

**KITWE DISTRICT EDUCATION
BOARD Junior Secondary
School English Language
Pamphlet.**

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It is in this vein that we would like to thank the people who participated in this project which will in no doubt help learners as second Language learners. English Language teaching and learning, has always been a challenge. It is for this reason that learners through constant practice, this Pamphlet will directly or indirectly benefit them in order to enhance good results.

In this regard, this pamphlet may be of help to the subject teachers to effectively impart relevant knowledge and skills of English Language.

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PART A: STRUCTURE

(A) REWRITES.

Re write each of the following sentences according to instructions given. Do not change the meaning of the sentences.

Example: She was too tired to study

The correct answer would be:

She was so tired **that she could not study.**

INTENSIFIERS

1. Mr Mulenga was unhappy with his son's behaviour at the church conference.

Begin: Mr. Mulenga was rather.....

2. There is a difference between running and walking.

Begin: There is quite.....

3. My sister was so tired that she failed to prepare any meal yesterday.

Begin: My sister was too.....

4. The house nearly got burnt to ashes.

Rewrite using 'almost'.

5. He was narrowly leaving when his father called him.

Begin: He was nearly.....

CO-ORDINATORS

Example: Join the two sentences.

(i) John and Mary are friends.

(ii) John and Mary do not go to the same school.

The correct answer would be;

John and Mary are friends, but they do not go to the same school.

Join the following sentences using and, but, yet,

1. Kennedy Mweene tried all he could to prevent the goal. He did not prevent it.

2. He eats a lot of food. However, he cannot get fat.

3. Matete started the race slowly. He won the race.

4. The visitors were not allowed in. They had to wait to be cleared.

5. Our debate results were very good. The media did not mention it.

SUBJECT-VERB AGREEMENT

Example: Neither response was correct.

The correct answer would be;

None of the answers was correct.

1. Of the two, the Headteacher or the parent will punish the rude pupil.

Begin: Either.....will punish the rude pupil.

2. Peter is rich. Mary is reach too.

Begin: Both.....

3. One of my parents could be at home.

Begin: Either.....

4. The winds that blow every year are dangerous.

Begin: The wind

5. Mwamba is one my best friends. He has lost his mother.

Begin: One of my best friends.....

COMPARISON

Example: Both James and John are kind.

The correct answer could be;

James is as kind as John.

1. My farm is just like yours.

Begin: Your farm is as.....

2. This flower is not as beautiful as that one.

Begin: That flower is more.....

3. I have never visited a country which is as boring as Lesotho.

Begin: Lesotho is.....

4. This book is very interesting. I have never read this type of a book.

Begin: This is

5. English is easier than French.

Begin: French.....

REASON

Example: He was too tired to write.

The correct answer could be;

Because he was tired, he could not write.

1. James was preparing for his wedding. He was allowed to miss work.

Begin: Since.....

2. Christine was both deaf and dumb. We could only speak to her through sign language.

Begin: As.....

3. I came to school so that I gain knowledge.

Rewrite using '**on account of**'

4. Jesus went back to Bethlehem to meet his mother in the temple.

Rewrite the sentence using '**in order to**'.

5. Since she was interested in music, she joined the church choir.

Rewrite using '**because**'

RESULT

Example: Mary is 18 years old now. She can drive a car.

The correct answer would be;

Mary is old enough to drive a car.

1. Jere passes his examinations because he works hard.

Begin: Jere works hard.....

2. Mr. Kaoma's family did not grow maize because of the long drought.

As a result.....

3. My bother id not liked because of bad behaviour.

Rewrite using '**consequently**'

4. Our manager is sick. He did not report for work today.

Re write using '**for this reason**'.

5. Bupe is young. He cannot drive a car.

Rewrite using '**therefore**'.

ADVERBS

Example: The lorry broke down before we began the journey.

Begin: Scarcely.....

The correct answer would be;

Scarcely had we began our journey when the lorry broke down.

1. The rain started as soon as the football match began.

Begin: Hardly.....

2. Immediately Peter began to speak, the teacher interrupted him.

Begin: Barely.....

3. There was almost no tree left standing after the storm.

Rewrite using '**scarcely**'.

4. They lost the match and soon after, the coach had a heart attack.

Begin: No sooner.....

5. There has been no rain this holiday.

Rewrite using **'barely'**

RELATIVE CLAUSES

Example: The boy is sitting on a desk. He is my brother.

Join the sentences using 'who'

The correct answer would be;

The boy who is sitting on a desk, is my brother.

Rewrite the following sentences using who/which.

1. The People of Zambia are called Zambians.
2. We first went to Nairobi. Nairobi is the capital city of Kenya.
3. Lake Kariba is a tourist attraction. Lake Kariba is found in Zambia.
4. The man is my uncle. He works Pick n Pay.
5. The cowboy is wearing a red shirt. The cowboy is very funny.

DETERMINERS

Example : Your is wrong. My answer is wrong too.

Begin: None.....

The correct answer would be;

None of the answers is correct.

1. Peter does not lie. James does not lie either.

Begin: Neither.....

2. A friend of yours is a friend of mine.

Begin: Any.....

3. Musonda told me that I could not take a vacation or even take a day off.

Rewrite using 'either...or...'

4. The robber is not guilty and he is not suspended either.

Begin: The robber is neither.....

5. All pharmacies can supply you with Paracetamol.

Begin : Any.....

QUESTION TAGS.

Example: Mary is going to Lusaka,.....?

Supply a question tag.

The correct answer could be;

Mary is going to Lusaka, isn't she?

Supply question tags to the following statements.

1. Jeremiah is getting something for us,?
2. They don't need to go to the shop,?
3. Temwani can bring some food,?
4. That exam wasn't difficult,?
5. It won't be expensive,.....?
6. I am in trouble,?
7. The party starts at 18:00hrs,?
8. Let us pray,?
9. Close the door,?
10. They are coming tomorrow,.....?

CONTRAST

Example: Although he was very hungry, he could not eat much.

Rewrite using 'even so'

The correct answer could be;

He was very hungry; even so, he could not eat much.

1. The boys continued playing football, although it was raining.

Begin: In spite of.....

Begin: Despite

2. Much as she earns a low salary, Christine helps her parents.

Begin: Although.....

Begin: Even though

3. Bwalya faced many difficulties but he finally solved the problem.

Begin: Whereas

4. Mwamba did not do well even if he worked hard in class.

Begin: While

5. Although she is lazy, she knows quite a lot.

Begin: Even.....

CONDITION

Example: If you don't hurry, you will miss the bus.

Begin: Unless

The correct answer could be;

Unless you hurry, you will miss the bus.

1. If it rains, I will wear a rain coat.

Begin: Unless.....

2. We didn't take enough water so we were thirsty.

Begin: If

3. The teacher did not come so we did not stand up.

Begin: If

4. Take precautions or the boat will capsize.

Begin: Unless.....

5. You did not buy food and so we had no lunch.

Begin: If

DIRECT AND INDIRECT SPEECH

Example: "I will see you on Saturday morning," he said.

Begin: He said.....

The correct answer could be;

He said that he would see me on Saturday morning.

Re write the following sentences from Direct to Reported Speech.

1. "John, where do you live?" Mary asked.

Begin: Mary asked.....

2. "How are you going to travel to Lusaka?" My mother asked.

Begin: My mother asked.....

3. "I am going to the cinema." He said.

Begin: He said.....

4. "Ask your father to buy a pair of shorts," said the class teacher.

Begin: The class teacher told me to

5. "Will you become a pilot when you grow up?" Peter asked James.

Begin: Peter asked James

Re write the following sentences from Reported to Direct Speech.

Example: He said that he would see me on Saturday morning.

End:....., he said.

The correct answer could be;

"I will see you on Saturday morning," he said.

1. Lukundo said that she had met my sister the week before.

End: ".....,"said Lukundo.

2. Macleana complained that I was not listening to him.

Begin: Maclean said.....

3. The pupils said that they would build a school store room themselves.

Begin. The pupils said

4. Francis said that he didn't have any money to pay for the ticket.

End:said Francis.

5. She said she had been sewing from morning then.

Begin: She said

PHRASAL VERBS

Example: The chairperson pushed the meeting to Friday.

Use 'postpone'

The correct answer could be;

The chairperson postponed the meeting to Friday.

1. Go away now Mabvuto.

Begin: Its time

2. Mulenga took off his shirt

End:off.

3. Mother put away all the plates.

Begin: All

4. " Wipe up the mess !"said my mother .

Begin: My mother told me

5. They shifted from the old flat.

Begin: They moved.....

ING- FORM/ PARTICIPIAL PHRASE

Example: Edna swept the house. Then she went to the market.

Begin: Having.....

The correct answer could be;

Having swept the house, Edna went to the market.

1. I saw men fighting when I was standing by the door.

Begin: Standing.....

2. Mr. Chanda was running down the road holding his hat tightly.

Begin: Running.....

3. The pupils were allowed to go home when they had finished their work.

Begin: Finishing.....

4. The girl was riding a bicycle when she heard a lion roar.

Begin: Riding.....

5. Because he was ill the doctor advised him to stay at home.

Begin: Being.....

(B) CONTEXTUAL COMMUNICATION

The word contextual comes from the word context. Context simply means the circumstances that form the setting of an event, statement or idea. In this section of the junior examination, a candidate is to state that what he or she would say in a given circumstance. The circumstances may be in a statement, question or diagram.

The following are examples of contextual communication.

1. Christine who is your sister, is going to study abroad. You don't know the university she has joined. You would say. My sister is going to study at
 - A. a university abroad.
 - B. an university abroad.
 - C. The university abroad.
 - D. The abroad university.
2. Your school soccer team has qualified to go and play in Zimbabwe. You are going to use a plane. You would say we will be travelling by
 - A. A plane
 - B. The plane
 - C. An plane
 - D. Plane
3. Your teacher asks you where the Kafue pours its water. What would you say? It pours its water
 - A. In the Zambezi river
 - B. To the Zambezi river
 - C. Into the Zambezi river
 - D. Into a Zambezi river
4. You happen to meet a friend on the road who is delaying you. What would you say? I'm afraid
 - A. I can leave you now

- B. I have to leave you now
- C. I will leave you now
- D. I may leave you now
5. You have just come back from a conference which you enjoyed very much. You are asked if you would like to attend another one. What would you say?
- A. I might love to
- B. I can love to
- C. I would love to
- D. I ought to
6. Your friend asks you whether your brother will recover from the accident he had. You don't think so. What would you say?
- A. There is a little hope he will not survive
- B. There is a little hope that he will recover
- C. There is little hope that he will recover
- D. It is hopeless that he will recover
7. Someone asks you who Kenneth Kaunda is. You would say he is.....
- A. The greatest leader of Zambia
- B. A leader in Zambia who is great
- C. A greater leader
- D. A greatest Zambian leader
8. Someone asks you what you think of Fashion Sakala the football striker. You may say he is.....
- A. a strong and intelligent striker
- B. strong, intelligent striker

- C. an intelligent, strong striker
- D. intelligent and strong striker
9. What would you say to a friend who comes late for a 12:00 hrs. appointment
- A. I have been waiting by 12:00 hrs.
- B. I am waiting since 12:00 hrs.
- C. I have been waiting since 12:00 hrs.
- D. I waited for 12:00 hrs.
10. Your friend asks you what your father said when he found you in a bar. What would you say?
- A. He asked what you are doing there.
- B. He asked me what you are doing here.
- C. He asked me what I was doing here.
- D. He asked me what I was doing there.
11. You are very hungry. You meet a friend eating crisps, what would you say?
- A. Give me some crisps.
- B. I want some crisps.
- C. May I have some crisps?
- D. May you give me some crisps?
12. Your friend who has offended you apologises to you. What would you say?
- A. Don't do it again.
- B. Don't mention it.
- C. I accept your apology.
- D. I agree with your apology.
13. Your friend wants to know who taught the world to sing. You do not know the answer. What would you say?
- A. I wish I had known.

- B. I wish I knew.
- C. I wish I Know.
- D. If only I knew.

14. What would you say to a friend who comes late for a 12:00hrs appointment.

- A. I have been waiting by 12:00hrs.
- B. I am waiting since 12:00hrs.
- C. I have been waiting since 12:00hrs.
- D. I waited for 12:00hrs.

15. You are dozing in class and the teacher asks you to explain why. What would you say?

- A. I was studying by far into the night.
- B. I was studying since a long time.
- C. I studied for a long time last night.
- D. I study for a long time last time.

16. You find someone stranded but you cannot help. What would you say? I wish.....

- A. I can help you.
- B. I could help you
- C. I help you.
- D. to help you.

17. A prefect is not happy with the line you have formed. What would you say? I am already standing.....

- A. Over a line
- B. On a line
- C. In a line
- D. At a line.

18. Your car splashes someone with dirty water and you then decide to stop. What

would you say to the pedestrian?

- A. Excuse me, I did not see the pool of water.
- B. Hey, what do you think you are doing?
- C. I am begging for your pardon.
- D. My sincere apologies.

19. Your friend wants to know your residential area. What would you say?

- A. I keep up in Chimwemwe.
- B. I live in Chimwemwe.
- C. I sleep in Chimwemwe.
- D. I stay in Chimwemwe.

20. You get a lift from someone and have reached your destination. What would you say? I am.....

- A. Dropping here.
- B. Dropping out here.
- C. Getting off here
- D. Getting up here.

21. You missed the ten hours bus to Lusaka because you were late. What would you say to a friend?

- A. I left the bus.
- B. I missed the bus
- C. The bus left early.
- D. The bus left me.

22. You have just taken your lunch but you are not satisfied. Your mother asks, "You are not satisfied, are you?"

- A. No, I am.
- B. No, I am not.

- C. Yes, I am.
- D. Yes, I am not.

23. You are in class with a friend, Mr. Banda, your Mathematics teacher, is back from compassionate leave after losing his wife. What would you say to your friend. It is sad that Mr. Banda is now a.....

- A. Widower
- B. Widow.
- C. Spinster.
- D. Bachelor.

24. You are at a party. Someone admires the suit you are wearing. He asks you how much you bought it. What would you say? I bought it.....

- A. At K800.
- B. For K800.
- C. From K800.
- D. With K800.

25. You just lost your mother and a friend tells you, "My condolences". What would you say?

- A. Same to you.
- B. Thank you.
- C. And you too.
- D. Indeed.

26. You failed the grade nine examination and you meet a former classmate who made to Grade ten, what would you say?

- A. Congrats!
- B. Congratulation on your passing of the examination.
- C. Congratulation for passing the exam.
- D. Good, well done.

27. Your sister wants to go and sleep and you still want to watch television. She says to you ' Good night' . What would you say?
- A. Good night to you too.
 - B. Good night
 - C. Thank you.
 - D. Same to you.
28. Your mother asks you to prepare the chicken but there is no enough salt. What would you say?
- A. There is a little salt.
 - B. .There is little salt.
 - C. There is few salt.
 - D. There are few salts.
29. English is the subject you like most. What would you say?
- A. English is my best.
 - B. English is my best subject.
 - C. English is my favourite.
 - D. English is the best.
30. You and your sister are going to the Mall to do the shopping. You want your friends to know about it. What would you say?
- A. I and my sister, we are going shopping.
 - B. My sister and I are going shopping.
 - C. My sister and me is going shopping.
 - D. I am going shopping and my sister.
31. You are writing notes and your pen runs out of ink. You want one, what would you say?
- A. Borrow me your pen.
 - B. May I borrow your pen?

- C. Will you borrow me the pen?
- D. May you borrow me the pen?
32. Your friend wants to be waited for when going to Church, but he is very poor at keeping time. What would you say?
- A. If you come now, you will find me gone.
- B. If you will come now, you will find me gone.
- C. You come now, you will find me gone.
- D. You will come now, you will find me gone,
33. Your friend claims his bag and yours are the same but you do not agree. What would you say? Your bag is different.....mine.
- A. With
- B. And
- C. From
- D. As
34. You are very good at chess, but your friend doesn't accept that you can challenge him. What would you say? If you think you can....., then lets bet.
- A. win me
- B. beat me
- C. be won
- D. be beaten
35. You thought you would not manage to write the test because you did not know the time it would start. What would you say?
- A. We are'nt late for the test.
- B. We are' not late for the test.
- C. We are'nt late for the test.
- D. We aren't late for the test.
36. Your father is telling you that his mother used to be a fast driver. You are seeking

clarity. What would you say?

- A. She used to drive very fast, did she?
- B. She used to drive very fast, isn't it?
- C. She used to driver very fast, does she?
- D. She used to drive very fast, didn't she?

37. Your mother has served you rice and potatoes for breakfast. What would you say?

- A. I prefer rice than potatoes.
- B. I prefer rice to potatoes.
- C. I prefer rice more than potatoes.
- D. I prefer rice with potatoes.

38. You are discussing your teachers' height. What would you say?

- A. Mr. Banda is more taller than Mr. Jere.
- B. Mr. Banda is taller than Mr. Jere.
- C. Mr. Banda is tall than Mr. Jere.
- D. Mr. Banda is the tallest than Mr. Jere.

39. Your mother gave you sugar for a cup of tea. What you say?

- A. She gave me much sugar.
- B. She gave me a few sugar.
- C. She gave me some sugar.
- D. She gave me many sugar.

40. You are in the bedroom and you hear the baby cry once, What would you say?

- A. Did you hear the baby crying?
- B. Did you hear the baby cry?
- C. Did you hear the crying?
- D. Did you hear the baby is crying?

41. You and your friend are chatting when a prefect approaches you and he asks what you are doing, What would you say?
- A. We're discussing about the class debate.
 - B. We are chatting the class debate.
 - C. We 're discussing the class debate.
 - D. We chatting the debate.
42. Your sister serves you a cup of tea. There isn't enough sugar in it. What would you say?
- A. Could I have some more sugar in my tea?
 - B. May you put more sugar in my tea.
 - C. This tea has no sugar.
 - D. My tea, it doesn't have enough sugar.
43. You have been accused of stealing money from a classmate but you are innocent. What would you say?
- A. Me, I am not a thief.
 - B. Me, I don't steal.
 - C. I refuse to steal the money.
 - D. I deny stealing the money.
44. You go to visit a friend at her place and you discover that she is not at home so you are disappointed. What would you say?
- A. If I knew, I did not come.
 - B. If I had known, I wouldn't have come.
 - C. If I knew, I would come.
 - D. If I hadn't known, I wouldn't come.
45. You are studying and your roommate is playing loud music. What would you say? Please, turn the volume.
- A. Off

- B. Up
- C. On
- D. Down

46. You are sitting near the window, it is very cold and your friend wishes to close it. You are asked to close and you are willing. "Do you mind closing the window?" what would you say?

- A. No, I do.
- B. No, I don't.
- C. Yes, I do.
- D. Yes, I don't mind.

47. Your young brother is in the hospital after breaking his leg. What would you say? My young brother is admitted.....Kitwe Central Hospital.

- A. to
- B. at
- C. in
- D. with

48. Your friend has never been to Mukuba Mall. She asks you to confirm if that is the place. What would you say?

- A. Yes, this is Mukuba Mall.
- B. Yes, This is Mukuba Mall.
- C. Yes. This is Mukuba mall.
- D. Yes this is Mukuba Mall.

49. After paying the school fees, John loses the stamped paper issued. What would you say?

- A. John lost the receipt.
- B. John lost the receipt.
- C. John lost the receipt.

- D. John lost the receipt.
50. You came late and did not sweep the classroom. Your grade teacher asks you, what would you say?
- A. Sorry, but I came late.
- B. I came late.
- C. I'm sorry sir, I came late.
- D. Sorry, I will sweep at break.

(C) TENSE RECOGNITION/CORRECT FORM OF THE VERBS

This section tests candidates on tenses. A candidate is expected to have the knowledge on all the tenses such as present simple, present continuous, past simple, past continuous, the future past perfect, present perfect and other tenses. The candidate must also be guided on the changes of 'be' form. 'Be' can change to is, was, are, were depending on the context and period in the sentence.

The following are examples of passages where tense recognition could be done.

EXAMPLE 1

Recognize the correct tense for each word in brackets.

My brother Joseph (1. like) making friends with young children. He always (2. try) to

make fun of any child he (3. see). He is always (4. think) of original ways of beginning a conversation with any child he (5. happen) to meet.

One day Joseph (6. write) a letter outside his house when a boy (7. run) past him. The boy (8. fall) into a ditch full of water. He was completely wet of water (9. be drip) from his clothes as he (10. walk).

When Joseph (11. see) the little boy, he quietly (12. pick up) his sheet of blotting paper and (13. tear) off a very small corner. Then he (14. hold) the corner out to the little boy and (15. ask) him to dry himself with it.

EXAMPLE 2

Recognize the correct tense in each bracket.

Chakwangasha (1.live) in Mwandekeshasha village in the Northern Province of Zambia. (2.be) a famous hunter, he (3. be love) by everybody in the village.

One day as he (4.hunt) he (5.come) across a big elephant. He (6. shoot) at the elephant but narrowly (7.miss) it. The animal (8. look) around for the attacker and (9.see) Chakwangasha nearby. The hunter (10. run) towards the direction of the village. Since the village was far and he was already tired, Chakwangasha (11.not run) very fast and so he (12. be catch) and (13.stamp) to the ground by the elephant.

The villagers of Mwandekeshasha village (14.be) very sad to learn of their famous hunter. The (15. mourn) for one week.

EXAMPLE 3

Recognize the correct tense in each bracket.

Mapalo was very hard working and disciplined girl. She was liked by her parents and teachers. "She is a clever girl," everybody who (1. know) her (2. say). She always (3. come) first in all the examinations at school. Her parents and teachers (4. be very surprise) to learn that her name was not among those who (5.qualify) to Grade ten. Mapalo (6.be so disappoint) that she (7.commit) suicide. After a few months a friend of Mapalo who (8.live) in Livingstone (9.write) a letter to Mapalo's parents (10.tell) them that her name was among those who (11.qualify) and was by mistake (12. send) to their school in Livingstone. It was too late as Mapalo was already (13.bury). Her parents (14.weep) and blamed the government for the tragedy.

EXAMPLE 4

Recognize the correct tense in each bracket.

Peter Banda (1. live) in one of the biggest townships in Lusaka. The name of the township is Matero. It is the oldest township in Lusaka.

Peter (2. live) in Matero for many years. He (3. go) there when he (4. be) very young. By then he (5. stay) with his uncle, Luke. Uncle Luke (6. leave) Matero when he (7. retire) in 1970. He (8. be) one of the commercial farmers in Mumbwa. He (9. grow) different kinds of crops. Each time Peter (10. feel) like (11. eat) any vegetables, he (12. go) to his uncle farm in Mumbwa.

Let us advise our parents who have retired (13. take) up farming just as Peter's uncle (14. do).

EXAMPLE 5

Recognize the correct tense in each bracket.

Chlorine is a poisonous gas. When (1. use) in small quantities and (2. dissolve) in water, it is harmless. We (3. shall) remember that small quantities of chlorine (4. be) still lethal to small living things such as bacteria which (5. cause) disease.

We use chlorine in drinking water to kill bacteria. Chlorine (6. be pass) into the water from cylinders of the compressed gas. This gas (7. dissolve) in water. The smell and test of this gas are almost (8. go) by the time the water (9. reach) our homes.

After heavy rainfall a lot of bacteria may be present in the water. River water or water in the ponds is not (10. treat) with chlorine. It (11. be) therefore very risky to bathe in it and drink it. However, it can (12. make) safe by boiling and cooling before drinking. To avoid water-borne diseases, it is important to adhere to the advice (13. give).

PART B: COMPREHENSION AND SUMMARY

At Junior Examination, this part of the paper carries 25 or 30 Marks. Comprehension is a verb meaning to appreciate something. It is drawn from the root word 'comprehend'. According to Longman Dictionary of contemporary English, to comprehend means to 'understand'.

Comprehension passages are fairly short and are drawn from all aspects of life. A passage may be on Sport, Science, Politics, Religion, History, people's activities, Tourism Geography and from works of fiction. Some of the passages may be technical, ie the use of English in those passages may be specialised. This is the type of English which is unusual in everyday conversations.

The instructions at the beginning of the passage are straight forward. A candidate is

expected to read the passage carefully and answer the questions that follow the passage. Below are some hints on how to approach a comprehension passage.

- It is essential to read through the passage very quickly to help you determine what kind of passage it is. The first step is called **skimming**. To 'skim' means to **read through quickly in order to get the main ideas**. You can at this stage skim through the questions as well.
- The second step involves **reading through the passage again**, this time carefully and with understanding. Take note of the difficult and underlined words. This process of reading is called **scanning**. To 'scan' means to **examine closely** or making a search for something.
- Now you are ready to answer the questions in comprehension which comprise the following types of questions with the total of 25 marks ;
 - (i) The multiple choice questions.
 - (ii) The open-ended (free response) questions, where candidates are free to use their own words other than those in the passage.
 - (iii) TRUE or FALSE questions
 - (iv) Summary.
 - (v) The vocabulary questions.

Multiple choice questions.

This part usually comprises questions 1-8 each question carrying 2marks in most cases.

When answering multiple choice questions, read the questions carefully and examine four free alternatives which are usually **A,B,C** and **D**. Candidates have to be extra careful when aiming at the best answer. They need to examine critically the part of the passage (paragraph) from where the question is asked. Sometimes the difference between the **best answer** and the **distracter** is very minimal. This can be in form of a word, a phrase, tense or even a spelling mistake. Multiple choice questions usually have special reference to the paragraph the question is related. The question may begin as follows;

According to paragraph 1.....

Reference should be made to the exact paragraph in question. For instance you cannot go to **Paragraph 8** when you have been asked to make reference to **Paragraph 7**. Always obey the instructions.

Do not introduce your own ideas into the passage from your own experience or general knowledge, unless you have been specifically asked to do so.

NOTE: If you cannot arrive at a decision, do not put two choices as your answers. For example, writing two choices **A or B**. You will get **no mark** in this particular situation. If you cannot understand the question, leave, but always remember to get back to it.

Open-ended /Free response questions

This is usually Question 9 and it also carries 2 marks.

Regarding this type of question, a candidate is required to use his or her own words but basing on the passage read and the instructions given. Remember, the use of correct form of English in terms of tense and spellings is very important at all times.

True or False questions

Candidates may be supplied with a variety of sentences for them to examine whether they are true or false depending on the passage they have read.

Summary

The question may be in form of a table and may require the candidate to supply the missing information in the table, from the passage read. The candidate must be very critical in the way they analyse the passage for them to arrive at the answer within the passage read.

Vocabulary questions.

This is the last question. This type of the question requires a candidate to work out the meanings of the words from their contexts. In order to understand what the words mean. It is helpful to always make reference to the **related paragraph** and the **underlined words** in order to arrive at a correct answer. Be reminded that the examiner is also interested to know if you are able to **recognise the tense** in which a required word is written.

COMPREHENSION AND SUMMARY

PASSAGE ONE

Read the passage and then answer the questions that follow.

Write your answers in the SEPARATE ANSWER BOOKLET provided.

MOTHER FOR ALL

1. On my way to work I paused at the gate to the office and glanced at the boys standing nearby. I knew that most of them were homeless, either by choice or by circumstances they couldn't control. Some had run away from abusive homes or from unending poverty. I wondered if they missed their mother. I turned and walked nervously over to them.
2. "Hello," I greeted them with a smile. They looked at me strangely, wondering what I was going to do next. I knew that many of these boys were addicted to drugs and alcohol. I was sure that they were hungry. They needed a family, at least a

mother, to look out from them and teach them right from wrong. I was impressed to get to know these young boys and share my love with them. "I'm your mother," I said bravely. "I'd like to get to know you."

3. The boys were shy, and I was nervous. I knew that even though they were young, they far outnumbered me and could easily steal my bag or hurt me if they wanted to. I kept smiling and talking. I talked to them for a few minutes until we both felt more ease. Then, I invited them to come and sit under a tree with me so we could talk some more.
4. They hesitated, but eventually they came and sat down. I told them a little about myself, then, I told them how God loves each one of them. They warmed up to me and began to tell me how they survived on handouts they received from begging and leftovers from the bakeries.
5. The next Monday, I brought food with me. I knew that boys were always hungry, especially homeless ones who probably hadn't had a home-cooked meal for a very long time. They ate hungrily, and again we talked.
6. Soon, the boys were treating me like a mother, confiding in me and trusting me. Some of them told me about their desire to get rid of their drug habits or about things they had stolen. I listened and counselled them about how to live a happy, honest life instead. I told them about the joys of hard work and honest labour. The boys listened and were inspired and trusted that it was possible to change their ways of life. I encouraged the ones who had parents to return home to their families. It took a lot of talking, but eventually some decided to go back home.
7. One boy, Pierre, had run away from home when he was only seven years old. He had lost some money he was supposed to take to his mother, and he was afraid of being punished. So he ran away. Eventually, he arrived in the capital city, where he lived on the streets for the next eight years. After, I told him the story of the prodigal son, Pierre agreed to return home. Somehow, he was afraid to go by himself. So I agreed to go with him.
8. We went to the bus station together and bought tickets to his hometown. When we arrived, we walked down almost forgotten streets until he found his house. His mother stared at the tall young man standing in front of her, unable to tell that this was the little boy she had lost so long ago. She thought her son was dead. She stared at Pierre for a long time. When her mind at last grasped whom she was seeing, she threw her arms around her and hugged him tightly, weeping for joy. Then, she began calling her neighbour to see her son, who had been lost but had come home. That night there was joy in one home over a lost child who had returned.

Now, answer the following questions.

Write your answers on the **SEPARATE ANSWER SHEET** provided.

1. According to **Paragraph 1**. Being homeless is
 - A. So challenging
 - B. Encouraging
 - C. Interesting
 - D. Less difficult
2. (**Paragraph 2**) When boys run away from their homes, they become.....
 - A. Used to life
 - B. Useful in life.
 - C. Harding working.
 - D. Addicted to drugs and alcohol.
3. (**Paragraph 3**) I knew that even though they were young, they far outnumbered me. The word "**me**" refers to
 - A. Every body
 - B. The woman who was attending to their needs.
 - C. The boys.
 - D. The mother to Pierre.
4. (**Paragraph 4**) The boys survived on.....
 - A. Leftover from the markets.
 - B. Handouts and chips.
 - C. Nshima and vegetables.
 - D. Handouts and leftovers from the bakeries.
5. (**Paragraph 5**) The next Monday I brought food with me because I knew that.....

- A. Boys by nature are hungry.
 - B. Boys were always hungry.
 - C. Homeless boys are probably hungry.
 - D. Boys like my food.
6. **(Paragraph 6)** Soon the boys were treating me like a mother by.....
- A. Confiding and trusting in me.
 - B. Confiding and believing in me.
 - C. Believing and trusting in me.
 - D. Honoring and trusting in me.
7. **(Paragraph 7)** What do you think could have been the reason for Pierre to run away from home?
- A. He wanted to visit the capital city.
 - B. The mother gave him some money.
 - C. He had lost some money he was supposed to take to his mother.
 - D. He was afraid of being punished.
8. **(Paragraph 8)** Who stared at Pierre for a long time?
- A. His mother.
 - B. The aunty.
 - C. Mrs Pierre.
 - D. The adoptive mother.
9. According to the passage, which **THREE** of the following statements are TRUE?
Write the letters of the THREE true statements in the boxes.
- A. Homeless children are also called street kids.
 - B. The boys were school going pupils.
 - C. The boys were visited by their family members.
 - D. Soon the boys treated me like a mother.

- E. I encouraged the ones who had no parents to return home to their families.
- F. They far outnumbered me.

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10. (Paragraph 6) Complete the following sentence by filling in **ONE WORD** each blank space.

The mother (i) and (ii)them concerning leading a normal life.

11. Write the following names **in alphabetical order**.

- Unable
- alcohol
- outnumbered
- homeless
- Prodigal
- grasp
- child
- neighbor

- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.

20. Find the words from the passage that have the same or nearby the same meaning as the following.

You must spell them correctly.

MEANING

WORD (ONE WORD ONLY)

- A. Food that has not been eaten at the end of a meal. (Para.4)
- B. Something that you do regularly or usually. (Para. 2)
- C. Someone who leaves their family and home without approval of their family. (Para.7).....
- D. Ability to understand a complicated idea. (Para.8)
- E. To pause before or doing something because you are nervous. (Para.1).....

PASSAGE TWO

Read the passage and then answer the question that follows.

NELSON MANDELA

1. For years ,the only image people had of Nelson Mandela was the famous picture of him at his trial: young, defiant and attractive ;his hair parted in the middle as must have been the fashion at the time .During Apartheid ,it was a criminal offence to be seen with a picture Mandela ,so those who had old photographs of him had to keep them well hidden.
2. When he was freed ,the world was curious to discover what 27 years of jail had done to him .We had built up an image, a whole mythology, based on that youthful photograph, on his writing ,on the haunting voice that was heard on the old newsreels .But how would the man compare him with the myth? Was he still so attractive and defiant? Had he aged gracefully?
3. He emerged from incarceration into the public glare and to a position full with opportunities .For the majority of black South Africans, expectations were so high that it would have been easy for him to disappoint .He had become the property of the whole world. Everybody who had ever worn a "Free Mandela's-shirt or attended a "Free Mandela "concert felt he owed them .And then of course ,having gone to jail and left behind a beautiful young wife ,he had come back to a woman about whom everybody had an opinion .Half the world hated her and the other half passionately adored her.
4. On first meeting the man, it was his physical presence that struck you. He was even

taller than he appeared in his photographs. He may have stooped with age but when he started to talk, he became much younger. His eyes were alive and full of mischief. He might well have been the oldest person in the African National Congress(ANC), but on some subjects, he had the most radical of ideas, still the firebrand of those early images. For a long time, he was the only one who spoke about HIV and AIDS and openly advocated the use of condoms by young people. And with principal stubbornness, he refused to give up his loyalty to people like Fidel Castro and Muammar Gaddafi because, as he explained, he could not turn his back on those who had remained loyal to him.

5. Part to the same stubbornness was his crusade to get black South Africans to be more punctual. He was usually among the first at office. Often, he arrived at rallies before the majority of the people had turned up; a reversal of usual African scenario in which the crowds wait for hours for the very important person (VIP). On a trip to Cape Town, young man who was in security told me how, before going to bed, he had been warned that "the old man" would get up at 05.00 hours for his daily run. As emerged in the early hours of the morning, the bodyguard was mortified to find Mandela already dressed in his track suit and waiting for the guards to accompany him on his morning exercise.
6. "It's the prison routine" I've heard it said, "that makes him so meticulous about time-keeping." I prefer to think it is part of his respect for all human beings-like his delightful tenancy to make short speeches.

Now, answer the following questions.

Write your answer in the SEPARATE ANSWER BOOKLET provided.

1. According to paragraph 1, it was a criminal offence in South Africa
 - A. For a black person to marry a white person.
 - B. To attend Nelson Mandela's trial.
 - C. To seen with Nelson Mandela's picture.
 - D. To have hair parted in the middle.
2. (Paragraph 2) When Nelson Mandela was freed, the world was curious to discover
 - A. what the 27 years in jail had done to him.
 - B. whether he still looked attractive after 27 years in jail.
 - C. whether he was old after 27 years in jail.
 - D. whether he was still defiant after 27 years jail.
3. (Paragraphs 1) Complete the following sentence by filling in ONE WORD in each blank space. The words must come from the paragraph and not elsewhere.

At trial ,Nelson Mandela was an (i).....(ii).....(iii).....man with his hair parted in the middle as was the (iv).....then.

4. (Paragraph 3)" Everybody who had ever won a "Free Mandela" T-shirt or attended a Free Mandela ' concert felt he owed them."
5. The word '**them**' refers to.....
 - A. Everybody.
 - B. His wife and children.
 - C. Members of Africans National Congress.
 - D. The majority of the black South Africans.
6. (Paragraph 3)"He had become the property of the world." The sentence means that Nelson Mandela.
 - A. Belonged to everybody.
 - B. Could not do anything without anybody's knowledge.
 - C. Was anybody's property.
 - D. Was guarded 24 hours everyday
7. (Paragraph 4)What struck you when you first met Nelson Mandela? His.....
 - A. Age.
 - B. Eyes
 - C. Height.
 - D. Physical presence.
8. (paragraph 4)".....he could not turn his back on those who had remained loyal to him." The expression 'turn his back on' means.....
 - A. Depend on.
 - B. Disappoint.
 - C. Face the opposite.
 - D. Going back.
9. (Paragraph 5) What was the reversal of the usual African scenario?
 - A. Arriving at rallies before the majority of the people turned up.
 - B. Crowds waiting for hours for the very important person (VIP).
 - C. Getting black South Africans to be more punctual.
 - D. Getting up at 05:00 hours for a daily run.

10. (Paragraph 6) What might have made Mandela so meticulous about.....
- A. Time-keeping.
 - B. Morning exercise .
 - C. Principal stubbornness.
 - D. the prison routine
11. According to the passage ,which THREE of the following statements are TRUE?
- A. It was fashion at the time to have hair parted in the middle.
 - B. Nelson Mandela’s wife was hated by the whole world.
 - C. Nelson Mandela was not but much younger as he started to talk.
 - D. Nelson Mandela was not the only one who spoke about HIV and AIDS and openly advocated for the use of condoms by people.
 - E. Nelson Mandela was always the first to arrive at his office.
 - F. Nelson Mandela was accompanied by gaurds on his morning exercises.
12. (Paragraph 1)What political system existed in South Africa in which people of different races were separated.
- A. Xenophobia
 - B. Tribalism
 - C. Colonialism
 - D. Aparthied
13. Find the words that have the same or nearly the same meaning as the following:
You must spell them correctly.

Meaning	Word(one word only)
A. Eager to learn or know something (Para2)
B. Imprisonment (Para 3)
C. Bend the body forwards and downwards (Para 4)
D. Ashamed, humiliated or hurt in his or her feelings (Para 5)
E. Giving showing great attention to detail (Para 6)

PASSAGE THREE

Read the following passage carefully and then answer the question that follows.

TO BE OR NOT TO BE A VEGETARIAN

1. A strict vegetarian is a person who never in his life eats anything derived from animals. The main objection to vegetarianism on a long-term basis is the difficulty of getting enough protein- the body –building element in food. If you have ever been without meat or other animal foods for some days or weeks (say, for religious reasons) you will have noticed that you tend to get physically rather weak. You are glad when the fast is over and you get your reward of a succulent meat meal.
2. Proteins are built up from approximately twenty food elements called ‘Amino – acids’, which are found more abundantly in animal protein than in vegetable protein. This means you have to eat a great deal more vegetable than animal food goes to waste in this process and from the physiological point of view there is not much to be said in favour of life-long vegetarianism.
3. The economic side of the question, though, must be considered. Vegetable food is much cheaper than animal food. However, since only a small proportion of the vegetable protein is useful for body-building purposes, a consistent vegetarian, if he is to gain the necessary 70 grams of protein a day has to consume a greater bulk of food than his digestive organs can comfortably deal with. In fairness, though, it must be pointed out that vegetarians claim they need far less than 70 grams of protein a day.
4. Whether or not vegetarianism should be advocated for adults, it is definitely unsatisfactory for growing children, who need more protein than they can get from vegetable sources. A lacto-vegetarian diet, which includes milk and milk products such as cheese, can, however be satisfactory as long as enough milk and milk products are consumed.
5. Meat and cheese are best sources of usable animal protein and next come milk, fish and eggs.
6. Slow and careful cooking of meat makes it more digestible and assists in the breaking down of the protein content by the body. When cooking vegetables, however, the vitamins, in particular the water-soluble vitamin C, should not be lost through overcooking.
7. With fruit, vitamin loss is negligible, because the cooking water is normally eaten along with the fruit, and acids in the fruit help to hold in the vitamin C.
8. Most nutritional experts today would recommend a balanced diet containing elements of all foods, largely because of our need for sufficient vitamins. Vitamins were first called ‘accessory food factors’ since it was discovered, in 1906, that most foods contain, besides carbohydrates, fats minerals and water, these other substances necessary for health. The most common deficiencies in western diets today are those of vitamins. The answer is variety in food. A well-balanced diet having sufficient amounts of milk, fruit, vegetables, eggs, and meat, fish or fowl (i.e.

any good protein source) usually provides adequate minimum daily requirements of all the vitamins.

Question 2 Comprehension (20 Marks)

Answer the following questions from the passage;

1. A strict vegetarian.....
 - A. Rarely eats animal products.
 - B. Sometimes eats eggs.
 - C. Never eats any animal products.
 - D. Never eats protein.
2. We feel weak when we go without meat, and other animal products.....
 - A. Because we are reducing our food intake.
 - B. Because we do not get enough protein.
 - C. Because vegetables do not contain protein.
 - D. Unless we take plenty of exercise.
3. Proteins are built up from.....
 - A. Approximately twenty different foods.
 - B. About twenty different vegetables.
 - C. Various fats and sugars.
 - D. About twenty different amino –acids.
4. Physiologically, life-long vegetarianism may not be good because.....
 - A. It makes people very thin.
 - B. The body must process too much waste.
 - C. The farmers lose money.
 - D. Vitamin – deficiency diseases may result.
5. One thing in favour of vegetarians is that.....
 - A. Vegetable food is easier to digest.
 - B. Animal food is less expensive.
 - C. Vegetable food cheaper.
 - D. It is good for digestion.
6. The body's daily need for protein is.....

- A. 90 grams
 - B. 50 grams
 - C. 70 grams
 - D. At least 100 grams
7. The digestive organs can comfortably deal with.....
- A. Any quantity of food per day
 - B. Less than 70 grams of food per day.
 - C. A limited quantity of food per day.
 - D. Any amount of vegetable foods.
8. Vegetarianism is not suitable for growing children because they.....
- A. Need more protein than vegetables can supply.
 - B. Cannot digest vegetables.
 - C. Use more energy than adults
 - D. Cannot easily digest milk and milk products.
9. Slow and careful cooking of meat.....
- A. Preserves the vitamins.
 - B. Breaks down the vitamins.
 - C. Makes it easier to digest.
 - D. Reduces the protein content.
10. Most nutrition experts today believe the food we eat should contain.....
- A. More meat than vegetables.
 - B. More vegetables than meat.
 - C. Fruit, cereals and fish as well as meat and vegetables.
 - D. As many different kinds of vegetables as possible.
11. Most nutrition experts today believe the food we eat should contain
- A. More meat than vegetables.
 - B. More vegetables than meat.
 - C. Fruit, cereals and fish as well as meat and vegetables.
 - D. As many different kinds of vegetables as possible.

12. Find words that have the same or nearly the same meaning as the following: You must spell them correctly.

Meaning	Word(One word only)
A. came from (Para 1)
B. A period without eating (Para1)
C. not sure (Para 2)
D. to publicly support something (Para 4)
E. In addition (Para 6)

PASSAGE FOUR

Read the following passage carefully and then answer the questions that follow.

THE ZAMBIAN GHOST ROSE MARY

1. The story of the haunting of Rose Mary still sends chills down one’s spine. Rose Mary’s story still lives in the memories of our grandparents. Rose Mary was a beautiful **stunning** Zambian girl, with rose coloured lips and rounded hips that **glowed** in the moonlight. She had a smile of a Greek goddess and soothing eyes that would make even the most decent man sink to the ground. She was as majestic as a queen.
2. Rosemary Chibanda, is said to have sprung up in the early 70’s and worked on Lusaka’s roads as a prostitute. The tale of this woman should be taken with a hefty pinch of salt as it varies depending on who you hear it from.
3. Nobody knows how she died and who killed her. A few months later, Rosemary would re-appear as a ghost and caused untold misery to those men who mistook the ghost for a person. She was a hitch hiker between Lusaka and Kitwe. Motorists would give her a lift and if they chose to admire her in the review mirror of their car, she would disappear. Then she would suddenly re-appear in the back seat of a car if the motorist turned his head in **amusement** of how she could not be seen in the review mirror.
4. The lucky ones would suddenly wake up the following morning only to find themselves in the grave yard. Some would even lose their entire set of teeth when kissing her.
5. Throughout the 70’s and 80’s, the ghost gained national **notoriety** and would at time appear from nowhere in front of a moving vehicle causing widespread deaths. People had begun calling her Rose Mary Chibanda and men would fear their lives as

the ghost pursued those that had killed her.

6. A group of Catholic Priests were called to **intercede**; only the strong could brave the task. After weeks of daily prayers at her grave yard, Rosemary Chibanda's ghost was finally put to rest.

In each of the questions 1-5, select the best answer from the four options provided. Indicate your answer by drawing a circle around the letter on this question paper. If you change your mind, cross out the initial choice neatly and then circle your revised answer clearly.

1. The best title for the passage is...
 - A. The Ghost
 - B. Rosemary Chibanda
 - C. Zambian girl
 - D. Death and destruction

2. In paragraph 1, the phrase "sends chills down my spine" means.....
 - A. The story of Rosemary was exciting.
 - B. The story of Rosemary was inspiring.
 - C. The story of Rosemary was frightening.
 - D. The story of Rosemary made my bones feel chilled with cold.

3. Rosemary was.....
 - A. A ghost
 - B. Murdered
 - C. Killer of a lot of tourists
 - D. Causer of men's death along Kitwe, Lusaka Road

4. The story of Rosemary is a
 - A. Folk tale
 - B. A Myth
 - C. A fable

- D. A true story
5. The Protagonist Character in this story is.....
- A. Rosemary
 - B. The author
 - C. Men
 - D. Motorist
6. Interpret the meaning of the following words.
- (i) Stunning (**Paragraph 1**)
 - (ii) Glowed (**Paragraph 1**)
 - (iii) Amusement (**Paragraph 3**)
 - (iv) Notoriety (**Paragraph 5**)
 - (v) Intercede (**Paragraph 6**)
7. The expression, 'The story of Rose Mary still lives in the memories of our Grandparents means.'.....
8. Which adjectives best describe Rose Mary?
- A. Stunning
 - B. Beautiful
 - C. Rose coloured
 - D. Rounded hips
9. The phrase, she was as majestic as a queen in Paragraph one, can be termed as a:
- A. Simile
 - B. Metaphor
 - C. Allegory
 - D. Comparative
10. Fill in the blank spaces.

A few months later, Rosemary would.....as a ghost and caused.....misery to those men who mistook the.....for a person.

PASSAGE FIVE

Read the following passage carefully and then answer the questions that follow.

The New Factories of the Industrial Revolution.

1. Once the new factories of the Industrial Revolutions had been built it was necessary to find people to work in them. It was not long before the employers found that the spinning machines could be looked after by women and children quite as well as by men. In fact, children were preferred in the factories because they were nimbler, cheaper, and easier to manage. Children of the very poor were forced to work: sometimes they were almost bought and sold like cattle or slaves.
2. For example a boy called Robert Blincoe was taken from the St Pancras poor house in London when he was seven – years- old by Lamberts of lowdham Mill in Nottingham. He was transported north in a locked wagon and then bound in slavery to a machine from 5.30am to 9.30pm. During working hours no sitting down was allowed. His dinner break lasted for one hour in which he was given oatmeal porridge and black bread to eat.
3. An investigation in 1915, after the factory system was well started, showed that children began to work in the cotton mills at five, six or seven years of age. In some factories the working day was between fourteen and eighteen hours, with four or five hours for sleep, little time for meals and none at all for play or education. These long working hours produce stunted bodies, deformed backs, twisted legs and sunken chests.
4. One might ask why parents did not refuse to send their children to work in mills and factories. The answer is fairly simple. If the children didn't work then the family starved. The working parents could not refuse to accept small wages, to work sixteen or more hours a day, or to let their children work because they had nothing to fall back on. They could not afford to travel around looking for better paid work and could not buy bread without wages. When the parents could find no work then the children had to earn a living for them.
5. Small wages, long hours, and child labour were bad enough, but worse than those was the fear of unemployment. The new factories, every now and then, produced more goods than they sold. The factories would then have to shut down for a time, and the employees sacked. At such a time the unemployed workers lived on the

ragged edge of starvation, if they did not slip over the edge.

6. The workers lived in miserable little houses without space for gardens, parks or lawns, and without proper sanitation and ventilation .Many a damp and dark cellar served as 'home' for an entire family .It is no wonder that fevers and diseases were widespread in towns like Manchester and Birmingham.

In each of the questions 1-8, select the best answer from the four options provided. Indicate your answer by drawing a circle around the letter of your choice. If you change your mind, cross out the initial choice neatly and then circle your revised answer clearly. For question 9 and 10 answer as instructed

Example: The writer clearly tells us about

- A. The fight against diseases. D. The noisy in the factories.
 - B. The small wages, long hours, child labour, little houses and the unemployment.
 - C. Big, beautiful rooms.
1. In paragraph 1, which of the following did the employers prefer to look after their machines?
- A. Men and children.
 - B. Women and children.
 - C. Men and children
 - D. Children.
2. In paragraph 2, all the following happened to Robert Blincoe when he was seven-years- old except
- A. Ate porridge and black bread for dinner.
 - B. Was taken from St Pancras poorhouse to Nottingham
 - C. Worked from 5.30am to 9.30pm.
 - D. Worked at St Pancras mill in Nottingham.
3. We can tell from paragraph 3 that the working day of factory children included all of the following except
- A. Fourteen to eighteen hours work.

- B. No education
 - C. No meals
 - D. Four or five hour sleep
4. According to paragraph 3, all but one of the following was caused by long working hours:
- A. Stunted bodies
 - B. Sunken chests
 - C. Deformed hands
 - D. Twisted legs
5. In paragraph 3, the word deformed most nearly means....
- A. A way in which something is made.
 - B. Put out of shape
 - C. Lacking something
 - D. To show clearly
6. In paragraph 4, parents did not refuse to send their children to work mills and factories because...
- A. If the children did not work then the family starved.
 - B. The money they earned helped the father to travel.
 - C. The working man could not refuse small wages.
 - D. The answer is fairly simple.
7. In paragraph 5, workers sometimes became unemployed because the factories....
- A. Paid small wages
 - B. Employed child labour
 - C. Sometimes produced more goods than they sold
 - D. Starved the workers
8. According to paragraph 6, fevers and diseases were widespread in factory towns

because the houses had....

- A. No gardens
- B. Too many cellars
- C. Been built near the factories
- D. No proper sanitation and ventilation

9. In paragraph 6, apart from the living workers in miserable little houses, their houses had no spaces-----

- (i)
- (ii)
- (iii)
- (iv) And without.....

10. From the underlined words in the passage, find one word which means the same or nearly the same as the following words or phrases

- (i) The family was deprived of food.....
- (ii) They looked for information about the factory.....
- (iii) Income.....
- (iv) Optional.....

PART C: COMPOSITION

7. NARRATIVE COMPOSITION

- A narrative composition is one which tells a story.

- In this composition a candidate is required to write a story. This story may be true or fiction.
- A narrative must be seen to be interesting otherwise no one will like the story.
- Chronological order of events should be taken care of so that the reader can follow it without problems.

Hints of writing Narratives

- Write in paragraphs.
- One sentence in each paragraph must express the **main** idea of the paragraph.
- The story should be interesting, frightening, exciting etc
- Order of events, details about time, place **should** be indicated to develop the readers interest.
- Link the sentences and paragraphs by using words such as then, afterwards, next, however and as a result.
- Write on what happened or **could** easily happen.
- Include details about the characters in the story to make the story true.
- Try to evoke the **feeling** of the reader.
- A little direct speech is required to make your composition interesting as long as you properly punctuate it.

8. SITUATIONAL COMPOSITION

- In this type of composition the situation or material from which the composition is written is to be provided.
- It's important to study the information, any careless attempt without understanding the question would mean missing the question and losing marks.
- In most cases the information is jumbled, you are required to sort out the information accordingly and expand it, Some of it is straightforward.
- In situational composition, the candidate may be required to write a speech, a

letter, a report or an article.

9. WRITING REPORT

- A Report is an account of something seen, heard or done and hence the tense is always in the past.
- In reporting no personal opinion on the matter is allowed. It should be left to the readers to judge.
- First personal pronoun I are discouraged as they bring out personal opinion on the matter, unless it is a question. However, reports to the police or commission of inquiry, these pronouns are allowed.
- Language will depend on the type of report being made. For example road traffic accident will appear differently, if it is being made to the police, newspaper, a friend etc. Even then the information should be the same.

Important Hints

- TITLE- It must be clear and short.
- INTRODUCTION- This should be an eye opener to what the readers expect to find in the report
- MAIN BODY- Paragraphs must have related information. Most importantly its function is to inform and not to entertain. The order of chronological event must be taken care of.
- CONCLUSION- The writer of a report must sign; write the name, position or capacity e.g. police, reporter, eye witness.

e.g. - **SAKALA ANDREW**

S.A

EYE WITNESS.

10. WRITING AN ARTICLE

An article is a personal expression on a certain issue or an analysis of a certain problem. In other words it expresses one's own views or opinion. The purpose of writing an

article is to convince the readers to agree with you.

Important Hints

- TITLE- An article should have a heading, which is short and clear.
- INTRODUCTION- The first paragraph is the summary of what the article will be all about.
- MAIN BODY- It should include facts to convince the readers. It should be written in the third person e.g she/he/them.
- All the paragraphs should elaborate and give related detailed information.
- CONCLUSION- At the end of the article, the writer should sign and write place of residence.

e.g. - **MUTALE GRACE,**

LUSAKA.

11. REPORT WRITING

A report is a spoken or written account given on a particular matter in an official manner, based on what one has observed, heard, done or investigated.

A good report should be clear and the points must be logically arranged in terms of paragraphs, titles and sub titles. The preciseness and corrections of language and appropriate punctuation are equally important.

To help you understand how reports should be written, here are the hints:

- (i) The nature of accident /incident
- (ii) Where it happened
- (iii) When it happened
- (iv) Who was involved
- (v) How it happened
- (vi) Who witnessed the accident (in case of an accident)
- (vii) Who or what was responsible for the accident (if it is an accident)
- (viii) Measures taken to treat any injured person (in case of an accident)
- (ix) Any other remarks

Sample of a report

13th June, 2017

REPORT ON PROBLEMS ENCOUNTERED AT MUNALI BOYS HIGH SCHOOL

The following is the report on the problems that the pupils at Munali Boys Secondary School encountered from the period- January, 2015 to December, 2016. The findings were;

On several occasions, the food was poorly cooked and not enough. Learners were subjected to unbalanced diet as the commonest meal was nshima with the beans.

It was noted that corporal punishment had become very common and was being given even for very minor offences by both teachers and prefects. A good number of learners suffered this injustice.

Many times there was lack of water. Learners spent many days without bathing and washing their clothes which made life very uncomfortable. This was due to vandalized water pipes by the unknown people from the neighboring community.

Offensive language was the order of the day. Teachers spent most of their time criticizing learners instead of guiding and teaching them and this led to failure to cover the syllabus in most subjects.

New pupils to the school were mostly the victims of bullying especially by older boys and this made them very unhappy. To make matters worse, some of them lost their money and belongings in the long run.

Both teachers and prefects have neglected their duties. They have not ensured good sanitation in the school and this has increased health risks among the learners.

Following the above challenges, it is therefore recommended that the school administration, teachers and prefects get back to perform their duties and responsibilities so as to keep the school running effectively. An urgent action has to be taken in order to prevent both learners and teachers leaving to join other schools.

**Prepared / Compiled by
PETER MUSONDA
HEAD PERFECT.**

12. DESCRIPTIVE COMPOSITION

To describe is to paint a picture of someone or something with words so that one can

easily visualize them in one's mind or identify them when one comes across them.

How to write a descriptive composition

1. Use simple, clear language
2. Use I and We (first person pronouns) or he/she/they and him/her/them (third person pronouns)
3. Use interesting adjectives and adverbs to describe people, things and events.

A: Description of a Person

- Paragraph 1: Introduction – Name, Sex, Age and Nationality professional if known mention religious/political affiliation
- Paragraph 2: Physical Features, any peculiarity (bald, hairy) or deformity (scar, hump, lame) or mental retardation
- Paragraph 3: Academic qualifications and professional experience.
- Paragraph 4: General conduct
- Paragraph 5: Conclusion – Express personal wish or give readers details by which to identify him/her through mannerisms or etiquette.

B: Description of a Place

- Paragraph 1: Introduction – Name of place, geographical location, background, activities of a place.
- Paragraph 2: foreground – fence if any
- Paragraph 3: Middle ground – building in any direction upon entering the gate.
- Paragraph 4: background – the interior of the main building.
- Paragraph 5: Conclusion – mention unforgettable aspects of the place and express own view on whether or not you would mind revisiting.

C: Description of an Object

- Paragraph 1: Introduction – Name, age, place of origin, size, shape, weight, colour and aesthetic of the object (relating to the appreciation of the beauty or art.
- Paragraph 2: Mode of operation
- Paragraph 3: Functions of object
- Paragraph 4: Cautions
- Paragraph 5: Conclusion – Express personal wish or view on the object.

D: Description of an Animal

- Paragraph 1: Introduction – Name, colour, age, species, natural habitat, height, weight.
- Paragraph 2: Tamed or wild, diet, emotions in various situations.

Paragraph 3: Usefulness in nature, gestation period, reproduction, growth to adulthood.

Paragraph 4: Natural friend or foe, behaviour, longevity (long life)

Paragraph 5: Conclusion – express personal wish or view on the animal.

Sample of the Descriptive Composition

My father and I had a very interesting trip to Munda Wanga Zoo. The Zoo is about ten kilometres south of Lusaka, the capital city of Zambia. While in the Zoo, I met a lot of people. Nonetheless, it was the animals that brightened my day most.

One of the animals I saw was a female guinea pig specimen. It was covered in white fur. I was told that it was only about six months old, and so, although it was in its early stage of pregnancy it only weighed about half a kilogram. It had two mammary glands. When still, it was about 20 centimetres in length although its body appeared to elongate when it moved.

The ears were blackish-grey and almost hairless. The eyes were pink, without lids. It had four incisors teeth that protruded a bit. Two were on the upper jaw and two on the lower. Although books say that guinea pigs' teeth are short this one's were long, thin and rather sharp.

The feet were about four millimetres in length and, had three toes, The front feet were only two millimetres long but, had four toes. Each toe had a long claw probably used for digging holes and scratching itself. Unless disturbed, it moved about quite slowly and spent most its time eating green leaves and resting.

A fascinating animal indeed. It lived happily in its habitat. It was one of the most friendly animals I have ever seen. I have a photograph of this animal and my family enjoys looking at it.

13. LETTER WRITING

There are three main types of letters and we should know how to do each type correctly.

- (i) Informal
- (ii) Semi-formal
- (iii) Formal or business letters

1) Informal Letter

These are letters which we write to friends or people our own age. In these

letters we use the kind of English we use when we are speaking to our friends. However it must be correct and acceptable.

Layout of the Informal Letter

1. a. The senders address is written at the top on the right hand side of the page.

House number 15,
Kamenza Township,
Chililabombwe

5th June, 2017

- b. There is no senders name above the address.
 - c. There is a comma at the end of each line in the address except for the last item (the town of the country) which is followed by a full stop.
2. a. There is a line space between the address and the date.
 - b. The date is written in full, with a comma between the month and the year.
3. a. There is line space between the date and the salutation, eg Dear Chabwe,
 - b. The salutation begins close or next to the left hand margin line and is followed by a comma.
4. The first paragraph begins just below the middle of the salutation. The first word begins with a capital letter.
 5. The letter is divided into paragraphs. Each paragraph is indented.
 6. The 'farewell' begins about half-way across the page. It starts with a capital letter and ends with a comma. The second words do not begin with a capital letter.
 7. The writers name is written just below the 'farewell'.

Sample of an Informal Letter.

House Number 18,
Mindolo North,
Kitwe.

14th April, 2017.

Dear Bob,

I hope you will be able to reply to my letter this time around. I guess you can count by now how many letters I've written to you without any reply.

In the last letter, I asked if there was any improvement in Kelly's behavior. I mean...has he stopped coming home late? Were our suspicions right that he was involved in bad company? Do you remember the guy we met with him when he told us that he was trying to collect the CD? It is the same guy who was caught stealing the mouse in the computer lab. He can be a very bad influence, hope they are not found together.

This is serious! There is a group which is conducting lessons on survival skills. I thought, it would be a good idea for you and me to attend the conference that this group is holding. I would want you to invite Kelly to come along as well.

If you are not interested please, let Kelly know about it so that he comes. I'm sure he will learn something unlike being in bad groups. Please reply soon!

See you soon and regards to all.

Cheers,

Jim.

2) Semi-Formal Letter

Semi-formal letters are letters we write to people whom you know but who are not close to you (e.g. a friend of your father, a priest or your class teacher. In such a letter you would not use the same register that you would use when writing to a friend or a person of your own age.

Layout of a Semi- Formal Letter

1) The senders address is written at the top on the right hand side of the page.

No senders name above the address.

2) There is a line space between the address and the date.

3) Salutation it is generally Dear Mr..., Dear Mrs..., Dear Uncle.... Etc

4) The beginning of the letter states the purpose of the letter.

5) The main body

6) The ending is generally ' yours sincerely,'

Sample of a Semi-Formal Letter.

79 Kalungwishi Avenue,
Nkana east,
Kitwe.

8th May 2017.

Dear Mr Bwalya,

I hope that you and your family are well. We are well, except for my younger sister who has had malaria.

I am writing to apologise for my behaviour towards you last week. At the time, I did not realise that what I did, had offended you. Since last week, I have been thinking about what I did. I have come to realise that I was very disrespectful to you. My behaviour has embarrassed my parents very much.

You and my father have been close friends for a long time. You have helped my family on several occasions. As such, you have become like a parent to me as well. I should have shown you the same respect that I show my biological parents.

I am, therefore, very sorry for any embarrassment and pain I have caused you. I hope that you will forgive me and that you continue to regard me as your own son. I promise that I will not behave that way towards you or any other older person again.

Yours sincerely,

Chabwe.

Formal (or Business) Letters.

These are written to people in their official capacities. They also include replies from such officials to the people who have written to them. Very often, we do not know these people well or we do not know them at all. These letters are very 'business like'. We only write what is really necessary.

Layout of a Formal Letter

- 1) The **senders address**, which is written in the top right corner of a page.
- 2) Date

St Francis Secondary School,

P.O. Box 20111,

Itimpi,

Kitwe.

5th June, 2017.

- 3) **Title and address** of the person you are writing to.

- 4) **Salutation**

If you know the surname of the person you are writing to, you may use dear followed by the name/ e.g. Dear Mr Soko. If you do not know the person's name you should use dear Sir, or Dear Madam. If you are not sure whether the person is a man or woman you may write Dear Sir or Madam.

- 5) **Heading**

This is usually written in capital letters. This sums up the content of a letter. It must be written below the salutation and should be brief and precisely stated.

- 6) **Opening paragraph/ Introduction**

This states what the letter is about. Note that it does not include greetings of an enquiry about the health of the official to whom you are writing.

- 7) **Main body**

Use of courteous and professional tone

Use of formal Standard English. Avoid contractions, abbreviations and slang.

Indicate the purpose for writing the letter.

If a letter requires a response, give the necessary information to get the appropriate response.

8) **Ending**

This is usually yours faithfully, yours sincerely.

9) Your full names and position (if only). Your name must be written in capital letter

Sample of a Formal/ Business Letter

House Number 20,
Crescent,
Nkana East,
Kitwe.

27th September 2017.

The Manager,

United Bank of Africa,

P.O. Box 98,

Kitwe.

Dear sir,

RE: APPLICATION FOR EMPLOYMENT

I have seen your advertisement in the Times of Zambia for a clerk in your branch of the United Bank of Africa, and I should like to submit an application.

I am eighteen years of age and a grade 12 student at St Francis Secondary School, Kitwe. I am taking the school certificate examination this November in seven subjects including mathematics and English. I have been a prefect for over a year, and I am captain of the school first eleven in football.

The following gentlemen have kindly agreed to send you confidential references: Mr. Chipwaya, Headmaster of St Francis, Mr. Chibwe Bright, teacher of Mathematics at St. Francis and Fr. Andrew Mukosa, who has known me personally for eight years.

Yours faithfully,

F. Chanda

CHANDA FRANCIS

ANSWERS

PART A: STRUCTURE

(A) REWRITES

INTENSIFIERS

1. Mr. Mulenga was rather unhappy with his son's behaviour at the church conference.

2. There is quite a difference between running and walking.
3. My sister was too tired to prepare any meal yesterday.
4. The house almost got burnt to ashes.
5. He was nearly leaving when his father called him.

CO-ORDINATORS

Join the following sentences using; 'and', 'but' and 'yet'.

1. Kennedy Mweene tried all he could to prevent the goal but he failed to do so.
2. He eats a lot of food, yet he cannot get fat.
3. Matete started the race slowly, yet he won it.
4. The visitors were not allowed in, so they had to wait to be cleared.
5. Our debate results were very good, but the media did not mention it.

SUBJECT-VERB AGREEMENT

1. Either the Headteacher or the parent will punish the rude pupil.
2. Both Peter and Mary are rich.
3. Either my mother or my father is at home.
4. The wind that blows every year is very dangerous.
5. One of my best friends has lost his mother.

COMPARISON

1. Your farm is as big as mine.
2. That flower is more beautiful than this one.
3. Lesotho is the most boring country I have ever visited.
4. This is the most interesting book I have ever read.
5. French is more difficult than English.

REASON

1. Since James was preparing for his wedding, he was allowed to miss work.
2. As Christine was both deaf and dumb, we could only speak to her through sign language.
3. I came to school on account of gaining knowledge.
4. Jesus went back to Bethlehem in order to meet his mother in the temple.
5. Because she was interested in music, she joined the church choir./ She joined the church choir because she was interested in music.

RESULT

1. Jere works hard; as a result, he passes his examination.
2. As a result of the long drought, Mr Kaoma's family did not grow maize.
3. My brother is badly behaved; consequently, he is not liked.
4. Our manager is sick; for this reason, he did not report for work today.
5. Bupe is young; therefore, he cannot drive a car.

ADVERBS

1. Hardly had the football match started when the rains began.
2. Barely had Peter began to speak when the teacher interrupted him.
3. There was scarcely any tree left standing after the storm.
4. No sooner had they lost the match than the coach had/developed a heart attack.
5. There has barely been any rain this holiday.

RELATIVE CLAUSE

1. People who live in Zambia are called Zambians.
2. We first went to Nairobi which is the capital city of Kenya.
3. Lake Kariba which the is a tourist attraction is found in Zambia.
4. The man who works for Pick n Pay is my uncle.

5. The cowboy who is wearing a red shirt is very funny.

DETERMINERS

1. Neither Peter nor James lies.
2. Any friend of yours is a friend of mine./ Any of your friend is a friend of mine.
3. Musonda told me that I could not either take a vacation or a day off.
4. The robber is neither guilty nor suspended.
5. Any pharmacy can supply you with Paracetamol.

QUESTION TAGS.

Supply question tags to the following statements.

1. Jeremiah is getting something for us, isn't he?
2. They don't need to go to the shop, do they?
3. Temwani can bring some food, can't she?
4. That exam wasn't difficult, was it?
5. It won't be expensive, will it?
6. I am in trouble, aren't I?
7. The party starts at 18:00hrs, doesn't it?
8. Let us pray, shall we?
9. Close the door, will you?
10. They are coming tomorrow, aren't they?

CONTRAST

1. In spite of the rains, the boys continued playing football./Despite the rains the boys continued playing football.
2. Although Christine earns a low salary, she helps her parents/ Even though she earns a low salary, Christine helps her parents.

3. Whereas Bwalya faced many difficulties he finally solved the problem.
4. While Mwamba did not do well, he worked hard in class.
5. Even though she is lazy, she knows quite a lot.

CONDITION

1. Unless it rains, I will not wear a rain coat.
2. If we took enough water, we would not be thirsty.
3. If the teacher had come, we would have stood up.
4. Unless you take precautions the boat will capsize.
5. If you had bought food, we would have had our lunch.

DIRECT AND INDIRECT SPEECH

Re write the following sentences from Direct to Reported Speech.

1. Mary asked John where he lived.
2. My mother asked how I was going to travel to Lusaka.
3. He said that he was going to the cinema.
4. The class teacher told me to ask my father to buy me a pair of shorts.
5. Peter asked James if he would become a pilot when he grew up.

Re write the following sentences from Reported to Direct Speech.

1. "I met your sister last week", said Lukundo.
2. Macleana said to me, "You are not listening to me.
3. The pupils said, "we shall build the school store room ourselves."
4. "I don't have any money to pay for a ticket," said Francis.
5. She said, "I have been sewing from morning until now

PHRASAL VERBS

1. Its time you went away Mabvuto.
2. Mulenga took his shirt off.
3. All plates were put away (by mother).
4. My mother told me to wipe the mess up.
5. They moved out of the old flat.

ING- FORM/ PARTICIPIAL PHRASE

1. Standing by the door, I saw men fighting.
2. Running down the road, Mr. Chanda was holding his hat tightly.
3. Finishing their work, the pupils were allowed to go home.
4. Riding a bicycle, the girl heard a lion roar.
5. Being ill, he was advised to stay at home by the doctor.

(B) CONTEXTUAL COMMUNICATION

- | | |
|------|------|
| 1. A | 3. C |
| 2. D | 4. B |

5. C

6. C

7. A

8. A

9. C

10.D

11.C

12.C

13.B

14.C

15.C

16.B

17.C

18.D

19.B

20.C

21.B

22.B

23.A

24.A

25.B

26.B

27.B

28.B

29.C

30.B

31.B

32.C

33.C

34.B

35.D

36.D

37.B

38.B

39.C

40.B

41.C

42.A

43.D

44.B

45.D

46.B

47.A

49.D

48.A

50.C

(C) TENSE RECOGNITION

EXAMPLE 1

1. Likes
2. Tries
3. Sees
4. Thinking
5. Happens
6. Was writing
7. Ran
8. Fell
9. Was dripping
10. Walked
11. Saw
12. Picked up
13. Tore
14. Held

15. Asked

EXAMPLE 2

1. Lived
2. Was
3. Was loved
4. Was hunting
5. Came
6. Shot
7. Missed
8. Looked
9. Saw
10. Ran
11. Could not run
12. Was caught
13. Stamped
14. Were

15. Mourned

EXAMPLE 3

1. Knew
2. Said I used to say
3. Came
4. Were very surprised
5. Had qualified/ qualified
6. Was so disappointed
7. Committed
8. Lived
9. Wrote
10. Telling
11. Qualified
12. Sent
13. Buried
14. Buried
15. Wept

EXAMPLE 4

1. Lives
2. Has lived
3. Went

4. Was

5. Stayed/ was staying

6. Left

7. Retired

8. Is

9. Grows

10. Feels

11. Eating

12. Goes

13. To take

14. Did/ has done

EXAMPLE 5

1. Used
2. Dissolved
3. Should
4. Are
5. Cause
6. Is passed
7. Dissolves
8. Gone
9. Reaches

10. Treated

13. Given.

11. Is

12. Be made

PART B: SUMMARY AND COMPREHENSION

PASSAGE ONE

MOTHER FOR ALL

1. A (2 marks)

2. D (2 marks)

3. B (2 marks)

4. D (2 marks)

5. B (2 marks)

6. A (2 marks)

7. C (2 marks)

8. A (2 marks)

9. A.

D

F (3 marks)

10. (i) listened

(ii) counseled (1 mark)

11. i. alcohol

ii. child

iii. grasp

iv. homeless

- v. neighbour
- vi. outnumbered
- vii. prodigal
- viii unable [4]

1. A. leftovers
B. habit
C. prodigal
D. grasp
E. hesitate (5 marks)

PASSAGE TWO

NELSON MANDELA

14. C

15. 2.A

16. (i) attractive (ii) defiant (iii) young (iv) fashion

17. C

18. D

19. D

20. B

21. A

22. D (Prison routine)

23. A –true D- true F- true

24. D

25. A. curious B. incarceration C. Stooped D. Imprisoned E. meticulous.

PASSAGE THREE

TO BE OR NOT TO BE A VEGETARIAN

1. C
2. B
3. (i) children (ii) Protein (iii) get (iv) sources
4. D
5. C
6. C
7. D
8. A
9. C
10. A- False B- True C- True D- False E - True
11. C
12. A- Derived B- fast C. approximately D. Advocate E. Besides

PASSAGE 4

THE ZAMBIAN GHOST ROSEMARY

1. B
2. C
3. B
4. D
5. A
6. (i) Stunning- beautiful
(ii) Glowed – shine
(iii) Amusement – amazed

- (iv) Notoriety – character that is well known
- (v) Intercede – to act on behalf of someone in difficulty
- (vi) Widespread – common over a wide area
- (vii) Mistook – an error in action

7. The Zambian people still remember the famous story about Rose Mary.

8. B

9. A

10. Appear, untold, ghost,

PASSAGE FIVE

THE NEW FACTORIES OF THE INDUSTRIAL REVOLUTION.D

1. D

2. D

3. C

4. C

5. B

6. A

7. C

8. D

9. (i) Gardens (ii) Parks (iii) Lawns (iv) Proper sanitation and ventilation

10. (i) starved (ii) Investigation (iii) wages (iv) preferred

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