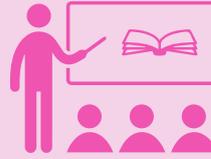




ZIMBABWE

**Ministry of Primary and  
Secondary Education**



# English Language Module

## Level II

### Volume 2



Lifelong and  
Continuing Education  
2020



# 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!

# Table of Contents

Introduction	I
Acknowledgements	II
How to use this module	III
<b>Unit 14 The Environment</b>	<b>1</b>
14.1 Announcements and messages	2
14.2 Impromptu and Prepared Speeches	4
14.2.1 Prepared speech	4
 14.2.2 Impromptu speech	7
 14.3 Reading- Types of questions	8
14.4 Informal letter	13
14.5 Direct and Indirect speech	15
Unit 15 Revision and Assessment test	20
15.1 Following directions and instructions	22
15.2 Children's rights	22
15.3 Creative writing	23
15.4 Comprehension, Summary and Supporting Language Structures	25
<b>Unit 16 Pains of Growing up</b>	<b>32</b>
16.1 Conversations, dialogues and interviews	33
16.2 Registers	35
16.3 Comprehension work: Paraphrasing and summarising	38
16.4 Memo, Curriculum Vitae and Article	44
16.5 Forming Nouns by using Suffixes	51
<b>Unit 17: Broken promises</b>	<b>60</b>
17.1 Dictation	61
17.2 Conservation of natural resources	64
17.3 Broken promises	65
17.4 A report based on a pie chart.	70
17.5 Proper and common nouns	72
<b>Unit 18: Ospreys</b>	<b>77</b>
18.1 Purposeful listening- Dialogues	78
18.2 Invitations, complaints and complements	80
18.3 Summary skills	82
18.4 Narrative composition	87
18.5 Sentence construction: clauses and punctuation	89
<b>Unit 19 The Victoria Falls</b>	<b>96</b>
19.1 Listening comprehension	97
19.2 Pronunciation	98
19.3 Referencing	100
19.4 Speech writing	103
19.5 Types of sentences	105

<b>Unit 20: Assessment Test 4</b>	<b>109</b>
20.1 Purposeful listening	113
20.2 Dialogue: Telephone conversation.	115
20.3 Composition writing	115
20.4 Comprehension reading:	116
<b>Unit 21 Drought in Zimbabwe</b>	<b>126</b>
21.1 Listening comprehension	127
21.2 Register- Appropriateness of expression	129
21.3 Reading-simple recall, inferential questions, word meanings and summary writing	131
21.4 Paragraph unity	137
21.5 Verbs- The active and the passive voice	139
<b>Unit 22: Advertising</b>	<b>144</b>
22.1 Describing a girl	145
22.2 Describing people, events and the environment.	147
22.3 Advertising	151
22.4 Report based on a graph.	158
22.5. Phrasal Verbs and Auxiliary verbs	161
<b>Unit 23 Angels of mercy</b>	<b>169</b>
23.1 Anxious Days	170
23.2 Describing events	171
23.3 Angels of Mercy	172
23.4 Discursive writing	179
23.5 Punctuation	180
23.5 Punctuation	186
<b>Unit 24 The Ragamuffin</b>	<b>187</b>
24.1 A radio interview	188
24:2 Degrees of formality	189
24:3 Poetry: The Ragamuffin	190
24.4 An article	194
24.5 The complex sentence	195
<b>Unit 25: Summative Assessment: Examination Practice</b>	<b>201</b>
25.1 General examination guidelines	202
25.1.1 Guidelines for Section A: Free Composition Writing	203
25.1.2 Guidelines for Section B: Guided Composition writing.	203
25.1.3 Important instructions you need to follow:	204
25.2 Paper 1 Examinations	204
25.3 Paper 2 Examination guidelines	208
25.5 Comments for the whole examination	215
<b>References</b>	<b>219</b>

# Unit 14 The Environment

## Contents

- 14.1 Announcements and messages
- 14.2 Impromptu and prepared speeches
- 14.3 Reading
- 14.4 Informal letter writing
- 14.5 Direct and indirect speech

## Introduction

In this unit you are going to listen to announcements and messages to sharpen your listening skills. When you go through activities on listening skills, you will learn how to listen for important points or information. Not only that, the same activities will make you present announcements on gatherings or on various media. I hope you will enjoy doing impromptu and unprepared speeches on speaking skills. These will make you a powerful speaker when you address people on gatherings. The aspects of impromptu and unprepared speeches will also go a long way in preparing you to write speeches in examinations as you are going to see in the following Units. Simple recall, inferential, contextual and summary questions on reading skills will be dealt with in comprehension work. On writing skills, you will be looking at informal letters. You should be happy because this will help you to communicate you're your friends and relatives. Lastly, on language structures, you will look at direct and indirect speech. These structures of language will enhance your linguistic ability in both spoken and written English.

## Objectives

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

- repeat announcements
- relay messages
- answer different types of comprehension questions
- deliver prepared and impromptu speeches
- write an informal letter
- use direct and indirect speech in sentences

## Key words

Impromptu-with little or no preparation

Speech-communication by word of mouth

 **Time: You should study this unit in eight (8) hours.**

## Study skills

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

- **Listening attentively**
- **Speaking proficiently**
- **Note taking**
- **Writing coherently**

### 14.1 Announcements and messages

In our everyday societies, you have heard people making announcements on occasions such as funerals, church gatherings, wedding ceremonies and many others. Can you try to recall any event where these announcements were made. Don't restrict yourself to real life experiences because sometimes you have heard these announcements on various media such as the radio, television or even in the newspapers. What do you think were some of the reasons for making such announcements? I hope you have come up with responses such as that announcements are made to inform or even persuade people but usually it depends with the intention of the speaker.

What did you notice in terms manner in which the announcement was made? I hope you are already coming up with answers such as speakers use very simple language so that the message gets to the intended people. Besides that, you noted that the speakers are polite and respectful. This means that language is very critical on such events for effective communication. The fact that you still remember at least an announcement that was made previously means that the announcement was done following some of the features we have mentioned.

Remember when making announcements, you are addressing an audience or people, so you must take into consideration their attention and even feelings. You should take note of aspects such as greetings, frequent reference to the audience and avoid being offensive at all costs. An announcement is conducted so as to convey a message, so an announcement and a message are two sides of the same coin.

Now pay attention to activities below.

#### Activity 14.1.1

In this activity, I want you to give to your friend or any person you think can assist you to read to you an announcement below. The announcement is made by a Police officer of your area who is informing people about the consequences of destroying the environment.

**Here is the announcement:**

Good afternoon the people of Makwaha area. I am very happy to have this opportunity to speak to you as Officer-in-Charge of Chipinge rural police. The purpose of speaking to you at this growth point is to warn you on the dangers of destroying the environment.

To begin with ladies and gentlemen, you are not allowed to cut down trees in this area unless you have a clearance letter from the police or other people in authority such as the headman. It has been discovered that people are cutting down trees for fire wood and construction poles. Besides that, you are not allowed to set any veld on fire because this is destroying the natural habitat for wild animals leaving the ground bare and leading to a high rate of soil erosion which ends up silting dams and rivers. If all this happens, there is reduced evapotranspiration leading to desertification in the area.

So, anyone who is going to be caught cutting down trees and setting the veld on fire without permission, will be arrested. It is now a serious crime to do all these things and if you are caught committing the crime, you will face imprisonment of more than five years. Make sure you report cases of deforestation and veld fires so that the culprits are arrested.

Ladies and gentlemen, with all this I thank you.

What is above is a good example of a short announcement to the public made in the growth point. Now, to show that you have been listening to the announcement and that you have understood the messages answer the questions below:

**Here are the questions:**

1. Where is the announcement being made?
2. Who is making the announcement?
3. Give two things which show that the person making the announcement is warning people against?
4. From your understanding of the announcement, explain the effects of destruction of the vegetation.
5. What are the consequences of deforestation and veld fires by people?

***N.B The answers to these questions are found at the end of the Unit.***

It is now clear that when listening to announcements, you should get the message being conveyed. Also, you are now in a position to make an announcement if you are presented with a situation.

## 14.2 Impromptu and Prepared Speeches

In this section, you are going to look at a prepared and unprepared/ impromptu speech but you will learn how to deliver prepared speeches first and then impromptu/unprepared speeches as explained below, so pay great attention:

### 14.2.1 Prepared speech

It is my hope that at least you have once talked to a group of people. Can you give an event which you can still remember where you addressed people. I hope you have come up with events such as church gatherings, school gatherings and many others. If you have not talked to people before don't worry you must use your knowledge of what you once saw people doing when addressing gatherings. When you talk to a group of people, this is what we refer to as a speech. So, prepared speech means that before you talk to people or an audience, you prepare what to say to them. The reason for preparing is that your presentation should be relevant so that you do not disappoint the people listening to you. Here are some important points you need to take note of when you are preparing your speech:

The introduction should contain the following aspects:

Show that you know your audience by greeting, following protocol, that is line of authority and status. Tell your audience your capacity or position in presenting the speech. The people you are talking to also want to see that you are happy by giving an expression such as, "I feel greatly honoured to have this opportunity..." and lastly tell your audience the reason for speaking to them.

The body of the speech should have the following:

The information you are telling people should be clearly ordered. Make sure that you frequently refer to the audience by saying, for example ladies and gentlemen, boys and girls. Use very simple language so that people understand and always be respectful to the people you are talking to. Use as many examples as possible to clarify your points and rhetorical questions as well. All this will help in drawing the attention of your listeners.

Conclusion of a speech should have the following:

End the speech with closing remarks persuading listeners to consider your opinions and express your vote of thanks at the end of the speech.

Now that we have gone through some of the important points you have to take into consideration when preparing a speech, here is an example a prepared speech:



## Activity 14.2.1

### Question:

Your area is worried about many things at your local secondary school. There are many things that are causing a poor pass rate and lack of development. Some of the things affecting the school are indiscipline of both students and teachers, there are no experienced and qualified teachers, teachers are transferring because of poor accommodation and many cases of theft.

Your community meets at the school to discuss the problems affecting the school and to suggest the way forward. Prepare the speech you would deliver.

The situation and question above wants you to prepare a speech that you would present. Try to write your speech on your own.

From your understanding of the features of a prepared speech, I hope you have come up with the speech like the one below. Read it very carefully so that you capture how it is supposed to be done:

Ladies and gentlemen, I feel greatly honoured to have this opportunity to speak to you at this meeting in my capacity as the head of the school. The purpose of the gathering is to discuss problems affecting the school and also find the way forward.

Ladies and gentlemen, it is very true that the school is producing very poor results, especially last year where we scored three per cent pass rate at O-Level. The reason attributed to this poor performance is the critical shortage of qualified and experienced teachers. Students go to examinations before they had been equipped with the necessary skills.

The other serious problem is shortage of textbooks. During lessons an average of thirty students share only one textbook and to make matters worse the library is poorly stocked with very few and out dated books. Students rely only on information they are given by their teachers. Hence, their performance is poor.

Ladies and gentlemen, are you aware that there is also a lot of theft that has occurred in the school? The school clerk stole five thousand dollars and the school was left crippled. May I quickly suggest that close supervision of workers in the school should be strict and all noted errors should correct in time.

I also propose that we should look at ways of attracting qualified and experienced teachers in order to improve the school pass rate. Teachers should be supervised all the time and discipline of both teachers and students should be enforced. I believe that if these measures are taken our results shall improve.

Ladies and gentlemen, the quality of houses for our teachers is deplorable. This is perhaps why we cannot get qualified teachers. May I suggest that all parents pay a fee which shall be used to build and renovate all the teachers' houses?

On theft, may I suggest that the school employs a guard who should look after the school at night, during weekends and on holidays? The security system of the school should be improved as well by making sure that all doors are locked and windows are firmly closed. I believe that these measures will go a long-way towards solving the problem.

Ladies and gentlemen, may I again express my thanks for the opportunity to speak out my views at this meeting. I hope that you will consider these views for the good of our school.

Thank you.

If you are given a question to prepare a speech, I think you are going to perform wonders. But before you work on the question on a prepared speech let us look at impromptu speech.



### 14.2.2 Impromptu speech

An Impromptu speech is a speech when a speaker is given a topic to present in a short period of time. The speaker is given a minute or two to come up with a meaningful presentation. In an Impromptu speech the presenter is not given much time to prepare. This means that you have to think very fast and speak appropriately without being given time to prepare or plan. You should display maximum alertness and imagination.



### Activity 14.2.2

In this activity cut small pieces papers of the same size, colour and quality. Make sure that the papers are not different and after that write on the small pieces of papers the following words:

Time/ Teacher/Money/Furniture  
Leader/Animal/Bridge/Music

So, you must have eight pieces of papers each with a topic from the words in the box. Then, fold each of them but they should be of the same size and put them in a box. Shuffle the papers and pick one from the box. The one you have picked has the title on which you must deliver your speech.

Let's say the paper you have picked from the box has a topic Music, pause for a few seconds to come up with a minute speech on the topic. From what we have discussed on features of a prepared speech, you must have a short introduction and then on the body, you have to come up with ideas on the importance of music. Your ideas will include a) entertainment b) consolation especially during sad moments 3) source of income. You should always conclude by thanking the audience for listening.

You need to bear in mind that the features of a Prepared speech are the same as those of an Impromptu speech. This is so because in both you will be addressing a group of people, so you should draw their attention so that you make them consider your views. The difference mainly lies on what has been said above.

Below are two exercises to be done by you. The first one is on Impromptu speech and the second one is on Prepared speech

### 14.2.2 Impromptu speech

On this question, cut eight small pieces of papers of the same colour, size and quality. Then, write a word on each piece of paper until you have finished all the eight words. Fold the papers and put them in a box.

Here are the words:

Education/Flowers/Journey/Internet  
Religion/Wildlife/Communication/Life

Take a phone to record your speech or you can ask someone to do the time keeping and recording for you. Now, pick a topic from the box and give yourself some seconds to think. Then, present a one minute speech. At the end of the presentation send the audio recording to your tutor on WhatsApp or disc if possible.

It is clear that from what you have learnt on a Prepared and an Impromptu speech that you can address an audience at a gathering, present information logically, think very fast when you are presented with a problem. These are some of the life skills that are required because you are going to come across many different situations in life.

### Activity 14.2.3: Prepared speech

Choose one topic from the ones given below and prepare a speech you would deliver. Write your speech in the space provided.

**Tip:** Your presentation should be in conversational style, that is to say, the way you are going to speak is the same way you should write.

1. 'Why my school is the best?'
2. 'The qualities of a good leader.'
3. 'The effects of drug abuse'



## 14.3 Reading- Types of questions

In this section, you are going to look at different types of comprehension questions and they are as follows:

### Simple recall questions

If you can still remember well, we said simple recall questions are questions with answers which are directly stated in the passage. You are still aware that the questions do not require much reasoning but they only need you to get what the question is demanding.

You must also check the number of marks because they tell the number of facts required for that particular question.

### Evaluation Questions

These are the kind of questions we said require you to judge the information in the passage. The answers to these questions are not directly stated. You go beyond what is stated in the text what we refer to as reading between the lines.

### Answering questions in your own words

Questions which require the answer in your own words wants you to show that you have read and understood the passage. Take note of the following stages when answering questions of this nature:

1. Get what the question requires.
2. The number of marks show the words or phrases to recast or paraphrase
3. Read the sentence where the word or phrase has been used and if it remains difficult, read the sentences before and after the sentence in question.
4. The answer is found clearly stated in the passage.
5. After getting the words or phrases to be recast, replace the words or phrases with your own words and check if the meaning remains the same.

### Contextual meaning of words

When you are looking at the meaning of new words, infer from their context in the passage. Also, take note of the following:

1. You must read the whole sentence which has the word or phrase until you get to the end in order to have an idea on how the word is used.
2. Your focus must be on the words or phrases just before and after the word or phrase.
3. You can also read some sentences or the whole paragraph so that you are in a position to link the information.

### Summary writing

For you to be able to come up with a standard summary, refer to the previous Units where you covered summary steps in detail.



### Activity 14.3.1

Now, read the passage below carefully before answering any question.

## The Environment

### Paragraph 1

Once a year the skies of Western Brazil grow dark by day as well as by night. Farmers and cattle owners burn down vast areas of the great rain forests around the river Amazon to clear land for crop-growing and cattle rearing. Smoke from the fires blots out the sun. Scientists, now keenly aware of dangers to the earth's environment, see this great annual destruction as a major peril for Brazil, and also for the rest of the world. Politicians have joined scientists to try to stop the foolish waste of the precious resources of these forests.

### Paragraph 2

For more than four hundred years settlers and farmers have been attacking Brazil's forests in one way or another. They tried to snatch land for themselves from the seemingly indestructible jungle, but its powers of recovery defeated their efforts. New trees continually filled in the small patches of land that they cleared. Nowadays, modern machinery can cut down trees at an alarming speed, and the controlled burning down of the forest has meant that areas larger than some whole countries have been permanently stripped bare. Dams have also been built to flood some of the enormous open spaces that have been created.

### Paragraph 3

The results of this destruction are becoming frighteningly obvious. The forests contain an astonishing variety of animal and plant life which is slowly but surely disappearing. One type of tree may maintain more than four hundred insect species, each square kilometre of forest its own assortment of birds and mammals. The forests vanish, and with them the rich variety of their animal life and great treasure –house of plants. The scientific benefits the forests can bring are also being lost to doctors and farmers as the destruction goes on. Many of the plants contain chemicals that can help medical science and agriculture, providing new treatments for diseases or controlling insects that do immense damage to crops. Such natural chemicals are better than artificial ones, which can have dangerous effects on animals and people.

### Paragraph 4

Even more alarming is the threat to the world's climate. These forests create huge volumes of clouds as the water evaporates from the great expanse of the tree-tops. These clouds distribute the sun's heat around the world. The destruction of the forests would mean that the clouds no longer form, and so the delicate balance of the world's weather systems would be very seriously upset. The actual burning of the trees also accelerates the warming up of the earth's upper atmosphere, which scientists now say will bring dramatic changes to our climate. Moreover, the blazing torches of the jungles will add to the harmful gases that cars and modern industries are pouring into the air we breathe.

### **Paragraph 5**

The Indians who live in these forests are already victims of this destruction. Violent clashes with the new settlers and farmers have resulted in some tribes losing half their number. Newly introduced diseases, against which the Indians have no natural immunity, have also killed off many others. Again, Indians have been compelled to live in other parts of the jungle and are suddenly deprived of a way of life developed over many generations. They lose their will to live along with their simple means of livelihood. Many just starve to death.

### **Paragraph 6**

Yet the newcomers have often failed in their attempts to benefit from the apparently rich lands of the forests. Many of them, after they have stripped the land of trees, find the soil unsuitable for their crops. As the forests disappear, so do the clouds they once formed and there is not enough rain to nourish the ground. Also, plants that used to flourish beneath the trees now quickly dry up under the bare skies. No longer do those plants slowly rot away to provide rich food for the soil. Thus, crops grown by new settlers in such barren ground become steadily poorer after three or four years. Therefore, many settlers have given up and left or have been forced to move and deeper into the forest, only to be faced with yet more disappointment.

### **Paragraph 7**

The invaders have also been attacked by disease. The construction of new villages, possessing schools and health clinics, has encouraged hundreds of poor city dwellers to move out from their homes to become settlers in these farmlands. But they find that their new homes offer no escape from the mosquitoes that breed freely in forests round about, nor from the sickness that mosquitoes spread. Dwindling crops and ever-present malaria have meant that the settlers have simply exchanged one form of poverty for another.

### **Paragraph 8**

Why then does the destruction of the forests continue at such an alarming speed, if the rewards seem so small? In fact, it is encouraged by some rich people who know the value of the lands that have been cleared but are then eventually abandoned. They can invest very large amounts of their money into developing them and thus make a quick profit. Also large-scale developments of dams for hydro-electric power mean that men go on demolishing the trees, because such developments always have a popular appeal. However, these dams produce little electric power despite all the money they have cost in construction. What they do produce are dwindling forests and yet more places for malaria-carrying mosquito to breed in.

**Paragraph 9**

Some hope remains, Brazil’s birth- rate is declining and with it the need to provide fresh land for farming. Brazilians, too, are now listening to those scientists who say that natural produce of the trees such as rubber and fruit could in time provide a profitable income. Certainly it would be far more reliable than the uncertain rewards that men are earning at present from the destruction of their forests. Brazilians themselves are seeing how foolish it is to go on destroying their own heritage. They have realised that once they set fire to their house, they threaten the homes of their neighbours. Perhaps it is not too late to put out the fire.

**Adapted from November 1991 English Language Paper 2 (past examination question paper,Zimsec)**

**Answer all the questions**

**You are recommended to answer them in the order set.**

1 (a) The farmers and cattle carry out a great “annual destruction” (line 6)

(i) What is meant by ‘annual’? [1]

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(ii) What will the farmers and cattle owners do after carrying out the destruction? [1]

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iii) What strange effect does the destruction have? [1]

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b) What is the reason why these efforts have always failed? [1]

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c) Give two reasons why recent efforts have been successful [2]

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2a) Explain in your own words why so many Indians were killed off by these diseases? [2]

---

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b) Choose 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 the word used in the passage.

- |                                  |                               |
|----------------------------------|-------------------------------|
| 1. Obvious (paragraph 3) -----   | 5. Forced (paragraph 6) ----- |
| 2. Seriously (paragraph 4) ----- | 6. Offer (paragraph 7) -----  |




**N.B The answers of this exercise are found at the end of this Unit.**

## 14.4 Informal letter

You have already been introduced to formal letter writing in the previous Units and you now have an idea of what a letter is. In this Unit, you are going to look at informal letter writing. It is now clear that there are many types of letters, so you must not confuse them on their features.

The issue is still the same that you are dealing with guided composition. Bear in mind that what usually changes on guided composition is the aspect on question and what remains the same is that you are guided by the situation, question, notes, diagrams, statistical information on charts, graphs, tables and many others. What is very important is to get the situation very clear, understand the demands of the question, develop the given information into meaningful paragraphs, add your points besides the ones given and above all write with grammatical accuracy.

Now you are being introduced to informal letter writing and I suppose you have at least written a letter to your friend or relative in the past. Try to reflect on how you presented the letter. I hope you remembered some guidelines such as the ones given below. So, you must pay close attention to each of these so that you come up with a standard letter.

The first thing to talk about here is the language used. Can you think of some words or phrases you used when you wrote your letter? List the words or phrases down. If in your list you have words such as 'cheers', 'hi' and phrases such as 'hey! it was fantastic,' "job well done." This probably shows that you were writing to a person of your own age be it your brother, sister or any other.

However, if you are writing to a person older than you, for example parents or grandparents, the language is polite and respectful and you do not use slang. So, the language of an informal letter depends on your relationship with the person to whom you are writing to.

Here are some important features of an informal letter:

- Your address should be written in full without punctuation marks such as the full stop.
- You skip a line after the address and write the date on which you are writing the letter.
- A short paragraph introduces the letter and you must state the reason why you are writing the letter.

- Amplification or development of each of the given points then follows and usually each point is a paragraph on its own.
- Greetings and messages which are short make the conclusion of your letter.
- What comes at the end is your name which is written depending on your relationship with the person you are writing to. You can end your letter by saying, Your daughter or simply Yours.

**Tip:** Do not end your letter saying, Yours daughter.

Do not forget to skip a line after each of the following: the date, salutation, introductory paragraph, after all subsequent paragraphs, the conclusion and the ending before you write your name.

Having gone through all this, I want you to pay attention to the following:



### Activity 14.4.1

The people in your area are destroying the area where you have been recently resettled and you are worried that the area is turning into a desert. Write a letter to your friend who is in another place different from yours informing him or her on how people are destroying the environment and possibly highlighting what is being done to stop the massive destruction. Use the information given below and you are also allowed to add some of your own relevant information.

- deforestation
- poor methods of farming
- veld fires
- uncontrolled hunting

Now, write the letter and always remember that a guided composition is started on a fresh page. Try to follow all the features and everything that we have discussed.

I hope you came up with a good informal letter.

Now you are going to write a letter and always remember that a guided composition is started on a fresh page. Try to follow all the features and everything we have discussed.

In the following activity, you are going to write an informal letter.



### Activity 14.4.2

Your uncle has been out of the country for many years and there have been many changes that have taken place in your community. Using the points given below, write a letter to your uncle informing him of the developments that have taken place. Use the points given below and you can add any relevant information of your own.



**Indirect speech** is also referred to as Reported speech and the speaker will be reporting what was said without repeating the exact words of the speaker.

Examples of Reported speech are:

- My brother complained that the window was open.
- The teacher told them to be silent.
- Pota said that he hated flowers.

### Changing from Direct to Indirect speech

You must know that there are many grammatical changes to take note of when changing direct to reported speech. These include:

- The verb tense in present tense changes to past tense, for example the verb is has changed to was in the first example above.
- There are cases in which Direct speech is already in the past tense, you need to change the verb further back in time using the word had. For example,

**Direct speech:** "Tonny went to see my aunt yesterday," said Ever.

**Indirect speech:** "Ever said that she had gone to see her aunt the day before.

- If the verb tense already has had in the direct speech, do not change it. For example:

**Direct speech:** "I had given up collecting manure from the garden," Sarah said.

**Indirect speech:** "Sarah said that she had given up collecting manure from the garden.

- The words listed below change when changing from direct to Indirect speech

These are the words listed here:

Direct speech	Indirect speech
last week	the week before or the previous week
now	then
tomorrow	the next day/the following day
Here	there
may	might
shall	should
yesterday	the day before/the previous day
will	would

- These words do not change when changing from direct to indirect speech: must, could, would and might.
- You must change pronouns such as 'I' and "You" to "He" and "She" unless the people are also involved in the discussion.

- “My” and “your” must also be converted to “his” or “her”
- When changing questions from direct to indirect, you must know that many grammatical changes occur even if the same rules as in reporting statements are applied.

**Tip:** Often, we report statements, instructions and questions and see how this is done in the following examples:

### Statements

- 1a) Sarah said, “Life at our home is boring.”- Direct speech
- b) Sarah said that life at their school was boring- Indirect speech

### Instructions

- 1a) “Don’t steal the oranges,” the guard said to the students.- Direct speech
- 2b) The guard told the students not to steal the oranges.-Indirect speech

### Questions

- 1a) Sarah asked Tonny, “Do you know they’ve killed the thief.”-direct speech
- b) Sarah asked Tonny if he knew that they had killed the thief.-indirect speech
- 2a) “Why are you laughing?” Sarah asked.-Direct speech
- b) Sarah asked why she was laughing.-Indirect speech.

The above examples have helped you to see how grammatical changes and other rules are applied when changing statements, instructions and questions from direct to reported speech.

Now, having gone through all the aspects of direct and indirect speech, I want you to attempt the exercise below:



### Activity 14.5.1

Change the following sentences from direct to indirect speech.

- 1.) “Do you know the way to the township,” the vendor asked.
- 2.) The teacher instructed, “Bring all your exercise books tomorrow.”
- 3.) “We can work together to protect the girl from abuse,” said the mother.
- 4.) “Don’t take food to the toilets,” the teacher instructed.
- 5.) “Why are you crying,” the nurse asked.

***N.B Answers to this exercise are found at the end of the unit.***

I think you have noted that understanding of direct and indirect speech is important because it makes communication very effective and intended meaning is conveyed. So, make sure you keep on reading on this so that you consolidate your linguistic ability.

## Reflection

It is unbelievable that in this Unit you have acquired listening skills and you can as well make announcements and relay messages appropriately in various settings. In this Unit you have also managed to strengthen your speaking skills through Prepared and Unprepared/Impromptu speeches. These speeches have also exposed you to being able to address gatherings. On reading skills you can appreciate different reading skills and show your understanding of texts by answering different kinds of questions such as simple recall, evaluation, word meanings and summary. Yes, it is true that you have enjoyed writing an informal letter which enables you to communicate appropriately with your friends and relatives in life. Your command of language has been highly enhanced by your understanding of Direct and Indirect speech on language structures. Make sure that you do not get tired reading on all these aspects you have learnt in this Unit so that you become a competent user of English Language.

## Summary

In this Unit, you covered announcements and messages on listening skills. Prepared and Unprepared/Impromptu speech will enable you to address gatherings. You also noted that there are many things that should be taken into consideration when talking to people. On reading skills you learnt how to answer different kind of questions such as simple recall, evaluation, word meanings and summary writing. All these questions were testing your understanding of the comprehension passage that you have read. You also should not forget that you acquired informal letter writing skills which will enable you to communicate with your relatives and friends. The learning of Direct and Indirect speech in English Language has also improved both your spoken and written language.

## Answers for Unit 14



### Activity 14.1.1

1. Makwaha
2. Officer-in-Charge
3. Deforestation and veld fires
4. Leads to high rate of soil erosion which ends up silting dams and rivers
5. Culprits are arrested



### Activity 14.3.1

- 1a) once a year
  - ii) Will grow crops and rear cattle
  - iii) The burning blots out the sun so that it is as dark in the day as it is in night
- b) Because new trees grew rapidly in the areas cleared
- c) Firstly because modern machines can cut the trees faster than nature can replace them and secondly because the dams built across the rivers flood the open spaces

2a) the Indians had neither the immunity nor knew the remedies for the diseases, hence many were killed

- b) 1. Obvious- clear
2. Seriously- dangerously/badly
3. Accelerates- speeds up/quickens
4. Will- desire
5. Forced- compelled
6. Offer- present
7. Fresh- new
8. In time-in the future/one day

### 3. Summary points

- 1a). disappearance of plants b.) disappearance of animals
- 2a.) the chemicals contained in some of the plants are useful as medicines b.) and are lost forever
3. by burning forests, clouds that are formed through evaporation of water vapour from leaves and which distributes the sun's heat are now absent
4. this adversely affects the weather system
5. the burning also releases a lot of harmful gases into the atmosphere
- 6.a) many Indians die due to being displaced from their environment b.) and food sources
7. for the destroyers there is no lasting benefit
8. the soil is often unsuitable for farming
9. the soil is made poorer after a while
10. crops become less in quantity
11. crops become less in quality
12. the settlers die of mosquito-born diseases



#### Activity 14.5.1

1. The vendor asked if he/she knew the way to the township.
2. The teacher instructed them to bring all their exercise books the following day.
3. The mother said that they could work together to protect the girl from abuse.
4. The teacher instructed them not to take food to the toilets.
5. The nurse asked why he/she was crying.

# Unit 15 Revision and Assessment test

## Contents

- 15.1 Following directions and instructions
- 15.2 Children's rights
- 15.3 Creative writing
- 15.4 Comprehension, Summary and Supporting Language Structures
- 15.5 Sentence Construction

## Introduction

In this unit you will have an assessment test to try and measure how far you have mastered the four basic skills in learning English language. You have had two assessments so far in Unit 5 and Unit 10. Although listening and speaking skills are not assessed at the end of the course, you will be assessed in these skills in this Unit just to help you develop these life skills in English Language. You have covered different types of compositions from the first Unit up to Unit 14. From the last assessment test to Unit 14, you wrote a discursive composition, a speech, informal and formal letters including a CV. The activities were done after detailed instructions which made it very easy to write the tasks given to you. You read intensively for study purposes and extensively for pleasure and answered varied questions, which incorporated language structures. Remember at the end of your Level 2 you will sit for an "O" Level English Language Paper 1 and final examination. An assessment test, which follows the Zimsec format, which has these two full papers, has been set for you. I hope you will do very well in this assessment test.

## Objectives

After going through this Unit you should be able to:

- listen with concentration
- answer recall, interpretive and evaluative questions based on what they have listened to.
- communicate ideas clearly, accurately, and fluently on a variety of topics
- write formal and informal letters, speeches, reports and articles based on notes statistics, diagrams graphs and pictures
- write with grammatical accuracy, spell and punctuate correctly
- organize your work satisfactorily into paragraphs
- use discourse markers correctly to show a sense of cohesion and coherence
- summarise specific aspects of a text

In the new curriculum, Listening and Speaking skills are assessed continuously as we go through the Unit. These two skills are not part of the Summative Assessment in the meantime. You will be given Continuous Assessment tasks which are life skills that will be exit skills at the end of your course. At the end of Level 2

final examinations, Registers are no longer part of section B but they have been replaced by a component of Supporting Language Structures.

How will the Papers look like in terms of their structure?

### **Paper descriptions**

**Paper 1:** 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, an article or a memorandum.

**Paper 2:** 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.



### **Key words**

- Continuous assessment- Testing acquisition of knowledge as a learning progresses.
- Summative assessment – Testing acquisition of knowledge at the end of a course.
- infer- Deduce the meaning of a word or phrase from how it is used in the passage.



### **Time 8 hours**

Each section of the assessment test is divided into timed segments. You are expected to follow the times set to complete the questions. This will give you enough discipline to finish the exam in the scheduled time.



### **Study skills**

- **Attentive listening** –Paying attention to every detail to facilitate understanding.
- **Scanning** – Quickly reading through the text to identify key points.
- **Silent reading** – Reading the text quietly for concentration to understand the passage.
- **Writing coherently**- Writing logically with closely knit and related ideas.

## 15.1 Following directions and instructions

You will agree with me that half of the time you have listened to jokes, stories and speeches at various gatherings and from friends as you chat during your free time. You have also listened to stories being read and you were tasked to either answer oral questions or re-tell the story. The ability to listen therefore becomes a very important thing in our day to day life. Apart from listening to the afore mentioned, you have to listen to instructions and directions. Failure to get the instructions and directions right can be disastrous.



### Activity 15.1.1

Now find someone to read to you the directions from point A to point B. You want to find your way from the bus terminus to the hospital. This is your first time to be in the area and someone volunteers to give you directions. Take down some notes as the directions are given.

"... If you want to go to the hospital from this bus terminus, you go out through the eastern gate. Just after the gate there is Simon Mazorodze street, go straight up along that road and walk to the filling station. Pass the restaurant and turn right at the robots along Third avenue. The grey buildings that you will see on your left is the hospital. It is directly opposite the police."



### Activity 15.1.2

Now using the notes that you wrote as you listened, can you also give the directions from the bus terminus to the hospital to your friend. I hope the skill you practiced in note-taking helped you to write brief and meaningful notes. You can ask your friend to give you directions to any place you do not know.

## 15.2 Children's rights

One of the ten principles on the rights of the child declares that the child shall be protected against all forms of neglect, cruelty and exploitation. As a result, corporal punishment has become a violation of the child's rights and if carried out on the child it is punishable by law.

A headline appears in a local newspaper which reads, "Shock as Brutal Headmaster Breaks a Female Learner's Hand for Coming Late to School"



### Activity 15.2.1

Imagine you are a representative of the Children's rights organization. Having read the news article, prepare a speech to be presented to a group of Heads at a meeting. Your aim is to educate them on the evils of corporal punishment and the consequences. In your speech, you may need to highlight the following:

- Distance travelled by late comers.
- Home background. (what kind of families the learners come from ?)
- What the regulations were on applying corporal punishment to girls?
- Alternative ways punishment.
- What can be done to improve punctuality in the school?

Try to recall what you learnt from previous units on preparing and presenting a speech. You now know your audience this will make it easy for you to deliver your speech. Your speech should be presented in five minutes. After you have prepared your speech present it to your friends and have your friends give their comments.

You may start like this;

“Ladies and gentlemen, we have one of the most blatant violations of the Rights of children in front of us today.”

I know you enjoyed preparing and presenting this speech because you also may not like the idea of corporal punishment, do you?

### 15.3 Creative writing

From the first Unit, you were exposed to various types of compositions, free and guided, you have practiced sentence construction, paragraphing and writing full compositions. You realized that both free and guided compositions have various types. You can easily make a choice on the type of composition you find easy to write. However, you may not have that choice in Section B where you will have just one question. The examiner is the one who chooses the type of composition for you to write. You will use the varied skills you were taught on composition writing from the Module. Choose the topic wisely and separate your paragraphs meaningfully.



#### Activity 15.3.1

#### PAPER 1

This Paper has two sections as stated in the Paper description earlier on. There are seven topics to choose from and each question carries equal marks. Section B is a Guided composition which carries 20 marks. Questions vary but their requirements are the same.

#### Section A (30 marks)

Write a composition on one of the following topics. Your answer should be between 350 and 450 words in length, you are advised to spend 50 minutes on this question.

1. Describe an incident which angered your parents and what you did to make things right
2. Write a story based on one of the following  
 Either (a) if only I had been an adult  
 (b) all hope was lost

3. The wrong bag
4. Suggest ways in which street begging can be reduced
5. Money is the root of all evil. Do you agree or disagree with this statement?
6. A pleasant surprise
7. Life was easier a hundred years ago. What is your opinion?

**Section B (20 marks)**

Answer the following question. You are advised to spend 40 minutes In this section, begin your answer on a fresh page.

8. Write a composition based on the situations shown in the following sequence of pictures. Add details of your own such as names, time and place to make your composition interesting.

A young school girl of about 16 or 17yrs riding a bicycle along the road in a bushy area.



A vicious dog emerges from the bush and chases her barking angrily. She panics and loses control of the bicycle.



She falls off the bicycle and hits against a big tree and falls down.



She lies unconscious, two women pass by and see her lying on the ground. A man arrives and the women ask him to call the ambulance.



Ambulance arrives she is taken up in a stretcher by a nurse and ambulance driver. A man and a woman who assisted stand looking on.



The girl is admitted in hospital with a fractured leg. eg. Her parents come to visit her in hospital.



(20 marks)

## 15.4 Comprehension, Summary and Supporting Language Structures

### PAPER 2

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

Read the following passage carefully before you attempt to answer any questions. Answer all the questions in the spaces provided. You are recommended to answer them in the order set. Mistakes in spelling, punctuation and grammar may be penalized in any part of the paper.

### The Sunflower Classroom

1. Last Friday during classes a notice had come round to all students of the seventh, eighth, and ninth years. The next Sunday - today – they must arrive at school at 4.45 a.m. prepared to go and do productive work at the Zimbabwe Machamba, about fifteen kilometres west of the city. This work would be in solidarity with the People of Zimbabwe, the notice continued in their struggle against fascism, colonialism, and exploitations. The notice was signed by Pita, the President of the newly elected Directive Commission.
2. Dawn today produces over a hundred students and teachers waiting at the school entrance. Students are jogging, exercising, and passing out hoes to each other when two coaches pull up outside the school. We ride out westwards, passing some huge granite peaks sticking out from the plain, along narrow, untarred roads surrounded by thick bush, with peasant's

houses here and there and small plots of cassava and maize. At nearly 6 a.m. we arrive beneath a great phallic rock at the Zimbabwe Machamba. The Machamba is worked co-operatively, and the produce from it is donated to the people of Zimbabwe in refugee camps in the Manica Province of Mozambique. Our task is to help the workers there to clear and weed a large field of Sunflowers, to help the production of cooking oil for the Zimbabweans.

3. We work for three hours, hoeing around the sunflower plants and pulling out any obstructive weeds or shrubbery. The students are clearly conscious of the reasons and significance of their work. They are creating production – combining the pen with the hoe, and working alongside peasants and cementing their alliance with them. But they are fully conscious too of the internationalist extension of their work. They are actually and symbolically engaged in food production for a struggling brother-people fighting an enemy similar to the one they defeated themselves only two years before. And finally, they are recalling that it is the land itself that is the treasure of their country, and the people who work on it are the fundamental reason for their education and for their Revolution.
4. The earth is rich and damp. The students work in groups according to their turmas, and the teachers divide themselves between them. We make long rows and move forward together, hoeing as we go. With such collective work I find plenty of opportunity for conversation, and my students and I swap and learn words from our respective languages as we see ants, snakes and small birds scuttling, slithering, and flying around us. I couldn't ask for a more fertile teaching context, and the sunflower field became our classroom.
5. Our work completed, we tramp back to the two old concrete buildings at the centre of the Machamba. We walk through orange and cashew groves with the sun climbing higher and burning our skulls. Under the shade of huge mango trees near the buildings we rest and wait for the coaches to return for us. I ask about the rocks, why they have such rounded and blunted shapes. Dionisio, a young Geography teacher, explains to me, drawing diagrams in the sandy earth, while students lean forward on their hoes and share the lesson.
6. We returned in the same coaches, struggling through the wet sandy roads and churning up their surface. As we pass again between the upturned rocks and through the deep green of the bush, the students sing. They sing with enormous conviction 'Kure Kure Kwatinobva' – a song of solidarity with Zimbabwe. Vincente, a ninth-year boy, leads the singing from half-way down the gangway of the bus, conducting vigorously, waving his arms in all directions, unbalancing himself as the coach rattles over the holes in the road. Felicidade, a girl from the eighth class, underscores the singing with her deep, pounding sound, singing below the level of all the others

with a surging founding power. They sing through the west road lined with factories, past the police post, on past the city centre and the cathedral into the main street and down to the gates of the school – songs of love for their country, for their revolution, for an end to exploitation of man by man. I catch but blink back a glimpse of our youth in London – alienated, dispossessed, following the cardboard and plastic culture of the money-takers and mind destroyers.

7. At school again, and Pita convenes a short meeting, congratulating the students on their work and solidarity with the struggle in Zimbabwe. Next time, he says, we must have more students, those who didn't come this time must be persuaded and organized at the level of each turma. Production is everybody's task.

**(Adapted from 'O' Level English Practice Book 'We're Building the New School!' by C. Searle: Published by Longman Zimbabwe)**



### Activity 15.4.1

**Answer all questions**

**From paragraph 1**

- 1a (i) How many days before had the notice come round? [1]  
(ii) 'This work would be in solidarity with the people of Zimbabwe (line 4) Explain the meaning of, 'solidarity'[1]

**From paragraph 2**

- b (i) What evidence is there to show that the land the coaches went through was not well cultivated? [2]  
(ii) The students have five reasons for doing the work. Write down only 3 reasons. [3]  
(iii) In your own words explain – 'combining the pen and the hoe' [1]  
'cementing their alliance' [1]

**From paragraph 3**

- 2a (i) Why does the author find 'in such collective work'.....plenty of opportunity for conversation? [2]  
(ii) Explain the underlined words in 2a(i) above?  
Collective [1]  
Opportunity [1]

**From paragraph 5**

- (iii) What word could be used to replace 'tramp? [1]  
b(i) What struggles through the wet sand roads? [1]

d. Choose five of the following words. For each of them give one word or short phrase of not more than 7 words which has the same meaning as each has in the passage.

- |    |                       |     |            |
|----|-----------------------|-----|------------|
| a) | jogging (para 2 )     | [1] |            |
| b) | obstructive (para 3)  | [1] |            |
| c) | significance (para 3) | [1] |            |
| d) | swap (para 4 )        | [1] |            |
| e) | churning (para 6)     | [1] |            |
| f) | conviction (para 6)   | [1] |            |
| g) | alienated (para 6)    | [1] | (20 marks) |

### Summary writing

3. The narrator in the passage gives a detailed report of what the students did at Zimbabwe Machamba in solidarity with the people of Zimbabwe. Write a summary of the activities that took place that Sunday.

Use material from the whole passage. Your summary, which must be in continuous writing, should not be longer than 160 words including the 10 opening words. Write your summary in the past tense. Use the following words to start your summary.

Following a notice that came to students and teachers, they..... (20 marks)

### Section B (10 Marks)

#### Supporting Language structures

1. Re-write the following sentence in direct speech.  
I ask about the rocks, why they have such rounded and blunted shapes. [1]
2. Join the following sentences using (in spite of/ in support of)
  - (i) The coaches returned to school. The roads were wet and sandy. [1]
  - (ii) Students and teachers worked at Machamba, ..... the people in refugee camp. [1]
3. Identify the improper/common nouns in the sentence below.  
We returned in the same coaches, struggling through the wet sandy roads and churning up their surface. [1]
4. Fill in the correct word in the blanks.
  - (i) The sunflower plants had ..... weeds and shrubbery. (plenty, a lot of, little) [1]
  - (ii) The students ..... how the peasants cultivated crops on such rocky ground.  
(wandered/wondered) [1]

5. (i) Last Friday Pita ..... a meeting to congratulate the students for the good work. (convened/convene) [1]  
(ii) Everyone ..... keen to do productive work. (are/is) [1]
6. Fill in using the correct word  
The students (which/who/that) went for production work (were/wear) singing with conviction. [2]

(10 marks)

### **Reflection**

For the first time you had a feel of a full examination paper that you will sit for at the end of the year. How did you find the paper? If it was challenging the better, you have to revisit the section that gave you a difficult time because all the sections were set on topics you covered in the fourteen Units. How about time management? Did you complete each paper in the stipulated time? You might have written the tests without strict supervision. It is always good to stick to the time. Continue working hard and practice a great deal.

### **Summary**

In this Assessment unit you wrote two full papers, Paper 1 and 2 as will be set by Zimsec. There were no listening and speaking skills tested as these do not come in the final exam, but this does not mean listening and speaking skills are not important, no, actually, the compositions you write stem from the vocabulary and sentence structures you practiced in listening and speaking lessons. In fact, listening and speaking skills were included in other Assessment Units as part of Continuous assessment but these are still not being examined as part of Zimsec end of year summative assessment. Just practice these two skills as life skills though. I believe you had adequate experience on compositions, you made a choice on a composition to write in section A. I hope your choice made it easy for you to write as much as you can. In the guided composition, you encountered a composition you had never written before which was a series of pictures. I hope you did not panic. You should have realised that what the question required you to do was exactly the same as in the other questions with notes. You were expected to just amplify the pegs. The comprehension passage and summary were easy. You wrote language structures which were derived from what you had learnt. I hope you did well in this the test. Find more past papers and practise.

## Unit 15: Expected answers



### Activity 15.4.1 Comprehension

- 1a (i) 2 days.
- 1a (ii) Oneness.
- b (i) It had granite rocks and a thick bush.
- b (ii) There are five reasons but the question requires only 3.
- Creating production.
  - Combining pen and hoe.
  - Cementing their alliance with peasants.
  - Food production.
  - Fighting for the land which is their treasure.
- b (iii) - Putting theory into practice or Practically doing what they learn in class.  
- Strengthening their friendship.
- 2a (i) As they work together, they learn new words from different languages.
- a (ii) collective – common/many people  
opportunity – chance/privilege
- a (iii) Walk heavily.
- b (i) The coaches.

Meanings of words (choose five words only)

- a) Jogging – trotting/running at a slow pace
- b) Obstructive – blocking/disturbing/
- c) Significance – worthiness/importance
- d) Swap – exchange/barter
- e) Churning – mix/stir
- f) Conviction – firm belief/strong belief
- g) Alienated –isolated/estranged

### Summary points

1. Waited at the entrance.
2. Students were jogging and exercising.
3. They passed hoes to each other.
4. They rode eastwards passing through granite rocks.
5. At 6 in the morning they arrived at Zimbabwe Machamba.
6. They worked for three hours hoeing sunflowers.
7. They pulled out obstructive weeds.
8. They worked in groups.
9. Teachers divided themselves amongst the children.
10. They made long rows and hoe as they went.
11. They swapped and learned words from respective languages.

12. They completed their work and trumped back to the two coaches.
13. They rested among the mango trees.
14. Dionisio draws diagrams to explain about the rock.
15. They return home in coaches.
16. They sing a song of solidarity.
17. Vincente leads the singing form half the gangway of the bus.
18. Felicidade underscores the singing with her deep pounding voice.
19. Pita convened a meeting to congratulate the student

## **Supporting Language Structures**

### **Section B**

1. "Why do rocks have such rounded and blunted shapes?" I asked.
2. (i) The coaches returned to school in spite of the wet and sandy roads.  
(ii) Students and teachers worked at Machamba in support of the people in refugee camps.
3. The coaches struggled through the wet sand roads churning their surface as we returned.
4. (i) The sunflower plants had a lot of weeds and shrubbery.  
(ii) The student wondered how the peasants cultivated crops on such rocky ground.
  1. (i) Last Sunday Pita convened a meeting to congratulate the students for good work.  
(ii) Everyone is keen to do productive work.
  2. The students who went for production work were singing with conviction.

# Unit 16 Pains of Growing up

## Contents

16.1 Conversations, dialogues and interviews

16.2 Registers

**16.3 Paraphrasing and summary**

16.4 Memo, Curriculum Vitae, Article

16.5 Forming nouns by adding suffixes

## Introduction

We have now covered a lot of ground in the aspects of listening, reading, speaking and writing. You have befittingly engaged in all of the four language skills equally well. In this Unit you will be exposed to some listening and speaking activities. You should be able to define and describe register. You should be able to identify the most suitable situations in which particular words are spoken and written as well as giving plausible reasons for the identification.

You will read two comprehension passages and answer a wide range of comprehension skill questions. You will produce a Curriculum Vitae of your own as well as use inter and intra office communication tools. You are going to work on your debate portfolio to build language to present a speech and to write an article.

## Objectives

After going through this Unit, you should be able to:

- Make use of appropriate register per given situation
- Distinguish between paraphrase and summary
- Respond to simple recall skill questions
- Write an article based on a given situation
- Create new words by adding suffixes

## Key words

**Etiquette**-rules of good manners and behaviour

**Communication**-exchange of meaning and understanding between two or more people

**Taboo**- a social prohibition

## Study skills

**Problem solving**- identifying a situation and attempting solution

**Concentration**: be attentive to detail.



## Time

You are expected to spend about 8 hours in this Unit.

### 16.1 Conversations, dialogues and interviews

Can you imagine a world without music? Try to imagine such a world. How void it would be? There would be no jiving and dancing. There would be no music competitions like the Zimdance hall competitions and the common America has Talent T.V Show. Radio stations would be dull and boring.

Or imagine a world with music that is only instrumental. No lyrics at all. Would it still be boring? Maybe yes maybe no, but let us examine the value of lyrics. The following are lyrics from a song by Nokuthula Zitha, an up and coming musician based in the town of Chivhu, Zimbabwe.

I walk to the rendezvous  
The meeting place of joy  
Yes I see him there  
The rose of my dream land  
To the Mall I saunter  
Dancing all the way to joy  
To dine with the citizen there  
My rock, my shed, my peace.  
The pacifier of lost souls.

Lyrics are the words that are arranged into verses that are sung with or without the accompaniment of musical instruments. Some people feel uplifted when they hear certain songs. Others cry. They are reminded of nostalgic memories. Yet others are reminded of so memorable occasions that they would like to have repeated in their lives. What emotions have you gone through as you read Nokuthula's lyrics? Could they be emotions of love, bliss, ecstasy or sorrow?

Certain words definitely portray certain moods, certain tones and certain circumstances. Listen attentively to the following passage as your friend reads it aloud to you. It is hoped that it will trigger certain feelings in you. What are those feelings? You are supposed to write down these emotions.

The second reading will assist you to place particular words against the emotions aroused in you.

#### **Passage: Tongombeya**

The last days of his life were a disaster. That he had lived like a pauper was not a surprise. Many people had seen him scavenging in the dumps of the supermarkets around the ghost-like town of Manenji. As he miserably stooped low, he literally foraged for morsels of food which the scavenging mongrels had left for inedible. He, Tongombeya, found them to be an unequalled delicacy.

Tongombeya was paying for his crimes against humanity. They had a name for this. It was "kutanda botso." in his native Shona language He had wronged his mother until she died with a wounded heart, so they alleged. Penitence was due. Some contrived suffering of some sort was necessary so that the spell of torture and misfortune would set him free. Tongo had to move around clothed in sackcloth and all pattern of rags of multifarious colours, card board boxes of all shapes and hats of all makes and dirt. At first it was a prescription that we all thought would work. No one foresaw that the end would be so heartrending. For when I met him whistling like a train, I certainly knew something had gone amiss. The other day he was in his birthday suit bellowing like an injured bull. Then this day he is chattering like a monkey, gibbering like a baboon, howling like a hungry dog and whimpering like a burnt puppy. It was so pathetic.

"Tongo!" someone shouted.

Tongombeya gradually pulled his shape from the dustbin he was foraging, but slowly- painstakingly slow that it took him ages to stand up right. Tongo suddenly slumped down and a loud painful groan ensued from his dry and parched throat. He sat there mouth agape and eyes gazing into emptiness. Two minutes. Three. Ten. An hour. A day and Tongo was still slumped in that stupor without having blinked an inch. Dead, maybe. Yes. Dead.



### Activity 16.1.1

Write down what you felt as you listened to this passage being read.

Your friend will read the passage again but slowly this time. You wrote down the feelings you experienced. Now you must write the words or phrases from the passage that made you feel that particular way. You should have at least four words or phrases.

E.g. feeling of pity –loud painful groan

Feeling

1. pity

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Word / Phrase

loud painful groan

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The following is a dialogue between two strangers who meet at the place where Tongombeya is slumped and lying still.

Stranger 1: Terrible, is it?

Stranger 2: Yaa, bad indeed. Who is he?

Stranger 1: Not sure who, but heard it should be Tongo. Tongombeya. Really sorry.

Stranger 2: Sorry indeed. Oh Tongo the businessman who owns Tongombeya Bazaars and Abattoirs? No, it can't be.

Stranger 1: So I heard. It could be him though. The last time I saw him around these areas he was wearing clothes identical to the ones worn by that man. Can't we draw close and find out? Quite pathetic.

Stranger 2: They say he had a goblin. So it's the one causing this. But his shops are flourishing at the moment. Beware he may steal your soul and resurrect himself.

Stranger 1: \_\_\_\_\_  
 \_\_\_\_\_

Stranger 2: \_\_\_\_\_  
 \_\_\_\_\_

Stranger 1: \_\_\_\_\_  
 \_\_\_\_\_

Stranger 2: \_\_\_\_\_  
 \_\_\_\_\_

Stranger 1: \_\_\_\_\_  
 \_\_\_\_\_

Stranger 2: \_\_\_\_\_  
 \_\_\_\_\_

 **Activity 16.1.2**

Continue the above dialogue with a friend. You are not writing anything this time but you are taking turns to talk with your friend. Add as much talk until the stage Tongo's corpse is taken to a mortuary.

**16.2 Registers**

Have you ever wondered why it is always right to greet elders first? Would there be anything wrong if the elder greets you first? Definitely it will not bring judgment on you any sooner. However, every society has its own rules that govern what is right or wrong, when it is right or wrong and how it is right or wrong. We call this etiquette. The World Book Dictionary defines etiquette as the conventional rules for conduct or behaviour in polite society.

There are a number of interesting observations in the definition. Can you identify any? One such observation is that the way one conducts himself or herself is governed by a set of rules. Also, these rules emanate from polite society. However, they may not be written down like the ten commandments of the Holy Bible. They are understood to exist and make people live peacefully. This means that the manner how one dresses, how one eats and how one talks are governed by politeness in any society. Politeness seeks to do no harm to anyone.



### Activity 16.2.1

Think of any rules that govern how people do things in your community. Some of these rules may also be taboos. For example, in one society:

- no younger person should have access to a chair while there is an elder who does not have a chair and is standing.
- Another example is that when you are family and are having a meal serving from the same plate, it is always the older person who gets first access to the meat.
- A younger person should not answer back an elder when being reprimanded even if the younger person has done no such wrong.

Now write down the rules that govern how people live in your community. Of the examples you identified above, are there any rules that do with speaking. We hope you identified some.

Truly then the way one speaks is equally governed by politeness. The way one speaks is referred to as register. You have done registers in the preceding units. In this Unit, we want to look at registers. Registers have to do with appropriate language in communication. We want to establish why people communicate. By and large, people communicate in order to establish and maintain social relations. We say people have communicated when they have understood each other from an exchange of words. This exchange of words is called a speech act.

There are five classes of register. These are intimate, casual, consultative, authority and frozen. In order to remember these quickly, let's create an acronym ICCAF.

Let us use a single situation to find examples of each of the classes of register. Imagine that you should convey the message that the door should be closed.

1. **Intimate register** is the language used between and among people who are so close to each other and share some affection. For example family relations like father, mother, son, daughter and even lovers e.g. please close the door.
2. **Casual register**- this is language normally used by "insiders"- people within a particular social group like friends, colleagues and acquaintances. It is also associated with shortened forms and slangs e.g. Close the door. Or close door
3. **Consultative register** – this is language associated with formal ways of requesting e.g. will you close the door? / Would you close the door?
4. **Authority** –this is language normally used by a person occupying a higher office and addressing subordinates. It is associated with humility and from the understanding that people in authority should not show out their power but it should rather be felt e.g. Do you mind closing the door? eg If you could close the door.
5. **Frozen register** -language that is normally used for notices, orders, announcements

E.g. KEEP DOOR CLOSED (Note the omission of article "the" after keep.

The above categorization suggests that social class, degree of closeness and also formality or informality determine the language used in communication within those contexts.

What do you think are some of the factors that affect communication?

Now let us examine the following situations.

### **Situation 1:**

You are in a stadium watching a soccer match between Zimbabwe and Nigeria. The stadium is packed that places to seat are hard to come by. You see your friend and realise that he is looking for a seat and you happen to have one reserved.

How would you call him to offer him a seat?

1. a) Hey buddy, over here, a seat for you, hurry up!
- b) You better look to see who is here and come and grab a free seat

Comment on the appropriateness of the above statements.

Comment: there is nothing wrong with both statements because these are friends speaking. They are casually related and they talk to each other informally. So the statements are quite appropriate.

### **Situation 2**

You see your headmaster standing, clearly showing that he has failed to secure a seat.

2. a) Hey grey hair, a seat for you here to enjoy the match.
- b) Excuse me sir, there is a free seat over here if you wouldn't mind.
- c) Grey hair will feel the pinch of standing for 90 minutes. Hope there won't be any extra time!

Comment: There is definitely something wrong with a) and c). Both are derogatory, disrespectful and informal. The student must respect his head as in b). So a) and c) are quite inappropriate while b) is appropriate.

On your own examine the following situations and answer questions in each situation.



### **Activity 16.2 .2**

1. Imagine you are a worker in one of the blooming industries. You fall sick and want to request some bed rest from the manager. Say which of the following utterances would be the best and why the others would be inappropriate.
  - (i) Sick again sir. This thing will kill me one of these good days. Can I rest a little bit?
  - (ii) Excuse me sir. I have just fallen sick. Could I be excused for a while?
  - (iii) Morning Sir. I have just fallen sick. I am kindly requesting for a day off to recuperate. (6)

2. A friend falls down the staircase as she was rushing for some emergency. You say:
- (i) Serves you right. Always the busiest of us all!
  - (ii) Oh sorry. I hope you have not hurt yourself?
- Which of the above utterances is formal and why? (2)
3. A relative of yours is hospitalized suffering from Depression. During a visiting session you realise that he is in a bad shape. Two of your relative's friends pass some comments.
- One says "Pull up yourself mate, you look so pale."  
The other says "You look stunningly fine. Soon you will be out for a cocktail."
- (a) How will your relative feel in each case?
  - (b) Comment on the appropriateness of the two utterances. (2)

### 16.3 Comprehension work: Paraphrasing and summarising

This section comprises of two passages, passage A and Passage B. Read through the first passage and answer questions that follow.



#### Passage A: Growing up

1. Traumatic experiences in childhood appear to have a role in cancer, cardiovascular disease, obesity and being overweight and early death. The evidence strongly suggests that if excessive, stress weakens the immune system in childhood and abuse damages the delicate mechanisms of the mind, multiple physical, mental and emotional problems may surface later in life

2. Unhealthy relationships at home actually cause changes in our brain. The parts of the brain particularly affected are those that play important roles in long-and short-term memory. Additionally, both children and adult victims of family violence often experienced fear, shame, guilt and stigma. Such negative emotions contribute to mental and emotional problems, including depression, bipolar disorder and post-traumatic stress disorder in both men and women.
3. Experiencing childhood maltreatment and poverty at an early age harms our immune system. The bodies of those who have endured such a background often show when they become adults, an abnormal control of inflammation because of faulty immunity. They also have an increased risk of diabetes! Such immune **dysfunction** appears not only in the case of child abuse but also during adult conflict between spouses and companions, especially if it continues for some time.
4. Research has linked abuse and violence in all its forms not only to increased mortality but also to having a negative influence on the entire community. Globally, violence and abuse have become major problems.
5. The following statistics bring the health effects of violence and abuse into stark perspective: more than one in three female homicides worldwide occur in the hands of an intimate partner- often a spouse or companion. Such violence commonly represents the end result of a long history of abusive relationships. Public health officials list violence among one of the eight major priorities affecting the health of people globally.
6. Fortunately, even despite the many negative health outcomes among survivors of domestic violence, there is still hope! Not everyone who experiences abusive relationships will; develop such health problems. Often described as resilience, many individuals manage to bounce back by employing effective coping mechanisms.
7. The good news for anyone affected by domestic violence is that such positive coping factors can help people to heal. They include **cultivating** wholesome emotions; learning to be flexible; developing a selfless concern for the well-being of others; having social support; and utilizing faith. In fact studies suggest that gratitude, and forgiveness specifically, can powerfully contribute to psychological resilience in the face of trauma and abuse.

8. Forgiveness or gratitude can be healing balms and protective factors that will enable us to deal with the disease that may result from abusive relationships. If someone has hurt you deeply and you fail to forgive them, you are allowing them to injure you a second time. An unforgiving spirit destroys our health and imprisons us in bitterness. It robs us of the joy of life. It's healthy to forgive those who have wounded us when they do not **warrant** it. Forgiving another does not mean we condone their actions or justify what they did to us. Rather, forgiveness is releasing another from our condemnation when they do not deserve it.

**Adapted from *Health and wellness: Secrets that will change your life*. Mark A Finley and Peter N Landless eds 2014**



### Activity 16.3.1

Now you can answer the following questions.

#### From paragraph 1

- 1) a) What is the effect of excessive stress? (1)  
b) State the effect of abuse on children? (1)  
c) "emotional problems may surface in later life". In your own words, explain what this statement means. (2)

#### From paragraph 2

- d) Identify any two causes of depression. (2)  
e) "the bodies of those who have endured such a background". To what does the word such refer? (1)  
f) "an abnormal control of inflammation." Why do you think a control of inflammation would be abnormal in this case?

#### From paragraph 4

- g) Give an example of one coping mechanism. (1)  
h) What does the use of the word "specifically" tell you of the writer's attitude towards gratitude and forgiveness? (2)

2. Infer the meanings of the following words as they are used in the passage.

- a) multiple  
b) stigma  
c) dysfunction  
d) cultivating  
e) warrant (5)

Your next activity is to paraphrase the above passage. At this time, you must realise that a paraphrase and a summary are the same thing with similar characteristics at some point but different skill orientation.

3. In not more than 200 words, write a paraphrase of passage A. The first eight words are already given for you. (20)

Now you can keep your paraphrase safely and file it in your portfolio. You will use the information in article writing later in this Unit.

## **Passage B**

### **Depression**

In passage A, you learnt about depression in later life as one of the effects of child abuse. This passage continues to discuss depression and how it can be managed. Skim through the passage once and go over all the questions. Read through the passage for detail and then answer the questions that follow.

1. Depression is a global problem that can affect anyone anywhere. Statistics reveal that more than 350 million people of all ages suffer from it. The leading cause of disability worldwide, it is a major part of the global burden of disease. Those who study the patterns of disease predict that such figures will openly increase in the future.
2. The World Health Organisation describes depression as “a common mental disorder, characterized by sadness, loss of interest or pleasure, feelings of guilt or low self –worth, disturbed sleep or appetite, feelings of tiredness and poor concentration.” At its worst, depression can lead to suicide. An estimated one million people die depression related deaths each year. This is more disturbing when we realise that a number of positive principles and effective treatments can make a major difference for people living with depression.
3. Even a better standard of living does not ensure happiness. “ Based on detailed interviews with over 89 000 people, study results show that 15 percent of the population from high income countries, compared to 11 percent for low/middle income countries, were likely to get depression over their life time, with 5.5 percent having had depression already. As we see, money is not a solution to disappointment, discouragement and despair.
4. The same research shows that women are twice as likely to suffer depression as men and the loss of a partner, whether from death, divorce or separation was a main contributing factor. The cause of depression is not the same for everyone. For some, it is a genetic problem that affects the balance of chemicals (neurotransmitters) in the brain. For others a stressful life event such as the death of a loved one, losing a job, a divorce or some equally distressing life event may trigger it. In many cases depression occurs as a result of the combination of both the chemical imbalance and a triggering event. Whatever the cause, whether it is a chemical upset in the brain or the heartache of some major life event, depression can harm a person’s life and needs effective solutions.

5. Depression can be very disabling. Millions of people live in the dark shadow of sadness, gloom, and hopelessness and often struggle with feelings of inadequacy and worthlessness. While there are degrees of depression-and we all experience minor versions of it-almost 22 women out of every 100 will have an episode or more of major depression during their lifetime. This is almost double the chance of such an event occurring to men. Approximately 13 out of every 100 men during their lifetime cope with some form of depression. Children up to the age of 10 may also experience depression, though the gender difference is not apparent until the reproductive years during and after adolescence. Once they pass menopause, though, women become less prone to depression.
6. Multiple factors make women more susceptible to stress induced depression than men. They also are about four times more prone to seasonal-affective depression than men. It is the form of depression that occurs in areas where winter daylight hours are very short. People wake up and go to work in the dark and return home in darkness and have little exposure to sunlight. Yet another factor that may influence the onset of depression is the hormonal fluctuations of the reproductive years. They may well affect neurotransmitters in the brain, increasing vulnerability to depression.
7. Women in many cultures do not enjoy equal status with men, something that could play a role in depression. The demands placed upon women to produce children or to regulate family size mean that they often carry disproportionate responsibilities and accountability for reproductive function. Infertility or a miscarriage may get viewed as a failure to fulfill their role. Oral contraceptives may carry a potential for depression in susceptible women. Hormonal factors may play a cyclical (occurring monthly) role or during postpartum state following childbirth. Whatever the causes, women with depression need and deserve serious compassionate care.
8. The symptoms of depression vary from person to person. Persistent tiredness and loss of energy are common complaints among those suffering from it. Depressed individuals may suffer from loss of concentration and become indecisive. Feelings of guilt and low self worth often persist for weeks on end. Some may experience difficulty in sleeping or, on the other hand, sleep more than normal. Many find themselves waking up early. Persons suffering from depression tend to lose interest in daily activities. They may struggle with recurring thoughts of death and suicide. Changes in eating patterns may cause either weight loss or weight gain (a change of more than 5 percent of body weight in a month.) In severe cases, individuals with depression lose interest in eating and no longer find pleasure in any of life's activities, including social relationships.

9. Society needs to recognize that the major depressive disorders are as much a disease as the more physical ones such as diabetes or hepatitis. Ill advised comments such as “pull yourself together” or “get a grip” reflect either a lack of knowledge or even more sadly, the ignorance of the one making them. Such statements may cause further pain, heartache and a worsening of the depression.

**Hope beyond Depression, Adapted from Health and wellness: secrets that will change your life. Mark A Finley and Peter N Landless eds 2014**

 **Activity 16.3.2**

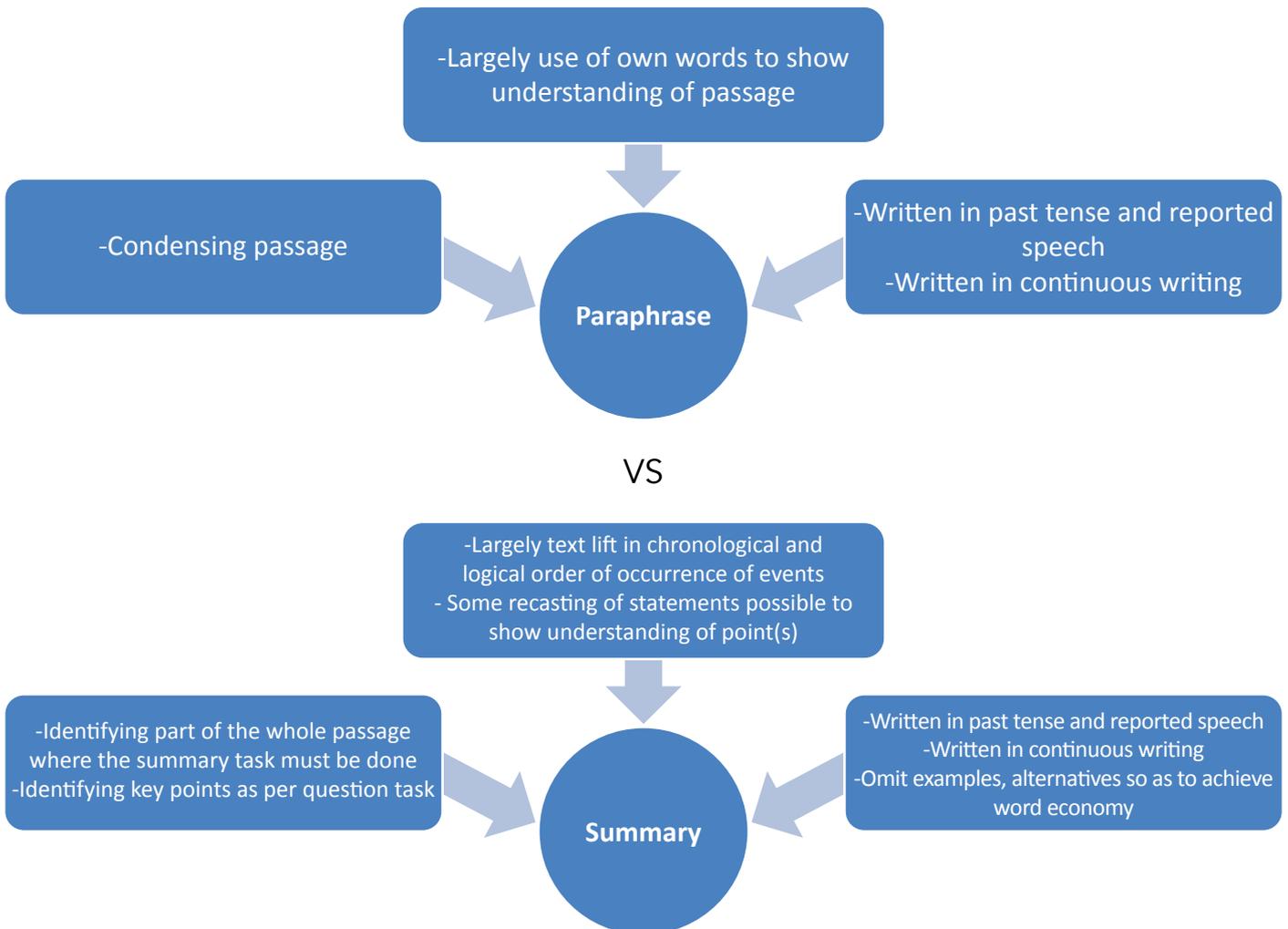
**Question**

Write an account of the causes, effects and symptoms of depression. Use material from paragraph 4 to paragraph 8. Your account, which should be in continuous writing, should not be longer than 150 words including the ten given words. Begin your answer as follows:

Women are the most likely to suffer from depression as ...

**Tip**

You have now produced a summary and a paraphrase. The following checklist will help you tell the differences and similarities between a summary and a paraphrase.



**Figure 16.1**

**Key problem** The passages have revealed that depression can be a silent killer; more dangerous than most of the physical conditions that can be seen by the eye.

Some experts on this subject recommend a lot of measures to fight depression. Some of these include healthy food and changing eating habits. Now this is a glorious opportunity for you to find out more information about depression and how it can be managed and ultimately reduced.

**What to do** Come up with a list of interview questions that you will ask people on this subject.

**Who to interview** Visit the social welfare department, your local clinic, religious leaders, and other community leaders. Ask them about depression. Jot down all the information you get. Organise it into paragraphs. Prepare to give a speech on the topic "depression."

This is another opportunity to refine your reference skills. Use any reference materials at your disposal.

**Using the collected data** Now you can write your speech and deliver it.

### **Reflection!!**

- Did you stand at the centre of a room?
- Did you refer to your notes?
- Did you use facial expressions and gestures?
- Did you pause for emphasis and repeat essential points?
- Did your feet wander away as if you were on horseback?

**TIP!** We hope you have realised that these questions are a recap of Unit 9 on Public Speaking. You can refer to your Debate portfolio or to read the passage on Public Speaking in order to revise and sharpen your speech presentation skills.

## **16.4 Memo, Curriculum Vitae and Article**

This section of our Unit is going to deal with how to write a Memo, a Curriculum Vitae (CV) and an Article.

### **The Memo**

We will begin by looking at a memo. A memo is an inter-office and intra office communication tool. It is a document used by administrators to quickly convey important information within an organization.

## Example

Pfm22/240619

08:30:03 am

Date: 24 June 2019

From: Executive Director

To: General Manager

Cc : Chief Accountant

Human Relations manager

Branch Managers

Brand Managers

Board chairperson

**RE: Review of Prices to align with recent government announcement banning the costing and charging of items in US dollars for local transactions.**

You are reminded to change all the prices of our merchandise to Zimbabwean dollars. Kindly adjust your prices as per prevailing market rate per day of transaction

Please forward any queries to the Chief Accountant.

Kindly oblige  
Pardon Face Moyo

The above is an example of an office memo. Try to answer the following questions which will help you in understanding a memo.



### Activity 16.4.1

#### For your Self Evaluation

1. Who wrote this memo?
2. To whom is it directed?
3. To whom is it copied?
4. Why has the memo been written?
5. What do the numbers at top right hand corner represent?
6. What do the numbers at the top left hand corner represent?
7. How will the workers know about these important changes in pricing?

#### For yourself evaluation

We hope you have answered the above questions and it was easy for you to identify the answers. Now imagine you have been asked to speak about memos to a group of students. Use your answers to briefly describe to the students what a memo is. You can also make use of your referencing skills you learnt in Unit 9 to refer to some other sources of material so that you come up with an informative presentation.

Write down your presentation in your work book.



### Activity 16.4.2

Imagine you are the manager of Mpumelelo Holdings. Mpumelelo Holdings deals with processing of dairy products. There has been an outbreak of foot and mouth disease and this has greatly affected the quantity and quality of milk deliveries. Write an urgent memo suggesting ways of dealing with this problem as well as alternative ways of raising revenue.

### The Curriculum Vitae (CV)

A curriculum vitae (CV) is a write up that shows one's biographical data. It has information on one's academic, professional and career achievements. Some people may like to include their social progress as well as social activities. A CV is enclosed in application letters or can be emailed together with application letters for jobs. Nowadays, it is no longer all that necessary to include copies of academic and professional qualifications when applying for a job. All the information will be contained in a CV. The original certificates may only be needed during the interview or for some verification process.

Here is an example of a Curriculum vitae compiled by a student from the National University of Science and Technology.

#### Personal details

Name	Nomagugu Ellice Dlodlo
D. O. B	29/01/99
National I.D. No	18-142720 x 29
Gender	Female
Languages spoken	English, Ndebele and Shona
Marital status	Single
Nationality	Zimbabwean
Religion	Christian
Residential address	Madzivire secondary school P O Box 225, Chivhu
Alternative addresses:	1315 Crowbrough Harare
	: 31432 Entumbane, Bulawayo
Contact details	0779 621 141; 0773 536 419; 0784 193 330; 0772911449
Email address	nomaellice@gmail.com

## Background

An effective communicator with the ability of getting things done with and through other people.

Driven by some underlying curiosity and desire to learn more

Ability to work under pressure, minimum supervision and meet dead lines

Computer literate

## Career objective

To be part of a dynamic organisation where my competences, capabilities, skills and strengths can be fully utilised and be able to learn more and enhance my personal growth in my field.

## Hobbies

Reading newspapers

Travelling

Reading books

## Strengths

A fast learner capable to maintain good relations with colleagues at all levels.

Good team player willing to learn new skills and tasks.

Can work well under pressure and with little supervision to meet set targets and achieve company objectives.

A dedicated, hardworking and honest lady.

## Academic qualifications

National University of Science and Technology

Bachelor of Commerce Honours Degree in Banking and Investment Management (2017 to date)

Duration 4years

<b>Level:</b>	<b>2.2</b>		
<b>Course code</b>	<b>Course name</b>		<b>Class</b>
Cac2206	Accounting IIb		Pending
Cba2202	Banking and foreign exchange		Pending
Cba2204	Banking information systems		Pending
Cba2208	Treasury management II		Pending

Cba2209	Introduction to econometrics	Pending
Cfi2201	Corporate finance II	Pending
Cin2203	Law relating to banking II	Pending

<b>Level:</b>	<b>2.1</b>	
<b>Course code</b>	<b>Course name</b>	<b>Class</b>
Cac1203	Introduction to information technology	1
Cac2106	Accounting 11a	2.1
Cba2108	Treasury management 1	2.2
Cba2109	Mathematical applications in banking	2.1
Cba2110	Banking and financial markets	2.2
Cfi2101	Corporate finance 1	2.2
Cin2103	Law relating to banking I	2.1

<b>Level:</b>	<b>1.2</b>	
<b>Course code</b>	<b>Course name</b>	<b>Class</b>
Cac1208	Accounting 1b	2.1
Cba1206	Macroeconomics	2.1
Cin1204	Commercial law II	3
Cin1207	Quantitative analysis for business II	2.2
Cmk1209	Principles of marketing	1

<b>Level:</b>	<b>1.1</b>	
<b>Course code</b>	<b>Course name</b>	<b>Class</b>
Cbu1108	Principles of management	1
Cbu1102	Business communication	2.1
Cac1107	Accounting Ia	2.1
Cba1105	Microeconomics	2.1
Cin1103	Commercial law I	2.1
Cin1106	Quantitative analysis for business I	2.1
Ctl1101	Conflict transformation and leadership	3

### **Advanced level: St Francis of Assisi (2015-2016)**

Business studies	A
Economics	B
Accounting	B

## Ordinary level: St Francis of Assisi (2011-2014)

Bible knowledge	A
Economics	A
Geography	A
History	A
Literature	A
Shona	A
Mathematics	B
English	B
Integrated science	B
Accounting	B
Food and nutrition	B
Computer studies	Distinction (Hexco)

## References

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0772 844 019



### Activity 16.4.3

Now, from the example above,

1. Identify the key features of a Curriculum vitae for example personal details, hobbies
2. Identify any important information that is not included in this Curriculum vitae.
3. What do you think Pending means?

## For your portfolio

Now you can produce your own curriculum vitae and file it in your portfolio. Compare it with the given example.

## An Article

There are various types of articles. There can be newspaper articles, magazine articles, or general articles. You are going to write an article for a school magazine.



### Activity 16.4.4

Imagine you are the Chairperson of your School Interact Club. As a group, you arrange to make a follow up on learners who are no longer attending school.

As you interview the learners, they give you various reasons including the following:

- No food to eat at home and at school
- Always being harassed by parents and teachers alike
- Stressed at the loss of a parent
- Loss of interest in schooling
- Persistent tiredness and lethargy

Write an article for your school magazine explaining the reasons why the learners are no longer attending school as well as giving possible solutions to their problems. You may use some or all of the reasons they gave. You can also add other reasons if you have any.

You should spend about 40 minutes in the actual writing and also 30 minutes in the preparation.

**NOTE:** Before attempting this activity, go back to Activity 16.3.1. Get hold of your portfolio folder. The paraphrase you wrote and filed in the folder has important information that will help you write your article.

If, for one reason or another, you had not written the paraphrase, read through passages A and B which are about challenges of growing up including child abuse, stress and depression and how to cope with these.

After having done that, you can now write your article.

**Tip:** Remember you just write the title or heading then you start writing the article. Your name should appear either soon after the title or at the end of the article.

Also each bullet (•) can be treated as a paragraph. You have learnt that these are called pegs or simply points. They must be amplified or explained further. They must be given further meaning by supporting facts and examples.

As you finish discussing one point and are shifting to another paragraph remember to use connectives so that your work is coherent and linked together as a single unit.

## 16.5 Forming Nouns by using Suffixes

In English language, we can build different words by adding prefixes and suffixes to them. We will look at the addition of a suffix to form a new word.

**A suffix is a word ending.**

### Example

<b>Base Word</b>		<b>suffix</b>		<b>new word</b>
Succeed	+	-ssion	=	succession
Omit	+	-ssion	=	omission
Advise	+	-able	=	advisable
Assist	+	-ance	=	assistance

We now have a new set of words. The new words formed in this way can be nouns or adjectives Can you identify a noun and an adjective from the above example?

There are many rules in forming new words by adding suffixes. One such rule is discussed below

If a word ends with a "y" and you add a suffix of your choice, the y in that word automatically changes to an "i". Let us have a look at these words.

<b>Base Word</b>		<b>suffix</b>		<b>new word</b>
Pity	+	-able	=	pitiable
Heavy	+	-ness	=	heaviness
Envy	+	-able	=	envious
Rely	+	-able	=	reliable
Deny	+	-able	=	deniable
Rectify	+	-able	=	rectifiable



### Activity 16 .5.1

Now form new words by adding the correct suffix to the following words.

<b>Base Word</b>	<b>Suffix</b>	<b>New word</b>
Hefty		
Mercy		
Beauty		
Really		
Trustworthy		

Another rule that can be followed when forming new words by adding suffixes is discussed below.

If a word ends in a vowel and you add a suffix, you simply have to join the two parts without dropping any letter or adding any letter.

### Example

Base Word	Suffix	New word
abridge	-ment	abridgement
announce	-ment	announcement

### Suffix meanings and meanings of formed words

The newly formed words have meanings based on the meanings of the suffixes. Various suffixes have different meanings.

### Example

Suffix	Meaning of suffix	New word	Meaning of word
-able,-ible	-That can be	Edible Transferable Teachable	That can be eaten That can be transferred That can be taught
-ness	-state of quality of being	Heaviness laziness	State of being heavy State of being lazy
-er,-or	-Person or thing performing an act -Having to do with	Footballer Preacher	Person performing / playing football Person preaching
-ous	-Full of	Hazardous joyous	Full of hazard Full of joy
-less	-without	Moneyless Speechless	Without money Without speech



### Activity 16. 5.2

Now fill in the blank spaces with the correct information. You can use a dictionary or thesaurus. These are also available on your mobile phone.

-ful	-full of	respectful	
-ish			
-ve		supportive	
-ist	A person who		A person who plays a piano
-ship			
-some		quarrelsome	

(12 marks)



### Activity 16.5.3

Now let us look at the suffixed words in context.

The following is an extract from passage B. There are at least eleven words with suffixes. Two of the words have been identified for you. They are the ones in italics.

1. Identify the words by encircling them.
2. Analyse the words into word + suffix = new word.
3. Use the words in your own sentences to show that you know their meanings.

The World Health Organisation describes depression as “a common mental disorder, characterized by sadness, loss of interest or pleasure, feelings of guilt or low self-worth, disturbed sleep or appetite, feelings of *tiredness* and poor *concentration*.” At its worst, depression can lead to suicide. An estimated one million people die depression related deaths each year. This is more disturbing when we realise that a number of positive principles and effective treatments can make a major difference for people living with depression.

{25 marks}

### Extension work



### Activity 16.5.4

In Unit 9, you attempted an exercise on confusing words. We hope you scored well. This is a bonus exercise just to test you on the subject of confusing words.

Write down the correct answers in your book.

1. Jane Mazivanhanga’s hair is **quite/quiet** curly, but it may straighten up as she grows up.
2. Abigail Maseko apologised to the judge for giving **falls/false** information
3. “I **except/expect** all students to be **seated/sitted** in the **hole/hall** by **fife/five** o’clock.

4. Betty's dog **attached/attacked** Mr.Tofu's goat.
5. "Thirteen students were **upsent/absent** today," reported Gura, the class monitor.
6. All the visitors were filled with **aware/awe** when they saw the drawings of Mbuya Nehanda.
7. The truck is pulling a **trailor/trailer** full of river sand.

## Reflection

Finally you have come to the end of unit 16. What do you remember about ways you should behave in a certain situations? Did you learn anything new about manners? Pause and think. You also have learnt how a CV should be written. Try to help your friends compile a CV for an application. Will you be able to help? Don't forget that you must continue revising what you did.

## Summary

In this unit you have learnt quite a number of things. You learnt that certain words ignite certain feelings in listeners. You also learnt that there are different factors that influence communication and register. You learnt about the depression condition and how it can be managed. You also learnt about the different skills involved in writing a paraphrase and a summary. You practised writing a memo and curriculum vitae, including amplifying points in writing an article. You also discovered that new words can be formed by adding suffixes to base words. You can continue with personal practise exercises on confusing words.

## Unit 16: Expected answers



### Activity 16.1

#### Emotions aroused

Pity-lived like a pauper

- scavenging
- miserably stooped
- foraged for food

Pain-painful groan

- still slumped in that stupor

Commiserating



### Activity 16.2

1. (i) inappropriate and informal  
(ii) inappropriate and informal, almost instructing instead of requesting  
(iii) appropriate and very formal, polite and requesting
2. (i) informal, insulting/taunting  
(ii) formal, concerned

3. (a) Case 1: will feel more sick/ disturbed/perturbed/nerved  
Case 2: feel cared for/ hopeful / will recover/ will gain some confidence
- (b) Case 1: very inappropriate and very informal. The patient may even get worse/deteriorate  
Case 2: very appropriate and gives hope to an ailing person

## Comprehension

### Passage A

1. (a) stress weakens the immune system of a child (1)
- (b) abuse changes the delicate mechanism of the mind (1)
- (c) problems/ problems to do with feelings may show up/appear sometime later/some years later (2)
- (d) causes of depression-
- (e) experiencing maltreatment and poverty (1)
- (f) the persons feelings would be dead/ incumbent feels no pain/ sensation at all/whatsoever
- (g)
  - cultivating wholesome emotions
  - learning to be flexible
  - developing a selfless concern for the wellbeing of others
- (h) While gratitude can be a healing balm, forgiveness is more powerful/ effective.
2. multiple- many/numerous/compound  
Stigma – shame/ disgrace/ self dishonor
- ➔ Dysfunction –not well in order/ not functioning well/ not working properly
  - ➔ Cultivating –grooming/ nurturing/ growing/ developing
  - ➔ Warrant – deserve/ justify /merit/ call for



### Activity 16.3.1

#### The paraphrase

#### Points to be clear and follow the following progression

- Trauma in childhood is linked to cancer, obesity, cardiovascular disease and death
- Unhealthy home relationships cause fear, shame, guilt and stigma
- Childhood maltreatment causes high risk of diabetes and harms immune system

- Many homicides are perpetrated by partners
- There are a number of coping mechanisms including gratitude, forgiving, psycho-social
- support, cultivating wholesome emotions, being selfless, considering welfare of others



### Activity 16.3.2

Summary points – 1 mark for each point =15 marks. The other 5 marks are for grammar and spelling where up to 10 mistakes are penalized at the rate of minus half a mark for every error.

#### **Causes, effects and symptoms of depression**

1. Loss of a partner
2. genetic problem
3. stressful life event
4. Distressing life event
5. combination of both chemical imbalance and a triggering event
6. Shorter winter day light hours
7. Hormonal fluctuations
8. Failure to enjoy equal status with men
9. signs include persistent tiredness
10. loss of energy
11. loss of concentration
12. Indecision
13. difficulty in sleeping and sleeping longer than necessary
14. loss of interest in daily activities
15. changes in eating patterns
16. loss of interest in social relationships
17. Continual sadness
18. Can lead to suicide



### Activity 16.4.2

#### **Memo**

The memo can be on a company letter head with company logo or plain paper.

Mpumelelo Dairy Products



28 July 2019

0900hrs

From : The CEO

To: Quality Control Manager

Cc: Purchase and Marketing Manager

URGENT MEASURERS TO TAKE DUE TO UNPRECEDENTED OUTBREAK OF FOOT AND MOUTH

The above matter refers.

Please be advised to make cite tests of milk before loading milk into containerized trucks. The milk quality has greatly deteriorated thereby affecting production of yourghurt, butter and cheese.

Also open up new client stations in areas to the east of the country where disease is under control.

Thank you.



### Activity 16.4.3

#### Key features of a CV

- Personal details
- Academic qualifications
- Professional qualifications
- Career projections
- Hobbies
- References

#### Features not included in the CV

- Positions held
- Other qualifications
- Schools attended and year (s)



### Activity 16.4.4

The expected answer should show:

- the topic/title/ heading of the article
- the writer of the article soon after the title or at the end of the article,
- the expansion/ amplification of the points
- the use of connectives
- addition of own ideas

for example

Title of article  
in bold or  
underlined.

## Reasons given by learners for not attending school

By Chikerema Nyasha  writer of article (here or at the end of the article)

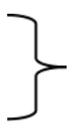
- **persistent tiredness and lethargy**  peg/point to be amplified

### The amplification

- so tired they cannot even wake up
- feel tired just after doing a few chores
- lose energy and concentration
- loss of zeal and interest

### Discourse markers/connectives

To begin with,  stating the first point in the explanatory paragraph

In addition to that,  
Also,  
Furthermore,  connecting paragraphs

In conclusion,  closing the article/summing up/finishing paragraph

### Activity 16 .5.1

Forming new words by adding the correct suffix to the base word.

Base Word	Suffix	New word
Hefty	-ier	Heftier
Mercy	-ful	Mercioful
Beauty	-beauty	Beautiful
Really	-istic	Realistic
Trustworthy	-ness	trustworthiness

### Activity 16. 5.2

-ful	full of	respectful	Full of respect
-ish	like/ tending toward	childish	Like a child
-ve	of or having to do with	supportive	Having to do with support
-ist	a person who	pianist	A person who plays a piano
-ship	office, status or rank	pastorship	Office of pastor
-some	Tending to	quarrelsome	Tending to quarrel



### Activity 16.5.3

The World Health **Organisation** describes depression as “a common mental disorder, **characterized** by **sadness**, loss of interest or pleasure, **feelings** of guilt or low self –worth, **disturbed** sleep or appetite, feelings of **tiredness** and poor **concentration**.” At its worst, depression can lead to suicide. An **estimated** one million people die depression related deaths each year. This is more **disturbing** when we realise that a number of positive principles and **effective treatments** can make a major **difference** for people living with depression.

#### Analyzing the base words.

Base word	Suffix	New word
Organise	-tion	Organization
Character	-ise	Characterize
Sad	-ness	Sadness
Feel	-ing	Feeling
Disturb	-ed	Disturbed
Estimate	-ed	Estimated
Disturb	-ing	disturbing
Effect	-ve	Effective
Treat	-ments	Treatments
Differ	-ence	Difference



### Activity 16.5.4

- Jane Mazivanhanga’s hair is **quite/quiet** curly, but it may straighten up as she grows up.
- Abigal Maseko apologised to the judge for giving **falls/false** information
- “I **except/expect** all students to be **seated/sitted** in the **hole/hall** by **fife/five** o’clock.
- Betty’s dog **attached/attacked** Mr.Tofu’s goat.
- “Thirteen students were **upsent/absent** today,” reported Gura, the class monitor.
- All the visitors were filled with **aware/awe** when they saw the drawings of Mbuya Nehanda.
- The truck is pulling a **trailor/trailer** full of river sand.

# Unit 17: Broken promises

## Contents

- 17.1 Dictation
- 17.2 Conservation of natural resources
- 17.3 Broken promises
- 17.4 Report writing
- 17.5 Common and proper nouns

## Introduction

What comes to your mind when you see the title broken promises? Probably you have been disappointed by someone once because he/she did not live up to your expectations. In this Unit you will read a story about the disappointments that certain women experienced and continue to experience in different countries. You will also learn about the destruction of the ozone layer which perhaps you have encountered in Geography if you have studied that subject. If you have never then the search tasks will help you learn a lot. The story you will listen to is inspirational especially to those who may want to make a difference in their communities. Remember icons such as Nelson Mandela and others who are well known for making a difference in Africa and saving human kind started pursuing their dreams at a young age. You have done report writing several times but here you shall benefit more on how to use a pie chart for report writing. Lastly, you will learn about proper and common nouns.

**Tip:** It is important that you patiently and carefully go through the whole Unit to be able to achieve the objectives given below.

## Objectives

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

- retell stories that you would have listened to.
- list main ideas from the short stories you would have listened to.
- work out contextual meanings of words and phrases
- compile a report based on a pie chart
- differentiate between a proper and a common noun
- define and identify proper and common nouns in sentences.

## Key words

**Proper noun:** Name of specific thing, place or person for example, Bulawayo, Justice

**Common noun:** This is a name used to refer to a group for example, animals, trees, class



**Time: All the activities in this Unit must be completed in 8 hours**



## **Study skills**

In the following unit you are expected to use the following skills which will help you to understand:

**Skimming** - quickly look at a text before the second reading.

**Attentive listening** – paying attention to specific information in the story

## **17.1 Dictation**

In Unit six, you were introduced to dictation. Do you still remember what the word dictation means? It is the act of saying words and sentences for someone else to hear. We hope by now you are able to listen to different types of texts and hear the message. Do you still have the same difficulties, in listening, that you had when you started Unit one? If you still find yourself having the same problems then you must give yourself more practise. Revisit the listening sections especially those with **Dictation** such as Unit six and do a thorough practise once more. Remember you were encouraged to bring your own new words to use for practise.

In this part you will listen to sentences, paragraphs and a short story. Since you have done significant practise in listening, you must be able to listen to larger Units of information now. So, as the stories are read out to you, you will be expected to listen through the first reading for general information noting down any obvious points you hear. Then make detailed notes in the second reading to help you do the activity below.



### **Activity 17.1.1**

Ask your friend or family member or anyone you can find to help you do this activity. Ask him/her to read the story to you. Listen first and take down any clear points you get but bear in mind that you have to be attentive throughout this stage so that you get the storyline and meaning of the passage as a whole. You will be given a pause after the first reading of about four minutes so that you reflect on what was read and try to recall. Then during the second reading identify the main points or ideas in the passage and write them down. Then when the second reading is done, write a summary of the story using the points you have. In this summary you are simply retelling the story. It is simply a narration of what was read. Be as detailed as you can and try to capture all important details. You are also encouraged to use your own words where you can. After writing refer to information below this passage.

### **Young boy defines love.**

1. Austin is not your typical superhero. Oh, sure, he looks at the part, with his signature cape flapping against his blue shirt. He has an arch rival, as all good heroes must. He even uses a popular name for his heroic personality:

President Austin. But two things set this caped crusader apart: His adversary is not confined to the pages of a comic book—President Austin’s foes, hunger and homelessness, are very real. Also, he’s only four years old.

2. Our hero’s origin story started this past February in the family living room in Harare. Austin and his father, TJ Woods, were watching a program on television about a lioness leaving her cubs. “I told him that the cubs would be homeless for a while,” TJ says. “Austin didn’t know what homelessness meant, but he was sad and wanted to know more.”
3. Seeing this as a teachable moment, TJ took Austin to the Firehouse Ministries, a local shelter that provides housing, food, and other services for chronically homeless men. As they drove by the redbrick building, they saw a group of twenty five homeless men standing on the street corner. “Dad, they look sad,” Austin said. “Can we bring them some food and make them smile?”
4. That day, Austin used his allowance to buy each man a loaf of bread and handed the food out. Seeing what their presence meant to the men at the ministry, Austin and TJ returned the next week. Austin again dipped into his pocket to buy bread and sandwiches, which he handed out along with his new catchphrase, “Don’t forget to show love!”
5. After that he returned every week for five weeks, word of Austin’s acts of kindness spread through social media and national news outlets. Lobels Company jumped aboard, agreeing to donate \$1,000 a month for an entire year toward the cause. Soon, churches and shelters across the country began inviting Austin to come distribute food in other poverty-prone areas. He will have visited at least fifteen locations by the end of this year, including Chimanimani areas which were affected by a cyclone. Whereas before Austin and TJ could feed twenty five to fifty people at a time, now, thanks to corporate and community support, they can feed eight hundred to two thousand people at once.
6. But Austin isn’t just filling bellies. He’s improving the lives of those he meets. On that first trip to Firehouse Ministries, TJ and Austin talked to a man named Ray, who was estranged from his family. The respect Austin bestowed on 41-year-old Ray touched the man, and he shared with TJ just how grateful he was to be treated so considerately by a four-year-old stranger. Ray and TJ kept in touch. With help from TJ’s mother, Audrey, who worked at the Harare Department of Transportation at the time, TJ helped Ray collect all the credentials he needed to get a driver’s license. The license helped Ray get a job. And with money in the bank, he was able to rent his own apartment. All that was made possible because a little boy took the time to care.

7. Austin's passion has now become his family's calling. After raising money through a Go Fund Me page, Audrey established the Show Love Foundation, a non-profit making organisation dedicated to fighting homelessness. She now serves as president, and TJ left his job as a project manager for a hospital chain to oversee public relations for the foundation full-time. He is in talks with the city of Harare to secure the redbrick building where it all started. Firehouse Ministries is offering medical and mental health care as preventive steps against homelessness.
8. As for President Austin, he continues to give out food, smiles, and his inspirational message of love. "It makes me feel like I'm saving the day."

**Adapted from *The Readers digest*, 20 October 2017.**

How long is your summary? Do you think you captured all the important details as you were instructed above? Now, read the passage closely and underline all important ideas in the story. Compare the summary you have with what you have underlined as the main ideas. Do you think your summary is detailed enough? If you could read that summary to someone who does not know the original story would she/he have a clear understanding of what Austin, TJ Woods and family did? Did you include all the details you underlined? If you did then that is excellent keep it up. If you omitted some points which you think are crucial then rewrite the summary adding those points. Write your final draft in the space provided below to keep it for future reference.



### Activity 17.1.2

Did you find the story inspirational? If something is inspirational it motivates, encourages and pushes you to do more. Before you go for this mega project, can you write down lessons you learnt from this story. These lessons are mainly drawn from what all the characters did in the story. List five lessons in your book as shown in the table below. Each lesson must have specific evidence from the passage. Look at the first example which helps to guide you;

LESSON	EVIDENCE
Family support helps people to succeed in their goals.	Austin succeeds in dream of helping the hungry and homeless because his father TJ and mother support him with resources to feed the less fortunate. They also accompany and encourage him.



### Activity 17.1.3

You must engage on a larger project now to inspire many people as well. Austin only started with watching television and went all out to feeding hundreds of people and changing life for people such as Ray. What can you do to help change lives of people around you and in your community? Do you have any

disadvantaged people you know? These may include the homeless, poor, orphaned, street kids and others. Think of an idea that you can pursue to help these disadvantaged people. Consult anyone you think may assist in helping you begin this project. Find a book where you will write down your plan and idea first then when you consult people make sure you have a clear understanding of your project. With the information you gather from research, begin your project. Bring in people you trust that they will support and help you achieve your goal. Remember this project must run for a lifetime. So, keep improving it every day.

## 17.2 Conservation of natural resources

### Debate

You have been involved in a debate several times. In unit 6, you were also given a lot of information on debating. Refresh your memory on all aspects of conducting debates by revisiting the section on speaking in Unit 6.

In this Unit you will debate on environmental issues, particularly, ozone destruction. Ozone destruction is one environmental issue that has been debated and discussed in several forums the world over. What is the ozone layer? This is the protective layer in the atmosphere that shields extremely hot rays of the sun from reaching the earth. It is believed that human activity on earth such as industrialisation burning of fossil fuels, deforestation, veld fires, and other activities have led to serious destruction of the ozone hence exposing people and animals to the sun's extreme heat.



#### Activity 17.2.1

You also believe that human activities are the main cause of destruction of the ozone layer. Compile points that you will use to support yourself. You may use all or some of the points given above. After compiling your ideas, write a speech that you will deliver to an audience of your choice supporting your belief. In your speech, suggest logical solutions you think can help save the ozone layer. Your speech must be between 250 to 300 words in length. Try to memorise it. You may simply memorise some parts so that when you speak you will look at the audience instead of being glued to your paper.



#### Activity 17.2.2

Use the speech that you wrote in activity 2 here: imagine you have been invited to attend an annual global meeting in America with the theme "Help save the Ozone". You are to speak and create awareness in the world on what is destructive to the ozone layer and how the world can help reduce these causes. Is your speech detailed and informative? Have you mastered it? Now, if you are satisfied and confident go to the podium and speak. You may record your speech so that you use the record to assess yourself. You may also deliver your speech to friends and family. Afterwards, ask them what they liked or did not like about the

speech. Consider their comments carefully because you may learn a lot from them especially if you analyse them properly. They may give you general comments but since you are knowledgeable on speaking you will understand what you need to work on to improve your speaking skills.

### 17.3 Broken promises

Have you ever been disappointed by someone you trusted? Maybe the person had promised you something you like but because of a reason unknown to you he/she did not deliver the item to you. What was the reason for the disappointment?

Many women joined the fight for liberation in Africa but very few were recognised for this effort after independence. Read the following passage. You will learn about different women in Africa who played a key role in the liberation war struggles.

#### Paragraph 1

Women played a pivotal role in the liberation struggles in Africa. The African National Congress (ANC) in South Africa, FRELIMO in Mozambique, ZANU and ZAPU in Zimbabwe, SWAPO in Namibia and the PAIGC in Cape Verde are just six of the nationalist movements in Africa under whose patriotic banner thousands of women played their part in the independence war effort. They experienced the same hardships and dangers as their male compatriots.

#### Paragraph 2

Women not only took on dangerous tasks as armed combatants, they also performed important duties in the background. This included producing food for the rebel soldiers and nursing them back to health when they were wounded in action. Women also bore the brunt of the sexual violence unleashed by both warring parties.

#### Paragraph 3

In Kenya, hundreds of mostly Kikuyu women were recruited into the Land Freedom Army (LFA), popularly known as the Mau Mau, formed by patriotic militants, including Dedan Kimathi after the arrest of Jomo Kenyatta and other nationalist leaders. In Guinea Bissau, a young woman called Titina Silla was among the most notable female freedom fighters in the protracted struggle for independence against Portugal (1962-1974). In a gutsy attempt to stop the Portuguese from trampling on the most basic human rights of fellow Guineans, Silla joined the armed struggle initiated by the African party for the independence of Guinea and Cape Verde (PAIGC). She was 30 years old when she was killed in an ambush while travelling to the funeral of her most famous compatriot and co-founder of PAIGC, Amilcar Cabral.

#### **Paragraph 4**

In South Africa, a surprising march by 20,000 women to the union building in the capital Pretoria on 9 August 1956 represented one of the high points of a series of women-led campaigns against the apartheid regime. One of the participants was Ellen Ngezi, a nurse living with her young family in Port Elizabeth. She joined the Black Peoples Convention (BPC), and the Black Community Program (BCP), in which the activist Steve Biko was involved. Her husband, Patrick, a key player in the anti-apartheid movement, was imprisoned with Biko.

#### **Paragraph 5**

After Biko's death, Ellen, who is currently a staff nurse in London, volunteered with Black Sash a non-violent, predominantly white women's resistance organisation, on her days off. Founded in 1955 by Jean Sinclair, its members wore striking black sashes as a mark of mourning and protest against the succession of unjust apartheid laws. They demonstrated against Pass Laws and the arbitrary arrest and harassment of non-whites, especially black men undergoing detention without trial.

#### **Paragraph 6**

"When the men were detained, women had to hold the fort and become bread winners," says Ellen Ngezi. "Even when our men were released, the regime made sure they would never be employed again. When my husband Patrick was released from prison after Steve Biko's death, I had to support him and our young family."

#### **Paragraph 7**

From Algeria to Zimbabwe, Ellen and millions of other African women assured that independence would bring new and just societies, free from exploitations and discriminations. A hit parade of infectious popular songs and powerful liberation war recruitment posters attest to these promises. But although Africa now has an elected female president in Ellen Johnson-Sirleaf of Liberia, the promises of post-independence gender equality have largely failed to materialise.

#### **Paragraph 8**

According to the report by the United Nations Economic Commission for Africa (UNECA), many African governments are failing to protect the rights of women and advance gender equality, especially in key social, economic and political sectors. The African Women's report: measuring gender inequality in Africa: experiences and lessons from the African gender and development index say many African governments will miss their Millennium Development Goals (MDGs) to promote gender equality by 2015.

#### **Paragraph 9**

Largely using data from national ministries in 12 African countries, including Ethiopia and South Africa, the report says women are still facing an uphill struggle when it comes to political participation, despite gains made by a number of African countries such as Liberia and Rwanda.

### **Paragraph 10**

“Men haven’t allowed women to share the running of their countries. Parliaments, the judiciary, civil service, and civil society organisations are largely controlled by men. Even countries which have largely bridged the gender gap in education, like Madagascar and Tunisia are not translating the gain into higher scores in women’s economic and participation,” says Dr Saskia Wieringa, one of the reports authorities.

### **Paragraph 11**

Dr Wieringa is the director of the institute for Women’s History in Amsterdam. She adds that, “women’s voices have been silenced and their concerns have hardly been taken into account when constructing the state apparatus. This means issues like maternal mortality, domestic violence, and harmful traditional practices have received insufficient attention.”

### **Paragraph 12**

The report shows that maternal mortality rates, which claim more lives than AIDS, TB and Malaria combined, remain needlessly high. Even relatively rich South Africa scores disappointingly high with a ratio of 400 per 100,000 live births. Critically, thousands of overlooked women ex-freedom fighters are also fading away in abject poverty. As in many revolutions, women were essentially fighting a war on two fronts, for their countries’ independence and for the emancipation of their sex.

### **Paragraph 13**

Ghennet Girma of the International Ethiopian Women’s Organisation (IEWO) participated in the student protest movement against Emperor Haile Selassie’s government in the 1970s. She highlights the deep gulf between the call for women’s equality and the commitment of independent African governments to deliver on their promises. She believes that gender equality in African politics countries continues to lag behind the West because women’s organisations on the continent were not established independently but within a nationalised context. She says equality and commitment to women’s rights can only be won from the base up with the active involvement of women themselves.

### **Paragraph 14**

“Women are at last getting the help they need in terms of political involvement. This is largely thanks to the United Nations European Union, local and international NGOs, and religious institutions,” she adds.

### **Paragraph 15**

Encouragingly women have reason to celebrate in several countries where their voices are beginning to be heard. “The struggle was well worth it,” says Ellen Ngezi. “Our daughters are getting the education and jobs they deserve which we fought for. Yes there is violence against women. But there is violence everywhere in the world. Violence in South Africa is linked with poverty, which, if eradicated, will remove a lot of aggression against women.

## Paragraph 16

“The future for women in South Africa is good. Winnie Mandela gives us the saying: “wa thinta umfazi uthinta imbokodo,” which means “if you provoke a woman, you provoke a stone.” Women in South Africa are not going to allow any setbacks in their status,” she adds. Women are also making progress in Tunisia and Morocco. Women’s emancipation in Tunisia, a major plus for the country, started right after independence under President Habib Bourguiba and continued even under the government of the recently overthrown President Ben Ali.

## Paragraph 17

In Morocco, “the introduction of a quota system means women are making significant gains in political arena,” says Fatima Sadiqi, President of the National Union of Women’s organisations in Morocco. “There are currently 34 women MPs and 3,406 in local government councils.” Overall, female parliamentary representation is steadily growing in a number of African countries. However, women’s participation in politics remains limited as the UN report shows.

***The end. Adapted from the New African magazine, June 2011.***

The passage was quite long but standard because by now you should be able to read fast since you have been practising. Can you briefly summarise the passage? What did it say about women? If you answer these questions then it means you understood. But if you find it difficult to respond then re-read the passage again before you attempt questions that follow.



### Activity 17.3.2 Comprehension Exercise

Answer the following questions in the spaces provided after each question. Guiding tips have been given where necessary.

#### From paragraph 1

1. Write one word from this paragraph which means the same as central. [1]
2. What similarity does the author draw between male and female fighters?

**Tip:** in your answer use Both/The two/Male and female/ to compare. [2]

#### From paragraph 2

3. Women were subjected to abuse during the war. What evidence can you give to prove this? [1]

#### From paragraph 3

4. What happens to Titina Silla which creates an anti-climax in the story? [2]

### From paragraph 5

5. (i) Why did the Black Sashes women organisation wear “striking black sashes”? [1]

ii) Suggest any other word that could be used in place of “striking” in this paragraph [1]

### From paragraph 6

6. “... When my husband Patrick was released from Prison after Steve Biko’s death, I had to support him and our young family.” Give any two character traits of females revealed by this statement. [2]

### From paragraph 13

7. Explain in your own words why gender equality in African politics continues to lag behind. [2]

### From paragraph 18

8. Explain any two means by which women’s participation in politics in African can be improved.[2]

9. Explain why you think the author entitled the passage “Broken promises” [2]



### Activity 17.3.3 Word meanings

The passage has lot of vocabulary that you need to research know and use in your own creative work. Below is a list of some of the words and phrases. First of all explain the meaning of the word and then write a sentence using that word or phrase to show that you understand it fully. Use the space provided below each word. The first one has been done for you as an example.

1. Patriotic (from paragraph 1)

Meaning: loyal and devoted to one’s country [1]

Sentence: Rutendo was so patriotic to her country of origin that when she was asked to choose between fighting for Zimbabwe and marrying Barry, she went for the liberation struggle. [1]

2. Compatriot (from paragraph 1)

Meaning: [1]

Sentence: [1]

3. Unleashed (from paragraph 2)

Meaning: [1]

Sentence: [1]

4. Predominantly (from paragraph 5)

Meaning: [1]

Sentence: [1]

5. Attest (from paragraph 7)

Meaning: [1]

Sentence: [1]

6. Uphill (from paragraph 9)  
Meaning: [1]  
Sentence: [1]
7. Deep gulf (from paragraph 13)  
Meaning: [1]  
Sentence: [1]
8. Eradicated (from paragraph 15)  
Meaning: [1]  
Sentence: [1]
9. Steadily (from paragraph 18)  
Meaning: [1]  
Sentence: [1]
10. Overlooked (from paragraph 12)  
Meaning: [1]  
Sentence: [1]

### **Research work**

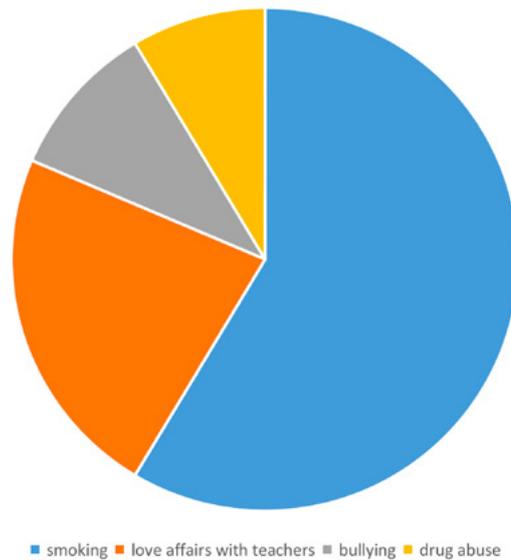
How many female liberation war heroines in Zimbabwe do you know? Carry out a research on women who contributed to the liberation of Zimbabwe. In your research, also look at women who are active in the development of the country today. Clearly state what each of them has done in her enormous contribution to Zimbabwe's development. Record the information in a separate book for research.

### **17.4 A report based on a pie chart.**

You will be a professional one day and you will be expected to produce reports on what you would have done or what other employees would have done. Remember we do not always report on bad events but we report even on good happenings. By the way what is to report? To report is to give an account or to narrate. So, this means that whenever you are faced with the task of report writing you should know that you are expected give an account of something. Remember the aspects of report writing you have learned especially the approach you were given in unit six because the way you tackle a report based on a graph is the same way you use to tackle the pie chart report we are introducing you to in this unit.

In this report you are supposed to study the pie chart closely to understand all the detail it presents. You should be able to capture the correct details for example, the percentages in each segment. You should also give valid reasons each time you are to explain or justify something. Another important skill is to compare and contrast the figures and details represented by the pie chart. Now, study the pie chart.

Cases of indiscipline



The pie chart has been used to represent the cases of indiscipline at Tokwana High School. The cases have been represented as a percentage of all the cases in the school. You are to write a report to the district education office explaining the cases of indiscipline in your school.

Did you understand the pie chart? What do you think makes drug abuse so common at Tokwana High? Find reasons that you may suggest explaining this case of indiscipline. You should ask yourself such questions because they help you interpret the question. Look at the example of a paragraph given below:

Research showed the highest number – that is forty-six per cent- of cases of indiscipline at Tokwana high involved drug abuse. Many of the students who smoke dagga and sniff glue are boys who are day scholars. When interrogated by the police officers they revealed that they usually buy drugs from school leavers who always attend functions organised by the school. Some mischievous students also sneak into the school on opening day with their drugs.

**Tip:** This paragraph is simple and straight forward. The details presented through the chart are clearly stated together that is, the percentage of the cases, with reasons to explain the research findings. Despite being short, the paragraph is detailed because it gives the main details which are clear to whoever will read it. For example, it is revealed that boys, mainly day scholars smoke dagga and sniff glue. The sources for these are also revealed. The writer went on to show the causes and circumstances that perpetrate abuse of drugs by students. Therefore, all this process of adding details to a point in guided compositions is called amplification. Learn to keep your work limited to the important details as you amplify.

Now write a complete report and keep it in your personal file. Remember to refer to unit six for format and other aspects of report writing. Keep refreshing your mind on paragraph development and amplification.



## Activity 17.4.2

In this activity you will be expected to write a complete report based on a pie chart. Remember to read the details to determine what the whole 100% stands for. Determine what the percentages represent and relate them to the whole chart. Relate the graph information to the text to determine the significance and possible reasons for the percentages. You did all this in the activity above.

The pie chart shows the production of maize at Fig-tree farm over a period of four years. Climate change, drought, inflation and political instability are some of the factors that affected production at the farm. You are the manager of the farm and it is the end of the year 2019. Write a report to clarify the trends in maize production as shown in the pie chart. You may include the factors given in this situation as part of your report. Add other details of your own. Below the pie chart space has been provided for you to write the report but it is wise that you first draft your report on a piece of paper before you write the final version here.

Write your answer in a separate answer book which you have been using.

## 17.5 Proper and common nouns

In this section you will continue looking at nouns. Remember you looked at other types of nouns in the earlier units. Which types did you look at? Can you define them quickly before you proceed?

What do you think is a proper and common noun? The definitions have been given below.

A common noun is the name of a whole group of people, places, or things. It is a name that is common to the whole group for example; animal, fish, apple, books and so forth.

A proper noun is the specific name of an individual person, place or thing. Proper nouns begin with a capital letter.

Look at the following examples:

### Common nouns

person  
bridge  
country  
language  
magazine

### Proper nouns

Justice  
Golden Gate Bridge  
Zimbabwe  
Shona  
The Trends magazine

**Tip:** one thing you must have noted from the examples above is that a proper noun consists of more than one word. Most, not all, proper nouns are preceded by the article the.



### Activity 17.5.1

From the following sentences, identify all the proper and common nouns. Write them down in the spaces provided after each sentence.

1. Jacob is the president of the drama club, and his brother is the secretary.  
Common:  
Proper: Dr. Ndlovu was in college with my father.  
Common:  
Proper:
2. The announcer said that the plane for Victoria Falls would leave in thirty minutes.  
Common:  
Proper:
3. Jah Praizer is known for his unique music.  
Common:  
Proper:
4. Our neighbours are so quarrelsome such that every week we phone the police.  
Common:  
Proper:
5. The boys drove through the desert at night.  
Common:  
Proper:
6. More than half of the people in Zimbabwe can read and write.  
Common:  
Proper:
7. Lovemore Madhuku is one of the greatest lawyers in southern Africa.  
Common:  
Proper:
8. The dairy business is going down in our country.  
Common:  
Proper:
9. The Kalanga language needs serious government effort to revive it.  
Common:  
Proper:



### Activity 17.5.2

In this activity decide which ones are common nouns and which are proper nouns from each given list. Write them down in the given spaces. Begin each proper noun with a capital letter

1. chewa, science, english, hotel
2. lake, lake manyame, mountain, inyanga mountains
3. university, hillside teachers' college, college, goromonzi high
4. paper, mathematics textbook, novel,
5. village, lueve township, saint paul, country,

6. good friday, heroes, heroes day, labour
7. senator, president nelson mandela, mayor,
8. borrowable park, elephant, econet wireless, judge
9. Buddhism, charity, spanish, blankets, shop
10. mr chikanda, chipo, daughter, headmaster

## **Reflection**

Congratulations! You have finally completed unit 17. Do you remember what you covered under each skill? We want to help you to reflect on the unit. What was unique about the story you listened to? We hope you enjoyed it.

Did the passage entitled broken promises move you? What do you think can be done to help the disgruntled women in your community? You were assigned to do a research on prominent women. How many have you found so far? If you were asked to write an essay outlining their contributions would you be able to?

You also were exposed to a topical issue in the world debate today. Do you remember the topic? Pause for a moment and recall your speech. It was about Ozone destruction. What solutions did you suggest to help reduce ozone destruction?

What did you learn about writing a report based on a pie chart? Did you finish composition work? If not please do finish it before proceeding.

Which types of nouns did you study in unit 17? These were the last two types. Continue revising them.

## **Summary**

In this unit you listened to a story about a young visionary who changed his family and many people. You then retold the story to check whether you had heard mastered the details. We hope the story inspired you too. You also spoke in world debate with the theme save the ozone layer. After this, you read about women whose efforts were not recognised leading to their disappointment. The vocabulary work you were assigned to do must have added to your word bank. Before looking at the two types of nouns, proper and common nouns, you were introduced to report writing based on a pie chart. Two different activities were given to you for practice. We hope that these helped you master this type of report. If you carefully and closely studied all these and did all the activities in this unit, then you are a star. If ever there is any section that gave you difficulties you may revisit that part and study it again. Also refer to other units with the same heading perhaps you will get what you could have missed.

## Unit 17: Expected answers

### Answers for activity 17.3.2 Comprehension questions.

1. Pivotal
2. Both experienced the same hardships and dangers.
3. The author states that they had to bear the brunt of sexual violence unleashed by both warring parties.
4. She was killed in an ambush while she was on her way to her most famous compatriot and co-founder of PAIGC. (the two underlined parts must be part of the answer for it to score)
5. (i) It was a mark for mourning and protest against the succession of unjust apartheid laws.  
(ii) outstanding/spectacular/conspicuous/remarkable/unusual.
6. Hard workers  
Love/care/kind  
Patient/long suffering
7. Your answer should be extracted from the following sentence: "Women's organisations not established independently but within a nationalised context" A mere explanation of the underlined words should score a mark. You may as well define the underlined words.  
Established independently: meaning they were not separate/ detached from the government or state control.  
Nationalised: state-owned/ with no freedom/
8. Creation of a quota system to cater for women in parliament  
Awareness campaigns to educate women on equal rights.

### Answers to activity 17.3.3

1. Done as an example.
2. Compatriot - fellow woman/countrywoman/native friend/neighbour
3. Unleashed - they were subjected to/they suffered/
4. Predominantly – primarily/largely/mainly/mostly/
5. Attest – confirm/prove/show/testify/
6. Uphill – difficult/arduous/demanding/taxing/hard
7. Deep gulf – serious disagreement/conflict
8. Eradicated – eliminated/removed/done away with/
9. Steadily – gradually/slowly/bit by bit/progressively
10. Overlooked – ignored/disregarded/unnoticed

**Tip:** You were not given answers of sentences because each word can be used to create many different sentences. So, ask a friend to check your sentences for grammar and meaning. You may as well read them aloud twice to check if they are grammatically correct. If ever you or your friend discovers error in any sentence, that sentence does not score a mark. Please check for any error in punctuation because it is part of grammar.

### **Answers to activity 17.5.1.**

1. Common: president, secretary, brother, club  
Proper: Jacob,
2. Common: college, father  
Proper: Dr. Ndlovu
3. Common: announcer, plane  
Proper: Victoria Falls
4. Common: music  
Proper: Jah Praizer
5. Common: neighbours, police
6. Common: boys, desert
7. Common: people  
Proper: Zimbabwe
8. Common: lawyers  
Proper: Lovemore Mafa, Africa
9. Common: dairy, business, country
10. Common: language, government  
Proper: Kalanga.

### **Answers to activity 17.5.2**

1. Common: hotel  
Proper: Chewa/English/Science
2. Common: lake and mountain  
Proper: Lake Manyame/Inyanga Mountain
3. Common: university/ college  
Proper: Hillside Teachers' College/ Goromonzi High
4. Common: paper/ novel  
Proper: Mathematics textbook.
5. Common: village/ country  
Proper: Luveve Township/Saint Paul
6. Common: heroes/labour  
Proper: Good Friday/ Heroes day
7. Common: senator/mayor  
Proper: President Nelson Mandela/
8. Common: elephants/ judge  
Proper: Borowdale Park/Econet Wireless/
9. Common: blankets/ shop/  
Proper: Charity/Spanish/Budhhism/
10. Common: daughter/headmaster  
Proper: Mr. Chikanda/Chipo.

# Unit 18: Ospreys

## Contents

- 18.1 Purposeful listening-Dialogues
- 18.2 Invitation, complaints and complements
- 18.3 Summary skills.
- 18.4 Narrative composition
- 18.5 Sentence construction: clauses and punctuation

## Objectives

After going through this Unit, you should be able to:

- listen purposefully for information
- use appropriate register in given situations
- use skill of synthesis, analysis and paraphrasing effectively in summary writing
- use figurative language in narrative composition writing
- construct and punctuate sentences correctly

## Key words

The following words are new to you in this Unit:

**Purposeful listening**- Specific or intended listening or reading.

**Figurative**- Use of language that paints a picture.

## Study skills

You need to develop the following study skills:

**Silent reading**- Reading the text quietly for concentration so as to understand the passage.

**Problem solving**- Finding solutions to problems.

## Time

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

## Introduction

Nature has always been interesting and a pleasure to watch. Have you ever gone into the bush, birdwatching and seeing how birds behave? Did you realise that each species is unique? In this unit, you shall learn about birds that had survived the attack of men and how they had to secretly find a hiding place. You will realise how important it is to learn about nature as it is part of us. You shall also continue to learn about purposeful listening in dialogues. Can you still remember what you learnt in unit 12 about purposeful and selective listening skills? Yes, you shall use that knowledge in this unit. In speaking you shall learn about communication in invitations, complements and complaints. Can you recall when you last expressed a complaint about unsatisfactory service you received from your local supermarket?

Remember the way we express ourselves has an effect on us. You shall also learn about the summary writing skills namely synthesis, analysis and paraphrasing. How many skills have you covered so far in reading? It is important that you know them and always try to use them in reading comprehension passages. In writing, you shall look at how to use figurative language in narrative composition writing. Supporting language structures has always been interesting as you learn something new in each unit. In this unit, you shall learn about punctuation and meaning and clauses. This shall be an interesting unit as you shall be engaged throughout the unit.

## 18.1 Purposeful listening- Dialogues

Can you still recall what purposeful listening requires? Yes, it is important to listen purposefully. This skill requires you to listen attentively for detail and you must be able to pick all the important details that are necessary for writing. Do you still remember that you are encouraged to have a note book where you jot down all important ideas that you would have grasped in the process of listening? By the way, you do not choose what to listen to, but you have to be attentive always to the speaker. Now that you can still remember what you covered in purposeful listening in unit 12 or if you have forgotten some of the steps to purposeful listening, refresh yourself by going back to unit 12 and revise on purposeful listening.

Now, today we are going to look at dialogue in purposeful listening. Have you done dialogues before? Yes, you have done them in the previous units and I know that you already have an idea of what a dialogue is. How many times have you been engaged in a dialogue today? Of course it can be most of the time as you do not live in isolation. We communicate with others in different ways for different purposes.

Let us begin by defining what a dialogue is. A dialogue is a conversation between two or more people discussing a matter or a subject of interest to them. When people converse, they listen to each other so that they respond accordingly. Now listen carefully as the following telephone conversation. Read twice and jot down all important ideas that you will require to answer questions that follow.

- Chelesa:** Hello, hello.....
- Receptionist:** Zimbabwe Hardware, good morning. Can I help you?
- Sibongile:** Yes, please can you put me through to the Sales Department?
- Receptionist:** Certainly. Hold the line please and I'll put you through.
- Salesman:** Sales Department. Good morning. Can I help you?
- Sibongile:** Yes, please. I'd like to know if you have some things I need.
- Salesman:** What is your name please?
- Sibongile:** My name is Miss Sibongile Moyo. I'm building a fowl run and need some wire netting, gum poles, and asbestos sheets.
- Salesman:** I think we have all these items in stock. What sort of wire do you want?
- Sibongile:** What type have you got?

**Salesman:** We have large, medium and small. If you intend to keep small chicks. I suggest you buy the smaller type. It's slightly more expensive, but it'll keep your chicks in.

**Sibongile:** How much is a roll of the smaller type?

**Salesman:** Fifty-seven dollars, including sales tax.

**Sibongile:** Hmmm. And the gum poles?

**Salesman:** Yes, we have all sizes of gum poles.

**Sibongile:** Are they all coated with tar?

**Salesman:** You mean "treated"? Yes, they're all treated. What sizes would you like?

**Sibongile:** I'd like eight poles, each 12 centimetres in diameter and 20 metres long.

**Salesman:** Yes, I've got those.....

**Sibongile:** And six thicker ones, for the corners, say, 16 centimetres in diameter and two metres long.

**Salesman:** I'm afraid the thicker ones are not in stock, Miss Moyo.

**Sibongile:** Oh dear.....

**Salesman:** But I can get some from our wholesalers by tomorrow afternoon. Would that be convenient to you?

**Sibongile:** Well, let's see if you have asbestos sheets first.



### Activity 18.1.1

Now that you have listened carefully to the telephone conversation, I want you to look at your notes carefully and answer the following questions. I hope you listened purposefully for information. Now, use your notes to attempt the questions on listening. Do you still remember the television conversation that was read to you?

1. Why do the receptionist and the salesman begin by saying "Zimbabwe Hardware" and "Sales Department"? .....
2. What items did Miss Sibongile Moyo want from the shop? .....
3. Why did she want those items? .....
4. What was the advantage and disadvantage of buying the smaller type of wire? .....

5. What items did the salesman not have in stock and what solution did he offer? .....
- .....

 **Activity 18.1.2**

Imagine you want to buy a school uniform (including shoes, socks, blazer, bag) from a shop. You decide to telephone the shop first to find out if they have the right sizes and how much they would cost. Write the full conversation between an assistant or salesman in the shop. Remember that this is for purposeful listening whereby specific information is required. Always remember that being attentive is key to purposeful listening. You must not miss or misquote any information so that you are able to respond accordingly.

## 18.2 Invitations, complaints and complements

### Invitations- degree of formality and informality

When you read the above topics, what comes into your mind? Do you remember the last time you were invited to an occasion? What occasion was it? What form was the invitation? Was it a card or a phone call? Who was it that had invited you? What relationship do you have with him/her? Now have you realised that we are always interacting with other people at different levels for different purposes. Now we are going to look at invitations, degrees of formality/business, informality/casual and friendly like. Do you know that every invitation has different features from the other? Formality is determined by the people you are dealing with and how related you are. Remember formal language conveys respect and politeness. On the other hand, informality conveys friendliness, openness and relationship. The degree of formality and informality is determined by the choice of words, grammar, tone and use of contracted words in informal messages.

For example, when your friend invites you to a birthday party, he/she will definitely use informal language as you two have a friendship or relationship. The choice of words is lighter and friendly. On the other hand, when there is a farewell party for a long serving member at a company, the invitation would be formal as the voice would be passive and must show respect and politeness.

 **Activity 18.2.1**

Let us look at these invitations:

#### INVITATION 1

**Hlengi:** Hey pal.  
**Molly:** hey my dear  
**Hlengi:** Guess what? Tomorrow is my birthday girl.  
Come let's dance and chill.  
**Molly:** Of course. I can't wait for tomorrow. I'm happy for you dear.

## INVITATION 2

- Mr Harry:** Good morning everyone.  
**Staff:** Good morning sir.  
**Mr Harry:** You are all invited to Mr Lowsly's farewell party on Friday afternoon.  
**Staff:** Thank you sir.

Now, read the two invitations and see the difference in the degree of formality. Looking at the two invitations:

1. State which one is formal and which one is informal?
2. How did you arrive at your answers?
3. State how the language has been used, tone and relationship.

### **Activity 18.2.2**

Read the following statements and decide whether or not they used the degree of formality appropriately. Remember the degree of formality is determined by the language which conveys respect and politeness. Now attempt the following activity.

1. Should you require additional material regarding the outing that will take place next week, please do not hesitate to contact me? .....
2. If you need to know more about the outing, please give me a call. ....
3. I am not satisfied with the service that your company offered. ....
4. I'm not happy with the service of your company. ....
5. The meeting is in the morning. Don't be late. ....
6. Thank you for your help. I really appreciate it. ....
7. I'm looking forward to seeing you there tonight. ....

8. Thanks for your hard work.

.....  
.....

### Complaints

How many times have you complained about something that you do not like? Have you realised that we complain everyday about a lot of things? What comes into your mind whenever you hear the word complaint? We will be grumbling and wanting to address the problem immediately. We complain because we will not be satisfied with how people treat, respond, address or handle our matters. Complaints are healthy as they are a way of helping us to correct and build each other up.



### Activity 18.2.3

Now, imagine that you travelled by bus and had luggage. On arrival you discover that your bag was missing. You searched everywhere for it and could not find it. You are really worried that you have lost all your belongings. Now, I want you to write a complaint to the manager of the bus company over your missing bag.

### Clue:

- When did you travel?
- From where to where?
- The name of the bus in which you travelled.
- Description of the bag and the contents.
- When and how you discovered that the suitcase was missing.

## 18.3 Summary skills

Reading has always been interesting as you always have something new to read and enjoy. Do you know that through reading you get to sharpen even other skills as you are able to use them in attempting activities? Remember reading always requires an application of a skill that will enable you to attempt given tasks and activities. Now, today we shall learn about synthesis, analysis and paraphrasing in summary writing. Do you still remember the skills you have covered so far? Of course you do, these are skimming, scanning, intensive reading, extensive reading and note making. Have you realised how closely related they are to each other? Mostly you cannot use one without applying the other. This brings us to today's skills which are synthesis, analysis and paraphrasing. I know you have been using these skills unknowingly, but today we want to see how they can be effectively used in summary writing and even in composition writing.

### Synthesis

Do you know the meaning of synthesis? I know that you have been using this skill so many times, only that you might not have known what it is. Synthesis is a combination of several texts into one and also a shortened version of the original. It also requires that you choose important ideas and write them in your own words.

Then you use paraphrasing and summary skills to write the information in your own words. Remember, at the beginning of this section we said that these skills work together. They are like hand in glove. Always remember to identify key points and write them down or underline them. In synthesis you have to properly digest the information and be in a position to present it in your own words. Now, have you realised that no skill operates on its own, they are integrated.

### **Analysis**

Can you think of a time when you had to analyse passages or texts or even conversations? Yes, we all use this skill every day. When you analyse, you examine a text and identify specific information. This information has a specific purpose and detail that is important. Remember this skill only requires you to identify key points and discard that information which is unnecessary.

### **Paraphrasing**

This skill is used when you write another person's ideas in your own words, but still maintaining the meaning of the text. Do you know that in paraphrasing, you must read the passage intensively so that you really understand its meaning? Then the next step is for you to identify all important points or ideas and write them down or underline them. Now you must find alternative or synonyms for points or ideas identified. Then rewrite the points in your own words still maintaining the meaning of the original text or passage. You can use this skill in long passages where the ideas or points are too long and can be best understood when wording has been changed. Remember that in paraphrasing, you make sure the meaning and length of the passage must be the same. Remember also that the style of writing is your own as you are writing in your words.

### **Summary**

What can you still remember about summary writing? Yes, isn't you have been writing summaries in the previous units and have used many skills. A summary is a shortened version of the original passage. It mainly consists of important points or ideas. Remember you must always use the key words given to you and identify the key points. Key words are a guideline for you to know what to look for in the passage and summarise by picking only the important ideas. Join points together to make a paragraph that contain main ideas only.

Now that we have looked at these skills, let us see how related they are to each other. Have you realised that they all expect you to identify key words and that you write in your words. Remember that no skill can fully function independently, skills complement each other. Remember that in synthesis you select important ideas and use paraphrasing and summary skills to shorten the long passage. In analysis you examine the passage and select specific information and write it in your own words.



### Activity 18.4.1

Read the following comprehension passage on Ospreys. These are birds found in Europe. Do you like nature? If you do, definitely you will enjoy this passage and the application of the skills which you learnt today. Remember, reading must be purposeful as only specific information is required.

#### Paragraph 1

Ospreys have nested in Britain since the passing of the Ice Age. Gradually, with the growth of civilisation, the numbers of these large fish-eating birds dwindled. Their territories shrank with the spread of man, until only the isolated mountainous regions of Scotland, in the far north of Britain, provided a safe refuge for the birds. By the end of the nineteenth century, even these high hills failed to offer sanctuary from poison, trap and gun, so that the beginning of the First World War ospreys were extinct as breeding birds in Britain. They had flown far to the north, to the safer lands of Scandinavia.

#### Paragraph 2

Then, an absence of almost half a century, migrant ospreys began to fly south from Scandinavia to reclaim their ancient territories in the Scottish highlands. By now the attitude of man towards these birds had changed. Indeed, as news of the nesting birds spread, bird watchers grabbed their cameras and binoculars and flocked to the locality. Yet a new danger confronted the ospreys. Thieves tried to plunder their nests, for there were egg-collectors prepared to pay considerable sums of money to possess a batch of the rare osprey eggs, with their rich russet-red makings.

#### Paragraph 3

As a result, the Royal Society for the Protection of Birds mounted a constant guard over the nesting sites of the ospreys, and in particular over the first of them that had been discovered. Here the Society actively encouraged visitors to appreciate the birds and gave the nesting birds maximum publicity. Meanwhile, in remote valleys elsewhere in the Scottish highlands, other ospreys raised their young, the secret of their whereabouts closely guarded by the Society's wardens and by the local residents.

#### Paragraph 4

On one such secret nest, close to a lake, crouched a female osprey. Her eyes were half-closed, her head drooping as she shielded her two eggs beneath her chest. Meanwhile, from far away across the carpet of pine tree came a clear high-pitched whistle and seconds later her mate swept into view, his wings outstretched, a fleshly caught trout gripped in one scaly claw. He circled the nest and came to rest on a nearby pine tree, one that was log dead, its white skeletal branches devoid of any bark. Once settled, he began to feed, leisurely tearing the flesh from the front half of the fish with his powerful hooked beak. He seemed oblivious of the female and her increasingly irritable call. At length, appearing to notice her for the first time, he picked up the remains of the trout in his claws and flew over to the nest.

The female hissed a greeting, glaring at him with brilliant yellow eyes, and then, abandoning her eggs, she seized his offering and flew off to the dead pine tree to feed. Gingerly, the male took her place on the nest, easing himself down until the eggs settled comfortably against his flanks.

### **Paragraph 5**

The female tore at the fish with her great hook of a beak. Having fed, she began to preen herself, running her feathers through her beak with meticulous care. Once she had finished relieving herself the osprey launched herself from her perch, flew across to the nest and landed on the rim. The male needed no persuasion to leave the eggs. He soared into the sky to continue with his usual business of supporting and protecting his family. As he flew low over the trees, he thought he heard a rustling of leaves. Was it a buzzard? A bird of prey like that had to be driven off. He flew even lower to check. Nothing moved, and dismissing his fears he resumed his mission.

### **Paragraph 6**

Unknown to him, a stranger had arrived on the scene. It was a young osprey, born two years previously on a nesting site some 15 kilometres away. On the bird's left leg was a ring, with a code number and a name given to the osprey-lasgair. It means fisherman. This osprey had successfully returned to his birth-place after his first flight south. He was discovering that there were more ospreys in the area, and as they colonised their own piece of territory it was becoming increasingly harder for young males like him to lay claim to a suitable habitat. So he flew from place to place, getting an intimate knowledge of his terrain and identifying those regions in which he was unwelcome.

### **Paragraph 7**

Lasgair knew that a nest-site was jealously guarded by the parent ospreys and was best avoided. Yet, each time he located a nest, he left drawn by some overwhelming compulsion to take a closer look, even though he knew from experience that his reception would be hostile. Today was no exception. He circled the area warily, his eyes scanning the dark brooding female at the centre of the nest. Somewhere, he knew, there would be a watchful male perched on top of a tree, but the only tree that appeared suitable as a look-out post was deserted

### **Paragraph 8**

He dropped lower, until he could see the yellow eyes of the hen bird cocked skywards, watching him as he made his descent. The hen sensed danger, her mate was nowhere to be seen. In desperation she began to scream, the crest of feathers on her head raised in outrage. In spite of the impending peril, she did not move on her eggs. Lasgair glided over the nest, a mere metre above the sitting bird who hissed loudly in defiance. He was about to make another pass when the male bird came out of the sun.

**Paragraph 9**

Lasgair heard the thudding noise of the male bird’s wings, and the whistle of air through the feathers. Before Lasgair could react, the male bird lashed out at him with its razor-sharp talons. Lasgair dived away just in time to avoid being decapitated. Nevertheless, he felt a violent blow on his rump and feathers exploded around him, almost blinding him. Lasgair was bewildered, and his inexperience in dealing with an older mature rival was evident.

**Paragraph 10**

While Lasgair was still confused, his attacker shot towards him again, but Lasgair did not linger to dispute the issue; he knew when he was beaten. He folded his wings, and like an arrow falling, plunged towards the surface of the lake. Then, with his wings almost touching the water, he raced for the far shore. Honour now satisfied, the male bird followed at a discreet distance, and when he saw that the trespasser had no intention of returning, he broke off the pursuit, returning in triumph to the nest.

Now that you have read the passage and understood it, we are going to apply the skills of synthesis, analysis and paraphrasing in the activities that will follow. If you have forgotten quickly go through them again and fresh yourself.



**Activity 18.4.1**

**Synthesis**

Part of the passage describes how the male bird looks for food and feeds the female who would be in the nest. Write a paragraph of how he hunts and feeds himself and the female bird. Use only material from Paragraph 4 to the end of Paragraph 6. Remember that in synthesis, you only choose important ideas and write them down in your words. You can either underline or write down the points. Also keep in mind that it’s a combination of other skills as well of paraphrasing and summary. ....

.....  
.....  
.....  
.....



**Activity 18.4.2**

**Analysis**

Part of the passage describes Lasgair’s attempt to find a suitable habitat and his encounter with a nesting pair of ospreys. Clearly describe how these birds jealously guarded their nest. Use only material from Paragraph 4 to the end of Paragraph 6. Remember in analysis you only identify key points and discard information which you do not want. I want you to write a paragraph on how this pair of ospreys guarded the nest. You must keep in mind that you write key points only

.....  
.....



### Activity 18.4.3

#### Paraphrasing

Part of the passage explains how ospreys migrated from place to place trying to run away from attacks. Now, using the paraphrasing skill, which requires you to write the passage in your own words and use synonyms for common words, write a paragraph on how these birds survived attacks and were able to reproduce and increase in number. Use only material from Paragraph 1 to the end of Paragraph 3.



### Activity 18.4.4

#### Summary writing

Part of the passage describes Lasgair's attempt to find a suitable habitat and his encounter with a nesting pair of ospreys.

Write a summary of the encounter. You should concentrate on Lasgair's actions and how the other two ospreys reacted.

Use only material from Paragraph 6 to the end of Paragraph 10.

Your summary which must be in continuous writing (not note form) must not be longer than 160 words, including the ten words given.

#### Evaluation

Now that you used different methods of summary writing, which skill did you use in answering the summary question? Of course you used analysis as the question required specific information. Always take note of the demands of the question before you attempt any activity.

## 18.4 Narrative composition

### Figurative language

Do you still remember the types of compositions you have covered so far? Quickly list them down and see how many you still remember. Now, we are going to look at narrative composition writing using figurative language. Can you recall the time you wrote descriptive compositions? What language did you use? Today we are going to look at figurative language in composition writing. This type of language enriches your work and makes it impressive. Remember in creative writing, it is important for you to use varied language to impress the reader.

What comprises figurative language? We use figures of speech to create images or mind-pictures in order to express ourselves visually, imaginatively and powerfully. In creative writing, language can be used either in a literally (general or factual meaning) or figurative sense. Figurative language includes some of the following comparisons, contradictions, personification, irony, sarcasm, exaggeration and many others. Now, let us look at some of them in detail.

## Comparisons:

Comparisons are used to compare two or more objects in direct or indirect ways. Now, let us look at the simile which is a direct comparison that always contains the words as or like.

## Examples:

### (a) Comparisons:

1. Her personality is like a bubble in a bottle of champagne.
2. He is as poor as a church mouse.

### (b) Metaphor:

It is a comparison without the use of as or like

## Examples:

1. The teacher roared her commands to the class.
2. He is a Bill Gates. (This means that, they are both rich).

### (c) Contradictions:

Contradictions are figures of speech that appear to contain conflicting or opposing ideas. Have you ever said a statement that has an opposite meaning to what you really meant? Yes, you have used such language even when teasing your friends.

## Examples:

1. Don't underestimate him, he is a mouse in stature, a lion in strength.
2. You will kill him with your kindness.
3. The litter was a pretty ugly sight.

### (d) Sarcasm:

Sarcasm is used with the purpose of hurting, insulting or humiliating someone. Have you realised that we always use this figure of speech daily.

## Example:

1. You have worked very hard to fail.
2. Are you always the heart and soul of the party?



### Activity 18.4.1

Now that we have looked at a few figures of speech, construct sentences to show clearly the following:

- (a) Comparisons
- (b) Contradictions
- (c) Irony
- (d) Exaggeration



### Activity 18.4.2

Read the following figures of speech and their meanings and use them in sentence construction. Remember these are meant to help you enrich your language and make creative writing interesting and impressive.

Figure of speech	Meaning
Bring the house down	Cause rapturous applause
Bite the dust	Be defeated/die
At the eleventh hour	At the last minute
Clear the air	Removed doubts
Cross the bridge when one comes to it	Not to worry about the situation until one is faced with it
In the same boat	In the same misfortune or circumstances
On the cards	Possible
Save it for a rainy day	Save it for a time of need
Put your cards on the table	Be honest/frank
Spill the beans	Reveal the truth or a secret



### Activity 18.4.3

#### Composition writing

Now that we have looked at some of the figures of speech that we can use in writing, we hope that they are helpful to you. Can you think of other expressions that are commonly used? I know you came up with quite a number of them. Always practise using them in your daily interactive life so that you perfect your writing skills. Now, study again this section and understand how figurative language is used. We hope you are now able to use this language part to create vivid images in the mind of reader.

#### Practice work:

Write compositions on the following topics:

1. The last day of term.
2. The destruction after the storm.  
Describe an afternoon at the park.
3. The pleasant view from the mountain top.

## 18.5 Sentence construction: clauses and punctuation

You have had different lessons on supporting language structures throughout this module, these were meant to sharpen your writing skills. Do you still remember how to form adjectives, adverbs and many others? What can you still remember on punctuation and meaning? How many types of sentences can you recall? It is



main clause and they cannot stand alone and do not contain a complete thought or idea.

1. Even though his father is a wealthy man, Lihle stole a chocolate at the supermarket.
2. My brother beat me at athletics, but was no match for me at soccer.
3. Children went bird watching, after they had finished their homework.
4. The police arrested the poachers, after they got a tip off by the residents.
5. Leslie has fully recovered, after a fatal motorbike accident.

We hope that you were able to identify the main and the subordinate clauses in the activity given. Now let us mark the activity and see how you performed. If you got all that answers correct well done, if not go back to the example and also look at the answers given to correct the errors.

### Relative and noun clauses

We continue with clauses and now let us look at the relative clauses (adjective) and the noun clauses. Remember we said that a clause can act as a noun, adjective or adverb. It is important to know different types of clauses so that you can easily identify them in a sentence. Now, we are going to look at relative and noun clauses.

- (a) A relative (adjective) clause always qualifies a word or words in the main clause. An adjective clause describes or gives more information about the noun. To determine the subject of a clause, ask who or what and then insert a verb. For example: Whoever gave the baby candy is in trouble. Relative clauses begin with the relative pronouns: who, whom, whose, which, what or that. Relative adverbs are when, where or why and these are dependent clauses.
- (b) Noun clause performs the same function as nouns. They can be replaced by it or that. It may be a subject or object of the sentence and answer to who or what.

### Examples:

1. What they **learnt** at school helped them in the work place.



Noun clause (answers to what they did)

2. The girl **who had longest hair** won the beauty competition.



Adjectival clause (answers to who won the competition)

- (c) Subordinate clauses are introduced by subordinate conjunctions and relative pronouns. Remember a conjunction is used to join two or more ideas together. Can you recall the lesson on conjunctions and how they are used in the sentence? Conjunctions play a pivotal role in sentence construction as they help to join many related ideas together and harmony to sentences.



- (c) The race continued as planned, although the weather was threatening.
- (d) The girl, whose name was Jane, was chosen to be the leader.
- (e) As the sun went down, we listened to classic music.

Now that you have attempted the activity, how do you think you performed? Let us quickly mark the activity and see how many clauses you were able to identify. Remember that it is important for you to read the sentence repeatedly for you to fully understand it.

- (a) While the engine was running- explains when the man jumped out of the car.
- (b) Because it was raining heavily- explains why they had to go to the shelter and has the conjunction because.
- (c) Although the weather was threatening- has the conjunction although.
- (d) The girl who was chosen was Jane- whose is relative
- (e) We listened to music explains when the music was played.



#### **Activity 18.6.4**

Now a quick evaluation revision exercise. Answer these questions without looking at the notes and examples given above.

1. What is a sentence?
2. States the four types of clauses that you know?
3. For each clause give an example.

#### **Reflection**

Unit 18 ends here. We hope you learnt a lot in this unit. Reflect back on what we covered. What do you recall on dialogues and how they are conducted? What principle of listening should be considered?

During speaking session you launched complaints and made invitations. How was your complaint handled? Are you now able to use the degree of formality on different occasions?

Did you find the passage on birds interesting? How many animals can you elaborately talk about? A project on any animal of interest would be a great experience for you.

Can you still recall what you covered in sentence construction and clauses? We hope you are now able to identify different parts of a sentence and their functions.

#### **Summary**

In this unit we covered listening through dialogues using purposeful listening. We hope you are now able to listen attentively for information. In speaking, we covered invitations and complaints. Now we hope that you are able to detect the degree of formality and informality in your interaction with others.

In reading, we covered synthesis, analysis, paraphrasing and summary. These are skills that are used in summary writing. Remember that in summary writing we only choose key points using the keys given. The summary is on a specific area only and you discard unnecessary information. You are to keep on using this information to practise summary writing.

Figurative language which is language that paints a picture was covered in narrative composition writing and a few figures of speech used to enrich your language. You are encouraged to keep on researching and perfecting your writing skills.

In supporting language structures we looked at sentence construction and clauses. Do you remember what comprises a sentence? Can you define what a sentence is? Yes, we looked at independent (main) clause which is a stand-alone clause and has complete thought. We also looked at dependent clause which is a subordinate clause that gives detail to the main clause. There is the adjective (relative) clause and the noun clause. All these clauses are found in sentences and hope you are now able to identify them in a sentence.

## Expected answers to questions in activities in Unit 18



### Activity 18.2.1

1. For the caller to know if they are calling the right place.
2. Wire netting, gum poles and asbestos sheets.
3. To build a fowl run
4. Advantage- it is small enough to keep the chicks in.  
Disadvantage- it is expensive.
5. Items not in stock are thick gum poles.  
Solution- he could get them from other wholesalers



### Activity 18.3.1

1. Informal, language is relaxed and friendly
2. Formal- passive voice and calls for respect and politeness.



### Activity 18.3.2

1. Formal
2. Informal
3. Formal
4. Informal
5. Informal
6. Formal
7. Informal
8. Formal



#### Activity 18.4.4

- he circled the area warily, scanning the dark brooding female at the centre of the nest
- he dropped lower until he could see the yellow eyes of the cocked skywards watching him as he descended.
- she began to scream, the crest of feathers on her head raised in outrage
- she did not move from her eggs
- Lasgair glided over the nest and was about to make another move when the male bird came out of the sun
- Lasgair heard the thudding noise of the male bird's wings
- before lasgair could react, male bird lashed out at him
- Lasgair dived away just in time to avoid being decapitated.
- he felt a violent blow on his rump and feathers explored around almost blinding him
- Lasgair was bewildered
- his attacker shot at him again
- Lasgair folded his wings and plunged towards the lake
- he raced for the far shore
- male bird followed at a discreet distance and broke pursuit

# Unit 19 The Victoria Falls

## Contents

- 19.1 Listening comprehension
- 19.2 Pronunciation
- 19.3 Referencing
- 19.4 Speech writing
- 19.5 Types of sentences

## Introduction

In the previous units you learnt about listening and its importance in the learning of English Language. In this unit, you are going to strengthen your listening skills by listening to a story and this will help you to write good narrative compositions. As you will be listening to a short passage being read, your pronunciation of words is going to be enhanced. The unit is also going to take you further on referencing which you once looked at in unit 9 but much emphasis will be on using a Dictionary and a Thesaurus. Closely related to Prepared and Unprepared/ Impromptu speeches you covered on speaking skills in the previous units is speech writing on guided composition. You need not to worry much on this one because the lesson will be building on what has already been covered in the previous units. In this case you will be writing a speech. On language structures, your focus in this unit will be on sentence construction where you will be looking at different types of sentences. This will also improve your writing skills.

## Objectives

After going through this unit you should be able to:

- take notes and retell a story
- write simple, compound and complex sentences.
- pronounce words correctly
- use a dictionary and a Thesaurus
- write a speech

## Key words

Here is a list of new words you will encounter in this unit:

**Dictionary**-A reference work containing a list of words in alphabetical order, giving their meaning, translation and other information.

**Thesaurus**- A book containing a classified list of synonyms.

**Sentence**- A string of words satisfying the grammatical rules of a language.

**Pronunciation**- The manner in which someone utters a word.

**Speech**- The act of delivering a formal spoken communication to an audience.

 **8 hours** is for studying the whole unit..

## Study skills

You need to develop the following skills as you go through this unit content:

**Note taking:** Write down notes to record what you have learnt in each learning or reading activity

**Listening attentively:** Listening very carefully for a purpose

**Referencing:** The skill of consulting different sources of material for information and knowledge

**Writing accurately:** Write clearly and precisely.

## 19.1 Listening comprehension

Do you still remember that you listened to passages dictated to you in the previous Units? We hope you can as well remember that you listened to various audio recordings where you listened attentively to get important information. Now, you are still going to do the same but listening to an advertisement read to you. Before you take down important points from an advertisement read to you, you need to take note of the following:

- Listen carefully to what is read.
- Write down important information.
- Respond to instructions being given.

### Activity 19.1.1

In this activity, find a friend or any other person who can read well an advertisement entitled the Victoria Falls given below.

**Tip:** Tell the person to read in such a way that you are persuaded to visit the Victoria Falls.

Here is the advertisement:



***The Victoria Falls: One of the Seven Wonders of the World.***

Discover a wealth of a breath-taking place and have a richer experience in Victoria Falls. When you visit our falls you can look at a beautiful mesmerising water stretch and gaze in wonder at vibrant coral reefs. Relax in the unique serenity, hospitality and beauty of our falls and, when it's time for action, there's plenty to see. Stare in wonder at the breath-taking falls. Cliffside of the falls, home also to an impressive chain of limestone caves. If space is too far, then the Victoria Falls Hotel is sure to appeal. Standing guard on the northern tip of the falls, are fabulous views of the whole place and if you are lucky, the occasional passing whale.

The Victoria Falls: waiting for you to visit, discover and enjoy!

What information did you manage to take down from what has been read to you? We hope you have managed to take down the following from the advertisement:

Breath-taking place/ Relax in the unique serenity.. / Stare in wonder.. / Step in space... and many others.

These are some of the statements which show that you have been listening attentively. The fact that you have picked on these shows that you have been convinced by the advertisement to visit the place of interest. We think from this activity, you are impressed that sometimes while you listen your way of seeing things or thinking can be changed. Are you ready to visit The Victoria Falls? Now be ready to work on the next activity.



### Activity 19.1.2

This activity is closely related to what you have been doing above, so make sure you are trying to recall what you have been doing. In this activity, you are going to carry out a research on:

- a.) Ways of advertisement
- b.) Reasons or benefits of carrying out an advertisement.
- c.) Challenges encountered in advertisement

When you are carrying out your research using the above questions, you are free to consult your peers as you gather your data. Record all the information you get. Well, having done well in the research above, design a flyer advertising any tourist resort centre in Zimbabwe. Your flyer should be very persuasive and should change the way of peoples `s thinking.

## 19.2 Pronunciation

This refers to the manner in which someone utters a word or the way a word or a language is customarily spoken. For you to understand better what pronunciation entails, you must know homophones, homonyms and homographs. Homophones are words that sound the same but are spelt differently and have different meanings, for example the words, 'knew' and 'new'. Homonyms are words that

sound the same, are spelt the same but have different meanings, for example the word, 'address.' Homographs are words that are spelt the same as another but have different meaning and sometimes different pronunciation, for example the word, 'discharge.'



### Activity 19.2.1

In this activity, you are going to pronounce each pair of words listed below. Can you give the difference in sound between each pair of words? You need to practise saying the words on your own. Now read out one of the words in each pair:

- a.) Pan/pen
- b.) Bad/bed
- c.) Latter/letter
- d.) Sad/said
- e.) Gas/guess

Having gone through the exercise above, now read out these sentences, correctly pronouncing the underlined words.

- 1.) "John will you lend me some money to buy the land?"
- 2.) "Can you guess the price of gas?" The teacher asked.
- 3.) "If you pack your bag I'll pat you on the cheek and beg you to come back."
- 4.) "I said test the water, not taste it!"
- 5.) "I need a sail for my boat. If there is no sale will you sell me one of yours?"
- 6.) "I sent him a cent to pay for the scent and he behaved like a saint."
- 7.) "Go west if you want to waste money on your waist!"



### Activity 19.2.2

In this activity, read the following pairs of sentences paying particular attention to the stress patterns of the underlined pairs of words:

- 1 a.) The student's conduct at college often gets him into trouble with lecturers.  
b.) The Geography and Science teachers always conduct lessons in their local language.
- 2 a.) Puss was coming out from the wound.  
b.) The teacher wound up the English lesson by asking some questions.
- 3 a.) The vegetable rejects were sold at a cheap price.  
b.) The company always rejects application letters that are poorly written.



### Activity 19.2.3

Listed below are homographs. Read the words on your own in different ways:

Increase discharge address import decrease

After you complete reading the above homographs, work on your own and construct pairs of sentences using the words.

From the activities that you carried out above, we hope you have been impressed by the power of pronunciation and stress patterns of words. You noticed how the two affect meaning in communication especially when speaking.

## 19.3 Referencing

In the previous Units, you looked at various referencing sources such as Directories, Catalogues, Thesauruses, Journals, and Dictionaries. In this Unit, you are going to consolidate your knowledge and skills in referencing but emphasis will be on using a Dictionary and a Thesaurus.

### Using a Dictionary



A Dictionary is one of the most important tools which can help you to broaden your vocabulary. The Dictionary helps you to discover many things about words. Take, for example, the word 'hemisphere':

**Hemisphere** (how to spell the word), **hemmi-sphere** (how to pronounce the word), **noun** ( the part of speech of the word), a **half of a sphere**( the meaning of the word)

**Word family** (directly related words): **hemispherical** (hemm-is-ferri-k'l), **hemispheric**(adjective)

There are many things that you need to take into consideration when using a dictionary:

1. A Dictionary is arranged in alphabetical order and this means that when you have many words beginning with the same two, three or more letters, you have to go further into each word to find its alphabetical order.

2. To find a word, look at the words in bold at the top of the pages. Usually the words are the first and last words on that page. These are called guiding words. If the word you are looking for comes between these words alphabetically, then you are on the correct page.
3. A Dictionary gives you the meaning of the word as well as all the words directly linked to it and gives you what their meaning is in a sentence. These words are called the word family. The words are not listed separately in the Dictionary. For you to find them you must look up the root of the word. The example below wants you to see the word family for the root word 'harm':  
Word family: harmful, adjective, causing or likely to cause harm; harmfully, adverb; harmless, adjective, not having power or tendency to harm; harmlessly, adverb; harmlessness, noun.



### Activity 19.3.1

From the explanation above, you must be able to place groups of words in alphabetical order. Now place the following groups of words in alphabetical order:

- a) dread item brand plenty fire match right enter trust stern
- b) excellent expensive extend expand exercise exclude exact exchange extract



### Activity 19.3.2

In this activity, look up the following words in your Dictionary and for each one identify the:

- pronunciation
  - part of speech
  - meaning or meanings
  - word family
- a.) ostensible b.) literate c.) formidable d.) superfluous

## Using a Thesaurus



Are you aware that English Language is a subject very rich in synonyms? We hope you know that. You may wonder what are synonyms? The definition is simple. These are words which share a similar or related meaning. The lists of such words are found in a book called a thesaurus. Take the example of the word, 'angry'. The following words are all synonyms of the word, 'angry':

Angry	Infuriated/bad-tempered/vexed/mad/incensed/enraged/raving/indignant/wild/ Cross/furious/irate/fuming/raging/fiery/livid/wrathful
-------	---

The next activity is very exciting as learn synonyms. Be read to enjoy learning of synonyms.



### Activity 19.3.3

In this activity, write down as many words as you can which have a similar meaning to the following words:

- Happy sad afraid determined
- Use a Thesaurus to add more words to your list.

Having gone through learning of synonyms which form the base of learning English Language, have more practice in the next activity.



### Activity 19.3.4

In each of the sentences below there is one underlined word. Select the option which is nearest in the meaning to this word:

- a. The weeds grow profusely in the field.  
A wildly B plentifully C generously D moderately
- b. The boy was unable to see the significance of his error.  
A relevance B meaning C importance D correction
- c. The office worker had a friendly disposition.  
A voice B face C companion D manner
- d. The pupils were reprimanded for their behaviour.  
A rebuked B commended C controlled D demoted
- e. The adder has a venomous sting.  
A hurtful B vicious C poisonous D evil

There is no doubt that you can now use a dictionary and a thesaurus to improve your vocabulary.

## 19.4 Speech writing

In your life, there may be times you will be asked or forced to make a speech. This may be at birthday celebration, funeral or any important gathering. Before you start presenting your speech, you must go through the important information below:

### Different types of speeches

For you to be able to present a good speech, you must know the kind of speech you are presenting and the reason for your audience to hear it. It is important for you to know whether your speech is a personal narrative, informative, persuasive or ceremonial.

#### Personal speech

This is when you tell a story about yourself. Usually the intention is to teach a lesson, convey a moral, offer inspiration or simply to entertain.

#### Informative speech

In this kind of speech, you are supposed to explain processes on how something is done, how something is made or how something works. In your speech you must take your audience through the process step-by-step. The idea is that your audience understands everything you are presenting.

#### Persuasive speech

When you are presenting this kind of speech, you must make sure that you convince your audience to adopt a particular view, belief or way of thinking.

## Ceremonial speech

This kind of speech includes graduation, farewell, wedding speeches and many others. Your speech is supposed to be very short and your focus should be on entertaining, inspiring or increasing the audience's appreciation for someone or something.

**Tip:** Refer to previous units on prepared and impromptu speeches. Having gone through the definition and different types of speeches, pay attention to following general guidelines for writing a speech:

1. In what position or capacity are you giving the speech? For example you can be the chairperson or any other member such as a leader.
2. Take note of the people you are addressing, that is are you talking to an honourable official or the general people?
3. Respect your audience and begin by using titles of honour such as. Mr Chairman, Secretary, Ladies and gentleman, comrades and friends.
4. Follow the protocol of the audience.
5. Show your audience that you are very happy to have the opportunity to speak.
6. Begin with what your audience already know and proceed to give your own opinions.
7. Give closing remarks at the end persuading them to consider your views.
8. Give a vote of thanks at the end the speech.

To show that you have understood how to write a speech, below is an exercise.



### Activity 19.4.1

You are the Head boy or Head girl of Mafumise High School. Using the information given below and adding any other relevant information of your own, write a speech you would deliver to the incoming Form 1 learners enlightening them on school rules and regulations.

Here are some brief notes for and some guidelines:

- discipline
- dressing
- punctuality
- reading culture
- sports

Well, we hope you are very happy that you can now address an audience given any situation in life. Give a round of applause for yourself for such a wonderful job.

## 19.5 Types of sentences

So far, you have discovered that composition writing involves a variety of skills. Some of these are rules of grammar which make communication very effective. Now on Language structures, we are going to look at a variety of sentence types which make a piece of writing good. The type of sentences include simple, compound and complex. Let us look at these types of sentences one by one.

### Simple sentences

A simple sentence is the one that has a Subject, Verb and Object. Can you give an example of any sentence? We hope you have come up with a sentence such as Rutendo is walking. In this sentence, the subject is 'Rutendo' and it has been used with the verb 'walking'. In this particular sentence you need to know that there is no object. Let us look at another example which is Rutendo stays in Paidamoyo Village. In this sentence, you can see that the subject is 'Rutendo', the verb is 'stays' and in 'Paidamoyo Village' is our object.

### Compound sentences

A compound sentence is the one which combines two or more simple sentences using coordinate conjunctions such as 'and', 'but', 'also', 'or'. Note how the following simple sentences have been joined to form compound sentences. The example is: Rutendo is walking. Her health is very poor. Can you try to join the two sentences basing on what you have understood from the explanation above? Well, you have a sentence such as this one: Rutendo is walking but her health is very poor. The two simple sentences have been joined by the coordinating conjunction 'but'.

**Tip:** Never begin any sentence with a coordinating conjunction, except when presenting a speech.

### Complex sentences

A complex sentence comprises two or more sentences linked by subordinate conjunctions such as 'although', 'though', and 'because'. Here is an example: Rutendo received a silver medal-this is a simple sentence or the main clause of the sentence. Because of her outstanding performance in athletics-this is an incomplete sentence or a subordinate clause. Note that the word 'because' in the second sentence is a subordinate clause. When joined, the two sentences will read as follows: Rutendo received a silver medal because of her outstanding performance in athletics.

Here is another example for you to see how complex sentences are constructed: Although Rutendo is a star athlete-this is an incomplete sentence or subordinate clause. Her cheating embarrassed the school-this is a simple sentence or main clause. When linked, the two sentences become: Although Rutendo is a star athlete, her cheating embarrassed the school.



### Activity 19.5.1

In this activity you must study the given sentences. After studying them, indicate in the provided boxes which ones are simple, compound or complex sentences. The first sentence has been done for you.

1. Tobias was arrested for theft and his sentence in prison was very long.

Compound

2. Ruth was a woman.

3. Wash your hands and eat your lunch.

4. She decided to go, although she knew that it was dangerous.

5. Sophia is a good singer, an excellent dancer but she did not win a prize.

6. I wanted to come earlier but I woke up very late.

7. It started to rain but the children were playing in the garden while their parents were busy in the fields.

Now that you know you have understood what simple, compound and complex sentences are, now work on your own in the next activity.



### Activity 19.5.2

You must construct five sentences on simple, compound and complex sentences.

#### Simple sentences


#### Compound sentences


## Complex sentences


It is now crystal clear to you that sentence construction is one of the basics in English Language. Congratulate yourself for the sentence construction skills that you acquired so far in this unit.

### Reflection

From what we have covered so far in this unit, we hope you still remember the aspects of speech writing. You have also discovered that you can address an audience given any situation in life. Do you still remember homonyms, homophones and homographs that you learnt on pronunciation? When you were going through this, you noted that stress patterns in pronunciation are very important in order to convey the intended meaning. Well, did you have problems with sentence construction? If you have problems with simple, compound and complex sentences, go back to the activities in this unit and work on this. You have noticed that different types of sentences are very critical in composition writing.

### Summary

This unit exposed you to a number of things. You can now pick important information by listening to advertisements. Perfection of listening skills also helped you to make advertisements where you changed the way people think or persuade them by listening to the advertisements that you made when you designed flyers. You have learnt a lot on speaking where focus was on how stress patterns in pronunciation affect meaning when communicating. The unit has also covered speech writing which is a very important aspect in English Language. Speech presentation is very critical in life because in one way or the other we address gatherings. The learning of different types of sentences such as simple, compound and complex sentences would greatly improve your composition writing skills.

## Answers to: Unit 19 The Victoria Falls



### Activity 19.3.1

- a.) Brand dread enter fire item match plenty right stern trust
- b.) Exact excellent exchange exclude exercise expand expensive extend extract



### Activity 19.3.4

- a.) Plentifully
- b.) Meaning
- c.) Manner
- d.) Rebuked
- e.) Poisonous



### Activity 19.5.1

- 1.) Compound
- 2.) Simple
- 3.) Compound
- 4.) Compound
- 5.) Complex
- 6.) Compound
- 7.) Complex

# Unit 20: Assessment Test 4

## Contents

- 20.1 Purposeful listening
- 20.2 Public speaking
- 20.3 Paper 1 compositions
- 20.4 Paper 2 comprehension reading
- 20.5 Spellings, confusing words, punctuation

## Objectives

By the end of this unit you should be able to:

- Listen attentively for information.
- Deliver prepared speeches
- Write different types of compositions
- Deduce answers to given questions
- Demonstrate knowledge in use of different language aspects.

## Study skills

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

**Silent reading** – this will help you to be focused and absorb all the information you will be reading.

**Writing skills**-this is essential in noting down everything you are reading on.

**Skimming skill**- is needed in looking for specific information as you go through the unit

**Intensive reading**-is necessary for you to fully understand what you will be reading about.

## Key words

Below is a list of some words you may be unfamiliar with. Read and understand the definitions.

**Assessment**- is a testing tool or examination

**Session**- is a specific lesson

## Time

You must spend a total of eight 8 hours studying this unit.

## Introduction

Welcome to Unit 20! This is an assessment unit where you will be tested on the content you have covered so far in this module. In this unit, it is essential that you master learning about listening for specific information to fill in gaps. Do you still remember the activities you covered on filling in gaps with appropriate

information? You shall also have a speaking session where your skill in speaking shall be tested too. Do you still think about the time you addressed an audience on a particular issue? Yes, this is going to be part of the assessment as well in this unit.

Reading is always an area which you have enjoyed and excelled at. In this unit, you shall use the reading skills you have acquired so far to read the material given to you. Can you still remember the skill of skimming, scanning, intensive and many others? Of course you do, because you have been using these skills in the previous units.

You shall also engage in creative writing where you shall apply the skills you have acquired on how to use descriptive and narrative skills. It is always important for you to apply these skills in composition writing as they help you to produce impressive work. In language structures, you shall be tested on spellings, conjunctions and confusing words. I hope that you shall excel in the activities you shall be examined on.

Examinations are a testing tool on how you have progressed throughout the learning period. Do you know that when you are assessed, you only take from the information you have acquired? Therefore you are encouraged to revise adequately and be ready for examinations. Now, how have you been preparing for examinations? Let us have a few reminders on guidelines for examinations that you refresh yourself and see how much you can still remember.

### **1. Listening/observing and speaking/signing**

How much can you recall about these skills? Yes there is so much that you can still remember. These skills are life skills that work concurrently with other skills. However, they are not tested on at the end of the course. They are meant to equip you with the ability to interact effectively with others. Are you aware that a life skill that is polished is a resource which you will use in all spheres of life? Hence the listening/observing and speaking/signing sections were included in all the units in the module. Do you know that when you are able to express yourself freely, you have a skill that you will enjoy your entire life? The ability to listen attentively and deduce information that is being conveyed to you is a well of wealth. We hope that you were able to sharpen your listening skills because you interacted with many people at different intervals through dialogues, discussions and telephone conversations. Of course, speaking has always been part of your life and you have learnt a lot on how interesting it can be when you were doing debates, public speaking and many others.

Therefore, the examining tools used in this unit are the same as those which you have covered in the previous units. Now, we hope you are geared for examinations which are coming shortly.

## 2. Guidelines for the writing process

Do you know that the writing process is a vital aspect of the English curriculum and a test of your English ability? What can you still remember about writing skills? We know that you listed down so many things because you have been practising writing throughout the module. In this unit, you will be tested on your ability and capability to writing creatively. Now, let us look at the steps you must follow in writing a composition and the paper outline.

### **Paper 1**                      **1 hour 30 minutes**

It comprises of two sections, Section A, which is free choice compositions and Section B, which is guided composition. Do you still recall different types of compositions you wrote in the previous units? Yes, you wrote so many compositions of which some you enjoyed and found to be less challenging and others were challenging, but you put all your effort and excelled.

### **SECTION A**                      **[30 marks]**

In this section you will be given between 7 and 8 topics from which you just choose one topic which you feel you can tackle to the best of your ability. This section has descriptive, narrative, discursive, factual and argumentative topics. Now, from the practice sessions on creative writing, you were able to identify your area of strength and now you are encouraged to choose a topic that tallies with your ability.

**Tip:** Always choose a topic that you understand well and can attack from any direction. A topic that is of interest to you will be the best. Remember your ability to use language appropriately and variedly is essential.

### **Hints to enhance your writing:**

- Read through the topics carefully.
- Dismiss any topic you do not understand, do not like or which you cannot relate.
- Be careful that you do not write off topic- you will be penalised for this.
- Avoid the topic if you are unsure of the structure.
- Choose a text type and a topic that suits your personality and ability.
- Be original, but avoid far-fetched unrealistic situations.
- Write in full sentences and vary them.
- Vary paragraph and sentence length.

### **SECTION B**                      **[20 marks]**

Do you still remember when you wrote reports, letters, articles and speeches? You are correct if you said guided compositions. A guided composition is whereby ideas or points are given to you. The given points are a stimuli that triggers your thoughts to spread out and gather more points or facts on the topics you are writing on? Remember that ideas can come in form of mere points, diagrams or even pictures. This is meant to help think broadly and be in a position to add your own ideas that will help enrich your work. Do you know that adding your own relevant ideas is recommended as it shows how much you have understood the topic?



#### 4. Supporting language structures:

Welcome to a broad topic of language structures that covers many topics. In this section, you will apply the knowledge acquired from all the units you have covered. Are you aware that all units in the module have a section on supporting language structures? The concepts covered in this section cut across the board as they also enhance other skills of writing and reading. Do you know that the skill of sentence construction is used even in composition writing? In this unit you will be tested on your knowledge of different language aspects. I know that you will find it interesting and quite challenging for you to put more effort to pass well.

Now that we have reminded each other on some of the important areas of the examination, let us go straight into the first skills to be examined on. Good luck. Put all your effort and definitely you will excel.

#### Examination session

### 20.1 Purposeful listening

Do you still remember the types of listening skills which we covered so far? Yes, we did selective and purposeful listening. Now in this section you shall be tested on the application of these skills in the activities designed to test your knowledge on listening. Remember that you must always revise units covered for you to be ready for assessment.



#### Activity 20.1.1

Now listen carefully as the passage is read to you twice and jot down all important points or ideas that you think would be useful to you. Remember to use the listening skills learnt so that you become an effective listener. What you listen to can be used even in writing as well.

#### Football, violence and social identity

There was a time when it was always supporters of the losing team who started disturbances. Later this situation changed. Incidents no longer only occurred during the second half or after the match. On the contrary, spectator disorder broke out more and more regularly before the match even started. Apart from scarves, caps, jerseys and flags, supporters began to arm themselves for war with knives, belts, bike chains, hammers, screwdrivers and knuckledusters, segregating supporters to either side of the pitch was not the answer either. Unable to get at each other, they turned to the opposing players, particularly the goalkeepers, pelting them with stones, beer bottles, darts and fire crackers. Today, that violence has grown and is no longer confined to the football stadium. Shops are looted, passers-by are robbed, hotels and all forms of public transport are wrecked.

Does the answer to supporter-hooliganism lie in greater use of cameras, microphones, monitoring screens, undercover police and stiffer penalties for offenders? Sadly, it seems so.





### Activity 20.1.2

Now, we want you to draw a poster on anti-violence at stadiums as an awareness to the public that violence is not allowed. Remember to educate the public, supporters and players on the importance of peace and harmony. Make your poster to be as educative, informative and colourful as possible so that the readers can be attracted to read it.

## 20.2 Dialogue: Telephone conversation.

Speaking has always been interesting as it enables you to interact with others and to freely express yourself. Do you still remember the time you had public speaking and debate? Yes, you had to address the audience on controversial topics? Today you are going to use the same skills acquired to prepare speeches and record them or speak to the audience who will be either family or friends. Remember that speaking is a skill that requires constant practice and perfecting.

Imagine that you are a spokesperson for youth in your community and have been tasked to present a speech on how youth can be empowered with entrepreneurship skills. Now here are a few ideas which you can use in your presentation:

- availability of a community vocation training centre
- skills to be acquired
- availability of resources

Remember your speech must be captivating and informative. Your audience must be persuaded to listen to you and be motivated to train and be empowered. Note that this is an assessment of what you have covered in the units prior to this one.

## 20.3 Composition writing

Writing is a skill which we use all the time as we interact with different materials. Can you still remember how many types of compositions have you learnt? We know that you still remember most of them because you have been revising in preparation for this assessment. Just a reminder of a few types, narrative, descriptive, letters and reports. Now, you will be tested on creative writing in preparation for the public examinations. Your commitment to performing well is an important drive for you to put all your effort in doing the tasks and activities designed to help you pass.

Can you still remember the reading skills which you learnt in the previous units? Reading is a very important skill that requires constant practice for you to perfect it. The reading skills of skimming, scanning, intensive reading are some of the skills which you have covered. These skills complement each other. Therefore, in this section you have to apply them for you to perform well.

Now note that this part of the assessment unit has two papers. Paper 1 which is the compositions and Paper 2 which is comprehension and supporting language structures. All these papers are compulsory and questions must be attempted as instructed.

## ENGLISH LANGUAGE PAPER 1

### Instructions:

Answer one question from Section A and one question from Section B.

### Section Time: 1 hour 30 minutes

#### A [30 marks]

Write a composition on one of the following topics. Your answer should be between 350 and 450 words in length. [30 marks]

1. Describe a busy shopping centre you once visited.
2. Write a story which includes the following words:  
Either (a) I was alone when it happened.  
Or (b) She thought she had no choice, but to commit the crime.
3. What young people can do to develop the country? Discuss.
4. The machine.
5. The day I fell into trouble.
6. Children often misunderstand their parents. Do you agree?

#### Section B [20 marks]

Answer this question following the instructions given you.

7. You are a resident of Shongwe community where delivery of services has been deteriorating drastically. Using the notes given and adding any relevant points of your own, write a letter to the local authority, drawing their attention to the seriousness of the prevailing conditions.
  - inadequate medication at the local clinics and hospital
  - poor roads
  - unreliable water supplies
  - illegal activities in the community
  - erratic power supplies

### 20.4 Comprehension reading:

Reading has always been interesting as it exposes you to different materials and also sharpens your reading skills. How many comprehension passages have you read so far? Have you realised how varied and unique they are? Now, today you will be assessed on how well you have practised using those reading skills. Remember, reading is effective when you employ proper and appropriate skills.

**PAPER 2**  
**TIME 2 HOURS**  
**SECTION A**

Read the following passage carefully before attempting any questions. Mistakes in spelling, punctuation and grammar may be penalised in any part of the paper.

(In this story the author describes a journey deep into the Amazon jungle where, to the surprise of the explorers, they came across creatures which they believed no longer existed.)

**Paragraph 1**

We passed very slowly through the woods, partly because Lord John acted as scout before he would let us advance, and partly because at every second step either one or the other of the two professors would stop, with a cry of wonder, before some flower or insect which presents him with a new type. We may have travelled four or five kilometres, keeping to the right of the line of a stream, when we came upon a considerable opening in the trees. A strip of brush wood led to a tangle of rocks- in fact the whole plateau was strewn with boulders. We were walking slowly towards these rocks, among bushes which reached our waists, when we became aware of a low babbling and whistling sound, which filled the air with constant clamour and appeared to come from some spot immediately before us. Lord John held up his hand as a signal for us to stop, and he made his way swiftly, stooping and running, to the line of rocks. We saw him peep over them and give a gesture of amazement. Then he stood stock still as if forgetting us, so utterly hypnotised was he by what he saw. Finally he waved to us to come on, holding up his hand as a signal for caution. His whole manner made me feel that something wonderful, but dangerous lay before us.

**Paragraph 2**

Creeping to his side, we looked over the rocks. The place into which we gazed was a pit, and may, in the early days, have been one of the smaller volcanic blow-holes of the plateau. It was bowl-shaped, and at the bottom, some hundreds of metres from where we lay, were pools of green-scummed stagnant water fringed with reeds. It was weird sight itself, but its occupants made it look like obscene from hell. The pit was the habitat and nesting ground for pterodactyls. There were hundreds of them congregated within our view. All the bottom area around the water's edge was alive with young ones. Their hideous mothers brooded upon leathery yellowish eggs which were still to hatch. The birds looked more reptiles than birds. The babbling and obscene reptilian life. Now it was combined with horrible odour which made feel sick. But above, perched sentinel-like, each upon its own stone, tall, grey and withered sat the males. They were absolutely motionless save for the vigilant movement of their eyes or occasional snap of the rat-trap beaks

as dragon-flies went past them. Their huge membranous wings were closed by folding their forearms, so that they sat like gigantic old women wrapped in crinkly grey shawls, their ferocious heads protruding above them. Large and small, not less than a thousand of these filthy creatures lay in the hollow below us. Like penguins, they lived in colonies.

### **Paragraph 3**

Our professors would gladly have stayed there all day, so taken up were they by the rare chance to study the life of a prehistoric age. They pointed out the bones of fish and birds pecked clean and lying about among the rocks as proving the nature of the diet of these creatures. I heard them congratulating each other on having cleared up the point why the fossilised remains of this flying dragon are, even today, found in such great numbers in certain coastal areas.

### **Paragraph 4**

Finally however, Professor Challenger, intent on proving some point which his colleagues Summer-lee had contested, thrust his head over the rock and nearly brought destruction upon us all. In an instant, the nearest male gave a shrill whistling cry, and flapped its five-metre span of leathery wings as it soared into the air. The females and young ones huddled together beside the water, while the whole circle of sentinels rose one after the other and sailed off into the sky. It was a wonderful sight to see at least a hundred creatures of such enormous size and ugly appearance swooping like swallows with such swift, shearing wing strokes above us; but we soon realised that it was not a sight over which we could afford to linger or daydream. At first the great brutes flew round in a large ring as if to make sure what the extent of the danger might be, in just the same way as a great white shark would circle its would-be victims before mauling them. Then the flight grew lower and more threatening, like modern jets zeroing in a target. The circle narrowed, until the birds were buzzing round and round us, the rustling flap of their wings filling the air with a sound that made me think an aerodrome back home on the day of an air show. "Make for the woods and keep together!" cried Lord John. We needed no further encouragement.

### **Paragraph 5**

The moment we attempted to retreat, the circle closed in upon us, until the tips of the wings of those nearest to us nearly touched our faces. We beat them with the stocks of our guns, but there was nothing solid or vulnerable to strike. Then suddenly, out of the whizzing slate-coloured circle. A long serpentine neck shot out and a fierce beak made a thrust at us. Another and another followed. Summer-lee gave a cry and put his hand to his face, from which blood was streaming. I felt a prod at the back of my neck, and turned dizzy with shock. Challenger fell and as I stooped to pick him up, I was struck again from behind and I dropped on top of him. At the same instant I heard the thunderous crash of Lord John's elephant gun, and looking up, saw one of the creatures with a broken wing struggling upon the ground, spitting and gurgling defiantly at us with wide open beak and bloodshot

eyes. At such close quarters the creature looked like a horrible winged devil whose picture I had seen in an old book in the University Memorial Library. Its hideous comrades had flown higher at the sudden sound, and were circling above our heads, ready for another aerial attack.

**Paragraph 6**

“Now,” cried Lord John, “run for our lives!” we staggered through the bushes, and just before we reached the trees the birds broke their circle as if on cue and bore down upon us. The boldest of them nose-dived and knocked Summer-lee down, but we wrenched him up and made a stumbling rush for the tree trunks. Once there we were safe, for those huge wigs had no room to sweep beneath the branches.

**Paragraph 7**

As we limped camp-wards, sadly mauled and discomfited, we saw them for a long time flying above our heads, soaring round and round, no bigger than wood pigeons, with their eyes no doubt following our progress. At last, however, as we reached the thicker woods they gave up the chase and we saw them no more. Our zeal for scientific exploration disappeared with the flying birds.

(Adapted from, *The Lost World* by Sir Arthur Conan Doyle) (Cambridge June 1993)

**Answer all the questions.**

You are recommended to answer them in the order set.

**From paragraph 1:**

- 1. (a) (i) State two reasons which prevented the team from moving faster than they were doing. ....  
.....  
.....  
.....  
.....] 2 marks]
  
- (ii) How many explorers were on this expedition? ..... [1 mark]  
.....
  
- (iii) “A strip of brushwood” What does this tell you about the shape of the brushwood? .....  
..... [1 mark]  
.....

(b) (i) from this paragraph, write out the phrase containing three consecutive words that means the same as "there were large rocks scattered about" .....  
.....  
.....  
.....  
.....[1 mark]

(ii) Lord John made his way, 'stooping and running' to the rocks. Explain why he moved like this. ....  
.....  
.....  
..... [1mark]

(iii) 'Finally he waved to us to come on'. Explain in your own words the reason why Lord John did not beckon them on immediately. ....  
.....  
.....  
..... [1 mark]

**From paragraph 2**

(c) (i) The explorers were gazing into a pit. What, according to the author, could have accounted for the existence of this pit and others like it?  
.....  
.....  
..... [1 mark]

(ii) What do we learn from the passage about the size of the pit?.....  
.....  
..... [1 mark]

**From paragraph 2**

2.(a) (i) list two similarities between pterodactyls and ordinary birds.....  
.....  
..... [2 marks]

(ii) The male pterodactyl were keeping watch. From the evidence in the paragraph, explain in your own words two ways in which they did this. ....  
.....  
.....  
.....  
.....  
..... [2 marks]

**From paragraph 3**

(b) What particular discovery about pterodactyls' diet 'cleared up the point' about their fossilised remains? .....  
.....  
.....  
..... [1 mark]

**From paragraph 7**

(c) Why did the pterodactyls now look 'no bigger than wood pigeons'? .....  
.....  
.....  
..... [1 marks]

**From paragraph 1-7**

- (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 as it has in the passage.
1. constant (paragraph 11) .....
  2. stagnant (paragraph 24) .....
  3. fringed (paragraph 24) .....
  4. hideous (paragraph 28) .....
  5. save for (paragraph 35) .....
  6. taken up (paragraph 42) .....
  7. retreat (paragraph 69) .....
  8. zeal (paragraph 96) .....



## Supporting language structures

[10 marks]

4 (a) Identify misspelt words and write them out correctly

- (i) Our Proffessors would have gladly stayed there the whole day.
- (ii) The vigilant movement of their eyes or an occassional snap of their rat-trap beaks.

.....  
.....  
.....[2 marks]

(b) Our zeal for scientific exploration disappeared with the flying birds.

- (i) Identify an adjective and state its noun from the above sentence.
- (ii) Identify a noun and state its verb.

.....  
.....  
.....[2 marks].

(c) Give the opposites of the underlined words.

- (i) The circle narrowed until the birds were buzzing round and round

.....  
.....

- (ii) Then the flight grew lower

.....  
.....[2 marks]

(d) Punctuate the following statement correctly.

attempt to retreat the circle is closing in upon us cried lord john .....

.....  
.....[2 marks]

(e) Now combined with a horrible odour which made us feel sick.

Find another word to replace the underlined word and phrase.

.....  
.....[2 marks]

### Reflection:

Finally the examination has ended. Congratulations for having finished the examinations well. How was the writing process? Which sections did you find challenging and you struggled to pull through? I hope with your determination and preparedness, you performed quite well. Remember that it is important to keep yourself abreast with the information related to examinations. Go back to the units covered and refresh yourself on those areas which are a challenge to you. Now that the final public examinations are close by, keep on revising and be well-prepared for the examinations.

## Summary:

This is mainly an examination preparation unit which is meant to assist you prepare for the final examinations. Let us quickly check what is contained in this unit. You had listening and speaking sessions of which I believe you performed quite well. Do you remember the sessions you had prior to this unit? Yes, these skills might not be examined on, however they are an important life skill. They complete your life and are integrated with other skills to make you wholesome. If there are areas of difficult, you are encouraged to go back to those units where the aspect was discussed in detail. Now that the examinations are very close, it is prudent that you go back to unit 1 and revise intensively so that those aspects that are a challenge are ironed out. Do you know that it is important to revise everything even those aspects which might seem too easy as they can be a twist in the examination that can confuse you? Preparedness is encouraged because it makes writing pleasurable and enjoyable when information flows without much of a struggle. Remember that each paper has its own demands. Paper 1 is the composition paper and has varied topics from which you have to choose just one topic which you can tackle with ease. In Section B of Paper1, you just amplify the points given to you and add other ideas of your own. Paper 2 comprises the comprehension passage which includes the summary and supporting language structures which are derived from the passage. Reading is an important aspect which makes writing, speaking and listening harmonised. All the best in the coming public examinations.

## Unit 20: Expected answers

- 1 (a) (i) Lord John acted as a scout before he would let them advance  
- Either one of the professors would stop to marvel at something  
(ii) four  
(iii) a straight line
- (b) (i) strewn with boulders  
(ii) He did not want to be either seen or disturb what lay behind the rocks  
(iii) He was absorbed by what he saw there
- (c) (i) volcanic eruption  
(ii) small
- 2 (a) (i) had beaks, had wings, lay eggs and brooding over eggs  
(ii) were perched on a high point  
Stood motionless with watchful eyes scanning the place
- (b) scavengers- fed on meat
- (c) They were flying high up in the sky
- (d) 1. constant- continuous/consistent/persistent  
2. stagnant- stale/still  
3. fringed- bordered/closed in  
4. hideous- ugly/frightful/horrid  
5. save for- except  
6. taken up- absorbed  
7. retreat- pull back/recede  
8. zeal- enthusiasm/determination

## Summary points

- gave shrill whistling cry and soared into the air
- sentinels rose one after the other and sailed off into the sky
- the greater brutes flew round in a large circle
- flight grew lower and more threatening
- circle narrowed until we were buzzing round and round them
- the moment they attempted to retreat, our circle closed in on them until the tips of our wings nearly touched their faces
- they beat us with stocks of their guns
- one of us shot out and a fierce beak made a thrust at them
- another and another followed. Challenger gave a cry and put his hand on his face
- he fell and someone stooped to pick him up
- we stuck him from behind and he dropped on Challenger
- then we heard a gun shot
- one of us was shot and spitting and gurgling defiantly at them
- we had flown higher at the sudden sound
- were circling above their heads, ready for another aerial attack
- before they reached the bushes, we broke the circle
- the boldest one nosedived and knocked Summerlee down
- our huge wings had no room to sweep beneath the branches
- with our eyes no doubt following their progress and gave up chase

## Section B

- (a) Professors
- (b) (i) disappeared
- (b) (ii) explore
- (c) (i) widened
- (c) (ii) higher
- (d) (i) "Attempt to retreat, the circle is closing in upon us", cried Lord John.
- (e) smell, vomit

# Unit 21 Drought in Zimbabwe

## Contents

21.1 Listening

21.2 Register – Appropriateness of expression

21.3 Reading-simple recall, inferential questions, word meanings and summary writing

21.4 Paragraph unity

21.5 Verbs- The active and the passive voice

## Introduction

In this Unit you are going to listen to a passage attentively to recall and select relevant facts from the passage. We hope you will enjoy using appropriate register while discussing topical and cross-cutting issues. You will also discover that appropriateness of language depends on situations such as the relationship or closeness of speakers, the environment or place where the speakers are, the level of respect present in a situation and the manner of articulation or how a particular message is communicated. Simple recall, inferential, contextual and summary questions on reading skills will be dealt with on comprehension work. . You will also gain composition writing skills where emphasis will be on paragraph unity. You should be happy that your knowledge of verbs is going to be enhanced in this unit but emphasis will be on the active and the passive voice. These structures of language will enhance your linguistic ability in both spoken and written English.

## Objectives

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

- list main ideas from the story read.
- use registers appropriate in different situations.
- answer different types of comprehension questions.
- write coherent paragraphs.
- use the active and the passive voice in sentences.

## Key words

Below is a list of some words you may be unfamiliar with. Read and understand the definitions.

**Paragraph-** Is a unity or piece of continuous writing which consists of a topic sentence, other sentences that develop the main idea and a sentence that concludes the paragraph.

**Paragraph unity-** Is the coherence or flow or connection and cohesion or holding together of sentences in a paragraph.



## 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 skills:

**Listening attentively**-Listen carefully for purposes of recalling the most important information

**Skimming** -When quickly looking at the questions before the second reading

**Scanning** - Quickly going through a reading passage identifying the main points

**Note taking**-Write down notes through each activity to record what you have learnt.

**Writing coherently**-Write accurately and clearly

## 21.1 Listening comprehension

In the previous Units you enjoyed listening to audio recordings, dictations and passages read to you. Do you still remember some of the reasons for listening? I hope so. One of the skills you mastered is listening attentively. This skill helped you to listen so that you get important details from whatever you were listening to. In the activity below you are going to listen attentively to a passage for detail, opinions and facts and make notes.



### Activity 21.1.1

Pollution has become an issue of serious concern worldwide. The damage caused to the environment is enormous. Someone who is either your friend or relative is going to read to you or sign a passage on environmental damage caused by plastic bags.

**Tip:** Questions will be asked orally and you will respond in writing.

Now you need to take note of the following guidelines before you start listening to the passage:

1. Someone who is either your friend or relative will read out the passage and questions for the first time.
2. Listen attentively as the passage is read or signed for the second and final time.
3. Take down notes as the person reads or signs the passage, taking into consideration the main points, facts and opinions.
4. The person will read out or sign the questions to you one by one and you will be expected to answer them in writing.

### Here are some important tips for the activity:

1. You have to concentrate when the passage is being read or signed.
2. Make notes as the text is being read or signed.
3. Take note of unfamiliar words or phrases.



The environmental damage caused by plastic bags is enormous. Plastic makes up 80% of the volume of litter on roads, parks, and beaches and makes up 90% of floating litter in the ocean. In every square mile of an ocean there are over 46,000 pieces of plastic. This puts an enormous strain on the environment. The little pieces of plastic act as a sort of sponge for deadly chemicals. Marine or aquatic life then eats these pieces and dies. It is estimated that over 10,000 different birds, seals and whales die every year this way. After the animal dies its carcass decomposes and the plastic is free to roam the ocean and kill again.

When plastic bags find their way into the lake they kill endangered turtles. Plastic bags are ingested by turtles that confuse them for jellyfish, their primary food source. The turtles then suffocate. Plastic bags wrap themselves around living coral and quickly kill them. They trap seals and sea lions, prevent whales from digesting and kill birds by the thousands.

[www.plasticbageconomics.com](http://www.plasticbageconomics.com)

**Listen to these questions again:**

1. What statistics demonstrate that plastic litter is found on land and at sea? [2 marks]
2. Give one word which means the same as marine. [ 1 mark]
3. List any two examples of animals that die every year after eating pieces of plastic in the ocean. [2 marks]
4. What causes an estimated 10,000 different birds, seals and whales to die every year? [1 mark]
5. What happens when an animal dies in water after eating pieces of plastic? [2 marks]
6. Give two examples of how plastic bags directly damage the environment. [2 marks]

**NB.** The answers to these questions are found at the end of this Unit.

Now you must carry out a research on water pollution. Use the notes that you wrote during the reading or signing of the passage to carry out a research on:

- a.) Causes of water pollution [5 marks]
- b.) Forms of water pollution [5 marks]
- c.) Impact of water pollution [5 marks]
- d.) Ways of reducing water pollution [5marks]

When you are carrying out your research, you are free to consult your peers or any other knowledgeable people as you gather your data.

Here is another important task for you. Now design a flyer campaigning against water pollution. [10 marks]

**Tip:** Research on what a flyer is. You may get assistance from other people on how a flyer is designed.

Well, if you managed to get everything correct on the questions, well done. This shows that you have good listening skills which will even help you in your everyday life. If you got some of the answers wrong, don't worry because slowly you will catch up with all listening skills.

## 21.2 Register- Appropriateness of expression



Do you sometimes feel that there is something very unfair being done to you or any other child in your area. What do you think are your rights or the rights of the children being abused? Try to think of any situations either at your home or village where children are being abused. How would you approach the victims and in what way would you talk to them when trying to give them advice? What considerations would you make before you approach or talk to them?

All this forms the basis of understanding appropriate register. From the questions above, you can see that there are many things that are taken into consideration before you give advice to people. So, the language we use every day is determined by:

- a.) The age of people we are talking to.
- b.) The place where the conversation is taking place
- c.) The manner in which we communicate with the people.
- d.) The situation in which one is.

Now, identify children's rights you think are being violated in your home or village. I hope you came up with responses such as:

- a.) Child labour where children are over worked or given tasks meant to be done by adult people.
- b.) Poor clothing where children wear tattered clothes and walk bare foot.
- c.) Children who drop out of school or are disadvantaged in attending school because of shortage of school fees.
- d.) Children who are corporally punished in homes and schools and sometimes for minor mistakes.
- e.) Children who are inadequately fed in homes.

Now suggest some advice you would give to children whose rights are violated or abused.

I hope some of your responses are as follows:

- a.) Do you mind telling your parents that I give you these second hand clothes which I cannot fit in?
- b.) What about approaching your head of school and request if he or she can find a scholarship or donor funding for your academic studies so that you don't drop out of school?
- c.) May you kindly ask for permission from your parents to do some menial jobs at a nearby farm so that you get money to buy food for break and lunch at school?
- d.) Do you think it is wise to report to the police the physical abuse you faced at school?

On the above responses, the underlined parts show the polite expressions that can be used when giving advice to a child whose rights are being violated. This means that when giving advice you need to use appropriate register.

From what we have discussed so far you can approach a child you know or think has the rights being violated either at your home or in your village to give advice so that the problems end. So, go through the activity paying attention to what you must do.



### Activity 21.2.1

While you are digesting what we have covered so far, try to reflect on children whom you know are being abused or have their rights being violated at home or in the village. Identify one whom you know you are closely related to or is very friendly. Try to engage the following before you carry out the task:

1. Where is the abuse taking place?
2. Who are the people abusing the child?
3. Does the child have parents or other relatives where he or she stays?
4. What kind of abuse is the child going through?
5. How are you going to give the advice to the child?

**Tip:** Be very careful not to cause conflict as you carry out your activity.

As you will be asking the child, record in your answer book. It is obvious that you are going to have a conversation. So, record all the details.

Now, have you realised that you can help children whose rights are being violated in various settings. We hope you have also noted that appropriate language plays a pivotal role for one to accept your advice. The skills that you have acquired will help you to fit in the society very well.

## 21.3 Reading-simple recall, inferential questions, word meanings and summary writing

On this section, you are going to look at different types of comprehension questions. These questions include:

- Simple recall questions
- Evaluation Questions
- Answering questions in your own words
- Contextual meaning of words
- Summary writing

If you have forgotten how these questions should be answered go back to the previous Units where enough explanation has been given. We hope you still remember well all the necessary steps when answering these types of questions. Mind you the number of marks determines the amount of information required for each question.

**Tip:** Read the passage at least two times before answering the questions.

Pay close attention to the next activity on intensive reading.



### Activity 21.3.1

Now, read the passage below carefully before answering any question.

## Drought in Zimbabwe



1. Zimbabwe has always been hit by severe droughts. One of the first recorded droughts to affect Zimbabwe occurred between 1820 and 1830. There were also five consecutive drought years in Zimbabwe between 1844 and 1849. In the 20th century, severe droughts struck between 1921 – 1930, 1946 – 1947, 1967 – 1973, 1982 – 1983 and 1986 – 1987. One of the worst drought in living memory occurred between 1991–1992.
2. Drought, is the severe shortage of rainfall over a prolonged period, usually two years or longer, has a negative impact on water supplies of a country or region. The amount of water available and its quality are reduced during a drought.
3. Explanations for the causes of drought range from the traditional to the religious and scientific. Traditionally, people think that drought is caused by the ancestors who are angry with people's bad deeds such as baby dumping, disrespect for traditional customs, wars, corruption, homosexuality, to mention but just a few. From a scientific perspective, meteorologists, people who study the weather, have different views about what causes drought in Southern Africa. For rain to fall in Southern Africa, a band of rain-bearing clouds known as the Inter Tropical Convergence Zone – the ITCZ, must move southwards across the equator.
4. To add more platters on the scientific cause of drought, numerous plausible explanations have been propounded. Two interlinked phenomena mainly put forward by meteorologists and climatologists connected to the occurrences of drought are volcanic eruptions and El Nino. Some meteorologists think

that the drought in Southern Africa is caused by the movement of an ocean current known as El Nino, which is found somewhere near Southern America. El Nino is characterized by the appearance of unusually warm, nutrient-poor water conditions leading to the occurrence of drought. Moreover, volcanic eruptions have been considered as another culprit for drought occurrence. Large volcanic eruptions eject sulphur dioxide into the stratosphere, the atmospheric layer, where it mixes with water to create sulphuric acid. This acid can prevent heat from escaping the earth's atmosphere, resulting in higher temperatures that contribute to the greenhouse effect. These volcanic activities release carbon dioxide, a greenhouse gas, into the atmosphere. These greenhouse gases trap heat inside the earth's atmosphere, heating it up, leading to a process called global warming.

5. Furthermore, meteorologists and climatologists have also attributed the removal of trees and vegetation, known as desertification, as another notorious gradual cause of persistent drought.
6. On the other side of the coin, religious believers have a different notion on the cause of drought. They often claim that droughts and floods are a punishment from God for sins such as alcohol and drug abuse, divorce, and terrible crimes like baby dumping, rape, homosexuality and murder. All these crimes go against the commands of Allah, the creator, the Lord of the worlds.
7. Whatever its causes, drought can be very bad indeed due to its devastating effect on both the fauna and flora. From the droughts that hit Zimbabwe so far, many people were left suffering due to the shortage of water since many rivers and dams dried up and even the largest reservoirs shrank to alarmingly low levels. In simpler terminology, drought posed serious effects on people's domestic lives, recreation, health, agriculture and industry.
8. Water quality is also affected during a drought and this can contribute to the outbreak of diseases like cholera. For example, during the 1991/92 drought, nearly 8000 people contracted the disease. In the year 2016, the country's health authorities issued a cholera and typhoid outbreak alert in the capital Harare due to severe water shortages.
9. Children and the elderly are always the worst affected people in such crises. Fortunately, in the drought of 1991-1992, the Supplementary Feeding Scheme was introduced by the government and other organizations. This meant providing food – rations of maize, beans and fish – to affected families. Also, a brand of yellow maize known as "Kenya" (so named because of where it came from), flooded the country. Other grains were also imported. In addition, to raise money for the purchase of all this food, the government had to raise the taxes paid by the workers and the companies until the drought was over.

10. The economy of the country also suffered. Farmers were forced to lay off thousands of farm workers and factories put their forces on reduced hours or dismissed them. Many of the communal people who normally received their income from the sale of crops and livestock had no money to spend on food, clothes and school fees. In some areas, children stopped going to school because of hunger. On the other side of the coin, wild animals also perished, their carcasses (skeletons) trapped on dry, cracked river beds.
11. The drought taught us many lessons and in response to the crisis, the government embarked on a massive project of drilling boreholes or deepening the existing ones. Many rural people had to walk long distances to find water. In the cities, water rationing was introduced in order to make reserves last until the next season. In Bulawayo, one of the worst hit cities, households were restricted to a few hundred litres of water per day. The supply of electricity was also threatened when the water level at Kariba Dam fell too low for the generators. The combined shortage of water and electricity severely affected industries. Many factories and companies considered shutting down or moving to cities which had better water supplies.
12. In a bid to lessen the burden of drought, the government took many drastic measures. Apart from borehole drilling and dam construction, plans to tap the waters of the Zambezi River to supply Bulawayo and the western areas of the country were speeded up. Equally important, everyone must learn to conserve water, whatever its source. Above all, the country has to ensure that every year, adequate reserves of maize and other essential grains are kept in store in case of another future drought.
13. From a climatologist stance, we must all be united from all walks of life to fight against the emission of greenhouse gases in the atmosphere which definitely cause global warming which further triggers climate change. To prevent this climate change which contributes to droughts, we must look after our natural resources (especially trees) and find ways to emit fewer greenhouse gases (e.g. exhaust fumes from vehicles and smoke from factories and fires) into the atmosphere.
14. To drive the point back home, it is of paramount importance to be prepared always. Prevention is better than cure. You never know when El Nino, the spirits of the land or whoever causes drought will strike again.

**Zimsec paper 2 November 1995**

**Answer all questions.**

**From paragraph 1**

1a.) Give one word from this paragraph which has the same meaning as serious [1].

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**From paragraph 2**

b.) What is the effect of drought which is given in this paragraph? [1].

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**From paragraph 3**

c.) Give two explanations for the causes of drought? [2]

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**From paragraph 4**

d) How do volcanic eruptions cause drought? [1]

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**From paragraph 5**

e.) In your own words explain the effect of the removal of trees and vegetation [2]

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**From paragraph 7**

2a.) Explain the devastating effect of drought on flora and fauna. [1]

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**From paragraph 9**

b.) In what way were the children and elderly who were affected by drought helped by the government and other organisations [1]

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**From paragraph 10**

c.) Give a reason why children stopped going to school during drought. [1]

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d.) Choose 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 the word used in the passage.

1. prolonged (paragraph 2) \_\_\_\_\_
2. plausible (paragraph 4) \_\_\_\_\_
3. persistent (paragraph 5) \_\_\_\_\_



## 21.4 Paragraph unity

This is not a new topic to you. So, what is a paragraph? It's obvious that you have defined it as a unit or a piece of continuous writing. We said that the three aspects of a paragraph are a topic sentence, developers or supporting sentences, a terminator or a concluding sentence and a transitional sentence. We are not going to define these aspects of a paragraph again, but you can go back to Unit 1 and read about these aspects of a paragraph. What is crucial is to note that a paragraph comprises of a set of related sentences that develop a single idea. If sentences that are not related are put together, then it means that it is not a paragraph.

It then also follows that a paragraph unity is the smooth flowing or connecting and holding together of sentences in a paragraph. This implies that when you are writing, you must organise these sentences properly by selecting appropriate words that show the desired relationship between sentences.

The next activity requires you to show that you have fully grasped the aspects of a paragraph. So, make sure you go back to Unit 1 and familiarise yourself with these aspects before you start working on the next activities.



### Activity 21.4.1

Read the paragraph below carefully bearing in mind the aspects of a paragraph. From your understanding of a paragraph, what is the topic or main idea? Write down the suitable heading for the paragraph.

#### Here is the paragraph:

Zimbabwe has always been hit by severe droughts. One of the first recorded droughts to affect Zimbabwe occurred between 1820 and 1830. There were also five consecutive drought years in Zimbabwe between 1844 and 1849. In the 20th century, severe droughts struck between 1921 – 1930, 1946 – 1947, 1967 – 1973, 1982 – 1983 and 1986 – 1987. One of the worst drought in living memory occurred between 1991–1992.

I hope you have identified the main idea as, 'The history of drought in Zimbabwe.' In this way, the suitable heading for the same paragraph becomes, 'History of drought in Zimbabwe.'

I think you can also note that the rest of the sentences are being specific on the history of drought in terms of the actual years. All these sentences are giving you more information on the main idea; hence, they are called developers or supporting sentences.

Having gone through the first paragraph, can you do the same on the paragraph below?



### Activity 21.4.2

#### Here is the paragraph:

Explanations for the causes of drought range from the traditional to the religious and scientific. Traditionally, people think that drought is caused by the ancestors who are angry with people’s bad deeds such as baby dumping, disrespect for traditional customs, wars, corruption, homosexuality, to mention but just a few. From a scientific perspective, meteorologists, people who study the weather, have different views about what causes drought in the Southern Africa. For rain to fall in the Southern Africa, a band of rain-bearing clouds known as the Inter Tropical Convergence Zone – the ITCZ, must move southwards across the equator.

What is the main idea or topic for the paragraph? Write down a suitable heading for the paragraph.

**NB. The answers are provided at the end of the Unit.**

In the next activity, you are now construct various paragraphs on your own.



### Activity 21.4.3

Construct two paragraphs on the topic that is provided in the table below making sure that you incorporate the aspects of a paragraph we have discussed.

How can Zimbabwe improve food production?



### Activity 21.4.4

From the two activities above, you can now construct good paragraphs. Choose a topic from the ones given below and write an essay with an estimate of 350 and 450 words. Your focus should be on paragraph unity.

#### Here are the questions:

1. In what ways can the government of Zimbabwe encourage farmers to do agriculture?
2. What can be done to reduce famine in Zimbabwe?
3. How can wildlife be preserved in Zimbabwe?

I think from what we have covered so far on paragraph unity, you can see that it is very easy to write a composition following good paragraphing system.

## 21.5 Verbs- The active and the passive voice

In the previous units, you have been introduced to verbs and we hope you enjoyed learning about verbs and how they form the basis for the learning of English Language. Do you still remember the definition of a verb? Well, you defined it as doing word. This implies that there is the performer of the action and the actual action that is carried out. Your understanding of the active and the passive voice is centred on verbs. So, let us look at these two forms of verbs.

### The active voice

If a sentence is written in the active voice, the subject of the sentence performs the action, which means that the performer of the action comes first, for example: The dog chased the hare for thirty minutes. In this example, the dog is the subject or performer of the action and therefore comes first. The following activity will help you to clarify this.



#### Activity 21.5.1

Each of the sentences below is in the active voice. In these sentences identify the subject or the performer of the action:

- a.) The cows destroyed all the crops in the field.
- b.) The teacher dismissed the children early because of bad weather.
- c.) The cyclone killed many people and destroyed many homes.
- d.) The government donated money and farm inputs to the farmers.
- e.) The soldiers warned the people to stay away from volcano prone areas.

### The passive voice

If the sufferer of the action is the subject of the sentence, the sentence is in the passive voice, for example: The hare was chased by the dog for thirty minutes. In this example, the hare is the sufferer of the action. Pay attention to the following activity again:



#### Activity 21.5.2

Each of the sentences below has been changed to the passive voice by beginning with the sufferer. Identify the sufferer in these sentences:

- a.) All the crops in the field were destroyed by the cows.
- b.) The children were dismissed early by the teacher because of bad weather.
- c.) Many people were killed and many homes were destroyed by the cyclone.
- d.) Money and farm inputs were donated to the farmers by the government.
- e.) The people were warned to stay away from volcano prone areas by the soldiers.

Now that you have a better understanding of the difference between the active voice and the passive voice, you must go through the activity below.



### Activity 21.5.3

Change the following sentences from the passive voice to the active voice.

- a.) Chipinge was hit by cholera outbreak in 2019.
- b.) Two villages which include Paidamoyo and Makwaha were affected by cholera outbreak.
- c.) The villages that were affected by cholera outbreak were assisted by a donor.
- d.) The rate of the spread of cholera was assessed by the Ministry of Health and Child Welfare.
- e.) About two hundred people were killed by cholera.

Here is another activity:



### Activity 21.5.4

Change the following sentences from the active voice to the passive voice.

- a.) My father sold the television at a very low price.
- b.) The Headmaster received a donation of textbooks and money from business people.
- c.) The teacher taught the children to respect people.
- d.) The birds flew into bushes after the explosion.
- e.) The farmer harvested ten tonnes of maize.

If you can still remember the important points we discussed on summary writing, a summary is written in the active voice. This implies that you need to know how to change sentences that are expressed in the passive voice to the active voice.

### Reflection

From what we have covered so far in this unit, I hope you still remember something on listening skills. You listened to a comprehension passage to get important details such as opinions and facts. You have also discovered that attentive listening makes you able to take notes. Do you still remember the importance of appropriate register in communication? You discovered that appropriate register is critical during communication. When you were going through this unit, you noted that paragraph unity is important in composition writing. Well, did you have problems with paragraphing a composition? If you had problems with paragraphing a composition, go back to the activities in this unit. If I am not mistaken, you have noticed that verbs especially the active voice and the passive voice are key in the learning of English Language.

### Summary

In this unit, you listened to a comprehension passage which strengthened your attentive listening and note taking skills. This means that you listened to get important information. In this unit you have also mastered how to use appropriate register when giving advice to people who have problems. Learning of appropriate register has also exposed you to life skills so that you relate well with other people in the society. On reading skills, you appreciated different reading skills and

showed your understanding of texts by answering different kinds of questions such as simple recall, evaluation, word meanings and summary. Yes, it is true that you have enjoyed writing a composition using good paragraphs. This is so because of what we have discussed on paragraph unity. Your command of language has been highly enhanced by your understanding of verbs where focus was on the active voice and the passive voice. Make sure that you do not get tired reading all these aspects you have learnt in this unit so that you become a competent user of English Language.

## Unit 21: Expected Answers



### Activity 21.1.1

1. 80% land and 90% sea
2. Aquatic
3. Birds, seals and whales
4. Eating pieces of plastic
5. Carcass decomposes and the plastic is free to roam the ocean and kill again
6. Wrap themselves around living coral and quickly kill them



### Activity 21.3.1

- 1
  - a.) severe
  - b.) amount of water available and its quality are reduced
  - c.)
    - the ancestors who are angry with people's bad deeds such as baby dumping.
    - failure of a band of rain-bearing clouds to move southwards across the equator.
  - d.) by producing sulphur dioxide which forms an acid when mixed with water, this acid can prevent heat from escaping the earth's atmosphere.
  - e.) stubborn slow cause of continuous drought
- 2
  - a) plants dried and animals die because of drought.
  - b.) the government and other organisations provided rations of maize, beans and fish to affected families.
  - c.) their parents did not have money to pay for fees because most of them received their income from the sale of crops and livestock.
  - d.)
    1. Prolonged-elongated/extended/lengthened
    2. plausible-arguable/believable/credible
    3. persistent - continuous/relentless/unrelenting
    4. notion - views/opinion/idea/sentiment/thought
    6. contracted - got infected/got/ took
    7. embarked - started/entered/began
    8. triggers - activated/actuated/set off/sparked off/touched off

### 3.) Summary points

1. contributed to the outbreak of diseases.
2. the government and other organisations provided supplementary food to affected families.
3. other grains were imported
4. the government raised taxes paid by workers and companies to raise funds to buy the food.
5. the country's economy suffered.
6. farmers were forced to lay off thousands of farm workers
7. factories put their forces on reduced hours or dismissed them
8. many communal people had no money to spend on food, clothes and school fees
9. in some areas children stopped going to school because of hunger
10. wild animals perished
11. the government embarked on a massive project drilling or deepening the existing ones
12. many rural people had to walk long distances to find water
13. in the cities, water rationing was introduced in order to make reserves last until the next season
14. households were restricted to a few hundred litres of water per day
15. the supply of electricity was also threatened
16. the combined shortage of water and electricity severely affected industries
17. many factories and companies considered shutting down or moving to cities which had better water supplies
18. plans to tap the waters of the Zambezi River to supply Bulawayo and the western areas of the country were speeded up



#### Activity 21.5.1

- a.) The cows
- b.) The teacher
- c.) The cyclone
- d.) The government
- e.) The soldiers



#### Activity 21.5.2

- a.) All the cows
- b.) The children
- c.) Many people
- d.) Money and farm inputs
- e.) The people



### **Activity 21.5.3**

- a.) Cholera outbreak hit Chipinge in 2019.
- b.) Cholera outbreak affected two villages which include Paiamoyo and Makwaha.
- c.) A donor assisted the villages that were affected by cholera.
- d.) The Ministry of Health and Child Welfare assessed the rate of the spread of cholera.
- e.) Cholera killed about two hundred people.



### **Activity 21.5.4**

- a.) The television was sold at a very low price by my father.
- b.) Business people gave a donation of textbooks and money to the Headmaster.
- c.) The children were taught to respect by the teacher.
- d.) After the explosion the birds flew into the field.

Ten tonnes of maize were harvested by the farmer.

# Unit 22: Advertising

## Contents

- 22.1 Description of a girl
- 22.2 Describing people, scenes and events
- 22.3 Advertising
- 22.4 A report based on a graph
- 22.5 Modal verbs and phrasal verbs

## Introduction

We have now covered a lot of ground on the four language skills which are listening, reading, speaking and writing. You have engaged in all of the four language skills equally well.

In this unit you will be exposed to some more listening and speaking activities. You should be able to describe a person, a place and an occasion. You should be able to identify the suitable words which particularly describe trends and show what they represent.

You will skim and scan through a comprehension passage before actually reading it. You will then read through the passage and answer a wide range of comprehension skill questions. You are going to write a report based on statistical information. At the end of the unit, you will be exposed to phrasal verbs, auxiliary verbs as well as modal verbs.

## Objectives

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

- make use of appropriate adjectives and figures of speech
- respond to comprehension questions that test reasoning, inference, analysis, evaluation and synthesis
- answer a summary question
- write an article based on a bar graph
- correctly form phrasal verbs by joining verbs and prepositions
- make correct use of auxiliary verbs and verb modals

## Key words

**Skimming** - is looking quickly over a passage to determine the subject of the passage and find out how the passage is organized.

**Scanning** - is looking quickly through a passage to find key information.

**Trend** – a pattern or style of development

**TIP:** Before you continue with this unit, make sure you know the above words. Consult your dictionary, phone or laptop thesaurus to find further descriptions of meanings of the words.

## Study skills

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

**Peer evaluation**-working with your friend to check the progress of your work

**Note making**- jotting down key information as you listen or read

## Time

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

## 22.1 Describing a girl

You have heard of descriptions of people, places and things. We hope you enjoyed the descriptions and also understood them. You are going to listen to a description of a girl. Ask your friend to read through the following passage. Listen attentively and make notes from the reading.

### **Listening passage: Tongombeya.**

Nomusa was an angel. She was as beautiful as the setting sun. Her beauty was unequalled. It was actually unmatched. When she smiled, suitors just stood akimbo, mesmerized. Nomusa walked gracefully as if she was stepping on eggs and only too cautious to break them.

Her neck was slender but sleek. It perfectly fitted her pint sized body and holly countenance. Those who knew her said she was as cunning as a jackal but as harmless as a dove. Wronging another being was far from her being. She wished to live in peace, harmony and tranquility with everyone.

One day a certain business man by the name Tongombeya tried to make friends with her. All went well until Tongombeya tried to get hold of Nomusa's arm. All hell broke loose. Instantly, she became as angry as a lion. Like lightning, she jumped from where she was sitting and perched on Tongombeya - soul, body and spirit. She mauled him with claw like finger nails which were as sharp as an eagle's. She pounded him. At first Tongombeya behaved like a gentleman -no fighting back, no screaming. However, as the battering continued and blows rained like thunder all over his body, he did not linger to think twice. He retrieved his body from the entanglement and showed a clean pair of heels.

Now, ask your friend to read the passage again. After the second reading, reflect on the following.

1. Who is being described?
2. How does the person look like?
3. What are the words that tell us what the person did?

The following table will assist you.



### Activity 22.1.1

Complete column 4 by identifying your own words from the passage that respond to the guide questions.

Guide Question	Response	Examples of words from the passage that show the response
Who is being described?	Nomusa	-a girl
What does the person look like?	very beautiful	-an angel
What does the person do?	-seriously beat Tongombeya -	-battered -blows rained like fire
What qualities does the person have?	-anger, -peacefulness	-as angry as a lion, -tranquillity

**Table 22.1.**

You have observed that there are particular words that are used to describe people. These words are called adjectives. You have come across them in this module. Other words and phrases that have been used are called figures of speech. Let us attempt to identify them together. An example has been worked out for you.



### Activity 22.1.2

Complete this table with the suitable figure of speech.

	Statement	Figure of speech
1	As cunning as a jackal	Simile
2	As beautiful as the setting sun	
3	As harmless as a dove	
4	Blows rained like fire	
5	Like lightning, she jumped from the sofa	
6	She was an angel	
7	As sharp as an eagles'	
8	To show a clean pair of heels	
9	Claw like fingernails	

**Table 22.2**

You have observed the following about describing:

- Adjectives should be used e.g. tall, stout, sleek, slender neck
- Similes should be used e.g. as angry as a lion, as quick as quicksilver, as old as age
- Metaphors should also be used e.g. she is a lion
- Idioms should be used e.g. to show a clean pair of heels, to throw the towel,
- Diction (appropriate words) should also be used befittingly e.g. instead of using overused words like sad, one could use synonyms like sorrowful, forlorn, dejected. Instead of using the word beating, battering would be more preferable.

It is essential that you keep practicing these language items to enrich your language.

Bonus words: This listening passage has introduced you to some new words. The meanings are given below. Try using them in your own sentences to show that you understand them.

1. Countenance- face/ expression
2. Cunning- crafty/shrewd/too clever
3. Entanglement-embarrassing situation
4. Suitor- a man looking for someone to marry
5. Mesmerized- fascinated/ attracted
6. Tranquility –calmness
7. Linger- delay leaving

## 22.2 Describing people, events and the environment.

In this section you are going to learn more about describing people, scenes and the environment. Let us look at describing people.

In descriptive speaking, the speaker has to bring out details about a person he or she is describing. You are going to be the speaker.

First of all you must create a topic sentence. This is a sentence which has the central idea of your description.

E.g. My grandfather is Mr. Mpangazitha by name.

This means all the other statements that follow should be centered on this grandfather who is called Mr. Mpangazitha. All these statements are called developers. I hope you remember this.

Now we must add detail. One good way of adding detail is to use sense words. These are words that appeal to our five senses. Which are our five senses?

Aspect	Description
Topic sentence	My grandfather is Mr.Mpangazitha by name.
Developing the topic sentence using sense words	He is dark in complexion. His head is oval shaped and balances loosely above his thin neck. His shoulder blades are an opposite of his thin neck, for they are huge, muscular and combat like. Mpangazitha, for he likes to be called this way, is actually war like. He carries with him a small assegai and a sharp axe. These two are his companions. Even if he is relaxing at home, the two are by his side. They tell me his name means one who is looking for enemies to conquer. His favourite food is rice cooked in peanut butter with meaty relish. He is a bounty hunter. Every day he has to be bringing home a squirrel, a hare or any of these rodents as his relish. He now smells of meat. A nauseating stenchy odour of rotten blood surrounds him persistently.
End by drawing a comparison	Mpangazitha is unlike other nonagenarians who hobble on three legs. He never uses a walking stick despite being in his late nineties. He walks as erect as tower light.

The words in bold make listeners to imagine what they hear. They begin to see pictures of what is happening. So these words ignite their imagination. Look at the following example and complete the senses appealed to by the other words.



### Activity 22.2.1

**Word(s)**

Hobble

Oval

Damp odour

Nauseating

Rotten

**Sense appealed to**

sight- you actually see the movement

sight- you see the rounded head

\_\_\_\_\_

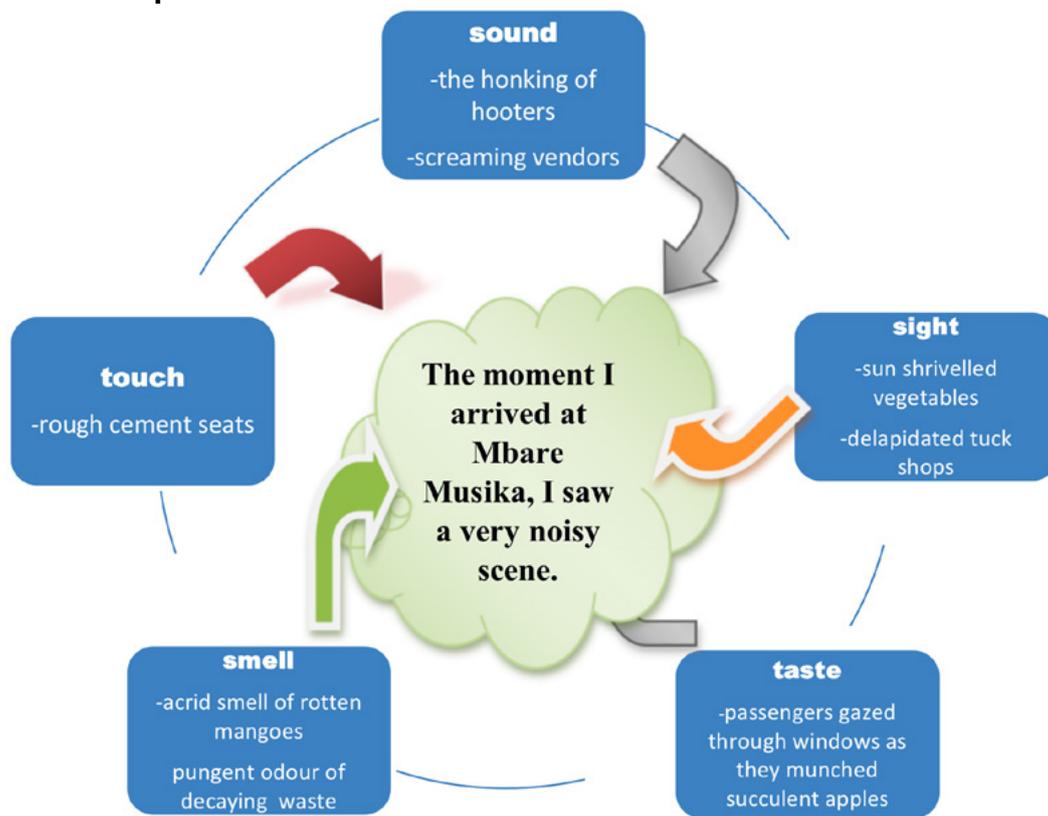
\_\_\_\_\_

\_\_\_\_\_

From the above example of Grandfather Mpangazitha, the word hobble represents walking. It tells us how grandfather was walking. In humans, we do not walk in the same way. An injured person cannot walk just like a guard on duty. A guard would pace while an injured person would hobble. A child would toddle while a drunken man would stagger. By using these words, we create the correct imagination of the action being done.

Now let us look further at this concept of describing in detail.

## Planning a description



**Fig 22:2.1**

The arms of the star diagram above represent a sense and all the five human senses are represented. The centre is the topic sentence from which all the senses will be developed. In this way we create imagery. These are images which come into our mind to imagine what is heard, seen, touched, smelt and tasted. These are our five senses. We hope you had got these correct when you were asked about them above. Appropriate words are used to create these imaginations. Some of these words are adjectives. Do you remember what adjectives are?

### Developing the diagram

#### Example

When I arrived at Mbare Musika, I saw a very noisy scene as people moved in all directions mingling into each other. I saw shriveled vegetables and rich yellow bananas being sold. Tired looking passengers gazed through windows of buses that were almost full to the brim. Some of the passengers yawned in exasperation while others munched succulent apples. An acrid smell of rotten mangoes and a pungent odour of decaying uncollected waste filled the air. Because I was now tired, I decided to rest on rough cement seats which were uncomfortable. As I gazed into emptiness, I was instantly disrupted by the noisy honking of a heavy vehicle as the vendors rushed to it screaming at the top most of their voices as they sold their different wares to the truck driver.

**Tip:** You will observe that the paragraph has been developed from the star diagram. The first sentence is the topic sentence as represented in the diagram. The second sentence is developing the sense of sight. The development then goes to the other senses in an anticlockwise direction until all the senses are developed. It is expected that you can use this method to practice planning different descriptions of people, places and events.



### Activity 22.2.2

Now imagine you attended a birthday party recently. A friend of yours who was supposed to spend the day with you failed to attend the party because he had fallen sick. Describe the party to him. Remember you are the speaker.



**Fig 22.2**

Now plan what you will say to him.

**Topic Sentence:** It was really a pleasurable and exciting moment to attend my brother's birthday party.

Sense	Sense words
Sight	I saw/gazed/stared Elegant cars, spick and span people, well decorated cake,
Hearing	I heard Melodious music,
Smell	
Taste	I ate/munched/gobbled Scrumptious food, delicious dessert, mouth-watering ice cream
Touch	

Now you can present your description to your friend. We hope you have realised that speaking and writing are integral skills. We write what we speak and we speak what we write. This preparation you have done will help you as you plan your descriptive compositions.

### **Project work**

Take a walk into a city centre, town or a grazing area. What do you see? What do you hear?

Following the way you completed Activity 22.2.2, do the same with this project task. Write down everything that appeals to your senses and the way it appeals to you. After this planning stage, prepare descriptive speech that you will tell to anybody you choose to share the experience with. File this information in your portfolio.

Refresh your memory with the reflection in 22.1 above. Other than what is suggested in the reflection, we need to take care of the following when describing: Imagery should be used through appealing to the senses:

- (a) of sight- e.g lightning cut the sky into two equal halves
- (b) of hearing-e.g. angry howls of thunder echoed noisily in the distance
- (c) of smell-e.g. oven fresh buns sent an inviting aroma into the lounge
- (d) of touch-
- (e) of taste-

Complete (d) and (e) above by giving an example of each.

## **22.3 Advertising**

**Skimming** and scanning are very important study skills that can help you in comprehension work. When you read factual material, you read to identify the facts from a long passage or book. You will first skim the passage and then scan it.

We want to go through the stages of skimming and scanning. When you are skimming and scanning a passage you have to do the following:

1. Look at the title of the passage (if any). Some passages may have no titles. Once you see a title you begin to visualise what the passage might be about. Your inference can either be confirmed or refuted after reading the passage.
2. Check whether there are any photographs, illustrations or graphics. Are there any captions? What do they suggest?
3. Is there any preface or introductory statement to the passage? An introductory statement is important as it tells you what the passage is about. By now your inference is gradually being confirmed or denied. Your comprehension of the passage is beginning.
4. Read the whole first paragraph.
5. Read the first sentence of every paragraph.
6. Read the whole last paragraph.
7. Are there any highlighted words or phrases?

Refresh your memory on what you were doing. Why do you need to go through steps 4, 5 and 6? As you did composition work in this module, you learnt about the functions of an introduction and conclusion. You also learnt about topic sentences. Can you apply this knowledge to answer the question? I hope so.

An introduction is the first paragraph and contains the main idea in a story or writing. So when we read through the introduction, we are trying to get to know what the passage is about.

When we read the first sentences of every paragraph, we are trying to get to know the idea discussed in that paragraph since a paragraph discusses one idea and that idea is contained in the topic sentence.

We also read the whole last paragraph because the last paragraph is a conclusion that sums up what would have been discussed in the passage. It is a terminating paragraph.

Now, together, let us skim and scan the reading passage entitled Advertising. The following is the preface to the passage. What information is it telling you? Can you identify the theme?

*(The following passage evaluates the social, ethical and economic aspects of advertising and promotion. Ethical Perspective 222 is a research platform and here gives its findings on the issue of advertising.)*

**The following is the heading/title of the passage. What information does it tell you?**

The following is the introduction of the passage. What information does it tell you?

*Some critics charge that the media's dependence on advertisers' support makes them susceptible to various forms of influence, including exerting control over the editorial content of magazines and newspapers; biasing editorial opinions to favour the position of an advertiser; limiting coverage of a controversial story that might reflect negatively on a company; and influencing the programme content of television. Ethical Perspective 222 considers whether the editorial content of magazines is influenced by advertisers.*

Now the following paragraph is made up of all the first sentences of all the paragraphs in the passage.

*Newspapers and magazines receive nearly 70% of their revenue from advertising; commercial TV and radio derive virtually all their income from advertisers. While larger, more financially stable media should be less susceptible to an advertisers' influence, they may still be reluctant to carry stories detrimental to companies that purchase large amount of advertising time and space. Individual TV stations and even the major networks also can be influenced by advertisers. Programming*

*decisions are made largely on the basis of what shows will attract the most viewers and thus be most desirable to advertisers. Advertisers have also been accused of pressuring the networks to change their programming. It has been speculated that the new rating system developed by the networks may result in advertisers avoiding programmes with adult content labels. The commercial media's dependence on advertising means advertisers can exert influence on their character, content, and coverage of certain issues. First, they point out that it is in the best interest of the media not be influenced too much by advertisers. Media executives also note advertiser need the media more than they need any individual advertiser, particularly when the medium has a large audience or does a good job of reaching a specific market segment.*

**This is the last paragraph.**

*The media in United States are basically supported by advertising, which means we can enjoy them for free or for a fraction of what they would cost without advertising. The alternative to an advertiser-supported media system is support by users through higher subscriptions costs for the print media and a fee or pay-per view system with TV. Another alternative is government supported media like those in many other countries, but this runs counter to most people's desire for freedom of the press. Although not perfect, our system of advertising supported media provides the best option for receiving information and entertainment.*

What are the observations that you have made through this exercise? Read through the above work highlighted in italics and then read through the actual passage and write down your observations. Have you made any striking observations?

After skimming and scanning, it is necessary that you read through the questions and then go back to the passage and read it through slowly for finer detail. As you read the passage, the questions you would have gone through will prompt your seeking for key information as some questions will begin to be answered as you read.

**TIP:** Remember skimming and scanning are done very quickly. It is recommended that you spend about five to ten minutes only during an examination. With practice, you will take less time.

**Now these are the key observations.**

1. The first paragraph carries the main idea in a passage. This will also be true for all compositions you are going to write.
2. Joining the first sentences of all the paragraphs is like writing a paraphrase of the passage. The topic sentences blend into each other naturally and they make a logical unit which makes sense. They are actually what the passage is about.

Now read through the passage silently and attempt all the questions. You are recommended to answer them in the order set.

(The following passage evaluates the social, ethical and economic aspects of advertising and promotion. Ethical Perspective 222 is a research platform and here gives its findings)

## Advertising



**Figure 22.4**

1. Some critics charge that the media's dependence on advertisers' support makes them susceptible to various forms of influence, including exerting control over the editorial content of magazines and newspapers; biasing editorial opinions to favour the position of an advertiser; limiting coverage of a controversial story that might reflect negatively on a company; and influencing the programme content of television. Ethical Perspective 222 considers whether the editorial content of magazines is influenced by advertisers.
2. Newspapers and magazines receive nearly 70% of their revenue from advertising; commercial TV and radio derive virtually all their income from advertisers. Small and financially insecure newspapers, magazines or broadcast stations are the most susceptible to pressure from advertisers, particularly companies that account for a large amount of the media outlet's advertising revenue. A local newspaper may be reluctant to print an unfavorable story about a car dealer or supermarket chain on whose advertising it depends. For example, a few years ago more than 40 car dealers cancelled their ads in the San Jose Mercury News when the paper printed an article titled "A Car Buyers Guide to Sanity". The dealers objected to the tone of the article, which they felt implied consumers should consider car dealers unethical adversaries in the negotiation process. A recent survey of 147 daily newspapers found that more than 90% of editors have been pressured by advertisers and more than one third of them said advertisers had succeeded in influencing news at their papers.

3. While larger, more financially stable media should be less susceptible to an advertisers' influence, they may still be reluctant to carry stories detrimental to companies that purchase large amount of advertising time and space. For example, since cigarette commercials were taken off radio and TV in 1970, tobacco companies have allocated most of their budgets to print media. The tobacco industry outspends all other national advertisers in newspapers, and cigarettes constitute the second largest category of magazine advertising (behind transportation). This has led to charges that newspapers and magazines avoid articles on the hazards of smoking to protect the important source of advertising revenue. A study by Joanne Lipman found that magazines relying on cigarette advertising are far less likely than others to publish stories about the health hazards associated with smoking.
4. Individual TV stations and even the major networks also can be influenced by advertisers. Programming decisions are made largely on the basis of what shows will attract the most viewers and thus be most desirable to advertisers. Critics say this often results in lower-quality television as educational, culture and informative programming is usually sacrificed for shows that get high ratings and appeal to the mass markets.
5. Advertisers have also been accused of pressuring the networks to change their programming. Many advertisers have begun withdrawing commercials from programmes that contain too much sex or violence, often in response to threatened boycotts of their products by consumers if they advertise on these shows. For example, groups such as the American Family Association have been fighting sex and violence in TV programmes by calling for boycotts. Recently a number of companies, including Procter and Gamble, Mars Inc., and Kraft Foods, pulled their advertising from certain talk shows, like those of Jenny Jones and Richi Lake, because of some of their incendiary topics.
6. It has been speculated that the new rating system developed by the networks may result in advertisers avoiding programmes with adult content labels .This could result in a drop in advertising rates for these programmes and greater demand for shows rated as suitable for family viewing.
7. The commercial media's dependence on advertising means advertisers can exert influence on their character, content, and coverage of certain issues. However, media executives offer several reasons why advertisers do not exert undue influence over the media.

8. First, they point out that it is in the best interest of the media not be influenced too much by advertisers. To retain public confidence, they must report the news fairly and accurately without showing bias or attempting to avoid controversial issues. Media executives point to the vast array of topics they cover and the investigative reporting they often do as evidence of their objectivity. They want to build a large audience for their publications or stations so they can charge more for advertising space and time.
9. Media executives also note that an advertiser needs the media more than they need any one individual advertiser, particularly when the medium has a large audience or does a good job of reaching a specific market segment. Many publications and stations have a very broad base of advertising support and can afford to lose an advertiser that attempts to exert too much influence. This is particularly true for the larger, more established, financially secure media. For example, a consumer products company would find it difficult to reach its target audience without network TV and could not afford to boycott a network if it disagreed with a station's editorial policy or programme content. Even the local advertiser in a small community may be dependent on the local newspaper, since it may be the most cost-effective media option available.
10. The media in the United States are basically supported by advertising, which means viewers and listeners can enjoy them for free or for a fraction of what they would cost without advertising. The alternative to an advertiser-supported media system is support by users through higher subscription costs for the print media and a fee or pay-per view system with TV. Another alternative is government supported media like those in many other countries, but this runs counter to most people's desire for freedom of the press. Although not perfect, our system of advertising supported media provides the best option for receiving information and entertainment.

**Adapted from *Advertising and Promotion* by George. E. Belch and Michael A Belch, 1988, McGraw Hill, U.S.A**



### Activity 22.3.1

**Answer all questions.**

You are recommended to answer them in the order set.

#### **From Paragraph one**

- 1(a)(i) What do some people say about the media's dependence on advertisers? (1)
- (ii) "...exerting control over the editorial content..." (line 2). What does this phrase mean? (1)
- (iii) Choose six consecutive words in this paragraph that mean reducing the amount of detail of news articles. (1)

### From Paragraph two

- (b)(i) Why might a local newspaper be reluctant to print unfavourable story about a car dealer or supermarket chain on whose advertising it depends.
- (ii) the dealers objected to the tone of the article (line 15). In your own words explain why the dealers had to object. (2)

### From paragraph 3

- (iii) Give one reason why large and more financially stable media houses would be less susceptible to an advertisers influence. (1)
- (iv) What constitutes the first largest category of magazine advertising? (1)

### From paragraph 5

- 2.(a) "Advertisers have also been accused of pressuring the networks to change their programming."(line 36-37)
- (i) Show how the advertisers have done this.
- (ii) Show why they have done this.

Number your answers respectively (i) and (ii) (2)

### From paragraph six

- (b) Explain why there would be a greater demand for shows rated as suitable for family viewing but a less demand for advertisements. Number your answers (1) and (2) (2)

### From paragraph ten

- (c)(i) From this paragraph, find one word that can have the same meaning as alternative. (1)
- (ii) Identify (1) one disadvantage of government supported media and (2) one advantage of advertising supported media. (2)
- (d) Choose five of the following words and phrases .For each of them, give one word or short phrases (of not more than seven words) which has the same meaning as the word used in the passage.
- |                         |                                  |
|-------------------------|----------------------------------|
| 1. criticism (line 1)   | 5.influence (line 50)            |
| 2. reluctant (line 2)   | 6.policy (line 64)               |
| 3. constitute (line 25) | 7.pay –per view system (line 70) |
| 4. suitable (line 47 )  | 8.counter (line 72)              |



### Activity 22.3.2 Summary

The authors discuss the advantages and disadvantages of advertisement supported media. Write an account of the disadvantages of advertisement supported media as well as how the media houses defend themselves from undue pressure from advertisers'.

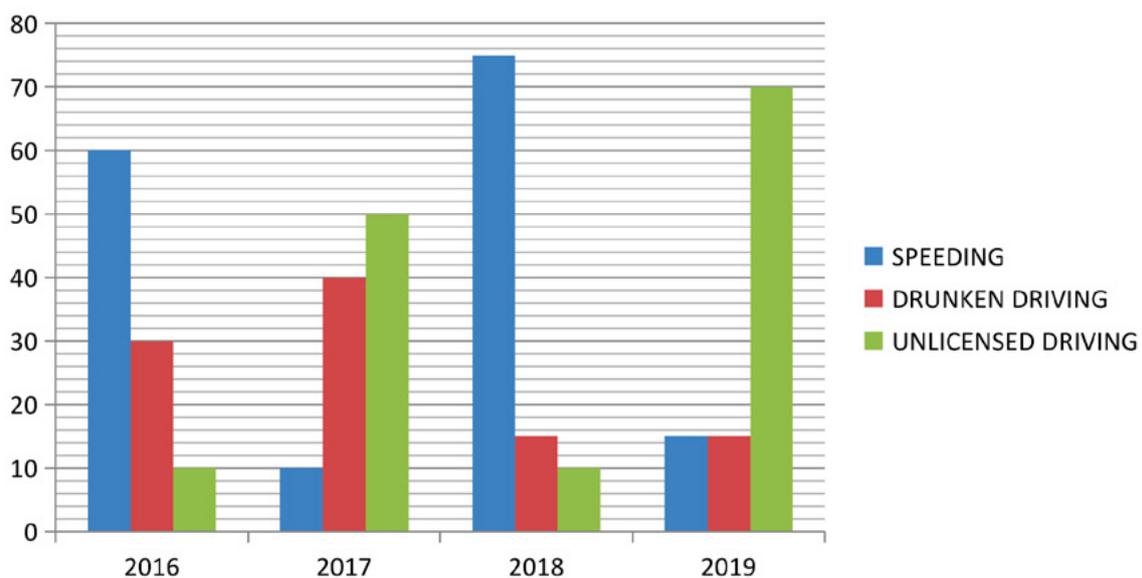


**Tip:** Remember that statistical information can be represented in different forms. It can be a pie chart, line graph, histogram, table or even a bar graph. The interpretation skills are the same.

The graph below shows percentages of road traffic accidents in your local area over a period of four years. The accidents are caused by speeding, drunken driving and unlicensed driving. As a senior citizen, you have been asked by your community to write a detailed report to the Member of Parliament describing the trends shown and suggesting possible measures that can be taken to reduce the problem of road traffic accidents. You may use some or all of the following ideas. You may add your own ideas if you wish.

- Drivers to have hands off cell phone kits
- Police to use breathalyses to test for alcohol
- Road speed traps of different types to be mounted on all type of roads
- Heavy penalties for unlicensed driving
- Confiscate cars from offenders

### Causes of road traffic accidents



**Fig 22.4**

### Remember!

The skills being tested here are:

- Ability to interpret the situation
- Ability to interpret the trends
- Ability to explain the points
- Ability to amplify the points
- Ability to organise/reorganise the points
- Ability to add your own ideas

1. Your first task is to come up with a report format. Do you still remember the format you used before? Flip back and check the format.
2. The second step is to come up with a title. It is advisable to come up with a topic or title from the wording of the question. Identify the task and from that task formulate your title.
3. The introduction should set out what you are writing about.
4. Each point can be a paragraph . Otherwise related points can be discussed in the same paragraph.
5. End by a statement appreciating the assistance from the addressee.(person to whom report was directed to)

### Interpreting the trends.

A trend is a pattern. Graphs and other statistical representations give a quick visual impact of a situation. It is this situation that must be put in words. There is what we call trend specific vocabulary. These are adjectives that are used to describe the patterns. It is important to identify the increases and fluctuations in a particular trend, but it is equally important to describe those trends.

The following table will assist you in identifying words that describe trends.

Lead phrase	Definite Observation	Adjective	Noun / trend	Preposition
It can be seen / observed that  In the year 2019	there is/was a (an) (very)	minimal/nominal/ negligible insignificant slight slow gradual steady marked large remarkable dramatic steep sharp rapid sudden astronomical	rise surge increase fluctuation decrease decline reduction fall drop	of/in/from

**(Table 22.5 Adapted from Academic Writing Course page 65)**

### Example

In 2017, speeding caused 10 % of the road traffic accidents in Chivhu. There was an astronomical rise from 10 % to 75 % in 2018. This therefore necessitates the setting up of speed traps along major roads. The system can be upgraded to include cameras to curb runaway drivers. Records of offenders must be kept so that second offenders may be banned from driving for a considerable number of years, if not for life.



### Activity 22 .4.1

Now you can write the report. Use the information on fig 22.4 Causes of road traffic accidents. Remember to write neatly and legibly.

## 22.5. Phrasal Verbs and Auxiliary verbs

Phrasal verbs are verbs that are combined with either an adverb or a preposition. The meanings of the new phrase formed from such combinations are different from the meaning of the verb or preposition alone.

Let us look at the verb look. The verb means gaze, stare, glance, glimpse, and peep. However the meaning changes when the verb is combined with a preposition.

### Example

Look + **down** = look down.

Statement: The headmaster looks down upon new teachers.

Meaning: The headmaster despises new teachers. He thinks that new teachers might not be as good as old teachers.

Look + **out** = look out

Statement 1: look out for Chipso in the laboratory.

Meaning: try to find Chipso in the laboratory

Statement 2: Watch **out** for Chipso in the laboratory.

Meaning: Be wary/Beware of Chipso in the laboratory. / Be mindful of Chipso.



### Activity 22.5.1

The meanings of the phrasal verbs on the left below are given in a jumbled manner on the right. By using an arrow, match the phrasal verb with its correct meaning. An example has been done for you.

- |                    |  |
|--------------------|--|
| 1. Look for        | (a) expect                             |
| 2. Look in         | (b) take care of somebody or something |
| 3. Look after      | (c) try to find                        |
| 4. Look forward to | (d) search/ find                       |
| 5. Look back       | (e) simply stand at watch              |
| 6. Look up         | (f) continue to search                 |
| 7. Look further    | (g) study                              |
| 8. Look at         | (h) take care of                       |
| 9. Look on         | (i) continue looking for               |
| 10. Look by        | (j) reminisce                          |



### Activity 22.5.2

Look up the meanings of the following phrasal verbs in a dictionary. Now use them in sentences to show that you understand them.

1. agree with
2. break loose
3. even out
4. lighten up
5. live up
6. hang up
7. stand in
8. zip up
9. turn up
10. show off



### Activity 22.5.3

**For your further practice.**

Rewrite the following sentences replacing the phrasal verb with a suitable word.

Eg number 1: The rally was cancelled as a lot of hooligans had planned to disrupt it.

1. The rally was **called off** as a lot of hooligans had planned to disrupt it.
2. When we arrived at the hospital to see Nonsinkelelo, she had **lightened up** a little giving us an indication that she **was on the road** to recovery.
3. The model had splunged a lot of **make up** on her face.
4. When the two adversaries were counselled, they **made up** and buried the hatchet.
5. Ropafadzo Muvunzi turned **down** the offer to study Literature at Botswana University.
6. "Have all the students **turned up** for music practice?" asked the choir master.
7. The goalkeeper was struck by the ball on his head and he **passed out**.
8. The gentleman who had been attacked by robbers finally **passed away** yesterday.
9. Amai Ngutshe improved in her performance because she had **pulled up** her socks.
10. Natasha Mashoko **tore off** at great speed when she saw her mother disembarking from the Johannesburg bus.

### Auxiliary Verbs

An auxiliary is a word which helps a verb.

Let us look at the following passage.

Machimbidzofa Rumbi **should have** heard the bell ringing because she was close by. However, she continued munching her apple with abandon.

"I **can** see you have no ears. I **will** lend you mine for a fee!" shouted the teacher on duty, Miss Mutanho.



## Answers to activities in Unit 22



### Activity 22.1.1

Guide Question	Response	Examples of words from the passage that show the response
Who is being described?	Nomusa	A girl, she, her
What does the person look like?	Very beautiful -short -thin neck -smooth neck -innocent	An angel -pint sized -slender -sleek -holly countenance
What does the person do?	-Seriously beat Tongombeya  -she walks -she jumped - lands on Tongombeya	Battered Blows rained like thunder -mauled -pounded -walks gracefully -perched
What qualities does the person have?	-anger, -peacefulness -friendly -harmless -clever	-as angry as a lion, -tranquillity -harmony -as harmless as a dove -cunning



### Activity 22.1.2

	Statement	Figure of speech
1	As cunning as a jackal	Simile
2	As beautiful as the setting sun	simile
3	As harmless as a dove	simile
4	Blows rained like fire	metaphor
5	Like lightning, she jumped from the sofa	metaphor
6	She was an angel	metaphor
7	As sharp as an eagles'	simile
8	To show a clean pair of heels	idiom
9	Claw like fingernails	metaphor



### Activity 22.2.1

Word(s)

Hobble

Oval

Damp odour

Nauseating

Rotten

Sense appealed to

sight- you actually see the movement

sight- you see the rounded head

\_smell\_\_\_\_\_

\_smell\_\_\_\_\_

\_smell\_\_\_\_\_

Sense	Sense words
Sight	I saw/gazed/stared/glimpsed Elegant cars, spick and span people, well decorated cake,
Hearing	I heard melodious music, pompous shouts of joy, wild ululations
Smell	Aromatic smell of food,
Taste	I ate/munched/gobbled Scrumptious food, delicious dessert, mouth-watering ice cream
Touch	Fresh cake, ice cold beverages,



### Activity 22.3.1 Comprehension

#### From paragraph one

1. (a) (i) it makes the media to be susceptible to various forms of influence  
(ii) dictating/pressurizing/ influencing what must be viewed and read as news  
(iii) limiting coverage of a controversial story (1)

#### Form paragraph two

- (b) (i) because the story may make them lose revenue/client base and tarnish the image of the company/be negative to the car dealer or supermarket chain (2)  
(ii) the article was against the dealer/ was unfavorable to the dealer/ negated the dealer/ did not promote the dealer/ tarnished the image of the dealer

#### From paragraph three

- (iii) they are financially self-sufficient / can do without the money from the advertisers/ can do profitable business without any outside funding (1)  
(iv) transportation (1)

### From paragraph five

2. (a) (i) by withdrawing commercials from programmes that contain too much sex or violence (1)  
(ii) the content would be multi viewer unfriendly/ family unfriendly/ indecent and/or provocative topics/themes/subjects being discussed (1)

### From paragraph six

- (b) because a lot of people would be watching as families and there will be less need for advertising since the audience would be cross cutting (2)

### From paragraph ten

- (d) (i) option  
(ii) (a) it inhibits/limits freedom of press
- (b) people can afford programmes for free/ for a fraction of the cost
- (e) 1. analysts/reviewers/appraisers  
2. reluctant-unwilling/unenthused/disinclined  
3. constitute- make up/ make part of  
4. suitable-appropriate/okay/  
5. influence-control/pressure/impact/power/effect  
6. policy- agreed way of doing things/ system  
7. pay-per view system- viewing in tandem with what is paid/ viewing as and when paid  
8. counter- opposite/ against



### Activity 22.3.2

Summary: Disadvantages of advertisement supported media

1. Are reluctant to carry stories that may be detrimental to companies that purchase large amount of advertising space and time
2. Charges exist that newspapers and magazines avoid articles on the health hazards of smoking to protect the important source of advertisement revenue
3. Individual stations and major networks can also be affected by advertisers
4. Programming decisions are made largely on the basis of what shows attract the most viewers and therefore be most desirable to advertisers
5. Lower quality television results
6. Educational, cultural and informative programming are sacrificed
7. Advertisers pressure the networks to change their programming
8. Many advertisers have begun withdrawing commercials from programmes that contain too much sex and violence
9. Advertisers can exert influence on the character
10. Content and
11. coverage of certain issues

## Media houses/executives' response

12. to retain public confidence, media houses/executives must report the news fairly and accurately
13. without showing bias or avoiding controversial topics
14. cover a wide variety of topics
15. are involved in investigative reporting as evidence of objectivity
16. they want to build a large audience for their publications or stations so they charge more for advertising space and time
17. an advertiser needs the media more than the media needs an individual advertiser
18. many publications and stations have a very broad base of advertising support and can afford to lose an advertiser that attempts to exert much influence.



### Activity 22.5.1

The meanings of the phrasal verbs on the left below are given in a jumbled manner on the right. By using an arrow, match the phrasal verb with its correct meaning. An example has been done for you.

- |                     |  |
|---------------------|--|
| 11. Look for        | (a) expect                             |
| 12. Look in         | (b) take care of somebody or something |
| 13. Look after      | (c) try to find                        |
| 14. Look forward to | (d) search/ find                       |
| 15. Look back       | (e) simply stand at watch              |
| 16. Look up         | (f) continue to search                 |
| 17. Look further    | (g) study                              |
| 18. Look at         | (h) take care of                       |
| 19. Look on         | (i) continue looking for               |
| 20. Look by         | (j) reminisce                          |



### Activity 22.5.2

Look up the meanings of the following phrasal verbs in a dictionary. Now use them in sentences to show that you understand them.

- |                 |                                 |
|-----------------|---------------------------------|
| 11. agree with  | -concur                         |
| 12. break loose | -free oneself                   |
| 13. even out    | -revenge                        |
| 14. lighten up  | -recover mood                   |
| 15. live up     | -as expected                    |
| 16. hang up     | -cut/cease a phone conversation |
| 17. stand in    | -represent                      |
| 18. zip up      | -keep quiet                     |
| 19. turn up     | -arrive/ be present for         |
| 20. show off    | -pride                          |



### Activity 22.5 .3

Replacing phrasal verbs with suitable words.

1. called off – cancelled
2. lightened up- cheered / on her road-on her way
3. make up –beauty lotions
4. made up- reconciled
5. turned down- rejected
6. turned up –come/ attended
7. passed out – fainted
8. passed away- died
9. pulled up- worked hard
10. tore off –sped off quickly/abruptly

# Unit 23 Angels of mercy

## Contents

- 1.6 Bleak future
- 1.7 Appropriate Register
- 1.8 Reading – Act of kindness
- 1.9 Creative writing
- 1.10 Noun formation

## Introduction

You have had a variety of listening activities in the past units. You listened to passages read to you or on audios to answer questions, summarise, take oral instructions and take notes. In this unit you will write a paragraph through dictation for purposeful listening. You will also practice speaking through describing events in such a way that your audience should visualize the event. Zimbabwe experienced a very traumatizing incident that was caused by a natural disaster in 2019. The floods claimed a lot of lives and property. In this unit, you will read about a similar disaster which happened in one of our neighbouring countries and how the rescue teams assisted. You will be given tips on note making and summary writing. You will also write a discursive composition and work on punctuation to perfect your writing skill. Work hard on your activities and enjoy the work.

## Objectives

By the end of the Unit you will be able to:

- take dictation accurately
- describe processes and events
- answer a variety of questions
- make notes on read texts
- summarise a text
- write different types of compositions
- demonstrate creative writing skills

## Key words

- **Dictation** – a process of writing down what someone has said for exact reproduction.
- **Discursive** - a type of composition where one takes aboard both points of view unlike in a debate where one takes a point of view.
- **Punctuation** – symbols used in language to help give meaning to texts.



## Time 8 hours

You are expected to spend 8 hours to complete the activities in this unit.



## Study skills

**Scanning** –this is essential when identifying key points from a passage or any material that requires the use of the skill.

**Note-taking** –will help you keep a record of all key points that you will need as you listen to a speech and it will also help you select relevant information.

**Note making** – as you read passages and texts, this skill will help you pick relevant information even for study purposes.

**Purposeful listening** – will help you select relevant information as specified by the task you will be carrying out.

## 23.1 Anxious Days

You have been exposed to a variety of listening skills from Unit 1 to 22. Now you should be aware that listening is an active process, a process of making meaning from what is heard. As a result, it is a very important function in all learning processes. Is there any difference between hearing and listening? Crazy question isn't it? Do they mean the same? Anyway, let me try to separate the two words. Hearing is simply an act of being conscious that a sound has gone through the ear while listening is something you deliberately choose to do. It requires concentration so that your brain processes the meaning from the words or sentences heard. With this explanation you will agree with me that at times when someone talks to you, you don't listen but hear. Is this true? You are having your studies in a very unique way where you have no or less interaction with a teacher. It is quite possible that you can also read on your own but fail to process or understand the meaning of the words you are reading.

In Unit 6,9 and 13 you had activities on purposeful listening. Do you still remember some hints you were given in Unit 13 on effective listening? If you have forgotten you can refer to this Unit on sub-heading 13.1 under Listening Comprehension. In this Unit, we will continue to focus on selective listening in order to guide your listening skills. You will carry out dictation exercises to effectively practice on this skill. Selective listening is what happens when you only see and hear what we want. Your mind has to focus on your intention, this calls for discipline. The activities you will carry out will be through dictation.

What do you understand by the word "dictation"? You have met it on several occasions isn't it?

**Dictation** is saying or recording words with the intention of writing them down later. Simply, put, one writes down what someone has said. One person dictates, the other taking dictation writes down the words as they are spoken.

In Unit 17 you did a dictation exercise where you had to summarise a very long passage that was dictated to you. In this Unit, you will listen to a short passage and write it out as it is through dictation. Find someone who is fluent in reading and who has correct pronunciation to read the following passage for you.



### Activity 23.1.1

- Listen to the passage “Anxious Days” as it is read for the first time.
- Pick key and unfamiliar words and ensure you spell them correctly.
- Listen for different pauses as well as punctuation.
- Listen to pairs of words that need to be hyphenated in order to separate the.
- Listen to the passage read for the second time and carefully write down every word.
- You will need speed and accuracy.

### Listening passage

Under the dark clouds, Thoko felt a cold halo around her head. She dashed to the bus stop, her numb-gloved fingers clutching a black umbrella. Her satchel of books in one hand and her umbrella in the other, she peered through the thick rain-filled fog. Two flickering headlights advanced slowly towards the bus shelter where Thoko waited. Pulling up, the bus screeched like an old wooden door, splashing mud and water everywhere. Thoko jumped onto the bus and it took off immediately. She held the metal door with one hand and the umbrella and satchel with the other.

**(Adapted from: Focus on English 2: Students Book by Jenny Yon: Published by College Press)**

You have finished writing the exercise by now. Now let the one dictating to you read for the last time while you make any changes and corrections you may think are necessary. Did you manage to spell and punctuate correctly, if not, have more practice to minimize errors.

## 23.2 Describing events

When we go out to visit relatives, tourist resorts, weddings and other places of interest, rarely do we go with all people around us. When we return from these places, we have a strong feeling of sharing what we saw or encountered with our relatives and friends. There is need to give detail to our reports so that the people who did not attend the function or did not witness the incident have a vivid picture of what we also have. How can that be achieved? Try to use the five senses, that is the sense of touch, smell, taste, hearing and sight. This will make your description appeal to the senses of your audience by seeing what was happening, smelling, tasting the food that was prepared and so on.

You will have to use the descriptive language you have learnt and applied in your writing skills.



### Activity 23.2.1

Think of one of your childhood experiences that fascinated you and write a description of the event.

Read your description over again loudly in preparation for a presentation to your friends. I hope you made the presentation so fascinating that your friends will be excited as you were.



### Activity 23.2.2

Visit a place of interest in your neighborhood, it could be a shopping centre, a bar, church gathering or any place that is likely to create an event. Make your observation and take down notes. Describe the event to a friend and then give a title to the description and write it out in your work book. While it is a speaking exercise, it will also develop your composition writing skills.

We hope you managed to describe the event, giving all the necessary details to an extent that your audience felt they witnessed the event.

## 23.3 Angels of Mercy

You have read a great deal in this module. Each unit had something for you to read which was either extensive reading or intensive reading. Are you now able to tell the difference between the two? In Unit 8 and 13 you read different texts that are not part of your comprehension passages from textbooks, these were prose and drama. You still have to read poems and plays written by various authors to appreciate the language of literature. Your reading becomes extensive because you read widely from different sources. However, in intensive reading you read a given text and answer a variety of questions to show that you have understood the passage. In this Unit you will read a passage and show understanding by taking down notes and writing a summary. Of course you will get some questions to show that you have understood the passage.



### Activity 23.3.1

Read the following passage silently so that you can answer the questions that will follow.

1. Shortly after dusk on February 26, 2000 Sofia Carolina and her family were eating dinner in their humble clay and thatch home in rural southern Mozambique. Her husband was away working in the capital, Maputo. Sofia, 24, was heavily pregnant with her third child. They were discussing her impending journey to hospital when, seemingly from nowhere, the rolling brown waters of the flooding Limpopo River reached their tiny village. 5

2. The eight adults carrying three children waded panic-stricken in the dark towards two large trees, scrambling up them just in time to escape a roaring wall of water that instantly swamped their land. The torrent swept away their home, livestock, crops and what few other possessions they had. **10**
3. That night, and the next two days and nights passed in terror. Sofia and her family were trapped in trees by raging waters that spread as far as the eye could see. They watched horrified as the bodies of people and animals floated by.
4. Starving, blistering under the sun as the storm clouds cleared, and unable to sleep for fear of slipping into the water, they passed the time keeping each other awake, **15** comforting the children with songs and praying for help. On the second day, exhaustion overcame the 70-year-old Niasse Mabuiango, Sofia's husband's grandmother. She succumbed to the rising flood.
5. Sofia kept her baby Benete,<sup>2</sup> strapped to her back with a blanket but the hungry toddler cried constantly and weakened steadily. Her daughter, Celina, 5, was in the **20** other tree and Sofia worried that she might tire and fall.
6. Hopes for salvation soared when men from a nearby village came by boat. But they refused to help because this family had no money. At dawn on the third day, they heard the sound of rotor blades and saw a helicopter flying across the water. They cheered and waved, but it sped by. **25**
7. At that moment, Sofia cried out. Her contractions had begun. She urgently needed help but she only had her tiny son Benete and a teenager Sonja with her. Her brother-in-law Carlito,<sup>30</sup> bravely dived from the other tree into the water and swam towards Sofia's group. After coaxing them down, he helped the two young women and a baby across the 10 metres of turbulent water to the second tree. **30**
8. Settled precariously on a branch, and tended by relatives, Sofia bore labour in a blur of pain. Her pain was so severe it overshadowed even her terror of being perched above the raging flood waters. "I cannot go on like this!" she cried. Suddenly helicopters were roaring overhead. Out of heavens had come help. Sofia's group was hidden by leaves. People yelled and scrambled up branches to **35** wave at the aircraft, trying to attract attention. "Please God, let them see us," Sofia whispered. Her prayers were answered as the choppers turned towards them.
9. Captain Chris Berlyn, 23, and his crew, were flying a BK 117 helicopter, slightly smaller than an Oryx. They had rescued a man minutes before who had alerted them of Sofia's group, but they did not know how best to reach them or that they **40** were dealing with a woman about to give birth. "This is going to be difficult. Those people are deep in the tree," said Berlyn, a calm, quiet young man and a talented pilot who had advanced rapidly to the status of a commander.

10. He descended slowly, his crew watching out for obstacles and directing him towards the top branches. Too low and the blades would slice into the wood sending the craft hurtling into the tree. Crew member Sergeant Stuart Buck, 23, slipped on a rescue belt and was lowered. Pushing aside leaves, he saw nearly a dozen people below and around him. They included a woman, lying on her side on branches and a wooden plank, writhing in agony. **45**
11. He grabbed the two children, winched them up and told Berlyn, "I think there is a woman in labour down there." At that moment, Sofia realized her child had been born. The pain eased and a crying newborn was placed in her arms. With massive relief, she knew that – for the moment at least her baby was safe. **50**
12. Buck could not believe his eyes when he went back down to see the woman crying but happy, with a new born baby. He was a fearless young man. Viewers around the world saw him, during a later rescue, hanging from a 30 metre cable to reach trapped people. But now he felt a momentary sense of panic. Nothing in his years of training had taught him how to handle newborns. But after the initial shock, he quickly regained his composure. **55**
13. Judging that Sofia and her baby were not in immediate danger, the chopper crew decided to leave them for a moment, and bring back medical help as quickly as possible. After taking a few more people from the tree on board, the South Africans raced off to Chibuto, 25 kilometres away. There they dropped the rescued at a camp and picked up a medic, Corporal Godfrey Nengovela. He was lowered into the tree, where he pronounced mother and child healthy and cut the umbilical cord. **60**
14. With the baby wrapped in a blanket, Nengovela and Buck spent a few minutes deciding how to get mother and child on board. Buck took Sofia first, leaving Nengovela to attend to the baby. Then they took the little girl carefully to the top of the tree, with Buck holding one hand over the soft spot on her head, making sure she did not bump into anything. Nengovela held her as they were winched up to the helicopter, into the arms of a relieved Sofia. **70**
15. "She is one brave lady," Buck told the crew, as she gave him a huge grin. At Chibuto hospital, the tiny girl weighed 2.3 kilograms. Comfortable at last Sofia said to her family, "Isn't she beautiful? I will call her Rosita after her grandmother." **74**

**(Adapted from 'English Today Students' Book 4: A Comprehensive English Language Course' by E.C. Machingaidze. ZPH Publishers)**

The passage is very short isn't it? However, we hope you enjoyed reading the rescue operation by the team. Are you now able to answer a few questions on the passage? That's right. In this Unit you will be expected to make notes from the passage. You can only make notes of what you have understood. Answering questions will help you understand the passage more as you re-read to locate the answers.



### Activity 23.3.2.

Read the passage for the second time and answer the following questions

1. What made the water fill up the village? [1]
2. What two actions are mentioned in paragraph 2 that saved Sofia's family? [2]
3. What losses did Sofia's family and others suffer? [2]
4. From paragraph 3, what two things terrified them whilst they were up the trees? [2]
5. From paragraph 4, give a phrase of 5 consecutive words that mean "drowned" [1]
6. From paragraph 6, what evidence is there that shows that Sofia's family was poor? [1]
7. From paragraph 7, what two things make Carlito a brave person? [2]
8. Information given earlier on in the passage makes Sofia name her daughter Rosita. What are the reasons for naming her Rosita? [2]
9. "...out of the heavens had come help." Using your own words explain what that means. [2]
10. Choose five of the following words or phrases. For each of them, give one word or short phrase (of not more than 7 words) which has the same meaning as used in the passage.

1. Impending (line 4)
2. Waded (line 7)
3. Strapped (line 19)
4. Soared (line 22)
5. Cheered (line 25)
6. Coaxing (line 29)
7. Precarious (line 31)
8. Overshadowed (line 32)

[20 marks]

You managed to answer all the questions, isn't it? Did you have any problems answering some of the questions or finding contextual meanings of words? Now that you searched for answers by reading and re-reading the passage, you must have mastered the passage. Let us move on to another activity which is of importance in everyday life.

### **Note Making**

In Unit 7 and 19 you discussed and practiced note taking during your listening skills activities. Do you still remember what was said about note taking? If you remember quite well, note taking was addressed as a life skill. If something is a life skill it is an exit package like a pensionable income that will look after you for the rest of your life. Do you take notes in all your learning areas? Some learners take notes which they never use for anything. If you do not understand this life skill you can waste a lot of valuable time writing loads and loads of notes that are unusable. Notes are either meaningless when you need them for revision or they are lost because you wrote them on a piece of paper.

In the Units mentioned earlier on, you listened to your friends, audios and news and you were asked to take notes. In this Unit you will focus on note making. Is there any difference between the two? Give me the difference. There is a thin line that separates the two:

**Note taking** – This is done as someone else is speaking for example a teacher in class, a lecturer or an employer. You have to be fast and brief to cope with the speaker's speed.

**Note making** – This is an active process where you do not wait for someone to talk but you take an initiative of writing down important points from what you have learnt, usually after reading.

As you have heard that note making is a life skill, you will need notes for further studies, during important meetings, for making presentations and writing summaries of things you can easily follow and understand when you revisit the notes. You will use this skill for all your learning areas and even after school.

### **Points to consider when making notes**

- Read or listen carefully to the information so as to understand it fully before you try to summarise or note it.
- In the same way you do in note taking, decide on the way you choose to write your notes. i.e. if you choose to abbreviate, it should be the same so that you are not confused later.
- Making notes from books, you work out the main points and do not copy the whole paragraph with unimportant points.
- Write headings and sub-headings.

- Work out the main points in a paragraph.
- Identify the topic sentence of a paragraph and summarise it.
- Use own words as far as possible except for key words.
- Use abbreviations and symbols to save time.
- Do not use articles like a, an, the and avoid adjectives as well.
- Use notes that are clear, brief, easy to read and understand.



### Activity 23.3.3

Read this small passage on Vitamins and try note making using the hints you have read in this section.

#### Ways through which foods lose vitamin B and C

Vitamin B and C are easily lost through different methods. Vitamin B and C dissolve in water, therefore if green leafy vegetables are soaked in water, vitamin C will dissolve in water. Vitamin C also dissolves in water during cooking, therefore, small amounts of cooking water will minimize loss of the vitamin.

Vitamin B and C are easily destroyed by heat. High temperature during cooking destroys vitamin. Bicarbonate of soda also destroys vitamin B and C, therefore, if vegetables such as pumpkin leaves are cooked in bicarbonate of soda Vitamin B and C are lost although the colour still remains attractive

Vitamin B and C are also destroyed by exposure to light. If vegetable and fruits are cut up, for example salads, if left exposed to the air, they lose vitamin C. Long storage of fruits and vegetables also results in loss of Vitamin C. Therefore. Fruits and vegetables should be eaten fresh and it is best to pick vegetables from the garden just before cooking.

**(Adapted from: Dynamics of Food, Nutrition & Food Service: Zimbabwe Junior Certificate Course by I. Gweme: Published by College Press)**

Now find a suitable heading for your notes and try to write the notes.

How did you find the exercise? Are your notes meaningful and brief? I hope you did something close to this:

Heading: How foods lose vitamin B and C

- Vit B & C dissolve in water.
- Soaked vegetables lose vit C.
- Use less water in cooking to save vit C.
- Low heat for cooking to save vit B & C.
- Bicarbonate of soda destroys both vit B&C, avoid it.
- Light destroys vit B & C protect fruit & vegetables from light.
- Storage of fruit & veg = loss of Vit. B & C, eat them fresh.

This is something more like note making, it may not be best but the idea is to understand the information and write brief notes by paraphrasing and using abbreviations you understand. These are your notes, write what you will understand. Take note of examples of shortened words like Vit. for vitamin, i.e. for that is, three pyramid dots for therefore, e.g. for example.



### Activity 23.3.4

Go back to the comprehension passage, 'Angels of Mercy' that you read. Read from paragraph 1 – 8 and write notes. Follow the procedure you learnt in note taking as well. Re-visit your notes in Units 7,12, and 19. Remember note making is another way of writing summaries. Your notes should pick key points in each paragraph so that when you read them you will not miss anything.

I hope you really put all effort in the exercise. **Note making** will be useful in all your learning areas.



### Activity 23.3.5: Summary writing

The passage describes how captain Chris Berlyn rescued Sofia and her group and his crew. Write a summary of what the crew did and how they managed to rescue the group. Use material from paragraph 9 to the end of the passage.

Your summary, which should be in continuous writing, should not be longer than 160 words including the ten words given. Use the grid provided below for easy counting of words. Begin your summary as follows: "Sofia's prayers were answered as the choppers turned towards them...."

(20 Marks)

## Section B

### Supporting language Structures



### Activity 23.3.6

1. Fill in the correct word  
Sofia is the woman ..... baby was saved by the rescue team.  
(whom/whose)
2. The men ..... had a boat could not save lives because of greed  
(that/who) [1]

### Combine the following sentences using (If/although/because)

3. Granny Rosita was very old. She climbed up the tree. [1]
4. The woman was in agony. She was having labour pain. [1]

### Correct the following sentences

5. The rescue team could not cope up with the work they were assigned to do. [1]
6. Calirto and his group started discussing about how they would be rescued. [1]

### Change the verbs in brackets to suitable nouns

7. I will buy a dozen loaves of bread from the ..... (bake). [1]
8. There was great ..... surrounding the visit of the president of China. (curious). [1]  
Write the correct verb tense
9. Our church bell (ring) at nine o'clock every Saturday. [1]
10. The starving chickens (lay) a few eggs until they were given adequate feeds. [1]

[10 marks]

You successfully completed the language exercise. All questions were a revision of the Supporting Language structures that you covered in the previous Units. Go through the language exercises frequently as they help you improve your composition writing.

## 23.4 Discursive writing

You have written different types of compositions so far from the previous units, the narrative, descriptive, argumentative and discursive compositions. You did fairly well with the guidance that you received in each unit. You should have written more than one type of each composition and this means you have had adequate practice in preparation for the pending examinations. In this unit you will have yet another discursive composition which you wrote in Unit 12.

Do you still remember what a discursive composition is? Yes, remember it is an informative composition where information has to be accurate so that your audience or reader remains quite informed. Questions seem to take the form of debate questions where two opinions are expressed, however, in a discursive composition, there is no fight but you have to formulate a method of arguing where different opinions are balanced. You are free to adopt a point of view but making sure you provide a balanced exploration of the topic.

### Tips:

Here are some of the tips on writing a discursive composition:

- Select your audience well, for example, are you addressing your friends, government, parents or law courts in your discussion?

There are words and expressions that can be used to help you have a convincing and logical argument these are:

- one can safely say...
- some argue that....
- research has it that.....
- we have looked at points for, now let us look at points against
- in a nutshell

Also consider the various discourse markers you did in Unit 13. Revisit the Sentence construction section 13.5 and see how best you can use them.



### Activity 23.4.1

Choose a topic from the list of discursive compositions below and write a composition of 350 to 450 words.

1. The advantages of being an only child outweigh the disadvantages. Discuss.
2. Eighteen year olds should not be allowed to vote in national elections. Do you agree?
3. Girls and boys should be given equal opportunities in education. Do you agree?
4. Job satisfaction is more important than financial rewards. Discuss.
5. Every learning area should help prepare us directly to do a job in adult life. How far do you agree with this opinion?

Remember to make a research for the topic you have chosen. Make a list of your points for alongside with your points against and try to balance the points before you write. This will make it very easy for you when you start writing. Remember to give both opinions in one paragraph and use the appropriate discourse markers.

## 23.5 Punctuation

**Punctuation** is not a new word in your vocabulary; you have read the word before, maybe from Primary school to date. You have also done punctuation in various language exercises and in composition writing. Are you aware that even when you talk and listen to a conversation, punctuation has something to do with how you talk and understand the utterances?

What is the role of punctuation in written texts? Can you reflect and write down the answer since you have punctuated before? We hope you wrote that it gives meaning to written texts. It also tells us how the sentence should read. Punctuation marks also divide words into phrases, clauses and sentences giving meaning to the written text. If not punctuated correctly, a very good composition may lose marks and result in a failure. In this unit you will go over three types of punctuation marks which are, the question mark, the exclamation mark and commands.

## Question Mark

You know what a question mark is, isn't it? Naturally you know that a sentence ends with a full stop also known as a period. The question mark is used at the end of a question. There are a number of words which denote to questions such as:

- Who
- Which
- Why
- What
- How
- Where

A statement that starts with the words above becomes a question but without the question mark it remains incomplete. Question marks can also be used together with other punctuation marks as in direct quotations. In this case, the question mark is placed inside the quotation marks. However, you do not use a question mark if the question is in indirect speech. Almost always question marks will come with direct speech.

### Example:

Simple question – How old was the boy who was involved in an accident?

Direct – He asked me, "What time did you arrive at the station?"

Indirect – He asked me what time I had arrived for work.

We also have what we call question tags. What are they? These turn a statement into a question. They are used for checking information that we think we know it is true

### Example:

They do not sell cakes here, do they?

All of them have gone home, haven't they?



### Activity 23.5.1

Can you now punctuate the following sentences using question marks where necessary? It is unavoidable to meet other punctuation marks. Please correct the other punctuation marks where possible.

1. Are you free Susan I wonder if you can help me
2. When is the meeting James asked ben
3. Nelson said when is the match due to start it is already half past four
4. She asked them whether they would like to have tea or coffee for breakfast
5. Can you tell me whether this is the road to the zoo the stranger asked
6. I asked him how he was he replied I am fine how is your business
7. We do not want to spend the whole day here do we
8. He wondered whether there were enough textbooks

## Exclamation

The sign “!” is an exclamation. Have you come across it before? The exclamation mark is used in interjections. These interjections stand for emotions such as happiness, surprise, shock, pity, fear.

Examples:

“Wow! You look wonderful in that dress.” - surprise

“Stop! Please help! There is a thief in here” - Fear

Note that a capital letter always follows an exclamation mark.

In using exclamation marks, reporting words like

Remarked

Exclaimed

Shouted angrily

Retorted



### Activity 23.5.2

Now punctuate the following sentences by putting the exclamation mark where necessary

1. what a wonderful view she marveled
2. how exciting please go on she exclaimed.
3. oh no take it away at once she screamed
4. what a superb plan he remarked
5. she shouted angrily stop it
6. oh yes I remember very well he exclaimed
7. what a pity the little girl has lost her mother the nurse said
8. congratulations you are a star aren't you mother exclaimed

How many did you get right? The exercise was a revision of other punctuation marks as well. Make your compositions live by correctly using some of the direct speech.

## Commands

Commands are not part of punctuation marks as it is with the exclamation, question marks and many others. Commands are a type of sentence which use the existing punctuation marks. Commands, as the word implies are also known as imperatives. Something that is imperative uses force. Commands force you into action without negotiation as is done in the military. The punctuation marks that are used with commands are full stops and exclamation marks. The structure of a command starts with a verb and ends with an object.

Here are some examples of commands or imperative sentences. Look at the structure.

- Pass the salt.
- Move out of my way!
- Be there at five.



### Activity 23.5.3

Now punctuate the following commands using the various punctuation marks you have learnt.

1. don't move raise your hands and face the wall he ordered
2. Search every corner of the house the policeman commanded them
3. put away your books now the teacher ordered
4. don't talk to me I will have nothing to do with you she shouted
5. write your name and address in block letters he instructed
6. the captain commanded them attention roundabout turn
7. close the door don't bang it his father retorted
8. take him away and lock him up the judge ordered

Now that you have completed the last exercise of the language exercises, do you think there is anything you gained in the language structures you learnt in this unit? Are you comfortable meeting some of these questions in the exam? Continue revising the structures to also improve in your compositions.

### Reflection

You have done all the skills in Unit 23. Most of the activities were revision of concepts learnt from Unit 1. Are there any important points that you did not grasp in the listening and speaking skills? Do you now realise the relevance of these skills in day to day life? Many learners dread discursive compositions, are you one of them? Did the background information help you to confidently write this composition? We are very confident that you have had adequate practice in all areas.

### Summary

You learnt about selective listening skills in this Unit for the purpose of dictation. I hope the activities prepared you adequately for this. In your speaking skills you should be able to describe events giving all details that appeal to all the senses. We believe you are now confident to write any type of composition. You read different types of passages. You should be able to answer accurately all questions and write error free summaries that have relevant points. It was a fruitful study period which you did by yourself.

## Expected answers



### Activity 23.3.2 Comprehension

1. - It was the flooding of the Limpopo river.
2. - Eight adults had carried three children.
  - They scrambled up the trees.
3. - Their homes were swept away.
  - Livestock and possessions were swept away.
4. - They were trapped in trees by many waters.
  - They watched bodies of people and animals floating.
5. - "succumbed to the rising flood"
6. - They failed to raise money for the rescue.
7. - He dived into the water.
  - He helped the women across the water to another tree.
8. - Her daughter's great grandmother had drowned.
  - She named her baby Rosita in remembrance of their grandmother.
9. - Help had come unexpectedly.

## Vocabulary

- |                 |  |
|-----------------|--|
| 1. Impending    | coming, imminent                       |
| 2. Strapped     | tied at the back, fastened at the back |
| 3. Soared       | went up, flew high                     |
| 4. Cheered      | comfort, gladden, urge                 |
| 5. Coaxing      | persuade, gently force                 |
| 6. Precarious   | dangerous,                             |
| 7. Overshadowed | overtaken, surpassed                   |
| 8. Scramble     | clambering, climb, compete             |



### Activity 23.3.4 Note making

The following are sample notes from the reading passage paragraph 1 to 8

- 20/02/00 Sofia had dinner with family in rural Mozambique.
- At 24 she had 2 children and advanced in pregnancy.
- The next day she was going to hospital on foot while husband was at work in town.
- Floods start that evening 8 adults carry 3 children for safety in trees.
- Home and livestock swept away, they spend 2 days and 2 nights in trees.
- Human bodies and livestock float as they watch.
- They starve, keep each other awake by singing and praying.
- 2nd day grandmother exhausted falls into the water and drowns.
- Sofia strapped Benete (2) to her back while Celina (5) clung to the tree.
- Villagers come by boat to rescue but they abandon because Sofia has no money.
- 3rd day a helicopter passes but fails to see them, Sofia starts labour pains.

- Calito persuades all to move to a bigger tree.
- Labour intensifies, helicopters come, people yell for attention and Sofia prays.
- Helicopters turn towards them.



### Activity 23.3.5

#### Summary points

1. He descended slowly.
2. The crew watched out for obstacles.
3. They directed him towards the top of the branches.
4. Buck slipped on a rescue belt.
5. He was lowered knocking into the branches.
6. He pushed aside leaves.
7. He saw nearly a dozen people below and around him.
8. Including a woman lying on her side.
9. He grabbed two children.
10. Winched them up.
11. Buck went back down to see the woman.
12. He felt a panic as he did not know how to deal with newborn babies.
13. He gained his composure.
14. They decided to leave Sofia and the baby to bring medical help.
15. They took more people on board.
16. South Africans raced off to Chibuto and dropped off the rescued.
17. They picked a medic.
18. He was lowered into the tree and cut the umbilical cord,
19. Buck took Sofia first.
20. Then they took the little baby up covering the soft spot



### Activity 23.3.6

1. Whose
2. Who
3. Although Granny Rosita was very old, she climbed up the tree.
4. The woman was in agony because she was having labour pains.
5. Up
6. About
7. Bakery
8. Curiosity
9. Rang
10. Laid

## 23.5 Punctuation



### Activity 23.5.1

1. "Are you free Susan? I wonder if you can help me," asked Mary.
2. "When is the meeting?" James asked Ben.
3. Nelson said, "When is the match due to start? It is already half past four."
4. She asked them whether they would like to have tea or coffee for breakfast.
5. "Can you tell me whether this is the road to the zoo?" the stranger asked
6. I asked him how he was, he replied, "I am fine. How is your business?"
7. We do not want to spend the whole day here, do we?
8. He wondered whether there were enough textbooks.



### Activity 23.5.2

1. "What a wonderful view!" she marveled.
2. "How exciting! Please go on." she exclaimed.
3. "Oh no! Take it away at once." she screamed.
4. "What a superb plan!" he remarked.
5. She shouted angrily, "Stop it!"
6. "Oh yes! I remember very well." he explained.
7. "What a pity! The little girl has lost her mother." the nurse said.
8. "Congratulations! You are a star, aren't you?" mother exclaimed.



### Activity 23.5.3

1. "Don't move! Raise your hands and face to the wall," he said.
2. "Search every corner of the house," the policeman commanded.
3. "Put away your books now." the teacher ordered.
4. "Don't talk to me. I will have nothing to do with you!" she shouted.
5. "Write your name and address in block letters," he instructed.
6. The captain commanded them, "Attention! Roundabout turn!"
7. "Close the door don't bang it!" his father retorted.
8. "Take him away and lock him up." the judge ordered.

# Unit 24 The Ragamuffin

## Contents

- 24.1 A radio interview
- 24.2 Degrees of formality and informality
- 24.3 Poetry analysis.
- 24.4 An article
- 24.5 Complex sentences

## Introduction

We have now covered a lot of ground in the aspects of listening, reading, speaking and writing. You have befittingly engaged in all of the four language skills equally well.

In this Unit you will be exposed to some more listening and speaking activities. You should be able to distinguish between formal and non-formal register.

You will read two poems and answer a wide range of comprehension skill questions based on the poems. You will also get an opportunity to write your own poem. It is expected that you will continue to write poems of your own and file them in your project portfolio. You are going to work on your debate portfolio to build language, present a speech and write an article based on some given notes.

## Objectives

After going through this Unit, you should be able to:

- listen for particular detail
- make use of appropriate register per given situation
- respond to back reference, analysis and evaluation skill questions
- write an article based on a given situation
- create complex sentences by using subordinate clauses and independent clauses

## Key words

**Civil** – Conforming positively to social expectations/ well brought up.

**Diction**- The choice of words used in a speech or piece of writing.

**Persona**- A narrator in a poem or a person narrating the poem.

**Inaugural**- Something that is happening for the first time but will always be happening thereafter.

## Study skills

**Self-evaluation** –Ability to judge your performance.

**Reading aloud** – To vocalize poems or read aloud .

**Project method**-Hands on experience on working on a thematic and ongoing task.

**Problem solving**- The ability to solve a problem by analyzing it and working towards its solution.

## Time

**You are expected to spend about 8 hours to complete this Unit.**

### 24.1 A radio interview

You have listened to interviews before. You may even have had the opportunity to be interviewed. However, in this section you will get an opportunity to listen to a radio interview and set out your own interview scenario. A radio or television interview normally has two people, that is, the interviewer and the interviewee. The interviewer can be a programme presenter and the interviewee can be a person who is knowledgeable on some topical issue, an important figure in the society or a celebrity.

Find two friends who will read out the following short interview as you listen. One of your friends will be RP and the other KZ. RP represents the radio presenter. KZ represents a well-known dancer known as Kwaito Zimunhu.

**RP:** Good morning Kwaito and welcome to our meet the people slot. You can greet all Zimbabweans

**KZ:** Morning to you. Morning amaZimbabwe amahle!(Good and pleasant day Zimbabweans.) Ngiyalithanda lonke! (I love you all)

**RP:** Tell us more about yourself

**KZ:** Well I was born KZ in 1990, did my primary and secondary education in KoBulawayo. I am single but not searching. That's all.

**RP:** Anything particular you would like Zimbabwe to know about your career and profession.

**KZ:** Of cause yes! I am a dancer by profession. I am the director of Amaboys Dance Group. We perform at weddings, funerals, parties you name it and we perform as per event.

**RP:** If people want your services where can they find you?

**KZ:** 0987654321

**RP:** It seems you are so brief and you actually mean business. OK. Your last word to the listeners.

**KZ:** Talking is not my business but dancing is. One love, one peace. Meet you on the dance floor.

**The end.**

As you listened to the interview, what have you learnt? You should have discovered the following:

- (a) Speakers are brief and to the point.
- (b) There is use of ellipsis i.e. the omission of certain words e.g. In the statement "seems you are brief..." the word "It" has been omitted at the beginning of the sentence.
- (c) There is mixing of languages.

This is how people would normally speak. At times they interrupt each other before one speaker has finished asking a question or answering one. Now do the following activity.



### Activity 24.1.1

Imagine you are a radio and television presenter for a local radio and television station. You have been asked to interview the Minister of Health on the success rate of a national programme on HIV/AIDS mitigation. Write your interview schedule, i.e. the questions you would ask your guest. Your friend will be the Minister while you ask the questions.

### For your portfolio

Think about different interview situations that you may likely come across in life. It could be an interview for a job or to join an established choral group, just for example. Identify two interview scenarios and imagine yourself to be the interviewer. Prepare interview schedules that will cover some of the following aspects:

- Interviewee's educational background
- Career progression
- Hobbies
- Life achievements

After finishing this work, show your friend before you file in the portfolio file.

## 24:2 Degrees of formality

There are many circumstances where you will need to be formal in your speaking. There are a few words that will help in achieving formality.

The words are: please, 'may I, would you, kindly'

Let us look at the following examples.

### Example 1

1. May I leave the classroom Sir?
2. I am kindly asking to be allowed to leave the classroom.
3. Would I be allowed to leave the classroom?
4. Please Sir may I leave the classroom?
5. Would you kindly allow me to use your dictionary?

The above statement and questions and are very formal ways of requesting. You have to note however that at times the use of the above words may not necessarily mean that the speaker is formal. Take a look at the following examples.

### Example 2

1. Kindly give me your dictionary.
2. Allow me to leave the classroom please.
3. I have to go to the dinner dance please because everyone else is going so give me the money.

The above statements show that the speaker is arrogant, rude and disrespectful.

Therefore, for a speech to be formal, a speaker must show due respect to the person spoken to. A respectful attitude must be evident. Politeness must also be evident. If this is the case, then the speaker can be said to be civil and very formal.

Now do the following activity to show your understanding of formality and informality.



### Activity 24.2.1

Change the following statements to show that the speaker is civil and very formal.

1. I want to go to see my friend right now. I need bus fare.
2. These days denims are cheap mom so why can't you buy one for a good son?
3. Sir you have left the door unclosed.
4. It's unfair to have one's corrections unmarked Sir. Look!
5. Tomorrow I won't make it to school Sir.

## 24:3 Poetry: The Ragamuffin

In this section you will be exposed to poems. A poem is a composition in verse form. Just as authors write books, so do poets write poems. A collection of poems is called poetry. After reading the poems, you will be expected to analyse them. Some questions will be used to test your comprehension of the poems at the same time helping you to analyse them.

The following are some of the key features of a poem.

1. **Form:** This is the general structure of a poem. Usually a poem is written in lines which are equivalent to sentences in compositions. The lines are normally grouped into stanzas, which are similar to paragraphs in compositions. It is important to note that a poem may not necessarily have to be divided into some stanzas as a poem can have only one stanza.
2. **Subject/Theme:** Every poem has a theme or themes. Poets write to convey different messages, which become the themes. It is important to be able to identify the intentions of the poet in the poem. The intentions can be direct or indirect.

3. **Tone:** This refers to the particular mood created by a poet. The diction helps achieve this. Some poems may portray a jocular, humorous, friendly or sorrowful mood.
4. **Diction:** This refers to the choice of words used by the poet. It is essential to observe what type of mood is created by different words.
5. **Imagery:** This is the creation of a mental picture by using words, which have effects on people's imagination. Refer to Unit 22 for some more information on imagery.

### Poem A

The following poem was written by Pastor A. Mbanjwa (Pseudonym) in 2015. He is a teacher in one of the secondary schools in Zimbabwe. Mbanjwa likes to reach out to readers as he delivers his poetry of social consciousness.

#### The street Ragamuffin

It woke up  
 One step to the left  
 Defecated there  
 5 And just stood and went  
 No cleansing  
 Two steps to the right  
 A tiny morsel of bread in the bin  
 As tiny as an ant  
 10 Is transferred into the mouth  
 Electrically gobbled and guzzled  
 Down the drain of a dry mouth  
 Whose teeth are mere metal sheet grinders  
 For they cannot be teeth  
 15 Rust has invaded them  
 And a foul stench ensues from the mouth  
 Like the unclesed mouth  
 A car stops at an intersection  
 It arrives  
 20 Electrically bombards the door  
 A thin emaciated hand protrudes  
 From a heap of cloths bundled on the hand  
 And asks for alms  
 Gets a bottle of water  
 25 Quickly imbibes  
 And asks for more of any kind  
 Any pattern  
 And gets all and sundry  
 Which the stomach accepts stoically  
 Breakfast, lunch, supper  
 Are all the same  
 That's the pattern for the whole week  
 5 The whole month

Perennially  
Age takes its toll  
But that is its life  
The road urchin  
The street ragamuffin.

10



### Activity 24.3.1

Now attempt the following questions.

1. a) What does the word "it" in line 1 refer to? (1)  
b) What does the word "it" in line 17 refer to? (1)
2. "Electrically bombards the door" line 16. In your words say what "it" was doing. (1)
3. What effect is created by the use of the word electricity in
  - a. Electrically gobbled and guzzled (line 9)
  - b. Electrically bombards the door (line 16)Number your answers (a) and (b) (2)
4. Give your own views why you think the poet wrote this poem. Support your answer (5)
5. From the poem, identify;
  - a. simile
  - b. visual imagery
  - c. personification
  - d. adverb
  - e. adjective (5)
6. From the poem find a word that would mean throughout the year. (1)
7. In your own words, explain the statement "rust invaded them". (2)
8. a) What can you say is the tone of the poem? Is it jocular, sad, pathetic or sympathetic? (1)  
b) Why would you say so? (1)
9. Write a paraphrase of the poem paying particular attention to the concerns raised by the poet. (5)

**TIP:** Concerns are issues. These can be themes or lessons which you think the poem teaches.

Now you can read poem B.

### Poem B

Tinotenda G. Hakuna wrote this poem in 2015. He was then a student and School Captain of Mutiweshiri Anderson Adventist Secondary School in Wedza District of Mashonaland East in Zimbabwe.

## **The Colour of my brain**

Judge me not by the  
colour of my skin  
But by the shade of my brain  
Though I'm skinny,  
It doesn't mean  
5 I have water in my  
Veins

Know I I'm Star  
Not a Star  
Judge not me  
10 by the things I can't do  
For it is in not doing those  
That I am.

April 18  
Was just but the beginning  
15 Of a new era  
Terror  
is what we have  
Beating our own  
With a sjambok  
20 What an error.

Why do we celebrate it  
The error, the terror, the era?  
You only but see  
Where we err,  
25 Where we take a wrong path  
When we take the correct  
Down your chest YOU WASH IT!

Trouble us thee  
30 In purple perplexity  
In indigo cumbersomeness  
The scarlet of wrath unfounded  
Doomed in the eavesdropped sphere  
Of a spherical square,  
35 Which thou tryest to round  
But why?

Star G Hakuna

## Vocabulary

**sjambok:** (pronounced 'shambok') A stout whip, especially made of rhinoceros hide used here as a symbol of oppression.

**perplexity:** Puzzlement.

**cumbersomeness:** Hard, difficult, demanding to handle or get around with or awkward

**eavesdrop:** To hear a conversation one is not intended to hear; to listen in.



### Activity 24.3.2

#### From stanza 1

1. Find an adjective that describes the persona. (1)
2. When writers change the order of words in a sentence, it is called inversion or poetic license. Find a statement whose order has been changed. (1)

#### Stanza 2

3. "For it is in not doing those that I am". Say what the persona means. (2)

#### Stanza 3

4. Identify any three words that rhyme. (3)

#### Stanza 4

5. Why do you think the words "you wash it" are written in capital letters?(2)

#### Stanza 5

6. List three words that denote colour. (3)



### Activity 24.3.3

#### For your portfolio

Write your own poem to inspire Form four candidate who will be sitting for an English Language Examination.

**Tip:** Some of the following words and expressions can be used in your poem: endure, explore, prove, wish, work hard, extraordinary, scholarly, studious, book worm, guarantee, success, make hay while the sun shines, procrastination is the thief of time.

## 24.4 An article

In this section we are going to look at a school magazine article. You have done articles in other units. Reflect back and see if you can remember what an article is.



### Activity 24.4.1

Imagine you are the captain of your senior school soccer team. Your team was invited to compete in an inaugural regional 12 nations soccer tournament and won the competition resoundingly.

Write an article for your school magazine giving details of your journey to and from the venue and how you finally won. Use some or all of the following points. You can add your own ideas.

- Left country by road and arrived at mid night
- Teams were in four groups
- Our team was in a group of death
- Qualified for the quarter finals and the semi finals
- Final match graced by the President of Botswana
- Prizes and awards

**Tip:** You will identify that the above notes do not give information about the following: the dates of the tournament, where it was held, (although it can be deduced from the notes) food and other provisions, the teams you played against, etc. It is therefore important that you provide the information as your own ideas.

Remember to create a heading as well as the initial paragraph (introduction) from the wording of the question. Study the following example.

#### **Example 24.4.1**

Senior soccer team shines in inaugural 12 Nations Tournament

By Acne Damasane

Our school senior soccer team was invited to Botswana for the Inaugural 12 Nations Tournament. Here are the details of our travel, our stay in Botswana and our exploits in the soccer field.

You can now write your own article.

### **24.5 The complex sentence**

When sentences are classified by purpose, they fall into four types. Do you still remember these? What type of sentence is the preceding sentence? Of course it is a question. We also have a statement, an exclamation, and a command.

Sentences are also grouped into three other categories by their structure. These categories are the simple sentence, the compound sentence and the complex sentence.

Simple sentence: Mafavuke passed the driving test.

Compound sentence: Mafavuke passed the driving test and was congratulated by the instructor.

Complex Sentence: Mafavuke passed the driving test after he had sat for it for many times.

A Complex sentence is developed from a Simple sentence. It has one Independent clause and one or more Dependant clauses which supply additional information. In the above case, the Simple sentence is: Mafavuke passed the driving test.

The Dependant clause is: after he had sat for it for many times.  
The other name for the Independent clause is Main clause and the other name for Dependent clause is Subordinating clause.



### Activity 24.5.1

Now that you have been exposed to different types of sentences, I want you to join the following pairs of sentences into complex sentences.

1. The Chinese built the bridge. The heavy rains had swept it away.
2. The President visited China. The Chinese pledged support.
3. Josephat Dinki received an accolade. He had passed with outstanding colours.
4. Sibongumusa is a very pretty girl. Sibongumusa lost the beauty contest.
5. The town clerk was arrested. His case of embezzlement is still pending.

**Tip:** It is also important for you to remember that an Independent clause contains a subject and a verb and expresses a complete thought. This clause can stand on its own and does not need any help. A Dependent clause needs help and as such cannot stand on its own. On its own, it has no meaning.

### Example

1. Most students, who pass with distinctions, study for long periods of time.

The Main clause is: Most students study for long periods of time.

The Dependent clause is: who pass with distinctions.

Imagine somebody comes up to you and says "who pass with distinctions?". Will you be able to understand him or what he will be saying? Truly not. This clause needs help and cannot stand on its own as a sentence. Therefore it is a Defendant clause.

### Example

1. Because bread is now expensive, many families have resorted to having rice for their breakfast.
2. Because the English Language Module is user friendly, most non-formal learners will use it without the assistance of a teacher.
3. Even though the cold spell has ended, Sihle still suffers from flu.



### Activity 24.5.2

Now in the following sentences, identify the independent and the dependent clauses by underlining the dependent clause and writing the independent clause in capital letters.

1. Although it is sometimes the least expensive, one cannot enjoy a meal without salt.
2. Since independence, the government has been building schools.

3. Despite the xenophobia prevailing there, South Africa is a prosperous country.
4. Other than the shop, as well as the bar, Betty owns a fleet of taxis.
5. Mr. Khumalo is a giant whom you cannot push.
6. Tell Nqobile to e-mail me tonight if you see him.
7. The head teacher was present when lightning struck his office.
8. The eagle flew above the tree when it had spotted a chick.
9. Before the timetable was finished, teachers just attended lessons without any order.
10. When the bell rang, students rushed out of the classroom at once.

### **Extension work**

In the definition of a complex sentence, you learnt that it has one or more subordinating clauses. The two types of subordinate clauses are adjectival clauses and Adverbial clauses.

### **Adjectival clauses**

These normally begin with relative pronouns such as which, who, whose, whom and that.

### **Example**

1. The caretaker, whose house was burnt to ashes, has been offered accommodation by the Priest.
2. Justice Khupe is the teacher whom you saw preaching.

### **Adverbial clauses**

Adverb clauses begin with subordinating conjunctions such as when, so that, as, after, if, because and since.

### **Example 24:5.4**

1. If you succeed, you must come for the first practice session.
2. When river beds dry, children can cross easily.



### Activity 24.5.3

Now go back to activity 24.5.2 and identify the Adjectival clauses and the Adverbial clauses used in the sentences. You can then complete the following table appropriately.

Sentence no.	Adverbial clause	Adjectival clause
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

### Reflection

This unit has to an end, did you enjoy the radio story? Call you try to recall what you heard and share with your friend using the appropriate register. For the first time in this module, you also encountered poetry. Was it engaging? What difficulties did you experience in understanding the poem? Now that you learnt on complex sentences, continue to construct more of these using both subordinate and independent clauses. Remember to record these in your notebook.

### Summary

In this Unit you learnt about interviews and how to conduct one. You also learnt about formal ways of politely requesting for something from someone. A demand is different from a polite request. You also learnt about poetry. Different poets write their poems for many reasons. Some write to educate others and some may write to make the society to be aware of good or bad situations existing in the community. You also wrote a poem of your own. It is expected that you shall continue writing poems on different subjects. This Unit also presented an opportunity for you to write an article based on some given notes. It is important to amplify the given notes and credit is given for adding your own points. You also learnt about sentences, in particular the complex sentence. Good writers vary their sentence types and sentence length in their compositions.

## Answers to activities in Unit 24: The Ragamuffin



### Activity 24.2.1

1. Excuse me. May you kindly give me bus fare to go and see my friend? Could I have bus fare to go and see my friend?
2. Mother, may you buy me a jacket?
3. Sir, may you kindly close the door?
4. Excuse me Sir, my corrections are unmarked./ Excuse me sir, is it possible that you mark my corrections?
5. May I be allowed to be absent tomorrow?/ Excuse me Sir, I am asking for permission to be absent tomorrow.



### Activity 24.3.1

1. To the Ragamuffin
2. To the Ragamuffin N.B to the car would be an incorrect answer
3. Knocking at the car door
4. (a) quickly ate/ the speed of the eating  
(b) quickly and noisily knocking at the door
5. own views allowed as long as they are supported from evidence from the poem
6. (a) simile- as tiny as an ant  
(b) visual imagery-thin emaciated hand  
(c) personification-stomach accepts stoically  
(d) adverb-quickly, stoically, perennially  
(e) adjective-road urchin, foul stench, tiny morsel, street ragamuffin
7. perennially
8. had suddenly become all rusty
9. tone is sad, pathetic, sympathetic. Shows a person who has turned into a scavenger,  
Is very dirty, thin, emaciated, in tatters, begging for alms
10. paraphrase to portray an old street urchin, kitchen and toilet the same,  
scavenging for food  
lacks privacy/sense of privacy is non-existent, smelling mouth, rusty teeth,  
approaches motorists begging for food, has no defined meals and meal times



### Activity 24.3.2

1. Skinny
2. Judge me not
3. His personality has been shaped by avoiding certain things
4. Era, error, terror
5. For emphasizing that there is no appreciation at all
6. Purple, indigo and scarlet



### Activity 24.4.1

#### Sample article

Our school senior soccer team was invited to Botswana for a 12 nations soccer tournament.

Hereunder are the details of our travel, our stay in Botswana and our exploits in the soccer field.



### Activity 24.5.2

1. Although it is sometimes the least expensive, one cannot enjoy a meal without salt.
2. Since independence, the government has built many schools.
3. Despite the xenophobia prevailing there, South Africa is a prosperous country.
4. Other than the shop, as well as the bar, Betty owns a fleet of taxis.
5. Mr. Khumalo is a giant whom you cannot push.
6. Tell Nqobile to e-mail me tonight if you see him.
7. The head teacher was present when lightning struck his office.
8. The eagle flew above the tree when it had spotted a chick.
9. Before the time table was finished, teachers just attended lessons without any order.
10. When the bell rang, students rushed out of the classroom at once.



### Activity 24.5.3

Sentence no.	Adverb clause	Adjective clause
1	although	
2	since	
3	despite	
4	other than	
5		whom
6	if	
7		when
8		when
9	before	
10		When
8		
9		
10		

# Unit 25: Summative Assessment: Examination Practice

## Contents

- 25.1 General examination guidelines
- 25.2 Paper 1 Mock Examination
- 25.3 Paper 2 Examination guidelines
- 25.4 Paper 2 Examination
- 25.5 Comments for the whole examination

## Introduction

Congratulations! You have finally made it to the final Unit of the Module. Take a moment and reflect on your journey from Unit 1. What can you say about your experience in composition writing, comprehension, and language structures? Are there any specific areas which you found very challenging such that you had to spend much time to grasp them? We sincerely hope that you got enough help and learned a lot such that by now you are ready for the assessment work in this Unit. If there are any grey areas which you think are still a problem to you, you may give yourself extra time to revisit those parts and do thorough revisions before you embark on the examinations. In this Unit you will be exposed to a typical examination situation. Remember at the end of the learning period you will be expected to write an examination which will be part of your summative assessment in this curriculum. Therefore, this Unit serves the purpose of introducing you to the components and structures of the two papers that you will sit for at the end of the year. You will be given tips to use in attempting the questions. You will also be given instructions to follow when writing. These will be explained clearly to you. Two examination practice papers were set in Paper 1 so that you have a complete experience of the different types of questions you may be expected to write on in this paper. In Paper 2 only 1 sample question was given because the structure and content is similar to all the practice questions you have in this Module. Therefore utilise the five hours strictly for writing then the remaining three hours are for assessment, checking and writing corrections. The most important thing is to understand the final tips you are given here as you get ready for your final examination. If you fail to understand any instruction or tip, we encourage you to read slowly and repeatedly try to apply it until you are clear on what it means. Read the objectives below and internalise them as you go through the Unit to check whether you are achieving these objectives.

## Objectives

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

- construct correct English sentences
- read a variety of texts for knowledge and recreation
- evaluate information given
- read and understand texts or any form of communication in English
- use grammatical conventions appropriately
- write meaningfully on a variety of topics
- use skills acquired for creative writing

## Key terms

**Free composition writing:** These are types of compositions where the writer writes continuously using the discovery strategy to encourage the development of ideas. The writer is free to use his own style that she/he deems appropriate or fitting.

**Guided composition writing:** These are the types of compositions where learners are supplied with some content to use in writing a specific composition. For example, you may be given points to use in writing a speech. It is called guided because the composition you are writing is based on given information not anything you may want to write.

## Time: You must do work in this unit in 8 hours

## Study skills

**Attentiveness:** ability to listen especially to instructions and follow them

**Being time conscious** that is, doing lesson activities in the stipulated time.

## 25.1 General examination guidelines

You have learned a lot in English Language and according to the English Language syllabus for Ordinary Level, you are well equipped with listening, speaking, reading and writing skills to sit for the final examinations. You are also ready to use a combination of these skills to produce texts in English Language. Now, with all this knowledge, it is the requirement of the syllabus that an examination be administered on you to ascertain whether you acquired these skills and you can use them in life. Therefore, this section has been included to cover composition writing as per the final examination at Ordinary level.

You will be given typical examination questions on the two sections of Paper 1, namely free and guided compositions. Refresh your memory on the types of compositions you did throughout this Module from Unit 1. Do you still remember how to narrate a story? Can you describe vividly? Do you recall the reports, articles and all the other types of compositions you learnt? It is compulsory that before you get to the examination questions, you must have a clear understanding of all the types of composition to be set in Paper 1. So, revisit the writing sections and read about compositions.

### 25.1.1 Guidelines for Section A: Free Composition Writing

First of all we want to help you with guidelines for section A of this Paper. This is the free compositions section. Normally, seven topics are set and you will be expected to choose one and then write a composition of about 350 and 450 words in length on that topic. The topics usually include narrative, narrative-descriptive, discursive, open ended and expository essay topics. You did all these in the Module remember. What are the examiner's expectations for you in this section? Below you have been given a clearly explained list of the expectations:

You are to use correct grammar in your essay. Remember grammar is quite a broad term. For example, all punctuation, spelling, sentence construction and all parts of speech are aspects of grammar. You should be cautious about these when you are writing so that you use them correctly. Many people who failed English Language did not fail because of the lack of knowledge but because of carelessness which leads to too many errors in written work hence loss of marks.

You are expected to stick to the word length because anything below the limit invites a penalty. This means your essay should have at least 350 words. In addition to this, you must choose a topic and type of essay that you are familiar with and you find easy to handle. You must make sure that you have knowledge about the subject you are going to write about.

These compositions are marked out of thirty (30). Follow instructions which are the parts highlighted in bold as they are very important. 'Either' 'or' means you are supposed to answer one question not both.

### 25.1.2 Guidelines for Section B: Guided Composition writing.

It is sometimes referred to as a situational composition. Throughout the Module you were given intensive practice on several types of compositions you may encounter in section B. Do you still remember them? Can you list them on a piece of paper? These include reports, articles, memos, formal and informal letters, speech and accounts. In this section of the Paper you will be given a situation which you will be expected to read and understand before you write because it guides you on what you are supposed to do.

Pay attention to the opening sentence in the situation since it always introduces the whole situation in summary. It informs you about the whole situation. In the situation you must also identify the type of composition that you are supposed to write. You should know before you go to the pegs because each type of composition in this section has its own unique approach and format. For example, you did report writing and speech writing; are their formats and style similar? Definitely no! A report is usually based on past events and therefore you will always use the Past tense when writing a report yet in a speech you may use any tense that is relevant and fitting.

In addition to the above, remember a situational composition may be based on points, a picture or a series of pictures, graphs, tables, charts and any other source. You must analyse and interpret these correctly. Do you recall how to tackle any composition that is not based on notes? Refer to the units for revision. The most important thing you must do is to study all the given information and relate it to the situation. This is the process of interpretation that involves comparing details given to identify how they relate to each other. When you have analysed and you are satisfied that you understand the situation and the pegs in relation to the question, you may start writing your composition.

All compositions in this section have formats that are unique. So, as you write make sure you use the correct format.

### 25.1.3 Important instructions you need to follow:

- You are supposed to answer two questions. One from section A and the one from section B.
- You are advised to spend 50 minutes on section A and 40 minutes on section B.
- Read all instructions carefully because if you assume that you know them you might miss a very important instruction that perhaps is new.

Now that you are well equipped with examination requirements, you have to attempt the following model examination questions under the conditions of a real examination. Find a quiet place where you will not be disturbed during the course of the examination. Also find an exercise book which you will use as an examination writing pad. All your examinations must be in the same book for safe keeping and revision towards year end when you will be preparing for your final examinations. The maximum number of examinations that you should write in a day is two. So, this means you must take one paper per component per session. This gives you a total of two papers a day.

Do not overload yourself because this will compromise your performance in some examinations. Refresh and be ready before you start any paper. Make sure you get a good night's sleep and rest so that your body and brain does not fail you maybe as a result of fatigue. You are your own invigilator so set your time and begin!

## 25.2 Paper 1 Examinations

### 25.2.1 Examination 1: English Language Paper 1

**Time:** 1 hour 30 minutes

Instructions to candidates

Answer two questions

Answer one question from section A and the one from section B

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. Your answer should be between 350 and 450 words in length. You are advised to spend 50 minutes on this section.

1. Describe a school celebration you attended [30]
2. Write an original story based on one of the following statements:  
Either (a) I had never thought that he would deceive me [30]  
Or (b) The day I almost died was the day I learnt how to live [30]
3. Early Childhood Development (ECD) is abuse to the little children. Do you agree? (30)
4. The dreadful day. [30]
5. Write a story in which failure to fulfill a promise led to suicide. [30]
6. 'Access to the internet is the cause of moral rot in the youth.' Discuss [30]
7. Reconciliation. [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. There are several cases of theft that have been happening in your school. As the head/boy of Plumtree high school, you were tasked to carry out a research on these cases in your school. Write a report to the police outlining the cases of theft. Where possible suggest solutions. Use some or all of the following points.
  - Burglary in the tuck shop
  - Generator missing
  - Students threatened
  - Shortage of security guards
  - Fencing around hostels[20]

### General comments

When you have finished the examination, read the following comment to help you assess your work:

This is the end of the first examination in Paper 1. Did you finish this examination within the given time? Finishing a composition means you wrote, proofread and edited the two essays. Is this what you did? If you did then that is very good of you because editing removes mistakes and errors hence increasing your chances

of passing. If you failed to finish then you need to improve because invigilators in the final examination will not give you additional time for writing. You must establish the reason why you failed to finish and try to work out a solution before you proceed to the next examination. Which section gave you problems? How can you overcome the problem? One way is referring back to the unit which can help you. If it is a matter of writing speed then you need more practice in composition writing. To help yourself, you may find another topic here or in the units you studied and write a timed practice test. This test must be a single essay typical of either section A or B. The idea here is to finish writing a composition in the stipulated time. For example, in section A you must write and finish in approximately 30 to 35 minutes then reserve 15 to 20 minutes for proof reading and editing. In section B, 10 minutes is enough for proofreading and editing. When you are done you can proceed to the next examination.

### **25.2.2 Examination 2 : English Language Paper 1**

Time: 1 hour 30 minutes

Instructions to candidates

Answer two questions

Answer one question from section A and the one from section B

You are advised to spend 50 minutes on section A and 40 minutes on section B

#### **SECTION A (30 MARKS)**

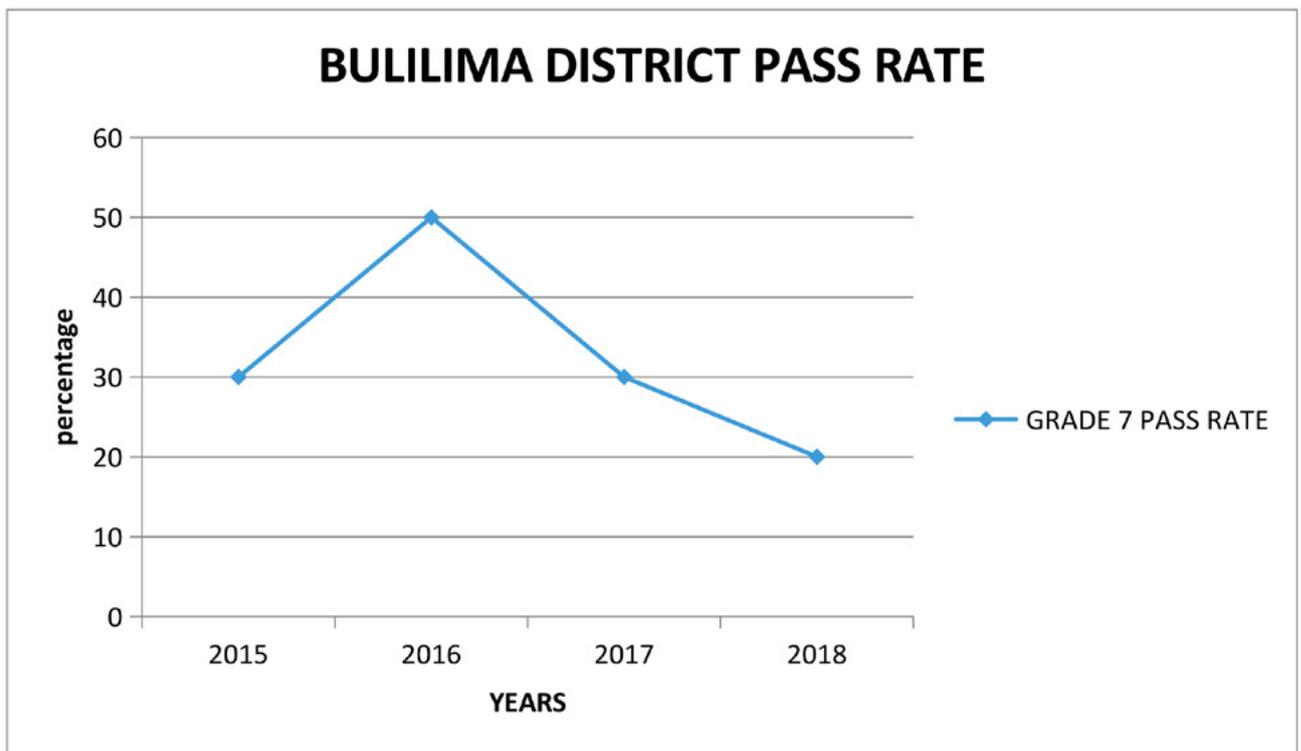
Write a composition on one of the following topics. Your answer should be between 350 and 450 words in length. You are advised to spend 50 minutes on this section.

1. The house I want to live in. [30]
2. Write a story based on one of the following statements:  
  
Either (a) If only he had admitted early enough ... [30]  
  
Or (b) She looked at him and said, "I don't know what to do now." [30]
3. Boarding schools prepare boys better than girls for life after school. Do you agree? [30]
4. Write about an incident when your team was cheated during school sports competitions. [30]
5. What can the government do to get rid of street kids? [30]
6. Loneliness. [30]
7. Equality between men and women is not achievable in Africa. What are your views? [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 journalist working for a Writers Media Company. You have been presented with records for Bulilima District pass rates for Grade 7 pupils. The graph below is a summary of what you have come up with pertaining to how the primary schools, at Grade 7, performed in the past four years in this district. Study the graph carefully.



Write an article to be published in a national newspaper describing the performance of Grade 7 pupils in this district. Give reasons for the performance in your article and also suggest possible solutions.

[20]

### Comments on this Paper

When you are done with this examination, read the following comments again to help guide you as you assess your work:

How was your second Paper 1 examination? This time we hope you managed to finish because of the practice you got after your first paper. Did you write an informative article in section B? If we could give your article to someone who has not seen the graph or does not know anything about Bulilima, do you think after reading your article he/she will be well informed about the performance of Grade 7 pupils in this district? Read your article again. You may as well ask a different person to read it to you then you ask him/her questions such as "What did you learn about

Bulilima from the article.” The detailed or shallow responses will show you whether the article was very informative or not respectively. If it seems as if your article did not communicate, consider rewriting it after a second analysis of the question. After refreshing and resting, you may move on to the next examination.

### 25.3 Paper 2 Examination guidelines

The first examinations you wrote gave you a feel of what an English Language examination is like. In as much as Paper 1 basically tests English Language as a skill, Paper 2 also focuses on the same aspect and skills. In Paper 2, the main focus is on comprehension so take time to understand every bit of detail you read in this paper. You have been reading comprehension passages in this Module and perhaps you had time to also read widely, the same approaches you have learnt and practised using must be implemented in this examination. That is, you must skim quickly through the passage to get the idea of what it is about. Once you are content with the meaning of the passage, read the questions in their chronological order beginning with those from the first paragraph. Try to store them in your mind then re-read the paragraph from where they were set. If you get an idea you think best answers the question in your mind, read the question again and then write down the answer. You must be sure that the answer you have written best answers the question. So, help yourself by reading the question and the answer quickly again before you move to the next one. Comprehension answers must be precise and concise – precise here meaning exact and specific to the demands of the question; concise meaning brief and short. Despite being short, they are detailed.

Pay attention to every word or phrase that is written in bold. The reason why it is in bold is to emphasise its importance. If you ignore it your answer may not score. For example, there are questions where you are required to answer ‘in your own words’. If you simply copy a statement from the passage as your answer it does not score. These are the steps you should follow to answer a question where you have to use your own words:

- First read and understand the question. If possible try to rewrite the question in your own words. You will remain with a straight forward question.
  - Find the answer to this straight forward question . The answer is always in the passage and make sure you do not leave out any important part of the answer.
  - Refer to the question for the number of marks it is worth: if it is worth one mark it means you must recast the one key phrase or word. If it is worth two marks it means there are two key words in the statement that carry meaning which you must explain in your own words. Therefore, the number of marks gives you a clue on the parts or words that should be explained in your own words.
1. Read around the sentence with the answer to understand what was happening so that you explain the words contextually. Write your answer substituting the key word or words in the sentence.

**Tip:** In some cases you will be given the statements which you are expected to put in your own words. If the statement is given and you are asked to explain it in your own words, do you think you still have to start with step number 1? Certainly no! You start from number 3 where you identify the number of marks the question is worth and the key words in the statement and continue to number four.

In several Units you did word meanings based on comprehension. Refresh your memory on what you learnt. These word meanings require contextual meanings of words – you must define them in the way they are used in the passage. Remember you may as well substitute the difficult word with another word that you find fitting in that particular sentence.

You were conscientised on the need for correct grammar, spelling and punctuation in Paper 1. So, in this paper as well you must be cautious enough because any error in grammar may lead to loss of marks. Do you want to lose marks because of carelessness? Definitely no! Your words must also be legible and clear.

You have also been writing summaries and we believe you are ready for this coming paper. What important aspects should you consider when writing a summary? Reflect on this before you proceed. Remember you were given guidelines and tips on summary writing so refer to those Units to run through what you learnt. The most important thing is to understand the question and underline all the key parts so that your answer is fully relevant.

Section B of this paper is Supporting Language structures. Which Parts of speech do you recall studying in this Module? List them down starting from nouns. Any of these will be set as part of the paper in section B. Questions in this section are usually set in context. This means that the comprehension passage is used as a source. So, you must read and understand each instruction before you attempt questions in this section.

You are armed for Paper 2 now. Do not forget what you studied and learnt during the year in your Module. This examination needs knowledge of the whole syllabus. Remember to read and follow instructions. The number of marks will always guide you on the answer you must give. The one instruction that is repeated in this paper emphasises the importance of correct grammar. Therefore, be sure that your spelling, punctuation and grammar are perfect in every answer that you wrote. Proofreading each answer immediately after writing it is important. Proceed to your first examination now.

## 25.4 Paper 2 Examination

Time 2 hours

### Instructions

**Answer all questions in the spaces provided in the question and answer booklet using black or blue pens.**

Shape all your letters very clearly

The number of marks is given in brackets [ ] at the end of each question or part question.

### SECTION A [40MARKS]

**Read the following passage very carefully before you attempt any questions. Answer all the questions. You are advised to spend not more than 1 hour 30 minutes on this section.**

**Mistakes in spelling, punctuation and grammar may be penalised in any part of the paper.**

(In the passage an old school photograph helps Don Makatile mourn for his once active school friend, whose life is now slowly wasting away from AIDS.)

- 1 The picture in the album makes me cry in a way I have never wanted to cry about anything before. It shows three schoolboys, as happy and carefree as life in the 1980 form 2 class could allow. The faces are clean and healthy, untouched even by the teenage scourge of acne.
- 2 The school uniform in the picture shows the elegant dress of the time: grey trousers worn together with sky-blue long-sleeved shirts. The shoes were the fashionable Pathfinder, black, that revealed a modest glimpse of the famed nylon socks. The scholar in the middle, wearing a navy blue blazer, is someone I have known almost all my life-and right now he is slowly wasting away-succumbing to the ravages of AIDS.
- 3 He lies in bed waiting for the proverbial call from Heaven. We have all been waiting with him, for eight long painful months. Once or twice I have thought about the wisdom of the Dutch government in legalising euthanasia or mercy killing. There is no denying that my dear friend would be better off dead. Just the other day I witnessed his sister, another good friend of mine, trying to feed him a bowl of soft porridge. It was a futile exercise. His mouth made movements that had nothing to do with eating. The white stuff dribbled out of his mouth and some of it came back a nauseating yellow colour.
- 4 This is the same companion who used to feast on greasy potato chips-junk food. I remember he particularly liked avocados squashed inside a half loaf of bread. He was the type who spoke with food in his mouth. This picture of him I particularly find difficult to erase from my memory.

- 5 Now, because of the ruthless affliction, he cannot chew a meagre bowl of maize-meal soft porridge. I tried to bath him the other day. It was a scary experience. Each time I put the damp cloth anywhere on his frail body, an animal like sound escaped his body. Do I call it a mouth? There is no word to describe it, for his mouth has become a place for the gathering of every type of blister. It is pitiful.
- 6 This is the friend we went to the golf course with to make a few extra cents. He is the athlete we swam with in the stream formed by the murky water flowing after a heavy rainfall. We almost incurred the wrath of our parents. He is the fellow who, with the rest of us, forked out ten cents to bribe an unscrupulous cheap thug who would not admit us through an opening in the perimeter fence made of corrugated iron, at Orlando Stadium. I recall once we went to Parkie with him for the first time in our young lives and were taken aback by the magnificence of the roofing. Other railway stations had no such luxury.
- 7 I walked the length and breadth of downtown Johannesburg with him, especially Market Street, in search of cheaper stores. I went to Fordsburg with him to the movies. We played amateur soccer together long before the advent of international soccer in South Africa. We were always top of the noise makers list at school.
- 8 He is the same person, Lord. How do we reminisce when all he does is grunt? How do I tell him I love him, so he can take that with him where ever he is headed? Like the rest of the careless city boys, he had a multiple of casual relationships, especially in the so-called safe days, when the worst that could happen to anybody was venereal disease. Yes, there is nothing for me to hide anymore. His were more of freelance relationships. An educated man, he later heard about HIV/AIDS and the folly of casual relationships. I vividly remember the time we had Education for Living lessons. Every aspect of life was genuinely treated in these lessons – HIV/AIDS included. Now AIDS is killing my friend. Could there be some strange and obscure way he could have contracted this deadly disease? All I want now, and desperately, is that he should die. I do not think that makes me a bad person. He should depart so the merciless gossip can go with him. He should die so the picture I am left with should be the one in my treasured photo album, and leave me memories of how good a soccer player he once was.
- 9 Every day of my life something within me dies when I visit him. I see how cruel Aids can be. My heart bleeds for the youngsters who still think parties and casual relationships are the best things to have happened in this century, when the reality is that people are dying alone in back rooms, in terrible pain and humiliation. I have slept in his bedroom a few times before and it did not always smell this foul. I have seen him naked a few times and though he was naturally slender he has not always been this skeletal.

- 10 I have devoured almost every newspaper article I have found on HIV/AIDS and I am tired. I long to read something as light as a love story, preferably one before the days of AIDS. Nothing heavy. Is it a sin to want a funeral this badly? I hope God understands.
- 11 I keep the photo of my friend in a special album. Even my wedding album, bought just after the big day in April 1998, already has a few dog-eared pages – not this one! Someone told me that one day when a museum is built in Kagiso, the growing township on the West Rand where I come from this album should be among the items on display. He observed that it was full of dead people. I do not keep it for this reason, though it is true that the bulk of the faces that smile at me as I page through are dead. I keep it to immortalise the cherished years of my youth. Sometimes I use it to remind my troublesome nephew I have not always been thirty-six. I was streetwise once and, like him, I deluded myself into thinking I had answers to most of the world's problems. I think it is good for him to know I did not have the answers, just as today's young folk do not have the answers either. No one has any easy answers to the challenge of HIV/AIDS.
- 12 But what the young folk need to know is that while the road to AIDS starts at the wild funky parties and leads to all too easily to quick senseless, casual relationships, it ends where my friend is now; in darkness, pain and ugliness. The photo is now wet with my tears. It fascinated my son to see his macho dad also has a weak side. Has he already intimidated to his friends his newly discovered interesting story, I wonder? No matter – with one thousand six hundred new HIV infections every day, mine are far from being the last tears that will be shed on the subject.

**Adapted from: "Please die, old friend"; an article by Don Makatile in Drum, 11 January 2001.( Zimsec Past ExamPaper )**

**Answer all questions.**

Write your answers in the spaces provided.

**From paragraph 1**

1. (a) How does the picture affect the author? [1]

**From paragraph 2**

- (b) (i) "the scholar in the middle....." (Line 8) To what does the word 'middle' refer? [1]

(ii) Explain in your own words the meaning of 'succumbing to the ravages of AIDS.' (lines 9-10) [2]

### From paragraph 3

- (c) (i) '...waiting for the proverbial call from Heaven.' (Line 11) What is he waiting for? [1]
- (ii) What does the expression 'futile exercise' (line 16) tell you about the attempt to feed the author's friend? [1]

### From paragraph 4

- (d) Why does the author find it difficult to erase from his memory, the picture of his friend speaking and eating at the same time?[1]
- Total [7]

### From paragraph 10

2. (a) 'Is it a sin to want a funeral this badly?' (Line 65) Give the two reasons that the author advances earlier on in the passage for wishing his friend dead. [2]

1]

### From paragraph 11

- (b) (i) Explain in your own words the major reason given by the author for keeping the photo album.[2]
- (ii) Find the other reason why the author keeps the album.[1]
- (c) What similarity does the author draw between himself in his youth and his nephew? [1]

### From paragraph 12

- (d) The passage ends on a despairing note. Give two reasons for the despair. [2]

### From the whole passage

- (e) Choose 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 that the word or phrase has in the passage.
1. Scourge (line 4)
  2. elegant (line 5)
  3. particularly (line 20)
  4. scary (line 24)
  5. taken aback (lines 34-35)
  6. advent (line 39)
  7. Bulk (line 72)
  8. intimidated (line 83)

[5]  
Total [13MARKS]



## SECTION B (10 MARKS)

Answer all the questions.

You are advised to spend not more than 30 minutes on this section.

4. (a) The italicised phrase is misplaced in the following sentences. Rewrite the sentences correctly placing the phrase.
- (i) The man fell over a rock *running across the bridge*. [1]
  - (ii) We heard the telephone ring *while watching television*. [1]
- (b) Choose the correct verb to complete each sentence
- (i) In which side of the bed (do, does) my friend lie. [1]
  - (ii) Everybody (knows/know) that HIV/AIDS has no cure. [1]
  - (iii) The boys (sat/set) a beautiful picture on a stand in the room. [1]
- (c) Punctuate the following sentence correctly.
- (i) Adolescence is a stage of experimenting but it but if one fails to manage himself the results may be very bad. [1]
- (d) Identify misspelt words from the following sentences and spell them correctly.
- (i) We desperately clung on my friend's bed reminiscing about our past. [1]
  - (ii) Most of the city boys who continuously involve themselves in freelance relationships are at risk of contracting the virus. [1]
- (e) Choose the correct pronoun from the ones in brackets to complete the sentences.
- (i) (Who's/Whose) magazine is this? [1]
  - (ii) (Who/Whom) were you discussing? [1]

## 25.5 Comments for the whole examination

When you have finished writing this examination, read the following comments. They will help guide you as you assess your work.

Did you finish this paper in two hours? If you managed then that is good. You must continue doing so in the next examinations. Be careful not to write hurriedly without much concern on the correctness of your answers and neatness of your presentation. If you did not finish then you must be able to identify your problem. What is it that made you fail to finish? Is it because you read very slowly? Where do you think you used more than the stipulated time? When you have identified your area of concern then find units which can help you improve it. If for example you read slowly, then it means you need more practise in reading. Refer to parts of the Module that can help you.

## Reflection

Can you reflect on the Assessment Unit you just studied? Were the free compositions challenging or they were fairly easy? What about the guided compositions? Think about what you learnt in this unit concerning paper one and two. Do you think you have mastered the tips to use in the two areas? If not then revisit the Unit and keep yourself abreast with these guidelines.

## Summary

This was your last Unit in the Module but its importance need not be over emphasised. Be careful not to underrate it since it mainly consists of examination practice questions. Did you apply what you learnt throughout the Units you went through? If you did then you are assured that you have grasped something. If you did not then you need to ask yourself why. You were introduced to Paper 1 which focuses on free and guided composition writing. We hope you wrote your best composition ever? You were also given guidelines on how to attempt paper two questions which basically have comprehension, summary and supporting language structures. You wrote an examination with these aspects. Continue revising your work in this Module especially if there are areas which you do not understand. Remember practice makes perfect.

Answers to section A(comprehension) Unit 25: Summative Assessment:  
Examination Practice

1. (a) It makes him cry.
  - (b) (i) The sick friend.  
(ii) Succumbing- wasting away/Giving in/surrendering/ Yielding to  
Ravages means damages/severe effects / bad results  
Example of a complete answer: Giving in to the severe effects of AIDS.
  - (c) (i) Death  
(ii) It was useless/ the friend did not eat/ His mouth made movements that had nothing to do with eating.
  - (d) It reminds him of his friend's sharp appetite/ It reminds him of his friend's love for food.
2. (a) i) So that the picture he is left with is the one in the photo album.  
ii) So that the merciless gossip can go with him.
  - b) Major reason according to the passage is: "He keeps it to immortalise the cherished years of his youth." So, the underlined words are the ones that should be explained in your own words.

Immortalise means keep alive eternally/ preserve for a long time/ eternalise  
Cherished means dearly loved/ adored/beloved/memorable

Example of answer: To keep alive eternally the dearly loved days of his youth.

- ii) To remind his troublesome nephew that he has not always been thirty-six.

- (c) Both deluded themselves into thinking that they had answers to most of the world's problems.
- (d) (i) Great emotional effect as many are yet to die from the epidemic.  
(ii) Increase in new infections everyday meaning trouble continues.
1. Scourge means affliction/
  2. elegant means beautiful/fashionable/smart
  3. particularly means especially/mainly/mostly/chiefly
  4. Scary means frightening/
  5. Taken aback means surprised/shocked/amazed.
  6. Advent means dawn/start/beginning/introduction
  7. Bulk means many/most/majority/greater part
  8. Intimated means told/shared/

### Summary points

1. Chew a meagre bowl of maize-meal soft porridge.
2. His body is frail.
3. His mouth has become a place for the gathering of every type of blisters.
4. We went to the golf course together to make a few extra cents.
5. We swam in the stream formed by the murky water together.
6. With the rest of us, he forked out ten cents to bribe an unscrupulous thug who would not through an opening in the perimeter fence made of corrugated iron at Orlando stadium.
7. We went to Parkie with him for the first time in our young lives and were taken aback by the magnificence of the roofing.
8. I walked the length and breadth of downtown Johannesburg with him.
9. I went to Fordsburg with him to the movies.
10. We played amateur soccer together long before the advent of international soccer in South Africa.
11. We were always top of the noise-makers list at school.
12. All he does is grunt.
13. He had multiple casual relationships.
14. We had education for living lessons together.
15. Now, AIDS is killing my friend.
16. His room now smells foul
17. He is now skeletal.

### Answers to section B

- (a) (i) The man running across the bridge fell over a rock.  
(ii) While watching television, we heard the telephone ring.
- (b) (i) Does  
(ii) Knows  
(iii) Set
- (c) (i) Adolescence is a stage of experimenting, but if one fails to manage himself the results may be very bad.
- (d) (i) Desperately  
(ii) Continuously
- (e) (i) Whose  
(ii) Whom

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