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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

revision preparation, including advice on choosing a suitable composition topic and on following the instructions of an exam paper.

The reading method is explained and practised in the reading passages. This is intended to give students the necessary skills to deal with a passage by themselves so they can apply the skill not only to the English lessons but also to any text subject. Using study skills is an important part of the reading method. With these students receive a number of ways of using a text. Some of these include:

- how to scan a text
- how to read for detail
- how to make notes
- how to choose important information
- how to select and compare information

• how to use the context 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 reviewed, as the present and past simple tenses, future tense, and the present and past perfect tenses. There is also work on prepositions, conjunctions, *Object* and *Indirect Speech*, punctuation, question tags, main and subordinate clauses, joining ideas, nouns and the use of "it" and "one", 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 - origin - ordinary - offshore - instantly*.
- 2 Read the passage again. Try to work out the meanings of new words and phrases using the context 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 Alexei Sibonda. I'm a Zambian fisherman and I run an offshore 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 brother's 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 kapeka fish is a tiny creature which measures on average only three centimetres in length and weighs only a few milligrams. 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 kapeka fish eat very quickly and as 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 kapeka 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. Kapeka 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 kapeka fish so that we can encircle it with a net and bring the fish to the surface. When we locate the kapeka 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 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 bold 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 abundance 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 *net* 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 *evaporate*. Study the context 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 *during*. 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 *deal*. Look for another word in this paragraph which has a similar meaning. Do you think the action of hauling something is easy work or hard work? Give a reason for your answer from information in this paragraph.

- 1 What information is there in this paragraph that tells us that terrible weather conditions are not very good conditions?
- 2 What do you think the word *apocalypse* describes?
- 3 The word *immediately* 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 book.

3 Comprehension skills

Twenty questions

Using the present simple tense

Work in pairs. Take it in turns with your partner to ask about the answers to these questions. All the questions practice 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 Alexei Sibonda 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 kapeka 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 kapeka fish prefer to live?
- 9 What else do we know about the habits of the kapeka fish? Give two examples.
- 10 Why do the fishermen use a powerful light?
- 11 How do they use this light?



Look at Peter. Study this picture of the fishermen 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 verbs in brackets. Use the contracted forms of the verbs with the pronoun *it* for *it's* work.

Look at the weather (change). It (deteriorate) rapidly. Although the sky is still clear we (see) us and the stars (flick, glow). Deep (dark) clouds (gather) in the east. A bank of dark clouds (gather). The waves (get) stronger every minute. It (bring) the storm closer and the clouds (spread) rapidly across the sky. The waves (rise) too and the water (splash) 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 form of the verbs in brackets.

5 Communication skills ①

A point of view

What kind of person do you think Mr Sibanda is? Practice 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 brother deserve to make money. I wouldn't like to spend all my life as a boy.
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 other boats don't catch as much as the Sibanda boat does on the lake.
A: But he had to learn how to do 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 students in the dialogue 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	capable
serious	hardworking
kind	friendly
bold	careless
imaginative	unimaginative
hard-working	careless
lazy	hard-working
brave	timid

6 Communication skills ②

Speaking fluently

Some confusion

Exercise 1
When you practice speaking English, it is important to talk fluently, with good speed and rhythm. One way of practicing these skills is to read words together as a group of words.

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

- A: Hello, Thomas. How are you?
B: Hello, Thomas. How are you?
A: I'm fine, Thomas. I just wanted to confirm our appointment for tomorrow.
B: I'm sorry, I can't remember.
A: Yes, I hadn't forgotten, it's at two o'clock, isn't it?
B: Yes, I had forgotten. I'll be there.
A: That's right. Two o'clock in my office. See you then. Bye-bye.
B: Bye-bye. See you tomorrow.
B: See you tomorrow.

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

- A: Hello, Thomas. It's Michael Johnson speaking.
B: Hello, Michael. It's good to hear from you. How are you?
A: Yes, I'm fine, Thomas. 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, Thomas. Perhaps I've made a mistake.
A: I checked my diary this morning and the meeting is definitely for tomorrow.
A: Yes, you're right. My mistake. I'll be there tomorrow then.
B: OK, Michael. I look forward to it. Bye.

7 Reading and comprehension ①

A race against time

Use the reading method to study the passage. Alex's 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 whirled

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 Alex. 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 sweeping 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 curved 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. Warily 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. Flashing lightning 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 Alex. "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 booklet. 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 wind whipped it into the sea.

- (a) it was painful.
- (b) moved quickly and furiously.
- (c) cut their bodies.

3 We could not swim 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) crushed
- (b) towering
- (c) swelled

5 The jumpers were not overjoyed. 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 wall of water? You may use several sentences for your answer.

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

8 Complete this sentence. On the island Aaron realized that he was not entirely out of danger because . . .

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

10 What does Aaron 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:

*Crowds and happy-go-lucky were probably hiding on the bank, but he sees the word **whipping**. This word has more meaning than **hit**. It suggests hidden danger that will be frightening and unexpected. The word **whip** 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 extra meanings these words have.

1 The wind came across the lake at 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 *bad* of reeds shivering, trying to avoid the cold rain and strong wind that blew against my wet clothes.

5 I swelled further up a sandy beach and reached a *pile* of rocks that gave me protection against the bad weather.

6 *Single* 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 Edmen. 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 organize them into groups. These will be your ideas for each paragraph. 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 fine drizzle blew my face. A few paces and I was in the dry 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 new patches of snow. A loud crash outside reminded me that the ice was slippery and dangerous. I wondered who it was.

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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 crop is being grazed by a number of harmful insects and has been damaged.
The roads should have been repaired as soon as they opened.
You will be expected 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 (re)visiting.

Example	How certain?
will	100%
should	75%
may	50%
might	25%
will not	0%
Example	How certain?
must	100%
should	75%
may	50%
might	25%
can not	0%
Example	How certain?
must have	100%
should have	75%
may have	50%
might have	25%
will not have	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 difficulties".

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Uncountable nouns

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

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, Britain, the Zambesi, 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. Simpson.*

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 man in which I was born was close to the border with Switzerland.*

We do not use *a*, or *an* or *the* with proper nouns like times of the year: Easter, Christmas. Uncountable or languages: English, Zulu, Tswana on geographical areas and names of places: Africa, Kenya, 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 got on the bus belonged to a religious order.

The relative pronoun *who* stands for the two sisters.

The sentence that she left behind contained some valuable books.

The relative pronoun *that* refers back to the sentence.

I spoke to a young boy whose name was Paul.

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.

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Personal pronouns

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

Pronoun	Adjective
I	me
you	you
he	him
she	her
they	them
it	it

(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 contents of a sentence and how a sentence is organized. This reference table explains what different punctuation marks do in a sentence.

CAPITAL LETTERS

Full stops (.)	used to mark the end of a sentence, eg <i>The end of the world is near.</i>
Commas (,)	used to separate parts of a sentence, eg <i>The children's names were sleeping between two houses, eg The children's names were sleeping between two houses, eg The children's names were sleeping between two houses.</i>
Exclamation marks (!)	used to mark the end of a sentence, eg <i>The children's names were sleeping between two houses!</i>
Question marks (?)	used to mark the end of a sentence, eg <i>The children's names were sleeping between two houses?</i>
Inverted commas (")	used to mark the end of a sentence, eg <i>The children's names were sleeping between two houses.</i>
Hyphens (-)	used to mark the end of a sentence, eg <i>The children's names were sleeping between two houses.</i>
Colons (:)	used to mark the end of a sentence, eg <i>The children's names were sleeping between two houses.</i>
Semi-colons (;)	used to mark the end of a sentence, eg <i>The children's names were sleeping between two houses.</i>
Brackets ()	used to mark the end of a sentence, eg <i>The children's names were sleeping between two houses.</i>
Dashes (-)	used to mark the end of a sentence, eg <i>The children's names were sleeping between two houses.</i>

13 Question tags

Examples:

A positive statement in the simple present tense, eg
A new film comes out every year.
In this kind of question the speaker expects you to answer *Yes, it does.*

A negative statement in the simple present tense, eg
The picture is not such a high standard.
In this kind of question the speaker expects you to answer *No, it isn't.*

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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

It will rain tomorrow, won't it? Answer: *Yes, it will.*
It won't rain tomorrow, will it? Answer: *No, it won't.*

Making sense

Sometimes your answer depends on what you know or what you really think. For example you can say

Question: *It won't rain tomorrow, will it?*

Answer: *Oh yes, I think it will. There's a lot of cloud above and the weather is much colder now.*

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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.

[illegible][illegible]

1. The eight different forms of the verb be are:

I am	I was	be in the verb form
You are	You were	being in the present participle
He is		been in the past participle

2. Do not confuse *being* with *be* the form of *be* which has been in 1976. The verb *be* has been *being* covering its eight forms as told in the table.

3. *be* as in *be* told is *be* in a regular verb.

4. *be* worth mentioning to *be* or to *be* told is a regular verb.

Notes on other verbs

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

know: knew or known
demand: demanded or demanded
learn: learnt or learned
keep: kept or kept

Remember you can never use the past participle form written in *very rare*.

Verbs: past tense *never*. The past participle *never* is rare.

New Horizons

ISBN 0 0

0

Stage 1

Printer:

Print date:

Publishing Profit/Loss Evaluation Schedules

17-Feb-99

Academic level:

Grade 10

Variable royalty

sales

Age:

1

Division:

FET

%

R

table

Author(s):

Dawson

Publisher:

AB

10.00%

97000

40000

1st & edition:

New Horizons

Project editor:

12.50%

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W:

New Horizons

Project number:

12.50%

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Res:

New Horizons

Pub. date:

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Res:

New Horizons

Pub. date:

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SPECIFICATIONS

Extent: 144 pages

Format: 264 x 195

Binding: Perfect

Text paper: 70 gsm Woodfree

Text colours: 1x1

Cover board: 230 gsm C1S board

Cover colours: 4x0

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

ESTIMATES	YEAR 1	%	YEAR 2	%	YEAR 3	%	YEAR 4	%	YEAR 5	%	LIFETIME	%	
Est. quantity	5000		5000		20000		5000		5000		40000		
Est. stock quantity	0		0		0		0		5000		0		
Est. run - Quantity	5000		5000		20000		10000		0		40000		
Est. Unit cost	7.70		7.70		6.37		6.81		1.00		6.81		
Est. quantities	5000		5000		20000		5000		5000		40000		
Est. stock quantities	0		0		0		0		0		0		
Est. stock quantity	0		0		0		5000		0		0		
Est. revenue	121250	100%	121250	100%	485000	100%	121250	100%	121250	100%	970,000	100%	
Est. cost	90,150	74%	0	0%	0	0%	0	0%	0	0%	90,150	9%	
Est. A & B cost	38,500	32%	38,500	32%	127,300	28%	68,100	56%	0	0%	272,400	28%	
Average Royalty (%)	10%	12,125	10%	12,125	10%	48,500	10%	12,125	10%	12,125	10%	97,000	10%
Est. Int. Gross Margin	(19,525)	-16%	70,625	58%	309,200	64%	41,025	34%	109,125	90%	510,450	52%	
Est. lowest cost - stkhld	19.25%	0	0	0	0	0	3,277	3%	0	0%	3277	0%	
Est. Gross Margin	(19,525)	-16%	70,625	58%	309,200	64%	37,748	31%	109,125	90%	507,173	52%	

PLANT COSTS

	Stage 1	Stage 2	Stage 2	Stage 3	Stage 3
	Estimates	Actuals	Revised	Final	Estimates

Break even point	18812
Break even costs	R 362,550

Target ppb%	20%
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Target unit cost	4.85
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Target GM%	0%
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Target plant cost	597323
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Target selling price	55.45
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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				
Trialing	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				
Total Plant Costs	80150	0	0	0	0

Stage 1 - 27/01/99

Stage 2

Stage 3

- Contract signed?
- Costs checked against WIP?
- Authors corrections checked?
- Royalty advances correctly allocated?
- 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
Est. run	5000	5000	20000	10000	0	40000
Est. & B unit cost	7.70	7.70	6.37	6.81	1.00	6.81
Est. audio visual duplicating						0
Est. right						0
Est. Int costs	38500	38500	127300	68100	0	272400

Endnotes

Chapter 1

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Conclusion

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