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Senior Secondary

ENGLISH

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Introduction

Bookland Senior Secondary English is written with the focus on addressing problems students in secondary schools, especially at senior level (MSCE) face in using English both when writing and speaking. This book covers *major areas in grammar; composition; note making; expressions; comprehension and summary writing*. Therefore, it is a full tool kit for both teachers and students with a desire to master English in all areas.

In attempting to achieve book's objectives, which are in tandem with those in the current secondary school English syllabus, the book has used simple but tested skills that are effective in meaningful learning and teaching. In order to ensure that the student carries home the language skills from this book, questions (*on various areas at diverse levels of difficulty*), most of them multiple choice, have been meaningfully incorporated. Although answers to some questions are obvious, they are supported with relevant notes and examples. Answers to the multiple choice questions have also been supplied to give both teachers and students the opportunity to compare results. This, however, may defeat the intended objective if students or teachers simply rely on these answers without putting in any of their effort. It is therefore, advisable that one should refer to the answer(s) only after exhausting other options.

Bookland Senior Secondary English is a combined fruit of knowledge of English, skill, discipline and experience from many years of teaching and marking examination papers (*MSCE and JCE English*) to give teachers and students workable solutions to the challenges in teaching and using English as a language.

Chapter 1

Composition Writing

In this chapter, you will learn about types of compositions, how to write and mark compositions.

Section A: Types of composition

What a composition is

What comes to your mind when you hear the word 'composition'?

A composition is any coherent, well-developed paragraph or paragraphs consisting of ideas on a particular topic.

Note that, there are different types of compositions. *Can you name them?*

Probably, you may have mentioned some of the following four types:

1. Descriptive composition

This composition gives an account or details of the physical appearance of a thing or object. It may give details or an account of a person or an animal on such topics as:

- | | |
|---------------------------|----------------------|
| a) My uncle's daughter | c) My favourite pet |
| b) My mathematics teacher | d) The careless cook |

When you describe a person or animal you will be expected to include that person's or animal's behaviour.

A descriptive composition may also give details of an object and place. The following are some of the topics for a descriptive composition:

- | | |
|----------------------|--------------------------------|
| a) My home area | c) A thunderstorm |
| b) Climate in Malawi | d) The indoor game I like best |

A descriptive composition can also give details of a procedure or steps to achieve a finished product or an end. Topics for a descriptive composition may include:

- | | |
|-------------------------|---------------------------|
| a) How tea is processed | b) Mending a bicycle tyre |
|-------------------------|---------------------------|

2. Narrative composition

In a narrative composition, you are required to tell a story or write about an event. Always tell stories (*events*) in chronological order (*the order in which they happened*). It is generally preferable to keep to the past tense. In this type of composition, you might explain what happened to you. The following topics are based on this type of composition:

- | | |
|------------------------|---|
| a) My trip to Lilongwe | c) The football match |
| b) My birthday party | d) The hunters who attempted to catch a hyena |

3. *Imaginative composition*

This type of composition requires creative thinking. The writer works on suppositions or tries to form a picture in the mind of things the way they are or they would be. One focuses on probabilities, not on real-life experiences, though the real life experiences may help one to maintain his/her focus. The following are examples related to this type of composition:

- a) If I were a bird
- b) What I would do if I were a Member of Parliament in my home area
- c) What I will do when I pass school certificate examinations
- d) The person I would like to marry
- e) If I were minister of agriculture

4. *Argumentative composition*

It is a type of composition in which there are opposing views to an issue and you are expected to present stand over that issue. The *layout of an argumentative composition* is almost similar to a composition which discusses similarities and differences of things or objects. In other words, a topic for such a composition may compare two things, ideas or views.

A debate is an example of this type of composition. When writing a debate, you should present your argument(s) by supplying evidence or facts to support them.

Examples of topics based on argumentative type of compositions are:

- a) It is better to live in the village than in town.
- b) The advancement of science has brought more unhappiness than happiness.
- c) A woman's place is in the kitchen.
- d) There can be no freedom without discipline.
- e) All art is useless.
- f) Capital punishment should be abolished.

Method of approach for an argumentative composition

- a) *Introduction:* Should be brief showing the main line of argument.
- b) *Body:* In the body of the composition, arguments can be for or against a point. Sometimes you might write both arguments for and against within a single paragraph in order to balance up your point of view. When doing this, show the ability to write in a coherent manner and skill to use appropriate English expressions; for example, idioms, proverbs, similes and phrasal verbs. (*A good number of these expressions, and so on, have been provided in this book for you to learn and use in your compositions.*)
- c) *Conclusion:* Should be brief and should summarise your view(s).

Section B: How to write a composition

A composition plan

A composition plan is a list of the main ideas or an outline of points that are going to be discussed or developed in separate paragraphs in the composition. As thoughts on the topic come to your mind, you should initially write them down in the order they come to your mind. Subsequently, use the notes to make your plan by putting them in a sensible order.

Do not conclude that your list of main points is complete until you have searched your mind several times. Below is a list of ideas in a composition plan made from the topic '*Mr Mandala's Hobby – watching football*'.

1. Saturday and Sunday afternoons are spared for his favourite game – football.
2. Looks like a player himself – wears his sports shorts, sports jersey and sports shoes all of the colours of the teams of his choice.
3. Usually goes to the community centre ground an hour before the game kicks off to secure the best place for a perfect view.
4. When the game is in progress, he keeps shaking his head or nodding it in disagreement or agreement, depending on the action on the pitch.
5. At times, he can stand up – that's when a player from the team of his choice is about to score or has actually scored.
6. He knows players from prominent teams by name and most of them know him.
7. He has good knowledge of history of football in this country; knows it even better than some officials.
8. The wall of his bedroom is littered with posters of football players both local and international.
9. Nick-named 'sportsman'.
10. Despite his ardent love of football, Mr Mandala is never violent when his team loses.

Selecting ideas that are closely related

You will find out that some items in your composition plan group themselves (together) naturally. For example, the ten items in the above composition plan can be grouped into five items or thereabout by putting together (as one) those items which are related or are discussing the same issue. For example, you can list '*what he does at the football pitch*', '*what he does in preparation for any game of football*', '*what he knows about football*', '*why he is different from all other football spectators or fans*' and '*why he is famous in the game of football though not a player himself*'. You can also decide on the order – what items should appear first, or what should come after what.

Bookland Senior Secondary English
Reading for a topic sentence

Below is a passage for you to read and identify a **topic sentence**. A topic sentence usually may appear at the beginning or anywhere in the paragraph. The paragraph below has been developed on the topic: '*Mr Mandala's Hobby – watching football*'. It begins with a topic sentence.

Watching football is more than a hobby to Mr Mandala. Every Saturday or Sunday afternoon, he takes a shower and dresses himself in his usual attire, a blue or red pair of shorts matching with a jersey of the same colour and sports shoes of the same colour, ready for the community centre ground to watch football. Usually he leaves home an hour before kick off to secure himself a comfortable place from where he watches every detail on the pitch. When you see him nodding, a player of the team he supports is playing well, and when he shakes his head, his team is in danger. Not only is he an interesting person to watch when he is watching a football match, but also someone you would want to listen to when he is unraveling the history of the game. Mr Mandala knows the history of football and some say the wall of his bedroom is filled with old and new posters of football players, both local and international. He knows most players by name and most of them know the man they usually see or whose voice they often hear when they are playing. When his team loses, he takes it with a sportsman's spirit and he is never violent. Mr Mandala enjoys watching football so much that people almost forgot his real name and they now call him 'sportsman'.

In the paragraph above, the topic sentence gives the reader the details of someone who takes watching football as part of his life. In this paragraph, details have been supplied to prove to the reader that Mr Mandala loves watching football. These details are like examples in that **they are clarifying the claim the topic sentence (the sentence that contains the central argument or idea) has expressed**. If you read this paragraph carefully, you will see that the details are backing up the claim the first sentence has introduced. This first sentence introduces the idea the paragraph is to develop. This is what writers call **the topic sentence**. In this case, the topic sentence is: '*Watching football is more than a hobby to Mr Mandala*'. Usually the topic sentence appears at the beginning, though this is not always the case.

Again, if you look carefully at the last sentence in the paragraph above, you will find that it is making a summary that suggests that the examples or details given in the paragraph have adequately justified the claim the topic sentence established.

For more information, read the following areas: The paragraph, body, conclusion and how to mark a composition:

1. The Paragraph

A paragraph is usually defined as a group of sentences that deals with a single theme or central idea. It may also be defined as a series of sentences developing a specific topic.

A paragraph becomes effective when it deals with one central thought or one main idea. It must include details that support this central thought in **time order** (*order of events as they happened*), **in space order** (*order of where the events took place or how they are related in terms of geography*), **in the order of climax** (*how the events are rising or increasing and how this trend is affecting the characters in the story*), or in any other **logical order** that suits the topic. There must be a topic sentence in each paragraph, preferably at the beginning of the paragraph.

2. **The topic sentence**

This is the sentence that states the main idea in a paragraph. The other sentences support or develop the idea expressed by the topic sentence. A topic sentence is usually a general sentence; it makes a broad statement about the idea being discussed in the paragraph. Since it is general or broad, it leaves the reader with the feeling that more information will follow to expand or illustrate the general statement. The reader expects that there will be some description or explanation within the paragraph that will tell how many, which one, what kind, or when, where, how, and so on. The sentences which give such additional information are called **supporting sentences**.

If the topic sentence says: '*Police officers perform many important services*', the reader will expect the sentences that follow it to give examples or tell enough about these services: what they are, why they are important, when and where they are performed.

Sentences supplying missing information or that information the reader would inevitably wish to know can be **specific** and **supporting sentences**.

A good reader can readily tell whether a statement is general (*makes him/her ask for more information in order to understand or agree with the topic sentence*) or supporting (*supplies the information, details or examples needed*).

3. **Developing a paragraph**

The development of a paragraph is important in composition writing. Usually, you develop a paragraph by supplying additional information to make clear the meaning of the topic sentence. A paragraph may be developed by specific details – facts, examples, incidents, anecdotes (*illustrating stories*), etc. which support the topic sentence. Everything you include in the paragraph should be related to the central thought.

Sometimes while using the chosen suitable ideas from your composition plan or inventory which you have identified, new ideas come to you as you write. If the new ideas are stronger or likely to give a better picture of what you are discussing, use them. If they are not related, discard them, no matter how interesting they may be.

The paragraph that sticks to the topic and includes related thoughts **has unity**.

In other words, if what you are writing in that paragraph naturally concerns or surrounds only that particular subject or central idea, you achieve this unity. Note that a paragraph lacks unity when any thought it expresses does not contribute to the development of the central thought.

4. Making a paragraph coherent (sticking to the point in a paragraph)

Making a paragraph coherent is ensuring that every sentence in that paragraph is closely related to the topic and appears in an order that makes meaning stand out. Coherence in a paragraph is achieved by making sure that a particular thought or sentence has come just at the right place where it serves its purpose. A paragraph must be more than simply a collection of sentences that support the central thought. The sentences must stick together. The development of the central thought must progress logically from the first sentence to the last one. You should know that a paragraph is a unit and any sentence in it which does not relate to the topic spoils the unity and should be taken out.

A reader should have a vivid feeling of the ideas and flow with them as they move from point A to B, B to C, C to D and so on.

There are two ways of ensuring that your paragraphs are coherent:

- arrange your ideas in a logical order;
- use linking words and phrases that can guide your reader from one point to another.

5. Bridging paragraphs

It is advisable that each paragraph should capture the attention of the reader up to its end. This can be done in a number of ways, one of which is to use appropriate connectives, varying sentences patterns and phrases which can help the reader to follow your trend or line of thought. Using transitional expressions help to bridge the gaps between paragraphs.

Below are some of the transitional expressions or words:

a) Contrast and concession

Examples:

In contrast, on the other hand, however, in spite of, despite, nevertheless, on the contrary, whereas

The examples given above are used when one wants to show that the thought that is to follow contradicts the one already given.

b) Result

Examples:

As a result, therefore, consequently, thus, hence

The examples given above are used when you wants to show that the thought that follows expresses result.

c) Summary/Conclusion**Examples:**

In summary, in conclusion, to sum up, to conclude, finally, in the final analysis, in short, in brief, briefly, then

d) Addition**Examples:**

In addition to, besides, what is more, again, furthermore, more importantly, also, as well as

e) Exemplification**Examples:**

For example, for instance, such as

f) Comparison**Examples:**

In the same way, in comparison with, likewise, whereas.

g) Time order/chronological order**Examples:**

First, firstly, second, secondly, thirdly, etc. in the first place, in the second place, etc., next, first of all, immediately, at last, afterwards, after this, later, meanwhile, subsequently, finally

h) Reference**Examples:**

This, that, such, those, other, another, them

Organising a composition

A good composition has three distinct parts: *introduction (beginning)*, *development (middle part)*, and *conclusion (end)*.

1. *The introduction*

Every composition has a beginning. The beginning should reveal to the reader the experience or the topic being discussed or written about. The introduction sets the atmosphere of the composition. It should, therefore, be interesting and should give the reader the general picture of the purpose of the composition. There are different ways of introducing a composition. These are:

a. General statement

In this, an account or declaration about the truth of the issue is expressed. This statement can also be on what you want the reader to believe or

follow. It is normally made in the first sentence of the paragraph. Other sentences should be added to reinforce it so as to furnish the reader with the details that ought to stimulate him or her to read on. Therefore, the first sentence of your composition should gain the interest of the reader so that he or she will want to read more. One of the best ways of creating interest is by giving the reader a feeling that you know what you are writing about. Begin the composition with pertinent facts that are closely related to your title and your purpose. Very few people will read beyond the first paragraph of a dull piece of writing. An introduction should, therefore, be stimulating to arrest the attention of the reader and make him or her want to read on.

Example:

My new car

There are many people driving cars in towns and cities of Malawi today. A car is an expensive, fast and popular means of moving from one place to another; from home to work and vice versa. In Blantyre, for example, one can see hundreds of people driving their cars to work in the morning. But there is something special about my new car.

The introductory paragraph begins with a general statement about a car. If this composition had no heading, the reader would be able to guess correctly from the introductory paragraph that the writer was going to discuss something connected with a car in his or her composition.

The method of introducing a paragraph with a general statement needs about three or four sentences to bring the first paragraph to its own climax. The first sentence should make a general statement about the topic. The next one or two should **reinforce** (*strengthen or back it up with more information*) and should make clearer the aspect of the theme that is being used to introduce the composition. Only a limited number of sentences may be used in the introductory paragraph since it is advisable that introductory paragraphs should not be long.

b. The use of an anecdote (simple illustrating story)

A composition can be introduced with a relevant and revealing anecdote which has to be brief. It must give only those highlights of the incident that illuminate (*reveal*) the aspect of experience that the composition is going to discuss.

Example:

They had to dethrone the chief because he was failing his duties in many respects. Though many still loved him there were a few who were jealous of his position which they thought was admirable.

The above anecdote begins with the expulsion of the chief whose subjects thought the position was prestigious. The paragraph builds up from the action of the people and their motive behind their action. They wanted what they thought was an admirable position.

As a writer you should always think of an appropriate anecdote for introducing a composition. You need to capture significant details at the beginning of the aspect of the experience you are writing about. An anecdote can be used as an introduction in a narrative or description.

c. Short story method

This type of introduction is commonly referred to as '*beginning media in re*'. It means *beginning in the middle of things*. Apart from beginning in the middle you can also give a concluding episode as an introduction.

Example:

Mr Juma went out to look for his son despite the pitch darkness. After a long search in the darkness, Mr Juma came back empty handed. A feeling of rebellion stirred in his heart and wrecked up his plans for the future.

In the above example, we do not know much about Mr Juma, but enough has been said in it to hint at what the story is about. The short story type of introductory paragraphs are suitable examples of narrative and descriptive types of compositions.

d. Using a quotation or a proverb

The writer should get an appropriate quotation that will agree with the topic of the composition. The effectiveness of the quotation will depend on how relevant that quotation or proverb is to the topic of the composition. The quotation should also form an integral part of the first paragraph.

Example:

It is indeed true that a friend in need is a friend indeed. I consider myself lucky to have found John. He was one of my classmates at New Gift Private Secondary School.

In the above paragraph, the quotation in form of a proverb (*a friend in need is a friend indeed*) links well with the rest of the paragraph. If it was made to stand alone, it would not be in tune with the first paragraph. This is why it is important to ensure that there is always a bridge between the quotation and the words of the writer. The quotation should be properly integrated into the words of the writer of a particular composition. This style of introductory paragraph can be used for any type of composition.

e. Significant and forceful detail

Significant and forceful details can capture the reader's attention and motivate him/her to read on.

This style of introductory paragraph is suitable at the beginning of a descriptive or narrative type of composition. The good thing with this type of introduction is that, apart from introducing the topic, it also sets the mood of the writing.

Example:

It did not move. With loud grinding of gears, prolonged revs and squeaks, and clouds of dark smoke belching from the exhaust, the minibus shuddered violently and jerked forward. It paused, jerked forward and paused again. Then it began to crawl slowly, tilting dangerously to one side as if the road were slanted. It screamed, coughed and hesitated as the driver changed gears. It resumed crawling with both of the front wheels wobbling as if they would detach any moment and roll away leaving the old minibus stranded in the middle of the road.

When you use the method above, you introduce the topic and set the atmosphere in the first sentence. You then add one significant detail to another to move forward the climax of the paragraph.

2. *The body*

This makes up **the content of the essay**. The body should state and develop the main points in the outline. It is in the body where every paragraph begins with a topic sentence and the main point is expanded by providing supporting ideas. The body of the composition developed in this manner reads extremely well. So, the body is really the composition itself; it will make up about three quarters or more of your composition.

Note:

- a. The left and right margins should be even. When you reach the end of a line and there is not enough space for the next word, just begin on the next line to avoid over-using of hyphens (-) at the end of the line in the composition. However, where you feel cutting a word is unavoidable, do so only where a chunk is readable. For example if you were cutting '**happiness**', you would have '**ha-**' or '**happi-**' but not '**happin-**'. In short, ***you should cut complete syllables.***
- b. In the body of the composition, candidates should show ability of writing in a coherent manner and using appropriate English expressions like: ***idioms, proverbs, similes and phrasal verbs.***

3. *The Conclusion*

This is where you write your final statement or remarks or evaluation, warning or advice. The conclusion should clinch the main points made in the body of the composition. It may summarise what you have said in the body but should not, as a rule, be mere listing of the main points. The conclusion is

usually stated in one paragraph. In a friendly letter, you may greet your friends and relatives. You may also indicate that you are looking forward to a reply. Normally, a conclusion comprises a few sentences in one paragraph.

A summary of some important points about composition writing:

1. Choose a title that interests you, especially the one on which you have enough information so that you can write with ease.
2. Think carefully and plan what you are going to write.
3. Always begin a paragraph after skipping a line (*if it is block paragraph*) or 2 centimetres into the line (*if indented*).
4. Make your story or description interesting from the very first sentence.
5. The first sentence of any paragraph should give the reader some idea of what the paragraph is all about.
6. Write complete sentences (*simple sentences or compound ones or even complex ones*).
7. Keep to the subject you are writing about.
8. Take great care to connect your sentences so that your work reads smoothly by using such words as: *but, since, although, afterwards, meanwhile*, and other devices of transition.
9. Connect or separate your paragraphs with signalling devices like '*in the first place*', '*secondly*', '*finally*', '*last but not least*', etc. In that way, ideas from all the paragraphs will be connected smoothly.
10. Save the most interesting part for the end or near the end of your piece of writing.
11. Write neatly and clearly. Make sure your punctuation and spellings are correct.
12. Keep margins even to the left and right of your work.
13. Abbreviations, contracted forms or short forms like '*don't*', '*haven't*', '*wouldn't*', are not normally used in written English except in direct speeches or dialogue. Write out the words in full: '*do not*', '*have not*', '*would not*', etc.
14. Avoid using a dictionary when writing a composition. Never use words that are entirely new to you or 'big words'.
15. When you have finished, read your work through and try to correct any mistakes you may have made.

A checklist for writing a composition

The following checklist in form of questions is for use before and after you write your composition, to remind yourself of the techniques of good writing and help you detect weaknesses in your composition:

1. Does my outline clearly and logically develop the topic?
2. Does every idea stick to the topic and carry out my purpose?
3. Is my composition properly divided into well-constructed paragraphs?
4. In developing each paragraph, have I included interesting, specific details?
5. Are my paragraphs properly tied together with linking expressions or words which are called transitional devices?
6. Are all my sentences clear, grammatically correct, and varied in length and type?
7. Are my punctuations and spellings correct?
8. How else can I improve on this composition?

Section C: How to mark a composition

Compositions should be marked for **mechanical accuracy** and **content** only. Each composition must have an introduction, body and conclusion. Paragraphs can be indented or blocked. Do not mix the two styles of opening a paragraph. When paragraphs are blocked, you skip a line before beginning the next paragraph. Candidates must be consistent throughout.

Mechanical errors are grammatical or lexical errors. The following are examples of such errors:

Wrong spelling; wrong tense; poor punctuation; inconsistency in style; omission of words or punctuation marks; unnecessary cutting of words; colloquial language (e.g. kids, guys); contractions (e.g. 'don't' for 'do not'); abbreviations (e.g., i.e., etc., M.B.C.); wrong word order (e.g. 'I and my friends' instead of 'My friends and I'); any informal use of language; numbers and times must be written in words (e.g. 'ten' instead of '10', 'half past two' instead of '2.30'. There are exceptions of course, e.g. years are always written in figures, e.g. 1964. Besides, figures which are not round, e.g. 1,983 should be written in figures rather than in words. However, many prefer writing the years in words when they appear at the beginning of a sentence); literal translation from local language proverbs – e.g. *Fumbi ndiwe mwini* (Dust is yourself); wrong agreement of pronouns (e.g. not 'her wife' but 'his wife'); subject and verb agreement (e.g. She go daily, We writes well, I sees, You buys, They takes); double subjects in relation to one thing or person (e.g. My mother she went home.); Use of American spellings (e.g. 'neighbor', 'color', 'favor' instead of English spellings 'neighbour', 'colour', 'favour').

Writing

Practice exercises on writing different types of compositions.

Letter Writing

In chapter one you learnt about writing of different compositions. In this chapter you will learn types of letters and how to write and mark friendly letters. So the chapter comprise three sections: **Section A – Types of letters**; **Section B – How to write friendly letters**; and **Section C – How to mark a friendly letter**. Section C is mostly for teachers, but it can also benefit you, the student. Your knowledge of the examiner's expectation is not only essential but also necessary to you, the student, as it help you write within the bounds.

Letter writing is an important means of communication. You will write letters in order to communicate to others on your ideas, intention, requests, complaints, and so on. It is imperative that you learn the correct way of writing letters, be it a friendly or business one.

Section A: Types of letters

How many types of letters are there? Did you think of the **Friendly** and **business** letters? Basically these two are the ones you are likely to encounter in your daily life.

Below are the details of the two types of letters:

1. **Friendly letters**

These include all letters you write to friends and relatives. It is generally agreed that a handwritten letter is more friendly, thoughtful, and considerate than a typed one. The human touch and affection is felt more strongly when reading a handwritten letter than when reading a typed one, no wonder they are also referred to as **personal** or **informal letters**. Nevertheless, friendly letters may be type-written if the circumstances make typing appropriate.

2. **Business letters**

They are letters written for a business purpose; for example, those are written to government departments, companies and non-governmental organisations on official or formal matters. Business letters are also known as **formal letters** or **official letters**.

The terms 'friendly' and 'business' are simply means of designating different forms of letters. They do not refer to the tone of the letter. For example, a friendly letter would still be friendly even if writing in an angry mood. On the other hand, a business letter may be extremely cordial and friendly.

Letter Writing

In chapter one you learnt about writing of different compositions. In this chapter you will learn types of letters and how to write and mark friendly letters. So the chapter comprise three sections: **Section A – Types of letters**; **Section B – How to write friendly letters**; and **Section C – How to mark a friendly letter**. Section C is mostly for teachers, but it can also benefit you, the student. Your knowledge of the examiner's expectation is not only essential but also necessary to you, the student, as it help you write within the bounds.

Letter writing is an important means of communication. You will write letters in order to communicate to others on your ideas, intention, requests, complaints, and so on. It is imperative that you learn the correct way of writing letters, be it a friendly or business one.

Section A: Types of letters

How many types of letters are there? Did you think of the **Friendly** and **business** letters? Basically these two are the ones you are likely to encounter in your daily life.

Below are the details of the two types of letters:

1. **Friendly letters**

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The terms 'friendly' and 'business' are simply means of designating different forms of letters. They do not refer to the tone of the letter. For example, a friendly letter would still be friendly even if writing in an angry mood. On the other hand, a business letter may be extremely cordial and friendly.

Section B: How to write a friendly letter

Appropriate layout of a friendly letter is as follows:

1. The writer's address and date

This is the writer's address written at the top right hand corner of the paper. The date should be written as 12th May, 2003 and not 12th May 2003. Writing '12th May 2003' is considered wrong in the academic circle because it literally means 12 to the power th (*as in mathematics*). The date should always be written in full. Skip one line after the address before you write the date when you are using block address. The address and date are two different parts of a letter only that the date comes after the address at the top right hand corner. The name of the country you are writing from may be left out of your address. You should include it only when you are writing to someone abroad. Some even include the region of their country (Central Africa) especially when they are writing to a far continent such as Asia or South America.

Note, the address should not be written in capital letters, and your name should not appear at the beginning of the address.

2. The salutation/opening

The friendly letter's salutation begins with the word 'Dear' (*with capital letter 'D'*). Address your friends by their first names, for example, '**Dear John; Dear Mary**'. The phrase '**My dear**', is too formal for friendly letters; however, it may be used when you are writing to someone with whom you are on very friendly terms. The word 'Dear' is not used with a person's last name, without a title. Thus, it is wrong to write 'Dear Zefaniya' (but 'Dear Mr Zefaniya'). If you are writing to a married woman you may address her as 'Dear Mrs Zefaniya', using her husband's last name.

You should skip a line after the date before writing the salutation when you are using block style. However, others still skip a line after the slant address (*when writing in ink*) to emphasise the fact that a date is separate from the address. The salutation of a friendly letter should be written against the left-hand margin and should be followed by a comma (*See sample letter on p. 20*).

3. The introduction

This paragraph comes immediately after the salutation. Skip one line after the salutation. In the introduction, you write the purpose of the letter. This paragraph normally contains three to four sentences.

4. The body

This is the main part of the layout because it makes up the content of the letter. Topic sentences and supporting ideas are detailed (*expanded*) in the body. It is

a good idea if each topic sentence and its supporting ideas are written in one paragraph. The number of paragraphs will depend on the number of points raised in the composition or letter. The body of a letter whose paragraphs are developed in that way reads extremely well. The left and right margins should be even. Your letter must fill the space between these margins. When you reach the end of a line and there is not enough space for the next word, begin on the next line to avoid overusing hyphens (-) at the end of the lines in a composition.

In the body of the letter, you should show that you are able to write in a coherent manner and using appropriate English expressions (idioms, similes and phrasal verbs).

5. *The conclusion*

In the conclusion, write your closing statement or remarks. You may greet friends or relatives, but do not include too many names. You may also indicate that you are awaiting a reply. The conclusion, normally contains three to four sentences.

6. *The valediction / ending*

The term '**valediction**' is used when referring to the end of a letter. The valediction begins with the word 'Yours'. Note that 'Y' is a capital and there is no apostrophe before or after the 's'. The valediction may be 'Yours' if the salutation started with the first name, e.g. Dear John; and 'Yours sincerely' if the salutation was followed by the second name, e.g. 'Dear Mr. Shema'. The first letter 'Y' in the closing should always be capital.

7. *The signature*

A signature is a person's name written by herself or himself. The signature shows the name of the person writing the letter and is written immediately below the valediction. In a friendly letter, your signature should indicate clearly the first name only, for example, 'Peter', 'Chikondi'. It should be written clearly.

8. *The postscript*

If you wish to say something after you have finished and signed your letter, you may add a few lines under the signature. What you add must be headed with the letters '**PS**' which is the abbreviation of '**Postscript**'.

For the sake of examinations, you are advised to plan well before attempting to answer the question to avoid remembering some points to include in the letter after you have already signed off. Most teachers will penalise you who put PS after you have already finished the letter. However, if it is a letter you want to post to a friend, adding the PS is not a problem.

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Style of letter writing

There are two styles of layout: **indented** and **block**.

1. Indented style

Address

Date

} Salutation

Introduction

Body

Conclusion

} Valediction

} Name

2. Block style

Address



Date



} Salutation

Introduction

Body

Conclusion

} Valediction

} Name

Note:

1. The sender's address can be indented or block, depending on the style you would like to use.
2. A paragraph can open/begin by writing two centimeters into the line (*indenting*) or by skipping a line or separating by space (*blocking*).
3. Please, be consistent when using the style you choose. (*Do not mix block and indented paragraph styles in the same letter.*)

Four tips on writing letters

No matter the kind of letter you are writing (friendly or business), you should always remember to do the following:

1. Make your letter clear

Remember that when your letter is read, you will not be there to explain what you mean. In order not to leave out important details in a business letter, plan what you are going to say and how you are going to say it. Besides, if you will think about what you are going to say before you write, even in a friendly letter, then you will avoid most careless errors that often interfere with clarity (*hinder or distort the meaning*).

2. Write an attractive letter

Take pride in the appearance of your letter. A letter represents you. If you send a neat and clearly written letter, the receiver will have a good impression of you and therefore respect you. On the other hand, if you send a messy letter, your reader's opinion about you will go low. This is especially true of a business letter in which you are judged by it.

3. Use correct English, punctuation and spelling

It is advisable that letters be written in good and formal English.

4. Be yourself

Be natural. Do not make your letters sound like your English teacher or a clever friend of yours. Do not imitate models of letters in textbooks, nor copy (*content and English*) from letters in some books you read. **Originality is better than imitation** (*copying from others*).

Example of a friendly letter (Block style)

You are a student at one of the boarding secondary school. You are resident at that school. You have not finished paying the school fees for the term and the headmaster has asked you to pay the balance or else you will be sent home to collect the fees. Write a letter to your parents explaining your situation.

Kachima Secondary School
Post Office Box 502
Manthimba

15th June 2004

Dear Father

I am writing this letter to inform you that those of us who have not yet paid school fees for this term in full are being asked to do so as soon as possible. We have been given a week to pay. If we do not pay the balance by Monday next week, we will be sent back.

Please, remember that when I left home you only gave me money for my fare and some to use in buying some groceries at school. You told me that you would look for school fees and send it to me in a week's time. Unfortunately, you have not sent the money yet.

I phoned your office a number of times in the past few days, but each time I was told you were out. In such cases, I was advised to leave behind some message. I wonder whether those I left the messages with remembered at all to pass them on to you.

The headmaster has warned us that he will soon send back those who still owe the school some money. He insists that once we are sent home, we will never be allowed in until we have brought the amount in full.

Realising that I am far from home and that being sent away would mean missing lessons for almost two weeks, I should ask if you could look for the money and send it to me within this week. Please, you should send it through the quickest means possible so that I can receive it by Monday next week at the latest.

If you will not be able to find the money in good time, please send it by telegram or bank transfer. However, if everything else fails, I implore you to come here and talk to the headmaster in person. Otherwise I will be sent away. The Headmaster is not mincing words, he says enough is enough and (he) is not prepared to listen to lame excuses from any student.

Despite this fees balance problem, I am working hard in class. Last week we wrote a mathematics test. I scored 85% and scooped position one in class. I am optimistic that come the school certificate examinations, I will pass with flying colours.

I am looking forward to hearing from you soon. You should, please, try your best.

Yours

Eric.

Practice question topics on friendly letters

Use the topics below to practise writing friendly letters. After you have written your letter then ask someone or your teacher to check and correct it. Please, make sure each point is in a separate paragraph. You should also try to use some expressions, for example, idioms, proverbs and phrasal verbs. (*These have been provided in this book.*)

1. Write a letter to a friend who is to have a birthday party, excusing yourself after he or she has sent you an invitation.
2. Write a letter to a friend with whom you had arranged to meet in town but it was quite impossible for you to be there.
3. A friend who lives abroad will shortly be visiting this country and has asked you to make arrangements for his stay. Write a letter informing him of the arrangements you have made.
4. Your neighbour's chickens got into your garden and spoiled some plants. Write a letter to your neighbor complaining about this and asking him to take steps to prevent the same situation happening again in future.
5. You received a present of some money from a relative. Write a letter thanking him or her for the present and say what you intend to do with it.
6. You have heard that your friend has had an accident and is in hospital. Write a letter wishing him or her a speedy recovery and tell him that you hope to visit him or her soon.
7. You are returning a book which you borrowed from a friend. Write a letter thanking him for lending it to you and telling him how much you enjoyed it.
8. A friend of yours has offered to look after your dog while you are away on holiday. Write a letter pointing out a few tips which you think he should know about the dog.
9. You have just returned home after a pleasant visit to a relation in the village or town. Write a letter thanking him or her for his or her hospitality and saying what you enjoyed most while you were there.
10. While travelling in a minibus last month, you exchanged addresses with a person whom you had only known for a short time. Write a letter giving detailed information about yourself.
11. A friend of yours is thinking of moving into your neighbourhood. Write a letter advising him or her against such a move.
12. Write a letter to a friend asking for a loan of some money you urgently require. Say why you want it and when you expect to return it.

13. While your neighbor is on holiday, you accidentally break one of his or her windows. Write to him or her explaining how it happened and tell him or her what you have done to repair the window.
14. Imagine at this moment you are travelling by air. Write a letter to a friend describing your journey.
15. Write a letter to a relation who has complained that you never write him or her or visit him or her.
16. Write a letter to your mother telling her how much you are enjoying your stay abroad.
17. Write a letter to a friend describing your new job or school.
18. Write a letter to a friend with whom you have quarreled. Suggest that you should both forget all about it and asking him or her if he or she could care to meet you.
19. Write a letter to a person whom you believe has spread rumours about you which are untrue.
20. You have just heard that your friend will be travelling to another town by car. Write a letter asking him whether it would be possible to accompany him or her and offer to share the expenses.
21. Write a letter to a friend who lives in the village who is thinking of finding a job in town; outline difficulties and prospects.
22. Write a letter to an old schoolteacher briefly giving news of yourself from the time you left school.
23. Write a letter to a friend describing how you spent your holiday.
24. A friend of yours left an umbrella at your home on a recent visit. Write a letter informing him or her of this and making arrangements for its return.
25. You accidentally left the electric iron on one evening when you went out. Although this started some fire in the house, it did not do much damage. Write an account to a friend of what happened.
26. A person you do not know at all but who is well acquainted with a friend of yours has written you a friendly letter asking you to help him or her find a job. Reply to such a letter.
27. An old friend whom you have not seen for ten years has suddenly arrived in your town and is staying at a hotel. Write him or her a letter inviting him or her to come and stay with you.
28. You have heard that a very unpleasant person intends to pay an unexpected visit to a very close friend of yours. Write a letter to your friend warning him about this.

29. Write a letter to your friend telling him or her about how to look after an Aids patient.
30. There is a lot of deforestation going on in your area. Write a letter to your friend telling him or her the disadvantages of such a practice.
31. Write a letter to a friend informing him why you think irrigation is important.
32. Write a letter to your friend explaining to him why family planning is good.
33. Write to a friend about what you will do after writing your examinations.
34. Write a letter explaining the dangers of alcohol and drug abuse on the youths of today.
35. Write a letter to a friend abroad telling him or her the deteriorating standards of education which you are witnessing and what you think should be done about it.
36. Write to your friend explaining what you think is true democracy and why it is failing in your country.

Section C: How to mark a friendly or business letter

Guidelines on marking friendly letters have been included in this book because teachers as well as learners need them. They will enable the teacher to advise the learner the best way to write a friendly letter; on the other hand, the learner will be aware of the requirements of a well-written friendly letter.

The exercise of marking requires of the marker the following:

1. *Mastery of the subject matter or content*

If the one marking has limited knowledge, it may result in the rewarding wrong answers while penalising the right ones.

2. *Concentration*

As a marker, it is advisable that one's mind be full devoted to the marking task. Marking is not thoroughly done with a divided mind.

3. *Impartiality*

A good marker uses a **marking scheme** to the fullest in order to avoid bias, consequently avoid being influenced by external forces. It is ideal to devise an identification system like examination or registration number as to avoid names and sustain impartiality. (*However, in an examination if the instructions say candidates should write their names, they have no choice but to write them as advised.*)

The Business Letter

In chapter two you learnt how to write friendly letters. In this chapter you will learn how to write a business letter.

What a business letter is

A business letter is also known as a *formal letter*. It is one written on official matters. It can be written by an individual, a group of people, a company, a non-governmental organisation or government. Individuals may write to a company or government department (employer) to seek employment, guidance or to complain on something. Likewise, the company or government department may write to an individual in response to requests, to clarify certain issues or complain. A business letters can also be called *formal, ceremonial or official*.

How to write a business letter

Do you know the layout of a business letter? The following is the layout and examples of a business letter.

Layout of a business letter

1. Two addresses (not written in capital letters)

a. The sender's address

This is the address of the person writing the letter.

b. The addressee's address

This address for the person or organisation to whom the letter is written.

2. Date

This indicates the date when the letter is written. To show emphasis through space, it is recommended to skip a line before the date, to separate it from the address. This is the case even when using indented addresses, especially when you are writing in ink.

3. The salutation

The appropriate salutation of a letter addressed to a business firm or to an organisation may be 'Dear Sir/Madam'.

4. The Heading

In an official or formal letter it is ideal to follow the salutation with the *heading of the letter*. It must capture the summary of your letter like the title of a story. It must be bold.

5. The introduction

This comes immediately after the salutation. This is where you may write the purpose of the letter. Normally, it comprises a few sentences in one paragraph.

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

- a. Thank you for your letter dated ...
- b. Many thanks for your letter of ...
- c. In your letter of ... you inquired about ...
- d. It was a great pleasure to receive your letter dated ...
- e. I was very sorry to learn from your letter dated ... that ...
- f. In reply to your inquiry about ... I regret that ...
- g. In reference to your advertisement in the ... dated ..., I write to apply for the post.

6. The body

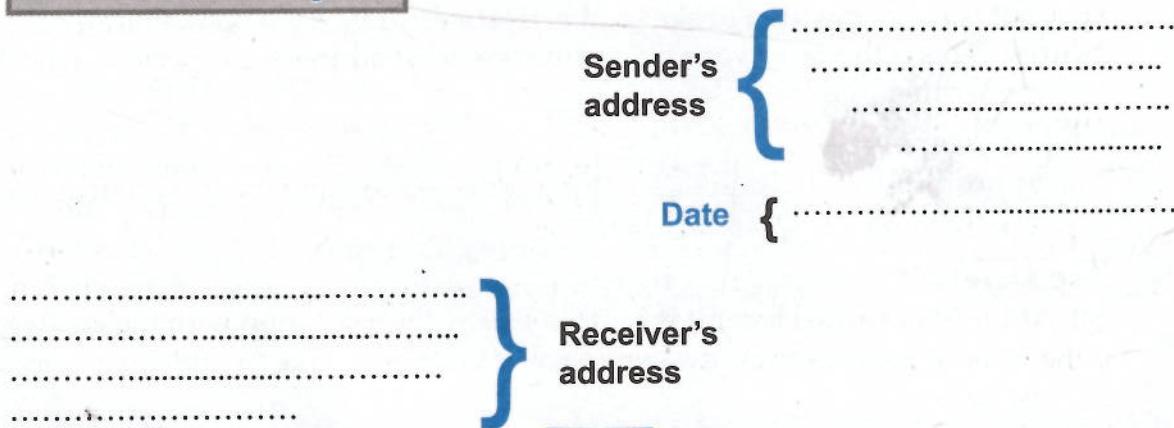
This makes up the content of the business letter. In the body, topic sentences and supporting ideas (*the expansion of the main point*) are detailed. It is a good idea if each main point and its supporting ideas are written in a separate paragraphs. The number of paragraphs in the body depends on the number of points raised. The body of a letter whose paragraphs are developed in that way reads very well. The left and right margins should be even. Your letter must appear in the middle of the page and not compacted towards one margin.

In the body of the letter you should show the ability of writing in a coherent manner and using appropriate English.

Style

Address for a business letter can be indented or not. Below is a sample sketch of an indented one.

1. Indented style



} Salutation

} Heading

Introduction

Body

Conclusion

} Valediction

} Signature

} Name

7. The Conclusion

This is where you write your concluding statement or remarks. You may also indicate that you are looking forward to a reply. Normally, a conclusion comprises a few sentences. A business letter may be concluded as follows:

- I look forward to hearing from you soon.
- I sincerely hope you will be able to help me in this matter.
- I enclose a sample of the material you require.
- I would greatly appreciate your reply.

8. The Valediction (The ending)

The valediction of a business letter is, 'Yours faithfully' if the salutation is 'Dear Sir or Madam'. However, if you address a person by name – even if you barely know him or her – you must conclude with 'Yours sincerely'. The 'Y' in 'Yours' should be a capital letter and the 'f' and 's' in 'faithfully' and 'sincerely', respectively should be small letters. No apostrophe (') should be written before 's' in 'Yours'. The comma will be written after 'faithfully' or 'sincerely' if the valediction uses such words.

9. The signature

In all business letters, the writer's name is typed or written below the valediction. The writer then signs his or her name, in his or her own handwriting, above the typed name. The reason for typing the name is that many signatures are difficult to read.

Note:

Although a signature is for identification and for security reasons, there is nothing wrong with signatures being legible.

A woman signing a business letter may write her title in parentheses as (Miss) or (Mrs) after her name. This will help the person receiving the letter to identify the writer without much ado. However, a lot of women now prefer the neutral 'Ms' which does not either indicate 'Miss' nor 'Mrs'.

Note:

1. Before you start every section or sub-section of the letter, skip a line if it is block style. When writing in ink, you can also do this even in a slanted address (for your letter to look tidy and for easy reading).
2. Both addresses (the sender's and the receiver's) can be blocked or the sender's address can be indented, but the receiver's should not be indented. It should always remain in block style.
3. The beginning of paragraphs in a letter can be indented or unindented (block style).
4. Please be consistent in using the style you choose.

A written example of an official letter (Indented style)

Question

You were travelling to Zomba on the Lilongwe-Blantyre, through Zomba, bus on one of your school holidays. When you got off at Zomba Depot and after the bus had left for Blantyre you discovered that your suitcase was not among the luggage you had got out of the bus. You suspect you forgot your suitcase in the bus. Please, write to the bus company inquiring about your lost luggage. Address your letter to: The Manager of Lost Property Section of the company.

Milala Secondary School
Post Office Box 13
Duduvi

14th June 2004.

The Manager
 Lost Property Section
 Thandizo Bus Service
 10 Kufa Road
 Kapita.

Dear Sir,

LOST SUITCASE

I am one of the passengers who travelled on one of your Lilongwe-Blantyre via Zomba buses on Saturday, 12th June, 2014. I was travelling from Lilongwe to Zomba. The bus was one of your Limited Stop Services. Its registration number is BE 2020. The bus started off at Lilongwe Bus Depot at half past seven in the morning.

We got into the bus with our hand luggage only. The rest of the luggage was loaded on the rack of the bus by the bus loader. As passengers, we were satisfied that the loader had done a good job.

It was an uneventful journey all the way to Zomba. Passengers embarked and disembarked without much ado.

I was taken aback when I got off at Zomba Bus Depot and in order not to delay the bus, the conductor asked us to get out of the bus quickly. I believe that it was that haste which made me forget that I had a suitcase on the bus rack.

I remembered about my suitcase when the bus had already left Zomba Bus Depot for Blantyre. I looked for it all around but could not find it. I have doubt, therefore, that the suitcase was not brought down the rack.

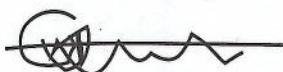
The description of the suitcase is as follows: It is made of leather, very reddish brown in colour with brown leather bands around it. It also has sliding wheels. In the inside top cover, I drew a red rose flower.

In the suitcase were the following items: five pairs of blue trousers, long sleeved white shirts, two short trousers, six notebooks, a small jar of vaseline, two blue blankets, two light-grey bed sheets and one small bag.

If the suitcase was brought to you and you are keeping it, please write me at the above address or call me on 0111 579 1234.

I thank you in advance for your assistance and I look forward to hearing from you soon.

Yours faithfully



Charles Phiri

The Manager
 Lost Property Section
 Thandizo Bus Service
 10 Kufa Road
 Kapita.

Dear Sir,

LOST SUITCASE

I am one of the passengers who travelled on one of your Lilongwe-Blantyre via Zomba buses on Saturday, 12th June, 2014. I was travelling from Lilongwe to Zomba. The bus was one of your Limited Stop Services. Its registration number is BE 2020. The bus started off at Lilongwe Bus Depot at half past seven in the morning.

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The description of the suitcase is as follows: It is made of leather, very big, reddish brown in colour with brown leather bands around it. It also has in-built sliding wheels. In the inside top cover, I drew a red rose flower.

In the suitcase were the following items: five pairs of blue trousers, three long sleeved white shirts, two short trousers, six notebooks, a small bottle of vaseline, two blue blankets, two light-grey bed sheets and one small green comb.

If the suitcase was brought to you and you are keeping it in your office, please write me at the above address or call me on 0111 579 223.

I thank you in advance for your assistance and I look forward to hearing from you soon.

Yours faithfully



Charles Phiri

A letter of application

One important type of official letter is the letter of application. Below are some tips and the plan of a letter of application:

Your address

Date

Title of the head of the institution

Address of the institution

Dear Sir/Madam,

HEADING

Paragraph 1: Say how you came to know about the existence of the vacancy you are applying for in the organisation.

Examples:

In reference to your advertisement for the post of stores clerk that appeared in 'The Daily Times' dated 12th May, 2015, I write to apply for the post.

Or

I would like to apply for the post of secretary which was advertised in 'The Nation' of 14th May, 2016.

Paragraph 2: Give your most important personal details, e.g. date of birth, sex, education and marital status.

Examples:

I am male, unmarried, and sixteen years old. Until recently, I attended St. John's High School where I achieved credit passes in Biology and Physical Science. You may wish to know that I obtained distinctions in Mathematics and English.

Or

I am a girl of eighteen years of age and single. I passed the Malawi School Certificate Examinations at Namoni Secondary School in the year 2003. Below are the subjects I passed in and the grades I obtained. I have a two in English, three's in Mathematics, Bible Knowledge and Physical Science, a one in Chichewa, a four in Biology and a five in Geography.

Paragraph 3: Describe any previous work experience you may have, and say why you are interested in the job you are applying for. You can also mention any special skills you have.

Example:

My only previous work experience was during the last long holiday when I did some part-time vacation employment at Hotel Masongola. This was mostly sorting out and filing letters. However, I have always been interested in accounting, so I would enjoy working in an accounts office.

Paragraph 4: Offer some references (Note: People whose permission you have already asked).

Examples:

My former teacher of English, Mrs. Anne Butcher, of Chinthembwe Community Day Secondary School, Post Office Box 10, Chinthembwe, has offered to support my application if you would like to get in touch with her.

Or

The following three people have accepted to act as my referees. Their names and addresses are as follows: 1. Dr. B. Chidothi, Capital Industries, Post Office Box 3030, Lavi, and so on.

Paragraph 5: Say when you will be available for interview, and make a polite request for a reply.

Examples:

I would be available for interview at any time you wish and I look forward to hearing from you.

Or

I am ready to start work soon. Your favourable consideration will be appreciated.

Yours faithfully,

.....
(Your signature)

.....
(Your name in full)

After your prospective employer receives your application letter, he or she or the firm may send you an application form in which you should fill. The application form may look like the one below:

APPLICATION FORM

(Write in BLOCK LETTERS, please)

Surname:

First name: **Initials:**

Full address:

Telephone number:

E-mail address:

Date of birth:

Sex:

Marital status:

Details of education:

Examination results:

Previous work experience:

.....

.....

.....

.....

.....

.....

.....

.....

Your reason for applying for this position:

.....

.....

.....

.....

.....

.....

Exercise

Choose one of the following job advertisements and apply for it in your name.

KABULA NEWS

The most progressive newspaper in Southern Region wishes to take on several trainee journalists, male or female. Letters of application should be sent to:

The Senior Editor, Kabula News, Bluegum Street, Mponda.

NSUNGWI FOOD PROCESSING COMPANY

Producers of excellent soup and curry mixtures as well as chicken feed have vacancies for young people in their food testing laboratory. Good background in science is necessary. Write to: The Manager, NFPC, Chiudza Highway, Mphonde.

Practice questions on business letters

Below are some practice question topics on business letters. Use the format of a business letter that you have studied.

1. Write a letter to an organisation on behalf of your club. You want to know if it is possible for twenty members of your club to visit the organisation.
2. You ordered a bicycle from one of the shops but when it arrived you discovered that there was no tool kit. Write a letter pointing this out and requesting that a tool kit be sent immediately.
3. An organisation has written you inquiring about things that you supply. Answer the inquiry stating how much the things cost, when they can be delivered and what your terms of payment are.
4. You have read an advertisement in a newspaper requiring a secretary. Apply for the post stating your qualifications and names and addresses of two referees.
5. You hold the position of chairperson of a club at your school but you want to resign. Write a letter to the patron of the club giving your reasons for wishing to do so.
6. While travelling to a different place in a minibus, your travelling bag got lost. Write a letter to the manager of the minibus company informing him or her of the loss and inquiring whether it has been found.
7. You will not be able to attend classes for a week. Write a letter to the headmaster of your school asking for permission and giving reasons for the absence.
8. You are a farmer in a rural area. Write a letter to a company that sells farm inputs ordering what you require.
9. You ordered a typewriter from abroad. It has arrived but you discovered that it was damaged in transit. Write a letter to the firm concerned pointing this out and asking what action they propose to take.
10. The Malawi Broadcasting Corporation has invited comments from listeners on one of its programmes. Write a letter in reply to the request.
11. Write a letter to one of the publishers asking for a booklist for secondary schools.
12. You booked a place in Form 4 at one of the secondary schools. Write a letter cancelling your booking, stating reasons for doing so.
13. Write a letter to one of the bus companies to reserve a seat for you. Provide them with all the necessary details.
14. You wish to study abroad. Write a letter applying for a place and requesting that a prospectus be sent to you. Inquire also what arrangements will be made for accommodation and other things you would like to know about.

15. Write a letter to one of the newspapers complaining about an article you read recently.
16. You recently attended a lecture given by a distinguished historian. Write a letter to him expressing your appreciation.
17. You wish to apply for a place at one of the colleges. Write a letter to the Registrar giving a brief account of yourself and inquiring whether you would be eligible for entry.
18. While in England you paid a visit to an English school. Write a letter of thanks to the headmaster for all he did to make your visit interesting.
19. You are on holiday, and you have fallen sick. Write a letter to your boss explaining the situation.
20. Write a letter to the editor of one of the newspapers criticizing the failure of development in your area.
21. Write a letter to the Ministry of Agriculture suggesting how you would improve the food situation in the country.
22. Write a letter to the editor in one of the papers detailing the security situation in the country.
23. A serious accident has occurred. Write a letter to the police explaining what happened.

Chapter 4

Report Writing

In chapter three you learnt how to write business letters. This chapter discusses how to write a report.

How to write a report

At one point in life, you will be required to write an account of what you either or did witness. Such an account is what is called a **report**. Like a letter, make sure that your report is *concise, clear* and *easy to read*. In this chapter, you will study **report writing**.

Can you outline the parts of a report? The following are the parts of a report.

Parts of a Report

A report has three main parts: *introduction, body* and *conclusion*.

(i) Introduction	The title and introductory paragraph include the purpose of the report, details about why and when. (This section should be brief.)
(ii) Body	The main part of the report contains details of the report.
(iii) Conclusion	This contains a summary, general comments or recommendations.

Letter style report

There are two letter styles of report writing. The two styles should not be mixed. These are the *memorandum* and *formal letter style*.

1. Memorandum style

Reference number: KAN / B / 2 / 4

To : The District Education Manager, Post Office Box 7, Dowa.

From : The Headmaster, Kanyenje Secondary School, Post Office Box 2, Chankhungu, Chezi.

Date : 26th May, 2004.

REPORT ON PARENT TEACHERS' ASSOCIATION OPEN DAY

On 21st May, 2014, Kanyenje Parent Teachers' Association organised an Open Day for parents, teachers and students. The purpose of the function was to bring together the school community and to show them the various academic and extra-curricular activities that take place at the school. This function was the first of its kind.

Teachers and students worked tooth and nail to produce items which would be pleasing to the eye of the invited guests. These preparations took almost three weeks to finish. Students mounted various displays. The commitment on the part of the teachers and students demonstrated the cooperation that exists at the school.

On the day of the function, teachers and students reported to school very early in the morning. All the students were dressed in school uniform and their teachers were also in their best formal attire.

Among the invited people were the Member of Parliament for the Constituency in which the school is, the Ward Councillor, Chiefs, Village Headmen and parents from around the school.

One of the teachers was the Director of Ceremonies. Some selected students acted as ushers and usherettes to welcome and direct the invited guests to their seats.

After welcome remarks by the headteacher, the Open Day activities started. Invited guests were taken round to view displays of written classroom work by students. This was followed by poetry recitals. In the end, the students performed different traditional dances.

At the end of the function, the chairperson of the Parent Teachers' Association made final remarks. She encouraged both teachers and students for the efforts shown. This, she said, was a testimony of hard work and team spirit.

The participation of the school community despite their busy schedules was also commended.

We hope to organise another Open Day next year and eventually make it an annual event.

(Signature)

G. Ledson

Headteacher

2. *Formal letter style*

In this style, the format is like that used in formal letters where you write two addresses. You also use a title before the actual writing of the letter:

Mpalo Secondary School
Post Office Box 19
Kachima

4th February 2005

The District Education Manager
Post Office Box 44
Namoni

REPORT ON HEAVY STORM THAT DESTROYED SCHOOL BLOCKS

(Signature)
B.G. Jimu
Headteacher

Figurative expressions and their meanings

This chapter discusses figurative expressions and their meanings. These figurative expressions will help you create a reservoir of expressions from which you can draw as you use the English language both in speech and writing. They will therefore be very handy in your composition writing.

Included in this chapter are the following:

- *idiomatic expressions*
- *proverbial expressions*
- *similes and metaphors*

Section A: Idiomatic expressions

What is an idiom?

An idiom is a group of words which produces a completely new meaning as opposed to individual meanings from the individual words (*that make that combination*). Below are a number of idioms and their meanings for you to learn. 1 to 10 have been given as examples to show you how to use them in sentences.

Idiom	Meaning
1. In the air	<i>Under discussion</i>
e.g., The issue <u>in the air</u> now shall soon be history.	
2. In black and white	<i>In writing or in print</i>
e.g., He does not have an excuse because the rules are <u>in black and white</u> .	
3. Once in a blue moon	<i>A very rare occurrence</i>
e.g., She works in Botswana and she comes home <u>once in a blue moon</u> .	
4. Black market	<i>A system of buying and selling goods or changing money which is not in accordance with the laws of a country or part of its trading system.</i>
e.g., Buying goods on <u>black market</u> encourages corrupt practices.	
5. To sit on the fence	<i>To be undecided</i>
e.g., If we are to win these elections we need to concentrate on those <u>sitting on the fence</u> .	

6. At the eleventh hour	<i>At the last moment</i>
e.g., She declined the offer of the post <u>at the eleventh hour</u> .	
7. To give the cold shoulder	<i>To treat with a complete lack of interest</i>
e.g., He was making advances, but she gave him <u>a cold shoulder</u> .	
8. To stand aloof	<i>To keep away from others or from their concerns</i>
e.g., They <u>stood aloof</u> during the years we were struggling with poverty.	
9. To receive with open arms	<i>To receive cordially</i>
e.g., We enjoyed our stay in Italy because the people <u>received us with open arms</u> .	
10. To beat about the bush	<i>To approach a matter in a roundabout manner</i>
e.g., When discussing HIV and AIDS, parents must never <u>beat about the bush</u> .	
11. To save one's face	<i>To avoid disgrace</i>
12. Crocodile tears	<i>Expressions of grief that are not sincere</i>
13. To live from hand to mouth	<i>To spend all one earns</i>
14. To run amok	<i>To rush about in a state of wild and angry excitement</i>
15. In good faith	<i>With honest intentions</i>
16. A white elephant	<i>A useless possession which is extremely expensive to keep</i>
17. In a class of one's own	<i>Better than everyone or everything</i>
18. A bed of roses	<i>A life of pleasure and ease</i>
19. To bring to light	<i>To reveal</i>
20. To stand on one's legs	<i>To be independent</i>
21. In the nick of time	<i>At the right moment</i>
22. Capital punishment	<i>The death sentence</i>
23. To rain cats and dogs	<i>A heavy downpour</i>
24. In the long run	<i>Eventually</i>

25. On the horns of a dilemma	<i>To have difficulty in choosing between two alternatives</i>
26. To get the lion's share	<i>To get the largest part of something</i>
27. To make both ends meet	<i>Being able to keep one's expenses within one's income</i>
28. A thorn in the flesh	<i>A source of trouble</i>
29. To bury the hatchet	<i>To make peace</i>
30. A wolf in sheep's clothing	<i>A deceitful person</i>
31. To square the circle	<i>To attempt something impossible</i>
32. To read between the lines	<i>To detect the hidden meaning</i>
33. To have a bone to pick	<i>To have a quarrel to settle</i>
34. Born with a silver spoon in one's mouth	<i>Born in a rich family</i>
35. To face the music	<i>To accept unpleasant consequences</i>

Section B: Proverbial expressions

Learners of English as a second language need to know some proverbial expressions which are useful both in writing and speaking skills. In a piece of writing such expressions embellish the language. The first 10 have examples so that you can see how to use them.

Part 1

1. **Evil communications corrupt good manners.**
 - Evil influences have a bad effect on character.
e.g., I can't stand seeing my children with those crooks because evil communications corrupt good manners.
2. **Still waters run deep.**
 - A quiet manner may conceal a great depth of feeling / knowledge.
e.g., None of us expected that quiet boy to score the highest points; it is true that still waters run deep.
3. **Imitation is the sincerest form of flattery.**
 - To copy another is to pay him a praise.

- e.g., I am happy that my students are able to write as well as I do, imitation is the sincerest form of flattery.
4. One swallow does not make a summer.
 - A rule cannot be deduced from a single observation.
 - e.g., We must wait for all the evidence, for one swallow does not make a summer.
 5. It's a long lane (road) that has no turning.
 - All bad things come to an end eventually.
 - e.g., Those problems shall go with time, for it is a long lane that has no turning.
 6. A ragged coat may cover an honest man.
 - Poverty is not a sign of dishonesty.
 - e.g., He is poor, but that does not mean he is a thief, for a ragged coat may cover an honest man.
 7. Fortune knocks once at everyone's door.
 - An ideal opportunity comes at least once to everyone, so we should seize it when it comes.
 - e.g., If you know that fortune knocks once at everyone's door, you must study hard now.
 8. Jack of all trades but master of none.
 - One who develops many skills never becomes an expert at anyone of them.
 - e.g., He does not succeed because he does so many businesses and he is a Jack of all trades and master of none.
 9. Least said, soonest mended.
 - By saying very little or keeping silence one may avoid trouble.
 - e.g., The issue was blown out of proportion because he answered back otherwise least said, soonest mended.
 10. Love is in the eye of the beholder.
 - Only a lover may see or understand what they like in their loved one.
 - e.g., I love her all the same for love is in the eye of the beholder.
 11. Man proposes; God disposes.
 - People make plans, but it is God who really decides the end.
 - Man is powerless against God's wishes.
 12. Misfortunes never come singly.
 - Misfortunes do not come one by one but may come together.

13. **Necessity is the mother of inventions.**
 - The need for a new thing causes someone to invent it.
14. **To be forewarned is to be forearmed.**
 - A warning of approaching danger helps one to prepare.
15. **Tomorrow never comes.**
 - Do today what you have to do.
16. **True love never glows old.**
 - If one person loves another really and truly, the love will last.
17. **Two wrongs do not make a right.**
 - It is wrong to return evil for evil.
18. **Unity is strength.**
 - Many working together produce a better product / outcome.
19. **Walls have ears.**
 - No matter where a secret is shared, it will come out.
20. **Where there's a will, there's a way.**
 - With will and determination, one can perform a difficult task.
21. **We learn when we are old.**
 - We learn when there is not enough time for us to practise.
22. **A good name is sooner lost than won.**
 - It takes time to gain a good name, but a single act to lose it.
23. **A bad workman (carpenter) always blames his tools.**
 - A careless or unskilled worker always finds an excuse.
24. **Friendship should not be all on one side.**
 - If you receive benefits from a friend, you should try to help him.
25. **He who hesitates is lost.**
 - Hesitation causes one to lose a chance.
26. **If you cannot bite, never show your teeth.**
 - If you do not intend to attack, do not threaten.
27. **Lovers' quarrels are soon mended.**
 - People who love each other may quarrel, but they easily reconcile.
28. **Laugh and the world laughs with you; weep, and you weep alone.**
 - When you have a lot of riches it is easier to have a lot of friends around.
29. **Better late than never.**
 - It is better to arrive late than never to arrive at all.
30. **If the cap fits, wear it.**
 - If a criticism made of others also applies to you, take notice.

31. Keep your mouth shut and your ears open.
 - Speak little but pay attention to what others are saying.
32. Live not to eat but eat to live.
 - Eating should not be the main purpose of life.
33. Make hay while the sun shines.
 - Take advantage of the opportunity which is available.
34. Look before you leap.
 - Think thoroughly before acting.

Part 2

1. No fence against ill fortune.
 - We cannot get away with evil deeds.
2. A rose flower but a serpent under it.
 - One with ill intentions.
3. Kindness comes of will.
 - Love cannot be forced.
4. A faint heart never won a fair lady.
 - To succeed, keep on trying.
5. Life is never one sweet song.
 - Accept disappointment in life.
6. Kindle not a fire that you cannot put out.
 - Do not wrong people with whom you have nothing to appease them.
7. Every dark cloud has a silver lining.
 - A tragedy or sad experience has some positive elements .
8. One good turn deserves another / Kindness begets kindness.
 - When you do good to one, he will do good to you.
9. Hasty climbers have sudden falls.
 - Let things take their natural course.
10. What belongs to everybody belongs to no one.
 - One person cannot claim ownership of what belongs to all.
11. No sweat; no sweet / No sweet without sweat.
 - If you want something good face the hardships.
12. A new broom sweeps clean.
 - A stranger or new leader comes along with a solution to a problem.
13. Never damn the bridge you have crossed.
 - Do not despise your own background.
14. A goat must browse where it is tied.
 - Make the best of opportunities available to you.

15. Familiarity breeds contempt.
 - A small habit may grow into a big one.
16. A burnt child dreads the fire.
 - A previous unpleasant experience makes one scared of similar situations.
17. Action speaks louder than words.
 - Doing is more effective than just saying.
18. Genuine love knows no secret corners.
 - Keep no secrets from those you love.
19. Absence makes the heart grow fonder.
 - You think of a person more when he or she is not around.
20. A fault confessed is half redressed.
 - When one confesses his mistake, it can be solved.
21. A bad beginning makes a good ending.
 - Usually a thing that starts badly ends very well.
22. A friend in need is a friend indeed.
 - The true friend is the one who helps you when you are in trouble.
23. By others' faults, wise men correct their own.
 - We learn from other people's mistakes.
24. A problem shared is half-solved.
 - One has to share his problem for others to solve.
25. A good dog deserves a good bone.
 - A good person receives good things.
26. All is well that ends well.
 - You can only be sure of success in favourable atmosphere.
27. A fool may give a wise man counsel.
 - Everyone has what he knows best.
28. The pot calls the kettle black.
 - Some people blame others for their faults.
29. There is no place like home.
 - However humble the home might be, it is the place where you feel happiest.
30. An idle mind is a devil's workshop.
 - When you have nothing to do you start harbouring mischievous ideas.
31. A prophet is not a respected in his own home.
 - Your kinsmen or friends are likely to despise or take you for granted.
32. Birds of a feather flock together (*of the same feathers flock together*).
 - People of similar tastes/habits associate with one another.
33. In the war of words, silence is the best weapon.
 - It is convenient to keep quiet in a quarrel.

34. It was the last straw that broke the camel's back.
 - One small addition to a heavy burden may make it unbearable.
35. After a storm comes a calm.
 - Often times there is an achievement after struggles.
36. All work, no play makes Jack a dull boy and no work, all play makes Jean a lazy girl.
 - Neither study without relaxation nor relaxation without work would yield good results.
37. A short cut is often a wrong cut.
 - Sometimes what could seem like an easy solution could be a problem.
38. The early bird catches the worm.
 - Those that arrive early have advantage over latecomers.
39. The leopard cannot change its spots.
 - A person cannot change his nature.
40. When the cat is away the mice will play.
 - Subordinates tend to neglect their work when the leader is absent.
41. Who will bell the cat?
 - Who will volunteer to do a dangerous but seemingly important task?
42. What you dislike is dear at any price.
 - Money spent on what you do not want is regarded as a wastage.
43. Charity begins at home.
 - Any act of kindness should begin with those close to you.
44. Health is better than wealth.
 - It is better to be healthy than rich and sick.
45. Strike while the iron is hot.
 - Act on something promptly or when the mistake is still fresh.
46. The darkest hour is nearest dawn.
 - Losing heart while the problem is almost over.
47. The cheapest becomes the dearest in the end.
 - What we may not value today may become important later.
48. What is done cannot be undone.
 - Accept the inevitable, it's not the end of the world.
49. Slow beginnings make greater ending.
 - Humble beginnings may became great enterprises.
50. Rumour is a great traveller.
 - Lies always spread easily or are easily accepted.
51. The fool learns by the flow of blood.
 - An obstinate person learns the hard way.
52. Even the weariest river winds somewhere safe to sea.
 - Even the unhappiest times come to an end.

53. All that glitters is not gold.
 - Appearances are deceptive.
54. Liars should have good memories.
 - When you lie it will not be long before you are found out.
55. Set a thief to catch a thief.
 - The best way to understand others is to think like them.
56. Seeing is believing.
 - One believes after seeing or experiencing a thing.
57. False friends are worse than bitter enemies.
 - It is easier to understand a bad act from an enemy, but not from a friend.
58. Flattery brings friends, truth enemies.
 - People are happy when they are praised, not when told the painful truth.
59. If wishes were horses, beggars would ride.
 - It is not possible that whatever you dream of or think about will happen.
60. Do not cry for the moon.
 - Do not ask for something which you cannot possibly get.
61. Do not count your chickens before they are hatched.
 - Do not rejoice for success before completing a thing.
62. Do not put all your eggs in one basket.
 - Do not stick only to one thing, try out others.
63. Speech is silver, silence is golden.
 - Silence is better than speech in some circumstances.
64. Experience is the best teacher / the mother of all knowledge.
 - The best way to learn somethings or jobs is by doing.
65. Fire is a good servant but a bad master.
 - Fire under control is good, but out of control is very bad.
66. No man is an island.
 - Human beings always depend on each other for support.
67. You are never too old to learn.
 - However old you may become, you can always learn.
68. Do not wash your dirty linen in public.
 - People's privacy deserves respect or do not discuss your partner's shortfalls in public.
69. First come, first served.
 - Those who come first are served before latecomers.
70. Practice makes perfect.
 - By often repeating any difficult task, one becomes a better performer.
71. The child is father of the man.
 - Every person was once a child.

72. Two blacks do not make a white.
 - It is wrong to do a bad action in order to correct another bad one.
73. To err is human, to forgive is divine.
 - It is normal to blunder or make a mistake, but to forgive is an act of a great person.
74. To look for a needle in a haystack.
 - Trying to solve the impossible.
75. The nearest is the dearest.
 - What or those near you could be the best that you may have.
76. You cannot serve two masters at one time.
 - It is not easy to do two things in the same way at one time.
77. Last kicks of a dying horse.
 - The last activities of the defeated person.
78. Do not cry over spilt milk.
 - Accept the inevitable.
79. Blood is thicker than water.
 - You will always first take care of your relation before somebody else.
80. East, west, home is best.
 - No matter how long you might be from home, you will remember it.
81. A good name is better than riches.
 - It is good to be well behaved than be rich.
82. A rolling stone gathers no moss.
 - A person who is not settled, is unlikely to achieve anything.
83. No one knows where the shoe pinches but he who wears it.
 - The one who experiences a particular problem may appreciate a similar situation better.
84. Talk of the devil and he will appear.
 - When we talk of a person or something it may appear.
85. Pride comes before a fall.
 - Self exhortation often ends in humiliation.
86. A miss is as good as a mile.
 - Success comes after continuous trying.
87. An empty tin makes a lot of noise.
 - Those who seem not to know what they ought to do tend to draw attention by doing foolish things.
88. A little knowledge is dangerous.
 - Knowing little may get you into trouble.
89. Never cross a bridge before you come to it.
 - Do not anticipate success before you find solutions to your problem.

90. United we stand, divided we fall.
 - An association or group needs to collaborate, otherwise they will disband.
91. Procrastination is the thief of time.
 - Never put off an action until tomorrow because that is a waste of time.
92. A little leak can sink a great ship.
 - A neglected mistake can end up in utter confusing scenario.
93. A word to the wise is enough.
 - A wise person acts on a word or advice immediately.
94. Beauty is but skin deep.
 - Character is more important than beauty.
95. Comfort is better than pride.
 - It is better to live in peace than to have riches yet full of worries.
96. Every man is his own enemy.
 - Often times one acts in a way that harms oneself.
97. Every man must carry his own cross (*Every person must own his or her act*).
 - Every person must be responsible for her or his action.
98. Every woman would rather be beautiful than good.
 - Most women value their beauty higher than their virtue.
99. Hope springs eternal in the human breast.
 - A person must always go on hoping even after disappointments.
100. Life is not all beer and skittles.
 - Life contains troubles as well as pleasures.
101. Old customs are best.
 - The tendency in people to think the old is better.
102. To know the disease is half the cure.
 - When a disease is known, proper medicine is sought.
103. Virtue is its own reward.
 - The reward of doing good is the satisfaction one feels after the task.
104. A soft answer turns away wrath.
 - Speaking gently to an angry person helps to pacify the situation or sort out issues.
105. He knows most who speaks least.
 - One's knowledge is judged by the amount of his or her speech.
106. He preaches best who lives best.
 - The best preacher is the one who sets the best example.
107. He that would command must serve.
 - One must learn to obey orders before giving them.
108. Honesty is the best policy.
 - Honesty is always better in business than dishonesty.

109. Manners make the man.
 - Man is judged by his or her character.
113. Silence gives consent.
 - One who says nothing when asked, has accepted what is proposed.
114. Slow and steady wins the race.
 - Careful and meticulous attention to detail leads to success.
115. The road to hell is paved with good intentions.
 - Not all seeming good intentions lead to best outcomes.
116. Choose a wife or husband by your ear rather than by your eye.
 - Use what you hear about a partner to understand her.
117. Live and let live.
 - Leave in peace with others.
118. A constant guest is not welcome.
 - A guest who comes too often is disliked.
119. A friend is easier lost than found.
 - Treat friends well.
120. A good husband makes a good wife.
 - A wife is unselfish and cheerful when the husband is kind.
121. A good wife is a good prize.
 - Having a good wife is God's grace.
122. Marriages are made in heaven.
 - God decides who will marry who and man simply fulfills that plan.
123. Marry in haste; repent later.
 - Those who marry in a hurry often regret afterwards.
124. Flies are easier caught with honey than with vinegar.
 - One can easily persuade others by using a pleasant voice.
125. God tempers the wind to the shorn lamb.
 - God is merciful and intervenes in times of trouble or a problem.

Section C: Similes

A simile is a figurative expression which is based on the resemblance of things. It is commonly introduced by 'like' and 'as'.

Similes, if well used, will embellish your piece of written work or speech. They provoke the reader or listener to critically think of the subject of the discussion.

You will be guided as a way of introducing you to similes so that you should have the basis on which you can draw for the purposes of composition writing.

Study them and practice using them appropriately in your speech and written work.

Examples

1. as ageless as the sun
2. as ancient as the sun / stars
3. as big as an elephant
4. as bitter as gall
5. as blind as a bat / love
6. as bounteous as nature
7. as brief as a dream
8. as brilliant as stars
9. as cheerless as the grave
10. as cruel as death
11. as deceitful as the devil
12. as docile as a lamb
13. as eager as a bridegroom
14. as easy as lying
15. as fast as light / as a storm
16. as fit as a fiddle
33. as poor as church mouse
34. as rosy as a bride
35. as shameful as sin
36. as troublesome as a monkey
17. as gentle as sleep
18. as happy as a child
19. as hard as steel
20. as harmless as a baby
21. as helpless as a baby
22. as illusive as a dream
23. as inevitable as death
24. as inexorable as the grave
25. as lifeless as the grave
26. as light as air / cork / feather
27. as meek as a dove
28. as natural as life
29. as dirty as a hog
30. as obstinate as a mule/pig
31. as old as creation
32. as pleasant as health
37. as true as the gospel
38. as uncertain as the weather
39. as unchangeable as the past
40. as vigorous as fire

Section D: Metaphors

A metaphor is a compressed simile without the words 'like' and 'as'. In other words, a metaphor is an expression in form of comparison without showing directly that it is a comparison. A metaphorical statement has a meaning based on the semantic properties that are inferred, implied or provide some kind of resemblance. The following are some examples of metaphors:

Examples

1. Our doubts are traitors. (*spies*)
2. He is a snake in the grass. (*dangerous*)

3. My aunt has the eye of the hawk. (*sharp, very good*)
4. This man is a butcher. (*merciless / murderous*)
5. What you have said is the heart of the matter. (*the basis of an argument*)
6. John is a hyena. (*not brave, travels in the night*)
7. He is a lion. (*fearful*)

Note:

- a. A metaphor uses two dissimilar things, where one thing is said to be or mean the other. When you call one thing another, you are using a figurative expression called metaphor.
- b. Simile and metaphor have nearly the same effect but they differ in form. They both emphasise some quality in one thing by showing its resemblance to another thing, but a simile states the resemblance, whereas metaphor speaks of the two things as though they are the same.

Writing**A. Use the following idiomatic expressions in sentences:**

1. Black market
2. With open arms
3. Crocodile tears
4. Live from hand to mouth
5. At the eleventh hour

B. What do the following metaphors mean?

1. A wolf in sheep's skin
2. The eye of a hawk
3. Heart of the matter

C. Complete the following similes.

1. As cool as
2. As white as
3. As big as
4. As clever as
5. As meek as
6. As slow as

B. What do the following proverbs mean?

1. You cannot save two masters at a time.
2. A friend in need is a friend indeed.
3. Who will bell the cat?
4. An idle mind is a devil's workshop.
5. A prophet is not respected in his own home.

Miscellaneous Grammar I

Every language has rules guiding how it ought to be used both in speech and writing. The rules of a language is what is called **grammar**. There are certain grammatical aspects that are crucial to the understanding of a language. Correct use of language in speech and in writing depends on one's knowledge of grammar. In this chapter you will, therefore be looking at some aspects of grammar that present challenges to a language learner. Some of these challenging aspects you will study are:

- *Types of phrases*
- *Subject-verb agreement*
- *Types of sentences*
- *Types of clauses*
- *Box analysis of subordinate clauses*

Section A: Types of phrases

What do you understand by the term **phrase**?

A phrase is a group of words without a subject and a finite verb, used as one part of speech. In other words, a group of words functioning as a **noun** is a **noun phrase**, while the one functioning as an **adjective** is an **adjectival phrase**.

Examples:

The good shepherd; carry out; for the boy, etc.

Types of phrases

There are seven types of phrases, namely: *the noun phrase, verb phrase, prepositional phrase, infinitive phrase, participial phrase, gerund phrase, appositive phrase*.

1. *The noun phrase*

It is a group of words used as a noun.

Examples:

Chipembere Highway, Kamuzu Stadium, Kamuzu Bridge, Sanjika Palace, New Gift Private Secondary School

2. *The verb phrase*

It is a group of words used as a verb.

Examples:

Could go, might have gone, look out

3. *The prepositional phrase*

It starts with a preposition, and has a noun or pronoun which is called object of that preposition.

Examples:

After that very long speech, behind the red line.

The object of a preposition is always a noun, a pronoun, or a group of words used as a noun.

Example:

The ditch was full of water; We looked everywhere for her, etc.

A prepositional phrase as a modifier can be used either as an adjective or an adverb.

a. **A prepositional phrase as an adjective**

A prepositional phrase that modifies a noun or pronoun is an adjective phrase since it is used as an adjective.

Examples:

- a. My coat is the one with the red lining.
(*'with the red lining'* modifies the pronoun '*one*')
- b. We bought a box of apples. (*'of apples'* modifies '*box*')
- c. The reunion between the two families grew from strength to strength. (*'between the two families'* modifies '*reunion*')

An adjective phrase always comes immediately after the noun or pronoun it modifies.

b. **A prepositional phrase as an adverb**

A prepositional phrase that modifies a verb, an adjective, or an adverb is an adverb phrase. That is, it is a phrase used as an adverb to tell how, how much, when, or where.

Examples:

- a. The cat had been sleeping on the bed.
(*'on the bed'* tells where the cat had been sleeping)
- b. Chimwemwe was happy beyond his wildest dreams.
(*'beyond his wildest dreams'* tells how much)
- c. The guest arrived late in the evening.
(*'in the evening'* tells when the guest arrived)

Exercise 1

Identify and write each prepositional phrase and the word it modifies:

1. The story of our success appeared on the front page of *The Daily Times*.
2. This is the book of accounts for which you requested.
3. Late at night, we heard someone at the door.
4. There was a metal toy in every box of the confection.
5. A wave of happiness was resented over the group.

4. *The infinitive phrase*

Usually, though not always, the infinitive phrase begins with '**to**'. The phrase consists of '**to**', **the infinitive**, **its complements** and **its modifiers**. If the infinitive has a subject, that is also part of the phrase.

Examples:

- a. We tried to write quickly.
(The infinitive phrase is the object of the verb '**tried**').
- b. He was unable to control his laughter.
(The infinitive phrase modifies the adjective '**unable**').
- c. I saw John arrive.
(The infinitive phrase is the object of '**saw**'. The infinitive is '**arrive**' without the usual 'to'. '**John**' is the subject of the infinitive.)
- d. They want to play hockey on Sunday afternoon.
(The infinitive phrase is object of the verb '**want**').

Exercise 2

Find the infinitive phrases in the sentences below:

1. Would you like to sing for us?
2. To chop the wood from the huge tree seemed impossible.
3. We say the girls leave the swimming pool.
4. We like to talk to you.
5. Today's assignment is to read Macbeth.

5. *The participial phrase*

The participial phrase usually begins with the participle. The phrase consists of **the participle**, **its modifiers** and **its complements**.

The modifiers and complements may themselves be phrases or clauses.

Examples:

- a. We waited at the bus stage for an hour, hoping he would come.
(The participial phrase modifies the pronoun '**We**').

- b. Having arrived late, Tiyamike had to wait.
(The participial phrase modifies the noun 'Tiyamike'.)
- c. Delayed by snow and fog, the plane started an hour late.
(The participial phrase modifies the noun 'plane'.)
- d. Knowing what you need, you can shop more quickly.
(The participial phrase modifies pronoun 'you'. The noun clause 'what you need' is the object of the participle 'knowing'.)

Exercise 3

Find the participial phrases. Tell the word each phrase modifies. Do not overlook phrases made from past participles and present participles.

- 1. Having delivered the message, Catherine retired to a nearby inn.
- 2. A package addressed to you arrives this morning.
- 3. We jumped up and down, trying to attract attention.
- 4. The men working of the tower are protected by safety belts.
- 5. The photograph discoloured with age, clearly showed Cecilia's face.

6. The gerund phrase

The gerund phrase consists of the gerund, which always ends in '*-ing*' and the modifiers and complements of the gerund. The modifiers themselves may be phrases or clauses.

Note: the gerund phrase is always used as a noun.

Examples:

- a. Talking in the audience disturbs the speaker.
(The gerund phrase is the subject of the verb 'disturbs'.)
- b. We enjoyed watching the game on television.
(The gerund phrase is the object of the verb 'enjoyed'.)
- c. By quick thinking, the boys saved the canoe.
(The gerund phrase is an object of the preposition 'by'.)
- d. Listening to the radio while you are studying doesn't make much sense.
(The gerund phrase is the subject of the verb 'does (n't) make'. The adverb clause 'while you are studying' modifies the gerund.)

Exercise 4

Find the gerund phrase. Say how each gerund phrase is used.

- 1. Please, sign the guest book before leaving the lodge.

2. Playing a one-man band is still not appreciated.
3. Alfred's mistake was reading the direction carelessly.
4. Have you tried heating the milk first?

7. The appositive phrase

An appositive is a word placed after another word to explain or identify it.

Examples:

- a. The author, *Sylvester Ngoma*, explained how he writes.
- b. *Dr Chauma*, the lecturer, went out first.

The appositive always appears after the word it explains or identifies. It is always a noun or pronoun, and the word that it explains is also always a noun or pronoun.

- Victoria's car, *a new toyota Corolla that had been recently bought*, was stolen.
(The appositive phrase identifies 'car'. The adjective 'new' and the adjective clause 'that had been recently bought' modify the appositive 'Toyota Corolla'.)
- The chairman presented the trophy, *a tall silver cup with handles*.
(The appositive phrase is identifying 'trophy'. The adjective 'tall' and 'silver' modify the appositive 'cup', as does the adjective phrase 'with handles'.)

Section B: Subject-verb agreement

In grammar the word 'agreement' means 'likeness'. To make two words agree is to make them alike in some respect. Words may agree in number, gender and case.

The most common error by learners of English is the failure to make subject and verb agree in number. Errors of agreement when speaking are sometimes difficult to avoid. In writing, these errors are unforgivable because you always has time and opportunity to revise your work before presenting it to the reader.

Subject-verb agreement in number

There are two numbers in grammar: singular and plural. A word is singular in number if it refers to one person or thing and plural if it refers to more than one person or thing.

Person	Singular	Plural
First	I	We
Second	You	You
Third	She, he, it	They

Examples:

	Singular	Plural
1	I walk.	We walk
2	You walk	You walk
3	It walks	They walk
4	She walks	They walk

The verb '**be**' presents several challenges in agreement. To begin with, the second person pronoun '**you**' is always used with the plural form of the verb: **are** and **were**. Secondly, the difference between singular and plural can be seen in the **present tense** as well as in the **past tense**.

Present Tense		Past Tense	
Singular	Plural	Singular	Plural
I am	We are	I was	We were
You are	You are	You were	You were
He/She/It is	They are	He/She/It was	They were

The most common errors with '**be**' are '**you was, we was, they was**'.

The verb has to agree in number with its subject. A plural verb is used with a plural subject. The subject determines whether the verb is to be singular or plural. The verb does not necessarily need to agree with any other part of the sentence.

The book (*singular*) opens easily.
The books (*plural*) open easily.

The programme (*singular*) is lively.
The programmes (*plural*) are lively.

Plural words between the subject and the verb

The verb agrees only with its subject. Occasionally, a word with a different number from that of the object occurs between the subject and the verb. This word usually has no effect upon the number of the verb even though it is closer to the verb than the subject is.

Examples:

- The truck, loaded with boxes of apples, is lying in the ditch.
(**'truck'** is the subject)
- One of the pictures shows our village. (**'one'** is the subject)
- The old maps of this country show the coast lines accurately.
(**'maps'** is the subject)
- The leaders of this college need our help. (**'leaders'** is the subject)

The words, 'with, together with, along with, as well as', are prepositions. The object of these prepositions have no effect upon the number of the verb.

Examples:

- The doctor, together with the nurses, was working feverishly.
(‘doctor’ is the subject.)
- Your voice, as well as your walk, gives you away. (“voice” is the subject.)
- The President with his cabinet comes into the hall. (“President” is the subject.)

Exercise 5

Choose the right form of the verb from the brackets:

- If you (was, were) there, why didn’t you speak up?
- (Has, have) the package of tools been found?
- The income tax, an addition to the real estate taxes (help, helps) pay for the cost of hospital treatment.
- The members of this club (is, are) working hard.
- Where (is, are) the delivery of goods to be made?

The Sentence and types of sentences

A sentence is a group of words that makes a complete sense or that expresses a complete thought. A sentence that makes a complete sense has at least a subject and finite verb. A sentence starts with a capital letter and end with a full stop or other appropriate punctuation mark. A sentence can be a statement, request, command or question.

Examples:

- John came.
- The child cries.
- Did you come?

Section C: Types of sentences

I. The simple sentence

A simple sentence expresses one idea only. It has one subject and a predicate. A noun or pronoun with its qualifiers makes the subject and the verb with its modifiers makes the predicate. Both, the subject and the predicate may be compound. (Compound means having two or more similar parts.)

Examples:

The girl (subject) opened the tin (predicate).

a. Compound subject

The headteacher of the school and the mayor (*subject*) of the municipality went to the party. (*It means the headmaster; the mayor went too.*)

b. Compound verb

The boy chased (*predicate*) and hit the dog (*predicate*).
(*This means the boy chased; the boy hit.*)

c. Compound predicate

Mary bought the meal (*predicate*) and ate the beans (*predicate*).
(*This means bought the meal; ate the beans.*)

d. Compound subject and compound predicate

Both the head of department (*subject*) and the students (*subject*) have sent the cards (*predicate*) and invited the guests (*predicate*).
(*The head of department and students have sent the cards; the head of department and students have invited the guests.*)

All the preceding sentences are simple sentences. In these sentences both parts of a compound subject go with the same verb. Or both parts of a compound verb have the same subject. In all of these sentences there is only one subject-verb connection.

Exercise 6

Identify the compound parts in the following sentences. Look for compound subjects, compound verbs and compound predicates.

1. The headmaster handed in the tests and left the room.
2. Bob and Roy scraped and painted all day long.
3. The police arrived and sealed off the entrance.
4. Francis and Jane stopped in and stayed for an hour.
5. Falesi washed the plates and put them in the cupboard.

2. The compound sentence

The compound sentence contains more than one idea. It consists of two or more simple sentences put together. In this type of sentence all the ideas expressed have an equal value. The parts of a compound sentence are put together: (1) with a comma and a coordinating conjunction, e.g. (*and, but, or, for, nor*) and (2) with a semicolon.

Examples:

- a. The play was enjoyable but it was short.
- b. Mercy is intelligent and she knows how to study.
- c. I know the bicycle well, for I once owned it.
- d. Jeff could not find the photographs, nor could he find anyone who knew where they were.

Conjunctive adverbs (*then, however, moreover, hence, consequently, etc.*) are also used to join parts of a compound sentence. The conjunctive adverb is preceded by a semicolon.

Examples:

- We finally arrived at the gate; *however*, it had been locked.
- The soil was water-soaked; *consequently*, it was useless for building.

a. Compound Sentences and Compound Predicates

In the compound predicates every verb has the same subject. In the compound sentence, each verb has a different subject.

b. Simple sentence with compound predicate

Example:

Zione baked three cakes and sold them.

c. Compound sentence

Example:

Zione baked three cakes and her friend sold them.

Exercise 7

Identify compound and simple sentences from the five sentences below. In the simple sentences identify all the compound predicates.

- You can go into a ward, or you can take a semi-private room.
- Lightning does not strike the earth but rises from it.
- We stopped at Chinamwali for repairs and finally arrived at Zomba Bus Depot an hour later.
- Neither coffee nor tea is grown in Lilongwe, but both are found at Lumbadzi.
- The cake was delicious, and the soup quite appetising.

3. The complex sentence

The complex sentence contains one main idea called the '**main clause**', and one or more secondary ideas called '**subordinate clause(s)**'. In a complex sentence, the subordinate clause can be used as a modifier. If it is used as a modifier, the subordinate clause modifies a word in the main clause.

Examples:

- This is the boy (*main clause*) who ran away.
The subordinate clause 'who ran away' modifies the noun 'boy'
- Wait here (*main clause*) until the bell rings.
The subordinate clause 'until the bell rings' modifies the verb 'wait'.

- c. She has gone home (*main clause*) in order to collect school fees.
The subordinate clause 'in order to collect school fees' modifies the verb 'has gone'.

In each example above, **the main clause** can stand as a sentence by itself and note that the main clause makes a statement:

- This is the boy.
- Wait here.
- She has gone home.

The **subordinate clause** cannot stand alone because its meaning is incomplete. Such clauses depend on the subject which is in the main clause.

- Who ran away (*so what?*)
- Until the bell rings (*what then?*)
- In order to collect school fees (*for what?*)

A **complex sentence** containing a **noun clause** is somewhat different. The noun clause looks as if it is part of the main clause.

- What the speaker said meant little to us. (*Noun clause, subject of the verb 'meant'*)
- We were worried about what happened yesterday. (*Noun clause, object of the preposition 'about'*)
- John said that the door was locked. (*Noun clause, object of the verb 'said'*)

In the preceding sentences, neither the main clause nor the noun clause can stand by itself. Nevertheless, a sentence containing one main clause and a noun clause is regarded as a complex sentence.

Exercise 8

A. Indicate whether each of the sentences below is simple, compound, or complex:

- There was no chance of getting home before noon.
- We could not move the sick man, nor could we leave him alone.
- The traveller thanked his host, picked up his pack, and started climbing up the trail.
- That is the house in which I live.
- We are living a reckless life, but who will bring us back to our senses?

B. Find the subordinate clauses in each of the sentences:

- No one knows where the treasure was buried.
- May I borrow the book that you told us about.
- When the alarm bell rings, the safety clues spring into action.
- When will they understand that we are serious?

3. The compound-complex sentence

A compound-complex sentence consists of two or more main clauses and one or more subordinate clauses. The main clauses are joined by a **coordinating conjunction** (*preceded by a comma*), a **conjunctive adverb** (*preceded by a semicolon*), or by a semicolon alone. The subordinate clause modifies a word in one of the main clauses or acts as a noun within one of them.

Examples:

1. We rounded the bend and there was a truck that had rolled into the ditch.

Main clause	Subordinate clause
<ul style="list-style-type: none"> • We rounded the bend • and there was a truck 	that had rolled into the ditch

2. Give me the mangoes which I bought after escaping the accident.

Main clause	Subordinate clause
Give me the mangoes	which I bought after escaping the accident

4. Main clause

A main clause is a group of words that can stand on its own and does make a complete sense. For example, in sentences 1 and 2 above the main clauses are:

- a. We rounded the bend and there was a truck.
- b. Give me the mangoes.

Section D: Types of subordinate clauses

A subordinate clause may be defined as a group of related words that contain a subject and a predicate and has only one finite verb.

Examples:

- a. When I *had finished* my work.
- b. That she *would arrive* today.
- c. Who *had promised* to buy it.

The clause is subordinate when it depends on the main clause for what is said in it to be fully understood. It cannot stand on its own and does not make a complete thought. But with the main clause added to it, then the sentence is understood.

1. *I went home* when I finished my work.
2. *He told me* that she would arrive today.
3. *We met the man* who had promised to buy it.

1. Subordinate noun clauses

Definition

A noun clause is a subordinate clause. It does the work of a single noun in a sentence and answers the question '**What?**' Noun clauses can be introduced by:

- **Relative pronouns:** *who, whoever, which, what, etc.*
- **Relative adjectives:** *which, whatever*
- **Relative adverbs:** *when, where, how, why, whenever, etc.*
- **Or subordinating conjunctions:** *that, if, whether*

Functions

A noun clause functions as:

a. The subject of a verb

Examples:

- i. *What he said doesn't interest me.*
- ii. *Whoever is responsible will have to pay.*
- iii. *Whatever he tells you will be wrong.*
- iv. *That he arrived late is unfortunate.*
- v. *How he got into the room was never discovered.*
- vi. *'Why did you do it?' was his next question.*
- vii. *Whether he passes or not is none of my concern.*
- viii. *Which student came late is irrelevant.*
- ix. *What he did surprised us.*

b. The object of a verb

Examples:

- i. *He said that he was unwell.*
- ii. *They told where they had been.*
- iii. *She asked why I had taken her books.*
- iv. *Father asked, 'What are you doing?'*
- v. *We wondered whether we should stay or go.*
- vi. *Mother gave me whatever I asked for.*
- vii. *I heard what he said.*

c. The complement of the verb (*to complete the sense of the subject in the sentence*)

When a noun clause follows a linking verb it complements the subject.

Examples:

- i. It seems that he does not like me.
- ii. That is not what I want.
- iii. What surprised me was that he spoke so well.

d. In apposition to a noun (that is the noun mentioned earlier)**Examples:**

- i. The fact, that he did not study, was obvious.
- ii. The rumour, that they were expelled, was false.
- iii. The report, that the team had been beaten, proved to be without foundation.
- iv. The news, that the plane had crashed, shocked the people.
- v. The knowledge, that he was right, gave him satisfaction.

e. As the object of a preposition or an object governed by a preposition (comes after a preposition)**Examples:**

- i. Give it to *whoever you like*.
- ii. We inquired about *when we should start*.
- iii. I paid him for *whatever he did*.
- iv. The house was sold for *what it was worth*.

Note:

Sometimes when a noun clause takes the subordinating conjunction 'that' and comes after the verb, we can omit the word 'that'.

Examples:

- i. They say (*that*) *the clock is slow*.
- ii. I hope (*that*) *I will meet you again*.
- iii. He suggested (*that*) *we should help him*.

2. Subordinate adjective clauses

An adjective clause may be defined as a group of words which includes a finite verb and which does the work of an adjective in a sentence. An adjective clause qualifies the noun or pronoun which it immediately follows. The noun which is qualified by an adjective clause is called **the antecedent**. They are also known as relative clauses because they relate to a noun or pronoun in the main clause.

Adjective clauses are introduced by the following markers of subordination:

- **Relative pronouns:** *who, whom, which, that*
- **Relative adjectives:** *whose, which, what*
- **Relative adverbs:** *where, when, why, after*

Examples:

- a. The pupil *whom I asked* did not know the answer.
- b. The book *which you lent me* is lost.
- c. The driver *whose car broke down* has come.

Types of adjective clauses

There are two types of adjective clauses. These are **defining** and **non-defining adjective clauses**.

a. Defining adjective clause

A **defining or restrictive adjective clause** is one that tells us precisely who or what the noun is. It is essential to the meaning of the noun or pronoun the clause qualifies and it is not separated from the main clause by commas. It restricts the meaning of the word it qualifies.

Examples:

- i. The book *which you lent me* is good.
- ii. This is the case *which I bought*.
- iii. The boy *who hit me* was punished.
- iv. The town *where I live* is near here.
- v. The man *who is in the house* is my father.
- vi. The teacher *who taught us last year* has retired.

Note:

The defining adjective clause tells us precisely **who** or **which** one? In all these examples the clause limits or defines the noun or pronoun it modifies.

b. Non-defining adjective clauses

A **non-defining or non-restrictive adjective clause** does not define the noun or pronoun it qualifies and is not essential to the meaning of the noun it qualifies. The clause gives additional information and serves as a comment about the noun. Due to this, the non-defining clause is placed between commas to separate it from the main sentence. If the defining clause is omitted, the sentence is still complete.

Examples:

- i. My son, *who was born in Malawi*, is five years old.
- ii. My uncle, *who lives in Ireland*, came to visit me.
- iii. The dog, *which bit me*, is dead.
- iv. The stone, *which was heated*, has cooled down.

Note:

In the examples, the persons or things are already identified by name. In all these examples, the adjective clause is merely a kind of addition, a casual remark, an explanation about the noun qualified. Instead of using commas, we could just as well put the clause between brackets or dashes.

Examples:

- i. Our tutor – who is Irish – has lived in Malawi for six years.
- ii. Our dog (who is an Alsatian) is a good watchdog.

3. Subordinate adverb clauses

An adverb clause is a clause in a sentence and it modifies the verb before or after it. It can also modify an adjective, another adverb or even a whole sentence.

The adverb clause

An adverb clause does the work of an adverb or is used to modify a verb, adjective or adverb in the main clause. It tells *when, where, why, how, to what extent* and *how much* about the word it modifies.

a. Adverb clause modifying a verb

Examples:

- i. John found the book where he had left it. (*where?*)
- ii. When the bell rings, go out. (*when?*)
- iii. He worked as if he was tired. (*how?*)
- iv. She fainted because she ran fast. (*why?*)

b. Adverb clause modifying adjective

Examples:

- i. Chikondi is as fat as her mother. (*to what extent?*)
- ii. My goat is thinner than it used to be. (*how much?*)

c. Adverb clause modifying an adverb

Example:

Our dog barked louder *than our neighbour's did*.

An adverb clause always begins with a subordinating conjunction whose function is to signal that the clause which follows is subordinate and to indicate how the clause will relate to the rest of the sentence.

Types of adverb clauses

a. A subordinate adverb clause of time

This adverb clause tells the time when an action *was, is* or *will be done* (*take place*). The subordinating conjunctions that introduce the adverb clause of time are:

when, whenever, while, until, often, before, as long as, as soon as, since, once, till, whilst, no sooner ... than, by the time, and so on.

Examples:

- i. As soon as (when) he entered I left. (modifies the verb 'left')
- ii. While he was alive I visited him every week. (modifies the verb 'visited')
- iii. He was dead *by the time I arrived*. (modifies the verb 'was dead')
- iv. Inform me *whenever you want* money. (modifies the verb 'inform')

b. A subordinate adverb clause of place

This clause of place tells of the place where an action was, is or will be done (*take place*). The subordinating conjunctions that introduce the adverb clause of place are: *where, wherever*.

Examples:

- i. Wherever you go, write to me. (modifies the verb 'write')
- ii. Sit wherever you like. (modifies the verb 'sit')
- iii. I found the book where I had left it. (modifies the verb 'found')

c. A subordinate adverb clause of cause or reason

This clause tells the reason for which an action was, is or will be done. The subordinating conjunctions that introduce the adverb clause of reason are: *because, since, as, for, seeing that, now that*, and so on.

Examples:

- i. They worked hard as they wanted to pass. (modifies the verb 'worked')
- ii. Seeing that you won't help me, I will leave. (modifies the verb 'leave')
- iii. I bought the food *because I was hungry*. (modifies the verb 'bought')

d. A subordinate adverb clause of manner

This clause tells how an action was, is or will be done. The subordinating conjunctions that introduce the adverb clause of manner are:

as, as if, how, in a way, as though, and so on.

Examples:

- i. We did the work as we had planned. (modifies the verb 'did')
- ii. He behaved in any way he liked. (modifies the verb 'behaved')
- iii. She walked *as if she was tired*. (modifies verb 'walked')

e. A subordinate adverb clause of purpose

This clause tells the purpose for an action that was, is or will be done. The subordinating conjunctions that introduce the adverb clause of purpose are: *in order that, so that, for fear that*, and so on.

Examples:

- i. He helped me so that I could finish on time. (*modifies the verb 'helped'*)
- ii. I hid in case I should be asked to work. (*modifies the verb 'hid'*)
- iii. We went to town in order that we should see our friends. (*modifies the verb 'went'*)

f. A subordinate adverb clause of condition or supposition

This clause tells the condition for an action that will be done. They include on what condition a thing happens, happened or will happen. The subordinating conjunctions that introduce the adverb clause of condition are: *if, unless, if only, as long as, whether, supposing that, provided that*, and so on.

Examples:

- i. I cannot eat meat unless it is well cooked. (*modifies the verb 'cannot eat'*)
- ii. We will go if you give us money for transport. (*modifies the verb 'will go'*)
- iii. They will not come in as long as you are here. (*modifies the verb 'will not come'*)

g. A subordinate adverb clause of concession

Concedes a fact despite an action that was, is or will be done or fulfilled. The subordinating conjunctions that introduce adverb clauses of concession are: *although, even though, even if, however, no matter what*, and so on.

Examples:

- i. Although he tried hard, he did not pass the examination. (*modifies the verb 'pass'*)
- ii. No matter what you say, they will fail. (*modifies the verb 'fail'*)
- iii. However hard she works, she will not succeed in her job. (*modifies the verb 'succeed'*)

h. A subordinate adverb clause of result

Tell us the result of an action that was, is or will be done. The subordinating conjunctions that introduce adverb clauses of result are: *so ... that, such ... that, so that, so much so that*.

Examples:

- i. He studied so hard that he fell sick. (*modifies the verb 'studied'*)
- ii. They drank with such haste that they vomited. (*modifies the verb 'drank'*)
- iii. She spoke very softly, so that I couldn't hear him. (*modifies the verb 'spoke'*)

i. A subordinate Adverb clause of degree

This clause tells the extent to which an action was, is or will be done. The subordinating conjunctions that introduce the adverb clause of degree are: *as ... as, not so ... as*

Examples:

- i. They worked as hard as they could. (*modifies the verb 'worked'*)
- ii. He was not so good at English as he was at science. (*modifies the verb 'was not'*)

j. A subordinate adverb clause of comparison

Compares the extent to which an action was, is or will be done. The subordinating conjunctions that introduce adverb clauses of comparison are: *than (after a comparative word), than that, not so as, such as*.

Examples:

- i. He tried to do more than he could. (*modifies the verb 'do'*)
- ii. Talk as much as you like. (*modifies the verb 'talk'*)
- iii. The question was not such an easy one as I thought. (*modifies the adjective 'easy'*)
- iv. The work is not so easy as you think. (*modifies the adjective 'easy'*)

Subordinating conjunctions

Every adverb clause is introduced by a subordinating conjunction. Its function is *to show the starting point for a subordinate clause*. It also shows how two or more clauses are related.

Exercise 9

Identify subordinating conjunctions in the following sentences:

1. Call on us as soon as you can.
2. No one entered the house while we were here.
3. If the coat is too long we can shorten it.
4. She is shouting as if she is mad.
5. Drive until you reach the robots.

Section E: Box Analysis of Complex Sentences

To analyse a complex sentence is to show the main clauses, subordinate clauses, their types and functions. The examples below illustrate the point.

1. Adverbial/adverb clauses

Consult the manual when in difficulty. or When in difficult consult the manual.

Clause	Type	Function
Consult the manual	Main	Makes a statement
when in difficulty	Subordinate adverb clause of time	Modifies the verb 'consult' (in the main clause)

2. Adjectival/adjective clauses

This is the house which I built.

Clause	Type	Function
This is the house	Main	Makes a statement
which I built	Subordinate adjective clause	Modifies the noun 'house' (in the main clause)

3. Noun clauses

I don't know what he said.

Clause	Type	Function
I don't know	Main	Makes a statement
what he said	Subordinate noun clause	Object of the verb 'know' (in the main clause)

Exercise 9

Identify subordinate clauses, state their types and functions:

1. The bridge that you see over there is new.
2. I cannot eat meat that is not well cooked.
3. If you haven't got time, don't worry.
4. I will trace her wherever she is.
5. When it rains, we will plant the maize.
6. This is what I don't like.
7. The boy whom you met is my nephew.
8. I do not know where he is gone.
9. If you work hard you will pass the examination.
10. He told me that the dog was missing.

Chapter 7

Phrasal Verbs

In most African languages proverbs play a very big role in the use of language. When one uses proverbs aptly such a person wins praise. In English language **phrasal verbs** play a central role in all forms of language use, both in speech and writing, formal and informal. However, many students tend to avoid using them despite their role in everyday use. Therefore, this chapter discusses phrasal verbs and how you can use them confidently.

This chapter tackles phrasal verbs in four steps namely:

- explain what a phrasal verb is
- give examples and meanings of phrasal verbs
- identify phrasal verbs in sentences
- use phrasal verbs in sentences

Section A: What a phrasal verb is

The term phrase means a group of words with a verb but used as a single word. A phrasal verb carries a special meaning different from individual words. Examples of phrasal verbs are: *carry away, put off, take out, hand in, get in*, and so on.

The following are phrasal verbs and their meanings. They are phrasal verbs in common use. You will need to use these phrasal verbs in your speech and writing. Study them and use them in your composition and letter writing.

	Phrasal verb	Meaning
	Break	
1	Break away	<i>To stop being part of something</i> , e.g., My wife broke away from the business partnership.
2	Break down	<i>To stop working/functioning</i> , e.g., My car has broken down; it needs repairing.
3	Break into	<i>To enter into something by force</i> , e.g., The thieves broke into the shop last night.
4	Break off	1. <i>Detach or separate</i> , e.g., Break off the joints. 2. <i>Bring in some life</i> , e.g., When he came in, he broke off the silence.
5	Break out	<i>Start or begin suddenly</i> , e.g., When did cholera break out here?
6	Break up	1. <i>Divide into several parts</i> , e.g.: Take care, the pot might break up. 2. <i>End a relationship with another person</i> , especially of the opposite sex, e.g.: Mary has broken up with Taso.

Phrasal verb	Meaning
Bring	
7 Bring along	<i>Bring someone to a particular place</i> , e.g.: When you visit me, bring Mary along.
8 Bring back	<i>Remind or return</i> , e.g.: This sudden death brings back my sad feelings about this village. Bring back the book after reading,
9 Bring forth	<i>To produce</i> , e.g.: The banana trees have brought forth many fruits.
10 Bring forward	<i>Postpone</i> , e.g., The meeting has been brought forward to Monday next week.
11 Bring round	<i>Make someone become conscious</i> , e.g., She lost consciousness but was brought round after some first aid.
12 Bring up	<i>Raise a child, or look after it until it is grown up</i> , e.g.: He was brought up by his grandmother.
Carry	
13 Carry away	<i>To get so eager and enthusiastic about something that you may behave in a strange or foolish way</i> , e.g.: Did I say you could, kiss me? I am sorry, I was carried away.
14 Carry off	<i>Succeed in doing something</i> , e.g.: She carried off everything beautifully.
15 Carry on	<i>Continue</i> , e.g., They were asked to carry on studying.
16 Carry out	<i>To begin and continue doing something until it is finished or accomplished</i> , e.g.: He was able to carry out the plan.
17 Carry through	<i>To finish doing something</i> , e.g., We are united on our policies and we are determined to carry them through.
Catch	
18 Catch at	<i>Quickly take hold of something</i> , e.g.: The children caught at my jacket and pulled me back.
19 Catch on	<i>To quickly understand and learn something</i> , e.g., He is doing well, I hope he will catch on eventually.
20 Catch out	<i>To trick someone into making a mistake</i> , e.g., John, why are you trying to catch me out?
21 Catch up	<i>To move or work hard and come to the same level with others</i> , e.g., Though Georgina came late, she is working very hard soon she will catch up with her friends.

	Phrasal verb	Meaning
	Come	
22	Come about	<i>If something comes about, it happens or takes place</i> , e.g.: How did the invitation come about.
23	Come across	<i>Meeting someone or finding something unexpectedly or by chance</i> , e.g.: As I was looking for my shirt in the wardrobe, I came across the book which I thought was lost.
24	Come along	<i>To encourage someone to do something one did not really want to do</i> , e.g.: Mary, come along and help me lift this up.
25	Come apart	<i>Breaking into two or more</i> , e.g.: Hold on the glass tumbler with care lest it should come apart.
26	Come round	<i>Recover consciousness or accept somebody's opinion</i> , e.g.: When Sarah collapse we were all afraid of the worst, but she came round thirty minutes..
27	Come on	<i>To begin</i> , e.g.: The player came on as a substitute.
28	Come out	<i>To reveal something that was hidden</i> , e.g.: After an inquiry, the name of the thief came out today.
29	Come through	<i>To survive a difficult situation or recover completely</i> , e.g.: <ul style="list-style-type: none"> The soldiers came through the fight unharmed. When a couple comes through a crisis like this together, their relationship should be stronger than ever before.
30	Come under	<i>To be managed or controlled by another person</i> , e.g.: The university comes under the Ministry of Education.
31	Come up	To arise or discuss something, e.g.: I did not attend the departmental meeting, did the issue of tea contributions come up?
32	Come upon	<i>Discover someone or something unexpectedly</i> , e.g.: I came upon him at my daughter's house and when he saw me he became nervous.
33	Come up with	<i>Provide answers or much needed information. To think of some new idea/opinion</i> , e.g.: I hope to come up with the response to the concerns raised by the people.

	Cut	
34	Cutback	<i>Reduce</i> , e.g.: The personnel officer has been asked to cutback the workforce.
35	Cut down	<i>Do less</i> , e.g.: My son has cut down on drinking kachasu.
36	Cut in	<i>Interrupt</i> , e.g.: You are not allowed to cut in when elders are talking.
37	Cut off	<i>To separate or isolate</i> , e.g.: The floods swept the bridge and cut off the island from the mainland.

	Phrasal verb	Meaning
	Follow	
38	Follow through	<i>Complete an action</i> , e.g.: May I know if what you were doing followed through?
39	Follow up	<i>Checking on something or finding out more on something</i> , e.g.: Is there anybody following up the issue of housing allowances which the management promised us?
	Get	
40	Get about	<i>Going to different places</i> , e.g.: I can't get about as I used to because I am getting old now.
41	Get across	<i>Convince</i> , e.g.: We managed to get the message across.
42	Get after	<i>To search for somebody</i> , e.g.: It is the job of the police to get after the thieves.
43	Get ahead	<i>To succeed</i> , e.g.: I didn't know that he got ahead with his studies, I hear that now he is at Mzuzu University.
44	Get along	<i>To have a good relationship with another person</i> , e.g.: She gets along with her mother-in-law very well.
45	Get away	<i>Move from a place</i> , e.g., Please, get away from here before it's too late.
46	Get away with	<i>Go unpunished</i> , e.g., I wonder how she got away, (with it) for what she did is a disgrace to the family.
47	Get into	<i>Begin something with someone, for example, a fight or conversation</i> , e.g., The time I realised they had got into a fight, it was too late for me to disengage them.
48	Get off	<i>Leave, disembark or get out of a bus, train, something that moves</i> , e.g., My daughter will get off the train at Mandala Station.
49	Get on	<i>Have a friendly relationship with somebody</i> , e.g., She is getting on very well with her boyfriend.
50	Get out	<i>Leave a vehicle, room or building</i> , e.g., I did not see her getting out of the building.
51	Get round	<i>Overcome a problem or situation</i> , e.g., If you fail to get round the problem, please, seek legal advice.
52	Get through	<i>Complete something</i> , e.g., I am failing to get through the work you gave me.
53	Get together	<i>Meet to discuss something or to spend time together</i> , e.g.: <ul style="list-style-type: none"> • Could we get together to discuss the issue? • In our area, Christian families get together on Christmas Day to celebrate the birth of Jesus Christ.
54	Get up	<i>Rise to a standing position</i> , e.g., Please, get up now.

	Phrasal verb	Meaning
	Go	
55	Go after	<i>An attempt or effort to achieve your plan or goal</i> , e.g.: He went after her not knowing she was already engaged.
56	Go against	<i>Not in agreement, do harm, despise</i> , e.g.: <ul style="list-style-type: none"> When management goes against my wishes, I'll threaten to resign. If God is for us, nobody will go against us.
57	Go ahead	<i>Continue with something, execute (carry out) a plan</i> , e.g.: <ul style="list-style-type: none"> I told them to go ahead with the construction work. Please go ahead, do not wait for me.
58	Go along	<i>Moving or going from one place to another in order to do something</i> , e.g.: I went along to the recording room.
59	Go round	<ol style="list-style-type: none"> <i>To visit places</i>, e.g.: I will go round to a number of church members. <i>To dress in a particular way</i>, e.g., Why do you go round with no shirt the whole day? <i>To behave in a particular way</i>, e.g.: She is going round publicising my weaknesses
60	Go back on	<i>Not doing what you promised or agreed to do</i> , e.g., She hasn't done what we had agreed upon, I don't know why she has gone back on her plans to marry me.
61	Go back to	<i>Return</i> , e.g., My father asked me to go back to my room.
62	Go before	<i>To happen before something else</i> , e.g., The meeting with the village headman was different from any other that had gone before.
63	Go by	<i>Stick to promise/what was said or agreed upon</i> , e.g., We will go by the decision of the disciplinary committee.
64	Go for	<i>Want a particular type of thing or product</i> , e.g., I will go for coffee and not tea.
65	Go on	<i>Continue</i> , e.g., Go on dancing, the President is yet to arrive.
66	Go out	<i>Spend some time socially and often have a romantic or intimate or sexual relationship with someone</i> , e.g., The manager is going out with his secretary.
67	Go over	<i>Revise</i> , e.g., Please, go over your notes before the test tomorrow.
68	Go through	<i>Experience something, especially in unpleasant manner</i> , e.g., My uncle has gone through difficult times, his wife and children are dead.
69	Go without	<i>Deprived or starve</i> , e.g.: I have gone without lunch for a week now.

	Phrasal verb	Meaning
	Hang	
70	Hang on	<i>Wait</i> , e.g.: His friends are already gone, I wonder why he is hanging on. What are you hanging on for?
71	Hang about	<i>Stay in some place doing nothing</i> (could be waiting for somebody or something), e.g.: We had to hang about for a whole week because the questionnaires were not ready by the time we arrived.
72	Hand around	<i>Stay in some place doing nothing - usually because you are waiting for somebody or something</i> , e.g.: Please hang around, the secretary is not yet in.
73	Hang back	<i>Stay in one place after everyone has knocked off</i> , e.g.: I hang back after classes to ask more questions.
74	Hang onto	<i>Hold tightly</i> , e.g.: She hang onto the keys to stop us from taking them.
75	Hang out	<i>Hang clothes on a cloth line after washing</i> , e.g.: I forgot to hang out the clothes after washing them.
76	Hang together	<i>Stay together and support each other</i> , e.g.: Despite that setback, they still hang together.
	Hand	
77	Hand in	<i>Present something to someone</i> , e.g.: I did not hand in the assignment.
78	Hand out	<i>To give something to someone</i> , e.g.: Please, handout the pamphlets to the students.
79	Hand over	<i>Give something to someone so that they own it</i> , e.g., Mr Chintengo is still the headmaster because he has not yet handed over.
	Look	
80	Look ahead	<i>Think of what is going to happen</i> , e.g.: The strike has taken place because the administrative assistant did not look ahead.
81	Look about	<i>Take stock or reflect on what happened or what has happened</i> , e.g.: In order for the organisation of this year's party to improve we must look back on last year's.
82	Look after	<i>Care for</i> , e.g., Who will look after the chickens when I am away?
83	Look down on/ upon	<i>Belittle, think the other is inferior</i> , e.g., The rich are fond of looking down upon the poor.

	Phrasal verb	Meaning
84	Look forward to	<i>Expect something that is going to happen or come. You want it to happen because you think you will enjoy it</i> , e.g.: I am eagerly looking forward to my parents' visit next month.
85	Look into	<i>Examine or attend to an issue</i> , e.g.: We should look into this incident carefully so that we do not blunder.
86	Look on	<i>Observe what is happening</i> , e.g.: When her sister was beating him, she was just looking on.
87	Look out	<i>Be careful or pay attention</i> , e.g.: Look out, someone is trailing you.
88	Look it up	<i>Find information or meaning of a word from, for example, a newspaper, magazine or a dictionary</i> , e.g., If you do not know the meaning of the word, look it up in the dictionary.
Pull		
89	Pull apart	<i>Separating warring parties by using force</i> , e.g.: I saw the two boys fighting and pulled them apart before it was too late.
90	Pull away	<ol style="list-style-type: none"> <i>Moving away from the other by moving fast</i>, e.g.: The bus pulled away before the conductor closed the door. <i>To separate from something</i>, e.g.: The upper shoe had pulled away from the sole.
91	Pull back	<ol style="list-style-type: none"> <i>Decide not to proceed with something while in the middle of it</i>, e.g.: At last, John pulled back from the race. <i>To retreat to a to a safer place</i>, e.g., The enemy is not willing to pull back from any of its present positions.
92	Pull down	<i>Destroy a building or structure, by removing or breaking the bricks, stones, etc. which it is made of</i> , e.g.: Why did they pull all those houses down? It was a mistake not to pull down the barriers.
93	Pull in	<ol style="list-style-type: none"> <i>Parking a vehicle into a designated space and stop</i>, e.g.: I pulled in at the filling station for petrol. <i>Attract people in large numbers</i>, e.g., Lower prices at the Shoprite in Blantyre pull in a lot of shoppers from the city.
94	Pull off	<ol style="list-style-type: none"> <i>To turn a vehicle from the road</i> into a parking area/space. When the vehicle starts moving forward after being stationary, e.g., When the car pulled off, my wife asked where we were going.

	Phrasal verb	Meaning
95	Pull over	<i>Driving a vehicle closer to the side of the road, either in order to stop or allow another vehicle to overtake</i> , e.g.: Please pull over, Chikondi, stop the car.
96	Pull round	<i>Recover or become conscious</i> , e.g., She has been sick for four weeks but she is beginning to pull round.
97	Pull through	<ol style="list-style-type: none"> 1. <i>Recover from a sickness or difficulty times</i>, e.g., It's encouraging that Mary who has been bed-ridden for almost half a year, is pulling through now. 2. <i>Succeed</i>, e.g., She managed to pull through her examinations.
98	Pull up	<ol style="list-style-type: none"> 1. When a vehicle or its driver pulls up, the driver makes the vehicle slow down and stop, e.g., The rain stopped as we pulled up at the hotel. 2. If you pull up a chair you make it closer to something or someone, e.g., My father pulled up a chair and sat back to watch the news. 3. If you pull up something which is fixed to the ground or floor, you remove it with force by pulling it towards you, usually in order to destroy it completely, e.g., They have started pulling up the wooden tiles from the floor. 4. If you pull up in something that you are learning or if something or someone is pulling up in it, they improve at it and become nearly as good as other people or reach the standard required, e.g., The marks you got seem to be satisfactory, so that means you have pulled up somehow.
	Push	
99	Push ahead	<i>Make progress with something</i> , e.g.: They have pushed ahead with that optimistic development strategy.
100	Push around	<i>Not allowing someone to stay in one place or one position. Or not allowing one to stick to one's decision or idea</i> , e.g.: She is unable to make independent decisions because he keeps pushing her around.
101	Push about	To push someone about means the same as to push them around, e.g., Please, do not push me about or around.
102	Push aside	<i>Treat something as unimportant and pay attention to something else instead</i> , e.g. My application for a job tends to be pushed aside and forgotten.

	Phrasal verb	Meaning
103	Push on	<i>Continue</i> , e.g., When I saw the traffic police I felt restless and wanted to push on.
104	Push over	<i>Make somebody fall or removed</i> , e.g.: The cruel boy pushed over his friend on the sea-saw. My father pushed over the dead dog from the hill top.
105	Push through	<i>Succeed though with difficulty</i> , e.g.: Many people were against the bill but Mr Mindano managed to push it through.
	Run	
106	Run around	<i>Visit several people or places in order to obtain information or to achieve something, often for someone else</i> , e.g.: He ran around to have the cheque signed.
107	Run across	<i>Meet someone you know unexpectedly</i> , e.g.: I keep on running across my former students
108	Run after	<i>Chase in order to catch somebody or thing</i> , e.g., The vendors ran after the thief.
109	Run away	<i>Suddenly and secretly leave a place or a person, often because you are unhappy</i> , e.g.: He ran away from home.
110	Run into	<ol style="list-style-type: none"> <i>Unexpectedly begin to experience problems</i>, e.g.: Please, avoid talking too much, you will run into trouble. <i>Meet an old friend or someone you know unexpectedly</i>, e.g. I ran into my former wife today in town, you may run into her one of these days.
111	Run off	<i>Leave a place quickly and unexpectedly, often because you have done something wrong</i> , e.g.: I knew he would run off, he was such a shrewd fellow.
112	Run out	<i>To have no more of something left</i> , e.g.: I have run out of sugar.
113	Run over	<i>Knocked down by a moving thing</i> , e.g., The mourners were run over by a fast moving car. The cow ran over the child.
114	Run through	<ol style="list-style-type: none"> <i>Spread quickly</i>, e.g., The sad news ran through the village. <i>Go through something thick, for example, a forest, bush or a crowd in an attempt to escape or chase something</i>, e.g., The thief ran through the crowd without being caught.
115	Run up	<i>Allow something to accumulate</i> , e.g.: She ran up six thousand Kwacha worth of telephone bills.
116	Run down	<i>Completely exhausted</i> , e.g., Since you have been working day-in day-out for two months now, you are probably run down and you need a holiday.

	Phrasal verb	Meaning
	Take	
117	Take back	<i>To be surprised or shocked</i> , e.g.: I was taken aback when I saw taking off his shirt.
118	Take after	<i>Resemble a member of a family in appearance and deeds</i> , e.g.: Mary is talkative, she took after her mother.
119	Take apart	<i>Separate</i> , e.g., Those boys are fighting, please take them apart before they hurt each other.
120	Take away	<i>Remove something</i> , e.g.: Take all the rubbish away from here.
121	Take back	<i>Return or bring back</i> , e.g.: These clothes are not mine, take them back, please.
122	Take down	<i>Write</i> , e.g.: Please, take down notes as I talk.
123	Take in	<i>To allow someone stay with you</i> , e.g.: You must not take in anybody you meet in the streets, they will kill you.
124	Take off	<i>Leave the ground or start doing something</i> , e.g.: Please hurry up, the plane will take off in an hours time. The project has taken off
125	Take on	<ol style="list-style-type: none"> <i>Accept a responsibility, a job</i>, e.g.: When will you take on the job? <i>Play against another team</i>, e.g.: Mighty Wanderers will take on Illovo at Kalulu Stadium.
126	Take up	<i>Accept a job, or report for duties</i> , e.g.: She has gone to take up the appointment.
	Turn	
127	Turn around	<i>Turn round, make a u-turn</i> , e.g.: Please, turn around.
128	Turn round	<i>Change your mind</i> , e.g., Her lover was shocked because she turned round last minute.
129	Turn back	<i>Return to where you started</i> , e.g., The athletes were not happy when they were asked to turn back after they had run for a kilometre.
130	Turn down	<i>Refuse or decline an offer/request</i> , e.g.: Why have you turned down the offer of appointment at the Shoprite Stores?
131	Turn in	<i>Go to bed</i> , e.g.: When do you turn in after supper?

	Phrasal verb	Meaning
132	Turn off	<i>Switch off</i> , e.g., Please turn off the light.
133	Turn on	<i>Switch on</i> , e.g., Turn on the light.
134	Turn out	<i>Happen that way</i> , e.g., It turned out to be him.
135	Turn up	<i>Arrive somewhere, come to attend</i> , e.g.: On my wedding day, my uncle did not turn up.
136	Turn about	<i>Change one's mind or opinion, especially of a couple</i> , e.g.: After two days of a wedded life, the girl turned about.

Miscellaneous Grammar II

In Chapter 6 you were exposed to integrated grammar to help you study and understand correct use of language. This chapter is a continuation, you will study the following:

- Direct speech and Indirect speech
- The ordering of adjectives
- Question tags and short responses

Section A: Direct speech and Indirect speech

Direct speech is the exact words or statement uttered by the speaker. When such a statement is reported by someone, it is called 'indirect speech' or 'reported speech'. Look at the examples below:

1. Direct speech: Mary said, 'Where are you going?'
Indirect speech: Mary wanted to know where I was going.
2. Direct speech: 'We will go,' they said.
Indirect speech: They said that they would go.

In the Direct speech, the phrase 'Mary said' or 'they said', is called the 'verb of speaking', 'introductory statement' or 'speech tag'. Other verbs of speaking use words like: *asked, inquired, requested, shouted, exclaimed*, and so on.

The exact words spoken are enclosed in open and close inverted commas ('...' or "...").

In the indirect speech above, the phrase 'Mary wanted to know' is called the 'introductory statement'.

Note:

- a) The 'indirect speech' begins with the 'verb of speaking', e.g., 'They said that', 'Mary wanted to know'.

Example:

Direct speech: 'He is writing on the blackboard,' he said.

Indirect speech: He said that he was writing on the blackboard.

- b) The word 'that' is introduced in the verb of speaking, e.g.: *said that, asked that, requested that*, etc. as in the example above.
- c) Sometimes 'that' is not introduced in the verb of speaking.

Example:

Direct speech: He said, 'Peter has gone to the bank.'

Indirect speech: He said Peter had gone to the bank.

1. Some changes that take place when changing a sentence from direct speech to indirect speech.

- a) Verbs in present tense change into corresponding past tense
(you double the past)**

Examples:

Direct		Indirect
know	becomes	knew
have	becomes	had
have been	becomes	had been
will	becomes	would

- b) Other words change as well**

Examples:

Direct	Indirect
now	then, that day
today	that day
tomorrow	the following day, the next day
this, here	that, there
yesterday	the previous day, the day before
yesterday morning	the morning before, the previous morning
last night	the night before, the previous morning
ago	before
this year	that year

- 2. If it is a command, the verb of speaking changes to 'ordered, commanded or told'.**

Examples:

Direct speech: The teacher said, 'John! Sit down.'

Indirect speech: The teacher ordered John to sit down or

The teacher told John to sit down or

The teacher commanded John to sit down.

3. Change of pronouns and their person

Pronouns retain or change their person (*first, second, or third*) according to the person reporting the speech and the person addressed (*the person being spoken to*). When the speech is reported by a third person to a third person (*which is usually the case*) all persons of the pronoun become third person.

Examples:

- a) When reported by the speaker it will not change.

Direct speech: I said, 'I am hungry.'

Indirect speech: I said that I was hungry. (*Reported by the speaker.*)

- b) When reported by a third person to a third person, all persons of the pronoun become third person.

Direct speech: I said, 'I am hungry.'

Indirect speech: She said that she was hungry. (*Reported by someone else.*)

- c) Indirect questions are introduced by '**if**' or '**whether**' and changed to statement form.

Examples:

Direct speech: John asked, 'Have you remembered to take the book?'
(*Reported by someone else/the listener*)

Indirect speech: John wanted to know *if* he had remembered to take the book.

John asked *if* he had remembered to take the book.

John asked *whether* he had remembered to take the book.
(*Reported by the speaker/the one addressed to*)

Indirect speech: John wanted to know *if* I had remembered to take the book.
John asked *if* I had remembered to take the book.
John asked *whether* I had remembered to take the book.

- d) In an indirect command the imperative changes to the infinitive with the preposition *to*:

bring	becomes	to bring
don't/do not (be)	becomes	not to (be)

Examples:

Direct speech: 'Don't eat the mangoes, please,' the teacher said.

Indirect speech: The teacher told them (us or me) not to eat the mangoes.

Direct speech: Peter said, 'Don't go away.'

Indirect speech: Peter commanded us (them/him/her/me) not to go away.

Direct speech: The constable said, 'Take the prisoner out.'

Indirect speech: The constable ordered him(me/her) to take the prisoner out.

Note:

In the Indirect speech there are several alternatives depending on the person (the one) reporting, i.e. whether first, second or third person singular or plural.

Exercise 1

Change the following statements to indirect speech or reported speech.

1. The captain said, 'Shoot the ball now.'
2. 'Why will you be happy?' asked the teacher.
3. 'Don't swallow the whole liquid,' Catherine said.
4. He said, 'Bring the book to me.'
5. 'We have been sick since yesterday,' we said.

Exercise 2

Change the statements to direct speech.

1. He asked us when we would come back.
2. They ordered us to leave the next day.
3. She wanted to know if I would see him then.
3. We were asked not to disturb him that afternoon.
4. The teacher told us to drink the tea.

Section B: The ordering of adjectives

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

Note the following points:

1. Usually adjectives come before the nouns they qualify. Sometimes you may use two or more adjectives in succession within one statement. Using more than two adjectives is grammatically possible but stylistically ugly.
2. Two people may have two different opinions if asked to comment on the appearance of a certain thing, for example, a dress in a shop. It is possible that one person may say the dress is beautiful whereas another may say the dress is not bright. This explicitly suggests that there are opinion adjectives.
3. An *opinion adjective* is one which tells what one feels or thinks about something.

Examples:

- a) This is an attractive girl. (*Beauty is in the eye of the beholder; someone would say the girl is not attractive*)
- b) I have a beautiful large rectangular wooden table. (*again, beauty is in the eye of the beholder; someone would say the table is not beautiful*)
- c) This is a nice sunny day. (*it depends on an individual's feeling*)

4. Other adjectives give factual or specific information about something. Such adjectives are known as *fact adjectives*. They state a fact, therefore there can be no two different opinions about it.

Examples:

- a) Makombola has large rectangular wooden tables in his house. (*if it is wooden, it is wooden. Nobody will say it is plastic; and if it is rectangular, it is rectangular. Nobody would say it is round, unless there is something wrong with his or her sight*).
- b) A short old woman has come.

5. Fact adjectives usually come after opinion adjectives. Tabulated below are some examples of opinion adjectives and fact adjectives with the nouns that they qualify.

Determiners	Opinion adjectives	Fact adjectives	Noun
A	nice	sunny	morning
A	delicious	warm	porridge
An	intelligent	old	woman
A	beautiful	small and wooden	stool
A	handsome	black American fat	boy

Fact adjectives are ordered in the following manner:

1	Size	2	Age	3	Shape	4	Colour
	How big?		How old?		What shape?		What colour?
	eg. large, small		eg. ancient, modern		eg. square, round		eg. black, red
5	Origin	6	Material	7	Noun		
	Country/ nationality		What is it made from?		What is it?		
	e.g. Malawian, Asian		e.g. Cotton, plastic		e.g. shirt, stool		

Further examples of ordering adjectives:

- a) a *small brown plastic basket* (1, 4, 6)
- b) a *modern blue Chinese nylon shirt* (2, 4, 5, 6)

6. If there is an opinion adjective, begin with it when ordering. A determiner must come before the first adjective in the order. (*Remember that determiners as part of speech are adjectives: in 'The man' 'The' is referring to 'man' therefore 'the' in this case is an adjective.*) Study the examples in the table on the next page. (Insert Table)

1. Determiner	2. General: quality or appearance based on value judge- ment or per- sonal opinion	3 Size	4. age	5. Shape	6. Colour	7. Origin	8. Material noun	9. Use? Purpose	10. Noun
	How attrac- tive?	How big?	How old?	What shape?	What colour?	Where from? or Which people?	What is it made from/ for/of?	What is it for?	
A	beautiful	long	modern	-	white	Chinese	silk	dancing	stick
Some	clean	-	-	-	-	-	-	drinking	cup
A	-	-	-	-	-	-	plastic	writing	pen
A	big	ancient	-	white	Egyptian	metal	garden	plough	
An	amusing	-	-	-	Shona	village	-	story	
An	interesting	-	new	-	-	-	school	-	book
A	-	-	three-year old	-	-	Sudanese	wooden	racing	horse
The	-	-	-	-	-	University	football	-	team
Some	beautiful	small	new	rectangular	blue	French	metal	ash	trays
A	-	long	ancient	-	-	Masai	-	hunting	spear
An	attractive	big	modern	-	-	Assyrian	leather	shopping	bag
A	-	big	modern	circular	-	stone	dwelling	house	
A	beautiful	-	-	-	white	-	-	medicine	jug
A	-	-	new	-	-	-	-	fishing	net
A	-	small	modern	-	brown	-	plastic	walking	stick

Remember:

1. When three or more adjectives are used in a single statement they do not need to be separated by using commas as is the case with other parts of speech.
2. When two colour adjectives follow each other, you should separate them using the conjunction 'and' between them. There is no specific rule to follow to know which colour to come first (*when you have a number of colours in the same sentence*).
3. Adjectives involving one's value judgement or opinion come first in the order.
4. Adjectives of personality, for example, 'ambitious' follow adjectives such as 'young' or 'old' depending on the focus that the speaker or writer has in mind.
5. The adjectives which express purpose are really gerunds that are used to form compound nouns.

Examples:

- a) a walking-stick
- b) a reading-room
- c) a knitting-needle
- d) a dancing-dress
- e) a shopping-basket
- f) a dressing-table

Exercise 3

Put the following adjectives in their usual order:

1. some Japanese/beautiful/ small) TV sets
2. a/an (middle-aged/American/strong) man
3. a (plastic/green/hexagonal/ small) stool
4. a/an (fifty-year-old/German/attractive) woman
5. some (round/modern/large/wooden) tables
6. a/an (leather/Irish/big/ shopping/blue) bag
7. a (reading/big/metal) lamp
8. a (cotton/wedding/long/beautiful) dress
9. a/an (football/exciting/) match
10. a (European/medieval) literature
11. a/an (white/cotton/old) coat
12. a (Zambian/black/young/tall) girl

Section C: Question tags and short responses

We ask question tags to confirm what we already know.

1. Positive statements

When a statement is positive, the question tag should be negative.

Examples:

- She will go to Blantyre, won't she?
- They are writing a test, aren't they?
- You need money, don't you?
- We ought to go, ought not we? (oughtn't we?)
- I am used to singing hymns, aren't I?

2. Negative statements

When a statement is negative, the question tag is positive.

Examples:

- My mother does not cook at home, does she?
- They hadn't seen us, had they?
- She used not to be interested in football, were she?
- We mustn't go, must we?

Note:

- Ought, dare, need* take the form of the verb 'do'.
- When a verb is preceded by an auxiliary, the tag starts with the auxiliary.
- If we want to make an imperative into less of a command and more of a request we add an affirmative tag in the future.

Examples:

- Give me the book, will you?
- Open the window, will you?

Remember:

Question tags are often used in conversation. That is why we use the shortened form of the negative tag only.

Exercise 4

Turn the following statements into questions by adding a question tag.

- I will be there.
- I am not a thief.
- The house is to let.
- There hasn't been another prisoner escape.
- The soldiers advanced.

6. She wants to see you.
7. We do not need your services.
8. You ought not to come.
9. Come with us.
10. They mustn't go.

Other statements which are also treated as negative contain **seldom**, **hardly**, **barely**, **nothing**, **rarely** and **occasionally**.

Examples:

- a) I seldom go there, do I?
- b) There is nothing to stop us, is there?

3. Short responses to question tags

The short response echoes the question tag.

- a) When the statement is positive, the anticipated answer is positive.

Examples:

- i) You saw him, didn't you? Yes, I did.
- ii) He went home, didn't he? Yes, he did.

- b) When the statement is negative, the anticipated answer is negative.

Examples:

- | | |
|--|------------------|
| i) He won't go, will he? | No, he won't. |
| ii) They are not seeing him, are they? | No, they aren't. |

4. Short responses to ordinary questions

The responses do not take into account the type of statement.

Examples:

Will he go to the cinema?

If the response is positive:

Yes, he will.

or

If negative response:

No, he won't.

5. Short Responses to questions that begin with who or which

Examples:

- a) Who sold the mangoes? John did.

- | | |
|---------------------------------|----------------------------|
| b) Which site is most suitable? | This one is. |
| c) Who has lost the pen? | Mary has. Or That one has. |

Exercise 5

Give short responses to the following questions.

1. He didn't go to church, did he?
2. You are a liar, aren't you?
3. Jane came yesterday, didn't she?
4. Who owns this shop?
5. Which boy swept the classroom?

Chapter 9

Note Making

In this chapter, you will learn how to make notes using different formats and patterns.

Section A: How to make notes

What note making is

Note making is the process which involves the re-arrangement of the important points from a written passage into a clear set of notes. Other scholars defined note making as the taking down of notes while reading from a written source, for example, a passage from a textbook, magazine or a newspaper as opposed to the taking down of notes from a listening source, for example, someone speaking, from the radio or any other audial source.

Note making is different from summary writing in that summary writing is done in a **continuous prose** or **complete sentence**. Unlike summary writing, note making is done in point-style, thus in a definite layout, with the main and supporting points expressed clearly and separately.

Content of the passage

Every passage comprises some information that forms what is called **the content of the passage**. A person doing note-making is supposed to produce the following details:

1. **The Title / Heading**

This is what the entire passage is all about. Candidates are usually given a passage with a title. If a title is not given, the candidates are expected to read the entire passage thoroughly in order for them to identify the central idea and subsequently come up with the appropriate title. The overall central idea is often found in the first paragraph. It is advisable to write the title in brief and at the centre of the line and in block letters. Usually, at secondary school level, the title which is in block letters should not be underlined (*though this is not a standing rule*). However, if it is in small letters, underlining is a must. Regardless of the style you have used, do not put a full stop at the end of a title.

2. **The sub-headings/Main points**

The sub-heading or main point is a piece of information which is in the form of a central idea or main (*major*) point contained in each paragraph. In most texts the sub-heading can be identified in the first sentence of a paragraph which is called a **topic sentence** or **key sentence**. In most cases, each paragraph contains one main point with its supporting points.

Remember:

- a) To indicate a **sub-heading (main point)** with Arabic numerals, e.g., 1, 2, 3, 4, etc. You can also use A, B, C, D or I, II, III, IV, etc. to mark off sub-headings.
- b) To **capitalise the first letter** of the sub-heading and any proper noun within the sub-heading.
- c) To **use phrases and not full sentences** since they are not accepted.
- d) **Not to put a full stop at the end** of each sub-heading.
- e) To **skip a line** before you write the next sub-heading.
- f) To **use the points from the passage** at hand for note making, but not the points from what you know about the title.

3. **The supporting points**

They can start with a capital letter (*but the rest of the words must be in small letters*). However, it is not a problem to write them all with small letters.

4. **The minor supporting point/details**

The minor supporting points could be in the form of examples.

Brevity in Note making

The word '**brevity**' means **being brief** in writing or speech on a given topic; here it is about the information extracted from the given passage, without distorting the clarity or meaning of the original passage. Brevity can be done in the following ways:

1. **Using acceptable short forms or abbreviations where necessary**

Examples:

	Abbreviation/ short form/ contraction	Full form
1	e.g.	for example
2	i.e.	that is (<i>used when explaining or elaborating points</i>)
3	c.f.	compare with
4	etc.	and so on, and others (<i>et cetera</i>)
5	U.S.A.	United States of America
6	Ltd.	Limited
7	Xmas	Christmas
8	Co.	Company
9	r.p.m.	revolution per minute
10	PVT	Private
11	Rd	road
12	stn	station
13	MW	Malawi

	Abbreviation/ short form/ contraction	Full form
14	MTL	Malawi Telecommunications Limited
15	Co-op	Co-operative
16	UNIMA	University of Malawi
17	dept	department
18	Dr.	Doctor
19	Gen	General
20	Govt	Government
21	Mfg	Manufacturing
22	Hon	Honourable
23	Ref	Reference
24	wt	weight
25	Res	Residence
26	Rev	Reverend
27	Sec	Secretary/secondary
28	Supt	Superintendent
29	Maj	Major
30	Attn.	Attention
31	TV	Television
32	Approx.	approximately
33	Mon	Monday
34	Thurs	Thursday
35	Tues	Tuesday
36	Wed	Wednesday
37	Fri	Friday
38	Sat	Saturday
39	Sun	Sunday
40	Jan	January
41	Feb	February
42	Mar	March
43	Apr	April
44	Aug	August
45	Sept	September
46	Oct	October
47	Nov	November
48	Dec	December
49	Pop.	population
50	V.I.P.	very important person
51	exam	examination
52	Prof.	professor
53	prelim	preliminary

	Abbreviation/ short form/ contraction	Full form
54	prep	preparation
55	Q.E.D.	quite easily done
56	p.a.	per annum
57	O.T.	Old Testament
58	N.T.	New Testament
59	ml	millilitre
60	mm	millimetre
61	cm	centimetre
62	M.P.	Member of Parliament/Malawi Police
63	P. T.O.	please turn over
64	PS	Postscript
65	km	kilometre
66	kg	kilogram
67	bio	biology
68	Eng	English
69	maths	mathematics
70	geog	geography
71	Flu	influenza
72	hr	hour
73	min	minute
74	dy	day
75	ave	Avenue
76	pple	people
77	adv	advantage
78	lang	language
79	sch	school
80	masc	masculine
81	disadv	disadvantage
82	bro	brother
83	bros	brothers
84	sis	sister
85	hqtrs	headquarters
86	esp	especially
87	agric	agriculture
88	C.O.D	cash on delivery
89	econ	economy/economic
90	P.O.	Post Office
91	P.A.Y.E.	pay as you earn
92	mid	middle
93	Afr.	Africa

	Abbreviation/ short form/ contraction	Full form
94	Eur	Europe
95	divn	division
96	fr	from/father
97	Maj. Gen.	Major general
98	Capt	Captain
99	Lt. Col.	Lieutenant colonel
100	1st	first
101	2nd	second
102	3rd	third
103	4th	fourth
104	a.m.	in the morning
105	p.m.	in the afternoon
106	sq	square
107	intro	introduction

2. Using acceptable symbols

Below are some of the commonly used symbols and what they represent:

	Symbol	What it represents		Symbol	What it represents
1	∴	therefore	11		with
2	∴	because/since	12	π	pie
3	%	per cent	13		square root
4	+	plus	14	-	dash/subtract
5		division	15	/	slash/the same as the preceding one
6	<	less than	16		parallel
7	>	more than/greater than	17	×	multiplication/cross
8	=	equals/equal to or the same as	18	᳚	which
9	&	and	19	e	the
10	#	number	20	/	down/under

3. Using figures for quantities in words

Examples:

Figure	Quantity in words
30	Thirty
456	Four Hundred and fifty six
2,000	Two thousand

Note:

The abbreviations, short forms, and symbols to be used are those that are universally acceptable. It is, therefore, advisable that you do not create your own abbreviations. Candidates who use symbols, short forms and abbreviations which are not acceptable do lose marks in examinations.

Signalling devices in note making

Not every sentence in a passage contains an important point. In order for one to identify the main points in a passage, one has to look for signals or signalling words or signalling phrases. Main points are often signalled. Some signals may clearly be indicated while others are just felt. The following are some of the signalling words:

In the first place ...	Firstly ...
The fourth ...	First of all ...
Finally ...	In conclusion ...
In summary ...	Another point ...
The other thing is ...	The last thing is ...
Lastly ...	Secondly ...
At last ...	In the end ...
Eventually ...	Subsequently ...

Example framework of note making:

Title/Heading

A. Main point/sub-title/sub-heading

1. Supporting points/ideas
 - (a) Sub supporting points/ideas
2. Supporting points/ideas
 - (a) minor details

B. Main point/sub-title/sub-heading

1. Supporting points/ideas
 - (a) minor details
2. Supporting points/ideas
 - (a) minor details

Note:

1. In the case where the first and the last paragraphs are simply an introduction and the conclusion of the passage, respectively; you are advised not to extract sub-headings or main points from them since they just highlight the general information the passage contains.
2. You should write your notes for the note making exercise neatly. If you write any rough notes for the note making, you are advised to cross them out before you submit the note making exercise for marking. By crossing out the rough notes, it is regarded as the means of informing the marker that the rough notes are not supposed to be marked.

Sample note making passages

A. The Lion

The lion is called 'King of beasts' for several reasons. He is a large animal. He has a huge head and an impressive mane which gives him a majestic appearance. He walks with pride and grace. Moreover, because of his strength and sharp teeth, other animals respect him, so has few natural enemies. Actually a lion is a friendly animal. Other cats travel alone or in pairs but the lion travels in a group or 'pride.' Lions kill only when hungry and willingly share their food with other lions. Lions prefer open grassy plains as their natural home. Today, lions are found primarily in Africa, and are common in Malawi's national parks.

The Lion

A. King of Beasts

1. Large animal
 - (a) huge head & impressive
 - gives majestic appear
 - (b) walks - pride & grace
 - (c) respect by other animals
 - sharp teeth & strength
 - etc.

B. Photography for the amateur

Making a picture by daylight and especially on a sunny day, is easy. Load up with any good film, set your camera at or near the box-camera average of 1/50, second at f/16, and away you go.

Watch the light. Ordinarily, you'll have the sun over your shoulder, not squarely behind you, since nobody can look toward the sun without squinting. If the sunlight comes from one side or the other, half of the subject's face will be bright and the other very dark. If the sun is at the back of your subject, you will get a dark silhouette with little or no detail in your subject's face or clothing.

Most cameras today are designed for use with flashbulbs, a feature that makes photography by artificial light popular at parties, graduation ceremonies, and other indoor events. It also makes possible outdoor shots at night.

Exposures with flash are based on the distance between the subject and flash, usually about 300 or 450 cm for ordinary cameras. Adjustable cameras are set in terms of 'guide numbers' which manufacturers of both flashbulbs and films supply. Each number is based on a combination of factors - the speed of the film and shutter, and the power of the lamp used. Divide this number of centimetres from the flash to the subject. You will then have estimated lens aperture which is normally correct.

Photography for the amateur

A. Photography in daylight

1. Setting your camera
2. Lighting: relationship to sun
 - (a) photographer position
 - (b) subject position

B. Photography by artificial light

1. Popularity flashbulbs
 - (a) indoor activ.
 - (b) outdoor activ @ night
2. Distance ./ photgrapher & subject
 - (a) guide numbers
 - (b) calculation of lens aperture

C. The Misuku Hills

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

An example of note making pattern that would be done on 'The Misuku Hills'.

Agriculture in Misuku Hills

A. Main problems

1. Low fertility
 - (a) how solved
 - (i) good farming
 - (ii) applying manure
 - (iii) planning crop rotation
2. Poor transport
 - (a) long distance
 - (b) = production cost

Exercise

Read the following passage and make notes. Provide main points and supporting points.

Raw materials

What are raw materials? Raw meat is meat that has not been cooked. A raw material is something which is processed to make objects that we can use. For example, the main raw material for making a boat is wood; the raw material for making cigarettes is tobacco.

Africa is very rich in raw materials. Some of these materials are minerals, such as copper, iron ore, bauxite, oil, manganese and pure carbon from which diamonds are obtained. Other raw materials include coffee, cotton, groundnuts, tobacco and rubber. To be used by man, all these materials must be processed in various ways.

In the past, Africa has been used by Europe and North America as an important source of raw materials. A very high proportion of them has been exported to be processed in Europe and North America. Thus, tin has been exported from Nigeria so that tin cans could be manufactured. Cocoa has been grown in Ghana for European factories to turn into bars of chocolate, or chocolate drinks. Iron ore from Liberia and Sierra Leone has been used in Europe for making steel.

The situation is gradually being improved by African countries. "Instead of exporting all their raw materials, why can't we use some of them ourselves?" they have asked. African countries are not trying to process more of their raw materials for their own use. For example, all bauxite mined in Ghana used to be exported. Soon, much of it will be sent to an alumina plant being built in Ghana, where it will be turned into aluminium, thus saving money. In addition, more jobs will be provided for Ghanaian workers.

There are many examples in Malawi: cement is produced at Portland Cement factory in Blantyre. The cement is then used in the construction of houses, roads and bridges. The coniferous plantations on Zomba Plateau provide raw materials for the manufacture of furniture and timber used in construction work throughout the country. Tobacco is turned into cigarettes in Blantyre. Fruit juice is canned in Mulanje. Cotton is woven into cloth at the David Whitehead mills in Blantyre.

Thus it will be seen that Malawi has made progress industrially especially when we consider that before independence, there were no industries in this country worth mentioning. There is a good deal of room for development in this direction, but Malawi will have to learn to cope with the limitations imposed on it by its land, locked geographical position, its relatively small domestic market, and competition from other nations. However, Malawi's future prospects are bright.

Chapter 10
Structures I

In this chapter, you will practise structures. These structures will enable you to use English correctly in speech and writing. Study them and take note of any systematic use of them. The structures are assorted depending on the need of the second language learner for which this book has been written. Other language concepts or areas like indirect speech, punctuation, vocabulary practice, clauses and order of adjectives have been incorporated.

Exercise 1

Choose the correct alternative a, b, c, or d.

1. Mr Zendeya on 14th June, 1993.
a) was dying b) dead c) died d) was dead
2. The woman with her children angry
a) is b) are c) would d) will
3. The cooks prepared the chicken and the pieces in the frying pan.
a) laid b) lied c) lay d) lain
4. After buying the minibus, my sister was advised to it before getting her travel permit.
a) assure b) sure c) ensure d) insure
5. Who broke the window? The underlined is:
a) an adjective b) a preposition c) an adverb d) a pronoun
6. You may stand up or sit down. The underlined is:
a) an adverb b) a conjunction c) a preposition d) an adjective
7. Muslims fast during Ramadan. The underlined is:
a) an adjective b) a preposition c) a verb d) a noun
8. He failed to word the letter properly. The underlined is:
a) an adjective b) a preposition c) a verb d) an adverb
9. A caring parent does not beat children. The underlined is:
a) a verb b) a preposition c) an adverb d) an adjective
10. My mother doesn't like that. The underlined is:
a) an adjective b) a demonstrative c) an adverb d) a pronoun
11. Time is drawing near for your retirement. The underlined is:
a) an adjective b) a preposition c) an adverb d) a conjunction
12. His favourite sport is jogging. The underlined is:
a) an adjective b) a noun c) a verb d) an adverb

13. I do not have confidence her.
 a) with b) in c) for d) at
14. We in Zomba since 2008.
 a) were living b) have lived c) lived d) are living
15. I did not getting the job done.
 a) succeed in b) successfully c) success for d) succeed by
16. Few security guards work round the clock. The underlined expression means:
 a) all day and all night b) day c) everyday d) throughout the year
17. A certain sick student refused to be
 a) operated b) operated on c) operated in d) operated out
18. Her father is not only the best dramatist at our school the best poet.
 a) and too b) but too c) but also d) but
19. Eric has passed his school certificate examinations with flying colours, but he is not blowing his own trumpet. The underlined expression means
 a) telling people b) boasting c) telling lies d) telling people about the results
20. 'How do you do?' Jeremy said to the visitor. '.....' the visitor responded.
 a) I do well, b) Fine and you, c) How do you do?
d) I am very well, thank you.

Exercise 2

Choose the correct alternative a, b, c, or d.

1. I sent my sympathy to the
 a) criers b) believed c) deceased d) bereaved
2. His father was in the war and could no longer work.
 a) injured b) wounded c) damaged d) hurt
3. I posted some China pottery and marked them '.....'
 a) glass b) fragile c) rigid d) broken
4. 'We don't understand what she is talking about.' 'I don't,' Sylvester responded.
 a) too b) neither c) either d) do
5. We have much rice but we need to our diet with fruit.
 a) supply b) complement c) replenish d) supplement
6. The lorry was a after the accident and the company couldn't sell it for scrap.
 a) write-on b) write-off c) shit d) mess
7. Each question has two alternatives, so candidates do not have to take of them.
 a) both b) either c) any d) all
8. Although the log was heavy, of the two workers could have lifted it.
 a) any b) neither c) none d) some

9. Would you come with us for supper tonight?
a) No, I will. b) I'm afraid not. c) Yes, I will. d) Yes, I'm afraid not.
10. This estate once belonged to the state but it's now owned and controlled by a group of people. The underlined phrase means:
a) nationalised b) privatised c) localised d) internalised
11. When the fun was switched on, it several revolutions a minute.
a) rotated b) circulated c) rewound d) circled
12. Once in a while they go to that cafeteria but usually we eat at home. The underlined expression means
a) usually b) once c) always d) occasionally
13. Mr Phiri did not make an uncommon mistake. This sentence means he:
a) did an uncommon mistake b) made a common mistake
c) made a mistake d) made a local mistake
14. As usual, the lion's share of our government's budget is for defence. The underlined expression means:
a) attention b) the share of the lion c) only d) the largest part
15. We do meet her once in a blue moon. The underlined expression means:
a) during moonlight b) very rarely
c) when the moon is blue d) in the moonlight
16. Our grandfather is walking at a snail's pace. The underlined expression means:
a) like a snail b) very quickly c) very slowly d) abnormally
17. The message was sent to us by word of mouth. The underlined expression means:
a) by a person b) verbally c) using words d) personally
18. Most characters in this novel are and bear no relation to any living people.
a) creative b) invented c) fictitious d) fiction
19. Could we have four teas, please? The underlined expression means:
a) four cups of tea b) four packets of tea c) four cups d) four tea cups
20. It rained cats and dogs in the morning. The underlined expression means:
a) like cats and dogs b) very heavily
c) on cats and dogs d) by thunder and lightning

Exercise 3

Choose the correct alternative a, b, c, or d.

1. Three children were throwing the ball to
a) one another b) each other c) either d) also
2. They don't eat mangoes. I don't
a) too b) either c) neither d) also

3. The refugees were to their homeland.
 a) escorted b) immigrated c) exported d) repatriated
4. Many people show their by not voting during elections.
 a) sympathy b) empathy c) apathy d) reluctance
5. Mary handed in her cinema ticket and was told to keep the in case she wanted to go out anytime.
 a) counterfoil b) label c) deposit d) countermark
6. The car dealers have given me a for three years.
 a) warrant b) guarantee c) security d) bonus
7. Malawi would have been the winner of the Africa Cup of Nations after beating Cameroon.
 a) convicted b) undisputable c) inevitable d) indefeasible
8. He was the speaker at the party.
 a) guest b) dominant c) supreme d) principal
9. This species is very in this part of the world.
 a) sparse b) inferior c) rare d) scarce
10. The glass was and he was able to see through it.
 a) opaque b) transparent c) impervious d) clear
11. The researcher was trying to a collection of folktales.
 a) compose b) collate c) compile d) combine
12. I on seeing the manager for the undercooked food.
 a) asked b) demanded c) insisted d) asserted
13. Which noun phrase means the same as 'some are John's books and some are Mary's books'?
 a) John and Mary's books are not here. b) John's and Mary's books are not here.
 c) John's and Mary books are not here. d) John books and Mary books are not here.
14. Our city is noisy and dirty, and yours.
 a) so does b) so too c) so is d) does
15. Can you tell me how the accident came about. The underlined expression means:
 a) came b) happened c) did d) was
16. We are sure there is a in our city because we can hardly see the lights.
 a) black off b) black in c) black out d) dim lights
17. The idea of revising past examination papers positively results in the examinations.
 a) affects b) are c) effects d) effect
18. I smelt a rat when I found him alone in my uncle's superstore. The underlined expression means:
 a) suspected something wrong b) detected the smell of a rat
 c) was smelling like a rat d) was smelling a rat

19. John is English. The adjective 'English' in this sentence refers to John's
a) manners b) nationality c) knowledge of English
d) good command of English
20. Her husband lived in complete to her.
a) subordination b) subsistence c) insubordinate d) dependence

Exercise 4

Choose the correct alternative a, b, c, or d.

1. The of heat on metals is expansion.
a) effect b) size c) importance d) radius
2. If you this shirt, I will never buy you another one.
a) loose b) lose c) lost d) loss
3. The death announcement in the newspapers soon after his death.
a) was appearing b) had appeared c) would appear d) appeared
4. The village headman made him
a) to confess b) confess c) confessed d) confesses
5. That girl was born at the time when her father and mother were not yet married.
The underlined expression means:
a) during the marriage b) out of wedlock
c) after the marriage d) during their separation
6. Please, me one of your French books. You will have it back after three hours from now.
a) borrows b) borrow c) lend d) lends
7. My mother is suffering malaria.
a) for b) with c) from d) of
8. The bus driver the brakes when she saw the drunkard.
a) applied b) pushed c) engaged d) pulled
9. This mountain road has many potholes so it is being
a) levelled b) covered c) resurfaced d) recovered
10. Ngozo is an who officially balances the accounts of our office.
a) editor b) accountant c) auditor d) examiner
11. Our headmaster speaks English fluently and so the boarding master.
a) is b) too c) also d) does
12. I applied the institution for a job.
a) to b) for c) in d) into
13. You have been absent school for over three weeks.
a) at b) out of c) from d) to

14. The manager has left the conference in Lilongwe.
 a) to b) for c) at d) with
5. Three interviewees were excluded the interviews because they had no identity cards.
 a) in b) at c) out of d) from
16. Has she not found the solution her problem?
 a) to b) with c) about d) of
17. She wrote her letter ink.
 a) with b) in c) by d) without
18. I am indebted Billy for the help he gave me when I was typing out my work.
 a) to b) with c) about d) from
19. Mary was suspected cheating during the examination.
 a) for b) of c) by d) about
20. The National Bank of Malawi was robbed its money last night.
 a) off b) with c) from d) of

Exercise 5

Choose the correct alternative a, b, c, or d.

1. You should show some consideration the feelings of others.
 a) about b) for c) to d) on
2. He has cultivated a taste good music.
 a) for b) in c) at d) of
3. She is quite alarmed recent political events.
 a) at b) from c) of d) for
4. His likeness his brother is quite remarkable.
 a) on b) by c) for d) to
5. I assured him my intention to join the club.
 a) for b) on c) of d) about
6. Students who do well in this examination will be exempted the final one in December.
 a) of b) to c) for d) from
7. Mr Kalima was called a because he chose to differ with the President's views.
 a) savage b) rebel c) champion d) lunatic
8. It would have been very hard if I had not found a job.
 a) over b) up c) off d) at

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9. The police could not find any witnesses the accident.
a) by b) to c) about d) on
10. The thief was sentenced five years imprisonment.
a) on b) to c) for d) in
11. The soldiers were the mercy of the enemy.
a) at b) under c) by d) on
12. A friend will stand you in times of trouble.
a) on b) for c) by d) against
13. The policeman was told to watch a tall man with one arm.
a) from b) on c) about d) out for
14. The patient was confined bed for a week.
a) in b) from c) to d) into
15. She failed her attempt to swim across the river.
a) from b) in c) on d) with
16. The police rounded the thieves.
a) over b) away c) off d) up
17. He was relieved the good news.
a) through b) from c) at d) over
18. The government imposed a new tax luxuries.
a) on b) of c) in d) over
19. My brother is working a thesis for an advanced degree.
a) in b) on c) for d) onto
20. The chief often appears public.
a) at b) by c) for d) in

Exercise 6

Choose the correct alternative a, b, c, or d.

1. My parents early when they lived in the village.
a) had been getting up b) got up
c) used to get up d) were getting up
2. Our proposal is by the technical team at this moment.
a) discussing b) being discussed c) discussed d) is discussed
3. We the work just as the supervisor said.
a) used to finish b) finished c) have finished d) had been finishing
4. Nowadays my sister to work by car.
a) goes b) used to c) has gone d) was going
5. They to the cinema if they had known it was the last night of the film.
a) will go b) would have gone c) would go d) went

6. Mrs Saku headteacher of this school for ten years by next December.
 a) will be b) have been c) has been d) will have been
7. When he to the university, he will visit us less often.
 a) goes b) will have gone c) went d) would go
8. We television for two hours when you knocked at our door.
 a) watched b) had been watching c) were watching d) have watched
9. He by the police once already.
 a) is being warned b) has been warned c) is warned d) warned
10. She that we have a good chance of victory.
 a) was feeling b) is feeling c) had been feeling d) feels
11. I will have visited all the places in Zomba when I to Jali.
 a) had gone b) goes c) will have gone d) go
12. My mother hard since the beginning of this year.
 a) had been working b) has been working c) worked d) was working
13. Next year they their university education.
 a) will have completed b) completed
 c) would complete d) shall have completed
14. The children so much noise while I was trying to listen to the music that I could not enjoy it.
 a) had made b) will be making c) had been making d) were making
15. She a teacher for twenty years when she became headteacher of a school.
 a) was being b) had been c) was d) has been
16. Our baby by our mother tonight.
 a) was looked after b) is looking after c) is being looked after d) looks after
17. We shall write to him when he to his village.
 a) has returned b) shall return c) will return d) returns
18. The digital clock of late and is now used throughout the world.
 a) has been invented b) had been invented
 c) was invented d) was being invented
19. When her mother was a young woman she to be a teacher.
 a) wants b) would want c) wanted d) had wanted
20. All that is not gold.
 a) shines b) glitters c) glares d) jingles

Exercise 7

Choose the correct alternative a, b, c, or d.

1. At the end of the week we ten hours' work.
 a) shall be doing b) shall have done c) shall do d) shall have been doing

2. The police came when the burglars most of my possessions.
a) have taken b) will have taken c) had taken d) are taking
3. All candidates to take eight subjects.
a) required b) are required c) have required d) being required
4. My sister would have told you if she
a) was knowing b) knows c) will know d) had known
5. The teacher with the students have done a lot of work on tenses lately and they now most of the rules.
a) were understanding b) understand c) understood d) are understanding
6. If I rich enough, I would get married.
a) had been b) were c) have been d) will be
7. My brother a novel when I left him.
a) is reading b) has read c) was reading d) has been reading
8. The striking workers dispersed before the shooting began.
a) have been b) were c) were being d) had been
9. I chemistry ever since I came to this school.
a) have been studying b) was studying c) am studying d) studied
10. We know that he in the shop at this moment.
a) has worked b) is working c) was working d) has been
11. My wife as a decorator when she was young, but now she is a driver.
a) had worked b) has worked c) used to work d) would work
12. Mary the test if she had worked hard.
a) would pass b) will pass c) was passing d) would have passed
13. So many years ago Latin in Italy.
a) was spoken b) had been spoken c) has been spoken d) would be spoken
14. They on their English essays all yesterday evening.
a) have worked b) had worked c) were working d) have been working
15. The hunters nothing when they returned home.
a) were killing b) killed c) had killed d) would kill
16. It was to hear he had passed the examination.
a) horrifying b) true c) frightening d) amazing
17. Mrs Phiri an hour's study every day now that the examination is approaching.
a) used to do b) is to do c) is doing d) has done
18. Since last year the headteacher a history of the school.
a) has been writing b) is writing c) will write d) writes

19. The house rent by the tenant quarterly.
 a) paid b) is paid c) is being collected d) is paid to
20. They shall talk to him if he
 a) came b) was coming c) comes d) has been coming

Exercise 8

Choose the correct alternative a, b, c, or d.

1. It was very kind him to help me.
 a) with b) by c) of d) from
2. My sister and I are anxious our mother's health.
 a) about b) with c) of d) for
3. They gave us two hoes exchange for one chicken.
 a) for b) in c) with d) by
4. Open your English textbooks page eighty-two.
 a) over b) of c) in d) at
5. There has been in trade due to the introduction of multilateral trade.
 a) an uprise b) a boom c) a down turn d) a slump
6. I can't help laughing when I think of the incident I saw last night. The underlined expression means:
 a) can't avoid laughing b) can't laugh
 c) can't stop laughing d) can't assist in laughing
7. Mcheremuusi is a writer of poems. The underlined phrase means the same as:
 a) a poet b) an editor c) a publisher d) a critic
8. The person who for health or religious reasons does not eat meat is called a
 a) vegeterian b) vegetarian c) herbivore d) carnivore
9. One who loves one's country and serves it faithfully is called
 a) a patriot b) a citizen c) partisan d) immigrant
10. Benjamin and Dyna's pens were many. The underlined words mean:
 a) the pens belong to Dyna b) the pens belong to Benjamin
 c) the pens are jointly owned d) the pens belong to neither of them
11. The Canadian had arranged to meet you in Zomba so that he could give you a Visa.
 a) consul b) counsellor c) councillor d) council
12. Exaggerated political are not allowed in most newspapers.
 a) puppets b) cartons c) cartoons d) cocoon
13. This teacher of English's friendly attitude towards her students encouraged them to perform well in her subject. The word 'friendly' means:
 a) cordial b) hostile c) usual d) serious

14. The British Airliner touched at Chileka Airport at eight o'clock in the evening.
a) down b) off c) on d) up
15. The judge who presided over the case was partial, as a result, several people walked out of the court. The word 'partial' means:
a) unfair b) fair c) prejudiced d) kind
16. The student was unable to distinguish a clause a phrase.
a) between b) into c) with d) from
17. Any student who did well in five subjects at school certificate level will be exempted taking those subjects again.
a) of b) from c) in d) by
18. Parliament had an emergency meeting to amend the presidential and parliamentary
a) act b) law c) regulation d) rule
19. The meeting did not take place because the members present did not form a
a) quota b) group c) quorum d) team
20. The amount is to his contributions.
a) appropriate b) proportionate c) proportional d) sufficient

Exercise 9

Choose the correct alternative a, b, c, or d.

1. She looks us day scholars because she goes to a boarding school.
a) down on b) above c) up to d) at
2. He is a sort of man who is fond of compliments on other people's wives.
a) giving b) expressing c) showing d) paying
3. Juma seems to think the plan will work but I am about its success.
a) cynical b) certain c) incredible d) skeptical
4. Chimwemwe is not only the best student the most hardworking.
a) but also b) and also c) and yet d) and also
5. The pupils are familiar the place.
a) at b) on c) with d) in
6. The weak team will be eliminated the competition.
a) in b) on c) at d) from
7. Chikondi is the beautiful of the two sisters.
a) more b) most c) quite d) very
8. She is a girl good character.
a) from b) of c) with d) by

9. Chokani was enlisted in the army. The underlined means:
 a) left b) retired from c) joined d) written to
10. Our visit to the lake was eventful. The underlined means:
 a) exciting b) happy c) short d) dull
11. I found my book intact in my room. The underlined means:
 a) untouched b) scattered c) clean d) torn
12. I am sorry to you while you are working but I must ask you a question.
 a) confuse b) harass c) bother d) molest
13. It was the best of action to take.
 a) line b) direction c) course d) route
14. I didn't notice the log on the ground and over it.
 a) bumped b) stumbled c) crushed d) crept
15. They are obviously brothers. The likeness is
 a) infallible b) doubtful c) faultless d) unmistakable
16. He is always faults with others though he doesn't do his own work properly.
 a) finding b) looking for c) finding out d) seeking
17. She her head, wondering how to solve the problem.
 a) turned b) scraped c) nodded d) scratched
18. It pleased me to see my name in
 a) news b) print c) publication d) press
19. There are several landladies approved by the council of the university who take in
 a) lodgers b) settlers c) residents d) inhabitants
20. As soon as his party came in they changed the law.
 a) force b) position c) government d) power

Exercise 10

Choose the correct alternative a, b, c, or d.

1. You cannot make me it.
 a) do b) to do c) doing d) to doing
2. When I this course I will return to my job.
 a) have finished b) am finishing c) finish d) will have finished
3. I am fed up with this. The underlined expression means:
 a) have had enough b) getting fat c) tired of it d) annoyed with it
4. The wedding ceremony is on. The sentence means:
 a) the ceremony has ended b) the ceremony has started
 c) the ceremony has been cancelled d) the newly weds are on their way to the honey moon

15. Jack was sacked without notice by the board. This means
 a) was put into a sack without a label near the noticeboard.
 b) lost his job on the spot.
 c) was dismissed by the directors at the noticeboard.
 d) lost his job because he forgot to put a notice on the board.
16. The house is filthy. The underlined means:
 a) dirty b) cheap c) tidy d) beautiful
17. There is a world of difference between Indians and Africans in relation to their foodstuffs.
 a) A lot of difference. b) No difference.
 c) One main difference. d) A difference.
18. The police searched our house from top to bottom. The underlined means:
 a) through b) thoroughly c) thorough d) truly
19. Many buses in Britain have decks; they are therefore commonly called 'double-deckers'.
 a) top b) high c) two d) heavy
20. A is a doctor's written instruction for the preparation and use of medicine.
 a) dosage b) diagnosis c) prescription d) overdose

Exercise 11

Which is the most suitable ending to each sentence?

1. Doctors give patients anaesthetics because
 a) they want to help them to have babies
 b) they want to prevent them from having babies
 c) they want to stop blood escaping from a cut
 d) they don't want them to feel any pain during an operation
2. A storekeeper is a person who
 a) sells wares b) writes novels c) counts money d) lends money to people
3. If someone has taken part in ballot rigging it means he
 a) has voted in an election
 b) has counted ballot papers
 c) has announced the winner of an election
 d) has tried to change the result of an election by cheating
4. The duty of the chairperson is
 a) to decide who will sit in which seat
 b) to control who speaks and what they speak about
 c) to take down the minutes
 d) to force everybody else to agree with him
5. You might be asked to come to an interview if
 a) an employer thought you might be suitable for a job
 b) a member of your family was getting engaged
 c) you had been sick for quite a long time
 d) you hurt someone by driving your car carelessly

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6. If a mistake is made at a dispensary it might mean
a) someone did not pay for medication
b) the medical officer is not there
c) someone had been given wrong medicine
d) the ward attendant is sick
7. The usual time to send for a midwife is
a) when a husband's first wife is getting rather old
b) when a baby is about to be born
c) when a female member of the family has died
d) when a man wants to be separated from his wife
8. You could ask a nutritionist for advice about
a) your horoscope
b) the style of clothes that would suit you best
c) the food you should eat
d) ways of increasing the produce from your farm
9. If you were asked to describe someone's physical appearance you would
a) tell about their health
b) describe the job they did
c) say how they spend their leisure time
d) say about what they look like
10. They oranges already.
a) ate b) eat c) have eaten d) had eaten
11. If we played the game tomorrow we win.
a) can b) will c) would d) should
12. John as well as Mary, present at the birthday party last night.
a) have been b) has been c) were d) was
13. "Oh! It is 12 o'clock already. Let's hurry up. The chairperson the club members in thirty minutes' time."
a) meets b) met c) has met d) had met
14. "What did you say?"
"I said either you or your deputy to come to the meeting this afternoon."
a) are b) were c) was d) is
15. The head girl can't come with you,?
a) can she b) can't she c) isn't it d) it is
16. You have difficulties with mathematics,?
a) don't you b) do you c) have d) haven't you
17. The tailor is famous his lies.
a) about b) over c) with d) for
18. He fell ill and was admitted Kamuzu Central Hospital yesterday.
a) at b) in c) to d) into

19. Her father did not approve their marriage.
 a) from b) of c) by d) to
20. The lecturer cancelled his lecture because there were students.
 a) few b) a few c) a little d) less

Exercise 12

Choose the correct alternative a, b, c, or d.

1. If a window was broken, and someone said you were the culprit, it would mean that they thought
 a) you hadn't broken it b) you had broken it
 c) you knew who had broken it d) you had agreed to mend it
2. If I were you, I the truth.
 a) am telling b) had told c) would have told d) have told
3. Small children are not of telling the time.
 a) capable b) enable c) possible d) able
4. Alex was alarmed the thought of Rose being left on her own.
 a) at b) with c) for d) to
5. We ought to be polite at all times,?
 a) didn't we b) isn't it c) do we d) don't we
6. I don't like this ice cream, because
 a) it's too delicious b) it has an odd taste
 c) it's sweet enough d) its smell
7. Our principal always dresses
 a) beautiful b) customary c) magnificent d) smartly
8. Always to never admit is to
 a) deny b) agree c) damn d) destroy
9. Pick out the antonym of 'protect'. It is
 a) Educate b) harden c) interrupt d) endanger
10. Pick up the synonym of 'obvious'. It is
 a) clear b) clean c) satisfactory d) suitable
11. I stayed at home than go to the wedding.
 a) had better b) would better c) could better d) would rather have
12. If you push hard against that wall it fall down.
 a) probably b) is able c) mustn't d) might
13. She says the doctor is related her.
 a) at b) by c) to d) with
14. I hope you are pleased this gift.
 a) at b) for c) with d) against

15. The group felt let when the chairperson refused to make a speech on 'Children's rights'.
a) down b) out c) off d) in
16. Because of over fishing in the lake, some species are dying
a) away b) out c) off d) down
17. How much did she you for the two pairs of shoes?
a) cost b) request c) charge d) demand

Choose the correct alternative a, b, c, or d nearest in meaning to the underlined.

18. The young boy promised to attend to his unhealthy mother.
a) look at b) look for c) look after d) look on
19. The children helped me to quench the fire.
a) put off b) put out c) put down d) put away

Choose the correct part of speech a, b, c, or d of the underlined word.

20. As we advanced, our enemies ran away.
a) an adverb b) a noun c) an adjective d) a conjunction

Exercise 13

Below each of the following statements are four more statements, only one agrees with the first. Which one is it?

1. Students are allowed to play ball games in the backyard only.
 - a) Students can't play ball games anywhere except in the backyard.
 - b) The principal won't let them play with the ball in the backyard.
 - c) The principal had stopped all ball games.
 - d) The principal is going to play ball games with the students.
2. This woman is married to my grandfather.
 - a) This is my wife's grandfather.
 - b) This is my wife's' grandfather's woman.
 - c) This is my grandfather's wife.
 - d) This grandfather is a married woman.
3. Would you mind taking these books to the library, Jean?
 - a) The teacher wanted to know if Jean liked taking books to the library.
 - b) The teacher wanted to know if Jean would prefer to take the books, not to the library, but somewhere else.
 - c) The teacher wanted Jean to carry the books for her.
 - d) The teacher thanked Jean for carrying the books.

Which of the sentences (a) to (d) is the correct way of saying the same thing in indirect (reported) speech?

4. 'What's the date?' Sylvester asked me.
 - a) Sylvester wanted to know what the date is.
 - b) Sylvester asked what the date was.

- c) Sylvester asked what was the date.
 d) Sylvester asked what's the date.
5. Happy asked Boston, 'Is there time to do it now?'
 a) Happy asked Boston there's time to do it now.
 b) Happy wanted Boston to know there was time to do it then.
 c) Happy asked Boston whether it was time to do it then.
 d) Happy asked Boston whether there was time to do it then.

Complete the sentences choosing the correct alternative a, b, c, or d for each gap:

6. Dan often helps his mother in Zidyewe Restaurant, he doesn't want to be a cook himself.
 a) Although b) As c) If d) Whereas
7. knowing a lot about suspension bridges, Stephen has never actually seen one.
 a) Although b) Whereas c) Despite d) And yet
8. Frank didn't have a chance to ask any questions during the conference. he enjoyed it very much.
 a) But b) Nevertheless c) In spite d) Whereas
9. Several problems have and I cannot go on holiday now.
 a) cropped about b) cropped up c) cropped in d) cropped by
10. When the boxer, he was already being carried to the dressing room.
 a) came round b) came up c) came down d) came about
11. If you had asked for money, I you some.
 a) would borrow b) would have borrowed
 c) would lend d) would have lent
12. I shall be grateful if you me the goods.
 a) will send b) shall send c) send d) are sending
13. Mphenzi managed to conceal his dishonest practices for some time, now he will
 a) get the music b) face the music c) meet the music d) dance the music
14. If George had money, he A lorry.
 a) would have bought b) will buy c) may buy d) would buy
15. The passengers are foolish to travel on such a vehicle,?
 a) isn't it b) don't they c) aren't they d) are they
16. All the students except Cecilia English.
 a) speaks b) speak c) does speak d) is speaking
17. Three hours just too short for such a difficult task that you are now taking.
 a) seem b) is c) were d) are
18. All the pictures painted red.
 a) have b) is c) were d) be

19. The nurse cleaned the wound with , then bandaged it.
a) boiling water b) detergent c) steriliser d) disinfectant
20. While the stage manager was putting the final touches to the , I put on my costumes and waited in the wings.
a) scene b) scenery c) apparatus d) decoration

Exercise 14

Fill the gaps in the following sentences with the most appropriate alternative a, b, c, or d.

1. At an interview an employer tries to find out about an applicant's attitude to work because he wants to know
a) how much to pay him
b) whether he has done the same kind of job before
c) whether he will work hard and be interested in his job
d) whether he is honest
2. If you were asked to describe your marital status
a) you would probably say you were single
b) you would give details of your parents
c) you might say you have vast experience from a similar job
d) you might give your school principal's name as a reference
3. Goods which are described as second hand
a) have already been used by someone else
b) are more expensive than usual
c) are in perfect condition
d) are not good enough to be sold
4. When we talk about public transport we mean
a) bicycles and cars
b) cars, taxis, and buses
c) lorries and vans
d) buses and trains
5. A coward is a person who
a) looks after cattle
b) often has nightmares
c) is not very brave
d) always fails in examination
6. The name for a woman who is getting married is
a) bride b) bridegroom c) fiancé d) fiancée
7. The person who looks after a school's money is called
a) the banker b) the boarding master c) the teller d) the bursar
8. A woman who is divorced
a) has never been married
b) has ended the marriage with her husband
c) cannot have children
d) does not want to have any more children

9. If a teacher calls for volunteers to do a job, she / he
 a) names the students she wants to help her
 b) waits for students to offer to help her
 c) only accepts help from the cleverest students
 d) waits for students to ask her to help
10. If you got your first job in a government office, you would be
 a) a civil servant
 b) an evangelist
 c) a clerk
 d) a master

11-15, Choose the correct alternative a, b, c, or d that gives the same meaning as the underlined words.

11. Copies of the school rules are given to everyone in the school.
 a) dispensed b) disseminated c) circulated d) spread
12. He tried to leave the country by pretending to be a woman.
 a) likening b) disguising c) hiding d) feigning
13. She was persuaded by our arguments that she should give herself up.
 a) convicted b) influenced c) mediated d) negotiated
14. We all thought that he had been expelled from school.
 a) debated b) reasoned c) assumed d) included
15. Jane was sorry for her actions so she went back and apologized.
 a) remorse b) regretted c) apologetic d) sorrowful

16-20, Choose the sentence that has been correctly changed from direct to indirect speech.

16. "My view then, director of ceremonies, is that we should reject this offer."
 a) The director of ceremonies said his view was for them to reject the offer.
 b) He said his view the director of ceremonies should reject that offer.
 c) Her view was that they should reject that offer.
 d) Her view, she said the director of ceremonies, was that they should reject that offer.
17. "I am afraid I will find it a very difficult job," said Bob.
 a) Bob said he is afraid he will find it a very difficult job.
 b) Bob said, I am afraid I will find it a very difficult job.
 c) Bob said, he is afraid he can find it a very difficult job.
 d) Bob said he was afraid he would find it a very difficult job.
18. "Why don't you read the book I bought?" she demanded.
 a) She asked why I didn't read the book she had bought.
 b) She demanded why she did not read the book I bought.
 c) She demanded why did you not read the book I bought.
 d) She asked why I am not reading the book she bought.
19. "Give him all the help you can."
 a) She asked me to give all the help I can.

- b) She asked them to give all the help they could.
c) She asked to be given all the help he could.
d) She asked them give me all the help you can.
20. "This is what these boys are doing now."
a) She said that is what those boys are doing now.
b) She said that was what the boys are doing then.
c) She asked, is this what the boys are doing now?
d) She said that was what those boys were doing then.

Exercise 15

Choose the correct answer a, b, c, or d.

1. If I had known what he was like, I him.
a) wouldn't trust
b) wouldn't have trusted
c) didn't trust
d) hadn't trusted
2. When a potter makes a pot he starts with clay.
a) a pot of b) a ball of c) a slice of d) a piece of
3. When my father wanted my mother to marry him, he her presents every day.
a) was bringing b) is bringing c) has brought d) had brought
4. During the rainy season the roads were bad, and John take hours to reach the town.
a) could b) will c) can d) may
5. Twenty-three people voted The Plan, and eighteen against.
a) with b) to c) about d) for
6. You took the books from my desk,?
a) aren't you b) isn't you c) do you d) didn't you
7. John's desk was made old wooden boxes.
a) by b) from c) under d) of
8. The boy at the back wears glasses and see the board without them.
a) can't b) wouldn't c) hasn't d) isn't
9. Mr Banda has been principal of this school the day it opened.
a) for b) when c) since d) on
10. We have a break at school the morning only.
a) from b) on c) while d) during
11. I had started eating, when Zuze said it was time to go.
a) ever b) completely c) hardly not d) hardly
12. Stand over there,?
a) do you b) don't you c) will you d) may you

13. If you want someone to repeat something you haven't understood, you can say
a) I beg your pardon? b) what's the matter?
c) how do you do? d) you say again?

14. I can't give you any marks, because this is one of compositions I have ever seen.
a) the bad b) worse c) the worst d) the very terrible

15. After breaking his leg he walked difficulty.
a) by b) from c) under d) with

16. We're quite late. Can you walk faster, please?
a) very b) a lot of c) a little d) with

17. 'Here is an important announcement: the plane from Chileka in ten minutes' time.'
a) will be arriving b) would arrive c) is used to arrive d) shall arrive

18. She picked the bag up see if it was heavy.
a) so b) so that c) because of d) in order to

19. A list of dishes available at a restaurant to be served at a meal is called a
a) course b) recipe c) menu d) dessert

20. The bank are demanding higher salaries because they spend long hours serving customers.
a) tailors b) salespersons c) tellers d) cashiers

Exercise 16

Below each of the following statements are four possible meanings. Choose the one which is nearest in meaning a, b, c, or d.

1. You are allowed to write your name in the books in pencil.
 - a) You may not write your name with a pen.
 - b) Use a pen if you haven't got a pencil.
 - c) You mustn't even use a pencil to write in these books.
 - d) Writing your name with a pencil is allowed.
 2. Most of these cattle once belonged to the chief.
 - a) The chief kept these cattle for a long time.
 - b) The chief owns most of the cattle.
 - c) Only one of these cows was the chief's.
 - d) The chief used to own nearly all these cows.
 3. As well as arriving late every day, Chikondano's work is terribly untidy.
 - a) Her only fault is untidiness.
 - b) Her only fault is lateness for work.
 - c) She has two faults, untidiness and lateness.
 - d) She wouldn't be so untidy if she came to work on time.
 4. Isaac will be ill unless he starts to take a little more salt with his food.

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- a) He doesn't take enough salt.
 - b) He eats too much salt.
 - c) He doesn't eat any salt at all.
 - d) He has just the right amount of salt, and so he's never ill.
5. Joy said she didn't mind looking after her sister's baby.
- a) She couldn't remember looking after the baby.
 - b) She didn't know how to look after the baby.
 - c) She was unwilling to look after the baby.
 - d) She was ready to look after the baby.

Choose the correct indirect speech form with the same meaning, a, b, c, or d.

6. 'I am the oldest person in the village,' the chief claimed.
- a) The chief claimed that I am the oldest person in the village.
 - b) The chief claimed she was the oldest person in the village.
 - c) The chief claimed that she had been the oldest person in the village.
 - d) The chief claimed she had been the oldest person in the village.
7. Bertha looked at me carefully and asked, 'will you be home earlier, tomorrow?'
- a) Bertha asked me if I would be home earlier the next day.
 - b) Bertha asked me if you will be home earlier tomorrow.
 - c) Bertha asked me if I will be home earlier tomorrow.
 - d) Bertha asked me if shall be home earlier the next day.
8. 'Where's the lid of this pot?' Veronica asked.
- a) Veronica wanted to know where is the lid of the pot.
 - b) Veronica wanted to know where the lid of the pot was.
 - c) Veronica wanted to know where was the lid of the pot.
 - d) Veronica wanted to know where is the lid of the pot is.

Find the correct direct speech form with the same meaning a, b, c, or d.

9. Innocent ordered George to show him what he had just written.
- a) 'Show him what he had just written,' Innocent ordered George.
 - b) 'Show me what he had just written,' Innocent ordered George.
 - c) 'Show them what you have just written,' Innocent ordered George.
 - d) 'Show me what you have just written,' Innocent ordered George.
10. Maulana asked Jese whether he might borrow her pen.
- a) 'May I borrow your pen, Jese?' Maulana asked.
 - b) 'I might have borrowed Jese's pen,' Maulana said.
 - c) 'May he borrow your pen, Jese?' Maulana asked.
 - d) 'Might I ask Jese if he borrowed your pen?' Maulana asked.

11-20, Choose the correct alternative a, b, c, or d.

11. The secretary was present for the purpose of keeping for the deliberations.
- a) time
 - b) minutes
 - c) agenda
 - d) secrets
12. The tea in the cup is hot to drink.
- a) much
 - b) very
 - c) too
 - d) so

13. The form master told both how to do it.
 a) Jane and I b) me and Jane c) Jane and me d) I and Jane
14. We don't want anyone to know about our gifts to the church, we prefer to remain
 a) anonymous b) secret c) confidential d) private
15. "As of next week there will be no increase in salary for the junior staff members."?
 a) Is it b) Is that so c) Isn't it d) Will there
16. You should be thinking of who to appoint as the next head prefect as Mary's term of office is about to
 a) be exhausted b) be expired c) terminate d) expire
17. wall charts would make the classroom more attractive.
 a) Little b) A little c) Some d) A few
18. She was posted away as a measure.
 a) discipline b) punishment c) corrective d) punitive
19. The doctor told my father that he was run because of over work.
 a) up b) down c) out d) over
20. The vendors by the roadside put their stalls.
 a) on b) out of c) out d) up

Exercise 17

Choose the word or phrase that best completes each sentence.

1. There has been a in the sales of houses since mortgages became difficult to obtain.
 a) downfall b) slump c) crash d) dive
2. An advertising should be short, striking and easily remembered.
 a) agent b) epigram c) caption d) slogan
3. The newspaper was ordered to pay her half a million Malawi Kwacha for printing the libelous story about her.
 a) restitution b) damages c) refund d) penalty
4. The introduction of diesel engines sadly made the old steam train
 a) extinct b) archaic c) obsolete d) absolute
5. All the from the jumble sale will be given to charity.
 a) proceeds b) rewards c) expenses d) income
6. I have no time to do my own work help you with yours.
 a) let alone b) not counting c) apart from d) aside
7. That poem me of my youth.
 a) remembers b) reminds c) recollects d) recalls

8. I'm afraid I can't tell you what he said. It would be a of confidence.
a) break b) breach c) rupture d) rift
9. Mr Madula was caught using forged banknotes to pay for goods and was charged with
a) theft b) deception c) fraud d) embezzlement
10. I explained that I wanted to my legal right to consult a solicitor.
a) exercise b) entertain c) insist d) grant
11. The hotel is popular with film stars and the
a) same b) such c) similar d) like
12. MBC has a young composer to write a piece of music for the Corporation's twenty-five year's anniversary.
a) decided b) commissioned c) consulted d) ordered
13. Our school bursar pocketed the rest of the money. 'Pocketed' means:
a) banked b) left c) loaned d) took
14. Mr Makoza is married with four children. 'Married with four children' means:
a) has four children b) married the four children
c) married his four children d) married another wife having four children
15. We look forward you again.
a) to seeing b) to see c) see d) seeing
16. Mr Diniwa and Mr Kaduya are miserable fellows. 'Miserable' means:
a) greedy b) poor c) unhappy d) selfish
17. Look out! There is a lorry coming. 'Look out' means:
a) look outside b) be careful c) accident d) be sure

Choose the correct alternative a, b, c, or d.

18. Mr Mbandambanda is a bad driver because he likes speeding. The underlined word means:
a) driving fast b) driving badly
c) running d) driving without using brakes
19. The last course of a meal is called
a) dessert b) supper c) desert d) appetizer
20. The converse is true as well. The underlined word means:
a) talk b) opposite c) change d) thing

Exercise 18

Choose the correct alternative a, b, c, or d.

1. These four children come from a broken home. The underlined expression means:
a) parents passed away
b) they were born out of wedlock

- c) they were born in wedlock
d) parents have either divorced or separated
2. Mr Thupuvera is no mean poet. The underlined expression means the poet is:
a) very good b) bad c) ordinary d) prosaic
3. My father goes to church every day. The underlined phrase means:
a) to visit b) to see c) to pray d) to work
4. It was too hot for us to sit the sun.
a) on b) in c) at d) for
5. A record of one's life written by oneself is called
a) a bibliography b) a biography c) autobiography d) a tragedy
6. A play with a sad ending is called
a) comedy b) tragedy c) comedian d) catastrophe
7. It is immortal to him whether the child goes to school or not. The underlined word means:
a) important b) not important c) believable d) not believable
8. The soul is immortal. The underlined means:
a) pure b) never dies c) immoral d) with no ambition
9. A conversation between two people is called
a) monologue b) a panel c) a discussion d) a dialogue
10. Some Malawian farmers are industrious in the maize field. The underlined word means:
a) lazy b) active c) hardworking d) interested
11. A play with elements of both comedy and tragedy is known as
a) comedy b) tragic play c) tragicomedy d) comic-tragedy
12. If need be, I can come again next month. The underlined means:
a) if I am needed b) if you need me c) if necessary d) if possible
13. I quite agree with you. The underlined expression means:
a) totally disagree b) silently agree c) completely agree d) agree
14. My sister's leg was so badly injured that the doctors had to amputate it. Amputate means:
a) replace b) remove c) cut it off d) cut it off in a surgical operation
15. If you want to lose weight, here are the do's and don'ts. The underlined means:
a) rules b) laws c) point d) by-laws
16. Mr. Joloza had his bicycle repaired. The statement means:
a) repaired it himself b) repaired it for somebody
c) someone else repaired it for him d) he repaired it with someone
17. That boy is my namesake. The underlined expression means:
a) has my name b) has taken my name
c) has the same name as mine d) knows my name

18. I haven't seen Flora of late. The underlined expression means:
 a) last week b) yesterday c) today d) in recent times
19. You have to be here by six o'clock. The underlined expression means:
 a) at six o'clock b) before or at six o'clock
 c) close to six o'clock d) a little after six o'clock
20. We will come again in the morning weather permitting. The underlined expression implies:
 a) because of weather b) if the weather says 'yes'
 c) if the weather hinders us d) if the weather doesn't prevent us

Exercise 19

Choose the correct alternative a, b, c, or d.

1. The new teacher is very popular his students.
 a) into b) from c) with d) by
2. After the examination he disposed his textbooks.
 a) with b) for c) out d) of
3. I was amazed what had happened.
 a) of b) at c) for d) with
4. That boy bores me because he is always boasting his achievements.
 a) of b) from c) on d) by
5. The teacher made no comment the boy's work.
 a) about b) on c) against d) over
6. She questioned the wisdom the argument.
 a) about b) behind c) of d) with
7. They complained the noise their neighbours were making.
 a) on b) over c) with d) about
8. He is fond asking questions in class.
 a) about b) of c) in d) on
9. He entrusted his servant a large sum of money.
 a) with b) to c) of d) through
10. I mistook him my eldest son.
 a) with b) of c) for d) as
11. She will have to answer her actions.
 a) for b) of c) about d) on
12. A friend is a person you should be able to count when you are in difficulties.
 a) by b) in c) for d) on

13. The doctor operated the injured man.
 a) on b) in c) for d) into
14. I marvel the amount of work he has done.
 a) to b) for c) with d) at
15. The manager deduced what he was told that the clerk was dishonest.
 a) by b) from c) to d) on
16. I am indebted him for the help he gave me when I was ill.
 a) with b) to c) of d) under
17. She asked a question that was not relevant what we were discussing.
 a) on b) in c) for d) to
18. I have little confidence his ability.
 a) for b) to c) in d) about
19. the last occasion we had a meeting only few people came.
 a) By b) At c) Over d) On
20. He never joins our games.
 a) in b) of c) off d) up

Exercise 20

Choose the correct alternative a, b, c, or d.

1. Once beaten shy.
 a) thrice b) twice c) two d) result
2. The President conferred the Prime Minister on the crisis.
 a) to b) of c) by d) with
3. I concluded what I heard that he would be late.
 a) on b) in c) from d) with
4. I do not always agree him.
 a) to b) with c) on d) of
5. I furnished the police all the information I had.
 a) with b) to c) of d) from
6. I yielded her wishes and allowed her to marry.
 a) with b) from c) at d) to
7. She doubted ever becoming a nurse.
 a) in b) out c) with d) of
8. I was impressed his ability to work hard.
 a) with b) on c) in d) about
9. The headteacher did not expect students to lean a wall when speaking to him.
 a) by b) onto c) to d) against

10. It was very kind you to help me.
a) by b) of c) for d) to
11. I was quite overcome sorrow when I heard the news of my brother's death.
a) at b) of c) for d) with
12. He was very envious his cousin.
a) from b) to c) of d) over
13. I was obliged helping him get that job.
a) for b) from c) by d) to
14. The president was accompanied several army officers on the trip to the UK.
a) from b) of c) by d) with
15. It is a pity that your book doesn't contain a key the exercises.
a) on b) with c) to d) about
16. My new house is built brick.
a) by b) in c) of d) from
17. This year there has been a decrease the number of Chichewa books sold
by Titani Bookshop.
a) over b) in c) at d) from
18. The headteacher said he disapproved boys wearing slippers in school.
a) for b) from c) of d) against
19. I warned him that he would be guilty an offence against the law.
a) of b) from c) with d) to
20. She is very slow arithmetic.
a) of b) for c) at d) with

Exercise 21

Choose the correct alternative a, b, c, or d.

1. I told him I am too absorbed my work to have time for hobbies.
a) through b) about c) of d) in
2. He has established a reputation hard work.
a) in b) on c) for d) about
3. The facts were laid the judge.
a) to b) before c) on d) for
4. We are convinced the need for an investigation.
a) for b) from c) of d) by
5. Not all the boys attended the lesson.
a) to b) for c) of d) on

6. Mr Navaya is a contemporary Mr Nyirenda.
 a) for b) on c) in d) of
7. Animals are not completely devoid intelligence.
 a) in b) on c) of d) with
8. It was thoughtful him to invite us.
 a) of b) from c) with d) by
9. The teacher was always patient boys who tried hard.
 a) on b) for c) of d) with
10. Our English teacher has translated the passage from English Chichewa.
 a) out of b) to c) into d) for
11. She has been corresponding a boy in Zambia for over a year.
 a) to b) for c) with d) from
12. Her parents no longer have much control her.
 a) about b) over c) to d) from
13. I have considerable doubts his honesty.
 a) on b) in c) for d) about
14. The clerk was blamed the untidy state of the files.
 a) about b) with c) for d) on
15. He gave an old tambala coin exchange for a rare one.
 a) with b) by c) for d) in
16. He was in the habit of going a stroll every evening.
 a) in b) by c) for d) on
17. Members of the expedition to the Nyika Plateau perished the cold.
 a) with b) by c) from d) of
18. He likes to show his knowledge of languages.
 a) with b) about c) of d) off
19. The mathematics master was entrusted the task of preparing the new timetable.
 a) with b) on c) in d) for
20. Bertha is younger than she looks. The statement means
 a) is as old as she looks. b) isn't as old as she looks.
 c) is as old as her age. d) is younger than her age.

Exercise 22

Choose the correct alternative a, b, c, or d.

In each of the following groups only one of the four alternatives is correctly punctuated. Which one?

1. a) I told him that, he was wrong
b) I told him, that he was wrong.
c) I told him that, "He was wrong".
d) I told him that he was wrong.
2. a) He has typed the letter? Hasn't he.
b) He has typed the letter, hasn't he?
c) He has typed the letter, has'nt he?
d) He has typed the letter hasn't he?
3. a) "Have you seen him?" Asked John.
b) "Have you seen him"? asked John
c) "Have you seen him," Asked John.
d) "Have you seen him?" asked John.
4. a) Mercy collects stamps, she has over a thousand.
b) Mercy collects stamps. She has over a thousand.
c) Mercy collects stamps: She has over a thousand.
d) Mercy collects stamps she has over a thousand.
5. a) Children's books are often read by old ladies'.
b) Children's books are often read by old lady's.
c) Children's books are often read by old ladies.
d) Children's book are often read by old ladies.
6. a) I don't believe a word, you say.
b) I don't believe a word you say.
c) I don't believe a word you say
d) I do'nt believe a word you say.
7. a) "Have you read 'Madala's Children'?"
b) 'Have you read 'Madala's Children?'
c) "Have you read 'Madala's Children.'
d) "Have you read 'Madala's Children
8. a) He asked where the dining-room was.
b) He asked where the dining-room was?
c) He asked, where the dining-room was.
d) He asked where is the dining room?
9. a) He can't swim at all
b) He can't swim at all.
c) He cant swim at all.
d) He can't swim, at all.
10. a) Its' a pity we have only a months holiday.
b) It's a pity we have only a months holiday
c) Its a pity we have only a month's holiday.
d) It's a pity we have only a month's holiday.
11. a) Which desks are ours? He asked.
b) "Which desks are ours?" he asked
c) Which desks are ours' he asked
d) "Which desks are ours?" he asked.

12. a) Digging in the garden, he found a five hundred year old coin.
 b) Digging in the garden, he found a five-hundred year-old coin.
 c) Digging in the garden, he found a five hundred-year-old coin.
 d) Digging in the garden, he found a five hundred year-old coin.
13. a) What he has just said does not convince me.
 b) What he has just said, does not convince me.
 c) What he has just said! Does not convince me.
 d) What he has just said: does not convince me.
14. a) However good he is at bawo he won't be able to beat me.
 b) However, good he is at bawo, he won't be able to beat me.
 c) However, good he is at bawo he won't be able to beat me.
 d) However good he is at bawo, he won't be able to beat me.
15. a) "What an interesting book this is!" Exclaimed Peter.
 b) "What an interesting book this is" exclaimed Peter.
 c) "What an interesting book this is!" exclaimed Peter.
 d) "What an interesting book this is"! Exclaimed Peter.
16. a) Henry plays several games, chess, draughts and football.
 b) Henry plays several games: chess, draughts and football.
 c) Henry plays several games; chess, draughts and football.
 d) Henry plays several games chess, draughts and football.
17. a) Do you know how to spell accommodation?
 b) 'Do you know how to spell accommodation?'
 c) 'Do you know how to spell "accommodation"?'
 d) Do you know how to spell 'accommodation'?
18. a) "We have been in the hall for over ten minutes now," said Gladys. "And the film hasn't started yet."
 b) "We have been in the hall for over ten minutes now," said Gladys. "and the film hasn't started yet."
 c) "We have been in the hall for over ten minutes now," said Gladys, "and the film hasn't started yet."
 d) "We have been in the hall for over ten minutes now, said Gladys, and the film hasn't started yet."
19. a) Mrs Banda the headmistress will give a lecture tomorrow evening.
 b) Mrs Banda, the headmistress, will give a lecture tomorrow evening.
 c) Mrs Banda, the headmistress will give a lecture tomorrow evening.
 d) Mrs Banda the headmistress, will give a lecture tomorrow evening.
20. a) He told me that, Mr Kamoto, who is our new English teacher, used to live here.
 b) He told me that, Mr Kamoto who is our new English teacher used to live here.
 c) He told me that Mr Kamoto who is our new English teacher used to live here.
 d) He told me that Mr Kamoto, who is our new English teacher, used to live here.

Answers to Structures I**Exercise 1**

1. C	2. A	3. A	4. D	5. D	6. B	7. C	8. C
9. D	10. D	11. C	12. B	13. B	14. C	15. B	16. A
17. B	18. C	19. B	20. C				

Exercise 2

1. D	2. B	3. B	4. C	5. D	6. B	7. A	8. B
9. C	10. B	11. A	12. D	13. B	14. D	15. B	16. C
17. B	18. B	19. A	20. B				

Exercise 3

1. A	2. B	3. D	4. C	5. A	6. B	7. B	8. A
9. C	10. B	11. C	12. C	13. B	14. C	15. B	16. C
17. A	18. A	19. B	20. D				

Exercise 4

1. A	2. B	3. D	4. B	5. B	6. C	7. C	8. A
9. C	10. B	11. D	12. A	13. C	14. B	15. D	16. A
17. B	18. A	19. B	20. D				

Exercise 5

1. B	2. B	3. A	4. D	5. C	6. D	7. B	8. B
9. B	10. B	11. A	12. D	13. A	14. C	15. B	16. D
17. C	18. A	19. A	20. D				

Exercise 6

1. C	2. B	3. B	4. A	5. B	6. D	7. A	8. B
9. B	10. D	11. D	12. B	13. A	14. D	15. D	16. C
17. A	18. C	19. D	20. B				

Exercise 7

1. B	2. C	3. B	4. D	5. B	6. B	7. C	8. B
9. A	10. B	11. C	12. D	13. C	14. C	15. B	16. D
17. C	18. B	19. B	20. C				

Exercise 8

1. C	2. A	3. B	4. D	5. B	6. A	7. A	8. B
9. A	10. C	11. A	12. C	13. A	14. A	15. C	16. D
17. B	18. A	19. C	20. C				

Exercise 9

1. A	2. A	3. D	4. A	5. C	6. D	7. B	8. B
9. C	10. A	11. A	12. C	13. C	14. B	15. D	16. A
17. D	18. B	19. A	20. C				

Exercise 10

1. A	2. C	3. A	4. B	5. D	6. D	7. C	8. D
9. B	10. D	11. D	12. D	13. A	14. A	15. B	16. A
17. A	18. B	19. C	20. C				

Exercise 11

1. D	2. A	3. D	4. B	5. A	6. C	7. B	8. C
9. D	10. C	11. C	12. D	13. A	14. D	15. A	16. A
17. D	18. C	19. B	20. A				

Exercise 12

1. B	2. C	3. A	4. A	5. D	6. B	7. D	8. A
9. D	10. A	11. D	12. D	13. C	14. C	15. A	16. B
17. C	18. C	19. B	20. D				

Exercise 13

- | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|
| 1. A | 2. C | 3. C | 4. B | 5. D | 6. A | 7. C | 8. B |
| 9. B | 10. A | 11. D | 12. C | 13. B | 14. D | 15. C | 16. B |
| 17. B | 18. C | 19. D | 20. A | | | | |

Exercise 14

- | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|
| 1. C | 2. A | 3. A | 4. D | 5. C | 6. A | 7. D | 8. B |
| 9. B | 10. A | 11. C | 12. B | 13. B | 14. C | 15. B | 16. C |
| 17. D | 18. A | 19. B | 20. D | | | | |

Exercise 15

- | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|
| 1. B | 2. B | 3. A | 4. A | 5. D | 6. D | 7. B | 8. A |
| 9. C | 10. D | 11. D | 12. C | 13. A | 14. C | 15. D | 16. C |
| 17. A | 18. D | 19. C | 20. C | | | | |

Exercise 16

- | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|
| 1. A | 2. D | 3. C | 4. A | 5. D | 6. B | 7. A | 8. B |
| 9. D | 10. A | 11. B | 12. C | 13. C | 14. A | 15. B | 16. D |
| 17. D | 18. C | 19. B | 20. D | | | | |

Exercise 17

- | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|
| 1. B | 2. C | 3. B | 4. C | 5. A | 6. A | 7. B | 8. B |
| 9. C | 10. A | 11. D | 12. B | 13. D | 14. A | 15. A | 16. C |
| 17. B | 18. A | 19. A | 20. B | | | | |

Exercise 18

- | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|
| 1. D | 2. A | 3. C | 4. B | 5. C | 6. B | 7. B | 8. B |
| 9. D | 10. C | 11. C | 12. C | 13. C | 14. D | 15. A | 16. C |
| 17. C | 18. D | 19. B | 20. D | | | | |

Exercise 19

- | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|
| 1. C | 2. D | 3. B | 4. A | 5. B | 6. B | 7. D | 8. B |
| 9. A | 10. C | 11. A | 12. D | 13. A | 14. D | 15. B | 16. B |
| 17. D | 18. C | 19. D | 20. A | | | | |

Exercise 20

- | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|
| 1. B | 2. C | 3. C | 4. B | 5. A | 6. D | 7. D | 8. A |
| 9. D | 10. B | 11. D | 12. C | 13. D | 14. C | 15. C | 16. C |
| 17. B | 18. C | 19. A | 20. C | | | | |

Exercise 21

- | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|
| 1. D | 2. C | 3. B | 4. C | 5. A | 6. D | 7. C | 8. A |
| 9. D | 10. C | 11. C | 12. B | 13. D | 14. C | 15. D | 16. C |
| 17. D | 18. D | 19. A | 20. B | | | | |

Exercise 22

- | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|
| 1. D | 2. B | 3. D | 4. B | 5. C | 6. B | 7. A | 8. A |
| 9. B | 10. D | 11. D | 12. D | 13. A | 14. D | 15. C | 16. B |
| 17. D | 18. C | 19. B | 20. D | | | | |

Cloze Procedure (Passage)

In this chapter you will practise cloze procedure which will help you develop adherence to context by making reference to what has been said before as a key to successful cloze passage completion.

What cloze procedure is

What do you understand by the term 'cloze procedure'? W.L. Taylor (1953) defines cloze procedure as filling in the blanks by relating possible meanings of the missing words. This, according to Taylor's notion, is a special kind of closure (closing the gaps), hence the term 'cloze'.

In a cloze procedure (cloze passage) learners are tested on the ability of language use in context. Gaps are left out at intervals. Learners are supposed to make sure that the flow of ideas make sense in the paragraphs. The adherence to context by making reference to what has been said before is the key to successful cloze passage completion.

To fill in the blanks on a cloze test correctly, one has to understand the meaning of the text. Try the passages below in preparation for your MSCE examination.

Cloze procedure 1

The two most important artificial water ways in (1) world are the Suez Canal and Panama Canal. The Suez Canal is in Egypt and connects (2) Mediterranean sea with the north-western arm of the Red Sea. It is about 160 kilometres (3).

The Suez Canal is on the shortest route for ships voyaging between Europe and the Persian Gulf, Pakistan and India, Australia and (4) Far East, although the largest oil tankers are (5) big to pass through the canal. It is also the shortest sea route (6) the eastern seaboard of north America and ports on the Indian Ocean.

The Isthmus of the Suez, across (7) the Canal runs, was once a channel joining the two seas. When it dried (8), a chain of salty lakes remained. The Canal follows this chain.

The Portuguese discovery in 1498 (9) a route to the East around the Cape of Good Hope caused the Venetians, and later the French, (10) consider cutting a new Suez Canal. The distance saved by using the Canal instead of the Cape of Good Hope route on a voyage between northern France

or England and Bombay, India, is 7,000 kilometres. Between Bombay and a Mediterranean port, such (11) Venice or Marseilles, the serving is even greater.

For a long time, plans for a canal were confused by the belief that the level of the Red Sea was about 10 metres higher than (12) of the Mediterranean. That would (13) meant building the canal with locks. However, in 1853 this belief was shown to (14) untrue. In the following year the Frenchman, Ferdinand de Lesseps obtained permission (15) the Egyptian ruler, Said Pasha, to dig a canal. Although the British did everything (16) could to oppose the work, it began in 1859 and the canal was declared open (17) November 17, 1869.

Six years later (18) ruler of Egypt, Khedive Ismail, became very short of money. He was a part owner of the Suez Canal and the British Prime Minister, Benjamin Disraeli, quickly bought Ismail's share for the British government. This gave Great Britain a share (19) the ownership of the Canal, but Britain did not control the working of the Canal (20) the occupation of Egypt in 1882.

Although the Canal was not at first a great success, the number of ships using it gradually increased. In 1870 the number of ships that went through was only 486, but 100 years later the figure had risen to 21,250 (21). More than three quarters of the north-bound cargo was oil from the Persian Gulf ports.

As ships grew bigger the Canal had continually to be deepened (22) widened. For a long time the channel was too narrow (23) two ships to pass one another, and one ship had to stop.

Cloze procedure 2

When a person upsets salt at table, (1) will often pick up some grains and throw them over his left shoulder. A child who looks (2) a window-pane and sees the new moon for the first time that month may feel afraid (3) something bad will happen to him. At a wedding rice or small brightly coloured pieces of paper called confetti are often (4) over the (5) and bridegroom as they leave the church. The beliefs (6) do with these actions are known (7) superstitions. Even people (8) say that superstitions are nonsense may avoid walking under a ladder or feel pleased when (9) find a four-leaved clover!

Superstitions are very widespread (10) very old. People now know that actions like hanging up horseshoes and breaking mirrors have (11) to do with any good or (12) luck that may follow, but in the past people had very different ideas, many of which have resulted in the form of superstitions.

The word superstition is always used to (13) something that has long (14) believed but has been proved wrong.

Some superstitions are connected (15) old beliefs about the soul. Breaking a mirror is supposed to bring bad (16) because once a shadow or reflection was thought (17) be part of a person's souls and the breaking (18) the reflection injured the soul or life itself.

Corn (or, later, rice) was thrown (19) brides at weddings because it (20) thought to help women (21) have children, and the confetti thrown today is a reminder of that belief.

Salt comes into several superstitions. From the earliest times salt has (22) thought of in connection (23) god (Homer called it "divine salt"). Salt was used to (24) the bodies of animals used in sacrifices; the Romans used it in sacrifice and also mixed it (25) water as holy water. Thus to spill salt has long been thought to (26) to disasters, especially within the family, and to domestic quarrelling. When it spilt, the custom has been to throw some of it over the shoulder to prevent the disaster (27) happening.

Superstitions connected with numbers are often both pagan (29) witches and at the last supper there were 13 people – Jesus and his 12 Disciples, (30) of whom was Judas Iscariot, the traitor. Thirteen is therefore considered (31) unlucky number, and Friday 13th is doubly so, for (32) was the day of the crucifixion. Sailors do (33) like setting out (34) a voyage on a Friday.

Three has been looked at as an important number from very early times. It is found again and (35) in old myths and fairly tales; the three fates, the lucky third son, and (36) on, and Christianity brought the belief in the Trinity – Father, Son and Holy Ghost. Nine, which is (37) times three, is also important. The belief in seven as a lucky number seems to have (38) later.

Often, after mentioning something pleasant, people will hastily touch the nearest piece of wood (39) order to keep off bad luck. This has been explained by saying (40) it is because Christ died (41) a wooden cross and his protection is being asked. It may, however, date (42) the times when the oak tree was sacred and protected anyone (43) touched it. Eventually the superstition came to include every kind of wood. The moon was worshipped (44) most ancient people and there are a great many superstitions about it – for example, that it is unlucky to tread (45) a moon shadow, that moonlight on a sleeping person's face will make him mad, and (46) it is unlucky to (47) the new moon for the first time (48) glass. Good luck is supposed to be brought by bowing three times to the new moon and turning silver coins over in the pocket. Probably the reason (49) the moon has always been so important in people's thoughts is

..... (50) it appears, wanes and then reappears at regular intervals (51) the year. From this, people have been able to measure and to foresee the times of harvests and sowing, and the moon (52) been used in calendars to measure the months. Many people (53) had festivals at the new moon, and the time of the full moon, in the middle of the month, has often been regarded as (54) lucky (many people think that crops grow better if planted then) or as unlucky (eclipses of the (55) take place at the full moon, which then turns blood red, (56) so has always been taken as an omen of coming disaster). The Jewish feast of the Passover is celebrated (57) a full moon, and the Christian (58) of Easter is the first Sunday after the end of Ramadan, (59) month of fasting, when the new moon is first (60).

Cats, probably because they are lonely animals and hunt (61) night, were used by witches and were often thought to be witches (62) disguise. In ancient Egypt they were sacred animals. Black cats, in particular are thought by superstitious people to bring either good (63) bad luck.

Cloze procedure 3

In Britain today good manners (1) table include eating (2) the mouth closed; not letting any of the food fall off the plate; using the knife only for cutting; and (3) grabbing at food across the table.

In other parts (4) the world, table manners are quite different. In Arabia, (5) instance, the people at a feast take a piece of food (6) their fingers and belch loudly to show (7) they have appreciated it. The Chinese, too, believe that noisy eating is more polite than quiet one. They eat out of bowls, using a (8) of chopsticks, which are wooden sticks held between the fingers of the right (9). A Chinese once said that he would not use a fork since (10) might have been in an enemy's mouth. Japanese eat sitting on cushions before a low table (11) a tray of food on it. But in many parts of the world both traditional and western styles of eating exist side by (12).

In the West, too, there are differences (13) one country to another. In North America it is polite to cut up meat (14) then put the knife down, take the fork in the right hand and eat with it. Some European people keep the fork in the left hand and the (14) in the right all the time when they are eating food that has to be cut. (15) France, Belgium and Italy the same knife is kept for every course. In Britain and Scandinavia special knives and forks (16) used for eating fish.

In Europe, water, wine or beer is (17) with meals and coffee or tea (18) taken afterwards. In North America a beverage such as coffee, tea or milk is drunk (19) meals.

Cloze procedure 4

Tea comes (1) the dried leaves of the tea bush, which is really a tree trimmed (2) to a convenient height for plucking. (3) first the leaves look rather (4) young laurel leaves, but later they become more and (5) shiny and tough, growing finally to about the size of a man's hand. Only the delicate young shoots are plucked. The bush is not normally allowed (6) flower, but when (7) does, it has small waxy white blossoms. It belongs to the Camellia family.

Tea is grown in many part of (8) world, but the most important places are India, Sri Lanka, China, Japan, Pakistan, Russia, Indonesia (9) Kenya. People are beginning now to grow a (10) of tea in South America. Tea drunk in Great Britain comes mostly from India and Sri Lanka. In Sri Lanka (whose tea is still often called "Ceylon" tea), tea-growing is now the chief industry and the island exports more (11) China does.

When allowed to grow to its full height the tea tree may reach 10 metres. Severe pruning not only cuts down the size, (12) makes sure that the energy of the plant goes go produce the small and tender leaves (13) make the best tea.

The plants (14) grown in nursery beds, either from seeds or cuttings. They are then taken out on to the estate and planted in their final positions. Plucking can start in the third year. If it is well cared (15), a tea bush will go on yielding leaf for 50 years.

The tea pluckers, (16) are usually women, go out among the bushes with their baskets and pick the leaves (17) hand. The plucking season in India begins in spring and lasts until December, but in Sri Lanka, the leaves are plucked (18) the year round.

The best tea usually comes from tea estates on high ground because (19) is cooler and there is a slow growth of small leaves (20) of the thick, coarse growth of the hot lowlands. So there are important tea growing areas in the central hills of Sri Lanka and in mountainous parts of India, such as Darjeeling, which is in the foothills of the Himalayas. The biggest weight of Indian tea, however, comes from Assam in the northeast where there are both mountain and valley tea gardens.

The fresh leaves are taken into the tea estate factory and (21) spread over shelves to wither. Then they (22) passed into rolling machines which break them up and squeeze (23) the juices. The next stage is that they are allowed to ferment slightly and they turn to a bright coppery colour. Finally, the leaves pass on moving trays above a furnace (24) dries them with blasts of hot air. They are then the familiar black colour and need only to be sorted, graded and packed in chests ready (25) shipment.

There are many grades of tea, but they relate to size of leaf rather (26)

quality. Most people in Britain like small leaf and the two most popular grades there are called broken orange pekoe and fannings. China teas (27) differently graded and sometimes have other substances such as jasmine, added to them.

The Chinese were the first people to (28) that a drink could be made (29) the dried leaves of the plant. They called it cha and English people still talk about "a cup of char" when they mean tea.

Cloze procedure 5

In the late 1970s the video recorder began (1) change the way we use television. A video recorder can be thought of simply (2) a TV set which has a tape recorder instead (3) a screen. You can watch one program (4) your TV set while turning the video recorder to take (5) program on a different channel. The tape is then rewound and you can watch the second program whenever (6) like. You can also tape a program on the recorder at the same time as you (7) watching it on the TV. By using the timer on the recorder, you can tape a program while you are out of the house or away (8) holiday. This is known (9) "time shifting".

Although video recorders were first sold and used only for time shifting, a new use soon developed. Films and other video material are pre-recorded on tape and offered (10) sale or hire. Many people like to hire a video to watch at home, especially if they can see a new film which (11) not yet been sold to the television stations for broadcasting. The result is (12) fewer people watch broadcast TV programs and fewer go out to the cinema.

Videos are now (13) popular that a new crime has appeared: video "piracy". This is when someone copies a film or video tape (14) the permission of the copyright owner.

Pre-recorded video tapes have so far proved more popular (15) the rival videodisc system. Video discs first appeared in the early 1970s and seemed an ideal way to make video easy to use at a low cost. But most people (16) now own videocassette recorders are not willing to buy a videodisc player to do more or less the same job.

With a video disc it is (17) easier to "search" for a particular part of a program. The pick-up head can skate across the surface of the disc in seconds, (18) it can take minutes to rewind a video cassette from one end of the tape to the other. A fully interactive video discs system will be able to "question" the viewer, and then search (19) passages from the disc program to supply the answers. So, if you wanted to find (20) about elephants, you could look at (21) a moving picture, a still picture, or data text.

Television began (22) a home entertainment. But it is developing many other uses, and is now part of almost everyone's life. People in Britain, (23) example, watch on average 24 hours of broadcast television every week.

Cloze procedure 6

The tides (1) caused by the gravitational pull of the Sun and the Moon on the Earth. The orbits of the Earth round the Sun and Moon (2) the Earth are determined (3) gravity. The gravitational attraction between each sphere is balanced by the tendency of each to fly off into space. But this balance of forces is only exact at the centre of each sphere. The Sun's pull is a little stronger on the part of the Earth nearest to it, and a little weaker on the part furthest (4) it. The same is true (5) the Moon's pull.

So there are slight bulges (6) the surface of the Earth nearest to and furthest from the source of gravitational pull. As the earth (7) on its axis the bulges travel round (8) to form the tides. Because the Moon is (9) nearer than the Sun, its tide is much greater.

The (10) of the Sun and the Moon (11) relation to the earth varies over a monthly period, giving rise (12) the phases of the moon. At new and full Moon (when the Sun, Moon and Earth are (13) a straight line) the solar and lunar tides reinforce each (14) and the tidal range is at its largest. At half Moon the two tides are out of phase and the tidal (15) is smallest.

Tides occur on land (16) well. The tide-raising forces cause a bulge in the solid crust of the Earth which, like the (17) at sea, moves round as the Earth rotates. The rise and fall of the land surface, about 30 centimetres, is not noticeable though it can (18) measured by modern instruments.

The bulge of the tide at sea is like a very long, low wave moving (19) the Earth. As it moves into shallowest waters (20) steepens, and so produces a higher tidal range. The tidal range in the Bay of Fundy, Canada, can be as much (21) 15 metres. (22) the other hand, the tide-raising forces are not effective in shallow enclosed seas. (23) instance, the tidal range in the Mediterranean Sea never exceeds 60 centimetres.

In some estuaries the shelving of the bed and the narrowing of the banks combine to cause a tidal bore. In places (24) there is regularly a large tidal range, the energy can be used as a source of electric power.

Cloze procedure 7

A (1) of words which is difficult to say quickly without making mistakes is called a tongue twister. Usually several of the words begin with the same letter or letters, and this (2) called alliteration. A favourite (3) twister which makes use (4) alliteration is, "Peter Piper picked a peck of pickled pepper. Where's the peck of pickled pepper Peter Piper picked?" It is not (5) to say this very quickly without mixing up the p sound with the k (6). Here are some other tongue twisters (7) you to try, repeating them several times as quickly (8) possible. "Truly rural." "The clumsy kitchen clock click-clicked." "Three grey geese on the green grass grazing." "The shade he sought and shunned the sunshine." "She sells sea-shells on the sea shore." "He that has ears to hear, let him hear." "Six sieves of sifted thistles and six thistle sifters."

You can see (9) these examples how the difficulty arises. The same sound has to be repeated several times, but in between comes another (10) not the same but rather (11). A slight shift of the tongue is needed to turn "s" into "sh" or "r" into "l" and the tongue trips up in making the shift if we are speaking quickly. Here (12) a longer tongue twister which mixes up (13) vowel sounds as well as the (14):

Betty Botter bought some butter.
"But", he said, "this butter's bitter,
But a bit of better butter."
Will but make my butter better
So she bought a bit of butter
Better than the bitter butter,
And it made her butter better.
So 'twas better Betty Botter
Bought a bit of better butter.

Cloze procedure 8

... (1) name 'encyclopaedia' comes ... (2) two Greek words meaning "instruction in the whole circle." By "the whole circle" is meant the whole range (3) human knowledge, the sum of all (4) information gained (5) recorded by mankind throughout the ages. An encyclopaedia is a kind of storehouse (6) which this knowledge can be kept and passed on from generation to (7).

No single book, or (8) a set of books, could contain (9) the world's knowledge. So to make an encyclopaedia, we must (10) the most valuable bits of knowledge and arrange them in such a way that people can find them as easily as (11).

Before there were books, information had to (12) stored in peoples memories. History was not written (13); it was passed down from (14) generation to the next in the form of stories. (15) is a limit to the amount of information that can be stored in this way. (16) one person can be (17) expert in everything, so it is obviously a good idea to have some way of collecting different kinds of knowledge and storing them (18) that a reader can find out what he or (19) wants to know. If there were no books, and in particular (20) reference books (21) of facts and explanations, we should have to waste time repeating the experiments, discoveries (and mistakes too) (22) earlier generations.

Answers to Cloze procedure (Passage)

Exercise 1

1. the	2. the	3. long	4. the	5. too	6. between	7. which	8. up
9. of	10. to	11. as	12. that	13. have	14. be	15. from	16. they
17. on	18. the	19. in	20. until	21. ships	22. and	23. for	

Exercise 2

1. the	2. through	3. that	4. thrown	5. bride	6. to	7. as	8. who
9. they	10. and	11. nothing	12. bad	13. mean	14. been	15. with	16. luck
17. to	18. of	19. over	20. was	21. to	22. been	23. with	24. preserve
25. with	26. lead	27. from	28. and	29. by	30. one	31. an	32. Friday
33. not	34. on	35. again	36. so	37. three	38. come	39. in	40. that
41. on	42. from	43. who	44. by	45. on	46. that	47. see	48. through
49. why	50. that	51. throughout	52. has	53. have	54. either	55. moon	56. and
57. at	58. feast	59. the	60. seen	61. at	62. in	63. or	

Exercise 3

1. at	2. with	3. not	4. of	5. for	6. with	7. that	8. pair
9. hand	10. it	11. with	12. side	13. from	14. knife	15. In	16. are
17. drunk	18. is	19. with					

Exercise 4

1. from	2. down	3. At	4. like	5. more	6. to	7. it	8. the
9. and	10. lot	11. than	12. but	13. which	14. are	15. for	16. who
17. by	18. all	19. it	20. instead	21. are	22. are	23. out	24. which
25. for	26. than	27. are	28. discover	29. from			

Exercise 5

1. to	2. as	3. of	4. on	5. another	6. you	7. are	8. on
9. as	10. for	11. has	12. that	13. so	14. without	15. than	16. who
17. much	18. whereas	19. out	20. out	21. either	22. as	23. for	

Exercise 6

1. are	2. round	3. by	4. from	5. of	6. on	7. rotates	8. it
9. much	10. position	11. in	12. to	13. in	14. other	15. range	16. as
17. tides	18. be	19. round	20. it	21. as	22. On	23. For	24. where

Exercise 7

1. group	2. is	3. tongue	4. of	5. easy	6. sound	7. for	8. as
9. from	10. sound	11. different	12. comes	13. with	14. consonants		

Exercise 8

1. The	2. from	3. of	4. the	5. and	6. in	7. generation	8. even
9. all	10. select	11. possible	12. be	13. down	14. one	15. There	16. No
17. an	18. so	19. she	20. no	21. full	22. of		

Structures II

In Chapter 10 you were introduced to structures. In this chapter you will practice more structures. The study of these structures will facilitate your understanding and use of language in speech and writing. The structures selected are those that are seen to be helpful to the language learner at the Junior Certificate and School Certificate levels.

Exercise 1

Choose the correct alternative a, b, c, or d.

1. During the trial, his own wife gave in the case.
a) information b) evidence c) opinion d) observation
2. If I you, I would apologize to the headteacher.
a) was b) has been c) was to be d) were
3. I will not give you the book you tell me where your sister has gone.
a) even b) unless c) until d) when
4. Our school was prepared to win the match cost.
a) by all b) at all c) with all d) in all
5. My brother is
a) Strong b) constant c) chain d) heavy
6. If you had known, you would have to be an invalid at the road block.
a) posed b) imagined c) insisted d) feigned
7. Our father was a joker who could make everybody
a) roar with laughter b) to roar with laughter
c) roaring with laughter d) to be roaring with laughter
8. at the school, the visitor was welcomed by the deputy headteacher.
a) At arrival b) On arrival c) At reaching d) On reaching
9. She read a lot of books,? Yes, that's true.
a) do she b) didn't she c) does she d) doesn't she
10. John said, 'I love you.' 'And,' Mary responded.
a) I do either b) I do neither c) so do I d) I do so
11. Your response is just unjust.
a) either, or b) neither, nor c) neither, or d) either, neither
12. There has been a population due to urbanization.
a) uprise b) boom c) down turn d) uproar

13. Malawi's lakes are famous for different of fish.
a) kinds b) sorts c) types d) species
14. If they report for work today, they will be fired.
a) do b) do not c) does not d) did not
15. Many students not yet come in.
a) has b) haven't c) have d) will not
16. The plane caught fire and the pilot jumped from the onto the ground.
a) fuselage b) runway c) cockpit d) hangar
17. The evidence from the two witnesses made the judge the accused.
a) verdict b) nullify c) acquit d) banish
18. All tenants who have not paid rent for their houses will be
a) arrested b) locked in c) chased d) evicted
19. The outbreak of Foot and Mouth disease has necessitated government to all cattle in the Lower Shire.
a) inject b) vaccinate c) treat d) prevent
20. The bus has been travelling for days and it is high time it
a) stops b) will stop c) would stop d) stopped

Exercise 2

Choose the correct alternative a, b, c, or d.

1. Parliamentary deliberations are published in a
a) hansard b) gazette c) newsletter d) journal
2. Now, he to pay back all his debts.
a) will managed b) had managed c) has managed d) have managed
3. You always complain of being sidelined by your boss, don't you?
a) Of course, why? b) Of course, why not?
c) Of course, why me? d) of course, why yes?
4. I think you are happy since you have been promoted, aren't you?
a) Yes I am not. b) No, I am. c) Yes, you are. d) Yes, I am.
5. Malawians are peace-loving people. *Peace-loving* means:
a) religious b) violent c) tranquil d) impatient
6. The prologue to my story was very impressive.
a) epitome b) preface c) epilogue d) introduction

7. Their football club has been relegated to a lower division. *Relegated* means:
 a) promoted b) elevated c) demoted d) expelled
8. All impudent students were sent out of class. *Impudent* means:
 a) crude b) rude c) noisy d) polite
9. She had stared into too many so-called judges eyes to be easily intimidated.
 Because of her previous experience with judges, she
 a) found it easy to intimidate them
 b) was fascinated by their stern eyes.
 c) was sure that they had no legal qualifications
 d) was not easily frightened
10. My father has been an invalid all his life. This means:
 a) dead b) still alive c) injured d) useless
11. Pupils need to practice more.
 a) Need more practice b) May need to practice more
 c) Are willing to practice more d) Must practice more
12. Our boat was turned over in the lake. The underlined expression means:
 a) submerged b) capsized c) drowned d) sank
13. My father doesn't drink,
 a) nor does he smoke b) nor he does smoke
 c) nor he smokes d) nor smokes
14. What is your sister's to abortion?
 a) altitude b) attitude c) attribute d) outlook
15. Brave hearts guard the governor. The word 'hearts' means:
 a) men b) soldiers c) cruelty d) impartiality
16. My uncle cannot buy me sweets because he money.
 a) hasn't no b) hasn't some c) hasn't any d) has not
17. Fifteen people voted the programme.
 a) for b) to c) with d) of
18. When we reached the of the accident the injured boy was crying
 a) site b) cite c) scene d) scenery
19. In all National Banks of Malawi, there is a whose one of the jobs
 is to open the door for customers.
 a) a messenger b) a guard c) commissioner d) commissionaire
20. A tyre made by putting a new rubber surface onto an old worn one is known as
 tyre.
 a) re trade b) retread c) redone d) retrench

Exercise 3

Choose the correct alternative a, b, c, or d.

1. The ink faded with time, but parts of it are
 a) indelible b) illiterate c) inscrutable d) illegible
2. Contrary to the general expectations, John won the race, coming ahead of the favourite Peter.
 a) Peter was expected to beat John but he didn't.
 b) John was expected to beat Peter, and he did.
 c) John was expected to beat Peter, but he didn't.
 d) Peter was expected to beat John and he did.
3. Little did Chikondi know that smoking Indian hemp in order to forget his problems was actually creating more problems for himself.
 a) He did not know that smoking Indian hemp creates more problems.
 b) Smoking Indian hemp creates more problems.
 c) Chikondi was a smoker.
 d) Chikondi knows that smoking Indian hemp solves problems.
4. The playing of the piano is a pleasant experience. The underlined is:
 a) noun clause subject of 'is'.
 b) adverb phrase modifying 'is'.
 c) adverb clause modifying 'is'.
 d) noun phrase, subject of 'is'.
5. I did not know him until a month ago. The underlined is:
 a) an adverbial clause modifying 'not know'.
 b) an adverbial phrase modifying 'not know'.
 c) an adjectival phrase qualifying 'him'.
 d) an adjectival clause qualifying 'him'.
6. We must ask him until he has revealed his counterparts in the plot.
 The underlined is:
 a) a noun clause, object of 'must ask'.
 b) an adjectival clause qualifying 'him'.
 c) an adverbial clause modifying 'must ask'.
 d) an adverbial phrase modifying 'must ask'.
7. His daughter, after escorting him, went to her sugar daddy. The underlined is:
 a) an adverbial phrase modifying 'went'.
 b) an adverbial phrase modifying 'escorted'.
 c) an adverbial clause modifying 'went'.
 d) a noun phrase in apposition to 'his daughter'.

8. I do not know what you are saying. The underlined is:
 a) a noun clause, object of the verb 'know'.
 b) a noun clause, subject of the verb 'know'.
 c) an adjectival phrase modifying the verb 'know'.
 d) an adverbial phrase modifying the verb 'know'.
9. Although it is obvious, we should prove it.
 a) an adverb b) an adjective c) a conjunction d) a preposition
10. Once you obtain your licence, you may drive. The underlined is:
 a) a noun b) a preposition c) a conjunction d) an adjective
11. My grandfather likes sitting on chair. Choose the correct order of adjectives.
 a) an old comfortable skin b) a comfortable skin old
 c) a skin old comfortable d) a comfortable old skin
12. You will have to face up to the challenge.
 a) new moral heavy b) heavy moral new
 c) moral heavy new d) heavy new moral
13. Where is the dress for my wife?
 a) beautiful brand-new silk b) silk beautiful brand-new
 c) brand-new beautiful silk d) brand-new silk beautiful
14. This is the dog his father talked about yesterday.
 a) whom b) whose c) that d) who
15. The rich rich in developing countries.
 a) live b) leave c) remain d) make
16. My teacher shouted, 'You should raise your hand when you the answer'
 a) knew b) know c) have known d) knows
17. No sooner had the game than the supporters started throwing stones at the players.
 a) start b) will start c) started d) didn't start
18. He wanted to know how I was getting in my studies.
 a) up b) through c) to d) on
19. Jane bought a handbag.
 Choose the correct order of adjectives from the following.
 a) heavy new black leather b) new heavy black leather
 c) heavy leather black new d) black new heavy leather
20. We have left behind a dress.

Choose the correct order of adjectives from the following:

- | | |
|------------------------|---------------------------------|
| a) cheap yellow cotton | b) yellow cheap dress of cotton |
| c) cotton cheap yellow | d) cheap cotton yellow |

Exercise 4

Choose the correct alternative a, b, c, or d.

1. I met him he was in Dedza.
a) when b) as c) where d) that
2. We did not enter the hall.
a) for b) into c) in d) no preposition needed
3. That point has been explained before. The underlined is:
a) an adverb b) a preposition c) a conjunction d) an adjective
4. Who has walked in without my consent. The underlined is:
a) a pronoun b) an adverb c) an adjective d) a preposition
5. I am going financial difficulties.
a) over b) through c) by d) with
6. Victoria pleaded her husband not to divorce her.
a) to b) with c) against d) for
7. 'I must go now' is the opposite of
a) I needn't go yet b) I will go yet
c) I mustn't go yet d) I shouldn't go yet
8. You can achieve what you want if you stand
a) akimbo b) abreast c) firm d) aside
9. We were told to turn at the round about.
a) over b) backwards c) by d) about
10. The sign 'Slow down'.
a) will read b) reads c) reading d) has read
11. She would have gone at noon if his father back in good time.
a) came b) will come c) had come d) comes
12. My child has now come age.
a) with b) of c) at d) for
13. Had I got enough power, I push this.
a) must b) will c) would d) want to

14. The candidates such a tight schedule for their examinations lately.
 a) have b) have had c) had had d) will have
15. Our black dog is used to on the verandah all day long.
 a) sleep b) be sleeping c) have sleep d) sleeping
16. I did not want him to me during the football tournament.
 a) bit b) bits c) beat d) beats
17. She couldn't help about me.
 a) thought b) thinking c) think d) to think
18. I will not come again I am tired of this sort of behaviour.
 a) since b) because c) when d) while
19. I will walk if the
 a) worse comes to the worst b) worst comes to the worst
 b) worst comes to the worse d) worse comes to the worse
20. The cost of living has gone up, most of the people cannot make ends meet.
 a) all b) their c) two d) both

Exercise 5

Choose the correct alternative a, b, c, or d.

1. Wear warm clothing because it is cold outside lest you should freeze.
 a) such b) very c) too d) so
2. I thought I let down by my wife.
 a) were b) had been c) were being d) was being
3. She had just had her supper
 a) cooking b) cooked c) to cook d) cook
4. The pupils have handed their work to the teacher for
 a) marks b) marking c) marker d) mark
5. These days, the girls their mother.
 a) are understanding b) understand
 c) would understand d) were understanding
6. Her mother is the of the boy's problems.
 a) cause b) causer c) causing d) causative
7. Giving the job to his nephew was a clear case of
 a) nepotism b) favouritism c) patriotism d) prejudice
8. I always borrow money him.
 a) to b) from c) at d) by

9. I lent the money him.
a) from b) to c) with d) for
10. The terrible experience that he narrated to me made my hair on end.
a) stood b) standing c) to stand d) stand
11. It would be better if you there yourself.
a) go b) had gone c) went d) may go
12. It would have been better if you there yourself.
a) had gone b) will go c) will have gone d) won't
13. Let's begin now, we?
a) can b) may c) won't d) shall
14. He was one of the greatest sons that Bill has ever had. The underlined is:
a) adverb clause, modifies the verb 'was'.
b) adjective clause, qualifies the noun 'sons'.
c) noun clause, object of the verb 'was'.
d) noun clause, subject of the verb 'was'.
15. She dreamed that she had passed the examinations. The underlined is:
a) adverb clause, modifies the verb 'dreamed'.
b) noun clause subject of the verb 'dreamed'.
c) noun clause, object of the verb 'dreamed'.
d) adverb clause, modifies the verb 'was'.
16. That we will go is unlikely. The underlined is:
a) adjective clause, qualifies the verb 'is'.
b) adjective phrase, qualifies the verb 'is'.
c) noun clause, object of a preposition.
d) noun clause subject of the verb 'is'.
17. They are thankful for whatever she gives them. The underlined is:
a) noun clause, object of a preposition.
b) noun clause, subject of the verb 'give'.
c) noun clause, object of the verb 'will be'.
d) noun clause, in apposition to a noun.
18. The rumour that he is hurt is true. The underlined is:
a) noun clause, complement of the verb 'is'.
b) noun clause, object of the verb 'is'.
c) noun clause, in apposition to noun 'rumour'.
d) noun clause, subject of the verb 'is'.
19. Which one (a, b, c, or d) is correctly punctuated?
a) I told him that, he was wrong.

- b) I told him, that he was wrong.
 c) I told him that, 'He was wrong'
 d) I told him that he was wrong.
20. Which one (a, b, c, or d) is correctly punctuated?
- a) I don't believe a word, you say.
 b) I don't believe a word you say
 c) I don't believe a word you say.
 d) I don't believe a word you say.

Exercise 6

Choose the correct alternative a, b, c, or d.

1. Which one (a, b, c, or d) is correctly punctuated?
 a) 'Have you seen him?' Asked Mary.
 b) 'Have you seen him?' asked Mary.
 c) 'Have you seen him,' asked Mary.
 d) 'Have you seen him?' asked Mary.
2. Not all the pupils attended the graduation ceremony.
 a) to b) on c) from d) no word needed
3. Our school decided to withdraw the competition.
 a) in b) from c) for d) off
4. He was having stolen the car.
 a) accused of b) charged of c) refused from d) rejected of
5. The principal was of all his property.
 a) stripped b) stolen c) robbed d) grabbed
6. Mary would not have borrowed the book even if it had been available.
 The sentence means:
 a) Mary did not borrow the book.
 b) The book was available.
 c) The book was not available because John was reading it.
 d) Mary wanted to borrow the book but it was not available.
7. If any of the pupils went out, they would be marked absent. The sentence means:
 a) Some of the pupils went out.
 b) Some of the pupils tried to go out.
 c) None of the pupils went out.
 d) Any of the pupils who went out would be marked absent.
8. If my wife had gone to the funeral, she would not have met her former boyfriend.

The sentence means:

- a) She did not go to the funeral.
- b) She went to the funeral in order to meet her former boyfriend.
- c) She went to the funeral but did not meet her former boyfriend.
- d) She should have gone to the funeral but she didn't.

9. If you write to your benefactor about the money, you will receive it next week.

The sentence means:

- a) He has written to his benefactor.
- b) He must have money next week.
- c) He will write to his benefactor.
- d) He could receive the money next week.

10. The test is difficult for Form one pupils.

- a) very
- b) too
- c) such
- d) so

11. We read history when we were young.

- a) many
- b) some
- c) a lot of
- d) much

12. Charles knows English to understand what I said.

- a) some
- b) enough
- c) much
- d) a bit

13. 'I saw the boy here in this room today,' he said. The correct Indirect speech is:

- a) He said I saw the boy here in this room that day.
- b) He said that he had seen the boy there in that room that day.
- c) He said that he saw the boy there in this room that day.
- d) He said that he had seen the boy there in that room that day.

14. 'I will do it here and now,' he said. The correct Indirect speech is:

- a) He said he would do it there and then.
- b) He said I will do it here and now.
- c) He said I would do it there and then.
- d) He said that he will do it here and then.

15. 'Run quickly!' The correct Indirect speech is:

- a) He ordered me to run quickly!
- b) He requested me to run quickly.
- c) He commanded me to run quickly.
- d) He asked me to run quickly.

16. 'What did she say?' he asked. The correct Indirect speech is:

- a) He asked me what she had said.
- b) He asked me what did she say?
- c) He asked what she did say.
- d) He ask me what she had to say.

17. 'Did you see him?' he asked. The correct Indirect speech is:

- a) He asked me did you see him.
 b) He asked if I had been seeing him.
 c) He asked whether I had seen him
 d) He inquired if I saw him
18. John has a face. The correct order of adjectives is:
 a) broad short brown b) brown short broad
 c) short broad brown d) broad brown short
19. It was a machine. The correct order of adjectives is:
 a) modern large duplicating b) large duplicating modern
 c) modern duplicating large d) duplicating large modern
20. The referee in football to the umpire in netball.
 a) relates b) resembles c) corresponds d) correlates

Exercise 7

Choose the correct alternative a, b, c, or d.

- Because his parents are dead, the for looking after the family fell on his shoulders.
 a) engagement b) responsibility c) commitment d) allegiance
- To his entry into the country he had been given a special passport.
 a) satisfy b) facilitate c) enable d) liberate
- He was late for the bus because he was by the heavy traffic.
 a) discouraged b) retarded c) hindered d) frustrated
- Mary was so that she told no one about her success story.
 a) frank b) modest c) transparent d) natural
- They never solved the of where he concealed the money.
 a) mystery b) myth c) rumour d) legend
- The injection was intended to make him from cholera.
 a) sterile b) immune c) vaccinated d) inoculated
- He has been sick for a few days but his health is rapidly.
 a) decomposing b) regressing c) deteriorating d) aggravating
- The cattle died because they had been by a rabid dog.
 a) polluted b) diseased c) tampered d) infected
- The game between the two teams prematurely last Sunday.
 a) had ended b) was ended c) ended d) has ended

10. The policewoman tried to ... the thief from getting away but was overpowered
a) retard b) interfere c) prevent d) counteract
11. The pilot did not see the airport because it was outside his
a) compass b) limit c) range d) field
12. The information packages about the general elections were over wide area to civic educate the electorate.
a) allocated b) disseminated c) distributed d) sent
13. The Coca-Cola Company has organised a to find the best seller.
a) sale b) race c) cup d) competition
14. My car broke down in the middle of the street and I was fined for ... the traffic
a) jamming b) obstructing c) resisting d) breaking
15. She tried to her dress by adding a flower to the collar.
a) transfigure b) convert c) improve d) mend
16. In order to dollars into Malawi currency you have to multiply by the current exchange rate.
a) reduce b) transform c) change d) convert
17. He worked hard but he was so that he never finished the work he had to do.
a) inefficient b) busy c) lazy d) ineffective
18. There wasn't really a ghost, you must have it.
a) improvised it b) proposed c) imagined d) created
19. When Grace is by herself she often she is a headmistress charge of a school.
a) pretends b) dreams c) presumes d) guesses
20. The accident late in the night yesterday.
a) occurs b) was occurring c) is occurring d) occurred

Exercise 8

Choose the correct alternative a, b, c, or d.

1. The money that was hanging from the pulse the thief to steal it.
a) included b) tempted c) incited d) persuaded
2. My wife has gone into the of drinking water at night.
a) instinct b) habit c) addiction d) precedent

3. He the land for ninety years.
 a) loaned b) bought c) leased d) invested
4. He could feel the when he rubbed the two pieces of wood.
 a) erasure b) friction c) flavour d) contrast
5. The most unpopular punishment is picking up from the school grounds.
 a) refuge b) rejects c) litter d) dust bins
6. Although the job had very good, the salary was small.
 a) chances b) prospects c) increments d) future
7. The bus was too wide to go down the street.
 a) slim b) tight c) narrow d) lean
8. The storyteller the interruptions and carried on with the narration.
 a) neglected b) abandoned c) ignored d) omitted
9. Water can be from some plants if they are crushed first.
 a) excavated b) squeezed c) ejected d) extracted
10. Malnourished children are to diseases.
 a) potential b) fertile c) prone d) rich
11. We had to his offer of a lift because we had already hired a taxi.
 a) disapprove b) decline c) refuse d) excuse
12. I made a selection of the participants.
 a) partial b) confused c) irregular d) random
13. She always to have stolen the book.
 a) objects b) denies c) refuses d) contradicts
14. The glass fell and into a thousand pieces.
 a) split b) splintered c) disintegrated d) severed
15. I began with a small drama group but now I have
 a) increased b) expanded c) amplified d) exaggerated
16. Counting sand is so that you cannot manage.
 a) interesting b) tedious c) pleasing d) deficient
17. We don't know why he lives in the building.
 a) corroded b) dilapidated c) corrupted d) debased
18. The two girls were the cat by tickling it with a sharp object.
 a) teasing b) tormenting c) joking d) oppressing

19. The roofs are cooler in hot season.
a) insured b) isolated c) insulated d) galvanised
20. The boys the girls to a game of volleyball but did not play.
a) invited b) challenged c) booked d) requested

Exercise 9

Choose the correct alternative a, b, c, or d.

1. At first my contract was only for one year but now I have been given a appointment.
a) durable b) permanent c) sustainable d) established
2. It is very work just putting tyres on wheels all day.
a) repetitive b) recurrent c) redundant d) retributive
3. They were on separation for a year but now they have
a) repented b) apologised c) amended d) reconciled
4. The library assistant did not know whether to the book as fiction or non-fiction.
a) refer b) place c) classify d) analyse
5. Steve Liwewe Banda was an interesting football on MBC radios.
a) commentary b) commentator c) announcer d) translator
6. I wonder how he in the absence of his wife.
a) gets along b) gets on c) makes out d) makes on
7. He told me to the lost keys.
a) look up b) look for c) look at d) look upon
8. My father told me to find work so as to for his expenses.
a) make out b) make up c) make down d) make on
9. As she was in such a hurry, she my article and didn't comment on it.
a) looked over b) looked through c) looked on d) looked at
10. Soon they will their misery and start cheering once more.
a) get through b) get down c) get over d) get off
11. How are you with your studies.
a) getting along b) getting on c) getting through d) getting over
12. Once the secret you will be in trouble.
a) gets on b) gets out c) gets over d) gets up

13. Be ready to pay a fine for the book.
 a) delayed b) overstayed c) overdue d) prolonged
14. The problem once he works hard.
 a) crops up b) crops in c) crops over d) crops
15. He was happy the suggestion, so he went ahead.
 a) with b) by c) over d) at
16. The patient refused to be
 a) operated b) operated up c) operated on d) operated in
17. Anne was being for her cheeky behaviour.
 a) scorned b) repudiated c) cursed d) reprimanded
18. When does the British Airways the airport?
 a) arrive d) arrive at c) arrives at d) arrived
19. They each candidate according to how much they spent.
 a) remunerated b) reimbursed c) repaid d) gave
20. I my pen to John.
 a) borrowed b) learnt c) lent d) borrow

Exercise 10

Choose the correct alternative a, b, c, or d.

1. Do you mind the door for me?
 a) to open b) opening c) open d) to opening
2. His test results are not very He does well in this and badly in the other.
 a) continuous b) consistent c) pleasant d) invariable
3. You have to give employees for them to work effectively.
 a) profits b) prizes c) gifts d) incentives
4. He was very far that I couldn't his face.
 a) see through b) make out c) see over d) make up
5. She fell in love with him at first
 a) scene b) look c) view d) sight
6. Its committee ten members.
 a) consists of b) comprise of c) composes of d) consists
7. Unless you read extensively, you
 a) will succeed in this examinations

- b) will not succeed in these examinations
c) succeed in this examinations
d) would succeed in this examinations
8. You like school yourself,?
a) do you b) don't you c) will you d) won't you
9. She guessed that he would fall head over heels upon seeing her. The underlined expression means:
a) fall upside down b) feel embarrassed
c) fall deeply in love d) feel shy
10. They asked why I had to leave in a hurry. The underlined phrase means:
a) in stun b) in helter skelter c) in repulsive d) abruptly
11. You will be severely reprimanded once you do that. The underlined word means:
a) to be chided b) to pay through the nose
c) to be reproached d) to be hauled over the goals
12. Mrs Banda repudiated her son for his naughty behavior. The underlined word means:
a) to be dissatisfied b) to disregard him
c) to reprimand him d) to disown him
13. 'I nearly missed it,?' The girl said.
a) isn't I b) hadn't I c) wasn't I d) didn't I
14. He his engagement just before the wedding.
a) broke out b) broke off c) broke away d) broke up
15. I don't want to go into the lake. I'd rather lie on the
a) coast b) beach c) bunk d) shore
16. A foreign firm has bought the shares in his company and
a) get over b) taken it over c) overtaken it d) taken over it
17. He carries as if he were the boss.
a) through b) off c) out d) on
18. The dog was by the bus.
a) run down b) run over c) run up d) run into
19. The weather forecast is good so it should fine after all.
a) turn into b) turn out c) turn up d) turn over
20. She sets a sum of money every week for her old age.
a) aside b) up c) around d) about

Exercise 11

Choose the correct alternative a, b, c, or d.

1. We the meeting if they had invited us.
 a) will have attended b) will attend
 c) would attend d) would have attended
2. No sooner the door than the thief fled.
 a) had I opened b) was I opening
 b) would I be opening d) have I been opening
3. The lecturer us a test when the mad man entered.
 a) has given b) gives c) was giving d) will give
4. I elected chairman of the committee if I had not been absent.
 a) will be b) will have been c) would have been d) shall be
5. They there four years when the roof fell in.
 a) lived b) were living c) have been living d) had been living
6. I shall have read all the works of Steve Chimombo when I reading 'The Myth of Napol'.
 a) shall finish b) shall have finished c) am finishing d) finish
7. My brother promised that he me next week.
 a) will visit b) has visited c) will have visited d) visits
8. My cassette recorder several times this year.
 a) has been repaired b) has repaired
 c) is being repaired d) had been repaired
9. Whenever he home, he takes his parents a present.
 a) has been b) has gone c) will go d) goes
10. I for four posts without success and now I am planning to continue my studies.
 a) am applying b) have applied c) was applying d) had applied
11. We there for six years when the earthquake occurred.
 a) were living b) would have been c) have lived d) had been living
12. They on this assignment for several minutes now.
 a) were working b) have been working c) working d) are working
13. Most of the Phalombe area by the floods in 1991.
 a) were destroyed b) was destroyed
 c) has been destroyed d) was being destroyed

14. She by e-mail if she knew we wanted the information urgently.
a) will reply b) would reply c) would have replied d) has replied
15. We were not thirsty because we too much water.
a) has drunk b) has drunk c) has been drunk d) had drunken
16. Shaibu has a tooth.
a) shiny front gold-plated b) front shiny gold-plated
c) front gold-plated shiny d) shiny gold-plated front
17. After giving my defence statement in court, I was by the prosecutor.
a) questioned b) cross examined c) fined d) acquitted
18. "Would you mind telling me how much it was?" "..... It was twenty Tambala."
a) No, not at all b) Yes, I do c) Yes, I would d) Should I
19. After her father's death, she received many letters of
a) fortitude b) condolence c) bereavement d) solitude
20. The kidnappers said they would not release me if my institution did not pay the within a day.
a) hostage b) ransom c) consolation d) price

Exercise 12

Choose the correct alternative a, b, c, or d.

1. My father lent his pen a boy he hardly knew.
a) to b) for c) over d) from
2. The burglar has been charged murder.
a) from b) of c) by d) with
3. She promised to pick me at the corner of the road on her way to town.
a) on b) up c) over d) in
4. The detective drove from the airport to the hostel great speed.
a) to b) at c) by d) in
5. She succeeded jumping the hurdle at her third attempt.
a) in b) with c) from d) over
6. The matron could not account the missing bales of sugar.
a) about b) for c) up d) of
7. The interviewees spent too much time the first part of the examination.
a) in b) about c) with d) on

8. Common people struggle their rights.
 a) over b) against c) for d) about
9. The bursar resigned his post.
 a) off b) from c) out d) out of
10. Although the time was up, we all carried writing.
 a) with b) on c) of d) on with
11. The sound is preventing me working.
 a) from b) in c) by d) of
12. My gardener is pleased me.
 a) from b) of c) for d) with
13. The robbers were disguised auditors from the head office.
 a) in b) from c) under d) as
14. He was knocked as he was crossing the road.
 a) into b) down c) on d) off
15. Because her mother died, she was brought by her uncle.
 a) into b) for c) up d) through
16. Since he was playing golf, he had a sudden longing a glass of lemonade.
 a) of b) in c) from d) for
17. They are supplied bananas everyday by the vendor.
 a) for b) with c) of d) by
18. They are jealous my wife.
 a) of b) from c) for d) with
19. She was charmed the young man and agreed to marry him.
 a) for b) through c) by d) over
20. After seeing the hyena they fled their life.
 a) for b) over c) by d) against

Exercise 13

Choose the correct alternative a, b, c, or d.

1. The road was so crowded people that the traffic could not pass.
 a) in b) with c) of d) from
2. The club members arrived at a decision after several hours discussion.
 a) into b) of c) on d) at

3. Their friendship ended the quarrel they had last month.
a) by b) under c) with d) on
4. My latest book deals the emerging issues in Malawi.
a) about b) over c) with d) of
5. He applied the organisation for a job.
a) in b) from c) to d) into
6. His success started when he was introduced the politician.
a) over b) into c) from d) to
7. The Minister of Health has left the HIV/AIDS conference in Lesotho.
a) for b) at c) on d) in
8. My gratuity was reduced almost nothing by rental expenses.
a) on b) to c) of d) over
9. The Army Commander had to communicate headquarters before retreating.
a) to b) from c) onto d) with
10. Have you found the solution the problem?
a) to b) in c) with d) about
11. They didn't know my wife is related you.
a) by b) for c) with d) to
12. The teacher was angry the students who came late.
a) to b) with c) from d) against
13. His country was occupied a foreign power.
a) by b) of c) with d) under
14. Our teacher did not think the book was suitable senior students.
a) with b) to c) with d) for
15. My acquaintance Chichewa literature is rather limited.
a) with b) of c) for d) to
16. My father has been absent work for over a week.
a) off b) at c) out of d) from
17. The goalkeeper was ashamed letting the ball through.
a) on b) of c) to d) by
18. She wrote her answer pencil.
a) with b) in c) to d) by
19. They were disqualified the examination because they quarreled with
the invigilator.

a) for

b) from

c) against

d) by

20. She was named her late grandmother.

a) with

b) by

c) after

d) for

Exercise 14*Choose the correct alternative a, b, c, or d.*

1. He did not play the school team last season.

a) by

b) at

c) in

d) under

2. The prisoners escaped jail last week.

a) over

b) from

c) into

d) out of

3. The boy who got full marks was suspected cheating.

a) with

b) for

c) about

d) of

4. My boss pointed my mistakes.

a) into

b) over

c) on

d) out

5. Who do you insist knowing what I have been doing all morning?

a) in

b) on

c) by

d) from

6. We are longing the day when we will be able to earn our own living.

a) by

b) to

c) for

d) on

7. He was excluded the examination because he had forgotten his identity card.

a) out

b) out of

c) from

d) into

8. He recovered his illness only last week.

a) over

b) from

c) up

d) in

9. We prefer volleyball football.

a) from

b) over

c) against

d) to

10. The doctor dissuaded him travelling.

a) against

b) from

c) in

d) into

11. The prisoner was accused murder.

a) with

b) of

c) on

d) for

12. He refused to deprive the orphans their right to education.

a) to

b) in

c) from

d) of

13. The preacher tried to attract attention speaking in a loud voice.

a) in

b) by

c) through

d) from

14. The director hinted the possibility of a holiday next week.
a) on b) to c) of d) over
15. She is cared by her old father since 1990.
a) over b) for c) of d) after
16. The doctor advised him to abstain sleeping around with women.
a) from b) on c) to d) with
17. Our teacher was disappointed my performance.
a) in b) with c) on d) about
18. She was considered well qualified the post.
a) for b) by c) to d) on
19. I am very grateful all the help you have given me.
a) with b) of c) from d) for
20. Where he lives now is remote the city.
a) over b) in c) for d) from

Exercise 15

Choose the correct alternative a, b, c, or d.

1. My brother seems to delight making noise when I am studying.
a) over b) in c) about d) with
2. Our father was very annoyed me.
a) from b) of c) with d) at
3. He was quite content the mark he got in the test.
a) for b) about c) in d) with
4. Did you congratulate her on the way she had carried her duties as a perfect.
a) out b) with c) through d) over
5. Ask him to apologise not keeping the promise.
a) in b) about c) on d) for
6. The teacher praised him his hard work.
a) with b) on c) over d) for
7. I reminded him his promise.
a) about b) in c) on d) by
8. The prisoner tried to conceal the truth the judge.
a) on b) by c) from d) over

9. He changed a suit before going to the party.
 a) to b) into c) by d) with
10. The wall protected our soldiers the enemy bullets.
 a) with b) from c) on d) by
11. After trying hard several times, he met success.
 a) with b) up c) upon d) in
12. The pepper was hidden the small boy.
 a) against b) to c) from d) with
13. She married a boy she has been friendly for some years.
 a) to b) of c) from d) with
14. Our school has increased size during the last few years.
 a) in b) by c) to d) on
15. The pupil is unable to distinguish a verb a noun.
 a) with b) against c) from d) to
16. I had a quarrel my wife.
 a) against b) by c) from d) with
17. Her fear dogs was quite ridiculous.
 a) about b) from c) of d) by
18. He is capable cooking quite a good meal.
 a) in b) for c) from d) of
19. He now lives quite close the mosque.
 a) on b) at c) to d) from
20. My sister expresses her liking modern novels.
a) to b) with c) for d) through

Exercise 16

Choose the correct alternative a, b, c, or d.

- At eight o'clock the men were hard work.
 a) in b) of c) with d) at
- His illness may develop something more serious.
 a) into b) to c) for d) through
- The woman is ready and eager work.
 a) for b) to c) with d) over

4. He was loyal his country.
a) for b) to c) from d) by
5. The man bowed the chief.
a) over b) to c) at d) upon
6. His efforts resulted success.
a) to b) in c) into d) at
7. I am not familiar the works of Chinua Achebe.
a) on b) in c) about d) with
8. Young people have often been the victims human rights abuse.
a) to b) for c) of d) by
9. The teacher responsible school magazine takes us for English.
a) to b) from c) for d) about
10. That criminal was convicted crime when he was seventeen.
a) with b) for c) on d) of
11. I don't know what has become Robert since he left school.
a) from b) to c) on d) of
12. Since their quarrel they no longer speak one another.
a) among b) with c) to d) at
13. We decided to withdraw the club.
a) from b) to c) out of d) out
14. The manager was extravagant and ran debt.
a) out of b) from c) upon d) into
15. He was warned the danger but he ignored it.
a) of b) from c) upon d) at
16. I asked his opinion the new book of poems.
a) over b) on c) in d) of
17. That he was at the cinema on the night of the crime is proof his innocence.
a) against b) about c) to d) of
18. He has been interested stamp collecting for many years.
a) in b) on c) about d) at
19. The subject was discussion when I arrived.
a) in b) on c) under d) at

20. She said he had been offended the speaker.
 a) by b) about c) with d) at

Exercise 17

Choose the correct alternative a, b, c, or d.

1. That professor is famous his book on Malawi
 a) for b) over c) about d) from
2. I am very concerned my unemployed brother.
 a) from b) about c) of d) at
3. Our guard was punished neglect of duty.
 a) from b) of c) over d) for
4. My father did not approve his conduct.
 a) to b) on c) by d) of
5. Telephone her and tell her she has left her glasses
 a) about b) behind c) over d) up
6. Although the men were armed the latest weapons, they were defeated.
 a) by b) of c) from d) with
7. We dived the lake to save his brother who was drowning.
 a) in b) upon c) through d) into
8. A tree in our garden was struck lightning.
 a) into b) of c) by d) with
9. I was converted Christianity when I was still a boy.
 a) into b) to c) by d) about
10. While she was standing at the junction he was unable to shelter her the rain.
 a) in b) from c) over d) against
11. The boy was saved the crocodile by a tourist.
 a) against b) from c) by d) over
12. When you went to his house were you told to beware the dog?
 a) about b) with c) from d) of
13. The President did not refer the coming election in his speech.
 a) to b) about c) on d) at

4. The plane touched at six o'clock.
 a) on b) down c) off d) from
5. I have not yet replied the letter they sent me last week.
 a) for b) at c) about d) to
6. The husband restrained the two women fighting.
 a) from b) for c) to d) about
7. His teacher criticised him carelessness.
 a) about b) for c) on d) of
8. She made a good impression her teachers last year.
 a) by b) to c) into d) on
19. The mine workers had been agitating better conditions since 1980.
 a) at b) for c) over d) by
20. He persisted his attempts to save himself.
 a) to b) in c) about d) at

Exercise 18

Choose the correct alternative a, b, c, or d.

1. New students must enroll the course next Wednesday.
 a) at b) on c) in d) for
2. Over five hundred people perished The earthquake.
 a) through b) from c) in d) by
3. She decided a legal action to protect her own reputation.
 a) about b) on c) with d) at
4. My brother has now retired and lives a small pension.
 a) from b) on c) by d) with
5. He argued that he was quite innocent the charge.
 a) from b) about c) with d) to
6. She had a lot of experience teaching before she came to this school.
 a) from b) of c) by d) for
7. She is very good mathematics.
 a) in b) with c) for d) at
8. He merely glanced the chapter before the test.
 a) into b) on c) up d) at

9. We were shocked when we saw our bill amounted such a large sum.
 a) into b) at c) up d) to
10. The petrol tank burst flames when a cigarette-end fell into it.
 a) out b) into c) to d) in
11. The traveller was robbed all his money.
 a) out b) on c) from d) of
12. The mechanic said he would see my car.
 a) for b) to c) on d) up
13. She was delighted the results of the examination.
 a) in b) on c) from d) with
14. He joked his chances of passing the examination.
 a) of b) for c) to d) about
15. The prince succeeded the throne.
 a) for b) on c) to d) by
16. He was anxious his father's health.
 a) of b) with c) on d) about
17. She was sure passing the examination.
 a) to b) from c) for d) of
18. In his budget speech the Minister of Finance only touched the new taxes.
 a) about b) in c) for d) on
19. My brother hopes to proceed his studies when he recovers from his illness.
 a) at b) with c) to d) for
20. My sister hopes to proceed the university later this year.
 a) on b) at c) through d) to

Exercise 19

Choose the correct alternative a, b, c, or d.

- Living in the desert, he found his food deficient vitamins.
 a) on b) in c) for d) of
- My cousin seemed to be very annoyed my remarks.
 a) by b) from c) on d) through
- The police are enquiring the case.
 a) into b) in c) over d) for

4. You shouldn't judge him his behaviour last night.
a) in b) with c) over d) by
5. I have forgotten her name but I know her face.
a) from b) by c) in d) for
6. The captain congratulated him his performance.
a) about b) for c) over d) on
7. He benefited the holiday he spent with his son.
a) on b) over c) by d) from
8. The teacher demanded an explanation the student.
a) from b) for c) on d) against
9. She has been troubled her health for some months now.
a) from b) about c) against d) by
10. Now that he has a family to support, he is not as well as he used to be.
a) on b) off c) in d) up
11. She is a real genius mathematics.
a) in b) at c) for d) on
12. There was nothing he could do such circumstances.
a) by b) at c) with d) in
13. The guest of honour expressed his gratitude ... the reception he had been given.
a) to b) with c) for d) by
14. There is no known treatment that disease.
a) against b) from c) to d) for
15. There are so many exceptions that rule.
a) from b) in c) for d) to
16. He invested all his money one company.
a) at b) on c) into d) in
17. He was charged theft.
a) for b) with c) of d) from
18. I can't read the light of this candle.
a) in b) by c) from d) through
19. Our car collided a lorry on the way here.
a) against b) at c) into d) with

20. He failed to score because he slipped the mud.
 a) into b) onto c) in d) over

Exercise 20

The following passage contain eight gaps, numbered 1-8. Choose the most suitable word or phrase, a, b, c, or d for each.

The police (1) a man because he had been seen outside a shop just before it had caught fire. When the (2) appeared (3), the (4) asked for severe punishment, but the (5) said there was no real (6) that the man had started the fire. The (7) was convinced, and the man was (8).

- | | | | |
|-------------------|--------------------|----------------|-------------------|
| 1. a) reprimanded | b) suspended | c) acquitted | d) arrested |
| a) victim | b) accused | c) arrested | d) divorced |
| a) in dock | b) on the platform | c) in court | d) in council |
| a) defender | b) jury | c) prosecutor | d) lawyer |
| a) filing clerk | b) defence counsel | c) candidate | d) court support |
| a) ambition | b) achievement | c) evidence | d) message |
| a) audience | b) editor | c) court clerk | d) magistrate |
| a) acquitted | b) admitted | c) arrested | d) sent to prison |

9-14, Choose the correct alternative a, b, c, or d that best follows on from the first sentence.

9. Navigational systems have been improved
 a) moreover, planes can fly safely in a fog
 b) furthermore, planes can fly safely in a fog
 c) however, planes can fly safely in a fog
 d) consequently, planes can fly safely in a fog
10. The train is faster
 a) then he takes it to work everyday
 b) so he takes it to work everyday
 c) after all, he takes it to work everyday
 d) because he takes it to work everyday
11. The long drought, large forest, and thoughtless people, combined to form the ingredients of a disastrous fire.
 a) The fire was a result of the drought.
 b) The people are always thoughtless.
 c) Ingredients are always necessary.
 d) A large forest was burnt.
12. If the judge had known all the facts, he certainly would not have condemned the man to death.

- a) Therefore the judge was cruel and unjust.
 - b) As a result, the man observed his punishment.
 - c) As it was, an innocent victim was hanged.
 - d) Consequently, the man was not condemned to death.
13. Bendala was ambitious and lodged in vain to be awarded for his abilities on duties.
- a) Because of that he was successful enough.
 - b) Nevertheless, he was always ambitious like that.
 - c) Fortunately, the other men by-passed him.
 - d) Unfortunately, he was always by-passed in favour of others.
14. It is often difficult to get spare parts to replace those which are broken or worn out
- a) so we must do with what we have got
 - b) however, they often get home late
 - c) that is why, they keep breaking and wearing out
 - d) when we manage to replace them, it is very good of them

15-20, in each of the following questions, look at the underlined words then choose the correct alternative a, b, c, or d that best describes the words.

15. Had he got there earlier, he would have witnessed the accident.
- a) Noun clause subject of "would have witnessed."
 - b) Main/principal clause.
 - c) Adjective clause qualifies "he".
 - d) Adverb clause modifies "would have witnessed".
16. The angry mother told her son, "Young Man. You are very trying!"
- a) An adverb b) A noun c) A verb d) An adjective
17. Refusing to eat pork is always to be interpreted as a question of diet.
- a) Noun phrase, object of "interpreted".
 - b) Noun phrase, subject of "is".
 - c) Adjective clause, qualifies "diet".
 - d) Adjective phrase, qualifies "question".
18. I do not believe what he is talking about.
- a) Noun phrase, object of "do not believe".
 - b) Adverb phrase modifies "believe".
 - c) Noun clause, object of "do not believe".
 - d) Adverb clause modifies "do not believe".
19. Supposing that he asks you, will you go?
- a) Adverb clause of concession, modifies "will go".
 - b) Adverb clause of condition, modifies "will go".
 - c) Noun clause, subject of "will go".
 - d) Adverb clause of comparison, modifies "will go".

20. I would not find him, so I returned to my previous station.

- a) An adverb b) A conjunction c) An adjective d) A preposition

Exercise 21

Choose the correct alternative a, b, c, or d.

1. A shop where medicine is sold is called a
 a) dispensary b) health centre c) pharmacy d) ward
2. If you want to get a message to someone quicker than by letter, you can go to the post office and send
 a) an air force b) air letter c) a card index d) a telegram
3. In an account, the money which has been used to buy things is known as the ...
 a) expenditure b) income c) proceeds d) revenue
4. If you are found in possession of Indian hemp, the law will hard on you.
 a) come up b) come down c) come out d) come on
5. "Thank you so much for your assistance." "....."
 a) Thank you too b) No problem
 b) As usual, I help d) You are welcome
6. "How do you do?" said the stranger to the professor.
 a) I do well. b) Fine and you.
 b) How do you do? d) I'm very well, thank you.
7. The inn manager blamed the for the poor meals.
 a) chief b) chef c) waiter d) bar tender
8. The loss of both parents seemed an problem to him.
 a) inaccessible b) insurmountable c) imperative d) inapplicable
9. I expected some money today.
 a) of receiving b) for receiving c) receiving d) to receive
10. you please let us have your decision soon?
 a) Should b) Would c) May d) Do
11. John come by bus instead of walking since he arrived so early.
 a) must b) can't have c) must have d) can't
12. The author has written books on AIDS.
 a) much b) many c) any d) little

13. I feel sorry the poor old widow who has a large family to support.
a) for b) at c) with d) on
14. He found his friend in the water.
a) lain face downwards b) lying face downwards
c) laying face downwards d) lay face downwards
15. If they are to breathe a word of protest, they are to be punished heavily.
a) so much b) as much c) so much as d) as much as
16. When I failed the examinations for the second time, I was full of
a) sympathy b) remorse c) despair d) wonder
17. Tell my sister, that she telephone me at work for I will be home late in the evening.
a) needs not to b) need not to c) needs to d) has no need
18. If he was there at all, he come late.
a) should have b) must have c) had to d) was to
19. It was so that we became afraid.
a) quietly b) quiet c) quite d) quieter
20. Which of these is a complaint?
a) There's something wrong with this typewriter.
b) Would you mind putting the typewriter on the secretary's table?
c) Be careful not to drop the typewriter.
d) You can borrow my typewriter if there is something wrong with yours.

Exercise 22

1-6. Choose the correct alternative a, b, c, or d that best explains the meaning of the sentence.

1. The film I saw was anything but entertaining.
a) I thought the film was very amusing.
b) The film was about an old man fooling an old woman.
c) Everybody likes films from Russia.
d) The film was, with no doubt at all, very amusing.
2. When I saw the map, I was none the wiser as to where the town was.
a) I knew where the town was before I examined the map.
b) I examined the wrong map and so could not locate the town.
c) I had not examined the map carefully enough.
d) I had not found the town on the map.

3. He had the impression that her welcome was rather cooler than before.
 - a) She thought she was more polite.
 - b) She was plainly more friendly.
 - c) Her earlier lack of friendliness struck him.
 - d) She looked less friendly than she was before.

4. Had you read the instructions properly, you wouldn't have made so many mistakes.
 - a) You made so many mistakes that you had read the instructions properly.
 - b) Although you read the instructions, you have made a lot of mistakes.
 - c) You have made a lot of mistakes, you didn't read the instructions properly.
 - d) Because you read the instructions, you made a lot of mistakes.

5. Contrary to the general view, it may well be that interest in space exploration is declining.
 - a) Most people are no longer interested in space exploration possibility.
 - b) B) most people believe that interest in space exploration is on the increase.
 - c) Interest in space exploration will probably decline in the future.
 - d) Most people have realized that space exploration is not worthwhile.

6. Education may be a necessary condition for economic growth; but it is certainly not a sufficient condition.
 - a) Needs more than education.
 - b) Needs only sufficient education.
 - c) Does not need much education.
 - d) May need more than just education.

7-10, in each of the following, choose the alternative a, b, c, or d which is correctly punctuated.

7. Which sentence best describes the man.
 - a) The man who listens, to no one is a fool.
 - b) The man, who listens to no one, is a fool.
 - c) The man who listens to no one is a fool.
 - d) The man who listens, to no one, is a fool.

8. a) Mary turning slightly to the left, saw the awful fate about to overtake her.
 b) Mary turning slightly to the left saw, the awful fate about to overtake her.
 c) Mary turning, slightly to the left saw, the awful fate about to overtake her.
 d) Mary, turning slightly to the left, saw the awful fate about to overtake her.

9. Which of the sentences below gives Gina's view about the manager?
 - a) "I wonder why," the manager said, Gina is so lazy."
 - b) I wonder why the manager said Gina is so lazy.

- c) "I wonder why," said Gina, "the manager is so lazy."
 - d) "I wonder why the manager said, "Gina is so lazy."
10. a) "Nobody," he said, knows my real name."
- b) "Nobody," he said, knows my real name".
 - c) "Nobody," he said, knows my real name."
 - d) "Nobody," he said, "knows my real name."
- 11-20, choose the correct alternative a, b, c, or d.**
11. They have stopped traders goods on credit.
a) to sell b) in selling c) selling d) having sold
12. This is bus than the last one.
a) a better b) the better c) the best d) best
13. He was so handsome that they a film star.
a) took him by b) took him for c) took him in d) took him on
14. My uncle should drinking beer.
a) give up b) abstain c) refrain d) counteract
15. Your prices are not just high, they are
a) expensive b) excluding c) exhausting d) exorbitant
16. Young people are being urged to be and to save for their future needs.
a) stingy b) mean c) thrifty d) miserly
17. If he hadn't found the key,
a) you would have been told b) you could be told
c) you will be told d) you can be told
18. The car have been repaired by now.
a) may b) might c) should d) could
19. Poor he was, he always had food to offer to his guests.
a) what b) like c) as d) since
20. All the from the sale will be given to charity.
a) expenses b) income c) proceeds d) rewards

Answers to Structures I

Exercise 1

1. B	2. D	3. B	4. B	5. A	6. D	7. A	8. B
9. B	10. C	11. B	12. B	13. D	14. B	15. C	16. C
17. C	18. D	19. B	20. D				

Exercise 2

1. A	2. C	3. B	4. D	5. C	6. D	7. C	8. B
9. D	10. C	11. D	12. B	13. A	14. B	15. D	16. C
17. A	18. C	19. D	20. B				

Exercise 3

1. A	2. A	3. A	4. D	5. B	6. C	7. B	8. A
9. C	10. C	11. A	12. A	13. A	14. C	15. C	16. B
17. C	18. D	19. A	20. A				

Exercise 4

1. A	2. D	3. A	4. D	5. B	6. B	7. A	8. C
9. D	10. B	11. C	12. B	13. C	14. B	15. D	16. C
17. B	18. B	19. A	20. D				

Exercise 5

1. C	2. B	3. B	4. B	5. B	6. A	7. A	8. B
9. B	10. D	11. C	12. A	13. D	14. B	15. C	16. D
17. A	18. C	19. D	20. C				

Exercise 6

1. D	2. D	3. B	4. A	5. C	6. A	7. C	8. A
9. D	10. A	11. B	12. B	13. B	14. A	15. C	16. A
17. C	18. A	19. A	20. C				

Exercise 7

1. B	2. B	3. C	4. B	5. A	6. B	7. C	8. D
9. C	10. C	11. A	12. C	13. D	14. A	15. C	16. D
17. A	18. C	19. A	20. D				

Exercise 8

1. B	2. B	3. C	4. B	5. C	6. B	7. C	8. C
9. D	10. C	11. C	12. D	13. B	14. B	15. B	16. B
17. B	18. A	19. C	20. B				

Exercise 9

1. B	2. A	3. D	4. C	5. B	6. A	7. B	8. B
9. B	10. C	11. B	12. B	13. C	14. A	15. A	16. C
17. D	18. B	19. B	20. C				

Exercise 10

1. B	2. B	3. D	4. B	5. D	6. A	7. B	8. B
9. C	10. D	11. C	12. D	13. D	14. B	15. B	16. B
17. C	18. B	19. B	20. A				

Exercise 11

1. D	2. A	3. C	4. C	5. D	6. D	7. A	8. A
9. D	10. B	11. D	12. B	13. B	14. B	15. A	16. D
17. B	18. B	19. B	20. B				

Exercise 12

1. A	2. D	3. B	4. B	5. A	6. B	7. D	8. C
9. B	10. B	11. A	12. D	13. D	14. B	15. C	16. D
17. B	18. A	19. C	20. A				

Exercise 13

Exercise 13

1. B	2. B	3. C	4. C	5. C	6. D	7. A	8. B
9. A	10. A	11. D	12. B	13. A	14. D	15. A	16. D
17. B	18. B	19. B	20. C				

Exercise 14

1. C	2. B	3. D	4. D	5. B	6. C	7. C	8. B
9. D	10. B	11. B	12. D	13. B	14. A	15. B	16. A
17. B	18. A	19. D	20. D				

Exercise 15

1. B	2. C	3. D	4. A	5. D	6. D	7. A	8. C
9. B	10. B	11. A	12. C	13. A	14. A	15. C	16. D
17. C	18. D	19. C	20. C				

Exercise 16

1. D	2. A	3. B	4. B	5. B	6. B	7. D	8. C
9. C	10. D	11. D	12. C	13. A	14. D	15. A	16. B
17. D	18. A	19. C	20. A				

Exercise 17

1. A	2. B	3. D	4. D	5. B	6. D	7. D	8. C
9. B	10. B	11. B	12. D	13. A	14. B	15. D	16. A
17. B	18. D	19. B	20. B				

Exercise 18

1. D	2. C	3. B	4. B	5. D	6. A	7. D	8. D
9. D	10. B	11. D	12. B	13. D	14. D	15. C	16. D
17. D	18. D	19. B	20. D				

Exercise 19

1. B	2. A	3. A	4. D	5. B	6. D	7. C	8. A
9. B	10. B	11. A	12. D	13. C	14. D	15. D	16. C
17. B	18. C	19. D	20. D				

Exercise 20

1. D	2. B	3. C	4. B	5. B	6. C	7. D	8. A
9. D	10. B	11. D	12. C	13. D	14. A	15. D	16. D
17. B	18. C	19. B	20. B				

Exercise 21

1. C	2. D	3. A	4. A	5. D	6. C	7. B	8. B
9. D	10. B	11. C	12. B	13. A	14. B	15. C	16. B
17. C	18. A	19. B	20. A				

Exercise 22

1. D	2. D	3. D	4. C	5. A	6. A	7. B	8. D
9. C	10. D	11. C	12. A	13. B	14. A	15. D	16. C
17. A	18. B	19. C	20. C				

Comprehension and Summary

In this chapter you will learn how to read with understanding in order to answer comprehension questions and how to write a good summary.

Section A: How to read with understanding

What is reading for comprehension? Comprehend means to understand something. Therefore, reading for comprehension is reading a passage or any written work in order to understand it.

— Reading passage —

Read the following passage carefully, and answer the questions that follow:

Our sensation of saltiness is undistinguished, but somewhere in our tongues, the salty taste must be linked to sweet, although how this occurs is still unknown. If we put on one side of our tongue a solution of sodium chloride just too diluted to be identified as salty, and then apply something sweet to the opposite side, we suddenly taste the salt too. The converse is true as well. Interactions of this type seem to account for our realisation that we can "bring out the flavour" by adding a little salt to a sweet melon, or by using a sweet pickle with salty meat. The sweetness of ice cream is enhanced by a few salty nuts in it, and the salt of a cracker is more striking after a bit of jelly is added.

In our mind, we often equate "sweet" with "good" and assume that a sweet-tasting substance will be safe to eat. Yet taste buds are ready to mislead us. We get a sweet taste from sodium chloride itself if the solution is very weak. Some salts of lead are sweet to the tongue but no less poisonous. We also equate "sweet" with "sugar", and this is generally correct.

Many animals have a "sweet tooth". They are so eager for anything with a sweet taste that candy becomes an ideal reward. A horse or a dog, like a child, learns tricks far more quickly when good performance leads promptly to a piece of sugar. The cat, by contrast, shows no interest in sweets. Its taste buds send no messages to the brain when sugar solutions are spread on its tongue. This difference may well explain some of the cat's independent ways, and its seeming resistance to being taught tricks.

Mice and rats on the other hand, behave much as a person does when working in a candy shop, with access to sweets of many kinds. At first, they will choose the

sweetest and eat to excess. Soon, however, they become satiated and, if a variety of sugar solutions having different concentrations remains available, the rodents take occasional sample but show a preference for an intermediate strength.

With our limited repertoire of tastes, embellished by a reasonable variety of olfactory accents and subtle appreciations of texture, we decide with each mouthful of food whether to swallow or not. This is actually a decision of considerable finality because after any morsel has been propelled past the last taste buds at the back of the tongue, it is on its way down.

The acceptability of a food is not, however, an attribute of the food. Instead, it is principally an expression of our culture, our food habits and the pressure of hunger. By disregarding taste and related senses in choosing our food, we sometimes fare less well than our fellow creatures. So long as they have the ingredients available, they select a reasonably balanced diet. Now, however, our civilised habits get in our way. They induce a surprising number of people to eat themselves into semi-starvation, through selection of nutritionally inadequate foods. Or we overeat. We even transfer a handicap to our house pets when we give them human food.

To the degree that "we are what we eat", we can survey the meals on the tables of the world to learn where civilisation is taking us. What we see will mirror the economic state and the tastes to which people have grown accustomed. Now that any place on earth is within a few days travel of every other, and more people are exploring the tastes of different lands, progress towards an intention diet enjoyed worldwide seems inevitable. Where will it lead us? If flavours are to affect our future, at least there are no limits on taste.

Questions

1. a) What part of speech is the word "itself" in paragraph 2?
b) What is the effect of the inclusion of the word "itself" in the sentence referred to in (a)?
2. Why is a cat never interested in sweets?
3. Explain in your own words why the salty taste must be linked to the sweet.
4. State briefly how we "handicap our house pets".
5. In what way do rats and mice behave like man?
6. Which three words in the passage have been used in the American sense?
7. Suggest a title for the passage.
8. Give in a single word the meaning of each of the following words as used in the passage:

- | | | | |
|-----------------|-------------|----------------|---------------|
| a) identified – | paragraph 1 | d) satiated – | paragraph 4 |
| b) converse – | paragraph 1 | e) propelled – | paragraph 5 |
| c) enhanced – | paragraph 1 | f) ingredients | – paragraph 6 |

9. Summarise the passage in 200 or 250 words.

Section B: Summary Writing

Summary writing is the process of extracting the main points from a given passage (*usually longer*) and writing them briefly in your (*own*) words without changing the original message.

Summary writing is very useful in practical life. It is used in business, some educational and government activities, where people have no time to read a wordy message. A summary usually helps a person who is too busy to read a long passage and only requires all that is important in the original passage. Also important to note is that learners can find summary writing useful when compiling brief notes on a certain topic from different books.

A good summary must always be clear. If it is not clear it becomes time consuming when reading it, since it may force the reader to go back to the original passage for clarity.

Section C: How to write a good summary

1. First, **glance through a given passage** just to get a general idea and **then read it again carefully marking the main points in the given passage**, say, by underlining them in pencil. It is advisable to leave out unimportant ideas found in the passage.
2. Give the summary its most suitable **heading**, no matter whether it is asked for or not.
3. The **main points** in the summary must **follow one another in their original sequence**.
4. **Brevity** in summary writing is very important. This can be done by **substituting words for clauses or phrases**. This, therefore, demands that one should have a good vocabulary. Although this requirement is useful in summary writing, it is also useful in various writing exercises. For example, an examination question may ask you to substitute a single word for a certain phrase or clause.

Below are examples of phrases and clauses and their substitute equivalent single words:

	Phrase / Clause	Single word for each phrase / clause
a.	at the present time	now
b.	give up hope	despair
c.	fit to be eaten	edible
d.	one who cannot read or write	illiterate
e.	weakened by addition of water	dilute
f.	certain to cause death	fatal
g.	certain to happen	inevitable
h.	continually increase	accelerate
i.	hundredth anniversary	centenary
j.	one who is one hundred years old	centenarian
k.	liable to be called to account for something	responsible
l.	a person who walks in sleep	somnambulist
m.	at just the right moment	opportunely
n.	such that it can never be repaired	irreparable
o.	out of a ship	overboard
p.	fit to be chosen	eligible
q.	animals living on flesh	carnivores
r.	a day of rest from work	holiday
s.	contrary to law	illegal
t.	that which cannot be read	illegible

Besides, you can replace a phrase of several words by a single adverb. Look at the examples below:

	Phrase / Clause	Single adverb
a.	every now and then	intermittently
b.	in a short time from now	soon
c.	for a short time only	temporary
d.	no longer in use	obsolete
e.	occurring at the same time	simultaneously
f.	at that time	then

	Phrase / Clause	Single adverb
f.	at that time	then
g.	of one's own free will	voluntarily
h.	to a certain extent	somewhat
i.	from time to time	occasionally
j.	on many occasions	often

In some cases, several words can be replaced with a shorter phrase or clause. In the sentences labelled 'a' below, certain words have been underlined and later replaced with shorter phrases or clauses which have been labelled 'b' against each number and each sentence:

1. a) When I spoke to Charity, I discovered that she knew all about it.
b) On speaking to Charity, I discovered that she knew all about it.
2. a) The soldier who was wearing his new uniform saluted smartly.
b) The soldier in the new uniform saluted smartly.
3. a) While he was lecturing, the audience was very quiet.
b) During his lecture, the audience was very quiet.
4. a) I was not ready, because of his early arrival.
b) I was not ready as he arrived early.
5. a) He would have committed more crimes if he had not been arrested.
b) He would have committed more crimes but for his arrest.
6. a) Boston promised that he would give the child a present.
b) Boston promised to give the child a present.

Use of a general expression in place of a list of items.

Example

His collection included weapons of every description, from rifles, revolvers and bayonets of modern European warfare to the tomahawks, spears and poisoned arrows of primitive and savage life.

(29 words)

Summary

His collection included weapons of every kind: ancient and modern.

(10 words)

Section D: Main approaches in summary writing

There are **two** alternative approaches in relation to summary writing. Let us look at one of the approaches, which involves **two stages**. The *first stage* is that of **extracting main points** from a given passage and writing them down. The *second one* is that of **expanding the main points** in a form of summarised paragraph or paragraphs.

Summary writing exercises

- Summarise the passage in your own words. The summary should be between 120 and 130 words. State the number of words actually used.*

THE TORTURES OF FORGETFULNESS

I opened the bag and packed the boots in, and then, as I was going to close it, a horrible idea occurred to me. Had I packed my tooth-brush? My tooth-brush is a thing that haunts me when I am travelling and makes my life a misery. I dream that I have not packed it, wake up in a cold perspiration, get out of bed and hunt for it. And in the morning, I pack it before I have used it, and have to unpack again to get it, and it is always the last thing I turn out of the bag and then repack and forget it and have to rush upstairs.

I had to turn every mortal thing out now and of course, I could not find it. I rummaged the things up into much the same state that they must have been before the world was created, and when chaos resigned. Of course, I found Khauyeza's and Mbite's eighteen times over, but I could not find my own. I put the things back one by one, held everything up, and shook it. Then I found it inside a boot. I repacked once more.

When I had finished, Khauyeza asked if the soap was in. I said I did not care a hang whether the soap was in or whether it was not; and slammed the bag to and strapped it and found that I had packed my tobacco-pouch in it and had to reopen it. I got it shut up finally at 10:15 pm, and then there remained the hampers to do. Mbite said that we should be ready to start in less than two hours' time, and thought that he and Khauyeza had better do the rest and I agreed and sat down.

- Summarise the passage in your own words. The summary should be between 50 and 60 words. State the number of words actually used.*

THE TRUE MEANING OF POVERTY

Let it be understood, however, that by poverty, I mean a real want, real insufficiency of the food and clothing and lodging necessary to health and decency; and not that imaginary poverty, of which some people complain. The man who, by his own and family's labour, can provide a sufficiency of food and raiment, and a comfortable dwelling place, is not a poor man. There must be different ranks and degrees in every

civil society, and indeed, so it is even among the savage tribes. There must be different degrees of wealth; some must have more than others, and the richest must be a great richer than the least rich. But it is necessary that nine out of ten people should live wholly by the sweat of their brow; and is it not degrading to human nature that all the nine-tenths should be called poor; and what is still worse, call themselves poor, and be contented in that state?

3. *Summarise the passage in your words. The summary should be between 50 and 60 words. State the number of words actually used.*

MAN'S ADVANTAGES OVER OTHER ANIMALS

Man first appeared on earth half a million years ago. Then he was little more than an animal. Even so an early man had certain big advantages over the animals. He had a large brain, an upright body, with nimble hands, and he had in his brain special group of nerve cells, not present in animals, that enabled him to invent a language and to use it to communicate with his fellow men.

This ability to speak was of supreme value because it allowed men to share ideas, and to plan together; so that tasks impossible for a single person could be successfully undertaken by intelligent teamwork. Speech also enabled ideas to be passed on from generation to generation so that the stock of human knowledge slowly increased.

It was these special advantages that put men far ahead of all other living creatures in the struggle for existence. They can put their wits against their difficulties and master them. Since those far-off times when he first made his appearance, man has achieved a great deal.

4. *Summarise the passage in your own words. The summary should be between 60 and 70 words. State the number of words actually used.*

JUDICIOUS CHOICE OF BOOKS

The abundance of books, an increasing and confusing abundance in our days, made it important to know how to choose promptly and judiciously among them, if one is to spend as much in the mere choice as in the perusal of the books that are selected. On this subject the first advice I venture to submit is to secure and to read only the best books. There are plenty of them, far more than you will ever find time to read. And when a wide range of excellent works is so readily obtainable, it is surely unfortunate to waste valuable minutes on any other. You may ask what I mean by the best books. Passing by for the moment those publications which in each of the great languages of the world we call its classics; I mean by the best books those from which you receive most, and can carry away most in the form either of knowledge or stimulation. When you want to learn something about a subject in which you are interested, do not turn to the first volume, which you have heard named, or which professes by its title to deal exhaustively with the subject. Consult your teacher or any well-read friend, or the librarian of the nearest public library. I believe, one of the greatest services public libraries render is that they provide librarians who are both competent and will to advise the serious students.

5. *Summarise the passage in your words. The summary should be between 55 and 65 words. State the number of words actually used.*

HISTORY IN THE MAKING

I have seen history in the making. I have stood on the edge of a swimming pool and watched Africans and Europeans playing together. I have seen athletic and football teams consisting of players of different races. I have shared a shower bath with an African, I have heard African boys conversing in the friendliest manner with Europeans and having the friendliness reciprocated. All this was taking place a few kilometers from what may be considered the Citadel of Central African reaction. It is hard to see what else the organisers of the Central African Scout Jamboree – for that is where these events were taking place – could have done in view of the Fourth Scout Law, "A Scout is a friend to all". But as people know well, there is a big gap between the enunciation of a principle and its day-to-day fulfillment. The organisers of the Jamboree – which was the first major event since the uniting of the African and the European branches of the Movement, are to be congratulated on the courage with which they stood by their principle.

Suggested answers to summary making**1. THE TORTURES OF FORGETFULNESS**

A traveller describes his feeling of nervousness that makes him forgetful about packing necessary things for a journey. He forgets what has already been packed in and suffers from quite unnecessary troubles. Once before going out on a travel with two friends, he packed everything necessary into a bag but soon felt doubtful if his tooth-brush was in. The bag was hastily reopened and all its contents turned out pell-mell only showing that the thing was there. Again, soon after repacking was over, he missed his tobacco-pouch which had been packed by mistake. Another reopening of the bag followed to get the tobacco-pouch out. Now he thought it better to leave the matter to his friends alone.

(120 words)

2. THE TRUE MEANING OF POVERTY

A man who cannot afford necessary food and clothing and a healthy comfortable home is indeed poor. Every society has different ranks of people and degrees of wealth. But it is humiliating if its overwhelming majority who live by hard labour and keep it going, have not just enough to feel happy.

(52 words)

3. MAN'S ADVANTAGES OVER OTHER ANIMALS

With a large brain, upright body and nimble hands man was born superior to other creatures. Special nerve-cells working in his brains, he invented language for communication and exchange of ideas with fellow men. So he planned and worked together in life's struggle unlike other animals working singly. He increased knowledge by recording his great achievements since his creation.

(58 words)

4. JUDICIOUS CHOICE OF BOOKS

So many books are produced nowadays that there is no time even to read all the best of them. So only those books should be chosen which would yield the maximum of knowledge and inspiration. For prompt and judicious choice, the advice of a teacher or a well-read friend or of a competent and obliging public librarian is very helpful.

(60 words)

5. HISTORY IN THE MAKING

The African Jamboree held at Harare, a notorious stronghold of racial hatred, made history. Both European and African Scouts met there and lived together as friends sharing the joys of camp life. The organisers' courageous fulfillment of the Fourth Scout Law of "Scout is a friend to all" bridging the gap between a principle and its practical observance, deserves congratulations.

(60 words)

Chapter 14

The Verb

In this chapter you will learn about verbs and their types.

Section A: What a verb is

Do you know what a verb is? Here is one way of explaining what a verb is. A verb is a doing word or a word that expresses action.

Example

1. He went home.
2. She writes well.

There are different types of verbs. These are *transitive, intransitive, linking*, and so on. Below are the explanations and examples of some of the different types of verbs.

1. Intransitive verbs

These *express action* and do not take an object, but can be followed by an adverb and other modifiers.

Example

1. We came home.
2. I sat down.

2. Transitive verbs

These express an action and take on an object. The action ends or is received by an object. The object could be a noun, pronoun, noun phrase or clause.

Example:

1. I hit the dog.
2. He caught them.
3. I guess that you are fine.

Note that the subject and the verb alone cannot make sense without an object. For example, if we say "He caught." The question that will follow is "He caught what? Or What did he catch?"

3. Linking verbs

These are verbs of the senses like "feel," "look," "smell," or "taste" and others like "be," "seem," "appear," "become," or "remain" that link or join the subject of the sentence with the complement.

Example:

1. She is a teacher.
2. I look fine.
3. It appears we will have no holiday.

4. Auxiliary verbs

Auxiliary verbs, also known as **helping verbs**, determine the mood or tense of another verb in a phrase. The primary auxiliaries are "be," "have," "do". There are also **modal auxiliaries**, which include "can," "could," "may," "should," "will" and "would".

Example:

1. I will go tomorrow.
2. You could meet them in the street.

5. Dynamic and stative verbs

Take note that a **dynamic verb** indicates an **action, process or sensation**.

Example:

1. I cut the tree.
2. I sang the song.

Stative verbs describe a **state, situation or condition**. These are verbs such as "be," "have," "know," "like," "own," and "seem".

Example:

1. She owns a car.
2. I like that book.

6. Finite and non-finite verbs

A **finite verb** expresses **tense** and can occur on its own in a main clause.

Example:

- 1.. He ate mangoes.
2. We beat the boy.

A **non-finite verb** also known as **infinitive or participle** is a verb that does not show a distinction in tense and can occur on its own only in a dependent phrase or clause.

Example:

1. While eating nsima, he saw them.
2. Seeing the dirt, he sent me back.

The main difference between a **finite** and a **non-finite verb form** is that a finite verb is **completely inflected**. In English, verbs are inflected according to the following five aspects.

Person: first, second, or third

Number: singular or plural

Tense: past, present, future or any other tenses

Mood: indicative, imperative, or subjunctive

Voice: active or passive

Inflected verbs, verbs with inflection or verbs that can be inflected are called **finite**. The **reason being** that the inflections limit the verb to match with the subject of the verb among others. Meanwhile a **non-finite verb form** is not completely limited by inflection. These verb forms are also called **verbals** and are categorized as infinitive, participle and gerund.

a. Infinitive

An infinitive is the **uninflected**, or **plain form** of a verb. In English we usually use the participle "to" when talking or writing about the infinitives.

Example:

1. I want to see him.
2. They come to sleep.

An infinitive is the **basic form of the verb** from which all other verbs are derived. The infinitive usually combines with the preposition **to**; for example, *to walk, to drive, to sleep*. The infinitive from which the verbs **flew, flying** and **flown** drives is **to fly**.

b. Participle

A participle is a non-finite verb form which ends in an **-ing**, or **-en**, or **-ed** form. It acts as an **adjective**, describing a noun.

Example:

1. He has lost a walking stick.
2. She is caught with stolen items.
3. We have smoked fish.

A participle can also be **used as a main verb in a verb phrase** (*the last verb in the series of words that make up a verb phrase*).

Example:

1. She is bathing herself. (*present participle*)
2. He has killed the rat. (*past participle*)
3. We have learnt with bitter shock that she is sick. (*past participle*)

Note that a participle can either be in present or in past tense form but will not have any of the other four inflections found in finite verbs. The present form of a participle ends in **-ing** whereas the past form ends in **-ed** or **-t**. From the examples you can see that the participle will be either an adjective or part of a verb phrase.

c. Gerund

A gerund is a **verbal noun**. It is the **-ing form** of a verb used as a noun. The gerund form of a verb looks exactly like the present participle but function differently in a sentence. The gerund can substitute a noun or pronoun (whether it is subject, direct object, object of preposition, etc.)

Example:

1. Running is a good exercise. (*gerund – noun- answers the question, What?*).
2. I find jogging tiresome.
3. Teaching is a good profession.

7. A regular and irregular verb

Regular verbs form their past tenses and past participle by adding **-ed** or **-d** or in some cases **-t** to the base form.

Example:

1. He passed the examination.
2. She learnt (learned) about the scandal very late.
3. We joked about it all the way home.

Section B: Practice exercises

Exercise 1

Write sentences using the types of verbs which you have learnt. In each sentence underline the verb and name its type.

Exercise 2

Identify gerunds and participles in the following sentences.

1. They are running their last race tomorrow.
2. I won't be selling my old car.
3. I don't know how to kill a mocking bird.
4. Love for my girlfriend is breaking my heart.
5. Failing is not a crime.
6. I enjoy all sports, but I like skiing best.
7. Walking is a good exercise.

Chapter 15

Punctuation

In this chapter you will learn about punctuation. Punctuation helps to produce a grammatically correct sentence both in speech and writing. A well punctuated sentence is one that has appropriate punctuation marks.

Section A: Listening and speaking

Writing as well as speaking is aimed at communicating a message. A speaker may use pauses between words or phrases, gestures, give emphasis to a word, raise or lower the voice for the listener to understand the intended meaning. In writing most of that is done using punctuation marks. These are used to separate sentences or parts of a sentence. The function of the punctuation is to indicate where one can make pauses without compromising the sense of the passage. If not careful enough, the reader may not get the intended meaning. Punctuation marks are important devices for one to come up with a grammatical sentence. The proper use of punctuation marks gives clear meaning to a passage that might otherwise be misunderstood or even not understood at all.

Section B: Commonly used punctuation marks

Now let us go through some of the most used punctuation marks.

1. The full stop (.)

This is one of the most frequently used punctuation mark.

- a. It is used at the end of a sentence that makes a statement.

Example:

1. We are happy to see you.
2. I will proceed to Lilongwe tomorrow.

- b. After abbreviations. *For example:* G.B. for Great Britain.

- c. After initials and contracted words. *For example:* J.C. Mpango is "Jeffrey Cuthbert Mpango".

But if the contraction includes the final letter of the word the full stop is optional and often omitted. For example: Doctor is Dr or Dr.

2. The comma (,)

This is also a most frequently used quotation mark. It is used to:

- a. Mark off a list of things. *For example:* Mangoes, oranges, pears and tomatoes.

- b. Mark off direct speech. *For example:* He asked, "Who are you?"
- c. Set off question tags. *For example:* Come here, won't you?
- d. Mark off a clause when it is at the beginning of a sentence. *For example:* Why he can't go, I don't know.
- e. Mark off words when addressing a person. *For example:* Henry, come here, please.
- f. Mark off words and phrases such as *however, therefore, of course, nevertheless, on the other hand, hence, thus, for example, for instance*, and so on.
- g. Mark off words used as noun in apposition or appositively (*descriptive titles*). *For example:* Mr. Phiri, the herbalist, has arrived in Blantyre.
- h. Mark off phrases containing a participle when a pause is required in reading. *For example:* The policeman, having seen the thief, ran after him.
- i. Set off "yes" or "no" responses and introductory "well," "why," and "now" as well as "oh" when an exclamation mark is not necessary. *For example:* Now, let's get out of this place.
- j. Mark defining adjective clauses or noun clauses in apposition.

Example:

1. My mother, who went to Zambia, has come.
2. The story, that the college is closed, is true.

3. The question mark (?)

It is used at the end of an interrogative sentence. *For example:* What is your name?

4. The exclamation mark (!)

It is used after sentences that are shouted or after expressions of great feeling. *For example:* What a wonderful song it is!

5. Quotation marks ("")

These are used:

- a. To enclose direct speech

For example: "Come here," he said.

- b. To indicate that words enclosed by the quotation marks are a quotation or borrowed.

For example: He was advised to "try somewhere else" for the job.

- c. To indicate titles of books, plays, stories, poems and articles.

For example: In form 4 we read the book, "Waiting for a Turn".

- d. For words not accepted in English as normal or part of the language.
For example: We were dancing "chimtali". The word "chimtali' is non-English.
- e. To show sarcasm or irony when one is non committal to the literal meaning of the word.
For example: I did not see your "uncle". This is not a real "uncle."

Please note that:

- a. The enclosed words can alternatively be in italics when printed and remain correctly used.
- b. The full stop, exclamation mark, the comma and the question mark are placed inside when they are part of the quotation marks otherwise place them outside.

Example:

1. He asked her, "Where are you going?"
The question mark is part of the quotation.
2. Did they really say, "He is impotent"?
The question mark is not part of the quotation.

6. Single quotation marks (' ')

These surround a quotation within a quotation.

For example: The pastor said, "The Bible says, 'Jesus wept'"

7. The apostrophe (')

- a. To show omission of one or more letters
For example: It's funny to see you crying.
- b. To show possession
For example: The girl's book is lost.
- c. Used in plurals
For example: The teachers' salaries have been paid.
- d. Used for plurals of letters and figures.

Example:

1. Cross the t's and dot the i's in the essay.
2. I started school in the 60's.

8. The colon (:)

It is a mark of anticipation, it points ahead. It is used to:

- a. Introduce a list of items. *For example: these: as follows: the following: namely: and so on*

- d. To separate two sentences of which the second explains more fully the meaning of the first. It is more or less the same as "*That is to say*".

For example: The student's work is vague: the answers are thoughtless.

- d. To take the place of a conjunction introducing the a clause of reason.

For example:

Mercy is not joining our school: we could not offer her the salary she wants. It means "because we could not".

- d. Used between figures for hours and minutes. For example: 11:30 A.M.

9. The semi-colon (;)

This is used when one needs a longer pause than is indicated by the comma; but does not want to break the line of thought as would happen when using a full stop. The semi-colon is used:

- a. To separate co-ordinate sentences when a conjunction is not used.

For example: I do not like going to school; watching football; reading poems and writing compositions.

- c. With words like: *therefore, however, nevertheless, besides, also, otherwise*, and so on. These words join sentences but are stronger than conjunctions like and, and so need a stronger punctuation mark.

For example:

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

10. Ellipsis marks (...)

- a. To indicate omission of words within a quoted passage. Use three dots.

For example: "My love ... blows away when I see her."

- b. At the end of a quoted passage, use four dots since the last one is a full stop.

For example: "Oh, God bless our land of Malawi"

11. The hyphen [dash or short dash] (-)

It is used:

- a. In words made up of not more than one word (*composite words*).

For example: Sixty-seven; son-in-law.

- b. To mean "**to**".

For example: Primary Mathematics books 1 - 8; Monday - Friday.

- b. When a word is begun on one line and finished on the next line.

For Example: The graduating stu-
dents.

It is recommended that you avoid cutting words. You can do this by going to the next line when you feel the available space will not accommodate the whole word to avoid committing unnecessary mistakes since cutting a word has its own rules.

Section C: Capitalisation

Capitalisation is the use of capital letters in writing. Capitalise the following:

1. The letter at the beginning of a sentence.

For example: We are going home.

2. Proper nouns and proper adjectives and abbreviation of proper nouns and proper adjectives.

For example: The English are good people.

3. Divine words.

For example:

God; Allah; Christ; Trinity; Bible; Koran; etc.

4. Pronoun or possessive adjective applying to God and religious titles.

For example:

- i. Jesus Christ because of His mercy He died for us all.
- ii. Reverend; Father; Sister; Brother; Sheik; Pastor.

5. All titles Applying to one person.

For example: His Excellency Ngwazi Dr Bingwa wa Mutharika.

6. All words in titles of books, plays, poems, etc., except unimportant words like prepositions, articles, conjunctions, unless it is the first word.

For example: The Contemporary Dictionary.

7. Days of the week, months of the year and holidays.

For example: Monday, January, Ash Wednesday

8. The first letter in the salutation and the complimentary close of a letter.

For example: Dear Madam

9. Abbreviations of degrees.

For Example:

M.A (Master of Arts); M.Ed. (Master of Education); B.Ed. (Bachelor of Education); PhD (Doctor of Philosophy).

10. Opening word of a direct speech.

For example:

- i. They said, "Sit down."
- ii. "My sister," he asked, "where are you going?"

Note: The last part of a direct speech does not begin with a capital letter because it is a continuation.

11. Capitalise uncle, aunt, and cousin before proper names. Otherwise no.

For example: Uncle Henry; Aunt Anne; Brother John.

12. First word in each line of a poem.

For example:

See you not thus ...

Bent on destroying ...

13. Names of planets.

For example: Mars, Saturn, Earth, Mercury, Venus.

Exercise 1

Insert all the necessary punctuation marks in the sentences below:

1. Flora shouted Hurray
2. Weve come to see you George said
3. If this girls father is my mothers brother what relation is the girl to me
4. Mercy said Joseph I want to see you
5. This is his sister in laws baby
6. Did Mr Chikhosi say Im HIV positive
7. No we cant leave until the meeting is over
8. The following people will be on the decorations committee Mrs Phiri who has artistic skills Mr Khuluza who manages people well and Miss Sikwese who is known for her creative ideas
9. Well have a three day workshop next month
10. You have as I said thirty minutes for this exercise

Answers to punctuation exercise

Exercise 1

1. Flora shouted, "Hurray!"

Or

Flora shouted, 'Hurray!'

2. "We've come to see you," George said.

Or

'We've come to see you,' George said.

3. If this girl's father is my mother's brother, what relation is the girl to me?

4. "Mercy," said Joseph, "I want to see you."

Or

'Mercy,' said Joseph, 'I want to see you.'

5. This is his sister-in-law's baby.

6. Did Mr Chikhosi say, "I'm HIV positive"?

Or

Did Mr Chikhosi say, 'I'm HIV Positive'?

7. No, we can't leave until the meeting is over.

8. The following people will be on the decorations committee: Mrs Phiri, who has artistic skills; Mr Khuluza, who manages people well; and Miss Sikwese, who is known for her creative ideas.

9. We'll have a three-day workshop next month.

10. You have – as I said – thirty minutes for this exercise.

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