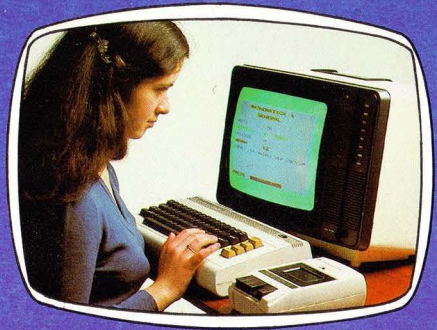


VIC-20

COLOUR COMPUTER

cassette
SOFTWARE



GCE 'O' LEVEL/CSE REVISION PROGRAM

ENGLISH LANGUAGE

Composition ° Summary ° Comprehension
Grammar ° Spelling ° Parts of Speech
Punctuation ° Vocabulary

A Comprehensive VIC-20 Revision Program for GCE 'O' Level
and CSE Examinations

Tests your knowledge across the syllabus

Highlights areas requiring further revision

Automatic Scoring and Timing

'Beat The Clock' Test Option



Editorial material supplied by **ICS** International Correspondence Schools
This Program requires the use of an 8K or 16K RAM Expansion Cartridge in the VIC-20

The information in this manual has been reviewed and is believed to be entirely reliable. No responsibility, however, is assumed for inaccuracies. The material in this manual is for information purposes only, and is subject to change without notice.

Printed in England

ENGLISH LANGUAGE

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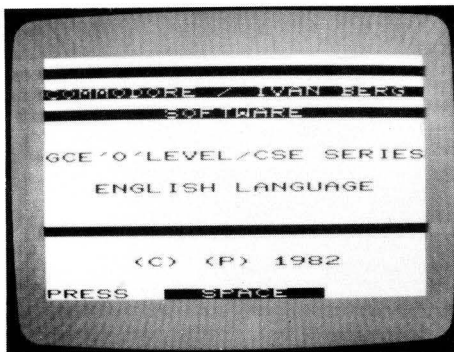


Loading and Running

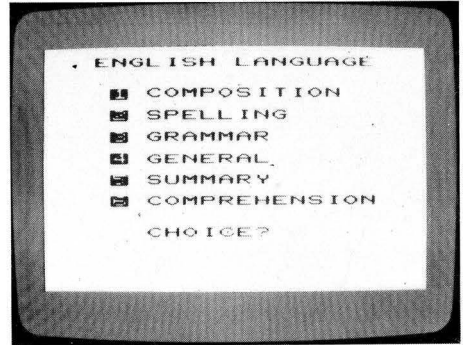
1. Switch off VIC to clear the memory completely and make sure your 8K or 16K RAM Expansion Cartridge is plugged into the slot at the back of VIC before carrying out the following:
2. Switch on VIC. Place the OPERATING SOFTWARE cassette in the cassette deck and ensure that the tape is rewind. (NOTE: the OPERATING SOFTWARE program is recorded twice on each side of the cassette for problem-free loading.)
3. Type LOAD "ENGLISH" (Don't forget the quotation marks) and press RETURN. VIC will respond with PRESS PLAY ON TAPE.
4. Press PLAY on the cassette deck and VIC will respond with SEARCHING FOR ENGLISH, then after a few seconds FOUND ENGLISH LOADING. Loading will take a couple of minutes.

If VIC does not display FOUND ENGLISH LOADING after approximately 30 seconds, carry out steps 1 to 4 again. If VIC does load the program but presents LOAD ERROR on screen, carry out steps 1 to 4 again but DO NOT REWIND THE TAPE. Remember the program is recorded **twice** on each side of the cassette. Once the program is loaded VIC will display READY.

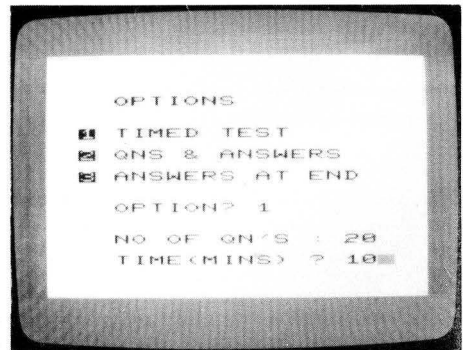
5. Type RUN and press RETURN.



6. This is the program title. Press the keyboard Space Bar as requested.



7. This is the program's Main Menu. As you can see there are 6 sections each covering a particular topic. So select your topic, say 1 Composition, and press RETURN. PLEASE NOTE THAT THE MOST EFFICIENT WAY OF USING THIS REVISION PROGRAM IS TO DO EACH SECTION IN THE SEQUENCE PRESENTED ON THE MAIN MENU. THE PLAY BUTTON ON YOUR CASSETTE DECK CAN REMAIN PRESSED DOWN AND VIC WILL AUTOMATICALLY LOAD EACH SECTION SELECTED FROM THE MENU. (See notes.)



8. This Menu gives you 3 Options. If you select 1 you'll be working against the clock, and VIC will not give you the correct answers until you have run out of time. If you select Option 2, VIC will give you the correct answer if your answer was incorrect, and keep a check on the time you take to do the test. Option 3 will also time you, but will not give you

the correct answers until the end of the test. To see how the program works, select 1 and press RETURN. As we have selected TIMED TEST, VIC now gives us the number of questions in the test, and requests a time limit (1 to 60 minutes - parts of a minute to be expressed in decimals, i.e. 3.5). So select a time, say 10 minutes, type 10 and press RETURN.



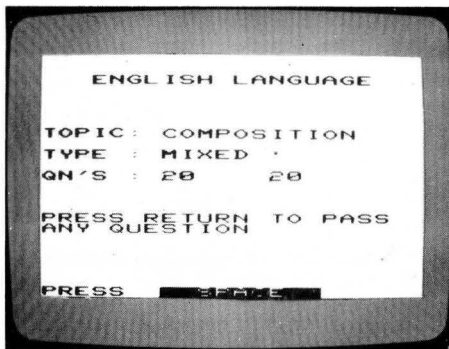
9. As COMPOSITION has not been loaded and used, VIC asks you to rewind the DATA TAPE. So take the OPERATING SOFTWARE cassette out of the cassette deck, replace it with the ENGLISH DATA cassette and make sure it is rewound. Press the Space Bar as requested.



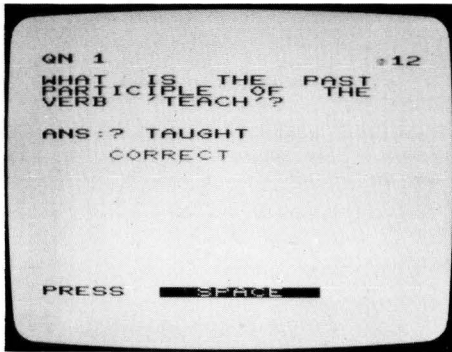
10. VIC now begins to search for COMPOSITION so press PLAY on the cassette deck as requested.



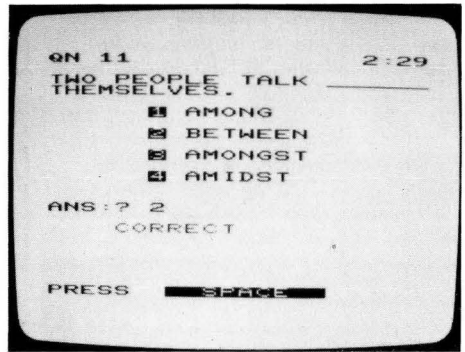
11. After approximately 30 seconds VIC will present this display. As you can see, the topic is COMPOSITION and the questions are MIXED; that is True or False, Multiple Choice and Matched (or keyed-in) answers. There are 20 questions and the figure on the right (in red) changes as the questions are loaded into VIC's memory.



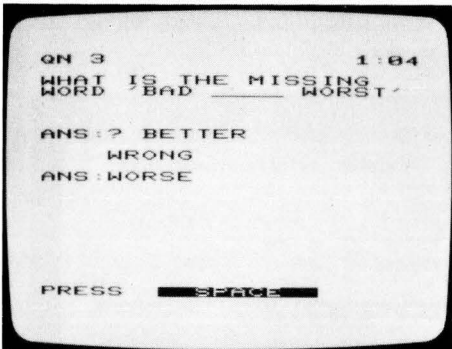
12. 20 questions are loaded. Note that you may press RETURN to pass any question. Press the Space Bar as requested and your revision test will commence. In the following question examples, option 2 from the option menu has been selected - see 8 above.



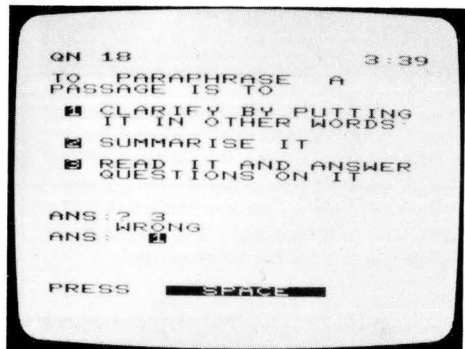
13. This is an example of a Matched (or keyed-in) answer. The correct answer has been typed in, RETURN has been pressed, and VIC responds with CORRECT.



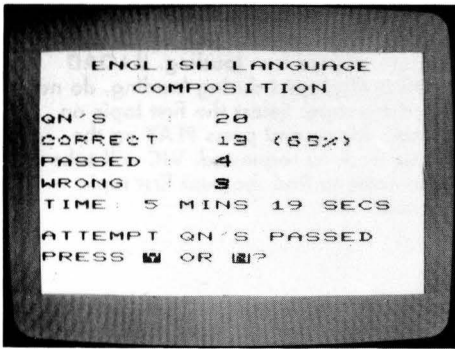
15. This is a Multiple Choice question. The correct answer has been selected. The RETURN key pressed and VIC has responded with CORRECT.



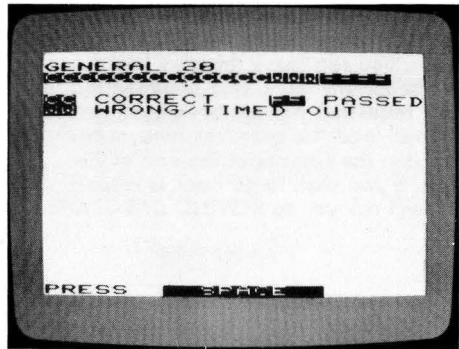
14. Here is another example of a question requiring a Matched answer. The wrong answer has been keyed in and RETURN pressed. VIC responds with WRONG and presents the correct answer.



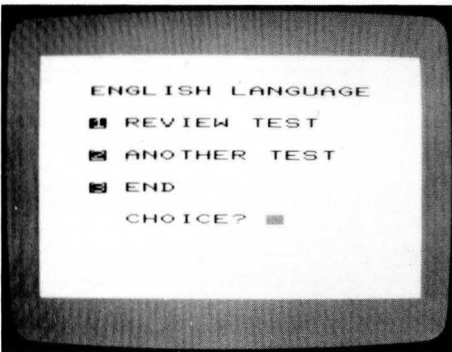
16. Here is another Multiple Choice question. The wrong answer has been selected. The RETURN key pressed, and VIC responds with WRONG and displays the correct answer.
 NOTE: TRUE or FALSE questions may be answered with T (True) or F (False).
 NOTE: You may end the test at any time by typing END as your answer to the current question.



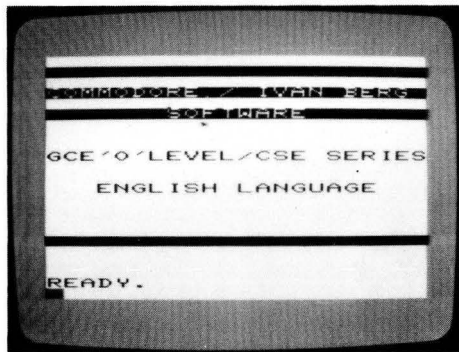
17. When you have completed the test or TIME OUT appears on the screen in a timed test, VIC will give you a summary of your results, and give you the option to attempt those questions you passed on, again.



19. If you chose 3 END, then VIC will display this bar chart – and the more tests you do before choosing to END the program, the more helpful this chart becomes, as it displays all the results of all the tests completed. A look at this will soon tell you which topics need further revision.



18. If you typed N (and pressed RETURN) VIC will display this end of test Menu. If you choose 1 you will review every question in the test, complete with its correct answer. If you choose 2, VIC will return you to the Main Menu for another test. (If you wish to do the same test again you will not need to load that section from the DATA cassette.)



20. This is the end of the program and VIC displays READY. If you wish to use the program again, type RUN and press RETURN.

NOTES: As the cassette deck is under program control when the DATA cassette is in use, you can leave the play key down on the cassette deck, and provided that the topic requested has not been used before, VIC will load the questions automatically, and stop the cassette at the end of the topic. If you wish to go back to a topic, VIC will ask you to REWIND DATA TAPE.

The questions on the DATA tape are recorded twice on each side of the cassette to ensure trouble free loading. If LOAD ERROR is displayed during loading, do not rewind the tape. Select the first topic on the Main Menu and press PLAY on the cassette deck as requested. VIC will take a few minutes to find the next first topic recorded.

NOTES FOR STUDENTS

The English language GCE course concentrates largely on composition, summarising and comprehension. Part One of this program covers these main areas. Part Two tests grammar, spelling, parts of speech, punctuation and vocabulary.

Part One

Section 1 Composition

There are four main types of essay you may be required to write in your examination. These are: factual, narrative, descriptive and discussion essays.

Essay planning is extremely important. Never plunge straight into an essay but always spend up to a quarter of your total time making a plan. Once you have selected your title, jot down your initial ideas. You can organise these later, though even as you write them down you may see a pattern beginning to emerge.

The most important parts of your essay are the beginning and the conclusion. The introduction should engage the reader's interest and the conclusion should satisfy it. In between there should be several paragraphs each embodying one of the ideas you have jotted down.

When writing your essay avoid the following:

1. Slang
2. Cliches
3. Longwinded and meaningless expressions such as 'at this moment in time'.

4. The continual use of the word "I" – especially at the beginning of sentences.
5. Local dialect.
6. The overuse of words like 'nice', 'very', 'big' and 'really'.

Section 2 Summary

There are several points to remember when summarising:

1. Make sure all the vital information is left in.
2. Leave out any descriptions or examples not crucial to the main theme.
3. Look for one word to cover several; for instance 'cats, dogs, goldfish and rabbits' could possibly be replaced by the single word 'pets'.
4. Use your own words as far as possible – do not copy out chunks of the passage.
5. Do not change the sense of anything and do not assume anything that the information does not give.

Read the following passage and the three suggested summaries, then answer the questions on the VIC program. Some questions are concerned with summary, and some with comprehension.

Passage

Every year sees the exodus from comfortable and secure family homes of an ever increasing number of young men and women – though many would regard them still as children. These enterprising citizens of tomorrow are ready to take their places in the world in rented bedsits, flats and uncomfortably-closely-shared rooms. How much does their independence cost them? It used to be suggested that a quarter of one's income should go on accommodation. In today's scramble for living space along with soaring costs and occasionally unscrupulous landlords, this fraction often approaches a half.

Summary 1

More and more young people are leaving home to live in rented accommodation, which nowadays can cost up to half their salary because of demand, costs and unscrupulous landlords.

Summary 2

People today leave home at far too early an age and are consequently insecure and uncomfortable with very little money, though they are still no more than children.

Summary 3

Family homes lose their children sooner nowadays and the enterprising citizens of tomorrow move into expensive flats, bedsits and shared rooms which can cost them half their salary.

Now answer the questions on the program.

Section 3 Comprehension

In the comprehension or interpretation question you may be tested in various ways – involving vocabulary, grammar, punctuation, use of language and inference of meaning. You may be asked for meanings or synonyms of particular words, you may have to show your understanding of the way language is being used to bring about a particular effect, which will involve being familiar with figures of speech – such as metaphors, similes and irony. Another effective way of drawing attention to words is by the use of alliteration. This occurs when one letter or sound is repeated as in 'the soft, sensuous soliloquies of the sea.' The repeated 's' heightens the softness that the words describe.

Read the following comprehension passages carefully, then answer the questions on the VIC program. The numbered sections in the passages are referred to in the questions.

Passage 1

- (1) People who appear on television nowadays seem to be far less intimidated by the medium than they used to. (2) Interviews encourage people who are boring, bombastic and bullying – only anxious to get their points across as monotonously, pompously and aggressively as possible, without any thought of entertainment value.
- (3) Gone are the days of gentle, happy quiz shows for all the family, such as 'What's my Line?' And what replaces these? Noisy, brash contests from the other side of the Atlantic which offer the world to competitors if only they are prepared to make fools of themselves.
- (4) And children's programmes, once the innocent vehicles for talking teddies and men who wore flowerpots on their heads, have moved from the sublime to the ridiculous. (5) Now we see custard pie free-for-alls and pop stars as bizarre as nightmares. Whatever next!

Now answer the questions on the program.

Passage II

(1) The months of March and April of that year had been unprecedentedly dry and warm for England. (2) The farmers, caught by surprise by the novelty of a situation which did not allow them to plead bankruptcy because of unusually late frost, rallied gamely and started talking about the horrors of drought. (3) People who had, the previous autumn, informed us that the wonderful crop of berries and mushrooms were signs of a hard winter and an even harder summer to follow, now said that a surfeit of berries and mushrooms meant a fine spring the following year. (4) To top it all, those paid Munchausens amongst us, the weather forecasters, predicted an extremely hot spell from April to August. (5) The English, being gullible, got so over-excited at these predictions that many of them went to extreme lengths, like laying in suntan oil and deck chairs. (6) In the whole length and breadth of Bournemouth, on the south coast, where we were living, there was not a pair of bathing trunks nor a sunshade to be had for love or money.

*from 'The Picnic and Suchlike Pandemonium'
by Gerald Durrell*

Now answer the questions on the program.

Passage III

(1) The next scene is a tempestuous afternoon in the following month, and Fancy Day is discovered walking from her father's home towards Mellstock. (2) A single vast gray cloud covered the country, from which the small rain and mist had just begun to blow down in wavy sheets, alternately thick and thin. (3) The trees of the fields and plantations writhed like miserable men as the air wound its way swiftly among them: (4) the lowest portions of their trunks, that had hardly ever been known to move, were visibly rocked by the fiercer gusts, distressing the mind by its painful unwontedness, as when a strong man is seen to shed tears. (5) Low hanging bows went up and down; high and erect boughs went to and fro, the blasts being so irregular, and divided into so many cross-currents, that neighbouring branches of the same tree swept the skies in independent motions, crossed each other, or became entangled. (6) Across the open spaces flew flocks of green and yellowish leaves which, after travelling a long distance from their parent trees, reached the ground and lay there with their undersides upward.

Now answer the questions on the program.

Part Two

This part of the program is divided into three sections: General, Spelling and Grammar. The following information may help you.

One of the major problems with verbs lies in the confusion between the past tense and the past participle. The past participle is the form of the verb which is used with the auxiliary 'have'. A straightforward example is: 'I work – I worked – I have worked'. In this regular verb the formation of the past tense and the past participle is the same. However, there are many irregular verbs. For example:

I go – I went – I have gone
I ring – I rang – I have rung
I choose – I chose – I have chosen
I see – I saw – I have seen

In the comparison of adjectives too there can be an irregular pattern. The comparative of the adjective 'fast' is 'faster' and its superlative is 'fastest'. This is quite easy to follow. But look carefully at these examples which do not follow that rule:

good – better – best
many – more – most
bad – worse – worst
beautiful – more beautiful – most beautiful

An **adjective** is a descriptive word giving an attribute to a noun or pronoun. Words such as 'beautiful', 'funny' and 'his' are adjectives. An **adverb** modifies or qualifies another word, especially a verb. An adverb can, for instance, say how, when, where, or why something was done. 'Quick' is an adjective; 'quickly' is an adverb.

Pronouns – I, you, they and so on – are used instead of nouns to avoid unnecessary repetition. Notice the change in a pronoun when it is the object of a sentence – 'he knows the girl' but 'the girl knows **him**'.

Prepositions usually connect nouns or pronouns to the rest of the sentence. In 'the cat sat on the mat' the connection between 'mat' and the rest of the sentence is indicated by the preposition 'on'. Other examples of prepositions are down, through, between, along, around. Notice what happens to pronouns used as objects after a preposition as in the phrase 'between you and me'.

Punctuation

Poor punctuation has been the cause of many lost examination marks. Again, it is important to know what the punctuation marks are and the functions of each. Punctuation really follows quite logical rules and is designed to help writers get their meaning across. It would be a great pity if an examiner failed to understand your brilliantly original idea because you had put a comma out of place!

Commas are used to break up a sentence into natural pauses, for ease of reading. Imagine your sentence is being read out loud and put the commas where the reader would naturally make a short pause. Many people litter their writings with commas. This can hinder the reader too. If a comma seems to interrupt the flow of a sentence, it is probably better to leave it out.

The **semicolon** marks a longer break in a sentence than does the comma, without the finality of a full stop. One of its common uses is to separate two or more clauses of equal importance, which are linked in meaning but not joined by a conjunction such as 'and' or 'but'. Another use is in a list, to separate clauses already containing commas. Lists are usually introduced by a colon – a device which divides a sentence in two, one part acting as a contrast to the other or an exemplification of it.

Quotation marks are used to mark off direct speech, to indicate that an author is quoting from another source and to show that an author is using words that do not conform to his own style. They are sometimes used instead of italics to indicate the title of a book, a ship, a play and so on. Beware of using quotation marks to pinpoint particular words as this often gives an unwanted effect of sarcasm. It is worth having a close look at the use of quotation marks in a book or paper to see how they affect the order of other punctuation marks.

The **question mark** is used instead of a full stop when the sentence is a question. Be sure that the sentence is a question – some plain sentences begin with words such as 'when' or 'why'. For example, 'When I am at home, I am very greedy.'

The **apostrophe** has several uses. It is used with an s after it to indicate that a noun not already ending in s is possessive – as in a **girl's friend**. (i.e. the friend belonging to the

girl.) If a plural noun ends in *s*, the possessive apostrophe follows the plural *s*, without any additional *s* following. For example: **doctors' surgeries** (i.e. the surgeries of several doctors.) A plural noun **not** ending in *s* (such as children) has an apostrophe *s* added to make it possessive. It is used to indicate that an indefinite pronoun is in the possessive case, as in **one's book**. The apostrophe also acts as a substitute for omitted letters in contractions such as **won't** and **o'clock**. The word **its** only contains an apostrophe when it is a contraction for **it is**. Never use an apostrophe in a plural that isn't possessive.

Spelling

Poor spelling is another frequent cause of lost exam marks. There are several reasons for problems with spelling. For instance some words sound the same, or similar, and people become confused over plurals and other word endings.

Some words that sound the same or similar are spelt differently. One to watch out for is the word 'there'. Look closely at the following spellings:

There you are
Their manners are terrible
They're up to no good

Another set which causes problems is the following:

To be or not **to** be
I am off **to** the theatre
Two for tea
Too big for his boots

These are very common examples and you are bound to encounter them. Make sure that you know the differences in spelling as they are words that you cannot avoid using. There are, however, many other words which sound the same. If you are not entirely sure of the spelling, try to find another word; if this is impossible, pick the spelling which seems most logical.

Other words can be used as a guide for this. The first six letters of 'complement' – comple are the same as the first six letters of the word 'complete'. And complement spelt this way means something which completes. On the other hand, the **compliment** which someone pays you when you have done exceptionally well in an exam is spelt with an 'i' rather than an 'e'.

Although some spellings are rather strange, many words do follow similar patterns. For instance, you may wish to use the word 'receive' but feel unsure about how to spell it. The rule 'i before e except after c' is a **fairly** safe guideline. Although the rule isn't always appropriate, in genuine doubt it is worth remembering.

Plurals sometimes cause problems. When do they end in *s* and when in *es*? Usually a plural is formed by adding an *s*. However, when *y* follows a consonant in the singular it changes to *i* and adds *es* in the plural: For example, babies. Words like boy, toy, monkey and money, with a vowel before the *y* just add *s* in the plural. Boy – boys.

Many words ending in *o* add *es* in the plural. Potato – potatoes.

Another area that causes difficulty is the doubling of consonants in an enlarged word. Usual is spelt with one *l*; usually has two. Begin has one *n*; beginning has two. Note that 'write' – a word which ends in an *e*, has one *t* and so has writing (which also drops the *e*). But written has two *t*'s – the pronunciation should help you in this case.

Spelling presents different problems for different people – those examples are only the most common areas of difficulty. It is worth checking over any essays you have had marked, for words which you frequently misspell.

Vocabulary

A good vocabulary makes it easier to understand comprehension passages and to write lively essays. The best way to enrich your vocabulary is by reading a lot and using a dictionary when you come across unfamiliar words. However, there are certain words which always give people trouble. The following examples should be of use to you:

To **affect** is a verb meaning either to influence or to pretend.

e.g. I didn't let his attitude affect me.
I affected ignorance on the matter.

Effect means the result of some cause.

e.g. Screaming and shouting had no effect.
Effect can also be a verb meaning to bring about.

e.g. He effected a change in the timetable.

Accept means to agree or receive.

e.g. He accepted my explanation.

Except can mean 'other than'.

e.g. Everyone except John is going to the party.

As a verb **except** means exclude.

e.g. I except present company when I make these allegations.

Uninterested means 'lacking interest'.

e.g. She was uninterested in his foolish prattle.

Disinterested means 'impartial'.

e.g. As a disinterested observer, he was able to give a fair assessment.

If there are other pairs or groups of words which confuse you, look them up in a dictionary and write down and memorise the different meanings.

Watch out for word endings. They sometimes give you a clue to a word's meaning: 'ible' or 'able' at the end of a word usually implies capable of doing or having

done. Thus '**credible**' means believable; '**desirable**' means capable of being desired.

'Ous' as an ending usually means **having** something. Thus **credulous** means having belief (usually on little evidence) and **desirous** means having desire.

Note the difference between **continuous** and **continual**. **Continuous** means having continuity or uninterrupted.

e.g. There is a continuous line of traffic right across Central London.

Continual means often repeated

e.g. His father's continual criticism wore out his patience.

You should now know where your weaker points lie and revise these accordingly. Try running the program again after a few weeks and see how you fare.

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