

INCREASING ACCESS TO SECONDARY SCHOOL LEVEL EDUCATION THROUGH THE PRODUCTION OF QUALITY LEARNING MATERIALS

JUNIOR SECONDARY LEVEL

ENGLISH

Module 4: Language Structure

Book 2: Units 4, 5 & 6

Partners:

Ministry of Education and Botswana College of Distance and Open Learning (BOCODOL), Botswana

Ministry of Education, Science and Technology and the Malawi College of Distance Education (MCDE), Malawi

Ministry of Education, Mozambique

Ministry of Basic Education, Sport and Culture, and the Namibian College of Open Learning (NAMCOL), Namibia

Ministry of Education and the Emlalatini Development Centre, Swaziland

Ministry of Education and Culture and the Institute of Adult Education, Tanzania

Ministry of Education, Zambia

Ministry of Education, Sport and Culture, Zimbabwe

Commonwealth of Learning



COMMONWEALTH *of* LEARNING

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Increasing Access to Secondary School Level Education through the Production of Quality Learning Materials

English Modules

BACKGROUND

The project, *Increasing Access to Secondary School Level Education through the Production of Quality Learning Materials*, was initiated at a meeting which brought together senior Ministry of Education officials and heads of Distance Education Institutions from a number of Sub-Saharan countries in the Commonwealth.

Through the project, open and distance learning materials at the junior secondary school level were produced in the following subject-areas: English, Mathematics and Science.

The four modules comprising the English materials are:

- Module 1: Communication Skills
- Module 2: Reading
- Module 3: Composition
- Module 4: Language Structure

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Judith Dlodlu (Swaziland);
Wanda Matsebula (Swaziland);
Illuminata J. Masenge (Tanzania); and
Sam B. Kalaba (Zambia).

MATERIALS

The intended audience for the materials is junior secondary students, including older youths and adults that are working towards a junior secondary school level qualification.

The materials were written in module format in the anticipation that they can be easily modified for the individual country partners' requirements. The materials are available electronically as *Word* files in order to facilitate the ease of modification for the local context.

SUGGESTIONS FOR USING THE MATERIALS

The materials have been developed for students studying in an open/distance learning environment and it is envisaged that they will work on their own through much of the content. Given that, when setting time to study, students should choose a time of day when they are:

- as free from disturbances as possible;
- least likely to be tempted to do other things; and
- as alert as possible.

Students should also plan their study time carefully. One of the best ways to do this is to draw up a regular timetable and to follow it as strictly as possible.

MODULE 4: LANGUAGE STRUCTURE

ACKNOWLEDGEMENTS

The module on Language Structure was written by George Chonzi and Patrick Machakata from Zimbabwe. The project acknowledges, with thanks, the Harare Regional Director, Mrs. Bessie Fadzai Nhandara and the Deputy Director for Adult and Non Formal Education, Mr. Kuona. We would also like to thank Mrs. E. Shayawabaya and Mrs. Spiwe Chivasa – without their invaluable assistance the writing of this module would not have been a success.

MODULE CONTENT

Module 4 has been divided into two separate publications and has six units as follows:

Book One -

Unit 1 -The Verb

Unit 2 - Parts of Speech

Unit 3 - Prepositions

Book Two -

Unit 4 - Concepts

Unit 5 - Direct and Reported Speech

Unit 6 - Punctuation

In each unit there are:

- lessons;
- activities with answers; and
- exercises with answers at the end of the unit.

Each unit includes a wide range of exercises. These are the most important part of the materials as they will assist the learners to:

- check on what they already know or can already do;
- apply what the learners have learnt to real-life situations; and
- use what the learners already know to reach new conclusions.

RESOURCES REQUIRED

- Dictionary
- Pen and Paper

GOAL FOR THE MODULE

The purpose of this Module is to help learners to master language skills and use them in their everyday life. It introduces the learners to verbs, parts of speech, prepositions, concepts, direct and reported speech and punctuation.

HOW TO USE THIS MODULE

As well as information about language skills and how to use them effectively, this Module includes activities and exercises. These activities and exercises do not play a part in learner assessment but are there to help check the learning progress.

When working through the materials, the information should be read carefully and then the questions should be answered or the exercises completed. Examples and answers are provided throughout the units in order that the learners can check their work as soon as an activity or exercise is completed.

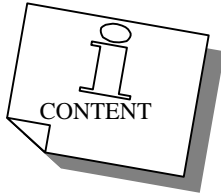
ASSESSMENT

An assessment task, such as an assignment, on each unit will be given by the tutor to assess the student's achievement of the learning objectives.

The tutor responsible will assist the learners to understand the requirements for the assignments. If the learners do not understand the directions provided, then the tutors will provide clarification or further information and directions.

DIRECTIONS FOR USING THE MODULE

As learners work through the text, they will notice symbols in the left margin of some pages. These “icons” guide the learners through the content and are used to note the following:



UNIT CONTENT



ACTIVITIES



EXERCISES



CHECK YOUR ANSWERS

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MODULE 4

Book 2

Unit 4: Concepts

Unit 5: Direct and Reported Speech

Unit 6: Punctuation

INTRODUCTION

Welcome to Unit 4. We hope you enjoyed the previous unit on prepositions. In this unit you are going to learn about a number of concepts used in the English Language. This unit is divided into seven sections which are further divided into lessons. The seven sections are comparison, reason, purpose, time, result, contrast and conditional sentences. At the end of every lesson there is an exercise which you must complete.

OBJECTIVES

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

- 👉 use “than” to compare two things or people that are not equal;
- 👉 use the comparative to compare two things or people that are not equal;
- 👉 use the superlative to compare more than two persons or things;
- 👉 use “asas” to make equal comparisons;
- 👉 use “the sameas” to compare two equals;
- 👉 use “notas” “soas” to compare unequals;
- 👉 use “like” to express similarity;
- 👉 express reason using “because,” “since,” “as,” and the phrases”
“because of” and “on account of.”

- ☛ express purpose by using “so as to,” “in order to,” “so that,” and “in order that;”
- ☛ use clauses of time introduced by the joining words “when,” “until,” “before,” “after,” “as soon as,” “as;”
- ☛ use “so,” “so ...that,” “enough,” and “too” to express result;
- ☛ indicate contrast by using, “although,” “though,” “even though,” “in spite of,” “despite,” and “some.....others;”
- ☛ use conditional sentence patterns, “if,” “unless,” “even, if.”



SECTION 1: COMPARISONS

LESSON



FORMING THE COMPARATIVE AND SUPERLATIVE

OBJECTIVE

By the end of the lesson you should be able to:

- 👉 form the comparative and superlative from given adjectives.

We use comparisons when we compare one thing to another. This can be done to show similarities or differences.

Here are what we call the three degrees of comparisons. Look at them carefully and note the pattern.

A Positive (no comparison)	B Comparative (between two only)	C Superlative (between more than two)
1. thin	thinner	thinnest
2. clean	cleaner	cleanest
3. warm	warmer	warmest
4. tall	taller	tallest
5. hot	hotter	hottest
6. good	better	best
7. bad	worse	worst
8. beautiful	more beautiful	most beautiful
9. difficult	more difficult	most difficult
10. lovely	more lovely	most lovely
11. important	more important	most important

1. Many words have special comparative forms, mostly ending in “—er”: “thinner,” “cleaner,” “hotter.”
2. Adjectives which are long cannot be changed into the comparative and superlative by adding “—er” or “—est” but we say “more lovely” and “most lovely.” You use “more” or “most” to change these words into comparative and superlative respectively.
3. Adverbs ending in “—ly” usually take more. For example, “work more quietly” not “work quieter.”
4. Do not use both “more” and the comparative at the same time. For example, never say “more cleaner,” “more hotter.”
5. Comparative is used only to compare two things and superlative is used for more than two things.



ACTIVITY

Complete the table by filling in the blank spaces.

A Positive (no comparison)	B Comparative (between two only)	C Superlative (between more than two)
1. old	older	-
2. ugly	-	-
3. important	-	-
4. -	-	most expensive
5. slowly	-	-
6. -	-	most handsome
7. good	-	-
8. -	more eager	-
9. beautiful	-	-
10. small	smaller	-



ANSWERS

- | | | |
|-----|----------------|----------------|
| 1. | oldest | |
| 2. | uglier | ugliest |
| 3. | more important | most important |
| 4. | expensive | more expensive |
| 5. | more slowly | most slowly |
| 6. | handsome | more handsome |
| 7. | better | best |
| 8. | eager | most eager |
| 9. | more beautiful | most beautiful |
| 10. | smallest | |



EXERCISE 1

Complete the following sentences by changing the word in brackets into either comparative or superlative.

1. Our family car is theof them all. (neat)
2. John is the of the two. (fast)
3. That brown dog is theof the three. (fierce)
4. He was theof the eleven players. (bad)
5. Mary isthan Chipo in Maths. (good)
6. She is thein the class. (clever)
7. Admire is thechild of the two. (beautiful)
8. Peter has thehair in the group. (long)
9. My mother is thein the village. (educated)
10. Chipo is.....in class than Tendai. (bright)



Check your answers at the end of the unit.

We use comparisons when we compare one thing to another. The comparative is used when comparing two things only and the superlative when comparing more than two things.

LESSON



THE COMPARATIVE USING “THAN”

In this second lesson we continue looking at comparisons.

OBJECTIVE

By the end of the lesson you should be able to:

- 👉 use “than” correctly to make comparisons.

Look at the following sentences carefully:

- a) Angela is taller than Wanda.
- b) Pigs are fatter than goats.

Can you see that we have used the comparative to compare two people or animals, for example, taller than, fatter than. The word “than” is used when comparing things that are not equal; it shows contrast.

Here are some more examples:

- a) Shamima is smarter than Fanisa.
- b) Regis is more talkative than Robert.
- c) I have been a member of the club longer than you.
- d) Sand crumbles more readily than clay.



ACTIVITY

Write sentences comparing the following, using the words in brackets. Use the information on comparatives you have just learnt.

For example:

A house and a hut (big)

becomes

A house is bigger than a hut.

1. A man and a boy (old)

.....

2. A road and a path (wide)

.....

3. An orange and a lemon (sweet)

.....

4. A bicycle and a car (cheap)

.....

5. A monkey and a baboon (intelligent)

.....

6. Night and day (peaceful)

.....

7. A chair and a log (comfortable)

.....

8. Cycling and walking (fast)

.....

9. Digging a pit with a stick and with a hoe (difficult)

.....

10. John and Tom in science (good)

.....



ANSWERS

1. A man is older than a boy
2. A road is wider than a path.
3. An orange is sweeter than a lemon.
4. A bicycle is cheaper than a car.
5. A monkey is more intelligent than a baboon.
6. Night is more peaceful than day.
7. A chair is more comfortable than a log.
8. Cycling is faster than walking.
9. Digging a pit with a stick is more difficult than using a hoe.
10. John is better in science than Tom.



EXERCISE 2

Rewrite the following sentences in the comparative using the words in brackets.

1. A river and a stream (big)
.....
2. A doctor and a driver (pay)
.....
3. Eating good food and drinking beer (encouraged)
.....
4. Fish and bread (nutritious)
.....
5. Today and yesterday (bright)
.....

- 6. Night and day (cool)
.....
- 7. An owl and an eagle (wise)
.....
- 8. A chimpanzee and a monkey (frightening)
.....
- 9. Zimbabwe and Canada in winter (warm)
.....
- 10. A chicken and an ostrich (small)
.....



Check your answers at the end of the unit.

In this lesson you learnt how to use “than” to compare things that are not equal.

LESSON

3

THE SUPERLATIVE

From the comparative we move on to the superlative.

OBJECTIVE

By the end of the lesson you should be able to:

- 👉 use superlatives correctly.

The superlative is used when you are comparing more than two things or objects:

- a) Angela is tallest of the three girls.
- b) My cows were the fattest at the market.
- c) Most of my friends enjoy doing their schoolwork.
- d) Our house is the most beautiful in the village.
- e) Shamima is the smartest girl in her class.
- f) Robert is the most skilled player on the team.

Can you see that we have compared more than two things or objects using superlatives, i.e., tallest, fattest, most, most beautiful, smartest, most skilled? Note that most adjectives have an “est” in their superlative form and “more” becomes “most.” The word “than” is not used in the superlative form.



ACTIVITY

Look at the following table closely. Make up five sentences using the information in this table. For example:

My village is one of the biggest in the country.

My village is	one of the biggest the most developed the dirtiest one of the worst one of the most important	you have ever seen. in the country. of all. of the nine.
---------------	---	---

1.
2.
3.
4.
5.



ANSWERS

You could have the following five sentences or more.

1. My village is the dirtiest of all.
2. My village is one of the most important of all.
3. My village is one of the most developed in the country.
4. My village is one of the worst you have ever seen.
5. My village is one of the most developed of the nine.

Superlatives usually take “the” and they are never followed by “than.”

If an adjective is followed by an expression like “of the two,” we use the comparative. For example:

- a) Angela is the taller of the two
- b) Which is the better of these two fruits?
- c) Which is the shorter of the two roads?



EXERCISE 3

Put the bracketed words into the comparative or superlative form as necessary, with or without “the.”

1. This is one of the (respected) girls in the village.
.....
2. Patrick plays well, but George is a (good) player.
.....
3. Who is the (close) of your seven children?
.....
4. Which town has the (more) buildings of all?
.....
5. I am sure this is (taste) of the two mangoes.
.....
6. (more) birds can fly, but not all.
.....
7. (more) babies die of malaria than of any other disease.
.....
8. I shall buy the (fast) motorbike.
.....
9. This motorbike can go (fast) than yours.
.....
10. Which is the (rich) country in Africa?
.....



Check your answers at the end of the unit.

In this lesson you learnt how to use the superlative to compare more than two things. The expression “one of” is followed by a superlative.

LESSON



COMPARISONS “ASAS,” “NOT ASAS,” “THE SAME AS” AND “LIKE”

You have just learnt how to compare qualities of things which are not equal or similar. Perhaps you have already heard expressions like “as greedy as,” “not as harsh as,” “not so terrible as.” These expressions are used when you are comparing qualities that are either the same as one another or not quite the same but similar.

OBJECTIVE

By the end of the lesson you should be able to:

- ☛ Complete sentences using “as.....as,” “not asas,” “the same as” and “like.”

Here are some examples:

- a) The Vumba is just as beautiful as Victoria Falls. (as -----as) shows similarity.
- b) His scar is not as big as yours. (“not” is used to show difference.)
- c) Banda arrived in Harare in the same way as Lottie.
(“In the same way as” shows similarity).
- d) George is a school teacher like Patrick.
(“like” shows similarity).

“Like” and “asas” and “in the same way as” may be used one in place of the other.



ACTIVITY

Look at the two tables below and compare the characteristics of the animals using “as as”, “not asas”, “in the same way as” and “like.”

Make two sentences of each type, e.g.,

- a) A sheep is as hairy as a wolf.
- b) A hyena is as greedy as a vulture.

Table I

A sheep	is	as	slippery	as	a lion
A monkey		not as	hairy		a baboon
A cow			agile		an elephant
A cheetah			clever		a cat
A hyena			big		an eel
A gorilla			greedy		a leopard
A bream			slow		a vulture
		frightening	a chimpanzee		
		ugly			
		foolish			

1.
2.
3.
4.
5.
6.

Table II

For example: The tiger eats meat like the cat.

The tiger	has hooves	like	the zebra
The baboon	has stripes	in the same way	the monkey
The dog	eats meat	as	the cat
The horse	lives in the mountains		the ostrich
The eagle	has feathers		

1.
2.
3.
4.



ANSWERS

There are many answers. You could have different ones. Here are some examples.

Table I

- a) A monkey is as agile as a cat.
A sheep is as foolish as a baboon.
- b) A hyena is not as big as an elephant.
A bream is not as slippery as an eel.
- c) A monkey is not as foolish as a baboon
A cheetah is not as slow as an elephant.

Table II

- a) The tiger eats meat like the cat.
The eagle has feathers like the ostrich.
- b) The horse has hooves in the same way as the zebra.
The baboon lives in the mountains in the same way as the monkey.



EXERCISE 4

Join the following pairs of sentences by using the words in the brackets.

1. Helen is beautiful. Angela is also beautiful. (like)
.....
2. Botswana is one of the SADC countries. Zimbabwe is also one of the SADC countries. (in the same way as)
.....
3. A cow is not strong. A bull is strong. (not asas)
.....
4. Flies are dirty. Cockroaches are dirty. (asas)
.....
5. Canvas shoes are not expensive. Leather shoes are expensive.
(not asas)
.....
6. Goats are domesticated animals. Dogs are also domesticated animals. (like)
.....
7. Nylon is not warm. Cotton is warm. (not asas)
.....
8. Cotton wool absorbs water. Dry soil absorbs water (in the same way as)
.....
9. Pawpaws do not grow well in cold and frosty areas. Bananas too do not grow well in cold and frosty areas. (like)
.....



Check your answers at the end of the unit.

In this lesson you learnt how to compare qualities that are either the same as one another or not quite the same but similar.



SECTION 2: REASON

In this section you will learn how to use “because,” “since,” “as,” “because of” and “on account of” to express reason. Reason explains why something has happened or not happened, has been done or has not been done.

LESSON



USING “BECAUSE,” “SINCE” AND “AS”

This lesson introduces you to words that are used to express reason. In this lesson you will learn how to use “because,” “since” and “as” to express reason.

OBJECTIVE

By the end of the lesson you should be able to:

👉 use “because,” “since” and “as” correctly.

Look at the following sentences:

- a) I went to the hospital because I was ill.
- b) I missed the bus since I was late.
- c) He failed the test as he had not studied.

Sentence a) gives the reason for going to the hospital as illness. Sentence b) says lateness is the reason for missing the bus, and sentence c) says not studying is the reason for failing the test.



ACTIVITY

Join the pairs of sentences using the words in the brackets.

1. Mildred did not go to school today. Mildred is ill. (since)
.....
2. The children slept hungry. The children did not have food. (because)
.....
3. He lost his bus fare. His pocket had holes in it. (as)
.....
4. They visited him at his home. He was ill. (since)
.....
5. She likes brushing her teeth. It makes them strong. (as)
.....
6. George enjoys exercising. George wants to stay healthy. (since)
.....
7. She enjoys going to church. She makes new friends there. (because)
.....



ANSWERS

1. Mildred did not go to school today since she is ill.
2. The children slept hungry because they did not have food.
3. He lost his bus fare as his pocket had holes in it.
4. They visited him at his home since he was ill.
5. She likes brushing her teeth as it makes them strong.
6. George enjoys exercising since he wants to stay healthy.
7. She enjoys going to church because she makes new friends there.



EXERCISE 1

Join the following pairs of sentences using the words in the brackets. Put the words at the place indicated by the underlined words.

1. I was punished by my mother. I had come home late. (because) in the middle
.....
2. I will not attend the Independence celebrations. I will be preparing for my examinations. (since) at the beginning
.....
3. Angela goes to the gym every day. She wants to stay slim. (as) in the middle
.....
4. There are many thieves. They keep vicious dogs. (since) at the beginning
.....
5. Mary is wearing a jersey. It is cold. (as) at the beginning
.....
6. Boys and girls should be given equal opportunities. They are equal. (because) in the middle
.....
7. I was late for the lesson. I had to apologise to the tutor. (as) at the beginning
.....
8. Shamina eats potatoes every day. They keep her healthy. (because) in the middle
.....
9. John trains every day. He wants to win the competition. (since) in the middle
.....

10. They iron their clothes. They want to stay smart (because)
in the middle

.....



Check your answers at the end of the unit.

In this lesson you leant how to use “because,” “as” and “since” to show reason of doing or not doing something.

LESSON



USING “BECAUSE OF” AND “ON ACCOUNT OF”

In this lesson we continue looking at words that are used to express reason.

OBJECTIVE

By the end of the lesson you should be able to:

- ☛ use “because of” and “on account of” correctly.

“Because of” and “on account of” are used to express reason. For example:

- a) The door is closed on account of the cold weather.
(reason for the closure of door is cold weather)
- b) She went home early because of her aching stomach.
(reason for going home early is aching stomach)



ACTIVITY

Join the following sentences using the words in brackets. You may have to change some of the words in the sentences in order to use the word in the brackets correctly.

- George was expelled from school. George was drunk. (because of)
.....
- The football match was abandoned. It was raining. (on account of)
.....
- Peter missed the train. There were floods. (because of)
.....
- The drama was a success. His acting was excellent. (because of)
.....
- My father was dismissed from his job. He participated in the strike. (on account of)
.....



ANSWERS

1. George was expelled from school because of his drunkenness.
2. The football match was abandoned on account of the rain.
3. Peter missed the train because of floods.
4. The drama was a success because of his excellent acting.
5. My father was dismissed from his job on account of his participation in the strike.

Have you noticed that at times you have to change the last verb into a noun to make the sentence correct. For example, “drunk” becomes “drunkenness,” and “participated” becomes “participation.”



EXERCISE 2

Join the following sentences using the words in brackets. Make changes where necessary:

1. Susanne told Patrick to go home. Patrick had chicken pox. (on account of)
.....
2. The travellers could not cross the river. The river was flooded. (because of)
.....
3. My friend failed to join the police force. He was too short. (on account of)
.....
4. The boys and girls could not get places at the college. Their grades were poor. (on account of)
.....
5. He failed to beat the deadline. He was always drunk. (because of)
.....



Check your answers at the end of the unit.

In this lesson you learnt how to use “on account of” and “because of” to express reason for doing or not doing something.



SECTION 3: PURPOSE

In this section you are going to learn how to use “to,” “so as to,” “in order to,” “so that” and “in order that” to express purpose. Purpose refers to why something is done.

LESSON



USING “TO,” “SO AS TO” AND “IN ORDER TO”

In this lesson you are going to be introduced to some of the words that are used to show purpose. We will look at “to,” “so as to” and “in order to.”

OBJECTIVE

By the end of the lesson you should be able to:

- 👉 use “to,” “so as to,” and “in order to” correctly.

The expressions “so as to,” “in order to” and “to” are used to express purpose.

Purpose refers to why something is done.

Look at the following sentences closely.

- a) Mary washed her uniform so as to make it clean.
(purpose is to make it clean)
- b) The girl came to school to learn.
(purpose is to learn)
- c) They ploughed the field in order to plant crops.
(purpose is to plant crops)



ACTIVITY

Join the following pairs of sentences using the words in brackets.

For example: They weeded the field.

They wanted to get a good harvest. (so as to)

They weeded the field so as to get a good harvest.

Note that when you join sentences, you leave out certain points. In the above example, “they worked” has been left out.

- 1. The hunter set a trap.
The hunter wanted to catch the hare. (to)
.....
- 2. The farmer went to the market. The farmer wanted to sell crops. (in order to)
.....
- 3. The club banked its money. It wanted to save it. (so as to)
.....
- 4. They went by train. They wanted to save money. (in order to)
.....
- 5. They left early. They wanted to arrive on time. (so as to)
.....
- 6. She went to the cinema. She wanted to relax. (to)
.....



ANSWERS

1. The hunter set a trap to catch the hare.
2. The farmer went to the market in order to sell crops.
3. The club banked its money so as to save it.
4. They went by train in order to save money.
5. They left early so as to arrive on time.
6. She went to the cinema to relax.



EXERCISE 1

Join the following pairs of sentences using the words in the brackets. Put the words in brackets at the place indicated by the underlined words.

1. They washed their hands. They wanted to prevent diseases. (to) in the middle
.....
2. The farmer added manure to the plants. The farmer wanted a large harvest. (in order to) at the beginning
.....
3. They fenced the yard. They wanted to prevent animals from straying into it. (so as to) in the middle
.....
4. Father braked the car. He wanted to avoid hitting the tree. (so as to) in the middle
.....
5. The sisters visited the hospital. They wanted to see their sick friend. (to) in the middle
.....

6. They made a fire. They wanted to warm themselves. (in order to) at the beginning

.....



Check your answers at the end of the unit.

In this lesson you learnt how to use “to,” “so as to” and “in order to” to express the purpose why something is done.

LESSON

2

USING “SO THAT” AND “IN ORDER THAT”

In this lesson we continue looking at words that are used to express purpose. We will practise using “so that” and “in order that.”

OBJECTIVE

By the end of the lesson you should be able to:

- ☛ use “so that” and “in order that” to join sentences.

Look at the following sentences.

- The farmer planted trees so that the soil would not be eroded.
(purpose is to prevent soil erosion.)
- The patient took tablets in order that the infection would be cured.
(purpose is to cure the infection.)
- She borrowed money so that they could start a project.
(purpose is to start a project.)
- He combed his hair in order that his girlfriend would be impressed.
(purpose is to impress his girlfriend.)



ACTIVITY

Join the following sentences using the words in the brackets.

For example: The team trained hard. They wanted to be fit for the match. (in order that)

The team trained hard in order that it would be fit for the match.

1. He fed the cow. He wanted it to produce more milk. (so that)
.....
2. They greeted the new teacher. They wanted her to feel welcome. (in order that)
.....
3. She read her textbook. She wanted to be able do her assignment. (so that)
.....
4. He drove very fast. He did not want the police to catch him. (in order that)
.....



ANSWERS

1. He fed the cow so that it would produce more milk.
2. They greeted the teacher in order that she would feel welcome.
3. She read her textbook so that she could do her assignment.
4. He drove very fast in order that the police would not catch him.



EXERCISE 2

Join the following sentences using the words in brackets. Make other necessary changes.

1. The villagers dug a well. They wanted the children to have safe water for drinking. (so that)

.....

2. They bought jerseys. They wanted to stay warm in winter. (in order that)

.....

3. She sharpened the knife. She wanted to cut meat easily. (so that)

.....

4. She bought some milk. She wanted her mother to make cheese. (in order that)

.....

5. They wrote quality learning materials. They wanted to help distance learners. (so that)

.....



Check your answers at the end of the unit.

In this lesson you learnt how to use “so that” and “in order that” to show why something is done.

SECTION 4: TIME

In this section you are going to learn about using “before” “after” “while” “when” “until” “since” “for” “as soon as” and “once” to express time. The words tell us when something took place or will take place. They answer the question “when.”

LESSON




USING “BEFORE,” “AFTER,” “WHILE,” “WHEN,” “UNTIL”

This lesson introduces you to some of the words that are used to express the time an event happened.

OBJECTIVE

By the end of the lesson you should be able to:

 use “before,” “after,” “while,” “when,” “until” to join sentences.

Look at the following sentences closely:

- a) After leaving school I want to look for a job.
“After” refers to an event happening later; something should have happened first: leaving school.
- b) He arrived at school before the school was open.
“Before” refers to an event happening ahead of something: “he arrived at school.”
- c) They were singing while they were working.
“While” refers to something happening together with something: “singing and working.”

- d) The class became quiet when the teacher arrived.
 “When” gives us the idea that something was happening up to a certain time: the arrival of the teacher.

- e) The bucket leaked until it was empty.
 “Until” refers to something taking place to a certain point: “until it was empty.”



ACTIVITY

Join the following sentences using the words in the brackets. Place the words in the positions indicated by the underlined words.

1. Mother went to the market. She said goodbye to us. (before) at the beginning

2. The cow was feeding. The farmer was milking it. (while) in the middle

3. They were drunk. The accident took place. (when) in the middle

4. He kept on running. He stopped at the finish line. (until) in the middle

5. He slept. He had lunch. (after) at the beginning



ANSWERS

1. Before mother went to the market, she said goodbye to us.
2. The cow was feeding while the farmer was milking it.
3. They were drunk when the accident took place.
4. He kept on running until he stopped at the finish line.
5. After having lunch, he slept. After he had lunch he slept.



EXERCISE 1

Join the following sentences using the words in the brackets. Place the words in the positions indicated by the underlined words.

1. Hand in your assignment. If you have finished. (when) in the middle
.....
2. Miss Phillips will make a fire. Miss Phillips will finish knitting. (when) at the beginning
.....
3. You need to wash the vegetables thoroughly. You cook the vegetables.
(before) at the beginning
.....
4. My father will continue working hard. My father will resign next year.
(until) in the middle
.....
5. She was preparing supper. She burnt herself. (while) at the beginning
.....



Check your answers at the end of the unit.

In this lesson you learnt how to use “before,” “after,” “while,” “when,” and “until” to express the time an event happened.

LESSON

2

USING “SINCE” AND “FOR”

In this lesson we continue looking at words that are used to express time.
We will practise using “since” and “for.”

OBJECTIVE

By the end of the lesson you should be able to:

- 👉 use “since” and “for” correctly.

It is easy to understand the difference between “since” and “for” if you learn two simple rules.

- a) “Since” is followed by an exact date or time. For example:

I have not seen my lost goat since Monday.

My mother has been a nurse since 1960.

They have been studying for their examinations since January.

John has not played soccer since the day he was injured.

- b) “For” is followed by a length of time. For example:

After the accident he was in hospital for a week.

She waited for a week before she was called about the interview.

They waited for an hour before the bus arrived.

My father worked with your father for three years.

Notice the difference between last week (which is an exact date) and a week (which is a length of time). According to the rules above, would you use “since” or “for” before

- a) last month; and
- b) a month?

If you said: a) “since last month”; and
b) “for” a month,
you got it correct.



ACTIVITY

Which word, “since” or “for,” would you use before the following?:

1.a fortnight.
2.the second of January.
3.many centuries.
4.1939.
5.April.
6.half an hour.
7.two minutes.
8.ten o’clock.
9.my birthday.
10.last Christmas.



ANSWER

1. for a fortnight.
2. since the second of January.
3. for many centuries.
4. since 1939.
5. since April.
6. for half an hour.
7. for two minutes.
8. since ten o'clock.
9. since my birthday.
10. since last Christmas.

Note that:

- a) "Since" is followed by an exact date or time.
- b) "For" is followed by a length of time.
- c) "Since" and "for" time phrases are used with the present perfect verb form.



EXERCISE 2

Use "since" or "for," to complete the following statements.

1. I have lived here several years.
2. I have known Lottie1999.
3. We have been waiting for you the rain started.
4. Judith and Wanda have been friendsa long time.
5. He hasn't said a word.....the lesson started.

6. The stranded travellers wenttwo days without food.
7. I haven't seen him.....a week.
8. When I reached Maseru, it had not rained.....nearly a week.
9. The bus stoppedan hour at the township.
10. They have not seen the priestlast Sunday.



Check your answers at the end of the unit.

In this lesson you learnt how to use “since” and “for” in sentences to express time.

“Since” and “for” are used with the present perfect verb form.

LESSON

3

USING “AS SOON AS” AND “ONCE”

In this lesson we still continue looking at words that are used to express time.
We will practise using “as soon as” and “once.”

OBJECTIVE

By the end of the lesson you should be able to:

👉 use “as soon as” and “once” correctly.

Look at the following sentences:

- a) As soon as there is enough rain, plant your crops.
“As soon as” gives the idea of things being done at the earliest chance or time.
- b) The students will be allowed to go home once we have finished our speech day.
“Once” also gives the idea of things being done at the earliest chance or time.



ACTIVITY

Join the following pairs of sentences using the words in brackets.

Put the words in the position indicated by the underlined words and make any necessary changes to the tense.

For example:

The students will keep quiet. The teacher arrives. (once) at the beginning
becomes:

Once the teacher arrives, the students will keep quiet.

1. There is enough rain. The dams will fill up. (once) at the beginning
.....
2. We have our breakfast. We will go to the fields. (as soon as) in the middle
.....
3. Angela will write us. She gets back to Mozambique. (once) in the middle
.....
4. The workers will resume work. They are paid. (as soon as) at the beginning
.....



ANSWERS

1. Once there is enough rain, the dams will fill up.
2. We will go to the fields as soon as we have our breakfast.
3. Angela will write us as soon as she gets back to Mozambique.
4. As soon as the workers are paid they will resume work.



EXERCISE 3

Join the following pairs of sentences using the words in brackets.

Put the words in the position indicated by the underlined words. Change the tense of the sentences where necessary.

1. Kamau will look for a job. He has completed his studies. (once) in the middle
.....
2. Peter will register for grade 10. Peter’s grade 9 results are out. (once) at the beginning
.....
3. Mary will begin ploughing. Mary will return from town. (as soon as) at the beginning
.....
4. Kabila will enter the athletics competition. Kabila has to be fit. (once) in the middle
.....
5. Kuda will help with the housework. Kuda has to finish his homework. (as soon as) in the middle
.....



Check your answers at the end of the unit.

In this lesson you learnt how to use “once” and “as soon as” to express time. “Once” and “as soon as” give the idea of things being done at the earliest time.



SECTION 5: RESULT

In this section you are going to learn about words that express result. These include “so” “too,” “so ...that” and “enough.” These words bring out the results of an action, happening or event.

LESSON



USING “SO”

The first lesson will deal with the use of “so” to show that the second statement is the result of the first statement.

OBJECTIVE

By the end of the lesson you should be able to:

- 👉 use “so” in sentences.

Look at the way the following sentences are joined to make one sentence. Because the sentence is a result of what is started in the first sentence, we can use “so” to join the two sentences into one.

Notice too that when the sentences are joined, the order of the words remain the same.

- a) Patrick likes food. He eats a lot.
Patrick likes food so he eats a lot.
- b) Apples taste good. People like them.
Apples taste good so people like them.
- c) Cars are expensive. Few people can afford them.
Cars are expensive so few people can afford them.



ACTIVITY

Join the following pairs of sentences using “so.”

1. I was very tired yesterday. I went to sleep.
.....
2. I went home early yesterday. I dug the garden.
.....
3. I had a lot of homework. I could not go out to play.
.....
4. After ploughing the field, I was hungry. I went home to eat.
.....
5. She was very dirty. She was asked by the teacher to go home and wash.
.....



ANSWERS

1. I was very tired yesterday so I went to sleep.
2. I went home early yesterday so I dug the garden.
3. I had a lot of homework so I could not go out to play.
4. After ploughing the field, I was hungry so I went home to eat.
5. She was very dirty so she was asked by the teacher to go home and wash.



EXERCISE 1

Join the following pairs of sentences using “so.”

1. My friend is a motor mechanic. He can fix your car.

.....

2. That man is the guide. He can show you the way.

.....

3. Ms. Sussane is a nurse. She can give you advice about your problem.

.....

4. I wanted to catch the bus. I got up early.

.....

5. She was tired. She went to the park to relax.

.....



Check your answers at the end of the unit.

In this lesson you learnt how to use “so.” “So” is used to show that the second statement is the result of the first statement.

LESSON



USING “TOO”

In this lesson you will learn how to use “too” to show results.

OBJECTIVES

By the end of the lesson you should be able to:

- 👉 use “too” to show results.

Look at the following sentences carefully.

- a) I am too happy at school.
- b) This classroom is too fine.

What is wrong with these two sentences?

These two sentences are meaningless because the meaning of “too” is not complete. Here is the correct use of “too.”

- a) I am too happy at school to think of going home. (i.e., very happy so I don't want to go home)
- b) This classroom is too fine to be used for film shows (i.e., very fine so it should not be misused)
- c) It is too hot to play football. (i.e., very hot so we do not want to play football)
- d) She is too honest to tell a lie. (i.e., very honest so she would not tell a lie)
- e) The sum is too difficult for a primary class (i.e., very difficult so a primary class cannot do it)

The meaning of “too” is completed in the sentences above by an infinitive (for example: to think of going home) or by “for” with a noun (for example: for a primary class).

“Too” in every case has a negative effect.



ACTIVITY

Now join the following sentences using “too.”

For example: It is hot.

I cannot go out to play.

becomes

It is too hot to go out to play.

1. It was noisy. They could not study.

.....

2. They were drunk. They could not walk properly.

.....

3. He was young. He could not understand death.

.....

4. The disease was advanced. The doctors could not treat it.

.....

5. The examination was difficult. The students did not pass.

.....



ANSWERS

1. It was too noisy to study.

2. They were too drunk to walk properly.

3. He was too young to understand death.

4. The disease was too advanced for doctors to treat it.

5. The examination was too difficult for the students to pass.



EXERCISE 2

Now join the following sentences using “too.”

1. The headmaster was busy. He could not see me.

.....

2. He was poor. He could not buy food.

.....

3. The lorry was full. The lorry could not negotiate the hill.

.....

4. I am ill. I cannot go out.

.....

5. He is important. He should not deal with small matters.

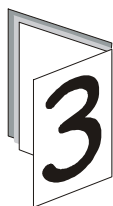
.....



Check your answers at the end of the unit.

In this lesson you learnt using “too” to show result. The meaning of “too” in a sentence is completed by an infinitive “to” or “for ...”

LESSON



USING “ SOTHAT”

In this lesson you are going to learn how to use “so.....that” in sentences to show result.

OBJECTIVE

By the end of the lesson you should be able to:

- ☞ use “so.....that” to join two sentences.

Look at the following sentences and note how the two can be joined to make one sentence.

- a) Mr. and Mrs. Phiri worked very hard.
- b) People admired them.

Mr. and Mrs. Phiri worked so hard that people admired them.

We use “so” to intensify the meaning of an adjective or an adverb in the main clause (so hard), followed with a “that” clause of result (i.e., that people admired them). Another example: “The man was so careful with his money that he was able to afford a beautiful house.”



ACTIVITY

Join the following pairs of sentences using “so....that.”

- 1. The cook was careless. He burnt most of the food.

.....

- 2. The weather was cold. Most people stayed indoors.

.....

3. The party was interesting. People stayed until late.
.....
4. The dresses were expensive. Mother bought only two.
.....
5. The grapefruit was bitter. Amon threw it away.
.....



ANSWERS

1. The cook was so careless that he burnt most of the food.
2. The weather was so cold that people stayed indoors.
3. The party was so interesting that most people stayed until late.
4. The dresses were so expensive that mother bought only two.
5. The grapefruit was so bitter that Amon threw it away.



EXERCISE 3

Join the following sentences using “so.....that.”

1. The waiter was careless. He dropped the cups.
2. The apples were big. They broke the branches.
3. Tracey is clever. She did not have to study to pass all the tests.
4. The animal was terrifying. The hunters ran away.
5. The nurse was kind. All the patients liked her.



Check your answers at the end of the unit.

In this lesson you have learnt how to use “so.....that” in sentences to express result.

LESSON



USING “ENOUGH”

In this lesson we continue looking at words used to express results. These words are used to stress certain ideas in a sentence.

OBJECTIVE

By the end of the lesson pupils should be able to:

👉 use “enough” to join sentences.

Look at the following sentences:

- a) He drove fast enough to win the race.
- b) She worked hard enough to buy a big house.

“Enough” is used to stress an idea or performance.

Here is another example:

The travellers walked fast enough to arrive on time.

Note that when using “enough” the verb in the second clause changes to “to” plus the simple form. For example: “to arrive,” “to win.”



ACTIVITY

Join the following pairs of sentences using “enough.”

For example:

The workers worked hard. They earned some profit.

The workers worked hard enough to earn some profit.

1. The students waited long. They saw their assignments.

.....

2. The workers worked hard. They got their bonuses.

.....

3. The player practised. He became competent.

.....

4. He slept long. He woke up refreshed.

.....

5. They called loudly. They were heard.

.....



ANSWERS

1. The students waited long enough to see their assignments.

2. The workers worked hard enough to get their bonuses.

3. The player practised enough to become competent.

4. He slept long enough to wake up refreshed.

5. They called loudly enough to be heard.



EXERCISE 4

Join the following pairs of sentences using “enough.”

1. Albert’s drawings were good. He won the competition.
.....
2. Mildred smiled prettily. She drew the attention of the judges.
.....
3. Peter studied hard. He passed the examination.
.....
4. He was quick. He avoided the blow.
.....
5. The manager was happy. The manager threw a party for the workers.
.....



Check your answers at the end of the unit.

In this lesson you have learnt how to use “enough” to express result. “Enough” is used to stress certain ideas in a sentence.



SECTION 6: CONTRAST

This section introduces you to words that are used to express contrast. You will look at “although,” “though” and “even though.”

LESSON



USING “ALTHOUGH,” “THOUGH” AND “EVEN THOUGH”

In this lesson we move on to the use of “although,” “though” and “even though.”

OBJECTIVE

By the end of the lesson you should be able to:

- 👉 use “although,” “though” and “even though” correctly.

Look closely at the way the following sentences are joined.

- Although it was raining, he went out without a raincoat. Meaning: The rain could have stopped him from going out but it did not.
- Though they are poor, they have enough to eat. Meaning: It is expected that they might not have enough food because they are poor, but they do have enough.
- He will never be dishonest even though he is poor. Meaning: It is expected that he might be dishonest because of poverty but he is not.

“Although,” “though” and “even though” are used to mean “in spite of,” or “nevertheless.”

Other examples:

- a) She won the race although she was injured.
- b) John boarded the bus even though he did not have the fare.
- c) The farmer planted crops though it had not rained.



ACTIVITY

Join the following pairs of sentences using “though,” “although” or “even though.”

1. The students studied hard. They failed the examination. (even though)
.....
2. She caught the morning bus. She woke up late. (though)
.....
3. The team won the match. The team had not practised very hard.
(although)
.....
4. The thieves broke into the yard. There were fierce dogs. (even though)
.....
5. The car failed to brake. The brakes had just been repaired. (although)
.....
6. I will come to your house. It is raining outside. (though)
.....



ANSWERS

1. Even though the students studied hard, they failed the examination.
2. She caught the morning bus though she woke up late.
3. The team won the match although it had not practised very hard.
4. The thieves broke into the yard even though there were fierce dogs.
5. The car failed to brake although the brakes had just been repaired.
6. I will come to your house though it is raining outside.

“Although,” “though” and “even though” can be put at the beginning or in the middle of a sentence. When they are put at the beginning the clause should be followed by a comma.

For example:

- a) Even though the students studied hard, they failed the examination.
- b) Though she woke up late, she caught the morning bus.



EXERCISE 1

Join the following pairs of sentences using the words in the brackets. Put the words in the position indicated by the words in brackets.

1. I did not eat last night. I am not feeling hungry. (even though) at the beginning
.....
2. Mr. Mtamba is a wealthy man. Mr. Mtamba cannot read and write. (though) in the middle
.....
3. Maria completed her grade 11. Maria had school fee problems. (although) at the beginning
.....
4. The holes in our roof did not leak. It rained heavily last night. (even though) in the middle
.....
5. He lost his money to thieves. He had been warned to be careful in the city. (though) in the middle
.....
6. Her fingers were burnt. She was wearing protective gloves. (although) in middle
.....



Check your answers at the end of the unit.

In this lesson you have learnt how to use “although,” “though” and “even though” in sentences. These three words are used to mean “in spite of” or “nevertheless.”

LESSON



USING “IN SPITE OF” AND “DESPITE”

In this lesson we continue looking at words used to show contrast. You will learn how to use “in spite of” and “despite” in sentences.

OBJECTIVE

By the end of the lesson you should be able to:

- 👉 use “in spite of” and “despite” correctly.

Look at the following sentences:

- a) In spite of her illness, she went to work.
“In spite of” in this sentence means that the illness did not stop her from going to work.
- b) Despite her illness, she went to work.
or
She went to work despite her illness.
“Despite” in this sentence means that the illness did not stop her from going to work.

In this example, “despite” and “in spite of” have been used to mean “even though,” “although” or “though.” Notice also that “in spite of” and “despite” can be positioned at the beginning or in the middle of a sentence. For example:

- He won the race. He had an injury.
becomes
In spite of his injury he won the race.
or
He won the race in spite of his injury
He won the race despite his injury.

Note that “in spite of” is written as three words.



ACTIVITY

Join the following pairs of sentences using the words in brackets. For example:

Her eyesight is poor. Sarah is allowed to drive. (despite)

Sarah is allowed to drive despite her poor sight.

or

Despite her poor sight, Sarah is allowed to drive.

1. He got malaria. He had taken anti-malaria tablets. (in spite of)
.....
2. The project did not have enough funds. The project succeeded. (in spite of)
.....
3. He was forced to go home. He was refusing. (despite)
.....
4. They arrived at the mine. The road was very bad. (in spite of)
.....



ANSWERS

1. He got malaria in spite of taking anti-malaria tablets; or
In spite of taking anti-malaria tablets, he got malaria.
2. In spite of the project not having enough funds, it succeeded; or
The project succeeded in spite of not having enough funds.
3. Despite his refusal, he was forced to go home; or
He was forced to go home despite his refusal.
4. They arrived at the mine in spite of the bad road; or
In spite of the bad road, they arrived at the mine.



EXERCISE 2

Join the following pairs of sentences using the words in the brackets. Put the words in brackets at the place indicated by the underlined words. Make necessary changes to make your sentences correct.

1. The girl was enrolled in grade one. Her parents had died shortly after she had her sixth birthday. (despite) at the beginning
.....
2. My father was angry with me. I had apologised. (in spite of) in the middle
.....
3. Shamina could not eat the food. The food was well cooked. (despite) in the middle
.....
4. His defence was solid. He was convicted. (in spite of) at the beginning
.....
5. The climbers reached the top of the mountain. The mountain had steep sides. (despite) at the beginning
.....



Check your answers at the end of the unit.

In this lesson you have learnt how to use “in spite of” and “despite.”

LESSON



USING “SOME.....OTHERS”

In this last lesson of words used to express contrast you are going to learn about using “someothers.”

OBJECTIVE

By the end of the lesson you should be able to:

- 👉 join sentences using “some.....others.”

Look at the following sentences closely.

- a) After the match some of the spectators were happy and others were sad.

“Someothers” shows that of all the spectators, part of them were happy and part were sad.

Another example:

- b) Some of our cows were sold and others were slaughtered for meat.
This means not all of them were either sold or slaughtered.

The words “someothers” are used when there are more than two things. They are used to show difference, be it behaviour, action, size, height, number.



ACTIVITY

Join the following pairs of sentences using “someothers.”

For example:

At our school there are tall girls. At our school there are short girls.

At our school some girls are tall and others are short.

1. In our village people grow maize. In our village people grow groundnuts.

.....

2. Boys in our class herd cattle after school. Boys in our class weed the garden after school.

.....

3. Shops at our Shopping Centre open at 8:00 a.m. Shops at our Shopping Centre open at 8:30 a.m.

.....

4. Soils in our area are rich. Soils in our area are poor.

.....



ANSWERS

1. In our village some people grow maize and others grow groundnuts.

2. Some boys in our class herd cattle and others weed the garden after school.

3. Some shops at our Shopping Centre open at 8:00 a.m. and others open at 8:30 a.m.

4. Some soils in our area are rich and others are poor.

Note that in the answers above the subject is not repeated. That is, in sentence 1, the word “people” has been used once.

Have you noticed that the clauses are joined by “and others”?



EXERCISE 3

Join the following pairs of sentences using “someothers”

1. At the village school there are qualified teachers. There are also temporary teachers.

.....

2. Our goats are fat. Our goats are thin.

.....

3. After the party they ate rice. At the party they ate potatoes.

.....

4. In my village people go to church. In my village people go to watch football.

.....



Check your answers at the end of the unit.

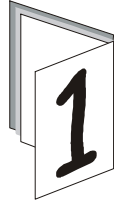
In this lesson you have learnt how to use “some.....others” to show contrast.



SECTION 7: CONDITIONAL SENTENCES

In this section you are going to learn how to use “if,” “unless” and “even if.” These words are used when stating conditions.

LESSON





USING “IF”

In this first lesson you are going to learn about the word “if.”

OBJECTIVES

By the end of the lesson you should be able to:

-  use “if” to join sentences.
-  make up sentences using “if.”

“If” is normally used when stating facts, terms or situations that affect something. “If” is called a conditional word.

A. Thinking about the Future

When you are thinking about what you will do in the future, you often base your statements on the words “when” or “if.” For example:

- a) When I finish my studies I shall get a job.
- b) If I pass my grade 9 examinations, I shall go into grade 10.

“If” takes the place of “when” when you are not quite sure what will happen. In the second sentence above, going to grade 10 is determined by passing grade 9 examinations (the condition). “If” suggests that perhaps it will not happen at all, meaning that: “I may not pass at all.” In the first sentence, you used “when” because you are sure that you will finish your studies.

Do not use “if” when you mean “when.” Only use “if” when you are not sure that something will happen and “when” when you are sure.

Now let us look at the tenses of the two examples. Notice that even though we are thinking about the future in the “when” clause (“when I finish my studies”) and in the “if” clause (“If I pass my grade 9 examinations”) they are in the present tense (finish, pass). The future tense is used only in the main clause (“I shall get a job,” “I shall go into grade 10.”) This gives you the following tense pattern which is very important in sentences beginning with “if”: (if + present) + future.

More examples:

- a) If Patrick comes today, we will go to the concert.
- b) If I finish weeding the garden, I will do my homework.
- c) I will come with you if you do not mind.

“If” can also be put in the middle of a sentence as in sentence c) above, and the sense remains the same.



ACTIVITY

Use the following table to make up at least five sentences.

If Daniel comes tomorrow	I will be very pleased.
If we finish early enough	we shall go to watch a football match.
If it does not rain	we will be ready at six o'clock.
If everything goes well	

- 1.
- 2.
- 3.
- 4.
- 5.



ANSWERS

Here are my sentences; yours could be different.

1. If Daniel comes tomorrow, we shall go to watch a football match.
2. We will be ready at six o'clock if everything goes well.
3. If we finish early enough, I will be very pleased.
4. If it does not rain, we will be ready at six o'clock.
5. If everything goes well, I will be very pleased.

Notice that “will” and “shall” can be used in place of each other to refer to events that will happen in the future.

B. Unlikely Events in the Future

Our next step is to look at unlikely events in the future. When you are thinking about the future you often talk about things which you do not really expect to happen at all.

Look at the following sentences:

- a) If I were a police officer, I would shoot all the thieves.
Notice the tense “were” is past. “Would shoot...” is the conditional tense.
The tense pattern is, (If + past) + conditional clause.
If + I were a police officer, I would shoot all the thieves.
“If” is used to show that the whole idea is imaginary, not real.
- b) If I were a farmer, I would rear chickens.

Once again the whole thing is imaginary. By saying “if I were a farmer,” you are saying that you are not one.



ACTIVITY

Make up at least five sentences using the table below.

For example: If I had a thousand dollars, I would buy a bicycle.

If I had a thousand dollars	I would become a journalist.
If I knew the whole story	I would buy a bicycle.
If I passed English	I would be happy.
	I would tell everyone.
	I would not know what to do.
	I would travel to Zambia.

1.
2.
3.
4.
5.



ANSWERS

Here are my answers; yours could be different.

1. If I had a thousand dollars, I would travel to Zambia.
2. If I passed English, I would become a journalist.
3. If I had a thousand dollars, I would not know what to do.
4. If I passed English, I would be happy.
5. If I knew the whole story, I would tell everyone.



EXERCISE 1

Join the following pairs of sentences using “if.” Put the word “if” in the place indicated by the words in brackets.

For example: I will not forgive you. Make the same mistake again (in the middle)

I will not forgive you if you make the same mistake again.

1. You will be punished. Come late tomorrow. (in the middle)
.....
2. The worms are not poisonous. Boil the worms properly. (in the middle)
.....
3. The country will be a desert. Cut down all the trees. (in the middle)
.....
4. Feed your chickens properly. They will earn you a lot of profit. (at the beginning)
.....
5. You will suffer from diseases. Do not drink clean water. (in the middle)
.....



Check your answers at the end of the unit.

Remember, do not use the future or conditional tense in the “if” clause.



EXERCISE 2

Choose the correct tense and rewrite the sentences.

1. If you make him angry you (will/would) be sorry.
.....
2. If you (drink/drank) poison, you will die.
.....
3. If he insulted his mother, everyone (will/would) blame him.
.....
4. If the world (is/were) flat, people would fall over the edge.
.....
5. If the ceiling (falls/fell) on top of you, you would be killed.
.....



Check your answers at the end of the unit.

In this lesson you learnt how to use “if” in conditional sentences. “If” takes the place of “when” when you are not quite sure what will happen. “If” suggests that perhaps it will not happen at all.

LESSON



USING “UNLESS”

In this second lesson you are going to learn about using “unless” to express condition.

OBJECTIVES

By the end of the lesson you should be able to:

- 👉 use “unless” to make up sentences;
- 👉 use “unless” to join sentences.

Look at the following sentences closely:

- a) Unless Wanda works hard, she will fail her examinations.
or
Wanda will fail her examinations unless she works hard.

- b) Angela (will have) lots of holes in her teeth unless she stops eating so many sweets.

In the first example, “unless” is used to mean: “if not,” “except when.” For example:
Wanda will fail if she does not work hard.

In the second sentence, the clause underlined tells you more about the verb in brackets in the main clause. The clause underlined explains, why Angela should stop eating sweets. “Unless” is another type of a word of condition.

You will notice that “unless” can be put at the beginning or in the middle of the sentence and the meaning remains the same. “Unless” and “if” can never be used in the same sentence.



ACTIVITY

Look at the following table carefully. Now write out five sensible sentences from the table using “unless.” For example:

Unless it rains soon, the crops will die.

Try also to put “unless” in the middle of the sentences. For example:

The community will continue to get ill unless it improves the cleanliness of its water supply.

Unless	it rains soon we raise sufficient money we improve the cleanliness of our water supply we practise crop rotation	we will not get high yields. the community will continue to get ill. we will not be able to build a marketplace for the co-operative. the crops will die.
--------	---	--

1.
2.
3.
4.
5.



ANSWERS

Here are my answers; yours could be different.

1. Unless we raise sufficient money, we will not be able to build a marketplace for the co-operative.
2. The crops will die unless it rains soon.
3. Unless we practise crop rotation, we will not get high yields.
4. The community will continue to get ill unless we improve the cleanliness of our water supply.
5. Unless we raise sufficient money, we will not get high yields.



EXERCISE 3

Join the following pairs of sentences using “unless.” Put “unless” at the places indicated by the words in brackets.

For example: Illiteracy will always be a problem. Boys and girls take education seriously.

Illiteracy will always be a problem unless boys and girls take education seriously (in the middle) or

Unless boys and girls take education seriously, illiteracy will always be a problem. (at the beginning).

1. Girls will be the losers. Parents should treat their children equally. (at the beginning)

.....

2. Pests in the house will be a problem. People should spray homes with insecticides regularly. (in the middle)

.....

3. Post your assignment in time. The tutor will return it unmarked. (at the beginning)

.....

4. Wake up early. You will miss the bus. (at the beginning)

.....

5. Charge a fair price. Your vegetables will not be bought. (in the middle)

.....



Check your answers at the end of the unit.

You have learnt how to use “unless” to express condition. “Unless” is used to mean “if not” or “except when.”

LESSON

3

USING “EVEN IF”

In this third and last lesson of conditionals you will learn how to use “even if” to express impossibility or seriousness of things.

OBJECTIVES

By the end of the lesson you should be able to:

- 👉 use “even if” to make sentences.
- 👉 use “even if” to join sentences.

Look at the following sentences closely:

- a) Even if it rains now, the crops will not recover.
- b) The bus will not come even if they repair the bridge.

“Even if” is used to suggest impossibility and the seriousness of things. In other words, in the sentence, “Even if it rains the crops will not recover,” it is too late for the crops to recover.

“Even if” can also be placed at the beginning or in the middle of a sentence and the meaning does not change. For example, put “even if” at the beginning of sentence b) above. It becomes “Even if they repair the bridge, the bus will not come.”



ACTIVITY

Look at the following table carefully. Make up five sensible sentences from the table using “even if.” For example:

He will go to his work place even if he is dismissed.

I will submit my assignment	I will go and see her.
He will go to his work place	it is late.
She did not accept my apology	he is dismissed.
He will not lose hope	he had a good lawyer.
The car will not move	he buys all the necessary parts.
He lost the case	

1.
2.
3.
4.
5.



ANSWERS

Here are my answers; yours could be different.

1. I will submit my assignment even if it is late.
2. The car will not move even if he buys all the necessary parts.
3. Even if she did not accept my apology, I will go and see her.
4. Even if he had a good lawyer, he would lose the case.
5. He will not lose hope even if he is dismissed.



EXERCISE 4

Join the following pairs of sentences using “even if.” Put “even if” in the places indicated by the words in brackets.

1. They will keep on practising. They lose all the games. (in the middle)
.....
2. The stains will remain. She washed her blouse with soap. (at the beginning)
.....
3. She will not hear you because of the noise. You call her name loudly. (in the middle)
.....
4. The police will introduce new methods of preventing crime. There will always be thieves. (at the beginning)
.....
5. He will not beg for food. He was hungry. (at the beginning)
.....



Check your answers at the end of the unit.

In this lesson you learnt how to use “even if” to express impossibility or seriousness of a situation.

SUMMARY

In this unit you learnt how to compare things that are either equal or unequal using a variety of comparisons. You learnt the three degrees of comparisons, that is, positive, comparative and superlative. You practised changing words into comparative and superlative. You also learnt how to express reason, purpose, time, result, contrast and conditions in different situations. You used “if,” “unless” and “even if” in conditional sentences.



ANSWERS

SECTION 1 COMPARISONS

EXERCISE 1

1. neatest
2. fastest
3. fiercest
4. worst
5. better
6. cleverest
7. more beautiful
8. longest
9. most educated
10. brighter

EXERCISE 2

1. A river is bigger than a stream.
2. A doctor gets more pay than a driver.
3. Eating good food is more encouraged than drinking beer.
4. Fish is more nutritious than bread.
5. Today is brighter than yesterday.
6. Night is cooler than day.
7. An owl is wiser than an eagle.
8. A chimpanzee is more frightening than a monkey.
9. Zimbabwe is warmer than Canada in winter.
10. A chicken is smaller than an ostrich.

EXERCISE 3

1. This is one of the most respected girls in the village.
2. Patrick plays well, but George is a better player.
3. Who is the closest of your seven children?
4. Which town has the most buildings of all?
5. I am sure this is the tastier of the two mangoes.
6. Most birds can fly, but not all.
7. More babies die of malaria than of any other disease.
8. I shall buy the fastest motorbike.
9. This motorbike can go faster than yours.
10. Which is the richest country in Africa?

EXERCISE 4

1. Helen is beautiful like Angela.
2. Botswana is one of the SADC countries in the same way as Zimbabwe.
3. A cow is not as strong as a bull.
4. Flies are as dirty as cockroaches.
5. Canvas shoes are not as expensive as leather shoes.
6. Goats are domesticated animals like dogs.
7. Nylon is not as warm as cotton.
8. Cotton wool absorbs water in the same way as dry soil.
9. Like pawpaws, bananas do not grow well in cold and frosty areas. Or, Bananas do not grow well in cold and frosty areas like pawpaws.

SECTION 2 REASON

EXERCISE 1

1. I was punished by my mother because I had come home late.
2. Since I will be preparing for my examinations, I will not attend the Independence celebrations.
3. Angela goes to the gym every day as she wants to stay slim.
4. Since there are many thieves, they keep vicious dogs.
5. As it is cold, Mary is wearing a jersey.
6. Boys and girls should be given equal opportunities because they are equal.
7. As I was late for the lesson, I had to apologise to the tutor.
8. Shamima eats potatoes every day because they keep her healthy.
9. John trains every day since he wants to win the competition.
10. They iron their clothes because they want to stay smart.

EXERCISE 2

1. Susanne told Patrick to go home on account of his chicken pox.
2. The travellers could not cross the river because of the floods.
3. My friend failed to join the police force on account of his height.
4. The boys and girls could not get places at the college on account of their poor grades.
5. He failed to beat the deadline because of his drunkenness.

SECTION 3 PURPOSE

EXERCISE 1

1. They washed their hands to prevent diseases.
2. In order to get a large harvest, the farmer added manure to the plants.
3. They fenced the yard so as to prevent animals from straying into it.
4. Father braked the car so as to avoid hitting the tree.
5. The sisters visited the hospital to see their sick friend.
6. In order to warm themselves, they made a fire.

EXERCISE 2

1. The villagers dug a well so that the children could have safe water for drinking.
2. They bought jerseys in order to stay warm in winter.
3. She sharpened the knife so that she could cut meat easily.
4. She bought some milk in order that her mother could make cheese.
5. They wrote quality learning materials so that they could help distance learners.

SECTION 4 TIME

EXERCISE 1

1. Hand in your assignment when you have finished.
2. When Miss Phillips finishes knitting, she will make a fire.
3. Before you cook the vegetables, you need to wash them thoroughly.
4. My father will continue working hard until he resigns next year.
5. While she was preparing supper, she burnt herself.

EXERCISE 2

1. for several years
2. since 1999
3. since the rain started
4. for a long time
5. since the lesson started
6. for two days without food
7. for a week
8. for nearly a week
9. for an hour at the township
10. since last Sunday.

EXERCISE 3

1. Kamau will look for a job once he has completed his studies.
2. Once Peter's grade 9 results are out, he will register for grade 10.
3. As soon as Mary returns from town, she will begin ploughing.
4. Kabila will enter the athletics competition once he is fit.
5. Kuda will help with the housework as soon as he finishes his homework.

SECTION 5 - RESULT

EXERCISE 1

1. My friend is a motor mechanic so he can fix your car.
2. That man is the guide so he can show you the way.
3. Ms. Sussane is a nurse so she can give you advice about your problem.
4. I wanted to catch the bus so I got up early.
5. She was tired so she went to the park to relax.

EXERCISE 2

1. The headmaster was too busy to see me.
2. He was too poor to buy food.
3. The lorry was too full to negotiate the hill.
4. I am too ill to go out.
5. He is too important to deal with small matters.

EXERCISE 3

1. The waiter was so careless that he dropped the cups.
2. The apple branches were so big that they broke.
3. Tracey is so clever that she did not have to study to pass all her tests.
4. The animal was so terrifying that the hunters ran away.
5. The nurse was so kind that all the patients liked her.

EXERCISE 4

1. Albert's drawings were good enough to win the competition.
2. Mildred smiled prettily enough to draw the attention of the judges.
3. Peter studied hard enough to pass the examination.
4. He was quick enough to avoid the blow.
5. The manager was happy enough to throw a party for the workers.

SECTION 6 CONTRAST

EXERCISE 1

1. Even though I did not eat last night, I am not feeling hungry.
2. Mr. Mtamba is a wealthy man though he cannot read and write.
3. Although Maria completed her grade 11, she had school fee problems.
4. The holes in our roof did not leak even though it rained heavily last night.
5. He lost his money to thieves though he had been warned to be careful in the city.
6. Her fingers were burnt, although she was wearing protective gloves.

EXERCISE 2

1. Despite her parent's death shortly after she had her sixth birthday, the girl was enrolled in grade one.
2. My father was angry with me in spite of my apology.
3. Shamima could not eat the food despite it being well cooked.
4. In spite of his solid defence, he was convicted.
5. Despite the steep sides, the climbers reached the top of the mountain.

EXERCISE 3

1. At the village school some teachers are qualified and others are temporary.
2. Some of our goats are fat and others are thin.
3. At the party some ate rice and others ate potatoes.
4. In my village some people go to church and others go to watch football.

SECTION 7 CONDITIONAL SENTENCES

EXERCISE 1

1. You will be punished if you come late tomorrow.
2. Worms are not poisonous if you boil them properly.
3. The country will be a desert if you cut down all the trees.
4. If you feed your chickens properly, they will earn you a lot of profit.
5. You will suffer from diseases if you do not drink clean water.

EXERCISE 2

1. If you make him angry, you will be sorry.
2. If you drink poison, you will die.
3. If he insulted his mother, everyone would blame him.
4. If the world were flat, people would fall over the edge.
5. If the ceiling fell on top of you, you would be killed.

EXERCISE 3

1. Unless parents treat their children equally, girls will be the losers.
2. Pests in the house will be a problem unless people spray their homes with insecticides regularly.
3. Unless you post your assignment in time, the tutor will return it unmarked.
4. Unless you wake up early, you will miss the bus.
5. Your vegetables will not be bought unless you charge a fair price.

EXERCISE 4

1. They will keep on practising even if they lose all the games.
2. Even if she washes her blouse with soap, the stains will remain.
3. She will not hear you because of the noise even if you call her name loudly.
4. Even if the police introduce new methods of preventing crime, there will always be thieves.
5. Even if he was hungry, he will not beg for food.

Direct and Reported Speech

UNIT






5

INTRODUCTION

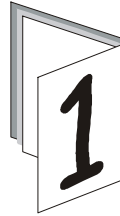
Welcome to Unit 5. In this unit you are going to learn about direct speech and reported speech. There are two ways in which you can write down what a person says. You can either use direct speech or reported speech (also called indirect speech). You will learn about their correct use in this unit. We hope you will find this unit interesting.

OBJECTIVES

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

-  punctuate sentences containing direct and reported speech;
-  use a variety of reporting verbs;
-  change direct statements into reported speech making necessary changes to the pronouns, tenses and adverbs;
-  change direct questions into reported speech making the necessary changes to the pronouns, tenses and adverbs;
-  change direct commands and requests into reported speech making necessary changes to pronouns, tenses and adverbs.

LESSON



DIRECT SPEECH

In this lesson you are going to learn about direct speech.

OBJECTIVES

By the end of the lesson you should be able to:

- 👉 identify the exact spoken words;
- 👉 punctuate direct speech correctly.

Direct speech refers to the exact words which somebody has said or spoken. For example:

- a) Shamima said, “I am going to the maize field.”
- b) “I will come tomorrow,” said John.
- c) “Where are you?” asked Peter.
- d) Mary said to the shopkeeper, “I want some bread.”

The underlined words above are the exact words spoken.

In direct speech you use quotation marks (“...”) to indicate the exact words spoken; a question mark (?) to indicate that this is a question; an exclamation mark (!) to show that somebody exclaimed; a comma (,) to separate the spoken words and statements.

Look at the following sentences carefully. Notice the position of the quotation marks, commas, exclamation and question marks.

- a) Rose said, “We may go to town tomorrow.”
- b) “When are you visiting us?” asked Ngoni.
- c) Chipo exclaimed, “Catch the thief!”
- d) “I may buy meat on my way home,” he said, “if I have the money.”
- e) “I think we are late for church, Angela,” mother said. “What shall we do?”

Note that quotation marks can either be single ('...') or double ("....") and they should come after the comma, full stop, exclamation mark or question mark as in the examples. The exact words spoken must be put in quotation marks always, unless in a dialogue, play or joke.

You can also split the spoken words into two and have the words "he said," or "mother said" in the middle as in examples d) and e). This can be done if the speech is long.

Notice also that the spoken words start with a capital letter because they are complete sentences.

Direct speech is also used when writing plays, jokes and short dialogues. When in plays and short dialogues, quotation marks are not used. For example:

- Shamima:** I am going to the maize field.
Tembo: Let me come with you.
Shamima: I will take long.
Tembo: I do not mind.
Shamima: Bring your hoe then.
Tembo: I did not know that you were going to weed. I hate weeding.
Shamima: I see you are lazy, work does not kill-----

In this dialogue, quotation marks are not used, but other punctuation marks can be used.

The punctuation of direct speech can be summed up in two rules:

- Rule 1:** If the speaker is named after the spoken words, then the direct speech ends with a comma, unless what was said was an exclamation or a question.
For example: "John go and buy bread," mother said.
"Can you give me that pencil?" asked the teacher.

Rule 2 : When the speaker is named before the spoken words there is always a comma before quotation marks. The direct speech always begins with a capital letter. For example: Mother said, “Bring some more fire wood.”



ACTIVITY

1. Underline the exact words spoken in the sentences below.
 - a) I hate him said Kamau.
 - b) The teacher said come here boy.
 - c) You are guilty said the judge.
 - d) The guard asked who are you.
 - e) Stop ordered the commander.

2. Rewrite the following sentences using correct punctuation. For example: “I am not feeling well today,” said Helen.
 - a) Help shouted Judith.

 - b) Rose said goodbye.

 - c) When are we writing our examinations asked Lottie.

 - d) Mother stressed I want you to come home in time.

 - e) Shakespeare said music is the food of love.



ANSWERS

1.
 - a) I hate him said Kamau.
 - b) The teacher said come here boy.
 - c) You are guilty said the judge.
 - d) The guard asked who are you.
 - e) Stop ordered the commander.

2.
 - a) “Help!” shouted Judith.
 - b) Rose said, “Goodbye.”
 - c) “When are we writing our examinations?” asked Lottie.
 - d) Mother stressed, “I want you to come home in time.”
 - e) Shakespeare said, “Music is the food of love.”



EXERCISE 1

Punctuate the following sentences correctly:

1. Where is George asked Susan if he comes tell him to come to my office.
2. Get out of my house thundered the father.
3. Helen said I may go to the hospital tomorrow to see my friend.
4. How are you today my friend asked Helen.
5. All boys and girls should go to school the Minister of Education declared.
6. Stop thief shouted the crowd.
7. I think it may rain today Dick he said what shall we do.



Check your answers at the end of the unit.

In this lesson you learnt how to punctuate direct speech correctly.

LESSON

2

REPORTED SPEECH

In this lesson you will learn how to change direct speech into reported speech.

OBJECTIVE

By the end of the lesson you should be able to:

- 👉 change direct speech into reported speech.

In reported speech someone is telling another person what someone has said. Reported speech is normally used in writing minutes of meetings and newspaper articles. In reported speech you do not use quotation marks or exclamation marks.

Look at the following sentence closely:

Direct speech: "I am thirsty," said Mildred.

Reported speech: Mildred said she was thirsty.

Notice how the tense has been changed from present to past.

Can you also spot the changes that have been made to the pronoun?

You can see that the pronoun "I" becomes "she."

“I” is standing for Mildred, who is a female, so it changes to the personal pronoun “she.” You do not have to repeat the name Mildred. The tense “am” changes to “was” because reported speech deals with events that have already happened so the tense should be changed to the past tense.

Study some more examples:

a) Mother said, “I want you to buy some mealie-meal.”

becomes

Mother said she wanted me to buy some mealie-meal.

(pronoun “I” becomes “she;” tense “want” becomes past tense “wanted”)

b) “Do you want some help?” asked the tutor.

becomes

The tutor asked whether I wanted some help.

(“Whether” shows that the tutor is not sure help is needed or not, and “you” changes to personal pronoun “I” and tense “want” changes to past tense “wanted.”)

c) Judith said, “I want to buy a present for my brother.”

becomes

Judith said she wanted to buy a present for her brother

or

Judith said that she wanted to buy a present for her brother.

The word “that” can be used when writing in the reported speech to show what was said.



ACTIVITY

Change the following sentences into reported speech:

1. My father said, "I want you to come home before dark."
.....
2. "Our dog ate a mouse," said Tendai.
.....
3. "Tomorrow we are going home," Lottie said.
.....
4. "We may run into the enemy," said the commander.
.....
5. "Stop making noise," ordered the teacher.
.....



ANSWERS

1. My father said that he wanted me to come home before dark.
2. Tendai said their dog had eaten a mouse.
3. Lottie said that they were going home tomorrow.
4. The commander said that they might run into the enemy.
5. The teacher ordered them to stop making noise.



EXERCISE 2

Change the following sentences into reported speech:

1. "I have forgotten my book," said Daniel.
.....
2. "Helen and Paulo live in Mozambique," argued Lottie.
.....
3. The teacher said, " I want to see your exercise book tomorrow."
.....
4. The teacher said, "This is a very good composition."
.....
5. "Reading hard is the only key to success," the tutor advised George.
.....



Check your answers at the end of the unit.

In this lesson you have learnt how to change simple direct speech into reported speech. You have also noticed that when changing direct speech into reported speech you do not use quotation marks. From simple reported speech we move onto reported questions.

LESSON

3

REPORTED QUESTIONS

OBJECTIVES

By the end of the lesson you should be able to:

- 👉 change questions into reported speech.

Look at the following examples:

- a) Direct: The police officer asked, “Who are you?”
Reported: The police officer asked who he was.
- b) Direct: The instructor asked, “Will the rope break?”
Reported: The instructor asked if the rope would break.

Notice the changes in the pronouns and tenses. In the first example, the pronoun “you” changes to “he,” which is a singular personal pronoun. The verb “are” changes to past tense “was.” In the second example, the verb “will” changes to past tense “would.” Once again reported speech is written using past tense.

Study some more examples:

- a) “Will you come with me?” asked Peter
becomes
Peter asked me if I would come with him.
- b) Mother asked, “Can you help me to carry this log?”
becomes
Mother asked me if I could help her to carry the log.
- c) “Do you want some food?” asked mother
becomes
Mother asked me whether I wanted some food.

In these examples, note that:

- a) The verbs are changed into past tense, e.g., “was,” “would,” “could,” “wanted.”
- b) There is no question mark after a reported question, because the sentence as a whole is not a question at all.
- c) The verb “ask” is not followed by “that.” “If” or “whether” is used to introduce the question.



ACTIVITY

Change the following sentences into reported speech:

- 1. The traveller asked, “What is the time?”
.....
- 2. “Can I borrow your pen?” asked Tom.
.....
- 3. “How does it work?” asked the trainee.
.....
- 4. “Do you want some tea?” asked the waiter rudely.
.....
- 5. “Do you eat pork?” asked the waiter.
.....



ANSWERS

- 1. The traveller asked what time it was.
- 2. Tom asked whether he could borrow my pen.
- 3. The trainee asked how it worked.
- 4. The waiter asked rudely whether I wanted some tea.
- 5. The waiter asked whether I ate pork.



EXERCISE 3

Change the following sentences into reported speech:

1. "Where are you going?" asked the teacher.
.....
2. "What have you done with the radio?" the police officer asked the thief.
.....
3. The invigilator asked the candidates, "Have you finished?"
.....
4. The stranger asked, "Which town is this?"
.....
5. "Has Angela arrived?" inquired father.
.....



Check your answers at the end of the unit.

In this lesson you learnt how to change direct questions into reported questions. In reported questions the verbs are changed into past tense and you do not use the question mark.

LESSON



REPORTED COMMANDS

In Lesson 3 you learnt about changing questions into reported speech. In this last lesson you are going to learn how to change commands into reported speech.

OBJECTIVE

By the end of the lesson you should be able to:

- ✎ write commands in reported speech.

Look at the following sentences:

- | | | |
|----|-----------|--------------------------------------|
| a) | Direct: | She said “Go away!” |
| | Reported: | She told me to go away. |
| b) | Direct: | “Don’t be silly!” said the teacher. |
| | Reported: | The teacher told me not to be silly. |

Notice that a command is changed to reported speech by means of an infinitive verb, which includes “to:” i.e., to go away or not to be silly.

The commander told them to march properly.

The instructor advised them not to panic.

The teacher ordered them to stop writing.



ACTIVITY

Change the following commands into reported speech:

1. "Wake up John," ordered father.
.....
2. "Don't look back Tom," instructed Mr. Moyo.
.....
3. "Lie on the bed," instructed the doctor.
.....
4. "Hands up!" ordered the robber.
.....
5. "Clean up the mess, Jane," commanded the head waiter.
.....



ANSWERS

1. Father ordered John to wake up.
2. Mr. Moyo instructed Tom not to look back.
3. The doctor said to lie on the bed.
4. The robber ordered them to put their hands up.
5. The head waiter commanded Jane to clean up the mess.



EXERCISE 4

Change the following commands into reported speech:

1. "George put that book in the cupboard," ordered Costa.
.....
2. The teacher commanded, "Do not write in pencil!"
.....
3. "Sit up!" ordered the instructor.
.....
4. "You should tie your dog up during the day," said the neighbour.
.....
5. "Fire!" ordered the commander.
.....



Check your answers at the end of the unit.

In this lesson you have learnt how to change commands into reported speech. A command is changed to reported speech by means of an infinitive verb using "to" and the verb is changed to the past tense.

SUMMARY

This unit exposed you to direct and reported speech. Direct speech refers to the exact words spoken while reported speech refers to reported words. You learnt how to change simple direct speech into reported speech. You also learnt the use of a variety of punctuation marks in punctuating direct speech.



ANSWERS

EXERCISE 1

1. “Where is George?” asked Susan, “If he comes tell him to come to my office.”
2. “Get out of my house!” thundered the father.
3. Helen said, “I may go to the hospital tomorrow to see my friend.”
4. “How are you today my friend?” asked Helen.
5. “All boys and girls should go to school,” the Minister of Education declared.
6. “Stop thief!” shouted the crowd.
7. “I think it may rain today Dick,” he said, “what shall we do?”

EXERCISE 2

1. Daniel said that he had forgotten his book.
2. Lottie argued that Helen and Paulo live in Mozambique.
3. The teacher said that he wanted to see your exercise book tomorrow.
4. The teacher said this was a very good composition.
5. The tutor advised George that reading hard was the only key to success.

EXERCISE 3

1. The teacher asked me where I was going.
2. The police officer asked the thief what he had done with the radio.
3. The invigilator asked the candidates whether they had finished.
4. The stranger asked which town this is.
5. Father inquired whether Angela had arrived.

EXERCISE 4

1. Costa ordered George to put the book in the cupboard.
2. The teacher commanded them not to write in pencil.
3. The instructor ordered them to sit up.
4. The neighbour told them to tie their dog up during the day.
5. The commander ordered them to fire.

Welcome to Unit 6. In this unit we shall look at more punctuation and the use of capital letters.

OBJECTIVES

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

- 👉 use capital letters;
- 👉 use full stops, question marks and exclamation marks;
- 👉 use commas;
- 👉 use the semicolon.

In spoken language, it is normally easy to tell where thoughts are interrupted or completed without being told that a sentence is beginning or ending. This we do mainly through judging the “level” of the voice of the speaker. In other words, the level of voice tells us a lot about meaning. For instance, when someone is speaking to us we can easily tell that a sentence has ended and a new one is beginning.

In written language, however, there is no voice to guide us towards the meaning of what is being said. For this reason we have to depend on *punctuation marks*. These are signs that we add to written statements as guides towards meaning. Examples of punctuation marks include full stops, exclamation marks, commas and colons.

Just to show the importance of punctuation to written material, look at the following passage which is not punctuated.

Elmina started to cry bitterly and went to bed to sleep James never went back inside Zedekiah's house but every now and then whenever Elmina could think up an excuse she would sneak out of the house and go and meet him on some nights they would walk to the beach and sit down on

the sand and hold each others hand and look out to the sea and the lights of the boats telling each other how much they loved each other and making plans about getting married and so on

It is difficult to understand this passage. Compare the passage you just read with the following one written with punctuation marks.

Elmina started to cry bitterly and went to bed to sleep. James never went back inside Zedekiah's house but every now and then, whenever Elmina could think up an excuse, she would sneak out of the house and go and meet him. On some nights, they would walk to the beach and sit down on the sand and hold each other's hand and look out to the sea and the lights of the boats, telling each other how much they loved each other and making plans about getting married and so on.

(From *Facing the Sea: A New Anthology from the Caribbean Region for Secondary Schools* A. Walmsley and N. Caistor.)

The second passage is much easier to read and understand than the first because it is punctuated.

There are many other types of punctuation, as you shall see soon. Go ahead and learn the rules and meaning of some of them.

LESSON



CAPITAL LETTERS

OBJECTIVE

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

- 👉 use capital letters correctly.

Capital letters are big letters like the letter “C” at the beginning of this sentence. In most of the written material that we read there are usually fewer big letters than small ones. In other words, we use capital letters in some special situations.

Capital letters may also be referred to as being in upper case. Small letters are called lower case letters.

Let us take a look at some of these situations, beginning with the easy one:

1. The first word in every sentence

Just by looking at this page, you can clearly see there is a capital letter at the beginning of every sentence. Look at the following example:

Incorrect: temba came to see me he looked tired and worried there were stains of blood on his jacket.

Correct: **T**emba came to see me. **H**e looked tired and worried. **T**here were stains of blood on his jacket.

2. The pronoun “I”

In all cases, the letter “I” must be capitalised whenever it appears as a *pronoun*; in other words, when we use it as a word on its own. Study the following examples:

He thought *I* was after his money.

They asked me to come but *I* refused.

Do you think *I* would do such a thing?

3. Proper nouns

A proper noun is the name of a particular person (e.g., Peter) or the name of a place (e.g., Harare) or the name of a thing (e.g., Kariba Dam). The first letter of a proper noun should always be capitalised.

Please note the following rules about proper nouns:

- Capitalise the *names of persons*.
Examples: Samora Machel, Nelson Mandela, Bob Marley, Rosa Parks, Mahatma Gandhi, etc.
- Capitalise *geographical names* like countries, cities, towns, streets, continents, mountains, parks, rivers, seas, etc.
Examples: China, Namibia, Zimbabwe, Mount Kilimanjaro, First Street, Atlantic Ocean, Samora Machel Avenue, Julius Nyerere Way, etc.
- Capitalise *names of organisations, business firms, institutions, government bodies*, etc.
Examples: United Nations, Organisation of African Unity, Zimbabwe Writers Union, African National Congress.

- Capitalise *special events and calendar items*.
Examples: Christmas, Easter, Independence Day, Boxing Day, Heroes Day, etc.
- Capitalise *historical events and periods*.
Examples: World War I, Iron Age, French Revolution, Golden Age, etc.
- Capitalise *nationalities, races and religions*.
Examples: African, Malawian, Christian, Moslem, British, German, etc.
- Capitalise the *brand names of business products*.
Examples: Tanganda Tea, Coca Cola, etc.
- Capitalise the *title of a person* when it comes **before** a name:
Examples: Mr. Dube, President Mugabe, Mrs. Sibanda, Commissioner Chihuri.
- Capitalise words referring to the *Diety/God*.
Examples: God, the Lord, the Almighty, the Creator, etc.



ACTIVITY

In each of the following pairs of sentences choose one that is punctuated correctly. Circle the letter of the correct one after each number.

1. a) Bob Marley was born in Jamaica.
b) Bob marley was born in Jamaica.

2. a) Mr. Jones has left for manor farm.
b) Mr. Jones has left for Manor farm.

3. a) We find Mount Kenya in East Africa.
b) We find mount Kenya in east Africa.

4. a) The organisation of African Unity was formed in 1963.
b) The Organisation of African Unity was formed in 1963.

5. a) Clara said I should visit her.
b) Clara said i should visit her.

6. a) Did clara say she is coming home this Easter?
b) Did Clara say she is coming home this Easter?

7. a) James was born in December.
b) James was born in december.

8. a) The Russian revolution took place in 1917.
b) The Russian Revolution took place in 1917.

9. a) Our neighbour, Mr. Patel, says he is Moslem.
b) Our neighbour, mr. Patel, says he is Moslem.

10. a) Africans must unite to fight poverty said President Mbeki.
- b) Africans must unite to fight poverty said president Mbeki.



ANSWERS

- | | | | | |
|------|------|------|------|-------|
| 1. a | 2. b | 3. a | 4. b | 5. a |
| 6. b | 7. a | 8. b | 9. a | 10. a |



EXERCISE 1

Insert capitals whenever they are needed in the following sentences:

1. do you know how long the zambezi river is?
2. temba and patricia first met at the university of zimbabwe.
3. is it true that president ceaucescu was assassinated at christmas?
4. the zambia congress of trade unions will be meeting this afternoon.
5. patricia visited lion park on good friday.
6. temba met mr. dube along fifth street on sunday.
7. greedy politicians should not disturb peace here in southern africa.
8. i went to the kiosk and bought a packet of madison and a bottle of fanta.
9. the wedding took place at the monomatapa hotel.
10. six million jews were killed during the second world war.

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Please check your answers at the end of this unit.

Go over the lesson again if there is anything you still do not understand. Now we shall move on to other types of punctuation.

LESSON



FULL STOP, QUESTION AND EXCLAMATION MARKS

In this lesson we shall look at full stops, question marks and exclamation marks.

OBJECTIVES

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

☞ use full stops, question marks and exclamation marks correctly.

The three types of punctuation mentioned above are called “end marks.” End marks refer to punctuation that appear at the end of sentences.

Let us take a look at each one of the three.

Full stop (.)

A full stop is a dot at the end of a sentence marking its end.

Examples:

She is as beautiful as a flower.

I will do anything for her.

Question mark (?)

At the end of a question we must put a question mark (?)

Examples:

Is he the one who stole your purse?

Is Temba coming with us?



ANSWERS

Joseph was not the kind of person who would lie to him, especially about Patricia. What Joseph had told him was the truth. There was no doubt about it, he thought. Was there any need then for him to spend his time going all the way to Eighth Avenue, and at such an hour too? There was no need, he decided, pacing up and down the room. Outside the rain was falling gently, bringing bad memories to his mind, and before he knew it he found himself upon his knees, his hands clawing his face and crying, “Oh no!”



EXERCISE 2

In the following sentences decide which end mark is needed. Write the last word of the sentence and the correct end mark after it.

Example: Are you coming home today

Answer: today?

1. Whom must I talk to when I get there
2. She took all the money in my purse
3. The woman cried, "My child"
4. Mr. Jones decided to take the old road
5. Do you like fresh vegetables
6. He looked at her and said, "Get away from me"
7. Is Temba still in love with Patricia
8. Don't move or I will blow your brains out
9. Jane says she will come for the party
10. Do you think she is telling the truth

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Check your answers at the end of the unit.

Go over the lesson again if you have got any problems.
Let us move on to the next type of punctuation.

LESSON

3

THE COMMA

In this lesson we shall look at the comma (,).

OBJECTIVE

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

- ☞ use the comma correctly.

A comma is a mark or sign that we put within a sentence to show that we must pause or stop briefly as we speak. These brief stops are necessary because they make our understanding of what is written down much easier.

We use commas in various situations, as we shall see shortly. Let us learn some of these situations.

- To separate things (or items) that come one after the other in a list:

Examples: I met Patrick, Julia and Mrs. Shoko in the park yesterday.
 The priest gave the beggar oranges, apples and bananas.

- To separate groups of words within a sentence:

Examples: The fighters raided the village, burnt the houses, killed some
 men and stole the cattle.
 He looked at me for a while, then at Patricia, his eyes full of
 disbelief.

Note that we use the comma when there are more than two things following each other in a list. We do not use it when we refer to just two things:

There was beer, and music at the party. **INCORRECT**

There was beer, music and dance at the party. **CORRECT.**

Also when the things are separated by conjunctives like “and” there is no need for commas although they may be used:

I have added salt, sugar, and water. **CORRECT**

I have added salt, sugar and water. **CORRECT.**



ACTIVITY

Rewrite the following sentences putting commas where necessary:

1. Cats dogs cows and donkeys are all animals.
2. Peter Temba and Mike said they will come.
3. The old man coughed cleared his throat and lit his pipe.
4. He picked up the receiver listened and smashed it against the wall.

.....

.....

.....

.....



ANSWERS

1. Cats, dogs, cows and donkeys are all animals.
2. Peter, Temba and Mike said they will come.
3. The old man coughed, cleared his throat and lit his pipe.
5. He picked up the receiver, listened and smashed it against the wall.

We also use the comma just before and after words which interrupt a sentence.

Example:

Our neighbour, Mrs. Moyo, is a hardworking woman.

Note that “Mrs. Moyo” interrupts (or disturbs) the sentence which could have been simply written as:

Our neighbour is a hardworking woman.

Also note that only one comma is needed if the “interrupting” word or words come first or last in a sentence. For example:

Well, I don’t see any problem in that.

She will definitely come, I believe.

Commas should also be used to separate items/things when we write dates and addresses.

Examples:

Temba left Botswana on August 2, 2000, for Harare, Zimbabwe.

Those days I rented a flat along Twenty-second Street, Highfield, Harare.



ACTIVITY

Put commas into the following passage where necessary.

On May 20 1999 we gathered to commemorate the death of VaMandisasa who died twenty years ago at a very advanced age. It was a very big congregation comprising uncles aunts cousins and many other relatives I had not met before. Traditional music played the people danced and the elders drank traditional beer. It was after nightfall that the eldest man present VaMhaka stood up to give a speech thanking everybody for attending. Many people immediately left afterwards mostly for the city where they live since we could not all be accommodated for the night. My father and I however chose to stay over the night and we slept inside our car.



ANSWERS

On May 20, 1999, we gathered to commemorate the death of VaMandisasa, who died twenty years ago at a very advanced age. It was a very big congregation comprising uncles, aunts, cousins and many other relatives I had not met before. Traditional music played, the people danced and the elders drank traditional beer. It was after nightfall that the eldest man present, VaMhaka, stood up to give a speech thanking everybody for attending. Many people immediately left afterwards, mostly for the city where they live, since we could not all be accommodated for the night. My father and I, however, chose to stay over the night and we slept inside our car.



EXERCISE 3

Put commas in the following sentences, where necessary.

1. Julius Nyerere former president of Tanzania has now passed away.
2. Our science teacher Mrs. Dube is a great lover of sports.
3. Of course we should be there by ten.
4. The Zambezi that great river passes through several countries in Southern Africa.
5. Temba and Patricia decided to go to the soccer match.
6. Their first child was born on 20 October 1998 in Paris France.
7. I must go home now she thought.
8. Dogs however are obedient creatures.
9. It will be raining very soon.
10. Is he not the one who a few weeks ago won a gold medal in swimming?



Check your answers at the end of the unit.

Go over the lesson again if there is anything you still don't understand.

We now move into the final lesson of this unit.

LESSON



THE SEMICOLON

Welcome to Lesson 4. In this lesson we shall look at the semicolon.

OBJECTIVE

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

- 👉 use the semicolon correctly.

We can simply describe the semicolon as a half full stop.

In other words, when we come across it as we read, we are expected to pause a little longer than we do when we come across a comma, and a little less than when we come across a full stop.

There are two uses of the semicolon:

1. We use a semicolon to separate parts of a compound sentence.

In this case the semicolon replaces words like “and,” “but,” “nor,” “yet,” “or,” etc.

Study the following example:

Give me some more tea but never mind the sugar.

Give me some more tea; never mind the sugar.

In the second sentence we have placed the semicolon in place of the word “but.”

Here are more examples:

- a) She sold all her tomatoes at the market; then visited her aunt.
- b) I finally met her husband; what a good man he is!
- c) You must see the doctor quickly; the problem might worsen.

2. To separate parts of a compound sentence if there are commas used in the sentence.

Example:

I went through Lusaka, Harare, and Maputo; Wanda used the same route.

SUMMARY

It is always advisable to write short sentences. Sentences can be split into two by the use of a full stop, for example:

As one sentence:

I went through Lusaka, Harare, and Maputo; Wanda used the same route.

Split into two sentences:

I went through Harare, Lusaka, and Maputo. Wanda used the same route.



ACTIVITY

Think of five examples of your own using semicolons and write them down in the space provided. Try to read these sentences out loud, making sure you pause correctly where you are supposed to.



EXERCISE 4

Some of the sentences below need semicolons; others do not. If a sentence needs a semicolon, copy the word that comes just before the semicolon and place the semicolon after it. If the sentence is correct just write “C” after the number.

Example:

The naughty boys from next door broke our window, threw stones at our dog, insulted my wife now they have cut a big hole through our fence.

Answer: wife;

1. I gave her all the money I did not want to see her again.
2. Mandi sent me a present from China it was a wonderful present.
3. I like the music of Mapfumo, DeBango and Salif Keita I also listen to Rebecca Malope.
4. She could tell that the rain was coming she got up and shut the windows.
5. When I arrived late for the exam my teacher was angry with me.
6. Temba was there when it happened but he did not seem to take any notice.
7. Here is the money here is the address and the telephone number.
8. The music stopped and the lights went out we wondered what was going to happen next.
9. Mother goes to church, waters the garden and washes the clothes.
10. Don't you think Mr. Dube should also come since he is a close relative of Temba?

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Check your answers at the end of the unit.

Go over the lesson again if you still have any problems.

SUMMARY

In this unit you have been studying some types of punctuation. There are many others that you will study later.

For the meantime, it is important that you review the rules and usage of what has been covered in this unit.

Good luck!



ANSWERS

EXERCISE 1

1. Do you know how long the Zambezi River is?
2. Temba and Patricia first met at the University of Zimbabwe.
3. Is it true that President Ceucescu was assassinated at Christmas?
4. The Zambia Congress of Trade Unions will be meeting this afternoon.
5. Patricia visited Lion Park on Good Friday.
6. Temba met Mr. Dube along Fifth Street on Sunday.
7. Greedy politicians should not disturb peace here in Southern Africa.
8. I went to the kiosk and bought a packet of Madison and a bottle of Fanta.
9. The wedding took place at the Monomatapa Hotel.
10. Six million Jews were killed during the Second World War.

EXERCISE 2

- | | |
|----------------|------------|
| 1. there? | 2. purse. |
| 3. child! | 4. road. |
| 5. vegetables? | 6. me! |
| 7. Patricia? | 8. out! |
| 9. party. | 10. truth? |

EXERCISE 3

1. Julius Nyerere, former president of Tanzania, has now passed away.
2. Our science teacher, Mrs. Dube, is a great lover of sports.
3. Of course, we should be there by ten.
4. The Zambezi, that great river, passes through several countries in Southern Africa.
5. Temba and Patricia decided to go to the soccer match.
6. Their first child was born on 20 October, 1998, in Paris, France.
7. I must go home now, she thought.
8. Dogs, however, are obedient creatures.
9. It will be raining very soon.
10. Is he not the one who, a few weeks ago, won a gold medal in swimming?

EXERCISE 4

- | | |
|-----------|------------|
| 1. money; | 2. China; |
| 3. Keita; | 4. coming; |
| 5. C | 6. C |
| 7. money; | 8. out; |
| 9. C | 10. C. |

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