

Malawi Primary Education

# English

Learner's book  
for Standard

4



Malawi Institute of Education

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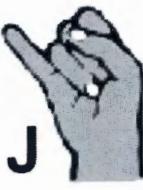
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**MANAD**

**INTERNATIONAL ONE HAND  
ALPHABET FOR THE DEAF**

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# **UNIT 1 My new friends**

**nice show lonely friendly interesting**



**Chimwemwe** Hi! I am Chimwemwe. This is my friend, Frank.

**Temwani** Hi, Chimwemwe! I am Temwani.

**Chimwemwe** Nice meeting you, Temwani.

**Temwani** Nice meeting you too, Chimwemwe and Frank. In which class are you?

**Frank** Chimwemwe and I are in Standard 4. In which class are you?

**Temwani** I am in Standard 4 too.

<b>Frank</b>	How old are you, Temwani?
<b>Temwani</b>	I am 10 years old. How old are you, my friends?
<b>Chimwemwe</b>	I am 9 years old and Frank is 10.
<b>Frank</b>	Chimwemwe, let's show her around the school.
<b>Temwani</b>	Thank you very much. I was feeling lonely.
<b>Chimwemwe</b>	You will not feel lonely anymore. Everyone is friendly at this school.
<b>Temwani</b>	Oh! I will be happy here.
<b>Frank</b>	Yes, you will learn many interesting things.

### **Answer the questions.**

- 1 Who are the three learners speaking?
- 2 How old is Chimwemwe?
- 3 Do you think Temwani will make new friends at this school? Support your answer.
- 4 Why does Temwani say that their school is good?
- 5 How did Frank and Chimwemwe treat Temwani?

## Exercise A Complete the dialogue.

### Example

Pempho \_\_\_\_ morning.

Pempho Good morning.

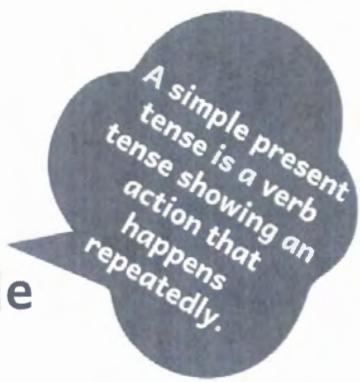
Pempho Hi! My \_\_\_\_\_ is Pempho.

Mwayi Hi, Pempho! I \_\_\_\_\_ Mwayi.

Pempho Where do you \_\_\_\_\_ ?

Mwayi I live at \_\_\_\_\_ .

## Exercise B Complete the sentences using verbs in simple present tense.



### Example

She \_\_\_\_\_ on the mat comfortably. (sleep/sleeps)

She sleeps on the mat comfortably.

- 1 We \_\_\_\_\_ English everyday (learn/learns).
- 2 Our teacher \_\_\_\_\_ the text slowly (read/reads).
- 3 You \_\_\_\_\_ neatly (write/writes).
- 4 I \_\_\_\_\_ from Kumatema Village (come/comes).
- 5 She \_\_\_\_\_ football very well (play/plays).

## **Exercise C** Make sentences in simple present tense using the verbs.

### **Example**

listen - Frank and Pempho listen to music everyday.

- |        |        |
|--------|--------|
| 1 play | 4 run  |
| 2 like | 5 come |
| 3 live |        |

## **Exercise D** Match words in column A with their meanings in column B.

### **Example**

hate                    dislike

<b>Column A</b>	<b>Column B</b>
enemy	dislike
lonely	being fun or attractive
nice	showing kindness and being helpful to someone
interesting	someone who can harm/hurt you
friendly	having no friends to talk to or play with
hate	a state of being good

**Exercise E** Plan and write a paragraph on “My new friend” using these guiding questions and the boxes.

- 1 What is the name of your friend?
- 2 Where does she or he live?
- 3 How old is your friend?
- 4 What do you like most about your friend?

### **My new friend**

1 I have a new friend. The name of my friend is \_\_\_\_\_.

2 \_\_\_\_\_

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3 \_\_\_\_\_

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4 \_\_\_\_\_

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# **UNIT 2 Taking care of the body**

**bamboo remove reduce prevent advise**



Our bodies are important. We need to take care of them. There are many ways of taking care of our bodies. Some of these ways are brushing teeth, combing hair, bathing and washing hands.

We should brush our teeth daily using a toothbrush and toothpaste. We can make our own toothbrushes from bamboo or Maula tree. If we do not have toothpaste, we can use ash.

Another way of taking care of our bodies is by taking a bath with soap everyday. This helps to remove dirt, reduce bad smell and kill germs on our bodies.

We should also take care of our bodies by keeping our hair clean. We should wash and comb our hair everyday. This helps to remove dirt and prevent lice.

In addition, we should wash our hands before we eat anything and after visiting the toilet. We should also keep our fingernails short. In this way, we avoid getting germs which spread diseases. We should advise one another to take care of our bodies.

### **Answer the questions.**

- 1 Mention two ways of taking care of your body.
- 2 Why should we take a bath with soap daily?
- 3 What should we do after visiting the toilet?
- 4 Why is taking care of our bodies important?
- 5 What other advice can you give about taking care of the body?

**Exercise A** Make sentences on giving advice using the words from the table.

### **Example**

You should brush your teeth three times everyday.

You should	comb cut brush wash	your	hands before eating food. fingernails and toenails every week. hair with a comb. clothes when they are dirty. teeth three times everyday.
------------	------------------------------	------	---

## Exercise B Add -ing to words according to their groups.

Add 'ing'	Double the consonant and add 'ing'	Drop the e and add 'ing'
<b>Example</b> jump -ing jumping	run -ing running	name -ing naming
drink _____ learn _____ read _____	chop _____ stop _____ cut _____	share _____ dance _____ use _____

## **Exercise C** Complete this paragraph using the present continuous tense of the verbs in the brackets.

A present continuous tense is a verb tense showing an action that is taking place now and is continuing.

It is break time. Some of the children \_\_\_\_\_ (play) football. The teacher \_\_\_\_\_ (mark) the learners' exercises. Mary \_\_\_\_\_ (sit) next to the teacher. Mary sees James and Chisomo. They \_\_\_\_\_ (go) to play football with the other children.

## **Exercise D** Choose words that have similar meanings to those in the list.

**illness decrease avoid guide create assist**

### **Example**

<b>Word</b>	<b>Similar meaning</b>
advise	guide
1 prevent	
2 make	
3 disease	
4 reduce	
5 help	
6 advise	

**Exercise E** Plan and write a paragraph  
on “Taking care of my body”  
using these guiding questions.

- 1 How do you take care of your body?
- 2 How do you take care of your hands?
- 3 How do you take care of your teeth?
- 4 How do you take care of your hair?

**Taking care of my body**

<b>1 I take care of my body in many ways.</b>			
2 _____	3 _____	4 _____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	

# UNIT 3 School rules

identity polite maintain discipline obey



School rules are important to every school. A school performs well if both parents and teachers help learners to follow school rules. Let us look at some of the rules that learners should follow.

Firstly, learners must come to school early. They must sweep and clean their classrooms and surroundings before lessons begin.

Secondly, learners must not be absent from school without good reasons. If they are sick or when something prevents them from coming to school, parents should inform teachers.

Thirdly, all learners must wear school uniform. School uniform makes them look neat. It shows unity. It is also an identity for the learners.

Another important rule is that learners must respect their teachers and one another. This promotes good behaviour in the school. Learners must show respect when receiving or giving things. They should also be polite when speaking to their teachers and others.

These rules should strictly be followed to maintain good discipline. Headteachers, teachers and parents should clearly explain the rules to the learners.

Punishment should not be taken as the only treatment for learners who break rules. Parents and teachers should work together to encourage learners to obey and follow school rules.

### Answer the questions.

- 1 Mention any two school rules in the story.
- 2 How can learners observe neatness at school?
- 3 Why should learners not be absent from school?
- 4 How should school rules be known to learners?
- 5 Are the school rules in the story different from the rules at your school? Support your answer.

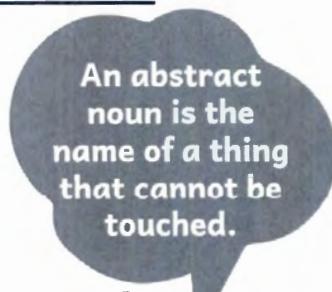
## **Exercise A** Fill in the blank spaces with phrases to express approval.

### **Example**

Your handwriting is neat. \_\_\_\_\_

Your handwriting is neat. Keep it up!

- 1 You look smart. \_\_\_\_\_
- 2 You speak English well. \_\_\_\_\_
- 3 You have scored high. \_\_\_\_\_
- 4 Today, you have come on time. \_\_\_\_\_
- 5 We have won the match. \_\_\_\_\_



## **Exercise B** Complete the paragraph using these abstract nouns.

**rules respect reasons discipline punishment**

Children at our school show \_\_\_\_ by kneeling and squatting. The school has \_\_\_\_ for maintaining \_\_\_\_\_. If learners are absent from school without good \_\_\_\_\_, they are given \_\_\_\_ after classes.

**Exercise C** Add **-ment** or **-ness** to the words to form abstract nouns.

## Example

**punish** - **punish + ment**  
**punishment**

- 1 improve
  - 2 encourage
  - 3 one
  - 4 treat
  - 5 polite

**Exercise D** Make sentences using these words to show that you know their meanings.

## Example

### treatment

Boys and girls must be given fair treatment at school.

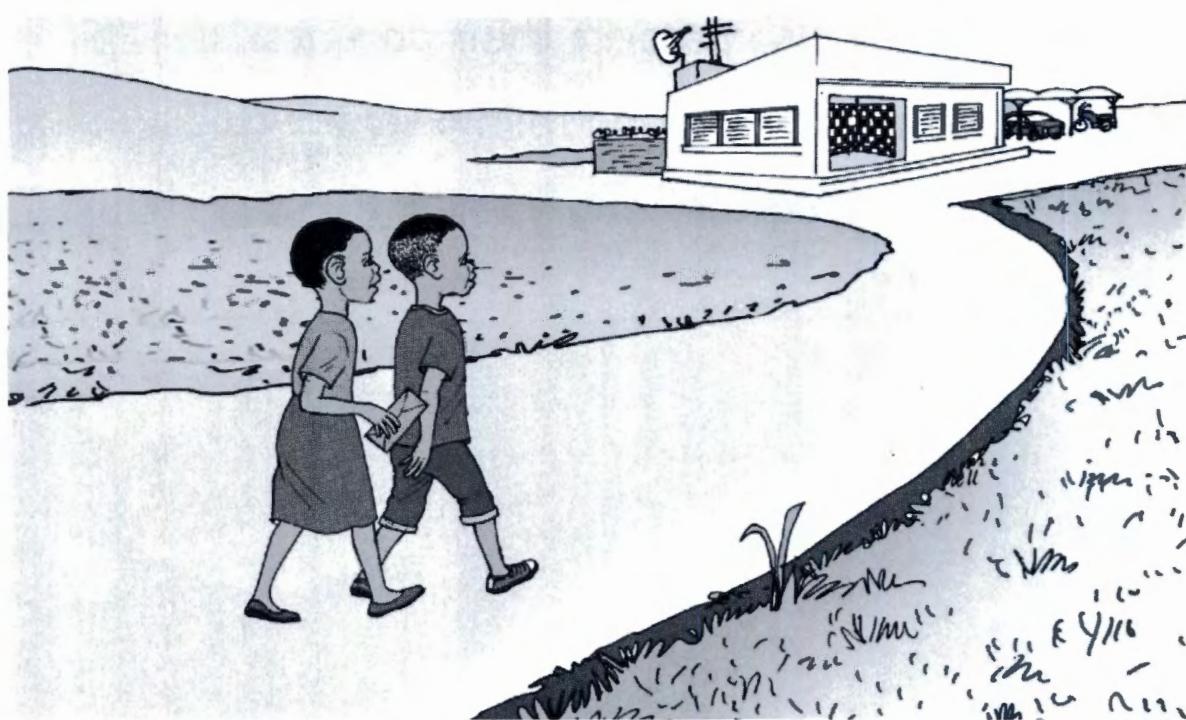
- 1 respect
  - 2 punish
  - 3 rules
  - 4 politeness
  - 5 obey

**Exercise E    Arrange the jumbled sentences  
                    to make a paragraph.**

- 1 They should wear school uniform.
- 2 They should also respect their parents.
- 3 Learners must obey and follow school rules.
- 4 Apart from wearing school uniform, they should come to school early.

# UNIT 4 Sending messages

send    modern    email    safe    reliable



Jane has just finished lunch. Her mother asks her to send a letter to their home village. On the way, she meets a friend, Gerald.

**Gerald** Hi Jane! How are you?

**Jane** I'm fine.

**Gerald** Where are you going?

**Jane** I'm going to the trading centre. My mother has asked me to post a letter home.

**Gerald** My friend, there are modern and easier ways of sending and receiving messages.

**Jane** What are these ways, Gerald?

**Gerald** People send and receive messages through emails and phones. These ways are easier, faster and safer.

**Jane** Are these ways not dangerous to our lives?

**Gerald** No, they are not. In fact, they are safe and reliable.

**Jane** Thank you, but letters are useful when someone does not have a cellphone.

**Gerald** Ah! I see. I will send a letter to my grandmother too.

### Answer the questions.

- 1 Where was Jane going?
- 2 Who asked Jane to send a letter home?
- 3 Apart from letters, give two other ways of sending messages.
- 4 Do you think Gerald's grandmother has a cellphone? Support your answer.
- 5 Do you think Jane was happy with what Gerald told her? Support your answer.

## **Exercise A** Make sentences using the words from the table.

### **Example**

The chief's counsellor beats a drum to call people to a meeting.

	<b>Column A</b>	<b>Column B</b>
1	The chief's counsellor beats a drum	to listen to news.
2	The referee uses a whistle	to call learners to class.
3	The school prefect rings a bell	to call players to the ground.
4	We use a radio	to tell my aunt that I passed examinations.
5	I wrote a letter	to call people to a meeting.

## Exercise B Underline adjectives in these sentences.

An adjective is a word that describes people, animals, places and things.

### Example

Amanda is an intelligent girl.

Amanda is an intelligent girl.

- 1 Tamala is carrying a blue bag.
- 2 I have a beautiful dress.
- 3 Boys wear grey shorts at Matiki Primary School.
- 4 Mercy is a polite girl.
- 5 Mr Banda is a strong man.

## Exercise C Complete the sentences using the adjectives.

tall      pink      sweet      blue      new      old

### Example

Jane is wearing a \_\_\_\_ dress.

Jane is wearing a pink dress.

- 1 My grandfather is an \_\_\_\_\_ man.
- 2 Oranges taste \_\_\_\_\_.
- 3 Mr Phiri has bought a \_\_\_\_\_ house.
- 4 A bluegum is a \_\_\_\_\_ tree.
- 5 The sky is \_\_\_\_\_.

**Exercise D** Make sentences using the words to show that you know their meanings.

**Example**

receive

I receive messages everyday.

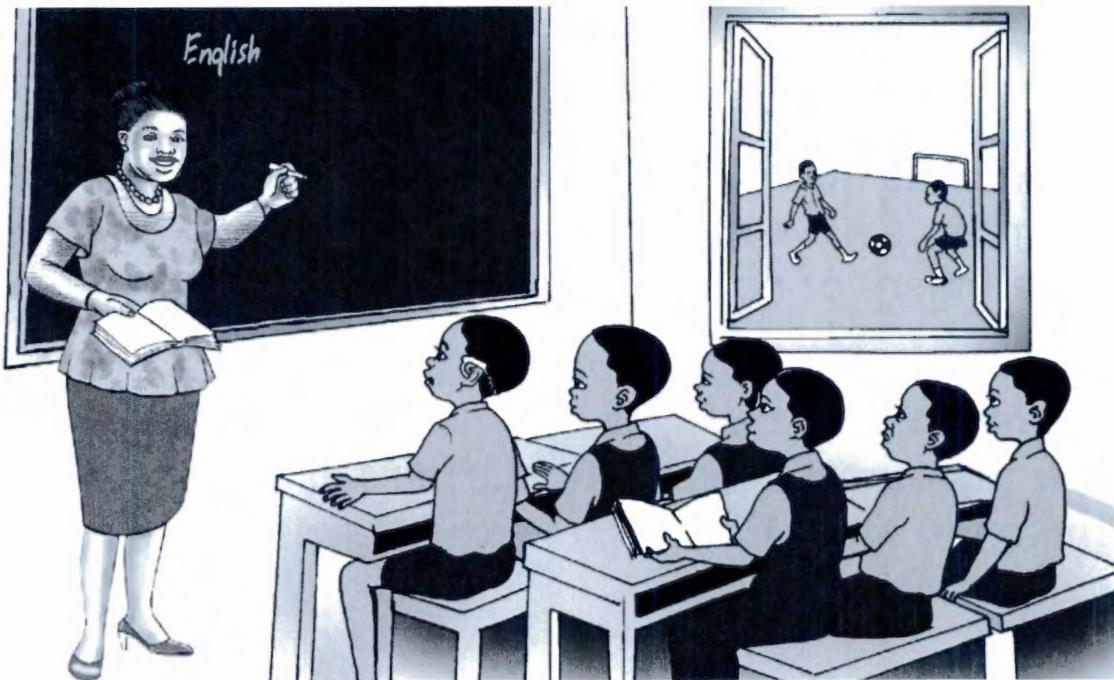
- 1 letter
- 2 fast
- 3 send
- 4 phone
- 5 email

**Exercise E** Arrange the jumbled sentences to make a paragraph.

- 1 On the way, she met a friend, Gerald.
- 2 “Where are you going?” he asked.
- 3 Her mother asked her to post a letter home.
- 4 “I am going to the trading centre,” she answered.
- 5 Jane came back from school early.

# UNIT 5 The changed boy

behave respect advice improve famous



Chikondi is a Standard 4 boy at Chikwenga Primary School. He has three friends: Peter, Mary and Yankho. They do not behave well at school.

Chikondi and his friends do not attend classes. When the other learners are in class, they are always out playing. When they are in class, they cause problems. They do not respect teachers. These things make them fail in all subjects.

Mrs Malizani is a Standard 4 teacher. She invites Chikondi and his friends to advise them. She gives

them pieces of advice on the dangers of their bad behaviour. Mrs Malizani says, “Playing outside while your friends are in class is not good”. She advises Chikondi to avoid doing bad things because of his friends. She is a caring teacher.

Chikondi listens to his teacher’s advice. He starts attending classes. Chikondi’s behaviour improves. Chikondi is now a good boy. He is doing well in class. His friends have not changed. He advises them on the dangers of not attending classes.

Mrs Malizani is now happy with Chikondi’s behaviour. She chooses him class leader. He is now famous at school. All learners are happy with Chikondi. Mrs Malizani tells the learners to behave well.

## Answer the questions.

- 1 What are some of the behaviours of Chikondi and his friends?
- 2 What is Mrs Malizani’s advice?
- 3 What do you think happened to Peter, Mary and Yankho?
- 4 How does Chikondi accept the teacher’s advice?
- 5 Why are Mrs Malizani and the learners happy with Chikondi?

**Exercise A** Match the forms of behaviour in column A with their reasons in column B.

**Example**

Absenteeism is bad because you miss some lessons.

	<b>Column A</b>	<b>Column B</b>
1	Coming to school early is good	because you disturb your friends.
2	Respecting teachers and friends is good	because you miss some lessons.
3	Working hard at school is good	because you are ready for the day.
4	Making noise in class is bad	because you are liked by everyone.
5	Absenteeism is bad	because you do well during tests.

**Exercise B** Pair the nouns or verbs with suitable or corresponding adjectives from the list.

rebellious	courage	disaster	dangerous
fame	danger	various	famous
rebel	vary	courageous	disastrous

**Example**

Noun	Adjective
disaster	disastrous

**Exercise C** Complete the sentences with the most appropriate adjectives from this list.

dangerous	various	famous
continuous	disastrous	

**Example**

Heavy rains can be \_\_\_\_\_.

Heavy rains can be disastrous.

- 1 Our teacher is \_\_\_\_\_ in our area because she is hardworking.
- 2 Playing with sharp objects is \_\_\_\_\_.
- 3 We play \_\_\_\_\_ games at school.
- 4 We write \_\_\_\_\_ assessment.

## **Exercise D** Make sentences using the words in the table.

### **Example**

You need to advise your brother.

You need	to improve to advise to attend to respect	your	grades. sister. brother. morning classes. elders. afternoon classes.
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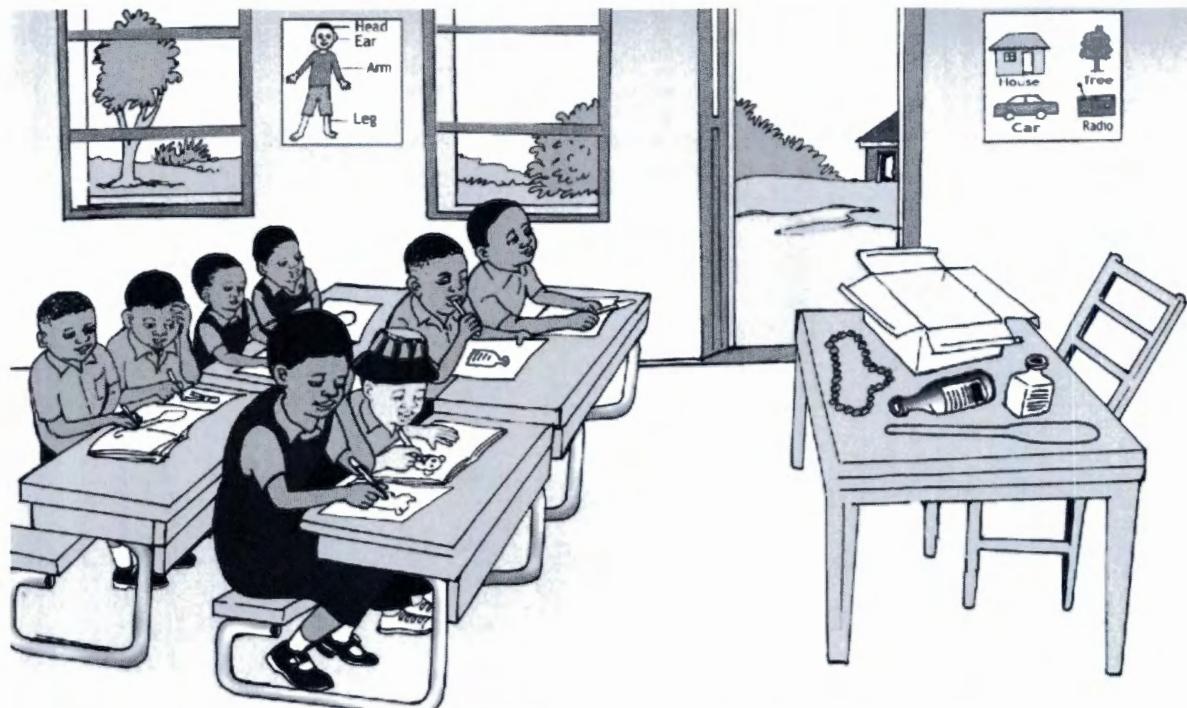
## **Exercise E** Arrange these jumbled sentences starting with a topic sentence then supporting points to make a paragraph.

- 1 He became famous because he changed his behaviour.
- 2 He used to misbehave at school.
- 3 He stopped misbehaving when his teacher advised him.
- 4 There was a boy called Chikondi.
- 5 His teacher chose him class leader.

# UNIT 6 Let's do it again

## Our classroom

nice interesting friendly advises respect



Our classroom is beautiful. The walls have nice pictures of people and things. The pictures have words on them. They help us learn.

In our classroom, we all sit on desks. The desks are arranged in rows. The classroom looks clean. There is also enough space between the rows. There is a big table in one corner of the classroom.

We put books and other things on this table. The teacher gives us interesting books to read. Other things such as counters, empty match boxes, tins and packets of sugar are kept in a big box on the table. We use these things during lessons.

We keep our classroom clean all the time. We have brooms and mops. We use the brooms for sweeping and the mops for mopping the floor. We also have pieces of cloth for cleaning our desks and windows.

We are all friendly in our classroom. Our teacher is friendly too. She advises us to respect each other. We all like our classroom.

### Answer the questions.

- 1 Name the things on the walls of the classroom.
- 2 What do the learners use when cleaning windows?
- 3 Where are the books kept in the classroom?
- 4 What is the use of the big table in the classroom?
- 5 What else can these learners do to keep their classroom clean?

**Exercise A** Complete these sentences using the present continuous tense of the verbs in the brackets.

**Example**

John \_\_\_\_ (go) to school.

John is going to school.

- 1 Mary \_\_\_\_\_ (play) football.
- 2 We \_\_\_\_\_ (eat) nsima.
- 3 They \_\_\_\_\_ (dance) Malipenga.
- 4 She \_\_\_\_\_ (swim) in a pool.
- 5 My father \_\_\_\_\_ (write) a letter.

**Exercise B** Underline adjectives in these sentences.

**Example**

She is driving on a dangerous road.

She is driving on a dangerous road.

- 1 The green car is moving fast.
- 2 Mr Bondo is a famous driver.
- 3 Beatrice is wearing a bright dress.
- 4 Mphatso sells various things at the market.
- 5 Peter is a handsome boy.

**Exercise C** Make sentences using these words to show that you know their meanings.

**Example**

treatment

Chisomo is receiving treatment at the hospital.

- 1 meeting
- 2 brush
- 3 invite
- 4 remove
- 5 counters

**Exercise D** Revise one of your previous paragraphs by making some improvements on the topic sentence and supporting points.

# **UNIT 7 The wind blew past our village**

**chasing bare undressed bending rejoice**



The wind blew past our village  
Chasing clouds away from the sky  
Sweeping everything into the air  
Leaving the land bare

The wind blew past our village  
Throwing clothes in the air  
Leaving houses undressed  
Causing worry to many

The wind blew past our village  
Bending tree branches  
Forcing leaves to fall  
Leaving branches naked

The wind blew past our village  
Chasing rains away  
Leaving the farmer unhappy  
Making the children rejoice  
“No sweeping tomorrow!”

### Answer the questions.

- 1 Where did the wind blow?
- 2 How did the wind leave the land?
- 3 Why was the farmer unhappy with the wind?
- 4 Why did the children rejoice?
- 5 What does the poem remind you of the heavy winds that blew past your village or town?

**Exercise A** Complete this crossword puzzle using the clues and words given. The figure in the brackets stands for the number of letters in a word.

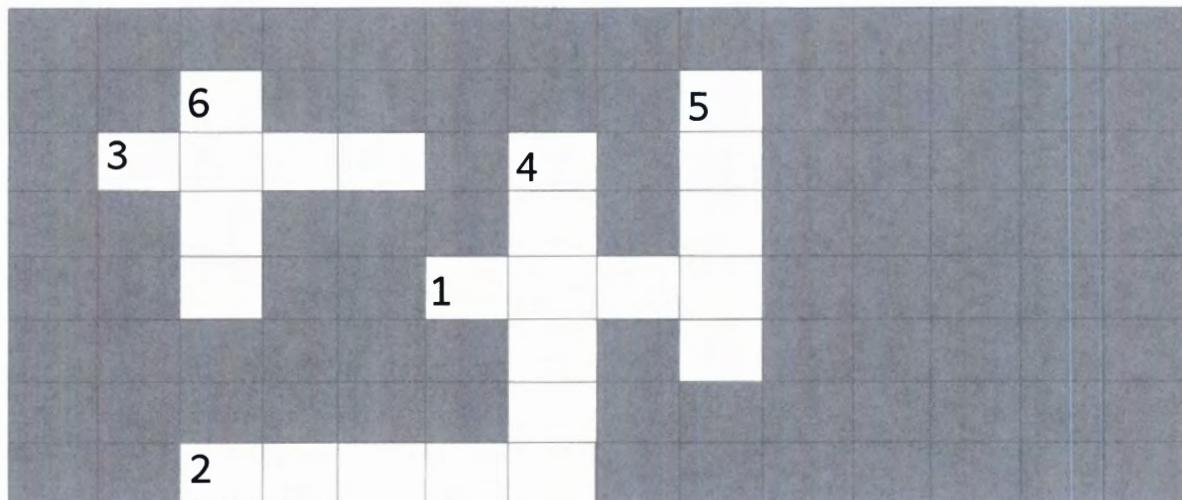
**windy   calm   sunny   cold   warm   steady  
cloudy**

## Across

- 1 The opposite of hot (4)
- 2 When the day has the sun shining (5)
- 3 When the day is not very hot or cold (4)

## Down

- 4 When there are clouds in the sky (6)
- 5 When strong winds blow (5)
- 6 When the day is not windy (4)



## Exercise B Make sentences using words from this table.

### Example

He is unhappy because he has failed examinations.

He She	is	unwell unhappy unpopular	because he has failed examinations. because she does not sing well. because he ate all the food. because she drank dirty water.
-----------	----	--------------------------------	--

## Exercise C Complete these sentences using the opposites of the words in the brackets by adding the prefix -un.

### Example

Jane is \_\_\_\_\_ (well) today.

Jane is unwell today.

- 1 Our teacher is \_\_\_\_\_ (happy) because we were making noise.
- 2 She was told to \_\_\_\_\_ (tie) the sting.
- 3 John was given \_\_\_\_\_ (fair) treatment.
- 4 The question was \_\_\_\_\_ (answered).
- 5 Zebede is \_\_\_\_\_ (able) to write a letter.

**Exercise D** Find words in the poem with similar meanings to these words.

**Example**

<b>Word</b>	<b>Similar word</b>
several	many
1 uncovered	
2 naked	
3 celebrate	
4 sad	

**Exercise E** Plan and write a paragraph on “Today’s weather” using these guiding questions and boxes.

- 1 What is today’s weather?
- 2 How does the sky look?
- 3 What type of clothes would you like to put on in this weather?
- 4 Do you like this weather? Why?

1 Today’s weather is _____.		
2 _____	3 _____	4 _____
_____	_____	_____
_____	_____	_____

# UNIT 8 Our school garden

fertile    apply    pesticides    harmful    weeds



The name of our school is Ngweko. The school has a garden. The garden is 100 metres long and 50 metres wide. Its soil is very fertile. It is along Themba River. Water flows into the river all the year round.

Our garden is divided into plots. In one plot, we grow leaf vegetables such as cabbage and rape. In the second plot, we grow root vegetables such as carrots, onions and potatoes. We also grow fruits such as oranges in the third one.

We look after the garden very well. We apply pesticides to vegetables to kill harmful pests. We take care of the fruit trees by removing weeds around them. We also make bands around the trees and apply manure.

We eat some of the fruits and vegetables and sell the rest. We take some to our families. We earn a lot of money after the sales. The money is used for paying our security guard and buying sports uniforms and balls. The money is also used for buying farm tools such as hoes and rakes. We save the rest of the money in the bank. It is good to have a school garden.

### **Answer the questions.**

- 1 How big is the school garden?
- 2 How many plots does the school garden have?
- 3 Name any two leaf vegetables grown in the garden.
- 4 Do you think the learners care for their garden? Give reasons for your answer.
- 5 If you were a learner at this school, how else would you use the money?

**Exercise A** Complete this dialogue using the following expressions.

**keep it up**    **that's good**    **appreciate that**

**Jane** How do you prepare land for growing vegetables?

**John** I till the soil and make beds.

**Jane** \_\_\_\_\_. Making beds should be done first.

**John** After making beds, I sow the seeds on the beds and water them.

**Jane** I \_\_\_\_\_. Watering beds after sowing is very important.

**John** After germination, I transplant the seedlings and water them again.

**Jane** I have seen that you work hard John,  
\_\_\_\_\_.

**Exercise B** Complete these sentences using plural forms of the words in the brackets.

**Example**

I have ten \_\_\_\_ (sweet).

I have ten sweets.

- 1 I carry my \_\_\_\_ (book) in a bag.
- 2 We have three \_\_\_\_ (table) at home.
- 3 I clean \_\_\_\_ (plate) everyday.
- 4 He has two \_\_\_\_\_ (bag) of maize.
- 5 I have many \_\_\_\_\_ (pencil).

**Exercise C** Write the plural forms of these words.

**Example**

lorry – lorries

- 1 baby
- 2 party
- 3 worry
- 4 story
- 5 lady
- 6 body

**Exercise D** Make sentences using these words to show that you know their meanings.

**Example**

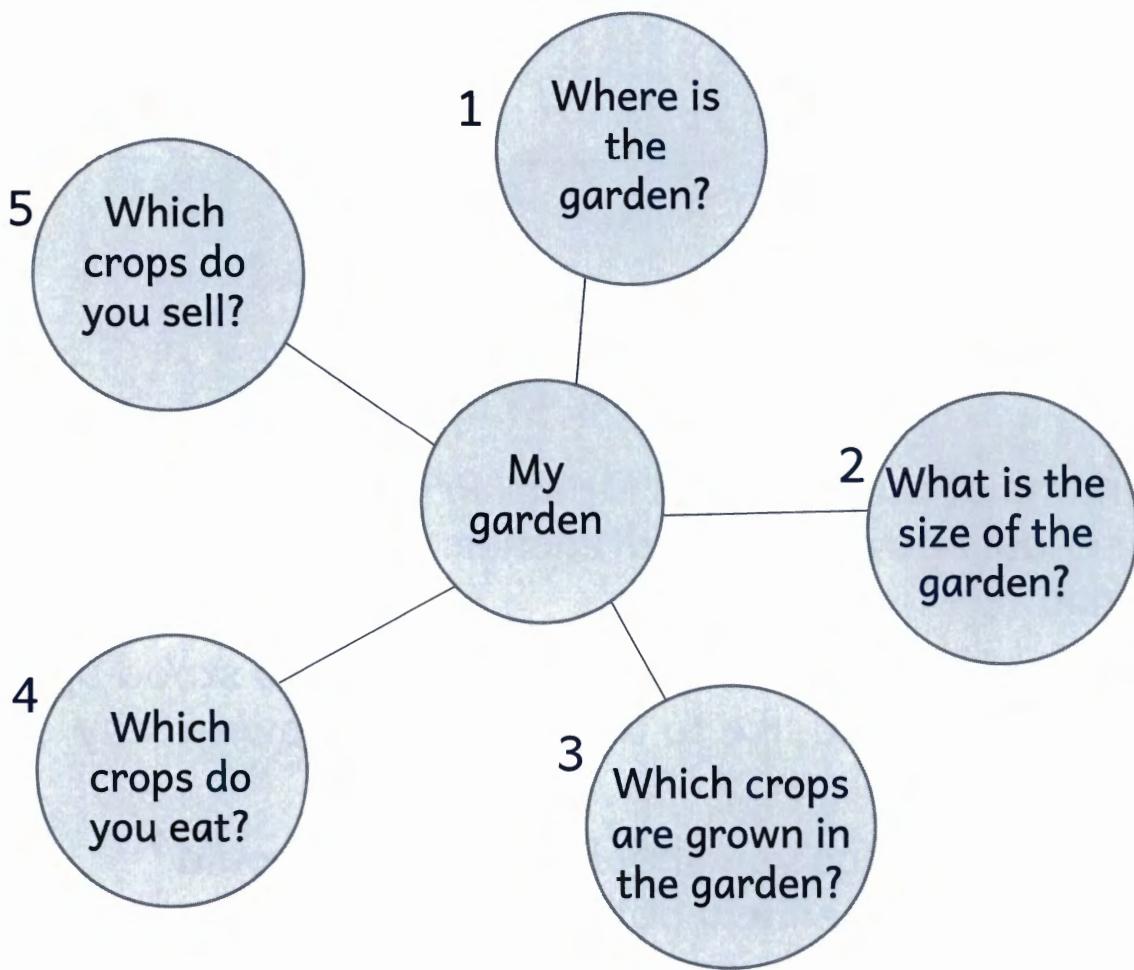
water

Rain gives us water.

- 1 vegetables
- 2 fruits
- 3 fertile
- 4 money
- 5 harmful

### Exercise E

Plan and write a paragraph on “My garden” using the guiding questions in the circles.



# UNIT 9 Safety at school

chemicals swallow sharp queuing chalkdust



The name of our school is Mpetu Primary School. The school has a new headteacher. Her name is Mrs Mitengo.

One day, during the assembly, Mrs Mitengo stood up and said, “I would like to advise you on how to stay safe at school.”

“One of the things you should do is, you should not use empty chemical bottles and tins as food containers. Instead, you should carefully use well-cleaned food containers,” the headteacher said.

She also advised us not to swallow sharp objects such as safety pins. She said that they are dangerous because they can hurt us. She continued to say, “When receiving porridge I should see you queuing to avoid accidents. After receiving porridge, move out slowly. In addition, don’t push each other when playing. You should play safely.”

The headteacher finally told us not to apply chalkdust on our faces. She said that chalkdust contains chemicals. These chemicals can cause a cough.

The assembly was closed with the national anthem. Everyone went back to their classes. We stay safe at Mpetu Primary School.

### Answer the questions.

- 1 Who called for the assembly?
- 2 What is the first rule the headteacher gave?
- 3 Why should we not apply chalkdust on our face?
- 4 What safety measures do you have at your school that are not in the story?
- 5 Which of the safety rules presented by the headteacher is most useful? Support your answer.

## **Exercise A Match the sentences in column A with phrases in column B.**

### **Example**

Do not apply chalkdust on your face because it causes a simple cough.

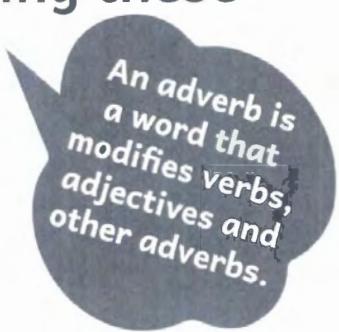
<b>Column A</b>	<b>Column B</b>
Do not apply chalkdust on your face	because you can hurt each other.
You should eat slowly	because they are dangerous.
You should not push each other when playing	to avoid burning yourself and friends.
You should walk carefully when carrying hot porridge	to avoid choking.
Do not use empty chemical bottles and tins as food containers	because it causes simple cough.

## Exercise B Make sentences using these adverbs.

### Example

safely

John plays safely.



- |             |           |
|-------------|-----------|
| 1 carefully | 4 loudly  |
| 2 slowly    | 5 quickly |
| 3 quietly   |           |

## Exercise C Complete these sentences using the given words.

**queuing**    **sharp**    **chemicals**    **safely**    **chalkdust**  
**swallow**

### Example

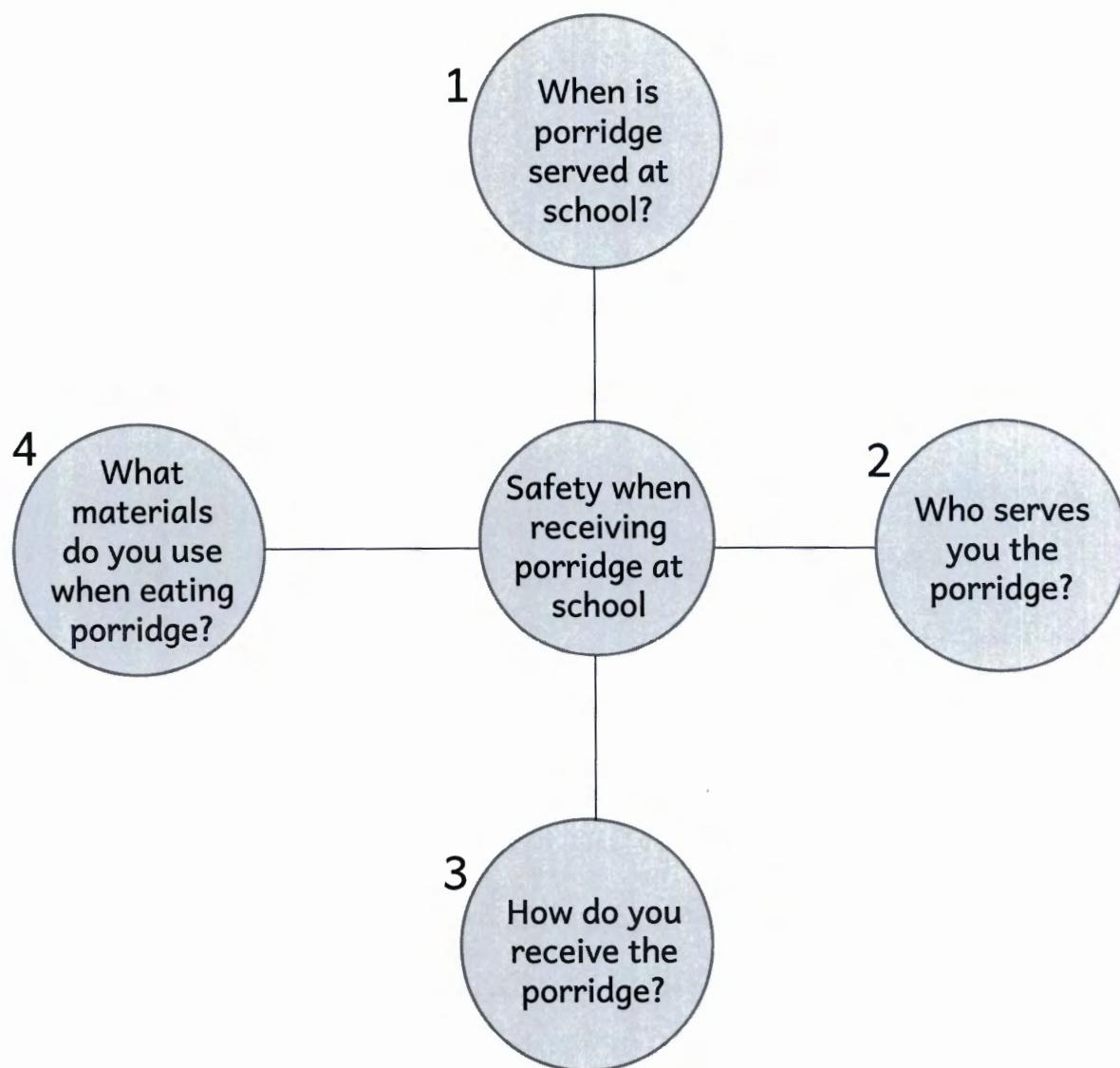
\_\_\_\_\_ when receiving porridge prevents accidents.

Queuing when receiving porridge prevents accidents.

- 1 \_\_\_\_\_ slowly to avoid choking.
- 2 Do not play with a \_\_\_\_\_ knife.
- 3 Our science teacher uses \_\_\_\_\_.
- 4 \_\_\_\_\_ can make one cough.
- 5 We should play \_\_\_\_\_ to avoid accidents.

## Exercise D

**Plan and write a paragraph on “Safety when receiving porridge at school” using the guiding questions in the circles.**



# UNIT 10 Keeping money safe

banknotes savings reliable nodded interest



Malita is a learner at Nyamitambo Primary School. She lives with her parents in Nyamitambo Village. Her parents are Mr and Mrs Masula.

The family has a big land where they grow many crops. Last year, Malita grew soya beans and groundnuts. She harvested a lot of soya beans and groundnuts.

Malita's parents advised her to sell some of the crops she had harvested. Many people came to

buy the crops. Malita got a lot of cash in form of banknotes and coins. She kept the money in a box.

One evening, she showed her parents the box full of money. Her parents were happy. Malita smiled and said, “I want you to keep the money for me in your bedroom.” Her father shook his head and said, “No Malita, it is not safe to keep a lot of money in the house. Thieves can steal it.” Malita was silent for a while. Suddenly she said, “I will use up all the money tomorrow. I will buy clothes and shoes.” Her mother looked at her and said, “My daughter, you should save some of your money.”

Malita was surprised. She looked at her mother and said. “How can I save it then?” Her father smiled and said, “Malita, we should open a savings account with a bank. Banks are reliable.” Her mother nodded and said, “You will also get an interest on your money.”

Malita was excited. Her parents told her that they would go with her to the bank the following day. They told her that a bank teller would help them open a bank account. Malita and her parents were all happy by the time they went to bed.

### **Answer the questions.**

- 1 What crops did Malita grow?
- 2 What is the danger of keeping money in the house?

- 3 What did Malita's parents say were the two advantages of keeping money in a savings bank account?
- 4 If you were Malita, how would you use the money?
- 5 Do you think Malita opened the bank account the following day? Support your answer.

**Exercise A** Underline the modal verbs in these sentences.

A modal verb is a helping verb.

### Example

You should keep your money in the bank.

You should keep your money in the bank.

- 1 I will buy exercise books.
- 2 She told her friends that she would go to the market.
- 3 You can lose your money if you are not careful.
- 4 You should grow crops to earn some money.
- 5 I will ask the bank teller for help.

## **Exercise B** Make sentences using these modal verbs.

### **Example**

will

I will keep my money in the bank.

- 1 can
- 2 will
- 3 should
- 4 may
- 5 shall

## **Exercise C** Choose the opposite of these words from the list.

**down dangerous empty spending boring  
sell**

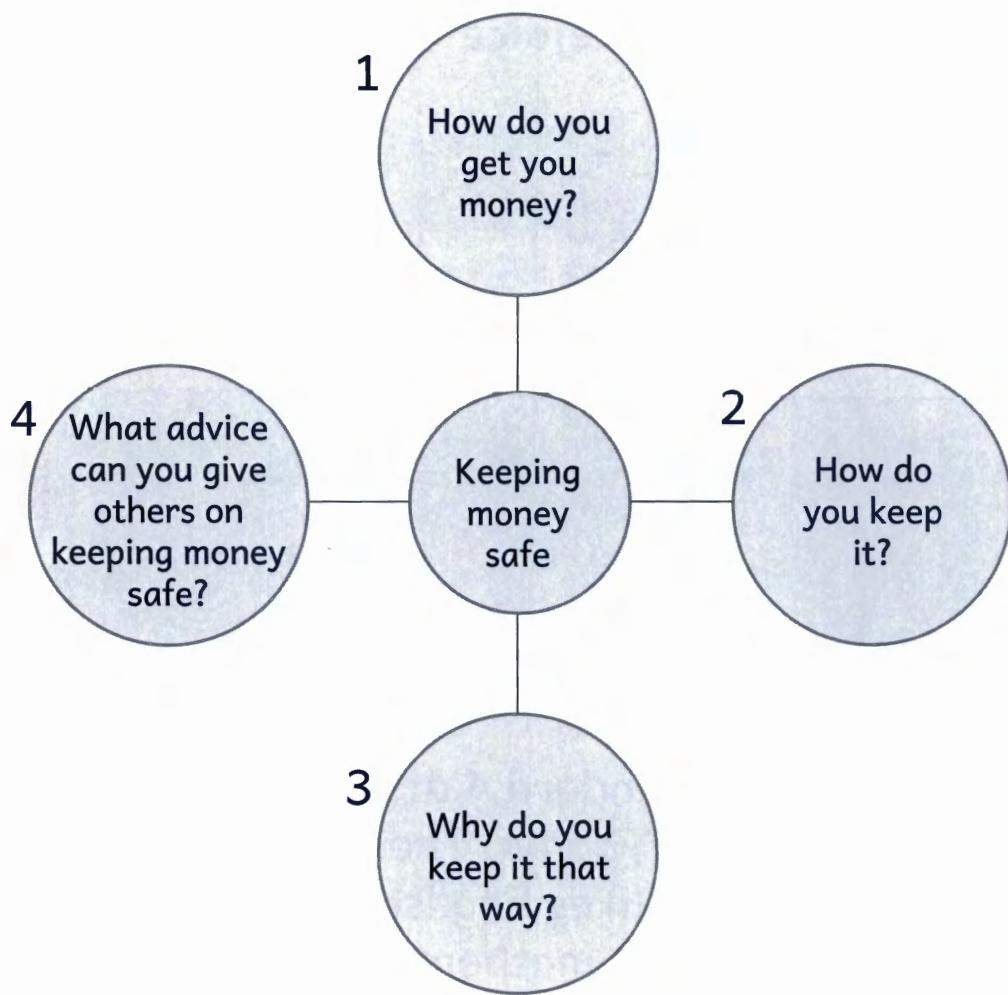
### **Example**

<b>Word</b>	<b>Opposite</b>
up	down

- 1 interesting
- 2 buy
- 3 full
- 4 safe
- 5 saving

## Exercise D

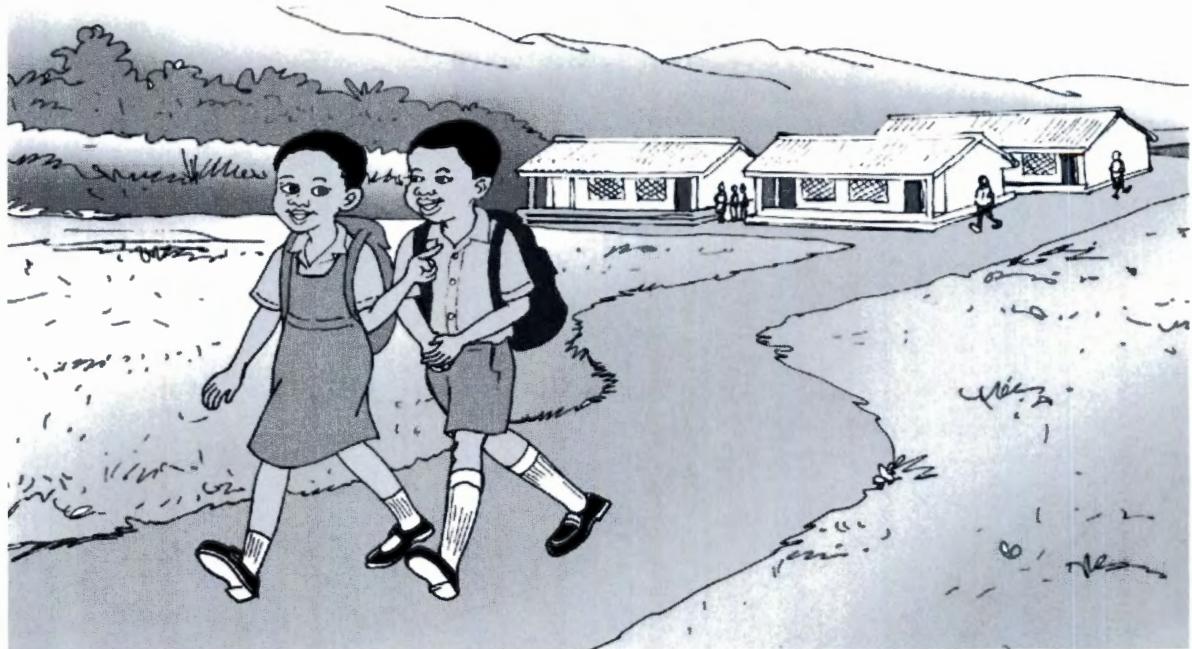
Plan and write a paragraph on “Keeping money safe” using the guiding questions in the circles.



# UNIT 11 Let's do it again

## Chimwemwe and Tadala

practice reliable rejoice apply nodded



Chimwemwe is in Standard 4 at Madzi Primary School. His friend is Tadala. Their teacher is Mrs Denga. Chimwemwe likes English but he dislikes mathematics. He finds mathematics very difficult.

“Mathematics is easy,” Tadala told him one day.  
“You should listen carefully to the teacher,” she added.  
“I listen to her but I still fail,” Chimwemwe answered.

“Then you should practise solving mathematical problems. Practice is the reliable way to learn mathematics.” She told him that she would be helping him everyday.

At the end of the term, Chimwemwe performed well. Mrs Denga was happy. She asked him to tell the class what he did to do well in mathematics. Chimwemwe pointed at Tadala and said, “Tadala should answer for me.” Tadala explained how she helped Chimwemwe. The teacher was very happy with Chimwemwe and Tadala. They rejoiced.

At the end, the teacher told the learners to have an interest in mathematics. She also told them to apply what they learn in mathematics lessons even at home. They all nodded agreeing to what the teacher said.

### Answer the questions.

- 1 What made Chimwemwe not to do well in mathematics?
- 2 What other advice would you give Chimwemwe?
- 3 Why was Mrs Denga happy with Chimwemwe?
- 4 What is the secret for Chimwemwe to perform well?
- 5 Do you think learners at Madzi Primary School like mathematics? Support your answer.

## **Exercise A** Write the plural forms of the words below.

### **Example**

bakery - bakeries

- 1 ball
- 2 girl
- 3 body
- 4 book
- 5 battery

## **Exercise B** Complete the sentences using adverbs formed from the words in the brackets.

### **Example**

You should read \_\_\_\_\_ (careful).

You should read carefully.

- 1 Tadala walked \_\_\_\_\_ (quick) to school.
- 2 Chimwemwe answered the questions \_\_\_\_\_ (loud).
- 3 They are walking \_\_\_\_\_ (slow).
- 4 Mwayi entered the room \_\_\_\_\_ (quiet).
- 5 He \_\_\_\_\_ (joyful) received his prize.

**Exercise C** Make sentences using these words.

**Example**

fertile

My garden is fertile.

- 1 vegetables
- 2 banknotes
- 3 swallow
- 4 bare
- 5 practise

**Exercise D** Revise one of your previous paragraphs by making some changes on the topic sentence and supporting points.

# UNIT 12 My other home

excited snacks mother-in-law brother-in-law  
wonderful



I was staying in Kaludzu Town with my parents. One day, my mother told me that we would visit Bondo Village, my other home. This was my father's home village. I was very excited with the news because I had never visited my other home.

On our way to the village, my mother bought two bottles of juice. One was orange and another was lemon. She also bought some snacks. I liked the orange juice because it tasted sweet. I disliked the lemon juice because it was sour.

At the village, my mother introduced me to members of the family. “Tadala, meet my mother-in-law and my father-in-law. They are your grandparents,” my mother said. I liked both of them. They were cheerful people. After that, uncle John came to greet us. “Meet John, my brother-in-law,” mother said. “Where is Mercy, my sister-in-law?” She asked. “She went to the market,” replied Uncle John.

My aunt, Mercy, came back from the market. She greeted us and gave us some of the fruits she had bought. She told me many interesting stories about the village. Later, we went to draw water from the borehole. It was far from the house. When we got the water, my aunt helped me carry the bucket. She was very loving.

I did not want to go back to town. I really liked Bondo Village, my other home. It was a wonderful visit.

### Answer the questions.

- 1 What two things did Tadala’s mother buy?
- 2 Why did Tadala like her grandparents?
- 3 Where was aunt Mercy when Tadala and her mother arrived?
- 4 Why did aunt Mercy help Tadala in carrying the bucket?
- 5 Do you think Tadala would like to visit Bondo Village again? Support your answer.

## **Exercise A** Make sentences from this table.

### **Example**

He likes mango juice because it tastes sweet.

		lemon juice	because it can make you dirty.
She	likes	orange juice	because she wants to become an accountant.
He	dislikes	mango juice	because it tastes sweet.
		playing with muddy water	because it disturbs the class.
		making noise in class	
		mathematics	because it is sour.

## **Exercise B** Complete the sentences using these adjectives.

**cheerful**  
**wasteful**

**powerful**  
**helpful**

**joyful**  
**beautiful**

### **Example**

Lion is a \_\_\_\_\_ animal.

Lion is a powerful animal.

- 1 Take care of your food. Do not be a \_\_\_\_\_ child.
- 2 James helps me when I have problems. He is a \_\_\_\_\_ friend.
- 3 Leopards have \_\_\_\_\_ fur.
- 4 Many people danced at the wedding. It was a \_\_\_\_\_ event.
- 5 I like visiting my grandmother because she is very \_\_\_\_\_ to me.

**Exercise C** Make sentences using these adjectives.

**Example**

cheerful

Our village has cheerful people.

- 1 colourful
- 2 wonderful
- 3 playful
- 4 careful
- 5 powerful

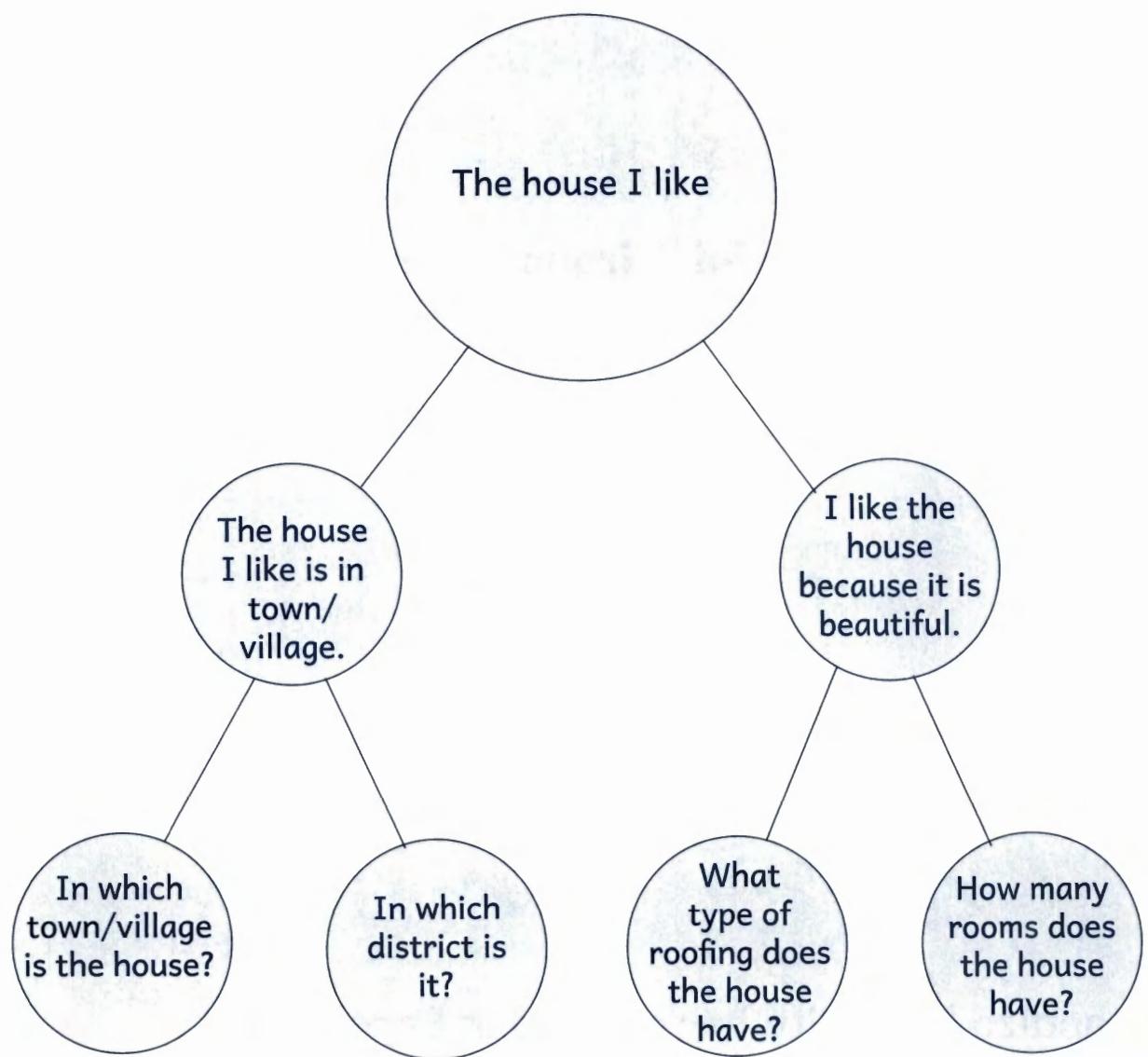
**Exercise D** Match the words in column A with words of similar meanings in column B.

**Example**

taste - flavour

Column A	Column B
taste	trip
bucket	residence
excited	prefer
journey	pail
home	flavour
like	happy

**Exercise E** Plan and write a composition with two paragraphs on “The house I like” using the guidelines in the circles.



# **UNIT 13 Thandizo's school uniform**

**obedient      beautiful      irons      hanger      mend**



Thandizo lives with her parents in Engelengeni Village. She is an obedient girl. She respects her parents and teachers. Thandizo is in Standard 4. She goes to Kalowe Primary School. The school has beautiful uniform.

At Kalowe Primary School, boys wear grey shorts and blue shirts. Girls wear grey jem dresses and blue blouses. Learners look smart when they are in their school uniform.

Thandizo has two sets of uniform. The uniform fits her very well. She likes wearing clean uniform. Thandizo makes sure that she washes it after coming back from school. When the uniform is dry, she irons and puts it on a hanger. When the uniform is torn, Thandizo asks her mother to mend it.

Many teachers and parents like Thandizo's school uniform because it is always clean. They would like their daughters to wear clean uniform like Thandizo's.

### Answer the questions.

- 1 Where does Thandizo live?
- 2 What does Thandizo dislike?
- 3 How does Thandizo take care of her school uniform?
- 4 Why do teachers and parents like Thandizo's school uniform?
- 5 Why does Thandizo iron her school uniform?

### Exercise A Write the sentences about how we take care of clothes in the correct order.

- 1 Last, we fold them and store them properly.
- 2 Then, we dry the clothes on the line.
- 3 First, we soak clothes in clean soapy water.
- 4 After that, we wash and rinse them.
- 5 Thereafter, we press the clothes with an iron.

## **Exercise B** Pair words of opposite meanings from this list.

**disagree**   **disallow**   **respect**   **connect**  
**agree**   **disobedient**   **dislike**   **allow**  
**like**   **disrespect**   **disconnect**   **obedient**

<b>Example</b>	<b>Word</b>	<b>Opposite</b>
	agree	disagree

## **Exercise C** Complete these sentences using the given words.

**disconnect**   **disobedient**   **disallowed**   **dislike**  
**disappeared**   **disagree**

### **Example**

The thieves \_\_\_\_\_ when the police came.

The thieves disappeared when the police came.

- 1 I \_\_\_ with what John is saying.
- 2 The referee \_\_\_ our goal.
- 3 I \_\_\_ making noise in class.
- 4 The boys were \_\_\_ to the teachers at school.
- 5 They will \_\_\_ water if you do not pay the bill.

**Exercise D** Complete these sentences using the given words.

**obedient**   **dirty**   **pressing**   **hanger**   **mending**

**Example**

Not clean means \_\_\_\_.

Not clean means dirty.

- 1 We put our clothes on a \_\_\_\_.
- 2 A person who does what she or he has been told is \_\_\_\_.
- 3 Sewing torn parts is \_\_\_\_.
- 4 Ironing clothes is also called \_\_\_\_.

**Exercise E** Plan and write a composition on “Taking care of clothes” using the guiding question and the boxes.

How do you take care of your clothes?

Firstly, \_\_\_\_\_

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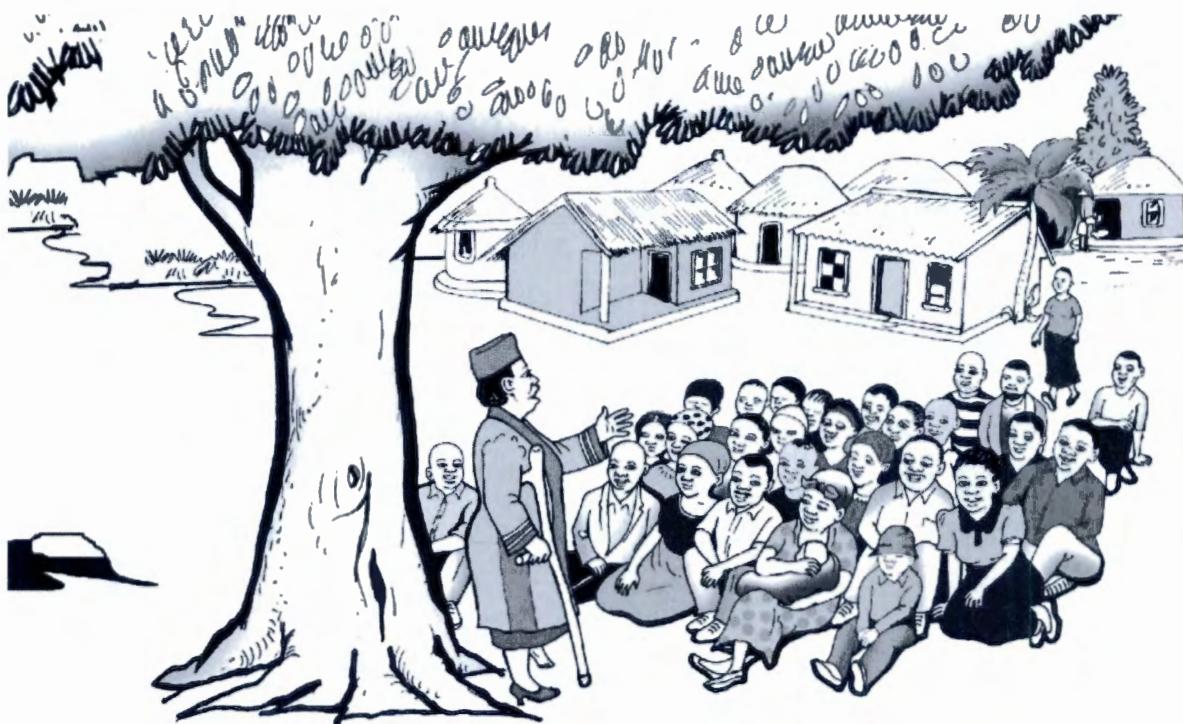
Secondly, \_\_\_\_\_

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# UNIT 14 The wise chief

wisdom    rights    servant    forced    cruel



Chief Chembe was a wise leader in her village. She was well known for her wisdom. She liked protecting the rights of children. She also wanted them to become educated.

However, many children in her area were not going to school. Some parents sent them to work in their gardens or on their farms. Some of the children worked as house servants at the nearby trading centre. Other parents forced their children into early marriages. This made Chief Chembe sad.

One day, she called for a meeting with parents. “Ladies and gentlemen, why do you not send your children to school?” she asked. One woman stood up and said, “My children don’t go to school because the teachers are cruel. They punish them during class time.” Chief Chembe stood up and said, “I will meet all teachers in this community. Teachers should not punish learners during class time. Teachers and parents need to respect the rights of children.”

She advised parents to send their children to school. She said that children have right to education.

“Anyone who stops a child from going to school will be taken to a court of law,” she warned. She also advised parents to stop sending children to work for money.

### **Answer the questions.**

- 1 What was the name of the chief?
- 2 What was the main problem in Chief Chembe’s village?
- 3 What reason did parents give for not sending children to school?
- 4 Do you think sending parents to court would solve the problem in Chembe village? Support your answer.
- 5 If you were a chief of the village, how would you solve the problem of punishment at this school?

## **Exercise A Match the situation in column A with the advice in column B.**

	<b>Column A</b>	<b>Column B</b>
	<b>Example</b> learners who make noise in class	You should not make noise in class.
1	learners who make noise in class	You should not run away from school.
2	children who run away from school	You should not fight each other at school.
3	children who do not help in house work	You should share food with others.
4	learners who fight others at school	You must come to school early.
5	learners who do not share food with others	You should not make noise in class.
6	a child who is always late to school	You should help in house work.

**Exercise B** Form abstract nouns by adding the suffix **-ness** to these words.

**Example**

fair              fairness

- |        |         |
|--------|---------|
| 1 good | 4 thick |
| 2 shy  | 5 sick  |
| 3 weak |         |

**Exercise C** Make sentences with the abstract nouns below.

**Example**

darkness

Jane was afraid of the darkness.

- 1 kindness
- 2 politeness
- 3 goodness
- 4 weakness
- 5 neatness

**Exercise D** Complete this crossword puzzle using the given clues and words. The figures in the brackets stand for the number of letters in the word.

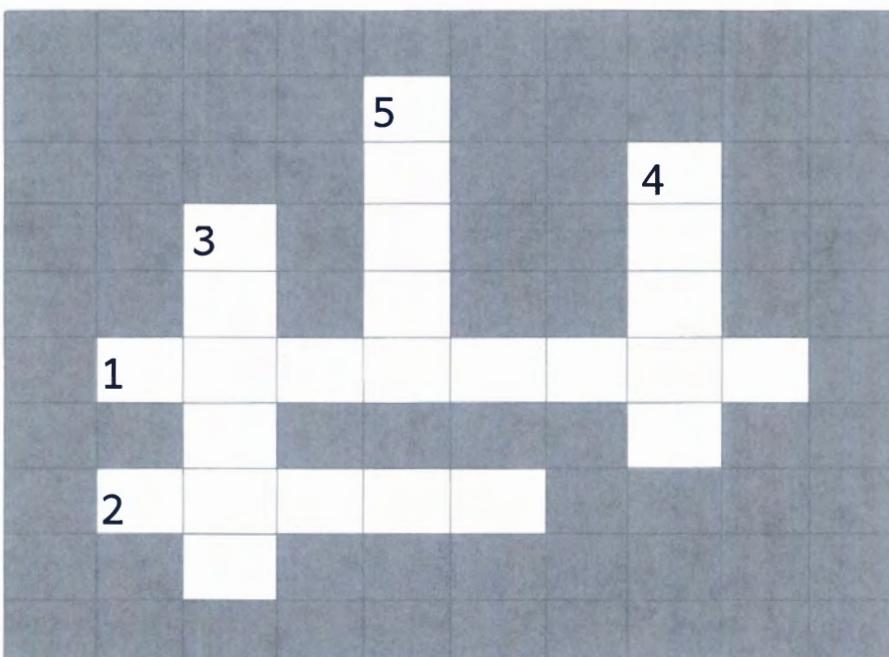
**school rights cruel chief money children  
planning**

**Across**

- 1 Young ones in a family (8)
- 2 What people use to buy things (5)

**Down**

- 3 A place where learning takes place (6)
- 4 A leader in the village (5)
- 5 Not showing mercy (5)



**Exercise E** Plan and write a composition on “Ways of reducing absenteeism” using the guiding question and boxes.

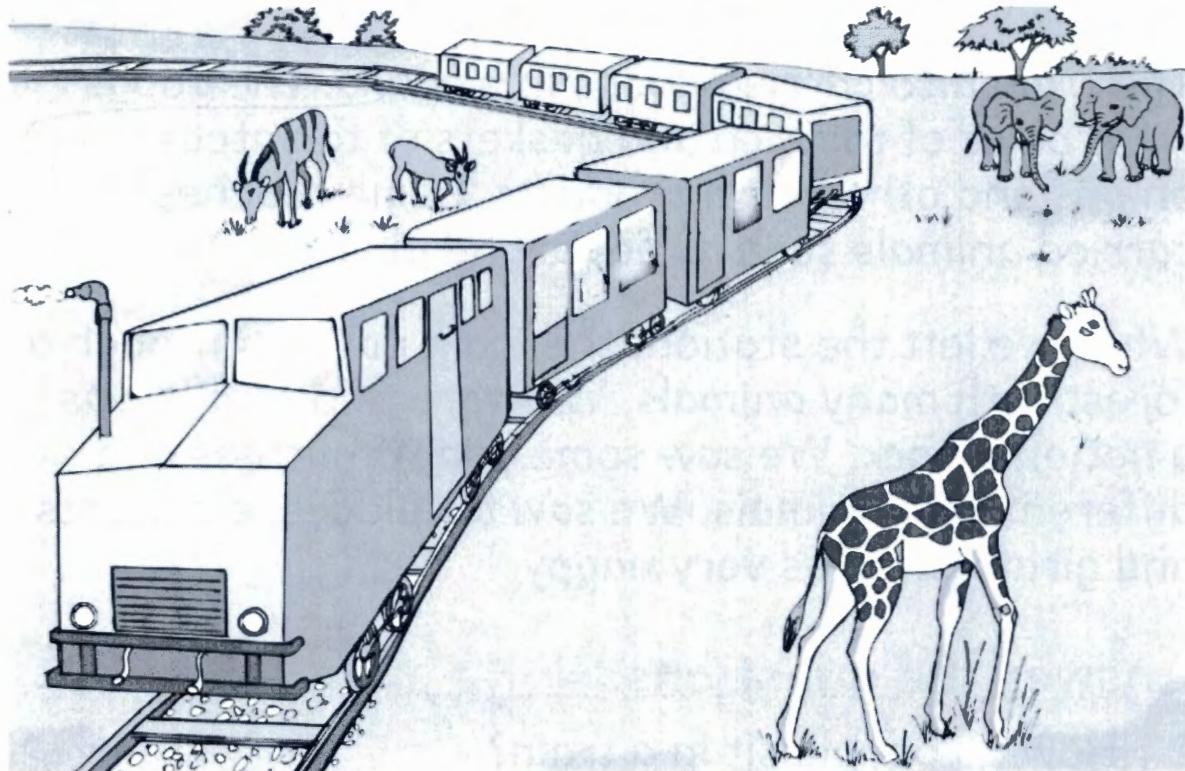
What should be done to reduce absenteeism in schools?

Firstly, parents should \_\_\_\_\_

Secondly, teachers should \_\_\_\_\_

# UNIT 15 The train ride

organised   coaches   rails   station



The wildlife club at our school organised a trip during one summer holiday. The trip was by train. We travelled by train so that we could see as many things as possible.

I had never travelled by train before. I was so excited. A train is different from a bus or a car. It has many coaches joined together. The seats in a train face each other. The train moves on rails and makes a lot of noise as it moves. We all boarded

the train and it started off. At every railway station, some people got off while others got on. At one railway station, the train stopped for a long time. Our teacher told us that it was waiting for another train to pass.

The train also carried goods in wagons. The goods were bales of tobacco and baskets of tomatoes, onions and other farm products. Some coaches carried animals such as goats and pigs.

When we left the station, the train passed through a forest with many animals. We were told that it was a national park. We saw some beautiful trees and different wild animals. We saw antelopes, elephants and giraffes. I was very happy.

### **Answer the questions.**

- 1 How do people sit in a train?
- 2 Why did the train take a long time at one of the railway stations?
- 3 What animals did they see on their trip?
- 4 Where do you think the goods were taken to?
- 5 Suggest why the wildlife club organised the trip.

## **Exercise A** Complete these sentences by choosing the correct words from the brackets.

### **Example**

Jane prefers travelling by bus to travelling by train because it is \_\_\_\_\_. (slow/fast)

Jane prefers travelling by bus to travelling by train because it is fast.

- 1 Some people do not like travelling by aeroplane because it is \_\_\_\_\_. (cheap/expensive)
- 2 Some people prefer travelling by bus to travelling by lorry during rain season because it is \_\_\_\_\_. (safe/unsafe)
- 3 We preferred to travel by train because it was \_\_\_\_\_. (fun/boring)
- 4 People prefer buying a bicycle to buying a car because it is \_\_\_\_\_. (cheap/expensive)
- 5 Many people in the villages travel by bicycles because they are \_\_\_\_\_ to get. (difficult/easy)

## **Exercise B Underline the articles in these sentences.**

### **Example**

The moon shines at night.

The moon shines at night.

An article  
is a word  
used with a  
noun.

- 1 A train is a cheap mode of transport.
- 2 The sun rises in the morning.
- 3 I saw an elephant at the National Park.
- 4 I like eating an egg for breakfast.
- 5 It is good to keep money in a bank.

## **Exercise C Complete this paragraph using the articles a, an and the.**

Our class went on \_\_\_\_\_ trip. \_\_\_\_\_ trip was organised by our teacher. We went to one of the zoos in Lilongwe. At \_\_\_\_\_ zoo, we saw many things. We saw \_\_\_\_\_ eagle in her cage. We also saw \_\_\_\_\_ python.

## **Exercise D Complete these sentences with the given words.**

**coaches   national park   rails   organised   joined  
wagons**

### **Example**

A train moves on \_\_\_\_.

A train moves on rails.

- 1 \_\_\_\_ are used to carry animals and goods.
- 2 The trip was exciting because it was well \_\_\_\_.
- 3 In a train, passengers ride in \_\_\_\_.
- 4 Coaches are \_\_\_\_ together by chains.
- 5 A \_\_\_\_ is a place where wild animals are kept.

**Exercise E** Plan and write a composition on “Travelling by bus” using the guiding question and boxes.

Why do many people like travelling by bus?

Many people like travelling by bus because

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Another reason is that

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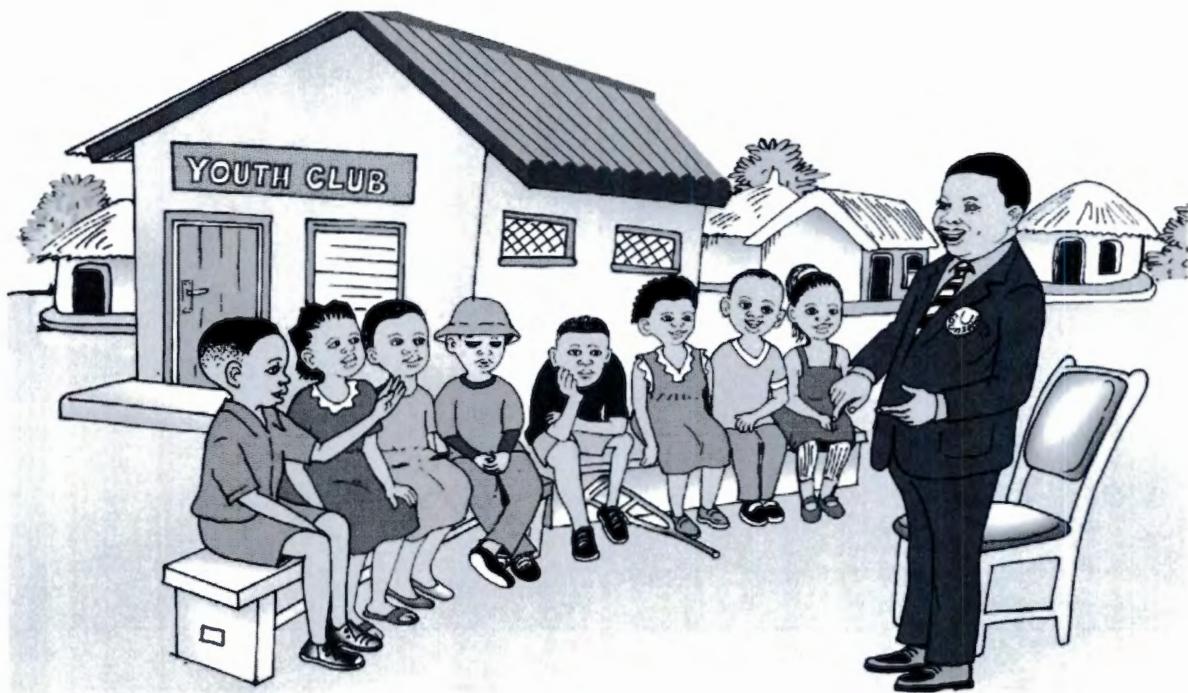
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# **UNIT 16 Meeting with the counsellor**

**counsellor  
disbelief**

**matters  
develop**

**damage**



Mr Mwalilino is a youth counsellor for Bowe Zone. Each village in the zone has a youth centre. This is where young people meet to discuss different matters. He meets the youth at the youth centres.

One day, Mr Mwalilino visited Kalikongwe Youth Centre. Many boys and girls came to the meeting. He spoke on many things. He said, “Don’t smoke and don’t drink beer.” Chikondi raised his hand.

“Why should we not smoke?” He asked. “Smoking is dangerous. It can damage your lungs and you may die,” Mr Mwalilino explained.

We looked at one another in disbelief. There were some youths in the meeting who smoked. We learnt that our friends were putting their lives in danger by smoking.

“You must also work hard in school,” Mr Mwalilino continued. “We need people who can read and write to develop our country.” After his speech, we asked him many questions about our health. Others asked what they should do to live a happy life. At the end, we asked the counsellor to visit us again.

### Answer the questions.

- 1 Where do the youth meet in Bowe Zone?
- 2 What two things did the counsellor advise the youth not to do?
- 3 Why did Mr Mwalilino advise the students to work hard in school?
- 4 Why did the youth ask the counsellor to visit them again?
- 5 If you were the counsellor, what other advice would you give the youth?

**Exercise A** Form adjectives by adding the suffix **-less** to the given nouns.

**Example**

fruit                      fruitless

- 1 job
- 2 hope
- 3 care
- 4 help
- 5 use

**Exercise B** Complete the sentences by changing the words in brackets into adjectives with the suffix **-less**.

**Example**

Do not be \_\_\_\_\_ (care) with your money.

Do not be careless with your money.

- 1 The football match ended in a \_\_\_\_\_ (goal) draw.
- 2 This chicken is \_\_\_\_\_ (life).
- 3 The children were \_\_\_\_\_ (help) in the rain.
- 4 The fun in the game is \_\_\_\_\_ (end).
- 5 My car battery is \_\_\_\_\_ (power).

**Exercise C** Choose the opposites of the given words from this list.

**dislike after disbelief stop sad**

**Example**

**Word**

start

**Opposite**

finish

- 1 happy
- 2 like
- 3 before
- 4 continue
- 5 belief

**Exercise D** Plan and write a composition on “Giving advice” using the guiding question and boxes.

What pieces of advice can you give your friends who misbehave at school?

Firstly, \_\_\_\_\_

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Secondly, \_\_\_\_\_

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# **UNIT 17 Let's do it again**

## **Why Zebra is beautiful**

**wonderful    cruel    obedient    organised    wisdom**



Many years ago, there was a beautiful bird. Her name was Peacock. She was a wonderful bird. She had beautiful feathers. The feathers had yellow and blue spots. Her children were beautiful too. Many animals admired them.

In those days, there was also Zebra. Zebra was not as beautiful as she is nowadays. Her children too were not beautiful. They had very dull colours. Many animals were cruel to Zebra and her children. They laughed at them. Zebra decided to go to Peacock to ask for some medicine to make her family beautiful.

When Zebra arrived at Peacock's house, she was afraid. "Don't be afraid," Zebra said to Peacock. "I'm not here to harm you, but to ask for your help," she explained.

"Help! What help can I give you?" Peacock asked her. "I would like you to make me beautiful," explained Zebra.

"Oh! Is that what you want? I will help you if you protect my family from other animals." Zebra was very obedient to Peacock. She protected Peacock and her children from other animals. After some days, Peacock took Zebra to the middle of the forest and painted her. Zebra became very beautiful.

"Take this medicine and paint your children as well," Peacock told Zebra. "They will look very beautiful too."

Zebra painted her children. This is why all Zebras look very beautiful nowadays. Zebra thanked Peacock for her help.

## **Answer the questions.**

- 1 What did Peacock do to make Zebra beautiful?
- 2 Why did other animals laugh at Zebra and her children?
- 3 Where did Peacock take Zebra?
- 4 Suggest why Peacock was afraid when she saw Zebra.
- 5 What lesson have you learnt from this story?

## **Exercise A Underline abstract nouns in these sentences.**

### **Example**

Singing brings happiness.

Singing brings happiness.

- 1 Kneeling before elders shows politeness.
- 2 Mary was praised for her neatness.
- 3 The old lady thanked Peter for his kindness.
- 4 The thickness of this cake is good.
- 5 Playing in the rain can cause sickness.

## **Exercise B Complete the sentences using these articles a, an and the.**

### **Example**

Our house is near \_\_\_\_ river.

Our house is near the river.

- 1 Chisomo is on \_\_\_\_ journey to Mzuzu.
- 2 There is \_\_\_\_ egg in the basket.
- 3 Mwayi is driving \_\_\_\_ car.
- 4 \_\_\_\_ birds are in their nests.
- 5 I saw \_\_\_\_ eagle near our school.

**Exercise C** Choose the opposites of these words from the list.

**ugly              unsafe              harmless              happy**  
**bright              unfaithful**

**Example**

<b>Word</b>	<b>Opposite</b>
sad	happy

- 1 faithful
- 2 dull
- 3 harmful
- 4 beautiful
- 5 safe

**Exercise D** Revise one of your previous compositions by making some changes on the topic sentence and supporting points.

# UNIT 18 General cleaning

mop      cobwebs      slash      rubbish      repair



Wednesday is a general cleaning day at Kamwayi Primary School. On this day, each class is given some work to do. Today is Wednesday and we are at the assembly. The headteacher, Mrs Ngwira, is showing us areas where each class is going to work.

“Standards 1 and 2, sweep around the school. You must also water the flower beds,” the Headteacher says.

“Standards 3 and 4, mop the classrooms,” she tells us. We are given mops with wooden handles.

“Remove cobwebs and all dirt. You should also arrange the desks and chairs,” she adds.

“Where are the Standards 5 and 6 learners?” Mrs Ngwira asks. “We are here!” They all raise their hands. “Alright! Slash the grass around the school,” she tells them. “Make sure that you throw the grass in the rubbish pits. The slashed grass will be used as manure,” she concludes.

Standards 7 and 8 learners are told to feed the school chickens. Some of them are asked to repair some broken school furniture such as desks, benches and chairs.

Leaders are chosen to make sure that the work is done. Our school is doing well in general cleaning. It is the cleanest school in Chikwana Zone. Last year, we won the prize for cleanliness in our zone. We received three balls and a radio.

### Answer the questions.

- 1 Who is the headteacher for Kamwayi school?
- 2 What activities were done by learners during general cleaning?
- 3 What was the role of leaders during general cleaning?
- 4 What do you think the manure is used for?
- 5 Is general cleaning important? Support your answer.

## Exercise A Complete these sentences with the given words.

pail    rake    broom    slasher    hoe    mop

### Example

A \_\_\_ is used for gathering rubbish.

A rake is used for gathering rubbish.

- 1 Water is easily carried in a \_\_\_.
- 2 People use a \_\_\_ to cut grass short.
- 3 Clearing of grass around homes is done with a \_\_\_.
- 4 My mother uses a \_\_\_ to clean the floor.
- 5 A \_\_\_ is used for sweeping around the house.

## Exercise B Complete these sentences using past participles formed from the verbs in the brackets.

### Example

She has a \_\_\_\_\_ (break) pot.

She has a broken pot.

A participle is a verb that is used as an adjective.

- 1 The \_\_\_\_\_ (fall) tree has broken the window.
- 2 The teacher marked the \_\_\_\_\_ (write) work.
- 3 She swallowed a \_\_\_\_\_ (rot) tomato.
- 4 The \_\_\_\_\_ (steal) jacket was found.
- 5 The \_\_\_\_\_ (beat) dog ran away.

**Exercise C** Find words from the story that have similar meanings with these words.

**Example**

waste - rubbish

- 1 cut
- 2 mend
- 3 clean
- 4 complete
- 5 got

**Exercise D** Plan and write a composition on “Ways of keeping the school clean” using the guiding question and boxes.

How do you keep the school clean?

Firstly, we keep our school ground clean by \_\_\_\_\_

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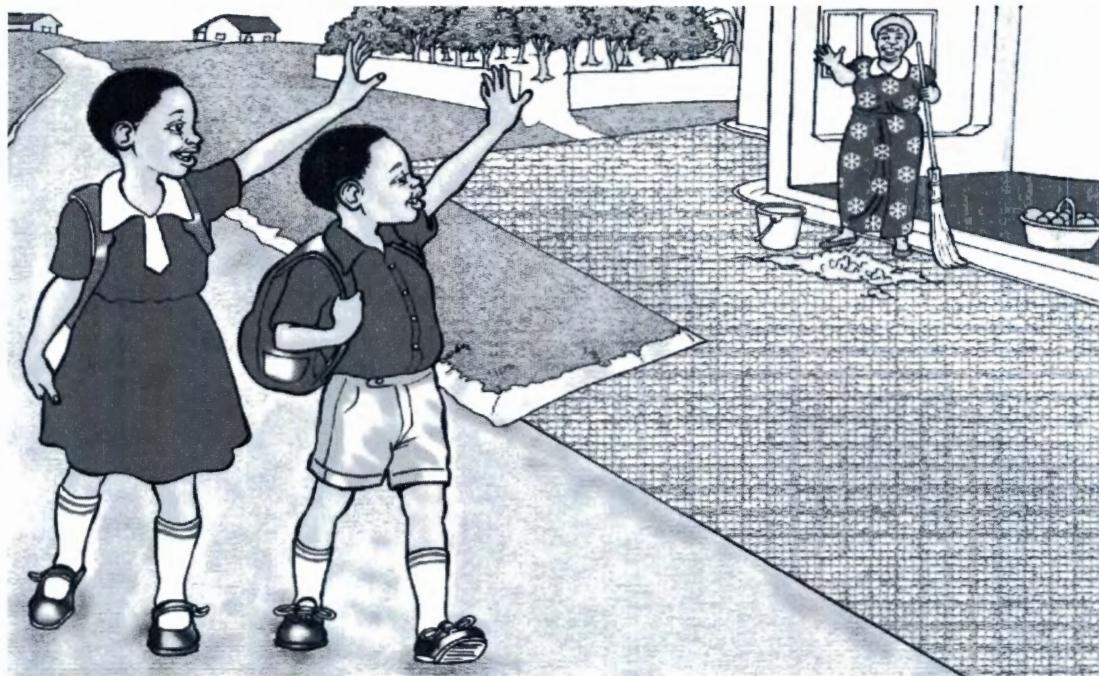
Secondly, we keep our classrooms clean by \_\_\_\_\_

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# UNIT 19 The good woman

orchard      weak      pale      crushed      soaked



Mrs Njiragoma is a good old woman. She lives in Kamwendo Village. Her house is near the road. Behind it, there is an orchard where she grows oranges, guavas, avocado pears, pawpaws and bananas. She has a garden in which she grows different crops. Mrs Njiragoma also keeps bees.

Many children pass by her house on their way to school. Every morning, the children find Mrs Njiragoma sweeping around her house. She greets and waves at them. Sometimes she gives them some cassava or fruits. She is a good woman.

One of the children who passes by Mrs Njiragoma's house is Benson. He is in Standard 4. Benson looks weak and unhappy. Most of the times, he arrives at school very late.

One day, Mrs Njiragoma saw Benson lying along the road. She took him to his parents. Mrs Njiragoma told them that Benson might have inadequate blood.

Mrs Njiragoma went into her orchard with Benson's mother and picked fresh leaves from an avocado pear tree. They boiled the leaves in one litre of water. Mrs Njiragoma gave Benson's mother the water and some honey for him to drink three times a day. She also explained that crushed avocado pear seed soaked in water is also helpful to people who do not have enough blood.

After a week, Benson felt better. He went back to school. His parents thanked Mrs Njiragoma for helping him.

### Answer the questions.

- 1 Mention two fruits that Mrs Njiragoma grows in her orchard.
- 2 Why was Benson looking pale?
- 3 How did Mrs Njiragoma help Benson?
- 4 If you were Mrs Njiragoma, what would you do to Benson?
- 5 Is Mrs Njiragoma a good woman? Support your answer.

## **Exercise A** Complete the sentences with these words.

**food    sale    hens    cows    goats    transport**

### **Example**

People in my area grow maize for \_\_\_\_.

People in my area grow maize for food.

- 1 Many people grow cotton for \_\_\_\_.
- 2 We keep \_\_\_\_ for eggs.
- 3 Farmers raise \_\_\_\_ for milk.
- 4 Some farmers keep \_\_\_\_ for meat.
- 5 People in our village keep donkeys for \_\_\_\_.

## **Exercise B** Change the underlined verbs from simple present to simple past tense in these sentences.

### **Example**

She lives in Kamwendo Village.

She lived in Kamwendo Village.

- 1 Mrs Njiragoma greets the children.
- 2 Benson looks weak and unhappy.
- 3 The children pass by Mrs Njiragoma's house.
- 4 He picks fresh leaves for medicine.
- 5 They boil the leaves.

## **Exercise C** Make sentences using these words in simple past tense.

### **Example**

thank

Benson thanked his mother for the pen.

- 1 suffer
- 2 explain
- 3 arrive
- 4 help
- 5 crush

## Exercise D

Complete the crossword puzzle using the clues and words provided. The figure in the brackets stands for the number of letters in the word.

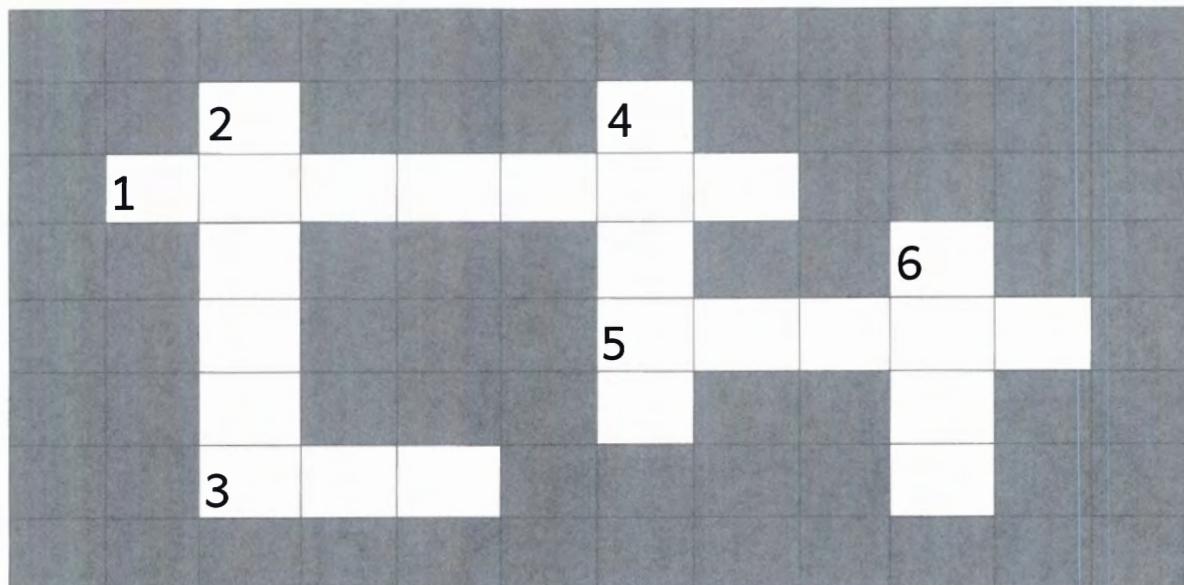
**fruits**   **sad**   **orchard**   **day**   **mangoes**   **tick**  
**crush**   **sweep**   **lemons**   **bees**

### Across

- 1 A garden of fruit trees (7)
- 3 The opposite of happy (3)
- 5 To remove dirt or dust with a broom (5)

### Down

- 2 Apples, bananas and oranges are examples of (6)
- 4 To break something into small pieces (5)
- 6 Insects that produce honey (4)



**Exercise E** Plan and write a composition on “Food we eat at home” using the guiding question and boxes.

What food do we eat at home?

Firstly, we eat \_\_\_\_\_

Secondly, we eat \_\_\_\_\_

# UNIT 20 The sports day

**relay race    sack race    participate    cheered  
ahead**



Every year, we have a sports day in our zone. Different sporting activities are performed during this day. Some of the sporting activities are high jump, relay race, cross country and sack race. All schools in the zone participate in the activities. Prizes are given to winners in each activity.

This year, the sporting activities took place at Mpama Community Ground. I was well prepared. I trained everyday by running around our school football ground. I also ate good meals to keep my body strong. Five learners represented their school in each activity. I represented my school in cross-country. Thirty learners took part in this race. We ran a distance of five kilometres.

When the whistle blew, we started running. At first, I was in the middle of the runners. After a while, I was in third position. My schoolmates stood along the road as we ran towards the finish line. As soon as they saw me, they shouted my name, “Tawina! Tawina!” Learners from the other schools also cheered their runners’ names. My schoolmates’ shouts were the loudest. I ran faster than everybody. I overtook a runner ahead of me and won the race. I received a bicycle.

### Answer the questions.

- 1 Mention any three sporting activities that took place on the sports day.
- 2 How did Tawina prepare herself to win the race?
- 3 How many learners took part in the cross country race?
- 4 What do you think Tawina used the bicycle for?
- 5 Do you think Tawina’s headteacher was happy with her winning the race? Support your answer.

## **Exercise A** Complete these sentences by expressing likes or dislikes.

### **Example**

I \_\_\_\_ high jump because it is a wonderful game.

I like high jump because it is a wonderful game.

- 1 I \_\_\_\_ volleyball because it is fun.
- 2 I \_\_\_\_ football because I get tired easily.
- 3 He \_\_\_\_ sack race because it is difficult to perform.
- 4 Carlo \_\_\_\_ netball because it is an interesting game.
- 5 I \_\_\_\_ cross-country because it requires a lot of energy.

## **Exercise B** Form comparatives and superlatives using these words.

### **Example**

<b>Word</b>	<b>Comparatives</b>	<b>Superlatives</b>
loud	louder	loudest

- 1 fast
- 2 short
- 3 tall
- 4 small

- 5 long
- 6 weak

**Exercise C** Complete these sentences using the comparative or superlative form of the words in the brackets.

**Example**

Yankho is \_\_\_\_ (wise) than Peter.

Yankho is wiser than Peter.

- 1 Maria is the \_\_\_\_ (tall) girl in Standard 4.
- 2 The \_\_\_\_ (long) river in Malawi is Shire.
- 3 My bag is \_\_\_\_ (small) than yours.
- 4 My pen is the \_\_\_\_ (cheap).
- 5 Mangoes are \_\_\_\_ (sweet) than guavas.

**Exercise D** Choose words that have similar meanings to those given in this list.

**present**    **begin**    **finish**    **centre**    **position**  
**meal**

## **Example**

<b>Word</b>	<b>Similar meaning</b>
-------------	------------------------

place	position
-------	----------

- 1 food
- 2 gift
- 3 start
- 4 middle
- 5 end

**Exercise E** Plan and write a composition on “Preparing for a sports competition” using the guiding question and boxes.

How do you prepare for sports competition?

Firstly, I \_\_\_\_\_

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Secondly, I \_\_\_\_\_

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# UNIT 21 The last day at school

received      grades      improve      performance  
congratulations



## Scene 1

*Tadala and Kondwani go to Chidandala School. They meet their friend, Chimwemwe, at the playground and talk about end of term three results.*

**Kondwani**

Hello Chimwemwe! How are you?  
*(shaking hands)*

**Chimwemwe**

I am fine.

- Tadala** Today is the last day of the term.  
There are a few hours to go.
- Chimwemwe** Oh! Yes, we will get our school reports shortly.
- Tadala** Chimwemwe and Kondwani, how would you feel if you failed end of year examinations? (*pointing to the friends*)
- Kondwani** I would be unhappy.
- Chimwemwe** Oh! The bell is ringing. Let's go to the assembly. Our teachers are ready. (*excitedly going to the assembly*)

## Scene 2

*Now, they have received their school reports. They have seen their grades. They are discussing the results.*

- Kondwani** May I see your school report, Tadala?
- Tadala** Yes. Look! I have done very well (*gives the school report to Kondwani*).
- Kondwani** Well done Tadala. I have also done well. You can have a look. (*showing his school report*) What about you, Chimwemwe?

**Chimwemwe**

Here is my school report!  
*(showing the school report)*  
I have not done very well in  
mathematics and life skills  
education.

**Tadala**

Don't worry Chimwemwe.  
Work hard to improve your  
performance next term.

### **Scene 3**

*The three learners now decide to go home and show their grades to their parents. They are now at home.*

**Tadala**

Mum! Mum! I have passed.  
Look at my grades. *(showing her school report)*

**Tadala's Mother**

Wow! My daughter,  
congratulations! *(Mother hugs Tadala.)*

Kondwani's parents are happy with their son's  
grades. They give him a prize.

Chimwemwe's parents advise their daughter to work  
hard next term.

### **Answer the questions.**

- 1 Where did Tadala and Kondwani meet Chimwemwe?
- 2 Why was Chimwemwe unhappy?

- 3 Why did Kondwani's parents give him a prize?
- 4 What advice would you give Tadala?
- 5 If you were Chimwemwe, what would you do after receiving your school report?

**Exercise A** Complete the sentences using these words that express feelings.

**angry    excited    sad    happy    worried  
hungry**

**Example**

The learners were \_\_\_\_\_ because their teacher was leaving.

The learners were sad because their teacher was leaving.

- 1 We will receive our test results today. We are very \_\_\_\_\_.
- 2 Our teacher was \_\_\_\_\_ because we were making noise.
- 3 We were \_\_\_\_\_ because we did not prepare well for the examination.
- 4 I wanted to eat some food because I was \_\_\_\_\_.
- 5 Tadala was \_\_\_\_\_ because she won a prize.

**Exercise B** Underline words that go together with exclamation marks in these sentences.

**Example**

Oh! I have hurt myself.

Oh! I have hurt myself.

- 1 That's wonderful! You have passed the examinations.
- 2 Wow! I have won the competition.
- 3 Mother! Jane is beating me.
- 4 Huh! Has she come?
- 5 Hurrah! We have won the game.

**Exercise C** Put exclamation marks in these sentences.

**Example**

Mother I have passed examinations.

Mother! I have passed examinations.

- 1 Wow My son, you have done a good job.
- 2 Look I have done well in life skills this term.
- 3 Oh I like your dress.
- 4 Oh no You can't do this to me.

## **Exercise D** Make sentences using these words.

### **Example**

prize

They gave me a prize.

- 1 performance
- 2 examinations
- 3 school
- 4 teachers
- 5 mathematics

## **Exercise E** Plan and write a composition on “The last day at school” using the guiding question and boxes.

What happens on the last day at school?

Before assembly, we \_\_\_\_\_

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After assembly, we \_\_\_\_\_

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# **UNIT 22 Let's do it again**

## **Madalo visits her old school**

**performed      improve      weak      repair  
participate**



Madalo was born in Msosa Village. She went to Chilimwe Primary School. She performed well in all subjects. After she had finished her primary school education, she went to Zikomo Secondary School. From there, she went to college.

Now, Madalo is working as a Community Development Assistant in Mapiri. She works with people on how to improve their areas. Some of these improvements are building new roads, schools, hospitals and markets.

One day, Madalo visited Chilimwe, her old school. She was unhappy with what she saw at the school. Some classrooms had weak walls and cracks. There were few toilets. She also noted that teachers lived in old houses which need repair. She decided to do something.

Madalo told the headteacher, Mrs Thowe, that she was a former learner at the school. She asked the headteacher to call for a meeting with parents, the ward councillor, school committee members and chiefs. During the meeting, Madalo asked them to do something for their school. The people agreed to mould bricks. The bricks would be used for building new classrooms, toilets and teachers' houses.

Madalo promised to ask some organisations to help them to buy building materials such as iron sheets, cement and timber.

### **Answer the questions.**

- 1** What is Madalo's job?
- 2** Why was Madalo unhappy when she visited her old school?

- 3 What did the people agree at the meeting?
- 4 What did Madalo promise to do for her old school?
- 5 How would the changes improve the school?

**Exercise A** Complete these sentences using comparative or superative form of the words in the brackets.

**Example**

Brian is the \_\_\_\_ (fast) runner in our class.  
Brian is the fastest runner in our class.

- 1 Zambezi River is \_\_\_\_ (long) than Shire River.
- 2 Mulanje is the \_\_\_\_ (high) mountain in Malawi.
- 3 Moving in groups is \_\_\_\_ (safe) than being alone.
- 4 Mary is \_\_\_\_ (good) than Peter in mathematics.
- 5 My car is \_\_\_\_ (much) expensive than yours.

**Exercise B** Complete these sentences using past participle formed from the verbs in the brackets.

**Example**

She has \_\_\_\_ (drive) a car.  
She has driven a car.

- 1 Frank has \_\_\_\_ (take) my ball.
- 2 The old house has \_\_\_\_ (fall).
- 3 She has \_\_\_\_ (give) me a beautiful dress.
- 4 I have \_\_\_\_ (see) him driving a car.
- 5 They have \_\_\_\_ (eat) all the food.

### Exercise C Identify the meanings of the words from the table.

#### Example

Organisation means a group of people who work together with one aim.

cracks		to change
mould		statement that one will do something
college		a group of people who work together with one aim
promise	means	lines or openings on a hard surface
develop		to make or form something using clay
organisation		school for higher learning

### Exercise D Revise one of your previous compositions by making some changes on the topic sentence and supporting points.

# UNIT 23 Our new teacher

transferred    special    eager    role model  
debate



It was a beautiful Monday morning at Nakoma Primary School. It had rained heavily the night before, but we came to school in time. We swept the school surroundings and mopped our classrooms. We were not sure if we were going to learn that day. Our Standard 4 teacher had been transferred to another school. We were unhappy.

When the bell rang, we all ran to the assembly ground. That day's assembly was special because all teachers were present. In addition to that, there was a new teacher. Every learner was eager to know

the name of the teacher and which class she would be teaching.

Soon after singing the national anthem, the headteacher addressed the assembly. He announced that the school had received a new teacher. Her name was Miss Gwadani. She would be teaching Standard 4 learners. We were happy. The teachers and other learners were happy too because she was to be the only female teacher. Miss Gwadani would be our role model.

After the assembly, we returned to our classrooms. Miss Gwadani entered the Standard 4 classroom and greeted us. She said that we should work hard. She also promised to introduce girls' football, debate and quiz clubs. Then she started teaching us English. She gave us an exercise which she marked after the lesson.

### **Answer the questions.**

- 1 Name the only female teacher at Nakoma Primary School.
- 2 Why were Standard 4 learners happy?
- 3 What piece of advice did the new teacher give to Standard 4 learners?
- 4 Why would learners like Miss Gwadani?
- 5 Do you think Miss Gwadani was happy to teach Standard 4? Support your answer.

**Exercise A** Complete the dialogue to express appreciation using these words.

**appreciate**    **thank**    **beautiful**

**Mother** Welcome Tadala, I have bought you a bag.

**Tadala** \_\_\_\_\_ you very much, mother.

**Mother** I hope you will like it.

**Tadala** It's a \_\_\_\_\_ bag. I like it, Mum. Can I help you clean the dishes?

**Mother** I \_\_\_\_\_. Come and help me. You are a wonderful daughter.

**Exercise B** Put capital letters or question marks in these sentences.

**Example**

Miss gwire is our new teacher.

Miss Gwadani is our new teacher.

- 1 Do you like Miss Gwadani
- 2 This book belongs to mphatso.
- 3 Where is the headteacher
- 4 Jane is our headgirl.
- 5 What is your name

## **Exercise C** Put commas or full stops in these sentences.

### **Example**

Tamala Anita and Vanessa are daughters of Mr Banda.

Tamala, Anita and Vanessa are daughters of Mr Banda.

- 1 Ruth likes eating vegetables fruits and legumes.
- 2 Our school has beautiful classrooms flowers and shrubs.
- 3 We learn mathematics, Chichewa and English everyday
- 4 Miss Gwire introduced girls' football, debate and quiz clubs
- 5 The Standard 4 classroom has pictures cards and charts on the walls.

## **Exercise D** Choose the opposites of the given words from this list.

**exit      unwilling      day      after      lightly**

### **Example**

<b>Word</b>	<b>Opposite</b>
-------------	-----------------

night	day
-------	-----

- 1 before
- 2 heavily
- 3 enter
- 4 eager

### Exercise E Complete the letter.

\_\_\_\_ Primary School  
Post Office Box \_\_\_\_\_

\_\_\_\_\_ 20 \_\_\_\_\_

Dear \_\_\_\_\_

I would like to tell you about my teacher. My teacher's name is \_\_\_\_\_. He/she teaches us \_\_\_\_\_ every morning. We \_\_\_\_\_ his/her lessons.  
I hope you will also tell me about \_\_\_\_ teacher.

Yours

# **UNIT 24 Keeping our bodies strong**

**energy    fitness    waste    enough    fresh**



Our bodies are important. They help us to do a lot of things. We are able to work, dance and carry things with our bodies. It is important to keep our bodies healthy and strong all the time.

There are many ways of keeping our bodies strong. One way is to eat balanced food. This is food that gives us energy, protects us from diseases and builds our bodies. Some examples of food that gives us energy are potatoes, rice, bread, sugar and oils. Those that protect us from diseases are fruits and vegetables. Eggs, fish, chicken and beans are examples of food which build our bodies.



Another way of keeping our bodies strong is through regular exercises. Exercises make our muscles strong. They also help in the flowing of blood. Exercises promote physical fitness of our bodies. Running is one of the examples of exercises.

In order to keep our bodies healthy, we need to take a lot of water. We should take about a litre of water soon after getting up. During the day, we should drink water regularly. Water helps to remove wastes and germs from our bodies.

Enough sleep is also good for our bodies. It is important to have enough sleep every night. Sleeping helps our bodies to be fresh and strong.

## **Answer the questions.**

- 1 Mention any two ways in which bodies are important.
- 2 Name any one food that gives us energy.
- 3 How are exercises important to our body?
- 4 What do you think can happen if someone does not have enough sleep?
- 5 What can happen to someone who does not eat balanced food?

**Exercise A** Write sentences by matching the items in column A with those in column B.

### **Example**

Sleep makes our bodies strong and fresh.

	<b>Column A</b>	<b>Column B</b>
1	We can keep our bodies strong	removes wastes and germs.
2	We can care for our teeth	fresh and strong.
3	Drinking water regularly	by eating vegetables.
4	Our bodies can be protected from diseases	by brushing them.
5	Sleep makes our bodies	by doing physical exercises.

## Exercise B Complete these sentences using the words in the brackets by adding -ing to the words.

### Example

We are going \_\_\_\_\_ (swim) at the lake.

We are going swimming at the lake.

- 1 Tadala likes \_\_\_\_\_ (walk).
- 2 \_\_\_\_\_ (cook) is not easy.
- 3 I like \_\_\_\_\_ (eat).
- 4 \_\_\_\_\_ (drink) water is good for health.
- 5 Children enjoy \_\_\_\_\_ (run).

## Exercise C Write sentences using these gerunds.

### Example

pounding

Joyce likes pounding maize.

- 1 cycling
- 2 walking
- 3 dancing
- 4 running
- 5 sleeping

A gerund is a word formed from a verb ending in -ing form and is used as a noun.

## Exercise D

Complete the crossword puzzle using the clues and words provided. The figure in brackets stands for the number of letters in each word.

**importance**  
**water**

**sleeping**  
**vegetables**

**bread**  
**running**

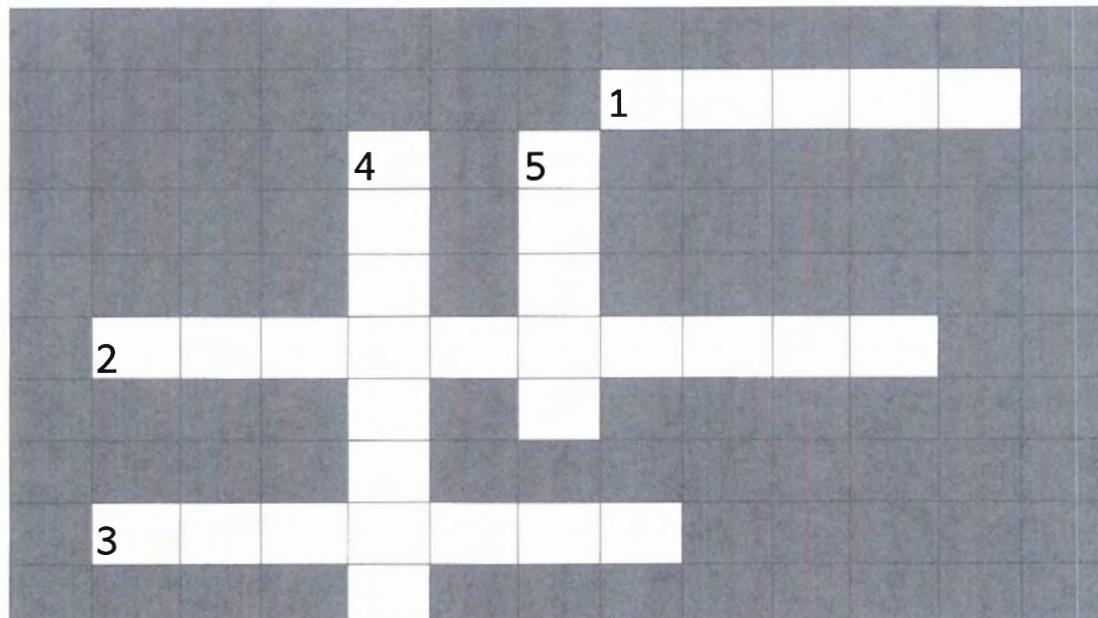
**potatoes**  
**fitness**

### Across

- 1 Removes wastes and germs from the body (5)
- 2 Protects the body from diseases (10)
- 3 An example of physical exercises (7)

### Down

- 4 Refreshes the body (8)
- 5 Energy giving food (5)



## **Exercise E**

**Copy and complete the letter  
to your friend. Tell him/her  
the ways of keeping our body  
strong.**

\_\_\_\_\_ Primary School  
Post Office Box \_\_\_\_\_

\_\_\_\_\_ 20 \_\_\_\_\_

Dear \_\_\_\_\_

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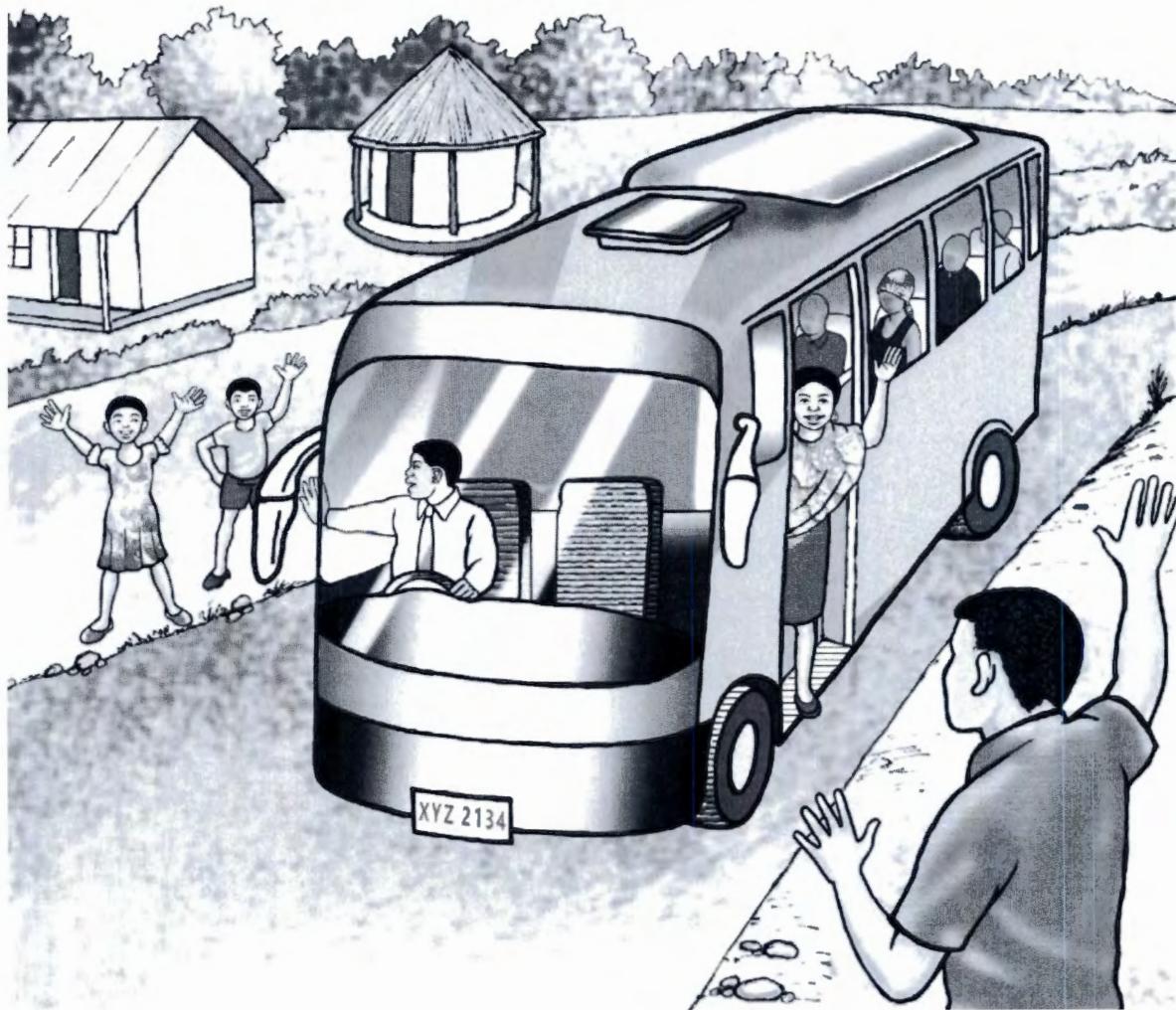
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Your friend

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# UNIT 25 The bus driver

checks    hire    passenger    splash    pedestrian



There is a bus driver in Ching'amba Village. His name is Malinga. He drives one of Mrs Chuma's buses. Mrs Chuma has many buses and drivers. Malinga is different from the other drivers. He is a good driver.

Malinga is a very careful driver. He checks if there is enough water, oil and fuel in the bus everyday. He makes sure that brakes and the horn are working. He is also careful on the road. He drives slowly when passing through busy trading centres.

Malinga also likes children. When the children are waving at him, he waves back. Some drivers do not. He tells the children not to play on the road.

Many parents hire him to take their children to see different places. Some children say that when they grow up, they will be drivers and drive like Malinga.

Malinga is a kind driver. He helps passengers who have problems. He waits for people bidding farewell to each other. Malinga is also a polite driver. He does not splash rain water or mud on pedestrians. Some drivers do not care about people who walk along the road. They just splash dust and rain water on people.

Mrs Chuma is proud of Malinga. She made him head of the other drivers. They listen to him and respect him too. Malinga comes back in time to collect money from all the drivers everyday. He gives the money to Mrs Chuma. Mr Malinga is really a good driver.

## Answer the questions.

- 1 What does Malinga do when children wave at him?
- 2 What does Mr Malinga do for passengers?
- 3 Why is Mrs Chuma proud of Mr Malinga?
- 4 Was Malinga happy to be the headdriver?  
Support your answer.
- 5 If you were Mrs Chuma, what would you do for Malinga?

**Exercise A** Complete the dialogue using these bidding farewell expressions.

thank again bye nice meet

**Tiyamike** Good \_\_\_\_\_, James

**James** Bye bye, Tiyamike. \_\_\_\_ you for visiting us.

**Tiyamike** See you \_\_\_\_, James.

**James** We shall \_\_\_\_ again. Have a \_\_\_\_ journey.

## Exercise B Complete these sentences using common nouns with the suffix -er.

A common noun is a name which is not specific to a person, place or thing.

### Example

A person who makes announcements is an \_\_\_\_\_.

A person who makes announcements is an announcer.

- 1 A person who teaches is a \_\_\_\_\_.
- 2 A person who drives is a \_\_\_\_\_.
- 3 A person who plays games is a \_\_\_\_\_.
- 4 A person who farms is a \_\_\_\_\_.
- 5 A person who sells goods is a \_\_\_\_\_.

## Exercise C Make sentences with these common nouns.

### Example

driver

Malinga is a good driver.

- 1 cleaner
- 2 buyer
- 3 carpenter
- 4 passenger
- 5 painter

## **Exercise D** Complete this paragraph using these words.

**waves    splash    horn    passengers    brakes  
pedestrians**

Malinga is a good driver. He checks if the \_\_\_\_\_ and \_\_\_\_\_ are working before leaving. He is kind to \_\_\_\_\_ when they need help. Malinga \_\_\_\_\_ back at children walking along the road. He does not \_\_\_\_\_ rain water on pedestrians. Other drivers splash rain water on \_\_\_\_\_.

## **Exercise E** Plan and write a composition of two paragraphs on “Bus drivers” using the guiding questions in the circles.

What things do  
good bus drivers  
do?

What things do  
bad bus drivers  
do?

# UNIT 26 Chisomo and his friends

area worried reminded belongings bought



Chisomo had two friends, Masauko and Lucy. They lived in the same area and went to the same school. They always played together.

One day, Masauko lost his exercise book. He was very worried. He cried. He was afraid of his parents. He did not want them to know that he had lost the exercise book. His parents always reminded him to take care of his belongings.

“Why are you crying Masauko?” Chisomo asked. “I have lost my exercise book,” Masauko replied. “Stop crying,” Chisomo told him. Lucy said, “Do not worry. I have some money.” “What can we do with the little money?” Masauko asked. “We can buy pieces of wire to make toy cars,” Lucy answered. The three children used Lucy’s money to buy some pieces of wire. They made two toy cars.

They tried to sell the cars, but no one bought them. It was getting dark and Masauko became worried. Lucy told Chisomo and Masauko to try selling the toy cars to her mother. They showed Lucy’s mother the two beautiful toy cars. Lucy’s mother liked them. She bought them at K1 000.00 each. Lucy, Chisomo and Masauko were happy. They bought a new exercise book for Masauko at K60.00 and paid back Lucy’s K500.00. They remained with K440.00 and kept it to buy more pieces of wire.

### Answer the questions.

- 1 What did Chisomo and his friends always do together?
- 2 What made Chisomo cry?
- 3 How much money did Lucy have?
- 4 Who bought the toy car?
- 5 Did Chisomo and his friends make any profit?  
Support your answer.

## **Exercise A** Complete this dialogue.

- Thoko** Come and buy \_\_\_\_\_ from me.
- Tiya** For how \_\_\_\_\_ are you selling it?
- Thoko** It is going at \_\_\_\_\_.
- Tiya** Give me three \_\_\_\_\_.
- Thoko** Here you are Tiya.
- Tiya** \_\_\_\_\_ you very much.

## **Exercise B** Give the opposites of these words by adding the prefix dis-.

### **Example**

agree - disagree

- 1 obedient
- 2 respect
- 3 honest
- 4 belief
- 5 able

## **Exercise C** Make sentences with these words.

### **Example**

discontinue

We will discontinue the match if it starts raining.

- 1 dislike
- 2 disobey
- 3 disagree
- 4 disrespect
- 5 disappear

**Exercise D** Complete this crossword puzzle using the clues and words given. The figure in the brackets stands for the number of letters for a word.

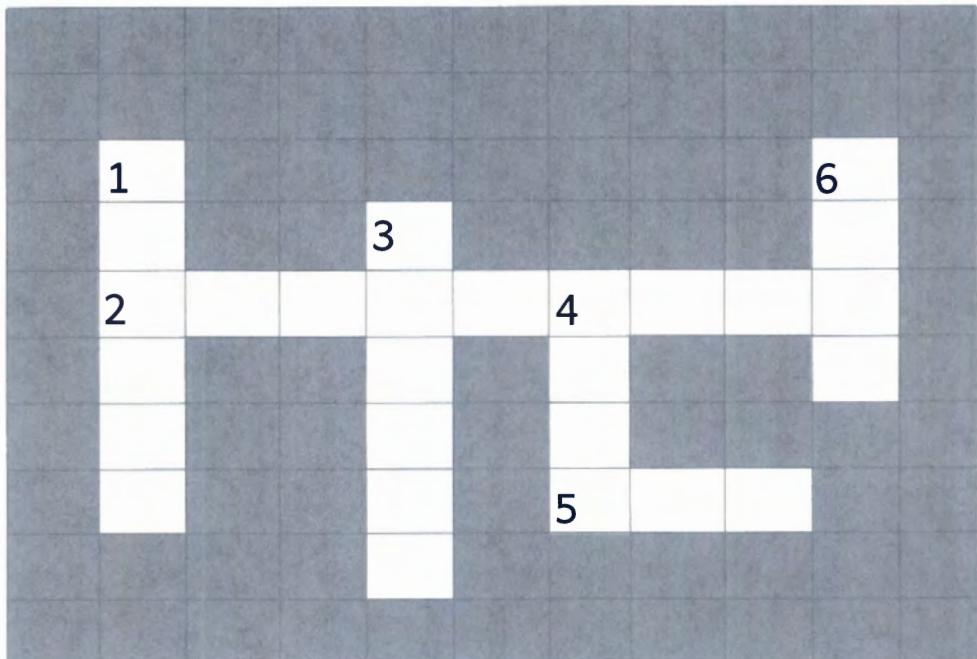
**change      advertise      area      remind      cry**  
**toys              beautiful      sad**

**Across**

- 2 Invite customers to buy from you (9)
- 5 The opposite of happy (3)

**Down**

- 1 The money you receive back after paying for something (6)
- 3 Make someone remember (6)
- 4 Children play with them (4)
- 6 Means the same as place (4)



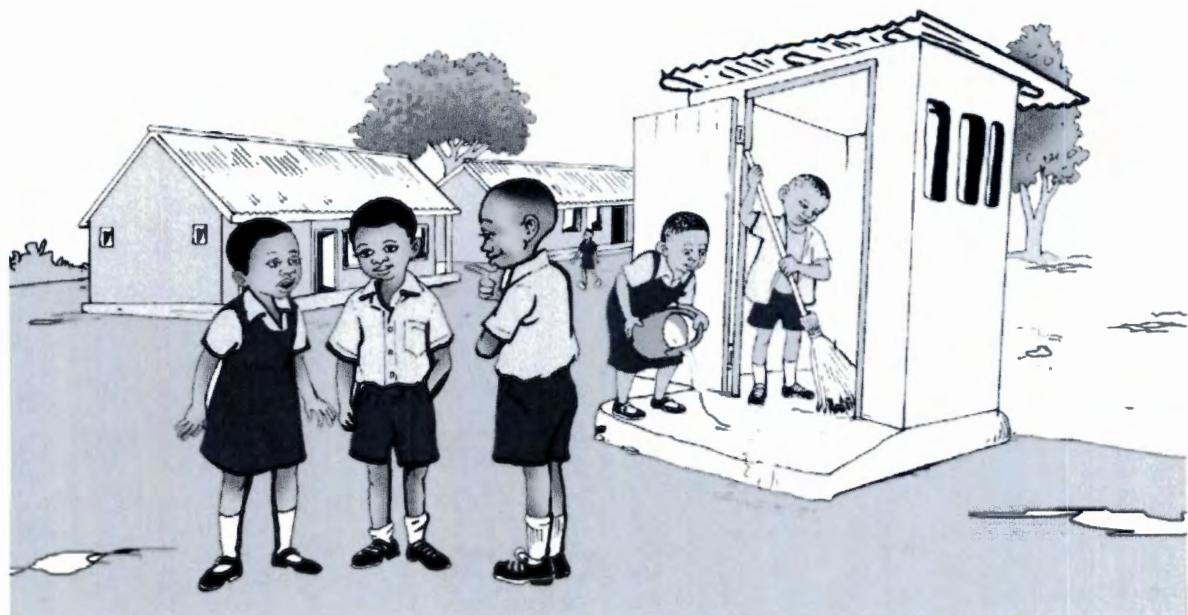
**Exercise E** Plan and write a composition with two paragraphs on “Making toy cars” using guiding questions in the circles.

What things are needed to make a clay toy car?

What things are needed to make a wire toy car?

# UNIT 27 We are one

unfair      accept      quarrel      roles      equality



Fatsani is a headboy at Nkhunda Primary School. He comes to school earlier than anybody else. Fatsani usually asks girls to clean the school toilets. One day, Yankho, the headgirl, told Fatsani to ask the boys to clean the toilets.

**Yankho** Fatsani, boys are going to clean the toilets today.

**Fatsani** Why? That is done by girls.

**Yankho** Cleaning toilets is not for girls only. Boys can also do it.

- Fatsani** Even at my home, cleaning toilets is done by my sisters.
- Yankho** That's unfair.
- Fatsani** No, they are used to doing it.
- Yankho** Do your sisters always like it?
- Fatsani** Sometimes they tell me to help them.
- Yankho** Do you accept it?
- Fatsani** No, I don't. We end up having a quarrel.
- Yankho** Nowadays, boys and girls are equal.
- Fatsani** What do you mean?
- Yankho** Boys and girls have the same roles.
- Fatsani** Does it mean that boys can also cook?
- Yankho** Yes, they can. Boys and girls need to do same roles to show equality.
- Fatsani** Ok, now I understand. Let's go and tell the boys to clean the toilets.
- Yankho** Thank you for understanding.
- Fatsani** You're welcome. I will also clean our toilet at home.
- Yankho** That's good. No more quarrels with your sisters.
- Fatsani** Oh! Yes, just peace.

## Answer the questions.

- 1 Who is Fatsani?
- 2 Which school do Fatsani and Yankho go to?
- 3 What do you think makes Fatsani to come to school very early?
- 4 If you were Fatsani, what message would you give your parents on boys' and girls' work at home?
- 5 Why is it good that Fatsani should help cleaning toilets at home?

**Exercise A** Complete this dialogue to express approval and disapproval using these expressions.

**that's not good**    **nice**    **that's great**    **bad**

**Faith** I share food with friends.

**Amanda** That's \_\_\_\_\_. Do you help the elderly when they are failing to cook?

**Faith** No, I don't.

**Amanda** That's \_\_\_\_\_. We need to be kind to them by helping them.

**Faith** But I help my parents with cleaning plates.

**Amanda** \_\_\_\_\_.

**Faith** Do you do the same to your parents?

**Amanda** Not at all times.

**Faith** \_\_\_\_\_.

**Exercise B** Underline the adjectives in these sentences.

**Example**

Yankho is wearing a green uniform.

Yankho is wearing a green uniform.

- 1 Anne is a beautiful girl.
- 2 I bought a small car.
- 3 I saw a black dog.
- 4 They have received new books.
- 5 Fatsani is a good headboy.

**Exercise C** Make sentences using these adjectives

**Example**

polite

Jane is a polite girl.

- 1 lovely
- 2 clever
- 3 clean
- 4 short
- 5 red

**Exercise D** Choose the words with opposite meanings to these words.

**headgirl deny less peace unfair different**

**Example**

more

more - less

1 quarrel

2 fair

3 accept

4 equal

5 headboy

**Exercise E** Plan and write a composition with two paragraphs on “Roles of both boys and girls” using the guiding questions in the circles.

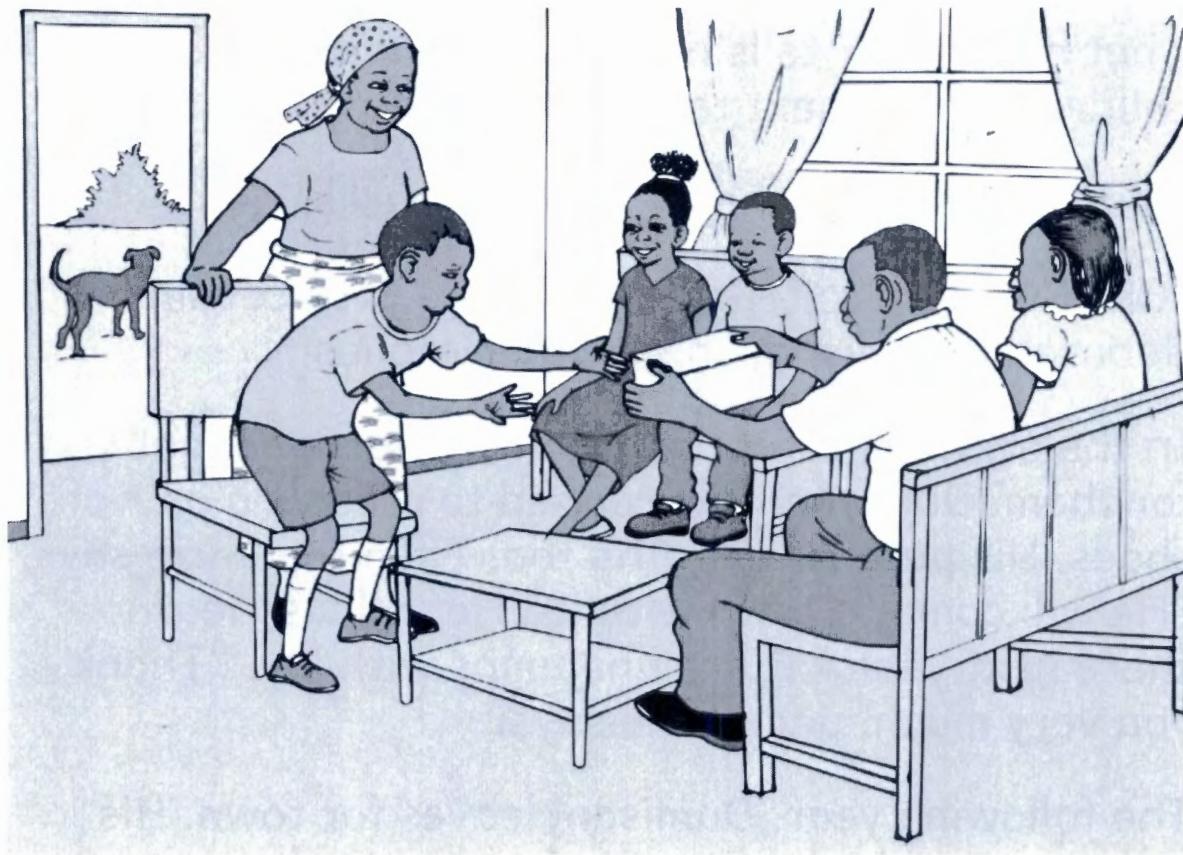
What are the roles done by both boys and girls at home?

What are the roles done by both boys and girls at school?

# UNIT 28 Let's do it again

## The surprise

special eager check bought belongings



Today is Friday. Dumisani is happy to rest during the special weekend. He arrives early from school. Today, he is late. He went to buy pieces of wire for making a toy car because he had enough money.

When Dumisani reaches home, he sees a car outside his parents' house. He is eager to see who the owner of the car is. He runs into the house to check and finds four visitors. There are a man, a woman, a boy and a girl.

"Welcome home, Dumisani," his mother says, "Meet your uncle and aunt." Dumisani does not listen to what his mother tells him. He is looking at the young children sitting next to his uncle.

"Mother, who are they?" Dumisani asks.

"Oh! I wanted to tell you. They are your cousins, Deborah and Elisha," his mother replies.

In the evening, their uncle gives gifts he bought for them. Dumisani is surprised to receive a pair of shoes. His parents get gifts too. Then the uncle says, "He will come to town with us. He will also learn there next year." Dumisani jumps with joy. "Thank you very much, uncle," he says.

The following year, Dumisani leaves for town. His mother takes him there. His friends, Mafuno and Dalireni go with him to the bus stop. Dumisani and his mother get into a bus with their belongings. Mafuno and Dalireni wave Dumisani as the bus drives off.

## **Answer the questions.**

- 1 Why does Dumisani come back late from school?
- 2 Whom does Dumisani find at home?
- 3 What gift does Dumisani receive from his uncle?
- 4 Why is Dumisani happy to go to town?
- 5 Suggest why Dumisani's mother took him to town.

## **Exercise A Underline gerunds in these sentences.**

### **Example**

Fishing is my hobby.

Fishing is my hobby.

- 1 She likes riding.
- 2 Cooking is my hobby.
- 3 Dancing brings joy.
- 4 Listening is an important skill.
- 5 Sleeping in class is not accepted.

## **Exercise B Put capital letters or punctuation marks in these sentences.**

### **Example**

Mr banda is our teacher.

Mr Banda is our teacher.

- 1 Where are you going
- 2 She bought bananas oranges and guavas.
- 3 Hurrah we are going back home.
- 4 Lilongwe is the capital city of Malawi.
- 5 Our teacher loves us

**Exercise C** Make sentences with these words to show that you know their meanings.

### **Example**

fair

Boys and girls need fair treatment.

- 1 roles
- 2 bought
- 3 passenger
- 4 energy
- 5 transferred

**Exercise D** Revise one of your previous compositions by making some changes on the topic sentence and supporting points.

# UNIT 29 A visit to the mountain

picnic    warm    surprised    slippery    nature



The school year was coming to an end at Chinduli Primary School. One morning, Mrs Pemba, our teacher told us that she had a surprise for us. She said that we would go out to Mulanje Mountain for a picnic. We were very excited to hear this.

Our teacher said, "It is cold at the top of Mulanje Mountain. You should carry warm clothes."

We were surprised to hear this. We thought that the top of the mountain would be hot because it is closer to the sun. Our teacher explained, "The air at the top of the mountain is thin. Even though

the mountain top is closer to the sun, the air stays cooler than at this school”.

On Saturday morning, we left for Mulanje Mountain. Mrs Pemba went with us. We travelled by a minibus which our school had hired.

Along the way, we saw rivers, tea estates, trees and some beautiful villages. We saw Mulanje Mountain from a distance. “Mulanje! The highest Mountain!” we shouted. It was very huge and tall. We reached Mulanje at 10 o`clock in the morning. It was very cold. Our teacher advise us to put on our warm clothes.

Our teacher introduced to us Mr Mvahiwa, who guides tourists like us. We started climbing up the mountain with him. On the way, we saw different birds, butterflies, monkeys and baboons. “There are snakes here! You must be careful,” Mr. Mvahiwa said.

Later, our teacher told us to rest and take lunch. We saw the beauty of nature below the mountain. After lunch, we decided not to go any further. We walked down the slippery slope of the mountain to the minibus. We bade farewell to Mr Mvahiwa and left. The trip was fun.

### **Answer the questions.**

- 1 Which school organised the trip to Mulanje?
- 2 Why were the learners asked to carry warm clothes?

- 3 What was Mr Mvahiwa's job?
- 4 Why is the trip fun for the learners?
- 5 Why did the learners decide not to climb any further after they had taken their lunch?

**Exercise A** Match sentences in column A with advice in column B.

**Example**

When crossing the road, you should look to the right then left and right again.

	<b>Column A</b>	<b>Column B</b>
1	When travelling on a long trip	you should look to the right then left and right again.
2	When visiting a place with wild animals	you should wear warm clothes.
3	On cold days	you should carry food.
4	When crossing the road	you should wear school uniform.
5	On a school trip	be escorted by a tour guide.

**Exercise B** Complete these sentences by choosing the correct verb tense from the brackets.

**Example**

I \_\_\_\_ (ate/eat) nsima last night.

I ate nsima last night.

- 1 Last year we \_\_\_\_\_ (went/go) to Mulanje Mountain.
- 2 We \_\_\_\_\_ (see/saw) beautiful birds last week.
- 3 The teacher \_\_\_\_\_ (told/tell) us to wear warm clothes.
- 4 She \_\_\_\_\_ (bought/buy) a new car.
- 5 We \_\_\_\_\_ (write/wrote) a composition yesterday.

**Exercise C** Make sentences using these verbs in simple past tense.

**Example**

brought

The teacher brought a new book to class.

- 1 gave

2 spoke

3 left

4 wrote

5 kept

**Exercise D** Complete this crossword puzzle using the clues and words given. The figure in the brackets stands for the number of letters in a word.

**absent**      **cold**      **school**      **picnic**      **tourists**  
**shouted**      **warm**

### Across

2 People who visit a place for pleasure (8)

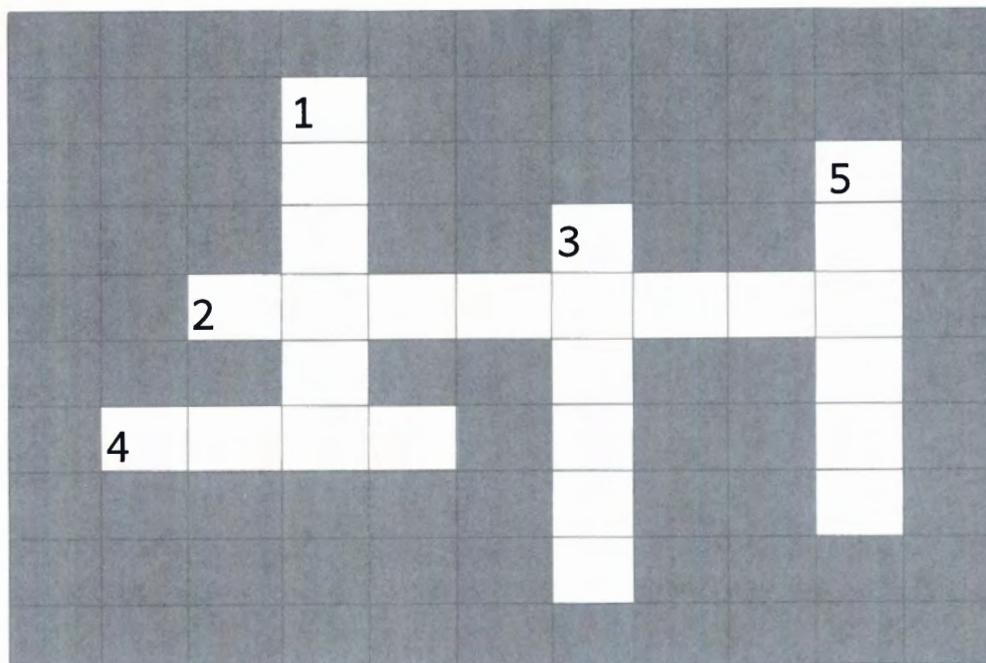
4 Not warm (4)

### Down

1 Where children learn (6)

3 When packed meal is eaten during a trip (6)

5 Not present at school (6)



**Exercise E** Write a letter to your friend about the trip you had using these guiding questions.

- 1 When did you have the trip?
- 2 Where did you go?
- 3 What did you see?
- 4 Did you like the trip? Why?

# UNIT 30 Our languages

region      culture      identified      national  
communication



There are different languages that Malawians speak. Each region has at least one common language. This depends on the region where the tribe is found.

Many people from the northern region of Malawi speak three main languages. These are Tumbuka, Nkhonde and Tonga. Tumbuka is the main language in the region. Tumbuka culture is mainly identified by the language.

In the central region, the main language is Chichewa. Chichewa is the national language in Malawi. It is taught in all primary and secondary schools in Malawi.

In the southern region, three main languages are spoken. These are Yao, Lomwe and Sena. Yao is mostly spoken in Zomba, Mangochi and Machinga.

Lomwe is spoken in some parts of Chiradzulu, Thyolo, Phalombe and Mulanje. In the Lower Shire districts of Chikwawa and Nsanje, people speak Sena. Many people in the southern region also speak Chichewa.

When people move from one place to another, they may learn new languages. Anyone can learn a new language. Language is important because it helps people to communicate. Languages also help to unite different people.

### **Answer the questions.**

- 1 What languages do people in the northern region speak?
- 2 Mention any two districts where Yao is spoken in the southern region.
- 3 In which districts is Sena mostly spoken?
- 4 Why is language important?
- 5 What are the problems of having many languages in an area?

## **Exercise A** Complete these sentences.

### **Example**

I speak \_\_\_\_\_ very well.

I speak English very well.

- 1 The languages I speak are \_\_\_\_\_ and English.
- 2 I learn English at \_\_\_\_\_.
- 3 I like English because \_\_\_\_\_.
- 4 I speak \_\_\_\_\_ better than \_\_\_\_\_.
- 5 Watching films will help me to improve in speaking \_\_\_\_\_.

## **Exercise B** Pair these verbs and abstract nouns.

<b>judge</b>	<b>fulfilment</b>	<b>assess</b>	<b>employment</b>
<b>fulfill</b>	<b>judgement</b>	<b>commandment</b>	<b>employ</b>
<b>govern</b>	<b>command</b>	<b>assessment</b>	<b>government</b>

### **Example**

<b>Verbs</b>	<b>Abstract nouns</b>
govern	government

**Exercise C** Complete these sentences with the given abstract nouns.

**movement**      **enjoyment**      **improvement**  
**government**      **judgement**      **assessment**

**Example**

The \_\_\_\_\_ of Malawi builds schools.

The government of Malawi builds schools.

- 1 The judge passed the \_\_\_\_\_.
- 2 Ellen has made an \_\_\_\_\_ in mathematics.
- 3 The teacher gave an \_\_\_\_\_ on the lesson.
- 4 The \_\_\_\_\_ of people from one region to another makes them learn a new language.
- 5 There was great \_\_\_\_\_ at the birthday party.

## **Exercise D** Match the words in column A with phrases in column B.

	<b>Column A</b>	<b>Column B</b>
1	common	to be pleased or happy with something
2	proud	send and receive messages
3	language	to encourage
4	culture	what people speak
5	communicate	a way of living for a group of people
6	promote	something that is shared or for use by many

## **Exercise E** Plan and write a composition on “Our language” using these guiding questions and boxes.

- 1 What language do you speak at home?
- 2 How did you learn the language?
- 3 Do you speak any other languages?
- 4 What other language would you like to learn?
- 5 How will you learn the language?
- 6 Why would you like to learn the language?

1 At home I speak \_\_\_\_\_  
\_\_\_\_\_.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 I would like to learn \_\_\_\_\_  
\_\_\_\_\_.

5 \_\_\_\_\_

6 \_\_\_\_\_

# UNIT 31 Hare and Lion

jungle    feared    pretend    spread    bury



Long time ago, Lion was king of the jungle. All the animals feared him. They feared Lion because he used to kill and eat them. No animal came close to him except Hare. Lion did not want to eat Hare because he was too small.

After some years, Lion grew old and weak. He became sick. One day, Hare went to cheer Lion up. He saw that Lion was about to die. Hare felt sorry for Lion and started to cry. "Why are you crying Hare?" Lion asked.

“My king, I’m sorry for you. You are sick and hungry. I can’t find food for you because I am not a good hunter,” Hare answered. Lion looked at Hare and smiled. Hare was happy to see the king smiling at him.

Lion said, “I now believe that you are my true friend. Since I can’t hunt anymore, let me eat you so that you shouldn’t feel sorry for me.”

“Don’t kill me my king. I have a plan. I will get you some food,” Hare said.

In the afternoon, Hare dug a pit and told Lion to lie in it. He told him to pretend to be dead.

Then Hare went into the jungle to spread the news while crying that the king was dead. When the animals heard the news, they followed Hare. They wanted to help Hare bury the king.

Hare led Elephant, Giraffe, Buffalo and other animals to the pit where Lion was lying. They found Lion in the pit. They believed Lion was dead. The animals were happy. “The king is dead! We shall live in peace.”

The animals sang and danced as Lion watched silently. He was thinking of how he could catch one of the animals. He jumped out of the pit and caught Buffalo who was leading the song and dance. The other animals ran away.

## **Answer the questions.**

- 1 Why did the other animals fear the king?
- 2 Which animal was close to the king?
- 3 Why did Lion not want to eat the Hare?
- 4 If you were Hare, how would you help Lion?
- 5 Do you think Hare was right to tell other animals that Lion was dead? Support your answer.

## **Exercise A Complete the sentences with these words.**

**bored    glad    pleased    afraid    tired    lonely**

### **Example**

I am \_\_\_\_\_ to receive the gift.

I am pleased to receive the gift.

- 1 She is \_\_\_\_\_ because she has worked the whole day.
- 2 I am \_\_\_\_\_ because I have no one to play with.
- 3 I am \_\_\_\_\_ that I have passed the test.
- 4 I am \_\_\_\_\_ I will miss the bus.
- 5 The supporters were \_\_\_\_\_ with the game.

## Exercise B Write sentences from this table.

### Example

He is happy because the weather is good.

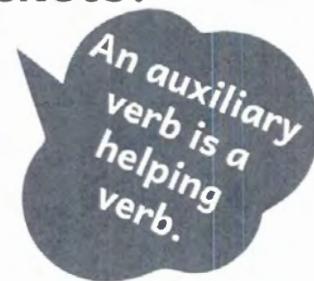
He	is	happy		the weather is good.
I	am	sad	because	the test results are bad.
They		excited		there is a birthday
You	are	angry		party tomorrow.

## Exercise C Complete these sentences by choosing the correct auxiliary verbs from the brackets.

### Example

Mary \_\_\_\_ eating nsima. (is/are)

Mary is eating nsima.



- 1 The girls \_\_\_\_ reading the book.(is/are)
- 2 She \_\_\_\_ wearing a blue dress.(is/are)
- 3 I \_\_\_\_ twelve years old. (am/is)
- 4 My father \_\_\_\_ feeding chickens. (are/is)
- 5 They \_\_\_\_ learning English. (is/are)

## **Exercise D** Make sentences using these words.

### **Example**

feared

All the animals feared the lion.

- 1 jungle
- 2 bury
- 3 spread
- 4 pit
- 5 pretend

## **Exercise E** Plan and write a composition on “The animal I like” using these guiding questions and boxes.

- 1 What is the name of the animal?
- 2 Where does it live?
- 3 What food does the animal eat?
- 4 How does the animal look like?
- 5 How many legs, eyes and ears does the animal have?
- 6 What do you like about the animal?

1 The animal I like is \_\_\_\_\_  
\_\_\_\_\_.

2 \_\_\_\_\_  
\_\_\_\_\_

3 \_\_\_\_\_  
\_\_\_\_\_

4 The animal looks like \_\_\_\_\_  
\_\_\_\_\_.

5 \_\_\_\_\_  
\_\_\_\_\_

6 \_\_\_\_\_  
\_\_\_\_\_

## UNIT 32 Making profits

shell

roast

value

process

grind



**Dingi** Hi! My name is Dingi. I sell groundnuts.  
Will you buy some from me?

**Taonga** Well, I'm Taonga. I'm a businesswoman.  
Yes, I will buy some. How much are you  
selling per bag?

**Dingi** It's K1500 per bag. How many bags do you  
need?

**Taonga** Ten bags. Will you manage to supply  
them?

**Dingi** Yes, I will, thank you.

**Taonga** Do you make enough profit by selling unshelled groundnuts?

**Dingi** Yes, most of the times I make profit.

**Taonga** For how long have you been doing this business?

**Dingi** I have been doing this for five years now.

**Taonga** Really?

**Dingi** Yes, I have bought a bicycle which I use for carrying groundnuts to the market. It helps me a lot.

**Taonga** Oh! That is nice. However, I think the profit you make is not enough.

**Dingi** What do you mean, Madam?

**Taonga** Unshelled groundnuts do not fetch high prices. If you shell the nuts and roast them, you'll certainly make more profit than what you are doing now.

**Dingi** Do you think that the profit I make is not enough?

**Taonga** No, it is not. Look at what I do. I grind all the groundnuts I buy from people. Then I put them in small packets. I do this to add value to the product.

**Dingi** I don't think that I have the money to process my groundnuts at the grinding mill.

**Taonga** You can grind the groundnuts traditionally using a mortar and pestle. This is what I do. I have a big house and lorry from the profits I make.

**Dingi** Thank you for the advice.

**Taonga** You are welcome.

### Answer the questions.

- 1 What does Dingi do?
- 2 What does Dingi do with his bicycle?
- 3 What did Taonga advise Dingi to do to make more profit?
- 4 Why does Taonga pack ground groundnuts?
- 5 Do you think selling processed groundnuts can bring more profit? Support your answer.

## **Exercise A** Complete the paragraph with these words.

**value profit sell packets shelled grind**

My name is Taonga. I \_\_\_\_\_ groundnuts at the market. At first, the groundnuts were not \_\_\_\_\_. I did not make enough \_\_\_\_\_. Now I \_\_\_\_\_ the nuts and put them in small \_\_\_\_\_. I do this in order to add \_\_\_\_\_ to the product.

## **Exercise B** Complete these sentences using the articles a, an and the.

### **Example**

John is \_\_\_\_\_ tall man.

John is a tall man.

- 1 Chisomo is \_\_\_\_\_ innocent girl.
- 2 I am going to \_\_\_\_\_ hospital.
- 3 Matamando is \_\_\_\_\_ clever boy.
- 4 \_\_\_\_\_ wind is blowing.
- 5 \_\_\_\_\_ old man is eating nsima.
- 6 Alinane and Chimwemwe are \_\_\_\_\_ good pair.
- 7 They stay in \_\_\_\_\_ old house.
- 8 This is \_\_\_\_\_ happy day.

## **Exercise C**

**Write sentences from this table.**

### **Example**

I want an umbrella.

I	want	an	orange
They		a	book
		the	egg
			umbrella
			heat

## **Exercise D**

**Make sentences using these words.**

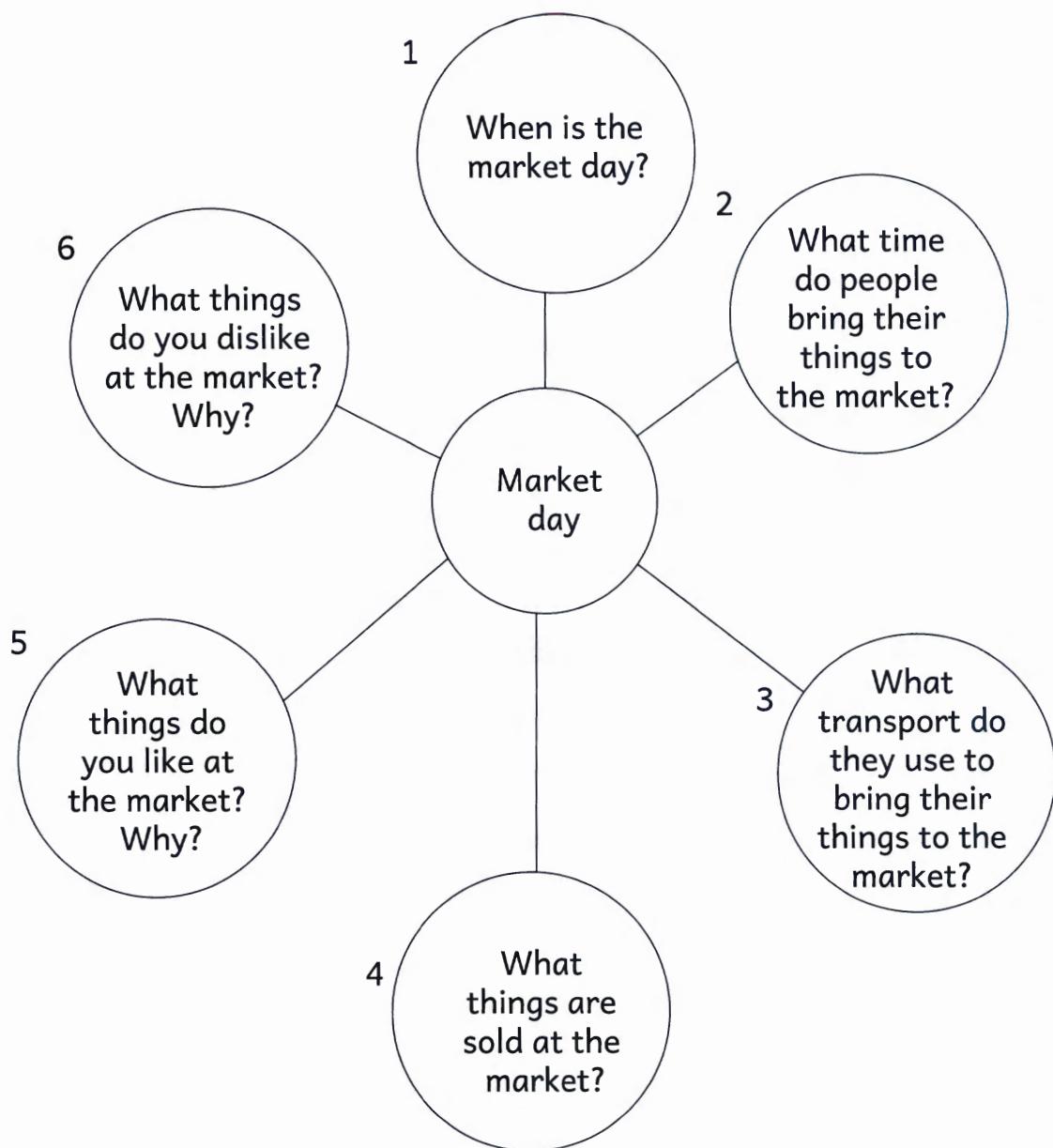
### **Example**

loss

She lost money when she sold her goat.

- 1 roast
- 2 shell
- 3 price
- 4 market
- 5 grind

## Exercise E Plan and write a composition on “Market day” using the guiding questions in the circles.



# UNIT 33 Let's do it again

## Why the alligator lives under rocks

warm feared communicated spread surprised



Once upon a time, there was a crocodile. The crocodile lived in a river with her five children. Her children were good and she was proud of them. There were rocks on both sides of the river. The crocodile collected food for the children from the river. Mother Crocodile also trained them how to find food. Sometimes the crocodile and her children moved out of the water to warm themselves on the rocks. The crocodile liked to play on and under the rocks.

Mother Crocodile taught her children how to run away from danger. She told them to hold on to her tail as she run into the water. Every time there was danger, they would hold on to the tail of their mother. They would sometimes jump into deep water so that their enemies would not find them. However, two of the children were not fast in doing things. Sometimes they missed the tail and Mother Crocodile kept on advising them. She explained that enemies would catch them one day if they were not fast. Mother Crocodile feared her enemies.

One day while playing on the rocks, Mother Crocodile heard noise from their enemies. She communicated to her children that enemies are coming. Some children caught the tail and the crocodile ran away. The two slow children missed the tail. They remained under the rocks. After sometime, the colour of their skin changed because they had lived in the sun for too long. Mother Crocodile was very surprised with the new colour. She did not allow them to return to the river. The news about the two missing crocodiles spread all over. Then they became alligators.

## **Answer the questions.**

- 1 Where did the crocodile live?
- 2 What did Mother Crocodile advise her children?
- 3 What happened to the children that missed the tail?
- 4 What would you do if you were one of the children that missed the tail?
- 5 Why do you think the crocodile decided not to go back and get her children?

## **Exercise A   Form nouns by adding the suffix **-ment** to these words.**

### **Example**

engage      engagement

- 1 enjoy
- 2 entertain
- 3 replace
- 4 encourage
- 5 state

**Exercise B** Change these sentences from the simple present tense to the simple past tense.

**Example**

She teaches us English.

She taught us English.

- 1 I walk to school.
- 2 I take my bag to school.
- 3 Thandizo washes her uniform.
- 4 He writes neatly.
- 5 I go to the market by bus.

**Exercise C** Make sentences using these words.

**Example**

collected

The crocodile collected food for her children.

- 1 find
- 2 taught
- 3 warn
- 4 hid
- 5 place
- 6 miss

**Exercise D** Revise one of your previous compositions by making some changes on the topic sentence and supporting points.



# ABC

You can prevent yourself from getting AIDS through sexual intercourse by the following three methods:

## Abstinence

Abstaining from sexual intercourse. This helps boys and girls to avoid contracting STIs including HIV/AIDS. It also ensures that girls and women avoid early or unwanted pregnancies. This helps girls to complete their education, make more career choices and gives them time to choose a life-long partner.

## Be faithful

Stay faithful to one life-long partner who does not have other sexual partners. Different standards are often applied to the behaviour of a husband and to that of a wife. Many men are unfaithful and this puts the wife's life at risk. In order to save life a person who cannot abstain or be faithful must use the third method.

## Condom

Use a condom during sexual intercourse. This prevents the mixing of the body fluids of the male and female. The condom is 99% effective. But sharp fingernails can damage a condom. Most brands on sale in the country have information on their proper use.

If you cannot abstain and if you cannot be faithful, please, keep your partner, family and future safe by using a condom.