

**OPEN EDUCATIONAL
RESOURCES
4
OPEN SCHOOLS**

Taking Education to the People



Open Educational Resources (OER) for Open Schooling

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

These specially selected OER subjects include:

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

Open Educational Resources are free to use and increase accessibility to education. These materials are accessible for use in six countries: Botswana, India, Lesotho, Namibia, Seychelles and Trinidad & Tobago. Other interested parties are invited to use the materials, but some contextual adaptation might be needed to maximise their benefits in different countries.

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

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

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

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

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English Second Language

Grade 10

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- For the last 6 units (Units 10-15) the following books have been used:
 - a. *The Other Presence* by Dr F.S. Nyathi. This book can be obtained from: The African publishers snyathi@unam.na
sifiso12@unam.na
 - b. *Calabash* by J.G. Goodacre and S. Makosana. This book is available at the following websites:



- i. [basket help http://www.abebooks.com/products/isbn/9780636013520/](http://www.abebooks.com/products/isbn/9780636013520/) [sign on my account](#)

- ii. **Karibu kalahari.co.ke**

[Email](#) or  : +254 (0) 714 779 854
Contact centre hours: Weekdays 8:00 - 18:00 & Saturdays 8:00 - 14:00
<http://www.kalahari.co.ke/books/Calabash-A-cluster-of-stories/1/25518021.aspx>

Contents

About this Course material	7
How this Course material is Structured	7
Course overview	3
Welcome to English Second Language Grade 10	3
English Second Language Grade 10 - is this course for you?	3
Course outcomes	3
Timeframe	4
Study skills	4
Need help?	5
Assessments	6
Feedback	7
Resources	7
Getting around this Course material	9
Margin icons	9
Unit 1	11
Life in Namibia	11
Introduction	11
Reading and Responding	13
Grammar and Usage:	15
Simple Present Tense	15
Prefixes and Suffixes	22
Listening and Responding:	27
Continuous Writing:	29
Writing Formal and Informal Letters	29
Unit Summary	33
Assessment	34
Answers to Activities: Unit 1 Life in Namibia	36
Resources	41
Unit 2	42
Health and Water	42
Introduction	42
Reading and Responding	44
Grammar and Usage	54
A. Nouns	54
B. Pronouns	60
C. Simple Past Tense	62

How do we Form the Simple Past Tense?	63
Negative and Question Forms	67
Summary Writing	70
Listening Comprehension and Responding	73
Form Filling	75
Unit Summary	78
Assessment	79
Answers to Activities: Unit 2 Health and Water	82
Resources	88
Unit 3	89
Rights and Responsibilities	89
Introduction	89
Rights and Responsibilities	91
Reading and Responding	91
Reports, Newspaper and Magazine Articles	91
Grammar and Usage	96
Future Tense	96
Punctuation	99
Linking words or Conjunctions	106
Summary Writing	108
Hints on Summary Writing	108
Continuous Writing	110
Diary Writing	110
Listening and Responding	113
Unit Summary	116
Assessment	117
Answers to Activities: Unit 3 Rights and Responsibilities	121
Resources	126
Unit 4	127
Population Education	127
Introduction	127
Reading and Responding	129
Grammar and Usage:	143
A. Present Continuous Tense	143
B. Adjectives	147
Listening and Responding	151
Continuous Writing: Descriptive Essay	153
Unit Summary	157
Assessment	158
Answers to Activities: Unit 4 Population Education	160
Resources	166
Unit 5	167
Gender Issues	167
Introduction	167

Timeframe.....	168
Reading and Responding.....	169
Grammar and Usage:.....	173
B. Prepositions.....	178
Listening and Responding.....	184
Continuous Writing: Argumentative Essays.....	186
Unit Summary.....	191
Assessment.....	192
Answers to Activities: Unit 5 Gender Issues.....	195
Resources.....	199
Unit 6	200
Hobbies.....	200
Introduction.....	200
Reading and Responding.....	201
Grammar and Usage:.....	214
Listening Comprehension and Responding:.....	228
Continuous Writing: Magazine Articles.....	230
Unit Summary.....	235
Assessment.....	236
Answers to Activities: Unit 6 Hobbies.....	240
Resources.....	245
Unit 7	246
Supernatural.....	246
Introduction.....	246
Reading and Responding.....	248
Grammar and Usage:.....	253
The Perfect Tenses.....	253
How do we make the Present Perfect Tense?.....	254
How do we use the Present Perfect Tense?.....	255
Continuous Writing:.....	282
Unit Summary.....	287
Assessment.....	288
Answers to Activities: Unit 7 Supernatural.....	292
Resources.....	297
Unit 8	298
Advertising.....	298
Introduction.....	298
Timeframe.....	299
Reading and Responding.....	300
Grammar and Usage:.....	304
Continuous Writing:.....	315

Unit Summary.....	319
Assessment.....	320
Answers to Activities: Unit 8 Advertising.....	325
Resources	327
Unit 9	328
Sports	328
Introduction	328
Reading and Responding.....	330
Dangerous Sports	334
Continuous Writing:.....	345
Unit Summary.....	349
Assessment.....	350
Answers to Activities: Unit 9 Sports	353
Resources	357
Unit 10	358
Literature: Introductory Notes	358
Introduction	358
Literature: The Other Presence: Chapters 1-6	367
Introduction	367
Unit Summary.....	389
Assessment.....	390
Answers to Activities: Unit 10 The Other Presence: Chapters 1-6	394
Resources	397
Unit 11	398
Literature: The Other Presence: Chapters 7-15	398
Introduction	398
Unit Summary.....	426
Assessment.....	427
Answers to Activities: Unit 11 The Other Presence: Chapters 7-15	431
Resources	436
Unit 12	437
Literature: The Other Presence: Chapters 16-20	437
Introduction	437
Unit Summary.....	458
Assessment.....	459
Answers to Activities: Unit 12 Literature - The Other Presence: Chapters 16-20	465
Resources	469
Unit 13	470
Literature – Calabash – Non-fiction Stories	470
Introduction	470

The Ten Cent Soccer Ball <i>by Peter Brink</i>	475
Homophones.....	482
Emma and I <i>by Sheila Hocken</i>	488
The Youngest Channel Swimmer <i>by J.C. Goodacre</i>	493
Unit Summary.....	499
Assessment Tasks	500
Answers to Activities: Unit 13 Literature: Non-fiction Stories.....	504
The Ten Cent Soccer Ball <i>by Peter Brink</i>	504
Emma and I <i>by Sheila Hocken</i>	506
Resources	508
Unit 14	509
Literature: Calabash - Fiction Stories	509
Introduction	509
The Star Beast <i>by Nicholas S. Gray</i>	511
Introduction	511
The Hitchhiker <i>by P. Groves & N. Grimshaw</i>	518
Introduction	518
The Kiss <i>by Walter Macken</i>	525
Introduction	525
Unit Summary.....	535
Assessment.....	536
Answers to Activities: Unit 14 Literature: Fiction Stories	541
The Star Beast <i>by Nicholas S. Gray</i>	541
The Hitchhiker <i>by P. Groves & N. Grimshaw</i>	543
The Kiss <i>by Walter Macken</i>	545
Resources	547
Unit 15	548
Literature: Calabash - Humorous Stories.....	548
Introduction	548
The Disappearing Days <i>by Norman Hunter</i>	549
Introduction	549
The Python's Tree <i>by Phyllis Savory</i>	557
Introduction	557
Thief of Heaven <i>by Greta Bloomhill</i>	564
Introduction	564
Unit Summary.....	571
Assessment.....	572
Answers to Activities: Unit 15 Literature: Humorous Stories.....	577
The Disappearing Days <i>by Norman Hunter</i>	577
The Python's Tree <i>by Phyllis Savory</i>	578
Thief of Heaven <i>by Greta Bloomhill</i>	580
Resources	581

About this Course material

English Second Language Grade 10 has been produced by the COL Open Schools Initiative. All Course materials produced by the COL Open Schools Initiative are structured in the same way, as outlined below.

How this Course material is Structured

The course overview

The course overview gives you a general introduction to the course. Information contained in the course overview will help you determine:

- if the course is suitable for you;
- what you will already need to know;
- what you can expect from the course;
- how much time you will need to invest to complete the course.

The overview also provides guidance on:

- study skills;
- where to get help;
- course assignments and assessments;
- activity icons;
- units.

We strongly recommend that you read the overview *carefully* before starting your study.

The course content

The course is broken down into units. Each unit comprises:

- an introduction to the unit content;
- unit outcomes;

- timeframe;
- new terminology;
- core content of the unit with a variety of learning activities;
- a unit summary;
- assessments

Please Note:

In order to listen to audio on the CD, double click the audio icon to play it. MPlayer has already been installed.

To open the links place the cursor on the link, press and hold control then click to open the link.



Resources

For those interested in learning more on this subject and who have access to the internet, we provide you with a list of additional resources at the end of each unit of this Course Material; these may be books, articles or web sites.

Your comments

After completing English Second Language Grade 10, we would appreciate it if you would take a few moments to give us your feedback on any aspect of this course. Click here to access the [feedback form](#).

Your constructive feedback will help us to improve and enhance this course.



Course overview

Welcome to English Second Language Grade 10

This course consists of 15 units based on the JSC curriculum to develop functional literacy and language skills in English.

English Second Language Grade 10 - is this course for you?

This course is intended for people who want to develop their communicative skills for meaningful interaction in a multi-lingual, multi-cultural and knowledge-based society.

Course outcomes



Outcomes

On successful completion of English Second Language Grade 10, you will be able to:

- *develop* positive attitudes towards language learning;
- *acquire and use* functional vocabulary and pronunciation in the language through informal and formal learning to understand, speak, read and write fluently and correctly;
- *use* the language with confidence for learning in school and in daily life;
- *convey* information, opinions and ideas through a variety of presentations and with a sense of audience;
- *interact* meaningfully and express themselves clearly in a variety of genres and situations;
- *read and critically interpret* a variety of texts.



Timeframe



How long?

34 weeks

3 hours and 20 minutes per week

1 hour per day

This course has 15 units and requires approximately 113 hours to complete.

5-7 hours per unit (This time is flexible because some units are longer than the others.)

Spend at least 2 hours a day doing your homework and assessments.

Study skills



As an adult learner, your approach to learning will be different to that from your school days. You will choose what you want to study. You will have professional and/or personal motivation for doing so, and you will most likely be fitting your study activities around other professional or domestic responsibilities.

Essentially you will be taking control of your learning environment. As a consequence, you will need to consider performance issues related to time management, goal setting, stress management, etc. Perhaps, you will also need to reacquaint yourself in areas such as essay planning, coping with exams and using the web as a learning resource.

Your most significant considerations will be *time* and *space*, i.e. the time you dedicate to your learning and the environment in which you engage in that learning.

We recommend that you take time now - before starting your self-study - to familiarize yourself with these issues. There are a number of excellent resources on the web. A few suggested links are as follows:

- <http://www.how-to-study.com/>

The “How to study” web site is dedicated to study skills resources. You will find links to study preparation (a list of nine essentials for a good study place), taking notes, strategies for reading text books, using reference sources, and test anxiety.

- <http://www.ucc.vt.edu/stdysk/stdyhlp.html>

This is the web site of the Virginia Tech, Division of Student Affairs.

You will find links to time scheduling (including a “where does time go?” link), a study skill checklist, basic concentration techniques, control of the study environment, note taking, how to read essays for analysis, memory skills (“remembering”).

- <http://www.howtostudy.org/resources.php>

Another “How to study” web site with useful links to time management, efficient reading, questioning/listening/observing skills, getting the most out of doing (“hands-on” learning), memory building, tips for staying motivated, developing a learning plan.

The above links are our suggestions to start you on your way. At the time of writing these web links were active. If you want to look for more links, go to www.google.com and type “self-study basics”, “self-study tips”, “self-study skills” or something similar.

Need help?



Help

The institution that is offering this course to students needs to provide the following information to their students. Please replace the questions in the shaded areas with the appropriate information.

A course web site address: www.namcol.edu.na

Ms Uajo Kazombiaze, NAMCOL Head Office, Independence Avenue, Katutura, Windhoek. Office hours 8h00 – 17h00. Telephone number 00264 61 320 5111/5243, Fax number 00264 61 216 987, e-mail address: uajoroka@namcol.com.na.

Mr Joel Kavetuna, Resource Centre, NAMCOL Head Office, Independence Avenue, Katutura, Windhoek. Opening hours 8h00 – 17h00. Telephone number 00264 61 320 5111/5271, Fax number 00264 61 216 987, e-mail address: kavetuna@namcol.com.na.

Mr Deodorich Tauseb, Office hours 8h00 – 17h00. Telephone number 00264 61 320 5111/5269, Fax number 00264 61 216 987, e-mail address: deo@namcol.com.na.



Assessments



Assessments

There is an assessment task at the end of each unit.

Namibian learners will write the National Examination administered by the Directorate of National Examination and Assessment (DNEA). It is expected that the learner writes the national assessment when it is scheduled and that the learners adhere to the conditions and requirements of the national assessment as determined by the National Ministry of Education.

Students take one examination (consisting of four different papers). This is a teacher marked assessment taken at the end of the year, usually in October/November. Students take the exam in the following papers:

Paper 1 (Reading and Directed Writing): 50 Marks

Duration: 2 hours

Paper 2 (Continuous Writing): 30 Marks

Duration: 1½ hours

Paper 3 (Listening Comprehension): 20 Marks

Duration: 30 minutes

Paper 4 (Literature): 20 Marks

Duration: 1 hour

If you have access to the internet, click on the link below to access the NIED website where you can browse the specimen paper for Paper 1 Reading and Directed Writing.

<http://www.nied.edu.na/publications/syllabusses/JSC%20%20Folder/2007%20Sample%20Paper%20%20Folder/JSC%20English%20L2%20Specimen%20Paper%20Booklet%20Updated%20May%202007.pdf>

Or click the link below to access the specimen paper and the syllabus:

[JSC \(Junior Secondary Certificate\) English as a Second Language Syllabus](#)

[Specimen paper for Paper 1 Reading and Directed Writing](#)

Please Note: For most of the activities and assessments, you will need to answer on separate sheets of paper. Others, for example, cross word puzzles and forms are available on the CD under documents, for you to print and use. Please prepare a portfolio to keep all your work.



Feedback



Feedback

Feedback for the activities is given at the end of each unit.

Resources



Resources

Resources used in each unit are provided at the end of the unit. Other additional resources are available on this course CD that can be opened and printed for your convenience.


























Getting around this Course material

Margin icons

While working through this Course material, you will notice the frequent use of margin icons. These icons serve to “signpost” a particular piece of text, a new task or change in activity. They have been included to help you to find your way around this Course material.

A complete icon set is shown below. We suggest that you familiarise yourself with the icons and their meaning before starting your study.



			
Activity	Assessment	Assignment	Case study
			
Discussion	Group activity	Help	Note it!
			
Outcomes	Reading	Reflection	Study skills
			
Summary	Terminology	Time	Tip
			
Computer-Based Learning	Audio	Video	Feedback
			
Objectives	Basic Competence	Answers to Assessments	

Unit 1

Life in Namibia

Introduction

Welcome to Unit 1 of this course. In this unit, there will be a reading text, language focus, a listening comprehension activity, a discussion and creative writing. In the grammar section, we will focus on the Simple Present Tense, negative statements and question forming, as well as prefixes and suffixes. In the continuous writing section, we will discuss the difference between a formal and an informal letter.

Before we start with the unit, let us look at the unit outcomes.

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



Outcomes

- *read and understand* a selected text;
- *read* to extract information and ideas;
- *use* the simple present tense correctly;
- *form* questions and negatives correctly;
- *use* prefixes and suffixes meaningfully;
- *listen* attentively and answer questions while listening;
- *participate* in group discussions about different population groups in the country;
- *write* an informal letter and a formal letter, creatively showing a sense of audience and purpose.

I hope you have understood the unit outcomes and the sections of this unit. Below is a suggested timeframe that you can use to manage your time effectively for this unit.



How long?

Spend approximately 5 hours on this unit.

Don't worry if you spend less time on this unit because the number of hours per unit is flexible. You might spend less time on shorter units and more time on the longer units. This timeframe is a guide for you to use. Beware of spending too much time to complete the unit because it may make it difficult for you to complete the course on time.

Now let us look at the list of some words (terminology) that will be used in this unit.



Terminology

perennial rivers:	rivers that have water throughout the year
vibrancy:	being lively and exciting
intricate:	very detailed in design and structure
decimate:	to destroy a large part of something, for example, by getting rid of a lot of people
community:	a group of people living together and/or united by shared interests, religion, nationality, et cetera
descendant:	person that has another person as grandfather or grandmother, great grandmother or great grandmother
stem:	the part of the word that does not change when a beginning or an ending is added, for example "follow" in the word "following".

Before we start with our first activity, think about the following questions. Have you ever lived near a river's edge? What would you like to do if you lived close to a river and how could you benefit from living close to a river? Read about Agnes' experience and compare it with your ideas.

Reading and Responding



Reading Activity

Activity 1

Read the passage below about the life of Agnes who lives on the Kavango River and then answer the questions that follow. Answer the questions on a separate sheet of paper.

"There are many reeds that grow here, close to the river's edge"



The Kavango River is one of Namibia's largest perennial rivers. Although it is shared with two other countries and flows only for a very short distance through Namibian territory, it supports life in the Okavango Region and provides people of the region with water, fish, building materials and a host of other valuable resources.

Agnes lives with her husband and children in a home built with the traditional materials of wood and reeds. Their home is located not far from the Kavango River. It can be found on a high patch of land that is well out of the way of the floods. These floods reach over the banks of the river each year and cover the flood plain on either side with water.

"My name is Agnes, and I have lived here with my family for many years. It is a good place to live — close to the river, so there is always water, and not far from the road, so it is not a problem to get a lift into Rundu. Every year, after the rainy season, the river rises up and covers the flood plain here in front of my house. After this has happened, there are many reeds that grow here, close to the river's edge."



These are the reeds that I am now selling. I don't have to walk far to cut them, and I dry them here on this rack or on wooden poles so that the termites cannot reach them. The river usually rises in December, and the best months for cutting reeds are between March and August. These are the months when they are fully-grown. I sell the reeds I have cut to people who live around here, and they use them to build their houses or for building fences around their homesteads. For one bundle of reeds, I charge N\$2, and usually in one month I make about N\$20. I live from the crops and vegetables that I plant in my fields, and some money that my son sends me from Katima Mulilo, so this money that I make is very useful for buying things. I usually spend it on food, for example, maize meal, which I buy at the shop in Rundu.

If you look around this area, you will see that many women are selling reeds. In our tradition, it is the women who collect and sell reeds and also grass for making roofs for houses. The men are the ones who sell firewood and wooden poles for building."

Source: Unknown

1.1 Name three essential resources that the Kavango River provides.

_____ (3)

1.2 Give one reason why Agnes is happy to live where she does.

_____ (1)

1.3 How does Agnes protect her reeds from termites?

_____ (2)

1.4 How does Agnes spend the money she makes from selling the reeds?

_____ (2)

1.5 How many bundles of reeds does Agnes sell in one month?

_____ (1)

*I hope you found Activity 1 quite easy. It was a warm-up exercise to just get you started. Try to do more reading exercises to improve your skill of reading with understanding. Compare your answers with **mine** at the end of this unit in the feedback section. Now, let us move on and discuss the Simple Present Tense.*

Grammar and Usage:



Note it!

Simple Present Tense

The **simple present tense** is one of the most common tenses in English.

(a) We use the simple present tense **to talk about repeated actions or habits**, e.g.

- I have a shower every morning.
- Most evenings Mary stays at home and watches TV.
- My parents drive to Windhoek from Okahandja for work every day.

(b) We use the simple present tense **to talk about situations, which are permanent**, (continuing for a long time).

- Mr. and Mrs. de Waal live in Tsumeb. (That is their permanent home.)
- I love my sister.

(c) We use the simple present tense **to talk about general truths**.

- Vegetarians don't eat meat or fish.
- The River Amazon flows into the Atlantic Ocean.

Adapted: Heinemann English Grammar

Forming the simple present tense

There are only two basic forms for the simple present tense; one ends with **-s**, and the other doesn't. Here are examples, using the verb **sing**.

Subject	Verb Form	Example
I	simple form	I sing.
You	simple form	You sing.



He	simple form + s	He sings.
She	simple form + s	She sings.
It	simple form + s	It sings.
We	simple form	We sing.
They	simple form	They sing.

In other words, only the **third person singular subjects** (he, she, it) have to have a verb which ends with **s**.

With most verbs, the third person singular form is created simply by adding **-s**. However, with some verbs, you need to add **-es** or change the ending a little. Here are some examples.

Verb ending in ...	How to form third person singular	Example
s passes.	add -es	He
z dozes.	add -es	She
sh wishes.	add -es	She
ch watches.	add -es	He
consonant + y	Change y to i, then add -es	It flies.

When you understand the verb changes, complete the following activities that revise the correct use of the Simple Present Tense.



Activity

Activity 2.1

2.1 Tick (✓) the box of the correct answer.

a) I _____ in a bank. (work)

work
works
workes

b) She _____ in Florida. (live)

live
lives
livees

c) It _____ almost every day in Manchester. (rain)

rain
rains
raines

d) We _____ to Spain every summer. (fly)

fly
flys
flies

e) My mother _____ eggs for breakfast every morning. (fry)

fry
frys
fries

f) The bank _____ at four o'clock. (close)

close
closies
closes



g) John _____ very hard in class, but I don't think he'll pass the course. (try)

try
trys
tries

h) Jo is so smart that she _____ every exam without even trying. (pass)

pass
passies
passes

i) My life is so boring – I just _____ TV every night. (watch)

watch
watchies
watches

j) My best friend _____ to me every week. (write)

write
writies
writes

I hope you did not find the activity too difficult. Check the [answers](#) at the end of the unit. Try the next activity. Consider the notes on [forming third person singular](#) above this activity to help you with the next one.



Activity

2.2 Write down the correct form of the word in brackets to fill each space. Write your answers on a separate sheet of paper.

Mary and I **a)** _____ (work) in the same office, but we're completely different. She **b)** _____ (like) coffee, but I **c)** _____ (like) tea. She **d)** _____ (wash) her car every weekend, but I never **e)** _____ (clean) mine. She **f)** _____ (smile) all the time at work, but I **g)** _____ (feel) miserable. I **h)** _____ (complain) about the boss all the time, but Mary **i)** _____ (think) the boss is a nice person. When I **k)** _____ (finish) work, I like to drink beer with my friends, but Mary **l)** _____ (study) at night school. The boss **m)** _____ (think) Mary is perfect, but she **n)** _____ (drive) me nuts!

*If you are familiar with the usage of the Simple Present Tense, it will also be easy to use it correctly in your everyday conversations. Remember to check your **answers** at the end of the unit. Now let's go on and discuss Negative and Question forms.*



Activity

Negative statements and question form

Negative statements

We form negative statements by putting **not** after the auxiliary verb (e.g. *be, have, can*).

He is happy. ----- He is not happy.

I may visit you. ----- I may not visit you.

In the present simple tense if there is no auxiliary verb, we use **do** or **does** before *not*.

Johanna runs. ----- Johanna does not run.

We live in Otavi. ----- We do not live in Otavi.

Note that after *do, does* the verb is always the infinitive without *to* e.g. run, live.

Question form

We form questions by changing the position of the subject (e.g. Saara, we, she) and the auxiliary verb (e.g. can, may, is).

Saara can swim. ----- Can Saara swim?

The dog is ill. ----- Is the dog ill?

We form questions with the verb *be* in the same way.

Joshua and Jean are in Namibia. ----- Are Joshua and Jean in Namibia?

Oshakati is far from Rehoboth. ----- Is Oshakati far from Rehoboth?

In the present simple tense if there is no auxiliary verb, we use *do/does* in



present simple questions.

Elizabeth eats meat only. ----- Does Elizabeth eat meat only?

They play soccer at school. ----- Do they play soccer at school?

Note that after *do* and *does*, the verb is always the infinitive without *to* e.g. *eat, play*.

Now do the activity that follows.

Activity 3

The table below highlights how the question and negative statements are formed in the Present Simple Tense. Study it carefully and then complete the activity that follows. Write your answers on a separate sheet of paper.

AFFIRMATIVE	NEGATIVE	QUESTION
I/You play .	I/You do not play .	Do I/you play ?
He/She/It plays .	He/She/It does not play .	Does he/she/it play ?
We/You/They play .	We/You/They do not play .	Do we/you/they play ?

Change the following statements into: a) negative statements
b) question form

i) Agnes lives with her husband and children.

a) _____

b) _____

ii) Their home is far from Kavango River.

a) _____

b) _____



iii) She can sell many bundles of reeds.

a) _____

b) _____

iv) They have got a house built with traditional materials.

a) _____

b) _____

v) I am happy to work in the field.

a) _____

b) _____

vi) Most women plant crops and vegetables in the field.

a) _____

b) _____

*How did you find the activity? It is important to always remember to put a full stop at the end of a statement and a question mark at the end of a question. Compare your **answers** with mine in the feedback section. The next section is about Prefixes and Suffixes.*

Prefixes and Suffixes

Now we are going to look at **Prefixes and Suffixes**.



Note it!

i) Prefixes

Look at this sentence:

- The Self-access Learning Centre offers multi-media interactive computers with Internet.

What are the underlined parts of the words called?

Do you know their function?

A prefix is added to the beginning of a word to change its meaning and make a new word.

Before we look at Suffixes, do the following exercise.


Activity Activity 4

Do the following activities on a separate sheet of paper.

4.1 Write down a definition for each of these prefixes. Think of words beginning with each of the prefixes.

An example has been done for you.

Prefix	Definition	New Word
a) self		
b) multi	many; more than one	multi-colour
c) inter		
d) micro		
e) tele		
f) pre		

4.2 Now, match each prefix with one of the words from the stems given. Write down the word.

Prefix	Word/Stem
a) ex	matic
b) trans	lingual
c) auto	diction
d) sub	rail
e) hyper	atlantic
f) bi	wife
g) contra	active
h) mono	standard

Now that you have matched these prefixes with the stems, can you tell what the new word means? Check the [answers](#) at the end of the unit.

Let us move on and discuss suffixes.



Note it!

ii) Suffixes

What is a suffix?

A suffix is a word ending. It is added at the end of a root word. e.g. walk +**-ing** = **working**; help+**-ful** =**helpful**.

A root word stands on its own as a word, but you can make new words from it by adding beginnings (prefixes) and endings (suffixes). e.g. comfort is a root word. By adding the prefix '*dis*' and the suffix '*able*' you can make new words such as **discomfort** and **comfortable**.

Adding suffixes to words can change or add to their meaning, but most importantly they show how a word will be used in a sentence and what part of speech (e.g. noun, verb, adjective) the word belongs to.

Adding a suffix to a root word will change the spelling of the new word. There are some spelling rules to help you learn why and when this happens. So here are spelling rules.

SUFFIX SPELLING RULES – DOUBLE LETTERS

Usually when you add a suffix to a root word the spelling of both stays the same: e.g. care + ful = careful

But there are several important groups of words where the spelling of the root word **changes** when you add a suffix.

Sometimes the spelling changes because of the '**Doubling**' rules.

As always, there are exceptions to these four rules, but they are a good starting guide.

1] For most short (one syllable) words that end in a single consonant (anything but 'a', 'e', 'i', 'o', 'u') you need to double the last letter when you add a suffix:

e.g. run + ing = **running**

sun + y = **sunny**

2] For most long (more than one syllable) words that have the stress on the last syllable when you say them AND end in

a single constant (anything but 'a', 'e', 'i', 'o', 'u') you need to double the last letter: e.g. begin + er = **beginner**

prefer + ing = **preferring**

Exceptions to the rule

If you are adding the suffix 'ing' to a word ending in 'y', keep the 'y'.

e.g. The word 'copy' ends in 'py'

If the word has more than one syllable and ends in a single consonant, but the stress is not on the last syllable, then you *do not* need to double the last letter before adding a suffix:

e.g. offer + ing = offering
benefit + ed = benefited

3] If you add a suffix starting with a consonant to a word ending in a consonant you do not need to double the last letter of the word.

e.g. enrol + ment = enrolment
commit + ment = commitment

'Y' to 'I' rules

When you add a suffix to a word that ends in a consonant followed by a 'y', change the 'y' to 'i'.

e.g. The word 'happy' ends in 'py'
When you add the suffix 'ness' change the 'y' to 'i' to make the word happiness:
Happy + ness = happiness.

When you add 'ing' the 'y' doesn't change to an 'i' because you would have two 'i's together: copy + ing = copying.

Silent 'e' rule

When you add a 'y' or a suffix that starts with a vowel (a, e, i, o, u) to a word which ends in a silent 'e' drop the silent 'e'.

Silent 'e' words end in a consonant but have an 'e' at the end, such as *hope*, *like*, and *love*. If you say the word to yourself you do not really hear the 'e' at the end.

e.g. The word 'noise' ends in a silent 'e'. When you add the suffix 'y', the 'e' is dropped to make the word **noisy**:

noise + y = noisy

The word 'like' ends in a silent 'e'
When you add the suffix 'ing', the 'e' is dropped to make the word **liking**:

like + ing = liking.



Exceptions to the rule: If a word ends in 'ce', or 'ge', keep the 'e' if you add a suffix beginning with either an 'a', or an 'o'. (This is done to keep the 'c' or 'g' sounding soft.)

e.g. The word 'peace' ends in 'ce'.

When you add on the suffix 'able' the silent 'e' is kept to make the word **peaceable**: peace + able = peaceable.

NB: All these rules also apply to words that have a prefix before the root word. For example, if you add the suffix 'ness' to the root word 'unhappy' you would still change the 'y' to 'i': un + happy + ness = unhappiness.

<http://www.bbc.co.uk/skillswise>

After studying the notes, do the activity that follows to see if you have understood suffixes.



Activity

Activity 5

5.1 Look at the following exercises on suffixes and complete the tables below. Only one of the three suffixes next to the root word is right for that word. Choose the one you think is correct and write the new word. Do not forget the suffix spelling rules. Write your answers on a separate sheet of paper.

		Correct word
a) provide	sion / cian / tion	
b) usual	y / ly / ary	
c) faith	ness / er / ful	
d) complete	ful / est / ly	
e) learn	cian / er / ness	
f) tradition	ness / able / al	
g) friend	y / ly / ary	
h) settle	ment / ive / ful	
i) live	sion / ary / ly	
j) immediate	ful / ible / ly	
k) land	est / ed / ly	
l) use	ful / est / ify	



5.2 Take away the suffix from each of the root words. The root word is the most basic form of a word or a word that is the base for other words. Write the correctly spelt root word on a separate sheet of paper. Do not forget the suffix spelling rules.

Activity

Root word + suffix	Root word
e.g. written	write
a) stony	
b) characteristic	
c) seasonal	
d) nomadic	
e) environmental	
f) supportive	
g) wooden	
h) cutting	
i) happened	

Check the [answers](#) at the end of the unit before you continue.

Listening and Responding:

At the beginning of this unit, you read about a tribe in Namibia, namely the Kavango speaking people. Now, you will listen to a passage about the people of Namibia and their cultures.



Audio

Before you start listening, answer the following question and compare your answer with the information you will get from the passage that you are going to listen to:

- List all the people of Namibia that you know.

Double-click the icon to listen.



People of Namibia

Activity 6

Now listen to the passage and answer the questions below. When the passage is finished, replay the audio clip to listen to it once more. You should only listen to the passage twice.

6.1.1 Which Namibian tribe is known to wear colourful Victorian-style dresses?



6.1.2 Which tribe represents almost half of Namibia's total population?

6.1.3 Which tribe is closely related to the Owambo people?

6.1.4 When were the Herero people destroyed in one of Namibia's colonial wars?

6.1.5 Which side of the country do the Himba people live?

6.1.6 Where do we find a large Coloured community in Namibia who are fishermen?

6.1.7 Which tribe forms the smallest cultural group in Namibia?

6.1.8 How many countries does the Caprivi region border?

6.1.9 Which Namibian tribe is known as 'the original people of Africa'?

6.1.10 What do Damaras mostly do for a living?

I hope you now know much about Namibian tribes. How did you fare with this listening activity? Don't worry too much if you did not get all answers correct. Listening is a skill you have to learn with time. You will master it by doing a lot of listening exercises. You will have a chance to practise your listening skills in each unit of this English course. Before you start with continuous writing, check the [answers](#) at the end of the unit.

Now let us move over to a discussion before we do an actual writing activity.

Continuous Writing:



Discussion

Listen to the audio clip again and write notes on the different population groups found in Namibia. Use these notes to relate to your friends what you have learnt about the different population groups in Namibia.

Also, in your discussion, explain why you are proud to live in Namibia and which part of the country appeals to you.

Note: There is no wrong or correct answer for this activity. Thus there is no feedback for it.

Let's proceed to the Continuous Writing section. In your final examination, you will be asked to write a longer and/or shorter piece of writing. The following activity should help you to understand how to go about Continuous Writing.

Writing formal and informal letters

The Continuous Writing Paper of your examination tests your writing skills. You will be required to write letters, diary entries, essays and reports of between 150 words (shorter pieces) and 200 – 250 words (longer pieces).

In letter writing, you have to adjust your writing to suit your readers or the purpose.

This section concentrates on letter writing.



Look at the table below, which will give you some information on formal and informal letters:

Formal Letters	Informal Letters
♦ Are written:	♦ Are written:
to apply for a job	to convey information
to request information	to chat
to give your opinion	to ask for permission e.g. from parents to do something
to complain	
to make a reservation e.g. hotel reservation	
to the manager of a company; a chairman; director; (person in charge).	to a friend; loved one; a relative.
♦ Use formal English; be polite; make your reason for writing clear; avoid slang and colloquialisms.	♦ May be chatty; may be personal; may use colloquialisms.
♦ Begin: Dear Sir/Madam ♦ Close: Yours faithfully	♦ Begin: Dear Sarah / Dear John ♦ Close: Yours / Best wishes / See you
♦ Begin: Dear Mr. Adams ♦ Close: Yours sincerely	

You also have to use standard formats when you write formal and informal letters. Look at the following models:



Formal letters:

(your address) 24 Barbet Road
Hochland Park
Windhoek
(date in full) 6 May 2011

(leave a line open)

The Manager *(receiver's position)*
The Safari Motel *(receiver's address)*
PO Box 412
Windhoek

(leave a line open)

Dear Sir/Madam *(salutation)*

(leave a line open)

Re: **Hotel reservation** *(reason for writing)*

(leave a line open)

Content of the letter

(leave a line open)

Yours faithfully *(ending of letter)*

Mr M. Brandt *(title, initial and surname)*

Informal Letters:

Informal letters are often easier to write because you are free to use language that you use in everyday conversation.

Look at the model below:



(your address)

PO Box 6094

Woodlands

Swakopmund

10 July 2011

(leave a line open)

Dear Josey (salutation)

(leave a line open)

Content

(leave a line open)

Yours / Love / Best wishes

Aimee (your first name)

You have to study those formats well. Always remember who will be reading your letter and choose an appropriate style. It is important to have the format correct in order to score good marks in your writing tasks.

Now, the next activity should help you to write a formal letter.



Activity

Activity 7

An educational programme 'How to study for examinations' was recently shown on NBC TV and you missed the screening. Write to the Manager of Productions at NBC TV and ask for a copy of the tape. Their postal address is P/Bag 333, Windhoek. In your letter, state why you are interested in having a copy and how the tape will be of use to you and your study group. Write about 150 words.

*Did you consider the points given in the table to help you write a good letter? Now, take note of the **sample letter** in the feedback in the answer section for this activity. Pay attention to the language style and the format. Before you leave this unit, read the unit summary below and do the assessment task at the end of this unit.*

Unit Summary



Summary

This unit dealt with the Simple Past tense, where Negative statements and Question forms were discussed. Prefixes and suffixes were also explained. These are parts of words placed at the beginning of words (prefixes) and at the end of words (suffixes) to add a different meaning to the original word. It also dealt with various exercises, for example, completing comprehension tests and practising different reading skills. It also dealt with various exercises, for example, completing comprehension tests, practising different reading skills and answering questions while listening to a passage. You also learnt how to write informal and formal letters.

In the next unit which is entitled '**Health and Water,**' we will deal with various reading texts, language usage, note-taking, form filling and listening and responding activities.



Assessment



Assessment

Unit 1 – Assessment Task

Question 1

1.1 Change the underlined verbs in the paragraph below so that the story is taking place in the present tense. Rewrite the entire paragraph. **Underline the verbs** you have changed.

It was late. Outside the rain was pouring and the wind blew mysteriously. Susan was restless, lying in bed. She couldn't sleep. Somewhere out there in the darkness there was something – but what? This time the crying was louder. She got up and grabbed the shot gun. She was never afraid - not even when she was told about the ghost on the farm. She looked through the window and there it was. Luckily she didn't shoot. It was only a puppy. (15)

1.2 Identify eight suffixes in the paragraph above and write them down. (8)

Question 2

Complete the following exercises by referring to the activities done within the context of the first unit.

2.1 Change the following present tense sentences to questions.

- (a) The children are in the swimming pool.
- (b) My brothers run very fast.
- (c) Mary only sees the things that she wants to.

(3)

2.2 Change the following sentences to the negative form:

- (a) Many families cook heavy meals for dinner.
- (b) Namibia is the richest country in Africa.
- (c) Our music teacher has the most beautiful voice.



(d) Basters primarily live in Rehoboth.

(4)

Question 3

Your pen pal would like to visit you in Namibia and now wishes to find out more about the weather and tourist attractions. Write a letter of about 150 words in which you inform him or her about places to visit and the weather conditions in July, as he or she wants to visit during that month.

Use the table and an informal letter format provided under the heading 'Writing Formal and Informal Letters' in this unit above for guidance. (10)

[Total 40]

Plan your letter before you attempt your writing. Planning helps to keep you on the right track. Write on a separate sheet of paper. Remember to submit your work to your tutor for marking.



Answers to Activities: Unit 1 Life in Namibia



Feedback

Reading and Responding

Activity 1

- 1.1 water, fish and building materials
- 1.2 It is close to the river.
There is always water.
It is not far from the road. /It is easy to get a lift into Rundu.
- 1.3 She dries them on the rack or wooden poles.
- 1.4 She usually buys food (for example, maize meal).
- 1.5 10/ten

[Back to Exercise](#)

Grammar and Usage

Activity 2.1

- a) work
- b) lives
- c) rains
- d) fly
- e) fries
- f) closes
- g) tries
- h) passes
- i) watch
- j) writes

[Back to Exercise](#)

Activity 2. 2

Mary and I a) work in the same office, but we're completely different. She b) likes coffee, but I c) like tea. She d) washes her car every weekend, but I never e) clean mine. She f) smiles all the time at work, but I g) feel miserable. I h) complain about the boss all the time, but Mary i) thinks the boss is a nice person. When I j) finish work, I k) like to drink beer with my friends, but Mary l) studies at night school. The boss m) thinks Mary is perfect, but she n) drives me nuts!

[Back to Exercise](#)

Activity 3

- i) a. Agnes does not live with her husband and children.
- b. Does Agnes live with her husband and children?



- ii) a. Their home is not far from the Kavango River.
b. Is their home far from the Kavango River?
- iii) a. They cannot sell many bundles of reeds.
b. Can they sell many bundles of reeds?
- iv) a. They do not have a house built with traditional materials.
b. Do they have a house built with traditional materials?
- v) a. I am not happy to work in the field.
b. Am I happy to work in the field?
- vi) a. Most women do not plant crops and vegetables in the field.
b. Do most women plant crops and vegetables in the field?

[Back to Exercise](#)

Activity 4.1

Prefix	Definition	Word
a) self	by yourself or by oneself	self-confident
b) multi	many; more than one	multi-colour
c) inter	between; among a group	inter-city
d) micro	small; on a small scale	micro-film
e) tele	at or over a long distance	telepathy
f) pre	before someone or something	pre-cost

Activity 4.2

- a) ex-wife
- b) transatlantic
- c) automatic
- d) substandard
- e) hyperactive
- f) bilingual
- g) contradiction
- h) monorail

[Back to Exercise](#)

Activity 5.1

- a) provision
- b) usually
- c) faithful
- d) completely
- e) learner



- f) traditional
- g) friendly
- h) settlement
- i) lively
- j) immediately
- k) landed
- l) useful

Activity 5.2

- a) stone
- b) character
- c) season
- d) nomad
- e) environment
- f) support
- g) wood
- h) value
- i) cut
- j) happen

[Back to Exercise](#)

Listening and Responding**Activity 6**

- 6.1.1 Herero
- 6.1.2 Owambo
- 6.1.3 Kavango
- 6.1.4 In 1904
- 6.1.5 North-West
- 6.1.6 Walvis Bay
- 6.1.7 Tswana
- 6.1.8 Four
- 6.1.9 Bushmen or San people
- 6.1.10 Keep herds of stock; grow vegetables on farms; and work in cities

Unit 1 Listening - Transcript**People of Namibia**

Namibia has a diversity of people and cultures that brings vibrancy and a fresh perspective to an ancient land.

While English is the official language in Namibia, at least 28 other languages are spoken here.

You'll encounter Herero women wearing their distinctive, colourful Victorian-style dresses; Himba with their intricate hairstyles and beautiful ochre-coloured skin; the Nama/Damara with the lilting clicks of their language, and descendants from the earliest German settlers.

Living predominately in the north are the eight tribes collectively known as the Owambo. The Owambo represent almost half of Namibia's total population and are active in all sectors of the economy, from farming and fishing to trading. Closely related to the Owambo are the Kavango people.

In 1904, the entire Herero population was virtually decimated in one of Namibia's worst colonial wars. Yet, today they rank among Namibia's best cattle farmers and businessmen.

In the rugged north-western corner of the country live the Himba, an ancient tribe of semi-nomadic pastoral Herero.

The Nama people, true descendants of the Khoikhoi, are composed of thirteen different tribes, including the Topnaars, who live along the Kuiseb River and still harvest !nara melons as they have for centuries past. With their blood and history tied to the Khoisan people and the first Dutch settlers in the Cape, some eighty Baster families moved north to Namibia in 1868. Today, they are proud to be known as the Rehoboth Basters and they live primarily in Rehoboth.

Namibia's coloured community also has ties to a mixed-race heritage originating in South Africa. There is also a large community in Walvis Bay where there are fishermen.

The smallest cultural group in Namibia is the Tswana with ancestral links to the Tswana people in Botswana.

The Caprivians are a mixture of five different tribal groups. Given that the Caprivi region borders four other countries, the people of this area have strong ties across borders, as well as to the rivers. Found in remote areas of eastern Namibia and the Kalahari are the Bushmen or San people, many of whom still practise a traditional hunter-gatherer lifestyle. Known as the original people of Africa, many aspects of their culture are shared with tourists who embark on specialised tours.

Living in Namibia for several generations are many European descendants, mostly Germans and Afrikaners who have moved here from South Africa, as well as a mixture of English and Portuguese immigrants.

One of the oldest cultural groups in Namibia is the Damara people. As they have for centuries, the Damara keep herds of stock, grow vegetables on farms and work in cities in most sectors of the economy, from teaching to mining.

Source: Adapted from Namibia Land of Contrasts: People

[Back to Exercise](#)



Continuous Writing

An example of a Formal letter:

PO Box 45637
Rehoboth
16 June 2011

The Manager of Productions
NBC TV
Private Bag 333
Windhoek

Dear Sir or Madam

Re: Requesting a copy of a tape

A few weeks ago, an educational programme on different tribes in Namibia was shown and due to unforeseen reasons, I missed the screening. I would really like to request a copy of the tape.

I'm quite interested to have such a copy to learn more about the different population groups; their culture and their customs in my country.

Our study group would like to watch it and have a discussion in order to make a few notes and thereafter write an article on the different tribes in Namibia. As a group, we would like to enter an essay writing competition in our region. With your help, we could win a prize for our school.

I would be grateful if you could help me as soon as possible.

Thank you in advance.

Yours faithfully
Susan Witbeen

[Back to exercise](#)

Resources

The following resources have been used in this unit:

1. Notes on Simple Present Tense adapted from Heinemann English Grammar.
2. Notes on *Simple Present Tense* accessed from: http://www.eslcafe.com/grammar/simple_present_tense01.html
3. Notes on *Prefixes and Suffixes* accessed from: http://en.wikipedia.org/wiki/English_prefixes
4. The article *People of Namibia* from Namibia Land of Contrasts: People.
5. NAMCOL English as a Second Language Grade 10 study guides.

Further Reading

NAMCOL English as a Second Language Grade 10 study guides (Modules 1-3).



Unit 2

Health and Water

Introduction

Welcome to Unit 2. In this unit, we will deal with:

- various reading texts;
- language usage;
 - nouns: *countable and uncountable nouns*;
 - pronouns — simple past tense: *question forming and negative statements*);
- note-taking;
- form filling; and
- listening and responding activities.

Study the following lesson outcomes and the list of vocabulary below, before you continue.

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



Outcomes

- *read extensively* for wider knowledge;
- *read* texts in other subjects of the curriculum with ease;
- *use* nouns in sentences;
- *identify* countable and uncountable nouns;
- *explain* the use of pronouns;
- *use* the simple past tense correctly;
- *form* questions and negatives correctly;
- *make* notes;
- *listen and distinguish* true and false statements;
- *listen and answer* questions on a passage;
- *complete* forms.

I hope you have studied the unit outcomes of this unit carefully. Below is a suggested timeframe that you can use to manage your time effectively for this unit.



How long?

Spend approximately 7 hours on this unit.

Don't worry if you spend less time on this unit because the number of hours per unit is flexible. You might spend less time on shorter units and more time on the longer units. This timeframe is a guide for you to use. Beware of spending too much time to complete the unit because it may make it difficult for you to complete the course on time.



Now let us look at the list of some words that will be used in this unit.



Terminology

eczema:	a red swollen condition of the skin
transmit:	to pass from one person or thing to another
arid:	dry, with very little water
dehydration:	one's body becoming dry, because of loss of water
diarrhoea:	a disease which makes you empty your bowels too often, losing important body liquids
quest:	search
rehydration:	to replace lost water in the body
sanitation:	keeping a place clean to protect one's health

In this section you will learn a lot about HIV and AIDS. Go on and do the following activity.

Reading and Responding

Activity 1

Read the following poem 'The disease that consumed me' and answer the questions that follow on a separate sheet of paper.

POEM A

The disease that consumed me

My tears have dried, my soul has died
The disease continues to live and breathe
And grow inside.

I am filled with disease, I am filled with death
Is it God that condemned me to the Hell that
has become my life;
Or is it the product of a sinful life I once led?



Reading Activity



My body has grown weary and bruised to the
bone, my heart overflows with despair,
For now I know there exists no human cure
that can eradicate this disease and pain for sure.

When I'm gone, these words are all that remain
of an existence, so mediocre, so painful so plain.
But do not mourn, grieve or despair
My life was desolate and cloaked in shame;
Be sure, my friend,
That you don't end up in shame.

Alicia Armstrong
Gr. 12 Dr. Lemmer High School, 2006

- 1.1 When reading the first stanza, how do we know that there is no end to the disease? Quote the word that tells you this.

- 1.2 Name two effects of the disease.

- 1.3 The speaker questions the cause of the disease. Who or what does he or she blame?

- 1.4 According to the speaker, will he or she be cured? Write down the phrase to motivate your answer.

- 1.5 How does the speaker describe his or her life while living with the disease?

- 1.6 What will be the result/outcome of this disease?



Reflection

Did you recognise the disease the poet speaks of? Do you think all people living with HIV and AIDS share these feelings?

Hope you did well answering the questions. Check the [answers](#) at the end of the unit. Let's try another activity.

Activity 2

Fill in the missing words to complete the poem. The words will be given to you, but first try your own ideas. Write your answers on a separate sheet of paper.



Reading Activity

POEM B

A life with AIDS

I have been cast out, a deer caught in the headlights.
 A circus freak put on for display
 Then I discovered how (1) _____ life can be.
 First I was reckless as I had no disease,
 no death sentence to make me see.
 The (2) _____ all around us, even pretty, it may seem.

This disease is no longer a prison for me as I have (3) _____ this
 second chance to make every
 step count, to make footprints each day.
 I have (4) _____ myself and those like me.
 My life is a thousand times (5) _____ than before
 I (6) _____ regularly and have learnt to eat vegetables,
 yes, even those raw.

Sure taking (7) _____ is a drag, but look at it this way,
 I won't be seeing soon the inside of a (8) _____!

I do not feel condemned; I am free to live my life;
 I am free to pursue my (9) _____;
 I am free to believe...

What have I learnt?
 That life is not measured by the number of



(10) _____ we take but by the moments that take
our breaths away.

Alicia Armstrong
Gr. 12 Dr. Lemmer High School, 2006

Below are the words that you can use to fill the gaps in the poem. Use these words to fill the gaps and compare them to the words you have initially used to see if there is similarity.

accepted; ironic; better; beauty; exercise;

embraced; dreams; breaths; pills; bag



Reflection

Could you perhaps identify with the person in Poem B?
What are your views on the two poems? Can one have a full
life living with HIV/AIDS?

Now go on and do the next activity.



Activity

Activity 3

Milk of Human Kindness

“AIDS orphans in KwaZulu-Natal are given a fighting chance thanks to donations of breast milk,” writes Riekje Pelgrim.

The up-market suburb of Manor Gardens in Durban may look serene, but is home to ground zero in the fight against AIDS. The iThemba Lethu Milk Bank is the first in the world to provide breast milk exclusively for babies abandoned or orphaned by the virus. The initiative is designed to help boost the fragile immune systems of these vulnerable children, many of whom are born underweight and suffering from symptoms such as diarrhoea and eczema.

Caring For Babies

The Milk Bank, which receives technical support and funding from UNICEF, is part of the greater iThemba Lethu (meaning “our hope” in isiZulu) project, a non-profit organisation that seeks to help children whose future is threatened by HIV/AIDS. The project consists of an HIV education programme and a transition home, where abandoned and orphaned babies are cared for until they can be placed with either their own extended family or with foster or adoptive parents. Penny Reimers, the Milk Bank coordinator, explains that, for these babies to have a fighting chance, they need an extra boost: “The babies we care for come from HIV-positive mothers. Their mothers have either passed away or have abandoned them. Many of these babies are malnourished and have eczema. Breast milk is more nutritious than formula. We have found that once we start feeding them donor milk they soon become stronger and healthier.”



Importance of breast milk

She recounts the case of a seven-month-old baby who had been in hospital since birth and not gained a gram. “In seven months, he had not gained any weight: he only weighed 2kg. After he arrived here and we started feeding him breast milk, he gained 200 grams in just two weeks and he continued to put on weight.”

The Milk Bank has set up a network of donors recruited through antenatal classes and mother-and-baby clinics, to provide breast milk on a regular basis. The volunteers – women who have just given birth and are breastfeeding their own babies – are asked to express extra milk and freeze it in small bottles, for weekly collection by the Milk Bank.

Volunteer donor Cindy Brand thinks the programme is a great idea: “After I had my baby almost 10 months ago, he would only feed on one side. I was expressing milk from the other breast and throwing it away. It was a waste.

The history of milk banking

The roots of donor milk banking go back to “wet nursing”, an ancient practice in which babies were breastfed by friends, relatives or servants. For centuries, it was believed that children inherited physical, mental and emotional traits through the breast milk, so the selection of a wet nurse was very important, so much so that during the 13th century, European women made more money working as wet nurses than any other occupation to women.

In 1909, the first official milk bank was established in Vienna, with the advent of refrigeration technology. As the practice of paediatrics grew and more premature babies survived, milk banks were opened throughout North America and Europe. With the arrival of HIV and AIDS in the mid 1980s and related concerns about transmission through breast milk, the number of milk banks declined drastically. Bottle feeding became the standard alternative to breastfeeding. Since the 1990s, the number of milk banks has been on the increase again. Milk banks are being set up throughout both the developing and developed world. And as a greater number of studies are showing the benefits of human milk to infants, the belief is that they will continue to multiply.

Source: The Human Milk Banking Association
of North America

Mail & Guardian Jan 27 – Feb 2 2006



Reading Activity

For each statement below, three choices are given. Complete the statement by circling the letter of the correct choice.

3.1 AIDS orphans in KwaZulu-Natal now have a chance to live longer because of:

- A** pasteurised milk.
- B** donated breast milk.
- C** breastfeeding.

3.2 The Milk Bank provides milk to:

- A** babies left parentless because of HIV.
- B** underweight, fragile babies.
- C** HIV infected adults.

3.3 Breast milk is donated by:

- A** clinics.
- B** women who have just given birth and are breastfeeding.
- C** milk bank.

3.4 When fed with donor milk, many of the babies:

- A** have died.
- B** became malnourished.
- C** grew healthier.

3.5 With the arrival of HIV/AIDS in the 1980s:

- A** milk banks were closed.
- B** children were bottle fed instead of breastfed.
- C** milk banks increased.

3.6 "Wet nursing" refers to:

- A** bottle feeding.
- B** physical and emotional growth through breastfeeding.
- C** children being breastfed by family or friends.

Hope you found the information interesting and the exercise not too challenging? Compare your answers with mine at the end of the unit. Now go on and do Activity 4.

Activity 4

Look at the title of the passage below. What do you think is the main idea of the passage? Write it down on a separate sheet of paper.



Reading Activity

Read the passage to see if you have predicted correctly.

Water and Health (Text 1)

There are very important links in water, sanitation, hygiene and health. According to the World Health Organisation (WHO), 11.5 billion people do not have a safe supply of drinking water. More than 5 million people die from waterborne diseases that could be improved by drinking from a safe water supply and having good sanitation facilities. Yet, there are simple and cost effective methods for purifying water and setting up sanitation systems. With the correct information and a few basic ingredients, everyone should be able to make sure the water they drink is safe. Pit latrines are easy to build and are a very satisfactory form of sanitation. The basic design can be adapted to suit many different circumstances.

Diseases linked to water make up more than 80% of all diseases in developing countries such as Namibia, South Africa, Zambia, Indonesia and the Philippines. These same water related diseases account for more than 90% of the 13 million child deaths in developing countries each year. These diseases include illnesses such as malaria, bilharzia, diarrhoea, typhoid and cholera.

Answer the following questions on a separate sheet of paper.

4.1 In what kind of countries do we find many water related diseases?

4.2 From which kind of diseases do 9 out of 10 children die in developing countries?

Now, let's look at one of those diseases mentioned in the previous passage. Read the passage below quickly. Then read the questions.



DIARRHOEA (Text 2)

Diarrhoea is one of the leading causes of death among Namibian children under five. This is mostly due to the fact that diarrhoea causes dehydration. Most children who die from diarrhoea actually die from dehydration.

Diarrhoea is associated with lack of clean water supplies and appropriate sanitation facilities. In many parts of our country, children suffer from diarrhoea about 8 or 9 times a year. Repeated attacks of diarrhoea not only threaten children's lives, but can cause or aggravate malnutrition, thus stunting children's growth, both physically and mentally.

The biggest danger of diarrhoea is that of dehydration. Dehydration occurs when the body loses more liquid than it takes in. People of any age can become dehydrated, but dehydration develops most quickly and is most dangerous in small children.

signs of dehydration:

- little or no urine (the urine is dark yellow)
- sudden weight loss
- dry mouth
- sunken, tearless eyes



To test small children for dehydration, lift the skin between two fingers like this. If the skin fold does not fall right back to normal, the child is dehydrated.

Source: Unknown

Now read the passage a second time, then answer the questions that follow on a sheet of paper.

4.3 Which part of the Namibian population often dies from dehydration?

4.4 Name two living conditions which often lead to diarrhoea.



4.5 Name three ways in which one can identify that a child is dehydrated.

4.6 What practical hint does the illustration provide for mothers to test if a child is dehydrated?

How did you find the reading activities? Check the [answers](#) at the end of the unit. Now we are going to have a look at various grammar aspects, e.g. Nouns, Countable and Uncountable Nouns, Pronouns and Simple Past Tense, and Negative and Question Forms.



Grammar and Usage

A. Nouns



Note it!

Nouns

A noun is a word or group of words that represents a person, a place, a thing, an activity and a quality or an idea.

Look at the examples below and see how the nouns have been grouped.

Group	Examples of nouns
Names of people	Michael, teacher, police-officer
Names of places	Namibia, school, library
Names of things	coffee, cars, sweets, trees
Names of activities	rugby, interviews, examination
Names of qualities/ideas	danger, happiness, confusion

Nouns are usually names of things that one can feel, touch and see like medicine, fruit and friends. There are also abstract nouns of things which we cannot see and touch like love, hate, fear etc.

Countable and uncountable nouns

a) Some nouns can be counted. They are called countable nouns. They are the names of separate objects, people etc. which we can count.

They have singular and plural forms, e.g.

**One tablespoon / two tablespoons
a germ / some germs**

Some nouns cannot be counted. They are called uncountable nouns. They are the names of things which we do not see. They do not have plural forms, e.g.

Oil / Salt / Honey

b) Countable nouns can take a singular or plural verb, e.g.

Singular: *One person dies from dirty water.*

Plural: *Millions of people worldwide die from dirty water.*

Uncountable nouns always take singular verbs, e.g.

Clean water is good for you. (One cannot say 'waters' in this case)

Diarrhoea is one of the leading causes of death among children.

(We cannot talk about Diarrhoeas).

Some nouns can be used as countable or uncountable, with a difference in meaning, e.g.

Countable	Uncountable
<i>an ice</i> (= ice – cream)	<i>ice</i> on the road
<i>a bedside light</i> (= lamp)	<i>the speed of light</i>
<i>a girl in a red dress</i>	<i>wearing an evening dress</i>
<i>I've been here lots of times</i> (= occasions)	<i>I haven't got much time</i>



<i>an interesting experience</i> (= <i>an event</i>)	<i>experience in the job</i> (= length of time doing it)
<i>a small business</i> (= company)	<i>do business</i> (= buying and selling)
<i>A property</i> (= building)	<i>some property</i> (= what someone owns)
<i>The USA is a democracy</i>	<i>the idea of democracy</i>

Adapted from: *The Heinemann English Grammar*

Now read the following passage and answer the questions that follow.

Hints for Household Saving

The following hints will not only save water, but also cut dollars from your monthly water bill. Many of these hints apply to urban households or households with piped water. If you live under different circumstances, it is just as important and equally helpful to your country and environment to conserve water whenever possible.

- Find and fix leaks. You can check whether you have leaks in your system or not by switching off all taps in your household and seeing if the water meter is still running. If it is, you have a leak. Rural water supplies often have visible leaks. These should be fixed as soon as they are noticed or huge amounts of water can be wasted.
- Do not leave taps running longer than you need to. In some areas taps are left running all day to provide water for livestock. Huge amounts of water are lost in this way.
- Stop taps dripping. If you cannot switch them off completely then they need a new washer. Washers are cheap and easy to install. A dripping tap can waste up to 60 litres a day, which adds up to 1800 litres in a month.
- If you live in an area where water is supplied by pipeline, do not break or damage the pipeline in any way. Not only does this waste water, but it also means that people further down the pipeline do not get any water.
- Shower, rather than bath. A full bath takes between 150 and 200 litres of water. The average 5 minute shower requires only 40 litres. If you are bathing, the bath should not be filled to a depth greater than 100mm (10cm). More than one person can use the same bath water.



- You can reduce the amount of water used in a flush toilet by placing a brick or one or two water-filled bottles in your cistern.
- If the water you have used for washing yourself, clothes, food or dishes is not too dirty, don't throw it away. Make full use of it on plants, etc.
- Don't leave the tap running while brushing your teeth or shaving.
- Do not use a hosepipe to wash your car. Rather use a bucket and sponge.



Activity

Activity 5

5.1 Find all the countable nouns in the first hint starting with 'find fix leaks...'

5.2 Find all the uncountable nouns in second hint, starting with 'Do not leave taps...'

5.3 Mark with a **tick** whether each of the following nouns are countable or uncountable.



	Countable	Uncountable
150 <u>litres</u> of water	[]	[]
100 <u>mm</u> of rain	[]	[]
bath <u>water</u>	[]	[]
a dripping <u>tap</u>	[]	[]
100 litres of <u>rain</u>	[]	[]

5.4 Look at the following underlined nouns. Say whether they are **countable** or **uncountable**.

- a. Good at drawing. _____
- b. I heard a noise. _____
- c. An interesting conversation. _____
- d. Constant traffic noise. _____
- e. A short war. _____
- f. The art of conversation. _____
- g. A painting. _____
- h. The horrors of war. _____

*Always remember that countable nouns are the names of separate objects, people, etc. which we can count. Uncountable nouns, on the other hand, are the names of things which we cannot count, so they do not have plural forms. Check the **answers** at the end of the unit before you continue. Now, it is time to move on to the next section.*

Singular Nouns and Plural Nouns

Keep in mind that nouns are naming words. They can be singular (one) or plural (more than one). Look at the examples below.



Note it!

In most cases, to make singular nouns plural you add 's':

detective	-	detectives
crime	-	crimes
clue	-	clues

However, for some singular nouns, letters are changed or added to indicate plural:

woman	-	women
man	-	men
enemy	-	enemies
foot	-	feet

The next activity is a crossword puzzle on plural nouns. Go on and solve it.



Activity

Plural Nouns Crossword

Activity 6

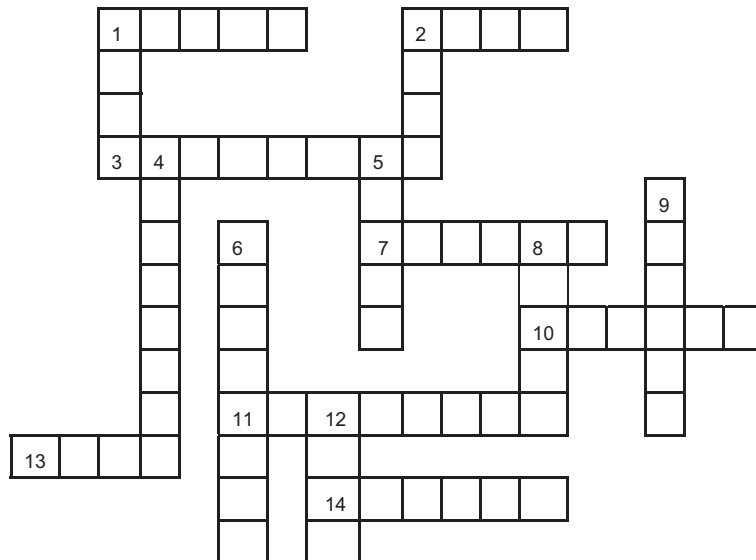
Use the plurals of the following nouns to complete the crossword puzzle. If you need help, use a dictionary.

Across

- 1 tooth
- 2 cat
- 3 scissors
- 7 wolf
- 10 valve
- 11 tomato
- 13 ox
- 14 city

Down

- 1 toe
- 2 car
- 4 child
- 5 row
- 6 potato
- 8 elf
- 9 hoof
- 12 mouse



Adapted from: Heinemann English Grammar



I hope you managed to fill most of the words in the puzzle. You should be able to identify nouns and differentiate between countable and uncountable nouns. Check the [answers](#) at the end of the unit. In the next section, you will learn about Pronouns.



Note it!

B. Pronouns

Pronouns take the place of names and other nouns in sentences so you do not need to keep repeating the name.

For example:

Namibian people reflect Namibian culture in Namibian music.

This becomes easier to read if we replace some of the names with a pronoun.

Namibian people reflect their culture in their music.

The pronouns that you use will depend on where they are in the sentence and what function they play.

Subject Pronoun (I, you, he, she, it, we, they)

These pronouns function as the subject of a sentence, so they describe who/what is doing the action, e.g.:

I live in Namibia.

Do you like playing soccer?

He does not want to come home.

She works in Windhoek.

It won't be easy.

We are studying pronouns at the moment.

You went to the beach last weekend, didn't you?

They bought a house last month.



Object Pronouns (me, your, him, her, it, us, them)

These pronouns serve as the object of a verb, so they describe who/what had something done to them, e.g.:

Give me a cup.
He told you to come home.
She asked him to help.
She bought it at the shop.
He picked us up at the airport.

Possessive Pronouns (mine, yours, his, hers, its, ours, yours, theirs)

These pronouns show that something belongs to someone, e.g.:

That book is mine.
This is yours.
I'm sorry, that's his.
Those cakes are hers.
Those animals are ours.
Theirs will be fresh.
Those books are ours.

Now is the time to test your knowledge on pronouns. Go on and do the activity below on a separate sheet of paper.



Activity 7



Activity

Complete the following sentences with the correct pronouns:

- 7.1 _____ should do your homework.
- 7.2 _____ hasn't sold her car yet.
- 7.3 She cut _____ finger badly.
- 7.4 I trust him. He's an old friend of _____.
- 7.5 His new machine is driving _____ crazy.
- 7.6 They plan to move to _____ new house soon.
- 7.7 _____ have done our share.
- 7.8 Mary went out with a friend of _____.
- 7.9 There's no secret between you and _____.
- 7.10 Talk to Mr Green and tell _____ about your plans.

You should always remember to make use of pronouns in your communication. This will prevent unnecessary repetition of nouns. Check the [answers](#) at the end of the unit. Next, we will discuss Simple Past tense. It is very important to understand the Simple Past tense, how it is formed and the use of it. Let's see how you will perform in the activity at the end.

C. Simple Past Tense



Discussion

Look at the verbs that have been underlined. Are they in the Present or Past tense? How do you know? Discuss your answer with a friend.

"In many parts of the world, people once believed that gods lived in trees. If a person wanted help from a tree god, he reached out and touched wood. The custom of touching wood for good luck continued long after people stopped believing in tree gods. Do you touch wood for luck?"

Now study the following notes to learn more about Past tense.

Simple Past Tense

The Past Tense is used to describe actions and events which happened at some time before the present moment, e.g. yesterday, last month, and a while ago. These words are called time words and they indicate when an action happened.

How do we Form the Simple Past Tense?

a) If a verb already ends in **-e**, just add **-d**:

e.g. move – moved; like – liked

b) If a verb ends in a consonant + **-y**, the **-y** will change to **-i**:

e.g. hurry – hurried; carry – carried; fry – fried

c) If a verb ends in a vowel + **-y**, the **-y** does not change:

e.g. stay – stayed; play – played



There are three main exceptions to this rule:

say – said; pay – paid; lay – laid

□

d) if a one-syllable verb ends in a vowel + consonant, the consonant will double:

e.g. stop – stopped; skip – skipped; hop – hopped



If there are two vowels in front, the final consonant does not double;

e.g. steer – steered; clean – cleaned; rain – rained

e) For some irregular verbs, you need to learn one extra word in order to form phrases in the past: e.g. tell – told

I told the truth.

We have told everybody the news.

They weren't told until yesterday.



Here are some examples:

bend – bent; bring – brought; build – built; buy – bought;
 can – could; catch – caught; creep – crept; deal – dealt;
 dig – dug; feed – fed; feel – felt; fight – fought; find – found;
 get – got; hang – hung; have – had; hear – heard; hold – held;
 keep – kept; lead – led; learn – learnt; leave – left; lend – lent;
 lose – lost; make – made.

f) Some one-syllable verbs do not have a separate past form. The verb remains the same in the past: e.g. set – set.

I normally set off for school at 8.30.

Yesterday, I set off at 8.15.



Here are some more examples of verbs that do not have a separate past form:

bet; bid; burst; cast; cost; cut; hit; hurt;
 let; put; read; shut; split; spread; upset

Some Tricky Verbs

<p>a) <i>lay</i> and <i>lie</i></p>	<p> <i>lay</i> is a transitive verb. This means it is always followed by an object noun or pronoun.</p> <p style="text-align: center;">e.g. A hen lays eggs.</p> <p> <i>lie</i> is an intransitive verb. This means it does not take an object. It is usually followed by a preposition.</p> <p style="text-align: center;">e.g. The village lies in a picturesque valley.</p> <p> The past form (and past participle) of <i>lay</i> is <i>laid</i>.</p> <p style="text-align: center;">e.g. They've just laid a new path in the garden.</p> <p> The past form of <i>lie</i> is <i>lay</i>.</p> <p style="text-align: center;">e.g. She lay down and tried to sleep.</p>
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	<ul style="list-style-type: none"> The past participle of <i>lie</i> is <i>lain</i>. <p>e.g. His body had lain undiscovered in the forest for over a month.</p> <ul style="list-style-type: none"> When <i>lie</i> means 'not to tell the truth', it has a different past form (= <i>lied</i>.)
b) raise and rise	<ul style="list-style-type: none"> <i>raise</i> is a transitive verb. It requires an object. <p>e.g. She raised her voice.</p> <ul style="list-style-type: none"> <i>rise</i> is an intransitive verb. It does not take an object. <p>e.g. Her voice rose in anger.</p>
c) teach and learn	<ul style="list-style-type: none"> You learn to do something, but someone teaches you to do something.
d) hung and hanged	<ul style="list-style-type: none"> We use <i>hanged</i> as the past form of <i>hang</i> when we are referring to someone being killed by means of hanging. In all other cases, we use <i>hung</i> as the past form of <i>hang</i>.
e) was and were	<ul style="list-style-type: none"> In written English we use <i>I, he, she, it</i> + <i>was</i> and <i>we, you, they</i> + <i>were</i>. The only exception to the above is when we create imaginary situations with <i>if</i> and <i>wish</i>. <p>e.g. If only he were here. I wish I were rich. If I were you, I'd say nothing.</p>
f) doesn't and don't	<ul style="list-style-type: none"> Without exception, we use <i>he, she, it</i> + <i>doesn't</i>; and <i>I, we, you, they</i> + <i>don't</i>.
<p>Adapted from: English Basics: Practice and Revision: Mark Chelij , Cambridge.</p>	

Now that you have an idea of how to form the Simple Past tense, do the following activity.



Activity

Activity 8

Read the article 'The beggar' and re-write all the verbs in brackets in the Past Tense.

It is important to know the common verbs and their Past Tenses and Past Participles. Write your answers on a separate sheet of paper.

The beggar – Darren Menachemson

Far from considering himself a racist, Peter de Wet felt only pity, if not contempt, for those last misguided remnants of the old apartheid system. He knew, however, that he would not be too happy if his daughter married a black man. And yet he was as convinced of his liberal standpoint as he was of the sun rising in the East.

Peter **8.1** _____ (unlock) his car door and swung it open, letting the heat that had built up during the hot summer day flow out of the interior. He was sweating in his grey suit. He pulled off his plain jacket and **8.2** _____ (throw) it roughly into the back seat of his sedan. Climbing into the driver's seat, he shut the door and started the car. In a moment the motor was purring softly and in another the air conditioner was turned on, banishing the remains of the heat.

The drive went smoothly, until he **8.3** _____ (come) to the robots. The robots! Near the edge of town was an intersection, boasting a conglomeration of robots to confuse even the most adept of drivers. It was the only part of the journey he truly disliked, yet it was a necessary evil, saving him an arduous trek along a longer, busier route. He was by no means an impatient man, and his discomfort **8.4** _____ (stem) not from waiting for the lights to change from red to green. No, it was the beggars. They **8.5** _____ (be) children, but Peter knew in his heart that they were already hardened criminals. These black children with their ragged clothes and thin bodies hung about the robots perpetually, straying from car to car, asking for money which would no doubt go to cigarettes or some equally immoral pastime. Peter did not consider himself to be a racist, but he believed that these black brats were a real nuisance.

On this day, just like on most others, the robots **8.6** _____



(catch) him and he slowed to a halt. He could already see the little beggars wandering quickly and efficiently from car to car. Making sure his door **8.7** _____ (be) locked, he studied the road ahead, as one of them came his way. There was a tap on his left window. He **8.8** _____ (shake) his head and glanced to his right. His eyes widened. There, begging in the street like a black ... was a white child! Dressed in shabby clothing, his face sweaty from the heat of the day, the child looked at

Peter, **8.9** _____ (cup) his hands together for a moment, and then walked on to the next car. Peter looked over his shoulder and watched the child's progress. A feeling of indignation

8.10 _____ (rise) in him. It was not right that a white child should be begging with these blacks.

Suddenly he was startled from his thoughts by a hooter. The lights had changed in his favour. He slowly **8.11** _____ (drive) away from the scene disturbed and irritated. He **8.12** _____ (glance) back once, but could not pick out the white child from those black beggars. Not that he was a racist of course, but he felt it was not right for a white child to be begging. In his rear-view mirror he saw the black children piling onto the pavement as the traffic started up, their bodies thin like those of stick figures. He shook his head, wondering how a white child could be reduced to that, and drove on home.

Source: Std 9 – *Herzlia, Cape Town: Another kind of one Nation*

Before you continue to study Negative and Question Forms, check the [answers](#) at the end of the unit.

Negative and Question Forms

Read the notes below to see how negative and question forms are formed in Past tense.

Negative form	Question form
We form negative statements by using <i>did</i> before <i>not</i> . e.g. I went to school. I did not go to school.	We form questions by changing the position of the subject (e.g. Elize, they, she) They walked to school. Did they walk to school?



<p style="text-align: center;">She won a car. She did not win a car.</p> <p>Note that after <i>did</i>, the verb is always the infinitive without <i>to</i> e.g. go, win.</p> <p>If there is an auxiliary verb e.g. He was happy. then we only use <i>not</i> e.g. He was not happy.</p>	<p style="text-align: center;">Elize played soccer. Did Elize play soccer?</p>
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The table below highlights how the negative and question statements are formed in Past Simple Tense. Study it carefully and then complete the activity that follows. Please write your answers on a separate sheet of paper.

AFFIRMATIVE	NEGATIVE	QUESTION
I/You played.	I/You did not play.	Did I/you play?
She/It/He ran.	She/It/He did not run.	Did she/it/he run?
We/They bought.	We/They did not buy.	Did we/they buy?



Activity

Activity 9

Change the follow statements into: a) negative statements
b) question form

9.1 He gained two grams in a week.

a. _____

b. _____

9.2 Many of the babies grew healthier.

a. _____



b. _____

9.3 They fed the babies with donor milk.

a. _____

b. _____

9.4 She worked for a company in Windhoek.

a. _____

b. _____

9.5 My sister bought a new car.

a. _____

b. _____

9.6 Liz and Ben enjoyed the movie.

a. _____

b. _____

*I hope now you can make a clear distinction between negative statements and question forms. Don't forget to check the **answers** at the end of the unit. Now it is time to have a look at summary writing!*

SUMMARY WRITING

Read the speech bubbles below and give your answer to the question below.



Reflection

Oh my, it's a long story. It will take me hours or even days to tell you. And I don't have time now.

Ann tell me what happened in this Prison Break movie that everyone is talking about?



What do you think Ann should have done to tell her friend about the movie?

I bet you think that she could have just given Joan a brief summary of the movie. Often, we don't have to tell someone a long story. This is the case if it is about a movie you have watched, a book that you have read or even about something that has happened. You can just **summarise**.

Summary writing involves writing notes which we will discuss next.

Writing Notes

Note taking is a skill that we need in everyday life. It is also prescribed in the syllabus and is a skill that we often need in real life. Study the notes below to learn more about making notes.

Note making involves deciding what the most important information is and writing the notes as quickly as possible.

To do this you:

- need to leave out all unimportant words, e.g.
have, do, I, he, there, this, which, whom, at, in, on
- make abbreviations, *TV, USA, UK*, etc.
- write numbers in figures rather than in words, e.g. **100**
- don't have to write full sentences.

Let's see whether you understand what has been discussed so far. Do the next activity.



Activity

Activity 10

Let's practise note making with the following exercise.

You have to present a talk at your local community meeting on Saving our Natural Resources. Make notes of the passage 'Hints for household saving' that you can refer to in your talk. Remember that the notes should include the main ideas.

Read the passage below on Hints For Household Saving which you have read earlier.

Hints for Household Saving

The following hints will not only save water, but also cut dollars from your monthly water bill. Many of these hints apply to urban households or households with piped water. If you live under different circumstances, it is just as important and equally helpful



to your country and environment to conserve water whenever possible.

- Find and fix leaks. You can check whether you have leaks in your system or not by switching off all taps in your household and seeing if the water meter is still running. If it is, you have a leak. Rural water supplies often have visible leaks. These should be fixed as soon as they are noticed or huge amounts of water can be wasted.
- Do not leave taps running longer than you need to. In some areas taps are left running all day to provide water for livestock. Huge amounts of water are lost in this way.
- Stop taps dripping. If you cannot switch them off completely then they need a new washer. Washers are cheap and easy to install. A dripping tap can waste up to 60 litres a day, which adds up to 1800 litres in a month.
- If you live in an area where water is supplied by pipeline, do not break or damage the pipeline in any way. Not only does this waste water, but it also means that people further down the pipeline do not get any water.
- Shower, rather than bath. A full bath takes between 150 and 200 litres of water. The average 5 minute shower requires only 40 litres. If you are bathing, the bath should not be filled to a depth greater than 100mm (10cm). More than one person can use the same bath water.
- You can reduce the amount of water used in a flush toilet by placing a brick or one or two water-filled bottles in your cistern.
- If the water you have used for washing yourself, clothes, food or dishes is not too dirty, don't throw it away. Make full use of it on plants, etc.
- Don't leave the tap running while brushing your teeth or shaving.
- Do not use a hosepipe to wash your car. Rather use a bucket and sponge.

Hope you did well in the activity. Check the [answers](#) at the end of the unit. Let's continue to the next part where we will discuss another



aspect involving the use of language. This, needless to say, will also involve summarising.

Listening Comprehension and Responding

We don't only summarise what we read, we sometimes also have to summarise what we see and hear. This requires that you listen carefully to be able to summarise what you have heard.

In this section, we shall look at some of the problems we face with water today and learn how we should take care of our natural resources.



Reflection

Before you listen to the listening passage below, answer the following question and see if your answer will correspond with some information that will be mentioned in the audio.

What are the problems you have in your area concerning water? List them.



Listening Activity

Double-click the icon to listen.



Water

Activity 11

Listen to the following passage entitled '**Integrated Water Resources Management**' and answer the following questions. Write your answers on a separate sheet of paper. When the passage is finished, replay the audio to listen to it once more. You should only listen to the passage twice.

11.1 Name **three** problems that we are facing today concerning water.

11.2 Who is responsible for taking care of our natural resources?

11.3 Mention **two** points on how natural resources should be



taken care of.

11.4 Who should work out a management plan to ensure our economic and social welfare?

11.5 What does IWRM stand for?

11.6 How many principles is IWRM based on?

11.7 Why are IWRM principles called Dublin principles?

11.8 One of the principles suggests that women should play a central part in certain areas. Name them.

11.9 Why should water be recognised as an economic product?

How did you fare with this listening exercise? Did you manage to get all the answers right? Check the [answers](#) at the end of the unit. Don't hesitate to replay the audio if something is not clear to you after comparing your answers with mine in the feedback section. You can do that for practice purposes. It helps you develop your listening skills.



Group Activity

Activity 12

In certain parts of the country, we experience drought and in other parts heavy rains and floods. If heavy rains fall, they bring heartache and misery to certain communities. With friends, discuss the advantages and disadvantages of heavy rains and floods. Also, say how people cope when threatened with these conditions.

There is no wrong or correct answer for this exercise. They are only opinions. However, you should give convincing arguments on the point. Therefore, there is no feedback given. In the next section, we'll discuss form filling.

FORM FILLING

All of us have to fill in forms one time or another. Many people however experience problems completing forms correctly and therefore they don't really like doing it. When completing a form, you need to read the instructions carefully. For assessment purpose, you will always have to complete the form on someone else's behalf.



Tips

- Never give your own details.
- Always use block letters when completing a form. Make sure that you have ticked (v), crossed (X), circled (O) or underlined the answers required.
- Make sure you have copied the information correctly. If you spell a name, address, or any other information incorrectly, you will not get a mark for your answer.
- Do not fill in information on the form that is not part of the details that were given to you. For example, if there is no cell phone number in the information given, leave the space next to the Cell open.

Now try the following activity.



Activity

Activity 13

Read the information carefully and then complete the form that follows on a separate sheet of paper.

You are working at the municipality and an illiterate person, Mr Hausiku, asks you to complete a form on his behalf. The request is to cut off the water and electricity supply at their house, as they are moving to another.

Read the conversation between you and him. Use this information to fill in Mr. Hausiku's form below the dialogue.



You: Good morning, Sir. Can I help you?

Mr. Hausiku: Good morning, Miss. Yes, please, I wonder if you can help me to complete a form. I am moving out of my house at the end of the month and I would like to have my water and electricity supply cut off.

You: Let me find the application form. When are you vacating the house?

Mr. H.: We will be out of the house on 30 April this year.

You: And when do you want the water and electricity disconnected?

Mr. H.: The same afternoon.

You: I will need the identification number, surname, initials and address of the person in whose name the plot is registered.

Mr. H.: I am Gelasius J. Hausiku and I presently live on Plot 202 in Independence Avenue. My ID number is 480216 01 00 290.

You: Do you have a separate postal address?

Mr. H.: Yes, our post is sent to
PO Box 221
Katutura
Windhoek

You: Where are you going to stay after April?

Mr. H.: In Plot 63, Andreas Kukuri Street, Katutura



**APPLICATION FOR THE DISCONNECTION OF WATER AND ELECTRICITY
WINDHOEK MUNICIPALITY**

(NOTE: THIS FORM MUST BE COMPLETED IN CAPITAL LETTER!)

1. NAME:

2. ID NO:

3. Address at which the disconnection is to be made:

PLOT NO:

STREET:

TOWN:

4. Future residential address:

PLOT NO:

STREET:

TOWN:

5. POSTAL ADDRESS:

.....

6. DATE OF DISCONNECTION:

I certify that the particulars furnished herein are true and correct.

SIGNATURE: **DATE:**

This was the last activity for this unit. Check the [answers](#) at the end of the unit. However, you still have an assessment task to do at the end



of this unit. Read the unit summary below before you do the assessment task.

Unit Summary



Summary

In this unit, you learned to deal with a number of different reading texts regarding health and water. After reading and listening, you were required to answer questions to show that you understood the texts. This unit also dealt with different grammar aspects such as Nouns, Pronouns, Countable and Uncountable nouns, Simple Past Tense, Negative and Question forms, Note-Making and Form Filling.

Assessment



Assessment

Unit 2 - Assessment Task

Read the following passage about a simple remedy that can be used for dehydration and answer the questions below.

Rehydration Treatment for Diarrhoea

Prevention is better than cure, but this simple remedy can help save lives!

In 1 litre of boiled, cooled water put:

2 level tablespoons of sugar or honey

1/4 of a teaspoon of salt

1/4 of a teaspoon of bicarbonate of soda (baking soda)

If you do not have soda, use another 1/4 of a teaspoon of salt.



Before giving the drink to someone who is dehydrated, taste it. It should be no more salty than tears. If available, add half a cup of orange juice or a little mashed ripe banana to the drink. This helps to replace the potassium that the sick person has lost.

Give the dehydrated person sips of this drink every five minutes, day and night, until they begin to urinate



normally. A large person needs 3 or more litres a day of this liquid when they are sick, and a small child at least 1 litre or one glass for each watery stool. If a baby is being breastfed, continue to feed the baby often and supplement with this rehydration drink.

Now answer the questions below:

1. Indicate whether the statements below are TRUE or FALSE by putting a tick (✓) in the appropriate box:

	True	False
1.1 Preventing illness is better than using medicine afterwards.	<input type="checkbox"/>	<input type="checkbox"/>
1.2 The mixture should be more salty than tears.	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Dehydration causes one to lose potassium.	<input type="checkbox"/>	<input type="checkbox"/>
1.4 The mixture should be taken all at once.	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Breastfed babies should continue to receive their mother's milk.	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Babies need less of this drink than adults.	<input type="checkbox"/>	<input type="checkbox"/>
		(6)

2. Change the following statement into past simple tense:

This helps to replace the potassium that the sick person has lost. (3)

3. Change the following statement into negative form and question form.

The baby suffered from dehydration.

Negative: _____
 _____ (2)

Question: _____
 _____ (2)

4. Decide which words are less important in Paragraph 3 of the passage **Rehydration treatment for diarrhea** above.



Leave them out and write a short summary on it.

(7)

TOTAL 20

This is the end of this unit. Remember to submit your work to your teacher for marking. Well done! If you are ready, go on and start studying Unit 3.



Answers to Activities: Unit 2 Health and Water



Feedback

Reading Activity 1

Poem A

1. "continues"
2. body is tired
person has pain
3. God's punishment / sinful life led by speaker in the poem.
4. No, "I know there exists no human cure."
5. shameful / desolate
6. death

[Back to Exercise](#)

Reading Activity 2

Poem B

1. ironic
2. beauty
3. embraced
4. accepted
5. better
6. exercise
7. pills
8. bag
9. dreams
10. breaths


Reading Activity 3

1. B
2. A
3. B
4. C
5. B
6. C

[Back to Exercise](#)

Reading Activity 4

- 4.1 developing countries
- 4.2 illnesses linked to water/water related diseases
- 4.3 children under 5
- 4.4 lack of clean water and proper sanitation
- 4.5 little or no urine; urine is dark yellow in colour;
sudden weight loss;
dry mouth;
sunken eyes without tears;
loss of skin elasticity.

	<p>(any three)</p> <p>4.6 To test if a child has diarrhoea, lift the skin between the fingers. If the skin does not fall back to normal, the child is dehydrated.</p> <p>Back to Exercise</p>		
<div style="text-align: center;">  <p>Feedback</p> </div>	<p>Grammar and Usage</p> <p>Activity 5</p> <ol style="list-style-type: none"> 1. leaks / leak system taps household water metre water supplies / water supply amounts / amount 2. water livestock 3. 150 litres - countable 100 mm - countable bath water - uncountable A tap - countable rain - uncountable 4. (a) uncountable (b) countable (c) countable (d) uncountable (e) countable (f) uncountable (g) countable (h) uncountable <p style="text-align: right;">Back to Exercise</p> <p>Activity 6</p> <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Across</p> <ol style="list-style-type: none"> 1. teeth 2. cats 3. scissors 7. wolves 10. valves 11. tomatoes 13. oxen 14. cities </td> <td style="width: 50%; vertical-align: top;"> <p>Down</p> <ol style="list-style-type: none"> 1. toes 2. cars 4. children 5. rows 6. potatoes 8. elves 9. hooves 12. mice </td> </tr> </table> <p style="text-align: right;">Back to Exercise</p>	<p>Across</p> <ol style="list-style-type: none"> 1. teeth 2. cats 3. scissors 7. wolves 10. valves 11. tomatoes 13. oxen 14. cities 	<p>Down</p> <ol style="list-style-type: none"> 1. toes 2. cars 4. children 5. rows 6. potatoes 8. elves 9. hooves 12. mice
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**Activity 7**

- 7.1 You
- 7.2 She
- 7.3 her
- 7.4 mine
- 7.5 him
- 7.6 their
- 7.7 We
- 7.8 hers
- 7.9 me
- 7.10 him

[Back to Exercise](#)**Activity 8**

- 8.1 unlocked
- 8.2 threw
- 8.3 came
- 8.4 stemmed
- 8.5 were
- 8.6 caught
- 8.7 was
- 8.8 shook
- 8.9 cupped
- 8.10 rose
- 8.11 drove
- 8.12 glanced

[Back to Exercise](#)**Activity 9**

- 9.1 a) He did not gain two grams in a week.
b) Did he gain two grams in a week?
- 9.2 a) Many of the babies did not grow healthier.
b) Did many of the babies grow healthier?
- 9.3 a) They did not feed the babies with donor milk.
b) Did they feed the babies with donor milk?
- 9.4 a) She did not work for a company in Windhoek.
b) Did she work for a company in Windhoek?
- 9.5 a) My sister did not buy a new car.
b) Did my sister buy a new car?
- 9.6 a) Liz and Ben did not enjoy the movie.
b) Did Liz and Ben enjoy the movie?

[Back to Exercise](#)

Summary Writing - Activity 10

(These notes are only a guide. No two writers' notes will look the same.)

- Find and fix leaks. Check leaks by switching off all taps and see if water meter still runs.
- Don't keep running water long, even for animal drinking, as lots of water is lost in this way.
- Dripping taps waste 60 ℓ of water/day. Replace washers if necessary.
- Don't damage pipelines. It wastes water and prevents people further down from getting water.
- Shower uses less water than bathing.
Bath 150-200 ℓ of water. 5 min shower only requires 40 ℓ,
Bath not more than 10 cm full. More than one person can bath at a time.
- A brick or water bottles in a cistern reduces water use in a flush toilet.
- Use washing water on plants, rather than throwing it out.
- Turn the tap off when brushing teeth or shaving.
- Use the bucket with water to wash a car, rather than the hosepipe.

[Back to Exercise](#)

Listening Comprehension Activity 11

- 11.1 Water shortages;
Poor water quality; and
Impact of floods.
- 11.2 Each and every one of us.
- 11.3 Any **two** of the following:
- There is water for all.
 - There is water for food production.
 - Jobs are created.
 - Ecosystems are protected.
 - Risks such as floods and droughts are addressed.
 - Awareness and understanding of our natural resources is created.
 - Politicians act.
 - Collaboration across sectors and boundaries is ensured.
- 11.4 Different sectors (brought together).
- 11.5 Integrated Water Resources Management
- 11.6 Four
- 11.7 Because they were formulated in Dublin.
- 11.8 The provision, management and safeguarding of water.
- 11.9 Because it has an economic value in all its competing uses.

Unit 2 - Transcript Integrated Water Resources Management

All our activities have an impact on our natural environment. We depend



heavily on the natural resources for our existence and well-being. Our freshwater resources are under increasing pressure. Some of the problems we face today are water shortages, poor water quality and impacts of floods. These issues are very urgent and need to be addressed. In a world of scarce resources, each and every one of us is responsible for taking care of our natural resources and being responsible when we use them. We should make sure that:

- there is water for all;
- there is water for food production;
- jobs are created;
- ecosystems are protected;
- risks such as floods and droughts are addressed;
- awareness and understanding of our natural resources is created;
- politicians act; and
- collaboration across sectors and boundaries is ensured.

All different human activities that need water must be co-ordinated, and the value of water must be considered. The different sectors must be brought together to work out a management plan. The plan must ensure our economic and social welfare in an equitable manner without compromising the sustainability of the ecosystems. Now how do we manage our water resources in a cost-effective, equitable and sustainable way?

Integrated Water Resources Management (IWRM) is a process which can help us promote such management of our natural resources. It is called a holistic approach because it considers both natural and human systems and their integrations with each other.

The criteria for IWRM are economic efficiency in water use, equity and environmental and ecological sustainability. IWRM is based on four principles, also called the Dublin Principle because they were formulated at the International Conference on Water and the Environment in Dublin, 1992. The principles are as follows:

1. Fresh water is a finite and vulnerable resource, essential to sustain life, development and the environment.
2. Water development and management should be based on a participatory approach, involving users, planners and policymakers at all levels.
3. Women play a central part in the provision, management and safeguarding of water.
4. Water has an economic value in all its competing uses and should be recognised as an economic product.

Source: The Namibian: Health Matters: March 11, 2005

[Back to Exercise](#)



Activity 12

Form filling - Answer

APPLICATION FOR THE DISCONNECTION OF WATER AND ELECTRICITY WINDHOEK MUNICIPALITY

(NOTE: THIS FORM MUST BE COMPLETED IN CAPITAL LETTERS!)

1. NAME: MR GELASIUS J HAUSIKU

2. ID NO: 480216 01 00 290

3. Address at which the disconnection is to be made:

PLOT NO: PLOT 202

STREET: INDEPENDENCE AVENUE

TOWN: WINDHOEK /KATUTURA

4. Future residential address:

PLOT NO: PLOT 63

STREET: ANDREAS KUKURI STREET

TOWN: KATUTURA/WIDHOEK

5. POSTAL ADDRESS: PO BOX 221
KATUTURA
WINDHOEK

6. DATE OF DISCONNECTION: 30 APRIL.... (current year)

7. I certify that the particulars furnished herein are true and correct.

SIGNATURE: *GJ Hausiku*

DATE:(current date)

[Back to exercise](#)



Resources

The following resources have been used in this unit:

1. Poems *A Life with AIDS* and *The Disease that Consumed Me* by Alicia Armstrong, Grade 12, Dr. Lemmer High School, 2006.
2. A passage *Milk of Human Kindness* from The Human Milk Banking Association of North America, Mail & Guardian Jan 27 – Feb 2 2006.
3. Notes on *Nouns and a Crossword Puzzle* from The Heinemann English Grammar.
4. Notes on *Past Tense* from English Basics: Practice and Revision: Mark Cholij, Cambridge.
5. A Passage *The Begger* from: Another kind of one Nation by Std 9 – Herzlia, Cape Town.
6. A passage *Integrated Water Resources Management* from The Namibian: Health Matters: March 11, 2005.
7. NAMCOL English as a Second Language Grade 10 study guides.

Additional Resources

NAMCOL English as a Second Language Grade 10 study guides (Modules 1-3).

Unit 3

Rights and Responsibilities

Introduction

Welcome to Unit 3 of this course. Whose rights and whose responsibilities are these? Everyone has rights and responsibilities. With rights come responsibilities. What does this mean? Rights and responsibilities are based on laws and shared values. Many people think that socio-economic problems are for other people and the government has to do something about it. Some citizens refer this responsibility to the government. But, shouldn't every one of us as citizens, take responsibility for our health and well-being, including the health and well-being of our environment. Shouldn't we make the difference as well? We will discuss some issues concerning rights and responsibilities in this unit.

Study the lesson outcomes and the list of vocabulary below before you start with the activities.

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



Outcomes

- *read* and *extract* information and ideas;
- *use* the simple future tense correctly;
- *form* questions and negatives correctly;
- *understand* and use punctuation and conjunctions;
- *write* a diary;
- *summarise* material you have read;
- *listen* and *answer* questions on a comprehension;
- *listen* and *provide* missing information in the text.

Before you move on, spend some time to look at the suggested timeframe and terminology below.



How long?

Spend approximately 7 hours on this unit.

Don't worry if you spend less time on this unit because the number of hours per unit is flexible. You might spend less time on shorter units and more time on the longer units. This timeframe is a guide for you to use. Beware of spending too much time to complete the unit because it may make it difficult for you to complete the course on time.



Terminology

abuse:	to insult or speak roughly to someone
convention:	a formal agreement especially between countries on something that is important to all of them
declaration:	a public announcement
discrimination:	to see a difference / to treat people less fairly or less well than other people
equality:	the same / giving people the same chances
colloquial language:	words and language used in conversation, but not suitable for formal or literary language
migration:	movement of big numbers of animals; often to find better grazing
predator:	animals preying / eating other animals

Now let's start.

Rights and Responsibilities

Reading and Responding

Activity 1

Reports, Newspaper and Magazine Articles

In this passage, you will get to know more about the legal agreements among countries to eliminate discrimination against women. Read the passage and answer the questions that follow on a separate sheet of paper.

UNITED NATIONS CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN.

The Convention on the Elimination of All Forms of Discrimination against Women was adopted by the United Nations General Assembly on 18 December 1979. Since then, more than 100 nations have agreed to it. Namibia agreed to the Convention in 1992.

A Convention is an agreement among nations which is legally binding.

PREAMBLE

Although there are already many international agreements which say that men and women should have equal rights, much discrimination against women still exists.

Discrimination against women leads to many other problems. It is contrary to the principle that all people are equal. It does not show respect for human dignity. It prevents women from taking part in the political, social, economic and cultural life of their countries on equal terms with men. It keeps societies and families from being as prosperous as they could be. It makes it difficult for women to develop their full potential in the service of their countries and of humanity. It means that where there is poverty, women have the least access to food, health, education, training and job opportunities.

There are many steps that Namibia and other nations can take to promote equality between men and women. They can establish a new economic order



based on equality and justice. They can remove apartheid and all other forms of racial discrimination. They can eliminate colonialism, neocolonialism and all other forms of international aggression. International peace and security will promote social progress and development for both men and women.

Women must participate on equal terms with men in all areas of life before Namibia can develop fully as a nation. Equality between men and women is also necessary to the welfare of the world and the cause of peace.

Women make important contributions to the welfare of the family and the development of society, but this is not fully recognised. The role of women as mothers is very important, but this should not be a reason for discriminating against women. Men and women should share responsibility for the upbringing of children, along with society as a whole. There must be changes in the traditional roles of men and women in the family and in society before men and women can achieve full equality.

For these reasons, Namibia has signed the Convention and agreed to take the actions which are necessary to eliminate all forms of discrimination against women.

Source: Unknown



Reading Activity

1 When did Namibia join more than 100 other countries in trying to stop discrimination against women?

2 Name two problems that result from discrimination against women.

3 Why is equality between men and women necessary?

4 What is not enough reason for discrimination against women?

5 Which role should men and women share in the household?

*How did you find the first activity of this unit? I guess you now understand the reason why equality between women and men is necessary. Compare your answers with **mine** in the feedback section at the end of this unit. Next is another activity for you to practise.*



Reading Activity

Activity 2

The following are articles from the UN Convention that we have just learned about in Reading Activity 1.

ARTICLE 1 – DISCRIMINATION

ARTICLE 12 – HEALTH

ARTICLE 8 – REPRESENTATION

ARTICLE 10 – EDUCATION

ARTICLE 15 - LAW

ARTICLE 7 –
POLITICAL AND PUBLIC LIFE

ARTICLE 8 – REPRESENTATION

A

Namibia has agreed to make sure that women have the same opportunity as men to represent the government at the international level and to take part in the work of international organisations.

B.

By signing the Convention, Namibia has agreed to take steps to eliminate discrimination against women in political and public life, so that they can act on equal terms with men: Women must have the right to vote and the right to stand for public office.

F.

“Discrimination against women” means treating men and women differently in any way if this different treatment prevents women whether married women or single women - from exercising their human rights and fundamental freedom on the basis of equality of men and women.

C.

Men and women must have equal access to the same courses of study, the same examinations, teaching staff with the same qualifications, school buildings and equipment of the same quality, the same kinds of career and vocational guidance.

The Namibian Constitution says that no one may discriminate against another person on the basis of sex. But we still need to work to eliminate discrimination against women in everyday life.

D.

Women shall be equal with men before the law.
In civil matters, women shall have the same legal powers as men and the same opportunities to exercise those powers. In particular, women shall have equal rights to sign contracts and to administer property, and they shall be treated equally at all stages of procedure in court.

E.

Women must also have access to appropriate health care services during pregnancy, at the time of giving birth, and after the baby is born. The state must provide these services free if necessary. Women must also have adequate nutrition during pregnancy and while they are breast-feeding.



Match the heading with the reading extract which goes with it. Copy the table on a separate sheet of paper. Look at the example below:

HEADING	READING EXTRACT
E. g ARTICLE 1 – DISCRIMINATION	F. “Discrimination against women” means treating men and women differently in any way if this different treatment prevents women, whether married women or single women - from exercising their human rights and fundamental freedom on the basis of equality of men and women. The Namibian Constitution says that no one may discriminate against another person on the basis of sex. But we still need to work to eliminate discrimination against women in everyday life.
1.	
2.	
3	
4.	
5.	

You should learn to identify key words in the headings that give you a clue about the content of the article. Did you manage to match the articles correctly? If so, let's continue with Activity 3. Remember to check the [answers](#) at the end of the unit before you continue.



Reading Activity

Activity 3

Another vulnerable group is children. The Namibian Constitution makes provision in Article 15 to protect the rights of this group too. Read Article 15 below and answer the questions that follow. Write your answer on a separate sheet of paper.

Article 15 - The Right of the Child

In addition to all other human rights and freedoms, every child without discrimination of any kind, such as race, colour, sex, language, religion, political or other opinion, national or ethnic or social origin, property, disability, birth or other status, has the right from birth to:



- a name
- nationality
- know who his or her parents are
- be cared for by his or her parents
- compulsory pre-primary and primary education provided free of charge by the State
- protection from any form of exploitation and abuse; and,
- a standard of living adequate for his or her physical, mental, spiritual, moral and social development

No child who is detained must be mixed with adult detainees under any circumstances. No court judgment regarding a child must be given in public.

Source: Unknown

1. Name four examples of discrimination that are mentioned in this article.

2. What kind of responsibility does the State have towards children's education?

3. What right do children in detention have?

4. What do children need to be protected from?

*I hope you have enjoyed the reading comprehension exercises. Check the **answers** at the end of the unit. In the next section we shall discuss Future tense.*



Grammar and Usage

Future Tense

In this section, we will be looking at the Simple Future tense. Many tourists keep diaries or journals to keep an account of what they have experienced during a holiday.



Note it!

The Future Tense is used for actions that are still going to happen. Some examples of the Future Tense can be found in the diary inscriptions:

With a hired boat, we will row into one of the lagoons.

Later today, the boys will also take their diving gear...

To express the future tense, we can use two forms:

a) *will/shall + infinitive form*, as in 'We will row into one of the lagoons.'

b) *going to + infinitive form*, as in 'Later today we are going to fish.'



Note it!

Read the following notes and the diary inscription below it, before you do the activity that follows.

1. We form the Simple Future Tense with *will* + infinitive without *to*.
2. We use *will* to predict the future: e.g. Tomorrow will be very cold in the central parts of the country.
3. We use *will* if you decide to do something at that moment of talking. e. g. I'm tired, I think I'll go sleep early this evening.

Sunday, 23 July, 2000

We arrived on the north coast of Zululand, which stretches from Durban to the Mozambican border. This area has warm, tropical waters, and long beaches on which one can walk for miles. Last night, we pitched our tents in one of the fully serviced campsites. My two brothers are going to sleep in their own small tent and I will stay with my parents in the big tent.

Monday, 24 July, 2000

Dear Diary,

Today, we are going to fish from a boat. With a hired boat, we will row into one of the lagoons. Later today, the boys will also take their diving gear, snorkels and flippers, to snorkel among the rocks in the sea.

The coral reefs in this area are supposed to be the most beautiful on the South African coast. I really look forward to this day. I think it will be smashing!

Tuesday, 25 July, 2000

It is only 5 a.m. in the morning. We will leave the campsite at sunrise this morning to move to the next camp that is nearer to the Mozambican border. Father and the boys are already boiling water on the fire for coffee and 'mieliepap'. After breakfast, we will break camp, pack our things into the Landrover and tour leisurely to the next campsite. Will talk to you again tomorrow.



Activity 4

Write down all the sentences from the diary inscriptions which are in the future tense on a separate sheet of paper. Underline the verbs in the sentences.



Before you continue to the next activity, compare your sentences with mine in the feedback section. In the next activity, you will practise Negative and Question forms of the Future tense.



Note it!

Please study the table below to understand the Negative and Question forms and complete the questions below. Write your answers on a separate sheet of paper.

Affirmative	Negative	Question
I shall/will sleep. You will sleep.	I shall/will not sleep. You will not sleep.	Will/Shall I sleep? Will you sleep?
He/she/it will sleep.	He/she/it will not sleep.	Will he/she/it sleep?
We shall/will sleep. They will sleep.	We shall/will not sleep. They will not sleep.	Shall/Will we sleep? Will they sleep?



Activity

Activity 5

Change the following statements into:

- a) negative form
- b) question form

1. I will be at home this afternoon.

a) _____

b) _____

2. She will meet her friends next week.

a) _____

b) _____

3. Jessica will study science at the university.

a) _____

b) _____

4. William will buy his father's car.

a) _____



b) _____

5. They will leave the campsite at sunrise.

a) _____

b) _____

6. My two brothers will sleep in the small tent.

a) _____

b) _____

7. The family will row with a boat into one of the lagoons.

a) _____

b) _____

8. Tomorrow, we will travel to the camp near the Mozambican border.

a) _____

b) _____

*I guess you have now noticed the difference between question forms and negative statements. Take note that for negative statements, we add **not** after **will** or **shall**. For the question form, we start a question with **will** or **shall** and put a full stop at the end. Check the answers at the end of the unit, before you go on to punctuation.*

Punctuation



Note it!

At your level, you are doing a lot of writing. Whatever piece of writing you do, you should be able to use punctuation marks. In this section, we are going to deal with this aspect of the language. Carefully go through the notes below on Punctuation.

The full stop (.)

As you know, full stops are used to conclude statements, but do you remember the rules governing the use of the full stop in abbreviations?



- A full stop is used to indicate letters missing at the end of an abbreviated word. Thus Jhb. takes a full stop as the final letter of the abbreviation is not the final letter of the word. Dr or Mr do not take a full stop; why not?
- Remember that acronyms, or abbreviations that are pronounced as words, do not have full stops between the letters. Thus UNISA will be written without full stops, but S.P.C.A. requires the full stops to indicate that each letter is separately pronounced.

Capital letters are used:

- a) at the beginning of every sentence : **M**y mother is ill.
- b) at the beginning of a passage of direct speech: John says : **H**e is not feeling well.
- c) for proper nouns : **J**ane, **K**avari, **K**atima **M**ulilo, **J**uly, **M**onday
- d) for adjectives derived from proper nouns (especially places and people: English, French, Namibian.)
- e) for the first and all main words in any kind of title:
- books, plays, poems (**U**nderstanding History, **I**nside Namibia, **O**ur Beloved Motherland).
- f) for the pronoun 'I'

The question mark (?) is used for all direct questions:

- a) What are you doing?
- b) You will come, won't you?

The exclamation mark (!) expresses some kind of astonishment or sharp outburst or comment:

- a) Fire! Fire!

b) Good Heavens!

The Comma (,) Commas separate the following:

- **two or more adjectives describing one noun:** He has a large, boisterous dog.
- **individual items in a list:** I shall buy books, pens, paper and a birthday from the shop.
- They also mark off the following words, phrases or clauses from the rest of the sentence:
- **a parenthesis:** the party, held in the community centre, was a great success.
- **the name of the person addressed:** Susan, please come here.
- **sentence adverbs:** Spain, for example, is the ideal location.
- **To indicate the omission of letters when two words are contracted into one:** *could not* becomes *couldn't*; *they will* becomes *they'll*
- **To show possession:** *This is Sandy's dog.* Rules for the use of the apostrophe to show possession in the singular:
- **Singular nouns take an 's:** *The coat of the lady* becomes *the lady's coat.*
- **Singular nouns that end in s take an 's, unless they are the names of classical or Biblical characters:**

The Jones's cat is in our tree again.

But

The tales of *Hercules' seven labours* are typical myths.

For *Jesus' sake*, amen.

Rules for the use of the apostrophe in the plural:

- **participial phrases:** Whistling cheerfully, George approached me.
- **subordinate clauses:** This summer has been unusual, as we have had so much rain.

A comma is generally used before the coordinating conjunction 'but' to indicate that the clause following is in opposition to what has been stated:



e.g. They accepted the invitation, but did not attend.

The apostrophe (') As you know, the apostrophe has two functions:

- **To indicate the omission of letters when two words are contracted into one:** *could not* becomes *couldn't*; *they will* becomes *they'll*
- **To show possession:** *This is Sandy's dog.* Rules for the use of the apostrophe to show possession in the singular:
- **Singular nouns take an 's:** *The coat of the lady* becomes *the lady's coat.*
- **Singular nouns that end in s take an 's, unless they are the names of classical or Biblical characters:**

The Jones's cat is in our tree again.

But

The tales of *Hercules' seven labours* are typical myths.

For *Jesus' sake*, amen.

- Rules for the use of the apostrophe in the plural: **Plural nouns ending in s simply take an ':**
- *The coats of the ladies* becomes *the ladies' coats.*
- **Plural nouns that do not end in s take an 's:** *The coats of the children* becomes *the children's coats.*

The Hyphen (-) This useful punctuation mark is used in the following ways:

- **to link a number of single words to create compound words:** bed-and breakfast; walking-stick; Kenton-on-Sea
- **to indicate that an incomplete word continues on the line below** (but do remember to hyphenate between syllables when you use it for this purpose)
- **to separate two vowels that occur when a prefix is added to a word:** co-operate, re-iterate
- **to indicate a different meaning of the same word:**
I recovered my balance. I re-covered my lounge suite.
- **to avoid ambiguity:** pickled-onion recipe
- **to connect the prefixes de-, anti-, ex-, pre- and pro- to nouns:** detoxification unit; anti-drug campaign; ex-army officer; pre-paid; pro-communist
- **to link words in phrases such as:** an East-West trade agreement; the Durban- Cape Town flight

The Colon (:) This punctuation mark is used in the following ways:

- **to indicate that a quotation or extract follows:** After the death of Tybalt, Romeo exclaims despairingly: I am Fortune's fool!
- **to introduce a list:** Muto has been awarded three certificates: for art, for science, and for English.
- **to introduce a sub-section,** as it has been used in the exercises on these pages.
- **between a title and its sub-title:** Robin Hood: Prince of Thieves.

The semi-colon (;) The function of this punctuation mark falls between the full stop and the comma. It is used to connect parts of the sentence too closely related to be separated by a full stop, but needing a stronger 'separator' than a comma.

- **To separate lengthy items in a list:** Make sure that you pack the following kit: a sleeping bag; a ground sheet; cooking utensils, and dehydrated food.
- **To separate closely linked statements that are not joined by a conjunction:** You can afford the tickets; I can't.
- **To separate two main clauses in a very long sentence:** Although the animals were not yet visible, the sounds of their movements were clearly audible; then suddenly they appeared.
- **To separate antithetical ideas:** More haste; less speed.

Before a clause beginning with a sentence adverb: She wished to join the group; however, shyness kept her from speaking out.

Reminder: Sentence adverbs are words such as so, therefore, however, consequently, thereupon, for example, for instance, otherwise, nevertheless, perhaps, after all, in the meantime, indeed, and so on, that are interpolated into a sentence. If you look at the example above, you will see that a sentence adverb is marked off from the rest of the sentence by a comma, whether it appears at the beginning of a sentence, or whether it is used within a sentence as in the example in the box above.



Punctuating parenthesis – dashes and brackets – ... – () []

Earlier you learned that one use of commas is to mark off a parenthesis from the rest of the sentence. Remember that dashes and brackets are interchangeable with commas for this purpose: a pair of brackets, to enclose the parenthesis. Other uses of the dash:

- **To indicate a sudden change of thought:** Let me get it for you now – or perhaps later would be better.
- **To separate a repeated word:** These, then, are the terms – terms that we agreed on when we last met.
- **To indicate the omission of letters in the interests of tact or good taste:** Ms D asked that her name be kept secret. I don't give a d- what you may think.

Additional uses of brackets

These are used to enclose stage directions in a play script, and to indicate an aside in a play.

The use of square brackets: These have two functions:

- **They indicate something implied, rather than stated:** [You] Come here! In this example, the subject of the sentence, you, is implied. If you were discussing the grammatical structure of the sentence, you would write it as given in this example.
- **Square brackets also indicate that the words enclosed within the brackets were not written by the author.** This is a useful device in the literature essay:

When the three witches first greet Macbeth as Thane of Cawdor and King, he responds that this 'is not within the prospect of [his] belief'.

Punctuation information: adapted from: English in context: J.O. Henry et al.

That was plenty of information on punctuation. You definitely need to have some exercise and assess your knowledge on the usage of punctuation. Try the next activity.



Activity

Activity 6

Rewrite the following sentences using punctuation marks. Write your answers on a separate sheet of paper.

1. johannes said i have seen the new Coke ad but I did not like it very much

2. i think advertising is very important if you want to introduce a new product says sarah.

3. i called about the advertisement in today's the namibian, but there was no answer, said mr bronson.

4. red cherry advertising won the prize for the best advertisements in 2000 said the reporter.

5. jerome said many people buy things they do not really need because of advertisements.

6. helga said to simon I want to show you the best advertisement on television tonight.

*Check the **answers** at the end of the unit. It is very useful to know how to use punctuation correctly. That makes your writing meaningful and helps you communicate precisely. I am sure you have heard about conjunctions or linking words before. That's what we'll discuss next.*



Note it!

Linking words or Conjunctions

Linking words are words that join sentences together. They are also called conjunctions or transitions. Study the notes below on linking words.

Examples of such words are:

If because and so but

In Example 1, the two sentences are joined with the linking word **if**.

Example 1: Poor people in Swakopmund could earn a steady monthly income.

They sell their material to recycling companies.

(i) Poor people in Swakopmund could earn a steady monthly income if they sell their material to recycling companies.

OR

(ii) If they sell their material to recycling companies, poor people in Swakopmund could earn a steady monthly income.

In Example 2, the linking word **because** is used to form one sentence.

Example 2: Children should be kept away from rubbish dump.

They can easily pick up germs and fall ill.

(i) Children should be kept away from the rubbish dump because they can easily pick up germs and fall ill.

OR

(ii) Because children can easily pick up germs and fall ill, they should be kept away from the rubbish dump.

Now let's try the following activity.



Activity 7

Use the Linking words in the box below to join the sentences that follow:

if because and so but

1. Recycling is a good way to help the environment. It can also serve as a means of income.

2. The children are sick. They were playing at the rubbish dump.

3. Recyclable material must be sorted before it is sold to the recycling companies. The companies prefer this.

4. Schools should introduce recycling projects. They want children to learn about the benefits of recycling.

5. It is easy to keep dogs out of the rubbish site with fencing. Flies are more difficult to control.

I guess you have found conjunctions interesting and not too difficult to understand. Compare your answers with mine at the end of the unit. Now, let's move on to the next section where we shall talk about summary writing.



SUMMARY WRITING

Hints on Summary Writing



Tip

Summaries are very important in language learning, because instead of giving a lengthy speech, one simply gives the main points.

We often summarise events, books, films or conversations. The purpose of a summary is to reduce an original article to its main idea and principle supporting points. Doing this successfully will depend on how well you understand what you read, how well you can select what is important and how well you can write economically. Study the points below on summary writing.

- Read the complete text to get a general understanding of what it is about.
- Read the text again underlining any parts that answer the rubric (that which has been asked).
- Make your own notes from these important points.
- Use your own words as far as possible. However, take care not to add your own opinion.
- Omit comparisons, examples or illustrations that have been made. Do not use phrases like 'the author says' – this is a waste of space. (words)
- Think of inclusive words so that you can cut down on the original number of words. e.g. if the original passage mentions *oryx*, *wildebeest*, *Kudu*, you can simply write *game*.
- Join your points with connective or relative clauses into sentences.
- List the ideas in the same order as they appear in the original text.
- Write a rough draft from your notes.
- Rewrite your draft summary neatly to make your final summary.
- Count the number of words and write the total at the bottom of the summary.
- Remember: Your summary should be only **one** paragraph long, unless you are asked to write down notes (note-form summary) or to list your ideas one underneath the other.
- Use the same tense in your summary as in the original text.
- Do not exceed the stated length, as the examiner will not read anything you write after the required number of words.

Now read the following text on 'Staying Well with AIDS'. Make use of the points on summary writing that you have just studied to see how well you have understood them.



Activity

Activity 8

Use the information from the text and write a **summary** of about **80 words** on **how to stay well** while living with the disease.

- Remember to write only **one paragraph** of **80 words**.

STAYING WELL WITH AIDS

Nine years after my diagnosis, I'm still not taking medications and have no allergies, good digestion, no illnesses, and almost never even get a cold. You can make a start toward a more healthful life right now. The important thing is to start by being healthy in one small part of your life and then continue by expanding to being healthy in other parts. In other words, try small changes at first. For example, you can start with breakfast, the most important meal of the day. In the morning, we begin to burn energy at a high rate, and need to provide adequate fuel. (A cup of coffee isn't the kind of fuel we're talking about here!) The immune system is the most sensitive system of your body to your energy level. The ideal breakfast should contain complex carbohydrates, fibre, some protein and some fat.

A whole grain porridge with soy milk for example, would provide all those requirements.

Look for support that will encourage you and strengthen you along the way. Begin to eliminate or reduce one or two of the most harmful foods, and at the same time, add more of the beneficial ones. Notice how this starts to affect your digestion, your energy level, even your moods. As you start to feel better, you will be more motivated to keep making changes. As you integrate more healthful foods into your diet, you will discover the natural tastes and sweetness in simple foods. What are you going to try today?

Gary Rosard is a certified Holistic Health Counselor with offices in Manhattan and South Orange, NJ. He offers nutritional and lifestyle counseling in a supportive, caring way that focuses on the whole person, not just the symptoms. Visit his web site at www.calminthestorm.net/ or call (917) 494-9574 to discuss your health concerns.

Write your summary on a separate sheet of paper.



There is a sample summary in the **feedback** section. It is not necessary that your summary is exactly the same as mine. However, the sample summary should give you an idea as to how you should summarise a longer text. If you are ready, let's proceed to the next section.

CONTINUOUS WRITING

Diary Writing

Remember the following points about *Diary* or *Journal* writing:



Tip

The diary can become like a person that you are personally talking to. (Note on Tuesday, the writer says, "Will talk to you again tomorrow.")

Diary entries are your own personal writing and can be as informal as you wish. In other words, you can use abbreviations, colloquial or slang expressions. (Note Monday's inscription where the writer says, "I think it will be smashing!")

You can also address your diary as if it is a person that you are talking to. (See Monday's inscription in the example above.)

Other tips on diary writing:

- Start your entry with the date and a heading.
- Remember that a diary is a personal piece of writing.
- You can be as honest as you want because nobody is going to read it.

Now go on and do the activity below.



Activity 9

Read the passage about the **Masai Mara** game reserve in Kenya and do the diary writing activity that follows.

The Migration to the Masai Mara

The Masai Mara is at times the most densely game populated place on earth and together with the Serengeti is perhaps the only area left in Africa where animals can still be seen in the same vast numbers as existed a century ago. The reserve is the 1,510 sq. km. northern extension of the massive 56,000 sq. km. Serengeti. The Mara, 270 km. west of Nairobi, takes 5 to 6 hours to reach by road, or 45 minutes by air. Breathtaking vistas, vast rolling fertile plains and grasslands ensure that the abundance of animals are never out of sight. The beautiful Mara River which winds its way through the reserve, keeps it well watered. Kenya's largest lion populations, magnificent black-maned beasts, live in the Mara and spend most of their day sleeping under the shade of the acacia trees. It's not unusual on a one or two day visit to see prides of 20 to 30 lions, cheetahs stalking their prey and leopards feeding on a killing on the lower branches of a sausage tree. Vast herds of buffalo, zebra and wildebeest roam the landscape.

Different Species

Thompson gazelle, Masai giraffe and Hartbeest grace landscape. The cautious black shanked Topi is often seen standing sentinel on earth mounds, on the lookout for predators. The Mara is also home to vast numbers of crocodiles and hippo filled pools. The great herds of shuffling elephants and the leopards favour the open savannah.

Birdlife is as profuse as the animal life. Over 450 species have been recorded in the Mara amongst which are 57 species of birds of prey, including the magnificent Bateleur eagle. The sky is always filled with vultures circling and waiting in anticipation, a wide variety of bustards and ground hornbills. Distinctive secretary birds are a common sight.



Annual Migration

The main attraction is the annual migration every year between July and October. There is nothing on earth to compare with this wildlife miracle of over a million wildebeest and thousands of zebra on their mammoth trek from the Southern plains of the Serengeti in search of fresh grasslands. Driving in the midst of these great herds is an unimaginable experience. The eyes feast on the spectacle whilst the air carries the smells, the dust and sounds of thousands of animals. The most visual spectacles of all is the crossing of the Mara River, when great herds surge forward hurtling themselves mindlessly down the river banks, seemingly oblivious to the dangers below.

Although July to October is when the game is most abundant due to the migrating Wildebeest and Zebra, the Mara itself has a vast resident population and can be visited anytime of the year, even during the rainy season, which runs from about mid-April to mid-June.

Source: Unknown

Use this passage on “The Migration to the Masai Mara” to write diary entries of **three** days that you spent in the game reserve. This diary will be published in your town’s newspaper, as you will be the only person in the town who has ever visited Kenya. Use your notebook to do this exercise.

Keep the following in mind when you write the diary:

- The dates should indicate that you spent time in the Mara during the migration.
- Although this diary will be published you should use the everyday language that one uses in diary/journal writing.
- Think carefully about the tenses that you will use. If you describe something that happened in the past, you should use the Past Tense. Use the Present Tense to describe feelings, emotions and facts. If you write about something that will be done the next day or later that day, use the Future Tense.

How did you find this diary writing exercise? Get somebody to read your diary inscriptions and ask them to comment on the clarity of the message, as well as the accuracy of the information. There won't be any feedback for this activity in the feedback section. The next section is on Listening and Responding.

LISTENING and RESPONDING



Reflection

Before you listen to the following information, list two or three possible responsibilities that you think children have. There won't be a wrong or right answer for this task. Even if the points you listed will not be mentioned in the listening text, they can still be valid as long as they make sense.



Activity

Activity 10

Listen to the following information about children's rights and responsibilities and complete the paragraph below by filling in the missing words in the blank spaces. When you have finished listening to the tape or CD, replay and listen to it once more. You should only listen to the information twice.

Double-click the icon to listen.



Children's Rights

Children have rights and responsibilities

The right to peace. The right to be **1)**..... and **2)**..... for in a family. As children you have the right to **3)**..... and learn, and the **4)**..... to learn to be the best you can be. You have the right to have your own ideas and be **5)**..... to, and the responsibility to listen to ideas of **6)**..... and to try to understand them. You have the right to have **7)**..... care when sick, and the responsibility to



take good care of **8)**..... You have the right to be proud of your **9)**....., **10)**....., and **11)**..... and the responsibility to respect and accept those who are **12)** from you. The right to have special care if you are **13)**....., and the responsibility to help give special care to those who need it.

Source: Unknown

In this second text, we will talk about airports in Namibia. Before we do that, answer the following questions.

- a) Do you know what Namibia Airports Company is all about?
- b) Mention the airports that you know in Namibia.

*If you are not sure whether your answers are correct or not, don't worry, you will get the correct **answers** from the passage that you are going to listen to in the following activity.*



Activity

Double-click the icon to listen.



Airports company

Activity 11

Now, you will listen to a passage about Namibia Airports Company (NAC) and the airports we have in Namibia. While listening, answer the questions below. When the passage is finished, replay the audio to listen to it once more. You should only listen to the passage twice.

1. When was the Namibia Airport Company (NAC) launched?

2. How many airports are owned and managed by NAC?

3. Where is Hosea Kutako International Airport situated?

4. Name any two airlines calling at Hosea Kutako International Airport.

5. What made Eros airport a favourable stopover for pilots and destination for air travellers alike?



6. How far is Walvis Bay Airport from the harbour town of Walvis Bay?

7. Mention four regional airports?

8. Give two functions of the four regional airports?

Remember to check [answers](#) at the end of the unit.



Discussion

Imagine you have the opportunity to visit any country abroad. Where would you like to go? Consider things such as:

- The means of transport you would prefer.
- why this specific country?
- historical buildings and places of entertainment you would visit.
- how you intend to find your way around?
 - If you have the time, find information on a specific country and tell your friends about that country. They may also have some information about that country that they can share with you. In this way, you will obtain more information on the country of your choice.

Note: For this exercise, you should only exchange ideas and



share your preferences. Thus, there is no feedback in the feedback section. Before you leave this unit, read the unit summary and do the assessment task at the end of the unit.

Unit Summary



Summary

In this unit, you learned to deal with a number of different reading texts regarding human rights from the United Nations Charter. The language focused on Simple Future Tense and its Negative and Question forms, Punctuation and Conjunctions, as well as Summary Writing. In the case of Continuous Writing, we focused on diary writing.

Assessment



Assessment

Unit 3 – Assessment Task

Question 1

Read the following text from a travelling brochure and answer the questions that follow on a separate sheet of paper.

Central Region

At the centre of this region lies the capital, Windhoek. Most visitors, having arrived at the international airport, 40 km outside of town, form their first impressions of the country here. A capital with approximately 250 000 inhabitants, Windhoek seems relatively small but has a fair amount to offer the curious visitor. The Christuskirche, AlteFente, Reiterdenkmal and Tintenplast are some of the sights in close proximity to each other, and which attract many visitors. The remaining historical buildings along Independence Avenue certainly have their own charm and provide a direct contrast to the modern high-rise buildings nearby. This part of town also features a good number of shops offering a wide range of Namibian arts and crafts to the interested tourist. Wood - and stone carvings, pottery, jewelry and world-class furs are Namibia's specialties. The great number of curio shops offers a broad variety of interesting souvenirs to choose from. A good selection of books from and about Namibia is waiting for you in the local book shops. Visitors on the lookout for a suitable and stylish safari outfit will not have to look far.

Windhoek and Surroundings

A well-developed accommodation and service infrastructure contributes significantly to making Windhoek and its surroundings an internationally appreciated holiday destination. The town has also gained a reputation as a venue for conferences and fairs, especially in Southern Africa. The capital offers accommodation for every taste and budget; from five-star to rustic, everything is available. Close to the city, but still in African bush, the discerning traveller finds a great variety of lodges and guest farms with excellent service and a cuisine comparing well with international standards.



The same goes for the restaurants in Windhoek, which offer many international as well as Namibian dishes. About 75 km north of Windhoek lies the small town of Okahandja with its historical sites. The indoor hot springs of Gross Barmen are only a 15-minute drive away at the foothills of the Khomas Hochland. This popular recreational area is also an attractive rest camp on the way to the north or to the coast. Both routes display an impressive number of lodges and guest farms. The road to the south, leads through Rehoboth, capital of the Baster community. Signposts direct travellers to accommodation and recreation facilities throughout the region.

1. When do most visitors to Namibia form their first impressions of the country?
_____ (2)
2. Which street offers a wide range of arts and crafts shops?
_____ (2)
3. What does the article consider to be Namibia's specialties?

_____ (4)
4. What kinds of dishes do the restaurants in Windhoek offer?
_____ (2)
5. Why would Okahandja be considered as a worthwhile stop for tourists?

_____ (4)
6. Change the following sentences into simple future tense.

The great number of curio shops offers a broad variety of interesting souvenirs to choose from. A good selection of books from and about Namibia is waiting for you in the local book shops.



_____ (4)

7. Rewrite the following sentence using punctuation marks to correct it.

my sister will go to university next year and she hopes to be admitted at the university of pretoria

_____ (5)

8. Identify a conjunction in the underlined sentence in the passage.

_____ (2)

Question 2

Read through the paragraph below and then change it to the Future Tense form, using will and shall.

My father has a big farm. Every Friday the whole family goes to the farm to help my father with the animals. I really enjoy myself there. The shepherd looks after the sheep and goats. Many people do not come to visit us there. Only close friends come and get a chance to ride on the horses. Is this not a wonderful experience for our friends? My mother cooks the nicest meals when we are on the farm.

(10)

Question 3

Imagine you are from another country, come on holiday to visit Namibia. Write the diary entries you might have written for three days of your stay in Namibia. Include your impressions of the place, people and your feelings when you eventually left the place. (10)

[Total 45]



That was the assessment task for this unit. Remember to submit it to your tutor for marking. You have come to the end of Unit 3. Well done! That was brilliant! I hope you have enjoyed the exercises and learn a lot from the unit.

Answers to Activities: Unit 3 Rights and Responsibilities



Feedback

Reading Activity 1

1. a) It prevents women from taking part in political, social, economic and cultural life on equal terms with men.
- b) It keeps families and societies from being as prosperous as they could be.
- c) It makes it difficult for women to develop their full potential in the service of their countries and of humanity.
- d) It also means that where there is poverty, women have the least access to food, health, education, training and job opportunities.

(Any two)

2. in 1992
3. to the welfare of the world and the cause of peace.
4. The role of women as mothers.
5. The upbringing of their children.

[Back to Exercise](#)

Reading Activity 2

1. Article 7 - B 'By signing the Convention, Namibia has agreed...'
2. Article 8 - A 'Namibia has agreed to make sure....'
3. Article 10 -C 'Men and women must have equal access to the same courses of study...'
4. Article 12 -E 'Women must also have access to appropriate health care...'
5. Article 15 - D 'Women shall be equal with men before the law...'

[Back to Exercise](#)

Reading Activity 3

1. Race; colour; sex; language; religion; political or other opinion; national/social/ethnic origin; property; disability; birth/other status (**any 4**)
2. The State needs to provide free and compulsory pre-primary and primary education.
3. No child who is detained must be mixed with adult detainees under any circumstances.
4. Children will be protected from any form of exploitation and abuse.

[Back to Exercise](#)



Feedback

Grammar and Usage Activity 4

My two brothers are going to sleep in their own small tent and I will stay with my parents in the big tent.

Today, we are going to fish from a boat.

Later today, the boys will also take their diving gear, snorkels....

With a hired boat we will row into one of the lagoons.

I think it will be smashing!

We will leave the campsite at sunrise this morning.

After breakfast, we will break camp, (will) pack our things into the Land-rover and (will) tour leisurely to the next campsite.

Will talk to you again tomorrow.

[Back to Exercise](#)

Activity 5

1. a) I will not be at home this afternoon.
b) Will I be at home this afternoon?
2. a) She will not meet her friends next week.
b) Will she meet her friends next week?
3. a) Jessica will not study science at the university.
b) Will Jessica study science at the university?
4. a) William will not buy his father's car.
b) Will William buy his father's car?
5. a) They will not leave the campsite at sunrise.
b) Will they leave the campsite at sunrise?
6. a) My two brothers will not sleep in the small tent.
b) Will my two brothers sleep in the small tent?
7. a) The family will not row with a boat into the lagoons.
b) Will the family row with a boat into the lagoons?
8. a) Tomorrow, we will not travel to the camp near the Mozambican border.
b) Will we travel tomorrow to the camp near the Mozambican border?

[Back to Exercise](#)

Activity 6

1. Johannes said: "I have seen the new Coke ad but I did not like it very much."
2. Sarah says: "I think advertising is very important if you want to introduce a new product." (The rule says that, if the introductory verb (Sarah says) is in the present tense, the sentence remains present tense.)
3. Mr Bronson said: "I called about the ad in today's 'The Namibian', but there was no answer."
4. The reporter said: "Red Cherry Advertising won the prize for the best advertisements in 2000."
5. Jerome said: "Many people buy things they do not really need because of ads."
6. Helga told Simon: "I want to show you the best ad on TV tonight."

[Back to Exercise](#)



Feedback

Activity 7

1. Recycling is a good way to help the environment, but it can also serve as a means of income.

OR

Recycling is a good way to help the environment, and it can also serve as a means of income.

2. The children are sick because they were playing at the rubbish dump.

OR

Because the children were playing at the rubbish dump, they are sick.

3. Recycling material must be sorted before it is sold to the recycling companies, because the companies prefer this.

4. Schools should introduce recycling projects if they want children to learn about the benefits of recycling.

OR

If schools want children to learn about the benefits of recycling, they should introduce recycling projects.

5. It is easy to keep dogs out of the rubbish site with fencing, but flies are more difficult to control.

[Back to Exercise](#)

Activity 8

Start by making small changes. Breakfast should be the most important meal of your day as one burns energy in the morning and the body needs adequate fuel. Whole grain porridge with soy milk will provide all the fiber and fat the body needs. By eliminating harmful foods and introducing beneficial ones, a change in energy levels, moods and digestion will be noticeable. As you start to feel better, you'll be motivated to include more healthy foods into your diet.

[Back to Exercise](#)



Feedback

Activity 9

No feedback for this activity.

Activity 10

The right to peace. The right to be 1) loved and 2) cared for in a family. As children you have the right to 3) play and learn, and the 4) responsibility to learn to be the best you can be. You have the right to have your own ideas and be 5) listened to, and the responsibility to listen to ideas of 6) others and to try to understand them. You have the right to have 7) medical care when sick, and the responsibility to take good care of 8) yourself. You have the right to be proud of your 9) home, 10) language and 11) culture, and the responsibility to respect and accept those who are 12) different from you. The right to have special care if you are 13) disabled, and the responsibility to help give special care to those who need it.

Source: Unknown

[Back to Exercise](#)

Activity 11

1. November 5, 1998
2. 8
3. 45km outside Windhoek
4. **(Any two):**
 - Air Namibia
 - South African Airways
 - SA Express
 - British Airways - Comair
 - LTU
 - TAAG Angolan Airlines and
 - Air Botswana
5. Because of its quick turnover time and reliable fuel supply.
6. 15km
7. Keetmanshoop airport
Katima Mulilo airport
Rundu airport and
Ondangwa airport
8. **(Any two):**
 - service the northern parts of the country
 - providing links to Angola and
 - serving as refueling stops for flights to central Africa.

Unit 3 - Transcript Namibia Airports Company

Facilitating air transportation through airport development

The Namibian Airports Company (NAC) was launched on November 5, 1998. NAC owns and manages eight airports: Hosea Kutako International, Eros, Walvis Bay, Luderitz, Keetmanshoop,



Ondangwa, Rundu and Katima Mulilo. The company employs 230 permanent staff members countrywide.

Hosea Kutako International Airport (HKIA)

Situated some 45 km outside the capital city of Windhoek, HKIA handles over 500 000 passengers annually and over 7 000 aircraft movements. As Namibia's only international airport, HKIA connects four times a week non-stop to Frankfurt and bi-weekly to Munich. Johannesburg and Cape Town, each connecting up to six times a day, are only a two-hour flight away, and provide access to over 50 international hubs worldwide. HKIA also serves Luanda (Angola), Maun (Botswana) and Victoria Falls (Zimbabwe). Scheduled airlines calling at HKIA are Air Namibia, South African Airways, SA Express, British Airways - Comair, LTU, TAAG Angolan Airlines and Air Botswana.

Eros Airport

Just 5 km from Windhoek's central business district is Eros Airport, NAC's busiest airport in terms of aircraft movements. Its quick turnover time and reliable fuel supply make it a favourable stopover for pilots and destination for air travellers alike.

Walvis Bay Airport

Situated 15 km from the harbour town of Walvis Bay, Walvis Bay Airport handles daily connections to Johannesburg, Cape Town and Windhoek (HKIA and Eros).

Regional Airports

Located 500 km south of Windhoek, Keetmanshoop Airport is the alternative airport to HKIA for diversions, due to its proximity and capacity. Katima Mulilo, Rundu and Ondangwa airports service the northern parts of the country, providing links to Angola and also serving as refuelling stops for flights to central Africa.

Source: Namibia Trade Directory, 2005

[Back to Exercise](#)



Resources

The following resources have been used in this unit:

1. Notes on *Adjective and Punctuation* from *English in Context*: J.O. Henry et al.
2. A passage *Namibia Airports Company* from *Namibia Trade Directory*, 2005.
3. A list of points on *Children have Rights and Responsibilities* from *Drum*, 28 December 2000
4. NAMCOL English as a Second Language Grade 10 study guides.

Additional Resources

NAMCOL English as a Second Language Grade 10 study guides (Modules 1-3).

Unit 4

Population Education

Introduction

Welcome to Unit 4. In this unit, there will be a variety of reading texts, language focus, a listening comprehension activity, and a continuous writing exercise. In the grammar section, we will focus on the Present Continuous Tense, negative statements and question forming, as well as adjectives. In the continuous writing section, we will discuss a descriptive essay and you will be asked to write one.

Before you start studying this unit, have a look at the outcomes.



Outcomes

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

- *respond* effectively to comprehension questions;
- *use* a wider vocabulary;
- *pick out* words and/or phrases with similar and opposite meanings;
- *use* the present continuous tense correctly when forming questions and negatives;
- *listen to* an audio file *and identify* true and false statements;
- *recognise and use* adjectives correctly in sentences;
- *discuss* several current issues in regards to homeless people;
- *write* a descriptive essay on life in squatter camps.



After studying the outcomes, you should now understand what to expect to learn from this unit. Before you start with the activities, look at the suggested timeframe below.



How long?

Spend approximately 5 hours on this unit.

This timeframe is a guide for you to use. You may not need the time suggested, but if necessary, use additional time. Beware of spending too much time to complete the unit because it may make it difficult for you to complete the course on time.

Now let us look at the list of some words (terminology) that will be used in this unit.



Terminology

adjectives:	words that describe a noun/pronoun
coercion:	the use of force or threats to make someone do something
brutality:	cruel and violent actions or events
moot:	no longer important
decried:	said publicly that you do not approve of something
rampant:	happening or spreading in an uncontrolled way
envisage:	to consider something as possible
intermittent:	happening sometimes but not regularly or often
synonyms:	words with the same meaning
antonym:	words with opposite meaning
population:	the number of people living in an area such as a region or a country



Working through the following sections will help to explain the above concepts and enable you to achieve the basic competencies given in the unit outcomes.

Reading and Responding



Reflection

Pre-activity:

What do you think education is? Does it only involve schoolwork? Find the meaning in the dictionary and see if you were right.

Look at the following words and classify them by writing them under **Formal Education** or **Informal Education** headings. Write your answers on a separate sheet of paper.

school;	Internet/computer;	face-to-face;
friends;	reading;	media;
university;	distance-teaching;	story-telling;
parents;	college;	home-schooling

Formal Education	Informal Education

Did you have trouble deciding where to put some words? Did you think that some words could go under both headings? Now that you have classified the different words, which type of education do you prefer?

Doing a lot of reading comprehension exercises improves your skill of reading with understanding as well as your vocabulary. In this unit, we are going to read and discuss texts on population education.



Before you do the activity below, look at the following words and/or phrases. Are they familiar to you?

shanty town Cape Flats dwelling
 low-cost housing corrugated metal trespassers
 unemployment squatters

What can you tell about these words?

You will come across these words when you read the article 'Shanty town in South Africa'.



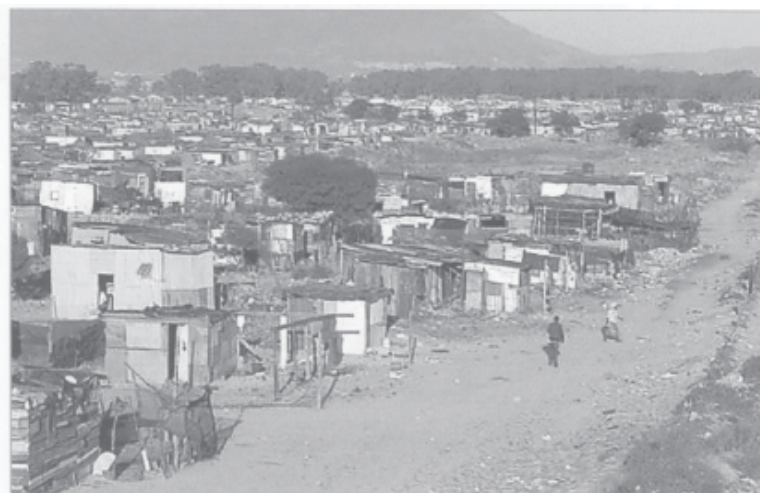
Reading Activity

Activity 1

1.1 Now read the article *Shanty town in South Africa*. Some words have been left out. Use the words in the box below to fill in the blank spaces. Write your answers on a separate sheet of paper.

assembled	distribution	notorious	blamed
makeshift	interference	poor	periphery
residences	unemployment		

Shanty Town in South Africa



Corbis/Shaan Arlev: ABPI

A shanty town in Cape Town

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The Cape Flats are an area stretching inland from Cape Town's Table Mountain (*sloping upwards in the background*). The Cape Flats are (1) _____ for the extensive squatter camps, or shanty towns, that have developed there. Shanty towns come about as the result of a serious housing shortage for the (2) _____ groups of the population. These (3) _____ houses lack even the most basic services. There is no running water, no sanitation and no electricity. Shanty towns (sometimes called bidonvilles) or the academic term informal settlements, are units of irregular low-cost and – usually on lands belonging to third parties, most often located on the (4) _____ of the cities. These dwellings are often (5) _____ in a patchwork fashion from pieces of plywood, corrugated metal, sheets of plastic, and any other material that will provide cover.

(6) _____ are usually built without a license. They pose a fire hazard and are remarkable by their near total absence of numbered streets, sanitation networks, electricity, telephones or plumbing. Shanty towns are mostly found in third world countries with an unequal (7) _____ of wealth, such as South Africa (where they are often called *squatter camps*), Philippines, Argentina (where they are referred to as *villas miseria*), Venezuela (where they are known as *Barrios*), Brazil (where slums and shanty towns are known as *favelas*) and Peru (where they are known as *pueblos jóvenes*). In some extreme cases, shanty towns can have populations approaching that of a city.

During the Great Depression of the 1930s (caused by the stock market crash of 1929), shanty towns appeared in cities across the United States because of the massive (8) _____. Some were nicknamed "Hoovervilles" because the residents (9) _____ the economic conditions on then-president Herbert Hoover. These conditions were blamed on Hoover since he did not believe in government (10) _____ in an attempt to end the depression.

The first recorded use of the word *shanty*, as meaning a crude dwelling, occurred in Ohio in 1820. It may have been derived from the French word *chantier*, meaning a building site. Alternatively, it could have been derived from the Irish *sean tigh*, meaning "old house" or from the Nahuatl word *chantli* "home".

<http://www.answers.com/topic/shanty-town>



Read the article again and then answer the following questions on a separate sheet of paper.

1.2 Write down three reasons given in the article why people become squatters.

1.3 Read the article again and find a word in the text which has a similar meaning to:

1.3.1 Outer area or edge that surrounds a place.

1.3.2 Places where people stay.

1.3.3 Well-known for something bad.

1.3.4 Small, roughly built hut made from thin sheets of wood and plastic that very poor people live in.

1.3.5 Pipes through which water flows in a building.

1.3.6 Someone who lives in an empty building or piece of land without permission.

1.3.7 Protection of public health by removing and treating waste, dirty water.

1.3.8 Made for temporary use when you need something and there is nothing better available.

1.3.9 To put all the parts of something together.

1.3.10 A house or apartment where people live.

Did you find the activity difficult? Check your answers in the [feedback](#) section.

By reading a lot you will also come across words that may have similar meanings as other words or words which have opposite meanings.

Synonyms are words with the same meaning, e.g.

- content: satisfied;
- sufficient: enough

Antonyms are words with opposite meanings it is called antonyms, e.g.

- fat: thin
- cheap: expensive
- legal: illegal

Working through the following two activities will not only improve your reading skills but also help to increase your vocabulary by distinguishing between synonyms and antonyms.

Let us continue with another reading passage about squatters. What do you think is the meaning of “squatting”? For what reasons do people become squatters? Now, read the following passage about squatters and their rights.



Reading Activity

Activity 2

Read the passage, called *Squatters’ Rights*, and answer the questions below. Write your answers on a separate sheet of paper.

Squatters’ Rights

Squatters’ Rights are, legal rights of people occupying others’ property as trespassers. There are two kinds of rights in the United Kingdom: long-term entitlements recognised throughout the history of law; and quickly earned rights that have developed in the later part of the 20th century.

The oldest kind of squatters’ right is a way of acquiring land, known as adverse possession. If a squatter takes possession of another’s land the owner may take legal action against the squatter as a trespasser, but this action must commence within a time limit; the current time limit in English law is 12 years. The squatter must treat the land as his or her own,



and in effect keep the owner out, though the use of force is not necessary and may give rise to an action on other grounds. If these conditions are satisfied the ownership of the land passes to the squatter. Adverse possession was never common, and increasingly rare as the shortage of land in England and Wales became more acute.

The more modern squatters' rights are available to those people who occupy other people's buildings, usually unoccupied, and treat them as residential homes. They are deemed trespassers in law, and the owner was formerly entitled to use reasonable force to remove them, in defence of his or her property. However, such properties can become established homes for the squatters and the use of force against them was decried; as a result it is usually a criminal offence to use force to gain access, even the owner's own property, and the owner should obtain a court order to remove the squatters.

Such court orders may be obtained by a special procedure aimed at giving a quick remedy. The full hearing of evidence is not usually required and the owner does not need to identify the squatters. The squatters are informed of the proceedings by a summons in a transparent envelope attached to the door of a dwelling.

Squatting is not generally a criminal offence, although gaining access to the premises may involve breaking the law. The Criminal Justice and Public Order Act may be used against squatters, and public order laws are often invoked against large numbers of people and vehicles trespassing together on land.

Contributed By: David Watson
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2.1 Explain the word 'squatter'.

2.2 Complete: A squatter may also be referred to as a

_____.

2.3 On what grounds may the possessed land become the squatter's? Give two reasons.

2.4 Explain what is meant by "...squatter's right is known as **adverse possession**."



2.5 How can owners nowadays act against squatters?

2.6 Answer **True or False** and give a reason for your answer.

2.6.1 Squatters are summoned by police arrest at their dwellings.

2.6.2 Owners may not use force against squatters to remove them from their properties.

2.7. Synonyms are words with the same meaning, e.g. content/satisfied; sufficient/enough.
In the text above find one word with the same meaning as:

- 2.7.1 start _____
- 2.7.2 intense _____
- 2.7.3 protection _____
- 2.7.4 condemned _____
- 2.7.5 cure _____

*Hope you have done well in the activity. Check your **answers** before you continue with the following reading activity. Doing a lot of reading comprehension exercises improves your skill of reading with understanding and your vocabulary. Activity 3 is about drought and how it affects the people in the country.*



Reading Activity

Activity 3

Read the following passage and answer the questions below. Write your answers on a separate sheet of paper.

Kenya Drought Fuels Nomad Clashes

- Andrew Cawthorne

NAIROBI – Drought and food shortages in north Kenya are provoking clashes among nomadic tribes, with dozens already



killed and violence set to spread unless more relief reaches them, an aid agency warned yesterday.

“The knock-on impact of the crisis risks sparking conflict on a scale that Kenya hasn’t seen for almost a decade,” said Gezahegn Kebede, head of Oxfam in Kenya.

Kenya is one of the worst-affected countries from a drought afflicting east Africa since late 2005. Scores of people and tens of thousands of livestock have died from starvation and related diseases in the arid northern regions. But Oxfam said the death toll from the drought was also swelling from an upsurge in fighting between nomadic cattle-herders over scant water and grazing resources.

“It’s not just the food crisis that is claiming lives in Kenya... Unless aid to the affected area is stepped up this month, March could see many more killed,” Kebede added.

Clashes in Kenya

In the worst recent incident, fighting between Kenya’s Turkana tribe and groups from neighbouring Ethiopia killed 40 people last month, the British-based aid agency said.

In other cases, clashes between the Turkana and Karamajong tribes near the border with Uganda have led to the burning of pastures, while a recent raid in Isiolo left nine people dead.

And in Lomelo, three tribes – the Samburu, Pokot and Turkana – were sharing pasture and water in a tense situation where “fighting could break out at any time,” Oxfam said.

“The number of weapons in the area is making such encounters increasingly lethal as nomadic communities now have to travel hundreds of kilometres in search of pasture – often taking them into areas controlled by other communities,” Oxfam said.

“There is also growing conflict between farmers and cattle herders as livestock invade farms.”

Critical Situation

The Kenyan government, criticised by many for a late response to the crisis, says about four million of its 32 million people are facing food shortages. Hussein Yussuf, of the Isiolo Peace Committee – a community group trying to reduce tensions in the area – told *Reuters* tensions were being exacerbated by a cross-border flow of arms from “unstable countries” like Somalia and Ethiopia.

Also, the ever-further migration in search of resources was breaking down tribal structures, sending young people far from elders. “Right now there is nobody who is controlling the youth so everyone depends on their strength of arms,” he said.

“If the drought continues, I’m telling you, the situation will be much worse.” Oxfam said the remote north had long been neglected and needed long-term help, particularly more boreholes.

THE NAMIBIAN - *Nampa-Reuters*



3.1 What is causing conflict between nomadic tribes in Kenya? Mention two causes.

3.2 Write down the effect of the drought.

3.3 Besides the drought, what else has contributed to the death among the people?

3.4 Which charity organisation is operating in Kenya, especially with regard to the current situation?

3.5 Write a paragraph of about 60 words outlining the causes of the clashes and deaths in areas around Kenya.

3.6 Antonyms are words with opposite meanings, e.g. fat/thin; cheap/expensive; legal/illegal. In the text above, find one antonym for:

- 3.6.1 best _____
- 3.6.2 relaxed _____
- 3.6.3 dwindling _____
- 3.6.4 surpluses _____
- 3.6.5 weakness _____

*Did you manage to get all the **answers** right? You have now read about the living conditions of some poor people. You have also read about how environmental factors, such as drought, can affect people. Before you move on to the next activity, try to identify other factors that cause or intensify poverty. Now move on to Activity 4.*



Reading Activity

Activity 4

You have been asked to deliver a speech on **Poverty** to a group of youth.

Read the following article and use information from it to base your talk on.



POVERTY

INTRODUCTION

Poverty, is economic condition in which people lack sufficient income to obtain certain minimal levels of health services, food, housing, clothing, and education generally recognised as necessary to ensure an adequate standard of living. What is considered adequate, however, depends on the average standard of living in a particular society.

Relative poverty is that experienced by those whose income falls considerably below the average for their particular society. *Absolute* poverty is that experienced by those who do not have enough food to remain healthy. However, estimating poverty on an income basis may not measure essential elements that also contribute to a healthy life. People without access to education or health services should be considered poor even if they have adequate food.

CAUSES

Individuals who have a lower-than-average ability to earn income, for whatever reason, are likely to be poor. Historically, this group has included the elderly, people with disabilities, single mothers, and members of some minorities. In the West today, a significantly large group in the poverty-stricken population consists of single mothers and their children; these families account for about one-third of all poor people. Not only do women who work outside the home generally earn less than men, but a single mother often has a difficult time caring for children, running a household, and earning an adequate income. Other groups disproportionately represented below the poverty threshold are people with disabilities and their dependants, very large families and families in which the principal wage earner is either unemployed or works for low wages.

Lack of educational opportunity is another cause of poverty. In the developed world, a larger percentage of blacks than whites are poor today, in part because of a heritage of inferior education, meaning reduced employment opportunities later.

Much of the world's poverty is due to a low level of economic development. China and India are examples of heavily populated, developing nations where, despite substantial recent industrialisation, poverty is rampant. Even in economically developed countries, widespread unemployment can create poverty. The Great Depression impoverished millions of Americans and Europeans in the 1930s. Less severe economic contractions, called *recessions*, cause smaller increases in the poverty rate.

A report by the United Nations Environment Programme (UNEP), known as GEO-2000, identified excessive consumption of energy, raw materials, and other resources in Western and some East Asian nations as one of the main causes of the continued poverty of the majority of the world population. Extreme poverty in many parts of the world forces residents of those areas to exploit natural resources in an unsustainable manner. Both factors have considerable economic and environmental implications.

EFFECTS

Tens of thousands of poor people throughout the world die every year from starvation and malnutrition. Infant mortality rates are higher and life expectancy lower among the poor.

Poverty is closely associated with crime. Most of the poor are not criminals, and many criminals are not poor, but people from environments dominated by poverty are more likely to commit crimes and to be punished. Other social problems, such as mental illness and alcoholism, are common among the poor, in part because they are causes as well as effects of poverty, and often because there is little medical provision for dealing effectively with them. Finally, poverty tends to breed poverty; in some cases, the handicap of poverty is passed from one generation to another, possibly as a result of the family being caught in a *poverty trap* – a situation in which a relatively small increase in income will take the family over the threshold of entitlement to benefits, thereby creating a net loss. One possible consequence of this is that members of the household may be discouraged from seeking employment, losing the opportunities for social advancement that such employment might afford them.

DISTRIBUTION

Poverty has been viewed as a measure of social class and sex inequality in industrial societies, with women and lower-class households experiencing the greater level of poverty. Similarly, poverty has been regarded as an indicator of inequitable economic dealings between the developed and the developing nations, with the poverty of the developing world being linked to the accumulation of wealth in the developed world – the so-called north-south divide. The poorest nations in the world are in: South Asia (Bangladesh, India and Pakistan); sub-Saharan and North Africa; the Middle East; Latin America and the Caribbean, and East Asia (China).

The United Nations Millennium Summit in September 2000 looked at issues of poverty distribution worldwide and set targets for 2015 that included reducing by half the number of people living on less than US\$1 a day, providing safe drinking water for 50 per cent of people deprived



of such access, primary education for all children, and reserving the spread of diseases such as malaria and AIDS. For 2020 a significant improvement in the circumstances of slum inhabitants and a greater access to modern technologies for poorer nations was also envisaged.

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Use the following headings to prepare your speech and write down short notes under each heading. Write your answers on a separate sheet of paper.

1. What is poverty?
 - (a) Relative poverty:
 - (b) Absolute poverty:
2. Causes:
 - (a) Lower-than-average ability to earn income.
 - (b)
 - (c)
 - (d)
 - (e)
3. Effects:
 - (a) Death through starvation
 - (b)
 - (c)
 - (d)
4. Distribution: (spread of poverty)
 - (a) Women — experience great level of poverty
 - (b)
 - (c) Poorest nations to be South Asia, Sub-Saharan and North-Africa....

*I guess you have found the note-taking exercise quite challenging. Remember to check the answers in the **feedback** section at the end of this unit.*

The next activity is a word puzzle based on a text about population control in China. Go on and complete it.

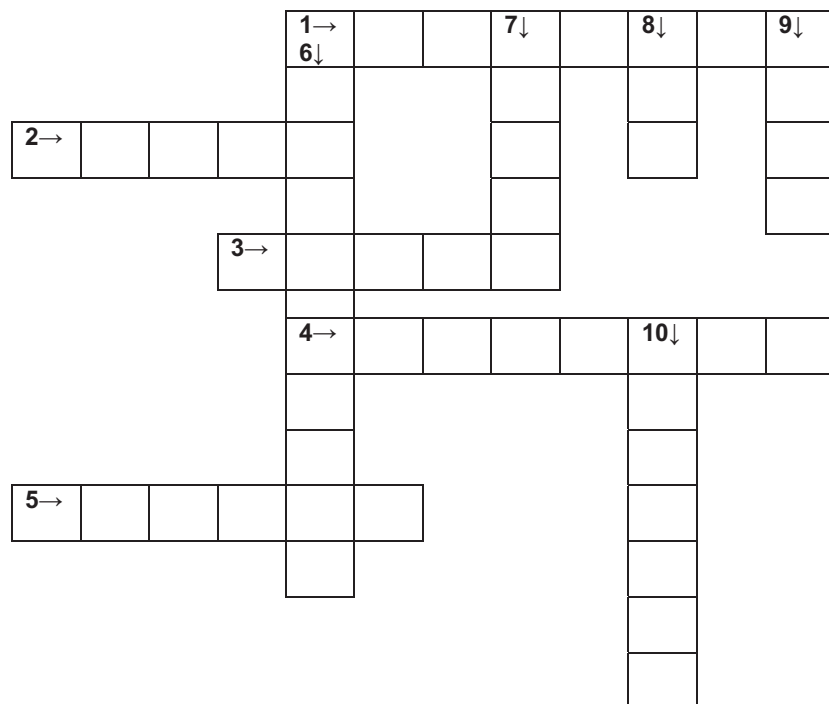


Reading Activity

Activity 5

Use the two extracts below the puzzle and the clues to complete the crossword puzzle below. The answers (words you need to fill the blocks) are in the text below. The direction of the arrow indicates how your answer should be written:

ACROSS → DOWN ↓



ACROSS

1. A city which forms part of the mainland of China.
2. Opposite of *rural*.
3. What the state has enforced upon families who ignore family planning advice.
4. Termination of a pregnancy.
5. Meaning “more than the fixed number”.



DOWN

6. Mentally or physically disabled.
7. Couples terminate the pregnancy if the new-born is suspected to be a _____.
8. China is promoting a _____ child policy.
9. Bribery used for doctors to tell the sex of the baby.
10. Word meaning “not allowed by law”.

State Control on Chinese Population

In 1987, the government began to relax its rigid policy in response to intermittent outrage about cases of coercion and brutality in implementing population goals. The latest attitude (mid 1994) still enforces the minimum age for marriage and restricts families living in urban areas to one child. However, a second child is allowed in rural areas if the first born is a girl and providing there is a 4-year gap between births. There are two exceptions. The first allows an extra child if one already born is proved to be handicapped (mentally or physically). The second permits minority groups to have as many children as they wish.

China's family size had fallen from 5.8 to 2.4 in 20 years; the figure is 1.7 in urban areas (better education, stronger state control), compared with 2.7 in rural areas. Even so, the 1 200 million goal for 2000 has already been exceeded. Although there has been some relaxation of control, and perhaps some change in attitudes, a report from Hong Kong (September 1994) claimed that many babies born above the legal number, and first-born babies if girls, were still being left in public places to die.

Problems of the 'one-child' Policy

Discriminatory abortion is creating a worrying imbalance in China's sex ratio, many couples terminating a pregnancy if they suspect the baby will be a girl. Recognising that ultrasound techniques were being abused for this purpose, authorities have made it illegal to tell parents the sex of their child before birth, but as Chinese doctors are highly underpaid, they are used to accepting gifts.

The state has now banned both forced and late abortions. Termination, even when a pregnancy is 'outside the plan' is no longer compulsory and officials can only fine families who ignore family planning advice. However, there are still reports from rural areas of over-zealous task forces performing forced abortions. Even in the larger cities, abortions as late as seven months are common. To reduce these pressures, the authorities do try to encourage, often forcibly in rural areas, women who have had their quota to undergo tubal ligation.

South China Morning Post, 1994

Check your **answers** before you continue. Do you think adopting a *one-child* policy will reduce poverty in your country?

In the next section, we will look at the Present Continuous Tense. You should be familiar with the Simple Present Tense as discussed in Unit 1.

Grammar and Usage:

In this section we will look at the Present Continuous Tense and discuss its form and usage in detail.



Note it!

A. Present Continuous Tense

Study the following notes on Present Continuous tense. After studying the notes, do the activities that follow to see if you have grasped the concept.

This form is sometimes called the *Present Progressive*.

Form:

We form the Present Continuous with *be* + *...-ing* e.g. *is* + *work-ing* = *is working*

The tables below contain examples of the Present Continuous tense as well as its negative and question forms.



AFFIRMATIVE		NEGATIVE		QUESTION	
<i>I am</i>	<i>working.</i>	<i>I am not</i>	<i>working.</i>	<i>Am I</i>	<i>working?</i>
<i>You are</i>	<i>working.</i>	<i>You are not</i>	<i>working.</i>	<i>Are you</i>	<i>working?</i>
<i>He/She/It is</i>	<i>working.</i>	<i>He/She/It is not</i>	<i>working.</i>	<i>Is he/she/it</i>	<i>working?</i>
<i>We/You/They are</i>	<i>working.</i>	<i>We/You/They are not</i>	<i>working.</i>	<i>Are we/you/they</i>	<i>working?</i>

- Please note that when we add *-ing* to verbs there are sometimes changes in spelling,

For example: have – having
live – living
tie – tying
lie – lying

- If a one-syllable word ends in one vowel + one consonant, we double the final consonant before adding *-ing*,

For example: sit – sitting
stop – stopping

Use:

- We use the present continuous tense to talk about something which is in progress at the moment of speaking.

For example: *Where are the children? They are playing in the garden.*

What are you doing at the moment? I am writing a letter.
You can switch off the TV. I am not watching it.
Look, there is Sally. Who is she talking to?
We are leaving now. Goodbye.

- We also use the present continuous to talk about something which is in progress around the present, but not necessarily exactly at the moment of speaking.

For example: *You are spending a lot of money these days.*
Sue is looking for a job at the moment.

- We use the present continuous tense to talk about something which is in progress for a limited period around the present.

For example: *Robert is on holiday this week. He is staying with his sister in Wiesbaden.*

- We use the present continuous tense to talk about situations that are changing or developing around the present.

For example: *Your children are growing up very quickly. Computers are becoming more and more important in our lives.*

Now do the following activity to practise the use of Present Continuous tense.



Activity

Activity 6

6.1 Complete the sentences below. Use the verbs in brackets in the present continuous tense. Write your answers on a separate sheet of paper.

Example:

“Where are Ken and Kate?” “They *are waiting* (wait) outside.”

- “..... (Sally/have) a shower?” “No, she (wash) her hair.”
- You (not/watch) the TV at the moment. Why don't you switch it off?
- “.....(you/enjoy) yourself?” “Yes, I (have) a great time.”
- “What (Maria/do) these days?” “She (study) English at a school in London.”
- Ben and Patty are in London on holiday. They (stay) at a small hotel near Hyde Park.



- f) Prices (rise) all the time. Everything
(get) more and more expensive.

6.2 Choose the correct answer – A or B.

- a) skiing in the French Alps every year.
A *We go* **B** *We're going*
- b) one of Agatha Christie's books at the moment.
A *I read* **B** *I'm reading*
- c) Most modern cars on unleaded petrol.
A *run* **B** *are running*
- d) The St Lawrence River into the North Atlantic.
A *flows* **B** *is flowing*
- e) "Where's the cat?" "..... on the sofa."
A *It lies* **B** *It's lying*
- f) Drive carefully. heavily this morning.
A *It snows* **B** *It's snowing*
- g) Be careful! The ladder down.
A *falls* **B** *is falling*
- h) The planet Mercury round the sun every eighty-eight days.
A *travels* **B** *is travelling*

6.3 Change the following sentences into negatives.

- a) We are leaving.
-

- b) I am going to apply for the job.
-

- c) My sister is reading a novel at the moment.
-

- Remember, we form negative statements by putting *not* after an auxiliary verb (e.g., *is, are, am, have, can*), e.g.

I am joking. → *I am not joking*
They are working. → *They are not / aren't working.*
He is playing. → *He is not / isn't playing.*

6.4 Change the following sentences to questions.

a) They are playing tennis.

b) He's doing his homework at the moment.

c) My mother is going to the cinema.

- Remember, we form questions by moving the auxiliary verb to the front, e.g.

They are leaving. → Are they leaving?

Anne is coming. → Is Anne coming?

I am going to the party. → Am I going to the party?

Well, that was Present Continuous Tense. You have learned about how to form and use this tense. Check the [answers](#) at the end of the unit.

In Unit 2 we have discussed nouns and pronouns. Next we will look at adjectives which are used to describe a noun/pronoun. We will also look at different ways of using adjectives.



Note it!

B. Adjectives

Look at the person sitting next to you. Describe the clothes he/she is wearing. OR

Look outside and give a description of what you see around you.

Did you use words like: green; blue; beautiful; old; fashionable; expensive; dirty; refreshing; wholesome; black etc.?

Study the following notes on adjectives.

Adjectives are words that describe/qualify the noun.



Read the following phrases and sentences. Look at the underlined words. What do you observe?

a young girl
an empty can
new shoes

She is young.
The shoes are new.
The can is empty.

All the underlined words above are examples of adjectives.

Adjectives come **before a noun**, for example: *a young girl*

and

after the verb (is / are / was / were / being / look / seems / smells),
for example: *The shoes **are** new.*

Now, read on and learn about the degrees of comparisons of adjectives. Adjectives can be used in degrees of comparison as well, i.e., comparative and superlative adjectives.

Comparative and Superlative Adjectives

a) Short adjectives: we use - **er** for the comparative and - **est**.
for the superlative of one syllable adjectives.

<u>Adjective</u>	<u>Comparative</u>	<u>Superlative</u>
This radio is cheap. It's only N\$140,00.	This one's cheaper. It's only N\$100,00.	This must be the cheapest. It's only N\$75,00.
Jack is a fast runner.	Eric is a faster runner.	Duanne is the fastest in the class.

b) Longer adjectives of three or more syllables, take **more** for the comparative and **most** for the superlative

This is an expensive coat. I can't afford This one is

a more expensive one. the most expensive of all.

c) Irregular comparatives and superlatives

Note: For *irregular comparatives and superlatives* the shape of the word changes as shown below.

good	better	best
little	less	least
bad	worse	worst
old	older/elder	oldest/eldest

[Remember: **Comparative** form is used when you compare **two** things. **Superlative** form is used when you compare **more than two** people or things.]

For example:

Tom and Jenny are friends. Tom is the **taller** of the two friends.

But: Tom is taller than Jenny, and Frieda is the **tallest** of all the friends.

Now, work through the following activities in order to test your understanding of adjectives and comparisons.



Activity

Activity 7

A. Use the following adjectives to complete the conversation. Write your answers on a separate sheet of paper.

short; bright; perfect; most beautiful; lovely

Sarah: Where were you yesterday? I came looking for you.

Jackie: It was the (a) ----- day for shopping. I went to town and spoiled myself.

Sarah: What a (b) ----- dress? I'm crazy about (c) ----- colours.
Look at this - it's the (d) ----- shirt I



have ever seen.
 Jackie: Yes, and it was cheaper at Jet than at Edgars – for the same shirt. There was a white skirt with beautiful flowers. Unfortunately it was (e)----- and I only wear long skirts.

B. Use the correct form of the adjective in brackets. Write your answers on a separate sheet of paper.

Mietsie: I'm looking for a place to buy a suitable gift for a sixteen year old.

Can you help me?

Tobie: The (a) [good] ----- place is Magic Corner. They have everything from the (b) [small] ----- to the (c) [big] ----- ornaments.

Mietsie: Yes, but smaller does not necessarily mean (d) [cheap] ----- I hope they are not expensive. I only have little money.

Tobie: At the moment, they are the (e) [reasonable] ---- -----I think you'll find.

*Compare your answers with the **ones** at the end of the unit and do corrections where necessary. For more practice, try to identify the comparisons used in the article, 'Poverty' given in Activity 4, for example, (Par.7) "Infant mortality rates are higher and life expectancy lower among the poor."*

You have now completed the section on adjectives. Now, let us continue with Listening in the following section. Before you listen to the text, think about how poverty contributes to child abuse and neglect.

Listening and Responding

Activity 8



Audio

You are now going to listen to an article on SOS villages, a non-governmental organisation, offering shelter to abused and neglected children.

SOS Children's Village



Children in SOS Village

Double-click
the icon to
listen.



SOS Village

While listening to the article, state whether the following statements are True or False by writing **True** or **False** on a separate sheet of paper. You may listen to the article twice.

8.1 There are currently two SOS Villages in Namibia. ____

8.2 SOS Villages are found only in Namibia. ____

8.3 The child's mother lives with him or her in the village.

8.4 They try to keep brothers and sisters together, and avoid putting them in different homes. ____

8.5 The Windhoek village houses only orphans. ____

8.6 Children can stay in the SOS Village until they turn 16.



Did you manage to get all the answers right? Check the answers in the feedback section and then move on to the speaking activity.

Speaking Activity



Discussion

Activity 9

Now that you have completed the listening task and acquired some information on societies working towards the safety of children, you can discuss the following with a friend.

- What factors contribute to any person (young or old) becoming homeless?
- Who, do you think, should take responsibility for the homeless and street children?
- How can the government become involved in helping these children?
- How can we, the general public, help the homeless?

For this activity, you only need to give your opinions. There is no wrong or correct answer. Therefore, no feedback is given. In the next section you'll learn about writing a descriptive essay. You should make use of adjectives, which we discussed in the previous section, to write vivid descriptions.

Continuous Writing: Descriptive Essay



Note it!

In this section, we are going to look at how to write a descriptive essay. Read the following notes before you do Activity 10 below.

Descriptive Essay

In order to describe a scene so that it 'comes alive' for your reader, you have to rely on your senses. However, given the limited space of an essay, not everything can be described.

Therefore, you need to focus on the strongest impression of each scene.

When writing compositions, many learners usually have two main problems: thinking of ideas and organising their ideas.

Here are some starting points or 'angles' that will help you get your imagination going when dealing with descriptive essays.

- Look at the topic from different angles or points of view:
Ask questions such as “**who? when? where? how? and why?**”
- If you ask yourself ‘To whom should an ordinary experience be more pleasant or important than usual?’ \ you may come up with ideas such as:
 - an orphan spending a holiday with a foster family
 - a child visiting the sea for the first time
- If you try to question “where?” you may come up with interesting settings like:
 - the desert / the battlefield
 - the concert hall / the dining room table



- The question “when?” helps to provide detail which can make your essay more convincing and realistic, e.g.
 - last summer
 - day / night

- “How?” can help you invent detail, especially if you think of all your senses. One is inclined to concentrate more on what one sees and hears. Sensations such as:
 - salty smell of the sea
 - feel of cool, wet, slippery rock
 - fragrance of pine needles

can add detail which makes a description come to life.

Let us look at the following example.

A city at night

Introduction (Paragraph 1)

Cities are transformed at night – change of colour, sound, and rhythm. Workers are returning home, lights are switched on.

Paragraph 2

Describe :
various landmarks
city itself
sunset over mountains
cool breeze
smell of rain in the air

Paragraph 3

the people
those working at night
pleasure-seekers
joggers on the roads
criminals (burglars, etc.)
street children/beggars

Paragraph 4

late at night
practically no activity

Conclusion

dawn breaks – new cycle begins



Activity

Activity 10

Use the guidelines given in the notes and then write a descriptive essay with the following heading:

The Squatter Camp.

Write about what you see, smell, feel and experience. Your essay should be about 200 words long.

Remember to plan your essay before you start writing. After you have finished writing your essay, use the marking grid below to assess it.

How to use this marking grid to assess your work

Identify a column which best describes your language usage from the top row of the table grid below. The first column from the left describes how well you have presented your content. Identify the best description for your content. Indicate your mark as follows:

Example: Language = 4
 Content = 3

After identifying your language and content mark, you should find your total mark. Go down your language column until it meets with your content row. The total mark is where the language and content marks meet. Thus, the total for the example given above is 8 or 9 out of 20.



MARKING GRID FOR LONGER WRITING PIECES - 20 marks

for whom you are writing;	1	2	3	4	5
your language style; grammar usage and spelling	Original and imaginative use of language and style; clear sense of audience. Few errors	Appropriate selection of language for task; some sense of audience and style; some minor mistakes.	Language ordinary but satisfactory; a little sense of audience. Some more serious mistakes which do not impede understanding.	Simple and not very effective language only rarely sited to task or audience. Errors or idioms and syntax may cause confusion.	Language insufficient for task though understandable in places. Frequent, serious errors force the reader to use deductive powers for meaning to be gleaned.
TASK ACHIEVEMENT, COMMUNICATION, CONTENT & LAYOUT FORMAT					
1. Task clearly achieved, good maybe detailed selection of contents; layout appropriate and positively helpful to communication.	18 - 20	16 - 17	14 - 15	12 - 13	10 - 11
2. Task partially achieved; selection of content appropriate (but not adventurous); some understanding that layout can assist communication.	16 - 17	14 - 15	12 - 13	10 - 11	8 - 9
3. Understanding of task shows; some use of simple but appropriate contents; a little evidence of appropriate layout.	14 - 15	12 - 13	10 - 11	8 - 9	6 - 7
4. Task not satisfactorily achieved; some content may be appropriate; layout plain and unlikely to communicate purpose.	12 - 13	10 - 11	9 - 8	6 - 7	4 - 5
5. Minimal effectiveness of task; very simple and very little content; sense of presentation lacking.	10 - 11	8 - 9	6 - 7	4 - 5	1 - 3

Now, go on and read the unit summary below and then do the assessment task.

Unit Summary



Summary

In this unit, you learned how to form and use the present continuous tense, its question form and negative statements. You also learned how to use adjectives and their comparatives. The continuous writing section dealt with how to write a descriptive essay. Now, let's move on to Unit 5 where we will discuss the Past Continuous Tense, prepositions, homonyms, homophones, as well as writing an argumentative essay.



Assessment



Assessment

Unit 4 - Assessment Task

Now, do the following exercises to test your knowledge and understanding of the content of Unit 4. If you experience any problems in answering the questions, refer to the content and activities in the unit.

Question 1

1.1 Rewrite the following sentence and replace the words underlined with a word similar in meaning.

Sentence: The amusing clown is very bright, because his clever tricks astonish the people every time. [4]

1.2 Replace the words in brackets with opposites.

- (a) He (advantaged) himself in the process.
- (b) The children are (happy).
- (c) They (excluded) him from the team.
- (d) A pliers are a (useful) tool. [4]

1.3 Change the following Present Continuous sentences to questions.

- (a) We are breaking the windows.
- (b) He is eating an apple. [2]

1.4 Change the following Present Continuous sentences to the negative form.

- (a) They are fighting again.
- (b) The old man is smoking a pipe. [2]



1.5 Choose one of the following words and complete the sentences correctly.

Words: careful; terrified; adventurous; wooden; generous; serious

- (a) She is a kind and woman.
- (b) Robin was an lad.
- (c) He is of heights.
- (d) My father has a illness. [4]

Question 2

Write an essay of about 200 – 250 words on how to eradicate poverty in your country. You may use information from the reading texts in this unit, as well as the ideas given below.

- ❖ Provide people with opportunities to become self-sufficient.
- ❖ Engage in community schemes to improve the living conditions.
- ❖ Improve medical facilities and make them available to more people.
- ❖ Increase and/or improve employment opportunities.
- ❖ Secure food supply — improved seeds and chemicals to maximise output.
- ❖ Create infrastructure whereby people can sell their produce.

[20]
[Total 36]

When you have finished writing your essay, find a friend or two and read your essay to them. Ask them to tell you whether they enjoyed the essay or not, and why. That will give you an idea of the factors that make an essay enjoyable. After doing this, submit your essay to your tutor for marking.



Answers to Activities: Unit 4 Population Education



Feedback

Reading and Responding

[Back to Exercise](#)

Reading Activity 1

- 1.1
1. notorious
 2. poorer
 3. makeshift
 4. periphery
 5. assembled
 6. residences
 7. distribution
 8. unemployment
 9. blamed
 10. interference
- 1.2
- lack of proper housing
poverty
unemployment
- 1.3
1. periphery
 2. residences
 3. notorious
 4. shanty
 5. plumbing
 6. squatter
 7. sanitation
 8. makeshift



9. assemble

10. dwelling

[Back to Exercise](#)

Reading Activity 2

2.1 Someone who takes possession of someone else's property illegally.

2.2 Trespasser

2.3 - If he treats the land as his own and the owner does not act within a certain time limit.

- When the owner is kept out by squatters.

2.4 Possession of residences is not favourable / condition is difficult to happen or exist.

2.5 By means of a court order.

2.6 1. False: summons attached to door of dwelling.

2. True: force against them was decried.

2.7 1. commence

2. acute

3. defence

4. decried

5. remedy

[Back to Exercise](#)

Reading Activity 3

3.1 - Drought

- Food shortages

3.2 Many people and thousands of animals have died from starvation.

3.3 Fighting over water among cattle herders.

3.4 Oxfam

3.5 Points to be included are:



- Burning of pastures
- Raids
- Availability of weapons
- Livestock invading farms
- Lack of water and grazing resources

3.6 1. worst

2. tense

3. growing

4. shortages

5. strength

[Back to Exercise](#)

Reading Activity 4

1. (a) Those whose income is below the average for their particular society.

(b) Those who do not have enough food to remain healthy.

2. (b) Single mothers — difficult to care for children, earn adequate income

(c) Lack of educational opportunities

(d) Low level of economic development

(e) Excessive consumption of energy, raw materials

3. (b) Crime

(c) Mental illness, alcoholism — little medical provision

(d) Poverty passed from one generation to another

4. (b) Lower-class household — Developing countries

[Back to Exercise](#)

Reading Activity 5

ACROSS

1. Hong Kong

2. urban

DOWN

6. handicapped

7. girl



- | | |
|-------------|-------------|
| 3. fine | 8. one |
| 4. abortion | 9. gift |
| 5. exceed | 10. illegal |

[Back to Exercise](#)

Grammar and Usage: Present Continuous Tense

Activity 6

- 6.1** (a) "Is Sally having a shower?" "No, she is washing her hair."
(b) "You are not watching TV at the moment. Why don't you switch it off?"
(c) "Are you enjoying yourself?" "Yes, I am having a great time."
(d) "What is Maria doing these days?" "She is studying English at a school in London."
(e) Ben and Patty are in London on holiday. They are staying at a small hotel near Hyde Park.
(f) Prices are rising all the time. Everything is getting more and more expensive.
- 6.2** (a) A
(b) B
(c) A
(d) A
(e) B
(f) B
(g) B
(h) A
- 6.3** (a) We are not leaving.
(b) I am not going to apply for the job.
(c) My sister is not reading a novel at the moment.
- 6.4** (a) Are they playing tennis?



- (b) Is he doing his homework at the moment?
- (c) Is my mother going to the cinema?

[Back to Exercise](#)

Grammar and Usage: Adjectives

Activity 7

A. (a) perfect

(b) lovely

(c) bright

(d) most beautiful

(e) short

B. (a) best

(b) smallest

(c) biggest

(d) cheaper

(e) most reasonable

[Back to Exercise](#)

Listening and Responding:

Activity 8

1. True

2. False

3. False

4. True

5. False

6. True

Unit 4 - Transcript

SOS Children's Village

It is moot to discuss poverty and politics and say that the children are hungry. It is way moot to say that HIV and Aids is creating thousands of new orphans daily. Is it okay to simply know about them and do nothing? People are quick to talk about the “theys” and ask questions like “What are they doing about it?” Who exactly is “they”?

One of these “theys” is the SOS Children’s Village. Name sound familiar? It should – having been established 20 years ago with a village opened in Windhoek. A second branch opened in Tsumeb some eight years ago. SOS, established by Hermann Gmeiner after WWII in Austria, is now a global NGO working towards the safety of children.

The basic premise of SOS is that each child has a mother. She is an integral part of the child’s life providing the same love, security and stability that a child would receive from his/her own parent. Siblings are rarely, if ever, split up and girls and boys of different ages live together in a home in the village and eventually build ties that last a lifetime. Thirdly, each family creates its own home with its own unique rhythm, routine and feel to it.

The Windhoek village has ten homes - an eleventh is in the pipeline - able to house ten children each. Most of these children are orphans, and many also come from single parents who either simply cannot cope financially or emotionally. Some are there as a result of neglect and drug and alcohol abuse by the parents. Many are mentally disabled or suffer from diseases such as epilepsy. Mr. January told me that he has had children arrived that are up to 12 years old that have never had a day of schooling in their lives. Once a child reaches the age of 16, he/she is sent to two of the youth facilities. Here they are integrated into society.

[Back to Exercise](#)



Resources

The following resources have been used in this unit:

1. A passage on *Shanty Town* accessed from:
<http://www.answers.com/topic/shanty-town>
2. A passage *SOS Children's Village* from *Space*,
September 2005.
3. A passage *Kenya Droughts Fuels Nomad Clashes*
from *The Namibian - Nampa-Reuters*
4. NAMCOL English as a Second Language Grade 10
study guides.

Additional Resources

NAMCOL English as a Second Language Grade 10 study
guides (Modules 1-3).

Unit 5

Gender Issues

Introduction

Welcome to Unit 5. In this unit, there will be a variety of reading texts, language focus, a listening comprehension activity, and a continuous writing exercise. In the grammar section, we will focus on the Past Continuous Tense, negative statements and question forming, as well as prepositions, homonyms and homophones. In the continuous writing section, we will discuss an argumentative essay and you will be asked to write one.

Before you start with the unit have a look at the outcomes.

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



Outcomes

- *respond* to a range of texts from newspapers, magazines and reports;
- *use* the past continuous tense correctly including when *forming* questions and negatives;
- *practise* using prepositions correctly in sentences;
- *identify* homonyms and homophones and use them correctly;
- *listen to* an audio file and *answer* questions on the text;
- *speak* fluently in everyday conversation, and recognise attitude and emotions;
- *write* an argumentative essay.

After reviewing the outcomes, you should know what to expect to learn from this unit. Before you start with the activities, look at the suggested timeframe below.



Timeframe



How long?

Spend approximately 5 hours on this unit.

This timeframe is a guide for you to use. You may not need the time suggested but if necessary, use additional time. Beware of spending too much time to complete the unit because it may make it difficult for you to complete the course on time.

Now, let us look at the list of some words (terminology) that will be used in this unit.



Terminology

annually:	happening every year
litigation:	defending a case in court
complicit:	involved in or knowing about something wrong or illegal that happens
subordination:	placed in, or subject to inferior importance or rank
dilemma:	difficult situation in which you have to choose between two or more possible actions
spouse:	husband or wife
emancipated:	free from moral, political or intellectual restraint
sexism:	the idea or belief that members of one sex are more able or clever than those of another sex
denigrated:	defamed, spoken about in a derogatory manner, or blackened
pensioner:	person who has stopped working and is receiving pension
nasty:	unpleasant and/or unkind manner
expectations:	strong belief that something will happen



discord:	disagreement between people
aloof:	apart or distant from other people; not joining in
sibling:	brother or sister
rivalry:	competition
criticise:	to point out the faults of someone or something

I hope you are aware that the issue of gender is gaining ground these days. Do you agree that everybody is equal before the law and should be treated as such? Can you think of a time when you were treated differently or even unfairly because of your gender? Now, do the next activity that deals with gender.

Reading and Responding



Reflection

Pre-activity

Before you read the next article, think about the following.

Why, do you think people are sometimes refused entrance into public places like bars, discos or restaurants?

Did you include hair colour in your list? How important do you think the colour of your hair is? What does hair colour say about a person? Read the following passage about discriminatory behaviour.



Activity 1



Reading Activity

Read the following passage and answer the questions that follow on a separate sheet of paper.

Girl Banned - hair an eyesore

A pretty girl has been banned from a town-centre pub because she dyed her hair red. Vivian March, 23, was shown the door when she visited Joe's Pub in Pioniers Park, Windhoek. She commented yesterday, "I had just gone into the pub to get some lunch. The owner took one look at my hair and said that I must leave without being served."

"I told him I was a respectable person with a job and my own house, but he said it would make no difference. I only changed my hair to red to brighten up the dull winter days."

She was refused service when she walked in with her brother Thomas. The owner, Mr Piet van Graan said, "the girl's hair was red and very bright. She stuck out like a sore thumb among the pensioners having a drink. I asked her politely to leave but she got a bit nasty."

Source: Unknown

Write only the letter *a*, *b* or *c* on the paper.

- (i) Vivian had to leave the bar because:
- the manager did not like her hair.
 - she wanted lunch.
 - she had red hair.
- (ii) She changed the colour of her hair because:
- she's a respectable person with a job.
 - she stuck out like a sore thumb.
 - it was winter and the days were dull.
- (iii) The owner of the pub thought that Vivian did not fit in because:
- she was only 23 years old.
 - the colour of her hair was too bright.
 - there were pensioners drinking in his bar.
- (iv) Which of the words in the box below does not describe the owner's attitude towards Vivian?



**sexist; pleasant; helpful; unfriendly;
reasonable; flexible; discriminating**

(v) What reason does she give for why she should be served?

*Do you think that men face similar problems? Compare your answers with mine in the **feedback** section and do corrections if you have some wrong answers.*



Reading Activity

Activity 2

Read the extract below and then answer the questions below on a separate sheet of paper.

For centuries men and women have battled to find common ground for understanding and harmony in relationships, without much success.

Men and women come from two very different planets. They have inherently different needs, values, expectations and perceptions. These are basic character differences between sexes that we have to acknowledge, understand and accept, if we ever are to achieve harmonious relations, compatibility and effective co-existence within relationships.

Men and women have different primary needs in relationships. Females understand each other, as do males, but our perceptions differ across the gender line. The misconception of similar personalities and character is the source of discord and disharmony, leading to ultimately failed relationships. The two sexes look for different things in relationships and they want to receive them in different ways.



Women tend to give men what they would like to receive themselves. Consequently they relate to them in the overly-caring, protective and open manner in which they would normally do with other females. Men, however, relate in a more relaxed, detached, self-sufficient and confident manner with other men, resulting in a seemingly inattentive, aloof attitude towards their women. The masculine gender generally looks for acceptance, admiration, appreciation and approval. The feminine gender, on the other hand, look for respect, support, devotion and love, and are at their best with an affectionate, supportive and committed partner.

Men believe in their superiority, believe they know what to do and don't want to be told how and when to do it. Women are naturally caring, having a need to improve things and constantly require reassurance, devotion and commitment. Communication is an important key in any relationship, and women are more often the initiators of conversations. Men, however, do not easily open up and are more inclined to avoid conversations. Women expect a partner to understand their mood swings and sudden insecurities and expect their partners to automatically know what to say and when to say it.

Understanding the primary needs and accepting differing characteristics of the opposite sex, paying attention and constantly indulging in each others' needs, is a sure way to improve relationships. Such efforts could erase years of dissatisfaction and unhappiness and rekindle old flames overnight.

Adapted from Tribute: October 1999

a) Why does the writer say that men and women come from two very different planets?

b) What reason does the writer give for failed relationships?

c) Explain what is meant by 'men believe in their superiority'.

d) Quote from the text to show that men are quite confident about their actions.

e) Write down two words to prove that women show strong emotions in their relationships with men.

f) What are the keys to a successful relationship as mentioned in the article? Name two.

g) Comment on the heading of the article "Opposites attract".

h) Make a list of the different expectations men and women have of each other in a relationship.

Men

- (i)
- (ii)
- (iii)
- (iv)

Women

- (i)
- (ii)
- (iii)
- (iv)

Check the [answers](#) at the end of the unit. I hope you have answered all the questions well. You should now have had good practice answering comprehension questions. The next section will focus on the past continuous tense, prepositions, homonyms and homophones.

Grammar and Usage:



Note it!

A. The Past Continuous Tense

This form is sometimes called the *past progressive tense*.

Study the note below on Past Continuous Tense.

This form is sometimes called the *past progressive tense*.

Form:

We form the Past Continuous with *was/were + ...-ing*

The tables below contain examples of the Past Continuous Tense, as well as its question and negative forms.

AFFIRMATIVE
QUESTION

NEGATIVE

<i>I was</i>	<i>working.</i>	<i>I was not</i>	<i>working.</i>	<i>Was I</i>	<i>working?</i>
<i>You were</i>		<i>You were not</i>		<i>Were you</i>	
<i>He, She, It was</i>		<i>He, She, It was not</i>		<i>Was he, she, it</i>	
<i>We, You, They were</i>		<i>We, You, They were not</i>		<i>Were we, you, they</i>	

- Please note that when we add *-ing* to verbs there are sometimes changes in spelling, for example: have – having

live – living
tie – tying
lie - lying

- If a one-syllable word ends in one vowel + one consonant, we double the final consonant before adding *-ing*, for example: sit – sitting

stop - stopping

Use:

- We use the Past Continuous Tense to talk about something, which was in progress at a past time. The action or situation had started but it had not finished at that time.

For example:

*At eight o'clock last night, I was watching TV.
I saw you last night. You were waiting for a bus.
Was Sue working at 10 o'clock yesterday morning?*

- We often use the past continuous tense and past simple tense together in a sentence.

For example:

I was driving along when suddenly a child ran across the road.

When Kate was watching TV, the telephone rang.

We were walking in the park when it started to rain.

The past continuous tense describes a longer action or situation, which was in progress at a past time; the past simple tense describes a shorter action which happened in the middle of the longer action, or interrupted it. But to say that one thing happened after another, we use the past simple tense.

- When we tell a story, we often use the past continuous tense to describe a background scene and the past simple tense for events and actions.

For example:

I was standing outside the bus station. It was getting late and I was feeling tired. I was waiting for a man called Johnny Mars. Suddenly, a woman came round the corner and walked right up to me. "Are you Mr Jones?" she asked.

After studying the notes, do the activities that follow to assess your understanding of Past Simple Tense and Past Continuous Tense. Go back to Unit 2 to refresh your memory about the Simple Past Tense.



Activity

Activity 3

Write all your answer for the activities below on a separate sheet of paper.

- 1.1 Join each idea in A with the most suitable idea in B. Make sentences using *when* and the **Past Continuous Tense** or **Past Simple Tense** of the verbs in brackets, e.g. I dropped my bag when I was running for a bus.

**A**

- a) I (drop) my bag.
- b) I (cut) myself.
- c) My car (break down).
- d) I (see) a shark.
- e) My clothes (get) dirty.
- f) I (break) a tooth.

B

- I (drive) to work.
- I (eat) a sandwich.
- I (run) for a bus.
- I (shave).
- I (swim) in the sea.
- I (clean) the attic.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____

1.2 Put the verbs in brackets into the correct form: the past continuous tense or the past simple tense.

- a) We (go) down in the lift when suddenly it(stop).
- b) (they/have) dinner when you(call) to see them?
- c) When the doorbell (ring) I (get) up and(answer) it.
- d) When I (open) the door, a friend(stand) there.
- e) "When I (arrive) back at the car park, my car wasn't there!" "Oh, no! What (you/do)?" "I (report) it to the police."



3.3 Change the following sentences into negatives.

- a) James Dean was driving a sports car when he died.

- b) Yesterday morning at 10 o'clock, I was writing a test.

- c) They were watching television when the fire broke out.

3.4 Change the following sentences to questions.

- a) She was watching television when she had a heart attack.

- b) They were waiting for the bus at that moment.

- c) I was working late when it happened.

*Well done! That was quite a number of exercises. Make sure you compare your answers with mine in the **feedback** section before you continue to the next section where we will discuss prepositions. Can you write down a few prepositions before you start studying the section on prepositions?*



Note it!

B. Prepositions

Study the following notes on prepositions. *Read through the notes a few times so that you know when and how to use prepositions.*

In grammar, we cannot do without prepositions. These are words, which show the position of people or things in relation to others. Look at the following prepositions. Study them and see the difference.

1. Prepositions of time

- (i) at 4 o'clock at noon at midnight
in the afternoon in the morning in the evening
on Friday on Monday on Tuesday morning
on 1 May on 12 July
in July in 1982 in the 15th century
at the weekend at Easter at Christmas

(ii) on time / in time

On time - means at exactly the right time.

For example: In my school, the classes always start on time.

In time means early enough.

For example: I arrived just in time to say goodbye.

(iii) at the end / in the end

At the end means at the point where something stops.

For example: At the end of May, the schools are closing.

In the end means finally or after some time.

For example: At first, my mother-in-law ignored me, but in the end we became good friends.

(iv) by / until / from / to / for / since / ago

by/ until

For example: I will keep you company until six o'clock → up to six o'clock.

I'll have to leave by six o'clock → not later than six o'clock.

From.....to / until

For example: The library will be open from 9 o'clock to half past 4.

It will be closed from Friday until next Tuesday.

For/since/ago

For: is used for a period of time.

For example: My cousin stayed with us for only four months.

For and since:

to talk about things that have continued over a period.

For example: I have been waiting here for two hours.

I have been here since 7 o'clock this morning.

Ago:

means before now.

For example: I bought this bag two weeks ago.

2. Prepositions of Place and Movement

i) in/ into/ out of

Ben is in his office.

He climbed into the elevator.

Sarah climbed out of the car and stepped onto the pavement.

ii) on / onto / off

The book is on the table.

The cat jumped onto the roof.

Get off the bed!

iii) inside / outside

Maria looked inside the box for her doll.

He was waiting outside the café.



iv) above/ below/ under/ over / on top of

above and over: mean higher than
below and under: mean lower than
Over and under describe a direct vertical relationship.

For example: They built their house on a hill above the village.

We had to walk over the bridge to get to the other side.

The doctor leaned over the dying man.

The boy sat lazily under the big tree.

On top of means that one thing is over and touching another thing.

For example: The box is on top of the wardrobe.

v) above/ below/ underneath/ under

Above and below are used when one thing is not directly over or under another thing.

For example: The couple stayed in the cottage above the lake.

From the top of the mountains, we could see the animals below in the clearing.

Underneath can be used instead of under.

For example: What are you hiding under your shirt?

What are you hiding underneath your shirt?

3. Means of Transport

by/ in/ on

by bus/ by car/ by train/ by air/ by sea/ by road/ by plane

For example: I travel to work by bus.

He goes to school on foot. (i.e. walking)

Father goes to work in his car.

He took me for a ride on his motorbike.

Did you go to Walvis Bay by train?

Note:

We had lunch at Le Palace restaurant / in Le Palace restaurant.



She works at / in the Post Office.
We stayed at the Kalahari Sands Hotel.
I live at 29 Church Street.
I live in Church Street.

- We also use by for means of communication.

For example: He informed me of my appointment by telegram.
I didn't have to write a letter, so I revealed the good news to them by telephone.

After studying the notes, do the activities that follow to test your understanding of prepositions.



Activity

Activity 4

Complete the passage below by filling in the missing prepositions [**to; about; into; of; after; at; between; out; with; at**]. Some of the prepositions can be used more than once. Write your answers on a separate sheet of paper.

Sibling Rivalry

Jealousy (a)..... brothers and sisters is very often unavoidable, especially when a new baby is born. A teenage boy of religious parents dropped (b)..... and adopted a 'hippie' lifestyle because he believed his parents preferred his younger sister. According to research, the arrival of a new baby causes most trouble in families where the mother is particularly close (c)..... an elder daughter. Where the child has a close relationship (d)..... the father, there is usually far less conflict (e)..... the new birth.

Not surprisingly, it is often when the mother is attending (f)..... the new baby that sibling play up. As one mother recalls: 'No sooner had I started to feed the baby, than Carey would announce that she wanted a drink or would go (g)..... another room and start dropping things. A mother of two boys, aged 15 and 10 would have this experience. "My kids would be (h)..... each others' throats, complaining (i)..... me (j)..... what the other has done.



Yet if someone is unpleasant to one, or if either hurts himself, nobody could be more caring or concerned than the other.”

Adapted from: Blueprint
Source: Unknown

You will find the answers to this exercise in the [feedback](#) section at the end of this unit. Next, we will discuss homonyms and homophones. Are these terms familiar to you?

C. Homonyms and Homophones

- **Homonyms** are words that are spelt alike and pronounced alike, but they differ in meaning, e.g. peer (to look closely at something) and peer (person of the same age).
- **Homophones** are words which are pronounced the same but which differ in meaning and spelling, for example mail (to send something by post) and male (referring to gender).

Now, do the following two activities to test your understanding of the two concepts explained above.



Activity

Activity 5

Make sentences to show that each of the following words has more than one meaning:

For example: *match*

*I used a **match** to light the fire.*

*Our school lost an important soccer **match** because the players were unfit.*

Write you answers on a separate sheet of paper.

a) bore

b) fine

c) letter



- _____
- _____
- d) rifle
- _____
- _____
- e) strike
- _____
- _____
- f) sole
- _____
- _____

Compare your answers with mine before you go on.



Activity

Activity 6

Explain the difference between the following words:

For example: *doe and dough*

Doe: a female deer

Dough: thick paste of flour and milk and/or water

Write you answers on a separate sheet of paper.

- a) use and ewes
- _____
- _____
- b) fowl and foul
- _____
- _____
- c) mowed and mode
- _____
- _____
- d) pour and pore
- _____
- _____
- e) idle and idol
- _____
- _____



f) loan and lone

Check the answers in the **feedback** section.

Think about how people of different genders treat each other. What kind of behaviour would you say is unacceptable? Listen to the following text which describes unacceptable behaviour on the part of boys.

Listening and Responding

Whistling at Girls

Boys often whistle or shout at girls who pass them in the street. Many boys say that girls like to be whistled and shouted at. Upbeat magazine asked readers whether they think this is true or not. In this section, you will listen to the opinions of different people on the issue of whistling at girls.



Discussion

Before you listen, share your opinion with a friend on how you feel about boys who whistle or shout at girls.



Audio

Activity 7

Listen to the following clips of opinion from six readers of Upbeat Magazine. While listening, answer the following questions on a separate sheet of paper. You should only listen to the clips twice.

Double-click the icon to listen.



Whistling

a. According to Ruth, why do boys sometimes try to block girls' ways?

b. How does Ruth avoid groups of boys?

c. How does Yvonne feel when boys whistle at her?



d. What does Yvonne think would make her walk with confidence in the street?

e. Why does Molete feel that some girls like to be whistled at?

f. Why is Lydia very scared to walk past a group of boys?

g. How does Lucky describe whistling at girls?

h. According to Lucky, why do boys sometimes whistle at girls?

Check the answers in the [feedback](#) section.

Can you think of an example of how girls sometimes behave inappropriately towards boys? Move on to the next activity where you will share your ideas about certain gender issues with a friend.

Speaking Activity

In this section, you will share ideas, give your comments and advices on a topic provided. This helps you to improve your speaking skill; to recognize and deal with attitude and emotion.



Discussion

Activity 8

Choose one of the topics below and discuss it with a friend.

- “When you educate a man”, remarked a famous French philosopher, “you educate an individual; when you educate a girl, you educate a family/nation.”

Talk about this, particularly with reference to emerging Namibia.



- A modern trend that has mostly surfaced in overseas countries, is that men now stay at home while their wives go out to work.

What are your views on this matter, and do you think it can be successfully implemented in Namibia? Talk in your group about this and share your views with each other.

I hope you learned a lot from each other. Please take note that there is no feedback for this activity in the feedback section.

Let us move on to the next section and discuss argumentative essays. Do you know what an argumentative essay is?

Continuous Writing: Argumentative Essays

Writing an essay as a learner is part of learning. In this section, you will write an argumentative essay. An argumentative essay presents both sides of an issue, but you should clearly state which side you think is correct. Your opinion should be presented in your writing.

Tips on how to write an argumentative essay:

In the argumentative essay you should:

- state clearly the issue you want to investigate in the introduction;
- put the case for a point of view and very often, the opposite point of view;
- present an argument, i.e. debate for and/or against something;
- structure your argument clearly and convincingly;
- mention the reasons why you believe this viewpoint is correct;
- organise your points that they flow logically from one paragraph to another; summarise your argument in the conclusion.



Activity

Activity 9

9.1 Read the letters below and give the arguments for and against stay-at-home mothers. You can write your answer in point form on a separate sheet of paper.

YOU SAID IT!**I MADE THE ONLY CHOICE**

I'm one of those stay-at-home moms who's constantly dismissed because I have no ambition or title. Some people think I laze around the house all day, but after three-and-a-half years, I don't see them as deserving much thought.

When I was still trying to understand them, I came to the sad but true conclusion that they're the lazy ones. Think about it, after two months of caring for their infants, they leave them with a stranger.

From then on, more than 58% of their child's waking life is spent with this surrogate mom – who sometimes cares for as many as 24 other kids.

I can't understand why these people have kids. You can always go back and pick up a career, but you'll never be able to replay those first precious years of your child's life.

CAREER ORIENTATED

If you have to go back to work for financial reasons, then you're doing what's best by providing your child with a home. When you deliberately choose career over child, you're putting your needs first. However, most working people would love to spend more time with their families. Those who criticize usually don't understand why you stay at home.

They don't believe they're responsible for their children's emotional well-being. I want my children to be well-rounded individuals who know they're important. I decided I had a choice: either stay home and raise a family, or build a career. When I choose a task, I commit completely. My children would never have been able to compete with the demands of a career.



The women's libbers fought for equality. We have lost sight of that. Instead of having male chauvinists, we now have women fascists. I love what I do. I love it when my children do something I've taught them, when they wear something I've made for them. The feeling of achievement I get is fulfilling.

Yes, I hate cleaning, changing nappies and chastising. But show me someone who loves everything they have to do at work.

Sherilee Badenhorst, Alberton
Source: Unknown

HOUSEWIVES ARE IMPORTANT PEOPLE TOO!

After working all my adult life, I became a Housewife by choice to enjoy spending time with my children. I'm a qualified professional with a B. Com degree. But as soon as I stopped working, even those people who've never set foot in a tertiary education institution, started acting as if I couldn't spell my own name.

I have a rewarding job as a house executive, more time for my husband and children, and I'm never bored. I have hobbies and keep abreast of current affairs. Housewives are very important people, so start treating us as such!

Judy Mudau, Venda
Source: Unknown

HOLD YOUR HEAD HIGH

I now work out of necessity (my children are adults), but I'm enormously thankful that in their growing years I was there for them, full-time. What can be more important than sharing all the stages of your children's lives and giving them the security of your presence? For your sake and theirs, it has to be the best option. Of course there are mothers who have no choice and do the best they can... and it works. There are wonderful, caring facilities. But no woman who chooses to be a housewife has anything to feel inferior about. On the contrary, she should hold her head high in the knowledge that she's making the best possible contribution to her family and to the society. Can any decision made in a boardroom compare in value to those affecting your children? Quality time is good, but if there can be quantity as well, so much the better. Any woman who becomes a "cabbage" has only herself

to blame. She could study further, run a small business from home, get involved in charity work – the list is endless.

You ask why working women look down their noses at their stay-at-home sisters? Envy and/or guilt would be my guess.

Jennifer Rijkenberg, Somerset West
Source: Unknown

Now, write your answer in point form on a separate sheet of paper. Follow the example below.

Arguments for

- more time for husband and children
-
-
-
-

Arguments against

- people think of you as illiterate
-
-
-
-

If you have written your notes, compare your answers with the notes in the [answer](#) section.



Activity

9.2 In this activity, you are going to write an argumentative essay. Read the example of an argumentative essay below, to get an idea how you should argue your issue.

Today's movies have a bad influence on teenagers

Most misleading information comes from today's movies. As a teenager myself, I agree that today's movies have a bad influence on teenagers.

More than 70% of teenagers watch movies that are above their age restricted. Most movies contain scenes which teenagers should not be allowed to see and parents are not always around to stop them. Such information can be misleading to teenagers. Most movies have a major impact on teenagers. Many movies encourage young people to do bad things like having sex and that stealing and lying is okay.

I would say that in most cases, teenage pregnancy is a result of teenagers spending a great deal of their free time watching TV instead of being with their books. It is also a fact that they learn to use alcohol and drugs by seeing how "cool" it is in the movies. Some movies also encourage teenagers who have been thinking about suicide, to go



through with it. We know that most teenagers can easily be influenced by everything and everyone in the blink of an eye.

I would advise parents to be more careful about the movies and programmes they allow their kids to watch. Even movies that we think are educational can be misleading without parental advice and supervision.

Here is the activity:

Choose one of the following topics and write an argumentative essay of between 150 - 200 words.

- (i) "Academically, women tend to underperform, wherever they are." Critically discuss the view.
- (ii) Nowadays, men feel threatened by their wives' careers, especially if they are very successful.
- (iii) "A woman's place....." Complete the statement and give your views.

You have to supply your own title for number (i) and (ii). Remember to plan your essay before you start writing it. Your arguments should be presented in a logical order. Always repeat your main point of view in your concluding paragraph.

When you finish writing your essay, check it against the [tips](#) you were given at the beginning of this section.

This is the end of this unit. Now read the unit summary below and then do the assessment task.

Unit Summary



Summary

In this unit, you read various texts dealing with gender issues. The purpose of the texts was to sensitise you to gender issues. The language section focused on the correct use of the Past Continuous Tense, also when forming questions and negatives. We discussed prepositions and how they are used. You also learnt about homonyms and homophones. The writing aspect of the unit concentrated on the argumentative essay and explained how you can approach this type of essay. Now move on to Unit 6 to learn more about the Future Continuous Tense, verbs and adverbs, as well as writing an article.



Assessment



Assessment

Unit 5 - Assessment Task

Complete the following exercises in order to have a better understanding of the content covered in this unit.

Question 1

1.1 Change the following Simple Past sentences to the Past Continuous.

- (a) I worked late yesterday.
(b) They ran a race last week. [2]

1.2 Formulate questions with the following Past Continuous sentences.

- (a) He was drinking this morning.
(b) We were listening to him. [2]

1.3 Rewrite the following sentences into the negative form.

- (a) Jack and Peter were singing in the choir.
(b) I was attending classes last night. [2]

Question 2

2.1 Fill in the missing prepositions that are omitted in the following sentences. Each preposition should only be used once.

Prepositions: with at for into outside under
to before in

- (a) Dan waited ...(a)..... Martha ...(b).....the hall. He was standing ...(c).....a tree ...(d).....school.
(b) They went ...(e)..... the hall, because they wanted ...(f)..... play volleyball ...(g)..... their friends. [7]



Question 3

3.1 Rewrite the sentences and underline the correct word.

- (a) I had (serial; cereal) for breakfast this morning.
- (b) We eat (dessert; desert) every Sunday after lunch.
- (c) The wind (blew; blue) strongly.
- (d) There was (piece; peace) after the war. [4]

Question 4

Discuss with your friends or at home with siblings how women are treated in your specific culture. Discuss whether women are treated different to men, what you think are the reasons for that and whether you think women are treated fairly in your culture. If you are not satisfied with how women are treated in your culture or other cultures, discuss possible ways for changing attitudes towards women and ensure that they are treated fairly.

Now that you have formed an opinion about how women are treated in your culture, write an essay in which you explain your point of view. Write your answer on a separate sheet of paper and then submit it to your tutor for marking.

[20]

[Total 37]

When you have finished doing your tasks, submit them to your tutor for marking.

Answers to Activities: Unit 5

Gender Issues



Feedback

Reading and Responding

Reading Activity 1

- (i) a)
- (ii) c)
- (iii) b)
- (iv) pleasant; reasonable; flexible; helpful.
- (v) she is a respectable person, has a job and a house

[Back to Exercise](#)

Reading Activity 2

- a) They have different needs, values, perceptions and expectations.
- b) misconception of similar personalities and character
- c) They rely greatly on the belief that they are more powerful, more skilful than women.
- d) 'Men believe they know what to do and don't want to be told how and when to do it'.
- e) mood swings/sudden insecurity
- f) understanding/communication/ give space
- g) People with different tastes, likes, characters usually fall in love/feel attracted towards each other.
- h) i) acceptance i) reassurance
ii) appreciation ii) commitment and devotion
iii) admiration iii) communication
iv) approval iv) intimacy

[Back to Exercise](#)

Grammar and Usage:

A. The Past Continuous Tense

Activity 3



- 3.1 a) I **dropped** my bag when I **was running** for a bus.
b) I **cut** myself when I **was shaving**.
c) My car **broke** down when I **was driving** to work.
d) I **saw** a shark when I **was swimming** in the sea.
e) My clothes **got** dirty when I **was cleaning** the attic.
f) I **broke** a tooth when I **was eating** a sandwich.
- 3.2 a) We **were going** down in the lift when suddenly it **stopped**.
b) **Were** they **having** dinner when you **called** to see them?
c) When the doorbell **rang** I got up and **answered** it.
d) When I **opened** the door, a friend **was standing** there.
e) "When I **arrived** back at the car park, my car **wasn't** there!"
"Oh, no! What **did** you do?" "I **reported** it to the police."
- 3.3 a) James Dean **was not driving** a sports car when he died.
b) Yesterday morning at 10 o'clock, I **was not writing** a test.
c) They **were not watching** television when the fire broke out.
- 3.4 a) **Was** she **watching** television when she had a heart attack?
b) **Were** they **waiting** for the bus at that moment?
c) **Was** I **working** late when it happened?

[Back to Exercise](#)

B. Prepositions

Activity 4

- a) between
- b) out
- c) to
- d) with
- e) after
- f) to
- g) into
- h) at
- i) to
- j) about

[Back to Exercise](#)

C. Homonyms and Homophones

Activity 5

- a) I don't like spending time with him, he is such a **bore**.
They need to **bore** a hole for drinking water.



- b) I was feeling sick, but I'm **fine** now.
I got a **fine** because I exceeded the speed limit.
- c) The first **letter** of the alphabet is "a".
I wrote her a **letter** to apologise for my bad behaviour.
- d) The thief threatened us with his **rifle**.
She always **rifles** through her mother's bag for sweets.
- e) The workers went on a **strike** because they want a raise.
It is best to stay away from tall trees during a thunderstorm
because lightning usually **strikes** tall objects.
- f) I have a blister on the **sole** of my foot.
He is a **sole** trader.

[Back to Exercise](#)

Activity 6

- a) use: bring or put into action
ewes: female sheep
- b) fowl: a bird — hen
foul: offensive to the senses
- c) mowed: cut grass
mode: a way in which something appears/fashion or style
- d) pour: to cause to flow/stream
pore: study carefully, look at closely/small opening in skin
- e) idle: not busy, useless
idol: a statue, picture, person — used as an object of worship
- f) loan: act of lending
lone: alone

[Back to Exercise](#)

Listening and Responding

Activity 7

- a. To make them stand and listen to the things they say.
- b. By walking the other way.
- c. She feels embarrassed.
- d. If she does kung-fu.



- e. Because they turn around and smile at the boys who whistle at them.
- f. They sometimes attack girls.
- g. He thinks it is silly.
- h. Some girls change the way they walk so that the boys will take notice of them.

Unit 5 - Transcript

Whistling at Girls

Ruth Mokgaorya, 13 years old

"I feel very bad when I have to pass a group of whistling boys. They sometimes try to block your way so that you must stand and listen to the things they say. So when I see a group of boys, I walk the other way."

Yvonne Moeng, 13 years old

"I feel embarrassed when boys whistle at me. Boys don't think about how girls feel. They grab us in the street and shout things at us. Maybe I should do kung-fu. Then, I will not be afraid of walking past boys in the street."

Frans Molete, 12 years old

"I think it is bad to whistle at girls. I don't like it. But some girls like to be whistled at. They turn around and smile at the boys who whistle at them. If a boy wants to talk to a girl he must go over to her and talk. He mustn't shout at her in the street."

Lucky Mavimbela, 15 years old

"I don't like whistling at girls. I think it's silly to whistle. Sometimes boys don't want to whistle. Then the girl feels upset and she starts changing the way she walks so that the boys will take note of her and whistle."

Source: Upbeat magazine, No. 5, 1989

[Back to Exercise](#)

Continuous Writing

Activity 9.1

Arguments for:

- never bored
- have hobbies
- spend first precious years of child's life with him/her

Argument against:

- are seen as illiterate
- are regarded as lazy
- being a housewife is seen as inferior job



- teach children
- experience the rewards of your teaching
- spend quality time with children
- run business from home
- working women look down on housewives

[Back to Exercise](#)

Activity 9.2

Tips on how to write an argumentative essay:

In the argumentative essay you should:

- state clearly the issue you want to investigate in the introduction;
- put the case for a point of view and very often, the opposite point of view;
- present an argument, i.e. debate for and/or against something;
- structure your argument clearly and convincingly;
- mention the reasons why you believe this viewpoint is correct;
- organise your points that they flow logically from one paragraph to another; summarise your argument in the conclusion.

[Back to Exercise](#)

Resources

The following resources have been used in this unit:

1. Past Continuous Tense:
<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/pascon.htm>
2. Preposition: <http://www.world-english.org/prepositions.htm>
3. Argumentative essay:
<http://www.jamesabela.co.uk/exams/argumentativeessays.pdf>
4. NAMCOL English as a Second Language Grade 10 study guides.

Additional Reading:

NAMCOL English as a Second Language Grade 10 study guides (Modules 1-3).



Unit 6

Hobbies

Introduction

Welcome to Unit 6. In this unit, there will be a variety of reading texts, language focus, a listening comprehension activity, and a continuous writing exercise. In the grammar section, we will focus on the Future Continuous Tense, negative statements and question forming, as well as verbs and adverbs. We will also discuss idioms and idiomatic expressions. In the continuous writing section, we will discuss writing a magazine article and you will be asked to write one.

Let us look at the lesson outcomes of this unit before you start.

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



Outcomes

- *read and understand* different types of selected texts for wider knowledge or pleasure;
- *use* the future continuous tense correctly including when forming questions and negatives;
- *recognise and use* verbs and adverbs correctly;
- *recognise* given idioms and idiomatic expressions and *use* them correctly;
- *listen* to a passage and *identify* true and false information about the passage;
- *discuss* your hobby or one of your hobbies with a friend;
- *write* a magazine article about a new hobby or interest.

After studying the outcomes, you should now know what to expect to learn from this unit. Before you start with the activities, have a look at the suggested timeframe below.



How long?

Spend approximately 5 hours on this unit.

This timeframe is a guide for you to use. You may not need the time suggested but if necessary use additional time. Beware of spending too much time to complete the unit because it may make it difficult for you to complete the course on time.

Now study the following words and their meanings. This will help you build up your vocabulary.



Terminology

- plague:** a disease which kills
- charms:** good qualities, nice things
- extinct:** not in the world anymore, died out
- miserable:** very unhappy
- Ferret, gerbil:** different types of small furry animals

Now that you have studied the lesson outcomes and the vocabulary, you can do the first activity below.

Reading and Responding

Pre-activity:

Answer the following questionnaire on a separate sheet of paper.



Reflection

Spare time questionnaire:

1. Below is a list of things that children sometimes do in their spare time after school. From the list below, write down the things you like doing best. You may add activities of your choice.

Sports and games.

Cycling with a group of boys and or girls.



Reading, writing or drawing.
Watching TV or listening to the radio.
Going to youth clubs.
Chatting to a group of friends.
Going dancing.

2. Do you spend most of your spare time at home or do you go out often?

Mostly at home.
Mostly out.
A bit of both.

3. Do you like spending time on your own or do you prefer to be with other teenagers?

I like to be on my own.
I like to be with other teenagers.
I don't care.

4. Do you often feel bored because you have nothing to do in your spare time?

I am often bored.
I am never bored.
I am seldom or never bored.

5. An acquaintance of yours gives you a voucher for a wonderful evening for two. What would you like to be invited to? You may write down something of your own choice.

A visit to a music show.

An evening meal in an exclusive restaurant.
A trip to a top theatre.

You should now have an idea of how you prefer to spend your spare time. Now, let's go on to the next activity where we will discuss pen pals.



Reflection

Pen Pals

Some of you might like writing to pen pals in your free time. Write a short note, telling about yourself and your hobbies.

After you have listed your hobbies and interests, think about what kind of pen pal you would like to have. Now, go on and read about other people's interests and hobbies in the activity below.



Reading Activity

Activity 1

Read about Rosa Amalusha and try to find her a pen pal from the list of people below. Choose the one with whom Rosa shares the most things.

Rosa Amalusha is 18 years old and in Grade 11. She enjoys listening to Radio FM 100, watching movies and dancing the night away. Her favourite stars are Mariah Carey, Macy Gray and Leonardo Di Caprio. She also loves watching soccer, especially when the Brave Warriors play. She wants her friends to be loyal, fun-loving and honest. You can write to her at 87 Daffodil Street, Windhoek, 9000.

(a) Calling all pen pals to write to Tracey, Michelle and Bianca. Tracey and Michelle are 14 years old and Bianca is 18. They enjoy listening to music, reading, writing letters, meeting new people and hanging out with friends. They are also big fans of Man United. So if you are looking for friends who will listen to your problems and be



your pen pals then write to TMB, PO Box 88433, Newclare 2112, Johannesburg.

(b) Hi, my name is Nicolette. Please send a photo to Tudhope. I am 18 years old. I'd like to correspond with pen pals between the ages of 17 and 30. I enjoy listening to 5fm, dancing the night away, watching movies, writing, reading horoscopes and esoteric books. The qualities I appreciate in others are honesty, trust, patience and originality. Being unique is also important. Please write to me at 11 Hain Road, The Hill, Ext 8 2197, Johannesburg, or you can also email me at nikrina@global.co.za.

(c) ... Hi, my name is Bronwynne Hanekom. I'm 15 years old and would like to correspond with pen pals aged between 15 and 18. I enjoy going to discos with friends, listening to music and watching T.V. My favourite stars are Leonardo Di Caprio, John Travolta, Pamela Anderson, the Backstreet Boys and Mariah Carey. My favourite soccer team is Manchester United. Please write to me at 16 Gamtoos Close, Portland, Mitchells Plain 7785.

(d) My name is Jaco Swanepoel and I am a 20-year old Piscean. I love music, cars, computers and surfing the web. I have a good sense of humour and enjoy going to raves. I would like to correspond with pen pals between the ages of 17 and 21. You can e-mail me at alico@iafrica.com, or write to 99 King Street, Dagbreek, Welkom 9459. Photos are most welcome.

(e) Attention all cute European guys! My name is Eileen Eva and I'm 17 years old. I would like to correspond with pen pals between the ages of 17 and 21. So if you think that you are cute, interesting, fun-loving and have a good sense of humour, then write to me at No 1, Jotanya Villa, 33 Stamford Road, Forest Hill 2091. A recent photo would be appreciated.

*Did you manage to identify a suitable person for Rosa? Just confirm your answers by comparing them with **mine** in the feedback section. Next, is the article about Billy who has an unusual hobby.*



Reading Activity

Activity 2

Read about Jill's unusual hobby and answer the questions below on a separate sheet of paper.

THIS LADY'S POTTY ABOUT TEAPOTS

Jill Lazard is a general practitioner with a most unusual hobby. She's a teapotologist - a collector of teapots.

Ironically, Jill can't stand the smell of tea and can't even bring herself to have a sip of the stuff. Yet, she dedicates her free time to collecting and searching for unusual teapots. Teapots of every colour and description fill her double storey home in Sea Point, Cape Town. Over the past 10 years, she collected hundreds of unusual teapots from all over the world. She has teapots in the shape of animals, toasters, cottages, old women, and cars; there are ceramic, porcelain and enamel teapots, Victorian designs, jazzy ethnic teapots, as well as giant and miniature ones. Her favourites include a teapot shaped like an armchair with cricket draped over it, and two little teapots made by her grandchildren. Her most unusual teapot is a Tea Master patented in 1930 which has a double spout, one for tea and another for hot water. Jill's husband does not share her grand passion for collecting teapots. "I'm sure he thinks I'm a bit of a mad hatter – he certainly doesn't care for hundreds of teapots standing about, but he puts up with it," she says. Collecting is in Jill's blood. Her father collected clocks when she was a child.

"He filled our home with ticking clocks, which drove us all mad. I used to collect silver miniatures as a child, but now they're too expensive. I thought I'd collect something I could afford - teapots."

Jill says teapot collecting is very common in England, where tea breaks and high tea are national pastimes. The Chinese were the first people to discover that a drink could be made from the dried leaves of the tea plant. They called it char and some Britons still talk about a 'cup of char'.



TEAPOT SHOPS SELLING ANTIQUES

When tea was first brought to England in the 17th century, it was very expensive and only the rich could afford to drink it. But as the demand for tea grew, so did the demand for teapots. Today, there are a few specialist shops in England and America which just sell teapots.

"I went to one specialist shop in England which had over 800 teapots for sale," Jill recalls.

"The antique ones cost a fortune. A Meissen teapot sells for R20 000. The most expensive in my collections is valued at R2 000." Jill has started selling teapots and recently had an exhibition at her home featuring the works of many famous South African potters. With her growing collection of teapots, Jill plans to ultimately open the country's first teapot shop.

Jill has also joined a teapot collector's club in England and plans to start a society for a local teapotologist. Jill is an avid reader of the Teapot Times, a collector's newspaper published in England. If you are a would-be teapotologist, you can contact them on the Internet at <http://www.cardewdesign.com>.

Now, answer the following questions:

(a) What unusual hobby does Jill have?

(b) What is her real job?

(c) How long has she been collecting teapots?

(d) What is ironic about Jill collecting teapots?

(e) Name two unusual shapes some of her teapots have.

(f) How much money did Jill spend on her most expensive teapot?

(g) What does Jill hope to do in the future?

Did you find Jill's hobby fascinating? I guess you got all the answers right. Do you like collecting things? Why or why not? Can you think of other strange hobbies? Now, try the next activity.



Reading Activity

Activity 3

Read the following text about *King Rats* and then answer the questions below. Write your answers on a separate sheet of paper.

KING RATS

Nobody likes rats. Everyone thinks they are dirty, carry diseases, bite people's throats and steal eggs from chickens. If you call someone a 'rat', they know you don't like them. Someone in a 'ratty mood' is not much fun and 'the rat race' is something we all try to escape from.

Few people protest or complain when rats are used in laboratory experiments. Many people think rats were responsible for the Black Death, which killed half the population of England in the Middle Ages. But Sarah Handley shares her house with 40 rats and she doesn't think rats started the plague. 'Some scientists think the plague was anthrax (a virus) and was carried by wind. The plague spread very quickly; rats cannot travel so far or so fast.' Sarah is trying to change people's opinions of rats. She says "rats do not jump at throats.... If cornered, a rat will go for the area of most daylight and so they jump up and over the shoulders." Sarah feels sorry for all of us who do not know the "charms" of rats.

SOLO THE PET

King of the rats in the Handley household is Solo. He is a show champion, and family pet. While the other rats sleep in an empty bedroom, Solo sleeps with Sarah and her husband William, in his own cage in their bedroom. He gets up and breakfasts with them



and in the evening sits at the kitchen table while Sarah cooks dinner. He helps himself to what he wants from their plates. He likes rice, sweet corn and peas: he carefully removes the skin from the peas and he only eats the sweet insides. Later he has a few nuts and raisins, usually taking them from Sarah's lips in a delicate rat kiss. Uninvited, he puts his long pointed nose into Sarah's wine glass, though his favourite drink is coke.

The Handleys takes Solo with them when they go on holiday in the UK. In a big hotel, they don't tell anybody. Nobody really notices a small cage. Last year, they went to a small hotel so they asked for permission first. The hotel answered that he was welcome but wasn't allowed to eat in the dining room.

SARAH LIKES PETS MORE

Sarah stole her first rat from her brother. He kept rats as food for his snakes. Her family always had lots of animals but only Sarah liked rats. She first kept them as pets, then, she started to exhibit them at shows. In 1976, she becomes a founder of the National Fancy Rat Society.

There are several colours and types of rats. Sarah saved the Cinnamon Pearl (Solo is a fine example) when it nearly went extinct. Now, there are several hundred. All descended from the original pair.

All her rats have lovely characters except for Orlando who lives alone because he is so unfriendly. "He was always miserable," says Sarah. "I bought him because I felt sorry for him." Although Solo is everybody's favourite, the others come down to play in the living room every day. "They're perfect pets," says Sarah. "People are so silly about them. They come up to me at shops and say, 'Ooh what is it? Is it a hamster? Or a ferret? Or a gerbil?' Then you say 'No, it's a rat,' and they fall backwards. People are really ignorant about rats."

3.1 (a) What perception do people have of rats?

(b) What is Sarah's opinion of rats?



(c) What has she achieved until now (regarding rats)?

(d) What is her purpose for keeping rats in her home?

(e) What are Solo's habits and preferences?



Discussion

3.2 Share the following information with your friends.

- Do you keep an animal other than a cat, dog or bird as a pet?
- What do you keep?
- Why did you choose that specific animal?

Take note that there is no feedback for 3.2 in the [feedback](#) section. Read the following text about another type of hobby: playing sports.



Reading Activity

Activity 4

Some people prefer to play sport or exercise as a hobby. Read "[Baseball and Henry Wiggen](#)" and answer the



questions below on a separate sheet of paper. Only write down the letter: *A, B or C.*

Baseball and Henry Wiggen

1 Even when I was a kid, baseball was my whole life. I had a picture of Sad Yale over my bed. It was not as big as the picture that hung in Borelli's shop, but it was pretty big. You could see why they called him Sad Sam. He had a sad face. He had just come to the Mammoths at the time. Then, he was nothing but a raw youngster with a powerful amount of baseball in his bones and a sad face. He's lost a lot of his stuff now, but even yet with a break or two, he can make most hitters wish that they hadn't shown up at the park that day.

2 You may not believe it, but I used to talk to that picture. Practically every night when I went to bed, I looked up at Sam and said, "Well, Sam, we're off to spring training."

SAM AND ME

3 Then I pretended that the bed was a car. I shoved over behind the wheel and opened the door. Sam would get in, and I would say, "Do you have your glove and shoes and all?"

4 He would say, "How is that great left arm of yours, Henry, old boy?"

5 "Never better," I would say. "How many games do you think we ought to win between us this coming year?"

6 And he would say, "Well, twenty-five for me and twenty for you." Then he would laugh and I would laugh and we would argue about who was the best pitcher in baseball, Sam and me. We would laugh and joke and zoom along at sixty miles per hour, and all the people along the way would look at us and say, "There go Henry Wiggen and Sad Sam Yale off to spring training. They're great friends, those two."

7 Somewhere about that time, I always drifted off to sleep. But over the years, I must have begun that trip with Sam at least a thousand times.

PITCH AGAINST THE HOUSE

8 Another crazy thing I did as a kid was pitch thousands of games of baseball against the back of the house. I used a rubber ball and had a regular system. I threw the ball from out where the clothes line begins. If I hit the house in one certain spot and caught the ball when it bounced back, it was a strike. If I missed the ball but recovered in one bounce, it was a single. Two bounces made a



triple, because triples are rarer in baseball than home runs. I kept score with pebbles, putting some in one pocket and then moving them to the other when runs were scored against me. I used to cheat an awful lot though.

9. It was all very real to me. My backyard was Moors Stadium in New York City. There were thousands of people, and there was a good deal of cheering when the game was close. Sometimes, the ball would hit the clothes line, and that didn't really seem like something that should happen in Moors Stadium, but I just didn't pay attention.

10. Sometimes, the ball would bounce crazily off the side of the house and roll into Aaron Webster's yard, in amongst the flower beds. There shouldn't have been any flowers in the middle of Moors Stadium either.

11. Or sometimes, Pop would poke his head through the window and shout advice. "Following through a little more when you throw so as to get more power," he would say. I would pretend that Pop was Manager Dutch Schnell shouting from the dugout.

NO FRIENDS

12. Other times, it was Ladies' Day, which meant that Holly would be over in Aaron's yard, watching me. Holly is Aaron's niece. I couldn't stand her, although Aaron was forever trying to make us friends. She wanted to be friends, for she was a sweet and gentle little kid. I suppose I wanted to be friends too, but I fought against it. I had some idea that a real ballplayer steered clear of girls. This makes me laugh when I think of it now.

13. Aaron would come out in the yard and look up at the sky. He would just happen to notice the moon, and he would say something about it. Or he would find a rock on the ground and pick it up and show it to us and tell us something about it. Or he would have a leaf in his hand, and he would show us the leaf. It always looked just like every other leaf I had ever seen. Sometimes, he had a piece of bark from a tree or a bug he had caught or a baby bird that had fallen down from the nest.

14. But I really wasn't interested, because there was only one thing I was fond of. It was not moons or rocks or leaves or trees or bugs or baby birds or, least of all, Holly Webster. It was baseball.

Source: Unknown



4.1.1 The thing that stood out about Henry when he was a boy was his:

- A friendliness
- B imagination
- C honesty

4.1.2 When his father shouted advice, Henry would:

- A try to ignore him
- B shout back at him
- C pretend his father was someone else

4.1.3 When Holly watched Henry play, she was in the:

- A stands of Moors Stadium
- B field dugout
- C yard next door

4.1.4 When Henry kept score he:

- A used pebbles
- B cheated
- C both A and B

4.1.5 Aaron's greatest interest was:

- A sports
- B nature
- C books

4.1.6 Henry's feeling towards Holly was that he:

- A didn't like her
- B wanted her to be his girl
- C liked her but thought that baseball players didn't have girls

4.2 Often, you can tell the meaning of a word by reading the words around it. Find the word that means:

(1) almost (Paragraph 2)

(2) speed (Paragraph 6)

(3) orderly way of doing things (Paragraph 8)



(4) got it back (Paragraph 8)

(5) less common (Paragraph 8)

(6) push; stick out (Paragraph 11)

4.3 A word may have more than one meaning. Its meaning depends on the way it is used.

Read the three meanings of each word. Look back to the paragraph to see how the word is used in the story. Choose the correct meaning of the words below. Only write down the letter: *A, B or C*.

4.3.1 raw (Paragraph 1)

- A inexperienced
- B uncooked
- C sore

4.3.2 pitcher (Paragraph 6)

- A container with spout for pouring
- B type of golf club
- C baseball player

4.3.3 certain (Paragraph 8)

- A positive
- B special
- C reliable, trustworthy

4.3.4 stand (Paragraph 12)

- A stay upright
- B place upright
- C bear; put up with

4.3.5 bark (Paragraph 13)

- A boat
- B outer layer of tree trunk
- C sound made by a dog



You have come to the end of this section. Compare your answers with **mine** at the end of the unit. The next section will focus on **Future Continuous Tense**.

Grammar and Usage:

A. Future Continuous Tense

Do you still remember how to use and form the Simple Future Tense? Go back to Unit 3 to refresh your memory. Now study the notes below on Future Continuous Tense. After studying the notes, do the activities that follow to see if you have grasped the concept.

Future Continuous Tense form is sometimes called the *Future Progressive Tense*.

Form:

We form the Future Continuous Tense with *will be +...-ing*

The tables below contain examples of the future continuous tense, as well as its question and negative forms.

AFFIRMATIVE		NEGATIVE		QUESTION		
<i>I</i>	will be working.	<i>I</i>	will not be working.	Will	<i>I</i>	be working?
<i>You</i>		<i>You</i>			<i>you</i>	
<i>He</i>		<i>He</i>			<i>he</i>	
<i>She</i>		<i>She</i>			<i>she</i>	
<i>It</i>		<i>It</i>			<i>it</i>	
<i>We</i>		<i>We</i>			<i>we</i>	
<i>You</i>		<i>You</i>			<i>you</i>	
<i>They</i>		<i>They</i>			<i>they</i>	

- We can use shall instead of will with I and we, e.g. *I /we shall be working.*

Use:

- We use the future continuous tense to talk about something, which will be in progress at a time in the future.

For example:

*He will be playing baseball at 7.00 pm.
Don't phone me at 8.00 pm, I'll be doing my homework.
What will you be doing this time next week?*

- We also use the future continuous tense to talk about things in the future which are already planned, or which are part of a regular routine.

For example:

I'll be driving into town later on. Do you want a lift?

- We often use the future continuous tense as a polite way of asking about someone's plans, especially when we want someone to do something for us.

For example:

*Will you be going out this morning?
Will you be using your camera this weekend? I wondered if I could borrow it.*



Activity

Activity 5

Do the following activities on a separate sheet of paper.

5.1 Lynne Carter likes travelling. She is going from London to Manchester on business tomorrow. Look at Lynne's plans.



08.00 – 08.55 Fly to Manchester
 10.00 – 12.00 Visit the ABC travel company
 13.00 – 14.30 Have lunch with Joan and Ed Harris
 15.00 – 16.00 Visit Deidra Hall
 16.15 – 16.45 Take a taxi to the airport
 17.15 – 18.05 Fly back to London

What will Lynne be doing at the following times tomorrow?

Example:

08.30

At 8.30 tomorrow morning, she will be flying to Manchester.

a) 11.00

b) 13.30

c) 15.30

d) 16.30

e) 17.30

5.2 Complete the following sentences using the future continuous tense.

a) At 8.00 tomorrow, Ken and Kate(drive) to the airport.

b) At 8.30 they(check-in).

c) At 10.15 they(fly) to Paris.

d) At 13.00 Ken(drive) to their hotel.

e) At 13.30 they(have) lunch at the hotel.

5.3 Change the following sentences into negative form.

a) I will be watching a film on TV tomorrow at 9.00 pm.

b) She will be working tomorrow at 12.00 noon.

c) They will be driving home at this time tomorrow.

5.4 Change the following sentences to questions.

a) He will be watching his favourite TV show at 5.00 pm tomorrow.

b) They will be driving to the airport tomorrow at 9.00 pm.

c) We will be having dinner at 7.00 pm.

*I hope you enjoyed Activity 5. Compare your answers with **mine** at the end of the unit. Next, we will discuss verbs and adverbs. At this stage of your learning, you should already be familiar with these terms.*

B. Verbs and Adverbs



Note it!

1. Verbs

Now let us look at verbs. Do you know what they are? Verbs are **doing words** which carry action, for example, *kick, run, hide, speak, dance, write, cycle*.

Do the following activities on a separate sheet of paper to practise using verbs correctly.



Activity

Activity 6

6.1 Imagine you are in a scary situation. Which of these actions are you likely to perform?

run	smile	challenge	scream	faint	comfort	hide
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6.2 In which tense are these verbs above?



Check the **answers** at the end of the unit. Go on and practise the forms of the verbs in the next activities.



Activity

Activity 7

Read the following passage and write down the missing words. Make sure to use the correct form of the verb. Use the words given below to complete the passage.

- (1) to go
- (2) to ask
- (3) to decide
- (4) to get
- (5) to shout
- (6) to fall
- (7) to have happened
- (8) to be taken

'A series of coincidences'

Quite by chance, Martha (1) ----- into a coffee-bar one Saturday morning where she happened to meet an old friend of hers who was going to the races. His girl-friend was ill and he did not fancy going alone, so he (2) ----- Martha to come. She had never been there before. She (3) ----- to bet 10 shillings on a horse called 'Dublin Boy' simply because she had once spent a very pleasant holiday in that city. However, when she (4) -----to the betting-window, all she had in her purse was a 10 pound note. She did not realise she could ask for change and hesitated. The man behind her (5) -----'Hurry up!' Martha became nervous and confused and bet the whole 10 pound. The odds on the horse were 100-1. At the last fence, it was running second. The leading horse suddenly stumbled and (6) ----- and 'Dublin Boy' won. When Martha went to collect her 1, 000 pounds, a television-reporter happened to hear what (7) ----- before. That evening she was interviewed on a news programme. The regular interviewer was ill and his place (8) ----- by a young man who fell in love with Martha. They got married shortly afterwards and now have three children.

Check the **answers** at the back of the unit before you continue. Do you know what adverbs are? Try to write down a few.

2. Adverbs

Study the notes on adverbs. After studying the notes, do the activities that follow on a separate sheet of paper to see if you can use them correctly. Also, try using them in your communication.

2.1 There are adverbs of manner, place and time

An adverb is a word or group of words that describes or adds to the meaning of a verb or an adjective.

An adverb can be one word, e.g. quickly, or a phrase also called an 'adverbial phrase', for example *in the park*.

An adverb that says **how** something happens, for example: *carefully, well*, is an **adverb of manner**.

An adverb that says **where** something happens, for example: *here, in the park*, is an **adverb of place**.

An adverb that says **when** something happens, for example: *now, yesterday*, is called an **adverb of definite time**.

2.2 Position

a) Adverbs of manner, place and (definite) time normally go after the direct object.

direct object + adverbs

I read **the letter carefully**.
We saw **Maria in the park**.
He bought **a camera yesterday**.

b) If there is no direct object, the adverb normally goes after the verb.

verb + adverb

She **drove carefully**.
He **lives here**.

c) If there is more than one adverb, the usual order is:

manner + place + time



I slept **very well last night**. (manner + time)
 He lives **here now**. (place + time)
 We worked **hard at school yesterday**. (manner + place + time)

d) Note that an adverb does not normally go between a verb and its direct object.

verb + direct object + adverb

I like **Maria very much**. (Not: I like **very much** Maria)
 He **drank his coffee quickly**. (Not: He **drank quickly** his coffee)
 We **played tennis yesterday**. (Not: We played **yesterday** tennis)

Activity 8



Activity

On a separate sheet of paper, rewrite the sentences, putting the parts in brackets in the following order:

object + manner + place + time.

For example: Annie did (last night / her homework / very quickly.)

Answer: Annie did her homework very quickly last night.

1. Sue can play (now / very well / the piano).

2. I posted (early this morning / your letters / in the town centre).

3. It snowed (yesterday evening / heavily / in the North of Scotland).

4. The children have been playing (this afternoon / in the park / football).

5. They studied (carefully / later on in the day / the map).

6. He walked (out of the room / at the end of the meeting / angrily).

Could you use adverbs of time, manner and place, correctly? Compare your answers with mine in the feedback section. Then move on to the next activity which deals with adverbial phrases.



Activity

Activity 9

Read the newspaper article below and write down all the adverbial phrases of time and place you can find.

Kenyan man ‘sent ghosts to attack girls’

Nairobi — A Kenyan businessman has confessed to sending ghosts to attack schoolgirls in the east of the country, a local newspaper reported on Monday.

The unnamed businessman was arrested over the weekend after the pupils of Itokela Girl Secondary School marched to the district commissioner’s office to protest against an invasion of ghosts at the school, the ‘East African Standard’ said.

The girls said the man had hired the ghosts to torment them after his daughter left the school. The man apparently agreed to meet the cost of exorcising the spirits who seem to delight in pushing the girls to the floor — and hired a ghost buster named Ntingili who ‘retrieved shells and other witchcraft paraphernalia’ from the school grounds.

Check the answers at the end of the unit before you continue.



Activity

Activity 10

Look at the adverbs in the box below. Put the adverbs in order of frequency. Some are already filled in.

seldom, never, sometimes, frequently, hardly ever



- all the time: 1. always
 2. normally, usually
 3. often, -----
 4. -----
 5. ----- , rarely
 6. -----
- at no time: 7. ----- , not ever

Check the **answers** at the end of the unit before you go on to Activity 11.

Activity 11



Activity

Use the adverbs of frequency correctly in the following sentences. Write full sentences on a separate sheet of paper.

1. I've seen the programme on TV. (never)
-

2. They go to the cinema nowadays. (rarely)
-

3. She hears strange noises in the kitchen. (always)
-

4. People talk about fairies and monsters nowadays.
(hardly ever)
-

5. I have seen a witch before. (never)
-

6. Grandpa tells stories about the ghost these days.
(seldom)
-

Compare your **answers** with mine at the end of the unit. I hope you understand adverbs and verbs now. Let's move on and talk about idioms and idiomatic expressions. Do you know what they are? Try to give at least one example.



Note it!

C. Idioms and idiomatic expressions

Study the following notes about idioms and idiomatic expressions.

What is an idiom?

An idiom is a group of words with a meaning of its own that is different from the meanings of each separate word put together, e.g. “**Under the weather**” – is an idiom meaning “ill”.

Idiomatic expressions: - typical of the natural way in which someone using their own language speaks or writes.

- Idioms are used to make speech and creative writing more interesting and ‘colourful’ so instead of saying: “John is bound to reveal our secret”, you can say “John is sure to spill the beans.”
- Idioms are also used not to make an insult sound too harsh – to soften certain sayings, e.g. a wicked or vicious woman can be called a Jezebel.

How to find out what an idiom means

If you read a group of words that you don’t understand and think it’s an idiom, first look in the dictionary under the first noun if there’s one. If there’s no noun in the expression, look under the first verb. If there is no verb, look under the first adjective or adverb e.g. for *spill (verb) the beans (noun)*. Look under *beans (noun)* first. Even if you look up the wrong word, you will usually find a note to direct you to where the full explanation is.



Activity

Activity 12

Look at the following expressions. Supply the correct meanings by looking up the **noun / verb / adjective** as described above. (All the highlighted words in the expressions.) Write your answers on a separate sheet of paper.

- i) When you have a **feather** (*noun*) in your **cap** (*noun*), you have something to be _____ of.



- ii) When you are all **ears** (*noun*), you _____ carefully.
- iii) When you **turn** (*verb*) over a new **leaf** (*noun*), you make a new _____.
- iv) When you **throw** (*verb*) in the towel, you _____ up trying.
- v) When you **show** (*verb*) a clean pair of **heels** (*noun*), you _____ away.
- vi) When you **hit** (*verb*) the **nail** (*noun*) on the **head** (*noun*), you are _____ about something.
- vii) When you're said to be **good** (*adjective*) for nothing, you are a _____ person.
- viii) When you **leave** (*verb*) with **bag** (*noun*) and **baggage**, (*noun*) you leave with all your _____.

Was it easy when you could use the dictionary? The words you should have filled in are as follows:

i) proud;	ii) listen;	iii) start;	iv) give;
v) run;	vi) right;	vii) worthless;	viii) belongings

Try the next activity on idioms.



Activity

Activity 13

Read the following short story on One unforgettable Halloween and complete the story by filling in the correct idiom and/or idiomatic expressions found in the box below the text, labelled 'Idioms'.

One unforgettable Halloween

It was finally Halloween and we could feel in our bones that something was going to happen that night. Trying to be forever rebellious, we decided to spend the night in a supposedly haunted house, scouting for ghosts. When



(1) _____ struck, we were already inside the house and I could feel my (2) _____. The six of us decided to look for the (3) _____. I would have to see a ghost to believe this (4) _____. David and I were partners and we walked (5) _____. When we reached the basement, I heard a sound that (6) _____. It sounded like someone was clawing at the wood. Luckily we (7) _____ and a bunch of rats squirmed past us. Now, those rats really (8) _____. Out of nowhere someone (9) _____ and then ... nothing ... silence. I turned around for David but he had (10) _____. I (11) _____ as I slowly walked towards the living-room from which the sound came. Suddenly, my flashlight died and I (12) _____ that someone was behind me. I was trapped (13) _____. I turned around with all the strength I could muster, knowing that if I must die, it would be in the (14) _____. I turned to stare squarely in David's face and he was as (15) _____. He looked as though he had (16) _____. When we finally got our flashlights working again, we were greeted by a (17) _____. We realised that we would have to (18) _____ whatever the cost. My (19) _____ when I saw a silhouette appear in the door with blood dripping from his hands. We had (20) _____ getting out of there alive. David then ran away, leaving me in peril. His cowardice was really becoming a thorn in my flesh. I picked up a very heavy object to (21) _____ as I waited for the silhouette to draw closer. For a moment, it felt as though (22) _____, but my (23) _____ as I recognised the "killer" as one of my friends. Even though I was angry, one cannot (24) _____. The (25) _____, always.

By: Alicia Armstrong: Dr Lemmer High School, 2006



IDIOMS

one foot in the grave;
someone had just walked over my grave;
hair stand on end;
as the crow flies;
between the devil and the deep blue sea;
deny the devil his due;
felt in my bones;
took the shadow for the substance;
devil has the best tunes;
blood ran cold;
witches' hour;
shown the cloven hoof;
held my breath;
skeleton in the closet;
keep body and soul together;
screamed blue murder;
gave me the creeps;
white as a sheet;
last ditch;
a ghost of a chance;
blood boiled;
old wives' tale;
made my flesh creep;
blood bath;
draw blood.

Could you complete the story successfully? Check the answers at the end of the unit.

Below are the meanings of the idioms used in the story.

Idioms used in the story ‘One unforgettable Halloween’

- **One foot in the grave** – to be in feeble health / only a short time to live.
- **Walked over one’s grave** – had an eerie feeling / had cold shivers.
- **Hair stand on end** – to feel great fear.
- **As the crow flies** – in a straight line.
- **Between the devil and the deep blue sea** – between two dangers that threaten.
- **Give the devil his due** – to allow evil men credit for any good qualities.
- **Feel it in my bones** – have a suspicion that something is not right.
- **Take the shadow for the substance** – to take the apparent for the real.
- **Devil has the best tunes** – pleasures that are evil, are the most enjoyable.
- **Blood runs cold** – to feel distress; terror or fear.
- **Witches’ hour** – midnight; or similar time when something definite is supposed to happen.
- **White as a sheet** – because of great fear.
- **Shown the cloven hoof** – to show evil or cowardly qualities.
- **Held one’s breath** – waited anxiously for something to happen.
- **Skeleton in the closet** – a secret which, if exposed, might cause grief or shame.
- **Screamed blue murder** – made a great deal of noise.
- **Give the creeps** – feeling of fear or nervousness that has the sensation of something moving over flesh.
- **To die in the last ditch** – to die desperately defending something.
- **Ghost of a chance** – a very small chance.
- **To make one’s blood boil** – to make one very angry.
- **Blood bath** – a massacre.
- **Old wives’ tale** – foolish, old-fashioned belief or story.
- **Make one’s flesh creep** – experience great fear.
- **Draw blood** – to strike an effective blow.



I hope you have a better understanding of idioms now. Try to use them in your speech and creative writing. It will spice up your conversation and essays. Let's move on to the next section where you will get the opportunity to practise your listening skill.

Listening Comprehension and Responding:

Did you know that a hobby can turn into a career? You may enjoy playing a guitar or a piano as a hobby, but later on you can decide to take it further and become a musician. In this section, you will listen to one musician who started playing music at a tender age and eventually became a professional musician.



Discussion

Before you do the following listening exercise, answer the following questions.

- Have you ever heard of the musician, Jonathan Butler?
- Which country does he come from?
- What type of music does he play?

If you don't know the answers to these questions, don't worry, you will get to know Jonathan Butler better after you have listened to his story.

Activity 14



Audio

Double-click the icon to listen.



Jonathan Butler

Listen to Jonathan Butler's story and say whether the following statements are **true** or **false** by writing **True** or **False** on a separate sheet of paper.

You should only listen to the story twice.

- 1 Jonathan writes songs for other musicians.
- 2 He lives in South Africa.
- 3 He grew up in Cape Town as a poor boy.

True	False

4 He started singing as a child because he had a talent.

5 His mother encouraged him to be a musician.

6 He used to earn R50 a month.

7 In 1975, he loved a South African teenager.

8 Jonathan became a popular musician in London.

9 He came back to South Africa and performed for his fans.

Did you enjoy listening to Jonathan's story? Did he inspire you in some way? I hope you didn't struggle to identify true and false statements. If you have any problems, remember you have the transcript of the story and the answers at the end of this unit.



Discussion

Activity 15

People practise different hobbies, such as basket-weaving, music, candle-making, collecting different items, and cooking.

- ◆ Talk to your friend about your hobby and why you practise that particular hobby.
- ◆ Can you make money by selling whatever you are making?
- ◆ Is your hobby an expensive past-time or do you make use of readily available materials?
- ◆ Give a short talk to your friends on how to produce some of the articles you make yourself.

I hope you have enjoyed sharing this exciting information about hobbies. Take note that there is no feedback on this exercise in the feedback section.

Let us now move to the next section where we will discuss how to write a magazine article.



Continuous Writing: Magazine Articles

In this section, you will write a magazine article. You should always plan your article before you start writing. Then, think of a suitable heading for your article. The heading should be short and it should attract and interest the reader.

Remember to divide your article into various paragraphs. It is important to state what the article is about in the first paragraph. The length of your sentences should vary and you should use proper language. Always keep your audience in mind when writing. Make sure to write a proper conclusion and end your article with, "Written by: Name Surname".

Now try to write your own article.



Activity

Activity 16

Write an article for your school magazine, encouraging other learners to take up a new hobby or interest.

- Say what the hobby or interest is.
- Explain why they might need to take up this activity.
- Say what enjoyment or satisfaction they might gain.

Your article should be about 120 words long.

You can divide your article into the following sections.

An interesting hobby.

Introduction: (about 4-5 sentences saying what the hobby is).

Second Paragraph: equipment needed.

Third paragraph: enjoyment/ satisfaction gained.

Conclusion: Encourage learners to take up the specific activity.

Use the structure above as your guide on how to write your article. Remember to plan your article before you start writing. Below is an example of the article above in order to get an idea of what a magazine article should look like.

Example of a magazine article:

Making greeting cards: a profitable hobby

It has become nearly impossible to buy a decent greeting card at an affordable price. They are usually nearly as expensive as the present you bought! My grandmother celebrated her 75th birthday last month and I wanted to buy her a nice card with a special message. It is only then that I realised how expensive and unaffordable greeting cards have become. I now understand why people don't give greeting cards anymore. You just get your present with a little label or minute card stating the name of the giver! That is when I decided to make my grandmother a card.

I bought an A4 size carton, a sheet of coloured paper and a glue stick. That is all I could afford at the time. I then picked up feathers, seeds and flowers from the garden and I set to work. My grandmother loved her card and the other family members also thought it was quite beautiful. I soon started to get orders for cards and I decided to sell them for N\$10 each in order to buy materials. I soon had a variety of papers, little stickers and ribbons that I could use and my cards became prettier and the orders more!

CREATIVITY PAYS OFF

I really enjoy making these cards. It is nice to be creative for a change and to see others appreciating your creation. The best thing, of course, is the fact that I earn extra money doing something I really enjoy. Each card is unique and I try to reflect the receiver's personality or special interest when making a specially ordered card. I have also thought of writing little messages or poems inside my cards, but most customers prefer empty cards so that they can write their own personal messages inside and in a language they prefer.

You do not need to be an artist to make greeting cards! I am definitely not one. I cannot even draw a decent stick figure. Anybody can do it, whether male or female. Start off using the material nature provides and later, once you have earned enough money, you can buy other decorations from art or hobby shops. There are a variety of things available. It is not only a way to earn pocket money, but it is also very awarding to see others enjoy your creations. Do not wait any longer! Get started!

Written by: John Jones

Compare your answer to the example given. After you have finished writing your essay, use the marking grid below to assess it.



How to use this marking grid to assess your work

Identify a column which best describes your language usage from the top row of the table grid below. The first column from the left describes how well you have presented your content. Identify the best description for your content. Indicate your mark as follows:

Example:

Language	=	4
Content	=	3

After identifying your language and content mark, you should find your total mark. Go down your language column until it meets with your content row. The total mark is where the language and content marks meet. Thus, the total for the example given above is 8 or 9 out of 20.



MARKING GRID FOR LONGER WRITING PIECES - 20 marks

for whom you are writing;	1	2	3	4	5
your language style; grammar usage and spelling	Original and imaginative use of language and style; clear sense of audience. Few errors	Appropriate selection of language for task; some sense of audience and style; some minor mistakes.	Language ordinary but satisfactory; a little sense of audience. Some more serious mistakes which do not impede understanding.	Simple and not very effective language only rarely sited to task or audience. Errors or idioms and syntax may cause confusion.	Language insufficient for task though understand able in places. Frequent, serious errors force the reader to use deductive powers for meaning to be gleaned.
TASK ACHIEVEMENT, COMMUNICATION, CONTENT & LAYOUT FORMAT					
1. Task clearly achieved, good maybe detailed selection of contents; layout appropriate and positively helpful to communication.	18 - 20	16 - 17	14 - 15	12 - 13	10 - 11
2. Task partially achieved; selection of content appropriate (but not adventurous); some understanding that layout can assist communication.	16 - 17	14 - 15	12 - 13	10 - 11	8 - 9
3. Understanding of task shows; some use of simple but appropriate contents; a little evidence of appropriate layout.	14 - 15	12 - 13	10 - 11	8 - 9	6 - 7
4. Task not satisfactorily achieved; some content may be appropriate; layout plain and unlikely to communicate purpose.	12 - 13	10 - 11	9 - 8	6 - 7	4 - 5
5. Minimal effectiveness of task; very simple and very little content; sense of					



presentation lacking.	10 - 11	8 - 9	6 - 7	4 - 5	1 - 3
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I hope you found the section quite interesting and easy. Before you proceed to the next unit, read the unit summary below and then do the assessment task at the end of this unit.

Unit Summary



Summary

In this unit, the focus was on five aspects, which are: a reading text, language focus, listening skills, continuous writing and communication skills. An article text was given on what stars do when they relax. You had to read the article text with care and comprehension to enable you to answer the questions. With the language, focus was on the future continuous tense, as well as verbs and adverbs. We also looked at some idiomatic expressions. Listening comprehension dealt with identification of true and false statements. With continuous writing, the emphasis was on how to write a magazine article. The communication skills part dealt with open and close conversations like introducing oneself to others or friends, making apologies, engaging in an ordinary conversation and seeking help from others. The next unit is about the *supernatural*.



Assessment



Assessment

Unit 6 - Assessment Task

Do the following exercises to test your knowledge of the content of Unit 6. Refer to the content of this unit if you have difficulties in answering the questions.

Question 1

Use the following idioms to complete the conversation below.

at the drop of a hat;	all ears;
on the tip of my tongue;	couch potato;
the ball is in her court;	flogging a dead horse

Aimee: I wish Althea could join us. Maybe, we should call her and ask her again.

Mary: No point, **(1)** _____ now and if she doesn't want to join us, that's OK.

Aimee: But we need to be at least four if we want to dig up the grave. Someone should keep watch while the others do the digging.

Mary: Yeah, I know someone who might like to come.

Aimee: Who? I'm **(2)** _____.

Mary: Don't you think we should ask Renate? She's big and as strong as an ox.

Aimee: No, she's the biggest **(3)** _____ I've ever met. She won't come.

Mary: What about that fellow Duane we met the other night? Do you know how to contact him?

Aimee: He said he works in a hotel — it's **(4)** _____ but I can't think of the name right now, and I haven't got his phone number either.

Mary: Well, what about Vernon? He'll come



(5) _____.

Aimee: No, he always has excuses. Let's just leave it for now. There's no point (6) _____. Maybe, we should re-consider.

[6]

Question 2

2.1 Give the Future Continuous Tense by changing the words given in brackets.

- (a) The people (to go) to the concert tonight.
- (b) We (to dance) in the Town Hall this afternoon.

[2]

2.2 Rewrite the following sentences into questions.

- (a) He will be playing in our team tomorrow.
- (b) I shall be riding on horseback on Saturday.

[2]

2.3 Rewrite the sentences and change them into the negative form.

- (a) It will be raining according to the weather forecast.
- (b) She will be writing an essay at school.

[2]

Question 3

3.1 Complete the paragraph correctly by putting in the missing verbs.

Verbs: drive talk accelerate brake turn listen overtake reverse

Many motorists(a)..... in areas where there is a speed limit. They(b)..... recklessly and can cause accidents. Another problem is to ...(c)..... on cell phones while they are driving. Taxi drivers suddenly(d)..... in front of other motorists, and they are responsible for many collisions. They(e)..... off the road without indicating and(f)..... to loud music while the windows are closed.

[6]



Question 4

4.1 Give the correct form of the word in brackets.

- (a) The girl shouted (loud).
- (b) The two danced (beautiful). [2]

4.2 Rewrite the sentences and change the parts in brackets to the correct order.

- (a) We moved (through the forest/ slowly/ that night).
- (b) The rain fell (yesterday/ on the farm/ heavily). [2]

Question 5

5.1 Complete the following idioms and give their meanings.

(a) Between the devil and

Meaning:

.....
.....

(b) for the substance.

Meaning:

.....
.....

(c) To die

Meaning:

.....
.....

[6]



Discussion

Question 6

Do some research on the Internet and/or your local library about different hobbies. Gather information about one hobby that you find particularly interesting. Share this information with your friends. Also, discuss how one can benefit from taking up a particular hobby and why it is important to engage in various activities. Who knows, you might just find something other than watching television to occupy your time!

Remember to submit your answers to your tutor for marking, except for Question 6. I hope you will find a new hobby that will enrich your life.

You have now come to the end of Unit 6. Congratulations! You have done well so far. Take a break before you start with the next unit.



Answers to Activities: Unit 6 Hobbies



Feedback

Reading and Responding

Reading Activity 1

Either (a) or (c)

[Back to Exercise](#)

Reading Activity 2

- a) She collects teapots.
- b) general practitioner
- c) 10 years
- d) She can't stand the smell of tea / does not drink tea.
- e) toasters/cottages/old woman/cars
- f) R 2000,00
- g) To open the country's first teapot shop.

[Back to Exercise](#)

Reading Activity 3.1

- a) People think rats are dirty; carry diseases; bite people's throats; and steal eggs from chickens.
- b) Sarah doesn't think that rats started the Black Death (plague).
- c) She is the founder of National Fancy Rat Society.
Saved Cinnamon Pearl from extinction.
Exhibits rats on shows.
- d) To change people's opinion of rats.
To protect / save rats.
- e) Sleeps in a cage in the main bedroom;
eats from their plates;
sits at the kitchen table;
loves coke, rice, sweet corn and peas;
enjoys raisins, peanuts, wine occasionally;
goes on holiday with the family.

[Back to Exercise](#)

Reading Activity 4

- 1.1.1 B
- 1.1.2 C
- 1.1.3 C
- 1.1.4 C



- 1.1.5 B
1.1.6 C

- 4.2.1 practically
4.2.2 zoom
4.2.3 regular system
4.2.4 recovered
4.2.5 rarer
4.2.6 poke
- 4.3.1 inexperienced
4.3.2 baseball player
4.3.3 special
4.3.4 bear; put up with
4.3.5 outer layer of tree trunk

[Back to Exercise](#)

Grammar and Usage:

Activity 5

- 5.1 a) At 11.00 tomorrow, she will be visiting the ABC travel company.
a) At 13.30 tomorrow, she will be having lunch with Joan and Ed Harris.
b) At 15.30 tomorrow, she will be visiting Deidra Hall.
c) At 16.30 tomorrow, she will be taking a taxi to the airport.
d) At 17.30 tomorrow, she will be flying back to London.
- 5.2 a) At 08.00 tomorrow, Ken and Kate will be driving to the airport.
b) At 08.30, they will be checking in.
c) At 10.15, they will be flying to Paris.
d) At 13.00, Ken will be driving to their hotel.
e) At 13.20, they will be having lunch at the hotel.
- 5.3 a) I will not be watching a film on TV tomorrow at 9.00.
b) She will not be working tomorrow at 12.00.
c) They will not be driving home at this time tomorrow.
- 5.4 a) Will he be watching his favourite TV show at 5.00 pm tomorrow?
b) Will they be driving to the airport tomorrow at 9.00 pm?
c) Will we be having dinner at 7.00 pm?

[Back to Exercise](#)

Activity 6

- 6.1 run, scream, faint and hide
6.2 present tense

[Back to Exercise](#)

**Activity 7**

1. went
2. asked
3. decided
4. got
5. shouted
6. fell
7. had happened
8. was taken

[Back to Exercise](#)**Activity 8**

1. Sue can play the piano very well now.
2. I posted your letters in the town centre early this morning.
3. It snowed heavily in the north of Scotland yesterday evening.
4. The children have been playing football in the park this afternoon.
5. They studied the map carefully later on in the day.
6. He walked angrily out of the room at the end of the meeting.

[Back to Exercise](#)**Activity 9**

1. in the east of the country
2. on Monday
3. over the weekend
4. after his daughter left the school

[Back to Exercise](#)**Activity 10**

3. frequently
4. sometimes
5. seldom
6. hardly ever
7. never

[Back to Exercise](#)**Activity 11**

1. I've never seen the programme on TV.
2. They rarely go to the cinema nowadays.
3. She always hears strange noises in the kitchen.
4. People hardly ever talk about fairies and monsters nowadays.
5. I have never seen a witch before.
6. Grandpa seldom tells stories about the ghost these days.

[Back to Exercise](#)



Activity 12

Answers are provided below the exercise.

[Back to Exercise](#)

Activity 13

1. witches' hour
2. hair stand on end
3. skeleton in the closet
4. old wives' tale
5. as the crow flies
6. made my flesh creep
7. took the shadow for the substance
8. gave me the creeps
9. screamed blue murder
10. shown the cloven hoof
11. held my breath
12. felt in my bones
13. between the devil and the deep blue sea
14. last ditch
15. white as a sheet
16. one foot in the grave
17. blood bath
18. keep body and soul together
19. blood ran cold
20. a ghost of a chance
21. draw blood
22. someone had just walked over my grave
23. blood boiled
24. deny the devil his due
25. devil has the best tunes

[Back to Exercise](#)

Listening Comprehension and Responding

Activity 14

1. True
2. False
3. True
4. False
5. False
6. False
7. False
8. True
9. False



Unit 6 - Transcript

Jonathan hits the big time

Jonathan Butler lives in London. He is known by jazz lovers all over the world. Musicians like Whitney Houston, George Benson, Al Jarreau and Billy Ocean sing the songs Jonathan writes.

But how many of you know that some years ago Jonathan was a popular teenage star in South Africa? Your older brothers and sisters probably remember him. The young Jonathan Butler was very popular in the 1970s.

Jonathan grew up with his parents and 17 brothers and sisters in a tiny shack in Athlone, Cape Town. They were very poor. During the day, his brothers and sisters taught him to read and write. And at night he performed on stage.

Jonathan first started singing on stage when he was six years old. He sang in a travelling variety show. 'The reason I had to go and sing at such a young age was that we needed the money. My mother needed the money to raise the kids. That was one reason why I wanted to sing; so that I could help out,' Jonathan said.

'But my mother wanted me to be a lawyer or a teacher,' Jonathan added. 'She didn't understand my love for music. By the time I was seven I was earning about R50 a week and had discovered the joys of the stage. It was a happiness I couldn't find anywhere else. I felt alive and important for the first time in my life.'

At the age of 14 Jonathan released his first record, a song called 'Please Stay'. It became a nationwide hit. By the end of 1975, teenage girls all over South Africa loved him. From Cape Town to Port Elizabeth to Johannesburg, his concerts were sold out. During one of his concerts in Cape Town, he had to climb on top of a bus to get away from all the teenage fans who wanted to touch their hero.

In 1985, the 24-year-old Jonathan Butler left South Africa. He went to London with the dream of becoming a well-known musician. In 1986, he released his first jazz guitar album called "Introducing Jonathan Butler". And this album helped make his dream come true.

For many of his fans in South Africa, it was a sad day when Jonathan left the country. He came back to visit his family in Cape Town. But he won't perform in South Africa. He says he will only sing here again when apartheid is dead and gone.

Source: Upbeat, No. 5, 1989

[Back to Exercise](#)



Resources

The following resources have been used in this unit:

1. An essay *One unforgettable Halloween* by Alicia Armstrong: Dr Lemmer High School, 2006
2. An article *Jonathan Hits the Big Time*, Upbeat Magazine, No. 5, 1989
3. NAMCOL English as a Second Language Grade 10 study guides.

Additional Resources

NAMCOL English as a Second Language Grade 10 study guides (Modules 1-3).



Unit 7

Supernatural

Introduction

Welcome to Unit 7 of this course. In this unit, there will be a variety of reading texts, language focus, a listening comprehension activity, and a continuous writing exercise. In the grammar section, we will focus on the Perfect Present/Past/Future Tense, negative statements and question forming. In the continuous writing section, we will discuss a narrative essay and you will be asked to write one.

Before we start with the unit, let us look at the unit outcomes.



Outcomes

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

- *read* different types of selected texts;
- *respond* to questions effectively in writing;
- *use* Perfect Tenses correctly (present/past/future);
- *form* questions and negatives correctly using the perfect tenses;
- *answer* questions on a story you have listened to on an audio clip;
- *write* a narrative essay on different topics;
- *discuss* your ideas on supernatural concepts.

I hope you have understood the unit outcomes. Now, let us look at the suggested timeframe below.



How long?

Spend approximately 5 hours on this unit.

Don't worry if you spend less time on this unit because the number of hours per unit is flexible. You might spend less time on shorter units and more time on the longer units. This timeframe is a guide for you to use. Beware of spending too much time to complete the unit because it may make it difficult for you to complete the course on time.

Now let us look at the terminology that will be used in this unit.



Terminology

fairy tale: A traditional story that someone has invented in order to make people believe something that is not true.

fierce: violent and aggressive

nocturnal: done or active at night

raided: stole

mend: to repair

encounters: unexpectedly meet or be faced with

anxious: feeling worried or nervous

invasion: the arrival of a large number of unwelcome people or things

Do you believe in ghosts? Have you ever had an experience with the supernatural? Let us start with our first activity on the poem about the ghost.



Reading and Responding



Read the poem 'Ghost' and answer the questions that follow.

Reading Activity

GHOST

Your gloomy eyes — they stare at me



From out of darkness —
Can't you see my fear for you —
Hear how I pray,
Hoping that you will go away?

Why must you scare me the way you do
Giving me nightmares — all about you
And I, too afraid to look at you
Into fierce eyes and long teeth too.

Your pleasure surely can't compare
to my fear, the raising of my hair
Each time I sense your presence here
And know that evil is so near.

I hide behind my mommy's back
Scared of you, evil and black
But when I look around I see
that you are standing behind me.

Go away, you terrible ghost
And never do come back!

The audio clip below should help you to have a better understanding to answer each of the questions below on a separate sheet of paper.

Double-click the icon to listen.



Ghost Poem



Activity

Activity 1

After reading the poem, answer the following questions. Write your answers on a sheet of paper.

1.1 What atmosphere is created in the poem?

An atmosphere of _____

1.2. Write down a word from each verse which helps to create this atmosphere.

1.3. Who is the poet?

1.4. How does the poet try to avoid the ghost / cope with his fear of the ghost? Give 2 examples.

1.5. The last two lines of the poem differ from the rest of it. What impression does this give you of the poet's reaction to the ghost? Is it different? If yes, how is it different?

1.6. What is the mood of the poem? Choose one: happy, scary, sad, depressing.

*Did you enjoy the activities? Isn't it interesting how certain words can create a spooky or ghostly atmosphere? Words can be so powerful. Compare your answers with **those** ones at the end of the units. Let's move on to the next activity.*



Reading Activity

Have you heard of fairies before? A fairy is a small imaginary creature with magical powers. Read the story below to learn more about fairies and do the activities that follow.

IN SEARCH OF THE LITTLE PEOPLE

A cute little female about six inches high, with wings and a pretty dress is the usual description people give if you ask them what a fairy looks like. This image of the fairy as a tiny, lovable, angel-like creature dressed in white, goes back to about the seventeenth century. But before that time, fairies were very different. They were cruel and dangerous creatures, which lived in the remote hills and forests of Britain.

Farmers and hunters considered them to be as real and dangerous as the wolves and bears that lived in the wilder parts of the countryside. They were feared so much that people rarely spoke out loud of 'fairies', preferring to use more respectful names such as 'the little people' or 'the hidden people'.

DESCRIPTIONS OF FAIRIES

There were many different names for the hidden people: fairies, elves, pixies, leprechauns, brownies, and goblins, to name but a few. There were also a number of explanations of their origin. Some said they were spirits of wood and water. In Cornwall, they were thought to be the restless ghosts of unbaptised babies. Still others believed them to be a separate creation, as real as humans and animals.

They had the appearance of dark-skinned and dark-haired humans, although of course they were much smaller than ordinary people. Most accounts describe them as being the size of children, about four feet or so. Their clothing seems almost always to have been green or brown, although they occasionally went naked. Many early stories indicate that they were nocturnal. They had their homes in lonely and out of the way places.

BEHAVIOUR TOWARDS HUMANS

Generally, the fairies hated humans and could be very cruel to them. A good example of this cruelty is the legend of the 'changeling'. The fairies would steal human babies, especially those with fair hair and blue eyes, and replace them with one of

their own or just a piece of wood.

Babies were not the only thing that the fairies would steal. Tools, plates, saucepans, practically anything small that they could easily carry. Food was also taken, as well as clothing. Fruit trees were raided in the night and cows milked dry.

Sometimes, relations with humans were more friendly, especially in Scotland and in Wales, where they would do household jobs and mend things around the farm in exchange for old clothes and food.

Source: Unknown



Activity

Activity 2

Find these words in the passage and choose the best meaning. Write only the number and next to it the answer you have chosen. Write your answers on a sheet of paper. Number 2.1 has been done for you.

- 2.1. *cute*: a) naughty
b) attractive
c) interesting

2.1. b) attractive

- 2.2. *remote*: A remote place is a) a busy place.
b) a dangerous place.
c) an isolated place.

-
- 2.3. *accounts*: a) financial record
b) stories
c) books

-
- 2.4. *nocturnal*: The fairies a) lived in small groups.
b) came out at night.
c) worked hard.

-
- 2.5. *lonely*: a) isolated
b) cold
c) high
-



- 2.6. legend: a) an old book
b) time
c) a traditional story

It is important to understand a text you have read. Knowing the meanings of difficult words helps a lot. Check the [answers](#) at the end of the unit before you do Activity 3.



Activity

Activity 3

Now let's test your understanding of the text. Read the text again and use the information to complete the table/chart below. The dotted line (-----) shows that there is no information given in the text. You are thus not expected to write anything there.

Complete the chart below.

	Modern fairies	Traditional fairies
clothes		
general appearance	cute	
size		
sex		male or female
character		
home	-----	

Did you enjoy reading about fairies? Check the [answers](#) to the activity at the end of the unit.

I hope you found Activity 1- 3 quite easy. Now, let us move on and discuss the Perfect tenses.

Grammar and Usage:



Note It!

The Perfect Tenses

This section focuses on Present, Past and Future Perfect Tenses. Let us start discussing the Present Perfect Tense.

The Present Perfect Tense

Study the notes below on Present Perfect Tense. After studying the notes, do the activities that follow to see if you have grasped the concept. Write your answers on a sheet of paper.

The Present Perfect Tense always connects the past to the present. It refers to an action which began in the past and may either have been completed or not. The words **have** and **has** show that this tense has a link with the present.

- Something that is still happening in the present but started in the past: *Fairies have been known for two centuries now.*
- Something that happens in a certain period of time that continues up to the present (i.e. not completed): *The ghost has scared the boy for two years.* (means that the ghost has been scaring the boy for two years now and is still scaring him.)
- Something that happened in the past and has effect on the present: *The ghost has scared him last night and he is still shaking.*

For more information about Present Perfect Tense study the notes below.

Present Perfect Tense

I have sung

The Present Perfect Tense is a rather important tense in English, but it gives speakers of some languages a difficult time. That is because it uses concepts or ideas that do not exist in those languages. In fact, the **structure** of the Present Perfect Tense is very simple. The problems come with the



How do we make the Present Perfect Tense?

use of the tense. In addition, there are some differences in usage between British and American English.

The Present Perfect Tense is really a very interesting tense, and a very useful one. Try not to translate the Present Perfect Tense into your language. Just try to accept the concepts of this tense and learn to "think" present perfect! You will soon learn to like the Present Perfect Tense

How do we make the Present Perfect Tense?

The structure of the Present Perfect Tense is:

subject + auxiliary verb + main verb

have past participle

Here are some examples of the Present Perfect Tense:

	subject	auxiliary verb		main verb	
+	I	have		seen	ET.
+	You	have		eaten	mine.
-	She	has	not	been	to Rome.
-	We	have	not	played	football.
?	Have	you		finished?	
?	Have	they		done	it?

Contractions with the Present Perfect Tense

When we use the Present Perfect Tense in speaking, we usually contract the subject and auxiliary verb. We also

sometimes do this when we write.

He's or he's??? Be careful! The 's contraction is used for the auxiliary verbs *have* and *be*. For example, "It's eaten" can mean:

- It **has** eaten. [present perfect tense, active voice]
- It **is** eaten. [present tense, passive voice]

It is usually clear from the context.

I have	I've
You have	You've
He has She has It has John has The car has	He's She's It's John's The car's
We have	We've
They have	They've

Here are some examples:

- I've finished my work.
- John's seen ET.
- They've gone home.

How do we use the Present Perfect Tense?

In the Present Perfect Tense, there is always a connection with the past and with the **present**. There are basically three uses for the present perfect tense:



1. experience
2. change
3. continuing situation

1. Present Perfect Tense for experience

We often use the Present Perfect Tense to talk about **experience** from the past. We are not interested in **when** you did something. We only want to know **if** you did it:

I have seen ET. He has lived in Bangkok. Have you been there? We have never eaten caviar.		
past	present	future
—	!!!	
The action or state was in the past.	In my head, I have a memory now.	

Connection with past: the event was in the past.

Connection with present: in my head, **now**, I have a memory of the event; I **know** something about the event; I have **experience** of it.

2. Present Perfect Tense for change

We also use the Present Perfect Tense to talk about a **change** or **new** information:

I have bought a car.		
past	present	future
-	+	



Last week, I didn't have a car.	Now I have a car.	
---------------------------------	-------------------	--

John has broken his leg.		
past	present	future
+	-	
Yesterday, John had a good leg.	Now he has a bad leg.	

Has the price gone up?		
past	present	future
+	-	
Was the price N\$1.50 yesterday?	Is the price N\$1.70 today?	

The police have arrested the killer.		
past	present	future
-	+	
Yesterday, the killer was free.	Now he is in prison.	



Connection with past: the past is the opposite of the present.

Connection with present: the present is the opposite of the past.

Americans do not use the Present Perfect Tense so much as British speakers. Americans often use the past tense instead. An American might say "Did you have lunch?", where a British person would say "Have you had lunch?"

3. Present Perfect Tense for continuing situation

We often use the Present Perfect Tense to talk about a **continuing situation**. This is a state that started in the **past** and continues in the **present** (and will probably continue into the future). This is a **state** (not an action). We usually use **for** or **since** with this structure.

I have worked here since June. He has been ill for 2 days. How long have you known Tara?		
past	present	future
The situation started in the past.	It continues up to now.	(It will probably continue into the future.)

Connection with past: the situation started in the past.

Connection with present: the situation continues in the present.

For & Since with Present Perfect Tense

We often use **for** and **since** with the Present Perfect Tense.



- We use **for** to talk about a **period** of time - 5 minutes, 2 weeks, 6 years.
- We use **since** to talk about a **point** in past time - 9 o'clock, 1st January, Monday.

for	since
a period of time	a point in past time
—————	x—————
20 minutes	6.15pm
three days	Monday
6 months	January
4 years	1994
2 centuries	1800
a long time	I left school
ever	the beginning of time
etc.	etc.

Here are some examples:

- I have been here **for** 20 minutes.
- I have been here **since** 9 o'clock.
- John hasn't called **for** 6 months.
- John hasn't called **since** February.
- He has worked in New York **for** a long time.
- He has worked in New York **since** he left school.



For can be used with all tenses. **Since** is usually used with perfect tenses only.

Source: http://www.englishclub.com/grammar/verb-tenses_present-perfect.htm

Now check if you can do the activity.



Activity

Activity 4.1

Give the correct form (Present Perfect Tense) of each word (verb) in brackets:

Example:

He since (recover) from the shock of seeing a ghost.

Answer: He *has since recovered* from the shock of seeing a ghost.

1. A cute female (grow) wings on its back.

2. Neither of us (believe) in fairies.

3. The majority of humans (fear) ghosts for decades now.

4. Most of the fairies (raid) our neighbour's fruit trees.

5. His bravery (earn) him respect today.

*I hope you understand how the Present Perfect Tense is formed and used. Check the **answers** at the end of the unit, before you start studying negative and question forms.*



Note It!

Negative and Question Forms

Study the following notes on Present Perfect Negative and Question forms.

Negative Statements

We form negative statements by putting *not* after the auxiliary verb 'has or have'.

For example:

I have done household jobs. -

I have not done household jobs.

The fairy has stolen the baby. -

The fairy has not stolen the baby.

Question Form

We form questions by changing the position of the subject (e.g. Peter, we, he) and the auxiliary verb (has and have).

For example:

You have seen scary creatures. -

Have you seen scary creatures?

He has exchanged old clothes for food. -

Has he exchanged old clothes for food?

It is really important to be able to identify and distinguish the differences between the negative statement and the question form in the present perfect tense.



Try the following activity again.



Activity

Activity 4.2

Change the following statements into:

- a) negative statements
- b) the question form

Write your answers on a sheet of paper.

- (i) Everybody has believed his ghost story.

- (ii) He has now completely moved to a remote area.

- (iii) They have got homes in lonely and out of the way places.

- (iv) Fairies have stolen babies with fair hair and blue eyes.



- (v) My brother has mended things around the farm since 10 o'clock.

- (vi) Farmers have considered ghosts to be fierce for many years.

Check the [answers](#) at the end of the unit. Before starting with the Past Perfect Tense, you need to be able to use the Present Perfect Tense correctly. Now let's discuss the Past Perfect Tense.



Note It!

Past Perfect Tense

Study the following notes on Past Perfect Tense. After studying the notes, do the activities that follow to determine if you have grasped the concept.

Look at these two sentences.

A: He left when I arrived.

B: He had left when I arrived.

Which sentence means:

He left before I arrived?

He left at the same time that I arrived.

The Past Simple Tense is used to talk about past actions.

The Past Perfect Tense is used to talk about actions before a certain time in the past.

The Past Perfect Tense is formed with **had + past participle**.



Let's take a closer look at the past participle.

be	was/ were	been
go	went	gone
become	became	become
forget	forgot	forgotten

Infinitive:	basic word
Middle column:	past form of the verb
Last column:	past participle

Compare:

Present Perfect

I haven't eaten all day, so I'm very hungry now.

Past Perfect

I hadn't eaten all day yesterday, so I was very hungry when I got home.

Past Perfect

1. We got to the station at 19h00, but the train had left at 18h30.
2. When Nora arrived, we had had dinner. (We had dinner, then Nora arrived)

Past Simple

1. We got to the station at 19h00 and the train left at 19h20.
2. When Nora arrived, we had dinner. (Nora arrived, then we had dinner)

For more information about Past Perfect Tense study the notes below to learn more.

Past Perfect Tense

I had sung

The **Past Perfect Tense** is quite an easy tense to understand and to use. This tense talks about the "past in the past".

How do we make the Past Perfect Tense?

The structure of the Past Perfect Tense is:

subject	+	auxiliary verb HAVE	+	main verb
---------	---	---------------------	---	-----------



	conjugated in simple past tense	past participle
	had	V3

When speaking with the Past Perfect Tense, we often contract the subject and auxiliary verb:

I had	I'd
you had	you'd
he had she had it had	he'd she'd it'd
we had	we'd
they had	they'd

The 'd contraction is also used for the auxiliary verb **would**. For example, **we'd** can mean:

- We **had**
or
- We **would**

But usually the main verb is in a different form, for example:

- We had **arrived** (past participle)
- We would **arrive** (base)

It is always clear from the context.



How do we use the Past Perfect Tense?

The Past Perfect Tense expresses action in the **past** before another action in the **past**. This is the **past in the past**. For example:

- The train left at 9am. We arrived at 9.15am. When we arrived, the train **had left**.

The train had left when we arrived .		
past	present	future
Train leaves in past at 9am.		
9 9.15 — —		
We arrive in past at 9.15am.		

Look at some more examples:

- I wasn't hungry. I **had** just **eaten**.
- They were hungry. They **had** not **eaten** for five hours.
- I didn't know who he was. I **had** never **seen** him before.
- "Mary wasn't at home when I arrived."
"Really? Where **had** she **gone**?"

You can sometimes think of the Past Perfect Tense like the Present Perfect Tense, but instead of the time being **now**, the time is **past**.

**Past Perfect Tense**

had |
done |
> |

Present Perfect Tense

have |
done |
> |

past now future

past now future

For example, imagine that you arrive at the station at 9.15am. The stationmaster says to you:

- "You **are** too late. The train **has left**."

Later, you tell your friends:

- "We **were** too late. The train **had left**."

We often use the Past Perfect Tense in reported speech (we will discuss the reported speech in Unit 8) after verbs like **said, told, asked, thought, wondered**:

Look at these examples:

- He told us that the train **had left**.
- I thought I **had met** her before, but I was wrong.
- He explained that he **had closed** the window because of the rain.
- I wondered if I **had been** there before.
- I asked them why they **had not finished**.

Source: http://www.englishclub.com/grammar/verb-tenses_past-perfect.htm

Let's do the following activity to see if you understand the Past Perfect Tense.



Activity

Activity 5

5.1 Gabriel arrived late at different places yesterday. What had happened when he arrived at each place?

Example: When he arrived at the station, the train had already left.

1. the theatre the play / already / start

2. the post office it / already / close

3. his friend's house his friend / go out

4. the football stadium the game / nearly / finish

5. the furniture shop they / sell / the table he wanted

6. the cinema the last show / already / begin

*How did you find the activities? Remember to compare your answers with **those** ones at the end of the unit. Next, we'll discuss negative and question forms.*



Note It!

Past Perfect Negative and Question Form

Study the following notes on Past Perfect negative and question forms. After studying the notes, do the activity that follows to see if you have grasped the concept.

Negative statements

We form negative statements by putting had + not + past participle.

For example:

We had eaten all day yesterday.

Negative statement: We had not eaten all day yesterday.

The train had left at 18h30.

Negative statement: The train had not left at 18h30.

Question forms

We form questions by changing the position of the subject (e.g. he, they, we, ...) and the auxiliary verb 'had'

For example:

He had heard that joke before.

Question form: Had he heard that joke before?



They had left at the same time that the monster arrived.

Question form: Had they left at the same time that the monster arrived?

Try to do the following activity to determine if you can identify the difference between the Present Perfect Tense and the Past Perfect Tense for negative statements and question forms.



Activity

Activity 5.2

Change the following statements into:

a) negative statements

b) question form

Write your answers on a sheet of paper.

i) Paulus had repaired his radio last night.

ii) I had gone to the store.

iii) My mother had always felt lonely in December.

iv) Somebody had eaten my chocolate.



- v) She had fainted in class when we listened to the ghost story.

- vi) Tom had admired his brother's legendary car.

Were you able to make a distinction between Present Perfect Tense and the Past Perfect Tense? Check the [answers](#) at the end of the unit before you continue.



Note It!

Future Perfect Tense

Study the following notes on Future Perfect Tense. After studying the notes, do the activity that follows to see if you have grasped the concept.

Future Perfect Tense

I will have sung

The **Future Perfect Tense** is also quite an easy tense to understand and use. The Future Perfect Tense talks about the **past in the future**.

How do we make the Future Perfect Tense?

The structure of the Future Perfect Tense is:

subject	+	auxiliary verb WILL	+	auxiliary verb HAVE	+	main verb
		invariable		invariable		past participle
		will		have		V3

Look at these example sentences in the Future Perfect Tense:

	subject	auxiliary verb		auxiliary verb	main verb	
--	---------	-------------------	--	-------------------	--------------	--



How do we use the Present Perfect Tense?

+	I	will		have	finished	by 10am.
+	You	will		have	forgotten	me by then.
-	She	will	not	have	gone	to school.
-	We	will	not	have	left.	
?	Will	you		have	arrived?	
?	Will	they		have	received	it?

In speaking with the Future Perfect Tense, we often contract the **subject** and **will**. Sometimes, we contract the **subject, will** and **have** all together:

I will have	I'll have	I'll've
you will have	you'll have	you'll've
he will have she will have it will have	he'll have she'll have it'll have	he'll've she'll've it'll've
we will have	we'll have	we'll've
they will have	they'll have	they'll've

We sometimes use **shall** instead of **will**, especially for I and we.

How do we use the Future Perfect Tense?

The Future Perfect Tense expresses action in the future **before** another action in the future. This is the **past in the future**. For example:



- The train will leave the station at 9am. You will arrive at the station at 9.15am. When you arrive, the train **will have left**.

The train will have left when you arrive .		
past	present	future
		Train leaves in future at 9am.
		9 9.15 — —
		You arrive in future at 9.15am.

Look at some more examples:

- You can call me at work at 8am. I **will have arrived** at the office by 8.
- They will be tired when they arrive. They **will not have slept** for a long time.
- "Mary won't be at home when you arrive."
"Really? Where **will she have gone**?"

You can sometimes think of the Future Perfect Tense like the Present Perfect Tense (see previous notes), but instead of your viewpoint being in the present, it is in the future:

Present Perfect Tense

have |
done |

Future Perfect Tense

will |
have |
done |



> |

> |

past now future

past now future

Source: http://www.englishclub.com/grammar/verb-tenses_future-perfect.htm

Now that does not sound too difficult. See if you can do the following activity.



Activity

Activity 6

6.1 Change the following sentences to the Future Perfect Tense.

a) Man has found a cure for cancer.

b) When she got to school, the bell had rung already.

c) The boy to whom I had lent my book has lost it.

d) She has dreamt of dwarfs and elves for two days.

e) By the end of May, all Grade 10 learners have studied for the exams.

f) You had turned eighteen by the 11 February.



Remember, how we form the negative and question forms for both Present and Past Perfect Tense. Now, let's move to the Future Perfect Tense for negative statements and question forming. Check the [answers](#) at the end of the unit before you continue.



Note It!

Future Perfect Negative and Question Form

Study the following notes on Future Perfect negative and question forms. After that, do the activities that follow,

Negative Statements

We form negative statements by putting will + not + future participle.

For example:

- a) Within the next month, monsters will have found a cure for death.

Answer: Monsters will not have found a cure for death within the next month.

- b) You will have turned eighteen by the 25 June.

Answer: You will not have turned eighteen by the 25 June.



Question form

We form question by placing the subject (e.g. they, we, she) within the auxiliary verb “will have”.

For example:

- a) Will monsters have found a cure for death?
- b) Will you have turned eighteen by the 25 June?

Now do the following activity.



Activity

Activity 6.2

Change the following statements into:

a) negative statement

b) question form

Write your answers on a sheet of paper.

- (i) They will have played the final game by next week.
 - a) _____
 - b) _____
- (ii) I shall have completed my studies by the end of this year.
 - a) _____
 - b) _____
- (iii) His sister will have nightmares this week.
 - a) _____



- b) _____
- (iv) Ghosts will have scared children in the evenings.
- a) _____
- b) _____
- (v) Mr. Shikongo will have stocked his farm with game by the end of today.
- a) _____
- b) _____
- (vi) We shall have heard the results of the examination by noon.
- a) _____
- b) _____

Check the answers at the end of the unit before you go on to do the listening. It is very important that you understand the perfect tenses. You will need to make use of the perfect tenses when writing and communicating correctly in English. Now, let's move to the listening comprehension exercise.



Listening and Responding:



Audio

Double-click
the icon to
listen.



Dead People

Activity 7

Listen to the story entitled 'Why Dead People are buried' and answer the following questions. When the story is finished, rewind the audio clip to listen to it once more. You should only listen to the story twice. Answer the questions on a separate sheet of paper.

1. Where did men, women and animals live in the beginning?

2. Why did the Creator send the dog into the world?

3. What was the message that was given to the dog?

4. Why did the dog fall asleep?

5. Who was the second messenger?

6. What made the second messenger forget the message?

7. Why did the people not accept the dog's message?

8. According to the story, whose fault is it that today dead people are buried underneath the ground?

How did you find the story? Do you think we should blame the dog that people are dying and buried today? Remember fairy tales are fiction, not factual. Check the [answers](#) at the end of the unit before you continue.



Discussion

Conversation

Talk to some friends about the following:

- If you had three wishes, what would you wish for and why?
- Would the wishes be for yourself, family or your country?
- Do you believe in the supernatural? Share and discuss your experiences or relate the encounters someone else had in this regard.

Remember, there is no right or wrong answers for this exercise. You are only sharing your views and ideas on the topic. You should however give clear explanations of your ideas. Thus, there is no feedback for this activity.

Remember that we discussed how to write an article in the previous unit. Below we will discuss on how to write a narrative essay.



Continuous Writing:



Note It!

Writing a Narrative Essay

At the end of this unit, you will have to write a narrative essay. It is important to remember the layout of an essay in order to write successfully. Study the following notes on writing a narrative essay. After studying the notes, try and do the activity below to see if you are able to write a narrative essay.

Here are some hints for you to refresh your memory.

You should have:

1. An introduction: This can be a short paragraph of one or two sentences only. You establish a relationship with your readers/audience by making your introduction as interesting as possible. Your introduction determines whether the reader will be anxious to continue reading or not. Then skip a line.

2. The body: The body consists of paragraphs (about three). Each paragraph has a main idea, that means, you are writing about a specific idea or stage in the story. The paragraphs must be linked and form a story when put together. It is important that events follow chronologically so that the story is easy to understand and/or follow. Skip a line before a new paragraph.

Paragraph one
Paragraph two some words missing here
Paragraph three

3. Conclusion: Can also be a short paragraph of two or three sentences. The conclusion should summarise what you were saying in your body; motivate your ideas and/or opinions or offer a solution, depending on the topic that you have written about. You can also introduce the element of surprise in your conclusion. This means you end your story in a way different to what the reader expects.

Remember, it is better to use simple language that can easily be understood than to use words you do not know the meanings of and might use wrongly. Also, make sure you understand the topic you have chosen and know what is expected of you. A single word can cause you to miss the point if you are not sure what it means. Also, plan your essay



before you write the final copy.

So, here is an example of a narrative essay/composition.

Topic: THE WORST NIGHT I HAVE EVER HAD

Introduction: I have always been a brave person and enjoyed challenges. However, this time it was different.

Paragraph 1: We were a group of four coming from the cinema. None of our parents came to pick us up, so we decided to walk home. -----

Paragraph 2: Janet was the first one to get home. Suddenly, Jerome had this brilliant idea that we should go to the club and spend a few hours there. That is where the trouble started.-----

Paragraph 3: People were screaming and running in all directions. It was clear that they were trying to -----

Conclusion: At last we were safe and I decided to go straight home. The others were still trying to convince me that the worst was over but I left. I will never -----

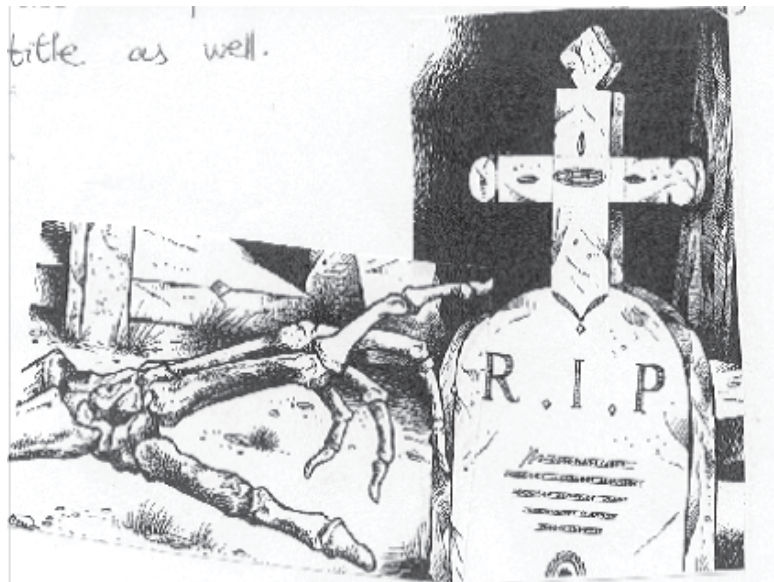


Activity

Activity 8

Here is your activity. Write a narrative essay (150 - 200 words) about ONE of the following topics on a separate sheet of paper. Do not exceed (write more than) the word limit and remember to count your words and indicate the number at the end of your essay. Always plan your essay first so you know what you want to write. Here are SIX topics for you to choose from.

1. Use this picture to write a scary story. Supply a suitable title as well.



2. Tonight was not the first time that I felt someone was watching me. I had this feeling that it was going to be a long night. Then it happened. -----.

Continue the story in the way you think best.

3. At the end of the hallway, there was a bright light. Then a deep male voice said: 'I have come for you.' Write the story.

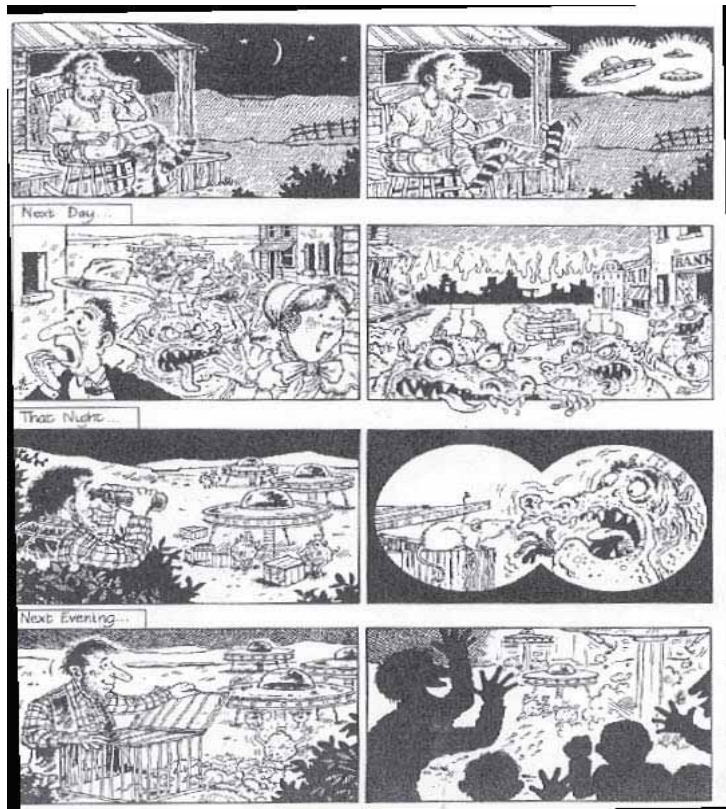
4. When I opened my eyes, there were about five small creatures standing around me.

They looked strange and had funny eyes. 'Where am I? Who are you people?' Then the eldest one spoke -----

5. Write a story that ends with these words. "If that wasn't magic, I don't know what it was." Supply your own title.

6. Use these pictures to write a story about an invasion by a strange group of people.

Study the pictures carefully. Supply a title.



Look at the example of a narrative essay below before you start writing your own.



It felt like someone was watching me

Tonight was not the first time that I felt someone was watching me. I had this feeling that it was going to be a long night. Then it happened.

It was a dark Wednesday night, just after dinner when my brother and I decided to watch a movie. It was yet another exciting, yet scary night because every time we decide to watch a movie it feels like someone is watching me.

Just as the movie started playing, I could not keep my eyes from the window. It always felt as if someone books a seat at the window when I'm in the TV room and that night I just had about enough.

I decided to overcome my fears by going to see what's bothering me. It was very hard for me not to wet my pants as I approached the window. I pulled the curtains away and saw a doll by the window. That's when I realised that I placed my doll there a few months ago and it was her shadow that I saw all the time.

At last I overcame my fears although I did wet my pants after all. My brother made sure I would never forget that day.

(193 words)

Check the [answer](#) section for some hints on this task. This is the end of this unit. Before you continue to the next unit, read the unit summary below and then do an assessment task that follows.

Unit Summary



Summary

In this unit, you have read a variety of texts on supernatural. The purpose was to encourage you to read extensively. The language focus was on the Perfect Tenses: present/past/future tense while the writing part dealt with a narrative essay.

In Unit 8, we will look at graphical material on advertisements, direct and reported speech and how to write a report.

Assessment



Assessment

Unit 7 - Assessment Task

Question 1

Read the text titled: '**Ghost of relatives can make you sick**', before answering the questions that follow. You will come across unfamiliar words in the text. Please make sure you find the meaning of the words in a dictionary.

Ghosts of relatives can make you sick



You can become seriously ill — or even die — because the ghosts of your dead ancestors are coming back to haunt you! Mysterious maladies that doctors can't explain are often caused by ghosts of the past or 'ancestor syndrome', says Professor Anne Ancelin Schutzenberger, author of a new book called the Ancestor Syndrome (Routledge) (available in South Africa on order). Trouble usually appears at the same age your relatives died or on the anniversary of their death or a traumatic event in their life, claims Dr Schutzenberger. Some of her documented cases include:

- A woman enjoyed perfect health until the age of 33, when she battled with pneumonia, bronchitis and depression. Doctors were unable to pinpoint the cause of her disease until learning that her brother overdosed at the age of 33, and nine relatives had died at the very same age!
- A four-year-old girl born on April 26 was brought to Dr Schutzenberger suffering from anxiety attacks. When asked to draw what made her so



scared, the youngster sketched a gas mask. It was later learned that an ancestor had died in a World War I poison gas attack on April 26, 1915.

When diagnosing a patient, Dr Schutzenberger constructs a genosociogram — a special kind of expanded family tree going back 200 years showing important events in the clan’s history, including births, deaths, accidents, suicides, abortions, adoptions, house moves and retirements. Once she detects the triggering events, the problem usually goes away. Dr Schutzenberger says that many famous people, including Vincent van Gogh and President John F Kennedy were victims of ancestor syndrome. Kennedy’s great-grandfather, Patrick, died on November 22, 1858 - 105 years to the day that JFK was assassinated. Nagging relatives may bug you from beyond the grave.

(Source: Unknown)

1. What is the first step towards treating an illness caused by ghosts?

[2]

2. Who were the two people who fell ill because of their relative’s ghosts? (N.B.: No names were given.)

[2]

3. When does this ancestor syndrome usually occur? The first answer (a) has been done for you, name one more at (b).

a) When you reach the same age as the deceased relative.

b) _____

[2]

4. Write down the two factors which contributed to the 33-year-old woman’s condition.

[2]

[2]



5. What does Dr Schutzenberger use when trying to find out more about the person she is treating?

_____ [2]

6. Do you believe relatives may bug you from beyond their graves? Give a reason for your answer.

_____ [3]

You have worked through Unit 7 and gathered more information. Use this information to complete the tasks and improve your skills. Read carefully through the instructions before answering the questions.

Question 2

Choose the correct word within brackets and write it next to the corresponding letter.

- (a) The brave girl (have/ has) survived the onslaught of her attacker.
- (b) The students (have/ has) to study hard for the coming exams.
- (c) Last night we (have/ had) a terrible storm.
- (d) My sister will (have/ has) to go on a trip next week.
- (e) We shall (have/ has) to visit him in hospital. [5]

Question 3

Rewrite the following sentences and change them into **questions**.

- (a) He had done that before.
- (b) We have eaten already.



(c) She has never lied to me. [3]

Question 4

Change the following sentences into the **negative form**.

- (a) The man has a lovely voice.
(b) Many animals have died.
(c) We had been there last year. [3]

Question 5

Imagine that you have witnessed a fight. Write an essay of about 200-250 words in which you tell what you have experienced watching the fight.

Your essay should include:

- where the fight took place;
- who was fighting;
- the outcome of the fight; and
- whether you enjoyed the fight;

Use the information given on how to write a narrative essay under *Continuous Writing* section of this unit. Plan your essay before you attempt your writing. Planning helps to keep you on the right track.

[20]

[Total 46]

Do remember to submit your assessment task to your tutor for marking.

Congratulations! You are really making good progress. Good luck with the next unit.



Answers to Activities: Unit 7 Supernatural



Feedback

Reading and Responding

Activity 1

- 1.1 fear
- 1.2. (i) gloomy/darkness
(ii) nightmares/ fierce
(iii) evil
(iv) hide / scared
- 1.3. a (little) child
- 1.4. does not look at the ghost / tries to avoid the ghost
hides behind mother
- 1.5. Creates the impression that the poet is no longer afraid of the ghost / poet is braver towards the end.
- 1.6. scary

[Back to exercise](#)

Activity 2

- 2.1. attractive
- 2.2. an isolated place
- 2.3. stories
- 2.4. came out at night
- 2.5. isolated
- 2.6. a traditional story

[Back to Exercise](#)

Activity 3

	Modern fairies	Traditional fairies
Clothes	pretty white dress	dressed in green or brown, occasionally naked
General appearance	cute, wings, angel-like	dark-skinned, dark-haired
Size	six inches high	about four feet tall
Sex	female	male or female
Character	lovable	cruel, dangerous
Home	-	remote hills and forests of Britain

[Back to Exercise](#)

Grammar and Usage

Activity 4.1

1. A cute female has grown wings on its back.
2. Neither of us has believed in fairies.
3. The majority of humans have feared ghosts for decades now.
4. Most of the fairies have raided our neighbour's fruit trees.
5. His bravery has earned his respect today.

[Back to Exercise](#)

Activity 4.2

- i) a Everybody has not believed his ghost story.
b Has everybody believed his ghost story?
- ii) a He has not completely moved to a remote area.
b Has he completely moved to a remote area?
- iii) a They have not got homes in lonely and out of the way places.
b Have they got homes in lonely and out of the way places?
- iv) a Fairies have not stolen babies with fair hair and blue eyes.
b Have fairies stolen babies with fair hair and blue eyes?
- v) a My brother has not mended things around the farm since 10 o'clock.
b Has my brother mended things around the farm since 10 o'clock?
- vi) a Farmers have not considered ghosts to be fierce for many years.
b Have farmers considered ghosts to be fierce for many years?

[Back to Exercise](#)

Activity 5.1

1. When he arrived at the theatre, the play had already started.
2. When he arrived at the post office, it had already closed.
3. When he arrived at his friend's house, his friend had already gone out.
4. When he arrived at the football stadium, the game had already finished.
5. When he arrived at the furniture shop, they had sold the table he wanted.
6. When he arrived at the cinema, the late show had already begun.

[Back to Exercise](#)

Activity 5.2

- i) a Paulus had not repaired his radio last night.
b Had Paulus repaired his radio last night?



- ii) a. I had not gone to the store.
b. Had I gone to the store?
- lii) a. My mother had not always felt lonely in December.
b. Had my mother always felt lonely in December?
- iv) a. Somebody had not stolen my chocolate.
b. Had somebody stolen my chocolate?
- v) a. She had not fainted in class when we listened to the ghost story.
b. Had she fainted in class when we listened to the ghost story?
- vi) a. Tom had not admired his brother's legendary car.
b. Had Tom admired his brother's legendary car?

[Back to Exercise](#)

Activity 6.1

- a) Man will have found a cure for cancer.
- b) When she got to school, the bell will have rung already.
- c) The boy to whom I had lent my book will have lost it.
- d) She will have dreamt of dwarfs and elves for two days.
- e) All Grade 10 learners will have studied for the exams by the end of May.
- f) You will have turned eighteen by the 11th of February.

[Back to Exercise](#)

Activity 6.2

- i) a. They will not have played the final game by next week.
b. Will they have played the final game by next week?
- ii) a. I shall not have completed my studies by the end of this year.
b. Shall I have completed my studies by the end of this year?
- iii) a. His sisters will not have nightmares this week.
b. Will his sisters have nightmares this week?
- iv) a. Ghosts will not have scared children in the evenings.
b. Will ghosts have scared children in the evenings?
- v) a. Mr. Shikongo will not have stocked his farm with game by the end of today.
b. Will Mr. Shikongo have stocked his farm with game by the end of today?
- vi) a. We shall not have heard the results of the examination by noon.
b. Shall we have heard the results of the examination by noon?

[Back to Exercise](#)

Listening and Responding**Activity 7**

1. They all lived together in the creation land.
2. He felt sorry whenever anyone died. OR To tell them how to avoid death.
3. Whenever anyone died, the body was to be placed in the compound, and wood ashes were to be thrown over it; that the dead body was to be left on the ground, and in twenty four hours it would become alive again.
4. The dog was tired.
5. The sheep.
6. The sheep started eating the sweet grasses by the wayside. After some time, he forgot what the message was.
7. Because they had already received the word from the Creator by the sheep, (that all dead bodies should be buried).
8. The sheep

Unit 7 - Transcript**Why Dead People are Buried?**

IN the beginning of the world when the Creator had made men and women and the animals, they all lived together in the creation land. The Creator was a big chief, past all men, and being very kindhearted, was very sorry whenever anyone died. One day, he sent for the dog, who was his head messenger, and told him to go out into the world and give his word to all people that for the future, whenever anyone died, the body was to be placed in the compound, and wood ashes were to be thrown over it; that the dead body was to be left on the ground, and in twenty-four hours it would become alive again.

When the dog had travelled for half a day, he began to get tired. As he was near an old woman's house, he looked in, and seeing a bone with some meat on it, he made a meal of it. He then went to sleep, entirely forgetting the message, which had been given him to deliver.

After a time, when the dog did not return, the Creator called for a sheep, and sent him out with the same message. But the sheep was a very foolish one, and being hungry, began eating the sweet grasses by the wayside. After a time, however, he remembered that he had a message to deliver, but forgot what it was exactly.



He went about among the people. He told them that the message the Creator had given him to tell the people, was that whenever anyone died they should be buried underneath the ground.

A little time afterwards, the dog remembered his message, so he ran into the town and told the people that they were to place wood ashes on the dead bodies and leave them in the compound, and that they would come to life again after twenty-four hours. But the people would not believe him, and said, "We have already received the word from the Creator by the sheep, that all dead bodies should be buried." As a result of this, the dead bodies are now always buried, and the dog is much disliked and not trusted as a messenger. If he had not found the bone in the old woman's house and forgotten his message, the dead people might still be alive.

Source: Sacred Texts CD-ROM: Folk Stories from Southern Nigeria, by Elphinstone Dayrell, 1910.

[Back to Exercise](#)

Continuous Writing

Activity 8

When you have prepared your essay, please remember that your essay should have an introduction, body and conclusion. Each paragraph must have a separate idea.

[Back to Exercise](#)



Resources

The following resources have been used in this unit:

1. Notes on *Future Perfect Tense* accessed from: http://www.englishclub.com/grammar/verb-tenses_future-perfect.htm
2. A story *Why Dead People are Buried* from: Sacred Texts CD-ROM: Folk Stories from Southern Nigeria, by Elphinstone Dayrell, 1910.
3. NAMCOL English as a Second Language Grade 10 study guides.

Additional Resources

NAMCOL English as a Second Language Grade 10 study guides (Modules 1-3).



Unit 8

Advertising

Introduction

Welcome to Unit 8 of this course. In this unit, there are four sections. There will be a variety of graphical material, language focus, a listening comprehension activity, and a continuous writing exercise. In the grammar section, we will focus on the direct and reported speech. In the continuous writing section, we will discuss a report and you will be asked to write one.

Before we start with the unit, let us look at the unit outcomes.

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



Outcomes

- *interpret* graphical material such as tables, pie charts correctly;
- *read* different types of selected texts;
- *use* direct and reported speech correctly;
- *identify* false and true information from the listening text;
- *design* an advertisement;
- *write* a report.

I am sure you have understood the unit outcomes and know what to expect to learn from this unit. Before you start with the activities, look at the suggested timeframe below.

Timeframe



How long?

Spend approximately 5 hours on this unit.

This timeframe is a guide for you to use. You may not need the time suggested. However, if necessary, use additional time. Beware of spending too much time to complete the unit because it may make it difficult for you to complete the course on time.

Now let us look at the list of some words (terminology) that will be used in this unit.



Terminology

consumed:	used up
despondency:	very sad and without much hope
credulity:	easily believing what people tell you
gallons:	a unit of volume for measuring liquids
per capita:	wealth that is owned or invested
cab:	a taxi
steward:	a person who looks after the passengers on a ship or aircraft
allegedly:	claiming that someone has done something illegal or wrong

Good! The next activities will be about transferring information from graphic material.



Reading and Responding



Activity

Activity 1

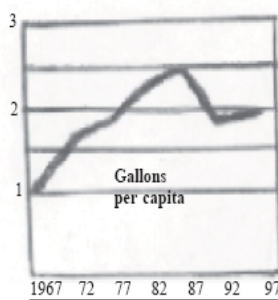
1.1 Study the graph and three pie charts below and answer the questions that follow. Write your answers on a separate sheet of paper.

Bottle of Red, Bottle of White ...

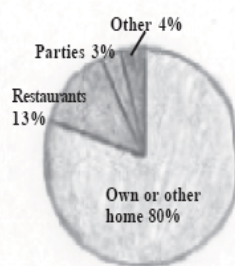
Bottle of Red, Bottle of White...

A nation of wine lovers we're not. Only 11 percent of us – mostly older and well-off people – uncork 88 percent of all wine consumed in the United States.

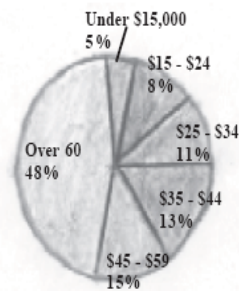
1. U. S. consumption



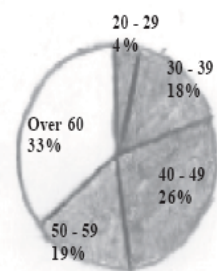
2. By place



3. By income



4. By age



PIE CHART ROUNDED. SOURCES: WINE INSTITUTE/GOMBERG FREDRIKSON & ASSOCIATES; NFO RESEARCH INC.'S SIP STUDY, 1997

Now, answer these questions. Choose the sentence which best summarises the information given and write down its letter.

- A:** Americans consumed more wine in the nineties than they did in the eighties.

B: In 1996 Americans consumed less than two gallons of wine per capita.

C: Consumption nearly reached 2.5 gallons in 1987.
- A:** Most of the wine consumed is enjoyed at home.

B: People are more likely to drink at restaurants.

C: About 30% of the wine is consumed outside home.



3. **A:** Among those earning \$15,000, 48% buy wine priced at \$60 and more.
B: Most money is being spent by 60% of the people.
C: 48% of the people spend money on wine.

4. **A:** More than half of the wine is being consumed by people aged between 20 and 49.
B: Many elderly people drink wine.
C: Most of the wine is being consumed by people 50 and older.

If you are done with the first activity, check the [answers](#) at the end of the unit and move on to our next activity.


















Activity

Activity 1.2

Read the following advert and answer the questions below.

**WHY USE THE SHUTTLE
WHEN YOU COULD
USE THE SHUT-EYE?**

 5.15a.m. DRRR. Alarm. And despondency.	 5.15a.m. ZZZZ Asleep on sleeper.
 5.45. Insert matchsticks in eyes and drive to Heathrow.	 5.45. Still asleep.
 6.45. Park car and join check- in queue for Glasgow.	 6.45. Nice stuff, sleep.
 7.00. All aboard the shuttle.	 7.00. Gentle tap on door. Steward with reviving tea and bikkies. Leisurely shave.
 7.30. Knees up to the chin.	 7.30. Step out of train.
 8.30. Glasgow airport. Queue for cab to town centre for . . .	 8.30. Finish off quiet break- fast at nearby hotel.
 9a.m. Meeting with client. (phew!)	 9a.m. Meeting with client. (easy!)

InterCity  Sleeper

Now test your understanding by answering these questions. Write your answers on a sheet of paper.

1. What exactly is the 'shuttle' in this ad?

2. What two things are compared in the text?

3. What is a 'sleeper'?



4. Find another expression for sleeper.

5. Is this text for businessmen or businesswomen? How do you know?

6. What is the destination of the person described in the advertisement? (not the name)

7. The ad suggests that the sleeper is more comfortable than the shuttle. Write five sentences, mentioning other things the ad suggests. Use *more* or *less* with these adjectives:

uncomfortable, stressful, relaxing, comfortable, tiring, convenient

Example:

The shuttle is *more uncomfortable* than the sleeper.

*Did you find it interesting to interpret graphical material? Check the **answers** at the end of the unit and move on to the next activity. We will talk about Direct and Reported Speech.*



Grammar and Usage:



Note It!

Direct and Reported Speech

Study the notes below on Direct and Reported Speech. After studying the notes, do the activities that follow to see if you have grasped the concept.

We use direct and reported speech in many ways, especially when we speak to other people about events which took place.

When we want to report what someone said, we can use direct speech or reported speech.

Here are some hints on how direct and reported speech is used.

A. Direct speech gives the actual words used by the speaker and inverted commas (“ ”) are used to indicate the direct speech of the speaker e.g. Annie said, “I am hungry”.

B. Reported speech gives the words of the speaker as quoted by someone who has heard or read what was said e.g. Annie said that she was hungry.

C. Reported statements are reported without the use of inverted commas.

When direct and reported speech are used, care should be taken regarding the use of tenses, because certain words usually change, particularly the past tense.

Here are some examples:

i) Tenses

- When the reporting verb (say, tell) is in the past tense (said, told), verbs in the present change into the past.

Direct words of speaker

“I am going home.”

“I don’t like tea.”

“Sally has finished.”

Reported speech

He said he was going home.

She said that she did not like tea.

He said that Sally had finished. (past perfect)

Direct words of speaker

"I am going home."

"I don't like tea."

"Sally has finished."

Reported speech

He said he was going home.

She said that she did not like tea.

He said that Sally had finished. (past perfect)

- Verbs already in the past tense, change into the past perfect or they do not change.

"I spoke to them."

I said that I had spoken/spoke to them.

"We arrived late."

He said that they had arrived late.

- Verbs already in the past perfect do not change.

"I had seen the film before."

I told them that I had seen the film before.

- Modal verbs

Note the past forms of these modal verbs.

can	could
will	would
shall	should
may	might

ii) Pronouns, Adjectives and Adverbs

Pronouns (I, me) and possessive adjectives (my, your) often change in reported speech. Compare:

Esther said, "I am on holiday with my friends."Esther said that she was on holiday with her friends.

Words like *here*, *now*, *today* also change when we report them.

Speaker's wordshere
this
now
today
tonight**Reported speech**there
the / that
then
that day
that night



tomorrow	the following day / the next day
yesterday	the day before / the previous day
next Monday	the following Monday
last Tuesday	the previous Tuesday

Here are some examples:

“I will see you tomorrow.” He said he would see me the next day.

“I am here on holiday.” She said that she was there on holiday.

Before you tackle the next activity, read the following sentences a few times to reinforce the use of verb in reported speech.

“Your work is excellent, Ester.”
He told Ester that her work was excellent.

“I am tired.”
He said that he was tired.

“I can’t swim very well.”
He told her that he could not swim very well.

“We are leaving on Friday.”
She said that they were leaving on Friday.

“Your desk is untidy.”
He told her that her desk was untidy.

“Mr Mosou has gone out.”
She told them that Mr Mosou had gone out.

This is what some people said to Sally today:

The manager of the bank where Sally works: “You’ll get a pay rise in the year.”

The optician: “There is nothing wrong with your eyes.”

Sally’s boyfriend: “I care about you. I want to get married later this year.”

Sally’s father: “I have extra work to complete. I’ll be home at about seven.”

The man at the dry-cleaner’s: “Your dress will be ready on Saturday.”

Source: <http://www.englishclub.com/grammar/reportedspeech.htm>



Activity

Activity 2

2.1 Imagine it is evening now and Sally is telling her mother about her day.

Copy the following passage and complete what Sally says, using the reported speech on a separate sheet of paper.

Sally: I went to the dry-cleaner's during the lunch break. The man there said that my dress would be ready on Saturday.

Mother: And what about the optician? What was the result of your eye-test?

Sally: Oh, he told me that there(i).....nothing wrong with(ii).....eyes.

Mother: That's good and what about Jake? Did you see him today?

Sally: No, but he phoned me at work. He said that he(iii)..... about me and ... (iv)..... to get married later this year.

Mother: That's news! We need to celebrate. When will your father be home from work?

Sally: That reminds me. Dad phoned. He said that he.....(v)..... extra work to finish and(vi).....be home at about seven.

I hope you now have a better understanding of reported speech. Check the [answers](#) at the end of the unit. Next, we will discuss reported questions.



Note It!

Reported Questions:

Tense, adjectives, pronouns in reported questions change in the same way as in reported statements.

“Where are you going?”

Mother asked Eden where she was going.

“How is your brother?”

He wanted to know how my brother was.

“Can you speak English?”



Joseph wanted to know if I could speak English.

Read the following examples a few times before you start with the next activity.

“How old are you?”
He asked how old I was.

“Can I park my car here?”
He asked if he could park his car there.

“Are you cold?”
She asked if I was cold.

“Do you understand the work?”
The teacher wanted to know if I understood the work.

Gabriel had a frightening experience recently while on a school trip. He was out walking in the countryside when suddenly he was surrounded by a group of soldiers.

Here are some of the questions which one of the soldiers asked Gabriel.

- i) “What are you doing here?”
- ii) “Why are you carrying a backpack?”
- iii) “Did you see the signs warning people not to enter the area?”
- iv) “Have you been talking to anybody on the way?”
- v) “What’s your name?”
- vi) “Can I see proof of your identity?”

Based on the questions above, complete Gabriel’s story below using the reported speech on a separate sheet of paper.



Activity

Activity 2.2

“I was about two kilometers from our campsite when suddenly a group of men wearing army jackets approached me. The leader asked me what I was doing there. He pointed at my backpack and wanted to know why (i)..... a backpack. I told him I was collecting insects for my class project. Then he wanted to know if I (ii)..... the warning signs along the way. I told him I had not. He also asked if I (iii)..... to anybody along the way. I said that I only had contact with my four teammates. Then he wanted to know what (iv).....and also asked (v)..... identity. Just because I couldn’t prove who I was, they kept me at their army base until my group leader could identify me.”

I hope you did not find this exercise too difficult. In the exam, you might be asked to fill in the blank spaces by using the correct verb, pronoun, or adverb. Check the [answers](#) at the end of the unit before you continue.



Note It!

Study more notes on reported speech.

Reported Speech

We often report orders, requests, warnings, advice and invitations.

Look at the following examples:

ORDER:

“Stay out of my room.”
He told me to stay out of his room.

REQUEST:

“Please pass me the salt.”
He asked me to pass him the salt.

WARNING:

“Do not play with sharp objects.”
She warned me not to play with sharp objects.

ADVICE:

“It will be better to travel by bus.”
She advised me to travel by bus.

INVITATIONS:

“Would you like to come to my party?”
He invited me to go to his party.

Now do the following activity on a separate sheet of paper.



Activity

Activity 2.3

Report these sentences by using the infinitive form **to**.

- i) “Hurry up!” He told me.....
- ii) “Would you come to my party?” She invited me.....
- iii) “I’ll call the police.” The lady threatened.....
- iv) “You should go and see a doctor.” He advised me.....



v) "Don't touch the wires." He warned me.....

vi) "Switch off the lights." Mother told me.....

vii) "Can you do me a favour." She asked me.....

*Every time you do an activity, remember to compare your answers with **those** ones at the end of the unit. If you are sure you understand the direct and reported speech, you can move on to the listening comprehension activity.*

Listening and Responding:



Audio

It's time for listening again. You have read adverts and now you will listen to an advertisement about a city.



Discussion

Pre-activity

With a partner, discuss the questions below before you listen to the advert.

Why do you think a place like a city should be advertised?
Who do you think should be target customers for such an advert?



Activity 3



Audio

Listen to the advertisement about the city of Windhoek and state whether the statements below are **true** or **false**. Write your answer on a sheet of paper. When the advertisement is finished, replay the advert to listen to it once more. You should only listen to the script twice.

Double-click the icon to listen.



Ad about Windhoek

1. Windhoek is situated in the middle of hills in central Namibia.

2. You can enjoy multicultural diversity in Windhoek.

3. Animals can be viewed in the city of Windhoek.

4. Hotels in Windhoek meet international standards.

5. You can arrange a conference for up to two thousand people in Windhoek.

6. There are two city airports which are regional airports.

7. If you need more information about Windhoek, please phone City of Windhoek at telephone number 264 61 290 2903.

This was a very short listening comprehension indeed, wasn't it? I hope you found it easy to identify the true and false statements. Remember to compare your answers with mine in the feedback section. These type of questions are very important as they will be tested in your final examination. The next activity will enable you to practise speaking.



Discussion

Speaking Activities

Choose one of the following topics and work on it so that you can present it to your study group.

1. Is it good to advertise a product? How many products are really as good as the advertisement says they are?
2. Think of a new product that you want to sell. Make up a two-minute speech in which you describe the item and convince the listeners to buy your product.
3. Discuss: Smoking and Cancer; and the morality of advertising brands of cigarettes.
4. Choose the products that you use and write a slogan for each. The slogan should be lively, interesting and entertaining.
5. Choose your favourite TV, radio or magazine advertisement and deliver a talk of three minutes in which you analyse the advertisement. Think of:
 - ◆ target audience;
 - ◆ tone of advertisement;
 - ◆ how sincere or convincing it is;
 - ◆ lay-out, colour, design;
 - ◆ appropriate time-slot for the advert; and
 - ◆ advertiser's intention.

Let's face it, most people aren't interested in advertisements - they've got better things to do with their time. So, if you want someone to notice what you want to sell, you have to design your advert carefully. Here are some key points.



Writing advertisements

Make your advertisement worth looking at!

1. Put your message in the headline.

If your product is new, then say 'NEW!' If it is then improved, then say 'IMPROVED' AND always put the name of the product in the headline.

2. Say what is special in the headline.

Tell readers what your product offers to them and make it easy to understand.

3. Use positive, emotive words.

You want to give a good impression of your product, so use positive, emotive words like 'high quality' 'unique', 'sophisticated'. Do not use negative word – say what your product is, not what it is not.

4. Use pictures that say something.

People like pictures. They are easy to 'read'. Use interesting pictures that make readers ask themselves 'What's going on here?'

5. Put a caption beside each picture.

When people see a picture, they look for a caption or a title. Most people do not read the rest of the advertisement. It is a waste of money putting a picture in an advertisement if you are not going to give it a title or caption.

6. Place your company logo clearly in the advertisement. Your logo will always remind people of what you are trying to sell. Use it on everything!

I hope you have enjoyed the tasks on advertisement and noticed the importance of advertising. Use this information to make your advertisement appealing.

Now, let's move on and discuss report writing.



Continuous Writing:



Note It!

Writing a Newspaper Report

For this exercise, you are required to write a newspaper report. Before you can write the newspaper report, let's look at the following guidelines for a report in general:

1. **Prepare an outline.** Write an outline on what you would like to achieve on a sheet of paper. The following should roughly be the structure of a report. Note that these are just *guidelines*, not *rules*. You have to use your intelligence in working out the details of your specific writing.
 - **Title:** This is the most-read part of a report. This is how you attract attention to your writing. The title should reflect what you have done and should bring out any eye-catching factor of your work, for good impact.
 - **An introduction.**
 - **Middle or body section with headings**, detailing your research, ideas and discussion. Keep this at about 3 to 5 different topics at the most.
 - **A summary and/or conclusion.** Or arguments about the topic to reach your final point of view.
2. **Research the topic.** Get references/information relating to the specific question in hand, to back any points or arguments you want to make. Look online, in encyclopaedias, and at the library. Print out or photo copy pages of information and highlight pertinent stuff.
3. **Add a bibliography.** Write or type your bibliography (a listing of your report sources) on a piece of paper or if you have a bibliographic page, write it down on that.
4. **Write a rough draft.** Proofread it and mark your errors clearly. Errors are not only spelling and grammar but also jumbled ideas and missing points.
5. **Rewrite your report.** Add pictures if you would like to or if it enhances the look.
6. **Check for final errors.** Bind the report if it is appropriate, or place in a folder.

Source: <http://www.wikihow.com/Write-a-Report>

Now, to write a newspaper report let's look at the following requirements:



- It should be factual and accurate,
- It should give answers to the questions:
 - *What (happened)?*
 - *When (did it happen — precise date / day / time)?*
 - *Where (did it happen)?*
 - *Who (was involved — names, institutions)?*
 - *Why (was it done — motive)?*
 - *How (was the case resolved)?*
 - *How (serious was the damage / injury)?*
- Is relatively short.
- Always has a headline (short and says briefly what the report is about).
- Uses words such as reportedly, allegedly especially if facts mentioned cannot be proven or if witnesses give their views of what happened.
- Reports are published in newspapers most of the time.

Newspaper Report: Sample

The Task: Write a newspaper report about an imaginary event involving the heroic deed of a school learner.

Headline	Juliana Rescues Baby Baboon	Who? What? When? Where? Why? & How? In a newspaper article, the most important information appears at the beginning.
By-line - author & location	Ollie James in Mariental	
Lead — summary of the most important information — who and what	Twelve year old learner, Juliana Basson climbed 30 km to rescue a baboon today.	
Next most important information — more details about when, where, why and how introduces people who are less important to the story	Wood collectors had been collecting wood near the Aus area to prepare for the winter. During the morning, learners saw a baby baboon looking out from a hollow branch. “Juliana just climbed way up the tree with her school bag and came down with a little baboon thumping around inside it,” said school mate, Johannes Kosmos.	

<p>Next most important information — more details</p> <p>resolution — the baby baboon are safe and well — plan for their future welfare suggested</p>	<p>Principal, Ms Anna Walters, alerted <i>National Parks and Wild Life</i>. With the help of the wood collectors, the wild life officers rescued six more baby baboons from hollows in trees lopped for felling.</p> <p>All the baby baboons are reported to be 'in good condition' and are being cared for at the SPCA. A suggested plan to relocate the baby baboons in the school environment will involve redecorating of the hollowed tree trunks as part of an environmental project.</p>	<p>The further down the report that the information appears, the more likely that it will be cut off by sub-editors to fit the space available.</p>
<p>Less important information</p>	<p>Mr Harry Beukes, who was on play ground duty when Juliana Basson climbed the tree, fainted and is receiving medical attention for concussion and stress.</p> <p>Juliana Basson used a quiver tree climbing technique know as the 'frog' to rescue the baby baboon.</p>	
<p>Resolution of sorts — Juliana is on detention, but a heroine</p>	<p>The young heroine was unavailable for interview. According to Johannes Kosmos, Juliana was on detention for being in a 'strictly out of bounds' area.</p>	

If you have studied the notes on report writing, go on and do the following activity.



Activity

Activity 4

Your Task

Choose one of the headlines below and write a report, suitable for publication in a newspaper.

Write down the headline of the report.

1. The minister of education urged students to work harder.
2. Higher school fees feared.
3. Teachers accused of discrimination.
4. Pupils demand new school rules.
5. Education in Namibia improving.
6. Namibian College of Open Learning (NAMCOL) growing stronger.
7. University of Namibia (UNAM) students on strike!

When you have finished writing your report, check it against the outline provided above to see if you have met the newspaper reports' requirements.

There is no feedback for this activity in the answer section. Before you leave this unit, read the unit summary below and do the assessment task at the end of the unit.



Unit Summary



Summary

In this unit, you learned to interpret a variety of graphical material, as well as writing a report. The language focus was on directed and reported speeches. Listening comprehension was an indication of true and false statements.

Now, in the next unit, we will read different types of texts on sports, how to use the active and passive voice. In the writing section, we will look at how to write a book review.



Assessment



Assessment

Unit 8 – Assessment Task

Now that you have worked through Unit 8, do this assessment task to see how much you have learned. Read the text below and answer the questions that follow. You will also have to design your own advertisement.

Question 1

Why Namibia?

*“True love – even for a country – is not easy
to put into words,” says Dana Snyman*

I have only one answer when someone asks me what my favourite place on earth is: Namibia. What makes me go back, time and again? What makes me start dreaming while stuck in traffic of Karasburg and Swakopmund and Kamanjab – the vast spaces in-between? Those glorious, wide open spaces. The stars on a moonless night. And the silence.

Namibia is where I succumb to the rhythm of the open road. I get into my car and drive off in a state of bliss. I haven't been to many countries but I believe Namibia has the best dirt roads in the world.

Namibia is not all wide open spaces, however. In the north – from Gobabis and Windhoek northwards – it's lush bush country with tamboti and marula trees and Transvaal teak and makalani palm and weeping wattle.

First impressions of Namibia

I was five years old when we moved to Namibia. My father had accepted a call to a ministry of a church in Grootfontein. I still remember our trip north after we crossed the Orange River: quiver trees dancing in a mirage past Violsdrift, and black rocks – something I hadn't seen before.

Namibia is not always generous with gifts. The sun is punishing on those open plains and you don't want to be anywhere near Swakopmund, Walvis Bay and Lüderitz when the east wind blows.



But perhaps all that adds to the charm. It keeps you humble. When I'm in Namibia I am grateful/grateful for every glass of water and every postage-stamp-sized bit of shade.

It's odd – when I talk about Namibia, I always start with nature and end with the people who live there. I tend to think people are the same everywhere, yet Namibians are different. There is something much more 'open' about them. Visit Namibia and you will experience true hospitality.

1. Choose the correct meaning of **succumb**, as it is used in the text (Paragraph 2). Tick (✓) the box next to the letter of the correct definition.

- A to dance or sing to
- B to give in or to allow something to take control
- C to become very ill. (1)

2. Rewrite the following sentence in its negative form, starting with *I believe...*

I believe Namibia has the best dirt roads in the world.

.....
..... (2)

3. Write the underlined word in the next sentence in full.

It's lush bush country with tamboti and marula trees.

..... (1)

4. Write down the correct form of the word between brackets in the following sentence.



Write only one correct word in the space provided.

When I'm in Namibia I am (greatful/grateful) for every glass of water.

..... (1)

5. Write the following sentences in indirect speech starting with *Dana said ...*

i) "You will experience true hospitality."

.....
..... (2)

ii) "I was five years old when we moved to Namibia."

.....
.....(2)

6. Write down a word with the opposite meaning of *humble*.

..... (2)

7. Find a word in the text that means ***friendly behaviour towards tourists***.

..... (2)

[13]

Question 2

Choose two of the texts (A-E) below and design your own short advertisements. Use the information in the short texts to guide you. What do these people want? How can you advertise the product or service so that they'll see it is what they have been looking for?

A.



The face is triangular and it is made of glass.
The strap is made of metal.

B. You are 17 years old. You would like to go on a package holiday to a foreign country with a group of people. You think this is an economic way of travelling. You would like to do some sight-seeing and get to know the way of life in another country. You are interested in museums, art galleries and old buildings. You would prefer to travel by coach because this is more economic. What ad would appeal to you? Design it!

C.



D. You are a busy business executive. You need a relaxing holiday and would prefer to go to a holiday resort abroad, where you could swim, water-ski and do some fishing. You are interested in night-life and good food. You would like to stay in a good hotel; you would prefer to have a short, expensive holiday than a long, cheap one. You would rather travel by plane so as to save time.

E



[10]

[Total 23]

When you have finished doing your tasks, submit them to your tutor for marking.

Answers to Activities: Unit 8 Advertising



Feedback

Reading and Responding

Activity 1.1

1. B
2. A
3. A
4. C

[Back to Exercise](#)

Activity 1.2

1. A plane (which flies regularly between London and Scotland).
2. the plane and a train
3. a train with beds
4. 'shut-eye'
5. Businessmen. It mentions a 'leisurely shave'.
6. The place you are going to.
7. 1. given
2. The sleeper is less stressful than the shuttle.
3. The sleeper is more relaxing than the -----.
4. The sleeper is more comfortable than the -----.
5. The sleeper is less tiring than the -----.
6. The sleeper is more convenient than the -----.

[Back to Exercise](#)

Grammar and Usage

Activity 2.1

- i) was
- ii) my
- iii) cared
- iv) wanted
- v) had
- vi) would

[Back to Exercise](#)

Activity 2.2

- i) I was carrying
- ii) had seen / saw
- iii) had been talking
- iv) my name was



v) if he could see proof of my

[Back to Exercise](#)

Activity 2.3

- i) to hurry up
- ii) to her party / to come / go to her party
- iii) to call the police
- iv) to go and see a doctor / to see a doctor
- v) not to touch the wires
- vi) to switch off the lights

[Back to Exercise](#)

Listening and Responding

Activity 3

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

Unit 8 -Transcript

THE BEST OF BOTH WORLDS

Welcome to our world. Set amidst the rolling hills of central Namibia, Windhoek is the perfect destination for visitors wishing to get a real taste of Africa. Our rich mix of cultural diversity ensures something special for every mood. Excellent restaurants serving African and European delicacies, art and craft markets with exquisite gifts to tempt you, bars, nightclubs, casinos, city and specialist township tours, horse carriage rides, museums, day trips to view animals in the wild, and of course the vast outdoors to help you relax. And with 360 days of sunshine per year, the possibilities are as broad as your imagination.

For visitors wishing to get back into the fast lane, Windhoek also boasts a first world infrastructure with sophisticated banking services and medical facilities, world class hotels and lodges, and advanced telecommunication systems. As a conference destination, Windhoek has a proven record of organizational expertise, with everything from video conferencing and sophisticated audiovisual equipment through to interpreters and



venues for up to two thousand delegates. An excellent road network and two city airports with regional and international flight connections facilitate travel to the rest of the Southern African region and the world.

For the best of both worlds, come and experience Windhoek, the gateway to the diversity of Southern Africa.

For further information, please contact the City of Windhoek.
Chief: Tourism – Tel (+264 61) 290 2093 Fax (+264 61) 290 2546.

Source: Travel News Namibia: Vol.11, No. 3, May/June 2003

[Back to Exercise](#)

Resources

The following resources have been used in this unit:

1. Notes on *How to Write a Newspaper Report* accessed from: <http://www.wikihow.com/Write-a-Report>
2. An advertisement *The Best of Both Worlds* from Travel News Namibia: Vol.11, No. 3, May/June 2003
3. Direct and Reported Speech:
http://www.athabascau.ca/courses/engl/155/support/direct_and_indirect_speech.htm
4. NAMCOL English as a Second Language Grade 10 study guides.

Additional Resources

NAMCOL English as a Second Language Grade 10 study guides (Modules 1-3).



Unit 9

Sports

Introduction

Welcome to Unit 9 of this course. In this unit, there are four sections. There will be a variety of reading texts on sports, language focus, a listening comprehension activity, and a continuous writing exercise. In the grammar section, we will focus on the active and passive voice. In the continuous writing section, we will discuss a book review and you will be asked to write one.

Before we start with the unit, let us look at the unit outcomes.



Outcomes

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

- *read and identify* different types of texts;
- *recognise* how ideas are developed and organised in a text;
- *use the* active and passive voice correctly;
- *answer* questions on information you have listened to;
- *express* ideas clearly and debate meaningfully;
- *write* a book review.

I am sure you have understood the unit outcomes of this unit. Before you start with the activities, have a look at the suggested timeframe below.



How long?

Spend approximately 5 hours on this unit.

This timeframe is a guide for you to use. You may not need the time suggested. However, if necessary, use additional time. Beware of spending too much time to complete the unit because it may make it difficult for you to complete the course on time.

Now, let us look at the terminology that will be used in this unit.



Terminology

teak:	a very yellowish brown wood that does not decay and it is used especially to make ships and good quality furniture
vicious:	able or likely to cause severe hurt
raft:	a flat structure used as a boat or floating platform
hillock:	a small hill or mound
cherub:	a type of angel
punters:	customers or clients
vivid:	producing powerful feelings or strong, clear images in the mind
enchanted:	put under a spell

Do you have a favourite sport? What is it? Perhaps you prefer to be a fan than to play a sport. Well, let's start with the first activity on sport.



Reading and Responding



Reading

SPORTING MOMENTS: White water rafting

You will read about a woman talking about white water rafting in Costa Rica. After reading, do the activity that follows on a separate sheet of paper.

SPORTING MOMENTS: White water rafting

“We went white water rafting in Costa Rica. Um, it was, Costa Rica, of course is full of marvelous mountain rivers and beautiful tropical forests. I think it’s one of the most beautiful countries I’ve ever visited. We, we took the Land Rover right up into the hills, and er, we stood on the bank of this horrific looking river, all brown and fierce and full of cruel looking rocks. And we, and there were two rubber rafts, and we had two experts, one for each raft. And there were eight of us that are seven untried people and, seven learners and one guide or expert in each raft. And we did everything in stages, because there would be one sort of fall and then a quiet pool, and then another huge fall and then another quiet pool. And so before we did the first, as it were descent, the guides told us ‘Watch out for that en - big tree branch that juts out over the river, because if you don’t duck your heads as you go past it, you go past at such a rate that you’ll knock yourselves out.’ So we said ‘Yes, yes, of course.’ By the way we were all wearing helmets, of course, er, safety helmets rather like motorcyclists wear. So we started off and we shot down this, um, hillock of water, this kind of hill of water, brown foaming water, and the experience was so exciting and so tremendous that I completely forgot about the tree branch, and I went smash into it with my head, but of course the helmet protected me. But I felt such a total fool, you know, what a start. But it was a most, amazing feeling, it was very, very, very exhilarating.”

Source: Unknown



Activity

Activity 1

After reading, decide which sentences below are **true** or **false**. Write your answers on a sheet paper.

a) The river was fast and looked dangerous.

b) There were two people in each raft.

c) There were trees overhanging the river.

d) The guide told the speaker to put her head down.

e) She wasn't wearing a helmet.

f) Her head hit the branch of a tree.

g) She was knocked unconscious.

h) She enjoyed white water rafting.

*Check whether you understood the passage. If you got most of the **answers** correct, you are well on your way to summarising a passage. Let's try the next activity. Do you like poetry?*



Reading

Read the poem “**The Boxer**” and answer the questions that follow.

The Boxer

The great iron figure crouches,
Scabs like flowers on his knees,
And his chest is like a mountain
And his legs are thick as trees.

He spits blood like a cherub
In a fountain spouting foam,
Ringed around by swinging ropes
And punters going home.

Broken-knuckled, shiny-eyed,
Battered, bruised, and wet
With droplets like cold rubies,
And laced with bitter sweat.

He crouches in a corner
In his pool of sparkling red
And dreads the jeers which soon will fall
Like blows upon his head.

Emma Payne
Into Poetry and Beyond
Mary Manning; Jennifer O’Neil
ISBN 0195536150

How did you find the poem? It is interesting how poetry can bring a different meaning to enjoying reading.



Activity

Activity 2

Answer the questions below on a separate sheet of paper.

1. This poem contains many similes. Find as many as you can.

2. What has happened to the boxer?



3. In the third stanza, find a word that describes how badly hurt the boxer is.

4. What other terrible thing will soon happen to the boxer?

5. What does the poet want the reader to feel for the boxer?

6. What impression do we get of the boxer described in the first stanza?

Write down two words/phrases to motivate your answer.

7. How do we know that the boxer has given up the fight?

8. Explain the meaning of 'with droplets like cold rubies'.

9. Discuss the injuries a person can sustain from boxing.

How did you find the activity? You should always remember to identify key words of the question, such as what, how, explain, discuss, etc., that tell you what and how you should answer the question. This enables you to respond to questions appropriately. Remember to compare your answers with mine at the end of the unit before you go on to the next activity.



Dangerous Sports

Skimming for Main Ideas



Activity

Activity 3

3.1 Read the following three paragraphs quickly. Match each paragraph with its correct topic in the box below. Write down the topic title of each in the space provided below the paragraphs.

The title of a paragraph should tell the main topic. Here are three topics:

- A “Normal” Kind of Daredevil
- The Adventure of Dangerous Sports
- A Chemical Cause

A. For most people, playing tennis or going to the gym is a good way to exercise and relax. However, some people are not satisfied with such “boring” sports. They prefer dangerous sports like mountain climbing, scuba diving, or hang gliding. These daredevils love the adventures of reaching the top of the highest mountain, swimming underwater in dangerous areas of the ocean, or jumping off a mountain and silently gliding down to flat land. They feel ‘alive’ when there is possibility that they might die the next minute.

B. Why do these people participate in such dangerous sports? There are many answers. Some daredevils are actually very careful. They examine the potential dangers, pay attention to both their physical and mental health and carefully check their equipment. Often, they choose a specific sport because they have always been frightened of it, and they want to have power over their fear. They do not want to die, but they do not want to be scared of dying either.

C. Other daredevils are very different from ‘normal’ people. Most people, for example, feel nervous before doing something dangerous, afraid during the event, and excited afterward. Many daredevils, on the other hand, feel so excited during the dangerous action that they decide to do it again and again. They are addicted to excitement as other



people are addicted to drugs or alcohol. It is possible that many daredevils have slightly higher amounts of certain chemicals in their bodies, but scientists haven't studied this enough yet to be sure.

- A. _____
- B. _____
- C. _____

Check the answers at the end of the unit. Now, do the following activity.



Activity

Activity 3.2

Answer the following questions about the previous three paragraphs on a separate sheet of paper. Then, put together the answers to write the main idea. Paragraph A has been done for you.

Paragraph A

- 1. Who is the paragraph about? People who like adventure.
- 2. What do these people do? Participate in dangerous sports.
- 3. What is the main idea of the paragraph? Some people who like adventure participate in dangerous sports.

Paragraph B

- 4. Who is the paragraph about?

- 5. Are these people very different from other people?

- 6. What is the main idea of the paragraph?



Paragraph C

7. Who is the paragraph about?

8. Why do these people do dangerous things?

9. What is the main idea of the paragraph?

Remember, the **answers** to the exercises are given at the end of the unit. Please do the activities first by yourself before looking at the provided answers. Did you enjoy reading a variety of texts on sports? I hope that these activities encourage you to read more to increase your vocabulary.

In the next section, we will focus on the active and passive voice.



Note It!

Grammar and Usage

Study the following notes on the active and passive voice.

Active and Passive Voice

A. Compare:

- a) My sister is watching Egoli.
- b) Egoli is being watched by my sister.

Both the examples are in the present progressive tense (see Unit 4). The difference is that in **(a)** the verb is Active, while in **(b)** the verb is Passive. It is sometimes possible to express the same idea in both the active and passive forms.

There is a passive form for every different tense. You can go back to the previous units for notes to understand the tenses below.

Present Simple Tense *am / is / are + past participle*

Mr Gabriel locks the office every afternoon.

The office is locked every afternoon.

Present Continuous Tense *am being / is being / are being + past participle*

My dog is making a growling noise. (active)

A growling noise is being made by my dog. (passive)

The learners are writing tests. (active)

Tests are being written by the learners. (passive)

Past Simple Tense *was / were + past participle*

God made the world. (active)

The world was made by God. (passive)

Pandora started all the fires. (active)

All the fires were started by Pandora. (passive)

Past Continuous Tense *was being / were being + past participle*

They were repairing the building last week. (active)

The building was being repaired last week. (passive)



Present Perfect Tense *has been / have been + past participle*

I have invited Barbie to the party. (active)

Barbie has been invited to the party. (passive)

The lady has spoken to all the girls about hygiene. (active)

All the girls have been spoken to by the lady. (passive)

Past Perfect Tense *had been + past participle*

Father had told us the happy news. (active)

The happy news had been told to us. (passive)

Did you notice the difference between the active and passive voice? Now, try the next activities.



Activity

Activity 4

4.1 Complete the following sentences, using the Present Simple passive of the verbs given. Write your answers on a separate sheet of paper.

speak

print

export

play

surf

Example: The Internet is surfed by many young people.

a) Books by computers on request, while you wait.

b) Esperanto..... by Martians.

c) Video games..... in arcades all over town.

d) Millions of cars from Japan every year.

Check the answers at the end of the unit before you continue.



Activity

Activity 4.2

Use the Past Simple Passive of the verbs given below.

discover	invent
create	win

- a) Penicillin by Alexander Fleming in 1928.
- b) The Peace Nobel prize by Martin Luther King in 1964.
- c) The cartoon characters, Mickey Mouse and Donald Duck by Walt Disney.
- d) When television

Check the answers at the end of the unit before you continue.

Activity 4.3



Activity

What is being done in these pictures? Complete the sentences using the present continuous passive of the verbs.

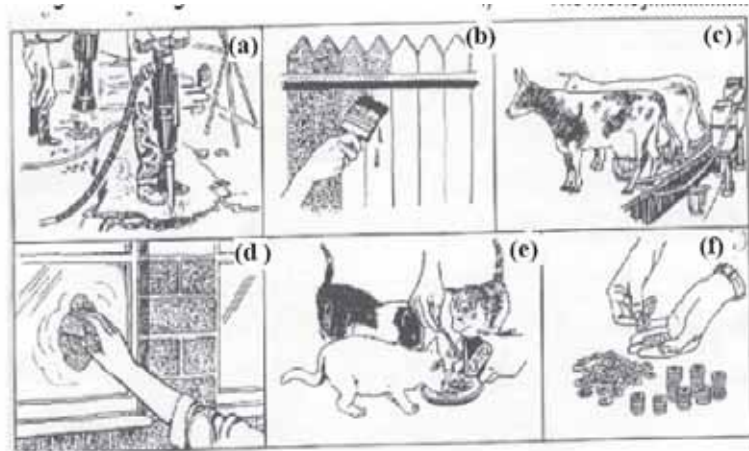
paint	repair	count
feed	milk	clean

Example:



The grass is being cut.

- a) The road.....
- b) The fence.....
- c) The cows.....
- d) The windows.....
- e) The cats.....
- f) The money.....



Practice makes perfect. Don't give up. Check the [answers](#) provided at the end of the unit before you continue.

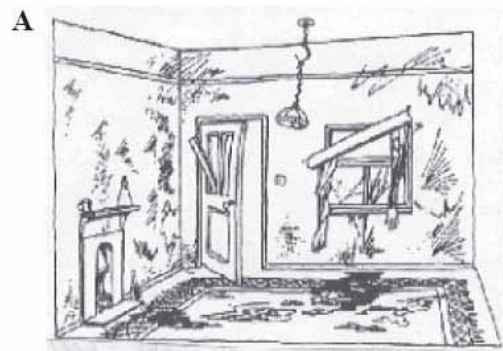


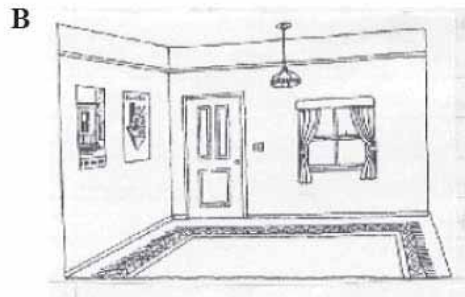
Activity

Activity 4.4

Compare the two pictures. Picture **A** shows a room some time ago in the past.

Picture **B** shows the same room as it is now. What is different? Complete the sentences using the Present Perfect Passive of the verbs.





Example: In picture B
 The door has been repaired.
 New curtains have been put up.

- a) The window -----
- b) The carpet -----
- c) The walls -----
- d) The light -----
- e) The old fireplace-----
- f) Some posters -----

Check the **answers** provided at the end of the unit before you continue. Remember, present perfect passive verbs express something that happened in the past and still have evidence in the present.



Note It!

There are more examples of the passive. Study the following examples:

The Passive “Will” and Other Modal Verbs

By 2010, cigarettes will be smoked by fewer people.
 The weather can be controlled by humans.
 All major diseases should be eliminated in ten years' time.
 The war has to be stopped.

[After Modal Verbs, we use Be + past participle to form the Passive].

You can do the following exercise for self assessment.



Jane had been in hospital for five days before she became converted to the idea of a domestic robot. It had taken her two days to discover that Nurse Face was a robot, one day to recover from the surprise and two more to realise what a comfort an attendant robot could be. That afternoon, Dr Scar told George about his wife's enlightenment. Write down the conversation as it might be reported, using the Passive Form.



Activity

Activity 4.5

Start the passive form with the underlined words on a separate sheet of paper.

Example: We have to consider her wish.
Her wish has to be considered.

1 Your wife needs a highly specialised robot.

2 I can invest a great sum of money in this machine.

3 My company has built many Nurse Face models for our patients.

4 Jane is looking for a real housemaid.

5 The robot should wear a black silk uniform with a frilly apron.

6 The technicians will start immediately with the design.

The robot was delivered when Jane returned from hospital. Report what happened next.

7 George borrowed the next-door robot to carry the case inside the house.



8 He opened the lid and was staring at the beauty.

9 Jane touches the perfect complexion of the robot.

10 She feels a cold shiver running down her spine.

*Have you got all the **answers** correct? Do remember that you will make use of the passive voice when you write a report (Unit 8). If there are wrong answers, correct them before you continue to the next listening activity.*

Listening and Responding:



Audio

Double-click
the icon to
listen.



Soccer teams

Activity 5

Listen to the points on strengths and weaknesses of the SA top eight soccer teams of 2003, and answer the following questions. When the points are finished, replay the audio clip and listen to the points once more. You should only listen to the audio clip twice.

1. What was the problem with Benedict Vilakazi of Orlando Pirates?

2. Mention two key players of Kaizer Chiefs?

3. What is Kaizer Chiefs' main problem?



4. What makes Supersport United afford any player they feel like buying?

5. What is the major weakness of Supersport United?

After listening to this comprehension, you learnt more about some South African top soccer teams that qualified for the Super Eight competition which was sponsored by BP in 2003. Check the [answers](#) at the end of the unit. The next activity is about speaking.



Discussion

Double-click the icon to listen.



Debate

Speaking Activities

Read the following extract and decide how far you would agree with it.

Speak to your friends and discuss whether it is true that if you are good at sports, your children will be good as well or whether genetics plays a role. Listen to the audio clip on the debate before you start your own debate.

“Wish you could jump like Victor Matfield? Or maybe you’d like your child to be as nimble and as fast as Joe van Niekerk? In reality, if you are good at these things it is likely that your children will be too, and vice versa. This is not wishful thinking, but it all comes down to genetics, which is why the children of great rugby players are often good at the sport too.”

Now, go on and read about writing a book review.

Continuous Writing:



Note It!

Writing a Book Review

When you are asked to write a review of a book, a film or a play, you are expected to write an article giving an opinion of a new book, film, etc.

Study the notes below on how to write a book review. After studying the notes, do the activity that follows to see if you have grasped the concept.

A book review has these characteristics:

- It names the title and author of the book.
- It gives an overview of the subject matter, the plot, characters and setting of the book.
- It evaluates the author's treatment of the story.
- It gives the reviewer's opinion and recommendation, based on an evaluation of the work.

The purpose of the review is to inform its audience of the merits or the flaws (shortcomings) of the work being reviewed. Because a piece of work is reviewed by different critics, a single work may be recommended by one reviewer and shot down by another. The reviewer assists his or her audience in deciding whether or not to read the reviewed book. Reviews can be found in newspapers, magazines, on television and radio programmes.

You will be able to write a good book review if you follow these steps:

- ◆ **Introduce the subject, scope and type of book:**
 - Identify the book by author, title and sometimes publishing information.
 - Specify the type of book, e.g. fiction, non-fiction, biography.
 - Mention the book's theme.
 - Sometimes, you will need to include background, e.g. you might want to describe the general idea the book addresses.



◆ **Briefly summarise the content:**

- Briefly review the storyline for the readers, being careful not to give away anything that would lessen the suspense for the reader.

◆ **Provide your reactions to the book:**

- Describe the book: is it interesting, memorable, entertaining, instructive? Why?
- Respond to the author's opinion: what do you agree with and why? What do you disagree with and why?
- Explore issues the book raises: what possibilities does the book suggest? Explain.

What matters does the book leave out? Explain.

- Relate your argument to other books or authors:

How did the book affect you? How have your opinions about the topic changed?

How is the book related to your own course?

◆ **Conclude by summarising your ideas:**

- Close with a direct comment on the book.
- Tie together issues raised in the review.
- If you like, you can offer advice to the potential readers.

Now look at this sample review.

The Firebird

By Jane Yolen, Illustrations by Vladimir Vagin

HarperCollins, April, 2002.

Picture Book 32 pages.

ISBN: 00602853893-6



Ordering Information

Amazon.com / Amazon.co.uk

In old Russia, Prince Ivan set out on a hunting trip. But he finds no game in the enchanted forest of the evil wizard Kostchei the Deathless. Suddenly, he sees a beautiful red bird, the Firebird. In exchange for letting the Firebird go, the prince receives one of the Firebird's beautiful feathers. "Wave the feather in the air – Firebird will be right there," calls the bird to Prince Ivan as she flies away. The prince eventually stumbles upon the beautiful house and garden where the evil wizard holds a princess and her nine maidens captive, turning any would-be rescuers into stone. But with the help of the Firebird, Prince Ivan defeats the wizard, frees the princess, the maidens and all the suitors who had been turned to stone. He marries the princess, and the Firebird flies away, never to be seen again.

Award-winning author Jane Yolen takes the classic Russian folktale of The Firebird and creates a compelling story which is sure to become a family favourite. She was influenced by several of the original sources for the story, as well as her own fond memories of seeing Maria Tallchief perform the Ballanchine/Stravinsky ballet, when Ms Yolen was just a young girl. With her lyrical prose and vivid storytelling style, she carries the reader into the enchanted forest right along with Prince Ivan. Soviet National Gold Award-winning illustrator Vladimir Vagin creates a gorgeous, colorful, lush landscape for the story, which is told in two tracks. The main story takes up most of each page. Bordering the story is an illustration of the ballet, which mirrors the main story. Vagin's illustrations are stunning in their depth and ability to convey the dramatic feel of a story set in Czarist Russia. This is a beautiful retelling of The Firebird, which should enchant both children and adults.

- *Claire E. White*

Source: <http://www/readersread.com/cgi-bin/review.pl?reviewid=60204>



Now go on and do the following activity.



Activity

Activity 6

Use the information given above and write a review on a book you have read lately, or a book by an author whose work you have enjoyed in the past.

If you still have trouble getting started, try working through the notes below on pre-writing questions for writing reviews of books, movies or plays.

After you have answered these questions, begin selecting and organising the information that you'll include in your review. Take note that there is no feedback for this activity.

Before you move to the next unit, read the summary below and do the assessment task at the end of this unit.



Unit Summary



Summary

In this unit, you read a variety of reading texts on sports for comprehension and improvement of vocabulary. The language focus was on the active and passive voice, while the writing section concentrated on writing a book review.

In the next unit, you will learn more about literature in English.



Assessment



Assessment

Unit 9 - Assessment Task

Now that you have worked through Unit 9 you should be able to do the tasks below. The tasks will assess your understanding of the content. Do the following exercises and refer back to the content if you experience any difficulties.

Question 1

Read through the poem and answer the questions that follow.

Child and mother by Eugene Field

O mother-my-love, if you'll give me your hand,
And go where I ask you to wander,
I will lead you away to a beautiful land,--
The Dreamland that's waiting out yonder.
We'll walk in a sweet posie-garden out there,
Where moonlight and starlight are streaming,
And the flowers and the birds are filling the air
With the fragrance and music of dreaming.

There'll be no little tired-out boy to undress,
No questions or cares to perplex you,
There'll be no little bruises or bumps to caress,
Nor patching of stockings to vex you;
For I'll rock you away on a silver-dew stream
And sing you asleep when you're weary,
And no one shall know of our beautiful dream
But you and your own little dearie.

And when I am tired I'll nestle my head
In the bosom that's soothed me so often,
And the wide-awake stars shall sing, in my stead,
A song which our dreaming shall soften.
So, Mother-my-Love, let me take your dear hand,
And away through the starlight we'll wander,--
Away through the mist to the beautiful land,--
The Dreamland that's waiting out yonder.

[Source: http://famouspoetsandpoems.com/poets/eugene_field/poems/9151.html]



Questions:

1. According to the first stanza. Where does the child want to take the mother?

..... (1)

2. What does the word “fragrance” mean in the last line of the first stanza?

..... (1)

3. Which words tell us that the mother takes care of the child's injuries?

..... (1)

4. Quote a phrase from the poem which tells us that this is a secret between the mother and child.

..... (1)

5. What impression do we get about the child's feelings towards his mother?

..... (1)

6. What will the result be of the song that the stars will sing?

..... (1)

[6]

Question 2

2.1 Decide which of the following sentences is **Active** or **Passive Voice**.

(a) The youngsters are listening to music. - _____

(b) These cars are produced in Japan. - _____

(c) German is spoken in Austria. - _____

(d) Alan teaches Geography. - _____

[4]

2.2 Change the sentences below into the passive voice.



- (a) He is making a toy car.
..... (1)
- (b) She sang a lovely song.
..... (1)
- (c) We were cleaning the yard last week.
..... (1)
- (d) They have injured the animal.
..... (1)
- (e) My mother had beaten us.
..... (1)
- [5]

Question 3

Write a review of an interesting play you have watched recently. Remember the important features of a good review. Refer to the characteristics of a review as explained in the content of this Unit. Follow the steps given to you. Write approximately (200 - 250) words and make sure that you adhere to all the requirements.

In the review you should:

- briefly say what the play was about.
- talk about the characters.
- say why you would recommend others to see the play.

[20]

[Total 35]

Submit your assessment tasks to your tutor for marking.

Congratulations, this is the end of this unit. I hope you have learned something from it. If you are ready, move on to the next unit.

Answers to Activities: Unit 9 Sports



Feedback

Reading and Responding

Activity 1

- a) True
- b) False
- c) True
- d) True
- e) False
- f) True
- g) False
- h) True

[Back to Exercise](#)

Activity 2

1. Scabs like flowers on his knees / his chest is like a mountain / his legs are thick as trees /he spits blood like a cherub.
2. He has been beaten badly by his opponent.
3. battered
4. More unkind remarks and sounds will come from the spectators.
5. pity; sympathy
6. He is very strong / big. "chest like a mountain" / "legs are as thick as trees".
7. He crouched in the corner.
8. Rubies — red jewel, blood was cold upon his body; droplets — dripping like raindrops upon his body / upon the floor.
9. Learners' opinions can include:
 - brain damage;
 - eye injuries;
 - broken ribs; and
 - bruises — permanent.

[Back to Exercise](#)

Activity 3.1

- A. The Adventure of Dangerous Sports
- B. A "Normal" kind of Daredevil
- C. A Chemistry cause



[Back to Exercise](#)

Activity 3.2

Paragraph B

4. People who like dangerous sports / daredevils.
5. No, will also examine potential danger, give attention to their health, check equipment etc., just like other sport fanatics.
6. Daredevils choose a specific sport to show that they have power over their fear.

Paragraph C

7. Daredevils who are different from normal people.
8. They like excitement of the dangerous actions / addicted to excitement.
9. Certain daredevils participate in dangerous activities because of the excitement they feel.

Points to include:

Arguments for:

Human beings remain as bloodthirsty as ever.
Participants take part for big rewards.
Spectators pay vast sums to see violence.
Spectators feel deprived of pleasure if the game stops too soon.
Enjoyable to watch.

Arguments against:

Boxing matches attract universal interest.
Barbaric practices like public flogging have nothing to do with modern sports.
Ban dangerous and violent sports and so improve mankind.
Violence is degrading and unworthy of human beings.

[Back to Exercise](#)

Grammar and Usage

Activity 4.1

- a) are printed
- b) is spoken
- c) are played
- d) are exported

[Back to Exercise](#)

Activity 4.2

- a) was discovered
- b) was won
- c) were created
- d) wasinvented

[Back to Exercise](#)

Activity 4.3

- a) is being repaired
- b) is being painted
- c) are being milked
- d) are being cleaned
- e) are being fed
- f) is being counted

[Back to Exercise](#)

Activity 4.4

- a) has been repaired
- b) has been cleaned
- c) have been repaired
- d) has been repaired
- e) has been taken out
- f) have been put up

[Back to Exercise](#)

Activity 4.5

- 1 A highly specialised robot is needed by your wife.
- 2 A great sum of money can be invested in this machine.
- 3 Many Nurse Face models have been built by my company.
- 4 A real housemaid is being looked for.
- 5 A black silk uniform with a frilly apron should be worn.
- 6 The design will be started with immediately.
- 7 The case was carried inside by the next-door robot.
- 8 The lid was opened and the beauty was being stared at.
- 9 The perfect complexion is touched by Jane.
- 10 A cold shiver is felt running down her spine.

[Back to Exercise](#)

Listening and Responding

Activity 5

- 1 He was injured.
2. Kabamba Musasa, Patrick Mayo, David Radebe, Sibusiso Dlamini and Stanton Fredericks (Any 2)
- 3 Defence
- 4 They have the backing of M-Net.
- 5 They have never done well in knockout competitions.



Unit 9 - Transcript

High flyers on Super 8 Roster

Orlando Pirates

Strengths: Has the best defence in the Premier Soccer League (PSL) and the midfield complements the back line adequately. With Benedict Vilakazi likely to return to the starting line-up after an injury, Pirates will relish their chances.

Weaknesses: Failing to sign Wilfred Mugeyi from Bush Bucks could prove to be their biggest mistake. Last season, they relied too much on Lesley Manyathela for goals and Mugeyi, despite his age, would have brought talent to the team.

Kaizer Chiefs

Strengths: Chiefs have long failed to sign potent strikers, but in Kabamba Musasa, Patrick Mayo, David Radebe and Sibusiso Dlamini, they have players who can cause havoc. And with Stanton Fredericks in top form, there are few teams that can cope with Chiefs when they go forward.

Weaknesses: The defence is proving to be the team's Achilles' heel and with John "Shoes" Mosheou showing that age is catching up with him, Chiefs could have a problem.

Supersport United

Strengths: Pitso Mosimane is one of SA's best young coaches. With the backing of M-Net, they can afford any player they feel like buying. Solid defence and established strikers can make them a real danger.

Weaknesses: They have never done well in knockout competitions. That alone tells you something about the players psychologically.

Source: Drum, 31 July 2003

[Back to Exercise](#)



Resources

The following resources have been used in this unit:

1. NAMCOL English as a Second Language Grade 10 study guides.
2. A poem *The Boxer* Emma Payne Into Poetry and Beyond Mary Manning; Jennifer O'Neil ISBN 0195536150
3. Notes on *Book Review* accessed from:
<http://www.readersread.com/cgi-bin/review.pl?reviewid=60204>
4. *Book Review Pre-writing Questions* accessed from:
<http://leo.stcloudstate.edu/acadwrite/bookrev.html>

Additional Resources:

NAMCOL English as a Second Language Grade 10 study guides (Modules 1-3).



Unit 10

Literature: Introductory Notes

Introduction

This is an introduction to reading a novel. Units 10-15 deal with literature study. This unit gives a brief overview on how to read literature using the prescribed text as an example.

Literature study should enable you to:

- *identify* the main characters in the stories;
- *define* what literature means;
- *identify* items you need to look for as you read literature;
- *explain* how you read literature;
- *identify* strategies you can use before you start reading a novel.



Objectives



Note it!

A. Hints on How to Read Literature

1. Ordinary reading is different from reading literature. When you read literature, your specific purpose is to write a paper or an essay to be submitted for marks or you read for examination purposes. You read critically and not just for enjoyment.

2. As you read, your brain is active and attentive to the text. You capture many things like:

- how the text is written: the devices the author uses to convey the message or meaning;
- how you react to it;
- the tone of the text or part of it;
- what it makes you think or feel;
- how you think someone whose personality and environment is different from yours would react to it;
- the characters and their personality and how you relate to them;
- how the plot or theme develops.

1. As you critically and analytically read literature texts, you take down notes either on a separate sheet of paper or in the margins of your text. You make notes on issues identified under point number 2 above by either writing words you relate to each issue and references like page numbers or you underline some important items. You can also take down important quotes or phrases that intrigue you or highlight them with a highlighter.

2. Reading partner: It is important and useful to always have a reading partner with whom you can discuss issues or viewpoints in your texts. This will make you see what and how other people may view the same text differently. Discussions will also help you develop your arguments.

3. Reading literature means reading a text more than once. You use reading skills like skimming, scanning and then read extensively. Sometimes, themes explored in your prescribed text can be found in other different materials. For example, if one of the main themes in your book is 'relationship' or 'people's reactions to HIV and AIDS', you may find discussions of such themes in magazines and newspapers. Read such texts and compare how it is handled by different authors.



B. How to Read

In order for you to comprehend what you are reading, you need to know how you read. How do you read? Take time to think of how you read and then write it down in your log book. Does your method work? Do you understand better when you read aloud or when someone reads to you? Do you hear your voice when you read silently, enunciating every word in your mind?

How you read may affect your degree of comprehension. There are some activities that can increase one's comprehension. These are usually known as *Pre-reading* activities. As the name indicates, you do these activities before you read. Pre-reading activities may come in the following forms:

- Previewing
- Prediction
- Skimming.

I) Previewing

What do you understand by previewing? The word previewing can be divided into pre + view. *Pre* means before and *view* means sight, vision or to observe. What things do you think you can observe about a novel before you read it? Write them down and compare with mine in the feedback section at the end of this unit.

Study the [top cover](#) of your prescribed book: *The Other Presence* by Francis Sifiso Nyathi. Write down your answers to the following questions:

- a) What items are found on this cover?
- b) Apart from the title, what other information is provided by the front cover of the book? [*The part that may not be legible has been re typed for you*].
- c) Carefully study the picture on the front cover. What is the picture or diagram about? Are there one or two diagrams or pictures on the front cover? What does the picture mean to you? What do you think the picture symbolises?
- d) Why do you think the title is in block letters? What does it signify?
- e) What meaning do you get when you compare the picture to the title of the book?
- f) Is this the author's first book? How do you know?
- g) What is the character in the picture or diagram holding? What is this container used for? Do you have such a container in your own

culture? If not, have you seen such a container before? Where? Does the function of the calabash tell you something?

- h) Now, study the **back cover** of this book. What is on the back cover?
- i) What comes to your mind when you study the picture of the author?
- j) What does the note tell you about the book? What does the note tell you about the author? What isn't given by the cover? What would you have liked to see on the cover of this book and why?

II) Predicting

The synonyms of the term **predict** are: **forecast, foresee, envisage, expect, guess, foretell, see coming**. Do you know the meaning of any of the synonyms — which one? To predict is to guess what you think may happen. In this instance, you guess at themes or activities that you think may be found in *The Other Presence*. Like previewing, you can also use the picture or diagram on the cover of the book and the title to predict what may be found in the book.

The title:

1. What does the title mean?
 - a. **The** – Why is the title not *An or A Other Presence*?
 - b. **Other** – How many things are involved here? Is it only one or more than one?
 - c. **Presence** – What does this term mean? Look at the synonyms for presence: attendance, being there, company. Looking at the top cover, can you guess who else is present in this story?
2. Read and discuss these questions with a partner.
 - a. Carefully study the picture on the top cover again and compare or relate it to the title. When is a calabash usually used?
 - b. Look at the shadow in the picture and think of your own shadow. Have you ever left your shadow behind?
 - c. Have you heard of a phrase: *He or she is a shadow of himself?* What does the phrase mean? What does the shadow on the top cover tell you about the book or the plot story?

III) Skimming

To skim means to glide or float your eyes over a large area. The purpose is to quickly read through the first two and last two paragraphs



of each chapter, taking note of chapter organisation like highlights, and sub-titles. The first two or last paragraphs may give you an indication of the topic sentences, themes and characters in the chapter.

Through skimming, you identify the main ideas of a text by reading the first and the last paragraphs, taking note of the topic or first sentences in other paragraphs and writing down hints such as subtitles, titles, highlighted parts, etc. In skimming, you don't look for specific information as you do in scanning. Rather, skimming allows you to cover an extensive amount of reading material in a short time.

C. Defining the Word Literature

In general, the word literature describes any written or spoken text or material, which includes many kinds of creative or imaginative writing. The word literature is specifically used to refer to texts of fiction, non-fiction, poetry and drama.

Why do we read or study literature?

There are a number of reasons why we read works of literature: for examination purposes, for enjoyment or to get information.

D. Novels

For more information on novels visit the following website and read the part on novels in the right hand corner of the page:

http://www.saskschools.ca/curr_content/elaa10/adventure/independent_book_study/independent_book_study.htm

WHAT IS A NOVEL?

English literature has various styles/genres namely drama, poetry, prose (short stories, novella and novel). A novel is a specific style/genre of writing of literature in which a story that develops over a long period in various or different settings is narrated. The same can be said of a novella with the difference being that a novella is much shorter than a novel. To some people, this novel (*The Other Presence*) can be viewed as a novella since it is shorter than the novels they know, but for the purposes of your studies, we will call it a novel as some people can also see it as fitting that category.

A novel is different from a short story as it can tell the stories of different characters with complex actions. These events are eventually resolved at the end of the story, showing a relation and how the different conflict situations are linked. A short story on the other hand, takes place over a

short time span and has fewer characters.

The title of a novel mostly gives you a clue as to what you can expect after reading it. The title of this story is *The Other Presence*. When you read this title without reading the story you might ask yourself: What does the author mean by this? Many ideas will go through your mind. Don't worry, because everybody will have different ideas about this. In order to answer the question about the title of the novel, we will discuss how the events in the story relate to it.

SOME OF THE ELEMENTS OF A NOVEL

In order to examine and appreciate literary work, you must be aware of the elements of literature used in such a work.

1. Plot/Storyline:

This tells what happens in the novel from the beginning to the end. The plot consists of various elements, namely:

- Introduction — Background of the story, setting and characters.
- Rising Action — The events that lead to the turning point in the story.
- Climax — The turning point of the story.
- Denouement/Conclusion/Resolution — All events come together in the resolution of the plot.

2. Setting:

This refers to the place and time in which the story occurs. You can know a setting of a story by looking at the names of places and people in a story. Some stories have only one setting while others can take place across a wider range and different areas and cultures. The setting of this novel is in a traditional village of the Caprivi. We can derive this from the names of the characters (Sinvula, Ma Simanga, Kachana, and others) even though the author does not mention it. What is important to note is that setting can also be in terms of time during which the story takes place and the actual geographical location at which the story takes place.



3. Characterisation:

Characterisation refers to the study of the characters in the story. The characters' motives, personalities and qualities are revealed by their speeches, appearances, actions and interactions with others. The main character is called a **protagonist** while the character in conflict with the main character is referred to as the **antagonist** and all others are called **supporting characters**. In this novel, the main character is elder Sinvula who is in conflict with the other villagers who accuse him of witchcraft. They are the antagonists. A story does not only need to have one antagonist!

4. Theme:

The central or main idea or message in a literary work is called a theme. This is mostly implied through the actions of the characters and by the nature of conflict and its resolution. Some of the major themes in this novel are mentioned under the introduction above.

5. Point of View:

This refers to the position the writer takes when writing a text. The writer may choose to tell the story from the first person position using the first person pronoun such as "I" or the 3rd person position such as "they". An example of a 2nd person pronoun could be "you". All these positions are called points of view.

6. Mood:

The pervasive atmosphere in the narrative is referred to as the mood. Authors use mood as a style to capture the interest of the reader, for example humour, mystery and adventure. *The Other Presence* is a humorous (funny) novel which uses senses of humour to address issues of serious concern like death and HIV or Aids, tradition and cultural taboos.

7. Style:

Understanding of the writer's tools is also very important in comprehending the intent of his or her written work. In this novel (*The Other Presence*), the author uses various styles or literary techniques to communicate. This novel is also very rich in vocabulary or diction. Some of the words used are easy to understand and others are not. We will therefore also discuss how we can easily infer or deduce the meanings of some unfamiliar words.

In *The Other Presence*, the author also makes use of a lot of imagery as a stylistic device in language use. Imagery is the use of vivid, descriptive language that creates a mental image in the reader. For example: "Dust flew high into the heavens and slowly started taking the



natural space of the clouds.” – (p.1)

The image of “high flying dust”, which goes “into heavens” and “takes the space of clouds” should be very clear in your mental image. If you close your eyes, you will surely be able to see the dust without physically looking at it. This is an example of the power of imagery. There are many examples of such imagery in the text, which we will be discussing.

There are also some proverbial sentence structures present in this novel. This could partly be attributed to many elderly villagers who prefer using their traditional styles of speech. There is a continuous presence of this technique in the whole novel. Such expressions are more apparent in what we call African oral traditions. With the use of the proverbs in the speech of many speakers in this novel, the author is trying to depict and create awareness that this story takes place in a traditional village somewhere in Africa. He also aims at educating the reader on the richness of African languages in terms of idioms, imagery and proverbs.

Look at the conversation elder Neo has with the whirlwind on Page 2. He says: “Find your path to your haven and leave the children of life in their already troubled cradle...”. This is not an ordinary everyday speech, but words from an elder who has all the wisdom in the world. This kind of a statement needs some interpretation. Thus, in literature; we put it under proverbial analysis. In as much as it is proverbial, it sounds poetic and makes the language rich.

The Other Presence is also full of metaphors, which are very popular in African oral traditions. Things are not called what they are, but compared to other things. On Page 8, for example, Neo says to Dube:, “If the kraal of your cattle can be well shielded from starving lions...”. This statement can as well be rephrased as, “If the home of your family can be well protected from danger...”. He is comparing a homestead to a kraal, family to cattle and danger to starving lions. The words in italics are called metaphors in this context.

There are many elements used by the author and you should try to understand these if you want to understand The Other Presence better.

E. Action verbs in the questions

Follow the instructions to the questions carefully. You should clearly understand what the question expects you to do. Remember the following action verbs in the questions:



- **Analyse:** Identify the parts/elements of a story and describe them one by one.
- **Compare (and contrast):** Point out the similarities and differences.
- **Comment:** Write your general remarks on the issue as raised in the story.
- **Discuss:** Use your own words to comment on something. You can debate different points in this regard.
- **Demonstrate:** Examples must be provided and discussed.
- **Describe:** To say exactly what something is like.
- **Distinguish:** Show the differences between two different concepts.
- **Define:** Give a meaning of something.
- **Explain:** Clarify your answer or give reasons for the answer you provided.
- **Justify:** Give an explanation or good reason for your argument or statement.
- **List:** Provide a list of items.
- **Summarise:** Give a structured overview of the main components in the story. This is especially important when you write the plot or storyline.

Literature: The Other Presence: Chapters 1-6

Please Note: Remember to obtain a copy of *The Other Presence* by Dr S. Nyathi for Unit 10-12. The book can be purchased from the African publishers or might be available at your local library.

Introduction

Double-click the icon to listen.



Unit10 intro

(Play the audio to listen to this introduction.)

This is the story of an African community's beliefs and attitudes on the notion of death. It takes place in Ma Simanga's village. Her village is known as Kwena. The story is set in the Caprivi, one of the thirteen regions of Namibia.

Ma Simanga is one of the main characters in the story. People are gathered in her village because they are mourning the death of her first born son, Akapelwa. He has just died mysteriously. Akapelwa's death is not the first she has endured — she has also lost her husband and four other children. The village people, especially Ma Simanga's friends start to question the cause of her misfortunes. They believe somebody jealous of her is responsible. The unfortunate person accused is Elder Sinvula, Ma Simanga's brother-in-law.

Elder Sinvula's friends, Neo and Dube start to shun his presence; afraid that they too, will be labelled as witches and



sorcerers. Elder Sinvula becomes troubled by their behaviour. He vows to find and reveal the truth about the cause of his nephew's death in order to clear his name. He meets his young friend — a modern medical doctor — to do so.

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



Outcomes

- *deduct* meanings of words from the context;
- *identify* the main characters;
- *analyse* the behaviour and relationship between the male characters on one hand and the female characters on the other hand;
- *demonstrate* an understanding of metaphors and similes;
- *compare and contrast* the behaviour and relationship between the characters who represent tradition versus those who represent modern times.

I hope you have understood the unit outcomes. Below is a suggested timeframe that you can use to manage your time effectively for this unit.



How long?

Spend approximately 5 hours on this unit.

This timeframe is a guide for you to use. You may not need the time suggested. However, if necessary, use additional time. Beware of spending too much time to complete the unit because it may make it difficult for you to complete the course on time.

What follows is a list of words in the Chapters 1-6. You may not have encountered some of them before. In order to get the meanings of a difficult word, always try to work it out by using its context in the sentence. Use a dictionary as the last resort, as stopping to find the meaning of the word will not only diminish your pleasure of the story, but it will minimise your deeper understanding of the story.



Terminology

whirlwind (p. 1):	a strong wind that spins fast
leafage (p. 1):	remains of dead old leaves, twigs and dust
imminent (p. 1):	likely to take place soon (especially of an unpleasant thing)
spell (p. 1):	words of magic or a piece of magic that happens when these magic words are said out aloud
mourning (p. 1):	sadness felt and shown due to somebody's death
coupled (p. 1):	linked or joined together / in addition to
consoled (p. 2):	comforted
platform (p. 2):	a chance or opportunity to openly say something
concede (p. 2):	to allow somebody to do something
justification (p. 2):	giving or providing reasons for doing something
calabash (p. 4):	a container made from a hard covering of a fruit or vegetable
apprehender (p. 5):	somebody who apprehends or arrests someone
reprimand (p. 5):	to tell somebody that you do not approve of their actions or behaviour
congregated (p. 5):	to have gathered or assembled in groups
granary (p.5):	a container or warehouse for keeping grains



ordeal (p. 8):	terrible and long suffering
staggered (p. 9):	walk shakily with weak steps
escorted (p. 10):	to accompany somebody, usually as a guard or guide (or comforter in this unit)
wavelength (p. 11):	the distance between two points on the same level
addictive (p. 15):	Something is addictive if people want to do it or take it more and more and they find that they cannot stop doing or taking it.
patched (p. 15):	(Idiom) less good (since the ladies have become barren or infertile. They cannot produce babies anymore)
expectant (p. 15):	expecting or waiting for something exciting to happen
charged (p. 16):	to lay a blame on someone or to accuse somebody
confrontation (p. 16):	a war of words; a quarrel or disagreement
reputation (p. 17):	An opinion that people have about somebody, based on how good or bad activities done in the past are.
apparition (p. 18):	a ghost or vision of something inhumane
furiously (p. 18):	very angry
annoyance (p. 18):	to be bothered, frustrated or irritated infuriation
lamented (p. 19):	mourn, grieve or weep for something or somebody
cumbersome (p. 19):	something that is difficult to prove or carry
interrogated (p. 19):	cross-examine somebody in a frightening way



inclined (p. 20):	tending to do something
transfixed (p. 20):	mesmerise or to make somebody unable to move because they are afraid, surprised
condemnation (p. 20):	disapproval, blame or judgement of somebody or something
contrary (p. 21):	opposite of something
crucial (p. 22):	extremely important or good
maligning (p. 23):	criticise and slander somebody in a hurtful way

Now that you have studied the notes on literature and the list of vocabulary, do the following activity before you start reading the story.

Pre-Activity

Do the following activities without referring to the notes given at the beginning of this unit. Correct answers will guide you towards understanding literature better.

1. What comes to your mind when you read the title “The Other Presence”?

Explain your answer in one sentence.

2. What is the difference between a novel and a short story?

3. Complete the following table by putting the correct letter next to the appropriate element of a novel.



1	setting	a. What happens in the novel from the beginning to the end.
2	plot/storyline	b. It is the use of vivid, descriptive language that creates a mental image in the reader.
3	theme	c. The pervasive atmosphere in the narrative.
4	climax	d. An all-knowing narrator who knows all the thoughts, motives and actions of the characters in the story.
5	characterisation	e. The main character.
6	omniscient narrator	f. The central idea or message in a literary work.
7	protagonist	g. Place and time in which the story occurs.
8	imagery	h. The turning point of the story.
9	mood	i. The study of the characters in the story.

4. Give two most important reasons why you think you should read.

I trust that the introductory notes you read above on literature enabled you to get an insight into what the novel you are holding in your hands is about. The exercises in the following units will help you to understand the novel better and perform well in your exams.

Now, compare your answers with [these](#) ones here. If you answered all questions correctly, then you are ready to proceed to Activity 1. If not, please read the introductory notes again.



Study skills

Before we continue, read the notes below on hints on answering literature questions as they might be helpful to you for doing the activities in this course and the examination.

As you go through the activities, note the following hints.

- There will be an extract from the novel in the exam from which a number of questions on content and literary analysis will be set.
- Ensure that you have a thorough understanding of the story as the questions that follow the extract will not be based on the extract (as is done in reading comprehension), but your general understanding of the whole novel.
- Your answers do not need to be in full sentences. Give single responses to the questions; answer only what is asked.
- The responses should be in your own words as far as possible, but they must not deviate from the meaning in the text. Writing in your own words is an indication of how well you understand the text.
- The number of marks given at the end of each question gives an indication of how many facts or points you need to mention for your answer. It is also a guide for how long your writing should be.
- Take note of your punctuation and spelling.
- Although the story happened in the past, we normally use the PRESENT TENSE in the study of literature. So, don't be confused when chapter summaries, questions and answers are presented in the PRESENT TENSE in this course.



Reading

Now is your time to read the story in your novel. Take the novel and read Chapter 1 to 6 carefully. Once you have read the story up to Chapter 6, do the following activities.



Activity

Activity 1

Match the following words in the box with the most suitable meaning. Take note that one of the words has two meanings that are relevant to this story. Write your answers on a separate sheet of paper.

thicket	congregate	audibly
expression	protest	lamented

1. Show or express grief or sadness.

2. A large number of things that are not easy to understand.

3. Do or show publicly that you disagree or disapprove of something.

4. Come together as a group.

5. Insistence of being clearly heard.

6. A group of bushes or small trees growing together.

7. A means of showing one's feelings.

Please verify your answers with mine at the end of the unit. Answer all the questions before you check the answers at the end of the unit. Always make sure that you have answered all the questions before you move on to the next activity. Now, go on and study the notes on Metaphors and Similes.



Note It!

Metaphors and Similes

Read the notes below on Metaphors and Similes and then do the activity that follows.

Metaphors and Similes

Writers mainly make use of stylistic devices to make their writings more interesting for the reader.

Metaphors and similes are such devices and are referred to as the figurative (symbolic) speeches.

A **simile** is a comparison between unlike elements and often makes use of words such as **like** and **as**. Example: *Her skin looked **like** ashes of a burnt person.* Kachana's **skin** is compared to the **ashes** of a burnt person by using the word **like**.

If we take the same sentence and we change it to: Her skin is ash, then we have put a comparative likeness between skin and ash, where the skin is compared to ash without the usage of the words **like** or **as**.

Therefore, a **metaphor** expresses a comparative likeness between two objects, concepts, people or creatures. A metaphor can also be a statement that does not necessarily mention the other object it is compared with, e.g., *Ma Simanga's kraal is being devoured by lions and hyenas,* meaning, *Ma Simanga's home is being destroyed by diseases.*



Activity

Activity 2

This story is full of metaphors and proverbs used by elders. Below the following summaries are some of them which are derived from the first three chapters. Read these summaries of Chapter 1 to 3 to remind yourself of the story before you do the activity.

SUMMARY: CHAPTER 1

FEARS OF THE WHIRLWIND

The whirlwind, carrying leafage high into the sky terrified the mourners who had gathered to console Ma Simanga in her compound. She had just lost a fifth member of her family — her first born son, Akapelwa. On seeing its approach and knowing the danger it represents; Neo, sniffing his snuff, commands it to leave the mourners in their state of suffering. The wind seems to listen to him and he is thus teased about his super powers by elder Situmbeko and Dube. Elder Neo humbly refuses to boast about his powers; instead he acknowledges that the powers he used belonged to his ancestors. They agree to honour their ancestors by drinking their traditional beer, which sometimes accompanies such ceremonies. The beer is contained in a calabash that is passed from one elderly person to the next.

Both the whirlwind and the calabash have connotation meanings. The whirlwind symbolises the calamities or tragedies to have befallen this community in the form of an *unexplainable* number of deaths taking place, especially in Ma Simanga's family holdings. The community people under a tree at the centre of the village become terrified by the whirlwind in the same way they are afraid of these occurrences.

A calabash, especially one made from a hard vegetable covering, tends to break very easily. The sharing of the calabash symbolises the unbroken cord of love and kinship affinity that usually embodies African values. The community share everything, including hardships. We are also cautioned that this bond of kinship can easily get broken just like the calabash.

SUMMARY: CHAPTER 2**KACHANA'S BEHAVIOUR**

Their drinking from a shared calabash is suddenly interrupted by Kachana's arrival and wailing behaviour — she chants inaudible statements and rolls down, calling the name of the deceased. She is the late Akapelwa's cousin. Kachana is a modern woman, who enjoys a beer and cigarette smoking. She is thus looked down by the traditional community in which she was born. As she wails uncontrollably, womenfolk start to grumble. She eventually controls herself after being ordered to do so by her father, Elder Sinvula.

As she sobs, she sees a dog stealing meat that hung on the line, next to a granary to dry and be preserved. She mumbles something to chase the dog away or call the other members' attention to what it is doing. She is, however, misunderstood by her comforters who think she is insulting them. She is thus unjustly beaten by the women who tried to comfort her. Eventually, she decides to openly state the activities of the dog. Her assailants then chase the dog away but remain unrepentant for assaulting her by pretending nothing happened.

Though dogs are man's friends, they are sometimes associated with evil activities in some communities, especially in the Caprivi region. A granary next to the line and the meat on the line connotes comfort and abundance of food, hence happiness. This comfort is disrupted by the dog that eats the meat — and thus symbolises the disease that destroys and cuts short the lives of people in the village.

SUMMARY: CHAPTER 3**THE PRETENCE**

Men discuss some community happenings as they sip their traditional brew. Their discussions of wisdom to preserve their cattle lead to their lack of wisdom to preserve and save Ma Simanga's family members. Neo indicates that Dube is a traditional medicine-man and he is asked why he fails to assist Ma Simanga in her misfortune.



Dube's answer reveals that members of this community are indeed knowledgeable of what is killing Ma Simanga's family members even though they pretend to be ignorant. Dube answers that: "The disease you are talking about is deadlier than ever experienced by any of our forefathers. I believe it can devour lions, too" (page 8). This reply makes Neo feel tickled and would like to laugh openly but is warned by Dube not to because the mourners would think he bewitched the deceased.

For the first time readers are introduced to the theme of *Pretence*. People in this community pretend not to know what is killing Ma Simanga's family members. The theme of Pretence is developed further towards the end of this chapter as the two friends advise each other to stagger as they walk to show remorse for the death of Akapelwa.

Here is the activity:

Match the metaphors and proverbs used by elders in these chapters with their correct meanings chosen from the second list below. Write the number of each meaning in the spaces provided:

1. Leave the children of life to their already troubled cradle.

2. Find your path where your legs suit your walk.

3. Your fangs will consume our creation.

4. Your tongue carries fierce command.

5. Long before you and I called to this earth.

Match the above-mentioned expressions with the following meanings:

(a) What you say is very powerful.

(b) You will destroy us.

(c) Long before we were born.

(d) Do not disturb those that are alive as they are already troubled.

(e) Go where you came from.

You are going to encounter similar expressions throughout the novel. Ensure that you understand them as they may feature in your exam. Check the [answers](#) here before you proceed to inference.



Note It!

Inference

Read the notes below and then do the activity that follows.

Reading can be fun if you immediately get down with the book and understand every word mentioned in the text. It will even be more interesting if you understand and identify with the ideas or concepts raised in the story. The story would then be like retelling situations you are similar with, but only adding a different flavour to it.

However, the opposite is also true. Going back to a dictionary to look up a meaning of a word can be a very time-consuming task, which might make you lose interest in reading the book further. Some of you might not have access to a dictionary at that moment and this might make your reading even more difficult. In order to overcome these difficulties, you should learn inferring techniques, as they are very helpful. Inferring simply means ***discovering a meaning of unknown elements, especially words, by making use of cultural, logical or grammatical clues in the texts.***

For this activity, we will talk about how to put the word in its context by reading the whole sentence. In this



case, you have to read the whole sentence in order to build ideas, linkages, and relations to other words in the sentences. It will give you an idea of what a word may mean e.g.; *Kachana **wailed** so much that she could not contain her tears.* In this sentence, the target word is **wailed**. When you link it to **tears**, you realise that it definitely refers to **crying**. This method is called; **contextualisation**. The connection might not be in the same sentence only, but in a paragraph or a set of sentences.



Activity

Activity 3

Using the notes that you have just studied above, guess the meaning of the *bold* and *italicised* words in the sentences below. Use a separate sheet of paper to write your answers.

1. The sun was **descending** towards the end of the earth.

.....

2. He is a **wicked** man as he bewitches people.

.....

3. Chuma **interjected** Namukolo while she was still talking.

.....

4. Elder Sinvula is blamed for **abominable** acts like killing people.

.....

5. *Ma* Simanga **yearned** to eat earth as it is very tasty for her.

.....

6. Elder Dube was **revered** in the village as his grandfather was very respectable.



7. Elder Sinvula **succumbed** to the continuous interrogation by elders Dube and Neo because he was confused.

8. Elder Neo thought that walking with elder Sinvula will be **tantamount** to working together with him.

9. Elder Neo did not **insinuate** that elder Sinvula is guilty of the activities of the night.

10. In the village, even **fabrications** can be regarded as truth.

It is advisable to practise guessing the meanings of difficult words from the context. This means looking at the words in the same sentence that come immediately before and after a word to make its meaning clearer. Check the [answers](#) at the end of the unit.

Before you try the next activities, read through the summaries below to remind yourself of the content of the story in Chapters 4, 5 and 6.

SUMMARY: CHAPTER 4

THE WOMEN'S POINT OF VIEW

Ma Simanga, the bereaved mother is not seen outside for almost four days. On the fourth day, she is escorted by Chuma and Namukolo, her best friends to visit the bushes. On their way, they discuss Ma Simanga's misfortune and what they think is causing it. They move very slowly to show their great grievances and sadness.

Chuma and Ma Simanga reveal that they suspect Elder Sinvula to have magically killed Akapelwa. Namukolo, a Christian, defends him. Unfortunately, she does not seem to have facts to support her arguments.



SUMMARY: CHAPTER 5

MA SIMANGA'S BELIEVE

Death is usually something we do not get used to. In the African culture, we tend to question every death as if we have a right to give or take life. Thus, we always try to obtain a scapegoat for all our sufferings.

As the friends discussed in Chapter 4 above slowly proceed on their journey, Ma Simanga gives a piercing scream after seeing Elder Sinvula, who was passing by. The two friends, Dube and Neo, who had earlier taken the same direction as the women to relieve themselves rush to the women's rescue on hearing her screams. They search around and come across Elder Sinvula and realise how serious the accusations levelled at him are. They decide not to be seen walking with him to avoid being called sorcerers too. Elder Sinvula is left behind by his friends, overcome by feelings of helplessness.

SUMMARY: CHAPTER 6

Elders sometimes tend not to understand the new generation's behaviour. They value the old and traditional customs and would wish to see them embodied by the new generation. The new generation through their education learn a variety of people's traditions and customs. Through their mingling with people from different spheres of life, they end up imitating ideas from other cultures other than their own. This breeds conflict between the two generations.

STRAIGHT FORWARD ATTITUDE

Chapter 6 introduces a controversial character, Thomas, Chuma and Sezuni's son. He is a well-educated young man. He has a Masters degree in Social Science. The new generation sees him as an achiever to imitate, while the old generation feel he lost his home values through his study.

Apart from his education, his dressing, general behaviour and the blatant way of talking distinguishes him from the rest of his peers. He offends some members of the community through his honesty, openness and attitude regarding the causes of Akapelwa's death. He voices that he suspects Akapelwa died of HIV and AIDS, a disease no one would like to be associated with due to the manner in which it is believed to be acquired. He

would like the community, especially the new generation to openly talk about it — AIDS. He feels by so doing they will be able to serve themselves and the whole community. He poses a question to one of his primary school peers on page 24 by saying: “Now tell me, why you accuse people of having died of witchcraft when you know very well that they died of HIV and AIDS?” Those who heard his comment felt he has insulted the whole family.



Nico beating Thomas with his knobkerrie. Kajaha comes aggressively to defend him.

Even his closest friend Kajaha wanted to distance himself from him. When he wanted to move away, he was pulled down by Thomas, who made him fall down the second time he did so. This gave Nico, the primary school friend who had aged, a chance to use his knobkerrie to beat Thomas and relieve his frustrations. Kachana tried to defend him and was left dumbfounded when the real cause for assaulting Thomas was bluntly reported by Nico.

I hope the story becomes vivid in your mind again. Now, try the next activities.



Activity

Activity 4

This activity is a multiple choice question. Read through the following questions and tick the correct answer.

1. People congregated to mourn:

- | | | |
|----|------------------------|--------------------------|
| a) | Akapelwa's death. | <input type="checkbox"/> |
| b) | Ma Simanga's husband. | <input type="checkbox"/> |
| c) | Ma Simanga's last son. | <input type="checkbox"/> |
| d) | Thomas | <input type="checkbox"/> |

2. Neo, Dube and Sinvula were:

- | | | |
|----|-----------|--------------------------|
| a) | brothers. | <input type="checkbox"/> |
| b) | enemies. | <input type="checkbox"/> |
| c) | friends. | <input type="checkbox"/> |
| d) | in-laws. | <input type="checkbox"/> |

3. Ma Simanga's brother-in law was:

- | | | |
|----|----------|--------------------------|
| a) | Dube. | <input type="checkbox"/> |
| b) | Kachana. | <input type="checkbox"/> |
| c) | Kajaha. | <input type="checkbox"/> |
| d) | Sinvula. | <input type="checkbox"/> |

4. Ma Simanga screamed because she saw:

- | | | |
|----|----------|--------------------------|
| a) | a snake. | <input type="checkbox"/> |
| b) | a dog. | <input type="checkbox"/> |
| c) | Neo. | <input type="checkbox"/> |
| d) | Sinvula. | <input type="checkbox"/> |

5. Akapelwa and Kachana were:

- | | | |
|----|---------------------|--------------------------|
| a) | brother and sister. | <input type="checkbox"/> |
| b) | cousins. | <input type="checkbox"/> |
| c) | lovers. | <input type="checkbox"/> |
| d) | enemies. | <input type="checkbox"/> |

6. Kachana is loathed by the elderly people because she is:

- | | | |
|----|-----------------|--------------------------|
| a) | a stupid woman. | <input type="checkbox"/> |
| b) | a clever woman. | <input type="checkbox"/> |



- c) a modern woman.
- d) a traditional woman.

7. Ma Simanga's Christian friend was:

- a) Chuma.
- b) Kachana.
- c) Kahundu.
- d) Namukolo.

*These questions will help you identify minute details of the story. Now check the **answers** at the end of the unit. Activity 5 will give you more practice on identification of minute details of the story.*



Activity

Activity 5

The following activity is a true or false question. Write **true** or **false** to state whether the statements are true or false.

1. Kachana was slapped because she insulted an elderly woman.

2. The whirlwind listened to Neo's voice.

3. The people pretended to believe that Sinvula killed Akapelwa.

4. Thomas was beaten because he spoke the truth about the cause of Akapelwa's death.

5. "Zip up your stinking mouth" means shut up.



How are you doing so far? Remember, practice makes perfect. Doing a lot of activities helps you to understand the story better. Check the [answers](#) at the end of the unit. You have two more activities below. Try them.



Activity 6

Read Chapters 1 to 6 again and answer the following questions. With a partner, discuss and write down your answers to the following questions. Use a separate sheet of paper to write down your answers.

6.1.1 Where is the story taking place?

.....
.....

6.1.2 When is the story taking place?

.....
.....

6.1.3 Who are the major characters in this story?

.....
.....

6.1.4 Who are the minor characters?

.....
.....

6.2 For the following questions, you need to discuss the issues. There is no right or wrong answer in this activity because the answers will depend on your arguments. Your arguments should, however, be supported by quotes from the passage where possible.

6.2.1 Was Thomas justified to voice out his suspicion about Akapelwa's death? Why?

.....
.....



6.2.2 How and why would you have behaved at the moment when Thomas voiced his suspicion if you were:

a) Kajaha?

b) Nico?

6.2.3 What do you think would lead to Thomas's suspicions?

6.2.4 How do you think discussing issues of HIV and AIDS will assist any community?



*This was the last activity in this unit. I hope you did not find it too challenging. If there are still some **answers** that are not clear to you, go back and read the story again to find the details. Before you leave this unit, read the unit summary and do the assessment task at the end of this unit.*



Unit Summary



Summary

In this unit, you learned about what literature means and what items you need to look for as you read literature. You also learned about strategies you can use before you start reading a novel. You learned about metaphors, proverbs and similes. You have done some activities to help you identify the main characters. You have also compared and contrasted the relationship and behaviour between the characters that represent old tradition versus those who represent modern times. In the next unit, we will discuss Chapters 7-15 in your novel.



Assessment



Assessment

Unit 10 - Assessment Task

Now that you have worked through the unit you will be able to answer the questions set on the content of the unit. Complete the following exercises and broaden your knowledge and understanding.

Question 1

1.1 Use the following words in sentences in order to bring out the meaning.

- (a) imminent -
.....
- (b) mourn -
.....
- (c) stagger -
.....
- (d) interrogate-
.....
- (e) malign -
.....

[5]

1.2 Match the following characters with the descriptions given.

- | | | |
|-------------|------------|------------------|
| Characters: | Akapelwa | Elder Sinvula |
| | Kahundu | Dr. Castro |
| | Elder Dube | Pastor Situmbeko |
| | Stella | |

Description:

1. Sinvula visited him in town. -
2. The brother of Ma Simanga’s husband.
3. The person responsible for the burial service.
4. The nephew of Elder Sinvula.



[4]

1.3 Choose the correct explanation for the Metaphors given.

Explanations:

- Very stubborn
- Moving with tremendous speed
- Not very heavy
- A dangerous driver
- He kept returning the ball.

Metaphors:

1. The man is a real road hog. -
.....
2. She is such a feather. -
.....
3. Our cat is a bolt of lightning. -
.....
4. This boy is such a mule. -
.....

[4]

1.4 Complete the following Similes correctly.

1. As cool as a
2. As dead as a
3. Like father
4. She sings like a

[4]



Question 2

Read the following extract and answer the questions that follow.

Laughter from the spectators quickly submerged Nico's command.

"If you think being a man is carrying a knobkerrie and landing it on younger boys instead of running an office somewhere in town then you are truly far short of what is defined as being a man."

"Do not pour scorn on me, Kachana. You do not know what has caused this," looking at the knobkerrie, "beautiful stick to land on the so-called learned young man you are defending."

5

"It is not about defending anybody here, it is about your disrespect of what is going on here. Where is your compassion, Nico?"

"No! it is you I should ask compassion, Kachana. You want me to let go of a person who violates our spirits by suggesting that Akapelwa d....d....d....died,' speaking with difficulty and repeating his word, "died of AIDS?"

10

1. Why did the spectators laugh at Nico?

_____ (2)

2. Did Kachana have a good understanding of why Nico hit Thomas? Explain.

_____ (2)

3. Why do you think Nico says Thomas is a "so-called learned young man" while Thomas is really learned?

_____ (2)



4. Explain the word “compassion” in your own words.

(2)

5. How did everybody, including Kachana, react when Nico said that Thomas suggested that Akapelwa died of AIDS? Give a reason.

(4)

6. How do you know that Neo does not believe that the deceased died of a sickness?

(3)

7. Besides pretending to be sorrowful, explain why you think the two elders are staggering in their walk.

(2)

[17]

[TOTAL 34]

Well-done! You've come to the end of Unit 10. Remember to submit your Assessment Task to your tutor for marking.



Answers to Activities: Unit 10 The Other Presence: Chapters 1-6



Feedback

Unit 10 - Answers to a Pre- Activity

1. The answer to this question is self-explanatory. It depends on your individual understanding of the title. However, after reading the novel you should be able to reflect back to your initial understanding and how you were enlightened by the events.

Sample answer: There is something else present besides what we know and can see in the universe.

2. A novel tells the stories of different characters (imaginary people) which eventually come together at the end of the story showing a relation and showing how the different storylines are linked. A short story takes place over a short time span and has fewer characters.

- 3.
1. g
 2. a
 3. f
 4. h
 5. i
 6. d
 7. e
 8. b
 9. c

4. Any two of the following:

- To develop your reading skills and speed.
- To develop your vocabulary.
- To learn about things you did not know before e.g. others cultures, beliefs, customs and traditions.
- To learn to appreciate the feelings of others.
- To learn more about life.
- To build your intellect.



The two reasons you chose are the ones that will most probably motivate you to keep on reading. Keep it up!

[Back to Exercise](#)

Activity 1

1. Audibly — insistence of being clearly heard
2. Congregate — come together as a group
3. Expression — a means of showing one's feelings
4. Lament — show or express grief or sadness
5. Protest — show publicly that you disagree or disapprove of something
6. Thicket — a group of bushes or small trees growing together or
7. Thicket — a large number of things that are not easy to understand

[Back to Exercise](#)

Activity 2

1. d
2. e
3. b
4. a
5. c

[Back to Exercise](#)

Activity 3

1. going down
2. evil
3. interrupted
4. horrible/evil/bad
5. long/desire/crave
6. respected
7. gave in
8. equal/the same as
9. imply/suggest
10. lies

[Back to Exercise](#)

Activity 4



1. a)
2. c)
3. d)
4. d)
5. b)
6. c)
7. d)

[Back to Exercise](#)

Activity 5

1. Kachana was slapped because she insulted an elderly woman. **False**
2. The whirlwind listened to Neo's voice. **False**
3. The people pretended to believe that Sinvula killed Akapelwa. **False**
4. Thomas was beaten because he spoke the truth about the cause of Akapelwa's death. **True**
5. "Zip up your stinking mouth" means shut up. **True**

[Back to Exercise](#)

Activity 6

6.1.1 In Kwena, a village found in the Caprivi, one of the thirteen regions of Namibia.

6.1.2 It takes place after the death of Akapelwa, Ma Simanga's son.

6.1.3 The major characters are Ma Simanga, Sinvula, Namukolo, Chuma, Neo, Kachana and Dube.

6.1.4 The minor characters are Thomas, Kajaha, Situmbeko, Stella, Mercy, the traditional doctor, the pastor from the central, Kahundu and Dr Castro.

6.2 The purpose of Activity 5.2 is to make you critically think of the main issues of this book. There is no right or wrong answer in this activity because the answers will depend on your arguments. Your arguments should, however, be supported by quotes from the passage where possible.

[Back to Exercise](#)



Resources

The following book has been used in this unit:

1. *The Other Presence* by Dr F.S. Nyathi. This book can be obtained from: The African publishers snyathi@unam.na sifiso12@unam.na.

Please take note that NAMCOL learners are provided with this book.

Additional Resource:

NAMCOL English as a Second Language Grade 10 study guide (Module 4).



Unit 11

Literature: The Other Presence: Chapters 7-15

Introduction

Double-click
the icon to
listen.



Unit 11 intro

(Play the audio to listen to this introduction.)

I think you should now be able to demonstrate an understanding when we refer to a literature examination based on a novel.

In this unit, you will learn about how some characters try to solve their problems: through discussion, by consulting witch doctors and by cheating others. The unit also shows the consequences of judging others. Some people will always try to point fingers at others, but when they find themselves at the receiving end, they become dumb. Judging others is a practice we should try to avoid at all costs.

Apart from that, you will also get some background information to some activities reported in the story.

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



Outcomes

- *identify* creatures that symbolise superstition in the text;
- *discuss and list* animals linked to superstition in your own culture, as well as what such animals symbolise;
- *show* understanding through inference and deduction techniques;
- *argue* your views on behaviour of some mourners and some religious denominations, especially in events such as funerals;
- *identify* what the fire symbolises in a given piece of text;
- *summarise* in your own words what you have learnt from this unit;
- *discuss and describe* the consequences of superstitions;
- *critically analyse* the song to discuss gender issues in the chapter and the book as a whole;
- *explain* meanings of some idiomatic and ordinary expressions;
- *identify* proverbs used in the text and explain their meanings;
- *give* synonyms of provided words;
- *explain* the effects such proverbs have on the text and on you.

I hope you have studied the unit outcomes carefully. Below is a suggested timeframe that you can use to manage your time effectively for this unit.

Spend approximately 5 hours on this unit.



How long?

This timeframe is a guide for you to use. You may not need the time suggested. However, if necessary, use additional time. Beware of spending too much time to complete the unit because it may make it difficult for you to complete the course on time.



Now study the following words. You will come across these words in the story you are going to read in Chapters 7-15 of "The Other Presence".



Terminology

- percussion (p. 63):** musical instruments played by beating with hands
- culprits(p. 63):** people or something answerable for causing the problem
- coercion (p. 63):** the act of using force to make somebody do something they don't want to do
- exhibit (p. 63):** to show off or reveal something
- chauvinistic (p. 64):** opinionated person
- ballad (p. 66):** a song or poem that tells a story
- squawk (p. 66):** a loud and high sound or to speak in such a high loud voice
- unabated (p. 67):** unchanged in its force



Reading

Now take your novel and read Chapters 7 to 15. After that, read the summaries of the same chapters below before you start doing the activities.



Note it!

Pre-activity

Statement:

Caprivi, one of the thirteen regions in Namibia is more than five hundred kilometres from the nearest region. The pastor comes from the central parts of the country. He thus has to travel a long distance to reach this region to see his folk. He has to travel back to his own central region at a later stage and therefore would need petrol. It is a fact that petrol has become a very expensive commodity and that pastors are usually not well paid.

Double-click
the icon to
listen.



Caprivi



Activity

Should pastors charge for their religious services at funeral events? Give reasons for your answer. Write your answer on a sheet of paper.

Check some [advice](#) at the end of this unit. Now, let's continue and focus on Chapter 10 of the book.



Reading Activity

Activity 1

Read Chapter 10 in your novel and then read the summary below, to answer the questions that follow.

SUMMARY: CHAPTER 10

OPINION ABOUT THE CHURCH

Having observed and noted the previous night's sermon and realised that the churches have let down the people; discussed religious happenings with young Thomas that afternoon; read, absorbed and got disturbed by the letter Thomas showed him, lay pastor Situmbeko decides to start preaching again. He realised that the churches are now a place for showcasing or displaying one's wealth and this could not be allowed to continue. His young friend on the other hand was disturbed by the deteriorating moral values of the community.

The letter contained a plea for assistance with clothes. The boy referred to had requested Thomas to buy all sorts of clothes, a hymn book, a bible and a suit for him to wear to church. Situmbeko feels the rich people have turned the church into a circus and a fashion parade in which poor people get embarrassed.

SINVULA'S ARRIVAL

The lay pastor also wants his community to see and realise that their low moral values have led to their downfall. It has led to some problems they are facing. Before he starts preaching, he reads aloud some parts of the letter to the mourners and this is followed by a song. As the mourners and the sympathisers are singing, elder Sinvula arrives and sits at his usual place. People like Chuma who accused him of Akapelwa's death start to complain about his presence. Chuma is the most audible one and is reprimanded by her friend Namukolo. They

note his absence from the compound the previous night and make up stories as reasons for his absence. The rumours are that he had gone to:

- he had gone to see to his things;
- to rest in his compound.

However, Sinvula had decided not to be disturbed or concern himself by the people's talk. When they see his new clothes and being well presentable, some change their views on why he had been absent. They say he had started to misuse Akapelwa's money.

PREACHER'S OBSERVATIONS

Situmbeko observes all this and decides to talk about his observations. He starts by reminding the people that God is the only one who decides when people will be born and when they will die. He asked them to reflect or deeply think on their behaviour and activities and see if they still thought they would go to heaven should the Son of man come back at any moment.

Situmbeko preaches about witchcraft — some members of the community accusing and judging others of witchcraft. He also reminds them that God is the only one who has the right to judge and that people should not judge each other. This angers people like Chuma and she starts grumbling aloud while the elderly encourage her. The encouraging words from the elderly fuel Chuma and she challenges them to reveal themselves and not hide in the darkness. Kachana supports her and is instructed to sit down by her father.

THE INTERRUPTION

Situmbeko questions this interruption of his sermon and sees it as a sign that they have "all



lost senses of divinity" (p. 58). This part of the sermon is interrupted by Thomas, who wants to add to Situmbeko's message. His interruption is met by hostility from most elders who want to know who his parents were. They start using derogatory language against his upbringing, which shames his mother, Chuma.

As the elderly want to know who the parents of Thomas, the "ill-mannered" (p. 61) were, Sinvula looks straight into Chuma's eyes as if to say, "how do you feel now when you are at the receiving end"? The accusation levelled at her due to the conduct of her son embarrasses her very much. She struggles with her emotions as she stands up to indicate that she is Thomas's mother.

Sensing her friend's embarrassment, Namukolo decides to rescue her by starting a song. Chuma also joins the singing. Some women stand up one by one to join her and the session ends with a prayer by Situmbeko.

If you have read Chapter 10, answer the questions below.



Activity

1) Should young people be allowed to interrupt elderly people when they are discussing? Give reasons for your answer.

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

2) What does the fire in this chapter symbolise?

.....

3) Was the letter from Thomas's cousin wrong or not? Why?

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

4) If you were Elder Sinvula, how would you have felt on hearing pastor Situmbeko preaching about death and witchcraft? Give reasons for your answer.

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

5) Was Chuma pleased with pastor Situmbeko's arguments that 'only God knows when we are born and when we will die'? Why?

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

6) Explain how Chuma felt when the elderly wanted Thomas's parents to reveal themselves. Quote to support your answer.

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

7) In two paragraphs, discuss what you have learnt from this section. If possible, quote to prove your statement.

*Those were exercises for Chapter 10. Check the **answers** at the end of the unit. The next section gives you practice on Chapter 11.*



Reading Activity

Activity 2

Read Chapter 11 and study the summary below to answer the questions that follow.

SUMMARY: CHAPTER 11**BELIEVES IN WITCHCRAFT**

The author seems to suggest that though witchcraft is believed by many people worldwide, it seems to be more prominent in Africa. The Bible states that we all have to die. However, it does not tell us how each one of us will die. Some die in accidents, some become ill for a long time before they die while others die from short illnesses. Though death is among us, it is an entity that people will never get used to. Our reactions to death also differ from person to person. In this book, Ma Simanga and her friends and some community members believe that death is caused by witchcraft and therefore, whenever one dies, their death must be researched. They accuse others of having committed the act and that they should be revealed by diviners.

This chapter invites you to think deeply about witchcraft and how it affects innocent people. As you go through it, think of your own villages and compare the happenings in this chapter with what you have observed or read about.

THE RITUAL

Many mourners still believed in an evil spirit hovering over the compound. For them, prayer alone will not cleanse or remove it. Thus, a diviner has been called to look into the matter of Akapelwa's death in order to reveal who caused it. As they waited for the right day, he shows off his divine skills to the mourners.



Before such a ritual is performed, the diviner and his helpers put on gear meant for such rituals. They dance to a song and drums, encouraged on and praised by the women folk of the compound. Carrying the horn in one hand and an animal tail in the other, the diviner shows off to his audience who await the revelation of the wizard. Unfortunately the wizard is not pointed out as the day for doing so was not yet right — it must be after the burial of the deceased.

Now, answer the following questions for Activity 2, based on Chapter 11.



Activity

1) What was the diviner's job in this village?

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

2) How would you have recognised the diviner's helpers?

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

3) Is there anything wrong with the song on Page 64 of *The Other Presence*? Give reasons for your answer.

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

When working on these units, you should always have your novel handy, so that you can refer to it as often as required when doing exercises. Check the answers at the end of the unit before you proceed.



Activity

Activity 3

Read Chapters 7 to 12 and study the summaries below before you answer the questions that follow. You may go back to read again the summaries for Chapters 10 and 11 above.

SUMMARY: CHAPTER 7

SINVULA'S JOURNEY

Troubled by the gossip that he bewitched and killed his nephew, Sinvula decides to get answers on the real causes of Akapelwa's death from the hospital. He starts his lonely journey very early in the morning without informing anybody. On the way, he reaches a junction and becomes indecisive about which trail to follow and this delays him. This indecisiveness also portrays and signifies the community's indecisiveness towards the rampant disease. The society does not know which way to take — to openly acknowledge the killer disease among them or not. Instead, they hide behind superstitions.

EVENTFUL TRIP

In Chapter 6, Nico referred to Kwena community's immorality. This lack of moral values is hereby symbolised by the rare incident encountered by Sinvula on his way to see the Cuban doctor — he encounters two **black cats** having sex. They do not stop — even when he approaches them. Animals like cats, especially black ones and owls are related to evil in many African cultures. Thus, encountering such animals may signify a bad omen for the one who encounters them.

Though the visions he sees and encounters unnerve and confuse him for a moment, Elder Sinvula believes and trusts in God to save him. He starts to sing a Christian hymn to console him while he pushes on. Being a Christian he believes that only God gives and takes lives. He does not understand why people in his community believe he was able to carry out such a horrible activity.

SUMMARY: CHAPTER 8 and Some Background Information

In order for you to understand the beginning of this chapter, you are here provided with the background information to Katima Mulilo, the capital town of Caprivi in which the story is based.

KATIMA MULILO BACKGROUND

The town of Katima Mulilo is built on the banks of the Zambezi River in the Caprivi, one of the 13 regions in Namibia. Though there are many small clinics in the Caprivi Region, there is only 1 big hospital. This hospital is in the Katima Mulilo town.

Next to the hospital is the Katima Mulilo Open Market (they are divided by a wall) where the community sells a variety of merchandise such as fresh and dry fish, fresh and dry traditional vegetables, modern vegetables, clothes and art work. The Katima Mulilo Open Market is one of the tourist attractions in the town. It is also next to the shopping centre. Thus, during the working day, the Katima Mulilo Open Market is a hive of activities.

Now, use your imagination to visualise what elder Sinvula encounters on reaching a few



metres to the hospital. This is what is explained in Chapter 8's first paragraph.

THE HOSPITAL

Since its independence, Namibia has not yet built up a large pool of qualified personnel resources in many fields. It is assisted and supported by specialists from many countries in the world, including Cuba. Caprivi, being far away from the capital city (Windhoek), has many foreign volunteer doctors working in it than in hospitals within and nearest to Windhoek. Many of these volunteer doctors working in the Katima Mulilo hospital are from Cuba.

Another incident not, maybe, unique to Namibia only is the types of nurses one encounters in the hospitals. Generally, there are usually two types of nurses one may come across in general hospitals: the good, well-mannered, sympathetic nurses on one hand and the bad and rude nurses on the other.

EXPERIENCE AT HOSPITAL

When eventually elder Sinvula arrives at the hospital and asks to see the Cuban doctor, he is unfortunately welcomed by the latter type of nurses — and this is nurse Kahundu, rudely instructs him to join the line, like any patient, if he wants to see the doctor. Sinvula explains that he isn't a patient and thus wants to see the doctor in his capacity as an individual. This answer annoys Kahundu, who starts to ridicule the old man. The old man is however not scared by Kahundu's abusive language. They argue and this commotion summons the attention of Doctor Castro. On seeing elder Sinvula and to Kahundu's surprise, he greets him like an old friend. She is ordered to buy refreshments for them.



Elder Sinvula in the consulting room of his friend Dr Castro.

REASON FOR VISIT

Sinvula reveals his reason for coming to see the doctor. As he explains his purpose, they are interrupted by nurse Kahundu who has been eavesdropping behind Sinvula for some time. This makes Sinvula angry and another heated argument takes place.

Doctor Castro finds Akapelwa's file and explains the symptoms of his illness to the old man. This evasion of the truth by the doctor surprises Sinvula. The medical ethics that silence the doctor are thus questioned by elder Sinvula. The doctor pacifies elder Sinvula by asking him to go to his house to refresh himself and with a promise to see him at a later stage.



SUMMARY: CHAPTER 9

DISTURBANCE AT WAKE

This chapter presents the reasons for not questioning the absence of elder Sinvula from his nephew's wake. It also calls the reader's attention to the duties of the church in case of death in a community, especially during this HIV and AIDS pandemic.

Two hilarious things happened. The first one is the behaviour of Kachana due to her beer consumption and the second one is the behaviour of the pastor. Kachana had drunk too much beer and thus fails to control herself during the prayer proceedings. She disturbs the prayers by humming and eventually singing aloud even when the singing has stopped and it is time for prayers, thus making the mourners laugh.

DONATIONS

The pastor opens his sermon with a call for donations. He even suggests the amount the community is supposed to donate. He does not show respect for the event. When the community donates only a few dollars, they are asked to donate in kind. The pastor uses the biblical verses to persuade mourners to donate whatever they have but to no avail.

Kachana's behaviour can thus be seen as a mockery of church proceedings at such events. Religious activities are meant and believed to comfort and give hope to mourners. It is customary in the Caprivi Region to see a plate in the midst of the mourners for donations by sympathisers, friends and relatives at a funeral gathering. Such donations are however not meant for pastors. They are meant to support the mourners to supplement the funds meant for funeral expenses. Many relatives, sympathisers and friends join a funeral

gathering and these people are to be fed by the mourners.

In this chapter, the author, a well travelled and read man, originally from the Caprivi region questions the duty of churches towards mourners and death by presenting a greedy pastor who sees death as a form of enrichment.

SUMMARY: CHAPTER 12

ANIMALS LINKED TO WITCHCRAFT

Double-click the icon to listen.



Animals

In some communities, certain animals are linked to evil and witchcraft. Think of your own community and see if you also have similar beliefs like those in this book. What do you do if you encounter such an animal? How do you feel about the belief? Should people be afraid of animals associated with witchcraft? Why?

Just three days before Akapelwa's burial, Ma Simanga sees a strange creature in her compound. Chuma, Ma Simanga's friend, also confirms having seen the bird too. She is the one who identified it as a *vulture* — a bird of prey that isn't often seen among human beings and this knowledge scares Ma Simanga. Those who believed that the compound was under a spell also get scared when they hear about it.



Ma Simanga thinking deeply about unexplainable death cases in her family.

DEATH OF FAMILY MEMBERS

Ma Simanga's economic problems started with the death of her husband. He sold most of their cattle to go and buy a vehicle, which ended up killing him. Her children followed him one by one. With the exception of one, they had all suffered from their illnesses for a long time and grew very thin before they died. When Akapelwa was on the verge of dying, Ma Simanga vowed she would go as far as Tanzania, where there is a prince believed to live in water, to look for a diviner who would reveal what or who was killing her family members. She started to fulfil her vows by consulting a local diviner when Akapelwa lost his life.

Now that you have gone through Chapters 7 to 12, answer the following questions:



1) Scan Chapters 7 and 12 and identify the animals that symbolise evil in those chapters.

2) What animals symbolise evil in your communities and what do they mean?

3) Should people use the deceased's money in the way Ma Simanga used Akapelwa's? Why?

4) How did Ma Simanga's husband die?

5) Outline how the other members of Ma Simanga died.

*I hope the exercises help you to understand the story better. Remember to compare your answers to **mine** at the end of this unit. Let's continue to the next section and deal with Chapters 13 and 14.*



Reading Activity

Activity 4

Read Chapters 13 to 15, study the summaries below, then answer the questions that follow:

SUMMARY: CHAPTER 13

In the previous chapter, you heard about the strange bird seen by Ma Simanga and her friend. As the story was told and retold, a bit of information was added while some was subtracted from it. The story got immensely exaggerated that it became comical. In this chapter, we see another side of Sinvula as she discusses the events of the previous night with Situmbeko. The discussion started well with jokes and ended with a weeping Sinvula.

SUMMARY: CHAPTER 14

THOUGHTS OF MA SIMANGA

In the previous chapter, we saw how elder Sinvula was moved by Akapelwa's death and his sister-in-law's imminent suffering. As the days draw closer to Akapelwa's burial, his mother becomes more saddened. She thinks of how he had helped and supported her. To please her, he had performed a variety of chores for her.

As mourners gather around the fire, she sees her brother-in-law, Sinvula and becomes angry. She sees him as a predator interested in inheriting her children's capitalised wealth. She vows to defend this inheritance so that it will not be taken away from her the way the others were taken by her husband's relatives.



SUMMARY: CHAPTER 15

CROCODILE TEARS

The previous days' events — Sinvula's crying and the vision of the strange looking vulture, become the topics for discussions in the village. The emotions shown by Sinvula are explained in a variety of ways, depending on which side one was on. Those who supported Ma Simanga, like Chuma, saw his tears as being a mere pretence and made sure she interprets them as such. Chuma does not want to see the rift between Sinvula and Ma Simanga bridged. She is a great supporter of Ma Simanga and her compound. She thus starts the gossip which is meant to put Sinvula's cry into perspective for her friend. Namukolo, having decided to control her anger, doesn't respond to Chuma's comment and this annoys her (Chuma). She thus transfers her anger to Kachana, Sinvula's daughter. Kachana is eventually forced to verbally defend herself and in the process embarrasses Chuma.



Activity

4.1.1 List the proverbs found in this text and then explain their meaning.

2. What effects does the usage of idioms have on:
a) the text?

b) you, the reader?

3. List down Akapelwa's qualities according to elder Sinvula and Ma Simanga.

4. When did Situmbeko and Sinvula start knowing each other?

5. What are Sinvula's qualities?

6. What do you think induced Sinvula's cry?

7. Akapelwa's death is said to be causing a lot of suffering to Ma Simanga. Describe how she reveals her sufferings.

8. Do you think Ma Simanga's sufferings are real?



Why?

9. Why did Ma Simanga not want to marry her brother-in-law?

10. What do you think made Ma Simanga become bitter towards her in-laws?

11. Did Sinvula benefit by inheriting something from Ma Simanga's deceased members' estates? Quote to prove your answer.

*You should always remember to compare your answers with **mine** in the feedback section to verify your answer. The following activities will assist you recognise smaller details of the story.*



Activity

Activity 4.2

Answer the following questions on a separate sheet of paper.

4.2.1 What did elder Sinvula want to do before Akapelwa was buried?

.....
.....

4.2.2 Why did Sinvula have a mental storm?

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

4.2.3 What is meant by “a mental storm”?

.....
.....

4.2.4 Why do you think elder Sinvula complained or protested audibly by repeating the following phrase: “I did not do it” (p. 35)?

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

*That was an easy activity. Compare your **answers** with the ones at the end of the unit. Let's continue and do the next one.*



Activity 4.3



Activity

4.3.1 With a friend discuss the secrecy surrounding HIV and AIDS.

4.3.2 Medical ethics demand that medical doctors should never reveal patients' illness without permission from the patients. In cases where people die of HIV and AIDS related illnesses and innocent people are accused of witchcraft, should such ethics be kept in such situations? Give reasons for your answer.

4.3.3 What would you have done if you were:

a. the doctor?

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

b. Elder Sinvula?

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

c. Ma Simanga, after having heard her son's diagnosis?

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

Well done. You are doing well. Remember, practice makes perfect. Check the answers at the end of the unit before you continue.

Activity 5

Read the following questions and tick the box of the most correct answer.



1. For how long did Sinvula have to walk before he arrived at the town?

- a) more than four days
- b) more than four hours
- c) less than four hours
- d) less than four days

2. 'Finding answers to his mental storm' (p 30) means:

- a) getting answers to Ma Simanga's health problems
- b) getting answers to his emotional and mental problems
- c) getting solutions to his madness
- d) getting solutions to the storm attacking his village

3. Doctor Castro and Sinvula became friends when Sinvula was:

- a) in Cuba
- b) at the hospital
- c) at Kwena village
- d) neither of the above

4. Boozing means:

- a) drinking beer too much



- b) drinking too much beer
- c) imitating a bee' sound
- d) the sound given by a barking dog

5. Reverend Guiseb was from:

- a) the central regions of the country
- b) the eastern parts of the country
- c) Katima Mulilo
- d) Kwena

6. One of the following is not one of Akapelwa's features:

- a) being a hard worker
- b) being caring
- c) being a traditional wine maker
- d) being greedy

Compare your answers with mine at the end of the unit before you continue with the next activity.



Activity

Activity 6

Say whether the following statements are true, false or neither by indicating **T** for true, **F** for false and **N** for neither.

1. Thomas was worried because of Akapelwa's death.
2. Sinvula and Thomas were friends.
3. Sinvula had started using Akapelwa's money.
4. Many elders believed those who accused others of witchcraft are witches themselves.
5. Ma Simanga's husband died of witchcraft.

When answering True or False questions, always remember to read the question instructions carefully and respond accordingly. If you do not follow the instructions, you won't get any marks even if you showed the correct answer. Check the [answers](#) at the end of the unit before you continue.



Activity

Activity 7

Match the following words with their synonyms. Write your answers on a separate sheet of paper.

anguished	inner	doctor	hit
hymn	demonstrate	worried	

- Exhibit _____
- Song _____
- Physician _____
- Interior _____
- Tormented _____
- Troubled _____
- Clobber _____

*Remember to check the **answers** at the end of the unit. Before you complete this unit, go on and do the assessment task to test your knowledge on the chapters discussed in this unit. You should also read the unit summary to remind yourself of what you have learned from this unit.*



Unit Summary



Summary

In this unit, you gained some background knowledge on certain activities in Chapters 7-15; for instance, reflecting and stating your views on witchcraft and discussing the consequences of superstitions. You also learned about animals that symbolise evil; and learned about proverbs and synonyms. In the next unit, we will discuss Chapters 16-20 of your novel.

Assessment



Assessment

Unit 11 – Assessment Task

Test your understanding of this unit by doing this assessment task. You have acquired more information on Literature and should be able to respond well to questions set on the content.

Question 1

1.1 Choose the correct explanation from Column B to match with the idioms in Column A.

Column A	Column B
(a) A hard nut to crack.	i) Retaliation/ to take revenge.
(b) An eye for an eye.	ii) To make peace.
(c) Bite the dust.	iii) A difficult problem.
(d) Bury the hatchet.	iv) To fail, die or stop existing.
(e) Cat and dog life.	v) Keep things going.
	vi) A Life full of quarrels.

[5]

1.2 Complete the following proverbs correctly and give each one's meaning.

(a) Absence makes the heart

.....

Meaning:

.....

(b) An apple a day



.....

Meaning:

.....
.....

(c) Birds of a feather

.....

Meaning:

.....
.....

(d) Every dark cloud has

.....

Meaning:

.....
.....

[8]

1.3 Read through the following paragraph and give synonyms for the words under lined in context to the paragraph.

The men looked at each other as if searching for sense in what Dube had just uttered. But it was elder Sinvula who had been reflecting deeply on Dube's statement. It was clear that he was deeply engaged in analyzing the metaphysical world. It was not long before he conceded in his mental debate to a fear that his wrestle with the serpent for the common good would haunt him.

(a) uttered -

(b) reflecting -

(c) engaged -

(d) conceded -

(e) serpent -

[5]

Question 2

Elements of Literature

By now, you must have a working understanding of the



story, which you acquired through learning about the various elements of literature in this unit.

Answer the questions below on these elements.

1. Briefly describe the relationship of elder Sinvula and Dr Castro.

_____ (3)

2. Why is seeing an owl during daytime a sign of bad luck?

_____ (1)

3. The animals elder Sinvula encountered are associated with bad luck. Explain what bad luck has affected elder Sinvula?

_____ (2)

4. What do elder Sinvula's thoughts and his hymning tell us about his belief?

_____ (1)

5. On Page 44, the doctor thinks that this community has a "terrible misconception about death". Explain why he thinks so.

_____ (1)

6. The author uses suspense at the end of Chapter Eight to



keep the reader in doubt as to the actual cause of Akapelwa's death. Do you think this is effective? Explain.

(4)

[12]

[Total 30]

Well done! You have come to the end of Unit 11. Make sure that you submit your assessment task to your tutor for marking. In the next unit, we will discuss Chapters 16-20.

Answers to Activities: Unit 11

The Other Presence: Chapters 7-15



Feedback

Pre-activity

Advice

As a learner, you are to give reason for your answer. You should be able to analyse the character's traits. You can consider the following:

- He seems to be greedy: can you quote to show how greedy he was?
- He is only interested in money and not the well being of his flock.

Think of the following as well:

- He has to drive a long distance to Katima and back to the central regions.
- Petrol is expensive.
- Pastors are not well-paid.

On the other hand, think of the following:

- He is dealing with a community that has never heard of such practice.
- It is a poor rural community.
- The community has just lost a beloved member.

[Back to Exercise](#)

Activity 1

1. Your answers should reveal your culture and critical thinking.
2. Just like Jesus Christ is referred to as the light of the world that brings hope to the sinners, so does the fire in this book. It symbolises hope that may come to people like Sinvula and his community through people like Thomas and elder Situmbeko who encourage open discussion of issues about HIV/AIDS.
3. It was wrong. People should not go to church to show their clothes off. However, certain circumstances happening in the church may have led to Thomas's cousin's request. Churches are supposed to be a safe place for everybody irrespective of what they have or who they are. It would seem churches in the story have neglected their duties — to comfort those in distress of some kind. Churches are portrayed as interested only in money and not the



- spiritual well being of the people.
4. The response should take Sinvula's feelings into account on hearing at least one person who seems to support him.
 5. No, Chuma was not pleased with elder Situmbeko's preaching since it was against her opinion. She seemed to believe that people die due to witchcraft and nothing else and that is why she 'was the most audible in the mumbling of all other mourners' (p. 57) in retaliation to the statement.
 6. She felt ashamed to acknowledge her son as can be seen from the following quotation: "She struggled to regain control before she could stand up to claim kinship to young Thomas" p. 61.
 7. The answer to this question will depend on the learner and their quotations.

[Back to Exercise](#)

Activity 2

1. To pinpoint the people who killed/bewitched Akapelwa and other members of Ma Simanga
2. Through their attire: 'faces painted white, beads around their waists, carried animal tails strung around their bodies, some were blowing whistles' (p. 63).
3. The song is not gender sensitive. It takes for granted that only men are sorcerers or wizards: "The song was not gender sensitive. It suggests that a closely-related man, who, in fact was a father figure to the late, was directly linked to the death. The song literally suggests that a "father figure is a wizard" (p64). According to most African cultures, uncles are seen and regarded as 'fathers' while aunts are 'mothers'.

[Back to Exercise](#)

Activity 3

1. The vultures; cats especially black ones; owls.
2. The answer will depend on your cultural beliefs.
3. The answer will depend on how convincing your given arguments are. None the less, you should think of the deceased's dependents like children and wives if any. You should also critically think of the purpose for using the deceased's money.
4. He died in a car accident. He had sold his cattle and used the money to buy a van. On the way back home, he had an accident that killed him. However, some community members believe that he was bewitched by his brother, Sinvula (p. 67).
5. According to Ma Simanga, they died mysteriously:
 - a) Ma Simanga's husband died mysteriously in the car accident.
 - b) Her third born baby girl died from a 'not-well known ailment' (p. 67).
 - c) Two boys passed 'away in the space of about three months' (p. 68).

- d) Her second-born daughter died from 'a short illness' (p. 68).
 e) Most of all, those who fall ill went through the same route: loss of weight, had strange skin rashes, coughed, grew thinner, got hospitalised repeatedly and had malaria-like symptoms.

[Back to Exercise](#)

Activity 4.1

1. Proverbs

Page 71, 74 -78:

- 'when a lion eats a bad person and it is not killed, tomorrow it will eat a good person'.
- 'a broken canoe will buy a cow'
- 'days are more than an animal's fur'
- 'a reed mat may be old, yet it holds an impeccable record of killing barbell fish'
- 'his intestines were rotten'
- 'My hands were tied when I buried my brother'
- 'she was constantly in the cold ' (p. 74)
- 'Those were purely crocodile tears' (P. 75).
- 'We have been through thick and thin together' (p. 76).
- 'deeper than the waters'
- 'a snake's droplet is a snake too' (p. 78) (What do you think does each one mean?)

2. Effects of idioms:

- a). Texts: idioms make texts more colourful, richer and clear. They give intended information or explanations in brief than the literal statements.
- b). The reader is indirectly assisted to think critically by idioms. They give the reader a richer understanding of the language used and culture. In this instance, the idioms used are from the Caprivian languages' background: Silozi, Sisubia, Sifwe, Sitotela, Simbalangwe and Siyeyi — a few of the languages spoken in the Caprivi region.

3. Akapelwa's qualities according to Ma Simanga:

- a) He would try all means to make her happy.
- b) He woke up early and milked the cows.
- c) He cooked breakfast.
- d) He cleaned the homestead.
- e) He made traditional wine from left over porridge.
- f) He fetched water from the well.
- g) Sometimes he cooked lunch.

Akapelwa's qualities according to Sinvula:

- a) He was hard working.



- b) He maintained his mother's homestead.
- c) He attended to domestic needs.
- d) He was responsible for the security of the homestead.

4. since they were children

5. Sinvula's qualities:

- a) He rarely spoke
- b) He rarely cried
- c) He was tough

6. He felt pity for Ma Simanga

7. She showed her grief by:

- a) sobbing silently ;
- b) uttering incomprehensible words;
- c) being depressed;
- d) Her face becoming pale;
- e) looking 'patched and broken.

8. The answer will depend on the arguments given. Some may say yes, since she has just lost a son. Others may no, because of her interest in traditional doctors and the way she spent her son's money even before he was buried. Their answers will not depend on this unit alone, they have to read and understand the book well.

9. Because she was convinced he was the one who killed her family members to inherit their wealth. She did not want to be in polygamy. Sinvula did not show any interest in her as well.

10. Her beliefs in witchcraft and the fact that they took everything that belonged to her husband while she remained with nothing, made her bitter towards her in-laws.

11. Yes, Sinvula had benefited from the deceased's estates because Ma Simanga's became angry whenever she saw him. Her sight of him "brought sad memories of relatives who posed as mourners whilst their mission was that of economic predators. She was convinced that this time, the wizard struck again so as to prey on her son's pension" (p. 74).

[Back to Exercise](#)

Activity 4.2

4.2.1 Sinvula wanted to prove to everybody that he did not kill

Akapelwa by investigating and revealing the disease that killed him. He vowed to go to the hospital and find out from his friend doctor.

4.2.2 Sinvula had a mental storm because of the manner the community, including his friends treated him. He was unfairly labelled a sorcerer and a witch and that he was bewitching his sister-in-law's family members.

4.2.3 'Mental storm' refers to the mental suffering or torture in one's mind due to anger.

4.2.4 Sinvula could not believe his friends' behaviour when the Ma Simanga screamed on seeing him. They rejected him for something he did not do; by refusing to be seen with him to avoid being labelled like him.

[Back to Exercise](#)

Activity 4.3

4.3.1 Your answers may include things like:

1. stigmatisations
2. discrimination and
3. taboos due to cultural beliefs.

4.3.2 Your ideas are needed — the answer will depend on your arguments. Your answers should take the following into

- how infected people may infect others if their status is not known;
- how revealing someone's status may discourage others from getting tested;
- how infected people get discriminated and stigmatised and even rejected by community members .

4.3.3 Your ideas are needed — reasonable arguments and reasons are needed:

a) As the doctor, would you reveal Akapelwa's disease to the world or not and why?

b) Sinvula is accused of using witchcraft to kill others. He knows he did not do it. He is being discriminated against and labelled.

c) Ma Simanga has lost members of her family. Can you find out how many they are? She has been ill-treated by her husband's family members who used their cultural beliefs to unlawfully inherit everything left by her husband. She feels injustice has been done to her. As Ma you, the learner, how would you have reacted and why?

[Back to Exercise](#)

Activity 5

You should tick the boxes of the following letters:

1. C



- 2. B
- 3. A
- 4. B
- 5. A
- 6. D

[Back to Exercise](#)

Activity 6

True; False or Neither

- 1. F
- 2. N
- 3. F
- 4. T
- 5. F

[Back to Exercise](#)

Activity 7

Synonyms: each word may have many synonyms but learners are to use only those in the box:

- 1. Exhibit — demonstrate
- 2. Song — hymn
- 3. Physician — doctor
- 4. Interior — inner
- 5. Tormented — anguished
- 6. Troubled — worried
- 7. Clobber — hit

[Back to Exercise](#)

Resources

The following book has been used in this unit:

- 1. *The Other Presence* by Dr F.S. Nyathi. This book can be obtained from: The African publishers snyathi@unam.na sifiso12@unam.na. **Please take note that NAMCOL learners are provided with this book.**

Additional Resource:

NAMCOL English as a Second Language Grade 10 study guide (Module 4).

Unit 12

Literature: The Other Presence: Chapters 16-20

Introduction

Double-click
the icon to
listen.



Unit 12 intro

(Play the audio to listen to this introduction.)

This is the last unit of this book. In it, you will identify people who judged Sinvula, through their behaviour towards him. You will also realise that sometimes, once people have formulated an opinion, it is difficult for them to change it even when faced with the reality of issues.

Below are the learning outcomes and some vocabulary that you should look forward to meeting in this unit. Go on and study them carefully.



Outcomes

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

- *work out* the meanings of unfamiliar words using contextual clues;
- *give* antonyms of given words;
- *identify* and *find* the meanings of idioms used in the chapters;
- *show* understanding through inference and deduction techniques;
- *distinguish* facts from opinions;
- *explain* the effects of using idioms;
- *interpret* the causes of the rift in this society;
- *identify* the symbolism of cultural beliefs as used and its effect in the text;
- *identify* images used and *explain* their effects;
- *explain* what Neo represents in the text;
- *explain* what elderly Dube and Neo understood regarding Ma Simanga's behaviour;
- *identify* literary devices used in a given text;
- *quote* accurately from a text to support your opinion;
- *summarise* a given passage;
- *discuss* your views on the causes for Akapelwa's death;
- *distinguish* between the different "other presences" in the story;
- *outline* incidents of truth and reconciliation revealed;
- *identify* the real sorcerers and witches in this story.

Now if you have studied the unit outcomes, look at the suggested timeframe below that you can use to manage your time effectively for this unit.



How long?

Spend approximately 5 hours on this unit.

Don't worry if you spend less time on this unit because the number of hours per unit is flexible. You might spend less time on shorter units and more time on the longer units. This timeframe is a guide for you to use. Beware of spending too much time to complete the unit because it may make it difficult for you to complete the course on time.

Now study the following words. You will come across these words in the story you are going to read in Chapters 16-20 of "The Other Presence".



Terminology

implicate (p.79)	suspect someone in wrong/unpleasant event
thudding (p.80)	making a dull noise
edibles (p.80)	something that is safe to eat
rage (p.80)	feeling of extremely strong anger
fury (p.80)	anger
rift (p. 81)	something that prevents understanding
Hamlet (p. 80)	a very small village/settlement/town
convoy (p .81)	a group of vehicles or ships traveling together
fiercely (p.81)	very aggressive or angry
intellectual deficit (p. 81)	lack of intellect
vociferous (p.81)	very loud
repulsive (p.81)	unpleasant/nasty
shallow (p.81)	not deep/low thinking
disdainful (p.81)	with superior air/looking down on someone



resentment (p.81)	annoyance
irrational (p.81)	against common sense/not sensible
proposition (p.81)	suggestion
disposition (p.81)	character of a person
vent anger (p.81)	make a target of anger
subdued (p.82)	to make quiet/less bright
analytical (p. 82)	examines closely in detail
personable (p. 82)	friendly/pleasant character
checks and balances (p.83)	process of checking and verifying actions
condone (p.84)	to excuse/tolerate
catalyse (p.84)	to make happen faster
fuss (p.84)	complaints about little things that do not matter
divulge (p.85)	to reveal
castrate (p. 85)	remove a testicle of a male
hilarious (p. 85)	very funny/very happy
bizarre (p. 85)	very strange/unusual/odd

Now take your novel and read Chapters 16 to 20. After that, read the summary of Chapter 16 below, before you start working on Activity 1.



Reading

SUMMARY: CHAPTER 16

In Chapter 15, we heard how people like Chuma further talk about the vulture and the crying. In this chapter, we meet two young ladies discussing the events that had taken place at the hospital when Sinvula visited the Cuban doctor. We also hear about the elderly and able bodied members of the village who had left to collect Akapelwa's corpse. The two young ladies' discussion ends in a fight and had to be separated by Thomas. Eventually, Thomas convinces the two to stop fighting and discuss the causes of the death instead.



Activity

Activity 1

Read the following excerpt and answer the questions below:

“Did you hear?”

“Hear what?”

“That elder Sinvula was at the hospital?”

“What is wrong with his visit to the hospital?” (p 79)

1) Who are the speakers in this excerpt?

2) What are the two speakers discussing?

3) What do you think led to the fight between the two speakers?

4) How was peace brought between the two young ladies?

5) Explain in your own terms what Thomas meant by “...nature has its own checks and balances” (p. 83).

6) According to Thomas, what kills people in America?

7) What did Stella mean by too “little education” (p. 85)?

Check the answers at the end of this unit before you continue.



Activity

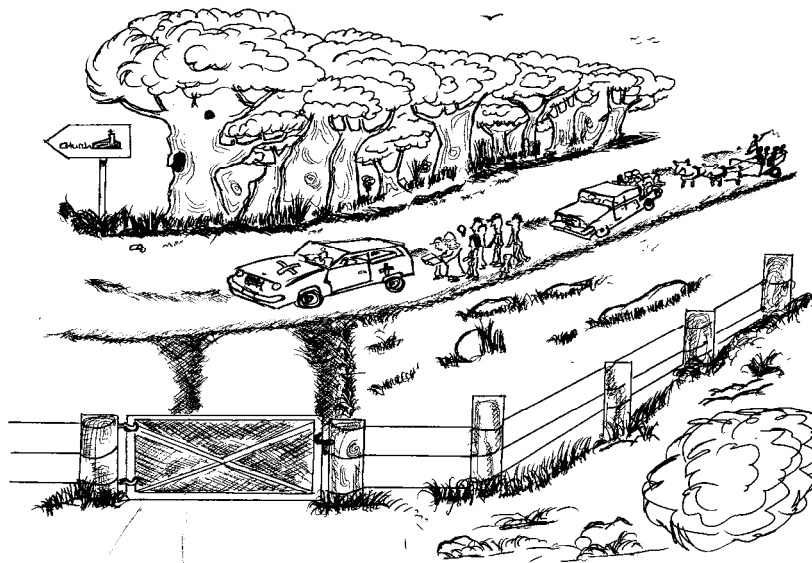
Activity 2

Before you work on this activity, read the summary of Chapter 17 below and answer the questions that follow:

SUMMARY: CHAPTER 17

THE CONVOY RETURNS

The previous chapter referred to people who went to collect Akapelwa's corpse. In this chapter, these people are now on their way back. There is a convoy of cars that accompanied Akapelwa to his last resting place.



A convoy of Akapelwa's funeral procession

As a custom, the convoy had to stop several times on the way so people could relieve themselves. It so happens that a tragic incident takes place when one of such intervals occurs. Chuma is attacked by a very big snake. Most people are afraid to come nearby to assist her. Eventually, she is assisted by her biggest enemies, Sinvula.

1. Define the following terms in your own words:



a) Convoy (p. 86)

b) Mourner (provide page number)

c) Destiny (p. 86)

d) Exhausted (p. 86)

e) Embedded (p. 86)

2. Explain the meaning of the following idiomatic and other ordinary expressions:

e) "Respond to the call of nature." (p. 86 & 87)

f) Something hair-raising that has just occurred. (p. 87)

g) "The convoy of mourners stretched for more than a kilometre." (p. 87)

h) The sun takes over the reign of the day (p. 94).

e) "What is meant with the other world today?" (p. 87)



f) "Hang in there, it's not yet time." (p. 90)

3. What animal attacked Chuma?

4. Who, eventually helped Chuma? (p. 90)

5. What is Sinvula's nickname?

6. Why was he given this name?

7. What do you think Chuma thought when her enemy came to her rescue? (p. 90)

8. When Kahundu said "Its okay, its alright. She will be fine. Thank you." (p. 92), what do you think she:

a. felt in her heart?

b. meant by the words?

9. Correct Kahundu's language in Question 8 above.



10. In a few sentences, explain what you learnt from Sinvula’s behaviour towards Chuma in this chapter.

11. “ ...we have work ahead of us...” said elder Neo (p.93); “We have a duty to accomplish ...” said Sinvula (p.94). What kind of work or duty did the two elderly refer to?

12. What do you think Dube meant by “Can’t you see why she would behave that way? It is public knowledge that ...” (p.94)?

*Did you manage to answer all the questions? Compare your answers with **mine** in the feedback section. If there are answers that you still cannot understand, go back to your novel and read Chapter 17 again. If you are ready now, go on and do the next activity.*

The paragraph below will help you remember the content of the story in Chapter 18. Read through it and then do Activity 3 that follows.

SUMMARY: CHAPTER 18

As Chuma is taken back to the hospital, the convoy of cars continues on its journey. The mourners sing solemn songs, which displeases some because of the manner the songs are sung. Sinvula becomes absorbed in deep thought. He is afraid of what he has done. He is afraid of how what he had done would be interpreted by the community and he starts to weep.

His friends try to comfort him but he sees through their behaviour. The statements seem to remind him of his friends' rejection some time back. Though he would like to react to the community's injustices, he manages to control his emotions. The songs quieten up as the procession approaches Akapelwa's homestead.



Activity

Activity 3

Read the excerpt below from Chapter 18 and answer the questions that follow:

"I do not understand why these people can't sing a song with a co-ordinated melody". He cursed.

*"The songs are not a (I) celebration of the (II) triumph of the fight with the serpent. They are praises for **(a) the other presence**", said elder Dube. The men looked at each other as if searching for sense in what Dube had just uttered. But it was elder Sinvula who seemed to be reflecting deeply on Dube's statement. It was clear that he was deeply engaged in analysing the (III) metaphysical world. It was not long before he (IV) conceded in his mental debate to a fear that his wrestle with the serpent for the common good would (V) haunt him and his general (VI) demeanour for some time to come. **(b) The other presence** was more revered by his people and without doubt; it defines their daily worldly outlook (p. 95).*

Double-click the icon to listen.



Mourning songs

1) Give the meanings of the underlined words.



(I) -----

(II)-----

(III)-----

(IV) -----

(V) -----

(VI) -----



2) What do you think "the other presence at (a) above means?

3) What do you think the same words mean in (b) above?

4) Why was Sinvula afraid?

5) Did Sinvula have a reason to be afraid?



How did you find the questions in this activity? They seem not to be challenging that much, but you should still compare your answers with those ones in the feedback section of this unit.

Chapters 19 and 20 are the last two chapters of our novel. Read the summaries below and do the last two activities of this unit.

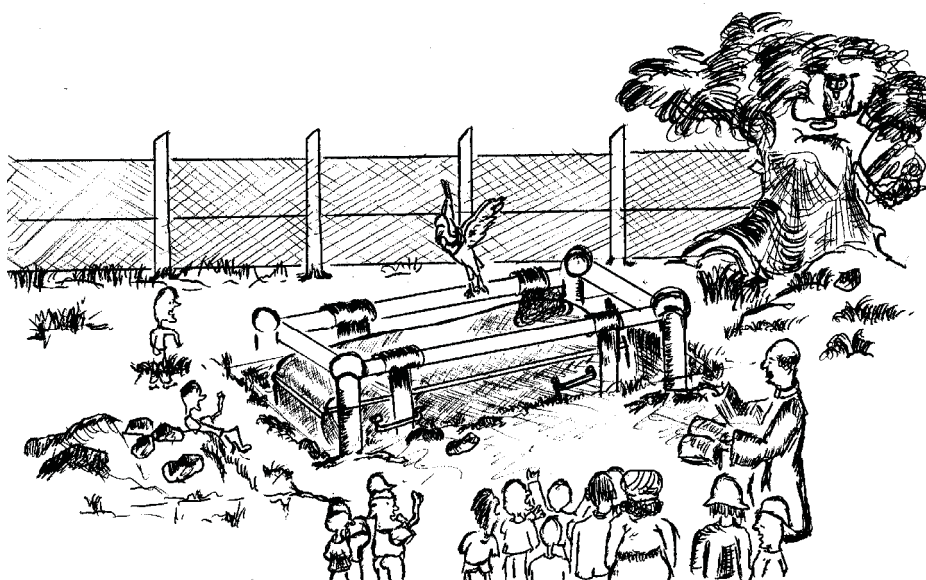
SUMMARY: CHAPTER 19

FINAL DESTINATION

In Chapter 17, we saw the convoy accompanying Akapelwa to his final destination approaching the homestead. We also met ladies who ended up fighting because of the rumours about the crying elderly man and the story of the vulture. In this story, we will again encounter the vulture.

The convoy has finally arrived and rituals that need to be done are conducted before he body is finally taken to the graveyard. People sit according to their camaraderie. Ma Simanga is comforted by her friends. The pastor and the chairperson lead the service amid discussions from friends who talk about a variety of issues.

STRANGE BIRDS



*Two strange animals appeared at the grave.
A vulture on the casket and an owl on the branch.*

Before the service comes to an end, a strange thing happens. A vulture, pretending to be dead, lands on the casket. It is followed by an owl which lands on a branch that hung above the casket and quaked. The mourners, especially the women folk and Ma Simanga become terrified of this incident.

Neo, seeming to be possessed, confronts the 'man' in the vulture. He later accuses Ma Simanga about such occurrences and the misfortune in her homestead.

SUMMARY: CHAPTER 20

The previous chapter ends with Ma Simanga refusing to return to the grave side to witness the completion of her son's burial. As she leaves, she is accompanied by a few people who try to persuade her to come back, to no avail. This chapter represents the truth and the reconciliation. The truth comes out and enemies reconcile with each other. The reconciliation started with elder Sinvula's brave work indicated in Chapter 17.



RECONCILIATION

The chairperson, the pastor and the male mourners continue with work amid encouraging religious songs from the women folk.

Eventually it is time to thank everybody for the hard work done. Sinvula, given such an honour, is preceded by Thomas, who stubbornly refuses to listen to his opponents. He thanks elder Sinvula for saving his mother. He leaves the platform only after he receives the sad news about his mother's death.

The story ends with the doctor indirectly alluding to the causes of Akapelwa's death. He cautions the mourners to know that though there is 'the other presence' among them, there may be also 'the other presence' within each one of them and that they had to be tested to know their status and prolong their lives.

Double-click the icon to listen.



Story Ends

Now go on and do Activities 4 and 5.



Activity

Activity 4

Answer the following questions:

1) What does “Achilles heel” (p. 96) mean?

2) What was Sinvula’s Achilles heel?

3) “How shallow and childish” (p. 97). To whom do you think this statement refers to? Justify your answer.

4) Whom did Neo refer to as “friends from the desert” (p. 97)?

5) Should people be allowed to kill animals like pythons? Why?



6) What is meant by the “bread of life” (p. 100)?

7) Why, according to pastor’s Situmbeko do people mourn?

8) Who is referred to as the most high and the all knowing one? (p. 100-101)

9) Should people show grief or happiness when a relative or friend passes away? Why?

10. What do you think the birds in Chapter 19, Page 103 signify?

11. Why do you think Neo winked at Ma Simanga?

12. Were the vulture and the owl real birds or not? Discuss and give reasons for your answers.



13. What, according to Neo, led to presence of the vulture and the owl at the graveyard? Justify your answer.

14. Having heard about the events at the graveyard, what do you think caused Akapelwa's death?

15. Why do you think Ma Simanga left before the burial came to an end? Support your answer with quotes where possible.



If you are happy with your answers for this activity and you confirmed the ones that you were not sure about with the answers in the feedback section, then go on and do the next activity.



Activity

Activity 5

Answer the following questions using your own words:

1. What do you think was the real cause of Akapelwa's death?

2. Sinvula was accused of being a sorcerer from the beginning of the story. Who do you think are the real sorcerers in this story and why?

3. Describe the meaning of 'the other presence' as it is used by different speakers in this book.

4. Outline and describe the different incidents of truth that were revealed at the end. Who revealed them and how?

5. Identify and outline the characters that reconciled and explain how they did it.

6. Do you think elder Sinvula was cleared of witchcraft activities? Why?



Brilliant! You have completed your novel “The Other Presence”. I hope these summaries and activities helped you to understand the story better and you will be able to answer the exam questions well. Check the [answers](#) at the end of the unit.

Before you leave this unit, read the unit summary below and then do the assessment task that follows.

Unit Summary



Summary

In this unit, you learned about antonyms; identified and found the meanings of idioms; learnt about inference and deduction techniques; identified symbolism and cultural beliefs and their effects. You answered a lot of contextual questions and distinguished between the different “other presences” in the story. In the next 3 units, you will work through your other literature book *Calabash*. Unit 13 is about non-fiction stories.

Assessment



Assessment

Unit 12 - Assessment Task

Question 1

Read the following notes and do the tasks that follow.

Notes

Ma Simanga leaves the burial site without a word after elder *Neo's* revelations. The Director of Ceremonies, Mr. Nyambe, calls on the only remaining elderly relative to give a vote of thanks. Thomas grabs the opportunity amidst protests and expresses his appreciation to elder *Sinvula* for rescuing his mother.

A middle-aged man whispers in Thomas' ears. Thomas walks away from the podium and sobs. After giving his short speech, elder *Sinvula* invites Dr. Castro to say a few words. Dr. Castro's speech is on the existence of "the other presence".

Content Questions

The following table gives a brief description of the characters in the story. Match the character with the description. Just write the correct letter next to the name of the character.

Character	Match	Description
1. Elder <i>Sinvula</i>		a. A wise old man with ancestral powers
2. <i>Ma Simanga</i>		b. A strong minded young woman and a cousin of the deceased
3. Elder <i>Neo</i>		c. A Cuban doctor in the town hospital



4. Elder Dube		d. A charlatan priest from the south
5. Elder Situmbeko		e. A brother in law to Ma Simanga
6. Chuma		f. Kachana 's fiancé.
7. Namukolo		g. A friend of elder Neo.
8. Kachana		h. An intelligent young girl
9. Thomas		i. The mother of the deceased
10. Rev. Guiseb		j. A good friend of Thomas and a relative to the deceased
11. Nico		k. A retired principal
12. Kajaha		l. A lay pastor of the village
13. Mercy		m. A nurse in the town hospital
14. Stella		n. A very good friend of Ma Simanga and elder Sinvula's nemesis
15. Mr. Nyambe		o. The deceased
16. Dr. Castro		p. A Christian friend of Ma Simanga
17. Kahundu		q. A young graduate from USA
18. Akapelwa		r. A shallow young village girl.

(18)



Question 2

Elements of Literature

2.1 Explain whether the conflict/relationship between the following characters has changed and briefly describe why you say so. (*You should mention it as such if it remains unchanged.*)

2.1.1 Thomas and the Elders of the village

----- (3)

2.1.2 Nico and Kachana

----- (2)

2.1.3 Sinvula and the Villagers

----- (4)

2.2 Briefly comment on the ending of the novel. Your discussion should include the expectations you had from the story, whether your expectations were met, how you regard the ending and what moral lesson you learnt from the story?



-----(6)

Question 3

Make use of the content information to complete the following tasks in order to improve your skills that you have gained so far.

3.1 Use the following words (that appeared in the chapters) in good sentences. Make use of the explanations to give you an idea of how to formulate your sentences.

- convoy -

- vociferous -

- repulsive -

- condone -

- divulge -

[5]

3.2 Write down the words in brackets and then give their opposite meanings.

Thomas was in the compound because he did not wake up (early) enough to join the convoy to the mortuary. The (comfort) of his bed would not (allow) him to wake up on time. Although he had regretted missing the convoy, this conversation and the (fight) made him (understand) the mysterious reason that had made him miss the convoy.

1.
2.
3.



- 4.
- 5.

[5]

3.3 Read through the following passage and then make short notes about Thomas’s impression of Stella. Make use of bullet points to complete the notes.

Thomas looked at Stella with a questioning expression. One could obviously tell from the intensity of his look at Stella that he harboured some serious intellectual position about her. He had obviously never had a positive opinion about her. In his view she suffered from a serious intellectual deficit. She was too vociferous and argumentative on issues she had little understanding of. Although he appreciated her charms as many other young lads in the village did, he found her level of thinking to be repulsive and shallow. He also knew her as some girl who confused shouting with a decent conversation. This made him harbour some resentment. “I know that you are the only one of the two here who could suggest that Akapelwa was bewitched,” said Thomas while gazing confrontationally at Stella.

Notes:

-
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-
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-
.....

[7]

[Total 50]

This is the end of the story. I hope that by studying the book you have learnt a lot from it, not only for examination purposes, but also learning important lessons for real life situations. Please remember to submit your assessment tasks to your tutor for marking.

Answers to Activities: Unit 12

Literature - The Other Presence: Chapters 16-20



Feedback

Activity 1

1. The first speaker is Stella while the second speaker is Mercy.
2. They are discussing the rumour concerning elder Sinvula's trip to the hospital.
3. Mercy seems to hate gossip about elder Sinvula and when she is informed about the rumour concerning the trip to hospital without supporting evidence from Stella, it made her angry and this led to the fight.
4. Thomas brought peace between the two warring parties. He stopped the fight and initiated a relatively new topic which he wanted them to discuss.
5. He seems to suggest that when one dies, another one is born and so there is a balance between people who die and those who are born.
6. Americans are killed by natural disasters.
7. It means that Nico did not go further in his education to be able to understand English well.

[Back to Exercise](#)

Activity 2

1. Definition of terminologies:
 - a) Convoy: a line or fleet or group of things. In the story, the term convoy refers to a long line of vehicles that accompanied Akapelwa's corpse to its final destination.
 - b) Mourner: somebody who grieves or is saddened by another person's death: usually a relative or friend.
 - c) Destiny: somebody's destiny is what will happen to him or her in future because it cannot be changed or avoided as it is controlled by something supernatural.
 - d) Exhausted: somebody is exhausted when he or she is tired or worn out.
 - e) Embedded: to be firmly fixed or rooted into something else.
2. Meanings of some idiomatic and ordinary expressions:
 - a) Respond to the call of nature: to respond to natural pressure like urinating or defecating.
 - b) Something hair-raising that has just occurred: something frightening



- has taken place.
- c) The convoy of mourners stretched for more than a kilometre: there was a long line of vehicles carrying sympathisers that accompanied the funeral van.
- d) The sun takes over the reign of the day: the sun rises.
- e) What is meant with the other world today: what is wrong with the world of the dead today?
- f) “Hang in there, it’s not yet time”: do not give up hope yet. It is not yet your time to die.
3. It was a python.
4. It was elder Sinvula — her biggest enemy.
5. His nickname was Guerrilla.
6. Because he was a freedom fighter.
7. She might probably have thought that he was the one who sent it to attack her since she believed he was a wizard.
8. Kahundu;
- might have felt gratitude that Sinvula rescued Chuma from the python.
 - used the words to comfort elder Sinvula so that he would not feel that his efforts were all in vain.
9. Its okay, its alright. She will be fine. Thank you”: should be:
- it’s okay, it’s alright. She will be fine. Thank you.
 - The apostrophes mean that a letter, ‘i’, has been omitted while ‘its’ is a possessive pronoun.
10. The answer will depend on learners’ motivations which may include:
- We need to live in harmony with our neighbours.
 - We never fully know our neighbours.
 - The meaning of true Christianity, etc.
11. They referred to the laborious work of burying Akapelwa.
12. Dube meant that Ma Simanga thought Sinvula had bewitched her friend Chuma as well and that is why he had to stop himself when he realised he was going to hurt his friend again with his statement.

[Back to Exercise](#)

Activity 3

1. Meanings of underlined words:
- (I) celebration: a tribute, praise or an honour to somebody for some good action they have done
- (II) triumph: a success or victory
- (III) metaphysical world: the world of the dead
- (IV) conceded: accepted or admitted defeat [the fact that no matter what he does, people will still see him as a wizard]
- (V) haunt: trouble him by keeping coming into his mind
- (VI) demeanour: his appearance

2. The other presence in (a) It refers to the presence of whatever it is people like Chuma believe elder Sinvula is using to kill other people by witchcraft.
3. In (b) It refers to the people's beliefs in superstition/witchcraft.
4. He was afraid of fear itself. He was thus afraid of being ostracised for his actions to save Chuma. He realised that his good actions to save Chuma would be interpreted wrongly by members of his community. He realised that they would think that he was able to do so because the python was one of his magic instruments for killing people and that is why he was not afraid of it.
5. Yes, Sinvula had a reason to be afraid because people in his community believed their imaginations as the true reality of things.

[Back to Exercise](#)

Activity 4

1. One's Achilles refers to a weak point or fault in somebody's character.
2. Elder Sinvula's Achilles heel was tears — he was soft-hearted and merciful which induced him to publicly cry on two occasions.
3. It referred to Dube and Neo — Sinvula's supposedly friends because their "...conversation infuriated..." and it felt "...more of a mock than counsel" (p. 97).
4. He referred to the San people — they can survive in the desert due to their knowledge of nature.
5. The answer will depend on the learner's motivation:
 - Yes, because they are a danger to human beings.
 - No, because they rarely kill people unless they are provoked. They also bring income through tourism industry.
6. "Bread of life" refers to the Holy Communion or Eucharist — Jesus Christ in the form of bread and therefore the food that nourishes the Christians' souls.
7. Pastor Situmbeko believes people mourn because they are reminded of their own death and what would happen to their souls at the time of death.
8. God
9. There is no wrong or correct answer here. This question wants learners to think critically about their own beliefs — especially if they are Christians. The answer will thus depend on the motivation given by the learner:
 - a) As believers, we are informed that people will be raised again — they do not die, but they just rest from their work. This information should make us happy.
 - b) Nonetheless, the fact that we will not be with the dead even for a moment makes us feel lonely. Depending on the relationship towards the deceased and the quality of that relationship, one may cry even



when knowing that person will rise again because they will miss that person — may be one depended on that person.

10. Here are possible answers:

- the birds signify witchcraft;
- Somebody — a witch or wizard may have killed Akapelwa and now her or his actions are revealed — Christian’s prayers might have been answered forcing the evil to be publicly revealed.
- Vultures and owls are birds of prey — they feed on flesh. They are usually connected with witchcraft — the activities of the night. For them to be seen during the daytime might point to an eminent bad omen — hence the death of Chuma after their presence.

11. Some of the possible answers:

- The wink might mean that Neo realised that Ma Simanga knew what was going on regarding Akapelwa’s death.
- The wink could signify an act of understanding on Neo’s part because of the vision he had just seen — the vision of what was inside the ‘birds’ and who it belonged to.
- It might mean that Neo — possessed by a super power was able to ‘see’ Ma Simanga’s other presence and was surprised by what he saw. He could not believe what he saw.

12. No, they were not real birds because they were able to listen to Neo when he confronted them: there was supposedly ‘man’ inside them (p. 103).

13. According to Neo, the ‘birds’ were caused by the unnatural activities by Ma Simanga: “Give none, blame but your own self that has caused you misery. Your endless travels and collection of eccentric roots and bones from strangers have opened a portal of misery into your compound” (p. 103-104).

14. Though there is a possibility of witchcraft involved in Akapelwa’s death, he died from AIDS related diseases — “...another presence inside our bodies that can kill us” (p. 110).

15. She felt ashamed by the exposure and how she had treated elder Sinvula. She might have realised that many people would no longer emotionally support her after learning that she might have caused the suffering in her own compound and blamed others for it: She for once felt like a stripped chicken that was roasted on public fire. (p104) ... But Ma Simanga had long known the consequences of Neo’s accusations” (p. 105).

[Back to Exercise](#)

Activity 5

NOTE: Question 1 wants you to think critically of the activities of the birds and what Dr Castro had said and open up a debate on such issues of HIV/AIDS and witchcraft.

1. The possible answer is found in Activity 12.4, question 14: “*Though there is a possibility of witchcraft involved in Akapelwa’s death, he died from AIDS related diseases — “...another presence inside our*

	<p><i>bodies that can kill us (p, 110)</i></p> <ol style="list-style-type: none"> 2. Probably Ma Simanga and her friend Chuma, as pastor Situmbeko had alluded to. 3. The Other Presence may mean: <ul style="list-style-type: none"> • the presence of witchcraft; • the presence of HIV and AIDS; • the presence of the Almighty God. 4. Incidents of truth revealed at the end are: <ul style="list-style-type: none"> • Sinvula was not a wizard and that the witch was in fact Ma Simanga: it was revealed by Neo. • there might have been witchcraft involved in Akapelwa's death: revealed by Neo's vision. • HIV and AIDS is real — people need to recognise its seriousness as a killer and take measures to protect or get help where possible: it was revealed by Dr Castro. • that young Thomas was correct about what killed Akapelwa: Dr Castro's agreement to come and attend the funeral. • Neo had supernatural powers to 'see' and talk to unnatural phenomena: revealed by his behaviour at the funeral. 5. Those who reconciled were: <ul style="list-style-type: none"> • Nico and Kachana: when Kachana was about to fall, she was caught by Nico. During this process, she realised how sympathetic Nico was towards her and this changed the way she behaved towards him. • Mercy and Stella: due to their common interest to console Thomas. 6. No, because when he saluted the audience before he gave a vote of thanks, only those who did not know the activities of their village responded: "That part of the audience which was in the dark of the domestic politics was quick to return the salutations. Those who were engrossed in the depth of the feud in the family mumbled and grumbled silently while their more defiant allies cursed loudly enough to be heard by their neighbours" (p. 108-109). <p style="text-align: right;">Back to Exercise</p>
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Resources

The following book has been used in this unit:

1. *The Other Presence* by Dr F.S. Nyathi. This book can be obtained from: The African publishers: snyathi@unam.na; sifiso12@unam.na. **Please take note that NAMCOL learners are provided with this book.**

Additional Resource:

NAMCOL English as a Second Language Grade 10 study guide (Module 4).



Unit 13

Literature – Calabash – Non-fiction Stories

Please Note: Remember to obtain a copy of *Calabash* by J.G. Goodacre and S. Makosana for Units 13-15. The book can be purchased from Edumeds; Gamsberg Macmillan and African publishers or might be available at your local library.

Introduction

Double-click
the icon to
listen.



A cluster of stories

A Cluster of Stories

(Play the audio to listen to this introduction.)

Unit 13 to 15 were written to help you study the collection of short stories which have been prescribed for Grade 10 in Namibia. These units will help you to understand and enjoy the stories, identify with the characters and maybe even learn a few lessons from them.

It will also show you how to approach your examinations at the end of the year, as you will get to practice answering quite a few examples of examination questions.

Below are two important things to remember.

- You should know that this unit does not replace your textbook. You will have to read each story thoroughly before you can start with the activities.
- You should know what the stories are about. In the examination, you will be tested on the content of the stories, as well as on style, structure, characters, etc. which will be discussed in these units.



Study the following notes to learn more on what a short story is and its elements. There are also hints on why we study literature.

What is A Short Story?

A short story is exactly what its name says: a story which is short.

It is a specific genre or style of literature, just as the novel, drama (play), poetry, etc. It is not merely a written report of an incident that took place. A proper short story must answer to a few prescribed requirements.

Before we come to those requirements, it is important to note the following:

- A short story usually covers a short time span. A novel or a drama can develop over a long time, but a short story must happen quickly.
- There is only one story line, also called a plot, not a few story lines which come together in the end as in a novel or drama.
- Relatively few characters are involved in a short story, unlike in a novel or drama where a larger number of characters can be involved in a number of related incidents or events.
- The advantage is that it can be read in a short time, for example to fill up a few minutes between appointments, etc.

Each short story has its own specific style and structure which fits the story and the message that the author wants to convey. In this collection, you will be introduced to a variety of ways in which authors construct their stories.



The Elements of the Short Story

A short story consists of various elements. They are:

THE SITUATION: This supplies the necessary information as to where and when the story takes place, introduces the main characters and gives an idea of what can be expected.

THE GENERATING CIRCUMSTANCE: This sets the ball rolling. It catches the reader's attention, and makes him want to read further.

THE RISING ACTION: Incidents follow each other quickly. They are closely related and build up to the point where everything comes together.

THE CLIMAX: This is the most exciting part of the story which usually comes near the end. The action must now go to one side or the other.

THE SOLUTION: The outcome is explained, all the loose threads are brought together and the reader is satisfied because he knows how things ended up.

It is important to keep in mind that this is just a general framework for the short story. An author may choose to leave out one or more of them, but that will not influence the quality of the story. The situation and generating circumstance may be skipped so that the story starts with the action. It may end with the climax with no solution offered, either because it gives the solution or because the author wants the reader to decide for himself what the final outcome should be.

In a few of the activities in your study guide, you will have to evaluate the story according to these requirements. It would be good if you look for them in all the stories after you have read them.

Why Do We Study Literature?

There are many reasons why we should study a language and its literature. Learning a language is one of the most enriching experiences in anybody's education. For example, studying English as a second language, after all, is not only about how to write a letter or completing a form or how to read and understand English notices. It entails exploring a way of life, a different culture and the traditions of another country. Literature is a great way to step outside our own



space and time. It is like a window through which we encounter people who are different from us. That is why it is so interesting to study a language and its literature. Below are some reasons why we should study literature:

- For fun and entertainment.
- To obtain knowledge of other people, places, experiences, situations, and so on.
- To see what other people think about certain issues.
- To stimulate our imagination, help us pretend experiencing things which may be outside our world of experience.
- To increase our general knowledge.
- To compare our behaviour with that of fictitious characters in the story.

Do you know what non-fiction stories are? Read the definition below to make sure you understand what is meant by non-fiction.

Non-fiction Stories

Non-fiction stories tell us about real events and characters. In this unit, you will read the following three Stories 'The Ten Cent Soccer Ball', 'Emma and I' and 'The Youngest Swimmer'. These stories can all be classified as non-fiction, because these stories are about real events.

Before you go on, review the following learning outcomes for this unit:



Outcomes

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

- *identify* the main characters in the stories;
- *distinguish* between different meanings of homophones;
- *explain* what an autobiography is;
- *appreciate* the life of a blind person;
- *describe* the value of guide-dogs;
- *identify* the order in which the events took place in the story;
- *discuss* the importance of family support;
- *deduct* something about the rules laid down for swimmers who want to swim across the Channel;
- *form* an opinion of the story;
- *retell* the stories.

I hope you have understood the unit outcomes. Below is a suggested timeframe that you can use to manage your time effectively for this unit.



How long?

Spend approximately 7 hours on this unit.

This timeframe is a guide for you to use. You may not need the time suggested. However, if necessary, use additional time. Beware of spending too much time to complete the unit because it may make it difficult for you to complete the course on time.

Now let's start with our first story.



The Ten Cent Soccer Ball *by Peter Brink*

Introduction

The first story you are going to read here is 'The Ten Cent Soccer Ball'. Have you ever wanted something very badly, but could not afford to buy it? This is what this story is about. A young boy sees a soccer ball in a shop window, desires it with all his heart, tries his best to acquire it and succeeds in the end.

The following is a list of words from our first story 'The Ten Cent Soccer Ball' that you may not have encountered before. Always try to deduct the meaning of a new word from the context of the sentence. Stopping too often to look up a word may make reading a less enjoyable experience. The letter -p- next to the following keywords refers to the specific page in "Calabash" where you will find the word. This applies to all the stories we will discuss in units 13 to 15.



Terminology

biography:	the story of a person's life written by someone else
shortly (p.2):	impatiently, almost rudely
desire (p.2):	longing, a strong wish
assistant (p.2):	a person serving customers in a shop
stock (p.2):	goods sold in a shop
dazed (p.3):	speechless, bewildered
somersault (p.3):	a leap in which a person turns head over heels before landing on his or her feet again
feeble (p.3):	weak, without any strength or power
keen (p.4):	sharp, eager
utmost (p.4):	very best
scuttle (p.4):	run quickly, with short, fast steps



grin (p.4):	smile
inhaled (p.4):	breathed in
decider (p.6):	the last shot which would determine the winner
exclamation (p.6):	a loud cry or shout

Do you have a favourite soccer player? Which country is he or she from? How much do you know about your soccer player? In the following story, you will learn about Jason Modjadju, a famous South African soccer player.

Notes about the story:

- This is the story of Jason Modjadju, a famous South African soccer player. Peter Brink wrote his biography under the title: “Jason Modjadju, Soccer Star”. This is an extract from that book.
- Duiwelskloof is a small town in the Northern Province of South Africa.



Reading

You should now go to Page 1 in “Calabash” and start reading the story “*The Ten Cent Soccer Ball*” by Peter Brink. Make sure that you understand all the difficult words and their meanings. After you have read this story, answer the questions below.



Does this picture look familiar when young boys play soccer in open places? Did you also used to play soccer with your friends when you were young?

Contextual questions

Activity 1



Activity

If you have now read the story, you should be able to relate to certain incidents. Try to answer the following questions without referring to the text. Write your answers in the spaces provided.

1.1 To which town did the author and his father travel?
Roughly indicate where it is situated.



1.2 What made this journey so memorable?

1.3 How much money did his father give him to spend?

1.4 What attracted his attention?

1.5 What did Moses have to say about the ball?
(You must mention at least three things.)

1.6 How would the boy have to earn the ball?

1.7 What was the goal count at the end of the competition?



1.8 Do you think Mr Solomon and the boy had any experience playing soccer? Write *yes* or *no* next to the name and then give reasons for your answers.

Mr Solomon

The boy

1.9 How did the boy respond to the short message at the bottom of the cash slip?

1.10 What lesson did you learn from this story?

*Please check your answers with **those** at the end of the unit. If you could not answer all the questions, read the story again. Do not go on to the next activity before you have completely mastered this one.*



Identifying smaller details of the story



Activity

Activity 2

The following activity comprises a set of multiple-choice questions. These questions will help you to identify smaller details of the story.

Read through the following statements. Choose the best answer from the four that are given and write down the letter of the correct answer.

2.1. The boy's father was most probably:

- a. a farmer.
- b. a shopkeeper.
- c. a teacher.
- d. a lawyer.

2.2 The boy spent his money on:

- a. food.
- b. a soccer ball.
- c. sweets.
- d. glassware.

2.3 The shopkeeper denied that he had a soccer ball in his shop, because:

- a. he did not want to sell it to the boy.
- b. it was very old.
- c. he wanted to play soccer with it.
- d. he did not know it was in the shop.

2.4 To show that he was worthy of the ball the boy had to kick:

- a. one goal.
- b. two goals.
- c. three goals.
- d. four goals.

2.5 After the first attempt, the boy realised that:

- a. Mr Solomon would be soft-hearted and give him the



- ball.
- b. Mr Solomon would lose the competition on purpose.
- c. He would not be able to kick the necessary goals.
- d. Mr Solomon was determined to win.

2.6 When Mr Solomon realised that the boy had won:

- a. he was angry.
- b. he gave the boy the ball.
- c. he sold the ball to the boy.
- d. he gave the boy something to eat.

Please check your answers with **those** in the feedback section. If you had one or more of them wrong, go back to the story to find out where you made a mistake. Always try to answer all the questions of the activity before moving on to the next one.

Describing characters



Activity

Activity 3

Having read the story, you should now be able to analyse the characters. Choose words from the box which appropriately describe each character below. You may use a word more than once, but you need not use all the words. Write your answers on a sheet of paper.

poor	honest	confident	shy
determined	friendly	understanding	bad-tempered
eager	happy	self-centred	encouraging

The boy:

.....

.....

The shopkeeper:



.....

.....

Moses:

.....

.....

*I hope that this activity has enabled you to find out about the personality of each character. You should know by now that a dictionary is a very useful item to have when reading. Compare your answers with **those** provided at the end of the unit.*

The next activity requires you to distinguish between words that sound the same but differ in spelling and meaning. Study the notes below before you do the activity. You can also listen to the audio defining homophones.

Homophones



Note it!

Double-click the icon to listen.



Homophones

Homophones – (Words that sound the same, but are spelt differently.)

In the English language, we often come across words which sound the same, but do not look the same, that is, they are spelt differently. These words are called **homophones**. This word is derived from the Greek words *homos* (meaning same) and *phono* (meaning sound). One should be very careful not to confuse these words. The reason for this is because one can write a word with a certain idea in mind, but if the wrong spelling is used, the meaning may be something totally different. You should really make a point of concentrating on using the correct spelling for words to make sure that you will not be misunderstood.

Now, do the activity below.



Activity

Activity 4

Below, you will find a list of words from the story you have just read, together with an indication of the page where they can be found.

Copy the sentence or part of the sentence from the text to show the correct usage of the word.

When you have done this, make a sentence using the second word provided to show the difference in meaning. The first one has been done for you. Write your answers on a sheet of paper.

4.1 **blue** (p.1) "... a pair of blue eyes peered through them at me"

blew She blew out the candles on her birthday cake.

4.2 **cent** (p.2)

.....

sent

4.3 **here** (p. 3)

.....

hear

4.4 **buy** (p.4).....

by

4.5 **right** (p. 4)

.....

write

.....

4.6 **knew** (p. 6)

.....

new

.....



Did you start your sentences with capital letters and use punctuation correctly? Compare your answers with those provided at the end of the unit.

The following activity is an example of the type of questions you will get in the examination at the end of this course. Before you do it, study the hints below to get the idea how to answer this type of questions.

Hints on how to answer literature questions



Tip

Double-click
the icon to
listen.



Hints

Now that you have worked through this story thoroughly, you should be able to try your hand at a question which is similar to the type of question you will get in the examination at the end of the course. You will get quite a number of these questions to answer in the course of this material. It is therefore important that you should study the following points carefully. They will apply to all similar questions set in your prescribed literature books.

- You will be given an extract from the story, and a number of questions will be set on this extract. You will not find all the answers in the extract itself. You must know the rest of the story and the context between the story and the extract.
- Full sentences are not required. You may answer with a word or a phrase only.
- Use your own words as much as possible. This is proof that you understood what you have been reading.
- Look at the number of marks allotted to a question. This will give you an indication of how long your answer should be. If a question counts as only one mark, less information will be needed than when a question counts as three marks.
- Concentrate on spelling. Refer again at Activity 4 above. Do not copy words incorrectly from the extract or the examination paper.

Now, work through the following activity.



Activity

Activity 5

Read the passage extracted from the 'The Ten Cent Soccer Ball' and answer the questions that follow.

An extract from the story 'The Ten Cent Soccer Ball'

"I walked along the main road looking for a place that sold food and almost walked past the general dealer's store without noticing a thing. A faint message did come through to me, though. There was something in the shop window I should have noticed. I stopped, turned back, and looked. I saw it at once. In the corner, half-hidden behind some trays and glassware, almost as though it had no place in a general dealer's shop window... a soccer ball, a leather soccer ball! I saw it and in that instant I forgot that I was hungry. I forgot everything except a dusty, forgotten soccer ball in a general dealer's shop window.

I found myself walking into the shop, standing at the counter. The shopkeeper was busy with customers and did not notice me at first. I stood waiting. At last, he turned to me. 'Yes, little one. What can I do for you?'

I remember that shopkeeper very well. He had a round face, a round stomach and round, fat arms and hands. He had round horned-rimmed spectacles and a pair of round blue eyes peered through them at me in a friendly way.

'Yes, little one?'

I felt as though I was in a dream. 'That soccer ball,' I managed to say.

'Soccer ball?'

I nodded.

His round eyes twinkled at me. 'You are in the wrong shop. We don't have soccer balls here.' I just stared at him.

Surely he knew about the soccer ball in his shop window!

'No soccer balls, sorry.' He turned to serve a new customer."

5.1 The author gives a clear description of the shopkeeper. Why, do you think, could the boy remember the shopkeeper so well after so many years?



.....
.....
.....(2)

5.2 The shopkeeper said, ‘We don’t have soccer balls here.’

Would it really be so strange to have soccer balls in a general dealer’s store? Why / why not?

.....
..... (2)

5.3 Where would one rather expect to find soccer balls?

..... (1)

5.4 Moses mentioned three reasons why the soccer ball had almost been forgotten in the window. Write them down.

.....
.....
.....(3)

5.5 A soccer ball can never cost only ten cents. Why, in your opinion, did the shopkeeper carry on with the transaction when he knew the boy had only ten cents?

.....
..... (1)

5.6 What suggestion did the shopkeeper make to give the boy the opportunity to acquire the ball?

.....
.....
.....(2)

5.7 Why didn’t the shopkeeper just give the ball to the boy?

.....



.....
.....(2)

5.8 Describe the boy's feelings when he realised what Mr. Solomon wanted him to do to get the ball.

.....
.....
.....(2)

5.9 Do you think Mr Solomon gave the boy a fair challenge? Explain your answer.

.....
.....
.....(2)

5.10 People's actions can have far-reaching results. Explain how Mr Solomon's action changed the boy's life.

.....
.....
.....(3)

TOTAL: 20

*How did you fare with this activity? Please compare your answers with **those** in the feedback section. This was the last activity on our first story. Our next story is entitled "Emma and I". Enjoy it.*



Emma and I by Sheila Hocken

Introduction

In the story “The Ten Cent Soccer Ball”, you read part of a biography — the story of Jason Modjadju. The story which you are going to study now is an extract from the book “Emma and I” written by Sheila Hocken, which is her autobiography.

Do you know the difference between a *biography* and an *autobiography*? A **biography** is the life story of someone written by someone else. While **autobiography** is the life story of a person written by him or herself.

Before you read the story, study the following words that you will meet in the story ‘Emma and I’.



Terminology

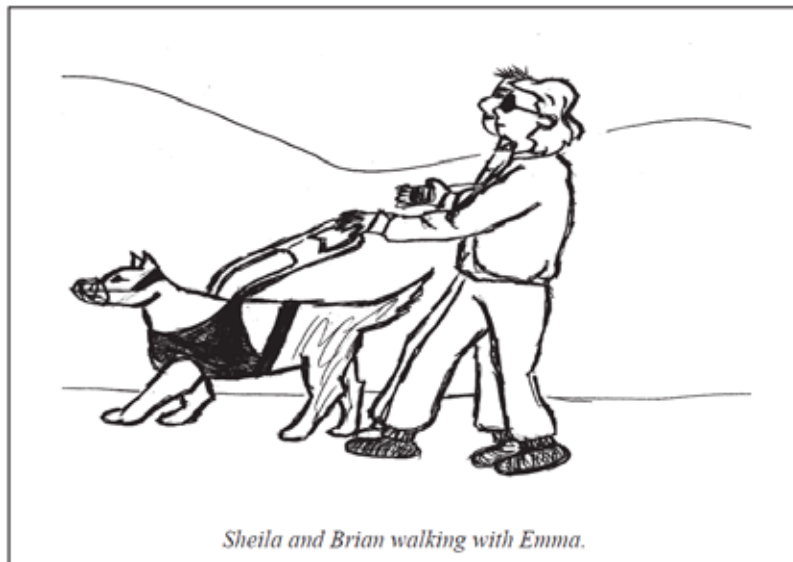
evident (p.34):	clear
harness (p.34):	a frame strapped to the dog and held by the blind person
kerb (p. 34):	edge of the pavement
concessions (p. 35):	allowances
persuasion (p. 35):	encouragement
assessment (p. 36):	evaluation
distracted (p. 36):	lost attention
spayed (p. 37):	operated so that she will not have puppies
unique (p. 37):	without equal
forge (p. 37):	make
exuberance (p. 38):	liveliness
ingenious (p. 38):	clever, skilful
curriculum (p. 38):	programme of training
obstacle (p. 38):	hindrance
aversions (p. 39):	dislikes

alacrity (p. 39):	quickness
resolutions (p. 39):	decisions
conditioned (p. 39):	used to
aptitude (p. 40):	talent, ability
loathed (p. 40):	hated
humiliated (p. 41):	made to feel ashamed

When you first read the title of this story, what came into your mind? Who did you think 'Emma and I' were? Friends or siblings? The following notes will give you a hint on what the story is all about.

Notes on the story:

Sheila Hocken is blind. She gets a companion and her friend, and most importantly her guide, Emma. This is a chocolate coloured Labrador, which was trained at the Guide Dog Association. To be able to cope with her guide, Sheila had to go through a month's training with the dog.





Reading

Now read the complete story on Page 34 of “Calabash” which is entitled “Emma and I” by Sheila Hocken. After reading the story, answer the questions below.



Activity

Activity 6

Read the following statements. Find a phrase or a sentence in the story which proves each of them and write it down. You must quote from the passage — remember to use quotation marks. When copying the phrase or sentence from the book, try not to make mistakes. Write your answers on a sheet of paper.

6.1 Sheila walked very slowly before she had a dog.

.....

6.2 Sheila did not know what Brian looked like.

.....

6.3 All dogs that arrive at the centre are not necessarily suitable guide-dogs.

.....

6.4 Female dogs are better guide-dogs than male dogs.

.....

6.5 At last, Emma accepted her new owner.

.....

6.6 Brian thought Sheila handled Emma excellently.

.....

6.7 Guide-dogs learn by doing things again and again.

.....

6.8 Sheila felt ashamed because she had not trusted Emma enough.

.....

Check your answers with **those** provided at the end of the unit. If your quotation differs from the one in the answers, read the story again to find out why you got it wrong.

Characteristics of a guide dog



Activity

Activity 7

From the story, it is clear that not any dog can be a guide dog.

Throughout the story, there are references to characteristics which a guide-dog should have. See if you can write down at least eight of these characteristics. Write your answers on a sheet of paper.

*Did you manage to get all eight of them correct? Check the **answers** at the end of the unit to see how yours compared. You may have identified more than eight, or even a few that are not in the list.*



Activity

Activity 8

Read the last paragraph again, then write a paragraph in which you explain why Sheila says: "I walked with a great big smile on my face ...". Write your answers on a sheet of paper.

*In the feedback section of this unit, there is a **sample summary** of what you should have included in your paragraph. Check to see if you had the facts right. When you are ready, go on and do the following activity on vocabulary.*



Activity

Activity 9

Let us get back to vocabulary. On Page 37 of 'Calabash', line 12, we read about trainee guide-dogs. It is often useful to know something about how words are formed. It may help us



to figure out the meaning of a word which we have not encountered before.

Example:

Somebody who trains is a trainer.
The one who is trained is a trainee.

Somebody who conducts an interview is an interviewer.
The one who is interviewed is an interviewee.

Complete the following statements. Write your answers on a sheet of paper.

9.1 The person who employs people is an employer.
The one who is employed is an.....

9.2 Someone who is evacuated is an.....

9.3 Someone who gives you a reference when you apply for a post, is a.....

9.4 Somebody who is examined is an.....

9.5 Somebody who seeks or receives refuge is a.....

9.6 Somebody who is nominated for a position is a.....

See if you can find more such words when you read.

*The **answers** to this exercise are given at the end of the unit. That was brilliant. You have now completed our second story. Our third and last story in this unit is entitled 'The Youngest Channel Swimmer'.*

The Youngest Channel Swimmer *by J.C. Goodacre*

Introduction

Here, we again have an incident from real life. This is our third and last story we will consider in this unit. It is also taken from real life.

Before you go on and read this story, you should first note the tricks played by the printer's devil. Correct the following printing mistakes in the story. Always be on the lookout for mistakes when you read. It will increase your sensitivity for the language.

Page 55, line 5: add 'of' after *test* at the end of the line (a *test of* endurance and stamina).

Page 56, line 11: change to (... fruits of six months' hard training...) Months is a plural word ending on -s, therefore the apostrophe must be put after the -s.

Page 56, line 12: replace *wondered* by *wandered*.

Now study the words below that were taken from the story before you start working on it.



Terminology

gruelling (p. 55):	exhausting
idling (p. 55):	(engine) running out of gear
casual (p. 55):	only looking, not taking part
strenuous (p. 56):	tough, very hard
belted on (p. 57):	sang loudly
quipped (p. 57):	joked
oil slick (p. 58):	a patch of oil
slack tide (p. 58):	before the tide turns
flood tide (p. 58):	rising tide
dedication (p. 58):	devotion to a task



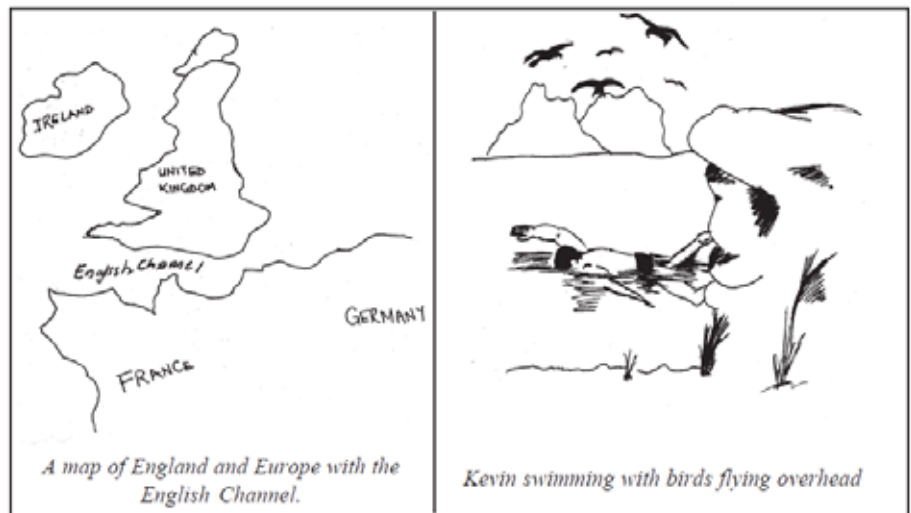
erratic (p. 59): uneven, without rhythm

dogged (p. 60): persistent

Sometimes in life, we set goals for ourselves that become challenging. Can you think of anything in your life that you struggled to do and you almost gave up? What motivated you to carry on until you realised your goal? How did you feel in the end? This story you are going to read now is about a young channel swimmer. That sounds challenging, doesn't it? Read the notes below to get an idea of what this story is all about.

Notes on the story:

This is a story of a young boy who set himself a goal and his determination to pull it through. To know the exact location of where this took place, it would be good if you could find a map of England and study it. A picture of the English Channel will increase your comprehension of the story. It is a story of disappointment and success, of hard work and frustration, of dedication and eventual victory. It is an encouraging story, which may contain a positive lesson for everyone who reads it.



A map of England and Europe with the English Channel.

Kevin swimming with birds flying overhead



Reading

Now take “Calabash” and read the story on Page 55, entitled “The Youngest Channel Swimmer” by J.G. Goodacre. After reading the story, go on and do the following activities.

Contextual questions



Activity

Activity 10

Answer the following questions. Use your own words, except when you are asked to quote. Using your own words will help you to see whether you really understand the story. Write your answers on a sheet of paper.

1. What THREE things does a person need if he or she wants to swim across the English Channel? You may quote this answer, but remember to put your answer in quotation marks and to copy the words correctly.

.....
.....

2. Name THREE dangers that Channel swimmers have to face. Use your own words when answering this question.

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

3. Why was this Kevin’s second attempt?

.....
.....

4. What thought dominated Kevin’s mind before the start of the swim?

.....
.....

5. Why would the Bee Gees not like the way in which Kevin sang their songs?

.....
.....

6. Kevin joked, “I hope I don’t get wet!” (Page 57). What was funny about it?

.....



-
7. What can you deduce about the rules for this event from Page 58, Paragraph 4?
-
-
8. Suggest a reason for the Anderson family’s move from Welkom to Port Alfred.
-
-

*Check your answers with **those** provided at the end of the unit. Did you have all of them right? In the next activity, you will check whether you can identify the characters in the story.*

Identifying characters



Activity

Activity 11

Match the following items by writing the letter of the correct answer in the brackets next to each name. Write your answers on a sheet of paper.

- | | |
|-----------------------------|--|
| 1. Kevin Anderson [] | A. A thirteen year-old English schoolboy who first became the youngest person to swim the Channel. |
| 2. Marcus Hooper [] | B. The first person who ever swam the English Channel. |
| 3. Captain Matthew Webb [] | C. The South African boy who swam the Channel at the age of 12. |
| 4. David Morgan [] | D. The boy who broke Kevin’s day old record. |

*Check the **answers** and then go on and do the next exercise. You know, practice makes perfect.*



Activity

Activity 12

Test your knowledge of the story by choosing the correct word from those in brackets. Write down the word you have chosen. Write your answers on a sheet of paper.

N.B. Answer the questions without referring to the textbook.

1. The first person to swim across the English Channel did so in (1857 / 1875 / 1894).
2. Kevin attempted to swim the Channel (once / twice / thrice).
3. During his ten-hour swimming practices, he swam from (6.00 am till 4:00 pm / 7.00 a.m. till 5:00 p.m. / 8:00 a.m. till 6:00 p.m.).
4. Before he took up swimming, Kevin also played (rugby / tennis / cricket).
5. The only two South Africans who had also completed this swim were (Mr. Peter Downes / Mr. Dennis Pearson / Mr. John Bates / Mr. Peter Bales).
6. Kevin succeeded in crossing the Channel in (1978 / 1979 / 1981).
7. He completed the crossing at (Dover Beach / Port Alfred / Cap Griz Nez).

*Check your answers with **those** provided at the end of the unit. If you did not have all of them right, review the story again and make sure of your facts.*



Activity

Activity 13

Look at the underlined words in the following sentences.

Without referring to your book, write down who or what the underlined words refer to. Write your answers on a sheet of paper.

1. I am sure they would not have been pleased if they had heard the way I sang it.

.....

2. I gave them a wide berth.

.....

3. "We've made it, we've made it."

.....

4. ... they helped him to pass the lonely hours and relieve the boredom by playing word games with him...

.....

5. A British boy who was two and a half months younger than Kevin made the crossing in just less than fifteen hours.

.....

6. It should be an inspiration to all who are tempted to lose heart.

.....

Check your answers with those provided at the end of the unit.

This is the last activity in this unit. If you have worked through the questions of all the activities in this unit, you should know the stories by now. You should always try to work through the questions before comparing your answers with mine at the end of the unit. This way you will know whether you understand the story or not. Use your dictionary whenever you come across difficult words. Read the unit summary below. Remember to do the assessment task at the end of this unit before you go on to the next unit to find out what the next stories entail.



Unit Summary



Summary

In this unit, you learned about short stories and their various elements. You also learned why we study literature. You read and studied three non-fiction stories, i.e. 'The Ten Cent Soccer Ball', 'Emma and I' and 'The Youngest Swimmer', by identifying the main characters in the stories; distinguishing between different meanings of homophones; defining what a biography and an autobiography is; and forming an opinion of the story. In the next unit, you will read about fiction stories.



Assessment Tasks



Assessment

Now that you have finished working on the three stories in this unit, do the following tasks. Write your answers to the questions on a sheet of paper.

Unit 13 - Assessment Task 1

The Ten Cent Soccer Ball

Answer the following questions to see how much you have understood the story 'The Ten Cent Soccer Ball'.

1.1 a) What kind of goods are kept in a General Dealer's shop?

_____ (2)

b) How could it be possible that the shopkeeper had forgotten about the football in the window?

_____ (2)

1.2 The shopkeeper obviously wanted the boy to have the ball, so why do you think he made him win it first?

_____ (2)

1.3 What do you think would have happened if the boy's last shot had been saved?

_____ (2)

1.4 Why did Mr Solomon give him a cash slip for the ten cent?



_____ (2)

1.5 Write the conversation that could have taken place when the boy showed his father his new ball. Each character should speak five times. . (Use a separate sheet of paper to write your answer.)

(5)

1.6 Write a story explaining how you once obtained something you really wanted very much. Your story should be between 100-150 words. (Use a separate sheet of paper to write your answer.)

(10)

[Total 25]

Unit 13 - Assessment Task 2

Emma and I

Now try to answer the following questions without referring to the text. Use your own words as far as possible to prove to yourself that you understand the story “Emma and I”.

2.1 Why would Emma not obey her new mistress at first?

_____ (2)

2.2 What was Brian’s attitude to his blind pupils?

_____ (2)

2.3 Blind people and their guide dogs have to work together as partners. Discuss how Sheila Hocken and Emma learned how to do this?

_____ (2)

2.4 Why do guide dogs have to be selected so carefully?



_____ (2)

2.5 Do you think it was a good idea for Sheila to get a cat when Emma hated them so much?

_____ (2)

2.6 The incident on the platform at the railway station changed Sheila’s life forever. Why is this true?

_____ (2)
[Total 12]

2.7 Work in pairs. Take it in turns to be blindfolded and be led by your partner around an obstacle course. Write about how you felt. (For this question use a separate sheet of paper to write your answer.)

2.8 Find out how some other disabled people cope with their disabilities and write a composition about it. (For this question use a separate sheet of paper to write your answer.)

Do not submit Questions 2.7 and 2.8 for marking. Try to do these practical exercises with a friend or fellow student.

Unit 13 - Assessment Task 3

The Youngest Channel Swimmer

Below is another activity for you to test your understanding of the stories you read in this unit. These questions are based on the story, “The Youngest Channel Swimmer”.

3.1 What did Kevin do to prevent boredom during his swim? Why was it so important not to become bored?



_____ (4)

3.2 The Channel is 34km wide. Why did Kevin have to swim 57km?

_____ (2)

3.3 Although his record was broken the next day, Kevin still had something to be very proud of. What was that?

_____ (2)

3.4 What proved that Kevin was a great sportsman?

_____ (2)

[Total 10]

Unit 13 - Assessment Task 4 (Not to be submitted for marking)

Identify a non-fiction story. It could be a story you have read or a story that you have heard. Analyse the story to find out whether it is really a non-fiction story or not, by identifying the [characteristics of a non-fiction story](#) in it.

Please remember to submit your Assessment Tasks 1-3 to your tutor for marking. Take note that Assessment Task 4 is not going to be marked.

Now, you have come to the end of this unit. I hope the activities you have done in this unit have given you a clear insight into the stories. Try to work hard and follow instructions properly when doing these activities. They give you good practice for exams.



Answers to Activities: Unit 13

Literature: Non-fiction Stories



Feedback

The Ten Sent Soccer Ball *by Peter Brink*

Activity 1

- 1.1 To Duiwelskloof. It is a small town in the Northern Province of South Africa.
- 1.2 It was the first time that he left his village / the first time that he travelled by railway bus.
- 1.3 ten cents.
- 1.4 A soccer ball in a shop window.
- 1.5 It was old stock, it had lain in the window for at least two years, the sun must have burnt it so that it was of low quality.
- 1.6 He had to kick three goals out of five in the shopkeeper's back yard.
- 1.7 3 for the boy; 2 for Mr. Solomon.
- 1.8 Mr Solomon: Yes. He was a goalkeeper in his young days.
The boy: Yes. He must have played in his village, because he knew how to kick the ball.
- 1.9 He obviously kept it up, because he became a very good soccer player.
- 1.10 To encourage people by being supportive, kind, helpful / to make use of opportunities that come your way.

[Back to previous page](#)

Activity 2

- 2.1 a
2.2 b
2.3 d
2.4 c
2.5 d
2.6 c

[Back to previous page](#)

Activity 3

- The boy: poor, shy, determined, eager, happy
The shopkeeper: understanding, determined, friendly, honest, encouraging
Moses: friendly, encouraging

[Back to previous page](#)

Activity 4

cent: '..... tightly clutching the ten cent piece ,'
sent: My mother sent me to the shop.

here: 'Moses, come here a moment.'
hear: I cannot hear what you are saying.

buy: '..... that ten cents would ever buy a soccer ball ...'
by: He passed by without even looking up.

right: '... the ball flew hard and fast to Mr Solomon's right –'
write: He can read and write.

knew: 'I knew I had beaten him'
new: This is a new book, look after it well.

[Back to previous page](#)

Activity 5

- 5.1 He had a funny figure, he was very round. (2)
5.2.1 No. (1)
5.2.2 General dealers sell a wide variety of goods, soccer balls would not be out of place there. (1)
5.3 In a sport shop. (1)
5.4 It was stock bought long ago.
It had been in the window for at least two years.
The sun had damaged it. (3)
5.5 He also knew how much the boy wanted the ball. (1)
5.6 He had to accept the challenge of kicking three goals out of five against him. (2)
5.7 He wanted the boy to work for it, otherwise he might not appreciate it. (2)
5.8 He was bewildered, feeling as if he was in a bad dream. (2)
5.9 Yes. Three out of five is a very fair deal. (2)
5.10 He took the ball home, dedicated himself to soccer and became a famous player. (3)

[Back to previous page](#)



Emma and I by Sheila Hocken

Activity 6

- 6.1 "... but it was obviously not even competitive with the snail population."
6.2 "I imagined him good-looking with fair hair and glasses."
6.3 "But the rejection rate is high."
6.4 "... the male dog has a rather different outlook and nature, including a territorial instinct, and is not as easy to manage as the female."
6.5 "... she curled up on the floor as near to my pillow as she could get."
6.6 "... and promised to keep us in mind if there was ever a guide dog expedition to Everest."
6.7 "By repetition of this sort of thing, ..."
"So by repetition the dog eventually gets the message."
6.8 "I felt about an inch tall."

[Back to previous page](#)

Activity 7

bold, friendly, intelligent, obedient, patient, manageable, eager, confident, trustworthy.

[Back to previous page](#)

Activity 8

Sample summary

Sheila was happy. Although she was blind, she said that she could also see, because she had Emma. A person with a disability such as being blind does not want to be pitied or treated differently. He or she wants to be as independent as possible. Emma enabled Sheila to live an independent life.

[Back to previous page](#)

Activity 9

- 9.1 employee
9.2 evacuee
9.3 referee
9.4 examinee
9.5 refugee
9.6 nominee

[Back to previous page](#)

Activity 10

The Youngest Channel Swimmer *by J.C. Goodacre*

1. "courage, determination and superb fitness."
2. The very cold water, strong sea currents, jellyfish which can sting the swimmer, ships which also use the Channel. (Any three)
3. He could not complete the first one because he became very tired.
4. He had to achieve success on his own; there was nobody who could help him now.
5. He did not sing it very melodiously; he must have sung it out of tune.
6. He was wet already because he was swimming in the sea.
7. If somebody touches a swimmer while he is still in the water, he will be disqualified.
8. It would be better if Kevin could practise in the sea.

[Back to previous page](#)

Activity 11

1. C
2. D
3. B
4. A

[Back to previous page](#)

Activity 12

1. 1875
2. twice
3. 7:00 a.m. till 5:00 p.m.
4. tennis
5. Mr. Dennis Pearson; Mr. Peter Bales
6. 1979
7. Cap Griz Nez

[Back to previous page](#)

Activity 13

1. The Bee Gees.
2. Two Frenchmen who wanted to congratulate him near to the end of the



- swim.
 3. Kevin, his parents and helpers.
 4. his sisters.
 5. Marcus Hooper.
 6. Kevin's success.

[Back to previous page](#)

Assessment Task 4

Characteristics of a non-fiction story

A non-fiction story tells us about real things. It talks about real people and events, not imaginary ones.

[Back to previous page](#)

Resources

The following book has been used in this unit:


Calabash by J.G. Goodacre and S. Makosana. This book is available at the following websites:



[sign on my account basket help](#)

<http://www.abebooks.com/products/isbn/9780636013520/>

Karibu kalahari.co.ke

[Email](#) or : +254 (0) 714 779 854

Contact centre hours: Weekdays 8:00 - 18:00 & Saturdays 8:00 - 14:00 <http://www.kalahari.co.ke/books/Calabash-A-cluster-of-stories/1/25518021.aspx>

Please take note that NAMCOL learners are provided with this book.

Additional Resource:

1.

NAMCOL English as a Second Language Grade 10 study guide (Module 5).



Unit 14

Literature: Calabash - Fiction Stories

Please Note: Remember to obtain a copy of *Calabash* by J.G. Goodacre and S. Makosana for Units 13-15. The book can be purchased from Edumeds; Gamsberg Macmillan and African publishers or might be available at your local library.

Introduction

A fiction story is a literary work whose content is produced by the imagination and is not necessarily based on facts. This category of literature comprises works that can be found in the form of novels and short stories. The following three stories 'The Star Beast', 'The Hitchhiker' and 'The Kiss' are, therefore, classified as fiction stories. These are the stories that you will read in this unit.

Below is the list of our unit outcomes. Study them carefully before you continue.



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



Outcomes

- *discuss* the behaviour of a number of characters in the story;
- *analyse* the behaviour of the beast;
- *form* an opinion about the identity of the beast;
- *describe* your feelings about the beast;
- *identify* ironic expressions;
- *identify* the different elements of the short story in a specific story;
- *form* your own opinion of how much truth there is in the story;
- *use* homophones correctly in expressions;
- *distinguish* between imagination and reality in a child's life;
- *discuss* the relationship between Jimmy and his father;
- *recognise* Jimmy's problem;
- *recognise and explain* Jimmy's relief at the end of the story;
- *identify* similes in expressions.



How long?

Spend approximately 7 hours on this unit.

Don't worry if you spend less time on this unit because the number of hours per unit is flexible. You might spend less time on shorter units and more time on the longer units. This timeframe is a guide for you to use. Beware of spending too much time to complete the unit because it may make it difficult for you to complete the course on time.

Now let's start with our first story entitled 'The Star Beast'.

The Star Beast *by Nicholas S. Gray*

Introduction

In contrast to the stories in Unit 13, that described episodes from real life, this story has something of the supernatural in it. It is about an animal or beast that arrives on earth in an unnatural way, accompanied by noise, bright light and fire.

Now, study the following words that you would come across in this story before you start reading it.



Terminology

dismissed (p.7):	forgotten about; put out of their minds
scrabbling (p.7):	scratching
tended (p. 7):	nursed; looked after
loose-box (p. 7):	a compartment for a horse, in a stable or vehicle, in which it can move about
seared (p. 7):	scorched; burnt
topaz (p. 7):	a semi-precious stone
prodded (p. 8):	poked
menagerie (p. 8):	a collection of wild animals; a zoo
elders (p. 8):	old people in the community
cutlery (p. 8):	knives, forks and spoons
annoyed (p. 9):	rather angry; irritated
cowering (p. 9):	crouching in fear; trying to hide fear
logic (p. 9):	use of reason to prove the truth of a theory
disproved (p. 9):	proved to be wrong
collate (p. 9):	to gather and examine or compare carefully (e.g. pieces of information)



state coffers (p. 10):	money collected by the state, usually from taxes
impending (p. 10)	threatening
inflammable (p. 11):	able to burn easily; easily set on fire
enthralled (p. 11):	charmed; delighted
draggled (p. 11):	dirty; untidy; uncared for
fetid (p. 11):	stinking; evil-smelling
acquisition (p. 11):	possession
inaudibly (p. 12):	unable to be heard

If you have studied the words above, go on and read the notes below to find out what the story 'The Star Beast' entails. But before you read the notes, write down one or two sentences saying what you think this story is about. You will see if your ideas reflect the content of the story after you have read the notes.

Notes on the story:

The animal or beast described in this story behaves strangely. It talks in a natural way, but conveys such extraordinary ideas to the learned people that they are wary of it at first. Then, they become afraid and try to wipe it out of their lives. They ignore the abilities of the beast, accusing it of "imitating the ways of man" and "parrot talk". At last, by selling it to a circus, they want to free themselves of all responsibility brought to them by the beast. Their treatment of the creature influences everybody, so that its talents of speech and human abilities are passed off as "parrot-nonsense" (see Page 10). People merely believe what the learned people say and do not even try to think for themselves. Therefore, nobody is prepared to take the creature seriously and give it an opportunity to prove itself. They do not even allow the beast to deliver the message it wants to convey. Consequently, it loses its talent of speech and becomes the animal everyone wanted it to be. The last sentence on Page 12 proves, however, that it never was, nor could ever be, a normal animal: "It was weeping aloud and trying desperately to walk on all fours."



In this story, the author makes good use of irony, that is, he says something but actually means the exact opposite. For example, when he refers to the professors and elders in the middle of Page 8, he says that they “were far from silly.” What the author really means is that these people were really very silly because they did not want to admit that the beast knew more than they did. If you are aware of this, you will understand the story better.

Now, go to Page 7 in “Calabash” and read the story “The Star Beast” by Nicholas S Gray. Read the story at least two times, giving it your full attention. Remember that in this case it is very important that you understand the meanings of all the difficult words. This will help you to have a better understanding of all the details of the story.

After reading the story, do the following activities:

Contextual questions



Activity

Activity 1

Now answer the following questions without referring to the text. Use your own words as far as possible to prove to yourself that you understand what you read. Write your answers on a sheet of paper.

1.1 Write down three natural phenomena (happenings) that accompanied the arrival of the beast on earth.

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

1.2 Write down a few features of the beast that resembled those of a human being.

.....
.....



.....

1.3 There are three references on Page 8 to the fact that if people were silly, they would believe that the creature could really talk sensibly. Read Page 8 from “It was getting to know me,” up to “The professors and elders and priests who now took the creature in hand were not silly.”

What does the extract tell us about the creature’s ability to speak and the people’s response?

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

1.4 “But it was not thought safe to trust it with a knife.” (see Page 8)

What does this sentence tell us about the attitude of the learned men towards the beast?

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

1.5 On Page 8, when the beast said that it was a man in its own place, the elders dismissed it off as “parrot-talk”.

What is meant by:

- a) “in my own place”
- b) “parrot-talk”?

a)

b)

1.6 Read Page 9 again. Three times the professors, mathematicians and priests became angry with the beast. What did it say that made them react in this way?

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



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

1.7 Why did the elders take away all signs of human behaviour (e.g. chair, etc.) and even order it to walk like an animal, on all fours?

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

1.8 By the time the circus sold the beast, it had lost much of its vigour, speed and even attractiveness. Suggest a reason for this.

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

1.9 What is the significance of the fact that the only words the beast could say in the end were “Pretty Polly”?

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

1.10 Where do you think the beast came from?

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

*You may have found some of these questions difficult to answer. Always remember to first work through the questions before comparing your answers with **those** at the end of the unit. If necessary, read the story or parts of it again. This will help you to answer the questions in the next activity.*



Making connections between incidents



Activity

Activity 2

This activity deals with making connections between incidents in the story, and with things that are implied, but not clearly mentioned. Answer the following questions. Write your answers on a sheet of paper..

2.1 In which way does the beast's arrival on earth link up with its fear of noise and fire?

.....
.....

2.2 On Page 9, line 3, the beast says, "A child of my race..."

In the context of the paragraph, suggest what it was about to say when it stopped so abruptly.

.....
.....

2.3 On Page 9, the professors responded to the beast's talking by saying, "Pretty Polly!" Do you see any connection between what the professors said about the beast's words and what they said themselves?

.....
.....

2.4 When the beast was sold to a circus, part of the money went to the "state coffers for making weapons for an impending war." Who might be a possible enemy from whom they might expect an attack?

.....
.....

2.5 Why was the beast dressed in red and yellow clothes when it performed in the circus?

.....
.....

How are you doing with your exercises so far? Check your answers and try the next activities again.

Sequence of incidents in the story



Activity

Activity 3

In a story like this, which has quite a lot of detail, it is important to remember the correct order in which the incidents took place. Below is a list of the incidents that occur in the story. Number the sentences to show what happened first, second and so on. The first one has been done as an example. Write your answers on a sheet of paper.

- a) It was sold to a circus. —
- b) It was taken to the city. —
- c) It got refuge on a farm. —
- d) It was examined by many learned people. —
- e) One night the beast arrived on earth. 1
- f) It was sold to a small touring company. —
- g) People came to see it. —
- h) It had no entertainment value any longer. —
- i) It escaped. —
- j) It was sold to a collector of rare beasts. —



Activity

Activity 4

In a short paragraph, write down what you learned from the story about people and their behaviour. Write your paragraph on a sheet of paper.

This is the end of the story 'The Star Beast'. Remember to check your answers before you continue. I hope the activities you have done here have given you a clear insight into the story. Try to work hard and follow the instructions properly when doing these activities. They give you good practice for exams. Our next story is about the hitchhiker.



The Hitchhiker by P. Groves & N. Grimshaw

Introduction

Like the previous story, this is a story about the supernatural. The main character is James Stephens. It is the first story in this collection where the main character has a name. He is an ordinary man, but a very extraordinary event causes him to lose his memory. Someone who has lost his or her memory is said to suffer from amnesia. We do not know if James Stephens ever recovers.

Stop for a while and pay attention to the following words and their meanings before you read the story.



Terminology

hitchhiker (p. 13):	a person who travels by signaling for lifts to passing traffic.
	Note the spelling: the word consists of two parts, namely hitch and hiker, therefore the double -h- in the middle.
nearside door (p. 13):	the left side of the car
sensed (p. 14):	felt
skidded (p. 15):	slid, got out of control
jiffy (p. 15):	a short moment

These were very few words and I believe you will easily remember their meanings. Read the notes below before you take your novel to read the whole story.

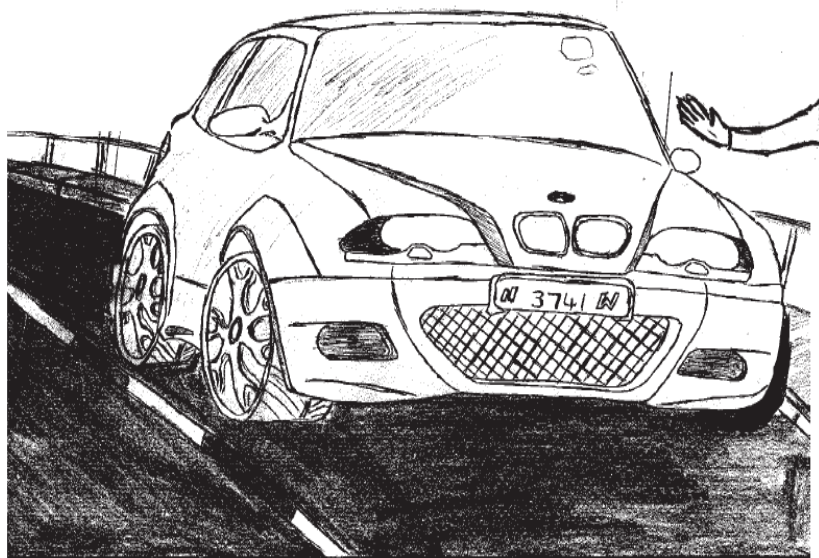
Notes on the story:

Note the style of writing. The sentences are generally short — this is done to create tension and build up excitement. If the sentences are shorter, the tempo is quicker. It is as if there is no time for long descriptions. The action moves too fast for that. The last three paragraphs on Page 13 and the first two paragraphs on Page 14 prove this. When you read the story, see if you can find other examples of this in the rest of the story.



Reading

You should now go to Page 13 in “Calabash” and read the story carefully. After reading the story, do the activities below.



The arm signaling to the driver to stop the car that was driven at night.



Five elements of the story



Activity

Activity 5

Identify the five elements of the short story as they were used in “The Hitchhiker”. This means you have to identify the situation, the generating circumstance, the rising action, the climax and the conclusion of the story. Write your answers on a sheet of paper.

Check your analysis with the one given at the end of the unit.

You will be asked to do the same exercise with some of the other stories in the book, so make sure that you know how to do it.

Contextual questions



Activity

Activity 6

Do you understand the story now that you have read it and broken it up into its elements? Answer the following questions in your own words. They may help you to clear up things of which you may not be quite sure. Write your answers on a sheet of paper.

6.1 James Stephens did not normally pick up hitchhikers.

Give three reasons why he deviated from his normal behaviour on this journey.

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

6.2 What surprised him when he opened the passenger door of the car?

.....

6.3 What did he think when he drove further?

.....



6.4 In the last paragraph on p. 13, the author uses one specific word a few times to create an atmosphere of suspense.

6.4.1 What is the word?

.....

6.4.2 How does it help to create suspense?

.....

.....

6.5 When did Stephens realise that this sense of another presence was not his imagination, but something very real?

.....

6.6 What probably saved his life at this stage?

.....

6.7 When he realised that he still had no control over the car, he hoped for a house or a pub where he could find help. How did he identify the house in the distance?

.....

.....

6.8 How did the woman who opened the door fit into her surroundings?

6.9 Why did Stephens run from the house? Write down two reasons.

.....

.....

6.10 What do you think happened after Stephens ran from the car? (Make your own deduction — this is not mentioned in the story.)

.....



.....
.....

6.11 What could the sergeant remember about the house where the car was found?

.....
.....

6.12 What did the sergeant mean when he told the constable that he read too many books? How does this sum up his whole attitude about James Stephens's loss of memory?

.....
.....

*Check your answers with **those** at the end of the unit. Did you have all of them right? I hope so!*

Activity 7

In a story with so much detail, it is easy to miss some important facts. Say whether the following statements are true or false. Write your answers on a sheet of paper.

7.1 James Stephens did not like driving in the rain.

.....

7.2 He had a flask of coffee with him in the car.

.....

7.3 He did not know whether the hitchhiker was a man or a woman.

.....

7.4 Something outside himself was forcing the car off the road.

.....



7.5 He heard footsteps following him when he ran to the house.

.....

7.6 He knocked at the door twice.

.....

7.7 The room looked like something from another time.

.....

7.8 The old woman took no notice of what he was saying.

.....

7.9 The car's engine choked to life.

.....

7.10 The sergeant knew Stephens had seen ghosts.

.....

*Check your answers with **those** at the end of the unit. If you had an answer wrong, go back to the story to find out why it was wrong. The next activity will help you improve your vocabulary.*

Activity 8

The following activity is a vocabulary exercise. In each of the sentences, there are two words in brackets. One word comes from a sentence in the story; the other is a homophone of that word. Choose the word that fits into the sentence and write it down. Then write another sentence using the other word to show the difference between the two words. Use a dictionary to help you if you do not know the meaning of a word. Write your answers on a sheet of paper.

8.1 It was a heavy (rain / reign) received that day.

.....

8.2 But he knew that on this (root / route) nothing was open



Activity



at this time of night.

.....

8.3 The thing had now relaxed his grip on the (weal / wheel).

.....

8.4 He rushed (past / passed) her into a room full of old furniture.

.....



Activity

8.5 I stopped but there was no one (their / there).

.....

8.6 He was muddy, soaked (through / threw), and unable to speak.

.....

*Check your answers with **those** provided at the end of the unit. Make a point of storing these words in your memory so that you will use them correctly when you need them in your written work.*

Interpretation of the story



Activity

Activity 9

The following questions deal with the interpretation of the story. Since it is a story about the supernatural, there may not be satisfactory answers. However, it is interesting to think about them. Write your answers on a sheet of paper.

9.1 Did James Stephens really see the hitchhiker in person?

Say **yes** or **no**, and then give two reasons for your answer.

.....

.....

9.2 Was the house haunted? Give your own opinion.

.....



9.3 Did James Stephens really see or meet ghosts from the past, or was it just his imagination?

(Read Paragraph 1 – 3 again of the story in “Calabash”; it may help you to form an opinion.)

.....
.....

*This is the last activity for this story. You can check your answers with **those** provided at the end of the unit, but there is no right or wrong answer. This is a matter of opinion. Now go on and find out what ‘The Kiss’ is all about.*

The Kiss by Walter Macken

Introduction

This story is set in Ireland, a country where rivers flow throughout the year. The children are used to water, and love playing near and next to the river. But the river is also a source of worry — Jimmy’s parents worry about him when he goes missing and the river is the first place where they go to look for him.

Before you continue reading the story, study the following words.



Terminology

- benign (p. 27):** gentle
- weir (p. 27):** barrier across a river to control the flow of water
- placidly (p. 27):** gently, calmly
- current (p. 27):** stream
- pudgy (p. 27):** fat
- finesse (p. 28):** delicate handling
- vessel (p. 28):** boat, ship
- rapids (p. 28):** where the water flows faster



breviary (p. 28):	prayer book
office (p. 28):	daily prayers
loomed (p. 30):	appeared, looking dangerous
cannibal (p. 30):	man-eater
bewildered (p. 30):	confused
pint (p. 31):	glass of beer
fella (p. 31):	(fellow) man
promenade (p. 31):	raised pavement running along the sea shore
grub (p. 31)	food
incompatibility (p. 32):	unable to get along with one another
fervent (p. 32):	intense
juggling (p. 33):	playing, jumping

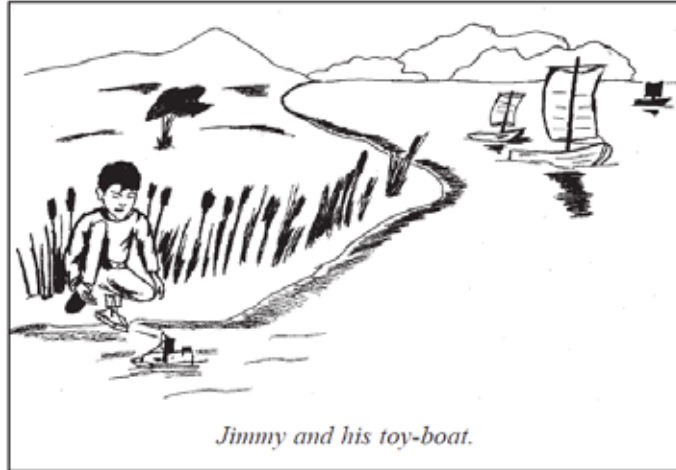
If you want to understand this story, you must have an insight into the children's imagination. Let's spend some time on that by reading the notes below.

Notes on the story:

The Kiss *by Walter Macken*

Jimmy was playing with his boat, which was nothing more than a crude piece of wood tied to a long string. It could not even balance very well, and could easily disappear under the water. But to Jimmy, it was a battleship, an ocean liner, a tugboat, a river boat — it could be “anything he wanted it to be” and he produced the sounds that the specific ship would make.

Cecily came along and picked up his mood. When she asked him to carry her horse across the river, it was a real horse and a real ship to her. They understood each other's imagination.



But when the priest came along and added something imaginary to their game, it turned to reality for Jimmy — he could not understand that an adult could also have an imagination. And now that he was “married”, he was an adult with the responsibilities of an adult.





Jimmy's father fortunately understood the mind of his child, and instead of laughing off the boy's serious problem; he tried to solve it in a satisfactory way. The moment Jimmy had shed his adult responsibility; he became the innocent, imaginative boy again, imitating the hooter of a car as he was sitting on the handlebars of his father's bicycle.



Reading

For the complete story, go to Page 27 of "Calabash" and read the story entitled "The Kiss" by Walter Macken. After reading the story, answer the questions below.

Imagery



Activity

Activity 10

In this story, the author really tries to make us “see” places and “hear” sounds by giving good, clear descriptions. When an author describes things vividly like this, we say he or she uses **imagery**. From Paragraphs 1 – 3, write down a few of the descriptive words and the words they describe that helped you form a picture in your mind of what you were reading.

e.g. beautiful morning
brightly coloured

Write your answers on a sheet of paper.

Before you go on and do the other activities, check your answers with those provided at the end of the unit.



Activity

Activity 11

In this activity, there are a number of statements. Find a sentence or two in the text, which proves each of the following statements. Remember to put each sentence in quotation marks or inverted commas and to copy them correctly from the text. The first one has been done for you as an example. Write your answers on the sheet of paper.

11.1 In his imagination, Jimmy could change his piece of wood to any kind of ship.

“It was anything he wanted it to be.”

11.2 Jimmy did not want Cecily there.

.....
.....

11.3 The horse was almost too heavy for the boat.

.....
.....

11.4 Jimmy was angry with Cecily about the marriage.

.....
.....

11.5 Jimmy accepted the responsibility of supporting Cecily, his “wife”.

.....
.....

11.6 Jimmy realised that being an adult must be very difficult.

.....
.....

11.7 Jimmy’s father regarded his problem as very serious.

.....



.....
11.8 Jimmy was relieved when the priest said that the marriage was off.
.....
.....

11.9 The priest realised that his joke had gone wrong.
.....
.....

11.10 Jimmy was his old, cheerful self again.
.....
.....

*Check your answers with **those** provided at the end of the unit. If you had all of them right, you can congratulate yourself on knowing the story well. Have you heard of similes before? Can you define what a simile is? If you can't, don't worry. Activity 12 below will define it for you.*



Similes

Activity 12



Activity

Double-click the icon to listen.



Simile

Double-click the icon to hear a poem.



A wish of a child

We have already referred to the descriptive language used in this story. Another way of creating a picture in the mind of the reader is to use SIMILES. What is a simile? When the author describes a thing or a person by saying that he or she is like something else or similar to something else we refer to it as a simile. For example, “The trees with their yellow flowers looked like Christmas trees with candles.”

Play the audio to listen to the definition of a simile. When listening to the poem ‘a wish of a child’, try and identify similes in it.

In “The Kiss” there are three similes. You will find these similes on Pages 27, 28 and 33 of ‘Calabash’. See if you can find them and write them down on a sheet of paper.

*Check your answers with **those** provided at the end of the unit to see if you had them correct. Click on the following links to study more examples of similes.*

[The list of similes](http://www.saidwhat.co.uk/spoon/similes.php) or
<http://www.saidwhat.co.uk/spoon/similes.php>



Activity

Activity 13

It is now time to try your hand at a typical examination question. Read the following passage from the story and then answer the questions that follow. Write your answers on a separate sheet of paper.

“He watched father and son go out the door. Jimmy was a different boy from the one who had stood in the room with the books. He was chattering now, joggling about on the bar of the bicycle. Joe waved at the priest, and then they were gone.

“Joe thought how relieved his wife would be to see Jimmy. He thought of the change that had come over his son. He wondered if he would remember this when he was grown up. He himself would never forget it. He wondered if, somehow, it was his fault. He wondered if he was responsible for something buried deep in the mind of his son that had caused this simple joke of the priest to bring such terror. He wondered if his son would ever understand what had happened.” (Source: extract from “Calabash”.)

13.1 In which way was Jimmy “a different boy from the one who had stood in the room with the books”?

.....
.....
(2)

13.2 What was Jimmy’s real problem with his marriage to Cecily?

.....
.....
.....
.....
(3)

13.3 Write down TWO things that Jimmy said to Cecily to show that he knew the role of the husband in a marriage situation.

.....
.....



(2)

13.4 Jimmy's father could easily have laughed off the whole problem, saying that the priest had only made a joke. He, however, tried another approach. How did he handle his son's problem?

.....
.....

(2)

13.5 How did the priest succeed in declaring the whole marriage off?

.....
.....

(2)

13.6 Read the underlined sentence again. The father wondered if something he had done had influenced his son negatively to react to the joke in this way. Couldn't he have influenced his son positively?

Discuss this question in a short paragraph.

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

(4)

Total: 15

*This question could have been somewhat more difficult than the previous questions, because it had more to do with interpretation than with ordinary content. Compare your answers with **those** provided at the end of the unit. Before you leave this unit, you have an assessment task to do at the end of the unit.*

Unit Summary



Summary

In this unit, you learned about fiction stories whose content is produced by the imagination and is not necessarily based on facts. You read and studied three fiction stories, i.e. The Star Beast; The Hitchhiker; and The Kiss:

- identifying similes and ironic expressions in the stories;
- pointing out the different elements of the short story in a specific story;
- and using homophones correctly in expressions.

In the next unit, you will read about humorous stories.



Assessment



Assessment

Unit 14 - Assessment Task 1

The Star Beast

Below are some questions based on the story “The Star Beast”. Go on and answer them without referring to the textbook. Write your answers on a sheet of paper.

1.1 How did the Star Beast arrive at the farm?

.....
.....[2]

1.2 What are the first clues given in the story to suggest that this was no ordinary animal, which had come to the farm?

.....
.....
.....[3]

1.3 Why did the elders, wise men and priests refuse to believe that the creature was an intelligent being from another planet?

.....
.....
.....[3]

1.4 What might the world have learned from the Star Beast if people had been prepared to listen to it and accept it?

.....
.....
.....[3]

1.5 What do you think finally broke the beast’s spirit so that it



refused to speak any more?

.....
.....[2]

1.6 In the beginning, the Star Beast walked upright. Why was it trying to walk like an animal at the end?

.....
.....[2]

1.7 Imagine that you were a child who was prepared to talk to the Star Beast. What questions would you have asked and what might his replies have been? Write the conversation you had with him.

[8]
[Total 23]

Unit 14 - Assessment Task 2

Hitchhiker

The questions in this assessment task are based on the story "Hitchhiker".

2.1 At what point in your reading of this story did you first realise that it was a ghost story?

.....
.....[2]

2.2 What do you think was the most frightening experience the driver had in the car?

.....
.....[2]

2.3 What was so odd about the room in the cottage?

.....
.....[2]

2.4 Explain why the driver dropped his cup of tea and ran for the door?



.....

.....[2]

2.5 What happened to the driver after he had run away from the cottage?

.....

.....

..... [2]

2.6 In your opinion, what was the most spine-chilling moment in this story?

.....

.....[2]

[Total 12]

Unit 14 - Assessment Task 3

The Kiss

The assessment task in this unit is based on the story “The Kiss”.

3.1 Why did Jimmy try to impress Cecily with his skill at handling his boat?

.....

.....[2]

3.2 Why did the priest decide to play the joke on the children?

.....

.....

.....[3]

3.3 How did Jimmy’s attitude to Cecily change once he believed they were married?

.....



.....

..... [3]

3.4 Jimmy accepted that it was a husband’s responsibility to support his wife. Nowadays it is normal for both husbands and wives to go out to work. Discuss the advantages and disadvantages of this arrangement, especially for the children and the wives themselves.

.....

.....

.....

.....

.....

..... [5]

3.5 Why did the children take the priest’s joke so seriously?

.....

.....

..... [2]

3.6 Write a story about a joke you played on someone. Write (50-100 words) on a separate sheet of paper. [10]

[Total 25]

Unit 14 - Assessment Task 4 (Not to be submitted for marking)

Write your own fiction story. It should not be too long. Check your story against the [characteristics of a fiction story](#) in the feedback section to confirm whether it is really a fiction story. Read or tell it to some of your friends and ask them if they enjoyed listening to the story or not. Let them give you reasons why they say they enjoyed the story or not.

You have come to the end of this unit. Remember to submit your Assessment Tasks 1-3 to your tutor for marking. Take note that Assessment Task 4 is not going to be marked. If your answers to all activities were correct when



checked with those at the end of the unit, you can be proud of yourself and proceed to the next unit with confidence.

Answers to Activities: Unit 14

Literature: Fiction Stories



Feedback

The Star Beast *by Nicholas S. Gray*

Activity 1

- 1.1 A long flash of bright light, fire and a loud noise.
- 1.2 Its paws looked like human hands. The nails were shaped like a girl's nails. Its body looked like that of a young boy although it was tall. Its head was shaped like a man's head, and it had thick eyelashes. It had a straight nose.
- 1.3 The creature could speak comprehensibly (so that people could understand it), but the people did not want to admit the creature's ability to speak their language or to think independently. They tried to ignore the fact that much of its behaviour resembled their own.
- 1.4 They were afraid of the creature — a knife in its hands would probably become a dangerous weapon.
- 1.5 a) the place where it came from.
b) repeating what people say without understanding it.
- 1.6 First it spoke its own language that they could not understand, then it spoke in their language, saying that it had proved their conclusions wrong and arguing that it was a man, knowing the Master Plan of the Universe.
Because they did not want to be on the same level as or even inferior to an animal, they chose to believe that the beast was only repeating sounds it had heard from them, and made it keep quiet.
- 1.7 They wanted to bring the beast down from a human level to an animal level, refusing it any opportunity to show its human characteristics.
- 1.8 It was afraid. The trainer scared it with his whip and the fire hoops terrified it. Sometimes, it tried to speak, but its fear of the trainer made it keep quiet.
- 1.9 The beast was now really reduced to animal status and could only imitate the professor's words: "Pretty Polly."
- 1.10 It most probably came from another planet.

[Back to previous page](#)

**Activity 2**

- 2.1 It arrived on earth, accompanied by fire and a loud noise. It was seriously injured. Noise and fire may have reminded it of this unpleasant experience.
- 2.2 “ would be able to pick up your language and speak it.”
- 2.3 They said that the beast’s words were only an imitation of their own sounds, but meanwhile their repetition of “Pretty Polly!” shows that they also spoke without understanding anything about the beast.
- 2.4 Probably another planet — the planet where the creature came from.
- 2.5 It had to amuse people and was dressed in colours resembling those worn by clowns.

[Back to previous page](#)

Activity 3

- a) 6
b) 4
c) 2
d) 5
e) 1
f) 8
g) 3
h) 7
i) 10
j) 9

Activity 4

You may include the following in your paragraph:

The farmer and his wife were caring and kind, and reached out to the animal. But they gave in to public opinion which regarded it as silly to believe that the beast could really talk.

The professors, elders, priests and mathematicians felt threatened by the beast. They realised that its knowledge was better than theirs and that it was far more intelligent than they were, but rather than admit it and try to learn from it, they were prejudiced and tried to remove it from their lives. They were self-righteous to the point of intolerance. This means that they were so convinced that their opinion was correct, that they did not accept any other possibility about the beast’s nature.

People should accept that they can make mistakes, that other people can be different from them and give each other space to be him- or herself.

[Back to previous page](#)

The Hitchhiker *by P. Groves & N. Grimshaw*

Activity 5

- 5.1 The situation: Paragraph 1 – 2. James Stephen is driving; it is a dark, wet night; he does not like driving in the rain; he is very tired.
- 5.2 The generating circumstance: Paragraph 3 – 4. He sees a hitchhiker and decides to pick him up: something he rarely does.
- 5.3 The rising action: The story develops quickly from here, suspense is created, the reader does not know what to expect.
- 5.4 The climax: This is reached when Stephens hears someone coming down the stairs and he feels a hand on his shoulder. He escapes into the dark, a white arm following him to the car.
- 5.5 Conclusion: He is found a week later, suffering from amnesia. No real explanation is given — the reader must make up his own mind.

[Back to previous page](#)

Activity 6

- 6.1 He was tired and sleepy, he needed coffee but knew none would be available along the road, and he realised that a passenger could keep him awake.
- 6.2 Nobody got into the car, even though he thought he had heard someone running.
- 6.3 He wondered if he had really seen the hitchhiker, whether it wasn't just a trick played by the lights.
- 6.4.1 "feeling"
- 6.4.2 It creates an eerie or spooky atmosphere, because nothing is real. He cannot put his finger on anything, but senses that he is not alone.
- 6.5 When he realized that something was taking control of the car and pulled it off the road.
- 6.6 There was a side road off the main road and the car swerved into it.
- 6.7 He saw a light in the distance, which he hoped was a house where he could get help.
- 6.8 She was also old. She was wrinkled and her hair was grey.
- 2.9 The woman referred to TWO of them who had entered the house and then he heard someone come down the stairs and felt a hand



- on his shoulder.
- 6.10 He had probably run about five miles, fear had driven him on and he had fallen down, exhausted. He was found by the police and taken to hospital where it was discovered that he suffered from amnesia.
- 6.11 A woman took her own life there about twenty years before, just after her son had died in an accident while he was hitchhiking.
- 6.12 He meant that the constable had a very vivid imagination.

[Back to previous page](#)

Activity 7

- 7.1 True
7.2 False
7.3 True
7.4 True
7.5 False
7.6 False
7.7 True
7.8 True
7.9 False
7.10 False

[Back to previous page](#)

Activity 8

- 8.1 rain
Kings reign over the people of a country.
- 8.2 route
Plants have roots which anchor them in the soil.
- 8.3 wheel
He was beaten and had ugly weals on his back.
- 8.4 past
He passed me without even looking at me.
- 8.5 there
I handed them their books.
- 8.6 through
She threw the ball for the dog to catch.

[Back to previous page](#)

Activity 9

- 9.1 No. When he was driving he only saw a white arm signaling to him. He did not actually see a person. And when he was followed from the house to the car, he only saw a white arm coming down the path and pressing against the car window.

- 9.2 This is a possible answer. You are entitled to your own opinion. Seeing that the constable and the sergeant did not refer to any ghosts haunting that house in the past, (and the deaths happened twenty years ago), it does not look as if it was a haunted house.
- 9.3 A scary atmosphere is created at the beginning of the story — a long, dark road without any open coffee shops, hard rain, a tired sleepy driver — enough to make someone imagine all kinds of things. Again, any opinion will be acceptable because no clear answer is given by the author.

[Back to previous page](#)

The Kiss *by Walter Macken*

Activity 10

Examples of descriptive words. You could also have identified others.

<u>white</u> clouds	<u>white and purple</u> flowers
<u>small</u> boats	<u>rough</u> timber
shaped <u>crudely</u>	<u>long</u> string
turn <u>reluctantly</u>	<u>brown, curly</u> hair
<u>great</u> battleship	<u>big-gun</u> sounds
<u>tall and majestic</u> ocean liner	<u>deep, siren</u> sound

[Back to previous page](#)

Activity 11

- 11.1 "It was anything he wanted it to be."
11.2 "He wished her to go away."
11.3 "The weight of the horse was almost submerging the vessel."
11.4 "Now, see what you have done," he said. "You have ruined everything."
11.5 "I want a job."
11.6 "He understood, now, all the hardships of being grown up."
11.7 "But he didn't laugh."
11.8 "I'm glad! I'm glad! I'm glad!"
11.9 "I'm very silly."
11.10 "Jimmy was a different boy from the one who had stood in the room with books."

[Back to previous page](#)

Activity 12



page 27: "... the river went over the weir like a flow of silk ..."
page 28: "Like a master mariner he brought it safely to port."
page 33: "Jimmy was honking from his chest as if he were the horn of a motorcar."

[Back to previous page](#)

Activity 13

- 13.1 He was nervous when they went inside, but very happy when he came out. (2)
- 13.2 He knew he had to support Cecily. He did not have money, and he was too young to get work. (3)
- 13.3 He told her to remain in the house and to stop biting her fingers. (2)
- 13.4 He took it seriously and went to solve it with the person who started it — the priest. (2)
- 13.5 He said that if Jimmy had not gone into Cecily's house and shared a meal with her, the marriage was off. (2)
- 13.6 It can be that Jimmy had seen the responsible way in which his father supported his mother and him and knew that this was what would be expected of him. He also knew that he would not be able to live up to it, and that made him afraid. (4)

Total: 15

[Back to previous page](#)

Assessment Task 4

Characteristics of a fiction story

A fiction story is a literary work whose content is produced by the imagination and is not necessarily based on facts. This category of literature comprises works that can be found in the form of novels and short stories.

[Back to previous page](#)

Resources


The following book has been used in this unit:

1. *Calabash* by J.G. Goodacre and S. Makosana. This book is available at the following websites:



[sign on my account basket help](#)
<http://www.abebooks.com/products/isbn/9780636013520/>

Karibu kalahari.co.ke

[Email](#) or : +254 (0) 714 779 854
Contact centre hours: Weekdays 8:00 - 18:00 & Saturdays
8:00 - 14:00 <http://www.kalahari.co.ke/books/Calabash-A-cluster-of-stories/1/25518021.aspx>

Please take note that NAMCOL learners are provided with this book.

Additional Resource:

1. NAMCOL English as a Second Language Grade 10 study guide (Module 4).

2. **[The list of similes](#)** OR
<http://www.saidwhat.co.uk/spoon/similes.php>



Unit 15

Literature: Calabash - Humorous Stories

Please Note: Remember to obtain a copy of *Calabash* by J.G. Goodacre and S. Makosana for Units 13-15. The book can be purchased from Edumeds; Gamsberg Macmillan and African publishers or might be available at your local library.

Introduction

In this unit, we will read some humorous stories. Do you know what humorous stories are? Humorous stories are funny stories that make people laugh.

Before we continue, please review the learning outcomes for this unit.

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



Outcomes

- *appreciate* the humour of the story;
- *appreciate* the play with words which creates some amusing incidents;
- *distinguish* between a serious story and a light-hearted amusing one;
- *express* the joy that reading can bring;
- *recognise* sarcasm in expressions;
- *identify* the characters of certain animals;
- *make* a connection between animals and their behaviour;
- *describe* the origin of fear according to the story;
- *discuss* the African concept of heaven according to the story;
- *tell* something about the Africans' concept of the baboon.

After reviewing the outcomes, you should now know what to expect from this unit. Go on and study the information on time frame below. This would help you manage your time when working on this unit.



How long?

Spend approximately 7 hours on this unit.

This timeframe is a guide for you to use. You may not need the time suggested, however if necessary use additional time. Beware of spending too much time to complete the unit because it may make it difficult for you to complete the course on time.

Have you ever heard of 'disappearing days'? Strange! Go on and work on this unit to find out what this story entails.

The Disappearing Days *by Norman Hunter*

Introduction

This is a very amusing, light-hearted, purely imaginative story with no inkling of truth in it whatsoever. It is meant to be enjoyed without any reservations.

Now, it's time to expand your vocabulary again.



Terminology

elaborate (p. 17):	decorated in great detail
awkward (p. 17):	difficult
becoming (p. 17):	attractive, suited to the occasion
in succession (p. 17):	one after the other
ferocious (p. 18):	fierce



luxurious (p. 19):	very comfortable and expensive
craftily (p. 19):	cunningly, cleverly
assorted (p. 19):	a mixture
reigning (p. 19):	governing
clergy (p. 20):	priests or ministers of the church
remote (p. 20):	far away

Read the following notes on the story and look at how the writer used names and titles to put us into a magic atmosphere.

The Disappearing Days by Norman Hunter

Notes on the story:

- The name of the country is Incrediblania. This name is derived from the word incredible, which means unbelievable. In other words, this is a country where nothing that happens can be believed.

Let us spend some time on words related to credible.

- Incredible means to be unbelievable.
 - Credible means something that can be believed.
 - A thing, story or news item can be credible or incredible.
- Example: It is a credible story.
It is incredible that he could just walk off without saying a thing.

- Credulous is used to describe a person who believes.
- Incredulous is used to describe a person who does not easily believe what he hears.

Example: You can tell her anything; she is credulous enough to believe it.

I am too incredulous to believe such a silly thing.

The role players in this story are:

- The Lord Chancellor: The Head of the Government

- The Astronomer Royal: The person in charge of reading the stars in the Royal Palace
- The Archbishop: The Head of the Church
- The Court Magician: The person performing magical acts in the palace
- Chief Table Layer: The person in charge of the laying and arranging of tables in the palace

The story deals with the King of Incrediblandia who does not like the smells and sights of washing days. He orders Mondays to be abolished, but as washing days are then merely moved one day on, he in the end abolishes all the days of the week, having a week consisting of Sundays only. This brings a lot of problems and the King orders the days of the week to be restored to normal. This, however, is not as easy as it sounds. A number of internal arrangements need to be made to get things working again.



Note it!

Double-click the icon to listen.



A pun

A Pun: (Play audio to listen to the definition of a pun.)

In the last paragraph on Page 17, we get a good example of a pun. A pun is the humorous use of a word to suggest different meanings — a play with words.

Look at the following: “The Queen had her breakfast in bed for two days running.”

(meaning two days following each other, e.g. Sunday and Monday.)

“..... or rather she had her breakfast in bed two days without having to do any running.....” (meaning she did not have to run around doing the washing.) Be on the lookout for similar examples as you read the other stories.

Double-click the icon to listen.



Sarcasm

Sarcasm: (Play audio to listen to the definition of sarcasm.)

In “The Star Beast,” we learned about irony. (See the notes of ‘The Star Beast’ at the beginning of Unit 14.) In this story, we have a good example of sarcasm. Sarcasm is the use of words with a meaning opposite to what they really say. It is usually used to criticise people or to make them look foolish.

At the bottom of Page 18, the King says, “Washing day again or I’m a piece of stair carpet!” when he realises that Wednesday is washing day again.

To which the Queen responds sarcastically, “You’re nothing so useful.”

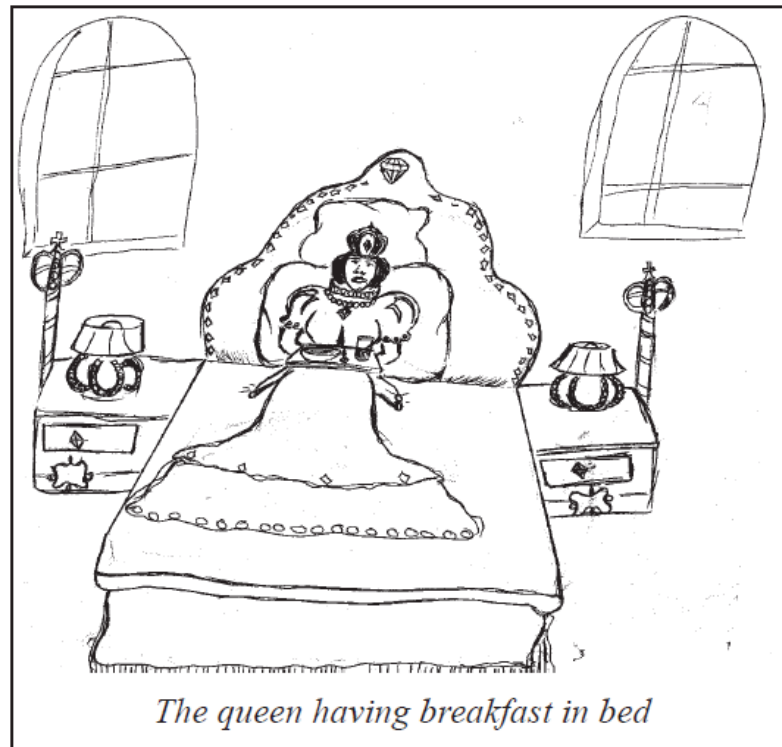
This is not really true, but the Queen criticises the King for the way in which he handles things, and she wants to ridicule him.

Also be on the lookout for examples of sarcasm when you read. Knowing about these things will make reading even more enjoyable.



Reading

Now, open “Calabash” on Page 17 and read the complete story entitled “The Disappearing Days” by Norman Hunter. After you have read the story, do the activities below.



Activity

Activity 1

Now that you have read and enjoyed the story, answer the following questions in your own words. Write your answers on a separate sheet of paper.



1.1 Why did the King of Incrediblania hate Mondays so much?

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

1.2 Three people would be glad if Mondays were abolished. Who were they and why would they like a week without Mondays?

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

1.3 What problem did the King encounter after the first Monday had been abolished?

.....
.....

1.4 The King wanted a life without washing days. What mistake did he make when he ordered the days of the week to be abolished?

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

1.5 Why did the Queen refer to this type of week as “royal living”?

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

1.6 At last, they reached the state of things that the King wanted and that the Queen loved. What was this state of things?



.....

.....

.....

1.7 Why could Sunday not be a washing day?

.....

.....

1.8 Write down five unpleasant things that came from having a week of Sundays.

.....

.....

.....

.....

.....

.....

1.9 The King realised that he would have to reinstate the days of the week, especially Mondays for the washing. With what solution did the Court Magician come up?

.....

.....

.....

1.10 Explain what you think the Queen meant by a "washerama".

.....

.....

.....

1.11 What made it difficult to get things back to normal?



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

1.12 How did the Queen solve the problem?

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

Check your answers with **those** provided at the end of the unit. Return to the text if some of your answers were wrong to make sure that you have mastered the first activity.



Activity

Activity 2

The following questions test your skills of interpretation. Write your answers on a separate sheet of paper.

2.1 Do you think the King was a clever man? Answer *yes* or *no*, then give three reasons for your answer.

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

2.2 Do you think the Queen was lazy? Write *yes* or *no*, then suggest two reasons for your answer.

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



2.3 Do you think the Queen was a clever woman? Write *yes* or *no*, then suggest two reasons for your answer.

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

2.4 Why did the maids mistake a rug for a tablecloth?

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

*I hope you have enjoyed this activity and that it has not been too difficult. Check your answers with **those** provided at the end of the unit, before you go on to the next activity.*

Activity 3



Activity

Look at the underlined words in the following questions. Without looking at the text, write down who or what the words refer to. The first one has been done as an example. Write your answers in a separate sheet of paper.

3.1 “Why not abolish it, Your Majesty?”
Washing day

3.2 “And what does your Majesty, in his wisdom, wish to do with the days that used to be Mondays?”

.....

3.3 “You’re nothing so useful,” said the Queen.

.....

3.4 “This,” said the Queen, “is what I call royal living.”

.....



3.5 “Yes, yes, abolish Saturdays, by all means, and let us have nothing but Sundays.”

.....

3.6. “I could magic up a royal laundry somewhere nice and remote.....”

.....

3.7 “Now, go and lay the dinner, and then put the days back as they were.”

.....

3.8 But the Astronomer Royal always had to lay the dinner because the King never seemed to get around to abolishing his appointment as Chief Table Layer.

.....

*Check your answers with **those** provided at the end of the unit. This should have been easy enough. Did you have all of them correct? I guess so! The next story is about ‘The Python’s Tree’. Enjoy it!*

The Python’s Tree *by Phyllis Savory*

Introduction

This story is an African folk tale. As in most African folk tales, the characters are animals which have the power of speech. The African people lived close to nature. Because of this they could associate with animals to such an extent that they made them talk like people in their traditional stories.

Below are some words from the story and their definitions. Study them carefully before you go on to read the story.



Terminology

python (p.22):	non-poisonous snake that kills its prey by coiling around it and crushing or suffocating it to death
starvation (p. 23):	dying of hunger
withered (p. 23):	brittle, dead because of drought
Qunube tree (p. 23):	probably an imaginary tree, given this name by the author
desperate (p. 23):	without hope
errand (p. 24):	a short journey taken to accomplish a specific purpose such as to pass on a message on behalf of somebody or pay a bill
dullard (p. 24):	a stupid person
luscious (p. 24):	juicy, sweet in taste
monotonous (p. 24):	unchanging, boring
grubs (p. 25):	larvae of insects
despondency (p. 25):	being without hope
council tree (p. 25):	tree where meetings were held
dejectedly (p. 25):	sadly, down-hearted
stampede (p. 26):	a rush of hungry or frightened animals

It is Africans' tradition to tell folk tales around the fire in the evenings. This was the way of educating each other about different life experiences. Did your parents or guardians tell you stories when you were young before you go to bed? This story "The Python's Tree" is one of the folk tales.

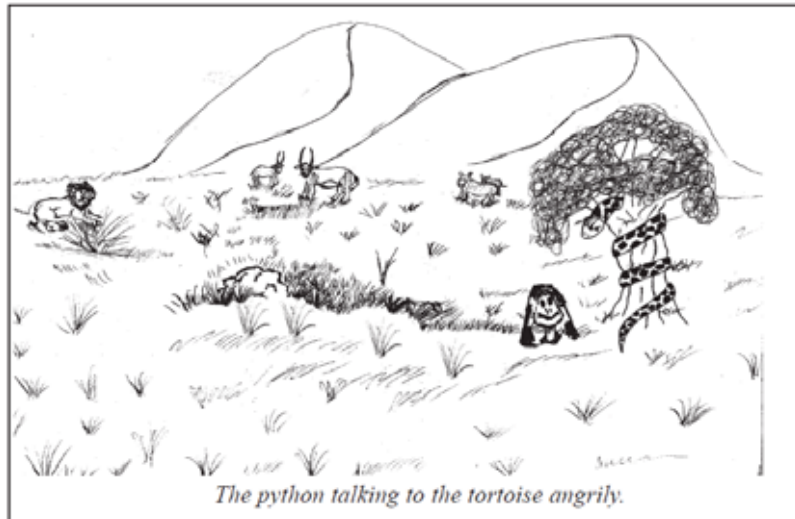
Notes on the story:

This story goes back to before the creation of man. Only animals lived on earth then, and they lived from plants, fruit and grass. No animal ate meat. One year, there was a terrible drought and the animals had to make a plan to get food. A number of attempts failed, but the last one succeeded, and shortly after that the rain came. Unfortunately, people appeared on the scene then and that brought an end to all the peace and harmony the animals had always known.



Reading

Now, go to Page 22 in “Calabash” and read the story entitled “The Python’s Tree” by Phyllis Savory. After you have read the story answer the questions below.



Activity

Activity 4

Now that you have read the story, test your understanding by answering the following questions. Try not to copy your answers directly from the text. Write your answers in a separate sheet of paper.

4.1 Do you think that there was really a time in which there were no human beings on earth? Give reasons for your answer.

.....

.....

.....

4.2 Give two reasons why all the animals respected the python so much.

.....

.....



.....
4.3 The python alone ate the fruit of the Qunube tree. What made the animals decide to go and ask him for help?

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

4.4 The python was willing to share his food with the animals, but on one condition only. What was this condition?

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

4.5 Which four animals tried to get the information and take it home?

.....

4.6 Which animal succeeded?

.....

4.7 The snake was angry because the animals could not remember the name of the tree. It said that it was not going to repeat it a fourth time. How did the last animal get the name?

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

4.8 How was this animal rewarded for his cleverness?

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

4.9 What was the result of man's coming to earth?

.....

.....
.....

*This could not have been too difficult. Check your answers with **those** provided at the end of the unit.*



Activity

Activity 5

Below is a set of multiple-choice questions. Write down the letter of the answer which you think is the best one:

5.1 The python:

- A. was the King of the animals.
- B. knew everything of the plants in the land.
- C. was 200 years old.
- D. lived near to the river.

5.2 Nobody ever asked the python the name of his tree because:

- A. he was bad-tempered.
- B. he did not like sharing with others.
- C. he guarded the tree and did not allow anyone to come near it.
- D. it belonged to him only.

5.3 The rat forgot the name of the tree because:

- A. he ran back too fast.
- B. he was scared of the animals along the road.
- C. he was very hungry.
- D. he was too excited.

5.4 The goat forgot the name of the tree because:

- A. he repeated the name a few times.
- B. he found some green leaves along the road to eat.
- C. he concentrated on not getting lost.
- D. he did not listen to the name properly.

5.5 The lion was sent to find out the name of the tree because:



- A. he only ate meat, not leaves.
- B. his brain was bigger than that of the other animals.
- C. he was the King.
- D. no one else wanted to go.

5.6 The lion forgot the name of the tree because:

- A. he spent a long time returning to the other animals.
- B. he tried to catch a buck.
- C. the name was too difficult for him to remember.
- D. he was tired and fell asleep.

5.7 The tortoise remembered the name of the tree because:

- A. he wrote it on his shell.
- B. he had a very good memory.
- C. he made up a song which he sang to remember it.
- D. he had known it all the time.

Check your answers with **those** provided at the end of the unit. I hope you got all of them right.

Activity 6



Activity

Let us take a look at the characters in the story. In the box below, there is a list of characteristics, followed by the names of the five animals in the story. Write down the characteristics that you think suit them next to each animal. You may use a word more than once. Write your answers on a sheet of paper.

persevering,	clever,	single-minded,	wise,
clever,	responsible,	forgetful,	kind,
stupid,	slow,	sharing,	fast,
			impatient

Python:

Rat:

Goat:

Lion:

Tortoise:



Activity

Compare your answers with **those** ones provided at the end of the unit.

Activity 7

There are a few examples in the story where certain words are printed in italics. This is done for a specific reason. Read the following sentences, find them in the text if necessary, and work out for yourself why these words were printed like this.

“Do us this great service, and go yourself to the big snake.”

“The name of my home is the Qunube Tree, so keep it in that shaggy head of yours.”

“Let me go,” he said.

“..... has the King of the Beasts also forgotten the name of my tree?”

Write your answers on a sheet of paper:

*You can check your answer with **those** one given at the end of the unit. Always be on the lookout for similar things when you read — they help you to understand and interpret the story better. This was the last activity for our second story in this unit. The next story is entitled ‘Thief of Heaven’.*



Thief of Heaven *by Greta Bloomhill*

Introduction

Here, we again have an African folk tale woven around animals. Can you remember which other African folk tale you have read in your prescribed book and who the author was? If you cannot, look it up in “Calabash” before you go on.

I guess you have enriched your vocabulary a great deal by now. Below are some more words and their definitions for you.

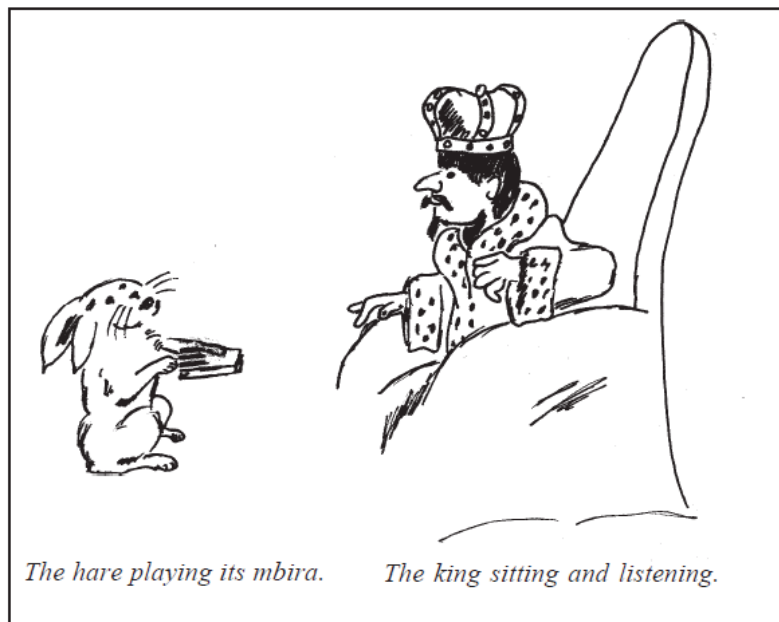


Terminology

wiliness (p. 75):	cunning, slyness
mbira (p. 75):	an African musical instrument, well-known as a thumb piano. It consists of 22 or 28 metal keys mounted on a hardwood soundboard
lair (p. 75):	sleeping-place of a wild animal
girdle (p. 75):	belt
ebony (p. 75):	a kind of very black wood
hue (p. 76):	shade of colour
plumage (p. 76):	feathers
thronged (p. 76)	crowded
feud (p. 76):	fight
comely (p. 76):	attractive, pretty
sumptuous (p. 76):	expensive, wonderful
duiveltjies (p. 78):	(an Afrikaans word) thorns growing on a plant which is spread out over the ground

Notes on the story:

The African people love telling stories about animals, giving them human characteristics and making them talk and act like people. They must have known animals very well, because even today, we can see many of these characteristics in animals, for example, the bravery of the lion, the slyness of the jackal, the cleverness of the rabbit, and the meekness of the dove. While you read the story, keep in mind the human characteristics of the animals found in the story, and determine whether we see the animals in that way today.





Reading

Now go to Page 75 in “Calabash”, read the story entitled “Thief of Heaven” by Greta Bloomhill and answer the following questions:



Activity

Activity 8

Try to deduce the meanings of the following words without using a dictionary. The page numbers are given, so you should look at the word in its context. Write down the letter of the answer you think is the right one.

8.1 burrow (p. 75)

- A. a garden tool
- B. a tunnel dug by a small animal as a home
- C. have the use of something for a while with the intention of returning it
- D. cover under the ground

8.2 ebony (p. 75)

- A. brown
- B. green
- C. blue
- D. black

8.3 bickering (p. 76)

- A. fights
- B. conversations
- C. visits
- D. arguments

8.4 beheld (p. 76)

- A. heard
- B. seen
- C. felt
- D. tasted

8.5 myriad (p. 78)

- A. an indefinitely great number
- B. many
- C. few
- D. three hundred



8.6 nab (p. 80)

- A. throw
- B. grab
- C. kill
- D. kick

8.7 miracle (p. 80)

- A. something funny
- B. an unusual event
- C. an everyday occurrence
- D. a supernatural event

*This was probably an easy exercise. However, if you struggled to find the correct meanings of some of the words, go back to the story to find how these words were used in their contexts. Always remember to complete the activity before checking the **answers** at the end of the unit.*



Activity

Activity 9

Read the following statements. Decide whether they are true or false, and then write down **true** or **false** for each statement. Make sure that you carry out the instructions carefully. Remember, in the examination you will get no credit if you do not answer questions as is required of you.

1. In the beginning, there was no light.
2. The animals hated Tsuru's music.
3. Tsuru ended up in a beautiful country.
4. Like Tsuru's country, this one was populated by animals.
5. The Mambo's daughters were attractive.
6. Tsuru's animal friends missed him as much as he missed them.
7. Tsuru had much respect for his father-in-law.
8. The animals tried to protect Tsuru from the warriors.
9. Baboon was determined to catch Tsuru.
10. Stealing, according to the story, can sometimes be good.

Check your **answers** with those provided at the end of the unit. If you did not have all of them right, read the story again and make sure that you understand what the story is about.



Activity

Activity 10

Write a few lines describing the African concept of heaven and earth as it comes out in the story. Write your answers on a separate sheet of paper.

Heaven:

.....

.....

Earth:

.....

.....

At the end of the unit, the **answers** are provided. Compare your answers with mine after you have completed this activity.



Activity

Activity 11

Do the following activity without referring to the story. It will show you how much you know about the story. Fill in the missing words in the spaces provided. Write your answers on a separate sheet of paper.

Tsuro loved (1) and often played his mbira. As he was walking along one day, he came to a very big (2) He climbed up until he reached a land of (3) He saw birds and plants of many different (4)..... Because of his beautiful music, the (5) allowed him to marry his daughters. They were the guardians of the (6) and the (7)..... Tsuro was very (8) But he became (9) and decided to return to his world. He stole pieces of the (10) and the (11) to go and make his world a prettier place. Because of all the (12) things he had done to the animals back home, they tried to (13) him when he came back, but when they saw the (14) Between (15) and light, and between (16) and green, they forgave him and accepted him back.

*Well, how did you fare? Check your answers with **those** provided at the end of the unit. You are doing well so far. The next is the last activity of this unit.*



Alliteration



Activity

Activity 12

Sometimes, authors make use of a form of writing where words beginning with the same letter are used for effect, for example, “We wake and whisper awhile.” This is called **alliteration**.

See if you can find examples of alliteration on the following pages, and write them down. Write your answers on a sheet of paper.

- p. 76
.....
- p. 76
.....
- p. 77
.....
- p. 77
.....
- p. 78
.....
- p. 78
.....
- p. 80
.....
- p. 80
.....

Check the **answers** provided at the end of the unit.

Now, we have come to the end of this unit. I am sure you have enjoyed it and learnt a lot. But, before we say goodbye, you still have to do your assessment task for this unit.

Unit Summary



Summary

In this unit, you learned about humorous stories. You read and discussed three humorous stories, i.e. The Disappearing Days, The Python's Tree; and Thief of Heaven,;

- appreciating the humour of the story;
- expressing the joy that reading can bring;
- recognising sarcasm in expressions; and
- learning about the term pun.

This was the last story of this unit. Well, you have done a brilliant job.



Assessment



Assessment

Unit 15 - Assessment Task

Now that you have finished working on the three stories in this unit, do the following tasks. Write your answers to the questions on a sheet of paper.

Unit 15 - Assessment Task1

The Disappearing Days

Answer the following questions based on the story *The Disappearing Days* to see whether you understand the story well.

1.1 An Astronomer Royal is the chief Astronomer of a country. What does an astronomer do?

(2)

1.2 Why would it have been the Astronomer Royal's responsibility to change the days?

(2)

1.3 Why did the king's plan to abolish washing days go wrong?

(2)

1.4 What were the main drawbacks to having a week of Sundays?

(2)



1.5 This is a humorous story. Discuss what makes it so amusing.

(4)

[Total 12]

Unit 15 - Assessment Task 2

The Python's Tree

The following questions are based on the story *The Python's Tree*. Go on and answer the questions.

2.1 Discuss possible reasons why African folk tales so often have talking animals as their main characters.

(5)

2.2 According to the last paragraph in the story, fear did not exist in the world until the coming of Man. Do you think this is true?



(5)

2.3 Turn this story into a play. Write out the dialogue and have a narrator to introduce the play and link the various scenes. (Write your answer on a separate sheet of paper.)

(10)

[Total 20]

Unit 15 - Assessment Task 3

Thief of Heaven

Answer the following questions based on the story *Thief of Heaven*. Use your own words when answering the questions. Using your own words will help you to see whether you really understand the story.

3.1 The hare is a popular character in African mythology. What good and what bad qualities does he display in this story?

(4)

3.2 What made the big difference between the world where Tsuro came from and the Mambo's country?

(1)

3.3 What was Tsuro's reward for the beautiful music he made?



_____ (2)

3.4 Why was it easy for the Chief and his daughters to follow Tsuru's progress down the web?

_____ (2)

3.5 Why were the animals so eager to help the warriors to catch Tsuru?

_____ (1)

3.6 Name the three ways in which Tsuru used magic to prevent his followers from catching him.

1. _____

2. _____

3. _____ (3)

3.7 What made the animals accept him at last?

_____ (2)

3.8 At the end of the story the baboon says stealing is not always a bad thing, especially if everyone benefits from it. Do you agree? Give reasons for your answer.

_____ (2)

3.9 Read the last sentence of the story again. What do you think does it imply?

_____ (2)



3.10 Can you think of a fairy tale from the European world which is very much the same as this one?

(1)

[Total 20]

Unit 15 - Assessment Task 4 (Not to be submitted for marking)

Let's have fun this time. Find a humorous story. It can be a story you have read from a book, or may have heard from somewhere else. Rehearse the story on your own and practise to act it out. Act out your story to your friends or your family at home. Try to make it as humorous as possible. I guess your audience will enjoy listening to your story. Have fun!

*You have come to the end of this unit. **Remember to submit your Assessment Tasks 1-3 to your tutor for marking. Take note that Assessment Task 4 is not going to be marked.***

This was the last unit of this study material. Congratulations! You have done a great job to have come through up to this stage. I hope you have by far improved your language skills by doing all the various activities provided in this course. Good luck with your examinations.

Answers to Activities: Unit 15

Literature: Humorous Stories



Feedback

The Disappearing Days *by Norman Hunter*

Activity 1

- 1.1 He hated the smell of soap and the sight of washing hanging all over the place.
- 1.2 The King, because then he would not be surrounded by washing and soapy smells.
The Lord Chancellor, because on Mondays he had a big amount of work to do.
The Queen, because then she could have breakfast in bed on two consecutive days.
- 1.3 He still smelt soap and saw washing hanging on the lines.
- 1.4 He abolished the days of the week, so washing days just moved on to the next day.
He should have abolished washing days.
- 1.5 She had breakfast in bed every day of the week, and she loved living like queen.
- 1.6 Having a week of Sundays.
- 1.7 It was against the Incrediblanian law to work on Sundays.
- 1.8 The shops remained closed, trains did not run, buses only transported people to church and back. Clothes became very dirty, and the Archbishop was exhausted, having to deliver a sermon every day.
- 1.9 He would build a magic laundry in the forest so that the King would not see or smell the washing.
- 1.10 A huge place where all the washing could be done.
(Compare hyperama where all kinds of things can be bought.)
- 1.11 The Astronomer Royal could not change the days back because he could not work on Sundays. Parliament could not pass a law to make the Astronomer Royal work on Sunday because they did not meet on Sundays.
- 1.12 She made the Astronomer Royal the Chief Table Layer to the Royal Household. Domestic servants were allowed by law to work on Sundays. As a domestic servant, he could work on Sundays and therefore change the days back to normal.

[Back to previous page](#)



Activity 2

- 2.1 No. He had to look up the word “abolish” in the dictionary, he accepted the Lord Chancellor’s suggestion of abolishing Mondays without questioning it, and he accepted the Queen’s idea of having two Sundays just as easily, even pretending that it was his idea.
- 2.2 No. She took care of the washing herself, even counting the handkerchiefs and the clothes pegs. Even though the days were abolished she made the next day a full washing day.
- 2.3 Yes. She suggested having two consecutive Sundays, and she solved the final problem by appointing the Astronomer Royal as a domestic servant in the Royal Household.
- 2.4 The tablecloths were so dirty; they could not see the difference.

[Back to previous page](#)

Activity 3

- 3.1 Washing day
- 3.2 The King
- 3.3 The King
- 3.4 Breakfast in bed
- 3.5 The people of Incrediblania
- 3.6 The magician
- 3.7 The days of the week
- 3.8 The Astronomer Royal

[Back to previous page](#)

The Python’s Tree *by Phyllis Savory*

Activity 4

- 4.1 Yes. Animal and plant life existed on earth long before the creation of man.
- 4.2 He was very old and very wise.
- 4.3 His tree was the only place in the land where food was available and they hoped that he would share some of it with them.
- 4.4 The animal that came to ask for the name of the tree had to be able to remember it long enough to tell it to the other animals.
- 4.5 The rat, the goat, the lion, the tortoise.
- 4.6 The tortoise.
- 4.7 He said that he was not going to tell anyone else the name of his Qunube Tree, and the tortoise was sharp enough to pick it up.
- 4.8 He could ride to the tree on the back of the swift-footed antelope.
- 4.9 Fear came to the world, because people killed animals for food, the animals killed other animals and even the birds and reptiles followed man’s example.



[Back to previous page](#)

Activity 5

- 5.1 B
- 5.2 D
- 5.3 C
- 5.4 B
- 5.5 B
- 5.6 D
- 5.7 C

[Back to previous page](#)

Activity 6

- Python: wise, kind, sharing, impatient
- Rat: single-minded, forgetful, stupid, fast
- Goat: single-minded, forgetful, stupid
- Lion: clever, responsible, kind, forgetful, hard-working
- Tortoise: persevering, clever, slow

[Back to previous page](#)

Activity 7

They are written in italics for emphasis. The reader's attention is drawn to the word because it stands out, for example:

- Yourself* - not anybody else
- Qunube Tree* - not any other tree
- Me* - the other could not, so give me the chance
- Also* - all the others forgot, and now another animal is added to the list.

Take note that instead of printing words in italics, they can also be underlined, bolded or written in capital letters to make them stand out. Keep this in mind when you read.

[Back to previous page](#)



Thief of Heaven *by Greta Bloomhill*

Activity 8

- 8.1 B
- 8.2 D
- 8.3 D
- 8.4 B
- 8.5 A
- 8.6 B
- 8.7 D

[Back to previous page](#)

Activity 9

- 1. T
- 2. F
- 3. T
- 4. F
- 5. T
- 6. F
- 7. F
- 8. F
- 9. T
- 10. T

[Back to previous page](#)

Activity 10

Heaven: Beautiful, much light — sunlight during the day and during the night. Beautiful flowers, green grass and trees, sparkling rivers, brightly-coloured birds and butterflies. People were kindhearted.

Earth: Dark, inhabited by animals, flat, because Turo walked to its end.

[Back to previous page](#)

Activity 11

- 1. music
- 2. spider-web
- 3. sunlight
- 4. colours
- 5. the king
- 6. sun / moon
- 7. moon / sun

8. happy
9. homesick
10. sun / moon
11. moon / sun
12. nasty / awful / bad
13. kill
14. difference
15. darkness
16. black

[Back to previous page](#)

Activity 12

- p. 76: "the miles melted to music"
p. 76: "who loves flowers and butterflies and birds"
p. 77: "Life in Heaven passed very pleasantly"
p. 77: "butterflies and birds of bright plumage"
p. 78: "dewdrops scattered from silken strands"
p. 78: "the warriors' wild war-chants"
p. 80: "the trees and grass grew green"
p. 80: "bright-hued birds and butterflies and flowers"

[Back to previous page](#)

Resources


The following book has been used in this unit:

Calabash by J.G. Goodacre and S. Makosana. This book is available at the following websites:



[sign on my account basket help](#)
<http://www.abebooks.com/products/isbn/9780636013520/>

Karibu kalahari.co.ke

[Email](#) or  : +254 (0) 714 779 854
Contact centre hours: Weekdays 8:00 - 18:00 & Saturdays 8:00 - 14:00 <http://www.kalahari.co.ke/books/Calabash-A-cluster-of-stories/1/25518021.aspx>



Please take note that NAMCOL learners are provided with this book.

Additional Resource:

1. NAMCOL English as a Second Language Grade 10 study guide (Module 4).