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BASIC ENGLISH

Unit 10



South African Extension Unit

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The South African Extension Unit is a Commonwealth funded project based in Dar es Salaam, Tanzania. It provides distance education to South African Exiles.

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Dear Student,

ABOUT THIS PROGRAMME

May we, firstly, welcome you to the present course of study developed and provided by the South African Extension Unit (SAEU).

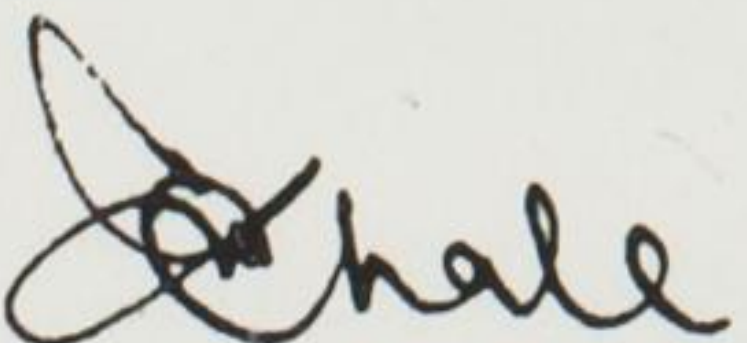
The SAEU represents a Commonwealth expatriate project initiated by the Commonwealth Secretariat and sponsored through the Commonwealth Fund for Technical Cooperation (CFTC). The unit is set up in Dar es Salaam since November, 1984 and is governed by a Board of Trustees.

The main objective of the SAEU is to provide education and training through distance teaching to exiled victims from apartheid South Africa. Its establishment is in accordance with arrangements agreed between the Commonwealth Secretariat, the South African nationalist movements, the UN High Commissioner for Refugees (UNHCR) and the Government of Tanzania.

The scheme aims initially at extending educational opportunities to South African exiles based in Tanzania. All going well, consideration will be given to its expansion for S.A. refugees in other Frontline States. This humanitarian programme should be seen against the background of the growing crisis in South Africa that leaves the majority of the indigenous people deprived of basic human rights including education. This explains the SAEU motto: "Education for Liberation".

The SAEU study materials have been developed through workshops largely by S.A. comrades themselves who, though, coopted the support of their friends and educators from educational institutions in Tanzania. The unit wishes to thank all those individuals and institutions that participated in producing these materials. It would not be practicable, however, to name each individual participant.

My Colleagues and I wish you every success in your studies. We hope you will find our SAEU study materials interesting, enjoyable and useful in your settlement to enable you to contribute more to the liberation struggle.



DR. E.M. CHALE

DIRECTOR

SOUTH AFRICAN EXTENSION UNIT

BASIC ENGLISH

UNIT 10

CONVERSATIONS

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Section 1: Language Structure - Direct and Indirect Speech

Section 2: Comprehension

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Introduction

In this unit you will learn how to write the exact words spoken by somebody. You will also learn how to report in your own words what somebody has said. We shall show you how to report statements, questions and commands. We shall also show you how to punctuate such spoken sentences. You will later read different conversations and learn how to punctuate them correctly. You will also answer some questions on these passages. This will help you to understand them better.

Finally you will have a chance to write a conversation of your own!

SECTION 1: LANGUAGE STRUCTURE: DIRECT AND INDIRECT SPEECH

1. Direct and Indirect Speech-Reporting Statements.

Exercise One

We often tell people what someone else has said. Read the sentences below and see how they are reported.

"I have studied English for one year,"

Mlangeni said.

Mlangeni said he had studied English for one year.

In the first sentence we are reporting the exact words of the speaker. This is called direct speech. In the second sentence we are reporting in our own words what somebody else said. This is called indirect speech.

In the first sentence you will notice that we have marks at the beginning and end of the speaker's exact words. These marks are called quotation marks (" "). They may be either single (' ') or double (" ") quotation marks. As in any other sentence, we begin with a capital letter. In direct speech the spoken words end with a comma, a question or an exclamation mark. They do not end with a full stop. The full stop comes at the end of the whole statement. The punctuation at the end of the spoken words comes before the closing quotation marks. Look at the same sentence again and notice what we have just said.

" I have studied English for one year,"

Mlangeni said.

This sentence can also be written as follows:

Mlangeni said, "I have studied English for one year."

Notice here the change in punctuation.

Exercise Two

Punctuate the following sentences. An example is done for you.

Sentence: Look out shouted the driver just before the accident.

Answer : "Look out!" shouted the driver just before the accident.

1. i shall come to see you tomorrow said puledi.

2. mandla cried please help me

3. your answer is wrong the group leader pointed out

4. mlangeni replied i do not understand women either

5. i shall go as quickly as i can sizwe assured his father

Check your answers at the end of the unit. How well did you do? If you got any wrong, write the correct answer on the lines below.

Exercise Three

Now let us see how to write indirect speech. Read these two sentences once more.

Direct Speech: "I have studied English for one year,"
Mlangeni said.

"I studied English for one year,"
Mlangeni said.

Indirect speech Mlangeni said he had studied English for one year.

Notice that verbs in the past tense or present perfect tense in the direct speech are changed to the past perfect tense in the indirect speech.

Read these other sentences. They show you how to change direct speech into indirect speech.

Direct "Puledi will come to visit us to-morrow,"
said Mandla.

Indirect Mandla said that Puledi would come to visit them
the following day.

Direct Nomsa shouted, "Do not forget to write to me, John."

Indirect Nomsa shouted that John should not forget to write
to her.

Direct Mother pointed out, "Your bedrooms are very dirty,
children."

Indirect Mother pointed out to the children that their bed-
rooms were very dirty.

Exercise Four

The following sentences are in direct speech. Change them into indirect speech. Write on the lines given.

1. "The meeting will start at eight o'clock," the secretary
announced.

2. Mandla said happily, "Christmas is just around the corner"

3. "I saw a really big snake," Sizwe said.

4. The receptionist called, "There is a telephone call
for you, Comrade Zama."

5. "We have taken too long to repair these chairs,"
complained the carpenter.

Check your answers at the end of the unit. Did you get them
all? If not, do the wrong ones correctly on the lines below.

2. Direct and Indirect Speech - Reporting questions

Exercise Five

If the direct speech is a question, the indirect speech is
written with a word like asked instead of said.

Direct question Puledi: "Are you hungry, Sizwe?"

Indirect question Puledi asked Sizwe if he was hungry.

Direct question Mary: "Are you hungry, Sizwe?"

Indirect questions Mary asked Sizwe if he was hungry.

Direct question Tutor: "Have you all understood me?"

Indirect question The tutor asked the class if they had
all understood him.

Note that in Indirect speech the question mark is dropped.
Here are some more examples.

Direct Question	Indirect Question
1. Margaret: "Where are you going for your holidays, Richard?"	Margaret asked Richard where he was going for his holidays.
2. Richard: "Shopkeeper, what is the price of that bicycle?"	Richard asked the shopkeeper what the price of the bicycle was
3. Mandla: "Dipuo, do you like my new hat?"	Puledi asked Dipuo if she liked his new hat.

Exercise Six

A The following sentences are in indirect speech. Change them into direct speech.

1. Mdala asked Puledi if he was tired.

2. Mayekiso asked if they had taken his dog Jack for a walk.

3. The passenger asked what time the train for Bloemfontein left.

4. The stranger asked the way to the railway station.

5. Mandla asked Mdala if she had saddled the horse.

B Turn the following sentences from direct speech to indirect speech.

1. Sizwe: "Mandla, can you tell me where Mr. Green lives?"

2. The hunter said, "Did you hear the roar of a lion?"

3. Puledi said, "Have you made your bed, Jabulani?"

4. Sello's mother: "Did you brush your teeth properly?"

5. Ndiphiwe: "Is the shop at the corner still open?"

Check your answers at the end of the unit. How well did you do? Do the wrong ones correctly on the lines below.

3. Direct and Indirect speech - Commands

Exercise Seven

Read the following sentences which are commands.

These commands are in direct speech. They are usually said in a strong, loud voice.

"Open the window."

"Let the man go."

"Stand where you are!"

Below are some commands that are not quite so "commanding". These orders are polite requests rather than commands.

"Open the window, please."

"Try a piece of this cake; it's very good."

"Please do not make so much noise."

Most commands begin with a verb. Notice how we have used the verbs open, Let...go, stand, Try and do not in the above sentences.

Now read the following sentences. We have changed the direct speech into indirect speech.

Father told Sello to open the window.

The officer ordered the soldiers to let the man go.

The policeman ordered the thief to stand where he was.

Have you noticed that these are all strong commands? In indirect speech we begin commands with words such as told, ordered or commanded.

Polite requests in indirect speech begin with such words as asked, requested or begged. Look at the following examples.

Father requested Sello to open the window.

Puledi begged Mamdala to try a piece of cake.

because it was very good.

The tutor asked the students not to make so much noise.

Here are some more examples.

Direct Command	Indirect Command
Teacher: "Ntsame, clean that blackboard at once."	The teacher ordered Ntsame to clean the blackboard at once.
Bolopo: "Come and help me please, sister."	Bolepo asked his sister to come and help him.
Pule shouted: "Take your guns, comrades."	Pule ordered his comrades to take their guns.
Noxolo: "Let us walk a little faster."	Noxolo requested them to walk a little faster.

Exercise Eight

Write the following as indirect commands or requests:

1. Teacher: "Jabulani, write that exercise out carefully."

2. Officer to soldiers: "Bring the gun into position".

3. Nobuzwe said to Tshepo, "Open the box for me, please."

4. "Release the prisoners," the officer ordered the sergeant.

5. Madhombolo: "Come and fetch the horse to-morrow, Karabo."

Check the answers at the end of the unit. Did you get all of them right? Very good.

Do again the ones you got wrong on the lines below.

Exercise Nine

Read this short story which has direct statements, direct questions and direct commands.

THE ANT AND THE GRASSHOPPER

I will tell you the story of the ant and the grasshopper. It is a cold winter's day and an ant is bringing out some grains of corn that he has gathered in the summer as he wants to dry them. The grasshopper, who is very hungry, sees him and says, "Give me a few grains of corn. I am dying of hunger!"

"But," says the ant, "what did you do in the summer? Did you not store up some corn?"

"No", replies the grasshopper, "I was too busy."

"What did you do?" says the ant.

"I sang all day," answers the grasshopper.

"If you sang all summer," says the ant, "you can dance all winter."

Now find two other students. Let one student read the part of the ant. Let the other student read the part of the grasshopper. You read the part of the story teller. When you have finished, change parts. This will help you understand the story.

Exercise Ten

Write the following sentences in indirect speech. The sentences are taken from the story THE ANT AND THE GRASSHOPPER.

1. The grasshopper said, "Give me a few grains of corn."

2. "What did you do in the summer?" the ant asked the grasshopper.

3. The ant asked, "Did you not store up some corn?"

4. "No" replied the grasshopper, "I was too busy."

5. "What did you do?" said the ant.

6. "I sang all day," answered the grasshopper.

7. "If you sang all summer," said the ant, "you can dance all winter."

Check the answers at the end of the unit. Did you get all of them right? Try again those you got wrong, on the lines below

Exercise Eleven

In Unit 5 you learned the uses of capitals, commas, question marks and exclamation marks. The aim of punctuation is to make the meaning of a passage clear so that it is easily understood. A complete difference of meaning can be given by a different punctuation. Look at these two sentences. The words in each are exactly the same. It is the punctuation that makes the difference.

Pitso said, "The teacher is silly."

"Pitso," said the teacher, "is silly."

In the first sentence it is the teacher who is silly. In the second sentence it is Pitso who is silly.

Read the following passage. It is not punctuated.

AN INTERNATIONAL COAT

i can not understand it said mr williams oh what can you not understand said his friend well said mr. williams just look at this coat i am wearing the wool was grown in south africa the cloth was woven in yorkshire the buttons were made in india the suit was made in london and i bought it in cairo what is so remarkable about that asked his friend is it not wonderful said williams taking no notice of the interruption that so many people can make a living out of something i have not paid for.

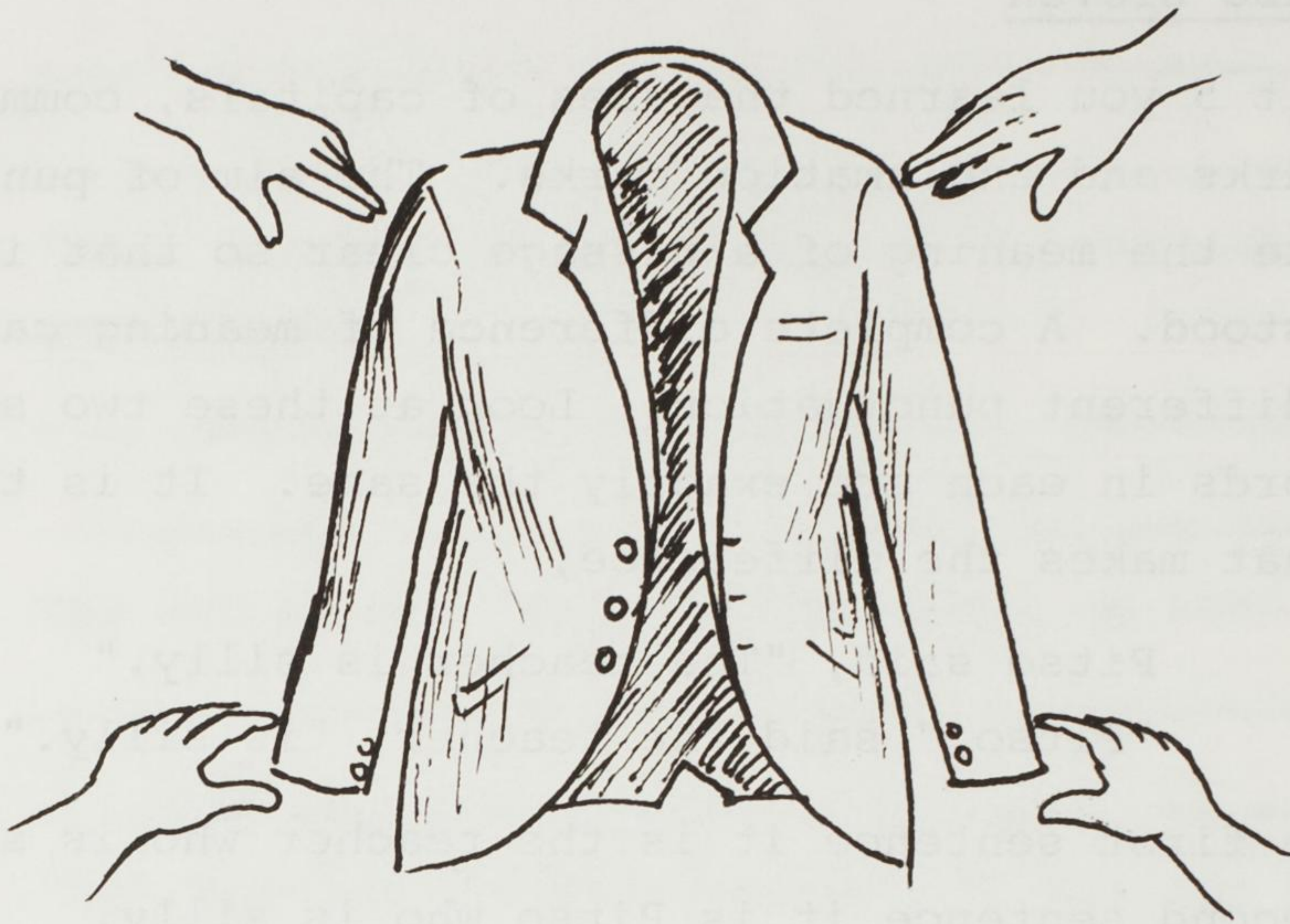


Fig.1 Many hands make a coat

Now write the above passage with correct punctuation on the lines below.

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Udomo objected but Lois interrupted his speech. She asked whether he was worried about her husband. Udomo answered that he was. Lois told him that her husband did not need the coat and that he would not come back. She knew Udomo had wanted to ask about her husband and she knew he would not do so.



Fig.2 Lois and Udomo

Check your answers with those at the end of the unit.
How well did you do? If you left out a lot of punctuation
marks, write the passage again.

SECTION 3: COMPREHENSION

Exercise Thirteen

Read the passage in Exercise Nine once more. Now
answer the following questions. Write the letter for the
correct answer in the box.

1. The grasshopper is hungry because
 - A he has finished all the corn he stored
 - B the ant has eaten all his corn.
 - C he did not store any corn.

2. The ant is taking his grains of corn to
 - A put in his store for the winter.
 - B put in the sun to dry.
 - C sell to the grasshopper.

3. "If you sang all summer, you can dance all winter."
This means
 - A the ant would not give any corn to the
grasshopper.
 - B the grasshopper should continue to be happy all
the time.

C the ant also wants to sing and dance like the grasshopper.

4. Corn is another word for

- A rice.
- B maize.
- C millet.

5. This story teaches us that

- A if we want to eat we must work.
- B we must practise our traditional dances.
- C those who are hungry should blame others.

Check your answers at the end of the unit. How many did you get right? If you got some wrong, read the passage again. Now do correctly the ones you got wrong.

Exercise Fourteen

Read the passage in Exercise Ten once more. Now fill in the blanks in the following sentences.

1. Mr. Williams was wearing a coat made of _____.
2. He bought it in _____.
3. The _____ for his coat were made in India.
4. Mr. Williams thinks it is wonderful that so _____ make a living from this coat.
5. He also thinks it is remarkable that he has not _____ these people.

Check your answers with those at the end of the unit. How many did you get right? If you got some wrong, read the passage again and do the wrong ones correctly.

Exercise Fifteen

Read the passage in Exercise Eleven and then answer the following questions. Answer them in complete sentences

1. What had Lois given Udomo?

2. To whom did it belong before?

3. When was Lois' husband coming back?

4. Where were Lois and Udomo while they were talking?

5. In which room was the music playing?

6. Why did Udomo really come to see Lois?

Check the answers at the end of the unit. Your answers must look like the ones given at the end of the unit, although you may use different words. If you got some completely wrong, do them again correctly on the lines below.

SECTION 3: VOCABULARY AND SPELLING

Exercise Sixteen

After each word in list A write its opposite from list B. One is done for you

A		B
winter	<u>summer</u>	happy
direct	_____	question
wonderful	_____	summer
gathered	_____	scattered
faintly	_____	loudly
objected	_____	indirect
worried	_____	agreed
request	_____	terrible
statement	_____	order

Check your answers with those at the end of the unit. How many did you get right?

Exercise Seventeen

The following words are all spelled incorrectly. Write the correct spelling on the line next to each word. Use these words.

conversation, quotation, receptionist, bicycle, punctuation, grasshopper, remarkable, interruption.

- | | |
|-----------------------|------------------------|
| 1. rimakable _____ | 5. qotation _____ |
| 2. bicicle _____ | 6. punchuation _____ |
| 3. interuption _____ | 7. grashoper _____ |
| 4. conversation _____ | 8. receiptionist _____ |

Check your answers with those at the beginning of the exercise. If you got all them right, that is very good. If you

got some wrong do the ones you got wrong correctly.

ASSIGNMENT

Complete this conversation between Thabo and Sakhile.
Write what they say in direct speech on the lines that
are given. Punctuate their exact words correctly.

Thabo is walking to town. He meets Sakhile. "Good
morning, comrade. I have not seen you for a long time.
Where have you been?"

Sakhile answers

responds his friend.

"When did you come back?" Thabo asks.

says Sakhile.

"Oh! That is very interesting." exclaims Thabo. Sakhile
waves goodbye and calls

shouts Thabo

as he continues on his way to town.

ANSWERS TO EXERCISES

Exercise Two

1. "I shall come to see you to-morrow," said Puledi.
2. Mandla cried, "Please help me!"
3. "Your answer is wrong," the group leader pointed out.
4. Mlangeni replied, "I do not understand women, either."
5. "I shall go as quickly as I can," Sizwe assured his father.

Exercise Four

1. The secretary announced that the meeting would start at eight o'clock.
2. Mandla said happily that Christmas was just around the corner.
3. Sizwe said that he had seen a really big snake.
4. The receptionist told Comrade Zama that there was a telephone call for him.
5. The carpenter complained that they had taken too long to repair the chairs.

Exercise Six

- A
1. "Puledi, are you tired?" asked Mandla.
 2. "Have you taken my dog Jack for a walk?" asked Mayekiso.
 3. "What time does the train for Bloemfontein leave?" asked the passenger.
 4. "Which way is the railway station?" asked the stranger,
 5. "Have you saddled the horse, Mandla?" asked Mandla.

Notice that in this exercise you will also be right if you begin with Mdala asked, " _____ "

- B
1. Sizwe asked Mandla if he could tell him where Mr. Green lives.

2. The hunter asked if we (you) (they) had heard the roar of a lion.
3. Puledi asked Jabulani if he had made his bed.
4. Sello's mother asked him if he had brushed his teeth properly.
5. Ndiphiwe asked if the shop at the corner was still open.

Exercise Eight

1. The teacher ordered Jabulani to write the exercise out carefully.
2. The officer commanded the soldiers to bring their gun into position.
3. Nobuzwe requested Tshepo to open the box for her.
4. The officer ordered the sergeant to release the prisoners.
5. Madhombolo told Karabo to come and fetch the horse the next day.

Notice that in this exercise you could have used different words. For example, both ordered and commanded are correct.

Exercise Ten

1. The grasshopper told the ant to give him a few grains of corn.
2. The ant asked the grasshopper what he had done in the summer.
3. The ant asked the grasshopper if he had stored up any corn.
4. The grasshopper replied that he had not because he had been too busy.
5. The ant asked him what he had done.
6. The grasshopper answered that he had sung all day.
7. The ant told him that if he sang all summer he could dance all winter.

Exercise Eleven

"I cannot understand it," said Mr. Williams. "Oh, what can you not understand?" said his friend. "Well", said Mr. Williams, "just look at this coat I am wearing. The wool was grown in South Africa. The cloth was woven in Yorkshire. The button were made in India. The suit was made in London, and I bought it in Cairo." "What is so remarkable about that?" asked his friend. "Is it not wonderful?" said Williams, taking no notice of the interruption, "that so many people can make a living out of something I have not paid for!"

Exercise Twelve

Lois said, "I will make some tea. Sit down, Udomo." He watched her move about the kitchen. The music from the sitting room came faintly through the door. "I want to ask you about the coat," Udomo said. "You may keep it," said Lois. "Oh! No," objected Udomo, but Lois interrupted him. "are you worried about my husband?" she asked. "Yes, I am," he answered. Lois said, "My husband does not need the coat. He will not come back."

She knew Udomo had wanted to ask about her husband and she knew he would not do so.

Exercise Thirteen

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

Exercise Fourteen

1. wool

2. Cairo
3. buttons
4. many people
5. paid

Exercise Fifteen

1. Lois had given Udomo a coat.
2. The coat had belonged to her husband.
3. Lois' husband was not coming back.
4. Lois and Udomo were talking in the kitchen.
5. The music was playing in the sitting room.
6. He had come to see Lois to find out about her husband.

Notice that your answers should look like the ones above.
Your words may, however, be a little different.

Exercise Sixteen

A

direct
wonderful
fathered
faintly
objected
worried
request
statement

B

indirect
terrible
scattered
loudly
agreed
happy
order
question

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