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Appendix

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<td>C</td>
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Unit 1: Adventure on Lake Kariba

1 Reading and study skills

A reading exercise

You are reading a narrative about waiting for your turn and meeting a group of friend.

1. Read the sentence and put a question mark at the end of the sentence. Identify the main idea of the paragraph.

2. Read the paragraph again. Try to identify the meaning of some words and phrases in the context in which they appear.

3. Read the remaining part of the text. Notice the use of specific words and phrases in the text.

4. Explain the concept or meaning of the text to a friend.

5. Write a paragraph about your own adventure on a lake.

2 Study skills

Contact which

Paragraph 1

How do you usually pass the time on a long boat journey?

Paragraph 2

What do you think about the weather on the lake?

Paragraph 3

What do you think about the sound of the waves?

Paragraph 4

What do you think about the quality of the water?

Paragraph 5

What do you think about the speed of the boat?

3 Comprehension skills

Towering mountains

Paragraph 1

Is the boat fast or slow?

Paragraph 2

What do you think about the view of the mountains?

Paragraph 3

What do you think about the sound of the waves?

Paragraph 4

What do you think about the quality of the water?

Paragraph 5

What do you think about the speed of the boat?
Unit 2 A race against time

1 Reading and study skills

1.1 Opening ideas

The reader enters the story through a sequence of ideas that provide context and set the stage for the events that follow. This section introduces the main characters and setting, building interest and curiosity. The reader is encouraged to think about the implications of the events described, fostering active engagement with the material.

1.2 Reading skills

- Anticipation: Predicting what will happen next.
- Factual recall: Remembering specific details.
- Inference: Drawing conclusions from the text.
- Synthesis: Combining information to form new ideas.

1.3 Comprehension skills

- Summarization: Condensing the main points.
- Sequence: Understanding the order of events.
- Comparison: Identifying similarities and differences.
- Cause and effect: Recognizing cause-and-effect relationships.

1.4 Language skills

- Vocabulary: Demonstrating understanding of new words.
- Grammar: Correctly using sentence structure.
- Pronunciation: Producing clear and natural speech.
- Fluency: Speaking or writing without pauses.

2 Study skills

- Note taking: Organizing information from the text.
- Review: Revisiting the material to reinforce understanding.
- Practice: Applying knowledge through exercises.
- Test preparation: Studying effectively for exams.

This section provides strategies for improving reading comprehension, study habits, and language skills, ensuring that students can engage with the material on a deeper level.

3.1 The weather...

- How the weather affects the story.
- The role of weather in the narrative.
- Weather as a symbol or motif.

3.2 The main character...

- Character development.
- Motivation and drives.
- Conflict and challenges.

3.3 The setting...

- Physical environment.
- Cultural context.
- Historical background.

Each section is designed to enhance the reader's ability to comprehend and analyze the text, ensuring a rich and engaging reading experience.

4.1 The conclusion

- Summarizing the main points.
- Reflecting on the significance of the story.
- Encouraging critical thinking.

This concludes the unit, providing a comprehensive overview of the narrative and its implications.

End of Unit 2
I had a dream tonight about my brother, the one that died. It was full of colors and shapes, but it was all very blurry. I couldn't remember much of it, but I do remember feeling lonely.

The next morning, I woke up feeling a bit sad. I decided to go for a walk to clear my mind. As I was walking, I noticed a little bird perched on a branch. It was singing a sweet tune that seemed to bring a sense of peace to my heart.

That day, I visited my brother's grave. The sun was shining and the flowers were blooming. I sat down and thought about all the memories we had together. I realized how much I missed him and how much I needed him in my life.

I also decided to write a letter to him, telling him how much I loved him and how much I missed him. I explained how much he meant to me and how much I looked forward to seeing him again.

After that, I went to visit my sister. She was very happy to see me and we spent the whole day talking and reminiscing about the good old days. It was a wonderful day, and I left feeling much better.

I went home feeling very content. I knew that my brother was always with me, even when I couldn't see him. And I realized that the memories we shared will always stay with me, even if he's not here anymore.
Oral composition

Write the following sentence: "The room was full of students."

Then write a sentence to continue the paragraph: "Some were sitting, and others were standing."

Next, write a sentence to describe what the room looked like: "The walls were painted in bright colors, and the windows were open, letting in fresh air."

Finally, write a sentence to express how you feel about being in the room: "I felt excited and eager to learn something new."

Writing skills

Write a story in which the main character is a gardener. Describe the garden in detail, including the plants, the flowers, and the tools. Then write about what the character does each day in the garden, such as planting seeds, watering the plants, and pruning the trees. Finally, write about what the character learns from the garden: the importance of taking care of living things, the beauty of nature, and the satisfaction of creating something beautiful. Remember to include dialogue and description to make your story engaging.

End example.
Unit 7 "Hellorin's greed"

Reading and study skills: 2

Desert in the desert

Use the writing method to study the story. Try to remember the main points.

1. This is about the desert. How many times have you traveled in the desert?

2. What is the name of the story?

3. What is the main point of the story?

4. What is the main theme of the story?

5. What is the main character of the story?

6. What is the main plot of the story?

7. What is the setting of the story?

8. What is the tone of the story?

9. What is the mood of the story?

10. What is the climax of the story?

11. What is the resolution of the story?

12. What is the moral of the story?

13. What is the message of the story?

14. What is the lesson of the story?

15. What is the significance of the story?

16. What is the relevance of the story?

17. What is the importance of the story?

18. What is the impact of the story?

19. What is the influence of the story?

20. What is the legacy of the story?

21. What is the future of the story?

22. What is the past of the story?

23. What is the present of the story?

24. What is the future of the story?

25. What is the past of the story?

26. What is the present of the story?

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33. What is the future of the story?

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53. What is the present of the story?

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56. What is the present of the story?

57. What is the future of the story?

58. What is the past of the story?

59. What is the present of the story?

60. What is the future of the story?
5 Reading and comprehension

In this section, you are asked to read a short passage and answer questions based on the content. The passage is as follows:

The area of a circle can be calculated using the formula A = \pi r^2, where A is the area and r is the radius. The area of a square can be calculated using the formula A = s^2, where A is the area and s is the side length. The area of a rectangle can be calculated using the formula A = lw, where A is the area, l is the length, and w is the width. The area of a parallelogram can be calculated using the formula A = bh, where A is the area, b is the base, and h is the height.

Questions:
1. What is the area of a circle with a radius of 5 units?
2. What is the area of a square with a side length of 7 units?
3. What is the area of a rectangle with length 10 units and width 4 units?
4. What is the area of a parallelogram with base 8 units and height 3 units?

6 Language skills

Exercises:

Exercise 1:
This text contains information about grammar, vocabulary, and spelling. You may use the vocabulary to help you.

Exercise 2:
Complete the following sentences with the appropriate prepositions:
1. I love to travel around the world because it helps me understand different cultures and traditions.
2. She left her keys at home and had to wait for someone to come home and let her in.
3. He brought his dog to the park because it is a great place for them to play and exercise.
4. They decided to go on a road trip to see more of the country and explore new places.

Exercise 3:
Read the following story and answer the questions:

Once upon a time, there was a young girl named Lily. She lived in a small village with her parents and her older brother, Jack. Lily loved to read books and spent every spare moment in the library, where she could find all sorts of interesting stories. One day, her parents surprised her with a trip to the city. Lily was overjoyed and couldn't wait to explore all the new places.

Questions:
1. Where did Lily live?
2. Who surprised Lily with a trip to the city?
3. What did Lily love to do?
4. Where did Lily spend every spare moment?

Write a short story of your own.

7 Writing

Write a short story of your own, using the same theme as the one above. You may use the vocabulary to help you.

8 Vocabulary

Complete the sentences with the appropriate words:

1. I love to travel around the world because it helps me understand different cultures and traditions.
2. She left her keys at home and had to wait for someone to come home and let her in.
3. He brought his dog to the park because it is a great place for them to play and exercise.
4. They decided to go on a road trip to see more of the country and explore new places.

9 Grammar

Complete the sentences with the appropriate prepositions:

1. I love to travel around the world because it helps me understand different cultures and traditions.
2. She left her keys at home and had to wait for someone to come home and let her in.
3. He brought his dog to the park because it is a great place for them to play and exercise.
4. They decided to go on a road trip to see more of the country and explore new places.
Unit 14 Using an encyclopaedia

1. Reading and study skills

a. looking up words

- Always check the pronunciation of the word. Do not use a dictionary unless you are certain of the meaning.
- Check the spelling of the word. Do not use a dictionary unless you are certain of the spelling.
- Check the context of the word. Do not use a dictionary unless you are certain of the context.
- Check the meaning of the word. Do not use a dictionary unless you are certain of the meaning.
- Check the example sentences of the word. Do not use a dictionary unless you are certain of the example sentences.
- Check the synonym of the word. Do not use a dictionary unless you are certain of the synonym.
- Check the antonym of the word. Do not use a dictionary unless you are certain of the antonym.
- Check the verb form of the word. Do not use a dictionary unless you are certain of the verb form.
- Check the noun form of the word. Do not use a dictionary unless you are certain of the noun form.
- Check the adjective form of the word. Do not use a dictionary unless you are certain of the adjective form.
- Check the adverb form of the word. Do not use a dictionary unless you are certain of the adverb form.
- Check the pronoun form of the word. Do not use a dictionary unless you are certain of the pronoun form.
- Check the preposition form of the word. Do not use a dictionary unless you are certain of the preposition form.
- Check the conjunction form of the word. Do not use a dictionary unless you are certain of the conjunction form.
- Check the interjection form of the word. Do not use a dictionary unless you are certain of the interjection form.
- Check the proper noun form of the word. Do not use a dictionary unless you are certain of the proper noun form.
- Check the noun phrase form of the word. Do not use a dictionary unless you are certain of the noun phrase form.
- Check the verb phrase form of the word. Do not use a dictionary unless you are certain of the verb phrase form.
- Check the adjective phrase form of the word. Do not use a dictionary unless you are certain of the adjective phrase form.
- Check the prepositional phrase form of the word. Do not use a dictionary unless you are certain of the prepositional phrase form.
- Check the relative clause form of the word. Do not use a dictionary unless you are certain of the relative clause form.
- Check the comparative form of the word. Do not use a dictionary unless you are certain of the comparative form.
- Check the superlative form of the word. Do not use a dictionary unless you are certain of the superlative form.
- Check the collective form of the word. Do not use a dictionary unless you are certain of the collective form.
- Check the compound form of the word. Do not use a dictionary unless you are certain of the compound form.
- Check the plural form of the word. Do not use a dictionary unless you are certain of the plural form.
Language skills

What is a verb?

A verb is a word that shows an action or state of being. For example, "run," "sit," "is," "are," etc.

Use verbs correctly.

Choose the correct verb tense and form. For example, "I run," "I am running," and "I have run." Use the correct verb in the sentence.

Practice writing sentences that include verbs. For example, "I like to run," "I am sitting," and "I have been running for an hour."

Language and communication

Writing skills

What is a paragraph?

A paragraph is a group of sentences that deal with a specific topic. Each sentence in a paragraph should support the main idea of the paragraph.

Choose a topic. For example, "Animals that live in the jungle." Write a paragraph about each animal you choose, using evidence and examples to support your ideas.

Practice writing paragraphs on different topics. For example, "The effects of global warming," "The history of the internet," and "The benefits of exercise."
8 Forms of the passive

The passive form of verbs is used in the present, indicating that another verb, different from the verb itself, is the subject. It is used primarily to indicate that the subject is an object of another verb, which cannot be directly stated.

9 Auxiliary verbs

Auxiliary verbs are a group of words that form the present passive. They are:

- have
- has
- had
- been
- being
- been

10 Differences in meaning:

- "Have" and "Do" vs. "Be" and "Are"

11 Pronouns

A pronoun is a word which replaces a noun or a noun phrase.

12 Punctuation

Punctuation marks in English can be used to indicate the presence or absence of a subject in a sentence.

13 Question tags

Question tags are used to indicate疑问 marks or punctuation marks at the end of a sentence.
## Appendix 3: A list of common irregular verbs

Verbs are irregular because they do not follow the normal patterns of verb conjugation. This is often due to a change in the verb root, or the addition of a prefix or suffix. For this reason, they are often grouped together and given a special name or category. The common prefix or suffix is shown in the column to the left.

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Note: The past participle is often used as an adjective, or to form the past perfect tense. The past tense is often used as a noun, or to form the past perfect tense. The present tense is often used as an adverb, or to form the present perfect tense.
### Estimator

**YEAR 1** | **%** | **YEAR 2** | **%** | **YEAR 3** | **%** | **YEAR 4** | **%** | **YEAR 5** | **%** | **LIFETIME** | **%**
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mc stock | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
mc quantities | 5000 | 5000 | 5000 | 5000 | 5000 | 5000 | 5000 | 5000 | 5000 | 5000 | 5000 |
sp quantity | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
sp stock | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
rev | 121250 | 100% | 121250 | 100% | 46500 | 100% | 121250 | 100% | 121250 | 100% | 970000 | 100% |
sp & b cost | 90160 | 74% | 0 | 0% | 20 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
tangible Royalty (%) | 10% | 12.12 | 10% | 12.12 | 10% | 12.12 | 10% | 12.12 | 10% | 12.12 | 10% | 12.12 |
int. Gross Margin | (19523) | -16% | 70262 | 56% | 308200 | 64% | 37748 | 31% | 136125 | 90% | 507173 | 100% |
int. Gross Margin | (19523) | -16% | 70262 | 56% | 308200 | 64% | 37748 | 31% | 136125 | 90% | 507173 | 100% |

### Plant Costs

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<tr>
<td><strong>Typical making</strong></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total costs</strong></td>
<td>293500</td>
<td>298500</td>
<td>127300</td>
<td>88100</td>
<td>0</td>
</tr>
</tbody>
</table>

**Stage 1 - 27/01/89**

1. Contract signed?
2. Costs checked against WIP?
3. Authors corrections checked?
4. Royalty advances correctly allocated?
5. Are costs still outstanding and when due?

**Run-on price** 5.92
Endnotes

Chapter 1


Chapter 2

1 "Department of Education Senior Phase (Grades 7 to 9) Policy Document" October 1997, p. 4-7.
1 Ibid. p. 37.

Conclusion