Introduction

This English Language module is designed for open distance learning or out of school learners. Some learners drop out of school for various reasons and some simply cannot afford or manage to attend formal schooling. In order to address the learning needs of out of school children, the Ministry of Primary and Secondary Education (MOPSE) through the Non Formal Education department has come up with a Level 2 Module intended to help open distance learners to acquire the English language skills.

It is assumed that most of the learners who use this book are out of school learners who dropped from school or never attended school. The COVID-19 crisis has made a great impact on the entire world and on our lives. Everyone is called on to be cautious, creative and kind. The government, the Ministry of Primary and Secondary Education, MoPSE has also ensured that learners continue to learn in safe environments at home until the situation stabilizes, Thus this Module has also become handy for all Form Four English learners. Disadvantaged learners who have a passion for English and want to study English Language in order to improve their educational qualifications or employment prospects can also use the module.

The module includes skills such as listening, observing, speaking, signing, reading, brailing, and writing. To make this subject interesting, there are lots of activities focused on the aforementioned skills such as listening, speaking, reading and writing all prepared to help learners get adequate practice in English. The module consists of 25 units and 5 are assessment units intended to prepare open distance learners for public examinations.

Key competencies such as critical thinking, problem solving and enterprise skills have also been included in the module. Cross cutting themes such as Heritage, Gender, Unhu or Ubuntu or Vumunhu, Children’s rights, HIV and AIDS among others have been incorporated in the module.

It is the Ministry's hope that out of school learners are going to take advantage of this module and benefit immensely in advancing their learning endeavours.
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Above all special consideration goes to UNICEF for providing funding for this Module.
How to use this module

As you start this journey of acquiring a qualification in Ordinary Level English Language through open distance learning, it is critical that you understand the need to manage your study time and balance it with your day-to-day activities. This module will provide you with the basic material to assist you towards your public examinations in English Language.

This module has been subdivided into two volumes, that is, Volume 1 Volume 2. You are advised to study Volume 1 first before going to Volume 2.

Wish you the best!
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Unit 1: Act of kindness

Introduction
Have you ever heard of the saying, “a blessing in disguise?” What kind of situations in life are said to be a blessing in disguise? These are situations or events which seem as if they will have a bad result but eventually the opposite happens. In this unit, you shall read about a mistake that turned into a fortune. It is essential that you read and understand the story well. You will be introduced to use of appropriate register when persuading people and passing condolences. You will also listen to a short story about marriage and answer questions guided by the instructions given therein. The unit exposes you to a paragraph as a unit in an essay. You will learn about how to develop a paragraph. Lastly, you shall learn about the formation of nouns.

Objectives
Tip: Read the objectives below and understand them before you attempt any activity so that you know what is expected of you in each part of the Unit.

After going through the unit, you should be able to:

- make a report on news and events from different media
- make notes as you read through a passage
- draw morals from stories and passages read and listened to
- use appropriate persuasive vocabulary effectively in various situations
- read and answer comprehension questions
- produce a coherent paragraph
- create topic, developers and transitional sentences
- form different types of nouns

Key words
Register – It is the use of appropriate language in different situations.
Prefixes – A letter or group of letters placed before a word or a root to form a new word.
Attentive listening – Listening to get specific information
**Purposeful listening** - Paying attention in order to hear the message that is being communicated.

**Selective listening** - When you listen to a text in order to get certain information, you listen only to pick what you want to hear. You also filter information and get what you want from a story.

**Purposeful listening** - Paying attention in order to hear the message that is being communicated.

**Selective listening** - When you listen to a text in order to get certain information, you listen only to pick what you want to hear. You also filter information and get what you want from a story.

**Time:** You must spend a total of **eight (8)** hours studying this Unit.

**Study skills**

In this Unit, you are expected to use the following study skills:

- **Note-making** – write down notes through each activity to record what you learnt.
- **Concentration** – keeping focused so that you don’t miss any details
- **Recall** – try to remember what you learnt in this module
- **Scanning** – quickly go through the passage identifying the main points.
- **Attentive listening** – pay attention to every detail you read so that you understand everything.

Proceed to the next section where you are going to engage in a listening/observing and speaking/signing activity.

**1.1 Bleak future**

Listening/observing is one of the major skills in English Language which you ought to master and practice. This skill is not new to you because you have always listened to people speaking to you; maybe on the radio or television and have also listened to voice messages on social media and other sources of information. You will be expected to listen to various types of texts which may include audio-visual texts that may be played through a DVD player or a phone so as to give you enough practice in listening. Make sure you follow the given instructions in each activity so that you achieve the objectives.

The type of listening which we expect you to be familiar with in this unit is purposeful and selective listening. Refer to the key terms for the definition. You listen with a purpose.

For example, you always scroll from one television channel to the other listening briefly to what is presented and if you do not like it you quickly change to another channel. You keep selecting until you get what you want. Do you realise how important listening and observing are to you? Some totally fail to hear messages that are conveyed in English not because their ears have a problem, No! But this is because they would never have practiced listening to sources of material in English language. A listening activity has been designed for you below.
Activity 1.1.1
Try to find someone who can read the following short passage to you clearly. Listen attentively as s/he reads the following paragraph because you will also need this information in the next activity. It shall be read twice. In the first reading listen for general information and meaning. After the first reading, go quickly through the questions to understand them. During the second reading, make notes that you will use to answer the questions you read. Make sure you do not miss important information. Write down answers to the given questions. Then when you have finished writing your answers refer to the answers at the end of the unit.

If you do not have anyone to read the passage for you, find a phone or a gadget which you can use to record your voice. Read the passage aloud as the phone records. Make sure you are fluent and clear enough. It is better you record the passage in your second reading when you have had a feel of what it is like during your skimming session. After recording you can then play it. You first make notes as you listen. Notes are mainly major points. Secondly, browse through the questions then play it for the last time making notes that can help you in answering questions. When you have finished write your answers down.

Now study the following pictures carefully. What comes to your mind about the girl child? Write your thoughts down before listening to your friend read the passage to you.
It is very dark and here I am in this darkness lonely like a whirling little dot that has to hold its own to stay alive. Pain is my name, if you look into my eyes you will know what pain is. I also had hopes and dreams for a brighter future but who knew fate had already planned my life for me. The only thing that keeps me going are my mother’s words as she took her last breath, “My daughter courage is not the absence of fear but the triumph over it, if you want to live like a king then work like a slave.”

Those moments have tortured me all my life. I was sleeping alone in my room. The air trembled with roaring thunder and the earth shook vigorously. “Ruvimbo! Ruvimbo wake up!” Grandmother shouted helplessly because she knew the Rhodesian forces had come. Immediately I heard two gunshots, there was total silence and I stayed in my room. Many things were happening at the same time, enough to make my head snap and spin. After an hour of total silence, I saw grandmother weeping. There was blood everywhere. I felt my heart sink and my mind stretch with agony. Even today I still cannot understand why God took away my parents from me.

Being alive became a burden for me. Those days no one talked to anyone. There were hiccups in the family. The death of my parents stressed my grandmother a lot although she tried to hide it from me. She had to be strong for me. One afternoon when I came back from school, I saw grandmother lying on the ground. She had died of a heart attack. I felt pain sink slowly into my nervous system. The thought of losing almost the whole family disheartened me. Although it was a bit shocking, we all knew that grandmother had never accepted my parents’ death and it had now affected her mentally.

I was now left with my young brother and my grandfather. What worried me the most was who was going to look after us because grandfather was too old that he could die at any time. There was so much burden on my shoulders as I had to take care of my grandfather and young brother.

The situation worsened when I was sent away from school because I had not paid school fees. Grandfather had no choice but to force me to get married to his friend Baba Ndlovu. I remember the day I left home for marriage. I could see pain in my brother’s eyes. I could not hold back my tears but I had to be strong for the sake of my young brother. 

The end.

Now that you have listened to the passage read to you, attempt the following questions. Remember you have to skim through after the first reading then answer them during the second reading. Write your final answers in the spaces provided below the questions.
1. Who called Ruvimbo? [1]
2. Why was grandmother weeping? [1]
3. State any two feelings that Ruvimbo had in the passage. [2]
4. Which word means the same as hurt in the passage? [1]
5. “What worried me the most was who was to look after us…” Why was Ruvimbo so worried in this story? Give two reasons. [2]
6. Why is the story ending on a sad note? [1]
7. In what ways can a girl child who experiences circumstances such as Ruvimbo’s be assisted in your community? [2]

Now that you have finished answering questions, you can now mark. Answers to this exercise are there at the end of this unit. What is your mark? Are you satisfied with your mark or do you feel it is too low? If you scored four and above, that is very good. But if you scored three and below, do not worry. Much remember this was your first practice activity. It was not a test or an examination. You still have a chance to correct and improve your skill. Practice makes perfect! So, give yourself more practice in listening in the coming units and with other materials we mentioned in the introduction to listening. You will see yourself improving and becoming a good listener. Refer to the end of the unit for answers to each question.

1.1.2 Vocabulary extension
Identify new words in the passage. Use your dictionary to find their meanings and write them in your book. Try to use them in speaking and writing where they fit so that you improve your language.

Tip: You must make it a point that you use passages and short stories to enrich your vocabulary. Remember you can only acquire language through imitation. So, take this research seriously; it will help improve your grammar.

Activity 1.1.3
Referring to the passage you listened to, write the underlined words and sentences on separate pieces of paper. Turn each paper upside down. You will have to use your phone again to record if you have no one to read these to you. Say each word or sentence twice pausing significantly between each word. Test the recording to check if it is clear enough. Do this until all the underlined words and sentences have been recorded. Then you pause briefly to prepare for writing. Play the audio recording. Pause after each complete sentence to write. If your friend is competent she/he can read them to you then you write. Each word must be read twice.
Assess your work after this. Check for errors in spelling and punctuation. Any grammatical error means loss of mark.

We hope you enjoyed this exercise. Keep practising listening in English language.

1.2 Making persuasions
In the key words section we defined the word register for you. Do you remember? Refer to the key words if you have forgotten the definition. Read and understand before you continue with this section. You will realise in this section that the way you use language determines the response you get. It is important that you use appropriate language in each situation to successfully communicate what you intend to.

For example; if you want some money for something you know your parents will not easily approve such as going for a movie night with your friends: If you just ask them anyhow without using proper language you may not get it. If you just say, “Daddy give me money to go for a movie night with my friends,” do you think he can just say “yes, here you have it?” Definitely no! You have to find a polite and respectful way of expressing yourself to your father so that you get what you want but you must never lie! You can say, “Daddy, may I kindly have money to go for a movie night with friends. I promise to be back before midnight.” This statement shows that you respect your father; you are well mannered and polite.

Therefore, the various situations you experience in life demand a variety of language from us. Make sure you always use polite language that is fitting and acceptable.

Making persuasions is one type of register you must be familiar with because almost daily you get involved with someone in an argument. Once this happens you are expected to use your persuasive skills to win over your supposed opponent. This part aims at equipping you with such skills.

You have persuaded your friends once, how did you do it? Try to remember. Persuading someone who has a different view from yours means you will engage in an argument with that person. Have you ever thought about why people fail to convince others? For example, some politicians fail to convince people in rallies. Some pastors fail to convince people to go to church. What do you think is the problem?

Think about the conversations you engage in with your family and friends during your leisure moments. Do they usually accept everything you say or believe in? Take a moment to think about situations where you might need to convince your family then attempt the activity below.
Activity 1.2.1
Look at the following example:
One student wrote the following paragraph on the topic: Early marriage a threat to girls’ future;

It goes without saying that in as much as men are given the right to choose who they want to marry, girls also deserve the freedom of choice in our community. Before the 21st century, our fathers may have dictated without our mothers’ consent but life has changed. It is my strong contention that girl children must be given a chance to pursue their future instead of being traded into marriage like unfeeling objects. My appeal to all people is that we stand against the practice of girl children being given away in marriage before they turn eighteen and against their own will.

This is an example of persuasive writing. What aspects of the student’s language make her writing convincing? For example, the opening linking word ‘It goes without saying that …” makes those who are listening feel that they have to agree with her or else their point is wrong.

Activity 1.2.2
The words you use each time you speak are very important as we have indicated in above. The words used by the speaker in the speech above were well selected so as to convince the audience. Identify and explain five words and phrases that were used by the student to convince the audience to accept his opinion. The first one has been given to you as an example:

“May have dictated-…” This phrase expresses strongly that the fathers had ability to control long ago but nowadays those powers have been stripped.

Refer to answers given at the end of the unit. After comparing the answers read the paragraph again now with understanding of the links and phrases explained to check if you will understand the paragraph even better.

Activity 1.2.3
In this activity we want you to be very imaginative and believe that what you are doing is real. Imagine you are a teachers’ representative in a school which has produced the best results in the province for ten consecutive years. Teachers in this school feel that their managers letting them down by not supporting them with any incentives yet they work extra hard and produce excellent results every year. You have a different opinion from the rest of the teachers because you think the management is trying its best by offering free accommodation, water, electricity, food, education for biological children, transport on pay days opening and closing days, internet services and many other benefits. Write a short but effective piece which you shall present to an imaginary audience persuading your fellow workmates to appreciate what they get before they complain. Do this activity and when you are done, present it to an imaginary audience.
Research work
People have various issues that they talk about daily in life and you also are part of those conversations. Identify issues that people talk about more often among local residents, your neighbors and friends. Write down the issues and points that they raise as they talk and discuss. From the issues identified in your research choose one that you like most. Write at least four paragraphs convincing your supposed opponents to accept your opinion about what they were discussing.

How was your presentation? Did you feel confident? In your imagination, do you think you will change as a result of what you said to them?

Keep practicing this by using polite and respectful statements instead of shouting at people. Choose words wisely which will bring you a good result.

Passing condolences

Still on register, there are situations where we have to pass a condolence message. In this part you shall look at appropriate register that is you can use when passing a condolence message.

As a reminder register is the use of language and condolence means showing pity, comfort and sympathy towards someone. It is important to support our friends, family and others during difficult times for example, when they are bereaved. One way of doing this is by passing a condolence message. In our culture if someone we know is bereaved there are acceptable ways of passing a condolence message.

The language that we use must console and comfort the bereaved. Think about situations when people sent condolence message to someone who was bereaved. What did they say? Now look at the following examples:

Example: “I am so sorry for the loss of Themba,” Jan said.
I hope you noticed that the speaker is polite. Words such as “sorry” convey the speaker’s sympathy. This is the type of register you must use when passing condolences. You must be polite and use language that shows that you sympathise.
Activity 1.2.4
Here are some examples in the form of cards and messages. Read and analyse them. What is the tone in each message?

![A Special Prayer card](image1)

Activity 1.2.5
Now that you understand how condolences are conveyed, design any model that you can use to convey a condolence message. It may be a card, or anything which you think can be used to send such a message. Remember you do not always have to write to send a message. Icons and pictures may effectively convey a message more than words can do. So, in designing this model be creative and think widely, be innovative in order to produce something striking and unique.

Activity 1.2.6
What do you think makes them unacceptable? Bear in mind that the speaker must be polite and sympathetic as s/he passes condolences. Now, from the following list of statements choose the appropriate ways of passing condolences. Mark by placing a tick at the end of each correct statement and an X for a wrong statement. When you are done refer to answers at the end of the unit to check your work.

After checking your answers you are encouraged to read the statements which are unacceptable again so that you reinforce your understanding of ways of passing condolences.
Statements
“We are so sorry for your loss.”
“Oh! Shame. I heard about your loss”
“I’m going to miss her too.”
“I hope you feel surrounded by much love.”
“there was no way he could have survived.”
“Sharing in your sadness as you remember Dan.”
“Oh, that one who used to steal from us? Good riddance.”
“it was long overdue. He had been sick for a longtime.”
“With deepest sympathy as you remember Robert.”
“I was saddened to hear that your grandfather passed away.”

1.3 Acts of kindness
From your knowledge of reading at Level 1, you must remember that not all texts can be read in the same way. You may need to skim, scan or closely study a text depending on purpose that you are reading for. Type of text being read may also influence the way you read. You need to understand which reading style is suitable for your text and purpose for reading. Let us look at the types of reading.

The first one is skimming. What comes to your mind when you think of skimming? This is a type of reading where you quickly go through a text to get a general idea of the story. We usually skim through a newspaper or magazine to get the general picture of the stories and to just know what generally happened.

The second type of reading style is called scanning. Here you quickly go through a text to locate a particular piece of information that you need. If you are scanning through a text you, may look at the headings and sub-headings.

The third type is called close reading. This is when you read a text to understand and remember what you read. For example, you do close reading of your notes, comprehension passages because you want to understand and retain information. Now that you know these three types of reading, attempt the following activity.

Please do not forget the definitions of these three underlined words because we will always use them in the coming units especially under the reading sections.

Activity 1.3.1
Have you ever received a present from a stranger? How did you feel? The following story is based on a mistake that eventually brought a fortune for Warren. As you read the story, underline the main idea in each paragraph. The underlined ideas shall help you in the next activity of this unit. Now skim through the passage below and hear what happened to Warren.
Warren was in a rush and feeling a little overwhelmed with work and planning her 200-person wedding. As she was getting invitations for her wedding in the mail one day, she hurriedly addressed one to her aunt and uncle in Gweru, about 20 minutes from where she lived. A week later, the invitation came back. She had mistakenly jotted down the wrong address.

A handwritten note was scrawled on the return envelope: “I wish I knew you—this is going to be a blast. Congratulations—go have dinner on me. I’ve been married for 40 years—it gets better with age.” A $20 bill was tucked inside. Cassandra was at a bit of a professional crossroads and had been having a tough day. In fact, she’d been in “mid-meltdown,” venting to her then-fiancé, Justice, about her frustrations just as she opened the misdirected envelope. Then she read the note. “It was kind of perfect timing,” says Cassandra, who works as a nanny. “I was really grateful for it.”

And the magic envelope was not finished with its surprises. Cassandra looked closer and saw that the person had scribbled “Live long and prosper” on the envelope. Cassandra, 26, and Justice, 24, had no idea who the mystery note writer was. “She assumed we’d understand her message,” Cassandra said, “Which we did.”

Cassandra and Justice—who is a counselor for families with autistic children—went out to dinner the following night with a friend who was going overseas with the military. They happily put the $20 toward their bill. Then Cassandra stopped by a store and bought another card—a thank-you card. She wrote her aunt and uncle’s incorrect address on the envelope again—this time on purpose—and addressed it to “Kind Stranger.” Inside, she wrote, “Thank you for the note and taking the time to send it. Not many people would have done that. It was a big blessing after the day I was having. I am thankful for people like you still being in the world.”

Adapted from Reader’s Digest March 27, 2018.

The passage was fairly short. I hope you understood. Pause briefly and ask yourself what it was all about. If you did not understand it, you may read it for the second time.

Activity 1.3.2: Comprehension exercise
To check if you comprehended the passage well, try to answer the following questions. You have been given guiding tips to help you through.

1. What evidence in paragraph one shows that Cassandra was in a hurry?
   [1]
   TIP: evidence is one of the key words in this question. What does it mean? Before you attempt any question identify the words which express the demands of the question. This will help you to give a specific answer.
2. The writer describes one of the characters as a “Kind stranger”. Why does the writer describe the stranger as “kind.”

TIP: Why questions want you to give a reason. Usually, this reason might not be in the passage. You have to use information in the passage to suggest the probable reason.

3. Do you think Cassandra was grateful for the gift? What does she say to prove this?

4. How did Cassandra feel when she received the invitation back? Give a reason for your answer.

5. “Cassandra was at a bit of professional crossroads” line 10. Explain the meaning of the underlined phrase.

6. Explain the following words as they are used in the passage:
   a) Overwhelmed (line 1)
   b) Hurriedly (line 3)
   c) Venting (line 11)
   d) scribbled (line 17)
   e) Frustrations (line 13)

1.4 Creative writing
Components of a paragraph

Have you ever bothered to look at what comprises a paragraph? In this part of the Unit let us explore a paragraph and try to understand how it is formed.

A paragraph is made up of a topic sentence, which is a usually the first sentence that states the main idea to be expanded in that particular paragraph.

The second type of sentences is called supporting or developing sentences. These expand the main idea.

The last type is called concluding sentences. As the name suggests, they conclude a paragraph. They are also transitional because they prepare the reader for the next paragraph. Look at the following example to help you understand these definitions:

Topic sentence: Shanty played very well in the provincial soccer competitions.
Developing sentences: She is likely to be selected for the youth games this year. If the coaches leave her, we will contact the technical director and advise him to consider her.
Concluding/ transitional sentence: This may go a long way in reducing biased selection of players that is usually done by youth games coaches.
These three sentences make up a paragraph. Read them continuously, omitting the sentence descriptions that are on the left hand side of the sentences to have a feel of the complete paragraph. Note down the idea that is introduced and developed. Does the last sentence prepare you for the next paragraph?

**Activity 1.4.1**
Look at the following paragraph extracted from the passage you read above

“Cassandra was at a bit of a professional crossroads and had been having a tough day. In fact, she’d been in “mid-meltdown,” venting to her then-fiancé, Justice, about her frustrations just as she opened the misdirected envelope. Then she read the note.”

Identify a topic sentence and the main idea; developing sentence and a concluding sentence in this paragraph. Write your answer in the spaces provided below.

Topic sentence:

Developing sentence:

Concluding sentence:

**Activity 1.4.2**
Write a complete paragraph on each of the following subjects. We have provided you with space for one topic. Choose your best paragraph from the ones you composed and write it in the space provided below the exercise. Make sure your topic sentences contain the main idea which is then developed and concluded. Refer to the model example given above. Keep your work safe for future reference and also revisit it and edit to get rid of errors and mistakes.

- A place you love
- The person I would like to meet
- The best moment of my life
- Computers
- Primary school
1.5 Noun – formation
You studied nouns at Level 1. Can you still remember what a noun is? Remember it is very important for you to know this part of speech so that you construct grammatically correct sentences. At this level you will learn about the formation of nouns. Below is the definition of a noun.

A noun is a word that names anything. For example, names of places or people. Nouns can be formed by adding prefixes. What is a prefix? A prefix is one or more syllables placed in front of a root word to change the meaning of the root. What do you think makes the meaning of the word to change? Meaning of the word changes because a prefix has its own meaning. Therefore, when a prefix is added to a word, the new word or noun takes the meaning of the prefix.

Activity 1.5.1
Fill in the table below by creating nouns using the given prefixes. We did the first two for you and I want you to take note of the following from the two examples I gave you; when you add a prefix to an original or complete word the spelling of the complete word does not change. Now continue and form nouns by adding the given prefixes to original words.

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>NOUN</th>
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<tr>
<td>Counter-</td>
<td>counterattack</td>
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<tr>
<td>Dis-</td>
<td>disagreement</td>
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<td>Pro-</td>
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<td>Super-</td>
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Activity 1.5.2
Choose ten of the nouns you formed and create meaningful sentences that show your understanding of the noun. Proof read your sentences and correct all errors that you find. Refer to your dictionary for any spelling.
The first example has been done for you:

1. Bokani played a long counterattack which resulted in the only goal we scored in our semi-final last week.

2. ____________________________________________________________________________

3. ____________________________________________________________________________

4. ____________________________________________________________________________

5. ____________________________________________________________________________

6. ____________________________________________________________________________

7. ____________________________________________________________________________

8. ____________________________________________________________________________

9. ____________________________________________________________________________

10. ____________________________________________________________________________

Research work
Now that you have knowledge on prefixes refresh your memory by identifying five more new prefixes to demonstrate your knowledge on prefixes. There are many prefixes in the English language that can be used to create different parts of speech. So, you must keep this information for use later when you study adjectives.

Reflection
You have successfully come to the end of Unit 1. You need to applaud yourself for the hard work. Remember this was your introductory Unit to English. Did you find it interesting? Challenging? Take a few moments to think about the activities you did in this Unit then answer the following questions. Write down your responses to each question in a separate book.

a. What have you learnt about listening?

b. What difficulties did you experience as you were reading the passage?

c. Did you manage to add new prefixes to the list we gave you?

d. Which parts of the Unit did you find most challenging? Why?
Summary
Now that you have reflected on what you did, below you have been given a summary of the unit to help you remember. In this Unit you listened attentively to a passage being read and attempted questions. Remember to continue practising listening to different texts to improve your listening skills. You also learnt a lot about using appropriate language when passing condolences and persuading someone. I hope you will continue creating new statements at your own leisure time. As a continuation on register, you will look at giving oral instructions in unit two.

Writing coherent paragraphs is one aspect of writing you learnt in this unit. We hope that you can now create complete and meaningful paragraphs. If you have any problems with this aspect or any other in the unit, revisit the section for practise.

Noun formation is what we went through under supporting Language structures. Please be sure that you understood every part. Don’t forget to write down all the difficulties you encountered so that you may revisit the sections later for more revision.

Unit1: Expected answers

Activity 1.1.1
As you check your answers also check your grammar. It must be correct. Wrong spelling and other errors in grammar may result in loss of marks especially where meaning is totally different.
1. Grandmother
2. Ruvimbo’s parents had been shot dead.
3. Agony and pain.
4. Disheartened
5. She was worried by the burden of looking after the family since grandfather was too old. She was also worried by the welfare of her young brothers She was worried by her fees which had not been paid.
6. Ruvimbo is given away in marriage without her consent.
7. Social welfare organisations can be called in to help support family.

Organisations that pay fees for orphans can also be contacted for assistance.

Community projects run by the traditional leadership can generate funds for orphans.
Activity 1.2.2
Here are the five words and phrases that were used in the paragraph above to convince people. If you managed to identify all of them then you are a star! If you have at least three then you did well. If you have less than three do not give up but revisit the paragraph and read again with understanding, remember this was not a test we wanted you to practise.

“But” – the disqualifier eliminates all possible control of men over women.

“It’s my strong contention that …” the linking term expresses the strong belief that the speaker has through the underlined words

“Instead of being traded-” exaggerates the way they are married off to man as ‘objects’ to evoke sympathy and support.

“My appeal to all …” affectionately uses this phrase to encourage all people to join her.

Activity 1.2.6 Condolences
Here are the correct ways of passing condolences. After checking your work revisit the activity.

“We are so sorry for your loss.”
“I’m going to miss her too.”
“I hope you feel surrounded by much love.”
“Sharing in your sadness as you remember Dan.”
“With deepest sympathy as you remember Robert.”
“I was saddened to hear that your grandfather passed away.”

Activity 1.3.2
Answers for comprehension
1. She hurriedly addressed the letter.
2. He sent $20 gift to someone he did not know.
3. Yes, she was very grateful. She said it had come at the right time and she was grateful for it.
4. Happy/ecstatic/ excited. She confessed and went on to spend the money with Justice.
5. She was having a difficult time/ overburdened / overwhelmed
6. Word meanings:
   a. overwhelmed – devastated, overpowered.
   b. hurriedly- quickly
   c. venting- releasing, expressing
   d. scribbled – wrote something quickly
   e. frustrations – disappointments, resentments, failures.
Activity 1.4.1
Paragraph
Topic sentence: Cassandra was at a bit of a professional crossroads and had been having a tough day.

Developing sentence: In fact, she’d been in “mid-meltdown,” venting to her then-fiancé, Justice, about her frustrations just as she opened the misdirected envelope. Concluding sentence: Then she read the note.

Activity 1.5.1

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Noun</th>
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<tr>
<td>De</td>
<td>Decentralization</td>
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<td>En-</td>
<td>Enlargement</td>
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<td>Il-</td>
<td>Illegibility</td>
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<td>Im-</td>
<td>Imperfection, impossibility</td>
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<td>Inter</td>
<td>International, interaction</td>
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<td>Mis</td>
<td>Misinformation, misrepresentation</td>
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<td>Fore</td>
<td>Forecast, forewarn</td>
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<td>Mal</td>
<td>Maltreatment, Maladministration</td>
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<tr>
<td>Pre</td>
<td>Predawn, Preschool</td>
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<td>Repayment</td>
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<td>In</td>
<td>Incompleteness</td>
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<td>Super</td>
<td>Superhuman</td>
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</table>
Unit 2: A Blind boy teaches himself to ride a bicycle

Contents
2.1 Following instructions
2.2 Persuasions
2.3 Summary writing
2.4 Narrative composition writing
2.5 Regular and irregular verbs

Fig. 2.1

Introduction
Sometimes in life we encounter situations that seem to be a limitation or seem to be impossible to overcome. Have you ever been overwhelmed in life by a situation, incident or event. In such situations you need to learn to deal with the situation or manage wisely. It is always fulfilling to overcome challenging situations and succeed. We want to learn how to achieve the seemingly impossible obstacles in life. Yes, you can be a super star or a hero if you put your mind to it. Always think positively and adopt a positive self-image. Do you know that people judge you with what you say or with the way you express yourself? If you accept failure, indeed you will fail. What you say with your mouth determines your destiny- how far you will go. So speaking and listening would help you to build that confidence you require to communicate effectively. Have you ever asked yourself how sentence construction can be made easy? This can be attained only through practice using different supporting language structures. Therefore in this unit you will learn how to form regular and irregular verbs so that you can sharpen your skills in writing.
Tip: Remember that objectives are an overview of what you will learn in the Unit, therefore always read them so that you will know what is expected of you in the Unit.

**Objectives**
After going through the Unit you should be able to:
- listen carefully to instructions so that you follow correct directions
- persuade others using persuasive language for you to be convincing.
- identify key points for a summary and be able to write a summary.
- write a narrative composition using figurative language and show creativity
- form regular and irregular verbs and use them in sentence construction.

**Key words**
- **Agent** – The main character for the summary.
- **Regular**- Having a constant pattern or showing a common pattern.
- **Irregular**- Something without uniformity or not having a constant pattern.

**Time:** You have been allocated eight (8) hours to study and finish this Unit.

**Study skills**
In this Unit, you shall use the following study skills that will help you to be able to go through the activities prepared for you:
- **Note making**- This is when you write down notes that will help you internalize the activities and also for revision purposes.
- **Scanning**- This is when you read through a passage and identify key points or ideas.
- **Silent reading**- This enables you to fully concentrate on reading so as to understand what you are reading about.

**2.1 Following instructions**
We know that you are so much used to the area where you stay such that you can find your way without a map or a campus. You can easily visualise the familiar places and be at the place or destination without much effort. Have you ever given someone directions clearly that they can easily find the place they want to get? Today, you are going to give directions to different people who want to get to different destinations. Remember that in directions, you refer to well-known places, streets and directions like, turn left and face north and follow Mambo street. Yes, these details are needed so that the person can easily follow your instructions.
Now, this takes us to the activity where you will use a given map to give directions.
2.1.1 Listening for instructions

Today we are going to navigate your community and give directions to people who want to get to different destinations. Can you name the gadgets or tools we use when looking for directions? Yes, we have a campus, Google maps and many others. Any of the tools you name, of course the most common one is a map. Do you know how to read a map? Different kinds of maps exist for different uses. Before you can use a map to help you find your way, you need to make sure that you are equipped with a suitable map. For example, there are road maps to help drivers navigate highways and also maps for travellers. Now, in this activity we are going to use a map to give directions as it is quite handy and easy to use and has places or structures marked on it. We are going to study the sketch map of Selbourne suburb and find our way around. Now, study the map below and familiarise yourself with it.

There is nothing as interesting as giving directions and yet people still get lost. Now let us see if you have understood the given map by quickly answering the following questions.

(a) Quickly note down places that can easily be found?
(b) Which places might be difficult to give directions for?

Selbourne Suburb Map

Have you noticed some familiar places that you can easily find? Which places do you think might be difficult to give directions? Yes, it is possible that some places require detail for them to be found. How do you give directions? Remember that we use cardinal directions like north, south, east and west. We also use terms like turn right or left or go straight.
Activity 2.1.2

Now that you are familiar with the sketch map, I want you to give directions to the following people:

1. A stranger who wants to get to the police station from the hospital.
2. A visitor who wants to get to the school from the bus terminus.
3. A visitor who wants to get to the chemist from the Co-op shop.
4. A tourist travelling from the bus terminus wants to get to Eat well Restaurant.

Remember, it is a matter of choice on which roads or paths you want to take to get from Point A to Point B. You must always select the route that is easy to follow to your destination. Directions are given according to streets and turns that a traveller has to take.

Refresh your mind: Did you enjoy giving people directions? Do you think that the people you directed got to their destinations? This largely depends on how you gave them the directions. Now, study the map again and mark on it the possible routes they could have taken and see if they were able to find their way as directed. Can you see that it is easy to direct others when you have a map to guide you?

Now continue to practise using maps and giving directions to your friends and family. If you are also doing Geography, there is a map reading section where you are expected to find the location of some places or structures on the map. Use those maps for practice purposes to enhance your skills of map reading.

Project: Now that you have a sample of a map, I want you to draw the map of your home area indicating all the possible routes that can be used to get to different destinations. Remember to indicate all important details that can help the travelers to find their way.

Activity 2.1.2

Now that you have been giving directions to different people, We want you to practice this activity with your friends or peers when you make a recording of giving directions and see if you will be able to find your way or if you will be understood by others when you give them directions. Remember to take down notes always so that they guide you to find your way. Always take note of the major structures or features that are well-known by most people as the focal point. Yes, you can use places like the local clinic or shopping centre as the focal point from which your listeners can begin their journey around.

2.2 Register and communication - Persuasion

We know that you always talk to your friends and sometimes you argue on issues you do not agree on. Yes, you sometimes win the arguments or you lose them. In register and communication, we use appropriate language which is suitable for a particular situation. Can you define persuasion? Yes it is the whereby you speak convincingly to others and end up changing their opinion or point of view. This is a simple example of persuasion whereby you argue to convince or to change the
opinion of others. Do you know that in persuasion, you are to be convincing and state facts such that no one can dispute or challenge your stance. For example, you want to go on a trip and you want money to pay for the trip. How do you request for the money such that your family is really convinced that the trip is a necessity? Yes you state the points like the trip will widen your scope on the preservation of the environment, exposure to technology and to acquired adequate information and It will help you to write a pending project you have started researching on.

**Activity 2.2.1**
You want to exercise but you require the company of your friends to go on a walk. Your friends do not like walking long distances to accompany you. Now you are to convince them to go with you. We know that you can convince them especially if you state the importance and benefits of exercise. Do you think that you can persuade them to join you and enjoy the activity you want to embark on? Remember it is essential for you to research and have notes that you will use to back up your argument. Persuasive language must leave the listeners without any doubts about what you have been telling them. Do you know that all our lives we have been buying other peoples’ attention by being persuasive in our approaches?

**Assignment:** Keep on practising using persuasive language with your family and peers as it is a skill that is important in life. It helps you to build up character and self-esteem. You will eventually realise that you can easily get what you want from others without any struggle.

**2.3 Summary writing.**
We assume that you have told stories or related how some incidents happened. Did you realise that when you tell an incident, you state important points and leave out unnecessary detail. You only gave a summary of what took place. This gives you an idea that a summary consists of only important ideas or points as directed by the question. A summary is a brief account of what took place and mostly comes with specific requirements or instructions. Whenever you summarise, you are just precise and straight to the point without beating about the bush. Summary writing is a very important aspect which is tested at the end of the course, as result you must grasp the concept and skills required for you to write a summary effectively. Now having said so much about it, let us go through the important steps which are needed for you to write a good summary.

**Activity 2.3.1**
Remember that summary writing is a skill that must be acquired for you to be able to answer any question on this section. Let us go through the steps on how to write a good summary together.

(a) Mark the summary passage i.e. where the material of your summary will begin and end for example from Paragraph 5 to the end of Paragraph 11 or
from line 35 to the end of line 95.

(b) Identify the key words i.e. what are you expected to write on. For example, your or writer’s thoughts, actions, feelings, problems and solutions, advantages and disadvantages.

c) Read the summary passage intensively paragraph by paragraph, identifying all key points, using key words and underline them in their order.

d) Write the summary using the points that you underlined in continuous writing following the order of appearance on the passage.

(e) Always state the number of words used which must be 160 words.
(f) Identify the agent (the main character) correctly so that you will know who is the focal person.

(g) Take note of the tense used which is stated in the ten words given to you.

Tip: Remember not to write in your own words which might result in you changing the meaning of the story. Always use the scanning reading skill which requires you to state the important points or ideas only. We hope you were following closely when we were going through the steps on how to write a summary. Now study the example on how to identify the key points using key words and follow it to identify other key points. Always remember that a summary consists of key points only that are joined together to form a paragraph. A good example of the key words in this question are problems and how you overcome them. Always keep in mind that key points come first then you join them together to form a paragraph which is written on a grid where you insert a word in the boxes provided.

Below is an example showing how you should identify key points;
I would climb onto the seat of my bicycle and ride around the house, pretending that I was on the road going to school with my big sisters and big brother. I would go around and around, stopping and starting, entranced by the sound of the rubber tyres on the gravel and the rattle and click of the bicycle chain, taking bones and turns faster and faster. I found it difficult to establish my position, so I used the way the sound of the tyres on the gravel bounced off walls and objects.

Note that all the relevant points have been underlined. Now continue to identify the key points and underline them. Remember that a summary is written by inserting a word in a box.
In his autobiography, The Ledge Between the Streams, Ved Metha, blind since four years of age, but determined to lead a normal life like his brothers and sisters and to go to school to learn, recounts his experiences.

Paragraph 1.
One morning in the servants’ quarters I found a discarded bicycle. It’s tyres were flat, it’s back mud guard was broken and scraped against the tyre, it’s handbrakes hung loose; it’s handgrips were missing, so that the ends of the handle-bars were cold and hollow to the touch. It was in complete disrepair. I got hold of a pair of pliers and a bicycle pump, and over the many days, took it apart almost to the last nut. I tried to put it together again. At first nothing fitted, even when I eventually managed to put most of it together, it required several new parts.

Paragraph 2.
I had Gian Chand take the bicycle and me to a repair shop. I followed the hand of the repair man as he worked on the bicycle. Except for the puncture which required the repair man special patching machine, there was hardly anything about the bicycle that I did not, in time, learn to fix myself.

Paragraph 3
In my homestead, I was left alone to play everywhere as I like while the others were either at school or busy with their work or their friends. I used to stand the bicycle up on its kick stand and spend hours turning the pedals with my hands and listening to the sound of the rear wheel whirring as the chain engaged it or clicking as it coasted. I climbed up onto the seat and tried to pedal. But the springs of the seat were broken and I discovered that my feet scarcely reached the pedals. I fell over and scraped my hands and knees. I got an idea. I worked the seat loose from the frame, dismantled it and fixed it on again as low as it would go. Finally, I was able to sit comfortably astride the stationary bicycle and pedal.

Paragraph 4.
Before long, I was pushing the bicycle off its kick stand and walking it around the back of the house from left side, as I noticed that everyone else did it. I would put one foot on the pedal nearer me and propel the bicycle forward by hopping with the other foot. I remember that once I took the hopping foot off the ground and was carried a long by the momentum. The bicycle veered from side to side and almost tipped over on me. But I held fast. I pedaled with one foot, propelled the bicycle forward the ground, touched down, ran and raised the foot off the ground. I somehow kept the bicycle going.

Paragraph 5.
In time, I discovered that when the bicycle was moving and I put my leg on the other side, I could pedal from both sides, standing up. If I kept the handle bars very straight, leaned forward and pedaled hard, the bicycle would steady itself and stay on course. If I suddenly slowed down, the bicycle would tilt but I would stop my fall by dragging a foot on the ground. I discovered that if I was standing on the pedals
and the bicycle going fast, I could slide onto the seat and pedal sitting down. I realised then that I knew how to actually bicycle-bicycle like everyone else! The realization made me tingle from head to toe.

**Paragraph 6**
I would climb onto the seat of my bicycle and ride around the house, pretending that I was on the road going to school with my big sisters and big brother. I would go round and round, stopping and starting, falling down and getting up, entranced by the sound of the rubber tyres on the gravel and rattle and click of the bicycle chain, taking bends and turns faster and faster. I found it difficult to establish my position, so I used the way the sound of the tyres on the gravel bounced off walls and objects. I had developed my facial vision—a vivid mental image produced by the imagination which may be difficult to understand unless one is blind. The result of this was that I as able to distinguish a lawn chair from a lawn table by the screech of the bicycle tyres sounded on the gravel. Making such a distinction was not easy because an object had to be fairly substantial and there had to be no distracting sounds, like the donkey braying, or the rattling of pots and pans for me to sense and avoid it, especially since on a bicycle I approached objects at a great speed and therefore I had to learn to react quickly. However, as I cycled around, at the back my mind was always the thought of going to school. Being part of the voices, laughter and learning within those walls, spurred me on to greater effort. I would get there, if I succeeded here.

**Paragraph 7**
Sometimes, Father’s car would suddenly loom ahead parked to one side of the verandah, rather than in front of it, it’s usual spot. I had to decide quickly where I was in relation to it and how far I had to veer to get around it. If I hesitated a moment, I banged into it, possibly denting the bicycle and the car and skinning my knees.

**Paragraph 8**
Moreover, even if I sensed an object, that was no guarantee that I would not bang into it. I might be going fast or not paying attention or I might simply be unable to go quickly enough. Every day I would ram into the wall or up the verandah steps and into the columns. Everyday I would bang up my bicycle. Everyday I would scrape and bruise my knees and shins, hands and elbows but every time I would pick myself up, ignore the bruises and scratches and be off again as best I could, after I had fixed my bike.

**Paragraph 9**
There was no hiding my injuries and everyone regularly scolded me. I recall that several times Mother forbade me to go near the bicycle. But the moment people’s backs were turned, I was on my bike again. I remember repeating on myself “I will….. I won’t be stopped…..I’ll show them … I will go to school.”
Paragraph 10
When I became exhausted I would drop the bicycle wherever I happened to be, and go and lie down on the first bed I came to. It would be a while before my breathing became normal and my heart stopped racing. Then I would get up with renewed energy to do more rounds.

Paragraph 11
Eventually, my facial vision became acute and my reactions very quick. I could circle the house dozens of times without hitting anything. I would take slightly different routes, intentionally circle a flower pot or a watering can, or pass the gardener with hardly any room to spare. I grew in self-confidence and before long I was riding any available bicycle. I would get my sister Usha up onto the bar and pedal fast sometimes taking my hands off the handlebars. She would scream with fear and delight. “No!... Please!... Enough!... Down!”

I was ready for the next challenge. “Can I go to your school and just sit in on your classes?” I asked my sister.

(Adapted from “The Ledge Between the Streams” by Ved Metha. Published by Picador Pan Books 1984)

Evaluation of the passage
We hope you enjoyed reading the comprehension passage and you were inspired by the blind boy. Do you have anything that was stopping you from excelling? Now you learnt that anything is possible if you work hard towards achieving your goals.

Activity 2.3.4
The passage describes how a blind boy taught himself to ride a bicycle. He however, faced difficulties in manoeuvering his way around because of his blindness. Imagine you are the writer. Give an account of the problems you experienced and how you overcame them.

Use only material from paragraph 6 to the end of paragraph 10. Your summary should not be longer than 160 words.

Tip: Remember that you begin by identifying important points and then join your points together forming a continuous paragraph of 160 words in length. The opening sentence has been given. Continue the summary:

Once I realised that I could actually ride the bicycle, …
We hope you enjoyed the summary writing process and are now in a position to tackle any question that comes. Now that you have acquired the skill, we want you to practise summary writing using a variety of passages. We want you to go back to Unit 1 and summarise the passage and see how many points you will find.
2.4 Narrative composition

Do you still remember the last time you had to relate an event that had taken place to someone. Yes we know you have told stories so many times. That act is called narration, retelling or relating. Today, we want you to acquire the skill of narrative writing. A narrative tells a story or gives an account of events or incidents. It often revolves around a plot or a storyline. In narration you give all the details that create a vivid picture of what you are talking about. Have you realised that even today you related an event to someone? Think about what you did since you woke up today and tell it to your peers. You will discover that there is so much to talk about. Sometimes you easily get carried away especially if what you are relating excites you. Narration happens spontaneously as it happens without you planning it. This shows how interesting narrative writing can be. Already you are now ready to start writing.

Here are the steps for writing a narrative composition: planning provides the logical thoughts and actions which we normally call brain storming. Your introduction indicates time and settings which is how events must take place at a certain place. The body consists of a number of paragraphs, it contains a series of events and developments leading to the climax which is the highest point of the story. Remember, it is important to set the mood and tone of the story by using expressions that are captivating. Your vocabulary must be varied to enrich your language. A satisfactory conclusion ties up the loose ends. Can you see how interesting narrative composition writing can be?

Now study the two pictures and narrate what happened. I know that many thoughts and ideas came into your mind and you already have an idea of what could have happened.

Remember you are to relate the events as they occurred. Time the event so that you are writing that the story knits up together at the end. You must always create an atmosphere which is conducive for a story to take place. Your characters must have names so that they become real. Now, let us look at the pictures which are meant to help you imagine an event or a story that took place. Here is an example of how to narrate an event using pictures:
Our Number 11 player Theo was dribbling forward facing the goal keeper. He had gone past two defenders of the opposite team and was determined to score a goal to declare our team champions. All the spectators were on their toes cheering him on to increase his speed and strike the ball. The coach screamed at the top of his voice for Theo not to delay. When he finally struck the ball and it landed at the back of the net. There was celebration in the stadium. After the match, we all ran to congratulate Theo and thank him for such a spectacular golden goal. His teammates lifted him up and cheered. It was celebration everywhere as we were crowned the champions of the tournament. Theo was the man of the match.

Now that you have read the example above on how to write a narrative composition, write a composition on any of the topics below.

Always remember to follow the rules of composition writing learnt in Unit 1. Use of varied vocabulary will enrich your composition.

**Activity 2:4.1**

1. Write a story on a family event which bought unity to the members.[30 marks]
2. Write a story based on the following words
   (a) Crime does not pay, he said this as he sat on the cold floor of his cell. [30marks]
   (b) When she recalls what happened tears well up in her eyes. [30 marks]
3. Give account when a stolen baby was finally found. [30 marks]

You are advised to spend 50 minutes on this activity.
Tip example of a narrative plot:

Introduction → body/development of → conclusion
   Series of events

More practice activities
Remember that practice makes perfect, try to attempt writing compositions on the topics below so as to sharpen your writing skills. Yes each topic has its own demands therefore you must put more effort to produce your best.
1. A holiday to remember.
2. That day I realised that hard work pays.
3. It was when he sat on the cold floor of his cell that he realised that crime does not pay.

2.5 Regular verbs and irregular verbs
Do you know that word formation is very important. It helps you to be able to form words that you need to use either in speaking or writing. Today you are going to form regular and irregular verbs. Do you still remember the definition of a verb? Yes, a verb is a doing or an action word. For example walk, talk, run, sweep. Most verbs end in –ed or –d in the past tense and past prefect participle and these are called regular verbs. Regular verbs are formed by adding -d or -ed to the stem of the word. A stem is the root of a word that does not change. So this means that regular verbs do not change their form when they are either in their past or past participle. Now, let us look at how to form regular verbs in their past tense and past participle.

Example

<table>
<thead>
<tr>
<th>Stem</th>
<th>Past</th>
<th>Past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>bake</td>
<td>bake+d</td>
<td>baked</td>
</tr>
<tr>
<td>convince</td>
<td>convince+d</td>
<td>convinced</td>
</tr>
<tr>
<td>walk</td>
<td>walk+ed</td>
<td>walked</td>
</tr>
</tbody>
</table>

Now do you realise that only –d and –ed were added to the verb and the stem of the word still remained unchanged. Proceed and do the following activity.
Activity 2.5.1 Regular Verbs

Now quickly form regular verbs of the following words in their past and past participle. Study again the examples given and understand how regular verbs are formed.

<table>
<thead>
<tr>
<th>Stem</th>
<th>Past</th>
<th>Past participle</th>
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</thead>
<tbody>
<tr>
<td>advise</td>
<td>advised</td>
<td>advised</td>
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</table>

1. accept -
2. amuse -
3. compare -
4. destroy -
5. escape -
6. heat -
7. offend -
8. graze -
9. stop -
10. turn -
11. beg -
12. need -
13. open -
14. receive -
15. dress -

We hope that you did not face any challenges in forming regular verbs. We want you to check for the answers that are provided and see where you might have gone wrong. Looking at your excitement it is evident that you got all answers correct. Keep on practising and also try to identify regular verbs from the comprehension passage.

Irregular verbs

Now that regular verbs have been formed, let us look at irregular verbs which do not have the usual –d or –ed endings. Now note that irregular verbs change their form when the word is in its past or past perfect tense. Can you think of any words that change their form? Yes you could have got the words right. Now, let us look at the following words that are irregular. Here is an example of irregular verbs:
Stem | Past | Past participle
--- | --- | ---
blow | blew | blown
speak | spoke | spoken
rise | rose | risen

**Activity 2.5.2**

Study the examples given and see how the verbs changed their form. Remember that with irregular verbs you do not add –d or –ed at the end of the word. Listed below are irregular verbs, now form the past and the past perfect participle of the verbs listed.

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<thead>
<tr>
<th>Stem</th>
<th>Past</th>
<th>Past participle</th>
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</thead>
<tbody>
<tr>
<td>build</td>
<td>drew</td>
<td>frozen</td>
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<tr>
<td>draw</td>
<td>froze</td>
<td>grown</td>
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<tr>
<td>freeze</td>
<td>grow</td>
<td>laid</td>
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<td>grow</td>
<td>lay</td>
<td>ringed</td>
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<tr>
<td>lay</td>
<td>sink</td>
<td>sent</td>
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<tr>
<td>ring</td>
<td>tear</td>
<td>worn</td>
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<tr>
<td>sink</td>
<td>wear</td>
<td>chose</td>
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<tr>
<td>tear</td>
<td>choose</td>
<td>threw</td>
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<td>wear</td>
<td>throw</td>
<td>sat</td>
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<tr>
<td>choose</td>
<td>sit</td>
<td>took</td>
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</table>

**More on irregular verbs**

<table>
<thead>
<tr>
<th>Stem</th>
<th>Past</th>
<th>Past participle</th>
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</thead>
<tbody>
<tr>
<td>come</td>
<td>came</td>
<td>came</td>
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<td>get</td>
<td>got</td>
<td>gotten</td>
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<tr>
<td>go</td>
<td>went</td>
<td>gone</td>
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</table>

Note that verbs change their form when forming irregular verbs.

There are also some verbs that do not change their form whether they are in the present, past or past participle. For example:
Now that you have studied the examples given to you, try to attempt the following activity.

**Activity 2.5.3**

Form regular and irregular verbs. Remember that with regular verbs you add –d or –ed at the end of the stem of the verb. When you are forming irregular verbs, the word changes its form and we do not add anything at the end of the word. Revise again the examples given before you can attempt the activity.

<table>
<thead>
<tr>
<th>Stem</th>
<th>Past</th>
<th>Past participle</th>
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<tbody>
<tr>
<td>cut</td>
<td>cut</td>
<td>cut</td>
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<tr>
<td>cost</td>
<td>cost</td>
<td>cost</td>
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<tr>
<td>put</td>
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</table>

It is good that you have attempted the activity. We know that you are eager to know how you performed. Check for the answers at the end of the Unit. Yes we are certain that you really did well as you were able to get some words correct. If you failed to get some words correct, this is the opportunity for you to go back
again and reattempt the activity and mark for yourself.

**Activity 2.5.4**

Now complete each sentence with the correct form of verb from the one given in brackets. You are expected to form regular and irregular verbs and use them to complete the gaps in the sentences below.

1. By the time the rains stopped, the roof had been .......... off. (blow).
2. This is the house John .......... last year. (build)
3. The judges have not yet .......... the winners in the competition. (choose)
4. Long ago, villagers .......... water from the well. (draw)
5. How tall you’ve .......... (grow)
6. Before he died, the old man .......... the bell every morning. (ring)
7. After the dough had .......... she put the tray in the oven. (rise)
8. The ship .......... after hitting the rocks off the coast. (sink)
9. After all the speakers had .......... the chairman .......... for a while. (speak/speak)
10. Because the suit had been .......... before, she .......... the black one. (wear/wear)

**Subject-verb agreement**

Subject-verb agreement means the subject and the verb must agree in number. This means that both need to be singular or plural. A singular subject takes a singular verb while a plural subject takes a plural verb. Yes, it is important for words to agree so that you understand what is being communicated. Do you know that words must have agreement like what you exactly do when you talk to other people? In sentence construction, it is essential for you to make sure that your words are able to make sense and meaning to you. The subject and the verb must agree in number and person. For you to decide whether the verb should be singular or plural, you must find the subject, decide whether it is singular or plural and match the verb with the subject.

We want you to look closely at the following so that it will be easy for you to identify the subject and verb so that an agreement is reached and there is harmony. Now study the examples below of how the subject agrees with the verb.

1. My sister is sleeping on the couch.
   - Sister is the subject in the singular form and
   - is, is the verb in the singular form.
2. My brothers and sisters are going on a trip.
   - My brothers and sisters is the subject which is in the plural form,
   - are is the verb in its plural form.
3. John lives two streets away from his school.
   - John is the subject in the singular form and
   - lives is the verb in the singular form.
4. My dog does not like noise.
   - Dog is the subject in the singular form whereas
does not is the verb which is in the singular form.
Sometimes the subject may consist of a group of words. A common example is the collective noun, which refers to the group as a single unit.

1. The **class** of learners **was** kept busy after school.  
   The subject is the class which is in the singular form
2. **My brother and sisters are** going on a trip.  
   - My brother and sisters is the subject in the plural form whereas are is the verb plural

**Assignment**
1. Construct five sentences using the regular and irregular verbs using verbs listed in Activity 2.5.2.2
2. Construct five sentences of your own and clearly indicate the subject and the verb used. (Remember the singular the plural rule.)

**Activity 2.5.5**
Now that you have studied closely the examples given, a subject and verb must agree in number. We want you to revise again the examples given above and understand how the subject-verb agreement is accomplished. Now read the following sentences with understanding and decide whether a singular or plural verb is needed for each sentence. Choose the best word in brackets to correctly complete each sentence.

1. Boots and a warm hat (is/are) what you need in winter.
2. Either Tendai or Rachel (is/are) coming to meet you.
3. Hwange and Victoria Falls (is/are) known for their hospitality.
4. The early hours of the morning (is/are) the time when thieves strike.
5. Mathematics (include?includes) the study of algebra.
6. Neither you nor l (have/has) travelled by plane.
7. The explosions at the mine (was/were) heard from very far.

**Reflection**
We believe that you enjoyed doing the activities in this Unit. All this was not new to you as you have been interacting with a lot of material before this Unit. Remember that in this Unit you learnt how to listen for instructions. When you listen carefully to instructions, you always find your way easily around. Yes it is essential to have an attentive ear and this makes listening enjoyable to you and others. Speaking is a skill that helps you to be fluent in your spoken language and to be able to confidently express yourself. Practise speaking fluently with your friends. Yes, it is true that writing is an enjoyable exercise especially if you develop your skills in creative writing through narrative composition writing. Reading is a skill that enhances other skills and you enjoyed reading the passage in this Unit. You were also inspired to break limitations in life like when you read the blind boy story. Continue reading other materials that will help you to improve your reading skills.
Summary
In this Unit you covered speaking skills which encouraged you to be fluent in your communication. You must be able to speak convincingly to others. Yes you also learnt how to listen carefully and attentively for information. We know that narrative composition writing was one of the most interesting experiences you also had in this Unit. One of the areas covered was proper and correct use of language which focused on the formation of regular and irregular verbs and subject-verb agreement. You will continue doing more language exercises so that you sharpen your language skills.

Unit 2: Expected answers

Activity 2.3.4.

Summary points:

I often fell down
I always got up
I found it difficult to establish my position
I used the way sound of the tyres bounced off walls.
I developed my facial vision/ vivid mental pictures.
I was able to distinguish different objects.
I used the sound of tyres.
An object had to be fairly substantial
There had to be no distracting sounds.
I approached objects at great speed.
I had to react quickly.
Father’s car would loom suddenly ahead.
I had to decide quickly how far I had to veer to avoid banging into it.
If I hesitated I banged into it.
Sensing an object was no guarantee that I would not into it.
I might not be paying attention or simply be unable to stop quickly enough.
I would ram into the wall or up the verandah steps and into the columns or whatever happened to be in or out of place.
I would bag up my bicycle.
Bruise/scrape my knees/elbows
Every time I would pick myself up and off again.
I fixed my bicycle.
My family scolded me.
Mother forbade me to go near the bicycle
I returned to my bicycle again.
### Answers to activity 2.5.1

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<thead>
<tr>
<th>Stem</th>
<th>Past</th>
<th>Past participle</th>
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<tbody>
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### Answers to activity 2.5.2

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</table>
### Activity 2.5.3

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<tr>
<td>is(be)</td>
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<tr>
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<td>steal</td>
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<tr>
<td>put</td>
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</tbody>
</table>

### Activity 2.5.4

1. blown
2. built
3. chosen
4. drew
5. grown
6. rang
7. risen
8. sank
9. spoken/spoke
10. worn/wore

### Activity 2.5.5

1. are
2. is
3. are
4. are
5. includes
6. have
7. were
Unit 3: A scenic view

Contents
3.1 Dialogues and interviews
3.2 Narrating an event
3.3 Intensive reading
3.4 Adjectives and adverbs
3.5 Descriptive composition

Introduction
In this unit you will be introduced to dialogues and interviews and also study conversation skills and how these help in everyday life. These will prepare you for later life as you come across formal communication situations such as interviews. You will also get an opportunity to narrate events that you would have come across. Sharing experiences with friends is a communication opportunity that presents itself to us on a daily basis as we talk to friends and family. Zimbabwe is blessed with numerous tourist places which have attracted many tourists to visit our beautiful country. Have you ever visited any one of the tourist destinations? In this unit, you will read a story which describes one of the beautiful scenic views of the Eastern Highlands of Zimbabwe. We hope the language used in the text will help you when you write your composition. Language structures you will learn in this unit are not new as you have been introduced to adjectives and adverbs before. They will help you improve descriptive skills you will practice together with narrative skills learnt in the speaking practice section in writing a descriptive composition.

Objectives
After going through this unit you should be able to:
• listen with concentration.
• report on broadcasts.
• engage in meaningful dialogues.
• draw inferences from written texts.
• summarise a text.
• describe processes and events.
• construct grammatically correct sentences.

Key words
Dialogue - A conversation or talk with someone.
Interview - A meeting in which someone asks you questions to see if you are suitable for a job or course.
Adjective - A word that describes a noun or pronoun.
Adverb - A word that describes or gives more information about a verb, adjective, adverb or phrase.
Context - Setting, or situation surrounding a word or event.
Time: You are expected to do all the activities in this Unit in 8 hours.

Study skills
Note making – To take down keep important information or any material you find valuable as you read through a passage or as you study for public exams.
Attentive listening – To listen and pick relevant information and not lose track of the topic in question.
Skimming – To look for information which is necessary only and discard the rest.
Scanning – To identify key points from a passage or any material that requires the use of this skill.

3.1 Dialogues and Interviews
When two people talk to each other, we say they are involved in a dialogue. They take turns to speak to each other, this is called turn-taking. You have held a dialogue with someone at one time, haven’t you? Now take time to listen to the following dialogue as your friend reads it out. If there is no one to assist you and you have a phone or sound recorder, record the dialogue as you pretend to be the two people talking. Now you can listen to the dialogue.

Dialogue
Mary: Good morning Susan, it’s been a long time
Susan: Ah! Long time really, where are you going to?
Mary: Mom sent me to go and ask our cousin James to come and take care of our house while we are away.
Susan: Away? Where are you going to?
Mary: We will be going to our rural home in Gokwe over the weekend.
Susan: What? Rural areas, why do you agree to such an arrangement?
Mary: Is there anything wrong…… (Susan interjects)
Susan: In this time and age you….
Mary: Please wait let me explain, we can’t talk at the same time.
Susan: Ok, go on am listening.

What did you observe when the two people were speaking to each other? Suppose you observed that these two friends had a smooth dialogue until Susan tried to interrupt the conversation. However, Mary had to interject to restore order. From the information you have just read about dialogues, do the following task.

Activity 3.1.1
What are the advantages of speaking without interrupting each other? List the advantages of engaging in a talk without interrupting and disrupting each other.
You have done well in coming up with your answers. You can still do well to compare them with the following answers:
a) There is smooth flow of information.
b) There is a peaceful atmosphere.
c) Listening attentively gives the listener time to think over the words listened to.
d) It gives the listener time to think of possible responses.

Activity 3.1.2
Now that you have an idea of what a dialogue is and its characteristics, I want you to think of a topic on some of the topical issues. For example, you can look at topics like abolition of corporal punishment in schools, giving away girls as compensation and should sex education be part of the school curriculum and any other topic, the list is endless.

Find a friend or your study-mate and hold a dialogue on one or two of the topics of your choice. Remember that as you dialogue, there should be a smooth flow in your conversation without interruption. Having been satisfied record your dialogue and write it down in a separate sheet.

Interviews
In everyday communication, people need to be attentive listeners so that they can also be effective speakers. This is important as we consider interviews. Turn-taking is important in interview situations where one person asks a question (interviewer) and another person responds to the question (interviewee)

Have you ever been called to an office by any official and asked some questions that need your immediate responses? Maybe you have or have not, but today you will have an experience of an interview. You applied for a post as a cook and you have been called for an interview. It is important to list what you need to do in order to prepare adequately for this interview. Now you have been called to attend an interview for a job as a cook Write down your interview preparation notes in your work book.

Activity 3.1.3
You have done well in coming up with a list of preparation steps. But if you have not done this activity, make sure you do it before you continue with your work. You will need the information to do other important activities soon. You can check some of the preparatory steps at the end of the unit.

Now imagine you are in an interview room. The interviewer will ask you questions and you will respond to the questions. Take turns with your friend to play the roles of interviewer and interviewee. You may also be the interviewer. However, if you are alone, you can record the interview questions on a voice recorder. Allow about three minutes of silence between each question to enable you to answer back without any interruption.
Activity 3.1.4

Interviewer: Good morning. Would you like to tell us more about yourself?
You:

Interviewer: Why are you interested in this job?
You:

Interviewer: If you get this job, how do you intend to improve this company?
You:

Interviewer: Is there anything else that you would like to tell us?
You:

Interviewer: Thank you for your interest in our company. You shall be notified of the interview outcome in due course.

It is important to be confident and relaxed when you are in an interview. The first question requires you to say everything about yourself as you will have had a chance to advertise yourself. Think of your capabilities, your successes and responsibilities, however you should not digress. It is wise not to focus on the monetary value of the job but your interest should show that you have a passion for the job. You will have to prove that you will be an asset to the company by bringing improvement. Dress should be appropriate and remember punctuality is important.

3.2 Narrating an event

In Unit 2 you wrote a narrative composition, do you still remember how we defined a narrative composition? Yes, you are clever if you still remember. We hope you remember that to narrate is to tell. When you share your weekend experiences with your friends, you are actually narrating your experiences. When you go hunting alone and when you return to share your hunting experiences, you are actually narrating. Take note that a narration is a dramatic account where you give a series of events in a specified time and place.

Activity 3.2.1

You encountered a number of events today. You could have witnessed an accident, watched people fight, or carried out an activity yourself. We want you to go to your study partner or your friend or a member of your family and narrate any of your experiences. Allow your audience to ask any questions on your experiences.
Imagine you went out hunting, briefly give a narration of your experiences in the bush following the guidelines listed below. Write your experiences in your work book and be in a position to read out what you experienced.

- When you went hunting
- Where you went hunting
- What experiences you encountered
- What animals you caught
- Reaction from your family or friends

**Activity 3.2.2**
You narrated an imaginary hunting experience in the last activity, this was to give you an experience of giving detail when you report an event. What do you enjoy doing during your pastime? Some people watch soccer, some play games and others go to church. As you go to your favorite place this time you are going with a purpose. Think about your purpose first. We want you to take note of any incident that may occur, when you come back home you narrate what happened to your family or friend. Your narration should give all the finer details and be logical. Who knows may be one day you will end up being a journalist so there is need to give a detailed narration focusing on main ideas.

We hope in this section you have learnt a few things that will help you speak confidently and present your speech logically. What else did you learn?

### 3.3 Intensive Reading – Evaluation and synthesis

In Unit 2 under the sub-heading Intensive Reading the terms “Skimming and Scanning” were explained to you, do you remember what was said? Quite correct if you said skimming is going over a passage quickly and scanning as reading to identify specific information. Intensive reading is when you read for deep understanding, to comprehend and be able to answer both simple recall questions and high order questions. In Unit 2 you read a passage and wrote a summary, that was one way of testing if you had understood the passage. In this sub-unit you will read a passage and answer questions which require you to answer simple recall questions where answers are readily available. You will also infer meanings of words as they are used in the passage. Some questions will require you to combine bits of information in order to come up with an answer. This process is called evaluation and synthesizing.

You will notice that the questions you will meet vary in their level of difficulty.

**Example:**
- What is the name of the high-density suburb?
- In which year was the place first settled?
You will find answers to these questions by simply referring to the text and picking on the answers. As you skim and scan through the passage you can easily pick such answers.

Some questions will require that you synthesize and analyze information to come up with the correct answer. The answers lie hidden in the text and you will have to carefully read.

Example:  -In your own words, explain the quoted words “from here you follow a winding course …”
    The examiner wants to find out if you understand the meaning of the words used in the quote.
-Describe what would happen if one took one’s eyes off the road while driving.
  You will have to use your imagination to come with an answer, considering the dangerous slopes in the mountain.

You have always looked up meanings of words in the dictionary isn’t it? In an examination you may not have the opportunity of using the dictionary. You will have to infer or derive the meanings of words as they are used in the text. How do you do it? You may ask. Some words have many meanings and it will be necessary to read a few lines before and after the word to get how it has been used. You will have to guess some of the meanings of words based on context.

Tip: Remember silent reading is best for comprehension.

Activity 3.3.1
Read the passage below silently, identify new words as you read and check their meaning to help you understand the passage. Attempt all the questions given.

A Scenic view
1  As you drive from the sleeping town of Chimanimani you by-pass the equally sleeping High-density suburb of Ngangu to the west. Chimanimani is indeed a sleeping town, for nothing really exciting happens here except for the occasional influx of tourists who will be visiting the glittering Chimanimani mountains, the National Park, Bridal Veil Falls and the Haroni Forest.

2  First settled way back in 1891, this small town lying on the south-western side of Porkpie Mountain close to the Mozambican side frontier, has failed to develop. Many of its residents have been waiting for a miracle to happen. They are still waiting and by the looks of it, they have another long wait ahead of them. The first ten kilometers from town are soon covered as you reach the indomitable Charter Sawmill. Here there is a hive of activity. Heavy pine logs are fed into the sawmill on one side, planks emerge from another and unwanted chips find their way to the ever burning furnace. From here you follow a winding course due south-east to Rusitu Valley turn-off and Nyahode River less than a kilometer away. You cross the river and see its churning waters on their way to Rusitu Valley and Mozambique. You turn
West and begin to go uphill. The small compound of Zooplastics is soon passed. It is here that the real climbing begins. If your vehicle has seen better days, it might not make it.

3 The road continues to wind and climb steeply through the timber forests. One marvels at the beauty of the waterfall and the feat of civil engineering which was performed during the road's construction. Of course, that does not mean you should take your eyes and mind off the road. To do this would be a fatal mistake. Many have done it and have not been able to tell the tale. The wreckage of the victims' vehicles bear witness to the carnage. The “Keep Well Left, Long Timber Traffic” signs are a constant reminder of the hazards you may encounter around the sharp curves.

4 So with a constant shift of gears you drive on also wondering what might happen to you if you are stopped by the Rhodesian armed forces if you are black, or Zanla guerillas if you are white. Yes, there is that to remember too. The Chimurenga War is getting hot and who knows what a person with a gun would do? It is long ago that a journalist was shot in these parts after a misunderstanding with the Rhodesian forces. And they say a pen is mightier than a sword!

5 All of a sudden you come across a sign which reads “Skyline Junction.” Fifty or so metres later you arrive at a large clearing which is in marked contrast to the forest you have been driving through. Rightly named “Skyline Junction”, it is truly a skyline affair. The locals also know it as “Willgrove”. A forty-nine kilometer peg indicates the distance to Chipinge in the south. Another one shows a hundred and thirty-one kilometers to Mutare in the North. Yet another sign shows the distance (nineteen kilometers) to Chimanimani where you have just been.

6 Very few people can resist the temptation of getting out of their vehicles to have a look around. If you are not one of the very few, you look at where you have just been. It is a breath-taking view, the view of the world. The chilly wind blows against your face as you look down on one of the most beautiful valleys in the land. Thickly carpeted by pine and eucalyptus trees, you can hardly see the road meandering through it. But you can see the Charter Sawmill still spewing smoke like the Mt St Helen before the eruption. Further east, the town of Chimanimani can just be seen Nestling in Porkpie Mountain like a baby on its mother's back. Further still, the Chimanimani Mountains are visible. Rising majestically to well over two thousand meters above sea level, their granite rocks continue to shine against the glare of the sun as they have always done since antiquity.

7 To the west another valley awaits you. This is the great valley of Biriri. The Biriri River runs through it on its way to the Nyanyadzi which eventually joins the mighty Save River. There is another nasty descent to this valley quite notorious for its road accidents. Not so long ago it claimed the lives of over thirty people in a gruesome bus accident.
But today is a different day. There are other things to worry about than an accident which happened sometime back. It is a day for testing the real strength of the Rhodesians and the cunning of the guerillas, for history is going to be made here.

The two men crouched behind a clump of bushes at the junction had only Rhodesian Security forces to worry about. Oblivious of the scenic view, they kept casting quick Glances as they watched the Chimanimani road. Once in a while they would look around them to make sure that their vigil was without detection. They were armed To the teeth. The tension rose with each second.

(Adapted from: English Today student’s Book 4: A Comprehensive English Course (Published by ZPH 2010))

Activity 3.3.2
Having read the passage, make an attempt to answer all the questions from this passage.

Question 1
From paragraph 1
1a(i) Which one word from paragraph one refers to people who come from other countries to see places of interest? [1]
(ii) What is the meaning of “sleeping” in the first sentence? [1]

From paragraph 2
B (i) In your own words, describe in one sentence what the writer is saying about development in the town of Chimanimani. [2]
(iii) “From here you follow a winding course ....” Explain the quoted words in your own words. [1]

C (i) A vehicle which “has seen its better days would not make it to climb.” Explain the expression. [2]
(ii) Using your own words, describe what would happen if one took one’s eyes off the road while driving. [2]

From paragraph 6
(ii) Why is it difficult to resist the temptation of getting out of the vehicle to look around? [1]
(iii) Why is the descent of the Save River notorious? [1]
2b(i) Choose five words from the following words or phrases from those listed below.
For each, give one word or short phrase (of not more than seven words) which has the same meaning as used in the passage.
1. occasional (line.3)
2. settled (line.6)
3. hive of activity (line. 11)
4. wind (line.19)
5. wreckage (line.23)
6. journalist (line 30)
7. notorious (line 52)
8. without detection (line. 6)  

(Total 20 marks)

Now that you have read through the passage, how did you find the passage? Difficult or manageable? The questions were a mixed bag, some needed simply recalling what you read and the majority of questions needed analyzing and synthesizing. If you think you did not do well, you refer to the last page of the unit where you will find answers to cross check. Please do not check on the answers before you attempt the questions.

3.4 Adjectives
What is an adjective? Use your previous knowledge from primary school to define it. Did you say it is a word that describes a noun or pronoun? If so, that is very good. Yes, an adjective describes a noun. You definitely remember that a noun is a name, be it of a person or an object. A pronoun replaces a noun to avoid repetition.

Example: Mary (noun) “She” (pronoun) The children (noun) “they” (pronoun)

Adjectives have the following structure
Adjectives have different types of attributes for example;

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality</td>
<td>beautiful, ugly, terrible</td>
</tr>
<tr>
<td>Size</td>
<td>tiny, large,</td>
</tr>
<tr>
<td>Age/temperature</td>
<td>young, old, hot,</td>
</tr>
<tr>
<td>Shape</td>
<td>round, square</td>
</tr>
<tr>
<td>Colour</td>
<td>green, blue</td>
</tr>
<tr>
<td>Origin</td>
<td>African, Chinese</td>
</tr>
<tr>
<td>Material</td>
<td>iron, paper, gold</td>
</tr>
<tr>
<td>Function</td>
<td>frying, football, sewing</td>
</tr>
</tbody>
</table>
Example:
The reckless driver did not respect traffic lights – quality of the driver
The huge, round rocks rolled swiftly down the mountain – size, shape of rocks –
more than one adjective

- An adjective always comes before a noun  - A cloudy sky  - A dangerous
driver  - Clustered houses
- Some adjectives come after verbs
  The building looked dilapidated.
The children wore dirty, patched shorts.
- Some adjectives modify pronouns:
  It rained heavily.
  She wore expensive clothes.

- Some adjectives have particular endings:
e.g.  –able/-ible    -able/-ible
     -ish/-like    -ish/-like
     -ful/-less    -ful/-less
     -ous/-ious    -ous/-ious
     -y        -y
     -able/-ible    -able/-ible
     -ish/-like    -ish/-like
     -ful/-less    -ful/-less
     -ous/-ious    -ous/-ious
     -y        -y

- At times you can use two or more adjectives in one sentence:
  It is black and white.
The team wore bright yellow uniforms.

Activity 3.4.1
From the 5 groups of adjectival forms above, write two full sentences from each
form of adjective to show that you have understood. (10 marks)

We hope you managed to write meaningful sentences from each group. If you had
problems revisit the five forms.

In your reading comprehension passage on “A Scenic view”, the passage is
descriptive in nature with some adjectives used to describe places and incidences.
The use of adjectives gives a better and clear meaning to the sentence and
improves the quality of the text.

Activity 3.4.2
Go through the passage, A scenic view and identify adjectives that have been used
to modify nouns from paragraph one to the end. There are quite a number of them.
From the list try to write the attributes of each adjective. If you have forgotten the
attributes go back to the examples at the beginning of the section on adjectives.
For example:

The glittering Chimanimani mountains – quality.
The Rhodesian security forces – origin and function.

After this activity on adjectives, we are certain you are going to improve the quality of your sentence construction by using a variety of these adjectives. Check at the end of the Unit if you managed to pick all the adjectives.

**Adverbs**

Can you tell me what an adverb is? Look at the word, it is self-explanatory. Hopefully you said it tells us more about the verb. You are very right. It qualifies the verb. It answers to how, when and where an action was done.

**Example**

The bell rang **loudly**. - (how)
She went to the river **after lunch**. - (when)
The madman lives **by the road side**. - (where)

Adverbs can also modify adjectives and also modify another adverb. You still remember what we said adjectives are? If you have forgotten go back to the section on adjectives. They tell us more about the noun,

Example:
James is extremely (adverb) intelligent. (adjective)
He drove extremely fast. (adverb and adverb)

**Activity 3.4.3**

To show that you have understood the adverbs, write the following sentences:
2 sentences on adverbs showing how the action was done.
2 sentences on adverbs showing when the action was done.
2 sentences on adverbs showing where the action was made.
2 sentences on adverbs modifying an adjective and another adverb. (8 marks)

**Tip:** Refer to examples given to construct correct sentences.

**Activity 3.4.4**

Go back to the comprehension passage that you read, the passage described the town of Chimanimani and other scenic views observed in the area. Activities were qualified using adverbs. Revisit the passage and see how many adverbs you can identify. Start from paragraph one to the end. If you identify 10, that is very good. List them in your work book and say whether the adverb answers to how, when and where the action was done.
For example:

Occasional influx – how
Soon covered - when

Activity 3.4.5
Select 8 of the adverbs and use them in well-constructed sentences to show that you have understood the meanings of the adverbs and how they have been used.

How many adverbs did you manage to identify? You can cross check your list with the list at the back of the unit.

3.5 Descriptive Composition
In Unit 1 you wrote a free composition and the focus was on characteristics of a paragraph. You dealt with topic and supporting sentences. We believe you now know how to write a good paragraph with coherent ideas. Do you still remember the type of composition you wrote in Unit 2? We believe you said narrative composition, that's right. You used figurative language in developing your story to give the reader an interesting story that appeals to all senses. In this unit you will write a descriptive composition using descriptive language. You will have to use descriptive language to capture the interest of the reader, all types of composition need this. You will describe people, places nature and processes in order to get better marks. You will have to rely on the internet, The Students Companion and read widely to improve your vocabulary. In this composition you will use adjectives and adverbs you studied in the Supporting language structures to give better descriptions.

Can you give me some of the attributes of adjectives? We hope you said they describe colour, size, quality and age just to name a few. How about adverbs? They give additional meaning to verbs by telling us how, where and when actions happened. Refer to the examples used in the Supporting language structures.
Here is an example of an introductory paragraph which has a number of adjectives and adverbs.
Activity 3.5.1
Underline all the descriptive words in the passage below and classify them as indicated on the table

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. unhappy</td>
<td>narrowly</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

Taurai had a very unhappy childhood. Born as an only child, he lost both parents in a traffic accident when he was only five. Narrowly escaping death in the accident, Taurai slightly suffered a minor brain damage which resulted in a speech defect. After the tragic death of his parents, Taurai was adopted by an aunt. He behaved quite carefully avoiding clashes with his aunt. She was a harsh woman who had a loud, impatient voice. As a result, Taurai became a timid, withdrawn boy. Quite easy isn’t it? Check for correct answers on the answer sheet at the end of the unit.

Activity 3.5.2
We would like you to write a composition describing as vividly as you can, the town, village or farm where you grew up in. Include the best memories of your childhood, your essay should be 350 -450 words.

Topic: The town/farm where I grew up.

Tip: Remember to make use of the hints you learnt on writing paragraphs. If you have forgotten refer to Unit 1.

Reflection
Now take a few moments to reflect on what you learnt in Unit 3. For listening skills, you did dialogues and interviews. What important points do you remember? In case you have forgotten go back to the previous activities and refresh. Remember what is needed to prepare for interviews. Listening and speaking skills are closely related. Find out why that is so. What else is important for effective narration? What challenges did you face on reading skills? Was it easy to use the context to find meanings of words. You answered simple recall questions and higher order questions. If you have challenges go over the Unit and have a lot of practice.
Summary
In Unit 3, you covered listening, speaking, reading, writing and Supporting language structures. The topics were not very new as you have repeatedly learnt the skills from primary school. You have been equipped with listening skills through interviews and dialogues. However, you need to practice listening to a wide variety of items to polish up the skill. Make an effort to speak the language all the time to improve your speaking skills. Narration of events was done in this unit but there are so many issues to talk about. There are many Supporting language structures but you only did adjectives and adverbs. Practise these structures and improve your descriptive skills both in writing and speaking skills. You have covered quite a number of comprehension skills so far. Evaluation and synthesis will help you tackle complicated comprehension questions.

Unit 3: Expected answers

3.1 Dialogues and Interviews
Activity 3.1.2

Interviews
- Try to get information about the job you are being interviewed for.
- Have a pre-visit to the place of interview so that you know the geography of the area.
- Check if you have relevant documents, that is relevant certificates with certified copies and your identification card.
- Dress formally.
- Be confident.
- Be punctual.

Activity 3.3.2
Comprehension questions

Question 1
1a (i) Tourist. (1)
(ii) There is nothing exciting that happens in the town. [1]
1b (i) Since 1891 there was no development, [1] the residents thought someone would come and do it. [1]
(ii) Charter Sawmill is a successful business [1] because the Sawmill is always busy processing logs. [1]
(iii) The road has many turns as it goes uphill. [1]
1c (i) An old car [1] would not manage to go up the hill. [1]
(ii) They marvel at the beauty of the waterfall [1] and the skill that used in constructing the road. [1]
Question 2
a (i) If you took your eyes off the road, it would be very dangerous [1] because the accident would kill you before you tell others what you saw. [1]
(ii) There is a breath-taking view. [1]
(iii) It has caused many accidents that have killed many people. [1]

B Vocabulary

<table>
<thead>
<tr>
<th>Word/phrase</th>
<th>expected answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occasional</td>
<td>now and again, at times, irregularly</td>
</tr>
<tr>
<td>Settled</td>
<td>occupied, lived in</td>
</tr>
<tr>
<td>Hive of activity</td>
<td>many things are done</td>
</tr>
<tr>
<td>Wind</td>
<td>turns, goes round</td>
</tr>
<tr>
<td>Wreckage</td>
<td>badly damaged vehicle, ruined</td>
</tr>
<tr>
<td>Journalist</td>
<td>a person who writes news items for a daily paper</td>
</tr>
<tr>
<td>Notorious</td>
<td>infamous, known for bad things</td>
</tr>
<tr>
<td>Without detection</td>
<td>unidentified, camouflaged</td>
</tr>
</tbody>
</table>

3. 4 Adjectives and Adverbs

Activity 3.4.2

Adjectives from the reading passage
Sleeping town       glittering mountains
Small town          south western side
First ten kilometers indomitable Charter sawmill
Hive of activity    heavy pine trees
Unwanted chips      ever-burning furnace
Winding course      churning waters
Small compound      occasional waterfall
Fatal mistake       chimurenga war
Rhodesian forces    large clearing
Breath-taking view  beautiful valley
Granite rocks       nasty descent
Road accidents      gruesome bus accident
Clump of bushes     ever burning

Activity 3.4.4

Adverbs from the passage
Occasional influx – how
Soon covered – when
Hive of activity – how
Climb steeply – how
Constant reminder – when
Blow against – how
Thickly carpeted – how
Hardly feeling – how
Rising majestically – how
### Activity 3.5.1

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>unhappy</td>
<td>narrowly</td>
</tr>
<tr>
<td>only</td>
<td>slightly</td>
</tr>
<tr>
<td>traffic</td>
<td>tragic</td>
</tr>
<tr>
<td>harsh</td>
<td>quietly</td>
</tr>
<tr>
<td>loud, impatient</td>
<td>carefully</td>
</tr>
<tr>
<td>timid, withdrawn</td>
<td></td>
</tr>
</tbody>
</table>
Unit 4: The HIV preventive education programmes

Contents
4.1 Broadcasts and interviews
4.2 Description of processes and events
4.3 Summary writing
1.6 Report based on statistical information
4.5 Possessive and reflective pronouns

Introduction
Sometime when you were in Level 1, you learnt how to listen. This skill was also developed in earlier units of this Module. In Unit 3 of this Level 2 Module, we discussed interviews which we are going to emphasise on and link with broadcasts. The learning of interviews and broadcasts will equip you with skills of listening without interruption and listening attentively to get important information. Descriptive language is also very critical when speaking. This means that you are going to be equipped with descriptive language that appeals to senses of touch, feeling, taste hearing and smelling. The descriptive language creates vivid pictures of what you are describing. Comprehension skills where focus will be on simple recall, inferential, evaluative and vocabulary questions will also be covered in this unit. Summary writing skills will not be left out as part of comprehension work. On language structures, possessive and reflective pronouns which are critical in the learning of English Language both spoken and written are also going to be covered in this unit.

Objectives
After going through this unit, you should be able to:
• report on a broadcast listened to
• conduct an interview in the appropriate register
• describe processes and scenes in their environments
• answer comprehension questions
• summarise a text
• write a report from statistical information
• use possessive and reflective pronouns in sentences

Key words
Here is a list of new words you will encounter in this Unit:
Broadcast- Message that is transmitted by radio or television.
Interview- To discuss formally with somebody for the purpose of an evaluation.
Pronoun-A word which stands for a noun.
Time: You must spend a total of eight (8) hours studying this Unit.

Study skills
In this unit, you are expected to use the following study skills that will help you understand:
Attentive listening- Listening to get relevant information.
Summarising- You should be able to pick relevant information and write a brief account,

4.1 Broadcasts and interviews

Broadcasts
In Unit 3, you listened to dialogues and interviews. You should realise that each day, you listen to the radio and other forms of media. Whatever you listen to might excite, sadden or inform you of what is happening around you. We hope you still remember the news or information you heard today. Tell your friend what you still remember. Being attentive is a skill required when you are listening to a broadcast or a conversation.

Activity 4.1.1
In this activity, I want you to record any news bulletin of your choice. I hope you have a mobile phone where you can record the news or any other gadget that can record. If you do not have a phone you can ask your friends or any of your relatives to assist you. After recording the audio, listen to it twice and then answer the questions listed below:
Questions:
1.) List any three headlines from the news bulletin you were listening to.[3]
2.) For each headline that you have mentioned above write down two main points that you have captured.[6]

Well, it is not surprising that for question number 1 you have picked a headline such as: - ‘Civil servants get a salary increment’
I also guess that for question number two on main points, you have written points such as:
- Civil servants have been given a salary increment of forty per cent.
- The least paid civil servant will have a take home of one thousand dollars.

We hope you are excited to note that one of the reasons for listening is to get information.

Interviews
In activity 1 of this unit, you listened to a broadcast that you recorded. Now the focus is on an interview which you were introduced to in Unit 3. We hope you still remember that an interview is a speech between two people where the one
asking questions is called the interviewer and the one responding to the questions is called the interviewee. Also, you should know that an interview is carried out in order to get important information as you are going to demonstrate in the next activity.

**Activity 4.1.2**

In this activity, we want you to find time for yourself and visit your school. When you get to the school ask to have an interview with the Head or any Teacher-in-charge of the school. You know that these days we are living in the days of HIV and AIDS and you have discovered that your local school is being affected by the problem of high HIV and AIDS prevalence. In fact, the students are failing to change their behavior and there are many cases of sexually transmitted diseases being reported at the school. You must kindly ask the person what he or she thinks are the causes of such behavior and probably measures being taken to reduce the high rate of sexually transmitted diseases and infections at the school.

**Tip:** Be polite when approaching the members of administration at the school and clearly point out the purpose of your visit so that you are helped to complete the task that you have been assigned in English Language.

Take your mobile phone and record the interview that you will be carrying out. After the interview send the audio to your tutor through Whatsapp or any other means possible.

Below are the questions which you must ask during your interview:

1. What do you think are the causes of high rate of sexually transmitted diseases in the school community?
2. Which group of students is mostly affected by the spread of the sexually transmitted diseases?
3. What measures are you taking to reduce the spread of sexually transmitted diseases?
4. So far, have you received any help from stakeholders such as the community and donors?

You must record the answers you get from the person you are interviewing in your workbook for further reference.

Having gone through the above two activities, you can see that one of the critical roles of listening is to get important information like what you been doing in two previous activities on broadcasts and interviews.

**4.2 Description of processes and events**

From the previous Unit on descriptive composition, you still remember that descriptive language includes adverbs, adjectives and figurative language. We hope you can still recall how you used the same language structures in composition writing. Also remember that descriptive language helps to create some mental
pictures or images in the mind of the reader. Hence, it appeals to the senses such as sight, feeling, taste, hearing and smell. In this activity, you are going to use the same language in speaking so that the people you are speaking to will get a clear picture of what you are saying or telling them.

We hope at one point in your life you went through all the stages of preparing your favorite indigenous dish. Can you tell me what you did when you were preparing the meal? Following a process in writing is when you explain something following its stages. In your description you have the words and phrases such as delicious, aroma, mouth-watering, crumbs, salty and many others. Think of any other process you can remember in your life such as how to bake a cake and describe it. Make sure you use the language given earlier in this activity and the one you learnt in Level 1 and the previous Units of Level 2. We hope you have come up with a process such as how to make fire or an incident such as the day you got very frightened.

In this activity, you can see that the language used in the description of processes and events is the same. An event can be real or imagined. So, think of any such occasions.

**Tip:** When describing you are painting your presentation with language that appeals to all your senses so, keep in mind about the importance of the descriptive language as we go through this activity.

**Activity 4.2.1**

Now, in the exercise below, choose one question from the ones given and record yourself speaking loudly using descriptive language as much as you can. You can record the audio on the disc or on WhatsApp platform. If you find it difficult to do on your own, you can ask for assistance from other people such as friends and relatives to record the audio.

Here are the questions from which you must choose:

a) Describe a project which made you win a prize.
b) Describe the process of making any food stuff of your choice.
c) Describe an event you wished you were your friend.
d) Describe an occasion when you thought your life was in danger.

We hope you had an exciting experience when you were carrying out your description of either a process or an event depending on the question you have chosen. This shows that you have mastered speaking skills.

If you don’t have an audio recorder or cell-phone, you can write down your description and ask a friend or tutor to listen as you read your description.
4.3 Summary writing
You can still remember well that in the previous unit you were introduced to comprehension questions and summary writing. You were told how to answer questions and also taken through all the stages of summary writing. In this unit you are now going to show that you are able to read a comprehension passage and show your understanding by answering comprehension questions and the summary question given below. This activity is going to improve your summary writing skills. You must know that there are misunderstandings about summary writing. Take note of these important things:
- Cohesive devices which include furthermore, moreover and so on are not important in summary writing because they increase your number of words.
- Make sure you concentrate on the selection of summary points and avoid writing the points in your own words.

In Unit 3, we discussed what summary writing entails but now we are still emphasising some of the important points:
- Get the questions very clear by carefully interpreting the question underlining the key parts of the question?
- For a Level 2 standard summary writing question, you are supposed to come up with a maximum of fifteen points to be awarded fifteen marks.
- Synthesise the points into one continuous paragraph.

**Tip:** Edit the text because a half mark is subtracted for every grammatical mistake up to a maximum of ten errors.

If you have forgotten some of these points, go back to Unit 2. Now, we are going to build on what you already know about summary writing in order for you to effectively handle standard level two summary questions.

**Tip:** You can easily score high marks on the summary question if you follow the instructions.

Now, let us also talk about how a summary is marked, that is, 15 marks for 15 points and 5 marks for grammatical accuracy. If you write a summary which is shorter than the expected length of 160 words including the ten given words, the following formula is applied:

<table>
<thead>
<tr>
<th>Word range</th>
<th>Mark allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-25</td>
<td>0</td>
</tr>
<tr>
<td>26-50</td>
<td>1</td>
</tr>
<tr>
<td>51-75</td>
<td>2</td>
</tr>
<tr>
<td>76-100</td>
<td>3</td>
</tr>
<tr>
<td>101-125</td>
<td>4</td>
</tr>
<tr>
<td>126-150</td>
<td>5</td>
</tr>
</tbody>
</table>
Now that we have gone through the process of summary writing highlighting important things. Read the passage below and answer the questions that follow.

**Activity 4.3.1**

Read the following passage very carefully before you attempt any questions. Answer all the questions. You are advised to answer them in the order set. Mistakes in spelling, punctuation and grammar may be penalised.

The following passage explains how HIV preventative programmes may be implemented in secondary schools in order to educate teenagers about HIV.

![Fig 4.1](image)

1. If it is to be effective a preventive education programme must be **rooted** in the context of the lives and circumstances of the target audience. Certain aspects of that context are vitally important, since by establishing conditions that facilitate the transmission of HIV, they actually run counter to what the programmes are trying to communicate. Areas that **merit** special attention include the school situation, the culture of the home and community, poverty and gender.

2. In principle, the school should provide a health-affirming and safe environment within which learners and educators can develop and fulfill themselves in performing their teaching-learning tasks. In practice the school environment may be neither health-affirming nor safe. Overcrowded, **inadequately** furnished, poorly lit, with no assured source of water, with minimal sanitation facilities, the school may well be the antithesis of a health-affirming environment. The situation is made worse by the hunger with which many learners begin the school day and with which they must **cope with**
during their learning exercises, while that same hunger and malnutrition have the psychological effect of accentuating learning difficulties. By being centres where boys and girls may find themselves coerced into sex, by teachers or by fellow learners, schools also fail to provide the safe haven they should. A school should be a safe and happy place for children and adolescents, who should feel that this is where they really want to be. But for far too many, attending school is something negative, all too often being little more than an occasion for experiencing lassitude, pressures, anxiety, fear and abuse. HIV prevention programmes that take place in a school setting must try to ensure that their messages take account of the real conditions that learners experience.

3 Educators are usually aware that knowledge and information gap exists between the home and the school. However, they do not always make allowance for an equally wide but frequently much deeper gap between the values, attitudes and behaviours promoted in the school and those enshrined in the totality of life in the community and home. Underlying this gap there may even be a radical difference in philosophical outlook. Bridging this gap can be crucial for the effectiveness of HIV preventive education programmes.

4 The school may treat HIV/AIDS and other diseases as being caused by an identifiable virus. However, the community and home may see the cause lying elsewhere, with spirits, or with powers and forces that are under the control of certain individuals (UNECA, 2000:36-40). The traditional approach, which interprets diseases and their causes in terms of the cultural world of taboos, obligations, and sorcery, may be much more influential in shaping behaviour than the rational explanations of modern science. But this cultural perspective is rarely taken into account. This is not a plea to abandon the scientific approach, but a call to root HIV preventive education more firmly in the world-view that has preeminent value in motivating the personal behaviour of learners.

5 Poverty, with its concomitants of inadequate employment opportunities, lack of recreational outlets, and a pervasive sense of hopelessness creates a fertile ground for activities conducive to HIV transmission. One who lives in poverty lives for the present. The future is remote and unreal. The long latency period between the time of initial HIV infection and the eventual manifestation of AIDS makes it difficult for young people, but more especially for those who are poor, to appreciate the consequences of their current actions. More than others in the population, the poor may adopt a fatalistic attitude towards infection, seeing it as almost inevitable that they should receive the worst things in life. They may also believe that HIV care and treatment will not be for them and may not seek such help as might be available. The HIV preventive education programme must take account of these realities. While poverty issues may be addressed in other school disciplines or out of school
programmes, the prevention programme should also take special note of their significance.

6 Because of their lower social and economic status, many women and young girls cannot negotiate sexual encounters, experience pressing need to maintain relationships with a sexual partner, and maybe required by a variety of economic and other circumstances to engage in commercial sex activities. Each of these situations increases their vulnerability to infection. Other social circumstances such as domestic abuse, widespread coercive sex, rape and child abuse also increase their risks. Because of these factors, the inequality and lack of empowerment that women and girls experience in numerous areas of sexuality and human relationships can be fatal (Commonwealth Secretariat, 2001). This is the context within which those passing through preventive education programmes will live. Hence, it is a context that must be to the fore in the delivery of programmes, while at the same time stringent efforts are made to root out misconceptions, false attitudes, and harmful practices.

7 The gender aspect of the context must also recognise that in many respects AIDS is a man’s disease, though women bear the brunt of the impacts. The disease was first observed in men, it has been transmitted worldwide by men, and it is kept going by men. Part of the reason for this lies with false images of masculinity and means to be a man. A worthwhile programme will explore these images and help participants to develop an image of manhood that finds its expression and fulfilment in a caring and respecting attitude towards women and girls.

8 Ideally, the content of comprehensive HIV prevention programme, whether delivered through schools or otherwise, should extend to sexuality and relationships. Thus leading to a good understanding of what sexuality means, its role in relationships, and the norms for healthy sexuality manifesting in respect and regard for others in a spirit of equality and power-sharing between males and females that extends to all areas of life.

9 Knowledge and understanding of HIV/AIDS, the modes of transmission, what infection does within the human body, how it progresses and how it can be treated are popular misconceptions, errors and myths relating to HIV/AIDS. A core set of psycho-social life-skills for the promotion of the health and well-being of learners. These should include decision-making, interpersonal relationships, self-awareness, stress-awareness, stress and anxiety management, coping with pressures, the negotiation of contentious situations, assertive, and attitudes of self-esteem and self-confidence.

10 Knowledge and understanding of how to manage and protect one’s reproductive health. The role and value of abstinence, the development of positive attitudes towards this, and the skills that enable one to abstain from
sexual activity. The meaning of protected sex, the role it plays in preventing HIV infection, the skills that are implied, and how to access and use condoms and other supplies. Other HIV risk-reducing ways are the frequency of partner exchange, avoidance of casual sex or the management of such encounters to protect against HIV transmission.

11 Fidelity in marriage and management of the marriage relationship if HIV is present. The desirability of voluntary counselling and testing, and the importance of early presentation of potential sexually transmitted diseases (STDs) are the appropriate health services. The meaning of a healthy lifestyle, its role in making an individual who is HIV infected.

12 Some observations are in order about this comprehensive programme. First, learners should be introduced to it while they are still very young, some would say from the day they commence school. While it may be necessary to begin at a later age for those who are already in the school system, HIV/AIDS related forms of education should start as early as possible with younger children, and certainly well before they enter the period of puberty.

13 There is need to remain sensitive to the concerns of parents, community and community leaders. These may express the fear that some elements in the programmes that have been outlined might lead learners to increased sexual behaviour and experimentation. They need to be reassured that the overwhelming weight of evidence is that this form of education does not lead to an explosion in sexual activity but leads to increased recourse to abstinence, reduction in the number of sexual partners, and a lessening of the incidence of STDs and unwanted pregnancies. Open discussion with representatives of parents, and with cultural, traditional and religious leaders, can help to ensure that the messages are communicated within a framework that accords the best values from these traditions. The participation of these groups in the actual communication process may be one of the best ways of ensuring the significant parties are all speaking with one voice, a factor that is crucial to the translation of programme messages into practise.

14 Education about HIV/AIDS and related areas is not an optional extra. It is a matter of life and death. Because of this, it is vital that it secures the wholehearted engagement and commitment must be real and personally assimilated. It must engage the whole person, but going beyond academic, intellectual knowledge to the spheres of action and behaviour. This makes this kind of education different from all others. In the field of education and communication it is a concrete example of the observation that life in a world with AIDS cannot be the same as life in a world without AIDS. With AIDS, it can no longer be business as usual.
These considerations have a direct bearing on the methodologies and channels adopted for HIV preventive education programmes. It is crucial that these be interactive and participative. There should be no room for passive learning, and even less for rote learning and memorisation. This is one reason why it can be inappropriate to rely almost exclusively on incorporating elements from the programme into the examination subjects as a way of monitoring whether they are being taught and learned. The enduring challenge to such an approach is the risk that the teaching and learning will focus on the examinable aspects, and that they will concentrate on getting much into the head, but comparatively, little into the heart.

Adapted from A practical Approach to English Form 3 by Varaidzo Makopa and Wishes Mututwa (Secondary Book Press)

Answer all the questions. You are advised to answer them in their order set.

Activity 4.3.2

From Paragraph 1

1. (a) What needs to be done to make preventive education programmes efficient? [1]

(b) Name the three areas mentioned in the passage that need more attention when conducting these education programmes.

(i)  [1]

(ii)  [1]

(iii) [1]

From Paragraph 2

(c) “The school may well be the antithesis of a health-affirming environment.” Write the phrase in your own words particularly paying attention to the words in bold. [2]

(d) The school should provide a health-affirming and safe environment. Give evidence from the passage that shows that a school may fail to provide these:

(i) a health-affirming environment: [1]

(ii) a safe environment: [1]
(e) Name **two real conditions** from the paragraph that learners in some schools experience

(i) [1]

(ii) [1]

**From Paragraph 3**

2) ‘**Bridging** this gap can be **crucial ...**’ Write the phrase in your own words paying attention to the words in bold.[2]

**Activity 4.3.3**

3) The passage recounts how HIV preventive education programmes may be successful in schools. Write a summary bringing out how poverty increases vulnerability to HIV infection on young people and suggested considerations that have to be adopted for HIV preventive education programmes to be successful.

**Use material from paragraph 5 up to the end of the passage**

Your summary should be in continuous writing and must not be longer than 160 words, including the ten words given below. Hyphenated words are counted as one. Begin your summary as follows:

Poverty, with its concomitance of inadequate employment opportunities creates ...

**4.4 Report based on statistical information**

You have already been introduced to report writing in level one and unit 1. In this unit, you are going to look at report writing in greater detail. It is now clear from what you have learnt so far that a report is not the same as creative composition in the sense that a report is always based on what would have happened in the past. Now you are going to write a guided composition using statistical information in a table. In order for you to easily write a good report using statistical data, you must know the following:

- Your introduction must state what the report is about.
- Interpret the pattern shown giving reasons if possible to explain the pattern.
- Make sure you use words and figures should be used only on special cases such as dates.

Use discourse markers or linking devices to connect your ideas smoothly.

Are you aware that a report is a formal document which is written for an office? So, it has a special layout which must be followed strictly.
Here is the format of a report:

- **Topic:** What the report is about
- **To:** The person receiving the report
- **From:** The person who wrote the report
- **Date:** When the report was written

**Activity 4.4.1**

Now look at the example below which shows cases of road accidents in your ward over a period of 5 years. As the Councillor of your ward write a report to the Officer- in- Charge of police in your area highlighting the pattern of road accidents shown in table 4.0 below and possibly giving reasons for the trends and measures that can be taken to reduce cases of road accidents

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>500</td>
</tr>
<tr>
<td>2014</td>
<td>250</td>
</tr>
<tr>
<td>2015</td>
<td>250</td>
</tr>
<tr>
<td>2016</td>
<td>600</td>
</tr>
<tr>
<td>2017</td>
<td>650</td>
</tr>
<tr>
<td>2018</td>
<td>150</td>
</tr>
</tbody>
</table>

Here is an example of the report based on statistical information above. You must follow closely noting how amplification is carried out.

**Date:** 10 July 2019

**To:** The Officer- in- Charge

**From:** The Councilor

**Topic:** The pattern of road accidents in Paida Ward.

This report serves to inform you, Sir, about the road accidents in Paida Ward from 2013 to 2018. The report will also give possible causes of the trend shown in the table and appraise you on some measures being taken to reduce the cases of road accidents in the ward.

The cases of accidents reported in 2013 were five hundred. The cases reported were very high and that was attributed to reckless driving. Most drivers who were involved in the accidents did not have licences. Hence, they made many errors and sometimes did not even bother to obey traffic rules.
In 2014 the cases of road accidents dropped significantly to two hundred and fifty. The huge drop of the number of cases was as a result of the police who were very strict on the roads and those who were found without licences were heavily penalised by being sentenced to five years in jail.

Now continue this own your own following the example we have gone through together.

**Tip:** Below is report that has been done for you.

Our wish is to continue working hard with the police checking on those who do not have licences and also monitoring reckless driving. This will go an extra mile in reducing the cases of road accidents in the ward.

In conclusion, as the Councillor of Paida Ward, our area has a serious problem of road accidents, but as the person responsible for the area, I will not rest until we attain at least ten cases or below of road accidents.

You also should take note that the report has been finished for you as shown in the last two paragraphs.

Having gone through all this together, I think you can now see that writing a report is very simple. Make sure you complete the task above.

### 4.5 Possessive and reflexive pronouns

As you were reading the comprehension passage and writing a report, you have discovered that possessive and reflexive pronouns play an integral role in making communication very clear to the listener. You have realised that if you use these structures of language wrongly, intended meaning may be distorted. So, you must know what these aspects of language are and how they are used when speaking and writing. We are going to explain these one by one as follows:

**Possessive pronouns**

These are pronouns which express ownership, for example:

- The computer is his not mine
- That textbook is hers. His is under the table.

**Tip:** Possessive pronouns **do not** require an apostrophe, for example:

- The textbook is her’s; his is under the table.

Having explained this, can you list more examples of these possessive pronouns? We hope you have come up with pronouns such as my, your, their and others.
**Reflexive pronouns**
These are pronouns which are formed by adding –self if singular or –selves if plural to either the object or the possessive form of the personal pronoun, for example yourself, themselves and ourselves.

Again, can you give more examples of reflexive pronouns? I hope you have written reflective pronouns such as myself, herself and himself.

Now, do the following exercise on your own to show understanding of Possessive and Reflective pronouns.

**Activity 4.5.1 Possesive and Reflexive pronouns**
Write the missing pronouns in the blank spaces to complete the following sentences.

1. Can we borrow your colouring pens? We’ve lost---------.
2. David can swim all by----------.
3. This light is automatic. It switches-----------------.
4. Sally is looking for her gloves. Are these gloves--------.
5. Tom got the books mixed up. He thought mine was -------- and his was------.
6. Nestlings are too young to look after -----------------
7. Come in children and find --------------- seats.
8. Mr Moyo goes to work by bus, --------- car broke down.
9. They like playing at their friend’s house, ------- has a lot of stones.
10. Your ball is big, --------- is smaller.

It is now clear to you that Possessive and Reflexive pronouns are very critical in making communication very clear.

**Reflection**
Now, we have come to the end of Unit 4. I hope you are very happy to have mastered listening skills when you were able to record and respond to questions on broadcasts and interviews. You should also be proud of yourself because you can now describe processes and events using striking descriptive language. You were very successful in completing the task on comprehension and summary skills. Your communication has been greatly enhanced by your understanding of Possessive and reflexive pronouns as well as on language structures.

**Summary**
The learning of interviews and broadcasts has equipped you with skills of listening without interruption and listening attentively to get important information. Descriptive language is also very critical when speaking. This implies that you have been equipped with striking descriptive language that appeals to senses of touch, feeling, taste, hearing and smelling. The same language has helped you to give a clear picture of what you were describing. Comprehension skills focused on simple recall, inferential, evaluative and vocabulary questions and these have been
covered in detail in this Unit. Summary writing skills were also looked at as part of comprehension work. On language structures, Possessive and reflexive pronouns which are critical in the learning of both spoken and written English Language have also been covered in this unit.

Unit 4: Expected answers
Activity 4.3.2

1  a)  it must be rooted in the context of lives and circumstances of the target audience.

b  i)  school situation

ii)  the culture of the home and community

iii)  poverty and gender

c)  ‘ antithesis health-affirming environment’ which is recast of:

antithesis- opposite/in contrast

health-affirming- sustaining/confirming/supporting

d)  i)  with no assured source of water/overcrowded /inadequately furnished/ poorly lit

ii)  boys and girls may find themselves coerced into sex, by teachers or by fellow learners

e  i)  lassitude

ii)  pressures

iii)  fear

iv)  abuse.

Any two can score.

2  a)  ‘bridging this gap can be crucial’

Meaning  of –bridging is closing/covering/reducing

-crucial is vital/important/significant

Activity 4.3.3

3) Summary points

1.  a fertile ground for activities conducive to HIV transmission

2.  the poor do not appreciate the consequences of their current actions

3.  the poor may adopt a fatalistic attitude towards infection

4.  they may also believe that HIV care and treatment will not be for them and may not seek such help as might be available

5.  poverty issues may be addressed in other school disciplines or out of school programmes.

6.  the prevention programme should also take special note of their significance across the entire prevention to care spectrum

7.  many women and young girls cannot negotiate sexual encounters because of their lower social and economic status

8.  knowledge and understanding of HIV/AIDS

9.  popular misconceptions, errors and myths relating to HIV/AIDS
10. knowledge and understanding of how to manage and protect one’s reproductive health
11. the role and value of abstinence
12. the meaning of protected sex
13. the desirability of voluntary counselling and testing
14. the importance of early presentation of potential sexually transmitted diseases
15. learners should be introduced to comprehension programme while they are still very young
16. HIV/AIDS related forms of education should start as early as possible with younger children, and certainly well before they enter the period of puberty
17. there is need to remain sensitive to the concerns of parents, community and community leaders
18. they need to be reassured that the overwhelming weight of evidence is that this form of education does not lead to an explosion in sexual activity
19. open discussion with representatives of parents, and with cultural, traditional and religious leaders
20. education about HIV and AIDS and related areas is not an optional extra
21. it must engage the whole person, but going beyond academic, intellectual knowledge to the spheres of action and behaviour

**Activity 4.5.1**
1. ours
2. himself
3. itself
4. hers
5. his/mine
6. themselves
7. yourselves
8. his
9. theirs
10. mine
Introduction
So far you have covered substantial ground in composition and comprehension writing. The last four chapters took you through a successful journey in the three types of composition writing, that is, narrative, descriptive and exposition. Do you still remember these? In the previous Units, you learnt about the characteristics of a good paragraph. It should have an introduction, developing sentences and a concluding sentence. The concluding sentence is sometimes called a terminator. This should be evident in the paragraphs you are going to write in your compositions. You are expected to express your thoughts, views and insights in your compositions.

This unit will also assess your listening and speaking skills. This is important as it will help you go through your mock examination.

Objectives
After going through this unit, you should be able to:

5.1 Listening
• listen with concentration
• answer recall, interpretative and evaluative questions based on what they have listened to

5.2 Speaking
• speak eloquently about sounds from the natural environment and other phenomena
• discuss and debate confidently on topical and cross-cutting issues
• use appropriate tone, intonation and gestures to emphasize a point
• use appropriate register depending on social situation, audience, subject matter or area being discussed

5.3 Writing
• use different supporting language structures in context
• construct a variety of sentence structures
• use a wide range of vocabulary and idioms appropriate to the subject matter
• organize their work satisfactorily into paragraphs
• use discourse markers correctly to show a sense of cohesion and coherence within paragraphs

5.4 Reading comprehension
• follow the development of an argument or discussion
• distinguish main propositions from exemplifying or qualifying details
• infer information that is indirectly stated
• work out the contextual meanings of words and phrases
• identify the tone and mood of a text
• summarise specific aspects of a text

Key words
Terminator- A sentence that ends an idea in a paragraph.
Diction- Appropriate words used to portray particular meaning.
Atmosphere- Mood or feeling created by the use of particular diction.

Time: Each section of the mock examination is divided into timed segments. You are recommended to follow these times as they are a guideline to actual examination times.

At this stage it is important to note that the actual scope of the English Language Assessment involves 30% of continuous assessment work. This work includes your portfolio projects in listening, speaking, reading and writing. 70% will be summative assessment, that is, the examination.

Study skills
Scanning- Quickly going through a passage for important detail.
Skimming- Quickly browsing through a passage for a general overview of the passage.
Silent reading- Reading through a passage without vocalisation or sub vocalisation.

5.1 Listening/Observing
Once, there was a mother who stopped her child from singing. The girl child obliged. However, the child complained that she was always hearing music around her. She heard it from her mother’s mortar and pestle. She heard it as her mother fetched water from the deep well. She heard it in the trees. She heard it in the wind. She heard it everywhere. That was the power of listening. Nobody could stop her from listening.
Now you must also venture deeper into the world of listening. Go outside your room. Listen attentively. What do you hear? You have heard a lot of things. Our friend Pardon could not move out anywhere to hear sounds. Why? This is because he is in a bus travelling from the capital city to his home in Nharira. He, however, hears something and quickly write down the following sounds. Let us examine entries from his note book.

Date: 17 July 2019  
Place: In a bus.  
Sounds I heard  
-swishing of wind  
-clinking of metal  
-heavy snoring from someone behind  
-screeching of brakes  
-blubber of drunken people as they argue  
-singing of a blind beggar

Now you can prepare to note down the sounds you hear. But first of all, let us prepare for our work.

Activity 5.1.1 Advance Organisation
1. What to do first
Prepare a double sheet of paper and divide it as illustrated below. Write down the headings as indicated.
Sound Words Current Account
Date of Deposit: ___________(write the actual date you are doing this work)

Example 5.1

<table>
<thead>
<tr>
<th>Time</th>
<th>Place</th>
<th>Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early morning</td>
<td>Outside my room</td>
<td>-twittering birds</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-stuttering engine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-moaning wind</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-whimpering puppy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-growling dog</td>
</tr>
<tr>
<td>Mid-morning</td>
<td>At school</td>
<td></td>
</tr>
<tr>
<td>Afternoon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid night</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Enter the time, place and the sounds you hear. An example has been done for you.  
3. Complete the table accordingly. Write what you hear only.  
4. Attach it in your Debate portfolio.
NOTE: Do some more research. You can use the Thesaurus as a reference tool to find more words and synonyms to describe the sounds you hear. This process is called diction building. You can use the words to speak and write. You can only use them because you deposited them into your Sound Words Account. Had you not deposited them, you would not be using them because there would be nothing in your Sound Words Account.

5.2 Speaking/Signing
Now that you have built some diction to describe sounds, team up with your friend and write down descriptions of events that happen either in the morning, afternoon, evening or middle of the night. I hope you are discovering that it is now easier to talk about these events because you can describe the sounds and you have the diction which you deposited in your Sound Words Account.

You will also realise that sound words help build atmosphere in a speech or writing. Did you check the meaning of the word atmosphere from the key words? I hope you did.

Atmosphere, in speaking or writing, refers to a typical mood created by the use of certain words. Sound words are an example of such words.

Words can create a scary atmosphere, a jovial atmosphere or a gloomy atmosphere. Did you also check the word jovial? Here are some of the synonyms of the word jovial
-very happy, ecstatic, exhilarated, jocund.

Activity 5.2.1
Take turns with your friend to describe the sounds of the scenes you chose.

Remember: This activity will help you as you write you assessment work in composition.

5.3 Composition Work
Now it is time to use the information and detail you learnt in the previous four chapters in writing a composition. You are supposed to write in sequential paragraphs that show cohesion and coherence.

Tip: A paragraph has essentially only one function. This is to expand or discuss or expose a single idea. The main point is stated in a single sentence, the Topic Sentence. Normally, but not always, it is the first sentence. All the other sentences that follow develop or expand or explain or tell us more about the idea in the topic sentence. This is why they are called developers. Therefore, it is essential that as you write your composition, bear in mind that each paragraph will have one idea.
Your paragraphs should be linked together to become one unit. This means that your composition should have unity. This is achieved partly by linking or joining the paragraphs together using connectives. Connectives are sometimes called discourse markers. Examples are in addition to, however, furthermore. Can you think of more examples?

Careful planning is of paramount importance in writing a composition. Something well planned is half done! You also learnt that to narrate is to tell an event. Your ability to tell what happened in detail will also be assessed. You will show how adverbs and adjectives are used to add detail to narrations and descriptions.

Activity 5.3.1. Paper 1
(1 hour 30 minutes)

The paper will consist of two sections: A and B.

Section A: 30 marks – Seven questions on different subjects, embracing cross-cutting themes and emerging issues will be set. The topics set may be narrative, descriptive, informative, argumentative or discursive. You will be expected to attempt one question.

Section B: 20 marks – One guided compulsory question will be set. Information that will be given may be in the form of notes, text, graphs, statistical data or pictures. The question may be a letter, speech, report, article or memorandum.

However, in this Unit you will not be tested on section B.
Now you can write your examination.

Choose one topic from the seven topics below and write a composition of between 350 to 450 words. Mistakes in grammar and spelling will be penalised.

You are encouraged to write original work. Work you have encountered elsewhere should be avoided. This is called plagiarism and is penalised.

Section A
1. The generation gap
2. Write a story entitled “A knock at the door.”
3. Write a story ending with these words: At last I was free.
4. A view from the window.
5. School bullies should be removed from the school system. Do you agree?
6. Money
7. It never rains but it pours.
You have so far covered a number of skills in comprehension. Do you still remember some? They include simple recall, context skills, reasoning, inference, deduction, evaluation and synthesis. In this section you will be expected to show your understanding of these skills by answering a given set of questions. You are also to use the study skills of scanning and skimming through the passage for salient detail.

The paper will consist of two sections: A and B.

**Section A: 40 marks** – A prose passage will be set from which candidates will be expected to answer comprehension questions and a summary question.

**Section B: 10 marks** – Context-based questions on different supporting language structures will be set. That is to say, the supporting language structures will not be tested in isolation but in the context of the comprehension passage in Section A.

It is recommended that you spend 2 hours in this section. 1 hour 30 minutes should be spent in section A and 30 minutes on section B.

**Activity 5.4.1**
Read the passage carefully and answer all the questions that follow. You are recommended to answer them in the order set. Mistakes in spelling, punctuation and grammar may be penalised in any part of the paper.

**The New Education Framework for Zimbabwe**
1. Education is fundamental to personal and national development. It provides a *myriad* of life opportunities. It also underpins the development of a highly skilled and innovative workforce which is critical for social, cultural and economic growth. The Ministry of Primary and Secondary Education remains committed to fulfilling the potential of learners in Zimbabwe. Emphasis will be given to providing improved access and quality education to every learner. This will *subsequently* contribute to bringing about meaningful transformation in the lives of ordinary Zimbabweans.

2. The Curriculum Framework for Primary and Secondary Education (2015-2022) provides a medium-to-long term policy direction to make these improvements. It establishes a clear sequence of priorities to ensure that the return on investments is optimised in terms of the results that matter most, learner outcomes.
3. Our education system has provided today’s generation with knowledge, skills and a hybrid of attributes that have driven the country’s growth and prosperity. At the centre of this phenomenal growth are thousands of dedicated teachers, school heads, administrators, officers and staff at the Ministry of Primary and Secondary education, both past and present, whose contribution can never be overstated. The nation has realized a dramatic improvement to the quality and provision of education since independence in 1980. The achievements, such as the high literacy level of 92.4%, were realised through stakeholder collaborative effort. Rural District Councils, urban municipalities, parents, other line ministries, multilateral organizations such as UNICEF and UNESCO have made significant contributions in their own way to this celebrated success.

4. To this end the Ministry of Primary and Secondary Education has developed a Curriculum Framework which provides a comprehensive plan for a rapid and sustainable transformation of our education system through to 2022.

5. Building on this initiative, the Ministry sets out fundamental changes that require the learners to make their hands dirty and lay strong foundations for vocational skills to empower them to develop enterprises and contribute to the socio-economic transformation.

6. The Ministry will expose every learner to the disciplines of science, technology, engineering, mathematics and heritage studies. In addition, learners will be exposed to life and work learning contexts through the life skills orientation programme (LOP). These targets are ambitious but entirely achievable. They include improving quality and access to education from infant to secondary school level throughout the framework period to 2022.

7. The Curriculum Framework provides for an education system that gives learners an appreciation of our unique identity as Zimbabweans at the same time establishing a strong scientific and technological bias within the curriculum as part of government’s development strategy. The Curriculum Framework will closely relate the school to the productive sectors of the economy and by so doing, develop skilled human capital base that ensures sustainable development for the nation. The Framework will promote unity in diversity of cultures in developing the 16 recognised languages as identified in the Constitution of Zimbabwe. Education should mould learners who cherish and practise the Zimbabwean philosophical orientation of Unhu/Ubuntu/Vumunhu.
8. The Ministry of Primary and Secondary Education developed this Curriculum Framework for infant (including Early Childhood Development), Junior and Secondary school levels. The decision to develop the Curriculum Framework was made in the context of the government’s focus on preparing Zimbabwean learners for the needs of the 21st century, growing concerns among policy makers and key stakeholders regarding the relevance of the education system and the changes in global education standards. Historically, the Zimbabwean education system, like others around the world, emphasized the development of strong content knowledge at the expense of critical skills and competencies. There is, however, increasing recognition that the content knowledge mastery is not adequate as an exit attribute. The emphasis is now on developing higher-order thinking skills and competencies.

9. On 28 November 2014 the Ministry of Primary and Secondary Education initiated a nationwide consultative curriculum review process that involved stakeholders including learners, parents, teachers, leaders in industry and commerce, farmers, church organizations, civic society, institutions of higher learning and government ministries and departments. Furthermore, there was extensive media coverage which included advertorials, newscasts, features and interviews in all platforms. The result of the consultative curriculum review process was a Narrative Report 2014-2015.

10. The Curriculum Framework for Primary and Secondary Education (2015-2022), which offers a vision of the education system and the kind of school graduates that Zimbabwe needs, was principally informed by the findings and recommendations of the Narrative Report 2014-2015. The findings embrace, among other things, some of the recommendations from the Presidential Commission of Inquiry into Education and Training (CIET) Report published in 1999. Other principal pillars relate to the Zimbabwean Constitution (2013), the Education Act as amended in 2006, and the Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIMASSET)(2013). The Framework was also informed by the country’s heritage, history, national ideals and aspirations.

11. The arduous process has forged a team spirit with a single word: implementation, implementation, and implementation. (By Honourable Dr.L.D.K Dokora adapted from the Curriculum Framework for Primary and Secondary Education 2015-2022)

Answer all questions. You are recommended to answer them in the order set

From paragraph 1

1 (a) (i) What does the statement “Education is fundamental” tell you about the value the speaker puts on education? {1}
(ii) Mention two reasons why education is considered “fundamental”
Give your answers separately as reason 1 and reason 2. {2}

(b) “This will subsequently contribute to…” What does “this” refer to? {1}

From paragraph 3 and 4

(c) Find a phrase from paragraph 4 that is closest in meaning to “phenomenal growth” in paragraph 3. {1}
(d) Name any two stakeholders which collaborated with the Ministry of Primary and Secondary Education. {2}

From paragraph 6 and 7

(e) In your own words, explain:
“…to make learners make their hands dirty…”
“…ambitious but entirely achievable…”
Give your answers separately as explanation 1 for the first case and explanation 2 for the second case. {2}

[Total 9]

From paragraph 8

2. (a) (i) “The Curriculum Framework provides for an education that gives learners an appreciation of our unique identity as Zimbabweans at the same time establishing a strong scientific bias…”

What does this statement tell us about the author’s attitude towards education in Zimbabwe? {2}

(ii) What are the two benefits Zimbabweans will get from the Curriculum Framework? State your answers as benefit 1 and benefit 2. {2}

From paragraph 10

(b) What was the main basis for The Curriculum Framework? {1}

From paragraph 11

(c) “The arduous process has forged a team spirit with a single word: implementation, implementation, and implementation”

Suggest a reason why you think the author uses this word consecutively. {1}
From the whole passage

(d) Choose five of the following words. For each of them, give one word or short phrase (of not more than seven words) which has the same meaning that the word has in the passage.

1. myriad (line 1)  
2. subsequently (line 6)  
3. significant (line 21)  
4. appreciation (line 36)  
5. expose (line 26)  
6. critical (51)  
7. key (48)  
8. extensive (line 60)  

[Total 11]

Activity 5.4.3.
The passage discusses what The Curriculum Framework developed by the Ministry of Primary and Secondary Education seeks to achieve.

Write a summary of why the Curriculum Framework was developed and what it will do for the learners. Use only material from paragraph 5 to paragraph 10.

Your summary which should be in continuous writing (not note form) must not be longer than 150 words including the ten given below.

Begin your summary as follows:
The Curriculum Framework that was developed by the Ministry will.... {20}

5.5 Section B: Supporting Language Structures

1. There is however, increasing recognition that content knowledge mastery is not adequate as an exit attribute.

Rewrite the above sentence changing the underlined words into one word by using a prefix.  {1}

2. The new Curriculum Framework places emphasis (on /in) skills and competencies rather than (on/in) rote learning.

Rewrite the sentence and underline the correct prepositions.  {2}

3. The last two years of secondary school education (prepares/prepare) learners for entry into university education.  {1}

4. All the junior learners (has/have) been allowed to go to the launch of the New Curriculum Framework.  {1}

Rewrite the above sentence and underline the correct answer.
Change the following sentences from Direct Speech to Indirect Speech.
5. “The arduous process has forged a team spirit,” indicated Dr. Dokora. {1}
6. “Emphasis will now be given to providing improved access and quality education,” reiterated Dr. Lovemore. {1}
7. “Our education system has provided today’s generation with Ubuntu and we should all be proud of this,” stated Mrs. Musakana. {2}
8. Rewrite the following sentence correcting the wrongly spelt word.
Chipo hates arguments about the new curriculum. {1}

[Total 10]

5.6 Summary
To ensure that you write good compositions, this Unit has repeated essential elements of a good composition. These are paragraph unity, cohesion and coherence. You have also learnt of the importance of planning your composition.

We also unpacked the importance of the concept of depositing sound words in your Sound Words Current Account. These accounts should have regular deposits to help you when you are word-broke. The interrelatedness of the listening, speaking and writing skills has been highlighted and enhanced. The sounds that we hear are the sounds that we will talk about orally and write manually. This greatly improves the quality of compositions as appropriate diction is used to create atmosphere.

This unit has also exposed you to examination type questions in free composition and reading comprehension. Supporting language structures based largely on the comprehension passage were assessed as well.

Unit 5: Expected answers

Activity 5.4.1

1. (a) (i) important value
   Great value/much value (1)

   (ii) Reason 1. Provides many life opportunities
   Reason 2. Underpins the development of a highly skilled and innovative workforce (2)

   (b) providing improved access and quality education to every learner (1)

   (c) rapid growth (1)
(d) UNICEF, UNESCO, Rural District councils, Urban Municipalities, parents, line ministries {Any 2 will score} (2)

(e) Explanation 1: to learn by doing /practical work/ hands on /practical work (1)
Explanation 2: huge plans/expectations that can still be realised/ reached (1)

2. (a) (i) -that it is lagging behind scientifically/that he would like to see Zimbabwean Education System that is home grown and scientifically compliant (1)

(ii) Benefit 1: Zimbabwe prepares learners for the 21st century (1)
Benefit 2: developing higher order thinking skills and competencies (1)

(b) the findings of the recommendation of the Narrative Report 2014-2015. (1)
(c) to emphasise the need to act/ work/ implement/ to move from theory to practical (1)

Myriad | Countless/ many/ innumerable
Subsequently | Resultantly/as a result/ consequently/ then after
Significant | Important/ major/ noteworthy/ considerable
Appreciation | Understanding/ admiration/ approval/ strong liking
Expose | Unveil/ bring out/
Critical | Important/ vital/ very significant/ essential
Key | Main/ chief/ major/ decisive
Extensive | Widespread/ wide ranging/ wide

Activity 5.4.3. Summary points
The summary must be written in continuous writing

The Curriculum Framework that was developed by the Ministry will:....
• provide a comprehensive plan for a rapid and sustainable transformation of the education system
• require learners to make their hands dirty/ learners to be hands on
• lay strong foundation for vocational skills
• empower learners to develop enterprises
• contribute to the socio-economic transformation of the country
• expose every learner to disciplines of science, technology, engineering, mathematics and heritage studies
• expose learners to life and work learning contexts through the life skills orientation programme
• improve quality of education from infant to secondary
• improve access to education from infant to secondary
• provide an education system that gives learners an appreciation of their unique identity as Zimbabweans
• establish strong scientific and technological bias within the curriculum
• closely relate the school to the productive sectors of the economy
• develop skilled human capital base that ensures sustainable development
• promote unity in diversity of cultures by developing the 16 officially recognised languages as identified in the constitution of Zimbabwe
• mould learners who cherish and practice the Zimbabwean philosophical orientation of Unhu/Ubuntu/Vumunhu
• prepare Zimbabwean learners for the needs of the 21st century
• develop higher-order thinking skills and competencies

15 points

Each point will be awarded 1 mark. The other 5 marks are based on the number of errors you make where every grammar and spelling error will attract a half mark penalty.

5.5 Section B: Supporting Language Structures

1. There is however, increasing recognition that content knowledge mastery is inadequate as an exit attribute.

   Rewrite the above sentence changing the underlined words into one word by using a prefix. inadequate {1}

2. The new Curriculum Framework places emphasis on/in skills and competencies rather than on/in rote learning.

   Rewrite the sentence and underline the correct prepositions. {2}

3. The last two years of the secondary school education prepares/prepare learners for entry into university education. {1}

4. All the junior learners has/have been allowed to go to the launch of the New Curriculum Framework. {1}

   Re write the above sentence and underline the correct answer.

   Change the following sentences from Direct Speech to Indirect Speech.
5. “The arduous process has forged a team spirit,” indicated Dr. Dokora. Dr. Dokora indicated that the arduous process had forged a team spirit.  

6. “Emphasis will now be given to providing improved access and quality education,” reiterated Dr. Lovemore. 

Dr. Lovemore reiterated that emphasis would then be given to providing improved access and quality education.  

7. “Our education system has provided today’s generation with Ubuntu and we should all be proud of this,” stated Mrs. Musakana. Mrs. Musakana stated that their education system had provided that day’s generation with Ubuntu and they were all supposed to be proud of that.  

8. Rewrite the following sentence correcting the wrongly spelt word. Chipo hates arguments about the new curriculum. Chipo hates arguments about the new curriculum.  

[Total 10]
Unit 6 The fateful day

Introduction
Did you find the activities in the previous units difficult, easy or manageable? We hope you have been revisiting areas that gave you problems. In this unit we have something new prepared for you. Have you done debate so far? No! So, you shall learn about debate principles and practise debating. You also shall read an interesting story about a fateful day in a certain girl’s life. Did you have any problems with spelling in your written work? Your worries about your problems in spelling shall soon disappear because we have different approaches suggested for you to overcome spelling problems. The written work in the unit will sharpen your skills in letter writing and other areas. Let us get started!

Objectives
After going through the unit, you should be able to:
• take dictation accurately
• debate on selected cross-cutting issues that affect everyone your community
• express opinions fluently and coherently in a debate
• draw inferences from written texts to show a deeper understanding of the passages
• make notes on read texts for use in other exercises.
• write formal letters to communicate different professional issues
• use the correct preposition in sentences to achieve grammatical accuracy

Key words
Here is the list of the words you will encounter in this Unit:

Debate: A formal discussion on a particular topic where opposing views are put forward to argue and win against a real opponent or imagined opponent.

Dictation: The act of saying or reading aloud for someone to write. In this Unit you have to read words and sentences.

Time: In this unit you are expected to spend eight (8) hours
Study skills
The following are some of the skills that you need to refine as you study this unit.

Concentration – keeping focus on every word and detail is important in English. Try not to miss any word or part of the Unit.

Pronouncing words correctly – Say the words correctly so as to master them.

Fluency - Speak clearly to convey meaning

Note-making – Write clear points of everything you learn and gather from research.

6.1 Dictation and spelling
Have you been practising spelling ever since you started level 1? Which words have been giving you problems with spelling? In this section we want you to practice spelling and find ways in which you can improve your spelling.

How can you improve your spelling? There are different ways which we suggested below for you to improve your spelling. You may do each activity repetitively until your spelling improves.

Proofread all your writing.

Renowned writers always make mistakes and they may write “here” instead of “hear” or “disappeared” for “disappeared”. After writing your first draft you should read through and check for errors – in fact these are not errors but mistakes that are as a result of carelessness or hurried writing.

Activity 6.1.1
Read the following sentences and then ask a friend or anyone you can find who can dictate them to you. If it is difficult to find someone to do this for you, try to get a phone or any other gadget that can record your voice as you read. Then play the audio and write down the sentences as you listen. Make sure you pause the audio after each segment of a sentence so that you don’t forget what you heard. Each sentence must be listened to not more than two times.

1. Lovemore was not condemned for stealing the book.
2. Mother usually disapproves of cheese snacks because they are not good for health.
3. Writing in English is quite interesting but if students do not exercise caution they definitely make spelling errors. Therefore, it is necessary that students practise spelling to reduce cases of misspelling words.
4. “Where is Chipo and Sam?” asked the teacher. “Were they not supposed to be here by now?”
5. A burglar climbed down the chimney of the house. It was dark outside and no one could recognise whether it was a person or some animal. I pulled the curtain slightly to one side and peeped through the window but all the figure remained stationary for about a minute. The moment I let the curtain fall I heard a sound something falling onto the car outside. I knew that my eyes had not deceived me. What I had seen was a thief.
**Activity 6.1.2**

**Record frequently misspelled words**

In your book, make it a habit to record any words that you always misspell. Identify in each word the part which usually gives you problems for example confusion of vowel sounds *ei* in words such as *perceive* and *deceive*. Continue to add to this list all the words you will encounter which are difficult to spell. You may also find misspelt words from all your English exercises. Whether they were marked by your tutor or they are yet to be marked, you can read through and identify misspelled words. Also, revisit the list regularly to read and write the words in them on a separate paper as practice work. You may use the following table: continue in your book.

<table>
<thead>
<tr>
<th>Correct word</th>
<th>Problematic part</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accept and except</td>
<td>acc- and exc-</td>
</tr>
<tr>
<td>Friend</td>
<td>ie-</td>
</tr>
</tbody>
</table>

**Activity 6.1.3**

Listen to parts in a word as someone reads to you or play a recorded voice audio and listen just like you did in activity one. Also, learn to look at letters that compose a word. Have you ever given yourself time to look at the letters that make up a word? In words such as ‘disappoint’, ‘annual’ and others which have double letters, it will help you to look closely at each part and memorise it.

In the following list of commonly misspelt words we split the first three into parts for you to recognise the different parts of the word. Continue and divide each word into recognisable parts. Read each word aloud and listen to yourself. Then write down the parts.

<table>
<thead>
<tr>
<th>Word</th>
<th>Recognisable parts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>ad-</td>
</tr>
<tr>
<td>Interesting</td>
<td>in-ter-est-ing</td>
</tr>
<tr>
<td>Professor</td>
<td>pro-fe-s-sonor</td>
</tr>
<tr>
<td>Guard</td>
<td></td>
</tr>
<tr>
<td>Judgement</td>
<td></td>
</tr>
<tr>
<td>Peaceful</td>
<td></td>
</tr>
<tr>
<td>Stationery</td>
<td></td>
</tr>
<tr>
<td>Acknowledge</td>
<td></td>
</tr>
<tr>
<td>Benefited</td>
<td></td>
</tr>
<tr>
<td>Bulletin</td>
<td></td>
</tr>
</tbody>
</table>
Activity 6.1.4
Have you ever heard of the common saying which says practise makes perfect? Spelling is one aspect of grammar which needs repeated practise. If you stay for a long time without practising spelling words, especially those that have been giving you problems, you may find yourself still failing to spell them.

Let us play the following game as part of spelling practice:

Flask spelling game

Find cards that you can write on either using a pen or mighty mark. You may as well use any paper if you can have access to it especially plain paper. Write problem words in large letters and cut out the paper or card separating each word from the rest. Make sure the letters are large enough that you can see them at a distance. Put the cards inside a flask or container. Pick one card at a time, look at the word and pronounce the different parts
of the word separately and look at the letters then put the card upside down. Write the word on a piece of paper. Turn the card again and compare what you have written with the correct spelling. Note: Do not return the card inside the container. Repeat the game with one card until you get all your spelling right. Keep adding new words to your flask.

**Activity 6.1.5**

Now that you have done a lot of practise, write the following exercises:

In each list, identify the correct spelling of each word and put a tick on that correct answer. Tick only the word that is correctly spelt. If you make a mistake, erase neatly and clearly.

1. separate       separate                 separate
2. mischief       mischief     mischief
3. perceive       perceive     perceive
4. argument       argument     argument
5. guarantee      guarantee   guarantee
6. volunteer      volunteer   volunteer
7. occurrence     occurrence  occurrence
8. accidentally   accidentally accidentaly
9. maintenance    maintenance  maintenance
10. accommodate   accommodate accommodate
11. in fact       in fact     in fact
12. extraordinary  extra-ordinary extra ordinary
13. privilege      privilege   privilege
14. government     government  government
15. entertainment  entertainment entertainment

As soon as you finish this exercise, mark your work. Refer to the end of this unit for answers on this exercise. How did you perform? Are you satisfied with your mark? If your mark is below ten then you must revisit this section and redo the activities. Try to use the activities to identify your exact problems in spelling. Were you omitting letters? Did your words sound the same? If you have identified your main cause of failure then refer to an activity that can help you improve on that. You may introduce new words if you think you have mastered the ones we gave you in the activities. Take a breather before you do the next exercise.

**Activity 6.1.6**

Find mispelt words in the following sentences and spell them correctly. Write your answers just below each sentence.

1. There has been a noticable improvement in the Zimbabwean Economy.
2. The statement by Oscar Pictorius’s witnes was false.
3. When one is lonly, she/he is bound to spend the whole day sleeping.
4. We climbed clumsly up the walls of the old fortifications.
5. Tabitha’s dissappearance came as a suprise to many people in the village.
The Barak family has five athletes who competed in the Olympics last year.

We recommend that after your ordinary level you open a restaurant in your local area.

The piece in the Chronicle newspaper about Prince Edward was very brief.

I was there on time.

The weather in August is hot and humid.

6.2 Preparing for a debate

Think of a debate you were once involved in with your friends. What was the cause of the argument? How did it end?

In this section we shall look at a debate procedure. Refer back to the key words in this section for the definition of the word debate. Try to analyse this definition, what do you think are the important aspects of a debate?

In a debate we have two major sides. These are the affirmative and non-affirmative sides. The affirmative side comprise of speakers who concur with the motion. They say ‘yes’ to whatever the topic advances. The non-affirmative is the side that negates the motion. It does not concur with the motion. Those who speak from this side of the topic disagree with what the topic states.

For example, in a debate with the following topic; The high HIV/AIDS prevalence in Zimbabwe can only be reduced by educating the people. Do you agree?

If you are affirming the topic, you agree that the prevalence of HIV/AIDS in Zimbabwe can only be reduced by educating the people. What points can you gather to support this view?

From the non-affirmative side, you are disagreeing with the view that educating people is the only measure that can be taken to reduce HIV/AIDS prevalence. This means that you must suggest other ways which you think can help Zimbabwe overcome this problem than merely educating people. Can you think of any ideas quickly?

Activity 6.2.1

Carry out a research in your local community on the following sides of the topic

A. How educating people will help reduce the prevalence of HIV/AIDS
B. Other ways besides education of people that can help reduce prevalence of HIV/AIDS.

Write all your findings in your separate book. Make sure you understand each point clearly.
You have been chosen by the Minister of Health in your province to speak in a debate entitled, “Educating people will not help much in reducing HIV/AIDS prevalence in Zimbabwe.” Using the ideas you gathered from your research, write down your presentation in essay form. Each point must have its own paragraph.

**Important tips** to remember when preparing for a debate:

- Clearly establish your position towards the topic from the beginning and continue emphasising it in a skilful way. Are you agreeing or disagreeing with the topic.
- Select valid and relevant ideas to use in your argument.
- Who are you talking to? Know your audience. Is it a colleague? A Group of officials? This shall help you direct your ideas to in an appropriate way.
- Use effective linking words to establish unity and a continuous flow in your paragraphs. Remember in Unit 1 you were exposed to linking words.
- Identify and include the weaknesses of your supposed opponent so that you water down his/her argument.
- Use quotations that you have gathered from extensive reading.
- You may as well create some interesting questions to capture the attention of your audience. Remember they are not totally blank! They know something about your topic so allow them to think deeply by asking questions.

**Activity 6.2.2**

Are you ready to speak before the government officials who have come with the Minister of health? Are you confident that what you have written is convincing and clear? Now, find a few people you can speak to presenting your ideas fluently up to the end. If you fail to find any people who can listen to your presentation, speak to an imagined audience with your phone recording your presentation. After the delivery allow your audience to comment on the presentation. If you were using your phone, listen to the presentation and take note of areas which you need to improve on. These may include content of your presentation, use of effective links, pronunciation, pace, fluency and flow among other aspects.
Further research
Below you have been given some topics for debates which you can be researching on. Write the points in your research book.

a. Unemployment is the cause of immorality in Africa. How far true is this statement?

b. If a person accesses education, then success is automatic. Discuss

c. There is nothing that the youth can do to relieve people who were affected by Cyclone Idai. Do you agree?

6.3 The fateful day
You have been skimming and scanning stories ever since you started studying unit 1. Has your reading speed improved now? How many words do you read in a minute? Find a stopwatch and test yourself. An average reader should read not less than 150 words per minute yet good readers read between 200 to 250 per minute. So, if you are still below this standard try to practise reading more often. In this section, we want you to read closely the following story then do the activities that follow.

Have you ever witnessed or read about an incident where a girl was given away in marriage? I remember in unit 1 you encountered such a story. What were the reasons of marrying her off to an old man?

The passage below is a development of the theme introduced in the first passage in unit 1. As you read closely, think of solutions that you can suggest to get rid of child marriages in Zimbabwe. You will use the points you gathered later in the unit. Let us read:

Intensive reading

Paragraph 1

‘Linda, Linda!’ a sharp anxious voice sounded from outside my bedroom door just seconds before the door was pushed ajar.

I immediately leaped out of bed my heart racing at the speed of lightning. Mother barged into my bedroom which set my nerves on fire as she never entered without permission.

‘The chief!’ mother exclaimed almost out of breath; her face masked with shock.

‘What did the chief do?’ I asked my voice pregnant with curiosity.

‘He wants you married off,’ mother finally announced her face turning pale, white as snow.
Paragraph 2
I suddenly felt a dangerous lightness in my head as if I were floating away weightless. I was sweating, dizzy and hot and cold all at once. That is the day when my life began, the day when my life crumbled to pieces.

Paragraph 3
The sound of cow bell made my heart beat like a drum and I suddenly saw fate standing boldly before me mocking my education. It dawned on me that mother had not let me in on a possibility but that she had told me the crystal-clear truth about what was going to happen to me. I clapsed my palms over my ears as if I could stop the sound from making my brain work faster, but no, the sound remained and only changed by becoming louder and louder. I looked around the room that I had once called mine and all the memories flashed before my eyes. I slumped on my bed and reminisced on the fun filled days I had shared with friends, siblings and other close relatives and suddenly wished I had had the power to freeze my life on all the happy moments. I remembered the sleepovers, the pillow fights and the mid-night snacks I had shared with my friends, cousins and sisters. I wondered how they would treat me now that I was being married off at just sixteen years of age. Tears welled up in my crystallized eyes and silently coursed down my rosy cheeks. A hesitant knock reminded me of where I was and I quickly wiped away the tears that had now formed little rivulets tracing down my face.

Paragraph 4
‘Come in,’ I muttered, my voice almost choked with tears. Mother opened the door. A deafening silence fell upon us like a film of dust descending on the ground suddenly but the silence spoke volumes. It spoke about both of our fears, sorrows and our goodbyes. The silence prolonged for what seemed like a lifetime because at that moment both of us let our emotions out. No words were uttered, no sound made and no actions taken but we both felt connected. A stray tear eased out of my bloodshot eyes and mother wiped it away in a swift moment.

‘Be brave,’ she said, her voice filled with the hope like a misplaced sun on a cloudy day.

Paragraph 5
All I could do in response was nod, acting as if these were my last tears when in reality I had only started opening the floodgates. My father’s wrinkled face appeared at the doorway and with that mother and I knew that our final goodbyes had been said. We both followed father and filled into our small, cramped living room which felt even smaller because of the dense population that filled it. My eyes nearly bulged out of their sockets as I took my seat. Everyone was staring at me with a smile screwed on their faces yet I faced a raging storm that was growing bolder and darker within me. I searched through the sea of faces and my heart sank even more when I realized that all these people had been part of my life as I was growing up. Most of them were church elders who to my great astonishment were supporting the child marriages that took place in our small town of Gwanda. I had
always wondered why some of my schoolmates had dropped out of school in the name of tradition and culture, but now I had only found out the answer but had also found myself in the same predicament. The shuffling of shoes brought me back to life as everyone stood in one accord. The women, there present, started ululating and the men started clapping. I felt a strong hand grabbing my right shoulder forcing me to stand up. My feet suddenly felt like jelly and I leaned onto my father so that I would not spin away into space. A million questions attacked my mind but the question that hit me really hard with both anger and rage. ‘How could society do this to innocent souls?’

**Paragraph 6**
The joyful clapping became louder and footsteps sounded at the doorway. I shivered. There was something about the new arrival that made my skin crawl, yet the man was quite ordinary to look at. His face was expressionless, his eyes completely empty. My heart shuddered within my chest as I swallowed; all in an attempt to digest the figure I was to live with for all eternity. The man was suddenly standing before me, his eyes looking intently into mine. I wished the earth could open up and swallow me. This whole ordeal suddenly became frightening and there I stood glaring eye to eye with the most frightful part of it all.

**Paragraph 7**
What followed after was all a blur and I only realised that I had been married off when the chief announced that my husband could now take me with him to his hometown. I had been so absent minded that I had not even caught my husband’s name. As the groom approached me, I suddenly realised that he was not quite ordinary to look at after all. As he drew nearer, I nearly screamed out loud. His face was the most frightful and frightening thing I had ever seen. Just looking at it gave me the shakes all over. It was so crumbled and wizened, so shrunk and shrivelled. It looked as though it had been pickled in vinegar. It was the most fearsome and ghastly sight I had ever seen. There was something terribly wrong with it too, something foul and putrid and decayed. It seemed quite literally to be rotting away at the edges, and in the middle of the face, around the mouth and cheeks. I could see skin all cankered and worm-eaten as though maggots had been working away in there. That is when I realized that I was being married off to a man who seemed and looked older than my father.

**Paragraph 8**
I gasped for air as I suddenly felt out of breath. I was so mesmerised by the face that I stared bluntly at it failing to look away. I was transfixed. I was numb. I was magnetized by the sheer horror of this man’s features. I finally blinked and looked around with pleading eyes. None of the faces I saw shared the hurt that burned within me. I searched for my mother’s familiar face but was surprised at its absence. I suddenly felt as if I was a criminal and was perpetrating some sort of unknown crime. There was a serpent’s look in his eyes and I suddenly knew that this was the death of me. Hushed noises sounded from the doorway suddenly grabbing my
attention. That is when I saw mother surrounded by four strong men who held her away from the room. She looked like a disaster. My heart, suddenly, felt all knotted and blocked. Mother was sobbing into a ward of tissues, her usual composure shattered and her freedom taken away by the four men who held her firmly away from me.

**Paragraph 9**
A wave of resentment hit me with full force but I knew that resentment was only going to make matters worse in such situations. I closed my eyes as I prayed to the gods and the ancestors for all of this to be a dream but even pinching myself did not wake me up from the nightmare. My lungs pulled and contracted yet all I could do was silently staring at my mother being dragged away from me in tears. I was suddenly cold and shaking all over regardless of the blazing sun and raging heat. I closed my hands into fists so that my fingernails were digging into my palms, but I could not stop the shaking. Tears welled up in my eyes but I knew that I was not supposed to cry. So, I silently wiped them away before they cascaded down my face. A storm raged in me, as dark and strong as that which bullied across the Atlantic Ocean. The storm raged flashing lightning and sounding a million thunderclaps across the sky. The storm that raged within me sent every man and woman, boy and girl scurrying and skittering in house and cabin, locking and buckling all lockets and buckles. The name of my storm was grief. At that moment I allowed grief to seize me whole. I fully surrendered to my grief and was left hopeless, helpless, shattered and blue. However, mother's assuring words grated against my mind and I could hear them clearer than ever, ‘be brave’ the words rang over and over again.

*The end.*

Did you find the story interesting? Is it too emotional? Ponder on these questions before you do the next activity.

**Activity 6.3.1**
Let us check whether you understood the passage you were reading. Below are questions that we shall use for comprehension. Attempt all these questions because they prepare you for the next activity. Write the answer only.

**From paragraph 1**

1. a (i) Identify the two actions by Linda and her mother from paragraph 1 which show that both were [2]
   ii) “… set my nerves on fire …” Explain in your own words the meaning of this statement. [2]
   iii) Which one word from paragraph 1 means the same as anxious? [1]
From paragraph 3
b  i) Suggest a reason why Linda was uncomfortable when she heard the sound of the cowbell. [1]
   ii) “I slumped on my bed and reminisced …” Explain the meaning of the statement in your own words. Pay attention to the underlined words. [2]

From paragraph 5
3  a (i) “…opening the floodgates.” What does the underlined word refer to? [1]
   (ii) Suggest a reason that would probably lead to this. [1]
   b. (i) State two things that shocked Linda when she was in the living room. [2]

From paragraph 6
c. What description, of the new husband, is given by Linda to show that she does not like this man? [1]

From paragraph 7
d. “Something foul and putrid and decayed.” Suggest two possible feelings evoked in Linda when she saw her husband. [2]

From the whole passage
e. Linda says she was caught in this predicament which her schoolmates had also been caught in. What do you think could be done to avoid such predicaments? [1]

Activity 6.3.2
Word and phrase study
We can use the context to explain meanings of words and phrases. Remember that most words in English have more than one meaning thus it is important for you to read closely and check how the word was used and what exactly it was used to mean in that passage. Bear in mind that each word will not always be used in the same way throughout all passages where you find it. Each writer uses a word with reference to one of its meanings. Therefore, read the each part of the passage closely to understand every word and phrase.

In the previous units you wrote exercises on meanings of words. In the following exercise, try to substitute the underlined word with another that means the same as that word. Read and understand the sentences given here, and the paragraphs from where they were extracted in the passage. This will help you to get a grammatically correct answer that fits perfectly into the sentence.

1. The door was pushed ajar as mother barged into the bedroom without knocking.
2. Linda leaped out of her bed, her heart racing at the speed of lightning.
3. Mother exclaimed, her face masked in shock.
4. I was sweating and dizzy all at once.
5. I saw fate standing boldly mocking my education.
6. It dawned on me that what mother had told me was true.
7. I thought about the fun filled days that I had spent with my friends, siblings and other relatives.
8. A hesitant knock reminded me of where I was.
9. Tears had now formed little rivulets along the edges of my face.
10. I gasped for air as I suddenly felt out of breath.

Activity 6.3.3
What did you notice about the form of the words that you used to substitute the original word in each sentence? Look at the answers you gave; perhaps you had a wrong answer? Is the form of the word similar to the original or it is the idea that is similar? For your answer to be correct, the answer must be in the same form as the original word. What do we mean by this? Refer to the following example:

The two lovers strolled across the park.
The word which means the same as the underlined word is walked. ‘Walked and strolled’ are verbs in the past tense. The verb form and idea matches perfectly hence the answer is correct.

If the original word was ‘stroll’ what would be the answer? The correct answer would be walk. Why? Refer to the example above if you have a difficulty in explaining the reason.

Activity 6.3.4
Given below are words and phrases from the passage you read. Give the meaning of each word as it is used in the passage. Make sure you understand the idea and then when you write your answer it should be in the correct form of the original word or phrase.
1. Crumbled
2. Crystal-clear truth
3. Choked
4. Cramped
5. Bulged out
6. Sea of faces
7. Predicament
8. Shuddered
9. Intently
10. Ordeal
11. Blur
12. Shrunken
13. Hushed
14. Sobbing
15. Scurrying
Activity 6.3.5
It is always good to demonstrate your knowledge to show that you have learned and understood something. Now that you have worked out the meanings of the words given above, can you use them in sentences of your own which show that you understand their meanings? Choose any ten and construct meaningful sentences. We did the first one for you:

1. It was such a frightening scene to watch as the Tallest flat in Harare was bombed and it crumbled down within a minute.

Activity 6.3.6
Now that you have read about child marriages, we want you to research marriages, we want you to research further on other causes and solutions that could be suggested to try and eliminate them in Zimbabwe. Fill in the table below using notes gathered from your research. This information shall assist you in the next activity in this unit. So, do not continue to the next activity before you gather information on causes of child marriages and solutions to reduce them.

<table>
<thead>
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<th>Causes of child marriages</th>
<th>Solutions to reduce child marriages</th>
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6.4 Formal letter writing
What comes to your mind when you see this picture? You have been writing letters from level one. How many types of letters do you know? In this part we want to look at formal letter writing. What do you understand by the word formal? Formal letters are written to people you only know in a professional capacity. These may include letters written to national figures, a newspaper, government or business officials. As the word formal suggests, there are rules that should be followed when writing a formal letter. Let us look at the following traditional layout of a formal letter. Study it carefully then look at the explanations below.
Let us look at each of the labelled parts together. Perhaps you have written an application letter before? Did it have the same details as this layout? Definitely it should have all these. Compare what you thought about these parts with what we have given you here.

a.) At the top left hand corner of your page. This where you write your address. The blocked format is used.

b.) After omitting a line you write the date. The month should be written in full and in words.

c.) Receiver's address. It should be written on the left hand side of the page after omitting a space of one line from the date. This is the address of the person or organisation that is to receive the letter.

d.) This is the salutation. You use Dear Sir/Madam if you do not know the name of the person you are writing to. If you know the name, use his/her title. For example, Mr, Mrs, Ms, Dr, and so forth.

e.) The Re is the main purpose of the letter in brief. It is a snapshot of what your letter is about. If your Re is in capital letters, do not underline but if it is written in small letters then you must underline it.
f.) The introduction is the opening paragraph. In this paragraph you should state the purpose of the letter for example if you wrote to make request, apply for a vacancy, or something else. You are simply making clear the focus of your letter. This is the only material needed in the introduction and nothing else.

g.) The paragraph or paragraphs in the middle of the letter should contain the relevant information behind the writing of the letter. Most letters in English are not very long. So, keep the information to the essentials and concentrate on organising it in a clear and logical manner rather than expanding too much.

h.) This is closing remark. It ends your letter on a good note and establishes a connection with the recipient. These remarks vary depending on the purpose of a letter. Examples include, “looking forward to your reply”, “I hope my apology shall be accepted” and so forth.

i.) This is the ending of the letter. There are two types of endings. Use Yours faithfully if you do not know the name of the person you are writing to. This means if you used Dear Sir/Madam in your salutation, you shall use Yours faithfully in the ending. Secondly, use Yours sincerely if your salutation has a specific name of the person you are writing to for example, Dear Mr Jason.

j.) Put your signature then write your name in full underneath your signature. You may put your title if the person does not know you.

I hope you now understand how to write a formal letter. What you need to do now is to practise letter writing. If there are any parts that you failed to understand refer back to the notes above. You may also refer to English textbooks that you can access they can be of much help.

Attempt the following task. First carry out a thorough research recording all your findings then you can write your letter using your findings.

**Activity 6.4.1**
Research has shown that Zimbabwe has the highest number of children who drop out of school especially at grade seven. As the child President of the Junior Members of Parliament you have been tasked to write a letter to the Minister of Primary and Secondary education outlining the reasons why children drop out of school at an early age. In your letter which is supposed to range between 150-200 words, suggest any solutions where possible.

Below is a model answer to this question. Read and understand the question. Underline key parts of the question. We wrote the opening sentence for you in the first paragraph. The layout is also incomplete, finish it up. Where there is space provided, fill in with relevant points you can raise.
Re: Research findings on why Zimbabwean children drop out of school.
It has been discovered that Zimbabwe has the highest rate of children who leave school owing to several reasons that are outlined in this letter.

Firstly, many school drop outs are orphans who fail to find financial support for fees.

In addition to the reasons above,

It is quite embarrassing for a country such as Zimbabwe, which has got 95% literacy rate, to be found wanting in terms of provision of education. Many young children migrate to other countries thinking that life is greener there.

Since you have been in charge of this Ministry for sometime now the youth is looking forward to your help. I believe some of the solutions you may implement are

Yours

Task: You are the only person who can read and write in English in your local community. The Chief has tasked you to write a letter to the Environmental Management Agency (EMA) expressing his concern on deforestation happening in this local area. Write out the letter.
**6.5 Prepositions**

What is a preposition? What is its main use? Words in the English language are joined in a variety of ways. One way of linking words in sentences is using prepositions. These are words that relate one word to another that appears with it in a sentence. For example, in the picture given below the position of the cat in relation to the log is shown by the different prepositions written inside the picture.

For example:  The cat is on the log.

The cat is in the log.

The cat is below the log.

I hope you have looked at the picture several times now and you understand the prepositions given here.
Activity 6.5.1
Given below is another picture with balls and small boxes. Write your own sentences describing the position of the ball in each part. Refer to the picture you studied above for correct prepositions in each case. You must have seven sentences in this activity.

Activity 6.5.2
Fill in the blank spaces with the correct preposition.
1. We arrived ---- the hotel very late. My daughter Destiny was not satisfied ---- the living conditions ------ Palace Hotel.
2. Bokani is so good ------ soccer. Last year she was voted the best player ------- the province.
3. The teacher told Hilda to speak ------ so that all could hear.
4. The headmaster came in first, followed ----- Mr Matemera. ------ him was a student who was carrying a cigarette.
5. All the officials attended the sports event ----- Dr Kujeke who was attending a church conference. He had sent his apology ------- his secretary.
6. My girls’ soccer team was badly let ---- by the weak goalkeeper.
7. The new president was sworn ------- last week.
8. Masimba went home ---- Friday.
9. Rufaro stared ----- them.
10. At half time a band marched ----- the field.
Here is a list of some common prepositions in English. Continue familiarising yourself with these prepositions and using them in sentences to improve your grammar. You may also create sentences like we did for you in Activity 6.5.2 above.

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**Reflection**

Finally! Our unit work ends here. What do you remember about spelling? Any ideas that can help you improve your spelling? I hope they are working well for you.

How was the debate session? Take a moment and think about what you learnt and what you need to improve.

Have you done the chief’s task? Did the people give you valid information? Revisit your notes and check. Any invalid notes must be left out.

What did you do under supporting language structures in this Unit? Do you think these prepositions will help you improve your grammar? How?

**Summary**

We hope you did not just read the questions in the reflection but you attempted to answer them all patiently at ease because it was not a test but we want to make sure that you remember what you learnt.

In this unit you were introduced to various ways in which you can improve your spelling. If you have forgotten them refer to the listening section. You also learnt about how to conduct a debate which prepares you for argumentative composition writing in units to come.
Formal letter writing and demonstrations were given you. Refer to these as you do your writing task. You read a very interesting passage which is very rich in descriptive vocabulary. we hope you have also mastered some for use in compositions. If not, then try to do so before you move to the next unit. We finally looked at prepositions and also gave you a detailed list of these. Continue using them in sentences and referring to the section to improve your grammar. We hope you are better off now than when you started this unit? Now proceed to the next unit after your rest. Please, do not forget what you learnt from unit one because we will keep referring to these units as we continue together.

**Answers to Activity 6.1.5: Unit 6.0: The fateful day**

1. separate
2. mischief
3. perceive
4. argument
5. guarantee
6. volunteer
7. occurrence
8. accidentally
9. maintenance
10. accommodate
11. in fact
12. extraordinary
13. privilege
14. government
15. entertainment

**Answers to Activity 6.1.6**

1. There has been a **noticeable** improvement in the Zimbabwean Economy. (noticeable)
2. The statement by Oscar Pictorius’s **witness** was false. (witness)
3. When one is **lonely**, she/he is bound to spend the whole day sleeping. (lonely)
4. We climbed **clumsily** up the walls of the old fortifications. (clumsily)
5. Tabitha’s **disappearance** came as a suprise to many people in the village. (disappearance)
6. The Barak family has five **athletes** who competed in the olympics last year. (athletes)
7. We recommend that after your ordinary level you open a **restaurant** in your local area. (restaurant)
8. The **piece** in the Chronicle newspaper about Prince Edward was very **brief**. (piece---- brief)
9. I was **there** on time. (there)
10. The **weather** in August is hot and humid. (weather)
Answers to Activity 6.3.1

1  a  i)  Linda leaped out of bed
  Mother barged into the bedroom. [Correctly identify the character in each answer.]
  ii.  She was intensely filled with fear.
  iii.  Curiosity

  b  i.)  She knew that they were coming to pay lobola for him.
  ii)  slumped means collapsed or fell or dropped onto reminisced means recalled or thought or recollected

2  a.  i)  Tears flowing in large quantities from her eyes meaning she would be crying most of the time.
  ii)  She thinks she was yet to suffer in her marriage/ she was yet to cry more because of the pain of being married to the old man/ Her dreams had been shattered.

  b.  i)  - The smiles of people in the room.
  - Presence of church elders whom she respected and thought they would not support child marriages

  c.  His face was expressionless, his eyes completely empty.
  d.  anger/ hate/ resentment/ disappointment/ hurt

Answers to Activity 6.3.2

1.  Ajar – open
   Barged – rushed/pushed/stormed
2.  Leaped – jumped/dived
   Racing – besting/pumping
3.  Masked – covered/camouflaged
4.  Dizzy –giddy/lightheaded
5.  Mocking – laughing at/ scorning
6.  Drowned – crossed my mind/ was clear to me/became clear to me.
7.  Siblings – brothers/sisters/relatives/family members
8.  Hesitant – cautious/faint
9.  Rivulets – streams/
10. Gasped – inhaled/gulped

Answers to unit 6.3.4

1.  Crumbled - smashed /was destroyed/
2.  Crystal-clear truth – plain truth/ obvious truth
3.  Choked – stopped breathing/clogged
4.  Cramped – overcrowded/
5.  Bulged out – stuck out
6.  Sea of faces – a lot of faces/ many faces/ many people
7.  Predicament – difficulty/ dilemma
8.  Shuddered – trembled/ shivered
9. Intently – fixedly/closely  
10. Ordeal – frightening incident/scaring event  
11. Blur - haze  
12. Shrunken – withered/dried up/  
13. Hushed – quietened/silent  
14. Sobbing – crying/ weeping  
15. Scurrying - scampering/ dashing/ hurrying

**Answers to Activity 6.5.1**  
1. The ball is inside/in the box  
2. The ball is on the box  
3. The ball is under the box.  
4. Then ball is beside the box.  
5. The ball is behind the box.  
6. The ball is in front of the box  
7. The ball is between the two boxes

**Answers to Activity 6.5.2**  
1. We arrived at the hotel very late. My daughter Destiny was not satisfied with the living conditions at Palace Hotel.  
2. Bokani is so good at soccer. Last year she was voted the best player in the province.  
3. The teacher told Hilda to speak up so that all could hear.  
4. The headmaster came in first, followed by Mr Matemera behind/After him was a student who was carrying a cigarette.  
5. All the officials attended the sports event except Doctor Kujeke who was attending a church conference. He had sent his apology through his secretary.  
6. My girls’ soccer team was badly let down by the weak goalkeeper.  
7. The new president was sworn in last week.  
8. Masimba went home on Friday.  
9. Rufaro stared at them.  
10. At half time a band marched into the field.
Introduction
The family has always been an important Unit in our lives. It is the place where a way of life that is acceptable in society and values are taught. Parents play an important role in bringing up their children so that they are able to live well with others and also so that children are able to develop a sense of belonging. Parents are the first contact people in our lives and their teachings or training play a pivotal role in our lives as their upbringing can either build us or destroy us. Do you know that babies recognize their mothers from birth and can easily tell if they are around or not? This is clear evidence that parents are very important as they create a sense of security and build confidence within us so that everything is well. In speaking you will learn how to present speeches to an audience. Remember it is essential to be able to speak to a crowd and convince them on your subject or to give information that they do not have. You will learn on how to present an argument and also on how to form adjectives which are meant to enrich your language as you do different activities throughout this module.

Tip: You are always reminded to read the objectives with understanding so that you will know exactly what is expected of you in the unit.

Objectives
After going through this unit you should be able to;
- listen for information carefully and be able to make notes effectively.
- present well prepared speeches to audience
- deduce correct answers to given questions from the comprehension passage given to you.
- write an argumentative composition and use discourse makers.
- form adjectives and use them correctly in sentence construction.

Key words
Here is a list of new words you will encounter in this unit:
Argument- Expressing your point of view.
Impromptu Speech- A short unprepared speech on a specific topic.
Time: You are expected to spend eight [8] hours to complete the activities in this unit.

Study skills
The following are some of the study skills, you will use to be able to go through this Unit:

Note taking- Writing down notes as you listen to someone in order to capture key points.
Scanning-Quickly reading through the text to identify key points.
Intensive reading- Reading for a purpose.
Summary – A brief account where key points are captured to maintain the facts of the original text.

7.1 Note taking and evaluation.
Do you know that it is very important for you to listen to get information whenever someone reads out a passage or when talking to you? Taking notes is also essential as you note down all important points and ideas that you will need to use later on when a need arises. Yes, note taking will make you a good listener, it sharpens your listening skills and you will be able to pick all important points as you listen quite easily. Have you experienced a situation whereby you had a good idea and then it completely vanished? Of course it has happened to you several times and you feel like beating yourself up. Yes, this happened because you had not written down what you had in mind. This actually proves how important note making is. Notes are needed when you are revising of if you have researched and you want to keep a record of your findings. Notes are written in point form so that they are easy to read. Remember that you only capture what is important and discard what is unnecessary. Now having said so much about note taking, you are required to do the following activity.

Activity 7.1.1
Listen carefully as your friend or family member reads out this short passage to you. I want you to take down all important points. Do you know that when taking down notes, you only pick out those points which are needed and discard unnecessary information? This makes it easy for you to keep information which is needed.
1. Take note of all important points about Chipo.
2. Evaluate this passage and say if it is inspiring or not. Give reasons for your position. Remember to give your opinion on the passage.
The Sky is the limit for a history maker.

Fig 7.1

She is very single and yet “married”, not to a husband of course, but to her flying profession. She loves to be in the air and was courageous enough to venture into the male-dominated profession, piloting. ‘With courage and determination, victory is always certain,’ has always been her war-cry.

This is none other than Chipo Maidei Matimba, who recently became the first woman pilot in the Air Force of Zimbabwe. To her it was a dream which came true and all her ambitions were fulfilled. “Once I set my mind on something I will make sure I pursue it right to the end. I grew up with a great desire to fly and my dream was fulfilled when I was recruited into the two-year training programme,” she said. Born 23 years ago, in a family of eight with three sisters and four brothers, Chipo did her primary education at Belvedere Primary School in Harare from 1980 to 1986. She later attended Girls’ High School where she successfully completed her ‘A’ levels in 1992.

A job as a banking clerk in Marondera did not fulfill the burning desire within her to fly and finally she joined the Air Force to train as a pilot at the age of 20. The training was tough. She had to go through a basic military phase, followed by a ground training phase, which was purely academic and finally the flying phase which she enjoyed the most. She is a lover of great heights and speed.

Chipo is one of those who dispute the idea that women should be restricted to light duties. ‘My duties are exactly the same as those of male pilots and I will be in this field for life’. In recognition of her achievement, she was presented with a Base Commander Trophy by President Mugabe. Needless to say she also got the Air Force Commander’s trophy for being the second best student in a group of nine.
Review questions:
1. Did you find the story interesting? Can you write down what you found interesting in this story.
2. What is it that you want to achieve in life?

We want you to discuss your notes with the person who read out the passage to you and see if you were able to identify all important points. Read the passage again on your own and tick the points you recorded against what you have discovered from your reading.

Activity 7.1.2
Now that you have read the passage again on your own, using your own words explain the following expressions from the article. Make sure they maintain the same meaning as that of the original statement. Remember that for you to understand the statement, you have to read the sentence repeatedly until it makes sense to you, then you can find the answer.

(a) To venture into the male-dominated profession
(b) None other than
(c) All her ambitions were fulfilled
(d) Set my mind on something
(e) The burning desire within her
(f) One of those who dispute the idea
(g) In recognition of her achievement
(h) Needless to say  (8 marks)

7.2 Prepared speech and / Impromptu speech

Not everyone is a star, but everyone has the ability to develop effective oral communication skills. Do you think that the ability to speak in public is a life skill that can and should be developed? You may be asked to speak at your church, to make a farewell speech, to thank a visitor or to propose a toast. Within your lifetime you will, hopefully be making speeches. Therefore, it is important that you always practise to speak in public so that you gain confidence to freely express yourself. Today I want you to learn how to prepare speeches.

Before you do that, please take note of the following aspects that will develop you into an effective speaker.
An effective speaker makes listeners feel needed and appreciated. How can you achieve this? In as much as your audience’s reaction is important to keep you motivated to speak, the way you handle them through your speech determines how they will react towards you. So, ask your audience or listeners questions which will involve them in your speech. Ask suggestive and mind provoking questions that make them think deeper and further instead of telling them everything.

Thus an effective speaker has the following qualities:
- Has the power to keep the listener’s attention, to make the listener glued to the speaker.
- Believes in himself/herself and this gives others the confidence to believe in the presentation.
- Has the ability to speak out clearly and loudly enough for the listener to hear without staining their ears.
- Has facial expressions that enhance his or her presentation.
- Modulate his/her voice effectively with regard to volume, pitch, pace, and inflection.
- Uses pauses to control and hold the audience’s attention and create contact between the listener and the speaker.

**Prepared speech**
Do you know that choice of topic is very important? You must be tactful when choosing a topic that will captivate the audience. When you have chosen your topic, you have to brainstorm on your topic and make notes on the topic taking note of important points or ideas. You must research adequately on the topic and plan a map on how you will present your speech. Remember, the choice of appropriate language is very essential as the use of varied language aspects flavours your speech well. The conclusion should linger and provide the listeners with food for thought. You must always try to end your speech on a positive note.

**Activity 7.2.1**
Now, we want you to either watch television and observe how people present speeches or listen carefully to a speech being presented on radio. Take note of all important aspects of speech delivery and observe how they use their voices to have an effect on the listeners or audience. Remember, an impressed audience will either attentively listen or applaud the speaker.

**Activity 7.2.2**
We want you to choose a topic, research on it and present to an audience of your choice. Remember to record the speech on either your mobile or tape recorder. You will have to play it and discuss the presentation with your audience. Yes, always keep in mind that the listeners must be impressed and must flow with you as they listen to you presenting. If possible it will be prudent if you recorded a video of your presentation so that facial expressions and gestures can be observed as you present your speech.
Improptu Speech/Unprepared Speech.

This is a short speech given to you on a specific topic. You only present on it for just one minute. For example, if a topic is “Shoes,” You have to state the purpose of shoes and why people wear them. You have to show how different types of shoes play different roles in our lives. Remember you state just important points only. Whenever you present an impromptu/unprepared speech, you have to think very fast and present confidently and give adequate information to the people who would be listening to you. Do you know that this type of speech helps you to be a fast thinker, polishes your speaking skills and enhances your ability to speak to an audience confidently?

Now having said so much on impromptu speech, attempt the following activities and see if you really understood the explanation given. Remember that it is important for you to read revise repeatedly the information given to you. Let us get down to practice activities to see how you will perform.

Activity 7.2.3

Present impromptu/unprepared speeches on the following topics:

- The weather
- Crossing the bridge
- Just in time
- Load shedding
- A pleasant surprise
- The prize
- Being a superstar
7.3 Reading: Parents and their children
Can you recall the number of times you have read stories and have evaluated them so that you really understood them? Yes, it is always encouraged that you make analysis of material that you read so that you make your own conclusions. You must keep in mind that having a summary of key ideas is encouraged as this gives you an over-view of the passage. Oh yes! Always take note of new words and look up for their meanings in the English dictionary. Can you recall the games that you were taught when you were still young? Some of those games are still being played today. If you can also think of how your family has played a pivotal role in your life, then read this passage with an open mind.

**Paragraph 1**
When children first go to school, their parents-who are of course eager for them to succeed- are often surprised that they are encouraged to play and not set to work. What these anxious parents do not understand is that play is indeed the child’s work and the means by which it grows and develops. This sounds like a contradiction, but it can be understood. We should realise that it is through playing that children learn to understand the world around them. It is through games with other children that they discover how to get on with each other.

**Paragraph 2**
We can see this in the way kittens learn, through play, to survive. They develop the skills of stalking their prey with a leaf or a piece of string and when it is captured, they roll and twist and turn to develop their muscles and reflexes. In their fight with the rest of the litter they not only learn how to defend themselves, but also quickly discover their place in the family and what is not allowed. Humans have the same need to develop their physical skills and to learn how to live with each other. A baby will happily spend many hours shaking its rattle, holding or throwing anything within its reach or following a moving object with its eye. But human life is much more complex than animals, so it is not surprising that we play in many different ways to help equip ourselves for it and that we take much longer to develop social skills.

**Paragraph 3**
A teacher once observed a 12 month old boy who was crawling over a sandy slope which was bare except for isolated patches of wild flowers and occasional thistle plants. After moving over the flowers, he happened to crawl over a thistle, whose prickly leaves slightly scratched his feet. He gave perceptible start and moved on, but he stopped a second or so late and looked over his shoulder. Then, moving slightly back, he rubbed his feet once more over the thistle. Next he turned to the flower, looked at it with tense concentration and moved his hand over it. He then looked around for another flower and touched it in the same way. Finally, he touched the thistle again, and only then did he continue on his journey. This example illustrates how a child instinctively learns about the world around him by using his senses, drawing conclusions from them and confirming those conclusions by experiment. This is the basis of “play”.

Paragraph 4
It is important that the growing child is given a variety of ordinary, natural things to play with-to see, handle, hear, smell and taste-if it is to use his senses fully in this way. The best toys are often the simplest: a cardboard box, a set of wooden building bricks, a heap of cut grass, a dam of stones across a stream. These will not only help children discover how natural materials behave, but will invite them to use their imaginations so that the box becomes a house, a hospital or an aeroplane. What the child creates is always unique, not what has been made for him and cannot be changed. Some expensive toys are quickly found boring by children and abandoned, and the parents who could afford to buy them are disappointed.

Paragraph 5
It is through play that we develop socially as well as physically. Children love to imitate grown-ups in acting out games of mothers and fathers or playing soldiers. They love games in which elaborate rules have to be obeyed, leaders are picked and sides chosen, although in the rough and tumble of the playground, they sometimes discover that the strong or the merely lucky will win the prizes and not those who keep to the rules. They learn to share their toys with others, to wait for their turn and to make sure their smaller and weaker players are not totally left out. How many of life’s hard lessons are thus instinctively acquired in the only way possible-by experience? It is thus we learn about patience, unselfishness and concern for others, and prepare ourselves for adult life. It is in these childhood experiences that we learn about teamwork and loyalty, obedience and the occasional unfairness of life.

Paragraph 6
What should wise parents do to encourage fruitful play? They should play with their babies from the beginning. One game where the mother’s face suddenly appears from behind her hands and the baby chuckles with joy—helps it to overcome anxiety and insecurity, while tickling and rougher games give it confidence in its own strength. A toy animal or doll will help it to practise relationships. The animal or doll becomes brother, sister, parent, friend and/or enemy without the conflicts which occur in real relationships. Grown-ups should give their time freely to children and play with them, but they must be careful not to dominate or control the play too much or the child will become too dependent and afraid to make choices of its own. It is important always to approve what children create, their painting is not a work of art, but a way of showing you what they have done and encourage them to carry it further.

Paragraph 7
As children get a little older the parents should resist the temptation of showering them with elaborate complex toys. It is better to provide a safe and varied playing space where they have freedom to create and experiment without getting into trouble for making a mess. A harder temptation to resist perhaps is the desire to form an over-intense, demanding relationship with one’s child. Such children will find it more difficult to adjust to the casual relationships at school when “friends”
come and go without much heartache. Though children can increasingly be left to invent their own games, it is useful to set objectives which will give them pleasure and a sense of achievement while at the same time they are unconsciously learning. “Sue if you can make a stone bridge like we saw yesterday” or “Let’s play markets and we’ll come to buy from your stalls”. Think of how much the children learn from the bridge game. They have felt different kinds of building materials, experienced light and heavy, rough and smooth, seen the effects of gravity. They have practised familiar words and learnt new ones for example, under…. across…. side…. support…. approach…. suspension. Even more importantly, in working with each other they have learned to share, to organize and to co-operate. It is the duty and privilege of parents to make sure that their children have had the best possible practice.

Evaluation of the passage
We hope you enjoyed reading the passage and learnt some new things as well. Quickly go through the following questions which are aimed at reviewing the passage:

1. What is it that struck you about this passage?
2. Imagine you are a parent, would you have time to play with your children?
3. What games do you like playing or watching? How did you come to have the interest in those games?

箩 Activity 7.3.1
Comprehension exercise
Answer all the questions. You are recommended to answer them in the order set.

From paragraph 1
1(a)(i). What do parents usually expect when their children “first go to school?”
   (1 mark)

(ii) What are parents anxious about?
   (1 mark)

(b)(i) “Play is indeed the child’s work”. Why does this sound like a contradiction?
   (1 mark)

(ii) From the evidence in this paragraph, write down two ways in which children grow
   (2 marks)

From paragraph 2
(c) What two activities essential for its survival does the kitten practise “through play?”
   (2 marks)
From paragraph 3
(d)(i) Which word tells you that the teacher saw that the baby has felt the “thistle” when it first crawled over it? (1 mark)

(ii) The patches of wild flowers were “isolated”. There were “occasional” thistles plants. What do these words tell you about the sandy slope? (2 marks).

(iii) The baby used the senses of sight and touch to learn about the flower and the thistle. What conclusions did he draw from what each of his senses told him. (2 marks).

From paragraph 5
2(a) below is a list of some of life’s hard lessons, give an example of how each can be learnt from play
(i) Patience (1 mark)
(ii) Unselfishness (1 mark)
(iii) Teamwork and loyalty (1 mark)
(iv) The occasional unfairness of life (1 mark)

(b) Choose five of the following words. For each of them give one word or a short phrase or an expression of not more than seven words which has the same meaning as it has been used in the passage.
1. fruitful---------- (paragraph 1)
2. insecurity-------- (paragraph 2)
3. conflicts---------- (paragraph 4)
4. showering--------- (paragraph 5)
5. experience-------- (paragraph 6)
6. achievement------ (paragraph 6)
7. unconsciously---- (paragraph 7)
8. familiar---------- (paragraph 7) (5 marks)

Activity 7.3.2 Summary writing

3. Write a summary of what parents should and should not do to encourage “fruitful play”. Do not include reasons for the advice. Use only material from paragraph 5 to the end of the passage. Your summary which should be in continuous writing must not be longer than 160 words, including the ten words given below.
Tip: Remember to follow the steps covered in Unit 2 on steps to follow in summary writing. What are the steps by the way? They must be on your fingertips always so that summary writing is pleasurable. Begin your summary with the following sentence:

Wise parents can encourage their children to play fruitfully by …

Tip: Do you still recall what you did in Unit 2 when you learnt how to write a summary? You must always apply those steps whenever you are answering questions on summary writing. This will give you the much needed practice as you will encounter different types of passages that have different demands. Yes, today I want you to see how different the key words for each passage can be. I want you to take your time to read the summary passage and follow the rules taught and identify all key points. Remember to underline the key points.

Activity 7.3.3: Evaluation of the passage.
Now, we want you to evaluate the comprehension passage. Read and make quick notes of what you learnt and how it has inspired you. Do you know that you should always make an analysis of what you read so that you can check whether you understood the passage or not? I want you to identify not less than ten things that are of interest to you.

7.4 Argumentative composition writing

Can you recall the number of times you had an argument with your peers or family and your classmates on a particular topic or issue. Yes, you have had heated arguments and sometimes you won the argument as you were able to support your stance with convincing facts and opinion. This kind of talk is called a debate whereby you choose a side of an argument and you support it. Therefore, today you are going to engage in an argument and convince the listener that your facts and opinions are authentic. Do you know that when you engage in an argument, you sharpen your thought pattern and can present your facts confidently? Nothing is as satisfying as winning an argument or even being listened to as you express your opinions on a subject of interest to you. Now, this brings us to the topic on how to write an argumentative composition.

How to write an argumentative composition.
It is important for you to choose your point of view on which your argument would be based on.

Do you know that your points must be relevant to the topic? Relevancy to the title is very essential as it clearly shows that you know what you are talking about and others can easily be convinced of your stance.
One thing that must be evident in your presentation of an argument is effective simplicity in the writing style. Yes, simplicity is very important as it keeps the other side you are debating with to closely follow your argument.

Do you still remember the communication skill on persuasion which you did in the units prior to this one? Yes your argument must be clear and persuasive. This makes it to be more interesting and captivating. Your enthusiasm for the subject you are arguing on must be considered seriously as it drives you to think deeply on the issue you are presenting on.

An effective conclusion leaves the listener with food for thought. Remember in an argument, you must always keep other people thinking hard on the topic or on the side of your argument.

Research is one thing you must always do as it keeps you up to date with information and also gives you different opinions from other debaters like you.

Now that we have looked at the steps that are necessary for writing an argumentative composition, we want you to go through them again and understand them fully before you can attempt the activities that follow.

**Activity 7.4.1.**

We want you to choose a topic of your own and make notes on it. An example of an argumentative or a debate topic is, “Should school children be allowed to choose what they want to learn at school?” Now think deeply about the topic and choose a side that you feel satisfies you the most and then research on it and see how many points you are able to gather and present a good debate. For example, we would expect you to have a good introduction to your side. Imagine you have chosen that they should not choose the subjects, your notes would include the following ideas:

- Young and immature and need guidance.
- Still want to be experimenting with life and are not able to make informed decisions
- Hate some subjects as a result they would rather not do them at school, but are important for life skills
- Peer influence and laziness
- Lack of focus as they just enjoy life without responsibility.

Do you see that it is important for you to make notes so that you can have a convincing presentation? Now that you now know how to prepare for an argument, you can now attempt the activities that are prepared for you.
Activity 7.4.2
Remember that before attempting any activity, you must revise the examples given and familiarise yourself with the information you must use. Now choose a topic from the list below and write an argumentative composition. You should always keep in mind the tips given on how to write an argumentative composition. We want you to go back to them and read them again so that you really know how to present your point of view. Yes, always have in mind that the other side is for the unseen person you are debating with. This will help you broaden your thinking.

1. Should parents be involved in the learning and teaching of their children? (30 marks)
2. Today's parents are too busy to give attention to their children. Do you agree? (30 marks)
3. Technology is the most abused monster of this century. (30 marks)
4. The teaching and learning of entrepreneurship skills should be compulsory at school. (30 marks)

Now that you have done your research, I want you to group your friends and hold a debate on the topic you have chosen. Listen carefully also to their opinions and facts and compare their notes with yours. This will give you enough practice and also help you to research more.

Review of the activity
How did the debate progress? What did you learn from the debate session you had? Is there anything of interest which you noted as you debated? Of course in an argument, there is always a side that might seem to win or override the other, but in essence as long as you all researched well, you definitely enjoy yours:

Activity 7.4.3
Choose another topic which you will mark on your own. This time I want you to write the composition, but you have to read it aloud and record yourself as you present. Listen to the audio as many times as you can and then write down your findings. This is one of the best ways you can use to improve on your writing skills and presentation of facts and opinions.

Activity 7.4.4 Recorded debate
Now that you had an oral argument with your peers, this time we want you to have a recorded debate on a topic you will discuss with your friends. Do you still remember the lesson you had on giving of speeches? Yes, you still have the notes at hand, apply those rules now that you are going to be recorded. Choose any topic you are enthusiastic about and thoroughly work on it and record yourself presenting. Oh yes, the use of your voice is important during your presentation. The pitching and the pacing of your voice in the argument contributes immensely in the spicing up of your work.
7.5 Language structures- Adjectives

- Types of adjectives
- Demonstrative, positives and negatives
- Comparisons and superlatives

**Definition of an adjective:** An adjective is a describing word. It describes a noun or pronoun. Adjectives add interest and colour to sentences by describing or giving more information.

Formation of adjectives
Adjectives are formed using suffixes. A suffix is a letter or a group of letters which are placed at the end of a root or a word. Suffixes change the function or sometimes the meaning of a word. Do you know that when you have used an adjective there is no need for you to use more words to describe what you desire to express.

For example:
This food tastes good. (is just general ).
This food is tasty. Tasty is an adjective that describes the goodness of the food. Now, let us look at some of the suffixes that can be used to form adjectives -able, -ible,-ous,-some,-ness,-less,-ful,-ly,-y,-al,-itive,
Now think of the verbs or nouns that you can use to form adjectives with. Yes, you have a good list of them so now go on and form adjectives.

For example:
Danger +-ous------ dangerous (adjective)
Power +-ful--------powerful (adjective).

Activity 7.5.1
Formation of adjectives.
Using some of the suffixes that were discussed earlier on, we want you to form adjectives by placing the correct suffix at the end of the word.

<table>
<thead>
<tr>
<th>Root</th>
<th>Suffix</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>sense</td>
<td>-ible</td>
<td>sensible</td>
</tr>
<tr>
<td>1.</td>
<td>protect</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>anxiety</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>electric</td>
<td></td>
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<td>4.</td>
<td>survive</td>
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<td>5.</td>
<td>speak</td>
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<td>6.</td>
<td>delicate</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>noise</td>
<td></td>
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</tbody>
</table>
8. sad  
9. patient  
10. inform  
11. continue  
12. control  
13. beauty  
14. slow  
15. courage  
16. sense  
17. cost  

Activity 7.5.2  
Now that you have formed all these words, I want you to look up the new words formed in the dictionary to see if they exist. This will also help you to know the meanings of the words. Try to construct sentences using any of the formed words so that you clearly see the descriptive part of the word. For example: Her argument was sensible, everyone supported her.

**Comparative and superlative**  
Adjectives can be used to compare two or more things. There are three types of comparison, namely positive, comparative and superlative. The positive degree refers to one thing. The comparative degree compares two things. The superlative compares more than two things and describes the best and the most.

For example:  
1. Piet is *fit*. (positive)  
2. Monica is *fitter* than Piet. (comparative)  
3. Gel, however is the *fittest* of the three. (superlative)

Activity 7.5.3  

<table>
<thead>
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<th>big</th>
<th>bigger</th>
<th>biggest</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>old</td>
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<td>2.</td>
<td>neat</td>
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<tr>
<td>3.</td>
<td>wide</td>
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<td>4.</td>
<td>heavy</td>
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<tr>
<td>5.</td>
<td>large</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>shallow</td>
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<tr>
<td>7.</td>
<td>simple</td>
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</tr>
</tbody>
</table>
Do you know that there are also adjectives ending with –ly whereby comparison is not easy to make, for these use more or most? Let us look at some examples that will help us to form these comparisons.

**For example:**
Carefully study the examples in this activity and see how more comparisons are formed. Note that

1. More careful (comparative)  
   most careful (superlative)
2. Less important (comparative)  
   least important

**Activity 7.5.4**
I want you to write more examples of such words in the table below.

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**Irregular comparisons**
Some words do not form comparisons following the rules stated above. To remember these words you simply have to learn them and use them as regularly as possible. Here are some of them, an example has been done for you, now fill in the remaining gaps.
Activity 7.5.5

<table>
<thead>
<tr>
<th>good</th>
<th>Better</th>
<th>Best</th>
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<tbody>
<tr>
<td>many</td>
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<td>much</td>
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<td>little</td>
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<td></td>
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<tr>
<td>bad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>far</td>
<td>Further</td>
<td></td>
</tr>
</tbody>
</table>

Activity 7.5.6

Revision exercise:
Copy and complete the table below

<table>
<thead>
<tr>
<th>Verb</th>
<th>Adjective</th>
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</thead>
<tbody>
<tr>
<td>create</td>
<td></td>
</tr>
<tr>
<td>explode</td>
<td></td>
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<tr>
<td>describe</td>
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<tr>
<td>conclude</td>
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<td>attract</td>
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<tr>
<td>communicate</td>
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<td>destruct</td>
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<td>itch</td>
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<tr>
<td>circular</td>
<td></td>
</tr>
<tr>
<td>threat</td>
<td></td>
</tr>
</tbody>
</table>

Activity 7.5.7

Now complete these sentences with an appropriate word from the adjectives you formed from the list above. You will have to put the verbs in the correct tense.

1. The police were not sure which kind of----------------------------- device had been used.
2. To avoid a dangerous explosion, they had no choice but to ------------------------ ------- the vehicle.
3. The fire, after the explosion, burnt a -------------------------- pattern in the grass.
4. The newspaper report of the incident was very----------------------------- .
5. The terrorists ------------------------------- to plant another bomb if their demands were not met.

6. The police inquiry was not ------------------------------. They still do not know who the bombers are.

7. The park, which was the major ---------------------- in the city was seriously damaged.

8. The police have not been very -------------------------- over the matter. The public still don’t have much information.

9. Every time I walk past the park I get an ---------------- on the palms of my hand. This always happens when I am nervous or afraid.

10. I am going to try to --------------------------- the policeman who lives in my street to find out if I can get some more information.

**Reflection**

Now that you have been kept busy in this unit, it is time for you to take stock of what you have covered so far. We want you to recall how you conducted the listening sessions where you listened to Chipo’s story on how she achieved her dreams. Yes we know that she really inspired you as you are also aspiring to break the record for yourself. You are looking forward to being celebrated. Yes, we like that spirit of wanting to be the best.

One thing that has been your best in this unit is the speech activities as they kept you on your toes with so much research and presentations. I know that your audience enjoyed listening to you and you also learnt a lot from them. I want you to continue working on your speaking skill, very soon you will be fluent and confident.

Reading has always been interesting, do you still recall the comprehension passage you read? Can you identify the things that your family taught you? How many games do you still remember from childhood? It is so interesting to see how time flies.

**Summary**

The unit has finally come to an end. We hope you can still recall most of the things you learnt. Remember that you are always expected to improve and enrich your skills by practicing and doing more research that will keep you sharpening your skills. Listening is a very important skill that you must develop so that it enhances other skills that you must acquire.

You were also able to speak to an audience confidently without fear and were able to express yourself. Did you realise how interesting it is to stand in front of people and present your facts and ideas and everyone is in agreement with you. We want you to applaud yourself for such an achievement. Continue to speak in public and gain more confidence.

This unit would not have been interesting to you without the reading and writing skills we need on a day to day basis. Supporting language structures have always
been an icing on the cake as they kept you thinking and wanting to learn more. Now that you now know how to form some of the adjectives, writing a descriptive composition and sentence construction have been made easy. Always keep in mind that practise makes perfect. We hope that you also found the exercises quite challenging to bring out the best in you. I want you to go back to the previous units and keep on revising what you have cover so that you are always abreast with your content.

Unit 7: Expected answers :

Activity 7.2.2
(a) Job done by men
(b) Except for, besides
(c) Her dream came to pass/true
(d) Decided to do something
(e) The anxiety to achieve
(f) Who do not agree with her
(g) Appreciation for her efforts
(h) There are no words for it.

Activity 7.3.1
1  (a) (i) to learn
(ii) that children are not taught as expected

(b) (i) Children are expected to learn not play
(ii) understand the world around them and discover how to get on with each other.
(iii) develop skills of stalking their prey and develop their muscles and reflexes

(d) (i) observed
(ii) It was bare, with little vegetation
(iii) The flower was soft to touch and the thistle was rough and is prickly

2  (a) (i) patience- wait for their turn
 ii) Unselfishness- learn to share their toys
 iii) Teamwork and loyalty- make sure that the smaller and weaker players are not totally left out
 iv) Unfairness of life- stronger and merely lucky will win prizes not those who keep to the rules
b. 1. Fruitful-productive, educative
   2. Insecurity- unsafe, unprotected
   3. Conflicts- disagreements, disputes, fights
   4. Showering- pampering, giving to much
   5. Experience- understanding, observation, knowledge
   6. Unconsciously- unknowingly, unaware
   7. Familiar-known, usual

**Activity 7.5.1**
1. Protective
2. Anxious
3. Electrical
4. Survival
5. Speakable
6. Delicious
7. Noisy
8. Sadly
9. Patiently
10. Informative
11. Continuous
12. Controllable
13. Beautiful
14. Slowly
15. Courageous
16. Sensitive
17. Costly

**Activity 7.5.3**
Older       Oldest
Neater      Neatest
Wiser       Wisest
Heavier     Heaviest
Larger      Largest
Shallower   Shallowest
Simpler     Simplest
Brighter    Brightest
Sharper     Sharpest
Slower      Slowest
Faster      Fastest
Cleverer    Cleverest
Drier       Driest
Sweeter     Sweetest
Cheaper Cheapest
Wetter Wittest

Activity 7.5.4
less intelligent least intelligent
more extraordinary most extraordinary
more awkwardly most awkwardly

Activity 7.5.5
Good Better Best
Many More Most
Much More Most
Little Less Least
Bad Worse Worst
Far Further Furthest

Activity 7.5.6
1. creative
2. explosive
3. descriptive
4. conclusive
5. attractive
6. communicative
7. destructive
8. itchy
9. Circular

Activity 7.5.7
1. explosive
2. destruction/destructive
3. circular
4. descriptive
5. threaten
6. conclusive
7. attractive
8. conclusive
9. itchy
10. communicative
Unit 8 The return

Contents
8.1 Oral instructions
8.2 Tone and mood
8.3 Reading - The return
8.4 Guided Composition
8.5 Spelling and word formation

Introduction
You have practised a variety of listening and speaking skills in the Units you have been working on. In this Unit, the listening skill you will work on focuses on oral instructions which will be in the form of announcements. In order to carry out the activities correctly, you will have to pay attention to the type of register used and the tone of the one giving the instruction. The activities for tone and mood in speaking skills are very closely related to the activities you will have carried out in listening skills as you will work on activities that focus on the tone and mood. The activities bring out the importance of listening attentively and using the appropriate registers. Zimbabwe is a country which gained independence after fighting a war of liberation. You may not have experienced the effects of the armed struggle, in this unit you will read an extract from a novel which narrates the pleasant and unpleasant experiences of war. Instead of answering the usual comprehension questions, you will analyse the characters, setting, plot and theme as portrayed by the writer. You will also get the opportunity of writing an article for a local paper where you will develop the skill of writing interesting stories that catch the eye of the reader. Supporting Language structures on word formation will address some of the tricky words that can affect your composition writing.

Objective
After going through this unit you should be able to;
• follow a series of directions and instructions
• relay messages accurately
• describe characters in a book
• draw relationships among themes
• answer a variety of question
• use guided composition techniques
• use homonyms, homographs and homophones correctly in sentences to show that they understand their meanings.

Key words
Tone – It is the attitude of a writer towards a subject or audience and it is revealed by the way he/she chooses the words he/she uses in the utterances made.
Mood – It is how a person feels at a particular time.
Characterization – A method used to explain the details about a person in the story focusing on the way the person talks and behaves to bring out his/her true self.

Style – It is the way a writer chooses his words, or structures his lines in poetry in order to bring out the themes.

Theme – It is the central idea which develops the story – (what is the story about).

Setting – Refers to the location in terms of place/time/period/physical features in which the story is developed.

Personification – It is an act of giving human qualities to non-human beings such as animals and trees.

Time: You must spend a total of eight (8) hours studying this unit.

Study skills

Attentive listening – Paying attention to every detail you read to understand everything.

Silent reading – Reading a text or passage quietly on your own in order to understand.

Note making – Write down notes as you read through texts to note important points.

Analyzing – The process of studying or examining something in detail in order to understand it or explain it.

Synthesizing – To combine different views or ideas in order to come up with a decision.

8.1 Oral instructions

Listening is a very important skill that you have to develop each day. Why do you think this is so? Language is acquired through listening to someone, it can be your parents or your brother or sister. Of course, as we grow up we develop our language through reading. Can you give me some of the reasons why it is important to listen carefully all the time? We hope what you have in mind is what we have for you listen in order:

- To follow given directions to a specific spot.
- To be able to report on information accurately
- To carry out given tasks to specification.
- To be able to answer questions relevantly and accurately

The list is endless. In this Unit you will listen to oral instructions which will be in form of announcements. It is also important to know that appropriate registers have to be used on announcements.
**Activity 8.1.1**

Ask your friend to read the instructions on how to write a newspaper article. If you cannot readily find one to read for you, record the information and answer the questions that follow.

If you want to successfully write a newspaper article, you have to first of all compile your facts. It is important to carry out a research on the topic to get adequate and accurate information as a newspaper article is written for a large audience. You have to create an article outline to ensure your article flows smoothly. Create a catchy headline and your first paragraph should provide a preview of the story so that the reader can decide to read on or not.

**Answer the following questions:**
What is the first thing that you should do when you want to write an article?
Why should you carry out a research on the topic you want to write on?
What must you do for your article to flow smoothly?
How should you structure your headline to make people have an interest in your article?

Summarise your answers in your work book.

**Expected answers**
You have to compile your facts.
- To get adequate and accurate information on the topic you are writing about.
- Create an article outline.
- The headline must be catchy.

Did you manage to get all the answers right? If not, it means you did not listen attentively or you wanted to have a second chance of listening to the story. However, if you managed to answer all the questions correctly, well done!

**Announcements**
It is very important too to use appropriate language when making announcements at different places with a different audience. For example, in formal situations you have to use formal language, at a funeral you use language that best suits the situation. For example, as you approach your home at night you see one of the houses on fire and the children are already asleep. How would you call for help?
- Excuse me neighbours, could you kindly help me put out the fire.
- There is a fire, please help me get the children out.
- Fire!! Please help!! There are children in the house.

From the 3 announcements, which one do you think is the best? The last one seems to be the best because there is urgency in the tone. Think of other reasons that make it the best from these three.
Activity 8.1.2
Below are different situations where announcements have to be made using varied registers. Listen to the announcement and say what effect it will have on the listener.

- You receive a message to say that your friend’s mother who has been ill has passed on, you say, “Ah! Shame, she has been ill, is that not so? It is better she has rested.”

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<th>Effect -</th>
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What is the best way of announcing this?

- A teacher gets a penalty for making a school girl pregnant. The Head says, “Am sorry Mr. Moyo the Ministry has found it fit that you seek alternative employment because of the case between you and Rosemary. Don’t lose heart there are many alternatives.”

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Why

- A company Manager announces the promotion of one of his employees as manager, he says, “You have risen to what you wanted. Isn’t it that you always wanted to lead.”

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Appropriate response

We hope from the few examples you have realized that announcements have to be given appropriately considering the different situations. You can do a lot of harm to a person if you do not carefully select your words. It is also advisable to listen carefully so that you follow the instructions as given. You need to concentrate without divided attention.
8.2 Tone and Mood

What do you understand by the words,” Tone” and “Mood”? Can you briefly write in your work book what you understand by the two words?

Did you get them right? We hope you said that tone is an attitude of a writer towards a subject or an audience. The tone is conveyed through choice of words or viewpoint. Tone can be formal or informal, sarcastic, sad or cheerful. Mood is the state of mind at a particular time. You can create a mood through the language you use. For example, if you have been to the seaside and you describe the beach using these adjectives:

“There was a gentle breeze by the seaside as I walked on the soft sand enjoying the warm sun’s rays.” The words reveal the tone or attitude of the writer towards the sea and the mood set is calm and peaceful.

Tone

Activity 8.2.1

The following words describe the tone of the speaker or the writer, sad    hostile    critical    violent    appreciating
humorous    respectful    optimistic    sarcastic    apologetic

Get a dictionary and find the meanings of these words so that you know what they mean. This will help you to respond to the tasks that you will be given to do. Write the words and meanings in your work book.

Activity 8.2.2

Study the situations given below and say how you would respond to each situation. Your choice of words should reflect the tone in each situation. Find a partner and let him read each situation for you. Try and respond to each of them showing both the negative and the positive tone through your choice of words. But remember we encourage positive tones always. This is only for learning purposes.

Example: You come home late after a day’s work and find that your mother or wife has not yet prepared lunch.

Response: This is unfair; I have been working very hard in the field only to find no food. You only spend the whole day gossiping. (Tone- disrespect)
Remember: Tone can be positive or negative (good or bad)
- A goalkeeper at your school allows seven goals in during a soccer match. What comments would you give?
- On your way to a venue where you will meet your tutor, the bus you are in delays because of a puncture and you find your tutor waiting. What will you say?
- You are having a group discussion with your friends. Their contributions sound shallow to you and you feel you have better views. How do you communicate that to them?
- Your neighbour’s father dies after a long illness, what would you say to him on passing condolences?
- You buy a crate of eggs at a shop but when you take them home you discover that half the crate has rotten eggs, you decide to take them back. How will you approach the shop assistant?
- Having practised the speaking skill on the given situations, we want you to write your responses in your work book for further discussion with your friends.

Mood

Activity 8.2.3

Earlier on we gave you background information on mood. Do you remember what we said? Please check. We said you can create a mood through the choice of language you use. Remember the example we gave on the atmosphere on the sea shore. The writer describes the atmosphere using a tone that creates a calm and peaceful mood. The following words describe different moods:

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<tr>
<th>Positive</th>
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<th>Negative</th>
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<tbody>
<tr>
<td>amused</td>
<td>excited</td>
<td>anxious</td>
<td></td>
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<tr>
<td>blissful</td>
<td>eager</td>
<td>disappointed</td>
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<tr>
<td>calm</td>
<td>content</td>
<td>bad</td>
<td></td>
</tr>
<tr>
<td>cheerful</td>
<td>ecstatic</td>
<td>depressed</td>
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<tr>
<td>energetic</td>
<td></td>
<td>envious</td>
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<tr>
<td></td>
<td></td>
<td>afraid</td>
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As you did with words describing tone, look for the meanings of these words in your dictionary so that you understand their meanings.

Project: Create a folder or get a flat file where you will store new vocabulary since you will meet a lot of new words in your study.

Since mood is the way you feel at a particular time, moods are not only triggered by choice of words but also by situations. Below are given situations which create different moods. Read them and then describe your mood briefly. You can then write the descriptions in your work book.
- You arrive at your destination after a busy journey in which the bus broke down several times. Describe your mood.
- You are about to go on a long awaited trip by air to a place of interest. Describe your mood.
- You are at a boarding school and students are all assembled in the hall waiting for the Head to announce the time when school will close for the term. What is the mood of the students?
- A thief is stopped at a police roadblock for a check. Describe the mood of the thief before the police gets to the car.
- After completing your Open Distance Learning course you pass English Language with an “A”. Describe your mood. What if you fail and get an “E”? Describe your mood.

You have had quite a bit of practice on tone and mood. How will this knowledge help you in life? We hope you realise that it is important to choose your words carefully when you speak so that you do not create negative moods in people. It would be better to create positive moods.

8.3 Reading - The Return
In developing the reading/signing skill, you will read a wide variety of reading material. You will read a given passage intensively for comprehension purposes and also have extensive reading from prose, poetry and plays. This will give you practice in analysing written material and have an appreciation of a variety of literary devices. In this Unit you will read an extract from a novel, “The Non-Believer’s Journey”. You will identify the theme, characterization and style.

Let us first define the key terms so that when you read you have an idea of what is expected of you.

**Setting**
Setting refers to location in terms of place and time period. You will be answering the question, “Where is the story located?”

**Theme**
The theme of a story is the central idea or meaning, which develops from a story, poem or a play. The writer tries to pass a critical belief about life through his piece of writing. The theme is the unifying point around which the plot, characters and setting are organized. The writer makes a deliberate attempt to make sure that the theme comes out by means of the above named. Many stories share identical themes such as, Love, War, Revenge, Death, Betrayal, Racism, the list is endless.

Each story makes its own statement about the subject, that is, what exactly is it about death, fate, war etc. The theme responds to the details of the story.
Characterisation
Characterization is derived from the word character. A character in a novel or play can be a person, animal or imaginary person who takes part in a story to bring out the theme. It includes both descriptions of a character’s physical attributes as well as personality. A person’s appearance, speech, tone, actions, mannerisms, attitudes, feelings and emotions can be used to describe his character. They help you to understand what sort of person one is. Characterization is therefore a method that is used to explain the details about a character. At the end, it shows how others respond to the character’s personality.

Style
Style includes everything that the writer or poet does with the content of the poem to make it effective. Style includes choice of language, choice of words and structure of lines if it is in poetry. The style used by the writer will also help to bring out the theme of the story.

Activity 8.3.1
Now that you have had a brief background on Extensive Reading, we hope you realized that what it entails is what is enshrined in the study of literature. As an introductory lesson, you will work on the setting, theme, characterization and style as defined above. Read the passage below silently taking note of the four features defined above. This should guide your reading so that at the end of your reading, you have a rough idea of what the setting of the story is, themes it reveals, characters and style used.

The Return

Paragraph 1
His father’s cluster of round pole and dagga huts with a small, square, brick house were at the beginning of the ‘line’ unlike the box-like hovels in the township. Although the villages were called lines, it was not an accurate description of their layout, wriggles would have been more like it. The foot-path crossed the dirt road which went past the village from Mutoko. It would have taken him at least two hours coming that way rather than by the forest foot-path, and from what he had been told it would also have been more dangerous. Apart from the military convoys, there was the chance of stepping on a sweet ‘potato’, a recently adopted jargon term for the various types of anti-personnel landmines planted on the roads at nightfall by the ‘boys’.

Paragraph 2
He could hear voices of laughter as he walked in his father’s yard. They came from the open door of the kitchen, out of which rhomboid oblongs of light fell across the path. His brothers and sisters, he would see them in later. They went silent as they heard his footsteps crunching past on the gravel sand.
Paragraph 3
The path branched into two just outside his father’s cluster of huts. He avoided
one going through the next lot of huts which were built on the spot where his
grandfather, the original Mapfeka, had put up his never-to-be mansion. That was
now the home of his eldest uncle, many years older than his father. Again, dogs
barked at him as he went past.

Paragraph 4
Up ahead, he could see fires burning in the front yard of the dead man’s houses.
The dogs out there picked up the chorus of barking abandoned by those he had
just passed. Nobody bothered to stop them. The dogs now growling and sniffing
at his heels. He stopped, crouched, and started clapping hands. The scent of
roasting meat wafted across to him and filled his head, causing him to salivate. He
suddenly realized how hungry he was.

Paragraph 5
“May I join you fathers? I have just arrived.” He rose and moved closer, “and
may I extend my deepest sympathies to you all at this terrible time.” There were
murmurings: “Oh its him, the teacher. Why does he travel late in times like these?”
Others wondered aloud there were fifteen men or so altogether. A second fire, was
two metres away and there were two men attending to the meat. He went round
shaking hands, murmuring occasional words of greeting to those he recognized.
When he came to the last man, it suddenly occurred to him that he had not seen
his father, where was he?

Paragraph 6
He knelt at the feet of Rumbawa, the elder of his dead uncle’s two sons. The
eldest, a policeman, was not there. He was shocked at the appearance of the man,
who had a blanket draped over his head, his face an ugly, swollen and bruised
mass, with shiny puffed and split lips. He stared at Sam with red, hostile eyes.

Paragraph 7
“I am sorry,” Sam said quietly. “This is what the time we now live in throws into our
lives. We have to face and accept things, we must and help each other as much as
possible. I am truly sorry.” There were murmurs of assent from the rest of the men,
yet Sam could feel the tension in the air. It was now that he wished he had passed
through his father’s kitchen and got all the details of what had happened over the
last few days. And his father, why was he not at home while every other man was
here?
Paragraph 8
They asked him how he was, about his trip, and so on. He mentioned that he had
to sleep at Murehwa, not sure if he would arrive home before the curfew came into
effect. Nobody inquired why that seemed so, as he knew they wouldn’t. He had
chosen to sit next to the Agriculture Demonstrator, whom people called “Domen,”
they were old friends and started talking in low voices. He wanted to know about
his father’s whereabouts.

Paragraph 9
“Not to worry,” the old man said, “he had to pop back to fetch some more
tobacco, we were all running out. But,” he went on in even a low voice, “there
were words, strong words being said. There was a fight, almost. Can’t say much
now, you will probably find out before long. He thought going away might cool
things as well as himself down.” One of the man who was roasting meat was trying
to squeeze himself between them. It was Raina’s father, Sam disliked him. He was
not related to the Mapfekas but was a ‘Sahwira.’ Traditionally he was given a lot of
license, making outrageous, even vulgar jokes at a funeral, for instance, sometimes
at the expense of the dead man. For example, he would comment that the dead
man was cruel to his wives and so, there was nothing to lose by his departure. It
was forbidden to take offence at the Sahwira words, all the same he had to be
diplomatic as one could easily sew grudges unawares and it was not unknown to
him later to be beaten up for something said on previous occasions.

Paragraph 10
That, however, was the ultimate in the uncivilized bad taste. Raina’s father
unfortunately seemed to play no other role, even in his everyday life. He could be
relied upon to extract a joke from most situations. He was also a full-time drunk
and sponger, and given a chance, he could beg the last cent from a man to buy
himself beer and leave that man smiling.

(Adapted from ‘O’ Level English Practice Book: by Humphrey L. extract from
The Non-Believer’s Journey by S. Nyamufukudza: Published by Longman
Zimbabwe)

Did you enjoy reading the passage? Are you able to quickly tell the setting of the
story? We hope you will manage to work on the tasks that follow.

Activity 8.3.2
Setting (10 marks)
When the setting of the novel was defined, reference was made to location in terms
of the place where the story unfolds, the time of the day or season and also what
period in the lives of the villagers. Also, the kind of settlement.

Give a detailed setting of the story “The Return” paying attention to the areas
mentioned above. Your account should be about 150 words.
**Activity 8.3.3**

**Theme (10 marks)**

The theme of the passage, “The Return” is about war, what exactly about the war. Let me assist you by stating that the writer’s theme is “The evils of war”.

Read through the passage and identify the events that bring out the theme of The Evils of War. From the beginning of the story to the end. Your response which should be in narrative form should be 300 words.

**Activity 8.3.4**

**Characterisation (10 marks)**

There are several characters in this passage some many have been named and others have not been named. Do not be confused by the word character, remember we said it means people.

Identify the characters and list them in your work book.

How many did you identify? Now characterize each one of them guided by the attributes given in the definitions below that is, physical appearance, actions, what they say, the language they use, how they respond to situations etc. For each description on a character, give examples of what they do in the passage to support your answer. Remember the characterization should try to bring out the theme. You can use a separate sheet to write your answer.

**Activity 8.3.5**

**Style (10 marks)**

As indicated earlier on, the writer achieves his efforts because of the distinctive manner in which he chooses his words. Style reveals the tone and mood that we discussed earlier on in this Unit.

Example: The writer shows that he dislikes the type of houses in towns as compared to those in the rural areas, he uses adjectives to describe the houses as box-like hovels. Already, the tone in his language has created a mood of dislike and hate.

Identify the descriptive words (adjectives, adverbs and any other figurative expressions) that the writer has used to fulfil his purpose.

We hope you enjoyed reading the passage and working on the literary skills. Did you find the work very challenging or exciting? As you read extensively, try to follow the same way to get a deeper understanding of the novels and poems you read.
8.4 Guided Composition

You have learnt how to write a variety of compositions in the previous units. You attempted both free and guided compositions. Can you remember which type of a guided composition you have learnt so far? Yes, we hope you said a Report based on statistical data and Formal letters. There is a clear distinction between a free composition and a guided composition. What difference was there in the composition questions you wrote in unit 3 and 4? Have you picked the difference? Correct, we hope you said that the difference was that in unit 3 you were given a topic to write on, but in unit 4 you were given statistics where you were expected to write a composition guided by the statistics given.

Section B of your Paper 1 examination will be a guided composition. In this section there are a variety of questions but you will not have a choice as in free compositions. Section B has letters, reports based on statistics and graphs, and newspaper articles.

In this unit, you will write an article for a local newspaper. What are the main features of an article? Unlike a newspaper report which tells news of what happened, an article is informative factual, and giving advice. For example, there could be an outbreak of cholera in the area, when writing an article, you have to look at points such as:

- Who has been affected?
- What actually happened in the area?
- Where exactly has the cholera affected people?
- When did it happen?
- How did it happen?
- Why did it happen?
- Interviews held to collect information.
- Recommendations to the local authorities to minimize cholera.

An article has a title and the author has to write his or her name at the end, for example:

**Title:** Cholera hits Kadoma western suburbs

**Compiled by:** Israel Ringishoni

The title or headline has to be catchy to attract the readers’ attention. The first paragraph is written to provide a preview of the story and will help readers to decide if they want to read the story.

The who, what, where, when, why and how questions should be answered in the first paragraph.
Example: Thirty-seven adults were reported to have been admitted yesterday at Kadoma General Hospital Cholera camp. This happened after a number of people started vomiting and having running stomachs after a church gathering.

The who, what, where, why, and how questions have all been addressed in the first paragraph.

The second and third paragraphs should give the details of the incident including information given by the people interviewed. Finally, what advice will you give to the community or the readers and what recommendation will you give to the local authorities?

Activity 8.4.1
Now we want you to practice writing a newspaper article using the hints given above. You are free to develop the article on cholera or think of any topic of interest on current issues. For a start, write an article of about 200 words.

How did you find the exercise? Can you now safely say you are a news reporter? We hope so. Remember to use simple language and short sentences.

Activity 8.4.2 (20 marks)
Below are notes on a fire that broke out in a clothing factory. Use the notes to write an article for a local newspaper on the ever-increasing fire accidents in the town. Your article should be informative and give advice to the employees about their buildings. These are the notes. You can also add some more detail to make your article more interesting.

Warning given – some workers escape – some trapped on first floor – police and fire brigade arrive – some workers rescued – but some jump out and injure themselves – ambulances arrive – danger of fire spreading to other property – whole building collapses – firemen put out fire extent of damage and loss – buildings old – need to check on electric wiring – safety escape routes – fire extinguishers

Please note that the dashes in the notes are intended to separate ideas not to connect them.

Find a suitable eye-catching title and write an article of 250 – 300 words. Allow 40 minutes to write this exercise.

Tip: Remember to make use of the skills you learnt in other compositions from Unit 1 to Unit 7 for example, topic sentences, paragraphing, descriptive language, ordering related ideas and effective use of language.
8.5 Word formation and Spelling

In your reading, writing, speaking and listening, you have come across a variety of words. That is how we learn new words and structures. In this unit, you will learn word formation as a broad topic but focusing on homophones, homonyms and homographs. You have read about them before have you not? May be you might have forgotten the definitions but these are words you come into contact with almost every day. Homographs, homonyms and homographs can make reading, writing and listening a bit tricky. There is need to take their context into account, by so doing, you will avoid unnecessary confusion.

In case you have forgotten what these are, let me assist you by defining the three types of words.

Homophones:
They are each of the two or more words that have the same pronunciation but with different meanings or even different spelling. Got it? Examples given are:

- there/their
- blew/blue
- check/cheque

As stated before, these words may make English reading or writing tricky. You have to use the context in which they are used in order to get it right.

Let me find out if you can use the three examples in their context. Choose the correct word.

a) Learners submitted (their/there) projects for marking before the deadline.
b) The watchman (blue/blew) the trumpet to give a warning to the warriors.
c) Please (cheque/check) for errors before you hand in your work.

Did you realise the same pronunciation as you read the words? Which homophone did you choose? If you chose the following, you did well.

a) their  
b) blew  
c) check

Activity 8.5.1
Illustrate that you understand the meaning of the following words by using them in sentences.
Choose 4 pairs of words and use each word from the pair once to construct full sentences.

a) threw/through  
b) sort/sought  
c) praise /prays  
d) wears/wares
e) patients/patience  
f) maid/made  
g) sheep/ship  
h) wander/wonder  

We hope you successfully carried out the exercise using the skills you learnt in sentence construction. As a summary to homophones, write the exercise below to show your understanding of the word usage. The students(wondered/wandered) whether they would pass their exams.
1. Doctors save lives by inserting drips in the (vain/vein) of the (patience/patients).
2. She was (to/too/two) shy (too/to/two) dance in the hall.
3. His hard work was worthy of the (prays/praise).
4. James (sought/sort) legal advice to (sort/sought) out his problems.
5. The flock of (sheep/ship) was loaded into a (sheep/ship) destined to Australia.
6. The outstanding payments were (maid/made) very early in the morning.
7. The dogs’ muddy (pause/paws) soiled the carpet.
8. The children (saw/sore) the eagle (soar/sore) up the sky.
9. (Were/where/wear) you when you were called to (ware/wear) your uniform?

Homonyms:
They are each of the two or more words that have the same spelling and the same pronunciation but have different meanings. As in homophones, you have to use the word in its context. The following are examples of homonyms and their meanings.

<table>
<thead>
<tr>
<th>Word</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>present:</td>
<td>a gift</td>
</tr>
<tr>
<td>present:</td>
<td>being at a place in question (being present at a party)</td>
</tr>
<tr>
<td>present:</td>
<td>now (present time)</td>
</tr>
</tbody>
</table>

Look at how many meanings one word has given you. What is important is to understand the context of your sentence and use the word appropriately.

Activity 8.5.2
Find the meanings of the following homonyms.
sole
sole
sole
saw
saw
litter
litter
coat
coat
peer
peer

Now that you have found meanings of these words, choose 4 pairs and use them in sentences to show their difference in meaning. (8 marks)

**Homographs:**
The third group is called homographs. What are they? These are words that have the same spelling but have a different meaning and pronunciation.

**For example:**
bow – something used to shoot an arrow
bow – to bend the upper part showing respect.

You have met these words before and you know they are pronounced differently. Note that the homographs have more to do with pronunciation of the words. Correct pronunciation brings out the difference for the correct meaning.
For example: bow pronounced as (baw) to bend
bow pronounced as (boo) a weapon to shoot

**Activity 8.5.3**
Here is a list of homographs. Ask your friend to listen to you and assist you to pronounce the homographs in two different ways to bring out the difference. You have to look for someone who has sound knowledge on the subject.

produce produce
permit permit
present present
bow bow

Did you manage to pronounce them correctly? Well done.

**Activity 8.5.4**
Now from the pairs above, construct 2 sentences with each homograph to show that you understand their different meanings. (8 marks)

**Reflection**
Take a few moments to reflect on what you learnt in unit 8. Looking at listening and speaking skills, what important points do you recall?
- Why is it important to listen attentively?
- What relationship is there between tone and mood?
- How should you choose your words when speaking to create the intended mood?
Are you able to write an eye-catching newspaper/magazine article? Read widely so that you gain experience from what others write. The reading skill was developed through extensive reading. What relationship did you find from what was learnt in Speaking and Reading skills? Did the Supporting language structures help you in any way to minimize gross errors in composition writing? I hope you gained a lot in this unit.

Summary
In this unit, you covered all the five skills in learning English Language. You have been equipped with important information on listening to oral instructions. I hope you now understand that it is important to listen carefully to get accurate information. In speech, you learnt that the tone is determined by the choice of words. It is important to use appropriate registers on different occasions in order to be relevant. Reading skills activities are a preparation for literature as a learning area. The skills involved help you to read passages with a deeper meaning that will make you appreciate different pieces of writing as you look at the setting, character analysis, style and themes. Compositions are heavily affected by errors as you meet words in English that are a bit confusing. I believe you are now aware that you have to understand that using the words in their context and proper pronunciation is very important in learning English.

Unit 8 :The return: Expected answers
Activity 8.1.1 Announcements
- It shows lack of concern.
- I am sorry to hear about your mother’s death. Please be strong.
- He will feel encouraged.
He is reminded that opportunities may arise for other job prospects.
- He will be disappointed.
Congratulations for the success, I wish you the best in your career.

8.2 Tone and Mood
Activity 8.2.2 Tone
- It was not our day today, we cannot be winners all the time. (positive)
- There is no need to keep such a goalkeeper, the coach should replace him. (negative)
- I am very sorry to keep you waiting, the bus had a puncture. (positive)
- It was not my fault to come late, I actually woke up before five in the morning. (negative)
- I appreciate your contributions, however, we could consider the point of view that I have. (positive)
- Your contributions seem to be coming from Grade sevens, I have better views. (negative)
- I am very sorry about your father’s death you did the best you could. (positive)
  Do not break your heart, did you expect him to live after such a long illness? (negative)
- Excuse me sir, half the eggs I bought are bad. Would you mind replacing them? (positive)
- Why sell rotten eggs? Quickly get your eggs and give me my money. (negative)

**Activity 8.2.3 Mood**
- frustrated
- excited
- eager
- anxious/afraid
- blissful
- disappointed

**8.3 Extensive reading**

**Activity 8.3.2 Setting**
The setting of the story is:
In the rural areas of Murehwa.
It is during the liberation war of Zimbabwe.
Curfew is in force.
Landmines and military convoys are still a menace.
People have to flee for safety to come back when the situation is normal.
The events happen in the evening.
It is during a traditional funeral gathering.

**Activity 8.3.3 Theme**
Events that bring out the theme of, “The evils of war”.
- Sam took two days to travel home when he could have taken one day.
- The foot-path would have taken him two hours only than the long forest route he took.
- There is the danger of stepping on landmines planted in the road.
- Meeting military convoys would expose Sam to danger.
- People die because of ruthless soldiers and ‘the boys’.
- Some are beaten up and wounded like Rumbahwa.
- Movement is restricted because of curfew.
- Sam’s father has to leave his home for safety because of fights and misunderstandings.
- The agriculture demonstrator is afraid to tell Sam of his father’s whereabouts as Raina’s father tries to listen to their conversation.
Activity 8.3.4 Characterization
Characters in the story are:
Sam
Raina’s father (Sahwira)
The Agriculture demonstrator
Rumbahwa

Characterization
Sam
He is cautious - sleeps in Murehwa to avoid getting home during curfew hours. Uses the long route than the short one to avoid military convoys and landmines.
He is respectful – greets elders while crouching and clapping hands and also uses the traditional way of shaking hands and murmuring condolences. He kneels before his cousin Rumbahwa to give his condolences.
He has concern - he shows a lot of concern about his father's absence.

Raina’s father
Irresponsible- only active at funerals as a Sahwira as he had the freedom to make outrageous and vulgar jokes at funerals. He played no role even in his everyday life
drunkard- he was a drunkard who was very good at asking for money from people to buy beer. He did this in a very diplomatic way.
rumour monger – He tries to squeeze himself between Sam and the Agriculture demonstrator so that he could hear what they were whispering.

Agriculture demonstrator
Sensitive - He lowers his voice when he answers Sam’s questions lest people hear what he says he had to be cautious as words could be taken far.
Secretive – He just gave Sam a hint on his father's whereabouts and advised him to find out.

Rumbahwa
Bitter man – Rumbahwa is a bitter man, although he does not say anything throughout the passage, his stare at Rumbahwa with eyes full of hostility and hatred says a lot about his emotions. The situation he is in makes it difficult for him to hide his feelings.

Activity 8.3.5 Style
The writer uses adjectives and adverbs mainly to give a vivid description of the main features of the setting and characters involved. On a few occasions does he use personification.
Language used:
- Cluster of pole and dagga huts. (gives a picture of how the rural houses are set)
- Box-like hovels. (shows his distaste of urban houses)
- Rhomboid oblongs of light. (describes how the light was cast on the path)
- Footsteps punched on the gravelly sand. (describes the impact of his footsteps)
- Dogs picked up the chorus of barking abandoned by the ones he had passed. (he personifies the action done by dogs)
- Dogs growling and sniffing at his heels. (gives a vivid picture of the action of dogs)
- His face an ugly swollen mass with shiny puffed and split lips. (there is a very clear description of the kind of injury on the character)
- Red-hostile eyes. (depicts the angry and unfriendly look in Rumbahwa’s eyes)

8.5 Supporting Language Structures

Homophones: Activity 8.5.1
1. Wondered
2. Vein patients
3. Too to
4. Praise
5. Sought sort
6. Sheep ship
7. Made
8. Paws
9. Saw soar
10. Where wear

Homonyms: Activity 8.5.2.
sole – one
sole – flat fish
sole – lower part of a shoe
cloak – outer garment with sleeves won with a skirt or trousers
cloak – cover with paint, chocolate, icing, bread crumbs or eggs
saw – past tense of see
saw – tool used to cut trees/wood
litter – waste
litter – young ones of pigs
peer – look narrowly
peer – person with same age/rank
Homographs 8.5.4
1. The accused man produced receipts of the goods he had bought as evidence that he had not stolen them. (verb)
2. The farmers were frustrated as they failed to get a market for their produce. (noun)
3. The Forestry Commission does not permit cutting of trees. (verb)
4. It was very difficult for Susan to get a work permit in India. (noun)
5. I was not ready to present my topic before the class. (verb)
6. I neatly wrapped the present before I took it to her. (noun)
7. Our ancestors used bows and arrows to hunt. (noun)
8. It always shows reverence to bow your head in prayer. (verb)
Unit 9: Public speaking

Contents
9.1 News report
9.2 Debate
9.3. Referencing
9.3. The art of Public Speaking
9.4 Narrative composition
9.5 Confusing words

Introduction
Welcome to the ninth unit of our module. In the previous unit, you learnt about a number of concepts including composition writing skills. This unit will assist you to build upon the material you learnt in the previous unit. In this unit we will look at a number of concepts. You will be given an opportunity to assess your ability to listen attentively. You will be exposed to a news clip and be expected to answer a few questions to test your understanding. You will be engaged in a debate with your friends as you share different life experiences together. The experiences you share will form part of the information you will use to write a narrative composition. A part that deals with confusing words is included at the end of this unit. It is hoped that this will help you to correctly use particular words in their suitable contexts. This knowledge will also help you in writing meaningful compositions.

Objectives
After going through this unit, you should be able to:
• make notes from a news report
• give personal opinions on a variety of issues
• find information from a variety of sources
• demonstrate creative writing skills through deeper interpretation
• identify confusing words and use them correctly in different contexts

Key words
Referencing – The skill of consulting different sources of material for information and knowledge.
Atmosphere - Refers to mood.

Time: You are expected to go through this unit in 8 hours.
Study skills
You are expected to use the following study skills to help you through this Unit:

**Scanning** - To quickly go through a reading passage identifying the main points.

**Silent reading** - Reading through the passage without saying out the words so as to get a deeper understanding of a text or passage.

9.1 News report
Your national radio station keeps you informed about what is going on in your country and the world at large. How do they do this? They do so by broadcasting news reports. Imagine that an accident has occurred very far away from your place of residence and a relative of yours has been involved but no one has alerted you of this accident. How would you feel?

Now listen carefully as your friend reads the following extract from a news report article from Madzivire Range High School News Club.

“…the weather disturbed the outward bound group and the boys had to phone the school head informing him that they were stuck in the forest. They could neither move on nor turn back. The intensity of the cyclone had been underestimated. The boys should never have been allowed to go out camping. As such, no one knew whether the boys were safe or not. By dusk, only a pair out of half a dozen boys had arrived at the school. They had to wade through the knee deep waters of cyclone Idai, clueless of the direction as their back packs that had their compasses and other paraphernalia had been snatched by the ravaging water. A tense atmosphere was said to have enveloped the school at that moment as the whereabouts of the other boys was yet to be established. Their next of kin were yet to be informed.”

Your friend will read this passage again. During the second reading make notes that will help you to answer the questions you read. Get a piece of paper and write down what you think is important information. Remember you are not supposed to read the passage or look at it because this is a listening activity.

Activity 9.1.1
a) How many boys were part of the outward bound group? (1)
b) What is the number of boys who managed to get back to the school? (1)
c) In your own words describe the mood that was at the school. (3)
d) Suggest the reason why there was such a mood as you described in (c) above. (1)
e) Identify any two words that seem to sound the same. Use them in different sentences to show that you understand what they mean. (2)
For your own practice
Look up the following words in a dictionary:
• paraphernalia
• back pack
• ravaging
• kin
• underestimated

Now that you got their meanings, use them in sentences of your own to show that you understand them. In order to clearly show your understanding of the word you may want to create a context by using more than one sentence. You may ask your friend to check your work.

The following are examples of sentence contexts. The words ravaging and underestimate will be used. Two different contexts will be used for each of the two words selected.

Example
1. The football match was a tight contest. The host team had underestimated the capability of the visiting team. They breathed a sigh of relief when the match ended in a goalless draw.
2. The Gulf war lasted longer than was anticipated. The Americans had underestimated Sadam Hussein’s resistance and fire power.
3. The ravaging effects of the drought were felt throughout Gutu. Rivers and dams dried. A lot of people and livestock died.
4. The heavy wind relentlessly battered the old buildings, ravaging the fowl runs along the way.

Now continue to create your own examples of sentences. You can create as many sentences as you like as this will be good for your practice.

9.2 Debate
You have been engaged in debate before. In this section you are going to speak about the dangers of a cyclone. Your friend will help you in this. You will have to come up with a table to show the advantages and disadvantages of a cyclone.

Activity 9.2.1
As you discuss with your friend, enter your points in the spaces provided in the following table. You can use extra paper to add more points.
Table 1 Advantages and disadvantages of a cyclone

<table>
<thead>
<tr>
<th>Advantages of cyclone</th>
<th>Disadvantages of a cyclone</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

Well done. I hope you have come up with quite a number of interesting points. Now let us move on to the next activity where we will use the points we have written in the table above.

Activity 9.2.2
Debate

Using the points you have come up with, engage in a talk with your friend. You will support the idea that a cyclone has advantages and your friend will support the idea that a cyclone has disadvantages.

Debates are normally used to discuss important issues that affect peoples’ everyday life. The issues may be social, economic or political. Decisions that are normally arrived at after debating are used to improve something, for example, peoples’ living conditions.

In Zimbabwe, the Members of Parliament who are elected to represent different constituencies engage in parliamentary debates and their minutes are recorded in a book called the Hansard. It is through the debates that members of an opposition party engage members of a ruling party. At times sub committees are formed to look into the outcome of some debates with the view of implementing the decisions reached.

The following are some examples of debate topics:
1. Single sex schools are better than mixed sex schools.
2. Educating a girl is better than educating a boy.
3. Lobola must be abolished.
4. Corporal punishment should be banned.
5. Using a country’s local currency is better than using a foreign currency.

Can you think of any other debate topics?
We expect you to choose one topic from the above and debate it with your peers.
Project: Debate portfolio.
Now that you have chosen your topic, give yourself time to research. About a day will do. You can give yourself more time than an hour. You can consult anyone in your local area. You are also free to consult anyone from any other area too!

What to do?
Get a flat file. You need not buy this one. Just get an old exercise book cover. Take a blank page and write down your findings. These are questions you will ask the people you will consult in order to probe for information. Between each question you may leave a space of about 5 lines where you will write down the responses you get. Attach these responses into your file. You can interrogate as many people as you wish.

Sorting your information
Now you can put together your information. This is planning your argument. Responses that are similar are written in the same paragraph. You can start with responses you think are less relevant and end with those you think are more relevant and convincing. This will help you present your argument as you reserve the most significant and convincing points for the last part.

Remember that when you engage in a debate, you will not be reading points from your flat file, but you jot down points that you will be occasionally referring to as you present your argument.

Now you can engage in a lively debate.
Find somebody who will be chairing your session. The person will be giving you turns to present your points. Also find somebody who will be the secretary to write down your points. The person will count the points at the end of the debate session and announce the winner of the session. The winner is the one who raises more points.

Hints
Debating is a skill. It needs to be mastered through a lot of practice. Presenting your points of view is important as it helps you flow smoothly through your argument. This is achieved primarily by using discourse markers. In an argument we will call some of them change of direction pointers. They help a speaker to shift from one line of argument to another. A speaker can also acknowledge a point from an opposing speaker only to shift to his/her line of argument. You have come across some of these as you learnt about paragraph unity and coherence. Hope you remember these.

First, let us look at words you will use to present your first point. You will use any of the following words:
Listing things/facts first: firstly, in the first place, first and foremost, to begin with, to start with, to commence
Continued listing (enumerating): secondly, thirdly, fourthly
Additional listing: to add on, adding on, what is more, furthermore, more to this,

**Tip:** These connectives can also be used to reinforce what has been said before.
Further examples include: moreover, also, again
Changing the direction of an argument: while it can be true that…… I (strongly) believe that…
- A lot of people believe that……but I am strongly convinced that…
- The previous speaker indicated that…..however I am convinced beyond any reasonable doubt that…

The above is called rebutting an rebutting your opponent’s viewpoint.

**Summing up the argument:** in conclusion, to sum up, to coin it all, to hit the last nail on the coffin, to close the lid, to summarise, finally, to conclude, to terminate

**Possible beginnings:**
A very powerful introduction that prefaces your points is of equal importance.
Below are short examples based on the topic “Corporal punishment should be abolished.”

**Example**
Good morning to you ladies and gentlemen. It would be unmannerly for me not to pay greetings homage to you. However, that is immaterial considering the information I want to share with you.

Firstly, I want to categorically state that corporal punishment should be completely done away with. The beating of children as if they were tenth century slaves is a thing as ancient and archaic as age itself. It has no room in this modern day society.

Secondly, it is debasing and dehumanising to suppose that another human being is an animal which needs a sjambok.

**Example**
My mouth is not a gun. My tongue is not a bullet. Nevertheless, prepare to be shot by my heavy arsenal of facts. I will not be held liable because forewarned is forearmed. So here I come.

To begin with, it cannot go without mentioning that the Human Rights Charter criminalises the abuse of another being even through corporal punishment. A school child is a being who has rights enshrined in the Human Rights Charter. The child deserves not to be beaten. The child deserves to be engaged in talk and be punished through other means permissible and constructive.
To add on to the above,…….
You have seen from the above examples that a powerful introduction is essential. It does the following:

- arrest the attention of the audience
- direct the audience for desired effect
- creates the tone and mood of the debate
- acts as a springboard from which a speaker springs and attacks his/her opponents.

Other than perfecting the skill of introducing a debate presentation, there are other things to consider too. Do you remember any quality of a good speaker that you learnt in unit 2? I hope you do. One such quality is that a good speaker is a good listener. So it is of paramount importance to listen attentively to the speech or presentation of an opposing speaker and you jot their points down. When it is your turn to present, first discredit the points forwarded by the previous opposing speaker and then give your own points. This is called rebuttal. You will be simply refuting the idea given by the speaker of the opposite team in order to discredit its validity.

Another significant aspect is dealing with the audience. Audiences are highly unpredictable. They can easily be swayed away by speakers in such a way that those who may have initially supported a motion may automatically oppose it during the course of the debate session. Such people are capable of booing speakers or even shouting obscenities. What you need to do is to pretend that they are not there and you are not hearing any of their shouts, interjections or whatsoever. Continue with your presentation undeterred. Of course, you need not continue talking when they are making deafening noises. You pause and allow them some small time to settle and then you continue with your presentation.

At this juncture, we want to look at debate formats. Debate formats may differ. Let us look at the one we have just finished discussing here. It has a chairperson chairing or running the debate session. It has a secretary recording minutes and the procedures.

It then has a speaker from the affirmative and non-affirmative. The secretary will read out the points given by the speakers. The group with the larger number of points wins the day.

The second format is basically the same as the above format. The difference is that in the second format, the secretary becomes an adjudicator. An adjudication sheet is made available to both teams well before the debate. It is always advisable to take a look at the adjudication sheet before the session. The following is an example of an adjudication sheet.
<table>
<thead>
<tr>
<th>Example Aspect</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>- Is the introduction appealing?</td>
<td>(20)</td>
</tr>
<tr>
<td></td>
<td>- Are there any greetings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Does the introduction build pace, power and tone</td>
<td></td>
</tr>
<tr>
<td>Subject content</td>
<td>- Has key terms been defined and explained?</td>
<td>(20)</td>
</tr>
<tr>
<td></td>
<td>- Are the words used suitable?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Is there any evidence of research</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>- Have the facts been presented logically and sensibly?</td>
<td>(20)</td>
</tr>
<tr>
<td></td>
<td>- Choice of diction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Is presenter knowledgeable on his/her subject content?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can the speaker vary pitch, pace and power?</td>
<td></td>
</tr>
<tr>
<td>Coherence</td>
<td>- Is speech well joined and unified?</td>
<td>(20)</td>
</tr>
<tr>
<td></td>
<td>- Evidence of discourse markers.</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>- Ability to round off.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Ability to persuade/dissuade in concluding remarks.</td>
<td>(20)</td>
</tr>
</tbody>
</table>

The third format is called Forum Debate. This is simply debating in teams. A single team can be made up of say five members. Of these five, one will be the chairperson of the team. His /her key duties are to introduce the topic first and then introduce each speaker as they take turns to speak. The chairperson will also link up the groups’ points after every speaker.

You can now choose any of the three methods and engage in as many debates as possible.

**Food for thought**

Think of any problem in your local area. Is there any increase in cases of theft, rape, murder? Are street lights functioning? Is service provision generally functional? Is there any cattle rustling? Brainstorm the causes of the problems. Are there any possible solutions? After this, arrange with your colleagues to engage in another debate on a topical issue in your area. Choose a topic from the ones you have brainstormed.

**9.3 Referencing**

As you were searching for information on your debate, did it cross your mind that you could also refer to some books? I hope it did. If it did not, do not worry. This section will help you gain some knowledge and skills in referencing.

There will be a time when you will be required to consult dictionaries, encyclopaedias, maps and the internet for different information. May be you have already used them before. These are called reference sources.
Reference sources are very important as they contain almost all the global world information. For example, Google can be used to access information on the World Wide Web (www). If your cell phone has an internet connection, you simply type in a word on Google and a number of responses are reflected.

A list of other reference sources include:
- Directories
- Catalogues
- Thesauruses
- Journals
- Anthologies

A number of books have reference sections as well. Different formats of referencing are used.

Now, let us take a look at your module and see how it is structured.

Take a few minutes to see how your module is structured. Write down your observations. I am certain that you got the correct observations. If not, check your findings against the list below.

Your module has some of the following:
- Contents page
- Introduction
- Acknowledgement
- List of icons used
- Objectives
- Glossary/Key words

These items can act as references. For example, you may need to find information on Public Speaking. On the contents page you will have to check for the heading Public Speaking. You will be directed to this unit. However, this unit discusses a lot of other concepts. You will have to refer to the sub-headings until you get to this page. So you will have to look for referencing under 9:3 and the page number will direct you to this page.

So you have discovered that these book references help you to look for information that you need at a particular time. It may not be necessary to read through a whole book when you only need information on only one aspect. Some books have what is called an index.

You will find an index at the back of a textbook. An index is a list of words and the page numbers in which the words appear. These words are arranged in alphabetical order. Students refer to the index to quickly find information.
Activity 9.3.1. Using a dictionary

We hope you have access to a dictionary. If not, get one from a library near you or at your nearest school. You can also use your mobile phone if it has a dictionary application. If it does not, just go to Google and download dictionary then select a dictionary of your choice. Look for the following words:

1. advice and advise.
2. nature and nurture
3. hair and hare
4. principle and principal
5. statue and statute
6. weather and whether
7. stationery and stationary
8. all ready and already
9. dying and dyeing
10. cite and site

Apart from their difference in meaning, what other observations have you made about these words? Write down the observations you have made. Keep your observations safely because we shall use them shortly in our last section. You can keep them in your portfolio so that you do not lose them.

But for now, let us look at the information that we can get from a dictionary. If you check for a word in a dictionary, you will find it appearing in bold letters. After this, the pronunciation of the word is given. The meaning of the word is then given. If the word has more than one meaning, the meanings will be numbered and the part of speech of each word given.

The following example is abridged from the World Book Dictionary page 237. We have chosen the word bound. We want to find the meaning of the word bound.

Bound 1 (bound), v. the past tense and past participle of bind: The men bound their prisoners with ropes. -adj. 1. put in covers: a bound book. 2. under some obligation; obliged: I feel bound by my promise. I am bound to try to find them. 3. certain; sure: if you continue trying, you are bound to find the answer. 4. US Informal. determined; resolved: He was bound to go, though we did our best to dissuade him. Bound up in or with, a. closely connected with: His life is bound up in his research. b. very devoted to: They are completely bound up in each other.

Bound 2 (bound), v.i. 1. to leap; spring lightly along; jump: The deer bounds through the woods. 2. to leap or spring upwards: to bound into the air. 3. To spring back; bounce; rebound: The rubber ball bounded from the wall. -v.t to cause to bound or rebound; bounce

Bound 3 (bound), n. 1. a boundary; limiting line; limit: The King maintained peace and order within the bounds of his realm. Keep your hopes within your bounds. 2. bound for: on the way: I am bound for home. He entered a train bound for Chicago.
The above entry shows some of the following information:
- that there are four possible meanings to the word bound
- that bound can be a transitive verb
- that the word can be used as a phrasal verb
- that bound can be used to refer to different forms of bounding;
- the pronunciation of the word bound.

Now in the following table, show the corresponding signs, numbers, words which represent each entry. Two examples have been done for you.

**Activity 9.3.2.**

Below is information showing the word “bound” in a dictionary entry.

1. There are four possible meanings to the word bound: Bound 1, Bound 2, Bound 3, Bound 4
2. Bound can be used as transitive verb.
3. Bound can be used a phrasal verb.
4. Bound can be used to show different forms of bounding.
5. The pronunciation of bound.
6. Bound can be a noun.
7. Bound can be an adjective.
8. Examples of sentences in which the word bound is used e.g.- I am bound for home.
   -I feel bound by my promise.

After completing this task, you will be able to understand the different meanings and different contexts in which the word bound can be used appropriately.

For your further practise choose five words and find out what they mean as well as their different contexts.

**N.B.** It is important that you do the above task before you move on to the next aspect.

**9.4. The art of public speaking**

So far you have gone through the initial steps of preparing for a debate. You have sourced for material from colleagues and different books. You have even engaged in a debate. The following passage will open up more light in giving you hints on how to prepare and deliver a speech publicly, just as you did during your debate session.

Carefully read through the passage. As you read through, jot down important information about public speaking.
Remember: File this information in your flat file in the debate portfolio. We shall refer to this information in a later unit.

Now read the following passage
Sometime back, on Prize Giving day, Mr. Singazi was invited to Phumelela School to officiate as Guest of honour and to give a speech. When the Master of Ceremonies (MC) called upon Mr. Singazi to deliver his speech, he got up and dragged himself sluggishly to the platform, glued his feet to the floor and cleared his dry throat before discharging a volley of muddled and incompetent words and sentences. Beads of perspiration rained from the Guest of honour’s awe stricken and pitiable face. The audience looked at him in disgust and spoke to each other in low voices.

What was the problem with Mr. Singazi? Is there anything Mr. Singazi could have done to avoid this embarrassing situation?

Mr. Singazi was not good at public speaking. He was not a naturally gifted speaker, a speaker that can enthuse and convince his/her audience beyond any reasonable doubt. Mr. Singazi is not alone in this predicament. May be you have once found yourself in such a similar situation. If you are not gifted with the natural powers of oratory, this article may be of help to you, for public speaking is an art that can be learnt, and perfected through practice.

Public speaking can be defined as the art of verbal self-expression on a particular subject before an audience. It entails good and effective speech delivery by a clear, audible convincing speaker, a speaker who is not muddle-ridden. Effective speech delivery is, to a large extent, depends on preparation.

Preparation is a prerequisite to good speech delivery. Therefore, when you are asked to deliver a speech, make it a point to prepare thoroughly. Extemporaneous and impromptu speeches are uncalled for.

The first step in preparing a speech is to find out what the subject or theme is, how much time is allocated and what type and size of audience you are going to address. The size of the audience will determine your volume, while its composition will determine the speech content and the degree of complexity. For example, the language you would use to address a group of primary school pupils would be diametrically opposed to the language you would use when addressing a group of university lecturers.

The second rung of the speech ladder is to jot down points that you think would be worthy of development in order to highlight the subject or theme at hand. To enrich your speech, you may search for information from books and magazines or the internet. After collecting all necessary information, you can then write it down in the form of an outline or manuscript. Remember to revise your manuscript thoroughly and strike out all unnecessary information. This might include approximations to
figures, “untruths” and “half-truths”. Remember to pay particular attention to your introduction and conclusion. The introduction should arouse the interest of your audience while the conclusion should summarise the salient points and motivate the audience to take a certain stance or course of action.

When called upon to deliver your speech, walk deliberately and confidently to the platform or front of the room. Position yourself properly. Pay attention to your feet which should neither be too far apart as if you were on horseback, nor close together as if they were chained to each other. Look squarely at your audience and then introduce your speech slowly, clearly and audibly.

As already stated, the introduction is probably the most interesting part of a speech. This is where you either grasp or lose the concentration of your audience, so make it as appealing as possible. For example, you could start off by telling a story, posing a problem that needs a solution or by propounding a series of questions.

The body or middle of your talk can be developed in many ways. You may want to present the points of less importance first and work to a climax, with the most important points stated out last. You may also present material chronologically. Or your talk may be divided into natural classifications such as the case when you first direct your speech to parents then children.

As you deliver your speech, make sure you keep visual contact with your audience otherwise they will feel that they are being neglected. Remember to pause when necessary, to repeat essential points and show enthusiasm, warmth and honesty. Do not forget voice modulation-an intermittent variation of pitch, pace and power. This is what makes your talk colourful. Your speech should not be “flat” or even. It should have ups and downs, “slows” and “fasts”.

Most novices do not know what to do with their hands. Do not allow your hands to wander about as if you had no control over them. Use them for gestures. This will make your speech more powerful and penetrative. Never fold your hands over your chest, as this gives an impression that you are nervous or unsure. Most importantly, never put your hands in your pockets. This gives the impression that you are full of yourself and inconsiderate.

Finally, remember that public speaking is an art than can be learnt by anyone through practise. Will you take the challenge and commit yourself to public speaking?
(By Dennis Sinyolo from teacher in Zimbabwe volume 5 number 8 1995)
Activity 9.4.1
Now answer the following questions. They test your comprehension skills.

From paragraph 1
1. On what occasion was Singazi invited to be guest of honour? (1)
2. What is a guest of honour? (1)
3. Why does the audience look at the guest of honour in disgust? (1)
4. “…and spoke to each other in low voices”. What do you think they were saying to each other? (2)

From paragraph 5, 6 and 7
5. In your own words, explain the statement “Preparation is prerequisite to good speech delivery” (2)
6. What are the factors that influence
   (a) content of speech?
   (b) volume of speech?
7. Give the meaning of the following words according to how they are used in the passage:
   (a) muddled
   (b) convince
   (c) motivate
   (d) enrich
   (e) neglected

Activity 9.4.2 Project portfolio
In order to enrich your portfolio, answer the following summary question. It will help you to be able to deliver a speech in a competent way.

Before attempting this question, go back to Unit two. In that unit you learnt about marking out the part of the passage from which you will get your summary information. You also learnt that you should identify key words i.e. what you are expected to write on, for example actions, feelings, thoughts, problems, solutions etc. Another key element you learnt is to take note of the tense used which is normally stated in the opening words given.

Above all, remember not to try to write in your own language. There are dangers of changing the meaning of the passage as you introduce your own words. You simply need to identify the points as per question

Question
Part of the passage discusses how to present a speech. Using material from line 37 to the end of the passage, write a summary of the suggestions and precautions that you must take when delivering a speech. You can begin your summary as follows
Tip Note the use of “I” in the given starting words. This indicates that you are supposed to use the First Person Pronoun ‘I’ throughout the summary. When called upon to deliver my speech, I...

Tip Note the use of I in the question. This indicates that you are supposed to use the first Person Pronoun ‘I’ throughout the summary.

9.5 Narrative composition
You have come across some narrative essays before and you have written one in Unit 5. Do you still remember some of the issues that you learnt about narrative writing? Always remember that a narrative is a story that relates to a sequence of events. The story may be true (non-fiction) or it may be imagined (fiction). Also remember that an interesting narrative has characters, setting and a plot. Now, as we continue to learn more about narrative essays, you will discover that some narrative composition topics may have to be interpreted further to bring out deeper meaning. We will use the topic “The Bridge” for example.

When writing about The Bridge, you may like to talk about the following:
11) the year a certain bridge in your area was built
12) who built it?
13) why was it built?
14) its present state
15) its importance

Now let us look at the example below and see how someone may present the topic “The Bridge”.

Example
A bridge is a natural feature that is built to enable people, animals, cars and carts to cross rivers and streams. Some bridges are low lying while others are high.

Mutorahuku Bridge in Guvakuva is a bridge that was upgraded in 2013. It was built in 1955 through the District Development Fund allocation. It was a narrow and low lying bridge and a lot of fatal accidents used to occur at this bridge. I remember too well a terrible accident that happened a few years back. One recently acquired a Mazda Cronos car banged into a flock of sheep that were drinking water at the bridge. Because the bridge is part of a curve in the road and because the driver was somewhat over speeding, he could not react quickly enough. Eighteen sheep perished and the driver and his family of six also died on the spot.

However, since the upgrading of the bridge, no accident has ever occurred there. Truly, the upgrading of this bridge has brought a lot of relief to motorists and pedestrians alike. People can now visit each other because they can now cross Mutorahuku River easily.
Now let us look at the three paragraphs above. I hope you can visualize a big river which was difficult to cross. You can also picture a bridge and people, cars, buses, and carts going across the bridge. You can also see dead sheep strewn all over the place and dead people trapped in the debris of what was once a car. True indeed, the two paragraphs tell us more about an actual bridge that physically exists. This is the surface meaning of the topic.

However, in life some people can be bridges in other peoples’ lives. They can as well bring a lot of relief to other peoples’ lives. Your brother, mother, friend can be a bridge in your life considering how helpful they could have been to you at your time of greatest need. Now let us look at the following example.

Example
Chipo had struggled for a long time now. All opportunities that came her way had vanished into thin air. She was now clueless. Her only problem was failing English Language. No matter how much she tried, she had always failed the subject. However, giving up was not one of her options.

One day she decided to visit Guvakuva Secondary School in Chinavamwe village, her neighbouring village. As she arrived at the school, she came across a small group of girls who were also visiting the school. With one of them was a book which grabbed her attention.

“Can I see your book Lizzy?” she asked.

“With much pleasure Chipo,” answered back Lizzy as she handed the book to her.

The moment Chipo got sight of the book, it suddenly dawned on her that this book would be a solution to her problem. It would break the barrier of failing. The book was a Level 2 English Language Module for out of school learners.

“Lizzy, can I borrow your book for just a day?” pleaded Chipo.

“No need to. You have come to the right place. Just get to see the School head and tell her that you need to be enrolled in the Non Formal Education class. She will explain everything to you and very soon you will be a proud owner of a copy of your own.” Responded Lizzy

On that same day, Chipo got her own copy. It was a close companion to her. She could not let go of the book. She studied it religiously until she sat for her English Language examination in which she passed with a distinction.

Chipo was so relieved after this very long time of continuous failures. The Module had been her bridge to employment. It was easy for her to get the employment she had so much desired. Very soon Chipo was a receptionist in one of the leading Chartered Accountancy companies in the country.
Now compare the two examples given above. Pause for a while before you continue with your lesson. Jot down the observations you have made?

From the example above, we hope you have realized that the bridge is not the actual bridge that people use to cross an actual river. However, it is clear that Chipo wanted to cross a river of failing English language. She had tried on numerous occasions but still failed to pass. At last she was successful. She managed to cross the “river” of failure and the book became her bridge. This is called the deeper meaning of the topic.

Activity 9.5.1
Now from the topics given below, choose one and write a composition of between 350 and 450 words. Submit for marking to your tutor. After marking, your tutor will discuss your composition with you. You should feel free to ask the tutor to address the challenges you faced in writing your composition.

Tip: Remember to also plan and write an interesting introduction to your composition
1. Christmas comes but once in a year.
2. The rock
3. The challenge
4. The dare

9.5 Confusing words
Do you still remember the dictionary words that you looked up in Activity 9.4.2? Now take out your answers to that activity. What were your observations?

In this part of our unit, we will look at more confusing words. These are words that may have some of the following characteristics:
• they may look alike
• they may be spelt in the same way
• they may sound the same

Activity 9.5.2
With the help from your previous exercise in Activity 9.3.1, attempt the following exercise. Choose the correct word from the words in brackets to correctly complete the given sentences.
1. Nomathemba saw the big __________ as it grazed in the field. (ship/sheep)
2. Nokuthula accepted the ___________ (compliment/complement) when Daramombe High School netball team ________(beat/bit) Assisi High School netball team in the 2019 competition.
3. Tinashe Mangere refused the helpful_________ (advice/advise) which Mr.Zakeo Phiri gave him.
4. Nomusa refused to___________ (accept/except) the offer to board a taxi for free.
5. There was _________(access/excess) food on his plate.

6. “We must learn to _________(bare/bear) one another’s burdens,” said the preacher.

7. The _________ (lose/loose) shoe lace disturbed his walking.

8. I was aggrieved when my best friend _________(past/passed) away last year.

9. Charity Chinamwe is industrious, she _________(wakes/works) very hard in her garden.

10. Nothando is _____ (sick/seek) and _____ (tired/tied) of being asked the same question every day.

11. Mr. Gasseller’s car was parked in the _____ (bay/bare)

12. “Can you kindly _________ (hit/heat) the tea for me”, requested the patient.

13. “_______(send/ sand) those naughty girls to my office as soon as possible!” screamed the headmaster.

14. Coffee has always _________ (being/been) a pacifying beverage for most Kenyans.

15. You have to boil the water at _______ (once/ wants) otherwise the concoction will not work.

16. When you want to bake, you can use cake_______ ( flour /flower)

17. “Excuse sir, am I _________ aloud/allowed to watch a horror film?” enquired Benjamin Mazvarira.

18. All the girls scampered to __________ (beach/ bitch) as soon as the bus stopped.

{20 marks}

Continue to familiarise yourself with more confusing words. Consider the following pairs of words and consult the dictionary for their meaning.

• nature/ nurture
• slip/sleep
• wreck/rake
• meet/meat
• wrung/rung
• coast/cost
• show/shore
• expert/expect

Summary
In this unit you learnt about a number of things. You are now able to listen attentively and understand a news bulletin. Do you still remember how to arrange points for a debate? Could there be similarities between debate and public speaking? I hope you realized that public speaking and a debate session are one and the same thing. You will therefore make use of the public speaking skills to speak during a debate. You also learnt about the advantages and disadvantages of a cyclone. Cyclones are largely destructive but may be helpful especially in areas which do not lie directly in their path. You also started a project called the Debate
portfolio. This portfolio will assist you as it will be a record of all the discursive, argumentative and expository composition techniques you will cover in a number of units in this module. Referencing was also introduced to you in this section. It is hoped that as you study and look for different information, you can refer to other sources of information like the internet. You have also learnt that it is also important to know words not only as you hear them but also by the way they are spelt as well as their meanings so that they can be used appropriately.

Unit 9: Expected Answers

Activity 9.1
a. 6 boys
b. 2 boys
c. tense, gloomy, apprehensive, nervous
d. people were not sure about the whereabouts of the other four boys and it was getting dark while rain was flooding the area
e. ward and wade
head and had

Activity 9.3.1. Using a dictionary
The following are the meanings of the paired words. Also shown are indications whether the word is a noun or verb. This then will help you to create your own sentences. (n) is for Noun while (v) is for verb.

1) advice and advise.
advice (n)-warning, guidance, information
advise (v)-to counsel, to warn, to guide, to give advice

2) nature and nurture
nature (n)-character, personality, natural environment
nurture (v)- care for, look after, raise, cultivate

3) hair and hare
hair (n)-mane, fur, curls
hare (n)-a nocturnal small animal

4) principle and principal
principle (n)-standard, rule, attitude
principal (n)-key, main, important
Principal (n)-head of a school or college

5) statue and statute
statue (n)-figure, sculptor
statute (n)-law, decree, order, ruling

6) weather and whether
weather (n)-climate
weather (v)-endure, withstand
whether-if

7) stationery and stationary
Stationery (n)-books, paper
stationary (n)-not moving, immobile, at a standstill, motionless
8) all ready and already
   all ready-all set, all ready
   already- by now, by then
9) dying and dyeing
   dying (v)-vanishing, disappearing
   dyeing (v)-painting with
10) cite and site
    cite(v)- quote, mention, allude to, give example
    site(n)-place, location,
    site (v)- put, locate, situate

Observations
- on some pairs, one word is a verb while the other is a noun
- some words are both nouns
- other words are both verbs

Activity 9.3.2
Information shown in the entry  Sign, word, or sentence to show the information
1  There are four possible meanings to the word bound: Bound 1,Bound
   2,Bound 3, Bound 4
2  Bound can be used as transitive verb
3  Bound can be used a phrasal verb. Where preposition are added after bound
   as in bound up in and bound with
4  Bound can be used to show different forms of bounding
   Bound entry number 2
5  The pronunciation of bound (bound)
6  Bound can be a noun
7  Bound can be an adjective
8  Examples of sentences in which the word bound is used
   e.g.- I am bound for home.
   - I feel bound by my promise.

Activity 9.3.2.
1. on Prize giving day
2. person invited to officiate at a function
3. he had failed to deliver his speech/his speech was muddled and incompetent
4. they were feeling pity for him/ felt sorry for him/they were wondering what
   sort of person he was
5. preparation is very necessary before one delivers a speech/ before one
   delivers a speech, one has to plan thoroughly
6. (a) composition of audience (b) size of audience
7. Muddled- confused/mixed up/jumbled/messed up
Convince – persuade/ encourage/influence
Motivate – inspire/ stimulate/ encourage
Enrich – enhance/augment/ improve
Neglected – abandoned/deserted/ ignored

**Project portfolio - Summary points**
When called upon to deliver my speech, I
1. walk deliberately and confidently to the front of the room
2. position myself properly
3. pay attention to my feet which should neither be too far apart nor too close together
4. introduce my speech slowly, clearly and audibly
5. make my introduction appealing
6. develop the body of my talk in many ways
7. make sure I keep visual contact with my audience
8. remember to pause
9. remember to repeat essential points
10. remember to show enthusiasm
11. do not forget voice modulation
12. do not allow my hands to wander about
13. use my hands for gestures
14. never fold my hands
15. never put my hands in my pockets

**Activity 9.5.1**
N.B The words in bold are the correct answers.
1. Nomathemba saw the big (ship/sheep) as it grazed in the field.
2. Nokuthula accepted the (compliment/complement) from his father when Daramombe High School netball team (beat/bit) Assisi High School netball team in the 2019 competition.
3. Tinashe Mangere refused the helpful (advice/advise) which Mr. Zakeo Phiri gave him.
4. Nomusa refused to (accept/except) the offer to board a taxi for free.
5. There was (access/excess) food on his plate so Betty had to remove some.
6. “We must learn to (bare/bear) one another’s burdens,” said Apostle Patrick Face Moyo.
7. The (lose/loose) shoe lace disturbed his walking.
8. I was aggrieved when my best friend (past/passed) away last year.
9. Charity Chinavamwe is industrious, she (wakes/works) very hard in her garden.
10. Nothando is (sick/seek) and (tired/tied) of being asked the same question every day.
11. Mr. Gasseller’s car was parked in the (bay/bare).
12. “Can you kindly (hit/heat) the tea for me”, requested the patient.
13. “ (Send/ Sand) those naughty girls to my office as soon as possible!” screamed the headmaster.
14. Coffee has always (being/been) a pacifying beverage for most Kenyans.
15. You have to boil the water at (once/wants) otherwise the concoction will not work.
16. When you want to bake, you can use cake (flour/flower).
17. “Excuse sir, am I (aloud/allowed) to watch a horror film?” enquired Benjamin Mazvarira.
18. All the girls scampered to the (beach/bitch) as soon as the bus stoppe
Introduction
In this Unit, you are going to write a speech, different types of comprehension questions and compositions. Have you ever written a test before? Yes, in Unit 5 you were introduced to how to write a test. In this Unit again, emphasis will be on examination skills and the structure of both Paper 1 and Paper 2 in preparation for your final examination at the end of Level 2 English course. So, as you go through this Unit, be ready to write a summative assessment test.

Objectives
By the end of the Unit learners should be able to:

10.1 Listening
• listen with concentration
• summarise oral texts

10.2 Speaking
• communicate ideas clearly, accurately, and fluently on a variety of topics
• discuss and debate confidently on topical and cross-cutting issues

10.3 Writing
• write continuous narratives, detailed descriptions, persuasive/argumentative, informative and expository compositions
• write with grammatical accuracy: spell and punctuate their work correctly
• use different supporting language structures in context
• use a wide range of vocabulary and idioms appropriate to the subject matter
• show originality and creativity in their writing

10.4 Reading comprehension
• answer recall questions
• follow the sequence of events in a narrative or descriptive text
• infer information that is indirectly stated
• work out the contextual meanings of words and phrases
• paraphrase ideas from a text
Speaking and listening

- Speaking and listening complement each other and are therefore usually taught together.

⚠️ Key words

- **statistical** - Information presented in numbers
- **contextual** - meaning of words as they are used

⏰ Time: 8 hours is for studying the whole Unit.

📚 Study skills

- **Scanning** - Quickly going through a reading passage identifying the main points.
- **Listening attentively** - Listen carefully for purposes of recalling the most important information.
- **Speaking proficiently** - Speaking clearly and coherently

10.1 Listening comprehension

In the previous Units you looked at many activities on listening skills. Can you try to come up with some of the reasons for listening? I hope you still remember that there is listening in order to get the general idea or meaning of a text. You should also remember that there is purposeful listening which means that you listen to get important or specific information. We are not getting into details of listening skills because a lot has been done so far.

In the next activity, you are going to write a test out of ten. The test will make you see whether you have understood listening skills or not.

🌟 Activity 10.1.1

In this activity, find a friend, a relative or any other person who can read well to assist you by reading the following passage:

The person you have chosen will read out the passage for the first time.

1. Listen attentively as the passage is read for the second and final time.
2. Take down notes as the person you have chosen reads the passage, taking into consideration the main points and facts.

Weather experts both regionally and nationally, have made their predictions and we should expect normal to below normal rain in the coming season. The consensus forecast produced by Southern African Regional Climate Outlook Forum (SARCOF) held in Lusaka, Zambia recently, shows that most of the 16 SADC countries are likely to receive normal to below normal rainfall during the first half period of October 2018 to December 2018. The second half period from January to March 2019 is not showing any improvement. Therefore, the question that follows is, how can a local farmer prepare for such a season?
Weather experts both ________________ and ________________, have made their predictions and we should expect normal to below normal rain in the coming season. The consensus forecast produced by __________________________ held in Lusaka, ________________ recently, shows most of the 16- _____________ countries are likely to receive normal to below normal rainfall during the first half period of ________________ to ________________. The second half period from ________________ to ________________ 2019 is not showing any improvement. Therefore, the question that follows is, how can a local ________________ ________ prepare for such a season?

It is now very clear to you that the art of listening forms an important base for comprehension skill development. You also not only noted that active listening involves the development of skills necessary for full application of comprehension skills but also builds up your ability to listen to your inner voice.

### 10.2 Speaking/Signing

There is a lot that you have covered on speaking and this includes debate procedures, Prepared and Unprepared/ Impromptu speeches. In this Unit focus will be on speeches. We are not repeating what you already know but just reminding you on how to present a speech. This does not mean that you should ignore debate procedures. Work on it as well making sure that your focus is on national and international issues. Do you still remember that when you present a speech, you want listeners to think or behave differently as a result of listening to your speech?

In the next activity you are going to make a prepared speech on given topic.

**Tip:** Bear in mind that a speech has an introduction, body and a conclusion. Your speech should be conversational in style.

**Activity 10.2.1**

Now, choose one question from the ones given below and prepare a speech you would deliver:

1. What can be done to create employment opportunities in Zimbabwe?
2. Solutions to the problem of global warming and climate change.
3. How can Zimbabwe improve its education system?
4. What can be done to improve food production in Zimbabwe?
I think by now you are asking yourself the question. Am I practising speaking when I am writing? Yes, because your speech should be live which means that the same way you write should the same way talk to people.

10.3 Reading/Signing
This Module in this Unit seeks to give you a developmental approach into the learning of comprehension. So far you are very rich with comprehension skills to enable you to answer different types of questions which include simple recall, comprehension, synthesis and evaluation questions as well as summary questions.

The reason of learning comprehension work is to enhance the skills of understanding a passage. You must use the following steps when reading a passage.

**Tips:**
- Start by reading the topic of the passage (if it is there) to get a general idea.
- Go through the passage once very quickly.
- Scan through the questions quickly without answering the questions.
- Slowly and thoroughly read the passage for the second time.
- Take note of new words and phrases of the comprehension questions.
- Follow the instructions to the question as to the paragraph and line where the answer is to be found.
- Write a short answer without repeating the words of the question.
- The number of points in the answer is determined by the number of marks allocated for the question.
- Make sure you answer all the questions.
- Revise each answer you have just written to check its accuracy.

**N.B**  You must be aware of the descriptions English Language paper 2, that is it consists of two sections: A and B.

**Section A: 40 marks** – A prose passage will be set from which candidates will be expected to answer comprehension questions and a summary question.

**Section B: 10 marks** – Context-based questions on different supporting language structures will be set. That is to say, the Supporting language structures will not be tested in isolation but in the context of the comprehension passage in Section A.

**Tip:** The paper has duration of two hours, so time management is very important.
10.4 Writing/Brailing

I hope you can still remember that in the previous units you looked at narrative and argumentative compositions on free composition. You had a good experience as you were going through these composition writing skills. You also enjoyed going through guided composition where your focus was on formal letter and article writing. This time our aim is not to go through the details of these aspects but simply giving you a reminder or recap of the aspects beginning with narrative composition.

Narrative Composition
To narrate is to re-tell an incident or imaginatively tell a story.

Chronological order of events is very crucial on this kind of composition. This means that your narration must unfold chronologically from what happens first to the next and then to the last. This type of composition is usually dominated by the past tense form since we narrate events that have already taken place. You narrate a story or an actual incident you experienced.

The strength of a striking narrative composition lies in a good command of English, use of different kinds of sentences which range from simple, compound to complex ones. The power of a narrative composition also rests in your ability to maintain high interest value, anxiety and to make sure that you keep the reader in suspense.

Every time when we narrate stories, we spice them up to whet the curiosity of our readers and that is what characterises composition writing. In doing so, make sure you stay within the given topic. Always start with an effective introduction.

Now, let us look at argumentative composition so that you a have variety when it comes to choosing composition topics

The discursive type
This type of composition tests on a number of things and you must be fully acquainted with current affairs both locally and internationally. This implies that the issues that are dealt with can be social, political, economic or religious. If you are writing on these issues without much knowledge of them you will perform dismally. In your arguments you must be objective, evaluative and judgmental. You must clearly do what you have been asked to do by making sure that you read the question carefully. Look at the example below:

Question:
“We should think again about our policy on capital punishment. Surely it is better for ten guilty persons to go free than for one innocent one to be executed?” Write an essay EITHER supporting OR opposing this view.
On the question above, the underlined part is the subject of the argument, the italicised part is the view of the speaker, the word ‘either’ tells you to make a choice, the word ‘supporting’ is directing you to support the view, the word ‘or’ tells you to make a choice again and lastly the word ‘opposing’ is directing you to oppose the speaker’s view.

We hope you are noting that there is no right or wrong here. It is for you to decide. Remember that whichever stance you take; you may still consider the opposite point of view through the use of a counter. What is important in a discursive composition is independent thought as has been indicated. That independent thought should be supported by evidence or facts. In discursive composition one should weigh sides, look at both sides but taking a stand on the subject depending on the side with more points.

The Situational /Guided or Controlled composition
The situational composition is another aspect of paper one. It is a compulsory question guided with specific hints to follow. The situations that can be presented for this kind of composition may be in different forms such as notes, statistical information, graphs, charts or tables. What is crucial for you is to analyse the information very carefully. In this unit, focus is on formal letter and article writing. However, much information was discussed in the previous units. It is important that if you are forgetting the formats and other features of these aspects, you go back to the previous units.

10.5 Supporting Language structures
In this unit, the Supporting language structures that you are going to be tested are: confusing words, spelling and word formation, adjectives and noun formation. These language structures are very critical because they help you to improve your command of the English Language. It is important that you go back to previous units to have a recap of these aspects so that you are fully prepared for the test.

Having gone through all this in this Unit, you are ready for the test and make sure that you concentrate because you are preparing for final examinations as well.

Here are the Papers:
PAPER 1: ENGLISH LANGUAGE 4005/1

TIME: 1 HOUR 30 MINUTES

Additional materials:
Answer paper

INSTRUCTIONS TO CANDIDATES
Write your name, centre number and candidate number in the spaces provided on the answer paper/answer booklet.
Read the paper carefully before answering questions.
Answer two questions.
Answer one question from Section A and one from Section B
Write your answers on the separate answer paper provided.
If you use more than one sheet of paper, fasten the sheets together.

INFORMATION FOR CANDIDATES
The number of marks is given in brackets [ ] at the end of each question
You are advised to spend 50 minutes on Section A and 40 minutes on Section B

SECTION A (30 MARKS)

Write a composition on one of the following topics. You should not treat question 7 as a character’s name. Your answer should be between 350 and 450 words in length. You are advised to spend 50 minutes on this section.

1. Describe the developments that you would want to see in your community. [30]
2. Write a story based on one of the following statements:

   Either
   (a) As he burst into tears, he remembered the saying “crime does not pay”. [30]

   Or
   (b) When he saw the extent of the disaster, he disappeared into the forest. [30]

3. Suggest ways that could be used to reduce environmental menace caused by artisan miners in your area. [30]
4. Describe a view after a disastrous thunderstorm. [30]
5. ‘The removal of the indigenisation policy that limits foreigners to 49% shareholding has improved investment in Zimbabwe.’ Discuss. [30]
6. ‘Parents should leave their children to independently choose career paths of their choice.’ Do you agree? [30]
SECTION B (20 MARKS)

Answer the following question. You are advised to spend **40 minutes** on this section. Begin your answer on a fresh page.

8. You are a resident of Bulawayo City where delivery of services has been deteriorating in the previous six months. Using the notes below and adding any relevant points of your own, write a letter to the City Council Chairman, drawing his attention to the unsatisfactory conditions prevailing in the city.

- inadequate housing
- poor street lighting
- inefficient sewerage system
- unreliable water supplies
- piling rubbish
- incompetent municipality

ENGLISH LANGUAGE 4005/2

PAPER 2 - TIME: 2 HOURS

INSTRUCTIONS TO CANDIDATES

Check if the insert has all the pages and ask the invigilator for replacement if they are duplicates or missing pages.

Read the following passage before you attempt any questions. Answer all questions in the spaces provided in the question and answer booklet using **black** or **blue** pens.

Shape all your letters very clearly.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [ ] at the end of each question or part question. You are advised to spend 1 hour 30 minutes on Section A and 30 minutes on Section B. Mistakes in spelling, punctuation and grammar maybe penalised in any part.

SECTION A (40 MARKS)

*Read the following passage very carefully before you attempt any questions. Answer all the questions in the spaces provided on the question paper. Mistakes in spelling, punctuation and grammar may be penalised for in any part of the paper.*
The train that ran away.

1. About 15 kilometres from a busy port there is a railway which has no station-
masters, no tickets, and no porters and is not open to the public. This private
railway is nearly 30 kilometres long and is on the Jendarata Estate which
grows a number of different crops.

2. For about 30 years this railway has been performing a number of useful
tasks on the estate. It has helped to reduce production costs by enabling
oil palm fruits to be brought in from the fields quickly and efficiently. In a
similar manner, nuts can be collected from outlying areas and taken to the
factory more conveniently by using the estate railway. Handling of the goods
produced at the estate is reduced to a minimum. Tools can be speedily
distributed to the more distant parts of the estate. Fertilizer is carried into
the estate from a jetty on the Bernam River; in the opposite direction. Palm
kernels are taken to the jetty for export. In many ways the private railway has
more than proved its worth.

3. There was one occasion, however, when all work on the railway nearly
stopped abruptly. The whole incident hardly lasted more than a few minutes
but it could have had disastrous consequences.

4. On that particular day the morning was quite cool. Johnson, a field foreman,
was feeling in a good temper as he was walking along the edge of field.
Work was proceeding satisfactorily, he had no special problems on his mind,
the weather was pleasant and life was worth living.

5. After about 50 metres, Johnson came to a road which runs through part
of the estate and separates different fields. The railway line ran down the
middle of this road and there were junctions at various points which led off to
other parts of the estate.

6. Johnson stood at the side of the road for a few moments. He was not in great
hurry. The major part of his day’s work was already done. All that remained
was to make a few inspection visits and see if any help was needed. The
younger men worked hard enough, he thought to himself, but you always
have to show them what to do. He shrugged his shoulders. “I suppose that’s
the way of the world,” he thought.

7. A movement near the railway line caught Johnson’s eye. He watched a small
black snake cross the line and move towards him. His first reaction was to
find a stick. Then he looked back at the snake again. It was scarcely fifty
centimetres long and moving at less than a walking pace.

8. “Why should I kill it?” he thought. “I don’t suppose it could even eat a frog.”
9. He stayed quite still. The snake did not seem to notice him. It moved past his feet, at least 30 centimetres away, and disappeared into the field. The foreman smiled. “That’s my good deed for the day.” He said out loudly. He looked up, almost as if to see whether a god had been watching him.

10. Then he remembered something. He wanted to speak to Nathan about the estate shop. He knew that Nathan was getting too old for rough work on the estate. Perhaps he would like to help in the shop. He was too deaf to serve customers but he could unpack goods, sweep the floor and make himself useful. The estate manager had suggested that he speak to Nathan and see if he would like the change of work.

11. Johnson looked across the road. He could see a gang of men laying a new water pipe. He studied them carefully. No, Nathan was not with them. Well, where was he? He ought to be somewhere in this part of the estate. Ah! The foreman looked along the railway line. About a quarter of a kilometre away two men were repairing a section of the track. Some fishplates and spikes needed renewing.

12. Johnson thought he recognised the men. One of them was Nathan. The foreman went to cross the track to walk on the other side where the road was not so rough. But at that very moment he heard a noise behind him. He turned round and saw the diesel locomotive coming down the railway. It was not going very fast: its maximum speed in the estate was 15km/ h. Johnson paused for a moment to allow the train to pass. It was this innocent act, the act of pausing, that started a hectic two minutes he would not forget in a hurry.

13. The driver of the locomotive had been watching Johnson. He saw him pause near the line and he assumed that the foreman wanted to say something to him. The train slowed down a few metres and the driver leant out of his cab to see what Johnson wanted.

14. As he did so his hand must have slipped on the control - or it was just an unkind act of fate. The train gave a sudden jerk and the driver was sent crashing to the ground. He fell awkwardly and hurt his knee so badly that he could not run after the locomotive to try to get back in the cab.

15. Johnson glanced down the line and then looked at the speeding train in horror. Nathan was still working on the track. The other man had disappeared.

16. “Nathan will never hear the train,” the foreman thought. “He is much too deaf. Unless he turns round, the train will hit him right in the back.”
18. In the same second, Johnson realised that even if Nathan turned round he would assume that there was a driver in the train who would stop it in time.

19. Quickly he looked round. He saw a bicycle leaning against a palm a few metres away. It probably belonged to one of the men working on the watermain. Johnson dashed across to it, jumped on and set off on a furious chase after the train.

20. At the time, he did not have time to think about his actions. But in the months after the incident, he was called upon to describe his thoughts and actions many times. Outside the estate, most people were sceptical when they heard his story but the estate workers knew it was perfectly true.

21. Johnson cycled as fast as he could. Slowly he began to overtake the train. He passed the empty trucks which the locomotive was pulling. With a desperate effort he managed to draw level with the engine and then pass it. He built up a small lead and leapt off the bicycle, leaving it to crash to the ground. Frantically, he ran alongside the locomotive which was speeding innocently along the track. Then, with one final jump he managed to get on board the engine and bring it to a halt.

22. Grasping for breath and still confused by the speed with which everything had happened, he climbed down from the cab. Twenty metres away, Nathan stood up. He looked down at the place where he had been working, then glanced back at the line. His face made Johnson laugh as exhausted as he was. Nathan's lower jaw dropped, his mouth was wide open and his eyes nearly popped out of his head. There was the train, merely twenty metres away from him, with the foreman leaning against it and panting madly.

23. " It ran away,” Johnson managed to gasp. “I ran after it. Just caught it in time! Want to speak to you about the shop.”

24. Gradually, the foreman managed to get his breath back. He spoke to Nathan about the suggested job in the estate shop. Then he got back in the train and slowly drove back to pick up the injured driver.

25. In films of America’s Wild West we sometimes see valiant cowboys galloping alongside a stage-coach or an antique train but surely this must be the first time that a cyclist has overtaken and stopped a runaway train.

26. Johnson was a modest man. At first he said nothing about his adventure and he made no official report. But the driver was quick to say what had happened. Johnson's efforts were rewarded by the owners of the estate and the railway is still in excellent running order today.

(Based upon an article “ Jendarata Estate Railways” by P.E. Petersen.)
Publisher?
Answer all questions

From paragraph 1

1(a) Find a word in this paragraph which means the same as station.
..................................................................................................................................................(1)

(b) What characterizes a public railway station?
..................................................................................................................................................(1)

From Paragraph 2

(c) Quote a phrase of three consecutive words which tells us how the railway helped to reduce production costs.
..........................................................................................................................................................(1)

(d) The “railway has more than proved its worth.” In one sentence use your own words to convey the same quoted concept.
..........................................................................................................................................................(1)

From Paragraphs 3 - 4

(e) Suggest one reason why “life was worth living” for Johnson.
..........................................................................................................................................................(1)

From Paragraphs 9 – 10

2a(i) What good deed did Johnson refer to and who did he expect to reward him?
..........................................................................................................................................................(1)

(ii) Give a reason why Nathan would be asked to change his job and another reason why management would not make him a shop keeper?
..........................................................................................................................................................(1)
From Paragraph 11
2 b(i) What evidence is there to show that Johnson was concerned about Nathan?
...........................................................................................................................................................................................................................................................................................................(1)
(ii) How far away (in metre ) from Johnson were the men who were repairing a section of the track?
...........................................................................................................................................................................................................................................................................................................(1)

From Paragraphs 12 and 13
(c) Why did the foreman cross the track?
...........................................................................................................................................................................................................................................................................................................(1)

(d) How did the train driver react to the “innocent act” of the foreman?
...........................................................................................................................................................................................................................................................................................................(1)

From Paragraph 20
(e) Why was Johnson’s story so unbelievable outside the estate? (1)
...........................................................................................................................................................................................................................................................................................................(1)

From Paragraph 26
(f) State the character difference between Johnson and the train driver.
...................................................................................................................................................................................................................................................................................................................................(1)

From the whole passage
(g) Choose any five of the following words or phrases. For each of them give one word or a short phrase (of not more than seven words) which has the same meaning as applied in the passage.

1. porters (paragraph 1) ................................................................................................
...................................................................................................................................................................................................................................................................................................................................(1)

2. conveniently (Paragraph 2) ..................................................................................
...................................................................................................................................................................................................................................................................................................................................(1)

3. proceeding (paragraph 4) ....................................................................................
...................................................................................................................................................................................................................................................................................................................................(1)
3. The passage narrates on how Johnson saved a life. The story is similar to a film fiction. People in the estate especially the train driver and Johnson can accurately describe what happened. Imagine that you are Johnson, write a summary narrating what you did until the train stopped twenty metres from Nathan.

USE ONLY THE MATERIAL FROM PARAGRAPH 12 TO THE END OF THE PASSAGE

Your summary, which must be in continuous writing (not note form), must not be longer than 160 words, including the 10 words given below

<table>
<thead>
<tr>
<th>I</th>
<th>Was</th>
<th>crossing</th>
<th>the</th>
<th>railway</th>
<th>when</th>
</tr>
</thead>
<tbody>
<tr>
<td>suddenly</td>
<td>I</td>
<td>had</td>
<td>to</td>
<td>...</td>
<td></td>
</tr>
</tbody>
</table>

Section B (10 marks)

Supporting Language structures
Follow the instructions on each question and answer accordingly.

1. Use the correct verb in brackets to make the following sentence agree with the subject.
   (a) Not one of the workers ..........watching a tragic train incident. ( like / likes / liking )

2. Complete the following sentence by supplying the correct preposition.
   Johnson had no intention..................causing harm to the train driver.
2. Choose the correct word for the following sentence.
   (a) Surely, Nathan could never have ...........water pipes alone.
       (laid /layed /lied) Answer.............................................................................(1)
   b(i) (Role/roll) the dice and see what number you have.
       ........................................................................................................................ [1]
   (ii) There was a bargain (sale/sail) at Edgars stores.
       ........................................................................................................................ [1]

3. There are four misspelt words in the following sentence. Rewrite the words correctly in the spaces provided below. (At least three of the four words should be correct in order to score a mark)
The foreman refered the injured driver to a separate hospital which accommodates and cares for traffic casualties.
Answers  (1)......................................  (2)......................................
 (3)......................................  (4)......................................          (1)

4. Rewrite the following sentences correctly because they are wrong in some way.
   a) The meeting to discuss about accidents at workplaces was consisted of delegates from many farms.
       Answer: .............................................................................................................
       ........................................................................................................................ (1)
   b) All the delegates argued that they can no longer cope up with medical bills.
       Answer ................................................................................................................
       ........................................................................................................................(1)

5.) Form the correct noun from the word given in brackets in each case. Write the answer only.
   (i) The school needs to reduce its (dependant) on donations.
       ........................................................................................................................ [1]
   (ii) The (boring) clearly showed on the children’s faces.
       ........................................................................................................................ [1]

Reflection
Now take some minutes to reflect on what you have learnt in Unit 10. On listening skills, you focused on comprehension skills and answered some questions. If you have forgotten some of the things that you learnt in this Unit, go to the previous four Units. What problems did you face when you were writing your assessment tests? Was it easy to answer both Paper 1 and Paper 2? If you found it difficult to find answers for the two papers, don’t worry because emphasis of these skills and assessment tests will be done in the next units.
Summary
In this Unit you have learnt the importance of listening in your understanding of comprehension skills. Related to that, you have mastered various reading skills such as skimming and scanning which helped you in answering different comprehension questions. You also noted that prepared and unprepared or impromptu speeches are very significant because you gained skills of addressing people on various occasions. This will also make you a very powerful speaker. By now, you are very happy because of your ability to write formal letters. The supporting language structures have also helped you to consolidate your command of English. The Unit has also exposed you to the structure of English Language Paper 1 and 2 in preparation for public examinations. We hope you do well in your examinations!

Unit 10: Expected answers
1(a) port

(b) station masters, ticket offices, porters
(Any two of these three answers score one mark)

(c) quickly and efficiently

(d) Answer: ( … has been helpful enough/ … has shown us its importance/ … its work cannot be disputed/ … the railway cannot be substituted/ … there is enough evidence that the railway should be there/ … the railway is extremely valuable. (There should be a complete sentence enshrining this concept

(e) Answer: work was proceeding satisfactorily

2 (a) Answers:
(1.) sparing a snake/ not killing a snake/ letting a snake go unharmed (any similar concept) to be rewarded by God.
(2) Change his job: (age) too old to do rough work
Not being a shopkeeper: too deaf to serve customers

(b) Answer:
(1) He studied the workers carefully
(2) How far away (in metres) from Johnson were the men who were repairing a section of the track? (1)

(c) Answer: about two hundred and fifty metres

(d) Answer: to walk where the road was not so rough/ to walk on a smoother side of the road

(e) Answer: he slowed down the train

(f) Answer: that was the first time that a cyclist has overtaken and stopped a runaway train/ the story sounded very fictitious/ it was like a film story of America’s Wild West.
(g) **Answer:** Johnson was caring while the driver was careless.

(h) 1. porters (paragraph 1) helpers/ assistants/ carriers of luggage
2. conveniently (Paragraph 2) easily/ without hustles/ with little difficulties
3. Proceeding (paragraph 4) progressing/ going on/ carrying on/ done
4. Studied (paragraph 11) examined/ scrutinized/ observed
5. hectic (paragraph 12) busy/ restless/frenzied (add more synonyms)
6. awkwardly (paragraph 14) clumsily
7. valiant (paragraph 25) brave/ courageous/ daring/ audacious
8. antique (paragraph 25) ancient (not old)

3. **Summary points**
   I was crossing the railway when suddenly I had to …
   1. pause for the train to pass
   2. I glanced down the line
   3. I looked at the speeding train in horror
   4. quickly I looked round
   5. I dashed across to the bicycle
   6. I jumped on the bicycle
   7. I set off on a furious chase after the train
   8. I cycled as fast as I could
   9. slowly, I began to overtake the train
   10. I passed the empty trucks which the locomotive was pulling
   11. with a desperate effort, I drew level with the engine and then passed it
   12. I left off the bicycle
   13. frantically, I ran along the locomotive
   14. with one final jump, I got on board the engine
   15. I brought the engine to a halt

**Section B (10 marks)**

**Supporting Language structures.**

1. (a) **Answer:** likes  
   (b) **Answers:** of

2. (a) **Answer:** laid  
   (b) **Answers:** (ii) roll  
   (ii) sale

3. **Answers:** (1) referred  
   (2) separate  
   (3) accommodates  
   (4) traffic (any three should score a mark)
4. (a) **Answers:** The meeting to discuss accidents at workplaces consisted of delegates from many farms.

(c) All the delegates argued that they could no longer cope with medical bills arising from work related injuries.

5. **Answer:** (i) dependence  
   (ii) boredom
Unit 11: Neglected indigenous foods

Introduction
Traditional meals are so expensive in restaurants nowadays. Have you ever asked yourself why? Many people think it is because they are so delicious. In this unit you shall read about indigenous food crops and you will be given a chance to apply the knowledge you get from research. Are you ready to be an entrepreneur? You shall also have a good experience of how to conduct yourself when you are interviewing or you are being interviewed by someone. You will be oriented on making various kinds of announcements. When you have done this you will revisit report writing which you were introduced to in the earlier units. Eventually, you will look at adverbs. We hope you will enjoy the unit. Let us begin.

Objectives
After going through the unit, you should be able to;
• engage in meaningful dialogues with people of different status and calibre
• demonstrate use of appropriate language
• describe self – their strengths and weaknesses.
• summarise an aspect of a text they would have read.
• answer a variety of questions on comprehension and word meaning
• compile a factual report using given points
• construct meaningful sentences that are free of errors.

Key words
Below is a list of some words you may be unfamiliar with. Read and understand the definitions.
Informative – Something educational and revealing something that was probably unknown
Interview – Means the same as dialogue
Indigenous – Something indigenous or from someone’s locality

Time: You must spend a total of eight (8) hours studying this Unit.
Study skills

In this Unit, you are expected to use the following study skills:

**Apt register** – use appropriate register
**Phone etiquette** – this refers to being polite and well-mannered during a conversation.
**Scanning**
**Close reading**

### 11.1 Interviews and dialogues

Have you ever attended an interview before? Do you recall the questions that you were asked and the answers that you gave? Whatever happened during that interview whether you failed to answer or you were afraid must not be your concern. Take it as a learning curve. If you have never attended an interview in your life do not worry this section shall help you experience an example of an interview.

It is important to listen attentively so that you get the correct information. The most important thing you must do is to listen to the sound of each word spoken by the interviewer so that you get accurate information. Once you miss the exact sound of each word, you are likely to miss the word and eventually you misinterpret the information or fail to answer the question. So, in this part make sure you are attentive.

Study the following example carefully. Look at the questions that are asked by the journalist, Ricky. If it was you, how would you have answered them? Also consider the responses. Are they fitting and relevant?

In this interview, a famous preacher from Nigeria has arrived in Zimbabwe for a crusade. Ricky is outside the hall interviewing him before the crusade begins. These two do not know each other personally. Here is the interview:

**Ricky:** Welcome to Zimbabwe man of God
**Artist:** Thank you so much.
**Ricky:** The people here have been waiting to know who you are. What can you tell them about yourself?
**Artist:** My name is Jacket Siyanakasiya known to many people as Akillz. I am a prophet by calling and overseer of the Angels Alight in Nigeria.
**Ricky:** Thank you prophet. So what brings you here prophet?
**Artist:** I am here on a mission which I was born for, I live for and I will die for. This is spreading the gospel of Jesus Christ to many nations for salvation of souls.
**Ricky:** What can you tell the people about the way you live your life?
**Artist:** All I can say is I am living for Christ as I have indicated. Coming here is an example of how I live. I consider serving others more than I do to myself for I believe in love and love is not love until you give it away.
Ricky: Many things have been said about you, both good and bad. What comment can you give about these?

Artist: Jesus never said we will live a life of roses and comfort. He actually said they will persecute you for they have persecuted me. So, whatever is said about me is not a problem to me because it was done to my father too. I take it as an advert when people talk about me.

Ricky: Thank you so much man of God.
Artist: The pleasure is all mine.

*The end*

Imagine you were part of the people listening to this interview. What would you say you know about this preacher? Are his answers relevant and clear enough to show what character he is? Write down your answers to these questions.

**Activity 11.1.1**
What did you learn about an interview from this example? Look at how Ricky asks his questions. Does he use a harsh tone? And how does the Prophet respond – is he angry? Do you think he shouts at the journalist? Does the interview begin and end well? Write down your responses in the following box. The space must not limit you to seven, you can divide the table and list as many as you want. We gave you the first.

Lessons about the interview: for example, the two people are polite to each other.

a. 
b. 
c. 
d. 
e. 
f. 
g. 

This list shall help you to remember what to do in an interview. It must be your guideline in the next activities. If you find it difficult to deduce lessons from this interview, read the questions in this activity first then go through the interview again. You can say the speeches aloud changing the tone of your voice from one speech to the next. Try to imagine the facial expression of the speakers as well. This will help you to understand.

**Activity 11.1.2**
Now that you have learned about interviews, let us play the following game. Do you love music? Who are your favourite artists? Choose one favourite music artist from the ones you like most. Let us assume you are this well-known music artist. You have been invited to perform in the opening ceremony of the Africa cup.
of nations hosted by Egypt. Many people do not know much about you except that you are a music artist. A journalist by the name Arkim has been tasked to interview you before you go on stage. Write your responses to his questions in the spaces provided.

Arkim: Good evening. My name is Arkim a journalist working for BBC Africa. Welcome to the opening ceremony of the Africa cup of nations.

Arkim: We have waited impatiently to meet you. May you briefly tell us about yourself?

Arkim: When did you start your music career and what difficulties did you face?

Arkim: Some people think your music is only for the youth. Is it true?

Arkim: Do you think Africans are proud of their own musicians?

Arkim: How do you feel today that you will be performing for Africa on such a big stage?
Arkim: Thank you so much for your time.

Record this interview in your phone or any other gadget you can use. Try to use different voice inflections (tones) as you record for the two different people. Make sure everything is clear in your recording. Listen to this audio of a recorded interview between a journalist and a popular artist. How are your responses? Are they the best you could have given? If you feel you could have given better responses edit and change them in that piece of paper or book you were using. Keep recording and revising the responses you changed until you are satisfied. When you are finally satisfied with your work, write these responses in the spaces provided above.

**Activity 11.1.3**

In this activity you will have to find an open space for you to move freely with no obstructions. You must also have a separate book or paper and a pen. Place this module a distance away, about six metres, from where your book and pen will be. Read the first sentence aloud once and then walk to the desk where you have your book and pen. Write down the sentence you read. Go back again and read the second sentence and repeat the process up to number five. Make sure nothing disturbs your attention during the process.

1. Rudo left home early on Saturday. She never returned home ever since that day.
2. The sergeant said, “Whatever you shall say from now on shall be used against you in a court of law.”
3. The boy was so dark in complexion to an extent that the students nicknamed him Boiler man.
4. “What a surprise!” exclaimed my cousin when the party ended.
5. As soon as the referee blew the final whistle, all the supporters flocked into the field celebrating their team’s win.

It is time for us to mark your work. Check whether the two sentences are the same. Penalise for every spelling error and any other errors in the sentences you wrote. It is important that every time you write you must exercise caution and proofread to minimise errors. Where you failed to get the correct answer, try to identify the cause. If you had many errors, then you need to practice grammar more.

**Activity 11.1.4**

Continue the same game in the activity above with the following words and phrases and see if you will get them correct. You may read each word more than once.
1. Modern
2. Forty
3. Occurred
4. Unconscious
5. Receive
6. In charge of
7. Disappearance
8. Miscellaneous
9. Secretarial
10. Mysterious

**Activity 11.1.5**

How were the two games? We hope you got good practise for pronouncing and writing correct words. In this last part of this section find a phone or gadget that you can use to record your voice. As you read through all the sentences and words you wrote in the two activities above, record your voice with your phone. Read each sentence and word twice. Pause for about 5 seconds between the two readings. Before you move to another word or sentence pause for ten seconds. Make sure your pronunciation is perfect and clear. What do you think you must do next?

After recording you can now listen to the voice recording and write down what you hear. This time I believe you will get everything right. Pause the recording long enough to finish writing each word or sentence. Enjoy this game! Check your work again using the approach in the previous activities.

**11.2 Making announcements**

You have done a lot of practise in speaking in this module. Some activities you did under listening still overlap to cover speaking for example, the activities in this unit under listening. You had to speak clearly and pronounce words correctly. Let us continue in this section practising speaking.
What is an announcement? This word comes from the word announce meaning the same as advertise broadcast, make known and reveal. Therefore, an announcement is any important communication of information directed to a specific audience. An announcement is similar to any other public communication because when it is made the voice must be audible enough for people to hear. It must also be loud and clear so that listeners get the correct information.

Consider this brief definition of the word announcement: Have you ever made an announcement in your life? Was it well received by your audience? When making an announcement you need to be creative in some cases for your message to be listened to for example when sending a warning that some people may not like to hear or may resist. Look at the following advert:

This is an example of effective communication. What, in this advert, do you think will make a chain smoker regret and stop smoking? We believe you also said it is the damaged lungs. Yes definitely! Why the lungs? They now look like a bird’s nest or grass that is sun scorched and the only thing left is that they crumble down meaning death of the person. Thus, this message has been made clear. If it was too simple smokers might have ignored it. Can you create an announcement sending a warning now?

In some cases you must be simple and straightforward. The most important consideration is that the message must not be distorted. It must serve the purpose for which you created it only. Let us create announcements together now so that you practise delivering them before an imagined audience.
Activity 11.2.1
The department you work under in a company has assigned you to move around your location alerting the people on the impending cyclone. We have created the following announcement for you. Can you move around delivering the announcement? Decide what tone you must use. Make sure it is heard. Pronounce the words correctly. This will give good practice in speaking. Write the advert in the space below:

CYCLONE IDAI – HELL HAS NO FURY LIKE THIS CYCLONE.
FLEE TO PLACES 100KMS FROM THIS AREA.
YOUR HOUSE WILL NOT SERVE YOU.
YOUR CATTLE WILL NOT SERVE YOU.
YOUR PROPERTY IS NOTHING.
FLEE FOR YOUR LIFE!!

Activity 11.2.2
Choose a situation you would like to use in this activity. What announcement can you make or message can you convey to people about the situation? Think about this and then plan. When you have your message start creating a very way you can use to relay the message. Remember the message shall be delivered through word of mouth but it must be attractive, clear and meaningful.

You may create as many announcements as you have time to and practice speaking by delivering these to imagined audiences.
11.3 Neglected indigenous food

Which crops are mainly grown in your local area farms? Do young people take part in farming or preparation of traditional food? In the following passage you shall read about indigenous crops and main staple crops. It is slightly longer than the passages you have been reading earlier on. We hope that your reading speed has increased from the day you started unit 1. Make notes on indigenous food crops as you go through the passage. Now let us read silently.

Read the following passage

Paragraph 1
The UN Food and Agriculture Organisation of the United Nations (FAO), which is headed by the Senegalese-born Jacques Diouf, estimates that over 800 million people do not meet their daily required energy needs from their diets. But that is not the worst of it. Millions of people around the world and particularly in sub-Saharan Africa suffer more acute malnutrition during transitory or seasonal food insecurity.

Paragraph 2
Around the world, the vast majority of people rely heavily on the trio of wheat, rice and maize. In fact, over 50% of the global requirement for proteins and calories is met by these three foods, according to the FAO. But what if humanity was able to add another three or four more important food crops to its list? It could
happen. And if it does, chances are that these new crops will come from arid or semi-arid parts of Africa, South Asia, and Southeast Asia, where they would first be commercialised. Underutilised food crops (also called neglected or indigenous crops) are plant species that are little used, or which were grown traditionally but have fallen into disuse. These species have been proved to have food or energy value, and were widely cultivated in the past or are currently being cultivated in a limited geographical area.

**Paragraph 3**
Furthermore, such crop species have enormous potential for contributing to improved financial situation, food security and nutrition and for combating “hidden hunger” caused by micronutrient (vitamin and mineral) deficiencies. These crops also consist of local and traditional varieties or wild species whose distribution, biology, cultivation and uses are poorly documented. Underutilised crops are strongly linked to the cultural heritage of their place of origin; and tend to be adapted to specific agro-ecological niches and marginal land.

It is estimated that globally, over 7,000 wild plant species have been grown or collected, but amazingly, only less than 150 have been commercialised. And out of this the world’s food needs are provided for by just 30 species of plant.

**Paragraph 4**
But throughout sub-Saharan Africa, for example, there are more than 2,000 native grains, legumes, roots, vegetable, cereals, fruits and other food crops that have been feeding people for thousands of years. Placing too much reliance on just a few crops is risky even at the best of times, especially in developing regions, which are presently almost twice as dependent on wheat, rice and corn as richer nations. Much else can go wrong including crop failure, civil wars, commodity price fluctuation, climate change leading to destabilised food crop production, etc.

**Paragraph 5**
Furthermore, the “Green Revolution” is said to be reaching its limits in generating the ever-increasing amounts of food needed to feed a growing global population. It’s a warning that Professor M. S. Swaminathan, one of the Green Revolution’s leaders, and now chairman of the non-profit NGO trust, M. S. Swaminathan Research Foundation in India, gave farmers in the developing world 40 years ago. “I cautioned our farmers that single varieties, genetic homogeneity-these are the words I used- would increase vulnerability to pest and disease. Therefore you must have varietal diversity, you must conserve agro-biodiversity,” he says.

However, crucial problems exist. Some of the shortcomings in harnessing these neglected food crop species to feed the world’s poor are based on sheer ignorance. Surprisingly, mainstream international science as well as people living outside the rural regions of the world, have had little knowledge about these forgotten species. Furthermore, there has been loss of traditional knowledge in growing such plants.
“If we see the farmer who is more than 50 or 60 years old, he still recalls the traditional farming systems in his memory,” says Dr Oliver King, senior scientist at the M. S. Swaminathan Research Foundation, referring to millet farmers of the Kolli Hills in the Tamil Nadu region of India. “But when you interact with the younger girls or boys or younger youths, they really don’t know about the farming system for millet. It’s a kind of cultural erosion.” Food insecurity is routine fact of life for many of the world’s poorest people in the best of times, and the global food crisis, which has been brought about by a combination of food scarcity and rising food prices, has only made matters worse.

As the food crisis is not about to disappear any time soon, scientists are searching for new ways to utilise these neglected food crops. Among other things these forgotten species could be essential components in helping to diversify farming systems in the developing world and thus contribute to global food security. In recent years, however, neglected food crops have come out of the shadows and are moving fast into the limelight of rural development in some Least Developed Countries (LDCs) in East Africa and elsewhere. Several national research systems are supporting research on these forgotten species, though by no means to the same extent as research on industrial and staple crops such as palm oil, rubber, cocoa, tea, wheat, and rice. Never the less, global efforts are underway to get these forgotten species onto the research and development track so that they can be improved, cultivated, sold and consumed once again.

Some of the organisations that have supported the research and development of indigenous crops include ACIAR (Australia), CTA, DFID (UK), the international Fund for Agriculture Development (IFAD), the Mac Knight Foundation, the Syngenta Foundation and USAID.

Research into the utilisation of Africa’s neglected crops was boosted in late 2008 with the launch of a new organisation called Crops for the Future, which is set to further explore the potential of underutilised food species in the developing world. The establishment of Crops for the Future came about through a merger of the Rome-based Global Facilitation Unit Saharan Africa. Scientists at the University of Nottingham believe that it may well be the future of vegetables protein in countries with particularly dry climates. It is a crop that grows where other legumes cannot. “What is significant, and what is unusual about it, of course, is that it is drought-tolerate and is grown in areas which are too dry for other legumes,” says Dr Azam-Ali of the University of Nottingham, “and that’s very important because most people`s food, certainly in developing countries, comes from vegetable protein, so you need a source of this in a dry climate. Bambara Groundnut provides that.”

Funded by the European Union, researchers at the University of Nottingham have carried out highly targeted research on Bambara Groundnut using special climate-controlled greenhouses.
Paragraph 9
Computer modelling based on their research and field experiments predicts that the crop could be suitable for a number of locations outside Africa. But it is not only Bambara Groundnuts that is making a comeback. In Kenya, a recent study identified 57 indigenous fruits species in Mwingi District and showed that wild fruits from a key safety net for rural Kenyans during times of food shortage. Kenya is also reintroducing Africa Leafy Vegetables (ALV) to urban areas. Indigenous food crops might also have strong export value to Western countries. Proponents of the “Slow Food” movement, an international association that aims to counteract the “Fast Food” culture, also seek to protect cultural identities linked to food and gastronomic traditions worldwide. The movement was founded by Carlo Petrini in Italy in 1986. It has more than 800 local groups in 50 countries.

Paragraph 10
Some neglected non-food crops have also proved beneficial to Africa’s agricultural sector. There are several examples of oil-producing crops that can be used for cosmetics. Some of them double as food crops as well. The Shear butter tree is West Africa is a good example. There are also many plants with medical properties for further production, especially by small-scale products. So why have African scientists rarely looked to their neglected indigenous crops to provide solutions to their food needs and for exports.

Paragraph 11
“One of the issues is that government funding is usually provided for the main staple crops and only small amounts of funding are available to research the potential of new crops,” says Dr Hannah Jaenicke, Global Coordinator at Crops for the Future. “Whilst there are a number of researchers looking into indigenous crops, the hurdles to overcome are plenty: selections need to be made, production and propagation systems to be studied, seeds or seedlings to be produced in significant quantities and a good quality.”

Paragraph 12
Dr Jaenicke also mentioned that often large distances need to be covered to the research sites, which are usually located in less accessible parts of the country. Furthermore, it is also a matter of perception by the African crop scientists themselves: they see indigenous crops as old-fashioned and less attractive to the “sophisticated” urban population. “It is important to address all of these issues through raising awareness using information that is based on solid data. This is one of the priority mandate areas of Crops for the Future,” says Dr Jaenicke.

By Curtis Abrahama from New African magazine March 2011
Activity 11.3.1
Did you find the story interesting? What did you learn about indigenous crops and main staple crops such as wheat and rice? Consider Zimbabwe as a case study: Our staple crop is maize. Are we utilising indigenous food crops effectively? How can indigenous food crops help in boosting our economy and the lives of the people? Write down your clearly explained points, you will use them later in the unit.

Activity 11.3.2: Word and phrase study
This article is quite informative and well researched. It is also rich in vocabulary. With reference to the passage, answer the following questions for comprehension and vocabulary improvement. Probing tips have been added to help guide you.

1. Millions of people in sub-Saharan Africa suffer more acute malnutrition during seasonal food insecurity.  
   [1]

2. Before you give your answer think of what is meant by malnutrition? It’s shortage of a nutrient or some nutrient in a person’s diet. The writer says this shortage is “acute” in seasons where food is scarce / little in sub-Saharan Africa. What do you think “acute” means?

3. Indigenous food crops are underutilised in the world. Why is the author saying they are underutilised?

4. What is meant by commercialised?

5. Indigenous crops are said to be an example of cultural heritage in Africa. List any 2 examples of cultural heritage in Zimbabwe. Of what importance are they to the people of Zimbabwe.  
   [4]

6. Genetic homogeneity increases vulnerability to pest and diseases. Explain the meaning of these two words.  
   [2]

7. What is meant by the phrase “sheer ignorance”  
   [1]

8. Food insecurity is a routine fact of life for many of the world’s poorest people. Use this word in your own sentence to show that you understand it.  
   [1]

9. People living outside the rural regions of the world have little knowledge about these forgotten species. What other word can we use in place of species?  
   [1]

10. National research systems are supporting research on these forgotten species, though by no means to the same extent as research on staple crops. Substitute this phrase. Make sure your answer fits perfectly and grammatically.  
    [1]
11. The launch of crops for future origin boosted Africa’s utilisation of indigenous crops. Explain the meaning of the underlined word. [1]

12. Why do you think African scientists have neglected research into indigenous crops. Suggest any 3 reasons. [3]

We hope you now have a good understanding of the passage. These vocabulary questions were meant to help you comprehend the passage. Write your corrections before you move on to the next activity.

Activity 11.3.3: Summary writing
In unit 2 you were introduced to summary writing and you have been practising it since then. Do you still remember the steps to follow when writing a summary? If you have forgotten refer to unit 2 of this module and then attempt the following question.

The passage outlines neglected indigenous crops and main staple crops. Write a summary of the advantages and limitations of indigenous crops. In your summary remember to specify the indigenous crops that have been highlighted in the passage.

Use only material from paragraph 5 up to the end of paragraph 10.
Your summary, which should be in continuous writing (not note form), must not be longer than 160 words, including the given 10 words. Each word should be written in a separate box. If you make a mistake, cancel the words and write the correct words in the same box above or next to the cancelled words.
Write your summary on this grid putting one word in each of the cells. We have given you the opening sentence. So, continue by fitting in the first point of your summary. Make sure your first point fits in grammatically.

Indigenous crop species have potential to ...
When you are done use the points at the back of the module to mark your work. Each correct point scores a mark. How many points did you tick? For every grammatical mistake deduct half a mark. What is your total mark? If your mark is above fifteen then you are a star! For any mark between ten fourteen, we can give you a round of applause for the good attempt. Make sure you aim higher next time. If you got any mark that is below ten then you still need to do more reading practise and revision. Do not get too worried, you did not fail! There are more practise activities in this module which shall help you improve your skills. Continue to the next activity.
Activity 11.3.4

Besides indigenous food crops, the passage outlines indigenous crops that can be grown for other uses such as production of oil and medicine. Are there any important indigenous plants that are planted in your community for uses other than food? Conduct research on any indigenous plants in your local area that were or are still being grown or used for anything other than food. Compile the information and create a table in your book where you will in turn enter the information. as shown below.

Informative writing

You were introduced to report writing in unit four. What are the most important aspects of report writing? Refer to unit four writing section as well. It is important to master the layout of report writing because it is a formal document therefore; you have to use the correct format always when writing it.

Let us reflect briefly and help you remember:
A report is based on facts not opinions. It communicates what happened. In the report you wrote in unit 4 this was emphasised.

The introduction simply advances the major purpose of the report. The reader should know the subject of the report in this part. Remember this is not imaginative writing but factual writing. Use simple and clear language!
The body outlines and explains the reasons for report writing in a deeper way. The reporter may include examples to clarify on certain facts but make sure you limit your details to relevant facts only. Information in a report is usually arranged in order of importance with the most important information coming first. Alternatively, you might choose to order your points by complexity or time.

In the conclusion the reporter gives a summary of the report and also makes recommendations and suggestions.

We have taken you through a brief reminder on report writing. Is there any part of a report which you find difficult to develop? Refer to unit 4 for more help on report writing. Now do the following activity.

**Activity 11.4.1**
The report you shall write in this section should be highly informative. In the reading section on the previous page you were assigned to gather data on indigenous plants and food crops in your local community. Did you fill in the two tables with notes? We hope you did because this activity needs that information. If you did not, then first do the research before you continue.

Imagine you are a research officer in the department of agriculture in your community. Using the notes you made from the information you gathered from research, write a detailed report to the Minister of Agriculture giving advice on which plants and crops you think your community should farm. Clearly explain the reasons why you think these indigenous plants and crops will be of great benefit to the community and to the nation. Write the report in the space provided below.

Some parts have been written for you. Continue from there and do this in correct grammar. Only include relevant material and valid reasons. Remember a report is an official document written for official purposes. Remember to create clear paragraphs. Now you can begin:

Title: .......................................................... .......................................................... ..........................................................

Date: ..........................................

To: The Minister of Agriculture

From: .......................................................... ..........................................................

The Agriculture research department in Matabeleland north province embarked on a thorough investigation of indigenous plants and food crops in this area. In this report therefore, we made recommendations on which plants and crops can be of significant benefit to the province.

From our research, ...
Did you manage to fit in all your major points? Did you proof read your report? Make sure you edit and correct all mistakes so that the Minister does not miss the meaning of what you intend to communicate. Did you use linking words? Ask a friend to read it aloud to you as you listen. This will help you check whether all sentences are clear and grammatically correct.

Activity 11.4.2

A report can be based on a graph as well. Which types of graphs do you know? List them down. In this activity we shall refer to the following bar graph:

The following bar graph shows the enrolment patterns at Thekwane high school in the past four years. As the head of the school you have been asked by the District Schools Inspector to write a report describing the enrolment patterns. Write the report.

**THEKWANE HIGH ENROLMENT PATTERN**

![Bar graph showing enrolment patterns at Thekwane high school](image)

Here is a suggested approach to help you: Study the graph very carefully and make sure you understand it very well. Let us help you interpret the graph: the vertical axis presents total number of students who were enrolled at Thekwane yet the horizontal axis presents the time in years. We gave you the key on the right hand side of the graph – which shows that the two blue bars represent boys then the red represents girls.

Now that you know all this let us look at each pair of the bars and get the correct reading in terms of years and the number of pupils it represents. For example, In 2015 Thekwane high had one hundred boys and two hundred girls giving us a total of three hundred. Is this difficult to find? Can you continue with the interpretation up to 2018. Write down the descriptions of the bars in the following spaces:
Make sure you have accurate readings of each bar so that your report is not distorted. As you write your work make sure all figures are written in words, except for years.

What we have done so far is to help you interpret the graph. It is important because in writing your report you must demonstrate your understanding of the graph. You must also jot down points as you study the graph. It is also important that you fit in relevant points that are not immediately suggested by the graph for example one may add causes of the drop in enrolment and solutions to curb such.

Are you in a position to write the report now? I would like to believe you are. If not, what difficulties do you think you have? I suggest that you refresh then go through the activity again with a fresh mind. Also, you may refer to the basics of report writing given in this section. After this write a complete report of about 250-300 words in length.

**Adverbs**

What is an adverb? Do you still remember the definition of an adjective? Refer to it before you go through this section to avoid confusion. An adverb is another important part of speech. It is a word that modifies a verb, and adjective or another adverb. By the way what is a verb? It is a word that shows action. An adjective is a word that is used to describe a noun or pronoun. We only included these definitions to remind you what you did but in this part of the unit we want to focus on adverbs.

While adjective modifies nouns and pronouns, an adverb modifies verbs, adjectives and other adverbs. Bear this in mind always to avoid confusing adverbs and adjectives.

When an adverb modifies a verb, it will answer any one of the following questions:

Where? When? How? To what extent?

However, when an adverb modifies an adjective or another adverb, it answers the question To what extent? This adverb mainly specifies the degree or intensity of the modified adjective or adverb. Degree or intensity means the extent of greatness, amount or strength. This adverb is usually referred to as an intensifier.
Activity 11.5.1
Study the following examples and attempt the few questions given within the examples.

A. Adverbs modifying verbs

Where -The family went inside. (The verb went is modified by the adverb inside)
The bus was parked there. (there is the adverb that modifies the verb parked)

When – I’ll bring you the book soon. (the adverb soon modifies the verb bring)
Roy never came home again. (Identify the adverb and the verb it modifies)

How – The storm struck swiftly. (swiftly is the adverb. Which verb does it modify?)
The head officially announced it. (Identify the adverb and the verb that is modified)

To what extent – My father always did it right. (identify the adverb and verb it modifies)
We did not fully understand the question. (identify the adverb and verb it modifies)

B. Adverbs modifying adjectives

It was the most enjoyable trip. (most is the adverb which modifies adjective enjoyable).
The attempt was quite bad. (identify the adverb and adjective that is modified).

C. Adverbs modifying adverbs

The people moved rather cautiously. (The adverb rather modifies the adverb cautiously.)
Cristiano Ronaldo is not completely finished. (identify the adverb that modifies another adverb).

Activity 11.5.2

Are the examples above clear enough? If you think there is something you did not understand, revisit the part and read slowly and repetitively until you understand.
Guided by the examples we gave you, can you try to think of other examples of adverbs. List them in your own book. You may as well create sentences and try to identify verbs, adjectives and adverbs that are modified by those adverbs. It is always important to know these parts of speech so that you create grammatically correct sentences.

**Activity 11.5.3**
From the following sentences, write down each adverb and the word or words it modifies.

1. The streets have become rather crowded recently.
2. My pupils rarely answer essay questions in Literature.
3. I have never seen such a huge man.
4. Africans hardly pay lobola in full.
5. Careful drivers seldom exceed the speed limits in busy roads.
6. The form fours did not really understand English until they were given a new teacher.
7. Justice is a very common name in Zimbabwe.
8. When he saw the lion, he suddenly turned and ran.
9. We left early.
10. Mother walked into the baby’s room more quietly.

You may write your answers in your book. You may create a table for a neat presentation.

**Activity 11.5.4**
Using the following adverbs, create your own sentences. Make sure they are grammatically correct. You may as well identify the words that they describe.

1. In no way
2. Not often
3. Scarcely
4. Up
5. Longer
6. High
7. Fast
8. Inside
9. Later
10. Down.

**Reflection**
Unit 11 ends here. We hope you learnt a lot in this unit. Reflect on what you have covered. What do you recall about the interviews you conducted? What principles should be considered in an interview?
During the speaking practice session you created announcements. How did your audience or those who overheard you speaking react? Do you think you can now make a major announcement before a large audience? Brace for one anytime soon.

What was your experience when you carried out your research on indigenous plants and crops? Can you apply the knowledge you learnt and be productive? Give it a try.

Did you fully understand the part on adverbs? If you still have any problems in identifying adverbs and using them in sentences, refer to the last section again.

**Summary**
This unit covered listening through interviews and dialogues. You were exposed to situations where you experienced interaction with prominent people and you also assumed the position of a celebrity. We hope you learnt a lot about interviews from that experience. Continue reading more dialogues.

You also practised speaking through making announcements. These also included adverts to help broaden your knowledge on sending messages. Keep reading more on communication and watching the television for a wider understanding.

You did word meanings and report writing both based on a passage about indigenous food and plants. If you have a problem with any of the two revisit the section and read. Also refer to other units with such activities for revision.

Finally, we looked at adverbs. We hope you have mastered the definition and different types of adverbs. If you have forgotten read again. If you have English language textbooks you may as well refer to them for more exercises.

**Unit 11: Expected answers**

**Word and phrase study**

1. Acute – severe/serious/critical/grave
2. According to research many people use staple food crops and do not have knowledge on the farming of indigenous crops.
3. Sold for profit/ trade mainly for profit
4. The great Zimbabwe ruins and The Victoria falls.
   Historical importance – saves as a record of how our ancestors lived
   Tourist attraction
5. Homogeneity – sameness/similarity
   Vulnerability – exposure/ susceptibility/
6. Serious lack of knowledge/ utter lack of knowledge
7. Any grammatical sentence which shows the meaning of routine as dull, repetitive and tedious must be correct.
8. Types/kinds
9. By no means - Not at all/not in the least bit/in no way/absolutely not
10. Increased/enhanced/furthered/improved/
11. Lack of funding as government tends to fund production of staple crops
    Large distances to be covered during research deter researchers in Africa
    Some parts of the countries with indigenous crops are inaccessible
    Indigenous crops are seen as old-fashioned and less attractive to the urban population

Summary points
1. Enormous potential for contributing to improved financial situations.
2. Improve food security.
3. Nutrition
4. Combating lack of vitamins and minerals.
5. They are a cultural heritage in place of their origin.
7. Essential in helping to diversify farming systems in the developing world.
8. Contribute to global food security.
9. Moving fast into the limelight of rural development.
11. Future of vegetable protein in countries with particularly dry climates.
12. Can grow where other legumes cannot grow in dry areas.
15. Indigenous have strong export value to the west.
16. Oil-producing crops could be used for cosmetics (shea butter tree).
17. Some plants have medicinal properties.

Answers to activity 11.5.3

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Word it modifies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recently</td>
<td>Crowded</td>
</tr>
<tr>
<td>Rarely</td>
<td>Answer</td>
</tr>
<tr>
<td>Never</td>
<td>Seen</td>
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<td>Hardly</td>
<td>Pay</td>
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<tr>
<td>Seldom</td>
<td>Exceed</td>
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<td>Really</td>
<td>Understand</td>
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<tr>
<td>Very</td>
<td>Common</td>
</tr>
<tr>
<td>Suddenly</td>
<td>Turned</td>
</tr>
<tr>
<td>Early</td>
<td>Left</td>
</tr>
<tr>
<td>More quietly</td>
<td>Walked</td>
</tr>
</tbody>
</table>
Unit 12: Adventure across Africa

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12.5 Punctuation and commands

Introduction
Do you still remember what you learnt about in previous units? Yes, we hope so because you have been revising continuously. Now, in this unit you shall learn how to describe events and processes. Isn’t you have had experiences whereby you had to explain a process to others? Yes, you have explained the process of how to cook sadza or how to milk a cow. You also shall learn reading techniques of skimming and scanning. These shall help you in looking for information from passages and other reading materials. Have you ever gone on an expedition or a long journey just to explore and learn more about places? In this unit you shall read a comprehension passage of boys who went on a journey and experienced challenges, but were able to overcome. Do you still remember the types of compositions you have done so far? Yes, you still do as you had a creative writing session in the previous units. In this unit, you shall learn how to write a discursive or an informative composition whereby you shall apply writing skills learnt prior to this unit. In supporting language structures, you shall enjoy using punctuation marks which will sharpen your sentence construction skills. Some of the skills you shall learn will consolidate previously learnt skills as well as learn new concepts.

Tip: Read the following objectives carefully before attempting any activity so that you know what is expected of you.

Objectives
After going through this Unit, you shall be able to:
• describe events and processes
• skim and scan for information from given passages
• identify key points for the summary using different reading skills
• make notes as you go through given passages
• demonstrate creative writing skills in discursive/ informative composition writing
• use punctuation marks correctly in sentence construction
Key words
Below is a list of some words you may be unfamiliar with. Read and understand the definitions:
Selective listening – Choosing to listen to what you want only.
Purposeful listening – Listening for specific information from a passage read out to you.
Punctuation – These are marks used in sentence construction and convey the intended meaning.

Time: You must spend a total of eight (8) hours studying this Unit.

Study skills
In this Unit, you are expected to use the following study skills:

Skimming – Going through a text to understand its meaning.
Scanning – Quickly reading through the text to identify key points.
Silent reading – Reading the text quietly for concentration so as to understand the passage.

12.1 Purposeful and selective listening skills
You have been having listening skills sessions in the previous units and your listening skills have been sharpened. In this unit, you shall learn about listening comprehension and making a summary of the passage read to you. Remember, it is important always to listen attentively so that you do not miss or misquote points.

Purposeful listening
Do you know that you have been listening to people talking among themselves or even talking to you? Are you aware of the skills you have been using to listen? Now, let us look at each skill and see how you have been using it unconsciously.
Purposeful listening requires you to pay attention to hear the message the other person is conveying. It is a process of making meaning of what is being communicated. It helps you to understand instructions, directions, processes and many others. Can you think of an activity where you listened attentively to grasp all the information which was important? Of course you have been paying attention throughout the units covered so far. You have been using the skill called purposeful listening. You have listened to dialogues, news broadcasts, radio programmes, audios and conversations. Remember that purposeful listening helps you to understand fully the message being conveyed. It requires your full attention so that you do not miss or misquote information. Now let us see if you can purposefully listen for information from the following activity. Always have your note book handy for you to jot down all important ideas.
Now ask your friend or family member to read to you three paragraphs about snakes twice. The passage contains an argument point of view. Your reader will pause at the end of each paragraph. Listen carefully and try to remember the main points and the arguments in each paragraph. Here are some of the clues: the first sentence in a paragraph tells you what the main point of the paragraph will be. In the passage you will hear, the first sentence is Snakes do not hunt men… The next sentence begins There are several good reasons for this…… The information suggests that the rest of the passage will explain what the reasons are. If the sentence begins with However, we can expect the writer to begin a new kind of information, perhaps something that contradicts what he or she has already said.

Now listen carefully as the passage is read to you and jot down all important points needed to summarise the passage. Remember the passage shall be read to you twice so that you pick those points you might have missed the first time.

Our fear of snakes

Paragraph 1
Snakes do not hunt men. There are several good reasons for this, especially from the snake’s point of view. Firstly, snakes cannot take a bite of their victims and therefore have to swallow them whole. In the eyes of a snake a man is an enormous creature and far too large to eat. Secondly, a human being remains alive far longer than the snake’s usual victims even after they have been bitten. An enemy who refuses to die immediately and who may even fight back is not an attractive enemy. This is why most snakes avoid us and creep away into bushes, holes and crevices if given a chance to do so. Even if they do approach us, they will not necessarily be aggressive.
Paragraph 2
However, accidents do sometimes happen. For example, people are bitten when they step on snakes in long grass, when they disturb a branch on which a snake is lying. Also accidents happen when people try to catch snake and force the reptiles to defend themselves. As a general rule, the best way of avoiding a snake bite is to run away from the snake.

Paragraph 3
People are often afraid of snakes. One reason for this is that they believe that snakes are fast moving creatures. This is simply not true and no snake can run as fast as a man. In one report a black mamba, which is supposed to be the fastest snake, was timed with a stop watch and it moved at twelve kilometres an hour. Human beings can easily improve on this and for short distances we can manage between twenty and thirty kilometres an hour. This is then another good reason why snakes leave us alone. They could not catch us even if they wanted to.

Now, that you have listened to the passage and understood the point of view of the writer, do you like snakes? I hope this information on snakes has helped you understand the myth about snakes. Now answer the following questions based on the passage.

Activity 12.1.1
1. Give three reasons why snakes do not attack men.
2. Explain how accidents sometimes happen. Give examples.
3. What information does the passage give us about the speed at which snakes move?
4. Write a general overview of what you think about snakes as stated in the passage

Now that you have answered the above questions, read the passage again on your own and mark the exercise. Did you get all the answers correct? Yes we believe so as you had listened attentively to the reader. If you did not do well, do not worry with constant practice you will do well.

Activity 12.1.2
Now that you enjoyed reading about snakes, we want you to research on another animal and write a summary on its characteristics and how men have been having myth about it. Remember you only include important points only. A summary is just main ideas only.
Selective listening

Can you guess how this skill is used now that you have done selective listening? You could be right as selective listening occurs when you choose to hear what you want only. This normally happens when you listen for information that you want and discard the rest. Do you sometimes do that? Of course it is normal, but the danger is you might also miss out on important information as you select. We normally do selective listening when people talk to us and show no interest on their conversation.

More practice activity 12.1.3
Now we want you to study the diagram of a human ear. Do you know how our ear is like inside? Today you are going to have a science lesson as you shall learn more about this body part. Remember we use ears to listen for information as a result it is important to know how it functions. Listen carefully and attentively as your friend or family member reads the passage to you. Now use the skill of note taking to capture all important points you will need to attempt the activity that will follow.

Our sense of hearing
The sense of hearing is one of our five senses. Sound consists of vibrations in the air. These vibrations are called sound waves. These first enter the outer ear- this is the part you can see, and travel down the ear canal until they reach the eardrum. The eardrum is a tightly starched membrane or skin, which act just like animal skin which forms part of a traditional drum. The sound waves then pass through the series of small bones- this area is called the middle ear- until they reach the inner ear which is deep inside our heads. This inner ear is filled with liquid. The sound waves have come through the outer and middle ear now cause vibrations in this liquid. The vibrations send messages through the nervous system to the brain. The brain interprets what the message of the sound wave means.
**Activity 12.1.4**
Instructions: Now look at the diagram of the human ear again carefully. Listen to the passage again. Now we want you to label the different parts of the ear correctly:

1. the outer ear
2. sound waves
3. eardrum
4. inner ear
5. middle ear
6. nerves
7. brain

Now answer the following questions. Do not look at the passage.

1. Sound waves are……………
   (a) one of our senses.
   (b) vibrations in the air.
   (c) the part you can see.

2. Sound enters the outer ear and then passes……
   (a) into the inner ear.
   (b) down the ear canal to the eardrum.
   (c) down the ear canal to a traditional drum.

3. The series of small bones are in the ….
   (a) the middle ear.
   (b) deep inside our heads.
   (c) a liquid.

4. How do the vibrations finally get to the brain?
   (a) Through the nervous system.
   (b) In a written passage.
   (c) Through the middle ear.

Now that you have listened to the passage being read to you, have labelled the diagram correctly and answered the four questions, what other new information have you learnt about the ear? Have you realised that it is important to know our body parts and how they function?

**Project activity 12.1.5**
Research and study any human body part and clearly state how it functions. Draw a clearly labelled diagram of the part you would have chosen.
12.2 Descriptions of processes and events.
What comes into your mind when you read this topic? Of course you recall this topic which you did in Unit 4, it is good that you still can remember what you have covered so far. Have you realised that our lives revolve around events and processes? Yes every day we explain to others how machines, technology gadgets and recipes work. There is always something new we learn or we are telling others about what we already know or are best at. Now in this section we are going to describe processes of machines as well sport. Have you ever heard of how the golden oldies used to play their music? What was the gadget they used called? Of course they really enjoyed their music as much as this generation does.

Description of a process

Now the following instructions explain how to operate a record player. Study them carefully. Look at the diagram and make sure you understand the names of the different parts of the machine.

Instruction for use
Make sure the power is turned on at the switch. When power is on, the red light appears. To operate the unit automatically: move the speed control against the required speed -33, 38 or 78 rpm. Lift the control arm. Put the record on the turntable. Move the starting lever to the AUTO position and hold there for a moment until the turntable begins to rotate. Allow the lever to return gently to the START position, the pickup arm will move automatically onto the record. Adjust the volume and tone controls to your satisfaction.

Taking care of your record collection
Before you play a record, make sure the stylus is clean and free of dust. Always clean a record before playing. Use the special cloth provided. Always store your records in an upright position. Always store records in a place which is not in direct sunlight. Always return a record to its sleeve after playing.
I hope you enjoyed reading about the music instrument and how it works. If you ask the elders in your community they will gladly tell you how they used to play their music. Can you see the difference that is there now compared to then? Can you see that the emphasis is on how you should take care of the record? This shows that it is important for you to follow instructions. I want you to read again the two paragraphs and understand them and then attempt the activity that follows.

**Activity 12.2.1**

Imagine you receive a record player as a birthday present. You and your friend talk about how to operate it. Complete the following dialogue with suitable phrases from the two paragraphs on the record player so that the dialogue makes sense.

Simon: Ok I’ve plugged it in. It should work now.
Jerald: Nothing’s happened. The red light should come on.
Simon: **Hang on**
Jerald: I’ll do it. Is that better?
Simon: Yes…………………………………………… That means there’s power in the machine.
Jerald: What do we do now?
Simon: Choose the record ……………………………………..
Jerald: Let’s play “The Power of Love”.
Simon: ……………………………………………………….
Jerald: Brenda Fassie. Didn’t you know that?
Simon: I’d forgotten. Right. We’ll play that. What do I do? Look at the instructions.
Jerald: First we choose the speed. What is it? (He looks on the record). It’s a 45.
Simon: Right. The speed control is on 78. …………………………….. Ok, that’s done. Now what?
Jerald: ……………Then put the record on the turntable and move the starting lever to the AUTO position.
Simon: I’ve done that. It’s playing. Listen. The music sound odd.
Jerald: ………………………………… That sounds better, doesn’t it?

How did the dialogue progress? Were you able to fill in the gaps with the correct phrases from the paragraphs read? You can still read again and see if you can find answers that you might had missed. Now let us compare your answers with those in the answer box.
Answers

I’ve forgotten to turn the power on
the light’s on now
What shall we play?
Who’s that by?
Let me adjust it
Lift the control arm
You must adjust the tone control

Activity 12.2.2

Talking point
1. What are your favorite songs at the moment?
2. Who are the most popular recording artists today?
3. List the gadgets that you use to play your music.
4. Choose one gadget or machine that is used to play music and explain how it is operated.

Description of an event

In your lifetime you have attended so many events and have described them to others. There are some that excited you and others that made you sad or angry. All the same you would have witnessed them. Can you still remember the skill you learnt on how to write a descriptive and the narrative compositions? You had to describe events and characters, now I want you to use the same knowledge in describing the event in this section. Remember descriptive language creates a vivid picture of what you are talking about.

I want you to study the following picture and describe what could have happened. Do you do sports? What is your favorite sport? Today we are going to explore boxing. Have you ever watched a boxing match? Yes today you shall be at the arena watching a boxing match and then report for the local newspaper how the matched progressed.
Activity 12.3.3
The Champions Boxing match
Now, the match finally ended. How was it? Did you enjoy the match and who was your favourite sportsman? Sport is meant for entertainment and discipline. You can even research on different types of sports and make a portfolio about them so that others can read your findings.

Figure 12.1

12.3 Summary writing
Do you still remember the skills you have learnt so far on reading? Of course each unit has study skills which you must acquire or sharpen. Today we are going to look at a few skills that you must possess for you to be an effective reader. Do you know that for you to be able to locate information in a passage, you need to be equipped with a skill? Skills are necessary for you to be swift and accurate in your reading. Now let us look at them one by one. Remember that these skills must be applied in all the units in this module.

Skimming
How have you been reading the newspaper, novels and the comprehension passages done so far in all the unit in general? Yes, you just quickly looked at the title of the unit and the activities, before you took your time to go through the unit in detail. Do you know that you were using a reading skill which is important in reading? True this is called skimming whereby you quickly read to find specific details within the unit or passage. You must think about the title, headings and topic sentences as they are the main ideas. Yes the main idea should become clear when you skim. You can read the first and last sentences of a paragraph which is a good skimming technique.

Now quickly skim the comprehension passage on ‘Adventure across Africa’ and identify the following information:
Activity 12.3.1
1. How many boys were on a journey?
2. State the danger the boys had been exposed to earlier on.
3. What made the road monotonous?
4. Why did dew grow on their clothes?
5. Why did the baby elephant let out a squeal of pain?

Scanning
Scanning is one of the skills you have been using for a long time. Can you guess how you have been using it? I hope you guessed right, yes you have been using it to find specific details from a passage. Remember you have read some passages so far in the previous unit and you have been able to use different skills to find information. Key words are most important when scanning. Specific details can also be found when using scanning technique. When scanning a passage make sure that you know the key words in the question so that you can find the key words in the passage. For instance if you are looking for problems in passage, the key word is problems, so you look for problems as you scan through the passage and you highlight them either by underlining or by ticking them. Make sure that you use this skill and always practise using it so that you can perfect it. Now that you know what scanning is, we want you to go through the notes again and attempt the following question based on the passage below entitled ‘Adventure across Africa’.

Activity 12.3.2
What made it difficult for the boys to ford the river? (read from Paragraph 3 to the end of the passage)

Note making
How have you been keeping record of what you learnt? We assume you have a note book where you record everything which you learn. This is a good practice as it teaches you the skill of note making. Note making in simply terms is the recording of information so that you can have a reference when a need arises. By taking notes, you only record important points or ideas only. Notes are recorded at meetings, functions and even in lessons. In the units prior to this one, you had been asked to take down notes or points as you participated in the listening sessions. You also took notes for the summary. Now today, you are going to note down all important points for the summary of the passage.
Activity 12.3.3
Explain how the boys were able to build the raft for their Landrover.

Intensive reading
Can you recall what it is? Yes, intensive reading is thoroughly reading a passage to understand the gist of the subject. It involves reading in detail with specific aims and tasks. It requires you to be focused. It is purposeful as it targets certain information. Now you remember how you have been reading comprehension passages to deduce answers and also to find main points for the summary. You always use this skill if you want to fully understand what you are reading about. So today you apply this skill in reading the comprehension passage so that you are able to find correct answers. Remember to use the skills that we have done today so that they consolidate each other. If you use all these together you are good to go. Today I want you to enjoy reading as you apply skills appropriately.

Now read the passage on ‘Adventure across Africa” and apply the skills learnt above and see how easy it is to find answer.
Summary writing
Now have you realised how important it is to acquire reading skills as we interact with different materials? In this section you shall read about boys who were on a journey in a foreign country and faced challenges which they overcame. Have you ever travelled and faced challenges on your journey? How did you solve them? Now, you shall learn how they overcame. You shall also learn new words and get ideas on how to write narrative compositions after you have read the story. Now read the passage and attempt the summary question.

Adventure across Africa
(The passage describes part of a journey undertaken by three boys: Peter, Juma and John (the narrator), from Kenya to Nigeria.)

Paragraph 1.
The drive through the dense jungle of the Congo was part of our journey we least enjoyed. Apart from the fear of getting caught in the fighting again, the jungle soon became oppressive after its novelty wore off. Day after day we drove through a monotonous green tunnel. Tall trees bound together by twisted creepers, high grass and heavy ferns often made impenetrable walls and ceilings to the road. We hardly saw any traffic and we seemed lost in a strange world of twilight and mystery. It was humid and uncomfortable too, so that we did not sleep well at night. Mildew grew on our clothes and other things packed in the Landrover, and even our maps began to disintegrate.

Paragraph 2.
There was a myriad of insects as well: spiders, flies gigantic ants and mosquitoes seemed to be lurking everywhere to make meal of us. There were moments of fun though. For instance, there was an incident when a baby elephant came sniffing around the Landrover. After it started exploring our breakfast area it let out a squeal of pain as its sensitive trunk found the kettle. Fortunately for us, the baby elephant made off at top speed, and we did not encounter any of its relatives.

Paragraph 3.
The worst scare of all came when we reached a swiftly flowing river. We could see the ferry, charred and useless, lying on the other side. Trying to ford that river would have been impossible. Peter now fell into one of his I-told-you-so moods that we found exasperating, but he soon terminated his grumbling. The only thing was to turn to make a raft.

Paragraph 4.
Peter and I set off along the river bank to find a village to seek help. We returned in two enormous canoes- great tree trunks hallowed out and roughly hewn to shape- which the villagers had agreed to lend us provided that we did not damaged them. The current ran was very strong on our back and it took half a dozen villagers to paddle each of the clumsy, heavy canoes against it. Once we arrived we set about
cutting the poles with which to build the raft. We had only one small axe and in the oppressive humidity we were panting from exhaustion. By the end of the day we had got six poles ready. For the next four days we were tormented by interminable pain from sand fly bite as we laboured to cut enough poles.

**Paragraph 5.**
Eventually the raft was completed, and we were ready to load, or so we thought. After a lot of tugging and levering we got the raft back into the water, lashed it to the canoes and prepared to bring the Landrover down on it. But no sooner were the front wheels of the vehicle on the improvised ferry than the contraption began to settle in the water which had risen almost over the sides of the canoes. Our Landrover was apparently too heavy for the makeshift raft. If I drove it right on, the raft on the Landrover would both sink.

**Paragraph 6.**
What could we do? It was Juma who hit on the solution to our predicament. He remembered seeing a ferry on a previous river crossing with big empty oil drums lashed all along both sides to give extra buoyancy. The six villagers with us knew of another settlement accessible by a dirt road where we might be able to obtain some drums. After a drive of forty kilometres to this other village I succeeded in hiring six enormous drums.

**Paragraph 7.**
Soon we had modified our raft, securing the oil drums to the sides of the canoes. The raft now stood noticeably higher in the water and hardly sank down at all when we jumped up and down. Even when we pushed the Landrover tentatively on to the raft the canoes remained above the water level. The current, however, was still swift and turbulent, and we had a much clumsier and heavier craft to manoeuvre. It seemed the only way out of our quandary was to resort to the use of a guide rope to pull the raft from one side of the river to the other and to do this we had to rely on the agility of Jocko, our pet monkey, who could jump across with the rope attached to him, as in many places there were trees overhanging the water. But though Jocko was clever he could not tie knots.

**Paragraph 8.**
It was the villagers who came our rescue. One of them beat ad rum and the sound throbbed penetratingly through the trees for a few minutes. We guessed from the uneven rhythm that he was sending a message. Surely enough, when he stopped, three men appeared on the opposite bank and signalled. So the drum had had the desired effect. Jocko was intelligent enough to see what we wanted of him and had in no time leapt between the overhanging trees with a thin string, and the men on the opposite bank pulled the rope across and secured it to a tree. We were becoming more and more confident with each step. After tying the other end of the rope to a tree on our side we were ready to move. Even then we paused, for the best of plans have been known not to work at the last moment. Eventually, though, we inched across the river and touched the opposite bank.
Paragraph 9.
We made a ramp of stones to unload the Landrover, and when it was safely ashore we had to start the tedious business of taking our raft apart to return the borrowed drums and canoes. In the end, we decided we done enough for that day, so we settled down for the night and slept there round the Landrover.
(Adapted from Adventure across Africa, by William Radford and George Preen)

Evaluation of the passage.
Now let us evaluate the passage you read by quickly attempting the following question that shall also be a reminder of what you read.

Activity 12.3.4
1. How many boys were on a journey?
2. How many villagers were with them when they crossed to the other side of the river?
3. What evidence is there to show that these boys enjoyed their expedition?
4. Can you think of a time when you had such an extraordinary experience and you had to find a solution?

Activity 12.3.5
Imagine you are the author and that you have been asked to write an article for a newspaper on the river crossing.

Write an account of the difficulties you faced and how you overcame them with the help of your friends and the villagers. Remember to follow the step on how to write a summary which you learnt in Unit 2 and other units following. Quickly go back to that unit and refresh yourself. Remember to use the reading skills of skimming, scanning and note taking. They will help you find the points easily.

Use only material from Paragraph 4 to end of Paragraph 8. Your account which should be in continuous writing, not note form must not be longer than 160 words including the ten words given.

We began cutting the poles to build a raft but …

Finally you have finished writing the summary, how was the process? I suppose you really enjoyed as you have been writing summaries in the previous units. Go back again and read the passage and see if all the points are included. Remember to revise your work always and make necessary corrections.

12.4 Discursive or Informative composition writing
You have been having a creative writing section in the previous units and have covered quite a number of types of compositions. Can you list them down, how unique are they? Of course it is important that you must differentiate between different types of compositions. Today we are going to look at discursive or
informative composition writing. This type of composition is formal and only requires facts that you would have researched on. Remember in Unit 11 you did a report and learnt that it is written formally and only deals with facts and not opinion. In discursive or informative composition writing, you are to inform and educate others on issues they might not have full information on. This type of writing is not for convincing such as in debate or argumentative, but it is for supplying accurate information. It may inform people about some problems they are not aware of. For example, the outbreak of cholera and how the citizens can curb against its spread and the measures to be taken when they suspect that they are infected. An informative composition looks at both sides of the issue and provides necessary facts to be consumed by the readers. Yes an informative composition's purpose is to provide a reliable and unbiased assessment of the issue.

Remember that the aim of an informative composition is not to impose your opinions or views, but to educate and inform the readers on a specific topic. Note that your discussion must be balanced such that both sides of the topic are catered for. Also keep in mind that a discursive or informative composition is written in formal style. You should always introduce each point in a separate paragraph. Give examples and reasons for each point. Always remember to present the topic with two opposite points of view and provide your opinion in conclusion. The next question you would ask is how do you start an informative composition? Always begin with something that would sound interesting and captivating. Yes, you must provide an explanation to your problem or issue you are educating the readers on.

Activity 12.4.1
Now let us look at the following topic and how you can present your points.

Technology is the blessing of this century. Discuss.

Now when you are given such a topic, the first thing you have to do is to make a table of points. You must have points that support technology and those that do not. Remember this is a discussion or information based composition. Your readers must know the truth about how technology is a blessing and how it is not. Here is an example of how to present your points or ideas. Remember it is supposed to be informative, your opinion is not required, unless you are making a conclusion.

<table>
<thead>
<tr>
<th>Technology a blessing</th>
<th>Technology is not a blessing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information accessibility is made easy</td>
<td>Destructive information can be accessed</td>
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<td></td>
</tr>
</tbody>
</table>
Now that the first points have been given to you, I want you to continue adding more points on the table. Remember your discussion must be balanced. This means that the points on both sides must tally. Your mandate is to educate readers on how “Technology is a blessing of this century.”

**Activity 12.4.2**

Now that you are to make notes on a discursive composition, we want you to attempt any of the following topics. Note that both sides of the topic must be considered and that your opinions are not required. Your mandate is to educate or inform the readers on the subject of discussion.

1. What the young generation needs is discipline. Discuss.
2. Children should not be allowed to choose what they want to learn at school. Discuss.
3. Health is more important than wealth. Discuss.

**12.5 Punctuation and commands**

What came into your mind when you saw the topic? Yes, it is punctuation. You have been punctuating your work from Unit 1 until now. How do you begin and end sentences? Of course you use the capital letter at the beginning and end with a full stop which we call “period.” In this section we are going to learn about punctuation marks and commands. How many punctuation marks do know? Can you quickly write them down? Now as we go through the list of punctuation marks tick those that you got correct. There are fourteen (14) marks that we use in English grammar. However, today we are going to look at the commonly used ones. Here is the list of the punctuation marks, make sure that you know them very well so that you can improve your writing skills.

1. Capital letters- these are used to begin sentences, proper nouns, titles, days of the week, months and many others.
   For example: The river is flowing swiftly.

2. Full stop or period (.)- is placed at the end of a declaration sentence or statements thought to be complete or after abbreviations.
   For example: Lisa went to the movies last night.
   The competition will be held on Monday, Wednesday and Saturday.
3. Question mark (?)- indicates a direct question when placed at the end of a sentence. For example: When are you going fishing?

4. Exclamation mark (!)- is used when a person expresses surprise, emphasis or even anger. For example:” Oh my God!” “I can’t believe this!”

5. Comma (,) is used to show a separation of ideas or elements in a series. For example: Peter, John and James are best friends.

6. Semicolon (;) is used to connect independent clauses. It shows closer relation between clauses and period (full stop). For example: Thamu is a good athlete; she said his to upset him after he lost his title.

7. Colon (:) has three uses: is used when making a list of items on a quotation, when giving an explanation and when giving example or a series of items. For example: When you go camping you require the following items: backpack, tents, water bottles, a map and food supply.

8. Dash and hyphen (-) is used to separate words into a statement or when stating a range. For example: the worst outbreak was in 1992-1994.

9. Hyphen (-) is used to join to or more words to form a compound. For example: well-known, part-time.

10. Brackets .braces and parentheses {}[] these are used to contain further explanations or thoughts in a text. For example: Liberty (the new neighbour) is the leader of the rescue team.

11. Apostrophe, quotation and ellipsis-(') (,"...") an apostrophe is used to indicate a missing letter or letters in a word. For example: can’t

Quotation marks are used to indicate the beginning and end of a text attributed to another especially when you quote another person’s words. For example: “I don’t like going out at night”, said Jane.

Ellipsis is commonly represented by three periods.... or by asterisks**.*

Now that we have done these punctuation marks, complete the following table with the correct punctuation mark.
Activity 12.5.1

<table>
<thead>
<tr>
<th>Punctuation mark</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>This is unacceptable</td>
</tr>
<tr>
<td>2.</td>
<td>I’d go when I get time off</td>
</tr>
<tr>
<td>3.</td>
<td>green blue grey are her favourite colours</td>
</tr>
<tr>
<td>4.</td>
<td>Who was there when it happened</td>
</tr>
<tr>
<td>5.</td>
<td>Woow super</td>
</tr>
<tr>
<td>6.</td>
<td>I will not go said sally sadly</td>
</tr>
<tr>
<td>7.</td>
<td>For the exam you need ruler pen pencil paper and a clock</td>
</tr>
</tbody>
</table>

Now this has been a long lesson on the punctuation marks. I hope you know how to use some of them by now. However we want to use these marks to punctuate sentences.

Let us look at the following types of sentences that use different commands.

1. Imperative sentence gives a command or makes a request and can end with a period or an exclamation mark.
   For example: “Please come here.”

2. Question or interrogative sentence is when questions are asked like when, how, what, who, why.
   For example: When did he go to the hospital?

3. Exclamation sentence emphasises or expresses an emotion or surprise.
   For example: That was a close shave!

4. Statement or declaration expresses an opinion.
   For example: Alice is a very good cook.

This time I want you to work on your own and test your knowledge of punctuation and commands. Here is a short activity where you will identify sentences and place them in the four categories

Activity 12.5.2

Now go back again and revise the punctuation marks and how they are used. Look at the four types of sentences that use different types of punctuation marks to show their meaning. Now I want you to identify these sentences as statement, question, command/request and exclamation.
1. Oh, how tired I am!

2. When do schools next term?

3. Hurry up or we’ll miss the bus

4. To think I’m now 16 years old!

5. Please close all the windows before you leave

6. How many days are there in a leap year?

7. A dictionary is essential for every student of English

8. Babies need their mother’s milk to grow up healthy

9. Gel is really a good athlete

10. What a spectacular display today at the fair!

Activity 12.5.3

Now use the punctuation commands which you have learnt to correctly punctuate the following passage. Remember that any punctuation mark that you use is a command.

gideon mpofu went to the library and borrowed a book called the adventures of a football star he read a few chapters of the book and stopped to take a nap when he woke up he switched on the radion and listened to some music lets go for a walk gideon his sister emily said knocking on his door you’ve been napping all day gideon sat up and said all right im coming gideon and emily went out for a walk along marulla avenue till they got to the baptist youth centre where they stopped to chat to their friends maria martha stella and tom

Reflection

This unit has finally come to an end. I hope you can still recall most of the work you covered. Reflect back to the listening session where you listened purposefully and selectively for information. Do you remember the activities you did?

In speaking you learnt how to describe events and processes. This you shall always do as you interact with your friends and family.

What did you do in reading by the way? Did you closely follow the boys as they went on their journey? Summary writing always has varied question demands, I hope you did not find this one challenging.
How many composition types have you covered so far? Remember in this unit you covered discursive or informative composition writing.

Finally we learnt on punctuation and commands and how each punctuation mark is used.

**Summary**
Unit 12 covered listening through selective and purposeful listening when small passages were read to you and you were supposed to listen for information which you used to fill gaps in activities given.

You also practised speaking through description of events and processes. Keep on practising how to use descriptive language to develop the skills already acquired.

In composition writing, you wrote discursive or informative compositions. Hope you realised how closely related informative is to the argumentative composition writing. Continue researching for facts on different topic to sharpen your skills.

Finally, we looked at punctuation and commands. We hope you mastered on how punctuation marks are used. We hope this will help you sharpen your sentence construction skills.

**Unit 12: Expected Answers**

**Activity 12.1.1**
1. Snakes cannot take a bit of their victims.
   Man is an enormous creature, human beings remain alive for longer than the snake’s victims.
   Men fight back when attacked.
2. When people step on the snakes in long grass or disturb the branch where the snake would be.
   Catch snakes and force them to fight back.
3. Snakes are not as fast as human beings on short distances.

**Activity 12.1.4**
(a) outer ear
(b) sound waves
(c) eardrum
(d) inner ear
(e) middle ear
(f) nerves
(g) the brain
1. b
2. b
3. a
4. a
Activity 12.3.1
1. three
2. being caught in fighting again
3. it was humid
4. it got burnt by the hot kettle

Activity 12.3.5
We had only one small axe

By the end of day we had got six poles ready

Laboured for four days to cut enough poles

Raft was completed and ready to load

We got the raft into the water and lashed it to the canoes and prepared to bring the Landrover down onto it

No sooner had the wheels touched the ferry than the contraption began to settle in the water that risen almost over the sides of the canoes

Landrover was apparently too heavy for the raft

Six villagers knew where to obtain some oil drums

Drove forty kilometres to the village and hired six enormous drums

Modified the raft by securing the oil drums to the sides of the canoes

Raft now stood noticeably higher in the water and hardly sank

Pushed the Landrover tentatively onto the raft, canoes remained above the water. Current swift and turbulent

Had a clumsier and heavier craft to move

Had to use guide rope to pull the raft from one side to the other

Jocko our pet monkey could jump with the rope but could not tie knots

Villagers came to our rescue

Beat a drum and three villagers appeared on the opposite bank and signalled

Jocko leaped between the overhanging trees with a string tied around him
We had tied a thick rope to the end of the string

Men on the opposite bank pulled the rope across and secured it to a tree

We inched across the river and touched the opposite bank

Activity 12.5.1
1. Period/full stop
2. Capital letter, apostrophe, period
3. Capital letter, comma, period
4. Question mark, quotation mark
5. Exclamation mark
6. Quotation marks, comma, capital letter
7. Colon, comma, period.

Activity 12.5.2
1. Exclamation
2. Question
3. Imperative
4. Exclamation
5. Statement/declaration
6. Question
7. Statement/declaration
8. Statement/declaration
9. Imperative
10. Exclamation.

Activity 12.5.3
Gideon Mpofu went to the library and borrowed a book called, The Adventures of a Football Star. He read a few chapters of the book and stopped to take a nap. When he woke up, he switched on the radio and listened to some music. “Let’s go for a walk Gideon”, his sister Emily said knocking on his door. You’ve been napping all day”. Gideon sat up and said “all right, I’m coming”. Gideon and Emily went out for a walk along Marulla Avenue till they got to the Baptist Youth Centre where they stopped to chat to their friend Maria, Martha, Stella and Tom.
Unit 13: Women in society

Contents
13.1 Listening Comprehension
13.2 Debate
13.3 Extensive reading – Women in Society
13.4 Writing a speech – Curriculum Vitae
13.5 Sentence Construction

Introduction
Listening and observing have become part of our day to day activities. Hardly do you spend a day without listening to or observing something. In the past Units, you answered questions on why it is important to listen attentively. In this Unit, you will listen to a variety of media and summarize what you heard. As long as you interact with people, you are bound to debate on certain issues. You did debates in Unit 6 and 9, you still have another debate exercise in this Unit to help you perfect debating skills. In Unit 8 you were introduced to extensive reading where you read an extract of prose and addressed areas like theme, style characterization and setting. In extensive reading, you will come across a variety of texts to read. In this Unit, you will read an extract from drama and look at characterization, setting, plot and themes. You will be expected to write a speech and you will notice the difference between a speech and a report. Are you thinking of seeking for a job after or even before you complete your studies? There is always a Curriculum Vitae that is attached to your application letter. Do not worry, you will learn how to write one. To improve on your sentence construction, there are discourse markers, modifiers, determiners and prepositions. I hope you will enjoy working on this Unit.

Objectives
After going through this unit, you should be able to:
• Answer different types of questions.
• List main ideas from the stories told.
• Select relevant information to answer specific questions.
• Debate on topical and selected cross-cutting issues.
• Summarize a text.
• Compile a Curriculum Vitae/Resume.
• Use appropriate language such as discourse markers, modifiers, determiners and prepositions to improve sentence construction.

Key words
Here is a list of new words you will encounter in this unit:
Plot – it is an outline of the events of a story especially in a novel or drama.
Setting – is the framework in which events happen in a novel or drama taking into account what time, period, place and season the events occur.
Theme – it is the central idea developing from a story. It becomes the subject of talk in a piece of writing and the writer ensures that the plot characters and his style of writing try to bring out the theme clearly.

Characterization – method used to explain the details of a character judging from what that character says, and how that character behaves.

Curriculum Vitae – a detailed profile of an applicant’s personal, academic, professional and work experience, it is usually attached to an application letter.

⏰ Time: You must spend a total of eight (8) hours studying this unit,

📚 Study skills
You need to develop the following study skills as you navigate through this unit content

- Note taking - writing notes in brief as you will be reading.
- Listening attentively – concentrate on the text you are reading
- Reading silently – going through the passage to get the important information

13.1 Listening Comprehension
The word comprehension simply means to understand. When you listen to someone talking or listen to a broadcast, you have to listen carefully so that you understand what is being said. Listening without active hearing is a problem in and out of the classroom set up. At times you have sat listening to someone or to the news being read on radio and television but when asked what was being said, you do not seem to remember what was said.

Here are a few hints to take note of for effective listening.

- Prepare yourself physically and mentally for the exercise. Do not allow other thoughts to come in the way of your listening.
- Take a mental note of what you are going to listen to (what is the subject) as you will lose track when you don’t know the topic under discussion.
- Take notes if necessary in case you will be asked questions, especially after an activity
- When writing notes, you can use the short form or abbreviations and symbols to shorten your writing, the following are some examples: i.e./that is, =/equal to, viz/namely, c/o, care off, pm/afternoon, kg/kilogram

Comprehension

פע.

Activity 13.1.1
Here is a passage to listen to. Find a fluent reader to read the passage for you. The passage will be read once, then as the passage is read for the second time, take note of key points and write down notes as briefly as you can so that you don’t lose the sequence of the story. Do not be tempted to read the story yourself, as this is a listening exercise.
“...the first thing that I had to do was to find my brother Paul. He showed me how to register then I collected my school uniform. I felt really important when I had put on my new short and shirt. I imagined I was in the police or something and I felt like a big man. In fact, I was the youngest student at the place, since most of them were grown men in their twenties. The first letter I wrote home to my mother was to ask her for five dollars to buy tennis shoes. It seemed like an awful lot of money, but I could not go around barefoot. In fact, my mother sent me a big sum of money; fifteen dollars and I bought the tennis shoes and put them on with my khaki shirt and shorts. I sent a photo of myself wearing all that back home. My mother was very proud of me.

(Adapted from:  Focus on English 2: Student’s Book by Jenny Yon: Published by College Press.)

Answer the following questions.
1. Who did the writer look for first?
2. Why did he look for him?
3. The writer had a new uniform but something was lacking what was it?
4. How did he solve the problem of walking barefoot?
5. Why do you think his mother was proud of him?

The questions were quite easy for a listening exercise. Did you get them right?

Here are the expected answers:
1. He looked for his brother Paul.
2. He wanted him to show him how to register.
3. He had no shoes.
4. He wrote to his mother to ask for five dollars to buy tennis shoes.
5. He looked smart in a new uniform and tennis shoes.

Summary
You have written summaries in your reading skills in the previous Units. We believe you understand what a summary is. Do you still remember the hints that you were given in summary writing in the previous units? Here are some of the hints when writing a summary.
• Read the summary question carefully and underline or take note of the key words to the question.
• Listen to the passage with the key words of the question in mind.
• Identify key points as you listen to the passage ensuring that you follow the rubric of the question.
• In your points, leave out examples, lists, adjectives and adverbs as these may increase the number of words which may not be necessary since the summary is governed by the number of words.
• Write a rough draft from your notes and count the number of words.
• If the words are too many, revise and leave out unnecessary detail.
• Write your final draft of the summary with the exact number of words wanted.
Activity 13.1.2
Use the notes that you made as you listened to the text and write a summary of what the writer did from the time he arrived at the new school. Your summary should not be more than 80 words. Write in the first person, “I”.

News broadcast

Activity 13.1.3
Our televisions and radios at home help us a great deal in developing our listening skills. Quite a large number of people listen to the radio or to the news broadcast on television. We know you might have listened to the news broadcast on several occasions, but for study purposes. We want you listen to the news on either television or radio. Take your notebook and write down notes as the news is read. After the news, write a summary of the news in your note book and read to your friend.

Did you manage to pick on the main points and summarise the news? Hopefully you did. Continue to create situations where you do a lot of listening so that you improve your listening skills.

13.2 Debate
From Unit 6 and 9, debate was defined as engaging in an organised argument. The two Units provided a lot of detail on how to conduct a debate on some topical issues. You have successfully debated on some topics and we hope in this Unit you will only enjoy debating on a variety of topics. Can we revisit the key issues you learnt in the previous Units? Do you remember the key people in a debating session? We hope you remembered the mover, the opposer, and the chairperson. In Unit 6, the terms used were affirmative for a mover and non-affirmative for an opposer and the topic under debate was a motion.

What is the role played by the mover, the opposer and the chairperson? If you cannot remember, go back to Unit 9 and refresh your mind on debates. We hope you have not abandoned the debate portfolio you created in Unit 9, where you kept information on topics for debate. Take note that in debating, you aim at convincing the chairperson and your opponents so that your motion is taken. You need to use appropriate vocabulary or words in your presentation, that is, when enumerating your points, additional listing, connectives used to reinforce what has been said, changing the direction of your argument and summing up your argument. We hope all these important points have not escaped your memory.

The words we are referring to are in the first place, firstly, secondly, first and foremost, to add on to, while it can be true that, I believe that... These words will definitely make your debate flow smoothly. Debating calls for confidence when standing before an audience. This confidence is gained through practice and making use of the skills learnt. Refer to Unit 6 in case you might have forgotten.
Activity 13.2.1
Research findings
In Unit 6, you had a research project to carry out. Did you manage to carry out the research? If not, give yourself time to carry out the research on the three topics that you were given, namely:
Unemployment is the cause of immorality in Africa. How true is this statement?
If a person accesses education, then employment is automatic.

There is nothing that the youth can do to relieve people who were affected by Cyclone Idai.

You have gathered information on the above topics. The three topics have room for arguing for and against the topic. We hope you listed your points in that manner since you knew you were researching for a debate.

Choose one topic which you have a lot of information for and against. Identify friends or study mates and hold a debate on the topic. You can share your notes and add them to what you have. Give yourself adequate time as a group and choose a chairperson. You can have an audience if you can or have an imaginary audience.

We believe you held an interesting debate. Were your points convincing to the chairperson and your opponents? Well done if the session was a success.

13.3 Extensive Reading: Women in Society
In Unit 8 in the section on Reading/Signing, you were informed that you will be exposed to a wide variety of reading material. You are now aware of the difference between Intensive and Extensive reading. In Unit 13 you are going to read a text from Drama for your extensive reading. In Unit 8, you read an extract from prose (novel) and in Unit 9 you did referencing where you were exposed to a variety of reference sources. The extract you will read from is a play “She no longer weeps” written by Tsitsi Dangarembga.

You will be expected to outline the plot of the scene, unlike prose, drama is written in Acts and Scenes, and not in Chapters. You will identify the characters and give a description of their personalities from the way they speak and act. You also have the task of identifying the themes and the setting of the drama. Most of the above you did in Unit 8 except giving a plot of the scene. We are confident that in this Unit you will show expertise in analyzing the given scene using the devices assigned as you now have had experience from Unit 8.
Below is an extract from a Drama by Tsitsi Dangarembga, the drama is about a girl, Martha who finds herself pregnant by Freddy at the age of twenty but he does not marry her. Her parents who are highly respected disown her. She finally picks up the broken pieces of her life and leads a successful life as a single mother. Read Act 111 Scene One to appreciate Martha’s experiences with people surrounding her and see how her experiences impact her life.

She no longer weeps

Act III: Scene one

Activity 13.3.1
(Seven years later. The living room of Martha’s large, stylish new house. One door, stage right, leads to the living room from outside. Another door, downstage right, leads to the kitchen, while another door, downstage left, leads to the bedroom. Martha is alone, wrapping children’s clothes and toys in a gift wrapping. Enter Lovemore from outside.)

Lovemore: Hie, Martha.
Martha: Hie, Lovemore.
Lovemore: (Making himself comfortable on the sofa in order to read the newspaper.) How was your day? Any rape cases for you to get your teeth into?
Martha: I don’t deal with cases of rape I am only a junior partner. Anyway, we don’t get rape cases. Can you imagine anybody daring to stand up and admit they’ve been raped?
Lovemore: How about wife-beating?
Martha: You are not being funny Lovemore.
Lovemore: I was only joking.
Martha: I still don’t find it funny.
Lovemore: (Putting down his paper) you don’t find anything funny all the time I have known you, I have never known you to laugh. Have you always been like this or it’s something new. Sometimes I wonder if ever you are able to laugh at anything.
Martha: (Heatedly.) You have no right to judge me. You don’t know what made me what I am so don’t think you can walk into my life and tell me how I ought to be.
Lovemore: I never know anything about you because you never talk about yourself. You should. You should not let everyone see it, you should talk to me.
Martha: It’s none of your business. I’m not the talking type. If you don’t like the way I am, just leave.
Lovemore: I love you the way you are. So I won’t leave.
Martha: (Suddenly opening up.) Did I tell you it was Sarah’s birthday tomorrow? I’ve bought her all these presents and ordered a huge chocolate cake. I told her to bring all her friends after school tomorrow.
Lovemore: Oh! That’s why there are so many presents, you will give them to her friends too.

Martha: What do you mean? They are all for Sarah. I will give her one tonight and then the rest at the party tomorrow.

Lovemore: You can’t be serious how can you give so much for a birthday.

Martha: Sarah has no father, but I am determined, she won’t feel any loss.

Lovemore: I don’t want to interfere, but I really...

Martha: If you don’t want to interfere, then don’t.

Lovemore: You are spoiling this child and you aren’t doing yourself any good either. Just take it easy, she will grow up into a fine woman if you let her.

Martha: (Abruptly,) Look at this dress. Isn’t it sweet? She looks sweet in pink.

Lovemore: You are not listening......

Martha: I think she deserves a lot because all year I have been telling her that if she’s a good girl and does what mummy tells her, that is getting good marks, sticking up to herself at all costs and does not even cry even she gets hurt, I will give her a lot of presents.

Lovemore: That is blackmail.

Martha: But it works. She is turning out into the sort of person I want her to be.

Lovemore: She is?

Martha: Yes she is. Just the other day they had to write an essay about a favourite hero. Do you know whom she wrote about? Teurai Ropa.

Lovemore: Well it’s alright, but you are avoiding the question.

Martha: You mean I don’t want to fight – you’re right.

Lovemore: I don’t have to fight but you have to face the truth, you don’t have to hide your face in the feminist fantasy of yours.

Martha: I don’t have to do anything, I am a woman and you need not tell me anything about women. Now, do you want some tea? (Martha gets up to make some tea) (Lovemore grabs her arm) Let go of me. (She tries to pull away but Lovemore holds firmly) Beat me then if you want to prove that you are a man.

Lovemore: It wouldn’t help, would it? Tell me Martha what is it that you need?

Martha: Don’t get ideas about owning me. Don’t think you can tell me what to do and what not to do. Never interfere with my daughter and me. (There’s a knock at the door, suddenly Martha’s mood changes.) See who is it darling. (Lovemore lets Mrs Mutsika and Mrs Chiwara, the women go and greet Martha.)

Mrs Mutsika: Hello Mrs.., er…Miss…er Martha

Martha: (Shaking hands, smiling) Martha. Not Mrs. .....er… Miss.... er Martha. How do you do?

Mrs Mutsika: Sure Martha. I’m very sorry. (They sit.) Anyway I will get straight to the point. I am Marceline Mutsika, Mrs Mutsika, she is Susan Chiwara, Mrs Chiwara. We represent the Women’s Association for the Protection of the Illegitimate Mother. We call ourselves WAPIM. Lovemore and Martha exchange amused glances)
Mrs Chiwara: You are one yourself. Surely you have heard of us.

Mrs Mutsika: Mrs Chiwara is trying to say that you have suffered this unfortunate experience yourself.

Lovemore: (Rising) Excuse me ladies. (Kissing Martha on the cheek.) See you later. (Martha kisses Lovemore on the cheek while Mrs Chiwara and Mrs Mutsika watch with distaste.) Goodbye.

Martha: Don’t worry, you haven’t sent him away, he doesn’t live here. (The two ladies look at each other with more distaste.) Can I give you tea?

Mrs Mutsika: That would be nice. Thank you. (Martha goes to the kitchen)

Mrs Chiwara: We can’t let her talk to our girls.

Mrs Mutsika: We need her. She has achieved so much for a woman who has had an illegitimate child. She must speak to the girls.

Mrs Chiwara: But she is so rude, so unfriendly. It isn’t our fault she could not find a man.

Mrs Mutsika: She is trying to put us off, but we do need her. (Enter Martha) As I was telling you we have unlucky girls in our care. We would appreciate if you would come and talk to them about how things are for us women and how to overcome the problems. This is a beginning of a struggle.

Martha: Their struggle?

Mrs Mutsika: Yes they will have to struggle for the rest of their lives. We would like you to come and tell them because coming from you they will understand that it is possible to fight and win. (Martha begins to serve tea.)

Martha: What you say is true, but I can’t help am sorry.

Mrs Mutsika: A woman like you could do a lot to improve the condition of such girls. You can stand as a witness, it’s not many women without husbands…. I mean unmarried mothers…, I mean ….am sorry I don’t mean…. 

Mrs Chiwara: You see your story is something like a novel… you were a daughter of a respected pastor…

Martha: Who told you these things?

Mrs Chiwara: It was Rejoice, your schoolmate, she is now Mrs Gwanzura. Her husband is a Doctor. Last month she bought her a car and now she went to England for shopping.

Mrs Mutsika: But this is not what we came to tell you Mrs …. er I mean Martha. We were Saying you were a daughter of a respected pastor….

Martha: I am still his daughter and he is still a pastor.

Mrs Chiwara: But then you went wild

Mrs Mutsika: (Ignoring Mrs Chiwara) You were led astray and fell pregnant when you were only twenty. Seven years later you were a partner of a successful law firm with a beautiful house and a brand new car.

Martha: I don’t see the fact that I went wild as you say….

Mrs Mutsika: As Rejoice says. Understand me am not saying you are loose, but you have a child, and after that….,
Martha: I am sorry I can’t help you. I don’t want to be a public figure. I want to be left alone to live my life, those girls will have to help themselves like we all do, I was abandoned once. I was forced to help myself, it hardened me Mrs Mutsika. Because of that I no longer feel pain or pity or sympathy, and that is fine. I have My own battles to fight with the employer, taxman, and am fighting for all Women. (Phone rings, Martha exits.)

Mrs Mutsika: Hey! She is worse than they say.

(Adapted from “She no longer weeps” by Tsitsi Dangarembga: College Press 2007)

Activity 13.3.2

Now that you have read the passage, did you find it interesting? Did you have any challenges in reading drama? We hope not. There could be unfamiliar words you met, always remember to keep a record of the new vocabulary and meanings so that you can also use the words to improve your creative writing. In this drama you will analyze the characters, identify the theme and sub themes as portrayed by the characters, identify the setting and also give a plot of the scene.

Go back to Unit 8 and read through the definitions of the terms listed below. Now define each of the terms listed below as you understand them from your previous experience without referring to the module.

Characterization

Theme

Setting

We hope you managed to define the three terms. You remembered that characterization is a method used to explain the details about a character. The character’s actions, manner of speech, attitudes feelings and emotions help to develop one’s character. So as you will be tasked to characterize the actors in this drama, what they say, think, feel and how they act will help you develop their character.

Did you manage to define what a theme is? Hopefully, you remembered that a theme is the central idea, which develops from a story. The writer tries to unveil a certain belief about life through his piece of writing. A theme runs through the story with characters, tone and the mood meant to bring out the writer’s belief about life.

The setting of a story is simply identifying where the events took place and at what time and place. The setting also helps to bring about the central theme.
Plot
In the last Unit you did not look at the plot of the story. What do you think this word means in literature? A plot is the author’s arrangement of incidents in a piece of writing, be it prose, poetry or drama. It is a chronological structure, which establishes the setting and conflict, then follows the rising action through a climax where the story reaches its peak and finally concludes by tying the loose ends. The author can also move his story back and forth or use flashbacks. This is when the author informs the reader about events before the opening of the story; this creates suspense in the reader and makes reading quite interesting.

You now have the definitions of the key terms in literature, now using the knowledge that you have, you will carry out activities that will help you understand more and appreciate the drama that you read.

Activity 13.3.3
The plot: Act III Scene one

In this section, you will be answering the questions like, “what actually happens in the drama, what are the major events in the drama, which parts of the drama are exciting and moving?” In writing a plot, what is important is for you to follow the sequence of events.

Briefly describe in 300 words what happened after the WAPIM representatives entered Martha’s house up to the end of the scene when Martha’s phone rings.

Activity 13.3.4
Theme: Act III Scene one

Having read Act III Scene one in, “She no longer weeps”, did you manage to come up with a theme that runs through the scene? From what the characters show in their behaviour, speech, and attitudes, you can easily tell what the writer is trying to unveil on what goes on in the society. This theme runs through the whole drama in the three Acts. The writer makes it a point to unveil his theme in each scene to fulfil his purpose.

Let me assist you by informing you that the main theme of the scene that you read is “Feminism.” Do you understand what feminism means? In simple terms, feminism can be defined as: “The theory of equality of sexes socially, economically and politically.” It is also an organized activity on behalf of women’s rights, interest and their own emancipation as most women look down upon themselves thinking men are superior than them. In this Unit, our working definition will take feminism as how men consider women and how women see each other in society.

As was highlighted in Unit 8, the author will use characters, language and the plot to bring out clearly his motive. There are sub-themes that will emerge in order to bring out the theme.
Read through Act III Scene one again and try to identify some sub-themes that build up the theme of feminism.

**Example**

<table>
<thead>
<tr>
<th>Societal stereotypes - women without husbands seen as prostitutes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- women not reporting rape because it is very embarrassing</td>
</tr>
</tbody>
</table>

There are a number of issues in the text, read carefully and make use of all the characters – what they say and do will assist you.

Now that you have identified the sub themes, support your observations using examples from the passage. You may start like this;

Societal stereotyping is one of the sub-themes that are revealed in the drama in scene one. For example, Lovemore, asks Martha a lawyer, if she had any reports on rape. Surprisingly, she says – Can you imagine someone daring to stand up and admit that they have been raped? Much too embarrassing. Already this shows that women will ever protect male molesters at their own peril.

The task is easy isn’t it? We have made an easy start for you; now continue writing your observations in good English as you have done sentence constructions in your language exercises.

**Activity 13.3.5**

**Setting**

In the last exercise on extensive reading in unit 8, you were asked to identify the setting of the story about Sam. The exercise was not difficult. You were able to identify the setting as rural, and the period was during the war. The events unfolded during the night when the situation was tense. In this Unit, you will do the same exercise using your previous experience. Remember the setting is not only physical but also temporal i.e. day time, year and season and it can also be historical where reference can be before or after the war of independence.

Identify the setting where the drama takes place. Make reference to particular incidents from the text to support your answer.
The exercise should have given you an opportunity to read intensively so as to pick all the finer details that show the setting of the drama.

**Characterization**
The actor's way of talking, attitude towards other people and things around, mood, dress and behaviour has a lot to say about one’s character. The scene you just read has very interesting characters. Can you successfully describe their character?

**Activity 13.3.6**
Identify all the characters in Act III scene one and characterize them as revealed in the passage. You are advised to give evidence from the passage why you believe their character is as you describe it.

We suppose you have gone through all the activities in extensive reading. Are there any questions that you have not attempted? Please give yourself time and try them. There is no harm in discussing with friends if they are available, discussions are quite healthy. Continue reading a variety of novels, plays and poems using the devices you learnt to analyze the content.

### 13.4 Writing a Speech and Curriculum Vitae

**Guided composition - Speech**
You have had an experience of writing a variety of Guided compositions so far. In the previous units, you wrote compositions based on statistics, letters, reports and a newspaper article. There are still a variety of topics to come. In this unit you will write a Prepared speech for a known occasion. You may want to answer the question: what do speakers attempt to achieve in speeches? There are three different purposes of presenting speeches namely:

- To inform, this is when the speaker’s aim is to explain issues, describe, and teach.
- To persuade, changing the audience’s beliefs or to try and maintain the practices your listeners already have.
- To entertain, here one can move away from the topic to help the audience release tension and laugh as the speaker brings humor to his subject.

If you know your audience well, there is no harm in combining the above. Do you know the different occasions where speeches are presented. Just try to list them. Yes, we hope you said Speech and Prize giving days at school and in field days, funerals, church gatherings, youth meetings clubs, the list is endless. The fact that one will be presenting a prepared speech means it cannot be impromptu, there is need to plan and get relevant information. There are steps that one needs to follow in order to write a good speech namely:

- Know the type of people you will talk to so that you are relevant in content and in the use of registers. Avoid big words which will not be understood by your audience
- What is the purpose of your speech, what do you want the people to know at the end of your presentation?
- Research on what you want to present on internet and varied media. If it means interviewing friends, family, teachers and any other relevant people, do so.
- Organize your points logically.

Like any other composition, free or guided, your speech should have a Topic. It should have three main parts, that is, the introduction, body and conclusion.

What is expected in the each of the three aspects mentioned above?

Introduction of a speech

There is an acronym that will help you remember what is expected in an introduction, it is “GASP”

G – Greetings
A – Acknowledge your audience
S – Self-introduction
P – Purpose

Here is an example of an introduction of a speech presented at a school. The audience are parents and students who need to understand what the Updated curriculum is all about.

TOPIC: The introduction of the new curriculum and its relevance to learners.

Good morning ladies and gentlemen and all the learners gathered here for this important meeting. I would like to acknowledge the presence of the School Development Committee, the Head of the school Mr Mhlanga, the Deputy head, teachers, parents, the prefects body and all learners. My name as has been introduced is Mrs Makombe, the Schools Inspector for Mwera District. I have come following an invitation by the school to come and explain what the Updated curriculum is all about and its advantages to the learners over the Old curriculum. I hope you will benefit from my presentation and embrace this new development.

Task: Please try to complete the speech in your own words.

Body of the speech

Earlier on we made reference to the need for research on the topic for presentation as well as logically organizing the points researched, which are sometimes called pegs. The body can be in several paragraphs depending on the information collected. There is need to amplify the pegs. Usually a test question will provide the pegs for you to organize them into paragraphs. It is a must that the pegs are elaborated to earn high marks and it is also a must to add your own ideas to boost the pegs given. The whole composition is written in a conversational way, as if you are talking to a live audience.
Conclusion
To be very effective, your speech should not end suddenly. You should provide a closure that ties ideas together so that the audience remains with something they have learnt. Thank your audience for listening.

Use of connecting words
There is need to use connecting words that tie the thoughts of the speech together. It also helps ideas flow from one to the next smoothly. These include words and phrases like:
- First and foremost, next, finally or...we have looked at the arguments for....
- Now let us turn to...
These and some connectives will keep the audience placed in the speech by relating the various points to one another and the speech as a whole. I hope the above hints will assist you in writing a good speech.

Activity 13.4.1
Using the background information on writing a speech, you are expected to write a speech which should be between 300 – 350 words.

Exercise
As the head boy at one of the High Schools in your area, your school head has asked you to present a speech on the theme “Leadership Qualities” at a meeting of newly appointed prefects. Prepare a speech and write it following the guidelines above. Use the notes given below and add any relevant points of your own.
- respectable
- ability to communicate
- firmness
- good decision making skills
- approachable
- be a role model
How did you find the composition? Easy! Isn’t it.?

Activity 13.4.2
Curriculum Vitae
Have you ever heard or seen a Curriculum Vitae? In short it is also known as a CV or Resume.

A CV or Resume is defined as an outline or summary of a person’s academic and professional history which is prepared and attached to job applications, also known as biographical data. You do not have to put all the details in an application letter as the CV has all the finer details. A C.V. has all the personal details, academic and professional qualifications, work experience if any, positions held and hobbies.
Below is a sample of a CV for Sukoluhle Moyo which she submitted together with her application as a Till Operator. This CV is a very simple one where the applicant is still fresh from school without much experience. CVs will differ in content due to ones working experience and exposure to various areas in life. You will see a much detailed type of a CV in unit 16.

Have you studied the CV in the next page? I hope you realized that the CV has all the relevant information about a person. It may not be very necessary to include all the details in an application letter except for examination purposes and school work. There should be two referees who should not be chosen just for fun. These are the people who know you and can give your prospective employer correct information about you. It would be best to choose your tutor if you have never worked or your supervisors at work if you have worked before.

CURRICULUM VITAE

NAME    Sukoluhle Moyo
ADDRESS    21 Jongwe drive, Eiffel Flats. Kadoma
TELEPHONE   0682133324
DATE OF BIRTH   26 March 1999
PLACE OF BIRTH   Gokwe General Hospital
MARITAL STATUS   Single

EDUCATION
SCHOOL          YEARS       LEVEL
Zibowa Primary   2005 to 2011  Grade 1 to Grade 7
Zibowa Secondary 2012 to 2015  Form 1 to Form 4

SUBJECTS PASSED AT ‘O’ LEVEL

SUBJECT     GRADE
ENGLISH     A
INT SCIENCE    B
MATHS     A
HISTORY     B
COMPUTERS    A
GEOGRAPHY    C
SHONA     B

WORK EXPERIENCE   Worked as an Accounts clerk at Kadoma city council in 2017
HOME LANGUAGE:   Ndebele (also speaks Shona, English and Venda fluently)
OTHER QUALIFICATIONS: Leadership skills certificate
POSITIONS HELD:   Head girl, Interact club chairperson
An advert appeared in The Sunday Mail dated 29 July 2019, it read

WANTED
A qualified Shop Manager
Minimum qualification of Business Studies
Marketing or Equivalent
Interested applicants to apply and attach detailed C.V.s to

The Manager
Tsotso Holdings
Box 453
Harare
Closing date for applications: 15 August 2019

Write an application in response to the advert and attach your CV or Resume, which should have relevant information for the post applied for.

I believe this was a very good exercise. Did you find it exciting? You are already in the mood for job seeking.

13.5 Sentence Construction
In this Unit the Supporting Language structures will help you to construct complex sentences using different structures. You will also use prepositions in a variety of ways to show the position of people and objects, as complex prepositions, prepositions of time and prepositional phrases.

Discourse Markers
Discourse markers are sometimes called signals because of their functions in sentences. These are phrases or words which tell you what information to expect in the next sentence as they explain the connection and relationship in between sentences. They also stand as conjunctions joining two sentences or ideas. Discourse markers also remove the monotony of reading short sentences that could be improved by joining them. Signals indicate the functions they have in sentences, e.g.
Function | Signal/Discourse marker
---|---
Addition words | first, another point, also, finally in addition to
Emphasis words | it is important to note, remember that, the point is
Change of direction | however, in contrast, but, on the other hand

The list is long, other functions are, explanation, cause, reason, example, conclusion, comparison, contrast and result.

**Research:** Can you find examples of discourse markers that match the functions.

Here are a few examples of sentences where discourse markers have been used:
- Mrs Munyoro is a very cruel woman. Actually, she sent her maid away when it was raining. (reason)
- The increase in numbers, however, has not affected the feeding programme. (contrast)
- Furthermore, boys are molesting the girls as they come home. (additional)

**Activity 13.5.1**
Fill in the correct discourse markers in the following paragraph.

Education in Zimbabwe takes a big portion of the budget (1), it takes over 20% of the budget. (2) to the huge demand for education, schools increased after independence. (3), many schools were established. The increase in numbers, (4) has not been matched by the quality of education. (5), a number of teachers were untrained and books were not available. (6), an unhealthy imbalance exists where urban schools have teachers while rural and farm schools have no teachers.(7) government needs to reduce its expenditure, the budget on education will be trimmed. (8) other ministries, education has the biggest number of employees.

( unlike, furthermore, since, for instance, actually, due to, as a result, owing to)

Where do you think you can make use of discourse markers in the skills learnt? You wrote a speech in this Unit, did you not use some of the discourse markers? These will be useful not only in speeches but also in debates and argumentative compositions.

**Modifiers**
In simple terms modifiers are words that qualify nouns and verbs. These can be adjectives, adverbs, demonstratives and prepositional phrases. They can be removed without affecting the sentence, e.g.
The girl was holding a red ball.  to  The girl was holding a ball.
A modifier is meant to clearly modify the word or phrase it is intended.  However, some modifying phrases can be wrongly placed and end up changing the meaning of the sentence completely. Such modifiers are called dangling modifiers and they negatively affect your composition.

Example
Dangling:  Barking at the moon all night, the baby was woken by the dog. (It seems the baby is barking in this sentence)

Correct:  The dog, which was barking all night, woke the baby up.
Barking all the night - modifies the dog but if it is wrongly placed it modifies the baby.

Activity 13.5.2
Now correct the following sentences with dangling modifiers
1. Trying to cut the burglar bar, the policeman saw the thief.
2. At about eight weeks old, you should take your puppy home.
3. Ruling the country well, most of the industries developed.
4. Answering all the questions, the examiner gave the candidate an A
5. Coiled neatly around a tree, the farmer failed to see a snake.
6. In that condition, you should keep the puppy.
7. Climbing in through the roof, the house was robbed by thieves.
8. Lying on a glass table, Alice sees a tiny gold key.

It is important to identify the noun or phrase that is being modified so as to write meaningful sentences. You may have to add some words to properly reconstruct the sentences.

Determiners
Determiners are a group of words that introduce a noun, they come before any adjective. They are required before a singular noun but they are optional when introducing plural nouns. Listed below are examples of determiners with their corresponding singular and plural countable nouns.
When determiners are used before pronouns like "their, them, our" the word "of" is added before the pronoun, for example:
- Some of them were stolen.
- Both of your silver cups were in the cupboard.
- None of her books were handed in.
- Plenty of Aunt Mary's roses were red.
- You can also use determiners with "more" e.g.
- Do you have some more of those glasses?
- There is a lot more of your tomatoes.
- We have several more puppies in the kennel.

**Activity 13.5.3**

Fill in the gaps with correct determiners
1. …… houses and buildings were destroyed ……… years ago. (which, a lot of, a few)
2. ………… cattle have died as a result of ………. drought. (few, a, a large number of)
3. Have you ……… more of ……. pens which they use for marking? (those, lots, some)
4. There are …… mosquitoes in ……. area because of the swamps. (some, lots of, that)
5. Someone gave him … oranges, but he could not finish… of them. (all of, lots of, any)
6. I have been here…times, but ………time I come, the place is changed (every, many, several)
7. Many patients have … faith in the doctor, for he has ……. skill (some, a lot of, much)
8. I measured out ……flour and added……. salt. (a little, some, enough)
Prepositions
You now know what prepositions are, you had a long exercise on prepositions in Unit 6. They not only tell us the position of objects and people but also have a wide range of usage and meaning. For example, they are used:
- In phrases of time and place, e.g. I ran up the hill/ I will see you on Tuesday.
- As part of verb phrases, e.g. I cannot make him out.
- As part of complex prepositions, e.g. James was in charge of his guests.
- In noun phrases, e.g. She has a talent for exaggeration.
- In idiomatic expressions, e.g. he is always in debt.
- With adjectives, e.g. He is very fluent in English.

Activity 13.5.4
Now complete each of the sentences with a suitable complex preposition from the list given below.
1. ........ the heavy rains, the Cup Final was a thrilling game
2. ........ the terms of agreement, we exported 5000 kilograms of maize.
3. I bought a Japanese car ........... An American one.
4. My interpretation of the evidence is ........... yours
5. ........ emergency, ring the police, fire or ambulance.
6. We raised a substantial amount of money ........... A local charity.
7. The Minister accepted the money ........... the Government.
8. We all voted ........... abolishing school uniforms.

On behalf of    in spite of    in accordance with    in aid of
In favor of    in preference to    at odds with    in case of

I hope you managed to complete the exercise very well. Make use of the new structures in all your speech and composition writing.

Reflection
What a lot of content you have covered in this Unit, isn’t it? I hope you have grasped all that was entailed in the five skills. I want you to reflect on the story you listened to in the listening activity. What were the hints you were given in attentive listening? Did the debate exercise teach you to make meaningful arguments?

You have had a taste of reading literature texts, do you find extensive reading exciting or you would rather read passages for comprehension. My wish is that you make a collection of novels, poems, drama, and plays to improve your language and improve your writing skills. Aim at being a writer yourself. Is there any difference between a speech and a report? I hope you identified the differences and similarities. You have written an application letter before, did you find it beneficial to write both an application and a C.V or Resume?

This Unit was full of supporting language structures, four of them. I hope you have gained a lot so as to improve the way you construct your sentences?
Summary
In this Unit you listened to a story with specific instructions for your summary. The hints you were given did not only benefit you in your exercise but in life where you will always listen to give accurate and precise information. You enjoyed reading the drama. There was a lot to learn on issues concerning women, how they are viewed in society against men and how they view themselves. Honestly you should have come up with your own view on these stereotypes. The background information on speech writing and compiling a C.V was quite detailed.

Unit 13: Expected Answers
13.3 Extensive reading

Activity 13.3.3 The Plot

Key points on the Plot:
- Martha prepares birthday presents as Lovemore comes in.
- Discussion between Lovemore and Martha revealing how women disadvantage themselves to maintain ‘dignity’ in the face of society. Heated debate which reveals Martha’s character and Lovemore’s character and views on bringing up a child.
- Visit by WAPIM representatives and their attitude towards Lovemore and Martha’s relationship. The revelation of their view on unmarried women and success.
- Contrasting views on their role in the organization and how they view unmarried women.
- Their view of success in life.
- Martha’s attitude towards WAPIM and how she should manage her life.
- the women exit Martha’s house.

Themes

Activity 13.3.4

Societal Stereotypes
- Unmarried women are seen as outcasts from the way Mrs Mutsika and Mrs Chiwara talk to Martha. Martha’s success in life as a single mother is a wonder in the eyes of the society. Women would rather not report rape cases as it is an embarrassment. They would rather suffer quietly at the expense of men.

Superiority and pride
- Martha feels superior than anyone else around her. She does not take anyone’s advice and she thinks is always right. Mrs Mutsika and Mrs Chiwara also think highly of themselves because of their marriage status.
Sarcasm
- The way the two women talk to Martha as being a pastor’s daughter is very sarcastic. They are actually saying she is a disgrace by getting pregnant at a young age out of wedlock. They also ask Martha what happened after she was dumped by Freddy. Their motive is to show that she is loose by having other relationships.

Dishonesty
- WAPIM representatives came as if to seek help and advice for the girls and yet they had come to spy on her. They did not in any way have respect for her that would make her a role model. Instead, they looked down upon her. Martha also views WAPIM as a dishonest organization who take care of prostitutes. Martha views her parents as dishonest who do not live what they preach fordumping her after her mistake.

Bitterness
- Martha is a bitter woman who has grown to success despite all odds. The people around her including her parents have betrayed her and made her suffer being an outcast. She has no respect for them in the way she speaks. Life has actually hardened her. She does not even respect Lovemore who has genuine love for her because of what she went through.

Activity 13.3.5
Setting
The setting of the drama is in the urban low-density areas. Events happen in a flashy modern house with many rooms. The economy is stable where a young single mother could manage to go to university to further her studies and became a lawyer without her parents help. Parents are still not liberated enough to accept their children when they make mistakes. They value how people see them at the expense of their children’s welfare. It is during post-independence where there are a lot of organizations trying to help disadvantaged girls.

Characterization
Activity 13.3.6
The characters are:

Martha
Very outspoken and free to speak her mind. Very rude and does not select her words. Very influential as she wants her daughter to take her stance on the way she views life. She has no respect for men as superior. She is a very determined young lady and progressive at age 27.
Mrs Chiwara
She has a disregard for unmarried women, believes one can only succeed because she is married. She gossips a lot and talks about people’s private lives. She keeps no secrets as she later reveals that Rejoice is the one who told her about Martha’s life. Lacks genuineness in what she does.

Mrs Mutsika
She also has distaste for unmarried women. She lacks genuineness in what she does as she seeks advice from a person she really does not admire. She has no confidence in herself as a woman as she thinks respect and progress comes with being ‘Mrs’. She has a passion for the girls in their organization as she looks for people to inspire them.

Lovemore
Very loving gentleman who is genuine in all he does. Tolerates Martha’s tempers and actually tells her she loves her as she is. He is an advisor. He has respect for people as he opts to leave to give the women their chance.

13.5 Language Structures
Discourse markers

Activity 13.5.1

1. Actually 2. Owing to 3. As a result 4. However
5. For instance 6. Furthermore 7. Since 8. Unlike

Modifiers

Activity 13.5.2

1. The policeman saw the thief trying to cut the burglar bar
2. You should take your puppy home at about 8 weeks old.
3. Most of the industries developed by ruling the country well.
4. The examiner gave the candidate an A for answering all the questions well.
5. The farmer failed to see a snake that was neatly coiled around a tree.
6. You should keep the puppy in that condition.
7. Climbing in through the roof, the thieves robbed the house.
8. Alice sees a tiny gold key lying on a glass table.
Activity 13.5.3

Determiners
1. a lot of/a few
2. A large number of/a
3. lots/those
4. some/that
5. lots of/all of
6. several/every
7. much/a lot of
8. enough/a little

Prepositions
1. In spite of
2. In accordance with
3. In preference to
4. At odds with
5. In case of
6. In aid of
7. On behalf of
8. In favour of