his home village
9. Before she came to power
10. While the church remained silent

B. In the following paragraph every sentence begins with the subject. Revise each of them to demonstrate that you have learnt about varying sentence beginnings. Use introductory words, phrases and/or clauses.

I overheard my parents one night when I was about six years old as they talked about a prowler in our neighbourhood. I was wakened later by the crunch of footsteps on the gravel driveway outside my window. Someone was standing in the driveway and looking at our house. My voice failed me completely for a few seconds. My scream, when it finally came, could have been heard a mile away. The person outside, probably startled by my scream, had disappeared. The front door suddenly slammed and my father dashed into the room. He had remembered, just before going to bed, an important letter that he had forgotten to mail. He had gone out to the mail box down the block to mail it. My prowler had obviously been my father.⁴

C. Rewrite the following sentences correcting the position of the adjective phrases or clauses.

1. The reverend received a letter telling him that his grandmother was ill who lives in Kafora.
2. The doctor asked the man if he had a heath passport who had just entered his consultation room.
3. The orphan was waiting for food having a sorrowful face at the bus deport.
4. The bus crashed straight into cliff with faulty brakes.

⁴ John E. Warriner, *English Composition and Grammar* (Third Course), Orlando et al : Harcourt Brace Jovanovich, 1988, p336.

5. The South African team scored the first goal in the green and white uniform.

D. Combine each of the following pairs of sentences into one sentence.

1. The police arrested the crook. The company had received forged banknotes from the crook.
2. The leader explained the process. Firearms were prepared through the process.
3. The school knew the vehicle was faulty. They sent the vehicle on a long distance trip.
4. The students continued to write. The invigilator had instructed them to stop.
5. One member was mobilizing the community for the revolt. The other member was assembling weapons.
6. The government was just about to arrest him. He committed suicide.
7. Chuma and Susi were very saddened by the death of their friend. They had lived with their friend for many years.

E. Some sentences below are fragments or run-on. Identify them and correct them accordingly.

1. He was thankful to his teacher. Who taught him playing the piano.
2. Most early missionaries were scholars, they had been either in high schools or universities.
3. Although the distance from Egypt to Canaan was short, it took a long time for the Israelites to reach Canaan.
4. By the time Malawi became independent, most churches had had African leaders.
5. Sometimes governments become so oppressive that revolt becomes the right action to take.
6. The founders of Church Music Society met every Wednesday night they used the high school music room.
7. The two teachers took turns in escorting the patients. To the General hospital which was ten miles away.
8. Selah spoke well before the president, he received a loud round of applause.
9. The meeting drew a large cloud, the audience was quite impressed. By the skills of the speakers.
10. While he was preaching, the irritated member mockingly dashed out of the temple.

Confusing words and expressions

The meanings and use of some words have posed great problem to most students at M.S.C.E. level. The following section explores some of the easily confused words and expressions.

Unless meaning “except if or if not”

Example: Unless you work hard, you will not the examination.

Meaning: If don't work hard, you will not pass the examination.

“Mind” meaning “care”

Example: Do you mind opening the window?

Meaning: Do you care opening the window?

Answering the question used with “mind”?

Question: Do you mind opening the window for me?

Answer: “Yes, I mind” means you don't want to open the window

Answer: “No, I don't mind” means you want to open the window

“Had better” meaning “you should or you ought”

Example: He had better go before it is too late.

Meaning: It is advisable for him to go before it is too late

“Wish” meaning “to show regret about the past action”

Example: I wish I had gone to school.

Meaning: It is regrettable that I did not go to school.

“Borrow” and “lend”

“Borrow” means to take or receive that you intend to return at a later time.

Example: I borrowed a pen from the teacher.

“Lend” means to give something that you expect to receive back.

Example: The teacher lent me his pen.

“Reach” and “arrive”

“Reach” is an intransitive verb.

It is therefore not followed by a noun or pronoun.

It is often followed by a preposition.

Example: The boy arrived in the morning.

“Reach” is a transitive verb.

It is therefore followed by a noun or pronoun.

Example: The massage reached him at night.

“Put on” and “wear”

“Put on” means the action of putting a cloth/dress on the body or part of the body.

Example: I asked him to put on my jacket.

“Wear” means the state of being in the cloth/dress

Example: Students are not allowed to wear jeans.

“Advise” and “advice”

“Advise” is a verb that means to give counsel

Example: I advised him not to marry another wife.

“Advice” is a noun that means counsel(noun)

Example: He is fond of giving advice.

“Lie” and “lay”

“Lie” means to tell untruth (*past-lied*)

Example: She lied about her age so that she could watch the film.

“Lie” again means be in a horizontal position (*past- lay*)

Example: He is lying on the floor.

“Lay” means bring forth eggs (*past-laid, past participle- lain*)

Example: The ostrich lays many eggs.

“Lay” again means spread something (*past-laid*)

Example: He laid the mat over the dead body.

“Accept” and “except”

“Accept” means allow

Example: Please accept this small gift.

“Except” means apart from

Example: The bank opens every day except on Sundays.

“Affect” and “effect”

“Affect” means to influence; to act upon

Example: The HIV/AIDS pandemic has affected everyone.

“Effect” means a result or to achieve a result

Examples: The effects of the earthquake have been felt everywhere.

The new head teacher has effected a change in students’ behaviour.

“Later” and “latter”

“Later” means after some time

Example: You can come later and not now.

“Latter” means the second of the two mentioned

Example: The options were French and Latin, I chose the latter.

“Precede” and “proceed”

“Precede” means to come before somebody or something

Example: Bakili Muluzi was preceded by Kamuzu Banda.

“Proceed” means to move on or to continue

Example: After resigning from his post he proceeded with his business.

“Prophecy” and “prophesy”

“Prophecy” is used as a noun to mean a prediction about the future or a word from God through someone.

Example: His prophecies always come true.

“Prophesy” (past- prophesied) is used as a verb to predict the future or to speak on behalf of God

Example: He prophesied about the outcome of the match.

“Foreword” and “forward”

“Foreword” means an introduction

Example: The purpose of the book is clearly stated in the foreword.

“Forward” means ahead; toward the front.

Example: Keep going forward and do not look back.

“Principal” and “principle”

“Principal” means the head of the institution; greatest; first; main

Example: Mchere is one of the principal characters in the story.

“Principle” means a basis of truth or a rule of conduct

Example: It is his principle not to befriend lazy people.

“Stationary” and “stationery”

“Stationary” means fixed or unmoving

Example: The bus crushed into a stationary vehicle.

“Stationery” means writing material or equipment

Example: We are running short of stationery in this office.

“Conscious” and “conscience”

“Conscious” means aware; mindful or awake (opposite- unconscious)

Example: The injured person was still conscious when the doctor arrived.

“Conscience” means the sense of right and wrong

Example: My conscience would not allow me to cheat.

“Brake” and “break”

“Brake” means a stopping device e.g. bicycle brake

Example: He put her foot on the brake and managed to stop the car.

“Break” means shatter, separate or a period of rest (past- broke)

Example: He broke his arm in a car accident.

I worked all day without a break.

“Coarse” and “course”

“Coarse” means rough or not smooth

Example: This salt is too coarse.

“Course” means the path of action or progress; also a unit of study or subject

Examples: Resignation was the only course left for him.

I would like to enrol on a computer course.

“Council”, “counsel” and “cancel”

“Council” (noun) means a group called together to accomplish a particular job in a certain area, town or country

Example: The town council has decided to build a new court.

“Counsel” means a piece of advice or to advise.

Example: The nurse was forced to counsel her.

“Cancel” means to decide that something that had been planned will not happen or cross out letters

Example: The president’s visit has been cancelled because of bad weather.

“Hear” and “here”

“Hear” means to receive sound through ears (past- heard)

Example: Do you hear what he says?

“Here” means this place

Example: Come here please.

“Formally” and “formerly”

“Formally” means properly; according to strict rules or officially

Example: You must write your letter formally.

“Formerly” means previously; in the past

Example: Chitipa District was formerly unknown as Fort Hill.

“Its” and “It’s”

“Its” means the possessive of *it* or belonging to

Example: The bird moved its leg.

“It’s” means “it is”

Example: It’s going to rain.

“Peace” and “piece”

“Peace” means opposite of strife; calmness, no war or violence

Example: For a decade now, there is no peace in Afgastan.

“Piece” means a part of something

Example: Do you have any piece of paper?

“Their” and “there”

“Their” means the possessive of “they” or belonging to

Example: They lost all their books.

“There” means at that place; available or exist

Examples: I left it there.

There is no one here.

“Weak” and “week”

“Weak” means feeble, lacking force (opposite of ‘strong’)

Example: This chair is too weak to support my weight.

“Week” means seven days

Example: I will be here only for a week.

“Weather” and “whether”

“Weather” means conditions outdoors

Example: The weather is quite bad this day.

“Whether” means if, indicates alternative or doubt

Example: I don’t whether he will come or not.

“Quiet” and “Quite”

“Quiet” means silent; still

Example: Please keep quiet.

“Quite” means to a great extent; completely

Example: She writes quite well.

“Elder” and “older”

“Elder” means seniority; the older of the two

Example: My elder brother has gone to school.

“Older” means more aged than the other

Example: I am older then him.

“Each other” and “one another”

“Each other” is used for two things or people

Example: Martha and Jane looked at each other.

“One another” is used for more than two things or people

Example: They looked at one another in shame.

“Little” and “few”

“Little”, meaning not enough, is used with uncountable nouns. Uncountable nouns are nouns that lack plural forms. Examples of such words are air, excellence, wealth, furniture, success etc

Example: We registered little success.

“Few”, meaning not many, is used with countable nouns. Countable nouns are nouns that have plural forms. Examples of such words are boy, computer, book, government etc.

Example: I found few books on the shelf.

“Little” and “a little”

“Little” means not enough or almost nothing. It has a negative meaning.

Example: The cup has little water.

“A little” means some or a certain small amount. It has appositive meaning.

Example: There is a little hope of survival.

“Few” and “a few”

“Few” means not many or almost nothing. It has a negative meaning.

Example: There are few books left on the shelf.

A few means some or a small number of. It has a positive meaning.

Example: I found a few students and delivered my lesson.

“Injure”, “wound”, and “damage”

“Injure” is used for wounds received in accidents

Example: Our principal striker was injured.

“Wound” is used for injuries caused by weapons.

Example: Goliath was seriously wounded.

“Damage” is used for harm to objects not human beings.

Example: The earthquake has damaged the bridge.

“in time” and “on time”

“In time” means before the time appointed

Example

Since the room for the wedding was small, I had to go in time to find a place to sit.

“on time” means on the exact time appointed.

Example: You will not find the bus because it always starts off on time.

“For” and “since”

“For” is followed by a period of time while

➤ He has been studying at this school for eight years

“since” is followed by appoint of time.

➤ He has been studying at this school since 2006.

Exercise

Identify the word or expression (A, B, C and D) that best fits the blank spaces.

1. The bus crashed into a stationary vehicle but no passenger got _____

- A. injured B. wounded
C. broken D. damaged

2. Who _____ you this book?

- A. borrowed B. hired
C. rent D. lent

3. We _____ home at dawn.

- A. Arrived B. reached
C. reached at D. reached in

4. The pastor did not mind _____ at his members.

- A. to shout B. shouting
C. to have shouted D. shouted

5. It is difficult for me to help you because I too have _____ papers left.

- A. a little B. Few C. a few D. little

6. Since the car has _____ fuel, we can reach our destination.

- A. a little B. a few C. little D. few

7. Since she was ill, she _____ in bed until noon.

- A. lay B. Laid C. lied D. lain

8. After the meal she _____ the mat on the floor and slept on it.

- A. lied B. Laid C. lay D. led

9. He needs a responsible person to _____ him.

- A. cancel B. council
C. counsel D. cancer

10. She danced _____ well.

- A. quit B. quiet C. quite D. cute

**CHAPTER
16**

Writing paragraphs

A paragraph is a group of closely related sentences. It may be long or short, a section of longer piece of writing or complete in itself. In this chapter you will learn about the structure, characteristics and types of effective paragraphs.

(a) The structure of a paragraph

1. *The Topic Sentence*

A paragraph is a series of sentences that presents and develops one idea about a topic. This idea is often stated in a single sentence known as a topic sentence. The topic sentence controls the whole paragraph and all the other sentences give details that develop or support that topic sentence. The topic sentence often (and not always) comes at the beginning of a paragraph. The underlined sentence in the following paragraph show the topic sentence.

Soon after the storm subsidised, a number of things were discovered. Firstly, eight form three students lay in their classroom baked in blood. They had been hacked by iron sheets that were falling from the roofs. Secondly, seventeen students of different classes had been greatly injured in the course of coming out from classrooms. Most of them could not even manage to walk on their own.

It should also be noted that some paragraphs may not contain topic sentences. However, a paragraph that does not have a topic sentence still expresses one idea. The following paragraph for example does not contain a topic sentence yet it expresses one idea. The idea is the location of Chankhomi Secondary School.

Chankhomi Secondary School is found two kilometres away from Rumphi Trading Centre and it is situated off Rumphi - Bolero road. When coming from Rumphi Trading Centre, turn your right after Msika Wanjara. The school is found just few metres from the turn off.

2. *Supporting sentences*

Other sentences in the paragraph give specific details that support the main idea stated in the topic sentence. In an effective paragraph, the main idea in the topic sentence is supported by three or more details in the paragraph. A paragraph with only one or two supporting details is said to be weak.

(b) Characteristics of a paragraph

1. *Unity*

Every sentence in a paragraph should be directly related to the main idea to have unity in the paragraph. Any sentence that does not relate to the main idea as it is expressed in the topic sentence should be omitted. Such sentences make the writer's idea difficult to follow or understand. The best way to achieve a unified paragraph is to check each sentence against the topic sentence, both as you write and as you evaluate what you have written. In the following paragraph the underlined sentence is not related to the topic sentence and destroys the paragraph's unity. It has nothing to do with the main idea of the paragraph. Therefore, it should be removed if unity is to be brought in the paragraph.

Many people worry about the effects of television on the young. According to studies, some children spend more time watching television than they spend in school. Because of this extensive passive viewing, children may not develop the habit of reading and the ability to entertain themselves. No one worries much about radio programs, although radios can be very noisy. People also wonder about the effects of television commercials. In one year an average child will

*see twenty-five thousand television commercials, all planted and written by adults to make a child want things that the children in the commercial possess.*⁵

2. Coherence

A paragraph in which the ideas are easy to follow has coherence. In a coherent paragraph, information is presented in a logical way, and the relationship between the ideas is clear. Three types of logical order that may be used in a paragraph are chronological order, spatial order and order of importance.

(a) Chronological order

Chronological order is the arrangement of events in the order in which they occurred. Chronological order is also used to explain a process, with the steps in the process arranged in the order in which they must be carried out. The following paragraph shows the chronological order of events.

*Early in the morning, at five o'clock, Vimbai woke up. First, she opened the window to see what the day was like. Then she yawned and stretched her arms. Afterwards she went into the bathroom. While she was running the taps to fill up the bath, she brushed her teeth. As soon as the bathtub was full, she stepped in and thoroughly soaped and sponged her body. Eventually, she dried herself up and started combing her hair.*⁶

To clarify the steps in chronological order, transitional expressions are needed. The following words and phrases are often used as transitional expressions in paragraphs arranged in chronological order.

after, after that, then, before, before long, earlier, as soon as, at first, finally, first (second, third, etc.), next, at last, at the same time, now, soon, earlier, during, since, eventually, afterwards, later, meanwhile, in the end, formerly, during, at last.

(b) Spatial order

If your purpose is to describe, you may want to use spatial order to show where objects are in relation to one another. The order that you choose depends partly on what you are describing and partly on the impression you want to create. You may describe the objects from left to right, from near to far, from top to bottom, from outside to inside, and so on. For example, if you wished to emphasize the great height of a skyscraper pyramid, you might begin by describing specific details at street level (or even below the ground) and then move the reader's eye gradually upward, stage by stage, to the top of the building.

*From the distance of a few miles, and standing on a higher place, they could take in the whole landscape at a glance. The village was large and equally cleft in two by a long narrow stream, almost hidden by its bushy banks. The smaller side of the village was less crowded... On the opposite side and large side, however, flourished a long stretch of fruit trees, richly dressed in green. Further down, the village lay sprawled in clusters of thatched mud huts... Lengthwise the village extended out of sight, but its breadth ended with a range of hills. At the base of the hills was the European quarters known as the hill station... This advantageous position was further heightened by a thick overgrowth of trees that shrouded the houses, giving them a desired privacy.*⁷

The following words and phrases help to clarify locations in paragraphs arranged in spatial order.

above, across, against, ahead, along, alongside, around, at, before, behind, below, beneath, beside, between, beyond, by, in a corner, in back of, in front of, inside, in the

⁵ John E. Warriner, *English Composition and Grammar* (Third Course), Orlando: Harcourt Brace Jovanovich, 1988, pp 49-50.

⁶ Shimmer Chinodya, *Step Ahead New secondary English Student's Book 4*, Blantyre : Longman Malawi, 1993 , p23.

⁷ Ibid, p62.

middle, next to, on outside, opposite, over, through, to the side of, towards, under, underneath, up, within, (and other words and phrases that demonstrate the position of an object).

(c) Order of Importance

In paragraphs that give information or persuade, details are often arranged according to the order of importance, beginning with the most important and going down to the least important ones or vice versa.

What a widow needs above all is the financial support to look after herself and her children. It is equally important for her to get legal custody of the children, in addition to securing ownership of the house. Besides the house, the widow needs to inherit the family property especially if she is to look after the children well. Of major importance is the understanding and sympathy of the relatives, which the widow will need to help her cope with, and overcome, her loss. It is important that the relatives do not interfere too much with the widow or make too many demands on her. Lastly, if the widow wishes to remarry and the children are guaranteed security, nobody must stand in her way.⁸

The following words and phrases help to arrange points in order of importance.

above all, better, best, besides, compared to, especially, important, first, furthermore, in addition to, more important, next, of less importance, of major concern, to begin with, worst, worst of all, etc.

(d) Direct references

- (1) The most natural way to achieve coherence in a paragraph is by using direct references. The first way is to use a pronoun that refers to a noun or an idea in a preceding sentence.
 - There is need for people to plant trees on bare grounds. *This* will help in replenishing the trees which have been cut down.
- (2) The second way to use direct references is to repeat a key word from a preceding sentence.
 - *Short stories* are not just stories that are short. *Short stories* refer to special kinds of literary forms with their definitive features.
- (3) The third way to use direct references is to use a demonstrative adjective with a repeated noun.
 - On Saturday I met Mr Kanyenda and Mr Longwe on their way to the hotel. *These* two men had agreed to buy land from me.
- (4) The last way is to use a word or phrase that means the same thing as a word or phrase in a preceding sentence.
 - He gave him a precious *gift*. The *present* was in form assorted books.

(e) Transitional Expressions

Transitional expressions are words or phrases that make transitions from one idea to another by showing the relationship between the ideas. Such expressions must be chosen carefully. It has to be noted however that transitional expressions are not required in every sentence. A paragraph in which all the sentences are linked by means of such expressions sounds artificial. Direct references are needed more frequently and should be used whenever possible. The uses of transitional expressions are as follows:

1. to link similar ideas

⁸Ibid. p40.

- again, also and, another, besides, for example, for instance, furthermore, in addition, in a like manner, likewise, moreover, of course, similarly, too
2. to link ideas that are dissimilar or apparently contradictory
- although, as if, but, conversely, even if, however, in spite of, instead, nevertheless, on the contrary, on the other hand, otherwise, provided that, still, yet
3. to indicate cause, purpose or result
- as, as a result, because, consequently, for, for this reason, hence, since, so, then, therefore, thus
4. to indicate time or position
- above, across, afterward, around, at once, before, beyond, eventually, finally, first, here, meanwhile, next, presently, thereafter

Exercises

A. Identify the topic sentence in the following paragraph.

Marriage contributed to the increased membership of Providence industrial Mission. In these cases either the husbands followed the wife or vice versa. In some situations a man would leave his church for the sake of marrying a PIM woman whose parents refused to let her leave PIM. During the early period of PIM and in the early 1940s, some men from Blantyre would go there predominantly to seek a wife, as they believed that women of PIM were well disciplined, clean, smart and educated. Jackson Chiwayela, (for example), born at M'bwana village in Kadewere in Ciradzulu district, married Nasolo's daughter at Ntipasanjo village in Mpama in the same Chiradzulu District.⁹

B. What arrangement makes a correct paragraph out of the following sentences?

1. However, there are three ways of retrieving information from the distant past.
 2. This kind of study is done by specialists known as archaeologists.
 3. The information about the distant past is not easily known.
 4. Archaeology is the study of the past based on objects found in the ground.
 5. The first is archaeology.
- A. 2, 1, 4, 5, 3
 B. 5, 4, 2, 1, 3
 C. 1, 5, 4, 3, 2
 D. 3, 1, 5, 4, 2
 E. 1, 5, 2, 3, 4

C. Identify the signalling devices found in the following paragraph by underlining them.

The first president to serve a full four year term in the White House was Thomas Jefferson. When he lived there, however, it was called the President's house. Although Jeferson was a creative and organized writer, he was disorganized when handling administrative details. The table that served as his desk held important papers also held his garden tools. The shelves on his office wall had books, charts and maps mixed in with flower and plants. When Jefferson was alone in his office, he let his mocking bird out of the cage and allowed it to fly around. He was just as disorganized when he entertained guests. There seemed to be no planning

⁹ Patrick Makondesa, The Church History of Providence Industrial mission, Zomba: Kachere, 2005, p108.

ahead for dinner parties. Nevertheless, Jefferson had such a productive mind that he could operate anywhere.¹⁰

D. Which sentences destroy unity in each the following paragraphs?

1. Growing a plant is an emotional experience. There is something soothing about plunging your hand into dirt to plant a seed. Planting a tree can also be rewarding. It's exciting to see that first little bud burst out of earth. One can't help but be thrilled to think that the plant will soon be full-grown. It's sad when a plant dies. It's almost like losing an old friend.¹¹
2. The Northern Region of Malawi is a land of great natural beauty. Nearly half of the area is covered with natural trees of different species. The Region takes particular pride in the Vwaza Game Reserve and Nyika National Park that harbour the elephants, zebras, giraffes, birds and hippopotamuses. The Northern Region is about one third of the Central Region. Its city, Mzuzu, is on the plateau which receives a cool breeze from Lake Malawi on the east.

¹⁰ Evler Mescal, *English Workshop*, Hild, Linehart and Winston: Austin, 1995, p.26.

¹¹ Ibid. P.26.

There are five types of compositions examined at MSCE level. These are: letter, report, speech, short story and factual essay. The first four come more frequently during MSCE examinations than the last. Each type of composition has its own lay out and guiding principles which have to be mastered by the students. One other area that needs special attention is planning before writing any type composition. "Failure to plan is planning to fail." Planning is the stage that needs creativity. It involves generation of ideas on a given topic and arranging the points in an order that will make a good and coherent composition. Except in some cases of short stories, the generated ideas must have main points and supporting points. The main points represent the topic sentences of the paragraphs while the supporting points represent the details of the paragraph. Short stories will receive a special consideration in the next chapters.

Here is an example of the composition question and its plan.

Question

Imagine you are a village headman and a lot of deforestation is taking place in your village. Write a letter to the Forestry Officer in your district about the problem and explain what you think must be done to avert the problem.

Plan**1. Causes**

- Charcoal burning-for income bcoz of poverty
- Tobacco farming-poles & drying sticks
- Shifting cultivation-millet
- Population growth –scramble 4 resources

2. Effects

- Dry spells- leading to famine
- Siltation of rivers-no irrigation
- Lowering of water table-scarcity of water

3. Suggested solution

- Reforestation
- Family planning
- Preservation of existing forests-strict rules/policy

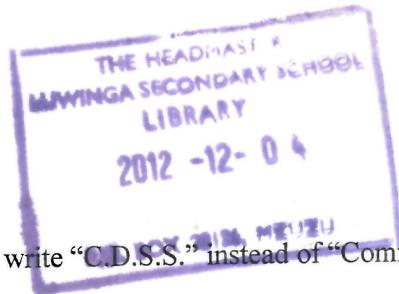
4. Help needed

- Training on conservation & tree plantation
- Provision of Seedlings

NB: When writing the composition, the main point in the plan makes the topic sentence of the paragraph and the supporting points add details to the topic sentence, thus making a paragraph or paragraphs.

What not to write in a composition

1. Do not write contraction. For example, do not write "can't" instead of "cannot".



2. Do not write abbreviations. For example, do not write "C.D.S.S." instead of "Community Day Secondary School".
3. Do not write slang. For example do not write "I am comin'" instead of "I am coming".
4. Do not write American spellings. For example do not write "honor" instead of "honour".
5. Do not write literal translations. For example do not write "close the radio" instead of "switch off the radio".
6. Do not use words that are not accepted in English. For example do not write "mummie" instead of "mother".
7. Do not start a sentence with "And", "So" or "Because".
8. Do not use a lot of vernacular words.
9. Do not write expressions or words whose meanings you are not sure of.
10. Do not use big words or deep vocabulary.
11. Do not cut a word at the end of the line. If the word cannot fit the space close to the margin start another line.
12. Do not write in figures the numbers ranging from zero to ninety-nine. For example do not write "23" instead of "twenty-three". But you can write "234".

Counting words in a composition

At M.S.C.E .level students are expected to write between 350 and 500 words. It is difficult to state the number of pages that each student should fill because some write bigger letters than others. Some students fill the whole line with only four words while others can fill the same line with ten or more words.

Each student must know the number of words that they fill in a line. In an examination, a candidate must first write up to ten or twelve lines before counting the number of words on average that are taken by each line. The average number of words per line must be multiplied by the number of lines on that page to find the number of words that can fill that page. If each page is covered by 220 words then two pages will make 440 words. If this is the case, know that you have to be thorough or you have to add only few lines. Note also that in a letter you do not count the words that make addresses, salutation, heading and the valediction.

LETTER WRITING

Letter writing is the most common question asked both at J.C.E .and M.S.C.E. levels. There are two types of letters; formal and informal. A formal letter is addressed to an office while an informal letter is addressed to an individual such as a friend, father, mother, aunt, uncle, niece, nephew, sister, brother, grandmother, grandfather and cousin. This section provides the guide lines that the student is supposed to follow when answering letter writing questions.

Formal letters are written for a business purpose. Examples of formal letters are letters written to or by government departments, companies, organizations, associations or institutions on business matters. It is for this reason that formal letters are also known as official or business letters. There are two main styles that a student is recommended to use when writing a formal letter; Block Style and Traditional Style.

a. Block style

Addressees

A formal letter has two addresses; the sender's address and the recipient's address. The recipient's address is the address of the person, organization, company, institutions or department to whom the letter is written. The sender's address is the first address to be written and is written on the top right corner of

the page. The recipient's address on the other hand is written on the left below the date. Letter writing questions do not include these addresses. A student therefore is required to invent them in accordance to the question given. It is important to note also that the sender's address does not include the name of the sender on top while the recipient's address must begin with the person or office (position) that will receive the letter. Examples of such positions are "The Director", "The Manager", "The Executive Director", "The District Health Officer", "The Youth Officer" etc. It has to be known also that addresses are not written in capital letters. The only letters that are capitalized are the letters that begin lines and the first letters of the key or major words in the address. All these words that form the address must be written in full. Short forms are not required. For example, do not write Kafora F.P. School instead of Kafora Full Primary School nor should you write P.O. Box 2 instead of Post Office Box 2.

The Date

The date is written below the first or sender's address after skipping one blank line. In this style (block style) the whole lay out (thus the addresses, salutation and valediction) is left without commas and full stops except on the date. The date in this style receives special treatment. It is punctuated with a comma between the month and the year as shown in the sample written below. Note also that there is no full stop at the end of the date. The date must be written as 18th January, 2011 and not as 18-01-11 or 18/01/2011 or whatsoever.

The Salutation (opening)

The salutation must come after the second address and a blank line must be left between the second address and the salutation. The salutation must be either Dear Sir or Dear madam and not Dear Sir/madam. Note also that "S" and "M" in Sir and madam should be capital letters.

The Title/Heading

The heading comes after the salutation and a blank line is left between the salutation and the heading. The heading must be in capital letters aligned at the centre of the page and must not be underlined. The heading must be a phrase not a sentence. For example do not write "A STRANGE DISEASE IS IN NGOYA VILLAGE" but "A STRANGE DISEASE IN NGOYA VILLAGE".

The Introduction

In formal letters, just as in other types of compositions, the introduction must give the purpose of writing the letter. Just one sentence can be enough in a formal letter. For example:

I would like to inform you about the problem of floods in our village, Kafora.

The Body

The body is the main part of the letter. It contains a number of paragraphs developing the main idea in the introduction. When writing the body the plan must be followed. The easiest way of writing paragraphs is to introduce each one of them with a topic sentence as demonstrated in chapter 16. Remember also that there is need of unity and coherence within and between paragraphs. The paragraph style must be block. That is, all sentences must begin from the margin and a new paragraph must be shown by skipping a blank line.

The Conclusion

The conclusion for a formal letter can be one sentence. The following are examples:

- (a) We will appreciate if you respond as quickly as possible.
- (b) I would be glad if you grant our request.

The Valediction

The valediction comes after the conclusion but after skipping a blank line. It is written on the left bottom corner as demonstrated in the sample written below. In formal letters the valediction is "Yours faithfully" if the addressee is unknown and "Yours Sincerely" if the addressee is known. The Y in yours is capitalized and the f and s in faithfully and sincerely respectively must be in small letters. Do not write "Your's" instead of "Yours".

The Signature and Name of the writer

The signature and the name of the writer follow the valediction. The signature is just a written representation of the writer.

A Sample of a Block Style Formal Letter

Question

Imagine your area is experiencing frequent strange deaths. Write a letter to the Health Officer in your district about the problem and ask him for help.

Plan

1. Instances of deaths

- Pastor's death on the pulpit
- Death of five pupils
- Head teacher's death

2. Signs and symptoms

- Shivering and bubbling
- Foaming
- Change of skin colour

3. People's interpretations

- Devil's attack-Christians -prayers fail
- Witchcraft-other villagers-exorcism fail

3. Other Problems brought by deaths

- Fear-emigration
- Closure of school

4. Help needed

- Your team investigate the matter
- Find solution

Model Answer

Mzango Village
Post Office Box 22
Bolero

15th December, 2010

The District Health Officer

Rumphi District Hospital

Post Office Box 234

Rumphi

Dear Sir

STRANGE DEATHS IN MZANGO VILLAGE

I would like to inform you about the strange deaths that our community is experiencing.

A lot has happened in the past two weeks. The first strange death occurred on the Sunday of first December, 2010 when the pastor of Mzango Pentecostal Church collapsed while preaching in front of the congregation. He was rushed to the nearby clinic where he was pronounced dead. The post-mortem could also not reveal any cause of death. After two days, five pupils collapsed while in their classroom and were also pronounced dead after being taken to the clinic. These strange deaths have continued up to this day and have become the order of the day. The number of deaths has now reached twenty-two and just this morning we have lost the Headteacher of Mzango Primary School.

These deaths are accompanied by a number of signs and symptoms. Firstly, the person affected starts shivering and bubbling. Secondly, foam starts coming out from the mouth, nose and ears. Lastly the skin becomes pale and wrinkled before the person collapses.

The community members have different interpretations of these strange deaths. Christians interpret them as the work of the devil. In response to these deaths they organized prayers to deal with the devil but all to no avail. Other members of the community interpret the deaths as the work of witch craft. They too called the witch doctor to deal with the culprits. Unfortunately, in the process of exorcising evil spirits from the suspects by using a certain strong concoction, one suspect died. After all these attempts, the strange deaths continue to haunt our community.

Currently, the area is experiencing a lot of problems because of these strange deaths. One of the problems is that for three days now ten households have left the community to the destination better known to themselves. Other eleven households are contemplating to leave. The other problem is that schools have closed down because these strange deaths have affected mostly the teachers and pupils in schools.

We would like, therefore, to ask just one thing from you. We want you or your team to come and investigate the matter and see what can be done to solve the problem.

I will be glad if our request can be granted as soon as possible.

Yours faithfully

M. Manda

Martha Manda

b. The Traditional Style

In this style the sender's addressee is aligned to the light (slanted) and is fully punctuated. In addition to that, the paragraphs are not shown by skipping lines but rather by indenting. Thus the first line of a paragraph starts a bit far (2cm) from the margin. Apart from that, a blank line is not skipped between the salutation and the heading, nor skipped between the heading and the introduction. The heading just as in other types of letters remains positioned or aligned at the centre of the line and so is the valediction.

Mzango Village,
Post Office Box 22,
Bolero.

15th December, 2010.

The District Health Officer,
Rumphi District Hospital,
Post Office Box 234,
Rumphi.

Dear Sir,

STRANGE DEATHS IN MZANGO VILLAGE

I would like to inform you about the strange deaths that our community is experiencing.

A lot has happened in the past two weeks. The first strange death occurred on the Sunday of first December, 2010 when the pastor of Mzango Church collapsed while preaching in front of the congregation. He was rushed to the nearby clinic where he was pronounced dead. The post-mortem could also not reveal any cause of death. After two days, five pupils collapsed while in their classroom and were also pronounced dead after being taken to the clinic. These strange deaths have continued up to this day and have become the order of the day. The number of deaths has now reached twenty two and just this morning we have lost the Headteacher of Mzango Primary School.

These deaths are accompanied by a number of signs and symptoms. Firstly, the person affected starts shivering and bubbling. Secondly, foam starts coming out from the mouth, nose and ears. Lastly the skin becomes pale and wrinkled before the person collapses.

The People of the community have different interpretations of these strange deaths. In the first place, Christians interpret them as the work of the devil. In response to these deaths they organized prayers to deal with the devil but all to no avail. Other members of the community interpret the deaths as the work of witch craft. They too called the witch doctor to deal with the culprits. Unfortunately, in the process of exorcising evil spirits from the suspects by using a certain strong concoction, one suspect died. After all these attempts, strange deaths still continue to haunt our community.

Currently, the area is experiencing a lot of problems because of these strange deaths. One of the problems is that for three days now ten households have left the community to the destination better known to them. Others eleven households are contemplating to leave. The other problem is that schools have closed down because these strange deaths have affected mostly the teachers and pupils in schools.

We would like, therefore, to ask just one thing from you. We want you or your team to come and investigate the matter and see what can be done to solve the problem.

I will be glad if our request can be granted as soon as possible.

Yours faithfully,
M. Manda
Martha Manda.

Exercise

Imagine you are an orphan and would like to seek assistance from well-wishers. Write a letter to the Director of any organization in your country explaining the problems that you meet as an orphan and the assistance that you need. (Use one of the styles presented above)

A report can be generally defined as an account of an event or something that took place. A report written at MSCE level is not very different from a formal letter. The differences appear on the layout of addresses and the last part.

Just like a letter a report has an introduction, body and conclusion.

The Date

Unlike in the letter, the report starts with a date at the left top corner of the page. The date is written as 18th January, 2011. and not as 18-01-11 or 18/01/2011 or whatsoever. The date in a report is always punctuated with a comma between the month and the year, and a full stop at the end.

The Sender's address

After the date, a blank line is skipped and the sender's address follows. This sender's address is introduced by "FROM:" and is written in a sentence fashion. After "FROM:" a name or position is written followed by the rest of the address in a sentence form.

The Recipient's Address

After the sender's address, a blank line is skipped followed by the recipient's address which is introduced by "TO." The recipient is always a position in an office such as The Director", "The Manager", "The Executive Director", "The District Health Officer", "The Youth Officer" etc .

The Title

Following addresses a blank line is skipped to write the title which is introduced by the term "SUBJECT:" For example:

SUBJECT: THE STORM AT CHANKHOMI

Just as in all types of compositions the title of a report is always in capital letters.

The Introduction

After the title, a blank line is skipped to write the introduction. Just as in a formal letter, the introduction must include the purpose of writing. This introduction can be one sentence only. For example:

I would like to report about the storm that has caused great damage to Chankhomi Secondary School.

Body, Conclusion and Ending

After the introduction, follows the body which is a series of coherent paragraphs exploring the topic of concern. This part is followed by a conclusion just as in a formal letter. But one other difference comes on the last part of the report. The report **does not** end with "Yours Faithfully" or "Yours Sincerely" as in a formal letter. A blank line is skipped after the conclusion and a signature follows. Below the signature which is on the bottom left of the page the name follows and the position if the report is written in that capacity. To illustrate more on report writing here is a question on report writing followed by its model answer.

Question

Imagine you are the head prefect at a school which has recently been damaged by a heavy storm and your head teacher has asked you to write a report to the District Education Manager about the storm. In your report you can include the damages the storm caused, the problems the school is facing due to the storm and how you think the school can be helped.

Plan

1. How it happened

- Huge dense cloud
- Heavy downpour
- Wind & thunderstorm
- Iron sheets stripping off
- Rushing of students out

2. Damages & prob.

- Roofs blown off
- Books, files, computers & lab. equip.
- Lessons stopped

3. Response of villagers

- Pile iron sheets in staffroom
- Move desks to another sch.

4. Help needed

- visitation
- intervention

Model Answer

23rd January, 2011.

FROM: The Head prefect, Chankhom Community Day Secondary School, Post office Box 217, Rumphi.

TO: The Education Division Manager, Post Office Box 133, Mzuzu.

SUBJECT: STORM AT CHANKHOMI SECONDARY SCHOOL

I would like to report on the storm that caused great damage to Chankhom Secondary School on 7th March, 2011.

To begin with, the day started just like any other school day until late in the afternoon when things unexpectedly changed. A huge and dense cloud covered the place and in no time a heavy down pour accompanied by wind, thunderstorms and hailstones began. We remained glued to our classrooms expecting it to stop. All of a sudden, the storm started stripping off iron sheets from the roofs causing us to rush for the doors which were too small to allow all of us out at once. There was pushing and dragging until most of us found our way out.

After the storm subsided, a number of things were discovered. Firstly, eight form three students lay in their classroom baked in blood. They were apparently hacked by iron sheets that were falling from the roofs. Secondly, seventeen students of different classes had been greatly injured in the course of

coming out from classrooms. All the injured were rushed to the hospital where two were pronounced dead on arrival. So far, eleven students are still in the hospital nursing fractures and wounds.

The storm caused a lot of damage to the school property. The roofs on all school buildings, except on the staff room block, were blown off. The school equipments such as books, laboratory materials, computers, files and other important items were also damaged. Currently, classes are suspended until further notice. It is two weeks now and there is no learning.

The members of the community around the school have also come to our aid. Immediately after the storm, they collected all the iron sheets and piled them up in the staff room. They have also shifted all the desks from classrooms to a nearby primary school. All the remaining items that were not damaged have also been kept in the staffroom.

Lastly, we would like to ask just two things from you. Firstly, we would like you to come and see for yourself the damage that the storm caused to our school. Secondly we would like you to intervene in the situation so that classes may resume as quickly as possible.

We will be grateful if your office takes an immediate action on the issue so that we can soon go back to classes.

J_manda

John Manda

Head Prefect

Exercise

Imagine robbers broke into your house at night and killed everybody in the house except you. Write the report to the Officer in Charge of the Police on the matter.

You can include the following points

- how they entered the house
- how the situation was after they entered the house
- the damage or loss that they caused
- how you think those robbers can be caught.

**CHAPTER
19**

Speech writing

A speech is a formal talk one gives to a group of people called an audience. Normally, an audience consists of invited guests, signatories and the general audience. As a formal talk, a speech needs to be prepared. A speech which is not properly prepared is most often a disorganized one and at the end of the day the speaker regrets for forgetting to include some important points. Just as in other types of compositions, a speech has the title, introduction, body and conclusion.

The title

The first thing to write when preparing a speech is the title. The title must capture the theme of the speech and must be placed in the centre of the line. It must be also in capital letters but without a line underneath.

The introduction

The introduction of a speech comprises the salutation and then the introductory sentence. The salutation is the list of signatories or positions presented in a descending order while the introductory sentence is the aim of the speech. Take note that the names of positions must begin with capital letters and must **not** be preceded by "Your Honour" or "Respect to".

The body

Just as in other types of compositions, the body is the series of connected paragraphs that develop the topic of the speech. But when preparing the body, the audience must always be in mind. The writer should imagine that he or she is literally speaking to the audience.

The ending

The ending is the last paragraph. This paragraph begins by motioning the highest dignitary and the rest of the audience together before thanking the listeners for the time given and/or their attention.

What follows is an example of a question on speech writing. What follows it is an answer.

Question

Imagine you are the head prefect and have learnt with regret that your fellow students continue to vandalize school property even after so many warnings by the school authorities. Prepare a speech to be delivered at a school assembly to convince your students to stop vandalizing school property.

Plan

1. Classroom block
 - Window panes broken
 - Desks broken- N° reduced
2. Hostels
 - Bathrooms & toilets destroyed- N° reduced
3. Library
 - Books stolen
 - Broken into & books burnt during riots
4. Effects

- Scramble for few bathrooms
- Late coming to class
- Scarcity of books
- Poor ventilation in classrooms

5. Call to action

- Urge for behaviour change
- Pledge to stop vandalism

Model Answer

VANDALISM OF SCHOOL PROPERTY

The Head teacher, the Deputy Head teacher, members of staff, my fellow prefects, boys and girls. I would like to thank you for sparing your precious time to listen to me in this talk on vandalism of school property.

Vandalism of school property is still on an increase at our school. There are three areas that have been greatly affected by this problem. The first area is the classroom block. Most of the window panes on our classroom block are broken due to vandalism. The desks also in our classrooms are in a pathetic state. Most of them are so deformed that most of us prefer sitting on the floor to using those desks.

Boys and girls you will also remember that most of the facilities in our hostels are not functioning due to vandalism. In 2010 when I just came to this school everything in our hostels was perfect. All the sixteen bathrooms and fourteen toilets were working. In fact, the hostels were the pride of the school. Just one year down the line, half of the bathrooms and over three quarters of the toilets have stopped functioning due to vandalism. The pipes for showers are removed anyhow and the water tanks for toilets are turned upside for no apparent reason.

There is yet another area that has been greatly vandalized. This is the library. The library is now the first target whenever there is a standoff between students and teachers. Each time students are angry they break into the library, steal books and burn some. This has happened several times.

Boys and girls, you will also agree with me that vandalism of school property has brought a lot of negative effects to our studies. Firstly, every morning we scramble for the few remaining bathrooms and often go to class late due to this problem. Another problem is that there are no relevant books to read because most of them were either stolen or burnt. Lastly, the learning environment in our classrooms is unhealthy due to lack of proper ventilation and desks. The most disheartening thing is that despite the bad effects that we are experiencing some students continue to destroy school property. Just this morning, the electric fuse for the geyser in the boys' hostel has been stolen and as a result there is no hot water in that hostel.

Boys and girls, I would like to call each one of you to action. Remember that the school authorities already said that the replacement of school property will not be done until we change our behaviour. We have also to remember that it is our responsibility to take care of school property. Just as the past generations cared for school property for our sake we have to do the same for the sake of the next

generation. We have all to pledge to stop vandalism and report to school authorities anyone found vandalizing school property.

The Head teacher, and all who are here, I thank you for your attention and patience.

Exercise

Imagine you are the chairperson of the development committee in your area and the District Commissioner would like to visit you. Prepare a speech to be delivered before the District commissioner explaining the development activities that you would like to be undertaken in your area.

CHAPTER 20

Writing short stories

A short story as a brief prose designed to be read in one sitting describing a limited number of characters involved in a major event. A short story is a fictitious story which involves real issues and not unrealistic issues like those found in folk tales. A short story has so many elements. However, for the purpose of examinations a candidate must pay attention to four major elements: characters, plot, conflict and dialogue.

Characters

Characters are personalities that act in the story. Characters are the ones who move the plot. A short story usually has one major character (protagonist) and other supporting characters. These characters need to be developed to make them show out their qualities through what they do. A character may be round or flat. A round character is the one whose behaviour is unpredictable, his or her character changes depending on the situation. A flat character on the other hand is the one whose behaviour can be predicted. His or her character is easy to predict and does not change.

Plot

A plot is a **chronological** sequence of events from the beginning to the end. In short it is the line of the story. In other words is a plan of the story. The plot helps the reader to understand what happens at a certain point so that another event should happen. The plot can be tragic, comic or tragicomic. A tragic plot represents a plot that has a happy beginning and a sad ending. Secondly, a comic plot is a plot that has a sad beginning and a happy ending. Lastly, a tragicomic plot combines the characteristic of tragic and comic plots. The following is an example of a comic plot or plan.

- I am tired of reading and go to sleep.
- After being caught by sleep, I see a strange man standing beside my bed.
- Fear possesses me.
- My effort to shout or run away prove futile
- I find myself in a strange place surrounded by fierce men.
- One man beats me and I fall down pretending to be dead.
- One man picks me up and throws me upwards.
- I remember the words of my Sunday school teacher and shout the name “Jesus”.
- I wake up from sleep.

Conflict

A good short story is built around a conflict. A conflict means a situation in which two or more opposing forces meet one another. In other words it is a situation where a character wants to achieve something while the other character or characters do not allow him or her to do so. A conflict takes place within the events of the plot. A conflict may be psychological, physical, social or political. For the purpose of examinations and for the purpose of holding the reader, the conflict must appear in the beginning or close to the beginning of the story. Look at the following example of the conflict.

Tired of reading I looked at the ticking wall clock in my room. It was time to go to bed. I lied on my bed and all sorts of memories flooded my thoughts.

Soon sleep gripped me. In a twinkling of an eye I saw a strange man standing beside my bed. He was tall and dressed in black.

The conflict is that the writer is in a fix after seeing the strange man. He does not know what the strange man is up to but it is obvious the strange man has come with a bad intention. The conflict is psychological.

But this conflict must be developed until a resolution is made at the end of the story. The following is an example of a resolution of a short story.

A rough hand gripped me by the neck and threw me up. I saw myself in the air like a ball in the sky being waited by anxious players on a football pitch.

That was the time when the words of my Sunday school teacher cropped up in my mind.

"When you are in trouble, call the name of Jesus; he will rescue you," our Sunday school teacher had always taught us.

"Jesus!" I screamed.

I immediately I woke up and realised that the sleep I fell into was without a prayer.

The first paragraph is the climax of the story and the statement that follows is the beginning of the resolution which is followed by a way out from the conflict, a resolution.

Dialogue

A short story can contain not only narratives but also dialogues although it is not a prerequisite to have dialogues in a short story. A narrative is an account of the writer on what is happening in the story. A narrative is in form of a reported speech, and as such does not include inverted commas. A dialogue on the other hand is the verbal interaction between characters. It contains the actual spoken words in the story and these words are normally in form of direct speeches that have inverted commas.

Most candidates are unable to punctuate dialogues correctly. Remember that every speech begins a new paragraph. Each speech from each character must have its own paragraph. Do not combine speeches from separate speakers in one paragraph. Look at the following extract from "The Dream" for example.

A heavy blow fell on my head. I unwillingly fell down and deliberately closed my eyes pretending to be dead. They all laughed.

"We know you are not dead," one man said in a hoarse voice.

"Stand up before we cut your body into peaces," another chimed in.

The first part paragraph is a narrative, a reported speech. The next two paragraphs are a dialogue and each speaker begins his own paragraph. Note also that each speech is enclosed by inverted commas. Please note the position of commas, full stops and inverted commas. Here are other examples on punctuation of dialogues.

Wrong

"Stop there!" he said.

Correct

"Stop there!" He said.

Wrong

"I will not be able to meet you now." She said.

Correct

"I will not be able to meet you now," she said.

Wrong

"Did you go school today"? He asked.

Wrong

Did you go to school today?" he asked.

Correct

"Did you go school today?" He asked.

Wrong

He said, "I am coming."

Correct

He said, "I am coming."

For more information on writing short stories, read the following short story written by Amos Chihana, a former student of Chankhomi Community Day Secondary School in Rumphi. This short story was extracted from *Rumphi SCOM Newsletter* of March 2010.

THE DREAM

Tired of reading I looked at the ticking wall clock in my room. It was twenty-five minutes before mid-night. It was time to go to bed. I lied on my bed and all sorts of memories flooded my thoughts.

Soon sleep gripped me. In a twinkling of an eye I saw a strange man standing beside my bed. He was tall and dressed in black. I tried to shout but my lips were too heavy to produce a word. My endeavour to rise up also proved futile for my body was too heavy to move an inch. I was fixed to the spot unable to do a thing. Fear possessed me and in a short moment I was bathed in sweat.

"Today is your last day on this planet earth!" The mechanical voice which was followed by a loud echo landed on my ears.

I tried to respond but my words were cut short when the man muzzled my mouth with his rough hand.

All of a sudden I found myself standing on a red carpeted floor. I hardly knew how I had come to the place. Around me was a legion of fierce men. All were dressed in black. One man, perhaps their master, brought a pail whose lid was dripping blood.

"Remove the lid!" The man commanded me.

I hesitated.

A heavy blow fell on my head. I unwillingly fell down and deliberately closed my eyes pretending to be dead. They all laughed.

"We know you are not dead," one man said in a hoarse voice.

"Stand up before we cut your body into pieces," another chimed in.

My inside collapsed. I remained glued to the ground hoping them to believe that I was dead.

A rough hand gripped me by the neck and threw me up. I saw myself in the air like a ball in the sky being waited by anxious players on a football pitch.

That was the time when the words of my Sunday school teacher cropped up in my mind.

"When you are in trouble, call the name of Jesus; he will rescue you," our Sunday school teacher had always taught us.

"Jesus!" I screamed.

Immediately, I woke up and realised that the sleep I fell into was without a prayer.

Exercise

Write an original story on one of the following titles. Your story should between 350 and 500 words.

- (a) A Mistaken Identity
- (b) A Narrow Escape
- (c) Caught Red-handed
- (d) The Trap

CHAPTER 21

Comprehension and summary writing

A comprehension exercise is a kind of test that aims at finding out if the reader is able to understand or comprehend the passage that has been given to him or her. This test is in form of questions based on a given passage. The answers that the reader gives to these questions show the level at which he or she is in terms of understanding the passage given to him or her. The only way to perform well in comprehension is to read widely and not to depend only on class work. When answering comprehension questions observe the following:

- make your answers as brief as possible,
- use your own words as much as possible
- punctuate your answers properly
- do not just copy word for word from the passage

During the Malawi School certificate examinations the comprehension questions include the demand for a summary of the passage. In summary writing the first and most important stage is to identify the main ideas of the story or passage. Once the main ideas have been identified, the second stage involves rephrasing them in your own words. It is for this reason that the summary should be drafted first so that corrections and refinements should be done on the draft before writing the final copy. Corrections and refinements may involve adding some extra important points, words or/and phrases which were initially left out or omitting some less important points, words or/and phrases which were initially included in the passage. Corrections may also mean shortening sentences or/and phrases or rephrasing sentences to achieve unity and coherence in the summary.

For a clear illustration on how to answer comprehension questions and how to write a summary read the following passage and see how the questions have been answered at the end.

Suddenly we came upon a large pack of baboons. So well did their colour blend with the small, rocky clearing in the forest that we did not notice them until we were in their midst. Our approach, too, was camouflaged because the baboons saw us at about the same time that we noticed them. Perhaps it was due to the thickness of the high grass at the edge of the clearing. Anyway, there we were and there they were.

I was scared of one big baboon which was in our path. He was bearing his teeth in a ferocious snarl. I picked up a stone and hurled at him. The stone, which had not really been aimed to hit at him, skimmed his head. He responded by picking up a rock the size of a man's fist and throwing it at us. The rock hit King Kong on the leg and gave a howl of pain. Hearing this, the other baboons started pelting us with everything they could lay their hands on. Sticks, stones and large seed pods flew through the air towards us. As there was no hope of defending ourselves, we took our heels and run away. Chattering angrily, the baboons hotly pursued us.

I was ahead of King Kong, racing wildly along the winding forest paths, but when I heard him cry out, I stopped in my tracks and turned, expecting to see him being torn to pieces by the mad creatures. Fortunately, he was unharmed. But the baboons were now rushing in the opposite direction, led by the big one who had started the trouble. Clutching the briefcase to his chest, the big baboon climbed up the tree.

"We'll never get the briefcase back," King Kong said desperately. "Even if we climbed up the tree he'll jump to another one. Come on. Let's find our way out of this place before it gets too dark."

"We can't leave all that money," I protested. The baboon with the case was now squatting on a branch directly above my head, watching us with his cunning little eyes. I could not bear the thought of giving him such an easy victory. Moreover, I was sure he wanted the fun of being chased more than keeping the briefcase.

I started climbing up the tree. The baboon continued watching me, but made no move until my hands grasped the branch on which he was perched. Then he nimbly swung himself by one arm to the branch above. He repeated this several times, until I must have climbed a good ten metres from the ground.

"Leave it Moses," King Kong warned me. The branches up there don't look strong enough to bear your weight. Come down, now."

(Adapted from: Shimmer Chinodya, *Step Ahead English Book 1*, Blantyre: Longman Malawi, 2001, p.122)

Questions

1. Explain why the boys did not immediately notice the baboons?

Their colour matched well with the surrounding

2. Mention three materials that the baboons used to chase the boys away.

sticks

stones

large seed pods

3. What made King Kong cry out as he was running away from the baboons?

The baboon had snatched the briefcase from him.

4. What did the writer expect to see when King Kong cried out?

To see him being torn to pieces by the baboons

5. Why was the writer anxious to get back the briefcase?

It had a lot of money

6. According to the author, why did the baboon keep the briefcase?

It wanted the fun of being chased.

7. What was the name of the writer according to the passage?

Moses

8. In your own words explain what the following words mean as used in the passage.

(i) Pursued

Chased

(ii) Protested

Showed disapproval

(iii) Unharmed

Not injured

(iv) Victory

Success

(v) Responded
Reacted

(vi) Cunning
Clever

9. Summarize the story in your own words. Your summary should be between 70 and 100 words.

Passing through the forest, we unexpectedly encountered a pack of baboons. One big baboon was in our path. I threw a stone at it to scare it away. In response, all the baboons started pursuing us. They pelted us with everything they could lay their hands on. Cleverly, the big baboon snatched the briefcase from King Kong before it climbed up the tree. I followed it up but it went higher each time I was about to reach it. I must have climbed a good ten metres from the ground when King Kong instructed me to leave it.

Exercise

Read the following story and answer the questions that follow.

The whole Wenera village became concerned and suspicious of the continuous loss of fresh maize in the fields. Every day came with no other complaint than the stealing of flesh maize. Several times the village headman called his people to warn them against the practice but his attempts were futile.

"It has been reported that more maize is still being stolen in our fields. Now, I would like to urge everyone to endeavour in catching these devastating culprits. Whoever catches one will go away with K1000 as a token of appreciation," the village headman addressed his people at one of the emergency meeting he held. Men clapped hands and women ululated.

After the meeting everybody became preoccupied with patrolling their fields. Rumour had it that Mwiza was the cause of the concern. Mwiza was a native of the village who earned his living by selling different crops at the village market and at Nanda Boarding Secondary School, their community secondary school. The source of his sales was his own field but sometimes he could order from other farmers in the village. So pervasive was the rumour that ever man became furious on seeing Mwiza. Many attempts were made to catch him but all went in vain.

One evening when Mwiza was walking from the market with his basket half full of maize he met two familiar people. It was Tamantha and Bumiasi. They asked him if they could buy what he had been selling.

"Eeeeeee....We have caught him! We have caught him!" the two shouted soon after Mwiza dropped his basket.

Mwiza knew all about the complaint of the village but never thought he was the first suspect. His field was also not spared. He could complain but people took his complaint as sheer lies, merely blinding them.

In a short moment a cloud of people enveloped him. They taunted him, stripped him and tirelessly beat him. He could not utter a word for the noise from the mob was so loud that no word from his mouth could be heard. Many suggestions were echoed from the mob.

"Let's burn him!"

"Let's call the police!"

"Let's go the village headman!"

Finally they went with him to the village headman as per one elder's advice.

Nandamyo, Mwiza's wife, heard the noise from the mob but could not make anything out what she was hearing. She quickly took her chirundu, wrapped herself and sauntered to the calling path to see for herself.

She then heard the traditional song of taunt that signalled to her that a thief had been caught. But what jolted her was the mention of her husband's name. For the past ten years she had known her husband as a good man, a man of virtue and integrity. She doubled her pace towards the scene.

Upon reaching the mob, Nandamyo could tell from the reaction of faces that welcomed her that the activity was centred on her husband. She wanted to stop people from beating Mwiza. She jostled through the procession and saw her husband stripped naked and baked in blood.

"Stop! Stop! He is innocent! Don't beat him!" She exclaimed.

In a twinkle of an eye a heavy blow fell on her head. She fell down. Conscious or unconscious, she was lying on the street, trampled on by anyone who wished.

The village head, enraged, ordered some men to flog Mwiza and rub pepper on his body in line with the village's constitution. Mwiza cried so loud that some people, mostly women, started feeling pity for him. The village head then ordered the mob to hand him over to police. Even if they could beat him no more on their way to the police station the pain was so unbearable that he went on sobbing.

He hardly realised that had reached the police station for his eyes were blinded with pepper. Having heard so many complaints about the stealing of fresh maize in the village police officers treated him harshly. They beat him in turns before putting him in a tiny cell.

People of Wenera became very jubilant after Mwiza's detention. They talked and laughed about how they had caught him and how they had ill-treated him. Tamantha and Bumiasi received numerous congratulations from the public. They were the happiest people in the village for on top of putting an end to the loss of fresh maize in their fields, they were to receive their rewards the following day.

Two days passed and there was no loss of fresh maize. To the village's surprise, the morning of the third day came with a shock. More fresh maize was stolen in the fields than on any other day before. All the villagers were puzzled with this development. The police officers heard about it but regarded it as a lie.

Mukabi whose farm was a playground of thieves, sat down on the veranda, contemplating the problem of the village. It was late in the afternoon. Soon, he saw some school boys carrying firewood heading towards their hostels. Many questions cropped up in his mind after seeing these boys.

"Why are they fetching firewood while the school provides them with everything including food? Why are they going to their hostels instead of the kitchen where firewood is kept?" Mukabi wondered.

His sixth sense told him that something was amiss. He smelled a rat.

In the evening he pretended to be a student. He put on a pair of trousers and a shirt identical to the school's uniform. He walked boldly to the boys hostels. Though he was an old man, the students, in a light of just few glittering security bulbs, could not recognize him.

Then he saw a band of students gathered around a fire, some sitting while others were standing. Bursts of maize grains could be heard from the fire while the boys talked, joked and laughed.

Mukabi silently withdrew from the place and galloped to report to the police station. In a short time the boys found themselves surrounded by police officers armed to teeth. The boys entered into mental numbness. No one dared to run away. Many fell on their knees pleading for forgiveness.

In custody, the students met Mwiza.

"What crimes have you committed to be bottled and corked like me?" Mwiza asked.

"We have been caught red handed with stolen fresh maize," one boy veraciously replied, tears making rivulets down his cheeks.

Mwiza remembered the torture he had gone through just because of the malevolent students at his hand. After a thorough reminiscence he cried out so loudly that every police officer at the station rushed to the cell to see what was happening. That cry earned him release.

Questions

1. Mention the two sources of the crops that Mwiza sold?

(2 marks)

3. Apart from the market where else did Mwiza sell his crops?

(2marks)

4. Explain how Mwiza was caught

(2 marks)

5. Give a reason why did Mwiza never thought he was the suspect?

(2 marks)

6. How did Nandamyo know that a thief had been caught?

(2 marks)

7. How did Nandamyo know that it was her husband who was being beaten?

(2 marks)

8. Why was Mwiza rubbed with pepper at the village headman's compound?

(2 marks)

9. Why did Mwiza fail to realize that they had reached the police station?

(2 marks)

10. Give two reasons why Tamantha and Bumiasi were the happiest people after detaining Mwiza?

(i) _____ (1 mark)

(ii) _____ (1 mark)

11. Give three reasons why students could not recognize Mukabi when he went to the boys' hostel?

(3 marks)

12. How was Mwiza released from the cell?

(1 mark)

13. Give the meanings of the following words and expressions as used in the story.

(i) endeavour _____ (1 mark)

(ii) enraged _____ (1 mark)

(iii) enveloped _____ (1 mark)

(iv) taunted _____ (1 mark)

(v) sauntered _____ (1 mark)

(vi) contemplating _____ (1 mark)

(vii) armed to teeth _____ (1 mark)

(viii) veraciously _____ (1 mark)

(ix) virtue _____ (1 mark)

(x) pervasive _____ (1 mark)

14. Summarize the story in your own words. Your summary should be between 70 and 100 words.

Note making is defined as the process which involves the extraction of important points from a written passage and arranging them into a clear set of notes. The main areas to consider when making notes are: the layout, note style and brevity.

Layout

The layout of extracted notes comprises the title, the main points and supporting points. The title, which is always positioned at the centre of the line, is in block letters and is not underlined. Note also that the title does not have a full stop at the end.

What follows the title are the main points which are numbered either by Arabic numerals (1,2,3 etc) or by Capital letters (A, B, C etc) or by upper case Roman Numerals (I,II, III etc). The main points must be underlined and must begin from the margin.

Each main point is followed by major and minor supporting points. Both the major and the minor supporting points must not be underlined. They must however be numbered with small letters (a, b, c etc) or lower case Roman numerals (i, ii, iii etc) or bullets (dashes). It should be noted also that if Arabic numerals or Roman numerals are used to number the main points, they must not be used again to number the supporting points even if they are changed into the lower case.

Note style

Note style refers to the identification of points in the passage and the way the notes are presented. Note style also involves the title, the main points and the major and minor supporting points.

The title

The title is the main idea in the passage. To identify this idea there is need first of all to read the whole passage thoroughly and ask oneself what the passage is all about. The answer to the question which is either a single word or a phrase makes up the title of the passage. In most cases (not always) the main idea of the passage is found in the introduction.

Main points

The main points are extracted from the paragraphs. Often (but not always) each paragraph contains one main point with its supporting points. The central idea in the paragraph makes up the main point of the paragraph. This central idea of the paragraph is found in the topic sentence which is often (but not always) begins the paragraph. It has to be noted also that some paragraphs do not contain topic sentences but still each one of them expresses a single idea which makes up the main point of the paragraph. In some passages important points are introduced by signaling devices such as "firstly", "secondly", "to begin with", "another", "in addition", "after" etc.

It is important also to note that some paragraphs may not contain any main or supporting points. The examples of paragraphs that do not contain important points are the introductory paragraphs, linking paragraphs and concluding paragraphs.

The introductory paragraph introduces the topic and comes at the beginning of the passage. The purpose of the introductory paragraph is to prepare the reader for the discussion or presentation that follows. It is important to note however that some passages begin without an introduction and in this case the very first paragraph contains the main point and its supporting points.

Another type of the paragraph that does not contain important points is the linking or transitional paragraph. Its purpose is to link a paragraph with one topic to another with another paragraph with a different topic.

A concluding paragraph also does not contain main points. A concluding paragraph comes at the end of the passage and its purpose is to bring the passage to a close by either clinching all the points in the passage or by giving the way forward. However, not every paragraph that is found at the end of the passage serves the purpose of a concluding paragraph.

Supporting points

As noted earlier each paragraph has the main point and other supporting points. The supporting points simply add some important details to the main point. These supporting points are not always on the same level. Some supporting points may be major while others may be minor. The minor supporting points simply add details to the major supporting points. It has to be noted also that some paragraphs just have major supporting points without minor supporting points.

The following paragraph has the main point and its major and minor supporting points.

The earth is made up of several concentric layers. One of the concentric layers of the earth is the core. The core is divided into outer and inner core. The outer core is 2222 kilometres thick and molten. It contains nickel and iron and by volume it is 10% of the earth. The inner core which is solid is 1255 kilometres in radius and by volume it is 6% of the earth. The core is molten because it is found in the innermost of the earth where there is great heat.

A. Core

1. Outer

- (i) 2222 km thick
- (ii) molten
- (iii) contains nickel & iron
- (iv) 10% volume of earth

2. Inner

- (i) solid
- (ii) 1255km in radius
- (iii) 6% volume of earth

The point lettered "A" is the main idea in the paragraph and is found in the topic sentence, the first sentence of the paragraph. The points lettered "1" and "2" are the major supporting points which are further supported by minor supporting points lettered by small case Roman numerals.

Brevity

Brevity means being brief in writing the notes extracted from the given passage without changing or distorting the meanings of the points. There are two ways of achieving brevity in note making. The first way is to acquire by rephrasing sentences that contain to form shorter but understandable phrases. Secondly, wherever a chance arises, there is need to use conventional short forms, abbreviations, acronyms and symbols instead of words and phrases.

Short forms

Short forms are defined as shorter representations of long words. Some common short forms are as follows:

rep.	representative		ppl	people
------	----------------	--	-----	--------

dept	department	jnr	junior
sch	school	prog	programme
sat	Saturday	rev	reverend
anon	anonymous	lan	language
asst	assistant	adv	advantage
assoc	association	Afr	Africa
attn	attention	intro	introduction
ave	avenue	esp	especially
bro	brother	dy	day
co	company	econ	economy/economic
hons	honours	sis	sister
inst	institution	hqtrs	headquarters
govt	government	sq	square
ltd	limited	geog	geography
N°	number	prep.	Preparation
pop	population	exam	examination
max	maximum	stu	station
mt	mountain	xmas	Christmas
prof	professor	gen.	Genesis/general
vs	versus	approx	approximately
ref	reference	Dr	doctor
rd	road	Feb.	February
min	minutes		

Abbreviations

An abbreviation is a group of letters that stand for a certain long name or expression. Examples of common abbreviations include the following.

GDP	Gross Domestic Product
UK	United Kingdom
HIV	Human Immunodeficiency Virus
ICT	Information and Communications technology
CV	Curriculum Vitae
DJ	Disc jockey
CD	Compact Disc
AOB	Any other business
FC	Football Club
NGO	Non Governmental Organisation
PRO	Public Relations Officer
XL	Extra Large
DPP	Democratic Progressive Party
PTO	Please turn over
ATM	Automated Teller Machine
MP	Member of Parliament
TV	Television

Acronyms

An acronym is a short word that is made from the first letters of a group of words. Examples of common acronyms include the following.

AIDS	Acquired Immune Deficiency Syndrome
COSOMA	Copy Right Society of Malawi

AFORD	Alliance for Democracy
UNIMA	University of Malawi
CHANCO	Chancellor College
HOD	Head of Department

Symbols

A symbol is a sign or object which represents a word or something.

2	two
%	percent
=	equals
x	multiply
÷	divide
@	at
+	add
=	equal to
$\frac{1}{3}$	one third
<	less than, smaller
>	more than, greater,
≠	not equal to
-	minus, subtract
#	number

The following is a passage for Note Making and what follows is an example of notes extracted from the passage.

The earth is made up of several concentric layers. One of the concentric layers of the earth is the core. The core is divided into outer and inner core. The outer core is 2222 kilometres thick and molten. It contains nickel and iron and by volume it is 10% of the earth. The inner core which is solid is 1255 kilometres in radius and by volume it is 6% of the earth. The core is molten because it is found in the innermost of the earth where there is great heat.

The second and the middle layer of the earth is the mantle. The mantle is 2900 kilometres thick and is solid. It is mostly made up of dunite, peridotite and eclogite. It is rocky and by volume it is 85% of the earth. The mineral that is common in the mantle is olivine.

The third layer of the earth is the crust. It is the outer layer of the earth. It ranges from 5 kilometres to 48 kilometres in thickness. It is thin, cold and rigid. By volume it is 1.5% of the earth. The main materials of the crust are rocks and minerals. The study of rocks and minerals found in the crust is called lithology.

Sample of Note Making

EARTH'S LAYERS

A. Core

1. Outer

- (i) 2222 km thick*
- (ii) molten*
- (iii) contains nickel & iron*
- (iv) 10% of earth by vol.*

2. Inner

- (i) solid*

- (ii) 1255km in radius
- (iii) 6% of earth by vol.

B. Mantle

- (i) 2900m km thick
- (ii) solid
- (iii) made of dunite, peridotite & eclogite
- (iv) rocky
- (v) 85% of earth by vol.
- (vi) contains olivine

C. Crust

- (i) outer layer of earth
- (ii) ranges from 5-48km
- (iii) thin, cold & rigid
- (iv) 1.5% of earth by vol.
- (v) made of rocks & minerals

Exercise

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

1. Provide a suitable title for the passage.
2. Give the main points.
3. Supply supporting points for each main point.

Marks will be awarded for note style, brevity and a fair copy layout. Candidates who simply copy the passage are penalised.

Good short stories are not written anyhow. Writers compose them using expertise, knowledge and skills necessary for short story creation. For readers to understand and enjoy short stories, therefore, there is need for them to have at least a basic background and skills on how short stories are written. The first way to know how short stories are written is to study the elements of the short story. One of the most important elements of a short story, which is extensively explored in this passage, is a character.

To begin with, characters are actors in a story. Actors in the story could be human beings, animals, plants or ghosts. These characters can further divided into simple and difficult characters. A simple plot is normally associated with characters which are simple to understand. Similarly a complicated plot is associated with characters that are difficult to understand.

Characters can also be categorised into two. They can be flat or round. Flat characters are those whose behaviour can be easily predicted by the reader. They normally have one major character trait which can either be in form of a strength or a weakness. They are static in nature hence readers can easily understand them. On the other hand, round characters are those whose behaviour is unpredictable. They always surprise us as to how they behave. A story with well controlled round characters is more exciting than that with flat characters. However a fair representation of both flat and round characters in a story may represent life in a better way.

Characters have character traits. These are qualities of their personality. In this case readers can study characters and conclude that they are either good or bad, intelligent or foolish etc. However the study of characters is not done anyhow. One can learn more about characters by using one or more of the following ways: Firstly, one may look critically at what the characters do and how they do it. Remember it is said that action sometimes speaks louder than words. Some people may not be good speakers but

their actions may speak a lot about them. Secondly, one may consider what characters say about themselves and others. Finally the author may describe the characters as to who they really are. However, this does not mean that the reader should accept the description. It is wise to study the character using other means to confirm the stance of the author. This is why it is reasonable to combine two or more of the methods discussed above.

Characters play different roles. However, whatever the case, characters may play either a major or minor role. Major characters are those who play great roles in a story. They are the ones on whom the story revolves. These are the ones about whom we learn many things. They are the ones who dominate the story.

In conclusion, characters are what the author builds the story on. All the events in the story surround the characters. These characters may be major or minor, living or non living. Without them the story cannot be made.

{A paraphrase of a section from: Reuben Chirambo, Max J. Iphani and Zondiwe Mbano(eds), *The Unsung Song: An Anthology of Short Stories and Poems from Malawi*, Zomba: Chancellor College Publication, 2001,pp. 9-10}



Answers to exercises

CHAPTER 1: PART OF SPEECH

A
1. A 2. B 3.A 4.C 5.B 6.A 7.B 8.A 9.A 10.B

B
1. C 2.D 3.A 4.C 5.A 6.D 7.B 8.A 9.D 10.C
11. C 12.C 13.B 14.C 15.C 16.D 17.B 18.D 19.A 20.D

CHAPTER 2: WORD - PREPOSITION COMBINATION

1. C 2.B 3.A 4.B 5.C 6.A 7.D 8.C 9.D 10.A
11.C 12.C 13.D 14.B 15.D 16.A 17.B 18.C 19.A 20.A

CHAPTER 3: COMPARATIVES AND SUPERLATIVES

1. B 2.C 3.C 4.A 5.C 6.B 7.A 8.C 9.C 10.B

CHAPTER 4: ORDER OF ADJECTIVES

1. A 2.D 3.B 4.A 5.D

CHAPTER 5: PHRASAL VERBS

1. B 2.C 3.C 4.C 5.B 6.A 7.A 8.B 9.C 10.B

CHAPTER 6: QUESTION TAGS

1. A 2.A 3.C 4.C 5.B 6.A 7.B 8.C 9.A 10.C

CHAPTER 7: PHRASES

1. D 2.A 3.C 4.A 5.B 6.B 7.A 8.B 9.A 10.A

CHAPTER 8: CLAUSES

1. C 2.C 3.C 4.B 5.C 6.A 7.B 8.C 9.B 10.C

CHAPTER 9: PUNCTUATION

A
1. B 2.B 3.B 4.A 5.D

B. Inserting commas where necessary

1. Exercising three times a week, eating a balanced diet and drinking one litre of water everyday will bring you good health.
2. They say she is a dedicated, experienced and energetic leader.
3. The tutor says my work is improving, but she thinks I need better study habits.
4. John completed the research and developed her notes into an orderly report.
5. The staff, exited by the promise of a holiday, worked even harder.
6. Any detective, who solved the mystery, would be promoted.
7. By the way, she needs Jesus to liberate her.
8. Irritated by the news, the boy committed suicide.
9. Nevertheless, John Tembo, the party president, asked for a vote recount.
10. My lecturer said, "make sure you proofread your work before handing it over to the marker."

C. Capitalising where necessary

1. Have you visited Nyika National Park in Northern Region of Malawi?
2. The oil tanker moved slowly through the Persian Gulf.
3. My brother Samuel is studying Latin in college.
4. Tiyambe Zeleza wrote "Smouldering Charcoal".
5. On Christmas Eve our pastor read passages from the New Testament.
6. The Enlightenment was a period of scientific discovery and invention.
7. Did Uncle Tom actually beat her? I don't believe it.

-
8. There are over two million Muslims in the United States.
 9. What do you know about Roman holidays?
 10. He titled his book "The Scorpion Action".
-

CHAPTER 10: SUBJECT- VERB AGREEMENT

A

- | | | | | |
|-------------|----------|----------|---------------------------|----------|
| 1. Contains | 4. were | 7. needs | 10. artists, incorporates | 13. was |
| 2. filling | 5. were | 8. agree | 11. prepares | 14. is |
| 3. is | 6. sound | 9. is | 12. has | 15. lead |

B

For two thousands of years, the floor have (has) been the centre of activity in Japanese houses. Sitting, as well as sleeping, are (is) done on the floor. A tatami are (is) the floor covering used in Japanese housing. These (this) rectangular mats (mat) is made from rice straw. A typical tatami measure (measures) about six feet by three feet and is two inches thick. In some houses space are (is) left between the mats. It others, the mats completely covers (cover) the floor. People takes (take) off their shoes at the door to protect the floor and the mats. The foot covering that they put on are (is) called a tabi, which is like a slipper. The rectangular size of the tatami have (has) greatly influenced Japanese architecture. The height of shoji, which are sliding doors, match (matches) the length of the tatami...

CHAPTER 11: VERB TENSES

A

1. C 2.C 3.B 4.D 5.B 6.C 7.C 8.C 9.C 10.C

B

1. had left 2. will have been 3. Has 4. had been 5. will have been

C

Answers vary

CHAPTER 12: CONDITIONAL SENTENCES

1. D 2.C 3.C 4.C 5.D 6.C 7.B 8.A 9.B 10.D
-

CHAPTER 13: REPORTED SPEECH

A

1. B 2.B 3.C 4.A 5.B

B

1. The soldier warned the president not to drive alone again.
2. The student persuaded the teacher not to punish him.
3. The pastor asked him why he was going with unmarried women.
4. The manager told him that his proposal was accepted and asked him when he wanted to start work.
5. The priest asked me when I was baptised.
6. The leaders of the Sanhedrin commanded the apostles not to preach again the name of Jesus.
7. He inquired whether the Human Rights Organisation reacted to the abuse.

C

Answers vary

CHAPTER 14: WRITING COMPLETE SENTENCES

A

Answers vary

B

Answers vary

C

1. The reverend received a letter telling him that his grandmother who lives in Kafora was ill
2. The doctor asked the man who had just entered his consultation room if he had a heath passport
3. The orphan, having a sorrowful, face was waiting for food at the bus depot.

4. The bus with faulty brakes crashed straight into cliff.
5. The South African team in the green and white uniform scored the first goal.

D

Answers vary

E

1. He was thankful to his teacher who taught him playing the piano.
2. Most early missionaries were scholars. They had been either in high schools or universities.
3. Although the distance from Egypt to Canaan was short, it took a long time for the Israelites to reach Canaan.
4. By the time Malawi became independent, most churches had had African leaders.
5. Sometimes governments become so oppressive that revolt becomes the right action to take.
6. The founders of Church Music Society met every Wednesday night. They used the high school music room.
7. The two teachers took turns in escorting the patients to the General Hospital which was ten miles away.
8. Selah spoke well before the president. She received a loud round of applause.
9. The meeting drew a large crowd. The audience was quite impressed by the skills of the speakers.
10. While he was preaching, the irritated member mockingly dashed out of the temple.

CHAPTER 15: CONFUSING WORDS

1. A 2.D 3.B 4.B 5.D 6.A 7.A 8.B 9.C 10.C

CHAPTER 16: WRITING PARAGRAPHS

A.

Marriage contributed to the increased membership of Providence industrial Mission.

B

Answer: D

C

The first president to serve a full four year term in the White House was Thomas Jefferson. When he lived there, however, it was called the President's house. Although Jeferson was a creative and organized writer, he was disorganized when handling administrative details. The table that served as his desk held important papers also held his garden tools. The shelves on his office wall had books, charts and maps mixed in with flower and plants. When Jefferson was alone in his office, he let his mocking bird out of the cage and allowed it to fly around. He was just as disorganized when he entertained guests. There seemed to be no planning ahead for dinner parties. Nevertheless, Jefferson had such a productive mind that he could operate anywhere.¹²

D

1. Planting a tree can also be rewarding.
2. The Northern Region is about one third of the Central Region.

CHAPTER 17: LETTER WRITING

Answers vary

CHAPTER 18: REPORT WRITING

Answers vary

CHAPTER 19: SPEECH WRITING

Answers vary

CHAPTER 20: WRITING SHORT STORIES

Answers vary

CHAPTER 21: COMPREHENSION AND SUMMARY

Answers vary

CHAPTER 22: NOTE MAKING

Answers vary

1. use suitable instruments and units for various measurements
 2. carry out a scientific investigation
 3. analyse data from a scientific investigation
 4. describe the kinetic theory of solids, liquids and gases
 5. explain the cause of gas pressure
 6. explain the relationship between average molecular speed and temperature
 7. explain the meaning of the term absolute temperature
 8. differentiate types of temperature scales
 9. describe how various thermometers function
 - a. define pressure
 - b. determine the pressure exerted by regular solids
 - c. describe experiments to investigate factors affecting pressure in liquids
 - d. state Pascal's principle of transmission of pressure in fluids
 10. explain atmospheric pressure
 - a. state Pascal's principle of transmission of pressure in fluids
 - b. explain atmospheric pressure in terms of fluid mechanics
 - c. describe experiments to investigate factors affecting pressure in gases
 - d. state Pascal's principle of transmission of pressure in fluids
 11. explain atmospheric pressure
 12. describe the applications of pressure in fluids
 13. explain Archimedes' principle
 14. discuss gas laws
 15. explain applications of gas laws
- a. define scalar and vector quantities
- b. represent vectors
- c. add and subtract vectors

33. describe wave properties
32. differentiate between a transverse wave and longitudinal wave
31. describe a wave
30. explain oscillation in relation to a pendulum or a hanging mass on a spring

FORM 4

29. determine electric power and energy
28. describe electrical resistance
27. describe potential difference
26. describe electric current
25. calculate efficiency, mechanical advantage and velocity ratio of machines
24. explain efficiency, mechanical advantage and velocity ratio of a machine
23. describe what machines are
22. explain the conservation of mechanical energy
21. calculate work done
20. apply the equations of uniformly accelerated motion
19. explain motion-time graphs
18. determine acceleration due to gravity
17. conduct experiments to determine velocity and acceleration
16. describe distance, displacement, speed, velocity and acceleration
- d. resolve vectors