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Open Educational Resources (OER) for Open Schooling

The Commonwealth of Learning (COL) Open Schools Initiative launched an Open Educational Resources (OER) Project to provide materials under the Creative Commons license agreement to support independent study in 17 specially selected secondary school subjects. Funded by the William and Flora Hewlett Foundation its aim is to broaden access to secondary education through the development of high quality Open Distance Learning (ODL) or self-study materials.

These specially selected OER subjects include:

1. Commerce 11
2. Coordinated Science 10 (Biology, Chemistry and Physics)
3. English 12
4. English Second Language 10
5. Entrepreneurship 10
6. Food & Nutrition
7. Geography 10
8. Geography 12
9. Human Social Biology 12
10. Life Science 10
11. Life Skills
12. Mathematics 11
13. Mathematics 12
14. Physical Science 10
15. Physical Science 12
16. Principles of Business
17. Spanish

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The *OER for Open Schooling Teachers' Guide* has been developed to guide teachers/instructors on how to use the Open Educational Resources (OER) in five of these courses.

1. English
2. Entrepreneurship
3. Geography
4. Life Science
5. Physical Science

The aim of this teachers' guide is to help all teachers/instructors make best use of the OER materials. This guide is generic, but focuses on Namibian examples.

Print-based versions are available on CD-ROM and can be downloaded from www.col.org/CourseMaterials. The CD-ROM contains the module and folders with additional resources, multimedia resources and/or teacher resources. Note that not all subjects have multimedia resources.

Acknowledgements:

The William and Flora Hewlett Foundation
Namibian College of Open Learning (NAMCOL): www.namcol.com.na
National Institute of Educational Development (NIED): www.nied.edu.na
Ministry of Education of the Republic of Namibia (MoE): www.moe.gov.na
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Ministry of Education Trinidad & Tobago: www.moe.gov.tt
National Open School of Trinidad & Tobago (NOSTT): www.moe.gov.tt/NOSTT
Ministry of Education and Skills Development, Botswana: www.moe.gov.bw
Botswana College of Distance and Open Learning (BOCODOL): www.bocodol.ac.bw
Ministry of Education Zambia: www.moe.gov.zm

Commonwealth of Learning, 2012

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The Commonwealth of Learning (COL) is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning and distance education knowledge, resources and technologies.

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Unit 1

Verb Tenses

Introduction

Relax! Start your work with the Grade 12 English Course. **I hope** you will **love** it. Do you realise that the first two bolded words require you to take some kind of action? What about the next two bolded words? They do not make us take any action but tell us about the state you and I might experience now or in the future. The bolded words are called Verbs. Unit 1 will help you to understand them better. Unit 1 will also help you understand how they are used in English to give the listener an idea of when the action took place or is expected to take place. **Enjoy Unit One!**

This unit consists of 37 pages. This is approximately 10% of the whole course. Plan your time so that you can complete the whole course on schedule.

Take a moment to read the following learning outcomes. They serve as a guide to what you should focus on while studying this unit.

On successful completion of this unit you will be able to:

- *distinguish* action verbs from state verbs;
- *identify* progressive tenses in a sentence;
- *write* and *re-write* sentences in the present and past progressive tenses;
- *identify* and *write* passive and active verbs correctly in sentences;
- *write* sentences using present and past perfect tenses.



Outcomes



Terminology

Action verbs: Words that tell us about actions.

State verbs: Words that tell us that something **is**.

Progressive tense: Words that show actions that are continuing or are in progress.

Present perfect tense:	A tense that expresses past action without clarifying the exact time that the action took place. Talks about things that have just happened.
Past perfect tense:	A tense that is used to show which of two past actions happened first.

Action and State Verbs

On successful completion of this subunit, you will be able to:

- *distinguish* action verbs from state verbs.

This subunit is about 5 pages in length.

I hope you are ready to start working on Unit 1. We are first going to look at words in a sentence that tell us what the subject did, or the state they were in. We should be able to distinguish between these two. Let us now look at action and state verbs. This subunit is important because when we write, we will be able to use different types of verbs to suit each situation. Have you ever thought about things that we do in everyday life? They include sleeping, eating, thinking, talking, etc. When you look at all these actions, you will notice that some of them **can** actually be seen while others **cannot** be seen.



ACTIVITY 1.1

Read the following sentences. What action takes place in each sentence?

1. Thabiso scored a goal.
2. Puleng wanted a new bicycle.
3. Mponeng loved her sister.
4. The judge pushed him.

1. _____
2. _____
3. _____
4. _____

Compare your answers to those given at the end of the subunit. Note that it is important to understand this concept. If you do not understand it, review the above content and try the activity again.

The underlined words tell you what each person did. In other words, they tell you about the actions of Thabiso, Puleng, Mponeng and the judge. Therefore, the underlined words are **verbs**!

When you look closely at these verbs, you will also notice that some of them tell us about actions we can see while others tell us about actions that we cannot see. Action, therefore, is a general term that tells us that somebody or something does something.

So, words that tell us about actions are called ***action verbs***.

Action verbs can be classified into two (2) categories. Firstly, there are those verbs that tell us about actions that we can see such as scored and pushed in the sentences above.

Secondly, we have action verbs that tell us about actions we cannot see such as wanted and loved in the sentences above. Here are more examples of actions you cannot see:

- a) Mcebisi worries about examinations.
- b) Motlatsi has a lot of chocolates.
- c) Mathakane likes pink lip gloss.
- d) The teacher believes that Polo is lying.



ACTIVITY 1.2

The sentences below contain action verbs. In the spaces provided, write down the action verb in each sentence and state whether it indicates action that can be seen or that which cannot be seen.

1. The students painted the walls of their classroom.

2. I thought about calling him last night.

3. The police are marching to the training grounds.

4. My mother is making fruit cake for the wedding.

5. I wish my brother could stop drinking.

6. The principal agreed with the parents.

Check your performance against the given solutions at the end of this subunit. Continue if you are satisfied with your ability to answer the questions. If not, review the above content and try the activity again.



Note It!

Not all verbs tell you about action!

Some verbs just define the state of **being**. In other words, they state that something **is**.

You might at this point wonder what the word **state** means!

State, is a word that defines a condition that exists at a particular time. For example, **love, mean, prefer, know, understand**, etc.

So, these verbs are called **state verbs**. Look at the following sentences:

- a. Thaki became a model.
- b. I am happy.
- c. The weather is bad.
- d. The meat tastes good.

Common state verbs include:

is are was were
be being been am

Other state verbs include:

look, seem, become, taste, smell, feel, see, hear, etc.



Note It!

You can add –ing to action verbs; but you cannot add –ing to state verbs.

After learning about the two types of verbs, we can then define verbs by saying:

Verbs are words that tell about action or the state of something.



ACTIVITY 1.3

Study the following sentences. In the spaces provided, write the verb in each of the sentences. After the verb, write **Action** or **State** to tell what kind of verb it is.

1. Peter is the goalkeeper on the soccer team.

2. The girls play netball after school.

3. Jabulani enjoys music by Trompies.

4. The butterfly had been a caterpillar.

5. “Mama Jack” was a good movie.

be able to use different types of verbs to suit different situations. You will also notice that some of the verbs tell us about actions we can see, while others tell us about actions that we cannot see. The verbs are also classified into two (2) categories:

- those verbs that tell us about actions that we can see such as score and push in the sentences above, and
- the action verbs that tell us about actions we cannot see such as want and love in the sentences above.

Answers to Activity 1.1

1. scored
2. wanted
3. loved
4. pushed

Answers to Activity 1.2

See if your answers match with mine.

1. Verb: painted
Type: *Action.*
2. Verb: thought
Type: *State.*
Verb: calling
Type: *Action.*
3. Verb: marching
Type: *Action.*
4. Verb: making
Type: *Action.*
5. Verb: wish
Type: *State.*
Verb: stop
Type: *Action.*
Verb: drinking
Type: *Action.*
6. Verb: agreed
Type: *State*

Answers to Activity 1.3

- | | |
|-------------|--------|
| 1. is | State |
| 2. play | Action |
| 3. enjoys | State |
| 4. had been | State |
| 5. was | State |
| 6. landed | Action |
| 7. licked | Action |
| 8. chopped | Action |
| 9. looked | Action |
| 10. own | State |

Present and Past Progressive Tenses

On successful completion of this subunit, you will be able to:

- *write* and *re-write* sentences in the present and past progressive tenses.

This subunit is about 5 pages in length.

Remember: we have dealt with words that show actions (verbs) in the previous topic.

Now, we will learn:

- how the Present and the Past Progressive Tenses are formed, and
- how they are used in sentences.

This will help us to use tenses appropriately when we write.

FORMING THE PRESENT PROGRESSIVE TENSE

The Present Progressive Tense is formed in this way:

[Helping verb] + [verb] +[ing]

Examples:

I am reading.

Thabang is reading.

You are reading.

Note how the helping verbs (**am**, **is**, and **are**) can vary and the verb (read) always ends in “ing”. Helping verbs are also known as *auxiliary verbs*.

Here is a list of pronouns and helping verbs that are used with them:

1. I am
2. We are
3. You are
4. She is
5. He is
6. It is
7. They are



ACTIVITY 1.4

Re-write the following sentences changing the verbs in the brackets into the Present Progressive Tense:

1. Form B students (debate) in the hall.

2. I (think) about my problems.

3. I (be) punished unfairly.

4. Mother (come) back today.

5. Thabo (play) football.

Compare your answers to those given at the end of the subunit. Note that it is important to understand this concept. If you do not understand it, review the above content and try the activity again.



Note It!

Note: If some of your answers are like this one:

I thinking about my problems.

They are wrong because there is no helping verb.

WHEN TO USE THE PRESENT PROGRESSIVE TENSE

The Present Progressive Tense is used when we talk about actions that are continuing or are in progress.

Here are some examples:

- a) I am writing my assignment.
- b) Lineo is running home.
- c) Thabo is listening to the radio.
- d) I am teaching at the National University of Lesotho.
- e) Lerato is working on her Maths assignment.



ACTIVITY 1.5

In the following paragraph, underline verbs that are in the present progressive tense:

I am happy that my friend is giving a speech on television at the moment. However, she has disappointed me by talking more about her misfortune than her achievements. When we meet, I will tell her how I felt. I know she is doing this because she does not want people to say she is a braggart.

Compare your answers to those at the end of the subunit. I hope you understand how this tense works! You can review the material in this subunit as often as you feel the need.

THE PAST PROGRESSIVE TENSE FORMATION

Like the Present Progressive Tense, the Past Progressive Tense requires:

[Helping verb]+ [verb] +[ing]

These are some examples of sentences in the Past Progressive Tense:

- a) She **was reading** the newspaper when Thabo arrived.
- b) They **were practising** football.
- c) The doctor **was holding** a stethoscope.

The difference is that the helping verb is in the Past Tense. The helping verbs are “was” and “were”.



ACTIVITY 1.6

Circle the correct word or words to complete the following sentences in the Past Progressive Tense:

1. She (type, was typing, were typing) her assignment.
2. Pule (run, was running, were running) very fast.
3. They (install, were installing, was installing) a new programme on the computer.

Compare your answers with those at the end of the subunit. Review the related content for any question that you missed.

The Past Progressive Tense can be used in the following ways:

1. It can be used to show something that used to happen in the past.

Example:

- a) Lebone **was always laughing**.
- b) My Mathematics teacher **was always helping** me with Maths sums.

2. Also to show that two actions took place at the same time. If this idea applies to the Present Progressive Tense, then you should probably include it there.

Example:

- (a) Two girls **were talking** when the teacher entered the class.
- (b) The author **was proofreading** when lightning struck.



ACTIVITY 1.7

State whether each sentence is in the Present Progressive or Past Progressive Tense.

1. I was driving when she phoned

2. Mother is washing the dishes

3. Her friend was always encouraging her to study

4. Thabiso is using my laptop now

5. I am teaching English at Maseru School

6. They were singing as she was dancing

Compare your answers with those at the end of this subunit. Be sure that you understand each answer before continuing. If you have any misunderstandings, review the content in this subunit and work through the activity again.



Note It!

Remember:

- The Present Progressive Tense is formed by these helping verbs or *auxiliary verbs* - **am, is** and **are** + the present participle (verb + ing).
- The Past Progressive Tense is formed by using these helping verbs or *auxiliary verbs* - **was** and **were** + the present participle (verb + ing).

I hope you are doing well. Now, let us look at the Present Perfect Tense.

Answers to Activity 1.4

1. Form B students are debating in the hall.
2. I am thinking about my problems.
3. I am being punished unfairly.
4. Mother is coming back today.
5. Thabo is playing football.

Answers to Activity 1.5

Verbs in the present progressive tense:

Is giving

Is doing

Both of them have the helping verb and the verb + “ing” and the actions are continuing.

The answers below do not have all of the requirements of the present progressive tense:

1. Am happy (There is no present participle form of the verb (no “ing”.)
2. Talking (There is no helping verb.)
3. Is a braggart (There is no present participle form of the verb.)

Answers to Activity 1.6

1. She was typing her assignment.
2. Pule was running very fast.
3. They were installing a new programme on the computer.

Note that each of these answers has a Past Tense helping verb (was or were) and a verb ending in “ing”.

Answers to Activity 1.7

1. Past progressive
2. Present progressive
3. Past progressive
4. Present progressive
5. Present progressive
6. Past progressive

The Present Perfect Tense

On successful completion of this subunit, you will be able to:

- *write* sentences using present and past perfect tenses.

This subunit is about 4 pages in length.

By now you may have noticed that different tenses affect verb forms in different ways.

Now, let us start with the Present Perfect Tense.

The Present Perfect Tense is used to talk about actions that have been completed in relation to the present. In other words, these are actions that happened before now. So, even though it is referred to as the Present Perfect Tense, it uses verbs in the past participle.

- Example:
- Thabo *has* finished his work.
 - The room *has* become dark.
 - Mom and dad *have* prepared lunch.
 - You *have* read all the examples.

ALSO:

The Present Perfect Simple Tense is used to express past action without clarifying the exact time at which the action happened.



ACTIVITY 1.8

Let us look at the following sentences. Which are the helping or auxiliary verbs in these sentences?

1. I have visited London twice.

2. Mpho has caught T'sepiso stealing peaches many times.

3. Pulane has done her homework.

4. We have given Thapelo three loaves of bread.

Did you manage to identify the helping verbs? Now, compare them with mine at the end of the subunit. Be sure that you understand why each is correct.

When you look at the above example sentences, you will notice that just before the underlined verbs, we always have the word “has” or “have”. These are also called helping or *auxiliary verbs*. In the sentences above, if the auxiliary verbs were to be omitted, the sentences would have more or less the same meaning but the difference would be on their emphasis in relation to the present time. This means that the tense used would not be the Present Perfect Tense but the Simple Past Tense.

Example:

1. Thabo has finished his work. (Present Perfect Tense)

Emphasis is on the present state of Thabo, resulting from the fact that he finished his work. The action by Thabo is complete.

2. Thabo finished his work. (Simple Past Tense)

Emphasis is on the fact that Thabo “finished” the work. This means that the fact that Thabo finished his work is only an action that happened and this action has no relation to the present.



ACTIVITY 1.9

Write these sentences in the Present Perfect Tense.

1. We (reach) the target.

2. Our team (lose) the match.

3. Pinki (plait) her hair.

4. The police (caught) the thief.

5. Mampe and Nthabiseng (discuss) the assignment.

Check if your answers match mine. If all of your answers match mine, continue to the next subunit. If not, review the material until you understand why each answer is correct.



Note It!

When we ask questions in the Present Perfect Tense, we start with the auxiliary verb.

Example:

The cat has killed the mouse.

Has the cat killed the mouse?



ACTIVITY 1.10

Now, rewrite the following statements into questions in the Present Perfect Tense.

1. You (break) the glass.

2. Mrs Shabangu (mark) the test.

3. Mpho (buy) a new dress.

4. The police (rescue) the injured passengers.

5. Lineo (wash) her uniform.

Compare your answers with those at the end of this subunit. Be sure that you understand each answer before continuing. If you have any misunderstandings, review this content and work through the activity again.

Key Points to Remember

The key points to remember in this subunit on Present Perfect Tense are that:

- different tenses affect verb forms in different ways;
- the Present Perfect Tense is used to talk about actions that have been completed in relation to the present;
- the Present Perfect Simple Tense is used to express past action without clarifying the exact time at which the action happened.

Well... That was about the Present Perfect Tense! What about the Past Perfect Tense? This is covered in the next subunit.

Answers to Activity 1.8

1. Have
2. Has
3. Has
4. Have

Answers to Activity 1.9

1. We have reached the target.
2. Our team has lost the match.
3. Pinki has plaited her hair.
4. The police have caught the thief.
5. Mampe and Nthabiseng have discussed the assignment.

Answers to Activity 1.10

1. Have you broken the glass?
2. Has Mrs Shabangu marked the test?
3. Have the police rescued the injured passengers?
4. Has Lineo washed her uniform?

The Past Perfect Tense

On successful completion of this subunit, you will be able to:

- *write* sentences using present and past perfect tenses.

This subunit is about 2 pages in length.

Now, let us look at the Past Perfect Tense. I am sure you have enjoyed and perfectly understood the Present Perfect Tense. I did myself!

What does the Past Perfect Tense do then? The Past Perfect Tense is used to go back in time when we are already talking about the past. It makes it clear that something had already happened at the time we were talking about it. In other words, when using the Past Perfect Tense, we are basically looking at something that occurred before another action in the past.

Unlike the Present Perfect Tense, the Past Perfect Tense is used to show which of the two past actions happened first, in the past. Let us look at the following examples in order for us to see how these two tenses differ:

i) **Present Perfect Tense:** I **have** met that man before.

ii) **Past Perfect Tense:** I **had** met that man before I moved to Roma.

The distinction here is that with the Present Perfect Tense, the exact time during which the action took place is not important but with the Past Perfect Tense, it is important to show that something happened before a specific time in the past.

Study the following two examples on the Past Perfect Tense carefully.

1. **When** I **had** finished my assignment, I went to the gym.
2. The prisoner confessed two days **after** he **had** stolen the money.



Note It!

Did you see that in each example above, the word “**had**” always comes before the verb?

Here are examples of sentences that are in the Past Perfect Tense:

The girl **had already finished** cooking by the time her mother came home.

By the time I arrived, the funeral **had already started**.

I **had visited** their home many times before I joined their church.

Pulane understood Braille perfectly because she **had studied** with the visually impaired people before.



ACTIVITY 1.11

Read the passage below and underline verbs that are in the Past Perfect Tense.

Pulane decided to pay her grandfather a visit the moment she heard that he had fallen ill. The news of his illness surprised her because Mathakane had told her that her grandfather was doing well. Pulane later learned that Mathakane had lied because she had wanted Pulane to do her a favour. Actually, Mathakane had wanted Pulane to look after her baby while she attended her weekend classes. Pulane later learned that Mathakane had seen her grandfather three days ago and had lied about his health.

Compare your answers to mine below:

had fallen had told had lied had wanted
had wanted had seen had lied.

If you found six or more Past Perfect Tense verbs, you are doing well! Proceed to the next topic. If you missed finding two or more of the verbs, review this subunit and try the activity again.

Key Point to Remember

- The key point to remember in this subunit is that with the Past Perfect Tense, it is important to show that something happened before a specific time in the past.

Active and Passive Voice

On successful completion of this subunit, you will be able to:

- *Identify* and *write* passive and active verbs correctly in sentences.

This subunit is about 5 pages in length.

Sentences can be written or spoken in the active or passive voice. In the active voice, the subject of the sentence acts upon something or someone. In the passive voice, the subject is acted upon.

For example:

- Active Voice:**
- a) The twister left a path of destruction.
 - b) The dog bit the boy twice.
 - c) Poho presented the research at the conference.

- Passive Voice:**
- a) A path of destruction was left by the twister.
 - b) The boy was bitten twice by the dog.
 - c) Research will be presented by Poho at the conference.

Note that in all of the above examples, the agent is known, hence the use of 'by'. Otherwise, where the agent is unknown, there is no need to add 'by' since the sentence would still be complete.

For example:

My watch was stolen.

In this example, the agent is unknown and there is no 'by'. The agent is the doer of the action in the sentence.

Writers should *usually* use the active voice rather than the passive. It is considered to be a more powerful and straightforward form of expression. The active voice also uses fewer words to convey the same message. In scientific writing, however, passive voice is more readily accepted since using it allows one to write without using personal pronouns or the names of particular researchers as the subjects of sentences.

In the way we use verbs, you will find that they are not always active, but are sometimes passive. This section has a number of activities that will enhance your understanding of the active and passive voice.

Passive voice

In sentences written in the passive voice, the subject receives the action expressed in the verb; the subject is acted upon. The agent performing the action may appear in a "by the . . ." phrase or may be omitted.

For example:

- a) The boy was bitten by the dog.
- b) Experiments have been conducted by the scientists to test the hypothesis.
- c) I am reminded of watching a movie or TV by watching a framed, mobile world through a car's windshield.



ACTIVITY 1.12

Change the following active voice sentences into the passive form:

1. Americans have given George Walker Bush a lot of presents for his farewell.

2. Juma provided the answer.

3. Someone told me the story before.

4. The headmaster is locking the rooms.

5. They are cooking food in the school kitchen.

6. Will they give us enough books for the course?

7. They asked us that question many times before.

8. Boys and girls are playing soccer at the school football pitch.

9. The hunter hunts wild animals.

10. Some children stole the peaches.

Check if your answers match mine. If all of your answers match mine, continue to the next subunit. If not, review the content to ensure that you understand the concept.

Active voice

In sentences written in active voice, the subject performs the action expressed in the verb; the subject acts.

For example:

- a) The dog bites the boy.
- b) Scientists have conducted experiments to test the hypothesis.
- c) Watching a framed, mobile world through a car's windshield reminds me of watching a movie on TV.



ACTIVITY 1.13

The following sentences are written in the passive voice. Rewrite them in the active voice:

1. James was chosen by Kathy to be the Assistant Minister.

2. This awful mess was made by the supervisor.

3. Everyone in need was helped by Tutu.

4. You will be made well by this medicine.

5. Many inventions were created by Europeans.

6. The newspaper article was written by Lineo.

7. I was ordered to rest by the doctor.

8. Many books used in secondary schools were written by Mr Khaketla.

Check your performance against the given sentences at the end of this subunit. Continue if you are satisfied with your ability to write sentences in the active voice. If not, review the above content and try the activity again.



Note It!

- Sometimes the use of passive voice can create awkward sentences, as in example (h) above. Also, overuse of passive voice throughout an essay can

cause your prose to seem flat and uninteresting. To avoid monotony, both the Passive and Active voice should be used.

- You can distinguish passive-voice from active-voice expressions because the verb phrase in passive-voice expressions will always include a form of *be*, such as *am*, *is*, *was*, *were*, *are*, or *been*. The presence of a *be*-verb, however, does not necessarily mean that the sentence is in passive voice, as shown in answer (a) above.
- Another way to distinguish passive-voice from active-voice sentences is that passive-voice sentences may include a "by the..." phrase after the verb; the agent performing the action, if named, is the object of the preposition in this phrase.



ACTIVITY 1.12

Distinguish whether the following sentences are in a passive or active voice. Write your answers in the spaces below the sentences i.e. "passive voice" or "active voice":

1. David plays professional soccer.

2. Thabo and Lineo are doing their homework.

3. You will be made well by the doctor.

4. Radio news is read by Mosoang.

Check your performance against the given solutions at the end of this subunit. Continue studying the material in this unit if you are satisfied with your ability to distinguish between the passive and active voice. If not, review the above content and try the activity again.

Answers to Activity 1.12

1. George Walker Bush was given a lot of presents for his farewell by Americans.
2. The answer was provided by Juma.
3. The story was told to me before by someone.
4. The rooms are locked by the headmaster.

5. Food is being cooked in the school kitchen by them.
6. Would enough books for the course be given to us by them?
7. That question was asked to us many times by them.
8. Soccer is being played at the school football pitch by boys and girls.
9. Wild animals are hunted by the hunter.
10. The peaches were stolen by some children.

Answers to Activity 1.13

1. Kathy chose James to be the Assistant Minister.
2. The supervisor made this awful mess.
3. Tutu helped everyone in need.
4. This medicine will make you well.
5. Europeans created many inventions.
6. Lineo wrote the newspaper article.
7. The doctor ordered me to rest.
8. Mr Khaketla wrote many books used in secondary schools.

For each question you got wrong, think about why your answer was wrong. What should you have written instead?

Answers to Activity 1.14

1. Active voice
2. Active voice
3. Passive voice
4. Passive voice

You have now completed the last subunit of this unit on the active and passive voice. Do a quick review of the entire content of this unit and then continue on to the unit summary.

Unit Summary



Summary

- In this unit, you learned that **action verbs** tell us about actions by people or things while **state verbs** tell us about the state of something.
- The verb tense gives us an idea of the time of the action — either in the past, present or future.
- You also learned that you can form the Progressive Tense of the verb by adding ‘ing’ to it.
- However, you were warned that state verbs are an exception to this rule. You cannot add ‘ing’ to state verbs.
- The Present Perfect Tense can be said to be the ‘past of the present’ while the Past Perfect Tense can be referred to as the ‘past of the past’.
- You can form these tenses by placing ‘has/have’ or ‘had’ respectively before the past form of the verb.
- In the Active Voice of the sentence, the subject acts upon something or someone while in the Passive Voice of the sentence the subject is acted upon.

You have completed the material for this unit on grammatical aspects of English language. You should now spend some time reviewing the content in detail. Once you are confident that you can successfully write an exam on the concepts, try the assignment. Check your answers with those provided and clarify any misunderstandings that you have. Your last step is to complete the assessment. Once you have completed the assessment, proceed to the next unit, which covers parts of speech.

Assignment



Assignment

The total marks for this assignment is 88. You are advised not to spend more than 1 hour 30 minutes on this assessment.

Exercise 1.1

Underline progressive tenses in these sentences.

- a) I am visiting my aunt next week.
- b) She met her cousin when she was going home.
- c) Her friends were buying her presents.
- d) My mother was always going to church on Sunday.
- e) Pule is getting an award today.

[10]

Exercise 1.2

Re-write these sentences in the past progressive tense in the spaces provided.

- a) Lineo is joining the English club.

- b) Lesotho teachers are learning how to support learning using computers.

- c) Maseru Stadium is being built at Khubetsoana.

- d) We are listening to the radio.

- e) Maths is being done by Form E students only.

[10]

Exercise 1.3

Change these sentences into the Present Progressive Tense:

- a) I was writing my assignment.

- b) The children were misbehaving.

- c) He was driving his car.

- d) She develops the English syllabus in my country.

- e) They wrote a test.

[10]

Exercise 1.4

Change the following sentences into the passive voice:

- a) Do you teach these children?

- b) By next week, they will have painted the house.

- c) People say jogging is healthy.

d) Did they paint the house?

[8]

Exercise 1.5

Change the following sentences into the active voice:

a) He is treated with respect by his workers.

b) My new car was stolen by the thief.

c) Ten apples were bought by her uncle.

d) The accident was witnessed by John.

[10]

Exercise 1.6

Identify whether the following sentences are in active voice or passive voice. Write your answer in the space below, i.e. "active voice" or "passive voice."

a) My father has signed the form.

b) The bicycle will be ridden by me.

c) His portrait is being painted by the artist.

d) They will have finished their homework by nine o'clock.

e) Will she sew the curtains?

[10]

Exercise 1.7

In one of each pair of sentences, an action verb or state verb is used correctly. Identify which sentence uses the verb correctly and indicate whether the verb is an action or a state verb. Write your answer next to each sentence, i.e. “action verb” or “state verb.”

1. a) Why are you smelling the perfume?
b) Why do you smell the perfume?
2. a) Pule was carrying a suitcase on his head.
b) Pule carried a suitcase on his head.
3. a) Are we having a key to the room?
b) Do we have a key to the room?
4. a) What is Pulane thinking about?
b) What does Pulane think about?
5. a) I am feeling much better today.
b) I feel much better today.

[20]

Exercise 1.8

Complete the table below using the appropriate tenses in the boxes.

Simple Tense	Present/Past Tense	Present Perfect Tense	Past Perfect Tense
a) They live in Butha-Buthe.			
b)		Dan has seen the monkey.	
c)			Peter had gone to Africa for the Conference.
d) Mary is enrolled in the Open and Distance Learning programme.			
e) Peter ate yoghurt for breakfast.			

[10]

Compare your answers to those provided below. Pay particular attention to any mistakes that you made and clarify those misunderstandings.

Answers to Exercises

Answers to Exercise 1.1

- a) I am visiting my aunt next week.
- b) She met her cousin when she was going home.
- c) Her friends were buying her presents.
- d) My mother was always going to church on Sundays.
- e) Pule is getting an award today.

Answers to Exercise 1.2

- a) Lineo was joining the English club.
- b) Lesotho teachers were learning how to support learning using computers.
- c) Maseru Stadium was being built at Khubetsoana.
- d) We were listening to the radio.
- e) Maths was being done by Form E students only.

Answers to Exercise 1.3

- a) I am writing my assignment.
- b) Children are misbehaving.
- c) He is driving his car.
- d) She is developing the English syllabus in my country.
- e) They are writing a test.

Answers to Exercise 1.4

- a) Are these children taught by you?
- b) By next week, the house will have been painted by them.
- c) Jogging is said to be healthy.
- d) Was the house painted by them?

Answers to Exercise 1.5

- a) His workers treated him with respect.
- b) The thief stole my new car.
- c) Her uncle bought ten apples.
- d) John witnessed the accident.

Answers to Exercise 1.6

- a) Active Voice
- b) Passive voice
- c) Passive Voice
- d) Active Voice
- e) Active Voice

Answers to Exercise 1.7

- 1. a)- action verb
- 2. b)- state verb
- 3. b)- state verb
- 4. Both a) and b)- action and state verbs
- 5. Both a) and b)- action and state verbs

Answers to Exercise 1.8

Simple present/past tense	Present Perfect Tense	Past Perfect Tense
a) They live in Butha-Buthe	<i>They have lived in Butha-Buthe</i>	<i>They had lived in Butha-Buthe</i>
b) <i>Dan saw the monkey</i>	Dan has seen the monkey	<i>Dan had seen the monkey</i>
c) <i>Peter went to Africa for the Conference</i>	<i>Peter has gone to Africa for the Conference</i>	Peter had gone to Africa for the Conference
d) Mary is enrolled in the Open and Distance Learning programme	<i>Mary has enrolled in the Open and Distance Learning programme</i>	<i>Mary had enrolled in the Open and Distance Learning programme</i>
e) Peter ate yoghurt for breakfast	<i>Peter has eaten yoghurt for breakfast</i>	<i>Peter had eaten yoghurt for breakfast</i>

Based on your results and the recommendation, you should aim to get at least 80% of the answers correct. This is to ensure your overall success in this course and to determine how much you should study the overall unit before you attempt the assessment.

Assessment



Assessment

The total marks for this assessment is 60. You are expected to spend no more than 1 hour and 30 minutes to complete it.

Question 1.1

Change the following sentences to the passive voice:

- a) They make the decisions.

- b) Is she decorating the room?

- c) She will have cooked the dinner in an hour's time.

- d) The carpenter will have made the furniture in two months.

- e) Mother will ice the cake tomorrow.

[10]

Question 1.2

Re-write the following statements into questions in the Present Perfect Tense.

- a) My landlord (have) a pet ewe which is a fierce animal.

- b) The ripe mangoes (hang) from the branches.

- c) Mashai (read) the Morning Star newspaper.

- d) The doctor (save) the life of the injured passenger.

- e) David (brushes) his teeth.

[10]

Question 1.3

Change these sentences from the past progressive to the present progressive.

a) Children were singing Christmas carols.

b) I was being exploited.

c) Limphe was driving a new car.

d) We were playing soccer at Setsoto Stadium.

e) He was panicking because he was late for the exam.

[10]

Question 1.4

Following the two examples below, show whether the sentences below the examples are in the progressive tenses or not by writing *yes* or *no* in the bracket at the end of each sentence. Write *yes* if they are and *no* if they are not.

Examples:

- Mpho is happy. (no)
- Mary is hiding behind the wall. (yes)

a) Thabo and Neo are going home. ()

b) I am disappointed by the behaviour of my students. ()

c) They were playing soccer when I arrived. ()

d) I think I am being discriminated against. ()

e) This is what I hate. ()

[10]

Question 1.5

Write five sentences of your own in the past progressive tense in the spaces provided.

a)

b)

c)

d)

e)

[10]

Question 1.6

6. Write these sentences in the Present Perfect Tense.

a) We (reach) the target.

b) Our team (lose) the match.

c) Pinki (plait) her hair.

d) The Police (caught) the thief.

e) Mampe and Nthabiseng (discuss) the assignment.

[10]

Model Answers to Assessment Questions

Question 1.1

- a) The decisions were made by them.
- b) Is the room being decorated?
- c) The dinner will have been cooked by her in an hour's time.
- d) The furniture will have been made by the carpenter.
- e) The cake will be iced by mother tomorrow.

Question 1.2

- a) Does my landlord have a pet ewe which is a fierce animal?
- b) Do the ripe mangoes hang from the branches?
- c) Has Mashai read the Morning Star newspaper?
- d) Has the doctor saved the life of the injured passenger?
- e) Has David brushed his teeth?

Question 1.3

- a) Children **are singing** Christmas carols.
- b) I **am being** exploited.
- c) Limpho **is driving** a new car.
- d) We **are playing** soccer at Setsoto Stadium.
- e) He **is panicking** because he *is* late for the exam.

Question 1.4

- a) Thabo and Neo are going home. (**yes**)
- b) I am disappointed by the behaviour of my students. (**no**)
- c) They were playing soccer when I arrived. (**yes**)
- d) I think I am being discriminated against. (**yes**)
- e) This is what I hate. (**no**)

Question 1.5

All the sentences should have **was** or **were** + **verb** + **'ing'**.

Question 1.6

- a) We **have reached** the target.
- b) Our team **has lost** the match.
- c) Pinki **has plaited** her hair.
- d) The police **have caught** the thief.
- e) Mampe and Nthabiseng **have discussed** the assignment.

Unit 2

Parts of Speech

Introduction

Welcome to Unit 2 of your English course.

In the previous unit, we dealt in depth with action verbs. In this unit, you will learn more about parts of speech such as adverbs, adjectives, prepositions and articles. From your previous studies, you will recall that understanding how parts of speech are used is important in mastering the English language. Knowing about parts of speech enables us to communicate effectively through both the spoken and the written word.

This unit consists of 33 pages. This is approximately 10% of the whole course. Make sure you plan your time so that you can complete the whole course on schedule.

Take a moment to read the following learning outcomes. They are a guide to what you should focus on while studying this unit.

On successful completion of this unit, you will be able to:

- *use* adverbs correctly in sentences to convey meaning;
- *describe* people and objects using appropriate adjectives;
- *identify* prepositions from the way they are used in a sentence;
- *write* sentences using prepositions of time, movement and place;
- *use* articles correctly when composing sentences and paragraphs.



Outcomes



Terminology

Adverb: A word that modifies the verb, an adjective or another adverb by showing how, where, when or to what extent something happens or is done.

Adjective: A word that describes either a noun or a pronoun that is a person, place or thing.

Preposition: A word that precedes a noun or pronoun in a sentence to show the relationship between that noun or pronoun and other words in the sentence.

Article:	A word used before a noun or adjective to specify which particular thing we are referring to or how much substance is being discussed.
Noun:	A noun is any naming word in a sentence.
Pronoun:	A pronoun is a word that stands for a noun in a sentence.
Verb:	A verb is a word that tells about an action or a state of being.

Adverbs

On successful completion of this subunit, you will be able to:

- *explain* what an adverb is and what it is used for;
- *use* adverbs in sentences to communicate effectively;
- *demonstrate* skills of accuracy and clarity in your communication.

This subunit is about 7 pages in length.

Welcome to the second unit of your English course. I hope you enjoyed learning about verb tenses and how we indicate time in written and spoken English.

Let me remind you that in order to successfully study a unit, you need to read it *slowly*, *carefully* and *thoroughly*. If you encounter some difficulty understanding certain concepts, you are welcome to consult your tutor to obtain additional resources the resources that will help you through a unit. If you follow the advice provided by your tutors, you will discover that Grade 12 English is not very difficult. In fact, it is quite interesting and informative!

Do not forget that you have to study *everyday*. Remember that you have to do all your work, duties and chores as well as study your English course. This means that you should *always* plan ahead before you start your school work.

Whew!! That was a lot of information, wasn't it? Well, this shows that, in order to be clearly understood, you have to use words that say what you want to say in the manner that you want to say it. This is called effective communication.

Now, I want you to answer a few questions about what you have just read. Look at the questions below, then search the passage above to find the information needed for the answers.

Questions:

1. How are you supposed to read a unit if you want to study it successfully?

2. Where will you find the resources to help you if you have difficulty understanding certain concepts?

3. When or how often do you have to study?

4. How interesting is Grade 12 English (at least in my opinion)?

When you look at your answers, you will discover that they tell us how, where, when and to what extent you are supposed to study.

Again, when you look at the words used in the passages above, you will discover that they give specific meanings to the actions you are supposed to carry out.

Look at the following words from the passage:

- **slowly**, **carefully** and **thoroughly** – these words tell us *how* to read the study materials;
- **at the beginning**, **at the end** – these phrases tell us *where* to find information;
- **every day** – these words tell us *how often* we need to study;
- **very** – this word tells us *to what extent* Grade 12 English is easy.

When you look back at the passage, you will notice that the italicized words in bold are always close to the verb in that sentence. This is because they modify the verb by telling us more about the action that is supposed to be carried out.

As discussed below, adverbs add meaning to verbs by giving more information about the action or state the verb expresses.

A. Adverbs tell about the MANNER in which an action takes place

One way in which an adverb can modify a verb is by telling us how something happens.

Example: She sang **softly**.

Some adverbs of manner are formed by adding “-ly” to an adjective (see the definition of an adjective above in the Terminology section).

Example: slow (adjective) becomes slowly (adverb)

Some words can function as adjectives or adverbs, depending upon how they are used in a sentence.

Example: He drove a fast car. (adjective)

 He drove the car fast. (adverb)

Other examples of words that are used as adjectives or adverbs are: late, last, near, monthly, wide, worse, better, best, early, hard.

It is important to learn the difference between adjectives and adverbs because clear communication requires accurate descriptions and clear expression. You can only achieve this if you use adjectives and adverbs appropriately.



Note It!

Here is a reminder for you:

Adjectives modify a noun or pronoun
 refer to things or people
 answer questions like: What kind? Which? How many?

Adverbs modify the verb, another adverb, or an adjective
 describe an action or state
 answer questions like: How? In what manner?



ACTIVITY 2.1

Fill in the blank spaces with the correct adverb. Some adverbs are formed by adding “-ly” while others are not.

Example: She is a **bad** reader. She reads **badly**.

1. He is a hard worker. He works.....
2. Tom is a fast learner. He learns.....
3. I'm better looking than you. I look
4. The horse made a sudden move. It moved.....

Check your answers against those at the end of this subunit. If you don't understand why you got an answer wrong, review the material above and give it another try

B. Adverbs tell about TIME

Another way in which an adverb modifies a verb is by indicating exactly when the action takes place, for example: today, yesterday, last week, on Tuesday at 4:00 p.m., tonight, this morning, next Wednesday, etc.

The time reference is normally put at the end of a sentence or a clause, but it can also be put at the beginning.

Example: **This morning** I went to class.

I went to class **this morning**.

At this stage, we know that in order to clearly indicate when something happened, we need to always start from the present. This means the time at which we are talking is our point of reference. These words are all relative to the time when we are speaking, which is usually the present moment.

After dealing with the “when” issue, let us look at how the adverbs of “place” work.

C. Adverbs tell about PLACE

The idea of ‘place’ covers the following:

- i. location: Johannesburg is *in* South Africa. Answers the question “where?”
- ii. direction: Mathabo stepped forward. Forward answers the question “where?”

Adverbs of place include words like: abroad, ahead, nowhere, anywhere, everywhere, somewhere, away, back, here, there, backwards, forward(s), left, right, north, south, upstairs, downstairs.

Example: The cat ran *away*.

The guest sat *outside*.

Some prepositional phrases also function as adverbs: above the clouds, behind the house, beneath the table, underneath the sky.

Example: The angels danced *above the clouds*.

Thabo hid *behind the house*.

(These prepositional phrases function as adverbs because they tell us about the place where the actions of dancing and hiding took place.)

-adverbs of place never go between a subject and a verb.

Example: Jennifer read *in the library*. NOT Jennifer *in the library* read.

Now, let us do the following activity bearing in mind what we have just learned about the position of adverbs of place when they function as prepositional phrases.



ACTIVITY 2.2

Rewrite each sentence, inserting the adverb of place provided in brackets in the most appropriate position.

Example: A procession passed by this morning. (here)

A procession passed by here this morning.

Remember: The adverb of place never comes between a subject and a verb.

1. I must have misplaced it. (somewhere)

2. You may relax. (outside)

3. Goes a stupid man! (there)

4. He has travelled in search of his dream. (far)

5. This morning he went in a hurry. (out)

Check the answers at the end of the subunit. Note the position of each adverb in relation to the verb it modifies.

D. Adverbs tell about DEGREE: to what extent

Adverbs of degree normally tell us about the intensity or degree of an action, an adjective or another adverb.

Some of the most common adverbs of degree are: too, somewhat, rather, almost, altogether, barely, extremely, almost, a bit, very, enough, completely, fairly, hardly, nearly, and quite.

Adverbs of degree are usually placed before the main verb.

For example:

a) She was **just** singing.

b) They have **almost** finished.

They may appear before the adjective or adverb they modify.

For example:

a) The water was **extremely hot**.

b) You were a **very** bad boy.

Note that most of these adverbs appear before the words they modify.



ACTIVITY 2.3

Based on the above discussion of adverbs of degree, use the following adverbs to form sentences: (very, enough, too, completely, hardly)

1. _____
2. _____
3. _____
4. _____
5. _____

Compare your answers with those at the end of this subunit. Be sure that you understand each answer before continuing. If you have any misunderstandings, review this content and work through the activity again.

Let us now move forward, and look at adverbs of frequency.

E. Adverbs tell about FREQUENCY: how often

Adverbs of frequency tell us how often something happens or occurs. They normally answer the question “how frequently?” or “how often?”

The most common adverbs of frequency are: occasionally, often, rarely, sometimes, hardly ever, always, almost always, generally, usually, normally, frequently, often, seldom, ever, not...ever, never.

Adverbs of frequency have three positions in sentences:

i) before the main verb when there is only one verb.

For example: You **never** liked me anyway.

ii) after forms of the verb *to be* when it is the only verb in a sentence.

For example: I *am always* early.

iii) after the helping or auxiliary verb (am, is, are, was, were, will, have, etc.) when there is more than one verb in a sentence.

For example: I *will always* be early.

iv) in questions, the adverb of frequency comes after the subject:

For example: Do *you always* arrive late?



ACTIVITY 2.4

Construct sentences using the following adverbs of frequency to show that something happens more often: always, usually, never, sometimes.

1. _____
2. _____
3. _____
4. _____

Compare your answers with those at the end of this subunit. Be sure that you understand each answer before continuing. If you have any misunderstandings, review this content and work through the activity again.

Now, you are in a position to use adverbs appropriately in a sentence. This is a great achievement that is going to help you deal with other parts of speech more comfortably because you have had lots of practice with adverbs.



Key Points to Remember

The key points to remember in this subunit on Adverbs are as follows:

- Adverbs describe verbs, adjectives and other adverbs.
- In a sentence, adverbs answer questions about: how, when, where and to what extent something happened.

So far, we have learned about those words that basically describe other words. When you think of it, this somehow makes the English language incomplete. Why do we spend so much time describing other words?

Think about it... In life what do we usually describe when we talk or communicate with other people?

You guessed it! We normally describe PEOPLE, PLACES or THINGS. It is important to describe people, nouns or pronouns and an adverb modifies a verb, adjective and adverb itself.

Good! This will bring us to the next subunit. This is where we are going to look at how best we can describe people, places and things.

As you study the next subunit and do the activities, PLEASE do not forget to make comparisons with what you learned in the previous subunit about Adverbs.

Answers to Activity 2.1

1. He is a hard worker. He works *hard*.
2. Tom is a fast learner. He learns *fast*.
3. I'm better looking than you. I look *better*.
4. The horse made a sudden move. It moved *suddenly*.

Answers to Activity 2.2

1. I must have misplaced it **somewhere**.
2. You may relax **outside**.
3. **There** goes a stupid man!
4. He has travelled **far** in search of his dream.
5. This morning he went **out** in a hurry.

Model Answers to Activity 2.3

1. The lady was **very** beautiful.
2. My student didn't work hard **enough** to pass the examination.
3. You are **too** young to become a president.
4. They are **completely** exhausted from yesterday's fun walk.
5. Thabo **hardly** notices what his teacher is doing.

Model Answers to Activity 2.4

- a) Selomo **always** gets up at 7:30 in the morning.
- b) Ziwawa can **usually** play volleyball on weekends.
- c) Lucy is **never** late for school.
- d) I **sometimes** forget to do my school work.

Adjectives

On successful completion of this subunit, you will be able to:

- *make* clear and effective descriptions of people, places and things. Adjectives describe nouns and pronouns in a sentence.

This subunit is about 5 pages in length.

Now that we have learned how to communicate effectively through the use of adverbs, let us look at how we can further polish our communication skills through the use of adjectives.

Adjectives help us express ourselves in a clear, precise manner. Through the use of adjectives, we avoid situations where people will ask us questions such as:

What do you mean? What kind? Explain what you mean.

What do you see in your mind when you read this sentence?

I saw a girl.

It must be very difficult for you to form a mental picture of this girl.

Although the sentence expresses a complete idea, it does not clarify the idea of the girl who was seen. This is because the writer just says that he or she saw a girl, but the girl has not been described in any way.

Let us look at the following sentences:

I saw a tall, beautiful girl.

I saw a short, ugly girl.

The words **tall**, **beautiful**, **short** and **ugly** tell us more about the girl. We can even form a mental picture of the girl because of the words that describe her.

These words are called **adjectives**.

Let us take another look at the two sentences about the girl.

You will notice that the words that describe the girl (adjectives) come before the noun “girl”.

This tells us that adjectives sometimes come before the words they describe (a noun or pronoun) in a sentence.

Another important fact that we need to remember is that whenever we use two or more adjectives right after one or another in one sentence, they should be separated with a comma.

On the other hand, we can express the two sentences about the girl like this:

The girl I saw was tall and beautiful.

The girl I saw was short and ugly.

We can also use adjectives with pronouns like this:

She was friendly and kind.

It is cold and windy outside.

In the sentences above, you will notice that adjectives can also appear after the noun or pronoun they describe.

Note: The word “girl” is a noun, while “she” and “it” are pronouns.

In sentences where adjectives appear after a noun or pronoun, they always follow a linking verb, such as: *is, am, are, was* or *were*.

Note that adjectives play a big role in changing the meaning of the word (noun or pronoun) they describe. This tells us that adjectives modify or change the form or quality of a noun or pronoun. For these reasons, **adjectives are referred to as modifiers.**



Note It!

So, what is an adjective?

An adjective is a word that modifies a noun or pronoun by describing or limiting it.

Now, let us go through a list of important facts that we need to remember about adjectives.

a) An adjective may come before a noun:

Example: The *smart, diligent* girl won the contest.

b) An adjective may follow a linking verb (is, am, are, was, and were):

Example: The girl is *smart* and *diligent*.

c) We may form adjectives from nouns:

Example: The man is an *athlete*. (noun)

He has an *athletic* body. (adjective)

She won the prize for her *intelligence*. (noun)

The *intelligent* girl won the prize. (adjective)



ACTIVITY 2.5

Write down the adjectives formed from the words in italics in the following sentences:

1. A man of *wealth* is a man.

2. A woman of *compassion* is a woman.
3. A thing isif it makes *sense*.
4. Fruit is if there is *plenty* of it.
5. The man with *influence* is an..... man.

In Activity 1, you must have noticed that your answers help us to describe the man, woman, thing, fruit and man respectively. In other words, through the use of adjectives, we are able to form a more complete mental picture of who or what is being described.

Compare your answers to those given at the end of the subunit. Note that it is important to understand this concept. If you do not understand it, review the above content and try the activity again.

There are several kinds of adjectives:

A. Descriptive adjectives or Adjectives of QUALITY (What kind?)

These are commonly used adjectives.

Example: The *strong* man lifted the *huge* box.

B. PROPER adjectives.

These are proper nouns used as adjectives. Do you still remember what a proper noun is? A proper noun is a specific name of a place, a person, or a thing. The first letter of a proper noun is always represented by a capital letter.

Example: The *American/Mosotho/Mauritian* woman cooked traditional food.

C. Adjectives of QUANTITY (How many?)

Example: *Three/Many/Several/Some/Most* children like cartoons.

Each/Every/Neither child has a cold.

D. Adjectives of ORDER (Position).

Example: She came *first/third/last* in the competition.

E. DEMONSTRATIVE adjectives (Which one?).

Example: *This/That* dog is mine.

These/Those students passed the test.

F. POSSESSIVE adjectives (belonging to...)

Example: *My/His/Her/Our/Their/Your/Its* mother went away.

G. INTERROGATIVE adjectives (Which one?)

Example: *Which/What/Whose* book is that?

H. COMPOUND adjectives

Adjectives joined by hyphens are called compound adjectives.

Example: A *well-fed* cat.

A *feather-light* kiss.

A *half-ripe* peach.



ACTIVITY 2.6

Based on the foregoing discussion, what kind of an adjective is in bolded words?

1. She gave a **feather-light** kiss last week.
2. **Whose** book is Thabo reading in the library?
3. **These** students did well in their final examinations.
4. Thabo came **first** in the athletics competitions.
5. The **Mozambican** woman addressed the gathering.
6. Do you know that **every** child has a father?



Hint!

Do not confuse adverbs with adjectives !!!

An adverb tells:

how

when

where

to what extent

about a verb, adjective or

adverb.

An adjective tells:

what kind

how many

which one

about a noun or pronoun

Example:	Adjective:	The loud music bothered me.
	Adverb:	The choir sang loudly .
	Adjective:	Traffic was slow this evening.
	Adverb:	Traffic moved slowly this evening.

As you look at the answers at the end of the subunit, it is important to keep referring to the description and characteristics of adjectives made at the beginning of this section. This will make it easier for you to relate the theory to the practical reality of using adjectives in effective day to day communication.

Answers to Activities:

Answers to Activity 2.5

1. A man of wealth is a **wealthy** man.
2. A woman of compassion is a **compassionate** woman.
3. A thing is **sensible** if it makes sense.
4. Fruit is **plentiful** if there is plenty of it.
5. The man with influence is an **influential** man.

Answers to Activity 2.6

1. Compound adjective.
2. Interrogative adjective.
3. Demonstrative adjective.
4. An adjective of order.
5. Proper adjective.
6. An adjective of quantity.

Prepositions

On successful completion of this subunit, you will be able to:

- *identify* prepositions from the way they are used in a sentence.

This subunit is about 4 pages in length. You are advised to spend about 30 minutes on this subunit.

Dear learner, you will realize that we have just dealt with adverbs and adjectives in the previous subunit. I hope you have seen the role they play in a sentence. That is why we are now able to associate parts of speech like adverbs with questions such as “How?” That is also why we are able to associate adjectives with questions such as “What kind?,” “Which?” and “How many?”

Now let us learn about the part of speech called a **preposition**.

Do you still remember what a preposition is? A preposition is a word that relates a noun or a pronoun to other words in a sentence. This relation can be one of space/place, direction/movement or time. Again, a preposition usually indicates the temporal, spatial or logical relationship of its object to the rest of the sentence.

Example:

- a) The car is **in** the carport.
- b) The book is **on** the table.
- c) The book is **beside** the table.

It is beneficial for us to know our prepositions so that we can accurately explain:

- “where” something is (relationship of space);
- “where it is going” (relationship of direction) or;
- “when” something occurred (relationship in time).

Using prepositions correctly results in accurate descriptions, which are an indicator of effective communication.

Let us look at the following examples:

- a) The book is **near** the table.
- b) She read the book **during** the ceremony.
- c) He ran **toward** the goal.
- d) A majority **of** the workers voted to strike.

In Example a), the preposition “near” shows the relation between the book and the table. In this case, the relation is that of space or place because the book can be found in the space “near” or close to the table.

Here is a list of some common prepositions of place:

above	behind	outside	below	in front
inside	in	beneath	over	out
on top	under			

In Example b), the preposition “during” tells us about the relationship between the book and the ceremony. The reason why this preposition tells about the relationship is because she read the book at the same time as the ceremony was going. In this case the relation is that of time.

Some common prepositions of time are as follows:

at	before	during	past	to
ago	by	for	since	until

In Example c), the preposition “toward” shows the relation between the pronoun “he” and the noun “goal.” The relation between the noun and the pronoun is that of direction in that it shows where he was running to.

Here is a list of some common prepositions of direction:

across	back to	onto	through
along	beyond	out of	to
among	down	past	towards
around	into	round	up

Use the preposition “of” as an alternative to “s” to express:

- possession;
- ownership or;
- limits to the preceding noun.

HINT

A preposition always appears before a noun or pronoun. Whenever you are unsure whether a word is a preposition or an adverb, look at the word that comes after it.

Examples: Did he fall **down** the stairs?

Please do sit **down**.

In the first sentence above, the word “down” is a preposition because it is followed by the noun “the stairs.” The word “down” in the second sentence is an adverb because it tells us where the person should sit and it is not followed by a noun.

I looked **underneath** the bed, but there was no money!
(preposition)

Always put a sheet of paper **underneath**. (adverb)



Note It!

Although English grammar books used to recommend that you avoid ending a sentence with a preposition, this sometimes results in awkward sentences. For example, read the following sentences out loud:

What are you staring at?

At what are you staring?

While the first example is technically incorrect, it can be heard everywhere English is spoken. The second example reflects the English spoken in the 19th Century and sounds very old-fashioned. Language is a living medium of communication and the idea of what is correct changes through usage over time.

So, while it may be best to avoid ending a sentence with a preposition in formal situations, this is not a hard-and-fast rule.



ACTIVITY 2.7

Underline prepositions in the sentences below:

1. Many famous libraries around the world are tourist attractions.
2. The New York Public Library on Fifth Avenue serves the whole city.
3. Two marble lions in front of the library greet visitors.
4. The library houses a large number of books on a vast range of topics.
5. The library also holds several exhibitions during the year.
6. Its branches hold millions of volumes.
7. The New York Public Library is one of the largest systems in the world.
8. The first public library in America was built in 1833.
9. Many important library developments occurred during the 1800s.
10. Melvil Dewey established a system for the classification of books.

Check your performance against the given solutions at the end of this subunit. Continue studying the material in this unit if you are satisfied with your ability to answer the questions. If not, review the above content and try the activity again.

Key Points to Remember

The key points to remember in this subunit are as follows:

- A preposition relates a noun or a pronoun to other words in a sentence.
- A preposition always appears before a noun.

Answers to Activities:

Answers to Activity 2.7

Underline prepositions in the sentences below:

1. Many famous libraries around the world are tourist attractions.
2. The New York Public Library on Fifth Avenue serves the whole city.
3. Two marble lions in front of the library greet visitors.
4. The library houses a large number of books on a vast range of topics.
5. The library also holds several exhibitions during the year.
6. Its branches hold millions of volumes.
7. The New York Public Library is one of the largest systems in the world.
8. The first public library in America was built in 1833.
9. Many important library developments occurred during the 1800s.
10. Melvil Dewey established a system for the classification of books.

Articles and Determiners

Have you ever come across the word ‘article’ in the English language? Do you know what it means? If not, get out your dictionary and look it up.

On successful completion of this subunit, you will be able to:

- *identify* articles and determiners in the English language;
- *explain* how articles and determiners differ from other adjectives;
- *write* sentences and paragraphs using articles and determiners correctly.

This subunit is about 5 pages in length. You should spend about 30 minutes on this subunit.

Articles

The word ‘article’ has several different meanings. It can be used to refer to a particular object or to a piece of writing that has been done for publication in a newspaper or magazine. When talking about grammar, however, the term “article” has a special meaning.

An article is a special part of speech that is used with a noun to show whether or not we are referring to something definite. Like adjectives, articles give us additional information about the nouns they modify. Learning to use articles correctly in English is essential if you want to sound like a native speaker.

In English, there are only two articles: *a/an* and *the*. The word ‘a’ is considered a variant of ‘an’ because they both indicate the same thing. The article ‘a’ is used before words that begin with a consonant, while ‘an’ should be used when the following word starts with a vowel sound.

In effective communication, it is important to use articles correctly because they clarify whether we are referring to something specific or general. We’ll learn more about this below.

Determiners

Articles are normally classified as determiners. A determiner is a part of speech that can be thought of as a special type of adjective. As you learned earlier in this unit, adjectives tell us more about the characteristics of the noun they modify. For example, adjectives can tell us how big or what colour a noun is. Determiners, on the other hand, show what the noun refers to.

Here are some examples of determiners in English:

This	these	that	those		
Some	any no	none (not)	much	many	
Several	a lot of	a little	a few		
All	every	each			
Both	neither	either			

Determiners do the following:

a) **identify which one(s):**

Examples:

- i. **A** car that uses petrol.
- ii. **The** boy I saw at the market.

b) **describe quantity i.e. how much or how many.**

Examples:

- i. **Some** rain fell that day.
- ii. **A few** days is all we need.

c) **describe groups, series and pairs.**

Examples:

- i. **All** the girls went to play netball.
- ii. **Every** day I struggle to get up in the morning.
- iii. **Both** of us are invited to the party.

The indefinite article "a/an"

The word a/an is called the "indefinite article" because it refers to something not specifically known to the person you are communicating with.

Example:

- a) **A** black cat is very scary.
- b) **An** orderly house is very relaxing.

In the sentences above, "A black cat" could be any cat at any place. The article does not refer to a specific cat. It is any cat, as long as it is black.

In the same manner, "An orderly house" could be any house, as long as it is orderly.

The indefinite article is also used before nouns that introduce something new.

Example:

I met **a** handsome boy at the party. I later learned that **the** boy is my cousin.

Take a moment to think about why, in the example above, we first use the article "**a**" and then use the article "**the**".

Compare what you thought to the following:

In the example above, the boy is introduced with the indefinite article “a” because he is mentioned for the first time. At the time, he is just one of any number of boys at the party. When he is mentioned for the second time, the speaker uses the definite article “the” because she is now referring to a specific boy whom she mentioned earlier.

It is important to understand and practice using the two forms of the indefinite article. The form “a” is used before words beginning with a consonant **sound**.

Example:

a person a house a black car.

As we learned above, the word “an” is just another form of the indefinite article that is used when the following word begins with a vowel **sound**:

Example:

an egg an ugly dog an articulate speaker.



Note It!

When using the indefinite article, you need to listen to the sound made at the beginning of the following word. Just because that word begins with a consonant does not mean that it makes that sound. This is because some consonants have a vowel sound. For example, the word “honest” starts with a consonant, but the word is pronounced with a vowel sound because the “h” in “honest” is silent. The correct way to use it will be: “An honest woman.”

So, the form “an” should be used before any word that begins with a vowel sound, even when the first letter of that word is a consonant:

Example:

- a) He left an hour ago.
- b) Grace is an honorary member of the charity organization.

In the same manner, some vowels make a consonant sound. For example, the word “university” starts with the vowel “u” but it has the sound of the consonant “y”. As a result, we cannot say “An university.” Instead we say “A university”

In English, the word “some” is used as the plural of the indefinite article. It should be used when you want to express an unspecified number or quantity of things.

Example:

- a. I have some dogs.
- b. Show me some examples.

The definite article “the”

This refers to something that we have already spoken about.

Example: Which shoes do you want to buy?

The red ones (shoes) with high heels.

The definite article “the” also refers to something that is well-known.

Example: He is **the** king of Lesotho.

“The” is also used to refer to something specific.

Example: **The** black dog is barking at **the** tall woman.

This means this is not just any dog that is barking. It is the black one. It is not barking at just any woman, it is barking at the tall one.

The zero article

This refers to cases where a noun does not need to be modified by an article. In such cases where no article is used, there is a “zero” article (shown with a star/asterisk in the examples below).

A zero article is basically used in front of the following:

i. Plural countable nouns used in general statements.

Example:

*Brazil is found in *South America.

*Vegetables are good for you.

ii. Singular uncountable nouns used in general statements.

Example:

I like *milk.

*Life is short.

iii. Most proper nouns (i.e. names that are spelled with a capital letter.)

Example:

*Maseru is the capital of *Lesotho.

He lives at *Khubetsoana.



ACTIVITY 2.8

In the paragraph below, fill in the blank spaces with the appropriate article — either **a**, **an**, **the** or * (for the zero article):

FOOD FIT FOR A KING

1) seeds dating from 1325 B.C. have been found at 2) Kew Gardens in 3)..... London. “It’s 4)..... exciting discovery”
5).....Professor Arthur Bell, 6)..... Director, said yesterday. 7)..... seeds were found in 30 cardboard boxes by 8)..... French student, 9)..... Christian Tutundjian de Vartavan. 10)..... seeds come from 11)..... tomb of 12)..... King Tutankhamun. Inside 13)..... tomb were *shawabtis*, that is model human beings who would serve 14)..... King after 15)..... death. Inside 16)..... Tutankhamun’s tomb, there was 17)..... wheat for making 18)..... bread, 19)..... barley, perhaps for brewing 20)..... beer.

Compare your answers to those given at the end of the subunit. Note that it is important to understand this concepts. If you do not understand it, review the above content and try the activity again.



Key Points to Remember

The key points to remember in this subunit on articles are as follows:

- In effective communication, it is important to use articles correctly because they clarify whether we are referring to a specific or general thing.
- Articles form parts of speech in English grammar, and they are very important for using English accurately.
- It is important to note that with indefinite articles, emphasis is on the sound of the consonant or vowel, not on how it actually looks in print.

You have now completed the last subunit of this unit on Parts of Speech. Do a quick review of the entire content of this unit and then continue on to the unit summary.

Answers to Activities

Model Answers to Activity 2.8

1. *
2. *
3. *
4. an
5. *
6. the
7. The
8. the
9. *
10. The
11. the
12. *
13. the
14. the
15. *
16. *
17. *
18. *
19. *
20. *

Unit Summary



Summary

In this unit you learned that:

- Adverbs modify or tell us more about verbs. Adverbs help to answer the following questions: How? Where? When? To what extent? How often? They can also be used to modify adjectives or other adverbs.
- Adjectives describe nouns and pronouns. They help us to get a clearer and more detailed picture and to distinguish between different persons or things.
- Prepositions tell us about the position of what is being discussed. They are always followed by a noun or pronoun.
- Articles are words like *a*, *an*, and *the* that usually precede nouns or adjectives.
- Indefinite articles are dependent on the consonant sound not on how the word actually looks in print.

You have completed the material for this unit on Parts of Speech. You should now spend some time reviewing the content in detail. Once you are confident that you can successfully write an exam on the concepts, try completing the assignment. Check your answers with those provided and clarify any misunderstandings that you have. Your last step is to complete the assessment. Once you have completed the assessment, proceed to the next unit. It covers reading skills and its grammatical aspects.

Assignment



Assignment

The total marks for this assignment is 40. You are advised not to spend more than 1 hour on this assignment.

Exercise 2.1

Today is Tuesday. Write sentences using the right points of time (today, yesterday, etc.)

Monday

Tuesday

Wednesday

Example: When is Mpho arriving? (Tuesday morning) Answer: She is arriving this morning.

1. When can I see her? (Tuesday)

2. When did she arrive? (Monday night)

3. When are you expecting her? (Wednesday night)

4. When will you be home? (Tuesday night)

5. When can I make an appointment? (Tuesday afternoon)

[10]

Exercise 2.2

Rewrite each sentence, inserting the adverb of frequency given in brackets in its correct place to show how often a certain action takes place.

1. The boys feed the dog. (never)

2. She is sure of herself. (always)

3. She has been seen in his company. (often)

4. Thabo is very friendly. (usually)

5. They read a book. (sometimes)

[10]

Exercise 2.3

In this activity, we have a list of words, which are adjectives. In order to increase the number of adjectives we know, we will come up with our own and even use them in sentences. Give opposites of the following words and use them in a sentence.

1. Rough

2. Backwards

3. Wide

4. Lower

5. Poor

[10]

Exercise 2.4

Link an adjective from List A with a noun from List B and use the combinations in sentences.

List A: severe, vacant, mountainous, generous, amusing

List B: country, story, gift, winter, plot

1. _____
2. _____
3. _____
4. _____
5. _____

[10]

Model Answers to Exercises

Answers to Exercise 2.1

1. Today.
2. Last night.
3. Tomorrow night.
4. Tonight.
5. This afternoon.

Answers to Exercise 2.2

1. The boys **never** feed the dog.
2. She is **always** sure of herself.
3. She has **often** been seen in his company.
4. Thabo is **usually** very friendly.
5. They **sometimes** read a book.

Answers to Exercise 2.3

1. Smooth - She has very smooth skin.
2. Forwards - The train was moving forwards when it hit the tree.
3. Narrow - They say the road to heaven is narrow.
4. Higher - Thabo's marks this quarter are higher than usual.
5. Rich - She married a rich man.

Answers to Exercise 2.4

1. Lesotho had a severe winter this year.
2. The couple found a vacant plot to build their house.
3. Mpho received a generous gift from her godmother.
4. He was born in a very mountainous country.
5. She told an amusing story to the children.

Assessment



Assessment

The total marks for this assessment is 50. You are advised not to spend more than 1 hour on this assessment.

Question 2.1

Rewrite each sentence, inserting the correct adverb in brackets in the appropriate position so that it expresses degree.

1. He could stay awake. (hardly)

2. They are a playful couple. (very)

3. His brother lost his temper. (almost)

4. The speaker presented his point. (clearly)

5. The boy was hurt in the car accident. (badly)

[10]

Question 2.2

In the sentences below:

- i) select the modifier from the words in brackets
- ii) show which word it modifies, then
- iii) indicate whether it is an adjective or an adverb.

- a) The small children played (noisy, nosily).

i) word: _____

ii) word it modifies: _____

iii) adjective or adverb: _____

- b) The bread smells (delicious, deliciously).

i) word: _____

ii) word it modifies: _____

iii) adjective or adverb: _____

c) The car moved (slowly, slow) along the road.

i) word: _____

ii) word it modifies: _____

iii) adjective or adverb: _____

d) His father spoke (soft, softly) on the phone.

i) word: _____

ii) word it modifies: _____

iii) adjective or adverb: _____

e) The bike turned the corner (sharp, sharply).

i) word: _____

ii) word it modifies: _____

iii) adjective or adverb: _____

f) The police made a (careful, carefully) search of the area.

i) word: _____

ii) word it modifies: _____

iii) adjective or adverb: _____

g) Your cake is (near, nearly) perfect.

i) word: _____

ii) word it modifies: _____

iii) adjective or adverb: _____

h) To the mother, the baby seemed (hungry, hungrily).

i) word: _____

ii) word it modifies: _____

iii) adjective or adverb: _____

i) I was (shy, shyly) with strangers as a teenager.

i) word: _____

ii) word it modifies: _____

iii) adjective or adverb: _____

j) Mother stitched the seam (perfect, perfectly).

i) word: _____

ii) word it modifies: _____

iii) adjective or adverb: _____

[30]

Question 2.3

Complete the sentences below by filling in the correct prepositions and indicate whether their relation is one of space/place, direction/movement or time:

1. The plane landed _____ 1 p.m.
2. We hiked _____ the lake.
3. The pencil landed _____ the desk.
4. The captain looked _____ us.
5. Carolyn sat _____ Bob and me.
6. A motorcade rode _____ town.
7. Our bird flew _____ the house.
8. The ball landed _____ the stands.
9. Jill sang _____ me.
10. Wait for me _____ the gate.

[10]

Model Answers to Unit 2 Assessment Questions

Answers to Question 2.1

1. He could **hardly** stay awake.
2. They are a **very** playful couple.
3. His brother **almost** lost his temper.
4. The speaker **clearly** presented his point.
5. The boy was **badly** hurt in the accident.

Answers to Question 2.2

- | | | | |
|----|--------------|-------------------------|----------------|
| a) | i. noisily | ii. played (verb) | iii. Adverb |
| b) | i. delicious | ii. smells (verb) | iii. Adverb |
| c) | i. slowly | ii. moved (verb) | iii. Adverb |
| d) | i. softly | ii. spoke (verb) | iii. Adverb |
| e) | i. sharply | ii. turned (verb) | iii. Adverb |
| f) | i. careful | ii. search (noun) | iii. Adjective |
| g) | i. nearly | ii. perfect (adjective) | iii. Adverb |
| h) | i. hungry | ii. baby (noun) | iii. Adjective |
| i) | i. shy | ii. I (pronoun) | iii. Adjective |
| j) | i. perfectly | ii. stitched (verb) | iii. Adverb |

Answers to Question 2.3

1. at – time
2. to/towards – direction/movement
3. on – space/place
4. at – space/place
5. near/next to/behind – space/place
6. to/into – direction/movement
7. to/out of/from – direction/movement
8. on/at – space/place
9. to – space/place
10. at – space/place

You have now come to the end of unit 2. In the next unit you will study Reading Comprehension. Enjoy it!

Unit 3

Reading Comprehension

Introduction

Welcome to the third unit of the Grade 12 English course!

I hope you found Unit Two of this course very useful and interesting. In this unit, we are going to learn about reading comprehension. Although this part of your English Language course is tricky, it will strengthen your knowledge and understanding of this subject. On completion of this unit, I can assure you that what you will have learnt will help you in all of your studies where reading is required.

This unit consists of 38 pages. This unit is approximately 10% of the whole course. Plan your time so that you can complete the whole course on schedule. Take a moment to read the following learning outcomes. They serve as a guide to what you should focus on while studying this unit.

On successful completion of this unit, you will be able to:

- *answer* questions accurately after reading a passage;
- *deduce* meanings of selected words from the context;
- *read* a passage for understanding;
- *skim* through a piece of writing in order to obtain a general idea of the content;
- *scan* a piece of writing in order to find specific information within a short time.



Outcomes



Terminology

Skimming: Reading through the text quickly to identify the main ideas.

Scanning: Looking quickly through a text for a particular piece of information.

Topic Sentence:	The sentence that contains the main idea in the paragraph.
Reading:	Looking at and understanding the meaning of written text.
Context:	A surrounding circumstance or situation that enables a particular idea or event to be understood.
Text:	Any written or printed work.
Passage:	A short section from a text.

Before You Start Reading

On successful completion of this subunit, you will be able to:

- *discuss* some of the factors that make it difficult to understand the meaning of a text;
- *display* good reading habits, such as checking the title of a text, and reviewing your existing knowledge of the topic;
- *identify* and learn key vocabulary, considering when and why the text was written, before reading the text word for word.

This subunit is about 3 pages in length.

Do you sometimes find something interesting to read or do you regularly read because you enjoy doing so? I enjoy reading the printed word and do so most often. The Bible and novels are the closest things to my heart. However, I don't just read these materials for the sake of reading them. I have a purpose for everything I read. Also, I always make sure that I understand whatever I am reading.

Have you ever read something without understanding what it was all about? Let us look at the following example:

Tsunamis can be generated when the sea floor abruptly deforms and vertically displaces the overlying water. Tectonic earthquakes are particular kinds of earthquake that are associated with the earth's crustal deformation; when these earthquakes occur beneath the sea, the water above the deformed area is displaced from its equilibrium position. More specifically, a tsunami can be generated when thrust faults associated with convergent or destructive plate boundaries move abruptly, resulting in water displacement, owing to the vertical component of movement involved. Movement on normal faults will also cause displacement of the seabed, but the size of the largest of such events is normally too small to give rise to a significant tsunami. (Wikipedia, 11 March 2011, Tsunami)

How did you find the passage? Was it easy or difficult to understand?
If you found it difficult, then why do you think that happens?

There are many factors affecting our understanding of any written text. Some of these you can control. For example, trying to read while listening to the radio or watching television is not a good idea, as most people find it difficult to divide their attention between two things. Other factors may be outside your control, but that doesn't mean you can't do anything to work on them. Consider the following:

Motivation

If you have a purpose for reading a text, you are much more likely to understand its content. For example, you may be reading a book for pleasure, or because you have a keen interest in the topic. If this is the case, then you have a purpose that guides your reading. On the other hand, if you are reading something just because it is required for a course, then you need to motivate yourself. The reason for this is because you either have no purpose or your purpose is very weak.

Prior Knowledge

If you already know something about the topic of a text, it is easier for you to relate the new information it contains to your existing knowledge. If you are not familiar with the content or topic of the text, it pays to spend a few minutes trying to find out:

- how it relates to what you already know about the topic or text and perhaps;
- why it relates to what you already know about the topic or text.

If the content or topic does not relate to anything you previously know, then you have to examine your motivation for reading it.

Vocabulary

Some written texts contain specialised words (known as jargon). You may not be familiar with these. The use of jargon is a particular problem in scientific and technical fields of study, where common words may be used in different ways. For example, in the passage relating to tsunamis and earthquakes in this section, you read the words 'normal faults'. I am sure you have seen these words before. However, did you realise that when they are used by a geologist, they have a special meaning?

Sentence Structure

Another factor that can make reading with understanding more difficult is the length and structure of sentences in the text. Long, sentences with many embedded ideas can affect comprehension

because readers are likely to lose the thread of what is being said. For example, consider the following italicized sentence taken from the previously provided example passage:

More specifically, a tsunami can be generated when thrust faults associated with convergent or destructive plate boundaries move abruptly, resulting in water displacement, owing to the vertical component of movement involved.

When you encounter sentences like these:

- try breaking up the sentences like into their component parts;
- read each part carefully;
- once you are sure that you understand what each part means, then link those meanings together in your mind for understanding of the whole.

There is little point in reading something that you don't understand. However, the good thing is that there are steps you can take in order to improve comprehension of a particular text. These steps include the following:

Step 1: Learn what it's all about

Before you start, it is important for you to look at the title of what you are going to read. Is there something you already know about this title or is it all new to you?

The title of the example passage provided in this section is "Tsunamis generated by seismicity". Is there anything you already know about this topic? If not, then what does the word "tsunami" mean? If you don't know, you should try to find the meaning of this word before you go any further. Finding out the meaning of words that you do not understand when reading a text will prevent you from getting confused.

Step 2: Relate your knowledge to the text

Here we are looking at those things that you already know about the text you are reading. When you link your reading to your existing knowledge, it is easier for you to understand the text. Try doing the following task:

- Make a list of things that you already know about the topic. For example, did you know that tsunamis used to be called *tidal waves*? What does this new information suggest about the passage?
- Think of some questions you have about the topic of the text. You might be wondering why the topic is important or whether it has any relevance to you or other people you know. As you read, you should actively seek answers to your questions.

If you are unable to write down the above mentioned actions on paper, then try doing them in your mind before moving on.

Step 3: Identify and learn key words

Look through the text quickly and find important words that are used repeatedly. Underline these words and look up the meaning of those you don't know in a dictionary.

Step 4: Think about when and why the text was written

Just because something appears in printed form does not mean that it is true. When an author writes text, they most often have a particular purpose in mind. For example, those who wrote the New Testament wanted to record major events in the life of Jesus. Those who write novels want to entertain their readers. Copy-writers on the other hand create advertisements to encourage people to buy more of a product. So, it is important to identify the type of text you are reading so that you can decide what the author's purpose was when writing it.

If possible, try to find out when a text was written before you read it. In the past, people had different attitudes, beliefs and ways of writing which may seem strange to us today. If you look at the reverse of the title page in a book, you can find the date it was first published. This information can help you to know what to expect.

Skimming and Scanning

On successful completion of this subunit, you will be able to:

- *skim* through a piece of writing in order to obtain a general idea of the content;
- *scan* a piece of writing in order to find specific information within a short time.

This subunit is about 4 pages in length.

What is skimming?

Skimming is the fastest way of identifying the main ideas in written text. This written text could be found in textbooks, novels, newspapers, magazines among many others. Skimming is mostly done when you have a limited amount of time to read a piece of text. Sometimes you may need to read something very quickly before moving on to another activity. What would you do? This is where skimming comes in.

How do you skim?

There are different things that you can do when skimming. The following are important steps you can take when you skim:

- Go through the passage from start to finish, without reading the sentences and paragraphs.
- Look at the chapter titles, one at a time.
- Go through the sub-titles of each chapter as this will build an outline of the content of the text you are reading.

What is scanning?

You scan a piece of text when you need to get specific information quickly. When you scan, you are not reading the whole text but only that part which contains the information you need. A good example of scanning happens in cases when you may be looking for a telephone number or street address in a directory.

The following passage will give you the opportunity to practice skimming and scanning. You should follow the guidelines previously provided to do this well.



ACTIVITY 3.1

First, skim the text below by reading it very quickly. Try not to spend more than a minute the first time you read it.

There was a boy called **Thabo**. He was ten years old. He was very friendly. Thabo went to the school that was two kilometres away from his house. Thabo often missed school because he was sick. Sometimes he had a headache, tummy ache or sores in his mouth. He often got flu and a runny nose. But most of the time, Thabo tried to be happy and cheerful. He did not like missing school. It made him sad to see the others going to school while he had to stay in bed. Thabo had one special friend, and his name was Thomas. They liked to play together with their other friends from school.

When Thabo was still little, his mother died of cancer. That was very painful to him as he had already lost his father. This made Thabo feel very lonely. Sometimes he dreamed about her, but usually he didn't tell anyone, not even his aunt whom he stayed with. He kept a special picture that he drew of his mom next to his bed. When Thabo missed or thought about his mother, he would look at the picture and think of something they had shared together.

Sometimes Thabo felt angry that he could not go out to play and had to stay in bed. This made him feel different from others. One day Thomas said to Thabo, "Thabo, why do you get sick so often?" Thabo answered, "Because I have a germ in my blood that attacks my blood and then it makes me sick. Don't ask me any more questions, brother."

Part one: **Skimming**

Now, without reading the text again, answer the following questions:

i) According to the text, was Thabo an orphan?

ii) Was Thabo a happy boy?

Choose a, b, or c in each question below. Only one choice is correct.

1. Thabo often did not go to school because he was

- a) Sick
- b) Lazy
- c) Naughty

2. Thabo was a friend to

- a) Mary
- b) Pauline
- c) Thomas

3. When Thabo missed his mother, he often thought about her and

- a) His dad
- b) Something they had shared with each other
- c) Cupcakes

Part two: **Scanning**

Are the following statements true or false? Write down your answer to show the letter that supports your statement. See if you can spend less than five seconds to find the answer to each question. State whether each statement is either True or False, and then give evidence to support your answer.

a) Thabo often felt very sick but always tried to be happy and cheerful_____.

Evidence: _____

b) Thabo got disturbed by the fact that he could not join other friends due to his illness_____.

Evidence: _____

c) Thabo gave a genuine answer to his friend when asked why he did not join others to play_____.

Evidence: _____

Thomas was an enemy to Thabo_____.

Evidence: _____

Check your performance against the sample answers at the end of this subunit. Continue studying the material in this unit if you are satisfied with your ability to answer the questions. If not, review the above content and try the activity again.

Answers to Activities

Model Answers to Activity 3.1

Part one: Skimming

i) Yes. His mother had died and, also because he often fell sick.

ii) No, he wasn't.

1. a. Thabo did not go to school because he was sick.

2. c. Thabo was a friend to Thomas.

3. b. When Thabo missed his mother, he often thought about her and something they had shared with each other.

Part two: **Scanning**

a) True.

Evidence: “But most of the time Thabo tried to be happy and cheerful.”

b) True.

Evidence: “Sometimes Thabo felt angry that he could not go out to play and had to stay in bed.”

c) False.

Evidence: “Because I have a germ in my blood that attacks my blood and then it makes me sick. Don’t ask me any more questions, brother.”

d) False.

Evidence: “Thabo had one special friend, and his name was Thomas.”

Now, let us move into the next subunit that deals with deducing meaning from the context.



Note it!

Key Points to Remember

- The most important aspect in skimming is going through whatever you are reading and just looking at the chapters, titles and subtitles of the document you are reading. The purpose is to observe the key topics of the passage.
- When scanning, you should not read the whole text. Using the titles as a guide, you can focus on the parts which contain information you need.

Now that we have seen how skimming and scanning work, let us move on to the next subunit and see how we can further find meaning from context.

Careful Reading

On successful completion of this subunit, you will be able to:

- *identify* the various building blocks of a text and explain their functions.

This subunit is about 5 pages in length.

Building blocks

These are words, sentences and paragraphs that form the basics of reading. Find out how these are put together in your reading. For example, let us look at the passage below and see what building blocks are:

Many people abuse drugs for different reasons. It is either because they are not fully informed about the effects of drugs in their lives or they lack the right skills to decide correctly and wisely on what to do. Sometimes they are influenced by other people. Thus, they cannot stand for themselves and say “No” or “Yes” at the right time. These are the life skills we refer to as decision-making and assertiveness.

David is a student in a boarding school. He lives in a room with four other boys who sometimes run out of the hostel to drink beer at a nearby bar. He always refuses to go with them and remains in the room studying. Sometimes his roommates sniff glue in the room and taunt him for being different. He, however, never cares about them and does his school work instead. He performs very well.

Now, let's see how the building blocks have been used here.

Remember what we said the building blocks are.

-Words: e.g. **many**, **people**, **abuse** and **drugs**

-Sentences: e.g. David is a student in a boarding school.

- Paragraph: e.g. David is a student in a boarding school. He lives in a room with four other boys who sometimes run out of the hostel to drink beer at a nearby bar. He always refuses to go with them and remains in the room studying. Sometimes his roommates sniff glue in the room and taunt him for being different. He, however, never cares about them and does his school work. He performs very well.

Paragraphs

Most texts are composed of paragraphs. They are usually referred to as locations where different thoughts are put together. Words make sentences and sentences make paragraphs. We are going to use a

paragraph from the earlier passage under Building Blocks. Read the paragraph below and answer the questions that follow. This is good practice that will enable you to digest what you have just learned.

Let us look at it:

Many people abuse drugs for different reasons. It is either because they are not fully informed about the effects of drugs in their lives or they lack the right skills to decide correctly and wisely on what to do. Sometimes they are influenced by other people. Thus, they cannot stand for themselves and say “No” or “Yes” at the right time. These are the life skills we refer to as decision-making and assertiveness.

As you can see, there are different things that have been said in the paragraph.

1. How many sentences are there in the paragraph?
2. Read the first sentence.
3. Read the last sentence.

The above procedure is the best way for you to understand your reading perfectly. The advice here is that you do your reading in little steps.

Now! Take a book that you are currently reading or have read. Look at how the paragraphs in that particular text are put together.

- **Beginning**

Look at the first sentence in that paragraph. This is called the **topic sentence**. In a well-written text, the first sentence tells you what the paragraph is all about. It enables you to get a clear meaning of the whole paragraph. Below is an example of the beginning or topic sentence.

Many people abuse drugs...

- **Middle**

This is where the details of the paragraph are put together. It forms the core of the whole paragraph. This is where we usually say things are when they are heated or at the climax. Have you ever prepared any meal? If so, what happens when the pot comes to a boiling point? This is the point where the ingredients used combine into a mix and become a desirable dish! So, the same thing happens with the middle of the paragraph. The middle of the paragraph is the place where details are added to the paragraph.

- **End**

Look at the concluding sentence of the paragraph. The beginning and the middle sentences should all build up to the conclusion. All it says is “then..? What?” For example the end here is:

He performs very well.

Reading

Here you can look at the first two or three paragraphs from the whole passage and read them. By so doing, you are trying to get to the significance of the text you are reading. This is where you will also find out whether there are any unfamiliar or difficult words used. Give yourself a picture of what you are reading, as this will improve your understanding. It is a very useful thing to do.

Reviewing

This is the opposite of the previous step. Here you should read the first two or three paragraphs again. You are now trying to see if what you have been reading has any meaning to you or not. This is where you ask yourself a question such as “what is this paragraph about?”

Remember we have talked about how paragraphs are put together.

This step helps you to decide if what you have read is confusing. It also helps you see if you have missed some important information.



ACTIVITY 3.2

Now, read the passage below and answer the questions that follow.

The kingdom of Lesotho covers an area of approximately 30 300 square kilometres. Of this area, the western quarter is lowland country; the remaining three quarters comprise highlands, which rise to a height of 3482 metres in the Maluti Range. Lesotho is completely surrounded by South Africa, bounded by the province of Kwazulu Natal to the east, the Eastern Cape to the south and the Free State to the north and west.

The people of Lesotho have developed a unique culture. This is a result of the mountainous locale where the Basotho people live. There are also many places where access to roads is very limited.

Some Basotho men and women wear the traditional “mokorotlo” (conical hat) and beautifully patterned blankets. These blankets are usually pinned around their shoulders, as it is the way the Basotho people wear blankets. The majority of Basotho men like to wear soft hats during winter as they claim that to be the best way to protect themselves from the harsh weather conditions. These hats are usually bought from the shops in the lowlands.

1. Where is Lesotho located on the map?

2. How would you describe the culture of the Basotho People?

3. How has the relief of the country influenced Basotho?

4. How would you describe the shape of the traditional hat used by the Basotho men and women and what can you say is the significance of that hat?

5. What do Basotho men wear in winter?

6. Which word suggests what the hats the Basotho men usually wear are made of?

7. How do Basotho people wear their blankets?

8. What benefit do Basotho people derive from wearing blankets?

9. What is the capital city of Lesotho?

10. Explain in your own words what the author suggests about Lesotho as a country and the culture of the Basotho people. Write in about five lines.

Check your performance against the model answers at the end of this subunit. Continue studying the material in this unit if you are satisfied with your ability to answer the questions. If not, review the above content and try the activity again.



Tip

Tips for the examination

You should be able to answer factual questions.

Factual questions are very easy because their answers can be picked out directly from the passage.

BUT

Because the answers are easily spotted, many people have a tendency to take everything which surrounds the answer. This is not good as some information does not answer the question.

Also, we are expected to give the answer only. We should avoid repeating the question in our answers.

Compare your answers to those given at the end of the subunit. Note that it is important to understand this concept. If you do not understand it, review the above content and try the activity again.

Model Answers to Activity 3.2

Compare your answers with mine below

1. Lesotho is located in Southern Africa.
2. They have a unique culture compared to other nations.
3. It has influenced their dress code.
4. It is a conical hat and it helps a lot in summer because it is used as a sun hat.
5. The Basotho men wear soft hats in winter.
6. The word that suggests what these hats are made of is **'soft'**. From this we can deduce that they are made from cloth or felt.
7. They pin them around their shoulders.
8. The blankets keep them warm.
9. The capital city of Lesotho is Maseru.

10. The area that Lesotho covers suggests that it is a small country. It is located in Southern Africa and landlocked by South Africa. This tells us that the country is completely dependent on South Africa in many ways. The people of Lesotho have a culture that is mostly influenced by the mountainous locale of their country. They wear clothes, which are very useful in protecting them from hazardous natural conditions.

Now, let us move into the next subunit.

Meaning - Making

On successful completion of this subunit, you will be able to:

- figure out the meaning of selected words from the written text.

This subunit deals with how words have been used in the passage.

This subunit is about 2 pages in length.

Now, let us look at how to determine the meaning of selected words from a text. You should remember that words have different meanings. Sometimes we are only able to determine the meaning of a word if we look at the way the word is used in context.

Here is an example of a word with different meanings:

Arms	noun	weapons
Arm-	noun-	upper limb between the shoulder and hand
Arm-	verb-	to give someone weapons

Let us look at the following sentences and see how these words have been used to give different meanings.

- The flag of Lesotho has a code of arms on it. This is a symbol of the Basotho nation.
- I hurt my left arm during a fight with a taxi driver yesterday.
- My trainer always warned us to stay armed lest the enemies show up unexpected.

From the above example, we have seen that the word arm has two different meanings.

Let us now look at the paragraph below and learn more about the meaning in context.

Suddenly, the lonely stranger dropped from the rocks on to the shoulders of Big Bull. The two men fell to the ground, rolling over and over. Fani, Big Bull's friend, held his breath. They were fighting right on the edge of the bridle-path. They got to their feet, facing each other. Big Bull ran at the lonely stranger and pushed him towards the cliff. At the last minute, the Lonely Stranger swung Big Bull round. Big Bull roared like a bull and came rushing for the stranger. The stranger stepped to one side. Big Bull ran to the other side. There was a loud crack, as Big Bull's head hit the rock. Big Bull groaned and fell to the ground. He had been knocked out. (Christopher, 1988, p78)

Now, let us look at the questions where you have to use your own words. In these types of questions, an activity, a phrase or sentence is picked from a text or passage, and then you are asked to give its meaning in your own words.



ACTIVITY 3.3

Read the following words. For each of the six words, give one word or short phrase (of not more than seven words) which has the same meaning as each has in the passage above.

1. Rolling line 2

2. Bridle-path line 4

3. Facing line 4

4. Stepped line 8

5. Roared line 7

6. Groaned line 10

Check your performance against the given solutions provided at the end of this subunit. Continue studying the material in this unit if you are satisfied with your ability to answer the questions. If not, review the above content and try the activity again.



Note it!

Key Points to Remember

The key points to remember in this subunit on making meaning from context are as follows:

- Some words have more than one meaning.
- We can use the same word with different meanings in a single text.
- Sometimes, we are only able to determine the meaning of a word if we look at the way the word is used in a sentence or paragraph.

Model Answers to Activity 3.3

1. Rolling turning over and over
2. Bridle-path a path where horse-riders have the right of way
3. Facing looking at each other
4. Stepped moved
5. Roared shouted in anger
6. Groaned cried in pain

Unit Summary



Summary

In this unit, you learned the following:

- Skimming is a technique where you read through a text very quickly, making a mental note only of critical information from headings and key words. After skimming a text, you should be able to answer factual questions.
- Scanning is another technique to improve your reading ability. When you scan a text, you do not read it word-for-word. Instead, you move your eyes quickly over the whole text, searching for the particular information you need.
- There are many factors affecting our understanding of any written text. Careful reading and reviewing will help us to better understand it.
- Sometimes we need to look at the way a word is used in a sentence or paragraph to determine what it means.

You have now completed the material for this unit on skimming and scanning. It's now time to spend some time reviewing the content in detail.

When you are confident that you can successfully pass an exam on these concepts, try working through the assignment. When you have completed the assignment, check your answers with those provided and clarify any misunderstandings that you have.

Your last step will be to complete the assessment. Once you have completed the assessment, proceed to the next unit, which is about guided composition. In the next unit, you will learn about:

- the use of simile and metaphor in sentences;
- idiomatic expressions and proverbs in a sentence;
- a variety of sentence structures with emphasis on compound sentences;
- a guided composition based on given points or information.

Assignment



Assignment

The total marks for this assignment is 88. You are advised not to spend more than 1 hour 30 minutes on this assessment.

Comprehension 1

You are advised to spend about 1 hour and 30 minutes on this question. The total marks for Comprehension 1 is 50.

It is recommended that you answer the questions in the order they have been set. Beware of mistakes made in spelling, punctuation and grammar. These will be penalised, and you can lose many marks.

Read the passage below and answer all the questions that follow.

Advertising

- (Lines 1-7)** *The advertising industry is universal, spending vast sums of money, employing many very talented people and cooperating throughout the world; unfortunately, when we experience its activities we tend to accept them without question, instead of examining them closely.*
- (Lines 8-18)** *A naive view of advertisement might be to regard them just as ways of relaying necessary information: a sign simply reading 'Golden Lion Cafe - open 9 a.m. to midnight' is no more sinister than a 'Road Closed' notice to alert us to impending road-works. However, the owner of the cafe might be tempted to add 'full three-course lunch - only five dollars'. This seems to assure us of good value. We have entered the persuasive world of advertising – a dangerous world for us because many advertisers are both potent and ruthless.*
- (Lines 19-26)** *A dictionary will tell us that 'to advertise' means to turn someone towards something; the intention is to encourage us to do something, usually to buy a product or a service. Advertising methods*

employed range from the obvious to the very subtle, but they are surprisingly similar in all parts of the world, although names and details may vary from place to place.

4. **(Lines 27-38)** *At times, we seem to receive a direct instruction. Travelling ice-cream sellers for many years cycled along with their loads and paraded a peremptory notice-`stop me and buy one!` Similarly, we are often urged -`Don't miss this bargain`. The almost bullying tone may well be continued by huge notices at the side of the road, often in vivid colours and with striking images, all demanding that we buy, buy, buy...Advertisements on many television channels are broadcast at a higher volume than the entertainment programmes themselves, again seeking to exert pressure on the prospective customer.*
5. **(Lines 39-44)** *The actual name of the product being advertised may have a quite subtle effect upon us. A new perfume marketed under the name `Irresistible` or `Flirtation` conveys an image, indeed almost a promise, not necessarily closely related to the actual contents of the bottle or spray.*
6. **(Lines 45-55)** *In various ways, the product may be made memorable: a catchy saying or tune may stick in the mind and continually bring back a recollection of the article advertised; vivid, unusual packaging may make an item instantly recognisable and difficult to forget; an exciting or romantic location associated with the product may enhance its appeal. An important weapon in the advertiser's armoury is humour. If it is true that we tend to be drawn towards humorous people, is it not very likely that we shall react in a similar way to products presented to us in an amusing fashion?*
7. **(Lines 56-72)** *To convince the public that what is offered is incredible and effective, a mock-scientific approach will often be used. We are assured that we are protected against all common stomach complaints; of course the vital additive has a long, scientific name and the claim is supported by an array of seemingly irrefutable evidence. The inclusion of an effective but*

invariably 'natural' component in a shampoo will guarantee soft, silky hair. An impressive-sounding chemical resulting from months of research will, when added to our engine oil, allow years of trouble-free motoring. Thus, we sometimes allow ourselves to be blinded by supposed statistics, and a cunning advertiser will offer a persuasive comparison between the article offered and similar products from competitors; not surprisingly the competing items are presented as poorer in quality and higher in price. How gullible we are!

8. **(Lines 73-77)** *All advertising seeks to leave us with a favourable image of the product on offer, and one of the most effective ways of achieving this is by the use of famous people or celebrities. There are advantages and disadvantages in this strategy.*

9. **(Lines 78-106)** *Successful advertisers will often manage to establish a link, however weak, between the product and an appropriate celebrity. A famous athlete may well be a convincing ally in selling sportswear; a beautiful female film star may prove to be an effective advocate for various cosmetic products. The advertiser will also benefit from establishing a celebrity as an expert. It is reasonable to assume that a famous racing-car driver will be able to distinguish a good car from inferior models, and buyers are likely to be convinced by an apparently well-informed judgement. Moreover, advertisers take advantage of the fact that ordinary people are likely to admire celebrities and wish to emulate them, if only by wearing or using the same items. Sometimes it is young people who are particularly impressed by celebrities, and advertisers often target them in order to boost sales. By some illogical mental process, the young footballer may, for example, be convinced that wearing the same boots as his celebrity hero will make him a star on the pitch. Fashion is rarely an accident, much more a carefully orchestrated sequence controlled by clever men and women, and advertisers also realise that the link with the celebrity may encourage the notion that a garment or an action is 'cool' – a powerful recommendation among young people. Thus we can see at work our 'celebrity culture', the insatiable appetite we seem to*

have for connection with famous people, through a vast range of media outlets.

10. **(Lines 107-123)** *Using a celebrity in an advertisement is merely the beginning of a process, which gathers its own momentum. Once the link is established between a celebrity and a product, advertisers use every appearance or comment by the famous person to trigger an image of the product, perhaps long after the release of the original advertisement. This development can be enhanced by simple devices like emblazoning the manufacturer's name on items worn or used by the celebrity, such as T-shirts, cricket bats and tennis-racquets. Often advertisers set up appearances of famous people at, say, theatres or football matches, in order to remind the public of the clothes they wear or the bags they carry. Sometimes celebrities' children are drawn into this strategy too; they can be seen wearing smaller versions of their parents' clothes, thus increasing sales. There are drawbacks, however.*
11. **(Lines 124-133)** *What happens if the celebrity falls from favour, for example by losing his or her place in the team or producing a number of unsuccessful music albums? The product is then linked with failure – and the effect of sales is entirely predictable. Even worse, the celebrity may be involved in some social or moral disaster – gross rudeness to a vulnerable bystander or a scandalous broken relationship. The celebrity's sponsorship then might work against, rather than in favour of, the product advertised.*
12. **(Lines 134-144)** *Celebrities often have an inflated sense of their own value or importance and so they may demand vast fees for being linked with particular products; after all they are often accustomed to large financial rewards. Also they are frequently by nature volatile and unreliable. A knock-on effect of this characteristic is that celebrities are often difficult to work with and not always capable of amicable business relationships. Is there not the additional danger that many celebrities will prove more interested in enhancing their own images than in promoting the items for sale?*

13. *(Lines 145-156) Advertising is clearly a difficult, complex and often subtle process; it can also become quite threatening. A fairly recent development – often called subliminal advertising – involves repeatedly flashing a message onto, say, a television screen, apparently too fast to be perceived by the human eye. However, there is research evidence to show that the message does reach the human brain, and so the viewer is being unconsciously persuaded to buy or act – a frightening thought. The process is, understandably, illegal in many countries. (University of Cambridge International Examinations-GCEOL, October/November 2010)*

From paragraph 1:

1. The writer calls the advertising industry ‘universal’. What phrase is used later in the paragraph to echo this idea?

[1]

From paragraph 2:

2. a) How do we realise early in the paragraph that the writer does not regard advertisements as simply ways of ‘relaying necessary information’?

[1]

b) The cafe owner ‘might be tempted’ to add to his advertisement. What does he hope to achieve by doing this?

[1]

c) Explain **in your own words** why the writer feels that the world of advertising is such a dangerous place for ordinary people.

[2]

From paragraph 3:

3. Why do you think that the writer finds it surprising that advertising methods are similar throughout the world?

[1]

From paragraph 4:

4. Explain **in your own words** why, according to the writer, television advertisements are broadcast at a higher volume than the actual programmes. [2]

From paragraph 5:

5. Explain fully what 'promise' is implicit in the naming of the perfume 'Irresistible'. [2]

From paragraph 6:

6. a) The writer calls humour an 'important weapon in the advertiser's armoury'. What does this choice of words suggest about the advertiser's attitude to the public? [1]
- b) Explain fully how, according to the writer, humorous advertisements increase sales. [2]

From paragraph 7:

7. a) What is the writer asserting by calling the advertisers' approaches 'mock-scientific'? [2]
- b) What does the writer mean by 'seemingly irrefutable' evidence? [2]

From paragraph 13:

8. a) Explain in your own words what the author finds frightening about subliminal advertising. [2]
- b) What does the word 'understandably' tell us about the writer's attitude to subliminal advertising? [1]

From the whole passage:

9. Choose **five** of the following words. For each of them give **one** word or short phrase (of not more than **seven** words) which has the same meaning that the word has in the passage.
- a) Impending (line 12)

b) Assure (line 15)

c) Paraded (line 29)

d) Necessarily (line 43)

e) Continually (line 47)

f) Complaints (line 59)

g) Cunning (line 68)

h) Appetite (line 104)

[5]

10. Using your own words as far as possible, write a summary of the ways in which advertisers use celebrities to sell products, and the disadvantages of these strategies.

USE ONLY THE MATERIAL FROM LINE 78 TO LINE 144.

Your summary, which must be in continuous writing (not note form), must not be longer than 160 words, including the 10 words given below to start the summary.

Begin your summary as follows:

In order to increase the sales of products, successful advertisers

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

4. They are meant to put more influence and pressure on the customer so that they feel obliged to buy the product.
5. It implies that when one is wearing that perfume, nobody is going to resist them.
6.
 - a) It suggests that the advertiser should possess a very humble and humorous attitude to the public as this will help him/her to attract more customers to the product.
 - b) According to the writer, humorous advertisements attract many people. People are often drawn to a product because of the way the seller is presenting it. The more humour one has, the more customers he/she is likely to get.
7.
 - a) It is not actual science that is done when advertising. It is a process that is shown or explained to imply quality and convince people that necessary precautions have been taken in making the product.
 - b) A proof that cannot be refuted.
8.
 - a) What is frightening about subliminal advertisements is that they are usually too fast as they flash on the televisions or on the radio.
 - b) The author does not agree with or is uncomfortable with the use of subliminal advertisements. The author agrees with the fact that they are not acceptable in other countries as well.
9.
 - a) Impending (line 12): about to happen
 - b) Assure (line 15): convince
 - c) Paraded (line 29): displayed
 - d) Necessarily (line 43): strictly required
 - e) Continually (line 47): constantly
 - f) Complaints (line 59): diseases
 - g) Cunning (line 68): clever
 - h) Appetite (line 104): desire

10. Summary

In order to increase the sales of products, successful advertisers connect their products to celebrities, regardless of the quality of their

products. For example, a well-known athlete can form a strong partnership with one manufacturer and advertise his products. Often a female film star promotes beauty products for some company. This works well for advertisers as many people believe that anything used by celebrities is of the right quality. Once celebrities have established a connection with the products, their appearance and abilities are used to promote the products further. This is done by putting the manufacturers name on items such as clothes used by the celebrity. However, the products can lose their value if the celebrity falls. This also has financial implications as celebrities often demand high fees from the manufacturers. In most cases, celebrities are not easy to work with. They are mostly concerned with their images and fame than with the products themselves.

Assessment



Assessment

Here is the last part, which you must also complete for this unit. You should answer all of these questions and then send your work to your tutor as instructed. Just like the assignment, this part covers the content and the objectives which you have learned in this unit.

Comprehension 2

You are advised to spend about 1 hour and 30 minutes on this question. A total of 50 marks may be awarded for your work on this comprehension.

It is recommended that you answer the questions in the order set. Beware of mistakes made in spelling, punctuation and grammar. They will be penalised, and you can lose marks.

Read the passage below and answer all the questions that follow.

MUSIC

1. **(Lines 1-10)** *Music is a universal form of communication, cutting across all periods of history and all regions of the planet. Human beings were probably inspired to produce music by the sounds they heard in the world of nature, like birdsong and animal cries, which formed the background of their daily existence. Even in primitive times, music played an important part in the social life of the community – events like birth, marriage and death had their own individual and appropriate music. The earliest written representations were music.*
2. **(Lines 11-31)** *A particularly poignant story which demonstrates the power of music is told about the 24th of December 1914. Many European countries had been engaged for four months in a war, which was to continue for almost another four years, but the soldiers in one part of the battlefield, remembering that this was the night before Christmas, turned their thoughts*

away from war towards celebration of this important festival. Imagine the astonishment of the British soldiers when the sound of Christmas songs being sung by enemy German soldiers drifted towards them on the clear night air. Moved by the music, although fearful at first, men who had earlier in the day been fighting against each other stepped from their hiding places. The language barrier was somehow broken down, enabling limited conversations to take place. The soldiers spontaneously put down their weapons, exchanging food gifts and even playing football together. The Christmas Truce, as it came to be called, has come to present the endurance of human beings in the face of adversity, and music played an important role.

3. **(Lines 32-52)** *Perhaps the most important turning point in the history of music was the invention of recorded sound. In 1877, Thomas Edison invented the phonograph, and this was the beginning of the recording industry as we know it today. The phonograph – a machine which played back sounds – was hailed as a great scientific breakthrough and there was a chaotic rush to invent other recording devices. These inventions often overlapped. It is hard to imagine the interest which was aroused in improving the recording of sound, and Edison was seen as one of the greatest scientific figures of the century. Inventors were frequently involved in angry disputes to be acknowledged as the official inventor of some improvement or other. Nowadays, a mere one hundred and fifty years or so after its invention, recorded music affects millions of people and involves vast amounts of money per year. It employs thousands of people, including musicians, sound engineers and salespeople. Thomas Edison began a technology boom, which he could not even have begun to imagine.*
4. **(Lines 53-73)** *Recorded sound brings a wide range of music to ordinary people who, in the past, would have been confined to the one or two sorts of music, which characterised their tribe or their region. Recorded music crosses boundaries and cultures – if you want to investigate the music of, say, Sri Lanka or Kenya, it is easy to do so by a trip to your music shop or even by*

surfing the internet. Moreover, air travel has become more frequent and its inexpensiveness means that people can attend cultural shows in far-flung holiday destinations and buy recordings of the music of the countries they visit. Before the invention of recorded music, people might have played or listened to live music in their own homes, but in families without either musical instruments or the skill to play them, this would clearly not have been possible. However, access to recordings enables ordinary people nowadays to hear music as often as they like, without needing to own or be able to play an instrument. The fact that buying recorded music is generally cheaper than attending live performances is another attraction.

5. **(Lines 74-88)** *As far as musicians themselves are concerned, recorded music has brought about a revolution. In the past, musicians played only in live performances, where wrong notes might be played, but now that recordings can be corrected, a perfect version of the original can be achieved. Furthermore, although members of a live audience may spoil a performance with, say, a fit of uncontrollable coughing or their mobile phone ringing, this cannot happen in a recording studio. In cultures where music was not written down, it could be forgotten and consequently lost, along with its capacity to give pleasure to many people. Now a recording captures it forever; moreover, the efficiency of recording studios means that this can be done in a single afternoon.*
6. **(Lines 89-108)** *However, Thomas Edison, when he comes back to our planet as a time traveller, might not agree that the invention of recorded sound has brought nothing but good to music. It could be argued that people have become so used to listening to recorded sound in the privacy of their own homes that they have no motivation to attend concerts of live music. Why should you buy a concert ticket and trudge out in the rain to the venue when you can listen to a perfect version of your favourite music in your own living room? When people do attend live performances, they are so used to the 'flick of a switch' approach to music; the audience wanders in and out of the auditorium, returning at times to listen to a favourite song or*

instrumental piece. The easy availability of high-quality recorded music may also discourage some people, especially the young, from learning to play musical instruments. Is it not likely that potential talent will be left undiscovered because of the invention of recorded music?

7. **(Lines 109-132)** *Often, when music is recorded, the focus becomes the musician and not the music. This is particularly true of popular music aimed at young audiences. When disproportionate attention is directed towards the musician, this can result in pop stars commanding outrageously high incomes. Because the world of pop music is usually more about image than talent, recording stars are not necessarily the best musicians, although the young people who buy their recorded music might be deluded into thinking that they are. How many times are we bombarded by images of glamorous pop idols staring at us from magazines or the pages of national newspapers? Their spouses, their holidays, their homes, their clothes, their hairstyles....greedy editors decide that we have to be told about these, whether we like it or not. And often we don't! Young people are frequently under pressure to purchase not only recordings of their music, but expensive merchandise such as posters, DVDs and T-shirts. In addition, sometimes these pop stars have a negative effect on their young audiences by being poor role models for them in the kind of lives that they lead, often at odds with the lifestyles advocated by the young people's parents.*

8. **(Lines 133-144)** *Through history, music has had many functions, ranging from providing aesthetic pleasure to religious or ceremonial purposes. In our own time, the advent of the internet has transformed our experience of music, because it affords us both increased access and increased choice. Think of such diverse activities as primitive man sounding a horn while hunting his prey, a mother soothing her baby with a lullaby, or the school orchestra at the end-of-term concert, and you have a glimpse of the importance of music down through the ages. (University of Cambridge International Examinations-GCEOL, October/November 2008)*

From paragraph 1:

1. a) Why, according to the writer, is music a 'universal' form of communication? [1]
- b) According to the writer, what probably inspired human beings to produce music? [1]
- c) Apart from the role that music has played in the 'social life of the community,' what is the other important function of music? [1]
- d) What feature of early music marked the beginning of the study of music'? [1]

From paragraph 2:

2. a) Why would the soldiers be fearful? [2]
- b) Why would the conversation between the soldiers be "limited"? [2]
- c) Pick out and write down the single word which shows that the Christmas Truce was not planned. [1]
- d) What, according to the writer, has the Christmas truce 'come to represent'? Answer in your own words. [1]

From paragraph 3:

3. a) Why did the phonograph mark the beginning of the recording industry? [1]
- b) In what **two** ways was the rush to invent other recording devices 'chaotic'? Number your answers (i) and (ii). [2]
- c) Recorded music affects millions of people 'a mere one hundred and fifty years or so' after its invention. What does

the use of the word 'mere' suggest about the writer's attitude to the effects of recorded music?

[1]

From paragraph 4:

4. Why are ordinary people able to visit 'far-flung holiday destinations'?

[1]

From paragraph 6:

5. What, according to the writer, is the result when young people are discouraged from playing musical instruments?

[1]

From paragraph 7:

6. a) Explain **in your own words** why pop stars 'are not necessarily the best musicians'. [2]
- b) What, according to the writer, do editors hope to gain by publishing information about pop stars?

[1]

From paragraph 8:

7. Explain **in your own words**, the ways in which the Internet has 'transformed our experience of music'.

[2]

8. From the whole passage:

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

a) individual (line 9)

b) moved (line 22)

c) hailed (line 38)

d) investigate (line 58)

e) aimed at (line 111)

f) outrageously (line 114)

g) negative (line 129)

h) advent (line 136)

[5]

9. Using your own words as far as possible, write a summary of the advantages and disadvantages of recorded music, as identified by the writer of the passage.

[25]

USE ONLY THE MATERIAL FROM LINE 53 TO LINE 132.

Your summary, which must be in continuous writing (not note form), must not be longer than 160 words, including the 10 words given below to start the summary.

Recorded music means that people can choose to listen to.....

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Answers to Unit 3 Assessment Questions

Model Answers for Comprehension 2

- 1. a) Music applies to all parts of the world and transcends history.
b) The birdsongs and animals cries they heard in nature.
c) The other important function of music is the celebration of events like birth, death and marriage.
d) The written representations of music led to further study.

- 2. a) The music was sung by the German enemy soldiers.
b) The soldiers did not speak the same language.
c) Spontaneously
d) It has come to represent the significance of human beings in the mist of sufferings.

3.
 - a) It was the first invented machine and it still continues up to now.
 - b)
 - (i) These inventions often overlapped.
 - (ii) Inventors were frequently involved in angry disputes to be acknowledged as the official inventor of some improvement or other.
 - c) It takes a long time to actually touch on people's lives and that means it is not that effective.

4. Air travel has become frequent and cheap so, people can travel easily.

5. Their potential talent will be left undiscovered because of the invention of recorded music.

6.
 - a) The kind of music that they play is not about talent. They are more focussed on image other than their potential in music.
 - b) They hope to gain more publicity and more money.

7. This has been transformed through our ability to explore the Internet and also because we are able to make wide choices.

8.
 - a) individual (line 9): distinct or unusual
 - b) moved (line 22): emotionally affected
 - c) hailed (line 38): applauded
 - d) investigate (line 58): research
 - e) aimed at (line 111): targeted at
 - f) outrageously (114): excessively
 - g) negative (line 129): with bad effect
 - h) advent (line 136): the arrival of

9. Summary

Recorded music means that people can choose to listen to what they like. As a result, they are able to enjoy music from different tribes and regions. People access the kind of music they want, from music centres or the Internet. Another advantage is that people are no longer bound to leave the comfort of their homes to attend live music shows. Access to recordings enables even ordinary people to listen to the music of their choice as often as they like. At live performances therefore, they wander in and out of the auditoriums, and return only to listen to their favourite songs or instrumental pieces. Furthermore, buying recorded music is cheap and recordings can be corrected thereby perfecting the original version. This availability of high quality recorded music however, discourages people from learning to play musical instruments. Another disadvantage is that in recordings, focus is now on the musician rather than on the music itself. Moreover, Pop music is usually about image than talent yet, recording stars are often not the best musicians.

Unit 4

Guided Composition

Introduction

Welcome to Unit 4 of your English course. Remember we have just learned about reading comprehension, deducing meaning from a passage and reading for understanding in Unit 3. In this unit, you will be introduced to writing guided compositions. You will be given information or notes which you can use to write meaningful pieces of work. Have you ever seen a skeleton? It is just bones and no flesh. Do you know that our bodies are made of a combination of bones and flesh? Similarly, the guided composition that we are going to create in this unit is like your skeleton. It has the bare points, which we must expand to make a complete composition. However, this cannot be done without the proper use of sentence patterns and figurative language. In addition, we will also look at compound sentences, similes, metaphors, idiomatic expressions and proverbs. We hope you will enjoy the theme of this unit.

This unit consists of 36 pages. This is approximately 10% of the whole course. Plan your time so that you can complete the whole course on schedule.

Spend a few moments reading the following learning outcomes. They are a guide regarding what you should focus on while studying this unit.

On successful completion of this unit, you will be able to:

- *demonstrate* the use of simile and metaphor in sentences;
- *interpret* idiomatic expressions and proverbs in a sentence;
- *form* a variety of sentence structures with emphasis on compound sentences;
- *arrange* sentences in the correct order in order to form a unified essay;
- *expand* information given in notes in order to write an essay;
- *write* guided composition based on given points or information.



Outcomes



Terminology

Compound sentence:	Two or more simple sentences that are joined by coordinating or correlative conjunctions.
Guided composition:	Composition that responds to a set situation using provided notes.
Idiomatic expressions:	Phrases that are used figuratively.
Metaphor:	Figure of speech that does not use “as” or “like” to make a comparison.
Proverbs:	Wise sayings or words of wisdom.
Simile:	Figure of speech that uses “as” or “like” to make a comparison.

Comparison

On successful completion of this subunit, you will be able to:

- *demonstrate* the use of simile and metaphor in sentences.

This subunit is about 5 pages in length.

Simile and metaphor are figures of speech and they are used in writing to make essays very interesting.

There are many ways we can compare things. However, in this unit we are only going to consider two ways:

- Simile
- Metaphors

Simile

A Simile is a figure of speech that is used to make a direct comparison and it is identified by the use of **like** or **as**.

There are many examples of comparisons, which you can find in books. You are, however, free to make your own comparisons depending on the image you want to create. Here are a few examples of the comparisons that we get from books:

- a) As sharp as a needle.
- b) As heavy as lead.
- c) As beautiful as a queen.

There is nothing wrong if you use comparisons from books. However, they are more often than not overused by many people. It is, therefore, wise to think about your own comparisons and use them to create your own imagery.

Here are comparisons I created;

- a. My teacher is **as informative as a computer**.
- b. I have never seen anything **as destructive as a bomb**.



ACTIVITY 4.1

Are **like** and **as** used to show comparison in these sentences? Write your answers in the bracket next to each sentence. Write *no* or *yes* in the bracket at the end of each sentence. Write *no* if it is not used to show comparison and *yes* if it is used to show comparison.

1. My friends like soccer. ()
2. As I was going to school, I met my worst enemy. ()
3. My wife is as faithful as the sun. ()
4. Neo did not go to school as there were no taxis. ()
5. Mapule's dress is green like grass. ()

Compare your answers with those at the end of this subunit. Look at the comments to understand why the answers were given. When you feel you have understood why each answer is correct, then continue studying the rest of the material in this unit.



ACTIVITY 4.2

In the blank spaces, fill in the correct word from the list below;

rose, baby, knowledgeable, bee, mother.

1. The daughter is as fat as the _____.
2. I want to be _____ like my teacher.
3. This plant is thorny like a _____.
4. Do you have to be as innocent as a _____.
5. She was as busy as a _____.

Compare your answers with those at the end of this subunit. Look at the comments to understand why the answers were given. When you feel you have understood why each answer is correct, then continue studying the rest of the material in this unit.



ACTIVITY 4.3

In the spaces provided below, write two sentences of your own which have a simile.

1. _____
2. _____

Check your sentences. Be sure that each sentence has “like” or “as” showing comparison.



Your composition can be very interesting if you include a simile, defined as a figure of speech which is used to make a direct comparison identified by the use of **like** or **as**, in your essay.

Compare the following two paragraphs. The first does not use similes, the second does. The similes are in bold. Note how the paragraph with similes is more interesting.

- a) Limpho was watching television when she saw a small girl wearing a dress that looked familiar. She ran to her sister’s room to tell her sister about the little girl’s dress.
- b) Limpho was being **as lazy as an old sleeping dog**, watching television when she saw a small girl wearing a dress which looked exactly **like hers**. She ran **as fast as lightning** to her sister’s room to tell her sister about the little girl’s dress.

Answers to Activities

Answers to Activity 4.1

1. *no*
2. *no*
3. *yes*
4. *no*
5. *yes*

In number 1, **like** is used as a **verb**, there is nothing being compared.

In number 2, **as** does not show comparison but it is used as a **conjunction like when**.

In number 4, **as** is a **conjunction** showing **reason** like **because**. It does not show comparison.

Numbers 3 and 5 are clear comparisons: wife is compared to the sun and dress is compared to the grass.



Answers to Activity 4.2

1. The daughter is as fat as the mother.
2. I want to be knowledgeable like my teacher.
3. This plant is thorny like a rose.
4. Do you have to be as innocent as a baby?
5. She was as busy as a bee.

Now, let us move on to another comparison commonly used in the English language.

Metaphor

A metaphor is a figure of speech that is used to make a comparison. However, it does not use “like” or “as.” This is how we differentiate metaphors from similes.

My friend is an angel.

A friend is compared to an angel but there is no “as” or “like”. The comparison does not mean that this friend has wings as we have seen in pictures of angels. Rather, it means that the friend has some characteristics that angels have such as love, care, innocence, and/or beauty.

Let us look at the following sentences:

- My team leader is a slave driver.
- Limpho is a snake.

A team leader is compared to a slave driver and Limpho is compared to a snake. Note that there is no “as” or “like” used. This is metaphor.



ACTIVITY 4.4

Underline metaphors in the sentences below:

1. My English teacher likes me .She is a mother to me.
2. Pule enjoys destroying other peoples’ property. I think he is a lunatic.
3. Teboho is a pig. She eats like someone who has never eaten before.

Compare your answers with those at the end of this subunit. If you understand why the answers provided are correct, move on to the next activity.



ACTIVITY 4.5

Write five sentences in the spaces provided below. Each sentence must have a metaphor.

1. _____
2. _____
3. _____
4. _____
5. _____

Check your sentences. Be sure that each sentence has a comparison, which does not use as or like.

Like similes, metaphors make your essay lively.

Compare the following two paragraphs. The first does not use metaphors, the second does. The metaphors are underlined. Note how the paragraph with metaphors is more interesting.

My house was messy before I hired a housekeeper. Now my house is neat and I am not ashamed of it. I like living in a clean house. I am glad I have a maid.

My house was a pigsty before I hired a housekeeper. Now my house is a palace and I am not ashamed of it. I live in a clean house like a queen. I am glad I have extra hands.



Note It!

Metaphor is a figure of speech that is used to make a comparison, which does not use “as” or “like.”

We are now going to start studying the next topic which is also very important in essay writing.

Answers to Activities

Answers to Activity 4.4

1. My English teacher likes me. She is a mother to me.
2. Pule enjoys destroying other peoples’ property. I think he is a lunatic.
3. Teboho is a pig. She eats like someone who has never eaten before.

Idiomatic expressions

On successful completion of this subunit, you will be able to:

- *interpret* idiomatic expressions and proverbs in a sentence.

This subunit is about 3 pages in length.

Words can be used literally or figuratively.

Let us look at the following sentences:

- a) Good people go to **heaven** when they die.
- b) Maseru Hotel is **heaven**.

Heaven in sentence 1 is used literally, as it means a place where God lives.

Heaven in sentence 2 is used figuratively, as it does not mean a place where God lives. Rather, it refers to the good things that the hotel has. It is used metaphorically.

Idiomatic expressions also are not to be interpreted literally as they are figurative.

Here are some examples:

- a) The teachers and the students must **join hands** to make the school a success.

Join hands means *work together*.

- b) The form A classroom was **spick and span** today.

Spick and span means *clean*.

Idiomatic expressions are used to make written work interesting, challenging and lively.

Let us look at these sentences:

- a) The boy who was dancing in class **stood rooted to the ground** when he saw the teacher looking at him.

- b) The boy who was dancing in class **stopped** when he saw the teacher looking at him.

In the first sentence, through the idiom, we get a picture of a boy who is scared and is immobile like a plant that is held there permanently. On the other hand, the second sentence only talks about movement not emotions.



ACTIVITY 4.6

Write the meanings of the underlined idioms in the spaces provided.

- 1. From the word go, I knew she was the winner.

- 2. Mary visited China to broaden her horizons.

- 3. I turned a deaf ear to my parents' advice.

4. Every family has a skeleton in the cupboard.
-

Compare your answers to those at the end of this subunit, study them and establish why they are correct. When you are done, then continue studying the rest of the material in this unit.



Note It!

Words in idiomatic expressions are not to be taken literally.
Now let us move to another figurative language.

Answers to Activities

Answers to Activity 4.6

1. At the beginning.
2. To gain more knowledge or experience.
3. Did not listen.
4. Embarrassing secret.

Proverbs

Proverbs are wise sayings or words of advice. They can be used to make written work vivid and interesting. They can also be used to emphasize an idea.

Example:

I will never drink beer again, not after what I experienced. **A burnt child dreads fire.**

The proverb “a burnt child dreads fire,” means that people never repeat what hurt them. It emphasizes that I will never drink beer because of what happened, which was not pleasant.



ACTIVITY 4.7

From the list below, choose proverbs which match the following statements. Write them in the spaces provided below each statement.

- Actions speak louder than words.
- Better late than never.
- Blood is thicker than water.
- Like father like son.
- Failure teaches success.

1. I could not give my desperate friend some money because my sister also needed money.

2. You always say you love me but the things you do to me do not show that.

3. Taxi drivers drive fast but they are reckless so I would rather take a bus even though it is slow.

4. Lineo got first class after she repeated Grade 12.

5. Pule is a medical doctor like his father.

Compare your answers with those at the end of this subunit. Look at the comments to understand why the answers were given. When you feel you have understood why each answer is correct, then continue studying the rest of the material in this unit.



Note It!

Proverbs should be used as they are. We should not put our own words in them or change the order of words in them.

Example:

It is said, it is **the early bird that catches the worm**, so my friend and I always go early to the canteen before other people so that we can get everything we want.

Even though there are two of us, I cannot say **the early birds catch the worms**. It is wrong.

We have learnt how we can make our writing interesting, but sentences are also very important in essay writing so let us look at them.

Answers to Activities

Answer to Activity 4.7

1. Blood is thicker than water.
2. Actions speak louder than words.
3. Better late than never.
4. Failure teaches success.
5. Like father like son.

Sentence patterns

On successful completion of this subunit, you will be able to:

- form a variety of sentence structures with emphasis on compound sentences;
- arrange sentences in the correct order in order to form a unified essay.

As it has been mentioned above, we are now going to learn about something essential in essay writing. We are going to learn about sentence patterns.

There are three sentence patterns, namely: simple sentences, compound sentences and complex sentences. However, we are going to concentrate on compound sentences.

Compound Sentences

Pule likes potatoes.

This sentence is a simple sentence because it has a subject (Pule), a predicate (likes), and an object (potatoes).

Now let us look at this sentence.

Pule likes potatoes but he loathes fish.

How many simple sentences are there? Write your answer on the following line.

If you said two you are correct.

1. Pule likes potatoes.
2. He loathes fish.

The sentences above are independent. They are complete and clear on their own.

The two simple sentences are combined by the conjunction “but” to form one sentence. This sentence is called a compound sentence.

Compound sentences are two or more simple independent sentences joined by co-ordinating or correlative conjunctions to form one sentence. Examples of co-ordinating conjunctions include: and, but, or, for and so.

Shown below are examples of compound sentences that include a co-ordinating conjunction:

- I am good at maths but poor at English and I hate it.
- She is not only brave but she is also clever.

The following sentence is not a compound sentence. However it includes a co-ordinating conjunction.

- Buti knows English and Sesotho. In this sentence and joins two words; not sentences.



ACTIVITY 4.8

Show whether these sentences are compound or not by writing true or false in the space provided next to each sentence.

1. Mary and Sello sing hymns at school. _____
2. They are sisters but hate each other. _____
3. Lerato is beautiful and brilliant but she is cruel. _____
4. Do you teach maths or science in form D? _____
5. Steph can go to Britain to play football or he can go to Canada to play tennis. _____

Compare your answers with those provided at the end of the subunit. Also establish why they are correct then continue studying the material in this unit.

Shown below are examples of correlative conjunctions:

- Either...or,
- neither...nor,
- not only...but also

The following sentence illustrates the use of correlative conjunctions in the formation of compound sentences:

You either confess now or I call the police.

However, the following sentence is not a compound sentence because the correlative conjunction is used to combine words; not sentences:

You should either pass maths or science.



ACTIVITY 4.9

Re-write these sentences to form compound sentences by using the correlative conjunctions given in the brackets:

1. Ruth is rude. She is stubborn. [Not only...but also]

2. I will not send you to school. I will not pay your fees. [Neither...nor]

3. He buys a second hand car. He gets a loan for a new one. [Either...or]

After comparing your answers with the following, if you are sure that you understand how to write compound sentences, continue studying the material in this unit. Otherwise review the content again.

Review

Note that the compound sentences are shown in bold below.

We were told that **we either pass our exams or we will be expelled from school**. I knew **I was not going to pass so I decided to quit school**. However, my friend advised me not to do that. I took his advice. I was neither happy nor sad.

If you feel you have not fully understood the concepts and ideas so far, go back and review the previous subunits. If you are confident, let's now learn how to write guided compositions.

Answers to Activities

Answers to Activity 4.8

1. False
2. True
3. True
4. False
5. True

Numbers 2, 3 and 5 are compound sentences because the conjunctions have joined sentences.

Numbers 1 and 4 are not compound sentences because the conjunctions have only joined words. These are simple sentences.

Answers to Activity 4.9

1. Ruth is not only rude but she is also stubborn.
2. Neither will I send you to school nor will I pay your fees.
OR: I will neither send you to school nor will I pay your fees.
3. He either buys a second hand car or he gets a loan for a new one
OR: Either he buys a second hand car or he gets a loan for a new one.

Guided Composition

On successful completion of this subunit, you will be able to:

- *expand* information given in notes in order to write an essay;
- *write* guided composition based on given points or information.

What do we mean by guided composition? We mean a composition that responds to a set situation using provided notes and pictures. However, in this unit we will concentrate on notes.

What are we expected to do in this type of composition? We are expected to:

- arrange the given information logically;
- amplify the notes you are given into written paragraphs.

Let us examine the following exercise:

Write a composition about the day you took a journey to town with your mother.

You must include the following points in your composition. The points are not arranged in any order.

- We returned from town in the evening.
- We left home for town in the morning.
- We arrived in town at 10.00 A.M.
- Mother bought two dresses in town.
- Mother phoned her sister before she went to town.



ACTIVITY 4.10

Arrange the points listed above in time sequence:

1. _____
2. _____
3. _____
4. _____
5. _____

Answers to Activities

Answer to Activity 4.10

This is how I would do it:

1. Mother phoned her sister before she went to town.
2. We left home for town in the morning.
3. We arrived in town at 10.00 a.m.
4. Mother bought two dresses in town.
5. We returned from town in the evening.

Hopefully, you had your notes in the same sequence. Note how there is a continuous flow of time. Another important issue is amplifying or expanding the given notes.

This is how Lerato expanded the first point:

I was awakened by Mom's voice at five in the morning. She was talking to Auntie Vivian, who lives in Canada. She was very happy and the way she was laughing, one would think they were in the same room. I wished I knew what had made her so happy. As I was trying to figure out the reason for her happiness, she came into my room and told me she was leaving for town in two hours' time. She also told me she was phoning her sister about her plan to visit Canada. Moreover, she said if I was interested in joining her to go to town, I should be ready by half past seven. Not only was I excited but I was also surprised. I remember that I was as happy as a child sucking a lollipop.

Pulane expanded the other four points in this way:

We left home in the morning and arrived in town at 10 in the morning. My mother bought two dresses and we went home in the evening.



ACTIVITY 4.11

Looking at the expansions, Pulane's is shorter than Lerato's, yet there are more points in it.

In the spaces below, give reasons why Pulane's is shorter.

Key Points to Remember

Remember, to write an effective composition, you should:

- expand on points;
- provide extra details; and
- make your writing lively and interesting through the use of similes, metaphors, compound sentences, idioms and proverbs.

You have now completed the last subunit of this unit on guided composition. Do a quick review of the entire content in this unit and then continue on to the unit summary.

Answers to Activities

Answer to Activity 4.11

It is short because:

1. Pulane took the bare points as they are in the question.
2. There are no extra details added.
3. There is no figurative language like the simile or metaphor.
4. There are no idioms or proverbs.

I hope your observation is not different from mine.

Unit Summary



Summary

In this unit, you learned the following:

- A Simile is a figure of speech that uses **as** or **like** to make a comparison. However, be careful with the use of **as** or **like** because they can also be used to show other things like state, verb, time or reason.
- Metaphor is a figure of speech that does not use **as** or **like** to make comparison.
- You can make your compositions interesting by using figurative language like idiomatic expressions and proverbs.
- Compound sentences are formed by joining two or more simple independent sentences (not words) using coordinating or correlative conjunctions.
- A guided composition is created when a writer amplifies or expands points on a particular idea or topic that he or she has been given.
- You can expand and write well if you use variety of sentences and figurative language. Refer to Lerato's expansion above in which only one point has been expanded, yet there are many kinds of sentences used including the compound sentences which we dealt with and some comparisons.

You have now completed the material for this unit on Guided Composition. You should now spend some time reviewing the content in detail. Once you are confident that you can successfully write an exam on the concepts, try the assignment. Check your answers with those provided and clarify any misunderstandings that you have. Your last step is to complete the assessment. Once you have completed the assessment, proceed to the next unit. It covers narrative composition as well as adjectives in short stories.

Assignment



Assignment

The total marks for this assignment is 91. You should spend no more than 1 hour 30 minutes on this assignment.

Exercise 4.1

Complete these sentences to form similes. Write your answers in the spaces provided. When you answer, think of things that are known worldwide.

1. Rob dances exactly like _____
2. The baby is as quiet as _____
3. My uncle is as big as _____
4. You want to play football like _____ but you cannot.
5. I live with people who are as dangerous as _____

[5]

Compare your answers with the sample answers at the end of the assignment. You may have alternative answers that are equally as good.

Exercise 4.2

Change the similes in these sentences into metaphors. Write your answers in the spaces provided below.

1. I have composed two songs and I am now regarded as a celebrity.
2. Tau bumped his head. The lump feels as big as a mountain.
3. I wish you can see how beautiful my sister is. She is as beautiful as a queen.
4. There are many accidents in Lesotho caused by people who drive like lunatics.
5. I bought you a beautiful car. It is blue like the sky.

1. _____
2. _____
3. _____
4. _____
5. _____

[5]

Compare your answers with the sample answers at the end of the assignment. Be sure to review the above content if you need to clarify any misunderstandings.

You may have alternative answers that are equally as good.

Exercise 4.3

Provide the meanings of the underlined phrases. Write your answers in the spaces provided below.

Lineo came flying into the house and I could sense she was in hot water.

In a jiffy, she closed the door and locked it. I began to pepper her with questions. She said many things but not clearly stating the problem and I told her to stop beating about the bush.

1. Hot water

2. Pepper her with questions

3. Beating about the bush

[6]

Compare your answers with the answers at the end of the assignment.

Exercise 4.4

Form compound sentences by combining the following pairs of sentences, using **and** or **but**.

1. Moroa was involved in a car accident. She had no injuries.
2. Stay at home. Lock all the doors.
3. The students are rejoicing. Their teachers are miserable.
4. I enjoy cooking. I do not enjoy the food that I have cooked.
5. My sister reads a lot. She does well in school.

[5]

Compare your answers with the answers at the end of the assignment and be sure you understand how each sentence was formed.

Exercise 4.5

Form compound sentences by combining these sentences with correlative conjunctions in the brackets.

1. Thabo does not live with his wife. He does not live with his mother. (neithernor)
2. She is beautiful. She is intelligent. (not only.....but also)
3. John has bought a new car. He has bought a new house. (either..... or)
4. I am not joining your club. I am not joining my father's. (neither.....nor)
5. He loves her. He adores her. (not only.....but also)

Write your answers in the spaces provided below.

1. _____
2. _____
3. _____
4. _____
5. _____

[5]

Compare your answers with the answers provided at the end of the assignment. Be sure you understand how each sentence was formed.

Exercise 4.6

You were near Lesotho Bank when a car hit a small child. However, the driver did not stop.

Arrange the following points in a sequence that you think would make it easy for you to write an interesting composition.

- The colour of the car.

- The estimated age of the child.
- The type of car.
- The description of the driver.
- What the child was wearing.

Write your answer in the space provided below.

1.
2.
3.
4.
5.

Any arrangement is correct, provided:

- you have a good reason why you are choosing it; and
- it allows your composition to flow easily.

[5]

Exercise 4.7

There are three assignments to be completed in this exercise.

Complete Assignment 1, send it to your tutor and then wait for feedback. Do the same with each of the other two assignments.

Assignment 1

Using the points you have arranged in Exercise 4.6 and other additional points of your own, write a paragraph of about 150 words to a local newspaper reporting what you saw. Use at least a simile, a metaphor, idiomatic expression, proverb and compound sentence and underline them.

This is how I would arrange my points:

1. The estimated age of the child.
2. What the child was wearing.
3. The colour of the car.
4. The type of car.
5. The driver of the car.

.....

.....

.....

.....

.....

.....

.....

.....

.....

[20]

Now that you have completed the assignment send it to your tutor and wait for feedback before you start the next assignment.

Compare your answers to those provided below. Pay particular attention to any mistakes that you made and clarify those misunderstandings.

Assignment 2

Your village football club needs a sponsorship as they are going to a Competition. As the secretary of the team, write a letter of about 150 to 200 words to a local businessman asking for assistance. You must include the following points:

- A new soccer jersey for the whole team
- New balls
- Food
- Transport
- First aid kit

Arrange your points in a sensible sequence and write the arrangement of your points in the space provided below:

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

[20]

Model answer

Sir, I still remember how you congratulated the boys after they beat Maeba F.C. Actually, the whole village went mad. Adults ran and sang like school kids. We are now going to the Top 4 Competition sponsored by Pampiri Top Dealers. We are excited but we really need assistance. We need a new black and yellow jersey for the team, eleven new balls and a first aid kit. The team can afford accommodation and food for one day. However, we are to spend three days so we would appreciate if you could donate food for two days. The food we need is forty loaves of bread, seven cartons of milk containing twenty 500 ml boxes, twenty 2kg chicken pieces and ten 5 litres bottles of juice. We are also in need of 500 maloti for transport. Moreover, our first aid kit needs to be refilled with a few items which will cost 200 maluti. We hope this is not too much for you as charity begins at home. You are our last hope.

Now that you have completed the assignment send it to your tutor and wait for feedback before you start Assignment 3

Compare your answers with those provided below. Pay particular attention to any mistakes that you made and clarify those misunderstandings.

Assignment 3

Your friend has been away for five years and in her absence there has been tremendous change in your home town. Write a letter of about two to three hundreds words to your friend telling him or her about the changes in your hometown. You must include at least one of the following in your letter:

- simile
- metaphor
- idiomatic expression
- proverb
- compound sentence

Remember to arrange the points in a reasonable sequence before you write. Do not include the layout (address, salutation and the ending).

You must include the points below:

- Shopping areas
- Buildings in the town
- Taxi ranks and bus stops
- The behaviour of the people
- Hotels and restaurants

Write your arrangement in the space below:

1. _____
2. _____
3. _____
4. _____
5. _____

Here is a sample of the way I would arrange my points. I would start with the people related issues, which are the behaviour of the people, then move to new buildings, then move to the commercial development {shopping areas, taxi ranks and bus stops, hotels and restaurants. }

1. Behaviour of the people
2. New buildings
3. Shopping areas
4. Taxi ranks and bus stops
5. Hotels and restaurants

Write your letter in the space provided below:

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

that I can take you to this restaurant. Dear, our town has become a land of milk and honey.

Now that you have completed your assignment, send it to your tutor and wait for feedback.

Compare your answers to those provided below. Pay particular attention to any mistakes that you made and clarify those misunderstandings

Model Answers to Exercises

Answers to Exercise 4.1

1. Rob dances exactly like Michael Jackson.
2. The baby is as quiet as a mouse.
3. My uncle is as big as a mountain.
4. You want to play football like Pele but you cannot.
5. I live with people who are as dangerous as machine guns.

Answers to Exercise 4.2

1. I have composed two songs and I am now a celebrity.
2. Tau bumped his head. The lump is a mountain.
3. I wish you can see how beautiful my sister is. She is a queen.
4. There are many accidents in Lesotho caused by lunatic drivers.
5. I bought you a beautiful sky blue car.

Answers to Exercise 4.3

1. Hot water
Trouble
2. Pepper her with questions
Ask many questions very fast
3. Beating about the bush
Not being exact

Answers to Exercise 4.4

1. Moroa was involved in a car accident but she had no injuries.
2. Stay at home and lock all the doors.
3. The students are rejoicing but their teachers are miserable.
4. I enjoy cooking but I do not enjoy the food that I have cooked.
5. My sister reads a lot and she does well in school.

Answers to Exercise 4.5

1. Thabo neither lives with his wife nor does he live with his mother.
2. She is not only beautiful but she is also intelligent.
3. Either John has bought a new car or he has bought a new house.
4. I am neither joining your club nor am I joining my father's.
5. Not only does he love her but he also adores her.

It is recommended that you should aim for at least 80% to ensure your overall success in this course and any subsequent unit on narrative composition you take. Based on your results, determine how much you should study the overall unit before you attempt the assessment.

Assessment



Assessment

The total marks for this assessment is 55, and you are expected to spend no more than 1 hour 30 minutes to complete it.

Question 4.1

Re-write the paragraph shown in this question 4.1. Change the words written in bold ink and replace them with metaphors or similes to make the written work lively and interesting. The words that should be used to make comparisons are as follows:

Angel, fish, lost child, puppy and pillar.

My friend drinks **too much** and when she is drunk, she is abusive yet she is vulnerable **in the way a young animal is**. However, she is **very good** when she is sober. I remember one day when my child was sick and I had no **one** to lean on. I was crying **the way a child who has lost his parents cries but** she arrived from nowhere and gave me support.

Re-write the paragraph in the space provided below.

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

[5]

Question 4.2

Give meanings of the underlined idiomatic expressions and proverbs. Write your answers in the spaces provided.

1. The revelation that he was adopted came as a bombshell.

2. Our school has a hard and fast rule about being in the school campus during teaching hours.

3. The thief started shaking like a leaf when he realized that the security man was watching him as he was putting the stolen watch in his pocket.

4. My friend was very upset when she learnt that the company in which she had invested a large amount of money was bankrupt, as she had put all her eggs in one basket.

5. When our school won the debate competition, our neighbours had to eat their words.

[10]

Question 4.3

Combine the following pairs of sentences into compound sentences by using **and**, **but**, **or**, **for** or **so**. Use each conjunction once.

1. My mother stopped crying. She had to console her children.
2. Puleng has to stop running. I will stop her.
3. Lineo was in a hurry. She called a cab.
4. The little boy ran very fast. Then he won the competition.
5. Thato loves apples. She detests pears.

Write your answers in the spaces provided below.

1. _____
2. _____
3. _____
4. _____
5. _____

[5]

Question 4.4

Show sentences which are compound sentences by writing **yes** in the bracket next to each compound sentence and **no** in the bracket next to a sentence that is not a compound sentence.

1. They are neither friends nor enemies. (.....)
2. We either pay the money or we lose the company. (.....)
3. Not only was she the most beautiful girl in the class but she was also the most brilliant. (.....)
4. Not only the politicians but also the priests are opportunists. (.....)

was crying **like a lost child** but she arrived from nowhere and gave me support.

Answer to Question 4.2

1. Astonishing.
2. A rule that is enforced strictly.
3. Trembling.
4. Invested all her money in that company only.
5. They were ashamed.

Answer to Question 4.3

1. My mother stopped crying for she had to console her children.
2. Puleng has to stop running or I will stop her.
3. Lineo was in a hurry so she called a cab.
4. The little boy ran very fast and then he won the competition.
5. Thato loves apples but she detests pears.

Answer to Question 4.4

1. They are neither friends nor enemies. (...No...)
2. We either pay the money or we lose the company. (...Yes...)
3. Not only was she the most beautiful girl in the class but she was also the most brilliant. (...Yes...)
4. Not only the politicians but also the priests are opportunists. (...No...)
5. Neither did he show remorse nor did he ask for forgiveness. (...Yes...)

Model Answer to Question 4.5

Arrangement

1. When and where the competition was held?
2. What was the competition?
3. Who were you competing with?
4. Who were the judges?
5. What position and prize did you get?

Composition

It was on Friday 20th October at eight 'clock in the morning at the convention centre. The place was full of people. One could see students in different uniforms pouring into the hall-some girls in short dresses, others in long skirts and boys in long trousers. I admired those in royal blue dresses, royal blue jerseys with white and yellow stripes on the neck, the cuffs and the waist. They were outstanding and exceptional. I remember the events of this day vividly because I was one of the participants in the regional debate competition.

The competition was tight as there were seventeen schools and there were three participants from each school. I was from Maseru High School. We were the underdogs, as we had never won the trophy. The topic was 'Aids is real and it kills.' I had not only thoroughly prepared myself but my teachers had also done their work. I had prayed for my team to pick the affirmative and God was on my side. I was the third speaker and my school was paired with Selibeng High School. As the last speaker, I listened carefully to those who spoke before me and waited patiently for my turn.

Without fail, my name was called. To be honest, I felt very frightened. I felt what they call stage fright. I stood up from my chair and moved very slowly to the stage. I looked at the adjudicators who were teachers from tertiary schools and felt my knees wobble. However, I had to have courage and I remembered the wise saying 'cowards die many times before their actual death.' That gave me courage so I remembered why I was there and surprisingly I became as calm as the sea. I did my best. The hall was so quiet that I could hear my heartbeat. I could feel it in my bones that I was the best speaker and the judges confirmed it. I got the trophy, a gold medal and two thousand maloti.

It is recommended that you should aim for at least 80% to ensure your overall success in this course and any subsequent unit on narrative composition you take. Based on your results, determine how much you should study the overall unit before you attempt the assessment.

Unit 5

Narrative Composition

Introduction

Welcome to Unit 5 of this course. Remember, in the previous unit, we looked at guided composition, the expansion of given information, paragraph arrangements as well as sentence patterns. In this unit, we are going to deal with the narrative composition. In an examination situation, candidates are given an opportunity to demonstrate their ability to write English well by narrating a story (telling a story). We are therefore going to look at the characteristics of a good story, as well as the adjectives used to 'colour' the story.

This unit consists of 32 pages. This is approximately 10% of the whole course. Plan your time so that you can complete the whole course on schedule.

Take a moment to read the following learning outcomes. They serve as a guide as to what you should focus on while studying this unit.

On successful completion of this unit, you will be able to:

- *describe* events using appropriate adjectives;
- *narrate* a story based on your experiences;
- *write* a story based on a given title



Outcomes



Terminology

Narrative:	A spoken or written account of connected events in order of happening.
Connective:	Something that links, glues or connects two pieces together to form one thing.
Adjective:	A word or phrase that modifies, describes or qualifies a noun or pronoun.
Concession:	This refers to an instance of conceding, admitting, yielding or surrendering to something.

Adjectives in a narrative

Introduction

On successful completion of this subunit, you will be able to:

- *describe* events using appropriate adjectives.

This subunit is about 2 pages in length.

Adjectives Defined

What is an adjective?

If you need a hint, recall what you learned in the *Parts of Speech* unit of this course.

Compare your answer to the following:

An adjective is a word that modifies a noun or pronoun by describing, identifying or quantifying it.

Look at the following examples, and note the highlighted words :

- The **coal** mines are **dark** and **dank**.
- The **hat-shaped** building of the Basotho.
- We cannot send **our** assignments because we don't have workbooks.
- A **month's** pay.

What did you notice about the highlighted words?

Key Points to Remember

The key points to remember in this subunit on adjectives are as follows:

- Adjectives are words that modify a noun or pronoun by describing, identifying or quantifying it. They help one to 'draw' a picture in words.

Model Answer for Activity 5.1

I will never forget the night I was coming from the cinema. I was walking home and it was very late. It was raining quite hard and there was no one else about. Suddenly, I heard footsteps behind me. They were coming closer and closer. I panicked and started to run. The footsteps ran too. They were right behind me, and then someone grabbed me by the arm. I started to scream but the person said : 'I'm sorry, I didnt mean to frighten you. I think you left this scarf in the cinema.' He was holding out my pale blue scarf. I took it and thanked him and he turned around and walked back the way he had come. I felt rather stupid.

Narrative Composition

Introduction

On successful completion of this subunit, you will be able to:

- narrate a story based on your experiences;
- write a story based on a given title.

What is narrative?

A narrative is a story written about:

- an event and/or experience; or
- a series of events and/or experiences.

In other words, a narrative tells the story of what happened. This story is usually written in a chronological order (that is the order in which it happened). When you plan your story, you need to make sure that the order of events is clear and easy to follow and understand.

To write a narrative essay, you need to think about a moment worth sharing and to think about finding the significant points in that moment. There is no point at all in writing about an ordinary story.

What do you think is the most important thing in writing a narrative composition?

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

Compare your answer to the following:

It may surprise you but the most important thing when you write a narrative story is that you need to be original. We know that it is difficult and demanding to write an original story when it tells us about experiences of other people in places around the world. In contrast, it is easier to write stories to tell the world around us about ourselves. In other words, it is easier for you to write about something you have experienced or could have experienced. To write these stories, you should provide plenty of detail; including your own thoughts and feelings. This helps in making your story (composition) as personal and as real as possible.

Choosing a Topic

When writing a narrative composition, we are always asked to write a composition on a topic of our choice. It is in this case that you have to consider the following points:

- Write a story that is worth telling for its own sake. Readers often prefer stories that are unusual, exciting or frightening.
- Set a scene in the first paragraph by giving details about time and place. It must also reflect an element that urges readers to go on reading your story.
- Tell your story in a chronological order. This means that the events in your story must follow one another logically. Some authors tell about an interesting future event to capture the reader's attention. The reader then wants to read about past events to find out how the character got to that point.
- Write about something that readers will find interesting, which may or may not have happened. Remember to make your experience and local knowledge of places and customs the strength of your story.
- Include plenty of details about places, people, their clothes, and behaviour in order to make your story as real and believable as possible.
- Include a little direct speech to add life to your narration. As a reminder, direct speech is the exact words of the speaker.
- Finally, give readers some ideas about your feelings. Your responses to the events you are describing are very important in your story. Normally, this is expressed by writing in the first person. For example, "I was afraid when I heard a faint scrap noise from outside".

Now, let us read the passage below, and see whether it sounds believable and original. It is a passage about the experiences of Emma, taken from *Passwell O-level English Revision Guide*.

As soon as I entered the classroom, I became puzzled at the knowing looks everyone was giving me. Ours was a small class of ever-serious students. Strangely, everyone was speaking to me with cheeky smiles on the face. Even Thabo, the class monitor, gave me an unexplained smile as he collected the Mathematics assignments for marking. I was really puzzled. Did they know my secret?

I used to confide in Joseph. He was one of my best friends since my first day in school. I was sure he would keep my secret. I had always confided in him, so I was sure I could trust him. How wrong I was! It proved to be a very big mistake. His tongue went loose; he told everybody in my class about what I had told him concerning Mr. Bokang, the new History teacher.

I hope you have enjoyed this short passage.

Does it sound unusual or exciting?

Do you feel like you want to know more about what happened afterwards?

Is this story worth telling for its own sake?

Your answers to each of the above questions could be a **yes** or a **no**. If you answered **yes**, imagine about a story you could write that is also interesting. If you answered **no**, think about what you would change to make a story interesting.

From the passage, note that it begins with an incident in the classroom where the reception is quite unusual.

Example: *puzzled, knowing looks, cheeky smiles on the face, unexplained smile*

When you start writing your narrative composition this way, many readers and/or listeners feel like reading on to find out what followed. Look at how the opening paragraph ends;

Did they know my secret?

You can see that this is a creative way of introducing a topic as well as creating suspense.

Note also the adjectives that were used in the story. Think about the difference between saying “looks” and “knowing looks” and “smiles” and “cheeky smiles”. Now imagine the story without any adjectives.

For a narrative that is worth telling about a person who has a medical problem, take a moment to think about how you would create suspense in the opening paragraph. Write down your ideas. These ideas can be used in a following activity.

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

Planning

Another important aspect in narrating a story is planning. In order to make sure that your composition is well organized, it is essential that you plan your story before you begin writing it.

Narrative compositions are developed with details. One way to find or remember details is to ask *who? what? when? where? how?* and *why?* When you are relating a true account, you must be sure to be accurate.

- 1. Be specific when you give time and place of a real narrative. Be sure that your details are accurate.

For example:

The first human being that walked on the moon did it on July 20, 1969.

- 2. In a real narrative, include all the important people and spell their names correctly.

For example:

Neil A. Armstrong and Edwin E. Aldrin, Jr. were the first human beings on the moon.

- 3. Be specific, and make sure your account is accurate. Tell what actually happened.

For example:

Neil A. Armstrong was the first astronaut to climb down the ladder of the Eagle module.

4. How did the people in the story react to what happened?

For example:

When Armstrong stepped onto the surface of the moon, he said, 'That's one small step for man, one giant leap for mankind'.

There are some elements that divide a story. Everybody likes a good story! But what makes a good story? Plan a true account by recalling details about people, places and events. Let us look at the items of a good story:

1. The plot:

Invent details about events. The plot is a series of events in a story in the order in which they happen. You need a clear idea of what you are trying to do, what kind of story you are going to write. Is it a happy or sad story? How will you entice the learner into wanting to read it?

2. Characters:

Plan a story by inventing details about people. You have to be able to picture the characters – see them, hear them and believe them.

3. The setting:

Provide details about time and place. This is where the events take place. It gives the stage for the characters, a place where they can develop. In some types of story, the setting is particularly important – for instance in a ghost story.

Now read the following story. While doing so, focus on *who, what, when, where, how,* and *why* in a way that makes story interesting.

An interesting holiday friendship

On my last holiday, I confidently decided to go away on my own. I decided to go to exciting Durban, so I packed my things and started my adventure. Durban is a wonderful city and it is on the stormy wet east coast.

However, my holiday suddenly went wrong when a rough-looking man came up and threatened me with a dangerous-looking knife. He wanted me to give him money, but I had left most of it at the youth centre, so he took my watch and my rings and then ran away. I was frightened to death.

For the next few days it was difficult to relax and I wondered about going back home. Suddenly my luck changed. I met a young man at the disco. He asked whether he could join me at the table. I said yes. He was tall and handsome. We chatted a lot and became very good friends. From that day onwards, we met on the beach every day and spent our time swimming and sunbathing. In the evenings, we went back to the disco where we first met.

My holiday in Durban had a terrible start, but a wonderfully happy end!

Answers to Activities

Model Answer to Activity 5.2

The mining accident

“To quit or not to quit”. That was the agonizing thought that was on Jack’s mind throughout the whole morning. He had been offered a new job as store keeper in another firm and having been a coal miner since young, he found it tormenting to make a final decision.

Accustomed to the poor lighting of the mine, Jack continued his work in a rather dazed way. He was with Tom, his fellow worker and both were responsible for loading the coal into carts before they were wheeled to another section of the mine.

Life had not been easy for Jack all these years. He knew the demanding work of the mineworker. He had to be physically strong to load the heavy coals into carts, mentally alert to ensure that all the carts were placed at least three feet apart from each other and morally strong for many people despised mine workers by associating them with poor pay education. However meagre his wage might be, Jack could not apply for other jobs because of his lack of education. However ill he felt, Jack had to report for work faithfully each day or he would miss a day’s salary.

As he pondered over the possibilities of changing his job and enjoying a better work environment, Jack lost the alertness that was essential for a dangerous job like his. The fully loaded coal cart was approaching a bend and suddenly it went off the track, Jack was hit from the side and fell with a groan as most of the coal landed on him. Another cart from the opposite direction was moving rapidly towards him. Tom realized the danger Jack was in and rushed to stop the cart from moving forward. However, it was too late. It crushed into Jack from the front before it overturned.

Jack’s legs were buried in the coal and the impact was so strong that he lost consciousness. Alerting the other workers, Tom helped to extricate Jack’s legs from the fallen coal. The ambulance was called and Jack was sent to the hospital.

Fortunately, Jack’s condition was not as severe as he thought. Except for some bruises and broken bones in one of his shins, he was fine. He had to be bedridden for few weeks at home to fully recuperate from his injuries. It was after this accident that Jack, with the full support from his wife, was sure of his decision to work in a safer environment.

Model Answer to Activity 5.3

“Someone has a medical problem”

An immediate decision had to be made. All eyes were fixed on Mr. Sisa, the teacher in charge. Should we proceed on with our climb or terminate it as a group?

There were fifteen of us including two teachers and we were midway climbing towards the top of Thabana-li-‘Mele in Lesotho. Zanele, our team member, had a sudden attack of pneumonia. She caught a cold on the eve of the mountain climbing trip. As she looked well and sounded convincing, the teachers acceded to her request. It was when we climbed a quarter of the way up Thabana-li-‘Mele that Zanele started to have a bad attack of influenza. Thinking it would go away after some time, she persisted on with the climb. However, her steps gradually became slower and she was behind most of us. It was only at the next checkpoint that she admitted having difficulty in her breathing.

All of us took the situation seriously. She looked pale and trembled a little. She was breathing heavily as she spoke. Mr. Sisa discussed with Mrs. Matola. Both agreed that her condition was too serious to waste any precious time. They announced to the group that we would have to terminate our climb and have it postponed to another day. We had no objections as Zanele’s health was much more important to us than any mountain climb.

Without a moment’s delay, we descended as fast as we safely could from the mountain. While we were doing that, Mr. Sisa used his mobile phone and communicated with the man posted at the First Aid shed situated near the foot of the mountain. Having received his message, the man assured Mr. Sisa that he would send for the ambulance.

When we touched the foot of the mountain, Zanele was panting heavily and looking very weak. We used our improvised stretcher to carry her all the way to the main road to wait for the ambulance. Luckily, it arrived sooner than we expected and took Zanele to the nearest hospital. Mr. Sisa and two of us accompanied her in the ambulance.

In the midst of the unexpected turn of events, most of us were worried and a sense of despondency set upon us. Sensing how downcast we appeared, Mr. Sisa comforted us by reminding us that Zanele was not at the top of the mountain when it happened. He was sure that with the haste with which she was sent to hospital, she should be fine. We walked to our school bus parked a distance away and explained to the surprised driver what had happened. We were soon on our way to the hospital to see how Zanele was. “It was obvious that she was dangerously ill. The doctor was far away. Something had to be done immediately...”

Model Answer to Activity 5.4

“You have just one more chance to prove you can do it”

“You have just one more chance to prove you can do it,” the words of my instructor echoed and re-echoed in my ears as I got into the plane. Fear was a natural thing, I had heard and I had a common fear, which a lot of others had: I was afraid of heights. I had been afraid of even looking down from a high building.

This fear had been with me as long as I could remember. It was to overcome my crippling fear of heights that I had decided to join the parachute school. I had gone through a vigorous routine to prepare myself for the big moment. Then at the signal to jump, I had shivered and trembled and started screaming in fear. The instructor had taken me by a hand and led me back into the plane. I was the only one that day who had taken off in the plane and landed – instead of jumping out of it in a parachute. As my companions met me at the base they smirked. I could see that even my good friends were uncomfortable in my presence: I was a failure.

Then my instructor took me aside. He explained that it was not uncommon to be afraid. The real courage was in facing and overcoming the fear. I nodded and began to engage in self-talk. In the plane I was still doing this. I kept thinking how I was going to go home and face my parents if I do not get my wings. Then I tried to shut out the fear by imagining myself showing them my wings. The time for the jump drew.

The instructor placed his arm on my shoulders to reassure me that I could do it. I nodded and swallowed. My mouth felt dry as I felt the fear arising within me. I began mumbling affirmations again and then it was my turn. “Jump!” I heard the command and hesitated. “Jump!” shouted the instructor again. I thought no further and took the plunge – exactly as I had been drilled. “Bravo!” I heard my instructor’s voice in my ear. I fell swiftly and then looked up just in time to see the parachute canopy open above me. Then I looked down.

As I looked at the beautiful Singapore countryside below me, tears sprang to my eyes, tears of pure joy. I had won. As I floated, I remembered all my drills again and began to control my gliding. When I landed, my comrades were upon me laughing and shouting. I could see that they were as happy as I was that I had overcome that greatest enemy of man – fear.

Later my instructor landed and gave me a large grin. “I knew you could do it,” he said as he slapped my back. I mumbled my thanks and then we ran to the truck. “When do we do it again, sir?” I asked the instructor. His reply was drowned in the shouting of my comrades.

Unit Summary



Summary

In this unit, you learned that when writing a narrative composition the following points must be considered:

- Think about a moment worth sharing and think about finding the significant, salient point in that moment.
- Write a story that is worth telling for its own sake. Readers often prefer stories that are unusual, exciting or frightening.
- Set a scene in the first paragraph by giving details about time and place. It must reflect an element that urges readers to go on reading your story.
- Tell your story in a chronological order. This means that the events in your story must follow one another logically.
- A good story must have cohesion. All the parts are linked together to form a whole. Each paragraph makes one main point as a contribution to the main theme of the composition.
- In order to make sure that your composition is well organized, it is essential that you plan your story before you begin writing it.
- Adjectives are also used to modify nouns or pronouns as well as 'colouring' the story to make it more interesting.

You have completed the material for this unit on narrative composition. You should now spend some time reviewing the content. Once you are confident that you can successfully write an exam on the concepts, try the assignment. Check your answers with those provided and clarify any misunderstandings that you have. Your last step is to complete the assessment. Once you have completed the assessment, proceed to the next unit. It covers descriptions of people, places and events as well as arranging facts in a logical manner.

Answers to Exercises

Answer to Exercise 5.1

“Darkness always terrified me.....”

Darkness always terrified me for it brought back painful memories of my childhood days.

“This is the last straw!” shouted my mother in a shrill voice as she dropped something heavily to the floor. I was in my bedroom and I could hear the quarrel between my parents late one night. She reacted angrily to my father’s new job, which kept him occupied with meetings and projects almost every night. Very much neglected for two continuous months, my mother’s patience snapped that evening.

I listened and shivered silently in the darkness. I cannot describe the fear. The darkness seemed to suffocate me, destroying all the sense of security I had. I badly wanted to have the lights on but the bulb had refused the day before. My father had promised to replace the new bulb that evening but the job was delayed by his new job. That was the first and worst quarrel between my parents in their ten years of marriage. Clutching my teddy bear close to me, I whispered a prayer that my parents would not end up with a separation. Such morbid thoughts were unusual for a five-year old child but not so when one is exposed to adult conversations. Fortunately, the quarrel only led to a few days of non-communication between my parents. Realizing his mistakes, my dad rescheduled his priorities and was thus successful in his reconciliation with my mother.

It was also in the darkness that I lost my pet dog Snowy that same year. We had just come home from supper and were walking towards the house with Snowy running ahead of us. All of a sudden, the street lights went off along a short stretch of road. It was pitch darkness and as we walked cautiously together, I called out for Snowy. My heart was cold with fear and discomfort. What followed seemed to be within a flash. There was a screeching sound of car and Snowy was hit. I was horrified to see Snowy dead on the road and the bloody sight was firmly imprinted on my mind. Although my parents comforted me with a new dog, I lost my appetite for a week and cried for Snowy in my sleep.

Consequently, for two years in my life following these two incidents, I often associated darkness with unhappy events. I slept with lights on throughout the night so as to get rid of frightening images that often flitted across my mind. It was only much later that my parents successfully helped me to overcome this fear of darkness.

Answer to Exercise 5.2

“He who cuts himself with a hoe is the one who works in the fields.”

A man called Temeka arrived at a certain village from a far away place. It was the beginning of the rainy season. The chief of the village gave him a piece of land on which to grow crops for himself. A neighbour lent him a hoe and another gave him maize seeds to plant. For the first time in his life, Temeka learnt how to use a hoe. He saw some people digging with the hoe to get soil to plaster their huts. He watched as others worked in the fields, planting and weeding with the hoe.

“I have never seen such a thing as a hoe,” said Temeka.

When he was settled in the village he bought his own hoe and used it in his field. One day, Temeka accidentally cut his foot with the hoe while he was digging in the field. He got a fright. “O-o-o!” he cried, hopping about on one foot. “My foot! My foot! I have to go to the hospital for treatment. My foot! Maybe the doctor will cut it off. O-o-o-.” Temeka went on loud and long. The neighbours came and looked at the wound.

“It’s not a deep cut, Temeka,” said one man. “It will soon heal.” But Temeka was worried. He kept grumbling to himself:

“Dangerous! The hoe is a dangerous implement. I shall never use a hoe again.” And with that he threw his hoe down in the middle of the field. From that day, Temeka dug holes with a stick before sowing seeds and weeded his field by hand. This took a very long time. As result, his crops were very poor and he had little to eat at harvest time.

When he was forced to go round the village begging for food, the people told him that:

“You have a hoe, Temeka, you must use it. Cutting yourself with a hoe while you are working is an accident. It does not mean that you must stop using the hoe. That accident does not happen every day. Now, because you did not use your hoe, you have no food.”

There is a proverb, which says: “He who cuts himself with a hoe is the one who works in the fields.” Sometimes we make mistakes when we try to do something. That does not mean we must give up trying.

Answer to Exercise 5.3

“Of course I’ll join you,” Karen assured her good friend, Florence, who had called to make a shopping appointment with her. It had been a long time since they last met and Karen could not wait to meet her friend again for the latest update.

Having little time left, Karen helped Candy, her four-year old daughter to dress. Her curious daughter asked repeatedly who Aunt Florence was. “A great friend of mummy,” Karen replied as she buttoned up her daughter’s blouse securely. A sudden surge of nostalgia came upon her as she recalled that it was Florence who planted the most successful sabotage on their teachers during their school days. She was never short of ideas and her cranky ways were most welcomed by all their classmates. How she missed those funny loving days.

“There she is.” Karen pointed out Florence to Candy who trotted obediently by her side. Quick mutual greetings were exchanged and it did not take them too long to proceed from small talk to other topics of interest. As they reminisced about their schooldays, they stopped occasionally to select some food items from the displayed shelves. Pushing the trolley cautiously, Karen shared excitedly about her holidays in Canada just a month ago.

It was only after a lapse of half an hour that Karen turned to check on Candy and to her dismay, discovered her missing. That stopped their conversation abruptly and both started to look for Candy in the big supermarket. Calling her name loudly, Karen moved quickly from one section to another. No Candy was in sight. Her worried face betrayed her calmness and she was at a loss as to what to do next.

Meanwhile, Candy was standing outside the shopping department. She was distracted by one of the shoppers whose poodle had caught her attention. She had asked Karen if she could just take a closer look at the poodle but all that mummy did was to nod her head and continue her conversation with Aunt Florence. Perceiving that as consent, she had followed the dog out of the shopping department, and was given the opportunity to stroke the poodle. What an adorable creature! Candy stayed there for at least twenty minutes without knowing it. It was only when the owner of the dog moved away that Candy found herself alone. No mummy was around and panic seized her. Keeping close to the entrance, she cried for her mother.

Curious passers-by stopped to look at her. One concerned lady asked her what the matter was. Totally confused and alarmed, Candy only wailed louder for her mother. She refused to let anyone touch her and any response from her was barely intelligible in between her sobs. Her tiny body started to tremble with fear and it made such a tragic figure.

Her incessant cries brought Karen to the spot. What a relief to find her daughter. Hugging her tightly, she assured her daughter that everything was fine. Karen knew that she was guilty of having been carried away by her conversation with Florence. It was a traumatic experience for her daughter and an unforgettable one for her.

Answer to Exercise 5.4

“Life in the Country”

Kim and his sister Julie lived with their mother and father on the hillside of a beautiful valley. Their father was a farmer, and the family lived in a little farmhouse. The farmhouse clung to the steep hillside above a small village in the bottom of the valley. On the farm, they had a few sheep and cows and there was a small orchard and two cornfields.

They were not a rich family. Life was difficult for them. They grew good corn and fruit and vegetables, and they raised good sheep and cows, but their father had to take his produce to a small town, two hours' journey away, to sell it. He did not always get a good price for his fruit, vegetables, corn and milk in this small town. He often used to say, “I wish I could sell my produce in a big city, where I could get a better price.” But the nearest big cities were three days' journey away in the south – there was no railway, and the mountain roads were very bad.

Kim and Julie loved the country round their home. They often used to sit on the mountainside beside the little farm and look at the winding river that flowed through the valley, and at the beautiful old stone bridge that crossed over it to the wild tangle of forest and cliffs on the other side. They used to walk for hours up and down the hills along the rough country tracks and paths – for there were no real roads. They liked to collect wild berries and to take them home to their mother, who cooked them. Sometimes they used to cross the old stone bridge on the other side of the river, where there were caves to explore and trees to climb. Sometimes they played for hours in the forest on the other side of the river. There was no town there; there were no houses at all. That side of the valley was wild and untamed. Nothing lived there except birds and small wild animals.

The village was always very quiet. The people who lived there were busy working in their fields during the day, and they went to bed early at night, tired after a long day's work. Nearly all of them were farmers. All of them had lived in the village for all of their life, and had never left their village, they got up early in the morning to visit town. They brushed and harnessed their horses, and filled their carts and lorries with fruit and vegetables and sheep and churns of milk. And then they went to the market in the town beyond their valley, over the steep hills. They came back in the evening without the fruit and vegetables, the sheep and milk, but with some money and perhaps a present for their children. That was their life – hard and simple, but not unhappy.

(From *The Highway* by *Patrick McKay*)

It is recommended that you should aim for at least 80% to ensure your overall success in this course and any subsequent unit on narrative composition you take. Based on your results, determine how much you should study the overall unit before you attempt the assessment.

Model answers to Unit 5 Assessment Questions

Answer to Question 5.1

“Sometimes we have to treat people unkindly for their own good.”

The doorbell rang. I looked at the clock. It showed 2:00 a.m. I looked through the peephole and was surprised to see Malcolm standing outside. I opened the door and let him in. He walked in without a word and sat on the sofa with a long sigh. He was an old friend and we had been in the army together. I remembered him as a man of strong character. Somehow this did not look like the Malcolm I used to know.

He looked up at me and smiled. “I need money,” he said apologetically. I sat beside him and asked him, “What for?”

“You know,” he replied.

I knew. His wife had met me at the shopping centre one day and told me that Malcolm was now on drugs. She could not change him, though she had tried her best. I looked at him as he grinned pitifully up at me. Then I sat beside him and placed my hand on his shoulder. He burst into tears. “Help me, Anthony,” he sobbed.

I let him cry for a while, and then I spoke. “Look Malcolm, you don’t need to suffer like this. Why don’t you just surrender to the authorities? They will put you through a rehabilitation programme and you will be OK again.”

“It is like a jail there,” he yelled.

“If you want to get better, you must prepare to suffer a little,” I said.

He just glared at me. “Just give me some money. I will come and listen to your sermon tomorrow. I need a fix now,” he said sarcastically.

“I have no money,” I told him flatly.

“You refuse to help me?” he said pathetically. I nodded.

He got up to go. “OK,” he said, “I thought you were my friend. Remember how many times I helped you in the army? I used to clean your rifle. I used to polish your boots. I even lied for you so many times.”

“That was a different story Malcolm,” I said.

He shrugged his shoulders and walked to the door. “Wait,” I said. He stopped, gave a stupid grin and sat down. I went into my room and closed it after me. Then I dialed a number – to the drug squad.

I took some money and went out again. He reached for it, but I put it into my pocket. He showed annoyance. “Let’s talk first,” I said. He nodded. Then I started talking and soon he warmed up. We ex-army guys always have a lot to talk about. He was carried away.

Then suddenly there was a knock on the door. He froze and looked at me. I jumped up and opened the door. Two police officers came in. I pointed to Malcolm silently. One of the officers caught Malcolm by the hand and led him away. At the door he turned and looked at me sadly. “We were such good friends, how can you betray me like this?” he asked with tears in his eyes.

“It is for your own good,” I said. The officers took him away. I did not feel like a hero. I sat down on the sofa and looked up at my altar. I asked the Gods, “Have I done wrong?”

Answer to Question 5.2

“MISSING CHILD FOUND”

The whole country breathed a sigh of relief when we saw the headline in the papers that day: MISSING CHILD FOUND. The story behind the sudden disappearance of Sunil, a three year old, from outside his house made all of us very angry. The parents waited in vain for the news from the kidnappers to find out if the child had indeed been kidnapped.

The police formulated all sorts of theories, but none turned out to be correct. Searches were conducted all over the neighbourhood and everyone was questioned. No one has seen anyone suspicious. The police even searched the little wooded areas nearby, in case the boy had been murdered.

As usual, there were few crank calls and false leads which led the police all over the Republic. Finally, after ten days, the police called of the search. Their theory was that the child may have been taken out of the country. Then when all hope was lost, the police had a real lead. Someone had seen a boy fitting the description of Sunil in the company of a teenage girl. She was having lunch with the child at Newton Food Centre. The police rushed there and saw the child wandering about by himself.

They brought him to the hospital immediately and had him thoroughly examined. His anxious parents came to the hospital to claim him. The examinations revealed that the child had been well fed and cleaned. He was even wearing new clothes. Obviously, he had been well cared for. All he said was that the “Auntie” was very good. The newspapers carried a front page picture of the happy mother holding her precious one.

As for the kidnapper, the police had no difficulty locating her. A few questions among the patrons and the stall holders revealed that the lady was a regular and probably lived nearby. A few of them stated that she was a bit weird and suspected that she was suffering from mental illness. When the police caught her, finally, she admitted everything. All she said was that she took a sudden liking to the child. When asked why she abandoned him finally, she replied that it was because she had run out of money.

There was nothing to do except send her for psychiatric treatment.

Answer to Question 5.3

Walking towards the market, Mrs Smith smiled to herself. She had told her neighbour the night before that it would be a fine day the next day and she was right. Of course she must be right. Her ability to predict the weather just by gazing at the clouds was beyond anyone's imagination. What was admirable was her consistent confidence in what she did and said. Noted to be a perfectionist, Mrs Smith prided herself of the fact that she had never committed any blunders in her life.

It was crowded at the market. Mrs Smith saw a few of her neighbours and they exchanged silent acknowledgements. She proceeded on with a hurried pace as there were quite a lot of purchasing to be done. She stopped at the first fruit stall and spent some time selecting the oranges, apples and bananas. She would need a few of each to make a simple fruit salad for dessert that day. Satisfied with her choice, she paid for them and proceeded to buy some cucumbers, carrots and tomatoes. Mr Bob was busy attending to other customers when she arrived at his store. He was known to be 'Mr Blur' in the market. As he had no assistant to help him, he often miscalculated the change given to his customers. Of course, only those who were short-changed pointed out his mistake. Others who received more than they should would just walk away quietly. Only a handful of them were honest enough to return him the extra change.

Why tempt people with such unnecessary mistakes? Mrs Smith, the self-righteous one, would automatically comment coldly whenever she was at his stall. She chose the cucumbers rather absent-mindedly as such thoughts lingered in her mind. She paid for them and after walking past a few stalls suddenly stopped and asked herself how many cucumbers she had bought. Stepping aside to avoid the approaching crowd, she decided to confirm the number. What a shock it was to discover two cucumbers which were a little rotten at the extreme ends.

Feeling cheated by Mr Bob, Mrs Smith returned to the stall and demanded rather aggressively why she was given such inferior cucumbers. Mr Mob reminded her politely that he was busy packing food for the other customers and had left Mrs Smith to her own selection. However, he was most willing to exchange the two cucumbers with two others. An embarrassed Mrs Smith agreed meekly to the arrangement and muttered a word of apology before walking away.

Unit 6

Descriptive Composition

Introduction

I am sure you have finished Unit 5. Did you enjoy it? In a nutshell, you learned how adjectives and linking devices are useful in narrative composition. Also, you are familiar with writing stories. What you learned is going to be very useful in this unit.

Welcome to Unit 6. Now that you are used to writing narrative compositions, you will learn about descriptive composition. What do we mean by descriptive composition or writing? Think of an artist. He uses paint, ink or any other substance to draw a detailed picture, just as a writer uses words to paint a word picture of the character he or she is describing. In other words, it is a piece of writing in which something or someone is described in a way that **shows** the readers, rather than **tells** them what kind of people or places are being described.

This unit consists of 22 pages. This is approximately 10% of the whole course. Plan your time so that you can complete the whole course on schedule.

Take a moment to read the following learning outcomes. You should focus on those skills while studying this unit.

On successful completion of this unit, you will be able to:

- *describe* people and places using appropriate vocabulary;
- *write* a composition describing people and places;
- *write* descriptions using appropriate tenses;
- *plan and arrange* facts of a description in a logical order.



Outcomes



Terminology

Adjective:	Adjectives are words that describe or modify a person or thing in the sentence.
Connotation:	Connotation refers to positive or negative or emotional meanings associated with a word.
Logical:	We say things are arranged in a logical way when one thing follows another in a way that makes sense.

Descriptive Composition

What would you do to recover your stolen car?

I would report the theft and then describe the thief by giving his appearance, manner of dressing, mannerisms, etc. This kind of detail is important when writing descriptions. In this subunit we will learn how to describe people and places.

On successful completion of this subunit, you will be able to:

- *write* a composition describing people and places.

This subunit is about 2 pages in length.

Writing a descriptive composition is referred to as ‘painting a picture’ in words. This means that if the descriptive composition is good enough, the reader should feel as though he or she can see the person, object or place being described in their minds. In other words, the writer should paint a mental picture of what they are describing.

This is done by using lots of descriptive language and details. Take a moment to think of examples of the kind of language that would help us to achieve this.

You can do this by using a variety of word choices to make our writing interesting. These word choices which are also known as figurative language can help you create rich, vivid and lively detail. Examples of such word choices you have learned about are the **simile** and the **metaphor**.

Watch out for the following common vocabulary mistakes:

- i. Using the wrong word. Look up words that you aren't sure of.
- ii. Using flat language, neglecting descriptive words and phrases. The following table shows examples of flat words and descriptive words side by side:

Flat words	Descriptive words
big	gigantic, enormous
small	microscopic, insignificant
good	benevolent, excellent
nice	pleasant, kind

1. Writing descriptions of people

Consider the following scenario and question: You need to ask your friend to collect a relative of yours whom he or she has not met before from the bus stop. How would you describe your relative in such a clear manner that would enable your friend to easily recognize him or her out from the rest of the crowd?

The answer is that you would need to point out any distinctive features or significant features of the person. These will help the reader to imagine the person you are describing. For example, you might say: On the left side of his face he has very deep scars.



ACTIVITY 6.1

Write a sentence in which you point out any significant feature of a person.

.....

.....

.....

Compare your answer to the following model answer:

- This friend of mine has one squinted eye, while the other one is normal.

2. Writing descriptions of places

When describing a place, look for details, which quickly help a reader to imagine the place. Use words that appeal to all the five senses. Use local details to add colour to your description. An example of a sentence where this is done is as follows: Every morning fog engulfs the whole village and air becomes polluted with the smell of burning coal.



ACTIVITY 6.2

Write a sentence in which you have used details to describe a place.

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

Compare your answer to the model answer below:

- Thabaneng is surely the busiest market I have ever been to, with sellers shouting, advertising their goods and cars speeding past with loud music.

Simple Present and Past Tenses in Descriptive Writing

It is obvious that we cannot write a composition without the use of tenses. We are now going to learn how simple present and past tenses can be used to make good descriptions.

On successful completion of this subunit, you will be able to:

- *write* descriptions using the appropriate tense.

This subunit is about 2 pages in length.

When writing descriptions, it is important to choose tenses wisely. The question or directions will determine what tense you need to use. Consider the following examples:

- a. I have had a lot of visitors coming to our house, but the night my uncle came will always remain in my mind.
- b. I had never met this man before, but I knew immediately I set eyes on him that he was a crook.

In the first example the writer has used the Present Perfect Tense to show something that has been done and completed. However, in the second example the writer goes further into the past to indicate something that had been done and completed before the action in the story. The tense used here is the Past Perfect Tense.

If you feel you need to, review the present and past perfect tenses in Unit One.



ACTIVITY 6.3

Write a descriptive paragraph in the past tense to describe an incident in which you were very anxious.

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Check your answer against the model answer below and see if you have used the Past Tense and other descriptive details like I have. If not, try again. If your paragraph is descriptive and you have correctly used the past tense, proceed to the next part.

Model Answer for Activity 6.3

I don't think I had ever been as anxious as I was on that day. I had barely managed to sleep on the night preceding the day of the interviews. There were five of us, and after the interview only two of us would be given the scholarship. I knew I needed it badly as none of my folks would manage to pay for my education. I took out a mint-flavoured sweet and sucked it, but it seemed to have lost its calming power. I was beginning to sweat a little too, and I repeatedly wiped my eyebrow with my handkerchief. What a day that was!

Vocabulary in descriptive writing

In this subunit, we are going to learn how appropriate language makes clear descriptive writing.

On successful completion of this subunit, you will be able to :

- *describe* people and places using appropriate vocabulary.

This subunit is about 9 pages in length.

Any piece of writing consists of words, each of which means something. In light of this, it is important to have the vocabulary needed to write any piece of continuous writing. That is, in order to communicate clearly, we must use words that give the exact picture to your reader.

People are usually described according to their physical, mental, social, moral, spiritual or more general qualities. In most cases, these words will have either a positive or negative undertone. For example, if you said 'This woman looks elegant', she would probably be happy to hear that because the word 'elegant' has a positive suggestion. However, if for instance, you used the word 'slovenly' in the place of 'elegant', you might find yourself in much trouble with the woman. Use a dictionary to find the meanings of these words if you do not know them. These words are called adjectives and as you have probably realized, there are so many we could never be able to talk about each one of them. Remember what was said about adjectives in Units 2 and 5.

Study the following two sentences carefully and think about why one is more descriptive than the other:

- The children looked at each other.
- The puzzled children looked at each other.

The first sentence simply tells us that the children looked at each other. However, the second sentence also adds that they were puzzled. The word 'puzzled' in the second sentence is an adjective. Note that adjectives are describing words. Adjectives describe people or things more clearly.



ACTIVITY 6.4

Write five sentences using adjectives to describe people or things.

1.
2.
3.
4.
5.

Check your answers against mine at the end of the subunit. If all of your answers are almost the same as mine, continue to the next activity. If not, review the related material until you understand how adjectives are used to describe people or things. Notice how adjectives help to make the description clearer.



ACTIVITY 6.5

Write a paragraph using adjectives to describe something in a colourful way.

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Now read my paragraph at the end of the subunit and check if your answer has descriptive details as clear as the model answer.



ACTIVITY 6.6

Use the following words in sentences to describe someone you admire most in the lines provided below.

1. Attractive:

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2. Stunning:

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3. Sweet:

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4. Interesting:

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5. Gracious:

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Check your answers against mine at the end of the subunit. If all of your answers are similar to mine, continue to the next activity. If not, review the material until you understand. Notice how adjectives help to make the description clearer.



ACTIVITY 6.7

Think of a person that stands out in your memory. Write a paragraph that fully describes that person.

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Model Answer for Activity 6.4

1. He is wearing rubber shoes.
2. My grandfather gave me a wooden chair.
3. Pule is a gifted man.
4. The girl is wearing a red dress
5. I asked my father to buy me a gold watch.

Note how the use of adjectives help the meaning of the sentences to become clearer.

Model Answer for Activity 6.5

Lucy, the Jazz musician, had not been to the desert island before to perform. Having climbed the broad stage, she seemed puzzled and lost for words. Her blue eyes which were opened widely were evidence of her nervous state. She had remained faithful to her fans by providing entertainment whenever she was requested to. However, to whoever was seeing her performance for the first time on that day, she was nowhere near a sizzling entertainer but a boring, scared and lost girl desperate for a good Samaritan to rescue her.

Answer for Activity 6.6

1. Mary is such an attractive woman.
2. She always looks stunning in any outfit she has on.
3. She has such a sweet voice.
4. She always has interesting stories to tell.
5. She has such a gracious smile.

Answer for Activity 6.7

A description of someone who stands out in my memory

There are some people such as my aunt Liepollo, whom one finds hard to forget. She has both physical and behavioural attributes that I admire so much. She is dark in complexion, beautiful, and always keeps her hair straight and neatly tied at the back. Everything about her is so smart: the way she walks and talks and her ever-readiness to help other people. I consider her as my role model.

Planning

Have you ever seen anything complex succeed without it having been planned before?

I don't remember passing an examination or winning a match which I had not prepared for. Therefore, planning is very important.

On successful completion of this subunit, you will be able to:

- *plan and arrange* facts of a description in a logical order.

After choosing the topic, the next step is to plan your composition. This includes brainstorming for ideas and making a map of how you are going to arrange them in a logical manner. This means deciding which aspects of the description you are going to tackle in each paragraph as in the following example:

My sister

Paragraph 1- *General appearance*

- tall and slim
- looks younger than her age
- straight black hair
- dark complexion

- some people selling while others are employed
- people too busy to engage in criminal activities

Paragraph 4 - *Some of the attractions of the place:*

- luxurious lodge on the west side
- warm reception at the lodge
- neat and friendly waiters
- soft, cool music

Paragraph 5 - *People's opinion of the place:*

- place generally thought to be beautiful

Answer for Activity 6.9

Description of a famous place I once visited

Las Lopez

Some places are just so amazing that one fails to find words to describe them. I once visited such a place. Though the visit took place so many years ago, the memory is still very fresh in my mind. Las Lopez, it is called, and the mention of it still makes me smile.

It is found on the Western side of Moriting in Motsitseng. On both sides, there are streams of fresh, clean water flowing. Once you get there, the sounds of the water and of the birds singing makes you feel relaxed. There are scents of flowers everywhere and the trees provide you with refreshing shade. Really, this is one of those places that one just reads about in books. All the beauty that can be imagined is found here. For nature-lovers, this is surely a place to visit.

Here, everybody is at ease, so relaxed and peaceful. People are casually doing their chores, while cars are also moving leisurely around. Some of these people are sellers, while others are employed in different places. The fact that people have some form of income helps in the reduction of crime. Nobody has time to plan a robbery as they are busy thinking of what they will do on the next day. This is a true demonstration of the saying: an idle mind is the devil's workshop.

On the west side, there is a luxurious lodge placed neatly on a hill and beautifully decorated. Once you get to it, you feel like there is no other place you would rather be at. The reception here is very warm with waiters

and waitresses who are neat and friendly. Both the inside and the surroundings of this hotel make it a place to be. The soft, cool music played here blends well with everything else that one finds here. Whoever planned this whole setting must have spent years working on it.

People may have different views on all aspects of life but they agree on one thing: Las Lopez is indeed a very beautiful place.

I hope you now understand how we describe a place, and the adjectives we use to 'paint' a picture in words of interest.

Unit Summary



Summary

In this unit you learned to:

- describe people and places clearly to help paint a picture in the reader's mind;
- use descriptive words to help make the meaning clearer, as opposed to flat words;
- use lots of details in descriptive writing;
- use appropriate vocabulary to describe people and places;
- use appropriate tenses in descriptions;
- arrange facts in a logical order;
- use words that have intended connotations;
- use adjectives to give a clear picture of what is being described.

I hope you have enjoyed painting pictures with words thus, creating good descriptions. Remember to carry forward what you learned to the next unit on composition writing that covers argumentative composition.

Before starting the next unit, complete the assignment and assessment below.

You have completed the material for this unit on descriptive composition. You should now spend some time reviewing the content. Once you are confident that you can successfully write an exam on the concepts, try the assignment. Check your answers with those provided and clarify any misunderstandings that you have. Your last step is to complete the assessment. Once you have completed the assessment, proceed to the next unit. It covers argumentative composition.

Assignment



Assignment

You should be able to write the 3 paragraphs in one hour. There are a total of 45 marks for this assignment; 15 for each paragraph.

1. Using the Present Perfect and Past Perfect tenses and appropriate vocabulary, write a paragraph describing an incident when you met an unusual person.

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[15]

The following is a short example of what yours should be like. Check if yours has descriptive details like this one:

Model Answer

I have heard people narrating very unusual incidents, but the experience I had on that day was ‘weird’. I had just passed a crossing between Freedom and Candy Street when I caught a glimpse of an enormous, long, pale and wrinkled face with huge ears. His nose was as sharp as a knife and he had a fierce and devilish look about the eyes.

After analyzing your paragraph, revise it if you can improve it. Send your final paragraph to your tutor and wait for feedback. Once you have received feedback, use those ideas for writing the next paragraph.

2. Now write a paragraph to describe an interesting place in your home area.

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[15]

Read my short paragraph below and see how the place has been described in a way that makes the reader almost see the place in his or her mind.

Model Answer

Just 94 kilometres out of my home town is a historical place providing a lot of fun and adventure. After entering this garden, you are led to a musical fountain and the amphitheatre. From there, you proceed to the “History World” where there are life-size wax figures, accompanied by a written presentation which explains the humiliation of defeat and the welcoming joy of victory experienced during World War II. These wax figures, we are told, were made over 100 years ago.

Think about how the writer chose words wisely to help create a mental picture of what is being described.

Does the paragraph you have written have the same features? Is the reader likely to have a clear mental picture of the place after reading your paragraph? If so, then you are doing well. If not, then re-write your paragraph.

Send your final paragraph to your tutor and wait for feedback. Once you have received feedback, use those ideas for writing the next paragraph.

3. Now write a paragraph in which you describe an unusual person you know.

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[15]

Now read my model answer below and see if yours is almost the same as this one in terms of vocabulary and use of adjectives.

Model Answer

In my village, there is a man I find very unusual. He is not talkative himself. Also, one has to choose words wisely when talking to him as he is almost always sure to lose his temper. One of the weirdest things I once discovered about him is that he is a sleepwalker. He goes to the extent of walking out of his house down the street. At first I thought I was imagining it, but on taking a closer look, I realised that he was actually fast asleep. The best thing I could do was to lead him back home.

After comparing your paragraph to my model paragraph, improve it if you can. Send your final paragraph to your tutor and wait for feedback. Once you have received feedback, use those ideas for writing the assessment paragraphs.

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[30]

Model Answer 3

A place of tourist attraction in my country

Katse Dam

Lesotho, ‘the Kingdom in the sky’, is renowned for its beautiful natural life with its mountains, rivers, waterfalls and wild plant and animal life. Of all the attractions we are blessed with, we cannot overlook Katse dam. In addition to this, we are also blessed with the gift given to the technicians who brought this dam into being. Whoever came up with this idea must be very brilliant indeed.

Situated in the Thaba Tseka district and built on Malibamatso and Bokong rivers, Katse dam is one of the breathtaking sceneries ever. It is Africa’s second largest dam. No wonder why we consider it the pride of the Basotho and a major tourist attraction in Lesotho. The dam wall, at 185 metres, is the highest in Africa. The water collected in this water reservoir is used by the neighbouring South Africa, both for generating electric power and for crop cultivation to increase Lesotho’s export income.

The surrounding scenery is magnificent. Have a view from Mafika Lisiu Pass when the water levels are at their highest and you will just love it as the flooded valleys go on for 45 km. There are many little boats criss-crossing the dam to ferry villagers from one side to the other. You can also go on a tour arranged by the Lesotho Highlands Development Authority Visitor Centre.

The Katse Botanical gardens, being a new feature created to house Lesotho’s indigenous flora, is one of the features you are sure to enjoy. You do not have to worry about accommodation as Safari now has a selection of accommodation in Katse Dam and its surrounds. To name a few, we have the Imperani Guest House, Canonly B&B and Thaba Sediba Private Nature Reserve. All these are very affordable.

Katse Dam is actually so nice that even people who see it on the Internet tell themselves that they have to visit it. What a magnificent place indeed!

Unit 7

Argumentative Composition

Introduction

Welcome to Unit 7 of the Senior Secondary English course.

In the previous unit, you learned how to compose a written piece that describes a thing or an event. This unit will focus on the requirements for writing an argumentative composition.

Have you ever heard people arguing with each other? Or have you ever been to a court where the lawyers argue their case before a judge? Then you have probably realised that, when there is an argument, one person usually wins in the end. Most people prefer to be on the winning side, so it pays to learn how to make a convincing argument.

These examples from everyday life show how important it is to argue well. In the examination for the Grade 12 English course, you will probably be asked to write an argumentative composition. In order to get good marks, you need to present your case so well that the reader will agree with your point of view. The skills that you learn in this unit, can also be used when making an argument in many situations outside the exam hall.

In this unit, we will also look at complex sentences and at how linking words can be used at the beginning, as well as in the middle, of sentences.

This unit consists of 37 pages. This is approximately 10% of the whole course. Plan your time so that you can complete the whole course on schedule.

On successful completion of this unit, you will be able to:

- *write* a well organised argumentative composition;
- *join* sentences and paragraphs using appropriate sentence starters and linking words;
- *form* sentences using a variety of sentence structures with emphasis on complex sentences;
- *analyse* the arguments contained in different texts.



Outcomes



Terminology

Argument:	Giving one's opinion and supporting it with reasons.
Topic sentence:	A sentence that expresses the main idea of the paragraph.
Supporting ideas:	Explanations, details and examples that support the topic sentence.
Complex sentence:	A sentence that contains dependent and independent clauses.
Main/independent clause:	Part of a sentence that can stand on its own to express a complete thought.
Dependent/subordinate clause:	Part of a sentence that cannot stand on its own but depends on the main clause to make sense.
Subordinating conjunction:	Linking word that joins the main and subordinate clauses.

Argumentative Composition

When writing an argumentative composition for the examination, you are required to present your ideas and give information to support them. You have to show that you are able to consider a complex topic from several points of view. Normally, when you are asked to write an argumentative composition, there will be a controversial statement followed by some action words. In this unit, you will find out how to write a composition that responds to the topic you are given.

On successful completion of this subunit, you will be able to:

- *write* a well organised argumentative composition;
- *provide* examples or reasons for arguments raised;
- *use* logical connectors between paragraphs.

This subunit is about 4 pages in length.

What is an argumentative composition?

Have you ever seen a debate like the ones that take place in Parliament, in local councils or in the court of a chief? Those taking part in such debates do their best to convince the audience to agree with their point of view.

In written composition, an argument means stating your opinion and giving such good reasons that will convince the reader of what you have said. When we write an argumentative composition, we should do our best to win the reader over to our point of view. This means that, whenever you make an argument, you need to ensure that your reasons are **clear**, **logical** and **well organised**.

The big question at this point is: How do you achieve clarity, logic and good organisation?

You can do this by taking the following steps:

Step 1: Choose the topic

The topic of an argumentative composition has to be controversial in order to create disagreement so that people may have to express different views on it.

This means that the topic of an argumentative composition should not state the obvious but rather provide grounds for strong and differing opinions. Below are examples of suitable and unsuitable topics for an argumentative composition.

Suitable topics

- a) Men and women should have the same power in the family.
- b) In secondary schools, female learners perform better than their male counterparts.

When you look at the topics above, you will realise that one cannot just be indifferent and agree to what is stated by the topics. In one way or the other, people are bound to have very strong feelings on them.

Unsuitable topics

- a) Is stealing a crime?
- b) Children should listen to their parents.

When it comes to the unsuitable topics above, you will notice firstly that they state the obvious. Stealing **is** a crime and by virtue of being a child, one naturally **has** an obligation to listen to one’s parents. Secondly, the topics state known facts. It does not make much sense to start an argument on a topic that does not present a controversy but states a known fact.



ACTIVITY 7.1

Below is a list of topics. Look at them closely and mark with (s) those that you think are suitable for an argumentative composition and mark with (n) those, which you think, are not suitable. Write a sentence to explain why you think they are suitable or unsuitable.

- 1. Is the world round?
-
- 2. Music festivals are a social menace.
-
- 3. Sport is cruel.
-
- 4. Too much time and money are spent on the exploration of space.
-
-

5. Women are legally equal to men.

.....

Now look at the answers below and compare them to your own:

Model Answers for Activity 7.1

1. **Is the world round?** (not suitable)

This is widely-accepted as a scientific fact, so it would be difficult to argue against the topic.

2. **Music festivals are a social menace.** (suitable)

There are people who feel strongly about the arguments on both sides of this topic.

3. **Sport is cruel.** (suitable)

This is a topic on which public opinion is sharply divided.

4. **Too much time and money are spent on the exploration of space.**(suitable)

While many people think that government funds should be spent on social programmes, such as health and education, others believe that we need to explore the universe to secure the future of humankind.

5. **Women are legally equal to men.** (not suitable)

This is a matter of fact in terms of the country's constitution and laws. There is nothing to debate.

Step 2: Planning

Now that you have been presented with a topic that provides grounds for debate and discussion, it is very important to plan how you are going to frame your argument. Before you start writing, you need to think carefully about how you will present your opinions and supporting ideas in a manner that will be convincing to your audience. To achieve this, you need to:

- consider both sides of the argument and choose a side;
- decide what your main reasons are for your opinion.

As an example, let's examine the following sample topic:

Private cars should be banned from cities.

This topic basically requires you to consider whether it is necessary for you to have a car if you live in a city. There are many arguments for and against this topic. I, however, choose to disagree with the idea of banning the use of private cars in the city for the following reasons:

- a) As a tax-paying citizen, I have the right to buy a car with my hard-earned money if I so wish.
- b) Stopping the sale of cars in large populated cities can result in unemployment for people engaged in the motor industry.

Step 3: Gather evidence

For each main reason, find explanations, details and examples to support your opinion.

The main reason is called the **topic sentence** while the explanations, details and examples are referred to as **supporting ideas** that reinforce your topic sentence.

Evidence in this case refers to solid proof that can be checked through facts from reliable and credible sources such as books, journals, websites and public records.

The evidence you provide should be relevant to the argument at hand. Often, when people have very strong feelings about an issue, they tend to be emotional. In the process, they lose the thread of their logical and rational argument, bringing up issues that are irrelevant. In this way, clarity and logic get lost in the heat of the argument.

Example A:

Topic sentence:

I have a right to buy a car with my hard-earned cash if I so wish.

Supporting ideas:

I work hard in order to satisfy my needs, one of which is comfortable transportation. Someone who has a car can travel to any place at the time that is convenient to him or her, not at the time set by public transport officials.

Sources of information:

One of my sources of information could be a journal that has published an article that makes special reference to cars.

The example above meets all the requirements for a good argument because it has a clear and concise topic sentence, supported by a number

of ideas that have been confirmed by the opinions of independent experts in the journal article.

Here is an example of an emotional and illogical argument from a journal:

Example B:

Topic sentence:

Just because one earns money does not entitle them to anything they want to buy.

Supporting idea:

Rich people think that because they have money, they can flash it at those who do not have it. They argue that public transport is for the poor, not for the rich.

Proof:

If you walk along any street, you will see rich people that are arrogantly driving their expensive, imported cars looking down their noses at the poor people walking home or using public transport.

The topic sentence in Example B above is in itself contradictory in that one actually has the right to buy what they want with their hard-earned cash.

The example sounds quite emotional in that the writer seems to be expressing an attitude rather than an opinion. He or she seems to be jealous of and angry with rich people.

The “proof” provided here sounds more like a generalisation that stems from ignorance and assumptions. What do these rich people do in their cars to show arrogance? How can we prove that they are looking down on poor people? This sounds like a bad case of sour grapes!

Nothing in this argument makes logical sense. Thus it does not meet the requirements for a good argument, which are: **clarity, logic and good organisation.**

Step 4: Arrange your ideas in order

So far we have established:

- a) The topic.
- b) Our side of the argument.
- c) Main reasons for our opinion – topic sentences.
- d) Ideas that support our opinions.
- e) Evidence – proof from reliable credible sources.

Now we have reached the stage where we need to arrange our ideas in the order we think will be logical enough to convince our audience.

As we do this, we actually begin to form paragraphs. We decide which main reason should come first, followed by our other reasons and concluding with the final one.

As we arrange the main reasons in order, we include, as smaller notes, the explanations that support each main reason.

Now that we have a general image of how we want to present our ideas, let us get started on the process of writing the argumentative composition.

Planning your argument

At this point we have to decide which one of our topic sentences sounds logical when it starts the argument and which ones should follow it. This is the order which our topic sentences will follow. Of course, each topic sentence will be followed by supporting such ideas:

- **I earned the money, so I have the right to spend it as I wish.**
 - *explanation* - having a private car means I can travel at my own convenience
 - *proof* - a quotation from a journal that discusses the satisfaction that can be derived from owning a luxury item such as a car.
- **If people in populated cities do not buy cars, people in the motor industry will lose their jobs**
 - *details* - cars are not just a luxury item to some people. They are a source of livelihood to others.
 - *proof* - a current journal that provides statistics on how many people are employed in the motor industry, how many cars they produce annually are bought by people living in the city.



ACTIVITY 7.2

In the extract below, identify the topic sentence and the supporting ideas, including explanations and proofs. Write out the sentences in the blank cells of the table below.

As Mohale, the chairperson of Lesotho Air says “... no one cares a jot whether the plane they see is paid for or not. All they look for is the logo on the tail...” (*The National Observer*, 2 February, 2004, p.14). Nations

without airlines of their own are considered by international travellers as undeveloped and not worth visiting. The first reason why the nation should keep its airline is that it is an important item of national prestige. Whenever one of the aircraft is seen abroad, it indicates that the nation is wealthy enough, and commands expertise enough to keep such an enormous item of investment running. It is for this reason that small nations such as Botswana and Swaziland have airlines of their own.

Activity 1.1 Table

<i>Topic sentence</i>	
<i>Explanation 1</i>	
<i>Proof 1</i>	
<i>Explanation 2</i>	
<i>Proof 2</i>	

Check the answer below and compare it to yours:

Model Answer for Activity 7.2

<i>Topic sentence</i>	Nations without airlines of their own are considered by international travellers as undeveloped and not worth visiting.
<i>Explanation 1</i>	The first reason why the nation should keep its own airline is that it is an important item of international prestige.
<i>Proof 1</i>	As Mohale, the chairperson of Lesotho Air says, "...no one cares a jot whether the plane they see is paid for or not. All they look for is the logo on the tail..." (<i>The National Observer</i> , 2 February, 2004, p.14).
<i>Explanation 2</i>	Whenever one of the aircraft is seen abroad, it indicates that the nation is wealthy enough, and commands expertise enough to keep such an enormous item of investment running.
<i>Proof 2</i>	It is for this reason that small nations such as Botswana and Swaziland have airlines of their own.

Parts of the composition

Now, let us move on to writing the whole composition. It should include the following component parts:

Introduction

This is the first paragraph of your composition. In the introduction, you must:

- define the topic and provide some brief background information;
- state your position in relation to the topic, i.e. choose a side;
- acknowledge the presence of opposing views and state one (1) reason for such views. Remember that the aim of your composition is to state YOUR views and arguments, NOT to make an argument for the opposition.
- proceed from general to specific

A good introduction is important because it is here that you have to arouse your readers' interest or provide the necessary background information. There are several ways of doing this. Let us consider the following topic:

“Parents today tend to give too much freedom to their children. What is your opinion?”

You might begin your composition by setting a scene and working your way to your statement of opinion:

For example:

When I am free in the evening, I love to go for walks along the streets in town. As I pass by cinemas and coffee houses, I often see teenagers going in or coming out. This makes me wonder where they get their money. I have come to the conclusion that teenagers nowadays seem to enjoy more freedom.

In contrast to the method above, you could begin with a well-known saying, which gets right to your point of view.

For example:

“Spare the rod and spoil the child”. This age-old adage still rings true when you look around you and observe the behaviour of some children- the tantrums they throw in public when they do not get what they want.

Can you list the advantages and disadvantages of these two sample introductions?

Body

- This part starts with the second paragraph and **ends** with the last paragraph you write before you conclude your composition.
- This part of the composition is where you present your arguments one by one. Each topic sentence is followed by its supporting ideas and evidence.
- This means that if you have about four or five topic sentences, you will have about four or five paragraphs in the body of your essay.
- In each paragraph you should have the following:
 - a) topic sentence,
 - b) supporting ideas,
 - c) proof that can be in the form of literature or statistics.

In order to write a good argumentative composition for the examination at this level, you should write at least five paragraphs covering two A4 pages including the introductory and the concluding paragraphs.

Conclusion

In this final paragraph of your composition, you want to:

- leave a lasting impression on your reader and finally convince them to agree with you;
- restate the opinion and stance that you indicated in the first (introductory) paragraph;
- generalise why it makes sense to agree with your point of view.



Tip

You should also always keep the following points in mind whenever you write an argumentative composition:

1. Present your facts in a logical manner. After you have chosen your topic, underline the key words in it. Next, jot down in note form all the points that you think are related to it. Then arrange these points into paragraphs making sure that you devote one paragraph to one main idea.
2. Provide specific examples or reasons for any general statement that you make. For example, if you make a statement such as:
“Women in our country have proved themselves capable in many fields like medicine, education and sports,”
you should give specific examples of women who have made contributions in these fields.
3. Give credible evidence, such as the opinions of independent experts, relevant statistics or figures, to make a point. Ensure that your evidence comes from reliable sources, like books, journals or an encyclopaedia. Avoid hearsay, that is statements of opinion from non-experts without any supporting evidence.
4. Be careful not to make emotive statements or sweeping generalisations. For example, with a topic like, **“A woman’s place is in the home,”** do not say that women who stay at home make better mothers. This is a generalised statement because women who stay at home are not necessarily better mothers than those who work outside the home.
5. Ensure that each paragraph is connected to the next one by using “logical connectors.” We shall learn more about connectors or linking words in the next section.

Now read the example of an argumentative composition below and see if you understand clearly how it should be structured. Our topic for this purpose is:

Should all school subjects and activities be compulsory or should you have a choice?

Paragraph 1 Introduction

Topic Sentence - Students should be allowed to make their own choices.

Development - Give one or two sentences to indicate what you mean.

Paragraph 2

Topic Sentence - I love Mathematics, but it is obvious to me that this love is not shared by all.

Development - Support your opinion by giving reasons for your stance.

Paragraph 3

Topic Sentence - Students do better in the subjects that they like.

Development - State why you feel so.

Paragraph 4

Topic Sentence - Authorities should allow students to do activities of their choice.

Development - Offer reasons for your viewpoint.

Paragraph 5 Conclusion

Topic Sentence - We should practise democracy.

Development - Re-emphasise your views in a way that will leave your reader with a strong impression.

Model Answer for Activity 7.3

Should all school subjects and activities be compulsory or should you have a choice?

Students should be allowed to make their own choices. Unless this is done, school cannot as attested by our elders; be the most enjoyable time of their lives. There is no joy in being forced to do something that you do not like. If schools aim to prepare students to do well in the world, they must allow them to choose and do only those subjects that they like.

I love mathematics, but it is obvious to me that this love is not shared by all. My friend Khiba hates Mathematics. But she loves History. As she hates the subject, she has never passed a single test although her mother has spent a lot of money on private tuition. In an attempt to please her mother, the poor girl spends almost all her free time bashing her head against this enemy. I fail to understand why she is forced to do this subject when she would continue to excel in the subjects of her choice.

Students do better in the subjects that they like. For example, my little brother, Ntene, does well in Biology because he likes it. Refiloe too is always at the top of her class in Physics. As she too hates Mathematics, she seldom passes it and has never topped her class in the subject. While it is important for authorities to decide which core subjects are compulsory, some thought should be given to what the students themselves want to do when they grow up. For example, a student who wants to be a writer should be encouraged to develop his language skills and only learn Mathematics to the level that will grant them enough numeracy skills to function well in the world.

Authorities should allow students to also choose activities that they like. In my school, all boys are forced to play soccer while all girls are forced to play netball. As a result, those girls who love soccer are denied the opportunity to engage in the sport. There are several boys too who would rather play netball as they find soccer too rough and dangerous. If they were allowed to choose which sport to play, many students would do us proud because several are endowed with amazing talents.

We should practise democracy in schools, as this will allow us to be a democratic society in the future. Allowing students to choose which subjects and activities they want to engage in will enhance their chances of doing well. Thus school subjects and activities should not be compulsory. Students must be allowed to choose.

I hope you enjoyed your study on the Argumentative composition. We shall now turn our attention to a different but related topic.

Sentence starters and linking devices

In the preceding subunit, we learned how to collect information, arrange ideas and present a logical and convincing argument. It is important to note that we only listed our points and arranged them in an appropriate order. We did not really connect or **link** the ideas.

In this subunit, we are going to look at how we can combine those ideas to form sound paragraphs that will result in an effective composition. This is another step in composition writing. As the title states, we are going to make sentences that have a good start and are connected by appropriate linking devices.

On successful completion of this subunit, you will be able to:

- *join* sentences and paragraphs using appropriate sentence starters and linking words.

This subunit is about 5 pages in length.

Linking devices

The expression “linking devices” may sound intimidating to you. Don’t be confused, it is just another way of saying conjunctions! This is a word that I am sure you have used throughout your study of English. You should look again at Unit 2 of this course if you need to remind yourself of what a conjunction is and how it is used. What we are going to do in this subunit is just a review of what you already know.

The purpose of learning how to use good sentence starters and linking devices is so that our writing will be clear, logical, and flow smoothly from one idea to the next.

Linking words or conjunctions are words or phrases that connect other words, groups of words or ideas. They help us make sure that the points we want to make are logically related to one another.

Some of the functions of linking words are to:

- **Add extra information to the topic sentence or the main point**

e.g., We went to his house **and** played a game of scrabble.

Other linking words that perform this function are: as well as, besides, moreover, furthermore, what is more, in addition, not only...but also, another point is that.

- **Contrast ideas**

e.g., They went to the church but didn’t attend the service.

Other linking words that are used to express contrast are: however, although, despite, in spite of, nevertheless, on the contrary, on the one hand, on the other hand, whereas.

- **Express cause and effect**

e.g., He was fired from his job as a cashier **because** he stole some money.

Other linking words that are used to show cause and effect are: so, so...that, therefore, thus, consequently, as a result, too...for/to, not enough...for/to.

- **Show when something happened**

e.g., **In the beginning**, he was a good child, later, he mixed up with a group of drug addicts. That was when his life changed.

- **Express purpose or reason (why?)**

e.g., His father gave him some money **so that** he could call home if he ran into trouble.

Other linking words used to express purpose are: to, so as to, in order that, for, because, as, since, this is why, because of, due to, owing to, for this reason.

- **Express opinion**

e.g. **In my opinion**, boarding schools are better than day schools.

Other linking words that are used to express opinions are: I would say that, I think that, I believe that, personally, apparently.

- **List examples**

e.g., **For instance**, if you go to a boarding school, you will have plenty of time to study.

Other linking words that are used to introduce examples are: for example, for one thing, this includes, such as, that is.

- **Draw conclusions**

e.g., **In conclusion**, it is important to invest in a good education.

Other linking words used to sum up what you are saying are: all in all, overall, generally, on the whole, in the main, to sum up.

- **Emphasise**

e.g., A good education is essential for a bright future, **particularly** since everyone needs a school-leaving certificate in order to get a job.

Other linking words that show emphasis are: especially, naturally, exactly because, above all, whatever, whenever, too/enough, the more so.

When you look at the examples above, you will notice that some linking words are used at the beginning of a sentence, while others are used in the middle of a sentence. This is because linking words can sometimes act as sentence starters, while at other times they appear in the middle of a sentence to link two phrases or clauses.

Now, let us divide our linking words into their roles. This will help us to use them appropriately.

Coordination

When linking words are used to join words, phrases or clauses of equal importance, this is referred to as coordination.

Examples: and, but, or, nor, yet, so, for, etc.

Correlation

Other linking words work in pairs, to show how one idea is related to another. This is called correlation.

Examples: either...or, neither...nor, both...and, not only...but also, etc.

Subordination

Still other linking words show the relationship between the main idea (main clause) and the dependent part of the sentence (subordinate clause). Linking words of subordination show time, place, cause, purpose, limitation and condition.

Examples: after, because, before, when, since, where, etc.



ACTIVITY 7.4

*Circle the letter of the clause which **logically and grammatically** completes the sentence.*

1. People can survive without food for a long time but...
 - a) they can live longer on more water.
 - b) they cannot live without water.
2. To ensure proper health and growth, children need adequate food and...
 - a) health care.
 - b) they cannot live without it.
3. The classroom had neither been swept nor...
 - a) dusted.
 - b) it was not cleaned.
 - c) did she want to.
4. She painted natural objects such as trees, flowers, and bones, yet...
 - a) she did not produce many abstract paintings.
 - b) her style has an attractive quality.
 - c) she painted trees.
5. She loved the New Mexican desert, so...
 - a) she often painted desert themes.
 - b) she also lived in New York City then.
 - c) she also painted many flowers.
6. You can find books in most bookstores, or...
 - a) you can take one out of the library.
 - b) can you take one out of the library?
 - c) they are not popular nowadays.

Now compare your answers to the ones below.

Model Answers for Activity 7.4

1. b) they cannot live without water.
2. a) health care.
3. a) dusted.

4. a) she did not produce many abstract paintings.
5. b) she also lived in New York city then.
6. a) you can take one out of the library.

Improving your composition with linking words

Now, let us look at how these sentence starters and linking words can work in a paragraph of an argumentative essay:

Topic: **Bad results in schools are brought about by lack of textbooks.**

Topic sentence: Lack of textbooks results in poor academic performance.

Supporting ideas:

- students are from poor families
- parents are not able to buy books for all subjects
- students have to borrow books
- students cannot do assignments
- teachers find teaching difficult
- students are ill-prepared for examinations

Paragraph with linking devices:

The lack of textbooks explains the poor academic performance in our schools. Many students come from families that are poor. **As a result**, parents are not able to buy textbooks in all the subjects. **This means that** students have to rely on borrowing books from their colleagues.

Unfortunately, borrowing is sometimes futile because they do not always get the books. Without textbooks, students cannot do assignments **and** teachers fail to do their task of teaching since students will not have any access to the information. **In the end**, students are ill-prepared for examinations, **hence** the poor examination results at the end of the year.



ACTIVITY 7.5

Below is a topic, a topic sentence and some supporting ideas. Use appropriate sentence starters and linking devices to form a paragraph.

Topic: **The city has brought good things.**

Topic sentence: The city brought blessings, but it brought misery too.

Supporting ideas:

- disease in crowded streets
- unsanitary water supplies of early cities

- poverty
- when a man is laid off from his job, there is no farm to turn to for food
- increase in crime
- more laws and law enforcers cost more money

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Now compare your paragraph to this one below and see if it is similar to it in terms of the suitable use of sentence starters and linking devices to help make the paragraph read smoothly.

Model Answer for Activity 7.5

The city brought many blessings, **but** it brought misery too. Disease flourished in crowded streets **because** of inadequate plumbing **and** unsanitary water supplies of early cities. Poverty became prevalent, **because when** a man is laid off from his job, he does not have a farm to turn to for food. The rate of crime has increased **and** this has necessitated more laws **and** law enforcers, **which** all cost more money.

Complex sentences

Let's look back a little at what we have covered in this unit. We have looked at how we can collect ideas and arrange them in a logical order in order to form convincing arguments. We have also looked at how we can use sentence starters and linking devices to join our ideas and arguments to form good paragraphs that will lead to a well-constructed argumentative composition. Now, let us look at complex sentences, since we will need them when we write argumentative compositions.

As the final stage of this unit, let us look at what kind of sentences are most critical to argumentative compositions. What we are doing is making sure that the ideas that we have joined using the linking devices above form good sentences. Then, our job in this unit will be done!

Remember, our learning outcome for this part emphasises that you will learn how to identify and use complex sentences correctly.

This subunit has approximately 5 pages.

Let's get to it!

A complex sentence is a sentence with one main clause and one or more subordinate clauses.

It is called "complex" because it contains dependent and independent clauses. In other words, it has one complete idea, and another idea that depends on the main idea to make sense. This is what we referred to as main and subordinate clauses under linking devices above.

Recall what we talked about when linking words that indicate subordination. (Refer to sentence starters and linking devices above.) In this part, those linking devices of subordination are used to link the main clause and the subordinate clause. Think about how all these concepts are related. Now let us look at how these sentences work.

We use complex sentences to:

- emphasise main ideas against minor ones in a sentence.
- promote natural fluency in our work.
- vary sentence patterns in our work.

The following are examples of complex sentences:

- a) The alarm was raised as soon as the fire was discovered.
- b) After we had won the game, the principal held a party in our honour.

In the first example, "The alarm was raised." is the main idea/clause because it can stand independently. "as soon as the fire was discovered" is dependent on the main idea to make sense. On its own, it is not a complete sentence and does not make any sense.

In the second example, “The principal held a party in our honour.” is a complete thought while “After we had won the game...” does not make sense on its own.

The conjunctions in these examples are “**as soon as**” and “**after**” respectively.

The structure of a complex sentence follows this pattern:

- Main/independent clause- part of a sentence that can stand on its own to express a complete thought.
- Dependent / subordinate clause- part of the sentence that cannot stand on its own but depends on the main clause to make sense.
- Subordinating conjunction- linking word that joins the main and the subordinate clause.
- Comma- used if the dependent clause comes at the beginning of a sentence (see example b) above).



ACTIVITY 7.6

In the sentences below, identify the following: the main clause, the subordinate clause and the subordinating conjunction.

1. You can tell me about the film after I have seen it myself.

Main clause: _____

Subordinate clause: _____

Subordinating conjunction: _____

2. When you have finished cleaning the car, you can help me with the dishes.

Main clause: _____

Subordinate clause: _____

Subordinating conjunction: _____

3. You did not tell me that you were going to invite so many guests.

Main clause: _____

Subordinate clause: _____

Subordinating conjunction: _____

4. I walk to work every morning so that I can get some exercise.

Main clause: _____

Subordinate clause: _____

Subordinating conjunction: _____

5. Since no one answered my call, I left a message on the machine.

Main clause: _____

Subordinate clause: _____

Subordinating conjunction: _____

Now look at some possible answers below.

Model Answers for Activity 7.6

1. Main clause: You can tell me about the film

Subordinate clause: after I have seen it myself

Subordinating conjunction: after

2. Main clause: you can help me with the dishes

Subordinate clause: When you have finished cleaning the car

Subordinating conjunction: When

3. Main clause: You did not tell me

Subordinate clause: that you were going to invite so many guests

Subordinating conjunction: that

4. Main clause: I walk to work every morning

Subordinate clause: so that I can get some exercise

Subordinating conjunction: so that

5. Main clause: I left a message on the machine

Subordinate clause: Since no one answered my call

Subordinating conjunction: Since

Did you manage to get most of them right? I hope so. Now, let us look at more information regarding the formation of complex sentences.

Common subordinating conjunctions:

Here is a list of common subordinating conjunctions:

Until, since, as long as, after, because, so that, where, as though, provided, whenever, as if, though, in order that, before, than, till, until, although, etc.

Relative pronouns are also used to link main ideas to subordinate ideas. They are: who, whom, which, whose, that and other related pronouns.

Examples:

- a) The cloud, **which** had looked harmless, suddenly looked ominous.
- b) The boy, **who** stole his stereo, is his roommate's cousin.
- c) This is the man **whose** house was burgled.

In examples a) and b), the main clause and the subordinate clause are separated by commas.

Main clauses:

- a) The cloud suddenly looked ominous.
- b) The boy is his roommates' cousin.
- c) This is the man.

Subordinate clauses:

- a) which had looked harmless.
- b) who stole his stereo.
- c) whose house was burgled.



Note it!

NOTE: a) and b) above are other examples of how varied sentence structures can be when we use linking words. Remember: under sentence starters and linking devices, we said the devices can be at the beginning or in the middle of the sentence. Now we can see that in this structure, the linking device can be within the main idea and commas will be used to separate the subordinate idea from the main idea.

Here are examples of *mistakes that you need to avoid* when you use complex sentences:

Run-on sentence:

I like reading motivational books, so I usually visit Exclusive Books, so I get the latest releases, so I not only get to be up to date but I also sound smart and well-informed to my friends.

Good sentences:

As I like reading motivational books, I usually visit Exclusive Books **in order to** get the latest releases. I not only get to be up-to-date, **but I also** sound smart and well-informed to my friends.

Choppy sentences:

My friend and I would stand together. We always wanted to make each other laugh. He would crack first. I would do the same. That made us both laugh.

Good sentences:

My friend and I would stand together **because** we always wanted to make each other laugh. He would crack first **and** I would do the same, **which** made us both laugh.

Faulty coordination:

The beautiful girl married an astronaut, and she was on the cover of the magazine.

Good coordination:

The beautiful girl, **who** is on the cover of the magazine, married an astronaut.

In the sentence above, “who is on the cover of the magazine” is a subordinate idea that provides additional information to the fact that the beautiful girl married an astronaut. That is why it is separated from the main idea by commas before and after the subordinate clause.



ACTIVITY 7.7

Put in the conjunctions: as, as soon as, as if, before, that, the way (that), when, which in the blank spaces below.

Mr Boxell was just shutting his shoe shop at the end of the day

- 1)..... a man in a well-cut suit walked in and asked for an expensive pair of shoes. There was something about
- 2)..... the man walked that made Mr Boxell suspicious. He felt 3)..... he had seen him before somewhere, and then remembered he had – on TV! The man was a wanted criminal! The man tried on a few pairs of shoes 4)..... he bought a pair
- 5)..... Mr Boxell strongly recommended. “They’re a bit tight,” the man complained. “They’ll stretch, sir,” Mr Boxell said.
- 6)..... Mr Boxell had expected, the man limped into the shop the next day to complain about the shoes. 7)..... he entered the shop, he was surrounded by the police. Mr Boxell had deliberately sold the man a pair of shoes 8)..... were a size too small, knowing he would return them the next day!

Model Answers for Activity 7.7

1. when
2. the way
3. as if
4. before
5. which
6. As
7. As soon
8. that

I hope you got most of them correct. If you didn’t, get similar exercises to do until you are comfortable with the use of conjunctions.



Tip

Finally, here are a few important points that we need to remember about complex sentences:

- Place ideas you want to emphasise in the main clause.
- Ideas of minor importance should be in the subordinate clause.
- Subordinate clauses should be introduced by subordinating conjunctions.
- Avoid the following mistakes: stringy and choppy sentences as well as faulty coordination.

Unit Summary



Summary

In this unit, you learned that:

- a good argumentative composition is clear, logical and well organised;
- you have to choose a topic, plan, gather evidence and arrange ideas in a logical order when writing an argumentative composition;
- your composition should have an introduction, a body and a conclusion;
- linking words or phrases are used to join sentence to sentence and paragraph to paragraph;
- linking devices coordinate, correlate and subordinate in forming complex sentences;
- linking devices can be used either before, in the middle or after the main idea;
- a complex sentence is comprised of a main and a subordinate idea;
- the purpose of complex sentences is to emphasise the main idea, make your writing read smoothly and provide varied sentence structures.

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Use additional sheets in your copy as required. [30]

Model Answer to Exercise 7.1

Now, read the sample composition below and see how close yours is to it in terms of clarity of argument, proof of research, planning and the other points mentioned in the instruction.

Living in a rural area is better than living in a town

Whenever people die in huge numbers in towns, we will be peacefully playing cards in the village. Thanks to living in rural areas.

I would like to point out that living in towns is nothing but trouble. The air people inhale in towns and cities is very toxic as it is polluted with chemicals in smoke emitted from firms.

Despite this, people still migrate from rural to urban areas in search of jobs. This I call jumping out of the frying pan into the fire. In support of this statement, I would like to mention that the rate of crime in urban areas is very high as compared to that of rural areas.

This is caused by many people not finding jobs as they had hoped when they moved to urban areas. Also, things which are against our morals as people, like prostitution, come into being due to the same problem of unemployment in urban areas.

I should also mention that life in urban areas is very expensive as most things cannot be done without money. As an example of what I mean, we may take fuel. In rural areas people use cow-dung, which does not cost them a penny, whereas in towns they are obliged to buy paraffin or even electricity for fuel.

I further point out that laws, which are opposed to culture are exercised

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Use additional sheets in your copy as required. [30]

Model Answer to Exercise 7.2

Now compare your composition to the one below taken from Certificate English Language, Bevan Roy, 1988: Longman Group UK Limited, page 86

Life would be better without newspapers

‘No news is good news’ but this does not mean that life would be better without newspapers, and it could be much worse.

Newspapers are often a harmless form of entertainment. Indeed, the most popular are designed to amuse rather than to inform, despite their name, and titillating stories about the adventures and love lives of famous people, and reports on sport, crime and death are given more space than summit meetings. Some people might claim that this emphasis is unwholesome but ‘glad tidings of great joy’ is not a formula for selling newspapers. In fact, newspapers that report only successful events and good lives soon fail. Most people buy newspapers to read about the latest disaster, and to be entertained by human-interest stories, horoscopes, jokes, cartoons and crossword puzzles. For millions of people, life would be far less interesting without newspapers.

Newspapers are important, however, because some of them provide information about current events in a way that is different from radio, television and even the Internet. Radio news must be listened to at fixed times but newspapers (with photographs, maps and diagrams to help

understanding) can be studied whenever it is convenient. Moreover, whereas a reader can go back and check on a difficult point, this cannot be done while following a radio broadcast for the listener has no control over the medium. Furthermore, most of us are not able to remember lots of detail so radio reports usually treat a few important events briefly and as simply as possible. Television news has similar limitations. Even though video film has made watching news on television a more vivid experience than listening to reports on radio or reading articles in newspapers, the choice of items is heavily influenced by the events that can be filmed. Television news tends to be sensational, for it treats the most visually dramatic events of the day. By way of contrast, newspapers have the space to deal with many stories and each one can be treated in considerable depth. It is true that news reports on the Internet include still photographs, video pictures and detailed written still reports of events, often as they happen- and this includes news from around the world- but not everyone has easy access to a computer with broad facilities and newspapers continue to sell in great quantities because people obviously want more than the Internet offers.

Some say that newspapers do not inform but mislead. For example, newspapers may be owned and used by people to support their own views, and not all newspapers will print stories that are critical of those in power. Furthermore, even the most honest reporter is not free of prejudice and bias. Nevertheless, newspapers can make an important contribution to the maintenance of human rights and freedom by informing about what is happening as fairly as possible and reporting wrongdoing and injustice whenever and wherever they occur.

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Model answer to question 7.1

Now compare your answer to the one below taken from Passwell Books, Rukwira M Obadia, English Language Revision Guide, 2006 Edition, Maseru: Passwell Academic Publishers, page 79

Is war ever justified?

To those of us who are horrified by war, it is easy to say at once that war is never justified and disagree totally with the question. However, a little thought will lead us to conclude that there are at least a few instances that a country is justified in going to war. In other words, it is my opinion that war can be just under certain circumstances.

First of all, we see that countries are often forced to go to war to defend themselves. A defensive war certainly seems justified. Quite often in history we see examples of countries which are threatened or even attacked by more aggressive neighbours. In these instances, it is certainly justified to go to war. In recent times Kuwait was attacked by Iraq. This was clearly an act of aggression and it is impossible to believe that the Iraqis had any justifiable reason. The Kuwaitis were forced to defend themselves and because of the total unpreparedness of their armed forces had to depend on the help of other countries.

Though it is easy to agree that self-defence is a justification for war, it is difficult to define at which stage a country should begin to defend itself. An example is again the Iraq-Kuwait war. Kuwait did little to defend itself even when war seemed imminent. Would it have been justified in attacking first if it was sure that it was going to be attacked? In such a case since Iraq had not attacked first, if Kuwait attacked would it not have been the aggressor? Even though Kuwait would have fought for survival, would its attack have been justified? Here it is difficult to decide. We are forced to the conclusion that a country is justified in defending itself when an attack is imminent even if the attack has not taken place.

History records other justifications for countries to go to war. Fairly recently, India went to war to save the Bangla Deshis from genocide when Pakistan attacked and went about systematically annihilating the population. In this instance, the world supported India's actions. Clearly this was just a war. From this we can conclude that a country is justified in attacking another in order to save the people from a third country from being massacred.

Yet another reason to consider would be in the event of a famine or other natural disaster. Assume a situation when a country faces severe famine or drought whereas a neighbouring country has abundance. In such an instance, the country faced with the disaster would be justified in attacking and seizing for itself some of the abundance of its neighbour. It would make no sense for a population to die out when it can save itself. In such an instance, what would not be justified is if the country attacks a country which has barely enough for its own population.

Hence we see that even though most of us abhor war, there are situations when war is justified.

I hope you enjoyed Unit 7, where we looked at argumentative compositions in depth.

Now get ready to move to Unit 8 where we will work on summary writing. Good luck!

Unit 8

Summary Writing

Introduction

Welcome to Unit 8! This follows Unit 7 of your English course where you were assisted in learning the skills of writing argumentative composition. To remind you a little bit, you were introduced to writing a well organised argumentative composition using appropriate skills to join paragraphs and sentences. You have also been assisted to form sentences using a variety of sentence structures in which complex sentences were introduced. As is appropriate, use the skills you learned in Unit 7 and the rest of the course when working through this unit. There are five sections in this unit. These are:

- summary writing;
- using words economically;
- direct and indirect speech in summaries;
- relative clauses and punctuation.

This unit will help you scan and analyse text by identifying and summarizing the required information. You will also learn how to use direct and indirect speech in summary writing. In order for you to be able to focus your attention accordingly, we are going to remind ourselves of the learning outcomes as they appear in each subunit. This will be done throughout the unit.

This unit consists of 42 pages. This is approximately 10% of the whole course. Plan your time so that you can complete the whole course on schedule.

Spend a few moments reading the following learning outcomes. They are a guide to what you should focus on while studying this unit.



Outcomes

On successful completion of this unit, you will be able to:

- *condense* a selected area of text;
- *make* notes on a passage you have read;
- *rewrite* facts and ideas using your own words;
- *write* direct speech as indirect speech;
- *identify* relative clauses;
- *state* whether a relative clause is defining or non-defining;
- *punctuate* direct and indirect speech correctly.



Terminology

Clause:	Part of a sentence with a subject and a finite verb.
Direct speech:	The actual words of a speaker.
Fact:	Something that is known for certain to be true or to have happened.
Indirect speech:	A reported version of someone's original words.
Main clause:	A clause that can stand alone and make full meaning on its own.
Relevant:	Directly connected with a subject being talked of or written about.
Rephrasing:	Stating in a new, clearer, or different way.
Summary:	A short account of something that gives only the main points.
Condense:	Express something in fewer words or reduce the number of words or make it more concentrated.

Summary Writing

On successful completion of this subunit, you will be able to:

- *condense* a selected area of text;
- *make* notes on a passage you have read;
- *rewrite* facts and ideas using your own words.

This subunit is about 5 pages in length.

Have you ever been involved in a situation where you had to give a brief account of whatever was going on in that particular event? Many of us have. The only difference is that whatever came into a picture and had to be accounted on was either verbal or written. This brings us to the issue of the summary. Let us remind ourselves of what we are actually looking for in this particular subunit.

What is a summary? Here we are referring to a shortened version of any written extract. In your final examinations, there will be a question on summary writing. As we have already mentioned, in this subunit, you are required to condense the given information and to produce it in different words, not the ones used in the passage.

In summary writing, two important tasks are involved. These are as follows :

- Identifying relevant material.
- Rephrasing the main points.

For this course, you are required to reduce a 3-page passage to 160 words, including the first ten (10) opening words given.

This task requires thorough understanding of the question as there is always a prescribed part of the passage to concentrate on in the summary. The summary question may have two or three parts in it, thereby requiring you to address all the parts in your answer. Failure to do so means that the answer is insufficient.

The following are examples of summary questions :

- Summarize how the actions of these people contributed to the disaster.
- Summarize how this instinct developed in our ancestors, and how it is first at work in young children.

Write a summary of the problems he faced when he began his work, what methods he employed to restore the ancient city accurately, and how he used the volcanic ash to produce his most dramatic discoveries.

You are always advised to begin your answer with the ten (10) opening words given as they do the following :

- a) Automatically lead you to the first point.
- b) Suggest the tense in which the summary must be written.

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Check your performance against the given solutions provided at the end of this subunit. Continue if you are satisfied with your ability to answer the questions. If not, review the above content and try the activity again.

You have now identified the main or key points in the paragraph above. After identifying the key points, the next step is to paraphrase them in you own words.

Look at the following example and note the paraphrased words.

Key facts/points	Own words
Men pursued animals as their prey.	Men followed animals to kill them.



ACTIVITY 8.2

Write the points we identified from the passage on Tourism in your own words.

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Compare your answers to those given at the end of the subunit. Note that it is important to understand this concept. If you do not understand it, review the above content and try the activity again.



ACTIVITY 8.3

While noting the tense and personal pronoun to use and using the points that you have listed above, write a summary in continuous writing (i.e not in a note form). Begin your account as follows:

Tourism brings many opportunities and benefits to local people because

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Compare your answers with those provided at the end of this subunit. If you were not able to do the activity, use the answers provided to help you imagine what would have happened.

Key Points to Remember

The key points to remember in this subunit on summary writing are as follows:

- The initial step is to identify the main ideas in a passage.
- The next step is to state the main ideas in your own words in point form.
- After this, rewrite the points in continuous writing.

Another part of summary writing is to use words economically. This is covered in the next subunit.

Model Answers for the Activity 8.1

1. Local people share the new-found wealth of foreign visitors.
2. Hotels have sprung up, creating employment for the local population.
3. Visitors with money to spend encourage business.
4. Restaurants and craftsmen benefit particularly.
5. Tourism now provides a more substantial income.

Note that the number of words have been reduced from 113 to 41. Your list of relevant points should be similar in size.

Model Answers for Activity 8.2

1. Local people benefit from the new-found wealth of tourists.
2. Hotels have been built/erected and many people are employed.
3. Visitors with money boost or improve business.
4. Restaurants and craftsmen benefit from tourists.
5. Tourism brings more money into the country.

Model Answer for Activity 8.3

Tourism brings many opportunities and benefits to local people because tourists bring a lot of wealth to local people. Hotels are constructed to provide accommodation, and employment opportunities are created for many people. The money that visitors bring, helps to boost or improve the economy. Restaurants and craftsmen benefit a lot from tourists, and tourism injects more money into the country.

Using Words Economically

On successful completion of this subunit, you will be able to:

- *condense* a selected area of text.

This subunit is about 5 pages in length.

Now that we have learned how to condense the information given in the text, we are in a position to discuss other useful ways to minimise the use of words in it.

Our learning outcome is that you should be able to condense a selected text.

What happens if your summary is longer than the limit of 160 words in summary writing? Sometimes you may find that you have more words than the required number. In a situation like this, you cannot cut off some points, as you need all the points to score the marks allocated for the summary. At the same time, if you submit your summary in that state, you will lose marks.

Then what should you do in this case? Do you throw away some points? No, you don't. You should find a way of reducing the number of words.

How do you reduce the number of words from a text while they all seem to be important and meaningful?

The following are **three** ways of cutting off unnecessary words:

- ***Getting rid of examples and illustrations.***

For example, if the text states that, "The two friends always talk about things such as robins, kingfishers, tits and skylarks when they get together," you could change the words to "The two friends always talk about birds when they get together."

- ***Using an umbrella term to cover a list of items.***

For example, if the text states that, "Many doctors, lawyers, engineers and architects are leaving the country to settle in the West, you could change the words to "Many professionals are leaving the country to settle in the West."

- ***Using fewer words to say the same thing.***

For example, if the text states "My friend always did her homework and studied hard for tests..", You could change the words to "My friend was a good student."

On the other hand, if your summary is shorter than the required number of words, you are penalized when it comes to marks for style and presentation. Try as much as you can to be accurate with the content and use your own words as far as possible.

Let's see how we can further reduce the words taking them point by point.

In the following activity, focus on reducing the number of words by using fewer words to say the same thing.



ACTIVITY 8.4

1. Reduce the number of words given below:

a) “wealth of foreign visitors”

.....

b) “having sprung up”

.....

c) “visitors with money to spend”

.....

d) “more substantial”

.....

e) “for the local population”

.....

2. Write a short paragraph in continuous writing, using the reduced words.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Compare your answers to those given at the end of the subunit. Note that it is important to understand this concept. If you do not understand it, review the above content and try the activity again.



ACTIVITY 8.5

Read the following passage and focus on the difficulties encountered and how they were overcome. It is an extract from a longer one about the Great Wall of China. It outlines some of the difficulties involved in the construction of the wall, and how these difficulties were overcome.

- ❖ The actual work of building the Great Wall, both in ancient times and more recently in the Ming Dynasty, is a testimony to the ingenuity of the Chinese people. The recruitment of labour was a major difficulty in undertaking such a gigantic project. In the early stages, soldiers were used to do this work, and sometimes thousands of local peasants as well as convicts were forced to take part. During the reign of one emperor, over a million men were engaged in the construction of the wall. Moreover, a special penalty existed during the reign of other emperors, under which convicted criminals were made to work on the wall as a way of atoning for their crimes.

The building of the Great Wall involved the untold sorrow of many families and the blood and sweat of countless labourers; some of this suffering has been immortalised in legend, literature and the wall theatre. Engineers had the difficult job of organising the labour forces. They divided up construction tasks among different groups. Particularly large groups of workers were assigned to difficult sections of the wall's construction. Sometimes, supervision was done by the commanding generals in the important towns along the border. The builders were directed mainly by military requirements, and yet the wall owes some of its beauty to these very people; for they often decorated the gateways in the wall in ways, which from the military point of view, would seem to be unnecessary. The pride of the builders themselves is shown by the inscriptions they made on some sections of the wall, showing the date of completion and their own names. The designers also enhanced the wall with sacred buildings, temples and shrines.

Summarise the difficulties encountered by the builders of the Great Wall, and explain how these difficulties were overcome in the passage above. Your summary must not be longer than 70 words including the first ten opening words given in the space below. Remember to reduce your words by doing away with examples and use umbrella terms where possible.

It was difficult for the builders of the Great Wall

.....

.....

.....

.....

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

Compare your answer with the one given below. Be sure you understand how to reduce the passage to a required length without missing important points. If needed, try again.



ACTIVITY 8.6

Reduce the number of words given below by getting rid of examples and/or illustrations. Use an umbrella term to cover a list of items, and/or use fewer words to say the same thing.

1. Animals like lizards, tortoises, crocodiles and snakes are cold-blooded animals.
.....
2. She excels in sprinting, jumping, and hurdling.
.....
3. My sister bought spinach, lettuce, cabbage and cauliflower at the market.
.....
4. The students are encouraged to take part in badminton, squash, tennis and hockey.
.....
5. She gave the porter a tip for carrying her suitcase, bag and trunk.
.....

[10]

Compare your answer with the one given below. Be sure you understand how to reduce the passage to a required length without missing important points. If needed, try again.

Key Points to Remember

The key points to remember in this subunit on using words economically are as follows:

- Get rid of examples and illustrations without throwing away important points.
- Use an umbrella term to cover a list of items.
- Use fewer words to say the same thing.

We have come to the end of the subunit. I hope you have learned effective ways to use words economically. Next, let us see how direct and indirect speech are used in summaries.

Model Answers for Activity 8.4

Question 1

- a) foreign visitors' money
- b) new
- c) visitor's expenditure
- d) better
- e) for locals

Question 2

Note how the following words are economical:

- Local people share tourists' wealth. New hotels create employment for locals. Visitors' expenditure encourages business, particularly for restaurants and craftsmen. Tourism provides a better income.

Model Answer for Activity 8.5

- It was difficult for the builders of the Great Wall to find enough workers, and so they coerced soldiers and people from the surrounding countryside. In addition, convicts were drafted in, as an alternative to prison. The difficult job of organising the huge numbers of workers fell to engineers, who assigned work to particular groups depending on their size. Building was overseen by army generals in key border towns.

Model Answer for Activity 8.6

1. Reptiles are cold-blooded animals.
2. She excels in athletics.

3. My sister bought vegetables at the market.
4. The students are encouraged to take part in games.
5. She gave the porter a tip for carrying her luggage.

Direct and Indirect Speech in Summaries

On successful completion of this subunit, you will be able to:

- *write* direct speech as indirect speech.

This subunit is about 6 pages in length.

Now, let us look at direct and indirect speech. You have been assisted with using words economically in the previous section and hopefully, you are now in a better position to learn more about direct and indirect speech.

When writing summaries, we do not quote the exact words of the speaker, rather, we report what was said. It is therefore important that we learn to change direct speech to indirect speech. When we quote the exact words of the speaker, we say that is direct speech. On the other hand, if somebody else tells us what the speaker said without using their actual words, we say that is indirect or reported speech.

Look at the following examples and think about how they are different:

- a) Pule said, 'I have studied French for three years.'
- b) Pule said he had studied French for three years.

What do you notice? In the first example, we have direct speech while in the second example we have indirect or reported speech.

In indirect speech, since words are often reported some time after they were said, a lot of changes may take place. These include tense changes, pronoun changes, and adverb changes.

1. ***Tense changes*** – verbs in reported speech can be shifted to a further past as illustrated below:

- Simple present to Simple past :
 - John said, 'I go to the cinema everyday.'
 - John said he went to the cinema everyday.
- Simple past to Past perfect :
 - Bill said, 'I was late for work.'
 - Bill said he had been late for work.
- Present perfect to Past perfect :
 - Andrew said, 'I have done everything you asked me to do.'
 - Andrew said he had done everything they asked him to do.

- Present progressive to Past progressive :
 - Anna said, ‘I was watching a movie when they came.’
 - Anna said she was watching a movie when they came.
- Past progressive to Perfect progressive :
 - Tom said, ‘the telephone is ringing.’
 - Tom said the telephone was ringing.
- Future tense to would +verb :
 - Sarah said, ‘I shall tell him tomorrow.’
 - Sarah said she would tell him the following day.

To review these tense changes, revisit the Verb Tenses unit.

2. Pronoun changes:

In the above examples ‘ I ’ has changed to ‘ he ’ or ‘ she ’.

3. Demonstrative adjective changes:

- ‘I borrowed **this** pen from my friend,’ Lerato said.
- Lerato said she had borrowed **that** pen from her friend.

In the above example **this** has changed to **that**.

4. Adverb change :

- ‘I will bring the book tomorrow,’ Thapelo said.
- Thapelo said he would bring the book the next day/the following day/the day after.

In this example, tomorrow has changed to the next day/the following day/ the day after. This is necessary when the words are reported after the next day. If a day has passed, tomorrow would no longer be accurate.



ACTIVITY 8.7

Change the following to indirect/reported speech :

1. ‘I can speak five languages fluently,’ Thabo said.

2. 'Stop making noise in the classroom,' the teacher said.
.....
3. 'We are going to the cinema this evening,' Polo said.
.....
4. 'I know the place very well,' Tony said.
.....
5. 'I am going back to England next week,' Neo said.
.....

Check your performance against the given solutions provided at the end of this subunit. Continue if you are satisfied with your ability to answer the questions. If not, review the above content and try the activity again.



ACTIVITY 8.8

Change the following into direct speech :

1. Sarah said that she didn't understand him.
.....
2. Thabo asked what the correct answer was.
.....
3. His wife asked when the meeting would end.
.....
4. The teacher told them not to make noise.
.....
5. The waitress asked if I wanted to order anything.
.....

Check the possible answers and compare them with mine at the end of the subunit. Continue working through this unit if you understand how to change indirect speech into direct speech.

Key Points to Remember

The key points to remember in this subunit on direct and indirect speech are:

- when we quote the actual words of the speaker we say that is direct speech;
- to quote the actual words of the speaker we use quotation marks/inverted commas;
- when we report what was said, rather than quoting the words directly we say that is indirect/reported speech;
- in indirect speech, inverted commas disappear;
- other changes that take place in indirect speech are tense, pronouns and adverbs.

Model for Answers for Activity 8.7

- a) Thabo said he could speak five languages fluently.
- b) The teacher told them to stop making noise in the classroom.
- c) Polo said they were going to the cinema that evening.
- d) Tony said he knew the place very well.
- e) Neo said he/she was going back to England the following week.

Model Answers for Activity 8.8

1. 'I don't understand him,' Sarah said.
2. 'What is the correct answer ?' Thabo asked.
3. 'When will the meeting end ?' his wife asked.
4. 'Do not make noise,' the teacher said.
5. 'Do you want to order anything ?' the waitress asked me.

Let us now see what relative clauses are and what their significance in the English language is.

Relative Clauses

On successful completion of this subunit, you will be able to:

- *identify* relative clauses;
- *state* whether a relative clause is defining or non-defining.

This subunit is about 4 pages in length.

Just like direct and indirect speech, relative clauses also play an important part in English language. We have learned how to write direct and indirect speech in the previous subunit. The same skills that you have acquired in learning about the speech will still be useful in this particular topic.

Imagine that a girl is talking to Tom and you want to know who she is. Would you say:

- A girl is talking to Tom.
- Do you know the girl?
- Do you know the girl who is talking to Tom?

The third sentence is better than the first two. It is therefore important to note that a relative clause makes it easier to give additional information about something without starting another sentence. A relative clause is a subordinate clause. A subordinate clause is a clause that does not make meaning on its own but depends on the main clause for its meaning.

We can turn a simple sentence into a complex sentence by expanding a phrase into a subordinate clause.

Let us look at this example :

- a) His latest play, which was well received by the critics, has been a great success.

Note how the subordinate clause, 'which was well received by the critics', depends on the rest of the sentence for its meaning.

- b) We have a new secretary who can type faster than anyone I know.

We use relative pronouns like **who**, **which**, **whose**, **whom** and **that** or relative adverbs like **when**, **where** and **why** to form relative clauses.

Remember we said we are going to state whether the relative clauses are defining or not. Here are the two types of relative clauses:

1. **Defining relative clause** — a clause that forms an essential part of a sentence, without which the sentence would not make sense.

Example :

A person who habitually tells lies is called a liar.

Think about the importance of the underlined words. How do they affect the definition of a liar?

The definition of a liar would be incomplete if we removed the underlined part. The underlined part is therefore referred to as a **defining relative clause**. Without the underlined words, the definition of a liar would simply be ‘a person’, which would be incorrect.

- 2. **Non-defining relative clause** — these are not essential in the completion of a sentence. They just provide us with additional information about a subject, but they do not define it.

Example:

That oak chair, which is now rather worm-eaten, belonged to my great-grandfather.

In contrast to defining relative clauses, non- defining relative clauses are normally enclosed by commas.



ACTIVITY 8.9

Underline relative clauses in each of the sentences below and say whether each one is defining or non-defining.

- 1. Our new secretary, who can type faster than anyone I know, has made a lot of changes in our office.
.....
- 2. My father is a man who believes in discipline.
.....
- 3. The headmaster, with whom the parents had discussed their son’s future, advised the boy to take up engineering.
.....
- 4. Is this the book you asked me for?
.....
- 5. This is the place where I found the watch.
.....

Compare your answers with those at the end of this subunit. Continue on if you scored at least 80%. If not, review the above content and work through the activity again.

Key Points to Remember

The key points to remember in this subunit on relative clauses are as follows:

- Relative clauses help give more information on the subject without beginning another sentence.
- Defining relative clauses are essential in the completion of a sentence.
- Non-defining relative clauses just give additional information about the subject, but they do not determine the completeness of a sentence.

Let us move on to the last subunit which is about Punctuation of direct and indirect speech.

Model Answers for Activity 8.9

1. Non-defining
2. Defining
3. Non-defining
4. Defining
5. Defining

Punctuation

On successful completion of this subunit, you will be able to:

- *punctuate* direct and indirect speech correctly.

This subunit is about 5 pages in length.

Why is punctuation important? Punctuation makes the written text easier to read and understand. We use different marks to punctuate the written text. Incorrect use of punctuation marks can distort the meaning of what you write. It is, therefore, important to note that without correct punctuation, writing might not make sense.

Let us look at different marks used in punctuation and how they are used.

1) The semi-colon (;)

Uses:

- a) To separate a list of items where the list comprises of phrases, not individuals.

For example:

- I would like to thank the managing director, Stephen John; my secretary, Mary Chabane; and my assistance, Kenneth Shoalane.

b) To separate main clauses which are joined by a conjunction.

For example:

- The night was falling; he had to rush home quickly.

c) Before a clause that explains or illustrates the main clause.

For example:

- Neither of us spoke; we merely waited in silence to see what would happen.
- Jane was very sad; her dog had just died.

2) **The colon (:)**

Uses:

a) To introduce a list of items.

Example:

- The following will be needed: a pen, pencil, eraser and ruler.

b) Before a quotation or speech.

Example:

- I told them last week: "Do not, in any circumstance, open this door."

3) **The apostrophe (')**

Uses:

a) To show possession.

Example:

- The girl's mother is back.

b) To indicate the omission (contraction) of a letter(s).

Example:

- He wouldn't dream of it.

c) To form a plural of individual letters or numbers.

Example:

- In the 1940's or write your D's more clearly.

4) **Commas (,)**

Uses:

a) To separate words or phrases in a list.

Example:

- We bought books, pens, pencils and erasers for the new year.
- b) To indicate where one phrase or clause ends and another begins.

Example:

- Daniel won his tennis match, to the delight of spectators.
- c) We place commas before and after words such as *however* and *nevertheless*.

Example:

- He was, however, late for the meeting.
- d) Introductory words or phrases are separated from the rest of the sentence with a comma.

Example:

- Once again, he was bullied by his colleagues.

5) Capital letters

Uses:

- a) Sentences always start with capital letters.

Example:

- They bought sweets during break time.
- b) Proper nouns and proper adjectives need capital letters.

Example:

- We visited Canada.
 - We participated in the Olympic Games.
- c) The main words in titles of books, films or plays are written in capital letters.

Example:

- Goggle Eyes.

6) Full Stops (.)

Uses:

- a) To indicate the end of a sentence.

Example:

- Remember to do your homework.
- b) They are found after certain abbreviations.

Example:

- Dr., Prof., e.g.

However, with modern usage, full stops are often omitted.
For example, Dr H. Ntlaloe, Prof N. Dimana.

7) Question Marks (?)

Uses:

- a) Question marks occur at the end of a question.

Example:

- Which country won the Soccer World tournament in 2006?

- b) Also rhetorical questions end in question marks.

Example:

- Why do we need money?

8) Exclamation marks (!)

Uses:

- a) Exclamation marks follow exclamations or interjections.

Example:

- I am so scared!
- Ouch!

- b) They are used after sentences, phrases or words containing emotions such as anger, happiness, fear, shock, misery and anxiety.

Example:

- "I'm petrified!" exclaimed the frightened girl.

9) Quotation marks/inverted commas (' ') or (" ")

Uses:

- a) To indicate direct speech

Example:

- Mrs. Grace said, "The meeting is postponed to next Tuesday."

- b) To quote or repeat someone else's words.

Example:

- Martin Luther King said, "I have a dream!"

- c) Quotation marks are used to 'excuse' oneself for using slang or foreign words.

Example:

- African supporters will use 'vuvuzelas' in the Soccer World Cup Games.

d) To indicate metaphoric usage.

Example:

- I am the 'baby' of the family.



ACTIVITY 8.10

Use the punctuation marks discussed above in the following sentences wherever they are needed.

1. There was only one thing to do study till dawn.

.....
.....

2. Thabiso wrote the following A wise man never loses anything, if he has himself.

.....
.....

3. The following are the primary colours red, blue and yellow.

.....
.....

4. The automobile dealer handled three makes of cars volkswagens, porsches and mercedes benz.

.....
.....

5. The men in question Harold Keene, Jim Peterson and Gerald Green deserve awards.

.....
.....

6. Who won the National Debates Competitions last year

.....
.....

7. I am so scared.

.....
.....

8. Mr. Letsoela the Principal addressed students and teachers.

.....
.....

Compare your answers with those provided at the end of this subunit. Be sure that you understand each answer before continuing. If you have any misunderstandings, review this content and work through the activity again.

Key Points to Remember

The key points to remember in this subunit on punctuation are as follows:

- Punctuation makes the written text easier to read and understand.
- We use different marks to punctuate the written text.
- Incorrect use of punctuation marks can distort the meaning of what you write.
- It is important to note that without correct punctuation, writing might not make sense.

You have now completed the last subunit of this unit on Summary Writing. Do a quick review of the entire content of this unit and then continue on to the unit summary.

Model Answers for Activity 8.10

- 1) There was only one thing to do; study till dawn.
- 2) Thabiso wrote the following: a wise man never loses anything, if he has himself.
- 3) The following are the primary colours: red, blue and yellow.
- 4) The automobile dealer handled three makes of cars: Volkswagens, Porsches and Mercedes Benz.
- 5) The men in question: Harold Keene, Jim Peterson and Gerald Green deserve awards.
- 6) Who won the National Debates Competitions last year?
- 7) I am so scared!
- 8) Mr. Letsoela, the Principal, addressed students and teachers.

Unit Summary



Summary

In this unit you learned the following important concepts for writing summaries:

- When condensing text, it is important to identify relevant material and rephrase the main points.
- When you reproduce facts and ideas, be sure to get rid of examples and illustrations, and use umbrella terms to cover a list of items.
- Use your own words as far as possible.
- Select the key points from the original passage.
- Use direct speech when you quote the exact words of the speaker.
- Use indirect speech when you tell us what the speaker said without using his or her actual words.
- Relative clauses are important for they give additional information about something without starting another sentence.
- Defining relative clauses are those that form an essential part of a sentence, without which the sentence would not make sense.
- Non-defining relative clauses are not essential in the completion of a sentence. They just provide us with additional information about a subject, but they do not define it.
- Carefully use punctuation to ensure that your message is clear.

You have now completed the material for this unit on summary writing, direct and indirect speech and relative clauses and punctuation. You should now spend some time reviewing the content in detail. Once you are confident that you can successfully write an exam on the concepts, try working through the assignment. Check your answers with those provided and clarify any misunderstandings that you have. Your last step is to complete the assessment. Once you have completed the assessment, proceed to the next unit. It covers letter writing and question tags.

Assignment



Assignment

The total marks for this assignment is 90. Spend up to 10 minutes answering each of the question sets.

This assignment will enable you to successfully complete the assessment that follows this assignment.

Exercise 8.1

Reduce the length of the following sentences by generalising each list of instances, or examples. For example, apples, oranges and bananas are all fruit. Use no more than 10 words for each answer.

- a) The man wanted to buy a hat, some shoes, a scarf and a dress.
.....
- b) In the box they carried a hammer, a screwdriver, two saws, and a plane.
.....
- c) The boy liked playing volleyball, net-ball, table tennis and he was also keen on swimming and athletics.
.....
- d) The gentleman was good at biology, physics, and chemistry.
.....
- e) Thabiso had read *No Longer at Ease* by Chinua Acheebe, *Bridge to a Wedding* by John Muunony, *I Will Try* by Legson Kayira, and *Xala* by Sembene Ousmane.
.....

[10]

Exercise 8.2

Read the sentence below, and reduce it by generalising a sequence of events or actions into one concise sentence.

- ❖ Households were run on a handful of change; you ate from the same plate with your brothers and sisters, wrestling with your hands for the meat – at night you wrestled for blankets with visitors from the country, while your father brooded over school fee’ invoices in the candle-light.

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

[10]

Exercise 8.3

Re-write the following passage and fill in the full stops, question marks and exclamation marks; changing small to capital letters where necessary.

- ❖ at a great meeting of the beasts the monkey stood up to dance he was loudly applauded by all those present this annoyed the camel who asked may i also dance those present agreed the camel danced so badly that all the beasts drove him away no one should try to do something that he knows he cannot do

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

[10]

Exercise 8.4

Put the correct terminal punctuation marks, commas, question marks, apostrophes, hyphen, quotation marks, colon, and capital letters where appropriate.

- a) cars buses and lorries inched along princess street as traffic piled up because of the accident.

.....
.....

- b) robert said I must be careful

.....
.....

- c) one day she said I shall leave for ever
.....
.....
- d) i can think of at least four foreign currencies the US dollar the japanese yen the
german mark and the swiss franc.
.....
.....
- e) doesnt your city have a childrens museum
.....
.....
- f) make up your mind dennis urged
.....
.....
- g) this theatres prices have increased again
.....
.....
- h) albert einstein said the important thing is not to stop questioning
.....
.....
- i) Study the chapter entitled the Civil War.
.....
.....
- j) The question papers had been lost consequently the examination could not take
place.
.....
.....

[20]

Exercise 8.5

Give the actual words spoken when you:

- a) Ask someone whether he has seen your scarf.
.....

b) Tell someone that your father is away.

.....

c) Warn someone about a dangerous bull.

.....

d) Ask someone the way to a friend's house.

.....

e) Beg someone not to leave on that day.

.....

[10]

Exercise 8.6

Change the following paragraph into a conversation:

When I asked him how many had passed, the boy told me that he was just on the way to school to find out from the teacher if the results had come. I said I would go with him.

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

[10]

Exercise 8.7

Combine the following pairs of sentences using relative pronouns:

a) I met the author. I have just finished reading his book.

.....

b) The man was caught stealing chickens. He was taken to court.

.....

- c) The company now owns forty buildings. It seems to be growing each year.
.....
- d) The woman visited the eastern islands. I cannot remember her name.
.....
- e) The bank now offers credit facilities. It has branches all over the country.
.....

[10]

Exercise 8.8

Now, identify the relative clauses in Exercise 7 above, and say whether each one is defining or non-defining.

- a)
- b)
- c)
- d)
- e)

[10]

Check your performance against the given solutions provided at the end of this subunit. Continue if you are satisfied with your ability to answer the questions. If not, review the above content and try the activity again.

Note that some of the answers are model answers. Your answers should be similar but not necessarily identical.

Model Answers for Exercise 8.1

- a) Attire, clothes
- b) Tools
- c) Sports
- d) Science
- e) African Writers' Series

Model Answers for Exercise 8.2

Generalised version

- a) Families found it very hard to make ends meet.
- or
- b) Families struggled to survive.

Model Answer for Exercise 8.3

- ❖ At a great meeting of the beasts, the monkey stood up to dance. He was loudly applauded by all those present. This annoyed the camel who asked, “May I also dance?” Those present agreed. The camel danced so badly that all the beasts drove him away. No one should try to do something that he knows he cannot do.

Model Answers for Exercise 8.4

- a) Cars, buses, and lorries inched along Princess Street as traffic piled up because of the accident.
- b) Robert said, “I must be careful.”
- c) “One day”, she said, “I shall leave for ever.”
- d) I can think of at least four currencies: the US dollar, the Japanese yen, the German mark and the Swiss franc.
- e) Doesn't your city have a children's museum?
- f) “Make up your mind,” Dennis urged.
- g) This theatre's prices have increased again.
- h) Bernard Shaw said: “those who can, do, and those who can't teach.”
- i) Study the chapter entitled “The Civil War.”
- j) The question papers had been lost: consequently, the examination could not take place.

Model Answers for Exercise 8.5

- a) “Have you seen my scarf?” I asked him.
- b) “My father is away,” I said.
- c) “Be careful of a dangerous bull!” I said.
- d) “Could you please show me the way to Lineo's house?” I said.
- e) “Please do not leave today,” I begged him.

Model Answers for Exercise 8.6

- “How many have passed?” I asked the boy.
- “ I am just on the way to school to find out from the teacher if the results have come,” he replied.
- “ I shall go with you,” I said.

Model Answers for Exercise 8.7

- a) I met the author whose book I have just finished reading.
- b) The man who was caught stealing chickens was taken to court.
- c) The company, which seems to be growing each year, now owns forty buildings.
- d) The woman, whose name I cannot remember, visited the eastern islands.
- e) The bank, which has branches all over the country, now offers credit facilities.

Model Answers for Exercise 8.8

- a) Whose book I have just finished reading - defining
- b) Who was caught stealing chickens - defining
- c) Which seems to be growing each year - non- defining
- d) Whose name I cannot remember - non-defining
- e) Which has branches all over the country - non-defining

It is recommended that you should aim for at least 80% to ensure your overall success in this course and any subsequent unit on letter writing and question tags you take. Based on your results, determine how much you should study the overall unit before you attempt the assessment.

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

[20]

Question 8.2

Read the following passage. Summarise in not more than 120 words the reasons why Lucy and John found life at home oppressive. Remember to include all relevant points, accurate facts, linking of the relevant points and the length of your summary.

❖ After a few weeks at home, Lucy began to find the atmosphere in her father’s compound suffocating. She felt trapped and unhappy. Already, she missed the kind of life she had lived at the primary boarding school, free and gay. At home the little ones were too young to understand the restrictions and the older ones too dull to react. They all seemed to accept the situation as natural except, of course, John, her senior brother, who suffered the silence with her. Restless and dissatisfied at home, the two got the worst treatment. Lucy and John minded very much the rules they considered stupid and unnecessarily rigid. They abhorred the ‘don’ts’ that heavily out-numbered the ‘do’s’.

“It’s worst than a prison,” Lucy complained one day as she sat with her brothers and sisters in the cooking hut. Awa looked at her sullenly and shook her head. At eighteen she was the oldest child in the family, five years older than Lucy. Still unmarried, she shouldered half the responsibility of the house. Having completed class seven at primary school two years ago, Awa had remained at home as a teacher in the village primary school.

“Lucy, you have nothing to complain about,” Awa retorted. “Would you rather be in one of the heathen homes?” To Awa’s utter amazement, Li roared with laughter and John joined in.

“What are you laughing about?” Awa asked, insulted. “Oh! Big sister, you kill us with laughter,” Lucy replied, wiping her eyes with the end of her wrapper. “Those people you call heathens may not have embraced anybody’s religion but they have their own ancestral gods.”

“Don’t talk like that, Lucy. Are you also a heathen?” Awa demanded. “Let me be a heathen,” Lucy said more seriously. “I’d be much happier. At least I could go ease myself without having someone breathing down my neck demanding to know where I have been to.” She was silent for a while, staring at the fire that glowed in the hearth.

“What kind of life is this anyway? And you, big sister, so content with it.” “It is a rotten life!” John interjected.

“Don’t talk like that, John,” Awa warned.

Question 8.3

Read the passage below in preparation for writing a summary of it.

- ❖ If modern holiday-makers have benefited so much from the growth of the tourist industry, what of the countries that attract visitors in the first place! On the face of it, local people are sharing the new-found wealth of the foreign traveller. Where once there were only undeveloped stretches of coastline, hotels have sprung up, creating employment for the local population. The visitors, with money to spend, encourage business, in particular restaurant trade, while craftsmen can find a ready, though seasonal, market for their products. Whereas the local people once had to work hard on the land or at sea to earn a slender wage, tourism now provides a more substantial income.

One might expect that the ever-growing demands of the tourist trade would bring nothing but good for the countries that receive the holiday-makers. Indeed, a rosy picture is painted for the long-term future of the holiday industry. Every month sees the building of a new hotel somewhere, and every month another rock-bound Pacific island is advertised as the 'last paradise on earth'. All this means more jobs for yet more people.

However, the scale and speed of this growth seem set to destroy the very things tourists want to enjoy. In those countries where there was a rush to make quick money out of sea-side holidays, over-crowded beaches and the concrete jungles of endless hotels have begun to lose their appeal. Besides, the holiday towns cannot support the massive influx of visitors. Sewage spills untreated into the sea and this soon becomes known; visitors begin to look elsewhere for safer beaches and safer waters to swim in. Nor are the sea-side resorts the only places to suffer from the stranglehold of tourism. Such is the magical appeal of winter sports for tourists that hundreds of square kilometres of forest have been destroyed in the mountains of Austria and Switzerland to make way for hotels, roads, ski lifts and ski runs. But a series of mild winters and frequent rain has seen severe flooding and caused landslides; the trees that would have kept the earth intact are no longer there.

Those countries with little experience of tourism can suffer most. In recent years, Nepal set out to attract foreign visitors to fund developments in health and education. Its mountains and valleys, its forests full of wildlife and rare flowers, were offered to tourists as one more untouched paradise. In fact, the landscape all too soon felt the effects of thousands of holiday-makers trekking through the forest land. Ancient trails became major routes for walkers, with the consequent destruction of precious trees and plants. One area of Nepal is invaded by 36,000 walkers a year and their demands for daily provisions and accommodation have quickly outstripped the natural resources of the countryside and its inhabitants. Nor have these inhabitants benefited financially from the tourists. Only a small amount of the visitor's money comes their way, since the bulk of what the tourists spend is on goods and food imported from outside Nepal.

It is not just the environment of a country that can suffer from the sudden growth of tourism. The people as well rapidly feel its effects. Farmland makes

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

[20]

Compare your answer with mine below. As needed, rewrite your answer before you send this exercise to your tutor for feedback.

Question 8.4

Combine each of the following pairs of sentences into one sentence, and state whether the clause in each combined sentence is defining or non- defining:

- a) The hut belongs to my cousin. It was struck by lightning.
.....
- b) Mopeli is talking to a girl. I do not know the girl.
.....
- c) The girl is wearing a red dress. She is my sister.
.....
- d) The shop was brightly lit. It displayed a great variety of goods.
.....
- e) The teacher comes from Tosing. Everyone hates her.
.....
- f) The eggs were fresh. You sent them last week.
.....
- g) The book was covered with dust. It hadn't been read for a week.
.....
- h) The man spoke well. You introduced him.
.....
- i) These candidates made the best scores. They will be given the jobs.
.....
- j) Some birds are able to withstand the cold weather. They have heavy layers of fat and oily feathers.
.....

[20]

Question 8.5

Punctuate the following passage:

- ❖ a meeting was held in the great barn chaired by the boar all the animals of fauna Ville farm were gathered there those who moved on two legs and those who moved on four they waited in respectful silence for the boar to speak they watched him intently as he rose with great effort to address the gathering fellow inhabitants he grunted we are here this evening to discuss and to pass a resolution on education of our young who will one day rule our beloved farm we want them to rule it wisely and peacefully and to hand it down to their children and their childrens' children in excellent condition all clapped and cheered with approval a school was then founded and staff appointments were made

[10]

Answer Key to Assessment Questions

Model Answer for Question 8.1

- ❖ Teboho looked disgustedly at his brother, Tsitso, as he was gulping down huge amounts of the mixture he thought to be bitter. He asked him how he managed to drink the bitter thing. Tsitso replied that he simply loved the staff. Teboho said that he had forgotten that his brother belonged to the old school of thought where people believed in getting a cure of all illnesses from that.

Tsitso commented that the staff was good, and added that he wished his brother would stop whining and start taking some of the staff himself to get a first-hand experience of its relieving and soothing power. Teboho remarked that his brother was actually madder than he thought and the two brothers laughed and went off together.

Model Answer for Question 8.2

- ❖ Lucy found life at home more oppressive. Missing the free and gay boarding school life, she felt trapped and unhappy. While she finds the younger ones too young to understand the rules, she considered restrictive, she felt the older ones were too dull and passive. Lucy envied the freedom enjoyed by heathen families. John shared Lucy's views and suffered the same oppression. He pointed out that Awa, who was eighteen, still single and at home, was only allowed to go out to designated places. John feared Awa would become an old maid while still at home, doing house work and teaching village children. John also complained about the bossy headmaster and their irate father. (114 words)

Model Answer for Question 8.3

- ❖ Countries benefited from the growth of tourism, for local people now share the wealth of the tourists. Undeveloped beaches now have hotels providing employment for local people. Business is encouraged; especially the restaurant trade and local craftsmen have good markets. From having to work hard to make a living, they now find well paying jobs. Not everything, however, is good, in spite of the prevailing optimism. New destinations are always being hailed; meaning more jobs, but there is destruction going on simultaneously. Sea-side holiday spots are losing their appeal because of overcrowding and pollution. Similar environmental problems are also occurring in countries promoting winter sports. In Nepal, the landscape met with damage. Tourists demands caused severe damage to the land and the people's way of life. Besides the environment, the people too suffer from tourism. The independent farmers now earn good incomes, but at a price: they have lost their independence. (151words)

Model Answers for Question 8.4

- a) The hut which was struck by lightning belongs to my cousin. – Defining.
- b) I do not know the girl whom Mopeli is talking to – Defining.
- c) The girl who is wearing a red dress is my sister –Defining.
- d) The shop, which was brightly lit, displayed a great variety of goods - Non-defining.
- e) The teacher, whom everyone hates, comes from Tosing - Non-defining.
- f) The eggs which you sent last week were fresh – Defining.
- g) The book, which hadn't been read for a week, was covered with dust- Non-defining.
- h) The man whom you introduced spoke well – Defining.
- i) These candidates, who made the best scores, will be given the jobs - Non-defining.
- j) Some birds, which have heavy layers of fat and oily feathers, are able to withstand the cold weather - Non-defining.

Model Answer for Question 8.5

Punctuate the following passage:

- ❖ A meeting was held in the great Barn chaired by the Boar. All the animals of Faunaville farm were gathered there. Those who moved on two legs and those who moved on four. They waited in respectful silence for the Boar to speak. They watched him intently as he rose with great effort to address the gathering. "Fellow inhabitants," he grunted, "we are here this evening to discuss and to pass a resolution on education of our young who will one day rule our beloved

farm. “We want them to rule it wisely and peacefully and to hand it down to their children and their children’s children in excellent condition.” All clapped and cheered with approval. A school was then founded and staff appointments were made.

Unit 9

Letter Writing

Introduction

Welcome to Unit 9 on Letter Writing of the English course. Skills you learned in Unit 8 will help you with this unit. These skills include writing summaries, using words economically, and punctuating correctly. In this unit, you will learn how to write a variety of types of letters. In one way or another, you have likely been confronted by a situation where you had to write a letter to a friend or relative. When writing it, did you apply all of the details about how to arrange a letter? If not, you may have gotten some of it wrong.

In this unit, you will learn about the formats and arrangement of letters. You will also learn how to write a curriculum vitae as well as how to use question tags efficiently in a friendly letter.

This unit has 35 pages. This is approximately 10% of the whole course. Plan your time so that you can complete the whole course on schedule.

Take a moment to read the learning outcomes below. Use these learning outcomes to focus your attention throughout this unit.

On successful completion of this unit, you will be able to:

- *identify* question tags in a sentence;
- *apply* question tags in a sentence correctly;
- *layout* informal and formal letters clearly;
- *write* informal and formal letters using appropriate language and expressions;
- *write* curriculum vitae using an appropriate style.



Outcomes



Terminology

Formal:	Something official, recognizable or prescribed.
Informal:	Something relaxed, casual, familiar, easy, friendly or conversational.
Slang:	Words or phrases that are regarded as informal and are only restricted to special contexts.
Communication:	Message (written/spoken) passed from one person to the other.
Question tag:	Short question asked after a statement has been issued to get assurance or other people's opinions.
Register:	Language type and style used in a letter.
Tone:	Sound of the letter suitable for the recipient.
Block style:	The style of writing where one starts writing from the left margin without indenting.

Question Tags

Introduction

Let us remind ourselves of what we are actually looking for in this particular subunit.

On successful completion of this unit, you will be able to:

- *identify* question tags in a sentence;
- *apply* question tags in a sentence correctly.

This subunit is about 6 pages in length.

Question tags defined

Mrs. Lipuo has been invited to an important occasion at the Lesotho Distance Teaching Centre. She dresses up for the occasion and is ready to go. However, before she can go, she feels she needs to get some assurance from the members of the family.

She asked, 'I am well dressed for the occasion, aren't I?'

'Yes you are,' said her daughter. 'In fact you are stunning.'

Mrs. Lipuo took her bag and left with confidence.

Question tags are short questions that are asked when a person has given a statement but needs an assurance or an opinion on the statement like Mrs Lipuo did. She made a statement, “I am well dressed for the occasion” but asked a short question “aren’t I?” to get the family opinion.

The following are a list of statements and question tags. The question tags are underlined.

1. I am correct, aren’t I?
2. You are happy, aren’t you?
3. She is cute, isn’t she?
4. They are well behaved, aren’t they?
5. I am not correct, am I?



Note it!

Statements in numbers 1 to 4 above in the list are all positive.

What is your observation on the question tags in numbers 1 to 4? Are they positive or negative? Write your answer in the space provided.

.....

Compare your answer with mine.

The correct answer is: They are negative.

What is your observation about the statement and the question tag in number 5 in the list? Think about the pattern in numbers 1 to 4. Write your answers in the space provided.

- The statement is.....
- The question tag is.....

Compare your answers with mine below.

Answer:

- The statement is negative.
- The question tag is positive.



Note it!

If a statement is positive, the question tag is negative and if the statement is negative, the question tag is positive.

Question tags in the negative are formed by using short forms of auxiliary verbs.

The following are a list of auxiliary verbs and short forms:

- Am notaren't
- Is not.....isn't
- Are not.....aren't
- Was not.....wasn't
- Were not.....weren't
- Shall not..... shan't
- Should not.....shouldn't
- Will notwon't
- Would not.....wouldn't
- Cannotcan't
- Could not.....couldn't
- Must not.....mustn't
- Has nothasn't
- Have not.....haven't
- Had nothadn't



ACTIVITY 9.1

Complete the following sentences by adding the suitable question tag:

1. You arrived late at the meeting,.....
2. They have not won the match,.....
3. Mary will survive,.....
4. I won't fail the exam,.....
5. I can join the club.....
6. Lineo enjoys playing with the children,.....
7. They were not angry,
8. We had not done the assignment when she arrived,
.....
9. The dog did not bark,
10. We are the best

Compare your answers with those at the end of the subunit. Study them and establish why they are correct. When you are don continue studying the material in this unit.

Now that we have learnt what question tags are, we can now look at how question tags can be used in friendly letters.

Let us look at this paragraph, which is taken from Thabo's letter to his friend John. Question tags are in bold.

❖ John, I'm sure nothing has changed between us. I am still your best buddy, **aren't I?** What a silly question from your best friend! Anyway, I have a lot to tell you. I have a new girlfriend, Limpho from Maseru East, do you still remember her? John, the girl is beautiful, **isn't she?** I am head over heels in love.



ACTIVITY 9.2

Underline question tags in this paragraph from Mathakane's letter.

Mother, do you remember my friend Lieketseng? She has passed C.O.S C. with merit and she got a scholarship to study in Canada. She is lucky, isn't she? I think you will allow me to visit her when she is in Canada, won't you?

Compare your answers with those at the end of the subunit. If you understand why they are correct move on to the next subunit.

Key Points to Remember

The key points to remember in this subunit on question tags are as follows:

- They enable the writer, in a friendly letter, to set the proper tone of the letter.
- Questions tags are used to get assurance from the person you are talking or writing to.

Answers for Activity 9.1

1. You arrived late at the meeting, didn't you?
2. They have not won the match, have they?
3. Mary will survive, won't she?
4. I won't fail the exam, will I?
5. I can join the club, can't I?
6. Lineo enjoys playing with the children, doesn't she?

7. They were not angry, were they?
8. We had not done the assignment when she arrived, had we?
9. The dog did not bark, did it?
10. We are the best, aren't we?

Examples of possible wrong answers are as follows:

- You arrived late at the meeting, did you?

The statement and the question tag are both positive.

- They have not won the match, haven't they?

The statement and the question tag are both negative.

Answer for Activity 9.2

- ❖ Mother, do you remember my friend Lieketseng? She has passed C.O.S C. with merit and she got a scholarship to study in Canada. She is lucky, isn't she? I think you will allow me to visit her when she is in Canada, won't you?

Now, move on to the next subunit, which deals with informal or friendly letters.

Informal/ Friendly Letter

Introduction

There are different ways of communicating. However, in this subunit, our focus will be on informal/friendly letters as they are the basic form of communication.

Let us look back to remind ourselves of what we are going to learn here.

On successful completion of this subunit, you will be able to:

- *layout and write* informal letters using appropriate language and expressions.

This subunit is about 3 pages in length.

Writing informal letters

These are letters we write to our friends, acquaintances and members of our families. They are sometimes known as letters to friends. When we write such letters, we just want to keep in touch with friends or family members or to update them on current affairs.

The language used in these letters is informal and chatty and may include some slang, abbreviations or questions. In this case, the writer does not strictly have to go straight to the subject matter right from the onset. The writer may choose to begin with enquiries about the health of the person he or she is writing to.

Informal letters also follow certain guidelines. These are the writer's address, salutation, opening, closing, complementary closing and ending and/or signing off.

1. The writer's address:

In a friendly letter you write just one address, which is yours (writer's). Then you should also write the date on which the letter is written. Look at the example below:*Tamale Village P.O. Box 99915 Mafeteng 900020th July, 2010*

2. Salutation:

Here you use the recipient's first name. It is important that we know the name of the relative. Look at the example below:

Dear uncle Mohale, Dear Ts'epi or Dearest Nomy.

3. Opening:

Following the salutation is the body of the letter where you chat to your friend. Here you start casually with greetings, thanks, or intimate statements such as “I miss you so much ...”, “Thank you for your ...” and so.

4. Closing:

In this step you use words that leave a lasting impression on your friend’s mind. The level of the informality of the language will depend on the closeness of the relationship and the age gap between you and your friend.

Example: *“We shall have lots of fun....”*

“I am looking forward to seeing you in Christmas”

“Remember to keep cool and calm”

5. Complimentary closing:

This is the last part of your letter. It is called a complimentary close. Here you try to be casual but intimate. In this case we write like this:

Your friend

Lineo

Your nephew

Nomsa

With love etc.

6. Ending/Signing off:

Here you sign off with your first name. The surname is not included as the understanding is that your friend or relative would definitely know who you are from the name. There are no punctuation marks used in any part of the letter except in the body.



Key Points to Remember

The key points to remember in this subunit on writing informal or friendly letters are that you should remember to include the following:

- The writer's address
- A salutation
- The opening and closing
- Complementary closing and ending

The skills you have acquired in this subunit will help you write informal letters more efficiently.

Model Answer for Activity 9.3

**Tamole High school
P.O. Box 22889
Maseru
1000**

30th November 2009

Dearest Nomy

I have just received your letter. Thanks. I miss you too. It's really good to hear from you. I'm very glad that you and your family are well and that you are looking forward to your final exams.

I am pleased to hear that you have been selected to represent your school at the regional English debates competitions to be held in Cape Town next year. I wish you the best of luck. Do you remember when I wrote to you a month ago, I told you I'd listened to the debates competitions in Semonkong? Well they were marvellous and so engaging.

In your letter, you asked me about my mother, Lucy. As you know she is getting old. This week she was admitted to hospital for a minor illness and she was discharged after two days. She complains about this and that, and her memory seems to be waning away. I've been helping her of late with her accounts of the poultry project.

When we meet next in Pretoria, will buy the cell phone I've promised to buy you for your birthday.

I'm really missing you. Till I hear from you, good-bye and God bless you.

With love

Jonky

I do hope you have learned and enjoyed this subunit on informal letters. If not, please go over it again until you are clear about the structure. Let us now move on and look at formal letters in business correspondence.

Formal Letters

Introduction

We have just learned how to write informal letters in the previous subunit. Now, we are going to discuss the layout of formal letters. The same skills that you learned for writing informal letters, such as your address, salutation, the body, ending and others will be of great importance in this subunit as well.

On successful completion of this subunit, you will be able to:

- *layout and write* formal letters using appropriate language and expressions.

This subunit is about 5 pages in length.

Writing formal letters

Letter writing is a basic form of communication between individuals or companies on different levels. We write letters for different reasons and on different relationship levels. There are letters we write for personal matters, and those we write for business or official matters. For this reason, we have different types of letters, formal and informal letters.

Let us look at the first type, formal letters. These are letters we write to individuals in their official capacities. When we write such letters, we want to serve a specific definite purpose. Formal letters only contain information that relates to the specific purpose of the letters and nothing more. As such, the first paragraph must clearly indicate your reason for writing. When you write a business or formal letter, make it short, polite and to the point.

Again, the language used in these letters is strictly formal, and from the onset you go straight to the subject matter. In many instances, you will not have met the recipient before. The motive will be to bring the addressee's attention to matters relating to their official, not personal, capacity.

There are phrases that are normally used to give the letter the appropriate tone or sound.

Examples:

“I’m pleased to inform you that.....”

“Thank you for your enquiry about

“I wish to know about the courses”

“I am looking for the latest information on house

Avoid phrases like these:

“Thanks for your letter.....”

“At last the silence is broken.....”

These phrases will make your letter and its tone relaxed and friendly yet you want to be formal.



ACTIVITY 9.4

Identify whether the following phrases are for a formal letter or not:

1. I refer to the letter written by Mr. Tyhali on 16 July 2010...
.....
2. Dear Nomsa/James/brother...
.....
3. I am writing to express my views on ...
.....
4. You may not believe me, but I am writing from the prison door...
.....

Answers for Activity 9.4

1. Formal letter
2. Informal letter
3. Formal letter
4. Informal letter

Tone and register in a formal letter.

The tone or sound should be suitable for the recipient, as well as the nature of the letter itself. Language may sound formal, polite, and sad and so on depending on the words you choose. Appropriate use of words determines the appropriateness of a good piece of writing (in this case, a letter) to the given situation.

Example: “I wish to apply for the position of”

“I hope you will find my proposal in order ...”

Layout of formal letters:

A formal letter contains the following guidelines: the writer’s address, formal date, inside address, salutation, subject title, opening, the body and the ending and/or signing off.

1. The writer’s address:

The writer’s address is written at the top of the page, on the right hand side. Then you skip a line and then write the date which is written in full. See the example below:

*Roadside Hill
P.O. Box 2365
Maseru
100
10th June, 2010*

2. Inside address:

This is the name and address of the company or firm you are writing to. The designation of the officer to receive or deal with your letter is indicated.

*The Managing Director
Mathateng Printing Works
P.O. Box 5579
Quthing
700*

3. Salutation:

When writing a formal letter, you need to be formal in tone or be businesslike. The most common salutation for formal or business letters is:

Dear Sir or Dear Madam or Dear Sir/madam

4. Subject title:

Here you need to highlight the subject of the matter which is the preview of the contents of the letter. Look at the example below:

Re: Application for the post of personal manager

5. Opening:

This is the step where you name the position you are applying for. It is here that you also write about how you happened to learn about the position, and indicate that you are applying for it.

With reference to your advertisement in the Sunday Express dated 15th May, 2010, I wish to apply for the position of personnel manager.

6. The body:

The body is where you address your topic. You provide personal information that convinces the reader of the letter or prospective employer that you are the right person for the job. This must be a short and precise part of the letter. Remember, it is very important to provide information that is relevant to the job you are applying for.

Give details about your education, experience, your interests and your hobbies.

7. The ending/signing off:

In this step, you provide a complementary closure. In a formal letter, the common way of ending or signing off a letter is:

“Yours faithfully, Yours sincerely, Yours truly.

This is immediately followed by the signature, and then the names in full.

Since we are using the blocked style of writing, punctuation marks are only used in the body of the letter, not in other parts.



Key Points to Remember

The key points to remember in this subunit on writing formal letters are as follows:

- We write formal letters to serve a specific purpose.
- They only contain information that concerns the purpose of the letter and nothing more.
- The first paragraph must clearly indicate your reason for writing.
- When you write a business or formal letter, make it short, polite and to the point.
- The language used in these letters is strictly formal, and from the onset you go straight to the subject matter.

Some formal letters are accompanied by more detailed information about the person, which is a curriculum vitae. The next subunit covers curriculum vitae.

Model Answer for Activity 9.5

**Liphokoaneng Pinetree
P.O. Box 23987
Mafeteng
9000**

19th June 2010

**The Managing Director
Likoting Printing Works
P.O. Box 98456
Mafeteng
9000**

Dear Sir/Madam

Re: Application for a post of personnel manager

With reference to your advertisement in the Lesotho Times dated 18th June 2010, I wish to apply for the position of Personnel Manager in your establishment.

I am twenty-two years old and completed my O' Level at Mopholosi High School four years ago. Since then, I have completed a two-year diploma course at Hermitage College, Butha-Buthe. At Hermitage College, the subjects I took included business English, business machines, binding, laminating, stitching and human resource management.

For the past three years, I worked as workshop manager at Green Motors Spares. I managed the daily affairs of the company including record keeping, billing and staff recruitment. I enjoy working in a business and successfully carrying many duties and responsibilities.

I will be available for an interview at any time convenient to you. I have enclosed my curriculum vitae and educational certificates with this letter for your scrutiny. My telephone number is (+266) 223398720, should you need to contact me.

I look forward to hearing from you soon.

Yours faithfully

John Thulo (Mr)

I hope you now understand the structure of formal letters. If not, go over the subunit again and remind yourself about the important parts of the formal letter. Now, let us go to the next topic, which covers curriculum vitae.

Curriculum Vitae

Introduction

Writing formal letters is an excellent way to express oneself. Similarly, good curriculum vitae can also do that. Formal letters for job applications are usually accompanied by detailed curriculum vitae.

On successful completion of this subunit, you will be able to:

- *write* curriculum vitae using an appropriate style.

This subunit is about 4 pages in length.

Writing a curriculum vitae

What is a curriculum vitae? Is this the first time you are coming across this word? A curriculum vitae is an account of one's life and qualifications which must accompany a letter of application for a job. A curriculum vitae (CV for short) is a list of personal facts, which tells the employer about one's background. It includes some personal details, educational qualifications and information on work or other relevant experience.

What should be included in a CV? A CV should include the following information:

1. Name and address

The name and address enable the employer to contact you.

2. Personal details

These may include marital status and age, as the employer might be looking for somebody who is in a certain age group.

3. Education

Here you name the schools, colleges and/or universities you have attended, with dates. Always include qualifications obtained/gained. You can also mention your major courses or area of specialization.

4. Work experience

If you are still at school, you will not have anything to write here. However, when you have been working for several years, you must include everything you have done. In other words, someone who has been working before must include the details of the jobs together with dates. No time period must be left unexplained. Even if you were unemployed for a certain period, try to explain that. Again, if you have enrolled and taken other courses, please provide the details of these and dates. You must explain briefly how the work experience you have is relevant to your application. You must also include any voluntary work you have done or any computer literacy skills you have.

5. Special skills

In this section, you should indicate any special skills and achievements you have gained relevant to your application, as well as your interests or hobbies. You can also provide any other information that you would like your employer to know about. If travelling is likely to be part of your work and you have a driving licence, you must include it because this may help you get the job. Take a look at the following example:

I have held a current driving licence since 2002.

I play tennis and volleyball for the Six Experienced.

6. Reference

You know! Before anyone offers you a job, they will check up on you. You must provide names of people who are willing to speak or write to the employers about your qualities, capabilities and achievements. Selecting someone for a job is a very serious matter since it often involves large investment where the business cannot afford to make costly mistakes.

.....

.....

.....

.....

.....

.....

Compare your answer with mine below. Make sure that your curriculum vita includes your name and address, personal details, educational background, work experience, special skills as well as the reference details.

Key Points to Remember

The key points to remember in this subunit on writing a curriculum vitae are as follows:

- A curriculum vita is a list of personal facts which tells the employer about one’s background.
- It includes some personal details, educational qualifications and information on work or other relevant experience.

You have now completed the content of this unit called letter writing. Take a few minutes to do a quick review the unit and then proceed to the unit summary.

Model Answer for Activity 9.6

CURRICULUM VITAE

Name and address: Joyce TUMANE
P.O. Box 6783
Quthing

Date of birth: 28th September 1968

Marital status: Married

Educational background:

1. Tele Primary school, Quthing (1976-1984)
Qualification obtained: 2nd Class SC.
2. Mopholosi High School, Quthing (1985-1989)
Qualification obtained: 2nd class GCE
3. Leloaleng Trades School, Quthing (1990-1993)
Qualification obtained: 1st Class
4. Honours in Mechanical Engineering

Work experience:

1. Workshop Supervisor (June – August 1993).
Green Motors Spares.
My duties included record keeping, staff recruitment, filing, and answering the telephone.
2. Export Clerk (1993 – 1998)
Maluti Steel Company.
I was responsible for recording all export orders and the processing of all the revenue documents.

Special skills:

I hold a certificate in computer operations, and a current driver's license.

Interests:

I play volleyball, soccer and netball, and enjoy reading very much.

References:

- | | |
|--|---|
| 1. Mrs. N.M. Mzala
The Headmaster
Litaleng High school
P. O. Box 7863
Maseru - 100 | 2. Mrs. L. N. Tyhali
Managing Director
Likolobeng Mohair Co.
P. O. Box 2901
Quthing - 700 |
|--|---|

Unit Summary



Summary

In this unit you learned the following:

- Question tags are short questions that are asked when a person has issued a statement but needs assurance or a second opinion.
- Question tags are formed using short forms of auxiliary verbs.
- When a statement is positive, the question tag should be negative and vice versa.
- Question tags are appropriate for informal or friendly letters.
- There are different types of letter writing. The basic types are formal and informal.
- We write informal letters to our friends, acquaintances and members of our families. The language used in these letters is informal and chatty and may include some slang, abbreviations or questions. Informal letters contain the writer's address, salutation, opening, closing, complementary closing and ending/signing off.
- We write formal letters to individuals in their official capacities. When we write such letters, we want to serve a specific purpose. When you write a business or formal letter, make it short, polite and to the point. The first paragraph must clearly indicate your reason for writing. A formal letter contains the writer's address, formal date, inside address, salutation, subject title, opening, the body and the ending/signing off.
- The curriculum vitae in business correspondence provides a brief account of your education, qualification and work experience.

We hope you have found this unit interesting, and you had some practice writing letters and a curriculum vitae. We hope you will now have the knowledge and skills to write formal and informal letters.

You have now completed the material for this unit on writing letters. You should now spend some time reviewing the content. Once you are confident that you can successfully write an exam on the concepts, try working through the assignment. Check your answers with those provided and clarify any misunderstandings that you have. Your last step is to complete the assessment. Once you have completed the assessment, proceed to the next unit. The next unit will cover the important skill of writing reports.

Assignment



Assignment

The total marks for this assignment is 80. You are advised not to spend more than 1 hour 30 minutes on this assessment.

Exercise 9.1

Underline question tags in the following sentences.

1. Limpho is beautiful, isn't she?
2. You love her, don't you?
3. People know about AIDS, don't they?
4. My daughter won't fail maths, will she?
5. They have not sold their shares, have they?

[10]

Compare your answers with those provided at the end of the exercises.

Exercise 9.2

Complete the following sentences by adding the correct question tag.

1. I am a good adviser,.....
2. You don't like melons,
3. All Lesotho teachers will be computer literate in 2012,
.....
4. Many people in Lesotho have cars,
5. Lineo has passed all the subjects,

[10]

Compare your answers with those provided at the end of the exercises.

Exercise 9.3

Use the following guide to write a personal letter to a friend:

Paragraph 1

Thank your friend for the recent letter and apologize for not responding on time. Explain why you have been busy. Maybe you have been busy with examinations, or your parent was ill or you had gone on a school trip.

Paragraph 2

Tell your friend about any exciting and/or special news. Perhaps, you might be enjoying studies in the university. If this is the case, say which courses you are enjoying most. There might be other reasons. Say what these are.

Answers to Exercises

Answers for Exercise 9.1

1. Underline question tags in these sentences.
2. Limpho is beautiful, isn't she?
3. You love her, don't you?
4. People know about AIDS, don't they?
5. My daughter won't fail maths, will she?
6. They have not sold their shares, have they?

Answers for Exercise 9.2

Complete these sentences by adding the correct question tag.

1. I am a good adviser, aren't I?
2. You don't like melons, do you?
3. All Lesotho teachers will be computer literate in 2012, won't they?
4. Many people in Lesotho have cars haven't they?
5. Lineo has passed all the subjects, hasn't she?

Answers for Exercise 9.3

Moshoeshoe Road
P.O. Box 4782
Maseru

14th April, 2010

Dear Nomsa

Thanks for your letter dated 17th March. I am sorry for not having written earlier. I have been busy in the past few weeks. We are setting up a new training centre, which has taken up most of my time, running back and forth.

The last time we talked, I told you about the Distance Education Management course I'm taking with Open University in India. It is a very good and interesting course, though it needs discipline. I particularly enjoy it when doing my assignments because it offers me an opportunity to research widely.

What news have you got from your family? Where are you planning to spend your summer holidays this year? It could be a good idea to plan to go together.

I've got to pause now. David is waiting for me to take him to the cinema. I hope to hear from you very soon.

Your friend

Mary

Answers for Exercise 9.4

Makhoaba Training College
P.O. Box 5987
Botha-Bothe – 600
11th March, 2010

The Secretary
Council on Higher Education
P.O. Box 47
Maseru – 100

Dear Sir/Madam

Re: Application for a post of Administrative Secretary

With reference to your advertisement in the *Lesotho Times* dated 8th April, 2010, I wish to submit my application for the post of Administrative Secretary.

I am 19 years old and completed my secretarial studies with Business College in 2006. Since then I have obtained a valid Driver's License from the Department of Traffic and Transport, which I currently hold.

I will be available for an interview at any time convenient to you. I have enclosed my curriculum vitae and educational certificates with this letter for your scrutiny. My telephone number is (+266) 22400298, should you need to contact me.

Yours faithfully

Godson Thembuka (Ms)

Answers for Exercise 9.5

CURRICULUM VITAE

Name and address: Justice Damane
P.O. Box 6783
Leribe - 400

Date of birth: 28th march 1997

Marital status: Single

Educational background:

1. Thaba-Telle Primary school, Matsieng (1980 - 1986)
Qualification obtained: 2nd Class SC.
2. Mopholosi High School, Quthing (1985 - 1989)
Qualification obtained: 2nd class GCE
3. Leloaleng Trades School, Quthing (1990 - 1993)
Qualification obtained: 1st Class
Honours In Mechanical Engineering

Work experience:

1. Workshop Supervisor (June – August 1993).
Green Motors Spares.
My duties included record keeping, staff recruitment, filing and telephone answering.
2. Export Clerk (1993 – 1998)
Maluti Steel Company. I am responsible for recording all export orders, and processing all the revenue documents.

Special skills:

I hold a certificate in computer operations and a current driver's license.

Interests:

I play volleyball, soccer and netball, and I enjoy reading very much.

References:

- | | |
|--|---|
| 1. Mr. N.M. Zulu
The Headmaster
Litaleng High school
P. O. Box 7863
Maseru - 100 | 2. Mrs. L. N. Tyhali
Managing Director
Likolobeng Mohair Co.
P. O. Box 2901
Quthing - 700 |
|--|---|

It is recommended that you should aim for at least 80% to ensure your overall success in this course and any subsequent English courses you take. Based on your results, determine how much more you should study the overall unit before you attempt the assessment.

Assessment



Assessment

The total marks for this assessment is 60. You are expected to spend no more than 1 hour 30 minutes to complete it.

Question 9.1

This paragraph is from a letter that Mary had written to her friend Thabelo. Underline all the question tags that appear in this paragraph.

Thabi, I'm glad that you haven't forgotten all your promises or, have you? You will fulfil them, won't you? As for me, I'm a bit slow in catching up. Can you believe that? I am sure all my friends cannot believe this, can they? I think Limpho is still doing well in mathematics, isn't she? Lineo said Phomolo has given you a valuable present. Is it true? I hope I have not got myself into trouble by mentioning this, have I? I really miss you, my friend.

[10]

Question 9.2

Complete the following sentences by adding the right question tag.

1. Babies cry a lot,
2. English is compulsory in Lesotho High Schools.....
3. Politicians should be educated,
4. Hail has destroyed my plants,
5. Your friends cannot accept me in their group,
6. Workers have been expelled,
7. You will always love her,
8. Limpho had not seen the criminals,
9. I am not a good friend,
10. They played very well,

[10]

Question 9.3

Your uncle Lerato has just sent you a birthday present. Write a letter thanking him for what he did and tell him how you feel.

.....

.....

.....

.....

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

[20]

Answers to assessment questions

Answer for Question 9.1

This paragraph is from a letter that Mary had written to her friend Thabelo. Underline all the questions tags that appear in this paragraph.

Thabi, I'm glad that you haven't forgotten all your promises or, have you? You will fulfil them, won't you? As for me, I'm a bit slow in catching up. Can you believe that? I am sure all my friends cannot believe this, can they? I think Limpho is still doing well in mathematics, isn't she? Lineo said Phomolo has given you a valuable present. Is it true? I hope I have not got myself into trouble by mentioning this, have I? I really miss you, my friend.

Answer for Question 9.2

Complete the following sentences by adding the right question tag.

1. Babies cry a lot, don't they?
2. English is compulsory in Lesotho High School, isn't it?
3. Politicians should be educated, shouldn't they?
4. Hail has destroyed my plants, hasn't it?
5. Your friends cannot accept me in their group, can they?
6. Workers have been expelled, haven't they?
7. You will always love her, won't you?
8. Limpho had not seen the criminals, had he?
9. I am not a good friend, am I?
10. They played very well, didn't they?

Answer for Question 9.3

Hleoheng Primary School
P.O. Box 247
Maputsoe – 350

23rd January, 2010

Dear Uncle Lerato,

Thank you very much for the lovely present you sent me for my birthday. You really made me happy!

You cannot imagine how excited I was when I opened the gift box and, inside, found a beautiful gold watch. I have always wanted such a present. The watch has an attractive shape and looks very nice on my wrist. Your present came at the right time because I will put on my wonderful watch at the farewell party for a friend. Surely, I can show off to my friends.

Uncle, your special present has made me feel great and I promise I am going to aim to pass my O level with merit. I promise that when I have completed my studies, I will make you very proud of me.

I hope to visit you during the Winter holidays, and I look forward to seeing you. Please give my regards to Aunt Lineo and to my cousins.

Your affectionately,

Kekeletso

Answer for Question 9.4

Hloahloeng ha Teko
P.O. Box 790
Mohale's hoek – 800

19th June, 2001

The Manager
Epic Furnishers
P.O. Box 128
Mokhotlong – 600

Dear Sir/Madam

Re: Application for a position of a driver

With reference to your advertisement in The Mirror dated 11th June, 2001, I wish to apply for the position of truck driver.

I passed my COSC three years ago with GCE. I obtained my driver's license in December, 1998. Since then, I worked for Malumeng Printers as a driver delivering books

and stationery to schools and bookshops in Lesotho. As I was replacing someone who was on study leave, I wish to secure a permanent position in your establishment.

I am 24 years old, healthy, industrious and trustworthy. I should point out; thus far, my career has been accident free.

I enclose a curriculum vitae, copies of my educational certificates, and testimonial from my employer.

Should you wish to employ me, I will endeavour to render good service to you.

Yours faithfully

Lebaka Sekasha

Unit 10

Report Writing

Introduction

Welcome to the last unit of your study guide! You will have learned a lot from all the units that you have dealt with before this one. In this unit, we are going to talk about report writing. This unit is divided into five topics and they are: police reports, newspaper reports, reports to the authorities, past and future tenses in reports, and regular and irregular verbs.

Report writing is, like other areas, very important in the English language. This is because after studying this unit, you will be in a position to speak, write and be listened to attentively, as you will be telling things in a very reasonable manner. Reports play an important role in the English language which is one of the predominantly used languages in the world.

What is a report? People working in different jobs often find themselves having to give information about their work. This is done daily, weekly, monthly, annually and even after certain decades. Actually, **a report is a statement or an account giving details of an incident, which has taken place or is about to take place.** Reports are usually requested or specially made. They are also written prior to or after an incident.

Reports may also be eye-witnessed or investigative. We will see more of these when we talk about different types of reports.

This unit consists of 36 pages. This is approximately 10% of the whole course. Plan your time so that you can complete the whole course on schedule.

When reading the following learning outcomes, think about them as a guide to what you should focus on while studying this unit.

On successful completion of this unit, you will be able to:

- *write* a report in standard English;
- *write* different types of reports;
- *structure* different types of reports;
- *write* reports in the past tense and future tense;
- *apply* regular and irregular verbs in report writing.



Outcomes



Terminology

Report:	A detailed account of something
Standard English:	A variety of English that is generally acknowledged as the model for the speech and writing of educated speakers.
Event:	Occasion
Summary:	Outline
Scene:	Sight
Newspaper:	Paper
Authorities:	Establishment
Criminal:	Illegal

Police Report

On successful completion of this subunit, you will be able to:

- *write* police reports;
- *structure* police reports.

This subunit is about 4 pages in length.

It is always important to be sure as to whom the report is being written to, for what reason it is being written, and the message being carried forward in the report. The type of report written to help the police in their work has its own characteristics. This is a formal report, which is often related to criminal cases. Different formats are used in creating a police report and these are determined by the purpose of the report as well as by standards that have been adopted.

How do I structure my police report?

Your report should have the following elements:

- A title
- The name and signature of you as the reporter
- The date the report was written
- Some identification of the recipient
- The details of the incident

There are also very important steps to be followed when writing a Police report. Some of these steps are as follows:

- **Summary of the event:**

Here we are looking at a situation where a clear picture of an event is given. This would include among other things the place, date, time, weather conditions and other things, which state clearly how the event occurred,

- **Use of appropriate language:**

The level of the language to be used is formal. For example, there are no short forms in words like “won’t” instead of “would not”. It is also important to use clear, simple language when writing a report. Use of terms that are not regularly used is not advisable. This will help a lot in enabling your reader to get a clear message passed on.

- **Quotations from those who were involved during the said scene:**

Here we are looking at a situation where we actually put down whatever those who were involved would tell us. The importance of this is that the reporter shares the things in verbatim as quotes from either victims or witnesses.

- **Description of the scene:**

This involves the sight of what actually took place. All that happened and how they took place is reported here. For example, in a case where a victim got stabbed with a knife, the reporter has to outline clearly how that happened. This is a very sensitive part and therefore needs to be carefully reported as giving wrong information about it might hamper the whole report.

- **Anything known about the criminal:**

Some criminals are well known for their criminal record. It is therefore wise to include such information, as it will also help the concerned parties to get to know and understand the situation better. For example, some criminals have a record of being thieves. Information such as this should be included.

It is also important to note that in reports written to the Police, the reporter may wish to identify her or himself right at the beginning of the report or at the end.

Key Points to Remember

The key points to remember in this subunit on police reports are as follows:

- It is important to note that before setting out to write a formal report, you should identify which individual or group you are writing to.
- For example, in the Police report that you have just written, you were expected to give a factual account of what happened and you should have included the following points:
 - Who were involved
 - When and where the incident occurred
 - Some details of injuries sustained
 - What help was offered

Now, let us move on to the subunit on the newspaper report. This is also another form of report which has its own special features and requirements. Let's see what it looks like!

Model Answer for Activity 10.1

Case Number: MSU001/2010

Incident: Theft

Incident: *Vehicle Theft*

Reporting Officer: *Private Moerane*

Date of Report: *23 June 2010*

On Monday the 23rd June 2010, I met with Mr Ntlaloe at Maseru East regarding a vehicle theft. He told me he had parked his car at the Pioneer Mall as he was collecting his laundry from the dry cleaning company. Mr Ntlaloe said that when he returned to the parking lot, he discovered that his car was missing.

He described his car as a maroon, 2002 Toyota Corolla Model. The car registration number is D5970. He estimated the value of the car at M70,000.00 and said the car had no distinguishing marks or features.

Mr Ntlaloe told me he had locked the car and wondered as to what had really happened as he had left the spare keys at home with his wife. Mr Ntlaloe said he had given nobody permission to take his car, and he is up to date with his loan repayments.

I conducted a survey of the crime scene but found no items of evidence. However, I saw a broken glass beside where the car was parked. No other items were observed or retrieved at the crime scene.

I obtained a statement from Mr Ntlaloe and gave him the case number and information leaflet ("What to do when your car is stolen"). I entered the vehicle into the station database as a stolen vehicle. I also searched the area but was unable to find the vehicle.

Morapeli Morapeli

Model Answer for Activity 10.2

Report on the fight between two taxi drivers

On the instruction of the Maseru Police, I, Matlali Jones of Maseru

West, House no.675/NN, wish to give an account in respect of what I witnessed during a fight at the Maseru bus-stop on the evening of 11th November 2010.

I was on my way from work in a queue at the taxi station. Normally, at the end of every month, the majority of people flock to the taxi rank and there are normally long queues for the taxis. It is at this time that both the taxi drivers and their assistants get to be very busy with the passengers. This is also because they get the opportunity to make more money than during the rest of the month.

The taxi drivers were vying for position as they wanted to have more loads for the day. One of the drivers was angry that the other driver cheated on him and had taken his position. The accused driver denied that claim and responded by insulting the complainant. The argument got heated but did not seem as if it would go farther. Then, I saw the accused driver pulling out a knife. He stabbed the other driver in the head with it. The injured driver fell to the ground and fainted. He was bleeding terribly. We tried to help him and took him to hospital while other passengers chased after the driver with the knife.

Newspaper Report

On successful completion of this subunit, you will be able to:

- *write* newspaper reports;
- *structure* newspaper reports.

This subunit is about 5 pages in length.

I hope you enjoyed studying how to write reports for the police. Let us now look into another type of report.

This is a press report. This type of report is written for publication in either magazines or newspapers. The aim of a press report is the reading public. Thus, it is aimed for a wider readership than the formal report. This means the style of writing used here will be different from other styles.

Writing a Newspaper Report

We are now living in times when lots of things are happening. These events affect us in many different ways. Have you ever read anything in a newspaper? This could be either local or international. We read newspapers each time to be updated on the current affairs. We also read newspapers to look for employment opportunities. This type of report is more about current affairs. A newspaper report must be factual, relevant and informative. The first item that appears in the report is the headline followed immediately by the name of the reporter. For example, you may have your headline as:

“University Students in Hot Soup!”

By L. Nkopa

Key Points to Remember

The following are other useful hints to be considered when writing a newspaper report:

- The title must be short, intriguing and highlight the main idea.
- The name of the journalist and the place must appear in bold.
- Divide the report into columns containing short paragraphs.
- The first paragraph gives a summary of the report, which is an introduction to all the information that has to follow.
- Divide ideas, allowing each new idea to have its own paragraph.

- The name of the journalist and the place.
- Columns containing short paragraphs.
- Divided ideas, so as to allow each idea to have its own paragraph.
- The third person like **she, he, it**.
- Direct speech and inverted commas for quotation.

I hope you have learned how to write a newspaper report. It will help if you remember the points a newspaper report should contain. Let us now move on to the next subunit, which deals with writing a report to the authorities. Let us see what this type of report has for us.

Model Answer for Activity 10.3

Ten Die as The Taxi Overturns!

By M. Botsane

In the late evening hours of Friday, 22nd January 2010, the Machabeng community saw a nightmare of their lives when a taxi overturned and killed ten people including those who were walking alongside the road. It was around 8.30 p.m when a taxi travelling between Maseru and Mafeteng collided with a truck which was coming from Mafeteng. The taxi driver, as he was not badly injured, reported that the truck was overtaking at a corner. He said the speed at which it was going was very high and that prevented him from avoiding it.

In this accident, the taxi overturned and, five out of fifteen passengers who were in a taxi died instantly. Two of these were children between the ages of eight and ten. Ten passengers were taken to the hospital with minor injuries. Also, there were two other people who were walking alongside the road. These were terribly hit by the truck and also lost their lives. The Inspector, Maseru Traffic Department commented that this is one of the most fearful incidents which have occurred at this area in 2010. The names of the deceased will be given soon.

Model Answer for Activity 10.4

Roma Celebrates Peace and Security

By Felleng Mpine

Roma-Peace and security has always been the motto among the Basotho. It is well-known for its prestigious state of being a sister to the founder of Basotho, King Moshoeshoe 1.

The celebration started at around 9.00 a.m. at the national stadium. Among the invited guests was Professor Limapa from the Lesotho Peacecorp Association, heads of programmes in the government of Lesotho, Ministers (Justice, Education, Home Affairs and Gender, Sports and Recreation), and the honourable Prime Minister.

Manonyane community Councillor Elsie Moketu explained the purpose of the celebration. She said that it has been a long time since the establishment of the local government when the Roma community were willing to come together to engage in the promotion of peace and security.

She said the community decided to mark that day as a commitment showing their contribution in enhancing peace, stability and security in that area and throughout the country.

The Minister of Education stated that she observes the great commitment the Roma community has taken towards fighting instability in the area. She further stated that young children are the top victims of violence and instability. In her statement, the Minister asserted that it is the responsibility of both the community and schools to ensure that young people are safe and taken good care of.

The Prime Minister in his keynote address expressed gratitude to the Roma Council for making such a big event a success. He said the event demonstrated everybody's support to all Basotho's outcry in looking for means intended to find resolution to conflicts and violence facing them.

Multitudes of people attended the ceremony.

Report to the Authorities

On successful completion of this subunit, you will be able to:

- *write* a report to the authorities;
- *structure* a report to the authorities.

This subunit is about 7 pages in length.

This type of report deals with official matters. It is also called a formal report. This is where you are expected to either report on the work that you did, an official event that you have attended or any official action which you were engaged in. Also, an official report can be written to either an individual or a group of people who hold an office. Here we are

looking at all those actions related to work. These should be formal and written in Standard English.

Writing a report to the Authorities

There are a number of steps to be followed when writing an official report. Here I have given you an example of a report written after a conference. Just as we did with the police report, let us remind ourselves about how any official report should be structured. Below is a format for an official report:

It should have the following elements:

- A title.
- The name and signature of the reporter.
- The date on which the report was written.
- Some identification of the recipient.
- The details of the incident.

In a case where you are giving an account of a meeting or a conference that was held, you should do the following:

- List all the names and titles of the key people attending the conference.
- Write the original purpose of the conference.
- Give some highlights from the keynote speaker.
- Again, show the opinion of other key people.

The Title and Opening Paragraph.

Here is an example on how to begin an official report.

SADC to Hold Its 7th Annual Open Learning Conference

Published on the 17th September 2010

About 696 SADC officials attended the big event held in Maseru, Lesotho last week at the National Convention Centre.....

You see how this has been started?

You should realise how the heading clearly states what the report is about. The paragraph that follows gives us a little more expansion on what has been highlighted in the title.

You also have the option of identifying your recipient of the report in the title itself. Here is an example:

A Joint Venture by All Department in The Ministry of Labour to Combat Child Labour - A Report Submitted to The Minister in The Prime Minister's Office, Maseru Lesotho.

The Main Body

Here you are giving details of what has been highlighted in the opening paragraph. This is where you are giving your report a flavour. In other words, in the main body, the core business is divided into sections or paragraphs and they are discussed in details. Look at this example:

“The Director, Department of Labour asserted that every household should be given mandate to provide for complete access to education for their children. This was applauded by the House, and further modified in that there has to be a monitoring tool used to ensure the effective implementation of this...”

The Concluding Paragraph and the Ending

The last paragraph usually wraps up the whole report. It draws conclusion from the main body and thus affirms what the title states. Here there is also room for you to give your own comments and recommendations. For example:

“The entire House made a resolution that child labour should come to an end with immediate effect.”

Now, let us do some activities to see if we are still on the right track.



ACTIVITY 10.5

Your country is planning to host a conference on Drug Abuse, which involves all Southern African Development Community (SADC) countries. This is a very big event and you have been requested to write an account of the proposed visit. Below is a list of items, which should be included in your report:

- Names and countries of the participants.
- Dates and duration of the visit.
- Activities of all the days.
- Resources that would be required.
- The significance of the conference to your country.

Read the model report provided at the end of this subunit and compare yours to it. Proceed to the next subunit if you are comfortable with your skill in writing a newspaper report. If not, review the above content and try the activity again.

Official reports should contain the following elements:

- A title.
- The name and signature of the reporter.
- The date on which the report was written.
- Some identification of the recipient.
- The details of the incident.

Model Answer for Activity 10.5

SADC TO HOLD A SUMMIT ON DRUG AND SUBSTANCE ABUSE, MASERU FROM THE 05/12/2010 TO 13/12/2010

By Molefi Sophie

Drug and substance abuse seem to be very rampant in Africa. Heads of states have held uncountable forums in an attempt to combat this practice but only get the worst results. This time, SADC has decided that they should work together and form task forces in different countries to fight and combat this behaviour.

It is on this basis that Lesotho has been chosen as a host country for the first summit to be held. However, there are only eight countries expected to attend this conference. Other members of the countries have not responded as yet.

All will be housed for the conference at the National Convention Centre in Maseru. Accommodation has been catered for in the financial section of SADC. Every country is expected to fund their delegates airfare and subsistence allowances. The rest of the expenses will be covered by the host country, which is Lesotho in this case.

The countries to be represented are listed below along with their delegation:

1. Lesotho: Minister of Gender, Youth and Sports.
2. Botswana: Minister of Justice.
3. Namibia: Minister of Basic Education.
4. Swaziland: Chief Justice.
5. Malawi: Minister of Labour.
6. Zimbabwe: Assistant Minister, Home Affairs.
7. Mozambique: Chair Person, Mozambique Lawyers` Association.
8. Tanzania: Chief Education Officer, Tanzania.

Model Answer for Activity 10.6

A REPORT ON THE MATERIALS DEVELOPMENT UNIT WORKSHOP

On the instruction of national Curriculum and Assessment Committee, this report provides an account of plans regarding the workshop to be held by the Materials Development Unit. This is a five day writers' training workshop taking place from the 10th to the 15th December 2010.

The purpose of the workshop is to plan, develop and write newly prescribed English Language books for the Grade 12 Level.

The objectives of this activity would be to:

- set the quality standards for the development and production of the course itself;
- revisit and review textbooks that are currently in use;
- introduce new employees to the ODL system thereby helping them to be conversant with the type of books they need to write;
- give the stakeholders some insight into current practices in the materials' development process.

We hope to achieve all the above objectives in the proposed five days, as there are other very pertinent issues that will be attached to them. We also wish to present before your office, a list of participants we hope to include in this exercise. This list of participants is as follows:

- Two student representatives from Grade 12 learners.
- Two officers from the library section.
- Four production supervisors.
- Eight writers.
- Four editors.

The expenses of all these participants will be funded by our local NGO, **Education First**.

Our budget breakdown and the programme with all the details of the activities will be submitted to you on Thursday before 4.30 p.m.

Oriel Nku
Coordinator

Tuesday, 10th November 2010

Past and Future Tenses in reports

On successful completion of this subunit, you will be able to:

- *write reports* in the past tense and future tense.

This subunit is about 2 pages in length.

Tense is very important when writing any type of report. Reports are in most cases giving us information about what happened in the past. However, the style of writing them is dependent upon the information they cover and also, the purpose of having them in place.

Writing Reports in the Past and Future Tenses

Let us remind ourselves about the three tenses that we know. These are present, past and future tenses. The following are examples of the three tenses:

Present	verb	they close the door
Past	verb+ed	they closed the door
Future	will/shall+ verb	they shall close the door

Now, when we write reports, we have to be aware of the types of information we are giving. We also have to take into consideration the exact time of the events we will be writing on.



Note it!

Only regular verbs follow this pattern in the three tenses. Irregular verbs have different past tenses.

Regular and Irregular Verbs

On successful completion of this subunit, you will be able to:

- *apply* regular and irregular verbs in report writing.

This subunit is about 2 pages in length.

We have learned that verbs follow a certain pattern when used in language. These are the **regular verbs**. They are known for a standard pattern of adding **-d** or **-ed** to form the past tense and past participle. Look at the following examples:

Present	Past	Past Participle
Look	looked	(have) looked
Cook	cooked	(have) cooked
Play	played	have played

Let us look at how irregular verbs work.

Unlike the regular verbs, irregular verbs do not follow a regular pattern of adding **-d** or **-ed** to form the past tense and past participle. They have one or more different forms. Here are some examples:

Present	Past	Past Participle
Keep	kept	(have) kept
Draw	drew	(have) drawn
Drinks	drunk	(have) drunk

I hope you have understood this part well and will be able to use the right verbs correctly as you write your report in future. This part was a reminder of what you have already learned and should be able to assist you whenever you have to write reports.

You have now completed the last subunit of this unit on regular and irregular verbs. Do a quick review of the entire content of this unit and then continue on to the unit summary.

Unit Summary



Summary

In this unit, you have learned the following:

- Before setting out to write a formal report, you should identify which individual or group of people you are writing to.
- In a Police report where you are asked to give an account on the crime, you should give a factual account of all what happened.
- In reports written to the Police, the reporter may wish to identify her or himself right at the beginning of the report or at the end.
- A newspaper report should have a short, intriguing title that highlights the main idea.
- The name of the journalist and the place are very important in a newspaper report.
- Newspaper reports make use of columns containing short paragraphs.
- A report written to the authorities is an official report.
- Authorities' reports are written for particular individuals, organisations or groups of people.
- It is important to identify which individual or group of people you are writing to when writing a report to the authorities.
- An official report looks like a formal letter and yet it is not a letter.
- Reports are in most cases giving us information about what happened in the past.
- It is important to take into consideration the exact time of the events, which we are or will be writing on.
- You should use the right verbs correctly as you write your report.

You have completed the material for this unit on report writing. You should now spend some time reviewing the content in detail. Once you are confident that you can successfully write an exam on the concepts, try working through the assignment. Check your answers with those provided and clarify any misunderstandings that you have. Your last step is to complete the assessment.

Once you have completed the assessment, you will be in a better position to take your final exam.

Good luck!

school management to allow us to take along the music system. Transport will not be a big problem since one of the bus owners has agreed to spare one of his buses in support for the trip. The reason being that one of the students is his son. I also wish to bring to your attention that from our financial section, provision has been made to give our fellow students the opportunity to get a plate of porridge, two vegetables and two types of meat.

All the prefects are attending and this puts us in a more secure position.

We hope that the plans outlined above will meet your kind approval.

Monday, 8th November, 2010

Elsie Moeti

Chairperson- Task Team

Model Answer for Exercise 10.2

A REPORT ABOUT ARMED ROBBERY AT VICKY'S SUPERMARKET

Following what I saw at Vicky's Supermarket on Saturday, 20th October 2010 around 7.30 p.m., I, James Banda of Maseru West, House no.22/4 wish to report what transpired. This is being done on the instruction of the Maseru Central Police.

I was coming from the evening prayer meeting in Maseru South when I saw three men walking towards the supermarket. One of them was carrying a shiny medal, which looked like a weapon. When he realised that I was taking the same direction as them, he turned to me and smiled. He said, "Why do you always walk through this area around this time? It's not safe here...Go home!" I was scared and I decided to increase the pace at which I was walking. Suddenly, I heard a truck pulling out from the direction that I had just passed. As I was wondering, there was a very big sound. It was a gun.

To me it was as though the three men that I saw were fighting. I went back, though I was very scared. The sound of the machine gun had haunted me and I wanted to see what was taking place. To my surprise, the supermarket was on fire and the security guard was lying on the floor, covered in blood. He was dead. I saw the three men running towards some bushes with three sacks in their hands. Then I understood what had happened. It was armed robbery. I called the Police emergency number and they responded promptly.

Model Answer for Exercise 10.3

MANGAU IN A SERIOUS TROUBLE!!

By Bopane Habole

The Mangaung community last Saturday lost their hope when their home team lost terribly to the visiting three teams in its home ground.

The game started with the Mangaung community singing songs of praise and hope for their home team. The match started with a very high motive and Mangau managed to score one goal before halftime. That was the only goal they managed to score against Lifefo, another team in the tournament. Mangau was conducting the game as if they never got themselves prepared for it. At the end of the match, the coach had made uncountable changes but nothing was solved. At the end of their first game, they had lost four and had just one goal from Lifefo.

The second team was Flowers. The Flowers also rewarded themselves with five nil and Mangau became even more frustrated. The fans began to leave the ground, yelling at their home team in disappointment. The last match was with Qoaling Highlanders. It was a complete disaster. This is where Mangau lost the game and ended up in a fight with their counterparts. This was really disturbing. The question everyone was asking themselves is “when will we ever learn”? We are now facing charges regarding this tournament and to make matters worse, we might end up with a long-term suspension. Who’s to blame here?

It is recommended that you should aim for at least 80% to ensure your overall success in this course and any subsequent English courses you take. Based on your results, determine how much more you should study the overall unit before you attempt the assessment.

same date, the third incident occurred where a cell phone was taken and the owner almost got shot. This has left the community living in fear because they do not know who is to be trusted and who should not.

There are some reports from other members of the community that there are people who have started to pick-pocket. The worst part of this information is that these people are members of the community themselves.

These incidences call for patrol by the men in the community who will ensure that the perpetrators are caught and punished accordingly.

We also wish to take the opportunity in this report to advice people to stop moving around at night. They must inform the chief and the council well in time if they need to travel late or if they are be expecting any visitors. Also, they must always keep the doors closed to ensure their safety.

Model Answer for Question 10.2

A NEWBORN ON THE ROAD!

Wonders will never end! One Sunday morning, the 24th October 2010, a newborn child was found lying helpless near the road at Mohalalitoe. This was a boy child and it was suspected that whoever dumped him wished him to die.

Apparently, a 12 year-old boy was the first person to get to the scene. He then ran to the village and called one elderly woman to come and see the child. It was not a very good sight. The woman also almost collapsed when she saw the infant. Both the woman and young boy took the infant and went to the local chief to report what they saw. The twelve year-old boy's name will not be mentioned for security reasons.

The local chief commented that this is not the first case in that village. He further stated that young women are the possible suspects of this behaviour and should be caught and punished by the law.

The infant was taken to children's home in Maseru where he will be taken care of by the well trained Development Facilitator. It has become a habit for young women to trap their boyfriends and at the end dump children when the boyfriends leave them. This, they claim to do only because of lack of financial power. They then resort to abandon their babies with the hope that they will be taken by the government and have access to good health. The mother is still at large and the Police are still searching.

Model Answer for Question 10.3

NEW FACE FOR ST MARY'S COLLEGE

By Manate Moreni

The feeling is very good when one sees new improvements being done at home. After taking some time away from both my country and school on a holiday, I came to realise that nothing is impossible. For the past four years, I have always seen my school as an old model which symbolised the ancient buildings when the Roman Catholic Church was first established. To me, this was pleasing as it gave me a clear picture of what it was like in the past.

However, to my surprise, I am seeing something totally new here. The classrooms look exactly like the ones that I always see in the movies where the world is given the right picture of the world-class schools. Among other improvements, I can mention new faces for the volleyball and tennis play grounds, a new pool for the students in a boarding house, a new dining hall, new staff room, a new podium, new desks for Grade 10 students and many more. All these have left a very positive mark for the whole school. Both the teachers and students cannot express their feelings enough as this has been done after many decades.

We really appreciate our school management and their unconditional dedication to the school. Well-done!