

Achieve True Success Through the

# ENGLISH AMPLIFIED

*Teaching and learning English full package*

**For Grades 10 – 12 Students and Teachers of English in  
Secondary Schools**

**GUIDELINE TO EXAMS,  
NOTES AND EXERCISES**



**Flourish**

**Part of the LQNC Academic Programme**

**By: Mr. Major Botha**

LUSAKA QUEENS NETBALL CLUB, LUSAKA, ZAMBIA

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## ACKNOWLEDGEMENT

I wish to acknowledge and give much gratitude to God almighty for the knowledge and wisdom He has given me. I surely on my own would not have been able to come up with this *extraordinary* writing and see to its completion.

Special thanks goes to my Father and Pastor, the President and Founder of the God Life Church, for the encouragement through sermons, making me realize that I have within me the power to impact on the earth. Thank you sir for the Word that you teach me so consistently. I have come to learn that I have a father in you.

Thanks, of course, to all individuals who contributed there time and material directly or indirectly used in this publication.

## FOREWORD

**ENGLISH AMPLIFIED** is a pamphlet designed for secondary school going children to help in mastering those vital techniques and basics that are vital to success in examinations and everyday life.

The pamphlet gives you an opportunity to enjoy the study of the English language interesting and simple. I believe that life becomes easier when English is simplified hence the writing of this pamphlet with practical examples and high interest content to fulfil this need.



**HINTS**

Watch out for rules which are presented as (e.g.....as.....as....) or (however.....[negative].....)

Where you are not clear, please ask for assistance from your teacher.

This pamphlet is suitable for use to all secondary school going children and GCE.

This copy belongs to

**Name:** .....

**Grade:** .....

**School:** .....

.....

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## Basics

### NOUN

What is a noun?

A noun is a naming word. Words like Isaac, Tree etc (object/ subject)

#### Countable Nouns

What are countable nouns?

These are names of things that can be counted. Examples include; book, dog, hat, or farm.

#### Uncountable nouns

What are uncountable nouns?

These are names of things that cannot be counted. Examples include; Sugar, salt, soup, water

Note: Uncountable nouns have no plural.

The following chart shows how to change nouns from singular to plural

Most nouns	Add 's'	Example: Ship = ships Noses = Noses
Nouns ending with a consonant 'y' and 'l'	Change 'y' to 'l' than add 'es' in front	Examples: Sky = skies Navy = Navies
Nouns ending in 'o'	Add 's' or 'es'	Examples: Hero + s = Heros Piano + s = Pianos
Most nouns ending in 'ch' 'sh' 's' or 'x'	Add 'es'	Examples: Bench = Benches Bush = Bushes Tax = Taxes
Many two word or three word compound nouns.	Add 's' to the principle word.	Examples: Son-in-law = Sons-in-law Mother-in-law = mothers-in-law
Nouns with the same form in singular and plural	No change	Example: sheep <ul style="list-style-type: none"> <li>Do not add anything, just leave it as it is.</li> </ul>

## PRONOUN

What is a pronoun?

This is a word that replaces a noun. E.g He, she, they etc

Example

John is going to school.

He is going to school

- Notice how the pronoun he replaces the noun John

## PUNCTUATION

This is one of the important parts of English. Many teachers push aside based on assumption that students already know, but I would like to discuss this because it is key in composition writing and your everyday life.

1. Period / Full Stop ( . )
  - The period is used after an initial  
**Examples:** Mr. M. Botha
  - The period is also used at the end of a declarative, imperative and an indirect question.  
**Examples:**
    - i. The girls is very sick.
    - ii. Please board the bus carefully.
    - iii. The teacher asked if anyone knew where Chazanga market was.
2. Question Mark (?)
  - The question mark is used after a sentence that asks a question.  
**Examples:**
    - i. Where do you stay?
    - ii. How old are you?
    - iii. Is there anything Christ did not do on earth?
3. Apostrophe ( ' )
  - Used to show that a letter/ letters have been left out.  
**Examples:**  
Do not = *Don't*  
Would not = *Wouldn't*  
Should not = *Shouldn't*
  - It is used to show ownership  
**Examples:**  
Benard owns a phone. To show ownership, we say "Benard's phone". Notice the apostrophe

The boys have bicycles. To show ownership, we say *“The boys’ bicycles”*. Notice that the apostrophe goes after the S because there are several boys.

**Note:** If the word that shows ownership does not end in letter **S**, we add two things- an apostrophe and an **S**. However, if the word that shows ownership ends in the letter S, we only add one thing- an apostrophe.

#### 4. Capital Letters (**A**)

- Used for all proper nouns whether at the start, inside or end of a sentence.
- When beginning a sentence.

Examples:

- i. John is a very intelligent boy.
- ii. The car that was involved in the accident belongs to Mr. Zimba.

#### 5. Hyphen (-)

- Used in compound words.  
Example: *Mother-in-law*
- We use it to divide syllables of a broken word at the end of a line.

#### 6. Dash ( \_\_\_\_ )

- Used to indicate a missing word in the sentence.

#### 7. Quotation Marks ( “ ” )

- Used to show the exact words spoken by someone.

**Example:**

*Mr. Njobvu said, “Finish your projects by Friday and bring them to class.”*

You can also rewrite the above sentence in another way as,  
*“Finish your projects by Friday and bring them to class,” Mr. Njobvu said.*

Or the third way as

*“Finish your projects by Friday,” Mr. Njobvu said, “and bring them to class.”*

#### 8. Exclamation Mark (!)

- Used at the end of a sentence that shows strong feeling.
- Used after a command (interjection) that shows strong feeling.

**Examples:**

- i. Oh what a beautiful statue it is!
- ii. Fantastic! Impressive!
- iii. Stop! Get back in line!

#### 9. Comma (,)

- Used to express words in apposition to a noun.  
**Example:** *“Dan Chisanga, one of the army generals, has left for Kuwait,”* said Major General Bwalya.

- Used after every item in a series except the last.

**Example:** Christine, Terry and Tania pedaled quickly, steadily and calmly.

- Used before the conjunction that joins clauses of a compound sentence.

Example: Most of his photographs are beautiful, but some were blurry.

Advice: Always use a comma before the condictions **but** and **or**.

**Note:** these are not the only ways of using the comma; I have only highlighted the common.

10. Colon (:)

- Used to introduce a list of items.

**Example:** My mother went to the market and bought the following items: spoons, pots, cups and folks.

- Used to show time and between chapters and verses in the Biblical reference

**Examples:**

9:00AM

6:00 PM

Genesis 7:5-12

11. Semi-colon (;)

- Used to join two related sentences.

**Example:** Muhammad Salah is a good footballer; he plays for Liverpool.

**CHECKPOINT**

***Copy the following sentences and punctuate them correctly***

1. as soon as I entered the office she shouted you idiot which really annoyed me said Benjamin
2. she likes cheating me
3. peters book has been stolen by a very well known fellow
4. hey exclaimed the big man do you know the type of material am made of
5. this behaviour is very bad said coach botha to the players
6. this behaviour said coach botha to the players is very bad
7. he said I want to tell you that mum is coming to lusaka next month
8. the journalist said that they had a special guest in the studio
9. these girls like walking in the rain
10. donald trump us president said the press secretary is coming to Zambia next year
11. jesus father is the living god
12. get out of my office immediately



## SENTENCE

What is a sentence?

A sentence is a group of words which expresses at least one complete thought.

A sentence is made of two parts and these are SUBJECT and PREDICATE

Subject:- this is the part that is being talked about in a sentence.

Predicate:- this is the part that tells us more about the subject.

### EXAMPLES

- Lightening strikes.  
In the sentence above Lightening is the subject and STRIKES is the predicate.
- The sun rises in the west.  
Subject = Sun    Predicate= rises in the west

### TYPES OF SENTENCES

There are four types of sentences and these are

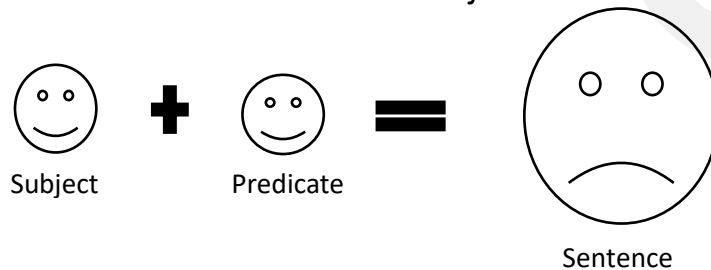
- A declarative sentence**:- this is a sentence that makes a statement.  
E.g. I am not feeling well.
- An interrogative sentence**:- these are sentences that ask questions.  
E.g. What is your name?
- An imperative sentence**:- this is a statement that gives command.  
E.g.
- An exclamatory sentence**:- this is a sentence that express strong feelings.  
E.g. Hey! What are you doing?

### Components of a sentence

Now, there are two components to a sentence and these are Subject and Predicate.

Subject - *this is what is being talked about in a sentence*

Predicate – *this is what tells us more about the subject.*



### Example

The sun rises in the east. Subject= sun    Predicate= rises in the east.

Now copy and underline the subject and predicate in each of the following sentences

1. A farmer measures his wealth in cattle and farm produce
2. The teacher is tumbuka by tribe.
3. Lusaka Queens Headquarters are very far from the town center.
4. The Kuomboka ceremony is commemorated every year in Zambia.
5. Zuze likes reading shake spear every time he is angry.
6. Google is the biggest search engine in the world.
7. My father is involved in the fight against corruption.
8. Accountants are highly trained professionals.
9. The moon is yellow
10. A speeding oncoming vehicle caused the accident.

## Paragraph

What is a paragraph?

A paragraph is a group of sentences which make sense of one idea.

### Explanation:

In practical terms, you are not going to be a successful writer of stories and compositions if you cannot construct a proper sentence. Remember that you cannot write a sentence if you cannot write a word (spell). You have to have an idea of what you are trying to communicate before you even start writing, that is what will get you to write good stories.

### Checkpoint

Write a paragraph comprising of five sentences for each one of the following expressing

- i. Disappointment
- ii. Excitement
- iii. Surprise

## PREPOSITIONS IN GENERAL

What is a preposition?

A word that precedes a noun or pronoun and express relation to another word or element.

Under this particular subject, I will share with you as many commonly used prepositions as possible to help you get through your everyday use of English and exam.

**A. Good at----**

Examples:

- i. He is good at Math.
- ii. Rhoda Zulu is good at athletics.

Note: Do not use “good in”

**B. Succeed in -----**

Example:

Jack succeeded in marrying the girl of his dream.

Note: Do not use ‘succeeded at’

**C. Abreast (of somebody/ with something)**

**D. Clear out----**

Example:

Kindly clear out this place.

**E. Exempt from-----**

Exempt mean free from an obligation or liability imposed on others.

Example:

Poor people are exempted from paying tax.

**F. Subsist on----**

Subsist means maintain or support oneself (especially on minimum)

Example

We subsist on vegetables.

**G. Desist from-----**

Desist means to stop doing something

Example:

Christians desist from offending

**H. Capable of-----**

Capable means having the ability to do something.

Example:

John is more than capable of taking over his father’s business.

**I. Fond of---**

Fond of means having an affection or liking

Example

Zulu is fond of abusing his wife

**J. Apologize (for something/ to somebody)**

Example:

- i. John apologized for insulting the teacher.
- ii. John apologized to the teacher for the insult.

**K. Acquit of(a charge)**

Example

Zanganda was acquitted of all the murder charges against him.

**L. Responsible for-----**

Example:

Jordan is responsible for the death of his parents.

**M. Angry---**

One can be angry with someone but angry about something.

Examples:

- i. The director was angry with the pupils for their performance in the examination.
- ii. The director was angry about the poor performance the pupils had in the examination.

**N. Care(or/ about)**

You can care for someone but you care about something.

Examples:

- i. I care for Chisha.
- ii. Monde cares about how you respond to this situation.

**O. Obsessed (by/With)**

One can be obsessed by someone or be obsessed with something.

Examples:

- i. John was obsessed by Mary and her behaviour.
- ii. Susan was obsessed with the personal glory that would come with winning the tournament than having fun.

**Others prepositions**

- |                      |                       |                         |                       |
|----------------------|-----------------------|-------------------------|-----------------------|
| ---Zeal for---       | ---- in danger of---  | ----- rely on ----      | ----by bus---         |
| ---wait for ----     | ----- live on -----   | ---pay for-----         | ---excited about---   |
| --- think about ---- | -----look for ---     | ---dream about---       | ---- by hand----      |
| --- search for ---   | -----afraid of -----  | ----infested with---    | ----owe---to----      |
| --- aim at---        | ----admitted to---    | ---dissatisfied with--- | ----shout at----      |
| ----tendency of----  | ----immune to----     | ----by heart----        | ----jealous of---     |
| ----on foot---       | ----deficient in----  | ----reserve for---      | ----apply for---      |
| ----accessible to--- | ----eligible for ---- | ----comply with----     | ----delighted with--- |

## CHECKPOINT

### Supply the missing preposition

1. You seem to be obsessed \_\_\_\_\_ a lot of problems.
2. Certain types of food are deficient \_\_\_\_\_ vitamins.
3. Because James works hard, he is eligible \_\_\_\_\_ promotion.
4. Pupils must comply \_\_\_\_\_ with school rules.
5. These premises are not accessible \_\_\_\_\_ visitors.
6. It is important to keep abreast \_\_\_\_\_ new ideas.
7. We must always live \_\_\_\_\_ peace with our neighbours.
8. I did not understand what he said, so I asked him to go \_\_\_\_\_ it once again.
9. People living in mosquito infested areas are immune \_\_\_\_\_ malaria.
10. Certain categories of people are exempted \_\_\_\_\_ paying tax.

## QUESTION TAGS

**Scope 1:** *When the statement is positive, the question tag must be negative.  
(Expected answer is positive)*

### Example:

This is a house, isn't it? Yes it is

Now look at the sentence components below *This is a house* (positive statement)  
*Isn't it* (negative question tag) *Yes it is* (positive response)

### More examples

- i. These are my dogs, aren't they?
- ii. You went to the motel at night, didn't you?
- iii. I am tired, ain't i?

**Scope 2:** *When the statement is negative, the question tag must be positive.  
(Expected answer is negative)*

### Example:

This is not a house, is it? No it is not

See break down below

*This is not a house* (negative statement) *is it* (positive question tag) *No it is not*  
(negative response)

### More examples

- i. You are not my child, *are you?*
- ii. They are not good people, *are they?*
- iii. He has not died, *has he?*

### CHECKPOINT

**Supply the right question tag for each of the following.**

1. Mr Zimba shall not talk to him, \_\_\_\_\_?
2. You will leave today, \_\_\_\_\_?
3. She will not be driving, \_\_\_\_\_?
4. We must go to school now, \_\_\_\_\_?
5. The students at Horizon School will have gone home by 17:00hrs, \_\_\_\_\_?
6. It could be done, \_\_\_\_\_?
7. I mustn't be late, \_\_\_\_\_?
8. Close the door, \_\_\_\_\_?
9. Clean your teeth, \_\_\_\_\_?
10. She will not have visited the patient by Friday this week, \_\_\_\_\_?
11. We got home very late, \_\_\_\_\_?
12. They ought to be here, \_\_\_\_\_?
13. I have some potatoes, \_\_\_\_\_?
14. She is cooking, \_\_\_\_\_?
15. He is early this morning, \_\_\_\_\_-?
16. He eats rice, \_\_\_\_\_?
17. She goes to the market, \_\_\_\_\_?
18. They have gone home, \_\_\_\_\_?
19. They did not go to school, \_\_\_\_\_?
20. She has not been cleaning the house, \_\_\_\_\_?
21. He was learning, \_\_\_\_\_?
22. You saw the nurse, \_\_\_\_\_?
23. He hasn't gone to the hospital, \_\_\_\_\_?
24. They haven't seen the teacher, \_\_\_\_\_?
25. He has stolen a car, \_\_\_\_\_?
26. They eat bananas, \_\_\_\_\_?
27. I have been stealing for two months, \_\_\_\_\_?

**Read the following statements and either agree or disagree as per bracketed instruction.**

1. You broke the window, didn't you?  
(disagree) \_\_\_\_\_
2. He loves fishing, doesn't he? (agree)  
\_\_\_\_\_
3. I am older than you, ain't i? (agree)  
\_\_\_\_\_
4. He can do that for you, cant he? (disagree)  
\_\_\_\_\_
5. Bertha Mulenga is clever, isn't she? (agree)  
\_\_\_\_\_
6. He is greedy isn't he? (disagree)  
\_\_\_\_\_
7. She doesn't want to go, does she? (Disagree)  
\_\_\_\_\_
8. They knew that before, didn't they? ((agree)  
\_\_\_\_\_
9. You don't give us food, do you?  
(agree) \_\_\_\_\_
10. She is not stupid, is she? (disagree)  
\_\_\_\_\_
11. Mr. Samson Botha is a teacher, isn't he? (agree)  
\_\_\_\_\_
12. You will come, wont you? (disagree)  
\_\_\_\_\_
13. Mpela Ncube is not a cat, is he? (disagree)  
\_\_\_\_\_
14. He plays violin, doesn't he? (disagree)  
\_\_\_\_\_
15. Lusaka queens School of Excellence is not a girls only school, is it? (agree)  
\_\_\_\_\_

## ACTIVE VOICES AND PASSIVE VOICES

- I. **Active voices:** - the subject does the action
  - II. **Passive action:** - the subject undergoes the action
- Note: when a sentence is changing from active to passive, the doer of the action does not change.

### Examples

- a. (i) The Hyenas roam the grasslands. ( active voice)  
 ↓  
 Subject
- (ii.) The grasslands are roamed by Hyenas. (passive voice)  
 ↓  
 Subject
- b. (i) The dog bit Peter. (Active voice )  
 ↓  
 subject
- (ii) Peter was bitten by the dog.  
 ↓  
 subject

### EXPLANATION

In the examples above in a.(i) and b. (i), the subject does/ carries out the action but if you look at a.(ii) and b.(ii), the subject undergoes the action.

- Notice the changes and how the verbs, tenses change. See below
  - Benard ate six plates of nshima. (active voice)
  - Six plates of nshima were eaten by Benard. (passive voice)

### CHECKPOINT

Change the following sentences from active to passive voice.

1. The prefects punished the young boy.
2. Mr. Sambo kicked the ball so hard that it reached the centre of the ground.
3. A lot of cattle graze in this part of the field.
4. I promise not to cause any more damage said Jessica.
5. The girls arrived late at the party which angered their friend.



## INDEFINITE ARTICLES

The indefinite article is 'a' or 'an'. 'a' is used before consonants. This means we can use 'a' before words beginning with a consonant (all letters of the alphabet apart from a, e, i, o, u).

### Uses of indefinite articles

1. Before singular countable nouns: when we are not referring to something or a friend of yours called for you.

#### A. In the sense of one

Example:

- (i) I read a book every week.
- (ii) I gave him a dollar for the week.

#### B. With the meaning 'each'

Example:

- (i) Last week, Mr Botha wrote ten letters a day.
- (ii) His salary has been increased by a thousand kwacha a year.

#### C. With names of occupation;

**Example:**

- (i) His father is a doctor.
- (ii) She wants to be an accountant.

#### D. With an adjective followed by 'one'

**Example:**

- (i) He looked at several cars and chose a gray one.
- (ii) She glanced over some exercises and did an easy one.

### NOTE;

- (a) The indefinite article follows 'such'

**Example:**

- (i) It is such a hot day that I cannot work.
- (ii) The band was making such a noise that I could not study.

- (b) The indefinite article follows the adjective if the adjective is preceded by 'too'

**Example:**

- (i) Mr. M Botha, who comes from Khuma Village, is too wise a man to get involved in an argument.
- (ii) It is too long an exercise for us to do today.

The indefinite article 'an' is use with words starting with a vowel (a, e, i, o, u)

### Example

- i. This is an aeroplane.
- ii. He is the man who wrote an article for the Zambia Daily mail a week ago.

**Note:** 'an' is also used with words starting with a consonant but sound like they start with a vowel.

**Example**

This is an international tournament and not a domestic cup.

**Definite articles**

The definite article '**the**' is used when the noun is known to the reader or hearer.

**Example:** The letter he received was posted on Friday. ('*he received*' tells us which letter is being referred to . in most cases a person or thing is known because it is the only one.

**Checkpoint**

Insert 'a' or 'an' where necessary in the gaps of the following sentences

1. One of the men was wearing ..... evening dress.
2. Please pass me .....rubber. I have made .....mistake
3. I prefer .....fish to ..... Meat.
4. Not many people read .....poetry, but quite .....few read .....novels.
5. Last term, we had to write .....essay .....week for the history teacher.
6. He bought .....iron and pressed .....pair of trousers every day.
7. One does not have to be .....scientist to have that knowledge.
8. The shirt she is wearing today is made up of .....synthetic polyester .

## CONDITIONAL SENTENCES

There are three types of conditional sentences and these are: Likely to happen, Unlikely to happen and a rejected conditional sentences.

**A. Likely (to happen) conditional sentence ( *the possibility of happening are greater than not*)**

**RULE:** \_\_\_\_\_ Present simple tense \_\_\_\_\_ Future simple tense \_\_\_\_\_

**Examples**

- i. If I see him, I will greet him.
- ii. I will help you, if you tell me the truth. Or you can start with the if clause and it will be
- iii. If you tell me the truth, i will help you.

➤ **EXPLANATION**

In all the examples above the 'if clause' (*condition*) needs to be fulfilled in order for the help to be rendered. So the chances of the help being rendered are very high than not. Moreover do not forget the fact that we are dealing with present and future tenses here (as per rule).

**B. Unlikely (to happen) conditional sentence ( *there is very little hope that it will happen because it has failed in the past. So we are probably giving it 50:50 chance of happening or not*)**

**RULE:** \_\_\_\_\_ conditional tense \_\_\_\_\_ past simple tense

**Examples**

- i. if I saw him , I would greet him. or vise versa it would be
- ii. I would greet him, if I saw him

**C. Rejected conditional sentence (this deserves an apology because it will never happen)**

**RULE:** Past tense \_\_\_\_\_ conditional perfect tense \_\_\_\_\_

**Examples**

- i. If I had seen him, I would have greeted him. Or we can say(write) as follows
- ii. I would have greeted him if I had seen him

**NOTE**

(a) **When rewriting a sentence beginning with 'had'**

Had ----- would have -----

**Question:** Thanks to the referee we won the game.

**Answer:** Had it not been for the referee, we would have lost the game.

Had I had money, I would have carried all my books.

**(b) When 'had' is followed by an object**

If I had had a bag, I would have carried all my books.

**CHECKPOINT**

**A.** In each of the following, three answers are given. Choose the best answer for the space

- Unless you apologize to this lady, you \_\_\_\_\_ to return to college.  
(a) Would not be allowed (b) will not be allowed (c) are not allowed
- Even though the teacher was busy, he stopped \_\_\_\_\_ to the student.  
(a) To talk (b) talking (c) from talking
- He denied that he \_\_\_\_\_ that remark.  
(a) Had not made (b) did not make (c) had made
- You \_\_\_\_\_ be afraid of this dog, it will not bite you.  
(a) Will need (b) need not (c) may not
- The trader \_\_\_\_\_ all her goods and is going home.  
(a) Sells (b) had sold (c) has sold

**B.** In each of the following, change the words in brackets to suite each condition.

**Example**

If Mr. Botha had taught me English, I (pass) my end of term test.

**Ans:** If Mr. Botha had taught me English, I *would have passed* my end of term test.

**Now do the following**

- If she spoke fast, she (not understand).
- We would have beaten him, if he (not say) the truth.
- Mr. Banda would be a close friend, if he (not drink) beer.
- If I had problems, I (commit) suicide.
- If the players played well in the finals, they (be) rewarded by the government.
- The pupils (compete) with others, if they had been given an opportunity.
- If he had a car, he (sell) it at a give away price.
- The Zambia national netball team (play) well in the world cup final, if they played well in Angola.
- If he had respected her, she (not have him) arrested.
- The people of Myanmar would be very happy, if their president (resigns).
- If Mr. Phiri teaches me physics, I (pass) my end of term test.
- He (carry) all his books when going to school, if he had had a bag.
- He (marries) her, if she promised to be honest all the times.
- If she had talked about this issue with me, I (helps) her seriously.
- The girls (continue) moving naked in the house, if their father did not rebuke them.

## GRAMMAR (THE CORRECTNESS OF THE LANGUAGE)

Under this section, we will look at the correct use of the English language for both exam purposes and everyday living.

1. Starting a sentence using a 'gerund' ( a verb ending in ..ing) for example swimming etc

### Explanation

Many students find this type of questioning very difficult to answer but here is what you ought to do each time you come across such a question. When told to rewrite a sentence starting with the action word then the doer of the action needs to start the next sentence. Look at the example below.

**Example:** As Mary walked into the shop, a thief stole her wallet.

**Answer:** Walking into the shop, Mary had her wallet stolen by a thief.

It is wrong to write, " Walking into the shop, Mary's (*doer of action*) wallet was stolen by a thief" because Mary's is showing possession so it's not Mary who is walking but her wallet when in the actual sense Mary is the doer of the action. Lets look at this other example.

**Question:** As John walked through the woods, wasps stung him.

**Answer:** Walking through the wood, John (doer of action) was stung by wasps.

**Note:** Do not write, "Walking through the woods, wasps stung John" because wasps are not the ones doing the walking.

2. Prefer -----to`  
Prefer means to like someone/ something better than the others.

### Example

- i. I prefer Oranges to Bananas.
- ii. The minister preferred vodka to whisky.

### EXPLANATION

Prefer is always used with the word 'to' and not 'than', meaning when you construct a sentence using prefer, you cannot say, "Mr. Banda prefers nshima than rice." This is wrong, instead you should say, "Mr. Banda prefers nshima to rice." The meaning of the underlined sentence is that Mr. Banda likes nshima better than rice. See more examples bellow

- iii. Mary preferred walking to school to using a bus.
  - iv. Mwamba prefers being a policeman to being a soldier.
3. Neither ----- nor---

Neither means not one and not the other. It is always followed by “nor”

**Example**

- i. I am neither a pupil nor student.
  - ii. Neither is she my mother nor hers.
  - iii. You can neither eat nor drink during the race.
4. Either ----- or -----

Either means one and not the other( you can only choose one of the two options provided). Either is always followed by ‘or’

**Example**

- i. Either mum will come with you or I will.
- ii. You can either drink milk or sour.

**REMEMBER**

If you are writing a sentence using ‘neither’, ensure to follow it up with ‘nor’ and ‘either’ is always followed by ‘or’. The most common mistake students make is to interchange nor and or which must not be the case.

5. However----- (negative)

However is used to introduce a statement contrasting the previous one. The word contrast mean to be strikingly different from something else in close association.

**Example**

- i. However hard you study, you will not pass the exam. Or you can rewrite it in vice eversa as
- ii. You will not pass your exam however hard you study.
- iii. However fast she drive, Susan will not win the race.

**NOTE**

You cannot write, “However hard you study, will pass the exam.” This is wrong because there is no contrast between the ideas brought together just like you cannot write, “Susan will win the race however fast she drives.”

6. Taller ----- than

**Example:**

Question: John is not as tall as Peter

Ans: Peter is taller than John.

7. Less cheap----- than

**Example:**

Tomatoes cost k30 per KG (less cheap)

Onions cost k25 per KG (more cheap)

From the information above, we can say that tomatoes are more expensive per KG than onions. However, the condition is to use less cheap. This is how it will look like,

**Ans:** *Tomatoes are less cheap per kg than onions.* You cannot say onions are less cheap because as per information, onions are the cheapest of the two)

8. Cope with---

**Example:**

He resigned because he did not cope with the work.

**Note:** Do not use, "Cope up with"

9. Talk about (discuss)-----

To 'talk about' means to 'discuss'. So when using discuss, do not use discuss about because 'discuss about' means 'talk about about' which is a repetition.

**Example:**

We discussed that problem. (you cannot say, "We discussed about that problem.")

We talked about that problem.

10. Too---- to----

I will explain how this works with two different scenarios, check examples

**Examples:**

**Scenario 1**

Mr. Zulu is sick. He needs to see the doctor.

Begin: Mr. Zimba is too sick not to see the doctor. (meaning- There is need to see the doctor)

Many pupils of English write, "*Mr. Zulu is too sick to see a doctor.*" This answer is wrong according to the scenario 1 above but correct to scenario 2 below.

**Scenario 2**

Mr. Zimba is sick. He does not need to see the doctor.

Begin: Mr. Zimba is too sick to see the doctor. (Meaning- there is need to see the doctor)

11. So that-----

**Example:**

Esnaart ran fast so that I could not catch her.

12. So ----- that----

**Example:**

i. He is so intelligent that he can't fail the exam.

ii. So weak is my brother that he can't even lift the small bag.

13. ----- such that -----

**Example**

She spoke fast such that I could not understand her.

14. Would prefer ---- than---

**Example:**

I would prefer eating oranges than mangoes.

15. ---- would rather ----- than---

**Example**

I would rather eat oranges than mangoes.

16. No sooner had----- than-----

No sooner is immediately followed by 'had' then 'than' always

**Example:**

Question: As soon as the plane landed, it exploded.

Ans: No sooner had the plane landed than it exploded.

17. Hardly had----- when-----

**Example:**

Question: As soon as the plane landed, it exploded.

Hardly had the plane landed when it exploded

18. Scarcely had-----when-----

**Example**

Question: As soon as the plane landed, it exploded.

Scarcely had the plane landed when it exploded

19. With a view to ----(+V-ing)

With a view is always followed by a verb ending in ing always.

**Example**

I. Joseph went to the village with a view to getting married.

II. She is studying accounts at ZICAS with a view to becoming a professional accountant.

**Note:** Do NOT write. "Joseph went to the village with a view of getting married," it is wrong.

20. In a view of----

**Example**

I. Mr. Phiri is going to town in a view of finding employment.

II. Ms. Mutale went to Church in a view of getting deliverance.

**Note:** Never write or say, "Mr. Phiri is going to town in a view of finding employment.

21. No matter----(negative)-----

No matter works in similar fashion as 'however'

**Example:**

i. No matter how hard you study, you will not pass the exam

ii. No matter how fast you drive, you will not win the race.

22. Despite-----

Despite can also mean regardless (see the examples {iii} and {iv})

**Example:**

i. Despite the rains raining, the girls continued to play

ii. Despite being sick, Mwamba went to school

iii. Despite what happened yesterday, I will help you.

iv. Regardless of what happened yesterday, I will help you.



- v. Despite the fact that it was raining, the boys continued playing football.

**Note:** Do not use “despite of”

23. In spite-----

In spite should always be followed by of

**Examples:**

- i. In spite of the rains, the girls continued to play
- ii. In spite of the fact that it was raining, the girls continued playing.

24. In any way -----

**Example:**

I will not help you in any way

Ans: In no way will I help you.

25. I will use one example to show ways of starting a sentence using the different words

**Question:** He did not realize he had left his books at home until he reached school.

Use:

- i. It was not until----- that-----  
Ans: It was not until he had reached school that he realized he had left his books at home.
- ii. Not until ----- did-----  
Ans: Not until he had reached school did he realize he had left his books at home.
- iii. He only----- when-----  
Ans: He only realized he had left his books home when he reached school.
- iv. It was only when ----- that -----  
Ans: It was only when he had reached school that he realized had left his books at home.
- v. He didn't ----- until -----  
Ans: He didn't realize he had left his books at home until he reached school.

26. Not only did ----- but also-----

**Example:**

- i. Not only did the thief take all the man's money but also several valuable paintings.
- ii. Joseph did not only play basketball but also volleyball during his time in university.

27. Despises-----

**Example:**

He despises his grandfather. This very sentence can be rewritten using “-----look--” and it will be

He looks down on his grandfather.

**Note:** Do not use “looks down upon”

28. In lieu-----

In lieu means instead of

**Example:**

- i. Instead of going to church, I went to the cinema.
- ii. In lieu of going to church, I went to the cinema.

29. Although----- (negative)

Even though ----- (negative)

**Example:**

- i. Although you are my friend, I can't trust you with my son.
- ii. Even though you are my friend, I can't trust you with my son.

**Explanation:**

What you see above is the similarity of how although and even though works. You need to understand that two sentences cannot be both positive thereby it requires that if one is positive then the other must be negative. Look at the following

Although you are not a good player, you will play.

Although you are not a good player (negative) You will play (positive)

**DO NOT** write “*Although you are not a good player, you will not play*” as this is wrong.

Others which work in similar fashion are:

- i. Much as ----- negative

**Example:**

Much as I love you, I cannot give you the money.

- ii. Unless----- negative -----

**Example:**

Unless you give me some of your bananas, I will not show you the way.

I 'll not marry you unless you tell me the truth.

**DO NOT** use: *Unless you tell me the truth, I will marry you.*

30. Look forward ----- (v+ing)

**Example:**

I look forward to hearing from you soon.

I look forward to meeting you later today.

**Note:** Do not say “*I look forward to hear from you*”. It is wrong

31. “Beside” and “Besides”

Beside means next to

Besides means apart from

**Example:**

- i. John sat beside Mary

ii. Mr. Zulu is a musician besides being a teacher.

**Note:** Never say, "I was sitting besides Grace."

32. Refused" and "Deny"

Refuse – a formal way of saying no

**Example:**

He refused to eat nshima.

Deny an accusation

**Example:**

He denied having stolen the book

33. Devoted to -----

**Example:**

Grace is devoted to her school work.

### CHECKPOINT

*Using the understanding after a comprehensive study of the grammatical expressions above, attempt these rewrites.*

1. Ronald ran fast although he did not win the race.

**B,** Despite \_\_\_\_\_

2. In Mary's group only Annie and Agatha went through the examination.

**B,** Among \_\_\_\_\_

3. Our English teacher came late for work. He did not complete the lesson.

**B,** If \_\_\_\_\_

4. The boy lost his books. He is the son of a Bemba Chief.

Join the two sentences into one without changing the meaning.

5. John will not pass his Grade 10 mock examination if he does not work hard.

**B,** Unless \_\_\_\_\_

6. Gladys will come before Bwalya.

**B,** Bwalya \_\_\_\_\_

7. Neither response was correct.

**B,** None \_\_\_\_\_

8. Eggs are more expensive than potatoes.

**B,** Potatoes \_\_\_\_\_

9. Precious is as kind as Sharon.

**B.** Precious and Sharon \_\_\_\_\_

10. Mr. M. Botha does not smoke nor drink.

**B.** Mr. M. Botha neither \_\_\_\_\_

11. He opened the box. He found the money immediately.

**B.** No sooner \_\_\_\_\_

12. A. I prefer eating oranges to bananas.

**B.** I would rather \_\_\_\_\_

13. Its time we got on the bus.

**B.** It is time for us \_\_\_\_\_

14. The work was very hard. I could not finish.

**B.** The work was too hard \_\_\_\_\_

15. If my mother doesn't go to buy meat, I will go.

**B.** Either my mother will \_\_\_\_\_

16. The Taj Pamodzi Hotel is the most expensive hotel in Lusaka.

**B.** use: \_\_\_\_\_ as \_\_\_\_\_ as \_\_\_\_\_

17. You like beer, \_\_\_\_\_? (add a question tag)

18. Even though Janet Banda works hard. She will not pass her Grade 9 examination

**B.** However \_\_\_\_\_

19. You must not go out at night. (use –refrain-)

20. I like blue berries than strawberry.

**B.** I prefer \_\_\_\_\_

21. Run or you will be caught.

**B.** Unless \_\_\_\_\_

22. Farming is hard work but it is rewarding.

**B.** Although \_\_\_\_\_

23. "Why did you throw the ball away, Peter?" asked Namakau (change to reported speech)

**Ans:** \_\_\_\_\_

24. Come early or you will not be able to get a ticket.

**B.** If \_\_\_\_\_

25. May I borrow your bicycle?

**B.** Will you \_\_\_\_\_

26. You don't like oranges, \_\_\_\_\_? (add a question tag)

27. Both his spoken and written English are bad.

**B.** Neither \_\_\_\_\_

28. This is my mother's book.

**B.** This book \_\_\_\_\_

29. Gladys Banda wrote her grade twelve exam. She had an injury.

**B.** Although \_\_\_\_\_

30. "What do you do for a living?" the headmaster asked the parent. (change to reported speech)

B. \_\_\_\_\_

31. This crime is too open to be hidden from anyone. (Use: .....that...)

**Ans:** \_\_\_\_\_

32. Brenda's poor performance at the Olympics has greatly distressed her coach.

**B:** Brenda's coach \_\_\_\_\_

33. It is now time to interview the candidates.

Finish: \_\_\_\_\_ to be interviewed.

34. Lazarous Soko would not eat meat under any circumstances.

**B:** Under no \_\_\_\_\_

35. Patson Daka is one of the most famous footballers in the country.

**B:** Very few \_\_\_\_\_

36. She had rarely worked hard.

**B:** Rarely \_\_\_\_\_

37. We had never heard such an interesting story.

**B:** Never \_\_\_\_\_

38. The captain deserves more praise than any other member of the team.

**B:** No \_\_\_\_\_

39. Unless the examiner is lenient, there is no hope of her passing the exam.

**B:** Only if \_\_\_\_\_

40. Bwalya spoke so fast that we could not follow a word of her speech. (use.....too fast....)

**Ans:** \_\_\_\_\_

41. The headmaster did not make such a statement at any point in his speech.

**B:** At no point \_\_\_\_\_

42. When all the candidates had arrived, the examiner started to distribute the question papers.

**B:** (i) The candidates \_\_\_\_\_

(ii) It was only when \_\_\_\_\_

(iii) It was not until \_\_\_\_\_

(iv) Not until \_\_\_\_\_

(v) Only when \_\_\_\_\_

43. We can get continental tyres only from Dunlop.

**B:** Only \_\_\_\_\_

44. Divide this line into two equal halves. (remove the repetition)

**Ans:** \_\_\_\_\_

45. We have heard the police inspectors report on the accident but we are still not satisfied.

**B:** In spite \_\_\_\_\_

46. Mr. Phiri warned the pupils, "Be careful about your commas, full stops, or you may find that the person who reads your sentence understands it to mean something different from what you intend to say."

**B:** Mr. Phiri warned his pupils that \_\_\_\_\_

47. Though Zoe Chisanga has experience, she is still inefficient.

**B:** For \_\_\_\_\_

48. Joseph Sakala, a grade 12 at Hillside Secondary School produced such a good result in the examination that everyone was astonished.

**B:** To the astonishment \_\_\_\_\_

49. We ascended up a wooden staircase made of planks of wood.

**Ans:** \_\_\_\_\_

50. After having enough, we left.

**B:** When \_\_\_\_\_

In the next series of questions, I will challenge your understanding of the language, read and understand the question before you attempt it. Remember that you are never good at English if you don't understand what is being asked. Good luck

**Arrange in normal English order to make a statement for each of the following.**

1. New, leather, we. A, jacket, her , bought, black, cycling.
2. Family, by, to Harare. Bus, to, usually, he, on, Sunday, se, his, goes.
3. Looking, i. don't call, at the pictures, in a magazine, work.
4. Take, early, before the sun rises, walk, a every, morning, my, dogs, both, with, usually, in the park, i.
5. Us, that, he, ever, comes, hardly, a pity, is, at, our, house to see, it.
6. With, geometry, possess, two, he, missing, books, old, pages, text.
7. Was not, alone, quite, I, I, thought, so, had, as.
8. Owns, German, black, he, that, car, still, big.

**Give two possible meanings of each of the following sentences.**

1. Please return any material borrowed from the art room before Friday.
2. I should be happy if only Mary were coming.
3. He went indoors as it was beginning to rain.
4. The burglar was seen by the police as he entered the house.
5. If you pour the liquid on this substance, it will turn purple.
6. Peter gave John his book.

**Explain the difference in meaning between the sentences in each of the following.**

**Example:**

- (a) I stopped to drink water.
- (b) I stopped drinking water.

**Ans:** sentence (a) means I made a stop at a certain pint to drink some water while (b) means I no longer drink water.

Now do the following

1. (a) She went over to the butchers.  
( ) She went out to the butcher's.
2. (a) She never writes to him unless he writes.  
(c)
3. (a) The patient was ill enough to need a doctor  
( ) The patient was too ill to need a doctor.
4. (a) She soon asked us to take tea.  
( ) She asked us to take tea soon.
5. (a) They saw the train leaving.  
( ) They saw the train leave.
6. (a) Did you build that house yourself?  
( ) Did you build yourself that house?
7. (a) Christabel was yawning all through the lesson.  
( ) Christabel has been yawning all through the lesson.
8. (a) He painted this house during the weekend.  
( ) He had his house painted during the weekend.
9. (a) Peter doesn't go to the mosque today.  
( ) Peter isn't going to the mosque today.
10. (a) I made myself these cakes.  
( ) I made these cakes myself.

## REPORTED SPEECH

In changing from the actual words of the speaker (direct speech) to words we use to report what has been said (reported speech), there are certain rules we have to pay attention to:

### 1. TENSE CHANGES

A. *Present simple tense* in direct speech may change to past simple tense or remain in the present simple depending on the time of action which one wishes to express.

**Explanation:**

I will discuss two situations using the same example so you get a better understanding of the changes that take place.

**Example(s)**

I. I drink beer said Peter.  
 Ans: Peter said that he drinks beer.

**Note:** In example (I) above, this is used when expressing the action of the verb in the present situation. Now look at the second situation below

II. I drink beer said Peter  
 Ans: Peter said that he drunk beer.

**Note:** in example (II), the tense used is expressing the action of the verb in the past.

**Hint:** It is advisable under examination situation that when one is asked to change direct to indirect (reported) speech, it must always be presented as a complete past event. See some other common changes below,

DIRECT SPEECH	REPORTED (INDIRECT SPEECH)
These -----	those / the ----- those
This -----	that/the ----- that
Do -----	did ----- had
Don't -----	didn't ----- had not
Doesn't -----	didn't ----- had not
Is -----	was ----- had been
Are -----	were ----- had been



Come ----- came ----- had come  
 Am ----- was ----- had been  
 Eat(s) ----- ate ----- had eaten  
 Teach(es) ----- Taught ----- had taught

Another example in which the present simple tense changes to the past simple tense is

**Question:** I study math every day, said Peter.

**Answer:** Peter said that he studied math every day.

B. *The present continuous tense* in the direct speech changes to *the past continuous tense* in reported speech.

**Example**

I am studying math at the moment said Susan Phiri. (direct)

**Ans:** Susan Phiri said that she was studying math at that moment. (reported)

**NOTE:**

Is cheating ----- was cheating  
 Am eating ----- was eating  
 Are study ----- studying (etc.)

C. *The present perfect tense* in direct speech changes to *past perfect tense* in reported speech.

**Example**

I have studied Chemistry for three years at the Copperbelt University said George. (direct)

**Ans:** George said that he had studied Chemistry for three years at the Copperbelt University. (reported)

**NOTE:**

Have cooked ----- had cooked  
 Has gone ----- had gone

D. *The present perfect continuous tense* in direct speech changes to *the past perfect continuous tense* when used in indirect speech.

**Example(s)**

"I have been studying Biology for three years," said Luckson Daka (Direct)

**Ans:** Luckson Daka said that he had been studying Biology for three years. (Reported)

**NOTE:**

Has been teaching ----- had been teaching  
 Have been fighting ----- had been fighting

➤ Reminder: Both “has” and “have” change to had.

E. The past simple tense in direct speech changes to past perfect tense in reported speech.

**Example(s)**

“I saw my daring at the moment,” said Barbra

**Ans:** Barbra said that she had seen her daring at the moment.

**NOTE:**

Was ----- had been  
 Ate ----- had eaten  
 Didn't ----- had not  
 Fought ----- Had faught  
 Drank ----- had drunk  
 Sang ----- had sung  
 Wrote ----- had written  
 Come ----- had come

**Explanation**

You also need to know that when ‘had’ is followed by ‘an object’ in the direct speech, it is regarded as the past simple and not past perfect tense. Hence it needs to change to paste prefect tense

**Example**

Direct: “I had money last week,” said Siposami

Reported: Siposami said that she had had money the previous week.

**2. PRONOUN AND POSSESSIVE ADJECTIVE CHANGES**

**Example**

“I have left my book in your car,” Abigail told Mr. Tembo

**Ans:** Abigail told Mr. Tembo that she has left her book in his car.

**NOTE:** In making such changes, it is wiser to regain the sense than apply rules  
 See further common changes below

**DIRECT SPEECH**

**REPORTED (INDIRECT) SPEECH**

My	-----	his/ her
Our	-----	their
Your	-----	his/ her
I	-----	me
We	-----	us
He	-----	him
She	-----	her
They	-----	them
Who	-----	whom
You	-----	he/ she/ they/ me
Me	-----	he/ she/ him/ her

**3. ADVERB CHANGES**

Adverbs change with time and as such let us first look at how some of the common adverb change below

**DIRECT SPEECH**

**REPORTED**

Today	-----	that day/the same day
Yesterday	-----	the day before/the
previous day		
Tomorrow	-----	the following day/ the next day
Yesterday morning	-----	the previous morning/ the morning before
Yesterday afternoon	-----	the previous afternoon/ the afternoon before
Yesterday evening	-----	the previous evening/ the evening before
Last night	-----	the previous night/ the night before
Last week	-----	the previous week/ the week before
Here	-----	there/ in that place
Ago	-----	before/ previous/ previously
Now	-----	then/ at that time
Next week	-----	the week after/ the following week
The day before yesterday	-----	the days before
The day after tomorrow	-----	in two days' time

### Examples

1. The presenter said, "Today we have Jennipher and Catherine in the studio."  
**Ans:** The presenter said that they had Jenniper and Catherine in the studio that day.
2. The radio announcer said, "Three years ago, Lusaka Queens didn't exist but now has hundreds of members."  
**Ans:** The radio announcer said that three years before, Lusaka queens hadn't existed but then had hundreds of members.

Explanation: The outcome or answer is dependant on what one wishes to express. If for example one wishes to rewrite the example 2 above considering that it was reported shortly after it was said, the answer would be:

**Ans:** *The radio announcer said that three years ago Lusaka Queens had not existed but now it had hundreds of members.* In this case, we will be referring to the present situation as compared to the past.

3. The reporter said, "I started work at Lusaka Queens Netball Club the day before yesterday."  
**Ans:** The reporter said that he had started work at Lusaka Queens Netball Club two days before.
4. She said, "I saw the executive producers last week."  
**Ans:** she said that she had seen the executive producers the previous week.
5. The producer said, "The new programme will start the day after tomorrow."  
**Ans:** The producer said that the new Programme would start in two day's time.

### Explanation

All the above examples have been in statement form used with the verb to say but many other verbs of course would be used like whisper, command, complain, promise, explain, remark, cry, yell, murmur, think, warn, tell, advise, order etc.

### Examples

- i. "I don't earn enough money," he explained  
**Ans:** He explained that he didn't earn enough money.
- ii. "I won't go there again," she promised  
**Ans:** She promised that she wouldn't go there again.

**Note:** the forms of speech as well as statements can be changed from direct to indirect speech.

## TIME OF REPORTING

### Explanation

The time (period) when an action is reported is very important and as such actions can be reported

- i. In the same period, it has been said
- ii. In the following period of time
- iii. Immediately after the following period (expected period of action)
- iv. Any time much later than the following period.

For each of the four reporting times above, note the changes that occur below in the example. No I will discuss the changes using one or two examples so that we really see the difference.

**i. When reported in the same period it has been said.**

Time or period can be morning, afternoon, day week, month, year, decade, millennium, generation, century, hour etc. Look at the example below

**Question:** Leah said, "I will see you tomorrow."

**Ans:** Leah said that she will see me (him/ her) tomorrow.

**ii. When the same question above is reported in the following period (in this case day)**

**Ans:** Leah said that she would see me (him/ her) today.

**iii. When it is reported immediately after the expected period (in this case day).**

**Ans:** Leah said that she would see me (him/ her) yesterday.

**iv. When reported much later than the expected period**

**Ans:** Leah said that she would see me (him/her) the following day.

- For Exam purpose, use the last one when reporting.

## 4. COMMANDS

The addition to the usual changes the imperative is changed to the infinitive. The temperature of the direct command is changed to the infinitive in an indirect command, verbs of request or commands are necessary. The introducing verbs i.e. warn, advise and the person expressed must be included after the introducing verbs. Look at the examples below

- i. The director said, "Sit down and keep quiet."

**Ans:** The director commanded us to sit down and keep quiet.

**Note:** if a negative command is given in direct speech, it is represented by not infinitive. See below

- ii. The producer said, "Don't forget. It is important."

**Ans:** The producer warned me not to forget as it was important.

## PLACE OF REPORTING

This also changes the presentation of facts

### i. Reported from the same place where an action happens

Example

Anna said, "Don't come here Peter."

#### a. **Reported after a short time from the same place of action.**

**Ans:** Anna has told Peter not come here.

#### b. **Reported after a long time from the same place of action.**

**Ans:** Anna told Peter not come here.

### ii. Reported away from the place where something was said or happened

#### a. **After a short time**

**Ans:** Anna has told Peter not to go there.

#### b. **After a long time**

**Ans:** Anna told Peter not to there.

- ✓ Have you noticed (seen) the changes? If not go back and check again.

## QUESTION FORMS

### Explanation

When changing questions from direct to reported speech, the following changes must be remembered at all time:

- i. The statement order (subjective) is used instead of the question order (verb subjective)
- ii. The question mark is dropped.
- iii. Questions not beginning with an interrogative word like why, who, what, where, when, require the addition of 'If' or 'whether' these two can generally be used but it is in the speech. Let us check out these examples below to give us more scope/ insight:
  - a. The waiter asked, "will you have tea or coffee?" (direct)  
**Ans:** The waiter asked whether I would have tea or coffee. (reported)
  - b. "Why have you locked the gate?" the teacher asked him (direct)  
**Ans:** The teacher asked him why he had locked the gate. (reported)

## EXCLAMATION

In order to express an exclamation in indirect speech, it is necessary to use an expression which will give the idea of the original. For example

**Question:** "Good gracious! I have never heard such a thing." he said

**Answer:** He was very surprised and said that he had never heard of such a thing.

Exclamations are changed into individual statements in indirect speech. Many constructions are passive indirect speech depending on the meaning of the exclamation. See example below

- "How kind of you," he said
- Ans: He thanked me for my kindness

Note: many exclamations are left of in indirect speech, it is only important to report the sense.

## MIXED TYPES

When changing a conversation into indirect speech, sometimes statements, questions and exclamations are involved in which case notice that a suitable introducing verb is needed for each part. For example

Question: I don't know when the new year is starting, do you?

Answer: He said he did not know when the new year was starting and asked me if I did.

## CHECKPOINT

***Here are some past paper references I have gotten on reported speech, attempt all and let your teacher check them for you.***

1. **1984:** "Go back to school and stop complaining," father said to us  
Begin: Father told us.....
2. **1985:** "I had head ache yesterday Mr. Mudenda and that is why I was absent from lessons," Beatrice said  
Begin: Beatrice said that .....

3. **1986:** Mary said, "I was unable to settle the account before the end of the month."  
Begin: Mary said that .....
4. **1987:** "I am sorry I cannot continue doing this project as I am finding it difficult to finish it on time", said the man to his wife  
Begin: The man said to his wife .....
5. **1988:** The headmaster said to him, "You have until Friday to pay the boarding fees or else you will have to leave school."  
Begin: The headmaster told him that .....
6. **1990:** "Why didn't you see me yesterday Mrs. Phiri?" asked the manager  
Begin: The Manager asked Mrs. Phiri .....
7. **1991:** "I am a busy man" said the boss, "and I cannot go on advising you on the same issues."  
Begin: The boss told his assistant that .....
8. **1992:** She promised that she would marry him the next day.  
Use "....." She promised
9. **1993:** "I am sorry" said Cheelo, "I can't speak more loudly than that."  
Begin: Cheelo apologized .....
10. **1994:** He asked when the patient would be discharged. (Change to direct speech)  
Ans: .....
11. **1995:** "I am going to punish all of you if you don't do this homework", said the teacher  
Begin: The teacher said that .....
12. **1996:** "I have never been tempted to steal", she said "because I am here to work."  
Begin: She said that .....
13. **1997:** "We are so far behind that I don't think we will pass the examinations", said Mary  
Begin: Mary said that .....
14. **1988:** He told Mary that Mulenga was back.  
Use "....." he said.
15. **1999:** The teacher asked Jack if Elizabeth was telling the truth.  
Begin: Jack .....
16. **2000:** "I will have done this exercise by tomorrow sir", he told his teacher  
Begin: He told his teacher that .....
17. **2001:** "I'll have done this exercise by tomorrow sir," He told his teacher.  
Begin: He told his teacher that .....
18. **2002:** "I have broken my walking stick," complained the old man  
Begin: The old man complained that .....
19. **2005:** "Pack your books and go home," said the teacher.  
Begin: The teacher ordered that .....
20. **2006:** "My daughter will join her brother in Kasama next year," he said



- Begin: He said that .....
21. **2007:** "How much did this dress cost you? Joseph asked Mary  
 Begin: Joseph asked Mary .....

**Now rewrite the following without changing the meaning**

1. For a man to have died like that is very unfortunate.  
 Begin: The man \_\_\_\_\_
2. He confessed because you made him.  
 Begin: You \_\_\_\_\_
3. John was arrested because he insulted the police officer.  
 Begin: Had \_\_\_\_\_
4. When customers go far, she loses her temper.  
 Begin: Until \_\_\_\_\_
5. The school is visited regularly by a team of inspectors.  
 Begin: A team \_\_\_\_\_
6. Not only is the village headman a gifted hunter but also a strict ruler.  
 Begin: Besides \_\_\_\_\_
7. Nobody can deny that man is what he eats.  
 Begin: It is believed \_\_\_\_\_
8. I didn't think that you would betray me.  
 Begin: Little \_\_\_\_\_
9. The teacher performed congratulated the pupils for performing very well in the competition.  
 Begin: Having \_\_\_\_\_
10. There has seldom been such a rainy season.  
 Begin: Seldom \_\_\_\_\_
11. Sports day is over, and the pupils can now concentrate on studies.  
 Begin: Now that \_\_\_\_\_
12. Although Peter is rich, he does not spend enough money on his children's education.  
 Begin: Rich \_\_\_\_\_
13. I would not give this copy of the pamphlet to any other person.  
 Begin: To \_\_\_\_\_
14. The further you go out in the lake, the deeper it gets.  
 Begin: As \_\_\_\_\_
15. She does not know anything about motor mechanics.  
 Begin: She \_\_\_\_\_

## BLANK FILLING

Blank filling is another aspect of English that so many students do not understand. The brain is constantly telling them that they know until he or she crosses paths with one of such excises. Most times you come across a blank filling or one word passage, the answers required are prepositions. So with preposition questions or passages, two or three words will sound correct for one particular dash when in the actual sense, there is only one correct answer. You ought to be careful this is why I provided three quick stages of what you need to do when attempting a blank filling question or passage.

### Points to keep

**First Reading:** Read the question or passage fairly *quickly* (with respect to the dash) to create an impression (picture) about the question or the After you have an impression of the whole passage or question at this point, so now;

**Second Reading:** Read the passage again (this time slowly) while answering as many questions as you can. Remember that you need to understand the question before you answer. Otherwise, you might just waste ink and time giving wrong answers.

**Answering:** Read a question and understand especially those questions that were not answered at second reading.

➤ Now answer the following questions

### EXERCISE 1

Read the following passage and then fill in one word in the gap.

Yesterday morning I had an unusual (1) ..... on my way (2) ..... School. I heard somebody (3) ..... Me and saw a friend on the (4) ..... side of the road. I know he was (5) ..... to school too, so I decided to (6)..... the road. I had only just stepped (7) ..... The pavement when I was nearly (8)..... down out of the way and then (9) ..... to laugh when four men ran round the corner vainly shouting (10) ..... at the buffalo, which had apparently (11) ..... on its way to the market. People (12) ..... what (13) ..... happened and started shouting at (14) ..... four men. I stood (15) ..... the same spot as if I was planted to the (16) ..... I was no longer laughing (17) ..... crying. (18) ..... old woman who was selling nearby (19)..... to my aid. She (20) ..... me to school.

## EXERCISE 2

In the following extract there are twenty blank spaces. Chose one word from the list of three words given against each number below that you think best suits the blank space. Underline your best answer from the list.

Hair styling is a (1) ..... Interesting and satisfying occupation for the girl (2) ..... an artistic temperament. To be (3) ..... hair stylist it is essential to have an (4) ..... love of beauty and a strong (5) ..... urge. A (6) ..... To make things, to create, to beautify. A (7) ..... linking for people, a happy friendly disposition and a (8) ..... Countenance are helpful (9) ..... for hair styling is a luxury trade. Hair always has been and will be (10) ..... the news. Since the time of the (11) ..... Egyptians, dating back to 3000 years B.C, hair has been (12) ..... hair styling once learned, is never forgotten and can always e taken up again after a (13) ..... time. A trainee hair stylist will pass through various (14) ..... before she can be considered to have mastered all the dos and don'ts of hair styling. One advantage about hair styling is that a hair stylist does not pay a premium for the privilege (15) ..... Being taught but is instead, paid a wage as soon as she has joined the staff of an establishment. Most entrants to hairdressing (16) ..... Apprenticeships for a few months first to see (17) ..... they like hairdressing, and to see if the trade likes them, before singing a (18) ..... alternatively, you can attend a fulltime course and join the trade as a qualified hairdresser. Entry requirements (19) ..... From college to college. Some (20) you to have 'O' levels, usually in English and Art.

1. Much, more, most
2. Has, with, for
3. Succeeding, successive, successful
4. Inmate, innate, intimate
5. Creative, constructive, conducive
6. Decision, desire, decisiveness
7. Neutral, nurtunal, natural
8. Pleasurable, pleasant, pleasing
9. Tributes, attributes, tribulations
10. On, in, of
11. Last, ancient, old
12. Dressing, undressed, dressed
13. Laps, leaps, lapse
14. Stages, stairs, ways
15. For, off, of
16. Service, serve, save
17. How, if, where
18. Contact, consent, contract
19. Very, vary, valley
20. Ask, require, want

## COMPREHENSION

Answering a comprehension question is easy, all it requires is you do certain things prior to answering. Now, I understand that many students like to give time as a reason why they cannot read a passage before they answer, citing that they won't have enough time to answer. Well, that is just a misconception, how can you answer something that you have no clue on? Moreover, how are you going to answer the vocabulary questions if you do not even have a dictionary? So, I will share with you what you need to do when answering a comprehension passage.

### **Points to keep**

**Step 1:** Read the passage carefully though *quickly* to create an impression (picture) about the whole passage (story). This is what I like to refer to as *first reading*. Remember that you have an impression of the whole passage at this point, so now;

**Step 2:** Read through the questions and understand what exactly the question is asking for. Although you are not answering questions at this stage, it is advisable that if you are able to answer a question just after the first reading then answer it. It is important to keep in mind that

**Step 3:** Read the passage again (this time slowly) while answering questions that you understood very well.

**Step 4:** Answering, read a question and understand then refer to the passage for an answer. If you are able to answer all the questions at this point then that is great.

Many times pupils find it difficult to answer the vocabulary question without a dictionary in an exam room so they opt to leave it blank, this need not to happen. The examiner will ask you to give the meaning of an underlined word in the passage and what you need to do is go to that specific paragraph and read there. Of course, the meaning of the word won't be written as is in a dictionary, so, it will require you to study the sentence(s) around that particular word in question and get the meaning from there.

- *I have provided two questions on comprehension passages for your practice. Answer them and let your teacher check your answers*

## EXERCISE 1

Read the following carefully and then answer the question that follow.

1. Ben Franklin said the only sure things in life are death and taxes. He left something out, however: disappointment. No one gets through life without experiencing any disappointment. They are unwelcome but regular visitors to everyone's life. Strangely, though, most people seem unprepared for disappointment and react to using them as an opportunity for growth as we can see in the characters of the following three people:
2. Helen, a woman trying to win a promotion, works hard for over a year in her department. Helen is so sure that she will get the promotion, in fact she has already picked out the car she will buy when her salary increase comes through. However, the boss names one of Helen's co-workers to the post. The fact that all the other departmental employees tell Helen that she is the one who really deserved the promotion does not help her to deal with the crushing disillusionment. Deeply depressed, Helen decides that all her goals are doomed to defeat. She loses her enthusiasm for the job and can barely force herself to show up every day. She decides that doing a good job isn't worth the work.
3. Jamal fails to get into the college his brother is attending; the college that was focus of his dreams from childhood. He crossly decides not to worry about it. "Why worry about college at all?" he asks himself. Instead he conceals his real state of mind by giving up on his school work and getting completely involved with friends, parties and 'good times' similarly, Carla doesn't make it to be part of the university basketball team, something she wanted with a set of new friends who 'get high' every day, then she won't have to confront reality.
4. Best way to react to besetting experiences is by trying to use as a chance for growth or by trying to exploit other available options. This may not be easy. But it's the only useful way to deal with an inevitable part of life. If your boss does not recognize your talents or hard work, you could
5. perhaps transfer to another department, or you may ask the boss how best you could improve your performance to be one eligible for future recognition. Not being promoted, or being turned down by one school or college, isn't a final judgment on your abilities or potential. You could easily go to another school or college. The first choice is not necessarily the best. If you cannot be promoted now, or if you cannot be taken on and included in the sport you badly need now you just need to be patient. You may decide to continue improving your skills in that job or that sport for some time or you may pick up another career or sport.
6. In the face of trouble or frustration, man's natural reaction is not to ask the right question, but to complain, despair, give up and blame other people. This negative spirit drives away friends and other people because nobody wants to hang around a person who has a self-pitying, pessimistic outlook on life. The

question to ask in the face of disappointment is not “why me?” but “what next?” because every one has their unique share of these in life. Problems and disappointments should lead to better and not bitter resolutions. It is not easy, however, to ask “what next?” when the heart is breaking. But it should be comforting to realize that everyone is struggling with their own private setbacks.

7. When strong hope and faith collide with unexpected negative realities, when prayers seem not to be answered and when long cherished dreams are suddenly shattered, disappointment, followed by frustration is often the result. This should not be so. One ought to step over the unwelcome visitor and get on with life, because whether one likes it or not, and with or without unfulfilled desires, life continues. Some people think that following Christ will give them special immunity against trouble, that getting a higher degree will guarantee a good job or a promotion that being beautiful promises a good marriage and that being rich will bring lasting peace and satisfaction. While these expectations are not evil, it is dangerous to think and expect things to work out like that. Such expectations are a recipe for serious of surmountable disappointments. Like can certainly appear that way because setbacks crop up more often in the life of everyone, it seems, than satisfaction.

Slightly adapted from langan, 1. [2003] in College Writing Skills Media Edition, The. McGraw Hill companies' Inc. USA.

In each of the question 1-9, select the best of the four choices given. Show the letter of your choice by putting a ring around it on the question paper, as in the question below. If you change your mind, cross the ring every neatly. Answer question 10 according to instructions.

Example: this passage is about...

- A. Patience.
- B. Trouble in life.
- C. Disappointments.
- D. Positive thinking.

C is the best answer and, as you can see, it has been ringed.

1. According to paragraph 1, Ben Franklin says....
  - A. Disappointments and bound to come in life.
  - B. Death and taxes are welcome in life.
  - C. Death, taxes and disappointments are bound to come in life.
  - D. Death and taxes are bound to come in life.
2. In paragraph 2 we are told that Helen was disappointed mainly because...
  - A. Other workers in the department told her that she was the one who deserved to be promoted.
  - B. Everybody knew that she was a hard –working woman.
  - C. She realized that everything else she might try to do in life would fail.
  - D. She was so sure of being promoted soon that she even made plans for it.

3. 'Helen decides that doing a good job isn't just worth the work; this sentence means \_\_\_\_\_ doing a good job is ...
  - A. Not equal to the work.
  - B. Not fairly rewarded.
  - C. Wasting time.
  - D. Painful.
4. According to paragraph 3, 'good times' means times...
  - A. That helps one to forget their troubles.
  - B. For getting involved with friends and attending parties.
  - C. Of questionable goodness.
  - D. For fun and marry making.
5. According to paragraph 4, being denied a chance to do that you desire means giving you the opportunity to .....
  - A. Grow into an experienced and wise adult.
  - B. Try other things or to perfect your talents.
  - C. Examine your life properly and improve.
  - D. Perfect your talents and attitude.
6. It is wrong, according to the passage, to ask, "why me?" when you are faced with \_\_\_\_\_ situations that are disappointing. This is because such questions lead to....
  - A. Self-pity and surrender.
  - B. Blaming other people.
  - C. Friends and other people running away from you.
  - D. More problems in life.
7. People keep away from a person with a negative outlook on life and who is always \_\_\_\_\_ complaining probably because...
  - A. Complaining is by its very nature painful to the meet.
  - B. They get tired of hearing the complaints every time they meet.
  - C. One should either try to be positive about life or should be left alone.
  - D. They don't know how to encourage such a person.
8. According to paragraph 6, who is referred to as 'the unwelcome visitor'?
  - A. Someone who likes complaining.
  - B. Immunity against troubles.
  - C. Dreams.
  - D. Disappointment.
9. It may be good to consider as a series of surmountable setbacks principally because...
  - A. Disappointments and setbacks follow each other as a sort of series in life.
  - B. Such an attitude can assist one to accept disappointments as normal.
  - C. Everyone experiences disappointments.
  - D. It can assist one to acquire maturity and growth.
10. Choose the underlined words in the passage that mean the same or nearly the same as the ones below. Write words against each word or phrase.
 

Can be overcome .....

Interest .....  
 Unavoidable .....  
 Promise .....

## EXERCISE 2

### New race for Antarctica

1. As I stood at the South Pole that day, I looked at vast expanse of ice. I was seeing an Antarctica over which a new age of uncertainty may be dawning. For 25 years now the continent has been nuclear free and totally disarmed zoon of peace under the umbrella of the smooth working Antarctica treat. This dates back to 1957 when a dozen countries collaborated in geographical research on the ice. So successful was the international effort that the parties agreed by treaty 1959 to devote the whole continent to peace and science. The 12 original treat nations and those countries active in research there-18 altogether- currently for the "Treaty consultative party." And have a say in the running of the continent.
2. However, this remarkable treaty is now threatened by materialistic dreams. Some non-member countries are foreseeing enormous pay-off from fabulous resources that may be waiting to be discovered under Antarctica's frozen lid giant oil fields equal to Iran's perhaps, or precious metal deposits as rich as those in south Africa.
3. In fact, no exciting mineral discoveries have yet been made and the search for them has hardly started. But pressure is mounting over the question of how potential resources under the ice will be exploited, and who will have the chance to get rich. Some countries are jockeying for position in what might be a new race for Antarctica.
4. The time bomb of Antarctica is that the treaty side-stepped the question of who owns what. Now the 18 supervisory countries are urgently trying to agree on a frame work deciding whether and how to develop any mineral wealth that might be discovered. At the same time many are beefing up their own research programs, building stations, ice-breaker ships and airfields.
5. Observing this surge of activity and sensing that Antarctica is going under the hammer, other countries such as the Netherland and Italy are getting research started and will be entitled to a voice in the future of the continent.
6. Malaysia is pressing for the Antarctica Treaty system to be accountable to the United Nations and is seeking support from Non-Aligned countries. Some of them fear that spoils of the last untouched continent will be carved up and shared among the privileged few nations. They want the continent declared a 'common heritage of mankind.' Like sea-bed. "The exclusiveness and secretiveness



cannot be tolerated,” Dr. Mahathir Mohammad, Prime minister of Malaysia, recently complained.

7. Collapse of the all-important treaty might well trigger uncontrolled drilling mining and even tourism, which would be disastrous for the continent’s delicate ecology. Worse, open conflict over minerals could turn the world’s most successful experiments in peace into a battle ground.
8. Unhappily, no easy answers to the vital question of territorial rights are to be found in the continent’s history. It was first circumnavigated two centuries ago by Captain James Cook, who presumed it was a land mass, but the official sighting of the land in 1820 is disputed between British, Russia and American ships.
9. A Yankee sailor is thought to have been first to set foot on the ice, the French first to plant a flag, Norwegians first to reach South Pole and Americans first to fly there. The British were first to cross it.
10. Against this background, the 18 consultative parties are trying to find a way to handling tension of developing, exploiting and sharing any ice-locked mineral riches. All countries involved are keenly aware that an even handled agreement can be reached as long as they are ignorant of the continent’s true commercial value.
11. Meanwhile, a growing number of supply ships, ice breakers and research vessels thrust into the drifting pack-ice every summer to reach the isolated scientific stations. U. s and Soviet activities are roughly comparable, and the super powers have so far remained largely aloof from the new push. But other countries long active in Antarctica are digging in with bold new ventures.
12. To prevent an international free-for-all from ravaging this virgin territory, it is essential that the parties stand firm against outside pressures and allow the treaty to evolve. The pristine continent’s ultimate gift to mankind maybe oil or mineral but riches of a more important kind a blue print for world peace.

(Readers’ Digest, March 1986)

In each of the questions 1-9, select the best of the four choices given. Show the letter of your choice by putting a ring around it on the question paper as in the example below. If you change your mind, cross out the ring very neatly.

### Example

The passage is about

- A. the south pole exploration
- B. the Antarctic treaty
- C. the cold continent

- D the future of the arctic
- B is the best answer as you see. It has been ringed.
1. In paragraph 2, non-member countries of the treaty are seeing enormous pay offs from
    - A fabulous resources that will be discovered under Antarctica
    - B precious metals that lie under Antarctic
    - C giant oil fields and mineral deposits that may be discovered under Antarctic.
  2. According to paragraph 3;
    - A the hard search for minerals has started
    - B almost no search for minerals has started.
    - C the search for minerals has been hard and difficult to start.
    - D only the search for exciting minerals has started.
  3. Paragraph 4, that is the time bomb of Antarctica?
    - A the question of who owns that
    - B the treaty nations did not apportion the resources of Antarctica
    - C Antarctica will explode when who owns is known.
    - D the building of research programmes, station, ice-breaker ships and airfields.
  4. Paragraph 6, it can be inferred that Malaysia
    - A is not a member of the 18 consultative
    - B is a member of the 18 consultative parts
    - C has the support of non-aligned countries
    - D will have no support of non-aligned countries
  5. Why does the author describe Antarctica as 'untouched'?
    - A it has not been inhabited by human beings
    - B it has not yet been declared a 'common' heritage of mankind;
    - C it has retained its natural unspoiled state
    - D it has not been explored

6. What does the author believe might bring disaster to Antarctica?
- A the collapse of the treaty
  - B the continent's delicate ecology
  - C open conflict over minerals
  - D drilling mining and tourism
7. Paragraph 8:".....no easy answers to the vital question of territorial rights are to be found in the continent's history.  
Because.....
- A James cook presumed it was a landmass
  - B official sighting of land is disputed between British, Russian and American ships
  - C of the conflicting claims by the French, Norwegians, Americans and British.
8. According to paragraph 10, an even-handed agreement can only be reached if the countries involved.....
- A are not aware of the continent's commercial value.
  - B are completely ignorant
  - C show that they are ignorant of the continent's true commercial value
  - D ignore the continent's true commercial value.
9. According to paragraph 11, the US and Russia.....
- A are comparable superpowers
  - B have not joined the new scramble for Antarctica
  - C are waiting for other countries to dig in with new ventures.
  - D have so far shown interest in Antarctica
10. Find words from those underlined in the passage which mean the same or nearly the same as the following words or phrase:
- A old and unspoiled.....
  - B keeping or holding from.....
  - C increase.....

## SUMMARY

A summary is a *brief account of any given statement*.

The following should be considered when presenting a good summary

1. If you are provided with one idea then your summary should have one paragraph. Two ideas for two paragraphs
2. Read the passage carefully though quickly to create an impression (picture) about the whole passage.
3. Read the question and understand what exactly is being asked in the question. These are said to be the main points of your summary
4. Read the passage again (this time slowly) while underlining or jotting down or understanding points (facts asked for) in the question.
5. No examples, demonstrations and illustrations should be included in the summary.
6. Your summary should observe the word limit
7. Count the number of words written word after word and write the total number of words in brackets at the end of your summary.

➤ *We are now going to use the points above to answer the following example*

### EXAMPLE

#### MACHINES

We are moving into a world where machines will more and more take the work done by man. This is what we call 'automation'. Though machines are very expensive to buy, they make work much easier. It is equally true that machines get out of date, and have to be replaced when a better one is invented. However that does not in any way mean they are easily replaceable. Machines can go wrong and it is not always easy to repair them quickly. For instance, if machine makes an error, it may take time before this is discovered because they cannot think for themselves, they have to be fed with information.

Unlike human beings, it is difficult to find a machine that can think for itself and be as flexible as a human being. Thus, it can only be fed by human wisdom and usually perform one type of function at a time though some computers can do several. If machines could do every work, the ultimate result would be the creation of unemployment. We, however appreciate machines because they can do the work of many people more quickly and more accurately. Again, that does not mean there would be no input from human beings completely.

Furthermore, if machines have to completely take the role of humans, it would mean opening up new courses in colleges and universities to teach people how to work with machines. Surely, that would be expensive. Additionally, machines are expensive to install, though they may save a lot of money in the long run. In schools for example, they could relieve teachers much detailed work. The teachers could then give more

individual attention to each child. Ultimately this would encourage laziness among most humans.

Finally, the increasing use of machines would give more leisure time to develop their own interest. In the long run, if work becomes mainly a matter of supervising machines it would become very dull and boring indeed. From this discussion therefore, do you think that machines are irreplaceable and can usher in a more prosperous world? The answer obviously lies in interdependences.

What are the disadvantages that humans would face if machines took over their work?

Write in not more than 130 words. The summary has been started for you.

If machines took over the work of human beings, machines would

.....

## ANSWER

If machines took over the work of human beings, machines would be expensive to buy. Since machines can get out of date and would have to be replaced when a better one is invented. Furthermore, machines can go wrong and it is difficult to find a machine that can think for itself and be as flexible as human beings. The use of machines can lead to the creation of unemployment. Moreover, this can also lead to the opening up of new courses in colleges and universities so that people can be taught how to operate the new machines. These machines are however, expensive to install and it can encourage laziness. The use of these machines can bring about dullness and further make work boring amongst most human beings. (128 words)

➤ Now answer the following exercises

## EXERCISE 1

### The Savanna

The temperature reaches its highest levels just before the onset of the rains. These are heralded, particularly in West Africa, by wind storms in which the strong convection currents set up by the heat whirl about the dust in a most unpleasant manner. As soon as the moist air stream has sufficiently penetrated the hot and dry areas, the dust storms turn to torrential rainstorms with violent thunder and lightning. Indeed, much of the rainfall in the wet season falls in a series of quite widely separated convectional storms, so that it is wrong to think of the wet season as a time of almost continuous rain.

The onset of the rains causes a marked and sudden change in the whole landscape.

The rivers

become swollen and sometimes flood, the dry brown earth becomes clothed with a green sheen

of new grass. Water – conserving bulbs and tubers throw up shoots and the trees burst into leaf.

The grass grows at an astonishing rate and varies in height from four to twelve metres according

to the rainfall and location. But the heavy convectional rain, despite its obvious value, brings with

it the problem of soil erosion. In many parts of the savanna overgrazing by the wild animals,

particularly near their water holes and by the African's herds of cattle has exposed the bare earth to both sheet and gully erosion.

This danger has been increased by the over-cutting of the wooded areas for fuel and by poor farming methods which ruin the fertility of the soil. The result is that in many parts of the savanna the people do no more than scrape a bare living out of the land.

Progress from this poor type of subsistence farming is made more difficulty by the occasional ravages of locusts, which destroy every green shoot in their path, and also by the disease spread to cattle by the tsetse fly.

### QUESTION

What changes take place on the onset of the rains? What problems come with convectional rain?

Write in two separate paragraphs.

### EXERCISE 2

Read the following passage carefully and then answer the question that follows.

Our society worships youth. Advertisements convince us to buy Grecian Formula and oil of Olay so we can hide the grey in our hair and smooth the lines on our face. Television shows features attractive young stars with firm bodies, perfect complexions, and thick manes of hair. Middle-aged folks work out in gyms and jog down the street, trying to delay the effects of age. Being young is often pleasant, but being older has distinct advantages.

When you are young, you are apt to be obsessed with your outward appearance. When my brother Dave and I were teens, we worked feverishly to perfect the bodies we had. Dave lifted weights, took mega doses of vitamins and drank a half-dozen milk shakes

day in order to turn his wiry adolescent frame into some muscular ideal. And as teenager, I dieted constantly. No matter what I weighed, though, I was never satisfied with the way I looked. When Dave and I were young, we begged and pleaded for the 'right' clothes. If our parents didn't get them for us, we felt our world would fall apart. How could we go to school wearing loose-fitting blazers when everyone else would be wearing smartly tailored leather jackets? We would be considered freaks. I often wonder how my parents, and parents in general, manage to tolerate their children during the adolescent years. Now, however, Dave and I are beyond such adolescent agonies. My rounded figure seems fine, and I don't deny myself a slice of pecan pie if I feel in the mood. Dave still works out, but he has actually become fond of his tall lanky frame. The two of us enjoy wearing fashionable clothes, but we are no longer slaves to style. As a woman, I'm embarrassed to admit, even more than men, have always seemed to be at the mercy of fashion. Now my clothes-and my brother's are attractive yet easy to wear. We no longer feel anxious about what others will think.

As long as we feel good about how we look, we are happy.

Being older is preferable to being younger in another way. Obviously, I still have important choices to make about my life, but I have already made many of the critical decisions that confront those just starting out. I choose that man I wanted to marry. I decided to have children. I elected to return to college to complete my education. But when you are young, major decisions await you at every turn. 'What college should I attend? What career should I pursue? Should I get married? Should I have children?' these are just a few of the issues facing young people. It does no wonder that. Despite their carefree façades, they are often confused, uncertain, and troubled by all the unknown in their future.

But the greatest benefit of being forty is knowing who I am. The most unsettling aspect of youth is the uncertainty you feel about your values, goals and dreams. Being young means wondering what is worth working for. Being young means feeling happy with yourself one day and wishing you were never born the next. It means trying on new selves by taking up with different crowds. It means resenting your parents and their way of life one minute and then feeling you will never be as good or as accomplished as they are. By way of contrast, forty is sanity. I have sure self-identity now. I don't laugh at jokes I don't think are funny. I can make a speech in forty of a town meeting or complain in a store because I am no longer terrified that people will laugh at me.

Being young means being anxious that everyone must like you. It means blaming your parents for your every personality quirk keep a running score of everything they did wrong raising you. But life has taught me that I, not they, am responsible for who I am. I contradict this premise. There is a great deal of happiness to be found as we grow older.

*(From The Macmillan Reader, New York, 1987)*

In not more than 150 words, write a connected summary stating the virtues of growing older. The summary has been started for you:

Being younger is often pleasant, but being older has distinct advantages. When you are older you .....

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### EXERCISE 3

Read the passage carefully and then answer the question that follows.

Guavas, also known as poor man’s apple, grow as one of the most common fruits in Zambia.

The fruit is cheap, easy to grow and has many medicinal benefits.

National food and nutrition commission nutritionists say that one can get the health and medicinal benefits of the guava by either eating the fruit or drinking a solution made from boiling the leaves of the guava tree.

The guava is consumed not only by humans, but also by birds and animals. Through bird droppings and animal waste, the guava has been spread to most parts of Zambia.

Guava are eaten raw and with their seeds as well as their skin. The fruit is rich in both vitamins A and C. Vitamin A is good for eyesight and prevention of blindness while vitamin C helps in one having a good skin.

Vitamin A also boosts the immune system of both sick and healthy people.

Since Zambia has a high prevalence of vitamin A deficiency, guavas are recommended for daily consumption.

Vitamin C is an essential nutrient required for a number of metabolic reactions. A guava contains more of this vitamin than a typical citrus fruit –the rind contains over five times more vitamins C than an orange.

Additionally, vitamin C results in healthier people because it acts as an antioxidant that prevents oxidative reactions that can damage or kill cells.

Vitamin C prevents scurvy, a disease where the mucous membranes of the linings of various body cavities start bleeding. Vitamin C mainly in the skin than in the flesh of the guava fruit. It is highest when the fruit is nearly ripe and less in the fully ripe and soft fruit. Thus the fruit is best consumed before it is fully ripe.

The seed of the guava are also consumed and these contain omega-3 and omega-6 polyunsaturated fatty acids. Supportive, but not conclusive research has shown that omega-3 may reduce the risk of coronary heart disease or blood circulatory problems. Studies have also shown possible anti-cancer effects especially on breasts, colon and prostate cancer. Omega-6 polyunsaturated fatty acids are converted in the body into the forms that the body can utilize. The forms they are converted are found in every tissue



of the body. Guava seeds, as hard as they may be, contain high levels of dietary fibre. Dietary fibre is the non-digestible part of plant food that helps in bowel movement. Dietary fibre is also known as roughage.

Guavas also contain dietary minerals. These chemical components required by living organisms. Appreciable amounts of potassium are found in guavas. This is important for the balance of pressure in the cells. Another dietary mineral is magnesium. It too is essential for cells. It has a role in the functioning of more than 300 enzymes in the body. Guavas also contain carotenoids. These pigments that are naturally occurring which enhance the immune system. The polyphenols found in guavas may have antioxidant properties.

The reddish or orangish guavas have more potential of being the source of both the carotenoids and polyphenols than the yellowish green.

Sunday Mail (January 4, 2009)

**Question**

According to the passage, what are the nutritional values of the guavas?

Use not than 125 words.

The answer has been started for you.

The guava fruit has many nutritional values to the body. It

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- **NOW GO AND SEARCH FOR PAST PAPERS AND ANSWER MORE QUESTION BASED ON THE SUBJECT. ENSURE TO GET YOUR ANSWERS CHJECKED BY YOUR TEACHER.**

## COMPOSITION

Many students find it a challenge to write a composition and one of the reasons is that they do not practice enough writing, and they do not know what to do. Under this section, I will share with you on how you can decide on a subject matter to write on and how you can write the best composition without struggling for words.

In order to write a good composition it is important that you write something of your interest or your personal experience wherever possible. It is difficult to write about something that you are not interested in or haven't experienced or even seen anyone experience.

When deciding on a particular topic to write on, ask yourself

1. Did it happen to me?
2. Or did it happen to someone I know?
3. Or is it easy to imagine?

If the answer to one of the questions above is yes, ask yourself two more

4. Can I quickly remember or imagine the details?
5. Can I think of a good sentence or two to finish with as climax to the story?

After you have decided on the subject matter you will be attempting, you now have to;

- i. Describe on the main happenings of the story and write them down as notes.
- ii. Put these main happenings in a proper order.
- iii. Fill in the details of each happening
- iv. Write the story from these points.

To help you answer the four questions above, you can use the five "W" of journalism, and these being; **What, Where, When, Who, and Why**. You can add one more and that is **How**.

Look at the example below on how you can formulate notes. Write a short story with the title "*The thief was not caught*"

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**What happened?** Something was stolen from somebody

**Details:** *My bicycle was stolen (other details can also be given here like the cost and the colour it was)*

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**How, When, Where and Why was it stolen?** *It was stolen from outside the shop. I had gone into a shop at Soweto market to get some rice. I forgot to lock it this time. When I came out, the bicycle was gone.*

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**What I did after it was stolen.** *At first I could not believe what had happen. I could not believe it, because I had only been in the shop for three to four minutes. I searched nearby streets but could not find anything. So I had to go to the police station and report*

*the loss. I described the bicycle to them. They too were not very hopeful of finding it because so many bicycles were stolen every year. Then I walked home.*

**Was the stolen item recovered?** *I checked with the police regularly that week. I searched the market and looked at almost every bicycle but I could not find it. Some time later I went to the cinema with a friend. When I came out, I saw my own bicycle near my friend's.*

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**The thief was never caught.** *We waited to catch the thief but nobody came . I was happy I had my bike back even though the thief was never caught.*

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So now from the notes formulated above you can actually write a proper composition. Using the brief details, you need to expand and connect them together. Of course you might not be able to come up with many notes as above in your final exam due to time but as you practice your writing prior to an exam, you can be sure that you will have the experience to come up with the scope for a topic in a short period of time. Now write as many compositions as you can.

**Note:** During the writing process of your final composition, you need to use the tenses and punctuation correctly. You must also put into consideration the correct use of direct and indirect speech, grammar and correct spellings but above all you must exhibit great understanding of the topic.

To help you in your writing process I would like you to start by attempting these few questions. Ensure that every answer you write be presented to your English teacher for checking.

### Questions.

- i. Write about an occasion when you stayed out late.
- ii. Write an account of a day you spent away from your family when you were young.
- iii. The way I spend my money.

Write between 250 and 350 words for each of the above.

➤ **Go and find more compositions and enjoy your writing**

THANK YOU FOR YOUR PURCHASE OF THIS AWESOME GREAT STUDY MATERIAL. I HOPE IT HAS HELPED YOU UNDERSTAND THE MOST COMMON FUNDAMENTAL RULES OF ENGLISH.

GOOD LUCK IN YOUR ENDEAVOURS