

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

JUNIOR SECONDARY LEVEL

ENGLISH

Module 1: Communication Skills

Partners:

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

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

Ministry of Education, Mozambique

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

Ministry of Education and the Emlalatini Development Centre, Swaziland

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

Ministry of Education, Zambia

Ministry of Education, Sport and Culture, Zimbabwe

Commonwealth of Learning



COMMONWEALTH *of* LEARNING

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

BACKGROUND

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

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

The four modules comprising the English materials are:

Module 1: Communication Skills

Module 2: Reading

Module 3: Composition

Module 4: Language Structure

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Sam B. Kalaba (Zambia).

MATERIALS

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

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

SUGGESTIONS FOR USING THE MATERIALS

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

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

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

MODULE 1: COMMUNICATION SKILLS

ACKNOWLEDGEMENTS

The module on Communication Skills was written by Anson Banda and Lottie Nkunika from Zambia. The project acknowledges, with thanks, the former Director for Continuing Education, Mr. G.M.S. Sichone, and the Director for the Curriculum Development Centre, Mr. G.N. Sililo, for allowing the writers to be on the Writing Team and to use the Centre's facilities; the former Permanent Secretary, Dr. D.S. Kasanda, of the Ministry of Education, for supporting the writers' attendance at the writers' workshops outside Zambia, and for providing support for the Writing Team when Zambia hosted a workshop for the writers.

MODULE CONTENT

Module 1 has six units as follows:

Unit 1 – Stress

Unit 2 – Sound

Unit 3 – Intonation

Unit 4 – Listening Comprehension

Unit 5 – Apologising

Unit 6 - Instructions

In each unit there are:

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

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

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

RESOURCES REQUIRED

- Dictionary
- Audio Cassettes and Tape Recorder
- Pen and Paper

GOAL FOR THE MODULE

The purpose of this Module is to help the learner develop the communication skills of listening and speaking.

MODULE OBJECTIVES

By the end of this Module, learners should be able to:

- stress words of the same spelling correctly to give different meaning;
- stress sentences in order to give a special meaning;
- use a dictionary, and find out the stressed syllables in words, and what they mean;
- pronounce correctly vowel sounds, such as
 - /æ/ hat and /ɜ:/ hurt;
 - /e / bed and /ɜ:/ bird;
 - /ʌ /hut and /ɜ:/ hurt;
 - /ɑ: / march and /ʌ / much;
 - /i:/ beat and /ɪ/ bit;
 - /ɔ:/ ball and /əʊ/ bowl;
- pronounce English sounds which present problems, such as
 - /l/ lead and /r/ read;
 - /æ / ran and /ʌ/ run;
 - /æ/ marry and /ɛə/ Mary;
 - /θ / cloth and / ð / clothe;
- produce basic intonation in: statements, questions, question tags, commands, expressing feelings such as doubt, disagreement, anxiety, and implications;
- answer comprehension questions on what is heard;
- listen to a passage and write down what is heard;
- summarise what is heard;
- briefly explain what is heard;
- make suitable apologies;
- tell people they are forgiven;
- give instructions;
- follow simple instructions;
- do things based on spoken instructions; and
- give information through instructions.

HOW TO USE THE MODULE

As well as information about Stress, Sounds, Intonation, Listening Comprehension, Apologising and Instructions, this Module includes activities and exercises. These activities and exercises do not play a part in learner assessment but are there to help check the learning progress.

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

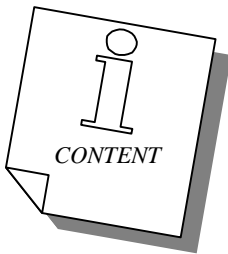
ASSESSMENT

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

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

DIRECTIONS FOR USING THE MODULE

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



UNIT CONTENT



ACTIVITIES



LISTEN TO CASSETTE



EXERCISES



CHECK YOUR ANSWERS

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INTRODUCTION

Welcome to this unit on Stress. The unit introduces you to the rules on stress.

Stress is the amount of force that is put on a syllable in a word when it is spoken so that it is heard more clearly.

A syllable is a word or part of a word. For example in “forest” there are two syllables, “fo” and “rest.”

In this unit we shall look at the “word stress,” “sentence stress” and “using a dictionary.”

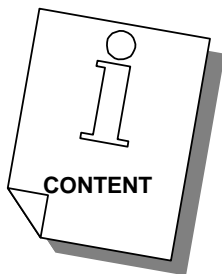
At various points in the unit, we will be referring you to the cassette that accompanies this course. The cassette tape symbol in the left margin will draw your attention to this.

OBJECTIVES

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

- stress words of the same spelling correctly to give different meaning;
- stress sentences in order to give a special meaning;
- use a dictionary, and find out the stressed syllables in words, and what they mean.

UNIT CONTENT



This unit is divided into three lessons

Lesson 1: Stress

Lesson 2: Sentence Stress

Lesson 3: Using a Dictionary

LESSON



STRESS

INTRODUCTION

As you can remember from the unit introduction, a stressed syllable is a word or part of the word that is heard more clearly when spoken.

In this lesson, we are going to look at word stress.

OBJECTIVES

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

- pronounce words correctly;
- underline the stressed syllable correctly;
- stress words correctly as nouns or verbs.

The word stress looks at the syllable that is stressed in any given word. When a word has more than one syllable in it, we always stress one of its syllables more than the others. In other words, the stressed syllable is one which is said with more energy so that it stands out from the other syllables that are not stressed.

Look at the words below:

Forest Suffer Mother Father Nation

As you might have noticed, the words above have parts that have been underlined. The parts underlined and those that are not underlined are syllables. What do you think is the reason for underlining the syllables? Right. This is to show that these are syllables that are stressed when you say them. In these words we stress the first syllables.

Now look at the following words:

Disease Forget Control Example Expected

What do you notice? That's right. The stressed syllables have been underlined. However, we now see that the second syllables are stressed when we say these words.

The examples above show us that some words are stressed on the first syllable and others are stressed on the second.



ACTIVITY 1: Say the Word

Say the words below and then underline the syllables that are stressed:

daughter cupboard baby farmer
agreed ago surprise machine

All the words in the first line have the stress on the first syllables. Those in the second line are stressed on the second syllables. I hope you got them all right. If not, do the activity again.

It is important to learn how to stress words correctly because of the following reasons:

1. Stressing words correctly helps us to pronounce words correctly and make clear what we are saying.
2. Stress makes the meaning of words that are spelt the same clear.

So far we have looked at words that are stressed on the first syllable and those that are stressed on the second syllable.

Now let us look at words which can be both **noun** and **verb**. In spoken English, stress will help us know whether the word said is a noun or a verb.

Here are some examples:

1. Zambia has many exports
2. Swaziland exports many goods.

The word “export” is both a noun and verb. When the first syllable, “ex,” is stressed, then the word becomes a noun. When the second syllable, “ports,” is stressed, it becomes a verb.

Here are some more examples:

Nouns

export
import
record
increase
decrease
object

Verbs

export
import
record
increase
decrease
object



ACTIVITY 2: Listen and Repeat



Play your cassette, listen to the words being read out by me and repeat after me.

For example: Me: survey
 You: survey
 Me: export
 You: export

Noun

export
record
decrease
import
survey

Verb

export
record
decrease
import
survey

Now do Exercises 1 and 2.



EXERCISE 1

Read the dialogue below which has words numbered from 1 – 10. Then underline the stressed syllables that will show that the words are being used as nouns or verbs. The first one has been done for you.

Me: Have you a (1) permit for going to the border?

You: No. He would not (2) permit me.

Me: That is an (3) insult. So how are you going to (4) import your potato seeds?

You: Anyway don't worry. Potatoes are not the main (5) produce in our area. Instead I will (6) produce maize which I can sell to the people here. I would like to raise money for my daughter to go to school.

Me: Oh, yes. By the way, how is her (7) progress at school?

You: She is doing fine. Her teachers think she will (8) progress to the next grade.

Me: You should buy her a (9) present when the results come out.

You: Yes, I will do that. I will (10) present it to her myself.



Compare your answers at the end of the unit.



EXERCISE 2

Look at the words below. Write two sentences for each word. Underline the stressed syllable to show that the word is being used as a noun or verb in the sentence. The first two have been done for you.

Object, protest, convict, conduct, contest, rebel

1. (a) Bwalya, look at this object.
- (b) No one can object to your plan.



Compare your answers at the end of the unit.

LESSON



SENTENCE STRESS

INTRODUCTION

In Lesson 1, we looked at word stress. In this lesson, we shall be looking at sentence stress.

OBJECTIVE

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

- stress the most important words in a sentence to bring out any special meaning that you wish to put across to the listener.

What is sentence stress? Good question. When we speak, we join our words together in sentences, and we stress the most important words in it, more than the rest. This is what we call sentence stress.

In this lesson, we are going to look at the special stress on a given word in the sentence that can give us a special meaning. In other words, the word you select and stress in the sentence changes the meaning of the sentence.

Look at the sentence below:

I bought a car yesterday.

This sentence can have a special meaning, depending on which word is given a special stress.

For example:

1. If I is given a special stress, the sentence would mean: I, and nobody else, bought a car yesterday.
2. If bought is given a special stress, the sentence would mean: I bought, and not borrowed or stole, the car yesterday.
3. If car is given a special stress, the sentence would mean: I bought a car, and not a bus or a lorry or any other vehicle, yesterday.
4. If yesterday is given a special stress, the sentence would mean: I bought a car yesterday, and not today or two days ago or last week.

It is important to hear such special stress because if we don't, we will miss the meaning of what people say to us. If we don't use it in our own speech, we will often fail to make our meaning clear.

Very often the special stress is used when someone has misunderstood what we say.

For example:

You: I am going to Kitwe.

Me: Are you all going to Kitwe?

You: No, I am going to Kitwe.

Now do Exercise 3.



EXERCISE 3

In the sentences below, some words have been underlined to show that the words have been given a special stress. Explain what each sentence means. Use the spaces given for your answers.

A.

1. Mary kicked the ball to the goalkeeper. _____
2. Mary kicked the ball to the goalkeeper. _____
3. Mary kicked the ball to the goalkeeper. _____
4. Mary kicked the ball to the goalkeeper. _____

B.

1. I wrote to your mother. _____
2. I wrote to your mother. _____
3. I wrote to your mother. _____
4. I wrote to your mother. _____



Compare your answers at the end of the unit.

LESSON



USING A DICTIONARY

INTRODUCTION

In Lessons 1 and 2, we showed the stress by underlining the syllable, that is a word or part of a word. In this lesson we are going to learn how stress is shown in dictionaries.

OBJECTIVE

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

- know the pronunciation and stress of words and their meaning by using a dictionary.

Most dictionaries indicate how a word is pronounced by giving its pronunciation and stress.

Look at this word: ˈfather. Have you noticed anything? Yes, there is a mark “ˈ” before the word. This is the way the stress is shown in the dictionary. This little stress mark “ˈ” shows that the stress falls on the syllable that comes after it. Therefore, the word father is pronounced ˈfather, not ˈfather.

Now do Exercise 4.



EXERCISE 4

Look up these words in a dictionary, and find out which syllables are stressed and what the words mean. The first one has been done for you.

- | | |
|--------------|------------|
| 1. pineapple | 6. advice |
| 2. industry | 7. message |
| 3. tobacco | 8. escape |
| 4. messenger | 9. country |
| 5. manage | 10. begin |

1. pineapple: a large dark yellow tropical fruit with thin stiff leaves on top.



Compare your answers at the end of the unit.

SUMMARY

In this unit we have learnt how to:

- Stress syllables of given words correctly so as to pronounce words correctly and make clear what we are saying;
- Stress words that are spelt the same in order to give meaning;
- Stress a given word in a sentence to give a special meaning and to avoid being misunderstood;
- Stress words so as to show them as nouns or verbs;
- Know the stress of words by using a dictionary and then find out what they mean.

Remember! If you need help with any of the information or exercises in this unit, contact your tutor.

Now do Assignment 1



ANSWERS

Exercise 1

- | | | | |
|-------------------|--------------------|--------------------|--------------------|
| 1. <u>permit</u> | 2. <u>permit</u> | 3. <u>insult</u> | 4. <u>import</u> |
| 5. <u>produce</u> | 6. <u>produce</u> | 7. <u>progress</u> | 8. <u>progress</u> |
| 9. <u>present</u> | 10. <u>present</u> | | |

Exercise 2 (samples)

2. (a) John was expelled from school because he took part in the protest against food.
(b) Mary will protest against the school rules as they are not gender sensitive.
3. (a) There is a dangerous escaped convict in town.
(b) To convict someone of murder without proof is unfair.
4. (a) Milika has got a prize for her good conduct.
(b) We shall conduct the business ourselves.
5. (a) I was asked to enter the beauty contest but I refused.
(b) The expelled Member of Parliament wanted to contest the seat in his former constituency.
6. (a) The rebel was arrested last night.
(b) The people want to rebel against their ruler because she has become a dictator.

Exercise 3

- A. 1. Mary, and not John or anyone else, kicked the ball to the goalkeeper.
2. Mary kicked, and not threw, the ball to the goalkeeper.
3. Mary kicked the ball, and not the book or anything else, to the goalkeeper.
4. Mary kicked the ball to the goalkeeper, and not to the fullback or anyone else.
- B. 1. I, and not anyone else, wrote to your mother.
2. I wrote, and not spoke, to your mother.
3. I wrote to your, and not his/her or anyone else's, mother.
4. I wrote to your mother, and not your father or anyone else.

Exercise 4

2. industry: e.g. the production of goods for sale; the people and organisations that work in industry.
3. tobacco: e.g. the dried leaves of a type of plant as prepared for smoking or for chewing or snuff.
4. messenger: a person who brings a message.
5. manage: e.g. to be in control or charge of, e.g. business affairs; to succeed in dealing with something or someone difficult.
6. advice: e.g. opinion given to someone about what they should do in a given situation.
7. message: e.g. spoken or written piece of information passed from one person to another.
8. escape: e.g. to get away, e.g. from an enclosed space; get free.
9. country: e.g. an area of land that is a nation; the land outside cities or towns.
10. begin: e.g. make a start.

INTRODUCTION

Welcome to Unit 2. This unit is on English Sounds.

Each language has its own rules of ‘sounding out’ words and, therefore, we shall see that the sounds in our own language might not be the same as those in English. Therefore, it is important that we pronounce English words clearly and correctly so that we are understood.

In this unit we shall look at:

Part 1: Vowel Sounds (six lessons on selected sounds); and

Part 2: Sounds that cause problems (four lessons on selected sounds).

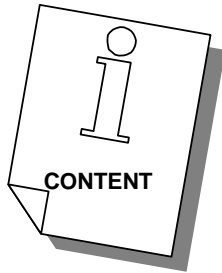
We shall look at pairs of sounds. Firstly, we shall see if you are able to hear and recognise the difference between them. Secondly, you will have to produce the sounds themselves.

OBJECTIVES

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

- Vowel sounds, such as
/æ/ hat and /ɜ:/ hurt;
/e/ bed and /ɜ:/ bird;
/ʌ/ hut and /ɜ:/ hurt;
/ɑ:/ march and /ʌ/ much;
/i:/ beat and /i/ bit; and
/ɔ:/ ball and /əu/ bowl.
- English sounds which present problems, such as
/l/ lead and /r/ read;
/æ/ ran and /ʌ/ run;
/æ/ marry and /ɛð/ Mary; and
/θ/ cloth and /ð/ clothe.

UNIT CONTENT



This unit is divided into ten lessons

Lesson 1: /æ/ hat and /ɜ:/ hurt

Lesson 2: / e / bed and / ɜ: / bird

Lesson 3: / ^ /hut and / ɜ:/ hurt

Lesson 4: / α: / march and / ^ / much

Lesson 5: /i:/ beat and /i/ bit

Lesson 6: /ɔ:/ ball and /əu/ bowl

Lesson 7: /l/ lead and /r/ read

Lesson 8: /æ / ran and / ^/ run

Lesson 9: / æ/ marry and /εə/ Mary

Lesson 10: /θ / cloth and / ð / clothe

LESSON



/æ/ hat and /ɜ:/ hurt

INTRODUCTION

In this lesson we are going to learn the difference between the sounds /æ/ and /ɜ:/.

The sound /æ/ is mostly spelt a as in hat, back and cat.

The sound /ɜ:/ can be written as shown in the examples below:

1. ear as in earth, heard;
2. er as in her, herd;
3. ir as in bird, girl;
4. ur as in hurt, burn;
5. or as in work, word.

OBJECTIVES

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

- recognise the difference between the sounds /æ/ and /ɜ:/;
- pronounce correctly the words which have the sound /æ/ or /ɜ:/; and
- identify words with the sound /æ/ or /ɜ:/.



ACTIVITY 1: Listen and Write



One of the sentences from each of the following pairs of sentences will be read out to you. Write down the sentence which you think has been read out by writing down (a) or (b) in the spaces given.

Now play **Band 1** on your tape.

1. (a) What was the news you had yesterday about HIV/AIDS?
(b) What was the news you heard yesterday about HIV/AIDS? _____

2. (a) I threw away the bad food.
(b) I threw away the bird food. _____
3. (a) "Ban all the offensive magazines," shouted the people.
(b) "Burn all the offensive magazines," shouted the people. _____

The answers are 1 (b), 2 (a), and 3 (b). Did you get them all right? If you didn't, you need more practice in differentiating the two sounds.

Now try this one.

Below are pairs of words. One of the words will be read out. Write down the word you think has been read out by writing in the spaces given.

Now play your tape.

1. (a) hat
(b) hurt _____
2. (a) alley
(b) early _____
3. (a) add
(b) erred _____

The answers are 1(a), 2 (b) and 3 (a).

I hope you got them right.

Now do Activity 2.



ACTIVITY 2: Listen and Repeat



Now that you know the difference between the sounds /æ/ and /3:/, let us see if you can say them correctly yourself.

Below are two lists of words. The words in both lists will be read out and you repeat the words after me.

Now play **Band 2** on your tape.

Sound /æ/

add
 alley
 bad
 ban
 had
 hat

Sound /ɜ:/

erred
 early
 bird
 burn
 heard
 hurt

When you are through with Activity 2, do Activity 1 again. I hope your score is higher than the first time.

Now do Exercise 1.

**EXERCISE 1**

Here are some words that have the sound /æ/ or /ɜ:/. Read out the word first and then place a tick in the spaces given to show whether the word contains the sound /æ/ or /ɜ:/. The first one has been done for you.

Words	Sound /æ/	Sound /ɜ:/
bank	<input checked="" type="checkbox"/>	<input type="checkbox"/>
cat	<input type="checkbox"/>	<input type="checkbox"/>
first	<input type="checkbox"/>	<input type="checkbox"/>
birth	<input type="checkbox"/>	<input type="checkbox"/>
ant	<input type="checkbox"/>	<input type="checkbox"/>
dirt	<input type="checkbox"/>	<input type="checkbox"/>
sang	<input type="checkbox"/>	<input type="checkbox"/>
ran	<input type="checkbox"/>	<input type="checkbox"/>
earned	<input type="checkbox"/>	<input type="checkbox"/>
bag	<input type="checkbox"/>	<input type="checkbox"/>
girl	<input type="checkbox"/>	<input type="checkbox"/>
her	<input type="checkbox"/>	<input type="checkbox"/>
back	<input type="checkbox"/>	<input type="checkbox"/>
am	<input type="checkbox"/>	<input type="checkbox"/>
rat	<input type="checkbox"/>	<input type="checkbox"/>
search	<input type="checkbox"/>	<input type="checkbox"/>



Check your answers at the end of the unit.

LESSON



/e/ bed and /ɜ:/ bird

INTRODUCTION

In this lesson we shall learn the difference between the sounds /e/ and /ɜ:/. The spellings of the sound /ɜ:/ were given in Lesson 1.

Please look at them once more.

The sound /e/ may be spelt in the following ways:

1. e as in pen;
2. a as in any;
3. ai as in said;
4. ea as in head;
5. eo as in leopard;
6. u as in burial;
7. ie as in friend; and
8. ue as in guess.

OBJECTIVES

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

- recognise the difference between the sounds /e/ and /ɜ:/;
- pronounce correctly the words containing the sound /e/ or /ɜ:/; and
- identify the words with the sound /e/ or /ɜ:/.



ACTIVITY 3: Listen and Write



Play **Band 3** on your tape and listen to the dialogue between Banda and Ndaba. As you listen, write (a) or (b) in the spaces given in the sentences to show the word that has been said to complete the sentence. Use the words given after each sentence.

- Banda:** 1. That's a nice _____ you have.
(a) bed
(b) bird
- Ndaba:** 2. Thank you. Actually it's not mine.
Milika _____ it to me.
(a) lent
(b) learnt
- Banda:** 3. By the way, how is Milika?
I heard that Maria _____ her fingers.
(a) bent
(b) burnt
- Ndaba:** 4. She is recovering. What a cruel thing to have done. I
thought it was the _____.
(a) worst
(b) west
- Banda:** 5. Yes, it was. No wonder Maria has been asked to give
Milika two _____ of cattle.
(a) herds
(b) heads

The answers are 1(a); 2(a); 3(b); 4(a); 5(a)

Did you get them all right? If you didn't try this one below:

Here are pairs of words. One of the words will be read out. Write down the word you think has been read out by writing (a) or (b) in the spaces given.

Now play your tape and write down your answers as the words are read out.

1. (a) weld _____ 2. (a) ten _____
 (b) world _____ (b) turn _____
3. (a) tend _____ 4. (a) best _____
 (b) turned _____ (b) burst _____
5. (a) Ben _____ 6. (a) end _____
 (b) burn _____ (b) earned _____

The answers are 1(b); 2(a); 3(a); 4(b); 5(a); 6(b).

I hope you got them right.



ACTIVITY 4: Listen and Repeat



Below are two lists of words with the sound /e/ or /ɜ:/. The words will be read out and you should repeat the words after me.

Now play **Band 4** on your tape.

Sound /e/

bed
 weld
 tend
 ten
 heads
 lent
 best
 bent
 Ben
 west
 end

Sound /ɜ:/

bird
 world
 turned
 turn
 herds
 learnt
 burst
 burnt
 burn
 worst
 earned

When you are through with Activity 4, do Activity 3 again. I hope your score is higher than the first time.

Now do Exercise 2.



EXERCISE 2



Each of the sentences below will be read twice. Write the word in the spaces given to complete the sentences. Listen to the sound carefully and choose the word with the correct sound. Use the words in brackets. Now play **Band 5** on your tape.

1. There were four _____ in the shop. (birds/beds)
2. How many _____ did you see? (heads/herds)
3. I hope you _____ the payment. (end/earned)
4. The _____ one was the only one he had. (burst/best)
5. He _____ it right there in front of everyone. (bent/burnt)
6. I know she has _____ it already. (learnt/lent)



Check your answers at the end of the unit.



EXERCISE 3

Below is a list of words. Select those with the sound /e/ and write them in the spaces given. Read out the word first.

hers	hour	very	search	wet	shirt	held
purse	pegs	early	well	birth	death	first
fell	vest	belt	dirt	dead	bet	

.....

.....

.....



Check your answers at the end of the unit.

LESSON



/ʌ/ hut / ɜ:/ hurt

INTRODUCTION

Lesson 3 will be about the difference between the sounds /ʌ/ and /ɜ:/.

Remember the spelling of the sound /ɜ:/. If you can't, please refer back to Lesson 1.

The sound /ʌ/ can be spelt in many ways:

1. oe as in does;
2. oo as in blood;
3. y as in mercy
4. ou as in double;
5. o as in worry.

OBJECTIVES

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

- recognise the difference between the sounds /ʌ/ and /ɜ:/
- pronounce correctly the words with the sound /ʌ/ or /ɜ:/
- identify the words with the sound /ʌ/ or /ɜ:/



ACTIVITY 5: Listen and Write



Below are pairs of words. One word from each pair will be read out to you. Write down the word which you think has been read out by writing down (a) or (b) in the space given.

Now play **Band 6** on your tape.

- | | | | |
|------------|-------|-------------|-------|
| 1. (a) ton | _____ | 2. (a) hut | _____ |
| (b) turn | _____ | (b) hurt | _____ |
| 3. (a) bun | _____ | 4. (a) shut | _____ |
| (b) burn | _____ | (b) shirt | _____ |

5. (a) such _____
(b) search _____
6. (a) pus _____
(b) purse _____

The answers are 1 (b); 2 (a); 3(a); 4(b); 5(a); 6(b).

Did you get them all right? If you didn't, try the next one:

Complete the sentences below with the words you think have been read out. Each sentence will be read twice. Use the words in brackets and underline the word you choose.

Now play your tape.

1. All mammals _____ their young. (suckle/circle)
2. Seeing _____ always upsets me. (buns/burns)
3. The _____ dived into the sea. (gull/girl)
4. He couldn't see any _____ on the trees. (buds/birds)
5. We took a _____ to the rubbish dump. (ton/turn)

The answers are

1.	suckle	2.	burns	3.	girl
4.	buds	5.	turn		

I hope you got them right.



ACTIVITY 6: Listen and Repeat



The following sentences will be read to you. You should repeat the sentences after me.

Now play **Band 7** on your tape.

1. You must cut some of those flowers.
2. They first heard the bird sing.
3. The girl's purse was in the hut.
4. The butter in the cup turned out to be Peter's.
5. The duck got hurt but managed to escape.

When you are through with Activity 6, do Activity 5 again. I hope your score is higher than the first time. **Now do Exercise 4.**



EXERCISE 4

Here are some words that have the sound /ʌ/ or /ɜ:/. Say the word first and then place a tick in the spaces given to show whether the word contains the sound /ʌ/ or /ɜ:/. The first one has been done for you.

Words	Sound /ʌ/	Sound /ɜ:/
sung	<input checked="" type="checkbox"/>	<input type="checkbox"/>
crush	<input type="checkbox"/>	<input type="checkbox"/>
fern	<input type="checkbox"/>	<input type="checkbox"/>
circus	<input type="checkbox"/>	<input type="checkbox"/>
earth	<input type="checkbox"/>	<input type="checkbox"/>
truck	<input type="checkbox"/>	<input type="checkbox"/>
mud	<input type="checkbox"/>	<input type="checkbox"/>
search	<input type="checkbox"/>	<input type="checkbox"/>
come	<input type="checkbox"/>	<input type="checkbox"/>
dirt	<input type="checkbox"/>	<input type="checkbox"/>
done	<input type="checkbox"/>	<input type="checkbox"/>
fun	<input type="checkbox"/>	<input type="checkbox"/>
purse	<input type="checkbox"/>	<input type="checkbox"/>



Check your answers at the end of the unit.

LESSON



/ɑ:/ march and /ʌ/ much

INTRODUCTION

The sounds that we are going to look at in this lesson are /ɑ:/ and /ʌ/.

The various ways of spelling the sound /ʌ/ are given in Lesson 3. Please refer to this lesson if you can't remember the spellings.

The sound /ɑ:/ has the following spellings:

1. a as in past;
2. al as in calm;
3. ar as in start;
4. au as in draught;
5. er as in sergeant;
6. ear as in heart; and
7. uar as in guard.

OBJECTIVES

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

- recognise the difference between the sounds /ɑ:/ and /ʌ/;
- pronounce correctly the words with the sound /ɑ:/ or /ʌ/;
- identify the words with the sound /ɑ:/ or /ʌ/.



ACTIVITY 7: Listen and Write



One sentence from each of the following pairs of sentences will be read out to you. Write down the sentence which you think has been read out by writing down (a) or (b) in the spaces given.

Now play **Band 8** on your tape.

- (a) I don't understand why you are always in my heart.
(b) I don't understand why you are always in my hut. _____
- (a) They will all calm down by tomorrow.
(b) They will all come down by tomorrow. _____
- (a) How did you get that cart?
(b) How did you get that cut? _____
- (a) He carried out the task carefully.
(b) He carried out the tusk carefully. _____
- (a) Have you seen your new staff today?
(b) Have you seen your new stuff today? _____

The answers are 1(a); 2(b); 3(a); 4(a); 5(b). Did you get them all right? If you didn't, you need more practice. So try this one:

Here are pairs of words. One of the words will be read out. Write down the word you think has been read out by writing (a) or (b) in the spaces given.

Now play your tape.

- (a) march _____ 2. (a) bars _____
(b) much _____ (b) buzz _____
- (a) psalm _____ 4. (a) harsh _____
(b) some _____ (b) hush _____
- (a) dark _____
(b) duck _____

The answers are 1(b); 2(a); 3(b); 4(a); 5(a). I hope you got them right.



ACTIVITY 8: Listen and Repeat



Now you are going to practise how to say the sounds /ɑ:/ and /ʌ/.

Here are two lists of words. The words in both lists will be read out and you should repeat the words after me. Now play **Band 9** on your tape.

Sound /ɑ:/

heart
calm
dark
march
bars
psalm
harsh
cart
staff

Sound /ʌ/

hut
come
duck
much
buzz
some
hush
cut
stuff

When you are through with Activity 8, do Activity 7 again. I hope your score is higher than the first time.

Now do Exercise 5.



EXERCISE 5

Below is a list of words. Select those with the sound /ɑ:/ and write them in the spaces given. Read out the word first.

run	drunk	pass	fast	sunk
luck	fun	card	hard	mad
far	march	match	bath	bun
car	am	arm	park	pack



Check your answers at the end of the unit.

LESSON



/i:/ beat and /i/ bit

INTRODUCTION

In this lesson we are going to learn about the sounds /i:/ and /i/.

The sound /i:/ is spelt in the following ways:

1. e as in be;
2. i as in machine;
3. ei as in receive
4. ea as in eat;
5. ee as in week;
6. ie as in chief;
7. eo as in people
8. ey as in key.

The sound /i/ has the following spellings:

1. a as in savage;
2. ai as in bargain;
3. e as in college;
4. ee as in coffee;
5. ey as in valleys;
6. i as in tin;
7. ia as in marriage;
8. ie as in babies;
9. ei as in foreign;
10. o as in women;
11. u as in busy;
12. ui as in guilty;
13. y as in sympathy.

OBJECTIVES

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

- recognise the difference between the sounds /i:/ and /i/;
- pronounce correctly the words containing the sound /i:/ or /i/;
- identify the words with the sound /i:/ or /i/.



ACTIVITY 9: Listen and Write



Dialogue: Chiko's Son

Play **Band 10** on your tape and listen to the dialogue between Musa and Sue. As you listen, write (a) or (b) in the spaces given in the sentences to show the word that has been said to complete the sentence. Use the words given after each sentence.

Sue: Good morning, Musa.

Musa: Good morning, Sue.

Sue: I would like to talk to Chiko.
Do you know where he _____?

1. (a) leaves
(b) lives

Musa: Yes, I do. What is the problem?

Sue: His son _____ my son yesterday.

2. (a) beat
(b) bit

Musa: Why?

Sue: They were fighting over my son's _____.

3. (a) sheep
(b) ship

Musa: Chiko's son is a problem.

The other time he _____ my daughter over nothing.

4. (a) heat
(b) hit

Sue: I am going to teach his parents a lesson today. Just because they are _____ they think their son can do whatever he likes!

5. (a) reach
(b) rich

The answers are 1(b); 2(a); 3(a); 4(b); 5(b).

Did you get them all right? If you didn't, try this one below:

Here are pairs of words. One of the words will be read out. Write down the word you think has been read out by writing (a) or (b) in the spaces given.

Now play your tape and write down your answers as the words are read out.

- | | | | | | | | |
|----|-----|-------|-------|----|-----|-------|-------|
| 1. | (a) | feet | _____ | 2. | (a) | seat | _____ |
| | (b) | fit | _____ | | (b) | sit | _____ |
| 3. | (a) | seen | _____ | 4. | (a) | sleep | _____ |
| | (b) | sin | _____ | | (b) | ship | _____ |
| 5. | (a) | leap | _____ | 6. | (a) | deep | _____ |
| | (b) | lip | _____ | | (b) | dip | _____ |
| 7. | (a) | heap | _____ | 8. | (a) | lead | _____ |
| | (b) | hip | _____ | | (b) | lid | _____ |
| 9. | (a) | seeks | _____ | | | | |
| | (b) | six | _____ | | | | |

The answers are 1(b); 2(a); 3(a); 4(b); 5(b); 6(a); 7(a); 8(b); 9(a).
I hope you got them right.



ACTIVITY 10: Listen and Repeat



Now you should make the sounds /i:/ and /i/ yourself. Listen to the words being read out. Repeat each word after it has been read out. Now play **Band 11** on your tape.

Sound /i:/

beat
leave
heat
leap
sheep
feet
seat
seen
deep
heap
lead
reach
seeks

Sound /i/

bit
live
hit
lip
ship
fit
sit
sin
dip
hip
lid
rich
six

When you are through with Activity 10, do Activity 9 again. I hope your score is higher than the first time.

Now do Exercise 6.



EXERCISE 6



Each of the sentences below will be read twice. Write the word in the spaces given to complete the sentences. Listen to the sound carefully and choose the word with the correct sound. Use the words in brackets.

Now play **Band 12** on your tape.

1. I don't want to _____ here. (leave/live)
2. Where have you put my model _____? (sheep/ship)
3. He will _____ the metal and shape it. (heat/hit)
4. She decided to _____ off the premises. (sleep/slip)
5. He took the _____ and ran off quickly. (lead/lid)
6. When the _____ is ready, we can go. (wheel/will)
7. Where is the _____ for the fire? (peat/pit)
8. Who _____ my dog and hurt him? (beat/bit)
9. We are not yet ready to make _____ at the sale. (beads/bids)
10. Did you put the _____ on the van? (beans/bins)



Check your answers at the end of the unit.

LESSON



/ɔ:/ ball and /əʊ/ bowl

INTRODUCTION

In this lesson we are going to learn about the sounds /ɔ:/ and /əʊ/.

The sound / ɔ: / can be spelt in the following ways:

1. a as in walk, ball;
2. au as in haunt, caught;
3. aw as in saw, law;
4. oa as in roar; oar;
5. ou as in bought, four;
6. or as in born, torn.

The sound /əʊ/ has the following spellings:

1. o as in rose, go;
2. oe as in hoe, toe;
3. oa as in boat, moan;
4. ou as in although, though;
5. ow as in low, blow.

OBJECTIVES

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

- recognise the difference between the sounds / ɔ: / and /əʊ/;
- pronounce correctly the words with the sound /ɔ:/ or /əʊ/;
- identify the words with the sound / ɔ: / or /əʊ/.



ACTIVITY 11: Listen and Write



Below are pairs of words. One of them will be read out to you. Write down the word which you think has been read out by writing down (a) or (b) in the spaces given.

Now play **Band 13** on your tape.

- | | | | |
|----|----------------|----|----------------|
| 1. | (a) bought | 2. | (a) roared |
| | (b) boat _____ | | (b) road _____ |
| 3. | (a) law | 4. | (a) walk |
| | (b) low _____ | | (b) woke _____ |
| 5. | (a) caught | 6. | (a) mourn |
| | (b) coat _____ | | (b) moan _____ |

The answers are 1(b); 2(a); 3(a); 4(b); 5(a) and 6(b).

Did you get them all right? If you didn't try the next one:

Complete the sentences below with the words you think have been read out. Use the words in brackets and underline the word you choose.

Now play your tape.

- I saw a fat rat in the _____. (hall/hole)
- Has anyone seen my _____? (ball/bowl)
- She has not sent us any _____. (call/coal)
- They failed to break the _____. (cord/code)
- The Bandas will _____ their seeds tomorrow. (saw/sow)

The answers are 1. hall; 2. bowl; 3. coal; 4. code; 5. sow.

I hope you got them right.



ACTIVITY 12: Listen and Repeat



The sentences below will be read out to you. You should repeat the sentences after me. Now play **Band 14** on your tape.

1. She kicked the stone and tore her toe.
2. I saw the bowl near the door.
3. There were many boats at the port.
4. They brought a lot of coal.
5. We saw the fox across the road.
6. He caught the thief by the coat.

When you are through with Activity 12, do Activity 11 again. I hope your score is higher than the first time. **Now do Exercise 7.**



EXERCISE 7

Here are some words that have the sound /ɔ:/ or /əu/. Say the word first and then place a tick in the spaces given to show whether the word contains the sound /ɔ:/ or /əu/. The first one has been done for you.

Words	Sounds /ɔ:/	Sound /əu/
oar	✓	
owe		
soar		
so		
born		
go		
pour		
although		
rose		
fork		
though		
cone		



Check your answers at the end of the unit.

LESSON



/l/ lead and /r/ read

INTRODUCTION

The sounds /l/ and /r/ are often not easy to differentiate. However, with a lot of practice, we can pronounce the words with these sounds correctly.

The sound /l/ is made when the tip of your tongue is pressed against the upper front teeth ridge and the sides of your tongue are drawn away from the top teeth.

The sound /r/ is made when you raise the tip of your tongue towards the teeth ridge without touching it while you round your lips slightly.

OBJECTIVES

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

- recognise the difference between the sounds /l/ and /r/;
- pronounce correctly the words containing the sound /l/ or /r/;
- identify the words with the sound /l/ or /r/.



ACTIVITY 13: Listen and Write



Dialogue: Choices

Play **Band 15** on your tape and listen to the dialogue. As you listen, write (a) or (b) in the spaces given in the sentences to show the word that has been said to complete the sentence. Use the words in brackets.

Wanda: Patrick, can Banda be a good _____?(1. leader/reader)

Patrick: No, he can't _____. We need someone else. (2. lead/read)

Wanda: How about Ndaba?

- Patrick:** Which Ndaba?
- Wanda:** The one who bought us the _____ for the church. (3. glass/grass)
- Patrick:** The same Ndaba who used to _____ us while we were at college? (4. collect/correct)
- Wanda:** That's _____. (5. light/right)
- Patrick:** Come on, Wanda. That one can't make it.
- Wanda:** Who is your choice then?
- Patrick:** Myself! I think I am the one you should _____. (6. elect/erect)
- Wanda:** Why?
- Patrick:** Because I don't want to be _____. (7. led/red)

The answers are 1. leader; 2. lead; 3. grass; 4. collect;
5. right; 6. elect; 7. led.

Did you get them all right? If you didn't, try this one below:

Here are pairs of words. One of them will be read out. Write down the word you think has been read out by writing (a) or (b) in the spaces given.

Now play your tape and write down your answers as the words are read out.

- | | |
|---------------------------------|--------------------------------|
| 1. (a) play
(b) pray _____ | 2. (a) fly
(b) fry _____ |
| 3. (a) lash
(b) rash _____ | 4. (a) law
(b) raw _____ |
| 5. (a) bleed
(b) breed _____ | 6. (a) glow
(b) grow _____ |
| 7. (a) liver
(b) river _____ | 8. (a) long
(b) wrong _____ |
| 9. (a) low
(b) row _____ | 10. (a) lung
(b) rung _____ |

The answers are 1(b); 2(a); 3(a); 4(b); 5(a); 6(b); 7(a); 8(a); 9(b); 10(b).

I hope you got them right.



ACTIVITY 14: Listen and Repeat



Below are two lists of words with the sound /l/ or /r/. The words will be read out and you should repeat the words after me.

Now play **Band 16** on your tape.

Sound /l/

led
lung
glass
play
light
bleed
leader
lead

Sound /r/

red
rung
grass
pray
right
breed
reader
read

Now read the following sentences after me.

1. The teacher collected our books and corrected them.
2. The best way to cook liver is to fry it.
3. The flies buzzed just above the river.
4. They loaded the brushes and logs into the lorry.
5. He arrived early to inspect the road grader.

When you are through with Activity 14, do Activity 13 again. I hope your score is higher than the first time.

Now do Exercise 8.



EXERCISE 8



Each of the sentences below will be read twice. Write the word in the spaces given to complete the sentences. Listen to the sound carefully and choose the word with the correct sound. Use the words in brackets.

Now play **Band 17** on your tape:

1. _____ it slowly and gently. (fly/fry)
2. They will _____ quite well. (glow/grow)
3. I don't want that one because it is _____. (long/wrong)
4. They are _____ in the house. (playing/praying)
5. That animal has not yet stopped _____. (bleeding/breeding)
6. One _____ was not in good condition. (lung/rung)
7. The boat was _____ in the water so they had to paddle carefully. (low/row)
8. Did you ask for this _____? (lock/rock)
9. I saw a big _____ while I was out walking. (cloud/crowd)
10. One _____ was enough to get his attention. (look/rook)



Check your answers at the end of the unit.

LESSON



/æ/ ran and /ʌ/ run

INTRODUCTION

In this lesson, we shall learn the sounds /æ/ and /ʌ/.

The sound /æ/ is produced by raising the front of your tongue very lightly. The lips should be spread and the jaw lowered. Tightening your throat helps to make the right sound.

As for the sound /ʌ/ you should raise the centre of your tongue, spread your lips and keep your jaws fairly apart.

OBJECTIVES

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

- recognise the difference between the sounds /æ/ and /ʌ/;
- pronounce correctly the words with the sound /æ/ or /ʌ/;
- identify the words with the sound /æ/ or /ʌ/.



ACTIVITY 15: Listen and Write



One sentence from each of the following pairs of sentences will be read out to you. Write down the sentence which you think has been read out by writing down (a) or (b) in the spaces given.

Now play **Band 18** on your tape.

1. (a) The old lady had a cat on her knee.
(b) The old lady had a cut on her knee. _____
2. (a) I have never seen a hat like that.
(b) I have never seen a hut like that. _____
3. (a) We saw a bag under the bed.
(b) We saw a bug under the bed. _____

4. (a) The sand was put on the track.
 (b) The sand was put on the truck. _____
5. (a) The big machine crashed the rocks.
 (b) The big machine crushed the rocks. _____

The answers are 1(a); 2(b); 3(b); 4(a); 5(b).

Did you get them all right? If you didn't, you need more practice. So try this one. Here are pairs of words. One of them will be read out. Write down the word you think has been read out by writing (a) or (b) in the spaces given.

Now play your tape.

1. (a) ran 2. (a) mad 3. (a) match
 (b) run _____ (b) mud _____ (b) much _____
4. (a) sang 5. (a) shattered 6. (a) drank
 (b) sung (b) shuttered _____ (b) drunk _____

The answers are 1(b); 2(a); 3(a); 4(b); 5(a); 6(b).



ACTIVITY 16: Listen and Repeat



Now you are going to practise how to say the sounds /æ/ and /ʌ/.

Here are two lists of words. The words in both lists will be read out and you should repeat the words after me.

Now play **Band 19** on your tape.

Sound /æ /

stamp
rang
cab
batter
drag
ran
hat
cat
mad

Sound /ʌ /

stump
rung
cub
butter
drug
run
hut
cut
mud

match	much
bag	bug
sang	sung
crash	crush
track	truck

When you are through with Activity 16, do Activity 15 again. I hope your score is higher than the first time.

Now do Exercise 9.



EXERCISE 9

Below is a list of words. Select those with the sound /æ/ or /ʌ/ and write them in the appropriate column. Read out the word first. The first two have been done for you. Note that not all of the words belong in the columns.

bank; bunk; rung; rag; sat; hurry; does; grab; grub; travel; won; body; shallow; all; hut; uncle; burn; pack; tomato; change; women; carrot; some; wash; can; dozen; none; hunt; south; anger; danger; wood; can't; sang; don't; hurt; through.

Sound /æ/

bank

Sound /ʌ/

bunk



Check your answers at the end of the unit.

LESSON

9

/æ/ marry and /ɛð/ Mary

INTRODUCTION

Lesson 9 will be about the difference between the sounds /æ/ and /ɛð/.

Remember the spelling of the sound /æ/. If you can't, please refer back to Lesson 1.

The sound /ɛð/ is spelt in many ways.

a as in vary;
ai as in hairy;
are as in share;
e as in there;
ei as in their;
ear as in tear.

OBJECTIVES

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

- recognise the difference between the sounds /æ/ and /ɛð/;
- pronounce correctly the words with the sound /æ/ or /ɛð/;
- identify the words with the sound /æ/ or /ɛð/.



ACTIVITY 17: Listen and Write



Here are pairs of words. One word from each pair will be read out to you. Write down the word which you think has been read out by writing down (a) or (b) in the spaces given.

Now play **Band 20** on your tape.

1. (a) dad _____
(b) dared _____
2. (a) Harry _____
(b) hairy _____

3. (a) bad 4. (a) add
(b) bared _____ (b) aired _____

The answers are 1(b); 2(a); 3(a); 4(b).

Did you get them all right? If you didn't, try the next one:

1. (a) marry 2. (a) pad
(b) Mary _____ (b) paired _____
3. (a) glad 4. (a) callous
(b) glared _____ (b) careless _____

The answers are 1(a); 2(b); 3(b); 4(a).

I hope you got them right.



ACTIVITY 18: Listen and Repeat



The following sentences will be read to you. You should repeat the sentences after me.

Now play **Band 21** on your tape.

1. Mary and Harry gave their children their share of food.
2. His dad dared to marry Mary.
3. There were bad people all around.
4. She was glad she was paired with Alick.
5. The hairy wrestler glared at the bad referee.

When you are through with Activity 18, do Activity 17 again. I hope your score is higher than the first time.

Now do Exercise 10.



EXERCISE 10

Here is a list of words. Choose the words which have the sound /εð/ by writing them in the spaces given. Say the word first.

share;	pair;	their;	area;	third,	wear;
bird;	bared;	bear;	beard;	chair;	either;
where;	care;	ear;	can;	glared;	hear;
weary;	there;	are;	clear;	here;	pear;
tear;	vary;	pad;	aired;	careless;	hair.



Check your answers at the end of the unit.

LESSON



/θ/ cloth and /ð/ clothe

INTRODUCTION

In this lesson we are going to learn about the sounds / θ / and / ð /.

The sound / θ / is represented by a pair of letters: th as in thin, teeth, brothel, cloth.

The sound / ð / is also represented by a pair of letters: th as in that, with, clothe, brother.

The difference between them is as follows:

To make the sound / θ / you have to place your tongue between your teeth, and then you blow out the air between your tongue and your teeth without using your voice.

For the sound / ð / you follow the same way of producing the sound / θ / but in this sound you use your voice as you blow out the air between your tongue and your teeth.

OBJECTIVES

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

- recognise the difference between the sounds / θ / and / ð /;
- pronounce correctly the words with the sound / θ / or / ð /;
- identify the words with the sound / θ / or / ð /.



ACTIVITY 19: Listen and Write



Below are pairs of words. One of each pair will be read out to you. Write down the word which you think has been read out by writing down (a) or (b) in the spaces given.

Now play **Band 22** on your tape.

- | | |
|------------------------------------|-------------------------------------|
| 1. (a) both
(b) bother _____ | 2. (a) path
(b) paths _____ |
| 3. (a) breath
(b) breathe _____ | 4. (a) cloth
(b) clothe _____ |
| 5. (a) bath
(b) bathe _____ | 6. (a) wealthy
(b) worthy _____ |
| 7. (a) theme
(b) them _____ | 8. (a) brothel
(b) brother _____ |

The answers are 1(a); 2(b); 3(b); 4(a); 5(a); 6(b); 7(a); 8(b).

Did you get them all right? If you didn't try the next one:

- | | |
|----------------------------------|---------------------------------|
| 1. (a) author
(b) other _____ | 2. (a) thatch
(b) that _____ |
| 3. (a) thud
(b) thus _____ | 4. (a) thigh
(b) thy _____ |

The answers are 1(b); 2(a); 3(a); 4(b).

I hope you got them right.



ACTIVITY 20: Listen and Repeat



The sentences below will be read out to you. You should repeat the sentences after me. Now play **Band 23** on your tape.

1. The thin boy was playing with a cloth.
2. They went to the river to bathe and wash their clothes.
3. That thing will break your teeth.
4. The woman could not breathe properly after giving birth.
5. That girl can hold her breath longer than her brother can.

When you are through with Activity 20, do Activity 19 again. I hope your score is higher than the first time. **Now do Exercise 11.**



EXERCISE 11

Here are some words that have the sound / θ / or / ð /. Read out the word first and then place a tick in the spaces given to show whether the word contains the sound / θ / or / ð /. The first one has been done for you.

Words	Sound / θ /	Sound / ð /
bath	✓	_____
clothe	_____	_____
youth	_____	_____
thus	_____	_____
their	_____	_____
tooth	_____	_____
without	_____	_____
warmth	_____	_____
within	_____	_____
south	_____	_____
southern	_____	_____
loath	_____	_____
loathe	_____	_____
length	_____	_____
gather	_____	_____

strength	_____	_____
soothe	_____	_____
smooth	_____	_____
truth	_____	_____
sympathy	_____	_____
wreath	_____	_____
wreathe	_____	_____
wither	_____	_____
throw	_____	_____
together	_____	_____
thank	_____	_____
then	_____	_____
three	_____	_____
leather	_____	_____
lengthen	_____	_____
them	_____	_____
theory	_____	_____



Check your answers at the end of the unit.

SUMMARY

You have now finished Unit 2 which was on the English sounds.

We looked at the following areas.

1. *Vowel Sounds*

- /æ/ as in hat; and /ɔ:/ as in hurt;
- /e/ as in bed and /ɛ:/ as in bird;
- /ʌ/ as in hut and /ɒ:/ as in hurt;
- /ɑ:/ as in march and /ʌ/ as in much;
- /i:/ as in beat and /i/ as in bit;
- /ɔ:/ as in ball and /ɒu/ as in bowl.

2. *Sounds that cause problems*

- /l/ as in lead and /r/ as in read;
- /æ/ as in ran and /ʌ/ as in run;
- /æ/ as in marry and /ɛɔ/ as in Mary;
- /θ/ as in cloth and /ð/ as in clothe.

In all these lessons we saw the importance of being able to recognise the difference between the sounds in order to understand what is being said.

The other important thing was for us to be able to pronounce correctly the English sounds in order to communicate effectively.

To achieve the above, it was found that practice is very important. As the English saying goes: Practice makes perfect.

Now do Assignment 2



ANSWERS

Exercise 1

Words	Sound /æ / Sound /ɜ:/	
bank	✓	_____
cat	✓	_____
first	_____	✓
birth	_____	✓
ant	✓	_____
dirt	_____	✓
sang	✓	_____
ran	✓	_____
earned	_____	✓
bag	✓	_____
girl	_____	✓
her	_____	✓
back	✓	_____
am	✓	_____
rat	✓	_____
search	_____	✓

Exercise 2

- | | | |
|----------|----------|-----------|
| 1. birds | 2. heads | 3. earned |
| 4. best | 5. burnt | 6. lent |

Exercise 3

Words with the sound /ε/:

very; wet; held; pegs; well; death; fell; vest; dead; bet; belt.

Exercise 4

Words	Sound /ʌ/	Sound /ɜ:/
sung	✓	
crush	✓	
fern		✓
circus		✓
earth		✓
truck	✓	
mud	✓	
search		✓
come	✓	
dirt		✓
done	✓	
fun	✓	
purse		✓

Exercise 5

Words with the sound /ɑ:/

pass; fast; card; hard; far; march; bath; car; arm; park.

Exercise 6

1. leave
2. ship
3. heat
4. sleep
5. lid
6. wheel
7. peat
8. beat
9. bids
10. bins

Exercise 7

Words	Sounds /ɔ:/	Sounds /əʊ/
oar	✓	
owe		✓
soar	✓	
so		✓
born	✓	
go		✓
pour		✓
although		✓
rose		✓
fork	✓	
though		✓
cone		✓

Exercise 8

- | | | | |
|-------------|-----------|---------|------------|
| 1. fry | 2. glow | 3. long | 4. praying |
| 5. bleeding | 6. lung | 7. low | 8. lock |
| 9. crowd | 10. look. | | |

Exercise 9 (Not to be paired)

Sound /æ/	Sound /ʌ/
-----------	-----------

bank	bunk
rag	rung
sat	hurry
grab	does
travel	grub
	won
shallow	hut
pack	uncle
carrot	some
can	
anger	dozen
	none
sang	hunt

Exercise 10

Words with the sound /ɛə/

share; pair; their; area; wear; bared; bear; chair; where; care;
glared; there; pear; tear; vary; aired; careless; hair.

Exercise 11

Word	Sound	/θ/	Sound /ð/
bath	✓		
clothe			✓
youth	✓		
thus			✓
their			✓
tooth	✓		
without			✓
warmth	✓		
within			✓
south	✓		
southern			✓
loath	✓		
loathe			✓
length	✓		
gather			✓
strength	✓		
soothe			✓
smooth			✓
truth	✓		
sympathy	✓		
wreath	✓		
wreathe			✓
wither			✓
throw	✓		
together			✓
thank	✓		
then			✓
three	✓		
leather			✓
lengthen	✓		
them			✓
theory	✓		

Intonation

UNIT 3

INTRODUCTION

Welcome to this unit on Intonation.

This unit will be about the intonation rules which you will be using when making statements, asking questions, issuing commands and to show your doubt, disagreement, anxiety, or the implications of what you say.

OBJECTIVES

By the end of this unit, you should be able to produce basic intonation in:

- statements;
- questions;
- question tags;
- commands; and
- expressing feelings such as doubt, disagreement, anxiety and implications.

To get you through intonation, we shall use marks or signs to show the tone of our voices when we say sentences:

1. “\” This mark or sign will show you the stressed syllables that begin high and go down. We shall call this the **Falling Tune**.
2. “/” This mark or sign will show you the stressed syllables that begin low and move up. We shall call this the **Rising Tune**.
3. “√” This will show you the **Falling-Rising Tune**. It is the combination of 1 and 2 above.

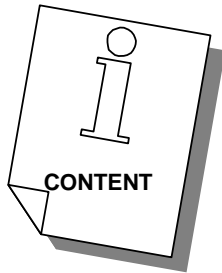
Intonation is the rise and fall of the pitch of our voices when we are speaking. Intonation gives meaning to what we say.

The English language has **three types of intonation** and these are:

1. **The Falling Tune.** This is used when making statements, when asking questions and when giving commands or orders.
2. **The Rising Tune.** This is used when asking Yes/No questions, and when making requests.
3. **The Falling-Rising Tune.** This is used to show our feelings.

It is our hope that you will learn something from this unit that will improve your English listening and speaking skills.

UNIT CONTENT



This unit is divided into five lessons

Lesson 1: Intonation: Statements

Lesson 2: Intonation: Questions

Lesson 3: Intonation: Question Tags

Lesson 4: Intonation: Commands

Lesson 5: Intonation: Feelings

LESSON



INTONATION: STATEMENTS

INTRODUCTION

In this lesson we shall learn about the intonation in statements. As you may remember from the unit introduction, the intonation that has a falling tune is used when making statements.

The mark or sign to show the falling tune will be shown like this “\”. Statements start on a high tune on the first stressed syllable and fall down gradually.

This will be made clearer in the lesson.

OBJECTIVES

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

- mark the falling tune in statements; and
- produce the falling tune in statements.

Now look at the statements below and see where the falling tune has been shown.

1. I waited for \him.
2. The match lasted more than an \hour.
3. Your pen is on the \floor.
4. They \lost.
5. She has done her \part.



ACTIVITY 1: Listen and repeat



Below are statements. Listen to how they are being said, and repeat what is said.
Now play **Band 1** on your tape.

1. She doesn't like \discos.
2. They were too \early.
3. I will help you with your \work.
4. He came \yesterday.
5. I am not all \right.

I hope you produced the falling tune correctly.

Now do Exercise 1.



EXERCISE 1

Mark the falling tune in each of the sentences below:

1. I don't remember seeing you.
2. We saw him at night.
3. Their sister is ill.
4. Milika failed the test.
5. These mangoes are yours.



Check your answers at the end of the unit.

LESSON



INTONATION: QUESTIONS

INTRODUCTION

In Lesson 1 we saw that the falling tune is used when making statements. In this lesson we shall see that the falling tune is also used in asking WH-questions. However, the Yes/No questions have a rising tune. The rising tune will be shown like this “/”.

OBJECTIVES

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

- mark the falling or rising tune in WH-questions;
- produce the falling or rising tune in Yes/No questions.

The WH-questions are questions such as Who? What? Why? When? Where? and How?

The Yes/No questions are questions whose answers could be either “Yes” or “No.”

Now look at the sentences below:

1. How long did the match \last?
2. Did you see /John?
3. Where is your \mother?
4. Is your father at /home?
5. Why are you \late?
6. Do you like /sweets?
7. What is your \name?
8. Have you seen my /dog?
9. When did you \come?
10. Does she visit /you?



ACTIVITY 2: Listen and Repeat



Below are some WH-questions and some Yes/No questions. Listen to how they are being said, and repeat what is said.

Now play **Band 2** on your tape.

1. How old are \you?
2. Did they win the /match?
3. Who gave you that \book?
4. Will she come /tomorrow?
5. Why are you \here?
6. Does she know you are /here?

I hope you produced the falling or rising tune correctly.

Now do **Exercise 2**.



EXERCISE 2

Mark the correct tune in the sentences below:

1. Where did you go last night?
2. Did you enjoy the party?
3. How many people were at the party?
4. What party was it?
5. Whose birthday party was it?
6. Did you buy a present?
7. Does your mother know about this?
8. When will your birthday party be?
9. Do your friends know that?
10. Are you going to invite them?



Check your answers at the end of the unit.

LESSON



INTONATION: QUESTION TAGS

INTRODUCTION

A question tag is that which is added to the statement to make a question.

For example:

Statement

He is young.
She is not young.

Question tag (Underlined)

He is young, isn't he?
She is not young, is she?

In such question tags, the speaker is asking the listener to agree and so we use the falling tune.

OBJECTIVES

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

- mark the falling tune in the question tags;
- produce the falling tune in the question tags.

When you expect the one listening to you to agree with you, the question tag has a falling tune.

Now look at the examples below:

John: Alice loves you, \doesn't she?
Peter: Yes, she \does.
John: Your parents like her, \don't they?
Peter: Yes, they \do.
John: Your brother doesn't like her, \does he?
Peter: No, he \doesn't.



ACTIVITY 3: Listen and Repeat



I will read out the question tags and statements to you with the correct falling tune. You should repeat them after me. Now play **Band 3** on your tape.

- Mary:** Miss Tembo is a good teacher, \isn't she?
Kaliko: Yes, \she is.
Mary: All the pupils like her, \don't they?
Kaliko: Yes, they \do.
Mary: Some teachers don't like her, \do they?
Kaliko: No, they \don't.

I hope you produced the falling tune correctly.

Now do Exercise 3.



EXERCISE 3

Mark the correct tune in the sentences below:

1. She is a clever girl, isn't she?
2. You can't play netball, can you?
3. You saw them stealing the radio, didn't you?
4. They haven't done their work, have they?
5. I gave the ball to John, didn't I?
6. He doesn't eat much, does he?



Check your answers at the end of the unit.

LESSON



INTONATION: COMMANDS

INTRODUCTION

Just like statements, questions and question tags, when you give commands or orders, you use the falling tune.

OBJECTIVES

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

- mark the falling tune in commands;
- produce the falling tune in commands.

Now study the examples below:

1. Stop making \noise!
2. Open the \door!
3. Don't be \late!
4. Come \here!
5. Water the \flowers!



ACTIVITY 4: Listen and Repeat



Here are some sentences showing commands or orders. Practise them by repeating what you hear.

Now play **Band 4** on your tape.

1. \Run!
2. Go \away!
3. Stop playing with the \dog!
4. Put that pen in my \bag!
5. Don't beat him \again!

I hope you produced the falling tune correctly. **Now do Exercise 4.**



EXERCISE 4

Mark the correct tune in the sentences below:

1. Go back to your mother!
2. Let him go!
3. You must study hard!
4. Close the tap after use!
5. Close the door!
6. Shut up!



Check your answers at the end of the unit.

LESSON

5

INTONATION: FEELINGS

INTRODUCTION

In the previous lessons we looked at the falling and the rising tunes. In this lesson we are going to look at the falling–rising tune. This tune is used to show one’s feelings. The feelings could be that of doubt, disagreement, anxiety, or the tune could show the implications of what you say. The mark or sign to show the falling–rising tune is “√”.

OBJECTIVES

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

- mark the falling–rising tune to show your feelings;
- produce the falling–rising tune to show your feelings.

Now study the examples below:

1. (a) I have broken the plate. I wonder what my father and mother will say.
(b) They won’t be √ pleased.

The implication in this statement is that “ I think they will be angry.”

2. (a) Where did Musa go yesterday?
(b) He wasn’t in the √ meeting.

This statement shows anxiety and the implication is that “Perhaps he should have been in the meeting.”

3. (a) I think her action was all right.
(b) But she didn’t have to √ steal.

This statement shows disagreement and the implication is that “I think she should have found ways other than stealing.”

4. (a) Girls should be allowed to bring their boyfriends home.
(b) You may be √ right.

Here the statement implies doubt.



ACTIVITY 5: Listen and Repeat



Listen to the dialogues below. You should repeat what is being said by the second speaker shown by (b). Now play **Band 5** on your tape.

- (a) I have broken the plate. I wonder what my father and mother will say.
(b) They won't be √ pleased.
- (a) Where did Musa go yesterday?
(b) He wasn't in the √ meeting.
- (a) I think her action was all right.
(b) But she didn't have to √ steal.
- (a) Girls should be allowed to bring their boyfriends home.
(b) You may be √ right.

I hope you produced the falling-rising tune correctly. **Now do Exercise 5.**



EXERCISE 5

Read the dialogues below. Record your voice. Use the correct intonation where shown.

- (a) I think our tutor is cruel.
(b) I wouldn't go as far as √ that.
- (a) I wonder whether Patrick passed the exam or not.
(b) He hasn't received the √ letter.
- (a) Women and girls shouldn't be allowed to drink beer.
(b) You may be √ wrong.
- (a) I can't do my homework!
(b) I think you ought to √ try.



Compare your intonation with your tutor's on Band 6 on your tape.

SUMMARY

This brings us to the end of the unit on Intonation. We have seen that to have meaningful communication we need to follow grammatical rules as well as intonation rules. We have looked at the following intonation rules:

- The falling tune at the end of statements.
- The falling tune at the end of WH-questions.
- The rising tune at the end of Yes/No questions.
- The falling tune in question tags.
- The falling tune in commands.
- The falling-rising tune to show one's feelings such as doubt, anxiety, disagreement and to show implications.

I hope you are now in a position to express your attitude and feelings in your daily English usage.

Now do Assignment 3.



ANSWERS

Exercise 1

1. I don't remember seeing \you.
2. We saw him at \night.
3. Their sister is \ill.
4. Milika failed the \test.
5. These mangoes are \yours.

Exercise 2

1. Where did you go last \night?
2. Did you enjoy the /party?
3. How many people were at the \party?
4. What party was \it?
5. Whose birthday party was \it?
6. Did you buy a /present?
7. Does your mother know about /this?
8. When will your birthday party \be?
9. Do your friends know /that?
10. Are you going to invite /them?

Exercise 3

1. She is a clever girl, \isn't she?
2. You can't play netball, \can you?
3. You saw them stealing the radio, \didn't you?
4. They haven't done their work, \have they?
5. I gave the ball to John, \didn't I?
6. He doesn't eat much, \does he?

Exercise 4

1. Go back to your \mother!
2. Let him \go!
3. You must study \hard!
4. Close the tap after \use!
5. Close the \door!
6. Shut \up!

INTRODUCTION

Welcome to Unit 4 on Listening Comprehension.

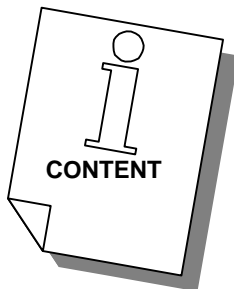
In this unit, you will practise listening and then responding to different stories from your cassette. It is, therefore, important that you concentrate.

At various points in the unit, we will be referring you to the cassette that accompanies this course. The cassette tape symbol in the left margin will draw your attention to this.

OBJECTIVES

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

- answer comprehension questions on what you hear;
- listen to a passage and write down what you hear;
- summarise what you hear;
- briefly explain what you hear.

UNIT CONTENT

This unit is divided into four lessons

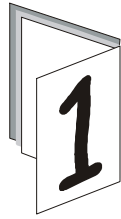
Lesson 1: Listening Comprehension

Lesson 2: Listening for Information

Lesson 3: Listening and Writing

Lesson 4: Listening for General Information

LESSON



LISTENING COMPREHENSION

INTRODUCTION

In this lesson, you are going to practise concentrated listening to spoken English. You are going to listen to stories on your cassette and your task will be to answer the comprehension questions in this study material based on what you hear.

OBJECTIVE

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

- answer comprehension questions on what you hear.



ACTIVITY 1: Band 1: Sick Babies

This story is about babies who are sick. Have you seen any babies who are sick? You are going to listen to a passage on sick babies. After that, answer the comprehension questions below.



So when you are ready to listen, switch on your cassette and listen to **Band 1**.

Well, that's it. Now answer the following questions.

1. What causes Marasmus?
-

Tick the correct answer:

2. A child who is suffering from Marasmus will probably
- (a) run about and play with his friends;
 - (b) always look very tired;
 - (c) be very clever at school;
 - (d) cry a lot.
3. Say whether the following sentence is **True** or **False**. Write the answer in the space below the sentence.

Children who are suffering from Marasmus are often fat.

Tick the correct answer:

4. If you see a small child who looks fat but has bad skin and not much hair, you will think he is suffering from
- (a) Marasmus;
 - (b) Measles;
 - (c) Kwashiorkor;
 - (d) Malnutrition.
5. Kwashiorkor is caused by
- (a) Marasmus;
 - (b) Bad behaviour of mother or father;
 - (c) Wrong feeding;
 - (d) Witchcraft.

The answers are: 1. Wrong feeding; 2. (b); 3. False; 4. (c); 5. (c)

Did you get them all right? If you didn't, play back the cassette and listen to the passage again to see where you went wrong.



ACTIVITY 2: Band 2: Gandhi

Here is another practice activity for you to do.



Now turn your cassette on and listen to **Band 2**. Turn off your cassette at the end of the **Band** and answer the questions below:

Gandhi

Tick the correct answer:

1. How old was Gandhi when he got married?
(a) 13 (b) 14 (c) 19 (d) Young

Write the answers in the spaces below the questions:

2. Where did Gandhi go to study law?

3. Name one group of people who had a hard life in South Africa.

4. Say whether this is **True** or **False**:

Gandhi stayed in South Africa for twenty years.

5. What did Gandhi try to change in South Africa?

The answers are:

1. (a) 2. England; 3. Indians or Africans; 4. True; 5. The unjust laws

Did you get them all right? If you didn't, play back the cassette and listen to the passage again to see where you went wrong.

Now do Exercise 1.



EXERCISE 1: Band 3

In this Exercise you are going to listen to **Band 3** on your cassette and then answer the comprehension questions below.



Now listen to **Band 3** on your cassette. When you reach the end of the Band, answer the questions below. Write your answers in the spaces provided.

1. Mother Teresa was born in the year _____ in _____ . Her father was a _____ .
2. Mother Teresa decided to become a missionary because she
 - (a) wanted to help her father.
 - (b) was a young girl at school.
 - (c) believed it was God's will.
 - (d) felt sorry for the poor.

3. She was a teacher at a Convent School from 1928 to _____

4. Mother Teresa started her community work in a town called _____



Check your answers at the end of the unit.

LESSON



LISTENING FOR INFORMATION

INTRODUCTION

In this lesson you are going to practise listening for information. When you are listening for information, you should listen selectively, picking only information which is relevant to the task.

OBJECTIVE

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

- answer questions on a listening passage

Here is a practice activity for you to do. You are going to listen to a passage on **Early Man in Band 4**.

Before you listen to **Band 4**, read the statements in **Activity 3**.



ACTIVITY 3: Band 4: Early Man

- (a) Early man used fire to soften hard roots.
- (b) Early man used fire to warm himself.
- (c) Early man used fire for protection against wild animals.

Which one of the three statements above is not mentioned in the passage?



Now play your cassette and listen to **Band 4**. After listening to **Band 4**, write the letter of your choice in the box provided above.

Did you write the letter b as your answer? If you did, well done!

Here is another practice activity.



ACTIVITY 4: Band 5



Listen to **Band 5** of your cassette which is the last part of the passage on **Early Man**. When you reach the end of the Band, write the answer to the following question: What did early man use to cut down trees?

Answer: _____ .

If your answer is “**stone axes**,” then you are right! If you didn’t get it right, then replay **Band 5** so that you know where you went wrong.

Now do Exercise 2.



EXERCISE 2: Band 6

In this Exercise you are going to listen to **Band 6** on your cassette and then answer the questions below. Write your answers in the spaces provided.



Now listen to **Band 6** on your cassette.

1. What is the farm manager doing?
 - (a) Emphasising the importance of agricultural work in the development of the nation.
 - (b) Explaining how the volunteers will spend their school holiday.
 - (c) Welcoming and thanking the pupils, and thanking their parents for letting them come.

- (d) Introducing the volunteers and their parents to Betu State Farm.

2. Which of the following is true?

- (a) Two years ago the mango trees produced a very successful crop.
- (b) The farm manager does not know the mangoes will be harvested.
- (c) The farm has more mangoes than had been expected.
- (d) Picking and processing the mangoes will be done only by the volunteers.

3.

MEAL TIMETABLE	
MEAL	TIME MEAL STARTS
Breakfast	

4. Write **short** answers to the following questions. The first one has been done for you.

Question

Answer

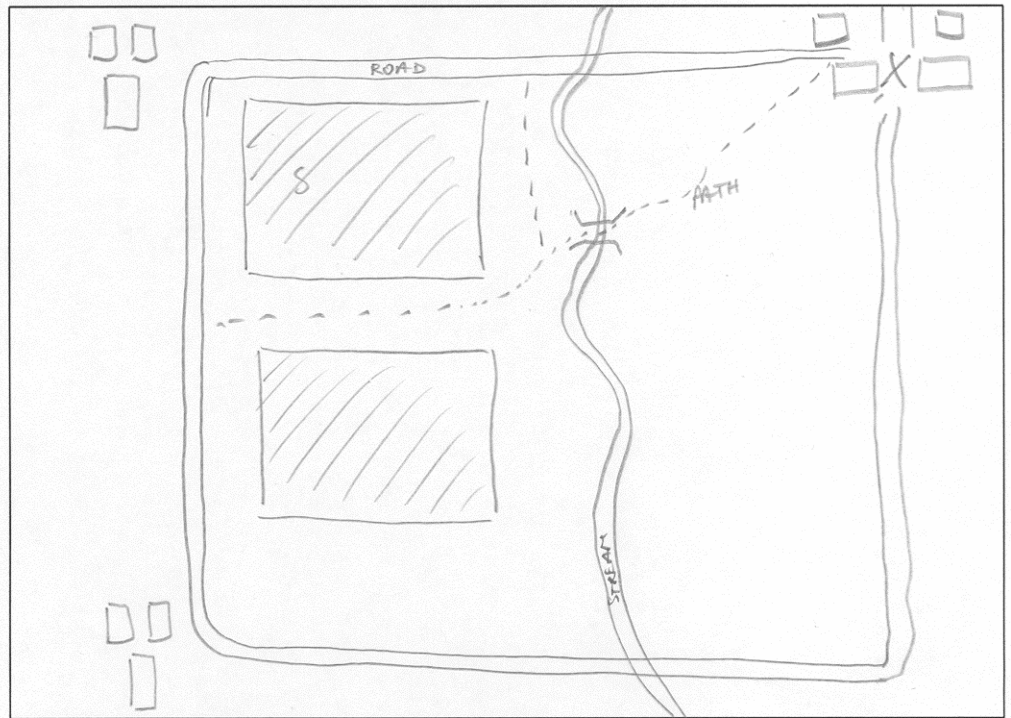
(a) What are you allowed to do while you are working?

Eat mangoes

(b) What can you take away when you leave?

(c) Where is the shop?

5. Write the **letter A** to show where the plantation is and the **letter B** to show where the sheds and barn are.



Compare your answers with those at the end of the unit.

LESSON



LISTENING AND WRITING

INTRODUCTION

In this lesson you are going to listen to a passage and write down what you hear. This will help you improve your spelling.

OBJECTIVE

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

- listen to a passage and write down what you hear.



ACTIVITY 5: Band 7: The Great Zimbabwe

You are now going to do a listening and writing practice activity.



Now turn your cassette on and listen to **Band 7**. Fill in the gaps as I read. Turn off your cassette at the end.

Write down what you hear in the blank spaces provided.

The Great Zimbabwe

In Zimbabwe there were many large stone _____ .

The most famous group of these is _____ the Great Zimbabwe.

People who dug in the ruins found beads and _____ from India

and China, and glass from Arabia. Nobody knows _____ who

built the Great Zimbabwe, but the builders were _____ from one

of the tribes who lived in Zimbabwe.

The answers are:

In Zimbabwe there are many large stone **ruins**. The most famous group of these is **called** the Great Zimbabwe. People who dug in the ruins found beads and **pottery** from India and China, and glass from Arabia. Nobody knows **exactly** who built the Great Zimbabwe, but the builders were **probably** from one of the tribes who lived in Zimbabwe.

I hope you managed to fill in the gaps.

Now here is another activity. Listen to **Band 8** of your cassette and write in the spaces provided as you listen.



ACTIVITY 6: Band 8: Fashion



Fashion is a _____ commonly used to describe a style of _____ . However, popular styles of _____ , furniture, homes and many other _____ are also fashions. The kinds of art, music, _____ and sports that many people prefer can _____ be fashions. Thus, a fashion is or reflects a form of _____ accepted by most people in a society.

The answers are:

Fashion is a **term** commonly used to describe a style of **clothing**. However, popular styles of **vehicles**, furniture, homes and many other **products** are also fashions. The kinds of art, music, **literature** and sports that many people prefer can **likewise** be fashions. Thus, a fashion is or reflects a form of **behaviour** accepted by most people in a society.

I hope you managed to fill in the gaps.

Now do Exercise 3.



EXERCISE 3: Band 9: The Pumpkin

You are now going to do an exercise. This time there are no clues to help you. Write your answers below.



Turn your cassette on and listen to **Band 9**.
Write what you hear below.

The Pumpkin

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When you are through, check your answer at the end of the unit.

LESSON



LISTENING FOR GENERAL INFORMATION

INTRODUCTION

Unlike the last lesson, this lesson is going to give you practice in listening for the general idea or information. Not every utterance is important to the message. So you should not panic when you miss a piece of an utterance. Other clues will enable you to understand the message.

OBJECTIVE

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

- identify the main idea of what you hear.

Here are a few examples:



ACTIVITY 7: Band 10



Listen to **Band 10** and then choose the best title for the passage from the following. Write the letter of your choice in the box provided.

- (a) An Unsuccessful Hunting Trip
- (b) A Swim in a Pool
- (c) Hunting
- (d) Three Boys Go Hunting but Kill Nothing

The best title is (a). Did you get it right? Good. This answer is correct because it tells us the most important point briefly.

The other answers are wrong because of the following reasons:

- (b) It tells us only one part of the passage. The boys did more than just swim.
- (c) It mentions hunting, but it does not tell us the outcome of the hunting.
- (d) It tells us what the three boys did but it has too many words.

Now do Activity 8.



ACTIVITY 8: Band 11



Listen to **Band 11** of your cassette and then choose the best summary of the passage you will hear. Write your answer in the box provided. Read the following before you listen to your cassette.

- (a) People are being advised to have fewer children so that they can look after them properly.
- (b) Having many children was a good thing in the traditional African society because these children helped their parents in many ways, but today people are being advised to have fewer children.
- (c) In traditional African society people used to have many children. Even today some people think that large families are necessary.
- (d) Having many children in traditional African society had some advantages, but today people are being advised to have fewer children so that they can look after them properly.

The best summary is (d). Did you get it right? Good. This answer is correct because it contains the most important points written briefly.

The other answers are wrong because of the following reasons:

- (a) It does not tell us why large families were popular in traditional African society.
- (b) It does not include the reason why people are now advised to have smaller families.
- (c) It does not tell us the benefits of having smaller families.

Now do Exercise 4.



EXERCISE 4: Band 12

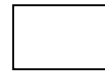
In this exercise you are going to listen to **Band 12** on your cassette and then answer the questions below. Write your answers in the boxes provided.



Now listen to **Band 12**.

1. Which of the following is the best title for passage 1?
 - (a) Fatal Mini-bus Accident in Paris
 - (b) Two in Fatal Accident
 - (c) Mini-bus Accident
 - (d) Eight Injured in Mini-bus Accident
2. Which of the following is the best title for passage 2?
 - (a) The Big Cats
 - (b) How Lions Hunt
 - (c) Lion Hunting
 - (d) The Eating Habits of the Lion
3. Which of the following is the best summary for passage 3?
 - (a) A petrol engine is driven by burning petrol and is cooled by the water from the radiator. The engine is not overheated.
 - (b) The energy released by burning petrol would overheat the engine unless special arrangements were made to cool it.
 - (c) Burning petrol drives an engine. The petrol is cooled by water.
 - (d) The petrol burned is cooled by water.
4. Which of the following is the best summary for passage 4?
 - (a) Muhammed Ali became famous because at the age of twenty-one he won the World Heavyweight Boxing title after beating Sonny Liston.
 - (b) Muhammed Ali was born in 1942. He was a very good boxer.

- (c) Muhammed Ali became famous after winning the World Heavyweight Boxing title when he was only twenty-one. He defeated many opponents with his special boxing skills and was World Champion for many years.
- (d) Muhammed Ali, who was born in 1942 in America, became World Heavyweight Boxing Champion after beating Sonny Liston, and went on to beat Frazier and Foreman by “dancing like a butterfly” and “stinging like a bee.”



5. After listening to passage 5, complete the following sentence:

_____ is dangerous because it can damage your _____ .
Many _____ die of _____ .

6. After listening to passage 6, complete the following sentences:

The passage tells us that food can be preserved by _____ , by _____ and by _____ .



When you are through, check your answers at the end of the unit.

SUMMARY

This brings us to the end of this unit on Listening Comprehension. In this unit we have learnt how to:

- answer questions on a listening passage;
- listen to a passage and write down what you hear;
- answer comprehension questions on what you hear;
- summarise what you hear.

I hope that this unit has assisted you in sharpening your listening comprehension skills.

Now do Assignment 4



ANSWERS

Exercise 1

1. 1910 ... Yugoslavia ... grocer
2. (c)
3. 1948
4. Calcutta

Exercise 2

1. (c) 1 mark
2. (c) 1 mark
- 3.

MEAL TIMETABLE	
MEAL	TIME MEAL STARTS
Breakfast	08:30
Lunch	12:00
Supper	18:00

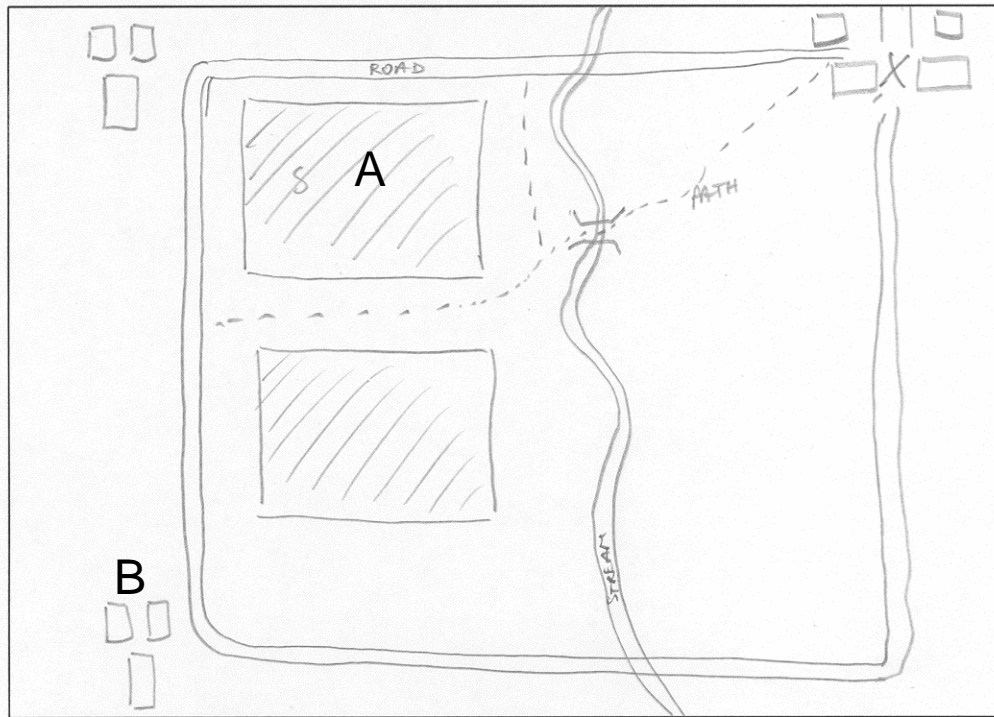
1 mark

N.B.: This information must appear in the correct positions. Ignore spelling mistakes.

4. (b) (some) mangoes
(c) By/near/at (the) entrance

1 mark. Both must be correct. Ignore spelling mistakes.

5.



Exercise 3

The Pumpkin

The pumpkin is one plant which can be grown in many parts of the world very easily. Every part of the pumpkin plant can be used for food, except maybe the stem. To begin with, the leaves and flowers are a very delicious vegetable, very rich in vitamins. Pumpkin leaves can be dried and kept for use during the drier months of the year. The pumpkin itself is very delicious and the pumpkin seeds can be used to make cooking oil.

Exercise 4

1. (c)
2. (b)
3. (a)
4. (c)
5. Cigarette smoke/Smoking ... health/lungs. Smokers ... lung cancer
6. by heating/sterilisation/pasteurisation
by cooling/putting in a refrigerator
by drying/removing water

INTRODUCTION

Welcome to Unit 5. This unit is on how to apologise.

I know you will agree with me that everyone from time to time needs to communicate their ideas to people on an issue about which they feel strongly.

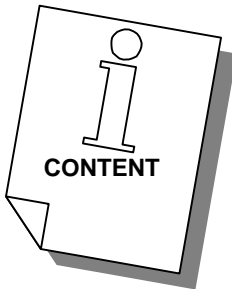
In this unit you will learn about some ways of apologising to people and of forgiving people who apologise to you.

OBJECTIVES

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

- make suitable apologies;
- tell people you forgive them.

UNIT CONTENT



This unit is divided into three lessons

Lesson 1: Apology

Lesson 2: Formal and Informal Apologies

Lesson 3: Forgiveness

LESSON



APOLOGY

INTRODUCTION

When you inconvenience someone in whatever way, you must show by word that you are sorry for what you said or did. A simple expression of apology is often enough to cool someone down. The person will then forgive you for whatever wrong you did.

If you do not apologise for your wrongdoing or mistake, people you have wronged will think you wronged them deliberately. This may make them more angry.

OBJECTIVE

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

- make suitable apologies.

They say SILENCE IS GOLDEN, but if you have done a wrong, SILENCE IS ROTTEN.

Look at the following dialogue between Melai and a stranger.

Melai: Excuse me!
Stranger: Yes?
Melai: Are you Mr. Mazuba?
Stranger: No, I am not.
Melai: Sorry!

In this dialogue, Melai has wronged the stranger by mistaking him for Mr. Mazuba.

When she is politely told that the stranger is not Mr. Mazuba, she apologises by saying “sorry.” “Sorry” is used to express polite regret in apologies.

In the dialogue above between Melai and the stranger, Melai's apology is not very convincing. To be convincing you should always add some explanation after saying you are sorry. For instance, Melai could have said "Sorry! Forgive me" or "Sorry! But you resemble someone I know."

Here are some more examples of expressions of apology.

I'm sorry, I'm late.
I'm very sorry/I'm terribly sorry
Please forgive me for.....
I apologise for
My apologies for.....
Pardon me.....
Please excuse me
I'm afraid.....

Now try this activity.



ACTIVITY 1

You are in a busy queue and you accidentally step on someone's toes. What would you say?

Write your answer in the box.

- (a) Did I hurt you?
- (b) Mind where you step.
- (c) I am very sorry. I didn't see you.
- (d) Sorry!

The best answer is (c) because it has an apology and explanation. Answer (d) is wrong because it only has an apology. Both (a) and (b) are wrong because they are not apologies. I hope you got it right.

Now do Exercise 1 on the next page.



EXERCISE 1

Write your answers in the space provided for each of the following:

1. You are serving in a shop. A customer asks if you have any matches but there are none left. What would you say?

- (a) They are finished.
- (b) We have not got any.
- (c) I'm sorry. They are all sold out.
- (d) No.

2. A schoolboy arrives in class a few minutes after a lesson has started. The teacher asks him where he has been. Which would be the best reply for the boy to make?

- (a) Please sir, I forgot my books in the locker.
- (b) I am sorry I'm late, sir. I left my books in the locker.
- (c) Please sir I am late.
- (d) I have been carrying my books from the locker.

3. Your friend says to you, "Would you mind helping me with the parcels?" Your hands are covered with oil. How would you apologise? Write your answer in the space below.

4. A visitor approaches you in the street and says "Excuse me. Could you tell me the way to the bus station, please?" Supposing you do not know the way, what would you say? Write the answer below.

5. You should now write whether the answer is good or bad in the space below for the following situation.

You are at a crowded bus station. A man approaches you and asks if you can tell him where to catch an international bus. You do not know, but your answer has to be helpful and polite.

Your answer is:

“I’m afraid I don’t know. Perhaps you can find out at that ticket office over there.”

Is this a good or bad answer?



Compare your answers with those at the end of the unit.

LESSON



FORMAL AND INFORMAL APOLOGIES

INTRODUCTION

When you are expressing an apology you should bear in mind that the words you are going to use vary depending on whom you are talking to. Before you offer your apology ask yourself these questions:

- is the person a child, a teenager, an adult or an old person?
- is the person a friend or a stranger?
- am I superior or inferior in status to the person?

When you have answers to these questions, then decide what words to use to express your apology. You decide whether to be more formal or less formal in your apology.

OBJECTIVE

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

- make apologies in an appropriate manner.

Look at the three sentences below and decide which is the most formal and which is the least formal.

- (a) I regret to inform you that I shall not be able to attend school tomorrow.
- (b) I'm sorry to tell you that I won't be able to come to school tomorrow.
- (c) Sorry, but I won't be able to make it for school tomorrow.

As you may have guessed, these sentence have been arranged in order, from the most formal to the least formal.

Sentence (a) is most formal and sentence (c) is least formal.



ACTIVITY 2

Now, I want you to help Paul. Paul has a sick mother at home. Because of this, he is unable to go to school. He has to write three notes to three different people apologising for his absence. He has to use one of the sentences above, (a), (b) and (c), in his notes. The people he has to write to are his girlfriend, his head teacher and his class teacher. Help him decide which sentence would be appropriate for whom.

Girlfriend

Head teacher

Class teacher

Right! He would use sentence (c) to his girlfriend, sentence (a) to his head teacher and sentence (b) to his class teacher.

Can you think of anything he needs to add to the three sentences?

Yes! An explanation that his mother is sick.

On the next page is another exercise on making an apology.



EXERCISE 2

Write your answers in the boxes provided.

1. The son of your boss is getting married and your boss has invited you to the wedding. Unfortunately, you are unable to go to the wedding because your daughter is admitted to hospital. What would you say?
- (a) Sorry, but I won't be able to make it to Joe's wedding. My daughter is sick.
 - (b) Sorry! My daughter is sick.
 - (c) I am sorry to tell you that I won't be able to go to your son's wedding. I have a sick daughter in hospital.
 - (d) I regret to inform you that I shall not be able to attend the wedding of your son. My daughter is admitted to hospital.

2. You are serving food at a party. A boy comes to ask for more. What would you say?
- (a) Sorry!
 - (b) I am afraid there isn't any left.
 - (c) Sorry Sir. I regret to inform you that the food is finished.
 - (d) There isn't any left.

3. You have kept your boyfriend waiting for you for a very long time. What would you say?
- (a) My apologies Sir, for taking so long.
 - (b) I'm very sorry. I couldn't get away from work.
 - (c) I beg your pardon.
 - (d) I regret to tell you that I was delayed.



Compare your answers with those at the end of the unit.

LESSON



FORGIVENESS

INTRODUCTION

When we have apologised to someone, we expect to be forgiven. So if someone has apologised to you, you should forgive that person.

OBJECTIVES

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

- use expressions of forgiveness.

Let us look at the dialogue between Melai and the stranger we saw in Lesson 1.

Melai: Excuse me!

Stranger: Yes?

Melai: Are you Mr. Mazuba?

Stranger: No, I'm not.

Melai: Sorry!

Stranger: That's all right.

As you can see, the stranger has forgiven Melai. In order to show that he has accepted the apology, he says, "That's all right."

Here are some more phrases to show forgiveness.

That's all right. Don't be late again.

That's OK. Don't worry about it.

No problem.

It's all right.

OK, it wasn't your fault.

Please, don't worry.

Never mind.

Like we saw when we were looking at apologies, it is more convincing if you add something to your phrase of forgiveness. For example:

Never mind. We all make mistakes.

Don't worry. I will fix it.

That's all right. Don't be late again.

The situation will help you to decide on what to add to your forgiveness.

Otherwise, there are no rules. Use your common sense.

Similarly, if your apology is more formal, your forgiveness should also be more formal and vice versa.

Now try this activity.



ACTIVITY 3

Your friend opens your letter by mistake and apologises. What would you say?

.....

Any of the following would do for an answer:

Never mind. We all make mistakes.

Don't worry. We all make mistakes.

That's all right. We all make mistakes.

Now do the exercise on the next page.



EXERCISE 3

Supply expressions of forgiveness to the following:

1. **Grace:** I'm sorry, I'm late.
Teacher: _____

2. **Febby:** I'm sorry, I've just broken your pencil.
Nancy: _____

3. You are at a party. Your neighbour has been pushed and accidentally pours soup on your jacket. He quickly apologises. What would you say to him? Write the letter of your choice in the box.
 - (a) That's OK, it wasn't your fault.
 - (b) Be careful next time
 - (c) OK.
 - (d) Forget it!

4. **Worker:** My apologies for breaking your best wine glass.
Employer: _____

What would be the appropriate reply?

- (a) Shut up!
- (b) OK.
- (c) Don't worry.
- (d) Excuse me.



Compare your answers with those at the end of the unit.

SUMMARY

In this unit we have learnt how to:

- express apology when we have wronged someone
- express forgiveness when someone has told us they are sorry.

You should remember again that whatever expression we choose to use depends on the person we are speaking to.

Remember! If you need help with any of the information or exercises in this unit, contact your tutor.

Meanwhile, practise what you have learnt.

You cannot learn something only by reading the rules; you cannot become skilful unless you practise.

Now do Assignment 5.



ANSWERS

Exercise 1

1. (c)
2. (b)
3. Any expression of apology followed by an explanation.
For example:
“I’m sorry, my hands are covered with oil” or “I’m very sorry. My hands are covered with oil.”
4. Any expression of apology followed by an explanation. For example: “I’m sorry, I don’t know” or “I am afraid I don’t know.”
5. Good. It has a phrase of apology followed by a suggestion to help.

Exercise 2

1. (c). (d) is incorrect because “I regret to inform you” is used in written language.
2. (b)
3. (b)

Exercise 3

1. An expression of forgiveness followed by an explanation.
For example:
“That’s all right. Don’t be late again.”
or “OK. Don’t come late again.”
2. Any acceptable expression such as:
“That’s OK. Don’t worry about it.”
“No problem. I will sharpen it.”
3. (a)
4. (c)

UNIT 6

Instructions

INTRODUCTION

Welcome to Unit 6.

I am sure you will agree with me that one of the reasons we speak is because we want certain things to happen as a result of what we say. One way in which we do this is through giving instructions.

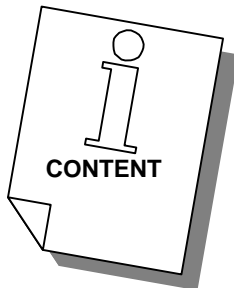
In this unit you are going to learn about instructions.

OBJECTIVES

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

- give instructions;
- follow simple instructions;
- do things based on spoken instructions;
- give information through instructions.

UNIT CONTENT



This unit is divided into four lessons

Lesson 1: Giving Instructions

Lesson 2: Following Instructions

Lesson 3: Doing Things Based on Spoken Instructions

Lesson 4: Giving Information Through Instructions

LESSON



GIVING INSTRUCTIONS

INTRODUCTION

When you are giving instructions, it is important that you give them properly. If you don't do so, the one following your instructions may have problems in following them.

OBJECTIVES

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

- give instructions.

There are things that we should remember when giving instructions.

These are:

- (a) use the simple form of the verb;
- (b) be brief;
- (c) use a logical order when describing how to do certain things.

Let us now look at the points above one by one.

- (a) Use the simple form of the verb.

Look at the following instructions:

Jump!

Shut the door.

Put it on the table.

As you can see, all these start with simple verbs.

- (b) Be brief.

Instructions should be short and to the point. They don't include details or explanations.

Look at this instruction:

Shut the door.

In the instruction above, there are no details such as

- Shut the door. I can't reach it. Or
- Shut the door. You are closer to it.

- (c) Use a logical order when describing how to do certain things.

Instructions are important in describing how to do certain things. The instructions must be clear, brief and in a logical order.

Look at the following example:

MAKING NOPI

Nopi is a pumpkin-peanut butter porridge.

To make Nopi, you need one pumpkin, peanut butter, a little mealie-meal, a little salt and sugar to taste.

Instructions to follow when making Nopi are:

1. Peel the pumpkin and cut it in small pieces.
2. Put it in a pot and boil slowly until very soft.
3. Mash the pumpkin.
4. Add salt and peanut butter.
5. Add some mealie-meal, very little at a time to avoid making lumps.
6. Mix very well until the peanut butter and pumpkin have blended.
7. Add sugar to taste and serve hot.

As you can see, the instructions of the recipe follow an order.

Sometimes we need to give instructions to people who are older than we are. What do we do in such a situation?

Look at these two instructions:

- (a) Pass me that ruler, please!
- (b) Would you pass me that ruler?

Which of the two would you use when you are instructing a person older than you?

You are right! You would use the second one. The first would be suitable for people of your age. As you may have noticed, it is not usual to give an instruction to an older person. If you want such a person to do something, you must turn the instruction into a request.

When giving instructions, we should remember to:

- (a) use the simple form of the verb;
- (b) be brief; and
- (c) use a logical order when describing how to do certain things.



EXERCISE 1

Answer the following questions in the boxes provided.

Question 1

You and your friend are working on the farm. Suddenly you see a plane flying low and fast. What would you say to your friend?

- (a) Come and look!
- (b) Would you be so kind as to look!
- (c) Look!
- (d) There is a plane flying low and fast!

Question 2

You see some people walking along a road. Suddenly a fast car comes round the bend behind them. What would you shout?

- (a) Be careful!
- (b) Look out!
- (c) A very fast car is coming towards you!
- (d) Sorry!

Question 3

Put the instructions about how to make **sour water** into logical order:

1. Cover tightly and leave for two to three days.
2. Drink half a cup, three times a day.
3. Wash the millet.
4. Strain the water from the millet.
5. Soak one cup of millet in three cups of water.



Compare your answers with those at the end of the unit.

LESSON



FOLLOWING INSTRUCTIONS

INTRODUCTION

In the last lesson you learnt how to give instructions. Now you are going to learn how to follow instructions.

OBJECTIVES

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

- follow instructions.

It is important to follow instructions very carefully whenever they are given.

Look at the following example:

Take the first turning on the right.

As you can see, the words “take,” “first” and “right” have been underlined. These are the key words in this instruction. With these words you should be able to go to your right at your first turning.

Now, do the following activity which will give you practice in following instructions.



ACTIVITY 1

On a piece of paper, do the following:

Think of any number. Write it down.

Add 1 to it.

Multiply by 2.

Subtract 2.

Divide by 2.

What is your answer?

Did you get the same number you started with? If you did, well done. If you didn't get it right, then try something like this:

Think of a number	5
Add 1 to it	$5 + 1 = 6$
Multiply by 2	$6 \times 2 = 12$
Subtract 2	$12 - 2 = 10$
Divide by 2	$10 \div 2 = 5$

Back to 5!

Now try it with any number. When you are through, do Exercise 2.



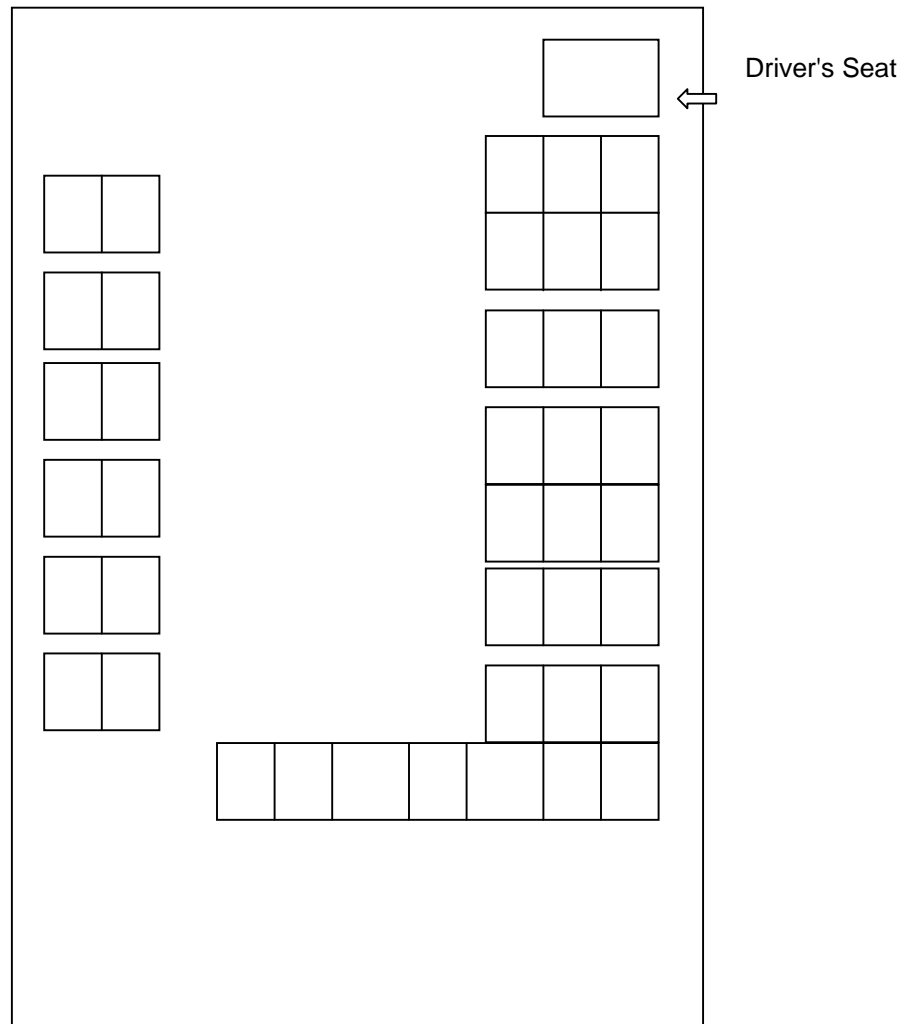
EXERCISE 2

On the diagram below, write “X” at the place where I sat for the journey. Here are the instructions I was given by the conductor.

Me: Where do I sit?

Conductor: Your seat is third from the driver’s and near the window.

Now here is the diagram.



Compare your answers with those at the end of the unit.

LESSON



DOING THINGS BASED ON SPOKEN INSTRUCTIONS

INTRODUCTION

When you are carrying out actions based on spoken instructions, it is important that you listen to the instructions carefully. If you do not, you may find that you have trouble following the instructions accurately.

OBJECTIVES

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

- carry out instructions.

Now let us begin with the following listening activity.



ACTIVITY 2



For this activity, you will need a pencil, a rubber and a ruler. Listen to your cassette and then draw what you are told in the space below. Now listen to **Band 1**.

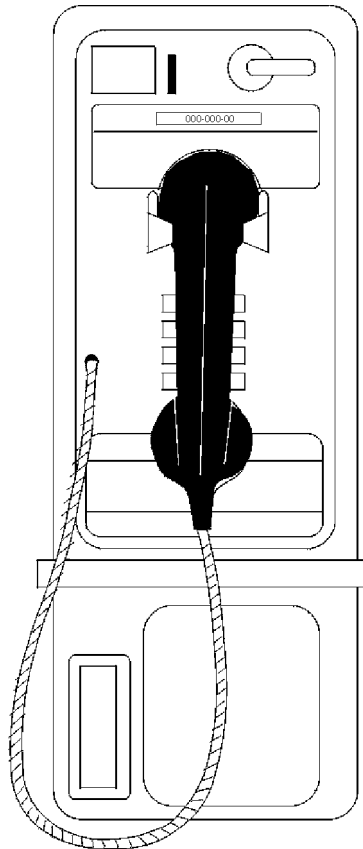


EXERCISE 3



Look at the drawing below as you listen and then do what you are told to do.

Now listen to **Band 2** on your cassette.



Compare your answers with those at the end of the unit.

LESSON



GIVING INFORMATION THROUGH INSTRUCTIONS

INTRODUCTION

Many times in our daily lives, we find ourselves in situations where we have to give information through instructions. For example, we are often called upon to help a stranger by giving directions.

If you want to give information successfully, you should:

- have a clear picture of what you want to talk about;
- use exact expressions;
- put in all the steps in a clear sequence; and
- speak clearly and at the right pace.

OBJECTIVES

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

- give information.



ACTIVITY 3

Let us now look at how Mr. Tembo gave an adequate instruction to a question seeking specific information.

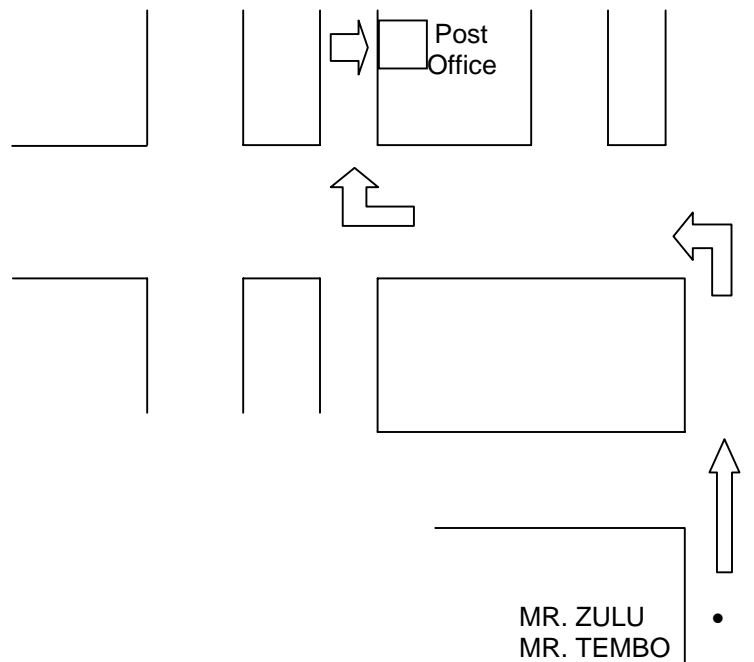
Study the following dialogue:

Mr. Zulu: Excuse me. Can you tell me the way to the Post Office?

Mr. Tembo: Certainly. Continue along this road on the left-hand side. Take the second turning on your left, then the second on your right. The Post Office will be on your right side.

Mr. Zulu: Thank you.

Here is the same information in the form of a map.



Notice “left” and “right” are easier ideas for a stranger to understand than “north,” “south,” “east” and “west.”

You can practise giving instructions to questions seeking specific information by making up sentences from the following tables:

Take the	first second third	turning on your	left. right.
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You can make six different sentences from this table:

Here is another table:

Keep on the	left-hand side right-hand side	of the road	until you come to the	Post Office. Police Station. junction. traffic lights.
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You can make eight sentences from this table.

Here is another example on giving instructions.

Leah: Excuse me, can you tell me the way to the City Centre Market?

Nedia: Yes, of course. Go along Cairo Road and take the fourth turn on your left.
Then turn right at the crossroads and you'll see the market on your left.

Now do Exercise 4.



EXERCISE 4

Study the letter below and then complete it, explaining clearly in proper sentences how Mr. Chanda can find the Light and Shade Company. Don't copy out the part started for you. Just answer how Mr. Chanda can find the Light and Shade Company. Write your answer on the space provided.

Light and Shade Company,
P.O. Box 555,
Mufulira.

18th December, 1999

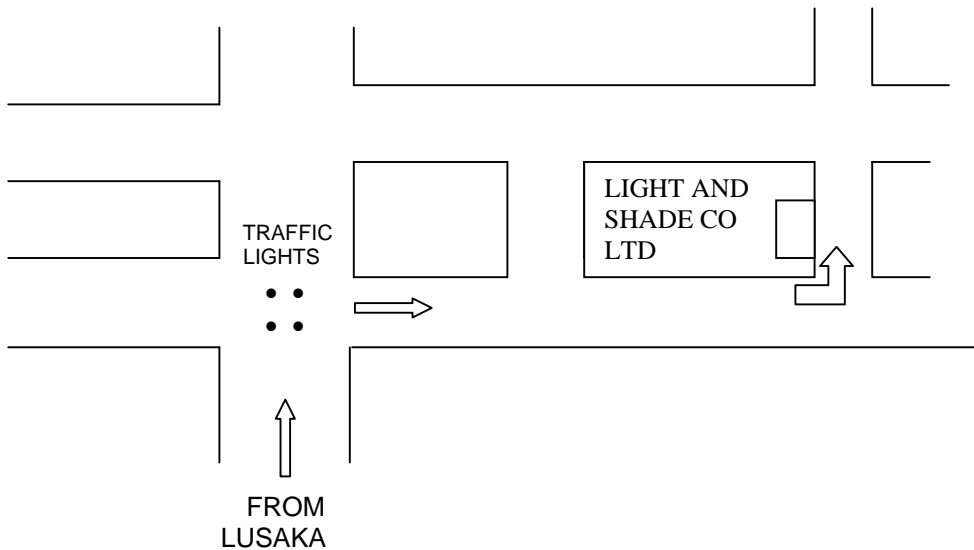
Mr. Willie Chanda,
P.O. Box 50093,
Lusaka.

Dear Mr. Chanda,

Thank you for your letter dated 10th December.

I shall be delighted to see you when you come.

The Light and Shade Company is quite easy to find. I have drawn a map to guide you.



As you can see on the map, from Lusaka

.....

.....

.....

.....

.....



Compare your answers with those at the end of the unit.

SUMMARY

You have now completed Unit 6.

In this unit, you have learnt how to give and follow instructions and how to do things based on spoken instructions.

Now do Assignment 6.



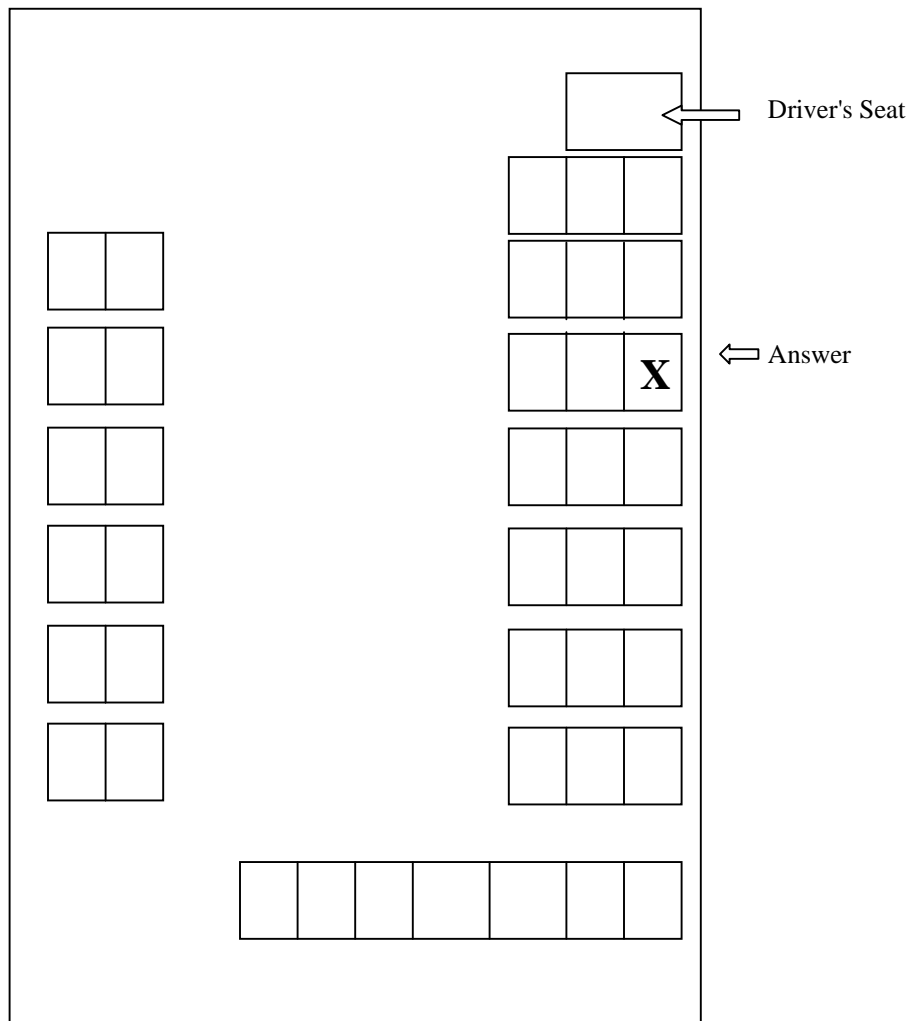
ANSWERS

Exercise 1 Question 1 (c) Question 2 (b)

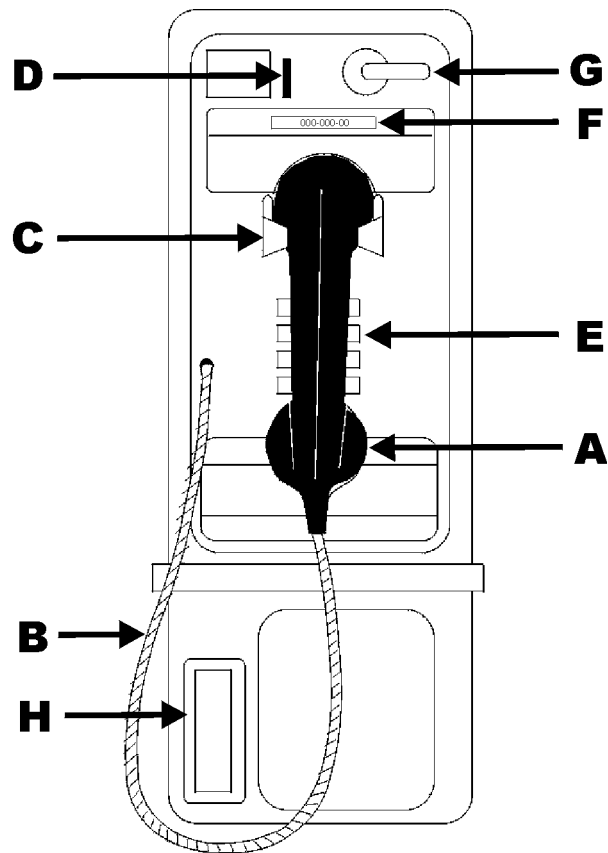
Question 3

1. Wash the millet.
2. Soak one cup millet in three cups of water.
3. Cover tightly and leave for two to three days.
4. Strain the water from the millet.
5. Drink half a cup, three times a day.

Exercise 2



Exercise 3



Exercise 4

Your answer may not be exactly phrased like mine, but it should be clear enough for anyone to follow. Here is my sample answer:

As you can see from the map, from Lusaka you go straight until you reach the road junction with traffic lights. At the traffic lights you turn to the right. Take the second turning on your left and the Light and Shade Company is on your left.

