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The revision of an existing English language textbook to meet the demands of outcomes-based education

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Appendix

A 1	unrevised Unit 1 of the textbook
A 2	unrevised Unit 2 of the textbook
A 3	unrevised Unit 7 of the textbook
A 4	unrevised Unit 14 of the textbook
B	appendix of the textbook
C	profit and loss sheet for the revision

A 1

...ination preparation, including advice
...o choose a suitable composition topic
...w to follow the instructions of an
...ination paper.

...ding method is explained and practised
...ome of the reading passages. This
...d is intended to give students the confi-
...ce to deal with a passage by themselves so
...ey can apply the skill not only to the
...f the English lessons but also to any real
...ld subject. Using study skills is an impor-
...t of the reading method. With these
...e students practise a number of ways of
...ng a text. Some of these include:
...w to scan a text
...w to read for detail
...w to make notes
...w to choose important information
...w to select and compare information

- how to use the contexts to find out the meanings of new vocabulary
- how to undertake research projects on the basis of work that has been studied.

The structures of English which have been taught in previous books are reinforced and consolidated. The major tenses of English are revised, eg the present and past simple tenses, future tenses, and the present and past perfect tenses. There is also work on prepositions, conjunctions, Direct and Indirect Speech, questions, question tags, main and subordinate clauses, joining ideas, nouns and the use of "a" and "the", auxiliary verbs, adjectives and common errors. (Teachers should note that the terms present simple, past simple, etc, are used throughout the book. These terms are equivalent to present indefinite, past indefinite, etc.)

Unit 1 Adventure on Lake Kariba

1 Reading and study skills ①
A reading method

The reading method involves working by yourself and studying a passage several times.

1 Read the passage to get a general idea of its meaning. Make a note of unfamiliar words and phrases. Some of these may be
source – reservoir – ordinary – offshore – darting – instinctively.

2 Read the passage again. Try to work out the meanings of new words and phrases using the *contexts* in which they occur.

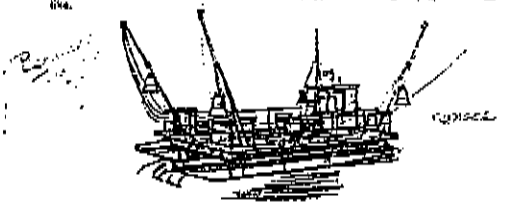
3 Read the passage for the third time. Make sure you understand all the different meanings in it.

Adventure on Lake Kariba

Hello, I'm Alexis Sibanda. I'm a kapenta fisherman and I run an unusual fishing business on Lake Kariba. As you probably know, this lake is situated on the border of Zambia and Zimbabwe. I own a large fishing boat and four of my brothers work for me. We are not ordinary fishermen as I will tell you.



1 Each evening, as the sun sets, we leave the harbour in our boat and go three or four kilometres *offshore* to the fishing grounds. Our boat is an odd-looking vessel which was *specially designed* by a friend of mine for the kind of fishing we do on the lake. This is what our boat looks like.





The kapenta fish is a tiny creature which measures on average only three centimetres in length and weighs only a few milligrammes. Despite its size, it plays an important role in local food supply, for it is an *abundant* and cheap source of protein. It is therefore highly nutritious and forms a vital part of our diet in Zimbabwe and neighbouring countries. Also kapenta breed very quickly and at the moment there is no danger that we will *overfish* the lake and cause the fish to disappear. We know quite a lot about the habits of the kapenta fish. For example, they live together in shoals which are huge in number and often consist of thousands of fish. This is an enormous advantage when we are out fishing because it's possible to catch large quantities of fish at one time. Kapenta fish prefer to live in the shallower parts of the lake where there is plenty of food and the water is quite warm. Finally we know that they *instinctively* gather round a bright light and this piece of information is important for the method of fishing we use.

2 When we are out on the water, our first task is to find a shoal of kapenta fish so that we can encircle it with a net and bring the fish to the surface. When we locate the kapenta fish, we must then persuade the shoal of fish to swim to a spot directly under the boat. First we drop a huge net into the water so that it spreads out in a circle underneath the boat. Then we lower a very powerful light into the water underneath the boat in order to attract the fish. We turn the light on and the brightness draws the fish towards it like a magnet. Soon thousands of fish gather under the boat and we can see their tiny bodies *darting* through the water like little streaks of silver. It takes about half an hour for enough fish to collect under the light, ready to fill the net when we raise it. During this time, we sit on the deck of the boat, waiting patiently, for there is not much we can do at this stage.

3 Then the real work begins. We lift the light out of the water, pull the net to the surface and *haul* our catch on board. This part of the work takes a lot of physical effort, especially if the net is heavy with fish. We store the fish in large plastic containers and begin the *operation* again. Often we stay in one spot for the whole night, as it takes several hours to catch all the fish in a big shoal. On other occasions, if the shoal is a small one, we leave that part of the lake and try to locate more fish. During a successful night's work, we often bring in up to a tonne of fish but sometimes we catch nothing at all, particularly if the weather is bad and rain and wind sweep across the lake. Then we abandon all idea of fishing and head for home. Once we were caught in some terrible weather conditions that took us completely by surprise and nearly cost us our lives. But that's another story that I'll tell you about later!

4 After a night on the lake my brothers and I are all very tired so we leave the task of preparing the fish to other people. As soon as we arrive at the harbour, my employees take the plastic containers off the boat and carry them to large drying racks. Here they spread the fish out evenly and leave them to dry in the sun. The heat of the sun causes the moisture in the fish to *evaporate*. It takes about six hours for the fish to dry out completely, but this depends on the temperature and the time of year. At the end of the day, when the fish are dry, we put them into large sacks and send them to a factory. The workers at the factory pack them into small bags which then go on sale to the public in shops and supermarkets.

2 Study skills
Context work

Exercise 1

Work in pairs. Take it in turns with your partner to answer these questions. Study where the words in *italic* occur in the passage. This is the *context* of the words. Use the context to try to explain the reasons for your answers.

Paragraph 1

1 Do you think the word *offshore* means *away from the shore* or *on the shore*?

2 We know that the fishing boat was *specially designed*. Do you think the design of the boat describes
(a) the plan of the boat?
(b) the size of the boat?
(c) the weight of the boat?
Talk about what is unusual in the design of the boat.

Paragraph 2

3 Do you think the word *abundant* refers to
(a) an amount of fish?
(b) the price of the fish?
(c) the taste of the fish?
What information in the paragraph helps us to explain the meaning of *abundant*?

4 What do you think the word *diet* refers to? Is it
(a) protein?
(b) all the different kinds of food we eat?
(c) a particular kind of food?
Talk about what your diet consists of.

5 We want to know the meaning of the word *overfish*. Study the contexts of the sentence in which this word appears. What do you think may happen if we do overfish the lake?

Paragraph 3

6 Look at the word *darting*. Do you think it refers to
(a) how the fishermen catch the fish?
(b) the way the fish move in the water?
(c) the small size of the fish?
Do you think the word tells us anything about speed?

Paragraph 4

7 Study the word *dead*. Look for another word in this paragraph which has a similar meaning. Do you think the terms of hunting something is easy work or hard work? Give a reason for your answer. Look information in this paragraph.

8 What information is there in this paragraph that tells us that terrible weather conditions are not very good conditions?

9 What do you think the word *operation* describes?

10 The word *instinctively* occurs in paragraph 2. Talk about what this word means. We will look at it in detail in the Reading and Comprehension section.

Written work

After oral work, write the answers to the questions in your books.

3 Comprehension skills
Twenty questions
Using the present simple tense

Work in pairs. Take it in turns with your partner to talk about the answers to these questions. All the questions practise the different forms of the present simple tense. As a remembering exercise, try to answer the questions without referring to the story.

1 Where does Alexis Sibanda live?
2 What kind of work does he do?
3 What does his boat look like? Answer: *It is ....*
4 What are the fishing grounds?
5 How big is the kapenta fish?
6 Why does it play an important role in local food supply?
7 Why is there no danger that they will overfish the lake?
8 Where does the kapenta fish prefer to live?
9 What else do we know about the habits of the kapenta fish? Give two answers.
10 Why do the fishermen use a powerful light?
11 How do they use this light?

What happens when they turn the light

How long does it take for the fish to ... under the net?

What happens when the real work ...? Complete these sentences. They .... *Right out of the water*, ... *she set to her* ... and ....

Why does the work sometimes take a lot ... time?

Where do they store the kapenta when they are on the boat?

What do they do if they do not find many ... in one part of the lake?

Where do they stay in one spot for the ... night?

If they have a successful night's fishing, ... many fish do they catch?

What happens if the weather on the lake ... very bad?

Written work

... oral work, write the answers to the ... in your books.

Communication skills ⑤

Requesting information

Exercise 1

... in pairs. Complete this interview with ... Sibanda. Use the information in paragraph ... of the story for the information you need.

Fishing sounds like hard work! You must be exhausted when you get back to the ...

Sibanda: Yes, we are. We are all ....

So what happens to the fish? I mean how do you keep them fresh?

SIBANDA: Well, ...

And what happens to the fish on the drying racks?

SANDA: ....

I see. And how long does it take for the fish to dry out?

SANDA: ....

A: So the fish are dried out by the end of the day, are they?

SIBANDA: Yes, that's right.

A: And what happens then?

SIBANDA: ....

A: What do the workers at the factory do?

SIBANDA: ....

A: I see. Thank you very much indeed for talking to me.

SIBANDA: Not at all.

Exercise 2

Work in groups. Think of activities you do regularly. Tell the other students in your group what these activities are and what they involve. Here are some ideas for your conversations.

A: Do you ever listen to the radio, ... (Use the name of the student you are talking to)?

B: ....

A: And what's your favourite programme?

B: ....

A: Tell us something about it, please. For example, what time is it on?

B: ....

A: What do you enjoy doing in your spare time, ...?

B: ....

A: What do you like about ....?

B: ....

A: Do you ever spend time helping your parents, ...?

B: ....

A: Tell me some of the things you do with them.

B: ....

A: Do you enjoy listening to music, ...?

B: ....

A: Who are your favourite singers?

B: ....

Written work

Write a paragraph about the activities you do regularly each day.

5 Language skills

Tenses of the verb

How things work: An echo sounder

As Alex Sibanda tells us about his work, he uses several different tenses of the verb, eg

We *are* not ordinary fishermen as I *will tell* you

The kapenta fish is a tiny fish which *measures* on average only a few centimetres in length.

Once we *were* caught in some terrible weather conditions that took us completely by surprise and nearly cost us our lives.

Identify the tenses of the verb in *italics*. You will find examples of the present simple tense, the past simple tense and the future tense. Reference tables at the end of the book show you how to form these different tenses. Remember that in speech, we usually use contracted forms with pronouns.

We often use the present simple tense of the verb to explain how things work.

Exercise 1

Work in pairs. Take it in turns with your partner to complete this passage. The passage explains three things; what an echo is, how an echo sounder works, and how the fishermen use this machine to locate a shoal of fish. Use the present simple tense of the verb in brackets and listen carefully to what your partner says. Check your work with the reference table if necessary.

First of all it (be) important to understand what we (mean) by an echo. An echo (occur) when sound waves (hit) a solid object like a cliff, a hill or the sea bed. The waves (bounce) off the solid object and (return) in the opposite direction back to where they started.

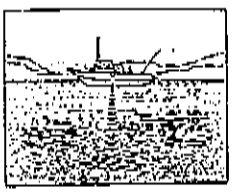
An echo sounder (be) a machine on a boat which (send) sound waves down through the water. When the sound waves (reach) the bottom of the lake, they (bounce) back up to the boat and (make) a sound on the machine which is repeated every few seconds, like this:

ping ping ping ping ping

When the sound waves (hit) a shoal of fish, the fish (reflect) the sound back to the boat. The noise we (hear) from the machine (become) a lot more frequent because it (not travel) as far. The frequency of the sound we (hear) (be) something like this:

ping ping ping ping ping ping ping ping

This diagram shows you what happens.



We (turn) the machine on. Sound waves (travel) down to the sea bed. When they (hit) a solid object like a shoal of fish, they (bounce) back up to the boat, like a rubber ball (bounce) off the ground. This machine (make) it easy to locate the fish.

Exercise 2

Take it in turns with your partner to answer these questions without looking at the passage.

1 When does an echo occur?
2 What do the sound waves bounce off?
3 What does an echo sounder do?
4 What happens when the sound waves hit a shoal of fish?
5 When the sound waves hit a shoal of fish they occur at much more frequent intervals. Why is this?

Written work

1 Write out the information using the present simple tense of the verbs in brackets.
2 Answer questions 1–5 in your books.

5 Language skills

Writing rules

Time phrases: The past simple tense

Writing rules

Last year we learned about writing rules. We learned how important it is to check written work before it is marked.

Exercise 1

Work in pairs. Take it in turns to answer these questions with your partner. Use the words and phrases in the information box to help you.

a capital letter, full stop, exclamation mark, punctuation, spelling, date, a colon, a semi-colon, inverted commas, a comma, question mark.

1 . , " " ! ? : ; These marks are .... marks! What do we call each mark?
2 What should every new sentence begin with?
3 We should end a sentence with either a ., ! or ?. Complete the sentence.
4 Complete this sentence. *Proper names* like Botswana, Swaziland, the Atlantic Ocean always begin with ....
5 You should use a dictionary to check the .... of a word.
6 How should you begin each piece of new work in your exercise books? You begin with the ....

Time phrases

Study this sentence.

Yesterday morning the fishermen left the harbour at six o'clock.

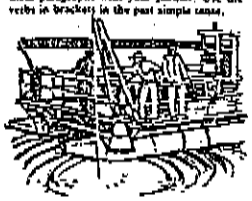
Yesterday morning is a time phrase. It tells us that something happened in the past. We often use the past simple tense with this kind of time phrase to report events that took place in the past.

The past simple tense

Regular and irregular verbs form the past simple tense in different ways. At the back of the book, there is a list of common irregular verbs. Use your reference skills to check the correct form of the verb as you complete the exercise below.

Exercise 2

Work in pairs. Take it in turns to complete these paragraphs with your partner. Use the verbs in brackets in the past simple tense.



Yesterday evening we (leave) the harbour just as the sun (sink) slowly over the horizon. We (be) lucky last night for we (use) the echo sounder close inshore and soon (find) a huge shoal of fish. I (stop) the engine and (turn) on the generator which (provide) us with electricity for the lights.

I (tell) my brother Amos to drop the net into the water and then we carefully (lower) the lights. I (switch) it on and a bright circle of silver (spread) out below the boat. Thousands of fish (swim) towards us and we (can) see the reflection of their tiny bodies which (gleam) in the dark water.

We (sit) on the deck for half an hour and (wait) patiently. Then the real work (begin). We (lift) the light on board and (haul) the net out of the water. We (need) all our strength to bring the fish in and it (take) longer than usual, for the catch this time (be) a heavy one.

We (repeat) the operation throughout the night until all our storage containers (be) full. Then, at four o'clock in the morning, as the sky (begin) to lighten in the east, we (head) back in the harbour (exhausted) with effort. Exhausted but happy!

Written work

After oral work, write the passage in your books. Use the writing rules to check your work.

7 Reading and comprehension

Dictionary and reference skills

The *reference* box gives you information about the content of a dictionary entry. Study it carefully and look at the entry for the word *instinct*.

1 A dictionary is a reference book. You refer to it when you want to find some information about a word.
2 Look at the entry below. The word instinct is in bold type.
3 The gap between the n and the s tells us that the word has two syllables.
4 The information in the (/ /) tells us how to pronounce the word.
5 The letter n gives us grammatical information about the word. n stands for noun.
6 The next part of the entry explains the meanings of the word.
7 In the first meaning, instinct is used as an uncountable noun. The symbol [U] indicates this. An example of how to use the word in this way is given in italics.
8 In the second meaning, instinct is used as a countable noun. The symbol [C] indicates this. It means the noun can be used in the plural. An example is again given in italics.
9 Other words in bold type are formed from the first entry, eg we add the suffix *ive* to form the adjective instinctive and we add the *ly* suffix to make an adverb from the adjective.

in·stinct /'ɪnstɪŋkt/ n 1. [U] natural behaviour; to act in a certain way: *Birds learn to fly by n.* 2. [C] natural feelings which guide our behaviour before we think about what we do: *My instincts tell me that I can trust him, in spite of his smiling manner.* adj [pred] *n. of, not learning from training or teaching: Animals have n. fear of fire.* in stinct tive /ɪn'stɪŋktɪv/ adj *Kayowa felt more – towards a bright light.*

Exercise 1

Work in pairs. Study the entry for the word generate (vt) then take it in turns to answer the questions with your partner.

gen·er·ate /'dʒenəreɪt/ vt create, produce, bring into existence: *work to enable the machine to g. electricity.* generation n 1. [U] creation, *production: the n of electricity by hydro-electric power.* 2. [C] *people born* (the years) it takes for children to grow up, marry and have their own children. 3. [C] all people born about the same time: *my n was born after the Second World War, the younger n, future n.* 4. *by n, formation* n [C] a machine which produces electricity.

Note: the abbreviation vt stands for transitive verb. A transitive verb takes a Direct Object, eg this *machine generates electricity* (electricity is the Direct Object).

1 How many syllables are there in the verb generate?
2 Give an example of the stressing of this word.
3 What does the abbreviation vt tell us?
4 What does generation mean as an uncountable noun?
5 What is a countable noun?
6 Give an example of the entry as a countable noun.

Related words: word formation

Last year we studied how to form different words with prefixes and suffixes. Use two different suffixes to form nouns from these verbs:

create produce generate

Exercise 2
Use a dictionary to find words which replace the * in the table below and which are related to the words in italics. All these words are taken from the story in this Unit.

Noun	Verb	Adjective	Adverb
*		*abundant*	*
length		*	
*		*murkiness*	*
danger		*	*
*	*disappear*		
*		*enormous*	
advantage		*	*
*	*prefer*	*	*
*		*	*completely*
occasion		*	*

8 Oral composition
Mr Sibanda's work

Do you remember Mr Sibanda? He slept most of the day, but during the late afternoon, he got up and went back to work. There are some of the things he does before he sets off for the fishing grounds. Take it in turns with your partner to complete each sentence. Use the present simple tense of the verbs in brackets.

Mr Sibanda returns to work during the late afternoon and prepares for the night's fishing.
He .... his boat. (go out to).
He .... the echo sounder is working. (make sure)
He .... the factory and .... them to collect the dried fish. (telephone, tell)
He .... at the newspaper and .... the weather report. (look, study)
He .... the mail and .... any letters that .... a reply. (open, answer, need)
He .... the nets and .... any holes in them. (mend, repair)
He .... diesel fuel in the engine. (put)
He .... that the light is working. (check)
He .... the deck of the boat. (clean)
He .... the plastic containers and .... them on the deck. (wash, stack)
He .... to the garage and .... them to deliver some more fuel for the boat. (speak, ask)
He .... a record of the previous night's catch in a notebook. (keep)

9 Writing skills
Organising ideas into a paragraph

Exercise 1
A paragraph contains ideas which are related. Look again at the different jobs that Mr Sibanda does. Organise these ideas into two paragraphs so that you explain:
1 what he does on his boat. This will be the first paragraph.
2 what he does in his office. This will be the second paragraph.

Begin your first paragraph like this:
As soon as Mr Sibanda arrives at work, he goes onto his boat and ....
Remember the writing rules. Check your work.

Exercise 2
When Themba wrote about the activities he does every day, this is what he wrote. He did not use the writing rules to check his work. Write out the paragraph correctly. There are ten mistakes.

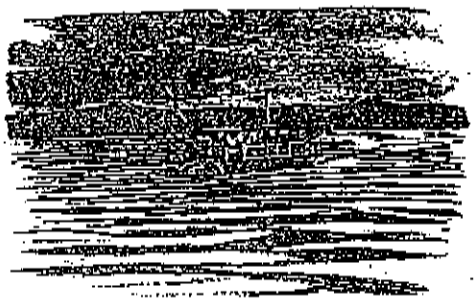
every day I reads the newspaper before I go to school
first I looks at the headlines and if they be important I read the article. Then I looks at the back page and the sports news. I enjoy the cartoons and the comic strips and I read there too. If I has time I reads the international news and any trainer articles about footy interesting I spend about fifteen minutes reading the paper

Unit 2 A race against time

1 Reading and study skills 1
The reading method

Use the reading method to study the passage. Pay attention to the words and phrases in italics.

In this part of the story, Mr Sibanda describes the terrible storm that sweeps across Lake Kariba.



We left the harbour at about late in the afternoon just as the blue afternoon sky began to darken. That evening our *destination* was a long way offshore, perhaps seven or eight kilometres. But we had decided that the long, slow journey out there was well worth it. During each of the previous three nights we had caught nearly a tonne of fish in those fishing grounds and that meant a lot of money!

Our departure was uneventful and there was no sign of the frightening weather that we later experienced. A gentle breeze blew across the lake from the south and the surface of the water was flat and calm. All our fishing equipment was *in good order*; the nets had been repaired that day, the echo sounder was working normally, and the two big diesel engines that drove the boat were running normally and we did not expect the generator that provided electricity for the lights to give us any trouble.

We first began to realise that the weather was changing about an hour later when the breeze died completely and the warm air became very still. But the stars still *twinkled* in the sky and there was not a *cloud in sight*. Then the breeze *sprang up again*, feeling cool and fresh on our faces and it strengthened with every minute. But at that time, it hardly *ruffled* the surface of the lake and we continued to make steady progress towards the fishing grounds. The thin *crescent* of the moon *crept above the horizon* in the east adding a shade of brightness to the sky—and that's what made us notice how the weather was about to change.

My brother Amos noticed it first; a deep, inky blackness rising above the hills to the south, like an enormous blanket dragging itself across the sky, covering the stars one by one and spreading out over the water. A faint flash of pink glowed for a second, deep in the clouds, and then another, brighter this time and lasting longer.

Then the *breeze turned into a real wind*, bringing the storm towards us and *churning* the water into waves that began to rock the boat and make us feel unsteady on our feet.

I looked at my brothers and I could see fear on their faces for the weather was *deteriorating rapidly*. Suddenly there were some of the worst conditions we had ever experienced and the *storm was not yet upon us*. We had to make an important decision and we had to make it quickly. Could we race the storm back to the safety of the harbour or should we make for one of the nearby islands and find shelter close inshore? Here, *in open water*, we were in great danger for the waves were rising with each minute and crashing violently against the side of the boat.

"Long Island ... Turn the boat ..." I shouted above the noise of the engines.

Slowly we changed course and headed northeast in a direction slightly away from the approaching storm. But it was a race against time and I feared we would not find shelter before the *full fury* of the gale caught us.

2 Study skills
Vocabulary and context work

Exercise 1
Work in pairs. Take it in turns to answer these questions with your partner. Choose an answer which can replace the words in *italics*.
1 *Our destination* was a long way offshore.
(a) where we were heading
(b) The harbour which was 7 or 8 kilometres away
2 The *stars twinkled* in the sky
(a) disappeared slowly
(b) shone brightly but unsteadily
3 The breeze *hardly ruffled* the surface of the water
(a) barely disturbed
(b) made large waves in
4 The breeze *sprang up again*.
(a) started again quickly.
(b) died down again.
5 The weather *deteriorated*.
(a) became worse.
(b) improved slowly.
6 The wind *churned the water into waves*.
(a) created large waves in the water.
(b) brought the storm towards us.
7 The storm *was not yet upon us*.
(a) had not yet reached us.
(b) had not yet started.
8 *There was not a cloud in sight*.
(a) The sky was clear and cloudless.
(b) All the clouds were on the horizon.
9 Here, *in open waters*, we were in great danger.
(a) in water where there was no land to shelter us
(b) where the storm was approaching
10 The moon *added a shade of brightness to the sky*.
(a) made the sky a slightly lighter colour.
(b) *made* the sky bright.

Written work
Write out the first sentence of each question. Begin each answer *This means that ....*
Complete this sentence with the correct meaning of the first sentence.

3 Comprehension skills
Answering comprehension questions

You answer comprehension questions by *referring back* to the passage to find correct information for your answer. Imagine the question:
What information in the passage tells us that it was "late in the afternoon"?
We find the answer in the first sentence of the passage: *We left the harbour at about late in the afternoon, just as the blue sky began to darken.*
We answer the question like this: *We know it was late in the afternoon because the sky began to get darker.*
Work in pairs. Talk about the answers to these questions with your partner.
1 How far away from the harbour were the fishing grounds?
2 Why was the journey there worth it?
3 Give two examples which show the fisherman did not expect any difficulties that night.
4 How did the weather first change?
5 When the breeze sprang up again, it strengthened with every minute. How do we know that it was still not very strong?
6 What caused a shade of brightness in the sky?
7 What was the "enormous blanket dragging itself across the sky"?
8 What was the "flash of pink" that glowed in the sky?
9 "The breeze turned into a real wind." What was the *effect* of the wind?
10 Complete this sentence: *They had to decide whether they .... or whether they ....*

Written work
Write the answers in your books.

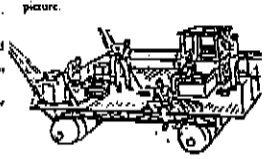
4 Language skills
Continuous tenses

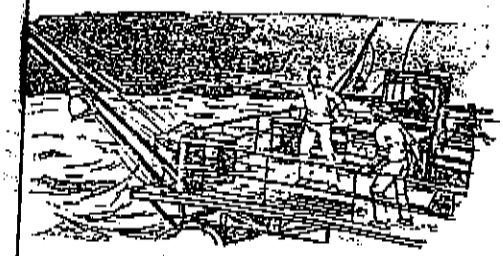
Continuous tenses describe events that are taking place during a period of time, ie continuously, eg
What's Mr Sibanda doing? He's writing a letter. (Present continuous tense)
What were you doing last night when I rang you up? I was writing a letter. (Past continuous tense)
A reference table at the end of the book explains how to form these tenses.

Exercise 1 The present continuous tense



Work in pairs. Take it in turns to tell your partner what is happening in these pictures, eg
A: What's Mr Sibanda doing in his office?
B: He's reading a newspaper and studying the weather report.
In oral work use the contracted form of the verbs.
Written work
1 Write four sentences to describe what Mr Sibanda is doing in his office.
2 Describe what the workers are doing in the picture.





ork in pairs. Study this picture of the fisherman on the lake as the storm approaches. Mr Sibanda describes what is happening. Take it in turns to complete his description using the present continuous form of the verb in brackets. Use the contracted forms of the tense with the pronoun *it* for oral work.

ook, the weather (change). It (deteriorate) quickly. Although the sky is still clear up there us and the stars (still, shine), over there in the east, a bank of dark clouds (gather). The breeze (get) stronger every minute. It (bring) the storm closer and the clouds (spread) quickly across the sky. The waves (rise) too and the water (crash) violently against the side of the boat. We (begin) to feel a little afraid for these are the worst weather conditions we have ever experienced.

Written work
Write out the paragraph using the present continuous tense of the verbs in brackets.

5 Communication skills Ⓟ
A point of view

What kind of person do you think Mr Sibanda is? Practise these dialogues with your partner.

A: I think Mr Sibanda is a hard working person. Don't you agree?
B: Yes, I think you're right. He spends all night on the lake and I bet there's plenty to do during the day as well.
A: I expect hard work has made him a lot of money.
B: Well, he and his brothers deserve to make money. I wouldn't like to spend all my life on a boat.
A: No, neither would I.

A: Mr Sibanda is a very clever person, I think. Don't you?
B: Not really. He's a fisherman. That's all.

A: But he's a very capable fisherman. He manages to catch large quantities of fish each night.
B: It seems to me that the echo sounder does most of the real work. Mr Sibanda just sits on the boat.
A: But he had to learn how to use it.
B: That's true. But it can't be difficult.
A: Do you know how to use an echo sounder?
B: Er . . . no.
A: And are you a clever person?
B: . . . .

A: Do you think Mr Sibanda enjoys his job?
B: I don't know really. I don't think I'd enjoy being on the lake all night. And when the weather is bad, it must be quite frightening.
A: I bet it's very rewarding to catch lots of fish.
B: Yes, I can see that. But there must be easier ways of earning a living.
A: Well, I wouldn't mind being a fisherman if I earned a lot of money.
B: Perhaps you're right. If I had a choice, though, I'd rather work in a cool, comfortable office and spend the night at home with my family.

What's your opinion of Mr Sibanda?

The exchanges in the dialogues agree on some points and disagree on others. What do you think?

Talk about these words with your partner and decide whether you could use them to describe Mr Sibanda:

clever	*cowardly*	*capable*
unusual	*ingenious*	*intelligent*
kind	*courageous*	*strange*
bold	*successful*	*prosperous*
imaginative	*unimportant*	*efficient*
hard working	*powerful*	*lonely*
lazy	*less competent*	
brave	*inferior*	

6 Communication skills Ⓟ
Speaking fluently
Some confusion

Exercise 1
When you practise speaking English, it is important to talk fluently, with good speed and rhythm. One way of practising fluent speech is to read words together as a group of words.

In this dialogue two people are talking on the telephone. Practise the dialogue with your partner. Groups of words are written together. Say each group as one word.

A: Hello, Thamba. How are you?
HelloThamba Howareyou?
B: I'm fine, Sipho. I just wanted to confirm our appointment for tomorrow.
I'mfineSipho Ijustwantedtoconfirm ourappointmentfortomorrow.
A: Yes. I hadn't forgotten. It's at two o'clock, isn't it?
Yes Ihadn'tforgotten It'satwoo'clock isn'tit?
B: That's right. Two o'clock in my office.
That'sright Twoo'clock inmyoffice.
A: OK. I'll see you then. Thanks for reminding me. Bye.
OK I'llseeyouthen Thanksforremindingme Bye.
B: Bye. See you tomorrow.
Bye Seeyoutomorrow.

Exercise 2
In this telephone conversation, there is some confusion about the date of an appointment. Practise the dialogue with your partner. Speak fluently, with good speed and rhythm.

A: Hello, Norman, it's Michael Johnson speaking.
B: Hello, Michael. It's good to hear from you. How are you?
A: Yes, I'm fine, Norman. And you?
B: Yes, I'm well.

A: Good. I just wanted to confirm our meeting for Thursday.
B: Thursday? No, it's not for Thursday, it's tomorrow.
A: Tomorrow? Are you sure?
B: Yes, I'm absolutely sure.
A: Let me check my diary, Norman. Perhaps I've made a mistake.
B: I checked my diary this morning and the meeting is definitely for tomorrow.
A: Yes, you're right. My mistake. I'll see you tomorrow then.
B: OK, Michael. I look forward to it. Bye.

7 Reading and comprehension Ⓟ
A race against time

Use the reading method to study the passage. Alexis Sibanda continues the story about the adventure on Lake Kariba.

We didn't quite manage to reach the safety of Long Island, for the storm whipped across the lake at incredible speed and we could not outrun the rapidly approaching wind and rain. However, in different ways, we all survived. This is what happened to my brother Amos. Listen to his story.

At the height of the storm, I just couldn't believe the size of the waves. They towered over our boat and crashed down onto the deck swamping all our precious equipment over the side into the lake. We each held onto the rails that ran the length of the boat and hoped that the waves would not wash us overboard. We didn't have time to put on the life jackets that would keep us afloat if we fell into the water and none of us were very good swimmers. The prospects were not encouraging.

And then it happened. A huge wall of water curled over the boat with such force that my tired and numb fingers let go of the rails and the wave carried me into the



cold, foaming water of the lake. In the struggle to keep alive, I don't remember clearly what happened next, but I soon lost sight of the boat and I didn't know then whether my brothers were still on board or not. I kicked out in panic, trying to stay afloat, often swallowing huge mouthfuls of water that made me choke desperately for air.

Then, to my amazement, my feet touched solid ground, briefly at first, and then another wave carried me forwards into shallow water. I stumbled clumsily over some rocks and fell into a bed of reeds. I crouched there, shivering, and trying to avoid the cold rain and biting wind that stung my soaking clothes. I could hardly believe I was alive and I wondered if my brothers had been as fortunate as me.

It took a few moments for me to realise that I was not entirely out of danger for crocodiles and hippopotamuses were probably lurking on the bank, like me, seeking shelter from the storm. Wearily I staggered further ashore up the sandy beach until I reached an outcrop of huge rocks that offered some protection against the pouring rain and the driving wind. I looked back over the lake. Fierce lightning still lit up the clouds in silent explosions of fire and bursts of angry thunder followed. Solid sheets of rain streamed out of the sky, hammering onto the water and the shore of the island. There was no sign of our boat and no sign of any other survivors. Exhausted, I closed my eyes and fell into a deep sleep.

When I woke up, the scene before me had changed dramatically. A new day had dawned and the sun was already high in a clear blue sky. The lake too was quiet and peaceful. It was almost impossible to believe that a few hours earlier, in the middle of the night, my brothers and I had been fighting for our lives.

"My brothers ... the boat ... what had happened to them?"

I was on my feet in seconds, racing back to the water's edge, searching the shoreline, hoping and praying that they too had survived the terrible storm.



And then I saw it, the remains of the boat, wedged firmly on the rocks that I had scrambled over a few hours previously. On the deck were four sleeping bodies ... my brothers ... and I felt tears of relief and happiness.

"Wake up ... wake up," I cried, as I climbed on board. "Wake up ... you're dead," I shouted, now full of mischief and fun. "Wake up ... you're dead. You drowned last night."

"What? Am I dead?" said Alexis. "No, I can't be dead. I'm talking ... I must be alive ... We survived ... We made it ..."

I looked back over the lake as each of my brothers slowly realised that the violence of the weather had not taken our lives. In the distance I could see a speedboat approaching. It was the Lake Rescue Service. The incredible incident would soon be over.

Exercise

Answer these questions in your books. For questions 1–3 choose the best answer. For questions 4–10 use full sentences.

1 Did they manage to reach the safety of Long Island?
(a) No.
(b) No, not quite.
(c) Yes, they did.

2 *The storm whipped across the lake.* The word *whipped* tells us that the storm
(a) was painful.
(b) moved quickly and fiercely.
(c) cut their bodies.

3 *We could not go on the rapidly approaching wind and rain.* This means
(a) they could not escape the wind and rain.
(b) they could not run on the wet, slippery deck.
(c) the engine broke down.

4 Which word best describes the size of the waves?
(a) crashed
(b) sweeping
(c) towered

5 *The passengers were not encouraging.* This means
(a) they thought they would get wet.
(b) they thought they would not survive the storm.
(c) they did not think they could swim very well.

6 What was the effect of *the huge swell of water*? You may use several sentences for your answer.

7 What happened to Anton when he was in the water? Again you can use several sentences for your answer.

8 Complete this sentence. On the island Anton realised that he was not entirely *out of danger* because ....

9 Give examples to show that the weather had changed dramatically.

10 What does Anton say to show that he is full of *mischief* and fun?

8 Oral composition

Style

The Reading and Comprehension passage is full of descriptive language which paints an interesting, lively picture of what happened on the lake. For example, the writer could say:

Crocodiles and hippopotamuses were probably hiding on the bank, but he uses the word *lurking*. This word has more meanings than *hide*. It suggests hidden danger that will be frightening and unexpected. The word *style* describes the quality of language in a passage. The language of the passage is an example of good descriptive style.

Work in pairs. Take it in turns to complete this exercise with your partner. In the phrases below, the words in *italics* are not good examples of descriptive language. Replace them with words from the passage. Try to explain what each meanings these words have.

1 The wind came across the lake *as a fast speed*.
2 The waves *were bigger than* our boat and *fell* onto the deck.
3 A *large amount* of water *was* over the boat.
4 I *fell* over some rocks and *sat* in a bed of reeds shivering, trying to avoid the cold rain and strong wind that *blew against* my wet clothes.
5 I *walked* further *where* up a sandy beach and *reached a pile* of rocks that *gave me protection* against the *bad weather*.
6 *Bright* lightning still *showed* in the clouds in *a flash of fire*.
7 *Heavy* rain *fell* out of the sky and *fell* onto the water.

Make a list of the words and phrases that you have used from the passage. You may want to use some of these for your written work.

9 Writing skills

Bad weather

Write a story in which bad weather plays an important part. You already have some words and phrases from the story about the fisherman. Before you write you must think about what happens in the story. Make a plan for it by preparing some ideas. Write these down.

Now organise them into groups. These will be your ideas for each paragraph.

Here are some opening ideas:

It was cold and dark when I got off the bus and a few drizzle blew into my face. A few stars still twinkled in the sky but ....

Water dripped slowly through the roof and splashed noisily into an old iron bucket.

It was a cool, fresh winter's morning and during the night, a thin layer of ice had formed over the many puddles of rain. A loud crash outside reminded someone that ice was slippery and dangerous. I wondered who it was.

Questions

1 How many people live in New York?
2 Find three important pieces of information about Manhattan.
3 What kind of building would you expect to see in New York?
4 According to information in the first paragraph of the brochure, why is New York famous?
5 New York is on a river. What is the name of the river?
6 What was the population of the settlement in 1653?
7 Why do you think people settled on the site of New York?
8 What was New York first called?
9 When was the name of the settlement changed?
10 What did the Dutch do in the colony before 1664?
11 Why do you think New York is an attractive place to live and work?
12 If you lived in New York, what problems would you experience?

7 Research skills

Finding out: A project

A project involves finding out information by yourself or in groups and writing about it without any help. In this project you are asked to find out about signs and symbols which are important and useful in our lives.

Collect examples of these signs, find out what they mean and be prepared to talk to the rest of the class about them.

You may do some research into these topics:

1 Other important road signs and symbols (the ones in this Unit are just a few of the signs that you will find on our roads)
2 Signs and symbols in a science laboratory, particularly signs that warn you of danger
3 Public signs and notices, eg indicating the location of public buildings, etc.
4 Signs inside buildings, giving a variety of information (check hospitals, libraries, municipal buildings, etc.)
5 Signs in your school.

Be prepared to talk about your project in Unit 8. Support your talk with illustrations or drawings.

Do some preparation for your project in this lesson. In class, talk about some ideas for your work and write these down.

8 Writing skills

A letter of application

Noman's parents must apply for a visa to the United States Embassy in order to visit that country. Look at the information in boxes below. Arrange it in the form of a letter from Noman's father asking for a visa application form. Remember to leave a line between the different parts of the letter and also between paragraphs.

The United States Embassy
Box 557784
Pretoria

Box 672
Newfields
Johannesburg

Dear Sir

Yours faithfully

I would be grateful if you could send a visa application form to the above address.

We would be grateful for any other information which you think would be useful in planning our trip.

My wife and I plan to visit the United States in September in order to visit our daughter who is studying at New York University.

Re: Application for a visa to visit the United States

Unit 7 "Halloran's greed"

1 Reading and study skills ①

Departure into the desert

Use the reading method to study the story. Pay attention to the words and phrases in bold.

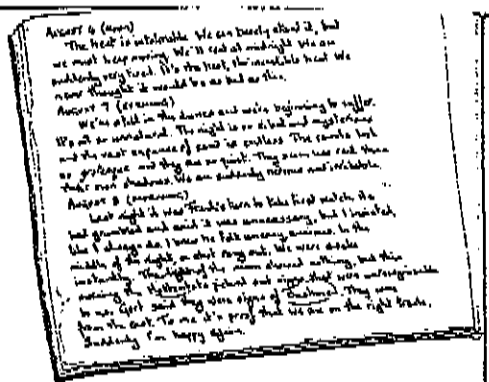


This remarkable *incident* began with the arrival in Windhoek of Jim Halloran. He soon became bored and lonely there until he heard the tale of an Army officer, Heinrich Kramer, who had *ventured* into the empty Namib desert in search of diamonds. The story had *fired* Halloran's *imagination*, but nothing more had been heard or seen of Kramer until, by sheer *coincidence*, Halloran had come across his body while on a hunting expedition. A poisoned arrow *protruded* from his back. He had obviously been dead for days. Halloran had searched the body and had found a diary which gave directions to an oasis in the desert where, according to Kramer, he had found magnificent diamonds.

This was the kind of challenge Halloran had been looking for and he had *assembled* a party of eight men to go into the desert and find the precious stones. The party consisted of two Hottentots who could speak the local language of the Bushmen, an Army lieutenant, his brother Frank and some Arab camel men.

Halloran had chosen his time well. The windy season had already ended and there was little possibility of the *much-dreaded* sandstorm occurring. Also the moon was nearly full, thus allowing the party to keep a sharp lookout at night and travel if they wished to. They had loaded five of the camels with water casks, which were to be buried at intervals along the route to ensure a safe line of *retreat if this proved necessary*. They had used the sixth camel to carry their stores, ammunition and a large variety of trading goods likely to appeal to the Bushmen.

The gripping story which follows is taken from the entries which Halloran made in Kramer's diary. He used the diary to keep a record of the trip.



August 6 (dawn)
The heat is intolerable. We can barely stand it, but we must keep moving. We'll rest at midnight. We are suffering very much. It's the heat, the incredible heat. We never thought it would be as bad as this.

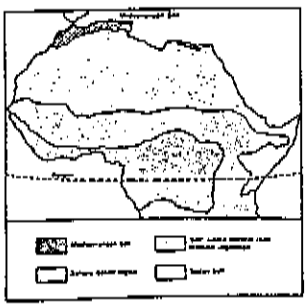
August 7 (evening)
We're still in the dunes and water beginning to suffer. We are surrounded. The night is so silent and magnificent. The stars are brilliant. The camels look as grotesque and they are so quiet. They seem like rocks or gargoyles and they are so quiet. They seem like rocks or gargoyles and they are so quiet. They seem like rocks or gargoyles

2 The second sentence often *develops* this point and may be *an example* or an explanation of the main point.
3 The rest of the paragraph will *explain in detail* the main point with further examples, explanations or arguments.

Exercise 1
Work in pairs. Study the following paragraph with your partner. Pick out the important information in the paragraph and talk about it.

As you go from north to south, Africa consists of a series of belts running from east to west across the continent. South of the fertile Mediterranean belt where winter rains fall, is a deep belt which includes the Libyan desert and the Sahara, which is one of the hottest and driest deserts in the world with widely separated oases. To the south of the desert area is a belt of country where the summer rains produce vegetation which gradually thickens from grass to sparse bush and so to thick bush and then to tropical forest round the equator. The middle of this belt of vegetation, the Sudan belt, is the richest economically and provides the easiest route for people travelling across the continent from east to west or vice versa, because there water holes are not too far apart and the bush is not too thick.

Exercise 2 *Map-work*
1 Identify each of the regions on the map.
2 What do we know about the climate of each region?



Written work
Select the most important information in the paragraph on p. 58. Set out your work in notes. Your teacher will explain how to organise your notes. You may use the map-work exercise to help you.

5 Language skills
Idiomatic meanings
The Verb *turn*

In last year's work we studied how we can combine verbs with prepositions to make phrases with new meanings.
Come as a verb means to arrive, eg *He came to my house.* The verb *come off* can mean to succeed, eg *If my plan comes off, we will make a lot of money.*
The entry in the reference box gives you information about the different meanings of the verb *turn* when it is used with different prepositions. It is arranged like an entry in a dictionary.

turn (v) – against, develop hostile or unfriendly feelings towards someone; ~ away, refuse permission to, or attend to, someone or a beggar; ~ down, refuse an offer, request or proposal; – off, 1. stop an engine or a light, appliance etc; *I. change direction on to a road To get to Harare, turn off the main road = Exit* ~ on, 1. start an engine, electricity, appliance etc, 2. become hostile and physically aggressive *The dog turned on the postman and bit him;* ~ out, 1. produce *The factory turns out hundreds of bicycles each day* 2. extinguish or a light, 3. remove, force someone to leave *They turned the old woman out of her house* 4. assemble, gather eg for a special event; ~ over, 1. change position, 2 give control of sth or responsibility to another person; = to, go to someone especially for help; ~ up, 1. (of people) arrive, appear, 2. for sth or someone often unexpectedly *The host was late but turned up* 3. increase eg in the volume of sound on a radio.

Exercise
Work in pairs. Study the information in the box, then take it in turns to complete the sentences which follow with the correct preposition.
1 A large crowd turned .... to watch the game.
2 The Manager turned .... the proposal because it involved too much money.
3 Mandla turned .... the radio and listened to a news programme. Nonsia couldn't hear it properly so she turned .... the volume.
4 The car crashed into the barrier and turned ....
5 The people suddenly turned .... their leader because he was not a brave man.
6 The District Council turned .... his water and electricity because he hadn't paid his bill but a few weeks later they turned it .... again.
7 He asked her to marry him but she turned him ....
8 The lion turned .... the hunter and killed him.
9 James thought he had lost his best pair of shoes but then they turned .... in a drawer.
10 Every night at one o'clock I turn .... the light and go to sleep.
11 After her husband died Mrs Mhlanga turned .... her sister for help and assistance.
12 The workers on the production line turn .... hundreds of tins of beans every hour.
13 The Headmaster had to turn .... lots of new students at the start of the year because all the places were filled.
14 You turn .... this road for Umtata in about 5 km.
15 We expected lots of people to come to the party, but in fact only a few people turned ....

Written work
Write the sentences in your books.

6 Reading and comprehension ☺
Poison in the casks

Use the reading method to study the final part of the story and then, working by yourself, answer the questions in your books.

The arrival
The little party made it safely through the sand belt in six days, without further alarms from the Bushmen. After the sand came stony kopjes with stunted bush and here and there traces of wild animals. They agreed that water could not be far off. By the tenth day, they had located the oasis and made contact with the Bushmen. Using the Hollentots as interpreters, Halloran had given them presents and had met no open hostility from them. From the evidence of the diary, it seems he tried to get the diamonds by bartering for them, but for the first few days, the Bushmen pretended there were no diamonds. Halloran's party threatened force and demonstrated what could be done with modern rifles. Finally Halloran seems to have lost patience with the Chief and taken him prisoner. From this time on, Halloran's own words speak for themselves ...

... abruptly. A week later a ... ...

in Unit 14. Be prepared to talk about the book you have chosen using these headings:
Title:
Author or authors:
Publisher:
Type of content eg a story book, a reference book, a text book, etc.

Find out these details about the book: Length, number of chapters, when it was first published, etc.

Find out whether your book contains any of these features: a contents page, footnotes, an appendix or appendices and what they refer to, an index, chapter and paragraph headings, sub headings within a paragraph, etc.

Be prepared to explain to the class what kind of information these features contain.

Identify and describe different kinds of illustration, eg pictures and photographs, diagrams, line drawings, charts, graphs, tables, lists, etc.

Be prepared to present your project orally to the class or group in a speech which lasts 2–3 minutes.

You can make notes about the book and use these later to write about it.

Unit 14 Using an encyclopaedia

1 Reading and study skills
Lion and Leopard

Scanning a passage

Sometimes, when you read a passage, you may not want to read it in detail. For example, you may be looking for specific information from the passage. Or you may want to know whether the passage interests you enough to read it more deeply. You use the skill of scanning a passage to make these decisions about it.

This skill involves:
1 reading a passage quickly
2 looking for main points in it
3 looking for specific information you want the passage to give you. As you scan a passage, do not try to work out all the meanings of unfamiliar words and ideas. Try to get a general idea of the content of the passage.

Work in pairs. The following entries about lions and leopards are taken from an encyclopaedia. You want to know whether the entries give information about:
1 where you will find these animals
2 how many young they have
3 the food they eat
4 whether their numbers are declining or increasing
5 their hunting habits.

Take it in turns to scan each entry and decide whether the information is there. You should spend one minute scanning the entries.



Leopard
Carnivorous mammal. Height at shoulder: 65 cm. *Male:* males 53 kg average, females 33 kg average. Colour: a tawny coat with black spots on the back; white or cream underneath. These animals are most commonly found in hilly countryside. They are good climbers and will sleep or growl when angry. Diseases are deer, pigs and wild cats; other baboons, wild dog, and favourite food, but they will also take baboons, wild dog, and occasionally larger animals. Their average *life* span is 24 years.

Lion
Carnivorous mammal. Height at shoulder: males 110 cm, females 90 cm. Length: (including tail) up to 3 metres. Males weigh on average 180 kg. Lions are found in prides of up to 30, mostly in Game Parks. They will hunt in a group, driving their prey to an ambush with females doing most of the killing. *Food:* warthog (carnivorous), giraffe, zebra, buffalo, eland and other large antelope. Lions are silent when hunting but roar when angry. Lions do not feed every day and spend long hours sleeping in the shade. They have a life span of about 24 years.



Exercise Finding and comparing information

Now study the entries in detail using the reading method. Pay particular attention to the words and phrases in *italics*. Take it in turns to answer these questions with your partner.
1 In what ways are these two animals similar?
2 Explain the difference between the size and mass of the two animals.
3 Describe where you would find each of these animals.
4 What are the differences between a lion and a leopard?
5 Describe the appearance of a leopard.

Written work
Write the answers to the questions in your books.

2 Reading and study skills
Scanning and reading for detail

The following passage is a feature article about lions which is taken from a newspaper. You already know something about lions from the encyclopaedia entry. You want to know whether it is worthwhile studying the article in detail so that you learn more about lions.

Exercise 1
Work in pairs. Take it in turns to scan the article quickly. Make a decision about these questions:
1 Does it give more information about lions?
2 Does it give some information which is the same?
3 Is it worthwhile to read it in detail?

1 Lions were once common in many parts of the world, but over the years their numbers have declined. They could once be found in northern and central India, many other parts of Asia, and over the whole of Africa. The last lions became extinct in Europe between AD 50 and AD 100. By 1964, the only lions left in India were in the Gir forest where only a dozen were still alive. They were already probably extinct in the rest of Asia by that time. Since the beginning of the present century, the Gir lions have been protected and a few years ago, they were estimated to number 300. Lions have been wiped out in northern Africa and in parts of southern Africa recently as well.

2 The total length of a lion may be up to three metres, of which a third is the tail. The height at the shoulder is about a metre and a fully grown lion will have a mass of approximately 180 kg. The lioness is smaller in all respects.

3 Lions prefer to live in open country dotted with trees and bushes. They are sociable animals living in groups known as prides of up to 30 or more. The pride consists of one or more mature lions and a number of females with their cubs. Animals in a pride cooperate when hunting, particularly when they are stalking or ambushing their prey. For example, the hunters in the pride will organise themselves into groups, each of which will follow the prey until they are all in the best positions to ambush or attack. They then hunt in silence and as the lionesses that make kills bring the prey. The usual method of killing is to leap at the victim and break the neck with the front paws. For larger animals such as buffaloes, the lion will rip open the flesh in a vicious attack until the creature is exhausted.

Exercise 2
Work in pairs. You decide to study the article in detail. As you read, think about the information you already know. Talk about the answers to these questions with your partner.
1 Which paragraph or paragraphs give you *completely new* information about lions? Pick out the topic sentences of the paragraph(s) you have identified.
2 Which paragraph or paragraphs give you *additional* information about lions?
3 Which paragraphs give you *no* new information?
4 Pick out any information in the article which is *different from* the information in the encyclopaedia entry.
5 Why is the final paragraph worth studying?

Written work
You want to write a paragraph about the hunting methods of lions. You are now looking for specific detail from both passages. Read the relevant sentences and paragraphs and without looking again at the passages, write out this information.

3 Language skills
Adjectives and adjective phrases

Adjectives and adjective phrases give us detail and extra information about nouns and pronouns. They can contribute to the style of a sentence and help to make a passage interesting and informative. Some examples from previous Units are:
The forest lay cool, dark and inviting beneath its cloud of pale green leaves. It seemed remote and secret from inside the camp. (from Unit 9)
She was light-skinned, tall and slim, a chic-faced woman in her early thirties with alert eyes which glanced easily and unhurriedly over us. (from Unit 13)

The comparative form
1 Adjectives with one vowel sound add *-er* to the stem when they are used in the comparative.

When used with *than*, this form of the adjective compares two things, eg

Sipho is a tall student.	*Sipho is taller than Mandla.*
The Post Office is a big building.	*It is bigger than the Town Hall.*

2 Adjectives with more than one vowel sound in the stem form the comparative with *more*, eg
Music is more important than soccer.
Maize is a more important crop than cotton.

3 We can use a few adjectives both ways, eg
James is more clever than Sipho.
James is cleverer than Sipho.

4 The comparative form may also be used without *than* in sentences like these:
As you get older, you understand more about life.
The clouds became darker and heavier and eventually it began to rain.

The superlative form
1 We use the superlative form of the adjective when we choose between more than two things.
2 Adjectives with one vowel sound in the stem add *-est* to form the superlative, eg
The Post Office is the biggest building in town.
Pole is the smallest student in the class but he is also the cleverest.
3 Adjectives with more than one vowel in the stem use *most* with the adjective, eg
Sipho is the most successful farmer in the district.

Irregular forms

Adjective or Adjective phrase	Comparative	Superlative
good	*better*	*best*
bad	*worse*	*worst*
people's list of work	*more*	*most*
little	*less*	*least*
far	*farther*	*farthest*
	further	*furthest*

Common errors
We cannot use *more* with the *-er* ending or with irregular adjectives. These sentences are incorrect:
He is a more better player than I am.
The weather is more worse in January than in June.

Exercise
Work in pairs. Think about an object to describe to your partner. Try to make your description as accurate as possible so that your partner can guess what it is. This is *my* description.

It's a large metal object that I use in the work. It's about 130 centimetres high, 300 centimetres wide and about 270 centimetres long. It has roughly the shape of a box. It

A-4

...ption of a series of letters in front of the ...ich I press and they make a mark on paper.

...What am I thinking of?

...n the Oral composition section you will put ...ether some ideas to describe a person you ...ow. Begin preparation for this work now. ...ink about this person's size, appearance, ...pe, age, habits and character.

4 Language skills

Making adjectives from related words

...n your dictionary entry shows how related ...rds are formed from the main entry. Some ...mmon ways of forming adjectives are shown ...re:

noun	adjective
...ical	*musical*
...ro	*heroic*
...ness	*awareness*
...rous	*courageous*
...ur	*favourable*
...ard	*cowardly*
...ed	*needy*
...ce	*careful/careless*
verb	*adjective*
...ure	*admirable*

Colour adjectives

We can describe a particular colour in detail by using more than one adjective in phrases like this:

He wore a grey-green shirt.

This means the colour of the shirt is between grey and green or a combination of these two colours.

Mr Kingt's hair is a mouse-brown colour.

This adjective means the brown colour is the colour of mud.

She wore a dark grey shirt.

This means the grey is darker than the normal grey. The opposite of dark grey is pale grey.

The suffix -ish

We can say:

The snake has a whitish-grey belly.

My father is an oldish man.

The word suffix suggests the quality of oldness or the quality of a colour.

Exercise 1

Work in pairs. Take it in turns to answer these questions with your partner. After oral work, write them in your books.

1 What are the different colours on the cover of this book? Try to be as exact as you can.

2 What are the colours in the sky at the moment? Again try to be exact.

3 What are the colours round about you in your school and its surroundings?

4 Make adjectives from the following nouns and use them in a sentence to show their meaning. Use your dictionary if necessary.

father	*mountain*	*danger*
electricity	*explosion*	*aggression*
medicine	*poison*	*venom*
crime	*fashion*	*treason*

Exercise 2 People from different countries

Do you know what the adjectives are from these 11 countries: Swaziland, Zimbabwe, Angola, Mozambique, France, Germany, Canada, Egypt, Sudan, Kenya, Tanzania.

We usually use the adjective to describe the people of that country, as the French, the Canadians.

Make a list of the correct adjectives. Check in an atlas, an encyclopaedia, or with your Geography teacher.

5 Communication skills

Presenting the book project

Are you ready to present the book project which we started in Unit 13? Complete your preparations. Refer back to Unit 13 if necessary for advice and guidance about what the work involves.

Give a talk for 2–3 minutes about the book you have been studying.

6 Language skills

Work on verbs

Work in pairs. Take it in turns with your partner to complete these paragraphs with the correct preposition. Check your work, where necessary, with a dictionary.

Take .... your books and open them on page 82. Go .... the work there carefully and complete the sentences by filling .... the blanks with the correct word. Refer .... a dictionary if there is anything you are unsure .... If you find the work too hard, don't give .... keep .... trying. Remember to hand .... your work on time.

through out in up of up on in

My uncle asked me how I was getting .... in my search for job. I said that no one had come .... anything yet and I was getting fed .... the dismal prospect of permanent unemployment. He told me he had recently come .... a vacancy in the newspaper for a journalist. "Go and look them .... " he said. "Don't put it .... Do it now. It would be pretty interesting if you could break .... journalism.

into off persons up with finished on up

"The play did not really break .... the difference between good and bad," she said. "It went .... too much detail about the characters and as a piece of entertainment it didn't really come .... I had been so looking .... to seeing it too and I really felt let .... by it."

down into off out forward

Written work

Write the paragraphs in your books.

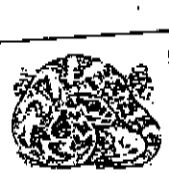
7 Reading and comprehension

Scanning three entries from an encyclopaedia

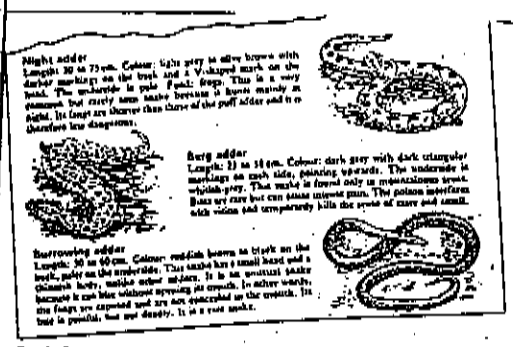
Exercise 1

Can these encyclopaedia entries give you some information under the following headings? Write the numbers 1–10 in your books and put *Yes* or *No* against each number.

1 Puff adders
2 The horned adder
3 Where you will find snakes
4 Snake bites
5 How to deal with snake bites that may be fatal
6 How snakes have their young
7 The length of snakes
8 The diet of snakes
9 What snakes look like
10 Whether you can expect to see each of the snakes



Puff adder
Length: 75 to 90 cm. Colour: grey brown to sandy brown with lighter V-shaped markings all down the back. The body is short and fat with a wide head. Found: rare, more and more rare. Habits: Puff adders are slow-moving but can strike with great speed. They are quite common. They have a habit of lying on or near a path waiting for their prey and so are responsible for most snake bites. Their venom is poisonous. If a person is bitten, make him: Their venom is circulate freely. Do not constrict apply a clean bandage over the bitten area to circulate freely. Do not constrict apply a clean bandage over the wound, treat about the blood or circulate freely. Do not constrict apply a clean bandage over the wound, treat about the blood or circulate freely. Do not constrict apply a clean bandage over the wound, treat shock, but place a cold water bandage on the wound, treat shock, but place a cold water bandage on the wound, treat the person for shock and call medical help at once.



Night adder
Length: 30 to 75 cm. Colour: light grey to olive brown with darker markings on the back and a V-shaped mark on the head. The underside is pale. Food: frogs. This is a very common but rarely seen snake because it hunts mainly at night. Its fangs are shorter than those of the puff adder and it is therefore less dangerous.

Berg adder
Length: 23 to 38 cm. Colour: dark grey with dark triangular markings on each side, pointing upwards. The underside is whitish-grey. This snake is found only in mountainous areas. Bites are rare but can cause intense pain. The poison sometimes kills the victim and temporarily kills the victim and temporarily kills the victim and temporarily

8 Forms of the passive

We may use a combination of verbs in the passive, including auxiliary verbs, different forms of the verb *be*, and the past participle.

Some forms of the passive are:
The game *is cancelled* because of bad weather.
The camp *is being emptied* because a number of harmful insects *have been identified*.
The roads *should* have *been resurfaced* as soon as they appeared.
You *will be required* to be in possession of a passport.
Many repairs need *to be done* before the road can be used.

9 Auxiliary verbs

Auxiliary verbs have a variety of meanings. These examples show how you can express a range of ideas about certainty.

Auxiliary	Example	How certain?
will	He'll be *definitely* home soon.	100%
should	He *should* be home soon, *I think*.	75%
may	He may be home before seven o'clock, *but I can't be sure*.	50%
might	He might be home before seven o'clock, *but I doubt it*	25%
will not	He won't be back before seven o'clock, *I'm sure of that*.	0%

Auxiliary	Example	How certain?
forget	The Headmaster *must* be in his office. *His car's outside*.	100%
should	You should mark your homework. *It's half past six already*.	75%
may	The Headmaster may be in his office, *I can't be sure*.	50%
might	The Headmaster might be in his office, *but he usually leaves before now*.	25%
can not	He can't still be there, *it's much too late*.	0%

Auxiliary	Example	How certain
must have	The grass must have finished by now. *It's already dark*.	100%
should have	They should have finished the grass by now. *They started over two hours ago*.	75%
may have	They *may have finished* the south, *but I'm not sure when they started*.	50%
might have	They *might have finished* by now *but I know the start was delayed because of the weather*.	25%
won't have	They can't have finished by now, *they only started a few minutes ago*.	0%

10 Different kinds of nouns; "a" and "the"

Countable nouns
Countable nouns are nouns which have a plural and which we can use with a (the indefinite article) and *the* (the definite article): bus–buses; voice–voices; suitcase–suitcases; life–lives; country–countries.

Some countable nouns are abstract nouns, eg difficulty–difficulties, but we would not normally say, "a difficulty". We would rather say "some difficulty".

Uncountable nouns
Uncountable nouns are nouns which do not have a plural and which we cannot use with *a*, eg assumption, hunger, enthusiasm, existence, employment, success, attention, support, authority. Uncountable nouns are usually either mass nouns, eg bread, equipment, paper, etc., or abstract nouns, eg hope, faith, enthusiasm.

Note that we can say: some employment, some success, some support, etc. All these countable and uncountable nouns are called common nouns.

Proper nouns
Proper nouns are the names of people, places, geographical features, institutions, etc., John, Battersea, the Zambezi, the Catholic Church. We do not use "a" with proper nouns.

"a" and "the"
We normally use *a* or *an* before countable, common nouns when we use the noun for the first time. We use *the* when we repeat the noun. We use *a* or *an* again when we introduce new information about the noun, eg *I saw a new car outside the Headmaster's office. The car belonged to a teacher who had just joined the school. It was a bright red car with white wheels. The teacher was called Mr Simpkins.*

We use *the* with a common countable noun which is definite and specific eg *I saw a new car outside the Headmaster's office.*

We normally use *the* before a relative clause, eg *The town in which I was born was close to the border with Switzerland.*

We do not use *a*, *an* or *the* with proper nouns like times of the year: Easter, Christmas, Whitsuntide or languages: English, Zulu, Tswana or geographical areas and names of places: Africa, Kariba, Botswana but there are exceptions, eg the Karoo, the Atlantic Ocean, the Sahara desert.

11 Pronouns

A pronoun is a word which replaces a noun. It *stands for* the noun.

Relative pronouns
The relative pronouns *who, whom, whose, that* and *which* are used in relative clauses, eg
The two sisters *who ran on the bus* belonged to a religious order.
The relative pronoun *who* stands for the two sisters.
The suitcase *that the left behind* contained some valuable books.
The relative pronoun *that* refers back to the suitcase.
I spoke to a young boy *whose name was Pule*.
whose shows belonging. It joins together two ideas which refer to the same thing.
We can use prepositions before the relative pronouns, eg
He is a man *for whom I have a lot of respect*.

Common errors
Do not repeat the subject of the sentence in the relative clause. This sentence is incorrect!
I couldn't find the letter which I wrote it to my mother last night.
A relative clause is a subordinate clause *and* is not a full sentence. As a sentence this is incorrect!
Which I wrote it last night.

Personal pronouns
These are the different forms of personal pronouns of English, including the adjectives.

Pronouns		*Adjectives*	
I	*me*	mine	my
you	you	yours	your
he	him	his	his
she	her	hers	her
they	them	theirs	their
it	it		its

(*it* is called the *impersonal pronoun*; it does not refer to a person)

12 Punctuation

Punctuation marks in written work give us information about the content of a sentence and how a sentence is organised. This reference table explains what different punctuation marks do in a sentence.

CAPITAL LETTERS	open statements; indicate proper nouns, eg Name; begin Direct Speech
Full stops (.)	end statements; are used in abbreviations, eg Mr.
Commas (,)	indicate pause as a list; are used in Direct Speech, often separate main and subordinate clauses
Apostrophes (')	show belonging between two nouns, eg The children's names; indicate a letter is missing, eg I'm on my way to the Post Office.
Exclamation marks (!)	show excitement, surprise, fear, anger; or a command
Question marks (?)	show a request for information
Inverted commas (" ") (' ')	may be single or double inverted commas; indicate the start and end of Direct Speech; emphasise a title or quotation.
Hyphens (-)	join together two words to form a new word, eg Mr was a dark-skinned boy.
Colons (:)	introduce an explanation, eg A prime marks in the following way:
Semi-colons (;)	indicate that two pieces of information are related and belong together in a sentence, eg He was a tall man; his size meant he stood out in a crowd.
Brackets ( )	supply additional information which would not be into the sentence itself
Dashes (–)	also supply more information in a sentence

13 Question tags

Examples:
a positive statement in the simple present tense, eg
A snow flake consists of ice crystals becomes
A snow flake consists of ice crystals, doesn't it?
In this kind of question the speaker expects you to answer *Yes, it does*.

a negative statement in the simple present tense, eg
Ice crystals do not melt at high altitudes becomes
Ice crystals do not melt at high altitudes, do they?
In this kind of question the speaker expects you to answer *No, they don't*.

Other examples
with statements in the simple past tense
She knew his telephone number, didn't she? Answer: *Yes, she did.*
She didn't know where he lived, did she? Answer: *No, she didn't.*

with "be"
I'm not very good at Maths, am I? Answer: *No, you aren't.*
I'm good at Maths, aren't I? Answer: *Yes, you are.*

with the future tense
Rain will fall as the temperature drops, won't it? Answer: *Yes, it will.*
It won't rain today, will it? Answer: *No, it won't.*

Making sense
Sometimes your answers depend on *what you know or what you really think*. For example we can say
Question: *It won't rain tomorrow, will it?*
Answer: *Oh yes, I think it will. There's a lot of cloud about and the weather is much cooler now.*

Appendix 3: A list of common irregular verbs

Verbs are irregular because they do not form their present and past participles by adding ed to the verb stem. This list includes the most common irregular verbs and gives the stem of the verb and the two irregular forms. The numbers refer to the notes at the end.

Stem	Past	Past participle
arise	arose	arisen
be	was	been[1]
bear	bore	borne[2]
become	became	become
begin	began	begun
bend	bent	bent
beseech	besought	besought
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
burn	burnt	burnt
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
forsake	forsook	forsaken
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain[3]
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shed	shed	shed
shine	shone	shone
shoe	shod	shod
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
sling	slung	slung
slit	slit	slit
smell	smelt	smelt
sow	sowed	sown
speak	spoke	spoken
speed	sped	sped
spell	spelt	spelt
spend	spent	spent
spill	spilt	spilt
spin	spun	spun
spit	spat	spat
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
stride	strode	stridden
strike	struck	struck
string	strung	strung
strive	strove	striven
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
thrust	thrust	thrust
tread	trod	trodden
wake	woke	woken
wear	wore	worn
weave	wove	woven
weep	wept	wept
win	won	won
wind	wound	wound
wring	wrung	wrung
write	wrote	written

1 The eight different forms of the verb be are:

I am	I was	be is the verb were
You are	You were	being is the present participle
She is		been is the past participle

2 Do not confuse borne with be borne, as I was born in 1970. The verb bear has borne meaning to give birth in old fashioned.

3 lie as in to tell a lie is a regular verb.

4 wound meaning to hurt or be be injured is a regular verb.

Verbs or other words

These verbs have alternative forms for the past tense and the past participle:

burn: burnt or burned

dream: dreamt or dreamed

lean: leant or leaned

leap: leapt or leaped

outride: past tense outrode, The past participle form outridden is very rare.

survive: past tense survived, The past participle survivn is rare.

w Horizons | ISBN 0 | 0 | Stage 1 | Printer:

Publishing Profit/Loss Evaluation Schedules

ent date :	17-Feb-99	Academic level:	Grade 10	Variable royalty	%	R	sales table
ge :	1	Division :	FET		10.00%	97000	40000
hor(s) :	Dawson	Publisher :	AS		12.50%	0	0
& edition :	New Horizons	Project editor:			12.50%	0	0
N :		Project number:			12.50%	0	0
es :	New Horizons	Pub. date:		Export	12.50%	0	0
re :					10.00%	97000	40000

SPECIFICATIONS

Extent :	144 pages	Text colours :	1x1
Format :	264 x 195	Cover board :	230 gsm C1S board
Binding :	Perfect	Cover colours :	4x0
Text paper :	70 gsm Woodfree	Cover finish :	Laminate

TRADE/EXPORT	
Sales	0
Net price	20.79
Discount	40%
Net revenue	0

Selling price (excl VAT)
Suggested sell price
Average discount
Net sell price
Published comp. copies

ESTIMATES		YEAR 1	%	YEAR 2	%	YEAR 3	%	YEAR 4	%	YEAR 5	%	LIFETIME	%
es quantity		5000		5000		20000		5000		5000		40000	
en. stock quantity		0		0		0		0		5000		0	
t run - Quantity		5000		5000		20000		10000		0		40000	
- Unit cost		7.70		7.70		6.37		6.81		1.00		6.81	
es quantities		5000		5000		20000		5000		5000		40000	
mp. quantities		0										0	
se. stock quantity		0		0		0		5000		0			
revenue		121250	100%	121250	100%	485000	100%	121250	100%	121250	100%	970,000	1
nt cost		90,150	74%	0	0%	0	0%	0	0%	0	0%	90,150	
& B cost		38,500	32%	38,500	32%	127,300	26%	68,100	56%	0	0%	272,400	
erage Royalty (%)	10%	12,125	10%	12,125	10%	48,500	10%	12,125	10%	12,125	10%	97,000	
InL Gross Margin		(19,525)	-16%	70,625	58%	309,200	64%	41,025	34%	109,125	90%	510,450	
rest cost -stkhld	19.25%	0	0	0	0	0	0	3,277	3%	0	0%	3277	
ss Margin		(19,525)	-16%	70,625	58%	309,200	64%	37,748	31%	109,125	90%	507,173	

Break even point	15612
Break even costs	R 362,550

Target ppb%	20%
Target unit cost	4.85
Target GM%	0%
Target plant cost	597323
Target selling price	55.45

PLANT COSTS	Stage 1 Estimates	Stage 2 Actuals	Stage 2 Revised Estimates	Stage 3 Final Actuals	Stage 3 Final Estimates
Freelance editorial	4,000				
Freelance proofreading	2,000				
Reviews	3,000				
Manuscript input	0				
Translations	0				
Permissions/Copyright	5,000				
Studio costs	0				
Audio visual costs	0				
Audio visual master	0				
Trialling	3,000				
Author's fee(not advances)	15,000				
Freelance photo research	0				
Photo agency fee	0				
Freelance design	0				
Freelance typesetting	10,000				
Freelance corrections	1,000				
Author's corrections	1,000				
Cover- Design/Artwork	4,000				
Artwork	20,000				
Artwork corrections	2,000				
Proofs	850				
Text/Artwork Repro	12,000				
Text/Artwork corrections	1,200				
Cover ;- Repro/Proofing	3,000				
Cover ;-Repro corrections	300				
Submission printing	0				
Paste-up	0				
Other	3,000				
Subsidies received	0				
al Plant Costs	90150	0	0	0	0

Stage 1 - 27/01/99
Stage 2
Stage 3

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

PRINT COSTS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	LIFETIME
nt run	5000	5000	20000	10000	0	40000
& B unit cost	7.70	7.70	6.37	6.81	1.00	6.81
dio visual duplicating						0
ight						0
nt costs	38500	38500	127300	68100	0	272400

Endnotes

Chapter 1

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Chapter 2

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Conclusion

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