

Mastering Senior Certificate

# ENGLISH

*Grammar, Register, Comprehension,  
Composition, Summary Writing and Note Making*



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## CHAPTER 1

### SENTENCES AND SENTENCE PATTERN

#### Sentence Patterns

- A Sentence is usually defined as a group of words that expresses a complete thought.  
**Examples**
  - i. We will leave either on the weekend or on Monday.
  - ii. When will Maria and her aunt arrive?

#### Types of Sentences

##### 1. *Declarative sentence*

- A declarative sentence makes a statement. They are also called assertive sentences.  
**Examples**
  - i. The Gilo monster is a poisonous lizard.
  - ii. He is not my friend.
  - iii. The earth is spherical.
  - iv. Lilongwe is Malawi's capital city.
  - v. The moon shines at night.

##### 2. *Interrogative Sentence*

- It asks a question and end with a question mark.  
**Examples**
  - i. Are there any poisonous Lizards in Ntcheu?
  - ii. Who are you?
  - iii. How old are you?
  - iv. Where are you going?
  - v. Did you bank the money?
  - vi. When is your birthday?

##### 3. *Imperative Sentence*

It gives an order, makes a request or a suggestion

#### Request

- Examples**
  - i. Bring me two books order.
  - ii. May I use your car?
  - iii. Remove that Lizard.
  - iv. Please escort my son to school

#### Suggestion

- v. You should help the need.
  - vi. You need to consult him.

**4. Exclamatory Sentence**

Such a sentence expresses surprise or strong feeling.

**Examples**

- i. What a difficult exercise it was!
- ii. What a shame!
- iii. A lion is chasing me!
- iv. How beautiful she is!

**5. Optative Sentence**

This is a sentence that expresses a wish, probability or supposition.

**Examples**

- i. I wish Nickiwe could be home.
- ii. May God bless you.
- iii. I wish Mark were my son.
- iv. If Hannah had been Victor's wife, he would have been happier.
- v. He ought to have been studying by now.

**Exercise**

Change the following sentences into requests, questions and declarative sentences.

1. Send him this letter.
2. Don't go into that room.
3. What a shame!
4. You have never been to Chikhwawa.
5. We shall advise him.

### Parts of a Sentence

Sentences consist of two basic parts; Subjects and Predicates. The subject tells what the sentence is about.

| SUBJECT    | PREDICATE                |
|------------|--------------------------|
| My dog     | has ticks                |
| Tione      | is a famous singer       |
| The letter | has come this afternoon. |

#### *The subject*

- May have only one word, or may have several words.

#### Types of Subjects

1. Simple Subject
2. Compound Subject

**Simple Subject** - A simple subject has only one subject and tells what the subject is about.

##### Examples

- i. The only person for this job is Mwayi.
- ii. Mrs. Phiri's daughters run the Restaurant..

#### Compound Subjects

A compound subject consists of two or more simple subjects that are joined by a Co-ordinating conjunction and that have the same verb.

1. Books and Magazines are available in the Library.
2. Lucius Banda , Billy Kaunda and Malume Bokosi are great singers.

#### Subjects in inverted order;

- This is when the predicate comes before its subject.
- Questions are frequently in inverted order.

##### Example

Which candidate do you like best?

#### The predicate

- It says something about the subject.
- It contains a verb or a verb phrase.

##### Examples

| SUBJECT     | PREDICATE           |
|-------------|---------------------|
| The traffic | slowed              |
| The dogs    | had barked          |
| The papers  | must have been lost |

### Types of Predicates

1. Simple Predicate
2. Compound Predicate

#### Simple Predicate

##### Examples

- i. Peter **practices** on his flute every day  
(simple predicate 'practices')
- ii. The rain **fell** in torrents.  
(simple predicate 'fell')

#### Compound Predicate

- has two or more verbs or verb phrases that share the same subject.

##### Examples

- i. The buffalo **snorted and charged**.
- ii. We **have worked very hard and deserve** a reward.

#### Sentence Patterns

1. Subject + Verb (S+V).  
- This is the simplest sentence pattern in English

| e.g. | <u>Subject</u> | <u>Verb</u> |
|------|----------------|-------------|
|      | Joe            | slept.      |
|      | She            | finished.   |
|      | This           | works.      |

2. Subject + Linking verb + Predicate adjectives (S+LV+PS).

##### Examples

| <u>Subject</u> | <u>Linking verb</u> | <u>Predicate Adjective</u>           |
|----------------|---------------------|--------------------------------------|
| The roses      | are                 | deep green with short stems.         |
| The ducklings  | look                | happily immersed deep down the water |

3. Subject + Linking verb + Predicate nominative (S+LV+PN).

| <u>Subject</u> | <u>Linking verb</u> | <u>Predicate Nominative</u>  |
|----------------|---------------------|------------------------------|
| Roses          | are not             | very large flowers.          |
| Good old James | is                  | the new captain of the team. |

4. Subject + Verb + Direct Object (S+V+DO).

| <u>Subject</u> | <u>Verb</u> | <u>Direct Object</u> |
|----------------|-------------|----------------------|
| Children       | like        | Peanuts.             |
| We             | ate         | bananas              |
| Samuel         | plays       | tennis.              |

5. Subject + Verb + Indirect Object + Direct Object (S+V+IO+DO)

| Subject     | Verb   | Indirect Object | Direct Object       |
|-------------|--------|-----------------|---------------------|
| The builder | sent   | us              | the bill.           |
| My brother  | mailed | me              | a post card.        |
| Thandi      | baked  | us              | some cake biscuits. |

6. Subject + Verb + Direct Object + Object Complement (S+V+DO+OC)

| Subject Verb | Direct Object    | Object Complement |
|--------------|------------------|-------------------|
| We           | thought the meal | is horrible.      |
| The judge    | pronounced them  | innocent.         |
| She          | found the play   | entertain         |

## CHAPTER 2

### VERBS

A verb is defined as a word that expresses action or state of being.

**Examples**

- i. A spectator watched the game calmly.
- ii. He seems happily.
- iii. It is important.

A verb tells the following:

- (i) What someone or something does;

**Examples**

- a) He plays
- b) The sun shines

- (ii) What is done to the person or thing.

**Examples**

- a) He is banished.
- b) The rubbish is burnt

- (iii) State of being.

**Examples**

- a) He is a medical doctor.
- b) They are in the tent.

- (iv) Possession

**Examples**

- a) They have uniforms
- b) She has long ears.

The primary characteristic of a verb is its ability to express time: present, past and future.  
Verbs express time by means of tense forms.

### CLASSIFYING VERBS

#### A. Action Verbs

An action verb tells what someone or something does.  
Some action verbs express physical or mental action.

**Examples**

- i. Joy waved the signal flag. (**physical action**)
- ii. He hoped for success. (**mental action**)

### **Transitive Verbs**

- A transitive verb is followed by a direct object that is a word or words that answer the question what? Or whom?

#### **Examples**

The hunter hunted the animals soundly. (The action verb hunted is followed by noun animals which answers the question hunted what?)

### **Intransitive Verbs**

An intransitive verb is not followed by a direct object.

#### **Example**

The hunter hunted wildly. [ The verb is followed by a word that tells how.]

To determine whether a verb in a sentence is transitive or intransitive, ask what? Or whom? after the verb. If the answer is given in the sentence the verb is transitive. If the answer is not given in the sentence, the verb is intransitive.

### **B. Linking Verbs**

A linking verb links , or joins , the subject of a sentence with a noun , a pronoun or an adjective that identifies or describes the subject.

A linking verb does not show action.

"Be" is the most commonly used form of verb. Its other forms are; am, is, are, was, were

#### **Examples**

1. The person behind the mask **was** you.
2. The players **are** ready.
3. Golf **is** an out door sport.
4. They **were** sport fans.

Several other verbs besides 'be' can act as linking verbs.

#### **Examples**

|       |        |        |        |
|-------|--------|--------|--------|
| Look  | remain | seem   | become |
| Stay  | grow   | appear | sound  |
| Taste | smell  | feel   | turn   |

#### **Examples in sentence**

1. This salad **tastes** good.
2. The sun **feels** warm on my shoulders.
3. You **look** comfortable.
4. The leaves **turned** brown.

### Verbs Phrases

The verb in a sentence may consist of more than one word . The words that accompany the main verb are called auxiliary, or helping verbs.  
A verb phrase consists of a main verb and all its auxiliary or helping verbs.

**Auxiliary verbs:** These are words that accompany the main verb. They are also called the helping verbs.

1. forms of 'do' :- -do, did, does
2. forms of 'be' - am, is , are, was, were, being, been
3. Forms of have - has , have , had , having
4. Other auxiliaries - can , could, will , would, may, might, must, shall, should

The most commonly used auxiliary verbs are forms of 'do' 'be' and 'have' . They help the main verb express time by forming various tenses.

#### Examples

1. We **will weed** the vegetable garden next week. (future tense)
2. Titani **has already weeded** the peppers and tomatoes. (present perfect)
3. We **were weeding** the flower beds when the rain started. (past continuous)
4. Mike did not weed the peppers and tomatoes . (simple past).

Or

The other auxiliary verbs are not used primarily to express time. They are often used to emphasize meaning.

#### Examples

- i. **I should be leaving** .
- ii. **Could he have forgotten?**
- iii. Marisa **may already be finished**.

### Features of the verb

- Verbs have one or more of the following three features.
- 1. A verb has tense. It shows events happening at a particular time.

#### Examples

- a) I **study** today. (present)
- b) I **studied** yesterday. (past)
- c) I **will study** tomorrow. (future)

The principal parts of a verb are used with helping verbs to form the different tenses. Every verb has three principal parts: the present , past, and the past participle.

| Present | Past    | Past Participle |
|---------|---------|-----------------|
| Sing    | sang    | (has) sung      |
| Try     | tried   | (has) tried     |
| Laugh   | laughed | (has) laughed   |
| See     | saw     | (has) seen      |

**2. Verbs have a form that ends in - 'ing'.**

They form progressive form of various tenses.

**Examples**

- |                         |                       |
|-------------------------|-----------------------|
| 1. She is reading.      | (Present progressive) |
| 2. She was reading.     | (Past progressive)    |
| 3. She will be reading. | (future progressive)  |

**3. A verb agrees with its subject in number**

**Examples**

- |               |              |
|---------------|--------------|
| a) I jog.     | He jogs.     |
| b) you study. | She studies. |

**Weak verbs**

These are all verbs which form their past tense and past participle by adding -ed, d or t to the present tense.

**Examples**

| <b>Present tense</b> | <b>Past tense</b> | <b>Past Participle</b> |
|----------------------|-------------------|------------------------|
| Hope                 | hoped             | hoped                  |
| Want                 | wanted            | wanted                 |
| Walk                 | walked            | walked                 |
| Keep                 | kept              | kept                   |
| Flee                 | fled              | fled                   |

**Examples**

Verbs whose past tense is formed by shortening the vowel of the present tense are weak verbs

| <b>Present tense</b> | <b>Past tense</b> | <b>Past Participle</b> |
|----------------------|-------------------|------------------------|
| Shoot                | shot              | shot                   |
| Bleed                | bled              | bled                   |
| Lead                 | led               | led                    |
| Light                | lit               | lit                    |

**Examples**

Verbs whose past tense is the same as present tense

| <b>Present tense</b> | <b>Past tense</b> | <b>Past Participle</b> |
|----------------------|-------------------|------------------------|
| Cut                  | cut               | cut                    |
| Put                  | put               | put                    |
| Hit                  | hit               | hit                    |
| Cost                 | cost              | cost                   |
| Hurt                 | hurt              | hurt                   |

### Strong Verbs

Strong verbs are the verbs which form the past tense without adding a final 'd' or 't'.

| Present tense | Past tense | Past Participle |
|---------------|------------|-----------------|
| Write         | wrote      | written         |
| Drink         | drank      | drunk           |
| Bind          | bound      | bound           |
| Fall          | fell       | fallen          |
| Blow          | blew       | blown           |
| Arise         | arose      | arisen          |

### Regular and Irregular verbs

A regular verb forms its past and past participle by adding -ed or -d to the base form.

| Base form | Past form | Past participle |
|-----------|-----------|-----------------|
| Climb     | climbed   | climbed         |
| Learn     | learned   | learned         |
| Spy       | spied     | spied           |

An Irregular verb forms its past and past participle in some way other by adding -ed, or - to the base form

| Base form       | Past form | Past participle |
|-----------------|-----------|-----------------|
| be, am, are, is | was, were | been            |
| bear            | bore      | borne           |
| beat            | beat      | beaten / beat   |
| become          | became    | become          |

## CHAPTER 3

### Verb tenses

The tenses of a verb are the forms that help to show time.

The following are the tenses in English language ;

#### 1. Simple Present

##### Uses

- a) Expresses a constant, repeated, or habitual action or condition.

##### Examples

- i. Emily **bakes** wonderful cakes.
- ii. He **goes** to school at 6 am everyday.
- iii. Isaac **likes** the taste of tea with honey in it.

- b) Expresses general truth

##### Examples

- i. God **is** valuable .
- ii . Water **boils** at 100°C.
- iii. Birds **fly**.

- c) Used in proverbs

##### Examples

- i. Make hay while the sun **shines**.
- ii. A rolling stone **gathers** no moss.
- iii. Actions **speak** louder than words.

- d) Used to express a fact of permanent nature

##### Examples

- i. The earth **revolves** around the sun.
- ii. The sun **rises** in the east.

- e) In exclamatory sentences

##### Examples

- i. There **goes** our train !
- ii. Here **comes** the bride!

- f) for a general statement

##### Example

John **likes** Mary.

- g) Historical Present

##### Example

Malawi **continues** to beg global funding support.

h) Expresses future action which have been decided upon / near by future.

**Example**

- i. The term opens on Tuesday.
- ii. She leaves for Mzuzu next week.
- iii. I start work tomorrow.

1) Present activity immediately completed

**Examples**

- a) I declare the conference open.
- b) I name this road Victor Mkhwayi Drive.

**Present Continuous tense**

Shows an on going action. The tense is made up of helping verb 'be' and a main verb in - ing.

**Uses**

i. Show an on going activity.

**Examples**

- a) I am learning English Grammar.
- b) She is waiting for the minister.
- c) The man is working in the garden.

ii. Express an action to happen in nearby future.

**Examples**

- a) I am going to the Lake this afternoon.
- b) What are you doing tomorrow.

**3. Present Perfect Tense ✓**

This tense is formed by has / have plus past participate.

**Uses**

i. Show an action that has just been completed but which still has current relevance.

**Examples**

- a) The living room clock has stopped.
- b) They have bought a coach a day earlier.
- c) Sautso has completed her project.

ii. Express the idea that an action began in the past and is still happening.

**Examples**

- a) The mall has displayed our network for two days.
- b) We have kept a spare house key under this rock ever since I left my key at school.

4. Present perfect continuous.

Formed by has / have + been + ing.

Uses

- i. Indicate the duration of an activity which is still considered incomplete.

Examples

- a) Tom has been thinking about his brothers.
- b) It has been raining since yesterday.
- c) I have been studying French for two years now.

- ii. Indicate a recently completed action.

Examples

- a) I have been spending a few days at home.
- b) These journalists have been attending a refresher course.

- iii. Indicates emphasis.

Examples

- a) You have been playing with mud. {you look dirty} .
- b) Someone has been moving my books.

## PAST TENSES

### 1. Simple past

Uses

- i. Show an action which took place in the past

Examples

- a) I saw them yesterday.
- b) I wrote this book.
- c) He bought that car last year.

- ii. Used in polite requests and to express requests.

Examples

- a) I wanted to talk to you.
- b) I wish I knew the boy.

- iii. In conditional clauses of Unlikely/improbable conditions.

Examples

- a) I would go to Malawi if I knew the place.
- b) If he came, he would get me.

## 2. Past continuous tense

### Uses

- i. Show that an activity was happening at a time when another activity occurred.

### Examples

- a) When I was going to New York, I met Linda.
- b) Were you learning when he arrived?

- ii. Show that a number of activities were taking place at the same time.

### Examples

- a) While Mr. Mtenje was teaching the pupils, Mr. Banda was marking scripts.
- b) Kafinyangwe was sweeping and Benedictus was mopping the classroom.

## 3. Past perfect tense ✓

Formed by had + past participle.

### Uses

- i. Show two activities which took place in the past, one happened before the other.

### Examples

- a) He had already left when I arrived.
- b) When they arrived at the stadium, the match had already started.

- ii. Indicate the continuation of an activity up to a certain time in the past.

### Examples

- a) He had been in Lilongwe for twenty years by the time I joined him.
- b) She had been married for ten years.

## 4. Past perfect continuous ✓

Formed by had +been +ing

### Uses

- i. Show that a continuous activity had not been completed before another activity took place at some later period.

### Examples

- a) When I met him, he had been studying for a diploma.
- b) When I came to Blantyre in 1998, Mr. Obama had been teaching for eight years.

## FUTURE TENSES

### 1. Simple future

Uses

Indicates future actions not influenced by willingness or intention.

### Examples

- a) I shall be twenty next week.
- b) We shall all die one day.
- c) The man will be here in few minutes.

ii. Used in the main clause of conditional sentences {open condition}

**Examples**

- a) If you work hard, you will pass the exams.
- b) He will learn French, if he goes to Paris.
- c) If it rains, the seedlings will be planted.

**2. Future continuous tense**

Formed by will + be + ing

**Uses**

Express an activity in future which will be going on.

**Examples**

- a) We shall be playing all night.
- b) They will be waiting for us.

**3. Future perfect tense**

Formed by will + have + past participle.

**Uses**

Express an activity which will have been completed by a certain time in future.

**Examples**

- a) I shall have read ten novels by next month.
- b) My sister will have finished form four by the time you return from France.

**4. Future perfect continuous tense**

Formed by will/ shall + have + been + ing

**Uses**

Used to indicate an action which extends from past through the present into the future.

**Examples**

- a) When he finishes his studies, I will have been working at a company.
- b) By the time we arrive, he will have been waiting for many hours.

## CHAPTER 4

### MODALS

A modal verb is a verb used with another verb to express permission, ability, obligation and so on.

The following are some of the examples of modal verbs.

#### Can/may

##### Can

Can means "be able to" (to avoid redundancy 'can' must not be followed by "be able to"

##### Uses

###### 1. Express Ability

###### Examples

- a) He can speak Tumbuka, Yao and Sena.
- b) She can type 200 words per minute.
- c) Can you drive a train? "yes, I can"

###### 2. Express permission

###### Examples

- a) She can come in now.
- b) You can not stay with us.
- c) Can I borrow your shirt?

###### 3. Express possibility

###### Examples

- a) It can be true.
- b) The magazine can be bought in P.T.C. shops.
- c) If it rains, we can cancel the rally.

#### May

##### Uses

###### 1. Denotes permission

###### Examples

- a) May I go now?
- b) You may not use that car.
- c) If you want to meet the professor, you may wait.

###### 2. denotes possibility

###### Examples

- a) It may or may not take place again.
- b) You may become the next Senator.
- c) Be careful that bomb may explode.

**Should**

**Uses of 'should'**

1. To express idea/strong advice.

**Example**

You should register with the principal.

2. Used instead of would in formal writing.

**Example**

I should be glad to hear from you as soon as possible.

3. To convey an assumption.

**Example**

Jane should have arrived at the office by now

4. After in case.

**Example**

We will hide in case they should see us.

5. To make a suggestion/request for advice.

**Example**

what should I do to be saved?

**Ought to**

**Uses of 'ought to'**

1. Convey what is considered morally right.

**Example**

Children ought to respect their parents.

2. Desirable or expected state.

**Example**

Children ought to be able to read by the age of seven.

3. Give advice.

**Example**

You ought to improve your English Grammar before the final examination.

**Could**

**Uses**

1. Used in asking permission.

**Examples**

- a) Could I use your phone, please?
- b) Could I borrow your bicycle?

**2. Used in making polite requests.**

**Example**

Could you just type one letter before you go?

**3. Used to indicate possibility.**

**Examples**

- a) You could be right, I suppose.
- b) My wife's in labour, the baby could arrive at any time.

**4. Used in making suggestion.**

**Examples**

- a) We could write a letter to the director.
- b) You could always try his home number.

**5. Used to indicate annoyance.**

**Example**

They could have let me know they were going to be late.

**6. Used to emphasize how strongly one wants to express one's feelings.**

**Example**

I'm so fed up, I could scream!

**NOTE: Could is also the past tense of 'can'**

**Might**

**Uses of might/might not (negative)**

**1. Past tense of may.**

**Examples**

- He said he might come tomorrow.  
[compare; "I may come tomorrow," he said.]

**2. Indicating possibility**

**Examples**

- a) He might get here in time, but I can't be sure.
- b) some of these mines might even become profitable again

**3. i) Make a suggestion.**

**Example**

You might try phoning the help desk.

**ii) Ask permission.**

**Example**

If I might just add to what Mr. Brown said....

**iii) Make a request.**

**Example**

You might just {i.e. please} call at the chemist on the way home.

4. Express annoyance.

Example

Honestly, you might have told me!

5. Indicate lack of surprise.

Example

I might have guessed it was you that broke the window.

6. Emphasize that an important point has been made.

Example

'And where is the money coming from?' You might well ask.

**Need/ needn't**

**Uses**

1. Indicate obligation.

Examples

- a) You needn't finish that work today.
- b) Nobody need to be afraid of catching the disease.

2. Used with have + a past participle to indicate that actions in the past were or may have been unnecessary.

Examples

- a) You needn't have hurried.
- b) She needn't have come in person, a letter would have been enough.
- c) Need you have paid so much?

**Must/mustn't**

**Uses**

1. Indicate that it is necessary that something happens.

Example

I must go to the bank to get some money.

2. Used for advising or recommending.

Example

We must see what the authorities have to say.

3. Used to indicate that one thinks something is likely or logical.

Example

- a) You must be hungry after your long walk.
- b) She must be having a lot of problems with the luggage.

4. Used for insisting that somebody does something

Examples

- a) You must put your name down for the team.
- b) Must you make so much noise?

**Must/have to**

**Uses**

1. 'Have to' -for an order.

**Example**

You have to pay for the tickets in advance.

2. For future

**Example**

We will have to borrow the money we need.

**Don't have to/don't need to/need not**

**Uses**

Used when it is necessary to do something.

**Examples**

a) You don't have to pay for the tickets in advance.

b) She doesn't have to/doesn't need to work at weekends.

**Shall/shan't**

**Uses**

1. Indicate future predictions.

**Example**

This time next week I shall be on holiday.

2. Indicating will or determination.

**Example**

I shall write to you again at the end of the month.

3. Indicating offers or suggestion.

**Example**

Shall I (i.e. would you like me to) do the washing up?

4. Indicating orders or instructions.

**Example**

Candidates shall remain in their seats until all the papers have been collected.

**Will/won't**

**Uses**

1. i) Future predictions.

**Example**

Next year will be our tenth wedding anniversary.

ii) Talking about what is probable/expected in the present.

**Example**

They will be home by this time.

2. Used when making requests.

**Example**

Will you send this letter for me, please?

3. Be willing or ready to do something.

**Example**

I will check this letter for you, if you want.

4. i) Stating general truth.

**Example**

If it is made of wood, it will float.

ii) Indicating a particular fact.

**Example**

This jar will hold a kilo.

5. Used for describing habits in the present/past

**Example**

She will listen to music, alone in the room, for hours.

6. Suggest speaker's annoyance

**Example**

He will comb his hair at the table, even though he knows I don't like it.

**Would/wouldn't**

**Uses**

1. Instead of will as past tense.

**Example**

He said he would be here at 8 o'clock.

2. i) Describing the consequence of an event.

**Example**

She would look better with shorter hair.

ii) Describe an event that would have happened.

**Example**

If I had seen the advertisement in time, I would have applied for the job.

3. Used after so that/in order that' to express purpose or result.

**Example**

She burned the letters so that her husband would never read them.

4. Used after wish to express what one wants to happen.

**Example**

I wish you would be quiet for a minute.

5. Used to indicate that something/somebody was not willing

Example

She wouldn't go to the dentist, even though she was in considerable pain.

6. i) Used in polite request.

Example

Would you mind paying me in cash, please?

ii) Used in polite offer.

Example

Would you like a sandwich?

7. Used with words like, love, hate, prefer, be glad/ happy etc. {to express preferences}

Example

a) I would love coffee.

b) I would hate you to think I was criticizing you.

c) Where would you like to sit?

**Used to**

**Uses**

1. Expressing a frequent or continuous action or state in the past.

Example

a) I used to live in London.

b) Life here is much easier than it used to be.

**REVISION EXERCISE**

1. Despite playing under strength, the village team \_\_\_\_\_ beat their rivals.

a) could      b) were able to    c) couldn't      d) weren't able to

2. She had to do the shopping for her neighbour, \_\_\_\_\_ she?

a) didn't      b) hadn't      c) does      d) isn't

3. He daren't \_\_\_\_\_ his boss for a rise just now.  
a) asking      b) be asking      c) to ask      d) ask

4. I'll hand over all my files to my files to my assistant before I \_\_\_\_\_.  
a) am leaving      b) leave      c) will leave      d) shall leave

5. By the time Bernard's daughter graduates, \_\_\_\_\_ retired.  
a) he      b) he has      c) he'll being      d) he'll have

6. How long has the property \_\_\_\_\_ to your family?  
a) belonged      b) belonging      c) belongs      d) been belonging

7. Buy me a newspaper on your way back, \_\_\_\_\_.  
a) do you      b) will you      c) have you      d) don't you

8. The noise was so loud that we all \_\_\_\_\_ wear ear-protectors.  
a) must      b) have to      c) should      d) had to

9. This time next year \_\_\_\_\_ chief translator to the French UN delegation.  
a) he is      b) he'll being      c) he'll be      d) he's being.

10. It is essential that all top security documents \_\_\_\_ be stamped **CONFIDENTIAL**.  
 a) should      b) must      c) will      d) he's being
11. I suggest Andrea \_\_\_\_ in touch with the organisers.  
 a) should get      b) to get      c) getting      d) should getting
12. According to \_\_\_\_ surveys, the majority of Britons are in favour of the monarchy  
 a) the most      b) most      c) most of      d) the most of
13. The four men who successfully retraced Sir Ernest Shackleton's open boat voyage  
 across \_\_\_\_ Ocean are resting on South Georgia.  
 a) Southern      b) a Southern      c) the      d) the Southern
14. You \_\_\_\_ continue. You've made your point clearly enough already.  
 a) needn't      b) mustn't      c) don't have      d) won't
15. Let's get the house cleared up before he \_\_\_\_\_.  
 a) is arriving      b) arrives      c) will arrive      d) arrived
16. In my opinion, the government should \_\_\_\_ action.  
 a) to take      b) taking      c) take      d) have take
17. Since 1997 my department's work \_\_\_\_ built up considerably.  
 a) was      b) have      c) is      d) has
18. The bill had already been paid, so I \_\_\_\_ to do it.  
 a) hadn't      b) didn't need      c) needn't      d) haven't
19. We regret \_\_\_\_ you that you have exceeded your overdraft facility.  
 a) to inform      b) informing      c) to tell to      d) telling
20. Why don't you try \_\_\_\_ the key anti-clockwise?  
 a) to turn      b) on turning      c) turning      d) turn
21. The company's apology \_\_\_\_ regarded as an exercise in damage limitation.  
 a) were      b) was      c) would      d) had
22. We don't allow \_\_\_\_ in the classrooms.  
 a) that people smoke      b) smoke      c) people to smoke      d) to smoking
23. The accused denied \_\_\_\_ in the vicinity of the murder scene.  
 a) to have ever been      b) have ever been      c) having been ever      d) ever having been
24. why don't you do what you're told, instead of \_\_\_\_ such a song and dance about it?  
 a) to make      b) making      c) made      d) make
25. The children \_\_\_\_ to stay up late.  
 a) don't allow      b) aren't let      c) aren't allowed      d) would rather
26. I rashly posted the parcel without \_\_\_\_ it.  
 a) weighing      b) weigh      c) weighed      d) to weigh
27. I suppose you just went to the disco \_\_\_\_ improve your conversational skills!  
 a) so as      b) for      c) in order to      d) too
28. He wasn't responsible \_\_\_\_\_.  
 a) blame      b) to blame      c) blaming      d) for blame
29. What a dangerous thing to do! You \_\_\_\_ have been killed!  
 a) may      b) can      c) must      d) might
30. For the rest of his life he lived in fear of \_\_\_\_ tracked down.  
 a) having      b) be      c) being      d) been
31. All that rubbish will have to be \_\_\_\_ at once.  
 a) get rid of      b) got rid of      c) got rid      d) getting rid of
32. You'll get a free month's subscription, \_\_\_\_ you renew your membership by the end of January.  
 a) unless      b) however      c) were      d) provided
33. By the time I applied, all the holiday vouchers \_\_\_\_ used up.  
 a) had been      b) have been      c) was      d) are

34. I felt as if I \_\_\_\_\_ a confidence.  
a) have betrayed b) would betray c) had betrayed d) am betraying
35. I wish I \_\_\_\_\_ more about the logistics of the expedition.  
a) would know b) knew c) know d) can know
36. It's time she \_\_\_\_\_ promotion, in my view.  
a) get b) got c) will get d) have got
37. The candidate \_\_\_\_\_ to have withdrawn her application.  
a) claimed b) said c) denied d) reported
38. There's nothing I like more than \_\_\_\_\_ for a brisk walk along the seashore.  
a) go b) out c) walking d) going
39. How can you waste all that money on \_\_\_\_\_?  
a) gamble b) to gamble c) gambling d) the gamble

## CHAPTER 5

### Subject verb Agreement

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

Singular subject must be followed by a singular verb and a plural subject must be followed by a plural verb.

#### Examples

##### **Singular**

- i. The player exercises.
- ii. He loves food.
- iii. The dog has food.
- iv. He has seen the boy.

##### **Plural**

- The players exercise.
- They love food.
- The dogs have food.
- They have seen the boy.

#### 2. Intervening Phrases

Don't mistake a word in an intervening phrases for the subject of a sentence

##### Examples

- i. The roof of the tent provides shade.
- ii. The spices in the food are tasty.

If a singular subject is linked to another noun by a phrase, the subject is still considered singular.

The expressions such as ; accompanied by, as well as , in addition to, plus and together with ; introduce phrases that modify the subject without changing its number.

##### Examples

- 1. fog, in addition to snow, is a driver's nightmare.
- 2. Paulo, along with her friends , goes to the cinema.

Agreement with compound subjects;

##### **Plural**

- i. The lion and the tiger are roaring .
- ii. Both skiing and skating are fun.

##### **Singular**

- i. Peanut butter and jelly is my favorite type of sandwich (one unit)
- ii. His friend and companion is George. (one person)

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**AGREEMENT WITH SPECIAL SUBJECTS.**

**COLLECTIVE NOUNS**

- i. When used to refer to a group as a whole it requires a singular subject.
- ii. When used to refer to each member of a group individually, it requires a plural verb.

**Examples**

- a. His family **is** from Mzimba. (singular)
- b. His family **are** getting haircuts today. (plural)
- c. The Committee **submits** its report. (singular)
- d. The committee **sign** their names.

Special nouns.

- i. nouns that ends in 'S' require singular verbs for example; mathematics , news, molasses,

**Examples**

- i. Mathematics is my favorite subject.
- ii. The news was good.

Mixture - Plural and Singular

**Examples**

- i. Measles **is** a childhood disease. (singular)
- ii. Measles **cover** the sick child's body (plural)
- iii. Statistics **is** an interesting subject (singular)
- iv. Statistics **show** that women live longer than men (plural)

Many a, Every, and each are treated as singulars.

**Examples**

- Many a student **lives** in this town.
- Every player **has won** at least one game.
- Every chair, bench and table **was taken**
- Each poem **was studied**.
- Each story and novel **was read**.

Titles work as singular subject

**Example**

- " Glory Days" describes high school experiences.

- Countries and cities require singular verbs.

**Examples**

- 1. New Aceans hosts our meetings every year.
- 2. Netherlands is beautiful.

Indefinite Pronouns as subjects.

**Singulars**

Another , anybody, anyone, anything, each, either , every body, everyone, everything, neither, nobody, no one, nothing , one , somebody, someone, something.

Plurals: both, few, many , others , several.

### Singular / Plurals

All, any, enough, most, much, none, some

#### Examples

Everybody is going to the function. (singular)

Few have the patience. She has. (plural)

If the pronoun refers to a singular word, then it requires a singular verb. If the pronoun refers to a plural word, it requires a plural verb.

### Examples

**Singular** : Most of the pie was eaten. [most refers to pie, a singular noun]

**Plural** : Most of the cookies were still there . [ most refers to cookies, a plural noun]

'Any' and 'none' are singulars or plurals.

#### Examples

1. Any of these cars is ready. [ Any one car is ready]

2. Any of these cars are ready. [ All these cars are ready]

None of these bottles has a cap [ not one bottle has a cap]

None of these bottles have caps [ no bottle have caps]

### Agreement in inverted sentence

In an inverted sentence, the subject follows the verb.

#### Example

**Singular** : Across the oceans sails the young immigrant.

**Plural** : In the forest roar the lions.

In sentences beginning with 'there' or 'here', the subject follows the verb. The words 'there' and 'here' never function as the subject of a sentence.

#### Examples:

**Singular** : Here comes the bus.

There goes your friend.

**Plural** : Here come the buses.

There go your friends.

In questions an auxiliary verb usually comes before the subject. Look for the subject between the auxiliary verb and the main verb .

#### Examples

**Singular** : Does that woman teach English ?

**Plural** : Do those women teach English?

## CHAPTER 6

### Direct and Indirect Speech

Direct Speech: refers to the actual words spoken by someone and the words are usually in quotation marks.

Indirect Speech is a reported speech to a third person on what someone else said.

To change sentences from Direct to reported speech, the pronoun, tense and time phrase may all be changed.

The following are the rules to be followed;

#### Rule 1 :

##### Simple Present tense changes to simple past

###### Examples

- a) **Direct Speech:** "He speaks very good English," said the teacher.  
Reported : The teacher said that he spoke very good English
- b) **Direct Speech :** "I come from Zomba," said Nickiwe.  
Reported Speech : Nickiwe said that she came from Zomba.
- c) **Direct Speech :** "I work eight hours a day, except when the children are on holiday," said Victor.  
Reported Speech : Victor said that he worked eight hours a day, except when the children were on holiday.

#### EXCEPTION TO THE RULE

When direct speech ends with "he says", there are no changes as made above.

###### Examples

Direct Speech: "He speaks very good English", says the teacher.  
Reported : The teacher says that he speaks very good English.

#### Rule 2

Present continuous changes to past continuous.

- a) Direct Speech: "They are building a museum in the main square," said the guide.  
Reported : The guide said that they were building a museum in the main square.
- b) Direct Speech: "I am going home today," said Brown.  
Reported : Brown said that he was going home on that day.
- c) Direct Speech: "I am cleaning my brother's car," said Francis.  
Reported : Francis said that he was cleaning his brother's car.

**Rule 3**

Present perfect changes to past perfect.

- a) Direct : "I haven't seen Thomas for ages," said Michael.  
Reported: Michael said that he hadn't seen Thomas for ages.
- b) Direct : "I have just passed driving test," said Phuzo.  
Reported: Phuzo said that he had just passed his driving test.
- c) Direct : "I have written a letter," she said.  
Reported: She said that she had written a letter.

**Rule 4**

Simple past changes to past perfect

- a) Direct: 'He broke out of prison yesterday,' said the police woman.  
Reported: The police woman said that he had broken out of prison the previous day.
- b) Direct: ' My father was here yesterday', he said.  
Reported: He said that his father had been there the previous day.
- c) Direct: "Although I met you at the party I could not recognize you today", he said  
Reported: He said that although he had met him at the party he could not  
recognize him that day.

**Rule 5**

Past continuous changes to past perfect continuous

- a) Direct : " He was learning French", he said.  
Reported : He said that he had been learning French.
- b) Direct : " They were sleeping "  
Reported: They had been sleeping.

**Rule 6.**

Past perfect and past perfect continuous do not change

- Direct : "Jones had missed the bus" he said.  
Reported: He said that Jones had missed the bus.
- Direct: " He had been running the shop for two years at a loss", she said.  
Reported : She said that he had been running the shop for two years at a loss.

**Rule 7**

Future becomes conditional

**Example**

will = would

Shall = should / would.

- a) Direct: " I shall write a letter" he said.  
Reported: He said that he would write a letter.
- b) Direct: " You will find me here tomorrow"  
Reported: She said that I would find him there the following day.

**NOTE:** In reported speech using 2nd and 3rd conditional sentences, the tenses are not changed.

**Examples**

Direct: " If you went to bed earlier you wouldn't feel so tired in the morning," said his mother.

Reported: " His mother told him that if he went to bed earlier, he wouldn't feel so tired in the morning.

**Commands, Requests and Questions**

**(a) Command**

When changing commands the following are used; commanded, told, ordered directed, urged, demanded reminded.

**Examples**

i) Direct : " Don't park here" said the policeman.  
Reported      The policeman told us not to park there.

ii) Direct: " Close the door Henry", said Upile.  
Reported: Upile told Henry to close the door.

iii) Direct: " Shoot him!"the captain said.  
Reported: The captain ordered him to shoot

**b) Requests**

For request use the following :

He asked , he requested, he begged , pleaded, he advised

a) Direct: "Please come to my house, Mary," John said.  
Reported: John requested Mary to come to his house.  
b) Direct: " Will you help me with my luggage Peter?" asked Sarah.  
Reported: Sarah asked Peter to help her with her luggage. Or  
Sarah wanted to know if Peter would help her with the luggage.

**c) Questions**

When changing a question from direct to indirect speech you must be careful with the word order.  
It is usually the same as in statements .

You may use the following verbs and conjunctions.

She asked if ..... , He asked what .....

She wanted to know ....., she asked why .....

She inquired where .....

**Examples**

- a) Direct: "What are you doing? " He asked.  
Reported : He asked what she was doing. Or  
He wanted to know what she was doing.
- b) Direct: "Why did you lock the door?" The man asked.  
Reported: The man asked why I had locked the door. Or  
The man wanted to know why I had locked the door.

**EXERCISE 1**

Turn these sentences into Reported speech

1. "I think I forgot to lock the front door this morning," said Rosemary.
2. "Can I see you tomorrow, Peter?" asked Lillian.
3. "Why didn't he come to school?" asked Mike.
4. "Don't do that!" Liz said to the boy.
5. The match will start at 4 o'clock, the referee declared.

**EXERCISE 2**

**Choose the statement that has been correctly changed to reported speech**

✓ 1. 'What did he want?' she asked

- A. she asked me what he had wanted
- B. She asked me what did he want?
- C. She asked me what she did want.
- D. She wanted to know what he want.

✓ 2. 'Come quickly!'

- A. He ordered me to come quickly!
- B. He ordered me to go quickly
- C. He commanded me to come quickly
- D. He asked me to run quickly.

✓ 3. 'I will go tomorrow,' he said.

- A. He said that he would go tomorrow.
- B. He said that he would go the following day.
- C. He said that I will go tomorrow.
- D. He said that he will go tomorrow.

✓ 4. "The man died last year," he said

- A. He said that the man had died the previous year.
- B. He said that the man died the previous year.
- C. He said that the man died last year.
- D. He said that the man died the following year.

✓ 5. 'I saw the lady here in this shop' he said

- A. He said that he saw the lady here in this shop.
- B. He said that he had seen the lady there in that shop.
- C. He said that he saw the lady there in this shop.
- D. He said that he had seen the lady there in this shop.

✓ 6. "I will go there," he said

- A. He said he will go there.
- B. He said he goes there.
- C. He said he would go there.
- D. He said I will go there.

✓ 7. "Why didn't you go to school today?" her mother asked.

- A. Her mother asked why she didn't go to school to day.
- B. Her mother wanted to know why she didn't go to school today.
- C. Her mother wanted to know why she didn't go to school that day.
- D. Her mother asked why didn't you go to school that day.

8. "I will find you at home," Maria said to Kamwana.

- A. Maria told Kamwana that she would find him at home.
- B. Maria told Kamwana that she will find him home.
- C. Maria told Kamwana that I will find you at home.
- D. Maria told Kamwana that I would find her at home.

✓ 9. The teacher said, "Leave the room at once."

- A. The teacher ordered me to leave the room at once.
- B. The teacher ordered me leave the room the at once.
- C. The teacher ordered to leave the room at once.
- D. The teacher ordered leave the room at once.

10. "Tawina doesn't want to leave tomorrow," he replied.

- A. He replied that Tawina doesn't want to leave tomorrow.
- B. He replied that Tawina didn't want to leave the following day.
- C. He replied that Tawina didn't want to leave tomorrow.
- D. He replied that Tawina doesn't want to leave the following day.

✓ 11. "I don't like spending my holidays with my aunt," she said.

- A. She said that she didn't like spending her holidays with my aunt.
- B. She said that she didn't like spending my holidays with her aunt.
- C. She said that I don't like spending my holidays with my aunt.
- D. She said that she didn't like spending her holidays with her aunt.

✓ 12. The students said, "we are not going to watch the video this afternoon"

- A. "The student declared that they were not going to watch the video this afternoon"
- B. The students declared that we are not going to watch the video this afternoon.
- C. The students declared that they were not going to watch the video this afternoon .
- D. The students declared that we are not going to watch the video this afternoon.

13. "Where can I buy snacks?" I asked.

- A. I asked him where could I buy snacks.
- B. I asked where I can buy snacks.
- C. I asked where to buy snacks.
- D. I asked him where I could buy snacks.

14. "The farmer settled his loan last year," he said.

- A. He said that the loan had been settled by the farmer last year.
- B. He said that the farmer has settled the loan last year.
- C. He said that the farmer had settled his loan the previous year.
- D. He said that the loan was settled by the farmer the previous year.

15. "I must see him, but I don't really want to" she said.

- A. She said that she had to see him but she didn't really want to.
- B. She said that she must see him but she didn't really wanted to.
- C. She said that I must see him but she didn't really want to.
- D. She says she must see him but I don't really want to.

16. "My advise to you, my children, is that you should work ' hard.

- A. He said that his advice to his children is that you should work hard.
- B. He said that my advice to you my children is that you should work hard.
- C. He advised his children to work hard.
- D. He said that his advice to his children was that they had to work hard.

## CHAPTER 7

### PARTS OF SPEECH

#### NOUNS

A noun is a word that names a person , a place, a thing, or an idea.

##### Examples

|                                 |                    |
|---------------------------------|--------------------|
| <u>Lisa</u> reads constantly.   | [name of a person] |
| <u>Nsanje</u> is extremely hot. | [name of a place]  |
| The old <u>car</u> broke down.  | [name of a thing]  |
| <u>Honesty</u> is necessary.    | [name of an idea]  |

#### Types of nouns

##### Proper nouns

- name specific persons, places, things or ideas

##### Examples

- a. John Mtenje comes from Mulanje. (Name of a person )
- b. Blantyre, Mchinji; Chikwawa are some of the districts in Malawi (District names)
- c. London , Harare, Addis Ababa, Cairo etc (cities).
- d. Monday, Tuesday , Wednesday, Thursday, Friday, Saturday and Sunday (week days).
- e. January, February March etc (names of months).

##### • Common nouns

A name used to name any common thing

##### Example

Mountain, scientist, country, teacher school etc.

\* When a noun is made up of more than one word it is called a compound noun.

##### Examples

1. Dodge City (one place)
2. Mary Wabwino Phiri (one person)
3. San Diego Freeway (one thing)
4. baseball
5. Police station
6. Son-in-law

#### Concrete nouns

Names something that can be perceived through the senses.

##### Examples

House, Jonas Phiri, Stone, Car, hoe, air, melody, aroma, heat

Concrete nouns name objects that occupy space or can be recognized by any of the senses (sight, smell, hearing, taste, touch).

### Abstract nouns

- An abstract noun is the name of a thing that can not be perceived by senses.
- names a quality, thought, or an idea.

#### Examples

Health, wealth, poverty, freedom, courage, kindness, love, ignorance, death, wisdom, independence etc

### Collective nouns

Refers to the name of a group of things.

#### Examples

Team, class, crowd, congregation, flock, a bunch of keys, a bundle of sticks, a pack of cards, heap of stones, army, audience, government , committee, a band of musicians, board of directors, a Caravan of travelers, a cloud of locusts, galaxy of stars etc.

### Possessive nouns

They show possession, ownership , or the general relationship between two nouns.

#### Examples

#### Singular Possessive

1. the kitten's tail
2. Her dress's collar
3. The wife's speech
4. The cookie's decoration
5. The story's villain
6. The watch's battery

#### Plural Possessive

- the Kittens' tails  
her dresses' collars  
the wives' speech  
the cookies' decoration  
the stories' villains  
the watches' batteries

Add an apostrophe and - s to form the possessive of a plural noun that does not end in S.

#### Examples

- i. The oxen's stalls.
- ii. The children's book.
- iii. The women's trophies.

### Compound Nouns

A compound noun is a noun made up of two or more words. Compound nouns may be open , hyphenated or closed.

#### Examples

1. Open: gray fox, Press Secretary, line of sight
2. Hyphenated: mother-in-law, tenth-grader, good-bye.
3. Closed : folksinger, headlight, postmaster.

**Material noun**

This is the name of a material or substance out of which something is made.

**Examples**

- i. Gold
- ii. Iron
- iii. Clay
- iv. Paper
- v. Steel
- vi. Wood

Grammatical Functions of Nouns

A noun may be used as:

- i. Subject of a sentence

**Example**

The man killed the dog.

- ii. Direct object of verb

**Example**

I have seen the girl.

- iii. Complement of a verb

**Example**

She is a clever girl.

- iv. an Indirect object

**Example**

I told the boy a story.

- v. prepositional object

**Example**

Give the bag to your brother.

## CHAPTER 8

### Pronouns

A pronoun is the word that takes the place of one or more nouns or other pronouns.

**Example**

Kalikokha heard the news , but he didn't believe it.

The word (or words) to which a pronoun refers is called the **antecedent**. An antecedent usually comes before the pronoun.

**Example**

Though Tiferanji Mbewe was born in Mangochi he grew to love the landscape of Zomba.

(The pronoun he takes the place of its proper noun, antecedent, Tiferanji Mbewe).

### Types of Pronoun

#### 1. Personal Pronouns

A personal pronoun refers to a specific person , place, thing or idea by indicating the person or people being spoken to , or any other person , place thing or idea being discussed (third person)

**Examples**

**Singular**

First person: I, me

Second person: you

Third person: he ,him, she, her, it

**Plural**

We, us

you

they them.

When speakers and writers refer to themselves, they use first person pronouns.

**Examples**

First person: The song was dedicated to me.

(me refers to the person speaking )

Second person : Sam will copy the document for you.

(You refers to the person being spoken to)

Third person : She gave him the news .

(she and him refer to the person being talked about)

### Possessive Pronouns

Possessive pronouns are pronouns that show ownership and possession.

### Possessive Pronouns

**Singular**

my, mine

your, yours

his, her, hers, hers , its

**Plural**

our , ours

your , yours

their, theirs

Some possessive pronouns must be used before nouns others can stand alone.

### Example

Used before a noun : This is your keyboard.

Used alone : The keyboard is yours.

### Other examples

1. That car is mine, the blue car is yours, and the green car is theirs.
2. Carlos enjoys using his camera.
3. The house is ours.
4. Is this hers or mine?

### Reflexive Pronouns

Reflexive pronouns are used when the action expressed by the verb passes back to the subject.

|                        | Singular                  | Plural     |
|------------------------|---------------------------|------------|
| <u>First person</u> :  | myself                    | ourselves  |
| <u>Second person</u> : | yourself                  | yourselves |
| <u>Third person</u> :  | himself, herself , itself | themselves |

### Examples

1. She taught herself to play a piano.
2. We imagined ourselves dancing in a forest glade.
3. Andrew uses a stopwatch to time himself on the track.

### Emphatic/intensive Pronouns

They add emphasis to another noun or pronoun in the same sentence.

### Examples

1. He himself delivered the flowers.
2. You must sign the application yourself.
3. Maria, herself made the bridesmaids' dresses.
4. Milika, Thandi and Thoko designed the plan themselves.

### Demonstrative Pronouns.

A demonstrative pronoun points out specific persons, places things or ideas.

|            |       |       |
|------------|-------|-------|
| Singular : | this  | that  |
| Plural :   | these | those |

### Examples

1. This is your locker.
2. That is your assignment.
3. These are the shrubs to be trimmed.
4. My uniform is cleaner than those.

**NOTE:** When this, that, these and those are used in front of nouns, they are modifiers not pronouns.

### **Interrogative Pronouns.**

An interrogative pronoun is used to form a question.

#### **Interrogative Pronoun**

|          |          |           |
|----------|----------|-----------|
| Who      | whom     | whose     |
| What     | which    | whoever   |
| Whomever | whatever | whichever |

#### **Examples**

1. Who is at the door?
2. Whom would you prefer?
3. Which of these do you want?
4. Whose is the orange car?
5. What will we do this Friday night?
6. Which do you like best?

### **Relative Pronoun**

A relative pronoun is used to begin a special subject-verb word group called a subordinate clause.

A relative pronoun relates to a word or phrase in the preceding clause.

#### **Relative pronoun**

|       |       |      |
|-------|-------|------|
| Who   | Which | That |
| Whom  |       | What |
| Whose |       |      |

#### **Examples**

1. The driver who arrived last parked over there.
2. The meal that you prepared was delicious.
3. The train which brought us here has broken down.

### **Relative Compound pronoun**

They are made up of more than one word.

#### **Examples**

|          |              |          |
|----------|--------------|----------|
| Whoever  | whichever    | whatever |
| Whenever | wherever etc |          |

### **Indefinite Pronoun.**

An indefinite pronoun refers to persons, places things, or ideas in more general way than a noun does.

#### **Some indefinite Pronouns**

|          |           |            |         |           |
|----------|-----------|------------|---------|-----------|
| All      | both      | everything | nobody  | others    |
| Another  | each      | few        | none    | several   |
| Any      | either    | many       | no one  | some      |
| Anybody  | enough    | most       | nothing | somebody  |
| Anyone   | everybody | much       | one     | someone   |
| Anything | everyone  | neither    | other   | something |

#### **Examples**

1. Everybody needs food.
2. Did you get enough to eat?
3. After two bowls of chili, I did not want another.

### **Distributive Pronoun**

Distributive pronouns are used to refer to individual or separate members of a group or class.

#### **Examples**

1. Neither of them is right.
2. Either of these is allowed.
3. Each of the students was given a book.

### **Reciprocal Pronoun**

This is a pronoun used to talk about relationships.

#### **Examples**

1. Each other. normally used to talk about two persons.  
eg a) The twin brothers love each other.  
b) They looked at each other.
2. One another: Used for more than two persons or things.  
eg a) They all confided in one another.  
b) They mocked one another.

## CHAPTER 9

### THE ARTICLE

An article is the word that functions as an adjective. For instance, **a**, **an** and **the**. There are two types of articles; **Definite** and **indefinite** articles.

#### The definite article {

##### Uses.

1. Used before a noun that has been mentioned previously.

##### Example

Jones bought a computer last year. This year he sold the computer and bought a house.

2. To mention a special thing.

##### Example

- a) Here is the man I told you.
- b) The verandah of the palace is tidy.

3. Used before a common noun if only one exist.

##### Examples

- a) The world is spherical in shape.
- b) The moon revolves around the earth.
- c) The sky, the sun, the earth, the equator.

4. Used with superlatives of comparison.

##### Examples

- a) She is the most beautiful girl in their class.
- b) He is the youngest boy.
- c) Is this the easiest solution?

5. Placed before adjective used as nouns to denote a whole class.

- a) The poor are getting poorer than the rich
- b) The sick need help
- c) The blind need the young to assist them.

#### The indefinite article (a, an)

##### Uses of 'a'

1. Used before a word beginning with a consonant.

##### Examples

a bottle, a plane, a bus , a hoe etc

2. Used before a vowel with a 'y' or 'w' sound.

##### Examples

a University, a European, a Union ,

3. Used to mean 'one'

**Examples**

- a) He visits England once in a year.
- b) A hundred students arrived each year.

4. Used to show that the speaker does not know the person / thing.

**Examples**

- A Mr. Smith was chosen.
- A Mr. Sabola visited them.

5. Used before the name of a profession ,

A trade, an occupation, or a religion

**Examples**

- a) He is a Moslem
- b) She is a nurse.
- c) Do you want to become a carpenter?

**Uses of 'an'**

1. Placed before a word beginning with a vowel.

**Examples**

an Indian, an Orange, an Ounce, an Idea

2. Used before words which begin with a silent 'h'.

**Examples**

an honour , an hour, an heir, an honest.

3. Used to mean 'one'

**Example**

She came an hour ago.

## CHAPTER 10

### Adjectives

An adjective is usually defined as a word that modifies a noun or pronoun.

#### Examples

1. The book was funny.
2. The bus is usually late during the rush hour.
3. New car, inexpensive car .

### Types of adjectives

#### 1. Proper Adjectives

- Formed from proper nouns

#### Examples

##### Proper noun

America

East

Boston

Africa

Japan

##### Proper Adjective

American wheat

Eastern climate

Bostonian accent

African continent

Japanese pottery

#### 2. Descriptive adjectives

- Indicate the quality or state of a thing.

#### Examples

- i. Where is the petrol pump?
- ii. A summer coat must be warm.
- iii. That lime mixer is huge.
- iv. The sea is not deep.
- v. Mrs. Brown is a beautiful woman.

#### 3. Possessive adjectives

- They indicate to whom an object belongs

#### Examples

- i. His brother is in UK.
- ii. Her clothes were stolen.
- iii. They have lost their direction.
- iv. Our aim is to defeat the enemy.
- v. Is that your car?
- vi. This is my game.
- vii. Its tail is short.

### Interrogative adjectives

• Adjectives used to ask questions.

#### Examples

- i. Which girl will be married next year?
- ii. What name has been given to the baby?
- iii. Which car is being sold?

### Demonstrative adjectives

Adjectives that indicate which object is pointed at.

#### Examples

- i. This house should be sold.
- ii. That man is a doctor.
- iii. Those goats belong to the chief.
- iv. These students should be told the truth.

### Numerical Adjectives

They tell the quantity of things.

#### Types

##### a) Definite Adjectives

They state the exact quantity and in what order they are.

#### Example

1. Four teachers resigned on the same day.
2. James gained the first position in class.
3. We need two vehicles.

##### b) Indefinite adjective

Indicate a number of objects without stating their exact number.

#### Example

- i. Many people attended the meeting.
- ii. Some girls are crooks
- iii. Several houses were blown off by wind
- iv. All men are equal before God.

### Distributive adjectives

Show that things are taken separately.

#### Examples

- i. Each fisherman received a boat.
- ii. The president did not support either side.
- iii. They agreed that every Professor had to take part.

### Quantitative adjectives

Show how much of an object is meant.

#### Examples

1. I have got some money in my account.
2. She hasn't got much money.
3. The whole house was destroyed.
4. Do you have any cash?

**NOTE:**

Adjectives may change forms to show differences in comparison.

The three degrees of comparison are;

- i. Positive
- ii. Comparative
- iii. Superlative

**Examples**

**Positive**

Happy  
Light  
Loose  
Tan  
Difficult  
Even  
Expensive  
Harmful  
Dangerous  
Interesting  
Silly

**Comparative**

happier  
lighter  
looser  
tanner  
more difficult  
more even  
more expensive  
more harmful  
less dangerous  
less interesting  
less silly

**Superlative**

happiest  
lightest  
loosest  
tannest  
most difficult  
most even  
most expensive  
most harmful  
least dangerous  
least interesting  
least silly

## CHAPTER 11

### Adverbs

An adverb is usually defined as a word that modifies a verb, an adjective, or another adverb.

#### Examples

1. Joyce left early so that she could practise longer.  
(modifies verb "left" and "practise")
2. The fog was unusually thick.  
(modifies adjective "thick")
3. He behaved very cleverly.  
(modifies adverb "very")

### Types of Adverbs

#### 1. Interrogative adverbs

Used to ask questions.

#### Examples

- a) Why don't planets twinkle as stars do?
- b) How do you winterize a car?
- c) When will you call?
- d) where is the ball game being played?

#### 2. Affirmative and negative adverbs

#### Examples

- a) Yes, I saw that movie. (affirmative adverb)
- b) No, we will not go. (negative adverbs)

**Note:** That is no reason to cry ('no' is adjective)

#### 3. Adverbs of manner

- Describe how an action is done.

#### Examples

- a. Please drive slowly.
- b. She arranged the boxes neatly.
- c. come quickly.
- d. The driver drove recklessly.

#### 4. Adverbs of degree.

Show the extent or degree of an action

#### Examples

1. The task was too big for me.
2. He proved very intelligent.
3. The problem is rather difficult.
4. He studies quite hard.
5. Susan looks so nervous.

### **5. Adverbs of time**

They state the time of an action.

#### **Examples**

- i. Can I see them now?
- ii. I will go to Lilongwe tomorrow.
- iii. He went home yesterday.
- iv. Help me soon.

### **6. Adverbs of frequency**

Indicate how often an action takes place.

#### **Examples**

- a) I have never visited London.
- b) They often win such games.
- c) Chimwemwe goes home frequently.

### **7. Adverbs of Place**

Indicate where the action of the verb takes place.

#### **Examples**

1. Come here!
2. We left them there.
3. They are going abroad.
4. All students have gone back.

### **8. Relative Adverbs**

They are used to introduce adverbial clauses.

#### **Examples**

- a. When you see me, you should stand.
- b. I will sit where he sat.
- c. Do you know why I left you?
- d. I called them when I was in Toronto .

### **Comparison of Adverbs**

| <b>Positive</b> | <b>Comparative</b> | <b>Superlative</b> |
|-----------------|--------------------|--------------------|
| Early           | earlier            | earliest           |
| Fast            | faster             | fastest            |
| Hard            | harder             | hardest            |
| Soon            | sooner             | soonest            |
| Late            | later              | latest             |
| Rudely          | more rudely        | most rudely        |
| Desperate       | more desperate     | most desperate     |
| Economical      | less economical    | least economical   |
| Likely          | less likely        | least likely       |
| Well            | better             | best               |
| Badly / ill     | worse              | worst              |

## CHAPTER 12

### Prepositions

A preposition is a word that shows a relationship between a noun or pronoun and another word or words in a sentence.

#### Examples

- i. The bird flew into the roof.
- ii. The story was beyond comprehension.
- iii. We ran out the front door.

### Types of prepositions

1. Prepositions of position and place. ✓
2. Prepositions of direction and movement. ✓
3. Prepositions of time. ✓

#### Prepositions of position and place

- Indicate position or place

#### Examples

1. I met them at the bus stand.
2. He moved into the tent.
3. Joseph sat on the chair.
4. She has been in London for two years.
5. Are they outside the cottage?
6. The spoons are off the cupboard.

#### Prepositions of direction and movement

They show direction or movement from one point to another.

#### Examples

1. Walking along the road, he met them.
2. She run across the road.
3. He passed through the entrance gate.
4. He has gone to Balaka.
5. She ran round the corner.

#### Prepositions of time

They indicate time

#### Examples

1. He left on Friday.
2. I haven't seen him since Sunday.
3. They do the work during the night.
4. He arrived in the afternoon.
5. She was born on 4th November, 1975.

**Commonly used prepositions.**

|         |         |            |            |
|---------|---------|------------|------------|
| About   | beside  | near       | toward     |
| Above   | besides | of         | under      |
| Across  | between | off        | underneath |
| After   | beyond  | on         | until      |
| Against | by      | onto       | unto       |
| Along   | down    | out        | up         |
| Amid    | during  | outside    | upon       |
| Among   | except  | over       | with       |
| Around  | for     | past       | within     |
| At      | from    | since      | without    |
| Before  | in      | through    |            |
| Behind  | inside  | throughout |            |
| Below   | into    | till       |            |
| Beneath | like    | to         |            |

**Compound Prepositions**

Are those consisting of more than one word.

**Examples**

|              |                |                 |
|--------------|----------------|-----------------|
| According to | by way of      | on account of   |
| Along with   | in addition to | out of          |
| Aside from   | in front of    | prior to        |
| Because of   | in spite of    | together with   |
| By means of  | instead of     | with respect to |

**Exercise**

Complete the following with the correct prepositions.

- |                      |                    |
|----------------------|--------------------|
| 1. Wait _____        | 14. Borrow _____   |
| 2. Reply _____       | 15. familiar _____ |
| 3. Divide _____      | 16. suffer _____   |
| 4. Depend _____      | 17. lend _____     |
| 5. Differ _____      | 18. full _____     |
| 6. Different _____   | 19. filled _____   |
| 7. Correspond _____  | 20. look _____     |
| 8. Cope _____        |                    |
| 9. Complain _____    |                    |
| 10. Absent _____     |                    |
| 11. Angry _____      |                    |
| 12. Agree _____      |                    |
| 13. Ashamed of _____ |                    |

## CHAPTER 13

### The Conjunction

A Conjunction is a word that connects other words or group of words.

### Types of Conjunction

#### 1. Co-ordinating Conjunctions.

- They join words, phrases, and clauses of equal rank.

##### a) words of equal rank.

###### Examples

- i. Do you prefer pineapples or pears?
- ii. The apples were old but nice.
- iii. Julio picked and ate some apples

##### b) Conjunction connecting phrases

###### Examples

- i. At home and at school.
- ii. Not at school but at work.

##### c) Join sentences and clauses of equal rank.

###### Examples

- i. I like rabbits but they make me sneeze.
- ii. We can't go to the cinema until the plates are cleaned and the table is cleared.

#### 2. Subordinating Conjunctions

- They join unequal elements in a sentence.
- They also join subordinate clauses to main clauses.

###### Examples

- i. Because he likes to cook, Yusuf opened a restaurant.
- ii. I always listen to the radio while I am laying on bed.
- iii. Since the moon is not full, we must not stay outside.
- iv. They called him before he was ready.

#### 3. Correlative Conjunctions

- These are conjunctions used in pairs.

###### Examples

|                   |   |
|-------------------|---|
| Both ..... and    | not only ..... But also                   |
| either ..... or   | whether ..... Or                          |
| Neither ..... nor | as ..... as<br>as ..... so<br>So ..... as |

Answer Examples

- i. Neither Ketty nor King knew him.
- ii. As the plane rolled over so did my stomach.
- iii. We don't know whether we should sell the car or get the motor repaired.

Exercise

Choose the correct part of speech to which the underlined word belongs.

- ✓ 1. "Please Jones, don't say such things," said Henry.  
A. Conjunction      B. Adjective      C. Adverb      D. Pronoun
- ✓ 2. We all sat outside because there was no room in the house.  
A. Adjective      B. Conjunction      C. Adverb      D. Pronoun
3. The train that Victor boarded was expensive.  
A. Preposition      B. Adverb      C. Pronoun      D. Conjunction
- ✓ 4. Nobody stayed outside.  
A. Noun      B. Pronoun      C. Adjective      D. Adverb
5. The poor are getting poorer everyday.  
A. Noun      B. Adjective      C. Pronoun      D. Adverb
- ✓ 6. Do not leave the room unless I tell you to do so.  
A. Adjective      B. Adverb      C. Pronoun      D. Conjunction
- ✓ 7. I have not seen him since last month.  
A. Adverb      B. Conjunction      C. Preposition      D. Adjective
- ✓ 8. He said as I told him.  
A. Adverb      B. Preposition      C. Interjection      D. Conjunction
- ✓ 9. Don't leave all your things on the floor.  
A. Pronoun      B. Adverb      C. Preposition      D. Adjective
- ✓ 10. The Manager promised bright prospects for me if I accepted the position.  
A. Adverb      B. Verb      C. Noun      D. Adjective
- ✓ 11. Who broke my cup?  
A. an adjective B. an adverb      C. a pronoun      D. Preposition
- ✓ 12. The president wants that  
A. adjective      B. adverb      C. pronoun      D. noun
- ✓ 13. Sit or stand  
A. adverb      B. conjunction      C. preposition      D. verb

- ✓ 14. Men must accept the truth.  
 A. Adjective      B. Adverb      C. Verb      D. Noun
- ✓ 15. A loving wife prepares meal for husband in good time.  
 A. Adjective      B. Adverb      C. Verb      D. Preposition
16. He wanted to do the work quickly.  
 A. gerund      B. Infinitive      C. Verb      D. Preposition
- ✓ 17. His hobby is reading.  
 A. adjective      B. Noun      C. Verb      D. Adverb
- ✓ 18. Although it is time, we should not accept it.  
 A. Adverb      B. Conjunction      C. Adjective      D. Preposition
- ✓ 19. Once I graduate, I will marry.  
 A. Noun      B. Preposition      C. Conjunction      D. Adjective
- ✓ 20. This book was once published before.  
 A. Adverb      B. Preposition      C. Conjunction      D. Adjective
- ✓ 21. Come in!  
 A. Pronoun      B. Adjective      C. Adverb      D. Preposition
- ✓ 22. Walking is a good exercise.  
 A. Noun      B. Gerund      C. Verb      D. Participle
- ✓ 23. That man is blessed.  
 A. Adjective      B. Adverb      C. Verb      D. Noun
- ✓ 24. Cowardly men cannot become soldiers.  
 A. Adverb      B. Verb      C. Adjective      D. noun
- ✓ 25. He seldom eats breakfast.  
 A. Noun      B. Conjunction      C. Adjective      D. adverb
- ✓ 26. He is clever.  
 A. Adverb      B. Noun      C. Verb      D. Preposition
- ✓ 27. He was told to write his name there.  
 A. pronoun      B. Noun      C. Adverb      D. Adjective
- ✓ 28. The fisherman observed that the lake was usually still at dawn.  
 A. Pronoun      B. Noun      C. Adverb      D. Adjective
- ✓ 29. The defeated boxer said with regret. For he had suffered much.  
 A. adverb      B. pronoun      C. noun      D. Adjective
- ✓ 30. The man who was beaten by the guards came like a student.  
 A. conjunction      B. Preposition      C. adjective      D. pronoun

31. A head is a ditch, please take care.  
A. adverb      B. Preposition      C. Noun      D. Adjective

32. Students have been warned against eating uncooked food for fear of cholera.  
A. Preposition      B. adverb      C. Verb      D. Adjective

33. Few members of staff reported for work.  
A. Adjective      B. Adverb      C. Preposition      D. pronoun

34. The topic was debated between form 4 and form 3 students but the teacher  
supported neither.  
A. adverb      B. conjunction      C. pronoun      D. adjective

35. When I asked for sugar for my tea, I was given a little.  
A. noun      B. Adjective      C. Pronoun      D. Adverb

36. The girl who is sitting by the window is our new head girl.  
A. preposition      B. conjunction      C. adverb      D. adjective

37. The minister himself is coming tomorrow to give you the answer.  
A. noun      B. adverb      C. pronoun      D. adjective

38. Our English teacher speaks too fast.  
A. preposition      B. adjective      C. conjunction      D. adverb

39. Remember to sweep the room while I am away.  
A. preposition      B. Conjunction      C. adverb      D. adjective

40. Don't ring me when I am in the hospital.  
A. Verb      B. conjunction      C. adverb      D. pronoun

41. Japan is one of the developed countries.  
A. verb      B. adverb      C. Adjective      D. preposition

## CHAPTER 14

### PHRASES

#### Definitions:

1. A phrase is a group of words that does not contain both a subject and a predicate and that performs a single function in a sentence.
2. A phrase is a group of related words which does not include a finite verb.

#### Verb Phrases

A verb phrase is a group of words composed of the main verb and one or more helping verbs that together act as the main verb in a sentence.

##### Examples

1. Sarah must have been wondering about us.
2. Henry will look for us.
3. Sarah is always wondering about us.

Verb phrases standing by themselves, they contain no word that could be

**Subject** - They work as a single verb might work , acting as the main verb of a sentence.

#### Prepositional Phrases

A Prepositional phrase is a group of words which begins with a preposition and ends with a noun or pronoun and does not include a finite verb.

##### Examples

1. The people from Likoma Island toured our City.
2. Some of us couldn't see the stage well.
3. The gift for the valentine was too expensive.
4. We will go by train.
5. The pen was hidden under the mat.

Prepositional phrases do the work of an adjective or adverbs.

A prepositional phrase that qualifies a noun or pronoun is called an adjective phrase and when it does the work of an adverb . It is called adverb phrase.

#### Adjectival Phrases

Phrases which qualify nouns or pronouns in a sentence.

##### Examples

1. The girl across the road is a Malawian.  
(qualifies 'girl')
2. The officer in the office is nervous.  
(qualifies 'officer')
3. The book on the table is expensive.  
(qualifies 'book')
4. We spent the day at the mountain.  
(qualifies day) X
5. We read the article about expedition.  
(qualifies article.)

### **Adverbial Phrases**

A prepositional phrase that modifies a verb, an adverb, or an adjective is called an **adverbial phrase**.

#### **Examples**

1. The parcel should arrive before this weekend.  
(adverb phrase of time , modifies verb "should arrive")
2. My toes were numb with cold.  
(adverb phrase of reason / cause , modifies adjective numb)
3. The plane will touch down in the evening.  
(adverb phrase of time, modifies will touch down.)
4. They left the room in a hurry.  
(adverb phrase of manner, modifies verb life)
5. The assassination happened at the swearing in ceremony.  
(adverb phrase of place modifies verb 'happened)

### **Noun Phrase**

This is a group of words which does the work of the noun.

#### **Examples**

- a) I like playing soccer.
- b) He has a strong desire to pass examinations.
- c) They hate smoking cigars.
- d) Early to bed should be practiced more often.
- e) Reading novels is a source of pleasure.

### **Exercise**

Fill in the blank spaces with noun phrases.

1. Verah likes \_\_\_\_\_.
2. \_\_\_\_\_ gives me happiness.
3. \_\_\_\_\_ appeared very happy.
4. They want \_\_\_\_\_.
5. We expected \_\_\_\_\_.

### **Verbal Phrases.**

- Verbals are words formed from verbs that function as nouns, adjectives, or adverbs.
- Verbals can take modifiers just as nouns adjectives and adverbs can.
- Verbals also take complements , since they are formed from verbs.
- Therefore a verbal phrase is a Verbal with its modifies and complements and can be used as a single noun , adjective, or adverb is used.
- A verbal phrase can also be defined as a group of related words that contains a participle , a gerund , or an infinitive.

### Kinds of verbal phrases

1. participle phrases.
2. Gerund phrases.
3. Infinitive phrases.

### Participle phrases

- A participle is a verb form used as an adjective. Present participle ends with -ing while past participle ends with -en, -n, -ed, -t.
- A participial phrase is a participle plus its modifiers and complements.

#### Examples

1. Excited about the award, Ms Brown gave a short speech.  
(qualifies Ms Brown)
2. Victor, busily writing a letter, didn't hear the telephone.  
(qualifies Victor)
3. Wounded by the porcupine the dog had to be taken to the vet.  
(qualifies dog)
4. The teacher giving the fewest home work assignments gets a prize.  
(qualifies teacher)
5. The principal, presenting our class the trophy, looked a bit dubious.  
(qualifies Principal)

### Gerund Phrases

A gerund is a verb form ending in -ing that acts as a noun. (a verbal noun)

A gerund phrase consists of a gerund and its modifiers and complements.

Gerunds can be modified by adjectives, adverbs and prepositional phrases.

#### Examples

1. The planning of events helps them to be colourful  
(subject of the verb helps)
2. The collecting of parking fee is the duty of the city Assembly.  
(subject of the verb 'is')
3. They saved themselves by keeping active during the cold weather.  
(object of the preposition by)
4. We heard the low murmuring of the mourners.  
(object of the verb heard)
5. The constant screaming of the patient is most distracting.  
(Subject of the verb is) used as noun phrase.
6. My most unusual experience was falling into a vat of mayonnaise.  
(gerund phrase as predicate nominative)

**Infinitive phrases**

- An infinitive is a verb form preceded by the word 'to'.
- An infinitive phrase is an infinitive plus modifiers and complements.

**Examples**

1. To lie to the students is wrong.  
(subject of the verb is)
2. We need to buy a gift for our uncle.  
(object of the verb need)
3. Yusufu's greatest ambition is to climb Sapitwa peak.  
(used as predicate nominative)
4. It's too late to register for this class.  
(modifying adjective 'late') used as adverb
5. The bus driver was driving too slowly to arrive on time at the Kamuzu Stadium ball tournament.  
(modifying adverb slowly) used as adverb
6. His ability to solve problems gave him advantage.  
(qualifies ability) used as adjective
7. The president gave him money to buy a minibus.  
(qualifies money) used as adjective
8. His request to stand for the third term was rejected.  
(in apposition to noun request) used as noun phrase.
9. Your desire to contest in the elections is a good thing.  
(in apposition to noun desire) used as noun phrase.

**Appositive phrases**

- An appositive is a noun or pronoun that follows or precedes another noun or pronoun to identify or clarify it.
- Appositives can be modified by adjectives and prepositional phrases to form appositive phrases.

**Examples**

1. My uncle, a lieutenant in the army, is stationed in Rwanda.  
(Qualifies uncle)
2. Cheops pyramid, the largest Egyptian pyramid, is 47metres high.  
(qualifies pyramid)
3. Swahili, an African language, has no irregular verbs.  
(qualifies Swahili)
4. Dr. Harold Williams, a language hero, could communicate in fifty two different languages, a modern record.  
(qualifies Dr. Harold Williams)

**Exercises**

**A. Identify verb phrases and prepositional phrases (state whether they are used as adjectives or adverbs from the following sentences).**

1. My homework is finished on time.
2. They had survived the worst hurricane in history.
3. Mlaka might be practising in the band room.
4. The bottom of the boat was thick with barnacles.
5. The new students at the school were taking a tour of the Library before class started.

**B. Identify Participial, Gerund and Infinitive Phrases from the following;**

1. The window pane broken by my ball was an expensive one.
2. My sister has read every book written by Dr. Dennis Mposau.
3. Hating all snakes seems natural to all people.
4. Chinese thinking on frogs is altogether different
5. Another African tradition is hating wolves intensely.
6. We were pleased to see our relatives from Mzimba.
7. Daniel decided to ask for a raise in his allowance.

**C. Identify Appositive Phrases from the following;**

1. Language, humanity's greatest invention, exists in many forms.
2. Mr. Jefferson, the lawyer, appealed the case.
3. The winner, secretariat, was a great horse.

## CHAPTER 15

### CLAUSES

A clause is usually defined as a group of related words having both the subject and a predicate and has only one finite verb.

#### Examples

i) I left as soon as the movie was over.

Subject : movie

Verb : was over

ii) Mrs. Abudalla stayed home because she had flu.

Subject : she

Verb : had

### Types of clauses

1. Independent clauses
2. Subordinate clauses

#### Independent clause (Main clause)

A clause that can stand alone is called an independent clause because it can express a complete thought by itself. Every sentence must contain an independent clause.

#### Examples:

- i) The team ran out into the court for the game.
- ii) The fans cheered wildly.

#### Subordinate clauses

A clause that does not express a complete thought is called a subordinate clause. It must be joined to an independent clause to form part of sentence.

A subordinate clause may come either before or after an independent clause.

#### Independent clause

I liked the book

I vacuumed the rug

#### Subordinate clause

because it was exciting

while my sister raked leaves.

#### Subordinate clause

When the package didn't arrive,

If you want to be on time,

#### Independent clause

we were surprised

you need to hurry

### Types of Subordinate clauses

1. Adjective clauses
2. Adverbial clauses
3. Noun clauses

### Adjective clauses

An adjective clause is a subordinate clause that qualifies a noun or pronoun. The noun qualified is the antecedent.

Adjective clauses are also called relative clauses because most of them are introduced by relative pronouns e.g.; who, whose, whom that etc.

### Examples of Adjective clauses

- i) This is the watch that I got for my birthday.  
(qualifies noun 'watch')
- ii) The house which I bought is not of a good quality.  
(qualifies noun 'house')

**NOTE:** *The noun qualified in an adjectival clause is an antecedent.*

### Types of Adjectival clauses

1. Defining clauses
2. Non defining clauses

#### Defining clauses

Defining clauses are adjectival clauses that define the antecedent/noun qualified.

#### Examples

1. There are few whales that can travel on land.  
(qualifies and defines noun 'whales')
2. We read an article that a famous scientist wrote.  
(qualifies and defines noun 'article')
3. The man who greeted you is my teacher.  
(qualifies and defines noun 'man')
4. This is the ship which first sailed down the Zambezi River.  
(qualifies and defines noun 'ship')

**NOTE:** *Defining clause tells us precisely who or what the noun is. In its absence, the main clause can not give a complete sense.*

#### Non-Defining Adjectival clauses

A non-defining adjectival clause merely gives information about the noun it qualifies and is normally separated from the rest of the sentence by the use of commas.

**Examples**

1. Brown spiders; which are highly poisonous, like secluded, quite places.  
(qualifies noun 'spiders')
2. Professor Victor Mkhwayi, who is making a presentation on population.  
is favoured in America.  
(qualifies 'Professor Victor Mkhwayi')
3. Our Pastor, whom you met recently, has invited us to the crusade.  
(qualifies noun 'pastor')

**Exercise:**

**Underline adjectival clause and state the noun qualified from the following sentences.**

- i) We met the man who had walked on the moon.
- ii) I caught the mouse that got into our ceiling.
- iii) The district where the largest scout camp is located is Mulanje.
- iv) At the party, Francis wore a tie that lit up.

**Adverbial clauses**

A subordinate clause that modifies a verb, an adjective or an adverb is an adverbial clause.

**Types of Adverbial clauses**

**1. Adverbial clauses of manner**

They show how an action is done and are introduced by **as, as if and as though**.

**Examples**

- a) The dogs ate as if they wanted to set a record of greediness.  
(modifies verb 'ate')
- b) You must do the work as I do.  
(modifies verb 'must do')
- c) He spoke as though he was the anointed heir.  
(modifies verb 'spoke')

**2. Adverbial clause of place**

They show the place where an action has happened.

They are normally introduced by where, and whenever.

**Examples**

- a) We went skin diving where there were no crocodiles.  
(modifies verb 'went')
- b) Stay wherever you find a place.  
(modifies verb 'stay')
- c) I found the key where I placed it before.  
(modifies verb 'found')

**3. Adverbial clause of reason/cause**

- They show why something was done.
- They are introduced by because, since, that, etc.

**Examples**

- a) The house was sold because it was too small.  
(modifies 'was sold')
- b) As he was ambitious, we slew him.  
(modifies 'slew')
- c) I am glad that you have come.  
(modifies 'am glad')
- d) We hated him since he was cruel.  
(modifies 'hated')

**4. Adverbial clause of time**

They indicate the time when an action happened.

Such clauses are introduced by as, when, since, before, until, after, while etc.

**Examples**

- i) Before the heavy rain fell, the air grew still and oppressive.  
(modifies 'grew')
- ii) When the people read her books, they became concerned about human rights abuses.  
(modifies 'became concerned')
- iii) The train arrived as the sun was setting.  
(modifies 'arrived')
- iv) We were working while they were resting.  
(modifies 'were working')

**5. Adverbial clause of condition**

They give conditions under which certain things can be done.  
They are introduced by **if, should, whether, had, unless.**

**Examples**

- i) If you master English Language, you will stand a better chance.  
(modifies 'will stand')
- ii) Should you fail to come, the whole programme will be cancelled.  
(modifies 'will be cancelled')
- iii) I shall do my duties whether you like it or not.  
(modifies 'shall do')

**6. Adverbial clause of Result**

They indicate the result of an action.  
They are introduced by **that, in order that**, etc.

**Examples**

- a) It was so hot that the child fainted.  
(modifies 'hot')
- b) He was speaking very quietly, so that it was difficult to hear what he said.  
(modifies 'was speaking')

**7. Adverbial clause of Concession**

They are introduced by **though, although, even though**.

**Examples**

- a) Nickiwe went to the party although she had to leave early.  
(modifies 'went')
- b) Intelligent though he was, he failed the examinations.  
(modifies 'failed')
- c) She took part in the competition even though she had a cold.  
(modifies 'took part')

### **8. Adverbial clause of Purpose**

They are introduced by **in order that, so that and for fear that**.

#### **Examples**

- a) I phoned you so that we could discuss outstanding issues.  
(modifies 'phoned')
- b) Some people eat so that they may live.  
(modifies 'eat')
- c) Others seem to live in order that they may eat.  
(modifies 'seem to live')
- d) He took his jacket off so that he could be recognized.  
(modifies 'took')

### **9. Adverbial clause of Comparison or Degree extent / proportion**

They are introduced by **than, as**.

#### **Examples**

- a) He is as old as I am.  
(modifies 'old')
- b) Nthini is better than Bauleni.  
(modifies 'better')
- c) The question is easier than I thought.  
(modifies 'easier')
- d) This work is not so easy as you think.  
(modifies 'so easy')

#### **Exercise**

##### **Identify Adverbial clauses from the following sentences**

1. This food is spicier than you think.
2. I never saw a monkey before moving here.
3. She looked where John pointed.
4. He was so tired that he went to sleep immediately.

## NOUN CLAUSES

When a subordinate clause functions as a noun in a sentence, it is called a **noun clause**. A noun clause can perform any function that an ordinary noun can. It can serve as subject of the verb, object of a verb, object of preposition, complement of the verb and in apposition to noun.

### Functions of Noun Clause

#### A. Subject of the verb

- i) Whoever helps the needy gets blessings.  
(subject of the verb 'gets')
- ii) What he did surprised us.  
(subject of the verb 'surprised')
- iii) What I want for my birthday is a pair of shoes.  
(subject of the verb 'is')
- iv) Whether we play football or not depends on weather.  
(subject of the verb 'depends')
- v) How the thief escaped nobody knows.  
(subject of the verb 'is')
- vi) Why I do this is no concern of yours.  
(subject of the verb 'is')

#### B. Object of the verb

- i) The mechanical didn't know what the problem was.  
(object of the verb 'didn't know')
- ii) I knew that she called.  
(object of the verb 'knew')
- iii) The customers demanded that the store returns their money.  
(object of the verb 'demanded')
- iv) I can not understand how the mistake was made.  
(object of the verb 'understand')
- v) I heard what he said.  
(object of the verb 'heard')
- vi) He asked me where I put the ball.  
(object of the verb 'asked')

**C. Object of the preposition**

- i) I wouldn't want to guess about what will happen.  
(object of the preposition 'about')
- ii) Give these books to whoever wants them.  
(object of the preposition 'to')
- iii) We cannot depend on what she says.  
(object of the preposition 'depend on')
- iv) She only laughed at what we said.  
(object of the preposition 'at')

**D. Complement of the Verb**

- i) Abuja is where most of the movies are made.  
(complement of the verb 'is')
- ii) This appears to be what they have been expecting.  
(complement of the verb 'appears to be')
- iii) The fact is that she doesn't really work hard.  
(complement of the verb 'is')
- iv) The big problem at hand is how to raise funds for the club.  
(complement of the verb 'is')

**E. In apposition to a Noun**

- i) The knowledge, that he was right, gave him satisfaction.  
(in apposition to noun 'knowledge')
- ii) The report that the group had been beaten proved to be without foundation.  
(in apposition to 'report')
- iii) The rumour that the palace was haunted by ghost was false.  
(in apposition to noun 'rumour')
- iv) The news that the Envoys had a hidden agenda shocked the people.  
(in apposition to noun 'news')
- v) The belief that the world will crumble is true though it seems incredible.  
(in apposition to noun 'belief')

**Exercise**

**Identify noun clauses and their functions from the following sentences.**

1. The Director thought that the play was moving too slowly.
2. I know who put sugar in the salt bottle.
3. What you have in your room is not yours.
4. Happiness is what everyone strives for.
5. The report differs from what we got at first.

**REVISION EXERCISE (CLAUSES AND PHRASES)**

**CHOOSE THE CORRECT ALTERNATE A,B , C OR D.**

1. Madalitso did her work with great thoroughness.  
A. noun phrase, object of 'did'  
B. adjective phrase, qualifying 'work'  
C. adverb phrase, modifying 'did'  
D. noun clause, object of 'did'
2. Yankho talked as if she had a toothache.  
A. noun clause in apposition to 'Yankho'  
B. adjective clause qualifying 'Yankho'  
C. noun clause, object of 'talked'  
D. adverbial clause, modifying 'talked.'
3. This is where mbona was buried.  
A. noun clause, object of 'is'  
B. Noun clause, complement of 'is'  
C. Noun phrase, object of 'is'  
D. Noun phrase, complement of 'is'
4. The candidate chose to write about how ox-bow lakes are formed.  
A. adverb phrase, modifying 'write'  
B. Adverb clause, modifying 'write'  
C. Adjective clause, qualifying 'candidate'  
D. Noun clause, object of 'about'
5. The teacher did not accept my excuse that I forgot my exercise book.  
A. Noun clause, in apposition to 'excuse'  
B. noun phrase, in apposition to 'excuse'  
C. Adjectival phrase, qualifying 'excuse'  
D. Adjectival clause, qualifying 'excuse'
6. Day in and day out, students do the same activities at the school.  
A. adverb phrase, modifying verb 'do'  
B. Adjective phrase, qualifying noun student  
C. Noun phrase, subject of the sentence  
D. Prepositional phrase.

7. The new books were mixed with those purchased earlier.

- A. adverb phrase, modifying,
- B. Adverb phrase, governed by 'earlier'
- C. Participate phrase, qualifying 'books'
- D. Adjective phrase, qualifying 'those'

8. When evening came, the players left the pitch.

- A. Adverb clause, modifying verb 'left'
- B. Noun phrase, subject of 'left'
- C. Adjective clause, qualifying noun 'players'
- D. Adjective phrase, qualifying noun 'pitch'

9. Take this umbrella in case it rains.

- A. noun clause, subject of the verb take.
- B. Adverb clause, modifying verb take.
- C. Noun clause, object of the verb take.
- D. Adjective clause, qualifying noun umbrella.

10. He did his education where he was born.

- A. adverb clause, modifying verb 'did'
- B. Adjective clause, qualifying noun education.
- C. Noun clause object of did.
- D. Adjective phrase, qualifying 'he'

11. My children are always grateful for everything I give them.

- A. adverb phrase, modifying 'grateful for'
- B. Noun clause, object of 'for'
- C. Adjective clause, qualifying 'children'
- D. Prepositional phrase, subject of 'for'

12. The board has announced when this year's examinations will be administered.

- A. noun clause, object of 'announced'
- B. Adverb phrase, modifying verb announced
- C. Adverb clause, modifying verb 'has announced'
- D. Adjective clause, qualifying the 'board'

13. The party ended as the sun was rising.

- A. adverb clause of time.
- B. Adverb clause of concession.
- C. Adverb clause of place.
- D. Adverb clause of result.

14. The player looks as if she is tired.

- A. adverb of concession
- B. Adverb clause of manner
- C. Adjective clause, qualifying player
- D. Noun clause, subject of 'looks'

15. Amused by the topic, the students asked many questions.

- A. noun clause in apposition to 'students'
- B. Adjective phrase qualifying 'students'
- C. Noun clause subject of 'asked'
- D. Adverb clause modifying 'asked'

$$\frac{\log 2 - \log 8}{\log 2 + \log 8}$$

16. The reporter wanted to discover what the facts were.

- A. adjective phrase, qualifying 'to discover'
- B. Adverb clause modifying to 'discover' ✓
- C. Noun clause object of 'discover'
- D. Noun clause in apposition 'to discover'

17. We have been standing here for too long.

- A. adverb clause modifying 'standing'
- B. Adjective clause qualifying 'here'
- C. Noun clause object of 'here'
- D. Prepositional phrase modifying 'have been standing'

18. My parents moved to the village where they were born.

- A. adverb clause modifying 'moved'
- B. Noun clause in apposition to 'village'
- C. Adjective clause qualifying 'village' ✓
- D. Noun clause object of 'moved'

19. It is likely that I may visit you.

- A. Noun clause complement of 'is'
- B. Adverb clause modifying 'likely' ✓
- C. Adjective clause qualifying 'it'
- D. Noun clause in apposition to 'it'

20. The students now, realized that destroying school property is bad.

- A. Adverb clause, modifying 'realized'
- B. Noun clause, complement of 'realized' ✓
- C. Noun clause, object of 'realized'
- D. Adjective clause, qualifying "students"

21. Our assumption is that the situation will improve soon.

- A. Adjective clause, qualifying "assumption"
- B. Noun clause, complement of the verb 'is' ✓
- C. Noun clause, object of 'is'
- D. Adverb clause, modifying 'is'

22. What the nurse said surprised the patient.

- A. noun clause, subject of 'surprised'
- B. Adverb clause, modifying 'surprised'
- C. Noun clause, complement of 'surprised'
- D. Adjective clause, qualifying 'patient'

23. The house by the lake belongs to chief Mapiri.

- A. Adverb phrase modifies 'belongs'
- B. Noun phrase object of 'house'
- C. Adjective phrase, qualifying "house"
- D. Adjective clause, qualifying house.

(24) Chikwanje works as hard as he can.

- A. Adjective clause, qualifying 'chikwanje'
- B. Noun clause, object of 'chikwanje'
- C. Adverb phrase, modifying 'works'
- D. Adverb clause, modifying 'works'

(25) She looked surprised at the door which was locked.

- A. Noun clause, in apposition to 'surprised'
- B. Adverb clause, modifying 'surprised'
- C. Adjective clause, qualifying 'door'
- D. Adjective phrase, qualifying 'door'

(26) The chief was locked up in a room so that he should not escape.

- A. adverb clause, modifying 'locked up'
- B. Adjective phrase, qualifying 'noun'
- C. Adjective phrase, qualifying 'room'
- D. Adverb phrase, modifying 'was locked up'

## CHAPTER 16

### CONDITIONAL CLAUSES

Conditional clauses are also called 'If Clauses' because they contain (if) They contain the main clause and an adverbial clause of condition. The condition **may or may not** be fulfilled.

#### Types of conditional clauses

1. Open conditions
2. Unlikely conditions
3. Unfulfilled conditions
4. Zero conditions

#### Open conditions

Tell what will happen if a certain condition is fulfilled or what will not happen if a certain condition is fulfilled but we are not sure whether or not the condition will be fulfilled, hence open condition.

#### Examples

- a) Francis will learn French if he goes to Paris.  
(we are told what will happen if a certain condition is fulfilled but we are not sure whether or not it will be fulfilled.)
- b) If you study hard, you will know more.

#### Open conditions have the following pattern:

|   |   |   |
|---|---|---|
| a) main Clause<br>(future tense)                                    | + | Subordinate adverbial Clause of condition<br>(simple present) |
| Examples<br>Francis will learn French                               |   | If he goes to Paris.  |
| b) Subordinate adverbial clause of condition<br>(if +present tense) | + | main clause<br>(future tense)                                 |
| Example<br>If you study hard  |   | You will learn more   |

#### Unlikely conditions

They contain a condition which is unlikely to be fulfilled.

#### Examples

- i. If I went to London, I would visit the prime minister.
- ii. Francis would learn French if he went to Paris.
- iii. If I were taken by surprise, I would be angry.

All of these conditions are unlikely to be fulfilled and as such we can call them theoretical conditions.

These conditions help us to speculate;

**Example**

- i. What would you do if you were elected president?  
I'd change the constitution.

If he were elected president he would change the constitution.

Unlikely conditional sentences have the following pattern.

(a) **Main clause** + **subordinate adv. Clause of condition**  
(would / should + stem) (if + simple past tense)

**Examples**

- I would shoot it If I saw a lion

(b) **subordinate adv. Clause of condition +** **subordinate adv. Clause of condition**  
(if + simple past tense) (would / should + stem)

**Example**

- If Francis went to Paris, He would learn French

***Unfulfilled Conditions***

They are impossible conditions because they are not fulfilled.

**Examples**

1. If Victor had married Hannah, he would have been happy.
2. She would have become a nurse if she had gone to a nursing school.
3. If I had known that you were coming, I would have kept some food.
4. If I had studied hard, I could have been in Toronto.

Unfulfilled condition usually takes the following pattern.

a) **Main Clause** + **Subordinate adverbial Clause of Condition**  
(would / should + have + past Participle) (If + past perfect tense)

- Example**  
I would have gone if I had known that you were not Coming.

b) **Subordinate adverbial Clause of Condition +** **main clause**  
(If + past perfect tense) (would / should + have + past participle)

- Example**  
If Victor had married Hanna he would have been happy.

**Zero condition**

The zero conditional is used for a situation which is always true.

**Example**

If water is colder than 0°Celcius, it freezes.

**NOTE:**

When can be used instead of 'if' but 'only if' it is certain that something will happen .

- When he arrives, I'll thank him. (I know he's going to arrive).

**EXERCISE**

Change the following sentences to conditional sentences;

1. Our heater isn't working and I feel cold.
2. May be I could go to Lilongwe and visit Joe.
3. I don't speak Spanish well enough to work in South America.
4. He should give up smoking to improve his health.

## **CHAPTER 17**

### **A. QUESTION TAGS**

Question tags are short questions placed at the end of a sentence, either requesting information or inviting agreement.

#### **Rules:**

The following are rules followed when constructing question tags.

1. Affirmative / positive sentences are followed by negative tags.
2. Negative sentences are followed by affirmative / positive tags.

#### **Rule 1**

1. It's a lovely day, isn't it?
2. We must pay them a visit, mustn't we?
3. Ducks can swim the whole day, can't they?
4. They have two consecutive meetings, haven't they?
5. She was in her bedroom, wasn't she?
6. I'm late, aren't I? (Not amn't I?)
7. She had to complain to the manager, hadn't she?

#### **Rule 2**

1. You haven't got my book in your bag, have you?
2. He won't mind helping, will he?
3. We aren't there yet, are we?
4. You couldn't lend me K5, could you?
5. You don't like him, do you?
6. They hadn't been there before, had they?
7. He isn't very friendly, is he?

Negatives like; hardly, barely, scarcely, never seldom, rarely etc must be followed by affirmative tags.

#### **Example**

He hardly sees on the board, does he?

2. When dealing with verbs that can not be used directly in a question tag they take the form of; does, do, did, depending on the tense and number.

#### **Examples**

- a. Tom drives very fast, doesn't he?
- b. She wrote the poem herself, didn't she?
- c. James plays cricket well, doesn't he?
- d. We met their demands, didn't we?
- e. They met by chance, didn't they?

**3. Be careful with:**

- a. she'd rather stay at home , wouldn't she?
- b. You'd better have a rest, hadn't you?
- c. I'm late, aren't I?

**B. Question Tags Short Responses**

Question tags are responded to with "a short response" or answer.

When the first part of the original statement is affirmative the response is also affirmative and when the first part of the statement is negative the anticipated answer is negative.

**Examples**

- 1. He came late, didn't he? = Yes, he did.
- 2. He hardly respected elders, did he? = No, he didn't .
- 3. They left earlier , didn't they? = Yes, they did
- 4. John can't swim , can he? = No, he cant.

- When the response is negative , it must be followed by a negative statement and when the response is affirmative, it must be followed by affirmative statement.

**Examples**

Did you attend the party?

Yes (affirmative response), I did . (affirmative statement)

No (negative response), I didn't (negative statement).

**1) Closed Questions**

The response is determined by the first part of the statement. For example if the first part is affirmative the response must be affirmative and if it is negative the response be negative as Well.

**Examples**

- i. He can't swim. Can he?  
Response: No, he can't.
- ii. He is the best writer. isn't he?  
Response: Yes, he is.

**2. Open question tags can either be responded to by a negative or positive responses.**

**Examples**

- i. Do you like cheese?

Yes , I do. or

No, I don't.

- ii. Are you happy?

Yes, I am.

No, I am not.

- iii. Were you available for consultations?

No, I wasn't.

Yes, I was.

**CHOOSE THE CORRECT ALTERNATIVE A, B, C OR D.**

- ✓ 1. I nearly missed it, \_\_\_\_\_?  
A. isn't I      B. hadn't I      C. wasn't I      D. didn't I
  
- ✓ 2. You like wrestling yourself, \_\_\_\_\_?  
A. do you      B. don't you      C. will you      D. wont you
  
- ✓ 3. Let's move on now, \_\_\_\_\_?  
A. can we      B. may we      C. won't we      D. shall we
  
- ✓ 4. She read a lot of novels, \_\_\_\_\_?  
A. do she      B. didn't she      C. does she      D. doesn't she
  
- ✓ 5. You ought to be polite at all times, \_\_\_\_\_?  
A. didn't you      B. isn't it      C. do you      D. don't you
  
6. He is happy, isn't he?  
A. Yes, he is happy      B. No, he is not happy      C. Yes, he is      D. No, he isn't
  
7. Do you like apples?  
A. very much      B. so much      C. yes, I do      D. I like
  
8. We must not use this method, \_\_\_\_\_?  
A. must we      B. mustn't we      C. should we      D. shouldn't we
  
- ✓ 9. Boys hardly accept defeat, \_\_\_\_\_?  
A. do they      B. don't they      C. are they      D. aren't they
  
10. We made several mistakes, didn't we?  
A. Yes, we did      B. No, we didn't      C. Yes, indeed      D. That's true
  
- ✓ 11. You hardly go for prayers, \_\_\_\_\_?  
A. is it      B. don't you      C. do you      D. isn't it
  
- ✓ 12. He's never seen a living lion, \_\_\_\_\_?  
A. hasn't he      B. isn't it      C. is it      D. has he
  
- ✓ 13. You don't have a chance, \_\_\_\_\_?  
A. do you      B. have you      C. don't you      D. haven't you
  
- ✓ 14. They couldn't persuade her take part, \_\_\_\_\_?  
A. couldn't they      B. is it      C. isn't it      D. could they
  
- ✓ 15. He likes singing, \_\_\_\_\_?  
A. does he      B. doesn't he      C. is it      D. isn't it
  
- ✓ 16. Many parents rarely know if their children are taking drugs, \_\_\_\_\_?  
A. can they      B. don't they      C. can't they      D. do they

- ✓ 17. There weren't many students in the hall, \_\_\_\_\_?  
A. weren't they      B. Is it      C. were there      D. isn't it
- ✓ 18. Most wild animals hunt during the day except for a few. \_\_\_\_\_?  
A. do they      B. is it      C. isn't it      D. Don't they
- ✓ 19. The child knows his name, \_\_\_\_\_?  
A. doesn't he      B. does he      C. can he      D. can't he
- ✓ 20. The problem could hardly be solved, \_\_\_\_\_?  
A. could it      B. couldn't it      C. can it      D. can't it
- ✓ 21. The girl is too young to carry that table alone, \_\_\_\_\_?  
A. is she      B. isn't she      C. is it      D. isn't it
- ✓ 22. Mataya didn't write to the girl, \_\_\_\_\_?  
A. would he      B. wouldn't he      C. didn't he      D. did he
- ✓ 23. I must prepare for geography test, \_\_\_\_\_?  
A. must I      B. should I      C. mustn't I      D. shouldn't I
- ✓ 24. I am early today, \_\_\_\_\_?  
A. aren't I      B. am I      C. isn't it      D. is it

## CHAPTER 18

### VOICE

Voice is a grammatical term which denotes the performer and the recipient of the action of the verb.

#### Types of Voice

1. Active Voice
2. Passive Voice

Active voice shows the doer / performer of the action while passive voice shows the recipient / sufferer of the action of the verb.

Changing sentences from active to passive voice requires a systematic change and observation of tenses.

#### (1) Simple Present Tenses

i. Active voice: The man likes Fanta Orange.  
Passive voice : Fanta Orange is liked by the man.

ii. Active voice: Schools educate people.  
Passive voice: People are educated by schools.

iii. Active voice: She pays the bills.  
Passive voice: Bills are paid by her.

#### (2) Present Continuous Tense

i. Active voice: The teacher is marking Exam Scripts.  
Passive voice : Exam Scripts are being marked by the teacher.

ii. Active voice: Is he listening to the speech?  
Passive voice : Is the speech being listened to by him?

#### (3) Present Perfect Tense

i. Active voice: He has written the letter.  
Passive voice : The letter has been written by him.

ii. Active voice: Jones has paid the bills.  
Passive voice: The bills have been paid by Jones.

#### (4) Present Perfect Continuous Tenses

i. Active voice: He has been teaching history and French.  
Passive voice: History and French have been taught by him.

**(5) Simple Past**

- i. Active voice: She opened the window.  
Passive voice: The window was opened by her.
- ii. Active voice: They built the bridge.  
Passive voice: The bridge was built by them.
- iii. Active voice: Did he eat mangoes?  
Passive voice: Were the mangoes eaten by him?

**(6) Past Continuous**

- i. Active voice: They were milking the cows.  
Passive voice: The cows were being milked by them.
- ii. Active voice: Were you playing hockey?  
Passive voice: Was hockey being played by you?.

**(7) Past Perfect Tense**

- i. Active voice: She had lost the coin.  
Passive voice: The coin had been lost by her.
- ii. Active voice: They had made the plan.  
Passive voice: The plan had been made by them.

**(8) Past Perfect Continuous**

1. Active voice: He had been playing the guitar .  
Passive voice: The Guitar had been played by him.
2. Active voice: They had been authorizing payments.  
Passive voice: Payments had been authorized by them.

**(9) Future Tense**

1. Active voice: The Chief will welcome the minister .  
Passive voice: The Minister will be welcomed by the chief.
2. Active voice: The minister will open the conference.  
Passive voice: The conference will be opened by the minister.

## **CHAPTER 19**

### **Consistent Verb Tense**

#### **Keeping Tenses Consistent**

- Do not shift tenses unnecessarily. If you begin writing a paper in the present tense, don't shift suddenly to the past. If you begin in the past, don't shift without reason to the present.
- Notice the inconsistent verb tenses in the following examples.
  - i. Smoke spilled from the front of the overheated car. The driver opens the hood, then jumped as the steam billows out.
    - The verbs must be consistently in the present tense:
      - i. Smoke spills from the front of the overheated car. The driver opens up the hood, then jumps back as steam billows out.
      - Or the verb must be consistently in the past tense:
        - i. Smoke spilled from the front of the overheated car. The driver opened up the hood, then jumped back as steam billowed out.

#### **EXERCISE**

Turn the following sentences from active to passive voice.

1. Had he invited her before last weekend?
2. She's renewing her passport next week.
3. The Police have not investigated the theft yet.
4. The mayor is opening the new theatre on Saturday.
5. They will collect the bottles for recycling.

## CHAPTER 20

### THE CORRECT ORDER OF ADJECTIVES

#### (DR GSASCOM C. I THEORY)

The issue of ordering adjectives correctly where there are two or more seems a big problem among students. Many linguists and teachers have come up with different explanations and theories on the subject but the gap and confusion is still there. The problem seems not to have been addressed adequately.

**DR GSASCOM C. I.** is the theory which perhaps can fill up this vacuum. I have coined this term to eliminate the problems on the order of adjectives. The term can be broken and interpreted in this way;

**DR** is representing all the determiners which mostly are articles and other words such as a, an, the, some, several, many etc.

**G** stands for **general**; general are all adjectives of quality and opinion such as beautiful, nice, delicious, precious, handsome, ugly, heavy, strong, intelligent etc.

**S** represents **size**; these are all factual adjectives which give a specific fact, information in terms of size of something eg. large, small, big, etc such adjectives answer the question **how big?**

**A** : this is for **age**, for instance how old is the item? The age can be direct like two Years old, six years old etc or indirect such as modern ancient, archaic, medieval, old etc.

**S** : the second 's' is for **shape** of the item and the question answered is **what shape?** e.g.. Square, round, rectangular, hexagonal etc.

**C** : is for '**colour**' of the item. The question answered is what colour? Colour examples can be black, green, red, white, yellow etc.

**O** : Represents the **origin** of the item or country/ nationality of the item eg. American, Zambian, European etc

**M** : is for material/ noun. This centres on **what is the item made from?** The answer may be plastic, cotton, wooden, metal etc.

The initial C.I. at the end of GSASCOM can be interpreted as:

**C** : is 'classification'. This is the 'use' or 'purpose' of the item. e.g.. reading, dancing, fishing etc.

**I** : is the 'item', which is the final noun qualified e.g.. boy, woman, stood, stick.

Study the table below;

## Mastering Senior Certificate English

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| DR          | G           | S      | A               | S           | C      | O        | M        | C.           | I.           |
|-------------|-------------|--------|-----------------|-------------|--------|----------|----------|--------------|--------------|
| DETER-MINER | GENERAL     | SIZE   | AGE             | SHAPE       | COLOUR | ORIGIN   | MATERIAL | CLASSIFYING  | ITEM         |
| an          | attractive  | -      | twenty year old | -           | -      | French   | -        | -            | Woman        |
| some        | beautiful   | small  | Modern          | rectangular |        | Japanese | -        | TV           | Set          |
| a           | -           | small  | -               | hexagonal   | green  | -        | Plastic  | -            | Stool        |
| several     | beautiful   | -      | -               | -           | -      | Italian  | wooden   | wedding      | rings        |
| a           | -           | -      | medieval        | -           | -      | European | -        | -            | Literature   |
| an          | exciting    | -      | -               | -           | -      | -        | -        | football     | Match        |
| an          | interesting | huge   | -               | round       | -      | African  | -        | -            | tree         |
| the         | -           | small  | modern          | -           | -      | -        | -        | broadcasting | transmitters |
| a           | nice        | medium | modern          | -           | blue   | African  | cotton   | ceremonial   | Shirt        |
| an          | intelligent | -      | old             | -           | black  | American | -        | -            | Man          |
| a           | beautiful   | small  | modern          | rectangular | green  | -        | plastic  | shopping     | bag          |
| an          | ugly        | tall   | young           | -           | black  | Malawian | -        | -            | girl         |

5  
6  
  
7  
8  
9  
10  
11  
12  
13

CHOOSE THE CORRECT ALTERNATIVE A, B, C, OR D

1. Victoria brought \_\_\_\_\_?  
 A. heavy/new black leather. B. new heavy black leather. C. heavy leather black new. D. black new heavy leather. ✓
  
2. They had left \_\_\_\_\_ short.  
 A. cheap yellow cotton. B. yellow cheap cotton. C. cotton cheap yellow. ✓  
 D. cheap cotton yellow.
  
3. Have you seen my \_\_\_\_\_ tie?  
 A. beautiful brand-new silk. C. silk beautiful brand new.  
 B. brand new beautiful silk. D. brand new silk beautiful. ✓
  
4. Do not touch my \_\_\_\_\_ sofa set.  
 A. old comfortable flexafoam C. flexafoam old comfortable  
 B. comfortable flexafoam old. D. comfortable old flexafoam ✓
  
5. She wrote the sentence on the \_\_\_\_\_ board.  
 A. classroom black big chalk. C. big black classroom chalk.  
 B. black classroom big chalk. D. big classroom black chalk. ✓
  
6. Everybody admired his \_\_\_\_\_ suit.  
 A. modern western beautiful. C. western modern beautiful.  
 B. beautiful modern western. D. beautiful western modern. ✓
  
7. All the poor woman would give her baby was some \_\_\_\_\_ clothes.  
 A. torn local cotton old. ✗  
 B. local torn old cotton ✗  
 C. old torn cotton local. ✗  
 D. old torn local cotton. ✓
  
8. This experiment requires \_\_\_\_\_ said the teacher.  
 A. large transparent water jar. C. water transparent jar.  
 B. transparent large jar water. D. large water transparent jar. ✓
  
9. He gave his daughter \_\_\_\_\_ shoes.  
 A. brown plastic new. C. new plastic brown.  
 B. brown new plastic. D. new brown plastic. ✓
  
10. The school should buy a \_\_\_\_\_ machine.  
 A. modern large duplicating. C. large duplicating modern.  
 B. duplicating large modern. D. large modern duplicating. ✓

- ✓ 11. As teachers, we must use \_\_\_\_\_ materials.
- new interesting teaching.
  - interesting teaching new.
  - new teaching interesting.
  - interesting new teaching.
- ✗ 12. The state television has bought \_\_\_\_\_ transmitters.
- outside modern broadcasting.
  - modern broadcasting outside.
  - modern outside broadcasting.
  - broadcasting outside modern.
- ✗ 13. The government has launched a \_\_\_\_\_ project.
- national, one billion kwacha fish farming .
  - One billion kwacha national fish farming.
  - One billion kwacha, fish farming, national.
  - fish farming, one billion kwacha, national.
- ✓ 14. The wall is strong, its foundation was paved by \_\_\_\_\_ concrete.
- small. Stone, granite.
  - small, granite, stone.
  - granite, small, stone.
  - granite, stone, small.
- ✗ 15. The lady was given a \_\_\_\_\_ wrist watch.
- small, silver, Swedish.
  - small, Swedish, silver.
  - Swedish, small, silver.
  - silver, small, Swedish.
- ✗ 16. The man is wearing a \_\_\_\_\_ jacket.
- beautiful, leather, brown
  - brown, beautiful, leather
  - beautiful, brown, leather
  - leather, beautiful, brown
- ✓ 17. The second hand clothes dealer sells \_\_\_\_\_ coats.
- a many, black old
  - many, old, black.
  - black, many old.
  - old, many, black.
- ✓ 18. The electricity company is constructing another \_\_\_\_\_ from Ndakwera to Ntaanyanja.
- high voltage, power line, transmission.
  - transmission, high voltage, power line.
  - power, transmission, high voltage.
  - high voltage, transmission power line.

19. The baobab is an \_\_\_\_\_ tree

- A. Interesting huge african.
- B. african interesting huge.
- C. african huge interesting.
- D. interesting african huge.

20. Show them our \_\_\_\_\_ teaspoons.

- A. old beautiful little.
- B. little old beautiful.
- C. old little beautiful.
- D. beautiful little old.

21. She bought \_\_\_\_\_ chairs

- A. several purple broken.
- B. purple several broken.
- C. purple broken several.
- D. broken several purple.

22. Gogo lost her..... ring.

- A. very beautiful diamond engagement.
- B. diamond very beautiful engagement.

- C. Very beautiful engagement diamond.
- D. diamond engagement beautiful very

23. He bought his wife some ..... Sandals

- A. green leather new Bata.
- B. green new leather Bata.

- C. new green leather Bata.
- D. new leather Bata green.

24. Geoffrey knew that he had to face up to his .....

- A. new moral heavy
- B. heavy moral new.

- C. moral heavy new.

- D. heavy new moral.

25. Florence said she had bought a ..... scarf as a present for her mother.

- A. beautiful brand-new silk.
- B. silk beautiful brand new.

- C. brand new beautiful silk.
- D. brand new silk beautiful.

26. In the National Museum we particularly admired a.....

- A. large strong ngori spear.
- B. ngori large strong spear.

- C. Strong ngori large spear.
- D. Ngori strong large spear.

**CHAPTER 21****CORRECT WORD USAGE**

Different words in English must be used differently according to the meaning and circumstances in which they are used.

The following are some of the words which either seem to be similar or confusing in usage.

**1. Don't / doesn't**

**Don't** is a contraction of do not. Use 'don't' with plural subjects and the pronouns I, you, we and they.

**Examples**

- i. Many people **don't** like cycling.
- ii. You **don't** like mangoes.

**Doesn't** is a contraction of does not. Use doesn't with singular nouns and pronouns he, she and it.

**Examples**

- i. He **doesn't** exercise enough.
- ii. It really **doesn't** matter anymore.

**2. Every / Many a**

When the words 'every' / 'many a' precede the subject, use the singular form of the verb.

**Examples**

- i. **Many a** farmer bemoans this drought.
- ii. **Every** dog, cat and hamster in the house is hungry.

**3. lie / lay****Principal Parts****Present**

Lie

Lay

**Past**

lay

laid

**Past Participle**

(has, have, had) lain

(has, have, had) laid

**lie** means to rest in a horizontal position.

**Examples**

- i. I **lie** on the beach.
- ii. I **lay** on the beach.
- iii. I have **lain** on the beach.

**Lie** - telling untruth.

**Examples**

- i. He often **lies** to his parents.
- ii. He **lied** to her.

**Lay** means to place something / put something.

**Examples**

- i. I **lay** the mail on the counter.
- ii. I **laid** the mail on the counter.
- iii. I have **laid** the mail on the counter.

#### **4. Rise / Raise**

'Rise' means to go up / to get up

'Raise' means to move something upward.

**Pattern:**

| <b>Present</b> | <b>Past</b> | <b>Past Participle</b>   |
|----------------|-------------|--------------------------|
| Rise           | rose        | (has, have , had) risen  |
| Raise          | raised      | (has, have , had) raised |

##### **Examples**

- i. The temperature **rises** every afternoon.
- ii. The temperature **rose** ten °C yesterday.
- iii. The temperature has **risen** to 50°C

##### **Examples**

- a) Joyce **raises** the flag on holidays
- b) Joyce **raised** the flag yesterday.
- c) Joyce has **raised** the flag again.

#### **5. Sit / Set.**

'Sit' means to be seated.

'Set' means to place something / to put it somewhere.

**Pattern**

| <b>Present</b> | <b>Past</b> | <b>Past Participle</b> |
|----------------|-------------|------------------------|
| Sit            | sat         | (has, have , had) sat  |
| Set            | set         | (has, have , had) set  |

##### **Examples**

- i. The cat **sits** on the porch. (The cat is seated)
- ii. I **set** the dishes on table (I placed the dishes)

#### **6. Good / Well**

- 'Good', an adjective used to modify a noun or pronoun, not a verb.

##### **Examples**

- i. He makes **good** soup.
- ii. Those fruits taste **good**.

- 'Well' can be used as an adverb meaning 'in good health' in a good state / nicely dressed.

##### **Examples**

- i. Linda feels **well** again.
- ii. It is **well** that we've had such good weather
- iii. You look **well** in that colour.

- **Well** as an adverb means satisfactorily

**Example**

Tina does **well** in Maths.

### 7. Accept / Except

- Accept means to receive / take possession of something

**Example**

I **accept** this award with my usual great humility.

- **Except** means "with the exception of / not including "

**Example**

Everyone voted **except** John.

### 8. Among / between

- **among** - is used for more than two people / things

**Example**

It was shared **among** the pupils.

- **between** - used for two things / people

**Example**

We need to keep this a secret **between** you and me.

### 9. Beside / besides

- Beside means next to

**Example**

He sat **beside** the President.

- Besides means in addition to

**Example**

He studies French **besides** English.

### 10. In / into

- 'in' means already inside

**Example**

i. The pearls are **in** the safe.

- Into means an act of entering.

**Example**

He went **into** the kitchen.

### 11. Past / passed

- 'past' is used as adjective , adverb or preposition

**Examples**

- i. Past times are important (adjective)
- ii. Did you see him when he drove **past**? (adverb)
- iii. The truck **past** us (preposition)

- passed - verb

He **passed** the ball to Henry.

### 12. Rob / Steal

- Rob - Indicates the thing stolen as well as the place or person affected

**Examples**

- i. He **robbed** the bank.
- ii. He **robbed** me of my wallet.

- Steal – is followed by Possession

**Example**

He **stole** my watch

### 13. Borrow / lend

- Borrow means receive on loan.

- Lend means give on loan.

**Examples**

- i. He **borrowed** some money from his friend.
- ii. He **lent** some money to his friend.  
(We can't say ' I borrowed him some money)

### 14. Lose / loose

- 'lose' opposite of find.

- 'loose' opposite of tight.

**Examples**

- i. She is afraid she might **lose** her ring.
- ii. His watch was **loose** and fell off.

### 15. Reach / arrive

- Reach - Is a transitive verb and is followed by an object / place

- Arrive - is intransitive and is followed by preposition.

**Examples**

- i. He **reached** London in the morning.
- ii. We **arrived** in the morning.

## 16. Say / tell

Learn the following uses

### Examples

- i. He **said** nothing.
- ii. He **said** a few words to me.
- iii. He **told** him the truth.
- iv. He **told** me to pass the book to him.

## 17. Salute / Greet

- Salute means raising the hand to the head.
- Greet means give greetings.

### Examples

- i. The captain saluted the General.
- ii. John greeted his friend when he saw him in the street.

## 19. On time / In time

'On time' means exactly the agreed time while 'in time' means before the agreed time.

### Examples

- 1. The Deputy Minister arrived **on time** as the President was about to make his speech.
- 2. The Principal urged the students to report for classes **in time**.

## 20. Consists / Comprise

'Consist' is followed by 'of' while comprise is not followed by any preposition.

### Examples

- 1. The Course **consists** of twenty two topics.
- 2. The Course **comprises** twenty two topics.

## 21. Few / a few

Few means hardly any while a few means at least some what.

### Examples

- 1. Perhaps you could give me **a few** more details of the scheme.
- 2. **Few** people own television sets in the villages (hardly any).
- 3. **A few** people own television sets in towns. (at least a good number).

## 22. Little / a little

- a little means a small amount of something but not much. . (Used in positive sense)
- Little means not much / slight (Used in negative sense)

### Examples

- 1. Little does he know. (He does not know)
- 2. She seemed a little afraid of going inside. (not afraid)

### 23. Much / Many

- 'Much' means a greater quantity used in uncountable nouns.
- Many = greater number used in countable nouns.

#### Examples

- i. He had no **much** to say to them.
- ii. There were **many** people at the Stadium.

### 24. The other / the others

- The other means 'the second of two'

#### Examples

- i. He held a sword in one hand and a pistol in **the other**.
- ii. One of my brothers is Andrew, **the other** is named Francis.

- The others means the remaining ones

#### Example

We reached home by 10 am , but **the others** didn't get back until about 12 noon.

### 25. Other (s) / Another

Other (s) means different , additional, remaining

#### Example

- i. There are other ways of doing this exercise
- ii. I have no other friend but you.

- 'Another' means an additional one / different one

#### Examples

- i. Henry is terribly greedy; his hostess offered him another cake.
- ii. The point of this pencil is broken; Can you lend me another , please?

### 26. Stay / live

Live refers to home where all belonging are.

#### Examples

- i. Where do you live?
- ii. My mother lived with us for 15 years.

**Stay** means to live for a short time as a guest or a visitor. The other word is **Put up**.

#### Examples

1. She was **staying** in the same hotel as I was.
2. How can you **stay** in Brussels.

### 27. Win / Beat

- Win means victory.
- Beat means defeat.

**Examples**

- i. Our team won the match.
- ii. Our team beat the champions last week.

**28. Wear / put on / dress**

- Wear - describes state
- Put on - an action , dressing
- Dress - describes an action but doesn't take an article of clothing as an object.

**Examples**

- i. I shall **wear** my new suit to the party.
- ii. I shall **put on** a jacket when its cooler.
- iii. He is **dressing** at the moment (putting on clothes)
- iv. She is **dressing** her small sister.
- v. She **dresses** very well. (she wears smart clothes).

**29. Wound / Injure / Hurt / damage**

- 'Wound' - means injuries received from war and fighting .
- 'Injure' - for injuries received in accidents
- 'Hurt' - means an injury to the body usually minor.
- 'Damage' - only for objects not persons.

**Examples**

- i. Over a thousand troops were **wounded** in the battle.
- ii. Two cars collided and passengers were **injured**.
- iii. The player **hurt** his leg in the match.
- iv. The bomb explosion **damaged** many shops and houses.

**30. Adopt / Adapt / Adept**

- 'Adopt' means accept / embrace.

**Examples**

- a) The Scientist **adopted** the new theory.
- b) The Organization **adopted** the child.

- Adapt means adjust / modify

**Examples**

- i. He found it hard to **adapt** to the new conditions.
- ii. They easily **adapted** to the new environment.

- 'Adept' means 'skilful'

**Examples**

She is an **adept** pianist.

### 31. Advise / advice

- 'Advise' is a verb and means to guide.

**Examples**

He **advised** the pupils to work hard.

Advice (noun) set of guidance

**Examples**

His **advice** was good. (Do not say his **advices** were good).

They were given pieces of **advice**.

### 32. Proceed / Precede

- 'Proceed' means to go on / continue

**Example**

Doctor Bwanausi proceeded to the palace to meet the President.

- 'Precede' means followed by

**Examples**

The President was preceded by his body guard.

### 33. Immigrate / emigrate

- 'Immigrate' means enter a new country.

**Example**

She immigrated to Malawi to escape wars.

- 'Emigrate' means leave one's country.

**Example**

She emigrated from Burundi to Malawi to operate business.

### 34. Too / very

- 'Too' means beyond the required standard.

**Examples**

a) The tea was **too** hot therefore, he did not take it.

b) The meat was **too** good to be given to dogs. (dogs were not given)

c) The shoe was **too** small for him.

- 'Very' means within the standard

**Examples**

i. He is a **very** good Preacher.

ii. His jacket was **very** small (he could put it on)

### 35. Eligible / Illegible

- 'Eligible' means suitable

**Example**

He is eligible for a pension / a job.

- 'Illegible' means hardly read.

The letters were illegible since the photocopier had no ink.

### 36. Although / though / even though

Inspite of / despite

- After **although** we use a **Subject + verb**.

**Examples**

i. Although it rained a lot, we enjoyed our holiday.

ii. I don't get the job **although I had** necessary qualifications.

- Sometimes we use **though** instead of **although**.

**Example**

I didn't get the job **though** I had necessary qualifications.

- In spoken English we often use though at the end of the sentence.

**Example**

i. The house isn't very nice. I like the garden **though**. (but I like the garden).

ii. I see them every day. I have never spoken to them **though**.

(but I have never spoken to them.)

- 'Even though' is a stronger form of **although**.

**Example**

**Even though** I was really tired, I couldn't sleep.

### Inspite of / despite

- After **inspite of** or **despite** we use a noun or pronoun (this / that / what etc) or - ing

**Examples**

i. **Inspite of the rain**, we enjoyed our holiday.

ii. I didn't get the job **inspite of having** the necessary qualifications.

iii. She wasn't well but **inspite of this** she went to work.

iv. **Inspte of what** I said I still love you.

- **Despite** is the same as **Inspite of**. We say **In spite of** but **despite** (without of).

**Examples**

She wasn't well but **despite this** she went to work.

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- Compare **although** and **In spite of** / despite.

### Examples

1. **Although the traffic was bad**

**In spite of the traffic**

2. I couldn't sleep

} We arrived on time.  
} **although I was very tired.**  
} **Despite being very tired.**

## 37. In case

- In case means it is very possible

### Examples

1. I'll leave my mobile phone switched on **in case** Victoria calls.

(it is very possible she will call).

2. I'll remind them about the meeting **in case** they have forgotten.

- We use **just in case** for a smaller possibility.

### Example

I don't think it will rain, but I will take an Umbrella **just in case**.

- Do not use **will** after **in case**.

### Example

I'll leave my phone switched on **in case** Jane **calls**. (not in case Jane will call)

- You can use **in case + past** to say somebody did something.

### Example

I left my phone switched on **in case** Jane **called**.

(It was possible Jane would call).

## 38. In case of

Means 'if there is'

### Examples

1. **In case of fire**, please leave the building as quickly as possible.

(If there is a fire).

2. **In case of emergency**, telephone this number.

## 39. Unless, As long as, Provided, Providing

- **Unless** means **except if** / **only if**

### Examples

1. You can't go in **unless** you are a member.

This means;

a. You can't go in **except if** you are a member.

Or b. You can go in **if** you are not a member.

2. We can take a taxi to the hotel - **unless you'd prefer to walk**.  
(except if you'd prefer to walk).

- Instead of **Unless** it is often possible say **if....not**;

**Example**

Unless we leave now, we will be late. Or if we don't leave now, we'll be late.

**40. As long as**

As long as or so long as  
Provided (that) or providing (that)

All these expressions  
mean 'if' or "on  
condition that"

**Examples**

1. You can borrow my car { as long as } you promise not to.  
so long as { drive too fast. }
2. Travelling by car is convenient { provided (that) } you have.  
Providing that somewhere Park.

- Do not use 'will' after Unless / as long as / so long as / provided / providing . (Use present tense).

**Examples**

1. I am not going out unless it stops raining.  
(not unless it will stop)
2. Providing the weather is good, we are going to have a picnic.  
(not providing the weather will be good).

**41. As**

Means at the same time as

**Uses:** Used when two things happen at the same time;

**Examples**

- i. We all waved goodbye to Victor as he drove away.
- ii. I watched her as she opened the letter.
- iii. We met Francis as we were leaving the hotel.

- When one thing happens after another we use **when**.

**Example**

- i. When we got home, we started cooking the dinner.

- 'Just as' means 'exactly at that moment'.

**Examples**

- i. Just as I sat down, the phone rang.
- ii. I had to leave just as the conversation was getting interesting.

As also means 'because'

**Examples**

- i. As I was hungry, I decided to find somewhere to eat.  
(because I was hungry)
- ii. As it was a public holiday last Monday, most of the shops were shut.  
(because it was a public holiday).

**42. Like and as**

Like means 'similar' to the same as.

**Example**

i. What a beautiful house! It's like a Palace.

- **Like can be used as a preposition** and is followed by a noun / pronoun.

**Example**

'what's that noise?' It sounds like a baby crying.

- **Like also means for example / such as**

**Example**

Some sports, like motor-racing, can be dangerous.

- As means in the same way as, in the 'same condition as' and is used before the subject and verb.

**Examples**

i. I didn't move anything. I left everything as it was.

ii. You should have done it as I showed you.

- As + Subject + Verb has other meanings.

**Examples**

i. You can do as you like. (do what you like).

ii. They did as they promised. (what they promised).

**As can be a preposition**

**Examples**

i. As the manager, she has to make important decisions.

ii. A few years ago I worked as a taxi driver.

**43. As if / as though / like**

**Uses of as if / as though / like**

**Examples**

- a) That house looks as if it is going to fall down.
- b) Joana sounded as if she had a cold, didn't she?
- c) That house looks like its going to fall down.
- d) I don't feel as though I have just had a holiday.

**44. For, during and while**

**Uses of 'for'**

- For + a period of time to say how long something goes on

For two hours

for a week

for ages

**Examples**

i. We watched television for two hours last night.

ii. Mary is going away for a week in December.

iii. Are you going away for the weekend.

### Uses of 'during'

- During + noun to say when something happens (not for how long).  
During the film, during our holiday, during the night.

#### Examples

1. I fell asleep during the film.
2. We met some really nice people during our holiday.
3. The ground is wet, it must have rained during the night.

### Uses of 'While'

While + subject + verb.

#### Examples

- i. I fell asleep while I was watching TV.
- ii. Titani suddenly began to feel ill while he was doing the exam.

### 45. By and Until

- By (+ a time) means not later than

#### Examples

1. I sent the letter to them today, so they should receive it by Monday. (means on, or before Monday, not later than Monday)
2. We'd better hurry. We have to be home by 5 o'clock.

### Uses of Until / till

To say how long a situation continues

#### Examples

- i. Shall we go now? ' No, lets wait Until / till it stops raining.
- ii. Tione will be away until Tuesday.  
(So he will be back on Monday).
- iii. I will be working until 11:30  
(so I will stop working at 11:30)

### 46. At / on / in

#### Uses

1. 'at' for the time of the day.

#### Examples

at nine o'clock, at 10:45, at mid night, at lunch time, at sunset etc.

2. 'on' for days and dates

#### Examples

on Monday / On Mondays, On 16 May 2000, On Christmas Day, On my birthday.

3 'in' for longer periods (for example: months / years / seasons).

**Examples**

In October, in 2014, in the 19th Century in the past, in the middle ages,

B. We use 'at' in these expressions;

- at night, Example: I don't like going out at night.
- At the weekend / at weekends. Example: Will you be here at weekend?
- At Christmas, Example: Do you give each other presents at Christmas?
- At the same time example: Emily and I arrived at the same time.

## 47. At the end / in the end

- At the end means at the time when something ends.

**Examples**

- i. At the end of the month.
- ii. At the end of the film.
- iii. At the end of the concert.

- The players shook hands at the end of the game.

- The opposite of/ at the end of .....is at the beginning of .....

- In the end means finally. The opposite of /in the end is usually at first.

**Examples**

- i. We had a lot of problems with our car.
- ii. We sold it in the end. (finally we sold it).
- iii. He got more and more angry. In the end he just walked out of the room.

- At first we didn't get on very well, but in the end we became good friends.

## 48. In / at / on (position)

- In

**Examples**

- i. in a room
- ii. in a building
- iii. in a box

in a garden  
in a town / country  
in the City Centre

in a pool  
in the sea.  
in a river

**Example**

There is no-one in the room.

- At

**Examples**

- i. At the bus stop
- ii. At the door
- iii. At the window

- iv. At the round about
- v. At the reception

- On

**Examples**

On the door  
On the wall

on her nose  
on the page

on an Island

49. To

- \* We say go / come / travel (etc) to a place or event.

**Examples**

- go to Mzimba
- go to a place
- go to a disco

- Come to my house
- be taken to hospital

Welcome to our country

50. Even

**Uses:**

- When something is Unusual

**Example**

- He always wears a coat even in hot weather.
- Nobody would help her not even her best friend.

- In comparisons

**Example**

I got up very early but Jack got up even earlier.

51. Even though, even when, even if

**Uses**

- Used with subject + verb.

**Examples**

- Even though she can't drive** she has bought a car.

Subject + verb

- He never shouts, **even when he's angry**.

52. Enough and too

**Enough** goes after adjectives and adverbs.

**Examples**

- I can't run very far. I'm not fit enough.
- Let's go. We've waited long enough.
- Is Joe going to apply for the job? Is he experienced enough?

Enough goes before the nouns.

**Examples**

- i. I can't run very far. I haven't got enough energy.
- ii. We've got enough money.

You can use **enough** alone (without a noun)

**Example**

We don't need any more money. We're are got **enough**.

### 53. Quite, Rather, Pretty and Fairly

**Uses**

1. with adjectives or adverbs

**Examples**

- |                        |                        |
|------------------------|------------------------|
| Its <u>quite</u> cold. | Its <u>pretty</u> cold |
| Its <u>rather</u> cold | Its <u>fairly</u> cold |

**Quite** and **pretty** are similar in meaning

(i.e less than very)

**Example**

Its **quite / pretty** cold (less than very cold but more than a little cold).

### 54. Prefer and would rather

Prefer to do and prefer doing

**Example**

- i. I don't like cities. I prefer to live in the country.
- ii. I prefer living in the country.

We also say;

I prefer something to something else.

I prefer doing something to doing something else.

**Examples**

- (a) I prefer this coat to the coat you were wearing yesterday.
- (b) I prefer driving to travelling by train.

### Would rather (I'd rather....)

Would rather + Infinitive (without 'to')

**Examples**

- i. 'Would you rather **have** tea or coffee?'
- ii. Shall we go by train? I'd prefer to drive.

I'd rather drive.

The negative is I'd rather not (do something)

**Examples**

1. I'm tired. I would rather not go out this evening, if you don't mind.
2. Do you want to go out this evening? I'd rather not.

## **Verb + Preposition**

| <b>Verb</b>     | <b>Preposition</b> |
|-----------------|--------------------|
| Talked          | about              |
| Apologise       | for                |
| Succeeded       | in                 |
| Instead         | of                 |
| Thinking        | of                 |
| Dream           | of                 |
| Approve         | of                 |
| Decided         | against            |
| Feel            | like               |
| Looking forward | to                 |
| Congratulate    | on                 |
| Accused         | of                 |
| Suspected       | of                 |
| Prevented       | from               |
| Stop            | from               |
| Thank           | for                |
| Excuse          | for                |
| forgive         | for                |

### **Verb and their appropriate preposition**

1. Accuse of

**Example**

The cashier was accused of misappropriating fund.

2. Agree to

**Example**

Verah did not agree to my plans to invest in Karonga.

3. Apologise to

**Example**

He apologised to me for the inconvenience he caused.

4. Believe in

**Example**

Mavuto believes in his capability in handling delicate issues.

5. Boast of

**Example**

Frazer boasted of his wealth.

6. Complain of

**Example**

He complained of not being attended to by the doctor.

7. Complain against

**Example**

He complained against poor working conditions.

8. Confide in

**Example**

He confided in me of his next move.

9. Congratulate on

**Example**

He was congratulated on his success in the school certificate examinations.

10. Deprive of

**Example**

He deprived his children of their needs.

11. Insist on

**Example**

He insisted on getting a job abroad.

12. Interfere in

**Example**

He interfered in his wife's affairs.

13. Live on

**Example**

He lived on sweet potatoes.

14. Long for

**Example**

Victor has been longing for Hanna's love.

15. Preside over

**Example**

The judge presided over the case.

16. Put up with

**Example**

He tried to put up with her bad behaviour.

17. Remind of

**Example**

Newiri reminded me of his brother.

18. Search for

**Example**

The police searched for the lost item in his house.

19. Suspect of

**Example**

They suspected of the strange man.

20. Sympathise with

**Example**

He sympathized with the victim.

### **Adjectives with their appropriate preposition**

1. Absorbed in

**Example**

He was absorbed in his work.

2. Accustomed to

**Example**

He is accustomed to watching soccer.

3. Acquitted of

**Example**

He was acquitted of the charges.

4. Addicted to

**Example**

He is addicted to fatty foods.

5. Angry at

**Example**

He is angry at my comments.

6. Ashamed of

**Example**

He was ashamed of his poor dressing at the party.

7. Based on

**Example**

He based his arguments on Socrates philosophy.

8. Certain of

**Example**

I am certain of going to London.

9. Concerned about

**Example**

He is very concerned about his bad performance.

10. Concerned with

**Example**

The president is very concerned with the hunger situation in the country.

11. Confident of

**Example**

Victoria is very confident of passing examinations.

### Noun with appropriate preposition

1. Access to

**Example**

People have access to clean water.

2. Advice on

**Example**

He likes to give advice on good health.

3. Appetite for

**Example**

He has no appetite for porridge.

4. Capacity for

**Example**

Malawians have great capacity for Athletics.

5. Cause of

**Example**

The driver has no idea of the cause of the accident.

6. Concerned about

**Example**

He is concerned about his health.

7. Concerned for

**Example**

He shows great concern for his position.

8. Concerned in

**Example**

He did not show concern in his education.

9. Desire for

**Example**

He has no desire for too much wealth.

10. Excused for

**Example**

He had no excuse for his mistake.

11. Experience in

**Example**

He lacks experience in teaching.

12. Faith in

**Example**

I have faith in his conduct.

13. Hunger for

**Example**

They have hunger for learning.

14. Interest in

**Example**

They have no interest in his work.

15. Liking for

**Example**

They have a great liking for Nigerian films.

16. Need for

**Example**

There is no need for worrying over the issues.

17. Relief from

**Example**

He got no relief from work.

18. Revenge on

**Example**

He did not revenge on them.

19. Reward for

**Example**

The teacher was rewarded for his hard working spirit.

20. Taste for

**Example**

I have no taste for local music.

21. Zeal for

**Example**

He has a great zeal for teaching.

**Choose the Correct Alternative a, b, c or d:**

1. John Achelis has written \_\_\_\_\_ books on his issues.  
A. much B. many C. any D. little
2. I \_\_\_\_\_ my car to Henry.  
A. borrowed B. learnt C. lent D. borrow
3. The task is \_\_\_\_\_ difficult for a lady.  
A. very B. too C. such D. so
4. He knows \_\_\_\_\_ some French to communicate  
A. some B. enough C. much D. a bit
5. The cooks prepared the chicken and \_\_\_\_\_ the pieces in a frying-pan.  
A. laid B. lied C. lay D. lay
6. His father was \_\_\_\_\_ in the war and could no longer work.  
A. Injured B. wounded C. damaged D. hurt
7. 'We don't understand what she is talking about? I don't \_\_\_\_\_' Jones replied.  
A. too B. neither C. either D. do
8. Although the log was heavy \_\_\_\_\_ of the two workers have lifted it.  
A. any B. neither C. none D. some
9. The refugees were \_\_\_\_\_ to their homeland.  
A. escorted B. immigrated C. escorted D. repatriated.
10. Please, \_\_\_\_\_ me your books. You will have it back after one month from now.  
A. borrows B. borrow C. lend D. lends
11. The teachers cancelled their lessons because there were \_\_\_\_\_ students.  
A. few B. a few C. a little D. less
12. \_\_\_\_\_ wall charts would make the classroom more attractive.  
A. Little B. A little C. some D. A few
13. Wear warm clothes because it is \_\_\_\_\_ cold outside lest you should freeze.  
A. Such B. very C. too D. so

## **CHAPTER 22**

### **DOUBLE NEGATIVES**

A double negative occurs when a negative word is added to a sentence that is already negative. In other words, a double negative is the non-standard use of two negative words to express one negative idea. A double negative is not acceptable in standard usage. It is therefore advisable to avoid using double negatives in formal speaking and writing.

Notice how negative words change the meanings of the following sentences.

Positive: You can count in French.  
Negative: You can not count in French.

Positive: James speaks French fluently.  
Negative: James never speaks French fluently.

Positive: They come here every year.  
Negative: They hardly come here every year.

Note that the words hardly, scarcely, barely and seldom are negative words. You should not use them with other negative words.

Look at the double negatives found in the sentences below and their single negatives.

1. Incorrect: We don't know nothing about this year's MSCE examination results.  
(The negative words are "don't" and "nothing".)

Correct: We don't know anything about this year's MSCE examination results.  
(The only negative word is "don't")

2. Incorrect: I don't have no pens.  
(The negative words are "don't" and "no".)

Correct: I don't have any pens.  
(The only negative word is "don't")

Correct: I don't have pens.  
(The only negative word is "don't")

3. Incorrect: My daughter never says nothing.  
(The negative words are "never" and "nothing")

Correct: My daughter never says anything.  
(The only negative word is "never")

Correct: My daughter says nothing.  
(The only negative word is "nothing")

. Incorrect: Wezi hardly said anything.  
(The negative words are "hardly" and "nothing")

Correct: Wezi hardly said nothing.  
(The only negative word is "hardly")

Correct: Wezi said almost nothing.  
(The only negative word is "nothing")

**Exercise**

The sentences below have double negatives.

Write them correctly by using one negative word.

1. There weren't scarcely any trees left on the farm.
2. The classroom isn't hardly half filled.
3. I haven't seen no book in this room.
4. You have no nothing to buy from this shop.
5. Peter did not tell no one about this news.

## **CHAPTER 23**

### **Local and Standard English**

Standard English refers to correct grammar, spellings, pronunciation etc. It is also called the Queen's language . In England not every Jim and Jack speaks and writes standard English. It is spoken and written by the upper class, middle class and educated elites.

Local English refers to the mixture of English language with local dialects and accent. The pronunciation of words, spellings do not sound English.

A very good example of local English is the one used in most Nigerian films.

Students are encouraged to write and speak standard English. Study the following table carefully which illustrates local and standard English.

|   |  |
|---|--|
| <b>Local English with double negative</b>   | <b>Standard English</b>  |
| <ul style="list-style-type: none"> <li>• The teacher does not never have time to go on holiday.</li> <li>• A good driver does not go nowhere without a spare wheel.</li> <li>• This year there is not no dam which is full.</li> </ul>  | <ul style="list-style-type: none"> <li>• The teacher does not have time to go on holiday.</li> <li>• A good driver does not go anywhere without a spare wheel.</li> <li>• This year there is no dam which is full.</li> </ul>  |
| <b>Local English / Incorrect usage</b>  | <b>Standard English</b>  |
| <ul style="list-style-type: none"> <li>• I asked her to repeat again what she had said.</li> <li>• The doctor warned her to not smoke heavily.</li> <li>• She opened the radio to listen to the news.</li> <li>• He was shameful for his bad behavior at the party.</li> <li>• The children went to the park with a bus.</li> <li>• I rather go home than to stay here.</li> <li>• No sooner had the bus stopped that he jumped off.</li> </ul> | <ul style="list-style-type: none"> <li>• I asked her to repeat what she had said.</li> <li>• The doctor warned her against heavy smoking.</li> <li>• She tuned on the radio to listen to the news.</li> <li>• He was ashamed of his bad behavior at the party.</li> <li>• The children went to park by bus.</li> <li>• I will rather go home than stay here.</li> <li>• No sooner had the bus stopped than he jumped off.</li> </ul> |
| <b>Verbs and Tenses/stative Verbs</b>   | <b>Standard English</b>  |
| <ul style="list-style-type: none"> <li>• This woman is loving her husband very much.</li> <li>• The fat man is owning a bottle store.</li> <li>• She is not wishing to go home.</li> <li>• The music is sounding very good.</li> <li>• The people in the area are believing in Islam.</li> </ul>  | <ul style="list-style-type: none"> <li>• The woman loves her husband very much.</li> <li>• The fat man owns a bottle store.</li> <li>• She wishes not to go home.</li> <li>• The music sounds good.</li> <li>• The people in the area believe in Islam.</li> </ul>   |
| <b>Local English wrong use of Future Tenses</b>   | <b>Standard English</b>  |
| <ul style="list-style-type: none"> <li>• When the bell will ring all pupils will go home.</li> <li>• Even if it will rain all crops will have a poor yield.</li> <li>• I shall apply for the job if I will see the advertisement.</li> <li>• Unless the farmers will borrow money they will go bankrupt.</li> <li>• If I will meet him I will tell him I met you.</li> <li>• When I will read this book I think I will enjoy it.</li> </ul>     | <ul style="list-style-type: none"> <li>• When the bell rings all pupils will go home.</li> <li>• Even if it rains all the crops will have a poor yield.</li> <li>• I shall apply for the job if I see the advertisement.</li> <li>• Unless the farmers borrow money they will go bankrupt.</li> <li>• If I meet him I will tell him I met you.</li> <li>• When I read this book I think I will enjoy it.</li> </ul>                  |

## CHAPTER 24

### CORRELATIVES

Correlatives are words that have a reciprocal relation to each other in a sentence. The existence of one word depends on the other.

- Such - as;

**Example**

There are no **such** writers **as** you mention.

**Note:** Such followed by who, which, that etc is incorrect.

**Example**

I omit **such** of the members **who** have resigned.

- Such - that ;

**Example**

**Such** was his diligence **that** he passed the examination.

- That - that:

**Example**

He was of **that** tenderness **that** he would not kill a fly.

- The same - as;

**Example**

This is **the same** book **as** that.

- The same - that;

**Example**

This is **the same** man **that** I saw yesterday.

- So , as - as;

**Examples**

- i. I am not **so** tall **as** you are.
- ii. I am **as** tall **as** you are.
- iii. **As** soon **as** he entered, I saw him.
- iv. Come **as** soon **as** possible.
- v. He is **so** ill **as** not to be able to go out.

- So that, as;

**Examples**

- i. He is **so** ill **that** he can not go out.
- ii. He is **so** ill **as** to be able to go out.
- iii. He is not **so** much idle **as** forget of his work.

- How - as;

**Example**

How shall I do this? - Do it **as** I do.

- No sooner - than

No sooner had he gone than I arrived.

- Scarcely (or hardly) - when , before;

**Examples**

i. Scarcely had he left the house **when** I arrived.

ii. Hardly was the house finished **before** it was inhabited .

- Other - than; (means different from)

**Examples**

i. Noise **other** than the sound of dance or song

ii. I have **other** books **than** these.

- Too - for; (or Infinitive)

**Examples**

i. It is **too** wet **for** a picnic.

ii. It is **too** hot **to** walk.

- Not only - but (Sometimes with also);

**Examples**

i. He **not only** went away **but** never came back.

ii. He was not only foolish **but also** dishonest.

- both - and;

Both John and Mary are ready for the examinations.

- Either - or

**Example**

Answer **either** question one **or** question two.

- neither - nor

**Example**

The man was **neither** a teacher **nor** a doctor.

- whether - or

**Examples**

He had to do his duties **whether** they wanted **or** not.

## CHAPTER 25

### Phrasal Verbs

A phrasal verb is made up of a verb and either a preposition or adverb which is placed at the end of the verb to have a variety of meanings.

#### Examples

##### (A) ASK

1. **Ask after:** ask about someone's health.

#### Example

He asked after the Carpenter who had been admitted in hospital.

2. **Ask for:** request / demand

#### Example

The teachers asked for their professional allowances.

##### (B) BACK

3. **Back out** - withdraw from an agreement.

#### Example

He backed out at the eleventh hour and did not attend the final meeting.

#### Break

4. **Break down** : Stop working of a machine.

#### Example

The car broke down before half the trip was covered.

- Break out:** (i) escape from confinement.

#### Example

The prisoners broke out and escaped.

#### ii) start

#### Example

The second world war broke out in 1939

6. **Break in / into:** i. enter a building by force.

#### Example

Burglars had broken in while we were away.

#### ii. to begin laughing , singing.

#### Example

As the President's car arrived the crowd broke into loud applause.

7. **break off :** i. Stop speaking.

#### Example

He broke off in the middle of the sentence.

#### ii. Separate from something.

**Example**

The door handle has broken off.

**8. break through** : i. make new and important discoveries.

**Example**

Scientists think they are beginning to break through in the fight against cancer

ii. Make a way.

**Example**

Demonstrators broke through the police.

**9. break up**: i. to go away in different directions.

**Example**

The shop broke up on the rocks.

ii. to come to an end.

**Example**

Their marriage has broken up.

iii. Stop doing something.

**Example**

Police were called into break up the meeting.

**Care**

**10. Care for** : (i) look after.

**Example**

He is caring for the children.

**11. Care about** : feel that somebody, something is important, interesting

**Example**

Don't you care about this country's future.

**Call**

**12. Call at** : Stop for a short visit.

**Example**

Please you should call at the minister's office when retuning.

**13. Call for** : i. require , demand.

**Example**

The situation call for prompt action.

**14. Call in** : i) ask for the services of somebody.

**Example**

Call in a doctor / a lawyer.

ii) request the return of something .

**Example**

Cars with serious faults have been called in by the manufacturers.

**15. Call off :** i) Stop attacking , searching.

**Example**

Please call your dog off, its frightening the children.

ii) cancel.

**Example**

Call off the deal please.

**16. Call upon :** i. Invite somebody or request somebody to speak.

**Example**

I now call upon the chairman to address the meeting.

**17. Call up :** i) telephone.

**Example**

He called me up to ask about the meeting.

ii) Summon for military services.

**Example**

Margot received a call up from the Gestapo Police.

**Come**

**18. Come across / upon :** find / discover by chance / meet accidentally .

**Example**

I came across John in England.

**19. Come down :** descend

**Example**

He came down the stairs to meet the guest.

**20. Come Off:** i) take place.

**Example**

When is the next meeting coming off?

ii) Succeed

**Example**

I don't doubt , the plan will come off.

**21. Come round:** i) come to one's house.

**Example**

I will come round next week to see you.

ii) recover consciousness .

**Example**

He is unconscious but is likely to come round.

22. **Come to** : recover, conscious

23. **Come up** : ascend.

**Example**

He came up the stairs to see John .

24. **Come out** : i) revealed, exposed.

**Example**

The secret will come out soon.

ii) Publish.

**Example**

His new English Grammar Book will come out in November.

25. **Come along / on** : accompany.

**Example**

Who is coming along with me?

**GO.**

26. **Go ahead** : continue , proceed.

**Example**

He was allowed to go ahead with the presentation.

27. **Go back on** : fail to keep promise.

**Example**

He went back on his decision to join the researchers .

28. **Go down** : i) descend.

**Example**

He went down the steps.

ii) lower in price.

**Example**

The bus fare has gone down.

29. **Go Into** : examine , investigate.

**Example**

He had to go into the grounds for his dismissal.

30. **Go Off**: i) explode.

**Example**

The bomb went off and destroyed many things.

31. **Go away** : leave

**Example**

Please go away, we want to concentrate.

32. Go without : do without

**Example**

The villagers went without food for five days.

33. Go on with : Continue

**Example**

He was asked to go on with his action.

34. Go out : i) leave a room.

**Example**

Do you want to go out?

ii) Extinguished

**Example**

The lights have gone out lets go to sleep.

iii) Mix in society.

**Example**

Do you like going out during weekends.

35. Go round : i) suffice for a group.

**Example**

He did not have enough copies to go round.

ii) pay an informal visit to.

**Example**

I will go round and see John on Saturday.

36. Go through with : Complete.

**Example**

He managed to go through with his plan despite the opposition.

37. Go over: Examine , repeat carefully.

**Example**

He went over the instructions but could not understand them.

**Take**

38. Take after : resemble

**Example**

He took after his father with his broad shoulders.

39. Take down : write notes

**Example**

The Policeman took down the vehicle's details.

40. Take off : i) remove

**Example**

The president took off his jacket and addressed the people.  
ii) leave the ground.

**Example**

His plane took off at 10. am.

41. Take out : remove / extract

**Example**

The dentist took out his tooth.

42. Take over : take control

**Example**

The rebels are likely to take over the government.

**PUT**

43. Put back : i) replace a thing.

**Example**

She put the keys back on the table.

ii) move the hands of clock back.

**Example**

He was advised to put his watch back . It was two hours ahead.

44. Put in for : apply for a job

**Example**

They have advertised the post of the Head teacher you have to put in for it.

45. Put forward : i) suggest

**Example**

Do you mind putting forward your proposal?

ii) move the hand of a clock forward.

**Example**

Please put the clock forward its two hours slow.

46. Put off : Postpone

**Example**

The meeting was put off due to rains.

47. Put on : i) dress

**Example**

Put on your necktie the guests are about to come.

ii) switch on.

**Example**

Put on the lights its dark.

48. Put out : Switch off

**Example**

Let us put out the light to avoid disturbance.

49. Put up : accommodate someone temporarily.

**Example**

I can put you up for a week.

**SIT**

50. Sit up : Stay out of bed till late.

**Example**

She sat up all night with the sick baby.

51. Sit back : relax , take no action .

**Example**

I am going to sit back as other will be working.

**STAND**

52. stand by : continue to support and help.

**Example**

No matter what happens I'll stand by you, so don't be afraid.

53. Stand for : represent

**Example**

The symbol x stands for unknown quantity in mathematics.

54. Stand up for : defend verbally

**Example**

Why don't you stand up for yourself?

55. Stand up to : resist, defend oneself against.

**Example**

Your boss is a bully. If you don't stand up to him he will lead you a dog's life.

56. Stand out : be easily seen

**Example**

She stood out from the crowd because of her height and her flaming hair.

57. blow in / into : to arrive / enter a place suddenly.

**Example**

Look who's just blown in !

58. blow out : to be put out by wind.

**Example**

Somebody opened the door and the candle blew out.

59. blow up : a) explode , be destroyed by an explosion.

**Example**

The bomb blew up.

b) Start suddenly with force.

**Example**

A storm is blowing up.

**SEE**

60. See about : to deal with something , to attend to something.

**Example**

I must see about lunch soon.

61. See in : find somebody / something attractive / interesting

**Example**

I can't think what she sees in him.

62. see off: to go to a railway station, airport to say goodbye.

**Example**

We all went to the airport to see her off.

63. see out : to last until the end of something.

**Example**

We have enough logs to see the winter out.

64. see over : to visit and examine

**Example**

We need to see over the house before we can make you an offer.

65. see through : i) realize the truth about somebody / something.

**Example**

We saw through him from the start.

ii) transparent

**Example**

She wore a see through blouse.

**CUT**

66. Cut across : go across

**Example**

I usually cut across the park on my way home.

67. Cut at : try to cut / wound

**Example**

His attacker cut at him with a razor.

68. cut away : remove something from.

**Example**

They cut away all the dead branches from the tree.

69. cut down : to kill / injure

**Example**

He was cut down by pneumonia at an early age.

70. Cut from : to remove something or somebody from.

**Example**

Cut a branch from a tree

71. cut off : i) Interrupt

**Example**

My explanation was cut off by loud protests.

ii) reject somebody

**Example**

He cut his son off without a penny.

iii) block

**Example**

The new factory cuts off our view of the sea.

72. Cut out : stop functioning .

**Example**

One of the plane's engines cut out.

**CLOSE**

73. Close down : to stop operating.

**Example**

Many business have closed down because of the recession.

74. Close in : i) gradually shorter.

**Example**

The days are closing in now that autumn is here.

ii) to surround somebody / something.

**Example**

a) Darkness was gradually closing in.

b) The enemy is closing in on us.

75. Close up : i) to heal

**Example**

The cut took a long time to close up.

ii) to shut something

**Example**

Sorry , Madam, we are closing up for lunch.

**TONE**

76. tone down : i) to make something less intense, extreme.

**Example**

You'd better tone down the more out spoken passages in your article.

ii) make colour less bright.

**Example**

Tone down the reds.

77. tone in : to match something in colour.

**Example**

The new curtains tone in beautifully with the carpet.

78. tone up : make one's body stronger, fitter

**Example**

Regular exercises tone up the muscles.

**RUN**

79. run across / into meet somebody by chance

80. run after - to run to try to catch somebody, chase

81. run down - i) to lose power  
ii) criticize

82. run in : arrest somebody

83. run out - no longer valid

84. run over - overflow

85. run through - to pass quickly through

**RUB**

86. Rub out : remove marks

**LOOK**

87. Look into : investigate , examine

88. look on : stop something

89. look out : be careful

90. look over : inspect

**STAY**

91. stay up - remain out of bed till late , usually for pleasure.

**Example**

Children never want to go to bed at proper time ; they always want to stay up late.

**SELL**

92. sell off - sell cheaply

**Example**

We are selling off everything because we are leaving this country.

93. sell out - sell everything

**Example**

They sold out their furniture.

94. be sent down - be expelled from a University.

**Example**

He behaved so badly in college that he was sent down and never got his degree.

95. send for - summon

**Example**

The director sent for me and asked for an explanation .

96. send in - send to someone

**Example**

You must send in your application before Friday .

97. send on - forward , send after a person

**Example**

If any letters come for you after you have gone I will send them on.

**SET**

98. set in - begin

**Example**

Winter has set in late this year.

99. set off / out - start a journey

**Example**

They set out / off for Mzuzu

**RING**

100. Ring up - telephone

**Example**

If you can't come ring up let me know.

101. Ring off - end a telephone call.

**Example**

He rang off before I could ask his name.

**RUB**

Rub out - erase pencil / ink with a rubber

**Example**

He rubbed out the wrong word.

103. Rub up - revise one's knowledge of a subject

**Example**

I am going to France , I must rub up my French.

**TURN**

104. Turn out - i) as was shown / proved by later events.

**Example**

I didn't need my umbrella as it turned out.

ii) to be well, badly etc dressed.

**Example**

She is always so elegantly turned out.

105. Turn against somebody - to stop being friendly.

**Example**

She turned against his old friend.

106. Turn down - reject

**Example**

He tried to join the army but he was turned down.

107. Turn in i) to go to bed (ii) to give back something one no longer needs .

**Examples**

Its late - I think I'll turn in.

You must turn in your kit.

108.Turn off i) lose interest ii) stop flow of electricity, gas

**Examples**

i. Men with beard turn me off.

ii. Turn off the light / oven.

109.Turn over - i) to start running ii) to think about so

**Examples**

i. It was so cold that the engine wasn't turning over at all.

ii. She kept turning over the events of the day in her mind.

110. Turn up - i) to be found ii) to arrive iii) happen by chance.

**Examples**

i. I'm sure your lost wallet will turn up.

ii. Only two people turned up for the meeting .

iii. He is still hoping something will turn up.

**A. CHOOSE THE CORRECT WORD OR PHRASE TO COMPLETE EACH SENTENCE.  
WRITE THE LETTER IN THE SPACE.**

1. The road was closed, so we had to \_\_\_\_\_ and find an alternative route.  
A. put down      B. turn back      C. go about      D. go off
  
2. They \_\_\_\_\_ for Paris at midnight.  
A. set off      B. made for      C. went off      D. got down
  
3. I knew your family would stand \_\_\_\_\_ you.  
A. for      B. off      C. by      D. about
  
4. How could you have \_\_\_\_\_ him for your brother?  
A. confused      B. considered      C. thought      D. mistaken
  
5. It is vital that we \_\_\_\_\_ a change in people's attitudes.  
A. bring down      B. bring back      C. bring about      D. look after
  
6. Peter's secretary \_\_\_\_\_ a call to the office in Lilongwe.  
A. put through      B. applied for      C. put by      D. set about
  
7. We'll have to \_\_\_\_\_ down the options before coming to a decision.  
A. slow      B. narrow      C. bring      D. wind
  
8. Rosa certainly \_\_\_\_\_ her mother in her devil-may-care approach to life.  
A. looks after      B. calms down      C. cares for      D. takes after
  
9. Ingrid broke \_\_\_\_\_ in tears when we told her about the accident.  
A. off      B. through      C. down      D. for
  
10. I'm so tired I think I'll probably \_\_\_\_\_ off in the cinema.  
A. doze      B. sleep      C. turn      D. fall
  
11. If a bus doesn't come, you can always flag \_\_\_\_\_ a taxi.  
A. take      B. for      C. down      D. off
  
12. Look, I \_\_\_\_\_ it all back. I should never have spoken like that.  
A. take      B. put      C. call      D. give
  
13. I think a couple of coffees will \_\_\_\_\_ off the meal nicely.  
A. go      B. send      C. round      D. wear
  
14. The official \_\_\_\_\_ quickly through my file, and then handed it back to me.  
A. saw      B. looked      C. got      D. turned

15. If you're interested in Mastermind, you can send \_\_\_\_\_ free tickets and be part of the studio audience next time they record it.  
A. off      B. by      C. about      D. for
16. You shouldn't have sent Sebastian that valentine's card. I think you've scared him \_\_\_\_\_.  
A. back      B. down      C. off      D. through
17. The rain was simply \_\_\_\_\_ down on the deserted street.  
A. pelting      B. spraying      C. showering      D. dripping
18. She talks so fast, it's difficult getting a word in \_\_\_\_\_.  
A. sideways      B. half way      C. edgeways      D. anyway
19. Only \_\_\_\_\_ research has been carried out in this field.  
A. a little      B. a few      C. few      D. not much
20. It's 4 p.m. marc \_\_\_\_\_ have arrived in Istanbul by now.  
A. would      B. can      C. should      D. ought
21. If Taonga \_\_\_\_\_ to her guns, she'll probably get what she wants.  
A. will stick      B. would stick      C. stuck      D. sticks
22. By December, I \_\_\_\_\_ enough to buy a mountain bike.  
A. saves      B. will have saved      C. has saved      D. will be saving
23. \_\_\_\_\_ anyone object, the plan will be reconsidered.  
A. If      B. Do      C. Should      D. Might
24. Don't \_\_\_\_\_. I haven't finished explaining yet!  
A. hang up      B. hold on      C. hang on      D. hold on
25. The motorist must have run \_\_\_\_\_ the fox without noticing.  
A. out      B. on      C. over      D. up
26. It \_\_\_\_\_ out that the mayor had braded several councillors to vote for him.  
A. resulted      B. pointed      C. broke      D. turned
27. I expect the new trend will soon \_\_\_\_\_ here.  
A. catch      B. catch on      C. take up      D. identify with
28. It's difficult to tell identical twins \_\_\_\_\_.  
A. on      B. out      C. apart      D. over
29. Paloma will have to \_\_\_\_\_ her antiques, because she needs the money.  
A. part with      B. take out      C. move on      D. clear up
30. I'll use my credit card to \_\_\_\_\_ up before we check out.  
A. take      B. sum      C. bottle      D. settle
31. Scientists \_\_\_\_\_ a carefully controlled experiment on the mystery virus.

- A. carried over      B. measured out      C. carried out      D. put up
32. As darkness fell, there was nothing for it but to \_\_\_\_\_ for the nearest village.  
A. Call      B. go      C. make      D. stand
33. There is no time to do anything but \_\_\_\_\_ briefly on the most important points.  
A. touch      B. run      C. go      D. pick
34. Owning an animal can really tie you \_\_\_\_\_.  
A. out      B. down      C. back      D. off
35. The terrorist headquarters was blown \_\_\_\_\_ in the army attack.  
A. down      B. up      C. out      D. over
36. Don't worry if you make a mistake. Just \_\_\_\_\_ it out.  
A. rule      B. slip      C. leave      D. cross
37. It's no good trying to \_\_\_\_\_ with Eddie. You'll never change his mind.  
A. deal      B. discuss      C. reason      D. side
38. Thank goodness you'll be there. I'm \_\_\_\_\_ on your support.  
A. holding      B. calling      C. hanging      D. counting
39. The lecture hall gradually emptied as professor Jackson \_\_\_\_\_ on.  
A. kept      B. passed      C. rambled      D. touched
40. The speaker failed to get his message \_\_\_\_\_ to his audience.  
A. around      B. in      C. across      D. out
41. The reporter announced solemnly that the present had \_\_\_\_\_ in his sleep.  
A. passed away      B. died away      C. passed out      D. dropped out
42. He's been to the USA, Australia and India this year. He certainly gets \_\_\_\_\_.  
A. on      B. around      C. out      D. away
43. Look, I'm sorry to \_\_\_\_\_ in, but I think I can help you.  
A. move      B. plug      C. butt      D. pop
44. The elaborate bridal costumes of the coastal Indians are \_\_\_\_\_ from mother  
to daughter.  
A. taken after      B. put by      C. parted with      D. handed down
45. Politicians frequently \_\_\_\_\_ a lot criticism.  
A. come out in      B. catch up with      C. come in for      D. get up to
46. I was disappointed when I saw the film. It was a real \_\_\_\_\_.  
A. let-down      B. breakdown      C. turnout      D. dropout

47. You'll lose marks if you don't \_\_\_\_\_ in all the gaps.  
A. send      B. fill      C. fit      D. join
48. He gambled \_\_\_\_\_ his life's saving before starting on his wife's.  
A. across      B. around      C. out      D. away
49. Did you notice Bob trying to \_\_\_\_\_ doing the washing-up?  
A. get up to      B. break out of      C. get out of      D. get along with
50. To beat the holiday traffic, we'll have to \_\_\_\_\_ out at dawn.  
A. set      B. go      C. move      D. drive
51. I could probably \_\_\_\_\_ out the answer if I had a pencil, some paper and calculator.  
A. think      B. study      C. hand      D. work
52. Delilah wasn't at all hungry, and could only \_\_\_\_\_ with the food on her plate.  
A. finger      B. toy      C. snack      D. side
53. I know it's a pretty boring routine, but you'll just have to \_\_\_\_\_ on for the moment, I'm afraid.  
A. count      B. live      C. soldier      D. move
- B.
54. As the years passed, Joe's memories of his terrible experience \_\_\_\_\_ away, and he began to lead a normal life again.  
A. faded      B. backed      C. passed      D. got
55. This is too big decision to make. Think it \_\_\_\_\_ before you give me your final word tomorrow.  
A. over      B. upon      C. carefully      D. on

## CHAPTER 26

### Idioms

An idiom is a phrase or a sentence whose meaning is not clear from individual words but has to be learnt as a whole unit. Idioms are important because they add beauty to the language.

The following are some of the idioms and their meanings in brackets.

#### Examples

1. You **stand in the way of** your own interest. (hinder your own interest).
2. I find it hard to **make up my mind** ( come to a decision).
3. The theory **will not hold water** for a moment (thoroughly Unsound).
4. The thief made **good his escape** (succeeded in escaping).
5. People should **mind their own business** (not interfere in the concerns of others).
6. The Queen was at the **point of death or at the death's door** (in a dying condition)
7. You **fly in the face of** the authority of the crown (openly oppose the authority)
8. This was his **maiden speech** (first speech after being elected)
9. I warn you to **keep your distance** . (not to approach nearer)
10. He **pinned his faith** to a new remedy . (put complete trust in)
11. You had better **make a clean breast of it** . (Confess everything)
12. He was never known to **turn his back on** a friend . (desert)
13. The brave man can **face death** calmly. (meet)
14. His deeds **give the lie** to his words . (contradict)
15. He was the first to **set foot** on the Island. (land)
16. I **took him by surprise** . (come upon him un expectedly)
17. I have been kept in the dark about this matter. (not informed)
18. Do you want to **pick a quarrel** with me ? (start quarreling with me)
19. He **kept his bed** for five weeks. (remained in bed)
20. He **set his heart upon** the marriage . (very desirous )
21. This law is a **dead letter**. (is absolute)
22. He is gone **for good**. (forever)
23. He is in a **fair way** to be rained. (likely)
24. Andrew was **head and shoulders above** his friends. (fury superior)
25. It **does my heart good** to see you . (pleases / makes happy)
26. He **can turn his hand to anything** . (is very versatile)
27. I can give you a **free hand**. (help, assist).
28. I will catch him, if he is **above the ground**. (alive / unburied)
29. He managed to keep his head above water. (to avoid failure / bankruptcy)
30. Do not beat about the bush. (avoid the matter at hand)
31. I am working against time (as if in competition with time)
32. He did it **against the grain** . (unwillingly)

33. I have my lesson at **my finger's ends**. (I know it thoroughly)
34. I am quite **at home** on this topic . (know it well)
35. They came to a decision **at the eleventh hour**. (very late)
36. you are **quite at sea** in this matter. (wrong / mistaken)
37. To **burn candle at both ends**. (to exhaust oneself by excess in two directions e.g both get up early and sit up late)
38. You are **at his mercy** . (in his power)
39. To **cast the pearls before swine**. (waste good things on those who do not value them)
40. Do not abuse him **behind his back**. (in his absence)
41. This happened **behind curtain** (in secret)
42. That was a **blow below the belt**. (an unfair attack)
43. I feel **below par**. (not quite well)
44. To sit **below the salt**. (among the inferior guests)
45. You will **fall between two stools** (hesitate between two things and lose both)
46. I am **between two fires**. (in double difficulty)
47. This must be read **between lines**. (has meaning not apparent on the surface)
48. The message came **by word of mouth**. (orally)
49. Led **by the nose**. (made to follow blindly)
50. To **take the bull by horns**. (boldly confront a difficulty)
51. His life **hung by a thread**. (was in great danger)
52. He is dying **by inches**. (very gradually)
53. He escaped **by the skin of his teeth**. (narrowly escaped)
54. To speak **by the book**. (with accuracy)
55. This is **an apology for** a dinner. (a very poor dinner)
56. The poor live **from hand to mouth**. (without saving)
57. He earn hardly enough to **keep the wolf from the door**. (save himself from destitution)
58. This event dashed the cup **from his lips** (disappointed him of success)
59. These plans are **castles in the air**. (visionary projects)
60. All this is a **storm in a tea pot**. (a great disturbance about a trivial matter)
61. The thing **lies in a nutshell**. (can be easily explained)
62. This assistance is a **drop in the ocean**. (very insignificant)
63. She is a woman **in a thousand**. (of rare excellence)
64. He is in my **black books**. (in disfavour with me)
65. To die **in harness**. (while still at work)
66. Poetry is a **drug in the market** (there is no demand of it)
67. Put that down in **black and white**. (in writing)
68. His promises **ended in smoke**. (came to nothing)
69. Work is **in full swing**. (going on busily)
70. His employees are paid **in kind**. (in goods not money)

71. He arrived **in the nick of time**. (exactly at the right time)
72. With **one foot in the grave**. (seriously ill, near death)
73. You have **driven me into a corner**. (placed me in difficult situation)
74. Are you ready to **step in his shoes**? (take his position)
75. The news **threw him off his balance**. (upset him)
76. This post is not a **bed of roses**. (easy, comfortable)
77. He has **paid the debt of nature**. (died)
78. He showed a **clean pair of heels**. (ran away)
79. It rained **cats and dogs**. (heavily rained)
80. This is clear to anyone with a **head on his shoulders**. (with brains)
81. The army was large **on paper**. (on register but not in reality)
82. His **blood is in his own head**. (responsible for own death)
83. The bank is **on its last legs**. (near failure/ruin)
84. They **hung upon his lips**. (listened attentively)
85. I was sent **on a fools errand**. (on a useless business/pursuit)
86. I **poured oil on the troubled waters**. (smoothed down the quarrel)
87. In this matter, you are **out of court**. (your action is unjustifiable)
88. He **took a leaf out of my book**. (imitated my course of action)
89. I am **out of pocket by that bargain**. (have lost money)
90. It is no use **crying over spilt milk**. (what can not be helped)
91. To help a lame dog **over a stile**. (aid a weak person in difficulty)
92. I will go through **fire and water** on his behalf. (risk any danger)
93. He proceeds **through thick and thin** to his goal. (whether opposed or not)
94. The men were **true to their salt**. (faithful to their employers)
95. He trusted to a **broken reed**. (unreliable person/thing)
96. The bandits were **armed to the teeth**. (completely, at all points)
97. To add **fuel to the flame**. (make a thing worse)
98. He is **under a cloud**. (in trouble)
99. He deceived me **under the mask** of friendship. (pretence)
100. He was **born with a silver spoon in his mouth**. (rich from birth)
101. He heard the news **with bated breath**. (with fear, anxiety)
102. To go **with a stream** (do as others do)
103. He acted **with a high hand**. (violently, tyrannically)
104. You can not **make bricks without straw**. (do something without required materials)
105. He is **without a leg to stand on**. (has no excuse or defence to make)

### Miscellaneous Idioms

1. The apple of one's eye : very dear

**Example**

Victoria is an apple of her mother's eye.

2. A big gun : an important person

**Example**

Dr. H.K. Banda was a big gun in Nyasaland in the fight against federation of Rhodesia and Nyasaland.

3. Chicken hearted person : a cowardly person

**Example**

He is a chicken hearted person he can not walk at night.

4. Fair play : honest method

**Example**

Fair play helps one to succeed in life.

5. A henpecked husband : a husband controlled by his wife.

**Example**

Joe is a henpecked husband he obeys his wife in all things.

6. A laughing stock : a funny person

**Example**

She is a laughing stock.

7. The olive branch : an offer of peace

**Example**

Peter offered the olive branch to Joyce Buma.

8. A red letter day : very important day

**Example**

04 November is a red letter day to Brown.

9. Scot free : free from punishment

**Example**

The thief escaped scot free.

10. An uphill task : a very difficult

**Example**

Fighting for freedom is an uphill task it needs a strong wiled person.

11. A wet blanket : a person who discourages

**Example**

Uncle Timothy is a wet blanket, he discourages people in every aspect.

12. A wild goose chase : a foolish attempt

**Example**

His desire to join law profession is a wild goose for Joana.

13. Child's play : an easy thing

**Example**

Writing is a child's play to me.

14. A cat and dog life : a quarrel

**Example**

Thomas and his wife are leading a cat and dog life.

15. bread and butter : food

**Example**

Teaching gives me my bread and butter.

16. Latin and Greek : not familiar with

**Example**

His language was Latin and Greek.

17. Slow and steady : constant

**Example**

He is slow and steady and that is the secret of his success.

18. Better half : wife

**Example**

Nickiwe is Dr. Brown's better half.

19. In a nutshell : in short

**Example**

He explained the theory in a nutshell.

20. Between the devil and the deep sea : between two dangers

**Example**

Marrying the nagging woman or leave the country were the only options. He was placed between the devil and the deep sea.

21. A jack of all trades : a person who knows everything but not an expert in anything

**Example**

A jack of all trades is a master of none.

22. To cut one's coat according to one's cloth : spend according to one's earning

**Example**

He is used to cut his coat according to his cloth.

23. Crying for the moon : wishing what is impossible

**Example**

To find a good with his present qualification is a crying for the moon.

24. To eat one's words : to withdraw one's words

**Example**

The parliamentarian was forced to eat his words.

25. A close fisted person : not generous

**Example**

He is a close fisted man. He does not spend on his own food.

26. A fool's paradise : an imaginary happiness

**Example**

He is living in a fool's paradise.

27. A white elephant : very expensive thing which proves to be a burden.

**Example**

Living in an expensive house is a white elephant for the ordinary.

28. A slow coach : a dull person

**Example**

Lameck is a slow coach, he can hardly pass examinations.

29. A man of word : a person who fulfils his promise

**Example**

He is a man of word. He helped me a lot.

30. Seventh heaven : a place of extreme happiness

**Example**

Living with my wife Rose I feel like living in the seventh heaven.

31. Black hearted : evil person

**Example**

He is a black hearted person.

32. Good Samaritan : helpful person

**Example**

He is a god Samaritan. He helps orphans.

**CHOOSE THE CORRECT ALTERNATIVE A, B, C OR D.**

1. He had fallen head over heels upon her arrival.  
A. fall upside down . . . . . C. fall deeply in love.  
B. Feel embarrassed. D. feel shy.

2. Although I lost my job, I tried to keep my head above water.  
A. pluck my courage. C. manage as best as I could.  
B. look smart . . . . . D. did well.

3. The guards got the chop today  
A. promoted B. rewarded C. dismissed D. worried

4. Developing nations strive to keep abreast of rich nations.  
A. to be assisted. C. lag behind.  
B. forge ahead. D. go at the same rate as.

5. I am fed up with this.  
A. had had enough. C. getting fat.  
B. tired of it. D. annoyed with it.

6. It rained cats and dogs yesterday.  
A. like cats and dogs. . . . .  
B. very heavily. . . . .  
C. on cat and dogs. . . . .  
D. by thunder and lightening. . . . .

7. The work is done at the snails pace.  
A. very quickly. C. like a snail.  
B. very slowly. D. done by snail.

8. He comes home once in a blue moon.  
A. when the moon appears. C. during the moon.  
B. very rarely. D. more often.

9. He got the Lion's share.  
A. the small share . . . . . C. the largest share.  
B. the share of the Lion. D. shared with the lion.

10. The French's goods had pride of place in the last years Trade Fair.  
A. greatest prominence. . . . .  
B. well displayed. . . . .  
C. priced clearly. . . . .  
D. inferior quality . . . . .

11. The hunger situation will not come to a head.  
A. resurface. C. come to an end.  
B. claim many lives D. reach a good level.

12. Malawi's economy is out of wood.  
A. about to collapse. . . . .  
B. about to improve. . . . .  
C. in good shape. . . . .

13. He kicked the bucket while young  
A. succeeded      B. died      C. got educated      D. got hurt

14. They refused to leave the streets because the streets were their happy hunting ground.  
A. place where they hunt.  
B. Place where they enjoy hunting.  
C. Place with rich resources.  
D. Place where they earn their living.

15. The prices of commodities had risen sharply as the value of our money had nose-dived.  
A. gone up.      C. was unstable.  
B. had dropped.      D. was stable.

16. Looking visibly upset, he did not mince his word when condemning teasing in schools.  
A. break his speech.      C. stammer when talking.  
B. rest while speaking.      D. hide anything.

17. They were prevented from attending the funeral as people thought they were shedding crocodile tears.  
A. mourning without sympathy.      C. Mourning uncontrolled.  
B. Mourning without tears.      D. morning without sincere grief.

**EXERCISE 2.**

Find the meanings of the following Idioms;

1. a red letter day \_\_\_\_\_
2. Black and blue all over \_\_\_\_\_
3. Out of the blue \_\_\_\_\_
4. White collar \_\_\_\_\_
5. In the red \_\_\_\_\_
6. Green eyed monster \_\_\_\_\_
7. Yellow streak \_\_\_\_\_
8. White elephant \_\_\_\_\_
9. Get on like a house on fire \_\_\_\_\_
10. Have butterflies in your stomach \_\_\_\_\_
11. Blow your own trumpet \_\_\_\_\_
12. Make your own hair stand on end \_\_\_\_\_
13. Keep your head \_\_\_\_\_
14. go hay wire \_\_\_\_\_
15. go like a bomb \_\_\_\_\_
16. Get the wrong end of the stick \_\_\_\_\_

**CHAPTER 27****Antonyms and Synonyms****A) Antonyms**

These are words that have opposite meanings.

The following are some examples to give you a picture of what they are;

| <u>Word</u>    | <u>Antonym</u> |
|----------------|----------------|
| 1. ancestor    | descendant     |
| 2. advance     | retreat        |
| 3. arrive      | depart         |
| 4. bright      | dim            |
| 5. boom        | slump          |
| 6. beautiful   | ugly           |
| 7. begin       | end, finish    |
| 8. bitter      | sweet          |
| 9. bless       | curse          |
| 10. cheap      | costly         |
| 11. exterior   | interior       |
| 12. emigrant   | immigrant      |
| 13. elevation  | depression     |
| 14. full       | empty          |
| 15. far        | near           |
| 16. fact       | fiction        |
| 17. guilty     | innocent       |
| 18. go         | come           |
| 19. host       | guest          |
| 20. hate       | love           |
| 21. heavy      | light          |
| 22. hero       | villain        |
| 23. head       | tail           |
| 24. import     | export         |
| 25. increase   | decrease       |
| 26. inhale     | exhale         |
| 27. joy        | sorrow         |
| 28. kind       | cruel          |
| 29. landlord   | tenant         |
| 30. many       | few            |
| 31. marriage   | celibacy       |
| 32. maximum    | minimum        |
| 33. old        | even           |
| 34. often      | seldom         |
| 35. optimistic | pessimistic    |
| 36. open       | shut           |
| 37. promote    | demote         |
| 38. permit     | prohibit       |
| 39. war        | peace          |
| 40. wisdom     | ignorance      |

**B) Synonyms**

These are words which have got identical meanings.

The following are some of the examples;

| <u>Word</u>    | <u>Synonym</u>  |
|----------------|-----------------|
| 1. answer      | reply           |
| 2. avenge      | revenge         |
| 3. begin       | start           |
| 4. beautiful   | pretty/handsome |
| 5. bring       | fetch           |
| 6. cite        | quote           |
| 7. disability  | inability       |
| 8. envy        | jealousy        |
| 9. freedom     | liberty         |
| 10. order      | command         |
| 11. allow      | permit          |
| 12. house      | home            |
| 13. substitute | replace         |
| 14. trade      | commerce        |
| 15. say        | tell            |
| 16. grateful   | thankful        |
| 17. illegal    | unlawful        |
| 18. falsehood  | lie             |
| 19. vacant     | empty           |
| 20. praise     | admire          |

**Exercise**

Fill in the blank space the synonyms of the following words at the end of each word;

1. assent \_\_\_\_\_
2. Banish \_\_\_\_\_
3. Blunder \_\_\_\_\_
4. Change \_\_\_\_\_
5. Drown \_\_\_\_\_
6. Custom \_\_\_\_\_
7. Value \_\_\_\_\_
8. Famous \_\_\_\_\_
9. Libel \_\_\_\_\_
10. Regret \_\_\_\_\_

**Exercise**

Add the antonyms of the following words at the end of each word;

1. Extravagant \_\_\_\_\_
2. Equality \_\_\_\_\_
3. Foreign \_\_\_\_\_
4. High \_\_\_\_\_
5. Input \_\_\_\_\_
6. Lose \_\_\_\_\_
7. Later \_\_\_\_\_
8. Major \_\_\_\_\_
9. Original \_\_\_\_\_
10. Public \_\_\_\_\_

## CHAPTER 28

### Punctuation

#### 1. Full stop

The full stop (.) is also called the period.  
It is used to mark the end of a sentence expressing a statement.

##### Examples

1. His latest book is not yet out.
2. The school term closes in September this year.

#### Summary of full stops

Put a full stop at the end of a complete statement.  
Do not connect two statements with a comma.

#### 2. The Question Mark

A question mark (?) is placed at the end of a sentence which is a direct question.

##### Examples

- i. What is the capital of Malawi?
- ii. Who told you that?
- iii. Does anyone have a pen I can borrow?
- iv. In which country did coffee originate?

Do not use a question mark at an Indirect question.

##### Examples

- i. She asked if I had a pen she could borrow.
- ii. The teacher asked how many of us had pets at home.

Use an Internal question mark to show that something is uncertain.

##### Examples

- i. His name is Victor (?)
- ii. Joseph Titimus (?1343-? 1400) wrote 100 books.

### The Exclamation Mark

The exclamation mark (!) known informally as a bang or a Shriek is used to end a sentence or a short phrase which expresses very strong feeling.

##### Examples

- i. What a lovely view you have here!
- ii. Help!
- iii. Good heavens!
- iv. John, don't touch that!

Don't use an exclamation mark unless its absolutely necessary.

Use an exclamation mark after an exclamation, especially after one beginning with **what or how**.

### Examples

- i. What fools people can be !
- ii. How well marshall bowled yesterday !

## The Comma

The comma (,)

### Types

- i. Listing comma ✓
- ii. Joining comma ✓
- iii. Gapping comma ✓
- iv. Bracketing commas ✓

## The Listing Comma

Is used in a list wherever you could conceivably use the word and (or or) instead. Do not use a listing comma anywhere else.

### Examples

- i. X, Y and Z
- ii. The three men were Steven, Brown and Giver.

## The joining Comma

It is used to join two complete sentences with one of the words and, or but yet or while. Do not use a joining comma in any other ways.

### Examples

- i. Malawi has applied to join the UN and Zambia is expected to do the same.
- ii. You must hand in your essay by Friday, or you will receive a mark of zero.
- iii. Britain has long been isolated in Europe, but now she is beginning to find allies.

## The Gapping Comma

Used to show that one or more words have been left out when the missing words would simply repeat the words already used earlier in the same sentence.

### Example

Some Malawians wanted to base their national language on the speech of the Capital city; others, the speech of the rural area.

## The Bracketing Commas

Use a pair of bracketing comma to set off a weak interruption.

### Examples

- i. My father, who hated cricket, always refused to watch me play.
- ii. We have a slight problem, to put it mildly.

### The Colon and the Semi Colon

Use a colon (:) to separate a general statement from following specifics.

#### Examples

- i. more general : more specific.
- ii. I recommend Chinnery's book Oak Furniture:  
The British Tradition.

Citing passages from the Bible:

#### Example

II Kings 15:14-22.

In writing ratios:

4:1

2:1

### The Semicolon (;)

Has only one major use. It is used to join two complete sentences into a single written sentence when all of the following conditions are met:

1. the two sentences are felt to be too closely related to be separated by a full stop;
2. there is no connection word which would require a comma, such as and or but;
3. the special conditions requiring a colon are absent.

#### Example

It was the best times; it was the worst times.

### The Apostrophe (')

Uses;

#### (i) in contractions

##### Examples

- It's for it is
- We'll for we will / shall
- She'd've for she would have
- O'clock for of the clock

#### (ii) Unusual Plurals

##### Examples

Mind your p's and q's

How many S's are there in Mississippi?

Its bad style to spalter examples and examples through your writing.

#### (iii) Possessives

##### Examples

- |                     |                   |
|---------------------|-------------------|
| a) Lisa's essay     | b) England's navy |
| c) Children's shoes | d) a week's work  |

### The Hyphen (-)

- i) Used to show that a long word has been broken off at the end of a line;

**Example :** We were dismayed at having to listen to such inconsequential remarks.

### ii) In Compound Modifiers

#### Examples

a Salt - and - pepper

a long - standing friend

a copper - producing region

## Quotation marks and Direct Quotations

#### Uses

1. Put quotation marks (single or double) around the exact words of a direct quotation.

#### Examples

(a) 'The only emperor,' writes Shakespeare, 'is the emperor of Ice Cream.'

(b) Madonna is fond of declaring, 'I'm not ashamed of anything.'

(c) 'I am happy,' Victor said.

2. Use a quotation to distance yourself from a word or phrase to show that you are not using it Ironically.

#### Example

I have just been 'ripped off' by my Insurance Company.

3. Quotation marks in Titles.

'Our people our pride' is the programme which they sponsored.

He wrote a novel titled 'The Lion's Den'.

**REVISION TEST**

**Question 1 to 25**

**In each of the following questions, choose the option (A,B,C or D) that best completes the sentence.**

**Example:**

The bank is winding \_\_\_\_\_ its operations this year due to bankruptcy.

- A. away
- B. through
- C. down
- D. off

The correct answer is C

1. In spite of the rains , the students insisted \_\_\_\_\_ playing the game.

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

2. Nurses are known to keep \_\_\_\_\_ strict ethics of their profession

- A. to
- B. on
- C. by
- D. of

3. The sports minister congratulated the team \_\_\_\_\_ their success.

- A. for
- B. at
- C. about
- D. on

4. This nut is not screwed tight, it moves \_\_\_\_\_ when touched

- A. along
- B. on
- C. about
- D. around

5. These days people have a liking \_\_\_\_\_ Nigerian films

- A. of
- B. about
- C. at
- D. for

6. Mis. Banda always says that it is rude to break \_\_\_\_\_ when somebody else is talking

- A. by
- B. through
- C. in
- D. on

7. A huge crowd turned \_\_\_\_\_ for the Cocacola Trophy final match at the Kamuzu Stadium.

- A. out
- B. in
- C. on
- D. around

8. Sungeni has signed \_\_\_\_\_ for part-time lessons.

- A. off
- B. in
- C. in
- D. up

9. She wanted to send her resignation letter by post but she decided instead to hand it \_\_\_\_\_ the following day personally.

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

10. During our last staff meeting , Mr Maluwa put \_\_\_\_\_ his ideas very clearly.

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

11. The conference organizer did not permit any late comers \_\_\_\_\_

- A. entering
- B. enter
- C. to enter
- D. to entering

12.. It is too hot in here, would you mind \_\_\_\_\_ the windows?

- A. open
- B. opening
- C. to open
- D. to opening

13. If I passed examinations, I \_\_\_\_\_be very happy.

- A. will
- B. may
- C. should
- D. would

14. The teacher said he would teach the students provided that they \_\_\_\_\_ to do the exercise.

- A. agreed
- B. agree
- C. had agreed
- D. would agree

15. I would never have accepted his apology if he \_\_\_\_\_ humble.

- A. wouldn't be
- B. wasn't
- C. hadn't been
- D. couldn't be

16. The problem could hardly be solved , \_\_\_\_\_?

- A. could it
- B. couldn't it
- C. can it
- D. Can't it

17. The girl is too young to carry that table alone, \_\_\_\_\_?

- A. is she
- B. isn't she
- C. is it
- D. isn't it

18. Mataya didn't write to the girl, \_\_\_\_\_?

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

19. I must prepare for the geography test,  
\_\_\_\_\_?

- A. must I
- B. should I
- C. mustn't I
- D. shouldn't I

20. I am early today, \_\_\_\_\_?

- A. aren't I
- B. am I
- C. isn't it
- D. is it

21. Would you please \_\_\_\_\_ from smoking while the meeting in progress?

- A. avoid
- B. refrain
- C. stop
- D. keep

22. We have to \_\_\_\_\_ that the message arrives in time.

- A. certify
- B. assure
- C. ensure
- D. secure

23. The watchman is always \_\_\_\_\_ faults with other people though he does not do his own work properly.

- A. seeking
- B. taking
- C. putting
- D. finding

24. The players were so far away that I couldn't \_\_\_\_\_ their faces.

- A. see through
- B. make out
- C. see over
- D. make up

25. Our mathematics teacher asked us to hang \_\_\_\_\_ while she was marking our work.

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

#### Questions 26 to 32

In each of the following questions, choose the answer (A,B,C or D) which has the same meaning as the underlined part of the given sentence.

#### Example:

Swimming can at times be **risky**.

- A. difficult
- B. exciting
- C. dangerous
- D. rewarding

The correct answer is C.

26. The manager welcomed **constructive** criticism from his audience.

- A. helpful
- B. serious
- C. informative
- D. favourable

27. Three passengers were gravely wounded in the bus accident.
- Fatally
  - Mortally
  - Superficially
  - Seriously
28. They are utterly ignorant of the facts.
- Occasionally
  - Completely
  - Remotely
  - Partially
29. We have had cases of indiscipline in the school lately.
- Occasions
  - Episodes
  - Incidents
  - Series
30. There aren't enough employment opportunities to meet the aspirations of the growing number of school leavers.
- Expectations
  - Education
  - Abilities
  - Qualifications
31. Four successive head teachers failed to instill discipline in the pupils.
- unsuccessful
  - succeeding
  - continuous
  - consecutive
32. He was at pains to convince them that what happened was not planned.
- He failed to explain
  - He was not feeling well and so could not explain it
  - He was very angry to talk about it.
  - He struggled to explain it.

**Questions 33 to 37**

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

**Example**

I will take the direction which he has taken.

- Adverb phrase, modifying "will take"
- Noun phrase, object of "will take"
- Adjective clause, qualifying "direction"
- Adverb clause, modifying "will take"

The correct answer is C.

33. It is likely that I may visit you today.

- Noun clause complement of "is"
- Adverb clause modifying "likely"
- Adjective clause qualifying "it"
- Noun clause in apposition to "it"

34. My parents moved to the village where they were born.

- Adverb clause modifying "moved"
- Noun clause in apposition to "village"
- Adjective clause qualifying "village"
- Noun clause object of "moved"

35. We have been standing here for too long.

- Adverb clause modifying "standing"
- Adjective phrase qualifying "here"
- Noun clause object of "here"
- Prepositional phrase modifying "have been standing."

36. The reporter wanted to discover what the facts were.

- Adjective phrase qualifying "to discover"
- Adverb clause modifying "to discover"
- Noun clause object of "discover "
- Noun clause in apposition to "to discover"

37. Amused by the topic, the students asked many questions.

- A. Noun clause in apposition to "students"
- B. Adjective phrase qualifying "students"
- C. Noun clause subject of "asked"
- D. Adverb clause modifying "asked"

**Question 38 to 44**

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

**Example:**

He is clever.

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

The correct answer is C.

38. Japan is one of the developed countries.

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

39. Don't ring me when I am in the hospital.

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

40. Remember to sweep the room while I am away.
- A. Preposition
  - B. Conjunction
  - C. Adverb
  - D. Adjective

41. Our English teacher speaks too fast.
- A. A. preposition
  - B. Adjective
  - C. Conjunction
  - D. Adverb

42. The minister himself is coming tomorrow to give you the answer.

- A. noun
- B. Adverb
- C. Pronoun
- D. Adjective

43. The girl who is sitting by the window is our new head girl.

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

44. When I asked for sugar for my tea, I was given a little.

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

**Questions 45 - 50**

In the following questions, choose the sentence (A,B,C or D) that has been correctly changed from direct to indirect speech for each of the sentences.

**Example**

" I will go there," he said

- A. He says he will go there.
- B. He said he goes there.
- C. He said he would go there
- D. He said I will go there.

The correct answer is C.

45. The students said, "We are not going to watch the video this afternoon".

- A. The students declared that they were not going to watch the video that afternoon.
- B. The students declared that we are not going to watch the video this afternoon.
- C. The students declared that they were not going to watch the video this afternoon.
- D. The students declared that we are not going to watch the video that afternoon.

46. "I don't like spending my holidays with my aunt," she said.

- A. She said that she didn't like spending her holidays with my aunt.
- B. She said that she didn't like spending my holidays with her aunt
- C. She said that I don't like spending my holidays with my aunt.
- D. She said that she didn't like spending her holidays with her aunt.

47. "Tawina doesn't want to leave tomorrow," he replied.

- A. He replied that Tawina doesn't want to leave tomorrow.
- B. He replied that Tawina didn't want to leave the following day.
- C. He replied that Tawina didn't want to leave
- D. He replied that Tawina doesn't want to leave the following day.

48. The teacher said, " Leave the room at once".

- A. The teacher ordered me to leave the room at once
- B. The teacher ordered me leave the room at once.
- C. The teacher ordered to leave the room at once
- D. The teacher ordered leave the room at once.

49. "I will find you at home," Maria said to Kamwana.

- A. Maria told Kamwana that she would find him at home.
- B. Maria told Kamwana that she will find him at home.
- C. Maria told Kamwana that I will find you at home.
- D. Maria told Kamwana that I would find her at home.

50. "Why didn't you go to school today?" her mother asked.

- A. Her mother asked why she had not go to school today.
- B. Her mother wanted to know why she didn't go to school today.
- C. Her mother wanted to know why she didn't go to school today.
- D. Her mother asked why didn't you go to school that day.

**Questions 51 to 55**

**In each of the following questions, choose the order of adjectives (A,B,C or D) that best completes the sentences.**

**Example**

The school should buy a \_\_\_\_\_ machine.

- A. modern , large, duplicating
- B. duplicating, large, modern
- C. large, duplicating, modern
- D. large, modern, duplicating

The correct answer is D.

51. He gave his daughter \_\_\_\_\_ shoes.

- A. brown, plastic, new
- B. brown , new, plastic
- C. new, plastic, brown
- D. new, brown, plastic

52. "This experiment requires \_\_\_\_\_," said the teacher.

- A. large, transparent, water, jar
- B. transparent, large, jar, water
- C. water, large, transparent, jar
- D. large, water, transparent, jar

53. All the poor woman would give her baby was some \_\_\_\_\_ clothes.

- A. torn, local, cotton, old
- B. local, torn, old, cotton
- C. old, torn, cotton, local
- D. old, torn, local, cotton

54. Everybody admired his \_\_\_\_\_ suit.

- A. modern, western, beautiful
- B., beautiful, modern, western
- C. western, modern, beautiful
- D. beautiful, western, modern

55. She wrote the poem on the \_\_\_\_\_ board

- A. classroom, black, big, chalk
- B. black, classroom, big, chalk
- C. big, black, classroom, chalk
- D. Big, classroom, black, chalk

**Questions 56 - 60**

In each of the following questions, choose the option (A,B,C or D) that best completes the sentence.

**Example:**

Maggie's \_\_\_\_\_ from school annoyed her parents.

- A. withdraw
- B. withdrawing
- C. withdrawn
- D. withdrawal

The correct answer is D.

56. \_\_\_\_\_ bathing is important, most children detest it.

- A. Since
- B. While
- C. However
- D. Nevertheless

57. His saving haven't improved \_\_\_\_\_ they have been depleted.

- A. consequently
- B. on the contrary
- C. still
- D. however

58. He is clever, \_\_\_\_\_ he can't be trusted.

- A. while
- B. still
- C. also
- D. only

59. Not only is travelling exciting \_\_\_\_\_ it is also educative

- A. since
- B. because
- C. but
- D. however

60. I will let you \_\_\_\_\_ now but don't do it again.

- A. down
- B. out
- C. up
- D. off

**END OF QUESTION PAPER**

## **CHAPTER 29**

### **Register**

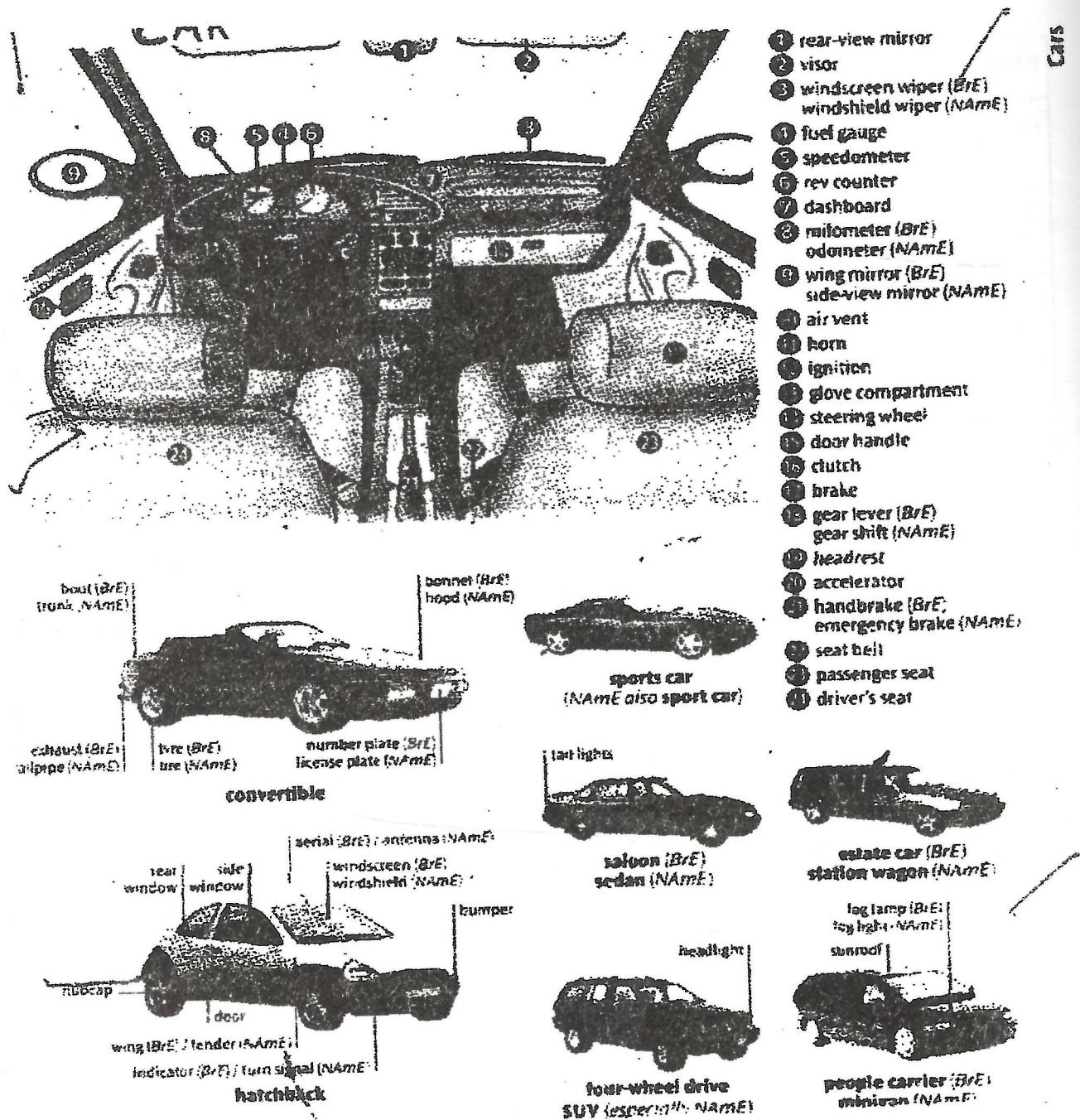
Register refers to how different terms are used in different fields or situations. Let us take for example the word 'Constitution', under government and politics means the document which contains the laws that govern a state while the same word 'constitution' under healthy means the condition of the body and how healthy it is.

### **Example**

- i. He has a healthy / weak constitution.
- ii. The president proposed the amendment of the constitution.

## **1. TRANSPORT AND COMMUNICATION : CARS**

| <b>REGISTER</b>                            | <b>MEANING AND USAGE</b>  |
|--|---|
| Park                                       | To stop and leave the car.<br>e.g. He <b>parked</b> his car and went into the shop.                         |
| Over take                                  | Pass another vehicle because you are driving fast.<br>e.g. He <b>overtook</b> two cars in a roll.           |
| Steer                                      | To control the direction in which the car is going.<br>e.g.. The driver failed to steer the vehicle.        |
| Slow down, brake, put on the brakes        | To make the car go more slowly.<br>e.g. When he saw the truck in front of him he <b>put the brakes on</b> . |
| Swerve                                     | Change the direction suddenly.<br>e.g. Peter <b>swerved</b> the car to avoid hitting the boy.               |
| Speed up, accelerate, put your 'foot down' | To make the car go fast. (increase the speed)<br>e.g. He <b>accelerated</b> because they were against time. |
| Make a U-turn                              | To turn round and go back along the same road.<br>Do you want to make a U-turn?                             |
| Indicate                                   | To signal that your car is going to turn.<br>eg. Please indicate that you would like to turn.               |
| Give way                                   | To allow another vehicle go before you.<br>eg. Give way   |



## **WATER TRANSPORT**

| <b>REGISTER</b>        | <b>MEANING AND USAGE</b>  |
|------------------------|---|
| <b>Kinds of Boats</b>  |   |
| Ship / vessel          | Any large boat that is used for carrying passengers or goods by the sea.<br>Example : This ship was registered in United Kingdom.                             |
| Freighter / Cargo ship | A ship that carries goods from one place to another.<br>eg. The cargo ship sunk yesterday.  |
| Tanker                 | A ship that carries large amounts of petrol, oil etc.<br>eg. The company has bought a tanker.   |
| Fishing boat / trawler | A boat used in catching fish.   |
| Life boat ✓            | i. a boat used to rescue people who are in danger on the sea.<br>ii. A small boat kept on the ship and used by people to escape if the ship is going to sink. |
| Raft ✓                 | i. a small boat made of plastic / rubber that is filled with air.<br>ii. A flat structure made of pieces of wood tied together and used as a boat.            |
| Fleet ✓                | A group of boats that sail and work together<br>e.g A fishing fleet.  |
| Flotilla / Convoy ✓    | A group of boats travelling together.<br>e.g The boats travelled in Convoy.   |
| Sail                   | You sail a boat / Yacht travel on water.<br>e.g We are planning to sail to Likoma Island.   |
| Row ✓                  | You row a rowing boat.<br>e.g We rowed to the other side of the lake.   |
| Paddle ✓               | Especially a canoe<br>e.g Paddling a canoe is not easy.   |
| Board / embark ✓       | Getting on a ship<br>e.g We boarded the ship at midday.   |

| <b>REGISTER</b>       | <b>MEANING AND USAGE</b>   |
|-----------------------|--|
| Go ashore / disembark | Get off the ship.  |
| Set sail              | Begin a journey by sea.<br>e.g. Five competitors set sail from Salima to Mangochi.                           |
| Aboard / on board     | Being on a ship<br>e.g. i. There were ten people on board.<br>ii. All aboard please!                         |
| At sea                | Sailing on a ship.   |
| Cruise ✓              | Visiting a number of places by boat.<br>e.g. He went on a cruise.  |
| Voyage ✓              | A long journey by the sea.<br>e.g. He made his first voyage in 2010.   |
| Pitches ✓             | Movement of the boat forwards and backwards.   |
| Rolls ✓               | Movement of the boat from side to side.<br>e.g. The trawler was pitching and rolling violently in the storm. |
| Bow ✓                 | The front part of the boat.  |
| Stern ✓               | The back part of the boat.   |
| Port ✓                | The side of the boat that is on the left when you are facing the front.                                      |
| Star board ✓          | The side of the boat that is on the right when you are facing the front.                                     |
| deck ✓                | The top outside floor of a boat.<br>e.g. Lets go and sit on the deck.  |
| Cabin ✓               | A small room in a boat where you can sleep.  |
| Berth / bunk ✓        | A bed in a cabin<br>e.g. A cabin with four berths.   |

| <b>REGISTER</b> | <b>MEANING</b>  |
|-----------------|---|
| Galley ✓        | A Kitchen in a boat.  |
| porthole ✓      | Ship's round window.  |
| Bridge ✓        | Part of the ship where the captain and other officers control the ship. |

### **AIR TRANSPORT**

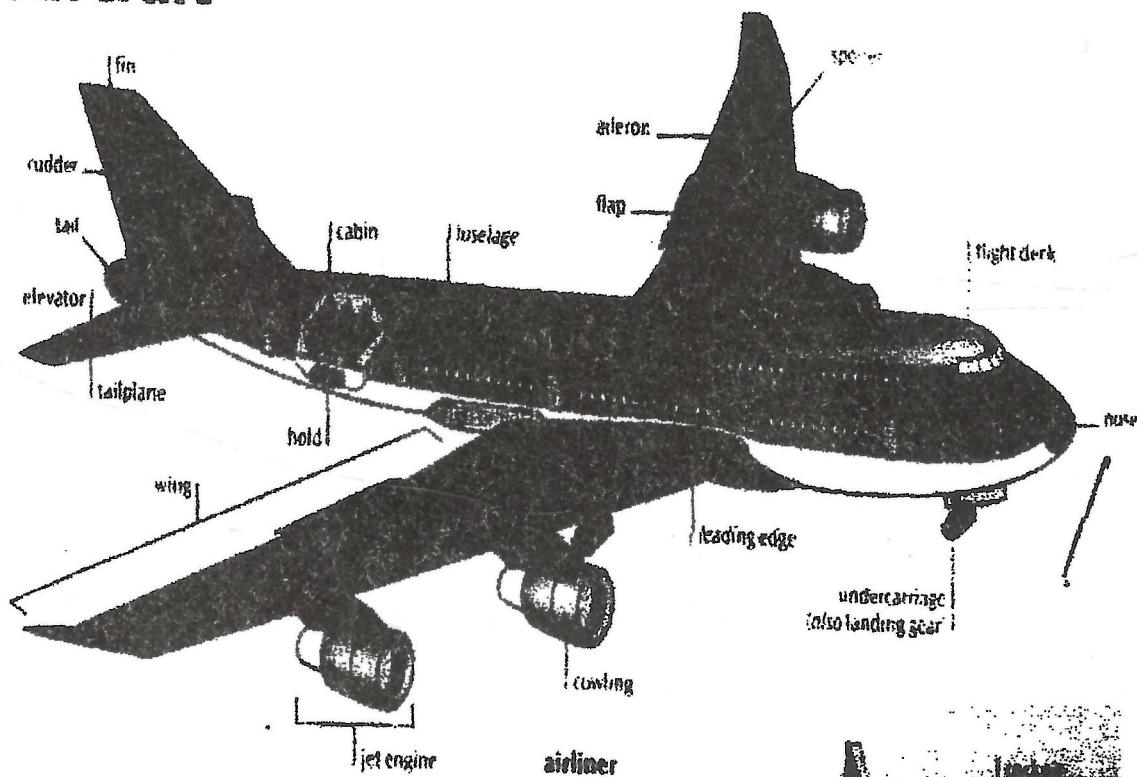
| <b>REGISTER</b>        | <b>MEANING</b>   |
|------------------------|--|
| Terminal ✓             | Airport building where the journey begins and ends.      |
| Check in ✓             | To say that you have arrived on the check in desk.       |
| Pay excess baggage     | Payment of goods that are heavier than the weight limit. |
| Departure lounge ✓     | Where you wait for your flight.                          |
| Boarding ✓             | Getting on your plane.                                   |
| Disembark ✓            | Leaving your plane.                                      |
| Take off/ touch down ✓ | Plane's departure / plane's arrived.                     |

68



## Aircraft

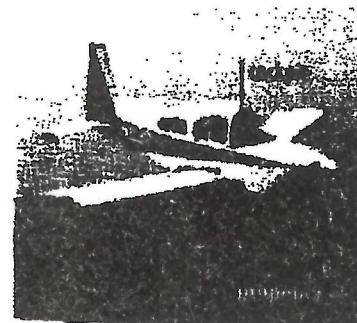
Aircraft



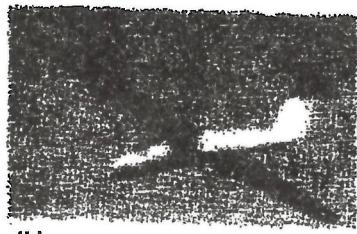
seaplane



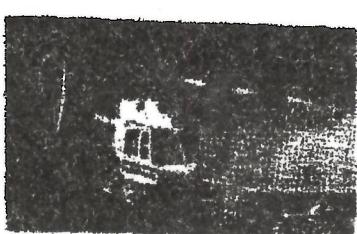
biplane



light aircraft



glider



helicopter



fighter

**Revision Exercise**

**CHOOSE THE BEST ALTERNATIVES**

1. John and Tinyade waited in the departure \_\_\_\_\_ for the air liner which never came at all.  
A. Transit      B. lounge      C. transit      D. tower
2. The man asked for the \_\_\_\_\_ for him to sleep on the ship.  
A. Caboose      B. galley      C. Cabin      D. berth
3. Our Director has plenty of money and time to \_\_\_\_\_ in the Indian ocean.  
A. haulage      B. Cruise      C. Voyage      D. row
4. Please put \_\_\_\_\_ the brakes, you will hit that boy!  
A. to      B. in      C. on      D. up
5. This train seem to have no dining \_\_\_\_\_.  
A. coach      B. carriage      C. Cabin      D. berth
6. If there could be no \_\_\_\_\_ he could have drowned.  
A. lifeboat      B. lifeguider      C. aquamarine      D. raft
7. Can you \_\_\_\_\_ this boat to the shore?  
A. Yacht      B. moor      C. paddle      D. tow
8. The Land rover with \_\_\_\_\_ BLK 2020 should be sold.  
A. number plate      B. number reading      C. registration number      D. numbered
9. The plane which carried Madonna, who adopted David touched \_\_\_\_\_ at Kamuzu International Airport at 10 am.  
A. off      B. on      C. out      D. down
10. I was lucky yesterday. I met Joe who gave me a \_\_\_\_\_ to Limbe.  
A. trip      B. lift      C. money      D. travel

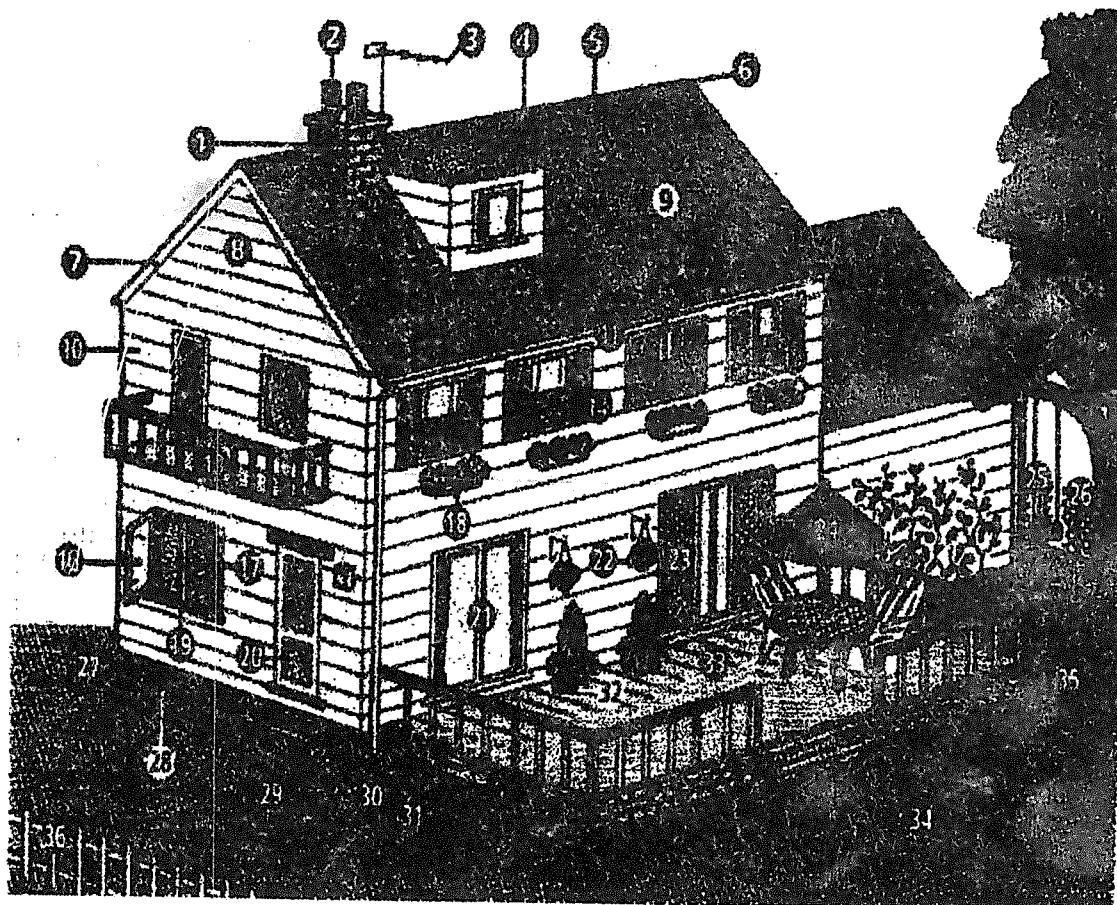
## HOMES

| <b>REGISTER</b> | <b>MEANING</b>   |
|-----------------|--|
| Mansion         | A very large house.<br><b>Example</b><br>William Shakespeare built a <b>mansion</b> in Stratford.            |
| Palace          | The official home of the king, queen, president etc.<br>eg. They met the President at the palace.            |
| Rent house      | An expensive and comfortable flat / apartment at the top of a tall building. eg. He lives in a rent house.   |
| neighbourhood   | The area surrounding a house.<br>e.g. Our neighbourhood is insecure.   |
| suburb          | The area where people live outside the main part of the city or town.<br>eg. He has the house in the suburb. |
| Estate Agent    | A person whose job is to buy and sell houses and land for other people.                                      |
| Mortgage        | A loan from the bank or building society to buy a house.<br>e.g He failed to pay back the mortgage.          |
| rent            | Paying money for using a house, room etc.<br>e.g. Did you pay rent last month?                               |
| tenant          | The person who rents a room, house etc.<br>e.g. Mark is my tenant.   |
| landlord        | A man who owns property.<br>e.g. His landlord is a strict person.  |
| landlady        | A woman who owns property.<br>The landlady has put the rent up again.  |
| eviction        | Chasing a tenant out of a room for failing to pay rent.<br>e.g The landlord threatened to evict him.         |

# Houses

- 1 chimney
- 2 chimney pot
- 3 aerial (BrE) / antenna (NAmE)
- 4 dormer window
- 5 slate
- 6 ridge
- 7 eaves
- 8 gable
- 9 roof

- 10 cladding (BrE) / siding (NAmE)
- 11 gutter
- 12 sash window
- 13 balcony
- 14 screen
- 15 shutter
- 16 casement window
- 17 window pane
- 18 window box
- 19 windowsill
- 20 back door
- 21 French window (BrE)  
French door (NAmE)
- 22 hanging basket
- 23 screen door
- 24 sunshade
- 25 swing
- 26 chain-link fence
- 27 border
- 28 brick
- 29 doorstep
- 30 drainpipe
- 31 lawn
- 32 tub
- 33 deck
- 34 garden (BrE) / yard (NAmE)
- 35 vegetable patch/garden
- 36 picket fence



### **Revision Questions**

1. When Brown retired from teaching, he built a \_\_\_\_\_ in his home village.  
A. palace      B. den      C. mansion      D. tent
  
2. He is a good \_\_\_\_\_ he pays his rental fee in good time.  
A. Landlord      B. tenant      C. housekeeper D. renter
  
3. The Landlord threatened to \_\_\_\_\_ him if he didn't pay the accumulated rentals.  
A. chase      B. remove      C. extract      D. evict
  
4. She is a good \_\_\_\_\_ and does not bother tenants.  
A. landlord      B. landlady      C. tenant      D. landrod
  
5. He got a \_\_\_\_\_ from the bank to buy a house.  
A. loan      B. credit      C. mortgage      D. Usury

### **3. CLOTHES**

| <b>REGISTER</b>           | <b>MEANING</b>  |
|---------------------------|---|
| Elegant                   | Clothes that are attractive and designed well.                              |
| Scruffy                   | Untidy and dirty. e.g. James looked miserably in his scruffy attire.        |
| Smart                     | Clean, tidy and formal. e.g. He looked smart.                               |
| stylish                   | Fashionable and attractive. e.g. She is in a stylish attire.                |
| Casual                    | Not formal. e.g. Casual clothes are liked by many.                          |
| Trendy                    | Very fashionable.   |
| Tight                     | Fitting closely to your body.   |
| Close-fitting/ skin tight | Tight clothing. e.g. He put on close fitting trousers.                      |
| Loose / baggy             | Not fitting closely. E.g. His baggy shirt made him fail interviews.         |
| Fitting                   | Not too big and not too small.  |
| Suits                     | A piece of clothing that looks good on you.<br>e.g. He put on western suit. |

| <b>REGISTER</b> | <b>MEANING</b>  |
|-----------------|---|
| Overdressed     | Dressed too smartly or too formally for an occasion<br>e.g He overdressed for the interview |
| Fancy           | Dress in unusual clothes for a party or play.<br>e.g He likes fancy dressing.               |
| Outfit          | A set of clothes that you wear together especially for a particular occasion or purpose.    |

**Revision Exercise**

1. I don't like \_\_\_\_\_ clothes when I am going for a party.  
 A. fancy                    B. outfit                    C. flowerly                    D. Jeans
  
2. His \_\_\_\_\_ attire made him fail the interviews  
 A. elegant                    B. trendy                    C. scruffy                    D. baggy
  
3. Mr. Mkhwayi is always \_\_\_\_\_, he is my idol. He is so classic.  
 A. smart                    B. flowerly                    C. overdressed                    D. tight
  
4. \_\_\_\_\_ boys in the street annoy me.  
 A. Outfit                    B. Stylish                    C. Smart                            D. Shabby
  
5. He dressed \_\_\_\_\_ and was the centre of attraction  
 A. elegantly                    B. Shabbily                    C. Scruffy                            D. fancy

#### **4. MEDICINES / HOSPITAL / HEALTH / DEATH**

| <b>REGISTER</b> | <b>MEANING</b>   |
|-----------------|--|
| Suture ✓        | Stitch or stitches made when sewing up a wound, especially after an operation.   |
| Lint            | A fabric used to dress a wound / treated cotton.<br>e.g. The <b>lint</b> was soaked in methylated spirit.  |
| Therapy ✓       | Treatment e.g. i. Dental therapy.<br>ii. Physio-therapy  |
| Therapist ✓     | A specialist in a certain field and gives treatment. E.g He is a <b>physio-therapist</b> . Joana is a dental – <b>therapist</b> .                      |
| Dentist         | Specialist in dental hygiene and problems.<br>e.g Joseph went to the <b>dentist</b> to have his tooth extracted.                                       |
| Surgeon ✓       | A specialist in surgery / body operation.<br>e.g The <b>surgeon</b> did not go out for lunch because he had a long list of patients to be operated on. |
| Outbreak        | Sudden start of the disease.<br>e.g An <b>outbreak</b> of typhoid.   |
| Epidemic ✓      | Large number of cases s of a particular disease happening at the same time in a particular community.<br>e.g The outbreak of flu <b>epidemic</b> .     |
| Pandemic ✓      | A disease that spreads over the whole country and or the world.<br>E.g AIDS <b>pandemic</b> has claimed many lives.                                    |
| Bereaved ✓      | A family / person that has lost a relative<br>e.g The <b>bereaved</b> family did not accept the President's condolence.                                |

| REGISTER      | MEANING   |
|---------------|---|
| Deceased ✓    | The person who has died / passed away/ passed on<br>e.g The <b>deceased</b> has left one wife and two children.   |
| Mourn         | Expression of sorrow over the dead<br>e.g He <b>mourned</b> his father for two weeks.   |
| Post-mortem ✓ | Tests carried out on the dead body to find the cause of death.<br>e.g The <b>post-mortem</b> carried out on the body of Dr. Nungu showed that he had died of poisoning.   |
| Diagnosis ✓   | The act of discovering or identifying the exact cause of an illness or a problem<br>e.g They were waiting for the doctor's <b>diagnosis</b> .   |
| Dispensary ✓  | <ul style="list-style-type: none"> <li>• a place in a hospital, shop, store etc where medicine are prepared for patients.</li> <li>• A place where patients are treated.</li> </ul> e.g He went to the nearest <b>dispensary</b> for treatment. |
| Lotion        | Medication for skin disease<br>e.g He was given <b>lotion</b> to apply on his scabies.  |
| Embalm        | Medical treatment of the dead body as one way of preserving it.<br>e.g His body was <b>embalmed</b> at the college of Medicine.   |
| Warts ✓       | Small hand lumps, that grow on your skin and that is caused by a virus.<br>He developed <b>warts</b> on his face.   |
| Farts ✓       | Releases of stomach gases through the anus .<br>e.g <b>Farting</b> in public indicates bad manners.   |
| Belch ✓       | Release of stomach gases through the mouth.<br>e.g He <b>belched</b> after he had finished his food.  |
| Venom         | The poisonous liquid that some spiders, snakes etc. Produce when they bite / sting.<br>He was paralysed due to <b>venom</b> after he had been bitten by snake.  |

| REGISTER     | MEANING   |
|--------------|---|
| Rheumatism ✓ | A disease that makes the joints and muscle painful, stiff and swollen.  |
| Dosage ✓     | Total tablets for the whole treatment e.g<br>The <b>dosage</b> for tuberculosis is sixty tablets in two months.                                       |
| Dose ✓       | The number of tablets to be taken at a time.<br>e.g The nurse told him to take two tablets in the morning and two in the evening as the <b>dose</b> . |
| Lozenge ✓    | Medication that soothes the throat.<br>e.g He was given cough <b>lozenges</b> .   |
| Sickbay ✓    | A place where the sick await treatment.<br>The school's <b>sick bay</b> was empty.  |
| Ward         | A room where the sick are treated at the hospital.<br>Mary was in the female <b>ward</b> .  |
| Infirmary ✓  | A hospital a special room in a school, prison etc for people who are sick.<br>e.g We went to see him in the <b>infirmary</b>                          |
| Theatre ✓    | A room where surgery is done.<br>The <b>theatre</b> is closed.  |
| Toxin ✓      | Poison<br>e.g The cassava he ate was <b>toxic</b> and that has affected him.  |
| Antidote ✓   | Treatment to poison<br>e.g Do you have <b>antidote</b> to snake bite?   |
| Myopic ✓     | Unable to see distant objects.<br>e.g The old man is <b>myopic</b> and could not recognize his son who was some metres away.                          |
| Depression ✓ | Becoming sad / saddened<br>e.g He was <b>depressed</b> .  |
| Epitaph ✓    | An inscription on a tombstone.<br>e.g The <b>epitaph</b> on his gravestone was quite funny  |
| Deaf ✓       | Unable to hear / loss of the sense of hearing.<br>e.g He is <b>deaf</b> and needs hearing aid.  |

| TERMS          | MEANING AND USAGE   |
|----------------|---|
| Dumb ✓         | Unable to speak.<br>The girl was <b>dumb</b> and needed the use of sign language.   |
| Wounded ✓      | An injury sustain in war<br>e.g All <b>wounded</b> soldiers were honoured in a special ceremony.  |
| Physiologist ✓ | A specialist in bones and muscles.<br>e.g After his stroke he went to the <b>physiologist</b> who treated him.                                  |
| Widower        | A man who has lost a wife.<br>e.g He is a <b>widower</b> , he lost his wife last year.  |
| Antiseptic ✓   | A substance that helps to prevent infection in wounds by killing bacteria<br>e.g cover the burn with <b>antiseptic</b> dressing.                |
| nauseate ✓     | Feeling to vomit<br>e.g After eating pork he <b>nauseated</b> .   |
| Stethoscope ✓  | An instrument that a doctor uses to listen to somebody's heart and breathing.   |
| Thermometer    | An instrument that measures body temperature.<br>e.g The <b>thermometer</b> indicated that his body temperature had risen.                      |
| Amputate ✓     | Cut off<br>e.g His leg was <b>amputated</b> due to cancer.  |
| Laxative ✓     | Medication that relieves gases in the bowels.<br>e.g He took <b>laxatives</b> because he was constipated.                                       |
| Analgesic ✓    | Relieves pain<br>e.g Some <b>analgesic</b> have long term effects to the body.  |
| Sedative ✓     | A drug that makes somebody to go to sleep or makes them feel calm and relaxed.<br>e.g When he falls hysterical they give him <b>sedatives</b> . |

| <b>REGISTER</b> | <b>MEANING</b>  |
|-----------------|---|
| Anaesthetic ✓   | Kills pain.<br>e.g The surgeon used <b>anaesthetic</b> before he carried out the operation on his arm.  |
| Miscarry        | delivery of a dead foetus unwillingly.<br>e.g She has <b>miscarried</b> twice. She could be the mother of two.  |
| Abort           | Removal of unwanted pregnancy.<br>e.g <b>Abortion</b> can not be legalized in Malawi because it is against our norm.  |
| Crutch          | One of the two long sticks that you put under your arms to help you walk after you have injured your leg or foot.<br>e.g After the accident I spent six months on <b>crutches</b> . |
| Stretcher       | Bed like used to carry the patient / dead body<br>e.g The hospital has purchased modern <b>stretchers</b> .   |
| Mortuary ✓      | A place where dead bodies are kept / preserved.<br>e.g. His body is still in the <b>mortuary</b> because burial will take place on Saturday.  |
| Morgue ✓        | A place where the dead body is placed for identification.<br>The body was still in the <b>morgue</b> waiting for people to identify the dead man.                                   |
| Cemetery ✓      | A burial ground<br>e.g The <b>cemetery</b> was full of the mourners.  |
| Crematorium ✓   | A place where dead bodies are burnt / cremated.<br>The <b>crematorium</b> needs renovation.   |
| Obstetrics ✓    | Branch of medicine concerned with the birth of children.<br>e.g He did <b>obstetrics</b> in college that explains his presence in the maternity wing.                               |
| Matron          | Nurse In-charge of other nurses and junior staff. E.g she is a <b>matron</b> and that is why nurses respect him.  |
| Sister          | Nurse In-charge of the hospital ward.<br>e.g She seems to be <b>sister</b> of that hospital wards.  |
| Almoner         | A social worker not connected to any hospital.<br>e.g she claims to be an <b>almoner</b> .  |

| <b>REGISTER</b> | <b>MEANING</b>  |
|-----------------|---|
| sling           | A piece of cloth / bandage used to support an injured arm.<br>e.g The <b>sling</b> is too dirty he needs another one.                                   |
| Convalescent ✓  | A person recovering from long illness.<br>e.g As a <b>convalescent</b> he needs a lot of proteins to replace the worn out body tissues.                 |
| Probe           | An instrument used to detect the depth of a wound.<br>e.g The doctor used a <b>probe</b> to detect the depth and direction of his wound.                |
| Syringe         | Tube like used to extract / expel liquids.<br>e.g. The sick baby will not receive an injection because <b>syringes</b> are out of stock.                |
| Forceps ✓       | A scissor like used to pick up tissues.<br>e.g The <b>forceps</b> went missing in the ward.   |
| Scalpel ✓       | Sharp blade<br>e.g There are few <b>scalpels</b> in the operation theatre.  |
| Tomb ✓          | A grave for an ordinary person.<br>e.g They prepared wreaths to be laid on his <b>tomb</b> .  |
| Vault ✓         | A family / church burial ground.<br>e.g Juliet was laid to rest in the Capulet <b>vault</b> .   |
| Mausoleum ✓     | A grave for very important person e.g<br>Very few people in Malawi have seen Kamuzu <b>Mausoleum</b> .  |
| Sepulcher ✓     | A grave dug out of the rock.<br>e.g When Mary and Joana went to anoint the body of Jesus, they found the <b>sepulcher</b> open and the rock rolled cut. |
| Posture         | The way how the body is held.<br>e.g He has a bad <b>pasture</b> .  |
| Addicted ✓      | Can not do without. e.g.<br>Victor is <b>addicted</b> to fatty foods. He does not eat any food without fats.  |

## Mastering Senior Certificate English

| <b>REGISTER</b> | <b>MEANING</b>   |
|-----------------|--|
| Allergic        | Having negative effects.<br>e.g Joel is <b>allergic</b> to pork every time he eats it he develops rash.                                |
| Rickets         | Bow bones due to vitamin deficiency. e.g. He developed <b>rickets</b> at the age of five.  |
| Arthritis       | A disease that causes pain and swelling in one or more joints of the body.<br>e.g He suffered from <b>arthritis</b> for fifteen years. |
| Carries         | Disease leading to decay of teeth and bones.<br>e.g His healthy is deteriorating due to <b>carries</b> .                               |

### Exercise

#### CHOOSE THE BEST ALTERNATIVES FROM THE FOLLOWING

1. The man whom you see limping got \_\_\_\_\_ during the Mozambican Civil war.  
 A. Injured                      B. wounded                      C. hurt                      D. blown off
  
2. The boy is \_\_\_\_\_ please use sign language.  
 A. deaf                      B. blind                      C. lame                      D. myopic
  
3. He is \_\_\_\_\_ so don't expect any verbal reply.  
 A. deaf                      B. dumb                      C. blind                      D. mute
  
4. The disease is \_\_\_\_\_ in Mwanza: It is found only in that district.  
 A. epidemic                      B. pandemic                      C. outbreak                      D. endemic
  
5. The \_\_\_\_\_ round his neck supports his injured arm.  
 A. splint                      B. crutch                      C. suture                      D. sling
  
6. The \_\_\_\_\_ wife mourned for her husband for two weeks.  
 A. deceased                      B. bereaved                      C. widower                      D. widow
  
7. Do you have a \_\_\_\_\_ to pick up the tissues?  
 A. probe                      B. syringe                      C. forceps                      D. scalpel
  
8. He is \_\_\_\_\_ to anything alcoholic. Every time he smells alcohol, he vomits.  
 A. addicted                      B. allergic                      C. used                      D. accustomed
  
9. Juliet was buried in their family \_\_\_\_\_.  
 A. mausoleum                      B. tomb                      C. cemetery                      D. vault
  
10. After \_\_\_\_\_ the pathologist said the man died of acute hunger.  
 A. examination                      B. diagnosis                      C. postmortem                      D. test

**MEDIA / LITERATURE & ENTERTAINMENT**

| <b>REGISTER</b> | <b>MEANING</b>   |
|-----------------|--|
| Obituary        | Announcement of a death, with a short biography.   |
| Leader          | Leading editorial article.   |
| Horoscope       | Prediction of someone's future according to his/ her sign of zodiac.   |
| Review          | Critical assessment of a book, film etc. e.g. His book hasn't been reviewed.   |
| Gossip column   | Regular article about celebrities.   |
| headline        | Phrase or titles at the top of an article.   |
| Deadline        | Time limit for reporting news.   |
| Cartoon         | Humorous or satirical drawing.   |
| Catch           | Capture interest.  |
| Censor          | Remove parts of the book/ film considered offensive etc<br>a person whose job is to examine books, films/ movies etc and parts which are considered offensive. |
| Commentate      | Give a spoken description of an event as it happens, especially on television or radio.  |
| Cover           | Reports news   |
| Criticize       | Judge good and bad qualities   |
| Press           | <ul style="list-style-type: none"> <li>• Newspapers and magazines</li> <li>• Journalists who work for Newspapers and magazines.</li> </ul>                     |
| Jingles         | A short song / tune that is easy to remember and is used in advertising on radio or television.  |
| Subliminal      | Something that affects your mind even though you are not aware of it.<br>e.g Subliminal advertising.   |
| Commercials     | Advertisement on the radio or television   |
| Disseminate     | Spread information   |
| Slogans         | A word or phrase that is easy to remember used in advertising to attract people's attention.   |
| Hoardings       | billboard  |

## **LITERATURE / MEDIA & ENTERTAINMENT**

| <b>REGISTER</b>    | <b>MEANING</b>  |
|--------------------|---|
| Advertising agency | A department which is a mediator of a press advertising.  |
| Posters            | A large notice put in a public place. Large picture that is printed on a paper and put on a wall as decoration.                           |
| Brand              | Make of the products.   |
| Rehearsal          | Practice carried out in readiness of a play/performance.  |
| Scene              | Part of the setting of the play.  |
| Stage              | Place where actors/ actresses perform the play/ drama.  |
| Characters         | People or animals involves in a story or play   |
| Channel            | Particular radio or TV station.   |
| Standing Ovation   | Audience stand up from their seats clapping hands as sign of approval.  |
| Soap opera         | A story about the lives and problems of a group of People which is broadcast every day or several times a week on radio or television.    |
| Sub titles         | Second title of the book that appears after the main titles and gives more information.   |
| Pidgin             | A simple language made up of elements of two or more languages.   |
| Jargon             | Specialized language for a profession.  |
| Spoonerism         | Transposing the initial consonants of a pair of words.  |
| Anomatopoeia       | Using words whose sound imitates their meaning.   |
| palindrome         | A word or phrase which reads the same backwards or forwards.  |
| Limeck             | Five lines of comic verse.  |
| Alliteration       | Using the same letter to start each word in a sentence or a line of verse.  |
| Tongue twister     | A phrase or sentence difficult to say quickly.  |
| Malapropism        | An amusing mistake somebody makes when they use a word which sounds similar to the word they wanted to use but means something different. |

| <b>REGISTER</b> | <b>MEANING</b>   |
|-----------------|--|
| Literal         | Usual meaning of a word or phrase.   |
| Colloquial      | Used in conversation but not in a formal speech or writing.  |
| Translator      | A person writing from one language into another.   |
| Interpreting    | Explain the meaning, listening from one language and say it into another.                                    |
| Author          | Writer   |
| Accent          | Pronunciation or words associated with a particular language or class.                                       |
| Dialect         | A particular language.   |
| Riddle          | A question that is difficult to understand and that has a surprising answer that you ask somebody as a game. |
| Intrepid        | Extremely brave.   |
| Hazardous       | Dangerous.   |
| Survivor        | Someone still alive after an accident or a disaster.   |
| Hardships       | Difficult living conditions.   |
| Endurance       | Being able to put up with difficult conditions.  |
| Foolhardy       | Carelessly, rashly adventurous.  |
| Sponsor         | Someone who provides money for a venture.  |
| Provisions      | Food and other necessities.  |
| Jeopardize      | To put someone or something in danger.   |
| Funding         | Providing the money needed.  |
| Determination   | Having fixed aim, being single minded.   |
| Casualty/victim | Someone who is hurt or killed e.g in an accident.  |
| Cast            | Act in a play / film.  |
| Stage           | Part of the theatre.   |

| <b>REGISTER</b> | <b>MEANING</b>                                 |
|-----------------|--|
| Screen          | Part of a cinema.                              |
| Studio          | Where a film / programme is made.              |
| broadcast       | Radio / TV Programme.                          |
| Plot            | Events / story line.                           |
| Stunt           | Dangerous action.                              |
| Scenery         | Moveable background for a play.                |
| Producer        | Person financially responsible/programme maker |
| Costume         | Clothes worn by an actor.                      |
| Scene           | Part of a film / play.                         |
| Episode         | Part of a television series.                   |
|                 |  |

## GOVERNMENT & POLITICS

| <b>REGISTER</b>      | <b>MEANING</b>   |
|----------------------|--|
| Constituency         | an area that sends an MP to parliament (or an area represented by an MP)   |
| Candidate            | someone who offers him or herself for election as an MP/president etc.   |
| Member of Parliament | someone elected to represent his / her constituency.   |
| The electorate       | all qualified Voters.  |
| By election          | When one particular constituency votes for a new MP to replace another who has died or resigned.   |
| General election     | When all MPs and the president are replaced or re-elected.   |
| Ballot box           | The container in which you cast your vote.   |
| Polling station      | The building where you go to cast your vote.   |
| The opposition       | The largest party in parliament which is not part of the government.   |
| A majority           | The number of votes / seats by which a candidate / party wins in an election.  |
| Legislation          | A law that has been passed in Parliament.  |
| Monarch              | A family from where Kings / queens are chosen.   |
| Referendum           | Seeking views of the citizens through national polls.  |
| Deliberating         | discussing issues in Parliament.   |
| State                | Country .  |
| Democratic           | Allowing people express their views freely and the ideas that the majority rules.  |
| Regime               | the government.  |
| Polls                | elections  |
| Republic             | a country that is governed by President and politicians elected by the people with no King / Queen.  |
| Parliament           | i. building where laws of the country are made and issues of national importance are discussed.<br>ii. A group of people that makes the laws of a country. |

**REVISION EXERCISE**

**CHOOSE THE CORRECT WORD OR PHRASE TO COMPLETE EACH SENTENCE**

1. I presume you declare any private \_\_\_\_\_ to the appropriate authorities.  
a. income      b. revenue      c. interest      d. allowance
2. Derek had no experience of white-water canoeing, so it was extremely \_\_\_\_\_ of him to try and shoot the rapids.  
a. hazardous      b. intrepid      c. perilous      d. foolhardy
3. Mary had a \_\_\_\_\_ escape when she was hang-gliding yesterday.  
a. narrow      b. close      c. near      d. slender
4. The five-hour \_\_\_\_\_ which was performed on Mrs. Brown's hip was expensive but effective.  
a. treatment      b. operation      c. medicine      d. therapy
5. Jones Mwale \_\_\_\_\_ the rewards of his hard work when he was given the chair of classics.  
a. got      b. obtained      c. reaped      d. collected
6. I can't understand Juan's Spanish, because he speaks a regional \_\_\_\_\_.  
a. dialect      b. jargon      c. accent      d. slang
7. When the lift finally started moving, we were all packed inside like \_\_\_\_\_.  
a. fish      b. anchovies      c. sardines      d. dates
8. Mrs. Usiwa decided to buy a new coat by \_\_\_\_\_ order, as she didn't have time to look round the shops.  
a. postal      b. mail      c. banker's      d. standing
9. I usually switch off the television when the \_\_\_\_\_ come on.  
a. commercials      b. posters      c. slogans      d. advertising
- 10 'When do you have to hand in that report?' The \_\_\_\_\_ is Thursday 12th April.'  
a. lifeline      b. byline      c. headline      d. deadline
11. The police accused the bank employee of \_\_\_\_\_, after financial irregularities were uncovered in his department's accounts.  
a. fraud      b. hoodwink      c. swindle      d. cheating
12. When the accused was found guilty of reckless driving, he asked for five other \_\_\_\_\_ to be taken into consideration.  
a. crimes      b. offences      c. shortcomings      d. misdeeds

13. The Government Gazette wanted to boost its \_\_\_\_\_ by targeting a younger market.  
A. circulation      b. readers      c. coverage      d. market
14. The soldier who saved the lives of three of his comrades was given a \_\_\_\_\_ award.  
A. prenatal      b. posthumous      c. postprandial      d. predicted
15. You never quite know what ken is up to— he's rather a dark\_\_\_\_\_.  
A. dog      b. fox      c. wolf      d. horse
16. Tina took her four-year-old daughter to the children's hospital for an appointment with a \_\_\_\_\_.  
A. pediatrician      b. pedestrian      c. philologist      d. philatelist
17. For my \_\_\_\_\_ of mind, promise you'll wear a life jacket in the boat.  
A. satisfaction      b. contentment      c. peace      d. calmness
18. The burglar suffered \_\_\_\_\_ of conscience when he realized he had unwittingly stolen the little girl's teddy bear.  
A. pains      B. aches      c. stabs      d. pangs
19. In attacking the old lady, the youth committed a \_\_\_\_\_ crime.  
A. heinous      b. naughty      c. bad      d. evil
20. The World Health Organisation has stated that smallpox has been almost completely \_\_\_\_\_.  
A. uprooted      b. eradicated      c. obliterated      d. extinguished
21. John's amateur dramatic group are \_\_\_\_\_ 'My fair lady' this weekend. The first performance is on Wednesday.  
A. rehearsing      b. repeating      c. playing      d. practising
22. Once the new Marketing Manager's ideas were implemented, sales \_\_\_\_\_ and the company made huge profits.  
a. plunged      b. lifted      c. rocketed      d. achieved.
23. I can't possibly make the announcement now—I've got a \_\_\_\_\_ in my throat!  
a. fish      b. toad      c. bird      d. frog
24. Cosmetics companies who claim not to \_\_\_\_\_ their products on animals are gaining a large share of the market.  
a. test      b. try      c. experiment      d. practice
25. Looking at old photos in family album often \_\_\_\_\_ happy memories of the past.  
a. creates      b. evokes      c. makes      d. reminds

## Mastering Senior Certificate English

26. The week of exams left Miranda exhausted, and she's still rather \_\_\_\_\_.  
a. low down  
b. full of beans  
c. under the weather  
d. in worse condition
27. It was a complicated, subtle text, and the translator was not sure he had captured all its \_\_\_\_\_ of meaning.  
a. allusions      b. tones      c. shadows      d. nuances
28. What a mad thing to do! You could all have been killed! It was \_\_\_\_\_ folly.  
a. merely      b. only      c. sheer      d. wild
29. The President, flanked by his bodyguards, made a powerful \_\_\_\_\_ on the steps of the White House.  
a. speech      b. talk      c. lecture      d. sermon
30. Because Trevor had started a fight in the playground, he was in \_\_\_\_\_ for the rest of that day.  
a. punishment      b. exile      c. dishonour      d. disgrace
31. Blood \_\_\_\_\_ are needed urgently, as the national blood bank reserves are getting low.  
a. volunteers      b. donors      c. givers      d. offers
32. Those who live on the \_\_\_\_\_ tend to have a less sentimental view of nature than city dwellers.  
a. country      b. soil      c. earth      d. land
33. Jane was full of \_\_\_\_\_ towards her stepmother.  
a. retribution      b. resentment      c. reprisal      d. vengeance
34. Factories are having to \_\_\_\_\_ all production processes and, in some cases, the workforce too.  
a. slim      b. simplify      c. streamline      d. train
34. Josie makes a good \_\_\_\_\_ from her freelance work.  
a. profession      b. job      c. living      d. earnings
35. When Wilson's company was hit by the recession, he decided to take early \_\_\_\_\_.  
a. redundancy      b. retirement      c. resignation      d. redeployment
36. Who needs more than the \_\_\_\_\_ necessities of life?  
a. naked      b. pure      c. bare      d. sole
37. The \_\_\_\_\_ of the abandoned orphans in Romania has aroused the world's pity.  
a. sadness      b. trouble      c. case      d. plight
38. I'm afraid Jennifer's very \_\_\_\_\_. She believes everything she's told.  
a. gullible      b. trustworthy      c. credible      d. facts.
39. People can make themselves walk on nails or through fire. It's a question of mind over \_\_\_\_\_.  
a. body      b. material      c. matter      d. facts

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40. If you aren't sure what day the 24th is, look it up on the \_\_\_\_\_.  
a. calendar      b. diary      c. agenda      d. dairy
41. With \_\_\_\_\_, it's easy to see that a mistake has been made.  
a. rear view      b. overlook      c. retrospect      d. hindsight
42. In August we always go to this wonderful little Greek village, miles from anywhere and really off the beaten \_\_\_\_\_.  
a. road      b. track      c. path      d. lane
43. The woman accused of shoplifting was found not guilty and was \_\_\_\_\_.  
a. acquitted      b. liberated      c. excused      d. interned
44. You're not supposed to park on the hard \_\_\_\_\_ except in an emergency.  
a. lane      b. shoulder      c. leg      d. area
45. While the yacht sailed on, I went to my \_\_\_\_\_ and changed my clothes.  
a. deck      b. cabin      c. bunk      d. cockpit
46. Some people prefer to watch a film first, and then read the \_\_\_\_\_ in the paper.  
a. critic      b. revue      c. review      d. criticism
47. We can always find out what books the author consulted by referring to the \_\_\_\_\_.  
a. index      b. bibliography      c. key      d. dust jacket
48. The old man did not notice it had begun to rain. He was so \_\_\_\_\_ in feeding the pigeons.  
a. concentrated      b. obsessed      c. engrossed      d. fascinated.
49. Several influential pressure \_\_\_\_\_ are campaigning for a reduction in the current prison population.  
a. groups      b. charities      c. points      d. members
50. Burglar alarms on cars and houses may act as a \_\_\_\_\_ to the casual thief.  
a. prevention      b. deterrent      c. stopper      d. precaution
51. A lot of old \_\_\_\_\_ were settled in the new York gangland killings of the 1960s.  
A. quarrels      b. criminals      c. scores      d. feuds
52. I had a strong \_\_\_\_\_ that a disaster would occur, and it did.  
A. premonition      b. prediction      c. forethought      d. anticipation
53. Don't worry if you run out of money at the weekend. You can always get some from the \_\_\_\_\_ cash.  
A. desk      b. dispenser      c. counter      d. card
54. We should never have quarreled like that. Let's bury the \_\_\_\_\_ and forget all about it.  
a. axe      b. argument      c. hatchet      d. subject

55. It is often difficult for a householder to \_\_\_\_\_ squatters and regain possession of his or her property.

- a. eliminate      b. withdraw      c. evict      d. vacate

56. When the teacher asked Amanda what the chemical formula was, her mind was a total \_\_\_\_\_.

- a. Void      b. empty      c. nothing      d. blank

57. If you have a (n) \_\_\_\_\_ control handset, you don't even need to get out of your chair to change TV channels!

- a. distant      b. electronic      c. far      d. remote

58. As a result of the recent rise in the divorce rate, there are far more \_\_\_\_\_ parents than there used to be.

- a. single      b. only      c. unique      d. separate

59. I was really hoping to get the job, as they'd put me on the \_\_\_\_\_ list, but in the end they appointed someone else.

- a. interview      b. short      c. top      d. good

60. Geraldine always brings back beautiful little \_\_\_\_\_ from her African trips.

- a. memorials      b. reminders      c. souvenirs      d. memories

61. The Shorter Cambridge Dictionary consists of two \_\_\_\_\_, A - L and M-Z.

- a. Volumes      b. editions      c. tomes      d. issues

62. When Delia's brother Mike pulled her hair, he got his own \_\_\_\_\_ by kicking him under the table.

- a. back      b. fun      c. revenge      d. retaliation

63. Some of the villagers thought the old woman had the \_\_\_\_\_ eye.

- a. black      b. evil      c. magic      d. wicked

# **PART III**

# **COMPOSITION**

# **WRITING**

## CHAPTER 1.

### Composition

#### What is a Composition ?

A composition is a group of paragraphs that deals with one main idea.

There are four main types of compositions, for example, narratives, descriptive, imagination and argumentative.

#### PARTS OF COMPOSITION

Generally Compositions have got three main parts;

#### THE INTRODUCTION

This is the first paragraph of the composition.

It tells the reader what the composition is all about.

#### THE BODY

- This follows the introduction.
- It contains several paragraphs that completely develop the main idea.

#### THE CONCLUSION

- This is the last paragraph.
- It sums up the ideas presented in the introduction and body.

## Steps in Composition writing

### (a) Choosing a topic

- Choose a composition topic that you know well or that interests you.
- Narrow your topic to fit the size of your composition.
- A title should capture the reader's interest. It should also suggest what the composition will be about.

### (b) Organising Ideas

- After choosing a topic
- Gather ideas or details.
- Group your ideas around several main ideas.
- This is also called planning.
- The plan should be crossed out neatly.

### Writing Composition.

When writing descriptive compositions use extra sensory details. In other words use descriptive words that appeal to the five senses. e.g. sight, smell, touch, taste and hearing.

#### *Example*

**Sight:** Crimson , tapered, robust, slender, blank, ugly, nice looking and so on.

**Hearing :** screech, bray, whir, guffaw and so forth.

**Touch :** tepid, wax leathery , gritty and other examples.

**Taste :** hearty, bland, tangy, medicinal delicious, the list goes on.

**Smell :** aroma, scented, stinking. There are just a few examples.

### **Language Usage**

When writing compositions that require formal language use standard English and avoid non standard English.

**Standard English** is the English that follows the rules of good grammar and usage. Standard English is acceptable in all situations.

#### *For Instance*

1. Victor and I want to go.
2. It isn't any good.
3. They don't want any snapshots.

**Non Standard English** is the language that does not follow rules of good grammar and usage.

#### **Examples**

1. Me and Victor want to go
2. It aint no good.
3. They don't want no snapshots.

**NOTE:** Consult chapter twenty three of this book.

In formal writing avoid use of contractions except in short stories.

#### **Examples**

I'd instead of I would  
Won't instead will not.  
mustn't instead of must not and so on.

#### **NOTE**

- All numbers from one to ninety nine be written in words and those from 100 onwards be written in digits or words.
- Do not use proverbial, idiomatic, colloquial or slang expressions in formal writing for example letters, reports and so on.
- Abbreviations, acronyms and short forms are not acceptable.

## CHAPTER 2

### LETTER WRITING

A letter is defined as a written message addressed to a person or an organisation , usually put in an envelope and sent by post.

#### Types of letters:

1. Formal or business letters
2. Informal or friendly letters

#### FORMAL OR BUSINESS LETTERS

##### *Requirements*

A formal or business letter requires the following:

- I Two addresses
- ii Date
- iii Salutation
- iv Heading or title
- v Introduction
- vi Body
- vii Conclusion
- viii Signature

#### THE TWO ADDRESSES

The address of the sender and that of the recipient of the letter.

The two addresses can be written either in block or indented style.

##### Block Style:

##### Example

Victors Investment  
Post Office Box 2  
Blantyre

22 February 2014

The Director  
Chichiri Intensive Schools  
Post Office Box 2020  
Blantyre 3

Dear Sir

### EXPLANATION

- The above addresses are written in block style.
- The author's address is the one at the far right hand side corner while the recipient address is at the left hand side.
- Both addresses and the date are not punctuated.
- P.O. Box or P/Bag must always be written in full. For example Post Office Box or Private Bag.
- Salutation, Dear Sir should not be punctuated as well.
- The preceding paragraphs in the body should also be written in block form in order to maintain uniformity.
- After the author's address skip a line or leave space and write the date. Write the recipient address, finally salutation.

### HEADING / TITLE / SUBJECT OF THE LETTER

- Must be written immediately after the salutation.
- Do not skip a line or leave space from the salutation to the heading.

Where exactly should the heading be written ?

Write it below the last letter of either Dear or Sir,

#### Example

Dear Sir,

Application for two days leave

Or

Dear Sir,

**APPLICATION FOR A TWO DAY LEAVE**

#### NOTES:

- The heading should be underlined if the writer has used small letters. If written in block / capital letters should not be underlined since it is already highlighted.
- Make the heading brief e.g. should contain few words and must be clear.
- Do not write the date in this way 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and so on.

#### Why not recommended?

- Linguists argue that if the date is written like this it is represented in a mathematical way (to the power...) not in a linguistic way.
- To avoid these discrepancies just avoid these signs 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> and so on.

**Salutation**

- Is written below the recipient address. Leave space or skip a line after the recipient address and write the salutation. Malawi School Certificate English Examination recommends Dear Sir, or Dear Madam not Dear Sir / Madam.

**Why?**

Normally, the given question has a leading statement that makes the candidate know the recipient.

**For instance:**

Write a letter to the District Commissioner of your district.....

Write a letter to your Member of Parliament ...

Write a letter to the Social Welfare Officer in your area....

etc

Surely, a candidate has a picture of the sex of his / her District Commissioner, Member of Parliament, Social Welfare officer and so on and has no excuse. If she/he does not know should use one of the two. This is imaginative work.

**Exception**

Formal letters written outside MSCE examinations where the writer is not sure of the recipient is not penalized for writing; Dear Sir / Madam,

**Indented style:**

**Example**

Victors Investments,  
Post Office Box 2,  
Blantyre .

22 February, 2014.

The Director,  
Chichiri Intensive Schools,  
Post Office Box 2020,  
Blantyre 3.

Dear Sir,

**Notes:**

- Only the author's address takes the indented or slanted form.
- Both addresses and the date are punctuated.
- Salutation 'Dear Sir', should be punctuated as well.
- The preceding paragraphs in the body should be written in indented form to maintain uniformity
- Keep on skipping a line or leaving space after each item, say author's address, date, recipient's address and salutation. Use indented paragraphs.

**How to write the date?**

- The date is written below the writer's address after skipping a line or leaving space.
- The date must be written in full. For example; 22 February, 2011 (22 February 2011)  
15 December, 2010 (15 December 2010)

***Do not write the dates as follows;***

22 / 02 / 11 or 22 / 02 / 2011

15 / 12 / 10 or 15 / 12 / 10

Why?

- They tend to confuse an American trained personnel where the date starts with the month, day and year e.g. March 02, 2011 whereas the British style starts with day, month & year.
- Therefore, a date written like 03 / 02 / 11 can have two interpretations;
  - i 03 February, 2011 British sense or
  - ii March 02, 2011 American sense

Candidates are strongly advised to write the date in full.

**Other things to consider when writing dates**

| Not recommended                | Recommended         |
|--------------------------------|---------------------|
| 2 <sup>nd</sup> January, 2011  | 2nd January, 2011.  |
| 1 <sup>st</sup> February, 2011 | 1st February, 2011. |
| 4 <sup>th</sup> March, 2011    | 4th March, 2011.    |
| 3 <sup>rd</sup> April, 2011    | 3rd April, 2011.    |

### Introduction:

It acts as an expansion of the heading and the general summary of the whole letter.  
Introduction must be brief and straight to the point.

### The body

- Where the author has several points to write must make sure that each point is written in its own paragraph.
- The number of paragraphs depends on the number of points one has.
- Paragraphs can either be in block style or indented style depending on the style used for the writers address.

### Conclusion

- Contains the summary of the whole letter, particularly of the points raised in the body
- Conclusion must be brief.

### Ending

- Use "Yours faithfully", if the recipient is not known to you and the salutation is Dear Sir, or Dear Madam,
- Use "Yours sincerely" if the recipient is known to you and the salutation is Dear Mr. Brown, (The recipient is addressed by name).

### Notes

The "Y" for "Yours" be a capital letter and "f" and "s" in "faithfully" or "sincerely" be in small letter

Yours faithfully,

(signature)

Brown Bwato

### LETTER LAYOUT

#### BLOCK STYLE

#### Recipient's address

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#### Salutation

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#### Heading

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#### Introduction

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**Body**

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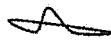
**Conclusion**

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Yours faithfully,



**Paul Mbewe.**

**Indented style****Sender's address**

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**Date**

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**Recipient's address**

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**Salutation**

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**Heading**

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**Introduction**

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**Body**

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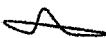
etc.

**Conclusion**

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Yours faithfully,



**Paul Mbewe**

**Other points to consider in a business letter**

**• Be polite**

Avoid using pronouns 'you' and 'your'. These pronouns express attack.

**Example**

| Wrong Use                      | Good Use                                  |
|--------------------------------|---|
| You sent me the wrong document | I did not receive the document I wanted . |
| Your waiters are rude          | Jonas did not bring the food I requested. |

**• Avoid the following words and phrases:**

- irresponsible, incompetent, failed, inexcusable, ignorant, if you care, you forgot to, why do you always e.t.c.

**• Letters that contain good news can be direct or get to the point.**

**• In a business letter;**

- avoid slang
- use simple and straight forward language

**Do not write:**

- In possession of
- At this point in time
- Enclosed please find
- As per your request
- Aforementioned
- Herewith

**But write:**

- has
- now / today
- I have enclosed
- as you asked
- previously mentioned
- with this letter

**Block Style: Sample letter**

Book Minister Traders  
Post Office Box 26  
Bulawayo

20 May 2014

The Manager  
Hot Food service Restaurant  
Post Office Box 16  
Untario

Dear Mr. Smith

**UNEXPECTED RESTAURANT SERVICE**

Today, 20 May, my friends and I ate lunch at the Hot food service, your new restaurant. We arrived about 11:45 in the morning, and our waitress was Maria.

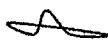
We waited for fifteen minutes before Maria brought us menus. Then we waited for another twenty minutes before Maria took our order. We had to wait forty five minutes for our food to come after the order.

We saw Maria a lot during this time, but she was always helping someone else. She seemed to be us. When our food finally arrived, it was not what we had ordered. Maria brought my friend Victor chips and chicken even though he had asked for plain rice. My wife Nickiwe never did get her vegetables as a vegetarian.

All in all, we were very dissatisfied with the service we received. We know the restaurant had just opened and Maria is new at her job, so we would like to try again. Please send us a coupon or invoice some kind of credit for the cost of our meal, so we can give your restaurant another chance.

I have enclosed a copy of the receipt for our meals, which totaled to MK2, 000.50 for the three of us.

Yours sincerely



**Vincent Mkhwayi.**

**Indented Style**

Malingaliro Primary School,  
Post Office Box 21221,  
Liwawadzi.

22nd May, 2011.

Mr. Brown G. Mkhwayi,  
General Manager,  
Victors Investment,  
Post Office Box 30100,  
Bianyre.

Dear Mr. Brown,

**Assistant Computer Programmer**

I would like to be considered as a candidate for the above position advertised in the Tiwawonere Newspaper on 18 April, 2011.

I am currently finishing my degree in Computer Science at Victors University. I have taken every required Computer Course offered at Victors and have a solid background in the following computer languages. C++, Visual Basic, Pascal, and COBOL. In addition to my computer background, I have supplemented my education with business and mathematics courses.

My knowledge of computers and the business field goes beyond my formal classroom education. For the past two years I have worked on part-time basis at Radio Moto, where I have gained experience in Sales and Inventory Control. Also on my own initiative, I designed a demonstration programme for the Compaq Pressano 5062 and developed promotional fliers about the programme.

In short, I believe I have an up-to-date computer background and professional drive needed to contribute to your organisation. I have enclosed a copy of my resume to give you further details about my experience. Sometime next week, I will give you a call to see whether I can come in for an interview at your convenience.

I look forward to speaking to you then.

Yours sincerely,



**JOHN FUWA**

**OR**

**Idented Style:**

Book Minister Traders,  
Post Office Box 26,  
Bulawayo.

20 May, 2001.

The Manager,  
Hot Food Service Restaurant,  
Post Office Box 16,  
Untario.

Dear Mr. Smith,

**UNEXPECTED RESTAURANT SERVICE**

Today, 20 May, 2014 my friends and I ate lunch at your new restaurant. We arrived at about 11:45 in the morning, and our waitress was Maria. We waited for fifteen minutes after we had seated for Maria to bring us menu.....

Yours sincerely,

**Victoria Mkhwayi.**

**Letter Writing -Assessment Questions.**

1. Imagine your school has no science and computer laboratories and students have problems in conducting practicals. As the chairperson of the concerned students at the school, write a letter to well-wishers asking for assistance to build laboratories and supply the necessary equipment.

You may include the following:

- a. Where your school is located
  - b. Problems you face due to lack of laboratories
  - c. What the school and the community have done
2. The number of street children is rising at an alarming rate a situation which has caused panic among members of your community. Write a letter to the District Social Welfare Officer informing him about the problem.

In your letter you may include:

- a. The extent of the problem
  - b. What has led to the increase in the number of street children
  - c. Suggest how the problem can be addressed
  - d. Any other relevant points
3. Write a letter to Professor Victor Mkhwayi of Harvad University, to thank him for leading the workshop you organized on self and peer assessment in the work place. Mention that you hope to invite him back next year to talk on another aspect of staff development.

In your letter you may include:

- a. When and where the meeting took place
  - b. Tension which was there before Professor Victor facilitated the workshop
  - c. How the workshop benefitted the staff
  - d. Any other relevant points
4. Write a letter to the Victoria Hotel in Blantyre, confirming your booking of their conference facilities for your company's annual planning meeting in August.

In your letter include:

- a. How many of your colleagues will be attending the two - day meeting
  - b. Accommodation, meals and special diets will be required
  - c. Ask for audio - visual or computer facilities to be available in the conference room
  - d. Any other relevant points
5. You are going to attend a University in United Kingdom for a year, as an exchange student. Your father has an ex-colleague there, a Dr. Steven Kazembe, who may be able to help you with accommodation and language problems. Write a letter to Dr. Kazembe explaining your situation and asking for his help.
6. Write a letter to an international company applying for a job in the personnel department. Give details of your qualifications, experience and suitability for the post.
7. Imagine that there is no peace in your family. Every evening your father comes back home drunk and beats up your mother severely and she does not report to anyone. As the eldest child in your family, you are concerned with the situation and have decided to take action. Write a letter to the Director of any human rights organisation asking for assistance.

In your letter include the following points:

- a. How long this has been taking place
  - b. How serious the situation is
  - c. The effects this situation has had on the family
  - d. How you want the organisation to assist in the situation.
8. Imagine you are a member of parliament and a donor organisation has offered to help a number of schools in other areas. Write a detailed letter to the head of the organisation asking for funds for schools in your area and explaining how you would use the funds.

9. Write a letter to a new pen pal in another country telling him or her about yourself, your family, home, school, country e.t.c
  10. Imagine your aunt has harvested lot of maize this year. Write a letter to her advising her on how she should take care of the maize.

In your letter include:

- a. When you heard about this good news
  - b. How many bags she has harvested
  - c. How she can take care of the maize
  - d. The effects of not taking care of the maize harvest

11. Write a letter to thank some friends for the wonderful welcome party they organized for you after your studies abroad.
  12. Write a letter to wish a friend Happy Birthday and let him know you are thinking of him though he lives away.
  13. Write to a friend from a holiday resort, where your holiday is not going all that well. You regret going on your own and next time you would like to go with him or her.

## **Friendly letter - Format**

Your address

Date

## Dear Aunt Jessica

With much love

Your signature

## CHAPTER 3

### REPORT WRITING

- A report is an account of what has happened or what is intended to be done.
- When writing a report the following styles can be used:
  1. Formal letter style
  2. Memorandum style.

### Memorandum Style

The style has the following requirements:

- i. Date
- ii. Addressee
- iii. Author's address
- iv. Subject / title
- v. Introduction
- vi. Body
- vii. Conclusion
- viii. Signature

#### Date

Refers to the day, month and year when the report has been written.

The date should be written in full for example 11 February, 2014 or 20 March, 2014.

Why should the date come first and not after the author's address?

- Time is money. The reader should not waste much time going through the report which had been written long ago and is no longer necessary.

#### Addressee

Refers to whom the report has been written. The addressee should address the person with his/her title or position .

#### Author's Address

This is the position / rank of the author followed by full address.

#### Subject / title

Comes under the author's address. It must be brief i.e short and it should correspond with the contents of the report.

If capital / block letters have been used do not underline it to avoid double highlighting. When small letters are used underline it.

**Sample Report - Upper Layout**

**Acceptable layout**

Date : \_\_\_\_\_

To : \_\_\_\_\_

From : \_\_\_\_\_

Subject : \_\_\_\_\_

**Unacceptable layout**

This layout is out dated and therefore unacceptable.

From : \_\_\_\_\_

To : \_\_\_\_\_

Date : \_\_\_\_\_

Subject : \_\_\_\_\_

**Introduction**

The introduction should contain a brief summary of the circumstances leading to the writing of the report.

Example I would like to report about the mysterious fire that burnt down our school hostel and property to ashes on 20

January, 2011.

The introduction must be short and concise.

**The body**

Each major point as outlined in the plan should be discussed in own paragraph.

The number of paragraphs depends on the number of points one has.

Use block paragraphs, formal language and expressions.

**Conclusion**

- Should have two parts as follows:
  - i. A summary of the points raised in the body.
  - ii. Recommendation for further action.

**Ending**

Conclude the report with the signature and author's name and title / position.

**Complete Sample Report Layout**

Date : 11 March , 2014.

To : Publication Manager, Victors Publication,  
Post Office Box 30832, Blantyre.

From : Distribution Supervisor , Asekanawo Book Distributors,  
Post Office Box 22, Blantyre.

Subject : **Uneven Distribution of English Books**

I would like to report that the English books have been distributed unevenly in this country due to a number of problems:

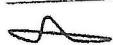
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**MATY BASA.**

**Practical Exercises**

- ✓ 1. Imagine that the bus you were travelling in caught fire. You are one of the passengers who did not hurt. Write a report to the police Officer - in - charge in your area, who is investigating the matter, explaining what happened.

In your report, include the following points;

- a. Where the accident occurred
- b. What you think caused the accident
- c. How the accident could have been avoided
- d. What damage was caused
- e. Any other relevant points

2. Your district has been hit by heavy rains resulting into serious damage to property and crops. Write a report to the District Commissioner requesting for assistance.

In your report include the following points:

- a. location of the area affected
- b. When and for how long the rain fell
- c. How big the affected area is
- d. The extent of the damage
- e. Assistance needed

3. Write a report on an international work Camp you went on last summer. The report will be submitted to the  
work camp organizers and may be sent to future participants.

In your report, include the following points;

- a. when and where the work camp took place
- b. Comments on the facilities, accommodation, food, work, other participants etc
- c. The value or otherwise of the experience
- d. Any other relevant points

4. Write a report to the Board of Directors on a product (e.g a car , a gadget, a cosmetic product, a new type of food) which a company asked you to try out.

In your report, include the following;

- a. name of the product and for how long you have used it
- b. Goodness or badness of the product
- c. How it can be used for maximum results
- d. Advice to the manufacturer
- e. Any other relevant points
- f. What should be done to perfect the brand

Write a report to the local authority, explaining why a piece of land in your area is a very suitable place for the construction of a new factory

Include the following points in your report;

- a. location of the area.
- b. Raw materials found in the area
- c. Availability of water and labour in the area
- d. Why the site is suitable for new factory
- e. Benefits for the local community

✓ 5. You are a Ranger in the Department of National parks and wildlife management. News has reached you that a man has been attacked by a lion and badly injured. Consequently local villagers are now very frightened. Write a report to your Senior Officer, stating the action you took to rescue the wounded man and to track down the lion, as well as to reassure the villagers of their safety.

Include the following points in your report;

- a. details of the man attacked and how he was attacked include the day and time
- b. Injuries sustained
- c. The hunt for the lion
- d. Warning to all hunters

✓ 7. Imagine you are a village headman and in your area a lot of deforestation has taken place. Write a report to the district forestry officer in your district about the situation and highlight what you think must be done to prevent the situation from deteriorating.

You may include:

- a. topographic location of your village
- b. Why people cut down trees
- c. What you think should be done to avert the situation.
- d. Any other relevant points.

✓ 8. Cases of gender - based violence are increasing at an alarming rate, a situation which has raised concern amongst members of your community. Write a report to the District Social Welfare Officer highlighting the problem.

## **Mastering Senior Certificate English**

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In your report include;

- a. the extent of the problem
- b. What has led to the increase in the number of cases
- c. Suggest possible solutions to the problem
- d. Any other relevant points

9. One day you were walking on a busy road, you witnessed an accident in which a child was knocked down by a car.

Write a report to the Officer In-charge of a local police station explaining the circumstances that led to the accident and saying who do you think was wrong.

## CHAPTER 4

### SPEECH WRITING

A speech is a formal talk designed for a particular audience.

#### Aims of speech:

- 1 To inform
- 2 To entertain
- 3 To persuade
- 4 To educate

#### Types of speeches

##### 1. Informative speech

This is the speech whose primary aim is to give information to the audience.

##### 2. Entertainment speech

- Speech that entertains the listeners.

##### 3. Persuasive speech

- Speech that persuade others to act on something.

When writing all the three types of speeches the following should be considered:

#### 1. Plan

- Outline points to be discussed in the speech and cross them out.

e.g.

#### Problems at Milare school

##### 1. Lack of classrooms

- some pupils learn under a tree  
i disturbed by passers by, rain e.t.c.

##### 2. Inadequate teachers

- there is only the head & deputy head teachers
- teach four classes
- inefficiency

##### 3. Lack of science & comp. laboratory

- pupils lag behind in technology
- poor performance in science subjects

#### Title

- Title should be extracted or constructed out of the given question.
- Must be relevant and agree with the contents of the speech.
- Should be written in the centre of the page.
- Can be written either in capital or small letters. Once small letters have been used it should be underlined. If capital letters are used it should not be underlined.

**Introduction**

Contains two parts;

**1. Formalities**

Addressing the audience in a descending order i.e. start from the highest rank to the lowest rank.

**2. Purpose of the speech**

States why the speech is delivered.

**Example of the introduction.**

The chairman, organizing committee, ladies and gentlemen. I feel greatly honoured to stand before you and outline the activities of our organisation, Youth in Development.

**Body**

- Each main point outlined in the plan should be discussed in its own paragraph.
- Number of paragraphs in the body depends on the number of points.
- Make the speech sound live.
- Use first person point of view.
- The speech should arouse interest by using appropriate choice of words and expression.
- Use of present and direct speech is necessary.
- Try to give figures / approximation on certain issues like the number of people dying per year at a certain hospital.

**Conclusion**

- Give a summary of the major points in the body.
- In case of a persuasive speech a call for an action is relevant in the conclusion.
- Thank the audience in a descending order, for the attention.

**Sample Speech**

**Plan**

**Problems at Milara School**

1. Lack of Classrooms
  - Some pupils learn under a tree.
    - i. disturbed by passers by, rain etc.
2. Inadequate teachers
  - there are only four teachers
  - teach six classes
  - inefficiency
3. Lack of Science & Comp. Lab

### Problems at Milare School

Our Guest of Honour , Dr Alex Asima from Ministry of Education , The Head teacher, and all members of staff of Milare School, organizing Committee, fellow students, ladies and gentlemen. I feel greatly honoured to stand before you and outline problems Milare School faces.

Firstly, the school lacks classrooms. The school was established in 1964 with two blocks. Each block had two classrooms. The population of this area was 5,000 and the blocks were enough . Recently the population has risen to 50,000 and the blocks are no longer enough for the current population . The classrooms accommodate a quarter of the pupils only. The rest learn outside under the trees. Pupils who learn outside are mostly disturbed by people who pass by. Most of them laugh at the pupils as a result they lose concentration .

During the rainy season classes are no longer conducted at the school.

We need to construct a modern school with twenty four classrooms that can accommodate the present enrolment of 8,000 pupils. Members of this community have already moulded bricks for the whole project.

They need assistance in form of cement, iron sheets, frames and window panes.

Secondly, the school has inadequate teachers. There are two qualified teachers only, the head and his deputy.

The rest are volunteers amongst the members of the community. These qualified teachers are given four classes to teach.

As a matter of fact there is inefficiency in the administration as well as service delivery.

Lack of science and computer laboratory. The pupils here lag behind in technology and science subjects.

They do not conduct experiments, yet during examinations they are supposed to sit for practical papers. This makes them to perform poorly in science subjects. We need two laboratories; one for science and the other for computer. Once these problems have been solved our students will enjoy lessons.

Before I take my seat may I remind you ladies and gentlemen that Milare school lacks classrooms, adequate teachers and science and computer laboratories.

The Guest of Honour, Head teacher and all members of staff, the organizing committee, fellow students, ladies and gentlemen. Thank you so much for your attention . May God bless you.

**PRACTICAL EXERCISES**

1. Your school lacks a building block to be used as a school library and a computer laboratory. The chairperson of a non-governmental organisation is coming to your school to assess the situation and has asked to meet members of staff and students, as a Head Perfect, write a speech to be delivered on the occasion.

In your speech include the following points;

- a. Welcoming remarks to the visitors.
- b. Reasons why the school needs a computer laboratory and school library
- c. What the school has done in an attempt to address the problem

2. Imagine you are a sports prefect at your school. Your Head teacher has asked you to make a speech during a visit by a group of prefects from a neighboring school who would like to learn why your school is successful in sporting activities. Prepare a speech you would make for the occasion.

In your speech include the following points:

- a. Welcoming remarks to the visitors
  - b. Sporting activities your school excels in
  - c. Reasons why your school is successful
  - d. How the other school can benefit from the visit
  - e. Any other relevant points
3. Imagine that in your area people are carelessly selling their farm land to the people who are planning to construct buildings on the land. Write a speech on the disadvantages of selling farmland for building construction.

In your speech include;

- a. Reasons why people sell their farmland
  - b. Problems they are likely to face as a result of this practice
  - c. What community leaders need to do to discourage this practice
  - d. Any other relevant points
4. Imagine that crime rate has increased in your area. The police has introduced community policing to help in reducing crime rate. You have been asked to speak on the launching occasion.

Write a speech to mobilize support for the initiative to be delivered on the occasion.

In your speech include:

- a. Any one form of crime committed in your area
- b. How crime affects people's lives
- c. Ways in which communities can assist the police to reduce crime
- d. Advantages of a crime free society

5. You have been asked to give a talk to the members of a travel club. Tell them about your country and its most interesting places and features.
6. You are a tourist guide taking visitors round your town. Talk to the visitors at the beginning of their guided tour, telling them what they are going to see.
7. You have been asked to give a farewell speech for a colleague who is leaving the company. Write what you would say .
8. The state president is visiting your area during the campaign period to familiarize himself with the problems your area faces. The community has asked you to deliver a speech on its behalf. Write a speech to be delivered before the state president on this day.
9. You are a member of the youth organization in your area. You have been asked to give a talk to the people of your community on the evils of child abuse. Prepare a speech to be delivered on the occasion.
10. Imagine you are the chairperson of the History club. Of late a lot of students are dropping history at Senior Secondary School level. The history teacher has asked you to talk to fellow students on the importance of history subject and effects of dropping it. Write a speech to be delivered.

## CHAPTER 5

### A SHORT STORY

What is a Short Story?

A short story is a brief fictional narrative to be read in one sitting.

#### Types of short stories

##### 1. Historical narratives

Illuminate some historical events.

##### 2. Mysteries

They present a riddle to be solved.

##### 3. Thrillers

Stories that arouse high level of tension by introducing danger in the conflict they present.

##### 4. Science fiction stories

They address issues of value to today's society.

- When writing a short story of any type. Consider the following basic requirements:-

1. Plan
2. Title
3. Setting
4. Plot
5. Characterization
6. Theme
7. Climax / conflict
8. Conclusion
9. Language used.

#### Plan:

Just like any other composition a short story must have a plan.

A plan is an outline of important events to be discussed in the short story. It is very important and helps the author not to go off track.

**Example**

Plan

**Unforgettable Day**

1. Linda sat on Verandah , Sunday morning
  - Machinjiri area 5.
  - Lonely all members had gone to church .
  - Reading Sunday times.
2. Linda received a phone SMS
  - Told Jane's death, best friend
  - Collapsed
  - Died
3. Family members arrive in the afternoon
  - Discover Linda's body
  - Read SMS on Linda's phone
  - Discovered death cause

**Title**

Use the title given where the question has provided the title.

**Example**

Write an original short story based on the following titles

- i. The narrow Escape
- ii. Blackout

Where the title is not given but a phrase either to start with or end with has been given candidates are advised to use own title which must marry with the events.

Make sure the title is brief i.e contains few words.

**Setting**

- States when (time) and where (place) the events in the short story are taking place.
- A very good short story must have a setting which has few lines and answers the above questions.

**Example**

Tatha graveyard was jam packed. Almost everyone braved the Sunday afternoon heat to witness the burial of Tomoka. Pastor Jack rose holding his tattered Bible to give a sermon.

The events in the above setting are taking place at Tatha Graveyard, Sunday afternoon.

**Plot**

Refers to the events taking place in the story. The plan only gives the picture of the story. Details of the story are given in the plot.

a. **Exposition**

This is the actual beginning of a short story and where the setting, and characters are introduced.

b. **Rising action**

The rising action is associated with complications and conflicts. At this time, the main character tries to solve his conflict or problem.

c. **Climax**

This is the most exciting part of a short story where the conflict or problem is most serious. The climax occurs when the main character takes a decisive action to end the conflict or when situation is such that the conflict must be resolved in one way or another. The climax is often referred to as the turning point in the short story.

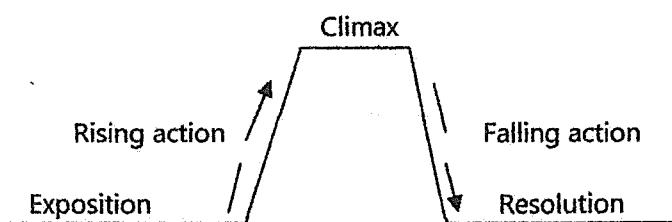
d. **Falling action**

This is the part of a short story that lead to the resolution or the end.

e. **Resolution**

This is the actual conclusion of the story in which the conflict is solved or the conflict comes to an end.

The five elements above can be explained in a form of a diagram as follows:



### **Characterisation**

This has two meaning :

1. Refers to the individuals found in a short story. A good short story should have few characters for instance less than five. These characters should be divided into main characters and minor characters . The whole story revolves around the main characters while minor characters, simply help main characters in making the story.
2. Characterisation also refers to personal , attributes of the individuals in a short story.  
This is displayed through:

#### **i. Dressing:**

Give a detailed account of the main character including dressing so that readers should come up with the character's behavior (character). Dressing of an individual speaks volumes and it is easy to find one better word and describe the character.

#### **ii. Discourse / dialogue:**

Sometimes a short story can have dialogue or discourse. This helps readers to know a lot through characters themselves other than from the writer.

#### **iii. Mannerism / behavior**

Characterisation of the individuals can also be analysed through behavior / mannerism i.e how characters conduct themselves .

#### **iv. Reports**

What others say about fellow characters is in another way.

Candidates can use some of these methods to make their stories arouse the reader's interest and maintain professionalism.

### **Theme:**

This is the main lesson behind the short story. Any short story must have a theme / a lesson.

### **Conclusion**

Can be handled in two ways:

#### **Abrupt conclusion**

Is the one that leaves readers in suspense and wish the story could go on.

#### **Definite Conclusion**

Is the one with proper ending and leaves the readers totally satisfied.

**Short story language.**

When writing a short story use descriptive language that appeals to the five senses. For instance, sense of;

- 1) Smell
- 2) Sight
- 3) Taste
- 4) Touch
- 5) Hearing

Use proper choice of words so that you achieve this.

**Examples**

- The doctor was tall and slender.
- He banged the door.
- She was brown in complexion with soft smooth skin.
- The room had pleasant aroma.

**Chapter Summary**

When writing a short story make a plan, create interest at the beginning , to keep the reader's attention. Add colour by using carefully chosen vocabulary. Make every word count, by selecting exactly the right word or phrase to communicate a feeling, manner or behavior.

Characters must be believable. Show them in action.

**Assessment questions**

1. Write an original short story entitled

- a) "The Dream"
- b) "Mistaken Identity"
- c) "No man is an Island"
- d) "Cheating does not pay"

2.a. Write an original short story entitled " My Luckiest Day".

Or

b. Write a short story beginning or ending with the words " smiling, he picked up the receiver and started dialing".

3.a. Write a short story entitled "mischief"

Or

b. "A frightful Dream"

4. Write an original short story based on

Either (a) "All that glitters is not gold" or  
(b) " A wrong - doer's just deserts"

5. Write a short story with one of the following titles :

Either (a) Never shall I trust friends again. Or  
(b) The great loss.

6. Write a story which illustrates this proverb;

Either (a) A stitch in time saves nine or  
(b) A rolling stone gathers no moss.

7. Write a short story which begins with one of the following sentences.

Either (a) As soon as it was no longer necessary for her to breastfeed her child,  
she decided to look for a job. Or  
(b) As soon as he set his eyes on her he decided she was the person he had been  
looking for.

8. Write a story which includes one of the following statements:-

Either (a) I had never imagined she could be so selfish.. Or  
(b) Owing to heavy rains, most of the roads and bridges had been washed away.

9. Write a short story with one of the following titles;

Either (a) A sad Christmas.                      Or  
(b) Wasting time.

## CHAPTER 6

### ARGUMENTATIVE / PERSUASIVE COMPOSITION

- An argument is a communication in which the writer takes a stand on an issue but indicates that he or she is aware that the other side has value as well.
- Argument is not a quarrel.
- The purpose of an argument is to persuade.
- Persuade means convince someone to take an action or stand on something.
- An argumentative composition can take the form of a speech, an essay, letter etc.

However, when writing an argumentative / Persuasive composition the following are major Issues to keep in mind;

- i. The language of argument
- ii. Supporting the claim
- iii. Logical fallacies
- iv. Audience and purpose

#### Language of Argument

- An argument is made of a **claim**, which represents an **appeal** as a means of convincing audience.
- An argument can use **logic**, values, fairness and appeal to emotion.

#### Supporting the claim

- Use reasoning
- Use evidence
- Use personal experience i.e. own experience
- Use primary research sources - information gathered oneself.
- Use secondary research sources - opinions, data information gathered by others.

#### Logical fallacies

- Fallacies are errors in reasoning. They weaken the argument and the quality of the composition.
- avoid logical fallacies to keep your argument strong.

#### Audience and purpose

Consider your audience and purpose by asking yourself the following questions:-

- i. do the reader and I have a common understanding of the central issues?
- ii. have I presented a fair, well considered argument?
- iii. will my audience agree with me, be neutral or oppose my claim.

#### Writing argumentative Composition - Summary

The following are the points to be considered when writing an argumentative composition;

- Steps:**
1. Make sure you have read and understood the question.
  2. Make a plan by writing down your arguments.
  3. Write the title.
  4. The introduction should 'punchy' to win attention. Use either a bright quotation or anecdote.
  5. Brief and confident statement of your case.
  6. Support your case with arguments.
  7. In the conclusion, summarise your position. You can also include a thought provoking quotation or anecdote.

### **Sample Argumentative and Persuasive Composition**

#### **The Pleasure of Books**

The habit of reading is one of the greatest resources of mankind; and we enjoy reading books that belong to us much more than if they are borrowed.

A borrowed book is like a guest in the house; It must be treated with punctilio, with a certain considerate formality. You must see that it sustains no damage; It must not suffer while under your roof.

You can not leave it carelessly, you can not mark it, you can not turn down the pages , you can not use it familiarly . And then some day, although this is seldom done, you really ought to return it.

But own books belong to you. You can treat them with that affectionate intimacy that annihilates formality. Books are for use, not for show; you should own no book that you are afraid to mark up, or afraid to place on the table, wide open and face down. A good reason for marking favourite passages in books is that this practice enables you to remember more easily the significant sayings, to refer to them quickly and then in later years, it is like visiting a forest where you once blazed a trail. You have the pleasure going over the old ground, and recalling both the intellectual scenery and your own earlier self.

Everyone should begin collecting a private library in youth ; the instinct of private property, which is fundamental in human beings, can here be cultivated with every advantage and no evils. One should have one's own bookshelves, which should not have doors, glass windows , or keys; they should be free and accessible to the hand as well as to the eye. The best of mural decorations is books; they are more varied in colour and appearance than any wallpaper, they are more attractive in design , and they have the prime advantage of being separate personalities, so that if you sit alone in the room in the firelight, you are surrounded with intimate friends. The knowledge that they are there in plain view is both stimulating and refreshing. You do not have to read them all. Most of my indoor life is spent in a room containing six thousand books; and I have a stock answer to the invariable question that comes from strangers.

"Have you read all of these books?"

"Some of them twice." This reply is both true and unexpected.

There are of course no friends like living, breathing, corporeal men and women; my

devotion to reading has never made me a recluse. How could it? Books are of the people, by the people , for the people. Literature is the immortal part of history; it is the best and most enduring part of personality.

But book-friends have this advantage over living friends; you can enjoy the most truly aristocratic society in the world whenever you want it. The great dead are beyond our physical reach, and the great living are usually almost as inaccessible; as for our personal friends and acquaintances, we cannot always see them. Perchance they are asleep, or away on a journey. But in a private library, you can at any moment converse with Socrates or Shakespeare or Carlyle or Dumas or Dickens or Shaw or Galsworthy. And there is no doubt that in these books you see these men at their best. They wrote for you. They "laid themselves out," they did their ultimate best to entertain you, to make a favourable impression. You are as necessary to them as an audience is to an actor; only instead of seeing them masked, you look into their innermost heart of heart.

#### **Persuasive Composition - Sample Speech**

##### **Need for Investing in HIV / AIDS Fight**

The Chairman , councillor Victor, and members of the Committee, thank you for inviting me to express the need for a greater investment in HIV/AIDS fight.

Some or perhaps most of you know me as a teacher. Devoting most of my time teaching.

When I came open and declared that I want to quit teaching classroom work and start fighting against HIV and AIDS the response was overwhelming. I heard from thousands of Malawians affected by HIV and AIDS writing and calling to offer encouragement and help.

What I understood very clearly is that the time for quietly " soldiering on" is through. The war against HIV and AIDS is a winnable and I am resolved to play a role in that victory.

What teaching has given me is the ability to appreciate the damages and harm HIV and AIDS has done to our society .

There are numerous doctors, teachers , policemen, nurses and parents who have died and others critically ill and are no longer able to work, to provide for their families and live out their dreams.

I see Victory. But it won't happen until organizations and government adequately funds the fight against HIV / AIDS.

For people living with HIV and AIDS, the status quo isn't good enough. They should come to the open and join this national battle.

As I began to understand what the fight might promise for the future I became hopeful. But I was shocked and frustrated to learn that the amount of funding is so meager.

Some people don't know just how important this fight is until they or someone in their family is affected with the virus / disease.

I would like to close on a personal note. What is it like to be a young man, husband , and a father with HIV and AIDS. With the help of ARVs daily medication, I can still perform my job, daily tasks and rituals involved in home life. But I don't kid myself ..... that will change and finally die. But with everyone's help, if we all do everything we can to eradicate this disease. In our old age we will be dancing at our grandchildren's weddings. And we shall have a story to tell on how we survived.

Mr. Chairman, Councillor Victor and members of the committee, thank you again for your time and attention.

**Argumentative / Discussive Composition Assessment**

1. "Money is the biggest cause of quarrels in families" Do you agree?
2. "Childhood is the happiest time of one's life? Do you agree?
3. "Eighteen year olds should not be allowed to vote in national elections," Do you agree?
4. " You have been asked to choose between going to a single sex, school or a co-educational school. Which of the two schools would you choose? Stating your reasons for choosing one and rejecting the other.
5. "Wild animals should not be kept in circuses, zoos or safari parks" Do you agree?
6. "To travel hopefully is a better thing than to arrive" (Robert Louis Stevenson).

Do you agree explain your ideas.

7. " The greatest of evils and the worst of crimes is poverty"

Do you agree? Suggest some practical ways of reducing poverty in countries with high unemployment .

8. " The achievements of advanced technology have made our lives more complicated, not simpler"

Do you agree? Explain your ideas.

9. " Politics and sport should always be kept separate".

Do you agree, or can you think of the situation where they might complement each other?

## CHAPTER 7

### Narrative Composition

- A narrative Composition is the one in which the candidate tells a story either in first personal point of view or otherwise.
- It is not very different from a short story.
- However the following issues should be kept in mind:
  - i. Strategies that expand , compress and manipulate time.
  - ii. Transitions.
  - iii. Paragraphs and topic sentences.
  - iv . Dialogue.

#### (a) Strategies that expand, compress and manipulate time.

- Leave out boring parts of the story.
- Events that took longer period be condensed into few paragraphs.
- Use of flashback and flash forward be done properly.

#### (b) Transitions

- Find proper linking words. Do not repeat "and then" "and so on" etc.

#### (c) Paragraphs and topic sentences

- Paragraphs should be controlled by ideas not word count.
- When writing the direction of the narrative

- is quickly changed by a new and surprising event.
- one event logically leads to another.
- flash forward should act as a dead time i.e the waiting time between key events.

#### (d) Dialogue

- Include conversation between people if necessary.

### A sample narrative Composition

#### The biggest Event of my Summer

It seemed like another ordinary day. My family and I decided to spend the day on the beach.

I sat in the sun watching the children throwing pebbles or paddling. I was just going to have a swim when I noticed a strange object bobbing about in the sea. To my horror I realized the "object" was a child drowning. Without stopping to think, I plunged into the water and grabbed the child. With my free arm I swam back to the shore.

The child was a boy of about fire, was like a dead weight but I felt powered by a super human strength.

I laid the boy who appeared to be unconscious, gently on the ground and gave him mouth -to-mouth resuscitation which revived him immediately.

I was dimly aware that a large crowd had gathered and someone was telling me an ambulance was on its way. By the time the ambulance arrived, to my great relief, the boy was sitting up and talking.

Tony's parents were very delighted with his quick recovery. They telephoned me later to thank me and we had a long discussion about the dangers of playing near water.

They have arranged for him to have swimming lessons, which I think is a very good idea.

I would definitely recommend that all students in the school learn to swim. I would also like to remind everyone to take care near the sea, lakes, rivers, dams or swimming pools. You can drown much more easily than you think.

**Narrative Composition - Assessment Questions**

1. You were walking down a street when you saw an accident. Describe what you saw and what you did.
2. You and an old friend met by chance in the street and decide to spend the rest of the day together - describe what you did.
3. Describe the best or worst holiday you've ever had.
4. Write a story ending with the words "I was very relieved to get home safe and sound"
5. Describe how somebody you know was saved from danger.
6. Bus breakdowns can offer moments of fun and anguish. Describe your experience when a bus broke down on your way to school.
7. Describe the water or hunger problems in a specific place in Malawi today.
8. Write about an incident in which you had to make a very difficult decision.
9. Write about problems faced by school leavers in Malawi.
10. Write about some of the very earliest memories you have of your childhood.

## CHAPTER 8.

### Descriptive Composition

- A descriptive is a word picture that helps the reader form a mental image of the subject.
- Descriptions may include either factual details or personal details.
- Factual details are used in objective description that does not include the writer's thoughts and feelings.

#### *Examples*

- He is about six feet, two inches tall.
- He weighs Seventy Kilograms.
- He has brown eyes and brown hair.
- He is wearing a black Jeans and a red Sweater.
- He is carrying a black briefcase.

Make sure that factual details are accurate. The writer gets them through careful observation.

When writing a descriptive composition it is important to describe the objects, events and actions with Sensory details, e.g. details of sight, sound, taste, smell and touch. Concentrate on each sensory detail separately before you move on to another.

The Writer should not forget to use the same in describing people and places. These should be created for the readers.

The person can be described in terms of ;

- Physical appearance
- Dressing
- How he/she talk or walk
- Unusual mannerism or gestures
- Inner qualities
- How he behaves when happy or angry
- Person's change over time

The place can be described in terms of:

- Special features
- Nature of the place and how it differs from other places
- Personal thoughts or feelings of the place and people

*Remember to:*

- Choose your adjectives with care and use them precisely. You don't need a great many-just a few fresh or powerful ones.
- Make adjectives more emphatic by using adverbs as intensifiers eg. Staggeringly, exceptionally etc.
- Spice the composition with adjective collocations, such as crystal clear etc.
- Use comparisons like; as, as though, as if etc.
- All the above techniques will help you to write more concisely, using fewer words to greater effect.

### Descriptive Writing Exercises

1. Describe a person who looks in a funny way to you.
2. Describe a birthday celebration for a member of your family.
3. Describe your thoughts and experiences on your first day at your present school.
4. Describe a place which you find frightening or unpleasant .

## **CHAPTER 9**

### **Composition Guidelines**

1. Read the question carefully and make sure you understand it.
2. Plan. Work out a clear and logical plan for your composition.
3. Language. Decide whether the composition demands use of formal or informal language.
4. Write your composition in paragraphs indented or block. Each paragraph should contain one main idea.  
Paragraphs should be connected to each other with linking words.
5. Keep time. Normally MSCE Examination requires you to finish one composition within 1 hour 10 minutes.  
You will lose marks if you don't finish answering the question within this given time and hand in unfinished composition.
6. Do not write draft and final copy. Time will not allow you to do so. Write final copy only.
7. Check your work before handing in.
8. Mistakes should be neatly crossed out with one pen stroke. Make sure your work is neat. If your handwriting is difficult to read make sure it is at least legible.
9. Count your words. Count words in several lines and find your average line count, then multiply by the number of your lines on the page. Through this you get the estimated number of words.  
Keep Words limit. Write between 350-500 words. Do not write below and above the required number of words.
10. Check spellings and grammar.

### **Sample 1**

#### **MALAWI SCHOOL CERTIFICATE OF EDUCATION EXAMINATION ENGLISH LANGUAGE**

Wednesday, 02 July

Subject Number: M053/II

Time Allowed : 1h 10 mins

10:10 - 11:20am

**PAPER II**  
**(40 Marks)**

#### **Instruction**

1. This paper contains two pages. Please check.
2. Answer one question only.
3. Write your Examination Number on top of each page of your answer book.

***Turn over***

Answer only one question. Spend the first 10 minutes reading all the questions and planning your answer to the question chosen. Planning may include writing rough notes. Cross out your rough notes before you hand in your answer book.

Marks will be awarded for layout, language and content. Candidates will be penalized for committing mechanical errors and writing answers that are short and, or off-point.

You are expected to write between 350 and 500 words for the question you have chosen.

1. You read an advertisement in a newspaper for interested and qualified people to study at a newly opened University and you have decided to apply for one of the courses offered. Your letter should be addressed to the University Registrar.

Include the following points:

- a. How you know about the University.
  - b. The course you intend to study.
  - c. Assure the registrar that you are going to work hard.
  - d. What you want to become after completing the course.
  - e. Any other relevant points.
2. You are a youth Officer in your area. You have been asked to give a talk to the people of your community on the importance of self help projects. Prepare a speech to be delivered at this meeting.
- 3a. Write an original short story entitled "All work no play".

*OR*

- b. Write an original short story entitled "The celebration".

**End of Question Paper**

**Sample 2**

**MALAWI SCHOOL CERTIFICATE OF EDUCATION EXAMINATION**

**ENGLISH**

**Subject Number: M052/II  
Time Allowed : 1h 10 mins**

**PAPER II  
(40 MARKS)**

**Instructions**

1. This paper contains 2 pages. Please check.
2. Answer one question only.
3. Write your Examination number on top of each page of your answer book.

*Turn over*

**Answer one question only.** Spend the first ten minutes reading all questions and planning your answer to the chosen question. Planning may include writing rough notes. **Cross out your rough notes before you hand in your Answer Book.**

Marks will be awarded for layout language and content. Candidates will be penalized for committing mechanical errors and writing answers that are short and / or off-point.

You are expected to write between 350 and 500 words for the question you have chosen.

1. Write a letter to your local member of parliament to ask him / her to help establish sports and recreation facilities in your area.

You may include the following points among others.;

- a. What kind of facilities you are thinking of.
- b. Why you need them.
- c. How they will help in the life and education of the youth in your area.

2. You are in a foreign country and you have been asked to make a speech about your country.

Write a speech to be delivered.

You may include the following points:

- i. Location .
- ii. Historical background.
- iii. Places of Interest.
- iv. Standard of living .
- v. People and Customs.

3. Write an Original Story entitled, "A day to remember."

**End of Question Paper**

**Sample 3**

**MALAWI SCHOOL CERTIFICATE OF EDUCATION EXAMINATION**

**ENGLISH**

Subject Number: M052/II

Time Allowed : 1h 10 mins

**PAPER II  
(40 MARKS)**

**Instructions**

1. This paper contains 2 pages. Please check.
2. Answer one question only.
3. Write your Examination Number on top of each page of your Answer Book.

*Turn over*

**Answer one question only.** Spend the first 10 minutes reading all questions and planning your answer to the question chosen. Planning may include writing rough notes. Cross out your rough notes before you hand in your Answer Book.

Marks will be awarded for layout, language, and content. Candidates will be penalized for committing mechanical errors and writing answers that are short and / or off-point.

You are expected to write between 350 and 500 words for the question you have chosen.

1. Your district has been hit by heavy rains resulting into serious damage to property and crops.  
Write a report to the District Commissioner requesting for assistance.

In your report include the following points:

- a. location of the area affected.
- b. When and for how long the rain fell.
- c. How big the affected area is.
- d. The extent of the damage.
- e. Assistance needed.

(40 marks)

2. Your school lacks a building block to be used as a school library and a computer laboratory.  
The chairperson of a non-governmental organisation is coming to your school to assess the situation and has asked to meet members of staff and students. As a Head Prefect, write a speech to be delivered on the occasion.

In your speech include the following points:

- a. welcoming remarks to the visitors.
- b. Reasons why the school needs a computer laboratory and school library.
- c. What the school has done in an attempt to address the problem.

(40 marks)

3. Write an original story entitled "No man is an Island".

(40 marks)

**End of Question Paper**

**COMPOSITION REFERENCE**

1. Donald Pharr & Santi V. Buscemi (2005)  
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2. Clare west (2005) Recycling Advanced English Revised Edition.  
Georgian Press.
3. Marriam Barry - Success International Revised Edition English Skill for  
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4. Ruby Level (2001) writing and Grammar Communication in Action.  
Prentice Hall.
5. John Reynolds (2008) Caribbean English A. Hodder Education.
6. Independent Schools Association of Malawi Workshop, ISAMA 2011.
7. New English Secondary Students Book 3 & 4 Shimmer Chinodya.
8. Secondary English Book 3 & 4.
9. Brown Mkhwayi (2008) - MSCE Writing.
10. W. Ross Winterowd, Patricia Y. Murray - English writing and skills  
(1985) Coronado Publishers, inc
11. Mc Dougal Little - Basic skills in English (1989) Mc Dougal, Little and Company.

**COMPREHENSION PART III**

Comprehension is an exercise that train students to understand a particular language by answering questions from a given passage.

Students who read widely have upper hand on comprehension tests than those who do not.

**TYPES OF COMPREHENSION PASSAGES**

1. **Imaginative passages**
  - These are usually extracts from a fiction.
  - Handling passages of this nature, candidates need to understand what the author is talking about. How the words, phases have been used and their meaning in the author's world.
2. **Factual/practical passages**
  - These are passages which deal with facts for instance a report, history, research findings etc.

### **STEPS IN DEALING WITH THE COMPREHENSION PASSAGE**

- Read the whole passage carefully and understand it.
- Take note of difficult words and terms that have been used in the passage.
- Try to come up with their meanings according to the passage without using the dictionary.
- go through the questions and understand the questions and what you are required to do.
- Answer the questions.

### **ANSWERING COMPREHENSION QUESTIONS**

- Use own words i.e. do not copy full statements for the passage, if anything only catch words can be picked.
- Think twice before you answer the question to avoid changing answers.
- Write clearly and neatly.
- Do not copy down the question. Write answers only either in a full sentence or phrase depending on the nature of the question.
- Make use of the blank spaces, answers should not overflow the given blank spaces.

### **GUIDELINES ON QUESTIONS**

| <b>Question phrase</b> | <b>Meaning/Requirement</b>   |
|------------------------|--|
| Where.....?            | <ul style="list-style-type: none"> <li>• Asks for a specific place.</li> <li>• Such questions have one mark.</li> <li>• Answer them briefly e.g. Kaitano Village.</li> </ul>                               |
| Why.....?              | <ul style="list-style-type: none"> <li>• Asks for a reason.</li> <li>• Such questions have two marks.</li> <li>• Give a reason in a full sentence.</li> </ul>  |
| Explain                | <ul style="list-style-type: none"> <li>• Means tell somebody something in a way that makes it easy to understand.</li> <li>• Such questions have two marks and two lines are given.</li> </ul>             |
| How.....?              | <ul style="list-style-type: none"> <li>• Means in what way or manner.</li> <li>• This question is also usually given two marks and two lines to fill.</li> </ul>   |
| What.....?             | <ul style="list-style-type: none"> <li>• Asks for a particular information about somebody or something, asks the thing or things etc.</li> <li>• The question is given two marks and two lines.</li> </ul> |
| Describe               | <ul style="list-style-type: none"> <li>• Means to say what something or somebody is like.</li> <li>• The question is given two marks and two lines.</li> </ul>   |
| Suggest                | <ul style="list-style-type: none"> <li>• This is an opinion question in which candidates put forward an idea or plan for other people to think about.</li> </ul>   |
| In what way            | <ul style="list-style-type: none"> <li>• The question demands the means in which something was/is done.</li> <li>• This has three marks and three lines.</li> </ul>  |
| Give                   | <ul style="list-style-type: none"> <li>• Means provide.</li> <li>• Candidates are required to provide information.</li> </ul>  |

|               |  |
|---------------|--|
| Mention.....? | <ul style="list-style-type: none"><li>Means to write or speak about something/somebody without giving much information.</li></ul>            |
| Outline       | <ul style="list-style-type: none"><li>Means giving a description of main facts or point involved in something.</li></ul>                     |
| Identify      | <ul style="list-style-type: none"><li>Requires candidates to recognize something/somebody and be able to say who or what they are.</li></ul> |
| List          | <ul style="list-style-type: none"><li>Write items in a particular order.</li></ul>   |

**SECTION B (40 MARKS)**

**COMPREHENSION**

- 2. Read the following passage carefully and answer all the questions that follow.**

**COMPREHENSION PASSAGE 1**

**The day I was late for school**

As I was standing in the queue this morning, I opened my schoolbag to get out my bus ticket. Then I noticed that my school assignment was not there. The deadline for it was the first thing this morning! I was sure that I had put it in my schoolbag last night! Had Chikumbutso, my three-year old sister taken it from my bag. I hate to think what she might have done with it!

I raced home and found that my assignment was lying on the bookshelf in my bedroom. By this time I would have certainly missed the bus. I would be late and would not be able to submit my assignment on time. The teacher would be very angry.

My mother kindly offered to give me a lift to school. I was very happy about that. Apparently, a dog had run straight out in front of the car. Suddenly a car in front of us stopped abruptly. The driver had swerved but had not been able to miss the dog completely. Mother nearly ran into the back of the car.

Fortunately, the dog was not badly hurt, but it needed to be seen by a vet. The driver of the car had to catch a train to Blantyre City but my mother offered to take the dog. I was very sorry for the dog.

The vet said that the dog would be fine. He kept it in his surgery. That gave mother chance to take me to school. I was over an hour late!

Luckily, mother explained the situation to the head teacher who was very sympathetic about our adventure with the dog. I did not get into trouble.

**Questions**

1. What has made the persona in the passage late for school?

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(2 marks)

2. Explain what Chikumbutso could have done to the assignment?

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(4 marks)

3. There is a sign of relief to the speaker in the passage. Explain

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(4 marks)

4. Describe the sad event that has occurred amidst excitement.

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(4 marks)

5. Explain how the anxiety is solved in the story.

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(2 marks)

# **Mastering Senior Certificate English**

6. Summarise the whole passage in your own words. The summary should be between 60 and 70 words. (10 marks)

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## COMPREHENSION PASSAGE 2

### Children and the Television

My parents do not encourage me to watch television programmes. They have a number of reasons for doing so.

They allow me to watch television after supper, because the programmes then are educational. They are very careful about what programmes I watch. They certainly would not want me to watch any programmes that have anything violent in them. They believe that watching violent actions on television likely makes children become violent.

Besides, they believe that too much watching of television programmes is bad for children of my age. Another thing that worries them is that children can hardly have the chance of taking physical exercises. As a result, they become unhealthy. My parents also think that this habit might prevent children from either studying or doing their homework.

I understand my parents' point of view. I realize that too much watching of television is a bad habit for school children they are unlikely to manage time properly for their education.

### Questions

1. Describe the reasons why the persona's parents do not encourage him/her to watch television programmes.

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(4 marks)

2. Which programmes is s/he accepted to watch?

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(2 marks)

3(a) Apart from watching television programmes what other activities are they not allowed to undertake?

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(2marks)

(b) State the consequences of the above.

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(2 marks)

(c) What are the parents' arguments on the activity in 3(a)?

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(2 marks)

4. The persona seems very understanding. Explain?

\_\_\_\_\_

(4 marks)

5. Summarise the passage in your own words. Using between 40 to 50 words.

(10 marks)

**COMPREHENSION PASSAGE 3**

**The Reporter**

Reporters are people who collect information about important or interesting events. They write articles about important events for newspapers. Besides, they give news reports on radio and television programmes.

Reporters make an effort to collect the information personally by travelling to places where the events take place. Sometimes they write notes in their notebooks. In some cases, they use tape recorders to record the information.

They often give facts in relation to the events which take place in various areas of the country. Besides, they give their own comments or views on the events. They sometimes quote what people associated with the event have said. This makes a piece of news very interesting to readers or listeners.

Reporters write about different kinds of news. Sometimes reporters write about local events. Whereas in certain cases, reporters write about tragic events such as fatal road accidents, murder and armed robbery.

They sometimes risk their lives to collect the news. This is particularly true of reporters who are sent to parts of the world where there are wars.

Reporters do quite a valuable and commendable job. It is important to know about what goes on in the community and in the world as a whole. If it were not for reporters, we would not have the chance of knowing about what we learn from newspapers, radios and television.

Questions

1. According to the passage describe the <sup>3</sup>  
~~3~~ duties of the reporter.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

2. List down the <sup>(3)</sup> tools of the reporter who is on duty.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

3. Describe three aspects that make news interesting.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

(6 marks)

4. Mention any two types of news.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

(4 marks)

5. Why is journalism a risky profession?

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(2 marks)

6. What are the <sup>(3)</sup> importances of reporters in the country?

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

(6 marks)

7. Summarise the passage in your own words. Use between 40 and 50 words.

(10 marks)

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### Comprehension Passage 4

Read the following passage and answer the questions that follow.

For many years I have been working with the people especially in the rural areas. I have done all I could to give them hope and change their lives. Much of that work was through the village bank, in the form of microcredit.

In my experience with microcredit and the village bank I have generated another idea. I have been observing that many poor people remain poor. This is so because they do not do business. Business is not only the enterprise that makes a lot of money and profit. One can create business with an aim of helping other people to create a new world to them that will allow them to see life in a different dimension.

It is wrong to think that the government will take all the responsibilities fending for the people.

People should also be trained in social business other than making personal profits and enrich themselves. Though their meagre resources they should be trained to solve social and environmental problems.

This business employs workers, creates goods and services and provides a prize to the customers.

The aim of the business is not to make any profit but is cause driven and act as change agent at the same time it retains the capital invested .

One wonders 'what sort of business' can this be?

It can be a business that recycles garbage sewage and other waste products that would otherwise generate pollution in the poor powerless neighborhoods.

Alternatively, it can develop renewable energy systems and sells them at reasonable prices to the rural communities who could not afford access to energy.

**Questions**

1. According to the author what makes poor people remain poorer?

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(2 marks)

2. Explain the main type of business described in the passage.

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(3 marks)

3. What is social business from the passage?

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(2 marks)

4. Outline the examples of business outlined from the passage.

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(6 marks)

5. What are the meanings of the following words;

i. Change agent \_\_\_\_\_

ii. Cause driven \_\_\_\_\_

iii. Meagre \_\_\_\_\_

6. Suggest the title of the passage.

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(2 marks)

7. write a summary of the passage in your own words use between 60 and 70 words.

(10 marks)

**COMPREHENSION PASSAGE 5**

**Some Interesting Facts About Animals**

Have you ever noticed that animals are very much different from each other? I do not mean in size only, or in colour only, but in their habits, such as eating and drinking. Some drink as we do, and others drink quite differently. Some eat both flesh and bones, some eat nothing but grass and soft vegetables. Some have their eyes looking straight forward like our own, and others have their eyes placed so that they can only look sideways. Have you ever seen a bird looking at something on the ground? Sometimes it does not look straight at it but has to put its head on one side and look out of one eye.

Watch a dog drinking. It puts out its tongue and dips it into the water. Then it curves it into the shape of a cup and throws the water backwards into its throat. A horse does not drink in that way at all. When a horse drinks, it closes its lips quite tightly and places the whole of its mouth under water so that no air can get in. The horse then quietly draws up the water until it has a mouthful. When its mouth is full, the horse passes the water slowly down its throat. You can see its throat moving as the water goes down inside, just as a man's throat moves when he drinks. Very few birds can drink like that. Most of them drink as a chicken or a sparrow does. A chicken picks up a little water in its beak, throws up its head, and let the water run down inside, without moving the throat at all.

Another way in which animals are different is in their bravery. Some are very brave and others are not brave at all. In fact, several wild animals are cowards. They fear that bigger animals will kill them. Lions and tigers are very dangerous, for they are strong, powerful and do not fear any other animal, except perhaps the elephant. With a blow of its paw, a lion or a tiger can break the bones of most other animals. The animals known as deer are very much afraid of tigers, for tigers live on the deer.

Of course, animals differ a great deal in size. The largest animal in the world is the whale. It is larger even than an elephant. Whales are very interesting animals, for although they live in the sea, they are not fish. They can swim and dive like fish, but they do not breathe like fish, under water.

Of course, a whale can hold its breath for a very long time, and it can swim under water for a very long way, but sooner or later it comes up top of the sea and puts its head in the air to breathe. There are many different kinds of whales, and most of them are very large indeed. Some of them have mouth as huge that three or four people could stand inside one whale.

Some people think that all wild animals are dangerous. Note that a lion sometimes avoids a person unless it is very angry. Some animals are frightened if they only smell a person. Some wild animals only attack hunters when they are afraid that the hunters intends to shoot at their young or at them. This makes the animas angry and eventually attack hunters.

**Questions**

1. Several wild animals are dangerous. Name some of them.

i. \_\_\_\_\_  
ii. \_\_\_\_\_  
iii. \_\_\_\_\_  
iv. \_\_\_\_\_

(4 marks)

2. State four ways in which animals are different from each other.

i. \_\_\_\_\_  
ii. \_\_\_\_\_  
iii. \_\_\_\_\_  
iv. \_\_\_\_\_

(8marks)

3. Lions and Tigers are the most feared animals. What makes them fear elephant?

\_\_\_\_\_  
\_\_\_\_\_

(4 marks)

4. Describe the difference between fish and whales.

\_\_\_\_\_  
\_\_\_\_\_

(4 marks)

#### 5. What makes most animals attack people?

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(2 marks)

6. write a summary of the passage. Use between 70 and 80 words.

(10 marks)

**COMPREHENSION PASSAGE 6**

**Healthy Eating**

Most of us would like to live a long and healthy life. Doctors tell us that, in order to do so, we should eat a healthy diet. Very often, we ignore this piece of advice.

In more developed countries, there is no shortage of food. However, some citizens may suffer from a form of malnutrition. This is something that we are accustomed to associate with poor countries, which regularly suffer from famine caused by practising poor farming methods and over population.

The problem in the developed countries may be that some people eat food which is far from being nutritious. In addition, the food may be lacking most of the vitamins essential to health. As a result of our busy way of life, the people rely too much on convenience foods; not setting aside time to prepare a nourishing meal for themselves. Instead they buy something from the supermarket shelves or freezers and put it in the microwave.

Even when people decide to eat in a restaurant, many people decide being served instantly because they seem having insufficient time to wait for the food to be prepared thoroughly. It is for this reason that there are some restaurants which serve fast foods in the city of Blantyre. Unfortunately, much of this food is also junk food. As a result, many children in a number of families have become addicted to this, thereby refusing to eat healthier alternative food.

Generally, people eat food which is not whole food. Ideally, we people should eat more cereal products in order to increase our intake of fibre, since there is some evidence that reduces the risk of certain cancers. Antioxidants too, are thought having some effect in preventing cancer. These are found in significant quantities in fruits and vegetables.

Previously, it was considered important to eat plenty of eggs and dairy products in order to become healthy. Such foods are known to be high in cholesterol, which can be a contributory factor in developing heart disease.

Fashions in healthy eating seem to have changed. However, the message remains the same. Be mindful about what you eat!

**End**

**FOR YOUR INFORMATION:**

- **Junk food** is the one that is quick and easy to prepare, but often contains a lot of fats and is not very nutritious.
- **Wholefood** is the one which has been refined or processed very much and so has none of its goodness removed and does not contain artificial substances.

**Questions**

1. What is the secret of living a healthier and longer life?

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(2 marks)

2. What are the causes of food scarcity?

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(4 marks)

3. Describe the effects of food insufficiency.

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(2 marks)

4. State two reasons why people prepare food which is not nutritious?

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(4 marks)

5. Why do some restaurants specialize in serving fast foods?

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(3 marks)

6. Mention three foods that reduce the risks of cancers.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

(6 marks)

7. Describe the effects of taking foods which contains cholesterol.

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(2 marks)

8. Summarise the whole passage in your own word. The summary should be between 70 and 80 words.

(10 marks)

**COMPREHENSION PASSAGE 6**

**The Dangers of Passive Smoking**

Recent research has revealed that passive smoking, even over a short period of time, such as thirty minutes, can temporarily damage a non-smoker's heart. Experts have been warning for sometime of the health risks caused by inhaling the smoke from other people's cigarettes, but the average person does not yet seem to be aware of these.

People in most countries are now quite well-informed about the dangers of smoking, whether or not they choose to act on the information and stop smoking. They know, for example, that smoking can lead to respiratory diseases, including serious diseases, such as lung cancers. However, their knowledge of the consequences of passive smoking seems being very limited.

Most people who do not smoke regard smoking as an antisocial habit, which causes them some discomfort, rather than as a danger to their health. They may object to a smoky atmosphere, dirty ash trays, or the mess made by smokers dropping cigarettes ash or discarding cigarette butts. They may always sit, where possible, in no-smoking areas of restaurants or other public places. Many of them do not yet realize that being in the company of smokers can make them actually ill. Yet, it has been known for some years that passive smoking can, to a lesser extent, cause the same respiratory diseases that smoking tobacco leads to. The sufferers from asthma often find that their condition worsens in an atmosphere that is thick with cigarette smoke.

Smokers, who are concerned about their health, can try to kick the habit, which is one of the most common forms of addiction. To do so, they may rely on their will power or wear nicotine patches. Other people, however, can do little but avoid the company of smokers, especially those chain smokers.

If you want to avoid the risks of passive smoking, you can take some simple pre-cautions. You should always avoid the smoking areas of public places and ban smoking in your home. Besides, you can tactfully ask your friends not to light up in your presence. Who knows? They might just start worrying about their own health.

**Questions**

1. Explain the meaning of passive smoking.

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(2 marks)

2. What are the dangerous of passive smoking?

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(4 marks)

3. Describe reasons why the non smokers regard smoking as anti social?

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(2 marks)

4. Name the group of people which is greatly hit by passive smoking.

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(2 marks)

5. Explain the meaning of the following words and phrases as used in the passage.

i. kick the habit \_\_\_\_\_

ii. Nicotine \_\_\_\_\_

iii. Addiction \_\_\_\_\_

(6 marks)

6. List down preventive measures of avoiding the dangers of passive smoking.

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(4 marks)

7. Summarise the whole passage in your own words. The summary should be between 60 and 70 words.

(10 marks)

**COMPREHENSION PASSAGE 7**

**Using a Dictionary**

In addition to giving definitions of words, thus helping us to find their meanings, a dictionary can give us a great deal of useful information. If we have a good dictionary, for example, there is no need for us to make spelling mistakes in writing our letters and compositions. All that we have to do if we are not sure of the spelling of a word is to look it up in the dictionary, and in it we will find the correct spelling.

Another way in which a dictionary can help us is by indicating the pronunciation of a word.

This information is especially useful in learning English. In most African languages the spelling of words is regular. Each letter usually stands for one sound and one sound only is represented by one letter or group of letters and one only. But in English, this is not so. Each letter has several sounds. Think of 'o' in hot, women world, port and so on. Besides, each sound may be represented by more than one letter or group of letters. Think of the rather difficult 'er' sound in words such as learn, bird, worm, kernel, turn and so on. This means that the spelling of a word is not at all a reliable guide to its pronunciation. In fact, if we follow the spelling in trying to pronounce unfamiliar words, we will make a lot of mistakes and no one will understand what we mean.

The best way of making sure of the pronunciation of an unfamiliar word is simply to look it up in the dictionary and follow the pronunciation guide given there. In most dictionaries, you will find two aids; guide to the pronunciation of the sounds, and a guide to the stress or weight to be put on each sound or group of sounds.

The pronunciation guide varies from one dictionary to another, but nowadays more and more dictionaries use some form of phonetic spelling. This will be familiar to many of you, because it is similar to the kind of spelling used for African languages whatever system is used, it is explained in the notes at the beginning of the dictionary.

The most usual way of indicating stress or weight is to put a stress mark ( ' ) before that part of the word which carries the strongest stress. For example:

**Disasters**                   **disciples**                   **courage**                   **coward**

In a very long word, there is very often a secondary or less important stress, as well as a main stress. For example:

,reproduce ,scientific

Compound words or words made up from other words sometimes have two main stresses, one for each part of the compound word. For example:

sewing - machine hand-made writing - desk

In speaking, it is very important to put the stress in the right place. If we don't, we will be either misunderstood at all.

## Mastering Senior Certificate English

### Questions

1. State five uses of the dictionary

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

(5 marks)

2. Dictionaries can offer two main guiding aspect. What are these?

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

(4 marks)

3. According to the use of dictionaries explain the meaning of stress

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(2 marks)

4. Give the meaning of the following words;

- i. pronunciation: \_\_\_\_\_
- ii. Compound word: \_\_\_\_\_

(4 marks)

5. Find out from your dictionaries the difference in meaning between the words in this pairs

'refuse and refuse'

6. Summarise the passage using your own words. Use between 70 and 80 words.

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(10 marks)

**COMPREHENSION PASSAGE 8**

**The sea**

There is much more water than land on the surface of the earth. In fact, the sea and ocean cover nearly four-fifths of the whole world, and only one fifth of it is land. If you travelled over the earth in different directions you would have to spend much more of your time travelling in water than moving on roads. We sometimes forget that for every kilometer on land there are four kilometers in water. There is so much water on the surface of the earth that we have to use two words to describe it. We use the word 'seas' to describe those parts of the water surface which are only a few hundreds of kilometers wide, and the word 'ocean' to describe the huge pieces of water which are thousands of kilometers wide and very deep.

Seas do not separate countries and continents. They simply join them. A sea such as the Mediterranean Sea provides an easy way of travelling from one country to another. Ships frequently cross the seas of the world in all directions. Oceans are not like that. Oceans have been used for travelling and trading and provide the shortest routes across.

For this reason, the shortest routes across the ocean from one continent to another are well-known indeed.

## Questions

1. What is the difference between the sea and the land?

\_\_\_\_\_ (4 marks)

- ## **2. Describe the importance of the seas.**

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(3 marks)

3. Oceans are also vital. Explain.

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\_\_\_\_\_ (2 marks)

- #### **4. Assess the composition of the earth.**

\_\_\_\_\_ (2 marks)

5. Summarise the passage in your own words. (10 marks)

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**COMPREHENSION PASSAGE 9**

**The person I admire most**

The person I admire most is late Nelson Mandela. He was one of the world's most successful freedom fighters. He succeeded in doing away with the policy of apartheid which greatly discriminated against black people in South Africa.

He joined the African National Congress (ANC) in 1943 and from then conducted an anti-apartheid campaign against the government. In the mid-1950's the government passed even stricter apartheid laws. These stated that black people were allowed to live and work only in certain areas. Mandela stepped up his anti-apartheid campaign and in 1960 the ANC was banned.

Mandela was a threat to the government and it was determined to get rid of him. By doing so the government hoped also to get rid of black resistance to apartheid. In 1964, he was sentenced to life imprisonment for political offences against the government.

There was a great deal of international sympathy for Mandela and many countries increased the sanctions which they had already imposed on South Africa. Mandela's wife, Winnie organised an international campaign for his release.

Mandela's health declined and the new president of South Africa, F.W. de Klerk, who was in favour of more liberal policies, lifted the ban on the ANC in 1990. He then ordered the release of Mandela. Mandela sought international help to persuade de Klerk to abolish apartheid completely. In 1993 both men received the noble peace prize.

In May, 1994, there was a general election in South Africa in which all races were allowed to vote for the first time. The ANC won and Mandela was declared the first black president of South Africa. It was a triumph for him, for the black people of South Africa and for freedom and equality.

I admire Nelson Mandela very much. He was a very brave man who endured much personal pain for the sake of others.

**Answer the following questions**

1. Describe Mandela's life time achievement.

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(2 marks)

2. What evil the apartheid regime committed in South Africa?

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(4 marks)

3. What threat Nelson Mandela posed to the apartheid regime in South Africa?

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(4 marks)

4. Describe the role played by Mandela's better half in his release.

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(2 marks)

5. Why Mandela and De Klerk were given Nobel peace award?

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(4 marks)

6. State two reasons why the author particularly admire 'Nelson Mandela'.

- (i) \_\_\_\_\_  
(ii) \_\_\_\_\_

(4 marks)

7. Give the meanings of the following words from the passage;

i) apartheid \_\_\_\_\_

ii) impose \_\_\_\_\_ (2 marks)

(2 marks)

8. Summarise the passage in your own words. The summary should be between 70 and 80 words.

## COMPREHENSION PASSAGE 10

### Is TV Good or Bad?

There are many people who think that television is a bad thing. As is the case with many things, television has its good points and bad points.

Some people think that one of the bad points about television is the amount of violence that occurs in some of the programmes. They are worried that these have a bad effect on children, who might be tempted to copy some of these violent acts.

If children do react like that, it is not all the fault of the programme makers. Children are often allowed to watch programmes that are not really suitable for them. Parents should be more careful about what they let their children view.

Another disadvantage of television is that it has had a bad effect on people's social habits. In many cases, television has replaced hobbies such as reading and playing indoor games and has even prevented family members from having conversations with each other. Often people even eat their meals while watching the TV.

It is really unfair to blame television for this. People should limit their viewing to programmes that really interest them. They should not watch it all the time.

Whatever the disadvantages of television, it has many advantages. Television provides us with a wide range of information that we would otherwise not have access to. We have a great many news programmes and programmes about what is going on in the rest of the world. This makes television a very important informative and educational tool.

Television has a social advantage as well. It can stop people from feeling lonely. People who live alone and have few friends often find TV a great comfort.

There are good things and bad things about television. The most important thing about it is that we should learn to use it sensibly.

## Questions

- a) What is the basis of people's views against television?

\_\_\_\_\_ (4 marks)

- b) How can parents mould their children to be responsible people?

(4 marks)

- c) Mention the social effects of television.

\_\_\_\_\_ (4 marks)

- d) Explain any two positive impacts of television.

(4 marks)

- e) Assess the social positive effects of television on viewers.

\_\_\_\_\_ (4 marks)

- f) Give meanings of the following words as used from the passage;

i) access

ii) Sensibly \_\_\_\_\_

(4 marks)

- a) Summarise the passage in your own words. The summary should be between 60 and 70 words.

(10 marks)

## COMPREHENSION PASSAGE 11

### Safety First

A great many deaths occur as a result of accidents. Accidents are also responsible for a lot of injuries, both serious and minor. In many cases, the accidents could have been prevented if people had just been a bit more careful. Not many of us think about safety.

Take road accidents, for example. The police say that many on our roads in Malawi are caused by people driving vehicles too fast. Drivers should observe the speed limits and make our roads a safer place for all of us.

The police also say that the number of accidents could greatly be reduced if drivers concentrated more on their driving. Too often, drivers are thinking about work problems, talking to passengers while driving, talking on a mobile phone or eating a snack. In some countries, it is illegal talking on a mobile phone while driving, but some drivers ignore this law.

Pedestrians should also take care on the roads so that they do not cause road accidents. It is advisable they cross at a pedestrian crossings. In some cities such as Blantyre, pedestrians use flyovers, for example, one which is at the Independence Arc and another near Queen Elizabeth Central Hospital in the Chipembere Highway. When there are no pedestrian crossings and flyovers, pedestrians should look both ways before crossing the road. Many children just rush across the roads without paying attention.

There is, unfortunately, quite a high accident rate among cyclists on the roads. They can help to prevent many of these accidents by making themselves visible to motorists. For example, they can wear bright clothings and something reflective enough that can be seen in the dark. In order to lessen the effects of any injury, cyclists should always wear protective helmets.

It is not only on the roads that we should think about safety. Many accidents around the home could be prevented if we take care. Indeed, safety first should be our motto all the time.

**Questions**

- a) Explain how drivers can make our roads safer for people.

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(2 marks)

- b) State three major causes of road accidents.

i) \_\_\_\_\_

ii) \_\_\_\_\_

iii) \_\_\_\_\_

(6 marks)

- c) How can pedestrians reduce accidents occurrence?

i) \_\_\_\_\_

ii) \_\_\_\_\_

iii) \_\_\_\_\_

(6 marks)

- d) Describe how cyclists contribute to road accidents.

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(4 marks)

- e) Explain the meanings of the following words and phrases as used in the passage.

i) safety \_\_\_\_\_

ii) flyover \_\_\_\_\_

iii) lessen \_\_\_\_\_

iv) helmet \_\_\_\_\_

v) "safety first" \_\_\_\_\_

(10 marks)

## Safety first

- f) Write a summary of the passage using between 70 and 80 words.

(12 marks)

**COMPREHENSION PASSAGE 12**

**Swimming and diving**

It is very useful to know how to swim. Swimming is a valuable sport because a person who can swim is able to save himself or herself, as well as other people, from drowning. Being able to save lives is only one of the advantage of learning to swim. There are other advantages besides saving lives. For example, when people are swimming in the sea, they are getting a very good exercise. Generally , swimming is a kind of exercise that does not cost any money.

It is not easy to learn how to swim. It is for this reason that usually most beginners are a little afraid at first , but later on they become braver and braver and are able to swim with ease. After a lot of practice, people can swim half a kilometre or even further into the sea. The more they practice, the further they can go.

Good swimmers often amuse themselves by diving. Diving is very useful as well as very amusing. It is very amusing to watch good divers. They jump into the air, turn round and round, touch their toes and do all sorts of things. Sometimes they dive into the water with the head first or feet first. When they dive feet first, they often hold their noses. Diving can be very useful too. If a valuable article is dropped into the water by accident, a good diver can get it back.

If there is no one living near, who can teach you the correct way to swim, to dive and to save life, buy a book which you can use to teach yourself.

**Questions**

1. Why is it necessary to know how to swim? State two reasons.

- i. \_\_\_\_\_  
ii. \_\_\_\_\_

(4 marks)

2. What is the importance of diving?

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(2 marks)

3. State two ways in which people can learn swimming.

- i. \_\_\_\_\_  
ii. \_\_\_\_\_

(4 marks)

4. Describe the meanings of the following words as used from the passage;

- i. Swimming \_\_\_\_\_  
ii. Diving \_\_\_\_\_  
iii. Valuable \_\_\_\_\_  
iv. besides \_\_\_\_\_

(8 marks)

5. How can a swimmer manage to cover a long distance?

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(2 marks)

6. Summarise the passage in your own words. Use between 50 and 60 words.

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(8 marks)

**COMPREHENSION PASSAGE 13**

**Closure of Zangazanga Bookshop**

Book lovers will be sad to hear that the owners of Zangazanga Bookshop have announced its closure. The family-owned bookshop has been selling books in the city of Blantyre for more than ten years.

Mr. Mafuleka said last night, "We have to close because of financial circumstances. It is Hobson's choice. We have fought tooth and nail to keep the shop open, but our efforts have been unsuccessful. Now we have decided that enough is enough.

"Bankruptcy has been staring us in the face for some months and we wanted to act before we had to call in the receiver. It goes against the grain to accept defeat, but we must acknowledge that we have reached the end of the road."

"This is by no means the first time that we have been in a tight corner, but on previous occasions we were able to see some light at the end of the tunnel and managed to cope until things improved financially. This is not the case today. The future holds little hope of improvement."

'A few years ago we would have had no difficulty selling either the business or the building. Now, after many months, we have given up trying to find the buyer for the business and the building, but it is still on the market. There is simply no demand for a commercial property.

"I am afraid that this will be the shape of things to come for the town. People prefer to shop at the shopping complexes out of the city where there is plenty of parking space and where they get a large selection of goods in a relatively small area. At the same time, the cost of maintaining property in the city centre is going up and up. City centre shops are facing a very uncertain future and I fear that several of them will soon be in the same positions as we are today."

Wellington Phiri, a representative of the local chamber of commerce, agrees wholeheartedly with what Mr. Mafuleka said. "This is a sad day for the city," he commented, "and it could well be the thin end of the wedge. With parking facilities in the city centre becoming more and more limited, more and more people are choosing to go out of the city to do their shopping. Sadly, it appears that high street shopping is in danger of becoming past its sell-by date and something must be done quickly to ensure that there isn't a general exodus of shop-owners from the high street. It would be extremely bad for the city to be left with whole rows of empty shops along its main street."

## Exercise

1. Who could be saddened by the closure of the shop?

2. What was the reason for the closure of the shop?

3. How did the owner of the shop fight tooth and nail to try and save the shop?

4. What were the two reasons for the poor sales faced by the owner of the shop?

5. Explain this expression in your own words: it is Hobson's choice.

6. Summarize the passage in your own words. Use between 70 and 80 words.

**COMPREHENSION PASSAGE 14**

**SPEECH MAKING**

Are you scared of speaking before a large audience or even making a few suggestions in public? This should not be something to worry about. You will be able to make effective speeches in public some day.

Perhaps the important step is to be sure of what you are going to say. This sounds obvious enough, but it is amazing how many people get up to speak when, in fact, they have very little to say. After one inconsequential point, they discover they have run out of ideas. So to ensure you can speak well, get enough points to speak about, examine them in depth and digest them thoroughly. The more points you have, the more conversant you are with them, the more confident you will be.

How do you present your speech? Certainly before you begin, you will be a little uneasy. Even the most experienced speaker feels the same way before beginning his speech. To overcome this, do not rush headlong into the task. Rather, it pays to breathe in and out, heavily, deeply and calmly. Then begin the speech, slowly, calmly, carefully, with a clear and confident voice. This is when you are going through the salutation. "The guest of honour, distinguished ladies and gentlemen...." By the time you finish this and go through the usual point of stating that it gives you the courage. You should then be sufficiently calm to continue making the speech.

Somewhere in course of making your speech you should introduce flavor into what you are saying. So, you should inject some humorous remarks once in a while. Note that you can not introduce humour indiscriminately. Otherwise you might sound like a jester. Experienced speakers often introduce humour early in their speeches, presumably to ease the tension in the hall. But each jokes must be brief purposeful and closely related to the point.

Many speakers are scared by the countenance of the listeners. Indeed, not all their looks are friendly. However, there are bound to be a few friendly ones, and it is advisable to take note of them. Looking at the friendly faces keeps you at ease.

You are advised to write out your speech in full after that read it several times before the day. You could get a friend to criticise your delivery.

Do this several times until you can almost recite it. You should not memorise it, because you could forget vital areas due to anxiety. Writing out and practising the speech would make you much familiar with the context, indeed with almost every word.

Speech making is an art. Which is true that some are gifted in speech making, it is right to say that any one who doesn't suffer from speech handicaps can learn to deliver effective speeches.

**Questions**

1. List down three strategies in speech making.

- i. \_\_\_\_\_  
ii. \_\_\_\_\_  
iii. \_\_\_\_\_

(6 marks)

2. Explain one method to overcome tension before speaking to a group of people.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(2 marks)

3. Describe how the speech can sound live and interesting.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(2 marks)

4. Give a reason why it is advisable to look at the friendly audience in the course of public speaking?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(2 marks)

**Mastering Senior Certificate English**

5. How can one prepare for a speech. State three ways?

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

(6 marks)

6. Give meanings of the following as used from the passage;

- i. effective \_\_\_\_\_
- ii. amazing \_\_\_\_\_
- iii. humour \_\_\_\_\_
- iv. countenance \_\_\_\_\_

7. Summarise the passage in your own words. Use between 70 and 80 words

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(10 marks)

**COMPREHENSION PASSAGE 15**

**Read the following passage and answer the questions that follow.**

Exactly on September 7, 1964 Cabinet Ministers were in Orton Chirwa's house discussing the impending Cabinet Crisis. The Ministers were; Orton Chirwa, D. Yatuta Chisiza, Hon Msonthi, Chokani and Kanyama Chiume. Chipembere had travelled to Canada for a conference.

The first to be called was Honourable Orton Chirwa. It was His excellency Dr. Banda calling. He got his dismissal letter.

The second was Honourable Bwanausi. He got a chop from the cabinet. Bwanausi was followed by Honourable Kanyama Chiume, the minister of foreign affairs. Kanyama got a boot on allegation that he called Dr Banda an imperialist. Kanyama majestically received his letter and drove off.

The dismissal of the three ministers made Honourable Yatuta Chisiza to resign on his own accord. This also encouraged Honourable Msonthi to do likewise but with reluctance and later withdrew it.

Dr Banda called an impromptu meeting with the parliamentarians and asked them to commit their loyalty to him. This was followed by a parliamentary session.

The dismissed ministers arrived and people cheered at them. Kanyama Chiume told the press of the sad news.

When Dr. Banda entered parliament they booed him. This angered him. He accused the dismissed ministers of disloyalty, treason, favouritism, avarice, ambition and the list went on.

The parliamentary hansard which contained too much mention of the applause of the chopped ministers was withdrawn and got revised. The youth league was ordered to spy the dismissed ministers. He never allowed to be asked questions during rallies arguing that the system would pave way to the enemies who would later bring disunity.

Banda became a close ally to the Portuguese fascists in Mozambique. Mr. de Souza built the party's headquarters at Chichiri, as a representative of Salazar. The same man was also awarded a contract to build Malawi Polytechnic. People smelt a rat on this strange relationship.

This was followed by a railway line project that linked Malawi and Nacala. The relationship between Banda and Mozambican leaders kept growing strong.

Malawi young pioneers went to Mozambique to be trained.

**Questions**

1. Name the Minister who was not affected by the Cabinet Crisis and state the reason.

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(4 marks)

2. Explain why Honourable Kanyama Chiume was greatly affected by the cabinet crisis.

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(3 marks)

3. Describe the accusations leveled against the ministers.

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(4 marks)

4. It seems it was customary for Banda to allow question time at the end of each rally. Discuss the reasons why this tendency ended.

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(4 marks)

## **Mastering Senior Certificate English**

5. From the story what shows that Malawi and Mozambique became close friends.

\_\_\_\_\_

(4 marks)

6. Explain the meanings of the following words and phrases as they appear from the passage.

i. imperialist: \_\_\_\_\_  
ii. Booed \_\_\_\_\_  
iii. Smelt a rat \_\_\_\_\_  
iv. a chop \_\_\_\_\_

(4 marks)

7. Give the title of the passage.

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(2 marks)

(2 marks)

8. Summarise the passage in between 40 to 50 words.

(10 marks)

## COMPREHENSION PASSAGE 16

### The importance of Water

Water is an essential part of life. Without water, human beings, animals and plants cannot survive. Water is even more important to people than food. We can live much longer without food than we can without water.

A large part of the earth is covered by water. When we look around, we are likely to see water in the rivers, dams, streams, lakes or in the sea.

Since water is common, we tend to take it for granted. We are used to turning on a tap in our homes and watching water being wasted.

Unfortunately, there is a shortage of water in countries where it does not rain much. This can also lead to a shortage of food because the crops do not get enough water. When the crops wither and die, this causes famine in the countries.

Water is not always safe to drink. Sometimes it contains something that can cause diseases because it has been polluted by sewage from factories. Therefore, has to be treated in some way before people drink it. Unfortunately, not all people can afford to do so.

It is advisable that everyone should have drinkable water. It is for this reason that governments across the world, Malawi inclusive, should make sure that their people have water.

**Questions**

1. From your opinion what are the importances of water?

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(4 marks)

2. List down any four sources of water.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_

(4 marks)

3. Explain how water is wasted?

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(2 marks)

4. Water scarcity can bring a lot of problems. Describe the problems.

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(4 marks)

5. What are the possible causes of water's unsafety?

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(6 marks)

6. Explain how water can be made safe for consumption.

(4 marks)

7. Summarise the passage in your own words. Use between 40 and 50 words.

(10 marks)

# PART IV

# SUMMARY WRITING

&

# NOTE MAKING

### SUMMARY WRITING

- What is summarised at MSCE is the comprehension passage. This is the last question of comprehension.
- Candidates must be conversant with the procedures and skills in summary writing.

#### What is a summary?

A summary is the short statement that gives only the main points of something or events and not the details.

- The aim behind Summary Writing is to test the ability to understand a passage, grasp main ideas and rewrite them in own words.

### SUMMARY WRITING PROCEDURES

1. Read the given passage fully and understand it.
2. Pick out the main points by either underlining them with a lead pencil or write them down.
3. Rearrange the points according to importance.
4. Write the summary.
5. When writing the summary:
  - Link up the points by using linking words.
  - Points should be written in complete sentences.
  - Write in own words, where this is impossible you can not be penalized for using the words from the passage.
  - Write the required number of words, for instance during examinations you are given one of the following word limit; 70-80, 80-90 and 90-100.
  - If the summary is either longer or shorter than required, you will automatically lose marks.
  - Make sure you follow all the rules of grammar and writing.

### SAMPLE SUMMARIES

In the following sample summaries, there is the passage, points, rearrangement and the summary for the passage. However, during the actual examination do not show points and rearrangement just write the final copy.

You are given limited space to do this work. This has been done for illustration sake.

#### EXAMPLE 1

#### MAN RISES FROM GRAVE

#### MALINGUNDE

A man emerged from his grave after being unconscious for 24 hours and his mother and sister died from shock when they saw him, the newspaper "Malingunde rise" reported yesterday.

It said Madeya of the southern Malingunde, had been in a comma after an accident at a grain mill. His family presumed him dead and buried him.

The paper quoted Madeya as saying that when he awoke, he screamed for help for hours. A group of passing shepherds finally heard him and dug open the grave to pull him out.

But their joy was short-lived and real tragedy struck when his mother and sister died instantly from the shock of seeing him alive, 'the paper reported.'

'I wish I had remained 'dead' rather than cause the death of my mother and sister,' a tearful Madeya was quoted as saying.

Madeya told the paper he felt heavy blows to the back of his head when the shepherds were digging up the grave. 'I opened my eyes as if in a dream to see two persons over my head, one telling the other that I was alive, and then I woke up to the noise of other shepherds and the herd.'

The paper did not pinpoint where the incident occurred and no other witnesses were mentioned.

'My experience with horrors of the grave makes me await death any moment, and now spend all my time praying and preparing for my real death,' (Malingunde rise)

#### MAN RISES FROM GRAVE AFTER 24 HOURS

##### Points from the passage

- i. Man resurrected 24 hours after burial. 2
- ii. His mother and sister died from shock. 4
- iii. Madeya S. Malingunde was presumed dead after an accident at a grain mill. 1
- iv. After resurrection, shouted for help and shepherds dug him out. 3
- v. He wished he had remained dead. 5
- vi. He prepares his real death in prayers. 6

##### Points rearrangement

- |     |     |     |   |
|-----|-----|-----|---|
| Let | iii | be  | I |
| I   | be  | ii  |   |
| Iv  | be  | iii |   |
| Ii  | be  | iv  |   |
| V   | be  | v   |   |
| Vi  | be  | vi  |   |

#### SUMMARY

##### Man rises from grave

Madeya of Southern Malingunde got involved in an accident at a grain mill and was buried. After 24 hours, he resurrected and shouted for help. Shepherds dug him out. His mother and sister died from shock and he regretted his resurrection. Madeya now prepares for his real death through prayers.

**EXAMPLE 2**

**KANGAUDE CEREBRATES NEW TEETH**

Chilomoni (Malawi). A 150 year old man in Chilomoni, Malawi, has grown a new set of teeth.

The senior man, Kangaude, said he can crack a walnut with his new teeth.

Kangaude, of the Malawian nationality, had only four teeth when he was 120 years old.

When he got up one morning, he said, he felt new hard objects in his mouth. Days later, the yellow objects turned into white teeth and his four old teeth still remained.

Kangaude was fond of dancing when he was young and got married at the age of 60.

He often goes bathing in the Mudi River. He can still do physical labour. The man is healthy and does not smoke or drink.

**KANGAUDE CEREBRATES NEW TEETH**

**Points from the passage**

- i. 150 year old man, Chilomoni, Malawi, has new set of teeth.
- ii. Kangaude Mwazama.
- iii. Had four teeth at 120.
- iv. He just discovered the new set one morning.
- v. He is health.

**Points rearrangement**

Let      ii    be   I  
          i    be   ii  
          iv   be   iii  
          iii   be   iv  
          v    be   v

**SUMMARY**

**New teeth Bonanza**

Kangaude Mwazama 150 from Chilomoni, Malawi, has grown a new set of teeth. He had four teeth at the age of 120 and just discovered the new set in his mouth one morning. He is in good health.

**PASSAGE 6**

**GIRL RESCUED**

A Malawian girl lived for years with pigs, drinking their milk, crawling and grunting, and when she was finally discovered at the age of nine she had the mental age of a three-year old, a Saopa newspaper reported.

The parents of Masuzo brought her up in a pigsty because of 'special family circumstances' in Chingale, the Saopa daily said without further explanation.

'From a young age, pigs were her companions. She drank their milk, learnt to crawl like a pig, imitated their behaviour, took their habits, eating

Discovered at the age of nine by the authorities, she was put into special care and now three years later, has almost developed a normal personality.

**NOTE MAKING**

**What is note making?**

Note making is the art of reducing a given passage to its simplest form in note form without distorting its core meaning.

It is different from summary writing.

Note making is marked according to note style, brevity, clarity and layout.

**Requirements in note making**

1. Active reading
2. Style/format/layout

**Active reading**

When given the passage, the candidate must read it actively i.e. reading while asking questions concerning the events and the passage. The passage provides the answers.

Active reading helps one to read the passage once and understand it.

Style/format/layout

There are two universally accepted styles;

**STYLE 1**

Title/heading

- I. \_\_\_\_\_ (major point)  
A \_\_\_\_\_  
B \_\_\_\_\_ (main supporting points)  
C \_\_\_\_\_

- II. \_\_\_\_\_ (major point)  
A \_\_\_\_\_  
B \_\_\_\_\_ (main supporting points)  
C \_\_\_\_\_

**STYLE 2**

Title/heading

- I. \_\_\_\_\_ (major point)  
A (main supporting point) \_\_\_\_\_  
1.  
2.  
i.  
ii.  
a. (minor supporting details)  
b.  
c.

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- II. \_\_\_\_\_ (major point)  
A (main supporting point) \_\_\_\_\_  
1.  
2.  
i. (minor supporting points)  
ii.  
a.  
b.

\*

**NOTES**

**Title/heading/subject**

The topic of the passage is extracted from the first paragraph. Fairly tough passages require one to read the whole passage and compound one.

The title must be brief and written at the centre of the page.

It can be written either in capital letters or small letters. When it is written in small letters, it should be underlined.

eg. Importance Of Sense Organs

Or

**IMPORTANCE OF SENSE ORGANS**

**Major points**

- Also called sub headings. These are major ideas highlighted in the passage. They are extracted from the second paragraph and other preceding paragraphs. Major points are picked from the first sentence which is the topic sentence.
- Major points can be numbered using the following options;  
i, ii, iii, iv, etc

Or

A, B, C, D etc

Or

1, 2, 3, 4, etc

- These should be indicated in a vertical arrangement.
- The first letter of the major point/sub heading be capitalized and any proper noun.
- Do not write them in full sentence and do not put a full stop at the end.
- Major points should be underlined if small letters have been used.
- Skip a line or leave space before writing the next sub heading.

**Main supporting points**

- They support major points. They can start with capital letters or small letters.
- Mainly they are examples, descriptions, elaborations etc.
- When Roman/Arabic numerals are used for major points, use alphabetical letters or vice versa.

**Minor supporting points/details**

- They support main supporting points.
- Must be numbered differently from major point and main supporting points.

**Conclusion**

- Normally the conclusion of the note making passage summarises what is already in the body.
- Do not write anything from the concluding paragraph unless if it is the continuation of the main body.

**Brevity**

- This word means brief. Note making requires one to write very brief phrases but must give sense.
- The core meaning of the passage must be preserved.

**Clarity**

The notes must be clear and give meaning to the reading.

**Use of symbols and abbreviations**

Use the symbols and abbreviations which are universally accepted and not your own.

**Abbreviations**

|       |                |
|-------|----------------|
| eg.   | - for example  |
| i.e.  | - that is      |
| gvt.  | - government   |
| sch.  | - school       |
| mw.   | - Malawi       |
| Ltd.  | - limited      |
| co.   | - company      |
| Dept. | - department   |
| ref.  | - reference    |
| Attn. | - Attention    |
| mon.  | - Monday       |
| hr.   | - hour         |
| mins. | - Minutes etc. |

### Symbols

|    |                     |
|----|---------------------|
| =  | - equals            |
| >  | - greater than      |
| <  | - less than         |
| %  | - percent           |
| &  | - and               |
| #  | - number            |
| -  | - dash              |
| X  | - multiplication    |
| :  | - therefore         |
| :: | - because/since etc |

### Using figures

Figures can be used instead of words e.g.

| <u>Figure</u> | <u>Quantity in words</u> |
|---------------|--------------------------|
| 20            | - twenty                 |
| 100           | - one hundred            |
| 1000          | - one thousand           |
| 1,000,000     | - one million            |

### Signal and devices

Main supporting points are introduced by signals and devices such as;

Firstly---, secondly....,thirdly....,etc. or  
That is..., thus.....,also...., finally..., etc.

**EXAMPLE 1**

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

- (i) provide a suitable title for the passage.**
- (ii) give the main points**
- (iii) supply supporting points for each main point.**

Immigration statistics show that a lot of people leave this country to work in other countries such as Republic of South Africa, the United States and England just to mention a few. Again, many people work within our country Malawi. This report explains some of the reasons why people work.

People work for money so that they can be economically secure and independent. When one has acquired enough money it helps specialisation to be very possible. For instance one can do an educational course of his/her choice, do business, create loans for others in form of usury. This will help the money to grow through interests. The creation of work and village banks are very possible.

Security from problems is another reason. People work so that they can be economically independent and that they are not worried of what to eat, wear, access medical attention in the event of sickness and get shelter. When one is working, he/she feels secure from these everyday life problems.

Some people work because of the love of the job not the salary or any other privilege attached to it. Lets say pastoral work, charitable work, teaching, nursing and other forms of work which are not much rewarding but have a greater impact on the lives of others.

Self importance is another reason. There are people out there who work so that they can be praised and fulfill their desire for self-respect. Some people join politics not to serve people but to make a name and history. No wonder such leaders end miserably and instead of making a good history end up making a very bad history.

Last but not least is social satisfaction. Some people work for them to make a difference from those who do not work. Sometimes work tend to bring prestige and high status quo. This is common especially if the person who is working comes from among people who do not work.

Here we are. People work for money, security, job satisfaction, self importance and social satisfaction.

**Reasons why people work**

**I. Money**

- A. Economic security
- B. Economic independence

**II. Security problem**

- A. Avoid stress on daily necessities.

**III. Love of job**

- A. Not salary/privileges attached  
e.g. Pastoral, Charitable, teaching, nursing work.

**IV. Self importance**

- A. fulfil self respect desire
- B. Make history

**V. Social satisfaction**

- A. Make difference with loafers.

**Example 2**

Have you ever considered where the water we use comes from? In fact, most of the water falls onto the ground in the form of rain. Some of the rain falls on plants. The rest reaches the surface of the water that reaches the earth's surface. These include the rainfall which soaks into the ground where it accumulates as ground water. Some of the rain water is absorbed by plants. Some rain water goes back into the air through the process called evaporation. Most locations in the city, townships and a few rural areas in Malawi have piped water. Other people get their water from wells or boreholes.

Generally, water is important in various ways. Water sustains plants, birds, animals and people. It also serves as a habitat for aquatic animals, such as fish, hippopotamus and crocodiles. Plants use water to digest soil nutrients. Water is also used for domestic and industrial purposes. In factories, water is used as a cleaning agent. Water stored in dams is used to produce hydroelectric power and irrigate crops. Water also provides a means of communication by ships or boats. In addition, lakes and rivers are often popular tourist attractions. Furthermore, water is the basis for sports such as swimming, yachting and skiing.

**NOTE MAKING**

**WATER**

**1. Sources**

- (a) lakes
- (b) rivers
- (c) wells / boreholes

2. Importances of H<sub>2</sub>O in environment

- (a) sustains plants, birds, animals of people.
- (b) serves as habitat for equatic animals
  - i. fish
  - ii. Hippos
  - iii. Crocodiles
- (c) for domestic and industrial purposes
- (d) clearing agent in factories
- (e) means of communication by ships / boats.

**Example 3**

**CONDITIONS ON THE MOON**

When the first astronauts landed on the moon in 1969, they encountered very hostile conditions.

For example, the moon has no breathable atmosphere, no running water, very high temperatures on the side exposed to the sun and very cold temperatures on its dark sides.

In addition, there is no soil as we have on earth. There is a risk of being hit by meteorites (small pieces of rocks), which land with full force unlike on earth where the meteorites generally burn up when they enter the atmosphere.

The harsh conditions on the moon can not support life. Because of this, astronauts have to wear protective suits, carry their own oxygen supply and maintain correct temperature. The environment of the moon is characterized by particular conditions of temperature, light, acidity (dryness) and ground structure. It is a very unusual environment, totally unlike what we are accustomed to on earth.

**NOTE MAKING 4**

**CONDITIONS ON THE MOON**

**1. Hostile conditions encountered by astronauts**

- (a) has no breathable atmosphere
- (b) no running H<sub>2</sub>O
- (c) very high temperatures
  - i. the side exposed too sun
- (d) very cold temperatures
  - i. its dark side
- (e) no soil

**2. Risks**

- (a) of being hit by meteorites
  - i. land full force unlike on earth

**3. Astronauts' protection from risks**

- (a) wear protective space suits
- (b) carry O
- (c) maintain correct temperature

**4. Environmental characteristics**

- (a) Light
- (b) aridity
- (c) ground structure
- (d) unusual environment

**Example 4**

An animal is a renewable resource. In some countries, wild animals help to attract tourists. In most countries, wild and domesticated species provide meat and other products for local population. However, because of the clearing of forests for cultivation, and also because of poaching, the numbers of many wild animals are decreasing rapidly. As a result, many species are in danger of becoming extinct.

Wild animals are affected by the disease spread by tsetse flies. Therefore, in the parts of our country affected by the tsetse flies, animals are the only source of meat for local people. Generally, the diet of people living in rural areas often lack animal protein.

**NOTE MAKING 2**

**ANIMALS**

**1. Importance of animals**

- a) are renewable
- b) attract tourists
- c) provide meat and other products.

**2. Rapid decrease of animals**

- a) clearing forests
  - i. for cultivation
- b) poaching
  - i. In danger of becoming extinct
- c) affected by diseases
  - i. Spread by tsetse flies

**3. People's diet in animals**

- a) lack animal protein

**Example 5**

Most people in Malawi eat a lot of sugar. It is so much part of our modern lives that we only really think about when for some reason we can not obtain it. It has been known to man for about three thousand years but has come into common use only in modern times. Until quite recently, it has been considered a medicine and a luxury for the rich only.

Sugar is very important to our lives of course, most of us recognize sugar as the sweet substance we put in tea or cakes. This common form of sugar is derived from two plants. Sugar cane and sugar beet. The sugar beet grows underground. There are in fact many kinds of sugar and the chemist recognizes hundred of different varieties, each coming from a different source.

About 90 percent of the sugar produced is used as food. Only 10 percent is used in industry for purposes other than food production. Yet sugar has great possibilities for use as the basis for chemicals. It can be used for making plastics. In future, these potential uses will certainly be developed than they are at present.

**NOTE MAKING 1**

**SUGAR**

1. **Sugar in Malawi**

- a) People eat a lot of it.
- b) known 2 man 4 ± 3,000 years.
- c) 2 day - in common use
- d) In past - medicine a luxury.

2. **Importance of sugar**

- a) important to us
- b) derived from 2 plants.
  - i. sugar cane
  - ii. Sugar beet
- c) many kinds of sugar
- d) chemist recognizes 100's of different varieties.

3. **Uses**

- a) 90% for food
- b) 10% for industrial purposes
- c) future use
  - i. basis of chemicals for making plastics
  - ii. To be developed

**Example 6**

For those people who like fish in their diet, Malawi is a good country for them to live in. Malawi is abundantly stocked with fish. The main catching areas being lake Malawi, lake Chiwa and the lower shire. The main types of fish found in Malawi markets are Chambo and mlamba which are catfish of the genus claries. Smaller fish that are found fresh are utaka from lake Malawi and matemba from lake Chiwa. Other types of fish found in Malawi include usipa and kampango.

Fish is an important food in Malawi since it provides by far the largest amount of protein. Malawians eat more than twice as much as they eat meat. This is because fish is much more readily available and also cheaper. It is also important that fish should be eaten when fresh for its high protein content. To test fish or its freshness, examine the gills which should be definitely fresh -looking with no bad smell. The flesh of fish should be firm to the touch and the eyes should be clear and not sunken-in.

Dried and smoked fish of many species are available throughout Malawi at any time of the year. All the fish, whether fresh or dried are an excellent source of protein, but you should take care that the smoked or dried fish have been properly treated. These preserved fish should not be crumbly or broken. Smoked fish should also not have a heavy deposit after on them and should have a clean golden brown colour. Fresh fish which is on the point of going bad is often smoked to preserve it, but the bad odour can usually be detected.

**NOTE MAKING 3**

**FISH**

**1. Abundance of fish in Mw**

- (a) main catching areas
  - i. Lake Malawi
  - ii. Lake Chiwa
  - iii. Lower Shire

(b) main types

- i. Larger fish
  - Chambo
  - Mlamba

- ii. Smaller fish
  - utaka from lake Malawi
  - matemba from lake Chilwa

(c) Other types of fish

- i. usipa
- ii. Kampango

**2. Importance of fish**

- (a) Provides largest amount of protein
  - i. 2x as much fish eaten as meat
- (b) really available and cheaper
- (c) freshness important for high protein content
  - i. signs
    - gills fresh
    - no bad smell
    - firm to touch
    - eyes not sunken in

**3. Dried and smoked fish**

- (a) available all year throughout Malawi
- (b) smoked fish b treated properly
  - i. not crumbly broken
- (c) b clean golden brown not having tar deposit
- (d) fresh fish about going bad b smoked.

**Exercise 1**

**NOTE MAKING**

**Passage 1**

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

- a. provide a suitable title for the passage.
- b. give the main points.
- c. supply supporting points for each main point.

**Marks will be awarded for content, note-style, and fair-copy layout.  
Candidates who simply copy the passage will be penalized.**

Many people do not know how to ask intelligently and precisely. In this talk I would like to teach you main guidelines in asking. You can either be given or told what you want or not depending on how you ask.

Firstly be specific. I mean I mean you must describe what you want both to yourself and someone else. Your request must answer how much? When, where and how? If you need something, you will get it if you know how to ask for it. Suppose you need pocket money and you say, "I need some money please help me." you may not be given and when.

Secondly, ask people who can help. Ask someone who has resources. For instance knowledge, money experience and the like. Let's say you are a student struggling with mathematics. You don't need to ask someone who has a similar problem with yours. Approach a person who is far much better in mathematics tell him / her the problem and the assistance you need.

Thirdly, you should create value for your resource person. Do not just ask and expect to be given. Pull off your idea and demonstrate how both can benefit from each other. This is necessary. It gives drive to the other person to assist whole heartedly.

The fourth point is to be focused. First of all be convinced about what you are asking for and it is easy for someone else to be convinced too. Be sure you will succeed and create values for others if assisted.

The last but not least is to keep on asking until you get what you want. This does not mean asking the same person and the same way. Change and adjust the method to suit the situation.

Surely if you try to follow what I have told you, you will never lack anything in life because you shall certainly ask and get what you wanted.

**Exercise 2**

Happiness is what everyone strives for. Many people in Africa are not happy because they lack financial muscle. This problem can be solved if people are encouraged to do business. In business there are so many rewards. The following is a brief of business rewards.

People who run business make profits and they make use of them. For instance, in sole business ownership the owner uses the net profit for his personal family needs and the expansion of the business. Shareholders in a business joint venture get percentage of profits as dividends. This makes their life easier. They can acquire land, build houses and buy posh cars. The problem with many people is that they want to get employed and receive a salary at the end of a month and make a family budget. Such people work until they become pensioners without achieving anything in life. They lead a hand to mouth type of life.

**Exercise 3**

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

- a. provide a suitable title for the passage.
- b. give the main points.
- c. supply supporting points for each main point.

**Marks will be awarded for content, note-style, and fair-copy layout.  
Candidates who simply copy the passage will be penalized.**

How often do you people say that they are hopeless during examinations? Perhaps you have said it about yourself. In my opinion, this is just a way of excusing yourself in advance for failure. So, banish such thoughts from your mind. Success in examinations depends on your skills in adapting to examination conditions. Here are some of the factors to consider in order to succeed in examinations.

Firstly, let us look at the examination room. It may seem very obvious, but there is need to arrive at the examination room several minutes before the official start of the examination. Make sure you know the exact dates and starting times of all your examination papers. Have an adult or a friend to verify the dates and times with you well before the examinations start. Also check that you have all the writing equipment and anything else you will need for the examination. Make sure that you listen to all the instructions from the person taking charge of the examination room. Focus your attention entirely on the examination.

Secondly, consider the examination paper. Read all the instructions very carefully. If you have a choice of questions, check how many you have to answer and decide which ones you will tackle. Even if there are some questions that seem rather tricky, do not allow yourself to despair. Read the questions very carefully.

Look for key words that tell you what the examiners are looking for: "imagine you are a foreman",...., "Summarise in your own words" ..., "give the meaning of" .... And many more. Always pinpoint exactly what the question is asking you to do and answer accordingly. You will not gain extra marks for doing more than the question specifies, but certainly, you will lose marks if you do not answer it fully.

Thirdly, think about time. Most examination papers have more than one section and it is usually indicated how long you should spend on a particular section. Always take the advice given by the invigilator about time. The time spent on any one section is linked to the number of marks which have been allocated to the section. The same rule applies to individual questions and the marks they receive. The number of marks given to a question gives you a hint as to how long your answer should be, or how many separate points you should give. Also make sure that you leave a few minutes to check over what you have written. It is surprising what errors you can make in the heat of examination writing.

Finally, consider the handwriting. Examiners are human. They prefer legible and clear handwriting. Although they will claim that handwriting does not influence their assessment, research has shown that teachers generally reward more favourably those pupils whose handwriting is neat and attractive. If you have a problem with your handwriting, then do something about it well before examinations. You cannot suddenly change it overnight. It has to be a gradual and conscious change to complete legibility.

**Exercise 4**

Composition writing requires a lot of practice. When writing a composition for examinations, you need to consider a number of factors, some of which are as follows:

Firstly, you need to read all the questions carefully and understand them before choosing which question to answer. When choosing a question, you must consider whether you have enough points to discuss under the given topic. This is important because certain topics may look attractive and yet you may have few points to raise. This leads to many candidates' failure to meet required word limit.

The word limit is another important factor that prevents candidates from scoring high marks in composition examinations. It is therefore important that, as you practice for composition examinations, you write composition which meet the required limit.

Another factor that gives rise to short composition is lack of proper planning. After choosing the question you want to answer, list down points you will discuss.

Relate to listing of points is arrangement or organization of ideas in the composition.

Arrangement of paragraphs is another factor to consider. Every paragraph must contain one main idea. There must be a topic sentence in each paragraph, preferably at the beginning.

Before you start writing, after determining the order of the paragraphs, you must decide how to phrase your introduction and conclusion. These usually take a paragraph each. After all this planning process you can start writing your composition.

The planning mostly determines the content and its organization in the composition. However, when writing you have to pay particular attention to the mechanics of writing; that is spelling, grammar and punctuation.

Your handwriting is also important. You must write clearly. After writing you must read the composition and correct all mistakes that you find during your reading. Common errors in English composition can be eliminated through proof reading.

**Writing Composition**

**I. Choice of right question**

- A. Read & understand all questions.
- B. Get points to discuss
  - Meet word limit.

**II. Word limit**

- A. Meet word limit.
  - helps in high score.

III. Planning

- A. List points to discuss.
- B. Arrange and org. ideas

IV. Arrangement of paragraphs

- A. Main idea in each paragraph.
- B. Phrase intro & conclusion.
- C. Pay att. To mechanics of writing  
e.g spelling, grammar & punctuation.

V. Handwriting

- A. Write clearly.
- B. Read & correct mistakes.
- C. Proof read.

**Exercise 5**

Many people have been wondering as to where the local government gets money for its operations.

It has numerable sources and the report outlines some of them.

Produce cess is the tax that is paid by those who sell their produce at local assembly market. Lets say you take your vegetables to the local market. A revenue collector comes and asks you to pay one hundred Malawi kwacha (K100.00) for using the market premises.

The central government also gives money to the local assembly to help it run its services. This is an allocation which is included in the national budget. The money is called government grant and assist in the development of the local assemblies and the country as a whole.

In most cases for one to run certain business like a shop, bar, one must be issued with a license. These licenses are paid for and the money forms part of the revenue for the local authorities.

All owners of buildings, plots in the municipalities and towns pay taxes known as rates. These are paid annually and they help the local assemblies.

Money is also collected in form of fees from those using museums and car parking areas. This money go straight into the local authorities for its operations. Sometimes local assemblies can borrow money from the commercial banks or central government to carry out major projects within its territory.

Some local assemblies run businesses such as rest houses, restaurants and others. The profit made from such businesses becomes the revenue for them.

Service charge is another source of revenue for the local assemblies. They do charge for emptying septic tanks, fire extinguishing and ambulance services among others.

Most local authorities own buildings, shops and land. People use those and pay rent for the use as occupational rents.

This is how most of the local assemblies survive in the country. It is clear from this explanation that local assemblies can hardly lack anything.

**Exercise 6**

Today's talk revolves around fasting. Fasting is the abstinance of food or drink for religious reasons. It started with the Greeks. The Greeks did not fast for religious reasons. They wanted to show that the body could not control the soul but the soul controls the body. Have you ever thought of the reasons why Jews, Jewish religious leaders, the disciples of John the Baptist and even the Christians fast? Hold on I will explain this to you.

All Jews used to fast once in a year. This was the day of atonement. They asked for forgiveness. Jews realized that it was natural to sin against God. Therefore, they could not take it for granted that they were holy before him. This is why they had to ask for forgiveness.

Jewish religious leaders were also fasting twice a week mainly on Mondays and Thursdays. They did this for two reasons. For example to discipline themselves spiritual and to show off. They could not make their fasting a secret as the Bible recommends.

John the Baptist's disciples also liked to fast frequently and offer prayers to God. They had their own motives behind this fasting. They wanted their master John who was in prison then be released and set free. They also asked God that if he could not be released, then his judgment should come quickly on earth.

Christians today are also involved in fasting. They ask God to forgive their sins, healing, special favour and even in some cases as preparation for serious prayers to meet God.

Do you know why Moslems also fast in the season of Ramadan? They need forgiveness, God's mercy and life's breakthroughs.

So you can chose and fast for a particular reason because there is power in the fasting prayer.

### Exercise 7

Food testing in science involves finding out in a food sample the presence of a given food substance. Special chemicals are given to be mixed with the food samples. The main observation is the colour change in the food sample.

Lets say you would like to test a particular food sample for the presence of starch. The food sample must be in solution form. Add a few drops of iodine solution. If the food sample changes blue black this shows the presence of starch. Cassava has starch.

Testing for protein requires adding drops of sodium hydroxide solution to the food sample and later drops of copper sulphate solution. If the mixture changes to purple or violet colour then proteins are present.

Can you think of how reducing sugars and non reducing sugars are tested? Explain to your friends so that they should know.

Exercise 8

Term 1 2015

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**Exercise 9**

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People who run business make profits and they make use of them. For instance, in sole business ownership the owner uses the net profit for his personal family needs and the expansion of the business. Shareholders in a business joint venture get percentage of profits as dividends. This makes their life easier. They can acquire land, build houses and buy poshy cars. The problem with many people is that they want to get employed and receive a salary at the end of a month and make a family budget. Such people work until they become pensioners without achieving anything in life. They lead a hand to mouth type of life.

Another reward in business is sense of independence. Business people enjoy self reliance on financial matters. Let us say one has an emergency that requires a lot of money. Business people simply go to the bank and withdrawal the required sum to solve the problem while as people who depend on employment they will have to go to their employer or bank and ask for a loan. This loan will have to take a longer period. Loans have got disadvantages because they attract interests. This means that the bigger the loan the higher the interest paid. If the interest is higher the employee will struggle to make ends meet for a long time. In conclusion to this point the business person is likely to possess money and assets.

Finally, business brings satisfaction. Business helps to satisfy the need of the consumer who uses the product sold on the market. He / she enjoys using the product. All in all happiness is achieved.

**Exercise 10**

Malawi faces a lot of challenges to implement its population policy. Despite much effort put in place in order to control the population growth rate, practices such as polygamy, religious beliefs, moral decay, initiation ceremonies, widow cleansing and wife or husband inheritance are among the hindrances to the implementation of population policy.

Polygamy is the practice of having more than one wife or husband. This practice works against the intentions of population policy because this increases the number of children born per woman and leads to population increase in the country. Polygamy also helps the spread of sexually transmitted diseases such as HIV / AIDS, syphilis and others. Some religious teachings prohibit the use of contraceptives. They describe them as ungodly and sinful. This practice is responsible for the population increase in Malawi. People under these religious faith do not practice effective child spacing and end up having many children.

Initiations ceremonies are not bad but the problem arises because of some practices associated with such ceremonies such as 'fisi' and 'kutsatsa fumbi'. These put the girl child at the risk of contracting sexually transmitted diseases and having unwanted pregnancies.

Moral decay like prostitute and drug abuse work against the population policy. Prostitution is the greatest contribution of Sexually Transmitted Disease and Pregnancies. As for drug abuse it only risks the health of the people.

Finally, there is widow inheritance and cleansing. This is the practice whereby when the husband dies the brother to the deceased should take over the wife in order to look after the children of the deceased. This is called 'Chokolo'. Widow cleansing is when the husband dies the wife has to sleep with someone to cleanse her. It is also called 'Kulowa kufa', commonly practised in the lower shire. These practices they have negative impact on the population and Sexually Transmitted Diseases.

Exercise 11

The first world war broke out in 1914 and came to an end in November 1918. The Second World War began in 1939 and ended in 1945. These two wars have been costly to the world. They were characterized by massive destruction of life and infrastructure. People have always wondered why these two wars came into being. This talk examines major causes of the first world war.

Firstly, before the war started countries were busy competing in the production of war weapons. Technically, this is called arms race . The main rivals were Britain, Germany and France. All of these countries wanted either supremacy or prestige. In this competition there was conscription. This was compulsory military recruitment. Men and boys were supposed to serve in the army by force. Countries also increased their military budgets for security reasons. War ships were built. War plans were devised such as the Schlieffen plan in Germany and plan 17 in France. By 1914 many European countries had stockpiles of war weapons. They only waited for the outbreak of the war and have the weapons tested.

Secondly, alliances played a major role in the outbreak of the first world war. Countries were signing friendships in order to assist each other in the event of war or economically. This divided Europe into two armed hostile camps. The triple alliance and the Triple Entente. It meant that any conflict or war between two members of the opposite camps would compel others to join to support a colleague in the alliance. This is exactly what happened in 1914 when Germany of the triple alliance declared war on Serbia affiliated to the triple entente through Russia.

Thirdly, nationalism had its own part to play. Nationalism is defined as the feeling of a group of people having the same language, religion and culture to rally themselves. It was common in the Balkan region. This land had many ethnic groups and each group wanted to be free and rule itself. Their feelings, activities created tension and wars that affected the whole world.

Finally, Archduke Franz Ferdinand heir to the Austrian throne visited Sarejevo a small town in Bosinia where the anti-Austrian group the Black Hand society assassinated him together with his wife Sophia Chotek. This made Austria angry and asked for assistance from Germany which was duly assured. Austria Hungary declared war on Serbia. By and by European countries were plunged into a war. African countries that were colonies to European powers joined the war to assist mother countries.

### Exercise 12

Many applicants are not shortlisted for interviews because they have not mastered the techniques in writing an application letter. This discussion will help you to write a very good application letter and be shortlisted for interviews.

Firstly, the applicant should observe courtesy. She / he must be humble when writing the letter. This does not mean that she/he should be writing while kneeling down but should express courtesy in the way she/he is talking to the readers through writing. Choose words that will not offend or create bad impression to him or her.

Secondly, clear language has to be used. The applicant should write sentences with clear meanings. Avoid beating about the bush be straight to the point. For example:  
I write this letter to apply for the post of the Secretary advertised in Tione magazine dated 2 September, 2014.  
This helps the reader to know what the applicant is looking for.

Thirdly, the applicant must use conciseness. This means being brief when writing the letter to avoid boring reader. The letter itself has to be short and the sentences used should be short and straight to the point as well.

In conclusion, when writing an application letter remember; courtesy, use of clear language and conciseness. These are the keys to master and impress the prospective employer.

**Exercise 13**

Irrigation is the application of water to plants for growth and development. This system is very good because it helps to ensure that crops are grown and harvested throughout the year without waiting for the rainy season. However there are problems associated with it such as salt accumulation in the land, soil erosion and water logging.

Salt accumulation may make the soil saline and crops can not do well under such condition.

Though there is this problem it can be corrected by flood irrigation salt free water. This dissolves the salt accumulated and washes it away and make the land free for crop growth and development.

Soil erosion is the washing away of top soil. It occurs as a result of excessive application of water.

Maintenance of the irrigation structures can easily solve this problem.

The land can also become water logged due to heavy application of water. Controlling the frequency of irrigation and amount of water supplied to crops can easily sort out this problem.

It is necessary for a farmer to have thorough knowledge of the problems associated with irrigation.

**Exercise 14**

Have you ever thought of making a business plan? Many people fail in business because they do not make a business plan. In this talk I would like to tip you some of the factors that can be considered in making a business plan.

First and foremost have a good idea about the product. The entrepreneur should conduct market and product research . This helps him / her know how the business will fair. If the product will not sale it is wise to go for another product that will fair well on the market than to waste resources on a product that will not.

Once the research is done marketing should be the second thing. Advertising using the media and any available source that will reach a lot of people should be used. This helps the product to do well on the market.

A good business plan must have financial statements attached to it. For example; income statement, balance sheet and cash flows.

The financial statements help financiers to determine the business liquidity ratios business solvency and continuity of the business.

Another aspect to be considered in the business plan is to include existing sources of capital. It is good to disclose available sources of funds for the business activities that are in progress. This may include personal savings, shares, bank loans, support from friends or relatives, partnership and others.

Business growth and development should not be overlooked. This is the improvement in business finances for example profits and business assets. This information helps financiers to decide on financing the business or not. They consider the asset base.

Finally, think of the business location. A good location is the one which is close to potential customers and other factors such as electricity, road, network, potable water and others.

Let me wind up by reminding you what you should consider when making a business plan. These are product idea, marketing, financial statements, existing sources of capital, business growth and development and the location.

**Exercise 15**

Agro-based Industries are all firms that use raw materials from the farming sector or are involved in producing farm inputs. These industries have vital roles in development.

They provide employment to a certain group of people in the society. These people are able to support their families. For instance they are able to send their children to school, buy food and clothing and also provide shelter for the family members.

Another role is to feed and clothe the nation. The industries process food. A very good example in Malawi is Rab Processors Company which produce a lot of things from farm raw materials. Cotton lint is also processed to manufacture clothes. Malawi had David Whitehead and Sons today is called Mapeto textiles.

The agricultural raw materials have little value unless processed. The Agro-based process these materials into desirable form that can be used.

They also provide market for agricultural products. They buy farm produce from individual farmers such as cotton lint, seeds, tubers which otherwise could lack market or could have perished.

Many industries equip farmers with farm inputs like fertilizers, livestock feed; improved seeds, breeds and farm machinery which help to increase agricultural production.

Agro-based Industries offer employment, feed and clothe the nation, process raw materials, provide market for agricultural products and equip farmers with inputs.

### Exercise 16

Global warming is the increase in the temperatures of the air in the lower part of the atmosphere mainly where living things are. There are a number of causes to this.

Firstly, the destruction of the vegetation leads to global warming. Destruction of forest through any available means. When the vegetation is destroyed carbon dioxide is not absorbed from the atmosphere. It keeps hanging in the atmosphere and the climate changes.

Secondly, emission of industrial gases into the atmosphere. These gases can be carbon dioxide, which accounts for about fifty one percent of global warning, methane accounts for about fifteen percent of global warming. This comes from the decomposition of organic wastes. Nitrous oxide emitted after the breakdown of fertilizers, motor vehicles exhausts and decomposition of fertilizers has own contribution to global warming.

Countries and individuals must fight against global warming since it leads to climate change depletion of ozone layer and rising of the sea levels.

### Exercise 17

African Independent Churches were Churches formed by the Africans and led by Africans. They were a break away from the white established Churches. Churches like; the Watch tower movement, the blackman's Church, Providence Industrial Mission, Ana Amulungu, the last Church of God and African Seventh day Baptist are among the Churches. Africans had their own good reasons to breakaway from white established churches and form their own.

Firstly, the Africans had a pressing question on the Sabbath. The Bible defines the Sabbath as the Seventh day of the week according to both Hebrew and Roman Calendar, this day is Saturday. Yet most of the white established churches worship on Sunday. They felt the Sabbath was neglected.

Secondly, there was the question of baptism. Some Churches simply sprinkled water on its members and called that baptism. The founders of the African Independent Churches felt cheated because they understood baptism as immersion in water. They decided to form their own Churches and practice this sort of baptism.

Thirdly, the whites ill treated the blacks yet the bible states clearly on the brotherhood love. Africans described the white missionaries as hypocrites and formed their own Churches where brotherhood love would be practiced.

The fourth point is most African leaders were given long preparatory period of training before they were ordered as Priests, Pastors and this did not go well with the Africans.

The whites denounced some of the African cultural practices which the Africans valued more. These practices were polygamy, initiation ceremonies, traditional dances which the whites condemned as heathen. The Africans decided to form their own churches so that they could preserve their cultural heritage.

### **Exercise 18**

People should learn how to use social services wisely because if this does not happen innocent people suffer and fail to access the services. As good citizens; ladies and gentlemen let us do the following:

Queuing in an orderly manner for the services. Lets say people have gone to the hospital to receive medical treatment, agricultural development and marketing co-operation (ADMARC) and boreholes let people be in queues as they access social services. It is not good to push each other struggling to be in front. This makes the weak and gentle fail to receive the service.

People should receive only enough of the service. Nobody should receive more services than what is required. Say at the hospital if someone gets more drugs it means sooner or later there shall be drug shortage. As a result, many people will die.

Another point to consider is respecting one another. Everyone has got fundamental human rights. It is therefore not good to accuse each other when receiving social services. Finger pointing leads to conflicts.

Civic education is also another important point. Citizens should have better knowledge on the importances of social services and know how to care for them. This leads to less damages and abuse. This civic education can be done through radios, newspapers, at school or even in churches. This will keep a lot of citizens to know their responsibilities.

Collectively, people should guard against theft and vandalism. The community need not turn a blind eye to this. Thieves and vandals must be taken to police. If there can be neighbouring watch groups to protect public facilities from thieves and vandals, this can be better.

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