

Girls' Empowerment through Education and Health Activity (ASPIRE)

English Proficiency for Upper Primary Teachers

Participants' Workbook

English proficiency for Upper primary teachers

Participant's workbook

October 2017

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Acknowledgements

This manual is for teachers who use English as a medium of instruction in upper primary classes. The manual aims at equipping the teachers with skills for using English effectively for communication in their classes so that they help learners acquire skills, knowledge and concepts through English correctly.

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Acronyms

AIDS	Acquired Immune Deficiency Syndrome
CPD	Continuing Professional Development
EGRA	Early Grade Reading Activity
HIV	Human Immunodeficiency Virus
HTC	Health Testing Centre
MIE	Malawi Institute of Education
SACMEQ	Southern Africa Consortium for Monitoring Educational Quality
USAID	United States Agency for International Development

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Foreword

Since the mid-nineties, the quality of education in Malawi, especially in the primary school sub-sector had been in decline (Kishindo et al., 2005). Learners in the country have been registering low scores in both national and international learner achievement studies. In a study carried out under the Southern Africa Consortium for Monitoring Educational Quality III (SACMEQ III), only 2.6% of the learners were able to read to desired levels by Standard 6 (SACMEQ III, 2007). This was and continues to be a cause for alarm.

In an attempt to help find solutions to the declining standards in reading achievement, government with support from USAID has been carrying out a number of reading interventions. However, all the interventions focused on early grade reading. It is against this background that The Girls' Empowerment through Education and Health Activity (ASPIRE) was awarded to Save the Children by USAID to bring reading interventions to upper primary.

ASPIRE aims at bridging the gap between early and upper grades in reading achievement by empowering teachers through skills-based CPD activities. ASPIRE also seeks to improve the English proficiency of teachers. Improvement of teachers' proficiency is important because in upper primary English is the medium of instruction in all the subjects except Chichewa. It is, therefore, important that teachers for these classes are proficient in English so that they deliver lessons efficiently and competently. It was with this understanding that ASPIRE opted to assess the proficiency levels of teachers in English and develop this manual in order to support teachers who are struggling to use English as a medium of instruction in upper primary classes. This manual is another step in the process of helping teachers improve their proficiency in English.

It is my sincere hope that you will use this manual effectively so that together we support the learner in the Malawian primary school classes. It is also my hope that this manual will be of immense help to government and other players in the primary education subsector as they strive to improve teaching and learning in all classrooms.

Enjoy your teaching!



Tina Yu

COUNTRY DIRECTOR – Save the Children

UNIT 1

At the health testing and counselling centre

Section A Cluster meeting

Due to the HIV/AIDS pandemic, the importance of going for testing for HIV need not be overemphasized. However, many people are still afraid to take this important step in life because of lack of knowledge about what happens at the VCT centre. In this unit, you will look at some vocabulary and concepts used for talking about health issues. Specifically, you will talk about what happens at the Health Testing and Counselling (HTC) centre. You will listen to a conversation, respond to it, and write a speech.

Listening and speaking

Listening and speaking skills are very critical in language acquisition and development. The two language skills are inseparable as basic communication skills. This means that for communication to be effective, one should have good listening and speaking skills. As teachers therefore, you need to take deliberate efforts in perfecting your oral English language skills. In fact, one can perfect his /her oral language skills through numerous ways. These include engaging in dialogues, debates and interviews.

In this unit, you will focus on the use of dialogues to enhance oral language development.

Activity 1.1

Listening to a dialogue (20 mins)

In this activity, you will listen to a conversation between Dalitso and a counsellor. Dalitso wants to have an HIV test. He visits a health testing and counselling centre. He meets a counsellor and they have a conversation. As you listen to the conversation, take down notes in order to be able to compare and contrast what you hear in the conversation with your own experiences.

Your notes

Activity 1.2

Sharing experiences about HIV testing (40 mins)

In groups, you will share your experiences about HIV testing by comparing or contrasting what you heard in the conversation between Dalitso and the counsellor. Each group will share one story to the whole class in plenary.

From the story:	Participant or other known experiences:

Reading comprehension

Reading is one of the language skills that every reader need to develop and master. The ultimate goal of reading is comprehension. Comprehension is the ability to understand and make sense of what is being read. Reading without comprehension is meaningless. Hence, an individual's ability to comprehend a text is influenced by their skills to construct questions, retell stories and analyse characters from texts. In this unit, you will read a story and construct questions of different levels. You will also retell the story and analyse characters. As for this section, you will read a text and analyse characters using graphic organizers.

Activity 1.3

Reading a text (15 mins)

You will now read the text below in pairs. As you read, focus on characters' behaviour in the story.

Read the following text and do the activities that follow.

Dalitso visits a health testing and counselling centre

Dalitso had for a long time heard and read messages on the advantages of having an HIV test. One Tuesday morning during the long school holiday, she decided to go to a health centre in her area to have her blood tested for HIV.

As she approached the main entrance to the centre, she saw a sign post which read, "Voluntary Counselling and Testing". Below those words there was an arrow pointing to the left. Dalitso took that direction and a few metres away there was a building, which looked like an office. In front of that building were the words "Health Testing and Counselling Services and Resource Centre."

On the veranda of that building was a box which contained some **brochures** on HIV and AIDS. She took one of them and before she read it, she heard a door opening. "Please, come in," a cheerful voice said. "You are welcome and please take a seat," said the young man, who later introduced himself to Dalitso as Maurice. "Thank you," Dalitso replied.

Maurice, a counsellor at this centre, engaged Dalitso in a conversation. Dalitso told him that she wanted to have an HIV test to know her HIV status. Maurice then asked her if she had any information on what HIV and AIDS is and how one gets infected with the virus. As she was answering him, Maurice nodded his head.

Maurice told her how the HIV test is done and the benefits of knowing one's HIV status. He assured Dalitso that if she were to take the test, the results would be kept **confidential**. He, however, told her that she was free to disclose the results of the test to anyone she trusted. "Do you still feel like having the test?" Maurice asked, looking at Dalitso straight in her eyes. "Yes," Dalitso responded quickly.

Maurice took a sterilised needle and **pricked** the tip of Dalitso’s middle finger to get a sample of blood. He told her that the results of her test would be ready in fifteen minutes. Meanwhile, she was free to go and wait outside.

Dalitso was very happy to have the test. “According to Maurice, knowing your HIV status has more advantages than disadvantages,” she said to herself. “When I go back home I am going to tell Manesi and Chiyembekezo the importance of knowing one’s HIV status,” she thought.

“Dalitso, you can come in now,” said Maurice.

Dalitso entered the room. She looked relaxed.

“Are you ready to get the results of your HIV test?” he asked.

“Yes,” Dalitso replied eagerly.

He told her the results of the test and counselled her on how best she could live her life to avoid getting infected with the virus. She was strongly advised to **desist** from sex. Dalitso went back home happy. She was now able to plan for her future and to reduce the risks of **contracting** HIV.

Activity 1.4

Identifying and analysing characters (45 mins)

A character is a person represented in a film, play or story. Different characters behave differently and give different lessons to the reader.

In this activity, you will identify characters in the text you have read and analyse them.

Character 1

Character 2

Vocabulary

Vocabulary is another important aspect of language. It involves knowing the words, their meanings and using them in a context. As such, the ability to comprehend a text is dependent on one's knowledge of words and their meanings as used in the context. Therefore, in order to enhance comprehension of the text, readers use a variety of techniques other than using a dictionary. The manual introduces you to a number of techniques that one can use to find meanings of new words in a text.

In this unit, you will find meanings of new words by looking at how the new words have been used in a context.

Activity 1.5

Giving the meanings selected words (30 mins)

Most of the times, the meaning of a word can be found by looking at how that word has been used in a context. In this activity, you will find meanings of words using the context.

Give the meanings of the following words using the context:

Word	Meaning
confidential	
brochures	
pricked	
desist	
contracting	

Grammar

Grammar is a set of rules that govern the use of any language. As a set of rules, grammar lays the groundwork for effective communication. It is however worthy noting that grammar is quite broad and it is not possible to learn all its aspects at one goal. For this reason, this manual intends to cover some of the grammatical aspects. Some of the grammar aspects that are included in this manual are use of punctuation marks, parts of speech and their functions, subject -verb agreement, phrasal verbs, question tags and sentence analysis.

In this unit, you will be introduced to use of some punctuation marks and parts of speech.

Success criteria

By the end of this session, you will be able to punctuate a text correctly.

Activity 1.6

Punctuating a text (15 mins)

Punctuation marks play a very important role in giving the intended meaning to a language when we write. Use of wrong punctuation marks or even wrong placement can completely change the meaning of a sentence.

In this activity, you will practice how to use punctuation marks correctly by punctuating a paragraph.

Punctuate the following passage

Kanola was disappointed to hear this he reminded Regina about what their teacher had taught them the teacher had said when you cut down a tree remember to plant another one in its place in this way the environment will be preserved make sure that every year you plant some trees do you understand.

Writing

Writing is a process of representing language with symbols or letters to communicate thoughts and ideas in a readable form. When writing any piece of text, the writer needs to consider the purpose of writing and the audience being addressed. The purposes of writing can be to inform, persuade, entertain, educate and argue for or against a point. It is also important to note that there are different types of writing. These include creative, narrative, descriptive, informative, persuasive and poetic. Much as the types of writing have some similarities, each of them is unique. The writer's choice of a particular type of writing depends on the purpose of the message he or she wants to convey to the target audience. This manual presents to you different forms of writing that can enhance and nurture your writing skills. For example, writing speeches, compositions essays and short stories.

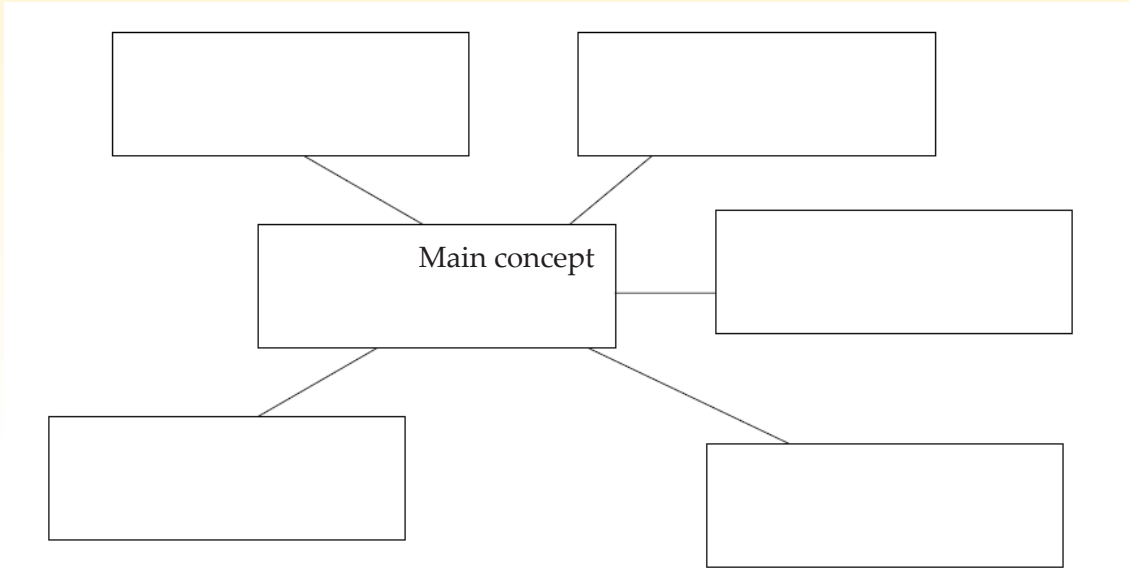
In this unit, the focus will be on speech writing.

Activity 1.7

Planning writing a speech using a concept map (45mins)

A speech is a formal talk on a particular topic. People write speeches for different purposes. When writing a speech, you should have the knowledge of the topic or subject matter and targeted audience, among others.

In this session, you will write a persuasive speech after brainstorming ideas through a concept map. A concept map is made by visualizing ideas linked around a central idea. Concept maps help in exploring ideas linked with the central idea. They help in understanding the central idea in depth. When you want to write an essay, you can brainstorm ideas by using a concept map. This is just one sample of a concept map:



In this activity, you will draw concept maps on *health testing and counselling*. Try to explore as many ideas as possible and organize them in a way that will help you write a well-developed essay.

Your concept map

Section B Peer work

Activity 1.8

Role playing a dialogue

- 1 Think about the dialogue between Maurice and Dalitso.
- 2 Review your notes from activity 1.1.
- 3 In pairs, role-play the dialogue in front of the group. As different pairs are role-playing, pay special attention to fluency and expression.

Activity 1.9

Asking and answering questions

With a partner, ask develop and ask five relevant questions from the passage in activity 1.3. Make sure the questions differ in levels using the list below as a guide:

Levels of questions according to Bloom's taxonomy

<i>Level of question</i>	<i>Example of question forms</i>
Knowledge	what, who, when, where, choose, mention, name
Comprehension	outline, explain, discuss, compare, express
Application	explain, use, illustrate, predict, select, demonstrate
Analysis	simplify, compare, justify, analyse, differentiate, conclude
Synthesis	combine, discuss, compose, design, summarise, organise
Evaluation	judge, evaluate, assess, identify, determine, criticise

Knowledge

Knowledge questions are those that involve giving answers by merely recalling what a learner has read from a text. For example

- Why did Dalitso visit a Health Testing and Counselling centre?
- Who helped Dalitso at the HTC centre?
- Some questions could be of: What, who, when, where, choose, mention, name.

Comprehension

Under this level, questions require answers that show understanding of facts and

ideas in a text. Comprehending a text can be expressed through summarizing, retelling, or answering questions. These questions go beyond simple recalling and identifying information from the text. For example:

- Explain the procedure followed during HIV test at a health testing and counselling centre.
- Outline three qualities of a good HTC counsellor.
- Some questions could be: outline, explain, discuss, compare, express

Application explain, use, illustrate, predict, select, demonstrate

Analysis

Analysis questions demands that one breaks down the information that is provided. One has to understand and interpret it in order to draw a conclusion. For example

- What do you think made Dalitso decide to go for HIV testing?
- How do you think Dalitso felt when she was told the results of the test.
- Some questions could use: simplify, compare, justify, analyse, differentiate, conclude

Synthesis

This level of questioning requires a reader to draw a conclusion or infer basing on a variety of information. It requires the reader to put ideas or information together in order to make a point of view. Some questions could include: combine, discuss, compose, design, summarise, organise.

- What do you think would have happened if Dalitso had tested HIV positive.
- Predict Dalitso's reaction if he had tested HIV positive.

Evaluation

These are forms of questions that demand more detailed answers when assessing learners' level of knowledge. Here are some examples

- What do you think Dalitso would have done if found HIV positive?
- How do you prove that Dalitso is courageous in the story?
- Some questions could be: judge, evaluate, assess, identify, determine, criticise

Your questions:

Activity 1.10

Reviewing concepts maps for speech and brainstorm structure

In this activity, together with a partner, write a persuasive speech on Health Testing and Counselling.

Use the brainstorm activity in 1.7 to help you develop the structure of your speech i.e. salutation, introduction, body and conclusion from activity 1.7.

Activity 1.11

Identifying parts of speech

A part of speech is a category to which a word is assigned in accordance with its syntactic functions. Understanding the different parts of speech is important because it aids understanding how words can and should be joined together to make sentences that are both grammatically correct and readable. An understanding of the parts of speech is also important for knowing how to correctly punctuate sentences. In this activity, you will practice identifying parts of speech from a passage.

Below is an extract from the story **Preserving our environment**. Read it and Identify parts of speech of the underlined words using the list following the passage.

Chikuse was a prominent farmer. He had several hectares of land on which he grew tobacco and maize. He grew both fire and flue cured tobacco. In order to cure his tobacco, he had to cut down trees in the nearby forest. He used small trees as hangers for the tobacco and the big trunks for curing the tobacco.

After some years, the forest was depleted. He then started to cut down trees from forests far away from his home. Everybody in the village knew that Chikuse was destroying the forests.

One day as he was in the forest, he met Kalinda who was his classmate at Michongwe Primary School. Kalinda knew about Chikuse's activities. Kalinda asked Chikuse what he was doing in order to preserve the environment. Chikuse told him that he was doing nothing about it. He said that the environment was God's gift to man.

prominent _____
and _____
nearby _____
as _____
after _____
destroying _____
classmate _____
in _____
preserve _____
God's _____

Section C Independent work

Activity 1.12

Giving antonyms (opposites) of given words

Identifying words with opposite meanings is another way of showing that you understand the meanings of words. In this activity, you will find antonyms of words listed below from passage 1.3

Find the antonyms of the following words from the text you read in section 1.3.

Word	Antonym
Coerced	
backed away	
Sullen	
Shook	
Bound	

Activity 1.13

Solving crossword puzzle

Solve the following puzzle using the clues given below:

					1				
2							3		4
		5							
6			7						
8							9		
					10			11	

Across

- 5 Pieces of paper containing information on something
- 6 To start a conversation with someone
- 9 One method of transmitting HIV
- 10 Disease caused by HIV

Down

- 1 Secret
- 2 Small amount of something
- 3 Making something clean and free from bacteria
- 4 To go to a place
- 7 Keep away from
- 8 Causes AIDS
- 11 Infection transmitted through sexual intercourse

Activity 1.14

Writing a speech

A speech is a formal talk on a particular topic given to an audience. People write speeches for different purposes. For example, they write to persuade, inform, entertain, educate and to argue for and against a point. There are many factors that you need to consider when writing a speech. When writing a speech, you should have knowledge of the topic or subject matter and the knowledge of the targeted audience, among others.

In this activity, you will write a persuasive type of speech on health testing and counselling. Use the ideas you explored in activity 1.7 and the speech you practised in 1.10.

UNIT 2

From a vendor to a medical doctor

Section A Cluster meeting

Review of Unit 1 peer and independent work from unit 1 (45 mins)

There are different professions in the world. People have different preferences for the professions. One such profession is that of a medical doctor. Some people choose this profession based on the status that is accorded to the profession. Others choose it because they were born with an inner feeling to help others. Like some other professions, it demands high levels of integrity and skill. This unit presents a story of an individual who strived to become what she wanted despite the hurdles that she went through. In this unit, you will do several activities that will enhance your English skills.

Listening and speaking

In the previous unit, you were introduced to the use of dialogues to enhance ones development of listening and speaking skills. The focus of this unit is conducting interviews as a way of promoting one's oral language skills.

Activity 2.1

Conducting interviews (1 hr 30 mins)

In pairs, imagine that one is a journalist and would like to write somebody's biography. Organise an interview where one is a journalist and the other one is of any other profession.

Read the following questions and take notes as the interviewee is responding

- 1 Good morning/ good afternoon Sir | Madam.
.....
- 2 The nation would like to know, Who is ... (mention the interviewee's name) and what you do?
.....
- 3 How did you become a ... (name the profession)?
.....
- 4 Do you like your job? If yes, what do you like the most? If no, what is the most unpleasant part of your job?
.....
- 5 Briefly explain why you chose to be a ... (name the profession)?
.....

- 6 Have you ever thought of quitting your job and join another?
.....
- 7 What are some suggested ways of improving ... (mention the services) services in Malawi?
.....
- 8 Given a chance to talk to form four students, who are about to write examinations, what career advice would you give them?
.....

You may wish to add some questions where necessary

Exchange the roles of being interviewer and interviewee. Make sure each one of you has responses from the other.

Reading comprehension

In Unit 1, you learnt that comprehension is the ability to read a text and understand its meaning. An individual's comprehension of a text can be measured by the reader's ability to respond to questions correctly. It can also be measured when a reader is able to ask questions on a text that s/he is reading or has read. In this section, you will answer comprehension questions and practise formulating questions.

Activity 2.2

Reading a story (15 mins)

Read the following text and answer the questions that follow.

From a vendor to a medical doctor

Zione sat in her office reading one of the medical *reference books* when she received a call from a nurse who was on duty in the male ward. She quickly stood up, picked her stethoscope and rushed to the ward. As she entered the ward, she was directed to a bed by a young handsome looking nurse. On the bed, lay a middle-aged man. He was one of the people who were involved in a car accident that occurred in the city that morning. The man appeared to be in a very critical condition. Zione took off the stethoscope round her neck; inserted it on the patient's chest, and listened carefully. There was no sound. Then she inserted a sphygmomanometer on the patient; she shook her head. Then she ordered the nurse to insert a cardioverter on the patient and went out of the ward without giving any more instructions.

When she came back after thirty minutes, the patient looked *sub-conscious*. She examined the patient blood pressure, it was high and the heartbeat was irregular. Then she examined his body temperature using a clinical thermometer; it was extremely high too.

"He seems to have lost a lot of blood, he must have an internal bleeding," she said looking so concerned. "He needs *blood transfusion* but before that he needs to be scanned. Will you please *sterilise* the endoscope and the cannula," directed the doctor after a deep thought.

The next morning, when the doctor went into the ward, she found the man seated on the bed supported by a pillow. She smiled at him and said, "Good morning, how do you feel now?"

"I am now feeling better; thank you doctor. I understand that you *worked around the clock* taking care of me. You have really been helpful to me as a daughter," the man said.

Zione went closer to the man; there was a strange reflection in her eyes. Then some drops of tears drizzled. "I am Zione, a daughter to your late brother, Mr Chiluwamba Banda." She whispered to the man.

The man looked at her *in disbelief*. He could not believe it was the same Zione he knew some years back. It felt like a dream. He was filled with *self-ridicule*. "Why did I have to grab the property of my blood brother's children?" He said to himself regrettably.

It all started some twelve years before when Zione's father and mother died in a car accident. A week after the burial ceremony at their home village, the children were brought back to town where they had lived with their parents under the company of their father's young brother. Zione and her brother were both at the secondary school. She was in form three while her brother was in form one. They returned to school, leaving their uncle at home with the two twin sisters, Pilirani and Yamikani.

Barely a week, the children were called back from school. On their arrival, they were surprised to see that the house was full of men and women from the village. They shared all the property their parents had among themselves and rendered the children *destitute*. They were told to stop school and accompany them back to the village. When Zione refused, they told her that if they remain in the house in town they will never get any assistance from their relatives. That was the beginning of the children's hardships.

Zione struggled to make ends meet for herself, her brother and the two sisters. She was now the head of the family. At the end of that school year, she left the boarding school and *enrolled* at a day secondary school in order to take care of her sisters. She resorted to begin a small business. During weekends, she travelled to Chimbiya and other produce markets to buy farm produce like beans, tomatoes and other vegetables to sell to the people around her home. At first, life was not easy. Some of the vegetables like tomatoes would rot before they were sold. Later, she became famous and had many customers. She managed to pay fees for her brother and sisters and also fend for the family.

Zione passed her school certificate with flying colours and was *accorded* a scholarship to study as a medical doctor in China. All this time, she never heard anything from her relatives until this day.

Activity 2.3

Answering questions (30 mins)

There are many ways in which a reader can demonstrate the understanding of the text which they are reading. One of these is answering questions. In this activity, you will answer comprehension questions on the story you have read.

Now answer the following questions:

- 1 What do you think was the message Zione was told when she received the call in her office?

Which three medical instruments were used on the patient in paragraph one?

- 2 Do you think that Zione recognised the man as her late father's brother when she first saw him? Give a reason for your answer.

- 3 What two things did Dr Zione examine the patient in paragraph two? _____

- 4 What did the doctor diagnose as the main problem and what solution did she suggest?

- 5 Why do you think the man was unable to recognise Zione at the first sight?

- 6 If Zione accepted to go to the village with her relatives, do you think she would have become a doctor? Justify your answer.

- 7 How do you think the patient felt after Zione's revelation?

- 8 If you were Dr Zione, what would you have done after realising that the patient was your uncle who grabbed your property?

-
-
-
- 9 The way Dr Zion reacted to the patient can be described as:
- Arrogant and rude
 - Sympathetic and forgiving
 - Vengeful and provocative
 - Empathetic and generous

Activity 2.4

Writing a letter to the author (45 mins)

You will now write a letter to the author to react to the story, 'From a vendor to a medical doctor'. You may include the following information in your letter:

- Paragraph 1 What was your expectation upon reading the title of the story?
- Paragraph 2 Was your expectation fulfilled after reading the story? What did you learn from the story?
- Paragraph 3 What else would you have liked the author to talk about Zion in the story?

Discuss your letter with colleagues.

Your letter

Vocabulary

In Unit 1, you learnt that readers use several techniques other than a dictionary in order to find meanings of new words in a text. You were introduced to the use of context to enhance comprehension of a text. The focus of this unit will be on giving meanings of words and phrases according to how they are used in sentences.

Activity 2.5

Explaining meanings of words and phrases (30 mins)

Meanings of words can sometimes be derived from the context in which they have been used. This is where a reader figures out the meaning of words according to how they are used in a sentence.

You will now practice giving meanings of words and phrases according to how they have been used in a sentence.

- a. Reference book: _____
- b. Sub-conscious: _____
- c. Blood transfusion: _____
- d. Worked around the-clock: _____
- e. Self-ridicule: _____

Grammar

Activity 2.6

Identifying meanings of phrasal verbs (30 mins)

A phrasal verb is a verb followed by an adverb or a preposition. e.g. run away (verb + adverb) come on (verb + preposition). Sometimes a phrasal verb can also be a verb + adverb + preposition as in *get on with* or *run out of*. A good English speaker should know how to use phrasal verbs and their meanings. In this activity, you will give meanings of some phrasal verbs.

Identify meanings of the underlined phrasal verbs in the following sentences.

- 1 The President of Nursing Council has been voted out of office.
- 2 Last Sunday, I came across James, the new doctor.
- 3 Nurses look after patients.
- 4 Trevor really takes after his father.
- 5 Thoko turned down the offer.
- 6 They called off the meeting.

Phrasal verb	Meaning

Writing

In Unit 1, you practiced writing speeches. You were also introduced to the different types of writing. The focus of this unit is composition writing. You can write compositions in a persuasive, informative, descriptive, argumentative and narrative form. In this unit, you will practice writing a narrative type of composition by identifying stages of composition writing. Composition writing involves bringing ideas together in a coherent manner in prose. It is done in order to express ideas or views on what is happening. In this section, you will practice writing a narrative composition. In a narrative composition, a writer focuses on events that are developed in sequential order (beginning, middle and ending).

Activity 2.7

Identifying stages of composition writing (30 mins)

Composition writing follows some stages. These stages make a composition flow coherently and make sense. In this activity, identify the stages of composition writing.

Stages of composition writing

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 6 _____
- 7 _____

SECTION B Peer work

Activity 2.8

Conducting a debate

Debate is a technique that may create an opportunity for spontaneous speech. Debates often focus on burning or controversial issues, which motivate almost everyone to participate.

In this activity, you will hold a debate on the topic “**It is better to be a teacher than a medical worker**”. You will be in two groups, proposers or opposers. You will also be required to choose chief opposer and chief proposer (where possible be gender sensitive). Choose somebody to chair the debate. The chief opposer and proposer or their secretaries should be taking some notes.

Your arguments

Activity 2.9

Forming questions

The other strategy that helps to improve comprehension skills is through asking a variety of questions. Good questions are those that are well crafted and varied in their levels of difficulty as discussed in the previous unit.

Lower-order questions can be answered directly from the text and have a limited range of answers. Higher-order questions, by contrast, require additional reflection and thought to link an idea from the reading to an external concept. Higher-level questions have varied responses.

In activity 2.3, low-order questions included numbers 2, 4, and 5. High-order questions were numbers 3, 6, 8,9 and 10. Activity 1.9 introduces 6 levels. In this structure, knowledge questions are low order while evaluation questions are often high order.

In this activity, you will practice formulating questions of different levels of difficulty on the text you have read. Make sure the questions respond to the criteria below:

- Low order questions
- High order questions

Your low-order questions

Your high-order questions

Activity 2.10

Completing a passage with the correct verb form

Verbs are action words. Verbs occur most often after a noun or noun phrase in a sentence. In a sentence, verbs need to agree with subject or object. When verbs do not agree with the subject or object in the sentence, the sentence becomes grammatically incorrect. Good writing demands that the writer adheres to this rule of subject-verb agreement.

Copy and complete the passage below with the correct verb form

Mr and Mrs Mtonda ----- **live/lives** in Makuni Village. Mr Mtonda ----- **is/are** farmer. He ----- **looks/look** after farm animals and ----- **makes/make** sure that his flock of sheep ----- **is/are** well fed. He also ensures that a set of farm tools ----- **is/are** kept safe. The family does not depend on arable crops alone because it ----- **becomes/become** frustrating if a swarm of locusts ----- **falls/fall** and ----- **destroys/ destroy** the crops. His wife, Mrs Mtonda ----- **owns/own** a school at Dzaone Trading Centre. The board of directors she appointed ----- **runs/ run** the school very well. Both Mr and Mrs Mtonda ----- **work/works** hard. Every morning, they ----- go/goes to work and ----- come/comes home in the evening. Then the wife ----- **prepare/prepares** food for the family. Their children ----- **eat/eats** together, then the eldest son ----- **does/do** homework. His parents ----- -- **help/helps** him for they all know that knowledge ----- **is/are** power.

SECTION C Independent work

Activity 2.11

Using new words in sentences

Re-read the story in Activity 2.2. Use the following words in grammatically correct sentences to show that you understand their meaning.

a. sterilize

b. disbelief

c. destitute

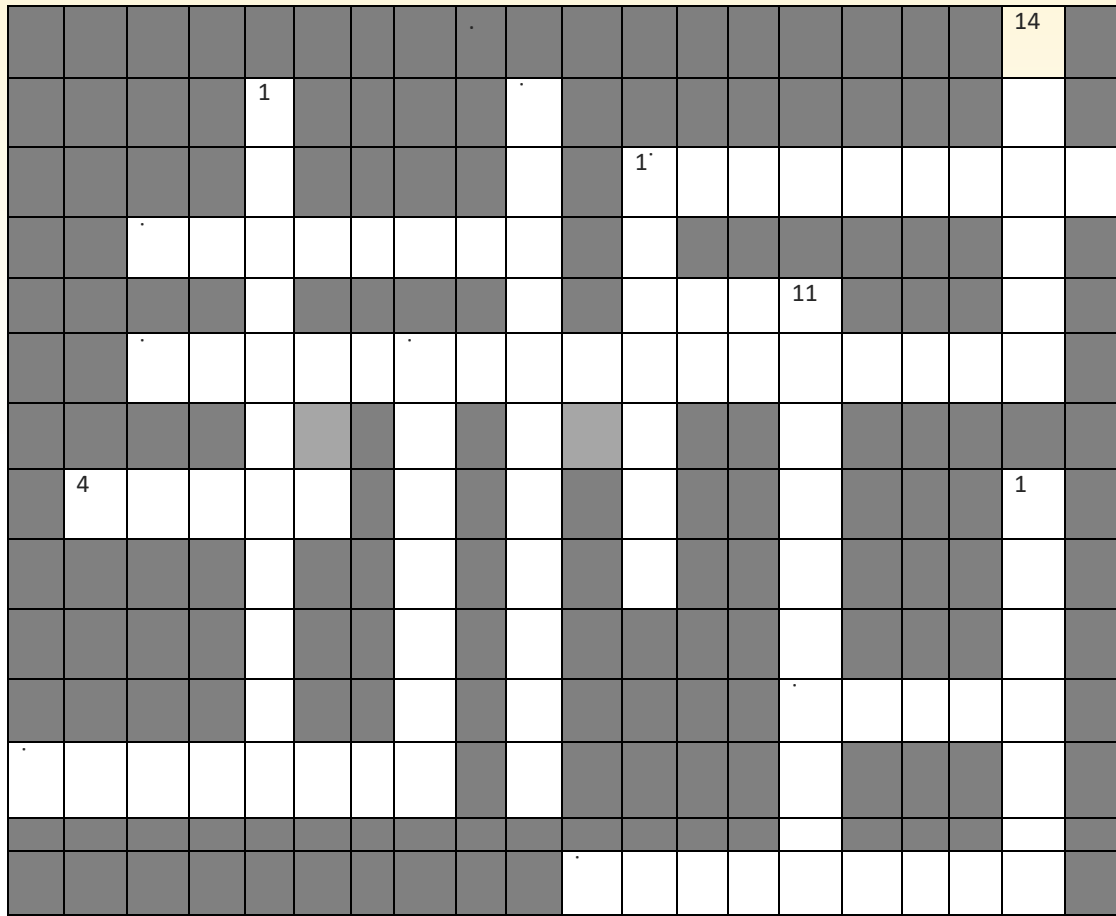
d. enrolled

e. accorded

Activity 2.12

Completing crossword puzzle

Complete the following crossword puzzle. This exercise is for review and reinforcement and will not be covered in the next cluster meeting.



Across

- 2 The speed of blood in the body -8
- 3 Medical instrument used to measure patient's blood pressure 16
- 4 Medical personnel employed to take care of the sick - 5
- 9 Medical instrument used to look inside the gastrointestinal tract - 9
- 6 A person who is on doctors list of medical treatment - 7
- 7 Red liquid flowing throughout the body of man and higher animals - 5
- 10 People who buy things - 9

Down

- 1 Medical instrument used to hear sounds from movements within the body such as the heartbeat or breath- 11.
- 5 The art of medicine-7.
- 8 Medical instrument used to record body temperature -11
- 11 Fresh plants used for food -10
- 12 What is realised on a farm -7
- 10 Medical instrument used to create a permanent way in the vein or artery for the purpose of infusion of fluids -7
- 13 A place where people meet to buy or sell goods-

Writing

Activity 2.13

Writing a narrative composition

Having looked at the stages of composition writing, you will now practise writing a narrative composition. You will write about a teacher as a role model. You may be asked to read the draft composition to your fellow participants for comments in the next cluster meeting. Remember, this is only a draft and does not need to be perfect.

UNIT 3 The role model

Section A Cluster meeting

Review of Unit 2 work (45 mins)

Background information

Role models play an important role in the society. They inspire others to believe in themselves that they can achieve what they initially thought was unachievable. Both young and old are influenced by these role models. In a particular way, the youth who have role models tend to grow up to meet their personal goals. They realize their dreams and ambitions. They help shape the thinking of those who look upon them for inspiration. The influence of role models to the youth cannot therefore be overemphasized. As teachers, you have a duty in helping your learners develop a liking for a particular role model and help them work towards achieving that from an early age.

In this unit, you will interact with words, expressions and ideas that relate to role models. You will also analyse characters in a story.

Listening and speaking

Listening and speaking are basic skills in communication. In fact, one can perfect his /her oral language skills through numerous ways. In unit 2, you conducted an interview as one way of developing listening and speaking skills. In this unit, you are going to listen to an interview, which is in form of a dialogue, as one way of promoting one's oral language skills. You will also take notes, which will help you summarise the interview.

Activity 3.1

Listening to a dialogue (60 mins)

- 1 Listen to a dialogue that your facilitators will read to you.
- 2 Take notes on the responses of the interviewee as you listen.
- 3 Share what you have recorded with a partner.
- 4 Check which points you or your partners missed.
- 5 Discuss how best the notes could have been taken.
- 6 Share the consolidated summary with the rest of the members of your group.

Discuss the work in plenary.

Activity 3.2

Practising asking interview questions (45 mins)

Activity 3.2

Practising asking interview questions (45 mins)

Now work in pairs.

- 1 Choose a profession that you admire.
- 2 Formulate some questions that you would ask as a journalist to the role model being interviewee.
- 3 Conduct the interview using those questions.
- 4 Change roles.
- 5 Demonstrate what you were doing to the whole class.
- 6 Comment on the interviews

Reading comprehension

From the previous units it is clear that one's ability to comprehend a text can be measured in different ways. In unit 1, you analysed characters using graphic organizers. In this unit, you will analyse characters using descriptive adjectives. You will also read a text and answer comprehension questions.

In this activity, you will read a text and analyse characters.

Activity 3.3

Reading a text (10 mins)

Read the text below carefully

Role model

Sumani was an intelligent boy who liked school very much. He always obeyed his teachers at Khwisa Primary School. His classmates loved him because he was always humble, quiet, well behaved and hard working. Sumani's dream was to become a lecturer or an engineer. He liked consulting his teachers in order to know more about how he could fulfil his dreams. He always wrote his homework, and studied every day before he went to bed.

Although Sumani liked school, life was tough for him. He had lost both parents when he was in Standard three. Since then, he had lived with his grandmother who was a widow. She had lost her husband when Sumani was two years old. His grandmother wanted to see her grandson grow and become an independent person. Grandmother liked to pray with her grandson every day. Sumani grew up a God fearing boy.

One day, Sumani thought of beginning an enterprise. He asked his grandmother for some money. The grandmother gave him K1,000.00. On a market day, Sumani bought some unpolished rice. His grandmother polished the rice for him. He then sold it for K3,500.00. His grandmother was very happy with the profit. She knew that her grandson could easily become independent. "Now I

can buy rice for K3,000.00, use K300.00 to polish it and K200.00 to transport it to the market," he said to himself. Meanwhile, he never stopped working hard at school. He did not change his behaviour at all. With the K3000.00 he bought a half bag of unpolished rice. He sold it for K12, 000.00. With this money, he was able to buy two bags of rice and sell them.

By the time he sat for his primary school leaving certificate examinations, he had accumulated a lot of money in his bank account from the rice sales. Sumani employed many workers to run his business. Therefore, he did not have any problems with fees when he was selected to start Form One at Chembera Secondary School. After four years, he passed his Malawi School Certificate of Examinations (MSCE) with flying colours. He then went to Phalula Institute of Technology and realised his dream of becoming an engineer. All along his business was flourishing. By the time he graduated from Phalula Institute of Technology, he was already a millionaire. He had also constructed a beautiful house for his grandmother.

Analysing characters (30 mins)

- 1 Identify any five adjectives that best describe the character of:
 - a. Sumani
 - b. Grandmother
- 2 Justify the character identified with evidence from the passage.
- 3 Write them down on a chart paper.
- 4 Present your work to the whole class.
- 5 Comment on the presentation.

Vocabulary

By now, you are aware that one's level of vocabulary is vital for a reader to understand a text s/he is reading. As teachers, you should therefore strive to use a number of techniques in order to enhance your understanding of new words when reading. In this unit, you will practice using synonyms as one of the techniques which a reader can use to enhance his/ her comprehension skills.

Activity 3.4

Finding synonymous words (30 minutes)

In the passage above, the word **difficult** is synonymous to **tough**. In the same way, find the words in the passage that have the same meaning with the following:

- 1 meek
- 2 asking
- 3 entrepreneurship
- 4 thriving
- 5 amass

Then present to the larger group.

Grammar

From the previous units, you might have now established that it is not possible to learn and master all aspects of grammar at once. Through this training, you have already looked at various grammatical aspects including correct use of some punctuation marks and giving meanings of phrasal verbs. In this unit, you will look at adjectives as one of the parts of speech. As a component of grammar, adjectives are words that are used to give descriptions about nouns or pronouns. They also add more information to people and things being referred to in a text.

In this unit, you will practice writing sentences using correct order of adjectives and identify descriptive adjectives from a text.

Activity 3.5

Discussing order of adjectives in a sentence (30 minutes)

In activity 3.4, you identified adjectives that best describe Sumani. Write a sentence using the adjectives in their correct order: *quantity, quality, size, age, shape, and colour*.

Writing

From the previous units, you might have now established that it is not possible to learn and master all aspects of grammar at once. Through this training, you have already looked at various grammatical aspects including correct use of some punctuation marks and giving meanings of phrasal verbs. In this unit, you will look at adjectives as one of the parts of speech. As a component of grammar, adjectives are words that are used to give descriptions about nouns or pronouns. They also add more information to people and things being referred to in a text.

In this activity, you will practice writing sentences using correct order of adjectives and identify descriptive adjectives from a text.

Activity 3.6

Writing a sample descriptive text (30 minutes)

In groups,

- 1 Identify the main characteristics of a descriptive text.
- 2 Discuss the items to be included under each section of the table provided below.

The role model

Seen (traits you can observe)	Heard (things you might hear or the role model or others might say)	Felt (how you or others are changed emotionally)

SECTION B Peer work

.....

Activity 3.7

Answering comprehension questions

In groups, answer the following questions:

- 1 Why was Sumani liked by his classmates?
- 2 What did Sumani do to know more about how he could realize his dreams?
- 3 What does the word *flourishing* mean from the passage?
- 4 Explain how Sumani got money to start a business.
- 5 Sumani contributed to the development of the lives of the people in his area, justify.

Activity 3.8

Identifying and using adjectives

In groups:

- 1 Identify any five adjectives from the text.
- 2 Discuss the adjectives and brainstorm synonyms.
- 3 Write your responses on a chart paper.
- 4 Present your work to the class in the next cluster session.
- 5 Consolidate the responsibility in plenary
- 6 Be prepared to comment on the presentations

SECTION C Independent work

Activity 3.9

Making sentences

Individually:

- 1 Choose any **five** words identified in activity 3.9.
- 2 Construct five sentences using each of the words.
- 3 Be prepared to share a sentence with the rest of the members of your group.

Activity 3.10

Writing descriptive texts

Write a descriptive text, such as my hero, using some of the adjectives you learned in this unit.

UNIT 4 Preserving our environment

SECTION A Cluster meeting

Review of Unit 3 work (45 min)

Background information

The world today is experiencing rapid environmental degradation. This is being influenced by rapid population growth, careless disposal of industrial wastes and wanton cutting down of trees. It is for this reason that teachers need to listen, talk about and act to preserve our environment.

In this unit, you will be exposed to various activities that relate to the importance of environmental preservation.

Listening and speaking

In the previous units, you were introduced to the use of dialogues and interviews to enhance oral language development. This section aims at equipping you with listening and speaking skills through note taking and holding panel discussions.

Activity 4.1

Note taking (60 mins)

Note taking is the practice of recording information from a given source. It involves recording the essence of the information. The person taking notes must acquire and filter knowledge structures, comprehend and write down their interpretation of the information. In this activity, you will practice taking notes from an oral text.

In this activity, you will listen to a text and take notes on main points.

Listen attentively as the facilitator reads the text aloud on preserving the environment and take note of the main points.

Activity 4.2

Holding panel discussion (60mins)

Panel discussions can help people to develop listening and speaking skills. In this kind of discussion, you choose a small number of people. These chosen people play the role of experts on a particular topic. Each member is asked to give a short presentation on his/her area of specialization. At the end of the presentations, the listeners ask questions on the issues raised in the presentations. In this activity, you will hold a panel discussion of not more than 10 minutes on how you plan to preserve the environment in your area.

- In groups, prepare a panel discussion of not more than ten minutes on how you plan to preserve the environment in your area

Reading comprehension

By now, you must be that comprehension is the ultimate goal of reading. You have also learnt that different ways can be used to check a reader's ability to comprehend what s/he has read. In the previous units, you have already practised some of the ways, including answering comprehension questions, asking questions and analysing characters. In this unit, you will answer and formulate questions of different levels and summarise a story as some of the ways of checking the reader's comprehension of a text.

The focus of this section is for you to practise answering comprehension questions from a text, formulating questions of different levels and summarizing a text.

Activity 4.3

Reading a text (10 mins)

Read the following story.

Preserving our environment

Chikuse was a prominent farmer. He had several hectares of land on which he grew tobacco and maize. He grew both fire and flue cured tobacco. In order to cure his tobacco, he had to cut down trees in the nearby forest. He used small trees as hangers for the tobacco and the big trunks for curing the tobacco.

After some years, the forest was depleted. He then started to cut down trees from forests far away from his home. Everybody in the village knew that Chikuse was destroying the forests.

One day as he was in the forests, he met Kalinda his classmate at Michongwe Primary School. Kalinda knew about Chikuse's activities. Kalinda asked Chikuse what he was doing in order to preserve the environment. Chikuse told him that he was doing nothing about it. He said that the environment was God's gift to people.

Kalinda was disappointed to hear this. He reminded Chikuse about what

their teacher had taught them. The teacher had said “When you cut down a tree, remember to plant another one in its place. In this way, the environment will be preserved. Make sure that every year you plant some trees.”

Chikuse listened attentively to what Kalinda was telling him. Then he explained that he was cutting down trees because he needed them for curing his tobacco. Kalinda advised Chikuse to have his own forest. He said that if he owned a forest he could use it any way he wanted.

Chikuse stopped cutting down the trees. The two men set out for home. On their way, they came across Nanyumbu River, which was drying up. Kalinda explained to Chikuse why the river was drying up. He said it was because people were removing sand from it. They had also cut down trees along its banks.

Chikuse recalled that he too had problems in watering tobacco nurseries. His wife was walking long distances to fetch water. He was now convinced that it was indeed important to preserve the environment. All these problems would not have been there had he preserved the environment. He felt an urge to do something about it.

Chikuse assured his friend that every year he would be planting a lot of trees to preserve the environment. He would also plant grass wherever necessary to avoid soil erosion and retain water. He told his friend that whenever he wanted to avoid to build a house, he would use bricks made from cement and not fire baked bricks. He would also encourage other people to do the same.

Activity 4.4

Answering comprehension questions (30 mins)

In pairs, answer the following questions.

- 1 Was Chikuse wrong in cutting down trees? Give a reason for your answer.

- 2 If you were Chikuse, what would you do in order to preserve the environment as you cure your tobacco?

- 3 Where did Kalinda get the knowledge to take care of the environment?

- 4 What advice did Kalinda give to Chikuse?

5 Why was River Nanyumbu drying up?

6 Explain how you can improve the situation of River Nanyumbu.

7 Give evidence from the story showing that Chikuse took heed of Kalinda's advice. State only **two**.

8 What advice can you give to people who use firewood to bake bricks?

9 Give the meanings of the following words as they are used in the passage.

- a. recalled _____
- b. preserve _____
- c. convince _____
- d. resources _____
- e. urge _____

Activity 4.5

Asking questions of different levels (25 mins)

In groups, using the text from 4.3, work together to make different level questions as was done in Activity 1.9. You will be asked to share your questions with the larger group.

Activity 4.6

Summarising a text (20 mins)

As a teacher, you will be expected to summarise and simplify texts in other subjects such as science and technology, agriculture and social and development studies for your learners. It is, therefore, very important that you master the skill of summarising and simplifying information in texts you read in other subjects. In this activity, you will practise summarising texts by looking the main points.

- 1 Read the text 4.3 *Preserving our environment*, again.
- 2 In groups, identify the main points of the text.
- 3 Record you main points in the following box.

Main point	Notes
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____

4. Share the main points you identified with the other participants during plenary.

Vocabulary

As teachers, you are aware that in any language some words have more than one meaning. It is only by using the context in which such words are used that one is able to find the writer's exact and intended meaning. In this unit, you will make sentences to show different meanings of a particular word.

Activity 4.7

Making sentences to show different meanings of words (30 mins)

A sentence is a group of words that expresses a complete thought. Most of the times, the meaning of a word can be found by looking at how that word has been used in a context. In this activity, you will make different sentences to show different meanings of the words given.

Make sentences with each of the words to show two different meanings banks.

- a. _____

- b. _____

hangers

- a. _____

- b. _____

trunks

- a. _____

- b. _____

Grammar

Understanding the rules governing the appropriate use of subject verb agreement (SVA) is essential for effective self-expression and communication. Therefore, it is necessary that the subject agrees with the verb in number and person. In this activity, you will practice identifying and practicing the correct subject verb agreement in a text.

Activity 4.8

Giving meanings of sentences (30 mins)

The meaning of a sentence is sometimes determined by the order of words in the sentence. Sometimes a sentence may have two or more meanings depending on how the words have been arranged in the sentence. Different positions of a word in relation to other words in a sentence sometimes affect the meaning of the word and the meaning of the whole sentence. It is important to arrange words in a sentence in a way to give the intended meaning.

In this activity, you will give two meanings of sentences. For example, the sentence below has two meanings.

He fed her cat food.

Meaning 1 He gave her food for the cat.

Meaning 2 He gave food to her cat.

Exercise

1 Look at the dog with one eye.

Meaning 1 _____

Meaning 2 _____

2 We saw her duck.

Meaning 1 _____

Meaning 2 _____

3 They are hunting dogs.

Meaning 1 _____

Meaning 2 _____

4 Flying planes can be dangerous.

Meaning 1 _____

Meaning 2 _____

5 Police help dog bite victim.

Meaning 1 _____

Meaning 2 _____

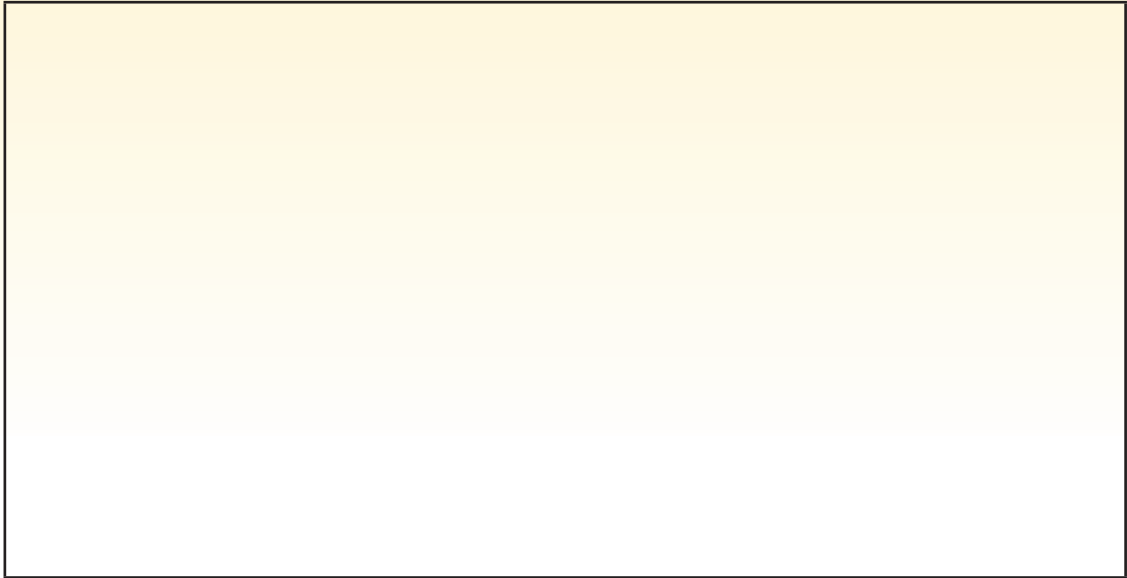
Writing

In the previous units, you practised writing texts of different types. One way to help writers plan or think through the ideas that they will express in writing is by using graphic organizers. Examples of graphic organizers include concept map, problem tree and Venn diagram. In this unit, you will develop a graphic organizer showing the importance of vegetation.

Activity 4.9

Developing a graphic organizer (40 mins)

Brainstorm ideas, which you can include in the composition, entitled “The Importance of Vegetation”. If needed, use graphic organisers from 1.7 and 3.7 for reference.



Select the best speech to be presented during the next cluster meeting.

Activity 4.11

Analysing sentences

In order to understand the meaning of a sentence, sometimes there is a need to break the sentence into its smaller parts. This is called sentence analysis. Sentence analysis helps in understanding the function and the meaning of all the parts that make up the sentence. In this way, it becomes easier to understand the sentence. There are different approaches for sentence analysis, one of which is through item identification.

In this activity, you will analyse sentences using the item identification approach as in the example below.

Example

Mary is going to school alone.

Item	Identification	Function
Mary	noun	subject of the verb
is	auxiliary verb	helping the main verb
going	verb	expressing action
to	preposition	showing direction
school	noun	object of verb
alone	adverb	modifying verb

Discuss analysis for sentences above. In your group, fill in the sentence structure charts below.

Exercise

- 1 Tapiwa is eating Nsima with Mada outside the house.
 - 2 Mrs Mtonda was teaching her learners on a Saturday.
 - 3 The Principal considered the educational visit a successful one.
 - 4 The headteacher gave the students certificates of excellence.
 - 5 The rioting students were severely punished.
- 1 Tapiwa is eating nsima with Mada outside the house.

Item	Identification	Function

2 Mrs Mtonda was teaching her learners on a Saturday and Sunday.

Item	Identification	Function

3 The Principal considered the educational visit a successful one.

Item	Identification	Function

4 The headteacher gave the students certificates of excellence.

Item	Identification	Function

5 The rioting students were severely punished.

Item	Identification	Function

Activity 4.12

Identifying subject-verb agreement errors

Subject-verb agreement is about the changes that occur in the spelling and pronunciation of verbs in a sentence under the influence of certain kinds of nouns and pronouns. An understanding of the rules governing subject verb agreement is essential for expressing oneself in the English language. When subjects and verbs do not agree it can confuse the listener or reader. In this activity, you will learn how to identify and correct subject verb agreement errors.

Circle the subjects and underline the verbs. Make an arrow from the verb to its subject. If the sentence has a subject-verb agreement error, cross out the incorrect verb and write the correct verb form above it.

The beaver (*adapted from <https://www.douglascollege.ca>*)

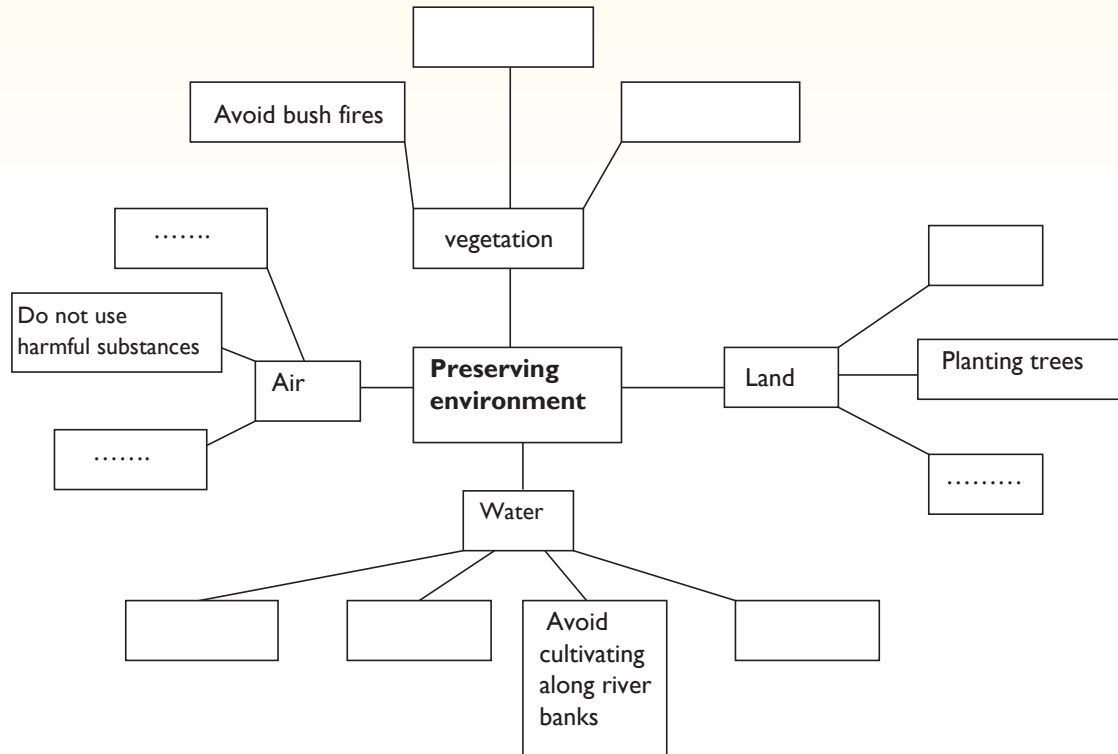
The beaver, Canada's national animal, have some unusual characteristics. One unusual fact about beavers is their large size. The beaver is the largest rodent in North America, weighing from 13 to 35 kg. It spend a lot of time in the water, so its feet is large and webbed for swimming. The beaver's tail which is wide and flat like a paddle also helps it to swim. Thick underfur keep the beaver warm and dry, even in very cold water. In fact, beavers have been know to stay under water in icy ponds for as long as fifteen minutes. Beavers also has long teeth which grows all their lives. They use these powerful teeth to cuts down trees which they use for food and shelter. Another unusual fact about the beaver is that it are one of the few animals that change its own environment. Beavers creates ponds by building dams with roots, sticks, mud and stones. Each family of beavers build a lodge, or nest, in a riverbank or in the middle of a pond. They build an underwater entrance to the lodge. Having the entrance underwater protects them from their enemies. Beavers is also very social animals. They not only communicates with each other by making sounds with their mouths but also by slapping their big flat tails on the water. The beaver's social life are complex and focus around the female. These very special animals are found in every province in Canada.

Be prepared to share your questions and work in the next cluster meeting.

Activity 4.13

Completing a concept map


Look at the following concept map on preserving vegetation. Study it carefully. Then complete the blank boxes in the map with relevant information on preserving the environment. Please focus on and try to use new vocabulary.



Activity 4.15

Writing comprehension questions of different levels

Read the text *Preserving our environment*. Then write comprehension questions of different levels that you would ask your learners. If needed, use your work from activity 4.5 for guidance.



Activity 4.16

Writing a summary

In this activity, you will practise summarising the information you read in the text *Preserving our environment*. Therefore, read the text once again on your own. Then summarise the main points of this text. Use the space in the box below. Refer to summary activity 4.3, if needed.

Preserving our environment

UNIT 5

The incorruptible chief

SECTION A Cluster meeting

Review of peer and individual works (45 mins)

Background information

Language lessons demand great involvement of learners into various activities that will help them acquire language skills and become better users of a language. As language teachers, it is important to bring to class topical issues that affect the lives of the learners to make them actively participate in the lessons.

In this unit, you will practise the skill of listening and speaking through listening to a news bulletin, reading comprehension and correct language use.

Listening and speaking

By now, you have learnt that the receptive and productive skills of listening and speaking can be developed through various activities. These activities include use of dialogues, interviews, note taking and panel discussions. In addition, information sharing through pair-work and group activities such as role-play enhances the development of oral language skills. In this activity, you will listen to news bulletin text and role-play.

Activity 5.1

Listening to a news bulletin (30 mins)

There are many things that we pay attention to when we listen to news read on the radio. The most important thing is the actual message. Other minor issues are the readers' word pronunciation, stress, intonation and voice. In this activity, you will listen to a radio broadcast

Steps for the activity

Listen to the news bulletin read by the facilitator.

In pairs:

- Identify good and bad practices from the bulletin.
- Share the practices with a colleague.
- Share the practices with the whole class.
- Comment on the ideas.

Activity 5.2

Role playing characters in the news bulletin (45 mins)

Listening and speaking skills are practiced through a variety of ways. One such means is through a role-play. A role-play presents an authentic situation for language practice. In this activity, you will role-play characters in the news bulletin.

Steps for the activity

In small groups:

- 1 Listen to the news bulletin again.
- 2 characters in the news bulletin.
- 3 Discuss the characters' actions.
- 4 Assign each other roles.
- 5 Rehearse the role-play.
- 6 Present your role-play.
- 7 Comment on each presentation.

Reading comprehension

One of the ways of checking reader's comprehension of a text is to ask them to retell what they have read. The practice of retelling information from a text increases the reader's level of comprehension and oral language development. In this activity, you will practice retelling a story to demonstrate your understanding of what you have read.

Activity 5.3

Reading a text (10 mins)

Read the story below

Khama had acquired a lot of property while he was working as a civil servant. He had a big farm in Nkhotakota which he had bought from Chief Satheka. He also had some properties such as maize mills in Chideza and Mphate districts, beautiful houses in Lilongwe, which he was renting to other people and three trucks.

Khama had four children, Vitumbiko, Mwadzanso, Kombani and Undani. Vitumbiko was his youngest daughter. Before he died, Khama made a will. In his will, he gave his property to all his children. He gave Vitumbiko his farm in Nkhotakota; Mwadzanso was given all the maize mills. The houses were given to Undani, whereas Kombani, who was a driver, was given all the trucks. When he retired, Khama settled near his home village. However after some years, he died.

After his demise, two of Khama brothers, Viwanda and Tutani went to chief

Satheka and tried to coax him to give them the farm. They told him that he should ignore the will. "Our brother prepared that will in a hurry. The sharing of the property was done rather in a typically haphazard manner.", Viwanda told the chief. In fact, Vitumbiko is still young. "There is no way that little girl can look after the farm. Her siblings are equally young. We therefore ask you to unconditionally disapprove the will' "said Tutani.

As the only surviving elders in our family, we feel it is our moral obligation to take care of the children of our late brother and we have decided not to abandon them. We will look after the farm and all the children until Vitumbiko is old enough to manage it on her own," they said. Viwanda and Tutani gave the chief two cows and ten thousand kwacha as a bribe.

One day Chief Satheka summoned Khama's children, and Viwanda and Tutani to his headquarters at Msolo. It was still early in the morning when Viwanda, Tutani and the four children arrived at the Chiefs palace. The chief was still in the house but his advisers had already taken their seats at msolo tree in the courtyard of Chief Satheka.

After some time, Chief Satheka came out of his house. All his advisers and the people who had assembled at msolo tree stood up to show respect to the Chief. After greeting all, the people Chief Satheka asked Viwanda, Tutani and Khama's children to sit in the centre of the court. He gazed at the four children, and then at Viwanda and Tutani. After looking at the four children for some time Chief Satheka said, "I hope you know that your father had a farm in this village."

"Yes we do, Great chief. Our father gave that farm to Vitumbiko before he died." Mwadzanso, the eldest son replied."

Then he looked at Viwanda and Tutani again. "Can you tell us what you told me two days ago?" The chief asked the two brothers.

"Great Chief, Viwanda began stammering, we said that we want to look after our late brother's farm because his children are still young. When they are old enough, they will take over the farm."

"What did you say about the will?" Chief Satheka asked the two brothers again?"

"Great Chief we said since our late brother's children are still young, we cannot abandon them. It is our responsibility as the surviving elders of the family to ensure that they are properly looked after,' Tutani said.

"Now tell these children about the K5000 and the two cows you gave me," the Chief said.

"Great Chief," Tutani said while sweating, "We gave you that money because we knew that you had not yet taken your breakfast. That money was, therefore, for your morning tea."

"And the two cows, Great Chief, were a gift to you. This is a requirement in our culture. We cannot go to a chief without a gift. It is unacceptable." Viwanda said.

Chief Satheka asked his advisers to have a private meeting. After the meeting, the chief and his advisers came back to the place. Then Chief Satheka said, "Viwanda and Tutani, you are thieves, you want to grab your brother's property

from his children so that it becomes your children's property. I will not allow you to take the farm. If his children are still young, I will keep the farm until they are ready. Here is the money you gave me and you should come to the cattle shed to take your two cows." The chief and his advisers stood up.

Khama's children looked at each other and smiled. "Our uncles are very corrupt but Chief Satheka is truly an incorruptible chief, a shining example to all the chiefs in this country," Undani said to his brothers.

Activity 5.4

Retelling a story (40 mins)

One of the effective ways for finding out whether learners understand what they read is to ask them to retell what they have read. To retell a story or information text, learners must select the most important information of the text, including the major elements, details, and representing the information in a logical sequence. The practice of story retelling will improve learners' ability to increase their level of comprehension, language development, critical thinking and awareness of story structure. The information from an oral story retelling will help you to focus future instruction on enhancing learners' understanding of narrative parts or story structure. In this activity, you will practice retelling a story.

Steps for the activity

In groups,

- 1 Discuss the main points in the story, 'The incorruptible judge'.
- 2 Write the main points on chart paper.
- 3 Practise retelling the story in your own words using the main points you identified.
- 4 Choose a member of the group to retell the story to the whole class during plenary. Your spokesperson can use notes but should not read from a script.
- 5 In plenary, share your story and listen to comments from your colleagues.

Vocabulary

In the previous units, you learnt that vocabulary involves knowing the word, its meaning and using it in different contexts. You have also been introduced to some of the techniques that a reader can use in order to find meanings of new words in a text. Some of the techniques, which you have already practiced, are use of context, explaining the meanings of words and phrases, finding synonyms of new words and making sentences to show different meanings of words. In this unit, you will use affixes to change the forms and meanings of words.

Activity 5.5

Using affixes to find the meaning of words (40 mins)

Affixes are letters or group of letters that are added to the beginning or end of a word to make a new word. They change the meanings of words. In this activity, you will pick word roots and affixes from the given words and state the functions of the affixes.

Steps for the activity

In groups,

- 1 Identify out affixes in the words.
- 2 Identify type, function and meanings of some affixes.
- 3 State the function of the affixes.
- 4 In pairs, write the responses on a chart paper.
- 5 Share your responses with the class.

Words with Affix	Type	Function	Meaning
obligation	Suffix	Help to form a noun	
summoned			
immorality			
successful			

Grammar

In the previous units, we have been dealing with various grammatical aspects. In this unit, we will practice using question tags. As a component of a grammar, question tags are declarative statements or an imperative that are modified to become questions by adding an interrogative part. They can be considered as indicators of politeness, emphasis or irony.

Activity 5.6

Writing appropriate statements for the tags (40mins)

Question tags are leading questions in nature. A positive statement is followed by a negative question tag, and a negative statement is followed by a positive question tag. In this activity, you will write statements to match with the given question tags.

Steps for the activity

- 1 In groups, study the question tags and agree on the appropriate statement
- 2 Write the statement followed by the tag on the chart paper.

Supply appropriate statements for the following question tags

- a. _____ hasn't it?
- b. _____ should you?
- c. _____ did they?
- d. _____ aren't I?
- e. _____ does she?
- f. _____ wouldn't you
- g. _____ isn't it?
- h. _____ are they?
- i. _____ hadn't we?
- j. _____ was he?

3 your group work to the group for discussion.

Writing

Another type of writing is creative writing. In a creative type of writing, one writes a piece of work based on an imagined subject. The final product may be a short story, a play or a poem. In this section, you will practice writing a short story.

Activity 5.7

Describing elements of a short story (20 mins)

A short story is a piece of writing in prose form with a limited number of words. As such, it can be read in one sitting. A short story is also characterised by having few characters. Short stories help learners to learn the four language skills of listening, speaking, reading and writing more effectively because of the motivational benefit embedded in the stories. In addition, with short stories, instructors can teach literary, cultural, and higher-order thinking aspects. Authors of short stories should know what makes a short story

In this activity, you will discuss elements of a short story and practise how to write an imaginative short story.

Steps for the activity

Individually study the elements of a short story in the box below.

Elements of a short story

A short story has the following main elements:

Theme	The theme is the central idea or belief in a short story. It is the author's underlying meaning or main idea that he is trying to convey. The theme may be the author's thoughts about a topic or view of human nature. A theme is something important the story tries to tell us—something that might help us in our own lives.
Plot	A plot is a series of events and character actions in the story. The plot has a beginning, middle, and end. The short story usually has one plot so it can be read in one sitting.
Characters	A character is a person, or sometimes even an animal, who takes part in the action of a short story. Short stories use few characters. One character is clearly central to the story with all major events having some importance to this character.
Setting	The setting of a short story is the time and place in which it happens. Authors often use descriptions of landscape, scenery, buildings, seasons or weather to provide a strong sense of setting.
Style and tone	Overall quality of the writing.

- 1 In groups, discuss the elements of the story in 5.3.
 - 2 Present your work in plenary.
- Comment on each other's work.

SECTION B Peer work

Note: this is the last session so while work will be formally reviewed at the cluster level, you can consult your fellow teachers or cluster-level colleagues.

Activity 5.8

Reading fluently

Reading fluency can be achieved through frequent practise of various reading strategies. Reading aloud may involve radio reading, shared reading, buddy reading and theatre reading. It is important for teachers to practise these strategies to model good reading to learners in their respective schools. Good reading enhances the listener's comprehension. In this activity, you will practise fluent reading to enhance listener's comprehension.

Steps for this activity

- 1 Inform your partner at your school that you are going to present this news bulletin in your class.
- 2 Ask the partner to observe your presentation. You can use your actual classroom or simply role-play with your partner.

News bulletin

Good evening. This is Radio ASPIRE, broadcasting from Zomba studios. The time is six o'clock. Here is the news read by Printrich Environment. First, headlines: police have arrested a Mr. Kamchacha Phiri for allegedly trying to bribe Chief Dzimbiri to acquire land. The headteacher of Liwinza Primary School has been hailed for improving literacy achievement among his learners. A non-governmental organization has launched a school health competition in Balaka District. Now the news in detail:

Police have arrested a Mr Kamchacha Phiri for allegedly trying to bribe Chief Dzimbiri to acquire land. The land belongs to Chusu Primary School, which is in Chief Dzimbiri area. It was reported that Mr Kamchacha, a prominent business person, approached the chief several times to use his power as chief and sell to him a portion of the land, offering him a huge amount of money. The chief refused the bribery and reported the corrupt business person to police who immediately arrested Mr Kamchacha Phiri. The Anti-Corruption Bureau is investigating the issue so that Mr Kamchacha Phiri is taken to the court of law. If found guilty, he will serve a prison sentence, of which the maximum is twelve years with hard labour.

Chief Dzimbiri is well known for fighting corruption and for protecting his subjects from land grabbing. There have been an increased number of such cases in Chief Dzimbiri area due to urbanization. Many city dwellers are encroaching villages because there is no more land in cities. Many chiefs are accused of grabbing land from their subjects to sell the land to the people flocking to the villages. However, Chief Dzimbiri is exceptional. He refuses bribes and always protects his subjects. Many people living in the villages surrounding the City of Chikanda have heard the news and they are now beginning to organize themselves to bring to book all the chiefs with this unbecoming behaviour. They have vowed to either get their land back or being compensated with huge sums of money. That's the end of the news now but I will hand-over to.....

- 1 Discuss after the presentation areas that need improvement.
- 2 Accept the criticism and plan for another practice.

Activity 5.9

Using affixes to form antonyms, plural and adverbs

Word roots change meanings if different affixes are added to them. For example, the word 'agree' means to have the same opinion, prefix 'dis-' means 'not' added to the word root agree forms the word 'disagree' which means not to have the same opinion. They can also change from one form to another. In this activity, you will use affixes to change the form of a word to antonyms, plural and adverb.

Steps for the activity:

- 1 In pairs or small groups, use affixes to change the words below to antonyms, plural and adverbs:
 - a. value (*supply prefix to form antonym*)
 - b. logic (*supply prefix to form antonym*)
 - c. meaningful (*change the suffix to form antonym*)
 - d. increase (*supply suffixes to form adverb*)
 - e. grocery (*supply suffixes to form plural*)
 - f. ship (*supply suffixes to form plural*)
 - g. similar (*supply prefix to form antonym*)
 - h. comfort (*supply suffixes to form adverb*)
- 2 Discuss the answers.
- 3 Let pairs discuss their answers with the school group. (Note this is the last session of this 5 session English language proficiency activity).

Activity 5.10

Supplying responses to the question tags

Steps for the activity

- 1 Form pairs at your school level.
- 2 Review the following statements and questions below. Note: they are all correct.
- 3 In pairs, practice these questions and responses to the school group members. If time allows, generate your own statements and questions.
 - I am as lazy as you correctly think.
 - Chief Khama wouldn't give Chisomo the farm.
 - Grabbed property rarely stays long.
 - You won't fail exams.
 - Effective teaching skills could improve performance of learners.
 - Don't open the windows, will you? No, I won't.
 - Let's go shopping.

